#### Lesson HS.84

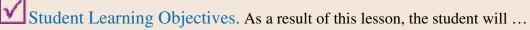
### THE NEED FOR COMMUNICATION TO INFLUENCE OTHERS

Unit. Stage Three of Development—DO

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

Precepts. **J6:** Persuade others.

National Standards. NL-ENG.K-12.12 — Applying Language Skills — Students use spoken, written, and visual language to accomplish their own purposes.



- 1 Define persuasive communication.
- 2 Explain how persuasive communication can influence people.
- 3 Identify and employ persuasive techniques.





Time. Instruction time for this lesson: 100 minutes.

#### ✓ Tools, Equipment, and Supplies

- ✓Writing surface
- ✓ Overhead projector and transparencies
- ✓ Large sheets of white paper—one per group of three to five students
- √Markers
- ✓ Colored sheets (7 red & 7 blue) of paper with selected words on them (see interest approach for room setup
  - ✓Play-Doh or modeling clay
  - ✓ Copies of HS.84.AS.A—one per student
  - ✓Copies of HS.84.Assess—one per student
- **Example 2** Key Terms. The following terms are presented in this lesson and appear in bold italics:
  - **▶** Actions
  - **▶** Attitudes
  - **▶**Beliefs
  - **▶**Communication
  - **▶**Credibility
  - ▶Emotional appeals
  - **▶**Intentions
  - ► Logical reasoning
  - ▶ Persuasive communication

## Interest Approach

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

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

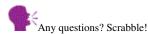
Demonstrate on the writing surface how it should look.



Silently in your head use words or phrases to complete this statement, "To influence others, you must ..." Pause for a moment.

When I say Scrabble we will capture your ideas Scrabble style. Use the words or phases you just thought of by connecting them to the word INFLUENCE on your group's paper. Like this...

Demonstrate on the writing surface how this would look. You could use "be prepared" by connecting one of the "e's" to the last "e" in influence.



Allow 2 minutes to complete

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

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

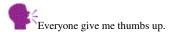
Introduce the big-picture goal of today's lesson with a scavenger hunt around the room. Before students arrive, have the following words placed on small pieces of colored paper that could be taped to walls, under tables and chairs, on the ceiling, etc. Be careful about safety concerns. With larger classes,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

The
Need
For
Communication
To
Influence
Others

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

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

Allow 3 minutes to scavenge. When they accomplish this, they will hold up the papers so that they show- the need for communication to influence others without using talking.



Show thumbs up

Excellent scavenging! We've completed the first half of your challenge. On the count of three the two sides will silently face each other and hold your papers up in the order you put them. Ready? 1, 2,3! Great! We now know that today is all about using our communication skills to influence the people around us. Thank you! Please return to your seat.



#### SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define persuasive communication.

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

In your notes, jot down one way you have tried to influence someone—a family member, friend,

or teacher-in the past week.

Allow 1 minute to share in the YOU portion and then lead the group to recognize that influence involved persuasion.

Great! Thanks for sharing. When we influence those around us we are using persuasive communication.

Display the transparency HS.84.TM.A. Several words on the transparency are scrambled and students will need to work together to figure out what they are. These are designated below by the parentheses.

On this transparency you can see words scrambled in the parentheses. Take a minute to figure out what word is scrambled. You may work with the person next to you.

Allow one minute to unscramble.

Everyone give your partner a high five.

-Pause and display the unscramble words on the overhead-

Thanks! Let's check your answers. It should read, Communication- the means whereby interaction takes place and information is exchanged between individuals. Includes listening, oral, written and nonverbal means. Any questions?

Pause.

Okay! Let's look at the next one: Persuasive Communication - the process of altering the beliefs, attitudes, intentions or behavior of another person by the use of words and nonverbal messages.

Pause.

As you may be noticing effective persuasive communication is key to influencing others. There are 4 ways we persuade others. Let's take a look at those.

#### I. Definitions

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

Objective 2. Explain how persuasive communication can influence people.

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

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



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

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

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

Here's your chance to show what you know. Without looking at your notes, what are the four ways persuasive communications can influence others? Tell someone sitting next to you two of the ways and have them tell you the other two.

Objective 3. Identify and employ persuasive techniques.

As in any job there are tools that aid you in successfully completing any given task. Now that you know how you can persuade others let's look at the techniques you can use both in formal settings such as a speech, or informally with daily conversations that will help you to be more persuasive. Let's take a look at three of them.

Use Motion Moment to learn Logic, Emotion and credibility.

The three techniques in persuasive communication are Logical Reasoning, Emotional Appeal and Credibility. How many are there?

Students should respond as you lead, showing (with fingers) and saying three!

Logical reasoning is supported by evidence such as facts, testimonials or expert opinions. Let's remember logical reasoning with the motion (point to your brain). Show me logical reasoning.

Students point to their brain

Great! Another technique is Emotional Appeals. These are statements that arouse strong feelings through personal references that evoke emotion. Let's remember Emotion Appeals with the motion (hands clasped together in front of you as if to plea). Show me Emotional Appeal.

Students clasp hands.

Excellent! Thirdly another great technique is Credibility. Credibility establishes the communicator as believable and trustworthy through competence and sincerity. We'll remember Credibility with the motion (hand over your heart - as if to pledge allegiance). Show me Credibility.

Students put hand over heart

Awesome! Let's review. As I call out the technique you make the motion.

Go through Emotional Appeal, Logical Reasoning and credibility as they make the motions.

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

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



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

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



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



#### **Extended Classroom Activity:**

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

#### FFA Activity:

Have students participate in the public speaking CDEs.

#### SAE Activity:

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

#### Connections to Other Lessons

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





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

#### Answers to Assessment:

#### Part One: Fill-in-the-Blank

1. interaction, information, exchanged

2. beliefs, attitudes, intentions, actions

#### Part Two: Identification

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

#### Part Three: Essay

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



HS.84.Assess	Name:	

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2. Persuasive	e communication is the process of altering t	he,	,
messages	, or of another	person by the use of words an	d nonverbal
Part Two: Io	dentification		
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Instructions each one is u	: Identify which method of influencing of used only once. (Hint—one method is below)  persuade someone to become a telegraphics.	iefs.) acher. they are cut from the basketba	
Instructions each one is u  3  4  5	e: Identify which method of influencing of used only once. (Hint—one method is below persuade someone to become a tempersuade a friend to cheer up after	iefs.) acher. they are cut from the basketba partying lifestyle.	ıll team.



HS.84.AS.A Name:
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# FOUR WAYS PERSUASIVE COMMUNICATION INFLUENCES OTHERS

Choose one of the following for the first blank in each line.
actions
attitudes
beliefs intentions
Choose one of the following for the second blank in each line.  are doing
feel
hope to do
think
A. Influencewhat they
1. "to persuade my audience that the world is round"—Columbus
2. "to persuade my audience that TV violence causes school violence"
B. Influencewhat they
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