

Class Level: 3	Topic: Relationships	Estimated Class Length: 3 hrs	Date:
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Lesson Objectives:

- Distinguish between positive and negative personality traits
- Watch a video and interpret information
- Identify stressful environments
- Share information within a small group
- Interpret a pie chart

<p>Language Skill Proficiency:</p> <ul style="list-style-type: none"> • Speaking • Listening • Reading • Writing 	<div style="text-align: right;"></div> <p>Materials and Equipment:</p> <ul style="list-style-type: none"> • White Board • LCD Projector/computer • Nonverbal Communication Worksheet • Communication Worksheet
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Activity Plan

Warm Up: Divide Ss in groups of 3. Each group must write down 3 positive personality traits and 3 negative personality traits. Draw 2 columns on the board and ask one person per group to write down their list.

Introduction: Tell Ss that the list that they produced deals with how our personality traits affect how we communicate with people around us. Tell Ss that today’s class will focus on positive and negative interpersonal skills in the workplace.

Presentation: Ss watch short video on communication: <http://www.mitalent.org/media/soft-skills/communication/story.html> (2nd slide) Write key vocabulary words from video on the on the board. E.g. tone, body language. Ss brainstorm meaning of keywords as a whole group.

Tip: Video is fast, be prepared to pause and talk through it/write on board.

Practice: Ask Ss to brainstorm 6 -10 social situations that they consider most stressful. This situation can be within an employment, community, family, or recreational setting. Example: introducing one’s self to strangers. After coming up with the social situations divide Ss in groups of 3. Each group must answer the following questions: 1. What part of this situation do you find most stressful? Why? 2. What do you think are the personality traits needed in order to successfully navigate this situation? (*For example “Being patient helps with trying to learn English”*) List down at least three. 3. On a scale of 1 to 5, with 1 being the least effective and 5 being the most, rate your effectiveness in practicing the skills you listed. 4. Looking at your responses, which skills do you practice most effectively? What helps you in practicing these skills well? 5. Which skills do you practice least effectively? What keeps you from practicing these skills well? Groups report back to class.

Practice: Ss watch the following video and discuss what they learnt about communication: <https://www.youtube.com/watch?v=X0voPIW2pSs&feature=youtu.be>

You may wish to write the following comprehension questions on the board:

1. Do the customers understand the cashier? Why/Why not?
2. Why are the customers complaining?
3. Do you communicate well with others? Explain.

Practice: Ss read and complete Nonverbal Communication Worksheet.

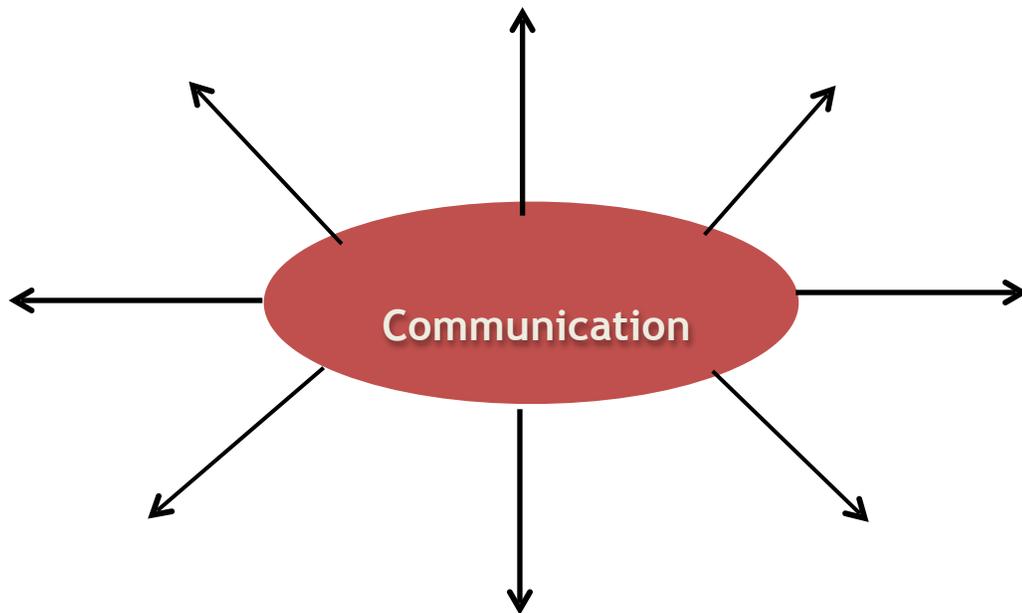
Evaluation: Ss complete Communication Worksheet on what communication means to them and how it affects them in their workplace.

Extension Activities:

- Watch and discuss the rest of the video series “Soft Skills to pay the bills”
<http://www.dol.gov/odep/topics/youth/softskills/>
- Go to this website for additional resources: <http://www.mvc.edu/files/ep-interpersonal-skills.pdf>
- Students evaluate past/present supervisors and list their positive and negative personality traits
- Have students go the website www.learningchocolate.com to find 4 good & bad personality traits that have not yet been discussed.

Communication Worksheet

What does the word communication mean to you?



1. Why is communication important at work?
2. How are things communicated to you at your workplace?
3. How do you communicate information at your workplace?
4. What problems do you have with communicating information?

Non Verbal Communication (body language)

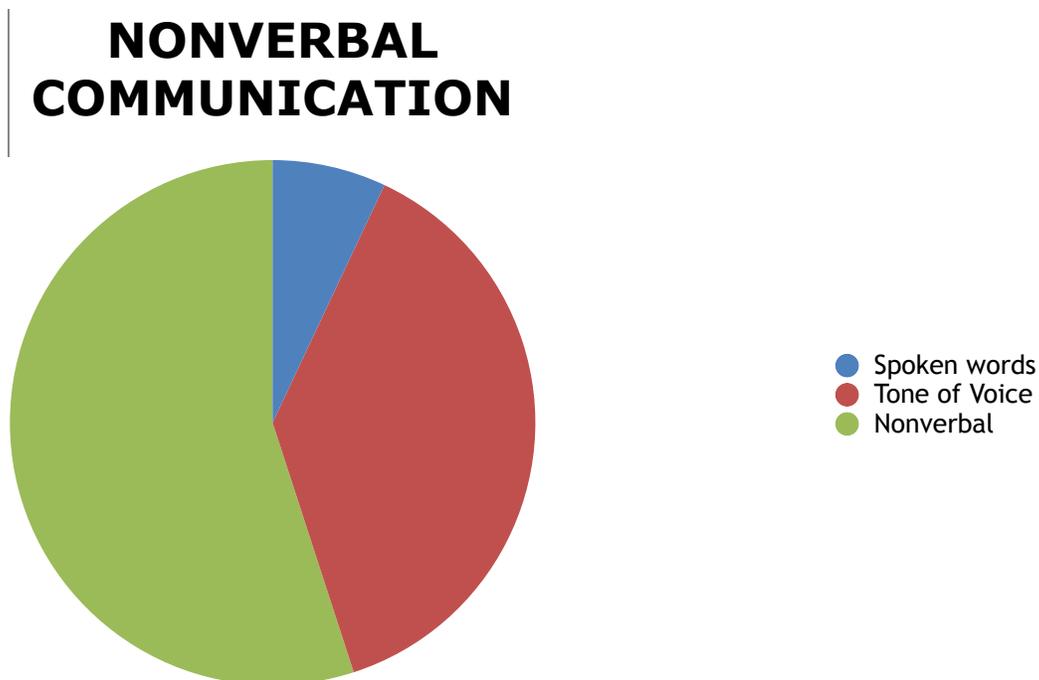
When people use spoken languages to communicate, they do not just listen to what is said in order to understand the message. They also look at the person who is speaking to see what their body is doing, and listen to the way they are saying the words to understand their full message.

Activity 7

Look at the following Pie Graph.

Studies have been done that show us the percentage of understanding that is gained from the spoken word. It is considerably less than the meaning that people gain from listening to a person's tone of voice and looking at their non-verbal communication.

7% Spoken words
38% Tone of voice
55% Nonverbal



1. Does the chart surprise you? Why/Why not?
2. What does the word gesture mean?
3. Make a list of up to 5 gestures and give meanings.
4. Are there any gestures that are culturally offensive for you? If so what are they? Why are they offensive? Share them with the rest of the group.

What is Non-verbal communication

Non-verbal communication refers to the messages we give and receive through body language and facial expressions. Non-verbal messages often convey more meaning than the spoken word as we saw illustrated on the pie chart on page 14.

Voice

The Tone of voice used can tell us a lot about another person. Words can mean many different things, depending on the way they are said. We are able to tell if a person is angry, happy or nervous by their tone of voice.

Facial expressions

Our faces can show many of our feelings. For example, a frown or a smile shows a very clear message depending on how and when it is used.

Gestures

The gestures that people use also convey meanings, for example:

waving means saying hello or goodbye,

making a fist means you're angry

thumbs up means OK

and pointing means showing something

These are some simple gestures that are not always understood and misunderstandings do occur because of these gestures. It is important to understand that gestures mean different things in different cultures. Sometimes gestures can be rude in one culture, but okay in another. In Australia, most people think pointing is a little bit rude and pointing at a person is very rude.

Posture

The way that we stand or sit gives information about how we are feeling. A person sitting slumped in a chair with arms firmly crossed and head turned away can give a negative message. This may be a barrier to communication.

The following two examples of Non-verbal communication are culturally specific.

Eye contact

Maintaining appropriate eye contact when speaking with others helps communication. Avoiding eye contact may make others think that you do not want to communicate, or that you may be telling a lie.

Staring or excessive eye contact may scare people and make them feel uncomfortable. Eye contact for several seconds is good. It shows interest without being too scary.

Personal space

Most people feel uncomfortable when somebody stands or sits either too close or too far away from them. When this situation happens, people may feel uncomfortable and it can make communication difficult.