

Essential Standard	Clarifying Objective
<p>6.ICR.1</p> <p>Understand healthy and effective interpersonal communication and relationships.</p>	<p>6.ICR.1.2</p> <p>Implement verbal and non-verbal communication skills that are effective for a variety of purposes and audiences.</p>

Materials Needed:

Teacher created drawing

Video, TV clip, or pictures of persons expressing emotion

Appendix 1 – copies of Communication: Purpose and Audience

Appendix 2 - copies of How Should You Respond?

Topics on index cards for nonverbal drama

Appendix 3 - copies of What Are You Saying?

Review:

On a piece of paper, ask students to reproduce a drawing while the teacher gives directions. They are to follow instructions, but may not ask questions or ask to have any directions repeated. (You are demonstrating ineffective verbal and nonverbal communication). Describe quickly your drawing with the following directions while appearing irritated:

1. Draw a circle in the middle of the paper.
2. Draw a star in the corner.
3. Draw a moon at the top of the paper.
4. Draw a rectangle in the bottom left corner.
5. Draw an oval on the right.
6. Draw stripes on the oval.
7. Draw a line dividing your paper in half.

If the activity is done correctly, students will become frustrated. Ask students to compare their drawing with a classmate. Ask if any two papers look the same. Show students your drawing.

Conduct a general discussion on this experience, Ask:

- *What was fun? Frustrating?*
- *What ineffective verbal and nonverbal messages did the teacher demonstrate?*
- *What communication skills would have made this activity more helpful to follow?*

Focus:

Have a television or computer with a movie clip ready to play or pictures of persons expressing emotions from magazines, newspapers, or the Internet. Play the clip with no volume or show pictures. Have students brainstorm the emotions that may be felt by one or more of the characters through their gestures, what they think the situation may be, and how the body language of the characters may play a crucial role in the video clip or picture. If using a clip, play the clip again, this time with sound. Ask students to check their interpretation of the scene's theme, emotions, or context.

As a class, discuss the verbal and nonverbal communication examples from this exercise. Follow up with these questions:

- *What emotions do you see in the characters?*
- *What is the situation?*
- *What is conveyed by their body language?*
- *Is it easy to misinterpret events or situations?*

Statement Of Objective:

Communication can be expressed in various forms. Many times what we do not say out loud, we can convey through our actions. By the end of today's lesson, you should be able to identify and demonstrate both verbal and non-verbal communication skills that are effective for a variety of purposes and audiences.

Teacher Input:

Begin this activity by asking the class:

- *What does it mean to communicate?*
- *What are some ways we communicate verbally?*
- *What are some ways we communicate nonverbally?*
- *What happens when verbal does not match nonverbal communication? (mixed messages)*

Emphasize to students that *most communication actually occurs nonverbally. It is often nonverbal communication that leads to the greatest misunderstanding. It is not what we say, but how we say it. Non-verbal communication is expressed through posture, gestures, eye contact, and facial expression (what is called "body language"). Verbal messages (the actual words and tones) are more obvious than nonverbal, though even our words can sometimes be misunderstood. Often one gives a mixed message: when words and the nonverbal do not match. This is particularly confusing to others and the listener does not know which to believe.* (Teacher demonstrates a mixed message with a student). Messages in which your voice, tone, and body language are consistent will help all situations when you are around other people.

Discuss:

- *Have you ever experienced a situation where you said something and the other person completely misunderstood what you meant because your verbal and nonverbal messages were not consistent?* [Students or teacher give examples.]
- *What happened as a result of the misunderstanding?*
- *How do you feel when someone misunderstands you?*

Distribute copies of Appendix 1, Communication: Purpose and Audience. Ask students to read the instructions and emphasize the general rules: look at the person, use a pleasant tone of voice, and listen carefully.

Share the first example, making an apology. Have them share ideas and take notes on how to communicate (column 3).

In this lesson, we have the opportunity to practice effective verbal and nonverbal skills, which can be used in a variety of settings. These are lifetime skills to help you communicate clearly.

Guided Practice:

Option 1

Divide students into six groups and assign one scenario from Appendix 2, How Do You Respond? to each group. Have students brainstorm possible effective responses. They can also demonstrate ineffective responses, then show effective verbal and nonverbal communication skills in a role play.

Option 2

Place students in groups of no more than four and instruct them to begin brainstorming on the creation of a nonverbal drama. Have them plan and rehearse their skit and be prepared to show the class. For example, they could mime a short story about their dog eating their homework. Through gestures the students can indicate their reactions and show their efforts to make the situation correct.

Topics can be placed on index cards for each group to draw. Additional topics can be:

- Babysitting a child
- Success at last!
- Asking permission to go to the mall
- Saying you're sorry to a friend
- Not able to stop hiccupping
- Asking a friend to keep a secret

Independent Practice:

Distribute copies of Appendix 3, What Are You Saying? to students. Students will look for examples of nonverbal, verbal and mixed message communication outside of class. Ask them to fill in responses to the open-ended questions.

Closure:

Today we learned about importance of communicating effectively through the use of verbal and nonverbal skills. This should help reduce the misunderstandings caused when we are not careful in our choice of words or aware of body language.

Communication: Purpose and Audience

The way a person speaks may change depending on who is receiving the message and the purpose of the communication. List what should be part of each of these messages.

General “Rules” of effective communication include:

Look at the person.

Use a pleasant tone of voice.

Listen carefully.

Purpose of Communication	Who Is Receiving the Message?	How Would You Communicate?
Apology	Parent	<ol style="list-style-type: none"> 1. Look at the person. 2. Use a serious tone without pouting. 3. Say, “I would like to say I am sorry . . .” 4. Don’t make excuses.
Giving a Compliment	Classmate	
Asking a Favor	Sister or Brother	
Showing Appreciation	Teacher	
Borrowing Something	Friend	
Disagreeing with Someone	Teammate	
Greeting Someone	Principal	



How Should You Respond?

1. Your little sister borrowed your video game without asking if she could use it. How should you respond?
2. You don't receive credit for an assignment that was turned in on time. How should you talk to the teacher?
3. A classmate compliments you on your creative artwork. How would you respond?
4. A good friend comments that you forgot to look at your hair in the mirror before coming to school. How would you respond?
5. Your neighbor thanks you for taking her trashcan to the road when she was sick. How would you respond?
6. You want to ask your mom for a new video game. How do you ask her?

What Are You Saying?

Observe verbal and non-verbal communication during extracurricular activities, at home or in the community setting.



Two examples of verbal communication you observed:

Two examples of non-verbal communication you observed:

Did the verbal and non-verbal communication seem to match? Explain.

List one example of “mixed messages” and your suggestion for improvement.

How does this activity help you recognize the importance of effective verbal and nonverbal communication?
