

D24-L2

Communicate Verbally	Core Competency:D24	Level 2, Intermediate
Communicate Verbally		
Time to complete: 180 minutes		
Objectives	Upon completion of this lesson students will be able to: <ol style="list-style-type: none"> 1. Understand the importance of having good listening skills 2. Analyze his/her ability to communicate. 3. Self-identify areas for improvement in verbal communications 4. Use Standard English and body language to send clear messages. 	

Cross Competencies	C19 Practice effective human relations D21 Comprehend verbal communications E28 Deliver presentations to groups G41 Apply critical thinking skills G24 Provide constructive feedback
Core Standards	Career and Vocational/Technical Education: Content Standards 2 and 3 Workplace Competencies Content Standards 2 , 3 and 4

Materials in Lesson Plan	Other Supplies Required	Supplemental Resources
<ul style="list-style-type: none"> • D24L2WS1 What Your Actions Reveal • D24L2ACT1 Build What You Hear • D24L2ACT2 Personalized License Plates • D24L2ACT3 Effective Communication Skills • D24L2ACT4 News Worthy • D24L2ACT5 Crazy Lists 	<ul style="list-style-type: none"> • Access to computer to show YouTube video • Marshmallows, toothpicks, paper bags • Construction paper/markers • Video Camera/newspapers 	

MCA	Portfolio Project	Guest Speakers	Program of Work
Civic Engagement	Indian Education for All	Career Pathways	Competitive Events
			Telephone Techniques Public Speaking

Suggested Instructional Approach		Notes
Introduction	<p>Communication is a process we use every day. The ability to communicate verbally is a skill which students need to interact with other students, teachers and administrators. The skills they learn here transfer to the working situation where they interact with other workers, supervisors and bosses.</p> <p>Communication is defined as all the ways by which meaning is conveyed from one person to another. The three components that complete the communications process include the sender, the message, and the receiver. Body language (posture, eye contact, mannerisms, and gestures) are nonverbal parts of communication but have a very important influence on how a message is perceived. The exercises in this unit will help students understand the many purposes of messages and how body language, the use of slang and a person's voice affects the message being given.</p>	
Preparation	<ul style="list-style-type: none"> • Make copies of student handouts. • If you will be doing supplemental activities, make copies or arrange for the resource as needed. 	

	Notes
<ol style="list-style-type: none"> 1. As an introduction so that students have an understanding of how body language impacts how a message is perceived, have students watch You Tube video, <u><i>As Body Language at Work by Peter Clayton</i></u>, http://www.youtube.com/watch?v=t-eC2QQ-nSM 2. Handout <u>D24L2WS1 What Your Actions Reveal</u>. 3. Establish teams of three members, hand out supplies needed and have class complete <u>D24L2ACT1 Build What You Hear</u>. Debrief at the conclusion. 4. Distribute <u>D24L2ACT2 Personalized License Plates</u>. Tell participants that they will be using their creative talents during this activity. Assign them the task of creating one personalized plate per participant. This license plate should illustrate that person's special interests and/or talents. Have each student share their license plates by presenting to the class. 5. Have students complete <u>D24L2ACT3 Effective Communication Skills</u>. Hand out a plain sheet of paper to each class member. This activity deals with qualities that make you a good communicator. Do you listen carefully? Follow up with discussion questions. 6. <u>D24L2ACT4 News Worthy</u>. This activity allows the students to take written news report and create a simulated television report. Allow students to share their news report. 7. As a quick starter or relationship building activity, <u>D24L2ACT5 Crazy Lists</u> is a winner. Creating lists is a great way to develop thinking skills and when you make the lists a little crazy you add a little humor to the classroom too. Have each group share their findings. 	

Assessment	Completion of worksheet 1 and Activities 1-5	
Supplemental Activities	<ul style="list-style-type: none"> • Give each student a fortune cookie. One at a time, have students break open their cookie and ponder their fortune for 1 minute. Then have students give a one-two minute extemporaneous speech to the class about their “fortune.” • Make a bulletin board or poster showing some nonverbal gestures. • Write a word or term on the board and have the students write the first word that comes into their minds. Continue writing words on the board, allowing a short time for students to write their “word” response to the word you have written. Word by word, go around the room and have students read the word they wrote in response to your word or term. Results will illustrate the different meanings associated with that word or phrase by the students. Lead students into a discussion on the importance of accurate communication and how difficult it may be at times. (use words from the D competencies vocabulary). • Have students verbally give directions to their house to the students in their class. 	<u>Notes</u>