



LifeKnowledge® At Work

To advance the integration of LifeKnowledge through local teachers.

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LifeKnowledge® Featured Articles

Idaho's State Leader Leads the Way in Leadership

Allison Touchstone tells her LK story and explains what she has done to enhance LK usage in Idaho, where she serves as a state leader. [Click here to learn more...](#)

Using LK: Explore Integration Ideas on LK Online

Discover how the Integration Ideas tab can help you draw strong connections between what you are already teaching and the fundamental life lessons within LK. [Click here.](#)

Featured Precept

Featured Precept: Communication

Find out how effective communication can give your students an edge in any endeavor. It is one of the most important skills we can develop in students. [Click here](#) to find out how to use speech writing and conflict resolution to coach your students on communication.

Featured Lesson Plan

Featured Lesson Plan: History of Wildlife and Natural Resource Management

Britina Robinson is in her fifth year of teaching agricultural education at A&M Consolidated High School in College Station, Texas. When Robinson commits herself to creating "LifeKnowledge-ized" lessons each day, she believes her lessons improve 300 percent! [Click here](#) to read her lesson on the History of Wildlife and Natural Resource Management.

Unforgettable e-Moments

Check out how Ellen Thompson of Minnesota is using the Almanac and Encyclopedia Moment to practice logical skills.

[Click here to read article...](#)

Hot Tips

Cyberbullying – Understanding the Emergent Threat

With all the latest buzz around education and student safety dealing with online bullying, this month's teaching tip provides a couple of resources to coach students on appropriate online communications.

[Click here ...](#)

LifeKnowledge News

Survey Winners

Thanks to everyone who participated in the LK survey. [Click here](#) to find out who won the drawing.

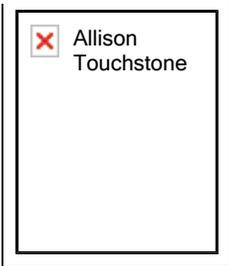
Comments & Success

[Contact us](#) with your comments, questions or LifeKnowledge success stories.

Idaho's State Leader Leads the Way in Leadership

By Allison Touchstone, Program Manager, Agriculture and Natural Resources for the State Division of Professional-Technical Education, Idaho FFA Advisor and the only National Board Certified Agriculture Teacher in Idaho

After nine years of teaching high school agriculture, I moved to the state level about two years ago and have had great success spreading LifeKnowledge methods throughout the state of Idaho.



My first exposure to LifeKnowledge was several summers ago when Tony Small, Education Division director at the National FFA Organization, and his crew conducted a workshop at our annual summer conference. The school I was working for at the time was sold on the benefits of LK from the start and bought the curriculum for all three of our ag instructors. After the summer conference, I explored LK on my own and in the fall began integrating LK into my agriculture, leadership and student government classes.

As I incorporated E-Moments into my lessons, my student government class was in shock. Agriculture students were used to agriculture teachers being unique, but the student government class was more accustomed to the "stand in front of the class and lecture" style. As I introduced more engaging strategies into my daily lessons, all of my students really caught on, and it was a lot of fun. It is great when students really get into a lesson. The first time you see a kid dancing

around while engaged in new concept, it's kind of entertaining.

E-Moments are versatile too. In state officer trainings, I have passed along some E-Moments to show the officers how to help their audiences remember important points. I have a couple of E-Moment favorites, depending on the course being taught. When I had a mixed grade level, I liked to use the Little Professor Moment. I would pair more experienced students with less experienced students and have them teach one another. In younger classes, I enjoyed using the Motion Moment; actions really help students remember concepts.

The need for school programs to focus on leadership, personal growth and career success is growing. Leadership skills are not being taught consistently through K-12 curriculum, so an emphasis is being pushed on the high school years to teach these life skills. Also, the need continues to grow, unfortunately, as family training decreases, more students come from broken homes and instructors are asked to fill new roles and do more things. With all of this going on, an easy-to-use resource like LK is priceless.

Leadership education is not easy. It can be quite ambiguous, and if the teacher does not have a lot of training, it can be a very daunting task. This is one of the many reasons why LK is so valuable. Teachers can pull out a lesson, read it over and think, "Yes, I can do that in my class." Just selecting an E-Moment and trying it once successfully gives teachers more confidence in integrating life skills in the classroom. Curriculum development is the part of teaching that takes so much time, but with LK, all of the development is already done and at your fingertips.

When I was in the classroom, my teaching partners and I used LK resources as a large tool in chapter officer training, picking out lessons and activities on teamwork, responsibility, time management, etc.

After moving out of the classroom and into my current position, I used a grant to provide LK Online for all of my educators. Because of the benefits I saw from using LK as a supplement in my classroom, I thought by providing it to everyone for one year, they wouldn't have an excuse about why they had not tried it. I wanted each teacher to utilize the online version and see if they could incorporate it into their program.

I take it upon myself to promote LK in my state, mentioning it in my monthly newsletters to let everyone know it is available. I also had the opportunity to present E-Moments to our district-level officers in their annual training. I picked out five E-Moments and demonstrated them during the training so the officers could incorporate them into their own presentations.

I realize not everyone has a grant or the resources to purchase LK for their whole state, but highlighting an activity or interest approach in a newsletter, state meeting or to the state officers is a great way to spread these leadership tactics across the state.

I encourage new state leaders to investigate LK for themselves and look at what is available. If you have been an instructor, you will have no difficulty in identifying the value of this resource; it sells itself, and the cost is not that expensive.

"Leadership education is not easy. It can be quite ambiguous, and if the teacher does not have a lot of training, it can be a very daunting task. This is one of the many reasons why LK is so valuable."

Everyone knows if agriculture teachers didn't beg, borrow and steal, they would have to create everything themselves, leaving no time to eat, sleep or see the light of day! To help solve this problem, LifeKnowledge is a great resource to cut back on time spent creating leadership lessons.

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Using LK: Explore Integration Ideas on LK Online

Katy Wuthrick, Education Specialist, LifeKnowledge Center for Agricultural Education

As the tools of LK Online continue to increase, it is important that each subscriber understand the functionalities of the current tools, allowing LK Online to be of ultimate service. The Integration Ideas feature provides an opportunity to step outside the box and connect leadership with all aspects of agricultural education.

The Integration tool is a great way to see how the LifeKnowledge precepts, which were established by business and industry, fit into the lessons you already teach. [Click here](#) to see the Integration tool page and follow along.

Integration Ideas can be found along the left-side toolbar on the LK Online launch page. Select Integration Ideas.--> Select a subject area from the menu. --> Click on the plus-sign icon next to your course choice. --> Click on the plus-sign icon next to the unit of choice. --> Select the lesson title to view the Integration Ideas. A list of lesson titles will appear followed by a code in parentheses indicating which part of the lesson would fit best.

All	All of the lesson would fit this topic
IA	The Interest Approach
1	Objective 1 best fits
2	Objective 2 best fits
3	Objective 3 best fits

If you click on a lesson coded with (2), the lesson will appear on the screen already positioned at Objective 2.

For example, if you are teaching the different types of fertilizers, the Integration Ideas will direct you to AHS.29- *Capitalizing on the Strengths of Others*, and will pull out Objective 2: *Explain how to capitalize on the strength of others*. Tying these two ideas together could be taught very quickly as you proceed with the rest of your technical lesson about fertilizers.

No matter what you are doing in the classroom, an element of leadership can be associated to better prepare every student every day for the challenges of life.

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Featured Precept: Communication

Communication is defined by the Merriam-Webster Online Dictionary as “a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior; exchange of information.” Notice that communication is not defined as simply talking, listening or observing. To truly communicate with one another, we must have an exchange of information; it must be a two-way street.

Every day students in classrooms worldwide observe communication. Let’s give FFA members an edge by allowing them to practice this undeniably important precept.

As the technical world continues to advance, there are many roads to explore when it comes to communication.

Here are some LK lessons to help you foster your students’ communication skills

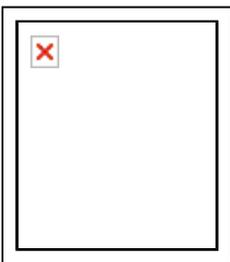
- [MS 40](#)– Types of Communication
- [HS 86](#)– Developing Speeches using the Magic Formula
- [AHS 22](#)– Conflict Resolution Techniques

“The greatest problem in communication is the illusion that it has been accomplished.” –George Bernard Shaw

[Check out this Coaching Guide](#) activity to enhance communication within your chapter.

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Featured Lesson Plan: History of Wildlife and Natural Resource Management



Britina Robinson, agriculture teacher at A&M Consolidated High School in College Station, Texas, explains that it is key for teachers to use interest approaches that focus students and contextual sets that frame previous knowledge to bridge new objectives. Also important is using student-centered language that is specific and action-oriented and, of course, student-engaging strategies to facilitate learning.

In this lesson, Robinson incorporates a Go Get It Moment and an Eyewitness Moment into her technical lesson about the History of Wildlife and Natural Resource Management.

In the past, she used LifeKnowledge only when teaching concepts of leadership, employability and other personal growth topics. Each of the classes she teaches is required by Texas state law to have an element of leadership within it, and she uses LifeKnowledge resources to facilitate this

requirement.

“Ms. Robinson is a dedicated and professional educator making a difference in the lives of her students, in and out of the classroom,” said Adren Pilger, assistant principal at A&M Consolidated High School.

“I have used LifeKnowledge lessons and have created my own lessons in LifeKnowledge format to increase my effectiveness, and I have found both to be invaluable,” Robinson said.

As a current user of LifeKnowledge lessons, she hopes that someday there will be a library of technical lessons that meet the standards of LifeKnowledge. To add to your library of lessons, check out Robinson’s lesson on the [History of Wildlife and Natural Resource Management](#).

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Unforgettable e-Moment

By Ellen Thompson, Agriculture Educator, Sauk Centre, Minn.

e-Moments are little gems. When I was first introduced to some of the e-Moments, I was skeptical. They seemed too fluffy and silly, but being the one-woman-band show that I am, I decided to try them. My students responded very well. Now I am in my seventh year of teaching and my classes consist of a mix of animal sciences, environmental sciences, plant sciences and agribusiness. I have been using e-Moments successfully for two and a half years. I believe they have energized my lessons, improved student participation and increased student learning.

Almanac and Encyclopedia Moment - *With an almanac or encyclopedia in hand, students make connections between what they just learned and topics found in their reference book.*

In this e-Moment, I tell my students to make an analogy of two unlike things. I most recently used this with the parts of the flower and their functions. I asked the students to pick a topic of their choice and relate it to the parts and functions of the flower.

For example, one partner pair chose a basketball team: The coach was the receptacle holding the team together much like the receptacle holds the flower together, the ball was the pollen, so the point guard was the anther and the actual basket was the stigma. Other students picked a restaurant: The stigma was the customer who receives the food, the petal was the menu that attracts the people. And they went on and on. It was great.

Try this e-Moment in your next lesson. It is a great way to trigger your students' extended thinking!

Do you have an example like this? How have you been using e-Moments in your classroom? Be a part of LifeKnowledge At Work and send your ideas to kwuthrick@ffa.org.

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Cyberbullying - Understanding the Emergent Threat

Instead of letting all the news about cyberbullying slide on by with an "It's not that big of a deal at my school" attitude, let's be proactive, not reactive, problem solvers. This week's teaching tip challenges all educators to meet this attitude head-on and bring to the forefront the importance of cyberbullying awareness.

From www.ikeepsafe.org:

The three main risks are:

Each virtual community can have its own set of rules. Some of the basics include:

Inappropriate Contact – Teach kids how to recognize and protect themselves against contact with cyberbullies, hackers, phishers and predators. People aren't always who they say they are. The Internet is a place to enhance existing relationships, not a place to meet new people.

Inappropriate Content – This includes both content that is viewed and content that is uploaded by kids. Help kids understand that the Internet is forever: everything they post online is tracked and stored and will follow them to future job interviews and college entrance interviews.

Inappropriate Conduct – Because the Web environment can feel anonymous, some youth become uninhibited. Teach kids that the Internet is a public forum; anonymity is a myth. Help each of them be the good person online that they are when they're offline.

For more educational information about cyberbullying, check out www.education-world.com and www.stopcyberbullying.org. Have your students take the [Bully Reality Quiz](#).

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What's New with LK

Survey Winners

Thank you to all who filled out the LK readership survey. We received great results. Your input on the LifeKnowledge At Work eNewsletter is very important. We will be using some of your suggestions in the newsletters to come and we hope you will continue to voice your opinion and keep us informed about how you are using LK in your classroom. We would love to feature you and your success.

The prize winners from the LK survey drawing are:

Richard Meske, South Wayne, WI
Greg Jackson, Maynard, AR
Alison Lincoln, Miami, FL
Donna Crompton, Glastonbury, CT
Kim O'Byrne, Las Cruces, NM

Congratulations!

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Welcome Katy Wuthrick
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Add to Plan

View Plan

Plan Notes

Show Connection

[LifeKnowledge Indicators](#)

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Integration Ideas

- Agribusiness**
- Horticulture**
- Animal Science**
 - Aquaculture**
 - Equine Science**
 - General Animal Science**
 - Animal Genetics**
 - Animal Health**
 - Diseases**
 - Health Management**
 - Methods of Drug Administration**
 - Pests and Parasites**
 - Evaluation and Selection**
 - Introduction to Animal Science**
 - Marketing of Animal Products**
 - Nutrition**
 - Reproduction and Physiology**
 - Livestock Management**
 - Small Animal Care and Production**
 - Vet Technology**

Select a Connection to include in Your Integration Plan

Listed below are examples of how you could integrate a Lifeknowledge objective/lesson into your instructional plan. Each lists the lesson, the part of lesson, and an expression of the connection. Review each. To build an integration plan, select the box to the right of that example. To see the LifeKnowledge lesson listed, click on it. To see examples of connections to different topics, continue to use the left hand navigation

Add To Integration Plan

Diseases: HS.30 : Factors of Self-image (2)

Explore how diseases and parasites can be viewed harmful or beneficial just as environmental factors can be affect a persons self image.

Diseases: MS.36 : Understanding Ways People Are Different (all,IA)

Animal Scientists study diseases and parasites according to their similarities (host, area of infection, etc.) and their differences (bacteria, viral, symbiotic, etc) Explore how people are similar and unique.



Middle School

National FFA Organization

Lesson MS.40

TYPES OF COMMUNICATION

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.K12.4 — Communication Skills — Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.

Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Define communication.
- 2 Identify different types of communication.
- 3 Identify possible types of communication for a task.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Overhead projector
- ✓ Container from which students can draw paper
- ✓ MS.40.TM.A
- ✓ MS.40.TM.B
- ✓ Cut pieces of MS.40.AS.A
- ✓ Five pictures:
- ✓ MS.40.AS.B
- ✓ MS.40.AS.C
- ✓ MS.40.AS.D
- ✓ MS.40.AS.E
- ✓ MS.40.AS.F
- ✓ MS.40.Assess—one per student



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

- ▶ Communication
- ▶ Spoken
- ▶ Written
- ▶ Non-verbal



Interest Approach



Students, today you will discover the power of what lets people work together. Have you ever tried to explain something to your parents, but they just didn't seem to understand. Have you ever been confused after someone told you something. Today you will be thoughtful as you look at different ways people share ideas. You will reflect on what some words mean that are used to describe ideas, and finally you will try to figure out the best way to get your point across.

Students will complete an activity that requires them to describe what they see in a picture. To do this, they can only use one form of communication at a time.



The first thing you will do is see if you can tell what is in a picture described to another person. The only catch is that I will tell the person with the picture **HOW** he or she has to tell you about it. You will understand this in a moment. If you would like to be one of five volunteers to help with this task, please raise your hand.



Select five volunteers. Remember who they are.



Thank you. Volunteer number one, please come forward.

To the volunteer:



In a moment, you will see a picture. It is your job to fully describe that picture to the class.

To the class:



Students, while quietly paying attention to each volunteer, you must write down in your notes what you think is in the picture. Make a list, draw your own picture, or do whatever you think is important. Be as thorough as possible. Remember, one of the most important things is that you are quiet. You must be what.

Wait for an answer from the students. This is the beginning of the volunteer process. Each volunteer will complete the task below and will only change the way he or she presents what is in the picture to the class. Use MS.40.AS.B.

Privately to volunteer number one:



Here is the picture. You cannot talk to the class about the picture. To describe it to them, you will actually give them a short glimpse of the picture. Hold the picture in front of the class while moving around the room so everyone has an opportunity to see it. I will count to 15 and let you know when to hide the picture. Go!

After 15 seconds, ask the volunteer to hide the picture. Collect it and thank the volunteer.



Class, let's thank our volunteer. Everyone, be ready to tell me what you wrote when I call on you.

Select a few students to share what they wrote down. Draw conclusions as to which part of the class was more accurate, such as front versus the back. Ask the students why this might be true, etc.



Will the second volunteer please come forward.

To class:



Everyone else, please resume your responsibility of taking accurate, thorough notes.

Repeat the process for the other four volunteers. Give more time if needed for each. Each volunteer should use a different picture. Use MS.40.AS.C, MS.40.AS.D, MS.40.AS.E, and MS.40.AS.F. Volunteers two through five will use the following types of communication:

- *Volunteer two: Orally tell the students what is in the picture.*
- *Volunteer three: Write what is in the picture on a writing surface.*
- *Volunteer four: Redraw the picture on a writing surface.*
- *Volunteer five: Act out what is happening in the picture with your hands or body.*



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define communication.

I. Communication: How people share and receive ideas and feelings

 Students, now that we have experimented with different ways people can share ideas, it is extremely important to understand what this is called and how it works. As we talk about it, please put this word in the middle of a blank sheet of paper in your notes:

Write the word “Communication” very large in the middle of a writing surface. Use a Cartographer Moment—specifically, a mind map.

 It will be your task to connect as many other words as possible to the word “communication.” Reach inside your brain and transfer your mind map into your notes. Reflect on our first activity about sharing ideas.

Pause ten seconds.

 Please use a close partner and complete this task in 60 seconds.

 Everyone, attention please! 5, 4, 3, 2, 1. Thank you. What are some of the words you mapped. Please raise your hand.

List the student-mapped words on the writing surface around the word “Communication.”

Possible answers might include: ideas; talking; writing; e-mail; listening

Explain how their answers relate to the class definition. Prompt them from the definition below, if needed, and write it on the writing surface.

 Everyone has done an excellent job mapping words to the concept of communication! Please add our class definition to your notes: Communication—How people share and receive ideas and feelings.

Use a Choral Response Moment to consider the words “share and receive” and “ideas and feelings.”

 Please keep this definition in your heads as you continue to explore the many communication types you can use.



Objective 2. Identify different types of communication.

Students will now discover the three types of communication between individuals, list multiple examples, and copy the meaning of each into their notes.



Before you can know and try every way there is to communicate, you must first understand the three categories of communication. Please put yourself in a reflective state as you talk about the ways individuals communicate with one another. They include:

Write these as column headings on the writing surface:

- Spoken
- Written
- Non-verbal

II. Types of communication

A. Three categories

1. Spoken: People can only hear what you are trying to communicate through words.
2. Written: People can only see what you are trying to communicate through words.
3. Non-verbal: People can understand meanings and feelings without using any words.

Use a Choral Response Moment for students to understand the number of categories and the category names. Clarify the terms with the following definitions. Use MS.40.TM.A or a writing surface.



Please accurately write these words and their important meanings on your paper:

Let students record the definitions in their notes.



Think of a way that you communicate and be ready to share it when you are called on in ten seconds.

Create an extensive list of ways students can communicate, after allowing them ten seconds to develop their answers. Have the class decide where their ideas belong. Write them underneath the column headings on the writing surface. Prompt students with help if needed. Possible answers include: talking on the telephone; writing a note to a friend; smiling at a friend; chatting on an Internet messenger



Students, what are your ideas. Where do they belong on the board.

Celebrate the class accomplishments.



Excellent job, class! Please give yourselves a power snap for your accomplishments.

Insert power snap.



 In fact, these answers are so good that they are worthy of your notes!

Have students transfer the types of communication to their notes.

Objective 3. Identify possible types of communication for a task.

Students will select a task from the container that has been made available. Have the descriptions of the tasks already cut up from MS.40.AS.A for this activity.

 As we move to our next activity, please once again be reflective while we try to figure out when to use specific types of communication.

III. Identifying when to use the three specific types of communication

- A. Spoken: People can only hear what you are communicating.
- B. Written: People can only see what you are communicating through words.
- C. Non-verbal: People can understand meaning and feelings without your using words.

 Now that you understand how it is possible to communicate with one another, it is even more important to know when to use a certain type of communication. For example, if you were talking on the telephone with a new friend, telling the person how to get to your house from school, would you want to use hand gestures. Would you want to use a quick drawing. Would you want to wink at the person. It is critical to know when and when not to use certain types of communication.

 In this container, I have 20 tasks we all perform throughout the course of a week. It is your mission to seek out the following for your task:

Write the mission on a writing surface or display MS.40.TM.B:

- *Select up to three types of spoken communication.*
- *Identify up to three types of written communication.*
- *Describe up to three types of non-verbal communication.*

 Please copy the task you select from the container and your types of communication into your notes.

Walk around the room, letting students randomly draw their task from the container. When students complete their notes, ask them to volunteer their answers for discussion.

 Please volunteer your topic by raising your hand. Tell us your task and what communication types you would use.

Ask the students why they chose the communication types. Draw any final conclusions concerning points that come up during class.



Review/Summary

 Congratulations, students! You now have all the tools required to successfully communicate. Today you learned the definition of communication, which is:

Use a Choral Response Moment.

 You also discovered how everything you do to communicate falls into three categories, which are:

Use a Choral Response Moment.

 Finally, you now understand when it is appropriate to use different forms of communication.

If you plan to move to lesson 41 in the next class, provide the following to prepare your students:

 The key to unlocking what you want from people is directly in front of you. In the next lesson, we will take a journey through the amazing process of influencing people to understand and agree with us. This is powerful stuff, so make sure you come to class with today's knowledge and be ready to vigorously learn tomorrow!

Application

► Extended Classroom Activity:

Have students observe someone else communicate. Have them list all forms of communication that were displayed.

Show the students a few minutes of a sitcom. Identify the characters and have the students tally how often they observe them using spoken, written, and non-verbal forms of communication.

► FFA Activity:

Have students ask an FFA officer what he or she does to prepare for a meeting in which he or she will give a committee report or have a speaking part.

► SAE Activity:

Have students initiate an AgriScience project in which they would study what types of communication are the most powerful.

✓ Evaluation

Use MS.40.Assess to test students' knowledge of definitions and their ability to classify different types of communication.



Answers to Assessment:

Communication is how people share and receive ideas and feelings.

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

Types of Communication	Meaning	Example
1. Spoken	People can only hear what you are trying to communicate through words.	Answers will vary.
2. Written	People can only see what you are trying to communicate through words.	Answers will vary.
3. Non-verbal	People can understand meaning and feelings without using any words.	Answers will vary.



TYPES OF COMMUNICATION

►Part One: Fill in the blanks.

Instructions: Complete the definition of communication.

Communication is how people _____ and _____ and _____.

►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. People do not communicate unless they do it on purpose.

_____ 2. Communication is only done to give people information, such as ideas.

_____ 3. One can communicate with someone who doesn't speak the same language.

_____ 4. It is impossible to communicate without talking or writing.

_____ 5. One should communicate differently when talking to different people.

►Part Three: Listing, explaining, and example

Instructions: List the three main types of communication, explain what each means, and give a real-world example of each.

Types of Communication	Meaning	Example
1.		
2.		
3.		



THE THREE TYPES OF COMMUNICATION

- ◆ **Spoken:** People can only hear what you are trying to communicate through words.
- ◆ **Written:** People can only see what you are trying to communicate through words.
- ◆ **Non-verbal:** People can understand meaning without using any words.



YOUR MISSION:

- ◆ **Select up to three types of spoken communication.**
- ◆ **Identify up to three types of written communication.**
- ◆ **Describe up to three types of non-verbal communication.**



MS.40.AS.A

Instructions to the teacher: Cut out the following before class. During the lesson, each student should receive one scenario. If you have more students than examples, make multiple copies.

Giving directions over the telephone

Sending an invitation to a birthday party

Giving a speech to the student body

Meeting your best friend after not seeing him or her for the whole summer

Introducing a parent to your teacher

Giving a speech to your principal and teacher

Talking on an instant messenger to a friend

Calling 911 to report an accident

Writing a newspaper article

Making a comic strip

Sending an invitation to your grandparents for an event

Sending an e-mail to your teacher

Sending an e-mail to your boyfriend or girlfriend

Sending a letter to a pen pal in a different country

Meeting a person from a different country

Making a newscast for

TV

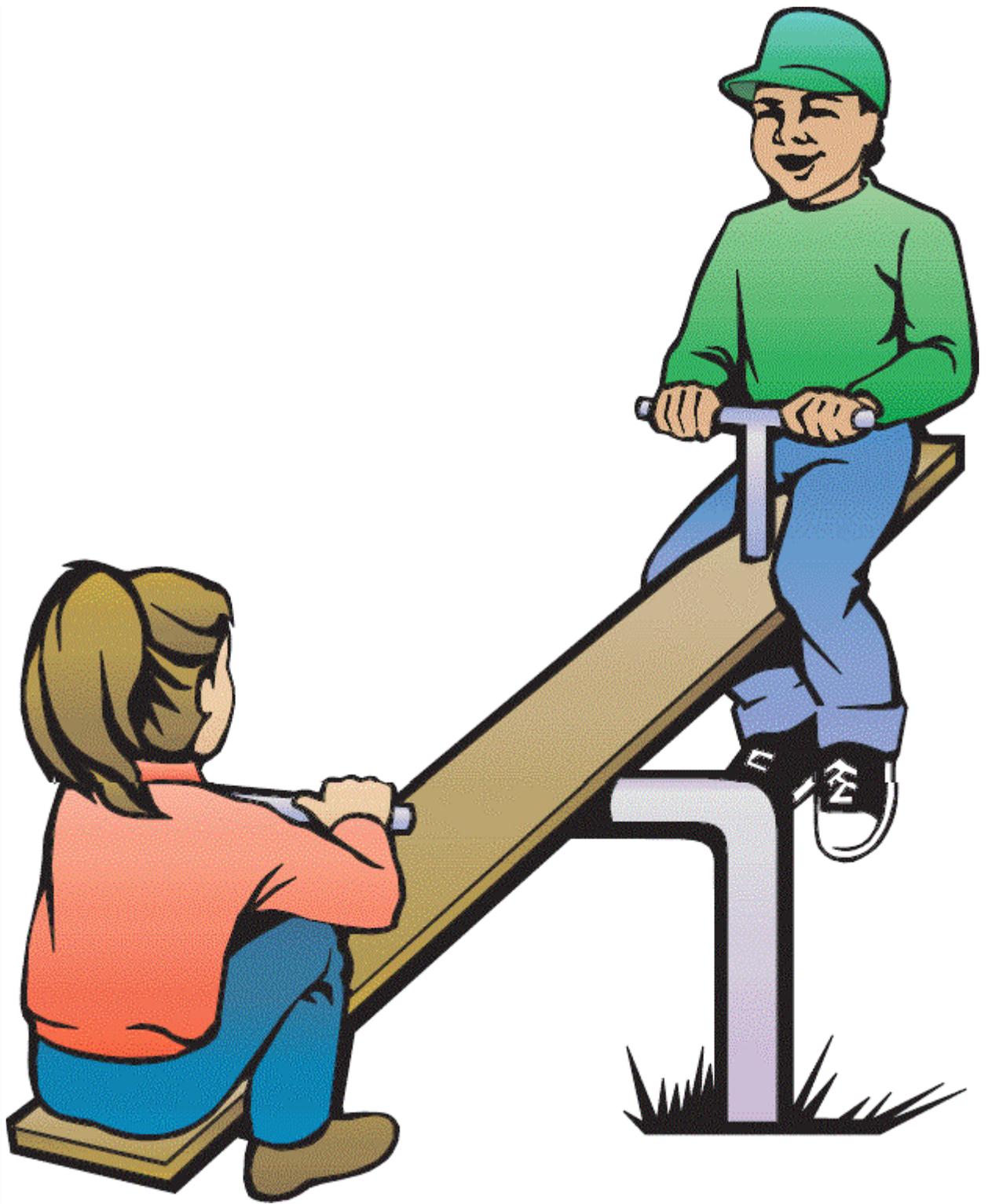
Asking someone to the dance

Asking your parent(s) for a new pet

Telling someone how to improve at something

Asking your parent(s) if a friend can spend the night





MS.40.AS.B





MS.40.AS.C





High School

National FFA Organization

Lesson HS.86

DEVELOPING SPEECHES USING THE MAGIC FORMULA

Unit. Stage Three of Development—DO

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

Precepts. **A5:** Communicate effectively with others. **M3:** Make effective business presentations.

National Standards. NL-ENG.K12-4 — Communication Skills — Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.

Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Describe how to write a speech using the Magic Formula.
- 2 Identify components of the Magic Formula within a speech



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Time. Instruction time for this lesson: 50 minutes.

Resources

National FFA Organization.

✓ Tools, Equipment, and Supplies

- ✓ HS.86.Assess—one per student
- ✓ HS.86.TM.A
- ✓ HS.86.TM.B
- ✓ HS.86.AS.A—one per student
- ✓ HS.86.AS.B—one per student
- ✓ Typing Paper
- ✓ Crayons—six per student

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

- ▶ Manuscript
- ▶ Presentation Outline



Interest Approach

Have students reflect.



Think of the best new toy you've ever received that came with instructions.

Ask a leading question.



When you get a new toy (bike, computer game, board game, gadgets) that has instructions with it, what do you usually do first.

Anticipated responses: tear into it and start putting it together; read the directions



It sounds like there are really two options when you get that new toy. One, we can forget the instructions, just tear into it and figure it out as we go. Two, we can pause, read the directions, then move forward with a sense of direction.

Ask a probing question.



What are the advantages to tearing into the new toy and figuring it out as you go?

Think of two advantages to forgetting directions and figuring it out as you go.



Share your advantages with a neighbor.

Great! Give me thumbs up!

On the count of one say one of your ideas out loud. Three, two one!

Repeat a few of the responses you heard. Anticipated responses: to get started quickly; to figure it out and really learn it; it's more fun than following the rules; it's hands-on and that's how I learn best; some instructions are hard to understand.

Ask a probing question. Emphasize risks.



What are the risks of tearing into a new toy just to figure it out as you go.

Elicit responses. Anticipated responses: it may get constructed incorrectly; it may not work very well; it might fall apart and injure someone; it is possible parts could break.

Ask a probing question.



What are the advantages to reading the instructions. Create a list of 2 advantages

Turn to a neighbor and share. Be prepared to share at least one advantage with everyone.

Collect answers. Anticipated responses: to make sure I understand how to use it; to make sure I get the most out of the new toy; to make sure I don't break the toy; to make sure we play the game fairly.

Ask a probing question.



What are the disadvantages to reading the instructions.

Set up the state of mind that today is a day for reading the instructions before tearing into the toy.



There certainly are a lot of advantages to both approaches. Today we're going to discover how to use the Magic Formula to write awesome speeches.



The Magic Formula is much like a new toy; it comes with a set of key points that will make it easier for us to use. Keep the advantages of reading those instructions in mind as we first look at those key points for making the formula user-friendly. Then it will be time to tear into the formula and learn how to use it when writing a speech.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Describe how to write a speech using the Magic Formula.

Have students take out a sheet of clean paper. Instruct them to list the letters of the word "Prepare" vertically down the left-hand side of the paper. Allow them time to work in pairs or triads to think of tips or steps they would share with someone else if they had to explain how to prepare to write a speech.



Please take out a clean sheet of paper and something to write with.

Everyone show me your pen or pencil.

Good! Let's look at how we can prepare ourselves to write a speech? Make a mental note of a couple of things we can do to prepare.

Down the center of the page write the letters of the word "Prepare" vertically.

Allow 15 seconds for them to set it up.

Now we're going to create a list of seven tips or steps that you would tell someone else if asked how to prepare for writing a speech. Use the letters of the word "Prepare" as a guide for your thoughts. The words and phrases do not have to begin with the letters in the word, but must include them at some point. For example, for the first P, I might write, "Plan ahead." For the R, I might have "Call upon Resources."

What questions do you have. You may work in groups of two or three to complete this anagram.

You have five minutes to work, starting NOW!

Allow students five minutes to work. Elicit some of the phrases used. Collect them on a writing surface.

There is certainly a considerable amount of preparing that goes into getting ready to write a speech! Let's take a look at some key points to keep in mind when you are preparing to write a speech using the Magic Formula.

Write the following on a writing surface or show HS.86.TM.A.

I. Writing a speech using the Magic Formula

A. Think about several ideas for each step first, then narrow those ideas down to the best.

B. There are four main steps involved in writing a speech.

1. Prepare.

a. Gather important information about the speech including: time, length, audience, topic, special instructions, requests.

b. Analyze your audience to determine what they care about and what motivates them.

c. Determine what action you want the audience to know or be able to do after hearing the speech.

2. Create the body of the speech.

a. Identify a series of main points for the speech.

i. Main points should relate to the action you intend the audience to take.

b. Search for the best support material that will add credibility to the main points.

i. Supporting evidence can come in many forms. Some examples include:

personal stories, facts and figures, newspaper articles, interviews, movies, and reference materials.

c. Determine how the audience could apply the main point to their own lives.

d. When writing a speech, the Pointing Finger, Books, and Application should be considered as a single chunk of related information.

For example: Sometimes it is effective to share the support and follow-up with the main point, then tell how it applies to life. Other times it may be effective to tell them what this will do for our lives first, then tell them the main point, then follow up with the supporting evidence.



3. Create the closing.
 - a. Review the main points and create a final statement to summarize, leaving an impact on the audience.
4. Create the opening.
 - a. Determine how to connect the audience to the topic.
 - i. A connection should relate the topic of the speech to something with which each member of the audience is already familiar.
 - b. Preview your main points.
 - i. The preview should come at the end of the connection and link the opening to the body of the speech.

You may want to skip the review of the Magic Formula if you have recently taught it (HS085).



It's helpful to remember this formula using the icons. Let's review the key word associated with each icon

Point to the telephone.



This is for information; say it with me – Information!

Continue on through each icon.

Have students take a Cartographer Moment to create a map or diagram that describes how to use the Magic Formula to write a great speech. Have them share some of their work as a whole group.



Let's take a Cartographer Moment. Who can tell us what a cartographer is.

Anticipated answer: a cartographer is a person who creates maps.



Create a map or diagram using colors, icons and words to represent what you know about how the Magic Formula is used in generating ideas for great speeches. Make sure your map or diagram represents your current understanding of how this tool works. What questions are there. You have seven minutes to work.

Allow them seven minutes to work. Share some examples with the whole class.

Objective 2. Identify key points associated with presenting a speech that was developed using the Magic Formula.

Explain that for the next part of the lesson, they will need to call on the other person who likes to tear into things to really figure out how they work.



Earlier, we mentioned that there were two approaches we use when getting a new toy. The first was making sure that all the rules are understood so we can make the best use of the new item. The second, however, was more about diving into using the new toy and really figuring out how to make it work for you. We need to use the latter mindset as we dive into developing a speech using the Magic Formula. Now that we know how to use the Magic Formula to write a speech, let's take a look at how to present the speech to an audience. .

Show the following on a writing surface or show HS.86.TM.B. Show only the top of the transparency at this point.

II. Presenting speeches that have been developed using the Magic Formula.

- A. There are two written forms to choose from when presenting.
 1. Manuscript: the speech is written word for word



2. Presentation Outline: the speech is written in the form of an outline with key points and notes.

Ask the students to consider which one they'd use and some advantages and disadvantages to both.



In writing our speeches we have a choice between a *Manuscript* and a *Presentation Outline*. Think about which one you would be most likely to use and why.

Pause for time to think.



Those who would use a *Manuscript* please stand up.

When I say speech tell why you chose the *Manuscript* to the person who is still seated nearest you. Speech.

Allow 30 seconds to share.



Thank you. Please be seated.

Those who would use a *Presentation Outline* please stand up.

When I say speech tell why you chose the outline to the person who is still seated nearest you. Speech.

Allow 30 seconds to share.



Thank you. Please be seated.

Now that you have an idea what formats are possible, let's look at what order both of them should be in.

Unveil the rest of the transparency.

B. When creating the manuscript or presentation outline, rearrange the speech into this order:

1. Opening
2. Body
3. Closing

Refer back to the steps in the previous content section to see what Magic Formula icons are involved in creating each of these sections of the speech.

rearranged. What questions do you have?

Let's practice

Hand out HS.86.AS.A. Explain that the students are going to listen to you deliver the speech written on the activity sheet while they identify what parts of the speech represent specific parts of the Magic Formula. Distribute the crayons and deliver these instructions.. Establish the color key on the board for all to see



Choose six different colored crayons. Find some space on your activity sheet to create a key that associates one of those colors with one of the components of the Magic Formula. We'll use red for the connection, blue for the coming attractions, and so on as you can see here.

Allow time for them create the key.



As I read this speech, follow along. Using the key you created, underline the sentences in the speech that you believe relate to that component of the Magic Formula. For instance, if you think that the first two sentences of the speech are the connection, then draw a red line under those sentences. What questions are there. Let's begin!

Read the speech to them using gestures and props, and varying your voice as appropriate. After the speech is read, have them compare their sheets to others in their group. Finally, share with them what sentences belong to the respective component of the Magic Formula. Note, the key is on HS.86.AS.B.



Compare what you thought with others in your groups. Offer reasons why you chose the parts you chose to represent the different pieces of the Magic Formula.

Allow time to share.



Let's take a look at what Magic Formula component belongs with certain sentences
Explain the answers according to the key found on HS.86.AS.B.

If time permits, provide closure by eliciting responses to these questions.



Which pieces of the Magic Formula were most easily identified.

Which pieces of the Magic Formula were least easily identified.

How could the author of this speech have changed the order of the point, support, or application.

How would that change the way you perceived the speech.



Review/Summary

Have students work in groups of three or four to do a Bob the Weather Guy Moment to review the key concepts behind using the Magic Formula to write and deliver great speeches.

Let's look back at using the Magic Formula to generate ideas for and write great speeches. We've just described how to write a speech using the Magic Formula and identified the Magic Formula components within a speech. It's now your chance to be the expert via the Eye Witness News

Allow them time to collect their thoughts.

Think about what you'd say into the news camera if you were being interviewed as the Magic Formula Speech writing expert.

Now is your chance to make the five o'clock news. There are two roles here, one is the expert the other is the interviewer. Please find a partner and stand together.

Allow time to partner up.

Give me thumbs up!

Decide who will be A and who will be B.

A's raise your hands.

A's you will begin as the expert. B's you'll begin as the interviewer. Go!

Allow 1 minute.

Switch! B's you'll now be the expert. Go!

Application

Extended Classroom Activity:

Have the students use the Magic Formula to create a speech for another class.

FFA Activity:

Have the students use the Magic Formula to prepare and deliver a group speech as the program for an FFA meeting or competition.

SAE Activity:

Have the students create a speech using the Magic Formula on a topic related to their SAE. Have them deliver that speech to a group of incoming freshmen.



Relationship to Other Lessons:

This lesson is best understood if taught after HS.85.

✓ Evaluation

HS.86. Assess is a written test provided to assess Objectives 1 and 2.

Answers to Assessment:

1. d.
2. a., b.
3. e.
4. c.
5. b.
6. c.



DEVELOPING SPEECHES USING THE MAGIC FORMULA

► Multiple Choice

Instructions: Circle the letter of the best response to the following questions.

1. Which of the following is NOT one of the four steps involved in writing a speech.
 - a. Create the opening
 - b. Create the closing
 - c. Prepare
 - d. Create the middle
 - e. Create the body
2. The body of the speech includes all of the following components of the Magic Formula EXCEPT. (You may circle more than one response.)
 - a. Information about the audience
 - b. Review of the Main Points
 - c. Application of the Main Points
 - d. Supporting evidence
 - e. Main points
3. Which of the following has the correct order for the Main Point, Support, and Application.
 - a. Main Point, Support, Application
 - b. Support, Main Point, Application
 - c. Main Point, Application, Support
 - d. Application, Main Point, Support
 - e. All of the above could be correct
4. When preparing a _____, the speech is written word for word.
 - a. Presentation outline
 - b. Supporting line
 - c. Manuscript
 - d. Opening
 - e. Application
5. When preparing a _____, the speech is written in the form of an outline with key points and notes.
 - a. Manuscript
 - b. Presentation outline
 - c. Body
 - d. Opening
 - e. Closing



6. When creating the manuscript or presentation outline, in what order is the speech written.
- a. Opening, Closing, Body
 - b. Closing, Body, Opening
 - c. Opening, Body, Closing
 - d. Body, Closing, Opening
 - e. Closing, Opening, Body



WRITING A SPEECH USING THE MAGIC FORMULA

Think of several ideas for each step first; then narrow those ideas down to the best.

There are four main steps involved in writing a speech:

→ Step One—Prepare



→ Step Two—Create the Body



→ Step Three—Create the Closing



→ Step Four—Create the Opening



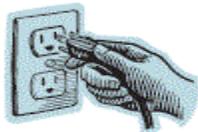
PRESENTING SPEECHES

◆ There are two written forms to choose to present from...

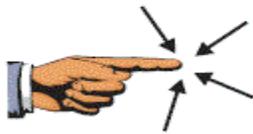
1. **Manuscript**—the speech is written word for word.
2. **Presentation Outline**—the speech is written in the form of an outline with key points and notes.

◆ When creating a manuscript or presentation outline rearrange the speech in this order:

1. Opening



2. Body



3. Closing



◆ Keep in mind that you'll be great with practice!



EXAMPLE SPEECH

Picture this: it was my sophomore year of high school. I was a nervous wreck. Our teacher had told us to write a speech on a topic of our choosing, and now it was time to deliver the speech.

I walked to the front of the classroom—my palms were sweaty, my heart was pounding. I just knew I was surely going to trip, or something clumsy like that. I reached the front of the classroom, turned to face the audience, and found they were all looking at me.

Wait, I was the one speaking. I read my speech straight off the paper; it was really hard to prepare. I had such a hard time finding a place to start writing, not to mention trying to remember the actual speech when the pressure was on. After that day, I decided there had to be a better way to approach writing and delivering speeches.

Maybe, like me, you've also thought, "Man, there's just got to be a better way to get my ideas down on paper and actually remember what order they go in." If you've ever had a thought like that, you are in the right place. Today, I'm going to tell you about a tool you can use to brainstorm and deliver effective speeches. It's called the Magic Formula for presenting.

Using the Magic Formula can make it easier to brainstorm and write great speeches. Take, for instance, Crystal, who thought that writing speeches was difficult. Her biggest complaint was that it was just too hard to start. Then she found the Magic Formula. It really helped her.

Just the other day in my leadership course, I heard my teacher tell us about several advantages to using the Magic Formula in developing and delivering presentations. Some of the advantages she listed were: one, it gives you a place to start when you begin to create a presentation; two, it helps you remember your presentation with just a few notes; three, it helps you build confidence as an effective presenter; and finally, it helps you influence other people.

Using the Magic Formula can help you, too. You might use the formula to brainstorm a speech as a group or by yourself. It's hard to get started, but the formula has questions to help you out. You also might use the formula to outline how you will present as a speech, the ideas you brainstormed. There are many ways for you to use the formula.

As you think about writing your next speech, remember this: using the Magic Formula can make it easier. The most important point I'll take away from using the Magic Formula is that anyone can get better with practice. You'd be surprised at the magic you can create when you use this formula for presenting your next speech!



THE MAGIC FORMULA REVEALED ...

► Connection

Picture this: it was my sophomore year of high school. I was a nervous wreck. Our teacher had told us to write a speech on a topic of our choosing, and now it was time to deliver the speech. As I walked to the front of the classroom, my palms were sweaty and my heart was pounding; I just knew that I was surely going to trip, or something clumsy like that. I reached the front of the classroom, turned to face the audience, and found they were all looking at me.

Wait, I was the one who was speaking! I read my speech straight off the paper; it was really hard to prepare. I had such a hard time finding a place to start writing, not to mention trying to remember the actual speech when the pressure was on. After that day, I decided that there had to be a better way to approach writing and delivering speeches.

► Preview

Maybe, like me, you've also thought, "Man, there's just got to be a better way to get my ideas down on paper and actually remember what order they go in!" If you've ever had a thought like that, you are in the right place. Today, I'm going to tell you about a tool you can use to brainstorm and deliver effective speeches. It's called the Magic Formula for presenting.

► Point

Using the Magic Formula makes it easier to brainstorm and write great speeches.

► Support

Take, for instance, Crystal, who thought that writing speeches was difficult. Her biggest complaint was that it was just too hard to start. Then she found the Magic Formula. It really helped her.

Just the other day in my leadership course, my teacher told us about several advantages to using the Magic Formula in developing and delivering presentations. Some of the advantages she listed were: one, it gives you a place to start when you begin to create a presentation; two, it helps you remember your presentation with just a few notes; three, it helps you build confidence as an effective presenter; finally, it helps you influence other people.

► Application

Using the Magic Formula can help you too. You might use the formula to brainstorm a speech as a group or by yourself. It's hardest to get started, but the formula has questions to help you out. You also might use the formula to outline how you will present the ideas you brainstormed. There are many ways for you to use the formula.



Review and Close

As you think about writing your next speeches, remember this: using the Magic Formula can make it easier. The most important point I'll take away from using the Magic Formula is that you'll get better with practice. You'd be surprised at the magic you can create when you use this formula for presenting your next speech!





Advanced High School

National FFA Organization

Lesson AHS.22

CONFLICT RESOLUTION TECHNIQUES

Unit.

Stage Two of Development—WE

Problem Area.

How Do I Build High Performing Teams?

Precepts.

M4: Communicates appropriately with co-workers and supervisors.

National Standards.

NPH-H.9-12.5 -Demonstrate strategies for solving interpersonal conflicts without harming self or others.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Define team conflict.
- 2 Define conflict resolution.
- 3 Identify strategies for resolving conflict.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Covey, Sean. *7 Habits of Highly Effective Teens*. New York, New York: Simon & Schuster Publishers, 1998.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector
- ✓ AHS.22.TM.A-or a good-sized picture of a famous person as a teenager.
- ✓ AHS.22.TM.B-or a determined series of decisions the famous person made as an adult AHS.22.TM.C
- ✓ AHS.22.TM.D
- ✓ AHS.22.TM.E
- ✓ AHS.22.Assess-one per student.



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

- ▶ Team conflict
- ▶ Conflict resolution
- ▶ Mediation
- ▶ Collaboration
- ▶ Negotiation



Interest Approach

Show a picture to the class of a famous person as a teenager. An example is provided on AHS.22.TM.A. Other examples might include: George W. Bush, Oprah Winfrey, etc. Have them consider the following question:



Do we think, just by the way this person looks that we'll be in conflict with him or her at some point in time?

Have them imagine that they are on a working team with that person. Tell a fact or series of facts about the famous person regarding decisions he or she has made in his or her lifetime. For example, George Bush approved the largest government reorganization since the 70s. An example for Michael J. Fox is found on AHS.22.TM.B. A note: make sure the answers to the question are controversial. After revealing some of the answers, have students consider this question:



Now, do we find ourselves in a personal conflict with this person over one or more of the decisions he or she has made in his or her lifetime?



Process with the following questions:



What caused the conflict with this person?

Some anticipated responses might include: I didn't agree with the choices he made, he was not responsible, maybe he didn't tell the truth, it seemed like he placed his own issues over the team's.



What specific decision did he or she make that caused us to disagree with him or her on a personal level? If we were on a team with him or her, how might our disagreement with his or her decision affect the performance of a team?

Some responses to listen for include: we start blaming each other, the disagreement causes tension, it may lead to anger or revenge, it may lower the morale of the team, or it may end up affecting the integrity of team members. Lead to the fact that team performance can suffer because of conflict.

Challenge students to keep an open mind and take on the attitude of a discoverer throughout the day.



How would a discoverer act?

Elicit answers.



Treat this day as if it was an opportunity to learn the best and most useful information ever discovered in a classroom setting. Sit up, lean forward, nod when we understand, and ask useful questions today as we discover more about teams and how they deal with conflict.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define team conflict.

Have students take a moment and consider their personal experiences with conflict on teams they've worked with in the past.



Think back to a time when we were a part of a team. Ponder the following three questions. Did we experience any type of conflict on that team? What was the cause of conflict? How did the conflict affect our team? Find some clear space and write down your thoughts about your experience with conflict.



Allow time to write. Share as a group. After several students have shared, have students pair up to process the activity using this question:



Pair up to answer this question: What was similar about each of the situations we just heard?

Some anticipated responses might include: they all resulted in a poor experience, there was a lack of communication, people involved in conflict failed to listen, personalities were very different, or they had differences of opinion. Lead students to the conclusion that in each example the underlying issue is that there was a difference of opinion.

Write on a writing surface or show AHS.22.TM.C. For item B below have the students generate a list from discussion about their own experiences in groups.

I. Understanding conflict on teams

- A. Team conflict: differences of opinion on a controversial issue between two or more members of a team
- B. There are many events that may happen in the life of a team that can result in a difference of opinion:
 - 1. Making assumptions.
 - 2. Different responses to change.
 - 3. Different priorities
 - 4. Poor communication.
 - 5. Weak or unfair group decision-making process.
- C. Conflict is natural on teams; it is how you deal with it that affects team performance.
- D. Unresolved conflict can result in a poor performing team.

Have students role-play the five examples mentioned above. Assign students to groups, give them one of the five examples listed above, and have them come up with a real-life scenario where they may have seen this happen. Have the group do a short 30-second role-play of the examples they've experienced like this in the past.



Consider this question: Which of the examples just given do we personally have the most experience with? In a moment, we will work with a group to create a 30-second role-play that shows others what one of those examples might look like in real life. Listen for your name and the event our group you will role-play. We have five minutes to complete this task.

Assign students to a group and give each of them one of the five examples. Allow them time to work and then share as a large group.



Objective 2. Define conflict resolution.

Ask a leading question.



We know that unresolved conflict can result in a poor performing team. How then do we resolve conflict on teams?

Have them work in pairs to come up with solutions to conflict on teams



Work with a neighbor and create a list of solutions to team conflict.

Allow them time to discuss. Elicit responses at the end. Some anticipated responses might include: we reach an agreement, we meet as a team to discuss it, we get rid of the poor performing person, we ignore it, we let it work itself out, or we communicate about it. Lead students to the conclusion that there are a number of ways to deal with conflict; however, not all solutions are going to work for every situation.

Write the following on the board or show AHS.22.TM.D.



Let's take a look at some possible conflict resolution techniques. Please capture this information in your notebooks.

II. Defining conflict resolution

A. What is conflict resolution.

1.1. Conflict resolution: is an agreement between two or more people that settles a difference in opinion

B. The key to conflict resolution: effective communication.

1. Five keys to effective communication.

a. Listen to understand.

b. When speaking, use "I" statements rather than "You" statements.

i. "I" statements sound less blaming of others.

ii. For example: Rather than saying, "You never listen to me at all," try saying, "I don't feel as though I am being listened to when I talk."

c. Ask questions to seek information

d. Ask questions to find out what you can do to resolve the conflict.

e. Look for solutions that will benefit everyone involved in the conflict.

Hold a discussion with the class in which they identify situations in which these keys to effective communication have worked well. To stimulate maximum discussion, have them share in pairs or small groups first and then open it up for the large group. Here are some questions to get this started:



Where have we personally experienced the keys to effective communication?

Which one of the keys to effective communication do we most identify with?

Which of the keys to effective communication do we believe most people forget to practice?

Why?

Which of the keys to effective communication do we personally need to work on using the most?



Objective 3. Identify strategies for resolving conflict.

III. Identifying strategies for resolving conflict

Make a transition from the last objective to this final objective with an internal review question.



What do we know about conflict and conflict resolution?

Some anticipated responses might include: definition of conflict, causes of conflict, definition of conflict resolution, definition of an agreement, or some keys to resolving conflict.



It sounds like we know a lot about what conflict and conflict resolution are. The question before us now is: how will we approach reaching an agreement to resolve conflict? Think back to a time when we experienced a conflict with someone we were working with, and we actually did something about it. How did we come to an agreement? Allow some time to think.



Jot down some of our thoughts on a sheet of paper. How did we come to an agreement?

Allow time to write. Some anticipated responses might include: we ignored it and let it go away, we brought in someone else like a parent to help us work it out, or we talked through what was bothering us. Capture the responses on a writing surface.

Summarize with this main point.



We know that not all of the ways we mentioned earlier are the best ways to reach an agreement. Reaching an agreement doesn't just happen; everyone involved must commit to making something happen.

Discuss the main point as a group. Elicit responses to seek if students agree or disagree with the last statement. Have them think of experiences where they've found this to be true.



Raise your hand if you disagree with that last statement. Thank you hands down. Raise your hand if you agree with that last statement. Thank you, hands down. Why did you answer those questions in that way?

Elicit responses.



- Who can share an example of a personal situation in which we have found this statement to be true?

Elicit responses.

Write the following on a writing surface or show AHS.22.TM.E.





Let's take a look at some strategies for reaching an agreement. As we discover each of these, think to yourself how this strategy might be useful to you in resolving conflict.

A. What are some strategies for reaching an agreement?

1. Mediation: An unbiased third person, who is not involved in the conflict, but is trusted by both people involved, is brought in to help reach an agreement for action. This strategy works best when the conflict is very heated or emotional.
2. Collaboration: The people involved hold a meeting to brainstorm and discuss possible solutions for the problem. This strategy works best when the conflict is between two to three people.
3. Negotiation: Everyone involved comes to a meeting with a list of possible solutions. The group reviews each list, and the solutions most beneficial to the group are selected and implemented. This strategy works best in large groups.

Have students do a Bob the Weather Guy Moment using the information shared above. The students will work in groups of three or four. Each group will pick one of the three strategies mentioned above and then deliberate to present the idea as if it were a weather report. They should forecast what will happen, show how other people and activities will be affected, and tell where they think this strategy will be seen next.



What do weather forecasters do?

Elicit responses.



What's included in the weather forecast?

Anticipated responses: telling what the weather pattern is doing, where the pattern is going, what it means, how it will affect other people, or what others need to do to be ready.



Let's forecast some of those very same things, only this time use the strategies we just discovered. Here are some things to consider. Jot down these questions: What does the strategy mean? How will it affect other people in a team setting? What should others remember to do to make sure they use the strategy correctly? When would this strategy be best to use? Where do we see our group being able to use the strategy in the future? In a moment, we will work with a group to develop a forecast for one of the three strategies associated with reaching an agreement. Be creative as we plan to deliver our information. After seven minutes of prep time, we will deliver our presentations to the class. What questions are there?

Students should be split into groups of three or four. Tell the group where to go to start working. After seven minutes bring the group back together and share presentations.



 Review/Summary

Write conflict resolution down the left side of a sheet of paper. Next, create a phrase or word that relates to the content discussed today using these letters as the beginning letter of the word or phrase. For example C = carefully listen. Share if time permits.

At this time pass out AHS.22.Assess.

 Application

► **Extended Classroom Activity:**

Have students create a workshop to explain the concept of conflict resolution to other groups. Have them deliver the workshop at least once.

► **FFA Activity:**

Have the class offer a workshop as the program at the next FFA meeting or at another youth group gathering.

► **SAE Activity:**

Have the students write a report on a conflict that they observed in the workplace and then propose a plan that explains how the conflict might have been resolved by using the concepts discussed in this lesson.

 Evaluation

AHS.22.Assess

Answers to Assessment:

Part One: True or False

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

Part Two: Short Answer

1. Team conflict-differences of opinion on a controversial issue between two or more members of a team.



2. Conflict resolution-an agreement between two or more people that settles a difference in opinion
3. Any two of the following:
 - a. Listen to understand.
 - b. When speaking; use "I" statements rather than "You" statements. For example: Rather than saying, "You never listen to me at all," try saying, "I don't feel as though you listen when I talk."
 - c. Ask questions to seek information.
 - d. Ask questions to find out what you can do to resolve the conflict.
 - e. Look for solutions that will benefit everyone involved in the conflict.
4. Any one of the following descriptions:
 1. **Mediation:** An unbiased third person, who is not involved in the conflict but is trusted by both people involved, is brought in to help reach an agreement for action.
 2. **Collaboration:** The people involved hold a meeting to brainstorm and discuss possible solutions for the problem.
 3. **Negotiation:** Everyone involved comes to a meeting with a list of possible solutions. The group reviews each list and the solutions most beneficial to the group are selected and implemented.



CONFLICT RESOLUTION TECHNIQUES

►Part One: True or False

Decide whether each statement is true or false. Write “True” or “False” beside each statement.

- _____ 1. Conflict on teams is natural.
- _____ 2. Unresolved conflict usually does not lead to a poor performing team.
- _____ 3. Different responses to change may result in a conflict.
- _____ 4. When listening to understand you should use “You” statements.
- _____ 5. The key to conflict resolution is getting your ideas across to the other person.

►Part Two: Short Answer

Briefly answer the following statements.

1. Define team conflict.

2. Define conflict resolution.

3. What are two keys to effective communication.

4. Pick one of the strategies for resolving conflict—mediation, collaboration, negotiation—and describe it.





IMAGINE FOR A MOMENT...

◆ You are a popular star working on the set of a hit situation comedy for television.

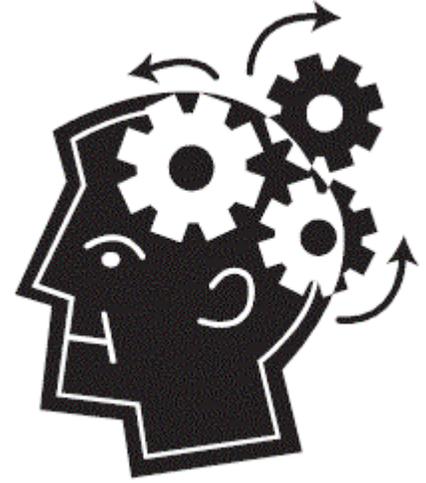
◆ Your co-worker has made several decisions lately that are affecting the morale of the other actors.

◆ What do you think about some of these decisions he's made.

→ He dated and then married one of the team members you work with.

→ He slowed down production because he needed more time with his family.

→ He used the name of the show you work with to build support for his Parkinson's Disease Research Foundation.



UNDERSTANDING CONFLICT ON TEAMS

◆ What is team conflict.

→ *Team conflict is a difference of opinion on a controversial issue between two or more people*

◆ There are events that may happen in the life of a team that can result in a difference of opinion:

- Making assumptions
- Different responses to change
- Different priorities
- Poor communication
- Weak or unfair group decision-making process

◆ A couple of keys to remember...

- Conflict is natural on teams; it is how you deal with it that affects team performance
- Unresolved conflict can result in a poor performing team



DEFINING CONFLICT RESOLUTION

◆ What is conflict resolution.

→ *Conflict resolution is an agreement between two or more people that settles a difference in opinion.*

◆ What is the key to conflict resolution.

◆ Effective communication

→ Listen to understand

→ When speaking, use “I” statements rather than “You” statements. For example: Rather than saying, “You never listen to me at all,” try saying, “I don’t feel as though you listen when I talk.”

→ Ask questions to seek information

→ Ask questions to find out what you can do to resolve the conflict

→ Look for solutions that will benefit everyone involved in the conflict



WHAT ARE SOME STRATEGIES TO USE.



◆ **Mediation**—A third person, who is not involved in the conflict but is trusted by both people involved, is brought in to help reach an agreement for action.



◆ **Collaboration**—The people involved would hold a meeting to brainstorm and discuss possible solutions for the problem.

Note to instructor: often times this word comes with a negative connotation. Make clear the distinction that this form of confrontation is positive and does not involve the emotions sometimes associated with confrontation.



◆ **Negotiation**—Everyone involved comes to a meeting with a list of possible solutions. The group reviews each list, and those solutions from each list that offer the most benefit to everyone are selected and implemented.





CONTEXT

Public/Community Relations Lesson2

PRECEPT

M. Communications

SIGN OF SUCCESS

M1. Demonstrates technical & business writing skills

LEVEL OF APPLICATION

Awareness/Interaction

PROGRAM COMPONENT

FFA, Classroom

ACTIVITY

Writing a newspaper or website article

RESOURCES AND MATERIALS

Sample article
Writing resources

DESCRIPTION

Students will write a newspaper article (examples: chapter event, what FFA is all about, member profile, CDE event). Provide examples and article-writing guidelines as a resource. Student can work individually or in school groups.

Once written and reviewed, the articles could be sent to the local paper, exchanged between classes, published on a website, published in the school newspaper or school yearbook.

History of Wildlife and Natural Resource Management

Britina Robinson, Agriculture Teacher,
College Station, Texas
2006

Objectives

(TSWBAT)

1. Describe five significant events in the history of wildlife and natural resource management.
2. Explain seven types of wildlife management practices.

Background

Standards

Texas Essential Knowledge and Skills 119.46c2B:

- Know the history of wildlife and recreation management

Precepts

LifeKnowledge Precepts:

- Communication
 - M5: Operate effectively in the workplace

Logistical Information

Time: 50-minute class period

Resources: Wildlife and Natural Resource Management Textbook

Tools, Equipment, Supplies

None

Key Terms

Conservation

Interest Approach

In a moment, you will shock the class with some surprising and unfortunate news. The legal driving age has been raised to 21 years old. Try your best to fool students for the sake of making an important point.

Before we get started today, I want to let you in on some bad news. I need you to give me your undivided attention as this is something that affects all of you. As of this morning, the state has temporarily banned anyone under the age of 21 from operating a motor vehicle. For those of you who have not yet received your license, you may not be able to get it now until you are 21. If you have your license, it has been suspended until further notice. This has all happened because the lawmakers feel that your age group is the biggest cause of accidents in our state. What do you all feel about this? If you have a comment, feel free to raise your hand.

Allow for some student response to the state's decision. Responses may include: this isn't fair, this is stupid, etc. Once you have the students interested, break the news to them that this really didn't happen, but then ask students what they would have done if it were real.

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You all seem to have some passionate comments. But relax; the state didn't take away your driving privileges. This example was just to make a point to you. If this really had happened, do you know what you could do to create change in the minds of those who made this decision? Would you be able to give them good reasons about why you should still have the right to drive? What if I told you that instead of the state taking away your right to drive, it wanted to take away your right to be here in this wildlife class? What if the state government decided to take away your right to hunt? Then what would you do? The agriculture, food and natural resources industry is very threatened by people making decisions for us, with little or no knowledge about how the industry works. Even agricultural education is sometimes threatened. Over the years, more than just our right to hunt has been threatened. The very species we hunt have been threatened. Let us take a closer look at the history of wildlife and natural resource management.

Objective #1 – TSWBAT describe five significant events in the history of wildlife and natural resource management.

When you hear CONSERVATION, you are going to get out of your seat and find a note card that has been hidden somewhere in this room. On that card will be a statement about the history of wildlife and natural resource management. As a class, you will then try to figure out the natural order in which those statements probably occurred. There will not be a card for everyone, but if you do get a card, you will get a prize. What questions do you have? CONSERVATION!

Allow students to participate in this Go Get It Moment. To figure out the order of the events, have each winner read their card aloud to participate in a Go with the Flow Moment. Write a 1, 2, 3, 4 and 5 on the front board with arrows between them. The class as a whole should determine where each card goes. If the classroom atmosphere allows it, let students randomly call out their ideas on the order, much like an audience member on "The Price is Right" would do for a contestant.

Objective #2 – TSWBAT explain seven types of wildlife management practices.

Have the following words written on the board:

Habitat Management, Controlling or Preventing Disease, Hunting Regulations, Artificial Stocking, Hunting, Management of Funds

Now that we actually know that the conservation of wildlife and natural resources has evolved over the years, let's find out what types of things have been done to help. When you hear MANAGEMENT, you will get into groups of three. Select one person to get three textbooks from the front of the room. Each of you will turn to page _____. Designate two of each of the management practices written on the board to each person. Each person will then take a sticky note and write a VERY short summary of that management practice on it. They will write the same summary two more times on two different pieces of sticky notes. They will then repeat the process for their other management process. When all members of the team are finished, you will trade sticky notes until you have one of each. Place the sticky notes on a blank piece of paper and this will serve as your notes. What questions do you have? MANAGEMENT!

Allow the students time to finish the task and then ask the class for the meaning of each of the wildlife management techniques that are written on the board. Write each definition on the board for maximum clarity. Choose individual students to respond once they have raised their hand.

After definitions are written on the board, ask the following questions and stimulate discussion.

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By a show of raised hands, how many of you prefer this method of gaining knowledge over individual worksheets and textbooks? Why? Gaining knowledge is not always about you getting all of it yourself. It is sometimes about how you can work as a team to gain the information as quickly and efficiently as possible. If I had told each of you to do this, it may have taken longer, and the answers would have had a lot more variation. If I were your boss in a workplace, I want the information, and I want it now. If your team is given the task of getting the information, does each person getting all the information themselves make sense, or does giving each person a small task make more sense? It will often depend on the situation, so be sure you know if the divide-and-conquer approach is appropriate.

Review Activity

Write the following questions on the board and have students interview a partner in an Eyewitness Moment using those questions. Monitor all students' responses by walking around to each partnership.

What is the Lacey Act?

How does the Pittman-Robertson Act help conservation efforts? What state actions conserve wildlife?

What are several examples of wildlife conservation practices?

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History of Wildlife Management in America

(cut out and put on index cards)

1. Wildlife was exploited, ignored and pushed aside in the rush to settle America, which resulted in a great loss of wildlife habitat and the complete loss of some species. No laws restricted the harvest of wildlife at this time, and bucks, does and fawns were shot and trapped 365 days a year.
2. Rural families lived off of what they shot or trapped. The belief was that the land “owed” them a living and that the wildlife could be used as people saw fit. They shot not only deer but turkeys, raccoons, waterfowl, bobcats and panthers. Anything that would feed them for a livelihood was fair game.
3. Many of the settlers’ land practices were actually beneficial to some species of wildlife. As tracts of forest were cleared for cropland, white-tailed deer benefited from the resulted edges and cleared areas. At the same time, many of the deer’s predators were being systematically eliminated. As a result, deer numbers increased in some areas.
4. Though the bison and pronghorn will never number in the millions as they once did, it is a tribute to early conservationists that they are here at all. Through the efforts of sport hunters and conservationists, many species of wildlife that were all but extinct in the early part of the twentieth century are abundant today.
5. Market hunters played a major role in eliminating much of America’s wildlife. On the other hand, sport hunting has never endangered a single species. Most sport hunters realized that as long as it was profitable to deal in wildlife, some people would seek those profits. They also realized that even with adequate habitat, species could be over-harvested to the point of extinction.
6. Through organizations such as the Boone and Crockett Club and on the editorial pages of *Forest and Stream* and *American Field*, America’s sport hunters pushed for change. These were the first efforts at wildlife conservation and management as we know them today.
7. The passage of the Lacey Act ended market hunting and the interstate shipment of wildlife and wildlife products.
8. Teddy Roosevelt had a deep love of big game hunting and felt a strong responsibility to preserve what was left of America’s

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wildlife. Roosevelt's administration created 50 wildlife refuges, five national parks and 17 national monuments.

9. To this day, a large portion of the elk, bison, mule deer and bighorn sheep and virtually all of the grizzly bears in the lower 48 states are found in the national forests and parks.
10. Sport hunters, conservationists and the firearm and ammunition industries succeeded in getting the Federal Aid in Wildlife Restoration Act passed. It is more commonly known as the Pittman-Robertson Act. The act calls for a 10 percent tax on all firearms and ammunition.
11. The Endangered Species Act authorized a listing of native endangered species that were to be protected.
12. States began requiring hunting licenses and restricting hunting to specific seasons and placing bag limits on species. They also began hunter education programs to instruct people on ethics, laws and conservation to help the cause.

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