

Lesson 2. Communication

SpeakOut with Advocatr Curriculum

☰ Learning Outcome

- Identify the impact of different modes of communication on speaker/writer and listener/reader
- Practice active listening and code switching

✂ Materials

- Handout
- PowerPoint
- Big Bang Theory video clip (access to YouTube)
- 4 name tags reading “Grandpa”, “Principal”, “Best Friend”, and “Police Officer”
- Circle guidelines

💬 Vocabulary

- Communication
- Active listening
- Code switching

☰ Preparation

Cue up Big Bang Theory video clip, prepare name tags for code switching activity.

☰ Lesson Plan

🕒 Total Time: 30 min

5 min

Content

Warm up:

Communication poll

[Give students Handout] *We are going to do a quick poll.*

Please raise your hand if you agree with a response option

[Read through the items and response options and tally raised hands for each response option.]

Materials/Notes

Handout

10 min

Content	Materials/Notes
<p>Brief discussion of survey results:</p> <ol style="list-style-type: none"> 1. <i>Why is [XX] the favorite way to communicate with a friend? What positive or negative impact can [XX] have on the writer/speaker and the reader/listener?</i> 2. <i>Why is [XX] the favorite way to communicate with a teacher? What positive or negative impact can [XX] have on the writer/speaker and the reader/listener?</i> 	PowerPoint slide #2

10 min	
Content	Materials/Notes
<p><i>Listening can be more important than talking. Let's review responses to the remaining survey items.</i></p>	
<ul style="list-style-type: none"> • [Review responses to survey item 3 with students. Query why they chose specific responses] • [Review responses to survey item 4 with students. Query why they chose specific responses] 	
<p><i>It can be difficult to listen at times. Let's take a look at this clip from The Big Bang Theory. Consider words and body language when Sheldon communicates with Amy.</i></p>	<p>YouTube video at: https://www.youtube.com/watch?v=3_dAkDsBQyk</p>
Brief discussion:	
<ol style="list-style-type: none"> 1. <i>How can you tell Amy is listening? How can you tell she is not listening? How is Sheldon impacted by what Amy does?</i> [As appropriate, lean into “authentic” vs. “inauthentic communication, active listening.] 2. <i>Have you been in a situation where you felt unheard? What happened? What would have made the situation better?</i> 	PowerPoint slide #3

10 min

Content

Role Play: *How we communicate can depend on who we are talking to. This is called code-switching. Let's do a role play. We need 5 volunteers. [4 students to put on a name tag, 1 student to greet each student based on their title.]*

Debrief role play:

1. *How did the greetings differ?*
2. *In what situations do you find yourself code-switching?*

Materials/Notes

Name tags

PowerPoint slide #4

➞ Extension or Alternate Activity 1

Classroom Circle

🕒 Total Time: 10 min

Materials: PowerPoint slide #5

10 min

Content

Classroom Circle: *Go over circle guidelines:*

- *Respect the talking piece*
- *Listen to understand*
- *Speak the truth as you know it*
- *Be respectful*
- *Respond to the prompt, not to each other*
- *You may pass*

Prompt 1: *Who is one person you know who you consider to be a great listener?*

Prompt 2: *What does the person you gave as a response in round 1 do that makes you think of them as a great listener?*

Prompt 3: *What mode of communication do you prefer to use for sending an important personal message?*

Materials/Notes

PowerPoint slide #5

Ask students to stand in a circle.

➔ Extension or Alternate Activity 2

🕒 Total Time: 15 min

Role Play

15 min

Content

Role Play about Listening:

*Have you ever been in a situation where you felt people didn't listen to you, or where you could not get your point across?
What happened?*

What could have made the situation better?

Let's role play what happened, and what could have made the situation better.

- Ask for volunteers to act out the situation someone described.
- Then ask the volunteers to act out the same situation so that the speaker feels heard and gets his/her/their point across.

Materials/Notes

Ask students to volunteer for the role play.