

Lesson Plan- Unit 1: Classroom Lesson 1

Subject/Course	Secondary Transition – Self-Determination and Advocacy		
Topic:	Communication/Soft Skills		
Lesson Title:	Non-verbal Communication		
Level:	9-12	Lesson Duration:	15-20 minutes

Lesson Objectives:

- The students will distinguish between appropriate and inappropriate non-verbal communication (body language) including personal space, eye contact, posture, etc.
- The students will demonstrate appropriate non-verbal communication skills.

Summary of Tasks/Actions:

1. Define and discuss non-verbal communication.
2. Make a brief presentation using poor communication skills. Ask students to identify problems with your communication behaviors. Possible examples:
 - folded arms = defensive
 - hands in your pocket = lack of confidence
 - shaking or moving your feet and/or legs = nervous
 - blank stare on your face = lack of interest
 - rubbing your neck and/or head = bored
 - slouching = unprepared or lack of confidence
 - mumbled speech = unprepared or lack of confidence
3. Have students brainstorm a list of good non-verbal communication behaviors. Possible examples:
 - stand or sit up straight
 - make eye contact
 - speak loud and clear
4. Have students brainstorm examples of where good non-verbal communication would influence your life.

5. Present and discuss things that affect non-verbal communication behaviors of people.
Possible examples:
 - attitude of sender
 - body language of the sender
 - does the person understand what they are trying to communicate
 - prejudice, stereotypes, and perceptions
 - inappropriate target audience
6. Introduce the SHARE strategy to students. Encourage students to use this strategy while communicating with others and pass out SHARE cards.

 Sit/stand up straight
 Have a pleasant tone of voice
 Activate your thinking
 Relax
 Engage in eye communication
7. View video clips that demonstrate appropriate and inappropriate communication, pausing and having students identify the appropriate/inappropriate non-verbal behaviors.
8. Discuss the outcomes of the communication:
 - Did the person communicate what he/she intended?
 - Did the person get the outcome he/she wanted?

Materials/Equipment:

- Smart board/access to the internet
- Video clip:
- SHARE Acronym cards to pass out to students

References:

- *Me! Lessons for Teaching Self-Awareness and Self-Advocacy*. The University of Oklahoma. Zarrow Center for Enrichment.
<https://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy/why-me.html>