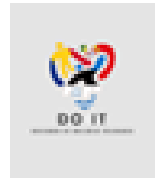




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## Happy communication – 30 activities – 6 from each partner

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

### PARTNER 1

#### 1. Listen closely

‘Listen Closely’ is one of the simplest virtual communication games to play. All you need is paper and pens. In each round, one player describes an object while the others draw it, one shape or line at a time. For example, it could be a sun, a tree, a stoplight, or a cat. The goal is for players to guess what the object is before the drawing is finished.

The game shows how important it is to give clear instructions, and it’s funny to see how different the drawings can turn out from what you expected.

#### 2. Mind the trap

‘Mind the Trap’ is a great team-building game. Here’s how to play:

- Set up an obstacle course.
- Blindfold one player.
- Have the other players guide the blindfolded player through the course by shouting directions.

To make it more exciting, you can time how fast they complete the course or add traps. This game helps everyone practice giving clear instructions and working together.

#### 3. In other words

‘In other words’ is a game about finding different ways to say the same thing. Here’s how to play:

- One player starts by saying a common phrase.
- The other players take turns coming up with similar phrases until no one can think of any more.

For example, if the phrase is “the end of the work day,” you might come up with “quitting time,” “happy hour,” or “commute home.”

You can play in two ways: either see who can come up with the most phrases (the last person with an idea wins) or work together as a team to find as many phrases as possible. The goal is to see how many different ways you can express the same idea. Feel free to get creative with new phrases or descriptions!

#### **4. Express it with emotion**

‘Express it with emotion’ is a game that helps with understanding feelings. Here’s how it works:

- Each round, a player gets a random phrase and a random emotion.
- The player reads the phrase (not loud), showing that emotion, and the others guess what the feeling is.

The game is more fun with tricky emotions, like “nervous after a long meeting” or “confused about which subway exit to take.” The speaker can ask for more detailed guesses and give points based on how accurate they are.

#### **5. Whisper down the lane**

‘Whisper Down the Lane’ is a popular team-building communication game. Here’s how to play:

- One player whispers a phrase to the next player.
- This continues until the last player hears the message.
- The last player says the phrase out loud, and the first player compares it to the original phrase.

The game highlights the importance of clear communication and good listening.

Another fun version has players take turns writing or drawing a phrase. At the end, you compare the final result to the original message to see how close it is.

#### **6. Guess what?**

‘Microphone or Beyond?’ is a game where players identify objects by asking yes-or-no questions. In each round, one player (the thinker) picks an object, and the other players (guessers) try to figure out what it is by asking questions that compare it to different

categories. The first question is always, “Is it more like a tree or an artist?” The thinker then chooses the closest category and answers based on that. For example, if the object is a pumpkin, the answer would be “tree.” If it’s a wooden nutcracker, the thinker uses their judgment to decide. The game keeps going until the object is guessed or players give up.

## **PARTNER 2**

### **1. Happy communication cards**

Each participant receives a set of colourful cards and writes a supportive sentence, a compliment, or a word of encouragement for another group member. They then give the card to the recipient, explaining why they wrote it and how that person makes them feel.

This activity fosters positive communication, boosts self-esteem, and promotes an environment of empathy and respect.

## **2. The happy message box**

A box is placed in the centre of the room, and participants write positive and constructive messages about themselves or their peers which are then placed in the box.

At the end of the activity, each participant takes out a message (anonymous or signed) and reads it aloud. After reading, they can write the message on the classroom board to create a collection of happy and positive messages for everyone to see.

This helps develop the ability to express positive thoughts and recognize others' qualities, creating a happy and welcoming environment.

## **3. The smile challenge**

Pupils are divided into pairs and challenged to communicate without using words, relying only on facial expressions and gestures, with the goal of making the other person smile.

After the round of non-verbal communication, participants discuss in a group what worked, how they felt, and the power of smiles and body language in communication.

This activity encourages emotional connection and understanding without the use of speech, showing how small gestures can convey happiness.

## **4. The happiness circle**

Pupils sit in a circle, and each one receives a question related to happiness and communication (e.g., "What makes you the happiest?" or "How do you communicate when you are very happy?"). One by one, the participants answer their questions, and the group is encouraged to ask follow-up questions to deepen the conversation.

This activity promotes self-awareness and genuine interest in others, while also improving active listening and communication skills

## **5. Happy words chain**

Pupils sit in a circle, and the facilitator starts by saying a word related to happiness (e.g., "friendship"). The next participant must continue the chain by saying a word that connects to the previous one (e.g., "trust"), and so on. The goal is to build a chain of words that reflect positive feelings and actions, promoting reflection on how words influence mood and communication.

This activity develops the ability to think quickly and connect to others' words and emotions in a positive way.

## **6. Happy emotions game**

Pupils roll a die with different happy emotions on each side (e.g., joy, excitement, pride). When an emotion is rolled, the person must share a situation in which they felt that emotion. After each sharing, the other participants are encouraged to ask questions or share similar experiences, creating an open and emotionally enriching conversation.

This activity improves the ability to recognize and communicate positive emotions, while increasing empathy and connection among participants.

## **PARTNER 3**

### **1. Bike club**

Pupils are invited to participate in Bike Club a week and use areas (parks, bike treks) to be active in informal settings/ organized tournaments/ competitions.

### **2. Sky view club**

Pupils are divided into groups of 3-4 and invited to write a screenplay and make of a short movie together for a group of sky viewers.

### **3. Art and drama club**

This fosters confidence and creativity, also public speaking skills and inclusion.

### **4. Robotics club**

Minecraft coding, engineering, robotics, 3D animation/game development, AR/VR. Integrating STEAM concepts into everyday projects; enhancing problem-solving and communication through hands-on projects. Parental Involvement is also important, i.e. keeping parents engaged with regular progress updates on their child's learning journey.

### **5. Karaoke Club**

These Connection Clubs provide safe places for pupils to be active and involved.

### **6. Anime Club**

The teacher or school offer a space for pupils with similar interests to meet and create new friendships. Anime clubs provide unique cultural experiences, inclusion and foster self-expression.

## **PARTNER 4**

### **1. Share the likes**

This is a group activity, ideally about 10-12 pupils taking part. One person makes a statement about his/her likes, e.g. "I like rainy weather." All the people who also like rainy weather, stand up and say: "I like rainy weather, too." The next pupil who feels called, stands up and makes a different statement about his/ her likes and again, the ones who agree, stand up and repeat.

### **2. I love myself ...**

This is a group activity, ideally about 10-12 pupils taking part. Pupils are standing in the circle, one person steps into the circle and says: I love myself although ... (followed by something he/she perceives as negative, i.e. "I love myself although I have a hard time cleaning my room." The people who feel the same way, also step in and repeat: " I also love myself although I have a hard time cleaning my room." The pupils go back to the circle and the next person who feels called, steps in and makes another statement, i.e. " I love myself although I sometimes get angry and say nasty things to the people I love." The ones who agree, step in and repeat.

### **3. Mirroring emotions**

This practice is conducted in pairs. Pupils are standing in two lines, everyone has a partner opposite him/her. The pupils standing on one line start showing emotions using only body language and the people on the other line start mirroring their motions. The emotions can range from rage to apathy, whatever comes up. Then the roles are reversed. This practice helps youngsters get in touch with their emotions.

#### **4. Dancing in sync**

This practice is done in pairs. The two pupils forming a pair decide who is the leader and who is the follower. The leader stands in front of the follower with his/her back. Music is played and the leader starts his/her dance. The follower starts mimicing the moves trying to mirror as precisely as possible. It is advisable to start with slower music and movements. That makes it easier to mimic. This practice helps to connect to another person in another dimension. Then the roles are reversed so both partners can be leaders and followers.

#### **5. Tribal dance**

This is a group activity, ideally consisting of 12-16 members who are divided into groups of 3-4. Each group is given a task to create a dance using only 1 body part, i.e. one group can dance while moving only head, the next group shoulders, the third group arms/hands, the fourth hips and the last group legs/feet. First each group gets ca 5 minutes to create the dance and then a big circle is formed and each group demonstrates the move without music and everyone copies it. Then music starts playing and a dance is formed from the elements of each group, i.e. the head, then the shoulders, arms, hips and finally leg movement. This is a fun activity that can be done using different rhythms and types of music.

#### **6. Finger guiding**

This is a beautiful activity done in pairs. The two pupils forming a pair touch each other using one finger only. Then they decide who is the leader and who is the follower. The leader starts the dance by leading the follower only with one finger. This practice helps to connect to another person on a different level. Then the roles are reversed so both partners can be leaders and followers.

### **PARTNER 5**

#### **1. Happy dialogue exercise**

The whole class is invited to brainstorm common conflict situations. Pupils are then divided into pairs and they are asked to practice creating positive dialogues from the common conflicts, focusing on happy resolutions.

#### **2. Kindness letter writing**

Pupils are invited to write anonymous letters to each other with positive feedback or uplifting messages. It is best done in groups of 3-4 and each member has to write a message to every member of his/her group.

#### **3. Group laughter session**

The group engages in activities that evoke laughter and joy, reinforcing the importance of humour in communication. This can be created by joke-telling, i.e. each pupil is given a task to present 2 jokes in class the next day.

#### **4. Sharing a difficult moment**

Pupils are given a task to monitor their communication during 2 days and then invited to share on the challenges and difficulties in maintaining positivity.

#### **5. Daily happy communication challenge**

Each participant sets a goal to use positive communication techniques throughout the day and reflects on the results the next day.

#### **6. Story-telling for happiness**

Each pupil is asked to tell a story about a time they successfully used positive communication to solve a problem.