

Lesson Plan

Learning to Communicate Effectively

Sub-indicator 5.3: Social Skills Development

Common Core Standard

Students will be able to “prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.”

[CCSS.ELA-LITERACY.CCRA.SL.1](https://www.corestandards.org/ELA-Literacy/CCRA/SL/1/)

Learning Objective(s)

Students will be able to distinguish between positive and negative communication skills

Students will be able to identify differences between good & bad communication skills.

Materials

SmartBoard/ projector
Pad/Computer access for students
Writing Materials

Good communication skills poster
Communication Skill Scenario Cards

Opening Activity – Whole Class, 10 Minutes

Activity Purpose: Students will learn about what good & bad communication skills lead to

Description of Activity:

1. Introduce by stating: “Today, we are going to talk about what it means to have good communication skills and how to communicate effectively with those around us. Good communication skills involve listening well, responding appropriately, and talking in an appropriate and respectful way.
2. Watch this [30 second video](#) on good communication vs. bad communication. *Read the text out loud on the screen for all students as the video plays -- pause as needed.* Prepare students for follow up questions by instructing them to remember one thing good communication can lead to.
3. After watching the video, create an open discussion of what good communication leads to. Discuss what bad communication can lead to as well.
 - a. **Answers:** Good communication skills lead to: Understanding a person or situation better; helps resolve differences; builds trust & respect; offers an environment of creative ideas, problem solving, and cooperation
 - b. **Answers:** Bad communication skills lead to: Misunderstanding people or situations; creates mistrust & disrespect; doesn't allow for creativity & solutions



Activity 1 - Individual, 20 Minutes

Activity Purpose: Students will be able to distinguish the differences between good and bad communication skills.

Description of Activity:

1. State “ Now that we know what good and bad communication skills lead to, let’s talk about defining what the difference is between the two.
2. Good communication skills are: Review & discuss these communication skills & why they are important to effective communication (See good communication skills posters at end of lesson.)
 - a. Active Listening
 - b. Being friendly to others or showing kindness
 - c. Having an open mind
 - d. Offering and taking feedback
 - e. Having confidence in yourself and those around you
 - f. Non-verbal communication
3. Bad communication skills in a person can be demonstrated by:
 - a. Not listening
 - b. Interrupting when someone else is speaking
 - c. Ignoring someone when they are talking to you
 - d. Negative non-verbal communication (scowl on the face; hitting; etc.)
 - e. Showing annoyance or frustration when someone offers feedback
 - f. Not allowing for flexibility & creativity
4. Once students have been introduced to the differences in the two communication skills. Have an open discussion as to why a bad communication skill (such as not listening) could lead to items discussed in the opening activity (such as disrespect). Do the same with good communication skills

How will students demonstrate their learning?

Students will be able to distinguish between good and bad communication skills and why they may lead to positive or negative consequences through open discussion format.

Activity 2 – Small Group, 30 Minutes

Activity Purpose: Students will learn and compare various community groups that they could get involved in

Description of Activity:

See attached scenario cards at end of lesson.

1. Split students into small groups (no more than 3-4 students within a group)
2. Introduce this activity by stating that a scenario will be displayed on the projector/board. Students should read the scenario and take 2-3 minutes to discuss with their group. The students need to identify two things:
 - a. Is this a good or bad communication skill?
 - b. What could this communication lead to? (positive or negative consequence)
 - c. Once students discuss, quickly ask each group about their perspective. **It is okay if groups have similar answers, this will reinforce the idea of what is considered good & bad**

Closing Activity – Whole Group, 5 Minutes

1. Quickly review good v.s. bad communication by asking follow up questions:
 - a. What is an example of good communication?
 - b. What can good communication lead to?
 - c. What is an example of bad communication?
 - d. What can bad communication lead to?

ACTIVE LISTENING



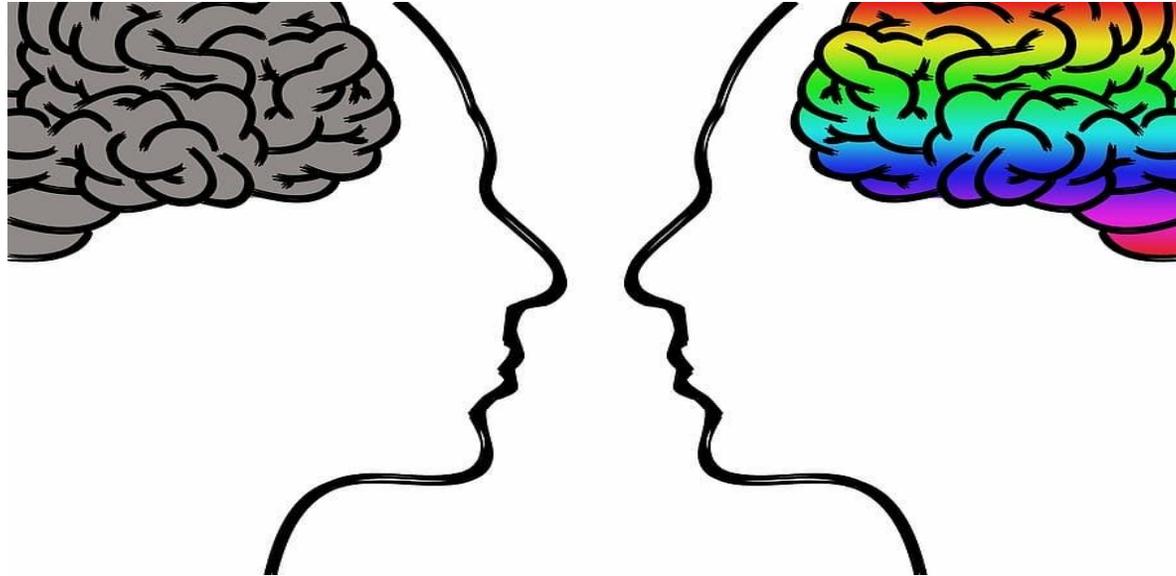
Showing with your body and actions that you are paying attention and taking information in from the speaker.

FRIENDLINESS



Showing kindness, greeting others, and being friendly with those around you.

OPEN-MINDEDNESS



Being flexible and willing to try new things, even if it is out of your comfort zone. Open mindedness allows you to look at different perspectives other than your own.

OPEN TO FEEDBACK



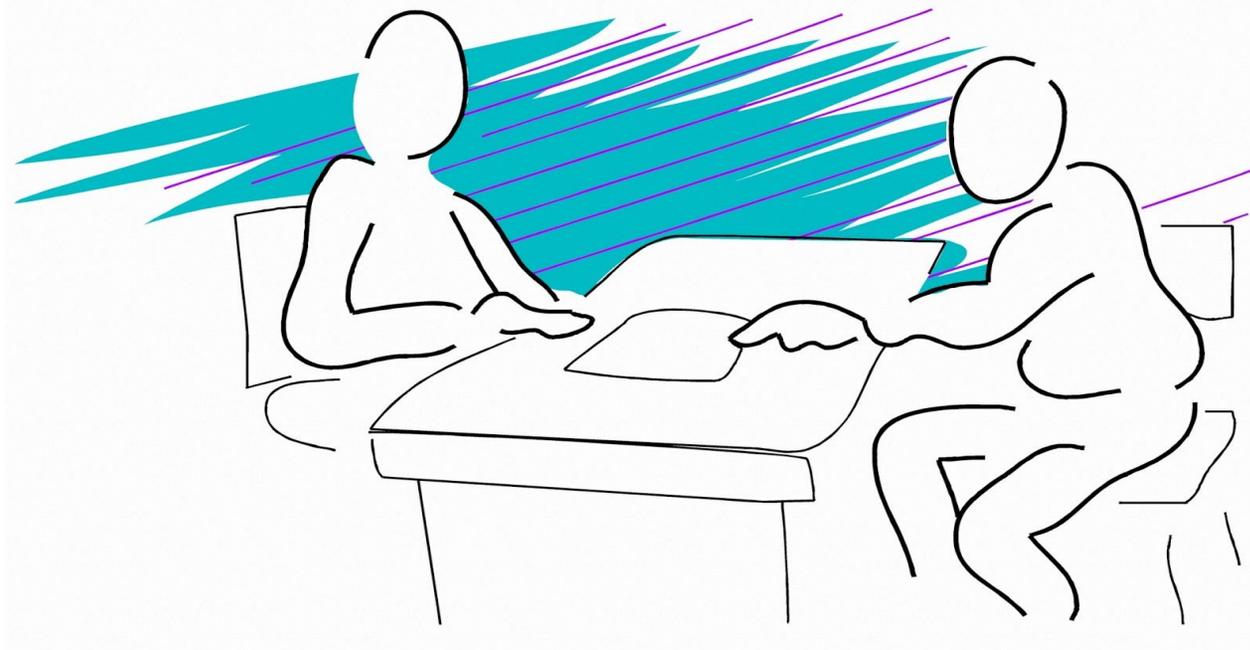
The ability to listen to how you can improve and what you are doing well. This also includes the ability to give feedback to others in a respectful & helpful way.

CONFIDENCE



Believing in yourself and what you are able to do. This also allows you to have confidence in those around you and their abilities.

NON-VERBAL COMMUNICATION



The ability to understand how others are feeling and what they may be thinking through actions and facial expressions.

Scenario 1:

Jade & Will are talking to each other about their weekend plans. Jade is really excited to go to the lake with some friends and is showing her excitement by smiling and laughing as she is talking. Will says he will be spending some time with his family over the weekend. However, Jade's excitement takes over and she keeps interrupting him as he tries to talk about his family weekend. Are Jade's actions & communication skills good or bad? What are the consequences of her communication?

Scenario 2:

Greg works at a grocery store and a part of his job is greeting customers as he passes them with a simple hi or checking to see if they need anything as they shop. An older lady approaches him and asks for help to find something in the store. Greg responds by saying "Hello, I'd be happy to help you find that item. Let's go there together." The customer is pleased with Greg's response as Greg directs her to the item. Is Greg's communication good or bad? What are the consequences of his communication?

Scenario 3:

Maisy is sitting in her math class and has finished her required assignment. At the beginning of class, the teacher instructed the class that they could work on other assignments or put their head down if they finished early but they could not talk and disrupt other students. Maisy decides that she is going to chat with her friend Grant. Grant becomes increasingly frustrated but only shows it through an angry face and taking long sighs. Maisy dismisses his frustration and continues to try & chat. Is Maisy showing good or bad communication skills? How is Grant communicating to Maisy? Is there any consequences to this communication? Could Grant have communicated differently?

Scenario 4:

Tonya is working at an art store for a summer job. Typically, Tonya works in the back as a stocker and tracks inventory. However, today the boss has asked Tonya to work as a cashier so she can develop new skills. A customer comes up to Tonya and starts complaining about the lack of inventory the store has and how they never restock. Tonya feels that this is a direct reflection of her work as stocker and gets upset. Tonya does not acknowledge the customer's complaints as she begins to cry and run away. The customer had to be approached by another employee to handle the situation. What is the consequence of Tonya's communication? What could she have done differently?

Scenario 5:

Jorge's math teacher is offering him feedback on his math test. Jorge has struggled with this unit but studied really hard and got a better grade this time around but still showed room for

improvement. As Jorge's math teacher offered feedback and advice, Jorge showed he was actively listening by looking at the teacher and responding at appropriate times. Is Jorge showing good or bad communication skills? What are the consequences of his communication?