

Today's Challenges; Today's Leaders:

REAL WORLD CONVERSATIONS FOR THE CLASSROOM

Lesson Number: **TCTL.2.4**

P3 = A (Planning x Practice x Persuasive = Action)

Purpose:

The purpose of this lesson is to demonstrate persuasive communication.

Directions:

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

- This lesson is designed to provide students with the opportunity to practice persuasive communication in an advocacy context. The lesson begins with an activity that challenges the students to demonstrate impromptu speaking. The size of the class will determine how you will want to facilitate the activity.
- The lesson continues by sharing the keys to persuasive communication. Credibility is the largest key to persuasive communication and can be broken into the characteristics of expertise, trustworthiness and goodwill. Another key to effective persuasive communication is dynamism. These four items are further explained on TCTL.2.4.AS.B.
- Once the students understand the keys to persuasive communication, the lesson asks for the students to put the keys into action. Students are asked to develop a short speech in class that advocates for an issue that they believe in. The speech is presented to a partner with the format being similar to a newscast. This allows for a nonthreatening atmosphere where the students can begin honing their persuasive communication skills.
- The final review for the lesson follows the “news” thread but is in the form of written communication. Students are asked to put together a short article discussing the advocacy they encountered by using the key terms from the lesson. As the teacher, you may want to think through the review and put together an example article based on a current issue to share with the students.

Quick Reference:

Time Required:

45 minutes

Objectives:

After completing this lesson, students should be able to:

1. List the keys to persuasive communication.
2. Demonstrate advocacy through effective communication skills.

Materials:

- ✓ Writing surface
- ✓ TCTL.2.4.AS.A (one copy cut into strips; or if done in small groups, enough for each group to have a set of strips)
- ✓ TCTL.2.4.AS.B (one copy)
- ✓ TCTL.2.4.AS.C (one copy per student)



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

1. To begin the lesson, allow the students to participate in an activity called “Thinking on Your Feet.” This activity will allow them to explain what they know about a topic or to tell a story. Several topics are listed on TCTL.2.4.AS.A. Prior to the activity, cut TCTL.2.4.AS.A into topic strips and place them in a container for the students to draw from. The activity will set the stage for this lesson on persuasive communication.
 - a. Depending upon the size of the class, you will either facilitate this activity as one large group or smaller groups of four to six students.
 - b. Have a student come forward and draw a topic out of the container filled with the impromptu topics.
 - c. The student will read the topic and have 30 seconds to brainstorm.
 - d. Once the 30 seconds is up, the student must give a 90-second speech.
 - e. Applaud the student for participating and share a couple positive points about the student’s speech.
 - f. Continue this activity so that two or three other students have the opportunity to think and speak on their feet.
 - g. Discuss with the students that we must think on our feet all the time and often must decide what we are going to say on the spot.
2. Mention that as advocates, individuals should be prepared to talk about the issue in which they are advocating. There will always be times of impromptu speaking, but planning and practice can increase the chance of being an effective advocate. One of the largest keys to persuasive communication is credibility.
 - a. Ask the students what they think makes an individual credible. Record their answers on a writing surface for all to see.
 - b. Share TCTL.2.4.AS.B with the students and have them record the information. TCTL.2.4.AS.B describes the ancient Greeks’ secrets of credibility.
 - c. TCTL.2.4.AS.B also shares one more key that bridges credibility with persuasive speaking.
 - d. Transition to the next section of the lesson by saying that it is time to begin putting some of these keys into action.
3. Use a modified Eyewitness News e-Moment® to have the students present a short persuasive presentation about an issue that they are interested in becoming an advocate. The format will be where one student is interviewing another student about the issue. This will provide the student speaking the chance to articulate critical thoughts to another student. At the same time, it allows for the second student to ask a couple of questions in an attempt to add clarification and depth to the persuasive communication.
 - a. Have students take two minutes to brainstorm issues that they might consider becoming an advocate. Upon completion, have them narrow the list to two issues.
 - b. Explain to the students that they are going to be challenged to come up with a two-minute persuasive speech in relation to one of the issues they have just identified.
 - c. The presentation will be done in the format of a news interview with a fellow classmate. One student will play the role of a news reporter and the other, the expert, is advocating for an issue.
 - d. Have the students pair up and give them six minutes to compose their persuasive speeches.

- e. When the students are ready, have the student pairs decide which student will go first. Then count down as if they were on the news as their cue to begin.
 - f. Upon completion of the first news report, repeat the process so that each student has a chance to offer a persuasive presentation.
 - g. Ask students what went well and what they could improve upon.
 - h. Use the discussion to bring up the title of the lesson, which is $P^3 = A$ (Planning x Practice x Persuasive = Action). They have just engaged in the three “Ps” with the thought that the goal is the “A” portion. By planning what to communicate, practicing the communication process and keeping the keys to persuasive communication in mind; an individual hopes to achieve action within the area that advocacy is demonstrated.
4. Have students review the material presented in class by building upon the “news” thread and creating a front-page article for a newspaper or a website.
 - a. Provide students with TCTL.2.4.AS.C to use as an outline. Their task is to write a short news story about what they just heard from a classmate while incorporating the key terms from the lesson.
 - b. Allow students five minutes to compose their thoughts and have them share a few examples.
 - c. While students are sharing the examples, make sure to reiterate the key terms.
 - d. Future lessons will build upon the persuasive speaking skills and attempt to put together a plan of action for advocacy.

Connection Questions:

1. What are ways that you can build your credibility within your school and community?
2. How will you determine what issues you will advocate for in the future?
3. What knowledge will you need to obtain to aid in building a persuasive presentation for an issue you wish to advocate?

LifeKnowledge Connections

Precept(s) addressed:

Action

A5. Communicate effectively with others

Vision

C1. Contemplate the Future

C5. Persuade others to commit

Awareness

E1. Address issues important to the community.

Mental Growth

J1. Think Critically.

Communications

M1. Demonstrate technical and business writing skills.

M4. Communicate appropriately with coworkers and supervisors.

LK Lesson Suggestion:



AHS.40 – Becoming an advocate for agriculture and natural resources

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.

Whalen, D. J. (2007). *The professional communications toolkit*. Thousand Oaks, CA: Sage.

Thinking on Your Feet Topics - Impromptu

Describe a time in your life when you were afraid.

Describe a time in your life when you were proud of an accomplishment.

Describe a time in your life when you had to plan an event. What were the steps?

Tell the group everything you know about changing a tire.

Tell the group about your favorite movie by describing the plot.

Tell the group about a time when you couldn't stop laughing.

Tell the group about your family.

Describe a teacher or an event from elementary school.

Describe a time when you helped someone. What did you do? How did it make you feel?

Tell the group about your favorite season and all the reasons it is your favorite.

Describe a sport or hobby you enjoy.

Tell the group everything you know about making cheese.

Describe how to make your favorite recipe. Why is it your favorite?

Describe how your day has gone up to this point.

Describe your dream vacation: Where would you go? Who would be with you?, etc.

Describe your dream job: What steps do you need to take to achieve this job?

Tell the group everything you know about a character from history.

If you were going to be any Disney character, which one would you be? Why?

Keys to Persuasive Communication – Three Pillars of Credibility + One

The ancient Greeks proposed that listeners believe and are more persuaded by a highly credible communicator than communicator with low credibility (recent research has supported this thought).

Credible people possess three basic characteristics:

1. Expertise
 - a. You are what you know.
 - b. Make sure to take the time to thoroughly understand the issue you are advocating.
 - c. Obtain other perspectives on the issue so you are well-versed from different viewpoints.
 - d. Understand the terminology you are using – communicate to be understood and not to impress.
2. Trustworthiness
 - a. You are your actions.
 - b. Make sure to be on time (if you have an appointment), focused and prepared.
 - c. When communicating, be honest and sincere.
 - d. Trustworthiness will potentially take time – but make a positive first impression and build from there.
3. Goodwill
 - a. You are what you believe in.
 - b. Make sure you have a passion for what you are advocating for; otherwise, the message will be insincere.
 - c. Think about how your message will better others (not just you).
 - d. By communicating from the listener's frame of reference – you will be able to connect.

A final key to persuasive communication is:

4. Dynamism
 - a. The forcefulness and activeness of an energetic personality.
 - b. Often demonstrated through enthusiasm and passion.
 - c. Shows that you care about what you are advocating.

In The News...

Compose a one-paragraph article for a local newspaper or on-line source that describes the issue you just heard one of your classmates advocate for. Share the key points that the classmate communicated while incorporating the terms **expertise**, **trustworthiness**, **goodwill**, and **dynamism**. Make sure to give your article a title.

Example sentences in the article might be:

The passion for (insert issue) was demonstrated by (insert name) through the enthusiasm and dynamism she portrayed.

(Insert name) showed a level of expertise in (insert issue) through the clear examples he gave.