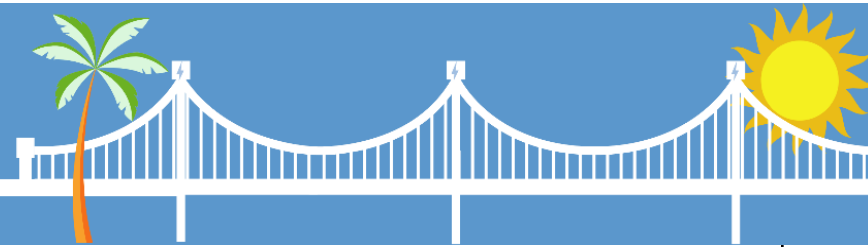


COMMUNICATING WITH OTHERS

Intended Grade Level(s): Grades 5-12

P r e - P l a n n i n g	BENCHMARK	OBJECTIVE(S)
	<p>SP.PK12.DH.5.4a: Communicate with others in ways appropriate for the relationship, such as friends and family. (PK-5)</p> <p>SP.PK12.DH.5.4b: Communicate with others in ways appropriate for the relationship, such as peers, authority figures in the school and community, and employers. (6-12)</p>	<ul style="list-style-type: none"> Learners will identify and demonstrate different verbal and nonverbal communication styles. Learners will differentiate between aggressive and assertive communication styles.
	VOCABULARY	ESSENTIAL QUESTION(S)
	Essential vocabulary that should be introduced and/or reviewed.	
	<ul style="list-style-type: none"> Aggressive Passive Assertive Negotiate Objective Subjective 	<ul style="list-style-type: none"> How does our body language affect how people perceive us? What's the difference between aggressive, passive, and assertive behavior when negotiating what you want? Why do we need to communicate differently with people we talk to based on the relationship we have with them?
	INSTRUCTIONAL MATERIALS NEEDED	ASSESSMENT <i>"Begin with the End in Mind"</i>
<ul style="list-style-type: none"> Alaska's "Lesson Plans for Teaching Self-Determination" <ul style="list-style-type: none"> Lesson 2-6 Self-Advocacy for Students who are Deaf or Hard of Hearing by Kristina English (2012) <ul style="list-style-type: none"> Lesson 8: Negotiating with Others EdPuzzle Assertive Communication Video and Quiz 	<p>Exit tickets</p> <p>Role-playing scenarios with checklists (see "You Do" and "Closure" sections)</p>	



L e s s o n C y c l e	<p>INTRODUCTION (Set the purpose of the lesson).</p> <ul style="list-style-type: none"> • Introduce or review the Essential Question. • Explain the relevance of the lesson and the importance of learning the concept. <ul style="list-style-type: none"> • Introduce or review important vocabulary. 				
	Day 1	Day 2	Day 3	Day 4	Day 5
	<ul style="list-style-type: none"> • Explain the standard and objectives to the students • Introduce essential question: How does our body language affect how people perceive us? • Preview key vocab 	<ul style="list-style-type: none"> • Review key vocab • Discuss what learned previously about body language • Introduce essential question: What's the difference between aggressive, passive, and assertive behavior when negotiating what you want? 	<ul style="list-style-type: none"> • Review key vocab • Discuss previous essential questions 	<ul style="list-style-type: none"> • Introduce essential question: Why do we need to communicate differently with people we talk to based on the relationship we have with them? • Review elements of passive, aggressive, and assertive communication styles. 	<p>Introduce Lesson 7 from "Lesson Plans for Teaching Self-Determination"</p> <p>Post on the board or some other prominent place in the room <i>Basic Rules of Negotiation</i> and underneath have written the following four items:</p> <ol style="list-style-type: none"> 1. <i>Know what you want and why.</i> 2. <i>Plan what you will say.</i> 3. <i>Be truthful.</i> 4. <i>Don't give up.</i>



MODELING “I DO” (Explicitly model exactly what students are expected to do during shared practice, guided practice and eventually during independent work.)

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Using the “Feelings” worksheet from Lesson 2 of Alaska’s “Lesson Plans for Teaching Self-Determination” (p. 28) model different verbal and nonverbal expressions of the first two feelings (upset and happy) to get students started. (Have fun with this part. It’s a good place to go “over the top.” The more exaggerated the body language, the more likely your students will engage in a constructive manner.)</p>	<p>Review three styles of communication from Alaska’s “Lesson Plans for Teaching Self-Determination” (p. 24-27). State: Sometimes a person understands a request but has ideas that are different from yours. When that is the case, it is necessary to talk about the differences and work out an agreement. Today you will learn another interpersonal skill: ways to reach an agreement through negotiation. <i>(From Self-Advocacy for Students who are D/HH Lesson 8 - p. 3).</i> Discuss the difference between subjective standards and objective standards when</p>	<p>none for today</p>	<p>Explain to students that we use assertive communication in three general areas: saying “no,” expressing feelings, and requesting information, products, or services. Distribute the three handouts “Categories of Assertive Behavior,” “Tips For Being Assertive,” and “Speaking Up For Yourself” from Lesson 4 of “Lesson Plans for Teaching Self-Determination”</p> <p>Review handouts together and clarify any points students are having difficulty grasping. Model examples for students with the assistance of</p>	<p>Tell the students to imagine that they want to ask their parent(s) for more screen time. Apply the four posted rules to that situation. Have them imagine what they might say and what reason they would give for a later curfew. With a volunteer, model the exchange between student and parent using these skills.</p>



negotiating for what you want in a win-win approach
(Self-Advocacy for Students who are D/HH Lesson 8 - p. 4)

self-advocates from the community.
 Model how you would handle situations differently depending on whom you were speaking to (e.g., friends vs. family vs. a boss)

GUIDED PRACTICE “WE DO” (Provide students support while they try doing what was modeled to them; Guide students to independent practice by providing an opportunity to work in small groups and practice what was taught during the guided portion of the lesson)

Day 1	Day 2	Day 3	Day 4	Day 5
Have students complete the “Feelings” worksheet in small groups *Tech idea: have students role play each of these scenarios while using a tool like Flipgrid to record them to keep in their portfolio	As a group watch and answer EdPuzzle Assertive Communication Video and Quiz	Students break up into groups and complete Worksheet 8b from Self-Advocacy for Students who are D/HH Lesson 8 (p.7)	Start with the “activities” section from Lesson 4 Applying Assertive Skills (p. 36): <i>Ask students to practice expressing themselves using assertive, passive, and aggressive communication styles with the following statements: “It’s time for me to leave,” “No, I don’t want to join your club,” and “It certainly is warm in here.” Remember to include prompts for appropriate nonverbal</i>	Distribute student handout and checklists. Review with students and clarify any confusing vocabulary and/or concepts. Brainstorm possible situations in which to use negotiating skills. Starters could include: with friends trying to decide what movie to watch; with parents to request a change in responsibilities; with a store clerk trying to



			<p><i>communication that goes with each style.</i></p>	<p>exchange a faulty game controller; with a teacher trying to request an extension on an assignment.</p>
<p>INDEPENDENT PRACTICE “YOU DO” (Allow students the opportunity to independently practice what was learned throughout the lesson.)</p>				
Day 1	Day 2	Day 3	Day 4	Day 5
<p>none for today</p>	<p>Students complete Worksheet 8a from Self-Advocacy for Students who are D/HH Lesson 8 (p.6)</p>	<p>none for today</p>	<p>Role play and peer evaluation: Pair students to apply assertiveness skills. Explain that each person will take a turn acting out a different situation from the “Role playing Assertive Behavior” sheet. The other person will use the “Assertive Behavior Checklist” (p. 41-42) to provide feedback about what the student did well in their role play.</p>	<p>Give students the handouts “12 Steps to Successful Negotiation” and “Assertive Skills Checklist” from lesson 7 of “Lesson Plans for Teaching Self-Determination”. In teams of 2-3, select a scenario to role-play from the brainstorm list. The student who is not attempting to negotiate completes the checklist for the role player. Students then switch roles and repeat process.</p>



CLOSURE (Wrap up the lesson and help students organize the information learned into a meaningful context.) <ul style="list-style-type: none"> • Have students reflect on or answer the Essential Question. • Help students connect today's learning to their bigger goal in the course. 				
Day 1	Day 2	Day 3	Day 4	Day 5
Discuss the first essential question: How does our body language affect how people perceive us?	Discuss essential question: What's the difference between aggressive, passive, and assertive behavior when negotiating what you want?	Each group will present their responses to the situation.	Exit ticket for the day: You are at a party and a friend wants you to do a shot with her. How would you handle this situation?	Exit ticket: Based on the role-playing scenarios for negotiation, what have you learned about yourself? What do you do well? What can you do to improve?
HOME LEARNING				
Day 1	Day 2	Day 3	Day 4	Day 5
Discuss with family how body language affects how you are perceived. Ask family members if you ever have body language that comes off negatively to them or positively to them.	None for today	Worksheet 8C from Self-Advocacy for Students who are D/HH Lesson 8 (p.8)	None for today	Find opportunities where you can use the 12 steps of negotiating with your family. Be prepared to discuss next week!