

## Effective Communication



**Grade Level:** 6-12

**Time:** One-Two 35 Minute Focus Periods (HS); Two-Three 20 minute TA's (MS)

**Materials Needed:** Computer, Projector, Video Recording Devices (Chromebook or Phone), and [Slideshow](#)

**When:** First Monday of the Month

### **Lesson Objective**

Students will create videos to show what effective and ineffective communication looks like in a job or daily setting

### **Hook**

Use the opening think-pair-share of “What are the main things employers look for in applicants?” to get students’ thoughts going. If worried crunched on time and don’t want students to write their answer first, this can go straight into having students talk with partners/groups and sharing out. Have a quick class discussion and see if there is any consensus or trends in answers. Try to not give away too much with what employers are actually looking for, since that will be discussed later in the lesson.

### **Agenda**

1. RFHS Effective Communication Infographic
  - a. The infographic shows five important traits that make up effective communication.
  - b. Use the slides with the zoomed in infographic to go over each trait
  - c. Feel free to try to think of real life examples of what this may look like in a job or daily life
2. Communication Video Contest
  - a. Divide your focus into five groups
  - b. Each group will be assigned one of the five traits of effective communication
  - c. They will create a short video (most likely around 30 seconds to a minute) that show an example of that trait being done well and also not done well
  - d. There will be a competition among all the videos to decide which video was best for each trait
  - e. The winning videos will be compiled into a district video on effective communication
  - f. The winning videos will also be invited to a pizza party in the College & Career Readiness Center
  - g. The grade level with the most winning videos will also get extra points for the homecoming spirit cup (if done in high school)
3. Example Video
  - a. The example video helps students see what an example of what the video could look like
  - b. The video shows two examples (Awareness of Body Language & Being a Good Listener)
4. Creating & Submitting the Video
  - a. The video students make does not need any animations or effects like the sample video
  - b. Students can simply film the video on their Chromebook camera feature or on their phones (if teacher allows)
  - c. If a student does want to make it fancier then it is okay to use programs like WeVideo or iMovie
  - d. They can submit the video to Mr. Forde at [chad.forde@rfsd.k12.wi.us](mailto:chad.forde@rfsd.k12.wi.us) by Wednesday
5. Work Time
  - a. Any time left over can be used to brainstorm and create the video
  - b. If videos are not completed that Monday then encourage students to finish it quick at the beginning of the next focus or on their own independent time
  - c. Encourage them to have fun with it and take it seriously!