

Health and social care

Level 1: Communication with adults and children in health and social care (Y/501/7227)

Published by Pearson Education Limited, 80 Strand, London WC2R 0RL.

www.pearsonschoolsandfecolleges.co.uk

Copies of official specifications for all Skilled for Life units may be found on the Edexcel Skilled for Life website: www.edexcel.com/skilledforlife

Text © Pearson Education Limited, 2013

Designed by Kamae Design, Oxford

Typeset by Kamae Design, Oxford

Original illustrations © Pearson Education Ltd, 2013

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First published 2013; revised edition 2017

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

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Disclaimer

This material is provided as an additional and optional resource for tutors and teachers to use and adapt when delivering a programme of units for their learners. For learners to achieve units within a Skilled for Life programme, it is important that every assessment criterion is assessed, fully met and noted. The resource sheets provided for each unit will enable learners to produce evidence for certain criteria. It is not envisaged that solely by completing the resource sheets, learners will fully meet all the criteria. It is the responsibility of tutors and assessors to ensure that all criteria are properly assessed and the evidence recorded appropriately.

Introduction

Our Skilled for Life resources are designed to provide you with ideas for delivering the unit content and engaging tasks and activities that will help learners work towards assessment.

The materials consist of stand-alone sheets that can be used in a range of ways to suit most situations. Whether you are working in a classroom or a less formal learning environment, with individual learners or with groups, it is hoped that you will find these sheets and the accompanying tutor guidance notes useful.

The sheets are in pdf format; they are downloadable and may be photocopied for use only within your institution. Alternatively, learners can access them on-screen – the write-in sections are interactive so that answers to activities can be recorded electronically.

Each sheet addresses one or more of the assessment criteria in the unit (A.C.s are clearly marked at the top of each page). Page 1 of each sheet provides a starter stimulus or introductory idea based around the suggested unit content in the specification; it can be used to explain key concepts, or as the basis for a discussion. You could use the stimulus to draw together key learning points and encourage learners to engage with the topic or concept from the outset. There is plenty of scope for you to introduce your own content or ideas as well.

Page 2 of each sheet includes tasks that will consolidate learners' knowledge and understanding and, in some cases, may provide evidence for assessment.

This tutor guidance document provides detailed suggestions for how to use each of the resource sheets in the unit, and includes tips and advice together with suggested extension activities, alternative ideas, useful reference sources and answers to activities where applicable.

Unit overview

Understanding how to communicate properly is vital for the work place, particularly in the health- and social-care sector. In this unit, learners will discover that people communicate in a wide range of ways and it may sometimes be difficult to communicate effectively for various reasons. Workers in health and social care support people of all ages. Learners will therefore explore how to communicate effectively with people from a range of ages, from babies and children, to young people, adults and the elderly.

Learning and teaching activities in this unit

Resource sheet 1: A day in the life...

The purpose of this sheet is to introduce learners to the different forms of communication they use in everyday life and – by extension – that they are likely to use in health and social care.

You could begin by defining ‘communication’ and leading a brainstorming session about the different ways we communicate. Learners should think about how they have communicated that day and who with. Examples could include face-to-face conversation, texting or social media sites. Extend the list as necessary to ensure all examples are covered, such as email and other forms of written communication.

Television programmes such as *Casualty*, or nursery and school videos may be helpful and will allow learners to observe body language. Learners could work in pairs to identify the different ways the characters they see are communicating. If appropriate for the learner group, set up a role-play so that small groups of learners can observe how they and others communicate.

Introduce the cartoon strip on the resource sheet and review each part of the character’s day. Ask learners to identify the ways in which the character is communicating. Encourage learners to look closely at the body language too.

Define the terms ‘formal’ and ‘informal’ communication and draw parallels to the examples shown in the cartoon strip. You could extend the story to cover methods of communication such as sign language.

Activity 1: How do you communicate?

In this activity, learners must outline six different forms of communication that they are likely to use in health and social care. It may be useful to reflect back to the previous lesson; you may need to prompt the learner to include a range of relevant forms of communication, covering formal, informal, verbal and non-verbal.

Learners can attach images from magazines or the Internet instead of writing their answers on the sheet; for example, two people talking, mobile phones, a computer, etc.



As an extension activity, learners could be asked to explore the idea of non-verbal communication. With a partner, they should sketch out faces showing particular expressions (happy, sad, confused) and ask their partner to guess what emotion is being shown. Were they correct? What indicators helped them decide? Learners can also be encouraged to talk in pairs while adopting different body language (crossed arms versus open posture, eye contact versus no eye contact) and discuss in their pairs how the differences make them feel both as speaker and listener.

Resource sheet 2: Communication barriers

The purpose of this sheet is to introduce the learner to some of the scenarios they may encounter when communicating with people accessing health- and social-care services.

Begin the session by asking the learners if they know anyone who has problems communicating. Examples may include someone who can't hear very well or someone who cannot see properly without their glasses. Extend their list as needed to include further factors; for example: the use of complicated words, acronyms, colloquialisms; shy people; and language differences.

It may help learners to appreciate problems with communication if they can be given an insight into how it feels – practical sessions may be of use here. Learners can work in small groups and take it in turns to blindfold one individual who is guided around the room by others in their group [you will need to be mindful of the learners' safety]. Similarly, wearing earmuffs could help to emulate hearing difficulties.

Distribute the resource sheet and review each scenario in turn. The discussion should lead on to how learners can overcome potential problems with communication, such as large print or audio books for individuals with sight impairments. It is important to stress that if individuals have difficulty communicating verbally, they need to find other ways of communicating, such as learning sign language or observing visual cues.

Activity 2: Communication barriers

In this activity, learners must describe four barriers to communication and give an example of each one in a health- and social-care setting.

Learners could be asked to work in small groups to recap the range of communication barriers that have been discussed previously. Each learner must then record four barriers to communication on the activity sheet, including an example from health and social care in each case.

Learners should then be encouraged to think about how they could help an individual to overcome the barriers that they have described.



As an extension activity, learners could be asked to explore the words they use when speaking and how they could be a barrier to communication; for example, using slang or text speak. Each learner should make a list of slang words/text speak and compare it with the group before discussing where they would/would not use these words (for example, a formal office environment versus a social event with friends), and why there are implications for communication if they use them out of context.

Resource sheet 3: Different people have different needs

The purpose of this sheet is to introduce the learner to the range of different age groups and individual needs they may encounter in health and social care, and to encourage them to think about how they would communicate in each case.

Introduce the session by explaining that different communication approaches are needed, depending on the age and circumstances of the person in question; for example, you would communicate differently with a baby than with a teenager, and differently again with someone who speaks another language.

Introduce the resource sheet and identify how the individuals shown differ. Learners could discuss particular examples in small groups and make recommendations to the rest of the group on how to communicate with that individual.

Prompt learners to think about the range of verbal and non-verbal skills they might need. When discussing individuals with more specific needs, you may need to mention the use of translators, sign language or images. Consider creating scenarios that learners could role-play to give them the opportunity to practise these skills.

Visiting speakers – for example, childcare practitioners, specialist nurses or speech and language therapists – may be of benefit.

Activity 3: Ways to communicate

In this activity, learners must explain the ways in which they would communicate with a range of people with different circumstances. The examples on the sheet cover people from different age groups and with various different personal circumstances. While by no means exhaustive, it will help learners to appreciate that they may need to adapt their communication to meet the needs of an individual.

Evidence can be captured in a number of different ways. Some examples are given below:

- Individual or group discussions
- Presentations
- Writing notes
- Role-play
- Witness statements from work placements if appropriate
- Brief self-reflective accounts

You may wish to utilise a combination of different methods. You may need to guide discussions around the differences between the individuals.

Useful resources

Websites

- <http://www.mencap.org.uk/all-about-learning-disability/information-professionals/communication/communicating-people-learning-> – Information from Mencap on communicating with people with a learning disability
- www.kidsbehaviour.co.uk – Source of advice on communicating with children
- www.alzheimers.org.uk – Useful advice from the Alzheimer's Society
- www.rnib.org.uk – Useful advice for communicating with blind or partially-sighted people
- www.actiononhearingloss.org.uk – Useful advice from the organisation Action on Hearing Loss

Answers to activities

Activity 1: How do you communicate?

Learner's own answer.

The learner may include some of the following: one to one; groups; formal; informal; verbal (tone of voice, pitch); non-verbal (body language,

facial expressions, eye contact, posture, use of hands); pauses; turn taking; questioning; active listening; written communication

Activity 2: Communication barriers

Learner's own answer.

Examples could include:

- Physical barriers: for example, background noise; different language; impairments (hearing loss, visual impairment, speech difficulties); emotional factors (fear, anxiety); complex language (use of jargon); patronising communication (words, tone, behaviour); cultural differences
- Communicating with non-verbal children and/or adults (due to learning disabilities or medical conditions): sign language; understanding individual methods of communication; importance of observing facial expression, moods, reactions and gestures; the need for patience

Activity 3: How would you communicate with these people?

Learner's own answer.

The following examples are suggestions of the things learners may include; they may have different but equally appropriate ideas. Three or four suggestions for each individual will be sufficient.

Rafa

- Maintain good body language and eye contact
- Get down to his level
- Use a kind voice
- Say his name clearly when you talk to him
- Don't rush him
- Find out if there is a way he likes to communicate
- Include him and let him choose things for himself
- Use simple language – Rafa is only 6

Maria

- Be patient
- Speak clearly
- Repeat information if you need to
- Listen carefully
- Maintain good body language and look interested/engaged
- Don't talk down to her – talk to her as an adult, she is not a child
- Give her time to say things; don't rush her

Laila

- If you cannot make eye contact, listen carefully to her tone of voice and the words she says
- Avoid places with background noise
- Show respect for her choices
- Maintain good body language
- Talk to her as an adult – she is 32
- Speak clearly

Andy

- Speak clearly
- Avoid places with background noise
- Talk directly to Andy
- Find out how he likes to communicate; for example, Braille
- Provide audio information; for example, audio books
- Say who you are when you approach him
- Don't distract the dog
- Talk to him as an adult
- Don't go away without telling him you are leaving
- Relax and be yourself

Taj

- Speak clearly, use a pleasant tone of voice
- Maintain good body language
- Taj may stutter and take a long time to say what he is thinking – be patient and don't rush him
- Listen carefully
- Be kind and caring
- Find out how he likes to communicate – does he use any technology to help him?
- Talk to him in a way that matches his level of understanding; do not talk down to him

Amelia

- Use touch, closeness and cuddles
- Sing songs or nursery rhymes
- Use a soft, soothing tone of voice
- Maintain eye contact
- Maintain good, open body language
- Give her age-appropriate toys