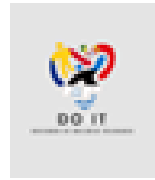




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Advice in effective communication – 50 activities – 10 from each partner

Activities may be overlapping or have similarities as each partner created them separately in the workgroup formed inside their organisation.

PARTNER 1

1. The magic circle

Students sit in a circle and talk about personal experiences or thoughts on a specific topic. The process involves active listening and respect for others' opinions, enhancing open communication.

Objective: Strengthening emotional expression and the ability to listen and understand their peers.

2. “The Group Painting”

A group of pupils collaborates to create a large painting, with each adding their own piece. Communication is essential for coordination and achieving a cohesive result.

Objective: Enhancing creative communication and collaboration.

3. “Theatrical improvisation”

Pupils are divided into small groups and are given a specific scenario of conflict or disagreement (e.g., two friends disagreeing on something important, or a group that has to make a decision but faces disagreement). They are asked to improvise the dialogue, with the goal of reaching a solution through effective communication, active listening, and argumentation.

Objective: Practicing negotiation and conflict resolution through communication strategies such as clear expression of emotions, listening, and finding common ground.

4. Reversing roles

Pupils take on the role of the teacher and are asked to explain a lesson or concept to their classmates. This helps them develop skills for clear expression and managing audience reactions.

Objective: Developing leadership communication and empathy toward the listener.

5. “Communication scenes”

Pupils are invited to create small scenes or scenarios that demonstrate communication situations (e.g., conflict, collaboration). Through improvisation and interaction, they practice communication in different contexts.

Objective: Developing spontaneous and creative communication.

6. “Body language speak”

Instruct pupils to perform a sequence of gestures, such as tapping their nose, standing up, bending one knee, sitting down again, crossing their hands, etc. Do eight to ten gestures while displaying them and giving instructions. On giving the final instruction, while telling pupils what to do, perform a completely different action.

Objective: develop presence in communication

7. “Debate: Exchange of views”

Pupils are divided into two groups and discuss a topic with arguments, trying to persuade the other side. Each group listens carefully to the other and responds with logical and well-founded arguments.

Objective: Developing logical thinking and persuasive communication skills.

8. “The Mirror”

Students pair up, with one mimicking the other’s movements as if they are their “mirror.” This activity strengthens students’ ability to observe and understand non-verbal communication.

Objective: Cultivating awareness of body language and non-verbal communication.

9. “The Art of Silence”

Pupils are asked to express emotions or situations without speaking, using only body language and facial expressions. This helps them understand the power of non-verbal communication.

Objective: Developing non-verbal communication skills and enhancing expressiveness.

10. Breathwork

Pupils are invited to pair up and on cue start breathing together at the same pace as deeply as possible. This technique can later be used in case of heated arguments to help the participants calm down and connect to the other party on a different level.

PARTNER 2

1. Conscious Pause in Conversation

During a group conversation, ask participants to practice making a conscious 3-second pause before responding. Encourage them, during this pause, to take a few deeper and more mindful breaths. Discuss how this changes the dynamics of communication, fostering greater emotional self-regulation and promoting more thoughtful and less impulsive responses.

2. Turning the Negative into Positive

Each participant in the group should write down a few sentences they say or think negatively in their daily lives (“I’m always late,” “I got a bad grade, I’m a terrible student”). Then, they should rephrase these sentences in a more positive or constructive way (“I think it’s important to arrive on time so the work flows better,” “Even though I got a bad grade, next time I’ll study more and improve my score”). The group should practice rephrasing several times.

3. Metaphor Game

A participant chooses an idea or concept and describes it using a metaphor (e.g., "Life is like a rollercoaster"). The others try to guess the message and discuss how metaphors can help or hinder clarity in communication. The facilitator should guide the group discussion on the importance of word choice in conveying the intended message, reducing misunderstandings.

4. Drawing in Pairs

Ask the pupils to pair up, and give a simple image to one of them. The pupil with the image must describe it without showing it, and the other child should try to draw based on the instructions. At the end, compare the drawings and discuss the importance of being clear, effective, and detailed when communicating.

5. Feelings Wheel Activity

Pupils sit in a circle and take turns spinning the Feelings Wheel or pointing to an emotion. The pupil who selects an emotion then shares a brief statement or story about a time they experienced that feeling. The other pupils listen attentively and offer supportive and empathetic responses. After everyone has had a turn, a discussion follows about the experience of sharing and listening to emotions, highlighting the importance of empathy and understanding in communication.

6. Emotion Check-In

The facilitator should first ask the group to sit comfortably, take a few mindful breaths, and then notice how they are feeling in the moment. Next, invite each participant to share one or more emotions they are experiencing. The facilitator and the entire group should welcome and support each sharing. The facilitator should explain that it is normal to experience a range of emotions each day and that it is perfectly okay. The important thing is to express our emotions without hurting anyone, including ourselves.

7. I See Something

One pupil selects an object in the room without revealing what it is. The pupil then describes the object in detail, including aspects such as its colour, shape, and size, while the other children try to guess what the object is based on the description provided.

8. 30-Second Story

Each participant is challenged to tell a complete story or describe a significant event within just 30 seconds. To start, explain to the group that the objective is to practice delivering a clear and engaging story within a very short time frame. Emphasize the importance of identifying the core message or main points of the story to ensure that it is understandable and captivating despite the time constraint. Participants take turns speaking, and each has exactly 30 seconds to present their story or event. Encourage them to be creative and precise, selecting the most impactful details to include.

After each presentation, engage the group in a brief discussion about the effectiveness of the storytelling. Discuss what worked well in terms of clarity and engagement and provide constructive feedback on how they might improve their storytelling skills.

9. Exploration of Values

The teacher begins by asking participants to reflect on their core values, such as honesty, respect, justice, or empathy. They should consider how these values shape their attitudes and decisions in everyday situations. Participants then share their identified values with the group and discuss how these values impact their communication styles and relationships. For instance, someone who values honesty highly might prioritize being direct and transparent in conversations, while someone who values empathy might focus on understanding and validating others' feelings. The discussion should also explore how recognizing and respecting others' values can improve communication and strengthen relationships. Participants should reflect on how differing values can lead to misunderstandings and consider strategies for navigating these differences in a respectful and constructive manner.

10. Communication Challenges

The teacher starts by presenting participants with challenging scenarios, such as difficult work conversations, giving critical feedback, or resolving conflicts. These scenarios should reflect real-life communication issues. Participants select one scenario and develop a strategy for handling it, focusing on clear articulation, managing emotions, and responding to resistance or misunderstandings using techniques like active listening, empathy, and assertiveness. Participants then share their strategies with the group, discussing their approach and how they would implement it. This is followed by a group discussion where participants give feedback, highlighting strengths and suggesting improvements. The discussion should emphasize adapting communication strategies to different situations and reflect on applying these strategies to enhance communication skills and address challenges effectively.

PARTNER 3

1. Active listening

Practice listening without interrupting and then summarizing what was said. 2 minutes for one student to speak and the other is just listening. And then a conclusion is made by listener.

2. Role-Playing

Simulate different scenarios to practice communication skills in various contexts. Each pupil writes 2-3 complicated situations from their life and all of them are placed in a big basket where pupils pick randomly and act out different scenarios.

3. Back-to-Back Drawing

One person describes a picture while the other draws it, emphasizing clear instructions and active listening.

4. The Blindfold Game

Guide a blindfolded partner through an obstacle course using only verbal instructions.

5. Two truths and a lie

The pupils are invited to write two true sentences and one lie on a piece of paper. Then they share two true statements and one false one about yourself, and have others guess which is the lie.

6. Storytelling Circles

Each person adds a sentence to a story, promoting creativity and attentive listening.

7. Non-Verbal Communication Games

The pupils are invited to communicate only through gestures and facial expressions to understand the importance of body language. They can try to talk about their day, their weekend, their trip, etc only by gestures and movement.

8. Feedback sessions

The pupils practice giving and receiving constructive feedback in a supportive environment. For example, after one pupil recites homework task, the others are invited to reflect in a positive encouraging way.

9. Group Discussions

The pupils are invited to engage in discussions on various topics to practice articulating thoughts clearly and listening to others. The topics can be related to parenting, school system, environment, etc.

10. Empathy exercise

The pupils are invited to share personal experiences and practice empathetic listening and responses.

PARTNER 4

1. "I" statements practice

Participants practice using "I" statements in conflict situations to express their feelings without blaming. The exercise teaches responsible communication and empathy.

2. Feedback exercise

Participants give and receive feedback through a structured process, focusing on constructive and supportive communication. This exercise helps develop confidence and effective communication.

3. Body language exercises

Participants work in pairs to practice and analyse the impact of body language on communication. They present different body language cues and discuss how they might affect interactions.

4. Paraphrasing practice

In pairs, participants practice paraphrasing each other's speech to confirm understanding and avoid miscommunication. This exercise promotes clear and effective communication.

5. Clear written communication

Participants write and then revise emails, focusing on clarity and conciseness. This exercise develops writing skills and precision in written communication.

6. Communication art project

Participants create a collage using various materials that symbolize effective communication and its different aspects. This creative therapy exercise helps visualize and understand the components of effective communication.

7. Written communication refinement

Participants draft emails or letters, then review and edit them for clarity and conciseness.

8. Body language charades

Partners act out scenarios using only body language, while the rest of the group interprets the communication.

9. Creative communication collage

Participants make a collage using magazine clippings to symbolize different aspects of communication.

10. Tone and emotion exercise

Participants practice reading the same sentences with different emotional tones and reflect on how tone changes meaning.

PARTNER 5

1. Safe environment

Teacher creates a safe, inclusive, supportive environment where pupils feel comfortable to open up and express their thoughts/ ideas. An atmosphere that allows students to ask if they need help is crucial to their academic success. Allowing pupils to talk about anything that may occur is a great way to promote good communication. Giving pupils extra support, tuition, explanations before and after class helps shy students so that they do not feel comfortable in class to ask questions to learn.

2. Teamwork

Doing more team activities and group work is a great way to take the focus off competing with one another and concentrate more on working together, to get the best results. It encourages communication, cooperation, collaboration, helping pupils talk more and effectively express themselves with their peers. Incorporating games, quizzes into the lesson. In pairs/ groups, students work together, play. Pair and group work encourage pupils to interact more; to ask questions, talk about themselves, listen to others.

3. Think before you speak

Staying mindful, thinking before speaking avoids communication problems. If you are upset and lash out badly, it can cause damage to the relationship. Have proper communication by asking to excuse

you, making an apology with explanations/ justifications help repair the damage. Think before you speak in order to avoid hurting feelings, causing damage. Before you speak, ask yourself 3 things: Is it kind? Is it necessary? Is it true?

4. Parental involvement

Parental involvement is key element of supportive educational community. By providing interactive workshops, family nights, volunteering opportunities, school can foster stronger relationships between staff and families. This connection plays a significant role in supporting positive behaviour and boosting pupils' success.

5. Public speaking

Motivating pupils to take part in public speaking enhances their verbal communication skills. Practising how to argue rationally and present ideas clearly builds confidence.

6. Develop non-verbal communication

Mastering nonverbal cues improves communication skills. Encourage pupils to maintain eye contact, which signals confidence, active engagement. Using appropriate gestures (hand movements) helps emphasise key points, makes communication more impactful. Teaching pupils to recognise others' body language enables them to interpret messages more accurately.

7. Bush walk

Taking a short hike in a bushland environment. Spend quality time getting to know one another as you walk through bushland, home to a diverse variety of plant and animal species. It's a way to bring the team together & spend time reflecting on camp experience.

8. Canoeing

It is water therapy, challenging & fun. Pupils learn & develop paddling techniques, teamwork & communication skills using games and instruction on land and afloat.

9. Climbing

Qualified instructors teach students how to recognise and control risks before learning basic skills and techniques of climbing with auto belay or 'ground up' belay systems. Climbing can greatly enhance team spirit and confidence in each other.

10. Trust exercises

Fun adventure activities with physical challenges which require cooperation, communication, participation from everybody in order to complete them successfully, involving lifting each other up off the ground! These can include for example "blind walk", or crossing obstacles which require everyone's contribution, etc.