

**Communication and Ethics Module**  
**Weekly Plan of Activities**

## **Week 1 Day 1 – Module Plan for Communication & Ethics**

**By:** Trea StormHunter

**Module Description:** Boreal Homebuilding - Personal Development – Day one

**Over Arching understanding** - Discuss the concept of communication as a process.

**Essential Question** - What makes communication effective?

What are the available communication tools to complete a task?

How do I communicate with others?

**Knowledge & Skill content** - Discuss the concept of communication as a process.

Identify ways to improve communication skills.

Demonstrate positive communication through active listening.

Understand how to communicate professionally

**Intents:**

*What do you plan to accomplish?*

Workers in any job setting need to improve their oral communication skills. Empathy among workers affects how well each person communicates. Participants will learn that what they say is very important in being able to work effectively with others in the workplace or classroom. This will help productivity in the workplace or classroom and help the participants move closer to resolving conflict with others.

*Why is this important learning?*

This learning is important because interpersonal skills and cooperation with others is key to become a successful employee.

**Resources:**

Large flip chart with essential questions

Small binders for participants

Blank paper

Pens and Pencils

Deck of Cards

Nonverbal Communication PPT

**Daily Classroom Activities:**

<b>Day 1</b>	<b>Instructor ACTIVITY</b>	<b>Participant ACTIVITY</b>	<b>EVALUATION</b>
<b>3 hours</b>			
Instructor <i>Hook:</i> 10 mins	Introduction: Instructor writes the word “COMMUNUCATION” on the board (or flipchart) and asks participants how they would define communication.	Participants engage in brainstorming different ways and ideas about communication.	Participants brainstorm different ideas about communication.
10 mins	Culminating Activity: <b>Activity #1</b> Participants define empathy and communication and discuss how the two influence each other.	Listening and understanding the information being presented, and to introduce the participant to the group.	Participants introduce their partner to the group.
20 mins	Culminating Activity: <b>Activity #2</b> – Instructor introduces communication in more detail (see activity 2) reviews the different types of communication.	Participants listen carefully and follow the instructions given by the instructor	Participants are involved in listening and answering questions and sharing knowledge.
20 mins	<b>Activity #3 Listen, Interpret, Draw – Partner Activity</b>	Participants work together in pairs and follow the instructions	Participants should conclude in their discussions that effective communication requires cooperation, honest listening, clear instructions, respect for one another, clarifying questions, proper feedback, and openness to divergent opinions.
20 mins	Debrief the activity with the following questions: Which exercise was more difficult and why? Discuss what they learned about the need for effective communication		
15 mins	COFFEE BREAK	COFFEE BREAK	COFFEE BREAK
10 mins	Activity (USE PPT Available) <b>Activity # 4</b> What is nonverbal communication? Review Activity #4 material and ensure a solid introduction	Participants listen carefully and follow the instructions given by the instructor	Participants are involved in listening and answering questions and sharing knowledge.

	into nonverbal communication.		
10 mins	<b>Activity #5</b> (Nonverbal PPT required) This activity begins on PPT Slides 12 – 21 What are my nonverbal cues in this picture?	Participants are answering the questions on each picture	Participants understand how to read nonverbal cues.
15 mins	<b>Activity #6</b> – Self Reflection journaling about how the participant assess their own communication style.	Participants are engaged in the classroom activity.	Participants answer questions in their learning journal
5 mins	<b>Activity #7</b> Slides 24 -32 Eye contact and distance – Instructor lectures on the slides related to eye contact and distance.	Participants are engaged in the lecture.	Participants understand what personal distance means for them.
5 mins	What is my Bubble? Fun activity to demonstrate distance	Participants engage in “Personal Bubble Activity.	Participants learn about their own personal space boundary.
20 mins	<b>Activity #8</b> Slides 34-52 Touch and Symbols Instructor reviews touch and symbol slides to ensure participants further understand nonverbal communication.	Participants are engaged in the lecture.	Participants understand the importance of healthy touch and symbols
15 mins	<b>Activity #9 Slide 49</b> What Traditional Symbols have meaning for the participants Show slides 50-52 for the participants to discuss the Indigenous symbols on those slides.	Participants work together to brain storm Traditional Symbols and then review symbols on PPT slides 50-52 and share the meaning of the symbols.	Participants engage in the symbol discussion.
10 mins	<b>Activity #10-</b> Journal Reflection on Nonverbal Communication Activity	Understand the expectations around maintain and update learning journal.	Participants write in their journal.

5 mins	<p>Take 10 minutes and write down what your highlight for communication is today. Explain in your own terms what nonverbal communication is: Why is it important to be aware of your nonverbal communication and others nonverbal communication?"</p> <p>Activity Wrap up and answer any questions from the group.</p>	Understanding what makes a safe place to learn and feel comfortable asking questions.	Ask questions
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**Extensions:**

- Can be used in the morning or at the end of class for the learning journal piece.
- Sharing circles can be used as a transition between lessons or as an opening and closing for each module.
- Can be used to explore traditional Indigenous knowledge and how to incorporate to western ideologies.

**Instructor Notes:**

1. **What was the highlight of the day?**
2. **Did the participants engage in all the activities?**
3. **Were the participants engaged in their learning?**
4. **Any other comments?**

## **Week 2 Day 2 – Module Plan Communication & Ethics**

**By:** Trea StormHunter

**Module Description:** Boreal Homebuilding - Personal Development Day Two

**Over Arching understanding** – The ways to professionally communicate with others in the workplace.

**Essential Question** - What are the available communication tools to complete a task?

How do I communicate with others?

**Knowledge & Skill content** - Identify common defense mechanisms.

Discuss the concept of professional communication.

Recognize and understand how defense mechanisms are both positive and negative.

Understand how to communicate professionally.

**Intents:**

*What do you plan to accomplish?*

Participants will understand pressure situations and they are best handled by maintaining control of your emotions and selecting positive defense mechanisms (those that don't hurt yourself or others). The situations presented will include: family, community and work-related situations. The students will also continue to demonstrate an awareness of the reflective writing process.

*Why is this important learning?*

This learning is important because it helps the participants to focus on their own behaviours and to identify and respond more positively to external situations.

**Resources:**

Large flip chart with essential questions

Small binders for participants (from previous class)

Communication Style - Retrieved from:

<https://www.gadfcs.org/admin/.../files/Communication%20Styles%20Assessment.doc>

**Daily Classroom Activities:**

<b>Day 1</b> <b>3 hours</b>	<b>Instructor ACTIVITY</b>	<b>Participant ACTIVITY</b>	<b>EVALUATION</b>
Instructor  10 mins	Introduction:  Instructor to ask participants about the previous day. What is communication? How do people communicate with each other? What is nonverbal communication? What are examples of nonverbal communication? Do people communicate more verbally or nonverbally?	Participants are engaged in the opening discussion and able to respond to Instructor questions.	Participants respond correctly to the Instructor's questions and are able to remember the previous days lesson.  Participants introduce their partner to the group.
20 mins	Culminating Activity: <b>Activity #1</b> Instructor Lecture Oral Communication Listening Skills	Participants are engaged in the discussion	Participants understand the importance of Oral Communication, Listening Skills and Telephone Skills.
10 mins	<b>Activity #2</b> Communication Style Assessment Participant Hand-out Instructor to help participants with words they may not understand.	Participants complete the Communication Style Assessment (page 1)	Participants score and review their communication style.
20 mins	<b>Activity #3</b> Instructor groups participants according to their Communication Style. Each group records all of the positive things and how their style is effective and functions best. Each group will present their flipchart Poster.	Participants review the areas related to the POSITIVE ways their communication style is highlighted.	Participants are involved in the positive communication style presentation.
20 mins	<b>Activity #4</b> Each group presents the negative aspects of their style and when they are least effective.	Participants review the areas related to the NEGATIVE ways their communication style is highlighted.	Participants are involved in the negative way their communication style works.

	Each group records all of the negative things and how their style is not effective. Each group will present their flipchart Poster.		
15 mins	COFFEE BREAK	COFFEE BREAK	COFFEE BREAK
15 mins	Activity <b>Activity # 5</b> Each group presents the MISSING SKILLS of their style and how they can be motivated. Each group records their missing skills on a flip chart, Each group will present their flipchart Poster. (NOTE: Encourage participants to write at least 2 strategies of their own that are not listed).	Participants review their missing skills and write down effective motivation strategies.	Participants are involved in finding positive ways to motivate them to overcome their “Missing Skills”.
60 mins	Activity (PPT included for instructor) <b>Activity # 6 –Defense Mechanisms Hand out</b> Throughout the PPT, there are activities the participants will engage in individually and as a large group	Participants are engaged in the learning process of defense mechanisms	Participants are able to identify their defense mechanisms.
10 mins	<b>Activity #7 - Journaling</b> Participants are asked to complete their daily Journal entry.	Listening and following through with their journal entry.	Participant journal entry is complete.
5 mins	Wrap up and answer any questions from the group.	Participants engage in the final discussion	Participants ask questions

**Extensions:**

- Can be used in the morning or at the end of class for the learning journal piece.
- Sharing circles can be used as a transition between lessons or as an opening and closing for each module.



- Can be used to explore traditional Indigenous knowledge and how to incorporate to western ideologies.

**Instructor Notes:**

- 1. What was the highlight of the day?**
- 2. Did the participants engage in all the activities?**
- 3. Were the participants engaged in their learning?**
- 4. Did they understand how to use their communication style more positively in the workplace?**
- 5. Did the participants understand defense mechanisms?**
- 6. Any other comments?**

## **Module Plan for Communication & Ethics**

**By:** Trea StormHunter

**Module Description:** Boreal Homebuilding - Personal Development Day Three

**Over Arching understanding –**

The role of traditional Indigenous ethics and how these ethics-maintained balance in the family, community and leadership.

The role of western ethics and how they fit into Indigenous knowledge.

**Essential Question** - Why is having values and beliefs important and how can we form them independently? To what degree do ethics guide my behaviour? What Indigenous values are specific to the communication process?

**Knowledge & Skill content** - Identify the importance of ethics and define professional ethics.  
Understand how their ethics affect their behaviour and communication style.

**Intents:**

*What do you plan to accomplish?*

Participants will collaborate together and discuss the importance of ethics for both western and Indigenous people. How do ethics guide our behaviour in both the personal and professional sectors? The students will also continue to demonstrate an awareness of the reflective writing process.

*Why is this important learning?*

Within the global community understanding multi-cultural ethics and behaviours is key to adapting in the age of diversity.

**Resources:**

Large flip chart with essential questions

Small binders for participants (from previous class)

Ethics Instructor PowerPoint (slides 1-24)

Learning Journals

Pens and Pencils

**Daily Classroom Activities:**

<b>Day 1</b> <b>3 hours</b>	<b>Instructor ACTIVITY</b>	<b>Participant ACTIVITY</b>	<b>EVALUATION</b>
Instructor  15 mins	Introduction:  Instructor to review the previous day and check to see if the participants were able to complete their Defense Mechanism homework. Review the answer sheet together and discuss any areas that were unclear.	Answer any outstanding questions regarding defense mechanisms (including homework)	Participants ask questions and complete the homework worksheet.  Completed worksheet
10 Mins	Culminating Activity: (Instructor PPT) <b>Activity #1 Instructor introduces the term Ethics</b> Asks participants to brainstorm the question What are ethics?	Participants complete engage in group discussion	Participants understand what ethics are.
10 mins	Instructor introduces the term Morality and Moral Relativism. Moral Consistency – (slide 6) Large Group Discussion.	Participants share their ideas with the larger group	Participants understand moral consistency
10 mins	<b>Activity #2 – Values</b> (slide 6) Class discussion – Can you choose three values that are universal for all humans?	Participants brainstorm three universal values	Participants understand shared values
10 mins	Self-interest and selfish (Slide 7) Class discussion Humans are always selfish, no matter where they live. Agree or disagree?	Participants discuss this statement and share their opinion.	Participants understand selfishness and self-interest.
5 mins	Class Discussion – (slide 8) Are the richest nations in the world home to the happiest people in the world?	Participants discuss this question and share their opinion.	Participants reflect on if being rich means being happy.
25 mins	Culminating Activity: Slides 9-10)	Participants work in small groups and decide as a group	Participants engage in ethical dilemma discussion.

10 mins	<b>Activity #3</b> (hand out) Ethical Dilemmas Dilemma A – Group 1 Dilemma B – Group 2	what they would do in either Dilemma A or Dilemma B	
15 mins	COFFEE BREAK	COFFEE BREAK	COFFEE BREAK
15 mins	<b>Activity # 4</b> (slide 11) Small Group Reflection – Ethical Dilemma	Participants work together and discuss an ethical dilemma that have personally encountered.	Participants share one of their personal dilemmas with the large group
10 mins	<b>Activity # 5 – (slides 12-19) 16 Working Principles hand out –</b> Instructor reviews 16 working principles – answers questions	Participants ask questions for clarification and give examples in their community relating to the 16 working principles.	Participants understand the definition of each working principle.
30 mins	<b>Group Consensus Activity (slide 20)</b> Order 16 Principles from most important to least important for their community <b>Debrief Activity with the group</b>	Participants work together in a healthy debate/discussion.  Participants vocalize what their struggles were during the activity.	Participants show respect, listening skills and communication skills.  Participants understand that not everyone agrees but can still work together positively.
30 mins	<b>Activity #6 – IQ Principles Hand out</b> Instructor reviews the IQ Principles with the participants. Ask for examples from participants	Participants engage in the class discussion.	Participants understand IQ principles in their community.
10 mins	<b>Activity # 7 Journaling (slide 24)</b> Participants are asked to complete their daily Journal entry with a specific question to answer related to employment.	Listening and following through with their journal entry.	Participant journal entry is complete.
5 mins	Wrap up and answer any questions from the group.	comfortable asking questions.	Participants ask questions

**Extensions:**

- Can be used in the morning or at the end of class for the learning journal piece.

- Sharing circles can be used as a transition between lessons or as an opening and closing for each module.
- Can be used to explore traditional Indigenous knowledge and how to incorporate to western ideologies.

**Instructor Notes:**

**How did the participants respond to the day of assessment taking?**

**Were you able to keep the day strength based focused?**

**What was the highlight of the day?**

**Any other comments?**

## **Module Plan for Communication & Ethics**

**By:** Trea StormHunter

**Module Description:** Boreal Homebuilding - Personal Development - Day Four

**Over Arching understanding –**

The role of traditional Indigenous ethics and how these ethics-maintained balance in the family, community and leadership.

The role of western ethics and how they fit into Indigenous knowledge.

**Essential Question** - Why is having values and beliefs important and how can we form them independently? To what degree do ethics guide my behaviour? What Indigenous values are specific to the communication process?

**Knowledge & Skill content** - Identify the importance of ethics and define professional ethics.

**Intents:**

*What do you plan to accomplish?*

Participants will watch a movie to understand and discuss the importance of ethics for both western and Indigenous people. How do ethics guide our behaviour in both the personal and professional worlds? The students will also continue to demonstrate an awareness for the reflective writing process.

*Why is this important learning?*

The participants have the ability to transfer information from one situation and apply it to their own circumstance. The Arctic is becoming an active exploration interest throughout the globe and being able to advocate for their traditional principles in the era of corporate greed is essential to maintaining the Arctic's Integrity.

**Resources:**

Large flip chart with essential questions

Small binders for participants (from previous class)

Participant Journals

Movie – Avatar

Avatar Video Reflection Worksheet

**Daily Classroom Activities:**

<b>Day 1</b>	<b>Instructor ACTIVITY</b>	<b>Participant ACTIVITY</b>	<b>EVALUATION</b>
<b>3 hours</b>			
Instructor	Introduction:		
15 mins	Instructor to review the previous day and check to see if the participants have any questions about Ethics and Ethical Behavior.	Answer any outstanding questions regarding defense mechanisms (including homework)	Participants ask questions and complete the homework worksheet.  Completed worksheet
45 Mins	Culminating Activity: <b>Activity #1 Movie The Indian Act</b>		
15 Mins	COFFEE BREAK	COFFEE BREAK	COFFEE BREAK
30 Mins	Activity #2 – Reflection Video Worksheet Debrief the video with large group using the Video Reflection Worksheet	Listening and watching the video and completing the video worksheet.  Participants to engage in conversation and share ideas from their worksheet	Participants to engage in conversation and share ideas from their worksheet or write down other participant ideas of interest.  Participants complete worksheet.
30 Mins	<b>Activity #3 – Debate/Respectful For or Against the Indian Act Ethical Considerations Moral Considerations Healthy Communication</b>	Participants are divided into 2 groups. Engage in a thoughtful and respectful debate about the Indian Act	Participants engage in respectful opposing views debate.
10 mins	<b>Activity #6 - Journaling</b> Participants are asked to complete their daily Journal entry with a specific question to answer related to the Avatar Movie	Listening and following through with their journal entry.	Participant journal entry is complete.
5 mins	Wrap up and answer any questions from the group.	Participants engage in seeking clarification before they leave,	Participants ask questions

**Extensions:**

- Can be used in the morning or at the end of class for the learning journal piece.
- Sharing circles can be used as a transition between lessons or as an opening and closing for each module.
- Can be used to explore traditional Indigenous knowledge and how to incorporate to western ideologies.

**Instructor Notes:**

**How did the participants respond to the movie Avatar?**

**Were the participants able to make connections from their Indigenous Principles and Modern technology?**

**What was the highlight of the day?**

**Any other comments?**