



EARTHE

Activity 2

Digital toolkit for innovative curriculum and methodological development

Module 2 – Communication enhancement

Method 2 – Improvisation games

Class activities



Module 2 - Communication Enhancement

Class activity 1 - Yes-And Story Building

Related method

Improvisation Games

Target group

Age: Adults 20–55

Gender: Mixed

Level of studies: Secondary and above (adaptable to lower literacy levels with simplified prompts)

Status: Employed, unemployed, or job-seeking

Fewer opportunities: Especially suitable for learners with low confidence, migrants with language barriers, or adults from rural/underrepresented backgrounds.

This activity is designed to help adults practise spontaneous communication in a safe and playful environment. It reduces anxiety, encourages teamwork, and strengthens adaptability in real-life communication scenarios such as interviews, meetings, or social interactions.

Learning outcomes

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

- Respond quickly and constructively to new information in a conversation.
- Practise active listening and collaborative dialogue.
- Strengthen creativity, confidence, and adaptability in oral communication.

Duration: 45 minutes

Materials and resources

Prompt cards with words, scenarios, or images, Timer or stopwatch, Flipchart/whiteboard and markers for reflection, Spacious room with movable chairs

Activity description

The “Yes-And Story Building” activity encourages learners to build a collective story one line at a time, where each contribution must begin with “Yes, and...”. This simple improvisation rule helps participants practise acceptance, collaboration, and quick thinking. The exercise develops communication flow, reduces fear of mistakes, and builds trust within the group.



Detailed Implementation Steps

Introduction

The facilitator introduces the concept of improvisation and explains the “Yes-And Rule”: instead of rejecting ideas, each participant accepts the previous contribution and adds something new. A short warm-up (e.g., name and gesture circle) relaxes the group and sets a playful tone.

Main Activity

Participants form a circle. The facilitator starts with a sentence (e.g., “Yesterday I discovered a hidden door in the library”).

The next participant continues the story beginning with “Yes, and...” (e.g., “Yes, and when I opened it, I found a talking cat”).

The story goes around the circle, with each participant adding a new element.

Variations: smaller groups can build parallel stories, or participants can act out their sentences for added expression.

Facilitator encourages creativity, clear expression, and supportive listening.

Conclusion and Reflection

The facilitator leads a discussion:

- How did it feel to accept and build on others’ ideas?
- What was challenging about speaking spontaneously?
- How could this skill help in a workplace or interview context?

Participants note one takeaway skill they can apply outside the workshop.

Assessment / Evaluation Method

Observation of participant engagement, willingness to contribute, and collaboration.

Group reflection discussion to assess self-reported confidence and adaptability.

Optional self-evaluation cards (e.g., “Before this activity I felt... / After this activity I feel...”).

Adaptation Tips

For low-literacy groups, use **picture cards** instead of written prompts.

For online/blended settings, run the activity in breakout rooms with smaller groups.

For more advanced groups, add constraints (e.g., include a specific word, emotion, or workplace scenario in each contribution).

For shy participants, allow them to pair up with a partner to co-create their contribution.



Module 2 - Communication Enhancement

Class activity 2 - Emotion Translator

Related method

Improvisation Games

Target group

Age: Adults 20–55

Gender: Mixed

Level of studies: Secondary and above (adaptable to lower literacy levels with simplified prompts)

Status: Employed, unemployed, or job-seeking

Fewer opportunities: Especially suitable for learners with low confidence, migrants with language barriers, or adults from rural/underrepresented backgrounds.

This activity is designed for learners who need to improve their ability to “read between the lines” in communication. By focusing on body language, tone, and non-verbal expression, participants learn to better interpret emotions and respond appropriately, which is essential in multicultural workplaces and daily interactions.

Learning outcomes

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

- Recognise and interpret emotional cues expressed through body language and facial expression.
- Adapt their communication style according to observed emotional signals.
- Increase awareness of cultural differences in emotional expression and avoid misinterpretation.
- Practise empathy by considering how emotions influence communication.

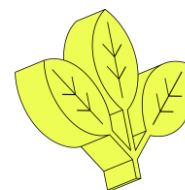
Duration: 60 minutes

Materials and resources

Emotion cards with written labels and/or emoji/picture symbols (e.g., happy, anxious, confident, annoyed, fearful), Scenario cards with simple workplace or social contexts (e.g., “asking for help in a store”, “meeting a new colleague”), Open space for movement and group interaction, Flipchart/markers for group reflections

Activity description

The “*Emotion Translator*” activity helps learners strengthen their ability to decode non-verbal communication. Through skits, role-play, and movement-based games,



participants practise recognising emotions and contexts without relying on words. The activity fosters emotional intelligence, empathy, and intercultural awareness, equipping learners to respond more effectively in professional and personal interactions where verbal communication may be limited or ambiguous.

Detailed Implementation Steps

Step 1 – Icebreaker - Facilitator leads simple warm-ups such as mirroring exercises or quick facial expression games. Participants copy each other's expressions to become more conscious of body awareness, tone, and gesture.

Step 2 – Emotion Walk - Participants move around the space embodying different emotions (joy, anger, fear, pride, shyness). They exaggerate posture, pace, and facial expression. Group reflects on which emotions were easy to identify and why.

Step 3 – Pair Improv Scenes - In pairs, participants draw a scenario card (e.g., “ordering food at a café”) and an emotion card (e.g., “anxious”). They silently act out the scene while the rest of the group observes and guesses both the emotion and the scenario. This reinforces non-verbal expressiveness and observational skills.

Step 4 – Rotate and Repeat - Pairs/groups rotate through multiple emotion-context combinations. Each round, emotions are swapped, giving learners practice in expressing and interpreting a variety of non-verbal cues.

Step 5 – Group Debrief - Facilitator guides reflection on what cues were most helpful (facial expressions, gestures, pace of movement, etc.). Discussion includes cultural differences (e.g., how eye contact, personal space, or smiling may vary between cultures). Learners connect insights to real-life contexts such as interviews, customer service, or teamwork.

Adaptation Tips

For low-literacy learners, replace written cards with emoji cards or images.

For online settings, participants can act emotions through facial expressions or short silent skits in breakout rooms.

For larger groups, divide into smaller sub-groups for more practice opportunities.

For advanced learners, add complexity by combining multiple emotions (e.g., “confident but irritated”) or by layering subtle workplace scenarios.



Module 2 - Communication Enhancement

Class activity 3 – Status Switch

Related method

Improvisation Games

Target group

Age: Adults 20–55

Gender: Mixed

Level of studies: Secondary and above (adaptable to lower literacy levels with simplified prompts)

Status: Employed, unemployed, or job-seeking

Fewer opportunities: Especially suitable for learners with low confidence, migrants with language barriers, or adults from rural/underrepresented backgrounds.

This improvisation game develops awareness of non-verbal cues, adaptability, and social dynamics. Learners act out everyday interactions while shifting between “high” and “low” social status roles, helping them explore communication flexibility, empathy, and power balance.

Learning outcomes

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

- Recognise how body language and tone signal status in communication.
- Adapt their communication style to different contexts and power dynamics.
- Practise empathy by experiencing both dominant and subordinate roles.
- Build confidence in improvising communication in unexpected situations.

Duration: 45-60 minutes

Materials and resources

Role prompt cards with scenarios (e.g., job interview, parent-teacher meeting, doctor-patient, customer-waiter), Open space, Optional: name tags labelled “High” and “Low”

Activity description

Learners role-play short scenarios where they must switch between “high status” and “low status” roles. The focus is on non-verbal expression, tone of voice, and adaptability rather than scripted dialogue.

Detailed Implementation Steps

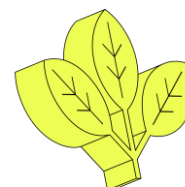
Introduction:

The facilitator explains that communication is shaped not only by words but also by



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



EARTHE

perceived “status” — through posture, gestures, and tone. The group brainstorms examples of high/low status roles in daily life (e.g., a manager vs. an intern, a doctor vs. a patient).

Main activity:

Learners are divided into pairs and given a simple scenario card (e.g., job interview).

In the first round, one learner plays the “high status” role while the other plays the “low status” role. They improvise a short dialogue, focusing on **body language and tone**.

After 2–3 minutes, the facilitator calls “Switch!”, and the learners reverse roles, continuing the same scene but with swapped status.

After both roles are explored, pairs reflect briefly: *“How did it feel to play high status vs. low status?”*

A few pairs volunteer to perform for the group, followed by group discussion on how status cues changed the interaction.

Conclusion and reflection:

The facilitator leads a reflection:

- *“How do status cues affect real communication in workplaces, families, or communities?”*
 - *“What skills can help balance power dynamics in respectful ways?”*
- Learners identify one strategy they can use in real life to communicate more effectively across status differences.

Assessment / Evaluation Method

Observation of learners’ ability to adapt body language and tone.

Peer feedback on believability of status roles.

Group discussion highlighting insights into communication and power dynamics.

Adaptation Tips

For beginners, keep scenarios very simple (e.g., asking for directions).

For advanced learners, add complexity (e.g., negotiation role-plays).

For online settings, learners can exaggerate facial expressions and tone over video calls.