

# COMMUNICATION

## Introduction:

Enter the classroom with an angry tone. Say lots of nice things to students, but use an angry tone of voice. Do this for just a couple of minutes.

**ASK:** When I said nice things to you, did you believe me? Why Not?  
How did it make you feel when I talked to you that way?  
When I spoke to you, how did you know I was angry? Was it the words I used?

**Read:** The Water Closet

Today we are going to talk about communication. When we communicate with each other we use words to communicate. Our words can have different meaning based on how we say things and the gestures we use.

## NON-VERBAL COMMUNICATION *(more important than the words we use)*

**ASK:** What are the parts of Non-Verbal Communication?

**Parts of NON-VERBAL Communication:** *(List on the board)*

Body Language  
Gestures  
Tone of Voice  
Eye Contact  
Etc... *(whatever the students come up with...)*

## Communication Puzzle:

Hand out a puzzle to each group. Students must put together the puzzles without talking to each other. They will have no idea what the puzzle is supposed to look like and they CAN NOT talk to each other! Let them work on the puzzles for a few minutes. They will get frustrated trying to figure out what the puzzle is supposed to look like. Do **NOT** tell them. After a few minutes of letting them struggle, have the class come together and discuss...

**Discuss:** How difficult was it to put together the puzzle? What did you have to do to communicate with each other? What would have made it easier?

## LISTENING ACTIVITY:

Have students break up into partner sets.

Assign partners with titles: **Student "A"** and **Student "B"**.

**Student "A":** Tell a Story about a vacation you went on with your family and what your favorite part of the vacation was, and why.

**Student "B":** Watch the body language of the person who is telling the story. Write down things you see them do that give meaning to their words.

**Answer the following questions:**

How did **Student "A"** feel about the family vacation he/she went on?  
What verbal cues indicated how he/she felt?

**Student "A" and Student "B" will trade places.**

**Student "B":** Tell a story about when someone made you really mad.

**Student "A":** Watch the body language of the person telling the story. Write down things you see them do that gave meaning to their words.

**Answer the following questions:**

How did **Student "B"** Feel about the person who made him/her upset?  
What verbal cues indicated how he/she felt?

## Class Discussion:

**Ask:** What were some of the things you observed while **Student "A"** talked about the family vacation? How did they feel about it? How do you know? *Point out each time their answers refer to a non-verbal communication example.*

**Ask:** What were some of the things you observed while **Student "B"** was talking about a time they were really upset? How did they feel about it? How do you know?

**Point out to Students:** as you were talking about the happy events the room seemed to light up because of Non-Verbal cues. As you were talking about negative events the atmosphere changed in the room. Ask them if they noticed. This is how powerful Non-Verbal Communication is. Discuss anything else that comes to mind that brings the point across.

## Communication Games: *(With the remainder of the class time)*

- Telephone** – One person will draw a card and read it to themselves. They will whisper it to the next person in their group. That person will whisper it to the next until the message has been around the group. The last person will say the message out loud.  
**Lesson:** The least effective way to communicate with a large group of people is to tell one person at a time. Discuss results of breakdown in communication.
- Pictionary** – One person will take a card and then draw to get the others in the group to guess what the word is they have.  
**Lesson:** Some times when communicating, others just don't quite understand what you are trying to say. Discuss ESL students/families.
- Restaurant** – One person will be the food server. They will take the rest of the group's orders. The people ordering can only state their order once. After all orders are taken the food server repeats back the orders for the group.  
**Lesson:** Both the food server and the customer have a responsibility to get the order correct. It is more effective communication if you are willing to repeat things you are trying to say. Sometimes you will need to say it a different way to convey your message. You must be able to clearly communicate to be interdependent.