

RETURN FROM HOSPITAL: HOW CAN I SUPPORT MYSELF

MODULE 2: COMMUNICATION

Meeting 2: basic structure

WHAT HELPS MUTUAL UNDERSTANDING, HOW TO PREVENT CONFLICTS?

Objective: How communication works (verbal communication, listening, conflict prevention).

Programme	Instructions	Time schedule	Conditions and equipment, notes
Welcoming	Welcoming, introduce the trainers and context of the group (see recommendations for the opening of the session in the Guide for trainers).	5-10 min	
Group agreements	Recall and add if necessary (see recommendations for creating safe atmosphere and group agreements in the Guide for trainers).	5-10 min	



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CENTRUM PRO ROZVOJ PÉČE O DUŠEVNÍ ZDRAVÍ
CENTRE FOR MENTAL HEALTH CARE DEVELOPMENT

<p>Warm up and introduce each other</p>	<p>Introduction of each participant with a ball – throwing a ball to each other and saying our first name.</p> <ol style="list-style-type: none"> 1. What is your name 2. Were you present the last time 3. What brings you in / or what you've remembered from the last time? <p>Option: <u>Exercise: Imagine an apple</u> It's size, colour, form, smell...</p> <p>Share the images – apples are small, big, green, red-green, red, rotten, ripe, etc.</p> <p>How come that an image of apple creates so many different apples and the message was the same – just an apple?</p> <p>Same is with communication... we transfer our ideas, thought in different ways according to our experiences, history, knowledge and skills.</p> <p>Some people communicate easily, others have difficulties in that area. Luckily, we can all learn to communicate better.</p>	<p>10-15 minutes</p>	<p>Soft ball</p>
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Main topic
1. part

Objective: Understanding connection and communication.

Understanding of importance of communication: "We cannot not communicate."

Why we communicate? Sharing information, our views, thoughts, feelings. Belonging to the group. Shared language.

Exercise of connection in the group:

1. Form a circle
2. Moderator explains that (s)he will ask questions and who agree with the statement will signal his participation and (s)he will catch the ball of wool. When asked another question, that person will throw to another person. Ball of wool is throwing by the moderator and continue with other participants.

Moderator ask questions:

- *Who has a pet?*
- *Who loves soccer?*
- *Who wears the blue?** (safe question – observe!)
- *Who has name that begins with the letter 's' (or any other)**
- *Who has a sibling?*
- *Who likes to get up late?*
- *Who has brown eyes?*
- *Who plays a musical instrument?*

**Other questions to choose from: who loves summer, who likes to swim, who likes to eat cakes, who likes music, who likes smoking...

15 min

Ball of wool
✂ scissors

When more people rise hand at once, does not matter, we appreciate how much common we have and give the wool thread to every person who raised hand up.

When every person has a piece of wool, moderator invites the group to see how connected we are.

How we found out that we have many connections and roles in our lives (brother, sister, music lover, soccer lover, pet lover/ owner, ...) – by asking questions, listening and answering by words (vocal) 'me' (verbal) or non-verbal - raising hand or a finger, nodding, etc.

That helped finding out things we (didn't) know about each other and what we have in common (or don't) – to become acquainted.

Other moderator cuts the wool in the middle of the circle and each person got piece of wool or more (as physical evidence of connectedness).

Note: every person MUST have at least one piece of wool!

Conclusion: to be connected we need to communicate.

How do you feel after this exercise? Any thoughts?

BREAK



Main topic
2. part

Objective: Understand complexity of communication due to many layers (like onion) and our own differences.

Exercise: Explain that this is the Chinese word for listening.(see workbook)

1. Review each of the components of this word in Chinese as presented in the workbook.
2. Explain how each one is critically important for listening to occur.
3. First listening requires the ear. If one doesn't or isn't able to hear, then listening can't take place. Your ears are primary to listening. In other words, you must give the other person communicating your full attention so that you actually hear the message.
4. We also must listen with our eyes. Much of listening is observing and trying to understand not only what is being said but how it is being said. This is often called nonverbal communications. It covers 'reading of the message' with our eyes, ears, watching face, movement, space, tone of voice, ...
5. Explain that listening also involves the heart. We need to understand the emotion that is being communicated in the words we hear (and see).
6. Listening requires ears as primary, plus eye contact, and one heart...a full attention.

30 min

Workbook
(communication, part 2)

Debrief: Reflect that studying the Chinese word for listening serves as an excellent model for understanding what is needed to be a good listener. If we listen with not only our ears but also our eyes and hearts with our full attention, we can learn to become better listeners. Ask participants how they can use these lessons from the Chinese word for listening to help them become better listeners.

Other possibility how to proceed:

Draw the Chinese character in sequence on the board, one trainer draws, the other represents. Comment each component of listening on each one. E.g. Eye attention - we talk better when the other person is looking at us, not looking at the phone or TV etc.

Discussion:

Who are you comfortable confiding in? Is this person a good listener? How do you feel you are being listened to? What do you need to experience to feel that you are being heard? Who would you like to listen to more myself? (So that participants are not just focused on themselves and how others are listening to them.)

Exercise: seven levels of listening (see workbook)

Point out that each level involves greater levels of involvement and commitment to listening on the part of the listener.

1. Give examples of each type of listening from your own experiences.

For instance, ask participants if they have ever experienced level 1 or level 2 listening when someone just was not listening to them when they had something to say. Or ask if they have ever been given only part of someone's attention when trying to communicate with another person. Ask participants how that made them feel.

1. Explain that levels 5–7 involve higher, more involved levels of listening. Explain that the last three levels of listening involve **not just hearing the words but trying to understand the meaning behind them from the other person's perspective** as well as your own.
2. Explain that Level 5, interpretive listening, involves really trying to hear not only the person's words but the feelings and emotions of the communication.
3. Level 6, interactive listening, involves becoming part of the communications process. It involves asking clarifying questions and acknowledging understanding of the other person's words and emotions being conveyed.
4. Level 7, engaged listening, involves not only hearing and understanding the other person but also expressing your feelings and emotions as well. Explain, however, that truly engaged listening doesn't compete with the other person's desire to communicate his or her feelings. In engaged listening, each person provides the other the opportunity to fully express himself or herself.

Debrief: Explain that not every communication with others is the same and at the same level. The level of listening involved should be appropriate for the situation. Even some of the first levels of listening may be appropriate given the situation.

Ask participants if they can think of a situation in which this might be true. For example, often when waiting for some form of transportation, such as at a bus or train station, you might only listen for information concerning your own travel and tune out the rest of the information you might hear.

There are other times when all you need to do is focus and understand the other person's message and interacting or interpreting is not appropriate or necessary for the situation. An example might be when receiving directions from someone.

Ask participants if they can think of other examples in which each of these levels of listening may be the most appropriate.

Other possibility how to proceed:

Use for the exercise the form of role play. First the trainer with the participant, then the peer trainer with the participant, then the participants. Two chairs in the middle so everyone can see. Determine who will listen and who will speak. The person who is speaking chooses a topic to talk about: what he enjoys, what flies like to eat, what animals he likes, what

	<p>he did yesterday (non-threatening topics). The one who listens: Has to follow the instructions, gradually saying them out loud. The first scene for the first listening point, the second for the second etc. The explanations do not take place beforehand but are experienced directly by the participants during the role-play. One interview for a while (30 seconds), depending on the situation and the course. Then it is possible to reflect: How it was for both roles (the speaker, the one who listens), how was sharing for the speaker, what made the narration easier, etc. Pairs can alternate (they don't have to do all 7 levels), or the speaker and the listener, etc. Not everyone tries everything, go through all the levels one at a time.</p>		
Closing the topic	<p>Final thoughts from group members. Thanks to the group for cooperation and looking forward to the next one (state when ant the next topic).</p>	5-10 min	
Evaluation	<p>How did you find this workshop?</p>	5-10 min	Evaluation sheets
Goodbye	<p>We will, if possible, personally say goodbye to each participant and thank them for their participation, just as we welcomed each participant at the beginning.</p>	5 min	

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