

FACS: Communication

Summary

This lesson plan is to help students identify good listening and talking skills. Three different kinds of communication are verbal, written, and non-verbal.

Main Core Tie

FCS 6th Grade

[Strand 3 Standard 1](#)

Time Frame

2 class periods of 45 minutes each

Group Size

Small Groups

Life Skills

Communication, Employability

Materials

Magazines, construction paper, glue, scissors, types of communication cards, communication definitions.

Background for Teachers

The different types of communication

Student Prior Knowledge

Students should know what communication is.

Intended Learning Outcomes

Students will identify and practice the skills necessary for effective communication including reading, listening, and non-verbal.

Instructional Procedures

Discuss with students the definition of communication.

Do the scrambled Word Activity.

Tell the students they are going to explore the three types of communication: verbal, written, and non-verbal.

Start with verbal communication

Read aloud "The Water Closet" story to the students. Then have a brief discussion that leads the students to identify about the lack of adequate communication on the part of the little old lady (the sender) and the schoolmaster (the receiver).

Direct their attention to the misunderstandings that followed and potential problems stemming from the inadequate communication.

Explain that the next type of communication is non-verbal. Tell the students they are going to make a non-verbal communication collage.

Have each student get a magazine and tell them to look for pictures of people where faces give

away the emotions. Have them cut out at least 5 pictures. Tell them to glue the faces to the front of the construction paper and label each picture with the non-verbal message that the person is showing.

The third type of communication is written. Divide the class into 6 groups. Have each group read two bullets in the article, Good Communication, Good Listening, "What's New" magazine November/December 1997 or another article on good communication. When they are finished reading, give each group a large piece of paper and have them do a sketch to stretch. That is, they are going to draw the portion of the article that they read on their poster and then share it with the class.

Assessment Plan

Non-verbal collage-20 points, 2 points per picture, 2 points per label.

Sketch to Stretch-25 points for participation and completed poster

Bibliography

UEN lesson plan Nonverbal Communication by Desirae Roden

UEN lesson plan Introduction to Communication

Authors

[Utah LessonPlans](#)