



## **Grade 5 Sample Lesson Plan: Violence Prevention – See What You Say**

### **Objectives/Goals**

- Students will focus on verbal directions and active listening to apply the concepts of good communication skills.
- Students will identify the importance of both verbal and nonverbal communication as it pertains to relationships and caring for others.

### **Materials**

- *See What You Say* notes handout 1/student
- Copies of the *See What You Say* drawings (2/pair of students)
- Plain white paper (1 piece/student)
- PowerPoint presentation *See What You Say*

### **Procedure**

#### *Step 1*

- Write the following question on the board as students enter the classroom: What does good communication require or look like to you?
- They can answer in a journal, turn and talk, or verbally brainstorm as a class.

#### *Step 2*

- Students should complete the notes pages *See What You Say* utilizing the PowerPoint presentation slides.
- Slide 1: Introduction to *See What You Say*...what does that really mean? Explain that good communication comes in different forms and requires active listening. By the end of this class students should understand how to better use verbal and nonverbal communication skills to show care and respect others.
- Slide 2: Define the vocabulary words: 'Communication is the exchange of information from one person to another. Verbal communication is sharing of information between

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individuals using spoken words/speech. Nonverbal communication is communicating without words.'

- Slide 3/4: Discuss the seven (7) types of nonverbal communication on the next two slides. Have students think of examples of each type and express that there are other forms of nonverbal communication such as written communication. These 7 types focus on what students can do in a situation when speaking to a person(s).
  - BODY LANGUAGE – facial expressions, posture, gestures like crossed arms and tapping toes.
  - EYE CONTACT – looking at a person's eyes; shows sincerity. Looking at their eyes the entire conversation and not distracted looking all around.
  - DISTANCE – standing close to someone shows you are ready to listen, while standing further away makes it seem as though you are ready and wanting to leave. You should be close enough to the person that if you whisper or talk in a 'library voice' they should still be able to hear you.
  - VOICE – nonverbal sounds like gasping or sighing.
  - TOUCH – light, appropriate touching shows concern and affection (empathy). High five, hand shake, or shoulder touch/hug.
  - FASHION – what the person wears cues others into their background, socioeconomic status, and cultural likes (although you can't always 'judge a book by it's cover'). A uniform may inform the person of authority or a Chicago Bulls shirt will let someone know they are into sports/basketball/Chicago.
  - TIME – patiently waiting for the appropriate time to verbally say something is key in communication. 'Silence is golden' or waiting to actually speak into a situation.
- Slide 5: Have students answer, "How does verbal and nonverbal communication work together to show someone you care and respect them?" and "Do you think more is communicated verbally or nonverbally and why?" These questions can allow for several minutes of small group discussion or turn and talk. Emphasize understanding that both verbal and nonverbal communication are important and work together to aid in understanding. Without one, the conversation becomes more difficult. Since verbal communication is strictly voice, nonverbal communication is used more often.
- Slide 6: Explain the *See What You Say* activity. Express that students need to be back to back or their partner is not visible at all because the focus of this activity is VERBAL ONLY communication. They will only be able to rely on spoken words and listening to try and draw exactly what is on the paper. Prior to starting the activity, briefly discuss the handout that they will each be completing after the activity. They should be thinking about the difficulty in the activity, any conflicts that occur, what they would do differently if they could face their partner, and what the saying "think before you speak" means.

### *Step 3*

- Have the students get into pairs and complete the *See What You Say* drawing activity.
- Each student will need their own (different) copy of a drawing and a plain white piece of paper.
- Once the pair each takes a turn explaining their drawing, have them answer the handout *See What You Say* questions.

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### **Assessment Idea**

Student will complete the *See What You Say* handout questions. This can be graded for accuracy and understanding or completion.

### **References**

- Adams, Stacy (2019), Health and Physical Educator; Shaler Area School District, Glenshaw, PA