

Unit 1, Lesson 1: What is Communication?

To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.

– Anthony Robbins,
Unlimited Power: The New Science of Personal Achievement

The purpose of this lesson

We give and receive information through speech, writing, body language, audio and visual means, or signs. In this lesson, we will examine how people exchange information, feelings, and meaning in the workplace with employers and co-workers through a variety of ways and through many senses.

Level	Objectives
Beginning Literacy	<ul style="list-style-type: none"> • Examine the different forms of workplace communication • Identify our own strengths and weaknesses in communicating effectively with others • Consider how to overcome challenges in communicating with others
Level	College Career Readiness Standards
A	<p>Reading Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it: cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> • Ask and answer questions about key details in a text. (R1) <p>Speaking and Listening Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> • Speak audibly and express thoughts, feelings, and ideas clearly. • Produce complete sentences when appropriate to task and situation. (SL 6) <p>Reading Standards Foundation 3: Know and apply grade level phonics and word analysis skills in decoding words. (RF3 a-k)</p>

Different forms of communication

The lessons in this unit are designed to teach the soft skill of communication in the workplace via discussions and activities with your student/s, while allowing them to practice basic reading, writing, word identification, and digital literacy skills. They will be asked to work in groups (or in pairs), fill out forms, watch videos, and use their prior knowledge to think about situations critically.



In this introductory lesson on communication, discuss the different ways that we communicate with each other at work and in real life. Distribute the student handout, *Different Forms of Communication*. Ask students to study the images and read the vocabulary words. Then tell your students that communication involves more than just speaking, listening and writing. Good communication involves:

- **Verbal/Oral** - language, tone of voice, and volume
- **Aural** - hearing, listening skills
- **Non-verbal** - body language, gestures, posture, facial expressions
- **Written** - emails, letters, text messages, journals, social media
- **Visual** - signs, signals, symbols, pictures, photos, videos
- **Mass** - mass media, radio announcements, newsletters, newspapers, social media, commercials, billboards
- **Interpersonal** - face-to-face communication



Discuss

Ask your student/s which of the above communication skills are their strengths and why? In what areas do they think their communication skills need improving? Why? How could they strengthen a particular communication skill?

Give students plenty of time to participate. Model an answer by thinking aloud and addressing a strength or weakness in your own communication skills if students are confused.

Purpose of the discussion: To activate prior knowledge and accustom students to discussing questions during the lesson. **Teacher tip:** Pause long enough (10-20 seconds) for students to answer your questions. Try not to provide answers for them.

Activity: Overcoming challenges to communication

Ask student/s to read the handout: *Unit 1, Lesson 1 Activity: Overcoming Challenges to Communication*, which is written at grade level 4.

If they are unable to read the story, read it to them and go over important vocabulary words (see vocabulary list), including the crew's names. Discuss the meaning of 'challenges' in context of the workplace.

With all stories, we encourage you to do some pre-reading activities. Ask your student/s to read the title of the story, look at the image, and predict what the story will be about. This helps to activate their prior knowledge and provide context for the story. If they have difficulty following your instructions, demonstrate how to do it by thinking aloud.

As they read or as you read to them, ask them to underline the reasons why Darius has difficulty communicating with his crew.



Note to the teacher

The answers to the questions are in the text. This skill is important for students to learn. If students have difficulty using the text to find answers, demonstrate how this is done by thinking aloud. This common teaching strategy teachers is used to improve comprehension. TeachHub.com offers a succinct but useful explanation of this teaching tool. Go to: <http://www.teachhub.com/teaching-strategies-think-alouds>.

Reading, writing, and word identification activities

Adult students' reading skills vary from individual to individual. While instructions are included in the teacher notes, your companion book, *Litstart*, will provide more detailed strategies to help strengthen your students' reading skills. A variety of activities include teaching phonemes (sounds of letters and letter blends), phonics, fluency, reading comprehension and more. Using this resource (described in the introduction) you can target a specific reading skill to strengthen. Adults whose literacy skills are at this lowest level need continuous



and systematic help with word study strategies and phoneme and phonics instruction.

URL for *Litstart*: <http://www.litstart.org/>

The activities associated with each lesson and reading activities are designed to help your students:

- Practice reading
- Learn new vocabulary words (It is important to increase their sight word bank.)
- Practice word identification skills, such as beginning sounds, ending sounds, word families, etc.
- Practice rudimentary writing
- Fill out forms

Digital Literacy Practice

Practice Using the Mouse - Beginner mouse practice



This tutorial by Goodwill Community Foundation Learn Free is a fun way to practice holding a mouse while doing rollovers, clicking, dragging and dropping, finding help, and remembering.

This practice helps older students develop the muscles in their hands required to manipulate the mouse and to learn more about how a mouse works.

All the exercises will help students follow online instructions.

As with all digital literacy activities, practice going through the site. When you are comfortable following the instructions, introduce students to the site. Demonstrate all the features and where to find the controls, and then go through the first activity with them.

<http://www.gcflearnfree.org/workskills/edl-tutorial>

Shapes and Colors - Advanced mouse practice

More advanced students may not need to follow the simple mouse exercise. This is a fun way for the more advanced student to practice using the mouse.



Communication at work and at school also involves understanding computer instructions and following students on your own. Shapes and colors teaches them to use a mouse in an activity and asks them to follow simple instructions and continue the game on their own.

Help students sign up and understand the instructions. As with all digital literacy activities, practice going through the site. When you are comfortable following the instructions, introduce students to the site. Demonstrate all the features on the web page and point out where to find the controls and instructions. Then demonstrate the first game to them.

http://braingames1.aarp.org/shapes_and_colors.html

No Internet or Wi-Fi in your classroom? Practice for Advanced Students

At times, in a multilevel class, some advanced students may complete activities more quickly than others. If you do not have access to the Internet in the classroom, the following activity will help these advanced students use word search techniques to find vocabulary words that were presented in the story.

C	O	C	S	T	R	S	O	F	T
Q	B	F	A	S	T	K	X	I	H
M	S	E	Z	U	U	Q	C	C	A
M	D	G	I	V	P	P	J	O	N
U	J	W	D	K	J	C	K	A	K
N	O	T	S	O	P	K	R	H	E
I	M	P	R	O	V	E	A	O	D
C	I	F	U	I	T	W	U	W	F
A	U	K	L	K	I	A	F	O	U
T	A	L	K	E	D	Z	G	R	I
T	R	O	G	E	Q	T	P	S	G
N	I	O	P	P	Z	J	K	E	Y
G	O	K	A	E	V	H	O	Z	U
X	U	A	L	C	M	N	I	Y	Z
Z	A	J	D	T	H	I	N	K	S

Word Search

For the more advanced student or student pair, teach them the Word Search activity as described in the teacher notes. Benefits of word search:

- seems like a game
- helps visual acuity for recognizing words
- practices reading vocabulary words in a different setting
- teaches a system for recognizing words (word patterns, beginning letters, ending letters, etc.)

Set your students up for success. Practice finding the first words with them. Think aloud and share your word search techniques.

Activity: Learning to understand forms

Good readers and experienced workers can tell with a quick glance what kind of forms they are asked to fill out without close reading. (For example, a time sheet, incident report form, scheduler, or a simple order form.) Throughout this unit, you will help your student learn to read a time slip form, practice vocabulary, and practice filling out the form. By the end of the unit, your student will have gained some mastery in reading the days of the week and filling out a time slip.

Communication by form - Time slip

Forms provide a way for the worker to communicate with her boss and for a supervisor to keep track of an employee's hours. Throughout this unit, you will help your student become familiar with a time slip form, at first studying the form and learning the vocabulary, then, as the lessons progress, filling out the form and signing it.

By the end of Unit 1, your student/s will have mastered a skill that will not only be useful, but that has many other applications (job order forms, application forms, change of address form, etc.).

Time Slip Vocabulary Activity

- 1) Distribute the handout Time Slip Activity with the vocabulary words.
- 2) Ask students to look at the time slip.
- 3) Point to the vocabulary words.
- 4) Read the vocabulary words to them.
- 5) Have students practice reading the vocabulary words with you, then on their own.
- 6) Discuss their meaning and why they are including on a time slip.
- 7) Ask students to practice writing out the days of the week on a piece of paper.

Extension Activity

For practice outside of class, ask students to go to a bookstore, Hallmark store, dollar store, or any store with stationery supplies to look for calendars and schedulers. Ask them to look at how the days of the week are arranged on the different calendars and schedulers. If they cannot recall the days of the week, tell them to bring their vocabulary words with them and observe how the days of the week are arranged at the top or on the side, or on an individual page. Ask students to be prepared to discuss their findings the next time they come to class.

Conclusion

Communication can take many forms. We communicate in person by speaking, through writing, and on the computer. We also communicate to our teachers and employers with forms that we are asked to fill out.

In Lesson Two, you will be asked to consider how our body language and facial expressions communicate what we think and feel.

Handouts	Teacher Notes for Handout for Lesson 1 Activities
1 & 2 3 4 5 & 6 7 8	Communicating at a Construction Site story Vocabulary words Word skills - beginning letter, ending sound Word search (advanced students) Mouse practice - comprehensive and easier Time Slip Vocabulary
Handouts	Student Handout for Lesson 1 Activities
1 2 3 & 4 5 6 & 7 8 9	Communicating at a Construction Site story Vocabulary words Word skills - reread the story to find the words Word skills - beginning letter, ending sound Word search (advanced students) Mouse practice - comprehensive and easier Time Slip Vocabulary

Informal Assessment for Lesson One

Complete one assessment per student to gauge the knowledge or expertise acquired in *Lesson 1, What is Communication?*

Study the assessment. In which topics did the student excel? In which areas do the skills still need to be strengthened?

These end-of-lesson assessments will tell you what topics to review with your student/s and how to continue to the next lesson.

Unit 1, Lesson 1, What is Communication? Student Name: _____

Topic/Skill	4	3	2	1
1. Early in the lesson, the student was able to clearly state one strength and weakness in communication.				
2. After reading the story, "Overcoming Challenges in Communication," the student was able to identify three challenges.				
3. The student was able to summarize why it is so hard to overcome challenges in communication.				
4. The student discussed how knowledge about the nature of communication, identifying underlying feelings, and the use of a common method of keeping track of each other.				
5. In the conclusion of the lesson plan, the student was able to articulate the reason for completing the task.				

Note: Use the "4" column for the highest level of knowledge/expertise gained and the "1" column for the lowest level of knowledge/expertise gained.

Unit 1, Lesson 1

Activities and Handouts

Workplace Categories for Communication



Interpersonal communication



Group communication



Organizational communication



Mass communication



Social media and online communication



Intercultural communication



Gender communication



Intergenerational communication

Unit 1, Lesson 1: Overcoming Communication Challenges (Teacher Notes)



Communicating at a Construction Site

1. Darius, a foreman, has a hard time communicating with his crew. They often get his
2. instructions wrong. Worse, they rarely seem to listen to him. He thinks his crew
3. members do not respect him. One day he asked them how he could improve his
4. communication skills.

5. Kai said that Darius talked too fast. He should slow down. Reggie said his voice was
6. too soft. He should speak up over the noise of the road.

7. Anan said that Darius played with his keys as he talked. They made too loud a sound.

8. Ray said that he did not look at them when he talked. He felt that Darius did not like
9. them.

10. Darius thanked his crew. He now had some ideas for improving his communication.

Very Easy to Read, Grade level 4

Pre-reading activity

- Ask students to read the title of the story.
- Ask them to look at the image and then predict what the story will be about.
- Discuss some communication challenges outside as people are talking and with traffic going by.

Reading the story (note that each line in the student handout is numbered.)

- Ask students to read the story or go along with you as you read the story to them.
- As they read the story, or listen to it, ask students to underline the challenges to communication.
- Ask them to be prepared to discuss how Darius can improve instructing his crew. As you discuss the reading, encourage students to look back to the text to find the challenges of communication and to provide suggestions for improving communication.

Discussion questions

As students formulate the answers to the questions, ask them to return to the text to search for the answers or verify them.

1. How many members of the crew work with Darius?
2. What are their names?
3. How many members of the crew are women? (*Don't know. Possibly Kai or Anan, since both are genderless names.*)
4. What are the challenges in communication?
5. Why is it important for Darius to gain the respect of his crew?



Critical thinking questions

1. In the future, how can Darius make sure that his crew understood the job and their duties clearly?
2. How will Darius's improved communication skills affect his standing with his crew?



Note to the Teacher:

Why are the lines in student stories numbered? In this curriculum we are helping students find information in the text, an important skill for the workplace. As you ask comprehension questions and critical thinking questions, the lines will help them find the correct word or concept quickly. You can direct students to a group of lines to discuss a concept they are learning. For example, in lines 5 & 6, what are Darius's communication problems? Name them.

Unit 1, Lesson 1: Vocabulary Words



Ask students to choose 3-5 words they would like to learn:

foreman	loud
communicating	rarely
construction	listen
instructions	thinks
respect	talked
improve	should
played	challenges
sound	

Copy the words on an index card. One card for each word.

Create flash cards with index cards for each word

Ww		
	word	
	WORD	
		Dd

1. Print the word in the center of the card.
2. Print the beginning letter in upper case and lower case, upper left.
3. Print the ending letter in upper case and lower case, lower right.
4. Write the definition on the back; or write a sentence using the word.

Word Skills - Beginning letter, ending sound

Have your students sound out the letters below (help them if they don't know the sound of the letter). Have them pronounce "ound."

Ask them to form new words by placing each letter in front of "ound."



s m p r f b h gr

	s ound
	ound

Ask students to read each new word.

Word Skills



Reread the story. Then complete the following activities:

- Write down five words that begin with the letter "t".
 1. t
 2. t
 3. t
 4. t
 5. t

- Write down three words that end with the letter "d".
 1. d
 2. d
 3. d

Letter-Sound Combination



Look for the words that contain the "ou" letter combination and that start with the following letters.

1. c
2. s
3. l
4. s

Two words have a similar "ou" sound. Two other words have an "ou" sound that is different. What are the two word pairs with similar "ou" sound?

First word pair

1. c
2. s

Second word pair

1. l
2. s

Which of these words rhyme with the first pair of "ou" words? Which rhymes with the second word pair?

found would



Word Search (For advanced students. See Teacher Guide.)

C	O	C	S	T	B	S	O	F	T
O	B	F	A	S	T	K	X	I	H
M	S	E	Z	U	U	Q	C	C	A
M	D	Q	I	V	P	P	J	O	N
U	I	W	D	K	J	C	K	A	K
N	O	F	S	O	P	R	R	H	E
I	M	P	R	O	V	E	A	O	D
C	I	F	U	I	T	W	U	W	F
A	U	K	L	R	I	A	F	O	U
T	A	L	K	E	D	Z	Q	R	I
I	E	O	C	S	Q	I	P	S	O
N	I	O	P	P	Z	J	K	E	Y
G	O	K	A	E	V	H	O	Z	U
X	U	A	L	C	M	N	I	Y	Z
Z	A	J	D	T	H	I	N	K	S

Find these words. Look down (1st column), then across (2nd column).

- | | |
|------------------|------------|
| 1. communicating | 7. soft |
| 2. look | 8. fast |
| 3. respect | 9. improve |
| 4. crew | 10. talked |
| 5. worse | 11. key |
| 6. thanked | 12. thinks |

Found

6 to 7 words? - Good! 8 to 10 words? - Great! 11-12 words? - Awesome!

Key to Word Search

The purpose of this exercise is to help students who have higher level reading skills to look at words in a different context. You can show your students to search for the words systematically - first down the columns, and then across the rows. Ask them to look for letter combinations, the first letter, the last letter, and so forth. Talk out loud as you help them find a few words. Pair the students up and allow them find the rest of the words on their own.



C	O	C	S	T	B	S	O	F	T
O	B	F	A	S	T	K	X	I	H
M	S	E	Z	U	U	Q	C	C	A
M	D	Q	I	V	P	P	J	O	N
U	I	W	D	K	J	C	K	A	K
N	O	F	S	O	P	R	R	H	E
I	M	P	R	O	V	E	A	O	D
C	I	F	U	I	T	W	U	W	F
A	U	K	L	R	I	A	F	O	U
T	A	L	K	E	D	Z	Q	R	I
I	E	O	C	S	Q	I	P	S	O
N	I	O	P	P	Z	J	K	E	Y
G	O	K	A	E	V	H	O	Z	U
X	U	A	L	C	M	N	I	Y	Z
Z	A	J	D	T	H	I	N	K	S

Digital Literacy Practice: Using the Mouse



The Assignment: Practice using a mouse. Practice drag and drop on a computer or laptop.



- 1. Comprehensive:** Go to [the Mouse tutorial](http://www.gcflearnfree.org/mousetutorial). Follow the instructions and practice using the mouse: <http://www.gcflearnfree.org/mousetutorial>
- 2. Easier drag and drop exercise:** Go to <http://www.gcflearnfree.org/workskills/edl-tutorial> or [click on this link](#) to the GCF LearnFree.org website.

Practice the tutorial.

- Rollovers
- Clickables
- Drag and Drops
- Help
- Remember

Weekly Time Slip Activity

Name:		Weekly Time Slip		2016
Starting Date:				
Day	Job	Time Start	Time Stop	Daily Hours
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Signature:			Week Total	

Vocabulary

Name	Sunday	Date
Start	Monday	Day
Starting	Tuesday	Daily
Slip	Wednesday	Job
Stop	Thursday	Time
Signature	Friday	Weekly
Total	Saturday	Hours

Unit 1, Lesson 1

Assessment

Unit 1, Lesson 1, What is Communication?

Student Name _____

Topic/Skill	Knowledge/Skill gained				
	5	4	3	2	1
1. Early in the lesson, the student was able to identify their own strengths and weaknesses in communication.					
2. After reading the story, <i>Overcoming Challenges to Communication</i> , the student was able to identify those challenges and brainstorm ways to overcome them.					
3. The student was able to choose vocabulary words to learn and complete the word identification activities without much help from the teacher.					
4. The student discussed how time slip sheets are a form of communication, demonstrating understanding that this is a common method of keeping track of work time.					
5. At the completion of the mouse practice, the student was able to manipulate the mouse to complete online tasks.					

Check one - 5: mastered the topic/skill; 4: good understanding of the topic/skill; 3: some understanding of the topic/some mastery of the skill; 2: gaps in understanding of the topic/unable to learn the skill adequately; 1: no mastery of the topic or skill.