**Lesson Information**

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| Lesson: (1 of 3) Communication Length: 90 minutes  Unit: (2 of 3) Interpersonal Skills  Course: Core |

**Content Assumptions**

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| Prior to this class, students have taken a safety class. |

**Essential Questions**

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| 1. How are writing and speaking skills used within the construction trades? 2. Why are good communication skills important to the construction worker? |

**Objectives Assessments**

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| After completing this lesson, students will be able to:   1. Demonstrate an understanding of the forms of communication, the importance of active listening, and overcoming barriers to communication. 2. Explain how to apply principles of communication to specific construction-trade documents and situations (e.g., HazCom and SDSs, etc.). | 1. Worksheet — key 2. Quiz — key |

**Activities/Instruction**

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| **Understanding Communication and Barriers to Communication (45 minutes)**  Students participate in an Instructor-led discussion and complete worksheets (on forms of and barriers to communication in the work world. Instructor then assigns students to one of three groups and assigns each group of the following activities:   1. Watch a “how-to” video (listed in the Materials section) on building a solid timber floor and write down the instructions as they watch; then, reiterate the instructions in class discussion, comparing and contrasting what was communicated orally in the video. 2. Verbally instruct one another from a written “how-to” document (listed in the Materials section) on calculating the amount of paint needed to cover a room, taking notes and comparing what they understood from each partner’s verbal explanation and how that interpretation related to the original, written “how-to” document. 3. Verbally instruct one another from a written “how-to” document (listed in the Materials section) on building a coffee table, taking notes and comparing what they understood from each partner’s verbal explanation and how that interpretation related to the original, written “how-to” document.   **Safety Communication (45 minutes)**  Using worksheets and class discussion, students learn about hazard labels and safety data sheets (SDSs) and the types of information they communicate. Students locate and highlight key information in briefs from the Occupational Safety and Health Association (OSHA) and the SDSs (listed in the Materials section) and apply their knowledge during a quiz on acetone use. |

**Materials**

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| For students:   * [COMMUNICATION WORKSHEET] * http://www.wikihow.com/Calculate-Amount-of-Paint-to-Paint-a-Room (How-to guide to calculating paint) * http://www.wikihow.com/Build-a-Coffee-Table (How-to guide for building a coffee table) * http://www.osha.gov/Publications/OSHA3636.pdf (OSHA brief regarding labels and pictograms) * http://www.osha.gov/Publications/OSHA3514.pdf (OSHA brief regarding safety data sheets) * http://www.dow.com/webapps/msds/ShowPDF.aspx?id=090003e8803b258c (SDS for acetone) * [COMMUNICATION QUIZ]   For Instructor:   * [LESSON PLAN] – Instructor guide for communication lesson * [COMMUNICATION OUTLINE] – Instructor guide for teaching about the forms of and barriers to communication * https://www.youtube.com/watch?v=LMmibTw2-­Fo&list=PLA969988FEFB92727&index=1 (Video on building a solid timber floor) * [FLOOR INSTALLATION PROCESS] – Instructor guide for facilitating classroom discussion on the floor installation video * [COMMUNICATION WORKSHEET KEY] * [COMMUNICATION QUIZ KEY] |