



# Bridge

E+ project

## TOOLKIT

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## COMMUNICATION 1 Intercultural communication types

**Asturia vzw**

**Template**

**n.9**

Methodologies: Developing intercultural communications skills

The way in which we communicate can differ considerably from culture to culture. This activity identifies some important areas in which paralinguistic (volume, speed of speech and so on), extra-linguistic (gestures, eye contact, touch, physical proximity and so on) and communication styles (direct versus indirect, and so on) differ across national boundaries. It asks learners first to identify the particular approach to communication that predominates in their own and other cultures, and then asks to reflect on the possible consequences when individuals with different approaches in each area interact.

Tip: To help students understand cultural differences between countries, you can use the free online tool at [The Culture Factor – Country Comparison Tool](#). This interactive resource allows students to compare up to four countries based on six cultural dimensions, such as individualism, power distance, and uncertainty avoidance. It's a great way to start discussions about how cultures vary around the world.

Methodology:	Group work	Strategies for developing intercultural communication
Subject	Ethics	
Life skill related	Communication	
Title	<b>Intercultural communication types</b>	
Age/Grade	Children of the age of 14	
Timing	120 minutes	
Suggestion for who facilitate	Children of the age of 14 with a different background who have to work on a mutual task during a training.	
Description of the activity	<ul style="list-style-type: none"> <li>• Provide each pair with a copy of the 'Exploring Communication Approaches' handout</li> <li>• Work through each element, comparing and contrasting the learner's culture with another country or culture.</li> <li>• Read each of the following pairs of descriptions.</li> <li>• Decide which descriptions is more like your country, A or B.</li> <li>• Think of another culture or country of interest to you. Does it come closer to type A or type B?</li> <li>• Choose one or two statement pairs that interest you. Can you think of any misunderstandings that might arise when people from cultures more like A, communicate with people from cultures more like B?</li> </ul> <p>Additional questions for the young adults</p> <ul style="list-style-type: none"> <li>• Where you have identified important differences in communication styles between you approach and that of people in the culture or country of interest to you, consider...</li> <li>• Are these differences important?</li> <li>• How might these differences become apparent in the living environment?</li> <li>• How might people from that country or culture perceive your approach?</li> <li>• What challenge do these differences present?</li> <li>• In what ways might you adapt your communication to manage and overcome these cultural differences</li> </ul>	



**'Exploring communication approaches' handout**

	A	B
1	In some countries, people tend to talk quite quickly, frequently interrupting others in order to get their ideas across.	In other countries, people tend to talk in a slow and considered way, rarely interrupting other people when they are talking
2	In some countries, people tend to talk quite loudly and are not particularly concerned if people they do not know overhear their conversations.	In other countries, people tend to be more soft-spoken, and take care to ensure that they do not talk so loudly that other people can hear their conversation
3	In some countries, people use many physical gestures (such as smiling a lot, waving their arms or banging the table) to emphasize what they are saying and to communicate important ideas and feelings.	In other countries, people do not often use many physical gestures (such as smiling a lot, waving their arms or banging the table). Instead, they use words and their tone of voice to communicate important ideas and information
4	In some countries, demonstrating interest in what other people have to say means maintaining good eye contact with them when they are talking.	In other countries, demonstrating respect for other people means trying to avoid too much direct or close eye contact while they are speaking
5	In some countries, even people who do not know each other very well will hold hands, embrace, place their arms around each other's shoulders, or touch each other on the arms	In other countries, people are taught not to touch other people they do not know, and will try to avoid physical contact with strangers wherever possible.
6	In some countries, when people talk to each other they stand or sit a considerable distance apart, sometimes as much as 50 cm	In other countries, when people talk to each other than stand or sit very close to each other - sometimes so close that they are almost touching the other person
7	In some countries, people are direct and frank in the way they speak. They will give their personal opinions freely, regardless of whom they are talking to, and will often criticize other people directly if necessary.	In other countries, people are less direct in the way they speak. They will often avoid giving their personal opinions unless they know the people they are talking to well, and will try to avoid saying things that might come across as too critical of others.
8	In some countries, people write e-mails or faxes that are as short, direct and factual as possible. They pose questions directly and ask for information in an explicit and unambiguous way.	In other countries, people sometimes write e-mails or faxes in a less direct and wordier way. They often don't feel the need to spell out precisely and unambiguously the information they require
9	In some countries, people often prefer to use e-mails, faxes, letters or other forms of written communication to pass on important information and make sure they get the response they want.	In other countries, people often prefer to use face-to-face discussions, telephone calls or other forms of spoken communication to pass on important information and make sure they get the response they want.
10	In some countries, learning foreign languages (particularly English) forms a big part of the educational curriculum. People from these countries often speak other languages very well	In other countries, learning foreign languages is not an important part of the educational curriculum. People from these countries often do speak other languages very well
11	In some countries, people are happy to talk about their personal and family life with their colleagues at work. They are also inclined to ask other people questions about their private and family life, even if they do not know them very well	In other countries, people prefer to keep their private life and their work life separate. They do not tend to ask questions or talk about personal and family life at work, unless it is with close colleagues who they know well.
12	In other countries, people prefer to keep their private life and their work life separate. They do not tend to ask questions or talk about personal and family life at work, unless it is with close colleagues who they know well.	In other countries, people like to get straight into business without bothering with too much 'small talk' (that is, talk about the weather, football, politics).
13	In some countries, people are happy to talk about their accomplishments without embarrassment or shame. They think it is polite and honest to describe what they have achieved in their lives.	In other countries, people feel uncomfortable talking about what they have accomplished. They think it is polite and courteous to keep quiet about their attainments
14	In some countries, people will try to remain as reasonable, rational and dispassionate as possible during business discussions and conversations. They believe that the best way to remain objective is to argue based on facts and talk from the head, not from the heart.	In other countries, people feel comfortable following their feelings and intuition during business discussions and conversations. They believe that the best way to get their message across is to talk with passion and conviction, even if this sometimes comes across as being emotional.
15	In some countries, people are happy cracking jokes and telling funny stories at work or in business situations, even with people they do not know very well	In other countries, people think work is a serious place to be and try to avoid making jokes or telling funny stories unless they know the other person very well

16	In some countries, people tend to communicate in an informal way, using first names at work or when dealing with customers and colleagues. People rarely use formal titles (like Mr or Mrs, Doctor, Engineer, Architect)	In other countries, people tend to use formal titles (like Mr or Mrs, Doctor, Engineer, Architect) at work, or when dealing with customers and colleagues, people tend to use first names mainly with family and close friends
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## 10 COMMUNICATION 2 Now let's talk about...

### La Strada - der Weg Template

**n.10**

Methodologies: Debate is an active didactic methodology for teaching disciplines tried and tested and used in secondary school. With debate, two teams of students compete against each other in an argumentative competition on a given content proposed by the teacher or chosen with the students themselves.

Methodology:	Work group	
Subject	Educazione civica	
Life skill related	Communication	
Title	<b>Now let's talk about...</b>	
Age/Grade	Middle school	
Timing	120 minutes	
Suggestion for who facilitate	<ul style="list-style-type: none"> <li>- Divide the class into 4 groups</li> <li>- Explaining to the class what a debate is and how it is done</li> </ul>	
Description of the activity	Division of the class into 4 groups <ul style="list-style-type: none"> <li>- Each group is assigned a topic and a specific position to support on a topic</li> <li>- The groups will have contrasting positions 2 by 2</li> <li>- Allow time for the groups to develop arguments in favor of the position to be supported and antithesis of the opposing position</li> <li>- Open discussion between the pairs of groups</li> <li>- Reflection on the solution to the problem</li> </ul>	

## 11 COMMUNICATION 3 The word game

### La Strada - der Weg Template

**n.11**

#### Methodologies:

This activity helps students explore different modes of communication and understand how language can influence the perception and understanding of others. Additionally, it promotes awareness of the challenges and opportunities in everyday communication.

This activity helps students explore different modes of communication and understand how language can influence their perception and understanding of others. It also promotes awareness of the challenges and opportunities in everyday communication.

Methodology:	Work group	
Subject	Italian/ or other foreign languages	
Life skill related	Communication	
Title	<b>The word game</b>	
Age/Grade	Middle school (13 - 14 years old)	
Timing	50 minutes	
Materials / Suggestion for who facilitate	<ul style="list-style-type: none"> <li>- A pack of cards with words (or lists of words) on each card</li> <li>- Explain to the students that effective communication is essential to relate to others in a positive way and to understand the ideas of others.</li> <li>- Introduce the activity by telling students that they will play a game that will help them explore different modes of communication.</li> <li>- Distribute a sheet of paper and a pen to each of the students. Divide the class into groups of 4-5 people.</li> <li>- Each group will receive a card with a word written on it. This will be the key word they will use to create a short skit or dialogue.</li> <li>- This activity can be adapted for foreign language (L2) classes, depending on the curriculum. It is recommended for students aged 13–14 who have a basic understanding of relevant vocabulary. If needed, allow extra time (15–20 minutes) for students to prepare their short dialogues.</li> </ul>	
Description of the activity	<ul style="list-style-type: none"> <li>- Each group receives a card with a word on it. After receiving the word, the groups will have 10 minutes to prepare a short skit or dialogue that includes the assigned word. Be sure to encourage creativity and original use of the word in the context of the skit.</li> <li>- Once the 10 minutes are up, ask each group to present their skit or dialogue to the rest of the class. After each presentation, encourage the class to reflect on how the word was used to communicate different meanings and how effective or ineffective the communication was.</li> <li>- After all groups have presented their improvisations, initiate a class discussion on the experiences and challenges encountered during the activity.</li> <li>- Ask the students to reflect on how language influences communication and how they can improve their communication skills in everyday life.</li> </ul>	

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|  | <ul style="list-style-type: none"><li>- Summarise the main concepts addressed during the activity. Emphasise the importance of clarity, creativity and awareness in effective communication.</li></ul> |
|--|--|

**List with words:**

- Creativity
- Imagination
- Innovation
- Exploration
- Expression
- Fantasy
- Originality
- Inventiveness
- Conception
- Experimentation
- Invention
- Collaboration
- Team
- Sharing
- Synergy
- Cooperation
- Support
- Participation
- Communication
- Respect
- Responsibility
- Integration
- Friendship
- Trust
- Empathy
- Loyalty
- Affection
- Complicity
- Solidarity
- Generosity
- Sincerity
- Altruism
- Care



## 14 COMMUNICATION 6 Communicating through Letters: Correspondence in the 19th Century

### **YAEDA**

#### **Template**

**n.14**

Methodologies: Developing communication skills

The goal of this history class is to develop communication skills by exploring the art of letter writing during the 19th century. Through this activity, students will learn how to craft well-structured and expressive letters, gaining an appreciation for the importance of effective communication in historical and contemporary contexts.

Methodology:	Group work	
Subject	History /Language	
Life skill related	Communication	
Title	<b>Communicating through Letters: Correspondence in the 19th Century</b>	
Age/Grade	13-14, 7. grade	
Timing	45 minutes	
Materials / Suggestion for who facilitate	History teacher, language teacher, educator Materials Needed: <ul style="list-style-type: none"> <li>• Whiteboard or chalkboard</li> <li>• Markers or chalk</li> <li>• Printed examples of historical letters from the 19th century  <a href="https://www.sothebys.com/en/buy/auction/2021/collection-of-a-connoisseur-history-in-manuscript-part-2/european-royalty-a-collection-of-documents-19th">               (https://www.sothebys.com/en/buy/auction/2021/collection-of-a-connoisseur-history-in-manuscript-part-2/european-royalty-a-collection-of-documents-19th )             </a> </li> </ul>	
	<p><b>1. Introduction:</b></p> <p>Begin the class by introducing the theme of communication in the 19th century. Explain that during this period, letter writing was a primary means of communication, allowing people to connect and convey their thoughts, emotions, and ideas over long distances.</p> <p>Discuss the importance of effective communication skills, both in historical contexts and in everyday life.</p> <p><b>2. Historical Context:</b></p> <p>Provide a brief overview of the historical context of the 19th century, highlighting key events, advancements, and societal norms related to communication and letter writing.</p> <p>Optionally, share printed examples of historical letters from the 19th century, discussing their format, language, and content.</p>	

### **3. Letter Writing Activity:**

Divide the class into pairs or small groups, ensuring each group has access to writing materials (paper, pens, etc.).

Assign each group a specific scenario or historical figure from the 19th century.

Examples could include:

Writing a letter from a soldier on the front lines of the Civil War to a loved one back home.

Crafting a letter from an immigrant to their family in the old country, describing their experiences in America.

Composing a letter from a suffragette advocating for women's rights to a local newspaper editor.

Instruct students to work together to draft a letter based on their assigned scenario or historical figure. Encourage them to consider the tone, language, and content appropriate for the time period and context.

Emphasize the importance of clarity, organization, and expression in their writing.

### **4. Presentation and Peer Feedback:**

After the writing activity, invite each group to share their letter with the class.

Encourage classmates to provide constructive feedback on the clarity, persuasiveness, and overall effectiveness of the letters.

Facilitate a brief discussion on the similarities and differences between the letters, highlighting the diverse perspectives and communication styles of individuals in the 19th century.

### **5. Reflection and Conclusion:**

Lead a class-wide reflection on the letter writing activity, discussing the challenges and insights gained from communicating through written correspondence.

Summarize the key elements of effective communication highlighted during the lesson.

Encourage students to apply the communication skills they've developed to their everyday interactions, recognizing the enduring relevance of clear and expressive communication in the modern world.

## COMMUNICATION 7 Discovering Classmates' Summer Adventures

### Asociatia Edulifelong Template

**n.15**

The activity "Discovering Classmates' Summer Adventures" aims to encourage students to engage in meaningful communication while getting to know their classmates better. By exploring each other's hobbies, activities, and summer experiences, students not only practice language skills but also foster a sense of community within the classroom.

Methodology:	Find a Colleague Who...	Interactive Learning Peer Interaction Questioning Techniques Active Listening Writing Skills
Subject	English or French / Second Language	
Life skill related	Communication, Collaboration, Social Skills	
Title	<b>Discovering Classmates' Summer Adventures</b>	
Age/Grade	11-12 years old/ 5th Grade	
Timing	45-50 minutes	
Suggestion for who facilitate	Teachers of Second Languages	
Description of the activity	<p><b>Activity Overview:</b></p> <p><b>Getting Started:</b> Explain the activity to the students, emphasizing the importance of learning about the people around them. Let them know that this activity will provide an opportunity to discover new hobbies and learn about each other's summer adventures.</p> <p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>• Distribute a chart to each student containing a list of hobbies, activities, and experiences. Or feel free to use the STUDENT SHEET we have created.</li> <li>• Instruct students to go around the class, asking each classmate if they have engaged in any of the activities listed on the chart.</li> <li>• If a classmate confirms having done a listed activity, they must sign their name next to it on the chart.</li> <li>• Each student is allowed to ask only two questions to each classmate and cannot sign someone else's name.</li> <li>• Set a time limit of 10 minutes for students to complete the chart.</li> </ul> <p><b>Feedback on What Was Learned:</b> After the activity, facilitate a discussion where students share what they learned about their classmates. Identify common hobbies or activities that could inspire future class projects.</p> <p><b>Feedback on the Cooperative Process:</b> Have students complete a feedback sheet, reflecting on how they got the attention of their classmates and how they knew their classmates were listening to them.</p> <p><b>Reflections:</b> Encourage students to categorize the items listed on the chart by hobbies or activities. These can be listed on large pieces of cardboard for reference during future projects. Teachers can customize the chart according to the subject, themes, or objectives of the class.</p>	

Name: \_\_\_\_\_

## STUDENT SHEET

# Find a colleague who...



Had swimming lessons _____	Visited a different state _____	Read 5 or more books this summer _____	Has Green eyes _____	Got hurt this summer _____
Favorite color is purple _____	Visited their grandparents _____	Went camping in a tent _____	Went to a Zoo this summer _____	Went boating on the water _____
Is left handed _____	Has a scar _____	Saw 10 Movies _____	Has a pet dog _____	Has a sister _____
Has a garden at their house _____	Traveled in a different state _____	Can play an instrument _____	Can wiggle their ears _____	Can do a cartwheel _____
Likes to play video games _____	Went in an adventure park _____	Has a cell phone _____	Likes to eat sushi _____	Jumped on a trampoline _____

Name: \_\_\_\_\_

## FEEDBACK SHEET



*How did you get  
the attention of the  
person to whom  
you wanted to  
speak?*



*How did you  
know the person  
was listening to  
you?*





## 16 COMMUNICATION 8 Analyze SMS Language

### Asturia vzw Template

n.16

Methodologies: Analyze SMS language

The final objective of this task is that learners can consciously reflect on language use and the language system. Also this exercise encourages learners to use the acquired insights in their linguistic actions. An important goal is that children of the age of 14 can reflect on their native and other standard languages. Teachers can focus on the national, regional, social and situational language varieties. Additionally the class can focus on norms, attitudes, prejudices and role behavior through language.

Methodology:	Group work	Strategies for analyzing SMS language
Subject	Languages	
Life skill related	Communication	
Title	<b>Analyze SMS Language</b>	
Age/Grade	Children of the age of 14	
Timing	60 min	
Suggestion for who facilitate	Children of the age of 14 who are prepared to think about their own language use and the language system.	
Description of the activity	<p><b>Step 1:</b> The class is divided into two or more groups. Each group is given the assignment to formulate a text with a specified structure. One group formulates an SMS message and the other a regular text message (e.g. a letter or postcard). Both groups must keep track of the number of characters. They each get 10' time. For example, the assignment is as follows: Formulate your message in such a way that it addresses the following elements:</p> <ul style="list-style-type: none"> <li>- Opening greeting</li> <li>- Ask where your friend is</li> <li>- Suggest a visit to the cinema</li> <li>- Ask for an answer</li> <li>- Closing.</li> </ul> <p><b>Step 2:</b> After the agreed time, both texts are compared and discussed. Guiding questions include, for example:</p> <ul style="list-style-type: none"> <li>- What are the differences between a letter and a text?</li> <li>- Which expressions have become part of the text reduced by SMS?</li> <li>- Are certain media more or less suitable for certain messages?</li> </ul> <p><b>Step 3:</b> all groups are given the task to formulate a standard response as a text message, using as few characters as possible. The results can be presented and discussed by the class.</p> <p>The standard answer, for example, is as follows: "Hello Benny. Thank you for your answer! I'm glad you want to go to the movies with me. We'll meet at my house at 5:00 PM. Please be on time. See you later!"</p> <p>Points of attention This assignment is fun, recognizable for most students and does not require much extra material. In principle, a single mobile phone is sufficient</p>	

## 17 COMMUNICATION 9 Historical Podcast

### YAEDA Template

**n. 17**

Objective: To develop students' communication skills by engaging them in the creation of a historical podcast where they use relevant communication strategies, domain-specific codes, and tools to explore and present historical content.

Methodology:	Group Work	Experiential Learning, Project-Based Learning, Peer Feedback, Presentation
Subject	History	
Life skill related	Communication	
Title	Historical Podcast	
Age/Grade	7 <sup>th</sup> grade, 13-14 years old	
Timing	270 minutes (2 classes)	
Suggestion for who facilitate	History teacher, arts teacher, music teacher, drama teacher, educator figure	

Description of the activity	<p><b><u>Introduction to Historical Podcasting :</u></b>          Begin with a brief overview of podcasting as a communication medium and its relevance to historical storytelling.          Discuss the importance of using relevant communication strategies, domain-specific codes, and tools in crafting engaging and informative content.</p> <p><b><u>Topic Selection and Research:</u></b>          Each group selects a specific historical topic or event to explore in their podcast episode.          Provide guidance on conducting research using reliable sources, domain-specific terminology, and citation practices.          Students begin their research, gathering information and identifying key points to include in their podcast.          Every group works on the same theme, in the same way: Working in pairs, students are asked to find information on the internet about the civil rights activist Ruby Bridges. They transform that information into an interview pretending to be a journalist of a local paper.          In a role-play the students act as if they were the interviewer and the interviewed.</p> <p><b><u>Scriptwriting and Recording :</u></b>          Students work collaboratively to draft a script for their podcast episode, ensuring clarity, coherence, and engagement.          Emphasize the use of storytelling techniques, historical context, and vivid language to captivate the audience.          Groups record their podcast episodes, focusing on clear pronunciation, pacing, and expression to effectively communicate their ideas.          Tip for teachers: You may use Audacity <a href="https://www.audacityteam.org/">https://www.audacityteam.org/</a> for editing the recordings</p>
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### **Editing and Feedback:**

After recording, students edit their podcast episodes using audio editing software, refining content and addressing any technical issues. Peer feedback sessions are conducted, where students listen to and provide constructive feedback on each other's podcast episodes, focusing on communication effectiveness and adherence to domain-specific codes and tools.

### **Presentation and Reflection:**

Each group presents their podcast episode to the class, highlighting key historical insights and communication strategies used. Following the presentations, students reflect on their experiences, discussing challenges faced, lessons learned, and areas for improvement in their communication skills.

**Conclusion:** Wrap up the project by emphasizing the importance of effective communication in historical storytelling and encouraging students to continue developing their communication skills through further exploration of history and podcasting.

### **Esempio: RUBY BRIDGES**

Pre-prepared worksheet with a guided research:

#### WHO IS RUBY BRIDGES?

- **Step 1:** Find some information on this person on internet following the inputs below:

Mention at least 3 different web sources that you have used in your research:

- 1.
- 2.
- 3.

#### **FACT FILE**

NAME	
SURNAME	
DATE OF BIRTH	
PLACE OF BIRTH	
REMEMBERED FOR	
PAST JOB	
PRESENT JOB	

- **Step 2:** Find two pictures of Ruby Bridges

RUBY BRIDGES WHEN SHE BECAME A "CASE"	RUBY BRIDGES WHEN SHE BECAME A NOW
Paste here the pic	Paste here the pic
Write a short caption	Write a short caption

- **Step 3:** Upload your work on e-learning platform Fuss Campus in the folder "Elaborati" named "Ruby Bridges"

Dedicated child-friendly websites:

<https://kids.britannica.com/kids/article/Ruby-Bridges/487557>

[https://www.ducksters.com/history/civil\\_rights/ruby\\_bridges.php](https://www.ducksters.com/history/civil_rights/ruby_bridges.php)

[https://kids.kiddle.co/Ruby\\_Bridges](https://kids.kiddle.co/Ruby_Bridges)



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