

ORAL COMMUNICATION IN CONTEXT

Activity Sheets

(First Quarter)

Department of Education

June 2016

Table of Contents

Week	Activities	
1	Day 1: General Assembly	<ol style="list-style-type: none"> 1. Orientation on the vision, mission, and goals of DepEd 2. Orientation on the vision, mission, goals, programs, thrusts, and policies of the school 3. Tour to the school offices and facilities 4. Communication of course expectations
	Day 2: <i>Grade Level</i>	<ol style="list-style-type: none"> 1. Discussion on <i>Child Protection Policy</i> 2. Discussion on <i>Gender and Development</i>
	Day 3: <i>Class Level</i>	<ol style="list-style-type: none"> 1. Overview of the K12 Program 2. Benefits of taking the following tracks : <ul style="list-style-type: none"> - College - Employment - Entrepreneurship
	Day 4	Commitment of the students for the academic year
2	Classroom Orientation	<ol style="list-style-type: none"> 1. Subject Orientation 2. Expectations from the students, teachers, school, and curriculum 3. Classroom Policies <ul style="list-style-type: none"> - Grading System - Attendance - Rules and Regulations - Course Requirements
3		<ol style="list-style-type: none"> 1. Overview of the content of the first quarter as an Introduction to the subject 2. Agreement: advance reading on the subjects

Week	Contents	Learning Competencies	Pages	Code
6 hours (1 week, 2 days)	Nature and Elements of Communication	✚ Define communication	1-3	EN11/12OC-la-1
	1. Definition of communication	✚ Explain the nature and process of communication		EN11/12OC-la-2
	2. The Process of Communication	✚ Differentiate the various models of communication		EN11/12OC-la-3
	3. Communication Models	✚ Distinguish the unique features of one communication process from the other		EN11/12OC-la-4
	4. Five Elements of Communication	✚ Explain communication breakdown		EN11/12OC-la-5
	5. Verbal and Non-Verbal Communication	✚ Use various strategies to avoid communication breakdown		EN11/12OC-la-6
	6. Effective Communication Skills	✚ Demonstrate sensitivity to the sociocultural dimension of communication situation with focus on		EN11/12OC-la-7
	7. Intercultural Communication	a. culture		EN11/12OC-la-7.1
	b. gender	EN11/12OC-la-7.2		
	c. age	EN11/12OC-la-7.3		
	d. social status	EN11/12OC-la-7.4		
	e. religion	EN11/12OC-la-7.5		

<p>16 hours (4 weeks)</p>	<p>Functions of Communication</p> <ol style="list-style-type: none"> 1. Regulation or Control 2. Social Interaction 3. Motivation 4. Information 5. Emotional Expression 	<ul style="list-style-type: none"> ✚ Discuss the functions of communication ✚ Identify the speaker's purpose(s) ✚ Watch and listen to sample oral communication activities ✚ Use verbal and nonverbal cues that each speaker uses to achieve communication purpose ✚ Comprehend various kinds of oral texts ✚ Identify strategies used by each speaker to convey ideas effectively ✚ Evaluate the effectiveness of an oral communication activity 	<p>4-5</p>	<p>EN11/12OC-lbe-8</p> <p>EN11/12OC-lbe-9</p> <p>EN11/12OC-lbe-10</p> <p>EN11/12OC-lbe-11</p> <p>EN11/12OC-lbe-12</p> <p>EN11/12OC-lbe-13</p> <p>EN11/12OC-lbe-14</p>
<p>20 hours (5 weeks)</p>	<p>Communicative Competence Strategies In Various Speech Situations</p> <p>A. Types of Speech Context</p> <ol style="list-style-type: none"> 1. Intrapersonal 2. Interpersonal <ol style="list-style-type: none"> a. Dyad b. 2 Small group 3. Public <p>B. Types of Speech Style</p> <ol style="list-style-type: none"> 1. Intimate 	<ul style="list-style-type: none"> ✚ Identify the various types of speech context ✚ Exhibit appropriate verbal and nonverbal behavior in a given speech context ✚ Distinguish types of speech style ✚ Identify social 	<p>6-11</p>	<p>EN11/12OC-lfj-15</p> <p>EN11/12OC-lfj-16</p> <p>EN11/12OC-lfj-17</p> <p>EN11/12OC-</p>

	<p>2. Casual 3. Consultative 4. Formal 5. Frozen</p> <p>C. Types of Speech Act 1. Locution (Utterance) 2. Illocution (Intention) 3. Perlocution (Response)</p>	<p>situations in which each speech style is appropriate to use</p> <ul style="list-style-type: none"> ✚ Observe the appropriate language forms in using a particular speech style ✚ Respond appropriately and effectively to a speech act ✚ Engage in a communicative situation using acceptable, polite and meaningful communicative strategies 	<p>Ifj-18</p> <p>EN11/12OC-Ifj-19</p> <p>EN11/12OC-Ifj-20</p> <p>EN11/12OC-Ilab-21</p>
<p>16 hours (4 weeks)</p>	<p>D. Types of Communicative Strategies</p> <p>1. Nomination 2. Restriction 3. Turn-taking 4. Topic control 5. Topic shifting 6. Repair 7. Termination</p>	<ul style="list-style-type: none"> ✚ Explain speech context shift, speech style, speech act and communicative strategy anchored on the following: <ul style="list-style-type: none"> a. Language form b. Duration of interaction c. Relationship of speaker d. Role and responsibilities of the speaker e. Message f. Delivery 	<p>EN11/12OC-Ilab-22</p> <p>EN11/12OC-Ilab-22.1</p> <p>EN11/12OC-Ilab-22.2</p> <p>EN11/12OC-Ilab-22.3</p> <p>EN11/12OC-Ilab-22.4</p> <p>EN11/12OC-Ilab-22.5</p> <p>EN11/12OC-Ilab-22.6</p>
<p>30 hours (7 ½ weeks)</p>	<p>Types of Speeches</p> <p>A. According to Purpose</p> <p>a. Expository or Informative Speech</p> <p>b. Persuasive Speech</p>	<ul style="list-style-type: none"> ✚ Distinguish types of speeches ✚ Use principles of effective speech delivery in different contexts 	<p>EN11/12OC-Ilcj-23</p> <p>EN11/12OC-Ilcj-24</p>

	<p>B. According to Delivery</p> <ul style="list-style-type: none"> a. Reading from a manuscript b. Memorized Speech c. Impromptu Speech d. Extemporaneous Speech <p>C. Principles of Speech Writing</p> <ul style="list-style-type: none"> a. Choosing the Topic b. Analyzing the Audience c. Sourcing the Information d. Outlining and Organizing Speech Content <p>D. Principles of Speech Delivery</p>	<p>✚ Use principles of effective speech writing focusing on</p> <ul style="list-style-type: none"> a. Audience profile b. Logical organization c. Duration d. Word choice e. Grammatical correctness <p>✚ Use principles of effective speech delivery focusing on</p> <ul style="list-style-type: none"> a. Articulation b. Modulation c. Stage Presence d. Facial Expressions, Gestures and Movements e. Rapport 	<p>EN11/12OC- IIcj-25</p> <p>EN11/12OC- IIcj-25.1</p> <p>EN11/12OC- IIcj-25.2</p> <p>EN11/12OC- IIcj-25.3</p> <p>EN11/12OC- IIcj-25.4</p> <p>EN11/12OC- IIcj-25.5</p> <p>EN11/12OC- IIcj-26</p> <p>EN11/12OC- IIcj-26.1</p> <p>EN11/12OC- IIcj-26.2</p> <p>EN11/12OC- IIcj-26.3</p> <p>EN11/12OC- IIcj-26.4</p> <p>EN11/12OC- IIcj-26.5</p>
--	---	---	---

NATURE AND ELEMENTS OF COMMUNICATION

6 hours (1 week and 2 days)

ACTIVITY 1

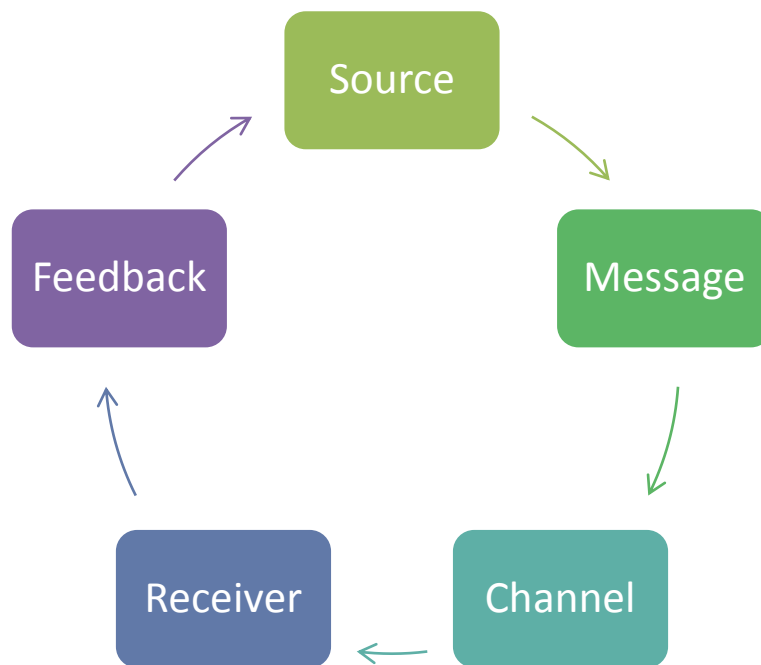
Choose an object inside the classroom to which you can compare communication. Be creative with your answer.

ACTIVITY 2

Write an essay about the definition and nature of communication based from the discussed communication theories. Use a word count limit between 10-300 words.

ACTIVITY 3

Describe the process of communication by identifying the role of its components.

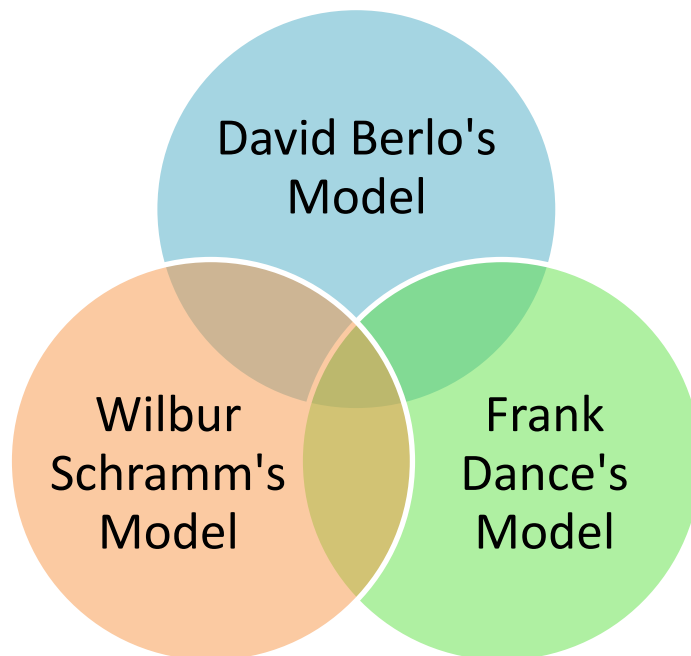


ACTIVITY 4

Form a group with 10 members. The teacher gives a message to the first person in the group which will be relayed up to the last person in line who will write the relayed answer on the board. The discussion about the topic, *Communication Breakdown* shall follow after the activity.

ACTIVITY 5

Compare and contrast the following models of communication using the expanded venn diagram below. Highlight the strengths and weaknesses of each model.



ACTIVITY 6

Form a group with 5 members then choose one member who has a good acting prowess. The chosen member shall act-out the word written on a sheet of paper which will be provided by the teacher while the other members try to guess within one minute.

ACTIVITY 7

List down 20 types of non-verbal communication commonly used by Filipinos. List down their meaning in the second column.

Non-Verbal Communication	Meaning or Context

ACTIVITY 8

Imagine that you are tasked to be a speaker in front of a group of indigenous women. Your goal is to successfully explain to them the advantages of going through a comprehensive medical exam through your speech. You will be graded according to the following scoring rubric.

Content and Creativity - 15 points	
Appropriateness of Message to the Level of Audience - 10 points	
Political Correctness of Language - 15 points	

FUNCTIONS OF COMMUNICATION

16 hours (4 weeks)

ACTIVITY 1

The teacher reads several samples of speeches and the students will determine the speaker's purpose as: regulate or control, motivate, inform, express emotions or interact.

NOTE: This activity shall be done twice - before and after the discussion of the functions of communication.

ACTIVITY 2

The teacher will show the class a 5 minute speech (preferably on topics regarding education, social issues, or politics). The students, after watching the video, will answer the following questions.

1. What is the main idea of the speech?
2. Is the speaker stating an opinion or a fact? Explain your answer.
3. What is the purpose of the speaker in delivering the speech? Substantiate your answer.
4. Does the speaker effectively share his thoughts with the audience?

ACTIVITY 3

The students will watch an excerpt of the video of Ninoy Aquino's speech in Los Angeles before he traveled back in the Philippines and list down as much non-verbal cues as they can. The students shall also determine how those non-verbal cues aided the speaker. Answers shall be reflected on a table similar to what is shown below:

Non-Verbal Cue	How They Aided The Speaker

ACTIVITY 4

Develop a short speech using the following situations:

- ❖ You are a guidance counselor in a public school and you are consoling a group of students who are emotionally struggling.
- ❖ You are the coach of the school's basketball team and you are motivating your players after a big loss.
- ❖ You are the CEO of the company and you are reprimanding your employees for tardiness while maintaining your composure.
- ❖ You volunteered as a social worker in a depressed community and you are explaining the benefits of family planning to members of the community.

NOTE: The teacher may modify the given situations mentioned above.

ACTIVITY 5

The class will be divided into two groups for a debate activity based on the topics below:

- ❖ Use of contraceptives
- ❖ Death penalty
- ❖ Same-sex marriage

NOTE: The teacher decides and facilitates his or her chosen debate type. A discussion about speech strategies shall follow the debate activity.

COMMUNICATIVE COMPETENCE: STRATEGIES IN VARIOUS SPEECH SITUATIONS

20 ours (5 weeks)

ACTIVITY 1

Put a check on the blank beside the correct answer.

Source: Online worksheets retrieved from www.study.com

1. Which one of the following is not an example of intrapersonal communication?
 Sending a text message to a friend
 Talking to yourself
 Writing a reminder note to yourself
 Thinking about a problem you need to solve
2. Which one of the following is not an example of intrapersonal communication?
 Thinking about a problem you need to solve
 Talking to yourself
 Writing a reminder note to yourself
 Sending a text message to a friend
3. Group communication involves a different set of skills than interpersonal communication because
 in a group, one sender has many different receivers to take into account.
 in a group, one receiver has many different senders to take into account.
 groups, by definition, contain more than two people.
 group communication is more important than interpersonal communication.

ACTIVITY 2

Compare and contrast the following terms:

1. Intrapersonal and Interpersonal Communication
2. Dyadic and Group Communication
3. Group and Public Communication

ACTIVITY 3

The Johari Window

Source: Online exercise on Johari Window retrieved from www.executive-velocity.com

1. The teacher will introduce and discuss the Johari Window.
2. Each student will receive a copy of "Johari Window Adjectives List."
3. The person receiving insights will choose 12 adjectives that best describe themselves. The other students will each choose 8 adjectives that best describe the individual receiving insights.
4. Each student will reveal one adjective they feel represents the individual being assessed. Ask the individual if the adjective was on the list; if it is, place it in the OPEN box and if it isn't, place it in the BLIND BOX. Continue around the group one by one until there has been at least 10 OPEN adjectives listed.
5. The individual is then asked to reveal any remaining adjectives that have not yet been identified by participants. It may be that an individual identified the adjective but the sharing process ended before they shared the adjective. If this happens, add it to the OPEN list. If no one has an adjective that the individual reveals then it should be placed in the HIDDEN box.
6. After all the documentation has been completed, some questions to ask the participant can include:
 - What were the biggest surprises to you regarding the Blind Spots?
 - Which adjectives may be helpful to you since you now know others' perceptions and observations?
 - What Hidden adjectives would you like to show more often to your team members? What would be the first step you could take to move in this direction?

ACTIVITY 4

Individual Activity on the Johari Window

Source: Online exercise retrieved from www.executive-velocity.com

The process would be to collect the adjective lists from the students and work individually with the person being assessed to develop the matrix and explore the questions. Communication of feedback shall be done based on what they have learned from the process.

ACTIVITY 5

Group Activity

Source: Survival Group Activity retrieved from: file:///C:/Users/DepEd/Downloads/Group_exercises.pdf

The class will be divided into five groups. Each has 30 minutes from now to complete the following task. The group has found themselves in a perilous situation. There is a long list of items that can be used to aid their survival but they can only take a small number of these items with them which the teacher shall specify. The task is to decide, as a group, which items to take. One member of the group should write the list of chosen items on the flip chart provided by the end of the allocated time. The teacher will assess each group's performance.

SITUATION:

On your way back from a holiday in South America, your shuttle flight to the airport is forced to make an emergency landing in a small clearing in the Brazilian rainforest. You and your fellow passengers have only sustained minor injuries but the plane has broken into pieces and the communication equipment has been destroyed in the impact.

Before the plane crashed the pilot had reported a problem with one of the engines so there is a good chance that the authorities will start looking for you when you fail to arrive at your destination. However, the rainforest is very dense and it will take days to reach the edge of it on foot. You cannot remain where you are as there is a danger that the airplane fuel will catch fire. On searching through the wreckage and the remains of your suitcases you find the items listed below. The group is unable to carry more than 7 items from this list (items containing more than one object still count as one item).

- A guide to South American plant species
- 3 elastic luggage straps
- 6 frozen airline meals
- 4 blankets from the plane
- A pack of 24 anti-malaria tablets
- A 3 meter square piece of opaque plastic sheeting
- Tourist map of Brazil
- 2 large bottles of factor 12 sunscreen
- Mobile phone with GPS, fully charged
- 1 liter bottle of the local alcoholic spirit
- 3 boxes of chocolate chip cookies
- 4 current paperback novels
- First aid box
- Compass
- Flare gun with one fire
- A Swiss Army knife
- A book of matches from the hotel

ACTIVITY 6

IN-CLASS DECLAMATION CONTEST

Individual Activity

Each student will pick a poem or speech to deliver in front of the class. Both the teacher and the fellow classmates will grade the speaker based on the following rubric:

Speech Rubric

Adapted from Dan Rooney

Speaker's name: _____ Evaluator: _____

Criterion	Rating	Rating	Rating	Rating	Score
	Excellent	Good	Satisfactory	Needs Improvement	
Corresponding Points	10-9	9-8	8-7	7-6	
Introduction	Gets audience attention, clearly identifies topic, establishes credibility and previews the main points	Meets any three of the four criteria	Meets any two of the four criteria	Meets only one of the four criteria	
Body	Main points are clear well supported, and sources are documented	Main points are somewhat clear, some support, and some documentation	Main points need clarity and support lack of sources and documentation	Main points are unclear, unsupported and have no sources or documentation	
Conclusion	Reviews main points, brings a memorable closure	Reviews main points, brings closure	Brings closure	Does not bring closure leading to a hanging speech	
Eye Contact	Eye contact with audience virtually all the time except for considerable	Eye contact with audience less than 80% of the time	Eye contact with audience less than 75% of the time	Little or no eye contact	

	brief glances				
Use of Language	Use of language contributes to effectiveness of the speech, and vocalized pauses (um uh er etc.) not distracting	Use of language does not have negative impact, and vocalized pauses (um uh er etc.) not distracting	Use of language causes potential confusion, and/or vocalized pauses (um uh er etc.) are distracting	Use of language is inappropriate	
Body language	Body language, gestures, and facial expressions adds greatly to the message	Body language, gestures, and facial expressions compliment message	Body language, facial expressions and gestures lack variety and spontaneity	Body language, gestures, and facial expressions are lacking or inappropriate	
Clarity	Speaks clearly and distinctly all the time with no mispronounced words	Speaks clearly and distinctly nearly all the time with no more than one mispronounced word	Speaks clearly and distinctly most of the time with no more than two mispronounced words	Often mumbles or can not be understood with more than three mispronounced words	
Topic is specific, follows assignment Adapted to audience	Topic is specific, appropriate and adapted	Topic is clear appropriate and somewhat adapted	Topic lacks clarity and focus needs adapting to audience	No specific purpose-- inappropriate for audience or occasion	
Visual Aids	Visual aids well chosen and presented	Minor problems with visual aids	Significant problems with visual aids	No visual aids	
Time	Within allotted time	Within 10% of allotted time	Within 20% of allotted time	Not within 20% of allotted time	

ACTIVITY 7

Individual Activity on Situational Analysis

Look for a clip from a local or international TV show which showcases at least one of the types of speech style. Determine the appropriateness of the speech style to the communicative situation.

ACTIVITY 8

ROLE PLAY

Group Activity

Form groups of five then create a communicative situation which displays the use of at least one of the types of speech style.

ACTIVITY 9

Individual Activity in Speech Writing and Delivery

Choose one of the following speech types below then write a speech anchored on your choice. Your work shall be delivered in front of an audience:

- Expository or Informative Speech
- Persuasive Speech
- Entertainment Speech