



Classroom Communication

INSTRUCTOR / EDUCATOR PROGRAM - Unit 7

Applies to: Instructor / Educator

Suggested time: 3 hours (theory and practice)

How to use this plan: The lines under "Say" are scripted word for word so every class hears the same information - read them aloud. *Italic in brackets is what you do.* The jade "Teaching move" names the method; the "Students" line is their involvement.

Learning Objectives

By the end of this lesson, students will be able to:

- Use verbal and nonverbal communication effectively when teaching.
- Give clear instructions and feedback.
- Use questioning and active listening to engage learners.
- Handle difficult conversations professionally.

Materials and Equipment

- SGS chapter slide deck, projector, and whiteboard
- Communication handout and role-play scenario cards
- Student-educator workbook

Key Terms

verbal communication, nonverbal communication, clear instructions, open-ended question, active listening, constructive feedback, tone, difficult conversation.

Lesson Sequence

1. Opening Hook - 10 min

Teaching move: Teaching is communication.

SAY (read aloud):

You can know your craft cold, but if you cannot communicate it, your students will not learn it. Teaching IS communication - clear, warm, two-way. The best educators are not the most knowledgeable; they are the ones who can make it land. Today we sharpen how you communicate in the classroom.

- **Students:** name a teacher who explained things clearly, and how.

2. Verbal and Nonverbal - 20 min

Teaching move: Both channels matter.

SAY (read aloud):

Communication runs on two channels. Verbal is your words, your pace, and your tone - clear, jargon-free, encouraging. Nonverbal is your face, posture, eye contact, and energy. Students read your nonverbals constantly; a bored or impatient face teaches more than your words. Match warm, confident nonverbals to clear words and students lean in.



- **Students:** name one nonverbal signal that engages a class.

3. Clear Instructions and Questioning - 25 min

Teaching move: Direct and engage.

SAY (read aloud):

Two skills drive a class. First, clear instructions: give one step at a time, check for understanding, and confirm before moving on - confused students go quiet, not loud. Second, questioning: open-ended questions - 'what would happen if...' - make students think, and wait time gives them room to answer. You teach by asking as much as by telling.

- **Students:** turn a yes-or-no question into an open-ended one.

4. Feedback and Difficult Conversations - 20 min

Teaching move: Constructive and respectful.

SAY (read aloud):

Feedback is how students grow, so make it constructive: specific, timely, focused on the work, and balanced - what is working and what to improve. And sometimes you must have a hard conversation about behavior or performance; you handle it privately, calmly, and with respect, listening first. Even tough feedback, given with care, builds trust.

- **Students:** give an example of constructive feedback on a haircut.

5. Activity, Check, and Recap - 25 min

Teaching move: Role-play and recall.

SAY (read aloud):

Role-play giving feedback or a difficult conversation from a scenario card. Quick check: confused students get louder or quieter? *[Pause.]* Quieter - so you check for understanding. Is feedback best public or private? *[Pause.]* Private for corrections. To recap: use clear verbal and warm nonverbal communication, give clear instructions, ask open questions, and deliver feedback constructively and privately.

- **Students:** role-play a feedback conversation and debrief.

Assessment

- Performance: a feedback/difficult-conversation role-play.
- Written: quiz on classroom communication.
- Verbal: participation in the role-plays.

Assignment

Read Classroom Communication and complete the workbook. Practice giving constructive feedback on a peer's work.

Instructor Notes and Safety

Model warm, clear communication.

Connect to Communicating for Success in the building blocks.