

**COMMUNICATION—BRIDGE TO A BETTER UNDERSTANDING**

**Purpose:** This lesson provides students with basic communication skill of “I” messages and encourages them to replace “You” messages with “I” messages when communicating with adults (e.g., parents, guardians, teachers or work supervisors).

**Time Required for Lesson:** 50 minutes

**Grade Level:** 6-8

**Missouri Comprehensive Guidance Strand:** Personal and Social Development

**Big Idea:** PS 2: Interacting With Others in Ways That Respect Individual and Group Differences

**Concept:** B. Respect for self and others.

**ASCA Standards**

Personal/Social Development

A: Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

**Materials:** None

**Comprehensive Guidance Program Curriculum Unit/Lesson links**

**Grade 6-8**

**Unit:** What It Means to You (& Me)

**Concept:** PS 2.B



**Show Me Standards: Performance Goals (check one or more that apply)**

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <ul style="list-style-type: none"> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</li> </ul>
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <ul style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>3. Exchange information, questions and ideas while recognizing the perspectives of others</li> </ul>
X	<p>Goal 3: recognize and solve problems</p> <ul style="list-style-type: none"> <li>2. Develop and apply strategies based on ways others have prevented or solved problems</li> <li>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</li> <li>4. Evaluate the processes used in recognizing and solving problems</li> </ul>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ul style="list-style-type: none"> <li>1. Explain reasoning and identify information used to support decisions</li> <li>3. Analyze the duties and responsibilities of individuals in societies</li> <li>4. Recognize and practice honesty and integrity in academic work and in the workplace</li> </ul>

**This lesson supports the development of skills in the following academic content areas.**

**Academic Content Area(s)**

**Specific Skill(s)**

X	Communication Arts	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual, and oral presentations and works 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

**Enduring Life Skill(s)**

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

**Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:**

Observation of students engaged in role play. Students provide a verbal discussion of one way he or she successfully communicates with others

**Lesson Preparation**

**Essential Questions:** What does the word “communication” mean to you?

**Engagement (Hook):** You’re speaking, but are you listening to parents, guardians, or authority figures this week?

**Procedures**

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> <li>Say: Raise your hand if you had difficulty communicating with an adult or adults (e.g., parents, guardians, teachers or work supervisors) this week.</li> <li>Ask students to identify situations involving a block in communication. Caution students describe situation objectively without assigning blame. List situations on the board.</li> </ol>	<ol style="list-style-type: none"> <li>Students raise hands to acknowledge difficulty communicating with adults this week.</li> <li>Students provide instance of communication problems and discuss reasons for them</li> </ol>

<b><i>Professional School Counselor Procedures:</i></b>	<b><i>Student Involvement:</i></b>
3. Encourage students to determine essential ingredients for good communication. Emphasize the difference between “I” and “you” statements. Read the following statements: a) “you never do anything I tell you to do. You are so irresponsible,” b) “Matt, I get really frustrated when you don’t do what I ask.”	3. Students discuss how awareness of “I” and “You” statements contribute to better communication.
4. Select a situation previously suggested by a student. Ask volunteer students to role-play the situation using “I” and “You” statements.	4. Students volunteer for role playing.
5. Summarize observations and ask for feedback from group members regarding the success (or lack of success) of their communication during role plays.	5. Students contribute to discussion about their role-playing situations and how “I” and “You” statements contributed to successful communication.