



**EARTHE**

## **Activity 2**

# **Digital toolkit for innovative curriculum and methodological development**

**Module 2 – Communication enhancement**

**Method 4 – Communication simulation**

**Class activities**



## Module 2 – Communication Enhancement

### ***Class Activity 1 – Job Interview Simulation***

#### ***Related method***

##### ***Communication Simulations***

##### ***Target group***

**Age:** Adults 20–55

**Gender:** Mixed

**Level of studies:** Secondary education and above (adaptable to different levels of education)

**Status:** Employed, unemployed, or job-seeking (especially useful for active jobseekers)

**Fewer opportunities:** Particularly relevant for migrants, women returning to work, or adults with limited work experience.

This activity is designed for adult learners preparing for job search or re-entry into the labour market. It provides a safe environment to practise answering interview questions, improve non-verbal communication, and receive constructive feedback from peers and facilitators

#### ***Learning outcomes***

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

- Demonstrate effective communication strategies in a simulated interview setting.
- Adapt responses to different types of interview questions (behavioural, situational, personal).
- Use appropriate non-verbal cues such as posture, eye contact, and tone of voice.
- Build confidence in handling unexpected or challenging questions.

***Duration:*** 60 minutes

#### ***Materials and resources***

Prepared interview question cards (common, behavioural, situational), Role cards for interviewer/interviewee/observer, Chairs arranged in pairs or across a “table” to simulate an interview setting, Feedback forms for observers, Timer/stopwatch

#### ***Activity description***

In this simulation, learners take on the roles of interviewer, interviewee, and observer. Each round gives a participant the chance to practise answering real interview questions, while peers observe and provide constructive feedback. The activity enhances clarity, confidence, and adaptability in a professional communication context.



## ***Detailed Implementation Steps***

### **Introduction**

The facilitator explains the importance of communication in job interviews, including both verbal and non-verbal aspects. A short group brainstorm gathers examples of common interview challenges.

### **Main Activity**

Participants are divided into triads: one interviewer, one interviewee, one observer. Interviewer selects 3–4 question cards and conducts a short interview (5–7 minutes). Interviewee responds, practising structure (e.g., STAR method for behavioural questions). Observer uses a feedback form to note strengths and areas for improvement in listening, clarity, and body language. Roles rotate until all participants have tried being interviewee. Facilitator may add challenges (e.g., unexpected follow-up question, nervous body language to manage).

### **Conclusion and Reflection**

Group discussion: What felt easiest or hardest about the interview?  
Observers share constructive feedback with interviewees.  
Facilitator links experiences to real-life job preparation, highlighting transferable skills (clarity, confidence, adaptability).

## ***Assessment / Evaluation Method***

Observation by facilitator and peers using structured feedback forms.  
Group reflection on strategies that worked well and areas needing improvement.  
Optional quick self-evaluation: “How confident do you feel about interviews now compared to before?”

## ***Adaptation Tips***

For low-literacy learners, simplify questions and allow oral rather than written responses.  
For migrants or ESL learners, adapt scenarios to focus on clarity and confidence rather than perfect grammar.  
For online delivery, use breakout rooms with digital question cards.  
For advanced learners, include panel-style interviews or case-based problem-solving questions.



## Module 2 – Communication Enhancement

### ***Class Activity 2 – Conflict Resolution Role-Play***

#### ***Related method***

##### ***Communication Simulations***

##### ***Target group***

**Age:** Adults 20–55

**Gender:** Mixed

**Level of studies:** Secondary education and above (adaptable to different levels of education)

**Status:** Employed, unemployed, or job-seeking (especially useful for active jobseekers)

**Fewer opportunities:** Particularly relevant for migrants, women returning to work, or adults with limited work experience.

This activity helps learners practise calm, clear, and constructive communication in moments of disagreement. By simulating conflict scenarios in a safe setting, participants gain confidence in managing emotions, listening actively, and finding solutions that respect all perspectives.

#### ***Learning outcomes***

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

- Demonstrate strategies for de-escalating conflict through clear and respectful communication.
- Practise active listening to understand opposing perspectives.
- Apply assertiveness without aggression in challenging situations.
- Build confidence in negotiating solutions collaboratively.

***Duration:*** 60 minutes

#### ***Materials and resources***

Scenario cards with workplace or community conflicts, Role cards for participants, Feedback forms for observers, Chairs arranged to simulate meeting or workplace environments, Flipchart/whiteboard for group reflection

#### ***Activity description***

Participants take on roles in short conflict scenarios and practise resolving disagreements through communication. The role-play allows them to explore different perspectives and develop skills in listening, empathy, and assertive expression. Observers provide



feedback on communication strategies used, ensuring learners connect the practice to real-life applications.

## ***Detailed Implementation Steps***

### **Introduction**

Facilitator introduces the importance of communication in conflict resolution. Key principles (stay calm, listen actively, use “I” statements, focus on solutions) are explained.

### **Main Activity**

Learners are divided into groups of three: two role-players (conflict parties) and one observer/mediator.

Each pair receives a scenario card describing the conflict. Example: “You share an office space, and one person feels the other is too noisy.”

Role-players act out the scenario for 5–7 minutes, using strategies discussed.

Observer notes communication strengths and challenges.

Roles rotate until each participant has been in all roles.

Facilitator may introduce variations: emotional triggers (anger, defensiveness) or new constraints (limited time to resolve).

### **Conclusion and Reflection**

Group discussion focuses on:

What strategies worked best in reducing tension?

How did active listening affect the outcome?

How can these skills be applied in the workplace, interviews, or personal life?

Learners record one specific communication strategy they commit to practising in real life.

## ***Assessment / Evaluation Method***

Observation by facilitator and peers using structured feedback.

Reflection discussions linking role-play experiences to real-world contexts.

Quick written or oral self-assessment: “One skill I improved today is...”

## ***Adaptation Tips***

For low-literacy learners, use visual scenario cards (images representing conflict situations).

For migrants, include intercultural conflict scenarios to highlight cultural differences in communication.

For online settings, use breakout rooms with digital scenario cards and group debrief in plenary.

For advanced learners, simulate formal mediation settings or high-stakes negotiations



## Module 2 – Communication Enhancement

### ***Class Activity 3 – Crisis Role-Play Simulation***

#### ***Related method***

##### ***Communication Simulations***

#### ***Target group***

**Age:** Adults 20–55

**Gender:** Mixed

**Level of studies:** Secondary education and above (adaptable to different levels of education)

**Status:** Employed, unemployed, or job-seeking (especially useful for active jobseekers)

**Fewer opportunities:** Particularly relevant for migrants, women returning to work, or adults with limited work experience.

This activity immerses learners in a high-pressure communication scenario, such as resolving a workplace conflict, handling a customer complaint, or responding to unexpected challenges. It strengthens clarity, adaptability, and empathy under stress.

#### ***Learning outcomes***

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

- Demonstrate clear and structured communication under pressure.
- Practise staying calm and respectful in conflict or crisis scenarios.
- Apply empathy and problem-solving skills to resolve misunderstandings.
- Reflect on strengths and areas for improvement in communication style.

***Duration:*** 60 minutes

#### ***Materials and resources***

Scenario cards describing crisis/conflict situations, Chairs and open space for role-play, Flipchart or whiteboard for group reflections

#### ***Activity description***

Learners act out crisis scenarios in pairs or small groups, focusing on calm, respectful, and solution-oriented communication. The exercise helps participants build resilience, practise empathy, and adapt their style to stressful situations.

#### ***Detailed Implementation Steps***

##### ***Introduction***

The facilitator introduces the concept: in crisis or conflict, communication can either escalate the problem or resolve it. The group brainstorms examples of stressful



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conversations they face in real life. The facilitator explains the goal: practise structured, respectful communication under pressure.

### **Main Activity**

Learners are divided into small groups and assigned a crisis scenario card.

Round 1: Learners improvise the scenario without guidance, responding naturally.

Round 2: The facilitator introduces structured tools (e.g., “I” statements, calm tone, focusing on solutions). Groups replay the scenario using these techniques.

After each round, groups reflect: *“What improved the communication? What made it harder?”*

A few groups perform for the class, followed by collective feedback and discussion.

### **Conclusion and Reflection**

Facilitator leads group reflection with guiding questions:

- *“What helped you stay calm when facing pressure?”*
- *“How did empathy change the outcome of the conversation?”*
- *“Which techniques could you apply in your real-life situations?”*

Learners commit to trying one of these techniques in their personal or professional life.

### **Assessment / Evaluation Method**

Facilitator observes clarity, tone, and use of conflict-resolution strategies.

Peer and group feedback after each round.

Learners’ self-reflection on their strengths and growth points.

### **Adaptation Tips**

For beginners, use less confrontational scenarios (e.g., *“Two friends decide on a movie”*).

For advanced learners, simulate professional or intercultural conflicts.

For online learning, adapt to breakout rooms and have learners act scenarios via video calls.