

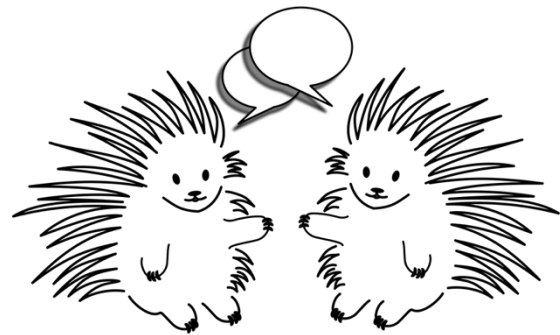
HOW TO TALK TO PORCUPINES

DEFINITIONS



What is a porcupine?

What does it mean to communicate?



What is communication?

PERSPECTIVES



When have you seen perspectives cause a communication interruption?

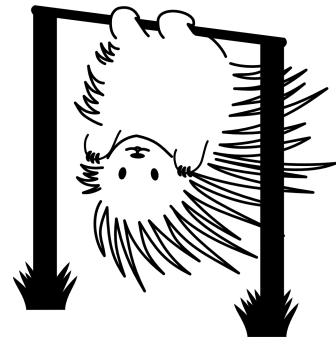
What did you do to address or resolve the interruption?

It's important to be aware of in-group bias perceptions as a youth or social services worker. What in-group biases might you hold?

How have perceptions recently impacted a communication with a youth or client?

What did you do to address or resolve the situation?

PERCEPTIONS



ASSUMPTIONS

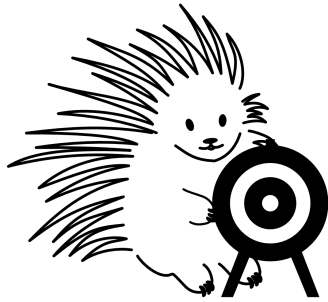


When have assumptions caused a communication breakdown in your work?

What did the breakdown cause?

OBJECTIVES

Think about your audience – what are their primary objectives?



In what ways have objectives caused a communication breakdown in your work?

Emotions influence the way we process or receive information thereby impacting effective communication.

Which emotions do you see most frequently?

EMOTIONS



How do they impact your ability to communicate effectively?

STYLES

What kinds of communication styles have you encountered in your role as a youth or social service worker?



ARISE ACTION PLAN

Actively listen

Show the porcupine you are approachable and available.

Respond appropriately

Access assertive responses | Articulate needs with targeted Questions | Activate minimal encourages

Examples of open-ended questions:

Examples of close-ended questions:

Examples of strategic questions:

Examples of minimal encourages:

Include voices

Engage youth. Recognize your limits. Leverage inclusive language.

In what ways does your organization or team bring the voice of the youth you serve to the table?

What questions or tactics can you use to include others in the conversation? Write them down.

Structure the conversation

Support a porcupine by making it okay to try again

What are the five ways to structure a conversation?

Employ nonverbals

Nonverbal communication is essential to our daily exchange of information with those around us.

GRACEFUL TREES

Knowing how to de-escalate big feelings is an important tool for managing emotions and communicating with youth or children, and even adults, effectively.

Practice this activity on your own and with the youth or children in your life before a prickly situation arises.

Practice:

1. Spread out so you have space to move
2. Sitting or standing, firmly plant your feet on the ground. Crouch down like a seed.
3. Imagine your toes are reaching into the ground below you.
 - a. What kinds of things do your toes find as your roots sink in?
4. Take a breath.
5. Slowly start counting to 10. As you count, slowly “grow” without moving your feet. Roll up one vertebrae at a time and spread your arms and fingers out like branches.
6. Imagine the breeze blowing through your fingers, the warm sun on your face.
 - a. How does your body move with the blowing wind?
 - b. Can you imagine water coming up from the ground and reaching your fingers?
7. Listen as you breathe in and out.
8. Try counting to three as you breathe in and as you breathe out.
9. Notice your heart beating, quietly.
10. Notice your relaxed breathing.
11. Notice how at peace your body can feel when you focus on this specific moment, as a graceful tree.
12. Take one more deep breath in and out before returning to your human self.

How do you feel?

Grounding activities can be a powerful tool to help youth move towards emotional awareness and management, giving them a space to practice those big emotions.

You can use this activity to help youth in your life become graceful trees and reground in their space during emotional experiences.

The best time to practice, though, is before the prickly situation appears.

LET'S PRACTICE

Prickly porcupine scenario 1

What happened?

What are some common reactions you might have to seeing this situation?

How did the young person react?

How did you react?

Which Communication Breakdown did you notice?

What ARISE tactic could you apply?

Prickly porcupine scenario 2

What happened?

What are some common reactions you might have to seeing this situation?

How did the young person react?

How did you react?

Which Communication Breakdown did you notice?

What ARISE tactic could you apply?

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