



Day Two: Communicating—Part 2: The Sender

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. Recognize the role of a sender is to communicate clearly.
2. Understand the neutral position and how it affects communication.
3. Recognize when you are not using the neutral position.
4. Recognize the benefits of using the neutral position for effective communication.
5. Practice using the neutral position.

Materials Needed

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

Recommended Presenter

Troop guide

Recommended Location

Patrol breakout 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.

Opening Activity (10 min)

The troop guide (facilitator) asks the patrol to stand up and form a circle with each Scout about 5 feet apart. Introduce the lesson by telling the participants that this is the second lesson on communicating, and today we are discussing the Sender part of Aristotle's three-part communications model. The troop guide then tosses the ball to a participant. Over several different times, the troop guide should toss the ball short of the receiver, look at one

person and toss it at someone else's feet, and toss the ball behind or above the intended recipient. *The facilitator is deliberately trying to be a bad sender.*

After three attempts, ask if the group understood what was going on? Give them a chance to answer. Point out that you were a bad sender. It is important to use our feet, hands, mouth, eyes, ears, and posture correctly in communication. We call that establishing a neutral position.

Have the patrol sit down. Ask the group to name the parts of our communication model. They should remember from the first Communicating lesson that the three elements are message, sender, and receiver, which we refer to as MaSeR.

Communicating effectively is high on the list of skills a leader must have. Each participant has already done some important communicating during this course. Ask for some examples of communicating that the participants have done so far in the course. Possible answers include:

- **Interactions.** They have spoken with others in their new patrol. Getting acquainted, setting up the patrol site, creating duty rosters, and preparing meals requires communicating.
- **Speaking.** In the troop assembly, each participant introduced themselves and told where they are from. That was verbal communication.
- **Body language.** Shaking hands with the troop guide when we first met, smiling at the other members of the patrol, and helping the patrol members without being asked are other ways of communicating a message.

NYLT focuses on building strong communication skills all week, starting with the basics—how we look, how we sound, how we move.

Neutral Position (10 min)

Explain that the discussion up to this point has been presented in a leader's neutral position—standing comfortably with arms at the sides and with awareness of using the feet, hands, mouth, ears, and eyes as communication tools.

Body Location

Notice where you stand in relation to your audience. What if the sun is out? The presenter should position themselves so that the sun is behind the audience, not shining in their eyes or in theirs. On a hot day, the presenter could seek out shade for the audience, and during inclement weather, a shelter out of the rain. It is also important to be in a location that does not offer the participants any distractions. The goal is to keep their attention focused on the speaker.

Feet

Can you move as you speak? Is there room? Are there obstacles to avoid? It is helpful to move a bit because some movement causes people to pay attention to where you are. Be careful to avoid pacing, though. Make each movement have a purpose.



If listeners do not seem fully engaged—if their attention has drifted or they have become interested in something else—try moving toward them. Deliberate movements towards a participant can cause listeners to reconnect. Disruptive people usually will quiet down if the presenter walks toward them while keeping eye contact with the rest of the group.

Hands

Hands are powerful tools for effective communication. Presenters should use their hands and arms to emphasize ideas and to control the flow of a discussion. Move the entire arm, not just from the elbow. Make large gestures rather than small, tight ones. Keep hands out where they can be used. There is no hand communication when the hands are jammed into pockets.

An openhanded gesture toward audience members invites them in. (*Use the gesture while asking a participant, “What do you think?”*) That is much more effective than pointing at someone or not gesturing at all. An open hand, palm up, encourages people to contribute ideas. Pointing can make someone feel uncomfortable.

If someone in an audience is interrupting or talking too much, gesture with palm down or hold up a finger as if to say, “Wait a minute; I’ll get to you next.” This is a way to direct the verbal traffic.

Be careful with constant arm and hand movement during presentations; its effect is as distracting as constant background noise. Use the hands with purpose to emphasize a point or to direct verbal traffic, and when not gesturing, keep hands and arms straight down at the sides. Photographers tell people not to cross their arms in front of their bodies because the V shape that it creates can divert viewers’ attention.

Also avoid crossing the arms in front of the chest, which sets up a barrier between speaker and audience, and conveys a closed-off attitude.

Mouth

What you say is important, and so is how you say it. Project your voice. Speak clearly and loudly enough for the person in the back of the room to hear clearly.

Remember to vary the pitch of your voice (*presenter can exaggerate this a bit in their own speech patterns*). It adds color to your voice (*presenter switches to a monotone voice*). Otherwise, everything sounds the same and flat and will put your listeners to sleep . . . zzzzz!

Eyes

A leader’s eyes can lock in the listeners. We communicate emotion and share energy with our eyes. Our eyes connect us.

As long as the presenter is speaking, they make eye contact with different people (*presenter should slightly exaggerate eye contact with the patrol members*). When making a point, look directly at one person for an entire phrase or thought—about three seconds—before moving on to make eye contact with someone else. As you communicate, good presenters will eventually make contact with every person.

A presenter should use their eyes to gain immediate feedback on how well the message is being received. What's the participants' body language? Are they nodding their heads in agreement? Do their facial expressions express disagreement with the points being made? Are they nodding off or closing their eyes? Have they folded their arms across their chests suggesting they are closing the speaker out? Are they raising a finger or hand slightly as if they want to ask a question?

Ears

How would a leader use their ears as a tool for communicating? Can anyone tell me? I'm listening . . .

Sharing ideas is a two-way process. Feedback—hearing what someone else has to say—is a valuable part of communication. Speakers use their ears, in addition to their eyes, to keep track of how others are responding to what they say. Listen for comments from the audience. Among Scouts, they may be attempts at humor, but they could also be a listener trying to process a point the speaker has made. Many aural learners will audibly, but softly, provide examples to reinforce a speaker's point in their own minds. This can offer a way for the speaker to engage with a participant and reinforce or clarify a point using the participants' examples. Paying attention to listeners' responses can help the speaker adjust the communication to fit the listeners' needs.

Posture

Feet, hands, mouth, eyes, and ears are all important for communicating. So is overall posture, or a speaker's neutral position—standing straight and tall, making eye contact, appearing confident.

Tell participants, "My ears and eyes tell me that I have talked enough for the moment and it is time for you to become active partners in this communication."

Activity (8 min)

Let's all stand back up and form a circle again. We are going to practice the neutral position. When I throw you the ball, please catch the ball, stand in the neutral position, count from 1 to 10 out loud as if you are addressing an audience and then throw the ball back to me. Continue until everyone has received the ball. After each patrol member has tossed the ball back to the troop guide, the troop guide should provide something positive and encouraging as constructive feedback.

Conclusion (2 min)

Today, we've talked about how to be a good sender. You've also seen an example of a bad sender. We introduced the neutral position, which includes where you are in relation to your audience, as well as your feet, hands, mouth, eyes, ears, and posture. You then had the opportunity to practice it. We will continue building on these skills tomorrow.

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