



# Transition

T E N N E S S E E

## GET INVOLVED ACTIVITY PLAN

Path: I Want to Continue  
My Education

Lesson: Communication in College

**Learning Target:** Students will be able to identify how to effectively communicate in college environments

**Pre-ETS Connection:** Self-Advocacy and Postsecondary Education Counseling

**Time Recommended:** 60 Minutes

## Transition TN Additional Resources for Instructors

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- [Self-Advocacy: One-Page Profiles](#)
- [Questions Students and Families Can Ask When Applying to College](#)
- [Teacher Tips for Working With Students Attending Inclusive Higher Education Programs](#)
- [Teacher Tips for Working With Students Attending Community Colleges, Colleges of Applied Technology, or Traditional 4-Year Schools](#)
- [Postsecondary Education: Frequently asked Questions](#)

## Materials

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- Computers or tablets if completing activity with technology
- Printed resources as needed (fact sheet, additional resources, rating form, interview and reflection sheet)

## Vocabulary Review

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- Review the suggested vocabulary using the online vocabulary review or print out course vocabulary flashcards.

## Think About

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Ask students these questions to prompt discussion and guide students throughout this activity

- In college, who will you need to communicate with about your needs?
- What is the difference between effective and poor communication?
- Why do you think it is important to communicate effectively when requesting support or accommodations?
- What are the consequences of communicating poorly with your professors when requesting accommodations or support?
- To be a strong self-advocate, should you communicate aggressively, assertively, or passively about your needs?

## Play the Game

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- Instruct students to play the game found on the Get Involved page
- Students can play the game independently, work in small groups, or play as a class



## School-Based Activity

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### **Discuss:**

- Instruct students to examine the fact sheet independently, with a partner, or as a group. After reviewing the fact sheet, use the Think About questions to prompt discussion about communication in college.

### **Explain:**

- Emphasize that being able to communicate effectively in college is key to being a strong self-advocate. It is important that students transitioning into postsecondary education understand the importance of giving and receiving information in an effective manner, especially when communicating about their needs and rights. Emphasize that an effective communicator in a college environment means being positive, reliable, and respectful. Effective communication also involves active listening and being able to follow directions.

### **Practice:**

- Students will open the [Communication Rating Activity](#) on the website or the fillable [Communication Rating Form](#).
- Students will read each communication situation as if they are the college student
- Students will see three response options for the situation and will analyze the responses by rating them as effective or poor examples of communication.
- Students will complete this same process for every situation presented
- Students will answer the reflection questions and will then create their own responses to one of the situations that was presented
- To extend the activity, students can write their own situations and response options and trade with a peer or you can brainstorm and create new situations as a group
- Prompt students to discuss how they think their professor and classmates would perceive them if they always communicated poorly
- Ask students to think about the possible benefits of using appropriate communication

## Community-Based Extension

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**Extend:** Students will interview an employee in the Disability Services Department or someone who works in the Admissions Office at a postsecondary education program in the community

- Download or print the [interview sheet](#) so that students can record the answers from the interview
- Help students to contact and set up informational interview. The interviews can be in-person, via email, over the phone, or virtually
- Students will ask the employee about the importance of effective communication in college
- After students have completed the activity, lead a discussion with the post-interview reflection
- Students can share their results with peers or other adults



## Differentiate

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- Read the content out loud to the students
- Allow students to use audio recordings
- Provide a scribe or someone to type in the answers for the student as they verbally answer the questions
- Download and print the form for students who do not have access to a computer
- If applicable, meet with teacher to ensure any needed vocabulary is inputted into students' Augmented and Alternative Communication (AAC) devices