
Unit 4 – Family, Friends and Communication

Unit Overview

This unit asks students to explore in depth their own communication skills and to improve those by practicing good communication. Instructors should always be intensely aware that students are watching your good communication skills. One student made the comment to me, “I noticed that when you used ‘I’ statements, students received the constructive criticism with more respect.” I had said. “I really need you to listen to each other because you each have a lot to contribute to each other”...instead of...”Please be quiet. This class is too noisy!” It was a good observation. So especially during this unit, practice what you’re teaching.

The family and friends information can become very sensitive for some students that may be dealing with less than ideal family life situations. Be sensitive to this issue and take note if any student is increasingly distant, non-communicative or upset. Don’t hesitate to ask the student if this material is upsetting to them. You may be able to assist them in developing their coping skills.

Lesson 4-1: Day 1

Objective(s): Understand and use the communication vocabulary.

Skills attained: Vocabulary development.

Topics:

❶

Introduce vocabulary Activity 4:1.

❷

Use vocabulary in a sentence.

❸

Review definitions and sentences for Activity 4:1.

Vocabulary: verbal, nonverbal, slang, body language, racism, prejudice, personal space, mixed messages, stereotype, feedback, active listening, sarcasm, conflict, compromise, rapport, etiquette

Unit 4 – Family, Friends and Communication Daily Lesson Plans

Procedure:

- ① Introduce the vocabulary list to the students.
- ② Allow students to first define all words and phrases.
- ③ Review definitions, clarify with students, give examples.
- ④ Direct students to use each word or phrase that represents how it is used in good communication; elaborate on its' definition.

Materials list:

- Dictionaries
- Activity 4:1
- Lined paper

Description:

Having a common understanding of vocabulary and examples during the review session will help to clarify. Texts or internet sources are other good sources for the definitions of terms and phrases.

Homework: Finish sentences for Activity 4:1

Performance Assessment:

Lesson 4-2: Day 2

Objective(s): Evaluate their communication abilities. Understand and give examples of different types of communication. Analyze nonverbal facial expressions.

Skills attained: Self-evaluation of communication abilities.

Topics:

- ① Self-evaluation of communication skills.
- ② Notes to identify examples of verbal and nonverbal communication.
- ③ Analyze nonverbal facial expressions.

Vocabulary: nonverbal, verbal, facial expressions

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Procedure:

- ❶ Introduce Activity 4:2.
- ❷ Have students work in pairs to place words and phrases either into the verbal or nonverbal communication triangle.
- ❸ Review Activity 4:2 with students.
- ❹ Discuss specific nonverbal clues using Activity 4:3 and review Activity 4:3.

Materials list:

- Activity 4:2 and 4:3
- Class Notes or PPT 4:1

Motivation:

If you are comfortable role-playing these emotions, that can be an effective motivator so students can focus on the objectives.

Description:

Students can add many other examples to the verbal and non-verbal communication lists. Add all student responses that fit onto the verbal and nonverbal chart.

Activity 4:3 challenges students to critically analyze facial expressions for clues toward real emotions. Give examples of “mixed messages,” such as a person who says “I am having a great day” with an angry expression.

Performance Assessment:

Each student fills Activity 4:2 and 4:3

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Lesson 4-3: Day 3

Objective(s): Utilize and evaluate effective verbal and listening skills.

Skills attained: Working cooperatively, evaluating effective communication and listening skills.

Topics:

❶

Organize student pairs for the activity.

❷

Allow 5 minutes for Activity 4:4 Listening Skills, and 15 to finish questions.

❸

Debrief activity and discuss listening skills questions.

Vocabulary: effective communication, active listener

Procedure:

❶ Divide students into pairs of 2. Instruct students that one student will be receiving an envelope with an enclosed set of directions. The student that receives the directions will be allowed to give oral directions. They may not allow the other student to read the directions. The other students will be required to only listen to the directions and will not be allowed to ask any questions.

❷ Using a timer allow 5 minutes for students to complete the listening skills task that is in the envelope, Activity Class Notes or PPT 4:2a and 2b.

❸ Allow 15 minutes for students to work together and answer Activity 4:4.

❹ Discuss Activity 4:4 questions and the qualities that make an active listener. Discuss the qualities that contribute to an effective communicator. Discuss careers in which active listening is important. Be sure to relate to all of the career pathways and industry sectors in Family and Consumer Science.

Materials list:

- 20 copies of Class Notes or PPT 4:2a and 4:2b, listening activity
- 20 envelopes
- Activity 4:4

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Motivation:

This activity only works well if you set up the activity in an organized fashion. Students are motivated to do the listening activity if you have “motivational” prizes for partners that finish the activity correctly.

Description:

Students will enthusiastically contribute to this activity, be organized and have all of the envelopes organized so that students in close proximity receive different envelopes.

Lesson 4-5: Day 4

Objective(s): Identify, analyze and evaluate the qualities of clear and poor oral messages.

Skills attained: Analysis of clear and poor messages.

Topics:

- ❶ Demonstration on sending a clear message Class Notes or PPT 4:3.
- ❷ Directions on “Building a peanut butter sandwich.”
- ❸ Guided notes on clear and poor messages.
- ❹ Student practice giving clear directions for an activity, Class Notes or PPT tasks, 4:3.

Vocabulary: pronunciation, emphasis, voice tone, enunciation, personal space

Procedure:

- ❶ Use Class Notes or PPT 4:3, placing emphasis on different words. Discuss emphasis and its contribution to a clear message.
- ❷ Get out the materials listed to make a peanut butter sandwich. Ask the class to raise their hands and give you directions for making a peanut butter and jelly sandwich. Follow the directions literally. Continue until the sandwich is completed or too big of a mess to continue!!!
- ❸ Use the guided notes on Activity 4:4 to discuss the qualities that lead to a clear message and the qualities that lead to poor message.
- ❹ Hand out the tasks on Class Notes or PPT 4:4. In small groups have students practice giving clear oral directions.