**Course: Agricultural Communications**

**Standard:** Define and Understand the History of Agricultural Communications.

**Unit Objectives:**

1. Define agricultural communications.
2. Describe audiences impacted by agricultural communication.
3. Summarize the history of agricultural communication.
4. Describe the types of communication.
5. Explore verbal, non-verbal, and visual communication.

Materials Needed (Equipment):

* Power Points
* Job Sheets Printed (*verbal, non-verbal, and visual*)
* Supplemental Information (*handouts*)
* Verbal Communication Characters
* Computer with internet
* Projector

Facilities: Classroom and Computer Lab

Interest Approach:

To grab the student’s attention, have them take out a piece of paper and write down the top three things they believe have made an impact on agriculture. After, call some students and ask them to list their top three. Write their responses on the board. Next, have the student’s write down the top three things they believe have not made an impact on agriculture. After, call some students and ask them to list their top three. Write their responses on the board. When you finish writing their responses on the board, ask them why they think these things have made an impact or lack of on agriculture. This will help lead in to talk about the importance of agricultural communications and the where agriculture has been and where it is heading.

Objective A: Define Agricultural Communications

Objective B: Describe audiences impacted by agricultural communication

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| --- | --- |
| **Curriculum (Content)**  **(What to teach)** | **Instruction (Methodology)**  **(How to teach)** |
| **What does the Word Communications mean?**  **Why do you think Communication is so important?**  **Agricultural Communications:**   * The exchange of accurate information about the agricultural and natural resource industries. * Deliverable, through effective and efficient channels, using appropriate communication techniques.   a. Agricultural Communications programs were created through Land-Grant Universities. This allowed effective and efficient channels of communications for the agricultural community to stay current with agricultural research findings.  b. Communication specialists have played a major role in agriculture.  c. Agricultural communications has evolved into a power tool that can disseminate accurate information on the world’s crucial industry–agriculture. This is the most important discipline.  **What type of audience has been impacted by Agricultural Communications? Why?**  **Audiences**:  Beginning in the early 1900s, Ag Communications remains important. The major audiences that were impacted during that period were the farmers, ranchers and livestock producers. However, current trends have allowed agricultural communications to reach other audiences such as the consumer.  The use of appropriate mediums have allowed us to reach our audiences more effective such as;   * Print * Face to Face * Television * Radio * Web     **Why does the Need for Agricultural Communications Exist?**  **Why the need exists?**   1. Little knowledge of basic agricultural concepts 2. Agricultural illiterate (*conception to consumption*) 3. Misconception agriculture plays in our society    * Pesticides, food safety, grazing, rodeo, etc... 4. Helps to put current trends in perspective.    * Writing & visual 5. Lack competent agricultural communicators 6. Help advance the agricultural industry. | **PPT: History of Agricultural Communications.**  **Slide 2:** You could ask the class what are some effective channels or communications techniques in Agricultural Communications   * Print * Media * Television * Computer * Web * Radio, etc..   **Slide 3:**  Share with the students the purpose for land-grant schools - Utah State University being the land-grant university. You can share how they still distribute research findings to both ag and non-ag audiences  I.e.   * Grains and Forages   + **Uaes.usu.edu** * Horticulture   + **Utahpests.usu.edu** * Utah State Cooperative Extensions   + **Extension.usu.edu**   **Slide 4:**  This where it explains that communication has evolved from face-to -ace interactions to mass media.  **Slide 5:**  **Before Slide 7:**  Ask the class pull out some paper and write down things why they believe agricultural communications is so needed. Show video to spark interest.  **Video:** [http: //www.youtube.com/watch?v=OAdy-a\_iYaQ](http://www.youtube.com/watch?v=OAdy-a_iYaQ)  Food Borne Illness Outbreak  **Slide 6:**  The need for communications is great |

**” you will proceed to the front**

Objective C: Summarize the History of Agricultural Communications

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| **Curriculum (Content)**  **(What to teach)** | **Instruction (Methodology)**  **(How to teach)** |
| **How do You Think Ag Communications has Evolved over the decades?**  **History of Agricultural Communications:**  The history of agricultural communications can be traced back in 1440, with the invention of the Movable Type printing Press.  Revolutionized written communication  Enabled mass print publications  **History:**   * In 1588, the Brief and True Report of New Found Land in Virginia was written by Thomas Hariot of Roanoke, Virginia. This report was the first agricultural writing from the new world. All of the previous agriculture writings were only from Europe. * In 1704, the first American newspaper, The Boston News-Letter, was printed and issued on April 24th by John Campbell. The newspaper survived under various names until 1776 * In 1792, The Farmer’s Almanac, edited by Robert Bailey Thomas of Grafton, Mass., was published. It began encouraging and publishing hints to improve agriculture and farming practices. * On April 2, 1819, the American Farmer was published by John Stuart Skinner. Skinner is considered the “Father of American Farm Journalism”. The American Farmer was the beginning of agricultural journalism and survived until 1897. * In1862, the Morrill Land Grant Act was established. This act allowed each state to have acreage of public land to help finance a college of agricultural and mechanical arts, and established agricultural education as we know it today. These colleges then opened their records to the public, so farmers could use better farming techniques. * In 1915, the first radio broadcast of weather and crop reports was aired. The broadcast was generated from University of Wisconsin and was transmitted in Morse code. * In 1917, the Smith - Hughes Act was established. It was approved on February 23 and provided funds to states for teaching Agriculture in high school. * On May 19, 1921, the first daily radio program expressly for farmer was started. It transmitted USDA market reports on air. KDKA in Pittsburgh was the first licensed station was to carry the broadcast. * 1921, the American Agricultural Editors Association was organized. * By 2000, Agricultural Media in U.S. had exploded. The following figures represent the main sources of Ag media in that year.   + 101 agricultural newspapers   + 432 magazines   + 1,001 AM stations   + 745 FM stations   + 12 state and 3 regional radio networks   + 3 Television stations * In 2003, computers were used in 61% of all US homes, with 48% with Internet access. There were 9 million operational Web sites (not including personal Web sites) at that time. | **Slide 8-19 are historical events that have shaped the agricultural communication field. You do not need to cover all in detail, but enough so the students can understand that this is very valuable.**  Handout – Ag Communications History  **Slide 7:**  **Slide 8:**  **Slide 9:**  **Slide 10:**  **Slide 11:**  **Slide 12:**  **Slide 13:**  **Slide 14:**  **Slide 15:**  **Slide 16:**  **Slide 17:**  **Slide 18:**  **Slide 19:**  **Current History Trends Job Sheet.** |

**Activity:**

**Current History Trends Job Sheet.**

Objective D: Describe the Types of Communications

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| **Curriculum (Content)**  **(What to teach)** | **Instruction (Methodology)**  **(How to teach)** |
| **What is Communications?**  **What are the Various Types of Communications we use to Share or Promote Agriculture?**    **Communications:**  Need words, body language, actions, or gestures to communicate.   * The exchange of accurate information about the agricultural and natural resource industries. * It is deliverable, through effective and efficient channels, using appropriate communication techniques and theories   **Types of Communications:**   * Dyadic (two-person) – most informal exchanges between two people   + Close proximity   + Both people send and receive messages   + Includes verbal and nonverbal stimulus * Small Group – three or more members of a group * Public – “Public” places, formal and structured, speaker addresses large group in an event as a speaker * Mass – most formal and most expensive, may include media   **Communications Models:**  One Way- information travels from one source to a second  linear  Interactive – information is exchanged between two sources, includes feedback and interaction  com model | **PPT: TYPES OF COMMUNCATION**  **Before hand, select some topics of choice that the class can talk about, practicing dyadic and small group communications.**  Lists:   * School * Ag Laws or Market * Agri-science * FFA * Community     **Slide 2 & 3:**  Explain that communication is one of the most important tools used in life. If someone can communicate clearly, they will be able to be successful in life.  **Slide 4 & 5:**  After showing the slides, have the class break up into groups of two and practice doing a dyadic type of communication.  Next, put them into groups of three or more and have them see how small group communication works. Pass out current issues or events in agriculture they can talk about.  After, dialog about the two communication types with the class.  **Slide 6 & 7:**  Create a discussion when you would use a one-way or interactive, as well as the previous slides types in agriculture. You could ask when it is appropriate to use the types. |

Objective E: Explore verbal, non-verbal, and visual communication

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| **Curriculum (Content)**  **(What to teach)** | **Instruction (Methodology)**  **(How to teach)** |
| **What are some ways people communicate their thoughts, feelings, or emotions?**    **Styles of Communications:**   * Verbal: Information that flows through verbal means, such as words, speeches, presentation, sounds, etc...   + Two forms: Written and oral * Non-verbal: Communicating by sending and receiving wordless messages.   + Body language, facial expressions, body movement and posture, gestures, tone of voice, etc... * Visual: Communication through visual aids such as signs, drawings, graphic design, illustrations, color, pictures   **Verbal Communication:**   * Demonstrative   + a demonstration of how to do something * Narrative   + read a story * Persuasive/Inspirational   + Persuade the listener to do something * Informative/Instructional   + Information to the listener * Entertain/Impress   + Guest speech at a banquet/convention/event   **Speech Formats:**   * Prepared   + plenty of time to write and practice the speech * Extemporaneous   + Speeches prepared in a short time with little/no time for practice * Impromptu   + No time to prepare or practice   **Parts of a Speech:**  Introduction   * + Develop an interest   + Gain attention   + Personal story   + Statistic, joke, quote, incident, etc.   + Make your thesis statement   Body   * + Make your case   + Past-present-future   Conclusion   * + Tie it all together   + Refer to something in the introduction   + Close by repeating the thesis statement   **Non-Verbal Communication:**  Eye Contact   * Great speeches address wants and needs * Great speakers address the audience   + DO NOT read your speech * Look em’ in the eyes   + Or … on the forehead   Hand & Body Movements   * Effective hand & arm movements! * Avoid:   + Dancing,   + Wobbling,   + Aimless walking     - Use your feet to your advantage * Lean into the audience for effect   Voice   * Sometimes a whisper is louder than a holler * Be careful … volume makes us screech * Who loves a monotone? * News Casters & Mutterers   Pace   * We ALL speak too fast in public * We ALL speak too fast in public * We ALL speak too fast in public * Force yourself to slow down   + Try singing the words   + Try enunciating the last consonant in each word   **Visual Communication:**  Visual: Communication through visual aids such as signs, drawings, graphic design, illustrations, color, pictures   * Effective communication is essential for success. * A good understanding of different types of communications and communication styles help you know and deal with people better, clear up misunderstandings and misconceptions, and contribute to the success of the enterprise   Visual:   * Good visual composition involves a please selection and arrangement of subjects within the picture.   Rules:   * Rules of thirds * Lines * Balance * Framing * Simplicity   **Rule of Thirds**   * Visual composition is divided into thirds horizontally & vertically. * Good visual has photo subjects placed at or near intersection of lines. * Never in the center   + *Becomes static and less interesting*   http://campus.extension.org/pluginfile.php/36188/mod_book/chapter/13030/rule_of_thirds.jpg  **Lines**   * Lines add dynamics * Lead into the visual composition. * Provides path to the main subject.   http://histheoriculture.files.wordpress.com/2013/01/rule-of-thirds-children-on-the-steps.png  **Balance**   * Depends on arrangement of shapes, colors, or areas of light and dark. * Can be symmetrical or asymmetrical   http://www.epa.gov/oecaagct/images/redbarn.gif  **Framing**   * Frame the center of interest with objects in the foreground. * Gives the picture a feeling of depth   http://www.itnnews.lk/latest/wp-content/uploads/2011/07/agri4.jpg  **Simplicity**   * Uncomplicated backgrounds, avoiding unrelated subjects and moving in close. * Place it slightly off center   http://www.newry.com/images/imagebank/uploads/Newry%20Agricultural%20Show.jpg  **Visual Composition Examples** | **Before you begin, print off the labs and other handouts for this unit.**  **Slide 8:**  Give them examples of each style of communication. Explain that in the world today, with things going digital, the style of communication is so critical and does not only deal with writing, but also with photos, web, digital, radio, etc... It is important that we can master both to be successful.  In the communication world, they must be able to master all three styles to be effective and competitive.  **Slide 11 & 12**  Start off these slides with **Job Sheet 1:**  **Make sure to print off characters, assessment (communication styles), and gather the supplies before you begin.**  Give them a description or example of all types of verbal communication. When you are done, you will need to handout Verbal Job Sheet 1, 2, 3, and 4.  Space the workload of the job sheets out as you discuss the whole lesson. Make sure you read through each job sheet and prepare beforehand.   * Job Sheet 2: Narrative – To start this off, read them a children’s book, which will help lead into the unit. * Job Sheet 3: Public Speaking * Job Sheet 4: Demonstrative.   **Slide 13:**  This is just to be used to help them understand how to prepare a talk or speech. They will use this format for the job sheets.  **Slide 14 & 15:**  Explain the importance of a well-written speech. To be effective, you must make sure you have a quality introduction, solid body of content and a strong conclusion to wrap things up.  Following these steps will ensure clear communication and understanding from both parties.  **Slide 17 - 20**  Express that verbal (words) are not the only thing make a power speech, but also the non-verbal (eye contact, voice, body movement, etc..)  As you discuss these slides, give them examples. These traits will be used in the job sheets.  **Slide 23 & 24:**  Explain that visual communication is just as effective as verbal, maybe even more with the use of media.  **Slide 25**  To visually communicate effectively, one must master the rules of visual communication. This is an introduction to the photo and visual units so do not spend a great deal of time and focus on this unit.  These are the five rules to follow when using visual communication.  Use the Visual Communication Job Sheet to reinforce what is covered.  **Slide 26:**  Point out each aspect as you discuss the rules.  **Slide 27:**  Point out each aspect as you discuss the rules.  **Slide 28:**  Point out each aspect as you discuss the rules.  **Slide 29:**  Point out each aspect as you discuss the rules.  **Slide 30:**  Point out each aspect as you discuss the rules.  **Slide 32-35**  These are examples. Have them identify the rules of visual communication.  Discuss the good and bad of each photo. |

**Activity:**

* **Visual Job Sheet**
* **Verbal/Non-Verbal Job Sheets 1 - 4**

Evaluation:

* Agricultural Communications and History Quiz
* Agricultural Communications Verbal, Non-verbal and Visual Quiz

References:

* Telg, R. & Irani, T. (2012). Agricultural communications in action: a hands-on approach. Delmar, Cengage Learning, Clifton Park, NY.
* Dusty Morgan – South Summit Ag Teacher
* Utah State University Ag Communications Program
* USU extension & experiment stations.

**Meets USOE Standards and Objectives:**

Agricultural Communication Current Historical

Job Sheet

*Milestones in Agriculture*

1. **Introduction:** In agriculture, there have been major milestones (trends) in agricultural communication, from the printing press, to the radio, magazines, and now the internet. Trends, in the consumer sense, are simply a pattern that people follow. Our society demands that products and their appearance constantly reinvent themselves. Competition forces new products, changes in the market, and ensure survivability in the marketplace. To be a valuable communicator, an individual must have a concrete knowledge of both agriculture and communication trends. Recognizing and capitalizing on consumer trends increases the efficacy of written, spoken, and visual communication.
2. MCj02402530000[1]**Objective**: After completing this job sheet, the student will be knowledgeable in current agricultural trends and historical events that have shaped agriculture.
3. **Materials:** Internet - To research agricultural trends and historical events
4. **Instructions:**
   1. Research two agricultural trends and historical events.
   2. Create a headline for your report
   3. Write a one-page report, summarizing the two events and their impact on agriculture.
   4. Staple your report to this job sheet for scoring
5. **Scoring:**

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| Current Trends & Historical Events Rubric | | |
|  | **POSSIBLE SCORE** | **STUDENT SCORE** |
| Lead/Focus | 20 |  |
| Organization, Clarity and Conciseness 0 | 15 |  |
| Correct Style (AP) 0 | 10 |  |
| Accuracy of Information and Quotes 0 | 20 |  |
| Depth of Coverage/Creativity 0 | 10 |  |
| Headline 0 | 10 |  |
| Grammar, Spelling, Punctuation and Word Choice | 15 |  |
| Total Score: | 100 |  |

**Verbal Job Sheet #1 – Public Speaking**

Create your Public Speaking Character

**Application:**

              Public Speaking

              Officer Opening Ceremonies Parts or what ever works for your class

              Presentations

**Materials needed:**                                                              Time:  60 Min.

              Character cutouts, large

              6 Volunteers for introduction

              Character Worksheet

              Card Stock-Name Tags

              Characters-Name Tags

              Glue Sticks

              Crayons/Markers/Color Pencils

**Interest Approach:**

VOLUNTEERS:

Before you start choose volunteers.  You will need six volunteers to play out the characters already created for public speaking. They are: Wendy Whisper, Hank the Hick, Monotone Monte, G.I. George, Shy Sally, and Temper Tammi. Ask these students to play a character before hand so they have time to practice their part. Pick students that will really play out the characters and be dramatic.

CHARACTER CUT\_OUTS:

Hang the large character cutouts on display in the front of the classroom as you introduce them.

CHARACTER WORKSHEET:

Hand out the character worksheet to each student.  Have Volunteers come up one at a time and give their memorized officer part, or The Pledge of Allegiance using the character voice assigned. Direct students to guess which speaker the volunteers are mimicking.  Also have students describe the speaker in a sentence or few words.  After all characters/speakers have gone, talk about each one and reveal their identity.

**Character Name Tags:**

Students will create their own speaking character. They should be directed to consider the type of speaker they want to become. Discussion should follow the interest approach of what is good and not good characteristics of a public speaker.

1.  First, students will pick a character name. Example: Creative Casey, Extraordinary Ernie, Bold Bonnie.

2.  Then they can find a picture off the nametag pages to represent their character.  Color the picture cartoon they choose.

3.  Hand out card stock for a nametag and have students fold to sit in front of their desk. Direct students to write their new character name on the front and paste their character’s picture to the front as well.

4.  On the inside of their nametags, have them use three statements to describe their newly created public speaking character.  Ask questions to help strike thoughts about the ultimate speaker they would like to be.

5.  Students can share their nametags and descriptions with classmates.

6.  Display the nametags. Use their nametags each day.  Have them be the speaking character they created throughout other activities and speaking demos.

**Notes:**

·       Encourage students to call each other by their character name.

·       May record participation points on back of the nametags for other activities.

·       Have students turn assignments in with their character names.

·       Have a thesaurus and dictionary available for use.

·       Be one of the Interest approach characters to encourage students.

·       Create your own character as well as an example.

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**Verbal Job Sheet #2 ­ ­Narration**

Reading your Mind

**Application:**

            Verbal Communication – Narrative

**Materials needed:**                                                               Time:  25 Min.

           Children’s Books

**Interest Approach:**

Read a Children’s book to the class as a demonstration. Show students how you can read using action in your voice. Be dramatic, descriptive, creative, and change your voice. Students will be doing the same to their group.

**Discussion:**

Discuss with the class how to animate reading a children’s book. What makes your voice and expressions interesting to listen too? Write ideas on the board that are shared.

**Groups:**

Assign small groups and have each group pick a children’s book. Have groups find their own spot on the floor around the classroom. Student instructions are to read the book with animation in their voice and facial expressions.  They should switch persons every couple of pages.

**Notes:**

·  Children’s books can be checked out at your elementary school, or assign students to bring one.

·  Alteration: At the end have one person from each group perform a couple pages in front of all groups.

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**Verbal Job Sheet #3 Public Speaking**

On your Soapbox

**Application:**

              Public Speaking                            Time: 20-45 Min.

              Getting out of the box

              Ag. Issues

              FFA

**Materials needed:**

              Box students can stand on, decorated with soap brands

**Topic Items:**

Town/community changes                              Official Dress

Ag Issues                                Ag Labor Laws

Prom                                                              Best Activities

School Requirements                                         Best Projects

Taking away rights and privileges                      Ag Rules/Regulations

**Procedures:**

Explain what “Being on your soapbox” means.  Pick a subject that students will feel strongly about.  Do not pick a subject that will become a controversy. Step on the soapbox and tell everyone else you’re your really think.  There will be rules for this activity: No hard feelings and feelings will not leave the room.  No talking when you are not on the soapbox.  You can only tell others what you thin if you are on the soapbox.  Challenge your student’s opinions.  Take a risk, be professional, and get your students voicing an opinion.

**Groups:**

Discuss the fact that you are taking a risk every time you speak in front of people.  You fear that you will be judged; you fear that others will disagree.  You are risking your feelings, opinions, and sometimes even your morals.  People can have different opinions on matters.  Before you can ever make a call or decision you need to look at both sides of the situation.  Voicing your opinion is apart of life and speaking.  They need to discuss how to support each other as speakers and that having an opinion is a good thing.

**Notes:**

·  Make it a rule that everyone has to be on the soapbox.

·  End discussion and change subjects if matters are heated or dull.

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**Verbal Job Sheet #4 Demonstrative**

Demo Day

**Application:**

              Public Speaking

**Materials needed:**                                                 Time: 10 Min./Student

              Assignment Instructions

**Interest Approach:**

Demonstrate how to do a task in five minutes. Examples: flower arrangements, pin bugs, use a rope, carve a pumpkin, cook something, restring a guitar, care for an animal, tricks, fixing something, etc.

**Assignment:**

· Students will demonstrate to the class a skill, task, or talent.  This should be something that they are interesting in and can share with others.

· Students will write up the complete step-by-step process of their demonstration.

· Demonstration needs to be explained while student is caring out the task/skill.

· Demonstration needs to around five minutes.

· Two minutes will be allowed for set-up. Students are to be ready when they are called.

· Three minutes will be allowed for questions afterwards.

·  Students are responsible for supplying all materials needed for the demonstration.

**Scoring:**

                            Preparation                           /10

                            Demonstration                       /20

                            Skill/Talent Chosen               /10

                            Questions                            /10

                            Step-by-Step Write-up          /20

**Notes:**

·  Students should be assigned a day so they know when to bring their materials for the demonstration.

·  Great way to get students in front of the classroom and presenting with something they are comfortable with.

·  Can choose to limit demonstrations to subject/agricultural/content areas.

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**Visual Communication Job Sheet**

I. Objective: After completing this job sheet, you will be able to understand the importance of visual compositions in agricultural communication.

II. Materials Needed:

* Internet to find photos in digital format

III. Instructions:

1. Select 5 various agricultural photos that demonstrate rule of thirds, lines, balance, framing, and simplicity.



Note: The photo should:

* Be focused
* Photo should be greater than 700 pixels
* Contain appropriate and legal graphics.

1. Print all 5 pictures in color, then draw the rule of thirds over each photo. After, answer the following questions for each photo. Answer each question with a minimum of two sentences.
   1. Why did you choose the picture?
   2. What is the photos best quality?
      1. Lines, framing, simplicity, etc..
   3. What makes it visually appealing?
   4. What is the picture communicating?
   5. Who took the photo – reference.
2. Hand in assignment to your teacher.