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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** | Court Systems and Practices |
| **Lesson/Unit Title** | Effective Verbal Communication |
| **TEKS Student Expectations** | **130.340. (c) Knowledge and Skills**  (4) The student recognizes communication skills needed for courtroom policies and procedures.  (A) The student is expected to use communication skills to evaluate body language such as gestures, verbal tone, and inflection during testimony  (B) The student is expected to demonstrate interpersonal communication skills |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Upon completion of this lesson, the student 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  5. Better understand body language |
| **Rationale** | How does the verbal communication process affect the LPSCS employee? |
| **Duration of Lesson** | 1-2 hours |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* |  |
| **Materials/Specialized Equipment Needed** | * Verbal Communication computer-based presentation * Large piece of paper * Sticky notes * Toy building blocks * Toy object pictures * Computer * Projector |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Before the students get to class hang a large piece of paper somewhere in your room. When the students are seated, give each student a sticky note and ask them to put their names on the sticky note. Then ask them to put the note somewhere in the room. After they are finished, get upset and tell the students that you had wanted them to put their notes with their names on the paper which you put up in the room. Have each student go to their notes and tell them that you want them to put their notes on the paper. Have them get their notes, close their eyes, and place the notes on the paper that you pointed out to them. After, ask students how they felt when you were upset about them not putting their names in the correct place. Discuss situations where they received directions that were not clear, and the consequences. How did they feel when they were blamed for doing something wrong? Even with their eyes closed was the second set of instructions easier or harder than the first set? Use the Discussion Rubric for assessment. |
| **Direct Instruction \*** | KEY POINTS  I. Verbal Communication  A. Exchange of information using words  B. Includes both the spoken and written word    II. Uses of Verbal Communication  A. Interactions with public, clients, co-workers, supervisors, and inmates  B. Giving reports to other LPSCS professionals  III. Elements of effective communication  A. The message must be clear  1. Use terms that the receiver can understand  2. Legal terms must be modified or defined  B. Deliver the message in a clear and concise manner  1. Use good grammar and correct pronunciation  2. Avoid slang terms or meaningless words such as “you know,” or “all that stuff,” or “like”  3. Do not speak too fast or too slowly  4. Written communication should have correct grammar, spelling, and punctuation  C. The receiver must be able to hear and receive the message  1. The receiver may have hearing or vision loss, speak a different language, or be under the influence of an intoxicant  2. Use alternate methods of communication, such as writing the message out, using an interpreter, or repeating the message  D. Interruptions or distractions must be avoided  1. Trying to talk while answering the phone or writing a message will decrease the effectiveness of communication  2. 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 communication  A. Hearing Loss  1. Use body language such as gestures or signs  2. Speak clearly and in short sentences  3. Face the person you are speaking to (some people read lips)  4. Write out messages  5. Make sure that hearing aids, if used, are working properly  6. When identifying yourself, walk up to the person and get their attention before speaking  7. Don’t chew gum, cover your mouth, or turn your back to the person  B. Impaired Vision  1. Describe things which are happening and what you want the person to do  2. Announce your presence as you enter a room  3. Use touch to orient the person to where you are  4. Stand close to the person and in good light  5. Do not move things without telling the person  6. Tell the person when you are leaving.  C. Trouble Speaking  1. Ask direct questions that the person can answer yes or no  2. Allow adequate time for the person to answer  3. If you can’t understand, validate what you think the person is saying  4. Encourage the person to point, nod, or write to convey a message  D. Defense Mechanisms  1. Compensation for another goal to achieve success  2. Denial  3. Displacement of anger  4. Projection  5. Rationalization  V. Effective Learning   1. Involves both hearing and interpreting messages 2. Requires focusing on body language and the message being sent 3. May be passive of active 4. 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:*  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. |
| **Guided Practice \*** | **Communication Activity**  Obtain 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.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | For enrichment, students will interview someone from a different culture to determine complications encountered in a legal setting because of poor communication. The students will then write a summary of the interview. Use the Summary Rubric for assessment.  *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** | **Check for Understanding**.  **Discuss** how activities relate to communicating to clients, co-workers, supervisors, inmates, and the public.  Use the Communication Activity Rubric for **assessment.** |
| **Summative/End of Lesson Assessment \*** | * Verbal Communication Quiz * 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:*  NONE |
| **References/Resources/**  **Teacher Preparation** | * 0538444029, *Working,* Larry Bailey, 2006 * 0078748283, *Succeeding in the World of Work*, Grady Kimbrell, 2007 |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | English Language Arts  III. Speaking  B. Develop effective speaking styles for both group and one-on-one situations.  1. Participate actively and effectively in one-on-one oral communication situations.  2. Participate actively and effectively in group discussions.  IV. Listening  A. Apply listening skills as an individual and as a member of a group in a variety of settings  3. Use a variety of strategies to enhance listening comprehension  B. Listen effectively in informal and formal situations  2. Listen actively and effectively in one-on-one communication situations.  Social Studies  V. Effective Communication  A. Clear and coherent oral and written communication  1. Use appropriate oral communication techniques depending on the context or nature of the interaction. |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** | Presentation on unit available |
| **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** | See separate files for rubrics, assessment, and presentation |

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)