

Lesson Plan

Micro Lesson Video Link: <https://www.youtube.com/watch?v=mwQSEbeJkeg>

Business/Materials	Lesson Objectives
<ul style="list-style-type: none"> • Shared digital screen (Zoom) • UI • Digital annotation tools • Visuals for business meeting context (icons, images from slides) • Scripts for scenarios 	<p><u>SWBAT:</u></p> <ul style="list-style-type: none"> • Identify and understand 2-3 key phrases for politely interrupting, disagreeing, and seeking clarification. • Practice using appropriate intonation and stress for phrases for clarifying and polite disagreement. • Employ different listening approaches (gist vs. detail) in simulated business scenarios. • Participate in a role-play using at least two target communication strategies. • Recognize common feelings in business communication and suggest a coping strategy. • Report an increase in confidence in handling these communication situations. • Explain why a chosen phrase is appropriate for a given scenario. • Articulate how one learned phrase can be adapted for a slightly different communication goal.
Warm-up and Objective Discussion	
<p><u>Activities:</u></p> <p>Warm-up (Gain Attention):</p>	

--Introduce topic: Confident Communication in Business (interrupting, disagreeing, clarifying).

--Ask student about a past communication challenge and current confidence level for interrupting politely.

Objective Discussion (Your Communication Toolkit & Why It Matters):

--Clearly present lesson objectives with icons.

--Explain why these skills matter (professional presence, active participation).

--Student reflects on personal relevance of these skills.

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Activities:

Stimulate Recall (Active Listening & Thinking Gears):

--Review active listening (eye contact, nodding, note-taking icons).

--Introduce 'Thinking Gears' analogy (gist vs. detail).

--Discuss consequences of inactive listening in meetings.

Presentation: Scenario 1 - Unclear Instructions (Listening & Speaking Input):

--Present Scenario 1 (Manager's unclear instructions: "synergize deliverables by COB Tuesday...").

--First Listen: Student listens for main problem/general feeling (gist). Discuss.

--Second Listen: Student listens for specific confusing words/phrases (detail). Discuss.

Presentation: Phrases for Clarification & Common Worries:

--Present phrases for clarification (e.g., "Sorry, could you please repeat...", "If I understand correctly...", "Could you please explain what you mean by ____?").

--Explain "Why it works" for each. Model polite tone & rising intonation.

--Address common worry: looking uninformed. Student drills intonation for "Is that right? ".

Presentation: Scenario 2 & Phrases for Polite Disagreement:

--Present Scenario 2 (Colleague's budget cut idea: "cut the entire budget for employee training..."). Student listens for main point/impact.

--Present phrases for polite disagreement (e.g., "I understand your point, but I'm concerned...", "That's an interesting perspective. However...", "I see where you're coming from, although I wonder if...").

--Explain "Why it works" (Sandwich technique). Model softening language, respectful tone. Student drills tone for "I'm concerned that...".

Presentation: Phrases for Polite Interruptions:

--Present phrases for polite interruptions (e.g., "Excuse me, [Name], may I jump in...", "Sorry to interrupt, but I have a quick question...").

--Explain "Why it works." Model brief, apologetic tone and non-verbal cues (hand raise, eye contact).

--Discuss when it's okay to interrupt (crucial clarification, time-sensitive point, natural pause).

--Micro-scenario: Teacher says, "...finalize the budget..." Student practices interrupting about forgotten client feedback.

Guided Practice

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Activities:**Practice: Clarification & Disagreement:**

--Part 1 (Clarification - Scenario 1): Revisit Scenario 1. Student selects clarification phrase, explains choice, practices saying it. Teacher feedback on phrase, intonation, confidence, rationale.

--Part 2 (Disagreement - Scenario 2): Revisit Scenario 2. Student selects disagreement phrase, gives reason, explains choice, practices. Teacher feedback.

Independent Practice☐ R☐ W☐ L☐ S**Activities:****Critical Meeting Role-Play:**

--Set up role-play: Project Manager (Teacher) announces tight deadline and skipping QA. Student (Team Member) needs to clarify and express concern.

--Student self-assesses confidence before role-play.

--Student actively participates, attempting to use target phrases for clarification, disagreement, and interruption. Teacher observes.

Assessment☐ R☐ W☐ L☐ S**Activities:****Feedback & Correction (Role-Play Debrief & Discussing Feelings):**

--Student reflects on role-play experience (feelings, successes, challenges) and confidence post-role-play.

--Teacher provides "Glows & Grows" feedback.

--Discuss feelings (e.g., nervousness) and coping strategies.

--Discuss skill transfer: where else these skills could be useful.

Wrap--up & Extension (Action Plan & Continuing Practice):

--Suggest continued practice: active listening in real meetings, mirror practice of chosen phrase.

--Student identifies one key phrase/skill for weekly focus and writes/states commitment ("My Communication Goal" slide).

--Reiterate congratulations and key takeaway: practice leads to confidence and success.

Welcome!

My name is David Lee Brown

Start Class

Speak Up & Be Heard: Confident Communication in Business



Today, we're tackling those tricky moments in business meetings – like when you need to ask for something to be clearer, politely say you see things differently, or share an important idea when others are talking.









Can you think of a time when clear communication was really important in a work or study situation? What happened? How did you feel? (It's normal to find these situations a bit nerve-wracking! Our goal today is to give you tools to navigate them more smoothly and confidently.)

Before we dive in, on a scale of 1 (not at all) to 5 (very), how confident do you currently feel about interrupting politely in a meeting?

Your Communication Toolkit & Why It Matters



Today, you will be able to:

-  Identify and understand 2-3 key phrases for politely interrupting, disagreeing, and seeking clarification.
-  Practice using appropriate intonation and stress for phrases for clarifying and polite disagreement.
-  Employ different listening approaches (gist vs. detail) in simulated business scenarios.
-  Participate in a role-play using at least two target communication strategies.
-  Recognize common feelings in business communication and suggest a coping strategy.
-  Report an increase in confidence in handling these communication situations.
-  Explain *why* a chosen phrase is appropriate for a given scenario.
-  Articulate how one learned phrase can be adapted for a slightly different communication goal.

"We're focusing on these specific skills – interrupting, disagreeing, clarifying – because they are high-leverage communication tools. Mastering them allows you to be an active, respected participant. This isn't just about English; it's about professional presence."

Navigating Critical Business Communication

[Start Session](#)

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Active Listening & Thinking Gears



"Remember, good communication starts with good listening! Being an active listener means showing you're engaged."

"Sometimes we listen quickly for the main idea – our fast, intuitive 'thinking gear'. Other times, we need careful, analytical listening – our 'deep thinking gear'. We'll practice both today."

What can happen if people *don't* listen actively in a meeting? What are the consequences?

Scenario 1: Unclear Instructions

Instructions: Listen as the scenario is read. We will listen twice with different focuses.



Manager (Teacher reads): "Okay team, for the new project, I need everyone to synergize their deliverables by COB Tuesday and ensure proactive stakeholder engagement. Make it snappy."

"Let's listen to a short scenario. Imagine you're in this meeting."

First Listen: Fast, Intuitive Listening

"Listen for the main problem: Is the manager's instruction clear or unclear? What's the general feeling you get?"

"What made it unclear? Was it the speed, the words...?"

Asking for Clarity: Useful Phrases & Common Worries



Phrases for Clarification

(Listen as these are modeled with polite tone & rising intonation ↗)

- "Sorry, could you please repeat the part about [specific topic]? ↗"
(Why it works: Specific, polite, shows you were listening)
- "If I understand correctly, you're asking us to...? Is that right? ↗"
(Why it works: Shows you're trying to understand, confirms understanding, less direct than saying "I don't understand")
- "Could you please explain what you mean by [confusing term/jargon]? ↗"
(Why it works: Direct but polite way to ask for a definition of a specific term)

"Notice the rising intonation ↗. Let's practice 'Is that right? ↗'"

Common Worry: Looking Uninformed

"A common worry is that asking for clarification makes you look like you weren't listening. But actually, asking a *specific* clarifying question, like 'Could you explain what you mean by COR?' shows you *were* listening and just need one part cleared up. It's much better than guessing and making a mistake!"

Scenario 2 & Phrases for Polite Disagreement



Colleague (Teacher reads): "To save money, I think we should cut the entire budget for employee training this year."

"Listen for the colleague's main point and think about its potential impact."

Phrases for Polite Disagreement

(Listen as these are modeled with softening language, respectful tone ~)

- "I understand your point about saving money, but I'm concerned that cutting training could impact [negative consequence, e.g., employee skills/morale]. ~"
(Why: Acknowledges their point first, then states concern with a reason - often called the "Sandwich technique")
- "That's an interesting perspective. However, have we considered [alternative idea or consequence, e.g., the long-term cost of not training]? ~"
(Why: Validates their idea first, then politely offers a different view or question)
- "I see where you're coming from, although I wonder if [potential problem, e.g., we might lose good employees] might arise. ~"
(After: Shows understanding, then gently introduces a potential issue)

Interrupting Politely: When and How



Sometimes, you need to jump into a conversation. Here's how to do it politely.

Phrases for Polite Interruptions

(Observe modeling with brief, apologetic tone, slight hand raise, or making eye contact.)

- "Excuse me, [Person's Name if known], may I jump in for a moment regarding [topic]? ~"
(Why it works: Polite, signals intent, uses name if appropriate)
- "Sorry to interrupt, but I have a quick question/point about that. ~"
(Why it works: Acknowledges interruption, states purpose briefly)

When is it Okay to Interrupt?

- For crucial clarification to prevent a major misunderstanding.

Practice: Clarification & Disagreement

Instructions: Let's apply the phrases we've learned to the scenarios.



Part 1: Asking for Clarification (Scenario 1)

"Let's go back to Scenario 1. The manager said: 'Okay team, for the new project, I need everyone to synergize their deliverables by COB Tuesday and ensure proactive stakeholder engagement. Make it snappy.'"

If you didn't understand 'synergize deliverables,' which phrase for clarification (from Slide 5) would you use? Why that one? What makes it a good choice for that situation? Let's try saying it.

For example, you could start with: "Sorry, could you please explain...?" or "If I understand correctly..."

Part 2: Voicing a Different Viewpoint (Scenario 2)

"Now for Scenario 2. Your colleague said: 'To save money, I think we should cut the entire budget for employee training this year.'"

What's a polite way to express your concern or disagree with this idea (using phrases from Slide 6)? Choose a phrase, think of one reason, and tell me why that phrase is effective here.

For example, you could start with: "I understand your point, but..." or "That's an interesting perspective. However..."

Role-Play: Critical Meeting Moment

Instructions: Prepare to participate in the role-play based on the situation below.



Role-Play Situation: Project Update Meeting

Project Manager (Teacher reads): "Team, the deadline for Project Alpha has been moved up by two weeks. I know it's tight, but we need to make it happen. Everyone will need to work overtime, and we'll have to skip the quality assurance (QA) phase for some components to save time."

Your Role (Team Member):

- You are concerned about skipping QA and the impact this will have on the project's quality.
- You also want to understand the reason for the sudden deadline change.
- **Your Goal:** Use at least one phrase for clarification and one for expressing concern/disagreement politely. You might also need to interrupt if the manager moves on too quickly.

"Alright, before we start, 1-5, how confident are you feeling about handling this situation now?"

Debrief: Learning, Feelings & Skill Transfer



Role-Play Debrief

"How did that role-play feel? What parts went well? What was challenging?"

"And now, after the role-play, on that 1-5 scale, how confident do you feel?"

Teacher's Feedback:

Glows (What went well): [Teacher provides positive feedback]

Grows (Areas to focus on): [Teacher provides constructive feedback]

"What's one phrase you felt good about using, or one you'd like to practice more?"

Discussing Feelings & Strategies

"It's normal to feel a bit nervous. What other feelings can come up? What's one simple strategy that might help?"

Skill Transfer

"These skills... where else could they be useful in your work, studies, or personal life?"

Action Plan: Taking it Forward



Continuing Your Practice

- "This week, try to **actively listen** in one meeting or conversation. Notice a moment where someone clarifies, disagrees, or interrupts. What phrase did they use? How did it sound? Just observe."
- "Also, **practice saying your chosen phrase** from today in front of a mirror."

"Mastering these phrases will make it easier to learn more complex skills like negotiation later on!"

Your Communication Goal

What's **one key phrase or skill** from today that you will consciously practice or observe this week? What's one small step you can take? (You can write this on your 'My Communication Goal' slip.)

My focus for this week will be:

E.g., 'I will practice using 'Could you please explain...' with rising intonation.' or 'I will observe how people interrupt politely in one online meeting.'

Lesson Reflection: Your Feedback Matters



Please take a moment to reflect on today's lesson. Your honest feedback helps in tailoring future sessions to be even more effective. Rate each aspect based on your experience.

Mental Demand

How much mental activity was required (e.g., thinking, deciding, remembering)? Was the lesson easy or demanding, simple or complex?

Low/Easy

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

High/Demanding