



How to Communicate with Others

The Goal: The objective is to explain how every person has different behaviors and unique communication style preferences. Students can benefit from understanding this to connect with students who are not like them.

Materials:

Room, circle of chairs, [Indigo Report](#), pencil and paper.

Step 1: Split the room into two groups—those [above 50 Dominance](#) and those [below 50 Dominance](#). Review the unique strengths of each and how not to communicate with them by using the [DISC Reference Guide](#). Feel free to ask the following questions:



- What are some things we can do to make both Highs and Lows feel comfortable communicating?
- Are there any [High D's](#) or [Low D's](#) that would like to share how they communicate with others?

Step 2: Do the same for [Influencing](#), [Steadiness](#), and [Compliance](#).

Step 3: Have students go back to their seats and either write one paragraph or draw a picture talking about their strengths and potential challenges.

Example: When going over [High Influencing](#) and [Low Influencing](#), one take away may be that Highs need to make room for Lows to speak up in group projects—because the [Low I's](#) may be observing details [High I's](#) miss.

TIP: Make sure to reinforce that there are no better or worse styles. Research shows the best performing teams have a mixture of highs and lows in all categories.

RAMP (ASCA) Mindset & Behaviors addressed and developed:

Academic: *Communication; Building Positive Peer Relationships; Results Orientation.*

Social/Emotional: *Sense of Belonging; Self Advocacy; Communication; Perseverance.*