

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.



Agriculture, Food & Natural Resources Career Cluster (AG)

Cluster	Standard
	Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster™.
	Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster™ and the role of agriculture, food and natural resources (AFNR) in society and the economy.
	Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.
Agribusiness Systems Career Pathway (AG-BIZ)	Apply management planning principles in AFNR businesses.
	Use sales and marketing principles to accomplish AFNR business objectives.

Arts, A/V Technology & Communications Career Cluster (AR)

Cluster	Standard
	Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster™.
	Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
	Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster™.
Journalism & Broadcasting Career Pathway (AR-JB)	Describe the diversity of functions within the Journalism & Broadcasting Career Pathway.
	Demonstrate writing processes used in journalism and broadcasting.
	Plan and deliver a media production (e.g., broadcast, video, Internet, mobile).
	Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).

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College & Career Readiness Anchor Standards for Reading

Reading Standards for Informational Text

Key Ideas & Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
	9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
	9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
	11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	
	Assess how point of view or purpose shapes the content and style of a text.	
Craft & Structure	9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
	9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
	9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
	11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
	11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

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College & Career Readiness Anchor Standards for Reading

Reading Standards for Informational Text

Integration of Knowledge & Ideas	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	
	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
	9-10.7	Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
	9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
	11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

College & Career Readiness Anchor Standards for Writing

Writing Standards

Text Types & Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
	9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Production & Distribution of Writing	9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
	9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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College & Career Readiness Anchor Standards for Writing

Writing Standards

Research to Build & Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	9-10.7	Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	

College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards

Comprehension & Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
	9-10.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	9-10.2	Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.
	9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
11-12.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
11-12.2	Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	

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Common Core Standards

College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards

Presentation of Knowledge & Ideas		Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
		Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
		Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	9-10.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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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



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.