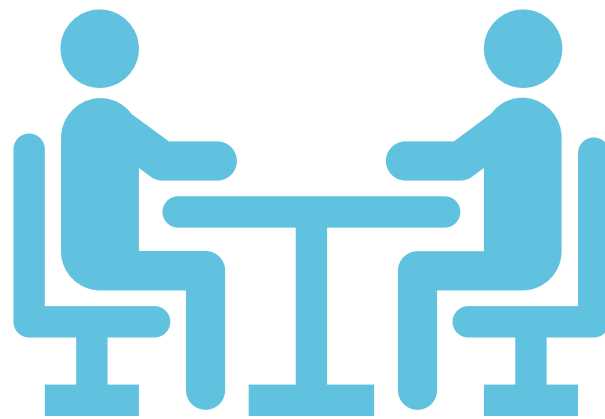


Unit 6: Social and Communication Skills



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Lesson Plan Contents Page

Unit 6: Social and Communication Skills

Objective 6.1: The student will demonstrate appropriate speech across environments (home, community, work, school, etc.) using appropriate clarity, volume and tone of voice/speech of spoken language.

STEP ONE: Pre-Planning/Pre-Activities:

STEP TWO: The Lesson Plan

Unit 6.1: The student will demonstrate appropriate speech across environments using appropriate clarity, volume and tone of speech.		Total Activities: 5
STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.		
Lesson Plan Summary: The student will demonstrate age-appropriate speech, words, conversations across environments		
What you will need: Materials & Resources		
Handouts:	<ul style="list-style-type: none"> Simple image copies on copy paper Good resource here and explanation here: https://slco.org/contentassets/63ede82024fa41b885ad13c265121522/eu_communicationdrawingtwins.pdf 	
Technology:	<ul style="list-style-type: none"> None 	
Other materials needed for activities:	<ul style="list-style-type: none"> Blank sheets of paper, pens, or any drawing utensils 	
How to Assess Understanding		
Knowledge 	Skills 	Check for Understanding / Evaluation
What will they know because of the lesson?	What will they be able to do because of the lesson?	What will the instructor ask/do to determine students' level of understanding? How can the student demonstrate their understanding?
Glossary/Vocabulary Know the vocabulary presented.	Use the vocabulary presented in a variety of settings.	Check context of their vocabulary use to ensure their understanding.
Students will understand importance of clear, concise, detail-filled language	Be able to give information to others with age/setting appropriate language	Ask the question "Why was the picture not the same?," "Why did the supervisor not know where you were?," "How did the explanation help you?"
Students will understand the importance of leaving a professional message for the workplace or school.	Be able to leave a professional message explaining absence/tardiness for work or school.	The teacher will have students role play leaving a professional message for a given reason (i.e. late due to flat tire, out due to sickness).
STEP TWO: The Lesson Plan		
<i>Please customize these activities according to your school setting, its policies, vision, and core values. Use the Guidance Document to expand your connections and ideas. The activities below were created by an international group of Project SEARCH instructors. Please use and modify them based on the objective and the needs of your students.</i>		
Glossary	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</p> <p>Glossary Terms Descriptive words are words that describe a person, place, thing, or idea in a way</p>	

	<p>that relates to the senses. The five senses are sight, sound, taste, touch, and smell. The better the description, the better the reader or listener can picture it in their head.</p> <ul style="list-style-type: none"> • Passive: accepting or allowing what happens or what others do, without active response or resistance. • Aggressive: ready or likely to attack or confront; characterized by or resulting from aggression. • Assertive: having or showing a confident and forceful personality, confident, bold, decisive • Appropriate: suitable or proper in the circumstances, relevant • Clarity: the quality of being coherent and intelligible, transparent, pure • Notice: the fact of observing or paying attention to something. • Professional: Professionalism is about attitude and conduct – a moral compass if you like – and one that is becoming ever more prominent in a modern forestry sector. • Mature: behave like adults in a way that shows they are well developed emotionally • Immature: not behaving in a sensible or responsible way
<p>Introduction: Connect to Purpose</p> <p>VocFit Crosswalk: Communication Skills: Speak clearly so that others can understand, understand the speech of another person, communicate face-to-face with others</p> <p>Interpersonal Skills: Ask clarifying questions</p>	<p>Review glossary terms with students. This can be done as a group or individually. To make this activity more engaging, add the terms to a Kahoot! game.</p> <p>Ask the students how they like to communicate. These activities will help students understand that different environments will require different types of communication.</p>
<p>Lesson Activities</p>	
<p>Activity 1: Runner/Sketcher/ Drawer</p> <p>VocFit Crosswalk: Interpersonal skills Work with another person in group or team, listen actively, cooperate with others to</p>	<p>You can ask as many questions as you see fit</p> <p>Step 1- Teacher has multiple copies of various simple objects on copy or notebook paper. Snowmen, a simple house, a sun or moon, any object involving simple shapes.</p> <p>Step 2- Place students in groups of 3. Each group has a student with blank paper and drawing utensils (Student A), a student with the original copy image (Student B), and a student who serves as the “runner” (Student C).</p> <p>Step 3- Place students A and B in separate areas- preferably in separate rooms.</p> <p>Step 4- Review directions that Student C is to stand near Student B but cannot look at the image they are describing.</p> <p>Step 5- Student B describes part of the image to Student C, who then goes to Student</p>

<p>accomplish work activities, work with a co-worker in a group or team, follow directions</p> <p>Communication Skills: Speak clearly so that others can understand, understand the speech of another person</p>	<p>A and relays the message. Step 6- this is done until Student B feels they have given enough directions to complete the image. Then the 2 images are compared.</p> <p>*This activity is similar to the one described in “Drawing Twins,” but it incorporates a 3rd student. Depending on the number of students in class, you could use either.</p>
<p>Activity 2: Leaving work voicemails</p> <p>VocFit Crosswalk: Communication Skills: Speak clearly so that others can understand, communicate with others on the telephone</p> <p>Computer Skills: Compose and send an original email message</p>	<p>Given various scenarios students will role play calling in and leaving a message and/or email at their place of employment. Some scenarios to consider:</p> <ol style="list-style-type: none"> 1. Sick will be out all day 2. Traffic accident will be late 3. Transportation was late. Will arrive later 4. Dr. Appt. was changed without notice. 5. Ran out of gas/flat tire 6. Missed their bus <p>Points to consider for message: clarity of voice, volume, identifying individual(student) calling, who needs to know the information at the employers, details concerning time they were supposed to arrive and now what time they expect to arrive (for larger companies who the recipient of the message will need to get it to the right person)</p>
<p>Activity 3: Recording Personal Greeting</p> <p>VocFit Crosswalk: Communication Skills: Speak clearly so that others can understand, communicate with others on the telephone</p> <p>Interpersonal Skills: Follow directions</p>	<p>Classroom discussion on why having a personal greeting on a phone is important. e.g. It could be a person's first impression of you. It may be a prospective employer's first impression of you. Discuss differences in who is calling/leaving messages when one is in high school compared to once a job search starts or into adulthood. Our conversations with friends, classmates, co-workers, supervisors, teachers is different. Use of slang or trying to be funny/silly is not okay in the workplace or when we are wanting to appear mature and professional.</p> <p>Give examples of poor greetings: “Yo, it’s me- leave a message...Beep” “You know what do...Beep” “I’m not here and don’t like you anyways...Beep”.</p> <p>Other points to consider is leaving a message in a loud environment or while driving. It may be hard to understand what the person is saying. Find poor examples online or call students randomly in class to hear their greetings.</p> <p>Have students practice leaving and creating their own greeting. Using a script may be needed. Give students a deadline for having their greeting completed then randomly call to check the student’s voicemail. You can put the phone on speaker so the class can hear it and then give feedback to each student.</p>

<p>Activity 4: Preparing presentation of “day in the life”</p> <p>VocFit Crosswalk: Computer Skills: Recognize and start a software program, save a file/document to a specific location</p> <p>Communication Skills: Speak clearly so that others can understand, understand the speech of another person</p>	<p>Students will create a slideshow summarizing a typical day. Create a slide for each period of the day. Information to present could include: subject, teacher, example of topics discussed, favorite and least favorite part of the class. Make sure to include lunch, or study table period and highlights. Special events like assemblies, dances, drills can also be included. The goal is for the student to share about their day-through their eyes. Have students present in front of their class, or partner up and share with each other.</p>
<p>Activity 5: Interview Follow-up</p> <p>VocFit Crosswalk Communication Skills: Speak clearly so that others can understand, understand the speech of another person</p> <p>Interpersonal Skills: Ask clarifying questions,</p>	<p>Discuss the importance of following up after an interview. One way to stand out is a follow up call or email to say thanks and confirm the details of when the next step in the process will be underway. Discuss appropriate time to wait for the “check-in” on the application submitted compared to the “Thank you” for the time to interview.</p> <p>Have students practice making both phone calls and drafting emails to send. Students can create their own scripts based on what specifically the teacher gives them as their reason for the follow-up. (It could be after an interview, or after submitting an application, or after reading a posting they are interested in and want more details...or any other scenarios that can come up with.</p>
Extension Activities: Critical Thinking Questions and Evaluation Tools	
<p>Extension Activities: Critical Thinking Questions and Evaluation Tools</p>	<ol style="list-style-type: none"> 1. Knowledge / Remembering: <ul style="list-style-type: none"> • Explain appropriate verbal communication in your own words. 2. Comprehension / Understanding: <ul style="list-style-type: none"> • Explain the 3 main types of verbal communication – passive communication, assertive communication, aggressive communication • Explain why appropriate verbal communication is beneficial in the workplace across all settings. 3. Applying: <ul style="list-style-type: none"> • Explain how you would appropriately communicate with your supervisor after you made a mistake in the workplace. • Explain how you would appropriately communicate with an angry customer.

	<ul style="list-style-type: none"> • Explain how you would communicate a problem you have with another employee. <p>4. Analyzing:</p> <ul style="list-style-type: none"> • Can you distinguish between the 3 main types of verbal communication – passive communication, assertive communication, aggressive communication, and give an example of a scenario where each would occur? • Which of these 3 types of communication is most appropriate to use in the workplace setting and why? <p>5. Evaluating:</p> <ul style="list-style-type: none"> • Justify why appropriate verbal communication in the workplace is necessary. <p>6. Creating:</p> <ul style="list-style-type: none"> • Create a plan to remind yourself to always use appropriate verbal communication across all settings. • Design a plan that students could utilize to ensure they follow appropriate verbal communication skills. • Create a plan to think about what you are going to verbally communicate before speaking. • Create a plan to practice emotional regulation in the workplace setting.
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Lesson Plan modified from:
Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J:
Pearson Education, Inc.

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**Lesson Plan Contents Page
Unit 6: Social and Communication Skills Unit
Objective 6.2: The student will demonstrate appropriate
conversational etiquette in all situations (home, community, work, school, etc.).**

STEP ONE: Pre-Planning/Pre-Activities:

STEP TWO: The Lesson Plan

Appendices & Additional Resources



Unit 6.2: The student will demonstrate appropriate conversational etiquette in all situations (home, community, work, school, etc.).	Total Activities: 5
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STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.

Lesson Plan Summary: The student will understand and demonstrate appropriate use of conversational etiquette in all situations (home, school, workplace, and community).

What you will need: Materials & Resources	
Handouts:	<ul style="list-style-type: none"> • KWL Chart Handout • Role Play • Conversations for Different Situations • Magic 3 (Extension Activity)
Technology:	<ul style="list-style-type: none"> • Ability to cast/mirror a computer screen on a larger screen or wall • Computer • Access to internet and YouTube
Other materials needed for activities:	Teacher may wish to laminate Conversation Starter and Stopper cards for repeated use.

How to Assess Understanding

Knowledge 	Skills 	Check for Understanding / Evaluation
What will they know because of the lesson?	What will they be able to do because of the lesson?	What will the instructor ask/do to determine student's level of understanding? How can the student demonstrate their understanding?
Student will know how to engage in conversations in all settings.	Student will be able to carry on a professional/proper conversation in all settings.	Check the student's conversational skills by asking open-ended questions.
Student will know how to end a conversation in all settings.	Student will be able to use appropriate body language and eye contact in all settings.	Check the student's ability to read people's conversational cues through role playing.
Student will understand what people's nonverbal and body language might be telling them in a conversation.	Student will be able to read body language in all settings.	Check the student's ability to identify nonverbal cues through conversational pictures.
Student will understand that different situations call for different type of conversations and communication.	Student will choose how to engage in conversation in different settings with friends, family, and with professionals (school, work, etc.).	Check the student's ability to identify which context or situation to use which type of conversational phrasing through situational worksheet.

STEP TWO: The Lesson Plan

Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.

Glossary	Ensure the students are familiar with glossary words connected with this lesson.
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	<p><u>Glossary Terms</u></p> <ul style="list-style-type: none"> • Communication: is simply the act of transferring information from one place, person, or group to another. Every communication involves (at least) one sender, a message, and a recipient. • Conversation: informal interchange of thoughts, information, etc., by spoken words; oral communication between persons. • Etiquette: the customary code of polite behavior in society. • Eye contact: is a form of nonverbal communication and can have a large influence on social behavior. • Body language: the process of communicating nonverbally through conscious or unconscious gestures and movements.
<p>Introduction: Connect to Purpose VocFit Crosswalk:</p>	<p>Explain to students that we are going to talk about a common form of communication referred to as “conversation”. Ask the students what they already know about the topic of conversational skills? What does it mean to have good conversational etiquette?</p> <p>Activity: K-W-L Chart. Do as a large group on a whiteboard or individually – complete K and W.</p> <ul style="list-style-type: none"> • What do you already Know about conversational skills? • What do you Want to know about conversational skills? <p>(Ending Activity will conclude with what we Learned about conversational skills.)</p> <p>K-W-L Chart Handout</p>
<p>Lesson Activities (5 activities)</p>	
<p>Activity 1: Starting A Conversation</p> <p>VocFit Crosswalk: General - communicates adequately Communication Skills - communicate face-to-face with others</p>	<p>Purpose: To help students gain skills in initiating a conversation. Ask students to share what they already know about starting conversations? What are some things that they do to start conversations? Show the following video. Pause at the end when the discussion questions come up and discuss what was bad in this example. https://youtu.be/OTBXMcfmzCU</p> <p>Then show the following video of a good example of starting a conversation. Pause when the discussion questions come up and discuss the difference in this example. https://youtu.be/wBvFGCSCFV4</p> <p>As a large group or in small groups, students will draw conversation starters and stoppers cards to decide whether the conversation is a starter or stopper. Conversation Starters and stoppers cards.docx</p>
<p>Activity 2: How do you end a conversation?</p> <p>VocFit Crosswalk: General - communicates adequately Communication Skills - communicate face-to-face with others</p>	<p>Purpose: To understand how to appropriately end conversations and identify when others want to end a conversation.</p> <p>Ask students what are some ways to end a conversation? What phrases do you use? Watch the following video: https://youtu.be/l7tmwij1o10</p> <p>Discuss the perspective-taking questions at the end of the video. How might someone feel if you keep a conversation going for too long? Why does reading the body language of others important to a conversation? How do you know when someone wants to end a conversation?</p> <p>Let’s watch the following video and see what clues are given that someone is done talking: https://youtu.be/cfmTvDme60Y</p> <p>Discuss the perspective-taking questions at the end of the video.</p>

	<p>What clues could you see that the people did not want her to be a part of the conversation anymore? How could she have exited the conversation that the others wouldn't have found sound offensive?</p> <p>Watch the following video and think about other ways she could exit the conversation: https://youtu.be/atK6ABh66Qw</p> <p>Discuss the perspective-taking questions at the end of the video. Is it polite to walk off without wrapping up the conversation when you are ready to stop talking? How could she have exited the conversation that the others wouldn't have found sound offensive?</p> <p>Brainstorm a list of phrases on a whiteboard that they can use to end a conversation. Tell students their homework is to practice one of these phrases before the next class!</p>
<p>Activity 3: What does a good conversation look like?</p> <p>VocFit Crosswalk: General – makes eye contact, listens and pays attention, communicates adequately Communication – Communicates face-to-face with others, speaks clearly so that others can understand, understands the speech of another person Interpersonal Skills – listen actively, ask clarifying questions</p>	<p>Purpose: To understand what people's nonverbal language might be telling you in a conversation.</p> <p>We are going to talk about body language today. Let's watch the following video to see what might be wrong: (pause the video at the end for the discussion questions) https://youtu.be/sRWyUorJPfM (Standing Too Far Away) So they were definitely too far away. I wonder what would happen if the opposite happened: (pause the video at the end for the discussion questions) https://youtu.be/RmqO8txuzzM (Standing Too Close) In the videos, did you notice if the people are looking https://youtu.be/3khHJsBJFdo (Too Much Eye Contact)</p> <p>Review the following pictures: Conversation Pictures Ask if it looks like the people are enjoying the conversation or not. How can you tell? What do you think about the following in each picture: <u>Body Language</u> -Notice where their body is facing. -Notice where their head faces - towards you, away, or down. - What are they doing with their arms - folded, at their side, or in their pockets? <u>Facial Expression</u> - What is the emotion on their face? - Notice their eyes, eyebrows, and mouth. <u>Eye Movement</u> - Where are they looking? - Are they following where you look? - Are they rolling their eyes?</p> <p>Alternative: Ask students to look for a picture online or in a book or magazine to share a picture of people having a conversation. Then have each student share their picture (or do as small groups, depending on the size of the class).</p>
<p>Activity 4: What type of</p>	<p>Purpose: To encourage students to discuss the different types of communication they might use in different situations and environments.</p>

<p>conversation is right for what type of situation?</p> <p>VocFit Crosswalk: General – makes eye contact, listens and pays attention, communicates adequately Communication – Communicates face-to-face with others, speaks clearly so that others can understand, understands the speech of another person Interpersonal Skills – listen actively, greet customers entering establishments</p>	<p>Discussion: Ask the students how they greet or say hello to their friends. Then ask them how they greet their family. Then ask how they greet teachers. How about a customer if you were at work?</p> <p>Discuss the similarities and differences in the participants' responses. If desired, record these similarities and differences on a whiteboard.</p> <ul style="list-style-type: none"> ● Why is each situation different? ● What would happen if you greeted a customer the way you greeted your friends? ● What would your friends say if you greeted them like you do your family? Like a customer? <p>Let's watch the following video and see how this girl communicates and decide if it is right for work. https://www.youtube.com/watch?v=X0voPIW2pSs&t=12s</p> <p>Is the way she talked appropriate when speaking to customers? Is it appropriate when talking to family? Is it ok for friends?</p> <p>Discuss: Knowing how to communicate with people the right way in different situations is a very important skill. They are often unspoken rules and standards that are just expected. One example of this is that it is common to shake hands when meeting people in the professional work world. We might use slang or text lingo with our friends about what happened at school or a party, but we usually would use different words when talking to parents or others about the same information.</p> <p>Have students complete the following worksheet or do it as a large group activity: Conversations for Different Situations Worksheet Adapted from <i>Skills to Pay the Bills</i> available from the US Department of Labor at: Skills to Pay the Bills Link</p>
<p>Activity 5: Conversation Role Play</p> <p>VocFit Crosswalk: General – makes eye contact, listens and pays attention, communicates adequately Communication – Communicates face-to-face with others, speaks clearly so that others can understand, understands the speech of another person Interpersonal Skills – listen actively, ask clarifying questions</p>	<p>Purpose: To review what has been learned about conversation etiquette and put it into practice.</p> <p>Watch the following video regarding conversational do's and don'ts https://www.youtube.com/watch?v=0hxDAfGUYdg</p> <p>Let's practice what we have learned about conversational skills thus far. Pair students up and give each pair a copy of the Role Play Instructions. Role Play.docx</p>

Extension Activities: Critical Thinking Questions and Evaluation Tools	
Extension Activities: Critical Thinking Questions and Evaluation Tools	<ol style="list-style-type: none"> 1. Knowledge / Remembering: Review K-W-L Chart and add items to the L section of what they learned in the activities. K-W-L Chart Handout 2. Comprehension / Understanding: Explain what conversation starters and stoppers are. Give examples of good communication and poor communication. 3. Applying: Have students practice conversations skills by asking each other questions and recording common interests in the Magic 3 Worksheet 4. Analyzing: Utilizing daily news stories such as CNN10 and watching how people are conversing, analyzing the verbal communication and non-verbal communication in the stories, and discussing what we see. Are what are the people saying matching their non-verbal actions? 5. Evaluating: Have students brainstorm a list of conversation topics. Then ask them to decide if they can be discussed with friends, family, and/or professionals. 6. Creating: Have students create a poster to demonstrate the difference between conversation starters and stoppers.

Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

K-W-L Chart

*Assess what you know about a particular topic before and after you have engaged with it. Fill the columns below with what you **Know** about the topic, what you **Want** to know, and what you've **Learned**.*

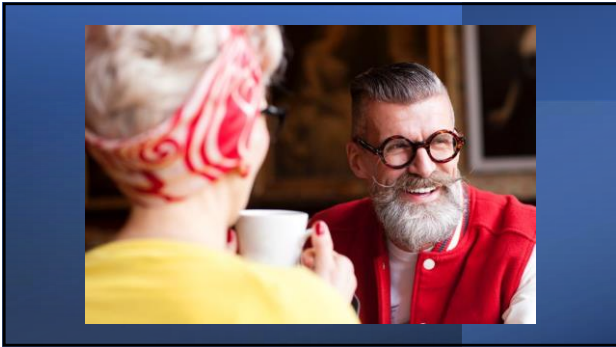
What do you Know about the topic?	What do you Want to know?	What did you Learn ?



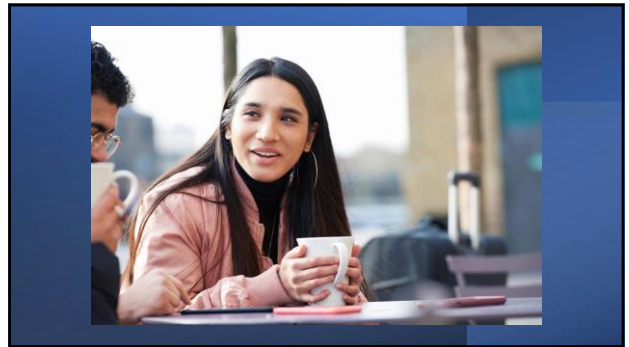
<p>Lisa tells Jim about her cousin’s birthday party. James asks how many people were there.</p>	<p>Sean asks Alicia about their homework. Alicia tells Sean about what she brought for lunch that day.</p>
<p>Nikki interrupts Jake and Jenna when they are in the middle of a conversation to ask for help.</p>	<p>Mike is telling Brian about her busy work week. Brian tries to make a comment but Mike continues to talk over him.</p>
<p>Ryan tells Cherese about her upcoming math test. Ryan asks what her favorite color is.</p>	<p>Jessie and Sam are talking about going to the movies this weekend. Sam asks Jessie what movie she would like to see.</p>
<p>Rachel and John are working on an assignment. David interrupts them and starts talking about his baseball game.</p>	<p>Luke tells John that he is nervous for soccer tryouts. John offers to help him practice after school.</p>
<p>Meredith is talking about her dance recital. Julie isn’t interested in dance, so she looks out the window while Meredith talks.</p>	<p>Ava asks Abby if she would like to be her partner for a project. Abby tells Ava about the dog she saw that morning.</p>
<p>Erica asks Lisa about her plans for spring break. Lisa tells Erica that she is going to her grandma’s house.</p>	<p>Ken is talking to Sheila about his new shoes. Sheila asks him when he got them.</p>
<p>Brianna tells Anna that she just got back from Florida. Anna replies, “Oh.”</p>	<p>Brett is talking to Crystal about the movie he saw. Crystal wants to ask Brett questions but Brett doesn’t pause at all.</p>
<p>Tim tells Cory that he is moving to next month. Cory asks where he is moving to.</p>	<p>At lunch, Bridget asks Nikki what she is doing this weekend. Nikki looks at her sandwich and doesn’t respond.</p>
<p>Molly tells Brenda that she got a</p>	<p>Paul wants to tell Dan about her</p>

lot of great gifts for her birthday. Brenda asks what she got.	family party, but he is talking to Jen. Paul interrupts so she can talk to Dan.
Rachel sees Brittany and asks if she is finished with their math homework. Brittany says that she hasn't and then asks Rachel if they can work on it.	Blake knows that John loves football. He asks John if he watched the game on Sunday.
Sally is talking to Jane about her basketball game. She asks Jane if she likes basketball. Jane looks at the ground.	Tony wants to start a conversation with Melanie. He asks her how is the weather outside?
David wants to start a conversation with Mary. He tells her that he really likes her art project.	Kristen and Bill are talking about their science tests. Kristen says she knew she would get the best grade in the class.
Emma is telling Mike about spring break. Mike is looking at her and nods as she is talking so she knows that he is listening.	Mark wants to start a conversation with Gwen. He asks her what she is doing this weekend?
Bruce wants to start a conversation with Dan. He tells him he is going on vacation tomorrow.	Megan wants to start a conversation with Brady. She walks next to him and looks at the ground.
Casey wants to talk to Joe so she says hi. Joe doesn't look at her and turns his body away from her.	Cam asks Alley if she would like to play a game with him. Andrea plays with her shoelace and does not respond.
Brooke asks Chris if he likes video games and Chris says yes. Brooke asks which video games Chris likes to play.	Michelle asks John what he likes on his pizza. John says pepperoni and mushrooms.

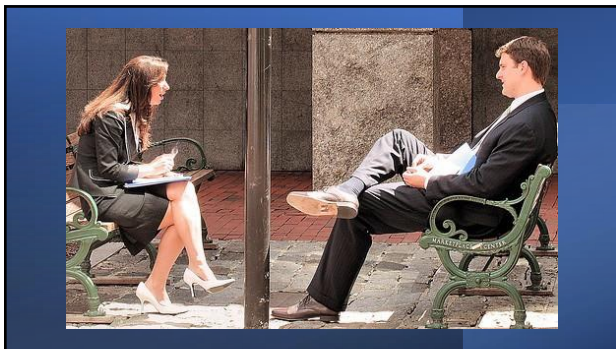
Appendix C Conversation Pictures



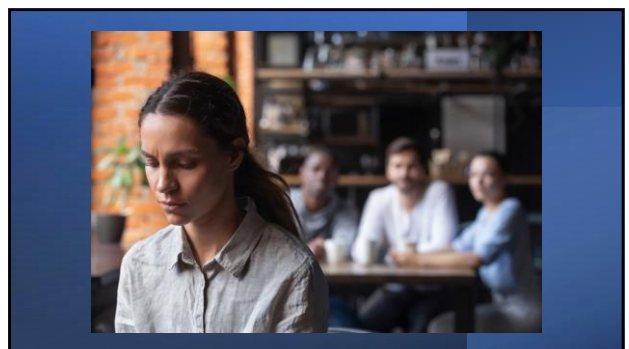
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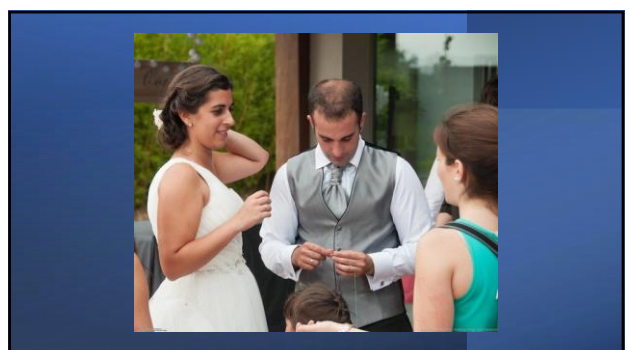
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Conversations for Different Situations Worksheet

For each of the following greetings, decide whether you would use it with a friend, family member, or a professional (interviewer, employer, teacher, customer, etc.).

What's up? _____

How's it going? _____

Hello sir, how are you today? _____

Heyyyy! What's going on? _____

Good afternoon Mr. Smith. Thank you for meeting me today. _____

Hello, Mrs. Campbell. _____

Give an example of a way you could ask for help from each:

Friend:

Family:

Professional:

Give an example of how you would tell each of these people something exciting you are doing:

Friend:

Family:

Professional:

Give an example of how you would ask each of these people about their weekend plans:

Friend:

Family:

Professional:

Give an example of how you would say goodbye to each of these people:

Friend:

Family:

Professional:

Appendix E

Role Play Conversation Directions

Role-play a conversation. Go back and forth for at least four conversation exchanges or turns.

You can respond with a comment, question, or compliment.

Pick a prompt to get started. These are all ways to start or keep a conversation going.

Remember to stay on topic!

Question or Topic Prompts

1. What are you going to do this weekend? or What did you do this past weekend?
2. Favorite foods
3. How do you celebrate Thanksgiving?
4. What do you like to do in the summer?
5. What is your favorite sport to watch? What is your favorite sport to play?
6. Tell me about a vacation you went on or would like to go on.
7. Tell me about your favorite board game.
8. Tell about a pet you either have or would like to have.
9. The best birthday you've ever had.
10. A job you think would be interesting to have.

Give Each other Feedback!

Eye Contact

- Where are they looking?
- Are they following where you look?
- Are they rolling their eyes?

Facial Expression

- What is the emotion on their face?
- Notice their eyes, eyebrows, mouth.

Body Language

- Notice where their body is facing.
- Notice where their head faces - towards you, away, or down.
- What are they doing with their arms - folded, at their side, or in their pockets?

Topic of Conversation

- Are you both choosing what to talk about?
- Are you both asking questions and making comments?
- Are they speaking too quickly or slowly?
- How loud or quiet do they sound?
- Do they sound excited (speaking too fast)?
- Do they sound bored?
- Do you hear breath sounds?

Magic Number 3

<p><u>Friend's Interests</u></p> <p>Friend's Name:</p> <p>Favorite color:</p> <p>Pets:</p>	
	<p><u>Common Interests</u></p>
	<p><u>My Interests</u></p> <p>Your name:</p>

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Lesson Plan Contents Page

Unit 6: Social and Communication Skills

Objective 6.3: The student will demonstrate appropriate use of body language and emotions during all situations (home, community, work, school, etc.).

STEP ONE: Pre-Planning/Pre-Activities:

STEP TWO: The Lesson Plan

Appendices & Additional Resources

Unit 6.3: The student will demonstrate appropriate use of body language and emotions during all situations (home, community, work, school, etc.).	Total Activities: 5
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STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.

Lesson Plan Summary: Topic – The student will understand and demonstrate appropriate use of body language and emotions during all situations (home, community, workplace, etc.).

What you will need: Materials & Resources

Handouts:	<ul style="list-style-type: none"> • Emotions Charades Flash Cards • Emotion Pictures – How are You Feeling Today?
Technology:	<ul style="list-style-type: none"> • Computer • Projector or ability to cast/mirror computer screen • Curse Word Alternatives - https://www.weareteachers.com/curse-word-alternatives/ • ~10 Tips - Change How People See You (regarding body language) - video https://www.youtube.com/watch?v=rgPZ9YWUeTo
Other materials needed for activities:	<ul style="list-style-type: none"> • Index cards • Colored pencils • Markers • Scissors

How to Assess Understanding

Knowledge 	Skills 	Check for Understanding / Evaluation
What will they know because of the lesson?	What will they be able to do because of the lesson?	What will the instructor ask/do to determine students' level of understanding? How can the student demonstrate their understanding?
Students will know how to speak appropriately in all settings.	Student will be able to carry on a professional/proper conversation in all settings.	Check the students' conversational skills by asking open-ended questions.
Students will understand appropriate language.	Student will be able to use appropriate and professional language/verbiage in all settings.	Check the students' word choices during all conversations.
Students will know how to use their emotions in an appropriate way.	Students will be able to use coping skills to assist them when they become emotional in all settings.	Check the students' actions and behaviors while discussing emotional times with them or role play times of emotion.

STEP TWO: The Lesson Plan

Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.

Glossary:	Ensure the students are familiar with glossary words connected with this lesson.
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Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.

Glossary Terms

- **Open-ended questions** - free-form questions that allow respondents to answer in open text format so that they can answer based on their complete knowledge, feeling, and understanding. It means that the response to this question is not limited to a set of options.
- **Exhausted** - drained of one's physical or mental resources; very tired.
- **Confused** - unable to think clearly; bewildered
- **Ecstatic** - feeling or expressing overwhelming happiness or joyful excitement
- **Guilty** - culpable of or responsible for a specified wrongdoing.
- **Suspicious** - having or showing a cautious distrust of someone or something
- **Hysterical** - deriving from or affected by uncontrolled extreme emotion
- **Frustrated** - the feeling of being upset or annoyed, especially because of inability to change or achieve something
- **Confident** - feeling or showing confidence in oneself; self-assured
- **Embarrassed** - feeling or showing embarrassment
- **Mischievous** - causing or showing a fondness for causing trouble in a playful way
- **Disgusted** - feeling or expressing revulsion or strong disapproval
- **Frightened** – afraid or anxious
- **Impact** - have a strong effect on someone or something
- **Submissive** - ready to conform to the authority or will of others, meekly obedient or passive
- **Arrogant** - having or revealing an exaggerated sense of one's own importance or abilities
- **Gestures** - a movement of part of the body, especially a hand or the head, to express an idea or meaning
- **Verbal** - relating to or in the form of words
- **Non-verbal** - not involving or using words or speech
- **Emotional** - characterized by intense feeling
- **Cursing** - offensive words in anger or annoyance
- **Body language** - the process of communicating nonverbally through conscious or unconscious gestures and movements
- **Coping** – to minimize stress

Lesson Activities	Lesson Activities
<p>Introduction Activity:</p>	<p>Activating Prior Knowledge – Meeting new people. What was it like to meet an adult whom you did not know?</p> <p>Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance.</p> <p>Read more at: https://www.skillsyouneed.com/ips/social-skills.html</p> <ul style="list-style-type: none"> • This activity is intended to get students thinking about what they already know about how to speak and act properly when meeting someone for the first time.

	<p>Step 1: Review and discuss vocabulary terms with students. Use pictures if needed.</p> <p>Step 2: Discuss different situations when your students could meet someone new.</p> <p>Step 3: Chose one setting (from Step 2) at a time and either in a group setting or by choosing a student one at a time, chose an emotion or type pf body language for the student(s) to act out.</p> <p>Step 4: As a class, discuss the action or language used.</p> <p>Students could be provided with questions to answer during each situation. Example questions include:</p> <ul style="list-style-type: none"> • Why did you choose that style of body language? • Could you have chosen another way to address the situation? • Was your choice a proper choice, why or why not?
<p>Activity 1: Emotion Charades</p> <p>Time:30-45 Mins</p> <p>VocFit Crosswalk: General: Listens and pays attention, follows directions, Works well with co-workers.</p> <p>Communication Skills: Communicate face-to-face with others, speak clearly so that others can understand.</p> <p>Interpersonal Skills: Listen actively, work with a co-worker in a group or team, follow directions</p>	<p>Emotion Charades is an activity for the students to understand different types of emotions that people use daily, whether in the workplace, home, community, etc. setting.</p> <p>Review vocabulary terms regarding emotions Materials: Index Cards, colored pencils, markers</p> <p>Activity: Step 1: Hand out index cards and emotion examples to each student or pair. These can come from your examples or from the printable worksheet below. Step 2: On index cards, have the students write/draw different emotions (one per card). These could include happy, sad, angry, tired, etc. Step 3: Teacher – draw a card and act out the emotion while the rest of the group tires to guess what it is. Body language could also be discussed during this activity. Examples: irritated = arms crossed, mad = lack of eye contact, excited = smiling.</p> <p>Emotions Flashcards</p>
<p>Activity 2: How Are You Feeling Today?</p> <p>Time: 30 Minutes</p> <p>VocFit Crosswalk: General: Listens and pays attention, follows</p>	<p>Review vocabulary terms regarding emotions.</p> <p>Understanding emotions is a pivotal skill that opens pathways to a variety of other skills. Always be sure to model appropriate facial expression, voice tone, and affect when demonstrating a behavior. If you are modeling “happy” then talk in a louder tone of voice, smile, widen your eyes, and clap your hands or shout “Hooray”. Do more than just make a face. When teaching the skill of recognizing emotions, it is helpful to exaggerate. Many students don’t want to look at someone’s face, so give them a reason to want to study your face. Put your inner actor/actress to the test and really give it your all. If you are</p>

<p>directions, Works well with co-workers.</p> <p>Communication Skills: Communicate face-to-face with others, speak clearly so that others can understand.</p> <p>Interpersonal Skills: Listen actively, work with a co-worker in a group or team, follow directions</p>	<p>modeling sad, pretend to cry, talk in a quivering voice, and lower your head. Demonstrate the depth of emotion you want the child to mimic.</p> <p>Activity: Step 1: In a group setting, hold up a flashcard or make exaggerated facial expressions. Step 2: Have the students raise their hand when they know what emotion is being used. Step 3: Call on a student, with their hand raised, for their answer. Step 4: Help them to understand if their answer is correct or not and explain. Step 5: Ask the students if they know of another emotion that would be similar to the one used.</p> <p>Emotions Photo Collage – print and cut images apart for this activity.</p>
<p>Activity 3: 10 Tips: Change How People See You!</p> <p>Time: 30 Minutes</p> <p>VocFit Crosswalk: General: Listens and pays attention, follows directions. Communication Skills: Communicate face-to-face with others, speak clearly so that others can understand. Interpersonal Skills: Listen actively, work with a co-worker in a group or team, follow directions</p>	<p>Purpose: Students should be able to understand how people should see you and why it's important in multiple settings to possibly change actions/words.</p> <p>Watch the following YouTube video: https://www.youtube.com/watch?v=rgPZ9YWUeTo</p> <p>Activity: Group discussion, questions and answers</p>
<p>Activity 4: Curse Word Alternative Activity</p>	<p>Purpose: to understand and to use appropriate language during stressful situations in all settings.</p> <p>https://www.weareteachers.com/curse-word-alternatives/</p>

<p>Time: 30 Minutes</p> <p>VocFit Crosswalk: General: Listens and pays attention, follows directions. Communication Skills: Communicate face-to-face with others, speak clearly so that others can understand. Interpersonal Skills: Listen actively, follow directions</p>	<p>Materials: index cards, colored pencils, markers</p> <p>Activity: Step 1: Ask the students what types of situations that may frustrate or stress people out. Step 2: Have the students write down one situation that they have become frustrated or stressed out. Step 3: Asking one student at a time, have them say their frustration and how they dealt with it. What words or phrases did they use? Step 4: Ask what appropriate professional words or phrases they could have used instead.</p>
<p>Activity 5: Workplace Outward Expressions</p> <p>Time: 30-45 Mins</p> <p>VocFit Crosswalk: General: Listens and pays attention, follows directions. Communication Skills: Communicate face-to-face with others, speak clearly so that others can understand. Interpersonal Skills: Listen actively, follow directions</p>	<p>Purpose: to understand outward expression of emotions and appropriate alternatives when needed in the workplace setting.</p> <p>Activity: Step 1: Teacher will create both appropriate and inappropriate gestures, body movements, non-verbal cues, etc. (folding arms, clenched fists, posture, lack of eye contact, etc). Step 2: Teacher will act out each concept in front of the class and ask the students to raise their hand when they know of the act is appropriate or inappropriate. Step 3: The student who is called upon will answer the question and be ready to give an alternative. If it is an appropriate act, they explain why and if it's an inappropriate act they explain why and give examples of how to change it to appropriate.</p>
<p>Extension Activities: Critical Thinking Questions and Evaluation Tools</p>	
<p>Extension Activities:</p>	<ol style="list-style-type: none"> 1. Knowledge / Remembering: <ul style="list-style-type: none"> • Vocabulary review • Matching game – words with pictures of different emotions 2. Comprehension / Understanding: <p>Ask students to find emojis on the internet that express different emotions. The</p>

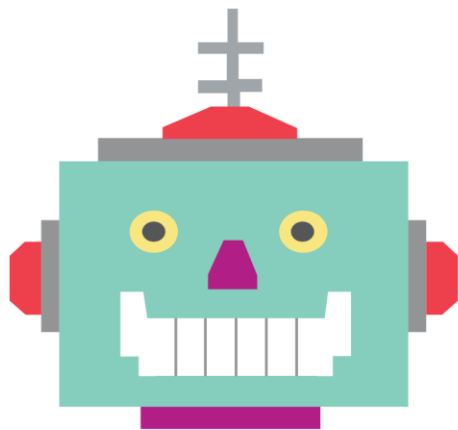
	<p>students can add a caption that represents the expressed emotion.</p> <p>3. Applying:</p> <ul style="list-style-type: none"> • Workplace setting role playing using social and communication skills • School setting role playing using social and communication skills <p>4. Analyzing:</p> <ul style="list-style-type: none"> • Compare appropriate language and body language with inappropriate language and body language. Why is one better than the other in different settings? • Create a conversation with a partner by using a workplace setting, school setting, home setting, or community setting. How do you use open-ended questions? <p>5. Evaluating:</p> <ul style="list-style-type: none"> • Discuss the different ways to speak and act in all settings while using appropriate and professional verbal and non-verbal language. Develop role plays to justify their language choices. <p>6. Creating:</p> <ul style="list-style-type: none"> • Watch the film “Inside Out”. Break the class into small groups depending on the size of your group. Each group needs to create a different ending to the movie with a different emotion “winning”.

Lesson Plan modified from:

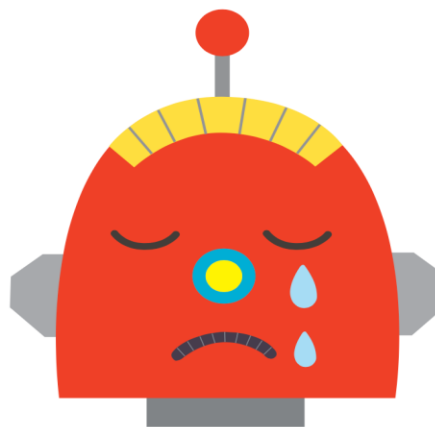
Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J.: Pearson Education, Inc.



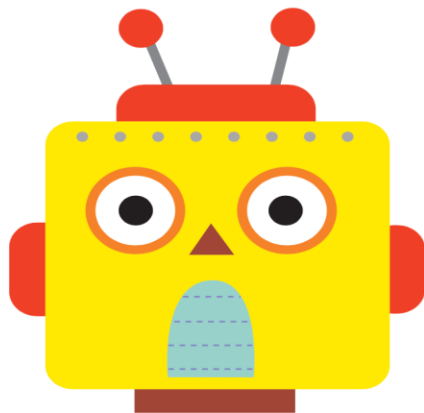
'Emotional Robots' Emotions Flash Cards



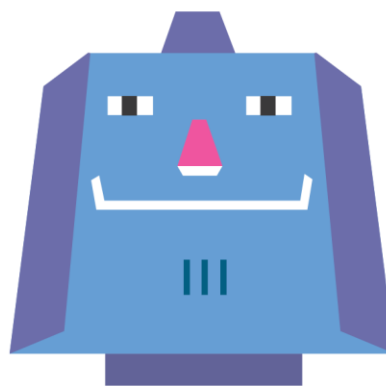
happy



sad



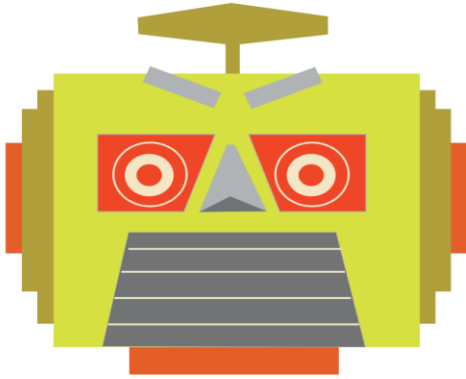
surprised



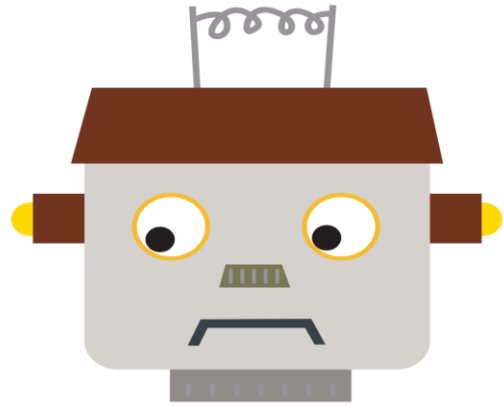
proud



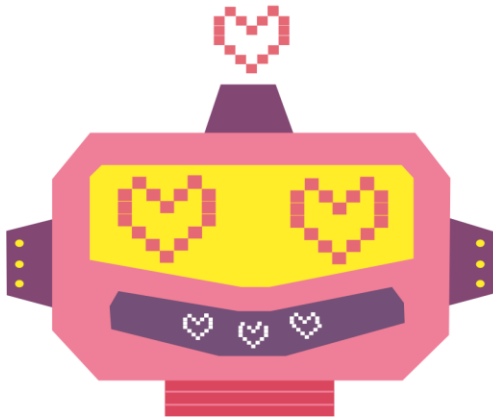
'Emotional Robots' Emotions Flash Cards



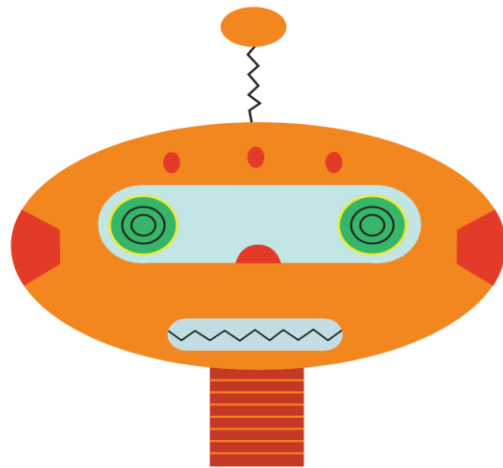
angry



disappointed



in love



scared

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EMOTIONS



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Lesson Plan Contents Page

Unit 6: Social and Communication Skills

Objective 6.4: The student will utilize a verbal/nonverbal communication system as needed to make needs known, communicate with others and participate in daily activities.

STEP ONE: Pre-Planning/Pre-Activities:

STEP TWO: The Lesson Plan

Unit 6.4: The student will utilize a verbal/nonverbal communication system as needed to make needs known, communicate with others and participate in daily activities.		Total Activities: 5
STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.		
Lesson Plan Summary: Topic – Verbal and Non-verbal Communication System		
What you will need: Materials & Resources		
Handouts:	<ul style="list-style-type: none"> • None 	
Technology:	<ul style="list-style-type: none"> • Computer • Projector or ability to cast/mirror computer screen • Music player and music • You will find this activity at this link, exercise #4. – Just Listen Activity 	
Other materials needed for activities:	<ul style="list-style-type: none"> • Markers • Pens or pencils • Index cards 	
How to Assess Understanding		
Knowledge 	Skills 	Check for Understanding / Evaluation
What will they know because of the lesson?	What will they be able to do because of the lesson?	What will the instructor ask/do to determine students' level of understanding? How can the student demonstrate their understanding?
Students will know how to respond in an appropriate verbal or nonverbal manner to questions/conversations.	Students will be able to speak clearly when replying to a question or having a conversation.	Check the students' body language during class-related activities to ensure understanding of appropriate use.
Students will know and understand vocabulary terms related to verbal and nonverbal communication.	Students will be able to show appropriate emotions during all conversations.	Check the students' understanding of pertinent vocabulary in classroom discussions and other school environments.
Students will know how to show proper body language during all conversations.	Students will be able to communicate feeling appropriately during all conversations.	Check the students' work to ensure understanding.

STEP TWO: The Lesson Plan	
<i>Please customize these activities according to your school setting, its policies, vision, and core values. Please use and modify them based on the objective and the needs of your students.</i>	
Glossary:	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p>Please incorporate any glossary terms utilized at your school that would enhance the</p>

	<p>lesson plan and make this objective more meaningful for the students.</p> <p>Glossary Terms</p> <ul style="list-style-type: none"> • Emotions - a natural instinctive state of mind deriving from one's circumstances, mood, or relationships with others • Emotional - intense feeling • Consequences - a result or effect of an action or condition. • Passionate - showing or caused by strong feelings or a strong belief • Relevant - closely connected or appropriate to what is being done or considered • Active listening - Fully concentrating on what is being said rather than just passively 'hearing' the message of the speaker • Artichoke - a European plant resembling a thistle, cultivated for its large flower heads • Insomnia - habitual sleeplessness; inability to sleep • Recap - state again as a summary • Rephrase - express (an idea or question) in an alternative way, especially with the purpose of changing the detail or perspective of the original idea or question
Lesson Activities	Lesson Activities Purpose - illustrates why listening is such an important skill, and why we shouldn't ignore any opportunities to improve it.
<p>Activity 1: Telephone Activity</p> <p>Time: 30-45 minutes depending on your students' levels</p> <p>VocFit Crosswalk: Physical Abilities: work in awkward positions Interpersonal Skills: active listening Communication Skills: speaks clearly so that others can understand Interpersonal Skills: cooperate with others to accomplish activities</p>	<ol style="list-style-type: none"> 1. Split your group into two even lines. At opposite ends of each line, whisper a phrase or short sentence to the person on the end and tell them to pass it on using only whispers, one person at a time. They can only repeat the phrase or sentence once. 2. While participants are busy passing the message along to the next person in line, play music or engage them in conversation to create some white noise. This will make it a bit more difficult, but it will mimic real-life conditions, where distractions abound. 3. When the messages have made it to the end of each line, have the last person to receive the message in each line report out on what they heard. Next, have the first person to receive the message in each line report the original message and compare it to the final message received. 4. As a whole group, have the students return to their seats to discuss the activity. Was it successful? Did the correct sentence or phrase get to the last person in the line? What barriers were there, if any?
<p>Activity 2: Stop Listening Exercise</p>	<p>Purpose - will show participants the emotional consequences of not listening and—hopefully—encourage them to practice better listening skills.</p>

<p>Time: 30-45 minutes depending on your students' levels</p> <p>VocFit Crosswalk: Physical Abilities: work in awkward positions Interpersonal Skills: active listening Communication Skills: speaks clearly so that others can understand Interpersonal Skills: cooperate with others to accomplish activities General: accepts constructive feedback/criticism</p>	<ol style="list-style-type: none"> 1. Split your group into two smaller groups of equal size and take one group outside the room. Tell them that they are instructed to stop listening to their partner after about 30 seconds, and to be open in showing their disinterest. Tell the other group to think of something that they are passionate about and be prepared to tell their soon-to-be partner a meaningful or personally relevant story about this topic. 2. Bring the other group back in, put all the participants into pairs, and tell them to get started. Observe the behavior from the listeners and the reactions from the speakers until you're sure each speaker has picked up on what's happening. Stop the conversations at this point and explain the instructions that were given to each group. 3. Facilitate a group discussion on the importance of listening, how to use active listening, and what indicates that someone is truly listening.
<p>Activity 3: Listener and Talker Activity</p> <p>Time: 30-45 minutes depending on your students' levels</p> <p>VocFit Crosswalk: Physical Abilities – work in awkward positions Interpersonal Skills: active listening Communication Skills: speaks clearly so that others can understand Interpersonal Skills: cooperate</p>	<p>Purpose – demonstrating the importance of active listening and giving participants a chance to practice their skills.</p> <ol style="list-style-type: none"> 1. Divide your group into pairs, with one partner assigned to the talker role and the other assigned to the listener role. The talker's job is to describe what he or she wants from a vacation without specifying a destination. The listener's job is to listen attentively to what is being said (and what is not being said) and to demonstrate their listening through their behavior. 2. After a few minutes of active listening, the listener should summarize the three or main criteria the talker is considering when it comes to enjoying their vacation. Finally, the listener should try to sell the talker on a destination for their vacation. After a quick debrief on how well the listener listened, the two should switch roles and try the exercise again. 3. This exercise gives each participant a chance to practice talking about their wants and needs, as well as an opportunity to engage in active listening and use the knowledge they gained to understand and relate to the speaker.

<p>with others to accomplish activities General: accepts constructive feedback/criticism Interpersonal Skills: active listening</p>	
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<p>Activity 4: Memory Test Activity</p> <p>Time: 30-45 minutes depending on your students' levels</p> <p>VocFit Crosswalk: Interpersonal Skills: active listening General: accepts constructive feedback/criticism Self-determination: identify and express own strengths and weaknesses</p>	<ol style="list-style-type: none"> 1. Tell participants that you are going to read them a list of words to test their memory. 2. Instruct them to listen carefully, as they cannot write down any of the words. Tell them you will test them later to see how many of the words they can remember. 3. Repeat each of the following words slowly, pausing briefly between each word: <ul style="list-style-type: none"> ○ dream ○ sleep ○ night ○ mattress ○ snooze ○ sheet ○ nod ○ tired ○ night ○ artichoke ○ insomnia ○ blanket ○ night ○ alarm ○ nap ○ snore ○ pillow 4. When you finish reading the list of words, distract your participants by talking about something else for at least one full minute. 5. Once you have finished talking, have each participant write down as many words as they can remember from the list. <p>You (and your participants) will find that it's difficult to remember a list of somewhat-random words, especially when there is a break in time and another discussion in between hearing them and recalling them! Relate this to real-life listening by emphasizing the importance of paying attention to people when they are speaking to you, especially if it's an important conversation.</p>
<p>Activity 5: Just Listen Activity</p> <p>Time: 30-45 minutes depending on your students'</p>	<p>Purpose - offers participants a chance to communicate their feelings and provide a recap or rephrasing of another person's feelings on a subject.</p> <p>To get started, you will need an even number of people to pair off (or prepare to partner with one yourself) and eight index cards per pair. These index cards should have one topic written on each card; try to make sure the topics are interesting but not</p>

<p>levels</p> <p>VocFit Crosswalk:</p> <p>Interpersonal Skills: active listening</p> <p>General: accepts constructive feedback/criticism</p> <p>Self-determination: identify and express own strengths and weaknesses</p> <p>Communication Skills: speak clearly so that others can understand</p>	<p>too controversial, as you don't want listeners to dislike the speakers if they disagree with their viewpoint (e.g., you should probably avoid politics and religion).</p> <p>Use these instructions to conduct the activity:</p> <ol style="list-style-type: none"> 1. Have the team members sit down in their pairs. 2. Give each pair eight of the index cards. 3. Instruct one partner to choose a random card and then speak for three minutes on how he or she feels about the topic. 4. Instruct the other partner to stay quiet while the first partner talks, just listening instead of speaking. 5. After the three minutes is up, the listener has one minute to recap what the speaker said (not agree, disagree, or debate, just recap). 6. Have each pair switch roles and repeat the exercise so both partners get a chance to speak and to listen. <p>After each participant has played both roles, end the activity and guide a discussion with the following questions:</p> <ul style="list-style-type: none"> • How did speakers feel about their partners' ability to listen with an open mind? Did their partners' body language communicate how they felt about what was being said? • How did listeners feel about not being able to speak about their own views on the topic? How well were they able to keep an open mind? How well did they listen? • How well did the listening partners summarize the speakers' opinions? Did they get better as the exercise progressed? • How can they use the lessons from this exercise at work?
Extension Activities: Critical Thinking Questions and Evaluation Tools	
<p>Extension Activities: Critical Thinking Questions and Evaluation Tools</p>	<ol style="list-style-type: none"> 1. Knowledge / Remembering: Explain "Active Listening" in your own words 2. Comprehension / Understanding: Give examples of ways we are "actively listening" 3. Applying: <ol style="list-style-type: none"> a. Explain how you might be affected at work by not listening closely or attentively.

	<ul style="list-style-type: none">b. Given a scenario from a completed activity- as a supervisor what would your response be? <p>4. Analyzing:</p> <ul style="list-style-type: none">a. Give 2 distinguishing characteristics of active listening v. passive listening in each scenario.b. Given scenarios distinguish whether the communication was appropriate for school, employment or both setting(s). <p>5. Evaluating: given the task in 4b, justify why you put the communication displayed, where you did</p> <p>6. Creating: create an infomercial explaining how to communicate appropriately given a variety of setting. Work in pairs and see YouTube videos for examples...make it fun.</p>
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Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.

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Lesson Plan Contents Page
Unit 6: Social and Communication Skills
**Objective 6.5: The student will demonstrate active listening skills across
environments (home, community, work, school, etc.).**

STEP ONE: Pre-Planning/Pre-Activities:

STEP TWO: The Lesson Plan

Unit 6.5: The student will demonstrate active listening skills across environments (home, community, work, school, etc.).		Total Activities: 5
STEP ONE: Pre-Planning/Pre-Activities: Individualize these sections to make this section more meaningful for the student.		
Lesson Plan Summary: active listening skills across environments		
Prior to this lesson the instructor should complete the following:		
<ul style="list-style-type: none"> • Create interest within the students by sharing information about the content. • Create purpose and motivation within the students by building background knowledge and layering information. • Use Distributed Practice Techniques: <ul style="list-style-type: none"> • Reviews that take place sometime after the original learning event • Learning strategy, where practice is broken up into many short sessions over a longer time • Short bursts of information over a prolonged time period 		
Prepare the location:		
<ul style="list-style-type: none"> • Ensure the AV is on site and working • Ensure there is a whiteboard in the room to reinforce glossary and concepts 		
What you will need: Materials & Resources		
Handouts:	<ul style="list-style-type: none"> • Activity 2 - No Opt-Out 	
Technology:	<ul style="list-style-type: none"> • Computer • Projector or ability to cast/mirror computer screen • Activity 1 video: https://www.youtube.com/watch?v=D6-MleRr1e8 	
Other materials needed for activities:	<ul style="list-style-type: none"> • Story starters - activity 2 • Picture Book – activity 4 • markers • crayons • pens/pencils • blank task cards or index cards • short, detailed book – activity 5 	
How to Assess Understanding		
Knowledge 	Skills 	Check for Understanding / Evaluation
What will they know because of the lesson?	What will they be able to do because of the lesson?	What will the instructor ask/do to determine students' level of understanding? How can the student demonstrate their understanding?
Students will understand how to build and improve positive relationships.	Student will feel more confident while in conversation.	Check the students' understanding through repeating words and phrases of a conversation/book.
Students will understand how engage themselves with others in active conversations.	Student will be able to communicate their ideas with classmates, family members, friends, teachers, mentors, etc.	Check the students' understanding by asking them to expand/clarify on a topic that is being discussed.

Students will know how to understand others rather than reply.	Students will have lower levels on anxiety and frustration when active listening is present.	Check the students' understanding by watching for their verbal and nonverbal cues.
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STEP TWO: The Lesson Plan

Please customize these activities according to your school setting, its policies, vision, and core values. Use the Guidance Document to expand your connections and ideas. The activities below were created by an international group of Project SEARCH instructors. Please use and modify them based on the objective and the needs of your students.

Glossary:	<p>Ensure the students are familiar with glossary words connected with this lesson.</p> <p>Please incorporate any glossary terms utilized at your school that would enhance the lesson plan and make this objective more meaningful for the students.</p> <p>Glossary Terms</p> <ul style="list-style-type: none"> • Paraphrase – a rewording of something written or spoken by someone else • Open-ended questions – allows someone to give a longer answer to a question, rather than answering “yes” or “no” • Summarize – give a brief statement of the main points of (something) • Reflect – think deeply or carefully about something • Clarify – make (a statement or situation) less confused and clearer to understand • Encouragement – the action of giving someone support, confidence, or hope • React – respond or behave in a particular way in response to something • Acknowledge – accept or admit the existence or truth of • Conflict – a serious disagreement or argument • Avoid – keep away from or stop oneself from doing (something) • Interrupting – stop the continuous progress of (an activity or process) • Judgmental – having or displaying an excessively critical point of view • Criticism – the expression of disapproval of someone or something based on perceived faults or mistakes • Predictions - say or estimate that (a specified thing) will happen in the future or will be a consequence of something
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Lesson Activities

<p>Activity 1: How to Improve Your Listening Skills</p> <p>Time: 30-45 minutes depending on your students' levels</p> <p>VocFit Crosswalk: Interpersonal Skills: Listen actively</p>	<p>Video: https://www.youtube.com/watch?v=D6-MleRr1e8</p> <p>4 Key Skills: Focus fully on the speaker Avoid interrupting Avoid seeming judgmental Show your interest</p>
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<p>General: Listens and pays attention</p>	
<p>Activity 2: Popcorn Storytelling</p> <p>Time: 30-45 minutes depending on your students' levels</p> <p>VocFit Crosswalk: Interpersonal Skills: Listen actively General: Listens and pays attention Communication: Speak clearly so that others can understand</p>	<p>This classic game, not to be confused with popcorn reading, encourages both creativity and active listening skills.</p> <ol style="list-style-type: none"> 1. Either teachers or students can begin the story, and students must go around the room, adding information to the story. Students must actively listen to the story being told by their peers to add relevant information and also must pay enough attention to know when it is their turn to speak. <p>Students can be shy when supplying their own ideas, so teachers can use a strategy like No Opt-Out that offers students support in providing an answer rather than letting them say "I don't know."</p> <p>Story Starter samples:</p> <ol style="list-style-type: none"> 1. The young girl could hear piano music coming from her parents' bedroom... 2. The fluffy duck jumped through the puddle when he noticed his favorite snack sitting on the pavement next to him... 3. The astronaut looked out the window of his spaceship to see the moon had changed color..... 4. The dog sniffed his owner's hand and then said to him, "my name is actually Rufus, not Buddy...." 5. The 2 best friends walked across the playground when they heard a loud, crashing noise.....
<p>Activity 3: Simon Says</p> <p>Time: 30-45 minutes depending on your students' levels</p> <p>VocFit Crosswalk: Interpersonal Skills: Listen actively General: Listens and pays attention</p>	<p>Many teachers use the Simon Says game in their classrooms, but fewer know the real benefit of this game. When playing Simon Says, students must listen carefully to follow the given directions, but they also have to listen for the name "Simon."</p> <p>To add some challenge to this game, try using other names that start with "s," or make rules that students must follow, such as: "Simon says, everyone who is wearing red, jump three times."</p>
<p>Activity 4: Memory Circles</p> <p>Time: 30-45 minutes depending on your students' levels</p>	<p>Having students repeat what was said before is a clever way to reinforce active listening.</p> <p>Have students sit in a circle, either as a whole class or split into two circles, depending on the class size. The traditional way to play the game is something along the lines of "We're going on a picnic, and so we brought...."</p>

<p>VocFit Crosswalk: Communication Skills: speak clearly so that others can understand Interpersonal Skills: Listen actively General: Listens and pays attention</p>	<p>The first student would say a food that begins with the letter “A” (apple, for instance). The following student would repeat and add a food that starts with the letter “B” (e.g., bread), and so on.</p> <p>The third child would say, “We’re going on a picnic, and we brought an apple, bread, and a car full of ants.”</p> <p>The game can be modified to be items they saw in a picture book the class read, or the alphabet requirement could be removed to support fewer items or a more restricted topic.</p>
<p>Activity 5: Storytelling and Predicting</p> <p>Time: 30-45 minutes depending on your students’ levels</p> <p>VocFit Crosswalk: Communication Skills: speak clearly so that others can understand Interpersonal Skills: Listen actively General: Listens and pays attention</p>	<p>Read to students (or listen to a story) and ask them to write down or discuss predictions in small groups. By completing this activity, students will learn to listen to detail to make accurate predictions. For older students, teachers could take this activity further by asking them to write the ending to the story.</p>
<p>Extension Activities: Critical Thinking Questions and Evaluation Tools</p>	
<p>Extension Activities: Critical Thinking Questions and Evaluation Tools</p>	<ol style="list-style-type: none"> 1. Knowledge / Remembering: What is active listening? 2. Comprehension / Understanding: Explain what makes a question “open ended” Describe your favorite lunchroom meal using words that make others want to try it. 3. Applying: Give a list of descriptive words seen on a resume and have the student use them appropriately in a sentence 4. Analyzing:

	<p>Listen to newscasts on the TV or computer and compare/contrast news information shared with those facing the screen (seeing those talking) vs. not seeing the person talking. Test whether one can relay more details when seeing the presenter or when they are not seeing.</p> <p>5. Evaluating: Justify why or why not active listening is the most essential skill for academic/employment success.</p> <p>6. Creating:</p> <ul style="list-style-type: none">a. Create a song of your favorite genre that gives lessons learned about active listening (the do's and don'ts) in the lyricsb. Create a TV show/segment/skit that exemplifies great active listening and equal results. Create another show/skit that does not demonstrate good active listening and show results of it
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Lesson Plan modified from:

Wiggins, G. P., & McTighe, J. (2006). *Understanding by design* (Expand 2nd ed.). Upper Saddle River, N.J: Pearson Education, Inc.