AZ CTE Curriculum Consortium

**Fashion Design: Workplace**

**(Employability Skills Lesson)**

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| Lesson Title: Communicating for a Purpose | Lesson 4 of 23; Unit #2 |
| Duration: 50 minutes | Teacher/Student Ratio: 1/24 |
| Lesson File Name: FDM-Workplace-Lesson4.doc | |

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| **Description: Standard_Measurement_Criteria.jpg STANDARD & MEASUREMENT CRITERIA** | | | |
| D - COMMUNICATE EFFECTIVELY IN THE WORKPLACE  **D-4 Effectively communicate for a range of purposes** | | | |
| **Description: Objectives.jpg OBJECTIVES** | | **Description: Terminology.jpg TERMINOLOGY** | |
| Students will be able to:   1. Define terms 2. Identify the purposes of communication 3. Communicate for a variety of purposes. | | **Communicate** - to give or exchange information, e.g. by speech or writing  **Audience** - a group of people assembled to watch and listen to a show, concert, movie, or speech  **Purpose** - the goal or intended outcome of something  **Instruct** - to teach somebody a subject or how to do something  **Inform** - to communicate information or knowledge to somebody  **Persuade** - to succeed in convincing somebody to do something, especially by reasoning, pleading, or coaxing  **Entertain** - to engage a person or audience by providing amusing or interesting material  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-PowerPoint4.ppt, FDM-Glossary Ring Procedure.doc)***   Ask students to **list** answers to these question. Use the ***PowerPoint or SMART Notebook*** or write the following on the board.     1. Why do people communicate? 2. Why do they talk, compose music, take pictures, write, etc.? 3. Why do they put messages on billboards, medicine bottles, PowerPoint, clothing, etc.?   After a few minutes, have students turn to a partner and add to their lists.  Call on students to share with the class. Ask a student in the class to come to the board to create a master list for the class.  **Purpose of today’s learning:**  Ask volunteer to read the objectives slide. Tell the students that today they will learn how to communicate for various reasons. ***((FDM-Workplace-PowerPoint4.ppt)*** | | | |
| **CONTENT** | | | |
| **Description: Teacher_Actions.jpg TEACHER ACTIONS** | | **Description: StudentActions.jpg STUDENT ACTIONS** | |
| **Define terms** | |  | |
| 1. Use PowerPoint ***Terminology*** 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-PowerPoint4.ppt, FDM-Glossary Ring Procedure.doc)*** | | 1. Students get 7 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)*** | |
| **Identify the purposes of communication** | |  | |
| 2. Ask the students to get out a piece of paper. Have them draw three columns on the paper. Explain to the students that there are three basic reasons why people communicate. Use the ***PowerPoint*** or ***SMART Notebook*** file to introduce the topics. Have the students label the top of their columns with “inform,” “persuade,” and “entertain.” ***(FDM-Workplace-PowerPoint4.ppt)*** | | 2. Students sort the items in the list from the introduction into three columns. | |
| 3. Ask students to work with a partner to put each item from the introduction into a column. Tell students that they may need to add some words to the top or bottom of their paper that don’t fit in any column. Students may need to add columns such as “building relationships,” or “to request.”  Tell them to be prepared to share. Call on students to share answers. As students are sharing, have the other students give a thumbs up or thumbs down in agreement or disagreement. Discuss anywhere there are disagreements | | 3. Students give thumbs up or thumbs down as other students share answers. | |
| **Communicate for a variety of purposes.** | |  | |
| 4. Show PowerPoint slides: “To Inform,” “To Persuade,” and “To Entertain.” Provide students with a list of previously covered topics from your class. Group students into groups of three. Ask each group to pick a topic and to create three pieces of communication. Tell them that they must provide one that informs, one that persuades and one that entertains.  Give them an example such as:  Tool Safety  -*Inform*, Poster to Remind Students of Safety Rules  -*Persuade*, A paragraph that persuades students to follow the rules.  -*Entertain*, A cartoon about someone who didn’t follow the safety rules.  Allow students to spend the rest of the period working on the project. Give the students a due date. (2 days away) If desired, you can allow a work day in class. ***(FDM-Workplace-PowerPoint4.ppt)*** | | 4. Groups of students create three pieces of communication for three different purposes. | |
| **Description: Closure.jpg CLOSURE** | | | |
| T.I.P. of the Day:  Before leaving the classroom today, tell students to write their names on the sticky side of a Post-It note. Use the ***PowerPoint or SMART Notebook*** to show students a series of five pieces of communication and tell them that on the opposite side of the Post-it Note, identify the purpose of each item. (Call on students to check for understanding.) Please post on the “T.I.P. Board.” ***(FDM-Workplace-PowerPoint4.ppt, FDM-Workplace-Handout4a.doc, FDM-TIP Board.doc)*** | | | |
| **Description: Skill_Assessment.jpg SKILL ASSESSMENT** | | | |
| Collect students’ questions from the closure activity. Evaluate them and return them to students on the next school day. Use the ***Purposes Rubric*** to evaluate the group projects. ***(FDM-Workplace-Handout4b.xls)*** | | | |
| **Description: Connections.jpg CONNECTIONS** | | | |
| Extension activity: Assign or allow individual students to choose a topic from your classroom curriculum. Have them create three different types of communication for three different purposes (instruct, persuade and inform). The communication can be oral or written. Allow the use of digital forms of communication. | | | |
| **Description: SampleEndOfProgramAssessQuestions.jpg SAMPLE END OF PROGRAM ASSESSMENT QUESTIONS** | | | |
| 1. Jeremiah attends a speech about how to plant a desert garden. What is most likely the basic purpose of the communication?  A. To argue  B. To inform  C. To persuade  D. To entertain  2. What is not a basic purpose of communication?  A. To argue  B. To inform  C. To persuade  D. To entertain | | | |
| **EQUIPMENTDescription: Equipment.jpg** | Computer and digital projector for PowerPoint or SMART Notebook  Student computers for digital group projects. | **MATERIALS**  **SUPPLIES**  **Description: Materials.jpg** | * Index cards (7 per student) * ***FDM-Glossary Ring Procedure.doc*** * ***FDM-TIP Board.doc*** * ***(FDM-Workplace-PowerPoint4.ppt*** *(teacher use)* * List of previously covered topics from your class. * ***FDM-Workplace-SMART Notebook4.notebook*** (teacher use) * ***FDM-Workplace-Handout4a.doc*** *(one copy per student)* * ***FDM-Workplace-Handout4b.xls*** *(teacher use only)* |
| **Description: Resources.jpg RESOURCES** | | **Description: Accomodations.jpg ACCOMMODATIONS** | |
| N/A | | 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-TIP Board.doc***  ***FDM-Workplace-PowerPoint4.ppt*** *– Communication Purposes*  ***FDM-Workplace-SMART Notebook4.notebook*** *– Communication Purposes*  ***FDM-Workplace-Handout4a.doc*** *- Communication Purposes Checklist*  ***FDM-Workplace-Handout4b.xls*** *- Communication Purposes Rubric* | | | |

**Lesson Adapted From:**5 Key Questions that can Change the World

*A Framework for Learning and Teaching in a Media Age*

<http://www.medialit.org/pdf/mlk/02_5KQ_ClassroomGuide.pdf>   
Lesson 5A, Why We Communicate: Three Basic Tasks, p.69-70