



Effective Communication Skills For Working In Care

Module 1- Session Plan

Communication – Talking and Listening

Group:	
Teacher:	
Location:	

Aims

- To introduce and begin the course by establishing a positive way of working
- To give participants the opportunity to think about their own speaking and listening skills, especially in a care setting.

Outcomes

Participants will:

- Enrol and register
- Identify good practice in speaking and listening situations
- Identify positive and negative body language
- Identify a checklist of good practice for giving instructions

Activity and time	Teacher activity	Participant activity
Introduction and Enrolment 30 mins	Welcome and introductions Ask participants to introduce each other in pairs Introduce Introductory activity: Expectations and lead discussion Take feedback Record positives and negatives on flipchart and use to establish group ground rules re peer support, confidentiality etc. Housekeeping Enrolment forms	Introduce themselves in pairs Listen and respond Complete necessary forms
Icebreaker activity 10 mins	(Optional, regarding group configuration, length of time since taster module)	Complete Icebreaker activity

Activity and time	Teacher activity	Participant activity
Find out more about the course 15 mins	Introduce course outline via power point presentation/hard copy handout: Programme Summary	Listen, view and ask questions SLIr/L2.1, SLIr/L2.3
Identify good practice in speaking and listening situations 20 mins	Introduce talking and listening: Handout 1 Talking Activity 1 Are you a good communicator? Handout 2 Listening Activity 2 Are you a good listener? Discuss issues with group and encourage them to complete questions	Read, listen, respond and complete questions related to Activities 1 and 2 SLd/L2.1
Body Language 15 mins	Introduce and discuss Body Language through Activities 3 and 4 Demonstrate hand gestures Ask for more examples	Read, listen, watch respond and complete questions related to Activities 3 and 4 SLd/L2.4, SLd/L2.5
Break 20mins		
Giving Instructions 25 mins	Introduce Giving Instructions Handout 3 Giving instructions Activity 5 Put class into small groups to complete checklist of good practice Feedback onto board, ask participants to compile their own list.	Read, listen, respond and co-operate to compile list-Activity 5. Produce own list for reference Rt/L2.4
Speaking and Listening 25 Mins	Ask participants for personal experiences of speaking in different situations, relate it to care contexts. Facilitate progress through learning materials: Handout 4 Speaking out Activity 6 and 7	Recall, recount personal experience of speaking in different situations. Listen and respond. Complete activities 6 and 7 SLc/L2.1

Activity and time	Teacher activity	Participant activity
Review and Programme Journal 20 mins	Summarise lesson Introduce Activity 8: Multi choice assessment questions. Establish links with Adult Literacy Certificate Ask participants to complete Programme Journal Evaluation	Listen and complete self check Module 1 Programme Journal

Resources/aids

- Enrolment forms and relevant course documents
- Icebreaker activity
- Power point presentation of course outline, times, dates, etc. (Hard copy to complement)
- Module 1 Programme Journal



Effective Communication Skills for Working in Care

Module 1 - Activity Summary & Guidance

Introductory activity: Expectations

This activity will allow participants to think about, and share, what they expect to gain from the course. The tutor should explain that participants should think about the fact that there will be lots of group work and discussion throughout the programme and prompt them to think about how they should treat each other. Confidentiality could be raised as well as mutual respect and support. The tutor should record key points from the feedback on to flip chart and negotiate with the group for agreement for learning for the duration of the programme.

Activities 1 & 2 – Talking

Most of us learn to talk very early in life. We do it all the time. Surely we don't have to think about it? The aim of these activities is to identify good practice in talking and listening situations. Encourage participants to consider and discuss the way that we are influenced by our role in the discussion and by the reason for talking. The activity guides participants through this. Encourage everyone to think of examples of people not really listening to them, and to think about how it made them feel. Go through the 'ten top tips' for listening.

Activity 3 & 4 – Body Language

These activities give participants the opportunity to consider, learn and practice 'body language'. The tutor could start by explaining that it has been estimated that up to 90% of communication is non-verbal, and that those people with pets will know that a dog, for example, can communicate its feelings very well. The first part of the activity is a simple recognition exercise, and then there is a sheet of illustrations about hand gestures, the tutor could demonstrate these first as a quiz.

Activity 5 – Giving Instructions

Divide the class into small groups for these activities. Encourage the participants to give examples to the rest of the group about bad experience of both giving and receiving instructions. When the groups have written down four examples of good practice, let them feed back to the whole group and record on a flip chart or white board. Fill in any gaps.



Activity 6 & 7 – Speaking Out

The aim of this activity is to give participants some tips about speaking in a professional situation, related to their experience in social care. Ask participants to write down the things they would worry about in a situation where they are 'put in the spotlight' and then work through the materials, drawing out less confident participants if necessary. If there is time you might find a Volunteer to read or talk about something to the rest of the group.

Activity 8

The aim of this activity is to include a short assessment in a multi choice format that will enable the tutor to establish links to the Adult Literacy Certificate. It should be explained that the Adult literacy test[Assessment] is made up of 40 multi choice questions and that in each session they will have the opportunity to develop the skills that will support them in achieving this national qualification.

Move On Carefully

Effective Communication Skills for Working in Care

Module 1: Communication –
talking and listening



- Module 1 Communication – talking and listening
- Module 2 Communication – using the telephone
- Module 3 Rules and Tools
- Module 4 Writing for Work
- Module 5 Reading with Accuracy
- Module 6 Reading Comprehension
- Module 7 What have you learnt?
- Module 8 Adult Literacy Test



Module 1 Aims:

- To introduce and begin the course in a positive way
- To give participants the opportunity to think about their own speaking and listening skills, especially in a care setting





INTRODUCTORY ACTIVITY

Expectations

Record your hopes and concerns for this programme on the table below.

	Hopes	Concerns
Personal		
Others		
Tutor		



Effective Communication Skills for Working in Care Module 1: Programme Summary

Date & Time	Module Outline	Notes
	Taster Session This module provides an introduction to the course	
	Communication – talking & listening This module covers the aspects of good practice in speaking and listening	
	Communication – using the telephone This module covers the aspects of good practice in using the telephone to communicate	
	Rules & tools This module covers the strategies for spelling, punctuation and grammar	
	Writing for work This module covers the aspects of using the correct form of language in different situations	
	Reading with accuracy This module covers the strategies for reading	
	Reading Comprehension This module covers the aspects of reading for meaning and begins the process of unpacking test questions	



Date & Time	Module Outline	Notes
	What have you learnt? This module provides time to review the skills you have learnt and address any further needs	
	Adult Literacy Test There will be a quick revision session before having a go at the Adult Literacy qualification; as well as time to evaluate the usefulness of the course	

MODULE 1: HANDOUT 1



Talking

Are you a good communicator?

Most of us learn to talk very early in life. We do it all the time. Surely we don't need to think about it?

BUT, both talking and listening are skills that can be:

- Developed
- Improved
- Used more effectively.

The way we talk is influenced by:

- The person we are talking to
- The role we are in at the time.

Activity 1: Can you add to these lists?

I talk as

a parent

a son or daughter

I talk to

give information

give a greeting



You may have added:

I talk as....

a teacher

a manager

an employee

a carer

a customer

a learner

a stranger

a friend

I talk to

give instructions

ask a question

get information

persuade

sympathise

complain

share feelings

be friends

Any more?



Some people talk at you as if they just want something to aim at. They don't want you to join in and hardly notice if you do!



Some people talk to you. They allow you a share of the conversation, but are only interested in getting their opinion across.



Someone who talks with you wants to share the conversation and hear what you have got to say as well as making a contribution.

MODULE 1: HANDOUT 2

Listening

Are you a good listener?

There are many different sounds around you all the time. Some you hardly notice:

- children playing
- traffic passing.

Some you can listen to while doing something else:

- music playing
- a radio programme.

Effective Listening is active. It means listening and responding; not just hearing.

Responsive Listening is:

- making sense of what you hear
- looking out for unspoken signals
- thinking about the person who is talking.

ACTIVITY 2:

Can you name four things that annoy you when you feel someone is not really listening to you?

1.

2.

3.

4.

Maybe you said:

- not looking at me
- fiddling with something
- interrupting
- rushing off before I've finished talking

When you are talking to someone, you like to feel they are giving you:

- their time
- their attention

The following page gives 'ten top tips' for listening.

Think about the 'ten top tips' as you work with service users and decide how good a listener you are.



Ten Top Tips for Listening



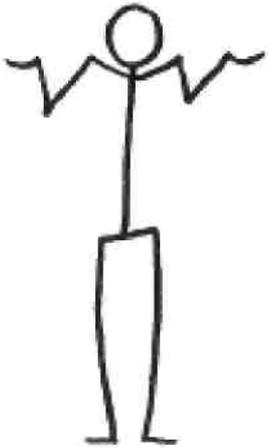
1. Stop talking. Nature gave us two ears, but only one tongue. We should take the hint.
2. Think about the other person. What does he/she want from you?
3. Be aware of your own feelings and your body language as you listen.
4. Look out for non-verbal signs. Do they match what is being said?
5. Concentrate your attention on the speaker.
6. Try to get the whole picture.
7. Don't interrupt. A long pause may not mean the speaker has finished.
8. Ask questions if you are not clear about something.
9. Give feedback.
10. Be aware of the other person's reaction to your feedback.

ACTIVITY 3:

Body Language

What are they telling you?

Write your answers underneath

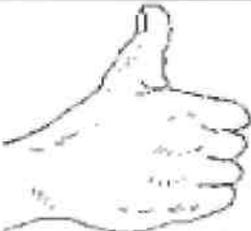
	
1.	2.
	
3.	4.

ACTIVITY 4:

Gestures

What do these hands tell you?

Write your answers underneath

		
1.	2.	3.
		
4.	5.	6.
		
7.	8.	9.
<p style="text-align: center;">?</p> <p style="text-align: center;">Can you add another signal?</p>		
10.	11.	12.

Activity 4

Gestures

Suggested answers for Activity 4

1. Good, OK, Everything is fine
2. Nothing to hide, no threat
3. Indicating, accusing
4. Praying, hoping
5. Threatening violence
6. Asking for something
7. Admonishing, indicating disapproval, indicating negative
8. Anxiety
9. Impatience
10. ?
11. Beckoning
12. (Shaking open hand) Seeking attention

MODULE 1: HANDOUT 3

Giving Instructions



There may be times when you need to give instructions to somebody. It could be to explain a task to a new member of staff, or to help a service user to take part in his or her own care.

To avoid mistakes, it is important to give the details clearly and in a sensible order.

Here are some hints on how NOT to give instructions:

1. Look busy and irritable.
2. Keep stopping and then starting again in a different way.
3. Use long, complicated words.
4. Never go over the same thing twice.
5. Speak very quickly.
6. Keep your back to the audience when you demonstrate.
7. Avoid eye-contact.
8. Give all the information before you stop talking.
9. As soon as you finish, rush away before anyone can ask any questions.

ACTIVITY 5:

Using the information in this section, can you write down four things you should always do when giving instructions to someone else?

1.

2.

3.

4

Have you included.....?

1. Plan what you want to say – make brief notes if necessary.
2. Allow enough time for what you need to say.
3. Use everyday language and keep everything as simple as possible.
4. Allow time for questions and check that the person (everyone) has understood.



MODULE 1: HANDOUT 4

Speaking out



Chatting to friends and family is easy, but most of us would admit to feeling anxious about being 'put in the spotlight' - having to address a group of people.

How would you feel if you were asked to;

- read out a report at a meeting?
- give a talk to new staff?
- show important visitors around?

ACTIVITY 6:

List some of the things you might worry about:

Most of us would worry about:

- . knowing what to say
- . sounding right
- . looking right
- . looking nervous

We think that other people know more than we do.

We worry about looking foolish.

The key is confidence!



If you look confident, others will have confidence in you and in what you say.

The next few pages tackle ways to improve your confidence in these situations.

Knowing what to say

Be prepared. Spend some time thinking about:

Your **purpose**do you want to:

- give information?
- get information?
- get something done?

Your **audience**.... What do they need from you

- the facts?
- your opinion?
- Instructions?

Have you got all the details you need?

Jot down the main points, underline or highlight key facts, and decide on the right order.

Even if you need to say only a few sentences, it is easy to miss something important.





ACTIVITY 7:

Sounding right

Think about someone who is easy to listen to. Someone you know, or a celebrity.

What is it that you like about their voice and way of speaking?

You probably mentioned some of these things:

soft	deep	unhurried
calm	kind	nice accent
friendly	cheerful	no 'ums' and 'ers'
firm	warm	

When you speak in a group situation, think about:

- The **tone** of your voice - is it polite, friendly, confident?
- The **pace** of your speech - not too fast, or too slow, don't be afraid of pauses .
- The **pitch** of your voice - relaxed and even. Not too high or too low.

SMILE – it will affect the way you sound. Try it and see.



Looking right.

Do:

- . stand or sit in a comfortable position
- . look at your audience
- . smile

Don't:

- . shuffle your feet
- . fidget on your seat
- . fiddle with your hands or your papers

Take a few calming breaths before you start, and remember, your audience wants to hear what you have to say.

You may feel nervous, most speakers do, but it's unlikely other people will notice if you have followed these tips.





ACTIVITY 8:

Use the information handouts you have been given during this session to locate the information you need to find the answers to the following questions.

Choose **one** answer from options a ,b ,c or d

1. According to the information given, **Responsive Listening** is all of the following **except**

a.	looking out for unspoken signals
b.	talking at someone
c.	making sense of what you here
d.	thinking about the person who is talking

- 2 When speaking in a group situation the information handout informs us we should think about

a.	pace, pitch and accent
b.	tone, dialect and pitch
c.	tone, pace and pitch
d.	tone, accent and pitch



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PROGRAMME JOURNAL

Programme: _____

Module(s): _____

Date : _____

Venue: _____

What have you learned from this training session?

How have you used the skills you have learned in work related activities?