



EARTHE

Activity 2

Digital toolkit for innovative curriculum and methodological development

Module 2 – Communication enhancement

Method 6 – Video discourse analysis

Class activities

Module 2 – Communication Enhancement

Class activity 1.– Good vs. Bad Interview Analysis

Related method

Video Discourse Analysis

Target group

Age: Adults 20–55

Gender: Mixed

Level of studies: Secondary education and above (adaptable for lower literacy groups)

Status: Employed, unemployed, or job-seeking (particularly relevant for active jobseekers)

Fewer opportunities: Migrants with limited interview experience, long-term unemployed, and adults returning to work after career breaks.

This activity is designed for adults preparing for employment or career advancement. It uses contrasting video examples to highlight effective and ineffective communication during interviews, helping learners identify best practices and apply them in real life.

Learning outcomes

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

- Identify strengths and weaknesses in interview communication (verbal and non-verbal).
- Recognise the impact of tone, body language, and structure on the impression given.
- Apply strategies from positive examples to their own interview preparation.
- Reflect on their own habits and plan improvements.

Duration: 75 minutes

Materials and resources

Two short interview video clips: one “good” (effective communication) and one “bad” (common mistakes), Projector or large screen, Observation sheets with guiding questions (e.g., tone, clarity, body language, confidence), Flipchart/markers for group feedback



Activity description

Learners watch and analyse two contrasting interview videos. Through guided observation and discussion, they compare behaviours, identify what worked and what failed, and extract lessons for their own interview skills. The activity strengthens critical thinking, self-awareness, and application of strategies in professional contexts.

Detailed Implementation Steps

Introduction

Facilitator explains the purpose: to learn by analysing examples rather than only role-playing. Learners brainstorm common mistakes or fears in job interviews.

Main Activity

Learners watch the “bad interview” video (3–4 minutes).

Group shares first impressions: What went wrong? Facilitator captures key points on flipchart.

Learners watch the same video again, this time filling in observation sheets (tone, structure, clarity, non-verbal cues).

Repeat the process with the “good interview” video. Learners note improvements and effective behaviours.

In pairs, learners discuss: Which strategies could they adopt for their own interviews?

Conclusion and Reflection

- Group discussion comparing both examples: what makes the difference between success and failure?
- Facilitator highlights key transferable strategies: clear structure (STAR method), positive body language, active listening, confidence.
- Learners write down one action they will apply in their next interview.

Assessment / Evaluation Method

Completed observation sheets showing understanding of behaviours.

Group discussion contributions demonstrating ability to identify strengths/weaknesses.

Self-reflection notes linking video lessons to personal improvement.

Adaptation Tips

For migrants/ESL learners, use subtitles or simpler clips to reduce language barriers.

For online learning, share video links and use digital forms for observations.

For advanced learners, use real recorded mock interviews from participants for analysis.

Module 2 – Communication Enhancement

Class activity 2. – Meeting Dynamics Breakdown

Related method

Video Discourse Analysis

Target group

Age: Adults 20–55

Gender: Mixed

Level of studies: Secondary education and above (adaptable for lower literacy groups)

Status: Employed, unemployed, or job-seeking (particularly relevant for active jobseekers)

Fewer opportunities: Migrants with limited interview experience, long-term unemployed, and adults returning to work after career breaks.

This activity helps learners analyse communication dynamics in group meetings by observing video examples. It develops awareness of turn-taking, respect, active listening, and clarity of contributions, while also highlighting common pitfalls like interruptions or dominance by one participant.

Learning outcomes

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

1. Identify effective and ineffective communication behaviours in team meetings.
2. Recognise the role of facilitation, turn-taking, and active listening.
3. Apply strategies to contribute constructively in group discussions.
4. Reflect on their own teamwork communication habits.

Duration: 75 minutes

Materials and resources

One video clip of an ineffective meeting, One video clip of an effective meeting, Projector or large screen, Observation sheets (guiding questions: Who dominates? Who listens? How are conflicts handled? What strategies improve clarity?), Flipchart/markers

Activity description

Learners watch and compare video examples of meetings with different dynamics. Through guided observation, they evaluate behaviours that block or support effective communication and reflect on how to apply strategies in their own contexts.



Detailed Implementation Steps

Introduction

Facilitator explains the importance of communication in group settings. Learners brainstorm challenges they've experienced in meetings (e.g., not being heard, conflicts, unclear goals).

Main Activity

Learners watch the “ineffective meeting” clip (3–4 minutes).

In groups, they discuss what went wrong and note observations on their sheets.

Facilitator leads a short plenary discussion, highlighting patterns (interruptions, poor listening, unclear messages). Learners watch the “effective meeting” clip and fill in observation sheets again.

Small groups compare both examples, identifying which strategies made the second meeting more productive.

Conclusion and Reflection

- Group debrief: What strategies can we adopt to improve meetings in real life?
- Facilitator highlights best practices: structured facilitation, equal turn-taking, summarising key points, respectful listening.
- Learners identify one personal action (e.g., “I will practise summarising my ideas briefly in meetings”).

Assessment / Evaluation Method

Completed observation sheets demonstrating analysis of dynamics.

Group discussion showing ability to contrast positive and negative behaviours.

Self-reflection commitments linking lessons to real-life contexts.

Adaptation Tips

For migrants, include intercultural meeting dynamics (direct vs. indirect communication styles).

For online learners, use recorded Zoom meeting clips to make the activity relatable.

For advanced learners, create custom simulations of real workplace meetings and record them for analysis.



Module 2 – Communication Enhancement

Class activity 3 – Silent Video Analysis

Related method

Video Discourse Analysis

Target group

Age: Adults 20–55

Gender: Mixed

Level of studies: Secondary education and above (adaptable for lower literacy groups)

Status: Employed, unemployed, or job-seeking (particularly relevant for active jobseekers)

Fewer opportunities: Migrants with limited interview experience, long-term unemployed, and adults returning to work after career breaks.

This activity trains learners to observe and interpret non-verbal communication by watching short muted videos. Learners focus on gestures, posture, and facial expressions, then discuss interpretations and compare them with the original audio version.

Learning outcomes

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

- Identify key non-verbal communication cues in video interactions.
- Interpret emotions and intentions without relying on words.
- Compare non-verbal observations with verbal content for deeper understanding.
- Strengthen critical thinking and empathy in analysing communication.

Duration: 60 minutes

Materials and resources

Short videos (1–2 minutes) with strong non-verbal content (e.g., interviews, debates, customer service exchanges), Projector or screen for group viewing, Worksheets for note-taking (observations, interpretations, comparisons)

Activity description

Learners watch muted video clips and analyse body language, facial expressions, and gestures. After sharing interpretations, the group re-watches the same clips with audio to compare their predictions with the actual dialogue.



Detailed Implementation Steps

Introduction

Facilitator introduces the importance of non-verbal communication and asks: “What can you understand about someone’s feelings without hearing their words?” Learners brainstorm examples from daily life (e.g., tone of voice, gestures).

Main Activity

Learners watch a short muted video clip.

Individually, they note down what emotions or intentions they observe.

In small groups, learners discuss their interpretations, highlighting non-verbal cues (eye contact, posture, gestures).

The clip is replayed with sound, and learners compare what they inferred with the spoken dialogue.

Groups reflect on similarities, differences, and surprises between non-verbal and verbal communication.

Facilitator guides discussion on how misinterpretations can occur and how to reduce them.

Conclusion and Reflection

Facilitator leads closing reflection:

- “What non-verbal cues are most reliable when words are absent?”
- “How can paying closer attention to body language improve your daily communication?”

Learners summarise one new strategy they will use to notice non-verbal signals.

Assessment / Evaluation Method

Worksheets with non-verbal observations and comparisons.

Group discussion on accuracy of interpretations.

Facilitator observation of learners’ ability to identify and describe cues.

Adaptation Tips

For beginners, use simple clips (greetings, short interactions).

For advanced learners, use more complex videos (debates, negotiations).

For online groups, use breakout rooms for small-group discussions.