



## Assessing Stage 1: Communication Techniques

Students in grades 6-8 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.

### **4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.**

- I can analyze the context of a situation.
- I can determine appropriate verbal and nonverbal communication skills depending on context.
- I can use nonverbal active listening strategies.
- I can use verbal active listening strategies.
- I can use tone, inflection, and speed effectively to convey needs, wants, and feelings.

#### **ASSESSMENT TOOL #1 (4.8.1)**

Tell students that they will write a one minute speech. Give students time to reflect on the prompt and write down their speech. When students are ready, have them perform their one minute speeches with a partner. Encourage students to practice voice strategies when performing their speech. After a person shares, have the partner give one positive and one area to improve. Have students share speeches with 3-5 partners.

#### **ASSESSMENT TOOL #2 (4.8.1)**

Tell students that they are going to practice engaging an audience by writing a poem about themselves. Have students create an 'I am' poem. See an example template in the *Resource Bank* below. Have students use this poem to practice performance speaking and use of communication strategies to engage the audience. (An 'I am' poem tends to have a sentimental tone, but these poems can be funny, scary, questioning.) Have students perform their poetry to the entire class or in small groups. Complete a checklist for student performances, and have students fill out the checklist to reflect on their performance. While students are listening, have students create positive feedback for peers and have listeners review their use of listening strategies.



### ASSESSMENT TOOL #3 (4.8.1)

Place students into groups of three for a triad conversation. Assign each person one of the following roles: speaker, listener, and observer. Explain to students that the speaker talks, the listener engages, and the observer takes notes and gives feedback. Tell students that they will be each of the roles for this activity. Give students a topic that is easy for them to talk about. Have students engage in triad conversations for 2-3 minutes for each round. Provide each student with a checklist of strategies covered in Stage 1 to give feedback to listeners and speakers. After the conversations are complete, have students complete a personal reflection explaining how they believe they did and answer the following questions:

- How does my communication style impact those around me?
- When do I change my communication style?
- How do I know when I should change my strategy?
- How do I communicate to others when I don't agree with their actions?

### ASSESSMENT TOOL #5 (4.8.1)

Tell students that they are going to practice body language in different speaking and listening situations. Give students a list of recommended active listening strategies for body language (e.g. eye contact, facial expressions that show engagement, appropriate gesture), and a list of appropriate body language for speakers (e.g. hands, eyes, avoid fidgeting). *Reference Step 2 for more thorough examples of Active Listening.* Demonstrate to students how you should use your body when you are speaking. Allow students to give feedback and ask questions. Now, place students into pairs and have them practice these strategies. Give students easy topics for conversation because you want to have them focus on the body language strategies not the content of their discussion. Ask students the following questions to debrief this activity:

- How do you change your body language depending on context?
- How do you change your listening and speaking strategies depending on the situation?
- Why do people change their listening and speaking strategies depending on context?



## 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. Provide the strategies to other content area teachers, so they can use similar language and reinforce student understanding. For example, ask the Math teacher to 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. Remind students to consider context when thinking through effective speaking and listening strategies.

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 listening strategies could you use during *this moment*?
- What speaking strategies were you using when *this happened*?
- What did you notice about how others were communicating in *this context*?
- How did your tone of voice impact *your message*?
- How did your body language impact *your message*?
- How could you more effectively communicate your *needs, wants, and feelings*?

### 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, intent, engagement, inflection, tone, convey, message*



# Resource Bank

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## RMC Health

- [Health Education Skills Model](#)

## National Health Education Standards

- [Standards & Performance Indicators](#)

## The Wright Story

- <https://www.cdc.gov/healthyschools/shi/pdf/training-manual/wrightfamily.pdf>

## Conversation Sentence Starters

- <https://www.teachthought.com/critical-thinking/sentence-stems-higher-level-conversation-classroom/>

## Miscommunication Video

- <https://ed.ted.com/lessons/how-to-avoid-miscommunication-katherine-hampsten>

## 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.](#)