



Day One: Communicating—Part 1: The Model

Time Allowed

30 Minutes

Teaching Format

Troop presentation with patrol activity

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Understand Aristotle's Model of Communication.
2. State the parts of Aristotle's Model of Communication.
3. Use Aristotle's Model of Communication.

Materials Needed

- Visual aid(s) developed by presenter
- Computer
- LCD projector and screen
- Appropriate sound system for presentation venue
- Flip chart and markers for each patrol
- 1 small ball (e.g., tennis ball) for each patrol

Recommended Presenter

NYLT staff member

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Note: Guide participants to locate the Participant Notes sheet for this session in the Participant Notebook. Encourage them to be taking note of key words, key points, and their top three takeaways from the session.

The Role of Communication in Leadership (8 min)

Communication is such an important part of developing participants' leadership skills that there will be a Communicating session on each day of the course.

Ask participants, “What does leadership mean to you?” Encourage answers from different patrols in the troop. Don’t discourage any answers. To encourage reflection, if a participant gives a joking or a vague answer, ask them to expand. Sometimes humorous answers can be the source of deeper insight. *There is no need to record participants’ answers on a whiteboard or flip chart.*

Note: This question is intended to provoke reflection. The staff may decide to collectively reflect on what “leadership” means to them, and they could share their meaning with the course participants. There are many possible definitions of “leadership.” For example, leadership can mean having an effective combination of traits and skills that enable a group of people to resolve a problem and/or move forward in a desired direction.

Once you have half a dozen answers to “What does leadership mean to you?”, ask participants, “What does *good* leadership mean to you?”

Note: This question is also intended to provoke reflection and there is no “right” or single answer. It is difficult to envision how an individual would be considered an effective leader without the individual demonstrating the ability to communicate effectively with those around them. Every situation is unique, and there isn’t a singular style or approach that guarantees effective communication. As with the first question, the staff may decide to formulate an answer that they share with participants.

Explain that leadership includes many qualities and dimensions; an objective of a leader is to influence others to take action or to move in the direction that the leader and the team want to go.

In order to have influence, leaders need to have good communication skills.

Share the following with participants: During NYLT, you will learn about the different parts of communication so that you can increase your awareness of your own communication skills/styles and make adjustments to improve your influence. All presentations during the NYLT course will follow Aristotle’s Model of Communication.

Aristotle’s Model of Communication (8 min)

Message—Sender—Receiver

All forms of communication can be broken into these three components. Forms of communication can include: an individual 1:1 conversation, a presentation to a group, an email, a text, a social media post, a picture, a painting, a song, a photograph, a movie, etc. There’s a message in every form of communication. We want to think about how to convey the message as effectively as possible.

The presenter should casually throw an object (such as a tennis ball) to another staff member, who will catch it. State that Aristotle’s Model of Communication was just used. Can anyone explain why? Entertain answers and share that the ball represented a message: “I threw the ball, so I was the sender, and the person who caught it was the receiver.”



The presenter should throw the same object to the same individual, but the receiver should either not catch or drop the ball. Ask the participants what just happened? Entertain answers and share that this was not effective communication because the message never made it to the receiver.

This model was developed by Aristotle, a famous philosopher who died more than 2,000 years ago. His communication model is still relevant today because it's logical and simple. When communicating, a leader is both a sender and a receiver because communication requires both speaking and listening. The sender needs to ensure that the message they are sending is received and understood.

Communication Skills Practice (12 min)

Note: The troop guides help break the troop into patrols for this exercise.

The troop guide explains that participants will take turns practicing effective communication skills by making a short presentation to the patrol. The content of the presentation is not important for this exercise—in fact, it will be simply reciting the alphabet. What matters is using as many communication skills as possible.

Troop guides begin the exercise by standing in front of the group and, demonstrating effective communication skills, reciting the alphabet. Next, they ask several patrol members to stand in front of the group and repeat the exercise, concentrating on using effective communication skills.

Note to Troop Guides/Patrol Presenters: You should be using the neutral position in what you do without referencing it to participants. Asking participants to recite the alphabet provides content everyone knows without thinking, which allows presenters and observers to concentrate on their communication skills.

As each participant finishes their presentation of the alphabet, the troop guide can lead a short debriefing of that person's use of communication skills. First, ask the participant to explain how they use their feet, hands, mouth, eyes, and ears. Encourage the participant to say at least one positive thing about their method. Next, ask patrol members to provide good feedback on the person's use of communication skills. The troop guide should provide positive comments and offer suggestions for improvement.

After several patrol members have made the alphabet presentation and practiced their communication skills, invite several other participants to stand in front of the troop, count out loud to 10, then introduce a member of the patrol to the rest of the troop. Their challenge is to use good communication skills throughout.

Summary/Conclusion (2 min)

This session was intended to convey the importance of communication to developing leadership skills and to introduce Aristotle's MaSeR model of communication that provides the theme/outline for the remaining Communicating sessions. If participants remember nothing else about communicating, we want them to remember that all communication pieces include **messages** and that they have responsibilities as **senders** and **receivers** of

messages. Conclude by saying, “Our aim this week is for you to be an effective communicator, so you don’t drop the ball.”

Note: Consider holding up the ball and physically dropping it as you say the last phrase.

Remind participants to take a moment to ensure they have noted their top three takeaways in their Participant Notes for this session.