



Listening and speaking (communication)

Facilitated session

Age range: 7-11

 **BARCLAYS** | LifeSkills



Session overview

| Time | Key learning outcomes | Resources |
|------------|--|---|
| 10-60 mins | By the end of the activity pupils will be able to: <ul style="list-style-type: none"> Define listening and speaking (communication) Understand how good listening and speaking (communication) skills are helpful in the world of work Discuss how they can show this skill at home, school or after school clubs | <ul style="list-style-type: none"> Listening and speaking (communication) slides |

This lesson has been developed for pupils aged 7-11, to introduce the skills of listening and speaking (communication) and help them understand its importance both throughout education and in the world of work. Through class discussions, a practical activity and case studies, pupils will start to understand how they can begin to show the skill of listening and speaking (communication) at home and at school.

To complete the activity within this lesson, you will need to provide your class with some basic equipment: pens/pencils and paper.

Activities in this lesson are mainly discussion based but there is an optional writing activity where students can create a mind map around what they have learnt. If this would benefit your group please let this be known at the time of booking so the facilitator can be prepped and mind map templates printed.

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Word bank

- Body language:** Body language is when people communicate how they are feeling through facial expressions or movements of their body.
- Broadcast:** Showing a programme on TV/radio
- Communication:** Communication is the act of giving, receiving, and sharing information. This can be spoken (verbal), written or through body language (non-verbal).
- Filming:** Capturing video footage
- Industry:** A group which different types of organisations fall into, for example the education industry, music industry, art industry and sport industry
- Paramedic:** Someone who provides medical care outside a hospital setting
- Skills:** the things you're good at, for example being a good player in a football team means you are good at teamwork, being good at video games means you are good at problem solving
- Television production company:** An organisation that creates TV shows
- Writer:** Someone whose job it is to write content, such as scripts for TV shows

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Activity one

What is listening and speaking (communication)?

Word bank 1

| Body language | Business | Communication | Listening | Industry | Personnel | Skills | Transferable skills | Writing |
|--|---|---|---|--|--|--|---|---|
| Body language is when people use their facial expressions, hand gestures, eye contact, posture and tone of voice to communicate. | Business is the activity of buying and selling goods and services for profit. | Communication is the act of exchanging information, ideas, feelings, knowledge or attitudes through verbal or written messages. | Listening is the act of hearing and understanding what someone is saying. | Industry is a sector of the economy that produces goods or services. | Personnel are the people who work for an organisation. | Skills are the abilities and knowledge that someone has to do a job or task. | Transferable skills are skills that can be used in different jobs and situations. | Writing is the act of putting thoughts and ideas into words on paper or a screen. |

Begin the lesson by introducing any volunteers you may have to support the session and ask them to describe a bit about themselves and their role.

Next spend some time going through the word bank on **slide 1**. To assess prior knowledge for each word ask pupils to use a thumbs up or thumbs down for 'new word' or 'not new word' making it clear that either way is fine.

Before sharing the word bank examples ask pupils if they can suggest any where relevant?

Next show your pupils this [short animation](#) (which can also be played from **slide 2**) that outlines the set of core transferable skills which the LifeSkills programme focuses on. Teamwork is also included in this animation as the eighth transferable skill. Instead of showcasing this skill in a separate lesson, we embed it throughout the other core transferable skills lessons.

What's special about these skills is that we use them in everyday life, at school and in the world of work, and they can be used in any industry and almost any job.

Young people can develop these skills at home, in school and in clubs they attend. As they are likely to carry out a number of different roles throughout their working lives, it's important they recognise how they can transfer these skills from one setting to another, especially as they move from education into work.

Show slide 3 and discuss the following definition of listening and speaking (communication): the verbal and physical communication skills we use every day to explain ourselves to other people, and to understand what others are telling us.

Ask your volunteer/s to share any examples of when they have demonstrated listening and speaking (communication) at work.

Ask pupils to think about why listening and speaking (communication) is important. Can they think of anyone they know who uses this skill. How they might show it already at home, school or at an after-school club. If you are working with younger pupils or those who need more support, you could use the example of communicating with teammates when playing sport games, whilst working on a school project and within music rehearsals.

Take a 'hands-up' poll for pupils to self-assess whether they are great at/ at a medium level/ or could work on this skill. Emphasise that skills can be practised and developed, even if we are naturally better at some than others.

Activity two

Draw the design



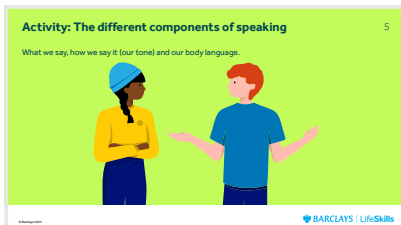
Split pupils into small groups and elect a describer for each group. This person will be handed a sheet with a pattern or drawing on (for example, a drawing of a dog), the rest of the group will need a blank piece of paper and a pencil/pen each. Without the rest of the group seeing the sheet, the describer must use their communication skills to describe the pattern/drawing, without saying what the image actually is whilst the others try to recreate it on their own sheet of paper.

The group can ask questions to the describer to try and make their drawing as accurate as possible. You may want to set a time limit on this activity and see what each group comes up with after 5 minutes. Pupils can also take it in turns to be 'the describer' to test their communication skills further. Once the task is completed show **slide 4** and ask your pupils to reflect on these questions:

What was challenging about being the describer?

How did you use your communication skills to describe what was on the page?

Did you find it easier being 'the describer' or drawing the image that was being described?

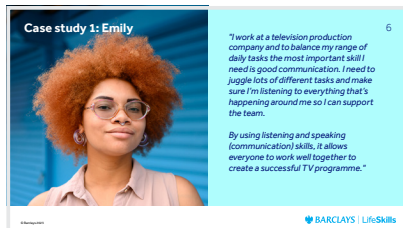


Ask for pupils to volunteer showing to the class the following emotions or situations, just by using their body language; i.e. being nervous in an interview, being bored in class, being confident before a match, being friendly to a customer, being shy in front of customers. This activity will get students out of their seats as well as help them think more consciously about their body language in communication.

Activity three: Case studies

In this section you will find a written and a film case study that help demonstrate the skill of listening and speaking (communication). You could use both case studies, or just one depending on what you think will work best for your class. Discussion prompts for each case study are differentiated so that you can pick the most appropriate ones for your pupils.

Case study 1: Emily



Emily works at a television production company. Start by discussing this; does your class know that a television production company creates and develops TV shows, from the writing stage to filming and preparing it for broadcast? Explain what someone in this role might do in a typical day at work, for example attend meetings with writers, book a location for a shoot, order food for the team.

“I work at a television production company and to balance my range of daily tasks the most important skill I need is good communication. I need to juggle lots of different tasks and make sure I’m listening to everything that’s happening around me so I can support the team.”

By using listening and speaking skills, it allows everyone to work well together to create a successful TV programme.”

Display **slide 6** and work through the below discussion prompts with your class. You can either complete them as a class, get pupils to discuss in pairs or small groups, or ask pupils to write down their thoughts individually.

Discussion prompts for younger pupils or those that need more support:

- Explain to pupils how Emily has shown listening and speaking (communication) skills, for example by listening to the needs of different teams and communicating with them to work well together

How can you speak clearly in front of a group?

How can you make sure you have understood the information someone has shared with you?

Discussion prompts for older pupils or those who need less support:

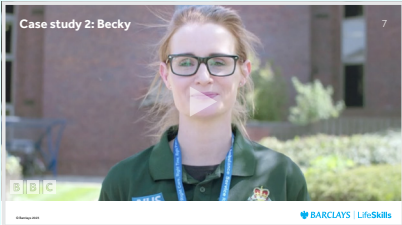
How has Emily shown listening and speaking (communication) skills?

Can you think of times when you have shown this skill?

Why do people communicate with one another?

Activity three: Case studies

Case study 2: Becky



Head over to the BBC Bitesize website to watch its film, as a class, about Becky who is a paramedic, by clicking [here](#) or by clicking the link on **slide 7**. First briefly discuss with your class what a paramedic does and what they might do on a typical day at work. For example, they respond to medical emergency situations and provide care to patients outside of a hospital setting.

Work through the below discussion prompts with your class.

Discussion prompts for younger pupils or those that need more support:

- Explain to pupils how Becky has shown listening and speaking (communication) skills in her job, for example by communicating with members of the public who don't require an ambulance but who do need medical help

What is different about talking to people you don't know?

How is communication different when we can see people rather than only speaking to them on the phone?

Discussion prompts for older pupils or those who need less support:

How does Becky show listening and speaking (communication) skills in her job?

Why do you think listening and speaking (communication) is an important skill for this job?

What could happen if someone didn't communicate clearly in this role?

Ask pupils to discuss in pairs or small groups some key things that they have learnt from the session, e.g. are there any new skills that they have learnt or things they now know which they didn't know at the start of the lesson. Alternatively, if a writing activity would benefit your group, pupils should spend some time completing the mind map template answering these questions.

To close the lesson, ask any willing pupils to share some key take aways that they have learnt from the session.