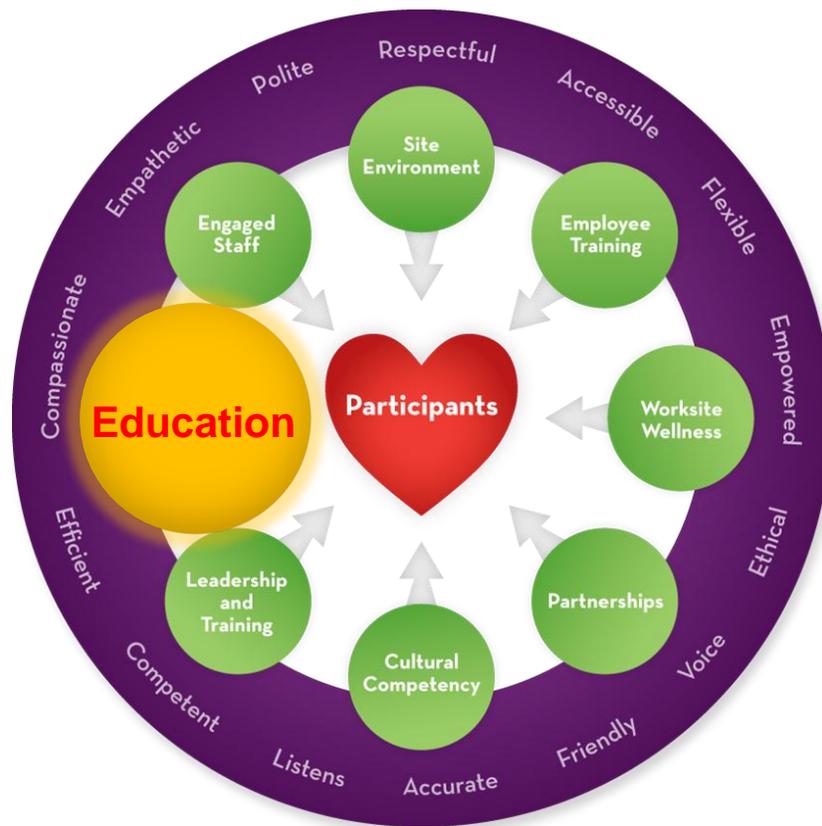


Listening

Participant Centered Education

Facilitator's Guide



This module is one in a series focusing on Participant-Centered Education (PCE). PCE is a key component of California WIC's effort to offer *Platinum WIC – Participant Centered Services (PCS)*. The California WIC PCS approach puts the WIC family at the center of everything we do and focuses on the strengths of participants, employees and community.

PCE places the participant at the center of the education process. PCE focuses on the participant's capabilities, strengths, and their nutrition, health, and referral needs, not just problems, risks, or unhealthy behaviors. PCE includes working collaboratively, eliciting and supporting motivation to change, and respecting participants as the ones who decide if and when they will learn and/or make a change.

LISTENING

Letting participants have a say in the education session helps make the learning participant-centered. What we say as educators is valuable; however, it is even more important to hear participants talk about their experiences, interests, motivations to changes, and ideas. Listening takes place throughout the entire session; and is related to the PCE principles of ambivalence and collaboration, empathy and voice. Silence and pausing also help with listening. Training on these additional topics will reinforce the learning from this module.

Trainer's Notes

Purpose:

To review principles of good listening skills and to practice listening

Objectives: By the end of the session, staff will have:

- Identified and reviewed characteristics of good listeners
- Practiced using these characteristics
- Identified barriers to listening and possible ways to overcome these barriers

Directions:

Before the session, prepare separate pages of a flip chart with each of the following:

For Activity 2:

- 1) *Write this topic for discussion: "What is one thing I have learned from or appreciate about my work?"*
- 2) *Write this information as a "t-chart":*

LISTENER
<ul style="list-style-type: none">• Listen• Summarize• Ask: "Did I get it right?"

TALKER
<ul style="list-style-type: none">• Share one thing the listener did that made it easy to talk.• Affirm the Listener.

For Activity 5:

- 1) *Write this topic to discuss:*
What is one thing I would like to do to be a better listener?
Why do I want to focus on this one thing?"
- 2) *Write this quote:*
"People will forget what you said. People will forget what you did.
But people will never forget how you made them feel." - Maya Angelou

Materials:

- Flip pad or board and markers
- “Listening” Trainee Workbooks

Room Set Up:

- Staff seated at tables or in small groups

Additional facilitation suggestions:

Activity 2 - “Practice Listening”:

This listening activity is best done in pairs. If you have an odd number of people, consider pairing yourself with one of the trainees, so that everyone has just one partner.

Activity 4 - “What gets in the way of listening?”:

Typical barriers to listening include:

- Noise
- Disruptive children
- Thinking about other things
- Time

Another potential barrier to listening is spending too much time on the computer and not looking at the participant.

While the activity asks for staff to suggest ways to deal with these issues, you may also want to prepare a few suggestions ahead of time.

For example, in some cases it may help to deal with disruptive children by offering them activities, such as paper and crayons, toys, and games.

To help staff focus attention on the participant and maintain interest during their time together, educators might try *being curious*. For example, educators might think of themselves as a reporter, and the participant as a famous person they want to know about: How would their style of communication change with this ‘famous’ participant? What else can they notice about the participant’s behavior and body language? It may help to guess what else is going on with the participant, and to try remembering everything that’s been said so far.

Lastly, you may want to brainstorm ways to make it easier to focus on the participant and less on the computer.

Listening

Characteristics of a good listener

- Presence—undivided attention
- Eyes, ears, and heart—use all of your senses
- Acceptance & non-judgment
- Curiosity
- Delight
- No interruptions
- Encouragers (e.g., mm-hmm, I see, go on, oh, really, right, no way, what else, wow, tell me more)
- Silence



What is one thing
I appreciate about or
have learned
from my work?

1. Characteristics of a good listener: Activity 1

Say: *Think for a moment about someone you know who is a good listener. What makes them a good listener? Call out your responses, and I will record your thoughts as guidelines for listening.*

INSTRUCTIONS: Write down comments from staff as they share them.

Say: *Together we'll look at the handout called "Characteristics of a good listener".*

INSTRUCTIONS: Review the characteristics on the handout. Ask staff to comment on the list. Compare characteristics from the comments to the ones on the handout.

2. Practice Listening: Activity 2

Say: *In a moment you will have a chance to practice your listening skills with a partner. This is the topic you will discuss: "What is one thing I have learned from or appreciate about my work". This can be your current job or any job you've ever had.*

LISTENER

Listen
Summarize
Ask: "Did I get it right?"

TALKER

Share one thing the listener did that made it easy to talk.
Affirm the Listener.

Practice Listening, continued...

INSTRUCTIONS: Have staff find partners. Be sure each person has one and only one partner. Then tell them to decide who will listen and who will speak for now, and to let you know when they are ready.

Say: *The speaker will have 2 minutes to talk about the topic on the chart pad or board. Listeners will listen carefully, trying to follow the guidelines on the handout, including: being present, accepting, and curious; and actively listening with eyes, ears and heart with no interruptions or distractions, and using silence!*

INSTRUCTIONS: After 90 seconds, ask the listeners to summarize what they heard.

Say: *Summaries should focus only on the most important things said, and should be short and to the point! A good summary should take only 15 seconds or so.*

After you summarize, then ask your talker "Did I Get it Right?" Or "Did I Get It All?"

INSTRUCTIONS: After listeners summarize, ask talkers to pick at least one thing their listener did that made them want to talk, and have the talkers affirm their listeners.

Have staff **switch roles**, so the talker now listens, and the listener talks; and **repeat the activity**.

Afterward, ask **how staff felt** when they were the listener, and when they were the talker.

Ask about **any questions or comments** they have about the activity.

LISTENING QUOTES

The first duty of love is to listen.
- Paul Tillich

You cannot truly listen to anyone and do anything else at the same time.
- M. Scott Peck

It is the province of knowledge to speak, and it is the privilege of wisdom to listen.
- Oliver Wendell Holmes

Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen.
- Winston Churchill

The most basic of all human needs is the need to understand and be understood. The best way to understand people is to listen to them.
- Ralph Nichols

Many a man would rather you heard his story than granted his request.
- Phillip Stanhope Earl of Chesterfield

If speaking is silver, then listening is gold.
- Turkish Proverb

Listening is a magnetic and strange thing, a creative force. The friends who listen to us are the ones we move toward. When we are listened to, it creates us, makes us unfold and expand.
- Brenda Ueland

The greatest gift you can give another is the purity of your attention.
- Richard Moss



3. Listening quotes: Activity 3

INSTRUCTIONS: Invite staff to read the quotes about listening on the handout. Ask them to think about **which ones they find meaningful**.

Invite them to **discuss** in their small groups which quote(s) they picked and **why**.

In the large group, ask a few volunteers to share their thoughts.

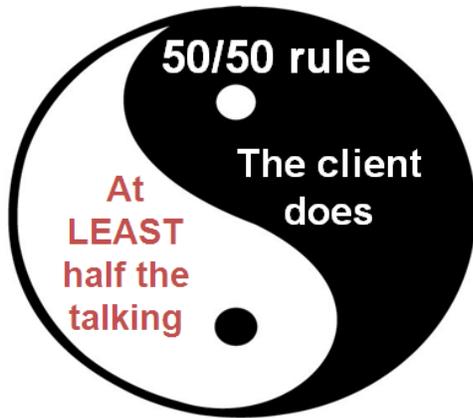
4. What gets in the way of listening? Activity 4

Ask: *What gets in the way of listening to our participants?*

INSTRUCTIONS: **Ask** for ideas about what gets in the way of listening to participants.

Ask for suggestions about how to deal with these issues.

See the "additional notes about listening and facilitation suggestions" for ideas about potential barriers and possible solutions.



What is one thing I would like to do to be a better listener?

Why do I want to focus on this one thing?"

“People will forget what you said.
People will forget what you did.
But people will never forget how you made them feel.”

Maya Angelou

5. 50/50 rule

Say: *In participant centered education, we have a 50/50 rule: The goal is for the participant to do at least half the talking during an education session. In a class, participants should either be talking or doing activities at least half the time. This is one of the definitions of "participant-centered".*

INSTRUCTIONS: Ask staff what questions they have about this.

6. How to be a better listener: Activity 5

Say *Based on what we've done today, think to yourself about the following: "What is one thing I would like to do to be a better listener? Why do I want to focus on this one thing?"*

INSTRUCTIONS: Allow staff a minute or two to review their notes and think of their answer.

Say *Share with a partner what you would do to be a better listener and why you will focus on that. Write this down in your workbook*

INSTRUCTIONS: Allow staff a few minutes to share their answers in pairs. Invite staff to share their thoughts with the entire group.

End by reading this quote: “People will forget what you said. People will forget what you did. But people will never forget how you made them feel.” - Maya Angelou

Say *You have an opportunity each day to make your participants feel that you have listened to them and listened well.*