



PASSPORT TO DIGITAL UNIT 3: DIGITAL COMMUNICATION ELEMENT 1: EFFECTIVE COMMUNICATION



Worcestershire Local Enterprise Partnership





DIGITAL COMMUNICATION

ELEMENT 1: EFFECTIVE COMMUNICATION

DURATION: 4 SESSIONS



YEAR GROUP: KS3/4 OR 5

ADDITIONAL NEEDS:

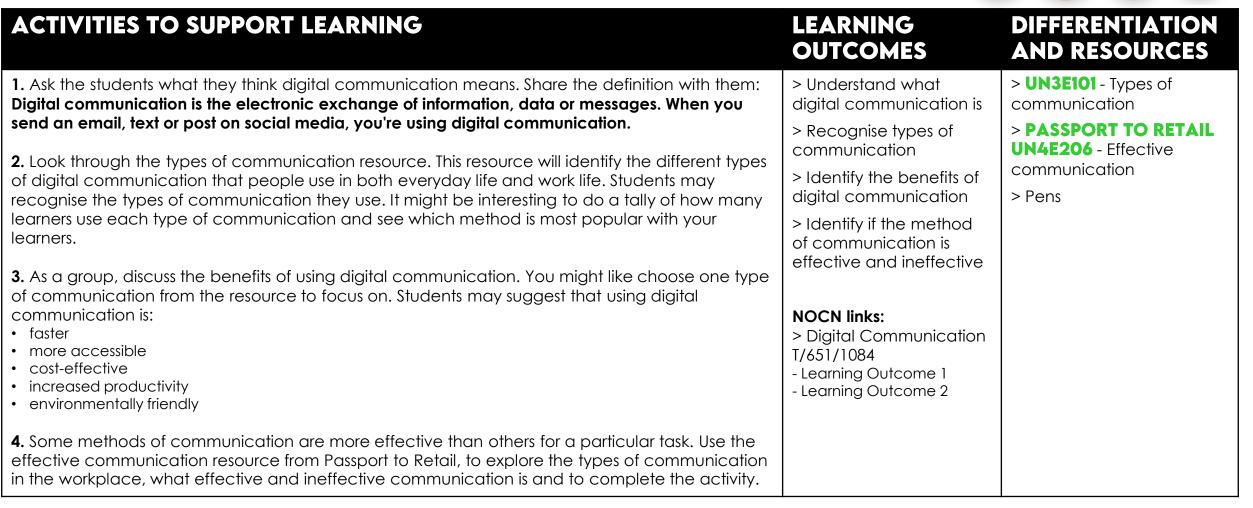
STUDENTS WILL:

 Recognise different types of communication Identify effective forms of communication Recognise the difference between personal and work communication 			> Teachers to differentiate according to need	
	ecognise the difference between personal and work communication nderstand the importance of professional writing ractice and develop skills directly related to Digital evelop life skills evelop employability skills for future employment old employee encounters virtual and face to face cquire and develop an appropriate vocabulary in writing and spoken langua sten to and understand spoken language and use spoken Standard English then appropriate		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.	
SK > >	KEY WORDS:ListeningSpeakingAiming HighProblem SolvingTeamwork	 Compute Whitebox Paper, p UN3E10 UN3E10 	RCES FOR ALL LESSONS:uter and internet access>UN3E104 - Mind mapboard>UN3E105 - Formal or informalpens, coloured pens/pencils>UN3E106 - Web developer01 - Types of communicationapprentice job description02 - Personal vs work>PASSPORT TO RETAIL UN4E20003 - Communication- Effective communication	

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scenarios

SESSION 1: TYPES OF COMMUNICATION



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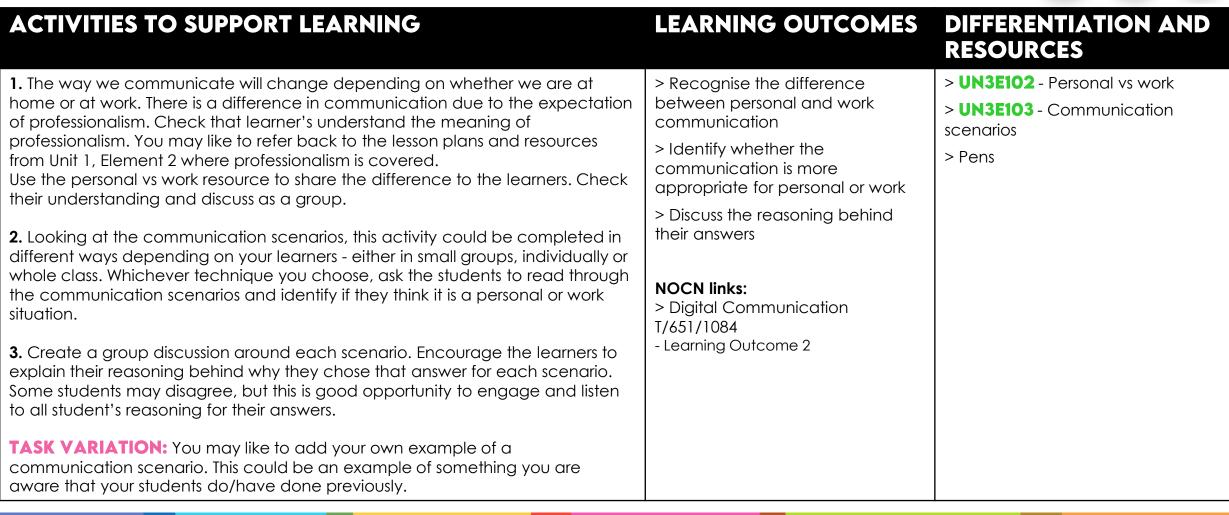


DIGITAL COMMUNICATION : ELEMENT 1 - EFFECTIVE COMMUNICATION



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



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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.

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DIFFERENTIATION AND RESOURCES

PASSPORT TO DIGI

LEARNING OUTCOMES

> Understand the importance of

> Recognise what professional

> Identify whether a comment is

> Computer

> Whiteboard

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

NOCN links:

professional writing

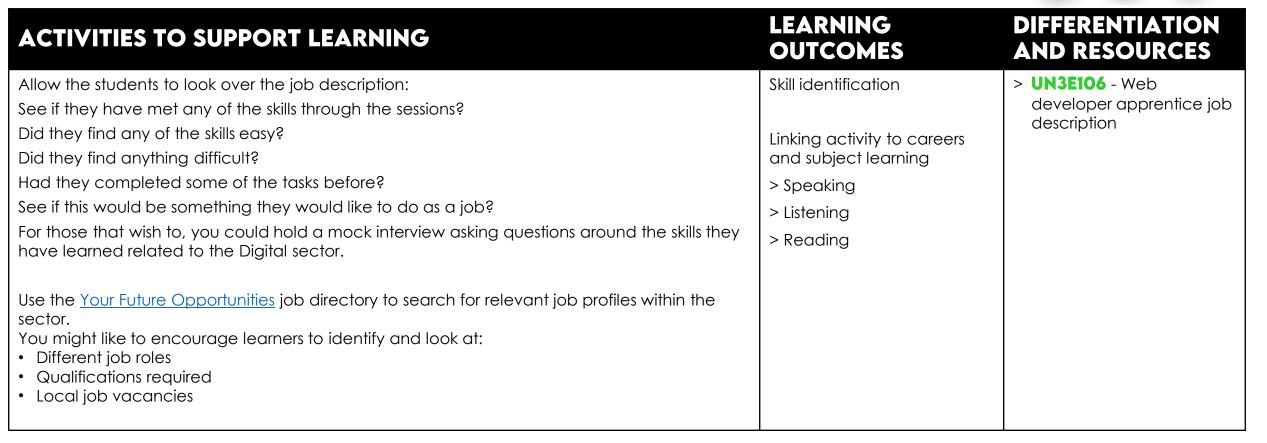
writing looks like

formal or informal

> Digital CommunicationT/651/1084- Learning Outcome 2

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SESSION 4: JOB DESCRIPTION EXPLORATION





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