



HOW I Communicate
in Different Places
Practitioner Overview



How I Communicate in Different Places

Workbook titles in this series include:

My Dream Career
Examining My Online Identity and Digital Media Use
How I Communicate in Different Places
My Role Models



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How I Communicate in Different Places

Practitioner Overview

This module focuses on helping learners understand how they communicate in different places. All of the activities have been developed to be delivered in a group setting but can be modified easily to use in a one-on-one environment.

This module contains nine task-based activities and is divided into four sections.

1. Overview and Introduction to How I Communicate in Different Places
2. Understanding the Differences Between the Generations
3. What Is Effective Communication?
4. Wrap-Up

Prior to attempting this module, the learner will need to have the following skills and knowledge

- basic keyboarding
- basic Internet search skills
- word processing software skills



Learning Objectives	Materials Needed
<p>The learning objectives are to</p> <ul style="list-style-type: none"> ● learn about how different generations communicate ● understand the key factors in effective communication ● have an opportunity to practice communication skills in a “safe” setting ● begin to understand how to improve communication skills ● identify current communication skills and communication skills that require work 	<p>The learning materials needed, are</p> <ul style="list-style-type: none"> ● Learner Workbooks for each learner ● Internet access ● class blog or wiki

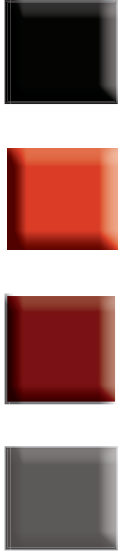


The activities and practitioner instructions are summarized in the following chart.

After each group of activities, you will have the opportunity to discuss the employment link with the learners. At the end of the modules, learners should engage in a reflection activity and post their reflections electronically on a blog or wiki.

You will need to set up a forum for this activity. For ideas, refer to the **Practitioner Introduction**.

The total amount of time required to complete all of the activities in this module will vary depending on whether you are delivering instruction to an individual or to a group. The estimated amount of time required is 2-2 ½ hours.



Task-Based Activity Summary		Practitioner Instructions	OALCF Connection and Level
1	Complete the "Before" section of the self-assessment to determine your current skill level	<p>a. Explain to the learners that in this module, they will be thinking and talking about how they communicate with other people.</p> <p>b. Review the learning outcomes with them.</p> <p>c. Explain that the module will start and end with a self-assessment. Have the learners complete the "Before" section of the self-assessment.</p>	<p>B3.1a Make straightforward entries to complete very simple documents</p> <p>E.2 Monitor own learning</p> <p>Level: Beginner-Intermediate</p>
2	Decide which generation you belong to	<p>a. Introduce the learners to the concept of generational differences.</p> <p>b. Point out that most of the differences are about how each generation relates to the workplace.</p> <p>Videos on intergenerational differences that you may want to review: www.youtube.com/watch?v=P-enHH-r_FM www.youtube.com/watch?v=SEZM6nUhKW8</p> <p>c. Have the learners identify the generation that they belong to and who they think they communicate with the best.</p> <p>d. Use the questions provided to guide the discussion.</p>	<p>A1.1 Read brief texts to locate specific details</p> <p>B1.1 Participate in brief exchanges with one other person</p> <p>Level: Beginner</p>

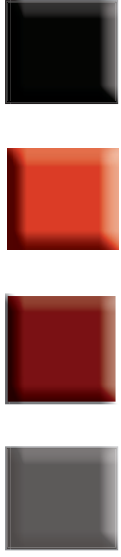


"EL" refers to employment link.

"LR" refers to learner reflection.

3	Role-play scenarios involving different generations	<ul style="list-style-type: none"> a. Review the role-play scenarios with the learners. b. Have the learners choose a partner to work with. c. Allow the learners to work through the scenarios and discuss what happened. 	<p>B2.1 Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions Level: Intermediate</p>
4	Discuss role-play with the group and record three things you learned	<ul style="list-style-type: none"> a. Have the learners share their experiences from the previous activity with the group. b. After they have had an opportunity to share, ask them to record at least three things that they learned about communicating with different generations. 	<p>B2.1 Initiate and maintain interactions with one or more persons to discuss, explain, or exchange information and opinions B2.1 Write brief texts to convey simple ideas and factual information Level: Beginner-Intermediate</p>
EL		Discuss how the completed activities are linked to employment.	
5	Say hello to different people in different places	<ul style="list-style-type: none"> a. Introduce the topic of effective communication to the learners. b. Discuss different ways people communicate in different contexts or environments. c. Have the learners practice their “hellos” based on the scenarios provided. d. Suggest additional scenarios relevant to the client group. 	<p>B1.1 Participate in brief interactions to exchange information with one other person Level: Beginner</p>





6	Watch a video about listening skills	<p>a. Explain that there are different skills involved in effective communication, which are</p> <ul style="list-style-type: none"> • listening skills • body language • emotional awareness <p>b. Have the learners read the passage about being a good listener.</p> <p>You will need Internet access for the next part of the task so that they can watch the video.</p> <p>c. After they have watched the video, have them discuss what the boss in the video did wrong.</p> <p>Note: If the video link does not work, have the learners use the search term “ineffective listening” on YouTube to find an appropriate video for the activity.</p>	<p>A2.1 Read texts to locate and connect ideas and information</p> <p>A3. Extract information from films, broadcasts, and presentations</p> <p>Level: Intermediate</p>
7	Watch a video to learn about non-verbal communication	<p>a. Discuss the different ways we communicate non-verbally and stress the importance of this type of communication.</p> <p>b. Demonstrate different examples of non-verbal communication as you talk, such as using an “open” body.</p> <p>The learners will need Internet access to complete the activity.</p> <p>c. Have the learners search for a YouTube video on a topic that they are interested in or a television show that they enjoy.</p>	<p>A2.1 Read texts to locate and connect ideas and information</p> <p>A3. Extract information from films, broadcasts, and presentations</p> <p>B2.1 Write brief texts to convey simple ideas and factual information</p> <p>D2. Perform well-defined multi-step digital tasks</p> <p>Level: Intermediate</p>

		<p>d. Ask them to watch the video or show for 3-4 minutes with the sound muted.</p> <p>e. Have the learners make point-form notes on the non-verbal cues as they watch the video or show.</p>	
8	Record your current skills and gaps	Now that the learners have completed the section on effective communication, ask them to think about and record their current skills and gaps.	<p>B2.1 Write brief texts to convey simple ideas and factual information</p> <p>B3.1a Make straightforward entries to complete very simple documents</p> <p>Level: Beginner</p>
EL		Discuss how the completed activities are linked to employment.	Level:
LR	Reflect on your learning	<p>a. Choose a method for learners to reflect on what they have learned in the module.</p> <p>b. Set up a class-based wiki, blog, etc. for use. See the Practitioner Introduction for guidance.</p> <p>c. Encourage learners to answer address the provided reflection questions.</p>	<p>B4 Express oneself creatively</p> <p>D.2 Perform well-defined, multi-step digital tasks</p> <p>Level: Intermediate</p>
9	Wrap-up discussion and completion of post self-assessment	<p>a. After the learners have completed their reflections, bring them back together as a group.</p> <p>b. Discuss what they have learned throughout the process.</p> <p>c. Remind them of the employment connection for all of the task-based activities that they completed during the module.</p> <p>d. Have the learners complete the “After” section of the self-assessment.</p> <p>e. Discuss whether they feel their skills have improved.</p>	<p>B3.1a Make straightforward entries to complete very simple documents</p> <p>E.2 Monitor own learning</p> <p>Level: Beginner-Intermediate</p>

