

Unit One: Lessons 6 Review and Reflection

“Reflection is no longer optional – it’s an essential piece to transition a classroom from “covering material” to being “focused on learning.” - Edunators

Say: “We have spent over five weeks on communication in the workplace. Employers rate communication skills at the top of the soft skills employees should have. In this unit you studied

- the different ways that we communicate with each other,
- how body language tells us what a person feels in a given situation,
- why active listening is important in working with co-workers singly and in teams, and with customers and supervisors, and
- how we adjust our communication styles according to our relationships with people, their gender and age, and their religious, political, and moral values.”

| Level | Objectives |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Beginning Literacy | <ul style="list-style-type: none"> • To summarize the key concepts about communication in the workplace as presented in Unit 1. • To reflect on lessons learned and apply them to the workplace. • To answer critical thinking questions that require synthesizing information learned throughout the unit. • To call in late in a professional and timely manner. • To fill out a time slip form without assistance. • To analyze key points in a variety of texts and situations and apply them to the workplace. |

| Level | College Career Readiness Standards |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | <p>Reading Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> • Identify the main topic and retell key ideas of a text. (R 2) <p>Reading Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> • Describe the connection between two individuals, events, ideas, or pieces of information in a text. (R 3) <p>Reading Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <ul style="list-style-type: none"> • Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons.) (R 7) <p>Writing Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <ul style="list-style-type: none"> • With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W 6) <p>Speaking and Listening Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> • Participate in collaborative conversations with diverse partners in small and larger groups. (SL 1 a,b) <p>Speaking and Listening Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL 4) <p>Language Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Produce and expand complete simple and compound declarative interrogative, imperative, and exclamatory sentences in response to prompts. (L 1) |



Discuss: Ask students to think back on the past five weeks. Ask them how the topics they learned in communication will help them in their employment.

Check to see if the discussion hits the bulleted items in the list below. Take note of other topics that arise and make a list of student observations. This will help you assess how well and how much students learned in this unit.

Good communication skills lead to:

- Understanding the needs of the customer
- Good team work
- Professionalism on the job
- Taking direction and giving direction
- Self-advocacy
- Understanding the context of communication
- Avoiding misunderstandings through active listening and asking for clarity

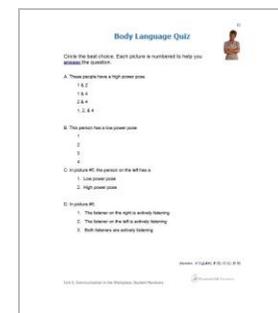
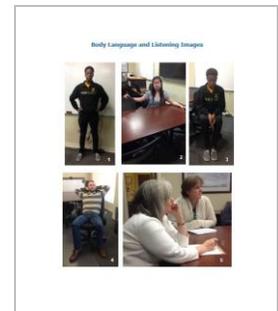
Review and Assessment

Body Language and Listening Quiz

Tell students that in this lesson you will be reviewing key concepts in Unit 1. Ask students to look at the handout, *Body Language and Listening Images*, and answer the questions on the *Body Language Quiz* handout.

After they take the quiz, ask them to describe what they see in the image and what the body language tells them about the situation or the person. Ask students to reflect on why they learned about body language and how this skill will help them communicate better in the workplace.

Assess how well your students learned this topic. Review body language if your students are still having difficulty with this exercise.



Assessment Reading Activity

This activity is designed to help you assess how well your students are able to synthesize the concepts learned in this unit. The reading passage is short and deceptively simple. Distribute the handout: *Unit 1, Review Activity: What Would You Do?*



Steps:

Ask students to read the title, *Doing Extra Work* and to look at the image. Have them predict what the story will be about.

Ask them to read the story. If they cannot read on their own, read the story to them or ask them to read it along with the audio podcast. After the first reading, have students read the story along with you, using fluent expression and scooping chunks of words.



Discuss the three questions below the story in the handout in detail and ask students: "What would you do?" Using the concepts of communication, good service, and employer expectations, ask them to go back to the text for any clues in the story that will provide them with answers. Encourage a lively discussion.

Then ask the questions on page 2 of the *Teacher Notes for Unit 1, Review Activity: What Would You Do?*

1) You barely listen because you are thinking of going home and counting your tips. You give the job to one of your co-workers. Why should you be the one to do this job?

2) You finish the job quickly and miss important steps that your boss asked you to do. This is not what you were hired to do.

3) You listen closely to your boss and realize why the task is important. You do the job completely and well. Sometimes, everyone has to do tasks they don't like. You consider yourself a part of a team.

Assess. How many chose answer #3? Reasons for choosing this answer are in the text and answered in these phrases:

- end of a long work day
- boss is busy
- asks
- unpleasant but necessary job
- gives detailed instructions

Possible inferences: She asked you to do the job because she knew you would do a good job; she would not have asked you to do the job unless it was important; most likely the regular cleaning person did not show up; she might normally have done the job herself if she was not so busy; the restaurant is small and everyone usually takes turns pulling their weight.



Critical thinking question - Can you think of a situation in which you would decline the request from a supervisor? Ask them to think of acceptable reasons. (*Do not provide one of the excuses below unless students need prompting.*)

- You need to pick up your child before day care closes.
- You will miss the last bus home.
- Other?

Word identification skills activities

As with the other stories in this unit, have students choose which vocabulary words they would like to learn in more detail and complete the other word identification activities.

Assess: Observe how well students are able to choose vocabulary words on their own and write the words onto their index cards without your help. Make note of their progress, using the observations you made at the end of each lesson.

Time slips

Ask students to fill out their time slips for the week. Have them note the days and hours they attended class, and the day and hours they did homework or an extension activity.

Assess: How well they were able to fill time slips on their own before turning to you for help? Make note of their progress, using the observations you made at the end of each lesson.

Calling in late activity

Remind students of the role play in which Bill repeatedly arrived late to work and his supervisor asked him to call whenever he was running late. Tell them that this is common workplace policy.

Ask them to call you to give you a good reason that they will be late for class and when they can be expected to arrive. They can either leave a voice mail or a text message. Have beginning students discuss the script with you before calling you, and more advanced students to write down the script before calling you.

Assess: How well students were able to communicate why they were late and what time they will be coming to class. Discuss if their reasons for coming late are acceptable and why.



Note to the Teacher

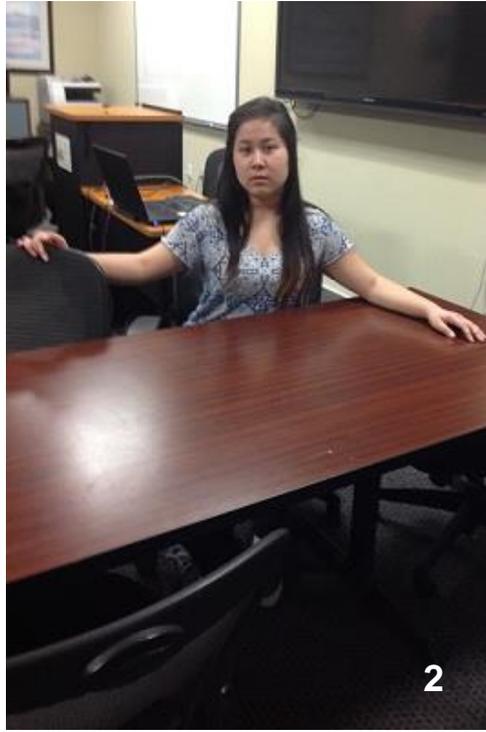
The above assessments are informal and observational and will help you to see how well your students are able:

- To gain information from the text
- Use what they have learned to answer questions about communication skills
- To create vocabulary cards without help
- To fill out time slips reasonably well
- Call in late for class in a professional manner

| Handouts | Teacher Notes for Unit 1, Lessons 1-5 Assessment Activities |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 2 3 4 5 6 7 8 | Body Language and Listening Image Body Language and Listening Quiz Review Activity: What Would You Do? Reading Activity discussion points Vocabulary Words Counting Syllables Capitalization and punctuation Weekly time slip activity |
| Handouts | Student Handouts for Unit 1, Lessons 1-5 Assessment Activities |
| 1 2 3 4 5 6 7 | Body Language and Listening Image Body Language and Listening Quiz Review Activity: What Would You Do? Vocabulary Words Counting Syllables Capitalization and punctuation Weekly time slip activity |

Unit 1, Lessons 1-5 Review Activities

Body Language and Listening Images



Body Language Quiz



Circle the best choice. Each picture is numbered to help you answer the question.

A. These people have a high power pose

1 & 2

1 & 4

2 & 4

1, 2, & 4

B. This person has a low power pose

1

2

3

4

C. In picture #5, the person on the left has a

1. Low power pose

2. High power pose

D. In picture #5,

1. The listener on the right is actively listening

2. The listener on the left is actively listening

3. Both listeners are actively listening

Answers: A (1,2,&4); B (3); C (1); D (3)

Unit 1, Review Activity: What Would You Do? (Teacher Notes)



Going the Extra Mile

1. You work at a small restaurant.
2. It is the end of a long work day.
3. Your boss is busy with an important task.
4. She asks you to do an unpleasant but necessary job.
5. She gives you detailed instructions on how to do it.

What would you do?

1) You barely listen because you are thinking of going home and counting your tips. You give the job to one of your co-workers. Why should you be the one to do this job?

2) You finish the job quickly and miss important steps that your boss asked you to do. This is not what you were hired to do.

3) You listen closely to your boss and realize why the task is important. You do the job completely and well. Sometimes, everyone has to do tasks they don't like. You consider yourself a part of a team.

Image: Creative Commons. Modified. Source: Flickr, Woman's work is never done by Emergency Brake, 1 February 2009.

Activity Modified With Permission for Literacy Level Students from: Stand-Out Workforce Training, a Soft Skills Curriculum developed by Caroline Dunstan Smeltz, Piedmont Regional Adult & Continuing Education Programs (PRACEP), 2015

Reading Activity

- Distribute the handout: **Review Activity: What Would You Do?** Read the situation and three choices to your student/s if they are unable to read the text by themselves. Ask them to restate the three choices in their own words to make sure that they understand the situation and the three choices.
- Ask your beginning student/s to reread the exercise quietly on their own. Ask your literacy level student to read the activity along with you as you read aloud or choose another beginner reading method, such as choral reading, echo reading, or paired reading.



Discussion

- Ask student/s to read the title and look at the image. Predict what the story will be about. What does it tell them about going the extra mile? (*Understand the reasons for the task. Gives them an idea of how unpleasant the task will be.*)
- How important were good listening skills in completing the task?
- Ask students: "How would you handle this situation? Why?"
- Discuss their answers in detail. Give them time to reply.
- Discuss what their supervisor or boss would expect them to do.



Reflection

Given the choice they made, which people would be promoted in their position and retained? Which people would be passed over for a promotion or let go in a difficult situation? Why?

Vocabulary words

restaurant

necessary

important

detailed

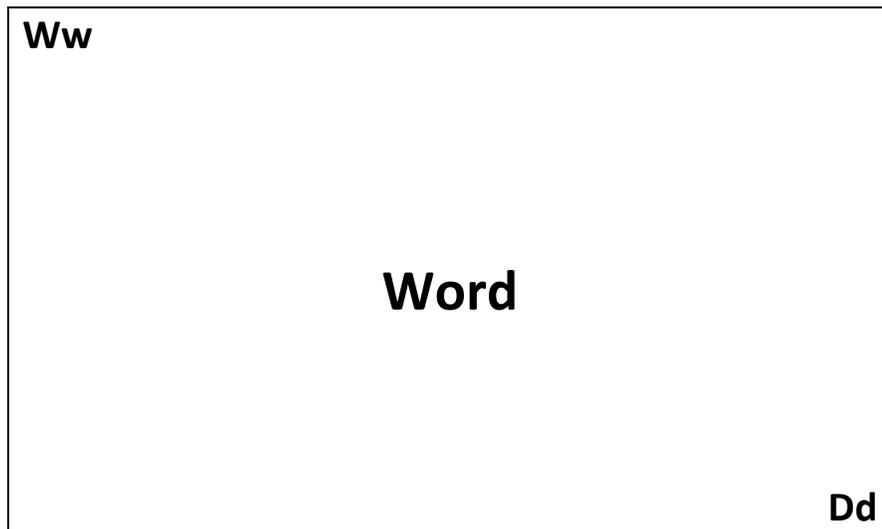
unpleasant

instructions

Have students underline any vocabulary words they want to learn. (Or you might want to suggest 3-5 for very low level literacy learners.) Help them look up the meaning of the words.

Note: In this instance, for assessment purposes, have them fill out the index cards on their own.

Create flash cards with index cards for each word



1. Print the word in the center of the card (or have your student do this).
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.

Counting Syllables - Syllable awareness is one component of phonological awareness. This awareness helps students to decode unknown words and understand that words are divided into word parts. This introduction to syllables will be hard for beginning students. Intermediate students will have developed enough decoding skills to work on their own.

Introduce syllables using the vocabulary words from Story 6. You can help students count syllables in a variety of ways - by tapping out the sound, underlining the vowels, clapping their hands with each sound, etc. As always, demonstrate the concept explicitly, then allow students to practice. Think aloud as you practice counting the number of syllables. Tell them that each time you hear A, E, I, O, U as a separate sound, you are hearing another syllable.

Start with two-syllable words, then work up to three-syllable words. In this exercise, ask students to place a dash underneath each vowel sound. Each dash represents a syllable. Ask them to repeat the word and tap on the table every time they hear a vowel sound or one sound for a vowel blend, like “au,” “oo,” “ey,” “ue,” “ea,” etc. Two taps mean two syllables. Three taps mean three syllables.

To find a variety of ways to count syllables, go online to [5 Ways to Count Syllables](http://www.howmanysyllables.com/howtocountsyllables) at <http://www.howmanysyllables.com/howtocountsyllables>.

Find additional syllable practice in LITSTART, Appendix H: Long Words, pp. 250-262.

Placing a dash under each vowel to count the syllables

Provide explicit instruction for students who are new to the concept of syllables. Tell students to underline each vowel to arrive at the number of syllables. (For additional practice in counting syllables, ask students to choose words from their vocabulary word bank. Not only is this a good word review, but might provide an opportunity for you to discuss why restaurant (with four vowels) is a three syllable word (three vowel sounds or two vowels and one vowel blend.)

| Three-syllable words | Four-syllable words |
|---------------------------------------|----------------------------------------|
| <u>i</u> mp <u>o</u> rt <u>a</u> nt | ne <u>n</u> ess <u>a</u> ry |
| co <u>n</u> s <u>i</u> der | di <u>s</u> tr <u>i</u> bu <u>t</u> ed |
| re <u>s</u> ta <u>u</u> ra <u>n</u> t | un <u>p</u> le <u>a</u> s <u>a</u> nt |

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 | |

1. Write your name
2. Write the starting date of this week
3. Under duties fill in "class" or "homework." On the correct day, write class on the day/s you attended class. On the correct day, write homework on the day/s you did your homework.
4. Under Time Start and Time Stop, fill in the time that you attended class and the time that you started and stopped your homework.
5. Add up the total time of both activities for the week.
6. Sign your name in the signature column.

Units 1 - 5 Assessment

Unit 1, Lessons 1 - 5 Informal Assessment Student Name _____

| Topic | Knowledge/Skills gained | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---|---|---|---|
| | 5 | 4 | 3 | 2 | 1 |
| 1. The student now automatically reads the story title, looks at the picture, and predicts what the story will be about. | | | | | |
| 2. The student is able to gain information from the text. | | | | | |
| 3. The student's discussion about the story demonstrated an understanding of how to communicate effectively in the workplace. | | | | | |
| 4. The student was able to choose vocabulary words to learn and complete the word identification activities. | | | | | |
| 5. After reflecting on the critical thinking question (bottom of page 2), the student demonstrated the ability to synthesize knowledge gained from the five lessons to come up with a considered answer. | | | | | |
| 6. The student accurately filled out the time slip. | | | | | |
| 7. The student communicated coming in late in a professional manner. | | | | | |

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.

Unit 1 Post Self-Assessment

To help students self-assess how much they have learned about communication, they will be asked to fill out a post-assessment form. It is the same as the pre self-assessment form that you gave them at the start of Unit One. Distribute the assessment form to your students.

Unit One: Communication (Post-class Assessment)

After taking Unit One, please place a ✓ in the appropriate box.

| Topic | What I Know | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|------|-------|---------|
| | Nothing | Very little | Some | A lot | Unknown |
| I have a good understanding about the different forms of communication at work, including spoken, written, verbal, visual, and non-verbal, and what to use them. | | | | | |
| When talk to someone, I can tell from their body language whether they like what they are hearing or not. | | | | | |
| I can tell from my body language and facial expressions what my discussions with my boss and co-workers are all about. | | | | | |
| I know the difference between high power pose and a low power pose. | | | | | |
| I know the body language signs of someone who is actively listening. | | | | | |

Using the assessment questions, discuss the topics and fill in the rubric that indicates their level of understanding of communication in the workplace. Follow the same instructions as for the pre-assessment. Help the students with vocabulary and reading the choices, but have them evaluate how much they learned about the lessons on their own.

After students have filled out the post self-assessment form:

Compare the pre self-assessment form with the post self-assessment form.

- 1) How much knowledge do students feel they have gained?
- 2) Where have they progressed the most?

Teacher Tasks

- Record the difference between the pre and post self-assessments
- Examine assessments at the end of each lesson and record your observations
- Examine your informal observations

Ask yourself

- How well did your student/s learn this soft skill in Communication in the Workplace?

Unit One: Communication (Post Self-Assessment)

After taking Unit One, please place a ✓ in the appropriate box.

| Topic | What I Know | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------|------|-------|--------|
| | Nothing | Very little | Some | A lot | Unsure |
| I have a good understanding about the different forms of communication at work, including spoken, unspoken, written, visual, and mass communication, and when to use them. | | | | | |
| When I talk to someone, I can tell from their body language whether they like what they are hearing or not. | | | | | |
| I know how my body language and facial expressions affect my communication with my boss and co-workers, and with customers. | | | | | |
| I know the difference between a high power pose and a low power pose. | | | | | |
| I know the body language signs of someone who is actively listening. | | | | | |

| Topic | What I Know | | | | |
|------------------------------------------------------------------------------------------------------------------------|-------------|-------------|------|-------|--------|
| | Nothing | Very little | Some | A lot | Unsure |
| When I am receiving instructions, I know how to listen and ask questions to make sure that I understand the speaker. | | | | | |
| I am confident that I know the difference between communication styles with professionals and with friends and family. | | | | | |
| I know how to fill out a time slip. | | | | | |
| I know how to speak to different generations, young or old, at work. | | | | | |
| I know how to communicate in many settings with many groups of people from many backgrounds. | | | | | |
| At work or in a formal setting, I know when to be friendly, firm, helpful, and professional. | | | | | |
| I know how what to do if I cannot make it to work on time or if I need to call in sick. | | | | | |