

Communication



FFA.OH.6.2

Time Needed:

IA – 10 min
 Activity 1 – 20 min
 Activity 2 – 60 min

Materials:

FFA.OH.6.2AS.A – one copy
 Blank paper – one sheet per student

Objectives:

1. Discuss the importance of two-way communication.
2. Demonstrate professional job-seeking skills.

Content Outline

1. Discuss the importance of two-way communication.
2. Demonstrate professional job-seeking skills.
 - a. Select a career field of interest.
 - b. Interview a professional.
 - c. Develop a presentation.

Interest Approach –

1. Play the classic game of “Telephone.”
2. Instruct the students to form a circle around the room.
3. The instructor will start the message.
 - a. Possible messages:
 1. The lazy brown fox jumped over the log by the river.
 2. We saw a random red kite floating in the air by the playground yesterday.
 3. Sam and Janet wished for a million ducks to fill the pond.

4. Each student will whisper the message in the next person’s ear, saying it only once.
5. The last person to receive the message will say it out loud.
6. For this game to succeed, the message should have little resemblance to the original sentence. Discuss the following questions as a class:
 - a. Did everyone hear the same message?
 - b. What is the difference between hearing and understanding?
 - c. Do you think the message would have been transferred better if the sender would have been able to repeat the message?

Activity 1 –

1. Ask for one volunteer to be the communicator.
2. Once the communicator is selected, give the communicator a copy of FFA.OH.6.2.AS.A.
3. The rest of the class will need to have a blank sheet of paper.
4. The communicator will stand behind the rest of the class and give directions on how to draw the series of shapes.
5. Each member of the class should draw the shapes exactly as the communicator instructs.
6. The students cannot ask questions.
7. Once the activity is complete, ask the following questions:
 - a. Did anyone duplicate the chart?
 - b. Did you think that the directions were clear?
 - c. Who had a different design?
 - d. Did you feel unsure about the diagram?
 - e. How did you feel about not being able to ask questions?
 - f. To the communicator: How did you feel as you explained the diagram?
 - g. How does two-way communication help us in our daily lives?



Activity 2 –

This activity will span over a few days, one for preparing the interviews and one for presentations. The interviews will need to be done on the students' time. Use FFA. OH.6.2.ASSESS to evaluate the presentations.

1. Skills embedded in developing and delivering presentations are transferable to just about every job.
2. Have students select a career field they are interested in researching (or choose one off a list provided by the teacher).
3. Students will do preliminary research and brainstorm different aspects within that career field where group presentations may be necessary or effective.
4. Have students identify specific people within the career field they have chosen.
5. Students can choose one or more of their identified people and conduct either an in-person interview or a phone interview (an e-mail interview may be used as well).
6. Make sure students ask questions about how this individual utilizes group presentations on the job. Have students summarize their findings and present them to the class.
7. In conclusion, discuss the following questions:
 - a. Were you surprised by any of your findings about the career field in general?
 - b. What are the main purposes of the presentations that the people in your career field are generally a part of?
 - c. What skills seem to be important to the people in your career field in order for them to deliver effective presentations?



Name: _____

Date: _____

Class: _____

Indicators	Very strong evidence skill is present 5-4	Moderate evidence skill is present 3-2	Strong evidence skill is not present 1-0	Weight	Total Score
Preparation	• Presenter is able to speak specifically using facts and statistics to support answers.	• Presenter is able to provide opinions and assumptions to support answers.	• Presenter is unable to support the facts.	X 2	
Eye contact	• Maintains good eye contact with the audience at all times.	• Occasionally looks up or at the audience.	• Rarely looks at audience, reads notes the entire time.	X 2	
Enthusiasm	• Demonstrates a strong, positive feeling about topic during presentation.	• Shows little interest in topic presented.	• Shows absolutely no interest in topic presented.	X 2	
				Total:	

