

# About Communication - Level 1 Staff Activity Guide



## What's Included:

The purpose of this guide is to support teachers in empowering students to make positive choices even when faced with high-risk situations. In this guide you will find a Student Video Viewing Guide, Student Activity options, and a Brain Quiz with an answer guide. Each of these resources can be used independently or in conjunction with one another as time allows. For your planning purposes, please find the estimated time needed for each activity below.

- **Viewing the Video**

Without Student Video Viewing  
Guide - 5 minutes

With Student Video Viewing  
Guide - 10 minutes

- **Student Activities -**

Write About It Prompt - 10 minutes  
Group Activity - 10 minutes  
Independent Practice - 8 minutes  
Extended Learning - 6 minutes

- **Brain Quiz - 5-10 minutes**

## Student Video Viewing Guide Strategies:

- **Before the video (3-5 min) -**

Have students complete the **Do Now** question box to get the wheels turning

Ask students to "**pair and share**" with a classmate, and/or have a brief class discussion

Remind students to "**preview**" the Video Viewing Guide so that they know what they are listening for

- **During the video (3-5 min) -** Pause the video to talk about Check for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share.

Pause the video to talk about for CFU Question 1 - What does "active listening" look like to you? Include 2-3 examples.

Pause the video to talk about for CFU Question 2 - Why is it important to be assertive when communicating with others?

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## Staff Activity Guide



### Student Activity Options:

- **Write About It Prompt (5-10 minutes) -**

- a. **Materials needed:** notebook or notebook paper and writing utensil

- b. **Prompt:** What are the 3 main steps to communication? Provide at least one example for each step.

- c. **Criteria for Success:** Journal entry includes the 3 main steps and an example for each.

- **Independent Practice Activity (8-10 minutes) -**

- a. **Materials needed:** notebook or notebook paper and writing utensil, **Directions:** Use the space below to write a conversation that displays good communication skills

- b. **Criteria for Success:** Student script will include the 3 main components for effective communication skills.

- **Group Lesson Activity (10 minutes) -**

- a. **Materials needed:** chart paper or white board and markers. **Teacher suggestion:** create the table ahead of time. **Directions:** Group Activity (student handout for this might be unnecessary if it is completely teacher directed) In the video they discussed Active Listening vs. Selective Listening and Assertive Communication vs. Aggressive/Passive Communication. Fill out the chart below as a class to identify examples of each.

- b. **Criteria for Success:** class is able to identify examples of active listening and assertive communication.

- **Extended Learning Activity (6 minutes, 3 for each student) -**

- a. **Materials needed:** Topics listed on board and/or on handout. **Directions:** Now that you have identified examples of active listening and assertive communication as a class, each student will be assigned a partner to practice these skills. With your partner, select from the topics below and have a 2-3 minute conversation using active listening and assertive communication.

- b. **Criteria for Success:** Each student in the pair is able to role play/demonstrate effective communication.

- **Brain Quiz Answer Key (5-10 minutes)**

1. B. Aggressive Communication
2. False
3. B. Word Choice
4. C.