

Targeted Grade Levels – 9 or 10**Lesson Title – Effective Communication for the Workplace (Written Communication)**

Estimated time: 55 minutes

Career Ready Practice Standard 2 - Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

Learning Objectives: (Bold print below indicates targeted objective for this lesson)

1. Students will demonstrate appropriate language and behaviors for the workplace.
2. Students will practice and demonstrate active listening.
3. Students will consider their audience and practice adjusting their communication accordingly.
4. **Students will communicate with clarity and purpose using a variety of communication methods (e.g. written, verbal, electronic, visual method).**

Resources Needed for this Lesson

1. Ensure access to the following website <https://www.youtube.com/watch?v=4m9DrBA0pi4> and ability to show videos in a whole class setting.
2. Activity #4: Print one copy per student of *How to Write Professional Emails* handout.
3. Activity #4: Print one copy per student of *Poorly Written Email*.
4. OPTIONAL Differentiation: Print one copy per student of *Bad Email*.
5. OPTIONAL Extension Activities can be found on the final page of this lesson.

Key Vocabulary/Terms

- Clarity – the quality or state of being clear
- Workplace terminology – language used in the workplace that may be unique to the organization.
- Written communication – there are many types of written communications in the workplace. Some examples are text, memo, report, application, personal letter, thank you note, formal, business letter, Power Point presentation, resume, job evaluation, email, etc.

Activity #1: Introduction to Written Communication

1. Targeted learning objective should be written on the white board and verbalized for students to understand what the lesson outcomes will be.
2. Show Video 9.10.2.3
3. Pause Video 9.10.2.3 between 0:54-1:10

Activity #2 – Bad Email Discussion

4. Ask class to identify poorly written elements of this the *Bad Email* by randomly¹ selecting student responses. Record on white board, if desired.
5. Resume Video 9.10.2.3 and pause at 1:11.

Activity #3 – Better Email Discussion

6. Ask students to identify additional improvements to *Better Email with Edits* and have them share verbally.
7. Resume Video 9.10.2.3 and play to completion.

Activity #4 – Email Practice

8. Distribute *How to Write Professional Emails* document and review elements with class.
9. Provide students with *Poorly Written Email* and have them work in pairs to improve the email. Students may use *How to Write Professional Emails* as a guide.

Activity # 5 – Assessment

10. Have students choose one of the following topics to create a professional email between the employee and a supervisor. Suggested topics are:
 1. Employee asks the supervisor for a day off to attend a family event (student may specify event in email or not).
 2. Employee asks to meet with the supervisor regarding a workplace bullying matter (bullying matter could involve student or coworker).
 3. Employee asks to meet with the supervisor regarding an idea about improvements in the workplace.

Differentiation

1. Using the *Bad Email* illustrated in the video, have students independently work on editing language to improve email.
2. Lead a class discussion regarding when it is appropriate to send a text versus an email (or a formal letter vs. an email).

California Common Core Alignment (ELA Grades 9-10)

Literacy.W.9-10.1d/Literacy.W.9-10.10.2d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Literacy.W.9-10.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Literacy.W.9-10.5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

English Language Development (ELD) Standards, grades 9-10

Part 1: Interacting in Meaningful Ways

A. Collaborative

2. Interacting via written English in various communicative forms, including technology
4. Adapting language choices to various contexts based on task, purpose, audience, and text type

B. Interpretive

8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, purpose, audience, etc.

C. Productive

12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Extension Activities (Optional)

1. Have students compose a thank you letter (or email) on behalf of their school regarding a donation to a school club.
2. Have students practice answering a phone call in an office setting from an unhappy customer.

Footnotes

1. Random Selection – Use Smart Board, cell phone or tablet technology for a Random Number/Name Selector; write names or numbers on popsicle sticks to be drawn at random; write student numbers on the surface of an inflated beach ball, toss the ball to any student and whatever number is touched by the student's thumb is the one who is called on to respond.