



Teaching Progression:



Step 1: Examine the Context

SUB SKILL(S):

- Define communication
- Analyze contexts
- Examine body language

GUIDING QUESTIONS:

How does context affect how I communicate?

NHES PERFORMANCE INDICATORS:

(4.8.1) Apply effective verbal and nonverbal communication skills to enhance health.

VALUABLE VOCABULARY:

communication,
context,
intention,
social-emotional
impact,
body language

Step 1: Examine the Context | Sub Skill: Define Communication



SUGGESTED LEARNING ACTIVITY 1:

To introduce the unit, begin with an activity to get students thinking about communication and the ways people communicate. Have students write their personal definition for “communication.” Ask students to share their definitions with a partner. Create a class definition from student responses. Give students a specific definition of *communication*. *Communication is the ability to successfully convey and share ideas and feelings.*

Language of Health Literacy:

Communication means _____.

Effective communication is important because _____.

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support students in sharing their definitions and thoughts about the importance of communication.
- Use other definitions as needed by your classroom.



Teaching Progression: Step 1 | Examine the Context (Cont.)

Step 1: Examine the Context | Sub Skill: Analyze Contexts



SUGGESTED LEARNING ACTIVITY 1:

Explain to students that the first step in effective communication is to determine how you should communicate depending on the context. Define *context* for students. *Context is the situation or environment in which they are communicating.* Use other definitions as needed by your classroom.

Tell students that they will practice communication techniques to be more effective communicators in various contexts. To get students to start thinking about how context affects the way they communicate, have students demonstrate greeting different people in different contexts with a partner (make a list of famous people, athletes, presidents, religious figures, etc). Ask students to think about why they chose that greeting and what impression they hope to have on the person they are meeting?

Language of Health Literacy:

When I am in _____ (situation), it is important to communicate by _____.

If _____ (is happening), I must be aware of _____ when communicating.

Depending on the context, I may need to _____ when communicating.

I am in _____ (setting), which means I should _____ when communicating.

People around me are _____, which means I should _____ when communicating.

I need to make sure I am _____ because those are the stated rules of this setting.

Following the context activity, have students reflect in writing. Ask students the following questions:

- How can context change the way you choose to communicate?
- Why do people change their communication style to match the context?



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that this skill takes observing their surroundings to better gauge how to act and respond. To get students to practice changing their behavior depending on the context, have students act out how they would communicate given different contexts. Place students in small groups. Show students different images of environments that would require them to communicate with others. Have students practice observing the context by explaining the situation and acting out how they think people are expected to communicate in each environment.

Facilitate a class discussion to debrief the activity with the following questions:

- How do you know how to act in different contexts?
- What clues in a given context help you determine how to communicate?

TEACHING NOTES:

- Examples of different contexts: movie theater, library, concert, formal dinner.
- If time allows, students can respond to the reflection questions in writing before engaging in discussion. Use a variety of discussion strategies to ensure all students are able to participate and share ideas.



Teaching Progression: Step 1 | Examine the Context (Cont.)



SUGGESTED LEARNING ACTIVITY 4:

Explain to students that understanding the context helps us know how we should speak and act. Tell students that we change our behavior depending on the context in order to match the situation. Tell students that we sometimes don't know how to act given the context.

Explain to students that the following questions can help determine how they will want to communicate depending on the context:

- What is the setting (casual, professional, school, sports, church)?
- How are other people acting or communicating?
- Are there rules in place to guide how I am expected to communicate?

Provide an example of a context to the class and model responding to the questions. Then, place students into small groups (3-4). Provide each group with an example of a context and prompt the group to answer the questions above to analyze the context.



SUGGESTED LEARNING ACTIVITY 5:

Tell students that they are going to create a skit to demonstrate people switching communication styles for the context. Place students into small groups (3-4) to create their skits.

Tell students that their skits need to show the audience how people switch their communication style between various environments. Explain to students that their skit must include two scenes: one where the person knows how to act and is comfortable communicating, and the second scene where a person would need to ask themselves the three questions above to figure out how to act. Have groups perform their skits for the class.

After groups present, have students write responses or discuss the following reflection questions:

- How does context influence my communication style?
- What can I do if I am unfamiliar with the context and unsure of how to communicate?
- Why is context the first step when working toward effective communication?

TEACHING NOTES:

- Model and provide the *Language of Health Literacy* to support student writing or discussion.



Teaching Progression: Step 1 | Examine the Context (Cont.)

Step 1: Examine the Context | Sub Skill: Examine Body Language



SUGGESTED LEARNING ACTIVITY 1:

Ask students to show how they communicate excitement without using their voice. Tell students that our voice, face, and bodies tell a bigger story when we communicate. Explain to students that communication takes place with the entire body, not just our voice, and that they will explore the use of body language by watching a video of two people communicating.

Language of Health Literacy:

Body language is important in communicating with others because _____.

Understanding body language can help people understand each other because _____.

To demonstrate how people gain understanding from body language, show a video of a scene from a TV show demonstrating a conversation between two or more people without sound. Ask students the following questions:

- How well did the characters know each other?
- What is their relationship?
- How did the characters feel?



SUGGESTED LEARNING ACTIVITY 2:

Explain to students that without knowing much about the characters, we can infer a great deal about them because we are using their voice, body language, and facial expressions to create a story in our minds. Explain to students that our brains constantly and naturally do this without us having to really think about it.

Ask students to respond in writing or through discussion to the following questions to get them to think about the importance of body language in communication:

- How can your body language impact how other people see you?
- How can body language be used to better express yourself?