Communication (Good Communicator)

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Academic Learning Goals:
Traits that represent what learners should know or be able to do as a result of the lesson. These correlate to the 21st Century Skill Competencies/Attributes/Traits document hosted online at www.newworldofwork.org

Trait 1: Speaks in a work appropriate manner and in a way that others will understand.
Trait 2: Knows when and how to use email, the internet, and other computer applications to communicate. Knows when and how to use digital media in the workplace. Knows when and how to use social media in the workplace.
Trait 3: Knows common social rules for interacting with others at work. Knows how to choose words with care. Uses nonverbal methods to make meaning clear. Writes with correct spelling and grammar.
Trait 4: Is a good listener. Asks questions and repeats back what was heard to make sure everyone understands.

Skills Crosswalk:
State/National standards that correlate to this 21st Century Skill

Advance CTE: careertech.org/career-ready-practices
1. Act as a responsible and contributing citizen and employee.
4. Communicate clearly and effectively and with reason.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural global competence.

Advancement Via Individual Determination’s (AVID) Alignment with Collaborative for Academic, Social, and Emotional Learning’s (CASEL) Five Key Competencies: www.avid.org/social-emotional-learning
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-Making

Linked Learning Alliance Silver and Gold Certification Requirement:
certification.linkedlearning.org/certification-requirements
• Culminating Experience • Collaborative Cohorts • Interdisciplinary Projects • Collecting Data
New World of Work Lesson Videos:

Entire NWoW High School Video Series: [www.youtube.com/playlist?list=PLWCjcrQpQiFZ8qUs1BQmXnHizLFxXemp2](www.youtube.com/playlist?list=PLWCjcrQpQiFZ8qUs1BQmXnHizLFxXemp2)

Communication Video Lessons (broken down by trait)

1. Communication Intro: [www.youtube.com/watch?v=W0mBSac_G-q&list=PLWCjcrQpQiFZ8qUs1BQmXnHizLFxXemp2&index=47](www.youtube.com/watch?v=W0mBSac_G-q&list=PLWCjcrQpQiFZ8qUs1BQmXnHizLFxXemp2&index=47)
2. Communication Part 1: Speaking Professionally [www.youtube.com/watch?v=8Ic3K5W9Gqc&list=PLWCjcrQpQiFZ8qUs1BQmXnHizLFxXemp2&index=48](www.youtube.com/watch?v=8Ic3K5W9Gqc&list=PLWCjcrQpQiFZ8qUs1BQmXnHizLFxXemp2&index=48)
3. Communication Part 2: Communicating Digitally [www.youtube.com/watch?v=ZwNmTX8Sna4&list=PLWCjcrQpQiFZ8qUs1BQmXnHizLFxXemp2&index=49](www.youtube.com/watch?v=ZwNmTX8Sna4&list=PLWCjcrQpQiFZ8qUs1BQmXnHizLFxXemp2&index=49)
4. Communication Part 3: Nonverbal Communication [www.youtube.com/watch?v=9pNF1sSp944&list=PLWCjcrQpQiFZ8qUs1BQmXnHizLFxXemp2&index=50](www.youtube.com/watch?v=9pNF1sSp944&list=PLWCjcrQpQiFZ8qUs1BQmXnHizLFxXemp2&index=50)
5. Communication Part 4: Understanding How to Listen [www.youtube.com/watch?v=Hn2i8i2zTQY&list=PLWCjcrQpQiFZ8qUs1BQmXnHizLFxXemp2&index=51](www.youtube.com/watch?v=Hn2i8i2zTQY&list=PLWCjcrQpQiFZ8qUs1BQmXnHizLFxXemp2&index=51)

Supplemental Videos

- The Recipe for Great Communication (Trait 1) [www.youtube.com/watch?v=qFWsTsvJ8Xw](www.youtube.com/watch?v=qFWsTsvJ8Xw)
- Social Media in Real Life (Trait 2) [www.youtube.com/watch?v=zsFwBMBbaA](www.youtube.com/watch?v=zsFwBMBbaA)
- Deaf-Owned Restaurant Mozzeria (Trait 3) [www.facebook.com/watch/?v=1655489961153123](www.facebook.com/watch/?v=1655489961153123)
- “Who’s On First?”: The Sequel (w/ Jimmy Fallon, Billy Crystal & Jerry Seinfeld) (Trait 4) [www.youtube.com/watch?v=K0Jq7pvVzKk](www.youtube.com/watch?v=K0Jq7pvVzKk)
- The 100 interaction Challenge (Spotlight on Service) [www.youtube.com/watch?v=5CXV7qOL8Xw](www.youtube.com/watch?v=5CXV7qOL8Xw)
Note for Instructors:

In the pages that follow, you will find lesson plans for each of the four traits that comprise this skill. Time estimates are indicated in the lesson plans along with a list of reproducible steps for the lesson, which are correlated to the PowerPoint (PPT) slides you have been provided with. Notes from the lesson plan are included in the notes section of the PPT slides.

PPT slides have been kept basic to follow open source copyright guidelines. As an instructor, you can add images or content when delivering the presentations to students. However, you need to follow the 80:20 rule, which means no more than 20 percent of the instruction prescribed for each trait (through the lesson plans) can be changed. This ensures the fidelity of the NWoW content while allowing you to contextualize the lesson for your particular students/learners.

Other Important Notes:

1. Every skill has four traits: these traits can be taught individually or as a series, based on the time you have available with your students/learners.

2. Each trait can be taught in a 30–60 minute session depending on the lesson content you include.

3. Lesson plans include the relevant New World of Work High School & Opportunity Youth Videos. These videos have activity prompts that correspond with the trait. You can use these prompts or develop your own activity prompts.

4. There are additional activities listed in the lesson plan to facilitate further exploration of each trait. You may extend your lesson for a trait by adding in the additional activity.

5. After completing the four lessons for a skill, students can visit www.newworldofwork.org/badges to earn their Learner Digital Badge in that skill.
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Lesson Plan: Trait 1

Speaks in a work appropriate manner and in a way that others will understand.

Total Lesson Time: 30–60 minutes

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<th>Time</th>
<th>Activity [with PPT Slides]</th>
<th>Description/Notes</th>
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<tbody>
<tr>
<td>5 mins</td>
<td>Intro Exercise [Slides 2–3]</td>
<td>Ask students to work independently or chat with a partner and write down in pictures, symbols, or words what they think Communication means. Then, go over the 4 traits.</td>
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<tr>
<td>2 mins</td>
<td>Intro Video [Slide 4]</td>
<td>Watch: <a href="#">NWoW Communication Intro Video</a></td>
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*You can stop the video at the Time to Practice screen image if you are not using the included activity prompt from the video and wish to use your own activity. |
| 10 mins| Partner Role Play [Slide 7]              | **Note:** This activity is included in the video prompt. If you choose your own activity, stop the video when you see the Time to Practice image on screen, and swap out Slide 7 for one of your own.

Instructions given to students:

Pretend you’re working at a publishing company that’s about to launch a new book that everybody is very excited about. Find a partner and take turns telling each other about the book, but imagine you have a different work relationship each time.

Try it with one of you being the editorial assistant who was working on the book, and the other being the CEO of the company.

Switch and try it with one of you being the book’s editor, and the other being a reviewer who’s considering reading the book.
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<tr>
<td>5 mins</td>
<td>Group Share Out [Slide 7]</td>
<td>When everybody has finished, take a few moments so partners can share with the group:</td>
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<td></td>
<td>• How did your professional communication style change depending on your role?</td>
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<td>• What did you need to say to persuade the other person how great the book is?</td>
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<td>15–20 mins</td>
<td>Recipe for Great Communication [Slide 8]</td>
<td><strong>Note:</strong> This is an additional activity included for this trait to allow students further practice/exploration.</td>
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<td>Have the class watch the video: The Recipe for Great Communication. Then, create 5 teams and assign each one a communication &quot;ingredient&quot;: Clarity, Brevity, Context, Impact, and Value. This should be done so no one outside the group knows what that group was assigned. Each group must develop a short demonstration or presentation of a topic that highlights their assigned &quot;ingredient.&quot; Other groups will listen to the presentation and decide if the group did an effective job communicating using their &quot;ingredient.&quot;</td>
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<tr>
<td>5 mins</td>
<td>Final Group Share Out [Slide 9]</td>
<td><strong>Note:</strong> This is a final activity that can be done after the Partner Role Play Group Share (Slide 7) or Recipe for Great Communication (Slide 8).</td>
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<td>As a class, have students reflect on and share answers to the following questions:</td>
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<td>1. What do you have to take into consideration for communication to be effective?</td>
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<td>2. How can communication vary by role or situation?</td>
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<td>Based on your answers to 1 and 2, how would you describe or define what professional communication is?</td>
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Lesson Plan: Trait 2

Knows when and how to use email, the internet and other computer applications to communicate. Knows when and how to use digital media in the workplace. Knows when and how to use social media in the workplace.

Total Lesson Time: 30–60 minutes

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*You can stop the video at the Time to Practice screen image if you are not using the included activity prompt from the video and wish to use your own activity. |
| 25 mins| **Think, Pair, Share** [Slide 12] | **Note**: This activity is included in the video prompt. If you choose your own activity, stop the video when you see the Time to Practice image on screen, and swap out Slide 12 for one of your own.  
Everybody has a horror story or two about a big mistake they made in electronic (digital) communication. Maybe someone “replied all” to an email when it only should have gone to one person, or maybe the lack of punctuation in a tweet made it totally incomprehensible.  
Ask students to take a few minutes to write about a mistake they have made when communicating digitally. Have them find a partner to exchange stories with, and then together brainstorm what would have turned the bad communication into good communication.  
As a class, discuss strategies everyone can use to reduce the likelihood of digital communication errors. Encourage students to think creatively. You can post the ideas to have up in class or on a discussion board as reminders. |
### New World of Work

21st Century Employability Skills – High School & Opportunity Youth Lesson Plan

<table>
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| 25 mins | **“In Real Life” Video and List** [Slide 13] | **Note:** This is an additional activity included for this trait to allow students further practice/exploration.  
Have the class watch the video: Social Media in Real Life  
Ask students get into small groups and come up with a two-column list of the major differences between in-person and social media communication in various scenarios (at work, in school, with friends, family, etc.). Then, have them go through the list and mark or “star” the instances when they believe social media can be used to enhance the in-person interactions. |
|      | **Visual and Presentation** [Slide 13] | Have groups create a visual representation of their best “tip” for when social media should be used, when in-person interactions are more effective, or when you need to use a blend of both. Groups will share their visuals with the class as a preparation for the discussion of communication do’s and don’ts at work in the next lesson section. |
**Lesson Plan: Trait 3**

**Knows common social rules for interacting with others at work. Knows how to choose words with care. Uses nonverbal methods to make meaning clear. Writes with correct spelling and grammar.**

**Total Lesson Time: 30–60 minutes**

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*You can stop the video at the Time to Practice screen image if you are not using the included activity prompt from the video and wish to use your own activity. |
| 20 mins | Group Discussion [Slide 16] | **Note:** This activity is included in the video prompt. If you choose your own activity, stop the video when you see the Time to Practice image on screen, and swap out Slide 16 for one of your own.  
Provide students the prompt: Think about all the work related activities—including internships, summer jobs, and volunteering – you’ve had in your life. What kinds of communication behavior made those interactions more successful, and what kinds of behavior led to less positive results?  
Then ask students to make two lists: one of behaviors to strive for, and one of behaviors to avoid. When they are finished, they should share their lists with the group so that others can hear their ideas. Have them create a master list as a class of do’s and don’ts. |
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<td>20 mins</td>
<td>Multiple Ways to Communicate [Slide 17]</td>
<td><strong>Note:</strong> This is an additional activity included for this trait to allow students further practice/exploration.</td>
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<td>Have students watch the <a href="#">video</a> on the deaf-owned restaurant Mozzeria.</td>
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<td>Remind students that speaking is not the only way to communicate. There are multiple ways to communicate, including sign language, writing/symbols, and nonverbal communication.</td>
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<td>Then, engage the class in a charades activity. Students can participate as individuals or in pairs. Supply the student, or pair, with slips of paper that indicate a scenario and an emotion they must convey, all without the use of words or sounds. The class will need to guess what the scene is trying to convey and what emotions. To make it more competitive, you can split the class into two groups that race against one another to guess what is being acted out.</td>
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<td>Use the &quot;Let's Face It&quot; cards for ideas: <a href="#">web.uvic.ca/~letsface/letsfaceit/sites/default/files/Charades.pdf</a></td>
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<tr>
<td>3–5 mins</td>
<td>Journaling [Slide 18]</td>
<td><strong>Note:</strong> This is a final activity that can be done after the Group Discussion (Slide 16) or Multiple Ways to Communicate (Slide 17).</td>
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<td>Ask students to journal (this can be done in class or online) on why communication is so important both in personal interactions and professional settings. Ask students to reflect on any aspects of communication where they feel uncomfortable, or feel they need practice including verbal, nonverbal, and/ or written communication.</td>
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Lesson Plan: Trait 4

Is a good listener. Asks questions and repeats back what was heard to make sure everyone understands.

Total Lesson Time: 30–60 minutes

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<tr>
<th>Time</th>
<th>Activity [with PPT Slides]</th>
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*You can stop the video at the Time to Practice screen image if you are not using the included activity prompt from the video and wish to use your own activity.

| 15–20 mins | Think, Pair, Share [Slide 21] | Note: This activity is included in the video prompt. If you choose your own activity, stop the video when you see the Time to Practice image on screen, and swap out Slide 21 for one of your own. Provide students with the following prompt: Think of the best day you’ve had in the last year. Now, find a partner you can swap stories with. As you are listening, make sure you ask questions to get the details of your partner’s story. Then, tell the story back to your partner and see how close you got! Switch. Time permitting, you can share each other’s stories with the whole class. |

<p>| 15–20 mins | Lessons in Listening Video and Activity [Slide 22] | Note: This is an additional activity included for this trait to allow students further practice/exploration. Have students watch this funny video on the importance of listening — &quot;[Who’s On First?]&quot; The Sequel (w/ Jimmy Fallon, Billy Crystal &amp; Jerry Seinfeld). They then need to form groups of three or four and discuss what the people in the skit could have done differently, earlier on, in order to ensure everyone understood the situation. Ask each group to recreate the skit in a way that shares with the class their “strategy” for the questions, answers, and summaries that can help make sure everyone understands what is being communicated. |</p>
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<tr>
<td>10 mins</td>
<td>Reflection</td>
<td><strong>Note:</strong> This is a final activity that can be done after the Think, Pair, Share (Slide 21) or Lessons in Listening Video and Activity (Slide 22).</td>
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<td>[Slide 23]</td>
<td>As a class, create a list of your top 10 strategies for being a good listener. Post them in the room so you can refer to them throughout the class.</td>
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ONGOING PROJECT: Spotlight on Service

The purpose of the Spotlight on Service is to provide students with an experiential learning opportunity to relate the skill of Communication to the larger concept of service with a focus on school, community, and/or larger social engagement. The Spotlight on Service could also be used to meet a community service graduation requirement.

The 100 Interaction Challenge provides students with the opportunity to use their communication skills to meet and engage with people in their community that they don’t already know. In education and the workforce we are often placed in situations where we need to be able to meet and interact with complete strangers. This project was designed to mirror that real-life scenario. It also creates an opportunity to be of service by listening and showing empathy to others in your community: creating a space for others to tell their stories and be heard.

100 Interaction Challenge

1. As a class, watch this video on The 100 Interaction Challenge.
2. Using 3 of the 4 traits of communication (digital communication is not allowed), challenge students to approach and speak, at least briefly or longer, to 5 complete strangers. If needed, remind students of safe scenarios for speaking with people they do not know.
3. Have them record in writing what they talked about, how it made them feel, and what the result of the interaction was. This summary can be about 2–3 sentences for each conversation.
4. After every stranger, if possible, students should create a 1–2 minute video using a cell phone or computer to talk about the traits of communication they used and how this affected their approach to strangers.
5. When the Challenge is ending, students should create a final reflection video that demonstrates what they gained overall through the experience. This video should be about 5–10 minutes in length. Videos should answer the following questions in creative ways:
   a. How has your approach to communication changed as a result of this project?
   b. Is there a particular trait of communication that stood out to you during this project?
   c. Do you feel that your confidence as a communicator has grown as a result of this experience?
   d. What lessons did you learn in the process?
6. Students can post their final videos to a classroom website or portal. Ask class members to comment on at least 2 of their classmate’s videos. This can also be done through in-class viewings of the videos if online portals are not available.
7. Finally, have an in-class discussion to reflect on: How would the use of digital communication change this experiment?
CLASS CLOSURE: Badging Activity

Digital badges to showcase student skills online.

Once students have gone through all four traits of COMMUNICATION, have them navigate to the “Learner Badge” section of the New World of Work website: www.newworldofwork.org/badges. Students will click on the “Communication” badge icon to launch a webpage that contains an overview of the trait and instructions for the badging assessment. Or, students can go directly to the badging assessment here: badges.newworldofwork.org/quiz/communication.

As they take the assessment, students have the option to watch the videos again as review or go directly to the multiple-choice questions. A passing score on the multiple-choice questions will allow students to earn the badge.

If students pass, they will receive an email from Badgr that details how they can claim their badge to share and post online for all the world (and potential employers) to see! If a student does not pass, they will be prompted to retry.

If you haven’t already discussed digital badging as a class, share with students what a digital badge is and how it can be useful to them:

1. A digital badge is an online representation of accomplishment such as the completion of a project or training, mastery of a skill, or accumulation of experience.
2. They are issued by schools, universities, and community and professional organizations.
3. The earner can openly display their digital badges across social media sites, on their LinkedIn profile or as part of an online portfolio, blog, and/or résumé.
4. The badge acts as a bridge from education and life experiences into the world of work where employers can view the badge as a verification, or e-credential, indicating desired qualities and skills.

For more information on digital badges, students can read this article on Medium!