**Communication**

**High School**

**Resources**

I Can

Be Clear

I Can

Invite Feedback

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I Can

Share my Learning

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**Purpose**

**Why is this important?**

Communication is one of the key components of 21st century learning, yet it has not attracted the same level of research or attention as creativity, collaboration, or critical thinking. Communication competence involves mediated and digital communication, interpersonal, written and oral communication. As our society evolves, we cannot assume that our students will gain communication competence on their own.

**Practical communication skills are needed for all students**

1. Speech language development is a key aspect of preschool and early learning
2. Social and emotional learning studies address positive classroom communication interventions
3. Business-related communication assessments (like the elevator pitch assessment) are also applicable to education contexts
4. Digital and media literacy provide unique approaches to analyzing communication skills
5. Additional research and interventions are needed to support 21st century communication skills

Communication. *P21 Partnership for 21st Century Learning.* <http://www.p21.org/our-work/4cs-research-series/communication>. Web. May 7, 2018

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| --- | --- | --- | --- | --- | --- |
| **Communication**  | **1** | **2** | **3** | **4** | **5** |
| **Share learning** | I do not share about my learning with students, teachers or parents yet. | I sometimes share about my learning with students, teachers and/or parents. | I usually share about what I am learning with students, teachers and parents. | I share my learning in a variety ways, with students, teachers and parents. I also self-reflect on my learning to share strengths and areas of improvement. | I consistently self-reflect on my learning in a variety ways, with students, teachers and parents. I also self-reflect on my learning to share strengths and set goals for areas of improvement. I can give examples as evidence for my learning. |
| **Persuade others** | I do not persuade others or express my opinions yet. | I sometimes use my knowledge to persuade others and express my opinions. | I can use evidence to persuade others and express my opinions in a positive manner. | I persuade others using evidence and examples. I express my opinions clearly. I help others understand my perspectives in a positive manner. | I consistently persuade others using evidence and examples. I express my opinions clearly. I help others understand my perspectives in a positive manner. |
| **Be clear** | I have trouble communicating clearly. | I need guidance to communicate effectively. | I use clear language to communicate effectively. | I use a variety of ways to communicate effectively. | I consistently use a variety of ways to communicate my thoughts and ideas clearly and effectively. |
| **Invite feedback** | I do not invite feedback yet. | I can ask for feedback on my work but I have difficulty accepting help or making changes. | I accept feedback in a positive manner, and can improve my work after receiving comments about it. | I respect and seek out different viewpoints as feedback and use them to improve my work. | I consistently respect and seek out different viewpoints as feedback and always use them to improve my work and expand my mindset. |

**Share About My Learning Resources**

The following activities and resources are for teaching students how to share about their learning experiences.

It is important to share your knowledge for a variety of reasons:

1. It helps you grow
	* Having a fixed set of skills makes you proficient in a specific area, but sharing skills and knowledge with other people allows you to continually grow and develop in other areas.
2. It helps you stay motivated
	* Sharing knowledge with peers pushes you to become better, while driving you to contribute with your own thoughts and insights.
3. Allows you to become the best you can be
	* Knowledge sharing can help with getting feedback to be able to make changes, and can help you with projects by getting different information from different people with different competencies.
4. Recognition
	* Sharing your knowledge will give others the opportunity to see your talents and strengths. Being recognized for your strengths is a great motivator to continue to push yourself.
5. Closing the Skill Gap
	* Recognizing your strengths and weaknesses, and talking about them will allow you to better set goals to be able to achieve and strengthen new skills.

**Activity: Closing Circle**

 End of day discussion centered around “who, what, where, when, why?” For example, Who gave you a different insight into something today? What is something new you learned from that person? When might you try and use this new skill/method/etc…? Why did you find this interesting? Why do you think you might try something different than what you were currently doing? Etc…

 This activity could be done discussion format, or journaling format.

**Reflective Thinking**

<http://www.hawaii.edu/intlrel/pols382/Reflective%20Thinking%20-%20UH/reflection.html>

**15 ways to spark student reflection in your classroom**

<https://www.nureva.com/blog/15-ways-to-spark-student-reflection-in-your-classroom>

**Reflection Activities**

 This is an entire PDF full of reflection activities to enhance students’ learning experience. It was compiled by Professor Diane Sloan from Miami Dade College. They are activities geared towards college aged students, but I think could be easily adapted for the high school classroom.

<http://www.usf.edu/engagement/documents/s-l-reflection-activities.pdf>

**4-H reflection Activities**

<http://www.extension.umn.edu/b-assets/extyouth/driven-to-discover-citizen-science/Reflection-with-Youth-UWExtension.pdf>

**Persuade Others Resources**

**The Art of Persuasion – Warmups and Drills to Develop Your Skills (Dr. Rick Kirschner)**

 *“It’s one thing to have a lofty idea. It’s another thing entirely to bring that idea to fruition. This is where the rubber meets the road, where action speaks louder than words, and where it’s not what you know but what you do with what you know that counts. This is how to make your communication count.”*

<http://learntopersuade.com/PlaybookwCvr.pdf>

**Scholastic Lesson Plan – The Game of Persuasion**

Teach students to “argue” productively! In this lesson, they learn how to develop and present persuasive arguments to the class.

<https://www.scholastic.com/teachers/lesson-plans/teaching-content/game-persuasion/>

**Be Clear When Communicating Resources**

**Communication Skills Activities**

 A website full of different communication skill activities. Just a few to mention are:

* Communication origami (shows how the same instructions can be interpreted differently, and how important clear communication is)
* Guess the emotion (focused on students becoming more aware of their feelings or emotions)
* Power of Body Language (activity that shows how powerful the effect of body language is in communicating with others)
* Room 101 (practice persuasive skills in focusing on choosing positive language, being passionate and enthusiastic, etc.)

<https://www.trainingcoursematerial.com/free-games-activities/communication-skills-activities>

**Bridging the Communication Gap Between Parents & Children (may be applicable to Teacher/Student)**

<https://childdevelopmentinfo.com/parenting/parent-child-communication/#.WvMUw4gvyUk>

**Communication Skills Lesson**

<http://awrcsasa.ca/wp-content/uploads/2014/01/Example-HRY-Session.pdf>

**Communication Activities Lesson –** from the Fremont Unified School District

Looks like an awesome resource with a ton of activities in it! Some of the activities include:

* Self-Appraisal Communications Survey
* Body Language
* Nonverbal Cues
* Practice Listening Skills
* Practicing Communications Skills

<https://www.fremont.k12.ca.us/cms/lib/CA01000848/Centricity/Domain/189/Vol._2_-_Module_8_Act.-_COMMUNICATION.doc>

**Invite Feedback Resources**

**Encouraging your Students to Give Feedback**

* Being able to model the acceptance of feedback (good or bad) is a good way to encourage acceptance of feedback in your students.

*Article by Marilla D. Svinicki* ***–*** *“Giving feedback is a skills that can be learned. What are the conditions that foster that learning and the later use of that skill for feedback to instructors?”*

<https://www.jcu.edu.au/__data/assets/pdf_file/0016/105091/jcu_121460.pdf>

**Receiving and Giving Effective Feedback**

 *University of Waterloo Article*

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/assessing-student-work/grading-and-feedback/receiving-and-giving-effective-feedback>

**Receiving Feedback**

<http://www.workshopexercises.com/Feedback_Receiving.htm>

**18 Active Feedback Exercises**

<http://reviewing.co.uk/archives/art/3_9.htm#2>

**Givign and Receiving Feedback**

 *Carleton University – “How To’s”*

<https://serc.carleton.edu/introgeo/peerreview/feedback.html>