

Corrections Staff and Offender Communication

Instructional Design Plan

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Objective 2: Using a role play, demonstrate how to effectively communicate with each communication style.

<b>Design Sequence</b>	<b>Description</b>	<b>Objective(s)</b>	<b>Time</b>	<b>Instructional Strategy</b>	<b>Media (Technology, Worksheets, etc.)</b>
Gain Attention	Pre-instructional Strategy	2	2 mins.	Everybody communicates differently. This can be hard for some people since they do not understand why a person is talking like they are. Understanding the different styles in which people communicate can help an interaction be positive instead of negative.	Lecture
Inform Learners of Objectives	Pre-instructional Strategy	2	1 min.	In this section we will be learning about the different communication styles and the characteristics associated with each style. This will help each of us learn how to identify the different styles and be able to interact with each style.	Slide
Stimulate Recall of Prior Learning	Pre-instructional Strategy	2	1 min.	We have already identified our own communication style. We found that not all of us communicate the same way. Some of us are passive, some of us are assertive. Let's start to look and find out more about our own styles and the style of others.	Slide
Present Stimulus Material	Initial Presentation	2	10 mins.	Each communication style has a different characteristics that make them unique. There are four different communication styles. The first is passive. Passive communicators avoid expressing opinions and feelings. They feel they are protecting their rights and trying to meet their needs. To spot a passive communicator look at their verbal and non-verbal cues. They have poor eye	Slides

				<p>contact, a slumped body posture, and they speak softly or apologetically.</p> <p>Aggressive communicators tend to be verbally and/or physically abusive. They have a low tolerance for frustration. They tend to use humiliation and interrupt frequently. They criticize or use blame to attack others. You can also identify an aggressive communicator by noticing their eyes. They have piercing eyes and tend to be bad listeners.</p> <p>Passive-aggressive is the next style. These communicators are passive on the surface, but are usually acting out of anger in a subtle way. They are alienated from others and feel incapable of handling issues directly. They are undermining. They can be seen muttering to themselves instead of confronting a person or issue.</p> <p>Lastly we have assertive communicators. These people clearly state their feelings. They advocate for themselves. They are clear, appropriate, and respectful when speaking. They maintain control of their emotions. They speak with a clam and clear tone. They can maintain good eye contact and are good listeners.</p>	
Provide Learner Guidance	Initial Presentation	2	15 mins.	<p>Break the learners into four equal groups. Give each group a slip of paper with a different communication style. Be sure to not share the communication style with the rest of the class. Have each group prepare a role play to show how a positive interaction can occur with their given style. Help each group as needed.</p>	Paper, pen

Elicit Performance	Generative Strategy	2	20 mins.	Have each group present their role plays to the class. At the end of each role play the class will identify what communication style was presented.	Materials as the groups may need
Provide Feedback	Generative Strategy	2		Let the group know how they did and review any suggestions you have to better communicate with the style.	
Assess Performance	Post-Instructional	2	20 mins.	After each group performs and the communication style is identified, ask the class to explain how they knew it was that style. Have the class identify the specific parts of the performance that helped them to come to their conclusion. Provide guidance as needed and let the group know how they did.	
Enhance Retention and Transfer	Post-Instructional	2	3 mins.	Communicating between each style can be difficult sometimes. It is sometimes difficult because you communicate differently and sometimes it is difficult or frustrating because you communicate the same way. When you get in a situation where an interaction may not be going so well think of how the other person has been communicating and about your own style. With thinking about this, you can help to redirect the situation and try to communicate with their style instead of being conflicting.	Lecture

Objective 3: Through a group activity, analyze the different tones of voice and body language and apply them to different scenarios.

<b>Design Sequence</b>	<b>Description</b>	<b>Objective(s)</b>	<b>Time</b>	<b>Instructional Strategy</b>	<b>Media (Technology, Worksheets, etc.)</b>
Gain Attention	Pre-instructional Strategy	3	4 mins.	Tell the story of an interaction with an offender. The offender was using an unemotional tone but you took it as them being disrespectful. You then proceeded to tell him you would not tolerate that type of attitude and sent him back to his cell to lock down for the remainder of shift. This caused the offender to get upset as they had not done anything wrong and led to the offender creating a disturbance and being sent to restrictive housing. Had you known about the different tones of voice you would have been able to avoid this negative outcome.	
Inform Learners of Objectives	Pre-instructional Strategy	3	1 min	In this section we will learn about the different tones of voice and how to identify them. We will also cover proper body language and body positioning	Slide show
Stimulate Recall of Prior Learning	Pre-instructional Strategy	3	10 mins.	Have each learner think of a time where the tone of voice either they or the offender were using changed the conversation. For example, you were having a bad day and had an attitude with an offender who was only trying to be casual and ask how you were doing. This made the offender upset and led to him having a loud argument with someone in the wing, causing a situation. Have some learners share their examples.	

<p>Present Stimulus Material</p>	<p>Initial Presentation</p>	<p>3</p>	<p>25 mins.</p>	<p>Serious means speaking with importance; should be serious when a task needs completed or situation is of importance. Professional means being courteous, no profanity; should occur in every interaction. Casual means speaking like you would with a friend; use when having general conversations. Respectful means being courteous, polite; should always occur. Irreverent means being disrespectful; should never occur. Enthusiastic is having a sense of excitement, being congratulatory; use when they share an accomplishment, complete a task correctly. Unemotional is not showing if you're happy, sad, mad, etc; remain unemotional when dealing with issues such as reading violations, offender becoming disrespectful to you. Calm is having an even tone, not showing many emotions; should always remain calm so you remain in control. Body language tells people more about you than your words. It can show if you are paying attention and interested in the conversation or just ready for it to end. Proper body language to show you are listening includes having arms uncrossed so you do not appear closed-off, using an open stance to show you are welcoming to the conversation, sitting on the edge of your seat, maintaining eye contact to show you are listening. Body positioning is important in corrections so you are ready in case a conversation goes badly. You</p>	<p>Slides  In-class demonstrations of tones of voice  Pictures showing different examples of body language.  Illustrations of body positioning</p>
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				should stay open, but not putting yourself in risk of danger. Be aware of the offender’s body position and their whole body so you are fully aware of the situation.	
Provide Learner Guidance	Initial Presentation	3	12 mins.	Split the class into four groups. Have each group read their assigned scenario. Have each group work to identify the tones of voice used by each character and the body language cues in their scenario. Have them come up with what tone should have been used and what they would change about the body language so a positive outcome occurs.	Written scenario
Elicit Performance	Generative Strategy	3	15 mins.	Have each group present their scenario and share what tones of voice they identified and the body language cues. Have each group tell what they would change about the scenario (tone of voice, body language/positioning).	Verbal presentation by groups
Provide Feedback	Generative Strategy	3	10 mins.	Guide the groups to any information they may have missed. Allow the other learners to provide suggestions on the scenario if they see a different option.	
Assess Performance	Post-Instructional	3	7 mins.	Ask the learners to tell you what they have learned about tones of voice. Have this as an open-ended question to allow the learners to guide the discussion.	Discussion

				<p>Ask the learners to share what they learned about body language and body positioning. Again keep this as an open-ended question.</p> <p>Ask the learners how they will use this knowledge in their everyday interactions with offenders.</p>	
Enhance Retention and Transfer	Post-Instructional	3	3 mins.	<p>It is important to be aware of the tones of voice, body language, and body positioning because having this knowledge can help to:</p> <ul style="list-style-type: none"> <li>• de-escalate a situation</li> <li>• aid in reentry efforts by helping the offender have more positive interactions</li> <li>• keep a situation from escalating</li> <li>• being ready in case a situation does arise</li> <li>• improving your overall work experience.</li> </ul>	Slide