Workshop to raise the awareness of communication

The **Workshop to Raise Awareness of Communication** is an initiative designed to explore alternative ways of expressing emotions and ideas beyond spoken language. The primary goal is to enhance understanding of non-verbal communication through body language, visual expression, and creative activities.
This workshop is particularly valuable for those working with migrants and individuals facing language barriers, as it introduces innovative methods for communication that do not rely on a shared spoken language.
Participants engage in activities such as improvisational theater using a Kazoo, visual storytelling through drawing, and reflective exercises incorporating collage techniques. These exercises foster awareness of the diverse ways in which information, emotions, and personal experiences can be shared.
By engaging educators and social workers, the workshop aims to inspire new approaches to communication that enhance inclusivity and interaction in multicultural settings. The expected outcome is a deeper understanding of expressive tools, leading to improved communication skills and stronger interpersonal connections in diverse communities.

Action objective and results

- The general aim of the workshop was to raise awareness of multiple possibilities to express our feelings and ideas not necessarily using spoken language but exploring the body language possibilities and our drawing skills.
  The specific objectives were:
  - foster a reflection on alternative tools to express our ideas and feelings especially targeted migrants' support
  - inspire educators and operators to explore their competencies to find a more effective way to address clients' needs

- The expected result from the workshop was a more deep understanding of the multiple options we have to communicate a piece of information.

Brief description / scope of activity / tools / practices

- The workshop was designed as a three-step process. The first step involved improvisational theatre activities, during which two participants were selected from the group and given instructions to act out a simple situation using a Kazoo, a type of mirliton (which is a membranophone). The rest of the group acted as the audience and tried to guess the situation being portrayed. This activity engaged all participants.

  The second part of the workshop focused on our ability to visually represent concepts through drawing or other art forms. After watching a video of an Italian cooking recipe with English subtitles, participants were divided into small, diverse groups and asked to create a storyboard summarizing the main steps of the Carbonara recipe. Provided with the necessary tools and materials, the participants had 30 minutes to complete this task.

  The third step was dedicated to an individual reflection on the workshop with 3 levels of reflection: emotional aspects, discoveries made during the activity in terms of learning, and finally a space for feedback created using the collage technique using old newspapers and magazines. Participants were given half an hour for this final participatory evaluation.

- We think it is important to be aware that different theories and approaches can support migrants and fewer opportunities people we are working with. For instance, this workshop engages the following

theories to foster a reflection of the wide range of possibilities to communicate without a common language.

1. Nonverbal Communication Theory: This theory holds that nonverbal communication, such as gestures, facial expressions, postures, and tone of voice, plays an important role in communication between individuals. When working with migrants, understanding and correctly interpreting non-verbal communication can help establish a deeper connection and foster greater mutual understanding.

2. Visual Representation Theory: This theory focuses on the use of drawing as a form of visual and expressive communication. In working with migrants, drawing can be an effective means to explore and express emotions, traumatic experiences or cultures of origin in a non-verbal way.

3. Culture and identity theory: this theory suggests that non-verbal communication and drawing are influenced by the culture of belonging and individual identity. When working with migrants, it is important to consider cultural and linguistic differences in non-verbal communication and drawing, in order to ensure effective and respectful communication.

4. Theory of visual testimony: this theory refers to the ability of drawing to act as a visual testimony of migrants' personal experiences and stories. In working with migrants, drawing can be used as a tool to document and share migratory experiences, facilitating understanding and empathy on the part of operators and the host community.

Information about the authors

- Sergio Urso, Non-formal trainer, Studio Progetto Cooperativa Sociale, Italy

Resources

- 30 kazoos
- paper and markers
- video of a cooking recipe
- pc and projector/screen
- flipcharts for final evaluation
- post it
- old magazines and newspapers
- a large room with tables

Plan and timetable (if applicable)

- intro and presentations: 15 minutes
  impro-theater with kazoo: from 30 to 45 minutes depending on the size of the group
  little break: 15 minutes break
  draw a recipe: 15 minutes watching a video subtitled in English showing how to do a cooking preparation, 5 minutes of instructions on how to proceed and the outcome desired, 30 to 45 minutes to realize a storyboard representing the recipe in the video.
  Presentation of the storyboard by the participants' groups: 15 minutes with debriefing
  Final evaluation: with 3 levels of reflection, emotional aspects, discoveries made during the activity in terms of learning, and finally a space for feedback created using the collage technique using old newspapers and magazines.

Methodology and references (background)

1. Non-formal education as principle educative approach of Erasmus Plus and European Solidarity Corps Programmes

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Budget (if applicable)

30 Kazoo: approx. 40 euros
Stationary (flipchart, post-it, markers, glue, scissors,...): approx. 30 euros
Renting of the room (with projector, PC, tables, chairs) : around 100 euros

Success criteria

- We have measured the success of the workshop by the feebacks provided by participants at the end of the activity.
- *Criteria must be met for an activity to be considered successful:*
  Inclusion: we managed to include everyone in the activity using an intuitive set of rules and clear indications.
  Collaboration: We wanted to foster a collaboration environment among the participants: using theater and art, we have found a common setting where to build a solid collaboration platform

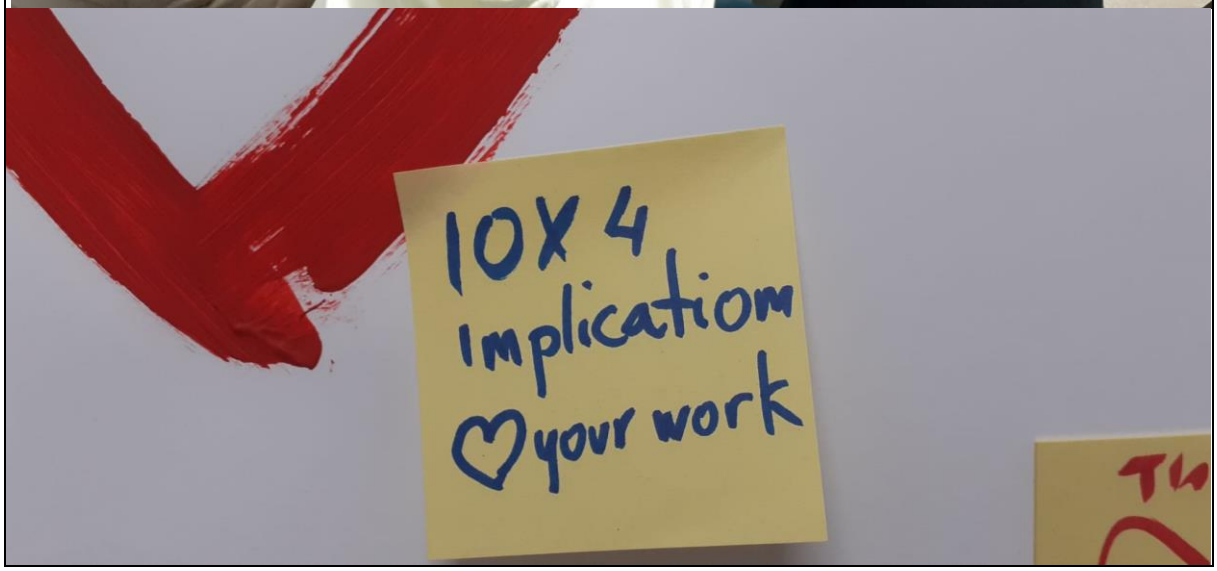
Team

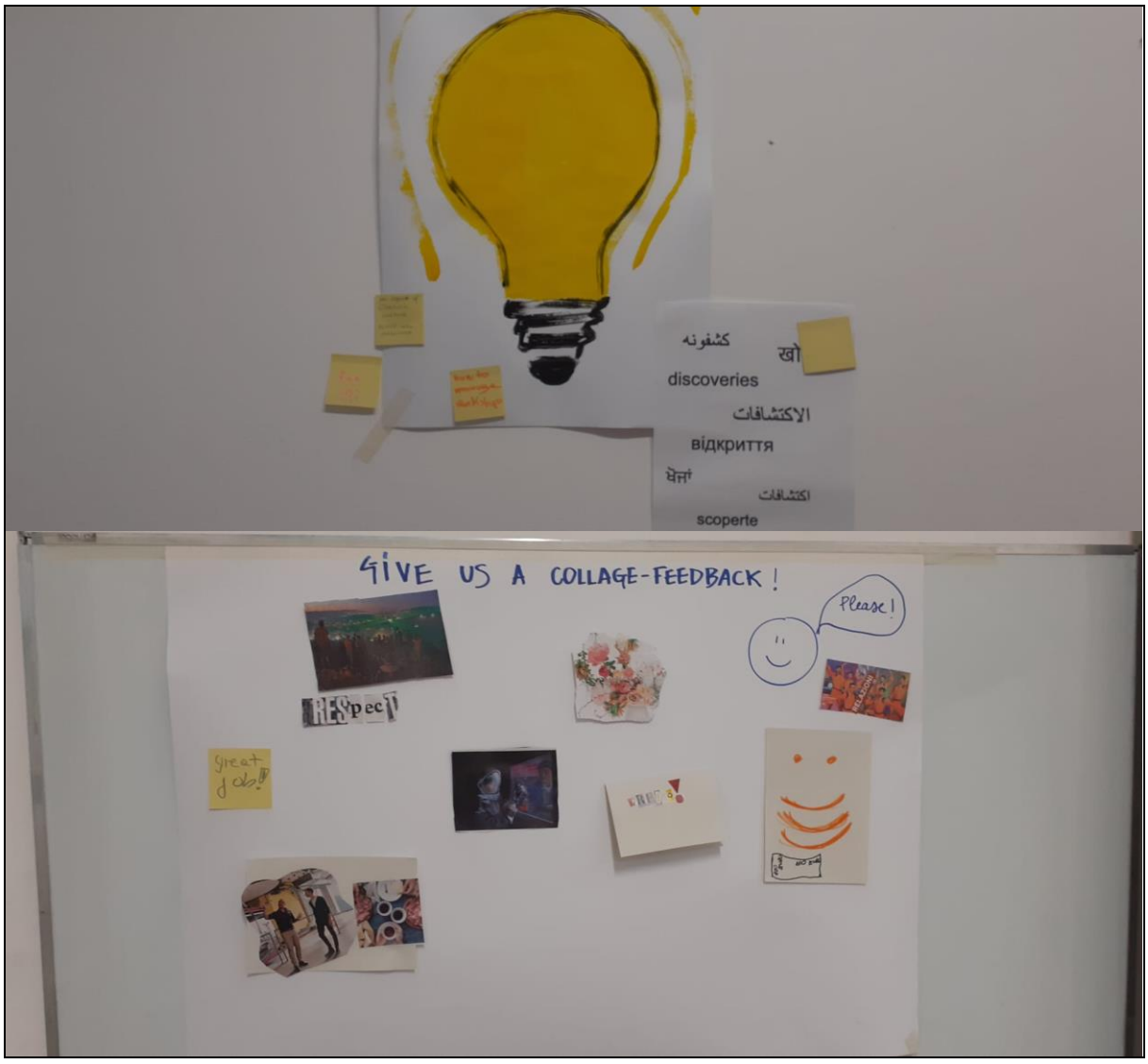
- We suggest to call an experienced trainer in non formal education with a solid background in cultural mediation or migration

- In-depth knowledge of pedagogical principles and non-formal educational methodologies.

Ability to design, plan and implement educational activities for groups of young people, using participatory and inclusive approaches.
Effective communication skills and ability to facilitate discussions, breakout rooms and team building activities.
Ability to evaluate and monitor the impact of educational activities and make any improvements.
Knowledge of young people's rights and European and national regulations regarding non-formal education.
Ability to work in a multicultural context and promote diversity and inclusion.
Ability to manage relationships with partners and organizations involved in non-formal education.
Digital skills and ability to use technological tools to support learning.

Attachments

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GIVE US A COLLAGE-FEEDBACK!
Please!
great job!

Thank
you