



IO2 – Toolbox of Integration Resources

Handbook –
Communicating effectively



exemplar

Young Migrant Integration Leaders

Integration Leader Handbook

The aim of this short handbook is to support you, as a young leader of integration, to use the digital resources provided in the Toolbox of Integration Resources with young migrants in your community. Through this short handbook, we will provide you with some background information on the topic being discussed in the digital resource and then we will provide some guidance on a follow-up activity that you can complete with young people in your local network. The activity included in this handbook will work to further develop their understanding of the topic outlined in the digital resource. In some cases, where group discussions are more appropriate, we will guide you in how to set up a group discussion, and will provide some discussion points and questions for you to introduce to young people in your local group.

The topic of this handbook relates to the digital resource – **Communicating effectively**

Introduction to the Topic

In this digital resource, young people are introduced to the most useful information about what communication is, differences of communication, how to develop communication skills and properly use them in different situations and places.

When interacting with people from other cultures, it is important young people know specific culture behave of each of them and be careful while using some gestures.

Ability to communicate effectively is perhaps the most important skills of all life, especially for leaders. Developing communication skills helps to improve personality and attitudes, and to feel more confident and comfortable in unfamiliar surroundings.

Below, is an overview of different types of communication and some tips that can be useful to develop your effective communication skills. So you are encouraged to use these skills in order to set your position as a leader between your group in a new environment.

Communication Tips:

Verbal communication is one of the most common types, used to transfer information through speaking or sign language.

- Use a strong voice and be confident when speaking so that your ideas are clear and easy for others to understand.
- Avoid using filler words such as “um,” “like,” “so” or “yeah”, it can be distracting, replace them by taking a breath.
- From the other side, use active listening skills, doing so will help you grow as a communicator.

Nonverbal communication is the use of body language, gestures, and facial expressions, it helps to understand others’ thoughts and feelings.

- Develop self-awareness around how your emotions affect your body.
- Use body language to support your verbal communication.
- Use mimic nonverbal communications.

Using this Resource with a Group

To use this resource with young people in your local group, we recommend that you begin by introducing the topic to people in your group. To prepare what you will say, you should first watch the digital resource yourself and then you can recap on some of the key points mentioned in this handbook.

You should then invite all young people in your group to watch the digital resource. As you won’t have access to a projector and a screen, you can invite your peers to log on to the EXEMPLAR project website: www.exemplars.eu and watch the digital resource on their smartphone, tablet or other device.

Once all peers in your group have watched the video resource, you should begin by asking them:

1. What did you think of the video resource?

2. What did you learn from it? Did you learn something new?
3. How did you find this resource useful and why?

Follow-up Activities

When you have made sure that all young people in your group have watched the digital resource, the next thing you can do is introduce this short activities that will help the young people in your group to practice what they have learned from this digital resource.

Activity Name: “Telephone”

Timing: This activity should take you and your peers for 10-15 minutes to complete - depending on number of participants.

Materials: This activity is an example of verbal communication. You do not need any materials for this activity, just to have a space to sit around and interact with young people in your group.

Description of Activity:

- ❖ Begin by asking all young people to sit in a circle.
- ❖ Young people should be asked to think of a phrase or sentence.
- ❖ Next young people are directed to whisper it in the ear of the person sitting next to them.
- ❖ Next, each participant whispers what they think they heard to the next participant next to them.
- ❖ The last participant is asked to say the phrase or sentence out loud.
- ❖ Lastly, the first person telling if that was their phrase. Did anything change? Did the message get lost or changed in translation?
- ❖ After you have finished this activity, you can then invite young people to the second activity called “Silent TV”.

Activity Name: “Silent TV“

Timing: This activity should take you and your peers 15 minutes to complete - the group can also complete this activity in their own time if they don't have the time to complete it as part of your group work.

Materials:

For this activity, you will need to provide the following materials:

- PC/Laptop/Projector/Screen
- Pens and note-taking materials for all young people.
- Copies of the worksheet printed (if possible).

As you are doing this work on a voluntary basis and there is no budget for materials, you should contact your local community centre, local government office or even approach local businesses working in the community and see if they would be willing to donate some supplies for you to complete this activity with your peers. They may also be able to help you with the printing!

Description of Activity:

- ❖ Begin by gathering the group around a TV/screen.
- ❖ Then give all young people in your group a sheet of paper and pencil, and ask them to write down every nonverbal cues they will see in the following video.
- ❖ Next young people are watching the first five minutes of a pre-recorded sitcom that no one has viewed before.
- ❖ For the second part of sitcom turn off the sound and watch for another five minutes.
- ❖ Collect all notes from the group and develop everyone's idea into a script based on what they thought the characters were saying and doing.
- ❖ Lastly, watch the sitcom again with the sound on to see what the real verbal communication was and discuss the differences.
- ❖ Through this group activity, the aim is to read another person's body language, facial expressions, eyes, eye contact, upper body movements, and a person's

stance in order to interpret nonverbal cues in a conversation by viewing a pre-taped sitcom.



exemplar





exemplar

Young Migrant Integration Leaders

INNEO



JUGEND- &
KULTURPROJEKT EV.



HUBKARELIA

The Rural
Hub

SUSTAINABLE EDUCATION
SEAL
CYPRUS
ACTIVE LEARNING



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Project Number: 2018-1-DE02-KA204-005035