

[The Half-Hearted Kamikaze]

Worksheet



Kamikaze pilots are only useful if they are committed to their mission. You cannot have involvement without commitment and be effective. It goes with the territory.

TALK IT OVER (Refer to page 5 and write your answers below.)

1. _____

2. _____

3. _____

SELF ASSESSMENT (Refer to page 6 and write your answers below.)

Review the five phases of building personal convictions: ideas, opinions, beliefs, commitments, convictions. Now reflect on two decisions you've made recently for a project. The decisions should involve some future plan. Was it difficult to follow through on them? Where do you stand on those two decisions? List these two decisions and circle the stage you think you are in regarding each decision:

Decision:

Stage: IDEA OPINION BELIEF COMMITMENT CONVICTION

Decision:

Stage: IDEA OPINION BELIEF COMMITMENT CONVICTION



GOAL TO ACCOMPLISH THIS YEAR:

COMPLETION DATE

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[Facebook Or TV]



The best learning occurs in a social context. People learn the best in community and in relationship with the communicator or fellow listeners. Worldview emerges from interaction.

TALK IT OVER (Refer to page 12 and write your answers below.)

1. _____

2. _____

3. _____

SELF ASSESSMENT (Refer to page 13 and write your answers below.)

How interactive is your communication and advocacy? Rate yourself from 1-10, with 1 being the lowest score and 10 being the highest score.

- | | |
|--|--|
| 1. I include opportunities for listeners to give feedback. | < 1 2 3 4 5 6 7 8 9 10 > |
| 2. I invite listeners to interact with one another. | < 1 2 3 4 5 6 7 8 9 10 > |
| 3. I create opportunities for listeners to reflect and process. | < 1 2 3 4 5 6 7 8 9 10 > |
| 4. I use a variety of images, videos or illustrations to communicate. | < 1 2 3 4 5 6 7 8 9 10 > |
| 5. People are most connected as a result of my communication. | < 1 2 3 4 5 6 7 8 9 10 > |
| 6. When speaking, I gauge the involvement of listeners and adjust accordingly. | < 1 2 3 4 5 6 7 8 9 10 > |



[Facebook Or TV]

Worksheet

Try It Out (Refer to page 13 and use the areas below to write your responses.)

Answer the following questions as you prepare to write your speech.

1. How will students who listen to you get actively involved in the presentation?

2. What images could you use to add a visual component to your speech?

3. Is there a way to leverage social media so the listeners could interact with your speech material?

Once you have written your speech, share it with fellow classmates or a teacher to get input.



[Rivers and Floods]



Floods and rivers are both bodies of water. Floods damage. Rivers are useful in many ways. The difference? Focus. Communicators and advocates must channel people, time and money toward one focused vision.

TALK IT OVER (Refer to page 19 and write your answers below.)

1. _____

2. _____

SELF ASSESSMENT (Refer to page 20 and write your answers below.)

1. _____

2. _____

Try IT OUT (Refer to page 20 and write your responses below.)

Areas of agriculture that I am passionate about or most interested in:

Areas of agriculture for my chapter to focus on for the next year:



[Rivers and Floods]

Worksheet

Try IT OUT (continued)

Goal that I want to accomplish:

Steps to achieve my goal:

Are there any areas of your life where you need to say “no” in order to stay in the “flow” of your chosen “river”?



[Number Three Pencil]

Worksheet



Communicators and advocates make their message user-friendly. They keep things simple, not hard. Both the big idea and the action step they hope for are simple to get and to take.

TALK IT OVER

(Refer to page 26 and write your answers below.)

1. _____

2. _____

3. _____

4. _____

SELF ASSESSMENT

(Refer to page 26 and mark your answers below.)

Take a moment and evaluate your personal habits regarding simplicity. Put an X on the dotted line where it most accurately displays your style, and then explain why you scored yourself this way.

1. When you speak, do you most often try to be simple or complex?

SIMPLE _ _ _ _ _ **COMPLEX**

2. When you speak, are you prone to enlisting action or sharing information?

ENLIST ACTION _ _ _ _ _ **SHARE INFORMATION**

Please note: Although none of the above pursuits are wrong, practicing the Number Three Pencil *Habitude* increases the effectiveness of your message by making it simple, clear, and action-oriented.



[Number Three Pencil]

Worksheet

Try IT OUT (Refer to page 27 and write your responses below.)

1. In one simple sentence, write out what your listeners should know as they walk away.

A. How can you simplify your message? Did you eliminate agricultural specific acronyms and vocabulary?

B. Is your closing engaging and does it make a call to action?

2. Write down a summary of the message you are trying to communicate in the limited time you have to prepare.

A. What will be your strong beginning?

B. How can you use a metaphor, analogy, or story to share your points?

How did the process help you simplify your message?



[The Faded Flag]



Too many messages never get through and people don't improve. Information without application may be interesting, but it can cloud the subject.

We must relay clear information and challenging if we are to change anyone's mind.

TALK IT OVER

(Refer to page 34 and write your answers below.)

1. _____

2. _____

3. _____

4. _____

SELF ASSESSMENT

(Refer to pages 34-35 and mark your answers below.)

Rate yourself on how clearly you are able to declare the "price" of change and ask for it. Mark an "X" where your communication lands on the spectrum:

1. I am able to build a strong and clear case for the agricultural subjects I speak about:

NO _ _ _ _ _ SOMEWHAT _ _ _ _ _ YES

2. I am able to create and describe an action step for people to take in my communication:

NO _ _ _ _ _ SOMEWHAT _ _ _ _ _ YES

3. I am able to ask for a significant response from my literature.

NO _ _ _ _ _ SOMEWHAT _ _ _ _ _ YES



[The Faded Flag]

Worksheet

Try IT OUT (Refer to page 35 and write your responses below.)

1. What is the biggest agricultural issue my state is facing today?

2. What is the clear information I want to convey on the issue?

3. What is the desired action step I want the legislator to take?

4. What is the most compelling and creative way I can make my message “stick” long after the legislator has left the event?



[Movies or Meetings]

Worksheet



Most people would rather go to a movie than a meeting.

Good communication contains the same elements as movies: story, conflict, action, and resolution.

TALK IT OVER

(Refer to page 42 and write your answers below.)

1. _____

2. _____

3. _____

4. _____

SELF ASSESSMENT

(Refer to pages 42-43 and mark your answers below.)

Take a moment and evaluate your personal habits regarding this principle. Are you able to communicate a stirring message? Put an "X" on the dotted line where it most accurately displays your style.

1. When you communicate, do you tend to favor information or imagination?

INFORMATION _ _ _ _ _ IMAGINATION

2. When you communicate, do you tend to invite conflict or avoid it?

INVITE _ _ _ _ _ AVOID

3. When you communicate, would others describe listening to you as being in a meeting or going to a movie?

MEETING _ _ _ _ _ MOVIE



[Movies Or Meetings]

Worksheet

Try IT OUT (Refer to page 43 and write your responses below.)

Think about a message that you would like to share with a group of friends within your class at school, in your community, or with business leaders. Once you have the topic in mind, write out your own message in the context of a movie script:

1. How can you discuss the issue in the form of a story?

2. Where are points of conflict or tension?

3. What specific action do you want people to take after listening to you?

4. What would a positive resolution of the issue look like? How could you verbally paint the picture of that resolution?

Share your scripts with a friend or fellow FFA member to get feedback.



[House On Fire]

Worksheet



Communicators and advocates must create incentive for people to believe they need to embrace the topic at hand.

TALK IT OVER

(Refer to page 50 and write your answers below.)

1. _____

2. _____

3. _____

4. _____

SELF ASSESSMENT

(Refer to pages 50-51 and circle your answers below.)

Using the scale from 1-10, with one being the lowest score and 10 being the highest, evaluate yourself below.

1. I think about who is listening and I speak to their perspective.

< 1 2 3 4 5 6 7 8 9 10 >
2. I always provide the "why" before I get to the "what" when I speak.

< 1 2 3 4 5 6 7 8 9 10 >
3. I recognize the best way to motivate people and it usually works.

< 1 2 3 4 5 6 7 8 9 10 >
4. People generally listen to me and do what I request that they do.

< 1 2 3 4 5 6 7 8 9 10 >
5. I help listeners clarify the most important response when I speak.

< 1 2 3 4 5 6 7 8 9 10 >



[House On Fire]

Worksheet

Try IT OUT (Refer to page 51 and write your responses below.)

You have been asked to speak in front of an elementary or middle school class and explain why every student should take at least one agricultural education class prior to graduation - even if they don't plan to pursue a career in agriculture. Think about these questions as you craft the best approach:

1. What are the objections they might have to acting on your message?

2. What are the biggest incentives they might have to acting on your message?

3. What are the toughest hurdles they must jump in order to act on your message?

4. What are the initial steps you want them to take in response to your message?



[The Velvet Covered Brick]

Worksheet



Good communicators and advocates possess both strength and sensitivity. They are tough and tender. They are soft on the outside (relational), but firm as a brick on the inside (principle-centered).

Because they are emotionally secure, they're able to handle confrontation and conflict in a healthy way.

TALK IT OVER

(Refer to page 59 and write your answers below.)

1. _____

2. _____

3. _____

SELF ASSESSMENT

(Refer to pages 59-60 and provide your answers below.)

Corporate psychologists have labeled leadership responses to conflict with animal names. Find the one you most identify with:

SHARKS - I really like to get my own way; I win and you may lose, but it's better this way.

FOXES - We have to compromise; everyone wins a little and loses a little.

TURTLES - I don't like conflict and I tend to withdraw and not face it.

TEDDY BEARS - I'll make peace however I can; I don't mind losing so you can win.

OWLS - Let's work at this and find a way in which everyone can win.

When you think about how you work as a leader and agriculture advocate, give some examples of why you chose the animal you did.



[The Velvet Covered Brick]

Worksheet

Try IT OUT

(Refer to page 60 and write your responses below.)

Think about the people in your chapter with whom you don't always agree or get along with, and consider some of the tough experiences you have shared. As you think about working together as a team of advocates in your school or community, answer these questions:

1. What have your interactions with these people been like in the past? Where are the points of tension?

2. Has this ever impacted the effectiveness of your team when advocating for agricultural issues?

3. What can you do to build your relationship with these peers?

Write down three steps you can take this week to grow these relationships. Share the interactions with your teacher to keep you accountable, so you can become a more influential tough and tender advocate and leader in your chapter.

1.

2.

3.



[The Indian Talking Stick]

Worksheet



Before we lead we must listen. Leaders seek to understand the perspective of others before they communicate their own point. By showing empathy and asking good questions, leaders earn the right to be heard.

TALK IT OVER (Refer to pages 66-67 and write your answers below.)

1. _____

2. _____

3. _____

SELF ASSESSMENT (Refer to pages 67-68 and circle your answers below.)

Think about your own listening ability. On a scale of one to ten (ten being the strongest), how would you rate yourself as a listener?

- | | |
|---|-------------------------------------|
| 1. I display empathy and show genuine interest in others. | POOR 1 2 3 4 5 6 7 8 9 10 EXCELLENT |
| 2. My body language shows attentiveness. | POOR 1 2 3 4 5 6 7 8 9 10 EXCELLENT |
| 3. I seek to understand before being understood. | POOR 1 2 3 4 5 6 7 8 9 10 EXCELLENT |
| 4. I ask relevant questions and engage in others' thoughts. | POOR 1 2 3 4 5 6 7 8 9 10 EXCELLENT |
| 5. I am open; I avoid judging others or interrupting them. | POOR 1 2 3 4 5 6 7 8 9 10 EXCELLENT |



[The Indian Talking Stick]

Worksheet

Try IT OUT (Refer to page 68 and write your answers below.)

Pair up with another student and write out a communication plan you would implement if the two of you moved to a new town to start a business.

1. Who would you want to meet in the town?

2. What questions would you ask?

3. How would practicing the Habitude® Indian Talking Stick help you be successful?



[The Skinny Chef]

Worksheet



Who wants to go to a restaurant expecting great food - run by a skinny chef? Credibility is essential for your message to get through.

TALK IT OVER (Refer to page 74 and write your answers below.)

1. _____

2. _____

3. _____

SELF ASSESSMENT (Refer to pages 74-75 and write your answers below.)

Think about your own listening ability. On a scale of one to ten (ten being the strongest), how would you rate yourself as a listener? If you're really brave, have a friend fill it out for you!

1. What leads you to believe that you are credible?

2. Identify three agricultural topics in which you are confident in your credibility.

3. In which topics do you need to develop credibility concerning the subject you're advocating?

4. List a few steps you could take to increase credibility in the areas you listed above.



[The Skinny Chef]

Worksheet

Try It Out (Refer to page 75 and write your responses below.)

Imagine that you are preparing to interview for a summer job. You have studied the job description and see that in some ways you are very qualified for the position, but you are lacking experience in other areas. Think through ways to put this *Habitude* into practice before you complete the application and go to the in-person interview:

1. How will you share your success and positive work experience?

2. How will you transparently discuss areas where you lack experience, but still have the work ethic and attitude to learn quickly?

3. How can you demonstrate credibility to a future employer?



[School Yearbook]

Worksheet



Communicators and advocates must know that people are asking: Where do I fit in? What's relevant to me in this message? What's in it for me?

TALK IT OVER

(Refer to pages 81-82 and write your answers below.)

1. _____

2. _____

3. _____

4. _____

SELF ASSESSMENT

(Refer to page 82 and write your answers below.)

Use the following questions to assess yourself on how relevant your communication is. Mark an "X" in the space that best describes your current application of this principle.

1. What do you focus on more when you're communicating with others?

Interesting to them _ _ _ _ _ Interested in them

2. Based on past audience feedback, what response do your talks often elicit?

So what? _ _ _ _ _ Me, too!

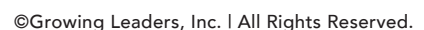
3. As you prepare to communicate, do you tend to focus more on the abstract or personal?

Abstract _ _ _ _ _ Personal



As you begin this exercise, think through the following:

-
- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



[The Paul Revere Principle]

Worksheet



The test of an advocate's credibility lies in his or her ability to mobilize others.

TALK IT OVER (Refer to pages 87-88 and write your answers below.)

1. _____

2. _____

SELF ASSESSMENT (Refer to page 88 and circle your answers below.)

This chapter contained a list of 10 ways a communicator and an advocate can motivate people to take action. Review this list and then determine two or three that you would like to focus on to improve your advocacy.

1. **INSIGHT** - People listen to you because of what you know.
2. **RELATIONSHIPS** - People listen because of who you know.
3. **SACRIFICE** - People listen because of what you've suffered.
4. **ABILITIES** - People listen because of what you are able to do.
5. **EXPERIENCE** - People listen because of what you've achieved.
6. **INTUITION** - People listen because of what you sense.
7. **CHARACTER** - People listen because of your integrity.
8. **HUMILITY** - People listen because of your heart.
9. **RELEVANT** - People listen because you identify with their needs.
10. **CONVICTIONS** - People listen because of your passion.



[The Paul Revere Principle]

Worksheet

Try It Out (Refer to page 89 and write your responses below.)

Thinking of John Deere's example, how can you follow in his footsteps and earn credibility from those around you? Discuss the following questions in your group:

1. Think of an agricultural issue that you want your community to care about. What could you do for your community to earn the right to be heard about the issue you really think is critical?

2. What are specific action steps you could take to begin building a platform to share your review?



[Small Sprocket]

Worksheet



Communicators and advocates are the small sprockets in effecting change. We must spin dozens of times before the big gear makes one revolution. It's part of the territory. Spin like crazy and eventually others will respond.

TALK IT OVER (Refer to pages 95-96 and write your answers below.)

1. _____

2. _____

3. _____

SELF ASSESSMENT (Refer to page 96 and write your responses below.)

Evaluate yourself on the following three qualities that we find in an ant's work ethic.

1. INTEGRITY: The ant doesn't need supervision. It works because it is the right thing to do. Have you ever been in a program that seemed motionless? What kept it from making progress?

2. INITIATIVE: The ant starts to gather food without being pushed. It doesn't need someone to show it the way. In your activities, do you ever feel alone in doing all the work? How do you typically respond?

3. INDUSTRY: The ant has a spirit of industry. It works and works until the job is done. How do you stay inspired when you don't see results and you don't feel any gratification?



[Small Sprocket]

Worksheet

Try IT OUT (Refer to pages 96-97 and write your response below.)

Choose an issue or agricultural case that you believe needs to be promoted in your classroom, school or in your FFA chapter. Determine to take six months and actively promote this cause. Choose two or three actions you can take that would strategically help your fellow classmates and community members understand and support the cause. Then—do them. Spin like crazy. Evaluate at the end of six months.

ISSUE OR CAUSE THAT I NEED TO PROMOTE:

ACTION STEPS:

Do you see any improvement? Will it take more time?

[Or, organize a team of fellow members to compete with you at one of the Career Development Events (CDE). Set a timeline and develop an action plan. You may need to plan up to a year in advance to get it right. Then, choose to practice this *Habitude*. Evaluate your progress in 6 to 12 months.]

