

THEME MODULE TITLE: Communication and Interpersonal Relationships

MODULE DESCRIPTION

This module introduces students to the importance of developing effective communication and interpersonal relationship skills to enhance interactions with others in home, school, community, and workplace situations. Skills related to inter-age and peer relationships, conflict prevention and management, and workplace-specific communication will also be examined.

ESSENTIAL QUESTION

What communication and interpersonal skills can aid individuals in developing caring, respectful, and effective relationships that promote productive functioning in home, school, community, and work environments?

MODULE CONTENT

Communication Skills

1. Communication

Students will

- Examine the roles and functions of communication in home, school, community, and workplace settings
- Describe types of communication (e.g., oral, verbal, nonverbal, digital)
- Examine communication styles and their effects on relationships
- Determine ways that communication skill deficits can adversely affect relationships
- Understand the role of communication skills in establishing cooperation, compromise, and collaboration in relationships
- Demonstrate personal development of communication skills through practice of these skills in a variety of classroom applications

2. Listening

Students will

- List and describe barriers to effective communication in home, school, community, and workplace settings
- Distinguish between hearing and listening
- Show understanding of active listening and feedback techniques
- Demonstrate personal development of listening skills through practice of these skills in a variety of classroom applications

3. Workplace Communication

Students will

- List the similarities and differences between personal and workplace communication and the uses of technology in each
- Describe ways effective communication promotes workplace effectiveness
- Examine a variety of types of reports required of workers in a variety of careers
- Describe the role of observation in the development of work reports
- Explain how to give and receive accurate reports in a variety of formats
- Demonstrate effective communication skills in a group setting to accomplish a task

Interpersonal Relationships

1. Relationships

Students will

Define the term "relationship"

Analyze the functions and expectations of various types of relationships and how they may change over time

Examine processes for building and maintaining relationships

Explain the impact of personal standards and codes of conduct on relationships

Demonstrate and practice behaviors that promote healthy relationships through a variety of classroom applications

2. Peer Relationships

Students will

Define the term "peer"

Discuss the characteristics of peer relationships that make them different from relationships with those in other stages of the lifespan

Describe how self-esteem and self-image impact peer relationships

Analyze the influence of peers on personal development, choices, and relationships

Explain how individuals can assert personal choices within a peer group structure

Identify and practice ways the individual can have a positive impact on peers through a variety of classroom applications

2. Conflict Prevention and Management

Students will

Assess personal strengths and weaknesses and ways they influence relationships

List and describe factors that contribute to healthy and unhealthy relationships

Research conflict prevention and management techniques

Explore how similarities and differences among people affect conflict prevention and management

Investigate stress management strategies that are appropriate for home, school, community, and work settings

Contribute to a classroom environment that encourages respect for the ideas, perspectives, and contributions of all

Careers in the Communication and Human Services Field

Students will

Investigate knowledge, skills, and practices needed for a career in the communications and human services fields

Analyze career paths within the communications and human services fields

Evaluate personal skills, abilities, and interests for employment in the communications and human services fields

RELATED ACTIVITIES by CTE Content Area

Agricultural Education (Communication)

Students work in small groups to prepare and present short "elevator speeches" describing FFA. Each group will have a separate aspect of FFA to communicate about, such as: leadership; awards; service projects; and, competitive events. Have class members take notes on the speeches and report on what they have heard. Evaluate the accuracy and completeness of the reports

Business and Marketing Education (Workplace Communication)

Discuss the similarities and differences between personal and business telephone

communications. In pairs, students create and present role-plays of either personal or business telephone calls. Class members list ways those conversing used effective or ineffective techniques, and suggest ways to improve. Pairs incorporate class suggestions into a second presentation of their call

Family and Consumer Sciences Education (Peer Relationships)

Use a popular source (one that aims to inform a wide array of readers about issues of interest using an informal tone and scope) to learn about a peer group relationship issue, such as bullying, or safe use of social media. List key claims presented in the piece. Conduct a "fact check" using a scholarly source on the same issue. Discuss the similarities and differences in the manner and accuracy of information from the two sources

Health Sciences Education (Careers in Communications)

Research the field of Relay Telecommunications, a communication service that connects individuals who are deaf, hard of hearing, deaf-blind or have difficulty speaking to people who use standard telephones. Role play a variety of 7-1-1 relay call types available to match the different needs of clients. Call types might include Voice Carry Over, Hearing Carry Over, Speech-to-Speech, and Captioned Telephone. Discuss guidelines for effective communication with visually or hearing impaired clients or patients

Technology Education (Communication)

Develop a basic website that advertises a new product or technological innovation. Include pictures and text that identify the features of the product or innovation. Create links to different pages in the website and to outside links where the user can learn more

Trade and Technical Education (Workplace Communication)

Prepare a work order form and set of cards with work requests on each (e.g., car inspection, oil change, and tire rotation; meal order for several coworkers; multi-process grooming appointment). Divide students into pairs. Partner one draws a work request card and communicates the work request. Partner two listens without speaking, and completes the work order form. Compare the work order to the work request form. Discuss effective and ineffective communication and listening techniques used by each partner

STANDARDS ADDRESSED

New York State Career Development and Occupational Studies (CDOS) Standards Intermediate Level

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings

Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace

Common Career Technical Core Standards

<https://www.careertech.org/career-ready-practices>

Career Ready Practices

1. Act as a responsible and contributing citizen and employee
2. Apply appropriate and academic and technical skills
4. Communicate clearly and effectively and with reason
8. Utilize critical thinking to make sense of problems and persevere in solving them
9. Model integrity, ethical leadership, and effective management
11. Use technology to enhance productivity
12. Work productively in teams while using cultural global competence

National Agricultural Education Standards

https://www.ffa.org/the_council/afnr

CRP.04 Communicate clearly, effectively, and with reason

CRP.09 Model integrity, ethical leadership, and effective management

CRP.12 Work productively in teams while using cultural/global competence

Note: National Agricultural Education Standards CRP .01-.12 coincide with Common Core Technical Core Standards

National Business Education Standards

<https://www.nbea.org/newsite/curriculum/standards/index.html>

Communication

- I. Foundations of Communication Achievement Standard
Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels
- II. Societal Communication Achievement Standard
Apply basic social communication skills in personal and professional situations
- III. Workplace Communication Achievement Standard
Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies
- IV. Technological Communication Achievement Standard
Use technology to enhance the effectiveness of communication

National Family and Consumer Sciences Standards

<https://www.nasafacs.org/national-standards-and-competencies.html>

13.0 Interpersonal Relationships

- 13.1 Analyze functions and expectations of various types of relationships
- 13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships
- 13.3 Demonstrate communication skills that contribute to positive relationships
- 13.4 Evaluate effective conflict management techniques
- 13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community
- 13.6 Demonstrate standards that guide behavior in interpersonal relationships

National Consortium for Health Science Education

<https://www.healthscienceconsortium.org/national-health-science-standards/>

Foundation Standard 2: Communications

Demonstrate methods of delivering and obtaining information while communicating effectively

2.1 Concepts of Effective Communication

- 2.11 Model verbal and nonverbal communication

- 2.12 Identify common barriers to communication
- 2.13 Identify the differences between subjective and objective information
- 2.14 Interpret elements of communication using basic sender-receiver-message-feedback model
- 2.15 Practice speaking and active listening skills
- 2.16 Modify communication to meet the needs of the patient/client and be appropriate to the situation
- 2.3 Written Communication
 - 2.31 Utilize proper elements of written and electronic communication
 - 2.32 Prepare examples of technical, informative, and creative writing

International Technology and Engineering Educators Association

Standards for Technological Literacy

<https://www.iteea.org/39197.aspx>

The Designed World

- 17. Students will develop an understanding of and be able to select and use information and communication technologies
 - H. Information and communication systems allow information to be transferred from human to human, human to machine, and machine to machine
 - I. Communication systems are made up of a source, encoder, transmitter, receiver, decoder, and destination
 - J. The design of a message is influenced by such factors as the intended audience, medium, purpose, and nature of the message
 - K. The use of symbols, measurements, and drawings promotes clear communication by providing a common language to express ideas

USDOE Employability Skills

http://cte.ed.gov/employability_skills/

Workplace Skills

The skills employees need to successfully perform work tasks

Communication Skills

- Communicates verbally
- Listens actively
- Comprehends written material
- Conveys information in writing
- Observes carefully

Information Use

- Locates information
- Organizes information
- Uses information
- Communicates information

Technology use

- Understands and uses technology

Effective Relationships

The skills that enable individuals to interact effectively with clients, coworkers, and supervisors

Interpersonal Skills

- Understands teamwork and works with others
- Responds to customer needs
- Exercises leadership
- Negotiates to resolve conflicts
- Respects individual differences

RESOURCES

New York State Education Department

Next Generation English Language Arts Learning Standards

<http://www.nysed.gov/common/nysed/files/introduction-to-the-nys-english-language-arts-standards.pdf>

To be academically and personally successful in today's literacy- and knowledge-based society and economy, every student needs to develop competencies that enable communication, spoken and written, in increasingly diverse ways and with increasingly diverse audiences

United States Department of Labor

Office of Disability Employment Policy (ODEP)

"Skills to Pay the Bills: Mastering Soft Skills for Workplace Success"

<https://www.dol.gov/odep/topics/youth/softskills/>

Developed by ODEP to teach workforce readiness skills to youth, including youth with disabilities. The program is comprised of modular, hands-on, engaging activities that focus on six key skill areas: communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism