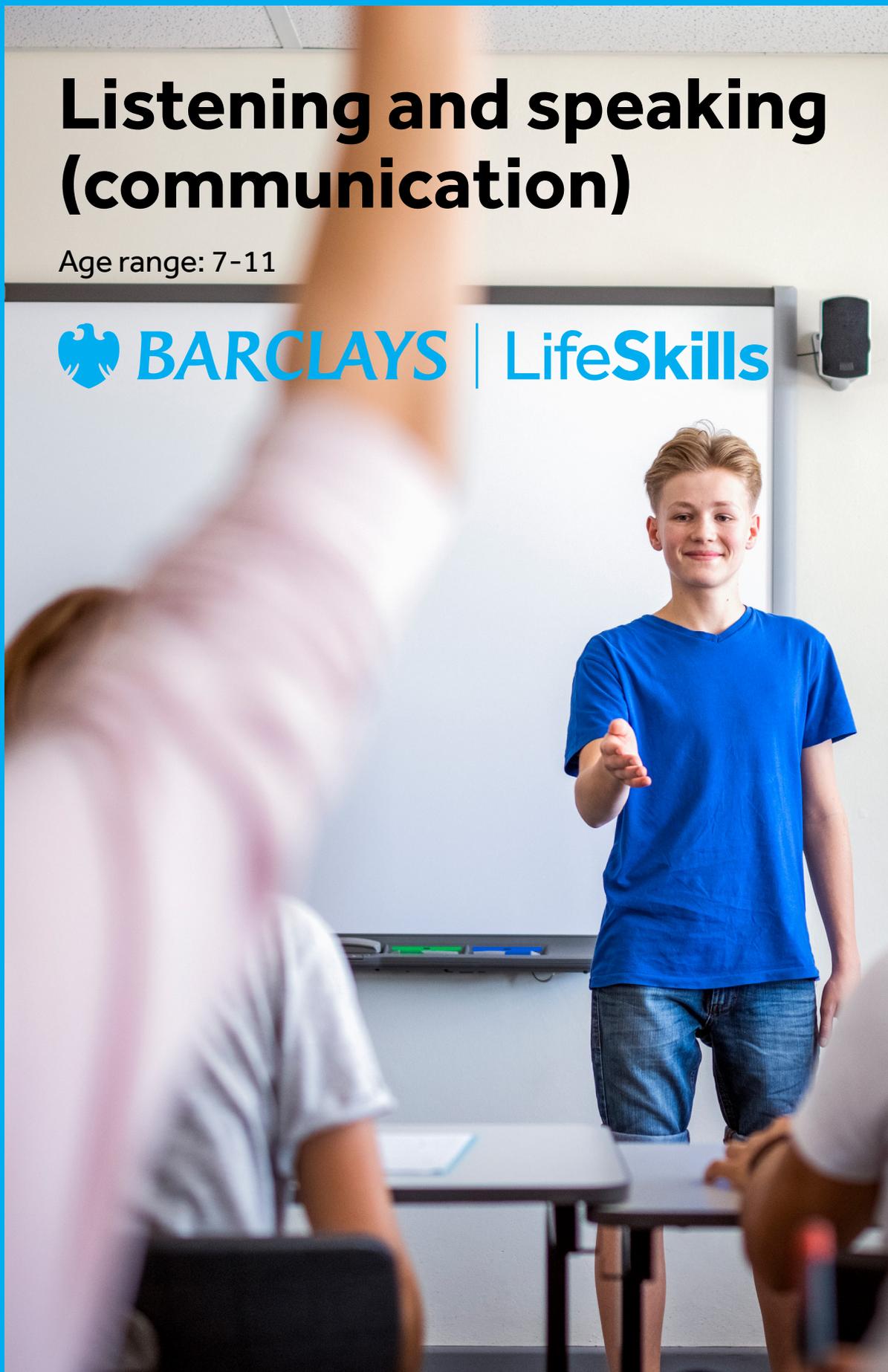




# Listening and speaking (communication)

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"> <li>Define listening and speaking (communication)</li> <li>Understand how good listening and speaking (communication) skills are helpful in the world of work</li> <li>Discuss how they can show this skill at home, school or after school clubs</li> </ul>	<ul style="list-style-type: none"> <li>Listening and speaking (communication) slides</li> </ul>

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. Completing the lesson supports The Skills Builder Framework for listening and for speaking.

The session can be delivered as a stand alone lesson to focus on this particular skill, or as part of a series. The Barclays LifeSkills programme has a [core transferable skills toolkit](#) containing seven lessons for seven different skills for the primary age group which can be delivered in any order.

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

## Contents

Activities	Time	Page
Activity one: What is listening and speaking (communication)?	10 mins	3
Activity two: Draw the design	20 mins	4
Activity three: Case studies	30 mins	5

## Word bank

- Broadcast:** Showing a programme on TV/radio
- Filming:** Capturing video footage
- Firefighter:** Someone whose job it is to extinguish fires
- Skills:** The things you're good at, for example listening, being creative
- Television production company:** An organisation that creates TV shows
- Writer:** Someone whose job it is to write content, such as scripts for TV shows

# Activity one

## What is listening and speaking (communication)?



Listening and speaking (communication)

- Steps 0-2 of the Skills Builder Framework for listening
- Steps 0-2 of the Skills Builder Framework for speaking

Start by showing your pupils this [short animation](#) 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 in the world of work is that 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 2 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.**

It may also be useful to outline The Skills Builder Framework definition: Listening is the receiving, retaining and processing of information or ideas, speaking is the oral transmission of information or ideas.

Ask pupils to think about why it's important and how they might show it in their daily lives. If you are working with younger pupils or those who need more support, you could use the example of using listening and speaking (communication) skills to communicate with teammates when playing sport games, whilst working on a school project and within music rehearsals.

# 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 3** and ask your pupils to reflect on these questions:



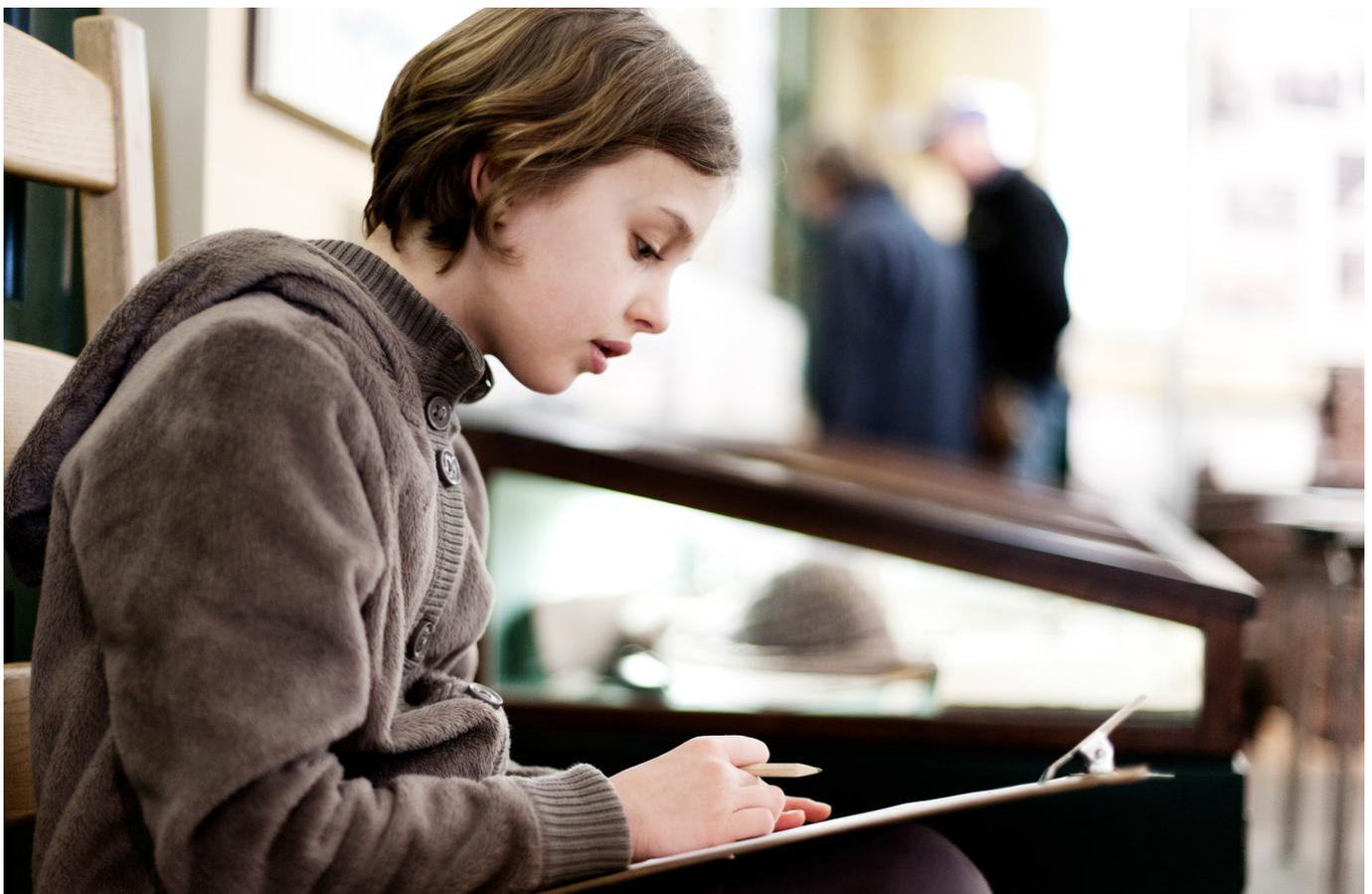
Listening and speaking (communication)

- Steps 0-5 of the Skills Builder Framework for listening
- Steps 0-6 of the Skills Builder Framework for speaking

**What was challenging about being the describer?**

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

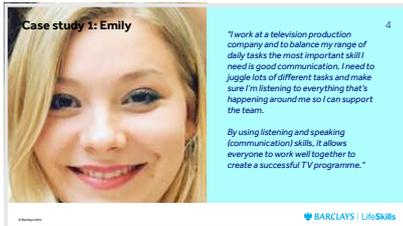
**Did you find it easier being 'the describer' or drawing the image that was being described?**



# 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



Listening and speaking (communication)

- Steps 0-5 of the Skills Builder Framework for listening
- Steps 0-6 of the Skills Builder Framework for speaking

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 4** 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: Izzy



Head over to the BBC Bitesize website to watch its film, as a class, about Izzy who is a firefighter, by clicking [here](#) or by clicking the link on **slide 5**. First briefly discuss with your class what a firefighter does and what they might do on a typical day at work, for example attend a fire, run a fire safety workshop for a local school, support members of the community with smoke alarms.

Work through the below discussion prompts with your class.



Listening and speaking (communication)

- Steps 0-6 of the Skills Builder Framework for listening
- Steps 0-6 of the Skills Builder Framework for speaking

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

- Explain to pupils how Izzy has shown listening and speaking (communication) skills in her job, for example by communicating with team members to make sure they all stay safe and know what they need to do to deal with a fire

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

**How can you use eye contact and body language when communicating?**

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

**How does Izzy 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? For example, this could mean the team is not able to work together well to deal with the issue they are faced with.**