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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 communication1. 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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