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SESSION

Communication

9.1 Introduction

La comunicación es una habilidad social básica para crear y mantener relaciones con otras personas. Apreciamos a las personas que saben escucharnos y evitamos a quienes, en lugar de escuchar, nos dan muchos consejos sobre nuestra vida. Los resultados de nuestro trabajo profesional dependen a menudo de una comunicación eficiente y eficaz. Para un agente de apoyo mutuo, también se trata de una herramienta de trabajo básica. Conocer las estrategias para una comunicación eficaz ayudará a los agentes de apoyo en los procesos relacionaos con cambios y toma de decisiones.

9.2 Learning outcomes

- Ser conscientes de la importancia de la comunicación
- Familiarizarse con las barreras comunicativas más comunes
- Aprender a utilizar los principios de la escucha activa

9.3 Training session plan

DURATION

3 h

MATERIALS

- ATL Trainer Curriculum
- JCS Manual (it includes worksheets, case scenarios and self-assessment exercises)
- Worksheets and case scenario
- Stationery (paper in different sizes, cardboard, pens, pencils, markers, sticky notes, etc.)
- Pieces of paper with names of machines written
- Flipchart/whiteboard
- Power Point presentations of the contents (optional)
- Computer (optional)
- Projector/TV (optional)

CONCEPTUAL CONTENTS

- ATL Trainer Curriculum, Unit 10, Communication
- JCS Manual, Unit 9, Communication



ACTIVITY 1	Introduction to interpersonal communication
DURATION	20 min
WORKSHEET REFERENCE	JCS Manual, Unit 9, Worksheet 1 “What is communication: associations”
PROCEDURE	<p>Los asistentes reciben la hoja de actividad mencionada y Participants receive the worksheet. The participants’ task is to write down all the words that they associate with the word communication. After completing the task, the trainer discusses the tasks:</p> <ul style="list-style-type: none"> • Are there words that surprised anyone? • Or maybe there are words that shouldn’t be there – explore by group discussion. <p>After the discussion, the facilitator asks the participants to open the JCS Manual on the page where the communication diagram is featured. They discuss the scheme. The facilitator compares it with the associations suggested by the participants.</p> <p>Suggested questions for participants:</p> <ul style="list-style-type: none"> • How are people around you communicating? e.g. what words do they use; do they use slang? • Note that people in different groups communicate differently, e.g. mother and baby, teenagers, employee and employer, etc. • Are there people you find especially difficult to communicate with? Have you ever wondered why? • What do you think about the statement “first impression counts”? • How important is appearance in a conversation with a person? Make sure participants understand the difference between verbal and non-verbal communication.

ACTIVITY 1	Comunicación no verbal
DURATION	30 min
WORKSHEET REFERENCE	N/A
PROCEDURE	<p>The facilitator divides the group into two teams. Then, each team receives a piece of paper with the name of a machine, e.g. tractor, combine, helicopter, motor boat, steam engine, car. The task of each team is to present the selected machine using only gestures (body language). It is important that each team member is part of the machine. During the task, participants cannot communicate verbally. Each team guesses the machine represented by the other team.</p> <p>In case of difficulties to guess, the facilitator may agree for the teams to communicate using sounds (not words!) that reflect the machine.</p> <p>Afterwards, the facilitator asks the participants:</p> <ul style="list-style-type: none"> • What was difficult in non-verbal communication? • Has a leader emerged in the teams? • What were the difficulties in doing this task?

ACTIVITY 3	What is communication noise?
DURATION	20 min
WORKSHEET REFERENCE	N/A
PROCEDURE	<p>Exercise concerning communication noise and its influence on effective communication.</p> <p>Deaf phone:</p> <p>The trainer begins the game. They show the information written on a piece of paper to one participant- so that no one else can see it- and ask the participant to whisper it in the ear of the peer standing next to him. The rest of the participants will do the same, passing the information to one another. The information cannot be repeated to the same person. The last participant in the line/circle says the information aloud. The group compares the information given to the first person with what the last person said.</p> <p>Questions for participants:</p> <ul style="list-style-type: none">• Why was the content of the information changed in the course of its transmission?• Have they observed communication noise? How does informational noise impact

ACTIVITY 4	Behaviors conducive to effective communication – active listening
DURATION	30 min
WORKSHEET REFERENCE	JCS Manual, Unit 9, Worksheet 2 “Active listening” (for step 2)
PROCEDURE	<p>Before the trainer goes on to discuss the concept of active communication and techniques of active communication, he proposes to perform a task.</p> <p>Exercise – step 1</p> <p>Participants form pairs. The task of each couple is to provide the other member with as much information as possible about themselves, i.e. who am I, what do I like to do, where do I come from, what are my plans for the future, where do I work, do I have animals, what is my education. Each person has only 10 minutes to complete the task. After completing the task, the facilitator asks each person to share what they learned about the other person.</p> <p>Questions for participants:</p> <ul style="list-style-type: none"> • Was it hard to remember all the information? • Was it a difficult task? • Were the participants willing to talk about themselves? • How can this be applied to peer support? <p>Then the participants, remaining in pairs, open the manuals on the page with active listening techniques: paraphrase, clarification, reflection... The trainer makes sure that the participants understand the techniques, then asks them to practice in pairs according to the instructions given in the manual.</p> <p>Exercise – step 2</p> <p>Description in Worksheet 2</p>

ACTIVITY 5	Communication barriers
DURATION	30 min
WORKSHEET REFERENCE	JCS Manual, Unit 9, Worksheet 3 “Communication barriers”
PROCEDURE	<p>Barriers to communication. Participants wonder what the communication barriers are.</p> <p>Questions for participants for the discussion:</p> <ul style="list-style-type: none"> • What are the most common barriers in contact with a homeless person? What hinders communication with homeless people? • What are the causes of communication problems with homeless people? <p>Participants open the manual in which all barriers are presented. The facilitator discusses communication barriers and explains their importance and consequences for the communication process.</p> <p>Then, the trainer asks to perform a task concerning individual communication barriers (Worksheet 3).</p>

ACTIVITY 6	Discussion with participants about communication, active listening and communication barriers.
DURATION	15 min
WORKSHEET REFERENCE	N/A
PROCEDURE	Reflections on active listening and communication barriers. The trainer asks the participants to jointly create rules that they will follow in their work as a support agent.

ACTIVITY 7	Case scenario analysis
DURATION	30 minutos
WORKSHEET REFERENCE	Story of Anna
PROCEDURE	Lee el caso en voz alta o pide a uno de los participantes que lo haga. Responded juntos a las preguntas.
ALTERNATIVAS/ CONSEJOS	Read the casescenario to the group or ask one of the participants to read it aloud. Ask participants to respond collectively to the questions or do it in small groups. In this case, then, ask each group to share their conclusions.

CLOSURE OF THE SESSION	Make a summary of the workshop. Ask participants, in turn, what they have learned, what they remember best from today's session.
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10.4 Bibliography / Webliography

- Matthew McKay, Martha Davis, Patrick Fanning, [*Sztuka skutecznego porozumiewania się. Praca Rodzina Zabawa*](#), 2007
- Friedemann Schulz von Thun, [*Jak skutecznie prowadzić warsztaty z zakresu komunikacji. Praca metodą aktywizującą przeżywanie*](#), 2012
- Joan Detz, Sztuka przemawiania. Nie co mówić, ale jak mówić, 2008
- James A.F. Stoner, R.Edward, [*Kierowanie*](#) , 2001

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SESSION

worksheets and case scenario

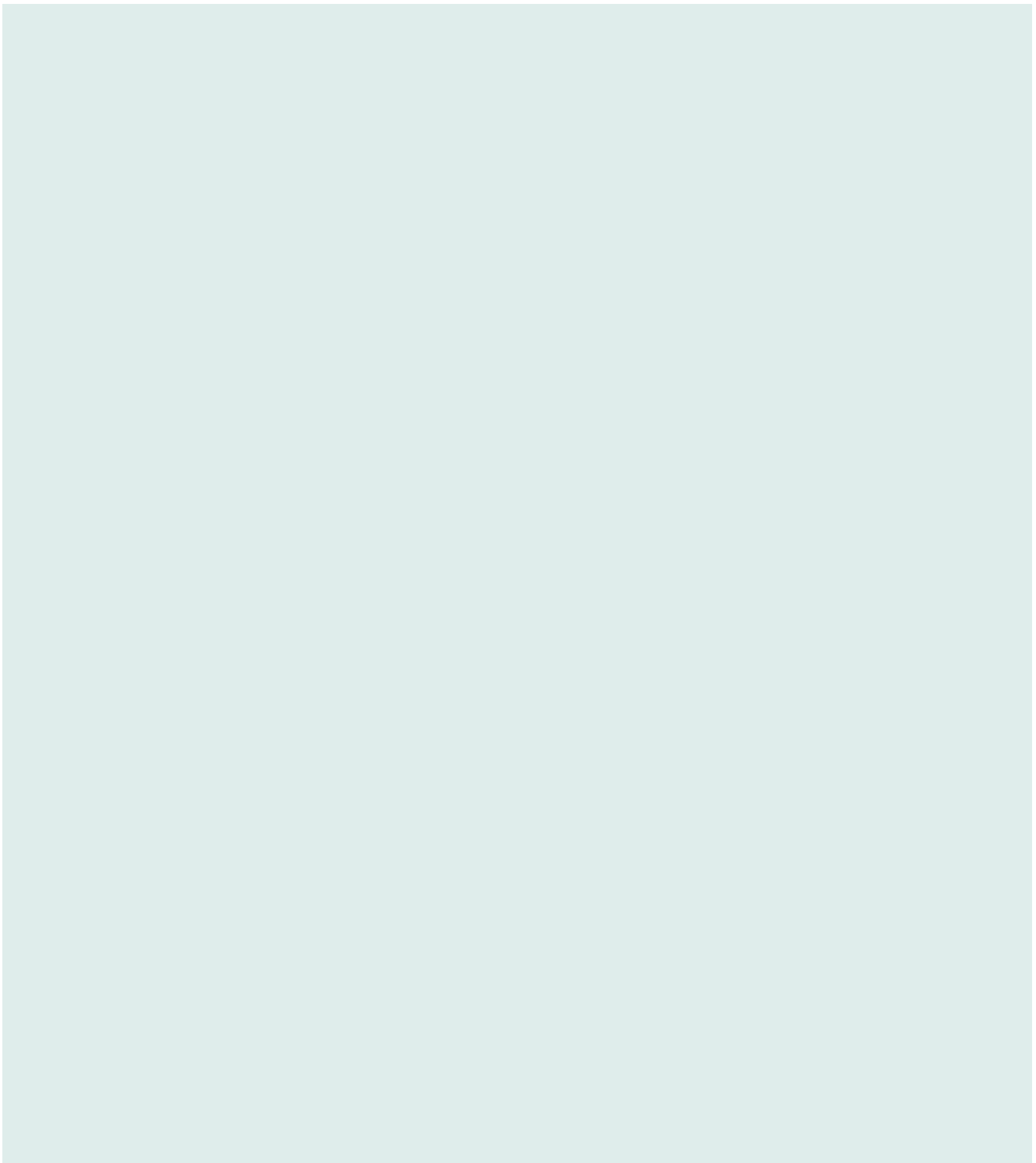


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Worksheet 1 – What is communication – associations

Below, write all the associations you have with the word *communication*. Write as many as possible.

These can be objects, concepts, ideas, situations, etc.





Worksheet 2 – Active listening

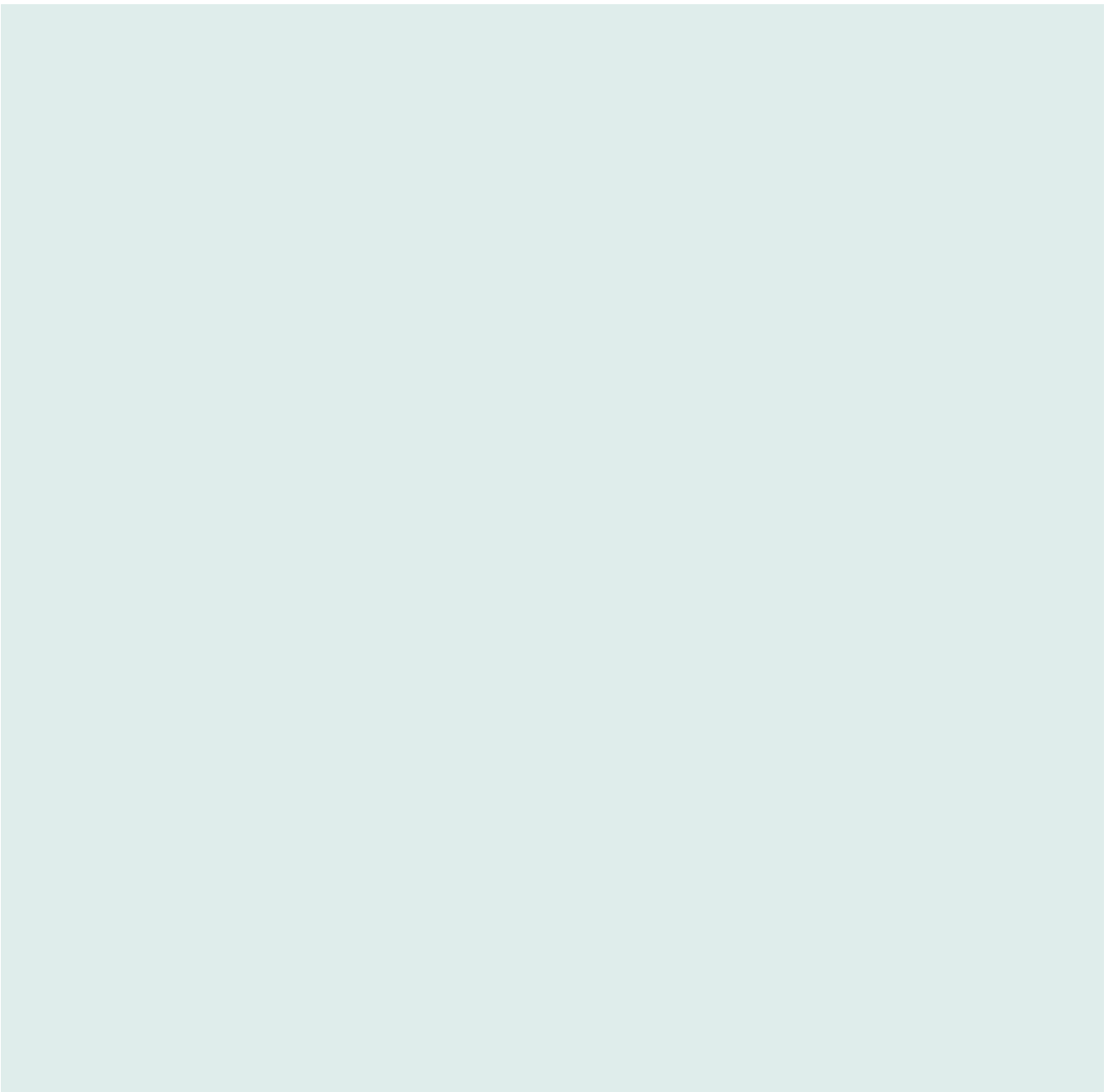
Choose a person with whom you would like to establish a better relationship. For several days engage in real and active listening. At the end of the day, write down your observations. Was it easy to implement active listening techniques? Can the relationship become better thanks to careful conversation?

Write down your observations:

Worksheet 3 – Communication barriers

Think about what bothers you when talking to another person. What are your communication barriers? What makes it difficult for you to communicate effectively?

Examples: *I cannot talk when the other person is yelling at me. I can't talk to the person who swears. I can't talk when there's noise around.*





CASE SCENARIO – story of Ana

Anna (21) has grown up in a family where space for personal freedom was hardly allowed. The family was relatively well off, with the father as the main provider. An overbearing figure, he permitted no disobedience in any aspect of life, neither from his wife nor their three children. Anna's mother was completely subordinate to her husband, seldom daring even to protect her children from the violent excesses of the father. The abuse was mostly psychological but, with Anna growing older and more rebellious, he sometimes resorted to physical abuse. Both of Anna's siblings being considerably younger, could provide little support to Anna or themselves. The mother shrank from any confrontation with the father. Anna was on her own – except perhaps for her beloved dog - and she chose to escape this situation. Her attempts at escape were a risky business. She became engaged with a group of rebellious young people, with all the implications, drugs foremost among them. Her behaviour and attitude towards her home, her responsibilities, and her father - most of all - changed dramatically. Shortly after, her furious parent threw her out of the house. Anna, 18 at the time, hoping for more opportunities and reluctant to be an object of interest to their small-town community, moved to the capital city. Her first contacts were provided by her friends' back home. Soon, she found herself living in a squat with about 20 other people, many of them drug users. Her addiction deepened as she oscillated between the loneliness of the street and the often-violent conditions in the squat. Occasionally, she started earning her drugs by prostitution. Her only close friend during this time was her dog who she had brought with her all the way from her family home. In time, she tried to change her unbearable life by bonding with an older man. She moved into his apartment with her dog, but conditions- tolerable for a month or two- soon became a nightmare as her partner proved to be a worse version of her father. Physical, psychological and economic abuse forced her out of his apartment. Now, she is trying to fend for herself on the street, using soup kitchens and public showers, and occasionally, a shelter but she is again on a downward trajectory marked by drugs, cold and risky companionship. In the meantime, she has even lost her dog. Her former partner makes the situation even worse by stalking her and trying to lure her back to his apartment. Aid workers from the facilities she visits try to protect her and think hard how to offer some viable option but the situation remains desperate.

Anna seems to be in good physical health but she certainly should take some basic tests. She is young but prolonged use of drugs, hard living conditions, and risky sexual contacts have certainly taken a toll on her physical health. As for her psychological state, being abused by her father resulted in an inferiority complex while her later experiences added to her helplessness and dependency in confrontation with serious life problems. She craves acceptance and safety but, at the same time, she is distrustful and fearful. There are a few people who could, perhaps, find a way to positively influence her: her two siblings (a boy of 15 and a girl of 12); and her music teacher at the secondary school being the only "system" person at the earlier stage who took notice of her problems and tried to intervene (to no avail as the father blocked any influence on the family situation). Somewhere behind the scenes is also her mother.

Anna is by no means "limited" intellectually. She has an outstanding musical gift, which was the reason why her music teacher had become interested in her situation. For the time being, there are 3 acute questions to answer. First is the stalking by her former partner. It robs Anna of the last remnants of a sense of security she may still have. Solving it doesn't look like an easy task, as the man has clearly entwined Anna's person with his own need for control and abuse; he stubbornly pursues her with requests and threats, and fights off any attempts by the other people who try to engage her. The second question is the addiction. Anna seems to be aware now that this is a road to nowhere but she is too weak to effect any change by herself. Her everyday life gives her ample reasons to try to escape in any way she could – with addiction being the easiest one. The third question is a safe, stable shelter - adequate to her needs.

Questions for reflection

- 1.** In your opinion, what services should be put in place to help Anna deal with her problems and to start recovery?
- 2.** What should come first in the case of Anna: therapy focused on the abuse she suffered or addiction therapy?
- 3.** How to support an addicted person in the process of recovery?
- 4.** How to create the distance and safety Anna needs to start recovery?
- 5.** Who could be instrumental in the process besides services and professionals?
- 6.** What could be your role as a peer support agent? How peer support could help?



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end of session

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