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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Law, Public Safety, Corrections & Security |
| **Course Name** | Practicum in Law, Public Safety, Corrections & Security |
| **Lesson/Unit Title** | Communication Skills at the Workplace |
| **TEKS Student Expectations** | **130.342. (c) Knowledge and Skills**(5) The student demonstrates verbal, nonverbal, and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. (B) The student is expected to employ verbal skills when obtaining and conveying information(E) The student is expected to interpret verbal and nonverbal behaviors to enhance communication(F) The student is expected to apply active listening skills to obtain and clarify information  |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** |

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| The students will be able to: |
| 1. Demonstrate effective verbal communication skills |
| 2. Adapt communication to the needs of the individual |
| 3. | Interpret verbal communication |
| 4. | Model effective interpersonal skills |

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| **Rationale** | Expertise in communication skills is necessary for workers in law, public safety, corrections, and security in order to effectively relate to the public, peers, supervisors, clients, and inmates. |
| **Duration of Lesson** | 1 hour |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | * Large piece of paper
* Sticky notes
* Toy building blocks
* Toy object pictures
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | Students should have a basic understanding of LPSCS careers. |
| **Direct Instruction \*** | Use the Outline to teach the appropriate communication skills necessary in the workplace, especially in the LPSCS cluster. Have students take notes.I. Verbal CommunicationA. Exchange of information using wordsB. Includes both the spoken and written wordII. Uses of Verbal CommunicationA. Interactions with public, clients, co-workers, supervisors, and inmatesB. Giving reports to other LPSCS professionalsIII. Elements of effective communicationA. The message must be clear1. Use terms that the receiver can understand2. Legal terms must be modified or definedB. Deliver the message in a clear and concise manner1. Use good grammar and correct pronunciation2. Avoid slang terms or meaningless words such as “you know,” or “all that stuff,” or “like”3. Do not speak too fast or too slowly4. Written communication should have correct grammar, spelling, and punctuationC.The receiver must be able to hear and receive the message1. The receiver may have hearing or vision loss, speak a different language, or be under the influence of an intoxicant2. Use alternate methods of communication, such as writing the message out, using an interpreter, or repeating the messageD. Interruptions or distractions must be avoided1. Trying to talk while answering the phone or writing a message will decrease the effectiveness of communication2. Environmental factors may affect communication (e.g., uncomfortable temperatures or a loud TV or radio may interfere with communication)IV. Barriers to Communication: Some things that get in the way of clear communicationA. Hearing Loss1. Use body language such as gestures or signs2. Speak clearly and in short sentences3. Face the person you are speaking to (some people read lips)4. Write out messages5. Make sure that hearing aids, if used, are working properly6. When identifying yourself, walk up to the person and get theirattention before speaking7. Don’t chew gum, cover your mouth, or turn your back to the personB. Impaired Vision1. Describe things which are happening and what you want the person to do2. Announce your presence as you enter a room3. Use touch to orient the person to where you are4. Stand close to the person and in good light5. Do not move things without telling the person6. Tell the person when you are leavingC.Trouble Speaking1. Ask direct questions that the person can answer yes or no2. Allow adequate time for the person to answer3. If you can’t understand, validate what you think the person is saying4. Encourage the person to point, nod, or write to convey a messageD. Defense Mechanisms1. Compensation for another goal to achieve success2. Denial3. Displacement of anger4. Projection5. RationalizationV. Effective ListeningA. Involves both hearing and interpreting messagesB. Requires focusing on body language and the message being sentC. May be passive or active1. Active listening is very important in the LPSCS profession to gather information (for example, when interviewing a witness to a crime)*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Guided Practice \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*Communication ActivityObtain several toy building blocks of approximately the same size. Have the students sit back-to-back. One student will have a picture of the constructed object and the other student will have the toy building blocks. Allow 2-3 minutes for the student with the picture to give instructions to the other student to build the object. Neither student can look at the other student’s picture nor toy building blocks until time has been called. It is even more effective if every student in the room has a partner, and they are all trying at the same time. At the end of the allotted time let students compare. Discuss what was hard, and what was easy to communicate. Have the students switch places, and compare and discuss. The exercise can be varied by using a geometric picture and rulers to describe length, and having one student with the picture and the other trying to draw it. Discuss how this relates to communicating to clients, co-workers, supervisors, inmates, and the public. Use the Communication Activity Rubric for assessment. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Lesson Closure** | NONE |
| **Summative/End of Lesson Assessment \***  | * Verbal Communication Quiz and Key
* Communication Activity Rubric
* Discussion Rubric
* Individual Work Rubric
* Summary Rubric

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*Accommodations for Learning Differences: For reinforcement, students will identify terms and phrases used by the public which may be misunderstood by an LPSCS worker. Use the Individual Work Rubric for assessment. |
| **References/Resources/****Teacher Preparation** | * 0538444029, *Working,* Larry Bailey, 2006
* 0078748283, *Succeeding in the World of Work,* Grady Kimbrell, 2007
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)