**Unit 301-Learning outcome 2-Understand how to communicate with children, young people and adults**

**Children and Young people**

301.2.1 Explain the skills needed to communicate with children and young people

**You are supporting a new child to the school with numeracy what are the main communication skills you would use and for what justification?**

301.2.2 Explain how to adapt communication with children and young people for:

a) the age of the child or young person

b) the context of the communication

c) communication differences

**Describe a situation at school with a pupil where you have had to adapt your communication styles? How was the support to the child made more successful by the communication skills you used?**

2.3 explain the main differences between communicating with adults and communicating with

children and young people

**Describe what techniques you would use to make communication more effective with children and describe in what ways these communication styles would differ and have to be adapted when communicating with adults?**

**Adults**

301 2.4 explain how to adapt communication to meet different communication needs of adults

**Scenario 1**

**You have got to contact a parent about an incident at school. What is the best form of communication and how would you manage the communication? What skills and communication styles would you exhibit and why would these be effective?**

**Scenario 2**

**You are in the staff room with a colleague who is upset about something. What skills would you use and for what reasons?**

**Scenario 3**

**You are on a training course and have been put in a group of people who you have not met before in order to complete a team building task. How do establish rapport and a professional relationship with the other team members?**

301 2.5 305.3.4 use skills and techniques to resolve misunderstandings and conflicts constructively.

**Scenario 7**

**You are supporting a science lesson in a Year 9 classroom. There has been some light- hearted banter amongst the learners re the forthcoming school prom. You have intervened in a friendly way but the general chat has continued and as it hasn’t seemed to have affected their work – you have ignored it. When the lesson ends you are going towards the next class when you see that two of the learners are shouting abuse at each other. When you ask them what is wrong, one of them turns on you and shouts for you ‘to mind your own business!’**

**Action to take**

**Scenario 8**

**You are on playground duty with another teaching assistant (TA) and a volunteer helper you notice that a child has fallen over and the other TA goes to help the child. The volunteer helper suddenly turns on the TA demanding to know what she is doing and what her qualifications are in First Aid. When the TA tries to explain that she doesn’t have any qualifications, the volunteer helper butts in that she has no right to touch the child.**

**Action to take**

**Scenario 9**

**Sahid and Gemma are 4. They are playing in the outdoor area just outside the YR classroom. Sahid is riding the new shiny red bike. Gemma is shouting that she wants a go and is holding onto the back of the saddle. Sahid is shouting that it is, ‘Not your turn!’**

**Action to take**