

DAY 1: COMMUNICATION

**DISCUSS: HOW WOULD YOU DEFINE
COMMUNICATION/ LANGUAGE?**

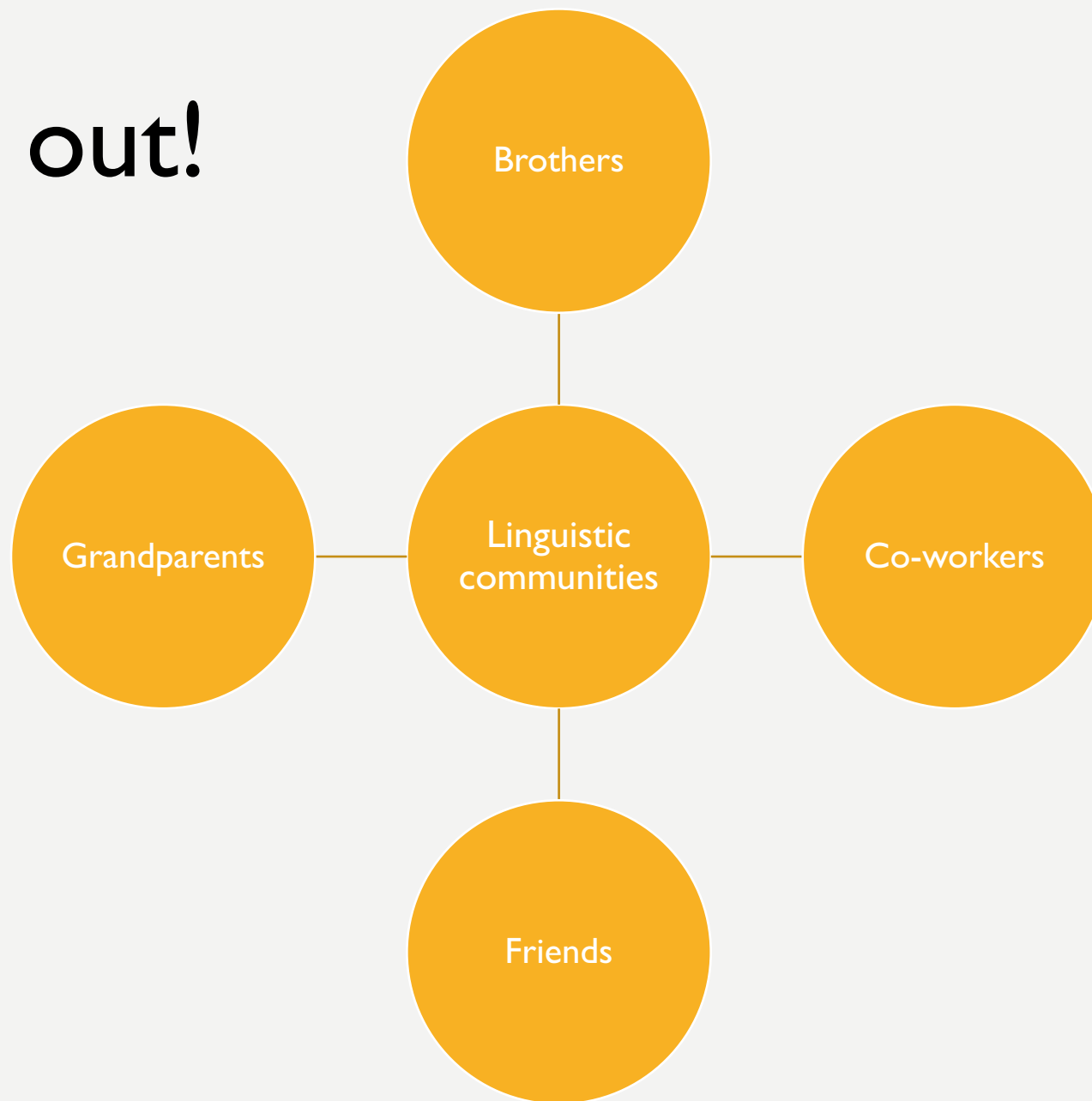
[VIDEO](#)

ACTIVITY 1: LINGUISTIC COMMUNITIES

- A linguistic community is also known as a speech **community**. It is a group of people who share a set of **linguistic** norms and expectations with regard to how their language should be used.
- On a piece of paper draw a concept (web) map showcasing all of your linguistic communities.
- See the example on the next slide



Share out!



VIDEO AND DISCUSSION

- [Video](#)
- Discussion questions
 - What did you notice?
 - What did the babies use to communicate?
- [Video 2](#)
- Discussion questions:
 - How has communication changed over time?
 - How do you think this effects our ability to relate to others emotionally?
 - What are the positives and negatives of this change?



DAY 2: ROTATIONS

**BLIND FOLD ACTIVITY
CLASS MEMORY QUIZ**

Blind Fold Activity:

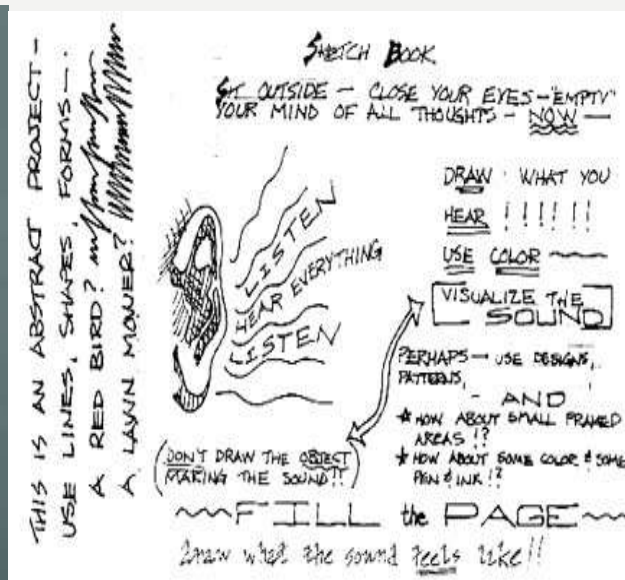
- **Students Pair up**
- **One student is blindfolded and one is not**
- **Set up the classroom with obstacles**
- **The blindfolded student is given directions by their partner on how to navigate the room without hitting any obstacles.**

Class Memory Quiz

- **Class memory quiz-**
<https://www.teachingenglish.org.uk/article/active-listening-activities>

REFLECTION:

- Write:
- What did these four activities teach you about communication?
- What was hard about these activities?
- What skills did you need to be successful at these activities?



DAY 3: LISTENING

**½ OF COMMUNICATION IS LISTENING. HOW
WOULD YOU DEFINE LISTENING?**

TELEPHONE RELAY

- Each class will nominate 5 people and send them each to a different class in the pod (send one student to the center of the pod). We will do this four times.
- Watch [video](#) after and discuss



TYPES OF LISTENING:

- Attentive listening: to describe someone who is full of attention, watching and **listening** carefully, such as an **attentive** student who takes great notes and asks questions when something isn't clear.
- Why is this important?
- When would you use attentive listening?
- How does attentive listening relate to building healthy relationships?
- How do you feel when others are not listening attentively to you?



SLANT

- S- Sit up
- L- Listen
- A- Ask and answer questions
- N- Nod for understanding
- T- Track the speaker



DAY 4: **BODY LANGUAGE**

**HOW WOULD YOU DEFINE BODY
LANGUAGE?**

VERBAL VS. NON-VERBAL COMMUNICATION

- Non-verbal communication makes up 70 % of what we say
- This can include hand gestures, posture, facial expressions, eye contact, and body position.
- Different cultures
 - [Read article as a class](#)



ACTIVITY 1

- Have students line up oldest to youngest without using any words. Pair up with the person next to you. One person will act out a phrase they draw out of the bowl– their partner will have two chances to guess the phrase.
- Reflection questions:
 - Why do you think we did this activity?
 - When do you use non-verbal communication in real life?
 - Can you think of an example of a time you gave someone a mixed message, where your words were saying one thing but your voice, body language, or face was saying another?

DAY 5: CONFLICT RESOLUTION

HOW WOULD YOU DEFINE CONFLICT?

ACTIVITY 1



- Each person will brainstorm one conflict they have had with a friend, family member, or teacher. They will write it anonymously on a notecard and place in the bowl.
- The teacher will draw one and the class will work together to brainstorm solutions for resolving this conflict. (x3)
- Discuss strategies the students use already and introduce new strategies:
 - I feel... when... because strategy (pg. 74 in advocacy notebook)
 - Ex: I feel angry when you ignore my texts because I really appreciate your friendship
 - Sympathy vs. Empathy [Video](#)
 - Acknowledging the other persons “truth”