Unit Plan: Communication and Conflict Resolution

Course: Facs Basics, Unit 2

Length – 5 class periods

Grade Level: 8

First class period: Identify reason that communications fail

Describe effective listening skills

Second class period: Distinguish between positive and negative forms of non-

verbal communication

Practice ways to communicate messages more effectively

Third class period: Interpret scenarios using proper communication techniques

Convert “you” messages to “I” messages

Practice ways to be tactful

Fourth class period: Identify appropriate ways to communicate negative feelings

Identify guidelines for texting, emailing and using social media

Fifth class period: Review and summative assessment

Unit plan: Communication and Conflict Resolution

Lesson Title: Communication

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| --- | --- |
| **FACS Standards:**  **13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings.** | **Lesson behavioral objectives:**   * Identify reason that communications fail * Practice ways to communicate messages more effectively * describe effective listening skills |
| **Material/equipment needed by teacher:**   * Projector * Internet connection | **Material/Equipment needed by students:**   * Bell ringer notebook * Pen or pencil |

**Introduction:**

Bell ringer: Is it possible not to communicate? Explain. Finish the phrase ”Communication Is…”

**Outline of content to include with time needed for each topic**

* Use use slides 1-10 to cover objectives for day 1

**Modifications made for students with special needs:**

Students may work with a partner if they choose. If not, they will complete as much as possible on assignment sheets.

**Assessment:**

Bell ringer including internal and external barriers to communication.

**Homework:**

Note barriers to communication they encounter prior to the next class period.

**Citations:**

Curriculum and Instructional Material Center, Oklahoma.(ED). *FACS BASIC* (VOL.2014). Stillwater, OK

Communication Skills Lesson & Activities by K. Graybill, October 9, 2015

<http://www.familyconsumersciences.com/2015/10/communication-skills-lesson-activities/>

Unit plan: Communication and Conflict Resolution

Lesson Title: Non-Verbal Communication

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| **FACS Standards:**  13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings. | **Lesson behavioral objectives:**   * distinguish between positive and negative forms of non-verbal communication * practice ways to communicate messages more effectively |
| **Material/equipment needed by teacher:**   * Projector * Internet connection | **Material/Equipment needed by students:**   * Bell ringer notebook * Pen or pencil |

**Introduction:**

Bell ringer: Select a student to read the drawing activity. Students will follow the directions without looking at anyone else’s paper or asking any questions. (slide 12)

**Outline of content to include:**

* Discuss their drawings. Why don’t they look like the original? What could have changed the outcome?
* Show the video on slide #11. Lead discussion about communication difficulties.
* Advance to slide 13, *Types of Communication* and continue through slide 23, engaging students in class discussion throughout.
* Use Kahoot review game. “Communication” by rebeccawe. It has 11 questions and aligns somewhat with the objectives covered thus far.

**Modifications made for students with special needs:**

Students with diagnosed disability will take the test with assistance as needed and observe how each animal works together.

**Assessment:**

Class discussion

**Homework:**

Note examples of effective and ineffective communications before next class period.

**Citations:**

Curriculum and Instructional Material Center, Oklahoma.(ED). *FACS BASIC* (VOL.2014). Stillwater, OK

Communication Skills Lesson & Activities by K. Graybill, October 9, 2015

<http://www.familyconsumersciences.com/2015/10/communication-skills-lesson-activities/>

Kahoot.it

Unit plan: Communication and Conflict Resolution

Lesson Title: Non-Verbal Communication

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| --- | --- |
| **FACS Standards:**  13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effect communication.  13.3.3. Demonstrate effective listening and feedback techniques. | **Lesson behavioral objectives:**   * interpret scenarios using proper communication techniques * convert “you” messages to “I” messages |
| **Material/equipment needed by teacher:**   * PowerPoint * Copies of assignment sheet 1 for each student | **Material/Equipment needed by students:**   * Bell ringer notebook * Pen or pencil |

**Introduction:**

Bell ringer: Describe one effective and one ineffective communication sample you witnessed yesterday. How did you determine if it was effective or ineffective?

**Outline of content to include:**

* Watching the video link on slides 24 and 25, students will list as many do’s and don’ts of communication as possible. Discuss lists following videos.
* Watch and discuss video links on slide 26.
* Distribute Assignment Sheet 1. Have students complete the sheet individually or in groups.

**Modifications made for students with special needs:**

If needed, students may have extra time to complete the assignment sheet.

**Assessment:**

Assignment sheet 1.

**Homework**

Continue to note examples of effective and ineffective communication. Use “I” messages at least three times before the next class meeting.

**Citations:**

Curriculum and Instructional Material Center, Oklahoma.(ED). *FACS Basic* (VOL.2014). Stillwater, OK

Communication Skills Lesson & Activities by K. Graybill, October 9, 2015

<http://www.familyconsumersciences.com/2015/10/communication-skills-lesson-activities/>

Unit plan: Communication and Conflict Resolution

Lesson Title: Communication, Texts and Emails

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| --- | --- |
| **FACS Standards:**  13.3.6 Analyze the effects of technology on communications in family, work and community settings. | **Lesson behavioral objectives:**   * identify appropriate ways to communicate negative feelings * identify guidelines for texting, emailing and using social media |
| **Material/equipment needed by teacher:**   * Copies of Assignment Sheet 2 for each student | **Material/Equipment needed by students:**   * Bell ringer notebook * Pen or pencil |

**Introduction:**

**Bell ringer:** <https://www.youtube.com/watch?v=C8lMW0MODFs> communication through Big Bang Theory Game Night – Pictionary (Guys vs Girls) Students will describe the communication they observe in video clip in reference to communication objectives studied thus far.

**Outline of content to include:**

**Modifications made for students with special needs:**

If needed, students may have extra time to complete the assignment sheet.

**Assessment:**

Assignment Sheet 2

**Homework:**

**Citations:**

Curriculum and Instructional Material Center, Oklahoma.(ED). *FACS Basis* (VOL.2014). Stillwater, OK

Unit plan: Communication and Conflict Resolution

Lesson Title: Collaborative Summative Assessment

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| --- | --- |
| **FACS Standards:**  13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effect communication.  13.3.3. Demonstrate effective listening and feedback techniques.  13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings.  13.3.6 Analyze the effects of technology on communications in family, work and community settings. | **Lesson behavioral objectives:**   * Apply content learned to situations read by teacher |
| **Material/equipment needed by teacher:**   * One copy of written test | **Material/Equipment needed by students:**   * Bell ringer notebook * Pen or pencil |

**Introduction:**

**Bell ringer:**  Students will review written material from the previous four class periods. Which one bit of information do they think is most important to remember in effective communication?

**Outline of content to include:**

Divide students into groups of mixed ability. Group should not exceed four students.

Determine which group will begin.

Teacher will read questions in random order from written test. Groups will have 20 seconds to answer. An incorrect answer may pass to the next group. 5 points if answered correctly by the first group, then 4 points if answered correctly by the second group, and so on.

**Modifications made for students with special needs:**

Students will work in mixed-ability teams.

**Assessment:**

Answers to oral questions. If class does not understand content and has trouble answering questions. Reteach, then reassess.

**Citations:**

Curriculum and Instructional Material Center, Oklahoma. (ED). *FCAS Basic* (VOL.2014). Stillwater, OK