

That's clear!

INTRODUCTION TO

INCLUSIVE COMMUNICATION

MODULE 1

TRAINER GUIDE



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Introduction

Module Objectives

By the end of this module, participants should be able to:

- understand the basics of communication;
- identify different forms of communication;
- understand how misunderstandings happen;
- become aware of cultural, emotional, and linguistic barriers;
- adapt communication to different audiences;
- reflect on more inclusive communication practices in youth work.

Suggested Duration

2 to 2.5 hours

Materials Needed

- projector;
- flipchart or whiteboard;
- printed activity worksheets;
- A4 paper;
- markers and pens;
- phone or computer for Mentimeter / QR code (optional).

Welcome and Introduction

Objective

Create a safe atmosphere and introduce the project goals.

Trainer Script

“Welcome to this first module on communication.

Today we will reflect together on how we communicate, the difficulties we sometimes face, and how we can make communication more inclusive.”

“In youth work, communication is essential.

We work with young people who have different backgrounds, cultures, language levels, and needs.

This module will help us better understand these differences.”

Brief Presentation of the Project

Present briefly:

- the project objectives;
- the concept of inclusion;
- the target groups:
- migrant youth;
- school dropouts;
- people with cognitive difficulties;
- young people with fewer opportunities.

Suggested Icebreaker

Opening Questions

Ask the group:

- “What does successful communication mean to you?”
- “Have you ever experienced a major misunderstanding?”

Write a few keywords on the board.

Activity: The Four Levels of Communication

Objective

Discover the different dimensions of communication.

Trainer Explanation

“Communication is not only about words.

When we interact with someone, several levels of communication are involved at the same time.”

Present the 4 levels:

1. Verbal Communication

What we say or write.

2. Non-verbal Communication

Gestures, facial expressions, posture.

3. Paraverbal Communication

How we speak:

- tone;
- volume;
- speed;
- intonation.

4. Visual Communication

Images, pictograms, emojis, signs, colours, symbols.

Activity

Distribute the worksheet.

Ask participants to:

- describe what each level includes;
- give a concrete example.

Suggested Time

5 to 10 minutes.

Group Discussion

Invite participants to share their examples.

Possible Questions

- “Which communication level do you use the most in your work?”
- “Which level creates the most misunderstandings?”
- “Do emojis always help communication?”

Trainer Notes

Emphasise that:

- the same sentence can be interpreted differently depending on tone;
- non-verbal communication varies across cultures;
- some audiences rely more heavily on visual communication.

The Sender–Receiver Model (Shannon & Weaver)

Objective

Understand how communication works.

Trainer Explanation

Present the 4 steps:

1. The sender sends a message
2. The message goes through a channel

Examples:

- face-to-face conversation;
- phone call;
- WhatsApp;
- email;
- social media;
- body language.

3. The receiver interprets the message

4. The receiver responds

→ this is called “feedback”.

Key Point to Explain

“The message sent is not always the message received.”

Give simple examples:

- a message written too quickly;

- misunderstanding the tone;
- missing information;
- irony misunderstood.

Activity

Ask participants to create a personal example using the 4 steps.

Possible Examples:

- organising a meeting;
- sending a message;
- asking for help;
- arranging an appointment.

Suggested Time

10 minutes.

Debriefing

Highlight:

- possible misunderstandings;
- missing information;
- the importance of context.

Facilitation Questions

- “Have you ever sent a very clear message that was still misunderstood?”
- “Which communication channels create the most confusion?”
- “Does digital communication really make communication easier?”

Common Causes of Misunderstandings

Objective

Identify barriers to clear communication.

Reflection Activity

Read several situations and ask:

“Which of these situations have you already experienced?”

Examples:

- understanding words differently;
- feeling judged because of someone’s tone;
- misunderstanding an emoji;
- not listening properly because of stress;
- receiving an unclear message.

Group Discussion

Guide the discussion around:

Cultural Differences

Examples:

- gestures;
- humour;
- irony;
- politeness;
- phone etiquette;

- professional communication styles.

Generational Differences

Examples:

- use of capital letters;
- emojis;
- voice messages;
- attitudes toward phone calls.

Stress and Fatigue

Explain that:

- stress reduces attention;
- fatigue affects understanding;
- multitasking environments make communication harder.

Professional Jargon

Encourage participants to reflect on:

- acronyms;
- Erasmus+ terminology;
- technical vocabulary;
- words that seem “obvious” to professionals but not to young people.

Debate Suggestions

- “Should we adapt the way we speak depending on the audience?”
- “Can professional language exclude people?”
- “Does humour always help communication?”

How to Prevent Misunderstandings

Objective

Develop good communication practices.

Questions for the Group

- “What can we do to avoid misunderstandings?”
- “Which attitudes support inclusive communication?”

Key Ideas to Highlight

Rephrase

- “So if I understand correctly...”

Ask Questions

- “Could you clarify?”

Check Understanding

- “Is this clear for everyone?”

Practice Active Listening

- Avoid Assumptions and Prejudices
- Adapt Your Language
- Choose the Right Moment to Communicate

Optional Pair Activity

In pairs:

- one person explains instructions;
- the other person reformulates them;
- discuss the difficulties encountered.

Activity: Communicating without words

Objective

Experience the limits and strengths of non-verbal communication.

Trainer Introduction

“Some people communicate more through images, gestures, or facial expressions.

This is especially important for people facing linguistic or cognitive barriers.”

Organisation

Create 4 groups.

Each group receives a task:

- mime a situation;
- express an emotion;
- draw an idea;
- act out a scene/game/concept without speaking.

The other groups must guess the message.

Suggested Duration

15 to 20 minutes.

Group Debriefing

Suggested Questions

For Participants Performing

- “Was it easy to communicate your message?”
- “How did you feel?”

For Observers

- “Why were some messages difficult to understand?”

Points to Highlight

Non-verbal communication depends on context:

- Gestures are cultural
- Facial expressions are not universal
- One communication channel alone is often not enough
- Visual communication can help... but can also create misunderstandings

Inclusion Focus

Connect the activity to youth work audiences:

- migrant youth;
- young people with reading difficulties;
- neurodivergent youth;
- multicultural groups.

Conclusion of the Module

Closing Script

“Misunderstandings are a natural part of communication.

The important thing is learning how to identify and reduce them.”

“Inclusive communication requires:

- listening;
- adaptation;
- time;
- and attention to other people’s needs.”

Final Reflection Questions

- “What is your main takeaway from this module?”
- “What would you like to test in your professional practice?”
- “What concrete change could you implement?”

Optional Quick Evaluation

Use:

- Mentimeter;
- post-it notes;
- word clouds;
- mood check-ins.

Examples:

- “One word to describe this module”
- “One thing I will try”
- “One communication challenge I still want to improve”