

Effective Communication: Sample Lesson

Level: ABE/ESL Advanced

Topic: Teamwork

*Note: Lesson materials drawn from http://hubbs.spps.org/teamwork_2.html
(Bridge Project grant 2010, Hubbs Center, Elizabeth Andress)*

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Transitions Integration Framework (TIF) Snapshot

Effective Communication (EC): Effective communication is a two-way process between individuals of diverse backgrounds and experience in which information is conveyed and received in ways that are mutually understood as intended. This can include speaking, writing, and all forms of nonverbal communication. Examples of activities in this category could include adjusting communication to suit various audiences, questioning to clarify meaning and to enhance understanding, or articulating differences and appreciating how differences can affect communication. Teaching the skills in this category will help the learner give and receive information in a purposeful, appropriate, and collaborative manner.

Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals
SWBAT...

Sub Skills:

- € a. Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications
- € b. Repair communication breakdowns respectfully and effectively
- € c. Acknowledge and affirm others (regardless of culture, religion, gender, age, sexual orientation) and their contributions
- € d. Express expectations and acknowledge an understanding or acceptance of the expectations of others
- € e. Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team
- € f. Employ effective strategies for resolving conflict

Skill 2: Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication
SWBAT...

Sub Skills:

- € a. Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately
- € b. Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls)
- € c. Use appropriate intonation (e.g., polite tone, appropriate rise and fall of vocal pitch)

Skill 3: Utilize a variety of technologies for communication
SWBAT...

Sub Skills:

- € a. Evaluate and use appropriate technology tools for clear and meaningful interactions to suit purpose and audience (e-mail, texting, Skype, social media, cell phone)
- € b. Employ protocols (register, tone, etc.) appropriate to audience and purpose when using technology tools (email, text, social media)
- € c. Discern and follow appropriate use of technology tools given the social norms of a particular setting (turning phone off, not texting in meetings, not playing computer games at work)

TIF-ing a Lesson: Pre & Post A-C-E-S Side-by-Side

Pre A-C-E-S
Warm-up: NA
Introduction: <ul style="list-style-type: none"> Read the “Tips: Expressing Opinions” with the class. Elicit student (Ss) suggestions for working with a team. Copy these suggestions on the board and have Ss write at least 4 on their handout.
Guided Practice: <ul style="list-style-type: none"> Students (Ss) think of examples of each of the tips from their lives and write them on their handout. This can be done individually first and then shared with the class or as a whole class. Ss reflect which “tips” they do well and which ones are more challenging for them and write them on the handout. Ss then choose one they think they can improve and write it on the handout.
Independent Practice: <ul style="list-style-type: none"> Ss watch the video clip and answer the questions. They re-watch the clip and check/complete their answers. Then as a class, share and discuss the answers. Ss form teams and develop a list of teamwork tips. They share these tips and as a class, a top-10 list is developed to post
Extension: NA
Assessment: <ul style="list-style-type: none"> Check through the video comprehension questions to see how many they answered correctly. Evaluate teamwork by observing how well individuals are participating and whether or not they are using the teamwork tips discussed

Post A-C-E-S
Warm-up: <ul style="list-style-type: none"> In groups, students (Ss) answer the questions on the “Effective Teamwork Discussion” handout. Extend this conversation by having the groups fill out a bubble map with the ideas that were generated during their discussion. Have each team share their bubble map and as a class, consolidate the information to provide a sample of teamwork characteristics that contains the ideas from all the teams. <i>(An example of a completed bubble map is included to help the teacher guide the teams.)</i>
Introduction: <ul style="list-style-type: none"> Read the “Tips: Expressing Opinions” with the class. Have Ss reflect quietly on the teamwork they just participated in, considering any evidence they saw/heard that exemplified these tips. Elicit examples from the class for each of the tips that emerged from the teamwork in the warm-up activity. Ss write these examples on their handouts
Guided Practice: <ul style="list-style-type: none"> Explain the “Language for Effect Teamwork” sorting activity. Ss will sort the language examples into the specified categories on each chart. As a class, discuss how these items were categorized AND the rationale for student choices. Make sure to point out how tone, body language, and level of formality can affect the message. Polite tone and a higher level of formality are appropriate for teamwork.
Independent Practice: <ul style="list-style-type: none"> Ss watch the video clip and answer the questions. Then as a class, share and discuss the answers. Ss form teams and develop a list of teamwork tips. <i>(Again, make sure to point out how tone, body language, and level of formality can affect the message. Another suggestion to include is how to be affirming of all group members regardless of differences.)</i> They share these tips and as a class, a top-10 list is developed to post.
Extension: <ul style="list-style-type: none"> Ss form teams to research “teamwork in the workplace” (or any other topic of relevance). Teams plan their research activity and make choices on resources they will use and how they will present the information to the class. Teams then conduct research, synthesize it, and present it to the class.
Assessment: <ul style="list-style-type: none"> Check through the video comprehension questions to see how many they answered correctly. Ss self-evaluate and evaluate their teams (on the Independent Practice teamwork, Extension Teamwork, or both) using the rubric. Evaluate Ss teamwork participation using the rubric.

Sample TIF-ed Lesson

1. The first column describes the lesson components. Normal font represents the original lesson. *Italicized* font represents the TIF complements or additions to the lesson.
2. **Assess** the original lesson to identify where TIF skills are addressed. TIF skills in the original lesson are written in the “Assess” column.
3. **Complement** the lesson by adding elements to the lesson that address additional TIF skills. Additional lesson components are added and the TIF skills addressed in those are written in the “Complement” column.
4. **Evaluate** the outcomes of the lesson, using student evidence, *after* you deliver instruction to your students.
5. **Study** and reflect about what else your students need as well as what you need.

Lesson/Materials Components	Assess (Category, skill, sub skill)	Complement (Category, skill, sub skill)	Evaluate (Student evidence)	Study & Reflect
<u>Warm-up:</u>	NA	EC: 1a-b; 1d-f (Ss answers may address these or T may elicit/provide) CCRS: <i>SL.D.1b-d</i>		
<u>Introduction:</u>	EC: 1a-b (Possibly present in discussion)	EC: 1a-b; 1d-f CCRS: <i>SL.D.4</i>		
<u>Guided Practice:</u>	EC: 1a-b; 1d-f (Possibly present in discussion but not explicit) CCRS: <i>SL.D.1a, SL.D.3</i>	EC: 1a-b; 1d-f; 2a-c CCRS: <i>SL.D.1a, SL.D.3, SL.D.6</i>		
<u>Independent Practice:</u>	EC: 1a-b; 1d-f (May be present in discussion but not explicit) CCRS: <i>SL.D.1b-d</i>	EC: 1a-f; 2a-c (Should be explicit for Ss to use during teamwork) CCRS: <i>SL.D.1b-d, SL.D.6</i>		
<u>Extension:</u>	NA	EC: 1a-f; 2a-c (Should be explicit for Ss to use during teamwork) CCRS: <i>SL.D.1a-d, SL.D.4, SL.D.5, SL.D. 6</i>		
<u>Assessment:</u>	EC: 1a-b; 1d-f (characteristics that could be observed for) CCRS: <i>SL.D.1a-d, SL.D. 6</i>	EC: 1a-f; 2a-c CCRS: <i>SL.D.1a-d, SL.D.4, SL.D.5, SL.D. 6</i>		

Pre A-C-E-S Lesson Plan

Objectives (General):

1. Identify and discuss characteristics of effective members of a team.
2. Give concrete examples that demonstrate these characteristics
3. Watch a video and answer questions regarding teamwork
4. Develop a synthesized Top 10 Teamwork Tips for the class

TIF Objectives:

**CCRS: SL.D.1a,
SL.D.3*

- 1a. Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications
- 1b. Repair communication breakdowns respectfully and effectively
- 1d. Express expectations and acknowledge an understanding or acceptance of the expectations of others
- 1e. Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team
- 1f. Employ effective strategies for resolving conflict

Warm up: NA

Introduction:

- Read the “Tips: Expressing Opinions” with the class.
- Elicit student (Ss) suggestions for working with a team.
- Copy these suggestions on the board and have Ss write at least 4 on their handout.

Guided Practice:

- Students (Ss) think of examples of each of the tips from their lives and write them on their handout. This can be done individually first and then shared with the class or as a whole class.
- Ss reflect which “tips” they do well and which ones are more challenging for them and write them on the handout.
- Ss then choose one they think they can improve and write it on the handout.

Independent Practice:

- Ss watch the video clip and answer the questions.
- They re-watch the clip and check/complete their answers.
- Then as a class, share and discuss the answers.
- Ss form teams and develop a list of teamwork tips.
- They share these tips and as a class, a top-10 list is developed to post

Extension: NA

Assessment:

- Check through the video comprehension questions to see how many they answered correctly.
- Evaluate teamwork by observing how well individuals are participating and whether or not they are using the teamwork tips discussed

Pre A-C-E-S Sample Lesson Materials:**Introduction: Effective Teamwork**

Here are some tips for expressing opinions during teamwork.

(Reference: *On-the-Job English*, Christy M. Newman. New Readers Press, Syracuse, NY, 2000.)

Tips: Expressing Opinions

- ▶ When you state your opinion, be polite but assertive.
- ▶ Give reasons for your opinion.
- ▶ Listen to other people's opinions carefully.
- ▶ Make comments about the ideas – not the person.
- ▶ Try to reach solutions that everyone can support.

Do you have any other tips for working with a team? Share them with the class and write additional class suggestions here:

- _____
- _____
- _____
- _____

Guided Practice: Giving Examples

Think about examples for each of these tips. Together with your teacher and classmates, write these examples on the lines provided.

- When you state your opinion, be polite but assertive.

Example: _____

- Give reasons for your opinion.

Example: _____

- Listen to other people's opinions carefully.

Example: _____

- Make comments about the ideas—not the person.

Example: _____

- Try to reach solutions everyone can support.

Example: _____

Which ones do you do well? _____

Which ones are more challenging for you? _____

What is one thing you'd like to improve in this skill area? _____

Independent Practice: Teamwork in the workplace

Many jobs require employees to work on teams to meet goals and get the job done. Watch the video about Teamwork in the workplace. http://hubbs.spps.org/uploads/teamwork_short.mp4. Answer the questions below.

1. What is crucial to keeping your job and doing well on the job? _____
2. What are some suggestions the video offers for being an effective member of a team?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
3. If a person doesn't have experience in the workplace, what examples of teamwork experience can they provide to a prospective employer?
 - a. _____
 - b. _____
 - c. _____

Teamwork: In a team, think about the video you watched. Together, write a list of 5 to 6 suggestions of how someone can be an effective member of a team.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Share your group's suggestions with the class. As a whole class, decide on the Top 10 Teamwork Tips to post in class.

Top 10 Teamwork Tips

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Post A-C-E-S Lesson Plan

Objectives (General):

1. Discuss one's experience with teamwork
2. Work effectively with a team
3. Fill out a graphic organizer identifying characteristics of effective members of a team
4. Give concrete examples that demonstrate these characteristics
5. Categorize teamwork language examples into different levels of assertiveness
6. Watch a video and answer questions regarding teamwork
7. Develop "Top 10 Teamwork Tips" for the class
8. Work with a team to research teamwork in the workplace and present findings to the class
9. Evaluate oneself and one's team for effective teamwork

***CCRS:**
SL.D.4

***CCRS:**
SL.D.5

TIF Objectives:

Effective Communication Skill 1:

***CCRS:**
SL.D.1a-d

- 1a. Seek and offer clarification (clarifying questions, paraphrasing, restating) appropriately in spoken and written communications
- 1b. Repair communication breakdowns respectfully and effectively
- 1c. Acknowledge and affirm others (regardless of culture, religion, gender, age, sexual orientation) and their contributions
- 1d. Express expectations and acknowledge an understanding or acceptance of the expectations of others
- 1e. Participate, make contributions, and encourage the contributions of others in order to accomplish the shared goal of a team
- 1f. Employ effective strategies for resolving conflict

***CCRS:**
SL.D.6

Effective Communication Skill 2:

- 2a. Recognize meaning of gestures and body language (e.g., eye contact, personal space) in a particular context and use appropriately
- 2b. Choose appropriate register (level of formality) for audience, purpose, and communication type (person-to-person, text messaging, email, formal letter, phone calls)
- 2c. Use appropriate intonation (e.g., polite tone, appropriate rise and fall of vocal pitch)

Warm up:

- In groups, students (Ss) answer the questions on the "Effective Teamwork Discussion" handout.
- Extend this conversation by having the groups fill out a bubble map with the ideas that were generated during their discussion.
- Have each team share their bubble map and as a class, consolidate the information to provide a sample of teamwork characteristics that contains the ideas from all the teams. *(An example of a completed bubble map is included to help the teacher guide the teams.)*

Introduction:

- Read the "Tips: Expressing Opinions" with the class.

- Have Ss reflect quietly on the teamwork they just participated in, considering any evidence they saw/heard that exemplified these tips.
- Elicit examples from the class for each of the tips that emerged from the teamwork in the warm-up activity.
- Ss write these examples on their handouts

Guided Practice:

- Explain the “Language for Effect Teamwork” sorting activity.
- Ss will sort the language examples into the specified categories on each chart.
- As a class, discuss how these items were categorized AND the rationale for student choices.
- Make sure to point out how tone, body language, and level of formality can affect the message. Polite tone and a higher level of formality are appropriate for teamwork.

Independent Practice:

- Ss watch the video clip and answer the questions.
- Then as a class, share and discuss the answers.
- Ss form teams and develop a list of teamwork tips. *(Again, make sure to point out how tone, body language, and level of formality can affect the message. Another suggestion to include is how to be affirming of all group members regardless of differences.)*
- They share these tips and as a class, a top-10 list is developed to post.

Extension:

- Ss form teams to research “teamwork in the workplace” (or any other topic of relevance).
- Teams plan their research activity and make choices on resources they will use and how they will present the information to the class.
- Teams then conduct research, synthesize it, and present it to the class.

Assessment:

- Check through the video comprehension questions to see how many they answered correctly.
- Ss self-evaluate and evaluate their teams (on the Independent Practice teamwork, Extension Teamwork, or both) using the rubric.
- Evaluate Ss teamwork participation using the rubric.

Post A-C-E-S Sample Lesson Materials

Warm-Up: Effective Teamwork Discussion

Instructions: Reflect on your past/present experience on teams to discover what makes a team work well together toward a common goal. Write your ideas.

- A. What teams have you been on – in school, at work, in sports? _____

- B. Think about one team you’ve been on that worked well together. What made it work well?

- C. Think about one team you’ve been on that didn’t work very well together. What happened in the team that made it not work well? _____

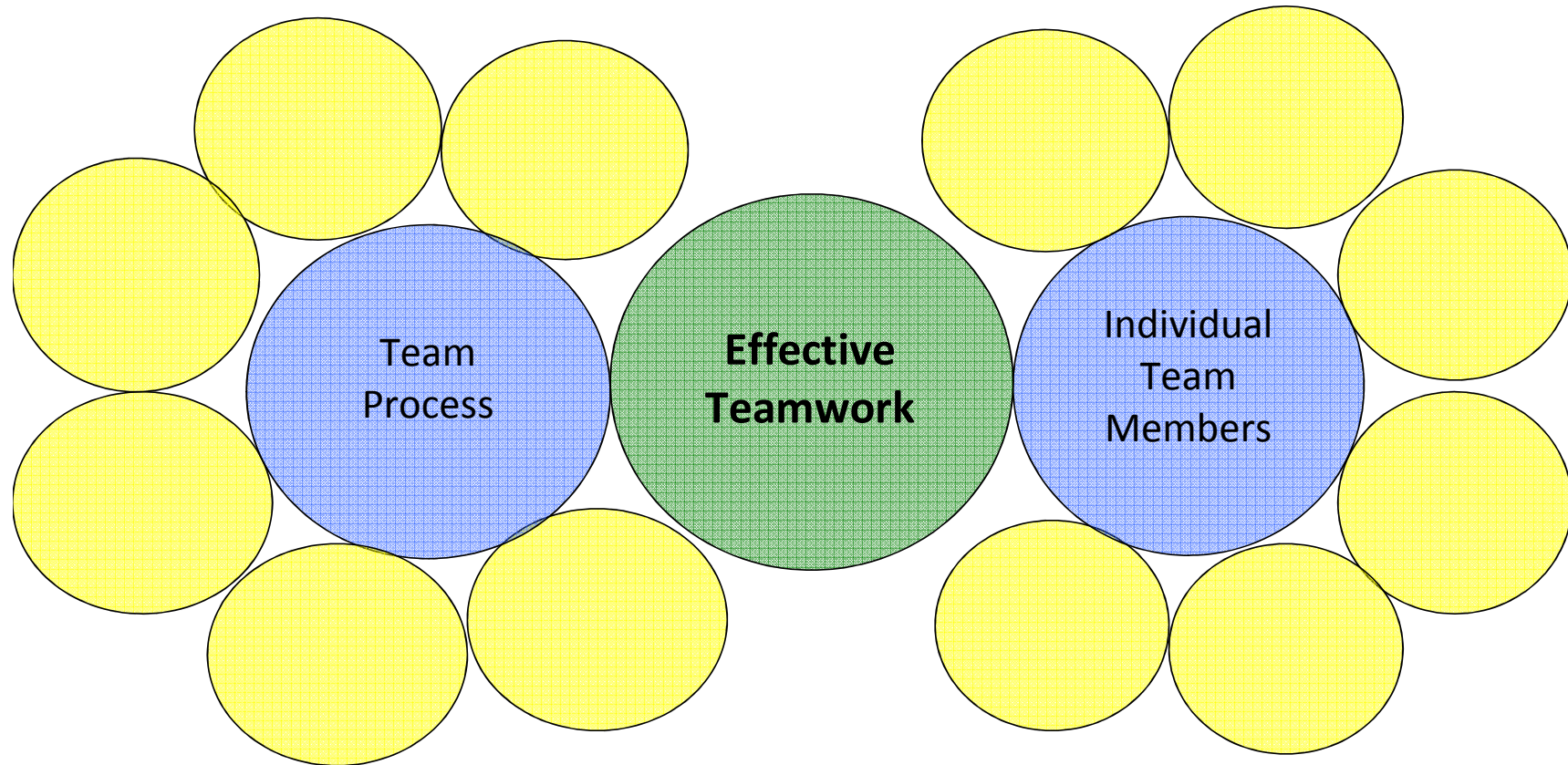
- D. What are three things you think are important for **individuals** on a team to do to make it work well? _____

- E. What are three things you think are important for how the **team** operates as a whole for it to work well? _____

- F. Think about yourself when you work in a team. What do you think *your* strengths are in teamwork? _____
Your weaknesses? _____
What do you need from a team? _____

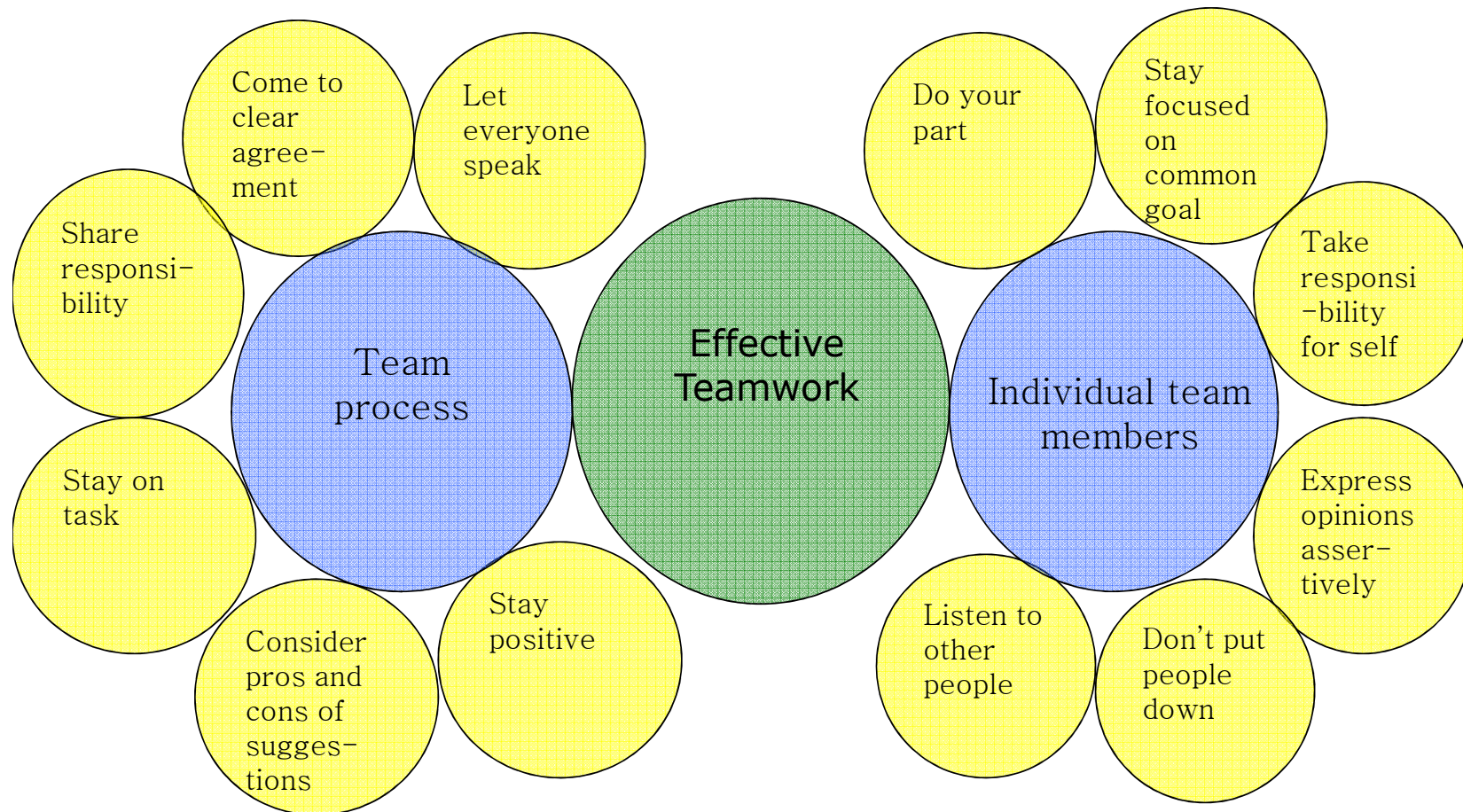
Now work with a team to pool your ideas and fill in the “bubble map” on the next page. Consider posting these guidelines in your classroom as a reference when you’re working in teams.

Elements of Effective Teamwork



Effective Teamwork

Sample (teacher reference)



Introduction: Effective Teamwork

Here are some tips for expressing opinions during teamwork.

(Reference: ***On-the-Job English***, Christy M. Newman. New Readers Press, Syracuse, NY, 2000.)

Tips: Expressing Opinions

- ▶ When you state your opinion, be polite but assertive.
- ▶ Give reasons for your opinion.
- ▶ Listen to other people's opinions carefully.
- ▶ Make comments about the ideas – not the person.
- ▶ Try to reach solutions that everyone can support.

Think about the class discussion you had about effective teamwork in your classroom.

Were people following the tips above? Write an example for each tip that you saw demonstrated in the group conversation.

- When you state your opinion, be polite but assertive.

Example: _____

- Give reasons for your opinion.

Example: _____

- Listen to other people's opinions carefully.

Example: _____

- Make comments about the ideas—not the person.

Example: _____

- Try to reach solutions everyone can support.

Example: _____

Which ones did the group do well? _____

Which ones were more challenging for the group? _____

What are your strengths and weaknesses in expressing opinions? _____

What is one thing you'd like to improve in this skill area? _____

Guided Practice: Language for Effective Teamwork**A. Sharing opinions:**

When you work with a team, you need to find effective ways to offer ideas. The goal is to be assertive – not too weak and not too aggressive. “Tone” and “body language” are also important when communicating. As you read each statement, think about the “tone” and “body language” you use as well.

Instructions: Cut out the cards below. Sort the statements into the three categories. When you finish, share your results with a partner. If you have different answers, share your opinions assertively with each other. Write the statements in the boxes and add your own ideas as well.

Weak	
Assertive	
Aggressive	

We'll do it my way, or I won't do it.	This is the only way to do it.
Let's try it this way.	I think we should try something else.
I'll do whatever you think is best.	My suggestion is the only way to go.
Well, if you say so.	I believe this will work.
How about looking at it from this point of view?	That won't work. Here's what we should do.
What do you think about this idea?	I think we could do it like this.

B. Offering and turning down suggestions:

Effective team players find ways to offer suggestions and also respond to others' suggestions. You won't always agree with your teammates. How can you turn down a suggestion that you don't like? Again, as you read each sentence, think about the "tone" and "body language" you use as well.

Instructions: Cut out the cards below. Sort the statements into the two categories. When you finish, share your results with a partner. Write the statements into the boxes and add some more ideas of your own. Practice speaking each statement with the correct tone and body language.

Offer a suggestion	
Turn down a suggestion	

I'm afraid that's not what we need.	Why don't we look at this solution?
What do you think about this?	I have an idea. Let's try it this way.
Here's a thought.	Hmm, I'm not sure about that.
Unfortunately, I can't agree with you about that.	That's a good suggestion, but I don't think it will work in this situation.
How about doing it this way?	That's interesting, but I'm not sure it fits our needs.
I'm not sure I agree – can you say more?	I'd like to make a suggestion, if that's OK.

Independent Practice: Teamwork in the workplace

Many jobs require employees to work on teams to meet goals and get the job done. Watch the video about Teamwork in the workplace. http://hubbs.spps.org/uploads/teamwork_short.mp4. Answer the questions below.

1. What is crucial to keeping your job and doing well on the job? _____
2. What are some suggestion the video offers for being an effective member of a team?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
3. If a person doesn't have experience in the workplace, what examples of teamwork experience can they provide to a prospective employer?
 - a. _____
 - b. _____
 - c. _____

Teamwork: In a team, think about the video you watched. Together, write a list of 5 to 6 suggestions of how someone can be an effective member of a team.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Share your group's suggestions with the class. As a whole class, decide on the Top 10 Teamwork Tips to post in class.

Top 10 Teamwork Tips

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Extension: Team Research—Teamwork on the Job

Instructions: Many jobs require employees to work on teams to meet goals and get the job done. Your task is to form a team to research “teamwork in the workplace”. Find the information and then report it to the class.

Our Team Plan:

1. WHO: Choose 3 or 4 people to work with. Write their names below:

2. WHAT: Will you read an article, watch a video, interview someone, or use a different method of inquiry (specify)? _____
3. HOW: How will you share your findings with the class – verbal report, written report, visual poster or slides, dramatization, or other (specify)?

4. *Note: Be sure to cite your source(s) when you make your report. What did you read? Who did you talk with? Etc.*

Here is the information you need to discover:

1. Concrete examples of teams in the workplace – who is on the team, what is their goal or task, how do they operate, who leads
2. Why teamwork matters on the job
3. What can make teamwork difficult or challenging
4. What can make teamwork rewarding
5. What is required for effective teamwork

Resources: You can use any resources you wish for your investigation. Here are some ideas.

- Watch one or more short videos about teamwork at <http://hubbs.spps.org/teamwork.html> .
- Read about teamwork and/or watch the accompanying video in Communication & Writing – PBS LiteracyLink – Workplace Essential Skills, by Karen Harrington. Public Broadcasting System, 1999. See “Program 11: Working Together.”
- Read about teamwork in a medical setting in Improving Workplace Performance – Contemporary’s Essential Skills for the Workplace, Level Two, by Beth Blanchard-Smith. Contemporary Books, Chicago, 1993. See “Unit 1: Healthcare,” – “Build a Team”, pp. 15-17
- Conduct an informational interview with someone who is currently working, about teamwork in his/her job.
- Use an internet search engine to find information about teamwork in the workplace.
- Go to the library and find a magazine or book about teamwork in the workplace.

Assessment: Teamwork Student Self-Evaluation**Teacher Reference/example**

Rate each item in the evaluation: 3=very good 2=so-so 1=not good

A. Evaluate your participation:	Very good	So-so	Not good
1. I actively participated.	3	2	1
2. I listened to others' ideas.	3	2	1
3. I communicated my ideas politely with the right level of formality.	3	2	1
4. I stayed focused on the goal.	3	2	1
5. I was respectful even when I disagreed.	3	2	1
B. Evaluate your teamwork:			
1. We shared responsibility.	3	2	1
2. We made sure everyone was included.	3	2	1
3. We came to clear agreement on things.	3	2	1
4. We stayed positive and affirmed each other.	3	2	1
5. Our team did a good job.	3	2	1

One good thing about my participation: _____

One thing I can improve in my teamwork skills: _____

One good thing about our teamwork together: _____

One thing we could have done better as a team: _____

Assessment: Teamwork**Teacher Rubric****Student Name:** _____ **Date:** _____*Based on observations of students during their team work, rate each item in the evaluation:**3=very good**2=so-so**1=not good*

A. Evaluate student's participation:	Very good	So-so	Not good
1. Actively participated.	3	2	1
2. Listened to others' ideas.	3	2	1
3. Communicated ideas politely (tone & body language) and with the right level of formality.	3	2	1
4. Stayed focused on the goal.	3	2	1
5. Was respectful even when disagreeing.	3	2	1
B. Evaluate student's teamwork:			
1. Shared responsibility.	3	2	1
2. Made sure everyone was included.	3	2	1
3. Came to clear agreement on things.	3	2	1
4. Stayed positive by affirming each other.	3	2	1
5. The team did a good job.	3	2	1

Comments:

One good thing about your participation: _____

One thing you can improve in your teamwork skills: _____

One good thing about your team's teamwork: _____

One thing your team could have done better: _____
