



Section 3: Part 2

We: Communication

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STUDENT LEARNING OBJECTIVES:

After completing these activities students will...

1. Discuss the importance of two-way communication.
2. Demonstrate professional job-seeking skills.

TIME REQUIRED: Interest Approach - 10 minutes; Lessons and Activities - 80 minutes

RESOURCES: "Official FFA Student Handbook" – one per student, FFA.org and additional resources outlined below.

EQUIPMENT AND SUPPLIES NEEDED:

1. "Official FFA Student Handbook" – one copy per student.
2. A copy of the "Communication Rubric" for each student.
3. A copy of the "Communication Shape Activity" worksheet for Activity #1.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-B.Relationship: Build relationships, work as a team player and appreciate the talents of others.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-H.Social Growth: Successfully interact with others and adapt to various social situations.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.

Common Core - Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

Partnership for 21st Century Skills

- Collaboration
- Communication
- Critical Thinking and Problem Solving
- Initiative and Self-direction
- Leadership and Responsibility
- Think Creatively

LESSON PLAN:

1. Interest Approach:

- a. Play the classic game Telephone.
- b. Instruct the students to form a circle around the room.
- c. The instructor will start the message.
 - i. Possible messages:
 1. The lazy brown fox jumped over the log by the river.
 2. We saw a random red kite floating in the air by the playground yesterday.
 3. Sam and Janet wished for a million ducks to fill the pond.
- d. Each student will whisper the message in the next person's ear, saying it only once.
- e. The last person to receive the message will say it out loud.
- f. For this game to succeed, the message should have little resemblance to the original sentence. Discuss the following questions as a class:
 - i. Did everyone hear the same message?
 - ii. What is the difference between hearing and understanding?
 - iii. Do you think the message would have transferred better if the sender could repeat the message?

NAME: _____

2. Activity #1:

- a. Ask for one volunteer to be the communicator.
- b. Once the communicator is selected, give the communicator a copy of the "Communication Shape Activity" handout.
- c. The rest of the class will need to have a blank sheet of paper.
- d. The communicator will stand behind the rest of the class and give directions on how to draw the series of shapes.
- e. The students cannot ask questions.
- f. Once the activity is complete, ask the following questions:
 - i. Did anyone duplicate the chart?
 - ii. Did you think that the directions were clear?
 - iii. Who had a different design?
 - iv. Did you feel unsure about the diagram?
 - v. How did you feel about not being able to ask questions?
 - vi. To the communicator: How did you feel as you explained the diagram?
 - vii. How does two-way communication help us in our daily lives?

3. Activity #2:

- a. This activity will span over two days—a day for preparing the interviews and a day for presentations. The interviews will need to be completed on the students' time. Use the rubric to evaluate the presentations.
 - i. The skills involved in developing and delivering presentations are transferable to just about every job.
 - ii. Have students use [AgExplorer](#) to select a career field they are interested in researching.
 - iii. Students will do preliminary research and brainstorm different aspects within that career field where group presentations may be necessary or effective.
 - iv. Have students identify specific people within the career field they have chosen.
 - v. Students can choose one or more of their identified people and conduct either an in-person interview or a phone interview. Email could be used as well.
 - vi. Make sure students ask questions about how this individual utilizes group presentations on the job. Have students summarize their findings and present them to the class.

4. Follow Up: In conclusion, discuss the following questions:

- a. Were you surprised by any of your findings about the career field in general?
- b. What are the main purposes of the presentations given by the people in your career field?
- c. In order to deliver effective presentations, what skills seem to be important to the people in your career field?

5. Leveling Up: Bring in a local FFA supporter to talk about the importance of clear and effective communication both inside and outside the workplace.

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Communication Rubric

Indicators	Very strong evidence skill is present. 5-4	Moderate evidence skill is present. 3-2	Strong evidence skill is not present. 1-0	Weight	Total score
Preparation	Presenter is able to speak specifically using facts and statistics to support answers.	Presenter is able to provide opinions and assumptions to support answers.	Presenter is unable to support the facts.	X2	
Eye Contact	Maintains good eye contact with the audience at all times.	Occasionally looks up or at the audience.	Rarely looks at the audience; reads notes the entire time.	X2	
Enthusiasm	Demonstrates a strong, positive feeling about the topic during presentation.	Shows little interest in the topic presented.	Shows absolutely no interest in the topic presented.	X2	
				Total:	

NAME: _____

Communication Shape Activity

