

# Agricultural Communications: The Basics

**Media Type:** Microsoft® PowerPoint® Presentation

**Duration:** 76 slides

**Goal:** To learn various types of communication involved in agriculture and terminology and techniques which are prevalent in the field of communications.

## Description:

In this presentation, students gain the knowledge and skills required to inform the general public about the impact of agriculture. By viewing this presentation, students become equipped with vital skills which are invaluable in the communication process for everyday life as well as in agriculture. Additionally, students learn the ethical issues associated with everyday communication. Furthermore, the presentation gives students who are interested in the field of Agricultural Communications an insight into future job possibilities.

## Objectives:

1. To explain the basics of communications.


## Horizontal Alignment

Core-Subject Area	Foundation Concept	Basic Understanding
Math	<i>Logical Skills</i>	reasoning; problem solving; real-life applications
Language Arts	<i>Application of Writing Skills</i>	editing/proofreading; composition mechanics; descriptive, informative, creative and persuasive writing; brainstorming; enhancing grammatical mechanics; vocabulary enhancement
	<i>Analysis of Text, Literature and Information</i>	reading/content literacy; critical thinking; creative thinking; values and ethics; communication skills; developing listening and comprehension skills; creating visual representations
	<i>Technology Applications in Literature</i>	utilizing document processing software; internet-based research
Social Studies	<i>Impacts of History, Government and Economics</i>	describe cause/effect relationships
	<i>Geographical Skills and Applications</i>	cultural trends
Science	<i>Scientific Thinking and Investigating</i>	real-world investigations and applications; collecting data; evaluating conclusions; classification/organization skills
	<i>Scientific Law and Principles</i>	cycles, structures and processes; human development


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## Lesson Plan


Student and Teacher Notes are available to print in outline format. You can access these documents under the “Printable Resources” section. If student licenses have been purchased, an interactive version of the Student Notes is available in the “Interactive Activities” section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

 **Slides 1-14**


**Class 1:** Distribute the *Agricultural Communications: The Basics Vocabulary Handout* to be filled out during the presentation. Show slides 1 to 14 of the *Agricultural Communications: The Basics - Basic Communication* segment. Distribute the *Formal Speech Project* and allow the remainder of the class for students to work.

 **Slides 15-26**


**Class 2:** Remind students to continue using the *Vocabulary Handout* as a reference material. Show slides 15 to 26 of the *Agricultural Communications: The Basics - Basic Communication* segment. Distribute the *Communications Activity* and allow the remainder of the class for students to work.

 **Slides 27-35**


**Class 3:** Remind students to continue using the *Vocabulary Handout* as reference materials. Show slides 27 to 35 of the *Agricultural Communications: The Basics - Basic Communication* segment. Allow the remainder of the class for students to work on their *Project* and/or *Activity*.

 **Slides 36-45**

**Class 4:** Remind students to continue using the *Vocabulary Handout* as a reference material. Show slides 36 to 45 of the *Agricultural Communications: The Basics - Basic Communication* segment. Lead the class discussion so students can share their findings from the *Communications Activity*. Allow the remainder of the class for students to work on their *Projects*.

 **Slides 46-58**

**Class 5:** Remind students to continue using the *Vocabulary Handout* as a reference material. Show slides 46 to 58 of the *Agricultural Communications: The Basics - Basic Communication* segment. Students should complete the corresponding *Assessment*. Distribute the *Agricultural Advocacy Project* and allow the remainder of the class to work.

 **Slides 59-76**

**Class 6:** Remind students to continue using the *Vocabulary Handout*. Show slides 59 to 76 of the *Agricultural Communications: The Basics - Agricultural Communications* segment. Students should complete the corresponding *Assessment*. Allow the remainder of the class for students to work on their *Projects*.

**Class 7:** Students should present their *Formal Speech Projects* to the class. Distribute the *Crossword* for homework.

**Class 8:** Distribute the *Agricultural Communications: The Basics Final Assessment*. Students should share their *Agricultural Advocacy Project* with the class.

## Lesson Links

### National Association of Farm Broadcasting

- <http://www.nafb.com>

## Career & Technical Student Organizations

### Business Professionals of America

- Prepared Speech

### Future Educators Association

- Impromptu Speaking

### FFA

- Agricultural Communications
- Extemporaneous Public Speaking

### Skills USA

- Extemporaneous Speaking

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## Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV51075, Zoe Zeigler, Senior Corporate Communications Specialist, Toyota
- iCEV50972, Mike Deering, Director of Communications, National Cattlemen's Beef Association
- iCEV51070, Danielle Rice, Employee Communication & Recognition Manager, Las Vegas Hilton
- iCEV50851, Celeste Leimer, Former Manager of Employee Communications, Halliburton



## Lab Activities

### Communications

#### Directions:

Divide the class into groups of two. Working with their partner, students should discuss the effective use of both verbal and nonverbal communications in agriculture communications. Groups should create a list of suggested topics of communication which would be appropriate for an agribusiness environment as well as in an informal setting. Groups should have a minimum of 10 for each type of communication. Students should compare and contrast the two types in table form, noting if the communication is verbal or non-verbal. Students should take note of their partners verbal and nonverbal communication techniques during their discussion and write them down on a sheet of paper after they have completed their conversation. Lead a class discussion so students can share their results with the class.



## Projects

### Floral Speech

#### Directions:

Students will select an agricultural topic of their choice, relevant to current times, and research the topic in detail. Students should write an outline and speech five minutes in length. The speech should be informative and written grammatically. Students will present their speech to the class, using the correct body language, a strong voice and considering the many different facets of communication discussed in the presentation.

### Agricultural Advocacy

#### Directions:

Agricultural advocacy is vital to gaining support for agriculture. The main part of advocacy is answering questions the consumer has honestly and informatively. Divide the class into groups of three or four. Groups should research and find a question about agriculture which is common among consumers and develop an answer the question honestly and informatively. Groups will create a presentation using a poster, Microsoft® PowerPoint® presentation, etc. answering the question. Groups will share their presentation to the class. If possible, allow groups to give their presentation at a local Ag Day, County Fair or local business.