

SEXTING: Empowering Students to Engage in Positive Communication

Elementary Lesson 1

Lesson Title: Do you hear what I am saying?

Description: There are various reasons why we communicate. As an important life tool, we must understand the importance of listening and communicating as well as understanding and appreciating others. This strategy will increase effective communication skills in the students as they relate with their peers and adults.

Objectives: The students will be able to:

- Communicate with someone else using verbal communication skill.
- Evaluate the success of their verbal communication skills.
- Discuss the importance of effective communication in everyday life

Standards-Based Student Development Program Benchmark(s):

Benchmark PS 4.1

Develop effective personal communication skills.

Springboard Activity: Write “How well do you communicate” on the board and use the words in a cluster (CRISS Strategy) to gather information from the students. The teacher will discuss with students how they communicate with others.

FCAT Benchmarks

LA.A.2.2.7 Compares and contrasts

LA.E.2.2.1 Describes cause and effect relationships

Accommodations: Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students’ IEP. General accommodations and best practices are listed in the introduction.

Instructional Time: One class period

Instructional Materials

- Board
- Multiple sets of blocks (each pair of students will have a set)
- Paper
- Pencils

Instructional Lesson:

1. Review the springboard responses that students have shared. Explain to students that the lesson today is about communication and why it is important.

2. Ask the students why effective communication is important.
3. Students will be divided into pairs by the teacher. Each pair will get a set of blocks (each set containing 2 smaller sets).
4. The students will decide amongst themselves who will act as the "listener" and who will act as the "talker". The students will have the same number of blocks and be sitting back to back where they will not be able to see what the other is doing; they will only be able to hear the "talker".
5. The "talker" will build something with his or her set of blocks. When they finish they will carefully describe to the "listener" in detail what they have built.
6. The "listener" will attempt to build what the "talker" is describing so that the two students have the same block structure in front of them. However the "listener" may only ask the "talker" to repeat what they said or explain to the "talker" that they did not understand a direction. The "listener" may not ask other questions.
7. If time permits have students trade roles and do the activity portion again.

Assessment: The students will be assessed on their written paragraph where they are asked to apply the activity to their everyday life. The students will discuss what they learned, and how they may use this knowledge in everyday situations with others.

Follow-up Activities/Home Learning/Parent: Students will write a paragraph applying this activity to their everyday life. The students will discuss in their paragraph what they learned, and how they may use this knowledge in everyday situations with others.