

D24-L1

<b>Communicate Verbally</b>		<b>Core Competency:D24</b>	<b>Level 1, Introductory</b>
Communicate Verbally			
Time to complete: 120 minutes			
<b>Objectives</b>	Upon completion of this lesson students will be able to: 1. Discuss components of verbal communication 2. Demonstrate introductions using GNAP Self-identify areas for improvement in verbal communications		
<b>Cross Competencies</b>	C19 Practice effective human relations D21 Comprehend verbal communications E28 Deliver presentations to groups G41 Apply critical thinking skills G51 Demonstrate politeness and civility G53 Exhibit work ethics and behaviors essential to success G56 Demonstrate an ability to analyze the strengths and weaknesses of self and others H62 Demonstrate how to work effectively with others H63 Demonstrate an attitude that attracts the attention of management		
<b>Core Standards</b>	Career and Vocational/Technical Education: Content Standards 2 and 3. Workplace Competencies: Content Standards 2, 3 and 4		
<b>Resources</b>			
<b>Materials in Lesson Plan</b>	<b>Other Supplies Required</b>	<b>Supplemental Resources</b>	
<ul style="list-style-type: none"> <li>D24L1ACT1 Voice Quality Evaluation</li> <li>D24L1PPT1 GNAP</li> <li>D24L1ACT2 Pass Right Pass Left</li> <li>D24L1ACT3 Silly Handshakes</li> </ul>	<ul style="list-style-type: none"> <li>Books for reading passages (simple children’s books)</li> </ul>	<ul style="list-style-type: none"> <li>YouTube: 10 Types of Handshakes</li> </ul>	

<b>MCA</b>	<b>Portfolio Project</b>	<b>Guest Speakers</b>	<b>Program of Work</b>
<b>Civic Engagement</b>	<b>Indian Education for All</b>	<b>Career Pathways</b>	<b>Competitive Events</b>
Mapping Your Future			Telephone Techniques



<b>Suggested Instructional Approach</b>		<b>Notes</b>
<b>Introduction</b>	<p>Communication is only successful when both the sender and the receiver understand the same information as a result of the communication.</p> <p>A sender (the speaker) who knows what message they want to convey, and why they are conveying it, will be more effective.</p> <p>In addition to the words chosen by a speaker, voice qualities can enhance or alter a message. Vocal qualities which add to the effectiveness of a message are:</p> <ol style="list-style-type: none"> <li>1. The speed of speaking</li> <li>2. Vocal pitch</li> <li>3. Volume</li> <li>4. Articulation</li> <li>5. Effective use of pauses</li> </ol> <p>A recent business poll indicated that communication skills were the most important factor for businesses when promoting employees to managerial positions.</p> <p>For an excellent article on verbal communications in the business place visit:  <a href="http://www.mindtools.com/CommSkill/CommunicationIntro.htm">http://www.mindtools.com/CommSkill/CommunicationIntro.htm</a></p>	
<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. Have a variety of children's books available for students to select from. Suggestions are: <u>Dr. Seuss</u>, <u>Where the Wild Things Are</u>, <u>Skippy John Jones</u>, and <u>Super Fly Guy</u>. Since students will be reading aloud to peers, familiar stories with simple vocabulary will increase the effectiveness of the activity for students. If you know a student is uncomfortable reading aloud, prior to this activity meet with the student. Options might be: <ul style="list-style-type: none"> <li>• Allow the student a day or two ahead of time to pre-read the passage and practice reading the passage aloud,</li> <li>• Have the student bring in their own selection that they would be comfortable reading aloud,</li> <li>• Have the student complete their reading with you or their reading specialist outside of class,</li> <li>• Exempt the student from the reading, but have them participate in the evaluation of fellow students.</li> <li>• Instead of reading a passage, students could tell a story of their own choosing.</li> </ul> </li> </ol>	

<p>2. The goal of this activity is for students to read a short passage aloud, and have peers rate each other as they read using <u>D24L1ACT1 Vocal Quality Evaluation</u>. You know your students best, if reading aloud is too uncomfortable for many of them, you could have students record themselves reading the passages and rate themselves, or they could record the reading using voice recognition software that is included in WORD. <i>Instead of reading a passage, students could tell a story of their own choosing. You could also have students create audio books.</i></p> <ul style="list-style-type: none"> <li>• Break students into groups of 3 or 4.</li> <li>• Introduce the rating sheet to students.</li> <li>• Read a passage to students, and have them complete the rating sheet for your vocal qualities, and have a group discussion about student responses from your reading.</li> <li>• Have students work in groups to read and rate each other.</li> <li>• At the end of the activity, ask students to share the results with each other. Ask students to identify one quality of their own speech they can work on, and then brainstorm ideas for how to work on those qualities.</li> </ul> <p>3. Ask for two volunteers to role play for an activity.</p> <ul style="list-style-type: none"> <li>• Explain that one volunteer is an employer, Mr. Smith, visiting the school, and the second volunteer is a student hoping to get a job at the employer’s business.</li> <li>• Ask the student to introduce himself to the employer.</li> <li>• After the student has introduced himself/herself, ask the class what impression they think the employer will have of this student? Will he remember the student?</li> </ul> <p>4. Present <u>D24L1PPT1 G NAP</u> to students.</p> <p>5. Have students practice GNAP to introduce themselves in various role plays that are presented at the end of the powerpoint.</p> <p>6. Have students view the YouTube video “10 Types of Handshakes.” This video shows what different handshakes imply to the person you are shaking hands with.</p> <p>7. Finish this unit with two communication activities: <u>D24L1ACT2 Pass Right Pass Left</u> and <u>D24L1ACT3 Silly Handshakes</u>.</p> <p>8. Ask student how their vocal qualities can impact the perception of their attitude from teachers and employers.</p> <p>9. Brainstorm “right” and “wrong” answers.</p> <p>10. How can students practice vocal qualities?</p> <p>11. When would students have an opportunity to practice their GNAP skills?</p> <p>12. How could these skills be useful in the workplace?</p>	
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<b>Assessment</b>	Completion of worksheets and activities.	
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<p><b>Supplemental Activities</b></p>	<ul style="list-style-type: none"><li>• Body Language Charades. Give each student an index card and allow 3 minutes to write something about themselves they believe can be communicated using only facial expressions, gestures and/or body language. Have them come forward, one at a time, give you the index card, and communicate their message to the rest of the students using only facial expressions, gestures and/or body language. They may not speak or respond verbally to anyone. The rest of the class may not ask questions of the student presenting to clarify anything. When the class guesses the message, the next student should come forward and repeat the activity until all students have participated. Allow 2-3 minutes for the students to guess the message; if the message is not “guessed,” the student speaks his/her message and the activity continues. You can demonstrate an example, for instance, if you are married by holding up your hand and pointing to your ring. Ask the students what you are saying about yourself by this gesture. Performing the same gestures with an absence of a ring could also indicate that you are not married.</li><li>• Organize a meet and greet activity with members of the community and JMG students, allowing the students to practice their speaking, listening and non-verbal skills including GNAP.</li><li>• Have students record themselves reciting a passage or telling a story and rate themselves on the rubric.</li><li>• “My Life” movie has great video clips on communicating and first impressions.</li></ul>	
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