

## MODULE 3: BEHAVIOUR AND THINKING, MOTIVATION

### Personal characteristics- such as adaptability, openness to change, and willingness to learn

## LEARNING GOALS AND OBJECTIVES OF THE ACTIVITY:

### Objective n° 1

Teach educators to provide empathetic and non-judgmental support

Judgmental approaches that aim at guilt in patients only have negative effects.

In contrast, an inclusive approach helps the patient to open up and feel understood.

### Objective n° 2

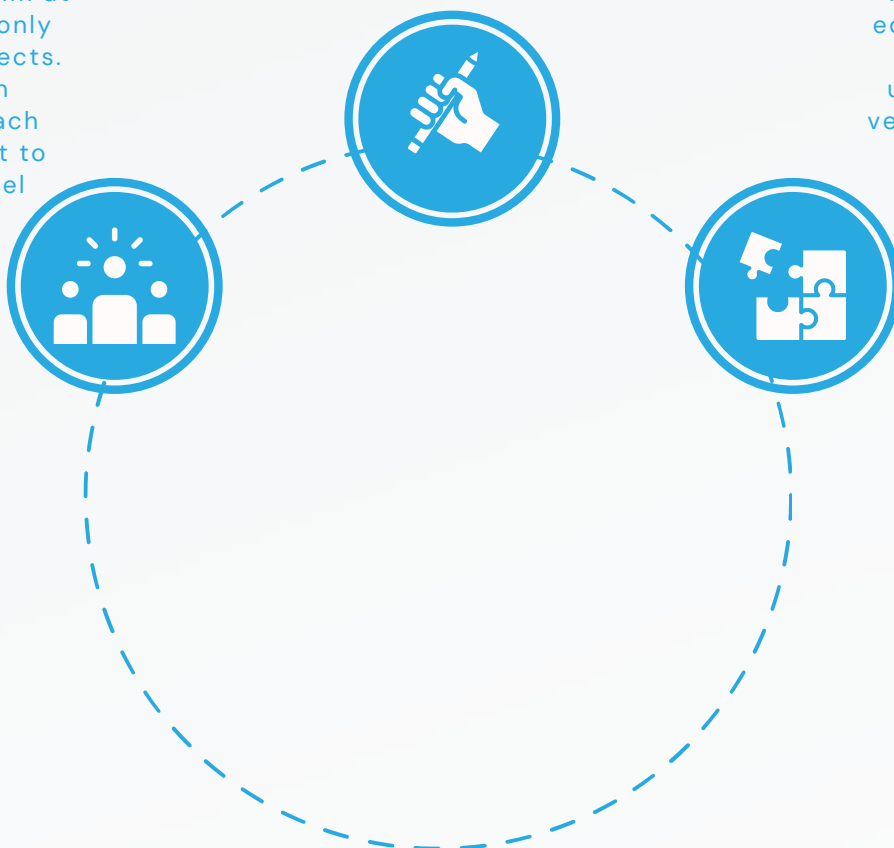
Considering the individuality of the subject

Patients are not a number, each of them has a story to tell, the task of a good educator is to consider each subject in its uniqueness.

### Objective n° 3

Educating to active listening

Listening to the subject is the first tool for structuring a functional pathway, educating to listening also means understanding non-verbal communication, which is often neglected.



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## ACTIVITY DESCRIPTION AND MATERIALS

### Activity description



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

- 1.Introductory slides on the subject
2. Multimedia content related to non-verbal communication, perhaps without sound to do a practical exercise afterwards.
3. Sheets and markers for activities
4. Bibliography for further study of topics at a later stage

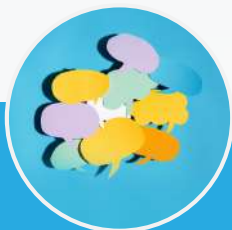
### Materials



## METHODOLOGY USED FOR THIS ACTIVITY



A short intro to the topic of conflict resolution



Pair exercises: non-verbal communication simulation



In-depth circular discussion



Analysis of videos, evaluating the effectiveness of communication.



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### ACTIVITY DESCRIPTION

#### 1. Introduction

The educator introduces the concept of "personal characteristic", outlining the importance of the topic, as there is often a tendency to underestimate the individuality of subjects with very detrimental consequences for the patient, who, not feeling understood, may abandon the course.

#### 2. In-depth discussion

The explanation is divided into two parts:

In the first part the educator makes a comparison between the old approaches that blamed the subject, perhaps even referring to a little historical explanation, and the new approaches that tend towards listening. In this phase the educator together with the participants analyses the pros and cons of both approaches.

In the second part the educator provides an explanation of the effectiveness of communication, focusing on the concept of non-verbal communication and explaining its basis.

#### 3. Group activities

The educator shows the class a video, the participants then have to analyse the type of communication in the video, evaluate whether it is effective or not. After everyone has made their analysis, the activity ends with a discussion between the participants in which they explain the reasons for their evaluations.

#### 4. Non-verbal communication comprehension activity

The participants are divided into pairs, the aim of this activity is to make themselves understood by the other without using words or gestures but only by drawing on a sheet of paper.

#### 5. In-depth explanation

The educator provides a number of useful elements to explain how understanding the subject's personal characteristics can be important. It will be useful to provide a demonstration of how to opt for three different paths for three persons with the same addiction as each of them has different characteristics.

#### 6. Final circular discussion

The participants discuss what they have learnt and any doubts. The educator encourages the participants to disseminate the knowledge learnt.