



**PASSPORT TO
HEALTH AND SOCIAL CARE
UNIT 3: DIGNITY IN CARE
ELEMENT 2: COMMUNICATION SKILLS**





DIGNITY IN CARE

ELEMENT 2: COMMUNICATION SKILLS

DURATION: 4 SESSIONS

YEAR GROUP: KS3/4 OR 5

STUDENTS WILL:

- > Know different methods of communication
- > Identify barriers to communication
- > Practice a range of communication methods
- > Practice and develop skills directly related to Health and Social Care
- > 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:

- > Assisting at Mealtimes F/650/0972
- Learning Outcome 2

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

SKILLS USED FROM SKILLS BUILDER:

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

KEY WORDS:

- > Care
- > Dignity
- > Person-centred care
- > Personalised support

RESOURCES FOR ALL LESSONS:

- > Computer and internet access
- > Paper, pens, scissors and glue
- > PowerPoint or similar software
- > **UN3E201** - Types of communication
- > **UN3E202** - Instructions activity
- > **UN3E203** - Communication
- > **UN3E204** - Barriers to communication poster
- > **UN3E205** - Overcoming barriers
- > **UN3E206** - British sign language
- > **UN3E207** - Makaton
- > **UN3E208** - Widgeit
- > **UN3E209** - Adult Support Worker job description



SESSION 1: TYPES OF COMMUNICATION



ACTIVITIES TO SUPPORT LEARNING

1. There are various ways to communicate with others. Can students suggest different ways they might communicate with other people?
2. Use the types of communication resource to share with students the 4 common types of communication. Were the students able to identify these types of communication?
3. With the instructions activity, this activity encourages students to complete a set of instructions by the four types of communication: verbal, nonverbal, written, visual. Follow the teacher's guide on the resource to support students with making a sandwich by following instructions.
4. Following on from the activity, ask the students to vote on which method of communication was the easiest for them. Each student will have their own preference on which method is best for them and it is important to remind student's that everyone's needs are different.
5. After exploring the different types of communication, use the communication resource to identify which type of communication might be more suitable for each Health and Social Care user.

TASK VARIATION: Students can either complete all 4 different instructions activities or you can split the class into four and compare the different groups results.

PMLD TASK VARIATION: Create a sensory activity with the sandwich ingredients and encourage learners to feel, touch and possibly taste.

LEARNING OUTCOMES

- > Identify a range of communication methods
- > Follow step by step instructions carefully
- > Identify personal communication preferences
- > Understand how to communicate with individuals

NOCN links:

- > Assisting at Mealtimes F/650/0972
- Learning Outcome 2

DIFFERENTIATION AND RESOURCES

- > Pens
- > **UN3E201** - Types of communication
- > **UN3E202** - Instructions activity
- > Sandwich ingredients: bread, butter and jam
- > Kitchen equipment: plate, knife, chopping board
- > **UN3E203** - Communication



SESSION 2: BARRIERS TO COMMUNICATION



ACTIVITIES TO SUPPORT LEARNING

1. There are many different factors which create barriers to communication. Can the students think what these barriers may be?
Create a discussion group to share ideas and prompt with ideas when necessary. Record student's suggestions on a large piece of paper or a whiteboard.
2. Use the barriers to communication poster to discuss and explain the barriers to effective communication and why this could be a barrier to a Health and Social Care user.
3. It is important to recognise that some people with have barriers to communication and that having clear communication is essential when working in care. Encourage students to share why they think it is important, especially within the Health and Social Care sector.
4. Using the overcoming barriers resource, the students are encouraged to suggest ways to overcome the barriers to communication. Can they identify steps that can be taken or measures put in place to support users?

TASK VARIATION: Students can complete the overcoming barriers activity individually, in pairs or the barriers could be shared out within the group.

LEARNING OUTCOMES

- > Identify a range of barriers to communication
- > Understand why clear communication is essential in the Health and Social Care sector
- > Recognise ways to overcome barriers to communication

NOCN links:

- > Assisting at Mealtimes
F/650/0972
- Learning Outcome 2

DIFFERENTIATION AND RESOURCES

- > Paper and pens
- > **UN2E304** - Barriers to communication poster
- > **UN2E305** - Overcoming barriers



SESSION 3: BSL, MAKATON, WIDGIT



ACTIVITIES TO SUPPORT LEARNING

1. There are many ways to communicate non-verbally. Some people might use British Sign Language, Makaton and Widgit: Symbols for Communication to communicate with others. Do any students know or use any of these methods of communication? Can students recognise why knowing these methods might be beneficial in Health and Social Care settings?

2. The following activities will allow students to explore, learn and practice using different methods of communication. Follow the title links to learn more about each method.

2a. [British Sign Language](#)

Use the BSL resource to practice greeting signs and the alphabet. Can the students sign their name? Can they greet a friend? Working in pairs, can the students fingerspell words for their partner to guess?

2b. [Makaton](#)

Use the Makaton resource to explore and practice different signs that might be helpful in a care setting. Follow along with this [nursery rhyme video](#) to practice signs to familiar songs.

2c. [Widgit: Symbols for Communication](#)

Use the Widgit resource to explore and practice using Widgit symbols. Can the students decode the sentences?

TASK VARIATION: If your school or students use other methods of communication, please explore these with your learners.

PMLD TASK VARIATION: Play the nursery rhyme video, can learners use their method of communication to express their needs, likes and responses?

LEARNING OUTCOMES

- > Understand and appreciate the benefits of other methods of communication
- > Learn basic BSL signs
- > Learn simple Makaton signs
- > Decode and understand Widgit symbols

NOCN links:

- > Assisting at Mealtimes
F/650/0972
- Learning Outcome 2

DIFFERENTIATION AND RESOURCES

- > **UN3E206** - British Sign Language
- > **UN3E207** - Makaton
- > **UN3E208** - Widgit



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 Health and Social Care 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

> **UN3E209** - Adult Support Worker job description