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Chapter 4 of Exploring the 6 Cs (21st Century Learning)

COMMUNICATION D/E

SOCIAL-EMOTIONAL LEARNING (SEL)

SECTION D. Videos

SECTION E. Consolidation and Review

version: v2022-07-24

START HERE

👋 Need a hand? Email me! Mike@educircles.org

INSTRUCTIONS:

STEP 1: Open the slideshow lesson.

- Section D: Videos
[Google Slides](#) or [Microsoft PowerPoint](#)
- Section E: Consolidation
[Google Slides](#) or [Microsoft PowerPoint](#)

STEP 2: Print this PDF file.

- It has the handouts and lesson plan.

WHAT'S IN THIS PDF:

- This title page and links to specific files (File Table of Contents)
- Review Questions - Lessons D1, D2, D3a, D3b, D3c, D3d
- Handouts - Vocabulary Builder, Self Evaluation, Chapter Review
- Answers - Chapter Review
- Lesson Plan
- About Educircles, License, Copyright, Sources, Changelog

WHAT'S NOT IN THIS PDF:

- Slideshow (use the links at the top of this page.)
- Digital Handouts (use the Easel by TpT link on the next page.)

Want to download
or edit a **specific** file?

Click the links on
the **next** page!

Instructions

What's in this
PDF

What's NOT
in this PDF

6Cs Communication D/E - START HERE - Page 1 of 11

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Print this PDF

(it has all of the handouts)

File Table of Contents

BIG PICTURE

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plans - Section D/E <ul style="list-style-type: none">Detailed script with slide thumbnails.Slide Number Comparison Chart	PDF	one-click copy
Lesson	Slideshow - Section D (slides 171-233)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
	Slideshow - Section E (slides 234-256)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Digital Handouts	Section D/E: Video + Consolidation Note: <ul style="list-style-type: none">TpT currently only allows one Easel file to be attached to a product.All of the handouts are in this single file.Delete the pages you don't need before assigning your file to students.Use the one-click copy link multiple times to create different versions of handouts.	Easel by TpT	one-click copy

PDF

Google Slides

Powerpoint

Easel by TpT

(1) If the fonts look messed up in Microsoft Word or Powerpoint, please [watch this video](#).
If you can't edit the Word or Powerpoint file, it's because you're in protected mode. [Read this](#).



Links to files

NOTE: Duplicate Slide ALERT!

The same slide has been copied into three separate files.

The **Slide Number Comparison Chart** in the Lesson Plan for **each Section** will tell you which slides match up.

For example, the following slide is



- Slide 188 in **Slideshow - ALL**
- Slide 18 in **Slideshow - Section D**
- Slide 1 in **Slideshow - Lesson D2**

The Lesson Plan will show a thumbnail of the slide and use the slide number from the main slideshow **Slideshow - ALL**.

Different files are used if you teach in class or online.

- Are you teaching in class?
 - Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section D** (from the product) or **Slideshow - Section E** (from the product) and project to the class.
- Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?
 - Attach **Slideshow - Lesson D1, D2, D3, C1, and C2** in your assignments.

SECTION D Videos

Slide Number Comparison Chart

Are you teaching in class?

- Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section D** (from the product) and project to the class.

Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?

- Attach **Slideshow - Lesson D1, D2, and D3** to your assignments.

Lesson D1	Slideshow	Section	Lesson
LESSON D1 - 30 min (video Part 1 (slides 171-187))	171-232	1-82	1-82
LESSON D1 - 30 min (video Part 2 (slides 171-187))	171-187	1-17	1-17
Minds on - What are the different parts of communications (slide 171-172) - 5 min	171-172	1-3	1-3
Video 1: What is a radio? A radio is a communication device (slide 173-174) - 30 min	174-176	4-6	4-6
Video 2: How does a radio work? (slide 175-176) - 15 min	177-179	7-9	7-9
Scenario A (slide 180-181) - 5 min	180-181	10-11	10-11
Scenario B (slide 182-183) - 5 min	182-187	12-17	12-17

Lesson D2	Slideshow	Section	Lesson
LESSON D2 - 30 min (video Part 1 (slides 188-199))	188-210	18-30	18-30
LESSON D2 - 30 min (video Part 2 (slides 188-199))	188-199	18-19	18-19
Video 3: How does a radio work? (slide 190-199) - 20 min	190-200	20-30	20-30
Video 4: How does a radio work? (slide 190-199) - 20 min	190-191	20-21	2-4
Scenario A (slide 192-193) - 5 min	190-198	22-26	5-9
Scenario B (slide 197-200) - 5 min	197-201	27-31	10-14
Scenario C (slide 202-203) - 5 min	202-206	32-36	15-19
Scenario D (slide 204-205) - 5 min	207-210	37-40	20-23

The slide number comparison chart is at the start of each section in the following lesson plans

Lesson Plan - ALL
(from the bundle)

Lesson Plan - Section D
Lesson Plan - Section E
(from the product)

It is **NOT** in individual lesson plans

(i.e. **Lesson Plan - Lesson D1**)

Use this to
teach in class

Slideshow
from bundle

Slideshow
from product

Individual lesson
slideshow

Assign this in
Google
Classroom



Duplicate Slide Alert

LESSON D1 - Communication - Video #1, #2 (slides 171-187) - 50 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - D1	PDF	one-click copy
Lesson	Slideshow - Lesson D1 (slides 171-187)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Review questions	Review - Lesson D1	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	Use link on page 2

LESSON D2 - Communication - Video #3, #4 (slides 188-216) - 55 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - D2	PDF	one-click copy
Lesson	Slideshow - Lesson D2 (slides 188-216)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Review questions	Review - Lesson D2	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	Use link on page 2

Lesson
D1

Lesson
D2

Google Docs

Word



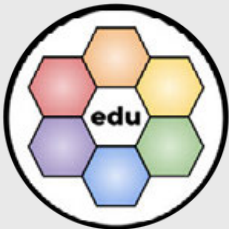
Links to files

LESSON D3 - Communication - Video #5, #6, #7, #8 (slides 217-233) - 60 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - D3	PDF	one-click copy
Lesson	Slideshow - Lesson D3 (slides 217-233)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Review questions	Review - Lesson D3a (Video #5 Wrong Flower)	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	Use link on page 2
	Review - Lesson D3b (Video #6 Golf)	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	Use link on page 2
	Review - Lesson D3c (Video #7 Eels)	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	Use link on page 2
	Review - Lesson D3d (Video #8 Live Theater POV)	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	Use link on page 2

Lesson
D3

files are
organized
by lesson



Links to files

LESSON E1 - Vocabulary Builder (slides 234-256) - 40 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - E1	PDF	one-click copy
Lesson	Slideshow - Lesson E1 (slides 234-256)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Handout	Vocabulary Builder	PDF	one-click copy
		Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	Use link on page 2

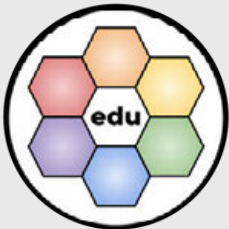
Lesson
E1

LESSON E2 - Self Evaluation / Review (slides 251-256) - 40 MIN

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan - E2	PDF	one-click copy
Lesson	Slideshow - Lesson E2 (slides 251-256)	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Handout	Self Evaluation	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	Use link on page 2
	Chapter Review	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
		Online Version: Easel by TpT	Use link on page 2
Answers	Answers - Chapter Review	PDF	one-click copy

Lesson
E2

files are
organized
by lesson



Links to files

Name _____ Class _____ Date _____

COMMUNICATION



Lesson D1: Video

Video #1 *How communication works* <https://youtu.be/3AYdHzUVmZY>

1. What are the 4 key parts of the communication process and explain what they do.

- a. _____
- b. _____
- c. _____
- d. _____

2. Fill out the table with examples of how communication can break down at each step.

	Describe a communication game we've played or a real-life scenario where communication broke down	How did communication break down in your example?
Step 1		
Step 2		
Step 3		
Step 4		

Lesson D1

page 1

Video #1:
How
communication
works



Review

Video #2 *Back to the Future* video clip <https://youtu.be/fLvd7IAU35o>

Watch the conversation between Biff (the boss), George McFly (dad) and Marty McFly (son).

3. What does George want (or not want) in this video clip?

4. Give an example of where George tries to be assertive.

5. Why is this considered assertive behaviour (even though it doesn't work)?

6. Give an example of where George is passive.

7. Why is this considered passive behaviour?

Lesson D1

page 2

Video #2:
Back to the Future
clip



Review

Name _____ Class _____ Date _____

COMMUNICATION



Lesson D2: Video (continued)

Video #3 *Jimmy Kimmel Explains Passive Aggressive Texts* <https://youtu.be/07TinrpKG6o>

1. What is passive-aggressive behaviour?

Use the criteria from your answer above to think about the following text messages

2. Is this passive-aggressive communication? Why or why not?

Person A: Can I bring Dave to dinner tonight?

Person B: Sure!

3. Is this passive-aggressive communication? Why or why not?

Person A: Can you pick up some milk on the way home?

Person B: Ha.

Lesson D2

page 1

Video #3: Passive Aggressive Texts



Review

Video #4 Office Space - Did You Get the Memo? <https://youtu.be/jsLUidiYm0w>

Aggressive behaviour is when you tell the other person what you want. There's no compromise because you're right and your needs come first. Your point of view isn't as valid as mine.

Assertive communication is when you tell the other person what you want and you're willing to compromise as long as it doesn't cross your limits or boundaries. Your needs come first but you're willing to consider other points of view through courageous direct confrontation.

4. Peter is the character sitting at his desk. Is he assertive or aggressive? Explain your answer.

5. Dom is the boss at the end of the clip. Is he assertive or aggressive? Explain your thinking.

6. What are 4 strategies mentioned in the slideshow that could help us communicate more assertively in hard conversations?

- a.

- b.

- c.

- d.

7. Which strategy do you think Peter should try next. Explain why.

Lesson D2

page 2

Video #4:
Did you get
the memo?



Review

Name _____ Class _____ Date _____

COMMUNICATION



Lesson D3: Video (continued)

Video #5 HSBC Ad: Wrong Flower <https://youtu.be/8irbu0ICWjk>

1. What message did the man want to send?

2. How did he encode that message? (What action did he do to send that message)

3. What prior knowledge or cultural experiences do you think he probably has that makes him think this was a good way to send the message? (What was his point of view?)

4. What did the old woman see?

5. How did she decode (interpret) that message?

Lesson
D3 (a)

page 1

Video #5:
Wrong Flower



Review

6. What prior knowledge or cultural experiences do you think she probably has that makes her think this was the message? (What was her point of view?)

7. What could the man have done differently to make sure his message was received the way he intended? (Note: He doesn't know what he doesn't know. He doesn't know the other person has a different point of view.)

8. What could the old woman have done differently to make sure the message she interpreted was the message that was sent? (Note: She doesn't know what she doesn't know. She doesn't know the other person has a different point of view.)

9. Think of a time you tried to tell someone something but they misunderstood. What could you have done differently to make sure the message was received correctly?

Lesson D3 (a)

page 2

Video #5: Wrong Flower



Review

Name _____ Class _____ Date _____

COMMUNICATION



Lesson D3: Video (continued)

Video #6 HSBC Ad: Golf <https://youtu.be/GHuO6gmiSgg>

1. What action did the man from America do that sent a message to his golf partners?

2. How did the man from America decode that message? (How did he interpret that action?)

3. What prior knowledge or cultural experiences do you think he probably has that makes him think this was what the action meant? (What was his point of view?)

4. What did the 3 men from Japan see?

5. How did they decode (interpret) that action?

Lesson
D3 (b)

page 1

Video #6:
Golf



Review

6. What prior knowledge or cultural experiences do you think they probably have that makes them think this was the message? (What was their point of view?)

7. What could the man from America have done differently (especially the second time) to make sure his action didn't carry any message other than the way he was used to? (Note: He does know about the differences in their points of view.)

8. What could the men from Japan have done differently to make sure the way they interpreted the action was the same as the man from America would interpret it? (Note: They don't know what they don't know. They don't realize he has a different point of view.)

9. Think of a time when you did something and your action was interpreted differently from how you would intended it. What could you have done differently to make sure the message was received the same way?

Lesson D3 (b)

page 2

Video #6: Golf



Review

Name _____ Class _____ Date _____

COMMUNICATION



Lesson D3: Video (continued)

Video #7 HSBC Ad: Eels https://youtu.be/6_WAmt3cMdk

1. What message did the man from England want to send?

2. How did he encode that message? (What action did he do to send that message)

3. What prior knowledge or cultural experiences do you think he probably has that makes him think this was a good way to send the message? (What was his point of view?)

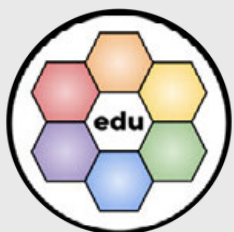
4. What did the men from China at the table see?

5. How did they decode (interpret) that action?

Lesson
D3 (c)

page 1

Video #7:
Eels



Review

6. What prior knowledge or cultural experiences do you think they probably have that makes them think this was the message? (What was their point of view?)

7. What could the man from America have done differently (especially the second time) to make sure his action didn't carry any message other than the way he intended? (Do you think he realizes there are different points of view?)

8. What could the men from China have done differently to make sure the message they interpreted was the message the man from America actually intended? (Do you think they realize they have different points of view?)

9. Think of a time when you did something and the response from the other person was different from what you expected. What could you do to clarify the misunderstanding?

Lesson D3 (c)

page 2

Video #7: Eels



Review

Name _____ Class _____ Date _____

COMMUNICATION



Lesson D3: Video (continued)

Video #8 HSBC Ad: Your Point of View <https://youtu.be/Pn8oEn0WHnY>

1. What is HSBC?

2. What message did HSBC want to send?

3. How did they encode their message? (What action did they do?)

4. Who was the receiver of this message?

5. How did some of them decode (interpret) the message?

Lesson
D3 (d)

page 1

Video #8
Your Point of View



Review

6. What action (feedback) did they send HSBC?

7. How can we understand and respect many different local, national, global perspectives?

Give two strategies and explain how they might help:

a.

b.

Think of a time when you did something and the response from the other person was not what you expected because they grew up in a different part of the city, country, or world.

8. Describe the situation. What were the different points of view?

9. In that situation, what could both sides do to better understand the other point of view?

10. What might need to happen for both sides to think the other person's point of view was equal or better than their own point of view?

Lesson D3 (d)

page 2

Video #8 Your Point of View



Review

Name: _____ Class: _____ Date: _____

MY DEFINITION (MOST IMPORTANT, ESSENTIAL CHARACTERISTICS)	CHARACTERISTICS / FACTS
EXAMPLES	NON EXAMPLES

COMMUNICATION



Vocabulary Builder

Name _____ Class _____ Date _____

COMMUNICATION SELF EVALUATION



Read each statement and circle the answer that best describes you *right now*.

1. Do you **EXPRESS IDEAS** (send messages) in different ways with different people using different strategies, including in virtual spaces?

Excellent	Good	Satisfactory	Needs Improvement
-----------	------	--------------	-------------------

What makes you say that? Give an example.

How do you feel you could improve in this area?

2. Do you **ASK questions** and **LISTEN actively** (receive / decode messages) to understand what is being communicated? Do you **LOOK for FEEDBACK** when you communicate?

Excellent	Good	Satisfactory	Needs Improvement
-----------	------	--------------	-------------------

What makes you say that? Give an example.

How do you feel you could improve in this area?

3. Can you **CLEARLY EXPRESS** yourself, verbally, in writing, and using different technology?

Excellent	Good	Satisfactory	Needs Improvement
-----------	------	--------------	-------------------

What makes you say that? Give an example.

How do you feel you could improve in this area?

4. Can you **UNDERSTAND** and **RESPECT** different local, national, and global perspectives?

Excellent	Good	Satisfactory	Needs Improvement
-----------	------	--------------	-------------------

What makes you say that? Give an example.

How do you feel you could improve in this area?

6Cs Communication D/E - Handout - Self Evaluation

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Adapted from draft descriptions of transferable skills in modernizing Ontario Report Cards as reported in the Toronto Star and used under Fair Use (education, and student research)

<https://www.thestar.com/news/queenspark/2017/09/06/report-card-curriculum-changes-on-the-way-in-ontario.html>

Give an example

How could you improve?



Name _____ Class _____ Date _____

COMMUNICATION REVIEW



1. What are the 4 basic parts of communication and give an example of how communication could break down at one of those parts? _____

2. What is a **non** example of communication and explain why this is **not** communication. _____

3. What is a tough conversation? _____

4. Explain 4 different communication styles and how they are similar and different from each other. _____

page 1



Chapter Review

5. Give 2 examples of different assertive strategies that you could try to use during a tough conversation and briefly explain the strategy.

6. Give an example from one of the videos we watched where two people might interpret a message differently because of their different global / cultural perspectives. What strategy could they have done to help clear up the misunderstanding?

page 2



Chapter Review



ANSWERS - CHAPTER REVIEW

NOTE: I came up with these answers based on my lived experiences and professional experiences as a Grade 8 Teacher in Ottawa, Canada. Like all answer keys, this document contains bias. Teaching resources and discussion guides normalize power inequities, single stories, and social norms.

I create content. I'm part of a system that needs a little help to amplify stories and perspectives that we don't often hear. I have unconscious bias. I don't know what I don't know. If you think an answer is missing, incorrect, or incomplete, please email Mike@educircles.org so I can update this document to include other perspectives, lived experiences, and teaching experiences. (If you like this note, you'll love [Who is Invisible](#).)

1. What are the 4 basic parts of communication and give an example of how communication could break down at one of those parts?

PRELIMINARY do not print

[Redacted answer area]

Chapter
Review

page 1



Answers

2. What is a **non** example of communication and explain why this is **not** communication.

- [redacted]
- [redacted]
- [redacted]

3. What is a tough conversation?

- [redacted]

4. Explain 4 different communication styles in tough conversations and how they are similar and different from each other.

- [redacted]
- [redacted]
- [redacted]
- [redacted]

5. Give 2 examples of different assertive strategies that you could try to use during a tough conversation and briefly explain the strategy.

- [redacted]
- [redacted]
- [redacted]

6Cs Communication D/E - Answers - Chapter Review

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Chapter Review

page 2



6. Give an example from one of the videos we watched where two people might interpret a message differently because of their different global / cultural perspectives. What strategy could they have done to help clear up the misunderstanding?

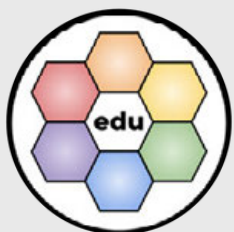
6Cs Communication D/E - Answers - Chapter Review

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Chapter Review

page 3



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Answers



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Chapter 4 of Exploring the 6 Cs (21st Century Learning)

COMMUNICATION CHAPTER

SOCIAL-EMOTIONAL LEARNING (SEL)

SECTION A. Communication Activities

SECTION B. Metaphors and Memes

SECTION C. Assertive Communication

SECTION D. Videos

SECTION E. Consolidation and Review

version: v2022-07-18

LESSON PLANS

Part 2. Watch

SECTION D Videos

8. [COMMUNICATION - LESSON D1 - 50 min](#)
9. [COMMUNICATION - LESSON D2: 55 min](#)
10. [COMMUNICATION - LESSON D3: 60 min](#)

Part 3. Understand

SECTION E Vocabulary / Review

11. [COMMUNICATION - LESSON E1: 40 min](#)
12. [COMMUNICATION - LESSON E2 - 40 min](#)

6Cs Communication - Lesson Plans - Page 1 of 98

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Lesson Plans

Page 1

SECTION D Videos

Slide Number Comparison Chart

Are you teaching in class?

- Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section D** (from the product) and project to the class.

Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?

- Attach **Slideshow - Lesson D1**, **D2** and **D3** to your assignments.

Lesson D1

	Slideshow		
	ALL	Section D	Lesson D1
SECTION D Videos (Slides 171-233)	171-233	1-63	1-63
LESSON D1 - 50 minVideos Part 1 (slides 171 - 187)	171 - 187	1-17	1-17
Minds on - What are the different parts of communications (slide 171-173) - 5 min	171-173	1	1-3
Watch video - Identify 4 parts of communication (slide 174-176) - 10 min	174-176	4-6	3
How could communication break down (slide 177 - 179) - 10 min	177 - 179	7-9	4-6
Review (slides 180-181) - 5 min	180-181	10-11	10-11
Video 2 Back to the Future (slide 182-187) - 20 min	182-187	12-17	12-17

Lesson D2

	Slideshow		
	ALL	Section D	Lesson D2
LESSON D2. 55 minVideos Part 2 (slides 188 - 216)	188 - 216	18-46	1-29
Video 3 Passive Aggression (slide 188-189) 15 min	188-189	18-19	1-2
Video 4 Office Space (slide 190 - 206) 20 min	190 - 206	20-36	3-19
Watch the video / discussion (slide 190-191)- 5 min	190-191	20-21	3-4
Scenario A (slide 192-196) - 5 min	192-196	22-26	5-9
Scenario B (slide 197-201) - 5 min	197-201	27-31	10-14
Scenario C (slide 202-206) - 5 min	202-206	32-36	15-19
Strategies when life is hard (slide 207 - 216) - 10 min	207 - 216	37-46	20-29

Pages 2-65
are in a different
product

Use this to
teach in class

Slideshow
from bundle

Slideshow
from product

Individual lesson
slideshow

Assign this in
Google
Classroom

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Lesson D3

LESSON D3: 60 minVideos Part 3 (slides 217 - 233)
Background (slides 217-218)
Video 5 Wrong Flower (slides 219 - 222) 15 min
Video 6 Golf (slide 223 - 226) 15 min
Video 7 Eels (slide 227 - 230) 15 min
Video 8 Live Theatre POV(slide 231 - 233) 15 min

Slideshow		
ALL	Section D	Lesson D3
217 - 233	47-63	1-17
217-218	47-48	1-2
219 - 222	49-52	3-6
223 - 226	53-56	7-10
227 - 230	57-60	11-14
231 - 233	61-63	15-17

Use this to
teach in class

Slideshow
from bundle

Slideshow
from product

Individual lesson
slideshow

Assign this in
Google
Classroom

Page 67

PREVIEW
do not print

Pages 2-65
are in a different
product

Lessons

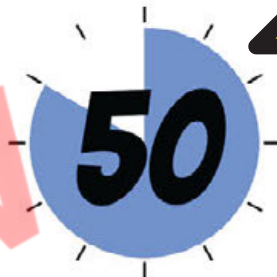




COMMUNICATION - LESSON D1 - 50 min
Videos Part 1 (slides 171 - 187)

OVERVIEW

- Video 1 How we communicate (slide 171 - 175) 25 min
 - Minds on - What are the different parts of communications (slide 171-173) - 5 min
 - Watch video - identify 4 parts of communication (slide 174-176) - 10 min
 - How could communication break down (slide 177 - 179) - 10 min
- Review (slides 180-181) - 5 min
- Video 2 Back to the Future (slide 182-187) - 20 min



MATERIALS

- Slideshow (Slideshow ALL, Slideshow - Section D, or Slideshow - Lesson D1)
- Class set of lesson review questions (Review - Lesson D1)
- Video #1 How communication works <https://youtu.be/3AYdHzUVmZY>
- Video #2 Back to the Future video clip <https://youtu.be/FLvd7IAU35o>

Minds on - What are the different parts of communications (slide 171-173) - 5 min

171		Part 2. Watch Videos The goal of this part is to look at a few video examples of communication to get a better sense of what communication is / how we communicate in tough conversations...
172		Video #1 What are the Different Parts of Communication (Express meaning in multiple ways, ask questions / listen actively; clearly express yourself; verbal, written, media / digital communication)
173		Activity Overview: <ul style="list-style-type: none">• Brainstorm different parts / components in communication.• Watch a video that identify components of communication - this helps us to understand where communication breaks down (and helps us to come up with strategies to communicate more clearly by analyzing the different parts of communication)

Timing




Materials

Video
1



	<p>Preparation:</p> <ul style="list-style-type: none"> Set up projector / sound to show YouTube video in class. <p>Learning Objective:</p> <ul style="list-style-type: none"> Can you express meaning in multiple ways / contexts? Can you ask questions and listen actively to understand what is being communicated? Can you clearly express yourself? <p>Minds on: What are the different parts of communication?</p> <ul style="list-style-type: none"> Students will probably be thinking about assertive strategies and communication styles (because that's what we just did in class.) Ask students to take a step back and think about communication in general. In easy conversations, or tough conversations. Possible Teacher Prompts: <ul style="list-style-type: none"> What do you need for communication to happen? If I stand in an empty room and talk to myself, is that communication? Why or why not?
--	--

Watch video - identify 4 parts of communication (slide 174-176) - 10 min

<p>174</p>  <p>175</p>  <p>176</p> 	<p>There are 4 key parts of communication:</p> <ul style="list-style-type: none"> A sender... <ul style="list-style-type: none"> that encodes a message A message... <ul style="list-style-type: none"> that could be verbal (talking) that could be written (writing) that could be visual (non-verbal) that could be digital (technology) A receiver... <ul style="list-style-type: none"> that decodes the message Feedback... <ul style="list-style-type: none"> that the receiver sends back to the sender to give them an idea of whether the message was received / and how well it was received...
--	---

4 key parts of communication



Communication break down

How could communication break down (slide 177 - 179) - 10 min

177

178

179

How could communication break down at the sender... at the receiver... in the message... in the feedback...

Teacher Prompt: Think about some of the activities we did...

- Where did communication break down in those activities? (What part of communication was broken)
- What strategies could we use to improve communication?

Big Idea:

- Communication doesn't just mean simply **sending a message**.
- It also means **making** sure the message was **received** properly in the way you intended. (The sender of the message needs to **check for feedback** from the receiver)

Communication can break down if:

- If the sender or receiver doesn't have the same prior knowledge / cultural knowledge / language** to encode / decode the message.
- Feedback is limited** (because you could only answer yes or no, or you can only use verbal / non-verbal / visual messages...)
- If the sender is shy**, they may have difficulty encoding the message (acting in front of classmates)
- The message is unclear** (too small, not enough detail)
- There is no feedback** so the sender doesn't know if the message was received properly.
- The message did not make it to the receiver** - maybe they didn't open the text.

Review (slides 180-181) - 5 min

180

181

Minds on!

Review the 4 styles of communication

- Assertive
- Aggressive
- Passive-Aggressive
- Passive



Video 2 Back to the Future (slide 182-187) - 20 min

182

COMMUNICATION
VIDEO #2
JUST WATCH THE VIDEO
BACK TO THE FUTURE: BIFF

183

COMMUNICATION
VIDEO #2
WATCH THE VIDEO
What does each person want?
Do they set up personal boundaries?
In the end, do they get what they want?

What does each person want?

Biff:

- You loaned me your car, without telling me there was a blind spot - wants to blame George for the car accident.
- Wants George's insurance to pay for the damage
- Wants someone else to pay for his cleaning bill
- Wants the reports done early so he can type them

George McFly:

- Didn't want to finish reports yet (since they're not due til...)
- Wants Biff's insurance to pay for the damage
- Hmm. Might want Biff to get fired... (paused when Biff asks him)
- Doesn't want to confront Biff

Marty McFly

- Wanted the car to not be wrecked and dad to stand up for himself.

Do they set up personal boundaries?

Biff

- Aggressive: not accepting blame for the car accident.
- Makes sure that George says he doesn't want Biff fired
- Makes sure that he doesn't have to do his reports.

George

- He tries but Biff is too aggressive for George at this point in the movie. (He kind of asks that Biff's insurance cover the accident)
- No, he lets Biff walk all over him.

Marty

- Yes, doesn't back down when Biff says "what are you looking at"

In the end, do they get what they want?

Biff

- Yes, doesn't accept responsibility for the car accident
- Makes sure George does his report, but doesn't come too early

George

- No, his insurance will have to cover the accident
- He has to do Biff's reports (sooner than he wanted to)





Marty

- Yes... doesn't back down to Biff
- No... wants dad to stand up for himself.

What does each person want?

Video
2



<p>184</p>  <p>185</p> 	<p>Biff is aggressive:</p> <ul style="list-style-type: none"> Doesn't accepting blame for the car accident. Uses harsh language and put downs to George Invades George's physical space - grabs tie, knocks him on the head...
<p>186</p>  <p>187</p> 	<p>George tries to be a little assertive when...</p> <ul style="list-style-type: none"> He asks Biff, "Can I assume that your insurance is going to pay for the damage?" <ul style="list-style-type: none"> He wants Biff to pay for the accident, and tries to ask in a round about way. He tells Biff, "I haven't finished those reports yet, since I figured they weren't due until ..." This is assertive, because he's trying to ask for what he wants... but it doesn't work, and he doesn't stand up to Biff... <p>George was not aggressive.</p> <ul style="list-style-type: none"> He doesn't use angry language or body language to protect his boundaries and stand up to Biff... <p>George was passive-aggressive when...</p> <ul style="list-style-type: none"> He pauses and doesn't respond when Biff asks, "You wouldn't want me to get fired, would you?" This is passive-aggressive because George avoids direct confrontation, but kind of shows with his body language that he's unhappy <p>George was passive when...</p> <ul style="list-style-type: none"> Smiles and laughs along as Biff knocks him on the head. Agrees, "yeah", when Biff says he has to get them typed... I'll finish up those reports tonight, and I'll run them on over to you first thing tomorrow... This is passive because George doesn't want to confront Biff and just smiles and goes along with things... <p>George could be more assertive if...</p> <ul style="list-style-type: none"> His posture was stronger and he maintained eye contact at Biff He tells Biff that it was his accident and his insurance should pay for it...
<p>OPTIONAL:</p>	<p>Students can do the review handout (Review - Lesson D1)</p>

Discussion points



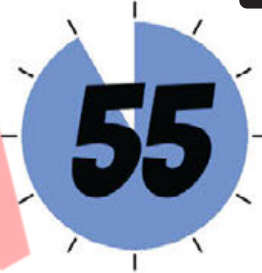


COMMUNICATION - LESSON D2: 55 min

Videos Part 2 (slides 188 - 216)

OVERVIEW



- Video 3 Passive Aggression (slide 188-189) 15 min
- Video 4 Office Space (slide 190 - 206) 20 min
 - Watch the video / discussion - 5 min
 - Scenario A - 5 min
 - Scenario B - 5 min
 - Scenario C - 5 min
- Strategies when life is hard (slide 207 - 216) 15 min



MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section D**, or **Slideshow - Lesson D2**)
- Class set of lesson review questions (**Review - Lesson D2**)

Video 3 Passive Aggression (slide 188-189) 15 min

	<p>Passive Aggressive: You want to avoid direct conflict, but you're not happy so there's indirect resistance. Are these passive aggressive?</p> <p>Example 1: Can I bring Dave to dinner tonight? Sure!</p> <ol style="list-style-type: none">1. The other person is excited. This is not a tough conversation2. But this could also be a disagreement if Person B is passive. Person B doesn't want Dave to come, but still says yes! They are not expressing their needs. They want to avoid conflict.
	<p>Example 2: Can I bring Dave to dinner tonight? Sure.</p> <ol style="list-style-type: none">1. This could be the other person says Dave can come to dinner, but they're not happy about it. Person B didn't want Dave to come to dinner, but they didn't explicitly saying anything about it or protect their boundaries, so this seems like passive-aggressive behaviour. They try to show they're unhappy with a period.2. But, this could also be that the other person is excited to have Dave join them for dinner, and this is not a tough conversation. You as the sender might decode the feedback (use of period) and use your prior knowledge to know that Person B always uses periods, unless they're being sarcastic. <p>Example 3: Can you pick up some milk on the way home? of course</p> <ol style="list-style-type: none">1. The person is okay with getting milk. Not a tough conversation.2. But this could also be a disagreement if Person B is passive. Person B doesn't want Dave to come, but still says yes and pretends to be excited! They are not expressing their needs.

Lesson
D2

Video
3



Examples / Analysis

Example 4: Can you pick up some milk on the way home? k

1. This could be the other person will get milk, but they're not happy Person B didn't want to get the milk, but they don't say anything about it to protect their boundaries, but they're being grumpy, so this seems **passive-aggressive**
2. This could also be that the other person is really okay with getting the milk. This is **not a tough conversation**. You as the **sender** might **decode** the **feedback** (single letter K) and use your prior knowledge to know that Person B is always in a rush and says k when it's a non-issue. When they're **upset**, they write long texts.

Example 5: Can you pick up some milk on the way home? Yup.

1. The other person will get the milk, but they're really not happy. Person B didn't want to get the milk, but they didn't say anything about it to protect their boundaries, but they're grumpy, so this seems **passive-aggressive**
2. This could also be that the other person is fine with getting milk. This is **not a tough conversation**. You as the **sender** might **decode** the **feedback** (Yup) and use your prior knowledge to know that they says yup in real life and use proper grammar.

Example 6: Can you pick up some milk on the way home? Yep.



1. Yep is okay, Yep is friendly, Yep is upbeat... Person B is positive. This is **not a tough conversation**.
2. But this could also be a disagreement if Person B is **passive**. Person B doesn't want to get the milk. But they want to avoid conflict, so they pretend to be okay with it. Yep.

Example 7: Can you pick up some milk on the way home? Ha.

1. I know what you said was meant to be funny. It wasn't. Person B didn't want to get milk, but they didn't say anything about it, so this seems **passive-aggressive**.
2. This could also be maybe the start of something **aggressive**? Laughing is kind of odd when you ask someone to do a favour. Maybe they're trying to start a fight?

Video 4 Office Space (slide 190 - 206) 20 min






Watch the video / discussion (slide 190-191)- 5 min

<p>190</p> 	<p>This Office Space is interesting because Peter tries to be assertive and it doesn't work.</p> <p>Just because you communicate well, it doesn't mean things will always go your way. Then what? We'll look at strategies when life is hard.</p>
<p>191</p> 	<p>Although no one gets obviously angry, the other characters in the office act a little aggressive because they're not listening or considering other points of view (without compromising their own boundaries.)</p>

Video 4



Scenario A (slide 192-196) - 5 min






192 	<p>Scenario A. Peter and Bill</p> <p>Peter (sitting down at the desk) is assertive because...</p> <ul style="list-style-type: none">• He's respectful• He's considering Bill's point of view that he needs a cover sheet.• He's trying to maintain limits by acknowledging that he made a mistake, and he understands how to fix it. <p>Bill (Guy with glasses, suspenders) is aggressive because</p> <ul style="list-style-type: none">• He's not listening to Peter• He says, "what's happening" but doesn't wait for a response.• He doesn't listen to Peter when he explains he has the memo - Bill just says he'll get a new memo for him.
193  194 	<p>Bill was aggressive as he did not listen to Peter</p> <ul style="list-style-type: none">• Bill could have been assertive by respecting Peter and hearing what he was saying• Bill would have been more passive aggressive had he just agreed and mumbled about Peter• Bill would have been passive if he just agreed and walked away <p>Bill would have been more assertive if he acknowledged what Peter said</p> <ul style="list-style-type: none">• Bill could have been more passive aggressive if he mumbled under his breath at Peter's reply• Bill could have been more passive if he just said okay and walked away.
195  196 	<p>Peter was assertive with Bill as he stood up for himself in a respectful manner considering Bill's concerns.</p> <p>He was not aggressive as he did not try to steamroller or raise his voice. He could have been more aggressive by standing up and moving into Bill's personal space..</p> <p>He was not passive aggressive as he shared his POV and didn't just mumble or rain cloud the situation.</p> <p>He was not passive as he didn't just apologize and move on.</p> <ul style="list-style-type: none">• He could have been aggressive by yelling saying "back off" when he knew he was not being listened to.• He could have been passive aggressive he would have agreed and complained about his boss after he left.• He could have been passive he would have just said sorry and ended the convo.

Peter
and Bill



Peter and Milton






Scenario B (slide 197-201) - 5 min

197		Scenario 2: Peter and Milton <ul style="list-style-type: none"> Peter wants the music turned down. Milton wants to listen to the music while he works. They're both expressing their point of view, respectfully.
198		Milton is aggressive because... <ul style="list-style-type: none"> he's given his point of view, He's standing up for his boundaries, but he's not considering to see if there's a compromise. He's not really listening / considering the other person's point of view "I'm allowed to listen to music. I know my rights." He's not even considering the possibility of turning it down
199		Milton is not passive-aggressive because he's given his point of view. Milton is not passive , because he didn't just turn the music off. <ul style="list-style-type: none"> Milton could have been more assertive by listening to Peter and acknowledging that though he is following rules, the music could be a distraction. Milton could have been passive aggressive if he turned the radio down and then grumbled and complained about it. Milton could have been passive if he just said okay / turned it off.
200		Peter was assertive with what he hoped for. <ul style="list-style-type: none"> He listened to Milton's perspective and considered his POV He tried to assert his boundaries and tried to get a quiet workspace for himself. Although he didn't get what he hoped for, he chose to pick and choose his battles and decided this small issue wasn't worth fighting over / or realized that he couldn't change Milton's mind.
201		Peter was assertive ... <ul style="list-style-type: none"> He could have been more aggressive if he yelled at Milton or came right into his cubicle Peter could have been passive aggressive by not standing up and addressing Milton but rather just complaining from his seat He could have been passive by not saying anything even though he was unhappy.



Peter and Dom





Scenario C (slide 202-206)- 5 min

202		Scenario 3: Peter and Dom <p>Peter is assertive and tries to explain he has the memo and can fix the problem before the report gets sent out, and he knows what to do now.</p> <p>Dom is aggressive because he's explaining his point of view, but doesn't care at all about Peter's point of view. He just steam rolls over Peter with his perspective (that Peter made a mistake)</p>
203		<p>Dom is aggressive</p> <ul style="list-style-type: none"> • He says hello, but he's not listening for a response from Peter. • He's not listening to Peter when he says that the problem is fixed.
204		<p>Dom could have been more assertive by listening to Peter and considering his point of view</p> <p>Dom could have been passive aggressive by acknowledging Peter and then walk away and mumbling about how employees never get it right.</p> <p>Dom could have been more passive by simply saying okay when Peter responded and walking away.</p>
205		<p>Peter is assertive</p> <ul style="list-style-type: none"> • He speaks in a respectful tone, • He is aware of Dom's point of view and tries to address his concerns: He shows the memo to acknowledge that he has it, and that it will be taken care of...
206		<p>How could Peter have handled this differently... (What does Peter actually want? What's his end game?)</p> <p>If he was more aggressive, would this have solved the problem?</p> <ul style="list-style-type: none"> • Stand up and enter the other person's space. • Speak louder with more aggressive body language / tone • What could go wrong with this approach? • What could go right with this approach? <p>If he was passive-aggressive, would this have worked?</p> <ul style="list-style-type: none"> • Just mutter under his breath about how his boss never listens... • What could go wrong with this approach? • What could go right with this approach? <p>If he was passive, would this have worked?</p> <ul style="list-style-type: none"> • Just smile and say okay! I'll look at the memo (even though he already knows it, and knows how to fix the problem?) • What could go wrong with this approach? • What could go right with this approach?



Teachable Moment

Strategies when life is hard (slide 207 - 216) 15 min

<p>207</p>  <p>208</p> 	<p>Teachable Moment!</p> <ul style="list-style-type: none"> Sometimes you can do everything right and your message still doesn't get across. (We see this with Peter in Video #3) They don't hear you, can't hear you, or don't want to hear you. <p>Communication takes two:</p> <ul style="list-style-type: none"> Clearly, decoding didn't happen. Peter (sender) delivers the message that the problem is taken care of and he knows what to do. Dom (receiver) don't decode the message properly to understand that the problem has been taken care of. <p>What do you do when you try to communicate clearly, and it fails</p> <ul style="list-style-type: none"> Do you pick and choose your battle? Do you escalate the situation or back down? Do you give up or find another way to achieve your goal? <p>This becomes a moment for character development / perseverance Psst! For a more deeper discussion about character, we highly recommend you go here - it will take care of all of your character needs.</p> <ul style="list-style-type: none"> A Week of Character lesson plans: Growth Mindset Posters: Character Perseverance Strategies: <ul style="list-style-type: none"> English version French version
<p>209</p>  <p>210</p> 	<p>In the following few slides</p> <ul style="list-style-type: none"> Explore strategies to help you communicate assertively Revisit the videos to see if these strategies might have helped... <p>Assertive Strategies:</p> <ol style="list-style-type: none"> Pick and choose your battle Stay calm; ABCD Deal Breakers. Choose the struggles you want to deal with in life. <p>Teacher Note: Here are some other great strategies:</p> <ul style="list-style-type: none"> Aim for open and honest communication. Remember to respect other people when you are sharing your feelings, wants, needs, beliefs or opinions. Listen actively. Try to understand the other person's point of view and don't interrupt when they are explaining it to you. Avoid guilt trips. Be honest and tell others how you feel or what you want without making accusations or making them feel guilty. Practise assertiveness. Talk in an assertive way in front of a mirror or friend. Pay attention to body language and your words. <p>Source: betterhealth.vic.gov.au/health/ten-tips/10-tips-for-being-assertive</p>

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Lesson Plans


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<p>211</p> 	<p>Pick and choose your battles. Look at the big picture and the situation. Is this issue really worth your time and energy?</p> <p>If it is, then choose to be assertive because this issue matters:</p> <ul style="list-style-type: none"> • Try to take a problem-solving approach • Recognizing the other person's point of view and come up with a solution that doesn't compromise your limits • Try to see the other person as a friend - you're trying to get a win:win solution, not a win:lose. <p>But if this isn't a big deal, then don't make it a big deal.</p> <ul style="list-style-type: none"> • Agree to disagree. It's okay to have a different point of view. It doesn't mean that the other person is wrong. They just have a different perspective.
<p>212</p> 	<p>Sometimes when we hear upsetting news, we respond right away.</p> <ul style="list-style-type: none"> • Your heart races. • You want to fight or take flight! <p>Instead, try to Respond slowly.</p> <ul style="list-style-type: none"> • Breathe deeply. • Look the person in the eye • Try to keep relaxed. • Speak in a regular tone. • This can help you think before you act.
<p>213</p> 	<p>ABCD is a strategy to help us rethink the things that upset us. It is a psychology tool to help people address a variety of emotional challenges.</p> <p>We can take this idea from psychology, and see how it might apply to everyday communication!</p> <p>Sometimes, we have irrational beliefs about ourselves, and this affects the way we encode and decode messages when we communicate.</p> <p>For example,</p> <ul style="list-style-type: none"> • I have to be perfect, cool, strong, tough, pretty... • Nobody likes me • If I don't get good grades, I suck / I'm worthless. <p>ABCD is just a way to challenge some of our irrational thoughts.</p> <ul style="list-style-type: none"> • We use it when we're not in the middle of a tough conversation • We use it to look back at things that upset us • We try to come up with new ways to view the things that set us off <p>The following example comes from https://www.mindfulnessmuse.com/cognitive-behavioral-therapy/gaining-control-is-as-easy-as-a-b-c-d-e</p>

Pick and Choose Battles

Strategy:
ABCD



	<p>Think about a time you were upset.</p> <p>A. What was the Action that made you mad?</p> <ul style="list-style-type: none">• Example: A friend asks you if he/she can borrow money again. <p>B. What did you Believe was happening?</p> <ul style="list-style-type: none">• Example: "I always get taken advantage of like this – it's not fair." <p>C. What were the Consequences (what did people do / feel?)</p> <ul style="list-style-type: none">• Example: Regret, disappointment, and withdrawal from the friend. Refusal to give in to friend's expectations. <p>D. Dispute your beliefs to get a better perspective.</p> <ul style="list-style-type: none">• Example: Ask questions to see if this belief is reasonable:<ul style="list-style-type: none">○ Does this belief fit with reality? No, there have been exceptions to my friend asking me for money. I have even asked him/her for money before.○ Does this belief seem reasonable and logical given the context in which it occurred? No, my friend actually asked for money when I knew she really needed it.○ Is this belief generally detrimental or generally helpful? In this case, it's generally detrimental. It only costs time and emotional energy, with no beneficial return. <p>Here's some more info about this strategy:</p> <ul style="list-style-type: none">• https://healthypsych.com/psychology-tools-a-b-c-d-model-for-anger-management/• https://www.simplypsychology.org/cognitive-therapy.html
<p>214</p> 	<p>A deal breaker is (in business and politics) a factor or issue which, if unresolved during negotiations, would cause one party to withdraw from a deal. Source: https://www.google.com/search?q=deal+breaker</p> <p>But, we can take this idea from business, and see how we might apply it to everyday communication!</p> <ul style="list-style-type: none">• Sometimes, you do everything right but still not get what you want / need• There are always options, although you may not like the other options. <p>There are always problems and challenges in life...</p> <ul style="list-style-type: none">• Sometimes, it's a matter of choosing which struggle or challenge you would rather deal with.• What are the pros and cons of other options?• What are your limits?• When is it time to walk away? <p>The hard part about being assertive, is sometimes, we don't know what we want, or what our personal boundaries are.</p>

Deal
breakers



215
COMMUNICATION
VIDEO #2
GEORGE SHOULD:
• Pick and choose your battle
• Stay calm
• Use ABCD
• Deal Breakers
BACK TO THE FUTURE CLIP

Watch the Back to the Future Clip again...

Teacher Prompt: Which strategy might help George McFly (older guy getting bullied by Biff) be more assertive?

- Pick and choose your battle**
 - George might decide that this issue (feeling bad about being passive and not standing up to Biff) is important
 - And then, he could choose to be assertive.
- Stay calm**
 - George's heart is probably *racing*. He's probably thinking about flight, more than fight.
 - Breathing deeply *might* help.
 - Trying to *keep his voice calm* might help as well.
- ABCD**
 - After the incident with Biff, he *might* think about what happened:
 - The **Action** was Biff knocking him on his head and trying to get him to do his report for him
 - The **Belief** might be that George isn't worthy / good enough / strong enough to stand up to anyone
 - The **Consequence** might be that George feels bad and ashamed that he didn't stand up.
 - George could *dispute* the belief... he could think that it's reasonable that he deserves respect *like* everyone else.
- Deal Breakers. Choose the struggles you want to deal with in life.**
 - George has two choices:
 - Stand up to Biff
 - Pros: He might win and feel confident knowing he stood up to the bully
 - Cons: He might lose and this might reinforce the idea that he can't win / is worthless.
 - Let Biff push him around
 - Pros: He might not get hurt by Biff (much)
 - Cons: He might feel really worthless and ashamed that he lets Biff push him around. He might agree with Biff that he's worthless.
 - What's the limit that George has that he won't let Biff cross?
 - When is it time to walk away?
 - George might decide that his self-esteem is worth more than his job (with Biff as his superior) and decide to quit. But then he has to deal with the challenges of being unemployed.

Apply strategies
to video

Back to the
Future



<p>216</p> <p>COMMUNICATION</p> <p>PETER SHOULD ...</p> <p>• Pick a strategy to use</p> <p>• Watch the video</p> <p>• Write a response</p> <p>• Present to the class</p>	<p>Watch the Office Space clip again: Which strategy might help Peter be more assertive or reach his goals? (What are his goals?)</p> <p>1. Pick and choose your battle In the big picture, does it matter that the boss likes to tell him what to do?</p> <ul style="list-style-type: none"> • He still gets paid • He won't be able to change his bosses' minds • He could choose to make this a non-issue or be passive. <p>Or, Peter might decide that letting his bosses know that he knows how to fix his mistake is worth his time.</p> <ul style="list-style-type: none"> • By standing his ground, his bosses won't see him as a doormat. • Being aggressive might work if he stands up / gets in their face. • This could backfire. The boss might become more aggressive. <p>2. Stay calm Peter's heart might be racing... We can't tell how he's feeling on the inside because he maintains eye contact / keeps a calm voice.</p> <p>3. ABCD - After the incident with his bosses, Peter might reflect:</p> <ul style="list-style-type: none"> • The Action was his boss not listening to him. • The Belief might be that Peter feels there's no point in trying at all • The Consequence might be that Peter feels apathetic / gives up. • Peter could dispute the belief... <ul style="list-style-type: none"> ◦ There is a point in standing up for yourself because otherwise you might be taken for granted. ◦ You need to pick and choose battles, and this isn't worth fighting over. There are more important issues to fight for.. <p>4. Deal Breakers. Choose the struggles you want to deal with in life. Peter uses a lot of strategies, but he's not able to get his bosses to listen.</p> <p>1. He could stand up to his boss</p> <ul style="list-style-type: none"> • Pros: He might win and gain confidence knowing he can do it. • Cons: He might lose. This might reinforce the idea that he can't win / is worthless / that his work at that place is pointless. <p>2. He could stay in the job, but be passive</p> <ul style="list-style-type: none"> • Pros: He might find other ways to enjoy his job. • Cons: Might feel worthless / ashamed that he gets stepped on. <p>3. He could leave his job, but be unemployed.</p> <ul style="list-style-type: none"> • Pros: He protect his boundaries and feels that work should be meaningful and that he's listened to by his employers... • Cons: He's unemployed and has to find a new job to pay bills. <p>What's the limit that Peter has that he won't let his bosses cross? When is it time to walk away? Peter might decide his self-worth is more important than this job and quit. But then he would have to deal with different challenges (i.e being unemployed.)</p> <p>OPTIONAL: Students can do the review handout (Review - Lesson D2)</p>
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Apply strategies
to video

Office
Space



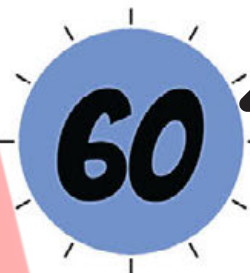


COMMUNICATION - LESSON D3: 60 min

Videos Part 3 (slides 217 - 233)

OVERVIEW

- Communicating differences (slide 217 - 233) 60 min
 - Background (slides 217-218)
 - Video 5 Wrong Flower (slides 219 - 222) 15 min
 - Video 6 Golf (slide 223 - 226) 15 min
 - Video 7 Eels (slide 227 - 230) 15 min
 - Video 8 Live Theatre POV (slide 231 - 233) 15 min





Lesson
D3

MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section D**, or **Slideshow - Lesson D3**)
- Class set of lesson review questions.
 - Each video has a separate lesson review handout so that you can pick and choose which videos to use.
 - Review - Lesson D3a** - Wrong Flower
 - Review - Lesson D3b** - Golf
 - Review - Lesson D3c** - Eels
 - Review - Lesson D3d** - Live Theater / Point of View

Background (slides 217-218)

	Video #5 - 8 HSBC ads with different perspectives Activity Overview: <ul style="list-style-type: none">HSBC, "the world's bank", ran an advertising campaign highlighting different perspectives around the globe.Their point was that as a global bank, they understood different perspectives to be able to work with clients around the world.Watch the videos to identify the different perspectives, and to recognize that there are different perspectives... Preparation: <ul style="list-style-type: none">Set up projector / sound to show YouTube video in class. Learning Objective: <ul style="list-style-type: none">Can you understand and respect many different local, national, and global perspectives? Teacher Notes: Each video follows a similar format:
	

Different
perspectives



	<p>1. Watch the video with no sounds Students try to infer what is going on:</p> <ul style="list-style-type: none"> • What do you think is going on? • What are the two points of view? • What are the people thinking? • How does what they're thinking change as the video goes on? <p>Students use the 4 parts of communication to analyze what is happening:</p> <ul style="list-style-type: none"> • Who is sending info? (How are they encoding the message? How does their prior knowledge / cultural knowledge shape the way they encode the message?) • Who is receiving info? (How are they decoding the message? How does their prior knowledge / cultural knowledge shape the way they encode the message?) • What is the message? • How are the points of view different? <p>2. Watch the video with sounds Students try to identify what was the misunderstanding</p> <ul style="list-style-type: none"> • Why were the points of view different? • How were their lenses different? (How does cultural knowledge shape the way people encode / decode the message?) • How could they be more assertive? (What strategy could both people have used to try to communicate more effectively?) <ul style="list-style-type: none"> ◦ "Paraphrase what they said" ◦ "Start from their point of view / walk in their shoes"
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Video 5 Wrong Flower (slides 219 - 222) 15 min

219	<p>COMMUNICATION WATCH THE VIDEO WITH NO SOUND</p> <p>1. What do you think is going on? 2. Explain why.</p>	<p>Watch the video with no sounds Students try to infer what is going on:</p> <ul style="list-style-type: none"> • What do you think is going on? • What are the two points of view? • What are the people thinking? • How does what they're thinking change as the video goes on? <p>Students use the 4 parts of communication to analyze what is happening:</p> <ul style="list-style-type: none"> • Who is sending info? (How are they encoding the message? How does their prior knowledge / cultural knowledge shape the way they encode the message?) • Who is receiving info? (How are they decoding the message? How does their prior knowledge / cultural knowledge shape the way they decode the message?) • What is the message? • How are the points of view different?
220	<p>COMMUNICATION WATCH THE VIDEO WITH NO SOUND</p> <p>1. What do you think is going on? 2. Explain why.</p>	<p>Wrong Flower</p> <ul style="list-style-type: none"> • Issue: He gives her flowers • Perspective 1: Italy - Chrysanthemums are associated with funerals

Video 5
Wrong Flower

Watch with
NO sound



Discussion Questions

- Perspective 2: Other person (not Italian) - gave flowers to be thoughtful, not realizing that this flower has a specific meaning.
- "At HSBC, we never underestimate the value of local knowledge"

Possible Discussion Questions:

When people immigrate to your country, should you give up your customs? (Cultural mosaic vs Melting pot)

- Canada prides itself at home and abroad as a country made up of a cultural mosaic rather than a cultural melting pot. The mosaic is based on our belief that Canada as a whole becomes stronger by having immigrants bring with them their cultural diversity for all Canadians to learn from. The cultural melting pot, as adopted in the United States, tells immigrants that no matter who they have been in the past, upon landing on American shores, they are Americans and are expected to adopt and follow the American way.
- http://www.darrenduncan.net/archived_web_work/voices/voices_v1_n4/mosaic.html

Think of a place where you go and there are two different sets of expectations and customs.

- When you go to one teacher, they have one set of rules - when you go to a different teacher, they have different classroom rules
- Separated parents
- The way we act at home vs at school vs movie theater, in religious settings.

How do we behave differently in different areas of our life?

Have you ever told other people that this matters to you?

- (When you have arguments with people,
- It's important to share your core values with your family, friends, teachers, coaches, anyone you spend a great deal of time with. Through sharing your core values with them, you enable them to be a better friend / family member in your life.


There's no right or wrong - there's right for you.

Arguments happen when people step on your core values, but they didn't know it was a core value.

- Right to your core values,
- Responsibility to share your core values,
- Accept that the fact that your core values may not line up with what they deem important. It may not be important to them to show up on time for you.
- You have the right to decide how to proceed 0 How important is your core value in this situation?
- You can choose to respond. The key is: now you have a choice




Watch
with sounds

221



Watch the video with sounds

Students try to identify what was the misunderstanding

- Why were the **points of view** different?
- How were their **lenses** different? (How does their prior knowledge / cultural knowledge shape the way people **encode / decode** the message?)
- How could they be more **assertive**? (What strategy could both people have used to try to communicate more effectively?)
 - "Paraphrase what they said" strategy
 - "Start from their point of view / walk in their shoes"

222


Video 6 Golf (slide 223 - 226) 15 min

223



Golf: <https://www.youtube.com/watch?v=GHuO6qmiSgg>

Issue: Hole in one during golf.

- Perspective 1: America - a hole in one, you're expected to buy everyone a drink.
- Perspective 2: In Japan, a hole in one means you buy your playing partner expensive gifts.
- "At HSBC, we never underestimate the importance of local knowledge"
- HSBC: The world's local bank

Discussion

- The first time, the American golfer is excited.
- The second time, the Japanese golfers are excited.
- How could either party have communicated differently, to avoid this situation without hurting anyone's feelings?
 - He could say, "In America, it's customary to buy drinks" (not presents) ... would this hurt anyone's feelings?
- Communication
 - Their expectation is their societal norm
 - His expectation is his societal norm
 - How do we bridge the gap?

224


225


Watch the video with sounds

Students try to identify what was the misunderstanding

- Why were the **points of view** different?
- How were their **lenses** different? (How does their prior knowledge / cultural knowledge shape the way people **encode / decode** the message?)
- How could they be more **assertive**? (What strategy could both people have used to try to communicate more effectively?)
 - "Paraphrase what they said" strategy
 - "Start from their point of view / walk in their shoes"

226


Video 6
Golf



Video 7 Eels (slide 227 - 230) 15 min

<p>227</p>	<p>Eels - https://www.youtube.com/watch?v=6_WAmt3cMdk</p> <p>Issue: Finishing all of your food.</p> <ul style="list-style-type: none"> Perspective 1: English - offensive to your host's food if you don't finish your plate. Perspective 2: Chinese - feel you're questioning their generosity if you finish your plate. Note: What they're thinking changes the video as it goes on. <ul style="list-style-type: none"> Person who is English looks exhausted Person who is Chinese looks shocked, more food!
<p>228</p>	<p>Discussion:</p> <ul style="list-style-type: none"> What do you think the English person is thinking? What do you think the Chinese person is thinking? <ul style="list-style-type: none"> At first, Asian businessman looks insulted? At end, intrigued? How much can this guy eat? How could either party have communicated differently, to avoid this situation without hurting anyone's feelings?
<p>229</p> <p>230</p>	<p>Watch the video with sounds</p> <p>Students try to identify what was the misunderstanding</p> <ul style="list-style-type: none"> Why were the points of view different? How were their lenses different? (How does their prior knowledge / cultural knowledge shape the way people encode / decode the message?) How could they be more assertive? (What strategy could both people have used to try to communicate more effectively?) <ul style="list-style-type: none"> "Paraphrase what they said" strategy "Start from their point of view / walk in their shoes"


Video 7 Eels

Video 8 Live Theatre POV(slide 231 - 233) 15 min

<p>231</p>	<p>Video #8 - Watch the video with sound.</p> <p>HSBC theatre - https://www.youtube.com/watch?v=Pn8oEn0WHnY</p> <p>Issue: HSBC does a drama production in New York City exploring different points of view,</p> <ul style="list-style-type: none"> People walking by look at the scene and then text a message which is immediately displayed on a TV screen above <ul style="list-style-type: none"> Scene #1: Beauty Queen Scene #2: Rowdy sports guys Scene #3: Abstract artist - is it art or rubbish?
<p>232</p>	

Video 8 Point of View



	<p>What's the point of all of these commercials</p> <ul style="list-style-type: none"> • "At HSBC, we never underestimate the importance of local knowledge" • "At HSBC, we never underestimate the value of local knowledge" • "Which is why we have local banks staffed by local people in over 80 countries across the globe." • HSBC, the world's local bank. <p>Discussion points (Are) they a "different kind of bank"?</p> <ul style="list-style-type: none"> • New York <ul style="list-style-type: none"> ◦ Engaging with the audience • They want to be locally relevant and sensitive <ul style="list-style-type: none"> ◦ They're a global bank, ◦ But they understand that there are differences in different parts of the world <p>What media techniques did HSBC use?</p> <ul style="list-style-type: none"> • Unfinished claim: we do what other banks don't. • Everyday people
	<p>How can we understand and respect many different local, national, global perspectives?</p> <p>First, recognize there is an invisible lens:</p> <ul style="list-style-type: none"> • everyone has prior knowledge / cultural knowledge • this impacts the way we encode messages (as a sender) • this impacts the way we decode messages (as a receiver) <p>Now that we know there is an invisible lens</p> <ul style="list-style-type: none"> • When we try to start from their point of view... <ul style="list-style-type: none"> ◦ We have to remember that there may be some prior knowledge that we don't know about and this is causing some misunderstandings.. • If we paraphrase what they said in our own words... <ul style="list-style-type: none"> ◦ We explain what we think we understood... and that might help both people to understand that there's some missing information (prior knowledge / cultural knowledge)
OPTIONAL:	<p>Students can do the review handout</p> <ul style="list-style-type: none"> • Review - Lesson D3a - Wrong Flower • Review - Lesson D3b - Golf • Review - Lesson D3c - Eels • Review - Lesson D3d - Live Theater / Point of View

Media
technique

Different
Perspectives



SECTION E Vocabulary

Section E

Slide Number Comparison Chart

Are you teaching in class?

- Use **Slideshow - ALL** (from the bundle) or **Slideshow - Section E** (from the product) and project to the class.

Are you creating assignments in Google Classroom, Microsoft Teams, or another LMS?

- Attach **Slideshow - Lesson E1** and **E2** to your assignments.

Lesson E1

[SECTION E Vocabulary / Review \(Slides 234-256\)](#)

[COMMUNICATION LESSON E1: 40 min Vocabulary Builder \(slides 234 - 250\)](#)

[Introduce Part 3 / Minds on \(slides 234 - 236\)](#)

[Understand \(Vocabulary Builder\) \(slide 237 - 238\)](#)

[Filling out the graphic organizer \(slides 239 - 242\)](#)

[Revising graphic organizer \(slides 243-247\)](#)

[Summary \(slides 248-250\)](#)

Slideshow		
ALL	Section E	Lesson E1
234-256	1-3	1-23
234 - 250	1-1	1-17
234 - 236	1-3	1-3
237 - 238	4-5	4-5
239 - 242	6-9	6-9
243-247	10-14	10-14
248-250	15-17	15-17

Lesson E2

[COMMUNICATION - LESSON E2 - 40 min Self Evaluation / Review - \(slides 251-256\)](#)

[Student Self Evaluation \(slide 251-255\) - 10 min](#)

[Chapter Review Test \(slide 256\) - 30 min](#)

Slideshow		
ALL	Section E	Lesson E2
251-256	18-23	1-6
251-255	18-22	1-5
256	23	6

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Use this to
teach in class

Slideshow
from bundle

Slideshow
from product

Individual lesson
slideshow

Assign this in
Google
Classroom





COMMUNICATION LESSON E1: 40 min Vocabulary Builder (slides 234 - 250)

Lesson E1

OVERVIEW



- Introduce Part 3 / Minds on (slides 234 - 236)
- Understand (Vocabulary Builder) (slide 237 - 238)
- Filling out the graphic organizer (slides 239 - 242)
- Revising graphic organizer (slides 243-247)
- Summary (slides 248-250)



MATERIALS

- Slideshow (**Slideshow ALL**, **Slideshow - Section E**, or **Slideshow - Lesson E1**)
- Class set of handout (**Handout - Vocabulary Builder**)

Introduce Part 3 / Minds on (slides 234 - 236)

234 	Part 3. We are going to explore what “ Communication ” means by using a vocabulary building graphic organizer (Freyer model) to play with the word and get a deeper understanding .
235 	<p>Minds on! Let's think about what we did in the first 2 parts of this Communication chapter.</p> <p>In Part 1, we had 11 different ice breakers / activities that highlight different aspects of communication.</p> <ul style="list-style-type: none">• Expressing meaning in different ways• Asking questions• Listening Actively• Different types of communication: verbal, non-verbal, visual, digital / virtual• Respecting different perspectives. <ol style="list-style-type: none">1. Who Am I (Express meaning in multiple ways, ask questions, listen actively, verbal communication)2. Charades (Express meaning in multiple ways, non-verbal)3. Pictionary (Express meaning in multiple ways, visual)4. Taboo (Express meaning in multiple ways, verbal)

Review A. Activities

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Lesson Plans

Page 90

	<ol style="list-style-type: none">5. Follow the Leader (Express meaning in multiple ways, non-verbal communication)6. Counting Numbers ("Listen" actively to understand what is communicated, non-verbal communication)7. Twenty Questions (Express meaning in multiple ways, ask questions / listen actively; verbal communication)8. Describe the Drawing (Express meaning in multiple ways, ask questions / listen actively; clearly express yourself; verbal)9. Metaphors and Symbols. Memes and Emojis. (Express meaning in multiple ways, express yourself; written communication, virtual spaces)10. What's your style? (Express meaning in multiple ways, ask questions / listen actively; clearly express yourself; respect different perspectives; verbal communication)11. Strategies to be Assertive / Practice being assertive (Express meaning in multiple ways, ask questions / listen actively; clearly express yourself; respect different perspectives; verbal)
<p>236</p> 	<p>Think about the videos we watched. What do they have in common?</p> <ul style="list-style-type: none">• They all have to do with communicating. In each example of communication, there is...<ul style="list-style-type: none">◦ a sender of a message◦ a receiver of a message◦ feedback• The way we encode or decode messages is based on our...<ul style="list-style-type: none">◦ Prior knowledge◦ Personal experiences◦ Cultural knowledge

Understand (Vocabulary Builder) (slide 237 - 238)

<p>237</p> 	<p>Give out the vocabulary building handout for Communication</p> <p>Optional - if your students are not familiar with a Frayer model graphic organizer, you can do a practice example with the concept of a "house"</p> <ol style="list-style-type: none">1. What is a house? What makes a house a house?<ol style="list-style-type: none">a. walls... windows... a door... stairs... people...2. What is something that is like a house, but not a house?<ol style="list-style-type: none">a. Something with walls, a door, people... maybe an office?3. What must a house have?<ol style="list-style-type: none">a. It must have people living in it.4. Come up with different types of houses<ol style="list-style-type: none">a. My house... an apartment... a brick house... <p>TEACHER TIP: A full slideshow and lesson plan on the Frayer Model is available on the Educircles Teachers Pay Teachers site here.</p>
<p>238</p> 	

B. Metaphors
and Memes

C. Assertive
Communication

Review
D. Videos



Filling out the graphic organizer (slides 239 - 242)

239

Start in the top-right corner of the vocabulary builder graphic organizer.

STEP 1. Features of Communication

Teacher Prompt: Think about the 11 icebreaker activities and the videos. What are the features of **Communication**?

This is a brainstorming activity - we'll revise and remove features later...

Possible Student Answers:

What is communication?

- Sending a message to a receiver.
- Getting a point across

Why communicate?

- Standing up for ourselves
- to express our point of view / to tell someone something
- verbally, nonverbally, text message, writing, social media, letters, email

Why do you have to communicate?

- Let someone know that you're hungry, that your cold.
- What if you couldn't communicate?

How do we communicate?

- Songs, social media, writing, talking, acting, Body language

240

STEP 2: NON EXAMPLES

Teacher Prompt: What looks like communication, but actually isn't?

This is a brainstorming activity - we'll revise and remove features later...

Possible Student Answers:

- Talking to yourself In your room where no one else's.
- Being by yourself.
- Writing a message that you don't send
- writing a text but it does not get through.
- Writing a letter that gets lost in the mail.
- Making a video that doesn't record
- sending an SOS message that no one receives
- writing a letter in a bottle that no one gets.

Possible teacher prompts:


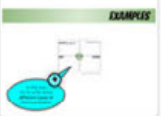
- If a tree falls in the forest and no one is around does it make a sound? Is that communication?
- Can you communicate with yourself?
- If you sit in silence, is that communication? (Sitting in silence might send a message that you're comfortable with them?)

Features of
Communication

Think about
non-examples



Most important
feature

	<p>Key Ideas:</p> <ul style="list-style-type: none"> • In communication, we're saying that there needs to be a receiver of the message. • There has to be two parts for it to be communication. There has to be a sender, there has to be a receiver. If you make a funny face at me but I don't see it, then I didn't get the message.
<p>241</p> 	<p>STEP 3: What is the most important feature of Communication?</p> <p>Possible student answers:</p> <ul style="list-style-type: none"> • Someone has to receive the message. Whether it's online or in person. It doesn't matter. • Clarity <p>Possible Teacher Prompts:</p> <ul style="list-style-type: none"> • What do you literally need in order to communicate? <ul style="list-style-type: none"> ◦ There has to be a sender and a receiver of the message ◦ If you send me email after email after email and I don't get them, there is no communication. • Is it communication if no one reads it? <p>Key Ideas:</p> <ul style="list-style-type: none"> • Someone has to send the message • There has to be a message. <p>Teacher prompt: Does there have to be feedback?</p> <ul style="list-style-type: none"> • No you can communicate without feedback because you sent the message and the person received it. • I just don't know whether it was received, or how it was received. • I don't know if it was received the way I intended • But there is still communication because the person got the message. <p>Teacher prompt: Does there have to be feedback for effective communication or to communicate clearly?</p> <ul style="list-style-type: none"> • Yes, because the feedback tells the sender if the correct message was received. <p>Discussion Point: Do you need a message in order for there to be communication?</p> <ul style="list-style-type: none"> • Yes, because communication is about transmitting information from one person to another person. <p>Teacher Ideas:</p> <ul style="list-style-type: none"> • Communication is to transmit an idea to someone else (listener and speaker)
<p>242</p> 	<p>STEP 4. Examples of Communication(in everyday life)</p> <p>Possible Student Answers</p> <ul style="list-style-type: none"> • Oral <ul style="list-style-type: none"> ◦ Saying hi to a friend.

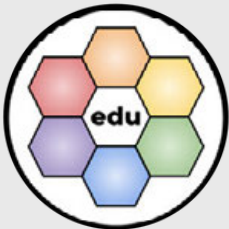



	<ul style="list-style-type: none"> • Visual <ul style="list-style-type: none"> ◦ Writing a message • Media <ul style="list-style-type: none"> ◦ Instagram, Facebook, Snapchat, blog, vlog, <ul style="list-style-type: none"> ▪ Teacher prompt: what's the message on Instagram? Why do you post on Instagram? <ul style="list-style-type: none"> • To share your life with people. • Nonverbal <ul style="list-style-type: none"> ◦ Crying (can be happy or sad), laughing, <p>Discussion point:</p> <ul style="list-style-type: none"> • If I post something on Instagram and no one sees it is that still communication? <ul style="list-style-type: none"> ◦ No... until someone eventually sees it. • If you sent a text message and the other person doesn't see it, is that communication? <ul style="list-style-type: none"> ◦ Probably not until the other person gets it. • If you cry and no one sees you is that communication? • If two people are in the same room, is there always communication?
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Revising graphic organizer (slides 243-247)

<div>243</div>	<p>PART 2: REVISION / FIXING & IMPROVING IDEAS</p> <ol style="list-style-type: none"> 1. The hardest part about revising and checking your work is that students don't want to do it. <ul style="list-style-type: none"> • Or, they change one word and say they're done. • Or, they can't think of what to change. 2. We're going to model the process and show you specifically what to do, step-by-step. <ul style="list-style-type: none"> • The background has changed to black so you know we're REVISING (FIXING & ADDING IDEAS)
<div>244</div>	<p>STEP 1 (again). CHARACTERISTICS</p> <p>Teacher Prompt: How can you make sure the message gets across?</p> <ul style="list-style-type: none"> • There are things that the senders can do. • There are things that the receiver can do. Like listen. <p>Other possible discussion points:</p> <ul style="list-style-type: none"> • It's not what you say, but how you say it. • Context matters. • Consider the source. • Intent versus impact - What was the intent of the message, and what was the actual impact of the message? • Some messages get sent accidentally.


Revising our understanding



	<ul style="list-style-type: none">• Some messages get misinterpreted by the sender because of whatever baggage they have (prior knowledge / prior life experiences.)• Different people might interpret the same message differently.• The same message might come from two different sources and you might interpret them differently. <p>There's nothing that says that communication has to be immediate.</p> <ul style="list-style-type: none">• You may not open your text message for a few days.• The letter might take a few weeks to arrive. <p>Everyone has a lens that we view the world and this lens (prior knowledge / lived experiences / personal bias) affects:</p> <ul style="list-style-type: none">• the way that we communicate and send (encode) messages.• the way that we receive (decode) messages.• also the way that we interpret (decode) feedback. <p>Teacher prompt: How did looking at the HSBC ads change the way that we think about communication?</p> <ul style="list-style-type: none">• Different prior knowledge and personal bias and lived experiences means that we have different lenses so I might interpret the same object in a different way.• So I have to use strategies to explicitly think that the other person might come from the different experience and so that's why they're reacting the way that they're reacting.• There can be miscommunication but is not intended to be disrespectful, (although it can still be received or perceived as disrespectful.).<ul style="list-style-type: none">◦ For example in the video with the eels, one person was taught to finish the plate and so that's just the rules that he's running with according to their cultural background.◦ The other person was taught that you should always leave a little bit of food on the plate so that it's polite because the host knows that they fed you a lot.
245 	<p>STEP 2 (again). EXAMPLES</p> <p>Can you think of a time when you're communicating, but not actually sending information (or the other person is not actually receiving information)</p> <ul style="list-style-type: none">• When the message that you intend to send isn't the message that's actually received. <p>Possible reasons for miscommunication:</p> <ul style="list-style-type: none">• Background noise

Revisit our examples



	<ul style="list-style-type: none">• The difference between intent, versus impact. (You meant one thing, but it was received in a different way.)• Cultural lenses or lived experience or personal bias.• Hearing loss / poor hearing.• The other person intentionally misunderstands to create conflict.• They read the message too quickly to understand properly.• You wrote something unclearly.• You thought they knew something but they didn't, so this affected their lived experiences and their lens and they couldn't decode the message properly.. <p>If the teacher thought you already received a lesson about some math concept, but you haven't been taught that skill yet, then the message from the teacher might not make sense.</p> <p>Possible Discussion Points:</p> <ul style="list-style-type: none">• Is communication always by choice?• Is communication always best?• When is communication not communication?
	<p>STEP 3 (again). ESSENTIAL CHARACTERISTICS</p> <p>Look at the MY DEFINITION box...</p> <ul style="list-style-type: none">• but think about the CHARACTERISTICS and NON-EXAMPLES box (Hmm... thought bubble.) <p>The goal is to challenge our brains to do some critical thinking</p> <ul style="list-style-type: none">• A key characteristic of good communication or effective communication is to make sure that the intended message is received on the other end.• If the goal is to have clear communication, then you need to make sure that you have feedback to make sure that the intended message is the one that was received.• In a lot communication we take some things for granted.• In good communication, the onus is on us (the sender) to make sure that we get feedback to make sure the message was received (decoded) correctly. Don't make assumptions!• In very effective communication, we need to think about the lens that we view the world because this impacts our communication.<ul style="list-style-type: none">◦ If we can see and acknowledge this lens, it helps us to understand why our messages are received (decoded) the way that they are. (Because the receiver has a different lens / prior knowledge / life experience and interprets the message differently)

Essential
characteristics



Discussion points

	<p>Think about inside jokes that you have with friends:</p> <ul style="list-style-type: none">The whole idea about having inside jokes is that you have a shared common experience.<ul style="list-style-type: none">You know that the other person's lens is similar to yours.You know they'll decode the message in the same way.And that's why things are funny.Other people in the group may not have all the information that you and your friend have...<ul style="list-style-type: none">and that's why the joke isn't funny to them.They don't decode the message in the same way. <p>This is why so many weddings can be a disaster if you have open mic.</p> <ul style="list-style-type: none">Because you might have 200 people in the crowd...Someone is telling a joke or sharing an inside story...but not everyone has the same shared lived experience and the same lens. So, it's not funny to everybody.
247	<p>STEP 4 (again). EXAMPLES</p> <ul style="list-style-type: none">Are there any other examples of communication that we missed? <p>Teacher prompt: What about other languages?</p> <ul style="list-style-type: none">Sign language, where you assume the other person is receiving a message.Did you know that there are around 300 different sign languages - source: https://en.wikipedia.org/wiki/List_of_sign_languagesSo American Sign Language is different from Brazilian Sign Language which is different from Japanese Sign Language which is different from Russian Sign Language...

Summary (slides 248-250)

248	<p>COMMUNICATION</p> <p>SUMMARY</p> <p>WHAT IS IT?</p>	<ol style="list-style-type: none">Summarize what communication isReview what communication is according to "Learning Skills"
249	<p>COMMUNICATION</p> <p>WHAT IS IT?</p> <p>Dictionary Definition: Communication is "the imparting or exchanging of information" or "action involving the conveying of information"</p> <p>Big Idea: Good communication is...</p> <ul style="list-style-type: none">It's a learned skillIt's a way to effectively send and receive information and to check the message was received correctly through feedback	
250	<p>COMMUNICATION</p> <p>LEARNING SKILLS</p> <ul style="list-style-type: none">How can we communicate well?Can you express meaning in multiple ways, in a variety of contexts, including online spaces?Can you ask questions and listen actively to understand what is being communicated?Can you check your own beliefs, attitudes, or feelings, and using different kinds of technology?Can you understand and respect more different beliefs, attitudes, and goals perspectives?	





COMMUNICATION - LESSON E2 - 40 min Self Evaluation / Review - (slides 251-256)

OVERVIEW

- Student Self Evaluation (slide 251-255) - 10 min
- Chapter Review Test (slide 256) - 30 min



MATERIALS

- Slideshow (Slideshow ALL, Slideshow - Section E, or Slideshow - Lesson E2)
- Class set of Handout - Self Evaluation
- Class set of Handout - Chapter Review
- Teacher copy of answers (Answers - Chapter Review)

Student Self Evaluation (slide 251-255) - 10 min

	Student Self Evaluation of their "Communication" Learning Skill <ul style="list-style-type: none">• You can use the same handout at 3 different times in the term to get diagnostic, formative, and summative information to help with Learning Skills comments for the Report Card.
	Get the handout <ul style="list-style-type: none">• Together as a class, we're going to go through these questions.• I'm going to read each statement and your job is to figure out if you feel you are<ul style="list-style-type: none">○ Excellent at it○ Pretty Good at it○ Just ok, or satisfactory,○ Or, you're not there yet, and you need to improve• And then, you circle your answer for that question.

Chapter Review Test (slide 256) - 30 min

	Teachers may choose to do the chapter review handout as an assessment opportunity. 6 short answer questions to see what students remember from the two week's worth of lessons.
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Lesson
E2

Self
Evaluation

Chapter
Review



About Educircles.org



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- I want to help make the world a better place.
- I try to help people achieve goals and stand up for themselves and others.
- Oh, I also make resources for teachers.
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- Strategies, Effort, Optimize, Tinker
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MINDSET

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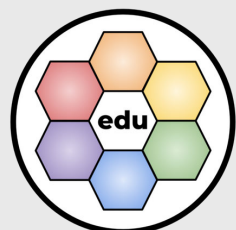
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Changelog

I occasionally update and improve these products over time. You know, add a new coat of paint, touch up a few words, fix any mistakes, etc.

Once you purchase this lesson package, you get future updates for free!

- Download the most recent version: [6Cs Communication D/E](#)
- How to update (or know if you need to update): [HELP \(6Cs Communication D/E\)](#).

SINGLE PDF FILE update 2022-07-18

1. This product has been simplified into a bundle of single TpT **digital download PDF** products:
 - <https://links.educircles.org/tpt/6cs-communication-a>
 - <https://links.educircles.org/tpt/6cs-communication-b>
 - <https://links.educircles.org/tpt/6cs-communication-c>
 - <https://links.educircles.org/tpt/6cs-communication-de>
2. The original product was a bundle of TpT **Google Drive folder** products. The TpT Google Drive folder products will be archived:
 - <https://www.teacherspayteachers.com/Product/6Cs-Communication-Folder-1-5872061>
 - <https://www.teacherspayteachers.com/Product/6Cs-Communication-Folder-2-5872054>
 - <https://www.teacherspayteachers.com/Product/6Cs-Communication-Folder-3-5872044>
3. If you purchased an older TpT Google Drive folder product, please email Mike@educircles.org

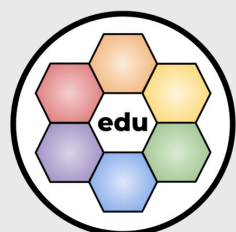
This product now has a Single PDF to print (with File Table of Contents and all handouts)

- **I added a digital learning version (Easel by TpT)**
- **I added Microsoft versions for all files**
- **Updated teaching content:**
 - Section D: Updated the Handout - Student Self-Evaluation.
- **Other changes**
 - Files are now packaged by section (A. Communication Activities, B. Metaphors and Memes, C. Assertive Communication, D/E Video + Consolidation) instead of splitting Google Drive folders by use (i.e. Print and Teach, Edit the documents, Google Classroom),
 - Simplified file names using descriptive words (handout, slideshow).
 - Minor changes to formatting / layout
 - Combined all handouts into a single PDF for easier printing
 - Removed Google Slides versions of handouts (and replaced with Easel by TpT)

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Changelog

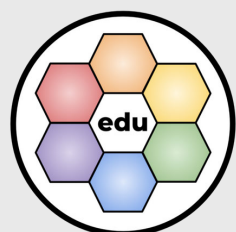
Version 2.6 Simplifying file organization on Sep 5, 2020

This update is about trying to make the file organization more clear and less overwhelming.

- No changes to content. Just changes in file names and Google Drive folder organization
- Made file names shorter by removing "Educircles"
- Organized the Google Drive folders by intended use (instead of just going numerically)
 - Folder 1 has the files so teachers can just print and teach. (PDFs and the main slideshow file **File 3**)
 - Needed to combine files to meet the TpT requirement of 30 files in a Google Drive folder.
 - Combined File 2a Lesson Outline and File 2b Lesson Plans into a single file (File 2 Lesson Outline and Lesson Plans)
 - Combined File 5a Who am I - Cartoons and File 5b Who am I - Celebrities to (File 5a Who am I)
 - Folder 2 has the editable Google Docs or Google Slide files for the handouts.
 - Folder 3 has modified files for Google Classroom. (This includes all of the duplicated slideshow files for individual google classroom assignments. It also includes any modified versions of handouts for easier completion online.)
- Updated the READ ME file
 - Fixed errors
 - Added information about "NOT EASY but WORTH IT"
 - Added section header tables from the lesson plan to show which files are the same.
 - Updated the Quick Start Guide to try to clarify the 3 google drive folders.

Version 2.0 Distance Learning update on Aug 4, 2020

- Main content is identical to version 1.0 but this product now contains additional files to make it easier for online use and distance learning
- The files are all in Google Drive for 1-click easy copying of the lesson folder into your Google Drive. No more copying view-only files.
- The slideshow in Google Slides format includes 1 large file (**File 3**) if you are teaching in the classroom, but you also get 5 smaller files in case you are only teaching 1 section: (**File 3** Lesson A, B, C, D, E)
- Easy uploading to Google Classroom assignments by lesson. The slideshow is now also broken up into individual lessons that you can upload:
(**File 3** Lesson A1, A2, A3, B1, B2, C1, C2, D1, D2, D3, E1, E2)
- Added NEW lesson review handouts for lessons that didn't previously have handouts (**File 4** A1, A2, A3, B1, D1, D2, D3a, D3b, D3c, D3d)
- Adapted for Google Classroom
 - Describe the drawing (**File 5e**) has been converted into Google Slides format with tutorial slides on how to draw in Google Slides.
 - Make your own meme (**File 5f**) has been converted into Google Slides format so students can answers directly in text boxes and also create captions over an image for their meme.
 - What's your (communication) style survey (**File 5g**) has been converted into Google Slides format so students can type numbers in text boxes and click and drag circles.
 - Styles of Communication note taking (**File 5h**) has been converted into Google Slides so students can type directly in the Venn Diagram (text boxes)
 - Vocabulary Builder Graphic Organizer (**File 6**) has been converted into Google Slides so students can type directly on the Frayer Model (text boxes)
- File numbers and lesson timing have changed

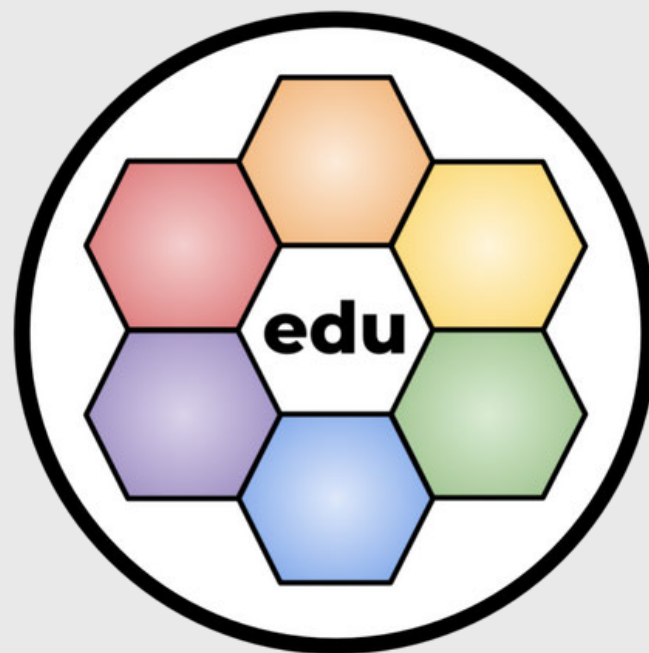


Version 1.0: Initial release of Communication

- This version included a zipped file with Microsoft Powerpoint, Google Slides, Microsoft Word, and PDF
- If you have purchased this product but would also like a copy of the Microsoft Powerpoint and Word versions, please email me at support@educircles.org
- Note: You will need to install the Bangers (comic book) font which I use for titles and headings. (The free font and installation information is included in the zipped file.)
- This version only includes the slideshow lessons in a single file. Additional content in Version 2.0 is not available in MS Powerpoint or Word format.

PREVIEW
do not print





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