AZ CTE Curriculum Consortium

**Fashion Design: Workplace**

**(Employability Skills-*Mini Lesson*)**

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| Lesson Title: Barriers to Effective Communication | Lesson 2 of 23; Unit #2 |
| Duration: **25** minutes | Teacher/Student Ratio: 1/24 |
| Lesson File Name: FDM-Workplace-Lesson2.doc | |

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| **Description: Standard_Measurement_Criteria.jpg STANDARD & MEASUREMENT CRITERIA** | | | |
| D - COMMUNICATE EFFECTIVELY IN THE WORKPLACE  **D-2 Identify barriers to effective communication** | | | |
| **Description: Objectives.jpg OBJECTIVES** | | **Description: Terminology.jpg TERMINOLOGY** | |
| Students will be able to:   1. Define terms 2. Identify five barriers to effective communication 3. Identify at least one solution to overcome each of the identified communication barriers. | | **Communication** - the exchange of information between people, e.g. by means of speaking, writing, or using a common system of signs or behavior  **Barriers** - something that obstructs or separates, often by emphasizing differences  Use the Glossary Ring to introduce/review vocabulary | |
| **Description: Introduction.jpg INTRODUCTION** | | | |
| Bellwork:  Start the PowerPoint and go to Bellwork slide:   * “Students please gather your ***Glossary Ring*** and set it aside for our work today.” ***(FDM-Workplace-PowerPoint2.ppt, FDM-Glossary Ring Procedure.doc)*** * Write about a time when you misunderstood someone or when you were misunderstood.   Brainstorm: What are the barriers to effective communication? After a few minutes, have students share with a partner.  Ask non-volunteers to share with the class. Create a list on the board or interactive whiteboard.  **Purpose of today’s learning:**  Ask a volunteer to read the Objectives slide. ***(FDM-Workplace-PowerPoint2.ppt)*** Explain to the students that they will be doing a communication exercise today. During the exercise, they will be asked to consider what they can add to the list of barriers. They will then have to come up with a solution to some of the barriers. | | | |
| **CONTENT** | | | |
| **Description: Teacher_Actions.jpg TEACHER ACTIONS** | | **Description: StudentActions.jpg STUDENT ACTIONS** | |
| **Define vocabulary terms** | |  | |
| 1. Use PowerPoint Terminologyslide to introduce terms and definitions. Tell students to annotate each new vocabulary term on individual index cards and add these to their Glossary Ring  ***(FDM-Workplace-PowerPoint2.ppt, FDM-Glossary Ring Procedure.doc)*** | | 1. Students get 2 index cards and write down definitions of each term on a separate card that will be added to their ***Glossary Ring (FDM-Glossary Ring Procedure.doc)*** | |
| **Identify five barriers to effective communication** | |  | |
| 2. Telephone Activity ***(FDM-Workplace-PowerPoint2.ppt, FDM-Workplace.Handout2a.doc)***   * 1. Hand out the ***activity sheet*** to each student.   2. Tell students that you will whisper a message to one person in the back of the room. The message is to be whispered from one person to the next. **The message is not to be repeated.** This is true even if a student did not understand the message. They must pass on what they heard.   3. After a student has received the message, ask them to fill out #1-3 on the ***activity sheet***.   4. Whisper the message to the first student. (If you have a large class, begin the message in two parts of the room.)   **Message:** *“Take this bucket filled to the brim with water, so we can all work together to put out the fire raging in the front of the room.”*  After the exercise, ask students to read what they wrote. Share the correct message. Ask where the message broke down. | | 2. Students pass on the whispered message and complete #1-3 on the ***Activity Sheet***. ***(FDM-Workplace.Handout2a.doc)*** | |
| 3. Use “Communication Barriers” PowerPoint slide and ask students what barriers they came across in giving and receiving the message. Call on non-volunteers to respond. Ask each student to record five barriers to communication. ***(FDM-Workplace-PowerPoint2.ppt)*** | | 3. Students record five barriers on the chart. | |
| **Identify at least one solution to overcome each of the identified communication barriers.** | |  | |
| 4. Ask the students how it would have helped to know that they were firefighters during the exercise? Have them share with a partner if this would have made the communication easier or more difficult and why. Call on non-volunteers to share with the whole class. | | 4. Students share with a partner how knowing the context of the message would have helped or hindered the communication. | |
| 5. Use “Solutions” PowerPoint slide. Distribute the barriers charts and have the students complete it with their partner. Use the “knowing the context” such as knowing you are a firefighter as an example for a solution. Ask them to be prepared to share their barriers and solutions with the class. Call on non-volunteers to shares. ***(FDM-Workplace-PowerPoint2.ppt)*** | | 5. Students complete the solution part of the chart with their partner. | |
| **Description: Closure.jpg CLOSURE** | | | |
| T.I.P. of the Day:  Before leaving the classroom today, please write your name on the sticky side of a Post-It note. On the opposite side, write one or two things that you will do differently when communicating based on today’s activity. Please post on the “T.I.P. Board.” ***(FDM-Workplace-PowerPoint2.ppt; FDM-TIP Board.doc)*** | | | |
| **Description: Skill_Assessment.jpg SKILL ASSESSMENT** | | | |
| Use the ***Barriers to Communication Rubric*** to assess the students on the activity. ***(FDM-Workplace-Handout2c.xls)*** | | | |
| **Description: Connections.jpg CONNECTIONS** | | | |
| Ideas from this mini lesson can be used throughout the year when communication issues arise. You may have students create posters with their solutions to communication barriers to post around the classroom. | | | |
| **Description: SampleEndOfProgramAssessQuestions.jpg SAMPLE END OF PROGRAM ASSESSMENT QUESTIONS** | | | |
| 1. What is one way to overcome the barriers to effective communication?   1. Speak quickly at all times. 2. Limit distractions in the environment. 3. Anticipate what people are going to say. 4. Interrupt the speaker to give your opinion.   2. Which of the following is **not** a barrier to effective communication?   1. Language 2. Stereotyping 3. Asking questions 4. Poor listening skills | | | |
| **EQUIPMENTDescription: Equipment.jpg** | Computer and digital Projector for PowerPoint or SMART Notebook lesson and video clip | **MATERIALS**  **SUPPLIES**  **Description: Materials.jpg** | * Index cards (2 per student) * ***FDM-Glossary Ring Procedure.doc*** * ***FDM-T.I.P. Board.doc*** * ***FDM-Workplace-PowerPoint2.ppt*** (teacher only) * ***FDM-Workplace-Handout2a.doc*** *(one per student)* * ***FDM-Workplace-Handout2b.doc*** *(one copy per student)* * ***FDM-Workplace-Handout2c.xls*** *(teacher use only)* |
| **Description: Resources.jpg RESOURCES** | | **Description: Accomodations.jpg ACCOMMODATIONS** | |
| List of Barriers to Communication:  **Community for Human Resource**  **Management. (2008). Barriers to Communication. Retrieved June 8, 2010, from**  [***http://www.chrmglobal.com/Articles/167/1/Barriers-to-Communication.html***](http://www.chrmglobal.com/Articles/167/1/Barriers-to-Communication.html) | | Teachers:   1. Based on review of each student’s IEP or 504 plan make appropriate accommodations. 2. Encourage participation from all students to the best of their ability. 3. Calling on “non-volunteers” may not be appropriate for all students. | |
| **ATTACHMENTS** | | | |
| ***FDM-Glossary Ring Procedure.doc***  ***FDM-T.I.P. Board.doc***  ***FDM-Workplace-PowerPoint2.ppt*** *– Barriers to Communication*  ***FDM-Workplace-SMART Notebook2.notebook*** *- Barriers to Communication*  ***FDM-Workplace-Handout2a.doc*** *- Telephone Activity Sheet*  ***FDM-Workplace-Handout2b.doc*** *- Barriers to Communication Checklist*  ***FDM-Workplace-Handout2c.xls*** *- Barriers to Communication Rubric* | | | |