



COMMUNICATION

The activity is relevant to the main topic of communication. The aim of these topics is to raise awareness of communication and understand why misunderstandings arise. Participants should learn that clear and simple language can facilitate communication.

Module 1 – Activity 1

Duration: 30 - 40 min

Activity type: Theory/Practical exercise

Working format: Whole group



Learning objectives

The theory deals with the topic of communication and different forms of communication.

- Introduce the topic of communication and inclusion.
- Raise awareness of the complexity of human communication.



Materials & Resources Needed

Pens / Flipchart / Post-its / Printed documents

Laptop / Beamer

Canva



Success Indicators

The participants understand the four levels of communication, the sender-receiver model, and typical causes of misunderstandings. They reflect on their own experience and identify concrete ways to communicate more clearly in everyday life.





○→○→○ Step-by-step

Step 1 – Introduction (5 - 7 min)

The trainer

- Welcome the group and explain the goal:
Example sentence: Today we look at how communication works - and why misunderstandings happen so easily.
- Emphasise relevance:
Example sentence: This is about everyday life: messages, WhatsApp, tone of voice, body language.
- Explain structure:
Example sentence: We will work with a worksheet step-by-step. There are no right or wrong answers.

The participants

- Listen
- Ask clarification questions if needed.

Step 2 – Main activity (20 min) Working with the worksheet

The main activity is divided into four parts, A to D

Part A: The four levels of communication

Instruction

The trainer

- Ask participants to look at Worksheets - Part A.
- Explain each level briefly in simple language before they write.

Suggestion explanation

- Verbal: What we say or write
- Nonverbal: Body language, facial expressions
- Paraverbal: How we say something (tone, volume, speed)
- Visual: Pictures, symbols, emojis, signs

The participants do

- Fill in the table with short examples
- They make work alone or quietly exchange ideas with a neighbour



Part B: Sender-receiver model

Instruction

The trainer

- Ask participants to look at Worksheets - Part B.
- Explain the model step-by-step, pointing to the worksheet.

Suggestion explanation

1. Someone sends a message
2. The message goes through a channel
3. Another person receives it
4. The receiver reacts (feedback).

The participants

- Write one everyday example of school, work, family or friends.
- Encourage simple situations (no long stories)

Part C: Where do misunderstandings arise?

Instruction

Trainer

- Ask participants to read Worksheet - Part C
- Clarify that they can tick more than one box.
- Normalises misunderstandings
- Make participants realise communication is complex.

The participants

- Tick the situations you have already experienced.

Part D: Reflection questions

Instruction

The activity leader

- Ask participants to answer Worksheet - Part 4 briefly.



Step 3 – Conclusion / Group discussion (5-10 min)

Guiding questions for discussion

The activity leader asks the following questions

- What causes misunderstandings most often?
- What helps communication work better?
- What can you do differently next time?

The activity leader

- Invite voluntary sharing the answers in the group.
- Summarise key points on a flipchart or poster

Key message to end the activity

Misunderstandings are a natural part of communication. Clear communication means actively listening, checking understanding and being aware of how messages are sent and received. The insights gained are transferred to everyday life, encouraging self-reflection and a sense of shared responsibility. The activity ends with a clear and concrete insight.





Worksheet

A. The four levels of communication

Level	What does it include?	Example:
Verbal		
Nonverbal		
Paraverbal		
Visual		

B. Sender-receiver Model

Task: Write an example from your everyday life for each step.

1. Sender sends a message:

Example:

_____.

2. Transmission (channel):

Example:

_____.

3. Receiver receives the message:

Example:

_____.

4. Feedback:

Example:

_____.

C. Where do misunderstandings arise?

Check the boxes for what you have already experienced:

- I understood words differently that the other person meant them.
- The tone of the voice made me feel uncertain.
- The body language did not match the words.
- I was stressed and did not listen properly.
- A message (e.g. text message) was unclear or ambiguous.

D Reflection question (answer briefly):

How can you avoid misunderstandings in the future?



Annex:

Communication worksheet

1. Communication – Simple Language (easy to understand)

What is communication?

Communication means:

People exchange information.

This can happen with words – but also without words.

The 4 types of communication

1. Verbal

These are words and sentences that we speak or write.

Example: “Can you help me?”

2. Non-verbal

This is communication with the body.

Example: smiling, nodding, crossing your arms.

3. Paraverbal

This is how we speak.

Example: tone of voice, loud or quiet, fast or slow.

4. Visual

These are pictures, symbols, drawings.

Example: a stop sign or a pictogram.

Sender–receiver model (short explanation)

- One person sends a message.
- Another person receives the message.
- Both people must understand the message in the same way, otherwise misunderstandings happen.
- Asking questions helps to make sure the message is understood.

Typical problems

- Words are understood differently.
- Noise or stress makes listening difficult.
- Tone of voice changes the meaning.
- Feelings influence understanding.
- Pictures or gestures can be misunderstood.

COMMUNICATION WITHOUT WORDS

This activity introduces the topic of communication and shows how diverse communication tools and forms can be. Nonverbal communication plays a central role, especially in inclusive groups: many young people have language barriers, different first languages, or varying levels of reading and writing skills. Body language, facial expressions, gestures, and simple visualisations act as important bridges here, creating understanding and enabling participation.

Module 1 – “Communication without words”

Duration: 60 min

Activity type: practical exercise

Working format: Whole group



Learning objectives

The activity raises awareness of how powerful nonverbal signals are and how they contribute to respectful and inclusive interaction, alongside clear, simple language. By consciously focusing on body language, facial expressions, and supporting visualisations, participants experience how barriers can be broken down and access facilitated. The activity is therefore particularly well suited as an introduction to workshops on communication, group dynamics, and inclusive interaction.

- Raise awareness of nonverbal communication
- Teambuilding



Materials & Resources Needed

Space (for movement)

Task cards (pantomime, everyday situations, symbols)

Assign tasks (examples for the assigning tasks)

Pens / Flipchart / Post-its / Printed documents / ...

Documents to print: Task cards



Success Indicators

Participants will be empowered to recognise communication barriers, understand them, and effectively break them down at an early stage. The focus is on developing inclusive communication practices that reach marginalized young people in particular—for example, those with low literacy skills, language barriers, different cultural backgrounds, or disabilities.





○→○→○ Step-by-step

Step 1 – Introduction (15 min)

The trainer welcomes all participants and briefly explains the activity.

- Start with briefly explain why nonverbal communication is important.
Starting sentence:
Example sentence: Today, we're going to experiment with communication without using any words. We'll explore how we can communicate through gestures, facial expressions and simple images. Many young people, particularly those facing language barriers, intellectual disabilities, learning difficulties or low literacy levels, depend on non-verbal cues. That's why it's important for us to be aware of how we communicate without words.
- Explain the rules and how do we proceed in the exercise:
No words, no writing – only facial expressions, gestures, and drawings.
Note: All nonverbal communication is permitted and should be consciously observed.

Step 2 – Main activity (30 min)

1. The trainer divides the participants into small groups (min 2 persons and max 6 per group).
2. Each team/group is given a task: Either the trainer assigns the task or the group draws a task. Examples of tasks on page 3.
3. The trainer shows the presentation methods:
How the tasks are solved and presented.
 - Task card – Symbolism for pantomime
 - Task card – Show emotions through facial expressions
 - Task card – Symbolic image for drawing
 - Task card – Symbolism for games/concept.The presentation method will be chosen by lot to ensure that tasks are distributed fairly.
4. Small group work:
Now the group work begins.
The participants prepare their scene nonverbally.
5. Presentation





- Each small group briefly presents its preparing scene —still nonverbally.
- The rest of the group tries to guess what was presented.

Step 3 – Conclusion / Group discussion (15 min)

1. Brief reflection in plenary: After the group work and the presentation of his tasks, the exercise is discussed in a plenary session.
2. Reflection questions: The trainer asks the following questions:
 - How did communication without language feel?
 - What was easy, what was difficult?
 - Were there any uncertainties or misunderstandings?
 - Which gestures or signs worked particularly well?
 - What can be taken away for working with the target group?

Proposal sentence: (for the end of the activity)

Non-verbal communication is a powerful tool, especially in diverse groups. Paying closer attention to gestures, facial expressions and simple visualisations can make it easier for young people to participate and break down barriers.





Annex:

Examples of assigning tasks:

Describe an everyday situation (choose a situation and show it without words).

- Missing the bus
- Waiting in a long line
- Looking for your keys
- Asking someone for help
- Not understanding what someone says
- Being very tired
- Being in a hurry
- Helping another person
- Losing something and finding it again
- Working together as a team
- Planning a party
- Taking a break together
- Solving a problem in a group

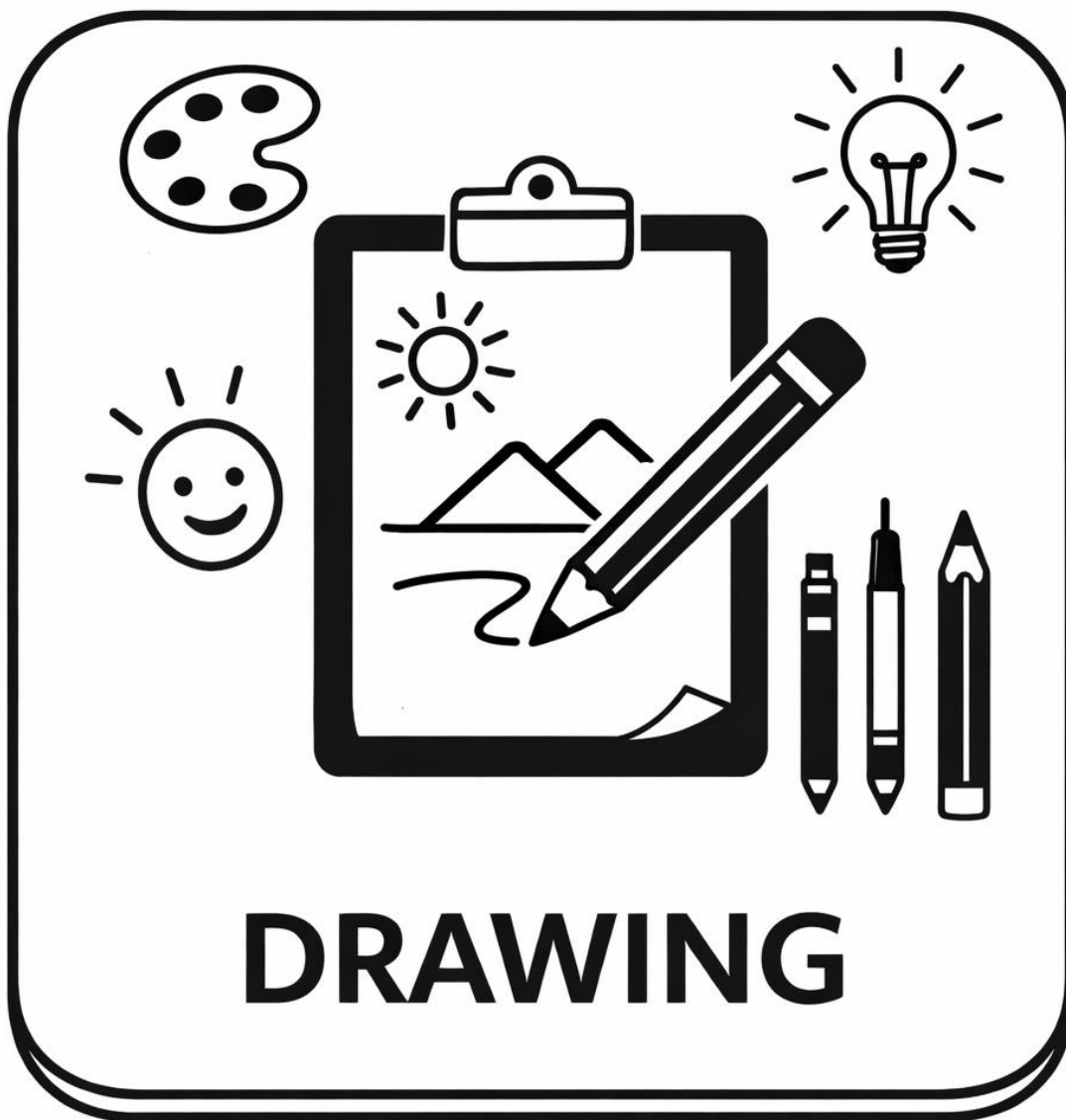
Methods:

- **Pantomime** acts a short scene and use your body and face, do not speak or write:
- **Show emotions** through facial expressions: Show a feeling with your face, no sounds, no words (emotions are happy, confused, surprised, angry, joy...)
- **Draw a symbol** for something or create a symbolic image or draw a simple symbol that represents the idea (ideas are teamwork, friendship, help, trust...).
- **Game out a short scene:** Present a simple concept together through acting or play.













Checklist for the activity communication without words

Preparation

- Arrange the room so movement is possible
- Divide participants into groups
- Prepare task cards (pantomime, everyday situations, symbols)
- Provide pens and paper for drawing solutions

Process

- Briefly explain why non-verbal communication is important
- Explain the rules: no words, no writing – only facial expressions, gestures, drawings:
 - 👋 Pantomime – act without words
 - 😊 Show emotions – use facial expressions
 - 🖋️ Drawing – create a symbolic image
 - 👋👤 Gaming a short scene – show a situation through acting
- Give each group a task
- Each group prepare and presents non-verbally
- The others guess

Reflection

How did communication without language feel?

What was easy, what was difficult?

Were there misunderstandings?

What can you take from this for working with young people?

Tips:

- Any kind of nonverbal communication is allowed.
- Consciously observe each other—facial expressions, pace, gestures.
- Don't be afraid of making mistakes—it's all about trying things out.