

Listen. Lead. Learn!

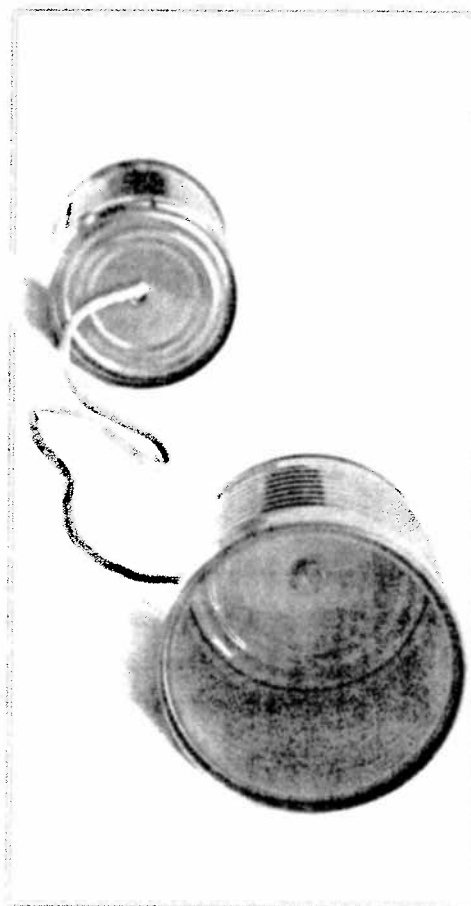
Modeling Communication

Description

This activity helps students understand the difference between one-way and two-way communication and allows each person to come to a conclusion on which way is more efficient in a hands-on activity.

Directions

1. Divide into groups of two.
 2. One person needs to be facing the front of the room while the other is facing the back or the rear of the room.
 3. Give one minute to arrange into their groups and face the appropriate directions.
 4. The person facing the back of the room needs a paper and a pencil or pen.
 5. The facilitator should draw a picture on a writing surface only those people facing the front of the room will be able to see.
 6. The person facing the front of the room is to explain the drawing to their partner, who is located beside them, but facing the opposite direction.
 7. The person facing the back of the room will draw the picture.
 8. Those facing the back of the room may not talk or turn around during the activity!
- Note: The easiest thing to draw is a series of connected geometric shapes, but you may draw anything you want. It also makes it easier if you draw the picture one step at a time. Letting the participants give directions between each shape.*
9. Continue in this fashion for about two minutes until you can see confusion about the instructions being given and variation in the drawings. Remind the students facing the back not to turn around, talk or ask questions.
 10. Compare pictures from the board.
 11. Turn the paper over and reverse roles. (The partner who was facing the board should face the back of the room now. The partner who was facing the back should be facing the board now.)



Communication

Quick Reference

Time 15 min

Number of Students 6+

Usefulness

➔ Classroom

Supplies

➔ Public drawing surface

➔ Paper

➔ Writing utensils

Focus Area: Communication: Modeling Communication

12. This time, the facilitator will draw a picture on the board, and the partner facing the board will give instructions. The only difference is that the person doing the drawing gets to ask questions.
13. Draw the same type of picture as before.
14. After a couple of minutes, when you see that class members have drawn their sketches and have tried a few clarifying questions, stop the activity and follow up with discussion.

The Connection Questions

1. Compare the first attempted picture to the picture on the board.
2. How accurate were the verbal descriptions given to the first student to draw?
3. What was most important for the one giving directions?
4. What was most important for the one receiving directions?
5. What would have made the activity easier?

Second portion:

6. Did this activity work better? Why?
7. What do we need to do as listeners when we are trying to understand important information?

Wrap-up

The second attempt to draw the picture from the board was significantly more accurate than the first go-around. Through our debrief we realize the essential need for two-way communication.

Research Applications

Precept

A. Action

- ➔ A5. Communicate effectively with others
- ➔ A8. Evaluate and reflect on actions taken and make appropriate modifications

M. Communication

- ➔ M4. Communicates appropriately with co-workers and supervisors

Modalities

- ➔ Visual
- ➔ Auditory
- ➔ Kinesthetic

Multiple Intelligences

- ➔ Interpersonal
- ➔ Spatial



LK Extension

MS.38- The Importance of Listening