

REVIEW AND TIPS FOR TEACHING THE SKILL OF COMMUNICATION

10.

- Respect different points of view.
- Avoid sarcasm, put-downs and gossip.
- Ask questions to discover what is important to other people.
- End conversations on a positive note.
- Thank others for communicating.
- Recognize and use proper verbal and non-verbal messages.
- Use good listening skills.



COMMUNICATION

Teaching Self-discipline: 15 Essential Skills



The skill of **Communicating** effectively is related to the ability to **Share** thoughts and ideas and to **Distinguish** facts from feelings.

Skill #10 –Teach the skill of Communication to:

- **Develop the use of precise language.**
- **Equip students with effective nonverbal and verbal skills.**
- **Root out the use of words/gestures that are offensive.**
- **Curtail the use of sarcasm, whining, gossip or complaining as a means of communicating.**
- **Teach students how to appropriately express needs, wants and opinions.**
- **Help students respect different points of view.**

Skill Illustration

10.



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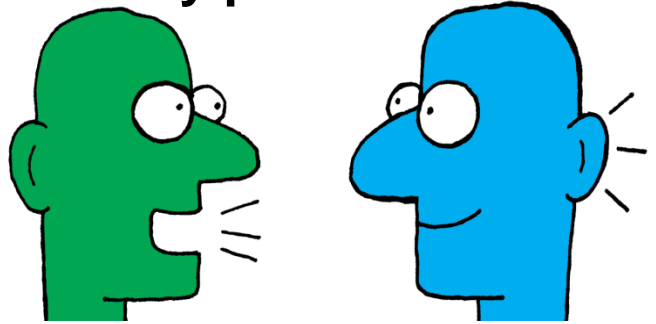
COMMUNICATION

***Gesture for skill:
Pretend you are texting
or hold your thumb and
little finger to your ear.***



COMMUNICATING EFFECTIVELY

When people communicate they practice impulse control. They **WAIT** until the other person has finished speaking or completed their thought. They **THINK**: What words can I use that will accurately represent what I want to say.



COMMUNICATING WITH OTHERS

1. Show a willingness to contribute to the conversation.
 - Let your face show interest in what the other person has to say.
 - Make yourself comfortable so you are not distracted.
2. Use the steps of focused listening.
 - Look at or toward the person
 - Repeat what you think the person is saying
 - Ask questions

3. **Respect the other person's point of view.**
 - Say, "That's interesting because....."
 - "Have you ever thought of this....."
 - "It sounds like we disagree...."
4. **Show a sense of humor – Don't take yourself too seriously**
5. **Avoid sarcasm, defensiveness in tone and/or attitude**
6. **Try to understand the other person.**
 - Ask questions that begin with 'W' – Who, What, When, Where, Why
7. **Talk about ideas, books, projects, news events, sports, rather than gossip about people**

TELL STORIES



FOCUS

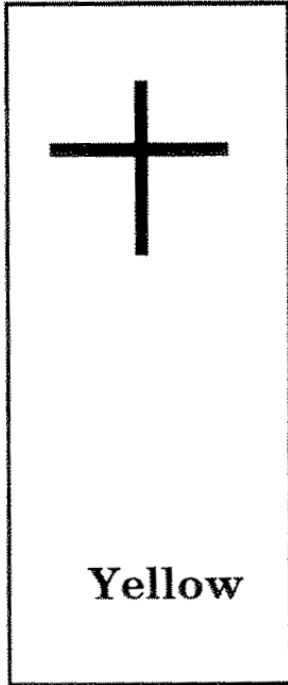


LISTEN

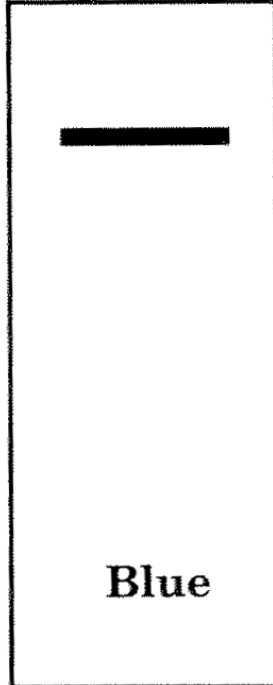


COMMUNICATE

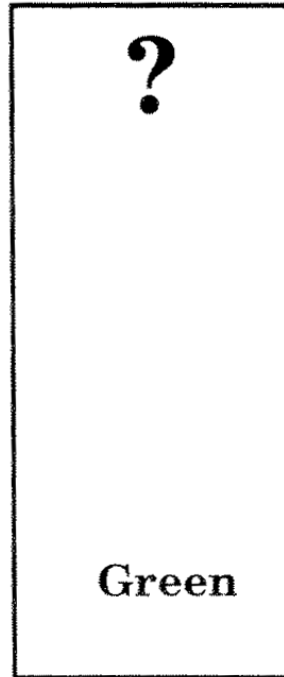
USE VISUALS TO HELP WITH COMMUNICATION



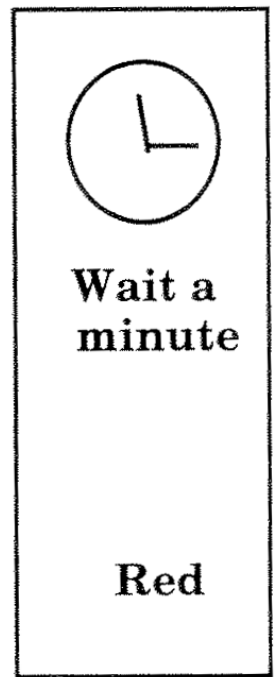
I AGREE



I DISAGREE



**I HAVE A
QUESTION**



**I NEED
TIME TO
THINK**

AGREE

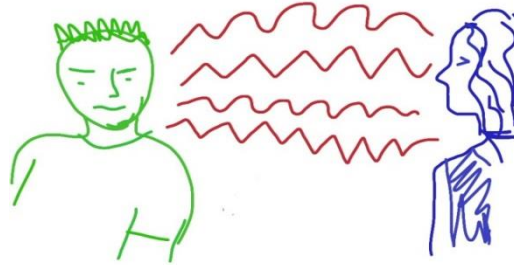
DISAGREE

UNDECIDED

**Select controversial topics
that would allow for different
points of view.**

MODEL SKILL LANGUAGE

“I don’t believe you have established the tone of voice you want to use during our discussion. Please try that again.”



“Are you giving a helpful or hurtful message?”

“Your idea is good; your choice of words is offensive.”

“Why don’t you have the last word on this subject.”

“Please use the criteria for a good conversation.”

“Tell me a better word (less offensive, less harsh, etc.) you could use.

“What have you learned from our conversation.”

MAKE YOUR ROOM A NO PUTDOWN ZONE

Putdowns:



- a) Are humorous only when all parties hearing the putdown enjoys that type of banter.
- b) Can reveal insecurity – the person lacks self-confidence and communication skills.
- c) Can make people feel uncomfortable and betrayed.

**PEOPLE WHO ARE WELL LIKED
MAKE OTHERS FEEL COMFORTABLE
AND GOOD ABOUT THEMSELVES.**

Make Your Room a NoTattling/Complaining/Gossiping Room

- People tattle or complain because these techniques have excused them from work in the past.



- Peer reporting is a moral responsibility whenever people are in physical or psychological danger, being abused or are in unreasonable situations and cannot help themselves.

- People tattle or gossip so they can seem better than others or make others think they are ‘in the know.’

- Ask yourself if you are tattling, gossiping or complaining to help or hurt someone?

Use lesson plans from the self-discipline skill curriculum to highlight these and other communication topics.

USE COMMUNITY CIRCLES TO BUILD COMMUNICATION

PARTICIPATION



RIGHT TO PASS

**USE
FOCUSED
LISTENING**

~~**NO PUT DOWNS**~~

**RESPECT
DIFFERENCES**

**USE STATEMENTS
OF APPRECIATION**



Homework Assignments

Communication

- Gather all family members 5 years of age or older for a family meeting. Set a timer for 15 minutes. Let each person answer the following questions.
 - What are you most looking forward to this week?
 - What one activity do you wish were over? Why?
 - How can a member of this family help you this week?

Put everyone's name in a hat and select a name. Try to do something nice for this person during the week.
- Select an 'object' to pass around the family circle. Only the person with the object speaks. If you want to ask questions you need to hold the object. Everyone shares a fact about their day or asks someone a question about what they heard.
- Engage in a family discussion about the best thing that happened today, the worst thing, and what individuals hope will happen tomorrow.
- For one day try to keep track of the number of minutes you carried on a conversation with each member of your family. Try to increase that time by a minute each day for the rest of the week.

Assessing Progress

- Use a rubric to assess progress.
 - Show students the rubric after the skill is introduced
 - Lacks knowledge or willingness
 - Needs assistance
 - Basic mastery
 - Proficiency
 - Let them self-evaluate at the end of the three weeks practice
 - Share this information with parents.
- (See sample rubrics from Assessment Made Easy - Tara Kassi)

REFLECTION

1. Identify something you learned or re-learned from this presentation.
 2. Name one action step you will try each of the next three weeks.
- Review with students the ingredients of a good conversation. (Slides 5+6)
 - Assign one of the homework activities suggested on slide 12.
 - Select two or three phrases listed on slide 8 and monitor how often you use them during a week.
 - Use one or more of the communication lesson plans found on the DWP flash drives.
 - Design a self-assessment rubric for students to evaluate their progress in learning the skill of communication.