



Course Title: Introducing Inclusion and Integration

Module Template

Module Number	4
Title of Module	Effective communication in diverse settings
Description of Module	<p>Module purpose</p> <p>This module addresses the crucial role of communication in fostering inclusive, respectful, and culturally sensitive vocational education and training (VET) environments. As both learners and educators navigate increasingly diverse social and professional settings, effective communication becomes a foundational skill to bridge cultural, linguistic, and experiential differences.</p> <p>The module provides both marginalised learners and VET practitioners with knowledge and practical tools to engage in constructive, inclusive, and adaptive communication. It aims to break down communication barriers—whether linguistic, cultural, or perceptual—by promoting strategies that value equity, respect, and empathy in interpersonal exchanges within VET and workplace contexts.</p> <p>Relevance to the course goals</p> <p>This module supports and promotes the overall course's goals by:</p> <ul style="list-style-type: none"> ● Promoting Awareness: Helping participants recognize how communication practices can either reinforce or challenge social exclusion and bias in multicultural vocational settings. ● Fostering Inclusion: Equipping educators with inclusive strategies to ensure that every learner feels seen, heard and valued. ● Empowering Learners: Strengthening the capacity of marginalized learners to express themselves clearly, assert their rights and participate fully in learning and workplace environments. ● Enhancing Cultural Sensitivity: Encouraging all participants to reflect on how their cultural assumptions and communication styles may impact others. <p>Topics covered by the module</p> <ol style="list-style-type: none"> 1) Basics of Communication: Understanding verbal, non-verbal, and paraverbal communication, as well as the common barriers that can hinder effective exchange. 2) Cultural Awareness in Communication: Exploring how culture shapes communication styles, and how to avoid stereotypes, bias, and misinterpretation. 3) Inclusive and Respectful Communication: Promoting inclusive language, active listening, and empathy to foster belonging and mutual respect in diverse environments.



	<p>4) Overcoming Language and Communication Barriers: Applying multilingual, visual, and simplified strategies to support understanding and accessibility.</p> <p>5) Managing Conflict in Diverse Settings: Identifying sources of miscommunication and using culturally sensitive techniques for conflict resolution and assertive dialogue.</p> <p>6) Adapting Communication for Inclusion: Customizing communication methods to suit learners’ diverse needs using inclusive principles and digital tools.</p> <p>7) Empowering Self-Expression and Advocacy: Helping marginalized learners express their needs, assert their rights and build confidence through effective communication.</p> <p>8) Professional and Interpersonal Communication in VET: Developing appropriate communication practices for vocational contexts, including teamwork, feedback and building trust.</p>
<p>Learning outcomes</p>	<ul style="list-style-type: none"> o K4: Describe effective communication strategies for diverse workplaces. o S2: Implement inclusive communication practices in multicultural environments. o C2: Adapt communication and practices to foster inclusive environments.
<p>Inclusive Localization and Accessibility Measures</p>	<p>1) Localization should include:</p> <ul style="list-style-type: none"> - Translation of all core content, instructions and learning materials into the users’ language. - Replace or adapt examples, scenarios and references to reflect socio-cultural and vocational context. Use locally familiar names, workplaces, case studies and situations relevant to the national VET environment. - Visual elements (images, icons, and symbols) culturally neutral or adapted to local norms and avoid images that could be misunderstood or considered offensive. - Involve local educators, trainers and representatives from migrant or minority communities in reviewing and adapting materials. <p>2) Accessibility:</p> <ul style="list-style-type: none"> - Use a simple vocabulary avoiding idiomatic expressions - Provide glossary - Provide learning content in multiple formats: text, audio and video where relevant - Use bullet points, icons and visual cues to aid comprehension without relying solely on text - Ensure interactive content such as quizzes, forms, exercises



	<ul style="list-style-type: none"> - Provide easy-to-read summaries of text, audio or video content.
<p>Innovation in Teaching Methods Applied in Activities</p>	<p>To foster engagement, deeper understanding, and inclusivity, the module incorporates innovative teaching methods aligned with learner-centered and experiential education principles. These methods are designed to accommodate diverse learning styles and promote active participation, critical thinking, and practical skill development. They include:</p> <ul style="list-style-type: none"> o Experiential and participatory learning: <ul style="list-style-type: none"> - Activities are based on real-life scenarios, role-playing, simulations, and case studies to connect theory with lived experiences. - Learners are encouraged to reflect on their own communication styles and cultural assumptions through guided self-assessment and peer feedback. o Problem-Based and Inquiry-Based Learning: <ul style="list-style-type: none"> - Learners engage with authentic communication challenges and collaboratively explore inclusive strategies to resolve them. - Scenarios will involve problem-solving in diverse vocational settings, promoting the development of transferable soft skills. o Digital and Multimodal Tools <ul style="list-style-type: none"> - Integration of digital storytelling, collaborative tools (e.g. Padlet, Jamboard), and video analysis to enhance visual and auditory engagement. - Use of accessible multimedia content to support different learning preferences and needs. o Simulation and role-playing: <ul style="list-style-type: none"> - Simulated workplace environments or multicultural interactions will be used to safely practice communication strategies. o Peer learning <ul style="list-style-type: none"> - Learners will collaborate across cultures and backgrounds, sharing personal perspectives to build mutual understanding. - Educators will act as facilitators, promoting co-learning and inclusive dialogue rather than top-down instruction.



Activity table

Activity No.	Activity Title	Brief Description
1.	Understanding communication – What it is and why it matters	The activity enables learners to identify the key elements and types of communication and recognize potential barriers to effective communication in diverse environments.
2.	Voices from the field – Communication challenges in diverse settings	Through the activity, learners will be able to describe real-life communication challenges in vocational and learning settings and reflect on cultural sensitivity and empathy as key components of inclusive communication.
3.	Mapping our identities and communication styles	The activity helps the learner to explore the influence of personal and cultural identity on communication styles and analyze how self-awareness can improve adaptability in diverse settings.
4.	Cultural codes – Exploring differences in verbal and non-verbal communication	The activity will give learners the opportunity to practice interpreting verbal and nonverbal cues in intercultural situations and responding appropriately.
5.	Breaking Barriers – Inclusive language and Active Listening	By using inclusive and respectful language, learners will be able to apply active listening techniques to build trust and mutual understanding in simulated and real context.
6.	Say it without words – Multimodal communication challenge	This creative activity allows learners to discover the power of non-verbal and visual communication , useful in situations where language is limited or diverse. It promotes empathy and adaptive skills.
7.	Communication in Action – Conflict scenarios and inclusive strategies	This activity gives learners a safe environment to practice handling communication breakdowns and intercultural tension .
8.	Adapt and Communicate: Solving a real-world vocational case	The activity will help learners to identify communication strategies for a specific professional context, using inclusive language and behavior, and designing appropriate communication approaches for a diverse audience.
9.	Mini-Workshop: Teaching others what you've learned	Through this activity learners will now create and facilitate a short communication activity for their peers, applying inclusive principles and adapting content for a diverse audience.
10.	Personal Reflection: My inclusive communication Toolbox	This activity encourages participants to reflect deeply and personally on what they've learned and how they will apply it in their educational, personal or professional lives.



Activity template

Activity number	1
Activity Title	Understanding communication – What it is and why it matters
Duration	60minutes
Learning Outcomes	<p>Micro LO:</p> <ul style="list-style-type: none"> o Identify key elements and types of communication o Recognize potential barriers to effective communication in diverse environments
Requirements	<ul style="list-style-type: none"> ● Projector and laptop for slides ● Printed or digital slides on basic communication models ● Flipchart paper and markers ● Sticky notes ● Whiteboard or blackboard
Methodology and Guidance	<p>Facilitator Introduction: Begin by welcoming participants and introducing the purpose of the session: to build foundational understanding of communication and its role in inclusive environments. Emphasize the importance of awareness before moving into practice.</p> <p>Structure: Explain that communication is not just about words — it's about meaning, context, culture, and listening. This sets the stage for recognizing diverse communication styles in the rest of the module.</p> <p>Facilitation Tips:</p> <ul style="list-style-type: none"> ● Use inclusive language. ● Invite learners from diverse backgrounds to share personal reflections, ensuring all feel safe and respected. ● Encourage collaborative note-taking on flipcharts or shared digital tools.
Detailed Activity Description:	
<p>Step 1 – Slide Presentation & Discussion (15 minutes)</p> <ul style="list-style-type: none"> ● Present a few concise slides covering: <ul style="list-style-type: none"> o Elements of communication (sender, message, medium, receiver, feedback, noise) o Types of communication: verbal, non-verbal, paraverbal o Barriers to communication in diverse settings (language, cultural norms, assumptions) ● Use 2–3 examples to prompt short group discussion (e.g., "What happens when a message is misunderstood in the workplace?"). <p>Step 2 – Group Mind Map (25 minutes)</p> <ul style="list-style-type: none"> ● Ask participants: <i>"What does effective communication look like in a multicultural or diverse environment?"</i> ● In small groups, learners create a mind map on flipcharts or using online tools (e.g., Jamboard or Miro) with keywords and examples. 	



- Encourage learners to think about tone, gestures, translation, interpretation, patience, etc.
- Step 3 – **Gallery Walk & Sharing** (15 minutes)
- Groups display their mind maps on the wall or screen.
 - Each group does a brief (1-minute) presentation of key insights.
 - Facilitator synthesizes main points and draws connections between them.
- Step 4 – **Reflective Wrap-Up** (5 minutes)
- Ask learners:
 - *“What surprised you most about the communication process?”*
 - *“Have you ever experienced communication going wrong due to cultural differences?”*
 - *“How might these concepts apply to vocational or workplace settings?”*

Supporting materials: PPT slide (step 1).



Activity number	2
Activity Title	Voices from the field – Communication challenges in diverse settings
Duration	60minutes
Learning Outcomes	<p>Micro LO:</p> <ul style="list-style-type: none"> o Describe real-life communication challenges in vocational and learning settings o Reflect on cultural sensitivity and empathy as key components of inclusive communication
Requirements	<ul style="list-style-type: none"> ● Printed or digital case study handouts (3–4 short real-life scenarios) ● Flipcharts or large paper sheets ● Markers ● Sticky notes ● Appendix A: “Case Study Handout – Communication scenarios in VET”
Methodology and Guidance	<p>Facilitator Introduction:</p> <p>Open by stating: <i>“Today, we will hear real stories of communication challenges faced in multicultural learning or work environments. These stories help us reflect on our assumptions and prepare to respond inclusively.”</i></p> <p>Explain that learners will read, analyze and discuss case stories in small groups, exploring what went wrong, why it happened, and how inclusive communication could improve the outcomes.</p> <p>Facilitation Tips:</p> <ul style="list-style-type: none"> ● Remind learners to listen actively and respectfully. ● Encourage drawing from their own experiences, especially if they have lived similar situations. ● Ensure that groups are mixed and diverse to enrich perspective-sharing.
<p>Detailed Activity Description:</p> <p>Step 1 – Warm-up Discussion (10 minutes)</p> <p>Pose an open question: <i>“Have you ever experienced or witnessed a misunderstanding because of language, tone, or body language?”</i></p> <p>Let 2–3 volunteers share short stories. Link this to the importance of understanding context and culture in communication.</p> <p>Step 2 – Group Case Study Work (25 minutes)</p> <p>Divide participants into small groups (3–4 people).</p> <p>Give each group one case study scenario from the prepared handout (appendix A), such as:</p> <ul style="list-style-type: none"> ● A migrant learner misunderstanding workplace instructions due to idioms. ● A VET trainer unknowingly using culturally inappropriate hand gestures. ● A team conflict arising from differing expectations around formality in communication. 	



Each group will:

1. Read their case.
2. Answer guiding questions (provided in handout).
3. Write key takeaways or alternative inclusive strategies on a flipchart.

Step 3 – Group Presentations (15 minutes)

Each group presents:

- A short summary of their scenario.
- The main communication challenge identified.
- Their proposed inclusive strategies or adaptations.

Facilitator can write these insights on a whiteboard under themes (e.g., language, tone, power distance, cultural values).

Step 4 – Wrap-Up & Reflective Questions (10 minutes)

Bring everyone together and ask:

- “What did these stories reveal about our assumptions?”
- “What kind of communication support might help prevent these situations?”
- “How can we stay open and responsive to difference?”

Supporting materials:

Appendix A: Case Study Handout – Communication Scenarios in VET

- **Scenario 1: “Just a figure of speech!”**

Brief description: *A migrant apprentice misunderstands safety instructions due to idiomatic expressions.*

Details: Ahmed, a 19-year-old VET learner from Egypt, is doing a hospitality internship in Italy. During a busy shift, his supervisor says, “You really dropped the ball there,” referring to a mistake in a customer order. Ahmed becomes anxious, thinking he’s about to be fired. He apologizes repeatedly, even though the mistake was minor. The supervisor is confused by the strong emotional reaction.

Analysis Questions:

1. What caused the misunderstanding in this situation?
2. How might idiomatic language create confusion in multicultural settings?
3. What could the supervisor have done differently to communicate more clearly?
4. What strategies could support learners like Ahmed to feel more confident in their communication?

- **Scenario 2: “Too direct”**

Brief description: *A student avoids eye contact with a teacher, leading to misinterpretation as disinterest.*

Details: Elena, a vocational teacher, gives feedback to a student named Fatma, originally from Turkey, during a class project presentation: “This part of your work is weak and needs more effort.” Fatma, intimidated by the teacher’s comment, lowers her eyes and becomes very quiet. The teacher thinks Fatma is offended and believes she is no longer interested in the lesson because of the comment made about her work.

Analysis Questions:

1. What cultural differences might influence how feedback is received?



2. How can directness in communication be perceived differently across cultures?
3. How could Elena adapt her feedback style to be more inclusive and motivating?
4. What are some culturally sensitive ways to deliver constructive criticism?

- **Scenario 3: “Unspoken Signals”**

Brief description: *Two team members from different cultures disagree on how direct feedback should be delivered.*

Details: Luca, an Italian electrician, is working on a group project with Chen, a recent VET graduate from China. During planning discussions, Chen often remains silent, nodding in agreement but rarely speaking. Luca assumes Chen has nothing to contribute and makes all the decisions himself. After a few days, Chen tells the tutor that he feels excluded.

Analysis Questions:

1. What non-verbal cues or assumptions played a role in this situation?
2. Why might Chen have remained quiet, and how was that interpreted?
3. What role does cultural background play in communication styles (e.g., direct vs. indirect)?
4. What strategies could promote more inclusive participation in group work?

Each case includes **general guiding questions**:

- What is the communication challenge?
- What cultural/linguistic factors may contribute?
- How could it be resolved using inclusive strategies?



Activity number	3
Activity Title	Mapping our identities and communication styles
Duration	60minutes
Learning Outcomes	<p>Micro LO:</p> <ul style="list-style-type: none"> o Explore the influence of personal and cultural identity on communication styles o Analyze how self-awareness can improve adaptability in diverse settings
Requirements	<ul style="list-style-type: none"> ● Printed identity wheel templates (<i>Appendix B: Identity Wheel Template</i>) ● Markers or colored pens ● Flipchart or whiteboard ● <i>Appendix C: Reflective questions handout</i>
Methodology and Guidance	<p>Introduction:</p> <p>This activity encourages learners to reflect on their own cultural and personal identities and how these influence their communication styles and assumptions. The facilitator should highlight the importance of self-awareness as a foundation for inclusive communication.</p> <p>Facilitator Notes:</p> <p>Create a non-judgmental space. Remind participants that sharing is voluntary and self-reflection is valuable even without verbal sharing.</p>
<p>Detailed Activity Description:</p> <p>Step 1 – Identity Mapping (20 minutes)</p> <p>Distribute the identity wheel template. Ask participants to complete it individually, filling in aspects such as nationality, language(s), gender, religion, educational background, social roles, etc. Then, invite them to reflect:</p> <ul style="list-style-type: none"> ● Which parts of your identity influence how you communicate? ● Are there parts that others misunderstand or overlook? <p>Step 2 – Pair or small group exchange (15 minutes)</p> <p>In pairs or trios, participants may (voluntarily) share 2–3 identity aspects and how these shape their communication (e.g., indirectness, formality, gesture use, etc.).</p> <p>Step 3 – Collective Mapping (15 minutes)</p> <p>Facilitator creates a collective map on a whiteboard:</p> <ul style="list-style-type: none"> ● What communication preferences or values did you hear? ● Are there similarities and differences? ● What challenges might these present in diverse groups? 	



Step 4 – Reflective Wrap-Up (10 minutes)

Distribute the reflective handout with questions like:

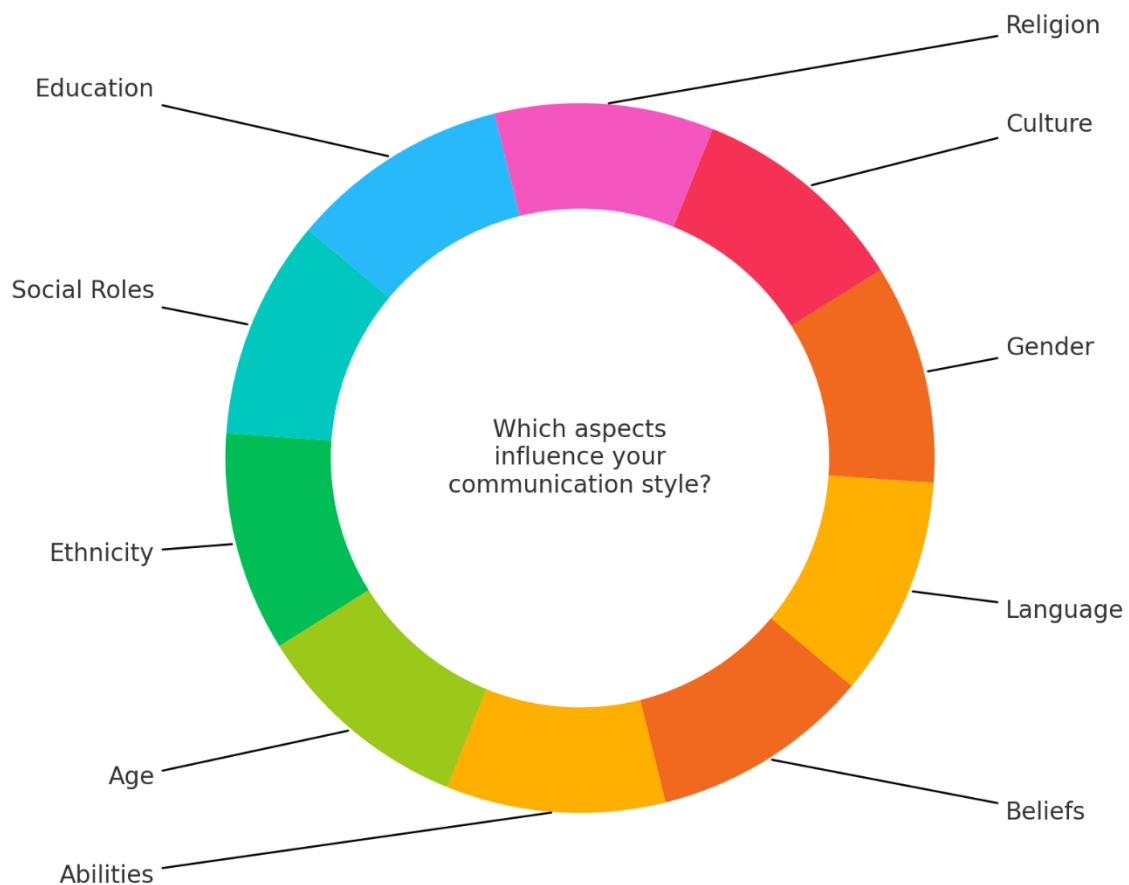
- *What surprised you about your own identity map?*
- *How can knowing this help you communicate more inclusively?*

Supporting materials:

Appendix B: Identity Wheel Template

A circular diagram divided into segments, each labeled with aspects of personal identity (e.g., Language, Gender, Culture, Religion, Education, Social Roles). Learners fill in each section with how they identify.

Include space for reflection: Which aspects influence your communication style?





Appendix C: Reflection and Action Plan Template

Part 1: Reflection Questions

- o What communication strategies were new to you?
- o Which did you find most useful?
- o When did you feel most challenged?

Part 2: Action Plan

- o Goal 1 (short-term)
- o Goal 2 (long-term)
- o Resources/support needed
- o Timeline for implementation



Activity number	4
Activity Title	Cultural codes – Exploring differences in verbal and non-verbal communication
Duration	60minutes
Learning Outcomes	<p>Micro LO:</p> <ul style="list-style-type: none"> ● Identify key cultural dimensions that affect communication norms ● Practice interpreting and responding to verbal and non-verbal cues in intercultural situations
Requirements	<ul style="list-style-type: none"> ● Printed cultural comparison cards (<i>Appendix D: Culture Cue Cards</i>) ● Projector for short video clips showing cultural interactions ● Space for movement (for role-play)
Methodology and Guidance	This activity blends fun and insight. Participants learn how body language, tone, silence, eye contact, and greetings vary across cultures. The facilitator introduces theory, guides a playful role-play, and facilitates discussion on misunderstandings and adaptations.
<p>Detailed Activity Description:</p> <p>Step 1 – Cultural Cue Quiz (10 minutes)</p> <p>Show learners a few short video clips or slides with people interacting in culturally different ways (e.g. greeting with a bow, silence in meetings, hand gestures).</p> <p>Examples of video clips:</p> <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=_doY6586x9U&t=1s: A highly visual short showing how bowing—common in some East Asian cultures—differs from Western greetings, ideal for discussing non-verbal norms. - https://www.youtube.com/watch?v=UcJtXch43Ro - Communicating across different cultures: Cultural values shape how behaviors are perceived—what is seen as normal or appropriate in one context may appear unusual or even wrong in another. These values affect not only how people begin a conversation, but also how they participate in dialogue. Cultural differences are expressed not just through language, but also through posture, facial expressions, and tone of voice. This video briefly shows what intercultural communication really means and how we can communicate effectively across different cultures. <p>(each partner is invited to add video clips in their national language or in other contexts)</p> <p>Ask:</p> <ul style="list-style-type: none"> ● <i>What do you notice?</i> ● <i>What might this mean in your culture?</i> ● <i>How can you apply these tips to your situation?</i> 	



Step 2 – Role-Play (25 minutes)

Hand out **culture cue cards (Appendix D)** to groups: each card describes how a person from a fictional or real culture communicates (e.g., avoids eye contact, speaks loudly, uses many gestures). In pairs or small groups:

- Learners act out a scenario using their assigned “cultural code”
- Others try to interpret or respond to it

Step 3 – Group Debrief (15 minutes)

Discuss:

- *What was easy or difficult to interpret?*
- *How can we respond when someone’s style is unfamiliar to us?*

Step 4 – Key Takeaways (10 minutes)

Facilitator highlights key communication dimension theories (Hall, Hofstede) and encourages learners to avoid judging based on personal norms.

Supporting materials:

Appendix D: Cultural communication trait cards

Each card should contain **one trait only**, written in clear and simple language.

- **Non-Verbal & Paraverbal Traits**
 - Avoids eye contact when speaking to elders or authority figures
 - Uses silence to show respect or wait for a response
 - Speaks loudly and with enthusiasm to express engagement
 - Uses minimal facial expression to appear serious or polite
 - Maintains long eye contact to show attentiveness
 - Smiles frequently, even in serious situations
 - Uses animated hand gestures while talking
 - Keeps a large physical distance from others when speaking
 - Stands very close when talking to someone
 - Nods often even if they disagree, to avoid confrontation
- **Verbal & Interactional styles**
 - Waits for pauses before speaking; avoids interruptions



- Interrupts often, sees it as a way of participating
- Uses indirect language to avoid saying “no” directly
- Is very direct, says exactly what they think
- Rarely gives personal opinions unless asked directly
- Uses many proverbs, idioms, or metaphors when speaking
- Frequently uses formal titles and last names
- Uses humor, even in professional situations
- Avoids asking personal questions in group settings
- Asks personal questions early to build trust



Activity number	5
Activity Title	Breaking Barriers – Inclusive language and Active Listening
Duration	60minutes
Learning Outcomes	<p>Micro LO:</p> <ul style="list-style-type: none"> ● Use inclusive and respectful language in simulated and real context ● Apply active listening techniques to build trust and mutual understanding
Requirements	<ul style="list-style-type: none"> ● <i>Inclusive language guide (Appendix E)</i> ● Audio clips or short podcast segments ● <i>Non-inclusive sentences for rewriting exercise (Appendix F)</i> ● Flipchart and sticky notes
Methodology and Guidance	In this activity, learners explore the power of words and the importance of listening with intent. The facilitator uses real-world examples to illustrate microaggressions, exclusive language, and inclusive alternatives.
<p>Detailed Activity Description:</p> <p>Step 1 – Active Listening Exercise (15 minutes)</p> <p>Play an audio clip of a personal story from a marginalized learner (real or recorded). Ask learners to listen <i>without interrupting or taking notes</i>. Then prompt:</p> <ul style="list-style-type: none"> ● <i>What emotions did you hear?</i> ● <i>What was the main message?</i> ● <i>What did you assume?</i> <p>Step 2 – Inclusive Language Matching (15 minutes)</p> <p>Distribute a handout with exclusive/inclusive language pairs (Inclusive language guide Appendix E). In small groups, learners match phrases and reflect on their impact.</p> <p>Step 3 – Communication Rewriting (20 minutes)</p> <p>Give learners examples of non-inclusive sentences (Appendix F). Ask them to rewrite them using inclusive alternatives, then share their work and rationale.</p> <p>Step 4 – Takeaway Poster (10 minutes)</p> <p>Groups create a mini-poster of “inclusive communication tips” and stick it on the wall for later reference.</p>	



Supporting materials:

Appendix E: Inclusive Language Guide

A chart with exclusive vs. inclusive terms, explanations, and alternatives.

Examples:

Exclusive Term	Inclusive Alternative	Why It's Better
Foreigners	People from other countries / international individuals	emphasizes shared humanity over difference
The disabled	People with disabilities	People-first language; avoids defining people by their condition
Handicapped person	Person with a disability	More respectful and current terminology
Deaf and dumb	Deaf person / person who is deaf	"Dumb" is outdated and offensive
Crazy / insane person	Person with a mental health condition	Non-stigmatising and respectful
Illegals / illegal immigrants	Undocumented migrants / people without legal status	Avoids criminalising identity
The elderly	Older adults / ageing individuals	Avoids stereotyping and objectifying by age
Poor people	People experiencing poverty	Person-first; avoids judgment and stigma
Uneducated people	People with limited formal education	More respectful and sensitive
Housewife	Stay-at-home parent	Gender-neutral and non-reductive
Mankind	Humanity / humankind	Inclusive of all genders
Tribe / third world country	Indigenous community / Global South	More accurate and respectful terms

Appendix F: Non-Inclusive Sentences for Rewriting Exercise

List of 6–8 sample sentences that use exclusive or insensitive language. Learners rewrite these using inclusive alternatives.

Examples of original sentences to be rewritten:



1. "The immigrant girl has poor grammar."
2. "He speaks funny."
3. "You don't look like an engineer."
4. "That's too complicated for someone like you."
5. "She's really smart for a migrant."
6. "We need someone more articulate to present."
7. "I can't pronounce your name — can I call you something else?"
8. "They probably don't understand — just keep it simple."
9. "She must be here to clean — not to join the meeting."
10. "You speak really well for someone from your background."



Activity number	6
Activity Title	Say it without words – Multimodal communication challenge
Duration	60minutes
Learning Outcomes	<p>Micro LO:</p> <ul style="list-style-type: none"> ● Use gestures, visuals, and alternative communication strategies to convey meaning ● Develop creative ways to overcome language and literacy barriers in communication.
Requirements	<ul style="list-style-type: none"> ● Prepared instructions and task cards ● Visual communication tools (props, symbols, emoji flashcards) ● Timer
Methodology and Guidance	This creative activity allows learners to discover the power of non-verbal and visual communication , useful in situations where language is limited or diverse. It promotes empathy and adaptive skills.
<p>Detailed Activity Description:</p> <p>Step 1 – Introduction (10 minutes)</p> <p>Ask learners: <i>“How do you communicate when you can’t use your language?”</i></p> <p>Discuss experiences (e.g., traveling, working abroad, interacting with clients who don’t speak your language).</p> <p>Step 2 – Group Challenge (30 minutes)</p> <p>In small groups:</p> <ul style="list-style-type: none"> ● Each group draws a task card (see below) ● The catch: No spoken words allowed — use only gestures, drawings, props, or signs. ● Each group performs while others guess and interpret. <p>Step 3 – Debrief (15 minutes)</p> <p>Facilitator leads a discussion:</p> <ul style="list-style-type: none"> ● <i>What helped you communicate?</i> ● <i>What was frustrating?</i> ● <i>How can visual tools or gestures support inclusion in VET settings?</i> <p>Step 4 – Wrap-Up (5 minutes)</p> <p>Highlight the use of multimodal tools (e.g. pictograms, videos, demonstrations) as inclusive communication strategies.</p>	



Supporting materials:

TASK CARDS (10 examples):

1. Give directions to a lost tourist trying to find the nearest pharmacy.
2. Explain to a colleague how to operate a coffee machine with multiple buttons.
3. Demonstrate how to use protective equipment (e.g. gloves, helmet, mask) before starting work.
4. Conduct a job interview using only gestures, miming or visual prompts.
5. Show someone how to safely cross the road near a construction site.
6. Communicate to a coworker that the kitchen is out of supplies and needs restocking.
7. Explain to a customer how to return an item or ask for a refund.
8. Help someone understand how to refill a printer with paper and ink.
9. Describe your typical workday routine from arrival to end of shift — without words.
10. Instruct a new intern on how to make a bed in a hotel room following standards.



Activity number	7
Activity Title	Communication in Action – Conflict scenarios and inclusive strategies
Duration	60minutes
Learning Outcomes	<p>Micro LO:</p> <ul style="list-style-type: none"> ● Apply inclusive communication to resolve intercultural conflicts ● Adapt personal style to de-escalate and clarify misunderstandings
Requirements	<ul style="list-style-type: none"> ● Printed conflict scenarios (<i>Appendix G: Conflict Simulation Cards</i>) ● Role-play instructions ● Reflective worksheet ● Space for small group role-play
Methodology and Guidance	This activity gives learners a safe environment to practice handling communication breakdowns and intercultural tension . Role-plays are followed by feedback and reflection.
<p>Detailed Activity Description:</p> <p>Step 1 – Scenario Assignment (10 minutes)</p> <p>Divide learners into small groups and assign each one a conflict scenario (e.g., misinterpreted feedback, disagreement due to communication style, misunderstanding over punctuality).</p> <p>Step 2 – Role-Play (25 minutes)</p> <p>Each group prepares and performs a short role-play showing:</p> <ul style="list-style-type: none"> ● The initial misunderstanding ● How it escalates ● How inclusive communication strategies (e.g., active listening, paraphrasing, patience) help resolve it <p>Step 3 – Group Feedback (15 minutes)</p> <p>After each role-play, the audience answers:</p> <ul style="list-style-type: none"> ● <i>What went wrong?</i> ● <i>What inclusive strategies were used or could have helped?</i> <p>Step 4 – Individual Reflection (10 minutes)</p> <p>Distribute the reflection worksheet:</p> <ul style="list-style-type: none"> ● <i>What would you do differently in real life?</i> ● <i>Which inclusive strategy felt most natural to you? Least natural? Why?</i> 	



Supporting materials:

Appendix G: Conflict Simulation Cards

Each card includes:

- A **background context**
- A short **sample dialogue** or setup
- A clear **goal** for the group to achieve using **inclusive communication** strategies during the role-play

◆ Card 1: “That Came Out Wrong”

Background Context:

María, a Spanish trainer, gives direct feedback to Alex, a learner from Japan, saying: *“This part of your work is weak and needs to be redone.”* Alex becomes quiet and disengaged. María is confused and thinks Alex is being disrespectful.

Dialogue Setup:

María: *“I’m just trying to help. Why aren’t you responding?”*

Alex: *“...It’s fine. I’ll do better next time.”* (but doesn’t make eye contact)

Goal:

De-escalate the misunderstanding and find a respectful way to express feedback that considers different cultural expectations.

◆ Card 2: “Always Late”

Background Context:

Layla, a student from a North African country, often arrives 5–10 minutes late to class. Her Italian classmate, Paolo, is frustrated and sees this as disrespectful to the group work schedule.

Dialogue Setup:

Paolo: *“You’re always late. If you don’t care, maybe you shouldn’t be in this project.”*

Layla: *“I have things to do before class. I don’t mean to upset anyone.”*

Goal:

Uncover the different assumptions around punctuality and time, and find a respectful, inclusive solution to organise group work.

◆ Card 3: “Left Out”

Background Context:

Jana, a Syrian learner, feels left out during group discussions. The group often switches to fast-spoken Italian or jokes she doesn’t understand. She hasn’t said anything but is losing motivation.

Dialogue Setup:



Facilitator: *“Jana, you’ve been quiet today.”*

Jana: *“It’s hard to follow when everyone is laughing or speaking quickly. I don’t know when to say something.”*

Goal:

Help the group recognise unintentional exclusion and practice more inclusive group dialogue (e.g. speaking slowly, checking in, using plain language).

◆ **Card 4: “Too Direct”**

Background Context:

Marco, a VET teacher, asks Fatma, a Turkish student, to take responsibility for a group mistake. He says: *“This was your part. You didn’t do it right.”*

Fatma is hurt by being singled out and feels humiliated in front of peers.

Dialogue Setup:

Fatma: *“Why are you blaming only me? We all worked on this.”*

Marco: *“I’m just being honest. You need to learn from your mistakes.”*

Goal:

Practice reframing feedback using inclusive strategies such as “we” language, active listening, and cultural sensitivity.

◆ **Card 5: “No One Listens to Me”**

Background Context:

Chen, a recent migrant from China, is part of a VET hospitality training team. He shares ideas, but others interrupt or ignore him. He starts avoiding participation.

Dialogue Setup:

Team Leader: *“Chen, you don’t contribute much. Why don’t you speak up?”*

Chen: *“When I do, no one listens. I feel like I’m invisible.”*

Goal:

Explore inclusive team dynamics, and encourage participation through active facilitation, turn-taking, and acknowledgement.

◆ **Card 6: “Loud and Misunderstood”**

Background Context:

Carlos, from Colombia, speaks loudly and uses animated gestures during discussions. His peers interpret this as aggressive or dominant behavior and begin excluding him.

Dialogue Setup:

Peer: *“You always take over. It’s hard to work with you.”*

Carlos: *“I’m just being myself. That’s how I speak at home.”*

Goal:

Address different communication styles without stereotyping, and discuss how to create space for expression while maintaining comfort for all.



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TRANSFORM



Activity number	8
Activity Title	Adapt and Communicate: Solving a real-world vocational case
Duration	60minutes
Learning Outcomes	<p>Micro LO:</p> <ul style="list-style-type: none"> ● Identify communication strategies for a specific vocational context ● Collaborate using inclusive language and behavior in a realistic scenario ● Design adapted communication approaches for a diverse audience
Requirements	<ul style="list-style-type: none"> ● Printed case studies describing vocational workplace challenges (<i>Appendix H: Real-World VET Scenarios</i>) ● Case study analysis worksheet ● Flipchart, markers, or shared digital board ● Space for group work
Methodology and Guidance	<p>Facilitator Introduction:</p> <p>Explain that learners will apply their knowledge and skills to real-life workplace scenarios, requiring teamwork, cultural sensitivity, and adaptability.</p> <p>Facilitation Tips:</p> <p>Ensure each group has diverse perspectives (e.g., mix language skills, cultural backgrounds). Encourage use of visual aids or multiple formats in presentations.</p>
<p>Detailed Activity Description:</p> <p>Step 1 – Case Study Assignment (10 minutes)</p> <p>Each group receives a scenario (e.g. a multicultural team conflict, onboarding of a migrant intern, a customer interaction gone wrong). Scenarios should reflect authentic VET settings and include communication breakdowns.</p> <p>Step 2 – Group Planning (25 minutes)</p> <p>Using the analysis worksheet, learners:</p> <ul style="list-style-type: none"> ● Identify the core communication issue ● Analyze contributing factors (e.g. language, tone, assumptions) ● Propose at least two inclusive strategies to address or prevent the problem ● Prepare a 3-minute presentation or role-play solution <p>Step 3 – Presentations (15 minutes)</p>	



Each group presents their case, analysis, and strategy. Facilitator offers light feedback and encourages peer responses.

Step 4 – Wrap-Up (10 minutes)

Debrief with reflective questions:

- *Which strategy felt most realistic to implement?*
- *What would you do differently in your own VET setting?*

Supporting materials:

Appendix H: Real-World VET Scenarios

These scenarios simulate real communication challenges in vocational education and training (VET) settings. Each one reflects common breakdowns in communication across diverse teams and provides a practical context for learners to analyze, problem-solve and propose inclusive strategies.

Scenario 1: “When’s my break?”

Vocational Context: Retail Apprenticeship

Problem Description:

Sara, a 17-year-old trainee from Albania, recently started a retail internship in a large store. On her third day, she takes her break 30 minutes earlier than scheduled. Her Italian supervisor is annoyed and scolds her in front of customers. Sara is confused and embarrassed. She thought she was allowed to take her break after serving three customers, as explained during the induction — but the instructions were unclear and delivered quickly in Italian.

Team Questions:

1. What went wrong in this communication?
2. What assumptions did the supervisor and Sara make?
3. How could this situation have been prevented?
4. What inclusive strategies can help clarify instructions in multilingual teams?

Scenario 2: "Not My Job"

Vocational Context: Culinary Training – Kitchen Team

Problem Description:

During a group cooking session, Amir, a young migrant learner, refuses to help another student clean the kitchen station. He says, “It’s not my job.” The trainer becomes frustrated, interpreting this as laziness or disrespect. Later, it emerges that Amir misunderstood the rotation system because the task division chart was only posted in Italian, and the trainer never explained it verbally.



Team Questions:

1. What is the core communication issue in this scenario?
2. How did the lack of clarity contribute to the problem?
3. What assumptions were made by the trainer and Amir?
4. What could be done to ensure equal participation and clear task-sharing?

Scenario 3: "Too Fast to Follow"

Vocational Context: Vocational ICT Class

Problem Description:

Lucia, a VET instructor, delivers a digital skills session to a multilingual group of learners. She speaks quickly and gives instructions while moving around the room, assuming everyone can follow. Several learners fall behind but are too embarrassed to ask for repetition. Some quietly use online translation tools, while others disengage completely. The class results are poor, and Lucia blames the learners for lack of motivation.

Team Questions:

1. What communication barriers are present here?
2. What could the trainer have done to make instructions more accessible?
3. What role does pace, tone, and delivery method play in inclusive teaching?
4. What inclusive practices would support learner engagement in this context?



Activity number	9
Activity Title	Mini-Workshop: Teaching others what you've learned
Duration	60minutes
Learning Outcomes	<p>Micro LO:</p> <ul style="list-style-type: none"> ● Demonstrate inclusive communication techniques through peer learning ● Modify a communication activity for learners from different backgrounds
Requirements	<ul style="list-style-type: none"> ● Activity template handouts (<i>Appendix I: Peer Mini-Workshop Planning Sheet</i>) ● Flipchart or presentation paper ● Markers, post-it, or digital collaboration tools
Methodology and Guidance	<p>Facilitator Introduction:</p> <p>Introduce the idea of “learning by teaching”: learners will now create and facilitate a short communication activity for their peers, applying inclusive principles and adapting content for a diverse audience.</p> <p>Facilitation Tips:</p> <p>Give support and examples. Offer templates with guiding questions to simplify planning.</p>
<p>Detailed Activity Description:</p> <p>Step 1 – Planning in Pairs or Trios (25 minutes)</p> <p>Each group receives the planning template. They choose one communication skill (e.g. active listening, conflict management, body language) and design a 10-minute activity to teach it:</p> <ul style="list-style-type: none"> ● Who is the audience? ● What communication challenge does the activity address? ● How is it inclusive? <p>Step 2 – Micro-Teaching Sessions (25 minutes)</p> <p>Each pair or trio presents their activity in small rotation groups. Learners try the activities, then rotate.</p> <p>Step 3 – Peer Feedback and Discussion (10 minutes)</p> <p>Each participant gives short feedback:</p> <ul style="list-style-type: none"> ● <i>Was the activity engaging? Inclusive? Clear?</i> ● <i>How would you adapt it for your own learning group?</i> 	



Supporting materials:

Appendix H: Peer Mini-Workshop Planning Sheet

Use this sheet to design a 10-minute inclusive communication activity for your peers. Be clear and creative!

Section	Guiding Questions	Your notes
Topics & Skills	What is the main communication skill you want to focus on (e.g. active listening, body language, etc..)	
Audience	Who will you be teaching (e.g. age, cultural background, language level)? What do they need?	
Challenge addressed	What communication barrier or challenge does this activity help overcome? Why is it relevant?	
Activity description	What exactly will the participants do? What steps or tasks are involved in your activity?	
Tools & materials	What tools will you use (e.g. images, games, role-play?) Will they be accessible to everyone?	
Inclusion strategy	How will you make your activity inclusive for people with different learning styles or backgrounds?	
Impact & feedback	How will you know if your activity was successful? Will you ask for feedback or observe engagement?	



Activity number	10
Activity Title	Personal Reflection: My inclusive communication Toolbox
Duration	60minutes
Learning Outcomes	<p>Micro LO:</p> <ul style="list-style-type: none"> Summarize key communication principles learned in the module Create a personal action plan to apply adaptive communication strategies in future settings
Requirements	<ul style="list-style-type: none"> Reflection prompts handout (<i>Appendix L: Reflection and Action Plan Template</i>) Optional: laptops or tablets for video recording Quiet space for individual work
Methodology and Guidance	<p>Facilitator Introduction:</p> <p>Conclude the module by encouraging participants to reflect deeply and personally on what they've learned and how they will apply it in their educational, personal, or professional lives.</p> <p>Facilitation Tips:</p> <p>Make this a calm, private session. Offer both written and video reflection options to suit different communication preferences.</p>
<p>Detailed Activity Description:</p> <p>Step 1 – Guided Reflection (25 minutes)</p> <p>Learners complete the handout individually, responding to:</p> <ul style="list-style-type: none"> <i>What three communication tools have you gained from this module?</i> <i>When have you seen yourself struggle with inclusive communication, and why?</i> <i>How can you apply these skills in your future VET context?</i> <p>Step 2 – Peer Sharing (Optional, 10 minutes)</p> <p>Learners may share a short part of their reflection in pairs, if comfortable.</p> <p>Step 3 – Personal Action Plan (20 minutes)</p> <p>Using a simple template, learners define:</p> <ul style="list-style-type: none"> One short-term and one long-term inclusive communication goal One support or resource they need How they will measure progress <p>Step 4 – Closing Round (5 minutes)</p> <p>Invite learners to share one sentence each:</p> <ul style="list-style-type: none"> <i>“From this module, I’m taking with me…”</i> 	



Supporting materials:

Appendix L: Reflection and Action Plan Template

This template will help you reflect on your learning from the module and plan how to use inclusive communication strategies in your future studies, work or personal life.

Part 1: Personal reflection

1. What three communication strategies or tools have you gained from this module?

2. Which of these did you find most useful or impactful?
Why?

3. When did you feel most challenged in communicating inclusively?

4. How can you apply what you've learned in your future VET, work, or social contexts?

5. What communication habits would you like to change or improve?



Part 2: My Inclusive Communication Action Plan

Think about how you want to keep improving your communication and how to put it into practice.

GOAL TYPE	YOUR GOAL
Short-term goal (next 1-3 months)	
Long-term goal (next 6-12 months)	
Support or resource needed	
Timeline for implementation	
How will I know I'm making progress?	