



EARTHE

Activity 2

Digital toolkit for innovative curriculum and methodological development

Module 2 – Communication enhancement

Method 3 – Active listening

Class activities

Module 2 - Communication Enhancement

Class activity 1. – Paraphrase Relay

Related method

Active Listening

Target group

Age: Adults 20–60

Gender: Mixed

Level of studies: Secondary education and above

Status: Employed, unemployed, or job-seeking

Fewer opportunities: Suitable for learners with language barriers (e.g., migrants) or low confidence in communication.

This activity is designed for learners who need to practise listening carefully and showing that they understand others. By paraphrasing, learners strengthen attention, recall, and empathy — skills crucial for workplace collaboration, conflict resolution, and interviews.

Learning outcomes

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

- Listen attentively and capture the key points of a message.
- Paraphrase or restate information accurately in their own words.
- Strengthen concentration, memory, and interpersonal communication.
- Demonstrate understanding and respect in conversations.

Duration: 45–50 minutes

Materials and resources

Prepared prompt cards with short messages, stories, or scenarios (1–2 sentences each), Timer or stopwatch, Flipchart/whiteboard for group notes, Open space with chairs arranged in a circle or line

Activity description

The Paraphrase Relay helps participants practise active listening by passing messages along a chain of listeners. Each participant must listen carefully, paraphrase the message for the next person, and observe how messages change (or stay accurate) through the process. The exercise highlights the importance of listening for meaning, not just words, and shows how misunderstandings can arise when attention is lacking.



Detailed Implementation Steps

Introduction

Facilitator introduces the concept of active listening and paraphrasing, emphasising that the goal is not memorisation but **capturing meaning in your own words**. A quick warm-up can involve repeating a simple sentence to practise accuracy.

Main Activity

1. Participants sit in a line or circle. The facilitator whispers or reads a short message (e.g., “A manager asked her team to finish a project by Friday, but one member had an idea to make it better”).
2. The first participant paraphrases the message to the second, who then paraphrases it to the third, and so on, until it reaches the last person.
3. The final participant shares the message aloud. The facilitator and group compare it to the original, discussing differences and how meaning shifted.
4. Several rounds are played with new messages. Messages can increase in complexity or include emotional elements (e.g., tone, urgency).

Conclusion and Reflection

Group discussion explores:

- What strategies helped you listen and paraphrase effectively?
 - What caused misunderstandings?
 - How can paraphrasing improve real conversations at work or in interviews?
- Participants note one takeaway skill they will apply in daily life.

Assessment / Evaluation Method

Observation of how accurately participants paraphrase messages.

Group reflection to identify listening challenges and strategies.

Optional quick self-evaluation: “I usually listen for... words / meaning / feelings.”

Adaptation Tips

For **low-literacy groups**, use **picture cards** (e.g., show an image and ask participants to describe and paraphrase it).

For **online delivery**, use breakout rooms in small groups, with short messages shared via chat.

For **more advanced learners**, use longer stories or abstract concepts that require deeper listening.

For **mixed-language groups**, allow paraphrasing in simple sentences or with gestures and key words.



Module 2 - Communication Enhancement

Class activity 2. – Echo & Expand

Related method - Active Listening

Target group

Age: Adults 20–60

Gender: Mixed

Level of studies: Secondary education and above

Status: Employed, unemployed, or job-seeking

Fewer opportunities: Suitable for learners with language barriers (e.g., migrants) or low confidence in communication.

This activity focuses on listening carefully, repeating back what was heard, and adding new information. It trains learners to pay attention, confirm understanding, and contribute constructively to conversations — essential skills for teamwork, customer service, and interviews.

Learning outcomes

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

- Practise careful listening by echoing a partner's statement.
- Demonstrate understanding through accurate repetition and respectful engagement.
- Expand on others' ideas to create more collaborative dialogue.
- Apply active listening in professional and social contexts.

Duration: 40-45 minutes

Materials and resources

Prepared prompt cards with conversation starters (e.g., "I think teamwork is important because..."), Timer or stopwatch, Chairs arranged in pairs or small groups

Activity description

In "Echo & Expand," participants practise listening and responding constructively. Each learner listens to their partner's sentence, repeats it back (echo), and then adds their own related idea (expand). The exercise reinforces attention, memory, and respectful communication, while showing learners how conversations can grow collaboratively.



Detailed Implementation Steps

Introduction

The facilitator explains the importance of echoing to confirm understanding and expanding to add value in conversations. A short demo is given with one volunteer.

Main Activity

Learners form pairs. Partner A selects a conversation starter card (e.g., “I enjoy learning new skills because...”).

Partner B listens carefully, repeats the sentence (echo), and adds a new idea (expand).

Example:

- A: “I enjoy learning new skills because it makes me more confident.”
- B: “You enjoy learning new skills because it makes you more confident, and I think it also helps us adapt to new challenges.”

Roles switch, with Partner B starting and Partner A echoing and expanding.

After 2–3 rounds, pairs join another pair and try the activity in small groups for more variety.

Facilitator circulates, observing listening skills and encouraging clear, respectful responses.

Conclusion and Reflection

Group discussion explores:

- How did echoing help you focus on your partner’s words?
- Was it difficult to expand without changing the original meaning?
- How could this skill be useful in job interviews, customer service, or teamwork?

Assessment / Evaluation Method

Observation of accuracy in echoing partner statements.

Peer feedback in pairs/groups.

Quick reflection round: “One thing I learned about listening today is...”

Adaptation Tips

For low-literacy groups, facilitators can read prompts aloud instead of using written cards.

For online sessions, use breakout rooms with chat prompts for quick exchanges.

For more advanced learners, require expansions to include examples, evidence, or solutions.

For shy learners, allow shorter sentences at first, gradually building toward longer exchanges.



Module 2 - Communication Enhancement

Class activity 3 – The Listening Ladder

Related method

Active Listening

Target group

Age: Adults 20–60

Gender: Mixed

Level of studies: Secondary education and above

Status: Employed, unemployed, or job-seeking

Fewer opportunities: Suitable for learners with language barriers (e.g., migrants) or low confidence in communication.

This activity helps learners practise progressive levels of listening, moving from basic hearing to deeper understanding. By following a “ladder” of listening stages, learners reflect on their own habits and improve their ability to listen with empathy and clarity.

Learning outcomes

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

- Identify different levels of listening (hearing, attentive listening, empathetic listening).
- Practise active listening skills in structured role-plays.
- Give and receive feedback on listening behaviours.
- Recognise how deeper listening improves trust and communication.

Duration: 45-60 minutes

Materials and resources

Scenario cards with short situations (e.g., friend sharing bad news, colleague explaining a problem, customer describing a need), Handout or flipchart showing the “Listening Ladder” (levels of listening), Chairs for pair and group work

Activity description

Learners role-play conversations at increasing levels of listening. The “Listening Ladder” helps them notice differences between shallow and deep listening, and how each level affects the speaker’s feelings and the outcome.

Detailed Implementation Steps



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Introduction

The facilitator introduces the Listening Ladder (e.g., Level 1 ignoring, Level 2 pretending to listen, Level 3 attentive listening, Level 4 active/empathetic listening). Learners briefly discuss how it feels when someone is not really listening vs. when they listen attentively.

Main Activity

Learners are paired. Each pair receives a scenario card (e.g., “You are telling your colleague about a stressful day”).

Round 1: The listener practises only shallow listening (looking away, giving short replies). The speaker shares how it felt.

Round 2: The listener practises attentive listening (eye contact, nodding, paraphrasing). The speaker reflects on the difference.

Round 3: The listener practises empathetic listening (asking clarifying questions, showing care, validating feelings).

Pairs discuss: *“How did the speaker feel at each level? What changed in the communication?”*

Volunteers demonstrate to the whole group, showing the differences between levels.

Conclusion and Reflection

The facilitator asks:

- *“Which level of listening do you use most often in daily life?”*
- *“What could you do to practise deeper listening?”*

Learners write down one concrete action to apply in their next conversation.

Assessment / Evaluation Method

Peer feedback on listening behaviours.

Group reflection on emotional impact of each level.

Facilitator observation of body language, paraphrasing, and questioning.

Adaptation Tips

For shy learners, role-play in small groups rather than the whole class.

For online learning, use breakout rooms with one facilitator observing.

For low-literacy participants, focus on oral reflection rather than written notes.