



Erasmus+



## PaRentsEdu - The Parents' Role in the out-of-school Education of their children

Project number: 2017-1-PL01-KA204-038295

### *Learning Platform – Module 3*

*‘Developing independent problem-solving skills through active listening’*



## Content

1. Structure of Learning Module 3
2. Handouts for Module 3 ( 3.1 , 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 )
3. Evaluation Forms
4. Bibliography

### Structure of the learning module

Number	MODULE 3
<b>Title of module</b>	Developing independent problem-solving skills through active listening.
<b>Topic / Short Description</b>	To solve the problem well and efficiently, first you need to communicate effectively. In turn, proper communication requires well-developed skills of active listening to ensure good understanding. If parents set a goal of preparing their children to be independent, reflective, self-confident and full of initiative people, they will not stay on their way in looking for solutions, but let them try their own ways, allow for mistakes, and at the same time provide a support. They will challenge them, but help whenever asked for. This module is an invitation for parents to act according such an attitude and can help them shape the abilities which will make them more attentive to their children.
<b>Target groups</b>	Parents, Carers, Educators
<b>Training Goal</b>	The training goal of this module is to focus of development of parents' skills of active listening which are the first and necessary step in letting their children solve the problems independently.

<b>Learning Objectives / Learners skills</b>	After this training module, the learners will develop: <ul style="list-style-type: none"><li>• skills of active listening<ul style="list-style-type: none"><li>• empathy</li></ul></li><li>• emotional intelligence</li><li>• recognizing emotions</li><li>• non-verbal communication</li><li>• skills of fostering children's independence</li></ul>
--	---

<p><b>Tips for Trainer</b></p>	<p>The trainer welcomes the participants and proposes an Ice-breaker (e.g. the Alphabet Back Game – <b>Handout 3.1</b>).</p> <p>The trainer makes an introduction and gives the presentation of module’s objectives and theoretical background (<b>Handout 3.2</b>).</p> <p>Then, the trainer facilitates a set of chosen exercises:</p> <p>E1. Exercise related to emotions recognition own and of the others). See <b>Handout 3.3</b>.</p> <p>E2. Exercise related to non-judgmental perception of others. See <b>Handout 3.4</b>.</p> <p>E3. Exercise related to communicating and recognizing of feelings. See <b>Handout 3.5</b>.</p> <p>E4. Exercise related to skills of active listening, emotional intelligence: <i>Story game</i>. See <b>Handout 3.6</b>.</p> <p>E5. Exercise related to skills of active listening, emotional intelligence: <i>The taboo game</i>. See <b>Handout 3.7</b>.</p> <p>E6. Introduction to the exercise, which can be done at home by families - exercise related to recognition of emotions, development of correct communication: <i>VIDEOTRAINING</i>. See <b>Handout 3.8</b>.</p> <p>The trainer gives the participants time for summarizing, commenting and asking the questions after the whole set of exercises or after each of them. A general summary and evaluation should take place.</p>
--------------------------------	--

### 3. Handouts: separate files – *Handouts for Module 3 - PaRentsEdu*

*This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the European Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein."*

#### 4. Evaluation.

The trainer can propose own method of the evaluation or use our form as an example. Separate file *Evaluation of the Session*.

#### 5. Bibliography and references.

The document named “Bibliography and References” you will find books and links where you could read more about the Communication, different kind of communications, the proper use of it, the meaning etc.

## Handout 3.1

### Ice-breaker

**For whom:** 15 +

**Duration:** 10-20 minutes

**Number of players:** 10 – 15 people

**Place:** Outside/Inside

**Characteristic:** To help participants to be responsible, creative, concentrate, etc.

**Needs Materials:** Pen, Paper

**Goal:** The group to correctly guess the most letters wins the game.

### The Alphabet Back Game Instructions

1. Split everyone into pairs. Ask one volunteer from each group to come up to the front.
2. Secretly write down a letter on the piece of paper and show the letter to the volunteers. The volunteers are not allowed to speak, say the letter, or give any hints to their partners.
3. When you say “go”, the volunteer traces the letter on the back of their partner using only their finger.
4. If the partner figures out the letter, the partner must raise his/her hand and share what he/she thinks the letter is. If the letter is correct, the pair receives one point. If the letter is incorrect, the game continues until one pair guesses the letter correctly.
5. The group with the most points wins the game.



PaRentsEdu - The Parents' Role in the out-of-school  
Education of their children

PROJECT NUMBER: 2017-1-PL01-KA204-038295

# Developing independent problem-solving skills through active listening.

THE LEARNING PLATFORM  
MODULE 3 – Handout 3.2



Co-funded by the  
Erasmus+ Programme  
of the European Union

*" This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the European Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein."*





# Learning objectives...

After this training module, the learners will develop:

- skills of active listening,
- empathy,
- emotional intelligence,
- recognizing emotions,
- non-verbal communication skills,
- skills of fostering children's independence.



# What *Active Listening* means?

"Active listening is a technique that allows the listener to fully concentrate, understand and respond and then remember what is being said."

[https://en.wikipedia.org/wiki/Active\\_listening](https://en.wikipedia.org/wiki/Active_listening)



# Why is it important?

The ability to actively listen and listen with understanding is an extremely important or even indispensable resource in the context of the educational process of children in a parent-child relationship. The ability to actively listen ensures the objectivity of the assessment of your child's predispositions as well as guarantees a full understanding of his/her beliefs and needs. It is also the basis for building a strong relationship based on mutual respect and trust.



# **When is it possible?**

It often turns out that in a parent-child relationship it is difficult to maintain this attitude of equality, because parents often seem to think that the parent relationship is not a partner relationship, but a relationship of power.



# What we can do?

In order to be able to actively listen and listen with understanding, we must create previously appropriate conditions in which each participant in the relationship will feel a full-fledged member.



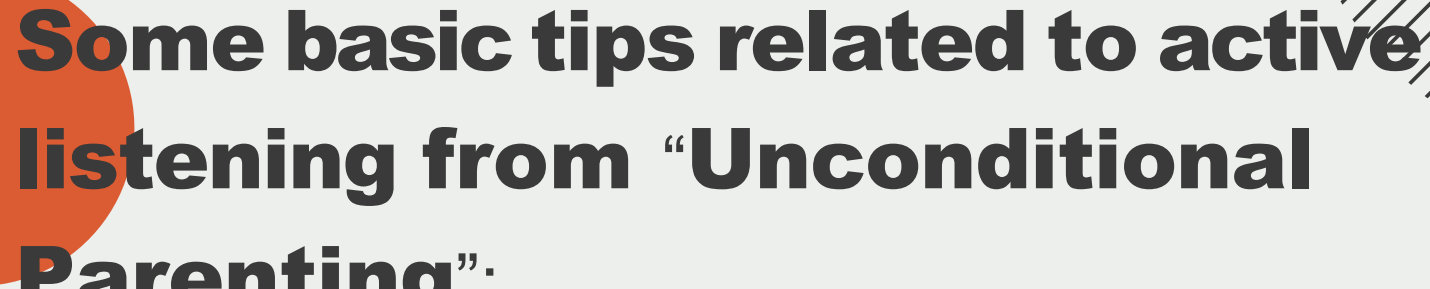
# What we can do?

Most parents ask a question “How can we get kids to do what they're told?”. An American educator Alfie Kohn in his book "Unconditional Parenting" suggests asking “What do kids need—and how can we meet those needs?” instead. He identifies the most important need of children –to be loved unconditionally, regardless of their behavior. It does not mean that parents should ignore their children’s behavior, but to inform them that they still love them, and act accordingly!



**Kohn formulates three conditions that according to him shape the children's respect towards their parents:**

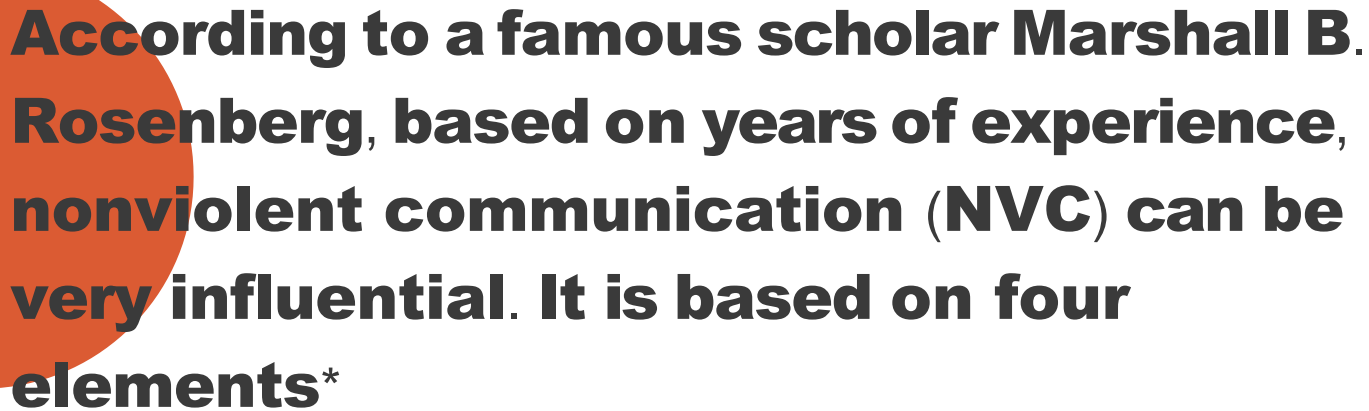
1. Expressing the unconditional love towards the children.
2. Giving children the opportunities to make independent decisions.
3. Imagining what the world looks like from the point of view of their children



## **Some basic tips related to active listening from “Unconditional Parenting”:**

- Put your relation with your children in first place.
- Be reflexive and encourage your child’s reflection.
- Review your way of looking at your child, not only behaving.
- Respect your child above all.
- Speak less, ask more questions.
- Criticize less.
- Do not threaten, bribe or manipulate.






**According to a famous scholar Marshall B. Rosenberg, based on years of experience, nonviolent communication (NVC) can be very influential. It is based on four elements\***

- Consciousness: a set of principles that support living a life of compassion, collaboration, courage, and authenticity.
- Language: understanding how words contribute to connection or distance.
- Communication: knowing how to ask for what we want, how to hear others even in disagreement, and how to move toward solutions that work for all.
- Means of influence: sharing “power with others” rather than using “power over others”.

\*<https://www.nonviolentcommunication.com/> (Retrieved 31.01.2019.).



# Go to the rest of the materials!

In other materials for the module you will find a number of interesting exercises and tests that will help you and your child to improve the skills of active listening.

#The Alphabet Back Game

#Quizzes

#The Taboo Game

#The Story Game

#Video-training



Co-funded by the  
Erasmus+ Programme  
of the European Union



**MANY THANKS**

<http://parents-edu.eu/>

## Handout 3.3

**Activity: Exercise related to recognition of emotions: The dice of emotions****For whom:** Parents with children**Duration:** 1-10 minutes**Number of players:** Does not matter**Place:** Does not matter**Characteristic:** To help participants recognizing of emotions.**Needs Materials:** Dice of emotions

**Goal:** The game aims to guess the emotions played by the opponents. After the partner has guessed the password, the roles are reversed. Each player should at least once be a playing role and at least once guessing. The game contains passwords related to the problems and everyday life of children and parents.

**The dice of emotions instructions:**

1. Prepare the dice for the game.
2. One player rolls the dice but does not show his /her score to other players.
3. The rest of the players guess the emotion shown.
1. After the partner has guessed the password, the roles are reversed.

**Values:**

- improving the level of communication between people
- improving the level of active listening and understanding skills
- developing empathy skills

## Handout 3.4

**Activity: Exercise related to perception of others: *Non-judgmental perception*****For whom:** Parents / children**Duration:** few minutes**Number of players:** In pairs**Place:** Does not matter**Characteristic:** To develop the skill of empathy and communication without judging**Needs Materials:** Quiz

Exercise: which expressions communicate observations and which communicate judgments<sup>1</sup>? (O. – observation, J. – judgments)

1. Yesterday Jack got angry with me for no reason.
2. Yesterday Jane smoked a cigarette behind the school.
3. During the meeting Sam did not asked me about my opinion.
4. My grandfather is a good person.
5. Tom works too much.
6. Henry is aggressive.
7. This week Pam is every day the first in the line at the school canteen.
8. My son often forgets about brushing his teeth.
9. Lucy said that I do not look good in black.
10. My aunt complains when I talk with her.

Answers: 1. J., 2. O., 3. O., 4. J., 5. J.,  
6. J., 7. O., 8. J., 9. O., 10. J.

Values :

- developing empathy
- developing communication skills without judgements
- improving the level of communication between people
- improving the relationship between people

<sup>1</sup> Based on Rosenberg M.B. Nonviolent Communication... (see the Bibliography and References to the Module).

## Handout 3.5

**Activity: Exercise related to communicating and recognizing of feelings:  
*Express your feelings*****For whom:** Parents / children**Duration:** few minutes**Number of players:** In pairs**Place:** Does not matter**Characteristic:** To develop the ability to express emotions**Needs Materials:** QuizExercise: which expressions communicate feelings<sup>1</sup>? (Y – Yes, N – No)

1. I feel that you don't like me.
2. I'm sad because grandma is leaving.
3. I'm afraid when you speak like that.
4. When you pass me by without saying "hi", I feel neglected.
5. I'm happy that I can talk to you.
6. You're naughty.
7. I feel like I want to hit you.
8. I don't feel I'm understood.
9. I felt good when you came.
10. I'm worthless.

Answers: 1. N., 2. Y., 3. Y., 4. N., 5. Y., 6. N., 7. N., 8. N., 9. Y., 10. N.
---

Values:

- developing the recognition of emotions
- improving the quality of communication
- improving the quality of understanding the interlocutor

---

<sup>1</sup> Based on Rosenberg M.B. Nonviolent Communication... (see the Bibliography and References to the Module).

## Handout 3.6

**Activity: Exercise related to skills of active listening, emotional intelligence:  
Story game****For whom:** Parents / children**Duration:** 10-15 minutes**Number of players:** 2-12**Place:** Does not matter**Characteristic:** To develop the ability to express emotions**Needed Materials:** One sheet of paper for each person of the group, pens, instruction

**Goal:** The trainer reads a list of open-ended sentences and one by one every person writes on the top of the paper their ending of the sentence. Every person after writing each full sentence folds the paper, so that his/her text is covered, and gives the paper to the next person. Then, the trainer reads out loud the story and summarizes.

## Values:

- developing the recognition of emotions
- developing the level of empathy
- developing the level of understanding of the interlocutor
- recognizing that people perceive the same events differently
- improving the quality of communication
- improving the quality of relationships

## Handout 3.7

**Activity: Exercise related to skills of active listening, emotional intelligence:  
*The taboo game*****For whom:** Parents with children**Duration:** 20-25 minutes**Number of players:** Does not matter**Place:** Does not matter**Characteristic:** To help participants to be responsible, creative, concentrate etc.**Needs Materials:** Cards

**Goal:** The game is about guessing the passwords described by the partner. The partner takes one card, on which the password is written, which he must describe, along with the words "taboo", that is, which are not allowed during the description. After the partner has guessed the password, the roles are reversed. The game contains passwords related to the problems and everyday life of children and parents.

**The Taboo Game Instructions**

1. Prepare cards with "words" for the game.
2. Each participant takes one card, the rest stays on the table.
3. One person, designated to start, begins to describe the „word" without using the forbidden words. Other people are trying to guess the password.
4. After guessing the word, talk to your child about the issue. You can use the descriptions written at the end of the game for this purpose.



<p><b>CYBERBULLYING</b> oppressor , troll, push around, abuse</p>	<p><b>TOLERANCE</b> forbearance, toleration, sufferance, liberality, open-mindedness,</p>	<p><b>POWER</b> authority, control, rule, force</p>
<p><b>FRIENDSHIP</b> relationship, close relationship</p>	<p><b>NETWORK SECURITY</b> certainty, safe future, assured future, safety,</p>	<p><b>TRUST</b> confidence, belief, faith, freedom from suspicion/doubt, sureness,</p>
<p><b>SELF-CONFIDENCE</b> confidence, self- assurance, belief in oneself,</p>	<p><b>LEARNING</b> study, studying, education, schooling, teaching,</p>	<p><b>ASSERTIVENESS</b> confident, forceful, self- confident</p>

<p style="text-align: center;"><b>FREEDOM</b> power, right, opportunity, ability</p>	<p style="text-align: center;"><b>COURAGE</b> bravery, braveness, courageousness</p>	<p style="text-align: center;"><b>VULGARITY</b> tastelessness, bad taste, grossness</p>
<p style="text-align: center;"><b>CONFLICT</b> dispute, quarrel, squabble, disagreement</p>	<p style="text-align: center;"><b>NEGATIATION</b> conference, debate, dialogue</p>	<p style="text-align: center;"><b>CONSENSUS</b> agreement, harmony, concord, consent</p>

**CYBERBULLYING** – it is a type of violence that is carried out via the Internet. Unfortunately, the phenomenon is very common especially among teenagers. It takes the form of insults on online forums, social media, ridiculing posts, or publishing unwanted photos. According to National Crime Prevention Council 43 percent of teens reported they were victims of cyberbullying.

**TOLERANCE** – it is an attitude of openness and respect for the feelings and attitudes of other people, cultures, religions, sex, etc. In times of growing conflicts because of the differences of views, tolerance is an attitude which development is particularly important.

**FRIENDSHIP** – Recognizing friendship, who is our friend, and what this relationship consists of, is important. This relationship can be understood differently by children and by parents, so it is worth working on this topic in a parenting relationship.

**NETWORK SECURITY** – in the world of emerging technologies this is an important issue. People often do not know what is threatening them on the web, what behaviors are not safe, what can be published on the internet, and what should not be, who has access to this information. It's worth considering it.

**TRUST** – the issue of trust is very important as in the parent relationship, and in every other relationship with the other person. That is why it is worth talking about trust, defining it and being able to set rules related to it.

**SELF-CONFIDENCE** - self-esteem is extremely important at every stage of life. Self-esteem also depends a lot in our lives, how we feel, what we are. It is also difficult to build, and once disturbed it is very difficult to rebuild. It is very important to be careful and remember that not everyone's opinion is important to us.

**LEARNING** - It is worth rethinking the opinion that a person learns throughout life. What parents can learn from children and what children can learn from parents. It's worth appreciating.

**ASSERTIVENESS** – The school is a space in which it is easy to abuse someone. Teenagers often rely on the low level of assertiveness of their younger colleagues, so it is important to develop this skill. Assertiveness is a resource that is often lacking for adults, so it is worth talking about how you can raise its level.

**FREEDOM** – is the value that people want in their lives. However, it is a value that needs to be skillfully used so that it does not lead to negative consequences.

**COURAGE** – There are many challenges ahead of people every day. Some of them are difficult to do and require courage. It is worth considering which behaviors are bold and which are reckless.

**VULGARITY** – is not only words, but also behavior. It is important to remember that by being vulgar, we can make people feel uncomfortable in our company.

**CONFLICT** – Conflicts are an inseparable part of our life in society, so it is worth talking about them.

**NEGOTIATION** – is an important skill that shows the strength of our character, self-confidence and assertiveness.

**DIALOGUE** – is the best known way to resolve conflicts. By talking and listening to the beliefs of others, we can feel what they feel and understand them better. This is a very important skill that needs to be nurtured.

Values:

- chance to work on important issues
- space to take topics "taboo"
- developing the skills of active listening
- developing empathy skills

- common space for solving problems
- finding common solutions to problems

## Handout 3.8

Activity: Exercise related to recognition of emotions, development of correct communication: *VIDEOTRAINING*

**For whom:** Families

**Duration:** 2 hours

**Number of players:** All family members

**Place:** Home

**Characteristic:** Help in improving relationships in the family, understanding the weaknesses in communication

**Needs Materials:** Camera

Goal: During daily activities in which all family members participate, the camera is installed and the video material is recorded. It is important that all members behave naturally, as they do on a daily basis. Therefore, it is advisable that the camera should be on for a long time, when all members will behave at ease. After the operation is completed, the recording is analyzed. We watch then how we speak to each other, what is our non-verbal language, our body language. This way you can see how we really behave, not how we think we behave.

Values:

- improving the quality of communication
- confrontation of our beliefs in relation to reality
- finding a piece of news in our relationships
- improvement of trust
- development of empathy

## BIBLIOGRAPHY

### **Books:**

- Helgesen M, Brown S. Active listening: Introducing skills for understanding. Cambridge University Press 1995.
- Garman C. G. Garman J.F. Teaching young children effective listening skills. William Gladden Foundation 1992.
- Graybill D. A multiple-outcome evaluation of training parents in active listening. Psychological Reports. 1986 Dec;59(3):1171-85.
- Kohn A. Unconditional Parenting. Moving from Rewards and Punishments to Love and Reason. Atria Books 2006.
- Robertson K. Active listening: more than just paying attention. Australian family physician. 2005 Dec;34(12):1053.
- Rosenberg M. B. Nonviolent Communication: a Language of Life, 3<sup>rd</sup> Edition: Life-Changing Tools for Healthy Relationships (Nonviolent Communication Guides). PuddleDancer Press 2015.
- Rost M. Wilson J.J. Active listening. Routledge 2013.
- FABER, A. Mazlish, E. (2012). Speaking to the children listen, listen to children talk. Lighthouse Edition.
- FABER, A. Mazlish, E. (2001). Parents fulfilled, fulfilled Children: Your Guide to a Happier Family Lighthouse Edition.
- Haim, G. (2013). Between Parent and Child, Edition Workshop relatives.
- ROGERS, C. (1968). The development of the person. Inter edition.
- ROGERS, C. (2013). The person-centered therapy. Amber Eds.
- ROSENBERG, MB (2005) Words are windows (or are the walls), Introduction to Nonviolent Communication, Publishing discovery.
- DON MIGUEL RUIZ (1999) The Four Agreements Toltec, the path to personal freedom.
- Saint-Exupéry, A. (2012). The Little Prince, Paris: Gallimard Jeunesse Library.
- Kohn A. Unconditional Parenting. Moving from Rewards and Punishments to Love and Reason. Atria Books, 2006.
- Changing Tools for Healthy Relationships (Nonviolent Communication Guides). PuddleDancer Press, 2015.

**Internet:**

[https://en.wikipedia.org/wiki/Active\\_listening](https://en.wikipedia.org/wiki/Active_listening) (Retrieved 31.01.2019r).

<https://www.nonviolentcommunication.com/> (Retrieved 31.01.2019r).

<https://centerforparentingeducation.org/library-of-articles/healthy-communication/the-skill-of-listening/> (Retrieved 28.08.2019r).

<https://www.nonviolentcommunication.com/> (Retrieved 31.1.2019r).

<https://centerforparentingeducation.org/library-of-articles/healthy-communication/the-skill-of-listening/> (Retrieved 02.09.2019r).

[https://tc2.ca/uploads/TTT/Active\\_listening.pdf](https://tc2.ca/uploads/TTT/Active_listening.pdf) (Retrieved 02.09.2019r).

<https://wvde.state.wv.us/osp/Transition/student17%20Listening%20for%20Understanding.pdf> (Retrieved 02.09.2019r).

[https://fatherhood-d7-stage.icfwebservices.com/sites/default/files/files-for-pages/Fatherhood\\_Development\\_Active\\_Listening\\_Activity.pdf](https://fatherhood-d7-stage.icfwebservices.com/sites/default/files/files-for-pages/Fatherhood_Development_Active_Listening_Activity.pdf) (Retrieved 02.09.2019r).

<https://www.ncacc.org/DocumentCenter/View/3613> (Retrieved 02.09.2019r).

[https://www.mcgill.ca/engage/files/engage/active\\_listening\\_and\\_effective\\_questioning.pdf](https://www.mcgill.ca/engage/files/engage/active_listening_and_effective_questioning.pdf) (Retrieved 02.09.2019r).

## PaRentsEdu

Developing independent problem-solving skills through active listening.

1. ***Did the course cover the content you were expecting? Why or why not?***

2. ***What topics would you have liked to see addressed that were not covered?***

3. ***What are the strengths and weaknesses of this e-learning course?***

4. ***Did the content adequately explain the knowledge, skills, and concepts it presented?***

5. ***Did the quiz feedback present new knowledge?***



6. ***How much time did you spend on this e-learning course?***

7. ***Did you understand where you had to click to move forward? If not, why not?***

8. ***Did you utilize any links to external websites?***

9. ***Did any of the activities help you gain a clearer understanding of the subject?***

10. ***What would you change or add to this Module?***

*Keep in mind that any suggestion from your side is more than welcomed to us!*