



PASSPORT TO DIGITAL

UNIT 3: DIGITAL COMMUNICATION

ELEMENT 1: EFFECTIVE COMMUNICATION



Worcestershire
Local Enterprise Partnership

THE CAREERS &
ENTERPRISE
COMPANY



worcestershire
county council



DIGITAL COMMUNICATION

ELEMENT 1: EFFECTIVE COMMUNICATION

DURATION: 4 SESSIONS

YEAR GROUP: KS3/4 OR 5

STUDENTS WILL:

- > Recognise different types of communication
- > Identify effective forms of communication
- > Recognise the difference between personal and work communication
- > Understand the importance of professional writing
- > Practice and develop skills directly related to Digital
- > Develop life skills
- > Develop employability skills for future employment
- > Hold employee encounters virtual and face to face
- > Acquire and develop an appropriate vocabulary in writing and spoken language
- > Listen to and understand spoken language and use spoken Standard English when appropriate

ADDITIONAL NEEDS:

- > Teachers to differentiate according to need

NOCN QUALIFICATION:

NOCN Links:

- > Digital Communication T/651/1084
- Learning Outcome 1
- Learning Outcome 2

You can gather evidence through using teacher observation and assessment, photos and activities.

SKILLS USED FROM SKILLS BUILDER:

- > Listening
- > Speaking
- > Aiming High
- > Problem Solving
- > Teamwork

KEY WORDS:

- > Digital communication
- > Effective communication
- > Professional writing
- > Formal
- > Informal
- > Personal

RESOURCES FOR ALL LESSONS:

- > Computer and internet access
- > Whiteboard
- > Paper, pens, coloured pens/pencils
- > **UN3E101** - Types of communication
- > **UN3E102** - Personal vs work
- > **UN3E103** - Communication scenarios
- > **UN3E104** - Mind map
- > **UN3E105** - Formal or informal
- > **UN3E106** - Web developer apprentice job description
- > **PASSPORT TO RETAIL UN4E206** - Effective communication



SESSION 1: TYPES OF COMMUNICATION



ACTIVITIES TO SUPPORT LEARNING

1. Ask the students what they think digital communication means. Share the definition with them: **Digital communication is the electronic exchange of information, data or messages. When you send an email, text or post on social media, you're using digital communication.**
2. Look through the types of communication resource. This resource will identify the different types of digital communication that people use in both everyday life and work life. Students may recognise the types of communication they use. It might be interesting to do a tally of how many learners use each type of communication and see which method is most popular with your learners.
3. As a group, discuss the benefits of using digital communication. You might like choose one type of communication from the resource to focus on. Students may suggest that using digital communication is:
 - faster
 - more accessible
 - cost-effective
 - increased productivity
 - environmentally friendly
4. Some methods of communication are more effective than others for a particular task. Use the effective communication resource from Passport to Retail, to explore the types of communication in the workplace, what effective and ineffective communication is and to complete the activity.

LEARNING OUTCOMES

- > Understand what digital communication is
- > Recognise types of communication
- > Identify the benefits of digital communication
- > Identify if the method of communication is effective and ineffective

NOCN links:

- > Digital Communication T/651/1084
- Learning Outcome 1
- Learning Outcome 2

DIFFERENTIATION AND RESOURCES

- > **UN3E101** - Types of communication
- > **PASSPORT TO RETAIL UN4E206** - Effective communication
- > Pens

**ACTIVITIES TO SUPPORT LEARNING****LEARNING
OUTCOMES****DIFFERENTIATION
AND RESOURCES**

TASK VARIATION: You may like to have the learners complete the effective communication activity first to see what they would choose and then after learning about the benefits and effective communication, recomplete the activity to show their learning.

PMLD TASK VARIATION: Do your learners use digital communication aids? Are they able to communicate effectively with you?

You might like to explore additional features of their communication aids and support them to learn new communication skills.



SESSION 2: PERSONAL VS WORK

ACTIVITIES TO SUPPORT LEARNING

1. The way we communicate will change depending on whether we are at home or at work. There is a difference in communication due to the expectation of professionalism. Check that learner's understand the meaning of professionalism. You may like to refer back to the lesson plans and resources from Unit 1, Element 2 where professionalism is covered. Use the personal vs work resource to share the difference to the learners. Check their understanding and discuss as a group.
2. Looking at the communication scenarios, this activity could be completed in different ways depending on your learners - either in small groups, individually or whole class. Whichever technique you choose, ask the students to read through the communication scenarios and identify if they think it is a personal or work situation.
3. Create a group discussion around each scenario. Encourage the learners to explain their reasoning behind why they chose that answer for each scenario. Some students may disagree, but this is good opportunity to engage and listen to all student's reasoning for their answers.

TASK VARIATION: You may like to add your own example of a communication scenario. This could be an example of something you are aware that your students do/have done previously.

LEARNING OUTCOMES

- > Recognise the difference between personal and work communication
- > Identify whether the communication is more appropriate for personal or work
- > Discuss the reasoning behind their answers

NOCN links:

- > Digital Communication T/651/1084
- Learning Outcome 2

DIFFERENTIATION AND RESOURCES

- > **UN3E102** - Personal vs work
- > **UN3E103** - Communication scenarios
- > Pens



SESSION 3: PROFESSIONAL WRITING



ACTIVITIES TO SUPPORT LEARNING

1. As identified previously, professionalism is important in the workplace, especially in relation to communication. Can the students explain why it is important to remain professional whilst communicating in the workplace? Encourage the students to share their thoughts and record their ideas on the whiteboard or a large piece of paper.
2. Using the mind map resource as a whole group, encourage the learners to suggest their thoughts on what they think professional writing might look like. Learners may suggest words such as formal, important, writing letters, writing emails, writing essays, not using slang words, not swearing, using business terms, being clear etc.
3. Professional writing is any form of written communication produced in a workplace environment that enables employees to communicate effectively. Professional writing is often formal, and employees are encouraged not to use slang or informal words when communicating with others. With the 'formal or informal' resource, ask the students to look at the examples, can they sort the examples into either the formal or informal column. This may provide an opportunity for learners to share the thoughts and reasoning behind their choices.

TASK VARIATION: You might like to pre-populate the mind map with words or guide the conversation for the students.

LEARNING OUTCOMES

- > Understand the importance of professional writing
- > Recognise what professional writing looks like
- > Identify whether a comment is formal or informal

NOCN links:

- > Digital Communication T/651/1084
- Learning Outcome 2

DIFFERENTIATION AND RESOURCES

- > Computer
- > Whiteboard
- > Paper and pens
- > **UN3E104** - Mind map
- > **UN3E105** - Formal or informal



SESSION 4: JOB DESCRIPTION EXPLORATION



ACTIVITIES TO SUPPORT LEARNING

Allow the students to look over the job description:
 See if they have met any of the skills through the sessions?
 Did they find any of the skills easy?
 Did they find anything difficult?
 Had they completed some of the tasks before?
 See if this would be something they would like to do as a job?
 For those that wish to, you could hold a mock interview asking questions around the skills they have learned related to the Digital sector.

Use the [Your Future Opportunities](#) job directory to search for relevant job profiles within the sector.

You might like to encourage learners to identify and look at:

- Different job roles
- Qualifications required
- Local job vacancies

LEARNING OUTCOMES

Skill identification

Linking activity to careers and subject learning

- > Speaking
- > Listening
- > Reading

DIFFERENTIATION AND RESOURCES

> **UN3E106** - Web developer apprentice job description