

Today's Challenges; Today's Leaders:

REAL WORLD CONVERSATIONS FOR THE CLASSROOM

Lesson Number: **TCTL.2.3**

Communicating Like a Pro

Quick Reference:

Time Required:

45 minutes

Objectives:

After completing this lesson, students should be able to:

1. Identify the components of the communication process.
2. List forms of communication used by advocates.
3. Demonstrate qualities of professional communication.

Materials:

- ✓ Writing surface
- ✓ TCTL.2.3.AS.A – cut into cards with the answers on the back of the cards (make enough sets so you can divide the class into groups of four)
- ✓ TCTL.2.3.AS.B (one copy per student)
- ✓ TCTL.2.3.AS.C (one copy)
- ✓ TCTL.2.3.AS.D (one copy)
- ✓ TCTL.2.3.AS.E (one copy)
- ✓ TCTL.2.3.AS.F (one copy per student)

Purpose:

The purpose of this lesson is to identify and exhibit professional communication.

Directions

The bulleted information below is important to know as background information.

- This lesson is designed to provide students with an understanding of professional communication and begins with a communication challenge to start them thinking about how communicating is not always simple.
- This lesson provides a five-component model to the communication process. The components include a sender, channel, receiver, feedback and interference. Definitions for these components can be found on TCTL.2.3.AS.D.
- Once students understand the components of communication, the context of the lesson shifts to thinking about communication through the lens of advocacy. Advocates communicate through several forms and can be challenged by barriers when communicating. Take some time to think about the different forms of communication and common barriers that an advocate might face. Examples are provided in the lesson. As the teacher, you may want to think of personal examples when you have encountered a communication breakdown and what could have been done differently to make the communication more effective. This may help the students to relate to the material if they are struggling to connect the content with times in their own lives.
- The final section of the lesson discusses positive first impressions and has the students engage in introducing themselves to one another. As the teacher, you will want to think through what makes a positive first impression and also what makes a negative first impression. Examples you may have witnessed could be useful to share with the students.



After reviewing the information above, begin with the lesson activities below.

1. To begin the lesson, allow the students to experience a communication challenge through the crazy communication cards found on TCTL.2.3.AS.A. Prior to the activity, you will need to cut the cards out, making sure the answers are on the backs of the cards. The words on the cards appear not to make any sense, but when read aloud, they become a phrase (i.e., leaf meal own = leave me alone).
 - a. Divide the students into groups of four.
 - b. Have each group decide who will be the official card holder.
 - c. Pass out a set of the prepared Crazy Communication Cards.
 - d. Each card holder will hold up the cards one at a time.
 - e. As a team, read aloud the words exactly as they appear on the card and figure out the phrase on the card.
 - f. When the members of the team say the correct answer, the card holder is to put the card down.
 - g. Give each team two minutes to complete as many cards as possible.
 - h. Announce when time is up, then see who guessed the most crazy communication phrases correctly.
 - i. Upon completion, ask the students why some of the phrases were challenging.
 - j. Use this brief discussion to make the point about how important it is that we attempt to communicate clearly in our daily interactions with others.
2. Share with the students that before we engage in enhancing our communication abilities, it is necessary to first understand the components of communication. Provide each student with TCTL.2.3.AS.B.
 - a. Have students label the figure with the components of communication found on TCTL.2.3.C.
 - b. While discussing each component, have the students capture the definitions for each component either below the figure or in their notes (definitions are found on TCTL.2.3.D).
 - c. Have the students share examples of interference that often occurs. Examples might include distracting noises, inability to hear, limited vocabulary, not paying attention, multitasking and nervousness.
 - d. Explain that for effective communication to take place, the sender must customize the message to the receiver and attempt to limit the amount of interference.
 - e. Mention that the students now have an understanding of the components of communication and that knowing the terms provides a common language (removing potential interference) as they continue to work with communication.
3. Now that the students have this basic understanding of communication, challenge them to begin thinking about communication from an advocate's standpoint. Have the students engage in a Me, You, Us e-Moment® to brainstorm two questions: What forms of communication do advocates engage in? What interference or barriers do advocates run into when attempting to communicate their messages?
 - a. Have each student write ideas on a sheet of paper.
 - b. After students have completed their lists, have them share with a neighbor to expand their thoughts.
 - c. Then have students share their thoughts with the class. Capture these ideas on a writing surface for all to see.

- d. Examples of forms of communication that advocates might use include speaking one-on-one, speaking to a small group, speaking to a large group, facilitating a workshop, body language, written letters, written invitations, written thank you, press releases, print advertisements, multimedia advertisements, Facebook, Twitter and blogs.
 - e. Examples of interference or barriers that advocates face might include receiver knowledge, vocabulary usage (too specialized), selective perception, poor listening, creditability of sender, trust, respect, difference in age, cultural differences, discomfort, nervousness and time.
 - f. Discuss with the students that advocacy can take many forms of communication, and many challenges can arise. But if an individual is truly committed to the idea or cause, that person will take the necessary time to be prepared. Use this to transition to the final section of the lesson.
4. Mention that one of the forms of communication that an advocate engages in is one-on-one speaking. When advocating, an individual will probably have to introduce oneself to other individuals and the cause being advocated. This first impression is very important and sets the tone for the communication.
- a. Share with the students TCTL.2.3.E, which provides some information about creating a positive first impression.
 - b. Have the students capture the information in their notes by using TCTL.2.3.F. Make sure to have the students draw the icons next to each area to help them remember the process.
 - c. Ask a student to come forward. Shake hands and introduce yourself in a professional manner to demonstrate how to establish a positive first impression.
 - d. Have the students work with the person they worked with during the Me, You, Us e-Moment® in the last section (Section 3d).
 - e. Challenge the students to shake hands and introduce themselves to another person as if they were meeting this person for the first time.
 - f. Once each student has had a turn, tell the class that it is time to take this first impression and use it to bridge into advocacy.
 - g. Have students think about an issue, idea or cause that they could see themselves being an advocate.
 - h. Their task will now be to find someone else in the room, introduce themselves as practiced, and continue by saying, "It is nice to meet you, and I would like to share a few thoughts about...."
 - i. Have students participate in this a couple of times until they begin to feel comfortable.
 - j. Discuss with the students that this first impression is essential and can make or break the effectiveness of the advocate. This begins to build the relationship and trust that is needed to be an effective advocate.
5. At the conclusion of the discussion, take a few minutes to review the material presented during the lesson.
- a. Provide the students with the five components of communication and ask them to share the definition for each component.
 - b. Ask students to quickly list three to five forms of communication and three to five barriers that an advocate might face.
 - c. Conclude by showing the students the first impression icons and having them recall what each one represents.

- d. Future lessons will build upon this first impression to provide the persuasive skills often utilized by an advocate.

Connection Questions:

1. Who are individuals you know that are effective communicators? What characteristics do they display when communicating?
2. How can you reduce interference or barriers in your everyday communications?
3. What communication skills will you need to further develop or improve upon to become an effective advocate?

LifeKnowledge Connections

Precept(s) addressed:

Action

A5. Communicate effectively with others

Communications

M4. Communicate appropriately with coworkers and supervisors

LK Lesson Suggestion:

HS.54 – First Impressions

HS.55 – Components of the communication process

HS.84 – The need for communication to influence others

HS.107 – Advocate for public service

Resource:

National FFA Organization. (2009). *Leadership on the go! A library of activities for inside and outside the classroom*. Indianapolis, IN: National FFA Organization.

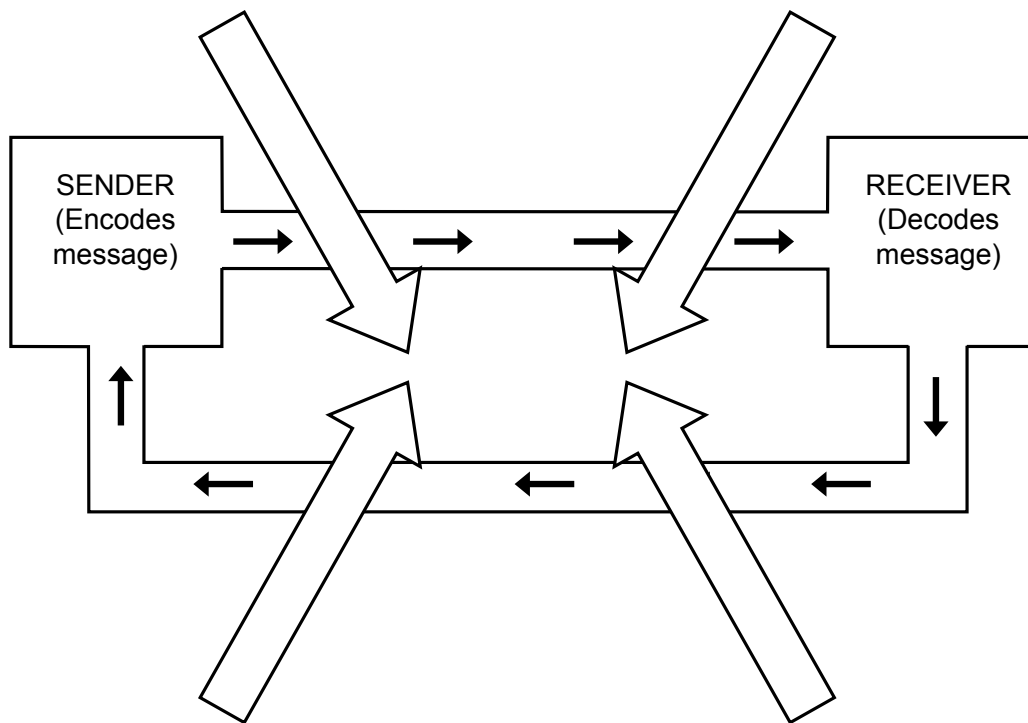
Reardon, M., & Derner, S. (2004). *Strategies for great teaching: Maximize learning moments*. Chicago: Zephyr Press.

Ricketts, C. (2003). *Leadership: Personal development and career success* (2nd ed.). Albany, NY: Delmar Thompson Learning Inc.

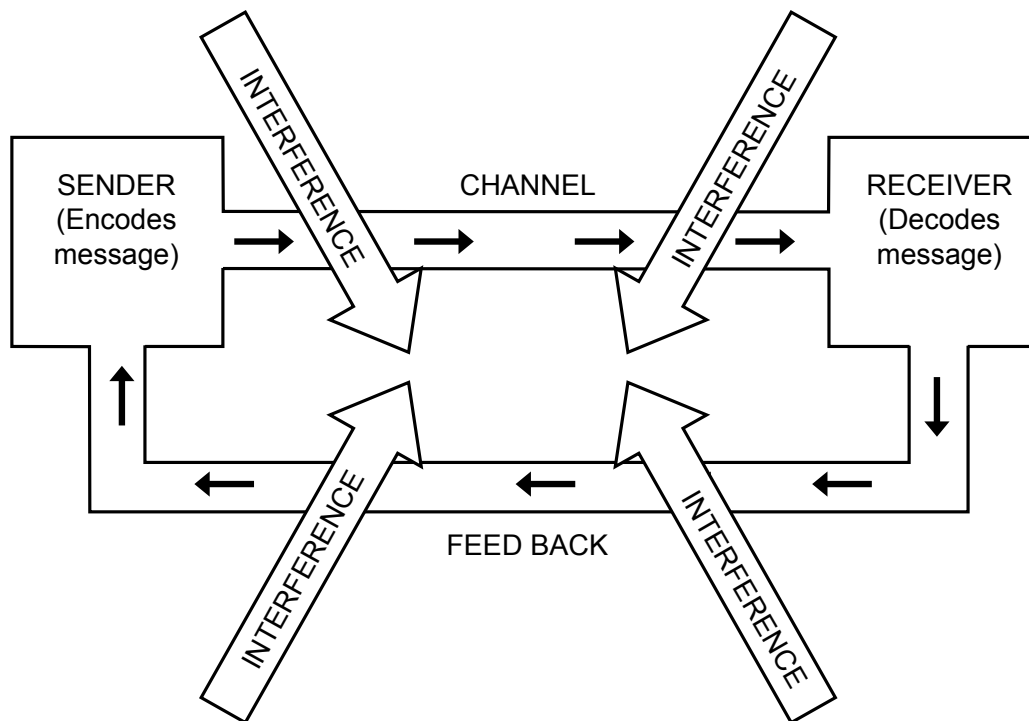
Crazy Communication Cards

Haste Rake Hat A stray cat	Why Sky Wise guy	Us He Crick Owed A secret code	Oppose Guard A postcard
What Hearse Up Lie Water supply	Oak Abe Abe Okay, babe	May Cuss Suck Jest Chin 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 miniskirt	Hush Heavy Fan A Chevy van	Laugh Tan Did Left-handed	Sport It Skier Sports gear
Has Skinny Won Ask anyone	Leaf Meal Own Leave me alone	Foe Waste Hop Four-way stop	Pepper Alley Pep rally

Components of the Communication Process



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Components of the Communication Process

Sender – person who sends a message to someone else

Channel – the means by which a sender communicates a message

Receiver – one for whom a message is intended

Feedback – verbal or nonverbal response to a message

Interference – anything that hinders a message from being understood

Making a Positive First Impression

1. Make eye contact
 - a. Look directly at the person
 - b. Avoid a “stare down”



2. Provide a good handshake
 - a. Winning vs. wimpy
 - b. Do not continue the handshake for too long



3. Be friendly and approachable
 - a. Smile
 - b. Provide a greeting
 - c. Provide your name
 - d. Speak clearly
 - e. Do not speak too fast
 - f. Allow for the other person to provide that person's name
 - g. LISTEN and REMEMBER that person's name



4. Continue with the conversation
 - a. Be polite
 - b. Be courteous
 - c. Be engaging



Making a Positive First Impression – Notes Sheet

1. Make _____ Icon:
a. Look directly at the person
b. Avoid a “_____”

2. Provide a good _____ Icon:
a. _____ vs. _____
b. Do not continue the handshake for _____

3. Be _____ and _____ Icon:
a. _____
b. Provide a greeting
c. Provide your name
d. Speak clearly
e. Do not speak too fast
f. Allow for the other person to provide that person’s name
g. _____ and _____ that person’s name

4. Continue with the conversation Icon:
a. Be _____
b. Be _____
c. Be _____