

## *SEXTING: Empowering Students to Engage in Positive Communication*

### **Primary Lesson 2**

**Lesson Title:** How do we communicate?

**Description:** Students will review and participate in various forms of communication that include verbal, nonverbal, visual and written.

**Objectives:** The students will be able to:

- Describe various forms of communication (i.e. verbal, nonverbal, visual and written)

**Standards-Based Student Development Program Benchmark(s):**

**Benchmark PS 1.6**

Understand the concept of personal responsibility.

**Benchmark PS 4.1**

Develop effective personal communication skills.

**Springboard Activity:** Ask students to give you examples on how they communicate with one another. Please remember they must include written and oral ways of communicating.

**FCAT Benchmarks:**

LA.A.2.2.7 Compares and contrasts

**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
- Styrofoam cups (12)
- String (yarn)
- Scissors (teacher only)

**Instructional Lesson:**

1. Review the springboard responses that students have shared. Explain to students the lesson today is about the various ways in which we communicate with one another.
2. Remind students that communication is the process of speaking and listening to others.
3. Ask students to describe various ways in which people communicate (i.e. the telephone).
4. Write down the different forms of communication that the students come up with and encourage them to also list other tools and equipment used to communicate.
5. Have students demonstrate verbal forms of communication by singing a song or telling the class their favorite story. Have students make sounds to try and communicate (i.e. shhhhh for be quiet; mmmmm for something that tastes good).
6. Have students demonstrate nonverbal forms of communication by dancing or acting out an emotion and seeing if the other students can guess what it is.
7. Have students demonstrate an understanding of visual communication by showing them pictures such as traffic signs, letters or numbers.
8. Have students show an understanding of written communication by reading them a story and asking them to recall the main idea. Ask students what is the person writing the story trying to communicate?
9. Place the students into pairs of two and distribute the Styrofoam cup (with holes in the bottom of each cup) and yarn to each group. Inform the students that they will be making their own telephone to communicate with each other.
10. Have the students stick the string of yarn at each end of the cups with the hole and tie a knot big enough to prevent the string from coming out. Have each child talk to one another while the other listens.

**Assessment:** Students will be assessed on their participation during the class activities and their responses during class discussion.

**Accommodations:** Teachers of students with disabilities are mandated by state and federal law to provide accommodations as stated on the students' IEP. Some suggestions are listed below:

**Follow-up Activities/Home Learning/Parent:** Students will create a drawing to show how they communicate with their parents at home.