

FCCLA Interpersonal Communication
CTE Common Core State Standards Aligned Lesson

This resource is best for:

Teachers of:	Introduction to Human Studies	Career Cluster:	Human Services
Addressing Standard(s):	Communication Skills: Standards 14, 15, 16	Grade-Band:	9-10
In alignment with CTSO:	FCCLA www.tennesseefccla.org	CTSO Event:	Interpersonal Communication

Learning Objective: The goal of this activity is to develop a student’s ability to apply communications techniques in daily social interactions as well as when working with a client while practicing the skills necessary to become proficient in the Common Core State Standards for Literacy in Technical Subjects. Discussions in class, reading, researching, and writing exercises are coordinated in class to help students construct a technical meaning of the resources in a way that “sticks.”

The following should be used during this teaching:

- Essays should be evaluated using the 2013-14 Tennessee 9-12 ELA Informational/Explanatory Rubric, found at <http://tncore.org/sites/www/Uploads/TNCORE/Rubrics/InfExpRubric-Gr9-12.pdf>.

CTSO Competition Overview: Participants compete as individuals or as teams to use Human Services and/or related occupations skills and apply communication techniques to develop a project designed to strengthen communication in a chosen area: community, employment relationships, family, peer groups, or school groups. Participants must prepare a file folder, an oral presentation, and a response to a related case study. The competitive event guidelines needed for this activity are:

- FCCLA Job Interview: You can download the competitive event guidelines on pages 111-117 here: http://www.fcclainc.org/assets/files/star/Updated%2010_15_13_CompEvents_Guide.pdf

Common Core State Standards for Literacy in Technical Subjects addressed by task	
Strand	Grades 9-10
CCSS Reading for Technical Subjects: Key Ideas and Details	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
CCSS Reading for Technical Subjects: Craft and Structure	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> .
CCSS Reading for Technical Subjects: Integration of Knowledge and Ideas	9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
CCSS Writing for Technical Subjects: Research to Build and Present Knowledge	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Tennessee CTE Standards addressed by task	
Introduction to Human Studies	15. Compare and contrast communication skills for communicating with a client and daily social interactions. Differentiate between verbal and nonverbal communication. List specific techniques for effective communication and evaluate how different cultures attach different meanings to communication techniques. (TN CCSS Reading 4, 9; TN CCSS Writing 7; TN Sociology)
	16. Practice communication skills by participating in role-play exercises and critiquing the role-play exercises of others. Demonstrate specific techniques for building rapport with the client or others. (TN CCSS Reading 3)

What key insights should students take from these resources?	
<ol style="list-style-type: none"> 1. Effective interpersonal communication skills play an important role in client interactions in the delivery of services in the human services setting. 2. Communication techniques used by the human services professional must be adjusted to the needs of the client based on the client’s culture, age, language, level of understanding, and current emotional state, among other variables. 	
Additional Resources	
FCCLA Recommended Website References: <ul style="list-style-type: none"> • FCCLA STAR Event Resources • FCCLA Competitive Events Guide 	Suggested Additional Website References: <ul style="list-style-type: none"> • ACTE Online • CareerTech • Career and Technical Student Organizations

Potential Lesson Plan Design: This sample lesson plan was created for 90 minute class periods using the FCCLA Interpersonal Communications STAR Event to instruct students on Standards 15, and 16 in the Introduction to Human Studies course in the Human Services career cluster.

Day 1

Set: Who's on First? (15 minutes)

Introduce the topic of Interpersonal Communication by cueing the Abbott and Costello video clip, "Who's on First?" (<http://www.youtube.com/watch?v=airT-m9LcoY>). After viewing, ask students to reflect on what was going on in the video. Guide the conversation to ensure that the following topics are discussed:

- effective/appropriate communication techniques demonstrated
- ineffective/inappropriate communication techniques demonstrated
- What was Abbott's message? Discuss the importance of your listener understanding what you are saying in the communication process.
- What was Costello hearing? Discuss the importance of the communicator speaking at a level and in the language that the listener will understand to facilitate the communication process.
- Both men in the video were saying the same thing but they did not understand each other.

Inner Reflection (20 minutes)

Next have students take the next 10 minutes and reflect/write about a scenario in their lives in which they did not demonstrate effective, appropriate communication skills. Include examples of ways in which they think they could have changed the way they communicated so that the message would have become more effective and appropriate. Ask for a few students to share their writings with the class if they are comfortable with the class discussing their scenarios.

Interpersonal Communications Skills Test and Assessment (50 minutes)

After discussing some of the students' experiences with difficult communication scenarios, have them complete an online self-assessment of their interpersonal communication skills. There are many of these free assessments/quizzes available for use online but here is one on a website that students in the Human Services career cluster may find useful in their studies in their program of study, www.goodtherapy.org. The teacher should complete the assessment and evaluate the results received prior to administering this quiz with the class to help facilitate thorough discussion of self-assessment after students receive their results. Here is the link to the sample self-assessment previously referenced: <http://cl1.psychtests.com/bin/transfer?req=NDF8MzQxMXwyNDEyNTk4fDF8MQ==&refempt>.

Once students have completed the assessment, have them read their snapshot report and the sample full report to gather additional information about effective and ineffective interpersonal communication skills. Conduct a class discussion that dives deeper into interpersonal communication skills. Guiding questions for this activity are listed below.

Topics under Discussion	Guiding Questions
Topics introduced during the Interpersonal Communication Skills Self-Assessment	<ol style="list-style-type: none"> 1. How might insightfulness be a beneficial characteristic for a human services professional to have? What about in your daily social interactions? 2. What problems might arise when a human services professional demonstrates poor verbal expression by not delivering a clear and concise message to a client because of a difficulty such as a language barrier? What are the potential implications if the client was unable to communicate clearly? 3. What techniques are involved in effective listening in the classroom? When socializing with your friends? When on the job? 4. How can your ability to manage your emotions and show empathy or “put yourself in their shoes” when dealing with clients possibly improve the outcome of these interactions? How might this affect your interactions with your fellow classmates? Your teachers?

Day 2

Content Review (30 minutes)

Review topics of interpersonal communications with the students using your preferred references: your textbook, websites, handouts, etc.

Role Play Planning (45 minutes)

Have students break up into groups of three for role playing experiences in interpersonal communications. Assign a scenario to each group and give the students 30 minutes to research the appropriate communication technique and design/write two scenarios, one that would depict the assigned type of communication first ineffectively and then a second one that would communicate the message effectively. Encourage students to have fun with this activity but to remain professional with selection of their topics for their scenarios. While students are designing their scenarios, the teacher should be interacting with the student groups, guiding them as needed to ensure effective role plays. Costumes and props should be encouraged for the role plays to stimulate creativity and interest if deemed appropriate by the teacher.

Suggested Role Play Topics	Description
One-way vs. Two-way Communication	The professional has to demonstrate when it is appropriate for only one person to be speaking vs. both/all persons in an interaction sharing in the conversation.
Verbal Communication: Language Barrier	The client in the interaction speaks minimal if any English and the professional must ensure effective communication of the message.
Verbal Communication: Educational Level Barrier	The client has an elementary school education and the professional has to interact adjust to interact at his/her level to effectively communicate.
Verbal Communication: Hearing/Deafness Barrier	The professional that does not know signing must communicate the message to a client that cannot hear.
Verbal Communication:	The client has developed an attitude toward the professional because of something the professional said that

Attitude Barrier	was offensive to the client. The professional still has a message to communicate effectively to the client.
Non-verbal Communication (Professional)	The professional is demonstrating non-verbal clues that are interpreted by the client as disinterest in the interaction. The attentive client wants and needs the message that he/she came to receive. The professional must recover in this situation to ensure effective communication does occur
Non-verbal Communication (Client)	The client is demonstrating non-verbal clues that are interpreted by the professional as disinterest in the interaction. The professional must effectively communicate the message.
Effective Listening/Active Listening	The professional must demonstrate effective active listening skills in an interaction with a client.
Empathy	The professional must display empathy with a client who is experiencing and communicating a difficult situation that he or she is experiencing.
Closed vs. Open-ended Questions	The professional must demonstrate when the use of closed-ended and the use of open-ended questions are appropriate in client interactions.
Skill Practice	The professional must ensure that the client will be capable of performing a specific skill once he or she leaves the interaction.

Day 3

Role Play Exercise Presentations (90 minutes)

Allow the students to regroup with the other students in their groups and finalize their role play presentations, props, costuming, etc. (10 minutes).

Begin role plays. Have student groups perform their “ineffective” scenarios first, followed by a class critique on what went well and what went wrong. Next, the group will perform their “effective” scenario, again followed by a class critique and additional discussion and instruction by the teacher as deemed necessary depending on how well the group covered the role play. Continue until all groups have performed their role plays. Depending on the size of the class, this activity may roll over to a fourth day.

1 or More Days (depending on amount of time teacher wants to devote to this project)

Class/Group Project(s)

Now that students should have a thorough understanding of interpersonal communication and techniques that can be implemented to improve communication in various situations in their family, social, and school relationships and interactions as well as in the human services field, the teacher may choose to move on to a class/group project to strengthen communication in an area of choice of the class or individual groups. For the FCCLA Interpersonal Communications STAR Event, a student or team of students are required to submit documentation of a project that they complete in their community, employment relationships, family, peer groups, or school groups. Refer to the STAR Event guidelines for complete details on the competition requirements: <http://www.fcclainc.org/assets/files/star/Interpersonal%20Communications%2013-14.pdf>.

The class as a whole or divided into smaller groups can brainstorm communication project ideas, select an idea for their project, and under the guidance of the teacher, follow the FCCLA Planning Process to plan and carry out the project. The FCCLA Planning Form that is used in the planning process can be found here: http://www.fcclainc.org/assets/files/planning_process_summary_page_template.pdf. Throughout the planning, development, and carrying out of the project, students should be encouraged to cite references toward the creation of a bibliography to be submitted with the final report upon completion of the project. Students may cite references using either MLA or APA citation style per FCCLA guidelines. All resources used should be reliable and current.

Final project report should include the following: Project Identification Page, FCCLA Planning Process Summary Page, Project Summary, and Works Cited/Bibliography. Refer to STAR Events guidelines for specific details on each of these items.

1-2 Days

Oral Presentations

Depending on the sizes of the group communications projects, that will determine how much time will be devoted to oral presentations. Each group should be prepared to perform an oral presentation up to 5 minutes in length to the class. The presentation should describe the project that was undertaken by the group and the communication techniques that were used. For specific guidelines for the oral presentations, refer to the FCCLA Interpersonal Communications STAR Events competition guidelines. Rubrics to assess the project reports and the oral presentations can also be found in the STAR Events competition guidelines on pages 116-117: <http://www.fcclainc.org/assets/files/star/Interpersonal%20Communications%2013-14.pdf>.

1 Day

Case Study

Each student will be assigned a case study and will be given 10 minutes to prepare a response to the case study. Students will then be provided up to 5 minutes each to present the case study to the class. The teacher and students may ask clarifying questions of each student presenter and comment on other possible solutions to that case study. The teacher can create case studies based on his/her students' projects that were submitted or situations that have been discussed in class. Below are a few sample case studies that may also be considered or used as examples to aid in development of additional case studies. The rubric to assess the case study responses can also be found in the STAR Events competition guidelines on page 117: <http://www.fcclainc.org/assets/files/star/Interpersonal%20Communications%2013-14.pdf>.

Area of Communication Issue	Case Study
Community	Your class/FCCLA chapter has decided to host a Wheelchair Wash in your community at the local nursing home. The residents' wheelchairs can get dirty often with spills and accidents but this will give you the opportunity to communicate with and learn more about the elderly population and the services provided at the facility for the residents. This service project would require giving up a Saturday morning to participate. You have heard many of the members mumbling that they were not going to give up a Saturday for this activity and some even said

	they were “afraid of old people.” How would you encourage the members of your class/FCCLA chapter to participate in the Wheelchair Wash?
Place of Employment	You are the most requested babysitter in your neighborhood but one family in particular will book you weeks in advance to make sure that you are their sitter when they need someone to babysit for their children. You really enjoy their children but recently they have begun scheduling you on school nights for jobs where you have been told you would be home at a reasonable time. Unfortunately, they have not been returning until well after midnight on these school nights. You do not want to lose their business but the late nights are affecting your schoolwork. You realize that you must address this with the family. How would you approach the subject with the family?
Family	Your parents have always been adamant that you could not date until you are 18 years old. The Junior Prom is quickly approaching and you have been invited to go with one of your schoolmates that you really like. Your parents have been extremely headstrong and unwilling to budge on their rule. You think that you might have a chance this time because the student that invited you is a neighbor that your parents adore. How would you approach your parents for permission to go on this, your first date, before the age of 18?
Peers	You are at having a sleepover at your house with the rest of the softball team and they decide to go and “egg” and “roll” the house of one of the teacher’s from your school who just so happens to live down the street from you. You are being pressured to participate but know that this is not a good idea. The group will go with or without you. How would you handle this situation?
School	Last year at the FCCLA State Leadership Conference, a couple of students in your chapter were caught with alcohol and drugs at the hotel and were sent home and disciplined heavily by the school. Because of this, your school principal will not grant your chapter permission to attend the conference this year because of lack of trust of the chapter as a whole. As president of the chapter, how would you handle this situation?

Teacher Note: Any or all of the above activities can be used in the class but all should be incorporated in order to fully cover the standards identified on page 1 of this document. Each activity can be individually scored or students can receive a summarized score for all of the components of this lesson. A helpful form for calculating a summarized score can also be found in the STAR Events competition guidelines on page 115: <http://www.fcclainc.org/assets/files/star/Interpersonal%20Communications%2013-14.pdf>.

Scaffolding and support for students with special needs, English language learners, and struggling readers: Consider pre-teaching synonyms of difficult vocabulary words. Lower-level readers and ELL students can still be challenged without being overloaded with difficulty. This strategy can also be used to differentiate for stronger readers by introducing new, and more challenging, vocabulary. Struggling readers would also benefit from visual aids to illustrate many of the ideas presented. Pictures, diagrams, and charts alongside the text will go far to aid students as they dissect the articles.

Note: Social, ethnic, racial, religious, and gender bias is best determined at the local level where educators have in-depth knowledge of the culture and values of the community in which students live. TDOE asks local districts to review these materials for social, ethnic, racial, religious, and gender bias before use in local schools.