



Middle School

National FFA Organization

Lesson MS.42

RESPONDING TO AUDIENCE FEEDBACK

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.K12.12 — 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 Examine types of feedback.
- 2 Identify communication needs of various audiences.
- 3 Adapt to feedback.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Organization's Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Overhead projector
- ✓ MS.42.Assess—one per student
- ✓ MS.42.AS.A—one per student
- ✓ MS.42.TM.A
- ✓ MS.42.TM.B
- ✓ MS.42.TM.C
- ✓ TV with cable connection, or video clip to use in this lesson



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

- ▶ Feedback
- ▶ Negative feedback
- ▶ Positive feedback



Interest Approach

If this lesson is taught after lessons 40 and 41, the topic will flow together with the communication theme. If it is taught alone, it may be necessary to define some terms. In either case, review is appropriate. Students must be reminded of the definitions of communication, audience, and message.

In this activity, students will draw a concept map, starting with a map of communication, and will then fit key components into it. It is important to start the class by reminding students to think back on previous classes or previous experiences dealing with communication.



Today, class, you will continue your quest to communicate effectively with others. As you know, this task is highly essential in today's world. However, you also know too many people who never complete, or even attempt, this quest. Many times when we think of communication, we think of a process extending from ourselves out to someone else. However, today we will study the reverse of that. To do this, you must focus on something that is somewhat of a slippery topic. We'll be discussing things that are not as concrete as problems in math or science. Today you must be captive learners, ready to think outside the box.



The first activity is one that will cause you to reflect on what you already know about communication. Before you know where you are going, you must know where you've been! Please take out a piece of notebook paper and, with your pencils in hand, be ready to listen.



Use a Cartographer Moment , specifically a concept map.



Now that you have your notebook paper ready, please write the word “Communication” at the top of your paper. When I say, “Map it!” make a concept map of everything you know about communication. Draw lines down from communication, breaking it into the categories you’re familiar with. Think about past classes and experiences you’ve had with this topic. Close your eyes for 20 seconds and think about types of communication, about the people involved in communication, about the components or parts that comprise a message, and about anything else you can think of related to communication. Connect these categories with lines as you see them in your head. I’ll tell you when to open your eyes and when to start your map.



1... 2 ... 3 ... Map it!

After 20 seconds or so, instruct the students to begin drawing. Let students map their ideas for about three minutes. Walk around the room, helping students who are having difficulty with their concept maps. After the time expires, have students discuss what they have, highlighting key points from previous lessons. Also look for and recognize students who fit feedback or related topics into their concept maps. Discussion should last for five to seven minutes, or as is viewed appropriate.



Everyone, clap in three seconds: 3 ... 2 ... 1 ... clap! Thank you! Please share what you have added to your concept map.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Examine types of feedback.

Incorporate students’ answers from the previous exercise into this introduction. Students will watch a few minutes of a television show or movie and will write down the types of feedback they observe.



Now that you have mapped out communication and have seen that receiving communication back from the audience is important, you will try to identify how an audience can communicate back to you. In a moment you will watch a few minutes of a television show to see how people give feedback. Before you do this, please write the word “feedback” in your notebooks.

Write the word “feedback” on a writing surface.



Think about what this word means to you. While you are concentrating, you should think about how you would define feedback, and think of an example of feedback. Be ready to answer when I call on you.



Let students think for 20 seconds, and then call on three students to share their answers with the class. Make connections between the answers. Relate to the following definition, and write the definition on a writing surface or show MS.42.TM.A.

I. Definition of feedback

A. Feedback: Opinions and reactions—communication—we receive from an audience



Remember that an audience does not have to include a room full of people. If you are speaking to one person, this person is your audience.

Students will now watch a short clip from a television show or movie. If you can receive TV channels in your room, you can choose a show at random. Otherwise, select any appropriate video to play that has dialogue between characters. If you choose to use a TV program, you may want to choose an appropriate talk show or sitcom. Let the students know that the teacher chooses the station, not the students. You may want to check what will be showing before class starts! Recommendations may be a sitcom such as Roseanne, Friends, etc., or a game show such as The Price Is Right, Wheel of Fortune, etc. Local listings can be found at www.tvguide.com.

Students will take notes about the types of feedback they think characters are receiving from other characters.



Turn your concept map over. You will use the reverse side of your papers to identify different types of feedback between a communicator and his or her audience. As you prepare to watch this short TV clip, know that I expect everyone to be attentive and to keep on task. I will tell you who the communicator is. You must define who the audience or audiences are. Write down everything the audience does that you think may be considered feedback to the communicator.

Turn on the show or movie. Define the communicator. Remind students to take notes. Play the movie or show for five minutes or for a time that seems appropriate. When finished, ask students to partner up and share answers.



Now that you have seen the clip, take two minutes with a partner and share your answers. When you complete your list, write on the board the feedback types you saw.



Please copy these into your notes.

Number the appropriate and non-repetitive answers on the board. Answers may include:

B. Types of feedback

1. Spoken
2. Written
3. Non-verbal
 - a. Facial expressions
 - b. Yawn
 - c. Hand gestures



Objective 2. Identify communication needs of various audiences.

Students will now classify the feedback they observed as positive or negative.



Now that you've identified different types of feedback, you can use this knowledge to your advantage. One of the problems with communication is that everyone thinks differently. If you were speaking to someone you didn't know very well, it is easy to imagine that you wouldn't know how to relate your message. Even if you know your audience, if the person is a friend or family member, it is not always easy to know how to tell the person something. To overcome this problem, you can use the person's feedback to adjust how you send your message!



As we talk about audience and feedback, please try to put yourself in the audience's shoes.



What you must do first is decide which feedback is positive or negative. Write these definitions in your notes.

Show MS.42.TM.B or display on writing surface.

II. Categories of feedback

A. Positive feedback: Tells the communicator to continue the type of communication and subject

B. Negative feedback: Tells the communicator to change the communication type or subject

Have students decide what feedback written on the board from Objective 1 is positive and what is negative. Label them with A+ or A-.



Think about whether the forms of feedback you've written on the board are positive or negative. When I read the feedback out loud, give me a plus signal by crossing your arms like a "+" or a negative symbol by moving your hand past your neck as if to say, "Stop it!"

Give an example for the students: e.g. clapping is positive.

After labeling the examples of feedback, hand out copies of MS.42.AS.A. Ask students to place the types of communication in the corresponding boxes.

Objective 3. Adapt to feedback.

Students will work in teams to identify how to change their communication methods or messages in order to elicit positive feedback from their audiences. They will complete the activity sheet from Objective 2 and then do a short role-playing exercise of a communicator changing the communication type or key message to suit his or her audience.



You all know that positive feedback is what you're striving for when communicating with anyone. Think about these questions as you move to the last part of today's lesson:



How do you change the negative feedback so that it is positive.





If you were speaking to someone, and the person started doing one of the things we labeled negative, what could you do so that person would give positive feedback.



Your final mission of the day requires you to show the class just how well you can do this. Please be active and on-task learners as you identify ways to adapt to negative feedback. Take 30 seconds to move your desks into teams no larger than three persons.

Let students break into teams and bring the class back together after 30 seconds.



Thank you. When I say, "Work!" take three minutes within your group to complete the worksheet by filling in the "How to change my communication" section. Think carefully and seriously when filling out the worksheet. You will want to make sure the audience understands the key message. Think about ways you could change your communication method or type to get positive feedback. Ready, set, work!

Let students work for three minutes. Collect answers and write them on transparency MS.42.TM.C. Instruct the students to write down answers that their group didn't think of. Possible answers might include the ideas presented in the following outline:



Make sure you transfer any ideas you don't have onto your worksheet!

III. Adapt to feedback

A. Yawning

1. Change voice
2. Move around

B. Looking around or not paying attention

1. Change location
2. Use hand gestures

C. Shaking head

1. Give examples
2. Show how

D. Arguing

1. Reiterate main point
2. Give examples
3. Ask questions

Now ask students to complete a one-minute role-playing activity for the class. Give them two minutes to prepare a skit in which one person is the communicator and the other two comprise the audience giving negative feedback. The communicator must change his or her communication method to get positive feedback. The topic for the communicator is either "Sports" or "What I did last weekend."



Students, please be quick, hungry, and active learners for this last activity. You will perform a skit within each of your groups. Each group must demonstrate how to adapt to negative feedback. One person must be the communicator, and the other two will be the audience. The communicator must tell the audience either something about sports or about what happened last week end. The audience must first show negative feedback. The communicator must then change the method of communication to obtain positive feedback. Remember, it can only take one minute to perform, and you have three minutes to plan it. Any questions. Go!



Let students plan and perform their skits. Celebrate each performance!



Review/Summary

Ask students to define feedback, give types of feedback, and label them as positive or negative. Finally, have them describe what may work to adapt to the feedback.



Application

►Extended Classroom Activity:

Students can observe a conversation or class in which the audience is giving feedback. Have them list what the communicator does to adapt to feedback.

►FFA Activity:

Have students interview a member who is good in speaking contests. They should ask what feedback judges often give and how to adjust to it.

►SAE Activity:

When working with customers, employees, or associates, students should observe feedback to see which group of people seems to give the most positive feedback, and which group tends to give negative feedback. Have students determine the cause of both.



Evaluation

Use MS.42.Assess to determine student knowledge of feedback.

Answers to Assessment:

Feedback is defined as opinions and reactions—communication—one receives back from an audience.

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



RESPONDING TO AUDIENCE FEEDBACK

►Part One: Fill in the blanks.

Instructions: Complete the definition of feedback.

Feedback is _____ and _____ communication we receive back from an _____.

►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. Feedback can only be negative.
- _____ 2. When giving a presentation, feedback is not useful until after it is over.
- _____ 3. Positive feedback tells you to keep using the same communication type.
- _____ 4. Moving around is an effective way to change “bored feedback” from an audience.
- _____ 5. It is possible to have more than one audience at a time.



DEFINITION OF FEEDBACK:

◆ **Opinions and reactions—communication—we receive from an audience**



CATEGORIES OF FEEDBACK

◆ **Positive feedback:** Tells the communicator to continue the type of communication and subject

◆ **Negative feedback:** Tells the communicator to change the communication type or subject



POSITIVE FEEDBACK

Spoken Examples	Written Examples	Non-verbal Examples

NEGATIVE FEEDBACK

	How I would change my communication
Spoken Examples	
Written Examples	
Non-verbal Examples	



POSITIVE FEEDBACK

Spoken Examples	Written Examples	Non-verbal Examples

NEGATIVE FEEDBACK

	How I would change my communication
Spoken Examples	
Written Examples	
Non-verbal Examples	

