AZ CTE Curriculum Consortium

**Fashion Design: Workplace**

**(Employability Skills Lesson)**

|  |  |
| --- | --- |
| Lesson Title: Nonverbal Communication | Lesson 1 of 23; Unit #2 |
| Duration: 50 minutes | Teacher/Student Ratio: 1/24 |
| Lesson File Name: FDM-Workplace-Lesson1.doc | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Description: Standard_Measurement_Criteria.jpg STANDARD & MEASUREMENT CRITERIA** | | | |
| D - COMMUNICATE EFFECTIVELY IN THE WORKPLACE  **D-1 Listen effectively for meaning in both verbal and nonverbal communication** | | | |
| **Description: Objectives.jpg OBJECTIVES** | | **Description: Terminology.jpg TERMINOLOGY** | |
| Students will be able to:   1. Define vocabulary terms 2. Demonstrate active listening skills 3. Follow clear multi-step instructions 4. Interpret nonverbal communication of a speaker accurately 5. Summarize relevant information from a speaker 6. Identify a speaker’s purpose and point of view | | **Expression** - a look on somebody’s face, conveying a thought or feeling  **Gesture -** the use of body movements to communicate  **Posture** - the way in which somebody holds his or her body, especially when standing  Use the Glossary Ring to introduce/review vocabulary | |
| **Description: Introduction.jpg INTRODUCTION** | | | |
| Bellwork:  Start the PowerPoint and go to Bellwork slide:   * “Students please gather your ***Glossary Ring*** and set it aside for our work today.” ***(FDM-Workplace-PowerPoint1.ppt, FDM-Glossary Ring Procedure.doc; FDM-Workplace-Handout1a.doc)*** * Show the picture on the **PowerPoint** Bellwork slide (or Handout 1a) and ask the students to write down what each person on the bench is saying with their body language. Ask them to be prepared to share.   After a few minutes, have them share their responses with a partner. Call on non-volunteers to share with the class.  **Purpose of today’s learning:**  Ask a volunteer to read the Objectives slide of the PowerPoint and then tell students that today they will work on focusing on both verbal and nonverbal communication. ***(FDM-Workplace-PowerPoint1.ppt)*** | | | |
| **CONTENT** | | | |
| **Description: Teacher_Actions.jpg TEACHER ACTIONS** | | **Description: StudentActions.jpg STUDENT ACTIONS** | |
| **Define vocabulary terms** | |  | |
| 1. Use ***FDM-Workplace-PowerPoint1.ppt, Terms*** slide to introduce terms and definitions. Tell students to annotate each new vocabulary term on individual index cards and add these to their Glossary Ring  ***(FDM-Workplace-PowerPoint1.ppt, FDM-Glossary Ring Procedure.doc)*** | | 1. Students get 3 index cards and write down definitions of each term on a separate card that will be added to their ***Glossary Ring (FDM-Glossary Ring Procedure.doc)*** | |
| **Demonstrate active listening skills** | |  | |
| 2. Distribute the Active Listening Skills note-taker and use the PowerPoint slides “Active Listening Skills” to go over the active listening skills. Ask students to fill out the ***note taker***. They will be using the numbered section to evaluate their listening during the class period. ***(FDM-Workplace-PowerPoint1.ppt, FDM-Workplace-Handout1b.doc)*** | | 2. Students fill out the ***Active Listening Note Taker*** while the teacher goes through the PowerPoint. ***(FDM-Workplace-Handout1b.doc)*** | |
| **Follow clear multi-step instructions** | |  | |
| 3. Show the “Activity” PowerPoint slide and tell students that they are going to do an activity. You will only give them directions one time. They need to listen closely for what they will be doing. Allow them to take notes if desired.  Ask the students to:   1. Find a partner to work with. 2. Pick up a “Skit Activity” from the table (Have the activity printed and waiting for the students). 3. Draw a nonverbal card from a bowl or bags (cut up the nonverbal cards and place them where the student pairs can draw one). 4. Decide who is student “A” and who is student “B.” 5. Student “A” will read their lines and student “B” will communicate his/her lines in a **nonverbal** way using the emotion they drew from the nonverbal cards. 6. Practice for five minutes. 7. Be ready to present.   Ask if anyone has any questions. Give clarification as needed. ***(FDM-Workplace-PowerPoint1.ppt, FDM-Workplace-Handout1c.doc)*** | | 3. Students prepare with a partner to present the skit. ***(FDM-Workplace-Handout1c.doc)*** | |
| **Interpret nonverbal communication of a speaker accurately** | |  | |
| 4. Ask the students to present the skits. As the skits are presented, ask students to try to determine what “secret word” the group chose. After each group, have the students evaluate their listening skills using the note taker. They can put a check next to each skill they used.  Call on non-volunteers after each skit to share. It is okay if they don’t get the exact word correct as long as they are close. | | 4. Students put a check next to each skill they used during each presentation on the ***Active Listening Note Taker***. Students guess what “nonverbal secret word” each group drew. ***(FDM-Workplace-Handout1b.doc)*** | |
| **Summarize relevant information from a speaker**  **Identify a speakers purpose and point of view** | |  | |
| 5. Distribute the Listening Skills Checklist ***(FDM-Workplace-Handout1d.doc)***, and, as a final listening activity, tell students that they are going to watch a clip from *The Three Amigos*. Ask the students to summarize the main idea and purpose of the speech with a partner. Ask them what was the speaker’s point of view?  [*http://www.youtube.com/watch?v=ioKto0di3EA*](http://www.youtube.com/watch?v=ioKto0di3EA)  Call on non-volunteers to share with the class. | | 5. Students use the Listening Skills Checklist to summarize with a partner the speech. They identify the purpose of the speech and the speaker’s point of view. ***(FDM-Workplace-Handout1d.doc)*** | |
| **Description: Closure.jpg CLOSURE** | | | |
| Watch the clip again. Ask the students to share with their partner how the Chevy Chase character feels about the speech. How do they know? Why are these attributes important in communication and listening? Ask groups to share with the class. | | | |
| **Description: Skill_Assessment.jpg SKILL ASSESSMENT** | | | |
| Use the ***Listening Rubric*** ***(FDM-Workplace-Handout1e.xls)*** to assess the student’s listening skills during today’s activities. | | | |
| **Description: Connections.jpg CONNECTIONS** | | | |
| The ***Listening Skills Rubric and Checklist*** can be used throughout the year during any activity where students are required to acquire information through listening. | | | |
| **Description: SampleEndOfProgramAssessQuestions.jpg SAMPLE END OF PROGRAM ASSESSMENT QUESTIONS** | | | |
| Which of the following is **not** an active listening skill?   1. Give advice freely 2. Face the speaker 3. Maintain eye contact 4. Minimize external distractions | | | |
| **EQUIPMENTDescription: Equipment.jpg** | Computer and digital Projector for PowerPoint or SMART Notebook lesson and video clip | **MATERIALS**  **SUPPLIES**  **Description: Materials.jpg** | * Index cards (3 per student) * ***FDM-Glossary Ring Procedure.doc*** * ***FDM-Workplace-PowerPoint1.ppt*** (teacher only) * Two books as props for the skits * ***FDM-Workplace-Handout1a.doc***  *(teacher use only)* * ***FDM-Workplace-Handout1b.doc*** *(1 per student)* * ***FDM-Workplace-Handout1c.doc*** *(1 per team)* * ***FDM-Workplace-Handout1d.doc*** *(1 per student)* * ***FDM-Workplace-Handout1e.xls*** *(teacher use only)* |
| **Description: Resources.jpg RESOURCES** | | **Description: Accomodations.jpg ACCOMMODATIONS** | |
| About.com Non Verbal Communication Activities:  Fleming, G. (2010, June 8). Nonverb. (2010, June 8). Nonverbal Communication. <http://homeworktips.about.com/od/mindandbody/a/nonverbal.htm>  Mr. Bean on the Train (Great resource for additional discussions on nonverbal communication)    darkchriss66. (2010, June 8). Mr. Bean on the  Train. <http://www.youtube.com/watch#!v=F5qniuZG8Rg&feature=relate>  10 Tips to Effective & Active Listening Skills  Written by [Susie Michelle Cortright](http://powertochange.com/blogposts/author/scortright/)  Cortright, S. (2009, December 15). *10 Tips to*  *Effective & Active Listening Skills*. Retrieved June 8, 2010, from <http://eduarticles.com/tag/listening-skill>. | | Teachers:   1. Based on review of each student’s IEP or 504 plan make appropriate accommodations. 2. Encourage participation from all students to the best of their ability. 3. Calling on “non-volunteers” may not be appropriate for all students. | |
| **ATTACHMENTS** | | | |
| ***FDM-Glossary Ring Procedure.doc***  ***FDM-Workplace-PowerPoint1.ppt*** *– Listening*  ***FDM-Workplace-SMART Notebook1.notebook*** *- Listening*  ***FDM-Workplace-Handout1a.doc*** *- Nonverbal Picture for Bellwork*  ***FDM-Workplace-Handout1b.doc*** *- Active Listening Note-taker*  ***FDM-Workplace-Handout1c.doc*** *- Skit Activity Dialogue*  ***FDM-Workplace-Handout1d.doc*** *- Listening Checklist*  ***FDM-Workplace-Handout1e.xls*** *- Listening Rubric* | | | |