



## Day Three: Communicating—Part 3: The Message

### Time Allowed

30 Minutes

### Teaching Format

Patrol presentation

### Learning Objectives

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

1. Identify the message in a communication.
2. Decide what information is important about the message.
3. Know how to apply “5WH”.
4. Improve the completeness of information in their messages.

### Materials Needed

- Visual aid(s) developed by the presenter
- Computer
- LCD projector and screen
- Appropriate sound system for presentation venue
- 1 tennis ball (or other type of tossable ball) for each participant

### Recommended Presenter

Troop guide

### Recommended Location

Patrol breakout area

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### PRESENTATION OUTLINE

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#### The Message Toss Game (10 min)

Each patrol forms a circle. The patrol leader tosses (sends) one ball to Participant B, who receives it and then tosses (sends) it to Participant C, etc., until the ball has been touched once by every individual. The last to touch it sends it back to the patrol leader.

Toss the ball around the circuit several more times until everyone is accustomed to receiving from and sending to the same individuals every time.

The patrol leader tosses the ball to Participant B again to start it on another trip around the circle. When that ball is midway through the participants, the troop guide hands the patrol leader a second ball, which that person then tosses to Participant B; Participant B to Participant C; and so on. There are now two balls being sent and received around the circle.

As long as everyone receives from the same person and sends to the same participant each time, the balls will continue to move smoothly through the system.

The troop guide gradually hands the patrol leader more balls until there are the same number in play as there are patrol members, timing their introduction into the circle to keep the balls moving until all the balls are in play.

### **Game Debrief**

- What was the message? (*The ball.*)
- Who was the sender? (*The person tossing the ball.*)
- Who was the receiver? (*The person catching it.*)
- What happened when more balls were introduced?
- When did your team start dropping balls?
- What does a dropped ball represent in our communication model? (*An incomplete or improperly understood message.*)

### **Packaging the Message (6 min)**

**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.

Today we are going to discuss the message. I will use the neutral position to send a message to you.

“We are now going to convert refined pulp into an aerodynamic mechanism that sustains flight. It will require a precisely constructed foil that will, with the aid of external thrust, create lift. If the air pressure above the foil is less than the air pressure below the foil, and if the thrust is applied with a measured velocity that will not impede that lift, you will have engineered a mechanism that will sustain flight.”

What did I just describe? Give them the opportunity to answer and affirm the paper airplane as being the correct response.

Was this a good message? (*No*)

Why? (*Too complex or unfamiliar words*)

Would you please share other packaging obstacles to effective communication?

- *Not speaking clearly or loud enough*
- *Word choices (technical jargon, unfamiliar acronyms, slang)*
- *Filler words (um, like, uh, er)*
- *Meandering thoughts*
- *Derogatory language*
- *Distracting body language*
- *Others they may name*



What are a couple of examples of better packaging for this message?

- *“I’m going to show you how to make and launch a paper airplane.”*
- *Instructor could show a picture of a paper airplane—a visual learning aid.*
- *Instructor could have pieces of paper for everyone and talk them through building and launching a paper airplane—kinesthetic learning.*

We hope this session helps make you aware that how messages are packaged affects the effectiveness of communication.

How often do you think about what the “message” really is when you engage with other people (parents, teachers, friends, fellow Scouts, Scouters, etc.)? Do you give consideration to what the intended “message” is as both a “sender” and a “receiver”? Do you ask questions if a “message” is unclear or deficient in important content?

How complete are your “messages”? Do you provide information completely and clearly for your “receivers”?

A sender needs to package a message in a way that it can be easily tossed to the receiver, and effectively caught.

Reporters and others in the news field use the tool 5W’s and an H to package a story.

**Note:** Have the 5WH tool already prepared on a flip chart.

### 5WH—Who, What, When, Where, Why, How (6 min)

If we were to write a story about the Message Toss game that was just played, for example, what would we plug into each W and the H?

- **Who**—The patrol
- **What**—Played the Message Toss Game
- **When**—During the NYLT session on Communication
- **Where**—This meeting area
- **Why**—To experience Aristotle’s communication model of a message, a sender, and a receiver
- **How**—The patrol passed a ball in a pattern that included each member once. The troop guide gradually added more balls until there were as many balls being passed around as there were patrol members.

Discuss the fact that this NYLT session on communicating is, itself, an example of using 5WH:

- **Who**—NYLT participants
- **What**—To explore the importance of effective communication and understand some important tools for communicating well
- **When**—On Day 3 of the NYLT course
- **Where**—The session meeting area
- **Why**—To make participants aware of packaging as a barrier to effective communication so they may communicate more effectively during NYLT and when they return to their homes

- **How**—The troop guide leads discussions, demonstrations, and activities to deliver information about effective communicating and to help participants master the material.

### **5WH Activity—Now It's Your Turn to Package a Message (7 min)**

Instruct each participant to list one goal they have. It doesn't have to be a Scouting goal.

Ask them to use the 5WH method to package a message about their goal. Have each participant read aloud their packaged message. Have the patrol offer constructive feedback about how the message did or did not meet the 5WH criteria.

### **Conclusion (1 min)**

Point out that no matter how good a sender you are, if the message is not packaged correctly, it is unlikely to be effectively received by the receiver.

Review the 5WH packaging tool: Who, What, When, Where, Why, and How.

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