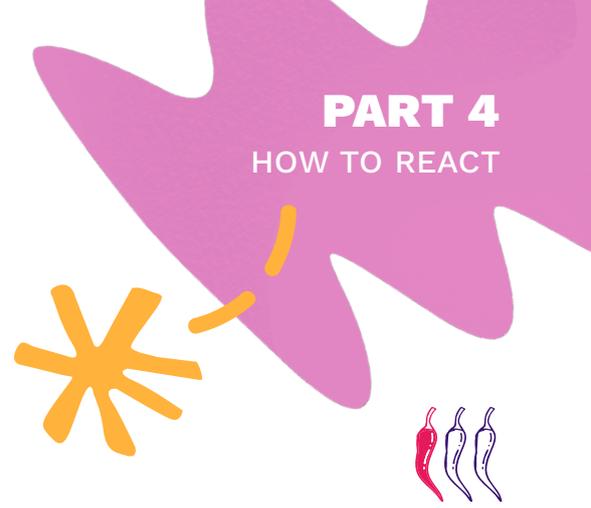


## Exercise 2

# NON-VERBAL COMMUNICATION



### SITUATION

Communication: what is the influence of my non-verbal communication (communication through body language) on what I am saying or the impression that I make



### PARTICIPANTS

Variable, but preferably an even number due to the nature of the exercise  
Carried out in groups of 2, at least 2 participants



### MATERIAL

**Appendix 1:** Background information on non-verbal communication



### TIME

15 - 30 minutes

## OBJECTIVES

- Self-insight into word use, pauses to take a breath, voice use and intonation
- Seeing how others experience me
- Exercises with various forms of non-verbal communication



## SEQUENCE

### Part 1

#### The trainer:

1. Instructs the participants to go and stand in pairs, the exercise is divided into 2 parts.
2. Presents the situation to the group.  
E.g.: a housekeeper has accidentally broken a vase and needs to tell their client.

## Exercise 2

3. Ask the pairs to take on the roles of the housekeeper and the client.

Ask the 'housekeepers' to share the news in 3 different ways:

- A: Very insecure and apologetic: they apologise profusely.
- B: says that they knocked the vase over because the client put it in the wrong place.
- C: Apologises and explains what happened very calmly.

4. Discuss the exercise with the participants.

The following questions may be asked:

- How did communication A, B and C feel for the housekeeper?
- How did the client feel about the three different ways?
- What do you think is the best way?

### Part 2

#### The trainer:

1. The participants stay in the same group but they will be asked to switch roles. The housekeeper now becomes the client and vice versa.
2. The housekeeper passes on the assertive message (communication C) about the vase to the client in 2 different ways:
  - A: Speak very quickly in a high(er) voice than usual; do not pause to breathe too much while speaking.
  - B: Tell them the same thing but in a very calm, controlled way with pauses and a somewhat deeper/lower voice (normal tone of voice).
3. Ask the participants how they felt about this exercise and conclude with a short explanation about the use of voice, intonation and pauses to take a breath in conversations (**Appendix 1**).
4. A link to the exercises on assertiveness can be made here.