

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.

Depending on needs, when discussing the best body language to demonstrate in interviews, some students might find some body language difficult to display.

For example, eye contact can be particularly difficult for some students. Explore with students how you would disclose this, or other additional needs, with an employer so the interview will still be a positive one.





5-10 minute activity

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. Find out more at: <https://s2sacademy.com/>



10 minute activity

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.





15 minute activity

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.



20 minute activity

Activity 4: Verbal communication

Resources:

Topic 3: Worksheet 2

Topic 3 Slides: Activity 4

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.

