



## Assessing Stage 1: Communication Techniques

Students in grades 3-5 will have mastered *Stage 1: Communication Techniques* by demonstrating their ability to showcase the performance indicators identified in Standard 4. Use the student friendly language below to support rubric creation and feedback to students.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

### **4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.**

- I can use appropriate volume and speed when speaking.
- I can convey my emotions using body language while speaking.

### **4.2.2 Demonstrate listening skills to enhance health.**

- I can summarize the speaker while actively listening.
- I can use appropriate body language while actively listening.
- I can ask questions of the speaker while actively listening.
- I can make connections to the speaker's story while actively listening.

### **4.5.4 Demonstrate how to ask for assistance to enhance personal health.**

- I can ask for help with a strong, clear voice.

#### **ASSESSMENT TOOL #1 (4.5.1)**

Have students show personal expression of different emotions through charades. As students act out emotions, prompt other students to guess the emotion. Throughout the assessment, discuss the differences between their emotional expressions and the use of their face and body to communicate emotion.

#### **ASSESSMENT TOOL #2 (4.5.2)**

Have students listen to a story told by a peer. While students listen to the story, observe students using effective active listening strategies while their partner tells a personal story. Students must use appropriate facial expressions, body language, summarize, ask questions, and make connections with the speaker. After listening, have students reflect on their active listening skills by completing a self-assessment and debriefing with their partner.

#### **ASSESSMENT TOOL #3 (4.5.1)**

Show students pictures of different environments. Have students demonstrate the ability to use appropriate volume as determined by the context. Students could name the volume of voice or use the level of voice aloud.



### ASSESSMENT TOOL #4 (4.5.1, 4.5.2)

Give students a checklist of the active listening strategies (body language, summarizing, questioning, and connecting). Have students create a one-minute speech about a fun/interesting topic. Allow students to mix and mingle to find different partners to read their speech. Give students one minute to share and one minute to listen. Have students complete a self-evaluation based on how they listened during the one minute speech using an active listening checklist. After each one-minute speech, students fill out their active listening checklist with their partner's help. Then, have students move onto a new partner. Remind students to notice any strategies they need to work on and practice that strategy with their next partner. Monitor students and encourage the use of various strategies. Review student checklists as necessary and have students share out, answering the following questions:

- Which listening strategies were you best at using?
- Which listening strategies do you want to improve?

### ASSESSMENT TOOL #5 (4.5.1, 4.5.2)

Give students a speaking and listening checklist. Include the strategies outlined in Step 1 and 2. Tell students that they are going to create a poem to express themselves to others. Have students create an 'I am' poem. Model the poem by creating one for yourself and perform it to the class. Have the students use the checklist to evaluate your speaking and their listening skills. Give students templates and supports to create their own poem. See the recommended "I am Poem" template in the *Resource Bank* below. Have students perform their poems to groups in the classroom. After students perform, have them create the listening and speaking checklist. Students can complete listening checklists when they are not performing.



## Content Area Connections

Build content understanding through connections with other courses. Share suggestions with teachers to develop plans for content overlap and student language connections.

The use of effective listening and speaking strategies helps to create a safe and welcoming classroom. When planning for partner or group work, use the strategies learned in *Stage 1: Communication Techniques* to reinforce healthy ways of communicating. Use the strategies when teaching other content areas or share with colleagues, so students use similar language across contents, reinforcing student understanding. For example, during Math instruction prompt students to use active listening strategies during direct instruction of concepts.

Utilize content structures and topics in classrooms to reinforce student understanding and to support ongoing student development. *Stage 1: Communication Techniques* can be used across content areas when students are trying to communicate.

Reinforce the understanding that effective communication can help in all areas of life by exploring the following questions with students across contents. Add specific content information in place of the italicized words as necessary. These questions are meant to be used when students are interacting with others, during partner or group work. These questions are a guide for independent reflection when students are challenged to understand how best to communicate their needs, wants, and feelings, and how others may be communicating to them.

- What need, want, or feeling are you trying to communicate in *this moment*?
- How could you be a good listener in *this moment*?
- How could you use your voice to say your *needs, wants, or feelings*?
- How could you ask for help in *this moment*?

### VOCABULARY REINFORCEMENT:

Utilize the vocabulary words below to reinforce student understanding and to showcase the ability to use words across content areas. For example, an entire grade-level team can decide to teach these words within the specific contexts of their classes to deepen understanding of vocabulary and language use.

*listen, speak, voice, body language, facial expressions, speed, communicate, tone, summarize, connect, emotions*



# Resource Bank

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## Active Listening Strategies

- <https://www.oxfordlearning.com/improve-active-listening-skills/>

## Speaking Speed Video

- <https://www.youtube.com/watch?v=0SmyATAYsNs>

## Speaking Clearly Video

- <https://www.youtube.com/watch?v=r-VBYitLlfQ>

## Engaging Through Questions and Comments Video

- [https://www.youtube.com/watch?v=3\\_dAkDsBQyk](https://www.youtube.com/watch?v=3_dAkDsBQyk)

## I am Poem Template

- <https://www.greeleyschools.org/cms/lib2/CO01001723/Centricity/ModuleInstance/8575/Writing%20your%20I%20AM%20Poems.pdf>

## Engaging Speaker Examples

- [Obama](#)
- [MLK Jr.](#)