NEW YORK STATE EDUCATION DEPARTMENT
MIDDLE LEVEL CAREER AND TECHNICAL EDUCATION

COMMUNICATION AND INTERPERSONAL RELATIONSHIPS THEME
MODULE

UPDATED JUNE 2023

MODULE DESCRIPTION

This module introduces students to the importance of developing effective communication and interpersonal relationship skills to enhance interactions with others in home, school, community, and workplace situations. Skills related to inter-age and peer relationships, conflict prevention and management, and workplace-specific communication will also be examined.

GUIDING QUESTION

What communication and interpersonal skills can enhance an individual's ability to develop caring, respectful, effective relationships within the home, school, community, and workplace?

MODULE CONTENT

1. COMMUNICATION

Students will:

a. Examine the roles and functions of communication in home, school, community, and workplace settings
b. Describe types of communication (e.g., oral, verbal, nonverbal, digital)
c. Examine communication styles and their effects on relationships
d. Determine ways that communication skill deficits can adversely affect relationships
e. Understand the role of communication skills in establishing cooperation, compromise, and collaboration in relationships
f. Understand the role of communication skills in establishing cooperation, compromise, and collaboration in relationships
g. Demonstrate personal development of communication skills through practice of these skills in a variety of classroom applications

2. LISTENING

Students will:

a. List and describe barriers to effective communication in home, school, community, and workplace settings
b. Distinguish between hearing and listening
c. Show understanding of active listening and feedback techniques
d. Demonstrate personal development of listening skills through practice of these skills in a variety of classroom applications

3. WORKPLACE COMMUNICATION

Students will:

    a. List the similarities and differences between personal and workplace communication and the uses of technology in each
    b. Describe ways effective communication promotes workplace efficiency
    c. Examine a variety of types of reports required of workers in a variety of careers
    d. Describe the role of observation in the development of work reports
    e. Explain how to give and receive accurate reports in a variety of formats
    f. Demonstrate effective communication skills in a group setting to accomplish a task

4. RELATIONSHIPS

Students will:

    a. Define the term "relationship"
    b. Analyze the functions and expectations of various types of relationships and how they may change over time
    c. Examine processes for building and maintaining relationships
    d. Explain the impact of personal standards and codes of conduct on relationships
    e. Demonstrate and practice behaviors that promote healthy relationships through a variety of classroom applications

5. PEER RELATIONSHIPS

Students will:

    a. Define the term "peer"
    b. Discuss the characteristics of peer relationships that make them different from relationships with those in other stages of the lifespan
    c. Describe how self-esteem and self-image impact peer relationships
    d. Analyze the influence of peers on personal development, choices, and relationships
    e. Explain how individuals can assert personal choices within a peer group structure
    f. Identify and practice ways the individual can have a positive impact on peers through a variety of classroom applications

6. CONFLICT PREVENTION AND MANAGEMENT

Students will:

    a. Assess personal strengths and weaknesses and ways they influence relationships
    b. List and describe factors that contribute to healthy and unhealthy relationships
    c. Research conflict prevention and management techniques
    d. Explore how similarities and differences among people affect conflict prevention and management

e. Investigate stress management strategies that are appropriate for home, school, community, and work settings
f. Contribute to a classroom environment that encourages respect for the ideas, perspectives, and contributions of all

7. CAREERS IN THE COMMUNICATION AND HUMAN SERVICES FIELD

Students will:

a. Investigate knowledge, skills, and practices needed for a career in the communications and human services fields
b. Analyze career paths within the communications and human services fields
c. Evaluate personal skills, abilities, and interests for employment in the communications and human services fields

ILLUSTRATIVE ACTIVITIES BY CTE CONTENT AREA

AGRICULTURAL EDUCATION

ELEVATOR SPEECHES
Students work in small groups to prepare and present short "elevator speeches" describing FFA. Each group will have a separate aspect of FFA about which to communicate, such as leadership, awards, service projects and competitive events. Have class members take notes on the speeches and report on what they have heard. Evaluate the accuracy and completeness of the reports.

BUSINESS AND MARKETING EDUCATION

PERSONAL VS. BUSINESS CALLS
Discuss the similarities and differences between personal and business telephone communications with the whole class. In pairs, students create and present role-plays of either personal or business telephone calls. Class members list ways those conversing used effective or ineffective techniques and suggest ways to improve. Pairs incorporate class suggestions into a second presentation of their call.

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY

COMMUNICATION SCENARIOS
Given various communications scenarios, students will determine and demonstrate the most articulate and safe way to communicate to the chosen group while ensuring privacy using best practices. Students will then explain to their class the reasoning behind the method of communication that they chose.

FAMILY AND CONSUMER SCIENCES EDUCATION

FACT CHECKING

Students choose an article from a popular source (one that aims to inform a wide array of readers about issues of interest using an informal tone and scope) to learn about a peer group relationship issue, such as bullying or safe use of social media. Students list key claims presented in the article. Students conduct a "fact check" using a scholarly source on the same issue. Discuss the similarities and differences in the manner and accuracy of information from the two sources.

HEALTH SCIENCES EDUCATION

RELAY TELECOMMUNICATIONS

Research the field of Relay Telecommunications, a communication service that connects individuals who are deaf, hard of hearing, deaf-blind or have difficulty speaking to people who use standard telephones. Roleplay a variety of 7-1-1 relay call types available to match the different needs of clients. Call types might include Voice Carry Over, Hearing Carry Over, Speech-to-Speech, and Captioned Telephone. Discuss guidelines for effective communication with visually or hearing-impaired clients or patients.

TECHNOLOGY EDUCATION

ADVERTISING TECHNOLOGICAL INNOVATIONS

Develop a basic website that advertises a new product or technological innovation. Include pictures and text that identify the features of the product or innovation. Create links to different pages in the website and to outside links where the user can learn more.

TRADE AND TECHNICAL EDUCATION

PREPARING WORK ORDER FORMS

Prepare a work order form and set of cards with work requests on each (e.g., car inspection, oil change, and tire rotation; meal order for several coworkers; multi-process grooming appointment). Divide students into pairs. Partner one draws a work request card and communicates the work request. Partner two listens without speaking, and completes the work order form. Compare the work order to the work request form. Discuss effective and ineffective communication and listening techniques used by each partner.

STANDARDS ADDRESSED

NEW YORK STATE CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS) STANDARDS

Intermediate Level
        Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings

Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace

COMMON CAREER TECHNICAL CORE STANDARDS

Career Ready Practices

1. Act as a responsible and contributing citizen and employee
2. Apply appropriate and academic and technical skills
4. Communicate clearly and effectively and with reason
8. Utilize critical thinking to make sense of problems and persevere in solving them
9. Model integrity, ethical leadership, and effective management
10. Plan education and career paths aligned to personal goals
11. Use technology to enhance productivity
12. Work productively in teams while using cultural global competence

CONTENT AREA STANDARDS

NATIONAL AGRICULTURAL EDUCATION STANDARDS

https://thecouncil.ffa.org/afnr/

CRP.04 Communicate clearly, effectively, and with reason

CRP.09 Model integrity, ethical leadership, and effective management

CRP.12 Work productively in teams while using cultural/global competence

Note: National Agricultural Education Standards CRP .01-.12 coincide with Common Career Technical Core Standards

NATIONAL BUSINESS EDUCATION STANDARDS

https://nbea.org/general/custom.asp?page=BusinessEdStandards

Communication

I. Foundations of Communication Achievement Standard

Communicate in a clear, complete, concise, correct, and courteous manner on personal and professional levels

II. Societal Communication Achievement Standard

Apply basic social communication skills in personal and professional situations

III. Workplace Communication Achievement Standard

Incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively with various business constituencies

IV. Technological Communication Achievement Standard

Use technology to enhance the effectiveness of communication

NATIONAL FAMILY AND CONSUMER SCIENCES STANDARDS

http://www.leadfcsed.org/national-standards.html

13.0   Interpersonal Relationships
13.1   Analyze functions and expectations of various types of relationships
13.2   Analyze personal needs and characteristics and their effects on interpersonal relationships
13.3   Demonstrate communication skills that contribute to positive relationships
13.4   Evaluate effective conflict management techniques
13.5   Demonstrate teamwork and leadership skills in the family, workplace, and community
13.6   Demonstrate standards that guide behavior in interpersonal relationships

NATIONAL CONSORTIUM FOR HEALTH SCIENCE EDUCATION

https://www.healthscienceconsortium.org/national-health-science-standards/

Foundation Standard 2: Communications
        Demonstrate methods of delivering and obtaining information while communicating effectively
        2.1   Concepts of Effective Communication
        2.11   Model verbal and nonverbal communication
        2.12   Identify common barriers to communication
        2.13   Identify the differences between subjective and objective information
        2.14   Interpret elements of communication using basic sender-receiver-message-feedback model
        2.15   Practice speaking and active listening skills
        2.16   Modify communication to meet the needs of the patient/client and be appropriate to the situation
        2.3   Written Communication
                2.31   Utilize proper elements of written and electronic communication
                2.32   Prepare examples of technical, informative, and creative writing

ITEEA STANDARDS

https://www.iteea.org/stel.aspx

The Designed World
17.   Students will develop an understanding of and be able to select and use information and communication technologies
        H.   Information and communication systems allow information to be transferred from human to human, human to machine, and machine to machine
        I.   Communication systems are made up of a source, encoder, transmitter, receiver, decoder, and destination
        J.   The design of a message is influenced by such factors as the intended audience, medium, purpose, and nature of the message
        K.   The use of symbols, measurements, and drawings promotes clear communication by providing a common language to express ideas

USDOE EMPLOYABILITY SKILLS

http://cte.ed.gov/employability skills/

> Applied Knowledge: Applied Academic Skills, Critical Thinking Skills
>> The thoughtful integration of academic knowledge and technical skills put to practical use
>
> Effective Relationships: Interpersonal Skills, Personal Qualities
>> The skills that enable individuals to interact effectively with clients, coworkers, and supervisors
>
> Workplace Skills: Resource Management, Information Use, Communication Skills,
> Systems Thinking, Technology Use the skills employees need to successfully perform work tasks

RESOURCES

NEW YORK STATE EDUCATION DEPARTMENT

NEXT GENERATION ENGLISH LANGUAGE ARTS LEARNING STANDARDS

http://www.nysed.gov/common/nysed/files/introduction-to-the-nys-english-language-arts-standards.pdf

Every student needs to develop spoken and written communication competencies to interact in diverse ways with diverse audiences. Developing communications competencies is essential in today's literacy- and knowledge-based society and economy.

EDUCATIONAL DESIGN AND TECHNOLOGY: INTERNET SAFETY AND CYBERBULLYING

http://www.nysed.gov/edtech

Internet safety refers to the countless issues facing students due to the widespread use of the Internet, including the need to keep children and all users safe while online. Incidents of discrimination and harassment can begin or spread online. Therefore, schools and districts can examine policies to ensure safe and responsible Internet use by students and teachers, when technology is used for teaching and learning.

UNITED STATES DEPARTMENT OF LABOR OFFICE OF DISABILITY EMPLOYMENT POLICY (ODEP) "SKILLS TO PAY THE BILLS: MASTERING SOFT SKILLS FOR WORKPLACE SUCCESS"

https://www.dol.gov/agencies/odep/program-areas/individuals/youth/transition/soft-skills
Materials were developed by ODEP to teach workforce readiness skills to youth including youth with disabilities. The program is comprised of modular, hands-on engaging activities that focus on six key skill

areas: communication, enthusiasm, attitude, teamwork, networking, problem solving and critical thinking, and professionalism.

NEW YORK CHAMBERS OF COMMERCE

http://www.officialusa.com/stateguides/chambers/newyork.html

The purpose of each New York Chamber of Commerce is to assist small businesses and enhance economic growth of the surrounding area. Chambers of Commerce provide local businesses with an opportunity to network with other businesses in the area by working together and coordinating events. New York Chambers of Commerce also provide local region and community information for visitors and new residents.

THE COLLEGE BOARD

https://bigfuture.collegeboard.org/get-started

This interactive college and career planning website provides details on several career pathways related to career clusters. Educational requirements are included on this site.

CAREER AND TECHNICAL EDUCATION TECHNICAL ASSISTANCE CENTER OF NEW YORK (CTE TAC)

http://nyctecenter.org/

The Career and Technical Education Technical Assistance Center (CTE TAC) operates under a state contract to assist the New York State Education Department (NYSED) in carrying out its mission of improving the quality, access, and delivery of career and technical education through research-based methods and strategies resulting in broader CTE opportunities for all students.