

ESL LESSON: LEVEL3 (INTERMEDIATE)

HIF1O/2O Lesson Plan 1

Course:	Unit:	Topic:	Approx. Time Frame
HIF1O/2O	1: Self and Others	Communication and Body Language	85 minutes
Lesson Title:			
Communication and Body Language			
Learning Goals/ Big Ideas		Success Criteria of Lesson	
<ul style="list-style-type: none"> - I will learn how to communicate with others. - I will learn the difference between verbal and non-verbal communication. - I will learn about body language. - I will learn the difference between active and passive listening. - I will learn how to be a better listener. - I will learn about passive, aggressive, and assertive communication. 		<ul style="list-style-type: none"> - I can demonstrate how to communicate with others using various communication styles. - I can demonstrate my understanding of body language by using various forms of body language in my communication with others. - I can verbally define and demonstrate the difference between verbal and non-verbal communication. - I can verbally define and demonstrate the difference between active and passive listening. - I can demonstrate my listening skills during the drawing activity and the lesson on communication. 	
OVERALL Learning Expectation(s) for this lesson:			
<p>A3. Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry;</p> <p>A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.</p> <p>B2. Relating to Others: demonstrate an understanding of various types of relationships and of skills and strategies for developing and maintain healthy relationships;</p>			
SPECIFIC Expectations for this lesson			
<p>A3.2 record and organize information and key ideas using various formats (<i>e.g., notes, graphic organizers, summaries, audio/visual/digital records</i>)</p> <p>A4.2 use terms relating to individual and family needs and resources correctly (<i>e.g. abstract thinking, identity development, support, boundaries, empathy, division of labour, needs, wants, rights, resources, budget, credit card, line of credit</i>)</p> <p>B2.4 describe and demonstrate socially appropriate verbal and non-verbal communication skills in a variety of situations (<i>e.g. describe the importance of maintaining eye contact when talking with a friend; show respect for the opinions of others in classroom discussions; using role play, demonstrate how to listen attentively when talking with parents or caregivers, or how to speak confidently during a job interview</i>)</p>			
ASSESSMENT OF EXPECTATIONS		PRIOR LEARNING AND SKILLS	
<p>Assessment for learning:</p> <ul style="list-style-type: none"> • Students will have an opportunity to practice their <i>listening skills</i> during the Drawing Activity. Teacher will be able to check students' ability to listen to verbal instructions • Students will have an opportunity to identify 		<p>Students have been introduced to PowerPoint lessons and note-taking.</p> <p>Students have been introduced to "personal dictionary" worksheets where they have an opportunity to practice building their vocabulary.</p>	
		Special Notes for ELL's (e.g., adaptations, extension activities, ways to check for understanding, etc.)	

<p>whether they have heard of an important term before in their “Personal Dictionary”. Teacher will be able to check the personal dictionary to determine whether students are already familiar with some of the terms relating to communication</p> <p>Assessment as learning:</p> <ul style="list-style-type: none"> Students will have an opportunity to demonstrate what they have learned during the discussion questions part of the PowerPoint lesson and after watching the Mr. Bean video 	<p>It is recommended to work through this lesson plan slowly.</p> <p>Students will need to be given time to translate and understand the key concepts before beginning the lesson on Communication.</p> <p>It is encouraged for students to complete the entire “Personal Dictionary” worksheet before the lesson and for the teacher to check the worksheet and provide feedback.</p>
<p>Lesson Terminology(e.g. word walls, vocabulary list)</p> <p>Important terminology has been outlined in the “Communication Personal Dictionary” worksheet (Appendix B). Communication</p> <ul style="list-style-type: none"> Communicate Message Verbal Non-verbal Body language (and Facial Expressions) Passive Listen Aggressive Assertive 	<p>Materials, Supplies, Equipment Required for Lesson</p> <p>For Drawing Activity:</p> <ul style="list-style-type: none"> Instruction Sheet: Drawing Activity (Appendix A) One piece of blank paper (for each student) Two pencil crayons/markers/crayons (one lighter colour and one darker colour) – for each student <p>OR:</p> <p>Devices and Google Jamboard (if doing digital version)</p> <p>For Lesson:</p> <ul style="list-style-type: none"> Computer Projector Worksheet: Communication Personal Dictionary (Appendix B) PowerPoint lesson (Appendix C) Worksheet: Body Language (Appendix D)

TEACHER AND ESL STRATEGIES	STUDENT LEARNING GOALS/ PRODUCTS	MINUTE S
<p>MINDS ON / INPUT</p> <ul style="list-style-type: none"> Establishing a positive learning environment Connecting to prior learning and/or experiences Setting the context for learning for ELLs 		
<p>Students will participate in a “Drawing Activity”. All of the instructions for the activity are on the sheet. (Appendix A).</p>	<p>Students will be required to complete a drawing activity based on the instructions the teacher has given them.</p> <p>Students must pay attention and listen carefully, as they won’t be allowed to ask any questions during the activity.</p>	<p>10 minutes</p>
<p>ACTION / CONTENT</p> <ul style="list-style-type: none"> Introducing new learning or extending/reinforcing prior learning Providing opportunities for practice and application of learning (guided > independent) 		
<p>The teacher will distribute the worksheet titled “Communication Personal Dictionary” (Appendix B). This worksheet contains important terms that the students would need to know for the lesson.</p>	<p>There are two ways to approach this worksheet:</p> <p>A) The teacher may wish to have the students translate the terms in their first language beforehand, and then complete the remaining columns as a vocabulary development exercise after the lesson.</p> <p>B) The teacher may wish to have the students complete the full worksheet prior to teaching the lesson. (Note: this option will take a significant amount of time)</p>	<p>15 minutes (if only translating the words)</p> <p>More time is required to complete the full worksheet.</p>

<p>The teacher will do the lesson on “Communication” (Appendix C).</p>	<p>During the lesson, students will be required to take notes.</p> <p>They should also be encouraged to add words they are unfamiliar with to their “Communication Personal Dictionary”.</p>	<p>30 minutes</p>
<p>CONSOLIDATION</p> <ul style="list-style-type: none"> ▪ <i>Providing opportunities for consolidation and reflection</i> ▪ <i>Helping students demonstrate what they have learned</i> 		
<p>The teacher will show the video of Mr. Bean found on slide 18 (Appendix C).</p> <p>After the video is over, the teacher will ask the students:</p> <ul style="list-style-type: none"> - How does Mr. Bean communicate? - Is Mr. Bean’s behaviour appropriate for a restaurant? Why or why not? <p>Students will be invited to share their answers with the class. Students will be encouraged to connect the video to what they have learned in class.</p>	<p>Students will be required to watch the video.</p> <p>Beginner level ELL students who require more support would benefit from the teacher reviewing the video afterwards.</p> <p>Intermediate/Higher level ELLs could take jot notes on Mr. Bean’s communication as they are watching the video.</p>	<p>10 minutes</p>
<p>The teacher will have the students complete the “Common Body Language in Canada” worksheet (Appendix D).</p>	<p>Students will be required to write down what they think certain body language means in Canada. They will also have the opportunity to include body language from their own culture.</p> <p>When the teacher takes up the answers with the class, the students should write what each picture really means in Canada.</p>	<p>20 minutes</p>
<p>Accommodations/Modifications</p>		<p>Follow-up or Extension Activities</p>
<ul style="list-style-type: none"> - PowerPoint slides can be printed out and given to students that have difficulty with writing or have special learning needs - Pair students to allow opportunities for peer learning and interaction - Allow as much time as possible during the lesson for students to process the information. - Students can initially write down their answers and ideas in their own language. They can then translate their answers to English afterwards - Students can also type up their work electronically and utilize Google Translate 	<ul style="list-style-type: none"> - Teacher should check the “Communication Personal Dictionary” for each student to ensure that they have completed the worksheet and understood each term correctly - Using the information students now have on body language, an extension could be to have the students role play different situations where they can practice using different forms of communication and body language 	

References

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OKIDOKIDS (2018, May 15). Drawing shapes for kids | drawing animals with shapes | learn shapes and colors [Video file]. Retrieved from <https://www.youtube.com/watch?v=mrG33P1lwdI>

Oxford Learning. (2017). Tips & activities to improve your child's active listening skills. Retrieved from <https://www.oxfordlearning.com/improve-active-listening-skills/>

Skeen, M., McKay, M., Fanning, P., & Skeen, K. (2016). Communication skills for teens: How to listen, express, and connect for success. Oakland, CA: New Harbinger Publications, Inc.

Teen Talk. (n.d.). Communication. Retrieved from <http://teentalk.ca/learn-about/communication-2/>

Drawing Activity:

The Importance of Communication

Introduction:

In this activity, students will be given instructions on how to complete a drawing task. The teacher will read one sentence at a time. The teacher will then pause to give the students some time to complete the task. During the activity, students must listen to what their teacher is saying very carefully. They are not allowed to communicate with anyone else, ask questions, look at their devices, look at their classmates' drawings, or have the instructions repeated to them. If students are not sure what to do, the teacher should tell them to take a guess and try their best to complete the task.

Method:

This activity can be completed both in-person and online. For students completing this task in person, they will require a piece of white paper and two drawing tools, such as crayons, markers or pencil crayons. Each student should be given one lighter colour and one darker colour that they will use to complete this activity.

If this activity is completed online, each student could complete their drawing in Google Jamboard. Each student should work on their own private Google Jamboard.

Purpose of this Activity

The purpose of this activity is to illustrate the importance of effective communication. Communication involves sending and receiving a message. Even though all of the students will receive the exact same instructions, their final drawings will not be the same.

Instructions:

1. Use the light colour to draw an upside down triangle in the middle of your paper. Your triangle should be big, but it should not cover your whole page.
2. Use the light colour to draw one big circle on the upper left corner of your triangle.
3. Use the light colour to draw one big circle on the upper right corner of your triangle.
4. Use the light colour to draw two smaller circles in the middle of your triangle.
5. Use the light colour to shade in all of your shapes, except for the two small circles that you drew inside of your triangle.
6. Use the darker colour to draw one small circle in the small left circle
7. Use the darker colour to draw one small circle in the right small circle
8. Use the darker colour to draw and shade in one small upside down triangle in the bottom corner of your big triangle
9. Use the darker colour to draw two straight lines sticking out of the bottom left side of your big triangle
10. Use the darker colour to draw two straight lines sticking out of the bottom right side of your big triangle
11. You are now finished! Show your drawing to the class and tell everyone what you drew!

Final drawing should be a mouse:





Personal Dictionary about *Communication*

The charts below list important terms that deal with the topic of communication. You will learn about these terms in the lesson on communication. During the lesson, write down other words that are new to you or that you do not understand. *You do not have to complete the whole chart. Use as many rows as you need.*





English term	Have I heard this word before? (Yes/No)	Translation in your language	Picture to help you understand	Definition	Practice writing a sentence using this term
Communication					
Communicate					
Message					

Verbal					
Non-verbal					
Body language					
Listen					
Passive					

Aggressive					
Assertive					

Common Examples of Body Language in Canada

This worksheet contains some examples of body language in Canada. For each form of body language, write what you think this means in Canada.

	Body Language	What I think this means in Canada...	What this really means in Canada...
1			
2			
3			
4			

5			
6			

What are some common gestures or body language in your culture? What do they mean?

Body Language in my Culture	What does it mean?