LESSON OBJECTIVES:
Students will:
- Practice observation and listening skills
- Differentiate between different purposes and types of communication
- Practice positive communication skills through relevant role-playing
- Reflect on personal communication skills and set a goal for improvement

MATERIALS:
- Picture of “The Swimmer” – one per group (see below)
- Communication Scenario Cards
- Communication Reflection
- Timer or clock (to time scenarios)

PROCEDURES:
Suggestion for this lesson:
This is an opportunity to move outdoors to an appropriate spot where students can connect with the environment and spread out for group work. Clarifying parameters and expectations first helps students know protocols in this different environment. Students usually appreciate getting outside.

• INTRODUCE LESSON:
- Introduce that this lesson is about communication, and that being able to communicate well is one of the 21st century life skills. If the lesson will be taught outside, share that the group will be moving and establish protocols for behavior.

- Ask students to become keen observers as they go outside. Ask them to be totally silent, to listen for any unusual sounds, and to see if they can observe something new they have not noticed before.

- Debrief by asking what was heard and viewed that was unusual or new. Share that communication includes all kinds of senses, including listening, feeling, observing and hearing.

- Set up teams of 3-5 students and distribute a copy of “The Swimmer” picture to each group (or show a poster of the image to everyone). Ask each student to think about this picture’s “Story,” or what they imagine this boy is doing, thinking, and feeling. Allow a few minutes for thought.

- Tell groups to first share everyone’s ideas. Next, ask the groups to select one scenario to act out in a 1-2 minute skit. Encourage students to include who the boy is, what he is doing, and why. Have students spread out to plan their presentation.

- Facilitate sharing of skits and talk about the different scenarios that were created. Discuss concepts about non-verbal communication, such as:
  - Don’t make assumptions – body language can mean different things
- Body language can speak louder than words
- Understanding the big picture about something helps see a clearer perspective
- We make assumptions based on experiences

**MODEL LESSON:**
- Discuss variables of communication, which include that all people have different styles (shy to extrovert), different purposes (joking around to resolving a fight), and different ways to communicate (I.e.: sharing an apology with a note, a nod, a discussion, or a hug).

- Tell students they are going to practice an important communication skill - observation; give the following directions:
  * Have students find a partner and stand facing each other about 1-2 feet apart.
  * Tell them that one person starts as the leader, and the other is the follower.
  * Their task is for the follower to mirror the physical body movements of the leader.
  * Demonstrate with a partner, having them slowly move their arms, head, and legs as you try to mirror their movements. Encourage quiet and focus from all pairs.
  * Have pairs switch leaders/followers after a few minutes.

- Debrief by asking students what they learned and experienced. Discuss the concept of “focus” and how it supports communication with another.

**GUIDED PRACTICE:**
- Distribute a Communication Scenario Card to each group. Tell students they have only a few minutes to figure out how to role-play their scene to the class.

- Facilitate role-playing and follow-up discussions; help students analyze what they saw, share alternative ways to communicate, and look at any assumptions that might have been made by anyone. Discuss the idea that different reasons for communication may call for different levels of focus and skill.

- Have students create their own communication scenarios if time allows or during a follow-up session.

**CLOSURE:**
- Share that being able to listen and communicate well requires focus, patience, and experience. Encourage students to pay attention to all of their senses, including their intuition.

- Review what was learned and discuss the following three communication tips or any others you find helpful:
  * Listen with intention and focus.
  * Speak with respect and aloha.
  * Don’t make assumptions.

**EVALUATION:**
- Review the Communication Reflection worksheet with students to discuss its purpose and how to complete it. Provide time and a chance for students to debrief by sharing any insights. Save paper for final unit project.
## COMMUNICATION SCENARIOS

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<tr>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
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<td>A new person at school is trying to figure out what to do at lunch.</td>
<td>A student is talking to his or her teacher after flunking another test.</td>
<td>A parent is talking to their child who got caught cutting classes, again.</td>
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<td>Friends are talking about a school rumor that involves them.</td>
<td>A coach is talking to athletes to help them improve their sport.</td>
<td>Someone came to school upset so friends are trying to help.</td>
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<td><strong>7</strong></td>
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<td><strong>9</strong></td>
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<td>Team members are talking to a teammate after he or she got injured.</td>
<td>You are helping a scared little brother or sister on their first day of school.</td>
<td>Someone is confessing that they took something that was not theirs.</td>
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UNIT 2: Lesson #3: Kukakuka e Ho’olohe - To discuss and hear - Communication Skills
COMMUNICATION REFLECTION

My Definitions:

1. Body language is _________________________________________________________________

2. To really hear what someone is saying, it is important to ___________________________

3. As a communicator, I tend to:

   Speak softly ___    Speak quickly ___    Think before I speak ___
   Speak loudly ___    Speak slowly ___    Speak before I think ___

4. It is easy to communicate when __________________________________________________

5. It is hard to communicate when __________________________________________________

6. When someone communicates poorly with me (yells, is angry, etc.) I often ________

7. When I am upset and need to communicate, I tend to _____________________________

8. One communication skill I can work on is ________________________________
UNIT 2: Lesson #3: Kukakuka e Ho’olohe - To discuss and hear - Communication Skills
THE SWIMMER
An image by MARTIN CHARLOT
(Reprinted with his permission)
Found in John Charlot’s book “Chanting the Universe”
UNIT 2: Lesson #3: Kukakuka e Ho’olohe - To discuss and hear - Communication Skills