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CURRICULUM

Lesson Plans

MODULE 2 - Listening Skills

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Lesson 1: Listening Skills – Attending Behaviour, Open & closed questions, Encouraging

Lesson title	Listening Skills – Attending Behaviour, Open & closed questions, Encouraging
Objectives	<p>The fundamental social aspect of human beings entails being in contact with one another, facilitated through communication channels such as listening, speaking, and nonverbal expressions. Among these, attentive listening plays a pivotal role, as it allows individuals to engage in meaningful dialogue and exploration. This lesson is designed to impart participants with essential listening skills, recognizing their importance in fostering effective communication and interpersonal connections.</p> <p>The objectives of Lesson 1 are to:</p> <ul style="list-style-type: none"> • Develop the skills of attending behaviour. • Practise closed and opened questions. • Use different verbal and nonverbal encouragement skills.
Week	Week 1
Duration	1.5 hours
Key terms	<p>Attending behaviour</p> <p>Open and closed questions</p> <p>Encouragement</p> <p>Paraphrasing</p>
Learning outcomes	<p>With the completion of Lesson 1 participants will be able to:</p> <ul style="list-style-type: none"> ✓ Adopt an open position when they talk with others. ✓ Practise more open questions.

	<p>✓ Encourage other people to talk by using nonverbal and verbal encouragements.</p>
<p>Learning methods</p>	<p>Group work</p> <p>Brainstorming activities</p> <p>Role playing</p> <p>Modelling</p>
<p>Evaluation</p>	<p>The facilitator will closely observe each participant as they engage in role-playing exercises to practice the newly acquired skills. If a participant has trouble applying the recommended skills, the facilitator will pause the activity, provide constructive feedback, and demonstrate the correct application of the skill. This approach ensures that participants receive real-time guidance and support in refining their abilities, and enhancing their learning experience and skill acquisition.</p>
<p>Reference</p>	<p>Ivey, E.I., Gluckstern, B.N. & Bradford Ivey, M. (1997). Basic Attending Skills (Third Edition). Massachusetts: Microtraining Associates.</p> <p>Ivey, E.I. & Bradford Ivey, M. (2007) Intentional Interviewing and Counseling. Facilitating Client Development in a Multicultural Society. USA, CA: Thomson Brooks Cole.</p>

Steps	Duration	Description	Resources, activities & materials
MODULE 2. Lesson 1: Activity 1			
<p>★ Ice-breaking activity</p>	<p>15 min</p>	<p>Purpose: To establish a sense of comfort within the group and foster group cohesion. Define the concept of effective listening.</p> <p>Procedure:</p> <p>“In the previous two sessions we discussed personal values. For some of you these values may have involved other people. What value, if any, for you would be related to listening or understanding others effectively?”</p> <p>“Now let’s consider the other person’s side. What is it like not to be listened to?”</p> <p>Think of times when someone failed to listen you (a family member, a friend, a teacher, an employer, a child, a parent etc.) and give an example from your life. Remember the frustration you felt when you were not heard.”</p> <p>(Discussion)</p> <p>The facilitator will encourage each participant to give a personal example of not being listened to. The facilitator will guide the discussion using these questions:</p> <ol style="list-style-type: none"> 1. Who didn’t listen to you? 2. What was the conversation about? 3. What were the signs the other person wasn't paying attention to you? 4. How did you feel when the other person wasn't listening to you? 	<p>Interviews</p> <p>Role-playing in pairs</p> <p>Group discussions</p> <p>Humour</p>

Steps	Duration	Description	Resources, activities & materials
		<p>5. What happened after you weren't heard?"</p> <p>“One good way to understand what effective listening is, is to experience the opposite, poor listening. Let’s find a partner to role-play a personal experience that you remembered. Your colleague will play the role of the person that didn’t listen to you. Please try not to discuss a very personal experience, it can be a daily conversation. Spend about 3 minutes role-playing the discussion, then switch. Observe behaviours of the ineffective listener. Observe how you feel when the listener doesn’t listen to you.”</p> <p>The facilitator advises participants to talk about usual, non-personal topics such as: the menu of the day, daily activities, weather, previous activities in the schedule, description of a day, the favourite movie etc.</p> <p>After each role-playing of 3 minutes, the leader asks participants: "What were the indicators of the poor listener?" "How did you feel when your partner didn't pay attention to you?"</p> <p>On the flipchart the facilitator will write the feedback in two columns: Behaviours of an ineffective listener and Emotions related to not being listened to.</p> <p>Examples of behaviours: the listener does not look at me, he/she is interrupting me while I’m talking, he/she changes the subject, he/she leaves while I’m talking, he/she is doing something else while I’m talking, emotions: anger, sadness, worry, frustration.</p> <p>Summary:</p>	

Steps	Duration	Description	Resources, activities & materials
		Participants will acknowledge ineffective listening skills and associated emotions.	
MODULE 2. Lesson 1: Activity 2			
 Attending behaviour	15 min	<p>Purpose: To develop attending behaviour skills.</p> <p>Procedure:</p> <p>“If you are to be effective listeners, you must avoid the behaviours we listed on the flipchart. We will learn the skills of an effective listener one by one. We will start with the attending behaviour or attentive body language. The dimensions of attending behaviour are:</p> <ol style="list-style-type: none"> 1. Eye contact - if you are going to talk with a person, look at him/her. 2. Vocal tone – the vocal tone, volume and the speech rate indicate the feelings we have about the other person. Use a natural vocal style. The verbal message must be reinforced by the vocal tone. 3. Verbal following – the other person has come to you with a topic of concern. Don’t change the subject, stick with the person’s topic. 4. Body language – 85% of our communication is nonverbal. The basic attentive listening posture is a slight forward trunk lean with a relaxed easy posture, have an expressive face, and use encouraging gestures. The most attentive posture is the mirror position of your interlocutor. What do you think would happen in a fight? 	<p>Questions</p> <p>Role - playing</p> <p>Discussions</p>


Steps	Duration	Description	Resources, activities & materials
		<p>There is no mirroring in the body language, and the actions are random.”</p> <p>The facilitator will model a short interview with one of the participants in the front of the group. Half of the group observes the facilitator, and the other half observes the participant. The attentive behaviour components are used. The participants will use ATTENDING BEHAVIOUR HANDOUT 1 (Appendix 1).</p> <p>The facilitator will select a person from the group and begin to talk about the listening skill that has been previously described. The facilitator will maintain eye contact with the individual, employ a combination of open-ended and closed-ended (maximum 2) questions, centre the discussion around the topic of listening skills, and exhibit mirroring body language in their interaction with the interlocutor.</p> <p>Following the completion of the role play, the facilitator will proceed to ask the observers: “What did you notice? What components of the assisting behaviour could you identify?” Then ask the observers of the interlocutor: “What was the response of the interlocutor when I employed the supportive behaviour, encompassing all of its constituent elements?”</p> <p>Summary:</p> <p>Participants are familiarised with effective attentive skills in a conversation.</p>	
<p>MODULE 2. Lesson 1: Activity 3</p>			

Steps	Duration	Description	Resources, activities & materials
<p>Open and closed questions</p>	<p>20 min</p>	<p>Purpose: To practice open and closed questions in pairs.</p> <p>Procedure:</p> <p>Closed questions are answered in a few words or with “yes” or “no”. They helped us find specific information.</p> <p>Exercise 1. Please answer to the following closed questions:</p> <ol style="list-style-type: none"> 1. Are you a man? 2. How old are you? 3. Do you like playing football? 4. Are you married? 5. What is your mother’s name? <p>Exercise 2. In pairs, let's assume you are at the job fair, please formulate four closed questions to find out specific information about a job position, two of them to require “yes” and “no” answer and two of them short answer.</p> <p>The facilitator gives examples – Do you have a job I could apply for? How many hours I can work? Do I have to work in shifts? Will I be paid by the hour?</p> <p>Each pair must formulate 4 questions. The facilitator needs to ensure that questions are not repeated, encouraging participants to rephrase the questions.</p> <p>Discussion: What do you think is useful about closed questions? What is not so useful?</p> <p>The facilitator will emphasize the fact that closed questions only help to find out specific information. Additionally, it will acknowledge the limitation that a conversation cannot be</p>	<p>Questions</p> <p>Roleplaying</p> <p>Modelling</p> <p>Feedback</p> <p>Handouts</p>

Steps	Duration	Description	Resources, activities & materials
		<p>effectively conducted by just relying on closed-ended questions.</p> <p>The open questions provide room for interlocutors to express themselves. They help us explore different topics.</p> <ol style="list-style-type: none"> They help us begin a conversation: <p>Please tell me more about the free job positions you have in your company.</p> <p>How have things been since the last time we talked?</p> They help the interlocutor to elaborate on a point. <p>Could you tell me more about that (work schedule, salary, responsibilities etc.)?</p> <p>How did you feel when that happened?</p> They help elicit concrete examples so that we are better able to understand what the interlocutor is describing. <p>Will you give me concrete examples of tasks that this job requires?</p> <p>How do you behave?</p> <p>What do you mean when you say is difficult to find a job out there?</p> They focus the attention on feelings. <p>What are your feelings, knowing that I was just been released from prison?</p> <p>How did you feel than?</p> They help us find the thinking pattern which is not readily accessible. <p>What were you thinking when you said that to your boss?</p> 	

Steps	Duration	Description	Resources, activities & materials
		<p>What were you saying to yourself when the boss spoke to you?</p> <p>While the facilitator will present all the information about closed and opened questions, participants will use QUESTIONING SKILLS HANDOUT 2 (Appendix 2).</p> <p>Each exercise is ended with group discussions – the participants give feedback about the new skill.</p> <p>Summary: Participants acknowledge the role of the different types of questions.</p>	
<p>MODULE 2. Lesson 1: Activity 4</p>			
<p>Minimal encouragers</p>	<p>10 min</p>	<p>Purpose: to practice minimal encouragers.</p> <p>Procedure: Minimal encouragers are small indicators to others that you follow the conversation. Once you have asked a question you want to encourage the interlocutor to keep talking.</p> <p>Nonverbal encouragers Maintain eye contact, your body leans forward with interest and use head nods.</p> <p>Verbal encouragers</p> <ul style="list-style-type: none"> ➤ brief utterances: Oh? So? Then? And? Ummm- huum! ➤ Repetition of key words: “Overwhelmed? Tell me more, please!” <p>The facilitator gives the participants the VERBAL AND NON-VERBAL ENCOURAGERS HANDOUT 3 (Appendix 3).</p> <p>Summary: Participants acknowledge the importance of minimal encouragers and their effects on communication.</p>	<p>Questions</p> <p>Role-playing</p> <p>Modelling</p> <p>Feedback</p>

Steps	Duration	Description	Resources, activities & materials
MODULE 2. Lesson 1: Activity 5			
Practicing the new skills	25 min	<p>Purpose: To reinforce the practice of the new skills.</p> <p>Procedure:</p> <p>Participants will be divided into groups of four, where they will engage in role-play exercises to practice the attentive skills learned. Each pair within the group will take turns engaging in a conversation about jobs, discussing past employment experiences, desired positions, and factors that have facilitated or hindered job acquisition in the past.</p> <p>While two participants engage in the conversation, the other two will observe the other pair’s behavior closely and provide constructive feedback afterwards. Subsequently, roles will be reversed: the observers will become active participants, while the initial practitioners take on the role of observers.</p> <p>Summary:</p> <p>Participants will reinforce their new skills.</p>	Role playing
MODULE 2. Lesson 1: Activity 6			
Conclusion / questions / homework	5 min	<p>Purpose:</p> <p>The facilitator emphasizes the key points of the lesson; he or she encourages the participants to practice their skills.</p> <p>Procedure:</p>	Key points Homework

Steps	Duration	Description	Resources, activities & materials
		<p>Each group shares its experience in practicing listening skills. As homework, they are advised to practice the listening skills with other colleagues in jail.</p> <p>“Today we have covered many valuable skills about listening and connecting to others. Think about your personal values and the types of relationships that bringing these skills forward may be important for. This week try to bring these skills in some of your relationships, either with inmates or loved ones home.</p> <p>Note to facilitator:</p> <p>If the facilitator encounters difficulties in keeping time, they are asked to prioritised the following activities:</p> <ol style="list-style-type: none"> 1. Ice-breaker activity. 2. The presentation and the demonstration of attending behaviour’s dimensions. 3. The presentation of closed and opened questions (Exercise 1,2, 3). 4. The presentation of the minimal encourages (Exercise 1). 5. Practising the new skills exercise. 6. Conclusion & Homework. 	

Lesson 2: Listening Skills – Paraphrasing, Reflection of Feelings

Lesson title	Listening Skills – Paraphrasing, Reflection of Feelings
Objectives	<p>The objectives of Lesson 2 are to:</p> <ul style="list-style-type: none"> • Practise the skills of attending behaviour. • Use closed and opened questions in conversation. • Recognize different verbal and nonverbal encouragement skills. • Identify emotions. • Develop the empathic reflection of feelings. • Learn the clarifying skills – paraphrasing.
Week	Week 2
Duration	1.5 hours
Key terms	<p>Attending behaviour</p> <p>Open and closed questions</p> <p>Encouragement</p> <p>Paraphrasing</p> <p>Reflection of feelings</p> <p>Emotions</p>
Learning outcomes	<p>With the completion of Lesson 2 participants will be able to:</p> <ul style="list-style-type: none"> ✓ Adopt an open position when they talk with others. ✓ Practise more open questions. ✓ Encourage other people to talk by using nonverbal and verbal encouragements. ✓ Use paraphrasing to clarify the information.

	<ul style="list-style-type: none"> ✓ Recognize emotions. ✓ Reflect feelings in order to develop empathy.
Learning methods	<p>Group work</p> <p>Brainstorming activities</p> <p>Role playing</p> <p>Modelling</p>
Evaluation	<p>The facilitator will closely observe each participant as they engage in role-playing exercises to practice the newly acquired skills. If a participant has trouble applying the recommended skills, the facilitator will pause the activity, provide constructive feedback, and demonstrate the correct application of the skill. This approach ensures that participants receive real-time guidance and support in refining their abilities, enhancing their learning experience and skill acquisition.</p>
References	<p>Ivey, E.I., Gluckstern, B.N. & Bradford Ivey, M. (1997). Basic Attending Skills (Third Edition). Massachusetts: Microtraining Associates.</p> <p>Ivey, E.I. & Bradford Ivey, M. (2007) Intentional Interviewing and Counseling. Facilitating Client Development in a Multicultural Society. USA, CA: Thomson Brooks Cole.</p>

Steps	Duration	Description	Resources, activities & materials
Ice-breaking activity	15 min	<p>The activity will begin with a short revision of the skills learned in the previous lesson.</p> <ul style="list-style-type: none"> ➤ What skills did we practice last week? ➤ How do we know that we have an open behaviour for communication? ➤ What kind of questions can we use in a conversation? ➤ What is the aim of closed questions? ➤ What do open questions help us with? ➤ What kind of encouragements do we use in a conversation to help the conversation continue and our interlocutor to talk? ➤ What personal values relate to having open communication with others? <p>The facilitator will give some examples for each skill and the participants will be asked to identify the skill and assess whether it was used properly.</p>	<p>Role-playing</p> <p>Group discussions</p> <p>Humour</p>
MODULE 2. Lesson 2: Activity 1			
Paraphrase	15 min	<p>Purpose: To understand paraphrasing.</p> <p>Procedure:</p> <p>Paraphrasing enhances clear communication between interlocutors and demonstrates active listening. It involves the skill of accurately comprehending another person's message and articulating it back to them. This technique not only helps us understand the speaker's perspective but also confirms to them that we have accurately grasped their message.</p>	<p>Questions</p> <p>Role-playing</p> <p>Modelling</p> <p>Feedback</p>

Steps	Duration	Description	Resources, activities & materials
		<p>Steps to be followed:</p> <ol style="list-style-type: none"> 1. Use the person’s name or the pronoun “you”. 2. Use the most important key words used by the person (verbatim). 3. A shortened and clarified sentence that catches the essence of what has been said. 4. The check-out: Is that right? Is that what you said? Am I hearing you accurately? Ok? <p>The facilitator will offer the participants the PARAPHRASING SKILLS HANDOUT 4 (Appendix 4).</p> <p>Summary:</p> <p>Participants will learn how to effectively paraphrase communication to improve their overall communication skills and enhance their connections with others.</p>	
MODULE 2. Lesson 2: Activity 2			
Reflection of feelings	20 min	<p>Purpose: To practice reflection of feelings in a pantomime, game format.</p> <p>Procedure:</p> <p>The practice of reflecting feelings enables us to cultivate empathy and accurately comprehend the perspectives of others. By employing reflection of feelings, individuals can assist others in articulating their central concerns and emotions. This approach involves actively listening to and acknowledging the feelings expressed by others, fostering</p>	<p>Questions</p> <p>Role-playing</p> <p>Modelling</p> <p>Feedback</p>

Steps	Duration	Description	Resources, activities & materials
		<p>a deeper level of understanding and connection in communication interactions.</p> <p>The steps of reflection of feelings are:</p> <ol style="list-style-type: none"> 1. Name the feelings 2. Use a sentence such as: <ol style="list-style-type: none"> a) You feel..... b) You seem to feel.... c) Sound like you feel... 3. Add the context: <ol style="list-style-type: none"> a) You feel when (You feel worried when you can't find a job) b) You seem to feel Because (It seems that you are angry with yourself for being late for the job interview) c) You feel thinking (You feel happy thinking that you have the necessary competence for this job) 5. Add the check-out: <ol style="list-style-type: none"> a) Is that right? b) Is the way you feel? <p>The facilitator then starts a game of pantomime, demonstrating 2-3 feelings (anxious, anger, fear, sad) with facial expressions. The facilitator will ask participants to guess the emotion and use the keywords: You feel...because.... Is that right? If the participants are willing, they can also pantomime some additional emotions.</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>The participants will receive the REFLECTION OF FEELINGS HANDOUT 5 (Appendix 5).</p> <p>Summary:</p> <p>In this section participants will become more skilled in recognising others' emotions.</p>	
MODULE 2. Lesson 2: Activity 3			
Practicing the new skills/VR orientation	15 min	<p>Purpose:</p> <p>To reinforce the practice of the new skills.</p> <p>Procedure:</p> <p>Half of the participants will engage in paired role-playing exercises, during which they will apply the newly acquired skills, including attending behavior, open and closed questions, encouragement, paraphrasing, and reflection of feelings.</p> <p>Summary:</p> <p>Participants will reinforce the practice of the new skills.</p>	Role playing
MODULE 2. Lesson 2: Activity 4			
VR orientation/ Practicing the new skills	15 min	<p>Purpose: To engage in VR orientation.</p> <p>Procedure:</p> <p>Half of the participant will be engaging in the VR exercise. The facilitator will remind the group members that we will be using VR to practice/rehearse the communication skills that will be very helpful for integration at work post-release.</p>	VR orientation

Steps	Duration	Description	Resources, activities & materials
		<p>The facilitator will say: "Half of you will use the VR activity. I will give you specific instructions on how to use the technology. The other half will be involved in role-playing. In this role play I will ask you to talk about what job you would like to have. The listener must use all the listening skills we learned together: attending behaviour, open-closed questions, encourages, paraphrasing, reflection of feelings. After 15 minutes of practising, we will switch tasks.</p> <p>Those who have used VR will switch to role-playing, and those who have practiced role-playing will use VR."</p> <p>The facilitator must pay attention to the time and switch the groups after 15 minutes. It must be ensured that all participants have used VR, and all have been involved in the role play.</p> <p>VR content description:</p> <p>A video will be presented split in 2 parts one for the negative modelling of listening and one for the appropriate modelling. After watching each part participants will have to answer to a Q&A regarding the video:</p> <p>Paraphrasing & the PHI Coaching Approach to Communication - YouTube</p> <p>1. Example of how what active listening is NOT</p> <p>From 0:24-1:34</p> <p>Q&A</p> <p>1. Is this an example of active listening?</p> <p>a. yes</p> <p>b. <i>no – correct answer</i></p>	

Steps	Duration	Description	Resources, activities & materials
		<p>2. What components of the listening/attending behavior are not used by the listener?</p> <ul style="list-style-type: none"> a. eye contact b. verbal following c. attentive body language d. vocal style e. <i>all the above – correct answer</i> <p>3. What mistakes does the listener makes in terms of maintaining eye contact?</p> <ul style="list-style-type: none"> a. the listener is looking for something in the bag instead of looking toward the interlocutor no – correct answer. b. <i>the listener rolls her eyes, judgmentally no – correct answer.</i> c. the listener has some eye contact from time to time. <p>4. What are the signs that that the listener’s listening/attentive body language is inappropriate?</p> <ul style="list-style-type: none"> a. does not stand face to face with the interlocutor. b. looks for something in the bag. c. smiles with irony. d. <i>all the above - correct answer.</i> <p>5. How can you tell that the listener doesn't use verbal following?</p> <ul style="list-style-type: none"> a. makes interpretation. b. talks about her problems. c. gives advice. d. <i>all the above – correct answer.</i> <p>6. What kind of question is the following one “Mrs. Archey is my easiest client, you can't handle Mrs. Archey?”</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>a. <i>closed question – correct answer.</i></p> <p>b. open question</p> <p>7. When the listener says, “you are being too sensitive”.</p> <p>a. uses interpretation.</p> <p>b. doesn’t reflect the feelings of the interlocutor.</p> <p>c. is not empathic.</p> <p>d. <i>all the above – correct answer.</i></p> <p>8. Did the interlocutor felt understood?</p> <p>a. yes</p> <p>b. <i>no – correct answer</i></p> <p>2. Example of WHAT active listening is</p> <p>From 1:43-2:58</p> <p>Q&A</p> <p>1. Is this an example of active listening?</p> <p>a. <i>yes – correct answer</i></p> <p>b. no</p> <p>2. “Mr. Archey makes you nervous?” represents:</p> <p>a. <i>encouragement to talk by repeating the interlocutor’s key words – correct answer.</i></p> <p>b. closed question.</p> <p>c. open question.</p> <p>3. What kind of nonverbal minimal encourages used the listener?</p> <p>a. smiles</p> <p>b. facilitative open gesture</p> <p>c. nodding</p> <p>d. <i>all the above – correct answer</i></p> <p>4. “His behavior is making you uncomfortable” represents:</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>a. <i>reflection of feelings – correct answer</i></p> <p>b. interpretation</p> <p>c. advice</p> <p>5. Is the listener using paraphrasing?</p> <p>a. <i>yes – correct answer</i></p> <p>b. no</p> <p>6. How can you tell that the listener is using paraphrasing instead of interpretation?</p> <p>a. he uses the exact word of the interlocutor.</p> <p>b. he follows the nonverbal hints of the interlocutor.</p> <p>c. <i>all the above – correct answer</i></p> <p>7. Paraphrasing helps:</p> <p>a. the listener understands the interlocutor clearly.</p> <p>b. the listener letting the interlocutor know that he/she’s been heard.</p> <p>c. to accurately give the interlocutor feedback about what he/she said.</p> <p>d. <i>all the above – correct answer.</i></p> <p>8. Did the interlocutor feel understood?</p> <p>a. <i>yes – correct answer</i></p> <p>b. no</p> <p>Summary:</p> <p>Participants will engage in VR orientation.</p>	
<p>MODULE 2. Lesson 2: Activity 5</p>			
		<p>Purpose: To practise their listening skills.</p> <p>Procedure:</p>	

Steps	Duration	Description	Resources, activities & materials
Conclusion / Questions / Homework	10 min	<p>Each group shares its experience in practising listening skills. As homework, they are advised to practice the listening skills with other inmates.</p> <p>In summary, the facilitator asks the participants:</p> <ul style="list-style-type: none"> ➤ What did you like the most about the VR exercise? What about the role play? ➤ What was it easier for you to practise, the VR or role-playing? ➤ What listening skill did you master best in VR/role-playing? ➤ In practising which skill did you encounter difficulties in VR/role-playing? <p>Summary:</p> <p>Participants will practice their listening skills.</p>	Key points Homework

APPENTICES

Appendix 1.

HANDOUT 1: ATTENDING BEHAVIOUR

The dimensions of attending behaviour are:

1. **Eye contact** – when you talk with a person, look at him/her.
2. **Vocal tone** – the vocal tone, volume and the speech rate indicate the feelings we have about the other person. Use a natural vocal style. The verbal message must be reinforced by the vocal tone.
3. **Verbal following** –stick with the person's topic.
4. **Body language** – 85% of our communication is nonverbal. The basic attentive listening posture is a slight forward lean with a relaxed easy posture. Having an expressive face and using encouraging gestures are also indicators of good communication. The most attentive posture is the mirror position of your interlocutor. What do you think would happen in a fight? There is no order in the body language, and the actions are random.

Appendix 2.

HANDOUT 2: QUESTIONING SKILLS

Closed questions are answered in a few words or with “yes” or “no”. They helped us find specific information.

Exercise 1. Please answer to the following closed questions:

1. Are you a man?
2. How old are you?
3. Do you like playing football?
4. Are you married?
5. What is your mother’s name?

The open questions provide room for interlocutors to express themselves. They help us explore different issues.

Exercise 2. Please answer to the following open questions:

1. They help us begin a conversation

Could you tell me more about the free job positions you have in your company?

How have things been since the last time we talked?

2. They help get the interlocutor elaborate on a point.

Could you tell me more about that (work schedule, salary, responsibilities etc.)?

How did you feel when that happened?

3. They help elicit concrete examples so that we are better able to understand what the interlocutor describes.

Will you give me concrete examples of tasks that this job requires?

How do you behave?

What do you mean when you say it is difficult to find a job out there?

4. **They focus the attention on feelings.**

What are your feelings, knowing that I was just been released from prison?

How did you feel then?

5. **They help us find the thinking pattern which is not readily accessible.**

What were you thinking when you said that to your boss?

What were you saying to yourself when the boss spoke to you?

Exercise 3: Formulate three questions from each category:

1. Could you.....? (This question appears to be completely open-ended.)
2. What.....? (Lead the interlocutor to talk about facts and specifics about a situation)
3. How.....? (Lead the interlocutor to talk about process and emotions)
4. Why? (They help us to find reasons, but used a lot it can put people on the spot).

Exercise 4: The facilitator asks questions, and the participants decide the type of questions.

1. Could you tell me more about the job you will like to find?
2. Are you tall?
3. What have you done so far to find a job?
4. Have you searched for ads on the internet?
5. How did you feel when you were not called to the interview?
6. Have you applied for many jobs?
7. Why do you think a potential employer would hire you?

Solutions to Exercise 4: The facilitator asks questions, and the participants decide the type of questions.

1. Could you tell me more about the job you would like to find? (open question)
2. Are you tall? (closed question)
3. What have you done so far to find a job? (open question)
4. Have you searched for ads on the internet? (closed question)
5. How did you feel when you were not called to the interview? (open question)
6. Have you applied for many jobs? (closed question)
7. Why do you think a potential employer would hire you? (open question)

Each exercise is ended with group discussions – the participants give feedback about the new skill.

Appendix 3.

HANDOUT 3: VERBAL AND NON-VERBAL ENCOURAGERS

Minimal encouragers are small indicators to another person that you follow the conversation. Once you have asked a question you want to encourage the interlocutor to keep talking.

Nonverbal encouragers - maintain eye contact, your body leans forward with interest and use head nods.

Verbal encouragers

- brief utterances: Oh? So? Then? And? Ummm- huum!
- Repetition of key words: "Overwhelmed? Tell me more, please!"

Exercise 1 – Participants are asked to role-play in pairs and, if they are willing, they can later demonstrate their skills in the group.

One is talking with the other and the facilitator gives the instruction for using minimal encouragers.

Person 1: I made a friend in prison. He has one year left. He asked me to look for his girlfriend.

Person 2: [Uses brief utterances - the facilitator gives this instruction].

Person 1: I called her and invited her for a coffee. It was very difficult for me to call her.

Person 2: [Uses repetition of key words - the facilitator gives this instruction. Ex: Difficult to call her? Tell me more, please!].

Person 1: I thought that she would not answer the phone and I would have to call several times.

Person 2: [Uses brief utterances - the facilitator gives this instruction].

Person 1: Or I thought she was going to talk bad to me, that she was going to tell me that she didn't want to hear from my friend anymore.

Person 2: [Uses repetition of key words - the facilitator gives this instruction. Ex: She was going to talk bad to you? Tell me more, please/ Hear from your friend anymore? Tell me more.]

Instructions:

The speaker (**Person 1**) receives the script of the scenario, and the listener (Person 2) will follow the facilitator's instruction

Person 1: I made a friend in prison. He has one year left. He asked me to look for his girlfriend.

Person 2: Use brief utterances (the leader gives this instruction)

Person 1: I called her and invited her for a coffee. It was very difficult for me to call her.

Person 2: Use repetition of key words (the leader gives this instruction) Ex: Difficult to call her? Tell me more, please!

Person 1: I thought that he would not answer the phone and I would have to call several times.

Person 2: Use brief utterances (the leader gives this instruction)

Person 1: Or I thought she was going to talk bad to me, that he was going to tell me that he didn't want to hear from my friend anymore.

Person 2: Use repetition of key words (the leader gives this instruction) Ex: She was going to talk bad to you? Tell me more, please/ Hear from your friend anymore? Tell me more?

Exercise 2 – Two volunteers are asking to role-play in front of the group. They can choose the topic. The facilitator will give instructions about what kind of encouragers should be used.

The exercise is ended with group discussions – the participants give feedback about the new skill. The safe subject for the role play can be the activity in progress about listening skills, the job at which he/she works in the penitentiary, an hour from the school in the penitentiary.

Appendix 4.

HANDOUT 4: PARAPHRASING SKILLS

Paraphrasing helps us to get the message of a conversation and to let the interlocutor know that they have been heard. It is a skill that help us to accurately hear another person and to accurately demonstrate our ability to give back to the other person what he/she has said.

Steps to be followed:

1. Use the person's name or the pronoun "you".
2. The most important key word used by a person (verbatim).
3. A shortened and clarified sentence which catches the essence of what has been said.
4. The check-out: Is that right? Is that what you said? Am I hearing you accurately? Ok?

The leader gives two examples:

"I applied for five jobs. Only one employer called me for an interview."

Paraphrase: Only one employer out of five called you for an interview. Am I hearing you accurately?

"I have to support my family. I have to find a job."

Paraphrase: You need to support your family; you need a job. Is that what you said?

When the facilitator gives examples, he/she can do that with a co-facilitator or if not in pair with one participant.

Exercise 1: The facilitator talks with one participant, and they are asked to use paraphrasing.

"I found a job 10 km away. I need a car because there is no public transport."

Please practise paraphrasing! Check if your paraphrase is correct:

Solution Paraphrase: You don't like that you must go to work 10 km away and there is no public transport. Is that what you said?

The leader talks with another participant, and they are asked to use paraphrasing.

“An employer has offered me a job. Tomorrow, I start the training. I cannot wait.”

Solution Paraphrase: Tomorrow you will have the first training day at work. You cannot wait. Is that what you said?

Appendix 5.

HANDOUT 5: REFLECTION OF FEELINGS

Reflection of feelings help us to be empathic, to accurately hear and understand the interlocutor. Using reflection of feelings help others to express the central concerns they are experiencing. We listen and respond to the feelings of others.

The steps of reflection of feelings are:

Name the feelings.

1) Use a sentence such as:

- a. You feel.....
- b. You seem to feel....
- c. it sounds like you feel...

2) Add the context:

- a. You feel when (You feel worried when you can't find a job)
- b. You seem to feel Because (It seems that you are angry with yourself for being late for the job interview)
- c. You feel thinking (You feel happy thinking that you have the necessary competence for this job)

3) Add the check-out – Is that right? Is the way you feel?

Exercise 1 – Naming feelings and emotions.

Emotions: angry, sad, anxious, happy, worry, joy, annoy, depressed.

The mime game will be played. Volunteers among the participants will be asked to mimic emotions, and the others to guess the emotion.

Instructions:

One participant will have to mime an emotion/feeling written on a card, without saying anything, only by using facial expressions or gestures. The other participants must guess what the emotion/feeling is. If nobody guesses, the person miming will keep miming the emotion/feeling until they get it right.

Exercise 2: The facilitator expresses to the participants some emotions and the participants must use reflection of feelings. For example:

Person 2: Hi! I am John. It is my fault I did not apply for this job.

Person 1: John, you feel guilty because you didn't apply for this job. Is that right?

Person 2: I was furious. The neighbour judged me for having been in jail.

Person 1: You seem to feel angry because your neighbour was judging you for being in jail. Is this the way you feel?

Person 2: I thought that I was not respected by my colleagues. I was very sad.

Person 1: You feel sad thinking your colleagues don't show you respect. Is that right?

Person 2: The facilitator is smiling saying I got the job!

Person 1: You feel happy because you got the job!! Is this the way you feel?

Person 2: The facilitator is jumping with his hands up saying: Tomorrow I will start the job!

Person 1: You feel enthusiastic thinking you start the job tomorrow. Is that right?

Instructions: If the facilitator notices that the participants don't want to get involved, the facilitator encourages them by saying "It's okay if you made a mistake. In that way we'll figure out more quickly what is the difference between a correct and an incorrect reflection of feelings. I'm here to offer you my support."