



“Soft” Skills Integration

Think Before You Speak

Created: 4/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Identify the differences in communication between conversing with friends, family and in the workplace.
2. Describe how non-verbal communication impacts conversation.
3. Develop skills to effectively communicate with a variety of people.

TIME REQUIRED: 30 minutes

RESOURCES:

1. FFA.org

EQUIPMENT AND SUPPLIES NEEDED:

1. Copies of the worksheet “Think Before You Speak.”
2. Each student should have access to a writing utensil.

SUGGESTED USE:

Incorporate any of these activities into the class curriculum before and during the following:

1. Team building activities
2. Collaborative or group projects
3. Ice breaker activity
4. Career exploration activities

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.

Common Core- Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

Common Core-Language

- CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

AFNR Career Ready Practices

- CRP.01. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.
- 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
- Social and Cross-Cultural Skills
- Work Creatively with Others

ACTIVITIES:

Introduction: The way we talk to our friends is different than the way we talk to people we work with. We do not greet our friends the same way that we would greet an employer for an interview. As we develop communication skills, it is important to recognize the differences in how we communicate with friends, family and in the workplace.

To begin the discussion, have students brainstorm on a piece of paper some of the differences they see when communicating with friends, family and employers. Some of the questions below may help guide the discussion.

- What would happen if you greeted an employer for an interview the same way you greet a friend?
- Why does communication look different between friends, family and employers?
- What looks the same when communicating with friends, family and employers?

Communication involves both verbal and non-verbal communication.

Verbal- Involves speaking, sounds and the actual language of a conversation.

Non-verbal- Involves body language such as facial expressions, posture, hand movements and eye contact.

➤ *Activity #1: Communicating with Friends*

- a. Students should identify a partner.
- b. Once with that partner, have students work through the "Friends" portion of the worksheet. This should involve them greeting, conversing and ending the conversation with a friend.
- c. Have students fill out the "Friends" portion of the worksheet.

➤ *Activity #2: Communicating with Family*

- a. With a different partner, have students work through the "Family" portion of the worksheet.

➤ *Activity #3: Communicating with an Employer*

- a. With a different partner than the first two times, students should work through the "Employer" portion of the worksheet.

➤ *Activity #4: Discussion*

Using the worksheet that students completed, have a brief class discussion about communication.

- a. Have students identify the similarities and differences between communication with friends, family and employers.
- b. Pose the question: Why is it important to recognize different ways of communicating with different people?
- c. Pose the question: How would talking to an employer like you talk to a friend impact your work?

Leveling Up: To extend this lesson, have students draft an email that would be appropriate to send their friends, family, and employers about being accepted into their first choice for college.

Conclusion: As an exit ticket, have students turn in their completed worksheet.

Think Before You Speak

Consider the following situations and how you would react based on who you are communicating with. Identify both verbal and non-verbal language that would be used.

Communicating with Friends

Situation 1: You get to see your friend who you haven't seen all summer on the first day of school. You two didn't talk much over the summer because you were busy working and going on family vacations.

- a. How do you greet your friend?

- b. What do you talk about?

Situation 2: There is a football game on Friday night that all of your friends plan on attending. In the space provided, compose a text to your friends describing plans for Friday night.

Communicating with Family

Situation 1: You are going to a family reunion where you have not seen some of the relatives for over five years. They are all very excited to see you.

- a. How do you greet your family members who you have not seen in over five years?

- b. What do you talk about with your relatives?

Situation 2: You are currently away for the summer at a camp. Your mom insists that you send an email to your aunt who keeps asking about you and how camp is going. In the space provided, compose a short email to your aunt giving her an update about camp.

Communicating with Employers/Coworkers

Situation 1: You have an interview for an after school job at the local fast food restaurant. In the space provided, describe how you would greet the person you are interviewing with.

Situation 2: You had an after school event come up that requires you to change your work schedule. In the space provided, compose an email to your supervisor requesting to change your schedule.