



VENTURING · BSA

## Communication Module 2 - Interrupt Me

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**Learning Objectives** At the end of this session, each participant should be able to:

- Describe how it feels to talk to a poor listener
- Demonstrate empathic listening
- State how important body language is in communication

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**Preparation** Prepare flip charts or posters with information suggested in this module.

Ask a Venturer in advance to conduct the Body Language Silent One-Act Play.

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**Materials Needed** Flip chart and markers

Small strips of paper and tape, or 4" x 6" Post-its—one per person

Appendix G – Body Language Silent One-Act Play

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**Introduction** Begin this activity by announcing that the group is going to participate in a fun exercise. Do not announce that "listening" is the subject.

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**Activity**

Divide the participants into pairs facing each other. Appoint a "speaker" and a "listener" in each pair.

Put the following messages on the speakers and listeners foreheads, one message per forehead:

- 1<sup>st</sup> pair:** Interrupt me on speakers forehead for listener to see  
Look away on listeners forehead for speaker to see
- 2<sup>nd</sup> pair:** Make irrelevant comments on listeners forehead for speaker to see  
Give advice before I'm done on "speakers" forehead for listener to see
- 3<sup>rd</sup> pair:** Give me a blank look on speakers forehead for listener to see  
Speak in a monotone voice on listeners forehead for speaker to see
- 4<sup>th</sup> pair:** Fold your arms, slouch in the chair, and appear uninterested on speakers forehead for listener to see  
Stand up, pace back and forth and rub you hands through your hair as you speak on listeners forehead for speaker to see

Instruct the speakers to talk for five minutes to the listener about a recent trip or vacation.

The speakers and listeners should respond to the message they see on the forehead of the person sitting across from them.

Of course, each participant should not know what the message says on his/her own forehead

Reverse roles (speakers and listeners trade places) and mix up the messages so that every one has an opportunity to be a speaker and a listener.

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**Reflection**

Assemble the crew in a comfortable setting and ask the following:

How did you feel when you noticed that your partner wasn't listening to you?

When did you first realize that poor listening skills were being demonstrated?

What were some poor speaking skills that made listening more difficult?

Is listening more than just hearing?

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### **Empathic Listening**

Display or write on the flip chart the following:

We usually listen at one of four levels:

1. Ignoring
2. Pretending
3. Selective listening
4. Empathic listening

Briefly discuss and let the group define #1, 2, and 3.

Ask: What is empathic listening?

Answers may include:

- Listen with intent to understand
- Get inside another person's frame of reference
- Listen with your eyes and heart, not just your ears

Ask: How can the skill of empathic listening help a leader be more effective?

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### **Body Language**

Draw a circle on the flip chart and write the following words outside the circle:

Words  
Sounds  
Body Language

Tell participants that the circle is a pie chart representing 100% of the communication we receive. The words represent the three types of communication.

Divide the group into small groups of three or four.

Give them the assignment to meet for five minutes and decide what percentage of all communication each word represents.

Ask them to return and share their group decision. Appoint a spokesperson to report for each group.

When the groups return, have them draw a pie chart on the flip chart illustrating their group decision.

After all groups have reported, share with them the opinion of the experts. Fill in the original pie chart.

10% of communication is by words.

30% of communication is by sounds.

60% of communication is by body language.

Ask for a volunteer to do the Body Language Silent One-Act Play. (See appendix G). Give the sheet of examples to the "actor."

Ask a Venturer to stand and read several paragraphs from a book.

While the person is reading, the actor briefly acts out the 10 examples of body language.

In between each expression of body language, the actor needs to give some sign to the crew so they know when he has completed one and started a new one.

The rest of the crew decides what each example is communicating to them.

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**End of Session**