



CODE BLUE

TRAINING FOR LOCAL LEADERS

MODULE FOUR

COMMUNICATION

Session 1- Non-verbal listening

Session 2- Some Active listening skills

Session 3- Putting it all together



PARTICIPANT'S MANUAL

The Salvation Army

Australia Territory



COMMUNICATION
SESSION 3: PUTTING IT ALL TOGETHER

AIM:

This session is designed to help participants practise the active listening skills taught in sessions one and two, in a supportive environment, as well as the non-verbal listening skills.

INTRODUCTION:

We have looked at the SOLER SUN non-verbal communication skills in listening. We have practised paraphrase, productive questions and perception checks. Now we are going to put all these skills together in a relaxed setting. We will commence with a written exercise and then move into a verbal exercise.

PUTTING IT ALL TOGETHER

Read the following paragraph, write a paraphrase and a perception check. Once you have completed this exercise read your responses one at a time in pairs.

PARAGRAPH FOR PARAPHRASE/PERCEPTION CHECK:

I'm catching up with a friend I haven't seen for two years. We've talked on the phone and been in contact by e-mail during that time. Last time I saw her we'd been working for the same company, but now she is working in a completely different field to me. She's engaged to be married and life is very different for both of us now.

Now that this part of the exercise is completed, write out a question that may be appropriate arising from this paragraph. Share this question in pairs again.

QUESTION:



ROUND ROBIN VERBAL PRACTISE SESSION

Have participants form groups of three. Have them allocate themselves as either Person A, B or C.

ROUND ONE:

- Person A is to spend five minutes talking about a favourite subject of theirs.
- Person B is to listen during this time, using the non-verbal listening skills, paraphrasing, doing a perception check when appropriate and asking productive questions.
- Person C is to record the number of paraphrases. They are to record the perception checks;
Did they use the stem?
What feeling word did they use?
Did they ask a question at the end of this?
Person C is to record how many productive questions are asked and what kind;
Who / What / When / Where / Why / How.

Debrief after five minutes:

PERSON B talks about how they think they listened.
PERSON A gives affirmation about how they felt listened to.
PERSON C relates what person B did in their listening.

ROUND TWO:

Person B is to talk. Person C is the listener. Person A is the observer/recorder

Debrief as follows

Person C talks about how effectively they think they listened.
Person B gives affirmation about how they felt listened to.
Person A relates what person C did in their listening.

ROUND THREE:

Person C is to talk. Person A is to listen. Person B is the observer/recorder.

Debrief as follows

Person A talks about how effectively they think they listened.
Person C gives affirmation about how they felt listened to.
Person B relates what person A did in their listening.

This is only the beginning. Use these skills when you are listening to your children, grandchildren, spouse, work colleagues and friends. As you practise these skills, you will begin to integrate them into your everyday living and listening. Listening well is an effective gift we can offer to another.