



## Teaching Progression:



### Step 1: Examine the Context

#### SUB SKILL(S):

- Define communication
- Explain why context affects communication
- Analyze time, place, and audience

#### GUIDING QUESTIONS:

How do I change my communication style depending on the context? Why do people change their communication styles? When do I want to change my communication style and when do I feel obligated to change? How do I use communication to express myself to others?

#### NHES PERFORMANCE INDICATORS:

(4.12.1) Use skills for communicating effectively with family, peers, and others to enhance health. (4.12.3) Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

#### VALUABLE VOCABULARY:

*communication,*  
*context,*  
*expression,*  
*identity*

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



#### SUGGESTED LEARNING ACTIVITY 1:

Using the *Language of Health Literacy*, ask students to write their personal definition for the word *communication*. Ask students to share their definitions with a partner. Create a class definition from student responses.

#### Language of Health Literacy:

*Communication means* \_\_\_\_\_.

*Effective communication is important because* \_\_\_\_\_.

Give students a specific definition of *communication*. *Communication is the ability to successfully convey and share ideas, needs, wants, and feelings.* Explain to students that communication is a two-way street and to truly communicate with another person or group of people there is a conveyer and a listener.

#### TEACHING NOTES:

- Use other definitions as needed by your classroom.



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

### Step 1: Examine the Context

#### Sub Skill: Explain Why Contexts Affects Communication



#### SUGGESTED LEARNING ACTIVITY 1:

Ask students to reflect on their personal communication styles by answering the following questions:

- How would you greet the following people: friends, cousin, pastor, coach, grandfather, sister? Use other examples as necessary to respond to the needs of your classroom.
- Why do you communicate differently depending on the person or context?
- How do you know when it is necessary to change communication styles depending on context?
- Where do we learn how to change our communication style depending on context?

After students discuss, explain to students that changing our communication styles often comes second nature, and we don't always realize when we are switching our communication style for a new context. Tell students that changing communication styles depending on context is not meant to have them give up their identity for the context, but rather, to acknowledge how people are communicating and make conscious choices to engage and communicate with that person more effectively.

#### TEACHING NOTES:

- Be aware that some people are asked to change for context more than others because their language or culture is not the dominant style of communication used for the setting. For example, people who speak languages other than English are often required to speak English to communicate in school with their teachers in the United States.



#### SUGGESTED LEARNING ACTIVITY 2:

Explain to students that communication is a vital part of their identity and one of the initial ways they get to express themselves and their personality to others. Tell students that this step is designed to give them options to explore their communication style and use communication techniques to become better at expressing their ideas, needs, wants, and feelings to others regardless of the context.

Have students watch a video to explore how different people switch communication styles depending on context.

After students finish the video, have students reflect by answering the following questions:

- What examples of changing communication for context were presented?
- Why do people switch their communication styles depending on context?
- When do you change your communication style to match the context?

#### TEACHING NOTES:

- See the *Resource Bank* below for suggested video.
- Allow students to answer questions through a variety of modes: writing, small group discussion, or whole group discussion.



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



### SUGGESTED LEARNING ACTIVITY 3:

Share with students that they are going to continue to think about the use of changing communication in their own life to start evaluating and determining their personal communication style.

Have students write about one of the following three questions:

- Think about a part of your personality you exhibit more outside of school. Use that personality trait to write a speech to the class to explain your identity and how it feels to change your language for the school setting.
- Tell a story of how your parents taught you to speak and what you learned from them about how to speak to people in the world.
- Tell a story of a time you used language in a way that other people did not accept or found confusing. Explain how this situation felt. What was the result? Did you change your language because of this experience?

## Step 1: Examine the Context | Sub Skill: Analyze Time, Place, And Audience



### SUGGESTED LEARNING ACTIVITY 1:

Explain to students that when analyzing the context in order to best communicate there are questions they want to ask themselves. Provide students with the following questions to help them analyze the context for communication:

they want to ask themselves. Provide students with the following questions to help them analyze the context for communication:

- What is the setting (casual, professional, school, sports, religious building)?
- How are other people acting or communicating?
- Are there rules in place to guide how I am expected to communicate?
- Who is the person I am trying to communicate with?
- How does the person need me to communicate?
- How do I need the person to communicate with me?
- Is this the right time to communicate about \_\_\_\_\_?
- What might be going on around me that would make this the right time or wrong time to communicate?

### Language of Health Literacy:

*I am speaking to \_\_\_\_\_. Therefore, I should \_\_\_\_\_.*

*I am currently at \_\_\_\_\_, which means I should \_\_\_\_\_.*

*Right before this, \_\_\_\_\_ (happened). This may impact my ability to communicate by \_\_\_\_\_.*

*There (is/is not) a lot of time to discuss \_\_\_\_\_, which means \_\_\_\_\_.*

*In order to be heard effectively in this situation, I must \_\_\_\_\_ because \_\_\_\_\_.*

*In order to listen effectively in this situation, I must \_\_\_\_\_ because \_\_\_\_\_.*

*The rules of this space are \_\_\_\_\_, and therefore, I must \_\_\_\_\_.*

Model asking and answering these questions with a context that requires you to step out of your communication comfort zone. As you come to conclusions about how the context impacts your communication, model the *Language of Health Literacy*.



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



### SUGGESTED LEARNING ACTIVITY 2:

Tell students that they are going to practice examining context and reacting with a partner. Model for students the different ways you would greet individuals in your life. Tell students that they are going to greet their partners as if they are greeting individuals in different situations (e.g. concert, funeral, grocery store).

After modeling, read out different people (e.g. grandmother, coach, teacher) they could greet in a variety of situations. Ask students to examine how they change their communication styles. As students demonstrate greetings with their partners, monitor students and encourage them to share how they chose the appropriate communication style.

After the activity, ask students the following questions:

- How did you change your communication style depending on the person you were greeting?
- Which greeting felt most aligned to who you are as a person? Why?
- Why do we change our communication depending on the context?



### SUGGESTED LEARNING ACTIVITY 3:

Explain to students that this step takes observing their surroundings to better gauge how to act and respond. Show students different images of environments, people, and situations that would require them to communicate with others. Using the questions from Suggested Learning Activity 1, have students practice observing the context by explaining the situation and how they think people are expected to act in each environment.

### TEACHING NOTES:

- Be aware that some students will express needing to change their communication style more than others due to their identities. If they are comfortable, allow students to share these experiences and reflections.
- Examples of Places: movie theater, library, concert, formal dinner
- Examples of People: partner, parent/guardian, teacher, store clerk, police officers
- Examples of Situations: disagreeing with authority, asking for something they want, needing to be able to hear and respond to instructions.
- Model and provide the *Language of Health Literacy* to support analysis of context.



### SUGGESTED LEARNING ACTIVITY 4:

Tell students that before they continue onto Step 2, they are going to examine when they should be aware of their communication style for their personal safety. Elaborate by sharing that there are certain situations in which they need to use a calm, respectful tone to maintain their own personal safety.

Explain to students that anytime they interact with people of authority, they need to use specific language and have a specific tone and demeanor. Give students speaking cards to keep with them that cover their legal rights when talking with people in authority.

Have students watch a video about communicating with people of authority, such as police officers, doctors, etc. After students watch the video, ask students:

- What should you say to \_\_\_\_\_ when \_\_\_\_\_?
- What questions should you answer?
- What nonverbal cues should you be aware of when interacting with \_\_\_\_\_?

See Next Page For Teaching Notes.



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

### TEACHING NOTES:

- See the *Resource Bank* below for suggested video from the American Civil Liberties Union (ACLU) to support students in understanding their rights when interacting with people in authority.
- See *Resource Bank* below for suggested resources on legal rights when talking with people in authority.



See *Advocacy for Self & Others* for guidance on supporting students asking for what they need in dangerous or uncomfortable situations.