



### DIAGNOSING READINESS FOR CHANGE

Small groups map their organisation as a 'landscape' to identify where inclusive communication flourishes and where it struggles, then locate their organisation on the ADKAR stages (Awareness, Desire, Knowledge, Ability and Reinforcement).

#### Module 5 – Activity 1

**Duration:** 25 min

**Activity type:** Participatory workshop

**Working format:** Small groups (3–5 people)



#### Learning objectives

- Identify organisational strengths, barriers, and needs related to inclusive communication.
- Map current policies, training routines, and evaluation tools that support inclusion.
- Assess the organisation's current stage using the ADKAR model (Awareness, Desire, Knowledge, Ability and Reinforcement).



#### Materials & Resources Needed

Flipchart paper (1 per group)

Coloured sticky notes: 'sunlight' (strengths), 'seeds' (ideas), 'shadows' (barriers)

Markers

ADKAR stage card/handout

#### **Documents to print / annexes:**

Optional annexe: ADKAR quick card (Awareness, Desire, Knowledge, Ability and Reinforcement) and icon legend for policy/training/evaluation. (Find it on page 28)



#### Success Indicators

Each group produces a readiness map showing strengths, barriers, existing/needed structures (policy/training/evaluation) and can state which ADKAR stage best fits their organisation with a short justification.



### ○→○→○ Step-by-step

#### **Step 1 – Introduction (5 min)**

Objective of the step: Explain purpose, metaphor, and expected outputs.

Instructions given to participants: Introduce the 'organisation as a landscape' metaphor and the three note types. Clarify that groups must also mark existing or needed policy, training and assessment tools, and identify the ADKAR stage.

Role of the trainer: Explain clearly, show a quick example on a flipchart if possible.

#### **Step 2 – Main activity (15 min)**

Clear description of the activity: Diagnose readiness and identify practical supports and gaps.

Instructions: Groups draw a landscape and place post-its: sunlight=strengths; seeds=ideas; shadows=barriers. Add symbols for policy, training routines, evaluation tools (existing or needed). Discuss which ADKAR stage best matches the organisation now.

Working methods (grouping, materials, rules): Circulate, prompt deeper thinking (e.g., leadership support, staff skills, time, incentives).

#### **Step 3 – Share-back (5 min)**

Reflection questions: Each group shares: one sunlight, one shadow, one seed, and their ADKAR stage.

Key points to highlight: Highlight recurring themes and link to sustainability theory.

Links with theory / inclusive practices: Surface patterns and common challenges.



### ADKAR ESCAPE GAME – UNLOCKING SUSTAINABLE INCLUSION (Game Overview)

Teams move through five symbolic 'rooms' corresponding to ADKAR stages: Awareness, Desire, Knowledge, Ability and Reinforcement. Each room contains a challenge that reinforces sustainable, inclusive communication and how to engage colleagues.

#### Module 5 – Activity 2 (Overview)

**Duration:** 40 min

**Activity type:** Educational game / Gamification

**Working format:** Small groups (teams)



#### Learning objectives

- Experience the ADKAR change journey through interactive challenges.
- Practice persuasion, simplification and reinforcement techniques.
- Identify strategies to convince and engage colleagues.



#### Materials & Resources Needed

Room/challenge cards (Awareness, Desire, Knowledge, Ability, Reinforcement)

Timer

1–2 sample organisational documents for simplification

Plain language checklist/quick rules

Flipchart for debrief

#### **Documents to print / annexes**

Annexe pack recommended: 5 room cards + 1 team worksheet to collect answers + 1 plain language checklist. (Find them on pages 29 to 42)



#### Success Indicators

Teams complete all five rooms and can explain what each ADKAR stage means and how it applies to their organisation.





### ○→○→○ Step-by-step

#### **Step 1 – Introduction (5 min)**

Objective of the step: Explain rules and set energy.

Instructions given to participants: Explain teams, timing, and how to 'unlock' each room (complete task + quick share to trainer).

Role of the trainer: Clarify rules, assign teams, manage time.

#### **Step 2 – Game play (30 min)**

Clear description of the activity: Complete the five ADKAR challenges.

Instructions: Teams rotate through rooms. They document key answers on a worksheet.

Working methods (grouping, materials, rules): Facilitate flow, provide hints if stuck, ensure inclusion in teams.

#### **Step 3 – Debrief (5 min)**

Reflection questions: Discuss: Which stage is hardest in your organisation? What evidence or stories convince people? What reinforcement rituals would work?

Key points to highlight: Link insights to Activity 3 action planning.

Links with theory / inclusive practices: Translate learning into real organisational actions.



### ADKAR ESCAPE GAME: Room 1 – Awareness

**Decode a hidden message showing the impact of unclear or exclusionary communication.**

#### **Module 5 – Activity 2 (Room Challenge)**

**Duration:** 5-10 min (flexible time, depending how long the group takes to answer)

**Activity type:** Educational game (room challenge)

**Working format:** Small groups (teams)



#### **Learning objectives**

- Recognise why inclusive communication matters.
- Identify risks of unclear/excluding communication.



#### **Materials & Resources Needed**

Hidden/garbled message card

Answer sheet

Pens

#### **Documents to print / annexes**

Print this room card + the matching worksheet section for each team. (Find them on pages 29 to 31)



#### **Success Indicators**

Teams identify at least 3 negative effects of unclear communication and restate the message in clear, inclusive language.





### ○→○→○ Step-by-step

#### **Step 1 – Challenge briefing (2 min)**

Objective of the step: Start quickly.

Instructions given to participants: Read the challenge card and set a 6-minute timer.

Role of the trainer: Ensure teams understand the task.

#### **Step 2 – Decode + discuss (6 min)**

Objective of the step: Surface impact.

Instructions given to participants: Decode/reconstruct the message, then list effects on users/staff (errors, exclusion, complaints, mistrust).

Role of the trainer: Prompt concrete examples.

#### **Step 3 – Unlock (2 min)**

Objective of the step: Confirm learning.

Instructions given to participants: Share one impact and the improved message to the trainer to unlock the next room.

Role of the trainer: Validate and move them on.



### ADKAR ESCAPE GAME: Room 2 – Desire

**Craft a short persuasive pitch to convince a sceptical colleague/manager to adopt inclusive communication.**

#### **Module 5 – Activity 2 (Room Challenge)**

**Duration:** 5-10 min (flexible time, depending how long the group takes to answer)

**Activity type:** Educational game (room challenge)

**Working format:** Small groups (teams)



#### **Learning objectives**

- Create a persuasive message tailored to an internal stakeholder.
- Use empathy + evidence to build motivation.



#### **Materials & Resources Needed**

Persona cards (manager, colleague, comms officer)

Pitch template (optional)

Timer

#### **Documents to print / annexes**

Print this room card + the matching worksheet section for each team. (Find them on pages 32 to 33)



#### **Success Indicators**

Teams produce a 60–90 second pitch that includes: shared goal, benefit, concrete example, and next step.





### ○→○→○ Step-by-step

#### **Step 1 – Choose stakeholder (2 min)**

Objective of the step: Target the message.

Instructions given to participants: Pick a persona card and identify what they care about (time, risk, reputation, service quality).

Role of the trainer: Help teams stay realistic.

#### **Step 2 – Build the pitch (6 min)**

Objective of the step: Strengthen motivation.

Instructions given to participants: Write a 60–90 second pitch: problem → benefit → example → ask. Keep it plain and respectful.

Role of the trainer: Coach for clarity and inclusiveness.

#### **Step 3 – Deliver + unlock (2 min)**

Objective of the step: Practice speaking.

Instructions given to participants: One person delivers the pitch; others give 1 improvement suggestion.

Role of the trainer: Timekeep and unlock.



## ADKAR ESCAPE GAME: Room 3 – Knowledge

Solve a puzzle using plain language tools (e.g., match jargon to plain alternatives; reorder steps for clarity).

### Module 5 – Activity 2 (Room Challenge)

**Duration:** 5-10 min (flexible time, depending how long the group takes to answer)

**Activity type:** Educational game (room challenge)

**Working format:** Small groups (teams)



### Learning objectives

- Apply plain language rules.
- Identify and replace jargon and complex structures.



### Materials & Resources Needed

Puzzle cards (jargon/plain match, structure ordering)

Plain language checklist

Pens

### Documents to print / annexes

Print this room card + the matching worksheet section for each team. (Find them on pages 34 to 37)



### Success Indicators

Teams correctly solve the puzzle and can state 3 plain language rules used.





### ○→○→○ Step-by-step

#### **Step 1 – Puzzle selection (1 min)**

Objective of the step: Start.

Instructions given to participants: Choose one puzzle set (match or ordering).

Role of the trainer: Distribute materials.

#### **Step 2 – Solve (7 min)**

Objective of the step: Apply tools.

Instructions given to participants: Complete the puzzle; note the rules you used (short sentences, active voice, signposting, common words).

Role of the trainer: Support if needed.

#### **Step 3 – Conclusion / Group discussion (X min)**

Objective of the step: Confirm learning.

Instructions given to participants: Show the solution and name 3 rules used.

Role of the trainer: Unlock the next room.



### ADKAR ESCAPE GAME: Room 4 – Ability

**Simplify a real organisational document collaboratively (short excerpt).**

#### **Module 5 – Activity 2 (Room Challenge)**

**Duration:** 5-10 min (flexible time, depending how long the group takes to answer)

**Activity type:** Educational game (room challenge)

**Working format:** Small groups (teams)



#### **Learning objectives**

- Practice simplifying a real text for accessibility and inclusion.
- Collaborate using roles (reader/editor/checker).



#### **Materials & Resources Needed**

Printed document excerpt (1 page max)

Highlighters (at least 2 colours per team)

Plain language checklist

#### **Documents to print / annexes**

Print this room card + the matching worksheet section for each team. (Find them on pages 38 to 39)



#### **Success Indicators**

Teams produce a revised version that is shorter, clearer, and more inclusive, and can explain the key improvements.





### ○→○→○ Step-by-step

#### **Step 1 – Assign roles (2 min)**

Objective of the step: Structure collaboration.

Instructions given to participants: Assign roles: Reader (reads aloud), Editor (rewrites), Checker (uses checklist).

Role of the trainer: Ensure equal participation.

#### **Step 2 – Simplify (8 min)**

Objective of the step: Build capability.

Instructions given to participants: Rewrite the excerpt using the checklist; reduce jargon; improve structure; add helpful headings if needed.

Role of the trainer: Provide quick coaching.

#### **Step 3 – Unlock (2 min)**

Objective of the step: Share output.

Instructions given to participants: Read the before/after key sentence to the trainer.

Role of the trainer: Acknowledge and unlock.





### ADKAR ESCAPE GAME: Room 5 – Reinforcement

**Design a ritual/system to maintain inclusive habits (e.g., monthly review, recognition board, peer checks).**

#### **Module 5 – Activity 2 (Room Challenge)**

**Duration:** 5-10 min (flexible time, depending how long the group takes to answer)

**Activity type:** Educational game (room challenge)

**Working format:** Small groups (teams)



#### **Learning objectives**

- Design reinforcement mechanisms that sustain change.
- Select indicators and routines to keep inclusion alive.



#### **Materials & Resources Needed**

Flipchart or worksheet

Markers

Examples of reinforcement ideas (optional)

#### **Documents to print / annexes**

Print this room card + the matching worksheet section for each team. (Find them on pages 40 to 42)



#### **Success Indicators**

Teams design one realistic reinforcement ritual including owner, frequency, and an indicator of success.





### ○→○→○ Step-by-step

#### **Step 1 – Choose reinforcement idea (3 min)**

Objective of the step: Select a feasible routine.

Instructions given to participants: Pick one ritual/system: monthly 'clarity check', peer review buddy system, recognition board, onboarding micro-training, etc.

Role of the trainer: Keep it realistic for their context.

#### **Step 2 – Define details (6 min)**

Objective of the step: Make it actionable.

Instructions given to participants: Define: who owns it, how often, what happens, what is measured (indicator), how it's communicated.

Role of the trainer: Prompt specificity (SMART thinking: Specific, Measurable, Achievable, Relevant and Time-bound).

#### **Step 3 – Unlock + share (1 min)**

Objective of the step: Finish strong.

Instructions given to participants: Share the ritual in one sentence with the trainer.

Role of the trainer: Celebrate and transition to debrief.



### BUILDING THE INCLUSIVE COMMUNICATION ACTION PLAN

Participants create a concrete, sustainable plan to integrate inclusive communication into policy, training routines, and assessment tools, using SMART goals (Specific, Measurable, Achievable, Relevant and Time-bound).

#### Module 5 – Activity 3

**Duration:** 40 min

**Activity type:** Practical exercise / Action planning

**Working format:** Pair work (then short share-back)



#### Learning objectives

- Define one SMART objective (Specific, Measurable, Achievable, Relevant and Time-bound) linked to organisational integration (policy, training, or evaluation).
- Plan key activities, roles, timeline, and evaluation mechanisms.
- Design an internal communication strategy to convince and engage colleagues.



#### Materials & Resources Needed

Action Plan Template (print 1 per participant)

Pens

Examples of indicators (optional)

#### **Documents to print / annexes**

Annexe recommended: 1-page Action Plan Template with sections: SMART objective, activities, roles, timeline, indicators, evaluation and communication strategy. (Find it on pages 43 to 45)



#### Success Indicators

Participants complete an action plan with: SMART objective, activities, responsible persons, timeline, indicators, evaluation method, and a short engagement strategy for colleagues.





### ○→○→○ Step-by-step

#### **Step 1 – Set-up (5 min)**

Objective of the step: Explain what a 'sustainable' plan looks like.

Instructions given to participants: Explain that plans must include structures (policy/training/evaluation) and reinforcement mechanisms.

Role of the trainer: Provide one example SMART objective and one example indicator.

#### **Step 2 – Drafting in pairs (25 min)**

Clear description of the activity: Create the plan.

Instructions: Participants draft their plan, then pair up to test feasibility (resources, stakeholders, risks).

Working methods (grouping, materials, rules): Circulate to support realism and clarity.

#### **Step 3 – Quick share + refine (10 min)**

Reflection questions: Pairs share one key element (objective + first step). Make one improvement based on feedback.

Key points to highlight: Highlight strong indicators and reinforcement ideas.

Links with theory / inclusive practices: Improve quality via feedback.



## REFLECTION AND WRAP-UP CIRCLE

A closing reflection circle to consolidate learning, share commitments, and prepare transfer back to participants' organisations.

### Module 5 – Activity 4

**Duration:** 20 min

**Activity type:** Reflective practice / Group discussion

**Working format:** Whole group



### Learning objectives

- Reflect on key learning from the programme.
- Commit to one concrete next step within 30 days.
- Identify one strategy to inspire/convince others in the organisation.



### Materials & Resources Needed

Flipchart to note commitments (optional)



### Success Indicators

All participants share (1) an insight, (2) a 30-day action, (3) a strategy to engage others; trainer captures common commitments.





### ○→○→○ Step-by-step

#### **Step 1 – Set the circle (3 min)**

Objective of the step: Create a safe, equal space.

Instructions given to participants: Arrange chairs in a circle. Explain the speaking order and respectful listening.

Role of the trainer: Model inclusive facilitation and timekeeping.

#### **Step 2 – Sharing round (12 min)**

Clear description of the activity: Consolidate learning and commitment.

Instructions: Each person shares: one insight, one small step in 30 days, one strategy to inspire others.

Working methods (grouping, materials, rules): Encourage brevity; invite quieter voices.

#### **Step 3 – Closing (5 min)**

Reflection questions: Trainer summarises themes and closes with the idea of steady evolution (habits, routines, reinforcement).

Key points to highlight: Connect to ADKAR reinforcement and next steps.

Links with theory / inclusive practices: Anchor sustainability message.



### EVALUATION TOOL: CHANGE TREE COMMITMENTS WALL

A visual wall tool where participants post 'leaves' representing commitments and follow-up actions, supporting Reinforcement.

#### Module 5 – Evaluation (Tool)

**Duration:** 5 min (can be integrated at the end)

**Activity type:** Evaluation / Reflective tool

**Working format:** Whole group



#### Learning objectives

- Capture participant commitments in a visible way.
- Support reinforcement through public, collective accountability.



#### Materials & Resources Needed

Large paper tree (flipchart or poster)

Paper cut-outs: 2 per participant, plus extra 2 per participant in case they write more. It is ideal if they can be in the shape of leaves, but they can be post-its.

Markers

Tape



#### Success Indicators

Every participant adds at least one leaf with a concrete commitment; the tree shows a range of actions across policy/training/evaluation/reinforcement.





### ○→○→○ Step-by-step

#### **Step 1 – Introduce the tool (1-2 min)**

Objective of the step: Explain purpose and link to reinforcement.

Instructions given to participants: Invite participants to write one commitment (what they will do + by when).

Role of the trainer: Give examples of good commitments.

#### **Step 2 – Writing leaves (2-3 min)**

Clear description of the activity: Create commitments.

Instructions: Participants write and place leaves on the tree. Optionally use colour-coding for policy/training/evaluation.

Working methods (grouping, materials, rules): Support anyone who needs help making the commitment specific.

#### **Step 3 – Closing (1 min)**

Reflection questions: Read a few leaves aloud and thank participants. Photograph the tree for follow-up.

Key points to highlight: Encourage follow-up sharing inside organisations.

Links with theory / inclusive practices: Reinforce and celebrate.



## EVALUATION TOOL: POST-WORKSHOP SURVEY + GROUP FEEDBACK

A quick evaluation to measure perceived confidence, clarity of next steps, and usefulness of ADKAR for sustaining inclusive practices.

### Module 5 – Evaluation (Survey)

**Duration:** 5 min

**Activity type:** Evaluation

**Working format:** Individual (then optional 2-min share)



### Learning objectives

- Collect feedback on learning outcomes and facilitation.
- Measure confidence to lead inclusive communication change.
- Identify support needs for sustainability.



### Materials & Resources Needed

Printed or digital survey form

Pens or devices



### Success Indicators

At least 80% of participants complete the survey; results provide clear next-step improvements and indicate increased confidence/clarity.





### ○→○→○ Step-by-step

#### **Step 1 – Explain purpose (1 min)**

Objective of the step: Increase completion and honesty.

Instructions given to participants: Explain the survey is anonymous (if applicable) and used to improve the programme.

Role of the trainer: Keep it neutral and short.

#### **Step 2 – Complete survey (4 min)**

Clear description of the activity: Gather feedback.

Instructions: Participants complete survey. Include Likert + 2 open questions: 'Most useful' and 'What support do you need?'

Working methods (grouping, materials, rules): Be available for clarifications.

#### **Step 3 – Optional quick share (1 min)**

Reflection questions: Ask for one word describing how participants feel about sustaining change now.

Key points to highlight: Close positively.

Links with theory / inclusive practices: Capture immediate insights.



### Post-Workshop Evaluation Survey

Thank you for taking a few minutes to complete this survey. Your feedback helps us improve the programme and better support sustainable, inclusive communication practices.

Please rate each statement using the scale below:

1 = Strongly disagree | 2 = Disagree | 3 = Neither agree nor disagree | 4 = Agree | 5 = Strongly agree

#### **Part A – Statements (Likert scale)**

1. I clearly understand what inclusive communication means in my organisational context.

1  2  3  4  5

2. I feel confident explaining the value of inclusive communication to colleagues or managers.

1  2  3  4  5

3. The ADKAR model helps me understand how change happens in my organisation.

1  2  3  4  5

4. I feel better prepared to contribute to sustainable change around inclusion and plain language.

1  2  3  4  5

5. The activities in Module 5 were relevant to my real work context.

1  2  3  4  5

6. I now have concrete ideas for integrating inclusive communication into policies, training, or evaluation tools.

1  2  3  4  5

7. I feel motivated to take at least one concrete action within the next 30 days.

1  2  3  4  5





### Part B – Open questions

1. What was the most useful insight or activity from Module 5 for you, and why?

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2. What support, resources, or follow-up would help you sustain inclusive communication practices in your organisation?

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Optional comment:

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**That's clear!**



**Activity Sheet**

# ANNEXE



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## ADKAR Model

Applied to inclusive communication

### Awareness

- Recognising why inclusive communication is vital.

### Desire

- Motivating engagement through shared purpose.

### Knowledge

- Providing the tools and understanding for change.

### Ability

- Creating opportunities for practice and implementation.

### Reinforcement

- Ensuring long-term sustainability through recognition, evaluation, and storytelling.



### ADKAR Escape Game – For Facilitator

## Room 1 (Awareness) – Hidden/Garbled Message Card

### Instructions for facilitator:

These are the hidden messages. They are all the same text but written differently.  
Print them and **give only one option** to each participating team.

----- cut here -----

### **Option 1:**

IN ACCORD4NC3 W/ TH3 4PPL1C4BL3 PROC3DUR4L FR4M3WORK, B3N3F1C14R13S 4R3  
H3R3BY 4DV1S3D TH4T NON-COMPL14NC3 M4Y R3SULT 1N SUBS3QU3NT 4DM1N1STR4T1V3  
FOLLOW-UP.

----- cut here -----

### **Option 2:**

In accrdnce w/ th applcbl prcdrl frmwrk, bnfc rs r h rby advsd tht nn-cmprnce my rslt n sb  
sqnt admnstrtv flw-up.

----- cut here -----

### **Option 3:**

In aLLorD@nce w!th t#e app|icab|e p®0c€dura| fr@mew0rk, benef1clar!es a®e he®eby  
adv!sed t#at n0n-c0mpl!ance may resu|t !n subsequent adm!n!st®at!ve fo||ow-up.

----- cut here -----



### ADKAR Escape Game – Answer sheet for Participants

#### Room 1 (Awareness)

Team name: \_\_\_\_\_

Date: \_\_\_\_\_

Participants: \_\_\_\_\_

##### A) Decode the message.

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##### B) Rewrite in a clear and inclusive language.

Tip: Use common words, short sentences, and explain what the person should do next.

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##### C) Negative effects of unclear communication (list at least 3)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

##### D) Who might be excluded or disadvantaged by the original message?

Examples: new staff, non-native speakers, people with learning disabilities, stressed users, etc.

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### *ADKAR Escape Game – For Facilitator*

## Room 1 (Awareness) – Answers and trainer tips

### Trainer note (do not print on the participant sheet if you want it hidden):

The intended meaning is a warning about possible administrative follow-up if rules are not followed.

### Decoded message:

“According to the relevant rules and procedures, beneficiaries are informed that if they do not comply, the organisation may carry out administrative follow-up actions.”

### **Unlock check of the answer sheet:**

- Clear rewritten message provided.
- At least 3 negative effects identified.
- Team can explain who may be excluded and why.





### ADKAR Escape Game – For Facilitator

## Room 2 (Desire) – Persona Cards

### Instructions for facilitator:

These are the persona cards. Print them and **give only one option** to each participating team.

Remember, the participants are pitching to you. Ask which persona they are trying to convince. Consider whether their pitch would convince that persona based on their needs or concerns. Give the participants quick feedback afterwards.

----- cut here -----

### Persona Card – Manager

- Role: Team manager / director.
- Main concerns: Time, efficiency, results, risk management.
- What they might think: “This sounds nice, but we don’t have time for it.”
- What convinces them: Evidence, reduced complaints/errors, efficiency gains, reputation.
- Your challenge: Show how inclusive communication saves time and reduces risk.

----- cut here -----

### Persona Card – Colleague

- Role: Peer colleague / staff member.
- Main concerns: Workload, clarity of tasks, daily stress.
- What they might think: “This is extra work.”
- What convinces them: Easier communication, fewer misunderstandings, fewer emails and phone calls with additional explanation requests practical tools.
- Your challenge: Show how inclusive communication makes daily work easier.

----- cut here -----

### Persona Card – Communication Officer

- Role: Communication / outreach officer.
- Main concerns: Image, consistency, audience reach.
- What they might think: “Our messages are already clear enough.”
- What convinces them: Audience trust, accessibility standards, professional quality.
- Your challenge: Show how inclusive communication improves impact and credibility.

----- cut here -----



### ADKAR Escape Game – Pitch Template for Participants

## Room 2 (Desire)

Instructions: Use this template to prepare a 60–90 second pitch to convince your persona to support inclusive communication at work.

Time limit: You have **8 minutes** to do this exercise.

When the timer ends, be ready to present the pitch to the facilitator.

- 5 minutes to prepare your pitch.
- 1–2 minutes to deliver the pitch.
- 1 minute for quick feedback.

Here is a Pitch Template to help you prepare:

### **1. Who am I talking to?**

Persona chosen: \_\_\_\_\_

### **2. What do they care about?**

Their main concern(s): \_\_\_\_\_  
\_\_\_\_\_

### **3. The problem**

What problem does unclear or non-inclusive communication create for them?  
\_\_\_\_\_

### **4. The benefit**

How does inclusive communication help them specifically?  
\_\_\_\_\_

### **5. One concrete example**

Give one short, real or realistic example.  
\_\_\_\_\_

### **6. The ask**

What do you want them to agree to or try next?  
\_\_\_\_\_



### ADKAR Escape Game – For Facilitator

## Room 3 (Knowledge) – Puzzle Cards & Plain Language Checklist

Instructions for facilitator:

These are the puzzle cards to print. The **dotted lines indicate where to cut**.

Try to shuffle them before giving to the participants.

### Puzzle Cards A – Jargon → Plain Language (Print & Cut)

IN ACCORDANCE WITH	FOLLOWING	BENEFICIARIES	PEOPLE WHO RECEIVE SUPPORT
COMMENCE	START	SUBSEQUENT	NEXT
PRIOR TO	BEFORE	FACILITATE	HELP
UTILISE	USE	ADMINISTRATIVE FOLLOW-UP	NEXT STEPS FROM OUR OFFICE

### Puzzle Cards B – Message Structure Ordering

If you have questions, contact us by email or phone.
You must send the form by 15 May 2026.
This message explains how to apply for support.
If you do not send the form on time, your application cannot be processed.





### ADKAR Escape Game – Answer sheet for Participants

#### Room 3 (Knowledge)

#### Puzzle A – Jargon to Plain Language

Instructions: Match the jargon words and expressions with their plain-language versions.

JARGON	PLAIN LANGUAGE

JARGON	PLAIN LANGUAGE

#### Puzzle B – Message Structure Ordering

Instructions: Put the sentences in the clearest order.

1	
2	
3	
4	



### ADKAR Escape Game – For Facilitator

## Room 3 (Knowledge) – Answers and trainer tips

### Puzzle A – Jargon to Plain Language Answers

JARGON	PLAIN LANGUAGE
IN ACCORDANCE WITH	FOLLOWING
COMMENCE	START
PRIOR TO	BEFORE
UTILISE	USE

JARGON	PLAIN LANGUAGE
BENEFICIARIES	PEOPLE WHO RECEIVE SUPPORT
SUBSEQUENT	NEXT
FACILITATE	HELP
ADMINISTRATIVE FOLLOW-UP	NEXT STEPS FROM OUR OFFICE

### Puzzle Cards B – Message Structure Ordering Answers

1	This message explains how to apply for support.
2	You must send the form by 15 May 2026.
3	If you do not send the form on time, your application cannot be processed.
4	If you have questions, contact us by email or phone.



# That's clear!



Activity Sheet



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## *ADKAR Escape Game – For Facilitator*

### **Room 3 (Knowledge) – Answers and trainer tips**

#### **Plain Language Checklist – Room 3**

- The purpose of the message is clear at the beginning.
- Common, everyday words are used instead of jargon.
- Sentences are short and focused (one idea per sentence).
- The message is well structured (logical order).
- Active voice is used where possible.
- Important information is easy to find.
- The reader knows what to do next.
- The tone is respectful and inclusive.

Trainer tip: Teams must name at least three checklist items they applied to unlock the room.





### ADKAR Escape Game – Answer sheet for Participants

#### Room 4 (Ability) - Document Excerpt to simplify

##### Instructions:

Rewrite this text so that it is clear, inclusive, and easy to understand. Use common words, short sentences, and a supportive tone. Keep the meaning, but make the text easier to read.

##### **Original text:**

In accordance with the applicable procedural framework, all beneficiaries are required to ensure the timely submission of the relevant documentation prior to the deadline indicated in the call specifications. Failure to comply with these requirements may result in the application being deemed ineligible and subject to subsequent administrative review. Beneficiaries are further reminded that incomplete or incorrectly completed documentation may delay processing times and necessitate additional clarification requests from the competent services.

##### **Rewrite the text:**

#### **Plain Language Checklist – Room 4**

- The purpose of the text is clear at the beginning.
- The text uses common, everyday words.
- Sentences are short and contain one idea.
- The structure is logical and easy to follow.
- The tone is respectful and supportive.
- The reader knows exactly what to do and by when.
- Consequences are explained clearly, without threatening language.
- Contact or support information is clear (if relevant).



### *ADKAR Escape Game – For Facilitator*

#### **Room 4 (Ability) – Trainer tips**

##### Trainer unlock check:

- Text rewritten in clearer language
- At least 3 checklist items applied and explained
- One before/after sentence shared





### ADKAR Escape Game – Answer sheet for Participants

## Room 5 (Reinforcement) - Reinforcement Worksheet

### Instructions:

Design one realistic ritual, routine, or system that will help inclusive communication stay alive in your organisation over time.

Work as a team. Be concrete and realistic.

You have some examples on the next page.

### A) Reinforcement Worksheet

#### 1. Name of the reinforcement action

e.g. Monthly clarity check, Peer review buddy system

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#### 2. What inclusive communication behaviour does it reinforce?

What habit or practice should become normal?

---

#### 3. Who is responsible?

Person / role / team

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#### 4. How often will it happen?

e.g. monthly, per document, quarterly

---

#### 5. How will it work in practice?

Describe the steps briefly

---

#### 6. How will you know it works?

Indicator (e.g. fewer questions, feedback, checklist used)

---

#### 7. How will it be communicated or recognised?

e.g. team meeting, intranet, recognition

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### B) Examples of Reinforcement Ideas (optional inspiration)

#### Monthly clarity check

Once a month, one document or email is reviewed using a plain language checklist during a team meeting.

#### Peer review buddy system

Staff pair up to quickly review each other's messages before sending important communications.

#### Inclusive communication checkpoint

A short checklist is added to project or publication workflows before approval.

#### Recognition board

Good examples of clear, inclusive communication are shared on a notice board or intranet.

#### Onboarding micro-session

New staff receive a 15-minute introduction to inclusive communication practices.

#### Annual refresh session

A short yearly session to revisit plain language rules and share good practices.

#### Storytelling moment

Teams share short stories of how clear communication prevented problems or helped users.

Trainer tip: Encourage teams to choose ideas that fit their culture and resources. Small, consistent actions are more sustainable than large one-off initiatives.



## *ADKAR Escape Game – For Facilitator*

### **Room 5 (Reinforcement) – Trainer tips**

#### Trainer unlock check:

- Text rewritten in clearer language
- At least 3 checklist items applied and explained
- One before/after sentence shared





## Inclusive Communication Action Plan Template

This action plan helps you design a realistic and sustainable strategy to embed inclusive communication into your organisation's policies, training routines, and evaluation practices.

Tip: Focus on one concrete objective. Small, consistent actions lead to long-term change.

### 1. Organisation / Team

Name of organisation or team:

---

### 2. Context

Briefly describe the current situation and why inclusive communication is needed:

---

### 3. SMART Objective

Define ONE objective that is:

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

Example: "By December 2026, the team will check all external emails using a plain language checklist before sending them."

---

### 4. Target Group(s)

Who is this action plan for? (staff, management, users, partners...)

---



### 5. Key Activities

List the main activities needed to reach your objective.

Example: training session, checklist creation, pilot test.

---

### 6. Roles & Responsibilities

Who is responsible for each activity?

---

### 7. Timeline

Start and end dates for each activity:

---

### 8. Resources Needed

Time, people, budget, tools, training, etc.:

---

### 9. Success Indicators

How will you know the action is working?

Example: fewer questions, clearer documents, feedback from users.

---

### 10. Evaluation Method

How and when will you evaluate progress? (survey, review meeting, checklist use, feedback)

---

### 11. Reinforcement Measures

What will help sustain this action over time?

Example: regular reviews, recognition, onboarding routine.

---



### 12. Internal Communication & Engagement Strategy

How will you convince and involve colleagues or management?

What message, to whom, and how?

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### 13. Risks & Mitigation (optional)

What could block this action, and how will you respond?

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### 14. First Next Step (within 30 days)

What is the very first concrete step you will take?

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