



E-WISEE LAB

Name of activity	Active listening
Description of activity	"When Do I Listen?" is an interactive session focusing on the art of effective listening. Participants recall recent instances of active listening, exploring the factors that influence this skill. In the subsequent exercise, "I Point Out the Important Things for the Other Person," participants share significant experiences and underline key points, encouraging reflection on effective communication. The session concludes with a group discussion, facilitating a deeper understanding of the impact of these activities on interpersonal dynamics.
Who are the participants?	This activity is foreseen to strengthen Youth Workers, skills such as verbal communication, nonverbal communication, expressing emotions, listening skills
Identification of the aims of the activity	To develop active listening skills strongly linked to expressing emotions and verbal/non verbal communication.
Number of participants	12-16
Duration	2 hour
Materials for the activity	Pens, paper, flipcharts
Identification of the competencies	Verbal Communication, Non-Verbal Communication, Expressing Emotions, Listening Skills
Activity Steps	<p>When do I listen? (1 hour)</p> <ul style="list-style-type: none"> - Stage 1 (10'): Remember a moment in the last twenty-four hours when you were in the position of listening to someone. Write down the incident and the feelings you had while listening to the person. - Stage 2 (30'): Let us now read what we have written. While someone reads, the rest of us listen without interruption. After they have finished, we will make it easier for them to identify what factors helped or hindered them to listen: external circumstances, relationships with the other person, content, etc. One notes in the table, in two columns, the factors that we find that helped or hindered listening. - Stage 3 (20'): Let us all discuss together what we observe in relation to the factors affecting listening and how we can ensure the best possible conditions.

	<p>I point out the important things for the other person (45 minutes)</p> <ul style="list-style-type: none"> - Stage 1 (4 '): The facilitator gives the following instructions. I propose to write briefly about a recent event that we have experienced in the past few days and that has made an impression on us. We will work in couples and everything we'll write will not be transferred to the rest of the group. Let's begin." Stage 2 (1 '): Now underline three points, words, and phrases that you consider important. Stage 3 (20 '): Let's divide into pairs. Each one taking turns will read their text to their couple. The other person listens carefully without interrupting and in the end, they note three words or key phrases they consider important for the other person and read them out loud. The one talking realizes whether their couple listened carefully and if they found the important points that were underlined in the first place. We will repeat the process by changing roles. In the end, you can take 10 minutes to discuss. Stage 4 (20 '): Let's form a circle and focus on reflecting and discussing the activity.
<p>Suggestions for the post-activation debriefing</p>	<p>Post-Activity Debriefing:</p> <ul style="list-style-type: none"> • Did the points you highlighted or heard coincide or were they different? • What in your opinion helped or hindered "hearing" what was important to the other person?
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Source: Archontaki Z. & Filippou D., 205 experiential exercises for animation of psychotherapy groups, social work, training. (2010). Athens: Kastaniot