# GEORGIA PEACH STATE PATHWAYS Career, Technical, & Agricultural Education EDUCATION

PATHWAY: Early Childhood Education

COURSE: Internship

UNIT 5: Communication



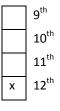
#### Annotation:

Students will demonstrate several methods of communication.

#### **Special Note:**

The internship course is a capstone experience allowing students to demonstrate their mastery of pathway content. Students apply what they have learned in the first ECE courses. Some of the content in the first courses is repeated here – ONLY AS A REVIEW. Teachers should review selected content as necessary based on the needs of the particular class.

#### Grade(s):



**Time:** 90 min. Communication is an ongoing experience for interns.

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#### **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

#### **GPS Focus Standards:**

#### EDU-ECEI-13

#### Students will demonstrate an understanding of the importance of effective communication.

**a.** Demonstrate skills in effective interaction with children (i.e. kneeling/sitting when speaking with children, making eye contact to hold attention, using positive statements when possible, etc.).

**b.** Evaluate the role of active listening to children in effective communication.

**c.** Summarize various methods of parental communication (i.e. informal conversation, parent-teacher conference, telephone calls, newsletters).

- d. Explain the importance of confidentiality when discussing issues with parents.
- e. Define collaboration.
- f. Explain importance of collaboration with others and how it benefits students.

#### **GPS Academic Standards:**

- ELA10RC3
- ELA11W2
- ELA11W4
- ELA11C1
- ELA11C2
- ELA11LSV1

National / Local Standards / Industry / ISTE:

### 🔯 UNDERSTANDINGS & GOALS

#### **Enduring Understandings:**

• Communication is important in the business and education job market.

#### **Essential Questions:**

- What is the appropriate way to talk to children? Why are newsletters important for the classroom?
- Parent-teacher conferences are important; how does a teacher lead a proactive conference?
- Why is body language important when interacting with children?
- What are the different types of communication teachers use to build a positive relationship with parents?
- What is conversation?
- What is communication?

#### Knowledge from this Unit:

- Students will demonstrate different types of communication: newsletters, telephone etiquette, conversing with children, parents, employers and teachers.
- Students will create a newsletter, use appropriate body language during conferences, interaction with peers, teachers, children and parents.
- Students will repeat for understanding and ask open ended questions to enhance communication.

#### Skills from this Unit:

- Demonstrate the role of the teacher as a communicator, employee, and community leader.
- Students will demonstrate appropriate body language, articulation, sentence structure, etiquette and writing skills.



**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

	Pre-test
	Objective assessment - multiple-choice, true- false, etc.
	Quizzes/Tests
	Unit test
	Group project
х	Individual project
	Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
	Self-check rubrics
	_x_ Self-check during writing/planning process
	Journal reflections on concepts, personal experiences and impact on one's life
	_x_ Reflect on evaluations of work from teachers, business partners, and competition judges
	Academic prompts
	Practice quizzes/tests
	Subjective assessment/Informal observations
	Essay tests
	_x_ Observe students working with partners
	_x_ Observe students role playing
Х	Peer-assessment
	Peer editing & commentary of products/projects/presentations using rubrics
v	_x_ Peer editing and/or critiquing Dialogue and Discussion
Х	x 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:

Mentor teacher assessment of interaction and communication with children, parents, peers and lead teacher.

#### Assessment(s) Description/Directions:

Students will self-check their writing. Then students will have a peer critique their work. Finally the teacher will critique the student's work.

#### Attachments for Assessment(s):

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## LEARNING EXPERIENCES

#### **Sequence of Instruction**

- 1. Identify the Standards. Standards should be posted in the classroom for each lesson.
- 2. Review Essential Questions.
- **3.** Identify and review the unit vocabulary:
  - written communication
  - articulation
  - body language
  - facial expression
  - tone
  - interaction
- 4. Activation (suggestions)

Play 'Gossip Game'. One person has an original thought and whispers it down a line of people. When the

thought is whispered to the last person, have that person state what they heard. Discuss miss

interpretation of what was original stated.

Play 'Block direction Game' – discuss results of interpretation of directions given.

#### 5. Lesson

Demonstrate skills for effective interaction with children (i.e. kneeling/sitting when speaking with children, making eye contact to hold attention, using positive statements when possible, etc.).

- Put in portfolio pictures of student speaking with children while kneeling, sitting, and making eye contact.
- Students are observed throughout their internship by supervising teacher.
- Review and role-play making positive statements.

Evaluate the role of active listening to children in effective communication.

- Communication Activity.
- Take a child's statement and re-word, demonstrating active listening.

Summarize (Demonstrate) various methods of parental communication (i.e. informal conversation, parent-teacher conference, telephone calls, newsletters).

- Role-play informal conversations with incident reports, child needs and center requests.
- Observe a parent-teacher conference.
- Role-play telephone calls (accident or illness reports and positive or introductory calls).
- Create a newsletter.

Explain the importance of confidentiality when discussing issues with parents.

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- Research confidentiality in the code of ethics on the DOE website.
- Role-play situations requiring confidentiality.

#### Define collaboration.

Explain importance of collaboration with others and how it benefits students.

- Play ball game
- Relate dropped ball to collaboration.

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

• Block Direction Game

#### **Notes & Reflections:**

Journal experiences will be placed in portfolio.



#### Web Resources:

- American Federation of Teachers Educational Foundation <a href="http://htt
- Association of childhood Education International
- National Network for Child Care
- National Association for the Education of Young Children
- http://www.aftef.org http://www.acei.org http://www.nncc.org http://www.naeyc.org

#### Attachment(s):

#### **Materials & Equipment:**

- Computer
- Internet
- Printer
- Paper
- Optional: Gordon, A.M. & Browne, K.W. (2004). *Beginnings and Beyond*. Clifton Park, NY: Thomson Delmar Learning.
- Herr, J. (2004). Working with Young Children. Tinley Park, Illinois: Goodheart-Willcox Co., pp. 197-259.

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

