

Middle-level CTE Learning Experience Title: "Socratic Smackdown" Debate Length of Lesson: 7 days ( 40 minute periods) Grade Level: 6-8	CTE Area: Health Sciences CTE Theme: Communication and Interpersonal Relationships CTE Content: Communication and Client Interactions Date Created: 3/27/2020
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PLANNING	
Curriculum Goal	Students will conduct a Socratic Seminar, demonstrating effective communication skills for health sciences professionals. Students will have a debate a current question faced by health sciences professionals. Students will have the opportunity to participate, observe, and reflect on the communication skills demonstrated in the debate. Afterwards, students will share how they think the skills they practiced are helpful to professionals in the health sciences field.
Essential Question(s)	What communication and interpersonal skills can enhance an individual's ability to develop caring, respectful, effective relationships within the home, school, community, and workplace?  What skills and abilities are necessary to communicate effectively with clients and colleagues in health science careers?
National Standards	Common Career Technical Core Standards <a href="https://www.careertech.org/career-ready-practices">https://www.careertech.org/career-ready-practices</a> <ol style="list-style-type: none"> <li>1. Act as a responsible and contributing citizen and employee</li> <li>2. Apply appropriate and academic and technical skills</li> <li>4. Communicate clearly and effectively and with reason</li> <li>8. Utilize critical thinking to make sense of problems and persevere in solving them</li> <li>9. Model integrity, ethical leadership, and effective management</li> </ol> National Consortium for Health Science Education <a href="https://www.healthscienceconsortium.org/national-health-science-standards/">https://www.healthscienceconsortium.org/national-health-science-standards/</a> Foundation Standard 2: Communications Demonstrate methods of delivering and obtaining information while communicating effectively <ol style="list-style-type: none"> <li>2.1 Concepts of Effective Communication               <ol style="list-style-type: none"> <li>2.11 Model verbal and nonverbal communication</li> <li>2.12 Identify common barriers to communication</li> <li>2.13 Identify the differences between subjective and objective information</li> <li>2.14 Interpret elements of communication using basic sender-receiver-message-feedback model</li> <li>2.15 Practice speaking and active listening skills</li> <li>2.16 Modify communication to meet the needs of the patient/client and be appropriate to the situation</li> </ol> </li> </ol>
NYS Standards	New York State Career Development and Occupational Studies (CDOS) Standards Intermediate Level <a href="http://www.p12.nysed.gov/cte/">http://www.p12.nysed.gov/cte/</a>

	<p>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</p> <p>Standard 2: Integrated Learning          Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings</p> <p>Standard 3a: Universal Foundation Skills          Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace</p>	
<p>Learning Objectives</p>	<p><b>Communication and Interpersonal Relationships</b></p> <p>1. Communication          Students will</p> <ul style="list-style-type: none"> <li>a) Examine the roles and functions of communication in home, school, community, and workplace settings</li> <li>b) Describe types of communication (e.g., oral, verbal, nonverbal, digital)</li> <li>c) Examine communication styles and their effects on relationships</li> <li>d) Determine ways that communication skill deficits can adversely affect relationships</li> <li>e) Understand the role of communication skills in establishing cooperation, compromise, and collaboration in relationships</li> <li>f) Demonstrate personal development of communication skills through practice of these skills in a variety of classroom applications</li> </ul> <p><b>Communication and Client Interaction</b></p> <p>1. Communication          Students will</p> <ul style="list-style-type: none"> <li>b) Model active listening in communications with clients and colleagues in health science settings</li> <li>g) Demonstrate personal development of health science communication skills through practice of these skills in a variety of classroom simulations</li> </ul>	
<p>Vocabulary</p>	<p>Academic          Debate, Socratic Seminar, Reflect</p>	<p>Content          Communication, Verbal Skills, Non-verbal skills, Empathy, Compassion, Conversation Skills, Listening, Introspection, Assertiveness, Emotional Intelligence</p>
<p>Materials and Resources</p>	<p>Student classroom journal (Day 1)          Chart paper and markers (Day 1)          Reflection Exit Ticket (Day 1) teacher created          Help Guide for Nonverbal Communication (Day 2)  <a href="https://www.helpguide.org/articles/relationships-communication/nonverbal-communication.htm">https://www.helpguide.org/articles/relationships-communication/nonverbal-communication.htm</a>          Nonverbal Communication Summary worksheet (Day 2) attached</p>	



<p>Procedure for Instruction/ Learning Activities</p>	<p>Day 2          The teacher will share that good communication is important for people working in the field of health sciences. Teacher will then share the difference between verbal and nonverbal communication.</p> <ul style="list-style-type: none"> <li>• Verbal communication includes what an individual speaks or writes.</li> <li>• Non-verbal communication refers to one’s body language.</li> </ul> <p>Afterwards, the teacher will divide students into groups of four and ask them to collaboratively read the article “Nonverbal Communication,” at - <a href="https://www.helpguide.org/articles/relationships-communication/nonverbal-communication.htm">https://www.helpguide.org/articles/relationships-communication/nonverbal-communication.htm</a></p> <ul style="list-style-type: none"> <li>• The teacher will read the first two sections of the article to the students This includes the sections titled “What is body language?” and “Why does nonverbal communication matter?”</li> <li>• Afterwards the students will read the following sections:          Person 1: Types of nonverbal communication?          Person 2: How nonverbal communication can go wrong          Person 3: How to improve nonverbal communication</li> </ul>	<p>Day 2          Students attend to teacher introduction and to instructions for collaborative reading assignment.</p> <p>Students assemble in groups of four.</p> <p>Students will listen as teacher reads the first two sections of the article “Nonverbal Communication.”          Students will use the Nonverbal Communication worksheet to fill in the most important points from those two sections.</p> <p>Next, the students will collaboratively read the other sections of the text and fill in the assigned section of the worksheet.</p>	<p>40min 5min</p> <p>35min</p>
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	<p>Person 4: How to read body language</p> <p>As the students read, the teacher will circulate the class to ensure everyone can understand the text and they are able to record the most important points.</p> <p>After group work is complete, the teachers wrap up the class by reiterating some of the most important points of the text.</p> <p>Day 3        Teacher explains to students that both verbal and nonverbal communication is important when serving in the field of health care.</p> <p>Teacher will give each student a copy of Verbal and Non-Verbal Communication Skills worksheet. The teacher will then list these words on the board and give the definition of each one:</p> <ol style="list-style-type: none"> <li>1) Empathy</li> <li>2) Compassion</li> <li>3) Respect</li> <li>4) Listening</li> </ol> <p>Teacher will ask students to work in pairs to develop mini-skits showing ways each of these skills can be expressed verbally and non-verbally. As students work, the teacher will circulate to address any questions.</p> <p>When students have completed the task, the teacher will ask students</p>	<p>After all students are finished reading their section and filling in their worksheet, they will take time to share the most important points with the other group members.</p> <p>Day 3</p> <p>Students will record the definitions of empathy, compassion, respect, and listening on the Verbal and Non-Verbal Communication Skills worksheet.</p> <p>Students will work in pairs to develop mini-skits showing how each of these skills can be demonstrated both verbally and nonverbally.</p> <p>Afterwards, each pair of students will share one skit with the class.</p>	<p>40min 2min</p> <p>8min</p> <p>30min</p>
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	<p>to share their responses.</p> <p>Day 4        Teacher presents the guidelines of "Socratic Smackdown" at <a href="https://docs.wixstatic.com/ugd/4401d6_aeab4158fb324a5d80ba9dbcc0c6eed5.pdf">https://docs.wixstatic.com/ugd/4401d6_aeab4158fb324a5d80ba9dbcc0c6eed5.pdf</a></p> <p>During the class the teacher will share that students will be working on verbal communication skills for the next few days by participating in a debate. The teacher will divide the students into groups of 4 to 6 students. Teacher will</p> <ol style="list-style-type: none"> <li>1) Go over the guidelines for Socratic Smackdown</li> <li>2) Share the rubric for the debate.</li> <li>3) Write the debate topic on the board (For example, Should vaccines be required for children?)</li> <li>4) Divide the class so some groups equal groups are supporting and opposing the debate question</li> <li>5) Explain to students that they should think about the argument they are supporting and the counterargument their classmates will present.</li> </ol> <p>Teacher will then allow students</p>	<p>Day 4        Students will listen as the teacher presents the "Socratic Smackdown" activity.</p> <p>Students attend as the teacher reviews the rules of Socratic Smackdown, the rubric for the debate project, and the topic of the debate.</p> <p>Students will work in their assigned groups to</p>	<p>40min        20min</p> <p>20min</p>
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	<p>time to research the topic for the debate.</p> <p>Day 5        Teacher places students in the previous day's group. Teacher assists groups of students as they complete their research independently. Teacher checks to ensure the information students are finding is accurate and from reputable resources.</p> <p>Day 6        Teacher places students in the previous day's group.</p> <p>Teacher will put students in a fishbowl arrangement and ask part of the group members to go inside the circle and others to stay on the outside of the circle.        Teacher will give students the Socratic Smackdown Scorecard and explain that the students on the outside will be scoring those on the inside (who will be having the debate).        Teacher will explain that the debate will last 6 minutes.</p> <p>After the first round of debate, the teacher will give students an Instant Replay Card and ask them to reflect on their skills.        The teacher will then ask the students to rotate places and have another round of debates and reflection.</p>	<p>research their assigned side of the debate.</p> <p>Day 5        Students will continue to work in the same groups as the previous day and research their assigned stance on the debate.</p> <p>Day 6        Students debate using the "Socratic Smackdown" guidelines.</p> <p>Students will sit in a fishbowl arrangement. Part of the group members will go inside the circle and others will stay on the outside of the circle.</p> <p>The students on the inside of the circle will have the debate as the students on the outside of the circle score them utilizing the Smackdown Scorecard.</p> <p>After one round of the debate, students will use the Instant Replay card to reflect on their skills. Students will then switch places and have another round of debates and reflection.</p>	<p>40min</p> <p>40min 20min</p> <p>20min</p>
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	<p>At the end of the class, the teacher will ask students to share how the skills they used in the debate will help them in the health sciences field.</p> <p>Day 7        Teacher will review both verbal and non-verbal communication skills with students.</p> <p>Teacher will give students a copy of Communication Reflection and ask students to reflect on their own skills and then to write a goal for themselves.        Afterwards, the teacher will ask students to share their goals with the class.</p>	<p>Afterwards, students will share how they think the skills they used are helpful in the health sciences field.</p> <p>Day 7        Students will listen as teacher reviews both verbal and nonverbal communication skills.</p> <p>Students will then reflect on their own communication skills using the Communication Reflection sheet.</p> <p>Students will then write a communication goal for themselves. Afterwards, students will discuss their goal with the class.</p>	<p>40min        5min</p> <p>15min</p> <p>20min</p>
Differentiation	<p>Students will be placed in groups as heterogeneously as possible. The teacher will monitor groups and differentiate instruction, as necessary, to ensure that all students' needs are met. All directives in student Individual Education Plan (IEP) and 504 plans will be followed.</p>		
Closure	<p>Teacher will review the Communication Reflection and encourage students to continue to strive for the goals they set on the sheet.        Teacher will close with the question, "How will reaching your communication goal help you to be successful professional in the health sciences field?"</p>		
<b>ASSESSMENT</b>			
College, Career, and Life Readiness Skills	<p>See below        Based on Middle-level Life/Career Rubrics available at <a href="https://nyctecenter.org/middle-level-life-career-rubric-database/rubrics">https://nyctecenter.org/middle-level-life-career-rubric-database/rubrics</a></p>		

Performance Measure	Exemplary	Proficient	Developing	Beginning
Listens and Cooperates With Team Members	Consistently listens to others and their ideas; helps the team reach its full potential.	Listens to others' points of view and makes a definite effort to understand their ideas.	Sometimes listens to others, but often assumes others' ideas will not work. Tries to work well with the team.	Does not listen to group's opinions and ideas; wants things done own way.
Listens and Speaks when Appropriate	Engages in conversations/ discussions and consistently	Engages in conversations/ discussions and	At times, speaks when it is not appropriate and does	Often needs to be reminded of appropriate times to speak and

	understands when it is appropriate to speak and when it is appropriate to listen.	understands when it is appropriate to speak and when it is appropriate to listen.	not listen when it is appropriate.	appropriate times to listen.
Shares Responsibility	Motivates members to share contributions equally by valuing all member's ideas and contributions.	Participates in and contributes to group's work. Values all member's ideas and contributions.	Attempts to share responsibility of group's work, but ends up completing little of the work by disregarding the input of others.	Does very little of the group's work; does not share ideas or respect others' ideas.
Uses Technology to Locate and Evaluate Information	Effectively and consistently uses multiple technology tools to collect, organize, evaluate, and/or communicate information.	Uses technology effectively as a tool to collect, organize, evaluate, and/or communicate information.	Uses popular technology tools to collect and/or communicate information.	Attempts to use technology to collect and/or communicate information are ineffective.
Works Effectively with Diverse Teams	Always listens to, shares with, and supports the efforts of others. Uses respectful and appropriate statements, responses, and body language.	Listens to, shares with, and supports others. Statements and responses are respectful, and appropriate body language is exhibited.	Most statements, responses, and body language are respectful, with only an occasional negative tone. Does not always listen to, share with, or support the efforts of others.	Statements, responses, and/or body language are not respectful. Rarely listens to, shares with, and supports the efforts of others.
Shows Empathy	Consistently puts aside personal viewpoint, always considers the other person's point of view.	Is able to put aside personal viewpoint, Regularly sees things from the other person's point of view.	Tries to see things from the other person's point of view.	Shows little interest in other people's needs or perspectives.

Nonverbal Communication Worksheet (Day 2)

Name:

Date:

Nonverbal Communication Summary

Section	Important Points to Remember
What is body language?	

<p>Why does nonverbal communication matter?</p>	
<p>Types of nonverbal communication</p>	
<p>How nonverbal communication can go wrong</p>	
<p>How to improve nonverbal communication</p>	
<p>How to read body language</p>	

Verbal and Nonverbal Communication Skills Worksheet (Day 3)

Name:

Date:

Verbal and Non-Verbal Communication Skills

Empathy:		Compassion:	
Non-Verbal	Verbal	Non-Verbal	Verbal
Respect:		Listening:	
Non-Verbal	Verbal	Non-Verbal	Verbal

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Communication Skills Reflection (Day 7)

Name:

Date:

**Communication Reflection**

1. I am comfortable communicating with my friends.

Always                      Sometimes                      Never

2. I am comfortable communicating with adults.

Always                      Sometimes                      Never

3. I am comfortable sharing my ideas with others, even if I know they don't agree with me.

Always                      Sometimes                      Never

4. I can listen to and consider the ideas of others.

Always                      Sometimes                      Never

5. I respect the ideas of those who share different opinions than me.

Always                      Sometimes                      Never

6. I feel comfortable sharing my thoughts in writing.

Always                      Sometimes                      Never

7. I feel comfortable understanding non-verbal cues.

Always                      Sometimes                      Never

8. I can show empathy towards others.

Always                      Sometimes                      Never

9. I can show compassion towards others.

Always                      Sometimes                      Never

To improve my communication skills, I need to:

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Achieving this communication goal will help me be a more effective professional in a health sciences career, because:

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