



# Pestalozzi

## Training Resources

Education for Democratic Citizenship (EDC)  
How to create a climate of trust, openness and mutual respect?

by

Author: Olena Styslavska - Poland

Editor: Miguel Ángel García López



The Pestalozzi Programme  
Council of Europe Training Programme for education professionals

# Education for Democratic Citizenship (EDC) How to create a climate of trust, openness and mutual respect?

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Author: Olena Styslavska - Poland

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*The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.*

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## Theme: Positive school ethos (communication skills)

### Expected outcome

- to reflect on the role of communication in the process of EDC/HRE implementation at school;
- to reflect on personal communication skills;
- to develop personal communication skills.

### Target group

| Type of training    | School level | Subject area         |
|---------------------|--------------|----------------------|
| In-service training | Secondary    | All subject teachers |

### Brief description of the unit

It is difficult to imagine life in the society, family, organization or school without communication with the others. Communication gives us the chance to exchange thoughts, ideas, discuss, cooperate, and build communities. Though communication we understand the others – we find out what they feel and think and we can express ourselves.

The unit is related with Cluster B Competence No. 7: “establishing ground rules for a positive school ethos”. It might be one of the propositions/ modules for “a whole staff or whole school training supported by an external expert, to raise the school community’s awareness of the issue and learn strategies at an individual and group level to assist students and staff in managing their behaviour better”. Such training is recommended when the above mentioned competence is “focusing or developing”<sup>1</sup>.

<sup>1</sup> Peter Brett, Pascale Mompont-Gaillard and Maria Helena Salema “How all teachers can support citizenship and human rights education: a framework for the development of competences” (EDC/HRE Pack, Tool 3), Council of Europe, 2009

The unit deals with a question: How can all teachers support democratic citizenship and human rights education (EDC/HRE) through communication? EDC/HRE education is understood by the author as a culture of education that fosters partnership, active involvement, understanding and peace. When teachers give young people possibility to experience communication based on mutual respect and concern, when they teach young people to communicate in such a way, they do not only promote students' welfare, education and development, but support the changes that involve the whole societies and make them fairer and truly democratic.

It is worth to take a closer look on the process of communication and answer the question: can we communicate effectively? The unit offers to teachers the opportunity to reflect on the meaning of effective interpersonal communication in the context of EDC/HRE implementation, examine potential barriers and practice helpful tools of effective interpersonal communication such as constructive questions, active listening, I-messages and constructive feedback.

The unit is designed as a one day training session, starting at 9.00 a.m. and finishing at 6 p.m. It includes 1 hour for lunch break and 45 minutes for coffee breaks.

### Methods/techniques used

- discussion
- role-play
- analysis/ problem solving
- learning in small groups
- visualization.

**Time** Learning activities – 7 hours, 15 minutes; breaks – 1 hour, 45 minutes:

4 x 60 min for the activities  
 2 x 20 min for coffee breaks  
 60 min for a lunch break  
 15 min for evaluation

|                           |              |
|---------------------------|--------------|
| Preparatory activity      | ▶ 45 minutes |
| Activity 1                | ▶ 75 minutes |
| Coffee Break              | ▶ 30 minutes |
| Activity 2                | ▶ 45 minutes |
| Activity 3                | ▶ 45 minutes |
| Activity 4                | ▶ 45 minutes |
| Lunch break               | ▶ 60 minutes |
| Activity 5                | ▶ 45 minutes |
| Activity 6                | ▶ 45 minutes |
| Coffee break              | ▶ 15 minutes |
| Activity 7                | ▶ 60 minutes |
| Evaluation and assessment | ▶ 45 minutes |

### Tips for trainers:

- This training unit includes a lot of learning in small groups (3 – 5 people). Prepare various energizers you can use during the session to make groups.
- Watch the group carefully during the whole training session. Dispense with some exercises/ elements if you notice that the training unit is too intensive for the group.

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## Resources

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| Appendix 1: Communication – me and my group                     |
| Appendix 2: Instructions for 3 groups                           |
| Appendix 3: Communication process                               |
| Appendix 4: Barriers to communication in the context of EDC/HRE |
| Appendix 5: Barriers to communication – description             |
| Appendix 6: A chart for discussion in groups                    |
| Appendix 7: A handout for a group – constructive questions      |
| Appendix 8: A handout for a group – active listening            |
| Appendix 9: A handout for a group – I-messages                  |
| Appendix 10: A handout for a group – effective feedback         |
| Appendix 11: Constructive questions – a self test               |
| Appendix 12: Description of roles – constructive questions      |
| Appendix 13: Active listening – a self test                     |
| Appendix 14: People to People – energizer                       |
| Appendix 15: Examples of messages                               |
| Appendix 16: Vocabulary for feelings                            |
| Appendix 17: Description of situations                          |
| Appendix 18: Individual reflections                             |
| Appendix 19: Evaluation form                                    |

## Preparatory activity



45 minutes

|   | Notes |
|---|-------|
| <p>▶ <b>General aim</b></p> <ul style="list-style-type: none"> <li>➤ to integrate the group around the subject.</li> </ul> <p>▶ <b>Specific aims</b></p> <ul style="list-style-type: none"> <li>➤ to create safe atmosphere in a group which will facilitate further collaborative learning,</li> <li>➤ to explore group resources in the subject of the training unit,</li> <li>➤ to get information about the participants' expectations to the training unit.</li> </ul> |       |
| <p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ visualization</li> <li>➤ role-play</li> <li>➤ discussion.</li> </ul>   |       |
| <p>▶ <b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ Pictures from magazines (A4 format) that represent different places, situations, people, groups of people, objects that can also be described in terms of communication, interaction, democratic decision making, cooperation.</li> <li>➤ Appendix 1: Communication – me and my group</li> <li>➤ A ball of wool</li> </ul>   |       |
| <p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Put the chair in the room in a circle; spread the pictures from magazines on the floor in the middle of the room so that each picture can be easily seen by all.</li> </ul>  |       |

► **Instructions/procedure:**

- After presentation of the unit (aims and short description) point to the pictures on the floor and tell that they will help the group to get to know each other. Ask the participants to pick the picture that can tell the others something about them. Pick one picture, too.
- Start first. Tell your name, something else that you think important or relevant and explain the others what this picture tells about you. Invite the group to follow your example.
- Give each participant a chart (Appendix 1) and ask to reflect on their own strength in communication and their questions about communication (2 minutes). Then, give the participants 10 minutes to collect as much information about people in the group as possible. When the information is collected, tell the group that the completed chart is very useful; as it represents the experience we have in a group which will be used during this training unit to learn from each other.
- Invite the group to make a circle in the middle of the room. Take a ball of wool and stand in the circle, too. Throw the ball to a participant and tell: "I and [name of the participant] are similar because [tell what you think you both have in common using the information you collected during the previous activity]. When you throw the ball, you have to keep the end of the thread in your hand, so that a "visual link" appears between you, and the one who is similar to you. Ask the person who caught the ball to follow your example, throwing the wool to another person, naming things that are similar and holding the thread in his/her hand. When everyone is "connected" to the net tell that it may symbolize the strength and common motivation of the group which allows deepening our understanding and skills in democratic communication at school throughout this training unit.
- Then ask the group to repeat the activity backwards, telling "Me and [name of the participant] are different because [description of differences using the information collected during the previous activity]". When the net is transformed into a ball again, tell the participants that diversity symbolizes richness of the group and gives an opportunity to learn from each other to deepen our understanding and skills of democratic communication at school throughout this training unit

► **Tips to trainers/anticipated difficulties**

- The exercise with the pictures is a good opportunity to break the ice, express emotions, and start speaking for every member of the group. The explanations should be short (3-4 sentences).
- It is a good idea for the facilitator to join the activity with a chart. It integrates you with a group and gives the opportunity to get information about the group's resources and expectation. Moreover,

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| <p>it gives you confidence in the activity with a ball of wool.</p> <ul style="list-style-type: none"> <li>➤ While choosing a ball of wool, pay attention the wool is long enough to connect 25 people standing in a circle! It is always better if there will be too much wool, than too little. If this happens anyway, you can ask the group to tighten the circle to provide wool to all (and underline that it is a good example of respect to the needs of others).</li> <li>➤ Let the participants use the charts from the previous exercise during the exercise with the ball of wool.</li> </ul> |  |
| <p>▶ <b>Debriefing/reflecting</b></p> <ul style="list-style-type: none"> <li>➤ Ask the participants what makes people feel good with each other/ in a group?</li> <li>➤ How does diversity symbolize richness?</li> <li>➤ How does diversity deepen our understanding of ourselves and the others?</li> <li>➤ How does diversity develop our skills for effective / democratic communication?</li> </ul>  |  |

**Activity 1 Why doesn't it work sometimes?**



75 minutes

|   | Notes |
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| <p>▶ <b>General aim</b></p> <ul style="list-style-type: none"> <li>➤ to specify barriers that block effective communication and cooperation in the context of EDC/HRE implementation at school.</li> </ul> <p>▶ <b>Specific aims</b></p> <ul style="list-style-type: none"> <li>➤ to get the knowledge about communication barriers;</li> <li>➤ to reflect on specific barriers that are the most disrupting in the context of EDC/HRE implementation and building a positive ethos at school;</li> <li>➤ to reflect on ways of overcoming communication barriers;</li> </ul> |       |

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| <p>▶ <b>Methods /techniques used:</b></p> <ul style="list-style-type: none"> <li>➤ discussion</li> <li>➤ role-play</li> <li>➤ analysis/ problem solving</li> <li>➤ learning in small groups</li> <li>➤ visualization.</li> </ul>   |  |
| <p>▶ <b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ Appendix 2: Instructions for 3 groups</li> <li>➤ Appendix 3: Communication process – a short description</li> <li>➤ Appendix 4: Barriers to communication in the context of EDC/HRE</li> <li>➤ Appendix 5: Handouts for 4 groups “Barriers to communication - description”</li> <li>➤ Appendix 6: A chart for discussion in groups</li> <li>➤ Flipcharts and markers for 4 groups.</li> </ul>   |  |
| <p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ The chairs that are standing in a circle should be placed close to the walls.</li> <li>➤ After the first exercise ask the group to sit in a circle again.</li> <li>➤ After the discussion the work will be continued in 4 groups. Each group will need a table, a flipchart and markers.</li> </ul>   |  |
| <p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Ask participants to make 3 groups.</li> <li>➤ One group stands at one side of the room, another at the opposite side and the last one in the middle of the room.</li> <li>➤ Give tasks to each group (Appendix 2) and underline that it is important not to know the tasks of the other groups and stick to the instructions. Ask the groups to read their task and agree how they will do it (2 minutes).</li> <li>➤ Inform the groups that they have 3 minutes for the task and give a sign to start it.</li> </ul> |  |

- Check the result. Discuss the experience with the participants. Ask questions:
- Did you manage to do the task?
- Are you satisfied with the result?
- What was difficult?
- How could it be done better?
- Tell the participants that what they've just experienced may be used as a rough (and of course, exaggerated) illustration to the communication process, in which Group A is a sender of information, Group B is a receiver and Group C represents different barriers to communication. Give a short description of communication process (Appendix 3).
- Ask the whole group to give examples of communication barriers in a short free discussion. Write down the examples on a flipchart. To sum up, tell that there are a lot of different communication barriers, ways to classify them and methods to overcome. Different barriers become more disrupting in different contexts. The aim of this session is to think what kind of barriers are the most disrupting in the context of EDC/HRE implementation and building a positive ethos at school.
- Explain that as a starting point you will use a certain classification. Then the work will be continued in 4 groups. Each group, which will be called "initial group", will get a handout with a description of one kind of barriers. The task will be to read the handout silently first and then reflect and express opinions about the text in groups. After that the group is asked to note down the aspects they agree and disagree with. In the next session initial groups will split and form another, expert groups. The expert groups will consist of one member from each initial group. So that each member of an expert group will be able to tell the others about the text he/she was analyzing in the initial group and relay the opinion of the initial group about it. The idea is to make notes in the initial group and use them during the work in the expert group. The task of expert groups will be to decide, what kind of barriers are the most disrupting in the context of EDC/HRE implementation at school and give some suggestions how to overcome those barriers.
- Make sure that the participants understand the technique and introduce them to appendix 4.
- Make 4 groups and give each one handouts (Appendix 5) – one type of barriers per group. Time limits to study information, reflect on it, discuss and prepare notes – 10 minutes.
- When the time is over, ask the participants to join expert groups according to the colour mark on their handouts. Give each expert group a flipchart, markers, and copies of appendix 6. Inform the groups that they will have 25 minutes to get acquainted with the whole concept and prepare their feedback. The feedback should be not longer than 5 minutes.

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| <ul style="list-style-type: none"> <li>➤ When the work in expert groups is over, each group gives their feedback. For this purpose the groups may decide to delegate one representative or to do it together.</li> </ul>  |  |
| <p>▶ <b>Tips to trainers/anticipated difficulties</b></p> <ul style="list-style-type: none"> <li>➤ The role-play will work if you take care that the middle group have a bit more participants than two other ones, the groups understand their role well and don't know the roles of two other groups.</li> <li>➤ While describing the communication process (Appendix 2), it should be said that words comprise only 7% of communication, so equal attention should be paid to other components, such as body language, expression of emotions etc. Second thing that should be said – awareness of barriers is a half way to overcoming them.</li> <li>➤ Use PowerPoint to introduce the communication process (Appendix 3) and barriers to communication (Appendix 4).</li> <li>➤ The technique with 4 initial groups and 4 expert groups is called a “jigsaw puzzle”. While using this technique it is essential to explain the whole task in the beginning. Otherwise people might get lost and feel frustrated.</li> <li>➤ It is important to inform the participants, that 3 groups (“Judgements”, “Control”, “Avoidance”) will have more reflective task, while the fourth group (“Other barriers”) will have more information to study and relay.</li> <li>➤ You can increase inner motivation of the participants by using the following technique to form 4 initial groups: prepare 4 big cards of different colours with the names of the barriers on them. Tell the participants to gather around the barrier they would like to deal with, but underline that there should be not more than 4 or 5 members in each group.</li> <li>➤ There is a rectangle in the left upper corner of each page in appendix 5. It will help to avoid muddle while 4 initial groups transferring into 4 expert groups. For that purpose, when you prepare copies for each member of 4 initial groups, mark the rectangles with different colour. That means that each member of one group gets the same text, but the rectangles are different: red, yellow, blue and green. When the initial groups should be transformed into expert groups, the only instruction you have to give is “Now make new groups according to the colour you have in the left upper corner of your handout”.</li> <li>➤ The ideal number of participants in the training group for the “jigsaw puzzle” activity is 16. Use your creativity if the number is different (e.g. some participants may share one role).</li> </ul> |  |

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| <p>▶ <b>Debriefing/reflecting</b></p> <ul style="list-style-type: none"> <li>➤ To sum up the activity ask participants to reflect on their experience at school a give real examples of communication barriers that were discussed during this activity.</li> <li>➤ Tell the participants that every person uses his/her own “favourite” communication barriers. Give them some time to reflect and find their communication barriers in such interactions as: Teacher – Teacher, Teacher – Student, Teacher – Parent. Ask them to write their reflections down and keep for themselves.</li> </ul> |  |
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**Activity 2 Basic tools for effective communication**



45 minutes

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| <p>▶ <b>General aim</b></p> <ul style="list-style-type: none"> <li>➤ to prepare to acquire skills in using basic tools of effective communication</li> </ul> <p>▶ <b>Specific aims</b></p> <ul style="list-style-type: none"> <li>➤ to practice skills in overcoming barriers to communication,</li> <li>➤ to practice skills of democratic cooperation and decision making,</li> <li>➤ to get to know one of 4 basic tools of effective communication.</li> </ul> |       |
| <p>▶ <b>Methods/techniques used:</b> discussion, analysis/ problem solving, learning in small groups.</p>  |       |
| <p>▶ <b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ Appendixs 7, 8, 9, 10: Handouts for groups</li> <li>➤ Materials: flipcharts and markers, various magazines, scissors, glue.</li> </ul>  |       |
| <p>▶ <b>Practical arrangements:</b> Nothing should be changed.</p>   |       |

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| <p>► <b>Instructions/procedure</b></p> <ul style="list-style-type: none"> <li>➤ Remind the participants that during the previous session they reflected on issues that block effective cooperation and communication in the context of EDC/HRE implementation at school. The next part of the training session will be dedicated to exploring basic tools that foster effective communication. They are: constructive questions, I-messages, active listening and constructive feedback.</li> <li>➤ For this purpose, they will work in 4 new groups. Each group will get a task to study one of the tools. They will get handouts with basic theory, some images and quotation referred to the issue. Such materials as flipcharts, markers, various magazines, scissors and glue will be available. Together as a group they will have to decide how they wish to present the tool they got to the large group. This can be done in about any way they wish. It can be a presentation, a report, a short humorous performance or piece of writing, a song or group of songs, a poster. They can use props. They should be creative, make it fun, but also pay attention to clarity and content. Time to prepare presentations – 30 minutes. The presentation itself should not be longer than 10 minutes.</li> <li>➤ Tell the groups, that as soon as they are aware of barriers to effective communication in a democratic environment, they will have to pay attention to their behaviour during the group work and try to diminish detected barriers.</li> <li>➤ Ask if there are any questions. When the task is clear, invite the groups to start.</li> </ul> |  |
| <p>► <b>Tips to trainers/anticipated difficulties</b></p> <ul style="list-style-type: none"> <li>➤ Your task is to move between the groups and help if they get stuck. Some groups get stuck in the beginning but usually get themselves out of it. Don't do a rescue until you know they are truly stuck. In this case you will have to work with them and perhaps tell them what to do. This is very rare. Many groups will struggle and that is good. Some will be working out chaos or even differences between people. You can encourage them to just have a theme and let it happen.</li> </ul>  |  |
| <p>► <b>Debriefing/reflecting</b></p> <ul style="list-style-type: none"> <li>➤ Ask the participants to share their experience, impressions or comments referring to their work in groups.</li> <li>➤ Ask if the awareness of certain communication barriers changed their interaction in group work.</li> </ul>  |  |

AQUI!

## Activity 3 Constructive questions



45 minutes

|   | Notes |
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| <p>▶ <b>General aim</b></p> <ul style="list-style-type: none"> <li>➤ to improve skills in asking constructive questions.</li> </ul> <p>▶ <b>Specific aims</b></p> <ul style="list-style-type: none"> <li>➤ to show the importance of asking constructive questions;</li> <li>➤ to learn different types of constructive questions;</li> <li>➤ to show the effects that non-constructive questions can cause;</li> <li>➤ to reflect on personal skills to ask constructive questions;</li> <li>➤ to practice personal skills to ask constructive questions.</li> </ul> |       |
| <p>▶ <b>Methods/techniques used:</b> visualization, analysis, role-play, discussion.</p>  |       |
| <p>▶ <b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ Appendix 11: A self test – constructive questions</li> <li>➤ Appendix 12: Description of roles – constructive questions</li> </ul>   |       |
| <p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➤ Ask the participants to remove the tables and sit in a half circle.</li> <li>➤ Arrange a place where groups will be able to make their presentations.</li> </ul>   |       |
| <p>▶ <b>Instructions / procedure</b></p> <ul style="list-style-type: none"> <li>➤ Ask the group that worked with a “Constructive Questions” (Appendix 7) handout to show their presentation.</li> </ul>   |       |

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| <ul style="list-style-type: none"> <li>➤ When the presentation is over, express your appreciation for the group and repeat the main points of their presentation.</li> <li>➤ Give each participant a self test (Appendix 11) and tell them that they will have 5 minutes to reflect on their skills to ask constructive questions.</li> <li>➤ Ask participants to make groups of 3 and inform that they will have an opportunity to practice their skills to ask constructive questions. Give each group handouts with instructions (Appendix 12) and inform that they will have 20 minutes for the role-play.</li> </ul>                           |  |
| <p>▶ <b>Tips to trainers/anticipated difficulties</b></p> <ul style="list-style-type: none"> <li>➤ It may happen that during the presentation the group will be not clear enough in relaying the content of the issue. Don't interfere with the presentation. Don't criticize the presentation. You can improve the situation after the presentation when you have time to repeat and summarize the main points of the presentation. Listen carefully to the presentation and make notes in order not to forget important things</li> <br/> <li>➤ It may happen that during the role-lay there will be one group of 2 or 4 participants.</li> </ul> |  |
| <p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Discuss the experience with a whole group. You may ask questions:             <ul style="list-style-type: none"> <li>• how did you feel during the role-play?</li> <li>• were constructive questions helpful? How?</li> <li>• was it easy or difficult to use them in conversations? Why?</li> <li>• what surprised you the most during the exercise?</li> </ul> </li> </ul>  |  |

Activity 4 **Active listening**

45 minutes

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| <p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ to improve active listening skills</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ to learn basic techniques and rules of active listening;</li> <li>➤ to reflect on common behaviours that block active listening,</li> <li>➤ to reflect on personal active listening skills</li> <li>➤ to practice active listening skills</li> </ul>  |       |
| <p>▶ <b>Methods/techniques used:</b> visualization, analysis, role-play, discussion.</p>  |       |
| <p>▶ <b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ Appendix 13: Active listening – a self test</li> <li>➤ Appendix 14: People to People – energizer</li> </ul>  |       |
| <p>▶ <b>Practical arrangements:</b> You don't have to change anything for this activity.</p>  |       |
| <p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Ask the group that worked with an “Active Listening” (Appendix 8) handout to show their presentation.</li> <li>➤ When it is over, appreciate the group and repeat the main points of the presentation.</li> <li>➤ Give each participant a self test (Appendix 13) and tell them that they will have 5 minutes to reflect on their active listening skills.</li> <li>➤ Invite the participants to practice their active listening skills. For that purpose ask them to make pairs and decide who is A and B in each pair. All pairs work simultaneously. During the first phase B speaks while A listens. Inform the whole group that B chooses the subject, although, to practice</li> </ul> |       |

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| <p><u>paraphrasing</u>, it is better to choose compound subjects (e.g. Who is responsible for what in my school). While listening, A practices <u>paraphrasing</u>. After 3 minutes the roles are changed and A speaks while B listens.</p> <ul style="list-style-type: none"> <li>➤ After another 3 minutes the pairs are changed and new pairs start practicing <u>reflecting</u>. To practice <u>reflecting</u> it is better to choose the subject that evokes emotions (e.g. My difficult talk with a school director, Conflict situation in my classroom).</li> <li>➤ To practice <u>summarizing</u> new pairs should be made and the subject of conversation should contain complicated explanations (e.g. the most challenging project I've had).</li> </ul> |  |
| <p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ It may happen that during the presentation the group will be not clear enough in relaying the content. Neither interfere nor criticize the presentation. After the presentation when you repeat and summarize the main point of the presentation, add what was missing.</li> <li>➤ Observe the group carefully. At this time the group energy may be low. If there are such signs, you can use an energizer “People to People” (Appendix 14) to make new pairs to practice <u>reflecting</u> and <u>summarizing</u>.</li> </ul>   |  |
| <p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Discuss the experience with a whole group. You may ask questions: <ul style="list-style-type: none"> <li>• what do you think about the techniques (what effects did they have on your communication)?</li> <li>• which of the techniques was the easiest to use? / the most difficult to use?</li> <li>• how paraphrasing, reflecting and summarizing can be used at school?</li> <li>• how they help to promote a climate of trust, openness and respect at school?</li> </ul> </li> </ul>   |  |

## Activity 5 I-messages



45 minutes

|   | Notes |
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| <p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ to improve skills in formulating I-messages</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ to understand the difference between you-messages and I-messages;</li> <li>➤ to learn the structure of I-messages;</li> <li>➤ to understand the importance of I-messages</li> <li>➤ to practice formulating I-messages</li> </ul>  |       |
| <p>▶ <b>Methods/techniques used:</b> visualization, analysis/ problem solving, discussion.</p>  |       |
| <p>▶ <b>Resources</b></p> <ul style="list-style-type: none"> <li>➤ Appendix 15: Examples of messages</li> <li>➤ Appendix 16: Vocabulary for feelings</li> <li>➤ Appendix 17: Description of situations</li> <li>➤ Appendix 18: Individual reflections</li> </ul>  |       |
| <p>▶ <b>Practical arrangements:</b> You don't have to change anything for this activity.</p>  |       |
| <p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Ask the group that worked with an "I-messages" (Appendix 9) handout to show their presentation.</li> <li>➤ When it is over, appreciate the group and repeat the main points of their presentation.</li> <li>➤ Show the group some examples of messages (Appendix 15) and ask to find I-messages among them in a short free discussion. You can use PowerPoint for that purpose.</li> <li>➤ Tell that to formulate an I-message, it is important to distinguish between what we feel and what we think. Invite the group to build a vocabulary for feelings. Write the word FEELING on a flipchart and divide it in two parts: positive and negative. Ask the participants to give examples (3-4 minutes).</li> </ul> |       |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>➤ Ask the participant to find a person in the group they haven't worked yet and do the next exercise together. Give each pair descriptions of situations (Appendix 17). Their task will be to formulate a You-message for each situation first, and then change You-messages into I-messages (around 8 minutes). At the end of the exercise, ask the volunteers to role-play 1 example for each situation and discuss the difference with the whole group.</li> <li>➤ Tell the participants that at the end of this activity you will invite them to reflect upon the meaning and impact of I-messages. Give each participant a copy of appendix 18 and let them do individual work for 7 minutes.</li> </ul> |  |
| <p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➤ It may happen that during the presentation the group will be not clear enough in relaying the content. Neither interfere nor criticize the presentation. After the presentation when you repeat and summarize the main point of the presentation, add what was missing.</li> <li>➤ If the participants have temporary problems with building the vocabulary of feelings, use appendix 16 to facilitate the activity.</li> </ul>  |  |
| <p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➤ Discuss the experience with a whole group. You may ask questions about difficult/ easy/ surprising aspects of I-messages or invite the participants to share their reflections from the last exercise with the whole group. Discuss the impact of I-messages.</li> </ul>   |  |

**Activity 6 Constructive feedback**



45 minutes

|  | Notes |
|--|-------|
| <p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➤ to improve skills of giving constructive feedback</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➤ to show the importance of feedback as a test of listening;</li> </ul> |       |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>➤ to learn main features and different types of constructive feedback;</li> <li>➤ to practice giving constructive feedback;</li> <li>➤ to give the participants opportunity to get a feedback from the group.</li> </ul>   |  |
| <p>▶ <b>Methods/techniques used:</b> visualization, role-play, discussion.</p>  |  |
| <p>▶ <b>Resources:</b> not necessary</p>  |  |
| <p>▶ <b>Practical arrangements:</b> you don't have to change anything for this activity</p>   |  |
| <p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➤ Ask the group that worked with a “Constructive feedback” (Appendix 10) handout to show their presentation.</li> <li>➤ When it is over, appreciate the group and repeat the main points of their presentation.</li> <li>➤ Tell the participants to hold their hands above their desk and try to recall the number of times that they have received valuable feedback (that helped to change or strengthen sth. in them) during the last 7 days. For each occasion that they RECEIVED valuable feedback, they should place one finger of their left hand on the desk. For each occasion that they have GIVEN valuable feedback, ask them to place one finger of their right hand on their desk. Now ask the participant to look at their fingers and comment the situation (5 minutes).</li> <li>➤ Ask the participants to make groups of 4-5 people. At the beginning each participant thinks about a difficult situation in his/ her professional experience (e.g. when a conflict between colleagues or in the classroom was not solved). It will be helpful to describe the situation on paper in 3-4 short sentences. After that one participant describes the situation to the group and the others giving their feedback (according to the rules of effective feedback). When everyone in the group gives their feedback to the first speaker, another speaker takes the floor and the rest gives their feedback and so on (15 min).</li> <li>➤ Tell the participants that this will be one of the last activities in the training unit. They have been working together the whole day and got to know each other. The exercise you are going to offer them will be a great possibility to get an effective feedback from the group given according to the</li> </ul> |  |

|  |  |
|--|--|
| <p>principles they have learned. All they have to do is to write questions about themselves that they would like everyone else to answer. Let the participant decide about the questions. Then, everyone wanders around asking their question to each person they meet (10 minutes).</p>   |  |
| <p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➢ It may happen that during the presentation the group will be not clear enough in relaying the content. Neither interfere nor criticize the presentation. After the presentation when you repeat and summarize the main point of the presentation, add what was missing.</li> </ul> |  |
| <p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➢ Discuss the experience with a whole group. Ask the participants to express their own views about the value of the feedback they were receiving.</li> <li>➢ Reflect on the role of effective feedback in promoting trust, openness and respect at school</li> </ul>                                     |  |

## Activity 7 Poster session



60 minutes

|   | Notes |
|---|-------|
| <p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ to reflect on the ways the new knowledge and skills will be used in personal contexts.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ to consolidate the new knowledge;</li> <li>➢ to exchange ideas on the ways the new knowledge and skills will be used at school;</li> <li>➢ to reflect on usefulness of new knowledge and skills.</li> </ul> |       |

|   |  |
|---|--|
| <p>▶ <b>Methods/techniques used:</b></p> <ul style="list-style-type: none"> <li>➢ visualization</li> <li>➢ analysis/ problem solving</li> <li>➢ discussion</li> <li>➢ learning in small groups.</li> </ul>  |  |
| <p>▶ <b>Resources:</b></p> <ul style="list-style-type: none"> <li>➢ materials: flipcharts and markers for 4 groups.</li> </ul>  |  |
| <p>▶ <b>Practical arrangements:</b></p> <ul style="list-style-type: none"> <li>➢ you don't have to change anything for this activity.</li> </ul>  |  |
| <p>▶ <b>Instructions/procedure:</b></p> <ul style="list-style-type: none"> <li>➢ Ask the participants to make groups of 4-5 people.</li> <li>➢ Each group has to make a poster "<u>My tools of effective communication at democratic school</u>". The poster may be followed by a rhyme, song, sketch, etc. The presentation should not be longer than 7 minutes. Time to prepare presentations – 25 minutes.</li> <li>➢ Invite the groups to present their posters.</li> </ul> |  |
| <p>▶ <b>Tips to trainers/anticipated difficulties:</b></p> <ul style="list-style-type: none"> <li>➢ Use one of your favourite energizers to join the participants into groups.</li> </ul>   |  |
| <p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➢ Discuss the experience with a whole group. Ask questions: <ul style="list-style-type: none"> <li>• Which tool of effective communication appeared on the posters the most times?</li> <li>• Which tools of communication were missing and why?</li> <li>• What does each poster say?</li> </ul> </li> </ul>   |  |

## Evaluation and assessment

- Ask the participants to write down the 3 most important things they have learned.
- Ask the participants to write down 3 things they would like to change in their communication style after this training session.
- Invite the participants to express their opinion about the training session answering the following questions: “What do I feel finishing this day? What am I taking with me after this day? How can I enhance democracy at my school?”
- Ask the participants to fill in the evaluation form (Appendix 19). Tell them that it is anonymous and the results will be used to improve the quality of his training unit.

## Appendix 1:

### Communication – me and my group

I am good at: \_\_\_\_\_

I need more practice in: \_\_\_\_\_

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|           |           |           |           |
|-----------|-----------|-----------|-----------|
| Name:     | Name:     | Name:     | Name:     |
| Strength: | Strength: | Strength: | Strength: |
| Concerns: | Concerns: | Concerns: | Concerns: |

|                                 |                                 |                                 |                                 |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Name:<br>Strength:<br>Concerns: | Name:<br>Strength:<br>Concerns: | Name:<br>Strength:<br>Concerns: | Name:<br>Strength:<br>Concerns: |
| Name:<br>Strength:<br>Concerns: | Name:<br>Strength:<br>Concerns: | Name:<br>Strength:<br>Concerns: | Name:<br>Strength:<br>Concerns: |
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| Name:<br>Strength:<br>Concerns: | Name:<br>Strength:<br>Concerns: | Name:<br>Strength:<br>Concerns: | Name:<br>Strength:<br>Concerns: |

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## Appendix 2:

### Instructions for 3 groups

#### Group A

Today during the break there will a possibility to choose between two options: coffee and cakes or water and fruit. Together with group B you can order one of the options. But there's one condition – both groups: A and B have to agree on it. Arrange it with group B. Remember that you must not leave the place where you are standing.

#### Group B

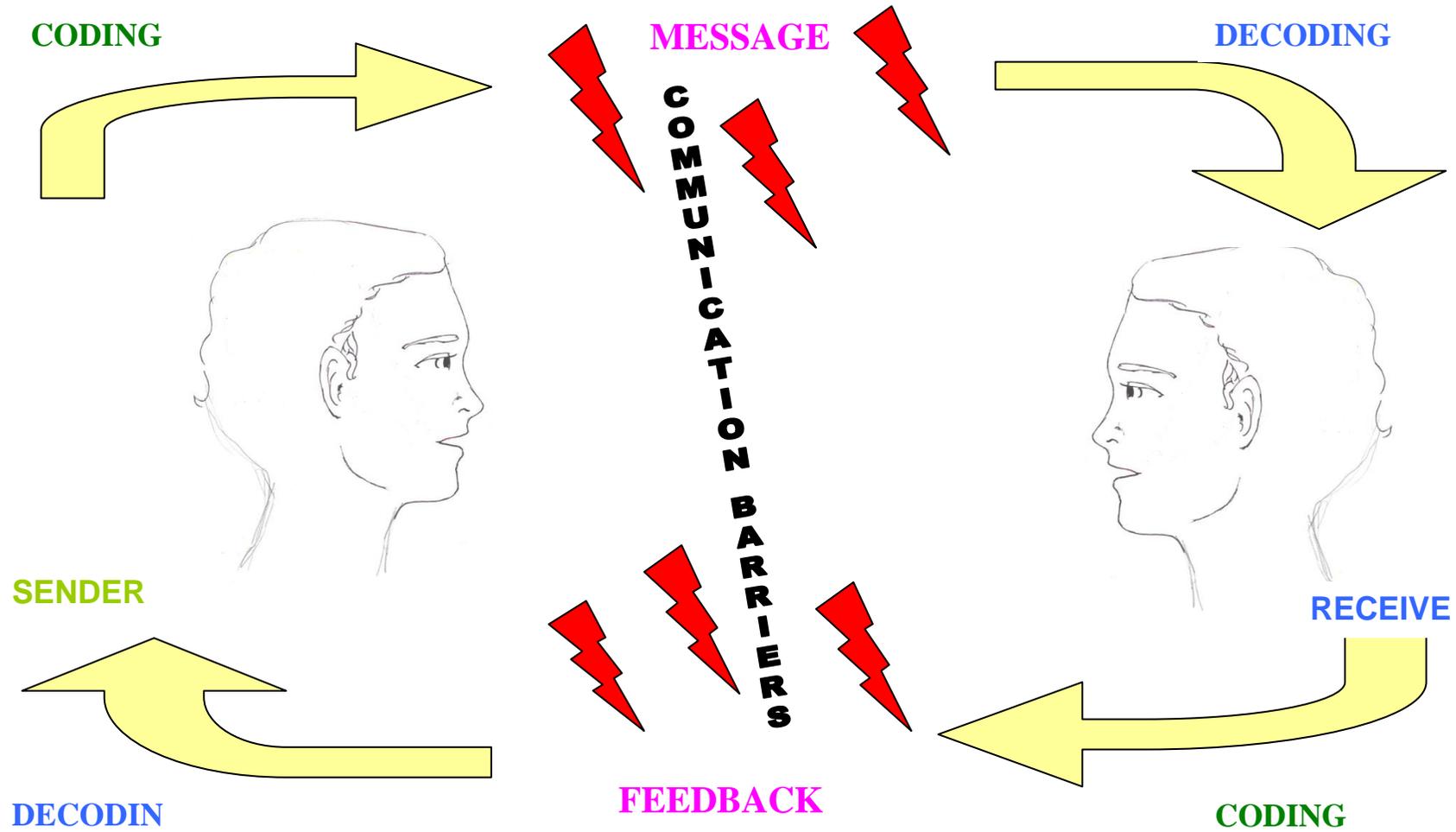
Listen to what group A want to tell you and give your answer. Remember that you must not leave the place where you are standing.

#### Group C

Your task is not to let Group A and Group B communicate. You can use everything you wish for this purpose: your voice, your bodies, additional materials you can find in the room. Remember that you must not leave the place where you are standing.

Appendix 3:

Communication process



This simplified version of a complex process can be a powerful tool for thinking about one's communication skills, diagnosing communication problems and developing plans for improvement of communication:

1. A person (**SENDER**) conveys a **MESSAGE** to someone or a group of people (**RECEIVER**). Each **SENDER CODES** the **MESSAGE** in a form of words, sounds, movements, behaviour, etc. It travels to the **RECEIVER** through one or more channels chosen by the **SENDER**. The channels may be verbal or non-verbal. They may involve only one of the senses, hearing for example, or they may involve all five of the senses: hearing, sight, touch, smell, and taste. Non-verbal communication, popularly referred to as body language, relies primarily on seeing rather than hearing.
2. The **CODED MESSAGE** reaches the **RECEIVER** who tries to **DECODE** it, in other words to understand what the **SENDER** means, what the intentions of the **SENDER** are.
3. This activates thinking what to answer/ how to behave (**FEEDBACK**) in the given situation. After sending the message, the **SENDER** becomes a **RECEIVER** and the **RECEIVER** becomes a **SENDER** through the process of **FEEDBACK**. **FEEDBACK** is the receiver's response to the attempt by the sender to send the message. Effect on the receiver completes the communication process.
  - If the message conveyed clearly and unambiguously, then it is known as **effective communication**. In effective communication, the message the **SENDER** had send would reach the **RECEIVER** with very little distortion. However, a communication becomes successful only if the **RECEIVER** understands what the **SENDER** is trying to convey. Effective communication is the original sender having the desired effect on the receiver.
  - When you send a **MESSAGE**, you intend to communicate meaning, but the **MESSAGE** itself doesn't contain meaning. The meaning exists in your mind and in the mind of your receiver. To understand one another, you and your receiver must share similar meanings for words, gestures, tone of voice, and other symbols.
  - Communication at its best minimizes misunderstanding between sender and receiver. The sender cannot transplant a message or idea. Ineffective communication means there was no effect on the receiver or the effect was unexpected, undesired and/or unknown to the sender.
  - Feedback is the key to determination by the sender of whether or not the **MESSAGE** has been received in the intended form. Feedback involves choice of channel by the receiver of the original message. The channel for feedback may be quite different from the original channel chosen by the sender. A puzzled look may be the feedback to what the sender considered a perfectly clear oral instruction.

- When the **MESSAGE** is not clearly understood, we are facing **BARRIERS TO COMMUNICATION**. Problems with any one of the components of the communication model can become a **BARRIER TO COMMUNICATION**. **These BARRIERS suggest opportunities for improving communication.**

The good news about communication is that improvement is usually possible.  
 The bad news is that perfection in communication escapes everyone ☺

### Appendix 4:

#### Barriers to communication in the context of EDC/HRE

There are many different barriers to communication and approaches to classify them. This is a proposition of barriers to communication that are most disrupting in the context of EDC/HRE implementation and building a positive ethos at school.

| Aspects of school ethos that interfere with EDC/HRE implementation  |  |  |  |
|---|--|--|--|
| <p><b>Judgements</b><br/>which means:</p> <ul style="list-style-type: none"> <li>- criticism</li> <li>- insults</li> <li>- put-downs</li> <li>- labels</li> <li>- diagnoses</li> <li>- stigmatizing</li> <li>- praise with judgment</li> <li>- blame</li> </ul> | <p><b>Control</b><br/>which means:</p> <ul style="list-style-type: none"> <li>- orders</li> <li>- demands</li> <li>- threats</li> <li>- moralizing</li> <li>- prying</li> <li>- imposing advice</li> </ul> | <p><b>Avoidance</b><br/>which means:</p> <ul style="list-style-type: none"> <li>- distracting attention from the problem</li> <li>- logical argumentation to the situation</li> <li>- changing subject and cheering up instead of focusing on a problem</li> </ul> | <p><b>Other</b><br/>such as:</p> <ul style="list-style-type: none"> <li>- stereotyping</li> <li>- lack of feedback</li> <li>- poor listening skills</li> <li>- irony and sarcasm</li> <li>- muddled messages</li> <li>- language</li> <li>- physical distractions</li> </ul> |

Appendix 5:

Barriers to communication – description

Group I

Judgement

When we “judge”?  
When we criticize, insult, put-down, give labels, make diagnoses, stigmatize, praise with judgement, blame<sup>2</sup>

**Reflections**

When we speak this language, we think and communicate in term of what’s wrong with others for behaving in certain ways. Our attention is focused on classifying, analyzing and determining the levels of wrongness rather than on what we and others need and not getting. Example: If my colleague is more concerned about details that I am, he/ she is “picky and compulsive”. On the other hand, if I am more concerned about details than he/ she is, he/ she is “sloppy and disorganized”. Judgements are wrong form to express our values and needs because they increase defensiveness and resistance to them among the people whose behaviours are of concern to us. Or, if they do agree to act in harmony with our values, they will likely to do so out of fear, guilt or shame.

Classifying and judging people promote violence. The relationship between language and violence is the subject of psychology professor O.J. Harvey’s research at the University of Colorado. He took random samples of pieces of literature from many countries over the world and tabulated the frequency of words that classify and judge people. His study shows a high correlation between the frequent use of such words and incidents of violence. There is less violence in cultures where people think in terms of human needs than in cultures where people label one another as “good” or “bad” and believe that the “bad” ones deserve to be punished. How many TV programs and films for children and young people promote the hero who either kills or punishes people, films, in which violence constitutes the “climax”? Viewers, having been taught that bad guys deserve to be punished, take pleasure in watching this violence.

Instead of “Violence is bad”, we may say “I am fearful of the use of violence to resolve conflicts; I value the resolution of conflicts through other means”.

**My notes** .....

<sup>2</sup> According to: M. B. Rosenberg, “Nonviolent Communication: A Language of Life”, A PuddleDancer Press Book, 2003

Group II

Control

When we “control”?  
When we give orders, demand, threaten, moralize, pry, impose advice<sup>3</sup>

**Reflections**

Communicating our needs as demands explicitly or implicitly threatens listeners with punishment if they fail to comply. Some people believe that, because they are parents, teachers or managers, their job is to change people and make them behave. This thinking is associated with the concept that certain actions deserve reward while others deserve punishment. The word “deserve” assumes “badness” on the part of people who behave in certain ways, and calls for punishment to make them repent and change their behaviour. However, we can never make people do anything. We can only make them wish they had complied by punishing them. It is in everyone’s interest that people change not in order to avoid punishment, but because they see the change as benefiting themselves.

Control is rooted in views of human nature that have exerted their influence for several centuries. These views stress our innate evil and deficiency, and a need for education to control our inherently undesirable nature. Such education often leaves us questioning whether there is something wrong with whatever feelings and needs we may be experiencing. We learn early to cut ourselves off from what is going on within ourselves. Such communication stems both: from and supports hierarchal or domination societies. Where large populations are controlled by a small number of individuals for their own benefit. The language of wrongness, “should” and “have to” is perfectly suited for this purpose: the more people are trained to think in such a way, the more they are being prepared to look outside themselves – to outside authorities – for the definition of what constituted right, wrong, good and bad.

**My notes** .....

<sup>3</sup> According to: M. B. Rosenberg, “Nonviolent Communication: A Language of Life”, A PuddleDancer Press Book, 2003

Group III

Avoidance

When we “avoid”?  
When we distract attention from the problem, give logical argumentation to the situation, change subject or cheer up instead of focusing on the problem<sup>4</sup>

**Reflections**

What is behind the avoidance? Indifference? Fear of rejection? Fear of loss of control? Is it a way to shift the subject away from oneself to enter a comfort zone? What does a group do to avoid doing what it needs to do? Did group norms facilitate avoidance?

Avoidance frequently is present when a person feels unsafe or wishes to deny responsibility for our own feelings, thoughts and actions. The use of the common expression “have to” as in “There are some things you have to do, whether you like it or not” illustrates how personal responsibility for our actions is obscured in such speech. We can replace language that implies lack of choice with language that acknowledges choice. If a teacher says “I hate giving grades. I don’t think they are helpful and they create a lot of anxiety on the part of students. But I have to give grades: it’s the school policy” he/ she gets rid of responsibility for this aspect. But if to reformulate this message into “I choose to give grades because I want to keep my job” a person will feel responsible for one’s actions.

We can be dangerous when we are not conscious of our responsibility for how we behave, think and feel. A French novelist and journalist George Bernanos said: “The horrors that we have seen, the still greater horrors we shall presently see, are not sights that rebels, insubordinate, untameable men are increasing in number throughout the world, but rather that there is a constant increase in the number of obedient, docile men.”

**My notes** .....

<sup>4</sup> According to: M. B. Rosenberg, “Nonviolent Communication: A Language of Life”, A Puddle Dancer Press Book, 2003

Other<sup>5</sup>Stereotyping

Stereotyping causes us to typify a person, a group, an event or a thing on oversimplified conceptions, beliefs, or opinions. Stereotyping is a barrier to communication when it causes people to act as if they already know the message that is coming from the sender or worse, as if no message is necessary because "everybody already knows." Both senders and listeners should continuously look for and address thinking, conclusions and actions based on stereotypes.

Lack of feedback

Feedback is the mirror of communication. Feedback is the receiver sending back to the sender the message as perceived. Without feedback, communication is one-way. Both sender and receiver can play an active role in using feedback to make communication truly two-way. Feedback should be helpful rather than hurtful. Prompt feedback is more effective than feedback saved up until the "right" moment. Feedback should deal in specifics rather than generalities.

Poor listening skills

Listening is difficult. A typical speaker says about 125 words per minute. The typical listener can receive 400-600 words per minute. Thus, about 75% of listening time is free time. The free time often sidetracks the listener. The solution is to be an active rather than passive listener. Be prepared to listen. Tune out thoughts about other people and other problems. Avoid interrupting the speaker. A listener's premature frown, shaking of the head, or bored look can easily discourage the speaker. Ask questions. Nod in agreement. Look the person straight in the eye. Lean forward. Focus on what the other person is saying. Repeat key points.

Irony and sarcasm

It is a disparity of expression and intention: when a speaker says one thing but means another, or when a literal meaning is contrary to its intended effect. In many situations it causes misunderstanding, as some people might not decode it in the message, while others might feel hurt and become defensive.

Muddled messages

Effective communication starts with a clear message. Compare these two messages: "Please be here about 9:00 tomorrow morning." and "Please be here at 9:00 tomorrow morning." The one word difference makes the first message muddled and the second message clear. Muddled messages are a barrier to communication because the sender leaves the receiver unclear about the intent of the sender. Clarifying muddled messages is the responsibility of the sender. The sender hoping the receiver will figure out the message does little to remove this barrier to communication.

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<sup>5</sup> Various internet resources

Language

This can be described by a real example from a classroom. A young and ambitious teacher planned a lesson about the decision making process in her country. When she finished her presentation she asked her students if everything was clear. The answer was positive. Still, she had concerns. To check her suspicions, she handed each student the handouts with her presentation and asked to highlight the words they don't understand in red. When she collected the feedback she was stunned – almost half of the text was in red.

Physical distractions

Physical distractions are the physical things that get in the way of communication. Examples of such things include the telephone, a desk, an uncomfortable meeting place, noise, a meeting room with uncomfortable chairs that soon cause people to want to stand and leave even if it means cutting short the discussion.

Appendix 6:

A chart for discussion in groups

BARRIERS TO COMMUNICATION

There are many different barriers to communication and approaches to classify them.

This is an opinion of **MY GROUP** about barriers to communication that are most disrupting in the context of EDC/HRE implementation and building a positive ethos at school.



| Aspects of school ethos that interfere with EDC/HRE implementation | How to overcome barriers |
|--|--------------------------|
|  |                          |

## Appendix 7:

### A handout for a group – constructive questions

Questions  
a key to understanding the other person.

*“You can tell whether a man is clever by his answers. You can tell whether a man is wise by his questions.”*

Naguib Mahfouz

*“If you don't ask, you don't get.”*

Mahatma Gandhi

*“Only ask and you will get what you are needing the rest is up to you.”*

Eric Clapton

### The question is . . .

The question is  
how come the teacher asks all the questions  
when I'm the one who needs to know things.

The question is  
why I'm supposed to have the answers  
to all my parent's questions when they can't answer mine.

The question is  
why scientists ask ten questions for every answer they get  
but I have to answer seven out of ten to pass.

The question is  
why politicians learn not to answer questions  
while I must learn how to answer them.

The question is  
why questions have to be answered fast in school  
when philosophers take years to answer them.

The question is  
why there are so many little questions in school  
when Marie Curie spent her whole life on one big question.



The question is  
why I must find answers to already answered questions  
when I have questions that have not yet been answered.

The question is  
why can't I be in charge of the questions?  
Jamie McKenzie

The **purpose** of good questioning is to support the development of an honest and authentic relationship between a person and the world. But questions sometimes can lead to discovering harsh realities and discouragement. When you ask a question, use what you learn to construct rather than to destroy.

Optimism is a **choice**. Questions can be asked in positive or negative ways: "Is the cup half full? or half empty?" The tone of the question can influence the answer dramatically. Optimistically phrased questions invite collaboration and expansive answers. Negatively phrased questions can cause concern and result in meagre information. Looking forward with a positive spirit results in constructive questions which propel the questioner toward solutions.

**My notes** .....

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You need to make sure that you ask questions honestly and sincerely. And that the intent behind questioning is to understand rather than advise, criticize or pry. This process also helps the others to understand their own thinking, foster decision-making and planning skills.

**Constructive questions intend to:**

- Clarify meanings: "I hear you saying you are frustrated with this situation, is that right?"
- Learn about others thoughts, feelings, and wants: "Tell me more about your ideas for the project."
- Encourage elaboration: "What happened next?" or "How did that make you feel?"
- Encourage discovery: "What do you feel your options are at this point?"
- Gather more facts and details: "What happened before this conflict took place?"

**Types of Constructive Questions**

|                     | Examples   | Purpose  |
|---------------------|--|--|
| Open Questions      | “What do you think about ...?”, “What .. for?”, “How ?”, “Why .?”      | To know facts, start discussion, hear about the feeling of the others, encourage further thinking. |
| Closed Questions    | “How long ...?”, “When ...”, yes/no questions.                         | To verify facts, get additional information.   |
| Follow-up questions | “And after that?”, “What would you say, if ....?”, “What do you mean?” | To understand the attitude of the other person, to clarify information.                            |

**Types of Deconstructive Questions**

|                    | Examples   | A kind of barrier  |
|--------------------|--|--|
| Steering questions | “You won’t do like this, will you?”  | They already include the thesis which just should be confirmed by the others, make others feel pressured into giving “the correct” response.   |
| Questions – traps  | “You tell that your class knows the school rules well. Do you know what they did yesterday?” | A person tries to find out something essential by means of questions that give an impression of being not relevant and unessential. This puts the person being asked on the defensive. Often the person may shut off communication in order to protect him or herself. |
| Multiple Questions | “Why you told this and how are you going to explain what you meant?”                         | Several questions in one.  |
| Vague questions    | “And what about the aspect of integrity in this case?”                                       | Questions without concrete meaning that provoke a feeling of being lost.   |

My notes .....

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## Appendix 8:

### A handout for a group – active listening

Active listening  
respectful understanding of what others are experiencing

*“In spite of all similarities, every living situation has, like a newborn child, a new face, that has never been before and will never come again. It demands of you a reaction that cannot be prepared beforehand. It demands nothing of what is past. It demands presence, responsibility; it demands you.”*

Martin Buber



#### Rules of active listening:

- Focus full attention on the other person’s message;
- Give the others the time and space they need to express themselves fully and to feel understood;
- Concentrate on a person you talk to, don’t do other things at the same time;
- Turn your body towards the person who is speaking;
- Demonstrate that you are listening by means of such words as: “I see”, “yes”, etc.;
- Ask if you don’t understand something, but not too often;
- Try to keep the eye contact;
- Show your acceptance to the speaker by means of relevant gestures and mimics;
- Remember about your verbal and non-verbal coherence.

#### Common behaviors that prevent us from being sufficiently present while listening

(according to H. Humphrey):

- Advising: “I think you should ...”, “How come you didn’t ...?”
- One-upping: “That’s nothing; wait till you hear what happened to me.”
- Educating: “This could turn into a very positive experience for you if you just ...”
- Consoling: “It wasn’t your fault; you did it best you could.”

- Story-telling: “That reminds me of the time ...”
- Shutting down: “Cheer up. Don’t feel so bad.”
- Sympathizing: “oh, you poor thing ...”
- Interrogating: “When did this begun?”
- Explaining: “I would have called but ...”
- Correcting: “That’s not how it happened.”

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**Techniques of active listening:**

**Paraphrasing (re-stating)**

Paraphrasing is a tool a you can use to make sure that you understand the message that you think the other person is sending. It is restating the information you just received to make sure you understand it. You can start paraphrasing by “As far as I have understood, ...”, “It sounds like ...”, “So, you are trying to say that”, etc.

This technique helps us communicate in several ways.

- First, it helps to make sure you understood the message correctly.
- Second, by restating or paraphrasing, you can draw further information from the speaker.
- Third, paraphrasing allows the speaker to know that the listener have heard them and is interested in what he or she has to say.
- Fourth, it allows the speaker an opportunity to correct any misunderstanding immediately.

**Reflecting**

Reflecting means that you have the ability to see the emotional state of a speaker see the situation through a speaker's eyes during your discussion. By means of empathizing listeners reflect the feelings back to the speaker e.g. "You sound delighted...", "You seem upset that...".

- Reflecting does not mean you need to agree with a speaker.
- Reflecting does not mean you need to give in to a speaker, or allow her or him to set her or his own rules to avoid confrontation.
- Reflecting means you do not dismiss what the speaker says as ridiculous or silly. Your acceptance of the speaker's thoughts, ideas, and feelings increase the chance for effective communication.

**Summarizing**

To summarize the statement means to pull together important ideas and facts, determine what is the most important and to specify the meaning of the terms that were used.

During the longer statement it is a good idea to sum up what have already been said. This technique should be used very carefully and with great attention not to discourage the speaker or make him/her lost the track. "These seem to be the key points you have made...", "If I've got right, you feel .... About this".

**My notes** .....

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## Appendix 9:

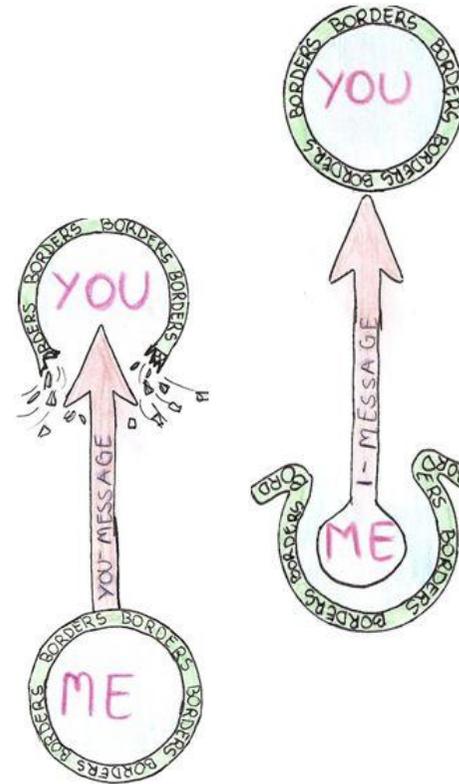
### A handout for a group –I-messages

#### I-Messages how a behaviour impacts us

*“People are disturbed not by things, but by the view they take of them.”*

Epictetus

I've never seen a lazy man;  
I've seen a man who never ran  
While I watched him, and I've seen  
A man who sometimes slept between  
Lunch and dinner, and who'd stay  
At home upon a rainy day,  
But he was not a lazy man.  
Before you call me crazy,  
Think, was he a lazy man or  
Did he just do things we label “lazy”?  
I've never seen a stupid kid;  
I've seen a kid who sometimes did  
Things I didn't understand  
Or things in ways I hadn't planned;  
I've seen a kid who hadn't seen  
The same places where I had been,  
But he was not a stupid kid.  
Before you call him stupid,  
Think, was he a stupid kid or did he  
Just know different things that you did?  
[...]



What some of us call lazy  
Some call tired or easy-going,  
What some of us call stupid  
Some just call a different knowing,  
So I've come to the conclusion,  
It will save us all confusion  
If we don't mix up what we can see  
With what is our opinion.  
Because you may, I want to say also;  
I know that's only my opinion.  
Ruth Bebermeyer

My notes .....

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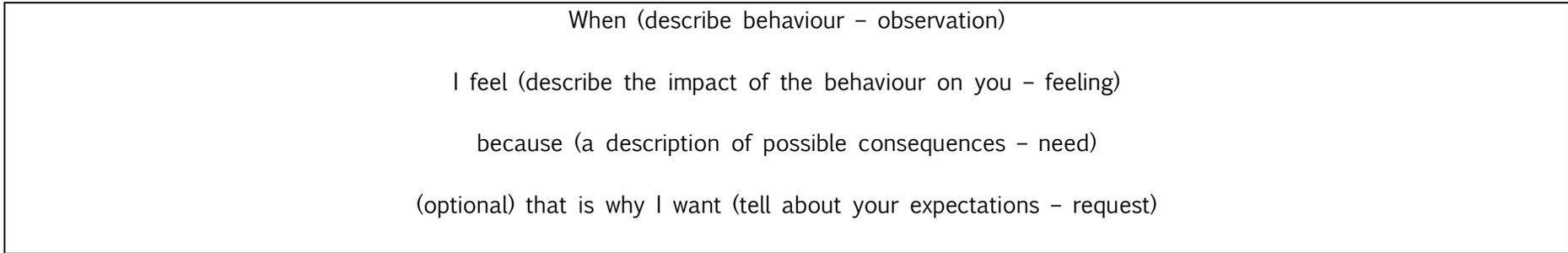
**You-messages** make others feel badly about themselves, and as if they have to defend themselves. This causes resistance to change. **You-messages** can be orders, commands, blaming, or name-calling statements. They provide your idea of a good solution. They may be seen as threats. Some examples of **You-messages** are:

- "You are always late. Why can't you ever be on time? You are so irresponsible."
- "You never ask me if you can borrow my materials. You just take them. You are so inconsiderate of other people. Why don't you grow up?"
- "If you don't ... then I will ..."

**I-messages** allow us to tell people what impact their behaviour has on us. At the same time, it lets them decide whether or not to change the behaviour. Since we are describing our response and not evaluating behaviour, we are not forcing them to accept our ideas. **I-messages** are not easy, and they are only effective if we are willing to share how we really feel about a situation. Some examples of **I-messages** are:

- "When I am expecting someone to come to a meeting and they are an hour late, I am both angry and worried. That is why I want you to be on time next time."
- "When my belongings are borrowed without my permission, I feel that my feelings do not matter and I have no personal privacy. That is why I expect you to ask for permission next time"
- "When you push me, I feel annoyed. Please stop."

**I-MESSAGES Structure**



**Important note:**

It is helpful to differentiate between actual feelings and words that describe what we think how others are behaving towards us.

**Examples:**

"I feel misunderstood" – "misunderstanding" is an assessment of f level of understanding, not a feeling. In this situation people might feel anxious, or annoyed, etc.

"I feel ignored" – it's an interpretation of the actions of the others. In such situation a person might feel hurt, sad, etc

**My notes** .....

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## Appendix 10:

### A handout for a group – effective feedback

#### Constructive feedback

*“Feedback is the breakfast of champions.”*

*Ken Blanchard*

*„If you don't get feedback from your performers and your audience, you're going to be working in a vacuum.”*

*Peter Maxwell Davies*

*„I can handle you telling me what I did or didn't do. And I can handle your interpretations, but please don't mix the two.”*

*Marshall Rosenberg*

#### Feedback is a vital part of the communication process that:

- helps the others to identify the areas for improvement,
- shows them ways to correct and improve performance,
- motivate to keep up the positive actions.



#### Types of effective feedback:

- **Reinforcement feedback** – comments a good job done, urges student to keep the efforts and builds self-confidence.
- **Corrective feedback** – points out areas needing improvement and suggestions on how to improve performance.

#### Features of effective feedback

- Understanding and supportive
- Timely and regular
- Focuses on modifiable behaviour
- Constructive and non-judgemental
- Focuses on desired actions
- Private

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**Some useful tips about effective feedback:**

- Feedback helps the listener to concentrate and allows them to tell the speaker whether the message was understood. If it is done with care and consideration, it is an important tool for good communication.
- Feedback describes your reaction (feelings, thoughts) instead of evaluating the other person's performance. It is specific and addresses a behaviour the listener can change. It may also show the causes of the other person's performance.
- Feedback should be helpful rather than hurtful.
- Prompt feedback is more effective than feedback saved up until the "right" moment.
- Feedback should deal in specifics rather than generalities.
- Approach feedback as a problem in perception rather than a problem of discovering the facts.

**Feedback should be based on these criteria:**

- Be considerate. Feedback can be destructive if you don't consider the needs and feelings of the person receiving the message.
- Consider the timing. Feedback is usually most useful when it is given as soon as possible and best when the other person is ready to listen.
- Get feedback on your feedback. Ask to have your comments rephrased to make sure you are being understood.

**Basic Guidelines for giving effective feedback** (according to McGill and Beatty)

1. **Clarity** – be clear about what you want to say.
2. **Emphasize the positive** – this isn't being collusive in the person's dilemma.
3. **Be specific** – avoid general comments and clarify pronouns such as "it," "that," etc.
4. **Focus on behaviour rather than the person.**
5. **Refer to behaviour that can be changed.**
6. **Be descriptive rather than evaluative.**
7. **Own the feedback** – use I-messages.
8. **No generalizations** – notice "all," "never," "always," etc., and give/ get more specificity -- often these words are arbitrary limits on behaviour.
9. **Be very careful with advice** – people rarely struggle with an issue because of the lack of some specific piece of information; often, the best help is helping the person to come to a better understanding of their issue, how it developed, and how they can identify actions to address the issue more effectively.

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## Appendix 11:

### Constructive questions – a self test

You can be sure you are asking questions effectively if you:

- Do not assume you know what the other person means; don't try complete the other people's statements or say, "I know just how you feel."
- Ask for clarification with questions such as: "What did you mean when you said I have been unfair to you?" or "You said she's unfair what do you mean by unfair? What does she do that is unfair?"
- Check your tone for sincerity. As you are talking to the other person, check that your tone of voice matches your feelings and body language. For example, you may sound angry when in reality you are concerned for the person you are talking to. However, because the person hears anger he or she becomes more defensive.
- Ask open-ended questions that allow for a variety of responses. If you ask closed-ended questions, you limit the range of responses and suggest that you already know what is going to be said.
- Show interest in the speaker and the conversation by saying, "Tell me more about that" or "Keep going, I'm following you."
- Don't give advice until after you have asked for the other person's opinions on the situation, as in "What are some possible solutions to this problem?" or "What do you think should happen?"

If you are not sure you are asking questions effectively all the time, keep this card and use it before an important conversation.

## Appendix 12:

### Description of roles – constructive questions

#### CONSTRUCTIVE QUESTIONS 1

##### Role play (first set)

Make groups of three. Each of you will get a different handout (make sure that each of you in the group have different set of role play: first, second and third!) It will help you to imagine yourself in 2 different situations. One time you will be a person, who faced a problem, one time – a person who asks constructive questions and one time – you will be a person who is not participating in a role play, but observing the situation carefully and giving feedback (make notes, if necessary, to give a feedback to a person, who is playing role 2 whether the question he / she used were constructive).

Watch the time – you have around 5 minutes for each situation and around 2 minutes for each feedback – 20 minutes altogether.

Don't be afraid to make mistakes! You can learn on them 😊

**Role 1** (situation I)

You are a student of a secondary school. You are very angry and you are going to talk to your form tutor. Those are your thoughts:

Enough! I have to clear it up! It's so unfair! Ms Brown hates me and does everything on purpose! She gives me marks that are lower than the other students get for the same performance. What is more, she says that I chat with other students during her lessons all the time. Well, everyone chats from time to time! But not all the time. I cannot stand it anymore. I have to talk to my form tutor about that. Right now!

**Role 2** (situation II)

You are a teacher at a secondary school. While sitting in the teacher's room you notice that your colleague looks as if she is up to burst into tears. Ask constructive questions to get a clear view of a situation and help your colleague to understand her mistake.

**Role 3** (situation III)

Your task is not to interfere into the dialogue. Listen carefully to the questions Person 2. asks and tell if, according to you, the questions were constructive ones and if they were helpful. You can make notes if you want.

## CONSTRUCTIVE QUESTIONS 2

## Role play (second set)

Make groups of three. Each of you will get a different handout (make sure that each of you in the group has different set of role play: first, second and third!) It will help you to imagine yourself in 2 different situations. One time you will be a person, who faced a problem, one time – a person who asks constructive questions and one time – you will be a person who is not participating in a role play, but observing the situation carefully and giving feedback (make notes, if necessary, to give a feedback to a person, who is playing role 2 whether the question he / she used were constructive).

Watch the time – you have around 5 minutes for each situation and around 2 minutes for each feedback – 20 minutes altogether.

Don't be afraid to make mistakes! You can learn on them 😊

**Role 2** (situation I)

You are a form tutor. Your student meets you at the school corridor. He/ she looks very angry. She/ he has problems with Ms Brown. Ask constructive questions to get a clear view of a situation and help your student make her own decisions.

**Role 3** (situation II)

Your task is not to interfere into the dialogue. Listen carefully to the questions Person 2. asks and tell if, according to you, the questions were constructive ones and if they were helpful. You can make notes if you want.

**Role 1** (situation III)

You are a young teacher. That is your first month at school. You haven't imagined that it will be so difficult to meet all the school's requirements. You feel frustrated. You also have a feeling that everyone – teachers, students, parents have so many expectations from you and no one really cares about you. When you ask questions people either tell that they don't have time to answer you right now, or just show piles of school documents and advice to read. What is more, a school director asked you for a talk. You feel vulnerable and scared. You think you will have to defend yourself now.

## CONSTRUCTIVE QUESTIONS 3

## Role play (third set)

Make groups of three. Each of you will get a different handout (make sure that each of you in the group have different set of role play: first, second and third!) It will help you to imagine yourself in 2 different situations. One time you will be a person, who faced a problem, one time – a person who asks constructive questions and one time – you will be a person who is not participating in a role play, but observing the situation carefully and giving feedback (make notes, if necessary, to give a feedback to a person, who is playing role 2 whether the question he / she used were constructive).

Watch the time – you have around 5 minutes for each situation and around 2 minutes for each feedback – 20 minutes altogether.

Don't be afraid to make mistakes! You can learn on them 😊

**Role 3** (situation I)

Your task is not to interfere into the dialogue. Listen carefully to the questions Person 2. asks and tell if, according to you, the questions were constructive ones and if they were helpful. You can make notes if you want.

**Role 1** (situation II)

You are a teacher at a secondary school. You've just had a problem with your class – they've rejected cooperation. You are sitting in a teacher's room and thinking:

I wanted to help them. They are so ungrateful! I've put so many efforts to make it work, and them... They just said that they didn't want it this way! And they just didn't participate. I knew that this disco was so important for them. And I agreed to help them. I've prepared a program, told everyone what to do, how to decorate the classroom, everything! And them? How could they react like this? They just said – no we don't want! I will never let them organize a disco anymore! I am so upset and hurt now!

**Role 2** (situation III)

You are a school principal. This year a young teacher came to your school. You know that it takes time to get into the school rhythm, but the teacher seems very stressed. You invite him for a talk one day. Start the conversation first and ask constructive questions to get information and help the young teacher.

## Appendix 13:

### Active listening – a self test

Tick the appropriate box next to each sentence

|     |   | Never | Seldom | Often | Always |
|-----|---|-------|--------|-------|--------|
| 1.  | I turn my body towards the speaker.   |       |        |       |        |
| 2.  | I make eye contact while listening.   |       |        |       |        |
| 3.  | I equally pay attention to the facts and to the behaviour and feelings of the person that speaks.                                 |       |        |       |        |
| 4.  | I provide acknowledging responses, e.g., "Uh-huh," "I see."   |       |        |       |        |
| 5.  | I give nonverbal acknowledgements, e.g., head nodding, facial expressions matching the speaker, open and relaxed body expression. |       |        |       |        |
| 6.  | I repeat and sum up briefly what I have understood to make sure that I understand correctly.                                      |       |        |       |        |
| 7.  | I ask for additional explanation, ask questions (but not many).   |       |        |       |        |
| 8.  | I am concentrated on the speaker.   |       |        |       |        |
| 9.  | I do not interrupt.   |       |        |       |        |
| 10. | I am sincerely interested in what I am being told.  |       |        |       |        |
| 11. | I pay attention to the body language of the speaker.  |       |        |       |        |
| 12. | I take information from others while remaining non-judgmental and empathic.   |       |        |       |        |
| 13. | I always try to learn something from the person I am talking to.  |       |        |       |        |
| 14. | I am able to listen to bad speakers as well.  |       |        |       |        |

Based on: Iwona Majewska-Opiełka, "Umysł lidera. Jak kierować ludźmi u progu XXI wieku", Medium, 1998

Comment: If you mainly ticked the boxes "often" and "always", the result describes behaviour that enhances effective communication. The test can show you the spheres for further development. Keep the results of the test for yourself and use them for your self-reflection and further development.

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## Appendix 14:

### People to People – energizer

1. Ask participants to stand up, spread in the room and face a partner they were working in a pair with.
2. Call out: “elbow to elbow,” and partners pair up by touching elbows. Call out: “knee to toe” and partners pair up with this match.
3. Use one or two more examples, (such as nose to shoulder, or hip to hip) and then call out “People to People.” Then, each partner finds a new partner and continue. Each time you call out: “People to People,” a switch in partners is made.
4. Repeat it 2-3 times and then invite new pairs to continue the work.

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## Appendix 15:

### Examples of messages

Which of these messages are I-messages?

1. "You irritate me when you leave school documents on the teacher's room floor."
2. "I feel happy that you received that award."
3. "I feel angry when you say that, because I am wanting respect and I hear your words as an insult."
4. "I feel frustrated when you come late."
5. "I feel annoyed when I hear that you've forgotten your textbook for the third time this week that is why I want you to bring it to the class tomorrow, otherwise I will write a note to your parents."
6. "I feel disappointed because you said you would do it and you didn't."
7. "I am grateful that you offered me a ride because I was needing to get home before my children."
8. "Little things you say hurt me."

(I-messages: 3, 5, 7)

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## Appendix 16:

### Vocabulary for feelings

|               |            |              |             |
|---------------|------------|--------------|-------------|
| alive         | helpful    | afraid       | frustrated  |
| amazed        | hopeful    | alarmed      | furious     |
| amused        | inspired   | angry        | guilty      |
| appreciative  | intense    | annoyed      | heavy       |
| astonished    | interested | anxious      | helpless    |
| calm          | intrigued  | ashamed      | horrified   |
| comfortable   | involved   | beat         | horrible    |
| confident     | joyful     | bewildered   | hostile     |
| cool          | merry      | bitter       | hurt        |
| curious       | moved      | bored        | impatient   |
| delighted     | optimistic | cold         | indifferent |
| enchanted     | peaceful   | concerned    | irritated   |
| encouraged    | pleasant   | confused     | jealous     |
| energetic     | pleased    | depressed    | lazy        |
| enthusiastic  | proud      | despairing   | lonely      |
| excited       | quiet      | detached     | mad         |
| expectant     | relaxed    | disappointed | mean        |
| fascinated    | relieved   | discouraged  | miserable   |
| free          | satisfied  | disgusted    | nervous     |
| friendly      | secure     | displeased   | panicky     |
| fulfilled     | serene     | distressed   | passive     |
| glad          | splendid   | disturbed    | pessimistic |
| glowing       | surprised  | dull         | puzzled     |
| good-humoured | thankful   | embarrassed  | reluctant   |
| grateful      | touched    | exhausted    | restless    |
| gratified     | warm       | fearful      | sad         |
| happy         | wonderful  | frightened   | scared      |

## Appendix 17:

### Description of situations

Work with a partner. First formulate a YOU-MESSAGE for each situation. Now change them into I-MESSAGES.

| Situation   | You-message | I-message |
|---|-------------|-----------|
| You colleague behaves strange. She looks insulted and keeps silence.  |             |           |
| You and your colleague were given the task to prepare a teacher's meeting. She disappeared and you had to do the job alone. The next day you are meeting her. |             |           |
| The colleague who has lessons in a classroom next to yours says that he cannot stand the noise from your classroom. You use collaborative methods.            |             |           |
| You correct students' homework at home in the evening. Your child wants to play with you.   |             |           |
| You planned to give your students a test this day. They were informed about it 2 weeks before. Now they say that hadn't known about the test.                 |             |           |

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## Appendix 18:

### Individual reflections

Follow the 3 steps which will help you to understand  
I – messages, you – messages and their consequences.

Step 1. Reflect on the days when you were a schoolgirl/ schoolboy. Did your teachers primary use I-messages or you-messages? Describe the kind of messages your teachers sent to you.

Step 2. Summarize the effects of these messages on you.

Step 3. Reflect on your current life. Identify someone significant to you who is currently interacting with you by using either I-messages or you-messages. Specify what this person tends to say with either I-messages or you-messages.

**Appendix 19:**

**Evaluation form**

Please indicate your impression of the items listed below. If it was highly favorable, circle 5. Not so favorable, give your opinion - circle from 4 to 1.

| CONTENT   | Low       | High |
|---|-----------|------|
| 1. The training met my expectations.  | 1 2 3 4 5 |      |
| 2. The training objectives were identified and followed.                    | 1 2 3 4 5 |      |
| 3. The materials distributed were pertinent and useful.                     | 1 2 3 4 5 |      |
| 4. I will be able to apply the knowledge and skills I learned.              | 1 2 3 4 5 |      |
| 5. My school will benefit from the knowledge and skills I gained.           | 1 2 3 4 5 |      |
| <br>  |           |      |
| TRAINER   | Low       | High |
| 6. The quality of instruction was good.                                     | 1 2 3 4 5 |      |
| 7. The teaching methods were effective.                                     | 1 2 3 4 5 |      |
| 8. Class participation and interaction were encouraged.                     | 1 2 3 4 5 |      |
| <br>  |           |      |
| TRAINING  | Low       | High |
| 9. How do you rate the training overall?                                    | 1 2 3 4 5 |      |
| 10. The training will help me do my job better.                             | 1 2 3 4 5 |      |
| 11. This training is worthwhile and should be conducted on a regular basis. | 1 2 3 4 5 |      |

ADDITIONAL COMMENTS

12. What was the most useful to you?

13. What did you find the least useful?

14. What items or activities would you like to see added to this training?

15. Other Comments:

*Thank you for completing this evaluation*

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