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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Virtual Business |
| **Lesson/Unit Title** | Client Communication |
| **TEKS Student Expectations** | **130.141 (c) Knowledge and Skills**  (4) The student develops contracts appropriate for virtual business office services provided:  (B) The student is expected to determine particulars of communicating with clients locally and remotely. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective**  Upon completion of this lesson, the student will be able to determine particulars of communicating with clients locally and remotely.  **Specific Objective**  The student is expected to learn about the particulars of communication with clients, both locally and remotely, and successfully apply that knowledge to given tasks of the lesson. |
| **Rationale** | When communicating with clients locally and remotely, most of the work is either behind a computer or on the phone, without a reliable ability to seek out nonverbal cues. There are numerous tools available to help a business collaborate with their clients in a truly transparent way. This lesson will demonstrate ways of communicating with clients, both locally and remotely, and how to successfully apply that knowledge to business-related communications. |
| **Duration of Lesson** | 150 minutes |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Terms**   * **Client-**a customer; anyone under the patronage of another * **Communication**-the act or process of communicating; the imparting or exchanging ofthoughts, opinions, or information by speech, writing, or signs * **Local**-pertaining to, characteristic of, or restricted to a particular place or particular places * **Remote**-operating or controlled from a distance * **Effective-**adequate to accomplish a purpose; producing the intended or expected result * **Verbal Communication-**the sharing of information between individuals by using speech * **Non-Verbal Communication**-behavior and elements of speech aside from the wordsthemselves that transmit meaning, such as pitch, speed, tone and volume of voice, gestures, facial expressions, body posture, stance, proximity to the listener, eye movements and contact, and dress and appearance * **Written Communication**-any written or digital communication exchanged by two or moreparties * **Formal Communication**-a type of verbal presentation or document intended to shareinformation and which conforms to established professional rules, stands, and processes and avoids using slang terminology * **Informal Communication**-a casual form of information sharing typically used in personalconversations with friends or family members. In business, it is sometimes called the grapevine, and might be observed occurring in conversations, e-mails, text messages, and phone calls between socializing employees * **Mode-**a manner of acting or doing * **Social Media-**forms of electronic communication (as Web sites for social networking andmicroblogging) through which users create online communities to share information, ideas, personal messages, and other content (e.g., videos) * **Viral Video**-any clip of animation or film that is spread rapidly through online sharing * **Blog**-a Web site that contains online personal journal with reflections, comments, and oftenhyperlinks provided by the writer; blogging is the act of entering information into a blog. * **Emoticon**-any of several combinations of symbols used in e-mail and text messaging toindicate the state of mind of the writer, such as to express happiness * **Review**-a critical article or report; evaluation * **Perception-**the act or faculty of perceiving, or apprehending by means of senses or of themind; cognition; understanding * **Active Listening**-a communication technique that requires the listener to feedback what theyhear to the speaker, by way of re-stating or paraphrasing what they have heard in their own words, to confirm the understanding of both parties |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:**   * “Lesson 3.2 Presentation * Online Websites listed in the References Section * Pieces of paper, one for each student and one for you (Discovery Activity)   **Equipment Needed:**   * Instructor Computer/Projection Unit |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | The main purposes of this lesson are to help students understand the particulars of client communication and have them be able to apply this information to any of the given tasks in this lesson.  **Ask** Is communication important?  **Ask** If it is important, why?  **Ask** Can you think of all of the different types of communication?  **Ask** Can you think of all the different modes of communication?  **Ask** How do you talk with your friends? With your family? With your boss/employer? With yourteacher(s)? If different, why do you think the way you communicate is different?  **Ask** Do you think using different modes of communication is helpful or does this make things moreconfusing?  **Ask** Do you think using different modes of communication can be used in different situationsdepending on the purpose of the communication?  **Ask** Do you think different generations prefer different modes of communication?  **Ask** Which do you think is the most effective current form of communication?  **Say** Communication is important. It is very important. It is one of the single most important factors ina successful business. If you have ever been to a bookstore or have been to your school or town’s library, you may have noticed the thousands of books written about communication. You can also go to your favorite website that sells books and perform a site search on ‘communication.’ You should receive thousands and thousands of results. With so many resources on communication and its importance, how do we know what works and what doesn’t? We do not because communication involves people, and people are different and ever-changing. However, we can talk about some particulars of effective communication between businesses and their clients. |
| **Direct Instruction \*** | 1. Vocabulary/Personal Word Walls 2. Introduction (Ask and Say) 3. Discovery Activity – Listen Heart    1. In this activity, you will need to provide a piece of paper for every student and yourself (at least half the size of a full sheet of standard typing paper). Give students verbal directions (provided in the notes section of the presentation) and demonstrate what to do as you give directions. The goal is to have all student papers look the same at the end of the instruction. Once completed, discuss either why or why not all papers look the same. This will help students understand the importance of two-way communication. 4. Communication Information 5. Local Communication – Activity/Assignment and Sample    1. Focus on how businesses communicate locally. Details are provided in the presentation and presentation notes section. 6. Remote Communication – Activity/Assignment and Sample    1. Focus on how businesses communicate remotely. Details are provided in the presentation and presentation notes section.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  This lesson may be modified to accommodate your students with learning differences by referring to the files found on the Career & Technical Special Populations page of this website (http://cte.unt.edu/). |
| **Guided Practice \*** | **Information-Communication**  Share this slide to transition into the two activities/assignments.  **Activity/Assignment-Local Communication**  Students will brainstorm as a class (or in partners/groups) and identify ways in which a local business communicates, what it communicates, and whether or not the communication is effective. SAMPLE PROVIDED.  **Activity/Assignment-Remote Communication**  Students will brainstorm as a class (or in partners/groups) and identify ways in which a business remotely communicates with its customers, what it communicates, and whether or not the communication is effective. SAMPLE PROVIDED. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** |  |
| **Lesson Closure** | Review the lesson’s purpose and evaluate its effectiveness. |
| **Summative / End of Lesson Assessment \*** | Lesson 3.2 Assessment |
| **References/Resources/**  **Teacher Preparation** | **References**   * Merriam-Webster, Incorporated. (2013). Merriam-Webster Online Dictionary. Retrieved from http://www.merriam-webster.com/ * Notes Desk. (2009, March 8). Types of communication [Web log post]. Retrieved from <http://notesdesk.com/notes/business-communications/types-of-communication/> * U.S. Department of Labor. (n.d.) Mastering soft skills for workplace success: Communication. Retrieved from <http://www.dol.gov/odep/topics/youth/softskills/Communication.pdf> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | **English:**   * 110.34 (b) (1). Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. * 110.34 (b) (17). Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. * 110.34 (b) (18) Students will write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization. * 110.34 (b) (19) Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Think about a time when you were criticized by a friend, a family member, or a boss. How did it make you feel? Did you find the criticism to be helpful or hurtful? Put yourself in the shoes of a business owner who has received a poor review for his or her business. How would you handle that review? * As a business owner, you are aware of various communication barriers such as:   + Physical barriers (the road leading to your business is under construction for 6 months)   + Language barriers (your business is in a predominantly non-English speaking community)   + Generational barriers (your business is in a town with a higher percentage of patrons that are not in your target market than patrons that are in your target market)   How would you handle each of these three barriers? Explain your reasoning. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)