



## Building Communication Skills



**Session Time:** Two, 50-minute sessions

### DESIRED RESULTS

#### ESSENTIAL UNDERSTANDINGS

Develop interest in one or more aviation/aerospace career pathways and learn what is required to pursue future employment in the industry. (EU3)

Understand the importance of professionalism, ethics, and dedication as they relate to all aviation/aerospace operations. (EU4)

Gain essential thought processes and life skills, such as good citizenship, critical thinking, informed decision making, which are useful to all learners, whether or not they eventually pursue a career in aviation. (EU8)

#### ESSENTIAL QUESTIONS

1. Are communication skills important to work success?
2. How can I improve my communication skills?

#### LEARNING GOALS

##### Students Will Know

- Different types of communication skills
- The need for different types of communication in varying situations
- That communication skills are one of the most valuable skills an employee can bring to an organization

##### Students Will Be Able To

- *Identify and summarize* effective communication and appropriate interaction in a professional setting. (DOK-L2)

### ASSESSMENT EVIDENCE

#### Warm-up

Students identify various methods of communication people use.

#### Formative Assessment

Students write examples of when they have experienced difficult communication. They must include five things that contributed to the difficulty of the communication and five things they could have done to improve the communication.

#### Summative Assessment

Students create a troublesome workplace scenario that needs resolution. Students will write paragraphs describing the problem and the communication skills and actions they would take to solve the problem.

## LESSON PREPARATION

### MATERIALS/RESOURCES

- [Building Communication Skills Presentation](#)
- [Building Communication Skills Student Activity](#)
- [Building Communication Skills Teaching Aid](#)

### LESSON SUMMARY

Lesson 1: Professional Skills and Conduct

#### Lesson 2: Building Communication Skills

Begin by asking students to name some methods or examples of communication.

In small groups, students will act out familiar situations (saying hello or goodbye, asking for help, etc.) as if they were talking to their families, their friends, a teacher, and a boss or mentor. This activity will help underscore that the way in which we communicate is situational.

A class discussion will teach students the importance of communication skills and three main factors upon which good communications depend: message, medium, and context. Reflecting on the challenges involved in communicating effectively, students will write examples of when they experienced difficult communication. They must include five things that contributed to the difficulty of the communication and five things they could have done to improve the communication.

Using a set of action words, students will continue to practice their communication skills by acting out and guessing common emotions. Finally, students will create a troublesome workplace scenario that needs resolution. Students will write paragraphs describing the problem and the communication skills and actions they would take to solve the problem. If time allows, students will act out their scenarios.

### BACKGROUND

Effective communication is critical for success in every aspect of life, and employers actively seek workers with good communication skills. Being an effective communicator in the business world requires more than the ability to speak clearly or listen carefully. It also requires an understanding of how the message, medium, and context affect the way communications are received and understood. This lesson will introduce students to these ideas and how they affect professional communications.

### MISCONCEPTIONS

Students may think of communication simply as the giving and receiving information. In this lesson, they will learn the importance of other factors, including message, medium, and context.

### DIFFERENTIATION

To promote reflective thinking and guided inquiry in the **ENGAGE** section of the lesson plan, circulate around the classroom and assist students who might have trouble coming up with ideas for the Warm-Up. Ask questions that provoke their own ideas for possible answers.

### ENGAGE

**Teacher Material:** [Building Communication Skills Presentation](#)

**Slides 1-3:** Introduce the topic and learning objectives of the lesson.

**Slide 4:** Conduct the **Warm-Up**.

*Responses can include talking, listening, tone of voice, facial expression, body language, eye contact, written language, context, etc.*

Collect student work and grade up to 5 points for completeness of writing and participation. [DOK 1; define; identify]

#### Warm-Up

Ask students to write down different ways people communicate. When they are finished, ask volunteers to share their response and write their examples on the whiteboard.

### EXPLORE

**Teacher Material:** [Building Communication Skills Presentation](#)

**Slide 5:** Ask students to discuss the different ways they might communicate in different situations and environments. These might include differences in the message and in the medium used to deliver that message. Ask students to provide both verbal and nonverbal cues with both positive and negative examples of each.

Break students into small groups of three or four students. Assign each group a scenario, and ask the groups to act out the situations as if they were talking to their families, their friends, a teacher, and a boss or mentor. Give students no more than 10 minutes to create these four communications skits:

- Saying hello to someone you haven't seen in a long time
- Asking for help with a problem
- Discussing your favorite TV show
- Telling a story about what you did with your friends last Saturday

**Slide 6:** Ask students to summarize in their own words the objective of this activity. The point is that how we should communicate varies by situation. What might be acceptable and expected in one setting may not be appropriate in another.

### EXPLAIN

**Teacher Material:** [Building Communication Skills Presentation](#)

**Student Activity:** [Building Communication Skills Student Activity](#)

**Slide 7:** According to a 2010 survey conducted by the National Association of Colleges and Employers, communications skills are ranked highest among the skills a job candidate must have.

Show students a video that emphasizes the importance of communication as a soft skill.

- "Soft Skills - Communication" (Length - 2:15)  
<http://video.link/w/YzOd>

**Slides 8-14:** Teach students the importance of good communication skills and three main factors upon which effective communication depends: message, medium, and context.

**Slide 15:** Summarize effective professional communication with the slide and video that discusses clarity, brevity, context, impact, and value as essential “ingredients” for great communication. It also explores how these “ingredients” differ for different communication purposes.

- “The Recipe for Great Communication” (Length - 4:42)  
<http://video.link/w/cIMd>

**Slide 16:** Conduct the **Formative Assessment**. This will conclude the first session and may continue into the second session.

Provide students **Building Communication Skills Student Activity**. When students complete their lists, lead a discussion about their ideas, asking them to identify common themes in their findings. After the discussion, collect the activity for grading. Each item is worth 1 point for a total of 10 points. [DOK 2; *classify, infer, predict*]

### Formative Assessment

Ask students to think about a time when they experienced a difficult communication. With their examples in mind, ask students to use the **Building Communication Skills Student Activity** to list at least five things that contributed to the difficulty of the communication and five things they could have done to improve the communication. Have them characterize each item on their lists in terms of message, medium, and context.

## EXTEND

**Teacher Material:** [Building Communication Skills Teaching Aid](#)

In the second session of the lesson, students will continue to practice their communication skills by acting out and guessing common emotions.

Before class, print a set of action words for each pair of students and cut them out. The action words can be found in **Building Communication Skills Teaching Aid**.

1.  
Have student pairs sit facing each other.
2.  
Give a set of action words to each pair. Ask pairs to split the set of words between them evenly without looking at the words.
3.  
Set a timer for two minutes. Have one player hold a word up to his or her forehead without looking at it. The other player gives verbal clues to the player holding the word. The player holding the word will continue to guess the word until getting the correct answer or saying “pass.”
4.  
Repeat until the two minutes is complete, and then have students switch roles.
5.  
The player with the most correct guesses wins.

In a class discussion, ask students to reflect on how others interpret verbal and nonverbal communication. Did they correctly guess more words based on what was said or how it was said?

## EVALUATE

---

**Teacher Material:** [Building Communication Skills Presentation](#)

**Slide 17:** Conduct the **Summative Assessment**.

If time allows, have the students share their workplace scenarios and act out their scenarios. Make sure they include demonstrate a positive resolution. [DOK 3; *assess; formulate*]

### Summative Assessment Scoring Rubric

Follows assignment instructions and participates with the group

Student work shows evidence of the following:

- An understanding of effective communication and appropriate professional conduct
- Knowledge of how to to be an effective employee

Student work shows an understanding of the concepts covered in the lesson

Student work shows in-depth thinking, including analysis or synthesis of lesson objectives

Points	Performance Levels
9-10	Consistently demonstrates criteria
7-8	Usually demonstrates criteria
5-6	Sometimes demonstrates criteria
0-4	Rarely to never demonstrates criteria

### Summative Assessment

Working in pairs, have students create a troublesome workplace scenario that needs resolution. Students should write 3-4 paragraphs describing the problem and the communication skills and actions they would take to solve the problem. They should also describe the result. if time allows, students should then act out their scenarios.

## GOING FURTHER

---

Have students develop a “dos and don’ts” list of effective communication techniques and professionalism, and develop a how-to video for their peers using their skits from the “Explore” activity.

## STANDARDS ALIGNMENT

### NGSS STANDARDS

---

### Three-dimensional Learning

- **HS-ETS1-3** - Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
  - Science and Engineering Practices
    - Constructing Explanations and Designing Solutions
  - Disciplinary Core Ideas
    - ETS1.B: Developing Possible Solutions
  - Crosscutting Concepts
    - Influence of Science, Engineering, and Technology on Society and the Natural World

### COMMON CORE STATE STANDARDS

---

- **RST.9-10.2** - Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- **WHST.9-10.2** - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- **WHST.9-10.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.9-10.8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

### REFERENCES

<https://www.naceweb.org>