

## Speaking and Listening Assessment Project Lesson Plans

# Interpersonal Communication

This is intended as the second unit in a high school level communication course and is designed to help students understand the importance of interpersonal communication.

**Probable Length:** One to two weeks of standard class periods

**Illinois State Goals/Standards Covered:** ELA Goal 4, Standard B, Benchmark 4B4d.  
ELA Goal 4, Standard B, Benchmark 4B5d.  
ELA Goal 4, Standard A, Benchmark 4A4b.

**Knowledge Objectives:** After this unit students should know how to:

1. Define Interpersonal Communication
2. Define the stages of interpersonal relationships
3. Discuss interpersonal needs
4. Discuss influences of cultural environments on interpersonal communication
5. Define self-concept, perception and self-disclosure.
6. Recognize the five types of destructive patterns of communication

**Behavior Objectives:** After this unit students should be able to:

1. Demonstrate factors that bring communicators together and break them apart
2. Illustrate ways to become a more effective interpersonal communicator
3. Demonstrate communication rules and violations
4. Explain how perceptions affect a variety of communication instances.
5. Visually display how stereotyping is apparent in the media

**Content:**

\*All items should be included in the portfolio established in the Fundamentals of Communication Unit.

Icebreaker to promote interpersonal communications amongst the students

**Student activity: Find someone who...**

A. Define Interpersonal Communication

1. It is a people process rather than language process and is concerned with the relational as well as the content of message of communication.

a. **Bridge to student activity: Notebook**

## B. Interpersonal Communication Model

1. see end of unit plan for resources for obtaining a diagram
2. parts of the model include: self-competence, message competence, role competence, interpretive competence, and goal competence.

C. Establishing Identity- Our perceptions of how others see us influences our self-concept. Our self-concept determines our behavior. Our behavior in turn influences the actions of others toward us. These actions influence our perceptions of how others see us.

1. Perceptions of self
  - a. How you perceive yourself intellectually, socially and physically
  - b. How you would like to be
  - c. How you believe others perceive you
  - d. How others actually perceive you
  - e. **Bridge to student activity: Self Concept Poster**

2. Perceptions of others
  - a. How we select, organize, interpret the stimuli we gain through our sense into a meaningful picture of others around us. Perceptions are the basis of our communication.
  - b. **Bridge to student activity: Photo Perceptions**

3. Self disclosure- information you reveal about yourself that others are unlikely to discover from other sources.
  - a. make sure disclosures are appropriate to the topic at hand and fit the flow of the conversation
  - b. begin with safe, non-risky disclosures
  - c. disclose in small doses
  - d. match the level and amount of the other's disclosure
  - e. remember that style of disclosure is as important as substance
  - f. reserve important disclosures for significant, ongoing relationships
  - g. **Bridge to student activity: Self Disclosure Bag**

## 4. Stereotyping

**Bridge to student activity: The Opposite Sex**

**Bridge to student activity: Commercial**

Assigned now, due at the end of unit.

## D. Interaction Stages in Interpersonal Relationships: Knapp's Staircase

1. Coming Together
  - a. Initiating- first meeting with another, attempt to appear pleasant and likeable

- b. Experimenting- discovering the unknown, limited commitment, appears casual
  - c. Integrating- intensification of intimacy, close friends, disclosure increases
  - d. Bonding- personalities fuse together, close commitment
2. Coming Apart
- a. Differentiating- become distinct in personality, “we” becomes “I”, fighting occurs
  - b. Circumscribing- stray from “touchy” subjects, will put on social public performances
  - c. Stagnating- closed off communication, messages unpleasant and distant
  - d. Avoiding- cut off communication, outside conflicts to avoid contact with partner increase
  - e. Terminating- relationship is ended
3. **Bridge to student activity: Staircase Paper**

#### E. Interpersonal Needs

- 1. Inclusion- need for social interaction and acceptance
- 2. Control- need for occasional control and dominance
- 3. Affection- to like and to be liked by others
  - a. **Bridge to student activity: Labels**

#### F. What Brings People Together?

- 1. Impulse to receive stimulation- communication to receive excitement or variety
- 2. Impulse to express experiences- communication to relate instances to others
- 3. Impulse to assert oneself- communication to develop control and measure social impact
- 4. Impulse to enhance enjoyment of certain activities- communication to experience events with others to provide further entertainment

#### G. Important Factors in Determining Attraction

- 1. Reward or Punishment- liking those who like them vs. “the best I can get”
- 2. Near or Far- close, extensive contact vs. absent, minimal contact
- 3. Similarity or Dissimilarity- “birds of a feather flock together” vs. “opposites attract”
- 4. Beauty or Beast- perceived positive physical attractiveness vs perceived negative physical attractiveness

#### H. Define Communication Rules

- 1. A followable prescription that indicates what communication behavior or range of communication behavior is obligatory, preferred, or prohibited in certain social situations

2. Violations of communication rules: communication norms that are broken result in rejection, frustration, puzzled or disapproving looks, avoidance, or reprimands.
  - a. **Bridge to student activity: Norm Violations**

#### I. Intimate Relationships

1. Provide self fulfillment- satisfies affection, self-esteem, security, freedom and equality needs
2. Initiates self- surrender- evaluations change from, “what does it mean to me?” to “what does it mean to him/her?”
3. Commitment to a joint identity- the bond between two people through relationship commitment, future plans, marriage, and common activities.

#### J. Destructive Patterns of Communication

1. Helpful-Critical patterns
2. Active-Passive patterns
3. Aggressive-Evasive patterns
4. Dominating-Submissive patterns
5. Certain-Provisional patterns
6. **Bridge to student activity: IP Dialogue**

#### K. Being an Effective Interpersonal Communicator

1. Knowledge-know what to communicate and how to communicate it
2. Experiences-observe and participate in a variety of interactions
3. Motivation-cultivate a desire to understand communication with others
4. Attitudes-contribute positively to communication efforts
5. Communicating effectively together
  - a. Be flexible
  - b. Talk
  - c. Respond
  - d. Attend to the important
6. Final Notebook assignment due

**Assessment:** Students will have a greater understanding of interpersonal communication and its components.

They will be able to utilize these concepts within interpersonal relationships of their own.

Students will be able to identify the role that interpersonal communication plays in their lives and provide clear examples of their experiences

#### **Resources:**

Knapp, Mark, L., & Vangelisti, Anita, L. (1996). *Interpersonal Communication and Human Relationships* (3rd ed.). Needham Heights, MA: Simon & Schuster.

Trenholm, Sarah, & Jensen, Arthur (1992). *Interpersonal Communication* (2nd ed.). Belmont, CA: Wadsworth, Inc.