Lesson Plan

Avoiding Miscommunication

Objective: Students will identify the components of communication, explore the factors that make communication complex, and describe strategies for effective communication.

Workplace Readiness Skill: **Collaborate with team members.**

Collaboration should include

- *defining **collaboration** and **teamwork***
- *discussing the benefits of teamwork*
- *establishing expectations, roles, and goals*
- *contributing to the success of the team by sharing responsibility*
- *respecting the thoughts, opinions, and contributions of other team members.*

Correlations to Other Workplace Readiness Skills:

- Demonstrate work ethic.
- Demonstrate conflict-resolution skills.
- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate professionalism.

Correlations to the Virginia Standards of Learning (SOL):

- English: 6.RV, 6.RI, 6.C, 6.LU, 6.W, 7.RV, 7.RI, 7.C, 7.LU, 7.W, 8.RV, 8.RI, 8.C, 8.LU, 8.W, 9.RV, 9.RI, 9.C, 9.LU, 9.W, 10.RV, 10.RI, 10.C, 10.LU, 10.W, 11.RV, 11.RI, 11.C, 11.LU, 11.W, 12.RV, 12.RI, 12.C, 12.LU, 12.W
- History and Social Science: WHII.3, WHII.9, WHII.10, VUS.1, VUS.14, VUS.15, GOVT.9, GOVT.10

Instructional Steps:

1. ***Open the lesson by sharing and discussing the following quote by George Bernard Shaw: "The single biggest problem with communication is the illusion that it has taken place."***

2. ***As a class, watch the TED Ed video entitled, "How miscommunication happens (and how to avoid it)" (https://ed.ted.com/lessons/how-to-avoid-miscommunication-katherine-hampsten#watch).***

3. ***Ask students to read, explore, and take notes on the "Dig Deeper" section of the lesson (https://ed.ted.com/lessons/how-to-avoid-miscommunication-katherine-hampsten#digdeeper).*** Use Handout #1: Exploring Communication for note-taking during this portion of the lesson. Students may complete this step independently, with a partner, or as part of a small group.

4. ***Ask students to respond to the following journal prompt:*** Have you ever experienced miscommunication? Looking back, what caused the miscommunication, and what did it lead to? What strategies covered in today's

lesson may assist you in avoiding miscommunication in the future?

5. ***Conclude by sharing and discussing student responses from Handout #1: Exploring Communication and student journal responses.***

Formative Assessment**:**

- Assess student understanding and participation as demonstrated in the class and small group discussions.
- Evaluate student understanding of concepts within the lesson as demonstrated in responses to Handout #1: Exploring Communication as well as to the journal assignment.

Options for Adaptation/Differentiation:

- To modify the length and difficulty of this lesson, the review questions and "Dig Deeper" activities following the video may be completed as a whole class. Likewise, the journaling activity can be completed as part of a whole-class or small-group discussion.
- To extend this activity and provide further enrichment, ask students to create slideshow presentations summarizing what they've learned about effective communication. Schedule a time to share the presentations with another class.

Suggestions for Follow-up:

- Ask each student to interview a professional (e.g., a teacher, coach, employer, relative, or friend) about the importance of clear communication in the workplace, then discuss the interviews in class. What themes were evident across the interviews?

Handout #1: Exploring Communication

