

Lesson Plan 2

Topic: Communication is an Art.

Brief description of activities:

Whatever the nature of the work carried out in adult life, each of us must work with other people, communicate with them, and often develop a common view. Therefore, it is important to develop the so-called soft skills, which are most versatile and useful not only in professional life, but also in everyday situations. The objective of the class is to make young people aware of the importance of interpersonal communication and to present its aspects in a systematic and attractive way to a young audience.

Objectives: students:

- understand the nature of interpersonal communication
- are familiar with the conditions of effective communication
- identify communication barriers and can mitigate them
- recognise the importance of non-verbal communication
- communicate with others efficiently

Methods and techniques:

- teamwork
- a talk with the use of a multimedia presentation
- mind map

Materials and Tools:

- multimedia projector and a computer
- multimedia presentation (Annex 1.3)
- sticky notes
- white board or large sheets of paper
- class materials included in the Annexes 1.1 and 1.2

Preparation for classes:

- preparing the classroom
- testing the multimedia presentation
- preparing enough photocopies of Annex 1.1 and instruction slips in Annex 1.2 for your group of students

Class duration: 2 hours

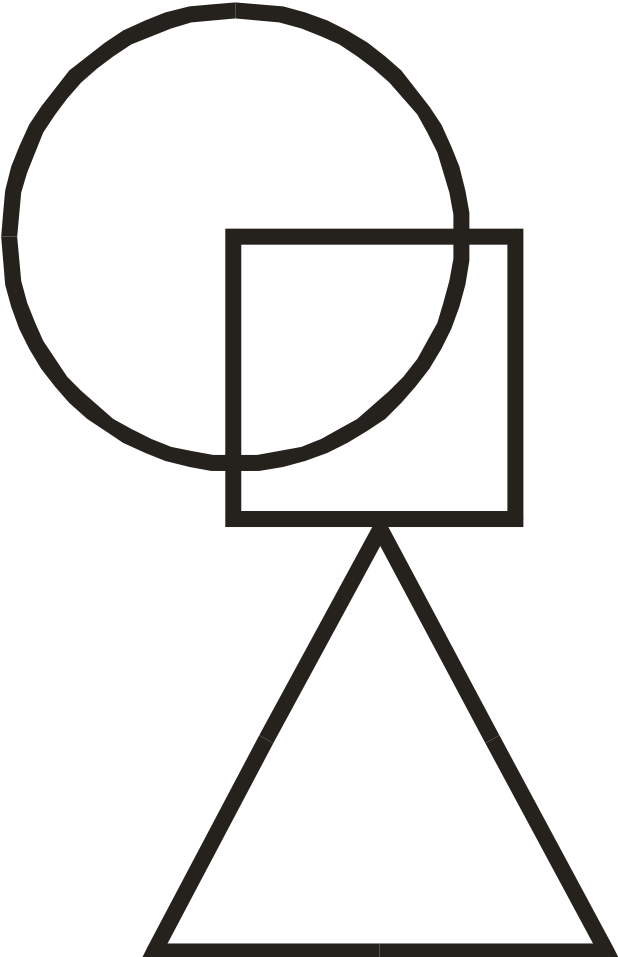
Class activities in brief:

1. After welcoming the students suggest Chinese whispers as a "warm-up" activity. Invite 5-6 volunteers who line up in front of the class. The first one receives a card containing information such as:
 - a. I slit the sheet, the sheet I slit and on the slitted sheet I sit.
 - b. Betty Botter bought a bit of butter. "But," she said, "this butter's bitter!
 - c. How much wood would a woodchuck chuck if a woodchuck would chuck wood?
 - d. A tutor who tooted the flute tried to tutor two tutors to toot.
 - e. An old sea bear sits on the pier and drinks a pint of beer.
 - f. A proper cup of coffee from a copper coffee pot.

Then, he/she passes the message to the next person by whispering it into his/her ear. The person in turn passes the message to the next one until the last volunteer loudly repeats what they have heard. Typically, the information is gradually distorted, and it finally sounds completely different from the original.

2. Explain to students that they've just tested in practice the process of interpersonal communication. Ask why the initial message differs from the final information. Ask them to try to identify the causes of distortion, for example slurred pronunciation, hearing loss, emotions, selective attention, selective memory, the noise in the room, etc..
3. Together with young people think about other barriers that may occur during the process of communication. Students write the obstacles on sticky notes, and then stick them on the board in form of a mind map around the words "Communication barriers". The same or similar concepts must be arranged together. Students can suggest:
 - a. perceptual difficulties (noise, too great distance, fuzzy message);
 - b. attention deficit disorder;
 - c. deconcentration of attention resulting from performing other activities while communicating;
 - d. cultural differences;
 - e. not being familiar with the language;
 - f. stereotypes;
 - g. mass of information (too much information in the forwarded message);
 - h. mood;
 - i. emotions inadequate to the situation;
 - j. parallel communication - interlocutors talk about different things and are not listening to each other;
 - k. selectivity of information;
 - l. lack of consistency between words and the behavior of interlocutors.
4. Explain to the students that their next task will be to examine the conditions conducive to effective communication. Ask them to team up in pairs and invite the representative of each team to the front of the class. Each of them should receive a drawing (Annex 1.1) and a drawn instruction slip (Annex 1.2). Students take to complete the task following the instructions concerning communication included in the instruction slip they have drawn. As the summary of the exercise, students present the drawings they have made and indicate which factors facilitated their work (such as feedback, gestures, facial expressions, the ability to ascertain the decisions taken, precision, accuracy of instructions, etc.).
5. Using a multimedia presentation (Annex 1.3) discuss two levels of communication (verbal and nonverbal). Emphasize the fact that the sphere of non-verbal communication is much broader, and much more information can be submitted through body language. Encourage students to perform the tasks included in the presentation and underline the fact that the solutions are not always clear-cut as they largely depend on individual preferences and communication skills.
6. As a summary of the activities, together with students, write on the board the principles of effective communication. You can use the following:
 - a. Be positive to your interlocutor - avoid aggression in the tone of voice, words and behaviour.
 - b. Be aware of the feelings of the other side - note the set of values of the interlocutor.
 - c. Pay attention to body language –keep the right posture, maintain eye contact, remember about your gestures and smile.
 - d. In formal situations, remember about appropriate appearance – create your positive image.
 - e. Use words and concepts understandable both for you and for the person you are talking to.
 - f. If you do not understand something - ask.
 - g. Use paraphrasing to ensure that you understood everything well – summarize in your own words what the other person says.
 - h. Make sure that the other person properly interprets the information received.

The Model



Annex 1.2

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Sit in pairs back to back. Your task is to draw a figure consistent with the model received from the teacher. One of you, looking at the received image gives oral instructions. The other student follows instructions and draws the picture as best as they can. Remember that the person drawing the figure must not ask any questions, and the person giving instructions does not provide any additional information. Before the end of the work, you must not show your drawing to any other person.

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Sit in pairs back to back. Your task is to draw a figure consistent with the model received from the teacher. One of you, looking at the received image gives oral instructions. The person drawing the figure can ask questions and the person giving instructions should respond as accurately as possible. Before the end of the work, you must not show your drawing to any other person.

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Sit in pairs face to face. Your task is to draw a figure consistent with the model received from the teacher. One of you, looking at the received image gives oral instructions. The person drawing the figure can ask questions and the person giving instructions should respond as accurately as possible.

It is important that this drawing person should inquire about ambiguities in the transmission and initiate asking for additional instructions. The student providing instructions should enhance the instructions with facial expressions, should not, however, use gestures. The instructor does not show the figure until the drawing has been completed.

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Sit in pairs face to face. Your task is to draw a figure consistent with the model received from the teacher. One of you, looking at the received image gives instructions using no words, just gestures and facial expressions. The drawing person can ask questions to which the person giving instructions should respond with gestures and facial expressions only. Before the end of the work, the instructor must not show the drawing to any other person.

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Sit in pairs face to face. Your task is to draw a figure consistent with the model received from the teacher. One of you, looking at the received image gives oral instructions. The drawing person can ask questions to which the person giving instructions should respond with words, gestures, or facial expression whenever the problems arise. All doubts should be discussed. Before the end of the work, the instructor must not show the drawing to any other person.

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