

**Topic/ subject:** *Teamwork and Communication Skills*



**Time:** *2 hours 15 minutes (Approx.)*

**AIM**

- To know the purpose and importance of teamwork and communication skills
- To understand effective communication methods of instruction in uniformed organisations
- To be able to use a range of interpersonal communication skills

**LESSON OBJECTIVES**

1. **IDENTIFY** at least 10 teamwork and communication skills (Task 1)
2. **DESCRIBE** the importance of teamwork and communication skills in 2 scenarios (Task 2)
3. **EXPLAIN** 4 qualities of an effective instructor (Task 3)
4. **DEMONSTRATE** that you can use effective instruction skills (Organisation specific) (Practical task)
5. **CONTRIBUTE** effectively to 3 different team-building activities (Task 4)
6. In one scenario **USE** appropriate terminology (Task 5)
7. **USE** 4 interpersonal skills to effectively communicate in a given scenario. (Task 6)
8. **REPORT** on the effectiveness of 4 methods of interpersonal communication. (Task 7)

**RESOURCES TO BE USED**

- Learner workbook (WB)
- Learning guide (LG)
- Post it notes
- Pens
- Whiteboard/Flip chart/additional paper: to record class discussions
- Learning objectives (x1) \*
- Teamwork and communication skills 'match up activity' (12 terms/12 definitions) (1 per small group) \*
- Different methods of communicating 'handout' (1 per learner) \*
- Discussion cards 'Fire and Rescue Service' 'Paramedics' 'Newspaper' 'Police' (1 per small group) \*
- Pre-set questions (x1) \*





### TIMING



### TOPIC



### TEACHER ACTIVITIES



### REMARKS/NOTES

TIMING	TOPIC	TEACHER ACTIVITIES	REMARKS/NOTES
4 - 5 minutes (maximum)	Starter exercise A-Z of teamwork	<ul style="list-style-type: none"> <li>Set the group a challenge as soon as they sit down in the classroom!</li> <li>Ask learners to list A-Z on a piece of paper and write down anything they can think of related to 'Teamwork'.</li> </ul> <p><b>i.e. C = Communication L = Leader</b></p>	<ul style="list-style-type: none"> <li>Learners to work on task: Can anyone complete a full A-Z?</li> <li>This task can be ran as an individual, pair or small group exercise.</li> </ul>
2 - 3 minutes	Introduce the workbook (WB) and learning guide (LG)	<ul style="list-style-type: none"> <li>WB: Ask the learners to complete the front page (name / email address and unit).</li> <li>CVQO Ref: This will be created when a learners is registered with CVQO. Complete this section if known.</li> <li>Using WB pg. 2 explain referencing / command verbs / icons.</li> </ul>	<ul style="list-style-type: none"> <li>Learner to sign the learner declaration (sign/date) <b>'after the lesson'</b> when the workbook is fully completed.</li> </ul> <p><b>+</b> Additional information is available LG pgs. 3-7</p>
2 - 3 minutes	British values	<ul style="list-style-type: none"> <li>Explain British values to the learners (refer to the leaflet in the learner pack).</li> <li>In terms of what it means in the classroom: Do not copy another person's work. Do acknowledge quotes from printed sources. Do respect the views of others in the group.</li> <li>Linking into unit 1: Effective teamwork and personal development can be very helpful in promoting tolerance and good communication within local communities.</li> <li>Manage any discussion</li> </ul>	<ul style="list-style-type: none"> <li>Democracy / The rule of law / Individual liberty / Mutual respect / Tolerance of difference faiths and beliefs.</li> <li>Learners may have covered this in school/college.</li> </ul>



TIMING



TOPIC



TEACHER ACTIVITIES




REMARKS/NOTES

1-2 minutes

Learning objectives



- Introduce unit and learning objectives.
-  Print a copy of the learning objectives and display them during the session. Tick each objective off as they are completed.
- The unit consists of 7 written tasks and 1 practical activity.

10 minutes

Teamwork and communication skills

- Ask the open question ‘what is team work?’ to the group.
- Ask group to share their thoughts. Tutor to manage.
- Confirm a definition with team / common understanding e.g. ‘...ability to work together towards a common vision or aim...’
- Ask the learners to turn to LG pg. 11 to find a word search. Can they find 12 teamwork and communication skills?
- Can the learners suggest any more skills that aren’t listed?
- Refer learners to case study Part 1: Chris Wiggins LG pg. 10 for an example of these skills in practice.
- Give learners a minute or 2 to process their thoughts and write them on a post it note.
- If you have a computer / whiteboard, the word search could be projected on to the wall and could be completed as a group.



TIMING



TOPIC



TEACHER ACTIVITIES



REMARKS/NOTES

20 minutes

Teamwork and communication skills  
'match-up activity'



Depending on the size of your group, you may need to split them into smaller groups and print more copies of the card sort.

- Brief the group/s to match up the term with the correct definition.
- Confirm the answers with the learners.
- Relate these skills to uniformed public services personnel.
- Ask the question, what teamwork and communication skills would a paramedic and a firefighter require and why?
- Manage the discussion.
- Brief the group to complete pgs. 3 - 4 of WB.
- **READ** the paragraph to **IDENTIFY** the skills mentioned.

- Match up the 12 terms with the appropriate definition.
- Can the learners then separate them into 'teamwork' skills and 'communication' skills? (Answers in LG pgs. 12 - 13)
- Learners to think about the questions asked and using the resources in front of them, contribute to a discussion. e.g. Paramedic: Listening: *To listen to a patient when they are explaining what happened.* e.g. Firefighter: Problem solving: *to rescue two individuals trapped on the 4th floor of a burning building.*



LESSON OBJECTIVE 1 / TASK 1 COMPLETE.  
TICK THE OBJECTIVE OFF.



TIMING



TOPIC



TEACHER ACTIVITIES



REMARKS/NOTES

20 minutes

The importance of teamwork and communication

Complete assessed work.  
U1 Task 2. AC1.2



EXTENSION TASK

*If learners complete the assessed task earlier than others they could consider one of the scenarios and think about 3 other skills that may be useful and why.*

- Refer learners to 'Mountain Rescue image' pg. 15 LG
- Learners (in small groups) are to imagine that they are an Army soldier in this situation.
- Ask the groups to discuss between themselves why 'problem solving' and 'listening' would be important in this situation?
- Manage a discussion so each group can share their views.
- Refer learners to 'Burglary image' pg. 15 LG
- Learners (in small groups) are to imagine that they are a Police Officer dealing with this situation.
- Ask the group to discuss between themselves why 'Respect' and 'Body language' would be important in this situation?
- Manage a discussion so each group can share their views.
- Following the group work/learning activity, brief the learners to complete pg. 5 of WB independently. Remind the learners to **DESCRIBE**.

- Learners can use the blank space on pg. 17 LG to makes notes on if they wish.



LESSON OBJECTIVE 2 / TASK 2 COMPLETE.  
TICK THE OBJECTIVE OFF.



TIMING



TOPIC



TEACHER ACTIVITIES



REMARKS/NOTES

15 minutes

What makes an effective instructor?

Complete assessed work.  
U1 Task 3. AC2.1



EXTENSION TASK

*If learners finish earlier than others they could 'self-reflect'. What qualities have they shown when they have instructed? What qualities would they need to improve on?*

- Ask learners to independently reflect on an effective teacher they have had and 'what made them effective?' and write at least 4 points down on a post it note and be prepared to share a few answers.
- Manage a discussion with all learners as to the qualities they have noted down and discuss 'why they were important'.
- Refer learners to case study Part 2: Chris Wiggins LG pg. 18 for an example of effective instruction skills.
- Following the group work/learning activity, brief the learners to complete pgs. 6 - 7 of WB independently. Remind the learners to **EXPLAIN** their answers.

- If learners are struggling with this they could reflect on poor teaching they have experienced and 'why their teacher wasn't effective?'
- Learners to share ideas with the group and contribute to the group discussion – ideally share these ideas on a whiteboard/flipchart.



LESSON OBJECTIVE 3 / TASK 3 **COMPLETE.**  
TICK THE OBJECTIVE OFF.



TIMING




TOPIC



REMARKS/NOTES

15 minutes

Demonstrate effective instruction skills

- Learners may have completed a recognised assessment to evidence this criteria.
  - If not they may need to complete a CVQO Instruction Practical assessment at another time.
-  See WB pgs. 7 - 8 for more details on completing/evidencing U1 Activity 1. AC2.2



LESSON OBJECTIVE 4 **COMPLETE.**  
TICK THE OBJECTIVE OFF.



TIMING



TOPIC



TEACHER ACTIVITIES



REMARKS/NOTES

15 minutes

Team building activities

Complete assessed work.  
U1 Task 4. AC3.1



EXTENSION TASK

*If learners finish earlier than other learners they could use the time to reflect on their own performance a stage further: What could they do to improve their communication / skills / attitude and effectiveness in team building activities?*

- Ask learners to work in pairs and to list as many 'team-building activities' that they have taken part in.
  - Challenge: which pair can write the most?
  - Swop the papers amongst the pairs so they have a paper from a different pair in front of them. Ask the learners to read the list and try to add another 2 or 3 team tasks to the new list.
  - Ask the learners to return the papers to the original team.
  - Ask each learner to now choose 3 of those 'team' activities that they have taken part in (not 'individual' activities) and ask them to 'review' their performance.
  - Following the group work/learning activity, brief the learners to complete pgs. 8 - 10 of WB independently. Remind the learners to **REVIEW** their own participation.
- List as many team building activities as possible. e.g. 'Shark infested custard' or 'Duke of Edinburgh expedition'
  - Learners to complete the task as required, they will be learning from each other during this exercise.
  - Overall, how did you communicate with the other team members? Overall, what particular skills did you bring to the team? Overall, what was your attitude as part of the team? Overall, how would you judge your effectiveness?



LESSON OBJECTIVE 5 / TASK 4 COMPLETE.  
TICK THE OBJECTIVE OFF.





TIMING



TOPIC



TEACHER ACTIVITIES



REMARKS/NOTES

10 minutes

Appropriate terminology

Complete assessed work.  
U1 Task 5. AC3.2



EXTENSION TASK

*If learners finish earlier than other learners they could go back to the initial A-Z and fill in a few of the gaps.*

- Read through the scenario (pg. 25 LG) with the learners.
- For the people involved in this situation is communication important? Do the members of the public expect certain standards? Why? What are those standards?
- Read through the statements for each of the professionals (Fire and Rescue Service / Paramedic / Newspaper reporter / Police) and ask the learners to consider which of the 3 answers, (A B or C) is most appropriate and then 'move' to give their opinion.
- Discuss the learner's opinions/justifications for each answer.
- Following the group work/learning activity, brief the group to complete pgs. 10 - 11 WB independently.
- Ensure the learners read the options and **TICK** the most appropriate answer.

- *The use of appropriate language, being supportive at time of difficulty, appropriate professional behaviour and showing a level of compassion.*
- Allocate each area of the classroom a letter and share that with the learners (Left hand side:A / Right hand side: B / Middle: C)
- Learners to listen to the discussion and contribute to the learning exercise.



LESSON OBJECTIVE 6 / TASK 5 **COMPLETE.**  
TICK THE OBJECTIVE OFF.



TIMING



TOPIC



TEACHER ACTIVITIES



REMARKS/NOTES

15 minutes

Interpersonal skills



Depending on the size of the group you may need a number of 'sets' of discussion cards.

Complete assessed work.  
U1 Task 6. AC3.3



EXTENSION TASK

*If learners finish earlier than others then they could complete the crossword on pg. 30 LG using knowledge learnt.*

- Explain that different types of communication can be placed into 4 categories.
  - Ask the learners to complete the handout 'Different methods of communicating' and then discuss the answers with the group.
  - Ask the learners to get into small groups and hand out a set of discussion cards (per group). Ask the learners to think of an example of EACH type of communication for the professional listed and the task they are trying to do.
  - Ask the groups to swap their discussion cards with another group. Ask them to read the written answers and mark them with a tick if they agree or a question mark if they aren't too sure. Return the cards to the original team.
  - Manage a class discussion to 'describe' an interpersonal skill that relates to the scenario.
  - Following the group work/learning activity, brief the group to complete pg. 12 WB independently. Remind the learners to **DESCRIBE** the skills.
- 'Verbal' 'Non-verbal' 'Written' 'Listening'
  - 'Fire and Rescue Service' 'Paramedics' 'Newspaper reporter' 'Police'
  - Peer assessment task to learn from others.



LESSON OBJECTIVE 7 / TASK 6 COMPLETE.  
TICK THE OBJECTIVE OFF.



TIMING



TOPIC



TEACHER ACTIVITIES



REMARKS/NOTES

15 minutes

Effectiveness of interpersonal skills

Complete assessed work.  
U1 Task 6. AC3.4



EXTENSION TASK

*If learners finish earlier than others they can reflect on their own communication. In what situation hasn't communication been effective and how could have it been improved?*

- Using the completed worksheet from task 6 ask each learner to choose 1 example of communication.
- Ask the learners to think of specific examples of 'how' and 'when' the method is used and the 'effectiveness' of it. Discuss with the group their thoughts and ideas.
- Following the discussion/learning activity, brief the group to complete pgs. 13 - 14 WB independently.
- Remind the learners to **LIST** and **REPORT** on four methods.



Guidance is available on pg. 31 LG. Contribute to discussion and feedback some of the ideas.



LESSON OBJECTIVE 8 / TASK 7 **COMPLETE.**  
TICK THE OBJECTIVE OFF.



TIMING



TOPIC



TEACHER ACTIVITIES



REMARKS/NOTES

<p>4 - 5 minutes (maximum)</p>	<p>Recap exercise/review learning to evidence the 'learning'.</p>	<p><b>Option 1:</b> Split the group into small teams and ask the set of 'pre-set questions'. (Highest scoring team wins).</p> <p><b>Or</b></p> <p><b>Option 2:</b> Ask the learner to write down at least 3 things they have learnt in the session on a post-it note.</p>	<p>Take part in the quiz activity as directed.</p> <p><b>Or</b></p> <p>Take part in post it note activity as directed.</p>
<p>1-2 minutes</p>		<ul style="list-style-type: none"> <li>• Ask learners to check their work and to sign/ date the learner declaration on the front of the workbook.</li> <li>• Explain plans to cover other units in WB 2.</li> </ul>	



CONGRATULATIONS UNIT 1 COMPLETE!