

Name: _____ ID#: _____ Date: _____

Lesson#

11

How to Communicate with Teachers & Peers

Layer 1: Collect Prior Knowledge

Scorecard Preview

Directions: Rate yourself on the following scale.

Note: The ratings below do NOT have to *exactly* match to the Scorecard completed at the beginning of the course.

#	Do you...	Pre-Score		
		Always	Sometimes	Never
29	Hesitate to ask for clarification, help, or contribute to class discussions?	1	2	3 4 5
30	Find it difficult to manage roles in group work?	1	2	3 4 5
31	Find it challenging to resolve conflicts with classmates?	1	2	3 4 5

Investigation

Directions: Follow the prompts in the course to fill in the boxes, below.

(A)

(B)

(C)

(D)

How to Communicate with Teachers & Peers

Layer 2: Connect New Information

Key terms

The following terms and concepts are introduced in this lesson:

- **communication skills** - abilities to share information and interact effectively.
- **feedback** - information about a person's performance that promotes improvement.
- **participation points** - credits for class involvement.
- **rapport** - a harmonious relationship where parties understand each other well.
- **empathy** - understanding and sharing another's feelings.
- **active listening** - fully focusing and engaging with the speaker.
- **invisible layers of communication** - subtle factors that influence communication effectiveness.
- **group-work management** - practices for effective teamwork.
- **emotional safety** - a group environment where members can share ideas without fear of ridicule.
- **conflict resolution** - process of resolving disputes by addressing issues.
- **win-win solution** - an outcome to conflict that is beneficial to all parties.
- **two-man saw** - a collaborative problem-solving approach using tension constructively.
- **conflict map** - a diagram showing steps to resolve conflicts.

Sections

This lesson includes the sections below. Use this information to guide your note-taking and track your progress through the lesson.

A. Why are communication skills important in school?

B. How do questions improve communication?

C. How do I communicate with teachers and peers?

D. How do I work with a group?

E. How do I resolve conflicts with others?

How to Communicate with Teachers & Peers

Layer 3: Confirm Understanding

Apply + Practice

Complete an Empathy Map

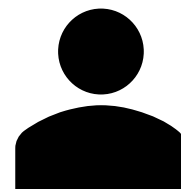
"Empathy" is about understanding another's feelings and perspectives, which is the foundation of all communication.

The Empathy Map, below, was made by Xplane.com, a company that helps businesses and other organizations to improve communication.

Their website states the map is used to "improve customer experiences, manage organizational politics, design better work environments, and a host of other things."

Directions

1. Choose a person, real or fictional, for whom to create an "empathy map." (For a real person, use a code name for privacy).
2. Complete the map with their perspectives and emotions.
3. If you need more room, write on the reverse of this page, use the next page (with a larger, landscape version), or access the original, 8.5x11 version at gamestorming.com/empathy-map/.



Designed for: _____		Designed by: _____		Date: _____	Version: _____
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Empathy Map Canvas

1 WHO are we empathizing with?
Who is the person we want to understand?
What is the situation they are in?
What is their role in the situation?

6 What do they HEAR?
What are they hearing others say?
What are they hearing from friends?
What are they hearing from colleagues?
What are they hearing second-hand?

GOAL

2 What do they need to DO?
What do they need to do differently?
What job(s) do they want or need to get done?
What decision(s) do they need to make?
How will we know they were successful?

3 What do they SEE?
What do they see in the marketplace?
What do they see in their immediate environment?
What do they see others saying and doing?
What are they watching and reading?

7 What do they THINK and FEEL?

PAINS
What are their fears, frustrations, and anxieties?

GAINS
What are their wants, needs, hopes and dreams?

What other thoughts and feelings might motivate their behavior?

4 What do they SAY?
What have we heard them say?
What can we imagine them saying?

5 What do they DO?
What do they do today?
What behavior have we observed?
What can we imagine them doing?

Apply + Practice

Complete an Empathy Map

Designed for: _____

Designed by: _____

Date: _____

Version: _____

Empathy Map Canvas

1 WHO are we empathizing with?
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What are their fears, frustrations, and anxieties?
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What are their wants, needs, hopes and dreams?

Last updated on 16 July 2017. Download a copy of this canvas at <http://gamestorming.com/empathy-map/>

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How to Communicate with Teachers & Peers

Layer 3: Confirm Understanding

Scorecard Review**Directions:** What solutions have you learned to resolve each problem, below?

For each statement: rate yourself post-lesson, briefly describe a solution you learned, and calculate the difference from your pre-score.

#	Do you...	Solution	Post-Score					+/- change from pre-score
			Always	Sometimes	Never			
29	Hesitate to ask for clarification, help, or contribute to class discussions?		1	2	3	4	5	
30	Find it difficult to manage roles in group work?		1	2	3	4	5	
31	Find it challenging to resolve conflicts with classmates?		1	2	3	4	5	

Rubric: Apply + Practice**Directions:** This rubric is to help you and your teacher evaluate your progress on the Apply + Practice activity.

CRITERIA	EXCELLENT (4)	SATISFACTORY (3)	NEEDS IMPROVEMENT (2)	POOR (1)
Understanding the Person	Detailed, insightful description of the person, their situation, and needs.	Clear description with good insight; lacks some depth.	Adequate details and understanding of needs.	Vague or incomplete; lacks clear understanding.
Visual Inputs (See)	Comprehensive details on visual inputs with specific examples.	Clear, needs more detailed examples.	General description with few specifics.	Limited details; lacks specificity.
Auditory Inputs (Hear)	Detailed, insightful examples from various auditory sources.	Variety of examples, could be more detailed.	Basic examples with limited depth.	Few relevant examples; lacks effectiveness.
Verbal Expressions (Say)	Articulate and insightful depiction of verbal expressions.	Clear, but could be deeper.	Basic, somewhat reflective descriptions.	Minimal or inaccurate descriptions.
Actions (Do)	Thorough, detailed depiction of actions showing deep understanding.	Relevant examples, some areas need more depth.	Adequate but lacks depth.	Poorly described or irrelevant actions.
Thoughts and Feelings (Think and Feel)	In-depth exploration showing high empathy and understanding.	Solid, could be deeper.	General coverage; lacks depth.	Superficial or misunderstood.
Pains and Gains	Compelling insights into fears, frustrations, and hopes.	Good explanations, lacks some nuance.	Basic, not detailed.	Inadequately identifies or explains; lacks clarity.

Total points: _____ / _____

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Skill Demonstration Form

The purpose of this activity is to apply the information from this lesson to “real life” situations. It can be a stand-alone assessment and/or used as preparation for the end-of-course Exit Presentation.

Directions

Complete the prompts below, in writing or with multimedia tools.

NOTE: As an alternative to this form, a digital portfolio is provided throughout the curriculum

Section #: _____ Section Title: _____

Chapter #: _____ Chapter Title: _____

1. What is the skill or topic you learned?

(For example: taking notes, using a planner, communicating with teachers, etc.)

2. What is the name of the evidence and a short description?

(Examples of evidence: a page of notes, a page from a planner, an email to a teacher, a photo of your organized binder or bedroom, etc.)

3. How does this evidence illustrate what you learned about this skill or topic?

4. How/why/when do you expect to use this skill or information in the future?

Rubric

Evaluation guidelines are below.

(Your teacher will determine the total number of points possible.)

SCORE	POINTS POSSIBLE	PERFORMANCE INDICATOR
		The evidence provided demonstrates an <u>understanding of the concept/strategy</u> .
		The evidence provided demonstrates <u>appropriate application to a current setting</u> .
		The description of a future application demonstrates an understanding of the <u>potential use</u> for this concept/strategy.
		COMMENTS: