

AN INNOVATIVE
OUTREACH
PROGRAMME TO
EQUIP ADULTS WITH
DISSABILITIES WITH
KEY COMPETENCES
(SOCIAL
ENTREPRENEURIAL
AND DIGITAL)

Entre
4all 

ENTRE4ALL COMMUNITY SUPPORT CENTRES

Project number: 2019-1-SI01-KA204-060426

O2. ENTRE4ALL back pack: Educational - learning guide for setting up digital social entrepreneurship hubs

O2.1. Teaching and learning material based on the social activation approach

TEMPLATE: Training Techniques and handouts for adult educators/trainers

Partner: Emphasys Centre

Date:

Module 4. Social Skills	
Activity Number	M4-T1-A2
Topic	Communication with Others
Learning Outcomes	<p><u>Basic (A): Referring to EQF level 3-4</u></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> To understand active listening <p><u>Competences</u></p> <ul style="list-style-type: none"> To apply active listening
Learning approach	<input type="checkbox"/> Blended-learning opportunities <input checked="" type="checkbox"/> F2F training <input type="checkbox"/> Individual e-learning <input checked="" type="checkbox"/> Open-distance learning <input type="checkbox"/> Work-based learning <input type="checkbox"/> Community work <input type="checkbox"/> other (please specify)
Training Technique	Active Listening Skills
Duration	50 minutes
Facility/ Equipment	Classroom, Internet access, projector, white board, or chairs, tables, training room
Participants will need:	<i>A pen/pencil and a notebook</i>
Attached worksheets	I.1-1 Active Listening- Talker-Listener I.1-2 Active Listening- Bus route
Main Tasks / Procedure	<p>Task 1: Adjust the lecture according to individual needs. This is an individual activity. Make sure that the students understand the instructions and get individual support if necessary. Introduce the topic of active listening to participants and ask the question: What is active listening?</p> <p><i>Watch the video below: Active Listening with Emma Buggy (Episode 3) (8 minutes) Ask the following questions:</i></p> <ul style="list-style-type: none"> How would you describe what active listening is? <p>Play the video as many times as you deem necessary so to be fully comprehensive. (30 minutes)</p> <p>Task 2</p>

	<p>The educator provides a worksheet: Active Listening- Talker-Listener. The educator reads the script to the students. The educator (talker) has to talk about a trip he has done but without mentioning a destination. The student (listener) has to practice active listening skills – listening attentively to what is being said and what is not quite being said. Then the teacher asks the following questions:</p> <ul style="list-style-type: none"> - <i>What is the destination of the trip?</i> - <i>What places has Jonas visited?</i> - <i>How many days did he travel?</i> <p>(15 mins)</p> <p>Task 3 Place the students in groups of 2-3 people. Tell each group that you will be asking questions on what they are about to hear and that they can take notes if they wish. Start by saying you are the bus driver. You then read out a bus route based on the worksheet 2: Active Listening-Bus route. After you read the story ask the question ‘How old is the driver of the bus?’.</p> <p>Ask each person to discuss with their group member for 5 minutes. Read the story again and ask each group to provide their answer.</p> <p>(15 minutes)</p> <p>Task 4 Wrap it Up (5 minutes)</p>
<p>Useful Resources referenced to DATABANK (IO2-A2)</p>	<p>How to Create Unique Trips With Help of Scenario Constructor? Active Listening Exercise: Follow the Conversation Trainers' Tips: active listening exercises Active Listening with Emma Buggy (Episode 3)</p>
<p>Tips</p>	<p><u>EQF Levels 5 & 6</u> Task 2 is replaced with the following activity: Form groups of two people. Each one chooses the photo of preference. In pairs each member explains the reasons of choosing his/her photo and the feelings/associations caused (2 min./person). In plenary, each member tells what she/he has heard from his/her pair (2mins/person).</p> <p><u>EQF Levels 7 & 8:</u> Task 1: Divide the students in a group of 2 people and ask them to tell a story e.g. a trip they would like to do which will include their names, places interests. The ‘listener’ will need to provide a summary of what the ‘talker’ has said. The roles will be changed and the listener will take the role of the talker and vice versa.</p> <p>Task 2: The task will be based on task 3- I.1-2 Active Listening- Bus route.</p>

Worksheet 1

I.1-1 Worksheet: Active Listening- Talker-Listener



The trip

Jonas is from Austria and is getting prepared for his trip. His flight began from Vienna and lasted 5 hours. Once he arrived at the airport of the destination, he visited a restaurant and had a dish of chicken and rice. He then used his car and went to 'Flo hotel', where he stayed. He asked for a map in the city centre to search for sights and places of interest close to the city. He paid 340 Euro and stayed for 3 nights. He took the key of his room to leave his luggage. In the next morning, he had a breakfast at the hotel and then took a bus to visit the National Museum and the old square of the city. He really enjoyed the trip.

Worksheet 2

I.1-2 Active Listening- Bus route

- You are the bus driver at stop no 1, three people got on the bus, one of them was wearing a red hat.
- At stop 2, four people got on and one got off.
- At stop 3, two people got on, one person was carrying a bag and the person with the red hat got off.
- At stop 4, 3 people got on, one person was wearing a white collar.
- At stop 5, no one got off.

Question: What is the bus drivers age?

