



For young people with special educational needs and disabilities

Understanding behaviours for work

Age range: 14+

 **BARCLAYS** | LifeSkills



Session overview

Time	Key learning outcomes	Resources
160 mins	<p>By the end of the activity students will be able to:</p> <ul style="list-style-type: none"> Recognise acceptable and unacceptable workplace behaviours Identify some of the different ways we can communicate with others, including expressing information and receiving information Recognise the difference between verbal communication and non-verbal body language 	<ul style="list-style-type: none"> Understanding behaviours for work presentation slides Understanding behaviours for work student worksheet

It's recommended that lessons are repeated to ensure concepts are understood, and allow for skills to be built over time. Always start the session by agreeing ground rules with the group. For advice on this and other ways to establish a safe learning environment, [download the content guide](#).

This is one of a set of core lessons that have been adapted for young people with Special Educational Needs and Disabilities (also known as Additional Support Needs/Additional Learning Needs). Adaptation has been completed with the support of specialist careers provider Talentino, and tested with staff and students at several different special schools.

Contents

Activities	Time	Page
Activity one: How to behave well in the workplace	60 mins	3
Activity two: Communication in the workplace	40 mins	5
Activity three: Body language in the workplace	60 mins	6

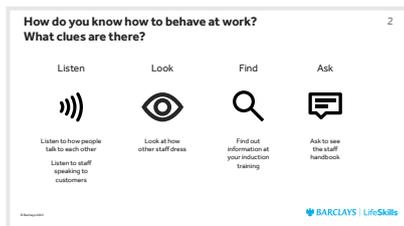
Activity one

How to behave well in the workplace

1. Introduce the idea of workplace behaviour

- Explain that this activity will help students think about the right ways to behave at work and why it is important
- Employers see this as really important, because they have standards about how people behave, speak to each other, what they wear and how customers are treated
- Ask students to think about when they went into a shop and whether the staff spoke to them nicely or not and how it made them feel. Discuss if they would go there again and why. If not, how would that affect the shop (e.g. could it lose business or get a bad name)?

2. Clues to help workplace behaviour



- Explain to students that when you visit another country, it's important to respect its culture – the way people dress, talk and behave. Their culture may feel very different to you, but it's really important to them. Every workplace also has its own culture, which is there to help employees, customers, and the business
- Show **slide 2**. Ask if anyone can explain some of the things that make up a workplace's 'culture'
- Highlight the ways students can find out about the culture/behaviour of a workplace

3. Discuss why workplace behaviour is important – the dos and don'ts



- Ask students to split into small groups and assign each group a workplace relevant to their expected employment outcomes e.g. a cafe, a leisure centre, a shop, an office
- Each group should think of as many things as possible that they should not do in this workplace
- Before showing **slide 3**, ask each group to share their list of things they should not do along with reasons why
- Show **slide 4** and ask students why an employer might think these behaviours are really important, and to think of an example of someone showing the right behaviour
- Remind students that the social skills they gain from everyday experiences can also help develop good workplace behaviour. Examples could include charity fund raising, team activities, work experience or playing in a sports team
- After a few minutes, help each group share their ideas with the rest of the class

Activity one

How to behave well in the workplace (cont'd)

4. Workplace scenarios

- Using the example workplaces from earlier, invite students to participate in a role play to reinforce the key message about appropriate and inappropriate behaviour in the workplace. Some specific situations could include dealing with a customer, listening to instructions from a colleague or being in a meeting
- Students should role play what to do and what not to do in each situation to encourage discussion
- Invite each group to share their ideas and briefly discuss as a whole group

5. Help students remember appropriate ways to behave in the workplace



- Show students **slide 5** and ask them to think about the top tips to help them behave in the right way at work. You can share the **Workplace behaviour student summary** below for students to take away and read, or go through the points as a class

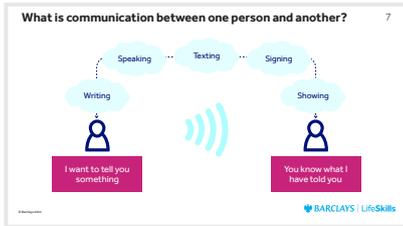
Activity Summary

- Emphasise that inappropriate behaviour is one of the most common complaints employers have about new employees, especially school-leavers, so remembering some personal rules will be really important
- Remind students that they can also look at certain experiences in their social lives as examples for how to transfer this behaviour to the workplace
- Ask each group to share one idea from the lesson and then review the suggestions using **slide 6**, encouraging students to set a goal to behave well in the workplace

Activity two

Communication in the workplace

1. What is communication?



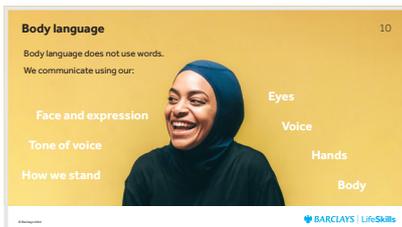
- Use **slide 7** to explain that communication is transferring information from one person to another
- It can be delivered in different ways – speaking, writing, texting, signing, showing
- Ask students to give examples of how they communicate. Show **slide 8** and check they have thought of all of these options
- Ask students to give examples of what they might communicate at work and then show **slide 9** to provide some examples. Explain that communication is about both expressing and receiving messages
- Expressing yourself so other people can understand:
 - Speaking
 - Using the phone and texting
 - Using written forms e.g. emails, writing, symbols
 - Using plain English
- Receiving communication:
 - Listening
 - Writing down information
 - Answering the phone



Activity three

Body language in the workplace

1. Use body language to communicate with the class



Option A

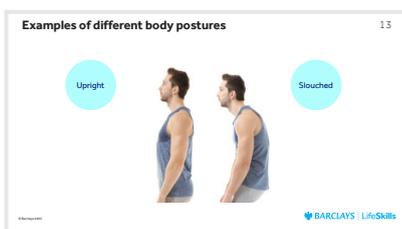
- Start this session by using your body language only (you may need to speak first to get students' attention, but try to keep this to a minimum)
- Gesture to make the class stand up and then sit down
- Ask the class if they know what type of communication you used and ensure they understand it was your body language. Summarise by showing **slide 10**

Option B

- Make the activity more interactive by writing down different actions and expressions and asking students to act out the different behaviours for their peers to guess. This is a great way to highlight how individuals interpret actions and expressions differently
- Show students **slide 11** and ask students to identify what the facial expressions might communicate about the person's feelings
- After they have had time to make suggestions and discuss, show **slide 12** with the answers, and explore how they could work these out. Relate this back to the non-verbal communication method called body language

Note that differing levels of self-confidence may affect students' participation in this lesson. Try and be mindful of including everyone and providing encouragement to those who might seem less confident.

2. Discuss verbal and non-verbal communication



- Explain that communication is about how we try to get someone else to understand something that is in our head – an idea, need, want or feeling, for example
- Point out that we do this in two ways: our verbal communication is deliberate and conveys our ideas, usually in words. But we also communicate non-verbally – usually what we're feeling – through our body language
- Show **slide 13** and review the example of different body postures. Ask students to verbally share or physically demonstrate some other examples, like slouching in a chair, leaning on a table or against a wall, or with hands in pockets. Bear in mind that some students may not be confident enough to do this

Activity three

Body language in the workplace (cont'd)

3. Role-play using effective body language

- Demonstrate a role play of a situation from the selection below, using some appropriate and inappropriate body language. If any of the students feel comfortable to do so, ask them to role play in pairs or in front of the class. Some options to try include:
 - entering an interview
 - sitting during an interview
 - listening to some important instructions

Activity Summary

- Show **slide 14**. Ask if anyone can explain why the 'body language meter' is important: we don't just need to adopt the right body language, but we also need to use the right amount
- Review each tip on the slide and ask students to think of other ways to use the right body language, both to make the right impression and to feel confident in themselves
- Give out **Communication and body language student summary** as a summary of what you have covered in this activity



Understanding behaviours for work

Workplace behaviour summary

What is 'workplace culture' and why does it matter?

When you visit another country, it's important to respect its culture – that is, the way people dress, talk and behave. Their culture may feel very different to you, but it's really important to them.

Every workplace also has its own culture. It's there to help employees, customers, and the business.

What tips will help me behave in the right way at work?

- Find out what's expected of you
- Dress properly for the job
- Pay attention
- Accept the rules and understand why they exist
- Respect other people
- Be part of the team
- Do your best

How can I find out what's expected of me on work experience?

- Ask before you start
- Observe how people dress, talk and behave, and practise copying them
- Ask your buddy or mentor how they help new employees fit into their work culture
- Ask questions about what counts as good and bad behaviour

In a new job:

- Pay attention during training
- Read the employee handbook or website
- Observe how people dress, talk and behave
- Ask your manager or supervisor. They'll appreciate your interest

Choose your role models carefully

Most workplaces have someone who doesn't follow the rules. Think carefully before you copy how that person dresses, talks and behaves. Their employer might not be happy with them; if you copy them, your employer might not be happy with you either.

Understanding behaviours for work

Communication and body language summary

This can be used if the students can access both concepts at the same time.

Communication gets ideas out of your head and into someone else's. Your communication skills are really important, especially when you only have a few minutes to make the right impression.

Write down your ideas.

When might I need to make the right impression?	When might I need to feel confident?

Face-to-face communication and body language

Face-to-face communication uses verbal and non-verbal signals.

<p>Verbal signals are ...</p> <ul style="list-style-type: none"> • What you say • Usually conscious (deliberate) 	<p>Non-verbal signals are ...</p> <ul style="list-style-type: none"> • How you say it • How you use your body • Usually unconscious (not deliberate)
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Most of what you 'say' is not only about the words you use. Somewhere between 50 and 80% is down to how you use your voice and your body.

- Your non-verbal signals affect the person you're talking with. Use your body language and tone to make the right impression
- Your non-verbal signals also affect you. Use your body language and tone to feel more confident

Tips for using body language

Here are some ways to help you think like an optimist and build your self-confidence:

- Sit or stand upright
- Smile
- Look the other person in the eye most of the time
- Nod to agree
- Show you're listening
- Try and be relaxed and 'open' rather than tense and 'closed'
- Think about your hands and feet – what do they give away?
- Remember to use the right amount of body language – not too much or too little.