



JROTC Virtual Learning

**LET 1 / JROTC**  
**Communication Process**

May 4, 2020



Lesson: May 4, 2020

**Objective/Learning Target:**

Students will describe the communication process,  
Compare verbal and nonverbal means of communication,  
Identify the six steps of effective communication, Evaluate  
your communication style.

## **Bell Ringer Activity:**

- What made the messages ineffective?
- How could the messages be communicated more clearly?
- How can you avoid unclear communication in your daily life?

# Student Learning Plan

## Unit 3: Foundations for Success

### The Communication Process [U3C4L1]



#### What you will accomplish in this lesson:

Demonstrate how the communication process affects interaction between individuals



#### Why this lesson is important:

Every day, one of your main activities is communicating with others. You communicate at home, at school, with your friends, and in the community. For some of you, you are also communicating in a job environment. For adults, communication at work can be the difference between success and failure. In this learning plan, you will identify your communication style and practice ways to clearly communicate with others.



#### What you will learn in this lesson:

- Describe the communication process
- Compare verbal and nonverbal means of communication
- Identify the six steps of effective communication
- Evaluate your communication style
- Define key words: audience analysis, channel, feedback, mixed messages, noise, nonverbal, receiver, setting, verbal



#### You will have successfully met this lesson's purpose:

- by demonstrating the communication process by writing a role-play skit
- when your role-play skit includes examples of the consequences of poor verbal and nonverbal communications
- when your role-play skit includes examples of clear verbal and nonverbal communications



#### Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

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#### INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about communicating clearly. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. With your team, PLAY the Sentence Game. Each person on your team takes turns adding a word to a sentence that starts with the word "The." Your instructor will give you the rules of the game. PRESENT your sentence to the class. VOTE on the sentences of other teams.
3. REFLECT on what you learned about communication. ANSWER the reflection questions presented by your instructor.

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## GATHER PHASE: So, what else do you need to know or learn?



- \_\_\_\_\_1. CREATE two Flow Maps: 1) show the communication process and 2) show the six steps for effective communication.
- \_\_\_\_\_2. TAKE NOTES on what the two job applicants are communicating verbally and non-verbally. PARTICIPATE in a Think-Share-Pair activity to discuss examples of when you have witnessed verbal and non-verbal Dos and Don'ts shown in the video.
- \_\_\_\_\_3. REFLECT on the communication process. ANSWER the reflection questions presented by your instructor.

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## PROCESS PHASE: Now what can you do with this new information you've learned?



- \_\_\_\_\_1. REVIEW the traits of your dominant Winning Colors, CREATE a four-column Tree Map with one column for each color. The map should include phrases you would use to effectively communicate an idea or task to each color group. Use Handout #1: Winning Colors® Power Words to view a list of words that each color group will respond to. PRESENT your map to the instructor.
- \_\_\_\_\_2. REFLECT on your communication style. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:



- \_\_\_\_\_1. COMPLETE the Communication Process Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- \_\_\_\_\_2. REVIEW the key words of this lesson.
- \_\_\_\_\_3. REFLECT on what you have learned in this lesson and how you might use it in the future.



### Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.

<p><b><u>Planner Power Words</u></b></p> <p>Changing Improving Being my best Dreaming Inner Life Thinking Inventing Knowing More Exactness Planning Revolution Knowing the Future Freedom of Thought</p>	<p><b><u>Builder Power Words</u></b></p> <p>Leader Powerful Decisive Results-oriented Responsible Tradition Duty Money Preparation Achievement Expectation Accomplishments Structured</p>
<p><b><u>Relater Power Words</u></b></p> <p>Friendly Romantic Loyal Kind Attentive Thoughtful Affectionate Work together Understanding Considerate Appreciative Dependable Aware</p>	<p><b><u>Adventurer Power Words</u></b></p> <p>Action-oriented Fun-loving Brave Bold Spontaneous React quickly Mover and shaker High energy Challenging Freedom Quick thinker Test the limits Out of bounds</p>



Courtesy of Army JROTC

U3C4L1

# The Communication Process

## Key Words:

Audience Analysis

Channel

Feedback

Mixed Messages

Noise

Nonverbal

Receiver

Setting

Verbal

## What You Will Learn to Do

Demonstrate how the communication process affects interaction between individuals

## Linked Core Abilities

- Communicate using verbal, non-verbal, visual and written techniques
- Treat self and others with respect

## Skills and Knowledge You Will Gain Along the Way

- Describe the communication model for interpersonal interactions
- Compare verbal and nonverbal means of communication
- Explain how to avoid mixed messages
- Evaluate your communication style

## Introduction

Every day, one of your main activities is communicating with others. You communicate at home, at school, with your friends, and in the community. Some of you might also communicate in a job environment. For adults, communication at work can be the difference between success and failure. This lesson shows you the importance of good communication, and how you can communicate more effectively.

## The Need for Communication

You fulfill many different needs through communication, including enjoyment! It's usually a good feeling to engage in conversation with a friend; participate in a group discussion that leads to a solution; and receive a letter in response to one you sent confirming the recipient took you said seriously. Sometimes, however, communication does not work, and you end up feeling frustrated.

You might feel frustrated when you have a disagreement with a friend and do not know what to say to resolve the disagreement; if your parents don't talk with you about certain issues you feel are important; or if you write a letter or email to someone who completely misunderstands your intent or message.

This happens all the time! Despite communicating since birth, you reality is that effective communication isn't as easy as it may seem.



All communication depends on understanding others and having them understand you. Much of your communication is intended to influence what people think and feel. Most of the time, you want someone to take some action as the result of your communication. You want a friend to spend vacation time with you; you want your friends to like each other; you want your parents to give you permission to go somewhere; or you want your ...  
tion you have ...



Perhaps your most important need is to maintain and improve your relationships with others. You use communication to discover other people's needs and share your own needs.

Our need for communication is important in all areas of our lives. To live is to communicate.



## A Definition of Communication

Communication is a process in which people are able to transfer meaning between themselves. The communication process allows people to share information, ideas, and feelings. This is the transfer of meaning. When no meaning is transferred, no communication has taken place.

## Seven Communication Skills





There are many ways to communicate. The Seven Communication Skills include your ability to:

- Read
- Listen
- Think
- Write
- Remember
- Speak
- Study

These communication skills help you express your feelings, knowledge, and ideas. Communication is innate within everybody – from the cries of a baby, to the smile of a friend, and to the handshake of your doctor. Everybody uses communication skills differently. In JROTC, as in your other high school courses, you will have many opportunities to improve these skills.

## Elements of Communication

The communication process is made up of various elements. These elements are communicators (senders), messages, receivers, **channels** (written words, sound, sight, radio, and television), **feedback**, **noise**, and **setting**.

- The communicator is the originator of the message. Speakers, writers, artists, and architects can all be considered communicators.
- The message is made up of ideas, data, and feelings the communicator wants to share. The medium may be a speech, essay, painting, or building.
- The channel is the route traveled by the message as it goes between the communicator and the receivers.
- The **receiver** is the audience for whom the message is intended. The communicator must gain the receiver's attention to have effective communication.
- Feedback allows communicators to find out whether they are "getting through" to the receivers. You get feedback from your instructors, your parents, and your friends.
- Noise is interference that keeps a message from being understood. Physical noise keeps a message from being heard. For example, the physical noise of a loud television program may interfere with reading a letter. Psychological noise occurs when the communicators and the receivers are distracted by something. For example, the psychological noise caused by hunger can prevent concentration.
- Setting is the time, place, and circumstances in which communication takes place. It can also be considered the context and environment in which a situation is set.

## Communicating Effectively

After you understand the process of communication, you can begin to understand why communication does or does not work.

In an ideal situation, the message is perceived in the way it was intended. For example, you write an apology to your friend for a mistake that you made. If the friend accepts the apology, the communication worked. If the friend was offended by your message and the apology was not accepted, the communication did not work.

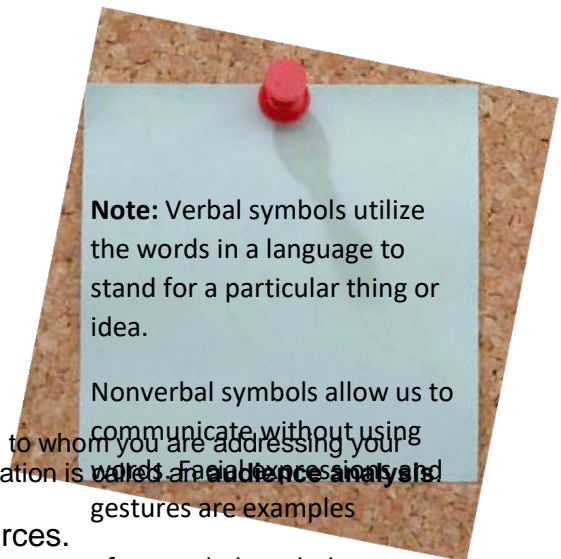
Your communication may not have worked due to a problem with the message (not written or spoken clearly), the channel used may not have been the best choice (writing a note rather than speaking in person), or psychological noise may have interfered (the recipient couldn't hear over loud noise in the room). Asking the right questions about why communication did not work is the best way to improve communication skills.

Most of us already have considerable communication skills. We have been sending and receiving **verbal** and **nonverbal** symbols all our lives.

Nevertheless, we have all had times when we have not communicated as effectively as we should. You may have received a lower grade on a paper than you expected. You may have unintentionally hurt someone's feelings. An instructor may not have understood a question when you asked it in class.

You can work to increase the likelihood of effective communication. There are certain basic steps to follow when preparing any oral or written communication.

The following six steps for effective communication are not always used in sequence, nor are they exclusive of each other. Tailor them to your own style and approach; you will not use all these steps each time you communicate. These steps will help you focus your attention on how to increase your effectiveness as a communicator.



## Six Steps for Effective Communication

- 1. Analyze your purpose and your audience.**  
Make sure you know why you are communicating and to whom you are addressing your ideas. Knowing about the receivers of your communication is **crucial**. **Facial expressions and gestures** are examples.
- 2. Conduct the research. Use a variety of resources.**
- 3. Support your ideas.**  
Find facts, figures, data, statistics, and explanations that give credibility to your ideas. The more you can back up your ideas, the more your audience will understand what you are communicating.
- 4. Get organized.**  
Use an outline or notes to organize your ideas into a logical sequence. A logical sequence helps your audience follow along with you.
- 5. Draft and edit.**  
Use language to your best advantage. There may be many ways to express the same idea. Look for the best way. If you are unclear about what you are saying, you may be sending **mixed messages**.
- 6. Get feedback.**  
Test your work with one or more people. Testing your communication with others will ensure that you are not the only one that can make sense out of what you are saying.

## Conclusion

Communication is how you transfer ideas to other people. Because communication does not always work as you intend, you must ensure that your message is delivered so you get your point across without any misunderstanding.

It's important to understand your audience and your purpose. You should conduct research and support your ideas. Decide on an organization for your information and outline your ideas.

Follow the Six Steps to Effective Communication and people will pay attention to your ideas, be impressed by your ability to express yourself, and clearly understand your message.

Part of being a good communicator is learning to listen more effectively. The following lesson deals with the topic of becoming a good listener.



better communicator?

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### Lesson Check-up

1. Compare and contrast verbal and nonverbal communication.
2. Describe how the elements of communication impact your own communication style, either positively or negatively.
3. How does getting organized help you become a

# Performance Assessment Task

## Unit 3: Foundations for Success

### The Communication Process [U3C4L1 ]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

**Demonstrate how the communication process affects interaction between individuals**



#### Directions

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For this performance assessment task you will demonstrate your communication skills. As you work through the lessons in Chapter 4: Communication Skills, you will compile a portfolio of documents related to your communication skills. For this assessment you will:

1. Preview the criteria listed in the Communication Process Role Play Scoring Guide to plan your writing.
2. Write a role-play skit with a theme of your choice that features the communication process. Write your role-play in script form. Use your notes and information for Chapter 3 - Lesson 1 to prepare for the skit.
3. Use the attached scoring guide criteria for what you need to do to complete this task.
4. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

**RECOMMENDATION:** It is recommended that you add this performance assessment task to your Cadet Portfolio.

## ***The Communication Process Performance Assessment Task Scoring Guide***

<b><i>Criteria</i></b>	<b><i>Ratings</i></b>	
1. When the skit includes an example of the consequences of poor verbal communications	met	not met
2. When the skit includes an example of the consequences of poor nonverbal communications	met	not met
3. When the skit includes an example of clear verbal communications	met	not met
4. When the skit includes an example of clear nonverbal communications	met	not met
5. When the skit is interesting and helps present the topic	met	not met

***Comments:***

***Name:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

***Evaluator's Signature:*** \_\_\_\_\_ ***Date:*** \_\_\_\_\_

