

Lesson Plan: Health

Title of Unit _Communication_____ Student ___18_____

Title of Lesson _Building Communication Skills_____ Day __1_____

Grade ___7_____

Problem Solving 11/23/11

I. Lesson Objective(s):

The students will understand identify their partner's mistakes in communication when called upon throughout the lesson.

The students will work together acting positively 90% of the lesson.

II. Standards Addressed:

Students will demonstrate the ability to advocate for personal, family and community health. (7.8)

III. Materials Needed:

Health book, paper, pencil

IV. Life Skill(s) to be taught:

Communication

V. Anticipatory Set:

Think of a time when you were talking to someone and they did not understand you. How did that make you feel? And why did they not understand you?

VI. Lesson Presentation: including guided practice and independent practice:

Time	Procedure	Formation	Teaching Points
8:15-8:18	Anticipatory Set	Students in seats	
Time	Procedure	Formation	Teaching Points

8:18-8:45	Guided Practice		<p>Communication-exchange of info through words or actions</p> <p>3 parts of com.</p> <ul style="list-style-type: none"> • Sender • Receiver • Message <p>Verbal vs. nonverbal</p> <ul style="list-style-type: none"> • Body language <p>Why are speaking skills important?</p> <ul style="list-style-type: none"> • Think before speak • I messages • Tact • Simple <p>Why are listening skills important?</p> <ul style="list-style-type: none"> • Body language, eye contact • Don't interrupt • repeat
8:45-9:02	Group Activity		<p>Partner up and ask your partner 3 questions. You are only allowed to write down a cue word for each question. After writing the cue word put your pencil down and listen to your partner. In a couple days we will ask you what your partner said. Use good speaking and listening skills so it will be easier to remember.</p> <p>Have a few students role play. The rest of the class will decide what they did wrong with their communication skills.</p>

VII. Closure:

What did we learn today? Tomorrow we will be working on family relationships.

VIII. Student Teacher's Analysis of Lesson:

What could I have done better?

What went well about the lesson?

What would I change about the lesson?

IX. Assessment

Ask the students what their partner could have done better. Also in a couple days seeing if they can remember their partners' answers.

X. Adaptations:

ADHD: Ask several questions to keep the students involved in the lesson.