

MODULE 1: BEHAVIOUR AND LEARNING

Communication skills

LEARNING GOALS AND OBJECTIVES OF THE ACTIVITY

Objective n° 2

BUILD TRUST AND RAPPORT

Reflective listening—where specialists acknowledge and paraphrase what they've heard—can strengthen the connection between counselors and participants. Building trust through attentive listening encourages openness and honesty, making participants more likely to engage, share, and respond positively to interventions.

Objective n° 1

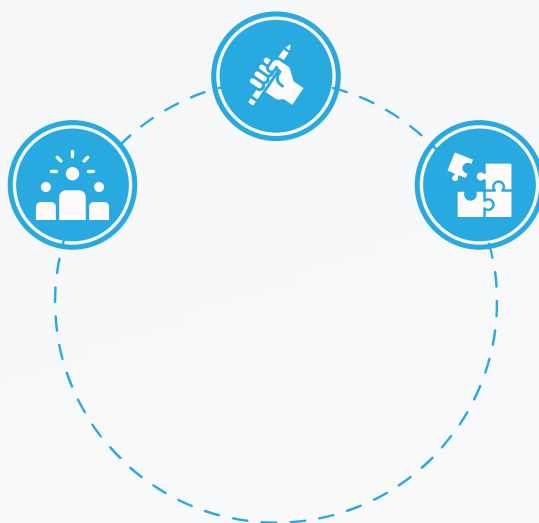
ENHANCE LISTENING AND COMMUNICATION SKILLS

This method aims to equip adult educators with the tools and techniques necessary to engage in meaningful, effective, and compassionate conversations with individuals in recovery.

Objective n° 3

MODEL EFFECTIVE COMMUNICATION TECHNIQUES

By practicing active listening, educators model healthy communication patterns for individuals in recovery, who may adopt these techniques for improved interpersonal relationships. Participants become more conscious of their own reactions, biases, and assumptions, allowing them to respond more mindfully.



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ACTIVITY DESCRIPTION AND MATERIALS

Activity description

1. Target group – adult educators, mentors of change
2. Time – 1 hour.

1. Paper sheets, pencils or crayons, sticky notes
2. Printed or written messages
3. A bell, a cell phone with an internet connection
4. Comfortable space for group discussions

Materials

METHODOLOGY USED FOR THIS ACTIVITY



CONSTRUCTIVIST LEARNING

By engaging in these structured activities, participants construct their understanding of communication concepts through personal experience rather than passive observation. This approach is highly effective for adult learners, as it connects new insights to real-life applications.



PROBLEM-BASED LEARNING

The tasks present the problems that requires active engagement and creative solutions, enhancing participants' problem-solving and communication skills.



PEER LEARNING

All activities promote peer-to-peer interaction, allowing participants to learn from each other's experiences, perspectives, and communication styles.



EXPERIENTIAL LEARNING

Experiential learning involves learning through direct experience and reflection on those experiences. Through role-playing and discussions, participants experience the emotions and challenges of their characters first-hand, followed by reflecting on these experiences to derive meaningful insights.



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ACTIVITY DESCRIPTION

Activity 1: Chinese Whispers with Varying Levels of Distraction

Description:

This activity uses the classic game “Chinese Whispers” with added levels of auditory distraction to illustrate the impact of environmental factors on listening quality. Three short, progressively complex messages are whispered sequentially through a group of participants:

1. An easy message in silence
2. A medium-difficulty message while listening to loud music
3. A difficult message while listening to the TV news in the background.

Participants then engage in a facilitated discussion about the quality of their listening and message retention in each scenario, exploring how noise, concentration, and clarity affect communication.

Facilitation Notes:

- Ensure each message is progressively more complex (see examples below).
- Create a safe, fun environment that encourages open reflection on the challenges faced.
- During the discussion, prompt participants to consider real-life scenarios where they might face similar distractions.

Activity 2: Blind Drawing

Description:

In this communication-based activity, participants are paired and sit back-to-back. One person in each pair is shown a complex picture (e.g., a geometric design or abstract drawing) and must describe it in detail to their partner, who cannot see the image and must draw it based solely on verbal instructions. The drawer cannot ask questions or seek clarification, focusing instead on interpreting the verbal guidance they receive.

Facilitation Notes:

- After each round, invite pairs to compare their drawings with the original image and discuss challenges they faced.
- Encourage participants to reflect on how they might adjust their communication techniques to support understanding.
- Highlight the importance of detailed verbal communication for recovery coaches, who may often work with individuals needing extra guidance.

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ACTIVITY DESCRIPTION

Activity 3: Attentiveness and Inattentiveness: Active Listening

Description:

This role-playing exercise is designed to highlight the effects of attentiveness and inattentiveness in a conversation. Participants are paired, and each pair designates one member as "A" and the other as "B." All "A" participants are taken to a separate room, where they are instructed to listen attentively to their partner initially, then, after a signal (e.g., a bell or music), exhibit behaviors that show boredom or inattentiveness, such as scrolling on their phones, interrupting, or making coffee. "B" participants, unaware of the instructions, are asked to share on a specific topic or simply engage in conversation. For example, Where they are going to spend the holidays, what their best day looks like, and what is the best gift they have ever gotten – something important and positive.

Facilitation Notes:

- Following the role-play, lead a debriefing session where "B" participants share how they felt when their partner became inattentive, while "A" participants reflect on how the shift impacted the conversation dynamics.
- Use this activity to emphasize the value of undivided attention in recovery coaching and how inattentiveness can affect trust and openness.

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“CHINESE WHISPERS” MESSAGES

- 1) Easy: Jonny has a curious cat.
- 2) Medium: From Gemini, you can expect that these natural chameleons can quickly recover from even the most shameful foot-in-mouth moments.
- 3) Hard: The bewildered pineapple danced gracefully on a foggy Tuesday afternoon, while purple elephants in polka-dotted raincoats spinned under a disco ball made of marshmallows.

IDEAS FOR SILENT DRAWINGS

