

Chapter 4

Lesson 6

Communication

Theme: How to Communicate Effectively

Lesson Objective:

Students will gather information and effectively communicate their needs. (See matrix for Arizona Academic/Adult Standards).

Steps to Follow:

“We keep moving forward, opening up new doors, and doing new things, because we’re curious and curiosity keeps leading us down new paths.” --Walt Disney

Introduce lesson with the self-talk litany. Ask how the Big Ideas fit with this lesson.

1. Discuss the differences between speaking and listening. Ask students to define what they consider good listening skills.
2. Complete *Speaking and Listening S1*. Discuss the situations presented on the worksheet.
3. Discuss non-verbal communication and how people “speak” with their facial expressions or body language to reveal their feelings and attitudes.
4. Complete *Non-verbal Communication S2*.
5. Talk about the importance of gathering information. Discuss how asking questions, following directions, making phone calls and taking messages are all part of the information gathering process.
6. Complete *Gathering Information S3* and do the exercises.
7. Complete *Tips for Effective Speaking and Listening S4* Use *Speaking and Listening Skills Self Check Sheet S5* to check for completeness.

Materials:

Speaking and Listening S1
Non-verbal Communication S2
Gathering Information S3
Tips for Effective Speaking and Listening S4
Speaking and Listening Skills Self Check Sheet S5

Evaluation:

Rubric.

Enrichment:

Using technology as a communication tool is another method of communication. Where available, students are able to use the Internet to access information from sources such as State Employment agencies, libraries, or other websites sited in previous lessons.

M2W Chapters 2 and 3 have activities about communication and self-advocacy skills.

Speaking and Listening

S1

When communicating, both the speaker and the listener are responsible for making sure a message is understood.

Listening Tips:

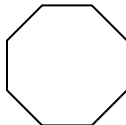
DOs	DON'Ts
Look at the speaker	Rush, interrupt, or finish sentences for the speaker
Pay attention	Think about what you're going to say while the other person is speaking
Ask questions	Stop listening because you disagree with the speaker
Repeat what is said in your own words	Walk away unless you understand what has been said

Speaking Tips

- **Be clear.** Be brief. Tell listeners exactly what you want them to know or do.
- **Say what you mean.** Use words listeners will understand.
- **Watch the listeners.** Do they seem confused by what you said? Are they getting impatient? Give them a chance to ask questions or comment.

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### Think About It



1. Maria is washing dishes while talking on the phone. Her two children are in the next room watching TV, but she can hear them fighting.

*Do you think Maria is listening to her friend on the phone? Explain.*

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2. Ron is at a parent-teacher conference at school. His son is having trouble learning, and the teacher is suggesting ways to help him. The teacher uses a term Ron has never heard so he asks her to explain it to him.

*Do you think Ron is listening to the teacher? Explain.*

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## Non-Verbal Communication

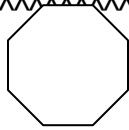
S2

Your attitude toward your friends, family and job will be judged in part by your nonverbal communication. Here are some dos and don'ts:

- **DO** make eye contact
- **DO** assume a pleasant facial expression
- **DO** sit up straight and lean forward slightly.
- **DON'T** slouch
- **DON'T** put your feet up
- **DON'T** smack or crack chewing gum
- **DON'T** sigh loudly



### Think About It



Ruben, a teacher's aide, was attending a staff meeting at the child-care center. The director had been speaking for fifteen minutes about the center's plan to reorganize the play areas. Ruben was interested about the plan and was eager to get to work, but he felt the director was wasting time explaining and justifying every step of the plan.

Ruben slouched lower in his seat and put one foot up on an empty chair. He examined his fingernails and began cleaning them with a nail file he had on his key chain. As the director continued talking, he looked at his watch, raised his eyebrows, and sighed loudly.

*What nonverbal signals did Ruben send?*

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*How do you think the director interpreted his nonverbal signals?*

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*Did Ruben's nonverbal communication really reflect how he felt about the project? Explain.*

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*How might Ruben have nonverbally communicated a more positive attitude during the meeting?* \_\_\_\_\_

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When you gathering information– ***follow directions, ask questions, make phone calls and take messages.*** This process will be very important to you as you gather information about education and employment opportunities.

### **Following Directions**

When you need to follow instructions or directions, your first job is to **focus** your attention. As you listen, it helps to **visualize** the instructions. This may make it easier to **understand**, **remember** and **carry out** the directions correctly.

**Have one person read the following series of steps.** The rest of the group will follow the reader's step-by-step instructions. As you listen, picture each step in your mind and perform the action.

- Step 1 Take out a sheet of paper.
- Step 2 Print your name and today's date in the upper left-hand corner.
- Step 3 Underline your name.
- Step 4 Circle your address.
- Step 5 Draw a small square in the upper right-hand corner and put a check mark inside it.
- Step 6 Draw a large circle in the center of your paper.
- Step 7 Draw two lines to divide the circle into four equal parts. One line should go from the top to bottom and the other line should go from the left-hand side to the right-hand side.
- Step 8 In the top right segment of the circle, print the word *listening*.
- Step 9 In the bottom right segment of the circle, print the word *speaking*.
- Step 10 In the top left segment, print the word *reading*
- Step 11 In the bottom left segment print the word *writing*
- Step 12 Underneath the circle, write the word *communication*.

*How did you do?*

### **Asking questions**

**Remember:** A good question usually produces a good answer.

Sometimes it helps to write down questions before you ask them. Let's say you're looking for a babysitter for your two children. List 6 good questions you may want to ask during an interview?

Pretend you are going to look for an apartment you might rent. What are five questions you could ask about the apartment?

What other information do you need? How do your next questions depend on the answers you got to your first questions? How does good listening fit here?

### **Making phone calls**

- Using the phone is an important part of gathering information. Using the phone also requires very clear speaking and active, focused listening.
- You use the phone for different reasons – personal calls and business calls. A business call can be described as one you'd use to call a doctor's office, government office, employer or store.
- When you are employed, you may be required to answer the phone as part of your job. These types of calls require you to use a businesslike manner and voice.

Think about a personal call and a business call you may have made recently. List some of the differences below:

|                                       | <b>Personal call</b> | <b>Business call</b> |
|---------------------------------------|----------------------|----------------------|
| Who I called                          |                      |                      |
| How I prepared for the call           |                      |                      |
| What we talked about                  |                      |                      |
| Speaking style (business or informal) |                      |                      |

When you are required to answer the phone as part of your job, consider the following:

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### **Receiving Business Calls: Do's and Don'ts**

- **DO** use courteous expression such as "Please and Thank You"
- **DO** identify yourself when you answer
- **DO** give clear and accurate information
  
- **DON'T** act unfriendly or impatient
- **DON'T** rudely interrupt callers
- **DON'T** use technical words that callers may not understand

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| <b>MESSAGE</b>                                          |                    |
|---------------------------------------------------------|--------------------|
| <b>For:</b> _____                                       | <b>Date:</b> _____ |
| <b>From:</b> _____                                      | <b>Time:</b> _____ |
| <b>Phone Number:</b> _____                              |                    |
| <b>Return the call</b> <b>Yes</b> <b>No</b>             |                    |
| <b>Message:</b><br><br><br><br><br><br><br><br><br><br> |                    |
| <b>Signed:</b> _____                                    |                    |

**Taking Messages**

Taking messages is another important part of the gathering information process. This requires careful listening and some writing. When you are required to take a message, you will want to write down key information such as:

- *The caller's name and phone number*
- *The time and date of the call*
- *The reason the person called*
- *The time when the caller can be reached*

Practice taking a message. Have one of your classmates read the dialogue while you fill out the message form:

**Receptionist:**      Pima Credit Union. May I help you?

**Caller:**              May I speak with Ed Morales?

**Receptionist:**      I'm sorry. He's gone for the day. May I take a message?

**Caller:**              Yes. This is Jim Nader and I'm returning his call.

**Receptionist:**      Could you spell your last name please?



**Caller:** N-A-D-E-R

**Receptionist:** And your phone number?

**Caller:** It's area code 520, 555-7384.

**Receptionist:** I'll give Mr. Morales the message.

| MESSAGE             |             |
|---------------------|-------------|
| For: _____          | Date: _____ |
| From: _____         | Time: _____ |
| Phone Number: _____ |             |
| Return the call     | Yes No      |
| Message:            |             |
| Signed: _____       |             |

Practice taking another message. Have one of your classmates read the next dialogue and then fill out the message form.

**Richard:** Sales Department, Amy Gordon's office, Richard speaking.

**Pat:** Hello, this is Pat Weber at Newcomb Advertising Agency. Is Ms. Gordon available?

**Richard:** I'm sorry, but Ms. Gordon is away from the office. May I take a message?

**Pat:** Yes. Tell her I have a rush order for a printing job. Have her call me back as soon as possible. My phone number is 555-6857, extension 44.

**Richard:** That's 555-6857 extension 44.

**Pat:** Correct.

**Richard:** Ms. Weber, would you please spell your last name?

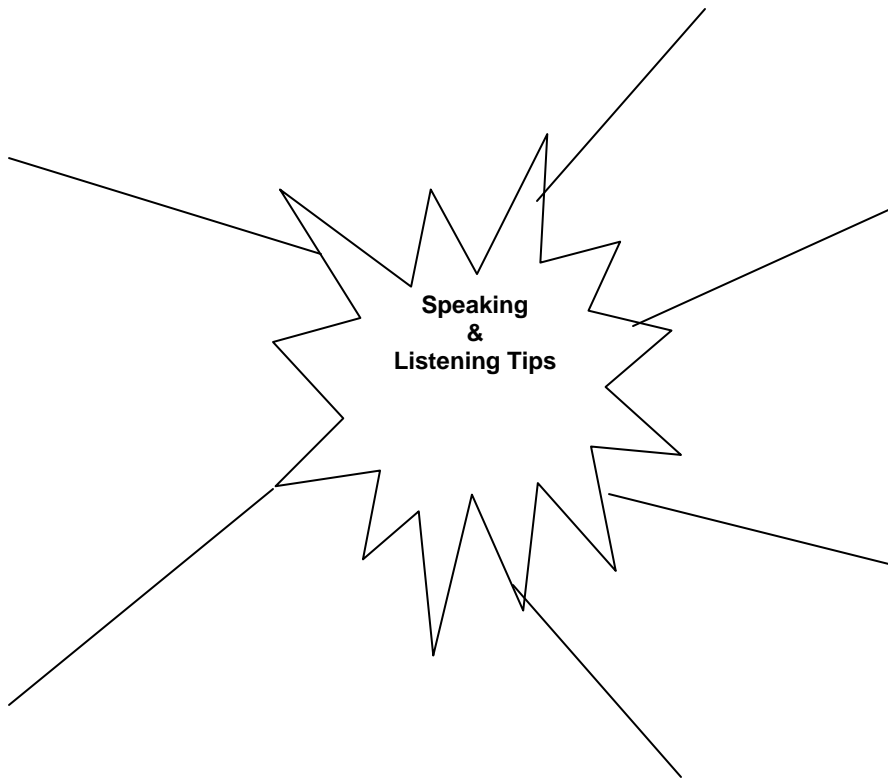
**Pat:** W-E-B-E-R

**Richard:** I'll give her the message.

**Pat:** Thank you. Good-bye.

**Richard:** You're welcome. Good-bye.

| IMPORTANT MESSAGE     |                       |
|-----------------------|-----------------------|
| <b>For:</b> _____     | <b>Date:</b> _____    |
| <b>Time:</b> _____    |                       |
| <b>M</b> _____        | Telephoned            |
| <b>Of</b> _____       | Returned<br>Your call |
| <b>Phone</b> _____    | Please call           |
| <b>Message:</b> _____ | Will call<br>Again    |
| _____                 | Urgent                |
| _____                 | Came to<br>See you    |
| _____                 |                       |
| <b>Signed:</b> _____  |                       |

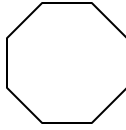


## Speaking and Listening Self-Check Sheet

S5

How many did you remember? Add these additional tips to complete your web.

Think About It



### Listening

|                                       |
|---------------------------------------|
| Look at the speaker                   |
| Pay attention                         |
| Ask questions                         |
| Repeat what is said in your own words |

### Speaking Tips

- **Be clear.** Be brief. Tell listeners exactly what you want them to know or do.
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