

Final Project

Curriculum Guide: Interpersonal Communication

Seminar in Applied Communication

Ottawa University

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Student Name

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Each lesson plan focus is how the student interacts and communicates with others outside the protected environment of their family. Through one-on-one classroom interactions and colorful visual props, students will have the opportunity to absorb learning concepts in a variety of ways. This guide outlines the basic core concepts for effective communication, cultural understanding and positive interaction. It is strongly recommended to you - educator to explore and adapt the following lessons to fit the demands of your curriculum and standards and the unique needs of your students.

Cultural education takes place within and outside the walls of formal education; it starts within the home. To be successful in life, one must be culturally aware of his or her environment and have a strong sense of self-awareness and “cultural tendencies impact the way children participate in education” (Rosenberg, Westling, & McLeskey, 2010).

The above article references research that supports the impact of educators’ opinions of their students’ home lives. If the educator’s cultural understanding is interpreted as having a negative impact on the student, two different messages—the educator’s and the student’s family environment—will confuse the student. Educators must learn the way parents involve themselves in their children’s education. Misinterpretations may bring judgmental condemnations from the teacher, for example. if the teacher makes a judgment if parents do not participate in school activities. Rosenberg, Westling, and McLeskey put it this way:

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Take a moment to think about how teachers who lack knowledge about culture might interpret the behavior of a child from a collectivist culture. These differences may cause educators to inaccurately judge students from some cultures as poorly behaved or disrespectful. In addition, because cultural differences are hard to perceive, students may find themselves reprimanded by teachers but fail to understand what they did that caused concern. (2010). This statement supports the need for you – the educator to be sensitive to cultural education and delivery of lesson plan materials.

This curriculum is design to build learning on each lesson plan and result an understanding for your students to make clear and effective choices. The format includes:

- Lesson Title
- Objective
- Pre Assessment Activity (included within lessons 1, 4 and 8)
- Learning Outcomes
- Lesson Assessment

The final lesson plan touch upon the need to understand popular culture. They focus on how popular culture affects the family environment and how the student absorbs educational concepts. As Kellner (1995:17) put it, “Media culture has become a dominant force of socialization, with media images and celebrities replacing families, schools, and churches as arbiters of taste, value, and thought, producing new models of identification and resonant images of style, fashion and behavior.” In reference to the cultural project, two specific questions are asked of

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the students: What is the impact of popular culture in your family, such as television and popular entertainers? Are your behaviors changed based on what is currently popular, for example your choice of clothes? Andy Bennett, in his book *Culture and Everyday Life* (2005), and Kellner view popular media—that is, mediums of communication such as television, newspapers, and magazines—as a central aspect of everyday life in late modernity.

David Oswell’s article builds on the popular culture understanding by referencing the impact of social formation. It states:

The discipline of cultural studies, in its relatively short history, has been concerned to a large extent with popular culture; namely, a form of culture that today carries the connotations of entertainment rather than high art, of ordinariness rather eliteness, of standardization rather than individuality, of commercialism rather than community. (2006)

The true value and objective of culture education is learning how to engage in three different ways. To be equipped for any conversation conversing in meaningful dialog, being open-mind to ideas, thoughts of someone without an agenda of self-profit and finally, knowing that your choice of communication “channel” will impact you and your receiver. Moving forward in everyday life, we chose our paths yet choosing with honesty and an open heart will open doors of positive possibilities that will impact you and your receiver.

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## Lesson Overview

### Lesson Plan 1 - Shock Alert: You are Unique!

Page 7

Let students describe themselves as unique! The lesson on Self-Awareness kick-starts cultural learning by first looking at themselves. Self-Awareness is vital both to a child’s academic success as well as their social and emotional growth.

### Lesson Plan 2 - Shout Out Loud!: Your choice of words is important

Page 10

In a given setting, will the students have the tools to process communications or have conversations to a successful outcome for both parties? These lessons in helping students chose their words carefully and are sensitive to cultural and social ques.

### Lesson Plan 3 - Write Out Loud! Verbal thoughts to writing

Page 13

Students building their vocabulary and becoming more effective writers and communicators.

### Lesson Plan 4 - Staring You!: How do popular items such as television ads, games and music influence you

Page 14

This lesson introduces the student’s favorite games and television shows. Students will enjoy learning how pop culture choices influence communication. From popular video games to the use of the Internet for example social sites such as Facebook

### Lesson Plan 5 - Turn it up!

Page 16

Sharing your way of expression through a favorite song or instrument.

### Lesson Plan 6 - You are making history – Everyday!

Page 18

Students will share their family’s history with their classmates through a series of activities.

### Lesson Plan 7 - Everyone plays an important part role

Page 20

The love of food brings people together! Students will share their family’s favorite dish through creating a recipe book.

### Lesson Plan 8 - Putting it all together

Page 22

Students will share their cultural learning experience with writing and delivering an informational speech from two options: Cultural Experience or Communications.

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*Definitions*

Lesson Title:	Title of the lesson plan
Grade level:	The audience most appropriate for the lesson plan
Lesson Value(s):	The value of forming relationships with people outside the family and engaging in society.  To understand another perception of view of others.  To have an open-mind to other cultures, another way of life, in everyday activities.  To be able to have meaning conversations and understand how your choice of words impact others or their way of life
Lesson Objective(s):	The overall goal for the lesson plan.
Essential Questions:	Questions for the students related to the lesson plan
Key Vocabulary:	A list or collection of the words used in the lesson plan
Pre-Assessment:	Activity to use to determine what students knows about the lesson subject before roll-out of the lesson.
Materials:	Materials needed for the Pre-Assessment and the Lesson Plan



**Lesson Plan 1 - Shock Alert: You are Unique!**

Lesson Title: Shock Alert: You are Unique!

Grade level: 6th

Lesson Objective: To enhance self-knowledge and self-awareness while encouraging a new way of looking at themselves and others

Key Vocabulary: Personality descriptive words: Creative, Friendly, Caring, Strong

Pre-Assessment: Word Board

Materials: Notecards, Worksheet A, Markers

Lesson	Core Lesson Plan for Teacher(s)	Considerations (Student- specific needs).
<p><b>Pre-Assessment:</b> (Opening; Warm Up to the Lesson Plan)</p>	<p>Engage students with quick, high energy word game. Provide students with 5 note cards. Direct students to write a descriptive word that describes a hero. Ask for volunteers to share their 5 note cards. Provide another set of 5 note cards to the students. Direct students write descriptive words to describe themselves. Have the students come to the board and write the words.</p> <p>Discuss the words used to describe their hero and themselves</p>	<p>Each student will share their words with the class. The teacher is proactive to give each student a chance to share. For example, one student will share their words and one of the student’s words is “strong”. The teacher will ask the class “Show of hands. How many of you wrote the word “Strong”?”</p>



<p><b>Lesson Plan:</b> (may include: Instruction; Checking for Understanding; Independent or Group Practice)</p>	<p>Using the words in the pre-assessment as a guide have the students complete the following statements: <i>Attached Worksheet</i></p>	<p>The students shared words on the pre-assessment yet the worksheet will prop students to reveal words describing themselves based on the worksheet survey.</p>
<p><b>Lesson Outcomes:</b> (may include: Closing, Assessments, Extension of the Lesson)</p>	<p>Positive Learning Cues</p> <ol style="list-style-type: none"> <li>1. Are willing to evaluate themselves</li> <li>2. Display an ability to understand and articulate their feelings</li> <li>3. Understand their personal strengths and weaknesses.</li> </ol>	<p>Areas of concern</p> <ol style="list-style-type: none"> <li>1. Have difficulty understanding nonverbal cues and body posture.</li> <li>2. Engage in inappropriate behaviors or communications without recognizing how they impact others</li> </ol>



**Lesson Title: Shock Alert: You are Unique!**

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Worksheet

Name:

Date:

Please complete the following sentences.

I wish \_\_\_\_\_

I love \_\_\_\_\_

I hate \_\_\_\_\_

I laugh when \_\_\_\_\_

I get so angry when \_\_\_\_\_

I get so happy when \_\_\_\_\_

My Hero is \_\_\_\_\_

I have the most fun when \_\_\_\_\_

Two words that describe me is \_\_\_\_\_

Two words that describe my best friend is \_\_\_\_\_

Two words that describe my next door neighbor \_\_\_\_\_

I get embarrassed when \_\_\_\_\_

I feel strong when \_\_\_\_\_

I feel weak when \_\_\_\_\_

*Worksheet A*

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**Lesson Plan 2 - Shout Out Loud!: Your choice of words is important**

Lesson Title: •Shout Out Loud!: Your choice of words is important

Grade level: 6th

Lesson Objective: Make a sincere effort to choose proactive words that are mindful of the receiver.

Pre-Assessment: Ask the students about their favorite local news reporter.

Materials: Worksheet B

Lesson	Core Lesson Plan for Teacher(s)	Considerations (Student- specific needs).
<p><b>Pre-Assessment:</b> (Opening; Warm Up to the Lesson Plan)</p>	<p>Engage students with their knowledge of the local news stations. Learn if they watch the local news as a family and what is the description of a local reporter’s job.</p>	<p>Total class participation, students will engage in a discussion of the local news and how they can obtain information, facts to complete a story as the local news. Encourage students using descriptive words to describe their interview.</p>
<p><b>Lesson Plan:</b> (may include: Instruction; Checking for Understanding; Independent or Group Practice)</p>	<p>Have the students’ pair-up in groups of two-three. Each student will interview each other. After the interview, the students will review notes and write a short story about the interview. Approx. 2 paragraphs. In news format, students will use informative communications skills to share the story with the class. Worksheet B</p>	<p>When the class is sharing their stories, discuss proactive words, interesting facts of classmates’ culture and communication style.</p>



**Lesson Outcomes:**  
 (may include:  
 Closing,  
 Assessments,  
 Extension of the  
 Lesson)

**Positive Learning Cues**

- 1 Willing to share personal stories and fore coming with information of themselves and family.
- 2 Knowledge of how to obtain and confirm information through interviewing skills. Ability to take facts and convert to a short story.
- 3 Use communications skills to interview and to deliver an informational story.

**Areas of concern**

- 1 Lack of engagement with assignment and with classmates. Low participation to share personal story.
- 2 Understanding of how communication is a way of getting to know someone





**Lesson Plan 3 - Write Out Loud! Verbal thoughts to writing**

Lesson Title: Write Out Loud! Verbal thoughts to writing

Grade level: 6th

Lesson Objective: To help students engage in two different speeches: Persuasive, To Inform

Materials: Plan two to three days of students coming to school dressed in costume of their idea profession. *Example:* Police Officer, Construction, Doctor, Nurse, Gamer

<b>Lesson</b>	<b>Core Lesson Plan for Teacher(s)</b>	<b>Considerations (Student- specific needs).</b>
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<p><b>Lesson Plan:</b> (may include: Instruction; Checking for Understanding; Independent or Group Practice)</p>	<p>This lesson is centered on the two speeches: To Inform or To Persuade. Based on the students chosen profession, give them the option to choose a speech to inform the class of their costume and profession. The speech is to be at minimum 3 paragraphs. Have a contest of who had the best costume.</p>	<p>To ensure total participation, let the kids know that a costume can be simply a hat or a scarf.</p>
<p><b>Lesson Outcomes:</b> (may include: Closing, Assessments, Extension of the Lesson)</p>	<p>Positive Learning Cues</p> <ol style="list-style-type: none"> <li>1. Excited about the costume and contest.</li> <li>2. Communication skills for speech writing.</li> <li>3. Knowledge of the profession and how to inform or persuade through writing and speeches.</li> </ol>	<p>Areas of concern</p> <ol style="list-style-type: none"> <li>1. Communication skills for writing a speech.</li> </ol>



**Lesson Plan 4 - Staring You!** How do popular items such as television ads, games and music influence you

Lesson Title: Staring You!: How do popular items such as television ads, games and music influence you

Grade level: 6th

Lesson Objective: To promote appreciation for individual differences and personal interest

Pre-Assessment: Students are asked to have Show and Tell with their favorite video game, music, and television show or computer app.

Materials: Computer/Laptop

Lesson	Core Lesson Plan for Teacher(s)	Considerations (Student- specific needs).
<p><b>Pre-Assessment:</b> (Opening; Warm Up to the Lesson Plan)</p>	<p>Engage students with quick, high energy video games, DVDs etc. Provide tech information to students while they share stories how often, where they play the video games.</p>	<p>Each student will share with the class of how popular choices influence friends, family in everyday life/daily activities.</p>



<p><b>Lesson Plan:</b> (may include: Instruction; Checking for Understanding; Independent or Group Practice)</p>	<p>To inform Show and Tell</p>	
<p><b>Lesson Outcomes:</b> (may include: Closing, Assessments, Extension of the Lesson)</p>	<p>Positive Learning Cues</p> <ol style="list-style-type: none"> <li>2. Students describe ways in which the principles of communication are interrelated with music, television and/or video games</li> <li>3. Understanding the media in relation to history and cultures</li> </ol>	<p>Areas of concern</p> <ol style="list-style-type: none"> <li>4. Choice of music is not appropriate.</li> <li>5. Struggle conveying communication and the message are from their choice of music.</li> <li>6. Lack of appreciation for different choices of music, TV shows, popular clothing</li> </ol>

**Lesson Plan 5 - Turn it up!**

Lesson Title: Turn It Up!  
Grade level: 6th

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Lesson Objective: Understanding “more” popular choices and its origin

Materials: Large White Posterboard

Lesson	Core Lesson Plan for Teacher(s)	Considerations (Student- specific needs).
<p><b>Pre-Assessment:</b> (Opening; Warm Up to the Lesson Plan)</p>	<p>Building on lesson two, students will visit learning concepts of the television news interview. Talk of creating a “Storyboard” to deliver a news story.</p>	<p>Total class participation, students will engage in a discussion of the local news and how they can obtain information, facts to complete a story as the local news. Encourage students using descriptive words to describe any popular Tech gadget.</p>
<p><b>Lesson Plan:</b> (may include: Instruction; Checking for Understanding; Independent or Group Practice)</p>	<p>Have the students’ pair-up in groups of two-three. The group will chose a leader; the leader will deliver the news story. Elements of the News Story : -Tech Item -Origin of item -Audience the item is reaching Provide markers, construction paper, stock photos to make story board on large poster paper.</p>	<p>Encourage a prop for demonstration. When the class is delivering their stories, discuss proactive words, interesting facts of culture and origin of Tech item.</p>
<p><b>Lesson Outcomes:</b> (may include: Closing, Assessments, Extension of the Lesson)</p>	<p>Positive Learning Cues</p> <ol style="list-style-type: none"> <li>1. Students describe ways in which the principles of communication are interrelated with music, television and/or video games</li> <li>2. Understanding the media in relation to history and cultures</li> </ol>	<p>Areas of concern</p> <ol style="list-style-type: none"> <li>1. Lack of engagement with assignment and with classmates. Low participation to share personal story.</li> <li>2. Understanding of how communication is a way of getting to know someone</li> </ol>



3. Use communications skills to gather facts and to deliver an informational story.

**Lesson Plan 6 - You are making history – Everyday!**

Lesson Title: You are making history – Everyday!

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Grade level: 6th

Lesson Objective: Understanding student’s role in their school and personal family life

Materials: Student’s will bring in a family photo

Lesson	Core Lesson Plan for Teacher(s)	Considerations (Student- specific needs).
<p><b>Pre-Assessment:</b> (Opening; Warm Up to the Lesson Plan)</p>	<p>Asking students two days prior to bring in a baby picture or a family photo.</p>	<p>Total class participation, encourage students to bring in a photo that is portrait or candid family photo.</p>
<p><b>Lesson Plan:</b> (may include: Instruction; Checking for Understanding; Independent or Group Practice)</p>	<p>Gather all photos and display on the board. Students will share the day of their birth while you – educator will have the world history/events reference guide. Share a historical advent that was happening in the month of their birth.</p>	
<p><b>Lesson Outcomes:</b> (may include: Closing, Assessments, Extension of the Lesson)</p>	<p>Positive Learning Cues</p> <ol style="list-style-type: none"> <li>1. Students will be eager to learn of event of their birthday (birth month) and how they are part of a big picture – society/American culture</li> <li>2. Understanding history and classmate cultures</li> </ol>	<p>Areas of concern</p> <ol style="list-style-type: none"> <li>1. Lack of engagement with assignment and with classmates. Low participation to share personal story.</li> </ol>



3. Use communications skills to gather facts from their parents and to deliver an information story.

**Lesson Plan 7 - Everyone plays an important part role**

Lesson Title: Everyone plays an important part role

Grade level: 6th

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Lesson Objective: Understanding how each student plays a role in the most important part of our day - Food

Materials: Large White Posterboard

Lesson	Core Lesson Plan for Teacher(s)	Considerations (Student- specific needs).
<p><b>Pre-Assessment:</b> (Opening; Warm Up to the Lesson Plan)</p>	<p>Building on lesson six, students will choose their favorite foods and research the history of that dish.</p>	<p>Class discussion of their favorite foods and what country of the food origin (guarantee someone will say French Fries or Ice Cream!)</p>
<p><b>Lesson Plan:</b> (may include: Instruction; Checking for Understanding; Independent or Group Practice)</p>	<p>You – Educator will bring in shortbread cookies, popcorn, raisins, nuts (almonds, peanuts, etc.). Have the students’ pair-up in groups of two-three. The group will have one of the snack foods you brought in to sample. Students will share their story as you – all eat the snacks. Elements of the story : -Origin of food item -Intended audience (example: Coke was actually a medication)</p>	<p>Encourage a prop for demonstration. When the class is delivering their stories, discuss proactive words, interesting facts of culture and origin of Food item.</p>



**Lesson Outcomes:**  
(may include:  
Closing,  
Assessments,  
Extension of the  
Lesson)

Positive Learning Cues

2. Understanding of the foods choices of American society and how it influence todays snacks, meal choices.
3. Understanding the food choice in relation to history and cultures
4. Use communications skills to gather facts and to deliver an informational story.

Areas of concern

1. Lack of engagement with assignment and with classmates. Low participation.



**Lesson Plan 8 - Putting it all together**

Lesson Title: Putting it all together

Grade level: 6th

Lesson Objective: Understanding communication as it relates to culture and your role in school and your family

Materials: Making a calendar

Lesson	Core Lesson Plan for Teacher(s)	Considerations (Student- specific needs).
<p><b>Pre-Assessment:</b> (Opening; Warm Up to the Lesson Plan)</p>	<p>Building on all the lessons, talk about what the core outcomes of each lesson. Have a discussion on what their favorite lesson was and how they will use that in the future.</p>	<p>Total class participation, students will engage in a discussion of the lesson plan activities, concepts.</p>
<p><b>Lesson Plan:</b> (may include: Instruction; Checking for Understanding; Independent or Group Practice)</p>	<p>Have the students’ pair-up in groups of two-three. The group will put together s year-long calendar. The calendar will include: Cultural Holidays of their classmates Birthdays Events from the “birthday” date</p>	<p>Provide students with special culture holiday dates.</p>



**Lesson Outcomes:**  
(may include:  
Closing,  
Assessments,  
Extension of the  
Lesson)

Positive Learning Cues

1. Students will look forward to special dates in the year that are part of our society and special to their classmates.



# March 20 \_\_\_\_\_

Sun	Mon	Tue	Wed	Thu	Fri	Sat

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## References

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- Gass, R. H., & Seiter, J. (2014). *Persuasion: Social influence and compliance gaining*. (5th ed.). Boston, MA: Pearson Education
- Oswell, D. (2006). *Culture and society: An introduction to cultural studies*. London: Sage.
- Rosenberg, M. S., Westling, D. L., & McLeskey, J. (2010, July 20). The impact of culture on education. Retrieved from <http://www.education.com/reference/article/impact-culture-education>
- Rosenberg, M. (2013). *The heart of social change: How to make a difference in your world*. Encinitas, CA: Puddle Dancer Press.

## Supplemental Activities

<http://www.cultureall.org/programs.aspx>

<http://civicmusic.org/>

<https://corporate.target.com/corporate-responsibility/grants/arts-culture-design-in-schools-grants>

<http://www.smithsonianeducation.org/mywonderfulworld/europe.html>

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