

D23-L1

<b>Written Communication</b>	<b>Core Competency:D23</b>	<b>Level 1, Introductory</b>
Communicate in Writing		
Time to complete: 180 minutes		
<b>Objectives</b>	Upon completion of this lesson students will be able to: <ol style="list-style-type: none"> <li>1. Discuss components of verbal and non-verbal communication</li> <li>2. Recognize the messages sent through various non-verbal cues</li> <li>3. Identify the skills of active listening</li> </ol>	
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Make copies of student handouts.</li> <li>• If you will be doing supplemental activities, make copies or arrange for the resource as needed.</li> </ul>	
<b>Core Standards</b>	Career and Vocational/Technical Education: Content Standards 2 and 3 Workplace Competencies Content Standards 2, 3 and 4	
<b>Cross Competencies</b>	G41 Apply critical thinking skills. G53 Exhibit work ethics and behaviors essential to success. H63 Demonstrate an attitude that attracts the attention of management. H64 Demonstrate an ability to communicate and work with customers to satisfy their expectations. H66 Demonstrate an ability to follow and give directions. H67 Demonstrate good reasoning skills that result in thinking first, then taking action. H75 Demonstrate familiarity with a variety of technologies.	

Resources		
Materials in Lesson Plan	Other Supplies Required	Supplemental Resources
<ul style="list-style-type: none"> <li>• D23L1ACT1 Autobiography</li> <li>• D23L1ACT2 Caption Competition</li> <li>• D23L1ACT3 Who Am I?</li> <li>• D23L1WS1 Writing a Letter</li> </ul>	<ul style="list-style-type: none"> <li>• Internet access and/or Magazines</li> </ul>	<ul style="list-style-type: none"> <li>• 6 Traits of Writing: <a href="http://educationnorthwest.org/traits">http://educationnorthwest.org/traits</a></li> </ul>

MCA	Portfolio Project	Guest Speakers	Program of Work
Civic Engagement	Indian Education for All	Career Pathways	Competitive Events
Mapping Your Future			Washington DC Leadership Conference JAG Leadership Event

<b>Suggested Instructional Approach</b>		
<b>Introduction</b>	Writing is an essential component of basic communications. Writing can be very difficult as it combines all the skills of reading along with fine motor coordination, focus, organization and planning.	Notes
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Make copies of student handouts.</li> <li>• If you will be doing supplemental activities, make copies or arrange for the resource as needed.</li> </ul>	
<ol style="list-style-type: none"> <li>1. Often times it is difficult for students to get started on a writing assignment. Having them write an autobiography can help, as often times it is easier to write about one's self. Hand out <a href="#">L23L1ACT1 Autobiography</a>. Review the assignment with them. Allow them ample time to finish assignment, when finished have a peer proofread and then have them hand it in when corrected.</li> <li>2. An alternative to this assignment or to use in conjunction with is <a href="#">L23L1ACT3 Who Am I?</a></li> <li>3. Distribute <a href="#">D23L1WS1 Writing a Letter</a> to students. This activity uses an interactive internet activity from readwritethink.com to help students generate a letter. The activity is most effective if students write a real letter that will be mailed. Ideas for whom to write letters to: <ul style="list-style-type: none"> <li>• A congressman about an issue of concern</li> <li>• The school board chairman</li> <li>• A celebrity or favorite author</li> <li>• A post-secondary school for information about programs</li> <li>• An employer about the potential of job openings</li> <li>• Thank you letters to adults who have made a difference</li> </ul> </li> <li>4. Review directions and expectations</li> <li>5. Ask students for examples of times when writing might be important on the job? Some possible answers: <ul style="list-style-type: none"> <li>• Leaving information for others</li> <li>• Taking messages</li> <li>• Requesting time off</li> <li>• Taking inventory</li> </ul> </li> <li>6. Different jobs require different writing skills, but everyone can work on their skills</li> <li>7. Ask students: What resources are available to help them improve their writing skills? Possible answers are: <ul style="list-style-type: none"> <li>• Teachers/School</li> <li>• On-line activities</li> <li>• Classes through adult-education sites</li> </ul> </li> <li>8. Finish unit with a fun activity that will allow students to work in teams of three. Hand out and review <a href="#">D23L1ACT2 Caption Competition</a>.</li> </ol>		

<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Completion of Autobiography and Letter</li> </ul>	
<b>Supplemental Activities</b>	<ul style="list-style-type: none"> <li>• Have students write in journals on a daily basis.</li> <li>• Have students practice effective communication by writing short children's stories. Make the stories into books and share with elementary buddies.</li> <li>• Encourage students to play games on sites like BBC and Fun brain which encourage development of writing and word skills</li> <li>• Work with classroom teachers to identify students who need targeted intervention to strengthen their writing skills</li> </ul>	