



Assessing Stage 1: Communication Techniques

Students in grades 9-12 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.

4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

- I can define communication.
- I can explain why people change communication styles for different contexts.
- I can determine how to use communication skills to express myself regardless of the context.
- I can explain the purpose of active listening.
- I can name and implement nonverbal strategies for active listening.
- I can name and use verbal strategies for active listening.
- I can use nonverbal communication strategies to better express myself to others.
- I can express my ideas appropriately when communicating digitally with others.
- I can use effective speaking strategies to perform a public speech to my peers.

ASSESSMENT TOOL #1 (4.12.1)

Provide students with scenarios describing a variety of contexts and purposes. Prompt students to analyze the scenarios to demonstrate how they would react in the scenarios depending on the context.

Following the scenario analysis, students answer the following reflection questions:

- Why do you think people switch communication styles depending on context?
- How does switching your communication style for the context impact you and your daily communication style?
- When do you find yourself communicating in a way that is most outside of your comfort zone?

Collect responses and reflection questions to gain better insight into how your students interact with changing communication styles based on context in their own lives. Use this information to engage with students to better help them use communication strategies to best fit the situations they face.



ASSESSMENT TOOL #2 (4.12.1)

Have students create a “How To” speech to demonstrate the strategies for effective public speaking. Structure the process for the speech as follows:

1. Write your speech
2. Practice with a small group
3. Edit and practice independently
4. Present

Before students begin writing their speech, provide them with an outline and model speech as an example. Example speeches, speech outlines, and guidelines are available in the *Resource Bank* below. When students practice their speech, provide group members with a checklist and specific language for providing feedback. Have students present to the whole class or in small groups. As students present their speeches, have the audience complete the checklist and provide feedback. Allow students to complete a self-assessment of speaking strategies.

Before students present their final speeches, give students coping strategies for handling nerves during public speaking.

ASSESSMENT TOOL #3 (4.12.1)

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 gestures), and a list of appropriate body language for speakers (e.g. hands, eyes, avoid fidgeting). Reference Step 2 and Step 3 for more thorough examples of active listening and effective speaking strategies. 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?

ASSESSMENT TOOL #4 (4.12.1)

Place students into small groups and give them images of people who are speaking and listening. Make sure the images have clear context to let the students know how the speaker or listener should present themselves. Ask students to critique the images and give constructive feedback on how these individuals could improve their body language. Have students write down their responses. Monitor student discussions and encourage students to think about the context and the way the person is using body language. Collect student responses and use this information to gauge student understanding of speaking and listening strategies.



ASSESSMENT TOOL #5 (4.12.1)

Give students 3-5 minutes to write about what makes them most happy in life. Tell students not to worry about wording because they will be having a conversation rather than giving a speech. Place students in pairs. Have students practice interviewing their partners for three minutes. While they are interviewing their partners, they should be using gestures, proximity and questions. Provide students with a model for appropriate gestures and proximity (closeness).

Following the activity, have students reflect on the experience. Ask students the following questions:

- What listening strategies did you use during the interview?
- Could you tell a difference in the conversation after using these strategies? Explain.
- What strategies did your partner use while you spoke?
- How did it feel to have someone practice these strategies with you?
- How can Active Listening impact other people?

ASSESSMENT TOOL #6 (4.12.1)

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: Communication Techniques* to give feedback to listeners and speakers.

After the conversations are complete, have students complete a personal reflection explaining how they believe they did in their conversation by answering 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?



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 *ideas, 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

RMC Health

- [Health Education Skills Model](#)

National Health Education Standards

- [Standards & Performance Indicators](#)

Know Your Rights - ACLU Video and Handouts

- <https://www.aclu.org/know-your-rights/stopped-by-police/>

Story Corp Tips for Active Listening

- https://www.youtube.com/watch?v=Ho2vuSd_6c4

Topics for “How To” Speeches

- <https://global.oup.com/us/companion.websites/9780199861620/student/speechtopic/howto/>

3 Ways to Speak English

- https://www.youtube.com/watch?v=k9fmJ5xQ_mc&feature=youtu.be

How to Read Body Language

- <https://www.youtube.com/watch?v=AqixzdpJL4U>

How to Write a Speech

- <https://www.write-out-loud.com/howtowritespeech.html>

Story Corp Interview: Teacher and Student Audio

- <https://storycorps.org/stories/aaron-and-celeste-davis-carr/>

Transcript

- <https://storycorpsorg-staging.s3.amazonaws.com/uploads/SC.PowerOfActiveListening.Celeste-DavisCarrTranscript.pdf>

Engaging Speaker Examples

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

“How To” Speech Example

- https://www.youtube.com/watch?v=_ntYZjkogWM