

201 GETTING THE MESSAGE ACROSS			
Clear Communication			
Prep Time: 30 minutes	Program Time: 75 minutes	Student Ratio: 15:1	Facilitator:

GOALS:

- Build on “Clear Communication” workshop series
- Practice role of sender, receiver, and interference in sending messages
- Examine communication model
- Apply communication model to role as leader and within group

MATERIALS:

- Visual representation of quote and song
- Pens/pencils
- Chart paper
- Markers
- 2 soft objects (teddy bear, t-shirt)
- Chart paper
- 4 throwable objects
- Tape
- Paper

PREPARATION:

- Choose quote and song
- Make copies, post duplicates, or setup projector for quote and song
- Draw communication model on chart paper and post
- Write “MESSAGE” on tape and stick to all 4 balls/throwable objects
- 5 simple designs on index cards
- 2 lines- tape or rope, about 15 ft apart

SHOUT-OUTS:

- *Workshop ritual*
- **ENCOURAGE** students to share a shout-out to another student, staff member, group of students or the community in recognition of something SPECIFIC that was done well, something that went unnoticed or something that deserves credit and celebration

TOPIC INTRO:

- The second workshop in the Clear Communication series builds on previous communication skills. Students will have the opportunity to send a message to group members in the form of a shape and then analyze how messages can be altered as they are sent through numerous levels/people. Students will also have the opportunity to engage in an interactive message-sending experience through a ball activity. Finally, students will apply the communication model to their own lives as leaders and individuals within communities. Upon completion of this workshop, students will be able to describe the communication model and interpret different forms of interference that disrupt our messages being sent and the feedback which we receive.

SONG:

- *Choose from Clear Communication song list*

QUOTE:

- *Choose from Clear Communication quote list*

ACTIVITY:

- **Backwriting**
- **Interference**
- **Communication Model**

Backwriting

- Line up in lines of 5
- **EXPLAIN** that sometimes when we send information, it travels through a group rather than just to one person
- **EXPLAIN** that we're going to look at what happens when a message moves through multiple senders and receivers
- **EXPLAIN** that the last person in the line will be shown a picture
 - When you see the picture do not say anything
- You will go back to your group and draw the picture on the back of the person who sits in front of you.

- Each person up the line will draw the picture on the back of the person in front of them until it reaches the first person in the line.
- The first person in line will draw what they felt being drawn on their back onto a piece of paper or note-card.
- You can not speak to the person only draw the picture and you can only draw the picture one time

Transition to Interference

Interference

- Split group into 3 groups
- **INSTRUCT** group 1 to line up behind one line and tell this group that they are senders
- **INSTRUCT** group 2 to line up behind the other line and tell this group that they are receivers
- **EXPLAIN** group 3 that they are observers right now
- Give group 1 the throwable objects/MESSAGES and tell them to send their message to the receiver
- In return, have the receivers send feedback
- **EXPLAIN** that receivers must send feedback exactly how the sender sends the message to make sure that the sender knows that the receivers did receive the correct message
 - Continue this exchange of sending message and receiving feedback and be sure that students understand similarity between communication patterns in our lives
- Ask students what kinds of things can get in the way of sending messages or receiving them?
- **EXPLAIN** that these things are called INTERFERENCE
- Ask group 3 to join you in between the two lines and tell them that they are now interference
- The senders should continue to send messages, the receivers should continue to send feedback and the interference should try to interfere with the messages
 - **SHARE** with interference that they are not allowed to cross lines, touch players, or get within 2 feet of the lines
- Allow students to send and receive and interfere for 5 minutes or so and then rotate so that everyone has a chance to send, receive and interfere with messages
- NOW... for one last game, take the balls away.
- Gather senders together and give them a message (“Leadership is learning to send messages to receivers while avoiding the interference that gets in the way.”... or whatever message you choose)
- For a short amount of time, have students try to send their message to their receiver while the interference continues to interfere (it will get loud!!!)
- **DEBRIEF**

Transition to Communication Model Breakdown

Communication Model Breakdown

- **INSTRUCT** students to gather back together as a large group
- **EXPLAIN** that we must check for understanding of the communication model, and apply it to our own lives, in order to ensure that we will be able to communicate together clearly
- Distribute Communication Model Breakdown
- **INSTRUCT** youth to apply the communication breakdown to their lives
 - Encourage youth to be the sender or the receiver and then to insert the interference, receiver and message
- Once finished, **INSTRUCT** youth to complete the questions to begin further thinking and check for understanding

DISCUSSION:

- **DEBRIEF** all activities together with group
 - How did you feel about these activities?
 - What have you learned about communication?
 - What communication player (sender, receiver, interference) do you relate to most? Why?
 - What did it feel like to try to be interference?

TAKE ACTION POINTS:

- **REMIND** students that every part of leadership involves putting the things we learn into action
- **DIRECT** students to share how the material learned is useful in their everyday lives and within the Council?
 - What are the ways that we can take this information about communication and use it to work better as a group?
 - What are some examples of how you are going to use the communication model in your own life?
 - What are some ways that you can utilize your skills in order to help your team grow and work together?

CLOSING:

- **CHECK** for understanding
 - Does everyone understand what we've discussed today?
 - Does anyone have any questions?
- **RESTATE** and review activity (**DIRECT** group to restate- provide assistance if needed)
 - Can somebody tell me what activities we did today?
- **RESTATE** and review workshop goals (**DIRECT** group to restate- provide assistance if needed)

- At the beginning of our workshop, we discussed our goals, or what we hoped to be able to accomplish by the end of the workshop. Can someone share those goals with us?

- **RESTATE** and review Take Action points

HIGHS & LOWS:

- *Take notes on what the Council liked and disliked*
- *Take notes on what they wanted more of/less of*
- *Take notes on suggestions for future workshops*

201

GETTING THE MESSAGE ACROSS

Clear Communication

Communication Model



Message Channel

Sender

Interference

Receiver

Interference

Feedback Channel

MY Communication Model

Message:

Interference:

Feedback:

DESCRIPTION of message (where, who is involved, etc.):

What are 2 of your goals for being a better sender of messages?

What are 2 of your goals for being a better receiver of messages?

What sources of interference do you notice most in your work to send messages?

How can these sources be eliminated?



Name: _____

Site/Program: _____

Date: _____

LEADERSHIP WORKSHOP: STAFF FEEDBACK FORM

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I believe that participants are being challenged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I believe that participants are growing as unique individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I believe that participants are empowered to lead.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I feel supported and prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I feel connected to the community I serve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TRIP REFLECTION & PLANNING

Trip Summary:

(brief description of trip basics)

Trip / Program Strength Areas:

Trip / Program Improvement Areas:

Suggestions for Future Programs:

ISSUES, CONCERNS & NEEDS

Gear Issues:

Staff Issues:

Site Issues:

Participant Issues:

INDIVIDUAL REFLECTION & GOAL-SETTING

Individual Summary:

(what was your role; what goals did you have for yourself; did you meet them?)

Individual Strength Areas:

(in what skills, activities did you excel this trip?)

Individual Improvement Areas:

(in what skills, activities do you want to work to improve?)

I need more support with:

Additional comments and/or feedback:

Signed: _____ Date: _____



Animo Camping – MCSP – March 2012

Circle one: Male Female | School: _____ Year in School: ____

Looking back on the trip, please circle one number to indicate how valuable the trip was for you overall

I was not having fun.					I loved it!
1	2	3	4	5	

Please rate the following activities:

Rockclimbing	1	2	3	4	5
Hiking	1	2	3	4	5
Biking	1	2	3	4	5
Iron Chef Dinner Competition	1	2	3	4	5
Leave No Trace / Teambuilder Workshop (Day 1)	1	2	3	4	5
Wildlife Workshop (Day 1)	1	2	3	4	5

Describe the trip in one word _____

List highlights of the trip:

- 1.
- 2.
- 3.
- 4.

Did you feel that you stepped outside your comfort zone? Tell us how. _____

What skills are you going to take home from this trip? _____

What could have made the trip better? _____

Suggestions for next year's trip _____

Any comments about the staff and/or activities? _____

Thank you so much for your feedback!

Instructor: _____

Site/Program: _____

Date: _____

Student Assessment Summary Sheet



	Grade	Student First Name	Student Last Name	Question 1	Question 2	Question 3	Question 4	Question 5	ABSENT?
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

Instructor Signature: _____

Site Coordinator Signature: _____

Date Received: _____

DATA ENTRY COMPLETE?: Y (Initials _____)

Answer Key:
1 = Definitely!
2 = Mostly
3 = I Don't Know
4 = Not Really
5 = Not at All

Circle:
ES MS HS
PRE- POST-

STUDENT PRE-/POST-ASSESSMENT



Name: _____

Instructor: _____

Date: _____

	Definitely!	Mostly	I Don't Know	Not Really	Not at all
1. I think of myself as a good student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I think of myself as a strong leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I think of myself as a creative person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I enjoy working with a team toward a common goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I feel empowered to set and achieve my own goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please take a few minutes to respond to the following:

I am really good at...

Describe yourself as a student and/or leader.

(Continue on back, if needed.)