



High School

National FFA Organization

Lesson HS.84

THE NEED FOR COMMUNICATION TO INFLUENCE OTHERS

Unit. Stage Three of Development—DO

Problem Area. How Do I Effectively Communicate with Others to Accomplish the Vision?

Precepts. J6: Persuade 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 persuasive communication.
- 2 Explain how persuasive communication can influence people.
- 3 Identify and employ persuasive techniques.





Time. Instruction time for this lesson: 100 minutes.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector and transparencies
- ✓ Large sheets of white paper—one per group of three to five students
- ✓ Markers
- ✓ Colored sheets of paper with selected words on them (see interest approach for room setup)
- ✓ Play-Doh or modeling clay
- ✓ Copies of HS.84.AS.A—one per student
- ✓ Copies of HS.84.Assess—one per student



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

- ▶ Actions
- ▶ Attitudes
- ▶ Beliefs
- ▶ Communication
- ▶ Credibility
- ▶ Emotional appeals
- ▶ Intentions
- ▶ Logical reasoning
- ▶ Persuasive communication



Interest Approach

Students will work in small groups of three to five to brainstorm ways they can influence others. Have a sheet of paper and markers already set out for one person per group before students arrive. On the sheet of paper, they are to write the word INFLUENCE. Like the game of Scrabble, they will write words or phrases off of the word “influence” that complete the statement, “To influence others, you must ...” Place this statement on the writing surface as students are arriving to class.



To kick-start a great hour of learning, I ask that you bring to the table your desire to make a difference for others by being an influence. That’s what today is all about! In fact, right now each person who has a big piece of paper in front of them should write the word “influence” in large capital letters in the middle of the sheet.

Demonstrate on the writing surface how it should look.



 Your task is to complete this statement, “To influence others, you must ...” You can use words or phrases. How many of you have played Scrabble or done a crossword? As you complete the statement, connect the words or phrases as you would in Scrabble or a crossword puzzle.

Demonstrate on the writing surface how this would look. You could use “be prepared” by connecting one of the “e’s” to the last “e” in influence. Then split into groups and give them three to four minutes to complete.

When finished, have the person in the group who has the (select one: smallest shoe size, most pets, or biggest hands) serve as the reporter and share with the class their group’s three best ideas.

During this processing, highlight any responses that address communication or have a tie to today’s lesson on communicating persuasively to influence others. When each group shares, celebrate their success by shouting their very best idea. For example, they may have said, “You must care about others.” On three, everyone would shout, “Care about others.”

Introduce the big-picture goal of today’s lesson with a scavenger hunt around the room. Before students arrive, have the following words placed on small pieces of colored paper that could be taped to walls, under tables and chairs, on the ceiling, etc. Be careful about safety concerns. With larger classes, use two sets of words on different colored paper.

The
Need
For
Communication
To
Influence
Others

Instruct students to find the words and try to place them in an order that makes sense.

 This next activity will require cooperation, movement, and safety. When I say “influence,” you will work together. Move around the room, being careful as you go on a scavenger hunt. Your group will be locating the colored pieces of paper that are hidden around the room. They are not located anywhere that requires you to open anything, so please don’t go through my desk or the cabinets! You should find seven pieces of paper with words on them. When your group has located all seven, try to put them in an order that makes sense. What questions do you have? Ready, influence!

When they accomplish this, they should design a 20–30 second “mini-skits” that demonstrates the need for communication to influence others without using any verbal communication, only actions.

 Excellent scavenging! You’ve completed the first half of your challenge. We now know that today is all about using our communication skills to influence the people around us.

 For the next challenge, use your collective pantomime talents to create a 20–30 second skit that demonstrates the statement you just put together. Act out what “the need for communication to influence others” looks like without using any talking in your performance. You will become



mimes! Here's a hint to get you started: think about scenarios from your lives when you have had to communicate to influence friends, teachers, or family members. You have two minutes to rehearse before presenting to the group. What needs to be clarified? Go!

Have the groups quickly present their "mini-skits," and celebrate success when finished with some "Power Mimes" such as a Power Smile, Thumbs Up, High Five, Pat on the Back, etc. To do these, everyone would turn to the group who just presented and do the motion.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define persuasive communication.

Use a Me-you-us Moment to create discussion about persuasive communication.



In your notes, jot down one way you have tried to influence someone—a family member, friend, or teacher—in the past week.

I. Definitions

- A. **Communication**—the means whereby (interaction) takes place and (information) is exchanged between individuals.
 - 1. Includes (listening), oral, written, and (nonverbal) means
- B. **Persuasive Communication**—the process of altering the beliefs, (attitudes), intentions, or (behavior) of another person by the use of words and nonverbal (messages).

Objective 2. Explain how persuasive communication can influence people.

Use HS.84.AS.A for the following note-taking activity. The activity sheet has some blanks on it, requiring students to collaboratively decide which terms go in which blanks. The missing words are designated by parentheses below.



Now that we have established what persuasive communication is, let's take a look at four ways it can influence the people around us. The activity sheet that you have just been given has some blanks on it. Use the words at the bottom of the sheet to fill in those blanks. Your group should read the examples below the blanks. There is one historical reference and one general example to help you figure out where the words go and to better understand what they mean. Let me know when you think you have them. You can go ahead and get started.



II. Four Ways Persuasive Communication Influences Others

- A. Influence (**beliefs**)—what they (think)
 - 1. “to persuade my audience that the world is round”—Columbus
 - 2. “to persuade my audience that TV violence causes school violence”
- B. Influence (**attitudes**)—what they (feel)
 - 1. “to persuade my audience that all men and women are equal”—Martin Luther King, Jr.
 - 2. “to persuade my audience that today’s teenagers are responsible and respectful”
- C. Influence (**intentions**)—what they (hope to do)
 - 1. “to persuade my audience to not build a military installation in Cuba”—John F. Kennedy
 - 2. “to persuade my audience that they should go to college”
- D. Influence (**actions**)—what they (are doing)
 - 1. “to persuade my audience to help the poor and disabled”—Mother Teresa
 - 2. “to persuade my audience that they should stop procrastinating”

When most groups are finishing, give the correct answers, discuss what they mean, and clarify any student questions.

Use a Show What You Know Moment to quiz the students.



I’m going to give you a chance to show what you know. Without looking at your notes, what are the four ways persuasive communication can influence others? Tell someone sitting next to you two of the ways and have them tell you the other two.

Objective 3. Identify and employ persuasive techniques.



There are techniques you can use both in formal settings such as a speech, or informally with daily conversations that will help you to be more persuasive. Let’s take a look at three of them.

III. Persuasive Techniques

- A. **Logical Reasoning**—formulate specific reasons that are supported by sound evidence.
 - 1. Use facts, testimonials, expert opinions.
- B. **Emotional Appeals**—deliver statements that arouse strong feelings.
 - 1. Use descriptive language, personal references.
- C. **Credibility**—establish that you are believable and trustworthy.
 - 1. Show that you are competent, sincere, and dynamic.

Use a Michelangelo Moment to review the three persuasive techniques. Number off the students as a 1, 2, or 3. Make sure there is a 1, 2, and 3 in each group or at each table. Ask the 1s to sculpt logical reasoning, 2s to sculpt emotional appeals, and the 3s to sculpt credibility. Pass out Play Doh or modeling clay.





This activity will ask you to use the information you just captured in your notes and some artistry. Using the Play Dough, sculpt something that represents your assigned persuasive technique. Ones, you will work on logical reasoning. Twos, try to tackle emotional appeals. And threes, sculpt credibility. You have three minutes to create your beautiful persuasive techniques sculptures. What do I need to clarify? Get started!

When finished, use a Me-you-us Moment to process what was sculpted.



Review/Summary

Use a Cartographer Moment where students create a concept map or mind-map to visually show the relations between the three objectives from today's lesson. Demonstrate on the writing surface how a concept map might look. Encourage students to use color in their diagrams. Students could start on this in class if time permits. When finished, have students share their creations in small groups or select a few students to share with the entire class.



Application

▶ Extended Classroom Activity:

Have students develop a three- to five-minute persuasive speech that addresses one of the ways communication can influence others. Additional activity—obtain permission from your administration to show the movie “13 Days” about the Cuban Missile Crisis, and have students write a short paper about how persuasive communication was used by John and Robert Kennedy and their associates to stop Russian installation of nuclear weapons in Cuba.

▶ FFA Activity:

Have students participate in the public speaking CDEs.

▶ SAE Activity:

Identify ways that communication is used in student SAEs to influence others.

▶ Connections to Other Lessons

- *HS.17.Lesson: How Leaders Influence Others Through Vision*
- *HS.50.Lesson: Communicating With Customers*
- *HS.55.Lesson: Components of the Communication Process*
- *HS.89.Lesson: Conducting a One-on-One Visit*
- *HS.88.Lesson: Using Key Messages*



✓ Evaluation

Use HS.84.Assess to evaluate student mastery of content.

Answers to Assessment:

Part One: Fill-in-the-Blank

1. interaction, information, exchanged
2. beliefs, attitudes, intentions, actions

Part Two: Identification

3. intentions
4. attitudes
5. actions
6. beliefs

Part Three: Essay

7. Answers will vary, but should address logical reasoning, emotional appeals, and credibility. An example for how to use each technique should be described.



THE NEED FOR COMMUNICATION TO INFLUENCE OTHERS

► Part One: Fill-in-the-Blank

Instructions: Write the correct words to complete the definitions.

1. Communication is the means whereby _____ takes place and _____ is _____ between individuals.
2. Persuasive communication is the process of altering the _____, _____, _____, or _____ of another person by the use of words and nonverbal messages.

► Part Two: Identification

Instructions: Identify which method of influencing others is described. Choose the best answer, and each one is used only once. (Hint—one method is beliefs.)

3. _____ persuade someone to become a teacher.
4. _____ persuade a friend to cheer up after they are cut from the basketball team.
5. _____ persuade a friend to change their partying lifestyle.
6. _____ persuade a jury that the defendant did commit the crime for which he is accused.

► Part Three: Essay

Instructions: Write a paragraph that explains the three techniques of persuasion. (Hint—one technique is credibility.) Also, describe one example of how to use each technique.

- 7.



FOUR WAYS PERSUASIVE COMMUNICATION INFLUENCES OTHERS

Choose one of the following for the first blank in each line.

actions
attitudes
beliefs
intentions

Choose one of the following for the second blank in each line.

are doing
feel
hope to do
think

- A. Influence _____—what they _____
1. “to persuade my audience that the world is round”—Columbus
 2. “to persuade my audience that TV violence causes school violence”
- B. Influence _____—what they _____
1. “to persuade my audience that all men and women are equal”—Martin Luther King, Jr.
 2. “to persuade my audience that today’s teenagers are responsible and respectful”
- C. Influence _____—what they _____
1. “to persuade my audience to not build a military installation in Cuba”—John F. Kennedy
 2. “to persuade my audience that they should go to college”
- D. Influence _____—what they _____
1. “to persuade my audience to help the poor and disabled”—Mother Teresa
 2. “to persuade my audience that they should stop procrastinating”

