Model of Communication

Objective: To give the youth an overall understanding of communication.

Approximate length of lesson: 20-25 minutes

Supplies:
- Flip charts
- Markers
- Copies of “Source → Receiver Model Worksheet” and “Testing Your Model of Communication Knowledge” (attached)

Model of Communication Lesson:

Prior to the lesson, draw the model below on the board, overhead, or flipchart so everyone can see it.

```
<table>
<thead>
<tr>
<th>code</th>
<th>decode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
<td>Message</td>
</tr>
<tr>
<td>noise</td>
<td>noise</td>
</tr>
</tbody>
</table>
```

Explain to the youth that this outline illustrates the path of all communication. Communication begins with a **source**: a person, written materials, etc. The source **codes** a message. Coding is the formatting of a message via spoken words, written words, pictures, body language, etc. The **message** is the information to be sent. Then the message is sent through a **channel**, such as a presentation, conversation, book, internet, etc. Finally, the **receiver** receives the message and **decodes** what the source was trying to share. By decoding a message, the receiver is working to understand or comprehend the message, creating new knowledge. The receiver is the individual or instrument that decodes the information. Throughout the entire interaction there is **noise**, or interference. Noise can include lack of previous knowledge, attitude, culture, channel, and communication skills. When you put all of the steps together, you create a model of communication.

Activity:

Divide the youth into small groups of 4-7. Share the example Model of Communication worksheet (p. 4) with the students before starting the activity to help them understand the directions. Using the attached worksheet, ask each small group to create a specific example using the “Source → Receiver” model described previously. As time permits, invite groups to share their outlines, pointing out each component of the model.
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Discussion Questions:

Lead a discussion about what good communication is and why it is important. Following are questions to get the group thinking.

- How does this model help you understand the various components of communication?
- What are different ways to communicate?
  Don’t forget to include listening, technological mediums, reading, writing, public speaking, negotiating, sharing advice, etc.
- How well do you communicate with your parents and teachers? What can you do to improve your communication?
- Why do you think it is important to communicate with those around you?
- In what ways do you and your friends communicate?
- How can you improve your communication skills?
- How do you think communication has changed in the last year? Five years? Ten years?
- Where do you see communication going in the future?
- What did you learn today that you had not thought of before about communication?

Test Your Knowledge:

Provide the students with a copy of the “Test Your Model of Communication Knowledge” questions. Give time for them to answer the questions and review their answers.

Answer key: A. True; B. 1-d, 2-b, 3-a, 4-e, 5-c

If you still have time…

Break the youth into groups of 4-7 participants. Ask each group to make two different lists. One list will include qualities that promote good communication, i.e. cheerful, understanding, etc. The other list is to be qualities that hinder good communication, i.e. bossy, quick tempered, etc. Give the groups about 10 minutes to create these lists. Bring the groups back together to share their ideas and thoughts.

Resources:

- The Handbook of Communication Skills 3rd Edition, Edited by Owen Hargie
- Leadership: Skills You Never Outgrow Book IV, Cooperative Extension Service College of Agriculture, University of Illinois at Urbana-Champaign
**Model of Communication**

*“Source → Receiver” Model Worksheet*

Directions: Create a specific example that shows how this model illustrates the various components of communication.

```
Source: 

Code: 

Message: 

Channel: 

Noise: 

Decode: 

Receiver: 
```
Model of Communication

EXAMPLE: “Source → Receiver” Model Worksheet

Below is a specific example that shows how this model illustrates the various components of communication.

<table>
<thead>
<tr>
<th>code</th>
<th>decode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source → Message → Channel → Receiver</td>
<td></td>
</tr>
<tr>
<td>noise</td>
<td>noise</td>
</tr>
</tbody>
</table>

Source: Father

Code: Spoken Word

Message: “Take out the trash…now!”

Channel: Conversation

Noise: TV, i-Pod, misunderstanding

Decode: “Take out the trash…if you feel like it!”

Receiver: Teenage son
Test Your Model of Communication Knowledge

A. An example of a communication channel is a cell phone.

TRUE or FALSE

B. Match the following communication components with the corresponding examples:

1. ___ Channel a. ___ Something that interferes with the information

2. ___ Message b. ___ Information sent

3. ___ Noise c. ___ Someone who sends information

4. ___ Receiver d. ___ Method by which the information is sent

5. ___ Source e. ___ An individual who decodes the information