

SOCIETY, HEALTH AND DEVELOPMENT

Unit 4: Introduction to communication within the sectors covered by society, health and development



Society, Health and Development

Level 1 Unit 4: Introduction to communication within the sectors covered by society, health and development

Sample scheme of work

Total GLH	30, of which 5 will be needed for the internal assessment
Aim/s or statement of purpose	<p>Learners will:</p> <ul style="list-style-type: none"> • know the purpose of record keeping and information sharing in the sectors • understand the importance of effective communication to the sectors • be able to use different methods of communication with different people and situations.
Notes	<p>This unit is assessed through a centre set and marked assignment, which will be subject to moderation. This internal assessment should take approximately 5 of the 30 GLH.</p> <p>On completion of the learning outcomes learners should undertake the assessment appropriate for this unit. Within teaching and learning differentiation will take place through question and answer, pair or group work, by the level of support provided and extension activities undertaken.</p> <p>Learning activities</p> <p>A selection of activities has been designed to support the learning outcomes of each unit. These may be adapted to suit the centre, the learners and the local context. In addition, it is expected that learners will have access to employers and work experience as appropriate.</p>

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to know the purpose of record keeping and information sharing in the sectors (LO1)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • describe the purpose of record keeping and information sharing (AC1a) • outline the skills required to complete accurate records (AC1b) 	<p>Learners:</p> <ul style="list-style-type: none"> • Discuss in groups or as a class why records are kept • Work with a partner to identify and list the skills needed to complete accurate records • Research the type of records kept by the school • Examine blank copies of school records • Examine blank copies of records from other sectors to compare the information required <p>Tutor:</p> <ul style="list-style-type: none"> • Conduct a plenary session taking feedback from the groups/class on why records are kept • Collate the skills' lists from the learner pairings and lead class discussion of the findings • Obtain blank copies of different types of records from school and sector services 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to understand the importance of effective communication to the sectors (LO2)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • explain different methods of communication used with individuals (AC2a) • explain the reasons for using different methods of communication with individuals (AC2b) 	<p>Learners:</p> <ul style="list-style-type: none"> • Identify the different methods of communication • Discuss reasons for using different methods of communication • View an episode of a television 'soap' to analyse the body language used by different characters • In pairs, research one or more alternative and augmentative methods of communication including Braille, Makaton, British Sign Language (BSL) and Picture Exchange Communication System (PECS). Share findings with other pairs. • Discuss in groups/class what is needed for effective communication and the consequences of poor communication • Review examples of information literature from sector organisations and services • Make a list of barriers to communication and compare list with another learner • Produce a wall display of how barriers to communication may be overcome • Work in a small group to produce a role play of appropriate and inappropriate, but non-offensive, communication <p>Tutor:</p> <ul style="list-style-type: none"> • Introduce work on different methods of communication • Ensure learners understand all the different aspects of body language • Allocate alternative and augmentative methods to pairs of learners • Conduct plenary feedback sessions from alternative/augmentative methods research • Support discussions on effective communication and consequences of poor communication • Supply suitable information literature from sector organisations and services • Collate lists of barriers to communication and the consequences of poor communication 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: be able to use different methods of communication with different people and situations (LO3)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • use different communication methods with different audiences (AC3a) • complete accurate records (AC3b) • review experiences of communicating to inform future progress (AC3c) 	<p>Learners:</p> <ul style="list-style-type: none"> • Carry out a one-to-one conversation on a given topic, focusing on taking turns, tone of voice and good body language • Receive feedback from peer observers • Review conversation in terms of verbal and non-verbal skills used • Carry out a group conversation on a given topic, focusing on taking turns, tone of voice and good body language • Receive feedback from peer observers • Review conversation in terms of verbal and non-verbal skills used • Discuss how communication methods need to be adapted for different individuals and contexts • Complete some record forms, focusing on accuracy, legibility, date and signatures • Review personal progress through the unit, listing successful aspects of communication used and aspects to be improved <p>Tutor:</p> <ul style="list-style-type: none"> • Allocate topics for one-to-one and group discussions • Explain role of conversation observers for feedback • Organise observers and feedback sessions • Lead class/group discussions on adapting communication methods for different individuals and contexts • Obtain a selection of blank record forms of different types • Organise progress review sessions 	<p>RL6</p> <p>RL3</p>