



High School

National FFA Organization

Lesson HS.55

COMPONENTS OF THE COMMUNICATION PROCESS

Unit. Stage Two of Development—WE

Problem Area. How Do I Build Relationships with Others?

Precepts. B2: Interact and work with others.

National Standards. NL-ENG.K-12.12 — Applying Language Skills — Students use spoken, written, and visual language to accomplish their own purposes.

- ☒ **Student Learning Objectives.** As a result of this lesson, the student will ...
- 1 Define three components of quality communication.
 - 2 Identify barriers to verbal and non-verbal communication.
 - 3 Develop a two-minute message relating to agriculture with the three components of quality communication.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Essential Learnings, 2003.

Rickets, Cliff. *Leadership, Personal Development and Career Success Second Edition. United States of America.* Delmar Thomson Learning, 2003.



Tools, Equipment, and Supplies

- ✓ 20 Crazy Communication cards—HS.55.AS.A with each description pasted on an index card
- ✓ 20 index cards
- ✓ 1 copy of HS.55.AS.A
- ✓ HS.55.Assessment—one copy per student
- ✓ HS.55.TM.A—one copy
- ✓ HS.55.TM.B—one copy
- ✓ Writing surface
- ✓ 20 sheets of unlined paper
- ✓ 15 markers



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ Receive
- ▶ Interpret
- ▶ Deliver
- ▶ Verbal
- ▶ Non-verbal



Interest Approach

Crazy Communication Cards: Each card contains words that seem to have no connection. But when you say the words together, they sound out a phrase - i.e. leaf meal own = leave me alone) Students arrive, prepare the Crazy Communication Cards for the activity. Cut them out. Write the answers on the back of the cards. Divide the Crazy Communication cards into piles of five cards each. Once students enter the room, split them into groups of four by counting off around the room. Each group will get five cards.



Now that you are into your groups, I need you to choose the person with the longest hair. That person is the official cardholder for your group throughout this activity.

When I say, “Go,” the cardholder will hold up the cards one at a time. As a team, all of you need to read out loud the words exactly as they appear on the card and figure out the phrase on the card. You will know that you have the correct answer when the person holding the cards puts the card down. Once a team gets the correct answer, move onto the next card. You will have two minutes to Get through all of the cards. Ready? Go!

Time the activity for two minutes. Stop the teams when time is up.





Excellent job! Please take your seats and let's talk about the game that you just played. Tell me what was easier, to listen or to say the words?

Possible answers are: to listen; because if you are saying the words, you cannot hear what they are supposed to sound like



What is the best way to understand what is being said?

Possible answers include: you need to listen to what is being said; you need to understand what is being said by listening to what is going on



Today we are going to discuss how to win the communication game every day, so that our conversations do not end up being mad gabs! We will discover the components that make communication successful as well as the verbal and non-verbal components of communication.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define three components of quality communication.

Activity:

Draw a simple drawing before the class starts. Put this on an overhead transparency or flipchart, but do not reveal the picture until instructed to do so. This activity will be done in pairs. One student will attempt to draw the picture on the transparency using only the verbal descriptions of their partner.



Okay, back on your feet. First, choose a partner. The tallest person on the team will be the describer and the shortest person on the team will be the artist. Artists, get a tear sheet from the pad and find a place to put it on the wall. You are not allowed to speak and you are not allowed to turn around. Describers, stand back to back with your partner. You are not allowed to see the tear sheet. Describers, your task is to describe the picture on the transparency. Artists, you have to draw it. You have three minutes.

Reveal the transparency. Remember the describer is the only person who should be able to see it.



Time three minutes.



Let's have a look at your pictures.

Many of the pictures will not be exactly like the example.



For those of you who were the artists, why was this difficult for you to do. *Possible answers are: because we could not ask questions; we could not look at the picture*

Now to the describers.



Why was this challenging for you to complete.

Possible answers are: because we could not ask questions; we could not look at the picture

Now to the describers.



Why was this challenging for you to complete?

Possible answers include: because we could not look at the picture, we had to do something that was visual through hearing only



Have any of you ever experienced misinterpretation? How did it affect you?

Possible answers include: I have experienced gossip, and it ruined a friendship



Sometimes when we listen to what other people are saying, it does not end up being as clear as we intended it to be. We may send the right signal, but the end result may be misinterpreted.

Let's talk about some ways to make sure you never send the wrong message, and what the receiver hears is exactly what you are saying? Everybody back to your seats. Here are three rules that will help us to avoid this problem. Repeat after me. Deliver. Interpret. Receive.

Students repeat components



Capture these thoughts in your notebook.

- A. **Deliver:** to give the verbal or non-verbal information to someone else
- B. **Interpret:** decoding and understanding the information that is given
- C. **Receive:** to get the verbal or non-verbal information from someone else

Use Motion Moment to review key terms



Objective 2. Identify barriers to verbal and non-verbal communication.

Look at the posture of the students in the room. Choose a student who looks engaged in the lesson and a student who looks distanced from the lesson, based on body language. Use them in the following example.



I know something about how you feel about this class just by looking at you. I can tell if you are enjoying class or wishing you were somewhere else, just by the simple art of observation.

Can anyone tell me whether _____ is enjoying class or wants to be somewhere else? *Enjoying class*

What about _____? Is he/she enjoying class? *No, they look bored.*

What did I observe about you to lead me to those conclusions?

Body language



Copy this information into your notes. There are two types of communication. Those are verbal and non-verbal communication.

I. Two types of communication

A. Verbal spoken communication

1. voice fluctuation, not monotone
2. speed or rate; how fast you talk
3. clarity and articulation

B. Non-verbal body language and expressions

1. hand gestures—not too big
2. feet—not moving too much or too little
3. facial expressions
4. posture
5. eye contact
6. movement



Think of a really great public speaker. This can be someone you have seen give a speech on TV, like the president or an anchor person on the news. I would like for you to take a few seconds and write in your notebook the verbal communication skills that made the speaker so great. Begin.

Count 15 seconds



Let's have some volunteers share their answers. I'll capture them on the writing surface.



Possible answers are: strong voice; could make their voice get softer and louder to make points; easy to listen to

 We are going to repeat the activity again, but this time I want you to focus on the non-verbal communication skills that make for a great speaker.

Count 15 seconds

 Once again, I'll take answers from volunteers to add to our list on the writing surface

Possible answers: facial expressions to make the content funny; standing up tall or crouching to emphasize points; walking and moving on stage; using arms; eye contact with the audience

 To review these two concepts, let's think of motions for verbal and non-verbal. Let's do the duck mouth with our hand for verbal, and cross your arms for non-verbal? Everyone, practice these motions with me.

Walk back to the first part of the lesson. We are going to review the three components of communication, but we need to stand up. Follow me in performing these motions.

Deliver with a shoving motion, like throwing a basketball Interpret with an open book hand motion. Receive with your arms crossed with fists on your shoulders, in front of your chest.

 We also talked about two types of communication. Those types were *verbal and non-verbal*.

Now that we have learned the basic skills of communication, let's put those skills to the test.

Objective 3. Develop a two-minute message relating to agriculture with the three components of quality communication.

I. Develop a two-minute agricultural message to be presented in class

A. Non-verbal should contain good posture

B. The message should be able to be interpreted by all members of the audience; therefore, the content should be informative and easy to understand

 I have a challenge for each of you. To truly show your classmates and me what you know about communication, you will create a two-minute agricultural message. You are the experts in agriculture. You can discuss cows to plows, science, or business technology. What would you tell an audience who knows very little about agriculture? Research statistics and facts about our area, as well as our state to include in your speech. Use the Internet, resource books, or farm magazines.

A good example of what I am looking for is a commercial on a radio station. Think of our local agricultural station. What would they have on a radio message on a "regular" radio station? If you have any questions, feel free to ask me and I will be glad to help you. You must include all components of the communication process, which are what? Deliver, interpret, and receive.



You will present your agricultural message in class tomorrow. I will grade you based on your ability to share the information so that we can all understand it, as well as your non-verbal communication skills in presenting the information. I will grade you on the content of your message; however, I am focusing more on your communication skills.

You are now prepared to go into the world confident about your communication skills! I challenge you to think of the three components of communication, and how important each component is to positive, clear communication.



Review/Summary

Use *a Hole in One Moment* for review

Add the motions from the sections above to help enhance the review



Application

►Extended Classroom Activity:

Students are to prepare a two-minute presentation for home work and present it to the class the following day. The presentation should include the communication components discussed in class.

►FFA Activity:

Students will participate in a CDE that allows them to communicate with others, such as general livestock judging or public speaking.

►SAE Activity:

Students will give a brief summary of their summer SAE experience when they return to school from summer vacation, utilizing the communication components.



Evaluation

HS.55.Assess

Answers to Assessment:

1. Verbal (spoken communication) and non-verbal (body language and characteristics)
2. Deliver, interpret, receive



COMPONENTS OF THE COMMUNICATION PROCESS

►Directions:

Complete the following questions to the best of your ability.

1. Name and describe the two types of communication.
2. What are the three steps to the communication process.

2. What are the three steps to the communication process.



THREE COMPONENTS OF QUALITY COMMUNICATION

◆ **Deliver:** to give the verbal or non-verbal information to someone else

◆ **Interpret:** decoding and understanding the information that is given

◆ **Receive:** to get the verbal or non-verbal information from someone else



TWO TYPES OF COMMUNICATION

◆ Verbal spoken communication

- ➔ voice fluctuation, not monotone
- ➔ speed or rate; how fast you talk
- ➔ clarity and articulation

◆ Non-verbal body language and expressions

- ➔ hand gestures—not too big
- ➔ feet—not moving too much or too little
- ➔ facial expressions
- ➔ posture
- ➔ eye contact
- ➔ movement



Below are the phrases for the crazy communication interest approach. You will cut them out and paste one per index card. The answer to the card is below the phrase in italics. Do not put the answer on the front of the card. Please write this answer on the back of the corresponding card in the top right corner in pencil. The cardholder will be able to see the answer as he/she holds the card up for the group, but the group will not be able to see the answer.

Haste
Rake
Hat

A stray cat

Why
Sky
Owed

Wise guy

Us He
Crick

A secret code

Oppose
Guard

A post card

What
Hearse
Up Lie

Water Supply

Oak
Abe Abe
Chin

Okay Babe

May Cuss
Suck Jest

Make a suggestion

Arraigned
He Lay

A Rain Delay

Pus If
Hick
Host

Pacific Coast

Haul Weigh
Sewen
Mime Hind

Always on my mind

Call Feet
He Worm
Elk

Coffee, tea or milk

Ask Leer
Essay
Bail

As clear as a Bell

Amen
Ask
Hurt

A mini skirt

Hush
Heavy
Fan

A Chevy van

Laugh
Tan
Did

Left handed

Sport
It
Skier

Sports gear

Has
Skinny
Won

Ask any one

Leaf
Meal
Own

Leave me alone

Foe
Waste
Hop

Four way stop

Pepper
Alley

Pep rally



SPEECH EVALUATION RUBRIC

The following information is rated on a scale from 1–5, with 5 being the highest.

► Verbal Communication:

5 = The student was able to speak with a dynamic voice and put emphasis on key phrases and important information.

4–3 = The student was able to speak well, but lacked the dynamics and emphasis on key information.

2–1 = The student had difficulty speaking and relating the information to the audience.

0 = The student did not complete this assignment

► Non-verbal Communication:

5 = The student was able to walk with a flow throughout the speech. The student made eye contact with the audience and made appropriate facial expressions for the speech. There was comfort being in front of the room with no fidgeting or fright.

4–3 = The student was able to walk during the speech, but it was too much or too quickly. The student made some eye contact with the audience and a few facial expressions. There was some comfort being in front of the room. There was a little fidgeting or stage fright present.

2–1 = The student was pacing or not walking at all throughout the speech. There was little eye contact, if any at all. The student had evident stage fright, was uncomfortable in front of the room and was fidgeting throughout the speech.

0 = The student did not complete the assignment.

My overall rating for this student is a _____ out of a total of 10 possible points.

Some thoughts for your next communication experience:

