

LEARNER WORKBOOK

Unit 9 - Communication



RSAS Training Strategy Project 2018



Activity 1: Practising non-verbal communication

Instructions:

- Each person in the class will be given a note with a message to convey to the class without talking.
- The class has to guess the message.
- After each role play, discuss what you saw as the most important signs that conveyed the message.

Some of the messages are below, but your trainer may choose others as well;

1. *I am very pleased to meet you.*
2. *This is going to be a great day.*
3. *I am a bit nervous about having to do this.*
4. *I am confused as to what I have to do.*
5. *Can you help me?*
6. *I hear what you are saying but I don't believe you.*
7. *I am getting a bit tired of this.*
8. *Let me think about it.*
9. *I haven't made up my mind yet.*
10. *I am feeling really confident.*
11. *I don't like what you are telling me.*
12. *This is not good.*
13. *I am listening.*
14. *I understand what you are going through*



Activity 2: Practising listening, questioning and feedback

- **Instructions:**

For this exercise, divide into pairs.

- Give some information to your partner on how you think it is best to manage a kid who is cheeky.
- Your partner is to give you feedback on this (they may agree or disagree) and you are to respond to this feedback.
- Change places.
- This time around your partner will give you some information on how they motivate kids to go to school. Your job is to provide feedback, remembering you can agree or disagree.

What did you learn from this exercise?





Activity 3: Role Play: Using formal communication

Instructions:

One area where you need to use more formal communication is when you are asked to speak at something like a school presentation.

- Consider the following scenario.
- Make a short speech to the audience.
- Ask for feedback from your trainer and the class.

Scenario

Joel, one of the kids in your care, has had 100% attendance for the term. He hasn't missed a single day and this is a big achievement. The school principal has invited you to the end of term assembly. He wants you to present Joel with a Certificate and congratulate him. He hopes you can motivate some more kids to attend school more regularly.



Activity 4: Discussion



*Stan Grant, television journalist, is a Wiradjuri man.
His speech on racism is a model of speaking with a purpose. See YouTube
<https://youtu.be/uEOsWlrwOI>*

Instructions:

- Below you will see the 11 Core Principles of Communication.
- As a class group identify two or three people you think model good communication skills, following all the core principles. Discuss how they do this.

11 Core Principles of Communication

1. Know your audience (that means the people you are speaking to)
2. Know your purpose
3. Know your topic
4. Anticipate objections
5. Present a rounded picture
6. Achieve credibility with your audience
7. Follow through on what you say
8. Communicate a little at a time
9. Present information in several ways
10. Develop a practical, useful way to get feedback
11. Use multiple communication techniques



My role models:





Activity 5: My Skills

Instructions:

Being aware of the level of our own skills and what skills we need to concentrate on developing further is an important step to becoming a great communicator.

Take a few minutes to consider your own communication skills from what you have learnt today.

Put a cross in the box showing whether you strongly agree, agree, disagree or strongly disagree with the statement as it applies to your skills.

	Strongly agree	Agree	Disagree	Strongly disagree
1. I always know what I want to say and why before I start speaking.				
2. I keep what I say brief and to the point.				
3. I know I can make myself clear.				
4. I listen to what other people say without interrupting				
5. I know how people are feeling about what I am saying				
6. I ask for feedback and I am willing to listen to feedback				
7. I know how to ask open-ended questions to get information				
8. I have confidence I choose the right words when speaking and don't offend people.				
9. I can adapt how I speak to be more formal				
10. I am comfortable with silence.				
11. I am aware of my facial expressions and body language when I speak				
12. My non-verbal messages always match what I am saying.				
13. I am willing to take responsibility for how people react to what I say				
14. I am able fill in forms and write to the level required for my job as a RSAS worker				



Activity 6: My Development Plan

Instructions:

- Go back to your skills audit in Activity 5. Make a list of the skills you would like to concentrate on developing over the next month.
- Make a note of the things you can copy from those people you have identified as good communicators in Activity 4.
- Decide what else you can do to develop these skills.

Note: *Don't be too ambitious. Start small. It takes a long time to be as good at communication as Stan Grant who is a trained journalist, or Linda Burney, one of our foremost indigenous politicians.*

Skill	People I can observe and copy	Other things I can do
Eg. Speaking with a purpose	Stan Grant – how he gets to the point fast	Practice on my supervisor

Note Page:



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