

Module Title:	The Language We Choose			
Duration	60 minutes			
Delivery method	Blended ☐	Face to face ☒	Online learning ☐	Distance learning (Learning Platform) ☐
	Notes on the choice: <i>*The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.</i>			
Learning Outcomes:	• Recognise the impact that words can have on emotions, self-esteem and relationships. • Distinguish between supportive and harmful forms of communication • Identify respectful ways of expressing opinions, encouragement and constructive feedback.			
Materials	• Print the “the language we choose” annex • Pens or pencils • Flipchart or whiteboard			
Session purpose	The purpose of this activity is to help participants recognise the emotional impact that words can have on themselves and others. By reflecting on different statements and the feelings they evoke, participants develop greater self-awareness, empathy and emotional intelligence. The activity encourages respectful communication, promotes positive relationships, and highlights how supportive language can contribute to wellbeing, resilience and a safe, inclusive environment. It also serves as a foundation for later discussions on peer influence, self-esteem and healthy interpersonal relationships, which are important protective factors in the prevention of addiction.			
Session Details:	Lesson Item:	Method(s) and instructions for trainers:		
	Introduction	Begin by asking participants a simple question: "Can you remember a compliment that made your day? Or a comment that stayed with you for a long time?" Allow a few volunteers to share their answers if they feel comfortable. Explain that during this activity participants will explore how communication shapes relationships and emotions. Through a fun and interactive challenge, they will discover how small changes in the words we choose can make a big difference in creating a positive and supportive environment.		

	Activity 1:	Place the printed sentence cards face down on a table and the emotion cards face up. The facilitator may begin by selecting one card and reading the sentence aloud as an example or invite participants to take turns picking a card and reading their chosen sentence to the group. After each sentence is read, participants are asked to choose the emotion or feeling they associate with it. They should then briefly explain why they selected that particular emotion and discuss how the words in the sentence might make someone feel if they were spoken to them. Encourage participants to listen respectfully to one another, recognising that people may interpret the same words differently based on their own experiences. There are no right or wrong answers, the aim is to reflect on the emotional impact that words can have on different individuals.
	Activity 2:	Divide the participants in smaller groups and together discuss which words/small sentences can convey negative messages. Their task is to rewrite each statement into supportive, respectful and constructive language. Each group presents one or two examples to the rest of the participants. Discuss how changing only a few words can completely change the message. The facilitator can use the “language we choose” sheet provided with examples on word changes. A copy of the sheet can also be provided to the participants at the end of the session.
	Post-Activity Discussion	Invite participants to reflect on what they learned. Ask: • Which words would you like people to use with you? • Which positive words could you use more often? • How can respectful communication improve friendships and teamwork? Conclude by highlighting that supportive communication strengthens trust, improves emotional wellbeing and creates positive relationships. Introduce to the participants also the “sandwich communication method” (saying something positive – what you want to address – close with something positive).



Additional notes and tips for trainers

- Remind participants not to direct hurtful comments at individuals in the group.
- Be prepared to support participants who may recall difficult experiences.
- Encourage discussion without forcing anyone to share personal stories.