

High School Communication Checklist

Listening

I can use different listening strategies depending on the situation:

- Teacher instruction
- One-on-one teacher or peer discussion
- Small group communication
- Class discussion
- An oral presentation
- An interview

I can adapt my listening behavior to keep my attention focused:

- Focus my gaze on the speaker
- Provide verbal and nonverbal feedback like nodding, clapping, taking notes, answering questions when asked, interjecting when appropriate, providing relevant comments, asking clarifying questions

I can use different listening strategies to interpret information:

- Ask clarifying questions
- Ask probing questions to gain insight and consider other perspectives
- Paraphrase information
- Process information and ideas by drawing pictures, using graphic organizers, and taking notes
- Respond with elaboration using details, examples, and facts

Speaking

I can use language that is appropriate to the situation:

- Select language that is respectful of others' feelings and rights
- Choose language that builds relationships (supportive, encouraging, constructive)
- Choose language to influence others (persuade, correct, or disagree).
- Adjust language to the situation depending on the purpose, role, or age of the people I'm communicating with

Working with Others

I can show respect for others ideas':

- Express myself while considering others by not interrupting the speaker, allowing pause time before speaking, asking for feedback/input from others, not dominating the conversation, using turn taking techniques, attending to variations in each

speakers pause time, pace, volume/intensity, and body language.

- Respond to indirect and direct indications that others need clarification by reading confusion on someones' face and then providing examples, or illustrating or expanding on a response
- Refute others in non-hurtful ways by disagreeing with ideas and not people

I can contribute in a group setting:

- Assist conversations by expressing and asking for comments or opinions by asking questions like, What do you think? How would you do it? Do you agree with that?
- Support the groups progress by suggesting solutions and checking for group understanding through brainstorming, problem solving, compromising, and building consensus
- Evaluate group members' and my own interactions and work and adjust to help in the groups' success

Presenting

I can plan for an effective oral presentation:

- Plan a presentation for a specific purpose (e.g., to entertain, inform, explain, persuade).
- Select the most relevant information from multiple resources to appeal to the interest and background knowledge of the audience.
- Organize and structure the presentation to help the audience understand by thinking about the process and procedure, chronological order, problem and solution
- Use details, examples, anecdotes, or experiences to enhance the message.
- Use technology, visual aids, equipment, props, artifacts, or drawings to enhance the message

I can deliver an effective oral presentation:

- Practice and use feedback to improve my presentation and develop confidence.
- Speak with expression changing my volume, delivery, and pace to keep my audience engaged.
- Use posture, body language, and gestures to heighten and emphasize message.
- Use correct grammar to complement the message.
- Use casual versus formal language depending on audience like peer-to-peer or small group versus large group

- Use language that is engaging to my audience and addresses the purpose (precise language, action verbs, sensory details).
- Use notes and outlines rather than a script