

Teacher's Manual for 4A:

Effective Communication for Different

Audiences

Module Key Learning Target:

- I can understand that effective communication requires different strategies for different audiences and goals.

Learning Target for 4A:

- I can understand that effective communication requires different strategies for different audiences and goals.

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*This lesson runs longer than an hour. Choose the version of this **highlighted** activity that best serve your students in the timeframe available.

What Do You Think: Communication

Situation

Suggested Timing: 10 to 15 minutes

Facilitation Steps:

1. Choose which story would be the most appropriate for your students.
2. Read aloud, or have a volunteer read the story, and then have students work on their own to answer the questions.
3. Ask volunteers to share some of their responses to the questions.

Learning Target

- I understand that effective communication requires different strategies for different audiences and goals.

Plus 1 additional slide

Tips for Successful Implementation:



Literacy:

Stories: Approximately 200 words, 7th grade level

- It can be helpful to have students write down any words that they are unfamiliar with or unsure about during their first read-through. Then, as a class, create a master list of words on the board, and ask students to define each one. You may find that as a class, students will be able to provide definitions for one another. This will prevent pausing the story during the read-aloud to answer vocabulary questions.



Accommodation:

- You may also choose to use the ELL accommodation page that explores Elijah's story as a dialogue.
- For those students who are very black and white in their thinking, consider cuing them ahead of time that both Jonah and Elijah demonstrated some poor communication behavior. Neither one is totally right or totally wrong.
- If you think it would benefit the group, this situation can be performed by a narrator and two actors playing the parts of Jonah and Elijah.



Organization and Class Management

- Before having students discuss their answers, have them partner share by way of practice for the larger group share.

WHAT DO YOU THINK: Communication Situation- Jonah

DIRECTIONS Carefully read the situation and answer the questions.



Jonah has worked as an IT help desk technician for a month. He works on a team with Marques and his team leader named Nia. Nia assigns Jonah five of the smaller departments to handle. She assigns Marques the remaining three departments. At the beginning of this week, Nia tells Jonah and Marques that the company will transition to a new server in 45 days. She explains that they should prepare.

Jonah begins to feel overwhelmed and frustrated. He often receives two simultaneous service requests in the same day and sometimes can only get to a problem the next day. Marques says he cannot help because he is working to prepare for the new server transition.

Yesterday, Nia told Jonah that he is up for his 30-day review meeting. Jonah is worried. At the meeting, Nia mentions that department heads are complaining that he is slow. Jonah tells Nia, "It's unfair because Marques just sits around and has less work." Nia wants to know what preparations Jonah has made for the transition project. Jonah says, "I don't have time for that because I'm always running around trying to help people. Look, I'm sorry, but I don't have time for this. I have too much to do!" He then walks out of the meeting.

1.) What went wrong?

2.) What could Jonah have done differently?

3.) How can Jonah get more support from Nia?

WHAT DO YOU THINK: Communication Situation- Elijah



DIRECTIONS Carefully read the situation and answer the questions.



Elijah is feeling frustrated. His friend Carla helped him get a job at a local clothing store. During his first week, Carla offered to help Elijah. Elijah is struggling on the cash register and could use some tips. Carla has said she will find time to help him, but several weeks have gone by and she has been too busy.

Yesterday Elijah's supervisor told him he really needs to get faster on the register. Elijah was starting to worry that he might lose his job. So, Elijah asked Carla to help him. Carla said she had to finish putting out some new stock. Elijah exploded: "You don't care about helping me at all. You are such a liar! You have been promising to help me, and it's never going to happen."

In return Carla got very angry, and replied, "You are so selfish and ungrateful! I practically got you this job, and now you want me to drop whatever I am doing, just because you are too slow to figure out the register."

1.) What went wrong?

2.) What could Elijah have done differently?

3.) What could Carla have done differently?



Assessment:

- Can students identify how Jonah made mistakes?
- Are students identifying how Elijah made mistakes?
- Circulate to make sure each participant has something they can contribute to the group discussion.

Intentionally blank.

Strategies for Effective Communication

Suggested Timing: 5 to 10 minutes

Facilitation Steps:

1. Highlight to students information about communication that is the most relevant. This presentation includes information about what it means to be clear, listen well, and build relationships; include what to avoid, how to be effective and how to address different audiences.
2. In order to make the information more relatable, include examples from your own experiences and different students with whom you have worked. Make clear how important solid communication skills are to almost every job. If possible, use examples from some of the different types of work placements for students in this program.
3. Remind students to try to come up with a question, and invite volunteers to share questions. When appropriate, give students a chance to respond to one another's questions.
4. The Role/Purpose portion of these slides will be important for the next few activities.

General Tips

Avoid playing the blame game... try **I-statements** instead.

For example: "I have a hard time being my most productive when you clutter up our work space. Will you help me keep it clean?"

Instead of

"You are so messy! Why can't you clean up your work area."

Plus 9 additional slides

Tips for Successful Implementation:



Accommodation:

- When giving your presentation, have written and visual cues with what you are saying in order to engage as many students as possible.
- Allow students to draw pictures in lieu of traditional notes if that is helpful.
- Decide ahead of time the key points you want students to record and write them on the board or chart paper as you present.
- You may decide to use the cloze version of this activity.

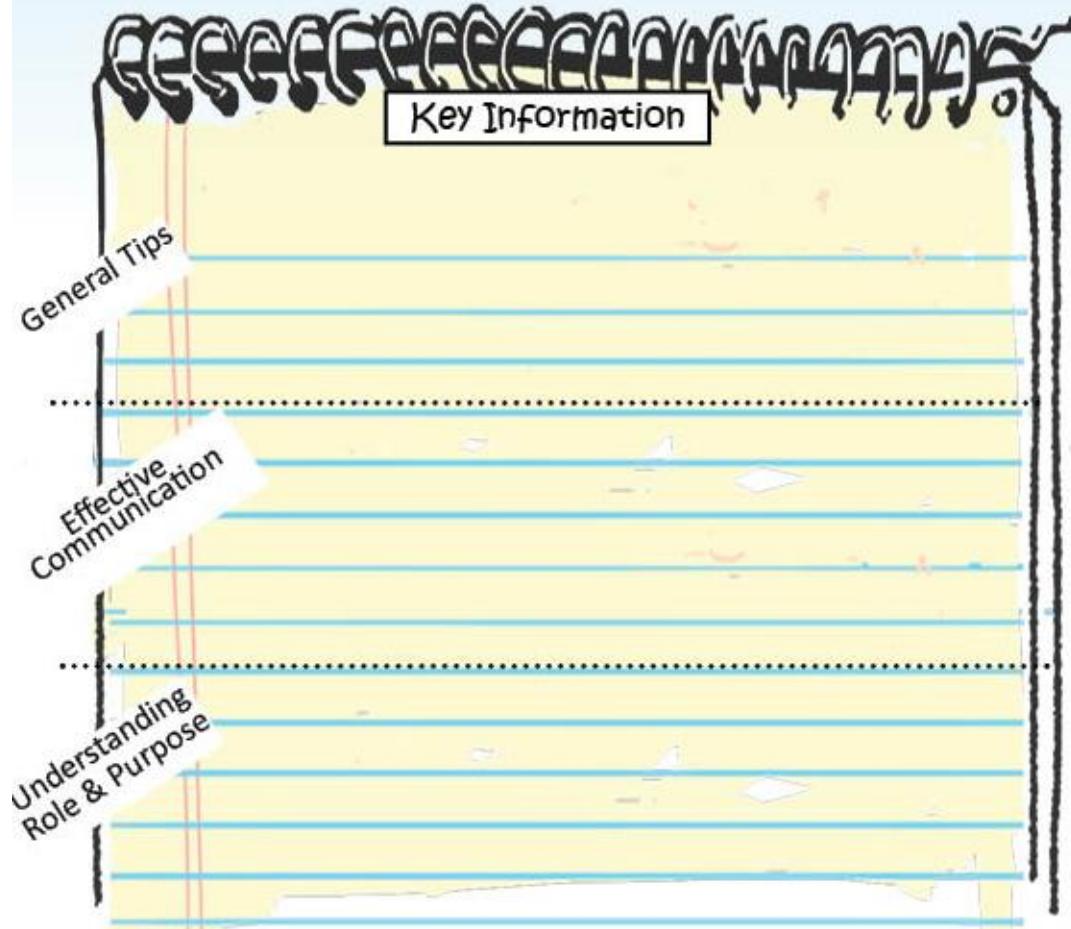


Prompting Discussion:

- Ask students to think back to the nonverbal and tone activities, then ask for volunteers to make connections to effective/ineffective communication.
- Students should also be able to connect to situations at work, school, or with peers.

Strategies for Effective Communication

DIRECTIONS Use the space below to take notes about what you learn during the presentation.



One question I have is: _____



Assessment:

- Are students taking notes and generating questions?
- Do student comments suggest an understanding of effective communication?
- How do students respond to the issue of addressing criticism?

Communication by Audience

Suggested Timing: 10 to 15 minutes

Facilitation Steps:

1. Explain to students that this activity requires them to reflect on what they learned about different roles and purpose when communicating.
2. Have pairs choose a scenario and identify the different people they will have to talk to resolve the situation and avoid conflict.
3. Have students draft what they would say to each person and practice with their partner.
4. Students should record important information about how the interactions are different.
5. Have volunteers share-out.

Communication by Audience

- Work with your partner and think through what you would say in the different situations.



Tips for Successful Implementation:



Accommodation

- Consider starting this activity by choosing another situation as an example and have volunteers give their responses to it.
- You may use the situation presented in the presentation to help youth think about how they might address different people.



Dig Deeper/Extension:

- Consider extending this activity slightly by having students act out the different situations, especially if there are a number of ELLs in class. This will benefit everyone.
- Consider extending this activity by having student share out their responses for the different situations.

Communication with Different Audiences

DIRECTIONS Choose from the situations below and work with your partner to practice what you would need to say. Consider all the communication tips from the class discussion. Record the important points on the lines below.

- Your friends keep coming to your workplace. You know your boss does not like it.
- You need to tell a coworker that they are making you stay later during closing because they are always on their cell.
- The bus is running late or your car broke down and you will be late to work.
- You need to ask a coworker to cover a shift for you.



Assessment:

- Are students able to find appropriate responses to both situations?
- Do students' responses show an understanding of how they would interact with people differently?

Group Practice: What Would You Say?

Option 1

***Optional:** This version focuses on effective versus ineffective communication for students who may need to practice this activity provides the opportunity.

Suggested Timing: 20 to 25 minutes

Partner Practice: What would you say?
Work with your partner to practice each of the different conversation scenarios. See how the conversations go differently when you use passive or aggressive communication. Then practice using effective communication.



EFFECTIVE communication

In control
Calm, listening, self-confident
Accepts responsibility
Exchange of ideas
Actively listening and showing that you understand
I win- you win attitude

Pair Practice

Facilitation Steps:

1. Remind students of classroom and school agreements/expectations so that they understand not to take the situations or skits in directions that involve inappropriate language or actions.
2. Have students break into groups of 3 or 4 to role play each of the three situations in each of the three communication styles. What would an ineffective-passive response sound like? Effective? Ineffective-aggressive? They should also hypothesize what the result of each interaction would likely be.
3. To keep the whole group organized and focused, time each round. For example, let the groups know that they will have 90 seconds for situation 1 using passive communication, 90 seconds for situation 2 using effective communication and so on. Once groups have tried all the different variations, ask volunteers to demonstrate one situations for the whole group.
4. Discuss the impact of the different communication styles in the different situations.
5. As a group, have students share out their biggest learnings from this activity. You may want to go through one of the situations together.

Plus 1 additional slide

Tips for Successful Implementation:



Organization/Class Management:

- Divide students into groups strategically. You may want to have preset groups. Ideally, 3-4 students would work best.
- Give students time checks as they are completing their situations to make sure they are on track.
- You may give alternative options. For example, a group may script and have the facilitator and a volunteer perform their role play.
- Consider using the scripting sheets to allow students a more formal way to think out their responses.



Accommodation:

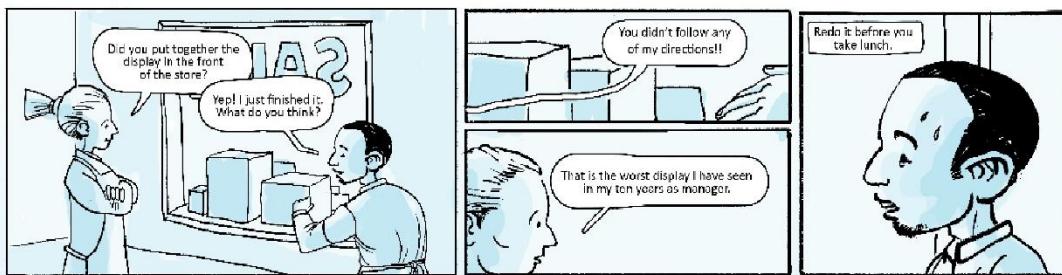
- Take a few minutes to go over the characteristics of passive, aggressive, and effective communication. Demonstrate a few of them to make sure students understand.
- Consider working through the first situation together as a whole group. Talk about how the conversation might change with the different communication styles. Have volunteers act these out. Then, have small groups work on the other two situations by themselves.

Group Practice: What Would You Say?

DIRECTIONS Read over each of the role play starters. Work with your partners to practice each of the different conversation situations. See how the conversations go differently when you use passive or aggressive communication. Then practice using effective communication. Use the tables to take notes on your role plays.

| Ineffective-Passive Communication | Effective Communication | Ineffective-Aggressive Communication |
|--|--|--|
|  <ul style="list-style-type: none"> • low energy • blaming • apologetic • few ideas • listening, but not showing you understand • I lose - you win attitude |  <ul style="list-style-type: none"> • in control • calm, listening, self-confident • accepts responsibility • exchange of ideas • actively listening and showing that you understand • I win - you win attitude |  <ul style="list-style-type: none"> • out of control • attacking, blaming • put downs • interruptions • refusing to listen • I win - you lose attitude |

Situation 1: Manager and Employee



| Type of Communication | Summarize the Conversation | What was the outcome |
|------------------------|----------------------------|----------------------|
| Ineffective-Passive | | |
| Ineffective-Aggressive | | |
| Effective | | |

Situation 2: Coworkers



| Type of Communication | Summarize the Conversation | What was the outcome |
|------------------------|----------------------------|----------------------|
| Ineffective-Passive | | |
| Ineffective-Aggressive | | |
| Effective | | |

Situation 2: CUSTOMER AND EMPLOYEE



| Type of Communication | Summarize the Conversation | What was the outcome |
|------------------------|----------------------------|----------------------|
| Ineffective-Passive | | |
| Ineffective-Aggressive | | |
| Effective | | |



Assessment:

- Students should be able to identify communication styles and explain their choice. Ask students why they chose specific communication styles.
- As groups are completing their situations, circulate around the room and ask students to explain their answers.

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Group Practice: What Would You Say?

Option 2

Optional: This version focuses on speaking to different people in different situations.

Suggested Timing: 20 to 25 minutes

What would you say?

In your group, consider what you will say and how you will say it based on the scenario.



Facilitation Steps:

1. Remind participants of classroom and school agreements/expectations so that they understand not to take the scenarios or skits in directions that involve inappropriate language or actions.
2. Have participants break into groups of 3 or 4. Give each group a scenario. Groups should decide on the content, tone, and body language of the conversation. The facilitator should decide if participants will share out using a role play or report out.
3. They should also hypothesize what the result of each interaction would likely be.
4. As a group, have participants share out their role play (or biggest learnings if time does not permit plays) from this activity.

Tips for Successful Implementation:



Dig Deeper/ Extensions:

- Participants can identify other people that may be involved in the scenario and brainstorm how those conversations are different.



Time Management:

- Give participants time checks as they are completing their scenarios to make sure they are on track.



Organization/Class Management:

- You may decide to only use one scenario for the class and share different responses.
- You may give alternative options. For example, a group may script and have the facilitator and a volunteer perform their role play.
- Consider using the scripting sheets to allow participants a more formal way to think out their responses.



Accommodation:

- Take a few minutes to go over the characteristics of passive, aggressive, and effective communication. Demonstrate a few of them to make sure participants understand.
- Consider working through a scenario together as a whole group. Talk about how the conversation might change with the different communication styles. Have volunteers act these out, then have small groups work on another scenario by themselves.

What Would You Say?

How you communicate depends on **who** you are talking to (your **audience**) and **what** you are talking about (**the situation**).

DIRECTIONS Read each of the situations. Compare and contrast how you would approach the communication based on the audience and the situation.

| Ineffective-Passive Communication | Effective Communication | Ineffective-Aggressive Communication |
|---|---|---|
|  <ul style="list-style-type: none">• low energy• blaming• apologetic• few ideas• listening, but not showing you understand• I lose - you win attitude |  <ul style="list-style-type: none">• in control• calm, listening, self-confident• accepts responsibility• exchange of ideas• actively listening and showing that you understand• I win - you win attitude |  <ul style="list-style-type: none">• out of control• attacking, blaming• put downs• interruptions• refusing to listen• I win - you lose attitude |

DIRECTIONS The instructor will give your group a situation. Take a moment to read it over carefully and then work with your group through all steps of this activity.

1. Summarize the situation into a phrase or single sentence.



2. With your group, discuss ...
 - a. What tone of voice would you use?
 - b. What is your body language? How will you hold your arms, legs, etc.?
 - c. How will the other person know you are **actively** listening?
 - d. Brainstorm a few ways to handle the situations, including what will be said.

Student Page

3. Use the space below to write down one ineffective and one effective way to communicate in this situation.

| Situation Notes | |
|---------------------------|----------------------|
| Ineffective Communication | Possible Consequence |
| What will it look like: | |
| What will be said: | |
| Effective Communication | Possible Consequence |
| What will it look like: | |
| What will be said: | |

4. Choose a reporter to share out the main points from the group discussion. Discuss what you will share with the rest of the groups.

Our Reporter is:



Assessment:

- Participants should be able to think through body language and tone.
- Listen carefully for the conversation that participants will have in the various situations.
- As groups are completing their scenarios, circulate around the room and ask participants to explain their answers.

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Reflection: Session Wrap-up

Suggested Timing: 10 to 15 minutes

Facilitation Steps:

1. Review the unit learning target, then ask students to take a moment to note the components of this reflection page.
2. Highlight the scope of the first set of questions focusing on communication strengths and areas of improvement.
3. Have students assess themselves with the Target Check-in; remind them that this reflection is private, 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 in terms of this skill.
4. Finally, encourage them to be specific in their reason(s) for rating their skill level as they did.

Section Wrap-Up

1. Think about the learning target.
2. Read about the criteria for communication rating
3. How comfortable are you with the learning targets?

Not Sure Working On It Almost There I Can Do It!



3. What have you learned today? How can you apply it?

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.



Accommodation:

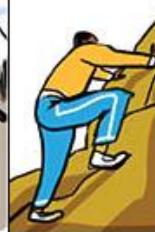
- Some students will require support to complete the reflection.
- Encourage them to focus on one step at a time in order to keep it manageable.
- Check-in with them as they are completing it to see if they have any additions questions or need additional assistance.

Session Wrap-Up

Communication is one of the employability skills in the MA WBLP. Based on your performance, you can receive a 1 to 5 score, where 1= Improvement plan needed and 5=Advanced. Use the space below to plan how you could receive a strong rating.

| | |
|--|--|
| Criteria for Communication rating | <ul style="list-style-type: none"> • Communicating professionally and effectively orally and in writing for different audiences • Demonstrating strong listening and responding positively to feedback |
| Two components that you are strong in ... | |
| One area that you need to work on and some possible strategies ... | |

Target Check-In

| | | | | |
|--|--|--|---|--|
| |  |  |  |  |
| Read the learning target and <u>check</u> the rating that best matches how you feel. | 1 Not sure ... | 2 Working on it ... | 3 Almost there ... | 4 I can do it! |
| I understand that effective communication requires different strategies for different audiences and goals. | | | | |

I feel this way because ...



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

| | Standard Resources | Page |
|----|--|------|
| 1. | Communication Situations: Jonah's and Elijah's Stories | 21 |
| 2. | Situations for What Would You Say Version 2 | 23 |

| | English Language Learner Accommodation | Page |
|----|--|------|
| 1. | Communication Situations ELL version | 24 |
| 2. | Strategies for Effective Communication Cloze | 26 |
| 3. | What Would You Say ELL version | 27 |

Jonah's Story

Jonah has worked as an IT help desk technician for a month. He works on a team with Marques and his team leader named Nia. Nia assigns Jonah five of the smaller departments to handle. She assigns Marques the remaining three departments. At the beginning of this week, Nia tells Jonah and Marques that the company will transition to a new server in 45 days. She explains that they should prepare.

Jonah begins to feel overwhelmed and frustrated. He often receives two simultaneous service requests in the same day and sometimes can only get to a problem the next day. Marques says he cannot help because he is working to prepare for the new server transition.

Yesterday, Nia told Jonah that he is up for his 30-day review meeting. Jonah is worried. At the meeting, Nia mentions that department heads are complaining that he is slow. Jonah tells Nia, “It’s unfair because Marques just sits around and has less work.” Nia wants to know what preparations Jonah has made for the transition project. Jonah says, “I don’t have time for that because I’m always running around trying to help people. Look, I’m sorry, but I don’t have time for this. I have too much to do!” He then walks out of the meeting.

Elijah's Story

Elijah is feeling frustrated. His friend Carla helped him get a job at a local clothing store. During his first week, Carla offered to help Elijah. Elijah is struggling on the cash register and could use some tips. Carla has said she will find time to help him, but several weeks have gone by and she has been too busy.

Yesterday Elijah's supervisor told him he really needs to get faster on the register. Elijah was starting to worry that he might lose his job, so Elijah asked Carla to help him. Carla said she had to finish putting out some new stock. Elijah exploded: 'You don't care about helping me at all. You are such a liar! You have been promising to help me, and it's never going to happen.'

In return Carla got very angry, and replied, "You are so selfish and ungrateful! I practically got you this job, and now you want me to drop whatever I am doing, just because you are too slow to figure out the register."

What Would You Say Situations

| | |
|---|---|
| Scenario 1 Tonya is working at an advertising firm. Her group has been coding a client's website for the last two weeks. After the client meeting, the client corners her outside the office and asks why two of the features she was promised were not in the project presentation. | Scenario 2 Roman is working at an early education center. Recently, a customer complained about the language and behavior of some the other workers. Roman has to address the complaint with his supervisor and the education team. |
| Scenario 3 Roger is working the cash register. A customer approaches him to return an item that he bought. The customer seems very upset and demands a refund. | Scenario 4 Indigo and three other workers are supposed to develop a set of best practices and a presentation for training new employees. Indigo is very excited about the project, but her family just told her they are planning a vacation in two weeks, the date of the presentation. Indigo wants to work instead of going on the trip. |
| Scenario 5 Jules, a new intern, needs to talk to a developer about delays on a project for an important client. Jules needs to get the deliverables met on time, but she also needs to foster a strong working relationship with her colleague who has been with the company for a long time and often is seen as a leader. | Scenario 6 Holly is working at a media video firm. Her job includes editing their new client videos. Roman has noticed that in four of the ten videos, one of the participants is wearing an inappropriate shirt and throws up his hands when the camera pans to him. Holly has to tell his supervisor they need to reshoot the videos. |

Communication Situations

Part A: Jonah's Story

Directions: Carefully read the dialogue, and answer the questions.



Marques: Why did you tell Nia that I just sit around all day at work?

Jonah: She told me that management said I was slow.

Marques: What does that have to do with me?

Jonah: Because it's not true. I have more work than you and I could get more done if you helped me.

Marques: I already told you that I can't because I am busy with my own projects.

Jonah: You are lying. That is just an excuse because you are lazy.

Marques: That's not right say. You are the liar! I may have less departments to handle but I have the same amount of work to do as you.

1.) Why are Jonah and Marques both upset?

Marques is mad at Jonah now because:

Marques is mad at Jonah now because:

2.) What could Jonah have done differently?

Jonah could have _____

3.) What could Marques have done differently?

Marques could have _____

Communication Situations

Part B: Elijah's Story

Directions: Carefully read the dialogue, and answer the questions.



Carla: What's wrong, Elijah?

Elijah: Our supervisor is mad at me. I'm worried that I will be fired.

Carla: Why?

Elijah: He told me I need to work faster on the cash register. Can you please help me?

Carla: Sorry, I have to put out new stock first.

Elijah: You don't care about helping me! You are such a liar! You said you would help me, and you haven't.

Carla: You are so selfish! I got you this job! Now you want me to stop what I am doing, just because you are too slow on the register.

1.) Why are Elijah and Carla both upset?

Elijah is mad at Carla now because _____

Carla is mad at Elijah now because _____

2.) What could Elijah have done differently?

Elijah could have _____

3.) What could Carla have done differently?

Carla could have _____

Strategies for Effective Communication Cloze

Directions: Listen to your instructor. Fill in the blanks. Use the extra space to take notes.

| | | Notes |
|---|-------------------|---|
|  | Effective | <ul style="list-style-type: none">• Effective communication means taking _____ for your actions.• You stay _____ and _____ to the other person. Show them you understand.• I _____ - you _____ attitude |
|  | Passive | <ul style="list-style-type: none">• Passive communication is _____.• You say _____ a lot. You do not show that you _____ the other person.• I _____ - you _____ attitude |
|  | Aggressive | <ul style="list-style-type: none">• Aggressive communication is _____.• You do not _____ to the other person. You may _____ or blame the other person.• I _____ - you _____ attitude. |

One question I have is: _____

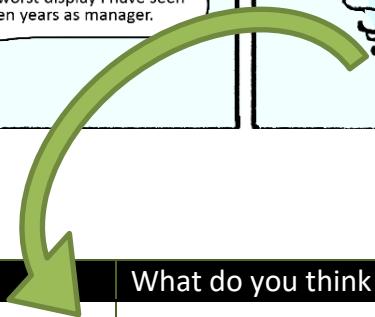
Group Practice: What Would You Say?

| INEFFECTIVE-PASSIVE communication | EFFECTIVE communication | INEFFECTIVE-AGGRESSIVE communication |
|--|--|--|
|  <ul style="list-style-type: none"> • Low energy • Blaming • Apologetic • Few Ideas • Listening, but not showing that you understand |  <ul style="list-style-type: none"> • In control • Calm, listening, self-confident • Accepts responsibility • Exchange of ideas • Actively listening and showing that you understand |  <ul style="list-style-type: none"> • Out of control • Attacking, blaming • Put downs • Interruptions • Refusing to listen |

Partner Role Plays

Directions: Listen to that sample role play. Then practice the next two with your partner.

Situations 1: Manager and employee



| Type of Communication | Ryan's response | What do you think will happen? |
|-------------------------|---|--------------------------------|
| Ineffective- Passive | I am so sorry. I think Suzy told me to do it that way. I am so sorry. Please forgive me. | |
| Ineffective- Aggressive | The worst? You are the worst manager! You just don't understand my display because you aren't smart enough. | |
| Effective | Thank you for telling me. Can you give me some advice on how to fix the display? | |

Situations 2: Co-workers



| Type of Communication | Angela's Response | What do you think will happen? |
|-------------------------|-------------------|--------------------------------|
| Ineffective- Passive | | |
| Ineffective- Aggressive | | |
| Effective | | |

Situations 3: Customer and employee



| Type of Communication | Worker's Response | What do you think will happen? |
|-------------------------|-------------------|--------------------------------|
| Ineffective- Passive | | |
| Ineffective- Aggressive | | |
| Effective | | |

(Situations 1 adapted from *Baltimore Pipeline Project, 2005, Annie E. Casey Foundation, cartoon strips*

Scripting Sheets for What Would You Say

