



# GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

## BUSINESS & COMPUTER SCIENCE

**COURSE:** Business Essentials

**UNIT 1:** Communications



## INTRODUCTION

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**Annotation:**

In this unit the students will exhibit appropriate oral and written communication; produce written communications that utilize proper elements of writing and practice proper oral communications.

**Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

**Time:** 7 – 90 minute blocks

**Author:** David Mowery

**Additional Author(s):** Small Business Development Pathway Team

**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



# FOCUS STANDARDS

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## **GPS Focus Standards:**

**BCS-BE-1:** The student exhibits appropriate oral and written communication on personal and professional levels.

**BCS-BE-2:** The student will produce written communications that utilizes proper tone, grammar, and bias-free language.

**BCS-BE-3:** The student will practice proper oral communications that expresses wants, needs, and feelings.

## **GPS Academic Standards:**

**ELA10W1 (a)** Establishes a clear, distinctive perspective and maintains a consistent tone and focus throughout

**ELA10LSV1** The student participates in student-to-teacher, student-to-student, and group verbal interactions.

**ELA10LSV2 (a)** Assesses the way language and delivery affect the mood and tone of the oral communication and audience.

**ELA10LSV2 (b)** When delivering and responding to presentations, the student, applies appropriate interviewing techniques (e.g. prepares and asks relevant questions; makes notes of responses; uses language that conveys maturity, sensitivity and respect; responds correctly and effectively to questions).

## **National / Local Standards / Industry / ISTE: NBEA – National Business Educators Association**

- I. Foundations of Communication** Achievement Standard: Communicate in a clear, courteous, concise, and correct manner on personal and professional levels.
- II. Social Communication** Achievement Standard: Apply basic social communication skills in personal and professional situations.
- III. Technological Communication** Achievement Standard: Use technology to enhance the effectiveness of communication.
- IV. Employment Communication** Achievement Standard: Integrate all forms of communication in the successful pursuit of employment.
- V. Organizational Communication** Achievement Standard: Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies.



# UNDERSTANDINGS & GOALS

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## Enduring Understandings:

In this unit the student:

- Demonstrates proper respect for authority and diversity using written and oral communication.
- Determines problem-solving strategies for resolving conflicts.
- Examines the difference between passive, aggressive, and assertive behaviors and the appropriate response to each.
- Discusses various types of unethical behavior in the workplace.
- Discusses the importance of correct spelling, grammar, word usage, mechanics, and legible writing.
- Formats various types of business correspondence (i.e., letters, memos, reports, resumes, email).
- Demonstrates sensitivity to language bias (i.e., gender, race, religion, physically challenged, and sexual orientation).
- Proofreads business documents to ensure that they are clear, correct, concise, complete, consistent, and courteous.
- Demonstrates proper telephone techniques and etiquette.
- Organizes thoughts to reflect logical, positive, and tactful thinking before speaking.
- Delivers well-organized presentations utilizing appropriate visual aids.

## Essential Questions:

- How can you communicate your thoughts, ideas and opinions in a professional and effective manner?
- How can you solve an ethical dilemma in the workplace?
- What are the most effective methods for resolving conflicts?
- Why is it important to proofread any document?
- How can a person maintain a professional demeanor while using today's variety of communication media?
- What is the most effective way to use visual aids in a presentation?

## Knowledge from this Unit:

- The student understands the most effective communication method for a given audience and/or message.
- The student identifies proper tone, grammar and format for a variety of communication methods.

## Skills from this Unit:

- The student will be able to generate a variety of communication tools such as letters, speeches and slideshow presentations.
- The student will be able to utilize a variety of communication methods to resolve conflicts.



# ASSESSMENT(S)

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## Assessment Method Type:

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
  - ☐ Quizzes/Tests
  - ☐ Unit test
- ☒ Group project
- ☒ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☒ Journal reflections on concepts, personal experiences and impact on one's life
  - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☐ Academic prompts
  - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
  - ☐ Essay tests
  - ☒ Observe students working with partners
  - ☒ Observe students role playing
- ☒ Peer-assessment
  - ☐ Peer editing & commentary of products/projects/presentations using rubrics
  - ☒ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
  - ☐ Student/teacher conferences
  - ☒ Partner and small group discussions
  - ☒ Whole group discussions
  - ☐ Interaction with/feedback from community members/speakers and business partners
- ☒ Constructed Responses
  - ☐ Chart good reading/writing/listening/speaking habits
  - ☒ Application of skills to real-life situations/scenarios
- ☐ Post-test

## Assessment(s) Title: School Event Communication Portfolio

## Assessment(s) Description/Directions:

Students should complete all portions of the School Event Communication Portfolio capstone project

## Attachments for Assessment(s):

Facing Conflicts.doc  
Parliamentary Procedure Basics.doc  
Steps for making Ethical Decisions Activity.doc  
Document Formatting.ppt  
Complaint Letter Activity.doc  
Planning Your Presentation.doc  
Design Guidelines for PowerPoint HS.ppt  
School Events Communication Portfolio.doc



# LEARNING EXPERIENCES

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## Sequence of Instruction:

### 1. Identify the Standards. Standards should be posted in the classroom for each lesson:

**BCS-BE-1:** The student exhibits appropriate oral and written communication on personal and professional levels.

**BCS-BE-2:** The student will produce written communications that utilizes proper tone, grammar, and bias-free language.

**BCS-BE-3:** The student will practice proper oral communications that expresses wants, needs, and feelings.

### 2. Review Essential Questions:

- How can you communicate your thoughts, ideas and opinions in a professional and effective manner?
- How can you solve an ethical dilemma in the workplace?
- What are the most effective methods for resolving conflicts?
- Why is it important to proofread any document?
- How can a person maintain a professional demeanor while using today's variety of communication media?
- What is the most effective way to use visual aids in a presentation?

### 3. Identify and review the unit vocabulary:

Communication  
Feedback  
Distortion  
Channel  
Non-verbal Communication  
Network  
Conflict  
Personal Business Letter  
Business Letter  
Inside Address  
Date Line

Salutation  
Body  
Complimentary Closing  
Signature  
Writer's Identification  
Block Style  
Modified Block Style  
Open Punctuation  
Mixed Punctuation  
Letterhead  
Memo

Parliamentary Procedure  
Motion  
Main Motion  
Subsidiary Motion  
Privileged Motion  
Incidental Motion  
Quorum

### 4. Related FBLA Competitive Events:

#### Testing Events

Business Communication  
Intro to Business Communication  
Introduction to Parliamentary Procedure

#### Performance Events

Business Presentation  
Impromptu Speaking  
Public Speaking I

Public Speaking II  
Parliamentary Procedure  
Help Desk  
Client Services

#### Skills Events

Desktop Publishing  
Word Processing I  
Word Processing II

## **Lesson 1 – Introduction to Communication & Listening**

### **Essential Question:**

How can you communicate your thoughts, ideas and opinions in a professional and effective manner?

### **Discussion:**

Ask students what they think it takes to make a good listener? Do they think they are a good listener?

Complete the following activity:

This activity is excellent for developing students' communication skills; it demonstrates the importance of listening and asking the right questions (inquiry skills).

Arrange students into pairs. Have each pair of students sit at their desks back-to-back, with the writing surfaces of their desks in front of them. Tell students that one of them will be Student "A" and the other will be Student "B." Have students in each pair choose one of the letters.

After students have chosen their letters, ask each student to write his or her letter in the top corner of a blank sheet of paper. Next, instruct all "A's" to spend two minutes drawing something on their papers. Students need not be good at drawing; even stick drawings will suffice for this activity. (Partners may not look at or talk to each other during this part of the activity.) While "A's" are drawing, "B's" should remain in their seats. At the end of the two-minute drawing period, instruct "A's" to put down their pens/pencils.

Next, tell "B's" to pick up their pens/pencils. Instruct "A's" to give a clear description of their drawings to their respective partners. Instruct "B's" to *listen only* to their partners' instructions. Each "B" will use the oral instructions to try to re-create his or her partner's drawing. Allow five minutes for this next step. Remember: The only means of communication is for each "A" to provide description of the drawing to his or her partner. "B's" can only listen and draw. Partners should remain sitting back-to-back at all times during this part of the activity. At the end of the five-minute time period, instruct "B's" to put down their pens/pencils.

Allow a few minutes for partners to show each other their drawings and discuss the results.

For the next part of the activity, instruct partners to resume their back-to-back positions. Provide each student with a clean sheet of drawing paper and tell students that the second part of the activity will be different from the first part. Then have "B's" spend three minutes drawing on their papers. Students should use the entire three minutes to draw something beyond a simple shape or two. When the three minutes are up, "B's" should put down their pens/pencils.

Remind all pairs to remain seated back-to-back. Instruct all "A's" to prepare to draw. Tell students that this time the "A's" are going to reproduce their partners' drawings, but the only way they can obtain information about those drawings is by asking yes or no questions. Emphasize that *only* questions that can be answered yes or no are allowed! Allow students five minutes to complete this part of the activity. When time is up, have partners compare their drawings.

Take time to discuss the difficulties or successes experienced by the pairs. Ask which exercise was more difficult and why. Discuss what they learned about the need for effective communication.

Have students then research the communication model and then create, label and define all parts of the communication model.

## **Lesson 2 – Conflict Resolution**

**Essential Question:** What are the most effective methods for resolving conflicts?

Introduce the students to the concepts of conflicts. Discuss what they know about common conflict resolution tactics. Use the “**Facing Conflicts**” worksheet to generate discussion in the classroom about strategies that the students have used.

Introduce the concept of Parliamentary Procedure – Hand out and discuss “**Parliamentary Procedure Basics**” handout and discuss the following with the entire class:

**PARLIAMENTARY PROCEDURE:** Refers to the rules that help maintain order and ensure fairness in business meetings.

### **BASIC PRINCIPLES OF PARLIAMENTARY PROCEDURE**

1. Parliamentary procedure exists to facilitate the transaction of business and to promote cooperation and harmony.
2. All members have equal rights, privileges and obligations.
3. A quorum must be present for the group to act.
4. Full and free discussion of every motion considered is a basic right.
5. Only one question at a time can be considered at any given time.
6. Members have the right to know at all times what the immediately pending question is, and to have it restated before a vote is taken.
7. No member can speak until recognized by the chair.
8. No one can speak a second time on the same question as long as another wants to speak a first time.
9. The chair should be strictly impartial.

**MOTION-** is a formal proposal that the assembly either adopts a certain view or takes a certain action on a question pending before it.

-is identified by the prefatory phrase “ I move that” or “ I propose that”.

### **CLASSIFICATIONS OF MOTION**

1. **MAIN MOTIONS-** are subdivided into two classes- general main motions and specific main motions.  
**General Main Motions-** are those through which certain subjects or ideas are proposed to the assembly for its consideration.  
Ex. To purchase new set of furniture, adopt a resolution, etc.  
**Specific Main Motions-** are those which in effect bring before the assembly a proposal for its consideration in the manner of general main motions but which have been given special names because of their long and frequent usage.

- Ex. To rescind  
To reconsider
- 2. **Subsidiary Motions**- generally designed to either modify or dispose of temporarily or permanently a main motion that may be pending before the assembly.
  - Ex. To modify the limits of debate  
To postpone definitely  
To amend
- 3. **Privileged Motions**- are designed to meet the urgent needs of the assembly.
  - Ex. To fix the time to which to adjourn  
To adjourn  
To take a recess  
To take a question of privilege  
To call for orders of the day
- 4. **Incidental motions**- arise only incidentally out of the business or proceedings of the assembly.
  - Ex. To suspend the rules  
To raise a point of information  
To appeal from the decision of the chair

### ESSENTIAL STEPS IN HANDLING A MOTION DURING SMALL MEETINGS

**STEP 1:** When there is no main motion pending, a member rises, addresses the chair and offers a motion by saying "I move that..." As soon as the motion is completed, the member stops speaking (or sits down if the member had been standing); knowing that he will have the first opportunity to speak to the motion after step 3 has been completed. To obtain recognition of the presiding officer, the member raises a hand or stands, depending upon the formality of the meeting and waits for the presiding officer to recognize. If the member is entitled to the floor at that time (the presiding officer recognizes the member by stating the member's name or in more informal surroundings, by granting some other sign of recognition). The member states the motion.

**STEP 2:** Another member who wishes the motion to be considered then seconds the motion by stating, "I second the motion". The member does not need to be recognized by the presiding officer for the purpose of seconding the motion. The purpose of requiring a second is simply to prevent time from being consumed by discussion of a motion that only one member wishes to see introduced.

**STEP 3:** When the presiding officer determines that the motion made and seconded is in order, he formally places it before the meeting by stating the question, that is, he repeats the motion exactly as it is stated by the maker, and by indicating that the motion is now open for discussion. The presiding officer would usually say, "It is moved and seconded that.... We are now ready for discussion of the motion." After the motion has been stated by the presiding officer, it becomes the property of the assembly and cannot be withdrawn or amended by the maker of the motion without the assembly's consent.

**STEP 4:** Immediately, after stating the motion, the presiding officer should turn to the maker of the motion to see if he wants to speak. The maker of the motion is entitled to speak first on the motion, although there is no requirement that he be the first speaker. After the first speaker has been heard, the presiding officer should be guided by the following rules:

- A. The presiding officer should alternate between the favoring and those opposing the motion.
- B. No one is entitled to the floor a second time in debate on the same motion as long as any other member who has not spoken desires the floor. Debate must be confined to the merits of the pending motion. The presiding officer can interrupt to remind a member for the requirement that comments must be germane to the question before the assembly.

**STEP 5:** When the debate appears to have ended, the presiding officer asks- "Are you ready for the question? Or...Are you ready to vote?" If one member then seeks recognition, the presiding officer states exactly the motion



that is pending. If no amendments have been adopted, the motion as stated in step 3 will be stated in step 5. After stating the motion to be voted on, the presiding officer indicates how the vote will be taken and proceeds to call for those in favor of the motion to indicate in the prescribed manner. The presiding officer must call the negative vote no matter how nearly unanimous the affirmative vote may appear.

**STEP 6:** Immediately after taking the vote, the presiding officer should announce the results, always indicating the number in favor and the number opposed if the vote was counted. On a voice vote, the presiding officer might say "The ayes have it and the motion is adopted or the nays have it and the motion is lost".

Note: The presiding officer votes only if his vote will affect the result. The presiding officer may of course abstain from voting at any time as can any member of the organization.

Divide the class into a few small groups and have them practice by conducting a short meeting about a simple topic such as "where to go eat after school" or "what movie should we all see this weekend." Encourage each group to use each type of motion listed in the hand out.

Have the students write a brief reflection of the process, comparing and contrasting the effectiveness to which a resolution was found using Parliamentary Procedure versus the way they would have resolved the conflict before.

### **Lesson 3 – Decision Making**

**Essential Question:** How can you solve an ethical dilemma in the workplace?

Introduce the topic by asking the students to think about how long and what criteria it takes them to make a decision in the following situations:

- What will I choose out of the snack machine?
- What will I wear to school today?
- What will I do after graduating high school?

Their answers will vary and should prompt a discussion about the complexity of some of the decisions we have to make and the process behind those decisions.

After the discussion - deliver the handout **"Steps for Making Ethical Decisions Activity."** Go over the steps with the students and then have the students read the provided scenarios.

#### Steps for Making Ethical Decisions

1. Identify the ethical issue or problem.
2. List the facts that have the most bearing on the decision.
3. Identify anyone who might be affected by your decision and how.
4. Explain what each affected person would want you to do about the issue.
5. List three alternative actions and identify the best and worst case scenario for each alternative, and who would be harmed by this choice (and how), any values that would be compromised by selecting this alternative and any automatic reasons why this alternative should not be selected (legal issues, rules, etc.)
6. Determine a course of action.

On their own separate sheet of paper, have the students write a course of action for each scenario – answering each of the six steps for each scenario.

## **Lesson 4 – Written Communication**

**Essential Question:** Why is it important to proofread any document?

Written communication is important no matter your profession or station in life. Some say it is a direct “hardcopy” statement of one’s intelligence. With that being said it is vital that everyone know the proper way to communicate via the written word. In business there are several documents that will give someone the opportunity to communicate their message directly to the intended audience. These documents need to be formatted correctly in order to reflect professionalism and enhance the message communicated.

Activity: Show the students the “**Document Formatting**” PowerPoint. Discuss. Students will then craft their own personal business letter. The letter will be a complaint letter concerning a defective mobile phone they recently purchased. Deliver the handout “**Complaint Letter Activity**” and have the students complete the activity:

1. Write a personal business complaint letter to ABC Wireless (make up your own address) about a defective mobile phone you just purchased. It is a \$200 phone that you have saved for months to own.
2. Compose the complaint letter in block format, make sure you stick to all formatting rules, and save it as “Complaint Letter Activity.”
3. The body of your letter should include an explanation of the product and how you use it, what your complaint is about the product, and how you feel the product could better serve you. You need to also include what action you feel should be taken and your contact information.
4. You should also make reference to an enclosure (receipt, advertisement, picture, etc – get creative) you can create this enclosure in Word or PowerPoint (if you know how to use it). Keep in mind that this will be graded so everything needs to be appropriate. Save the enclosure as “Complaint Letter Enclosure.”
5. Lastly, create an envelope so you could mail your letter, if we chose to. Save your envelope as “Complaint Letter Envelope.”

The letter will be graded on format, page setup, spelling/grammar, and content. The enclosure will be graded on appropriateness, creativity, and thought. The envelope grade will be based on accuracy. Once students are finished, they need to print out all three with a footer that includes name, period, and assignment name.

## **Lesson 5- Oral Communication & Presentations**

**Essential Question:** What is the most effective way to use visual aids in a presentation?

Being able to present an idea to an audience is vital to a person's success in just about any profession. Many times visual aids such as PowerPoint or other electronic presentations are used to enhance the communication with the audience. These presentations can, at their best really help develop the message and be very persuasive, and at their worst, distract from the intended message, look unprofessional and ruin the presentation.

Activity – with very little instruction have the students create a very brief PowerPoint (no more than 6 slides) about how to create a Peanut Butter and Jelly Sandwich. You may tell them that their audience is a group of exchange students who have never had a PB&J before. Give them about 15 – 20 minutes to complete the presentation.

Now, show the **“Design Guidelines for PowerPoint HS” PowerPoint**. Discuss the proper and most effective way to create a PowerPoint, no matter what the topic. Have the students then self-evaluate their first attempt at the Peanut Butter and Jelly presentation. Deliver the **“Planning your Presentation”** handout to the students. Using this handout and the information they learned from the Guidelines presentation, have the students recreate the Peanut Butter & Jelly Presentation.

## **Lesson 6 –Capstone Activity (2 Blocks)**

**Essential Question:** How can a person maintain a professional demeanor while using today's variety of communication media?

Students are to develop a variety of professional communication media that promote an event at the school. This event could be a sporting event, community service event or a social event. Students need to create the following:

A letter to the Principal – discussing the particulars of the event

A PowerPoint presentation, with the student body as the audience, promoting the event

A Press release to the local paper and radio stations promoting the event

### **Attachments for Learning Experiences:**

Facing Conflicts.doc

Parliamentary Procedure Basics.doc

Steps for making Ethical Decisions Activity.doc

Document Formatting.ppt  
Complaint Letter Activity.doc  
Planning Your Presentation.doc  
Design Guidelines for PowerPoint HS.ppt  
School Events Communication Portfolio.doc

**Notes & Reflections:** All lessons are written in a 90-minute block format. However, each lesson can be divided for a 50 minute class period. It is the responsibility of the instructor to find a natural point in each lesson to divide the activities over multiple class periods.



## CULMINATING PERFORMANCE TASK (Optional)

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**Culminating Unit Performance Task Title:** School Event Communication Portfolio

**Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

Students are to develop a variety of professional communication media that promote an event at the school. This event could be a sporting event, community service event or a social event. Students need to create the following:

A letter to the Principal – discussing the particulars of the event

A PowerPoint presentation with the student body as the audience promoting the event

A Press release to the local paper and radio stations promoting the event.

**Attachments for Culminating Performance Task:**

School Event Communication Portfolio.doc



## UNIT RESOURCES

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### Web Resources:

Lesson 2 – Conflict resolution: [www.Robertsrules.org](http://www.Robertsrules.org)

### Attachment(s):

### Materials & Equipment:

Computer Lab with Internet access and Microsoft Office software

Presentation equipment

### What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software
<input checked="" type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input checked="" type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input checked="" type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Graphic Organizer
<input checked="" type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker