

INTERPERSONAL COMMUNICATION FOR WORKFORCE READINESS - PART 2

Focus Area:	Workforce Readiness
Elevate Propel:	Unit 3: Week 9, Lesson 9 Week 10, Activity (U3: W9-L9; W10-A)
Lesson Duration:	50 minutes

OVERVIEW

Elevate students will analyze interpersonal communication skills they need to be effective in any career or professional arena.

ELEVATE OBJECTIVES

Introduction

- Introduce the topic of interpersonal communication for the workplace.
- Have students practice interpersonal communication with a coworker.

COMMON CORE OBJECTIVES

- **CCSS.ELA-LITERACY.CCRA.L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **CCSS.ELA-LITERACY.CCRA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

EXPLORE / ACT-TARGETED STANDARDS

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CASEL COMPETENCIES:

Social Awareness, Relationship Skills

7 AREAS OF A WHOLE PERSON

- Social, Intellectual, Vocational

40 DEVELOPMENTAL ASSETS

- Peaceful Conflict Resolution

Materials

- Copies, one for each student
 - o Bell Work: "Interpersonal Communication for Workforce Readiness- Part 2"

Preparation

- Room Set-Up: Desks in groups of three
- Write the Elevate Objectives on the board
- Technology to show video

Strategies and Best Practices Used	Suggestions for Supplemental Learning
• Small Group Discussion • Game • Group Discussion • Role Play	•

BELL WORK

Warm-Up 10 minutes Team Teaching  #1: BW  #2: G  #3: A	- Hand out Bell Work: “Verbal Communication for Workforce Readiness- Part 2” to each student as they walk in. - Allow students 3-5 minutes to complete their Bell Work, and then call on several students to respond to: - Would two or three students stand up and share how they would respond to your coworker? - How would your coworker respond to you?
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MINI-LESSON: NOTICING POOR COMMUNICATION AT WORK

Video, Small Group Discussion 10 minutes Team Teaching  #2: A  #3: L  #1: A	Lead Teacher Says: Last week, we looked at verbal interactions with a supervisor. Today, we are going to focus on positive verbal interaction with people you work with. Let’s watch this video and write down 3-5 things the employees could have done better. - Play this 4-minute video: Bad Communication in the Workplace https://www.youtube.com/watch?v=AAhIFD9czks - Once the video is over, ask students to gather in groups of 3 and discuss what they noticed about poor communication at the office. Choose one and explain why it was negative. What effect did this have on the employees? - Ask one representative from each group to share out with the large group.
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MINI-LESSON:

Role Play 25 minutes Team Teaching  #2: L  #3: A  #1: A	Lead Teacher Says: “Next, we are going to role-play a number of possible scenarios at work. Find a partner. One of you will be the negative co-worker and the other will be the positive co-worker. Together, read through your role and spend a few minutes acting this out. We will take turns sharing these with another pair in the room.” - Teacher Mentor: Create scenarios from the article: 12 Difficult Coworkers and How to Deal with Them. Print these out and give a scenario to each pair. - Give students a few minutes to pair up, read their scenario out loud, and practice a role play. - Ask students to find a pair to share their role play with. - Staying in their original pairs, students keep rotating to share this same role-play to new pairs. Rotate 3-4 times.
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	At the end of the rotations, talk with students about the damage that toxic coworkers can have on a work environment.
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Circle Share 5 minutes Team Teaching  #1: L  #2: G  #3: A	EXIT STRATEGY Ask students to stand and form a circle around the room. Ask students to share a word or phrase that is their takeaway from today's lesson. Give students a moment to think about this before beginning. Pause students who speak too long and remind them to share a word or phrase only.
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CAREER READINESS WEEK 10 ACTIVITY

ACTIVITY:

Game 6 minutes Team Teaching  #3: A  #1: A #2: L Role Play 20 minutes Pair/Share Writing 5 minutes	Lead Teacher Says: Last week in our bell work, we reflected how we would handle verbal interactions with a coworker. Today, we are going to see how important body language is in communicating with your coworkers. We are going to start off with a game. ● Teacher Mentors: ahead of time, watch this video that shows you how this game works. ● Have students make a line and then face them all towards the right. Give the student at the back a piece of paper that describes an action (example: bicycle accident, football throw and touchdown, carry a crying baby, etc) ● One at a time, a student taps on the shoulder of the person in front of them, demonstrates the action, then passes it up. ● Ask the last student what the original action was ● Repeat the game going the other direction. ● Discuss: What happened? Why? Lead Teacher Says: Now, we are going to watch a short video on poor body language at work. Write down any that you know you do. Teacher Mentor writes on the board: ● bad posture/slouching ● fidgeting ● tense expression on face ● being too casual ● not making eye contact ● crossing your arms ● standing too close to people Ask students to volunteer to role play in the front of the class one of these at a time. Discuss what students observe, as well as how the demonstrator felt. Possible questions to ask: ● What do you notice? ● What do you wonder? ● What is being communicated through their body language? ● For the demonstrator, how did you feel as you modeled this? Exit Ticket: On a large poster, have these 8 behaviors written down with space between each for student names.
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	Ask students to share with a partner one behavior on this list they can improve in. Next, ask the students to write their name next to a behavior that they notice they do. By writing their name next to the behavior, they are inviting their class to help them improve this behavior.
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BELL WORK: INTERPERSONAL COMMUNICATION FOR CAREER READINESS - PART 2

Imagine you are working weekends at a car wash. Each employee has their own set of cleaning equipment, but when you arrive to work, you notice some of yours are missing. Your coworker was complaining the day before that they had misplaced some of their tools, but as you look over, you see s/he now has a full set of equipment. How do you respond?

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