

Communicating Effectively - Years 5 - 6 Level

Unit Objective Communication:	To teach skills for positive and effective communication
Year Level Objective:	To apply strategies for effective communication
Lesson Objective:	To implement effective communication skills
Lesson Duration:	15 minutes
Resources/Guides:	Communicate Effectively Resource How We Communicate Resource Communication Visual
Additional Items:	Paper and pens
Lesson Concept:	Communication can be verbal or nonverbal, and is sent and received using words, tone of voice and body language. We communicate in person, via phone, in writing or digitally. Online or digital communication includes emails, interacting via websites and through applications where users create and share content. Effective communication is respectful and clear.
Extension Links:	Click here for a list of additional resources that link with the PLS Communication concept.

Learning Experience

Facilitate discussion with students and introduce the activity. **(Refer to the Communicating Effectively Resource and the Communication Visual)**

Facilitate a discussion about what communication is and how we are always communicating. We communicate with others via our words, tone and body language, and we communicate with ourselves through our internal dialogue (our thoughts) and our physiology (our body language).

We are always communicating.

Give examples of each – I'm speaking to you now with words; I can speak in different tones – give an example of a happy tone (then repeat in a nervous tone); and I can communicate with you with body language (using the 'stop' sign example, or indicate for someone to come here, or take on a stance of disapproval or openness)

Ask students why they think communication is important?

So people can know and understand each other, we can give and receive information, we can learn, and we can express our thoughts and feelings).

Referencing the resources, Brainstorm with students all the different ways that we communicate and what is or isn't present when we communicate via different methods.

Write all the ways that we can communicate on the board. (i.e., face to face by speaking, phones, computers, with our bodies/movement, facial expressions, writing, drawing, dance, `etc)

Instruct students to get a paper and pen/pencil.

(Refer to drawing activity resource.)

Further discussion:

What clarifying questions could students have asked if they'd been given the opportunity? Which questions would have ensured that all pictures looked more similar to each other? (*Which corner? How far from the edge of the page? How big is the square? How thick are the lines?*) What else could have been communicated? How could it have been communicated? How does this relate to our communication every day? How does it relate to the other work we do in class? What about with your family at home?

If you want to get a specific outcome via your communication or deliver or receive a specific message you can give detailed instructions or ask questions to clarify the information etc. Could consider more examples: everyone draws a pig or a car etc.

End of Lesson prompt (discretionary): 'If you are having unhappy thoughts or feelings that are not going away, please come and see me' (for referral to School Counsellor)

Curriculum References

Communicating Effectively – Years 5 - 6

English

Language:

Text structure and organisation

Understand how to move beyond making bare assertions and take account of differing perspectives and points of view ([ACELA1502](#))

Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts ([ACELA1512](#))

Understand the uses of objective and subjective language and bias ([ACELA1517](#))

Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases ([ACELA1523](#))

Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion ([ACELA1525](#))

Literature:

Creating Literature

Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice ([ACELT1800](#))

Literacy:

Interacting with others

Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view ([ACELY1699](#))

Mathematics

Science

Humanities and Social Science

The Arts

Health and Physical Education

Personal, Social & Community Health

Examine how identities are influenced by people and places ([ACPPS051](#))

Practise skills to establish and manage relationships ([ACPPS055](#))

Communicating & Interacting for Health & Wellbeing

Examine the influence of emotional responses on behaviour and relationships ([ACPPS056](#))

Identify how valuing diversity positively influences the wellbeing of the community ([ACPPS060](#))

Reference: Australian Curriculum, Assessment & Reporting Authority [ACARA] (2014). Retrieved from <https://www.australiancurriculum.edu.au/>

General Capabilities

Communicating Effectively – Years 5 - 6

Personal and Social Capability

Self-awareness

Recognise emotions

Describe the influence that people, situations and events have on their emotions

Develop Reflective Practices

Reflect on what they have learnt about themselves from a range of experiences at home and school

Self-management

Express emotions appropriately

Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations

Social awareness

Understand relationships

Describe factors that contribute to positive relationships, including with people at school and in their community

Social management

Communicate effectively Identify communication skills that enhance relationships for particular groups and purposes

Literacy

Comprehending texts through listening, reading and viewing Level 1b

Comprehend texts - Use informal behaviours that show consistent anticipation of events in regular routines to:

Respond consistently to social interactions with familiar people

Respond to questions Respond to requests

Composing texts through speaking, writing and creating

Use language to interact with others - Use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating [texts](#)

Critical and Creative Thinking

Inquiring – identifying, exploring and organising information and ideas element

Pose questions

Pose questions to clarify and interpret information and probe for causes and consequences

Reflecting on the thinking & processes

Thinking about thinking

Reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary

Transfer knowledge into new context

Apply knowledge gained from one context to another unrelated context and identify new meaning

Ethical Understanding

Exploring values, rights and responsibilities element

Examines values

Identify and describe shared values in familiar and unfamiliar contexts

Explore rights and responsibilities

Monitor consistency between rights and responsibilities when interacting face-to-face or through social media

Consider points of view

Explain a range of possible interpretations and points of view when thinking about ethical dilemmas

Consider Consequences

Evaluate the consequences of actions in familiar and hypothetical scenarios

Reflect on ethical action Articulate a range of ethical responses to situations in various social contexts

Intercultural Understanding/ ICT Capability

Interacting and empathising with others

Communicate across Cultures

Identify factors that contribute to understanding in intercultural communication and discuss some strategies to avoid misunderstanding

Consider and develop multiple perspectives

Explain perspectives that differ to expand their understanding of an issue

Empathise with others

Imagine and describe the situations of others in local, national and global contexts

HOW WE COMMUNICATE

We communicate whenever we are sending or receiving messages.
We can send messages to others with our words, tone of voice, and body language.



When we communicate face to face, our message is made up of:

- Our body language (stance, movement, eyes, facial expression) which accounts for most of the message sent or received
- Our tone of voice, and
- Our choice of words



When we are communicating with someone via phone (without a camera):

- They cannot see our body or face, so we can only send our message via our words and our tone of voice.



When we are communicating with someone via any written method,

- They cannot see our body or face, and they cannot hear our tone of voice.

Points to note:

- Sometimes we can be communicating something to someone without realising it. For example, someone might see you roll your eyes when someone else is talking, and the person who saw you will take a message from that.
- Different words can have different meanings to different people, depending on where that person comes from and which language they speak at home, or what has happened to them so far in their life, or the religion they follow.
- When communicating face to face, we can use our body language and tone of voice to support our choice of words and send the feeling that we want the message to have. While our words are very important, if our body language is sending a different message than the words we are saying, the person receiving the message will take more notice of our body language.
E.g., if we are trying to comfort someone while standing with hands on hips
- When communicating on the phone, we can focus on sending the emotion that we want to send in the message via the words we choose, as well as the tone of voice we choose to support those words. As the receiver of our message cannot see our body or face, our choice of words and tone is much more important.
- When communicating via any written method, tone of voice and body language are not present.
- We can take extra care in this case to choose the words that will send the feeling of the message we want to send. We can also carefully choose how we put our words together - the order and number of the words, how the sentences look, and the style of writing. E.g., capital letters can be interpreted by the reader as a raised voice

We can also learn and develop a range of communication skills that will help us communicate more clearly with others, including active listening skills. We can learn how to ask questions to clarify the message we are receiving, and paraphrase or summarise we hear. E.g., Could you meet me to talk about _____? What time would you like to meet? Or 'Exactly how many people will be there?

Drawing Activity



Advise students that nobody is to speak during this activity and prompt them to listen closely.

Listening is an extremely important part of effective communication.

1. Draw a circle in the corner of the page;
2. Draw another circle inside that circle;
3. Draw a square around both circles;
4. Draw another square next to the first square; and
5. in the corner of each square draw two lines to join the two squares together.

Do not give any additional information or answer any questions if asked. Just give or repeat these instructions.

Have students show their pictures and to all look around and see if all pictures are the same. Have a discussion about the activity:

How different are all the pictures? Why is that? If everyone was given the same instructions why isn't every drawing exactly the same? (because there are many ways to interpret the instructions, there was no additional information given, and students could not ask any questions to clarify the instructions. Asking clarifying questions is an important part of effective communication.)

Listening is an extremely important part of effective communication.

Communication

	Words	Tone of Voice	Body Language
 Face to Face	✓	✓	✓
 Phone	✓	✓	✗
 Writing	✓	✗	✗