

Corrections Staff and Offender Communication

Instructional Strategy and Sequencing

Rebecca Patterson

Trevecca Nazarene University

**Objectives in Sequenced Order**

<b>Objectives</b>	<b>Domain</b>	<b>Level</b>	<b>Content Structure</b>	<b>Performance</b>
Upon completing an assessment, determine your personal communication style preference using the information provided.	Cognitive	Evaluation	Concept	Recall
Using a role play, demonstrate how to effectively communicate with each communication style.	Cognitive	Application	Interpersonal	Application
Through a group activity, analyze the different tones of voice and body language and apply them to different scenarios.	Cognitive	Analysis; Application	Interpersonal	Application
After completing the unit, the learner will be able to correctly assess a situation and how to properly interact with the offender.	Affective	Organizing	Attitude	Recall Application

**Instructional Strategies**

Objective 1

Upon completing an assessment, determine your personal communication style preference using the information provided. (*Concept/Recall*)

**Initial Presentation:** First, present the name and describe the characteristics of each communication style. Next, demonstrate how to interact with each style by using volunteers.

Lastly, explain the importance of understanding the different communication styles.

**Generative Strategy:** Have each learner complete a self-assessment to determine their communication style. Given examples, identify the communication style in different scenarios.

### Objective 3

Through a group activity, analyze the different tones of voice and body language and apply them to different scenarios. (*Interpersonal/Application*)

**Initial Presentation:** Present the different tones of voice, their meanings, and when to use each tone. Next discuss why body language is important and how it can effect different situations.

Next, describe how to monitor an offender's body language and whole body and describe scenarios to show why this is important for corrections staff (e.g. watching offender's hands as they are talking). Lastly, describe body positioning in corrections and demonstrate the importance of being open so they do not put themselves in danger.

**Generative Strategy:** Break the class into groups and give each group a scenario. Have each group determine the tone of voice being used in each scenario and identify the body language components.