

ESTIMATED TIME

1-2 class periods

PREREQUISITES

- The lesson connects with Lessons 20 *Listening*, 21 *Conflict Resolution*, and 26 *Giving and Receiving Constructive Criticism*. It can be taught independently or in conjunction with the other lessons.
- This lesson should take place in a room with appropriate technology (projector, computers, internet access).

RESOURCES AVAILABLE

- ***Verbal Versus Nonverbal Communication Rubric***
- ***Verbal Versus Nonverbal Communication presentation***
- ***Communication Chart***

ACROSS THE CURRICULUM

Communication skills are important in all curricular areas.

LESSON GOAL

Explore the need for effective verbal and nonverbal communication strategies.

Essential Question

What are effective verbal and nonverbal communication strategies?

Student Expectations

1. Participate in discussions about verbal and nonverbal communication strategies.
2. Recognize and respond to verbal and nonverbal communication.
3. Create a multimedia presentation to demonstrate verbal and nonverbal communication strategies.
4. Write a reflection about verbal and nonverbal communication strategies.

LESSON OBJECTIVES

1. Demonstrate understanding of the importance and complexity of verbal and nonverbal communication.
2. Identify and respond to verbal and nonverbal communication.
3. Demonstrate verbal and nonverbal communication strategies.

RATIONALE

Students are constantly communicating with others, as well as receiving communication from others. Students might not be fully aware of all of the messages they are sending through nonverbal communication. This lesson aims to help them realize this and adapt their nonverbal communication strategies to convey the message they would like the receiver to hear.

It is vital that students are able to understand the importance of both verbal messages as well as nonverbal messages so that they can understand the full extent of the message they are receiving from mentors and coworkers.



Verbal Versus Nonverbal Communication Rubric



Verbal and Nonverbal Communication Presentation



Communication Chart

PROCEDURES: WHAT TO DO


1. **WHOLE GROUP** Hand out the *Verbal Versus Nonverbal Communication Rubric* to introduce the lesson and explain how students will be evaluated. Then demonstrate some nonverbal communications and ask students to tell what you are communicating.
 - a. Stand with arms folded and looking angry.
 - b. Smile and nod sympathetically at different students.
 - c. Pace back and forth anxiously.
 - d. Look at the window or door longingly.

Explain that even when people are not speaking, they are communicating nonverbally. Sometimes nonverbal communication actually communicates more of a message than verbal communication. Sometimes nonverbal communication conflicts with verbal communication.

Show the *Verbal Versus Nonverbal Communication* presentation. Stop and discuss each slide. At the end of the presentation, make a class list of five types of verbal and five types of nonverbal communication on the board. Discuss what each one means. For example: shouting, whispering, sighing, laughing, singing, shrugging, raising eyebrows, rolling eyes, frowning.
2. **INDIVIDUAL** Hand out the *Communication Chart*. Have students record at least three verbal and nonverbal communication strategies and what they communicate.

ASSESSMENT

Discussion Contribute to discussion to develop an understanding of how verbal and nonverbal communication strategies are important.

3. **INDIVIDUAL** Have students use their charts, the web, and their own experiences to create a five-minute instructional interactive presentation that describes verbal and nonverbal communication strategies. Have them include proper headings, animation, quality images, organization, layout, and creativity in their design.
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ASSIGNMENT 1
4. **WHOLE GROUP** At the beginning of the second class period, discuss the following and have students complete the activities.
 - a. **Touching** Explain that there is a science behind nonverbal communication called *kinesis*. It looks at these different nonverbal strategies for communication.
 - i. **Ambulation** which is how we carry our body. Do you glide, stomp, slouch, or stride into a room? What might this communicate?
 - ii. **Touching** is probably the most powerful nonverbal communication strategy. We can communicate caring, trust, tenderness, closeness, or aggression by the way we place our hand or interact with another person.

Activity: Hug or Handshake In a circle, one at a time, a person should turn to the person to the right and ask "hug or a handshake?" The person decides which greeting they would prefer and then repeats the

Verbal Versus Nonverbal Communication



Student Pages

same gesture around the room. Discuss why people prefer one or the other. Discuss what the appropriate professional response is.

b. Eye contact Your eyes convey a lot about how you feel about yourself and the person you are communicating with. In the American culture, it is expected that you make eye contact with teachers and supervisors but in other cultures, making eye contact can be considered aggressive and rude.

Activity: Eye Contact Find a partner and tell each other one sentence. Listen to the other person without eye contact and then do it again with eye contact. Discuss how you felt with and without eye contact. Discuss what the appropriate professional response is.

c. Posturing involves how you hold your arms.

Activity: Posturing Find a partner and tell each other one sentence. Listen to the other person with your arms to your sides and again with your arms crossed. Discuss how you feel with your arms in different positions. Discuss what the appropriate professional response is.

d. Distancing is another way to describe how you prefer your personal bubble to be preserved.

Activity: Distancing Find a partner and move towards each other. Where does your personal bubble end and begin? In other cultures, the comfort zone can be quite different. Discuss what the appropriate professional behavior is.

e. Gesturing is how we clarify what we are intending to say through hand movements. Again, some gestures do not translate between cultures. The A-OK sign, a circle formed by the thumb and the first forefinger, and the “We’re number one signal,” are considered very obscene in some other countries.

f. Discuss the following questions with the whole group.

- i. Why is it important to understand all of these communication strategies?
- ii. How can you recognize effective communication?
- iii. What are appropriate responses to these communications?
 1. Refusal to shake hands
 2. Standing too closely or too far away while speaking
 3. Walking in front or behind you
 4. Refusal to say hello
 5. Hugging
 6. Interrupting
 7. Staring

ASSESSMENT

Communication Strategies Recognize and demonstrate verbal and nonverbal communication strategies.

5. INDIVIDUAL Have students go back to their interactive presentations and add in slides after each verbal and nonverbal communication strategy listing ways to react and respond professionally. For example, what are appropriate responses if someone does or doesn't make eye contact? What do you do if someone won't answer a question?

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

- 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

Ohio Academic Content Standards

Technology Grade 10

Benchmark B: Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models.

Productivity Tools 1. Utilize advanced word processing and desktop publishing features and programs.

Communication Tools 2. Use equipment related to computer and multimedia technology imaging (e.g., digitalization, optical character recognition, scanning, computerized microscopes).

Benchmark A: Apply appropriate communication design principles in published and presented projects.

Principles of Design 2. Manipulate communication design elements (image, language, sound and motion) based on intent of the message (e.g., inform or persuade).

6. **Whole Group** Schedule a time for each student to make his or her presentation. Have them use the *Sakai* Assignments Tools to submit their presentations for evaluation.

ASSESSMENT

Presentation Identify and describe verbal and nonverbal communication strategies.

REFLECTION

Have students write a reflection on the following prompt. Have them use the *Sakai* Assignments Tool to submit their reflections.



ASSIGNMENT 2

Record, describe, and explain three items you feel are the most important to remember about Verbal Versus Nonverbal Communication.

ASSESSMENT

Reflection Demonstrate understanding of Verbal Versus Nonverbal Communication at an internship site.

ASSESSMENT

Use the *Verbal Versus Nonverbal Communication 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.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students on IEPs might need help in developing their interactive presentations. They should be paired or teamed for the activities with someone they trust.

GIFTED AND TALENTED

Gifted students can be challenged in this lesson by researching cross cultural Verbal Versus Nonverbal Communication strategies, verifying their findings with members of the cultural group, and sharing this information with others.

ADDITIONAL RESOURCES

WEBSITE SOURCES

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

- This resource is designed for teachers, but can be helpful to students, as well: <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/commun-1.htm>
- Mona Lisa Portrait:
- Paul Ekman is a photographer and behaviorist with great resources: <http://www.paulekman.com/>