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| **Lesson Plan – Unit 1: Classroom Lesson 1** | | | | | | | | | | | |
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| Subject/Course: | Secondary Transition – Self-Determination and Advocacy | | | | | | | | | | |
| Topic: | Non-verbal Communication | | | | | | | | | | |
| Lesson Title: | Learning How to Communicate Effectively | | | | | | | | | | |
| Level: | | 9-12 | | Lesson Duration: | | | | 15-20 minutes | | | |
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| Lesson Objective: | | | | | | | | | | | |
| * 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. | | | | | | | | | | | |
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| 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  1. 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  1. Have students brainstorm examples of where good non-verbal communication would influence your life. 2. 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  1. Introduce the SHARE strategy to students. Encourage students to use this strategy while communicating with others and pass out SHARE cards.   **S**it/stand up straight  **H**ave a pleasant tone of voice  **A**ctivate your thinking  **R**elax  **E**ngage in eye communication   1. View video clips that demonstrate appropriate and inappropriate communication, pausing and having students identify the appropriate/inappropriate non-verbal behaviors. 2. Discuss the outcomes of the communication:  * did the person communicate what he/she intended? * did the person get the outcome he/she wanted? | | | | | | | | | | | |
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| Materials/Equipment: | | | | | | | | | | | |
| * Smart board/access to the internet * Video clip: <https://www.youtube.com/watch?v=GsjZrkm-2Tk> * SHARE Acronym cards to pass out to students | | | | | | | | | | | |
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| 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/trasition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy/why-me.html> | | | | | | | | | | | |
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