

<b>Module 4: I am ready!</b>		<b>Level: MLD/SEMH</b>	
<b>Unit 4B: Different skills to help me achieve</b>		<b>Preparation for Adulthood: Employment</b>	
<b>Lesson 4B4: The importance of speaking and listening at work</b>			
<b>Objectives</b>		<b>Learning Outcomes</b>	
<p>To recognise and understand the difference between effective and ineffective communication skills.</p> <p>To develop and practise strategies for clear and effective communication.</p>		<p><b>Students will:</b></p> <p>Identify and demonstrate examples of good and poor communication in role-play scenarios.</p> <p>Use clear communication techniques in structured activities.</p>	
<b>Activities</b>		<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Explain the activities for the lesson and start with a discussion about the different types of communication techniques and why it is important to practice these at work.</p> <p><b>Communication Role-Play Scenarios:</b> Begin by discussing what makes communication effective or ineffective and ask if students have any examples of when communication went well or poorly. Divide students into small groups and provide them with a 'Communication Scenario' card. Ask students to role-play the scenario twice: once for poor communication and once for good communication. Invite students to perform their role-play for the class. Discuss what made the communication skills good or bad and how it was better in the good scenario. Encourage students to provide positive feedback and provide one way the communication could be improved.</p> <p><b>Barrier Drawing Challenge:</b> Ask students to work in pairs to practice giving and following instructions to recreate a drawing but with a barrier between them. Provide students with a simple drawing from each set, asking students to choose one of the drawings and not let their partner see it. The students will take turns giving verbal instructions to get their partners to recreate their drawings. Encourage students to use clear step-by-step instructions while the other student listens and draws what they hear. Once complete, remove the barrier and compare the drawings. Discuss how clear and effective the communication was before swapping roles and completing the other drawing.</p> <p><b>Plenary:</b> Gather students together and ask simple questions, such as 'What strategy helped you understand the drawing clearly' and 'Is daydreaming an example of good communication skills?'</p>		<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>• Work Related Independent Living Task cards</li> <li>• When I am at Work cards</li> </ul> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Scenario cards with different communication situations</li> <li>• Props</li> <li>• 2 sets of simple line drawings</li> <li>• Physical barrier (book/folder)</li> <li>• Pens/pencils</li> <li>• Paper</li> </ul>	<p><b>Suggested mediums:</b></p> <p><b>Evidence sheets:</b> Take photos/videos of the students working together and acting out their scenarios.</p> <p><b>Observation notes:</b> Take notes whilst the students are role-playing their scenarios.</p> <p><b>Direct questions:</b> Keep asking different questions throughout the lesson with prompts and pauses.</p> <p><b>Prompting Recall:</b> Knowledge through minimal verbal instructions.</p> <p><b>Student planner:</b> Lesson marked as introduced and dated.</p>
<p><b>Teacher Guidance Notes:</b> This approach aims to allow students to practise their communication skills and recognise what is good communication and what is bad communication. Offer support when needed and relate the activities to real-world situations to keep students engaged and reinforce the usefulness of the tasks. Ensure each activity is accessible and engaging for students' needs.</p>			