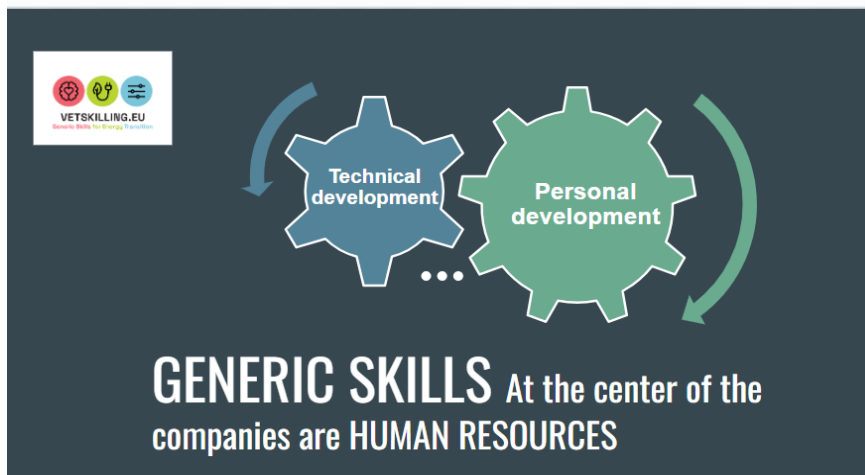


GENERIC SKILLS: Communication skill in the Professional Setting



Objectives:

1. Develop skills to communicate clearly and effectively in professional contexts.
2. Promote active listening and empathy in professional interactions.
3. Improve the ability to communicate and manage conflicts constructively.

Structure of the dynamics:

I. INTRODUCTION

Exercise 1. Activation time.

Exercise 2. Introduction of my personal brand.

A. KEY CONCEPTS

Exercise 3. Applying knowledge of body postures in a group context.

Exercise 4. Identification of Postures.

Exercise 5. Back to Back Communication

Exercise 6. Understanding miscommunication process

Exercise 7: Communication origami

Exercise 8: Communication Charades

Exercise 9: Styles of Communication-Role Play

B. SUMMARIZING

a. Exercise 10: Group Reflection – “Communication Matters”

b. Measurement tool

I. INTRODUCTION

Exercise 1. ACTIVATION TIME. The main objective of these dynamics is to activate the group and promote positive emotions for the learning that follows. In these international meetings, the activation of the group is essential to obtain the cohesion that is sought in this type of good practices. Below you will find two links to videos for inspiration to practice and to activate the team.

- [Walk / Stop - An Energizer Activity](#)
- [Pin Pon Ball Activation](#)

Exercise 2. Introduction of my PERSONAL BRAND. You can show this video to your students to understand what a personal brand is.

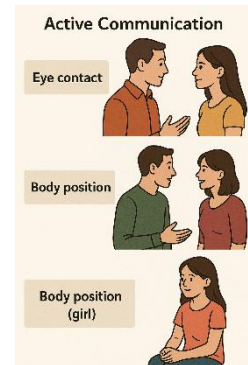
- [Elevator pitch](#)

You have one minute to introduce yourself; Be original! Take your time to personalize your introduction. **You can follow these basic questions taking into account these three areas.**

Eye contact	Body position	Gestures and body position
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- What is my biggest ambition?
- What is my biggest weakness?
- What am I good at?
- What do I want?

II. KEY CONCEPTS



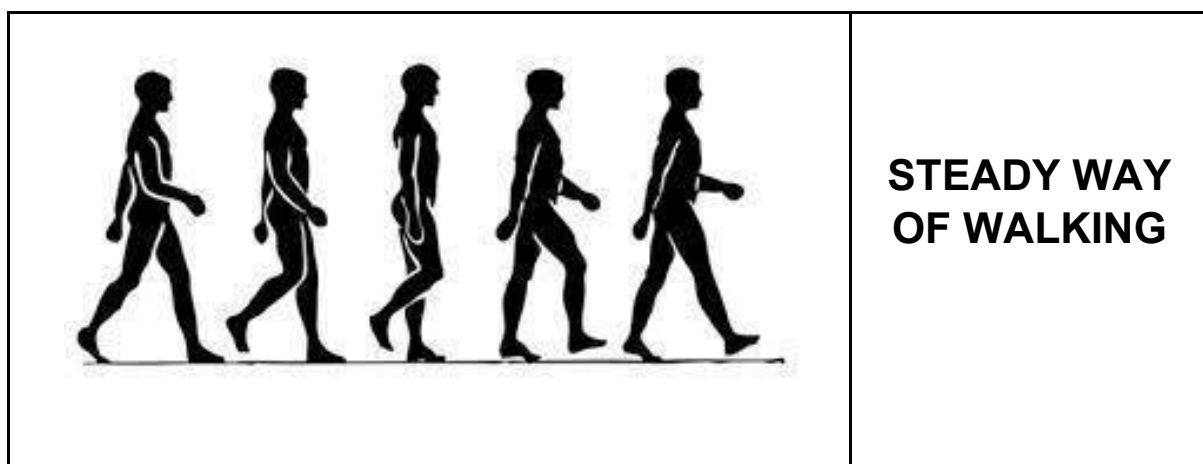
★ Clarifying the different styles of communication

Type of Communication	Verbal	Non-verbal
Passive	<ul style="list-style-type: none"> - Lack of expression of one's own opinions, feelings, or needs. 	<ul style="list-style-type: none"> - Avoiding eye contact - Shrugging shoulders - Keeping head down - Slouched posture
Assertive	<ul style="list-style-type: none"> - Clear and direct expression of opinions, feelings, and needs, while respecting others. 	<ul style="list-style-type: none"> - Confident and open body language - Appropriate eye contact - Upright posture - Calm and confident gestures - Facial expressions reflecting confidence

<p>Aggressive</p>	<ul style="list-style-type: none"> - Expression of opinions, feelings, or needs in a hostile, dominant, or intimidating manner towards others. 	<ul style="list-style-type: none"> - Dominant and threatening body language - Abrupt gestures - Elevated tone of voice - Fixed gaze - Confrontational posture - Tense facial expressions, with furrowed brow and clenched lips
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★ **Walking confidently**

Another important element of the non-verbal communication is the individual's walking. The way you walk provides a lot of information about the confidence or insecurity of the person.



	<p>AGGRESSIVE WAY</p>
	<p>UNSTEADY WAY OF WALKING</p>



To know more about the way of walking, the teacher can visualize with the students the following video:

<https://www.youtube.com/watch?v=NRp1ePrFkng>

Then, three people will be asked to be volunteers and they will have to walk in these 3 different ways successively in front of classmates. Be careful with the head, body, shoulders, gaze and foot!

Exercise 3. Applying knowledge of body postures in a group context. Divide the class into groups. Group members should work together to complete the task while maintaining the assigned postures. Each person must follow the different roles related to the different postures.

Here you have a briefly explanation:

-Aggressive posture: The member should adopt a posture perceived as dominant, with wide gestures, rigid posture, intense eye contact, or an "invading space" stance.

-Passive posture: The member should have a slouched posture, avoid direct eye contact, cross arms, or show signs of submission.

-Open posture: This member should maintain a relaxed, friendly posture with open gestures, smiling, and a willingness to listen and collaborate.

-Observers: The two observers should watch and note how the members' postures affect interaction and task progress.

Provide each group with materials to complete a task that requires collaboration, such as: **Building a tower** with office supplies (paper, paperclips, pencils, etc.).

After completing the task, ask the observers to provide feedback on how the postures influenced the group dynamics:

-How did the aggressive posture affect the group's work? Did it cause conflict or leadership?

-How did the passive posture affect participation and collaboration?

-What impact did the open posture have on group interaction?

Conclusion:

Emphasize how postures can be a powerful tool in social interaction and teamwork. Highlight the importance of being aware of body language in professional and personal contexts.

Allow students to reflect on how they can apply this knowledge in everyday situations and in their professional development

Exercise 4. Identification of Postures. Recognize and differentiate between aggressive, passive, and open postures.

Divide the class into small groups. Provide each group with a set of scenarios featuring descriptions and/or images of people in different body postures. Ask the groups to perform these scenarios: aggressive, passive, and open.

Scenario 1: Mark is dealing with an upset pet owner who is frustrated because their pet's treatment isn't improving. The pet owner becomes increasingly angry and confrontational.

Role-playing actions (Aggressive Body Language)

- Standing with arms crossed tightly, fists clenched.
- Leaning forward aggressively, invading personal space.
- Furrowed brow, intense or glaring eye contact.
- Quick, sharp movements with an air of impatience or frustration.
- Tone of voice could be loud or harsh.
- Tension in the jaw or clenched teeth.

Purpose: This scenario demonstrates how body language can escalate tension and create conflict, and how an aggressive posture can impact communication in a clinical setting.

Scenario 2: A vet student is speaking to a pet owner who is demanding immediate answers regarding the diagnosis of their pet, but the student feels uncertain or lacks confidence in the response.

Role-playing actions (Passive Body Language):

- Slumped posture, shoulders drooping.
- Avoiding eye contact or looking down.
- Arms loosely at the sides or folded, appearing closed off.
- Soft, quiet voice, maybe stuttering or hesitant speech.
- Minimal hand movements, lack of gestures.
- Slightly turned away from the other person, indicating discomfort.

Purpose: This demonstrates how passive body language can communicate a lack of authority or confidence, which may affect how seriously others take the professional's opinions or expertise.

3. Open Body Language

Scenario 3: A vet student is reassuring a nervous pet owner about an upcoming procedure for their pet, aiming to foster trust and calm the owner down.

Role-playing actions (Open Body Language):

- Standing or sitting with shoulders back and relaxed.
- Open arms or hands placed in a welcoming manner (palms facing upwards or gently extended).
- Making steady, gentle eye contact to create connection.
- Smiling and maintaining a calm, positive expression.
- Gentle nodding to show understanding.

- Relaxed posture, leaning slightly forward to show interest and engagement.

Purpose: This demonstrates how open body language can help convey warmth, empathy, and trust, making it easier to communicate effectively, especially in stressful situations.

Scenario 4: A student is explaining to a teenager (or young student) who is frustrated after an exam, as she disagrees with the correct procedure of the exam. The student is upset and has trouble accepting her teacher's advice.

Role-playing actions (Aggressive Body Language):

- Crossing arms tightly and standing with a rigid posture.
- Raising their voice or speaking in an irritated tone.
- Pointing at the vet or tapping the table with impatience.
- Leaning in too close with a confrontational stance.
- Showing a tense facial expression (furrowed brow, clenched jaw).

Purpose: This scenario can help students understand how negative or aggressive body language might escalate conflict and hinder clear, professional communication, especially when dealing with emotionally charged situations, such as disagreements with pet care decisions.

Scenario 5: A vet student is explaining a diagnosis and treatment plan to a shy or introverted young client (like a teenager or a youth student), but the young client feels overwhelmed or unsure of what to ask, leading them to withdraw

Role-playing actions (Passive Body Language):

- Slumping shoulders and avoiding eye contact.
- Speaking in a quiet or almost inaudible voice, avoiding engaging in conversation.
- Keeping arms crossed tightly or tucked in front of their body.
- Looking down at the floor, appearing disconnected from the conversation.
- Minimal movement, no gestures, or fidgeting hands.

Purpose: This situation demonstrates how passive body language can make communication feel one-sided and uncomfortable. It also highlights the importance of encouraging young clients to engage more openly, especially when they may be feeling overwhelmed or unsure.

Scenario 6: A renewable energy cycle 'student is giving a presentation to a group of youth students (e.g., a class or group of teens interested in the climate change) about proper energy use, trying to encourage engagement and make them feel at ease in the learning environment.

Role-playing actions (Open Body Language):

- Standing tall with an open posture (not crossing arms or legs).
- Making eye contact with the youth students, smiling, and occasionally looking at different people in the group to build rapport.
- Using hands to emphasize key points (gesturing in a natural, relaxed manner).
- Nodding and giving positive feedback when a student asks a question.
- Using a friendly tone of voice, with a calm and approachable demeanor.

Purpose: This demonstrates how open body language helps in fostering a positive, welcoming environment, especially when interacting with youth students. It shows how to create an atmosphere of trust and openness where the students feel comfortable asking questions and participating.

Scenario7: A young student is frustrated because they didn't get the expected result during the execution exam and they express their anger in front of the group.

Role-playing actions (Aggressive Body Language):

- Clenching fists or fists on hips.
- Tapping foot or slamming equipment down.
- Speaking loudly or yelling out of frustration.
- Staring at others with a glare, possibly making exaggerated gestures with hands.
- Aggressive posture like standing with legs apart, ready to challenge others.

Purpose: This role-playing helps show how frustration can be outwardly expressed through aggressive body language, which could disrupt the learning environment and affect group dynamics. It also provides an opportunity to teach students how to deal with frustration more constructively.

Scenario 8: During a group discussion, a shy or introverted youth student has difficulty contributing their thoughts about an exercise, despite knowing the answer or having valuable input.

Role-playing actions (Passive Body Language):

- Looking down, avoiding eye contact.
- Speaking in a very quiet voice, almost inaudible.
- Hands folded in front of the body or in the lap, avoiding any hand movements.
- Not making any gestures or trying to contribute to the conversation.
- Appearing disconnected from the discussion, showing little to no facial expression.

Purpose: This helps highlight the need to encourage youth students to feel more confident in speaking up and expressing themselves, particularly when they may feel nervous or unsure in group settings.

Scenario 9: A group of students is discussing the pros and cons of renewable energy sources (like wind, solar, and hydroelectric). One student is very passionate and forcefully argues that one source is better than all the others, not willing to consider other perspectives

Role-playing actions (Aggressive Body Language):

- Standing rigidly with arms crossed or hands on hips, conveying superiority.
- Raising the voice or speaking with a tone that's harsh and dismissive.
- Pointing aggressively while making an argument.
- Glaring at other students who disagree, or making direct confrontational eye contact.
- Quick, sharp hand gestures that feel defensive or challenging.

Purpose: This role-playing scenario demonstrates how aggressive body language can shut down discussion and create a hostile atmosphere, preventing open dialogue about renewable energy. It highlights the importance of managing emotions in debates, particularly when discussing important issues like energy sources.

Scenario 10: In a class debate about the future of renewable energy, a student feels overwhelmed by the complexity of the topic and doesn't know how to contribute, despite having some understanding of renewable sources.

Role-playing actions (Passive Body Language):

- Slumped posture, head down, looking at the desk or hands.
- Speaking in a quiet, hesitant tone when asked to share thoughts.
- Keeping arms crossed or tucked in to appear closed off.
- Avoiding eye contact with the group, looking away.
- Fidgeting with objects or looking disengaged.

Purpose: This scenario shows how passive body language can prevent a student from participating in important discussions, even if they have relevant knowledge. It underscores the need for teachers or facilitators to encourage more active involvement, especially when discussing critical topics like renewable energy solutions.

Scenario 11: During a class activity on the cycle of renewable energy, a student explains how solar panels capture sunlight and convert it into energy. They engage the rest of the class by asking questions and encouraging them to think critically.

Role-playing actions (Open Body Language):

- Standing or sitting up straight with an open posture (not crossing arms or legs).
- Smiling and making eye contact with the group to show attentiveness and connection.
- Using hand gestures to explain the process (e.g., mimicking the sun with one hand and a solar panel with the other).
- Nodding and showing genuine interest in others' ideas.
- Maintaining a calm and positive tone of voice to encourage group participation.

Purpose: This scenario shows how open body language can foster a collaborative and welcoming environment, making it easier for students to communicate effectively and participate in discussions about renewable energy.

Scenario 12: A student is angry about the pace at which renewable energy projects are being implemented in their country. They feel that the government is not doing enough and are vocal about their frustration in a group discussion.

Role-playing actions (Aggressive Body Language):

- Standing with hands on the desk or leaning forward aggressively, invading personal space.
- Speaking loudly, with a harsh or accusatory tone.
- Making pointed gestures, such as slamming their hand on the table or raising their voice.
- Using a tense jaw or clenched fists, signaling frustration.
- Giving hostile eye contact to anyone who disagrees with their viewpoint.

Purpose: This role-play shows how frustration with a particular issue (such as slow adoption of renewable energy) can manifest in aggressive body language. It also highlights the importance of addressing concerns in a calm, professional manner to facilitate productive conversations.

Scenario 13: A student is assigned a project on the role of wind energy in reducing fossil fuel dependence. The student is unsure about their knowledge of the topic and avoids speaking up in the group discussion when the topic of wind energy comes up.

Role-playing actions (Passive Body Language):

- Not making eye contact with the group or the instructor.
- Sitting with arms tightly folded, looking down or avoiding the conversation.
- Speaking softly or not speaking at all when prompted, as if unsure of what to say.
- Making minimal gestures, such as shrugging or remaining still.
- Shifting in their seat nervously, looking disengaged or distracted.

Purpose: This demonstrates how passive body language can hinder a student from contributing their ideas, even if they have valuable information. Encouraging students to engage more confidently in topics like renewable energy can promote learning and idea-sharing.

Scenario 14: In a class on renewable energy, a student is explaining how hydroelectric power plants work and invites other students to share their thoughts on the advantages and disadvantages of using water to generate energy.

Role-playing actions (Open Body Language):

- Standing tall with an open posture, facing the audience or the group.

- Gesturing with hands to explain the concepts clearly, such as moving hands to show water flow.
- Smiling and making eye contact with others, inviting questions and participation.
- Using a friendly, encouraging tone to make others feel comfortable speaking up.
- Nodding as others share their ideas to show engagement and agreement.

Purpose: This scenario shows how open body language creates a collaborative and inviting environment for discussion. When students use positive body language, it helps them communicate more effectively and encourages others to contribute, especially in topics like renewable energy.

Scenario 15: During a class debate on the environmental impact of renewable energy, a student becomes frustrated with a classmate who argues that solar panels have a negative environmental impact. The student aggressively defends their viewpoint.

Role-playing actions (Aggressive Body Language):

- Crossing arms tightly and leaning forward as if challenging the other student.
- Raising voice, interrupting, or cutting others off to assert their point.
- Gesturing wildly with hands or slamming a fist on the desk.
- Glaring at the other student, signaling that their opinion is invalid.
- Showing visible tension in their body, such as stiff shoulders or clenched fists.

Purpose: This example highlights the potential for conflict when discussing renewable energy topics. It shows how aggressive body language can escalate debates and hinder productive dialogue.

Scenario 16: During a group presentation on the energy cycle of renewable sources, a student feels unsure about the section of the presentation they're supposed to cover, so they speak very softly and don't participate as much as others.

Role-playing actions (Passive Body Language):

- Speaking in a soft, hesitant voice, almost inaudible to the group.
- Avoiding eye contact with the audience or other team members.
- Slouching or avoiding physical engagement with the presentation.
- Speaking quickly, trying to finish their part as fast as possible.
- Fidgeting with their hands or standing awkwardly during the presentation.

Purpose: This scenario demonstrates how passive body language can detract from a group's effectiveness. It can make the student appear less confident or disengaged, affecting how the message on renewable energy is received by the audience.

Scenario 17: A teenager is stressed about their upcoming exams, feeling overwhelmed by the pressure. They are frustrated with the amount of studying they have to do and lash out at a friend who tries to offer support.

Role-playing actions (Aggressive Body Language):

- Standing with hands on hips, chest puffed out in a defensive or confrontational manner.
- Speaking in a loud, harsh tone with short, sharp words, such as "I don't need your help!"

- Making aggressive gestures, like slamming a book down or pointing at the friend in a challenging manner.
- Glaring at the friend, refusing to make eye contact in a dismissive way.
- Clenching fists or tensing the body as if ready for a fight.

Purpose: This scenario demonstrates how aggressive body language can escalate frustration and prevent helpful conversations. It also shows how stress or pressure, like worrying about exams, can manifest physically, leading to negative interactions with others.

Scenario 18: A teenager is anxious about not fitting in at school and is hesitant to speak up when invited to join a new group or participate in a social activity.

Role-playing actions (Passive Body Language):

- Slumping shoulders and avoiding eye contact with the group.
- Speaking in a very quiet or barely audible voice, hesitant to express any opinion.
- Folding arms tightly in front of the body or holding onto personal items (like a backpack) for comfort.
- Fidgeting nervously or looking down at the ground, avoiding any direct interaction.
- Remaining silent or responding with short, non-committal answers like “I don’t know” or “It’s fine.”

Purpose: This shows how passive body language can reflect low self-esteem or social anxiety, making it difficult for young people to engage with others and feel confident in social situations. It emphasizes the importance of encouragement and creating a supportive environment to help young people feel more comfortable.

Scenario 19: A teenager is worried about their career path, unsure of what to pursue after high school. They are seeking advice from a mentor or teacher and want to understand their options better.

Role-playing actions (Open Body Language):

- Sitting or standing with shoulders relaxed and facing the mentor directly.
- Making steady eye contact and nodding as the mentor speaks, showing interest and engagement.
- Using natural hand gestures to emphasize thoughts or ask questions, like “What do you think of this option?”
- Smiling or displaying a calm, open expression to show they’re open to advice.
- Leaning in slightly to show they’re listening and engaged in the conversation.

Purpose: This scenario demonstrates how open body language fosters positive communication and shows the teenager’s willingness to seek guidance and explore different career possibilities. It highlights how being open and approachable can encourage helpful conversations and reduce feelings of uncertainty.

Scenario 20: A young person feels frustrated about a family situation, such as feeling misunderstood by their parents. They decide to confront their parents about feeling ignored or dismissed.

Role-playing actions (Aggressive Body Language):

- Standing rigidly with arms crossed tightly, indicating defensiveness.

- Speaking loudly, with an angry tone, saying something like, "You never listen to me!"
- Pointing at the parents in a threatening manner.
- Clenching teeth or jaw, furrowing the brow, showing visible frustration.
- Staring at the parents without making any attempt to soften the expression.

Purpose: This scenario highlights how aggressive body language can escalate family conflicts. It reflects how frustration and feelings of being misunderstood can lead to communication breakdowns, especially when young people feel like they aren't being heard.

Scenario 21: A teenager feels insecure about their appearance, leading to a lack of confidence when interacting with peers. They avoid social situations and try to go unnoticed.

Role-playing actions (Passive Body Language):

- Walking with shoulders hunched forward, trying to make themselves as small as possible.
- Keeping their head down, avoiding eye contact with others.
- Speaking softly or not at all, particularly when asked to participate in group conversations.
- Wearing loose or oversized clothing to blend in or avoid standing out.
- Standing or sitting at the edge of a group, physically distancing themselves.

Purpose: This shows how passive body language can be a reflection of low self-esteem or body image concerns. It emphasizes the importance of creating an environment that encourages positive self-expression and helping young people overcome their insecurities.

Scenario 22: A young person feels nervous about an upcoming performance or presentation. They are seeking support from a friend who encourages them to stay calm and confident.

Role-playing actions (Open Body Language):

- Standing tall with a confident posture, taking deep breaths to calm themselves.
- Smiling and making eye contact with the friend, showing trust and openness.
- Gesturing with hands when speaking to express thoughts and emotions clearly.
- Keeping their arms relaxed at their sides or using them to emphasize key points.
- Taking a moment to breathe deeply and ground themselves, showing calmness and control.

Purpose: This scenario demonstrates how open body language can help reduce anxiety and show confidence in stressful situations. It highlights how the support of friends or mentors, paired with positive body language, can help young people face their worries with more confidence.

Scenario 23: A teenager is feeling unfairly judged or criticized by a teacher in class, leading them to react defensively in front of their peers.

Role-playing actions (Aggressive Body Language):

- Standing with arms crossed tightly, visibly distancing themselves from the teacher.
- Speaking in a loud, defensive tone, saying things like, "That's not fair!"
- Rolling eyes or shaking the head, showing frustration with the situation.

- Crossing their arms and tapping a foot impatiently, signaling irritation.
- Refusing to make eye contact with the teacher, instead glaring at the floor or away from the teacher.

Purpose: This demonstrates how aggressive body language can negatively impact interactions, especially when a young person feels misunderstood or unfairly treated. It shows the importance of managing emotions and finding ways to express frustrations without resorting to confrontation.

Scenario 24: A teenager is anxious about speaking up in class, feeling as though their opinions won't be taken seriously. They stay quiet even when they know the answer to a question.

Role-playing actions (Passive Body Language):

- Sitting with head down, avoiding eye contact with the teacher or classmates.
- Speaking in a quiet, unsure voice when asked to contribute, or not speaking at all.
- Fidgeting with clothes or other objects, showing nervous energy.
- Keeping hands in their lap or folded across their chest, making themselves physically smaller.
- Avoiding being called on by keeping a low profile and not raising their hand.

Purpose: This scenario shows how passive body language can reflect anxiety or lack of confidence in a classroom setting. It highlights the importance of encouraging students to feel more comfortable speaking up and contributing to class discussions.

Scenario 25: A young person is going through a difficult time emotionally and has reached out to a counsellor or trusted adult for support. They are trying to talk about their feelings and what's been bothering them.

Role-playing actions (Open Body Language):

- Sitting with an open posture, making eye contact with the counselor to show trust.
- Using hands to express emotions, like holding hands together or gesturing gently while speaking.
- Speaking clearly and calmly, sharing their thoughts without fear of judgment.
- Relaxed facial expression, showing vulnerability but also confidence in the support they are receiving.
- Nodding occasionally, signalling that they are processing the conversation and are open to receiving advice.

Purpose: This scenario demonstrates how open body language can promote emotional openness and facilitate supportive conversations. It shows how feeling safe and heard helps young people share their worries and feel validated.

EXERCISE 5. Back to Back Communication

In pairs and with their backs to each other, one person communicates how to draw the picture they have in their hands. The other person, without looking at their partner's drawing, has to draw it as well as possible. The aim is that the drawing should be as close as possible to the drawing assigned to them.

EXERCISE 6. Understanding miscommunication process

Show the following video: [Miscommunication](#)

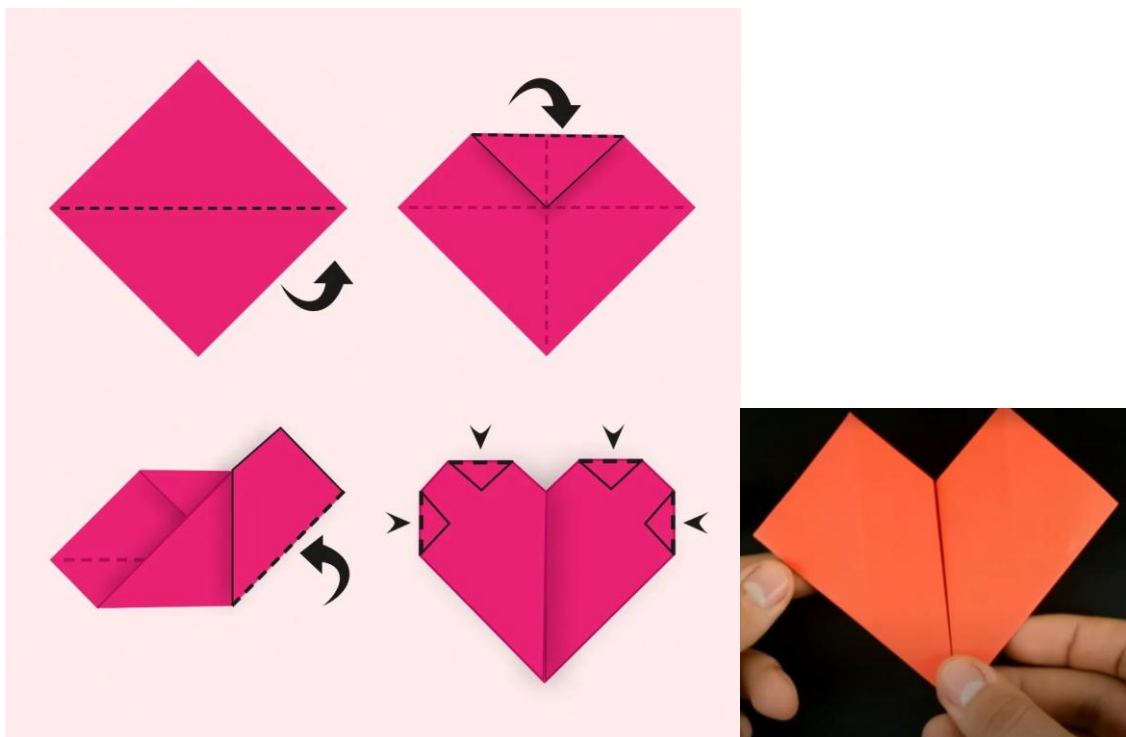
Then, answer the questions:

- Have you ever experienced miscommunication?
- Do you think that the feedback provided for the listener is important?
- Are you often distracted by external factors? (mobile phone...)
- Do you think that your personal filters have a subjective impact on the message?

KEY concepts for teachers:

- “Everyone has experienced miscommunication”.
- “The fact is even when face-to-face with another person, in the same room, and speaking the same language, human communication is incredibly **complex**”.
- “But the good news is that a **basic understanding** of what happens when we communicate can help us to **prevent** miscommunication”.
- “It is necessary in the communication process to **receive feedback** from others”.
- “We use **our interpretation or personal filters** when we through the message or receive the message. **Our perceptual filters continually shift meanings and interpretations**”
- “We can be **distracted by** other stimulus (hard emotions, noise...)”.
- “But, luckily, there are some simple practices that can help us in our daily interactions for better communication”.
 - Passive hearing or **active listening**
 - Verbal and **non-verbal** feedback,
 - Awareness of our personal perceptual

Exercise 7. COMMUNICATION ORIGAMI



Step
4

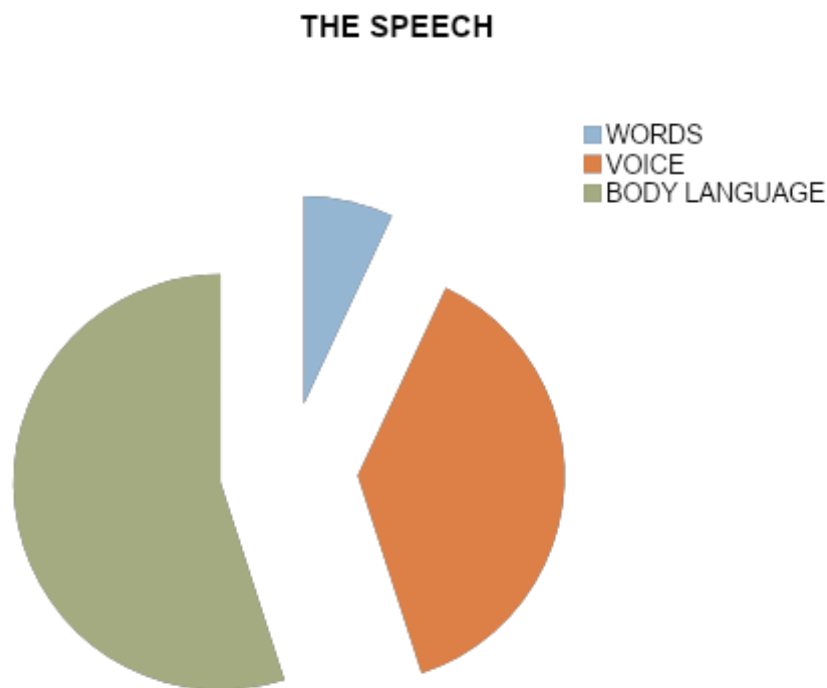
<https://www.youtube.com/watch?v=Z-BIL6p1Te8>

STEPS:

1. Fold half along both diagonals as letters and then disfold it.
2. Start with the square paper: Place it in front of you, oriented like a diamond and **fold the top corner to the middle (as a diamond form).**
3. Fold **the bottom corner to the top.**
4. **Fold half of the bottom Edge to the middle**, first on the right side, and then, on the left.
5. Turn the paper over and fold the 2 top corners down.
6. Do the same on the lateral corners!

After watching the video to correct the mistaken steps.

Conclusion: **Communication is more than words**



Exercise 8. Communication Charades

Objective: To understand the importance of body language without words. Instructions: Divide the class into groups of 5: One person per group represents an emotion or situation without speaking (e.g. anger, nervousness, confidence, fear, assertiveness). The rest must guess.

After each round, ask questions:

- “What did their body language tell you?”

- **“Was it easy to guess? Why?”**

List of emotions/situations to performance:

1. Confident
2. Nervous
3. Angry
4. Shy
5. Assertive
6. Frustrated
7. Excited
8. Bored
9. Scared

10. Proud

11. Embarrassed

12. Disappointed

Exercise 9. Styles of Communication-Role Play

Short explanation:

Style	Description	Example Phrase
Passive	Doesn't express needs or defers to others	"It's okay... I don't mind."
Aggressive	Expresses needs disrespectfully or forcefully	"You never listen to me!"
Assertive	Expresses needs respectfully and clearly	"I feel upset when I'm ignored."

Instructions: Give each group a card with a common situation (for example, You want to switch a work shift / You disagree with your team's idea / Your classmate is being too loud). Each group creates 3 versions of the scene: one passive, one aggressive and one assertive. After each performance, the rest of the class guesses the style:

Common situations to performance:

1. You want to change your work shift with a classmate.
2. Your friend always interrupts you when you speak.
3. A team member is not doing their part of the group project.
4. Someone skipped the line in the cafeteria.
5. You didn't understand the teacher's explanation.
6. You don't like your friend's tone when they talk to you.
7. You want to ask for help but feel nervous.
8. Your classmate borrowed something and didn't return it.
9. Someone is playing music too loudly while you study.
10. Your colleague made a mistake and blames you.

“Can you think of a time you used one of these styles?”

Exercise 10. *Group Reflection – “Communication Matters”*

Objective: To close with personal reflection.

Instructions: In small groups, discuss these questions

- “Which style of communication do you use most often?”
- “How can you improve your communication?”
- “Why is body language important in your future job?”

Optional: Ask each group to share a conclusion out loud.