

## Activity

### Summarising for change - what did Jules say?

#### Purpose

To become more fluent in making summaries and summaries for change.

#### Description

Analysing the use of summaries and summaries for change.

#### Instructions

- Read the script.
- Reflect on how the conversation seems to be progressing and where you would like to take it next.
- Write a summary.
- Compare your version with that on the 'feedback' sheet.
- If there are significant differences, reflect on why this might be.

#### Example: A conversation between Jules and her tutor

**Tutor:** So your supervisor has given you a warning and there's a possibility that you'll lose your placement. What's been going on, Jules?

**Jules:** I don't see why he's bothered. I mean, I go out with my friends to – you know – get away from everything else, have a laugh, get a few drinks in, stick the music up. It's just a bit of fun isn't it, you just need to get away and just chill.

**Tutor:** You go out with your friends, have a good time. Anything else?

**Jules:** Well mostly it's good, do you know what I mean? Most of the time it's really good, nothing much happens

**Tutor:** *Most of the time it's good.*

**Jules:** Yeah... Well...the other night – I had this fight with my mate, and we were having a go at each other. I wasn't drunk or anything next day, I just didn't remember what happened, so I suppose that's not great really but we made up and everything, so it's fine.

**Tutor:** The next day you didn't remember what had happened. How were you feeling?

**Jules:** Obviously I wasn't drunk when I went into work. I suppose I was a bit tired because of the night before but everyone is tired if they've done something the night before. But I suppose that maybe I felt... I don't know... maybe I was just a bit hung-over – and I did get shouted at – that wasn't good – I mean, at least I went in. Yeah, I was a little bit tired – but not drunk. And now I can't go out or I'll lose my placement – I mean, what am I going to do? I want to stay there, but I want a life, too. No way am I going to give up my friends.

**Tutor:** (Summary - emphasising any indication Jules has given that would support her in changing her behaviour.)

## Activity feedback sheet

### What did Jules say?

Jules seems to swing between resisting the idea that she needs to change her behaviour, and acknowledging that her nights out with friends may have some after-effects.

A summary would pick up and emphasise the comments she made about these after-effects and wanting to keep her placement.

For example:

**Tutor:** OK Jules, let's just stop there a moment. You like to go out in the evenings and have a good time with your friends – like anyone else. But you say that the other day, after you'd been out with your friends the night before, you went into work feeling a bit tired and with something of a hangover. The supervisor warned you that you could lose your placement.

And now you're wondering how to have your fun without it interfering with your work the next day. Is that how you see things?

A well-placed summary for change can take a learner's attention away from the obstacles to change and on to the things that support change.

