



Middle School

National FFA Organization

Lesson MS.40

TYPES OF COMMUNICATION

Unit. Stage Two of Development—WE

Problem Area. How Do I Communicate My Thoughts and Ideas to Others.

Precepts. **A5:** Communicate effectively with others.

National Standards. NL-ENG.K12.4 — Communication Skills — Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Define communication.
- 2 Identify different types of communication.
- 3 Identify possible types of communication for a task.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Overhead projector
- ✓ Container from which students can draw paper
- ✓ MS.40.TM.A
- ✓ MS.40.TM.B
- ✓ Cut pieces of MS.40.AS.A
- ✓ Five pictures:
- ✓ MS.40.AS.B
- ✓ MS.40.AS.C
- ✓ MS.40.AS.D
- ✓ MS.40.AS.E
- ✓ MS.40.AS.F
- ✓ MS.40.Assess—one per student



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

- ▶ Communication
- ▶ Spoken
- ▶ Written
- ▶ Non-verbal



Interest Approach



Students, today you will discover the power of what lets people work together. Have you ever tried to explain something to your parents, but they just didn't seem to understand. Have you ever been confused after someone told you something. Today you will be thoughtful as you look at different ways people share ideas. You will reflect on what some words mean that are used to describe ideas, and finally you will try to figure out the best way to get your point across.

Students will complete an activity that requires them to describe what they see in a picture. To do this, they can only use one form of communication at a time.



The first thing you will do is see if you can tell what is in a picture described to another person. The only catch is that I will tell the person with the picture **HOW** he or she has to tell you about it. You will understand this in a moment. If you would like to be one of five volunteers to help with this task, please raise your hand.



Select five volunteers. Remember who they are.



Thank you. Volunteer number one, please come forward.

To the volunteer:



In a moment, you will see a picture. It is your job to fully describe that picture to the class.

To the class:



Students, while quietly paying attention to each volunteer, you must write down in your notes what you think is in the picture. Make a list, draw your own picture, or do whatever you think is important. Be as thorough as possible. Remember, one of the most important things is that you are quiet. You must be what.

Wait for an answer from the students. This is the beginning of the volunteer process. Each volunteer will complete the task below and will only change the way he or she presents what is in the picture to the class. Use MS.40.AS.B.

Privately to volunteer number one:



Here is the picture. You cannot talk to the class about the picture. To describe it to them, you will actually give them a short glimpse of the picture. Hold the picture in front of the class while moving around the room so everyone has an opportunity to see it. I will count to 15 and let you know when to hide the picture. Go!

After 15 seconds, ask the volunteer to hide the picture. Collect it and thank the volunteer.



Class, let's thank our volunteer. Everyone, be ready to tell me what you wrote when I call on you.

Select a few students to share what they wrote down. Draw conclusions as to which part of the class was more accurate, such as front versus the back. Ask the students why this might be true, etc.



Will the second volunteer please come forward.

To class:



Everyone else, please resume your responsibility of taking accurate, thorough notes.

Repeat the process for the other four volunteers. Give more time if needed for each. Each volunteer should use a different picture. Use MS.40.AS.C, MS.40.AS.D, MS.40.AS.E, and MS.40.AS.F. Volunteers two through five will use the following types of communication:

- *Volunteer two: Orally tell the students what is in the picture.*
- *Volunteer three: Write what is in the picture on a writing surface.*
- *Volunteer four: Redraw the picture on a writing surface.*
- *Volunteer five: Act out what is happening in the picture with your hands or body.*



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define communication.

I. Communication: How people share and receive ideas and feelings



Students, now that we have experimented with different ways people can share ideas, it is extremely important to understand what this is called and how it works. As we talk about it, please put this word in the middle of a blank sheet of paper in your notes:

Write the word “Communication” very large in the middle of a writing surface. Use a Cartographer Moment—specifically, a mind map.



It will be your task to connect as many other words as possible to the word “communication.” Reach inside your brain and transfer your mind map into your notes. Reflect on our first activity about sharing ideas.

Pause ten seconds.



Please use a close partner and complete this task in 60 seconds.



Everyone, attention please! 5, 4, 3, 2, 1. Thank you. What are some of the words you mapped. Please raise your hand.

List the student-mapped words on the writing surface around the word “Communication.”

Possible answers might include: ideas; talking; writing; e-mail; listening

Explain how their answers relate to the class definition. Prompt them from the definition below, if needed, and write it on the writing surface.



Everyone has done an excellent job mapping words to the concept of communication! Please add our class definition to your notes: Communication—How people share and receive ideas and feelings.

Use a Choral Response Moment to consider the words “share and receive” and “ideas and feelings.”



Please keep this definition in your heads as you continue to explore the many communication types you can use.



Objective 2. Identify different types of communication.

Students will now discover the three types of communication between individuals, list multiple examples, and copy the meaning of each into their notes.



Before you can know and try every way there is to communicate, you must first understand the three categories of communication. Please put yourself in a reflective state as you talk about the ways individuals communicate with one another. They include:

Write these as column headings on the writing surface:

- Spoken
- Written
- Non-verbal

II. Types of communication

A. Three categories

1. Spoken: People can only hear what you are trying to communicate through words.
2. Written: People can only see what you are trying to communicate through words.
3. Non-verbal: People can understand meanings and feelings without using any words.

Use a Choral Response Moment for students to understand the number of categories and the category names. Clarify the terms with the following definitions. Use MS.40.TM.A or a writing surface.



Please accurately write these words and their important meanings on your paper:

Let students record the definitions in their notes.



Think of a way that you communicate and be ready to share it when you are called on in ten seconds.

Create an extensive list of ways students can communicate, after allowing them ten seconds to develop their answers. Have the class decide where their ideas belong. Write them underneath the column headings on the writing surface. Prompt students with help if needed. Possible answers include: talking on the telephone; writing a note to a friend; smiling at a friend; chatting on an Internet messenger



Students, what are your ideas. Where do they belong on the board.

Celebrate the class accomplishments.



Excellent job, class! Please give yourselves a power snap for your accomplishments.

Insert power snap.





In fact, these answers are so good that they are worthy of your notes!

Have students transfer the types of communication to their notes.

Objective 3. Identify possible types of communication for a task.

Students will select a task from the container that has been made available. Have the descriptions of the tasks already cut up from MS.40.AS.A for this activity.



As we move to our next activity, please once again be reflective while we try to figure out when to use specific types of communication.

III. Identifying when to use the three specific types of communication

- A. Spoken: People can only hear what you are communicating.
- B. Written: People can only see what you are communicating through words.
- C. Non-verbal: People can understand meaning and feelings without your using words.



Now that you understand how it is possible to communicate with one another, it is even more important to know when to use a certain type of communication. For example, if you were talking on the telephone with a new friend, telling the person how to get to your house from school, would you want to use hand gestures. Would you want to use a quick drawing. Would you want to wink at the person. It is critical to know when and when not to use certain types of communication.



In this container, I have 20 tasks we all perform throughout the course of a week. It is your mission to seek out the following for your task:

Write the mission on a writing surface or display MS.40.TM.B:

- *Select up to three types of spoken communication.*
- *Identify up to three types of written communication.*
- *Describe up to three types of non-verbal communication.*



Please copy the task you select from the container and your types of communication into your notes.

Walk around the room, letting students randomly draw their task from the container. When students complete their notes, ask them to volunteer their answers for discussion.



Please volunteer your topic by raising your hand. Tell us your task and what communication types you would use.

Ask the students why they chose the communication types. Draw any final conclusions concerning points that come up during class.





Review/Summary



Congratulations, students! You now have all the tools required to successfully communicate. Today you learned the definition of communication, which is:

Use a Choral Response Moment.



You also discovered how everything you do to communicate falls into three categories, which are:

Use a Choral Response Moment.



Finally, you now understand when it is appropriate to use different forms of communication.

If you plan to move to lesson 41 in the next class, provide the following to prepare your students:



The key to unlocking what you want from people is directly in front of you. In the next lesson, we will take a journey through the amazing process of influencing people to understand and agree with us. This is powerful stuff, so make sure you come to class with today's knowledge and be ready to vigorously learn tomorrow!



Application

►Extended Classroom Activity:

Have students observe someone else communicate. Have them list all forms of communication that were displayed.

Show the students a few minutes of a sitcom. Identify the characters and have the students tally how often they observe them using spoken, written, and non-verbal forms of communication.

►FFA Activity:

Have students ask an FFA officer what he or she does to prepare for a meeting in which he or she will give a committee report or have a speaking part.

►SAE Activity:

Have students initiate an AgriScience project in which they would study what types of communication are the most powerful.



Evaluation

Use MS.40.Assess to test students' knowledge of definitions and their ability to classify different types of communication.



Answers to Assessment:

Communication is how people share and receive ideas and feelings.

1. False
2. False
3. True
4. False
5. True

Types of Communication	Meaning	Example
1. Spoken	People can only hear what you are trying to communicate through words.	Answers will vary.
2. Written	People can only see what you are trying to communicate through words.	Answers will vary.
3. Non-verbal	People can understand meaning and feelings without using any words.	Answers will vary.



TYPES OF COMMUNICATION

►Part One: Fill in the blanks.

Instructions: Complete the definition of communication.

Communication is how people _____ and _____ and _____.

►Part Two: True or False

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false” beside the statement.

_____ 1. People do not communicate unless they do it on purpose.

_____ 2. Communication is only done to give people information, such as ideas.

_____ 3. One can communicate with someone who doesn’t speak the same language.

_____ 4. It is impossible to communicate without talking or writing.

_____ 5. One should communicate differently when talking to different people.

►Part Three: Listing, explaining, and example

Instructions: List the three main types of communication, explain what each means, and give a real-world example of each.

Types of Communication	Meaning	Example
1.		
2.		
3.		



THE THREE TYPES OF COMMUNICATION

◆ **Spoken:** People can only hear what you are trying to communicate through words.

◆ **Written:** People can only see what you are trying to communicate through words.

◆ **Non-verbal:** People can understand meaning without using any words.



YOUR MISSION:

- ◆ **Select up to three types of spoken communication.**
- ◆ **Identify up to three types of written communication.**
- ◆ **Describe up to three types of non-verbal communication.**



Instructions to the teacher: Cut out the following before class. During the lesson, each student should receive one scenario. If you have more students than examples, make multiple copies.

Giving directions over the telephone

Sending an invitation to a birthday party

Giving a speech to the student body

Meeting your best friend after not seeing him or her for the whole summer

Introducing a parent to your teacher

Giving a speech to your principal and teacher

Talking on an instant messenger to a friend

Calling 911 to report an accident

Writing a newspaper article

Making a comic strip

Sending an invitation to your grandparents for an event

Sending an e-mail to your teacher

Sending an e-mail to your boyfriend or girlfriend

Sending a letter to a pen pal in a different country

Meeting a person from a different country

Making a newscast for

TV

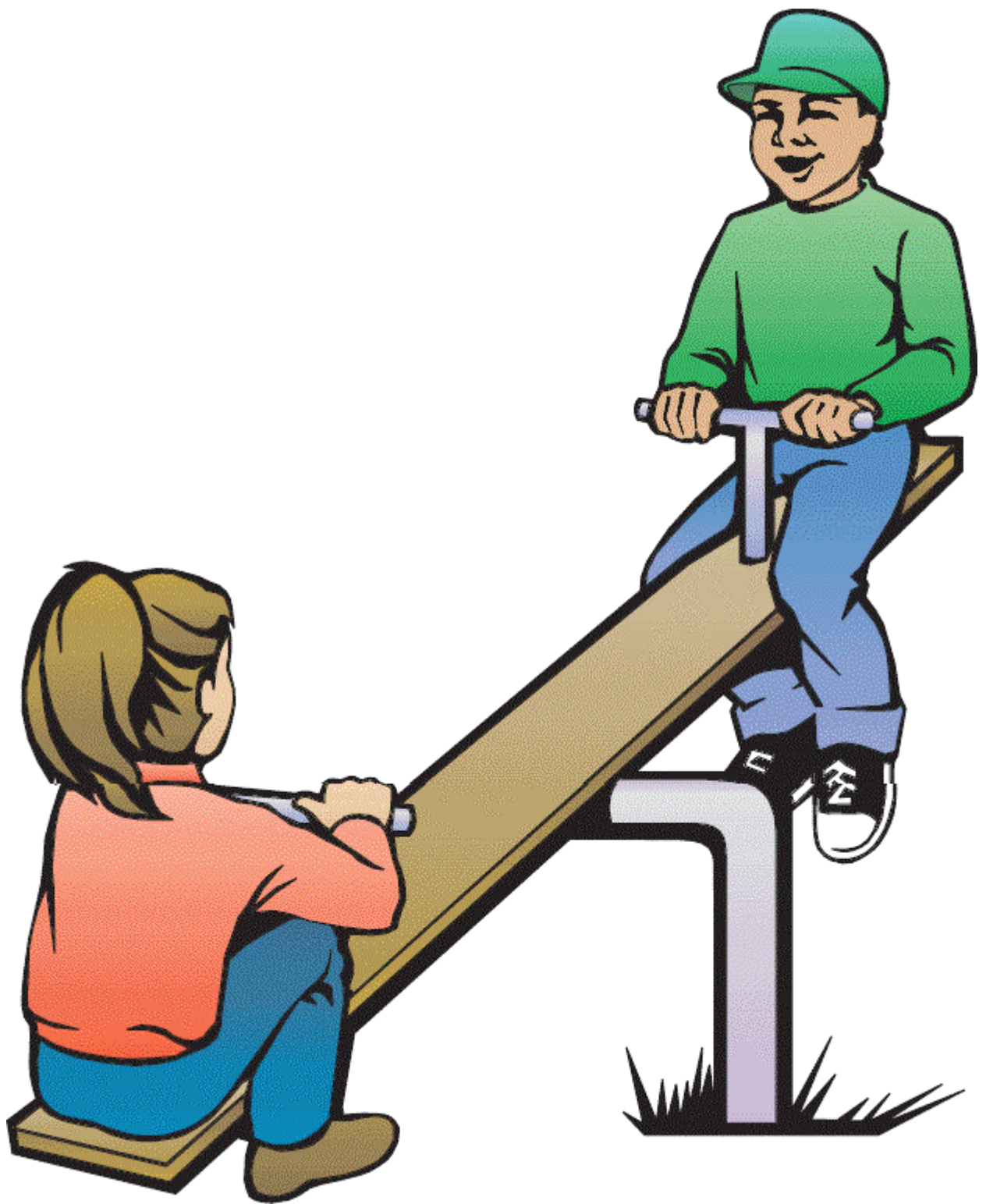
Asking someone to the dance

Asking your parent(s) for a new pet

Telling someone how to improve at something

Asking your parent(s) if a friend can spend the night





MS.40.AS.B





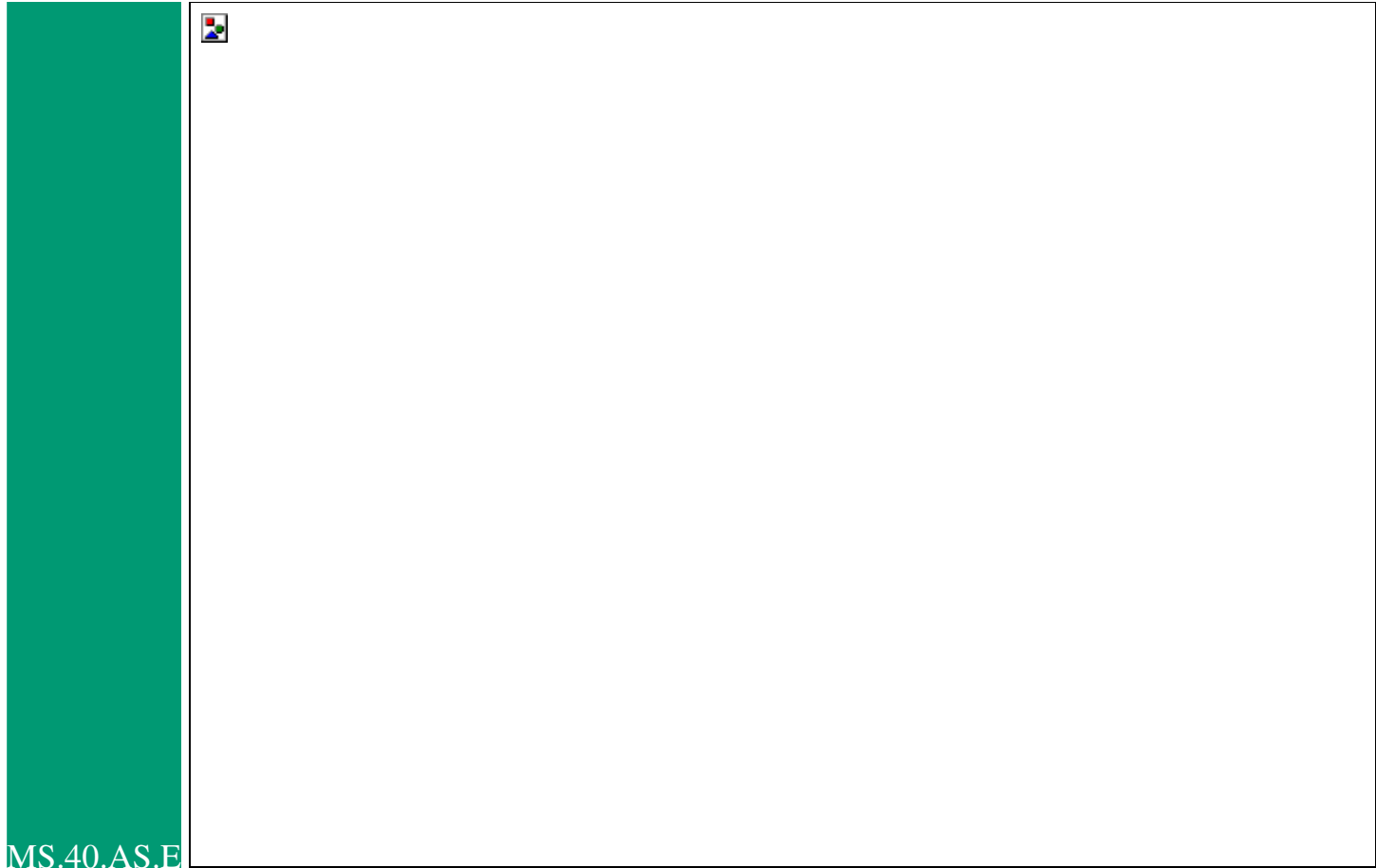
MS.40.AS.C





MS.40.AS.D





MS.40.AS.E



MS.40.AS.F

