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Activity 2

Digital toolkit for innovative curriculum and methodological development

Module 2 – Communication enhancement

Method 1 – Storytelling workshops

Class activities



Module 2 – Communication Enhancement

Class Activity 1 – Speak from Experience

Related method: *Storytelling Workshops*

Target group

Age: Adults 25–55

Gender: Mixed

Level of studies: Secondary education or above (adaptable to lower levels with more visual prompts)

Status: Employed, unemployed, or seeking a job

Fewer opportunities: Particularly suitable for migrants, rural residents, or adults returning to education/work

This activity is designed for adults who may feel hesitant about speaking in front of others. It lowers barriers, encourages trust, and introduces storytelling in a simple and supportive way.

Learning outcomes

By the end of this activity, participants will be able to:

- Share a short personal or fictional story with peers in a safe environment.
- Practise active listening and empathy while others are speaking.
- Build confidence in self-expression and oral communication.

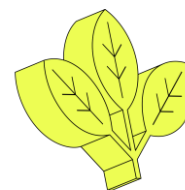
Duration: 45-60 minutes

Materials and resources

Story prompt cards (e.g., “A time I felt proud”, “A lesson I learned”, “A funny experience”), Chairs arranged in a circle, Flipchart or whiteboard for noting reflections, Pens and notepads for optional preparation, A quiet, safe space conducive to open sharing

Activity description

This activity introduces learners to the art of storytelling in a safe and inclusive circle format, where every participant has the opportunity to speak and be heard. By drawing on short prompts, learners practise how to organise their thoughts, express them



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clearly, and engage their audience. At the same time, they strengthen listening, empathy, and mutual respect, since group members provide feedback in a supportive way. The activity builds confidence in public speaking, reduces anxiety around self-expression, and highlights storytelling as a transferable skill for job interviews, teamwork, and community participation.

Detailed Implementation Steps

Introduction: Context & Motivation

The facilitator welcomes participants, explains the importance of storytelling as a life and work skill, and frames the activity as a low-pressure exercise where both personal and fictional stories are accepted.

A short icebreaker (e.g., “introduce yourself with your name and one favourite hobby”) reduces anxiety and fosters a friendly environment.

The facilitator explains the ground rules: listen actively, no interruptions, respectful feedback, and confidentiality. Story prompt cards are introduced.

Main Activity: Step-by-step

1. Each participant selects or is given a story prompt card.
2. Participants take turns sharing their story (2–3 minutes each). The facilitator keeps time, gently supporting anyone who struggles to start.
3. After each story, 1–2 group members offer positive feedback on what they enjoyed or learned. The facilitator reinforces key soft skills (eye contact, tone of voice, empathy).
4. Listeners are encouraged to reflect back part of the story (e.g., “I heard that...”), helping to practise active listening and memory skills.
5. The process continues until all participants have had a turn.

Conclusion and Reflection

Facilitator leads a debriefing discussion:

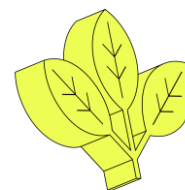
- How did it feel to share your story?
- What did you notice about how others listened?
- Which parts of the experience can be useful in job interviews, group work, or community activities?

Participants are invited to write down one takeaway about themselves as a communicator and one way they can practise storytelling in daily life.

Facilitator connects insights to employability (interviews, presentations), lifelong learning, and social inclusion.

Assessment / Evaluation Method

- **Observation:** facilitator notes participant confidence, body language, and listening engagement.



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- **Group reflection:** participants share what they learned and how they felt before vs. after the activity.
- **Self-evaluation:** a short written card or oral round (“I feel more confident / still nervous / ready to practise more”).
- **Peer feedback:** group members highlight strengths in each other’s storytelling (e.g., clear structure, expressive delivery, creativity).

Adaptation Tips

For low-literacy learners, use visual story prompts (images of daily situations, objects, or places) instead of written cards.

For migrant groups, allow stories in native languages with peer or facilitator translation; encourage gestures and drawings to support expression.

For online/blended learning, use digital prompt cards and breakout rooms for smaller circles, ensuring everyone has a chance to speak.

For larger groups, divide participants into smaller circles of 5–6 to ensure enough time for sharing.

For advanced learners, extend the activity by asking listeners to re-tell another participant’s story to strengthen memory and listening comprehension.

Module 2 – Communication Enhancement

Class Activity 2 – Story Remix Challenge

Related method: *Storytelling Workshops*

Target group

Age: Adults 25–55

Gender: Mixed

Level of studies: Secondary education or above (adaptable to lower levels with more visual prompts)

Status: Employed, unemployed, or seeking a job

Fewer opportunities: Particularly suitable for migrants, rural residents, or adults returning to education/work

This activity fosters creativity and adaptability by having participants retell someone else's story in their own words, with a twist. Learners practise listening, paraphrasing, and expressive communication while building confidence in speaking to an audience.

Learning outcomes

By the end of this activity, participants will be able to:

- Practise active listening and comprehension by capturing the essence of a peer's story.
- Adapt and retell a story creatively, using their own words and style.
- Strengthen verbal expression, non-verbal cues, and audience engagement.
- Build confidence in improvising and speaking in front of others

Duration: 45-60 minutes

Materials and resources

Story prompt cards or themes, Paper and pens for notes (optional), Flipchart or board for recording emerging themes

Activity description

Learners first listen carefully to a peer's story. Then, instead of telling their own, they retell the peer's story, either faithfully or with a playful "remix" (e.g., exaggerating the ending, changing the perspective). This enhances listening accuracy, empathy, and storytelling agility.



Detailed Implementation Steps

Introduction

The facilitator introduces the exercise as a way to practise both storytelling and listening skills. Learners are reminded that the goal is not competition but creative collaboration. The facilitator models the process by telling a short story and then asking a volunteer to retell it with their own spin, demonstrating both faithful retelling and creative variation.

Main activity:

Learners are paired up. Each participant chooses a story prompt card and tells a short personal story to their partner.

After listening, the partner retells the story to the group, using their own words. They can either retell it faithfully or add a playful variation (e.g., “Imagine this story happened in space” or “What if the ending was different?”).

Partners then switch roles so each has the chance to tell and retell.

Once all pairs are done, a few volunteers share their remixed stories with the whole group, highlighting creativity and active listening.

The facilitator encourages the group to notice what was preserved and what was changed, and how retelling felt compared to original storytelling.

Conclusion and reflection:

The facilitator leads a reflection:

- “How did it feel to hear your story retold by someone else?”
 - “What skills did you need to retell your partner’s story?”
 - “How can creativity and listening help you in everyday communication?”
- Learners write down one communication skill they practised and one insight they gained about their own storytelling.

Assessment / Evaluation Method

Observation of learners’ ability to capture key points of stories.

Peer feedback on accuracy and creativity of retelling.

Group discussion highlighting challenges and successes.

Adaptation Tips

For shy learners, allow them to work in small groups instead of presenting to the whole class.

For online learning, use breakout rooms for story exchanges and remix presentations.

- For low-literacy participants, remove writing and focus entirely on oral storytelling.

Module 2 – Communication Enhancement

Class Activity 3 – Story Swap Circle

Related method: *Storytelling Workshops*

Target group

Age: Adults 25–55

Gender: Mixed

Level of studies: Secondary education or above (adaptable to lower levels)

Status: Employed, unemployed, or seeking a job

Fewer opportunities: Particularly suitable for migrants, rural residents, or adults returning to education/work

This activity encourages participants to exchange short personal stories in a supportive group setting. By sharing and listening, learners practise confidence in expression, empathy, and active listening.

Learning outcomes

By the end of this activity, participants will be able to:

- Share a personal story in a structured group environment.
- Practise clear verbal expression and sequencing of ideas.
- Strengthen listening skills and empathy through hearing peers' stories.

Duration: 45-60 minutes

Materials and resources

Prompt cards with story starters (e.g., “A time I felt proud...”, “A challenge I overcame...”), Chairs arranged in a circle, Timer
A quiet, safe space conducive to open sharing

Activity description

Learners sit in a circle and take turns sharing short stories based on prompts. Each learner becomes both storyteller and listener, building confidence in speaking while developing empathy and communication skills.

Detailed Implementation Steps



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Introduction

The facilitator welcomes learners into the circle and introduces the idea of storytelling as a natural way to share experiences and connect with others. Participants are reminded that all stories are valid—there is no “right” or “wrong” way to tell a story. The facilitator explains the ground rules: listen respectfully, do not interrupt, and treat stories with confidentiality. Prompt cards with story starters (e.g., “*A time I was proud*”, “*A lesson I learned*”) are distributed, and learners choose one they feel comfortable sharing.

Main activity:

The facilitator models the process by sharing a very short personal story based on a prompt, demonstrating openness, structure, and emotional expression.

Learners take turns sharing their own stories with the group. Each participant speaks for a short time while others listen attentively.

After each story, the next learner paraphrases what they understood in one or two sentences (to reinforce active listening) before telling their own story.

The facilitator encourages nonverbal communication (eye contact, gestures, tone) to enhance clarity and engagement. Learners are reminded to support each other with nods and positive feedback.

The circle continues until all participants have shared their stories.

Conclusion and reflection:

The facilitator leads a debrief discussion, inviting participants to reflect on both speaking and listening:

- “How did it feel to share your story?”
- “What did you notice when listening to others?”
- “Did paraphrasing help you focus on what the speaker was saying?”

Learners identify one personal strength they used (e.g., storytelling clarity, empathy, listening) and one area they would like to improve. Optionally, the group can create a collective “story map” on a board or flipchart, summarising common themes emerged.

Assessment / Evaluation Method

Observation of participation and engagement.

Peer paraphrasing shows listening and comprehension.

Short group reflection confirms learning outcomes.

Adaptation Tips

For low-literacy groups, use only oral prompts.

For shy learners, allow them to tell a fictional or anonymised story.

For online groups, adapt the circle format to breakout rooms or round-robin sharing.