

Effective Communication Skills for Working in Care

Module 6 - Session Plan

Reading Comprehension

Group:	
Teacher:	
Location:	

Aims

- To gain confidence in reading for meaning
- To complete a practice test

Outcomes

Participants will have:

- An opportunity to develop skills in reading comprehension
- An opportunity to do a practice test at an appropriate level

Activity and time	Teacher activity	Learner activity
Introduction 10 mins	<ul style="list-style-type: none"> • Show module 6 presentation slides 1-3 and outline aims and objectives • Review reading strategies from Module 5 	<ul style="list-style-type: none"> • Listen, read and respond SLlr/L2.1
Reading for meaning 45 mins	<ul style="list-style-type: none"> • Activity 1 Reading comprehension • Using the reading strategies of skimming, scanning and detailed reading complete the activity • Feedback and discuss answers 	<ul style="list-style-type: none"> • Listen, read and respond • Completing Activity 1 • Feedback to group Rt/L2.1, 2.3, 2.7

Activity and time	Teacher activity	Learner activity
Word bank 10 mins	<ul style="list-style-type: none"> • Activity 2: Ask participants to look at glossary of words related to social care from module 2. ask them to identify words that present them with particular difficulty then identify an appropriate strategy for learning them including the Conduct <i>look, learn, cover approach</i> 	Read and comprehend next page of Glossary. Short spelling strategy including look, learn cover approach – any difficult words into notebook. Ww/L2
Study Skills Checklist 15 mins	<ul style="list-style-type: none"> • Activity 3 Introduce and discuss Checklists of exam tips. • Introduce Handout 1 Preparation for the test 	<ul style="list-style-type: none"> • Listen and respond • Complete Activity 2 Study Skills Checklist SLlr/L2.1
Break 20 mins		
Practice Test 60 mins	<ul style="list-style-type: none"> • Introduce Activity 4 : Test practice • Distribute a practice test paper from File 3 of the National Test Toolkit • Support and encourage participants doing practice test 	<ul style="list-style-type: none"> • Reading and writing • Answering practice test questions
Journal and Evaluation Recap and close 20 mins	<ul style="list-style-type: none"> • Ask participants to complete journal • Conduct evaluation using Move On standard form. Listen to feedback. 	Group discussion about evaluation Complete journal and evaluation form



Resources/aids

- Module 6 presentation
- Practice Tests: File 3 National Test tool kit available from DFES Publications Ref NTT/PT04 tel: 0845 60 222 60
- Journal
- Evaluation forms
- **Supplementary activites/materials to support identified needs.**



Effective Communication Skills for Working in Care

Module 6

Activity Summary And Guidance

Activity 1 – Reading Comprehension

The aim of this activity is to gain confidence in reading for meaning. Using the techniques covered in Module 3, participants use the example 'Contract of Employment' to answer set questions. Go through the answers, making sure that each participant is confident in the answer. Establish links between applying effective reading strategies and answering test questions correctly.

Activity 2– Word Bank

This activity uses the handout from Module 2 ,a comprehensive list of words which will commonly occur in a social care setting. Daunting, when taken as a whole, this activity gives participants an opportunity to break the list down into manageable sections and apply appropriate spelling strategies including the look. learn cover approach to words that present them with particular difficulty .

Activity 3 and Activity 4– Exam preparation and test practice

Ask participants to complete Activity 1: Checklist of exam tips. It is important to keep this activity as light hearted as possible, because some or all of them will have negative experiences of tests and examinations from the past. When they have finished, go through their answers, using every opportunity to diffuse anxiety and respond positively to difficulties raised. Go through the preparation for the test Handout 1 before break to support and encourage participants to complete the post break activity -Activity 4 a practice test In Adult Literacy.



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Move On Carefully

Effective Communication Skills for Working in Care

Module 6: Reading comprehension



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Effective Communication Skills for Working in Care

→ Module 6: Aims

- To enable students to gain confidence with reading for understanding
- To have a go at a practice test for the Adult Literacy qualification



get on at work

Effective Communication Skills for Working in Care

Participants will have:

- The opportunity to practise the skills of skimming, scanning and detailed reading to ensure they understand text
- The opportunity to have a go at a practice test for the Adult Literacy qualification





ACTIVITY 1: Reading Comprehension

CONTRACT OF EMPLOYMENT

Name:

Position:

Date Of Commencement:

Hourly Rate Of Pay:

Hours Of Duty: on a rota basis

JOB DESCRIPTION: All employees are given a written Description which MUST be read and understood before completion of this Contract. Acceptance of this Contract is acceptance of the duties as described.

This Contract is issued following the completion of the Induction and Probation period. When an appointment has been confirmed, four weeks' notice, in writing, will be required.

Pay during holidays will be at your basic rate. If you leave your employment under normal circumstances you will receive payment in lieu of any holiday earned but not taken in the current year. If holiday has been taken in excess of entitlement to the date of leaving, the excess will be deducted from your final payment of wages.

SICKNESS OR INJURY ABSENCE: If you are absent from work because of sickness or injury a self-certificate must be completed in respect of absences of seven days or less. Medical certificates must be provided to cover all absence from the 8th day on. You will not be entitled to wages during such absence. You will be paid in accordance with the Statutory Pay Scheme, where entitled.

MEALS AND BREAKS: Included in duty hours are break and meal times. Appropriate food and drink are provided by the Home should you require it.

UNIFORM: This is provided at the discretion of the Proprietor and should be worn only on duty. It is the responsibility of Employees to repair and launder their own uniform and only with the Proprietor's agreement can it be renewed or replaced.

SMOKING: Smoking is only permissible during break times and only in the designated areas.

GIFTS: The practice of the Home is to decline ALL gifts from residents and the acceptance of gratuities IS NOT PERMITTED. Acceptance of small token gifts will be at the discretion of the Proprietor only.

TRAINING: The Home believes in 'ongoing' training and attendance of courses. Employees will be asked and expected to attend such appropriate training/venues as required by the Proprietor. When there is a cost involved, apportioned contribution will be negotiated between Proprietor and employee.

I acknowledge receipt of my Statement of Main Terms and Conditions of Employment and confirm that I have read and understood it.

Signed

Date



Read the Contract of Employment on the previous page and then answer the following questions:

1. What does “Acceptance of this Contract” mean?

2. What do you have to do if you are sick?

3. What should you do if a resident offers you a gift?

4. What are you expected to do about training and who will pay for it?

5. What will happen if you leave the job and are owed holiday time?

ACTIVITY 3: CHECKLIST OF EXAM TIPS

Taking an exam

Think about the suggestions you could make.

When I take an exam, I...	What could you do to avoid this?
stay up until 4 a.m. the night before memorising my notes.	
worry that I'll fail.	
don't listen to the instructions on how to complete the answer sheet or online answer screen.	
give up if I don't understand the questions.	
read the question quickly and then find out later that I misunderstood it.	
read the question quickly and mark the answer that seems about OK.	
work through the questions in order.	
spend a long time on the first questions.	
run out of time.	
forget everything I've learnt and answer just using common sense.	



HANDOUT 1

Preparation for test

Apply appropriate reading strategies to each piece of text.

Skim text first to get a general idea of the content. Read the questions carefully. Skim to find headings / sections. Scan for particular details. Read carefully for close detail.

Read the question and four possible answers carefully. Identify key words that will help you locate the correct part of the text, or give you clues to find the answer. Note words that are in **bold** or underlined – they are important.

Note questions that ask you what the purpose of the text is or what is the writer's intention. Ask yourself: Why did the author put pen to paper? What was the author's main reason for writing – to persuade, to give information, to give instructions, to describe, etc?

Vocabulary questions, e.g. 'Replace the word on line 5 with one of the following without losing original meaning.' Put your choice of word back in the text to check sense and meaning.

Spelling questions, e.g. 'There is a spelling error on line ...' Look out for misuse of homophones, e.g. there/their, where/were. Look out for double letters, e.g. access, attraction, application – sometimes the second letter is omitted.

Punctuation questions. Remember to read the question marks to check for appropriate use and meaning. Look out for apostrophes! Remember, *it's* means it is or *it has*.

Keep an eye on the time. You have one hour to answer 40 questions. Try to give yourself some time to check your answers.

Remember to use the marking sheet to record your answers, not the question paper!

Good luck!



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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?