

# Teacher’s Manual for 3A:

## Professional and Positive Communication

### **Module Key Learning Target:**

- I can demonstrate my understanding of professional communication by using effective nonverbal and verbal techniques.

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- I can demonstrate my understanding of professional communication by using effective nonverbal and verbal techniques.

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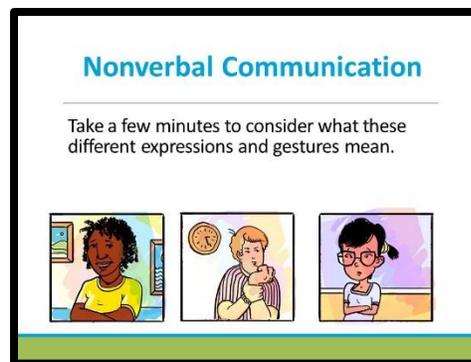
\*This lesson runs longer than an hour. We advise you to choose one of the two comparable, **highlighted** activities to best serve your students in the timeframe available.

## What Do You Think: Nonverbal Communication

**Suggested Timing: 15 to 20 Minutes**

### **Facilitation Steps:**

1. Have students complete their thoughts about nonverbal communication.
2. As they are completing the sheet, circulate around the room.
3. Once students have a chance to record some ideas, ask for volunteers to share. Use this as an opportunity to discuss how important nonverbal communication is, and the idea that it can be challenging because people will have differing interpretations of nonverbal communication.
4. Also, consider modeling some of the different nonverbal communication situations on the page to help students better visualize and connect to different interpretations.
5. Check for understanding by asking, "Which nonverbal signs are hardest to interpret? Why are they hard? Why is this important to know?"



### **Tips for Successful Implementation:**

 <p><b>Time Management:</b></p> <ul style="list-style-type: none"><li>• Perform at least one time check to see where students are in their work completion.</li><li>• Be sure to give students opportunities to share different interpretations, but do not allow them to engage in a lengthy debate about which interpretation is correct.</li></ul>	 <p><b>Accommodation:</b></p> <ul style="list-style-type: none"><li>• This is another activity that will be challenging for some students with ASD or Asperger's as they can sometimes struggle to acknowledge a point of view that is different from their own. Accepting that there may be more than just their own interpretation of nonverbal signals may take some work. This is a big deal because they often do not realize the (negative) signals that they may be sending to others, especially teachers or supervisors. For example: "I don't understand why my teacher got mad when I leaned back in my chair and yawned. I was tired."</li></ul>
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## WHAT DO YOU THINK: Nonverbal Communication

**DIRECTIONS** Carefully complete the chart below.



What nonverbal communications and gestures do you see?  
What attitudes do think each photo shows?

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**DIRECTIONS** Read read the description of each nonverbal communication or gesture. Next to the nonverbal communication, write what it would mean to you. Keep in mind that there is not one right answer.

Nonverbal Communication or Gesture	Meaning
Yawn	
Look into someone's eyes	
Avoid eye contact	
Sit with arms crossed in front of body	
Look down at feet	
Play with hair	



**Assessment:**

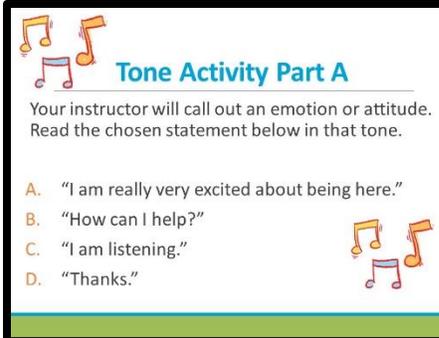
- As students record answers and share responses, look for evidence that they understand and can explain relevant possible interpretations of common nonverbal signs.
- Be aware that students from different cultures may interpret body language differently. If useful, provide an opportunity to discuss some of these differences.

## Group Activity: Tone Activity

**Suggested Timing: 10 to 20 Minutes**

### **Facilitation Steps:**

1. Explain to students that *how* we say something is often more important than *what* we actually say in a situation.
2. Part A: Call out different emotions or attitudes and ask the group to read each statement in that tone.
  - a. A few suggestions for emotions are:
    - Angry
    - Doubtful
    - Displeased
    - Surprised
    - Supportive
    - Bored
    - Interested
    - Excited
3. Part B: Place students in pairs, and have them practice reading the conversation using different tones.
4. Circulate while partners practice their tone piece.



**Tone Activity Part A**

Your instructor will call out an emotion or attitude. Read the chosen statement below in that tone.

- A. "I am really very excited about being here."
- B. "How can I help?"
- C. "I am listening."
- D. "Thanks."

**Plus 1 additional slide**

### **Tips for Successful Implementation:**

 <p><b>Time Management:</b></p> <ul style="list-style-type: none"><li>• Utilize a timer to allow partners to pace themselves.</li></ul>	 <p><b>Accommodation:</b></p> <ul style="list-style-type: none"><li>• This may be a great activity to record a few videos of students who struggle to understand differences in tone. Often, their perception of their use of tone is different from what they project. Careful use of video can help students change their tone to more closely match the message they want to send.</li><li>• Similarly, recording and watching video of the different conversations can also help students grasp the difference in tone employed but also the different results in the conversation.</li><li>• There is a version containing a few visual supports in the resources.</li></ul>
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## Tone Activity



In addition to your body language, the tone of your voice can also strongly impact the words you say and your ability to communicate effectively. In this activity, we will practice speaking and hearing different emotional tones.

### Part A - Whole Group

**DIRECTIONS** For each of the statements below, your instructor will call out different emotions or attitudes, and as a group, we will try to read the statement in that tone.

- "I am really very excited about being here."
- "How can I help?"
- "I am listening."
- "Thanks."

### Part B - Partner

**DIRECTIONS** Take turns reading the conversation below using the different tones in the box.

Angry  
Supportive  
Bored  
Interested  
Excited

**Supervisor:** I see you're only just starting the project.

**Intern:** We're running a little late. The last project ran long, and I had to look back through my emails for your directions.

**Supervisor:** Okay. So how does this change the "finish by" time?

**Intern:** To be honest, some of that's out of my hands. There are three others working on this with me.

**Supervisor:** I'm aware of that, and that's where good communication and coordination might be helpful.

**Intern:** Great. Thanks. Which of us do you think should call a quick team meeting?



#### Assessment:

- How do students use tone in their own lives?
- Are students able to convey emotions using tone alone?

## Small Group Activity: Practicing Active Listening

**Suggested Timing: 20 to 25 Minutes**

**Materials: Active Listening Topics**

### **Facilitation Steps:**

1. Go over concept of active listening and the different techniques that students can use to show that they are listening. Model the techniques by asking a volunteer to tell you about what they did last weekend or a recent experience they had at school.
2. Next, break the large group into partners or smaller groups of 3 or 4.
3. Each group member should take a turn speaking, observing and practicing active listening.
4. The format should be as follows: one person talks about a topic of interest or picks from the discussion topic cards, while another group member tries to demonstrate an active listening technique. The observer(s) should watch and listen carefully and be ready to identify the active listening technique.
5. After small groups finish, come up with a definition of active listening as a whole group, listing examples and non-examples. Have students create a picture or symbol and make a personal connection.

### **Practicing Active Listening Part A**

Listen carefully as different pairs of volunteers model the key elements of active listening.

**To show you are listening:**

- Make eye contact and nod.
- Paraphrase.
- Label emotions.
- Ask open-ended questions.
- Reflect nonverbal cues back to the speaker.



**Plus 1 additional slide**

### **Tips for Successful Implementation:**



#### **Accommodation:**

- Allow same language learners to work together and talk in their native language if this will allow them to observe the active listening skills better.
- You may also choose to use the more visual ELL accommodation page resource.
- Be aware that many students with ASD or Asperger's may struggle to demonstrate active listening skills. Often, they miss the give and take of a conversation, and simply wait for an opening to tell their own information regardless of connection to the topic offered by their conversation partner. These students may benefit from repeat exposure to this activity to practice these target skills.



#### **Time Management:**

- Set a timer and give small groups a two-minute warning to finish up.
- If you want to condense this activity, just have students take turns practicing active listening in pairs. Make sure that each person is clear about which techniques are being practiced.

## Practicing Active Listening

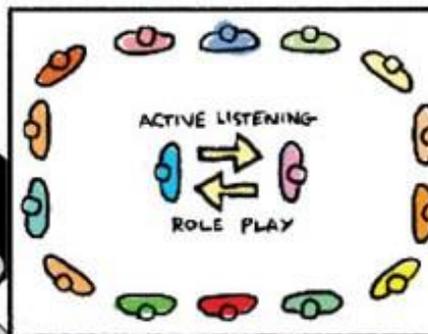
### PART A: FISHBOWL

**DIRECTIONS** Listen as different pairs of volunteers model the key elements of active listening. Use the chart below to keep track of what you notice and ideas for more effective active listening practice.



#### Key Elements of Active Listening

- Show you are listening by:
1. Making eye contact and nodding
  2. Paraphrasing
  3. Labeling emotions
  4. Asking open-ended questions
  5. Reflecting nonverbal cues back to the speaker



Discussion Topic/Volunteers	Active Listening Element They Modeled

### PART B: PARTNER PRACTICE

**DIRECTIONS** Each person should take a turn talking. You can pick from the discussion topic cards to get ideas of what to say. Each person should also take a turn practicing strong active listening skills. After, complete the checklist below and share feedback with your partner about their listening skills.

#### Feedback for My Partner

- My partner showed good active listening skills by:
- Making eye contact and nodding
  - Paraphrasing
  - Labeling emotions
  - Asking open-ended questions
  - Reflecting nonverbal cues back to the speaker

1 to 5, how would you score your partner in communication in a MA WBLP review? \_\_\_\_\_

Suggestions for improvement for my partner:

\_\_\_\_\_

\_\_\_\_\_

#### Feedback from My Partner to Me

- My partner showed good active listening skills by:
- Making eye contact and nodding
  - Paraphrasing
  - Labeling emotions
  - Asking open-ended questions
  - Reflecting nonverbal cues back to the speaker

1 to 5, how would you score your partner in communication in a MA WBLP review? \_\_\_\_\_

Suggestions for improvement for my partner:

\_\_\_\_\_

\_\_\_\_\_

**PART C: DEFINING ACTIVE LISTENING**

**DIRECTIONS** Use the space below to record your own definition of active listening.

Active Listening

Examples

Non-examples

Symbol, picture or  
personal connection



**Assessment:**

- Observe to see if students are able to showcase and identify elements of active listening.
- As students are coming up with their definition of active listening, ask questions to further their understanding of the concept.

*Intentionally Blank*

## Mini-Interview Practice

**Suggested Timing: 10 to 15 Minutes**

### **Facilitation Steps:**

1. This activity involves role-switching. Explain that role-switching involves using different behaviors based on your situation.
2. For Round 1, students should casually discuss how they communicate best.
3. Distribute cards face down and let students find their partner and talk. Give them a 30-second warning, then ask them to pause.
4. Take a moment to review the elements of a professional handshake as well as other ways to present professionally.
5. For Round 2, have students re-approach their partner in a more professional manner, shaking hands and introducing themselves. Students should imagine that their partner has asked them to describe a time they successfully used strong communication skills to contribute to a project or team, then explain their communication strengths in connection to the story.
6. Try to circulate during the activity. Shake hands with different pairs, and look for groups who may need help moving the conversation along.

**Mini-Interview Practice:**  
**Round 1 (2 Minutes):** 

1. **Find your partner** (person with matching card).
2. **Discuss:**
  - How do you communicate best?
  - What are some challenges you have faced when communicating with others?
  - How did you overcome those challenges?

**Plus 1 additional slide**

### **Tips for Successful Implementation:**



#### **Time Management:**

- Announce when time is half up to make sure that both students get a chance to share their thoughts.



#### **Accommodation:**

- Be prepared to look at alternate interview strategies if you have students with mobility issues. Setting up seats facing each other and having students move to the left or right (like “speed dating”) can work.
- For students who have struggled with the communication skills targeted thus far, spend a few minutes helping them think about each of the skills covered and where they may be stronger or weaker.

## Mini-Interview Practice

**DIRECTIONS** Your instructor will give you a card with a picture, number or symbol. Find the person whose card matches your card and have a conversation based on the information below.

Find your partners and discuss:

### Round 1 (2 Minutes):

- How do you communicate best?
- What are some challenges you have faced when communicating with others?
- How did you overcome the challenges?



### Round 2: Role-Switching (2 Minutes):

- Re-approach your partner and pretend they are interviewing you. Do your best to communicate in your most professional manner.
- Shake hands.
- Introduce yourself.
- Imagine your partner has just asked you to describe a time you successfully used strong communication skills to contribute to a project or team. Explain your communication strengths in connection to the story.



You could say ...

- I communicate best when \_\_\_\_\_.
- It is hard for me to listen when \_\_\_\_\_.
- I understand the most when \_\_\_\_\_.
- I communicated well when I \_\_\_\_\_.



### Assessment:

- Are students able to discuss their strengths and weaknesses related to communication?
- Move around the room, shake hands with different pairs to provide them with quality handshake practice and offer guidance around maintaining positive eye contact.

## Team Challenge: Line Up!

**Suggested Timing: 25 minutes**

### **Facilitation Steps:**

1. Have students line up according to the directions for each round.
2. Review the rules below before they begin.

#### **Rules:**

- a. No group member may say anything other than the answer to the category for each round.  
For example: First letter of name, birth date (oldest first), or answer to third category.
  - b. Students cannot use their hands or make any other noises.
  - c. No one group member may give their information more than twice.
  - d. Two group members cannot talk at the same time.
  - e. If any of the rules are broken, the group must start over.
3. After the class successfully completes the first round, instruct students answer the discussion questions on their student manual page. Then, discuss as a group.

**Team Challenge:  
Line up!** 

Complete the rounds of line up **without speaking or writing!**

**Round 1:** Line up alphabetically.  
**Round 2:** Line up by birthday — oldest to youngest.  
**Round 3:** Come up with your own category!

**Plus 1 additional slide**

### **Tips for Successful Implementation:**

 <p><b>Organization/Class Management</b></p> <ul style="list-style-type: none"><li>• If the group is too large, break into smaller groups.</li></ul>	 <p><b>Dig Deeper/ Extensions:</b></p> <ul style="list-style-type: none"><li>• If you wish to challenge your group , you may have them try lining up backward or with their eyes closed.</li></ul>
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## Team Challenge: Line Up!



**DIRECTIONS:** Without speaking or writing anything down, complete the rounds of line up. Then answer the questions. Be ready to share.

### Round 1

Line up alphabetically by last name.

### Round 2

Line up according to birth date, oldest first.

### Round 3

Come up with your own Line up challenge category!

1. What was the most difficult part of this activity?
2. What strategy did the group come up with that allowed you to be successful?
3. In a group setting or an interview when might it be effective to pause and allow yourself to be silent? Why?



#### Assessment:

- How does this activity relate to effective communication?
- How did the group work together?

## Session Wrap-Up

### Suggested Timing: 5 Minutes

#### Facilitation Steps:

1. Review the Learning Targets, then ask students to take a moment to complete the Session Wrap-Up questions and Target Check-In.
2. Remind students that this reflection is private and that no one will be asked to share their responses, and that there is no best answer. Rather, this is an opportunity for a genuine assessment of where they are with this skill.

#### Learning Target

- I can demonstrate my understanding of professional communication by using effective nonverbal and verbal techniques.

**Plus 1 additional slide**

### Tips for Successful Implementation:



#### **Dig Deeper/Extension:**

- Discuss the value and use of reflection in terms of workplace learning, personal relationships, schoolwork and goal-setting.
- Invite students to share their experience with reflection and its effect on their performance or mastery of a new skill.



#### **Organization/Class Management:**

- If your students prefer, you can use the PowerPoint slide to have students share one thing they learned and how they wish to apply it.

## Session Wrap-Up

What I learned about myself ...	How I will use what I learned ...

Target Check-In				
<p>Read the learning target and <b>check</b> the rating that best matches how you feel.</p>	 <b>1</b> Not sure ...	 <b>2</b> Working on it ...	 <b>3</b> Almost there ...	 <b>4</b> I can do it!
<p>I can demonstrate my understanding of professional communication by using effective nonverbal and verbal techniques.</p>				

I feel this way because ...

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**Assessment:**

- Circulate around the room, checking for understanding and clarifying what the ratings might feel like.
- At this point, students should be able to explain their rating.

## Resources in Teacher's Manual

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	English Language Learner Accommodation	Page
1.	Tone Activity	19
2.	Modeling Active Listening Activity	20

## Active Listening Prompts

Discussion starters (cut up and let students select as needed)

What was the best thing that happened to you this weekend?

If you could have any job in the world, what would that be?

Which member of your family has had the greatest influence on your current way of thinking?

Name one important characteristic you look for in someone you consider a friend and explain why.

If you were elected mayor of your city, what would be your first improvement, and why?

What's the kindest act you have ever seen (to or by you or one that you saw another person do)?

Who do you admire the most?

If you could travel anywhere in the world, where would you go?

What was your favorite age and why?

What are you thankful for? Why?

Name a major life experience that made you who you are today?

Cite a situation where you felt life had been unfair to you?

What is your favorite memory with someone other than family?

If they made a movie of your life who would play you? Why?

If you could erase one day in history which one would it be and why?

One major problem I had to solve this year was...

What was your first job where you were paid by someone other than your parents?

If you could attend any college, free of charge, what college would that be and what major would you pursue? Why?

It's Saturday morning. What's the first thing you do when you wake up?

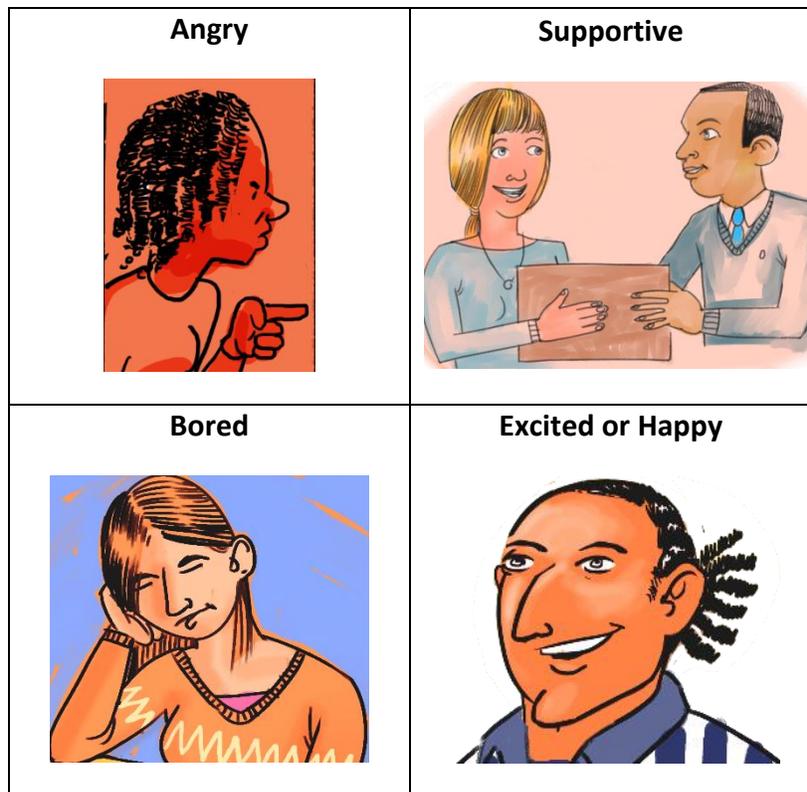
What is something unexpected that has changed about you in the last few years?

## Tone Activity

**Directions:** The tone of your voice affects how we communicate. In this activity, we will practice speaking and hearing different tones.

**Part A — Whole Group** — Practice reading the statement in different tones.

- “I am really very excited about being here.”
- “How can I help?”
- “I am listening.”
- “Thanks.”



**Directions: Part B — Partner** — Take turns reading the conversation below using the different tones in box.

**Supervisor:** How is the new project going?

**Intern:** It’s going well.

**Supervisor:** Really? OK. So, how are you showing leadership?

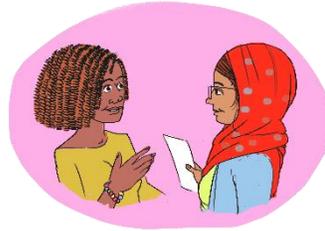
**Intern:** I’m really just working on helping other people on the team.

**Supervisor:** OK, it’s also good to try and be a leader.

## Modeling Active Listening

**Directions:** Listen and observe carefully as your instructor and a volunteer show you how to practice active listening.

**Key Elements of Active Listening-** Show you are listening by:

<b>1. Making eye contact</b>	<b>2. Nodding</b>	<b>3. Paraphrasing</b>
		<b>So, what you said was...</b>
<b>4. Labeling emotions</b>	<b>5. Asking open-ended questions</b>	<b>6. Mirroring the speaker's body language</b>
<b>You seem <u>upset</u> about...</b>	<b>Why do you think that?</b>	

<b>Active Listening</b>		
<b>Definition:</b> _____ _____ _____		
<b>Examples</b>	<b>Non-Examples</b>	<b>Symbol, picture or personal connection</b>