



High School

National FFA Organization

Lesson HS.55

COMPONENTS OF THE COMMUNICATION PROCESS

Unit. Stage Two of Development—WE

Problem Area. How Do I Build Relationships with Others?

Precepts. B2: Interact and work with others.

National Standards. NL-ENG.K-12.12 — 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 Define three components of quality communication.
- 2 Identify barriers to verbal and non-verbal communication.
- 3 Develop a two-minute message relating to agriculture with the three components of quality communication.





Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Essential Learnings, 2003.

Ricketts, Cliff. *Leadership, Personal Development and Career Success Second Edition*. United States of America. Delmar Thomson Learning, 2003.



Tools, Equipment, and Supplies

- ✓ 20 Crazy Communication cards—HS.55.AS.A with each description pasted on an index card
- ✓ 20 index cards
- ✓ 1 copy of HS.55.AS.A
- ✓ HS.55.Assessment—one copy per student
- ✓ HS.55.TM.A—one copy
- ✓ HS.55.TM.B—one copy
- ✓ Writing surface
- ✓ 20 sheets of unlined paper
- ✓ 15 markers



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

- ▶ Receive
- ▶ Interpret
- ▶ Deliver



Interest Approach

Before the students arrive, prepare the cards for the activity. You will need to cut them out, write the answers on the bottom of the card. Divide the Crazy Communication cards into piles of five cards each. Once students enter the room, split them into groups of five by counting off around the room. Each group will get five cards (four people in each group).



Now that you are into your groups, I need you to choose the person with the longest hair. That person is the official cardholder for your group throughout this activity.



We will be communicating using the information on these cards. When I say, “Go,” the cardholder will hold up the cards one at a time. As a team, all of you need to read out loud the words exactly as they appear on the card. You will know that you have the correct answer when the person holding the cards puts the card down. Once a team gets the correct answer, move onto the next card. You will have two minutes to complete this activity. Are there any questions? Go!

Time the activity for two minutes. Stop the teams when time is up.



-  Excellent job! Please take your seats and let's talk about the game that you just played. Tell me what was easier, to listen or to say the words? *Possible answers are: to listen, because if you are saying the words, you cannot hear what they are supposed to sound like*
-  What is the best way to understand what is being said? *Possible answers include: you need to listen to what is being said; you need to understand what is being said by listening to what is going on*
-  Today we are going to discuss how to win the communication game every day, so that our conversations do not end up being mad gabs! We will discover the components that make communication successful as well as the verbal and non-verbal components of communication.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define three components of quality communication.

► **Activity:**

Students will sit in pairs. One person (the artist) will face the writing surface and one person (the describer) will face the wall, so they cannot see the writing surface.

Sketch a simple drawing before class starts. Put this on an overhead transparency and turn it on for the students to draw during the activity. Do not turn it on until the groups are stationed, so only the describer can see the board. Students are not allowed to ask each other questions, and the describer cannot look at the artist's paper.

-  You have 10 seconds to choose a partner. Once you have your partner, pick one person to be the artist and the other person will be the describer. The describer will face the front of the classroom. The artist will have his or her back to the describer, facing the opposite wall. I will show a picture to the describer. At that time, the artist will have three minutes to draw the picture using the information the describer tells you. The most important rule is that you are not to ask any questions of the describer or me throughout this activity. Are there any questions? If not, let's begin.

Once students are in position, show the picture.

Time three minutes.

-  Let's have a look at your pictures.

Many of the pictures will not be exactly like the example.



 For those of you who were the artists, why was this difficult for you to do? *Possible answers are: because we could not ask questions; we could not look at the picture*

Now to the describers.

 Why was this challenging for you to complete? *Possible answers include: because we could not look at the picture, we had to do something that was visual through only hearing*

 Have any of you ever experienced misinterpretation? How did it affect you? *Possible answers include: I have experienced gossip, and it ruined a friendship*

 Sometimes when we listen to what other people are saying, it does not end up being as clear as we intended it to be. We may send the right signal, but the end result may be misinterpreted.

 How many of you would like to know some ways to make sure you never send the wrong message, and what the receiver hears is exactly what you are saying? Well, I have that information for you today. Let's talk about three rules that will help us to avoid this problem. Capture these thoughts in your notebook.

I. Three components of quality communication

- A. **Deliver:** to give the verbal or non-verbal information to someone else
- B. **Interpret:** decoding and understanding the information that is given
- C. **Receive:** to get the verbal or non-verbal information from someone else

Use Motion Moment to review key terms

Objective 2. Identify barriers to verbal and non-verbal communication.

Look at the posture of the students in the room. Choose a student who looks engaged in the lesson and a student who looks distanced from the lesson, based on body language. Use them in the following example.

 I know something about how you feel about this class just by looking at you. By observing, I can tell if you are enjoying class or wishing you were somewhere else.

 Can anyone tell me whether _____ is enjoying class or wants to be somewhere else? *Enjoying class*

 What about _____? Is he/she enjoying class? *No, they look bored.*

 What did I observe about you to lead me to those conclusions?

Body language

 Copy this information into your notes. There are two types of communication. Those are verbal and non-verbal communication.



I. Two types of communication

A. Verbal spoken communication

1. voice fluctuation, not monotone
2. speed or rate; how fast you talk
3. clarity and articulation

B. Non-verbal body language and expressions

1. hand gestures—not too big
2. feet—not moving too much or too little
3. facial expressions
4. posture
5. eye contact
6. movement

 Think of a really great public speaker. This can be someone you have seen give a speech on TV, like President Bush or an anchor person on the news. I would like for you to take a few seconds and write in your notebook the verbal communication skills that made the speaker so great. Begin.

Count 15 seconds

 Let's have some volunteers share their answers. I'll capture them on the writing surface. *Possible answers are: strong voice; could make their voice get softer and louder to make points; easy to listen to*

 We are going to repeat the activity again, but this time I want you to focus on the non-verbal communication skills that make for a great speaker.

Count 15 seconds

 Once again, I'll take answers from volunteers to add to our list on the writing surface. *Possible answers: facial expressions to make the content funny; standing up tall or crouching to emphasize points; walking and moving on stage; using arms; eye contact with the audience*

 To review these two concepts, let's think of motions for verbal and non-verbal. Let's do the duck mouth with our hand for verbal, and cross your arms for non-verbal. Everyone practice these motions with me.

 Walk back to the first part of the lesson. We are going to review the three components of communication, but we need to stand up. Follow me in performing these motions.

Deliver with a shoving motion, like throwing a basketball. Interpret with an open book hand motion. Receive with your arms crossed with fists on your shoulders.

 We also talked about two types of communication. Those types were *verbal* and *non-verbal*.

 Now that we have learned the basic skills of communication, let's put those skills to the test.



Objective 3.

Develop a two-minute message relating to agriculture with the three components of quality communication.

- I. Develop a two-minute agricultural message to be presented in class
 - A. Non-verbal should contain good posture
 - B. The message should be able to be interpreted by all members of the audience; therefore, the content should be informative and easy to understand



I have a challenge for each of you. To truly show your classmates and me what you know about communication, you will create a two-minute agricultural message. You are the experts in agriculture. You can discuss cows to plows, science, or business technology. What would you tell an audience who knows very little about agriculture? Research statistics and facts about our area as well as our state to include in your speech. Use the Internet, resource books, or farm magazines.



A good example of what I am looking for is a commercial on a radio station. Think of our local agricultural station. What would they have on a radio message on a "regular" radio station? If you have any questions, feel free to ask me and I will be glad to help you. You must include all components of the communication process, which are what? Deliver, interpret, and receive.



You will present your agricultural message in class tomorrow. I will grade you based on your ability to share the information so that we can all understand it, as well as your non-verbal communication skills in presenting the information. I will grade you on the content of your message; however, I am focusing more on your communication skills.



You are now prepared to go into the world confident about your communication skills! I challenge you to think of the three components of communication, and how important each component is to positive, clear communication.



Review/Summary

Use a *Hole in One Moment* for review

Add the motions from the sections above to help enhance the review



Application

► Extended Classroom Activity:

Students are to prepare a two-minute presentation for homework and present it to the class the following day. The presentation should include the communication components discussed in class.



► **FFA Activity:**

Students will participate in a CDE that allows them to communicate with others, such as general livestock judging or public speaking.

► **SAE Activity:**

Students will give a brief summary of their summer SAE experience when they return to school from summer vacation, utilizing the communication components.

✓ **Evaluation**

HS.55.Assess

Answers to Assessment:

1. Verbal (spoken communication) and non-verbal (body language and characteristics)
2. Deliver, interpret, receive



COMPONENTS OF THE COMMUNICATION PROCESS

► **Directions:**

Complete the following questions to the best of your ability.

1. Name and describe the two types of communication.

2. What are the three steps to the communication process?



THREE COMPONENTS OF QUALITY COMMUNICATION

- ◆ **Deliver:** to give the verbal or non-verbal information to someone else
- ◆ **Interpret:** decoding and understanding the information that is given
- ◆ **Receive:** to get the verbal or non-verbal information from someone else



TWO TYPES OF COMMUNICATION

◆ Verbal spoken communication

- voice fluctuation, not monotone
- speed or rate; how fast you talk
- clarity and articulation

◆ Non-verbal body language and expressions

- hand gestures—not too big
- feet—not moving too much or too little
- facial expressions
- posture
- eye contact
- movement



HS.55.AS.A

Below are the phrases for the crazy communication interest approach. You will cut them out and paste one per index card. The answer to the card is below the phrase in italics. Do not put the answer on the front of the card. Please write this answer on the back of the corresponding card in the top right corner in pencil. The cardholder will be able to see the answer as he/she holds the card up for the group, but the group will not be able to see the answer.

Haste Rake Hat	Why Sky Owed	Us He Crick	Oppose Guard
<i>A stray cat</i>	<i>Wise guy</i>	<i>A secret code</i>	<i>A postcard</i>
What Hearse Up Lie	Oak Abe Abe Chin	May Cuss Suck Jest	Arraigned He Lay
<i>Water Supply</i>	<i>Okay Babe</i>	<i>Make a suggestion</i>	<i>A Rain Delay</i>
Pus If Hick Host	Haul Weigh Sewen Mime Hind	Call Feet He Worm Elk	Ask Leer Essay Bail
<i>Pacific Coast</i>	<i>Always on my mind</i>	<i>Coffee, tea or milk</i>	<i>As clear as a Bell</i>
Amen Ask Hurt	Hush Heavy Fan	Laugh Tan Did	Sport It Skier
<i>A mini skirt</i>	<i>A Chevy van</i>	<i>Left handed</i>	<i>Sports gear</i>
Has Skinny Won	Leaf Meal Own	Foe Waste Hop	Pepper Alley
<i>Ask anyone</i>	<i>Leave me alone</i>	<i>Four way stop</i>	<i>Pep rally</i>



SPEECH EVALUATION RUBRIC

The following information is rated on a scale from 1–5, with 5 being the highest.

► Verbal Communication:

- 5 = The student was able to speak with a dynamic voice and put emphasis on key phrases and important information.
- 4–3 = The student was able to speak well, but lacked the dynamics and emphasis on key information.
- 2–1 = The student had difficulty speaking and relating the information to the audience.
- 0 = The student did not complete this assignment

► Non-verbal Communication:

- 5 = The student was able to walk with a flow throughout the speech. The student made eye contact with the audience and made appropriate facial expressions for the speech. There was comfort being in front of the room with no fidgeting or fright.
- 4–3 = The student was able to walk during the speech, but it was too much or too quickly. The student made some eye contact with the audience and a few facial expressions. There was some comfort being in front of the room. There was a little fidgeting or stage fright present.
- 2–1 = The student was pacing or not walking at all throughout the speech. There was little eye contact, if any at all. The student had evident stage fright, was uncomfortable in front of the room and was fidgeting throughout the speech.
- 0 = The student did not complete the assignment.

My overall rating for this student is a _____ out of a total of 10 possible points.

Some thoughts for your next communication experience:

