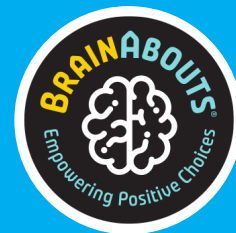


About Communication - Level 3

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 Guide, 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.

Viewing the Video:

Without Student Video Viewing Guide - (8 minutes)
With Student Video Viewing Guide - (9-12 minutes)

Student Activities:

Activity #1 I-Statement - (10 minutes)
Activity #2 Write About It - (5-10 minutes)
Activity #3 Topics We Care About - (10-15 minutes)

Brain Quiz:

(5-10 minutes)

Student Video Viewing Guide Strategies:

Before the video (3-5 minutes)

- Have students "popcorn out" (share without raising hand) to get the wheels turning, on the following question:
 - What makes someone a good communicator?
 - Is it a skill you can grow?
- Have students "pair and share" with a classmate on the question:
 - What does it mean to be an active listener?
 - Why do you think it can be hard at times?

During the video (3-5 minutes)

- Pause the video at times for Checks for Understanding (CFU). You can call out a few students to answer, and/or



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Brain Quiz Answer Key: (5-10 minutes)

1. Adults usually use their _____ to determine the body language and facial expression of others, while teens use their _____. (Answer: d. frontal lobe, amygdala)
2. A communication style that uses manipulation, guilt or hurt, and/ or intimidation or control is called _____. (Answer: aggressive communication)
3. Active Listening involves all of the following except: (Answer: c. paying attention to only the things we want to hear)
4. All of the following are blocks to being a good listener except: (Answer: d. looking at the speaker)
5. Assertive Communication involves all of the following except: (Answer: c. using manipulation)

Student Activity Options:

Activity #1 I-Statement Practice (10 minutes)

- a. Materials needed: paper, and writing utensil.
- b. Directions: an I-statement is a sentence beginning with the word "I" that tells another person how you are feeling in a clear, constructive, and empowered way. Divide the class into partners. Have each group of students brainstorm situations in which they may need to use an I-Statement to express their feelings. Have each student in the group write an I-Statement according to a scenario, then rehearse the I-Statement with their partner. (EX. "I feel unimportant when you walk into a room and don't speak to me.")
- c. Criteria for success: students are able to use I-statements to communicate their thoughts and feelings.

Activity #2 Write About It (5-10 minutes)

- a. Materials needed: journal or paper and writing utensil.
- b. Directions: have the students write about a time when bad communication either by the students or another caused hurt feelings. What could have been done differently?
- c. Criteria for success: students are able to identify implications of bad communication and reimagine the situation with positive communication skills. (EX- Students can identify a time poor communication led to having their feelings hurt but can reimagine the situation outcome in another light with positive communication)

Activity #3 Topics We Care About (10-15 minutes)

- a. Materials needed: paper and writing utensil for notes and/or a device to record students on
- b. Directions: divide the class into groups of 3-5 students. Have each group write and record a rap, poem, jingle, or public service announcement about a topic they care about and want to communicate to others.
- c. Criteria for success: students are able to identify and share about a topic they care about (EX- Students create a jingle advertising being kind to peers)