

ESTIMATED TIME

1 class period

PREREQUISITES

- Projector for presentation and the Abbott and Costello routine

RESOURCES AVAILABLE

- *Interpersonal and Communication Process Rubric*
- *Interpersonal and Communication Process presentation*
- *Interpersonal and Communication Process Notes*
- *Interpersonal and Communication Process Skill Practices*

ACROSS THE CURRICULUM

Active listening skills are focused around interpersonal communication, but listening skills are trans situational. Therefore, students can apply these skills and the “I” statements in any class or situation.

LESSON PLANNING

LESSON GOAL

Demonstrate effective communication strategies.

Essential Question

How can I develop my interpersonal communication skills?

Student Expectations

1. Participate in an introduction to interpersonal communications presentation by taking notes.
2. Practice interpersonal communication skills (paraphrase, eye contact, body language, clarify, summarize, limit distractions, and I statements).
3. Participate in discussions about interpersonal communication.
4. Compose a reflection of the results of using constructive interpersonal skills.

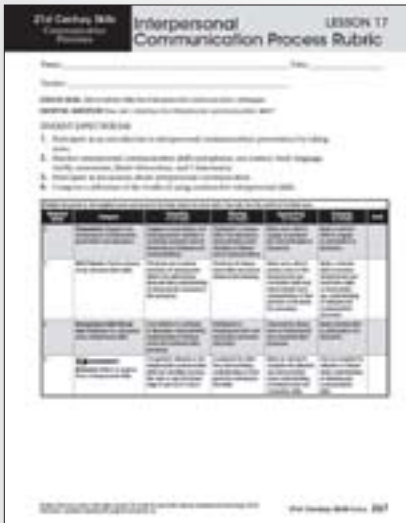
LESSON OBJECTIVES

Learn and practice interpersonal skills.

1. Paraphrases another student’s comments with 70% accuracy.
2. Has effective eye contact 70% of the time.
3. Demonstrates open and calming posture and body language when another is speaking.
4. Demonstrates clarifying actions at least once during the conversation.
5. Demonstrates perception verification at least once during the conversation.
6. Summarizes the conversation at the end of the conversation.
7. Demonstrates empathy at an appropriate moment at least once.
8. Actively or passively minimizes distractions during the conversation.
9. Correctly uses the “I feel” statement set up.
10. Correctly uses the ‘event’ statement in the midst of their “I” statement.
11. Proposes a resolution at the end of their “I” statement.

RATIONALE

This lesson is just before the Lesson 18 *Goal Setting PEP* lesson for a very specific reason. This lesson helps students understand how to communicate and how to listen to others effectively. The Goal Setting PEP lesson asks students to set goals based on reports from their teachers and advisors. Students will be utilizing these skills immediately, and it can stick with them for life. While the topics presented in this lesson are not necessarily exciting to most students, the connection to their personal lives is. Students really open up to the lessons when they are able to personalize the information.



Interpersonal Communication Process Rubric



Interpersonal and Communication Process



Interpersonal and Communication Process Notes

PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Hand out the *Interpersonal and Communication Process Rubric* to introduce the lesson and explain how students will be evaluated.
2. **WHOLE GROUP** Show the Abbott and Costello skit *Who's on First* and discuss famous miscommunication. You may also want to relay a story of a personal miscommunication experience. Ask students for other examples of miscommunication caused by not listening. Explain that in this lesson students will learn some strategies for minimizing miscommunication and listening more effectively.
3. **WHOLE GROUP** Hand out the *Interpersonal and Communication Process Notes* and then show the *Interpersonal and Communication Process* presentation. Have students take notes as they engage in the presentation. Take time to stop and discuss each strategy. At the end of the presentation, make a class list of all the strategies for interpersonal communication and any others they can contribute.

ASSESSMENT

Presentation Engage in the interpersonal communication presentation and discussion.

4. **PAIRS** Divide students into pairs and distribute the *Interpersonal Communication Process Skill Practice*. Give students 15 minutes to follow the directions and practice each of the interpersonal communication skills. Move from group to group to comment on effective communication strategies.

ASSESSMENT

Skill Practice Practice interpersonal communication skills.

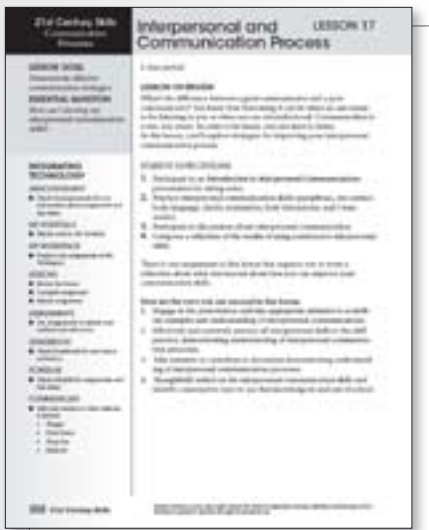
5. **WHOLE GROUP** Discuss the following questions.
 - a. Which skill was easiest to do?
 - b. Which was most difficult?
 - c. Which skills seemed more natural?
 - d. Are interpersonal skills effective?
 - e. Are interpersonal skills phony?

ASSESSMENT

Interpersonal Skill Discussion Participate in a discussion about interpersonal skills.



Interpersonal and Communication Process – Skill Practice



Student Pages

REFLECTION

Have students reflect on interpersonal skills by responding in writing to the following prompt. Have them use the *Sakai* Assignments Tool to submit their reflection for evaluation.



After practicing the active listening skills and “I” statements, I will be better able to ...

ASSESSMENT

Reflection Reflect on applications of interpersonal skills.

ASSESSMENT

Use the *Interpersonal and Communication Process Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

In addition to the rubric, each submission should be evaluated individually for appropriateness for submission to the ePortfolio before posting.

INTEGRATING TECHNOLOGY

ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

SCHEDULE

- Add Assignments to the Schedule

EVALUATE/REVIEW

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

Ohio Academic Content Standards

Grade 9 English Language Arts

Communication: Oral and Visual

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.
3. Analyze the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.
4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and explain how they contribute to meaning.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students with IEPs (particularly those diagnosed with ADD/ADHD) will be assisted with the guided notes. If students have particular concerns, consult their IEP coordinator or the school's IEP specialist for appropriate modifications.

GIFTED AND TALENTED

Gifted students can be encouraged to explore the skill practice. In addition, prompt students with examples of when they have used the active listening skills mentioned in the presentation.

ADDITIONAL RESOURCES

WEBSITE RESOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

Use this link to a six-minute version of the famous miscommunication Abbot and Costello routine *Who's on First?*

- <http://www.youtube.com/watch?v=sShMA85pv8M>

BOOK RESOURCES

Use these books to learn more about interpersonal skills.

- Bolton, Robert. *People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts*. Touchstone, 1986.
- Hisson, Doug. *Positive Impacts: Discovering the Keys to Better Interpersonal Skills*. Bonneville Books, 2001.
- Janasz, Suzanne De, Karen O. Dowd, and and Beth Schneider. *Interpersonal Skills in Organizations*. McGraw-Hill, 2005.