

Teacher notes:

Topic 3: Verbal and non-verbal communication

Subject links

PSHEE | Careers | English | Citizenship | Health and Social Care | Drama

Skills

Teamwork | Communication | Observation | Enquiry | Evaluation Creativity | Participation

Learning outcomes

To identify communication skills needed to enter and thrive in the working world

To develop self-awareness by reflecting critically on behaviour and its impact on others

To use social skills to build and maintain a range of positive relationships and apply this to new situations

Activity 1: Interpreting body language

Resources



Topic 3 Slides: Activity 1

Use the slides to encourage students to discuss the message(s) the people are communicating through their body language. The slides also show images of people saying something very different to what their body language is showing. Ask students to identify the conflicting messages.

Use the slides to discuss what verbal and non-verbal communication students should display when going for a job interview, and the importance of body language when working as a healthcare professional.

An additional resource

Accenture's 'Skills to succeed' programme includes video advice for young people on preparing for an interview. To find out more Find out more at: <http://s2sacademy.com>



Together we can make a difference!

Activity 2: What am I communicating?

Resources

Topic 3: Worksheet 1
Topic 3 Slides: Activity 2



Present the body language facts on the slides. Encourage students to consider these during the activity.

Photocopy and cut out enough copies of the prompt cards on worksheet 1 so each pair has one set. In pairs, students take it in turns to choose a prompt card to act out, through body language only. Their partner guesses what message / emotion they are trying to convey.



Activity 3: Observing body language

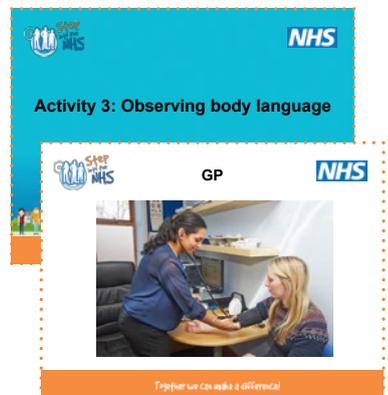
Resources

Topic 3: Worksheet 2
Topic 3 Slides: Activity 3



Hand out worksheet 2. Present the photographs on the slides, which show a range of NHS employees doing their jobs.

Ask students to record the different people's body language in column B on the observation sheet. Discuss whether the body language seems positive or negative.



Activity 4: Verbal communication

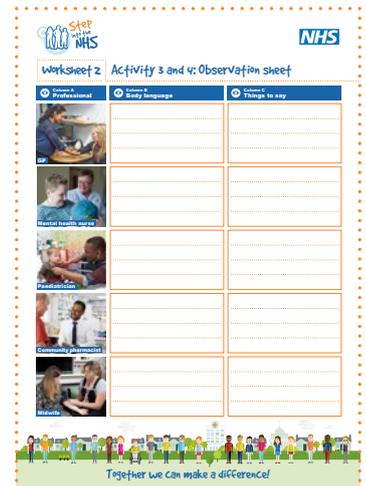
Resources

Topic 3: Worksheet 2
Topic 3 Slides: Activity 3



Following on from Activity 3, students record things that each professional could say to reassure their patients.

Students may wish to role-play one or more of the scenarios and perform to the class, who provide feedback.



Together we can make a difference!