Unit 5 Lesson 1

**Lesson 1**

Learning How to Communicate Effectively

**TIME:** 30-45 minutes

**OBJECTIVES**

Students will:

1. identify appropriate situations when they should approach others to present information about their disability and their needs

2. distinguish between appropriate and inappropriate non-verbal communication (body language) including personal space, eye contact, posture, etc.

3. demonstrate appropriate verbal communication skills including tone, volume, and vocabulary

**MATERIALS**

1. Worksheet 5-1

**LESSON OPENING**

**Critical thinking:** Read the following scenario to students. Have students identify key issues/problems and solutions.

*Chris has been called to the office due to his recent tardies and absences in class. He knows he is in trouble and will likely be assigned detention or trash duty during lunch as punishment. He is angry because he feels his reasons for the tardies and absences are valid. However, Chris has an angry tone of voice and is slouched down in his chair with his arms crossed while he is telling the principal his reasons for the tardies and absences. Chris also rolls his eyes every time the principal starts talking. As a result, the principal gets irritated with Chris and assigns him three weeks of detention and refuses to listen to any more of Chris’s excuses.*

• Provide students time and opportunity to respond to the story.

• Record the problems and solutions students identify in the space below or somewhere in the classroom.

 Problems Solutions

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o *During our last few sessions you have learned about your IEP, special education, and your rights and responsibilities. Knowing this information will help you advocate for yourself. A crucial part to self-advocacy is*

*communication. Today we are going to talk about some important*

*communication skills.*

**PROCEDURE**

1. Make a brief presentation using poor communication skills. Ask students to identify problems with your communication behaviors.

Possible examples:

– folded arms = defensive

– hands in your pocket = lack of confidence

– shaking or moving your feet and/or legs = nervous

– blank stare on your face = lack of interest

– rubbing your neck and/or head = bored

– slouching = unprepared or lack of confidence

– mumbled speech = unprepared or lack of confidence

•Brainstorm 2 or more good communication behaviors.

Possible examples:

– stand or sit up straight

– make eye contact

– speak loud and clear

• Define and discuss verbal and non-verbal communication.

– verbal communication: using written or spoken words to express your thoughts or message.

– non-verbal communication: the use of body language to express your thoughts or message.

• Have students brainstorm examples of both verbal and non-verbal communication.

Possible examples:

– Letters

– Report

– Faxes

– Telephone

– E-mail

– Video conferencing

– Internet

– Social networking

– Face-to-face

**Discussion point(s):** Introduce the SHARE strategy to students. Encourage students to use this strategy while communicating with others.

**S**it/stand up straight

**H**ave a pleasant tone of voice

**A**ctivate your thinking

**R**elax

**E**ngage in eye communication

**LESSON CLOSURE**

• Provide students time and opportunity to ask questions and add to their KWL chart as needed.

• Have students explain SHARE.

**S**it/stand up straight

**H**ave a pleasant tone of voice

**A**ctivate your thinking

**R**elax

**E**ngage in eye communication

**STUDENT EVALUATION**

1. Completion of worksheet 5-1: Practice Communication Skills

2. Participation

3. Add to student KWL chart as necessary