

# Personal behaviour for success

**Entry level 3 (600/6573/4)**



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## Unit overview

This unit is designed to enable learners to develop an understanding of the key behaviours and attitudes required in order to break down barriers and achieve personal success. They will develop an awareness of their own attitudes and behaviours by exploring them in a range of situations and with the aid of a range of supporting resources.

Learners will discover how their behaviour influences outcomes in different situations by considering the impact of their actions on other people and by identifying and modelling positive examples. Whilst the main emphasis is on modelling the type of behaviour that will support them in getting and keeping a job, it will also enable them to respond more appropriately in home and social settings as well.

They will explore verbal and non-verbal forms of communication, as well as how to dress appropriately for a given role or situation, and learn to appraise their own behaviour, respond appropriately and develop strategies for success.

Learners undertaking this unit are likely to have had limited success in previous learning environments, and may find learning difficult or have experienced problems looking for and finding work. The aim is to develop their confidence, awareness and self-esteem in order to be more successful in the future.

Some activities will lead to the creation of whole-class resources, which can be shared by all learners. Tutors should prepare carefully for these activities whilst encouraging learners to make individual contributions and record their own evidence.

## Unit resources

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 for the Personal Behaviour units consist of:

- video clips
- podcasts
- interactive activities
- learner resource sheets.

## Video clips

Delivery of this unit can be supported by the use of four video clips. These take the form of short, powerful dramas to engage learners at all levels and get them thinking about their own attitudes, motivation and personal behaviours. All four films are linked via a common story line and a fictional workplace setting. Each film lasts approximately 6 minutes and focuses on a particular character, revealing their personal challenges and responses, telling their individual story, and showing how they communicate with each other and with their employer.

The four films are designed to be shown individually and can be shown in any order to suit your delivery model. You can choose to show all four clips one after the other at the beginning of the course, and then come back to selected clips at particular points in the delivery of the unit content.

The films relate closely to key topics in the Personal Behaviour units and will enable you to facilitate constructive class discussions about issues arising from the actions of the characters on screen. The notes below provide suggestions for where you can draw links to the unit content from each story and prompts for discussion. Full transcripts for each film are available on the website. Filenames: sfl\_pss\_vidtranscript\_ben.pdf, sfl\_pss\_vidtranscript\_donna.pdf, sfl\_pss\_vidtranscript\_craig.pdf, sfl\_pss\_vidtranscript\_stef.pdf

### **'Give me a break!' – Ben's story**

[Duration 6.34 minutes]

Ben (aged 19) is going for his third interview in a week. He is used to rejection, has had little work experience and is just looking for a break. This time he's meeting Jay, a local businessman and owner of a distribution centre where Ben's friend Stef works. Ben's interview doesn't go well – he clearly lacks enthusiasm, his appearance and body language let him down, and Jay becomes exasperated by his negative, defeatist attitude. Later that day, Ben bumps into Stef and admits that he blew his chances at the interview. Stef says she'll put in a good word with Jay. Ben decides to give it another go and asks Jay to see him again. This time, Jay recognises some fighting spirit and potential in Ben and gives him a chance. Ben knuckles down, and at the end of the film, we see him getting his first payslip. He's finally got his break.

Links to Entry Level 3 unit content; possible themes for delivery and / or discussion:

Topic 1: How behaviour influences different situations

- Workplace expectations and conventions
- Manners, politeness
- Confidence

Topic 2: Impact of behaviour on others

- Body language, boredom, enthusiasm
- Positive and negative signals
- Appropriate dress code

Topic 3: Strategies to modify behaviour

- Overcoming negative mindsets and barriers to achievement
- Self-appraisal
- Adapting behaviour to achieve desired goals

Topic 4: How personal behaviour affects personal success

- Attitude
- Taking responsibility
- Showing initiative
- Goal setting, planning

Suggested prompts for discussion:

- Why was Ben's first interview unsuccessful?
- What did Ben do well?
- What could Ben have done differently?
- Why do you think Jay gave Ben another chance?
- How might an employer expect us to behave in an interview?
- What is appropriate language/body language to use in an interview?
- What techniques can we use to show that we have a positive attitude at interview?
- What techniques can we use to overcome negative feelings or mindsets?

### **'Whatever!' – Donna's story**

[Duration 6.34 minutes]

Donna (aged 18) is on work experience at the distribution centre. She believes she is destined for better things. Singing is her passion and she has an audition soon at a local club. She doesn't bother to engage with her co-workers and they make fun of her – they don't think she has a chance of making it in the entertainment business, since her talent is not as great as her passion. Donna has an attitude at work but is capable of turning

on the charm when she wants to. Jay, her boss, overhears her talking on the phone in a professional manner to someone about her audition and decides she could be a real asset to his business, dealing with clients on reception. Donna doesn't get the job in the club, but accepts the reality check and rises to the challenge of her new role at work.

Links to Entry Level 3 unit content; possible themes for delivery and / or discussion:

Topic 1: How behaviour influences different situations

- Confidence
- Adapting behaviour to suit different situations
- Showing determination, effort

Topic 2: Impact of behaviour on others

- Face-to-face communication skills
- Formal and informal situations
- Speaking skills
- Positive and negative body language

Topic 3: Strategies to modify behaviour

- Self-awareness
- Understanding your own strengths and weaknesses
- Communication
- Awareness, respecting others

Topic 4: How personal behaviour affects personal success

- Attitude
- Behaviour
- Knowledge
- Presentation
- Teamwork

Suggested prompts for discussion:

- Why did Jay give Donna a new opportunity?
- Why is it important to know our own strengths and weaknesses?
- How can we adapt our communication methods to suit different situations?
- How can our personal behaviour affect whether or not we are successful?
- Why is it important to have a positive attitude at work?
- Does it matter if we don't achieve our dreams?

### 'Why me?' – Craig's story

[Duration 5.49 minutes]

Craig (who is in his 30s) grew up with Jay, the owner of the distribution centre. They go back a long way, but Jay has made a success of his life, whereas Craig has been in and out of prison and struggles to keep it together. He suffers from depression, is regularly late for work, and is antagonistic towards his co-workers. He's had several formal warnings from Jay about his behaviour. He used to be a good team player – he was referee of a youth football team but his criminal record means he can no longer do this. He finds it hard to see his positive traits and kicks back at any opportunity. Having been reprimanded by Jay for being late again, Craig takes his anger out on Stef, a single mum. His anger turns to aggression and after attacking Ben, Jay finally fires him.

Links to Entry Level 3 unit content; possible themes for delivery and / or discussion:

Topic 1: How behaviour influences different situations

- Adapting behaviour to suit different situations
- Politeness, thoughtfulness (lack of)
- Appropriate behaviour at work

Topic 2: Impact of behaviour on others

- Face-to-face communication skills
- Positive and negative body language
- Aggression
- Allowing emotions or feelings to affect behaviour at work

Topic 3: Strategies to modify behaviour

- Techniques to manage own behaviour
- Self-management
- Self-respect
- Awareness (noticing others, noticing changes, seeing it coming)
- Responding to others' behaviour
- The impact of antisocial behaviour on others

Topic 4: How personal behaviour affects personal success

- Dealing with criticism and conflict
- The value of teamwork
- Attitude, punctuality, hygiene

Suggested prompts for discussion:

- What could Craig learn from the experience at the warehouse?
- How could Craig have avoided getting fired? At what points in the story could he have chosen to act differently?
- Why is teamwork important?
- How do you think Craig's behaviour affects the other characters in the film?
- Why is it important to be able to deal with fair criticism and not take it personally?
- What techniques can we use to avoid bringing our personal problems to work?
- Why is aggressive behaviour not tolerated in the workplace?
- Why is it important to be aware of other people's behaviour and to respond appropriately?
- How can we avoid conflict in the workplace?
- Why is it important to be punctual?
- Why is it important to be well-presented, clean and tidy at work?

### **'Got to keep it together' – Stef's story**

[Duration 6.51 minutes]

Stef (who is in her 20s) is a single mum to daughter Sophie, aged 2 and a half. She's doing well with a part-time job at the distribution centre, but money is always tight. With the support of her family, she's slowly digging herself out of debt. Since having Sophie, Stef has had to grow up – she's learned that she needs to adapt and get along with people because she now has so much to lose. Juggling motherhood and her job exhausts her and she gets stressed at times. We see Stef running late one morning but she remembers to keep in touch with Jay, her boss, and lets him know she'll make up the time later. Her day goes from bad to worse when she has to meet a deadline and the label printer breaks down. Meanwhile, Sophie's nursery calls to say she's ill and has to be picked up. Stef loses her temper and bursts into Jay's office to complain. She is about to walk out for good but, calmed down by her friend Ben, she decides she needs to apologise for her behaviour. She remembers there's too much at stake to let the pressure get to her.

Links to Entry Level 3 unit content; possible themes for delivery and / or discussion:

Topic 1: How behaviour influences different situations

- Kindness, thoughtfulness
- Punctuality
- Being efficient
- Showing determination, effort

Topic 2: Impact of behaviour on others

- Positive and negative aspects of time management
- Co-operation
- Asking for help
- Knowing when to get involved

Topic 3: Strategies to modify behaviour

- Techniques to manage own behaviour (think before you act, learn from your mistakes)
- Self-management
- Handling stress
- Using appropriate procedures at work

Topic 4: How personal behaviour affects personal success

- Motivation
- Recognising achievements
- Focus on positive outcomes

Suggested prompts for discussion:

- Why is it important to communicate appropriately with your employer and your colleagues at work?
- What techniques can we use to handle stress if things get on top of us?
- What might have happened if Stef had walked out after her bust-up with Jay?
- Why is it important to know when to ask for help?
- Why should we try to think about our long-term goals and not just the short term?

## Podcasts

In addition to the video clips, you can play four short podcasts to your learners. In each recording, one of the characters from the films shares their personal insight about their own experiences and behaviours. Learners can download these podcasts if they wish, and play them on their own mobile devices (subject to compatibility).

You might consider playing the podcasts to learners immediately after they have viewed the relevant film and while the issues are still fresh in their minds. Once downloaded to their own device, you could remind learners to revisit them every so often to remind themselves of the hints and tips suggested by the characters. Full transcripts for the audio recordings are available on the website. [File name: sfl\_pss\_audiotranscripts.pdf]

## Interactive activities

Our interactive quizzes consist of simple multiple-choice questions and sorting activities. You can use these as a front-of-class tool to check understanding or to reinforce learners' knowledge. Each knowledge check provides simple feedback, which can help you identify areas for improvement or highlight exceptional performance.

### Quiz 1: Appropriate behaviour

Contains five questions to test knowledge and understanding about appropriate behaviour at work.

### Quiz 2: Making a good impression

Contains six questions to test knowledge and understanding about communication skills, body language and personal presentation.

### Quiz 3: Managing behaviour

Contains six questions to test knowledge and understanding of techniques to manage and control behaviour and emotions.

Two **scenario-type interactives** are available for you to use with learners, in small or larger groups, on a whiteboard or a computer screen. In these scenarios, characters face everyday challenges and, with your help, learners can explore the implications of the action taken by each character. As the facilitator, you can read out the scenarios to learners and get them to discuss the situation before voting on whether they agree with the action taken. A range of advisors who are known to the character then give their opinions about the situation and learners can discuss whether these opinions have changed their view and vote again if required. These activities will help to get learners talking about the consequences of various actions and decisions, helping them to engage with potential issues or challenges that they may face.

#### Scenario 1: Behaviour in the workplace

#### Scenario 2: Dealing with criticism

Instructions for facilitating the scenario interactives:

- 1 Select a character by clicking on one of the figures.
- 2 Read out the character's scenario to the class and ask them to discuss whether this person behaved in the best way. Ask the class to take a vote and then click 'Yes' or 'No'.
- 3 Click on each of the advisor figures to read their opinions.
- 4 Ask the class if they want to change their mind now they have read these responses.
- 5 Click on 'Back to characters' and repeat steps 1 to 4 for the second character.
- 6 Click on 'Summary' button. This screen recaps the results of the class votes.
- 7 Click on 'Class Views'. There are three statements. Ask the class to vote independently for the statement they **most** agree with. Make a note of how many votes are cast for each statement and slide the buttons to reflect the scores.
- 8 Finally, click 'Submit' to see the scores shown as percentages.

### **Decision tree: Ben's interview**

In this interactive decision-making activity we follow Ben as he prepares for an interview. He has to decide what to wear, deal with bus cancellations and seek feedback after his interview.

The activity allows learners to consider a range of options and make decisions throughout each stage of a given situation. Feedback is provided about the choices they make along the way. Tutors can enhance the richness of this feedback and extend learners' understanding by encouraging in-depth discussion of each of the behaviours and consequences as you work through the activity together.

Instructions for facilitating the Decision tree activity:

- 1** Click on 'Start' to begin.
- 2** Read the information on the screen to the class.
- 3** As a group, learners need to decide on the best course of action to take.
- 4** Follow the instructions on the screens until the activity ends. If you take a 'wrong' turn, you may have to go back to the beginning and start again.

### **Learner resource sheets**

These stand-alone sheets 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 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 onwards 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.

## Learning and teaching activities in this unit

### Resource sheet 1: Changing places

The purpose of this sheet is to encourage learners to consider a range of common environments in which they are likely to find themselves, either in their current lives or the near future. By discussing the environments represented on the resource sheet – covering home, work and social situations – learners will start thinking about whether they might need to change their behaviour to suit the environment and the people they might find there.

Begin the session by imagining yourself in a job role or situation; describe the clothing you would wear or the way you would behave. Learners should be encouraged to guess what the job or situation is. Begin each scenario by asking 'Where am I now?'. Examples could include:

- Example 1: I am dressed all in white and moving from side to side like a crab. It's very hot here and people are shouting from one end of the room to the other. I am being very careful not to drop anything and to make everything look really well presented and appealing. I have to work really fast so that I do not keep people waiting. [A chef in a professional kitchen] Other work-based situations can be used instead, such as a job interview.
- Example 2: I have put on my most comfortable clothes. This is somewhere that I can put my feet up and not worry about what anybody thinks about me. Sometimes I have visitors and I might make them a cup of tea and have a laugh. I do not feel under pressure in this environment as I make the rules. [Relaxing at home]
- Example 3: Everyone has made an effort to look good in this environment. There are people of all ages all dressed up and smiling. People start by sitting quietly and listening, then they are drinking and eating and making polite conversation. There is cheering and laughing and crying all at the same time. Everyone started out on their best behaviour but they've relaxed as time goes on and they all end up dancing. [At a wedding]

Encourage learners to recognise that we all change our behaviour in different situations for a wide variety of reasons.

Distribute the resource sheet to the group. Explore the three settings shown on the sheet and encourage learners to discuss answers to the following questions:

- How do you behave at home?
- How do/would you behave at work?
- How do you behave in social situations?
- Why does it differ?
- What makes you change your behaviour in these three situations?

Capture learners' suggestions for alternative situations where their behaviour changes (and the reasons why) on a poster to use as a class resource.

### **Activity 1: Where does your behaviour change?**

In this activity, learners must identify at least two examples of different situations where their behaviour would need to change to suit the context. An example has been provided on the activity sheet along with space for the learner to add three further situations, one of which must be work-related.

You may wish to begin this activity with a class discussion, providing newspapers or magazines that learners can use to find images of different situations that are applicable to them. You could produce a spider diagram or mind map on a large sheet of paper or wallboard, grouping learner suggestions according to whether they are social or work-related to help show similarities and differences. Encourage learners to suggest words or phrases to accompany each group of images, describing the behaviours appropriate in the situations. The resultant poster can be used as a class resource to help with future discussions.

Ultimately each learner should choose at least two situations to capture on their individual activity sheet.

### **Resource sheet 2: Doing the right thing**

The purpose of this sheet is to encourage learners to identify and discuss examples of positive behaviour.

Two examples are provided on the resource sheet.

In the first image, we see a woman struggling with some bags, a pushchair and a small child while trying to get up some steps at the railway station. Ask learners to describe what is happening in the picture and what they would or could do to help her.

In the second image, we see a receptionist at a mechanics being brought a cup of tea by a colleague who has noticed that they have not had time to stop and make one for themselves. Encourage learners to consider how this gesture would make them feel. Is this something that they would do for someone else?

You may also wish to introduce the topic of positive behaviour using current events. There may be examples in the news or you could use a large-scale public event like the Olympics 2012. Ask questions like: What examples of positive behaviour can you think of? What did people do that was good? Encourage learners to consider the actions of the Olympic volunteers and how their behaviour helped people.

You can also introduce the topic by asking learners to examine their own actions for examples of positive behaviour. Ask questions like: What have you done in the past that's made you feel really good? What have others done for you that has made you feel good? Why was this a positive experience?

## **Activity 2: Positive behaviour**

In this activity, learners must capture an example of positive behaviour that will help in each of the two situations presented on the activity sheet. In the first situation, they are busy at work when a colleague asks for their help. In the second situation, they are confronted with a friend who is having a bad day.

To complete the activity, learners can write or type into the fields on the activity sheet or attach or draw pictures that demonstrate their chosen positive behaviour. Alternatively, learners can role-play their ideas, working in pairs with another learner or the tutor. Evidence should be captured using video or an observation record as appropriate.

Ensure that the activity draws out examples that are significantly different from those shown on the scenario sheet.

### Resource sheet 3: Choosing your language

The purpose of this sheet is to encourage learners to consider the language that they use and how they can take command in various situations by carefully considering what they say. Learners should also be encouraged to think about the impact of the wrong words in a given situation and how their verbal delivery might influence the outcome.

Begin this session by prompting the learners to ask you a simple question; for example, would you like a cup of tea? When the learners ask the question, do not reply. Staying silent for anything up to 30 seconds will elicit a range of responses. Ask learners to suggest how the silence made them feel. Did they consider it rude? Make a list of suggestions on a whiteboard or flipchart. Learners should now appreciate the importance of a verbal response, even if it is only a simple acknowledgement, and how a lack of response can contribute to how people feel.

Ask learners to repeat the question; this time respond with a short, curt 'No, thank you'. Encourage learners to consider how this response made them feel. Did they feel disappointed or even a little rejected? Capture these suggestions on the whiteboard or flipchart.

Ask learners to repeat the question for a third and final time. This time, smile and respond by saying 'Yes please, that's really kind of you and I appreciate the offer'. Again, capture learners' suggestions about how the response made them feel.

Encourage learners to identify occasions when they might need to communicate face-to-face. Examples could include talking to friends or family, communicating with colleagues at work, or more formal situations like a job interview. Emphasise the importance of using language to communicate what they know; for example, if a friend has asked them to feed their dog while they are at work, learners would need to reassure their friend that they understood the requirements of the task. Other speaking skills they will need to consider include being clear (getting their message across), tone of voice (to ensure they don't come across as angry or rude) and the urgency of their message (understanding when something is important and how to communicate this).

Ask learners to think about the words they use and how they could take command of various situations using carefully-chosen words.

Distribute the resource sheet. Before drawing learners' attention to the image shown, you may wish to show the video clip of Donna's story to help provide context. However, the resource sheet will work if learners have not seen the film.

The image of Donna includes two speech bubbles containing alternative responses Donna could use when she picks up the phone. Ask learners which response they would prefer to hear as a customer calling the company and why. How would each response make them feel about the company? Capture the output of this discussion on a whiteboard or flipchart.

You may wish to explore the use of the telephone during verbal communication. How does the telephone differ from face-to-face communications? What effect could this have? How could they enhance their telephone communication to ensure a positive outcome?

### **Activity 3: Speaking and listening tasks**

In this activity, learners will practise their speaking and listening skills over three separate tasks.

In task 1, learners must work in pairs and take it in turns to be both speaker and listener/scriber. Each learner must describe an image to their partner and then draw another image themselves, based on the description provided by their partner. Three suggested images are given on the activity sheet; alternatively, you may wish to source suitable images yourself. The images could be mounted onto card so that they are more easily managed and do not flop about and reveal key details.

While this task allows learners to practise both speaking and listening, it also allows them to test their ability to see an image and interpret the detail, content, subject matter and composition well enough to be able to describe it clearly in words, so that another learner can then draw the picture. Make clear to learners that their ability to draw is not being tested. It is important that the task is fun – you may wish to supply additional paper so that they can have more than one attempt at it.

In task 2, learners must work in pairs and take it in turns to both deliver and receive a message by telephone. Learners may need support when thinking of an appropriate message to deliver. Examples could include:

- placing an order; for example, something they want to buy from a catalogue, or a takeaway
- asking for information ahead of a planned visit; for example, opening times at a local leisure centre or swimming pool, details of the class timetable at a local gym, or vegetarian options/prices at a local restaurant.

When receiving the message from their partner, learners must make appropriate notes in the memo space provided on the activity sheet.

In task 3, learners should discuss how well they did in tasks 1 and 2, whether they communicated effectively and how carefully they listened. You can either observe learners while completing the tasks or capture the evidence on video, in order to more easily explore what went well and where they could make improvements to their communication. Encourage learners to consider the questions on the activity sheet:

- How well did they communicate?
- What did their partner think of their communication?
- Did they have any problems giving or receiving information? (For example, X spoke too quietly – I couldn't hear the message; X didn't provide all the information from the picture, so my drawing didn't match)
- Would they have done anything differently and why?

Encourage learners to think about how issues with their communication might affect them in a work environment.

Practice is key here – learners are given an opportunity to try out their verbal communication during the tasks in order to develop their skills. It may be helpful to repeat the activities to build confidence or instigate a word game such as the Whisper Game, where the tutor chooses a phrase and whispers it to the first learner who whispers it to the next, and so on.

Learners should keep references of the work they've completed (i.e. the pictures they drew, the messages they took) in a portfolio for future reflection.

### **Resource sheet 4: Is body language important?**

The purpose of this sheet is to encourage learners to consider the impact of body language when communicating. Introduce the sheet by asking learners whether they think body language is important. Elicit suggestions for examples of body language they have observed; for example, crossed arms when someone is defensive or anxious.

The image on the sheet shows a man covering his eyes and then his ears. In the first example, he could hear the words spoken but he wouldn't be able to see the accompanying body language. In the second example, he would be able to see the body language but he wouldn't be able to hear the words spoken.

Use this image to introduce a class game that utilises the same principles.

- 1** Divide the class into groups of four learners.
- 2** Assign each learner a role within the group. Learner 1 will be the speaker. Learner 2 will cover their eyes but not their ears. Learner 3 will cover their ears but not their eyes. Learner 4 will see and hear the message delivered normally.
- 3** Ask learner 1 to deliver a message to their group. This could be a description of their favourite hobby or pastime, or a description of something they did that morning – for example; this morning, I had cereal for breakfast with a glass of orange juice and a banana. The learner should speak normally and adopt the body language that comes naturally to them.
- 4** Learner 1 should now deliver the same message again. However, this time, they should deliberately adopt different body language; for example, they can change their stance, posture, facial expression, eye contact, gestures, movement or use of personal space. You may need to make suggestions to each group.
- 5** Encourage learners to discuss the outcome in their groups. Did Learner 2 notice anything different in the second delivery? Did Learner 3, who could not hear either message, change their opinion of what was being discussed as a result of the change in body language? How did Learner 4 feel that the change in body language affected the overall message? How did Learner 1 feel when they changed their own body language?

This can be an interesting exercise. When one sense is removed, others can become heightened and it will also help learners to appreciate that when one of our key senses is missing, we might not always get the whole message. Learners should be encouraged to recognise that this has implications for some forms of communication, such as telephone calls.

Other games to encourage awareness of non-verbal communication include charades, miming, lip-reading, and Give us a Clue.

#### **Activity 4: Reading body language**

In this activity, learners must interpret the body language in two different images in order to answer the questions on the sheet. The first image shows a confrontational situation and the second image shows someone being comforted. It is important that learners fully explain their response when answering the questions – they should provide an explanation of how the non-verbal communication has influenced their response. Ensure learners consider all aspects of body language, including facial expressions and personal space.

You may wish to introduce the activity by showing learners a range of images from magazines or the Internet. Ask them to describe what they think is happening in the pictures based on the body language of the individuals shown. Ensure your images cover a range of situations and a variety of body language. Images can be attached to a flipchart or wallboard and learner suggestions captured around each image to create a class poster that can be referred to in future sessions.

### **Resource sheet 5: What to wear?**

The purpose of this sheet is to encourage learners to recognise that the clothing they wear will need to change depending on the situation they are in. The images on the sheet portray a range of different hats to generate discussion. They include a construction helmet or hard hat, a cap, a santa hat, a knitted hat, a policeman's hat and a hair net. Ask learners to consider each image and answer the following questions:

- When would you wear a hat like this?
- Why would you wear it?

You can extend the discussion by gathering additional hats – or images – and asking learners to choose their headwear based on a given situation; for example, what would I wear if I was working on a construction site/ in a hospital/in a professional kitchen? If you know that a suitable hat is not available in the pile, ask learners why none of the available hats is appropriate and what factors they should consider.

Alternatively, you may wish to extend the discussion by providing additional items of clothing; a class dressing-up box. Learners can be asked to search through the items provided to find suitable attire for an interview, for example.

### **Activity 5: Clothing at work**

In this activity, learners are presented with two images of contrasting workplaces – a warehouse environment and an office/reception area. They must make appropriate suggestions for the people who would work in these environments and the clothing they would need to wear.

You may wish to introduce the activity via a discussion of the environments shown. Encourage learners to identify the workplaces and make suggestions as to who might work there.

Learners should select a job role for each workplace. They can make written suggestions on the worksheet for suitable clothing, or they may attach images drawn from sources like magazines, newspapers or the Internet. Learners can also draw their own images on the sheet or

attach photographs they have taken. It is important that learners also provide evidence, either written or verbal, indicating why the clothing they have selected is appropriate; for example, hard hats for safety in the warehouse.

### **Resource sheet 6: Craig's story**

The purpose of this sheet is to introduce the learners to Craig's story and the idea that their own behaviour will impact on other people. It might be helpful to plan for a longer session – this is a key aspect of the unit and you may wish to watch the Skilled for Life video clip of Craig's story more than once or break it down into sections as you view it. If you do not wish to use the video, you can source other exemplars; for example from television soaps or Internet video-streaming sites. If it isn't possible to watch the Skilled for Life video, see page 8 for the synopsis of Craig's story. Transcripts are included on the website for you to read from when the video cannot be viewed. The file name is sfl\_pss\_vidtranscript\_craig.pdf.

Introduce the video and ask learners to look for occasions when Craig's behaviour has an effect on the people around him at work.

Learners may struggle to make notes as they watch; encourage them to watch whilst trying to note and remember one thing each time. Watching the video for a second time will give them a chance to look for a second example, while building up their awareness of what is happening. Learners may also wish to use post-it notes to record their ideas.

After learners have watched the video, draw out their responses in a group discussion. What would they have done differently? How could Craig turn things around? Is it possible for him to change his ways and, if so, what are the key things he needs to work on?

### **Activity 6: Your behaviour**

In this activity, learners must think of two situations where their behaviour has affected someone else. To complete the activity sheet, one example must be positive and one negative.

You may wish to introduce the activity with a group discussion about general behaviour, utilising the video of Craig if appropriate. Do they know anyone like Craig? Are they prepared to share examples of positive or negative behaviour that they have recently experienced?

Learners may need time to absorb and reflect on the question on the sheet before they can complete the activity. Answers can be written onto the sheet. Accounts can also be verbal – in the form of witness statements – or video recorded.

## Resource sheet 7: Making decisions

The purpose of this sheet is to introduce the idea that the choices learners make each day, even if relatively simple, will have an effect on their lives. The image shows a person lying in bed, imagining two alternative outcomes for the day ahead based on their actions. In one scenario, they hit snooze on their alarm clock and are late for work. In the other, they get up straight away and arrive at work on time, smartly dressed and well prepared for the day ahead.

Generate a discussion about the techniques that learners can use to manage their own behaviour; for example, self-management, self-awareness, self-respect, honesty, time management (as in the example shown on the sheet) and co-operation.

You may wish to set up a strategy bank, asking each learner to note down an example of a positive behavioural trait they have and a behavioural trait they would like to improve. Place all the examples into a container and draw out each anonymous example in turn. Encourage the group to discuss each example. How might this person have achieved the behaviour in the positive example and how might others emulate this? What techniques could the person use to manage the behaviour that they wish to improve? For example; if a learner felt they weren't confident about answering the telephone at work because they didn't know what to say, they could ask their manager or a co-worker for help or suggestions for suitable phrases to use. If a learner felt they were bad at handling stressful situations and ended up shouting at others for no reason, they could use techniques such as taking a deep breath, counting to 10 or pausing before they spoke.

## Activity 7: Managing your behaviour

In this activity, learners will further explore techniques they can use for managing their behaviour by answering the questions on the sheet. In the first part of the activity, learners will need to refer back to the negative scenario they described in Activity 6. It is important that this information is available to them, either in written form or by watching video footage of the session. In the second part of the activity, learners must consider how to manage negative emotions like stress or anger in the workplace and suggest techniques they could use to help them in this situation.

Space is provided on the activity sheet for learners to capture their responses.

You may wish to introduce the activity by drawing out an example in group discussion. A good suggestion is the difference between those who describe themselves as morning or evening people. What techniques could an evening person use to ensure they were able to get to their job on time in the morning?

### **Resource sheet 8: Stef's story**

The purpose of this sheet is to introduce the learners to Stef's story and the techniques they can use to respond to different types of behaviour in others. If you do not wish to use the video, you can source other similar stimulus material to illustrate a character managing their behaviour in challenging circumstances. Television soaps may be a good source of material. If it isn't possible to watch the Skilled for Life video, see page 9 for the synopsis of Stef's story. Transcripts are included on the website for you to read from when the video cannot be viewed. The file name is sfl\_pss\_vidtranscript\_stef.pdf.

Introduce the sheet with a discussion on the importance of awareness, to distinguish the focus from that of Resource sheet 7. Examples include noticing the behaviour of others, being aware of changes in the behaviour of others and being aware of a potential situation before it arises. Encourage learners to recognise that it is not possible to know someone's mind completely and that they must take care in the way they respond. Cover points like cultural differences, avoiding judgements based on inadequate information and the danger of jumping to premature conclusions. Learners must understand that they can't control others, but they can positively influence a situation by the way they respond.

Introduce the video and ask learners to look for examples of how Stef manages her behaviour as she deals with the people around her.

Learners may struggle to make notes as they watch; encourage them to watch whilst trying to note and remember one thing each time. Watching the video for a second time will give them a chance to look for a second example, while building up their awareness of what is happening. Learners may also wish to use post-it notes to record their ideas.

After learners have watched the video, draw out their responses in a group discussion. How was Stef affected by the behaviour of those around her? What did Stef do well? What would they have done differently?

## Activity 8: Dealing with other people's behaviour

In this activity, learners must think of two situations where they have observed someone else's behaviour affecting the people around them. At least one of these situations must be work-related. It is not necessary for the learner to be one of the people directly affected by the behaviour, so examples could include television programmes or stories they have heard from others.

Taking each situation in turn, learners must suggest ways that the people involved could have managed their behaviour differently. They must then identify two techniques they could have used to help them respond in this situation (or if they were to find themselves in this situation) and explain how their chosen techniques might help.



### Extension activity

To extend the activity, ask learners to select their favourite techniques for managing behaviour and produce a series of prompt cards to use in future challenging situations.

Learners could also work together to create a display poster that matches challenging situations to potential behaviour management techniques. Alternatively, you may wish to set up a strategy bank. For further details, see the notes on Resource sheet 7 on page 23.

## Resource sheet 9: What does success mean to you?

The purpose of this sheet is to encourage learners to think about their personal ideas of success, in order to begin focusing on their goals for the future. The sheet shows a variety of images representing personal successes:

- A person on a set of weighing scales – Losing weight is a personal goal for many and not easily achieved. Setting and achieving a goal of this nature represents personal success, affecting both self-esteem and health.
- A paralympian winning a race – While your learners may not be Olympic athletes, much can be taken from the idea of achieving a goal after an intensive period of training and hard work. Your learners may have been drawn in by the achievement of the British athletes at the 2012 Olympic and Paralympic Games and comparisons can be drawn with their own plans for success.
- An Employee of the Month certificate – This represents success and recognition in the workplace and is included to encourage learners to think about how they might qualify success at their own place of work.

- Runners in a charity fun run – Many learners will be familiar with charity runs that take place annually, such as Race for Life, which raises funds for cancer research. Taking part in such a race has positive and rewarding outcomes on a variety of levels and, for many, represents great personal success and achievement.

Introduce the sheet with a discussion about the importance of taking stock and being positive. Ask learners to make suggestions of people who they consider to be role models (individuals they admire). In each case, take time to draw out what makes this person a role model to them – what they do that is positive, inspiring and successful. A role model might be someone who is known to them personally, such as a family member, friend or member of their local community, as well as a famous person.

Distribute the sheet and encourage learners to explore the examples shown. Do learners know of anyone who has achieved successes such as these? Can the learners think of any other examples of success? What would success mean to them personally?

### Activity 9: Your personal success

In this activity, learners will evaluate their own achievements and explore the factors that helped them to succeed. Learners need to reflect back on the work they have done in this unit and should be encouraged to recognise all their achievements, both large and small. Space is provided on the activity sheet for them to capture their responses under the following headings:

- What do you already do well?
- What have you learnt from this unit?
- What personal achievement are you most proud of?
- List two factors that helped you succeed.



#### Extension activity

To extend the activity, ask learners to create a personal success diary or journal. This can be part of the work for this unit as well as a tool to take forward into the future that captures the knowledge and techniques they have identified to help them succeed.

Learners should be encouraged to identify the attitudes that will support them and include a list of the factors that will contribute to their future success. This could also be in the form of a target-setting document that they can refer to at a future date as a measure of progress.

## Useful resources

- SelfSmart
- my Worksearch
- Television programmes, such as *Trollied (Sky)*, *The Apprentice*, and recordings such as *Fawlty Towers*
- Magazines and newspapers
- Job descriptions from the Job Centre or job search web sites
- Camera or smartphone for taking photographs or recording evidence
- You can download an observation record form from the Edexcel website. Visit [www.edexcel.com/btec/delivering-BTEC/quality/Pages/Key-documents.aspx](http://www.edexcel.com/btec/delivering-BTEC/quality/Pages/Key-documents.aspx) and select Download forms.

## Websites

- [www.icould.com](http://www.icould.com) – A careers advice and job search site, which includes a ‘buzz test’ to establish personal strengths and qualities, and inspirational stories and exemplars.
- [www.plotr.co.uk](http://www.plotr.co.uk) – An online platform for career inspiration and preparation. Offers information about careers via inspiring videos and personalises advice for young people. Includes employer details and work experience opportunities.
- <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx> – Information from the National Careers Service including career tools such as a CV builder, job profiles and careers advice.
- [www.princes-trust.org](http://www.princes-trust.org) – For information on support, programmes and courses available by area.
- [www.inspiringthefuture.org](http://www.inspiringthefuture.org) – A free service which allows people from all sectors and professions to work with state schools and colleges to help young people achieve their potential.
- [www.cegnet.co.uk/newsletters/oct12/files/Employability.pdf](http://www.cegnet.co.uk/newsletters/oct12/files/Employability.pdf) – Archived materials from various employability projects and the resources linked to them.

## Answers to activities

### Activity 1: Where does your behaviour change?

Learners must provide evidence of three different situations where their behaviour would be different or need to be changed. At least one work-related situation should be included. Evidence could be recorded as a mind-map, chart, or poster with illustrations or photographs where appropriate, as well as a written list. If completed as a group activity, tutors must provide a witness statement to indicate the individual learner’s contributions.

Learner answers will vary.

### **Activity 2: Positive behaviour**

Learners must give at least two examples of positive behaviour, with at least one example being from a work-related situation. Examples can be recorded using text, images or verbally via role-play. A video or observation record must be provided where required.

Learner answers will vary. Examples of positive behaviour might include evidence of: good manners, politeness, enthusiasm, kindness, thoughtfulness, punctuality, a prompt response, efficiency, effectiveness, consistency, confidence, showing determination and making an effort.

### **Activity 3: Speaking and listening tasks**

Learners will need to be observed using speaking and listening skills in two different situations – tasks 1 and 2. If possible, the tasks should be filmed so learners can evaluate and discuss their communication skills to support task 3.

In task 3, learners must reflect on their use of verbal communication within the given situations, noting their thoughts on the activity sheet provided.

You can download an observation record form from the Edexcel website. Visit [www.edexcel.com/btec/delivering-BTEC/quality/Pages/Key-documents.aspx](http://www.edexcel.com/btec/delivering-BTEC/quality/Pages/Key-documents.aspx) and select Download forms.

### **Activity 4: Reading body language**

Learners will need to identify appropriate responses to the questions beneath each image on the sheet. Evidence can be captured using the activity sheet, or via video recording and/or witness statements.

Learner answers will vary but it is important that learners provide justification, using the body language as evidence, of the conclusions they draw; for example, the girl is angry because she is pointing aggressively.

### **Activity 5: Clothing at work**

Learners must describe appropriate work attire for two given situations and explain their choices.

Learner answers will vary but could include examples such as:

- Warehouse: overalls for protection/keeping non-work clothes clean; hard hats to protect against falling items; safety boots to protect against falling items; ear defenders if environment contains noisy machinery, etc.

- Reception/office area: uniform to help customers recognise staff; smart clothing because customer-facing environment; name badge to identify themselves to customers, etc.

### **Activity 6: Your behaviour**

Learner must describe two situations where their behaviour affected others; one to be positive and one to be negative. Learners can note their answers on the sheet. Alternatively, you can capture their responses via witness statements or video recording.

Learner answers will vary but may include positive and/or negative aspects of the following: time management, politeness, enthusiasm, attitude, cooperation, asking for help and knowing when to get involved.

### **Activity 7: Managing your behaviour**

Learners must identify at least two techniques they can use to manage their behaviour in a personal situation and an imagined, work-based scenario.

Learner answers will vary but techniques could include: pausing, taking a deep breath, asking for help, phoning a friend, making a note of what happened, communication, separation, group support, self-management (for example, self-awareness, self-respect, honesty and reflection), time management, handling stress, and agreeing goals or cooperation.

### **Activity 8: Dealing with other people's behaviour**

Learners must identify at least two different techniques they could use to manage their responses to the behaviour of others. It is important that one of the situations is work-related and this must be tutor mediated. As well as completion of the activity sheet, evidence for assessment could take the form of a reference document or set of prompt cards of techniques to apply when others' behaviour may be challenging.

Learner answers will vary, but techniques could include: awareness (for example, noticing others, noticing changes, seeing it coming), respecting others (for example, their feelings or personal space), reflection, handling stress, agreeing goals, cooperation, using appropriate procedures at work, pausing, taking a breath, making a note of what happened, asking for help, phoning a friend, communication, and separation or group support.

**Activity 9: Your personal success**

Learners must list at least two different factors that have contributed to personal success as part of a self-evaluation exercise.

Learner answers will vary, but factors could include: attitude, self-management, health, behaviour, knowledge and presentation.