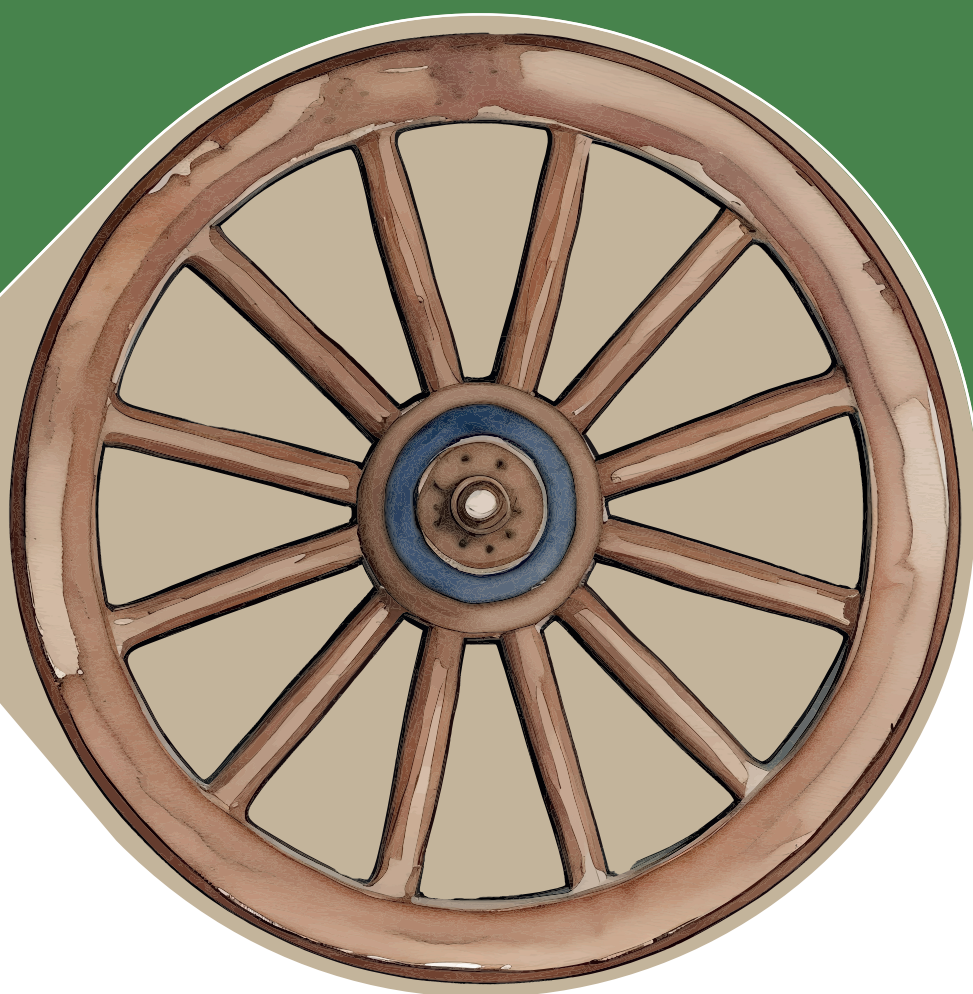




PAVEE POINT
TRAVELLER AND ROMA CENTRE



The Professional Development for Traveller Primary Health Care Workers (THCWs) Pilot Project

Sample Materials to support the delivery of
QQI Level 4 Communications and
QQI Level 4 Personal Effectiveness



The Professional Development for Traveller Primary Health Care Workers (THCWs) Pilot Project

Sample Materials to support the delivery of
QQI Level 4 Communications and
QQI Level 4 Personal Effectiveness

Funded by



An Roinn Breisoideachais agus Ardoideachais,
Taighde, Nuálaíochta agus Eolaíochta
Department of Further and Higher Education,
Research, Innovation and Science



Unit 1 -What is Communication – All MIMLOs

Aim: To help learners understand what communication is, explore different communication styles, and recognise how cultural awareness (or lack of it) can affect communication in learning environments.

Objectives:

At the end of the sessions learners will:

- Understand what communication is and identify different types of communication used in everyday life.
- Reflect on personal communication styles and recognise strengths and challenges in how we communicate.
- Identify common barriers to communication, including environmental, personal, and cultural barriers.
- Explore how cultural awareness impacts communication and identify what tutors can do to create more inclusive and respectful learning environments.

Session(s) Overview

Interactive session – group discussions, pair work, videos, learner workbook.

- What is Communications (Learner Workbook)
- Types of Communications (Learner Workbook)
- What kind of Communicator are you? (Learner Workbook)
- Lack of cultural awareness as a barrier to communication – what your teachers need to know (Group Discussion)
- Optional – IT practice, spellcheck (Laptops/PCs)

Materials required:	
Device to log into Menti Devices for showing YouTube videos Laptops/PCs	Flipchart Learner Workbook
Resources: Brilliant Communication Skills – Gill Hassan	

Learner Workbook – Unit 1

1. Introduction - What is Communication?

Communication can be described as the process of sharing information, ideas or feelings. The main purpose is that the receiver understands what message is being sent.



 Mentimeter Enter the code to join It's on the screen in front of you 1234 5678 Join Log onto www.menti.com Insert the code – List 5 words you associate with communication.	1: _____ 2: _____ 3: _____ 4: _____ 5: _____
--	---

2. Why do we communicate?

We communicate to help us express our thoughts and feelings. We do this to build or maintain relationships, to share or receive information and to persuade.

This is done by using a combination of spoken language, written words, sounds, physical gestures and facial expression.

Watch this video about the history of communication:

<https://www.youtube.com/watch?v=rTGShWlryMQ>



List three ways you have communicated today.

(Exercise can be done in pairs or on flipcharts)

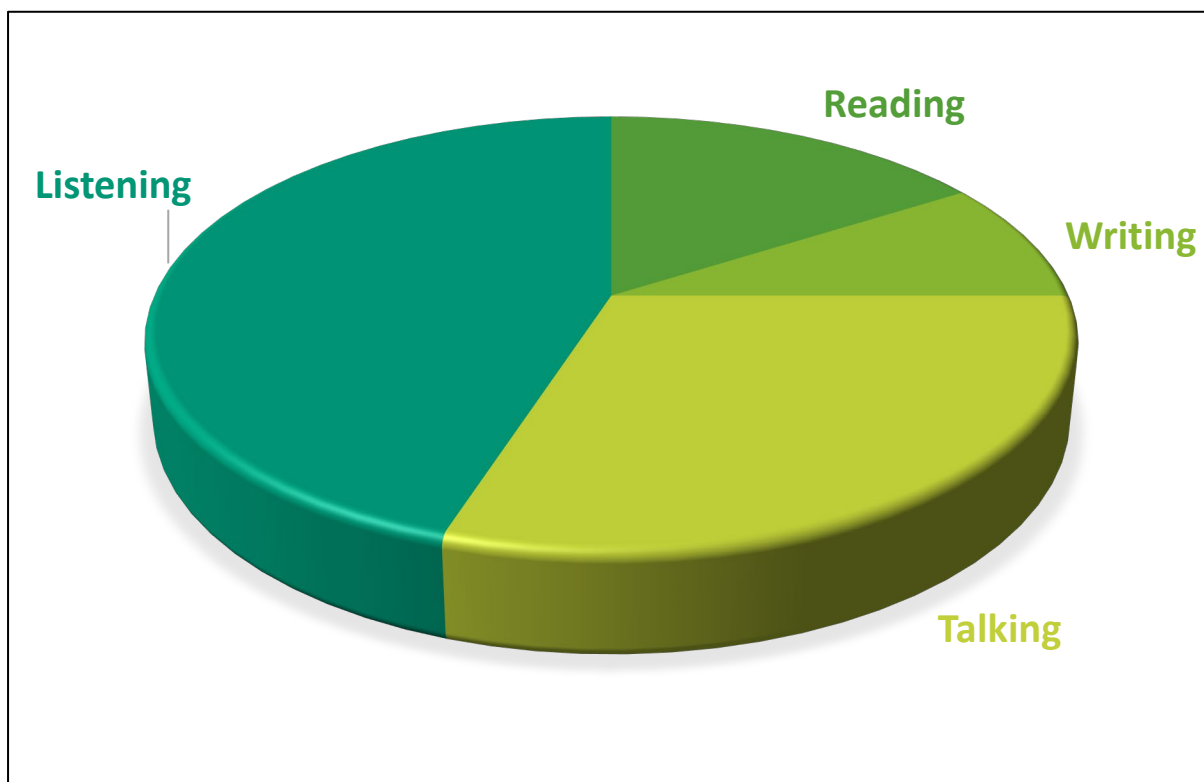
Communication skills play an important part in our personal and work lives.

By examining our own skills, we can learn about ourselves and ways we can improve how we communicate with people.

We spend roughly 70% of our time communicating.

Look at the chart showing the breakdown.

HOW WE COMMUNICATE



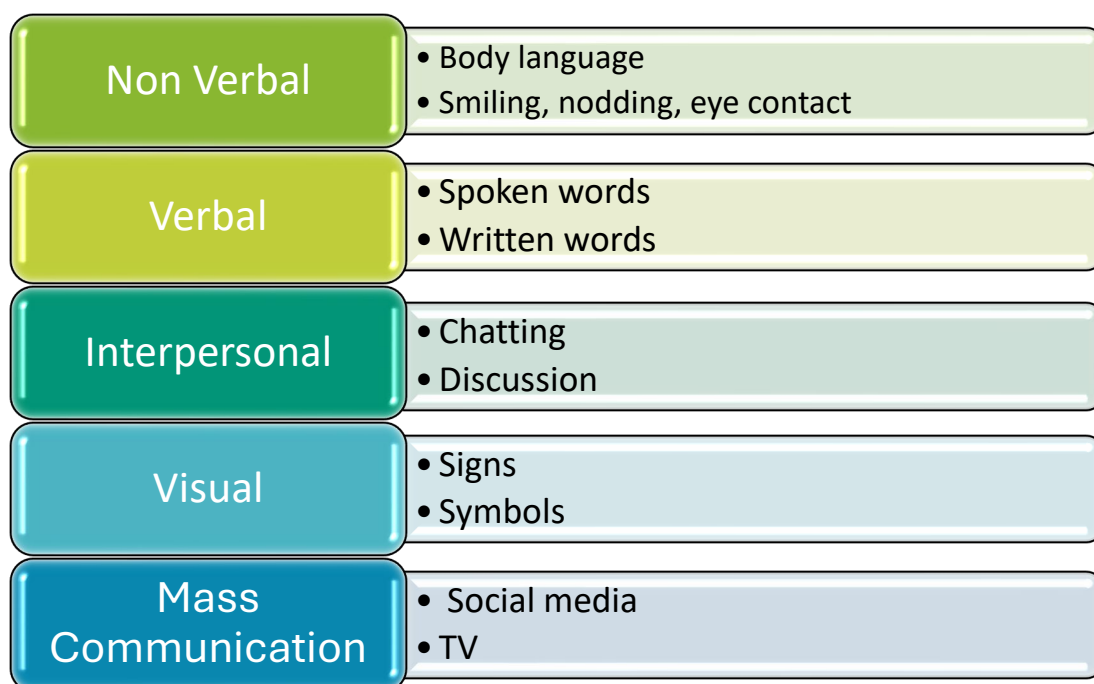
How comfortable are you with each way?

1 very uncomfortable – 5 very comfortable

Reading	1	2	3	4	5
Writing	1	2	3	4	5
Talking	1	2	3	4	5
Listening	1	2	3	4	5

3. Types of communication

Communications can be put into five different groups:

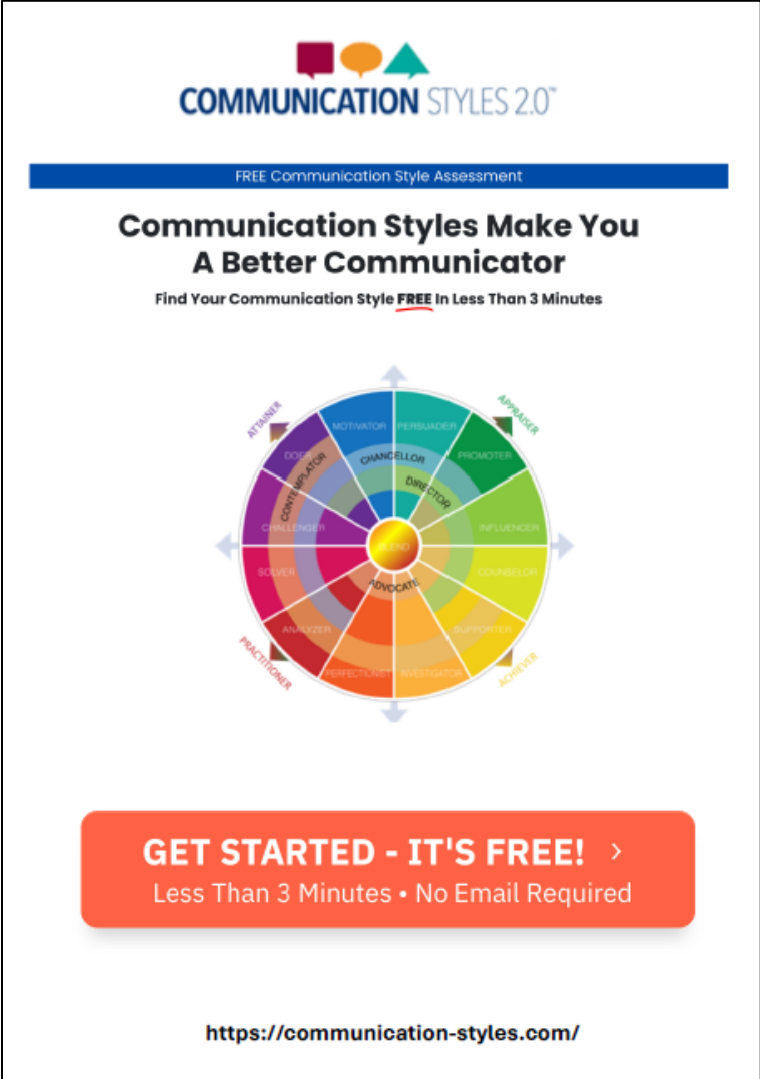


What kind of communication is being used in each scenario?

1. You wave goodbye to a friend across the street.	
2. You write a note to a teacher because your child was out sick.	
3. The traffic lights turn red, and you must stop.	
4. You give directions to someone looking for the Northside	
5. Apple posts on social media about the new iPhone	
6. Chatting to a friend about a Netflix drama	

4. Your Communication Style

Take the quiz. - <https://communication-styles.com/>



The graphic is a circular diagram titled "COMMUNICATION STYLES 2.0™". Below the title is a blue bar with the text "FREE Communication Style Assessment". The main heading is "Communication Styles Make You A Better Communicator", followed by the subtext "Find Your Communication Style FREE In Less Than 3 Minutes". The central diagram is a circular wheel divided into 16 segments, each representing a communication style. The styles are arranged in a clockwise direction starting from the top: CHANCELLOR, DIRECTOR, INFLUENCER, COUNSELLOR, SUPPORTER, EVALUATOR, ACHIEVER, ADVOCATE, SOLIDER, CHALLENGER, CONTEMPORATOR, and REFLECTOR. The wheel is surrounded by four arrows pointing outwards, labeled with the words: "ATHLETE", "PRACTITIONER", "ACHIEVER", and "REFLECTOR". Below the wheel is a large orange button with the text "GET STARTED - IT'S FREE! >" and "Less Than 3 Minutes • No Email Required". At the bottom of the graphic is the URL "https://communication-styles.com/".

COMMUNICATION STYLES 2.0™

FREE Communication Style Assessment

Communication Styles Make You A Better Communicator

Find Your Communication Style FREE In Less Than 3 Minutes

GET STARTED - IT'S FREE! >
Less Than 3 Minutes • No Email Required

<https://communication-styles.com/>

What answer did you get?

Do you agree with the result? Have you learnt something new about yourself?

Group – find others in the group who got the same answer -

(Either fill out list on page or as a group put on a flip chart – make sure to sign your name.)

Name some of the positive things about this type of communicator.

Name some things this type of communicator may find difficult.

Can you think of a real-life example or a personal experience that shows your communication style.

Answers may also be given verbally and recorded – as skills demonstrations assignments need to be recorded it is helpful for learners to get used to completing tasks this way.

5. Barriers to communication

Watch the video.

https://www.youtube.com/watch?v=c_W6SX6SLdg



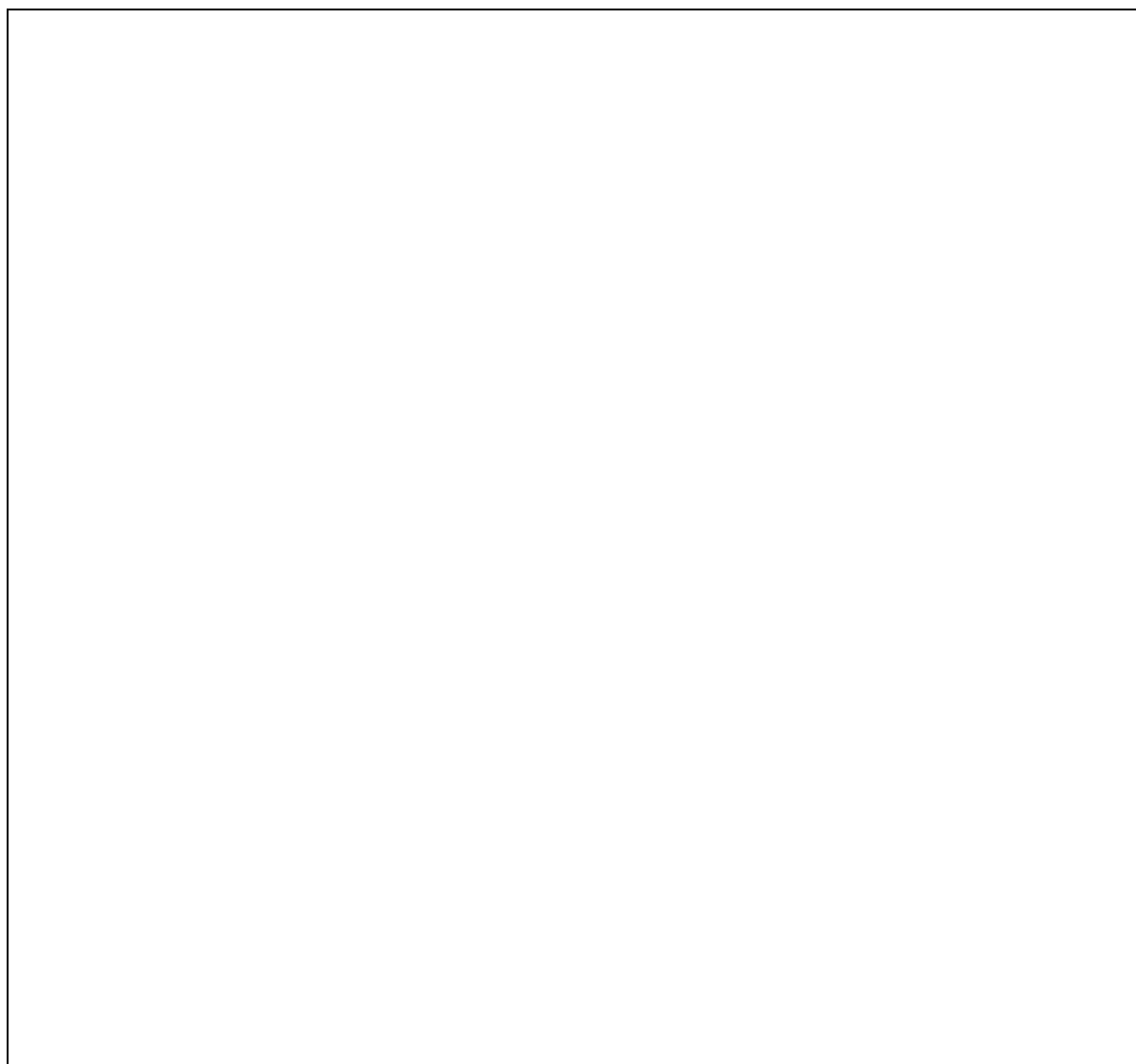
What was the main barrier to communication?

Do you think it's true today? Give reasons for your answer.

Communication works both ways, but sometimes it can be difficult. Physical barriers can get in the way and make it hard for people to get their message across.

Discussion – Imagine you are in someone else’s home and you want to have a private conversation. What could make this difficult? Think about yourself, the other person, and the surroundings.

Make some notes:

A large, empty rectangular box with a thin black border, intended for students to take notes during the discussion.

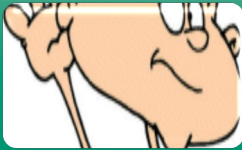
We can break the barriers down into different groups:



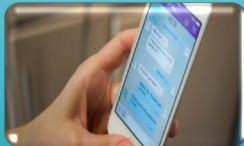
Physical barriers:



Noise



Distance



Phone



Too many people

Pair work –

How could you overcome some of these barriers?

The following are sometimes the hardest barriers to communication to break down.



Psychological barriers:



Stress



Lack of cultural awareness



Confusing language



Embarrassment



Lack of Trust

6. Lack of Cultural Awareness as a barrier to communication

In adult education, learning works both ways. Tutors learn from learners, just as learners learn from tutors. Your knowledge and life experience can help your tutors learn too.

A lack of cultural awareness from non-Travellers can sometimes cause communication problems. This can happen when people do not understand Traveller culture, values, or experiences.

As a group, brainstorm what tutors need to know so this does not become a barrier during the course.



Some questions to prompt discussion:

Can you think of examples where misunderstandings might happen between Travellers and Settled people? How could better understanding of Traveller culture help prevent these misunderstandings?

~~

What attitudes or assumptions might make Travellers feel uncomfortable or unwelcome in a class, even if it is not done on purpose? How can tutors help prevent or address this?

~~

Non-verbal communications include eye contact, personal space, touch, gestures and facial expressions and these can be different across cultures. Are there customs around personal space or touch in Traveller culture that tutors may not be aware of?

Record answers on a flipchart

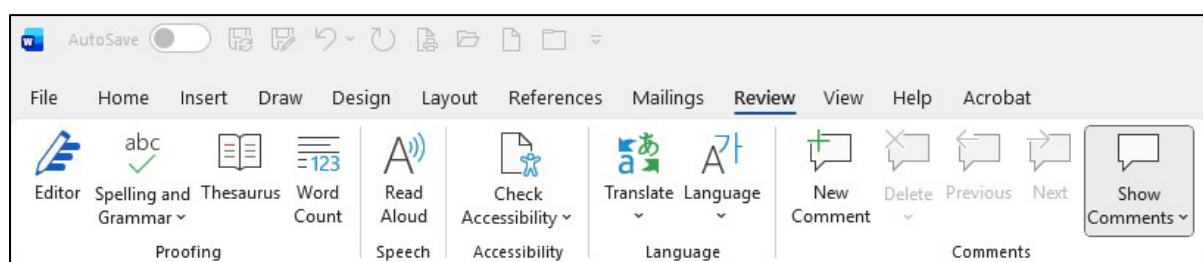
7. Typing and Reflections on Session(s)

Learners may have different experience using technology, but it is a good idea to introduce some typing and IT Skills from the beginning of the course.

Typing can build confidence for learners who are not confident about their spelling or handwriting.

Introduce the Review tab and explain what the redline under typed text is and how to check spellings.

Introduce 'word count' function as this will be used for assignments.

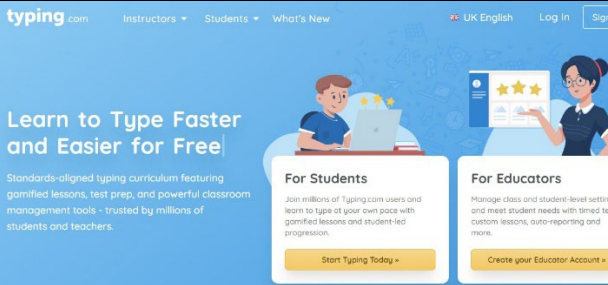
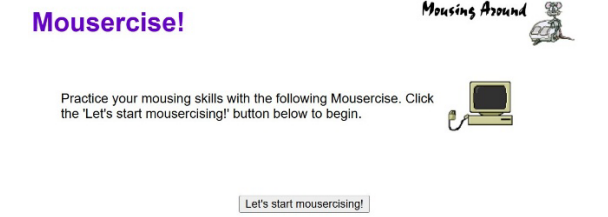


Questions for Reflections

What have I learned about the type of communicator I am?

What did the tutors learn about cultural awareness? (20 -40 words)

Recommended Resources

Typing Typing.com	
Using the mouse: https://pbc.gov/mousercise/mousercise.htm	

Unit 2 - Understanding Digital Literacy & Online Information

Communications Learning Outcome 1

Duration: 2 -3 hours, could be spread across sessions

Aim: To introduce the idea of critical thinking to build media and digital skills

Objectives:

At the end of the session learners will be able to

- Define digital literacy and critical literacy
- Understand the difference between fact, opinion, misinformation, and disinformation
- Identify biased or misleading content on social media
- Apply strategies to evaluate online information

Materials Required:

- Flip chart and Markers/Whiteboard
- Devices for showing video
- Worksheets – sample included but discussions and activities can be turned into worksheets

Resources:

NALA, Questions Matter: Building confidence in critical thinking for today's media and digital world

NALA, Facts Matter: A guide to building critical media literacy in today's world

Robertson, Connor, 2025, Dealing with Digital Deception, Travellers Voice Magazine <https://www.travellersvoice.ie/2025/07/10/dealing-with-digital-deception/>

Pavee Point, Irish Travellers – Challenging the Myths

1. Introduction

Class Discussion:

- Ask: “Where do you get most of your information?”
(TikTok, Instagram, YouTube, news sites, group chats)
- Discuss how fast information spreads online and why that can be helpful **and** risky.

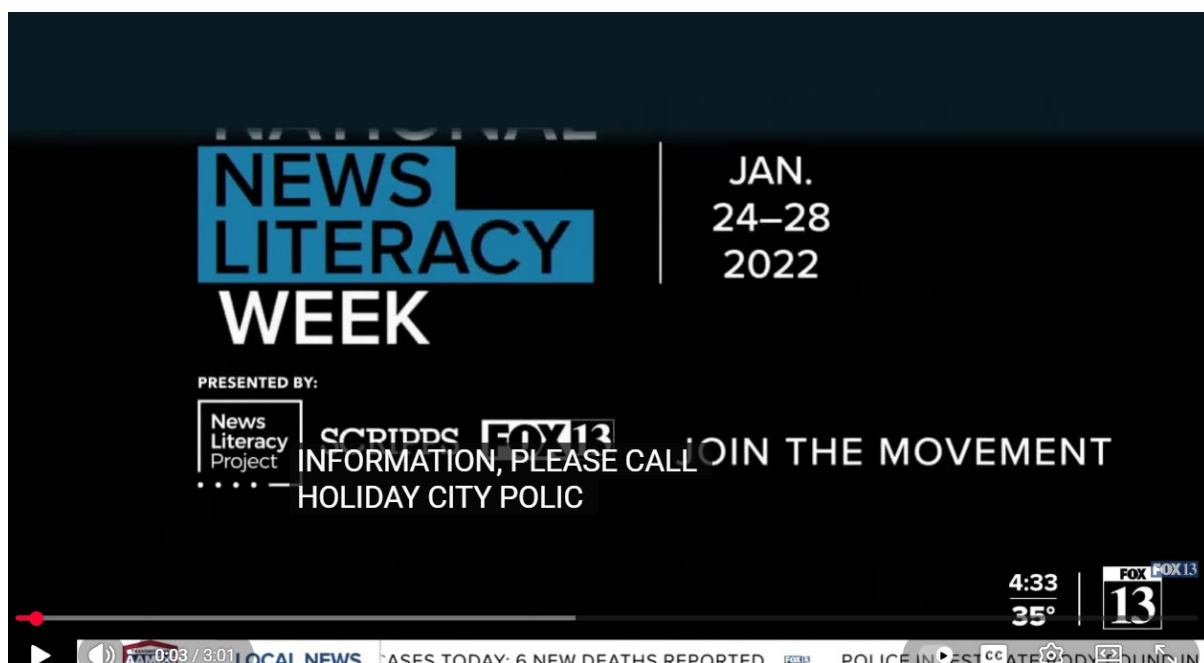
Definitions:

- Digital literacy: The ability to find, understand, check, and use information online safely and responsibly.
 - Critical literacy: Thinking carefully about online content—who made it, why they made it, and what they want you to believe or do.
-

2. Key Concepts (15 minutes)

- **Fact:** A piece of true information
Example: *Dublin is the Capital of Ireland*
- **Opinion:** A belief or viewpoint
Example: “*Social media is bad for us*”
- **Misinformation:** False information shared by mistake
Example: *Sharing an old or incorrect news story thinking it is real.*
- **Disinformation:** False information shared on purpose to mislead
Example: *Fake news designed to influence opinions or cause anger.*
- **Bias:** When information is presented in a one-sided way using selective facts or emotional language.

Show Video



<https://www.youtube.com/watch?v=nA-QvWKYItE>

Activity

Discussion – What do we need to be aware of when we look at information online or someone forwards a post to us?

What examples do they give of false information – what was the source?

Can you give an example of a source that you would trust on this topic (Health information/vaccines)?

What should you do before resharing a post online?

Can you think of something that you have seen online that you knew was not true/was harmful to your community? What did you do/could you do?

3. Activity: Biased Social Media Post

Social media messages are created for different reasons, such as to inform, persuade, or sell something.

Asking questions about who made the content, what message it sends, and who it is for can help people judge it more fairly.

From Dealing with Digital Deception:

Recognising Media Bias

“All media has some level of bias, even when the goal is to report facts. Some outlets may emphasise certain topics, use specific language, or present issues from a particular political or cultural perspective.

To reduce the effect of bias:

- Get information from a variety of sources.
- Compare how different outlets report the same story.
- Be aware of your own beliefs and how they might influence what you choose to read or believe.

Recognising bias does not mean dismissing a source entirely, but it can help provide a more complete view of an issue”

Misinformation and biased content about particular groups or communities often relies on stereotypes or incomplete information.

When we check claims using reliable sources, we often find that:

- Laws and rules, such as taxes or social welfare, usually apply to everyone in the same way

- One person's experience is sometimes wrongly used to describe a whole group
- Strong or emotional language is often used to persuade people, not to give facts

Fact-checking helps us challenge unfair ideas, make better-informed decisions, and encourage respect and understanding online.

Learner Task (pairs or small groups):

Can you find credible sources of information that challenge myths about:

a) Irish Travellers and

b) migrants in Ireland

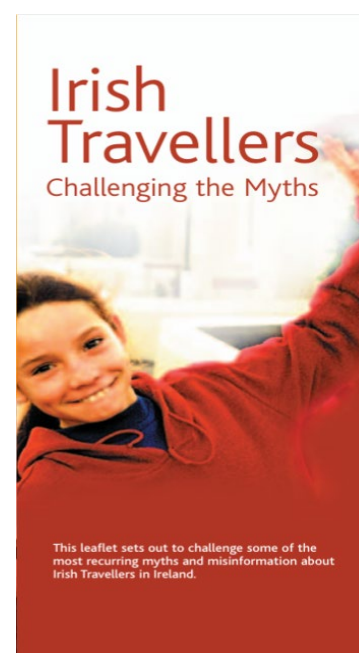
Some suggested sources:

<https://www.paveepoint.ie/wpcontent/uploads/2023/12/ChallengingMyths05.pdf>

<https://www.gov.ie/en/department-of-the-taoiseach/collections/misinformation-about-migration/>

4. Final Task

Before the next session find out what steps you take to report a discriminatory post on your favourite social media platform.



Worksheet – LO1 & 5

Read the article Dealing with Digital Deception and answer the following questions:

Look at the Fake News and Misinformation Section –

How do you spot fake news online?

Look at the Evaluating Media Messages section – what questions should you ask yourself when reading or watching something online?

What should you do before resharing a post online?

One Thing I will check before sharing something online:

Session: Digital Footprints and Professional Communications – 4

MIMLOs 1 & 5

Duration: Flexible; may be delivered over several sessions

Aim: To introduce the concept of a digital footprint and the difference between professional and personal digital communications.

Objectives:

- At the end of the session(s) learners will:
- Know how to create a positive digital footprint
- Distinguish between personal and professional digital communications

Session(s) Overview

- What is a Digital Footprint
- How to create a positive digital footprint
- Difference between personal and professional social media posts
- Difference between personal and professional emails

Materials Required:

- Flip chart and Markers/Whiteboard
- Device for showing videos
- Laptops/PCs for email
- Worksheets

1. Introduction: What Is a Digital Footprint?

Tutor Explanation:

- **Digital footprint:** The record of everything you do online—posts, likes, comments, emails, photos.
- Once shared, content can be hard or impossible to remove.

2. Video and Discussion

Show video: https://www.youtube.com/watch?v=dmQGq_FNBpE

(LPUB Academic Centre What is a Digital Footprint)



Activity – Discuss as a group /and type your responses:

Some prompts for discussion:

Name some ways the information that is stored about you online can benefit you?

What are the disadvantages of your digital footprint?

Find out online how you modify the privacy settings of your favourite app.

What is a cookie?

What kind of footprint do you want future employers, teachers, or people you will be working with to see?

How do you create a positive digital footprint online?

Things to remember in order to create a positive digital footprint

- Use Respectful language
- Think before you share
- Avoid sharing fake news
- Check your privacy settings
- Be kind and responsible online even if you disagree with people!
- And remember - you can't really delete anything online
- Responsible sharing helps prevent misinformation and protects your reputation.



3. Personal vs Professional Online Communication

Discussion – look at the social media accounts of familiar organisations –

- HSE (Irish health service)
- Pavee Point
- Cork Traveller Women's Network
- Local health centre
- Local adult education centre etc.

Compare posts and videos shared on these accounts with posts you might see on a personal account.



What would you expect to see on a **personal** social media account?

Purpose: Personal opinions, bonding with friends, entertainment

Audience: Friends, family, peers (even if not intended, others may still see it)

Tone: Casual, emotional, humorous, informal

Content Examples:

- Photos from a party or family event
- Personal opinions on current events
- Jokes, memes,
- Slang, emojis
- Complaints about a bad day at work or a bad experience on public transport etc.

What would you expect to see on a **professional** social media account?

Purpose: Share information and expertise, represent an organisation

Audience: The public, professional contacts

Tone: Polite, clear language

Content Examples:

- Sharing industry news or achievements
- Promoting events, awards, courses, or services
- Networking or professional opinions
- Educational content

4. Activity/Worksheets:

Look at the following two emails on the topic of internet scams

Email 1:

Subject: Suspicious Email in Circulation

Dear All,

We would like to make staff aware of an internet scam that was recently reported on the Six One News. The scam involves fraudulent emails and messages that seem to be coming from An Post requesting personal or financial information.

Please do not click on suspicious links or share sensitive details. If you receive a message that appears questionable, report it to your manager immediately.

Thank you for your attention to this matter.

Kind regards,

Anne Murphy

Email 2:

Did you see the thing on Six One about an online scam going around? It's unreal! One of those fake messages from An Post that look real and they can get your info. .

Mind yourself, xx 👍

- Which is professional?
- Which would you send on behalf of an organisation/ to colleagues?
- What is different about the language used
- What is different about the greeting and sign off?
- Subject Line

Worksheet Professional Communications

What do you need to think about before you post anything online or send an email?

How does the work email differ from the personal email?

Scenario

The Marie Keating Foundation Mobile Information Unit will be in the carpark of the centre tomorrow from 10 -1pm. The manager of the centre has asked you to send an email to all staff and participants to let them know the times the unit will be at the centre and what services will be available – see poster below.

(You can send the email to your tutor)

Include: Subject line, greeting and sign off.

Mobile Information Unit



Marie Keating
FOUNDATION

The Foundation, through our mobile unit service, aims to raise awareness of the importance of a healthy lifestyle and early detection in reducing cancer risk.

The Foundation offers this service free of charge to the general public. Both men and women are welcome to avail of this confidential visit with our nurse on duty.



Location: Supervalu Lucan
Lucan Shopping Centre
Car park

Date: 9th October 2025

Time: 10am - 1pm

For more information:
www.mariekeating.ie

Unit 2 - Online Safety and Digital Literacy Assignment & Reading

Comprehension & Skills Demo - MIMLOs 1, 2 & 4

Duration: Flexible; may be delivered over several sessions

Aim: To equip learners with basic knowledge to recognise cyber threats and maintain digital security and to prepare learners to create clear, professional messages for use on digital platforms.

Objectives:

At the end of the session(s) learners will:

- Have an awareness of digital safety and security
- Be equipped to consider if online sources of information are trustworthy
- Have prepared a clear, professional message for use on a digital platform

Session(s) Overview

- Online safety and what to watch out for
- Video and Discussion
- Reading Comprehension
- Preparing for the Digital Literacy Assessment

Materials Required:

- Flip chart and Markers/Whiteboard
- Device for showing videos
- Laptops/PCs
- Worksheets
- Device for recording assessments

1. Introduction

Discuss What experience/knowledge do learners have of online scams.
What would make you suspicious of a text message/phone call?

Show a video on the topic of online safety.

Suggestion Surge in Scam Calls in Ireland. Tech Expert Elaine Burke on How to Recognise Them & Stay Safe

<https://www.youtube.com/watch?v=NZtC-ASyQLc>



Surge in Scam Calls in Ireland | Tech Expert Elaine Burke on How to Recognize Them & Stay Safe

Questions for discussion

- Who gets scammed?
What should you watch out for?
- How do scammers get our numbers?
- What can you do to prevent getting scam callers when signing up to websites online?
- How would you check if a call really came from your bank?

Is this video a reliable source?

(Reasons why it would be considered reliable: TV channel a well-known organisation, recommended by tutor, you can google the speaker, speaker quotes ComReg – a government organisation)

Ask learners to make some notes on the videos/discussion and take note of the source – this will be useful for their assignment

2. Reading Comprehension

see Appendix for Worksheet

(Worksheet to be used to prepare for Assessment Task)

Login to:

<https://www.ccpc.ie/consumers/money/scams/phishing/>

and read the information on phishing.

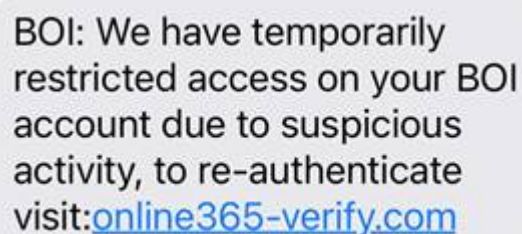
- What is phishing?
- What are the different types of phishing?
- Summarise one of the main types of phishing scam.
- What should you do if you think you have been caught by a scam?
- What is the Competition and Consumer Protection Commission?
- Do you think this is a reliable source of information and why?

Can you find another online source of information about phishing that you would trust?

3. Role Play

Look up the advice on this subject from Bank of Ireland.

In pairs – a family member has received this text that looks like it came from their bank. They have asked you if you think it is suspicious.



BOI: We have temporarily restricted access on your BOI account due to suspicious activity, to re-authenticate visit:online365-verify.com

Using your notes and worksheets, role play how you would advise them. If you are playing the role of the person who has received the text – you are very worried that you won't have access to your account as you have bills to pay.

4. Describe and talk through the Digital Skills Assignment

Instructions

1. Your tutor has asked you to record a short video (2-3 minutes) on the subject of *online scams* for the social media site of a local community organisation.

In your video you should (MIMLOs 1 & 6):

- Explain what phishing is
- Give one example of a text or phone scam
- Give at least two ways people can protect themselves from scams
- Explain what to do if someone thinks they have been the victim of a scammed
- Say where you got your information (for example, a website or organisation)

2. Complete Support Worksheet 2 (MIMLOs 5 & 6) (see Appendix)

Guidelines

- Using appropriate language for a professional message
- Ensure your recording is clear and easy to understand

Marking Criteria – 10 marks

5 marks – Use of Reliable Sources

5 marks – clear explanation of ideas

Worksheet 1 – Reading Comprehension & Support Worksheet

Phishing – MIMLO 5 & 6

Can be completed on worksheet or typed.

Login to:

<https://www.ccpc.ie/consumers/money/scams/phishing/>

and read the information on phishing.

What is phishing? (1 – 2 sentences)

What are the different types of phishing?

Summarise one of the main types of phishing scam. (You can use bullet points)

What should you do if you think you have been caught by a scam?

What is the Competition and Consumer Protection Commission? Do you think this is a reliable source of information and why?

Can you find another online source of information about phishing that you would trust? (Write the name of the website(s) and/or organisation(s))

Worksheet 2 – Support Worksheet for the Digital Skills Assessment

MIMLOs 5 & 6

Write 1–2 sentences explaining phishing

Identify who your video is for (your audience)?

List three key points from your video

Write the name of the website(s) and/or organisation(s) you used to get your information

Say **one reason** why you think the source(s) you used are **trustworthy** (for example, a government website, a well-known organisation, other trustworthy websites were giving the same information)

Assignment Brief

Submission Format:

You must submit both parts of this assessment.

Part 1: Video Recording

- Format: **Video file**
- Length: **2–3 minutes**
- Accepted formats: **MP4, MOV, or similar**

Part 2: Support Worksheet

- Format: **Completed worksheet**
- Accepted formats:
 - Handwritten (scanned or photographed clearly), or
 - Typed document (Word or PDF)

Submission Method

- Submit your work through:
 - As directed by your tutor (e.g. email or USB)

Learning Outcomes covered by this assessment – 1, 5, 6

Assessment Description and Guidance:

Task Instructions

Part 1: Video Recording (Covers MIMLOs 1 & 6)

Create a clear and simple video (2–3 minutes) where you:

- Explain what phishing is
- Give one example of a text scam or phone scam
- Give at least two ways people can protect themselves from scams
- Explain what to do if someone thinks they have been scammed
- Say where you got your information (for example, a website or organisation)

Part 2: Support Worksheet (Covers MIMLO 5 & 6)

Complete the worksheet provided by your tutor.

The worksheet will ask you to:

- Write 1–2 sentences explaining phishing
- Identify who your video is for (your audience)
- List three key points from your video
- Write the name of the website(s) and/or organisation(s) you used to get your information
- Say one reason why you think the source(s) you used are trustworthy (for example, a government website, a well-known organisation, other trustworthy websites were giving the same information)

Marking Criteria – 10 marks

5 marks – Use of Reliable Sources

5 marks – clear explanation of ideas

Unit 3 - Speaking and Listening/Skills Demonstration– MIMLOS 2,3 & 4

Duration: Flexible, may be delivered over several sessions.

Aim: To help learners understand what communication is, explore different communication styles, and help tutors recognise how cultural awareness (or lack of it) can affect communication in learning environments.

Objectives:

By the end of the session(s) learners will be able to:

- Identify paraverbal communications
- Describe what active listening is and demonstrate the ability to apply the technique
- Recognise cultural differences in non-verbal communication
- Explain why listening is harder in stressful situation and identify strategies to improve it.
- Demonstrate skills through role play and group activities

Session Overview

- Recap of previous sessions
- What is paraverbal communication – video and discussion
- Podcast/Video
- What is Active Listening – techniques and practice
- The 3 questions to ask your doctor
- Preparing for Skills Demonstration Assessment

Materials required:

- Flipchart/Whiteboard
- Devices for showing videos & recording
- Laptops
- Worksheets

Resources:

Brilliant Communication Skills – Gill Hassan

NALA - <https://www.nala.ie/health-literacy/tips-for-understanding-health-information/>

1. Recap of Last session – group discussion

Optional Icebreaker – work in small groups

- One person says a simple sentence (e.g. “I’m fine”) using different tones: happy, angry, nervous, sarcastic
- Group discussion- did the words change? What changed the meaning?

Recap - What are the different types of communication, what did you learn about your own communication style?

2. Paraverbal Communication?

- We have looked at verbal communication (spoken or written words) and non-verbal communication (body language, facial expressions, and gestures). Paraverbal communication, however, refers to how you say something — using volume, speed, tone, and pitch to change the meaning of your words.

Discussion – Why do you think tone and volume matter? How might tone cause a misunderstanding?

3. Video and Discussion

Show a video or play a podcast extract of relevance to the group. Choose one with a calm pace, clear speakers (not too many) and minimal background noise.

*Suggestion Oein DeBairduin on the Traveller community’s language
Gammoncant, mythology & ‘Why the Moon Travels’ on Ireland Am*

Ask participants to consider - What was the main topic? Did you find it easy or hard to listen? Was the pace slow, medium or fast? Was the tone calm or emotional? Did speakers use gestures? Was the language formal or informal?



<https://www.youtube.com/watch?v=FLbPUSrxYzI>

Questions for Worksheet or group discussion:

What are the main topics of the discussion?

Do the interviewees talk quickly or slowly? Do they use hand gestures?
Are their communication styles similar or different?

Do you think they are excited/nervous/relaxed? Why?

Is the language used formal or informal?

Are the interviewees good listeners? Do they answer the questions asked?

Are the interviewers good communicators? Do they listen and let the speakers finish or do they interrupt?

What do you find most interesting about the conversation?

4. Active Listening

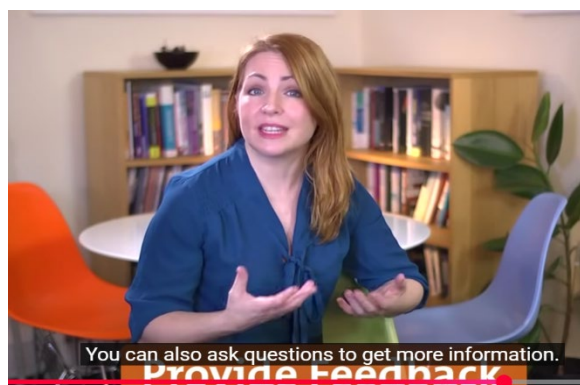
Introduction: Active Listening means

- Giving full attention
- Not interrupting
- Showing you are listening (nodding, eye contact)
- Asking questions
- Summarising/ going over what was said

Show video –

Improve your listening skills with
active listening –

<https://www.youtube.com/watch?v=t2z9mdX1j4A>



Discussion points – Why do we miss important things people are saying? What can you do to become an active listener? What can you do to show someone you are listening? How do you check if you have understood what they are saying?

Active listening is a skill taught to teachers, counsellors, nurses, primary healthcare workers etc.

It can also be used with friends and family– it helps to build trust and to prevent misunderstanding through using both verbal and non-verbal communication?

Why do you think it would be an important skill for a Primary Healthcare Worker?

Remember - The best way to become a better listener is to practice!

Quick Pair Practice;

- One learner speaks for 1 minute about their day
- The other practices active listening and then summarises.
- Swap roles

5. Listening in Stressful Situations

Listening can be difficult in stressful situations. What are some examples of these situations?

E.g. doctor visits, emergencies, dealing with schools/the council, getting bad news, etc.

Ask the group what strategies you could use to improve listening in these situations? (Take deep breaths, bring someone with you, ask for information to be repeated, write things down)

Group Discussion – as a primary healthcare worker you might be supporting someone who is worried about a medical appointment – how would you support them and demonstrate that you are listening to their worries?

6. The Three Questions to Ask Your Doctor

Sources:

<https://www.nala.ie/health-literacy/tips-for-understanding-health-information/>

Ask Me 3

<https://www.ihl.org/library/tools/ask-me-3-good-questions-your-good-health>

Many people struggle to understand health information, and embarrassment can stop them from asking questions. Being prepared by writing down questions or concerns before an appointment can help -you get the information you need and feel more confident.

There are three simple questions to ask the doctor, nurse or healthcare worker:

- 1. What is my main problem?**
- 2. What do I need to do?**
- 3. Why is it important for me to do this?**

If you are preparing someone for a medical appointment you can encourage them to ask these questions and teach them the active listening trick of repeating the information back to the healthcare worker!

7. Role Play – Skills Demonstration – MIMLOs 3,4,5

Talk through the Assignment and explain that it will be recorded but reassure everyone that there will be plenty of opportunity to practice.

Context

One learner will role play the role of a patient who has received this message:

‘This is a reminder that you have an appointment in the Cardiology Clinic in St James Hospital on Tuesday at 11am. Please remember to bring a list of your current medications. Please reply YES to confirm, or call us on 01 222 2222 to reschedule or cancel’

The patient is not sure they understand the text and is worried about their appointment.

The other learner will role play a primary health care worker who is visiting the patient in their home to help them understand the information and to help them prepare for the appointment.

Both learners will practice:

- Active listening
- Asking clear questions
- Explaining information clearly
- Using appropriate verbal and non-verbal communication for the situation

Role 1: The Patient

Your task is to:

- Explain what you do and don't understand
- Ask important questions
- Listen carefully to the information
- Repeat key points back to show understanding

Role 2: The Primary Health Care Worker

Your task is to:

- Listen carefully without interrupting
- Explain information clearly and calmly
- Check Understanding
- Encourage the patient to ask questions

Topics to cover in the Role Play

What the Patient Needs to Know

The Primary Health Care Worker should help explain

- Date and time of the appointment
- What a cardiology clinic is
- Location
- What is likely to happen at the appointment
- What to bring
- What to wear
- How long it may take
- Who the patient will see

Patient could ask

- What will happen at the appointment?
- Can I bring someone?
- Should I bring anything with me?
- What should I ask the doctor?
- What do I do if I don't understand what the doctor says?

Practice:

Tutor to look for a volunteer to do the role play with them.

The group are asked to offer feedback to both the tutor and the learner – the group can feedback to the tutor what are the appropriate communication styles and cultural conventions for a home visit.

In Pairs

Set a timer (5-7 minutes) and let participants practice one role and then the other. It is a good idea for learners to record themselves and then they can make a note of what worked well and what they would like to improve on before the assessment.

Assignment Brief

Skills Demo – One-on-One Work Based Communication – 20 marks

MIMLOs covered 2,3,4

Objective: Show that you can have a clear conversation based on a real situation you may participate in at work. Use speaking, listening and body language skills.

Instructions:

- **Duration: 5 – 7 minutes**
- **Format:** Participate in a role play based on the following scenario:
Context – One learner will role play a patient who has received this message ‘This is a reminder that you have an appointment in the Cardiology Clinic in St James Hospital on Tuesday at 11am. Please remember to bring a list of your current medications. Please reply YES to confirm, or call us on 01 222 2222 to reschedule or cancel’ and they feel unsure and anxious.
- The other role learner will role play a primary health care worker who is visiting the patient in their home to help them understand the information and to help them prepare for the appointment.
- **Focus:**
 - Speak clearly
 - Show that you are listening and responding well
 - Adapt your communication based on the conversation.

Submission Guidelines;

The conversation will be recorded by your tutor.

Marking Criteria (20 marks);

1. **Clarity and Communication style appropriate to the context (10 Marks)**
Spoken in a clear manner using communication styles appropriate to the work situation. (MIMLOs 2 & 4)
2. **Listening and Responsiveness (5 marks):** Actively listened and responded appropriately. (MIMLOs 2 & 4)
3. **Verbal and Non-Verbal Communication (5marks):** Used tone, body language and eye contact effectively. (MIMLOs 2 & 3).

Unit 3 – Preparing for a Presentation – MIMLOs 2,3,4

Duration: Flexible; may be delivered over several sessions

Aim: To help learners understand different ways of communicating, including non-verbal and visual communication, and how these can be used in different settings as preparation for their skills demonstrations.

Objectives:

At the end of the session learners will

- Identify different things to consider when making a presentation
- Have discussed different presenting styles.

Session Outline

1. Small Group Discussions – What would you think about before you made a presentation?
2. Discussion 2 -Compare and contrast different styles of communication and ways of engaging an audience.
3. Return to the main group and feedback
4. Introduce the mini presentation assignment and discuss – start preparing with support.
5. Worksheet

Materials Required

- Flip-chart and Markers
- Device for showing YouTube clips and a device for recording participants.

1. Preparing for the Presentation

Presenting and being recorded can be a significant source of anxiety for many learners. To help build confidence, it is beneficial to regularly give learners opportunities to deliver short, informal presentations to camera throughout the course. Practising this on a weekly basis helps learners become more comfortable presenting both to familiar peers and to wider audiences.

These mini-presentations can be based on a range of simple topics, including health-related themes, selected at random. This encourages learners to think on their feet while speaking in front of a camera. In the workplace, such as during meetings or group discussions, individuals are often required to speak up, and developing this skill in a supportive learning environment helps learners feel better prepared.

Alternatively, learners can be recorded giving a brief check-in at the start of a session, allowing them to practise speaking clearly and confidently in a low-pressure setting.

2. Activity:

Discussion - In small groups - How do you think Mary Brigid, Traveller Primary Healthcare Co-ordinator might have prepared for this presentation?

What do you think she did to prepare?

How do you think she practised?

How do you think she researched the topic?

How did she create her slides?

What equipment checks might she carry out in advance?



Discuss what would think about when preparing to make a presentation – who your audience is, what style they might like, will you use slides and how will you create them, how you will stand, what sources will you use to get your information, how will you practise, etc.

Record answers on a flipchart

3. Looking at Presenting Styles

1. Go to <https://www.rte.ie/weather/#/22259>
to watch the latest weather forecast.

What does the weather forecaster's body language tell you?

What's happening in the background?

Is the presenter moving around?

Where are they looking?

2. Go to <https://www.youtube.com/watch?v=fx8wPLz6rrM>
to watch – Missy Collins – Take the Vaccine



How does Missy hold herself?

Where do you think she got her information?

How would you encourage people to get a vaccination – what key words would you use?

3. Practise – a short presentation

You are to prepare a short two- minute presentation/social media clip on a topic of your choice. Think about the topic you will choose for your own presentation – you could practise this. Work in pairs.

If you like you can use a brochure as a visual aid – examples

https://www.paveepoint.ie/wp-content/uploads/2015/04/Pavee-Beoirs-and-Lackeens_OurHealth-OurWords.pdf

https://www.paveepoint.ie/wp-content/uploads/2015/04/Mother-and-Gailles-A5-36pp_HR-FINAL.pdf

Things to think about – are you presenting in person or online, what audience do you imagine listening to you, where will you get your information?

This will be recorded and you can choose whether to do it in front of the group.

Watch your presentation.

Write down 3 things you are happy with and 3 things you might change.

Worksheet – Evaluating Presentations – MIMLOs 2 & 3

1. What non-verbal and visual communication styles can you identify in the two videos? Please provide specific examples from each video.

2. Which video clip did you find more engaging? What was it about the presenter's style that kept your attention?

3. Why would a presenter use humour and less formal language?

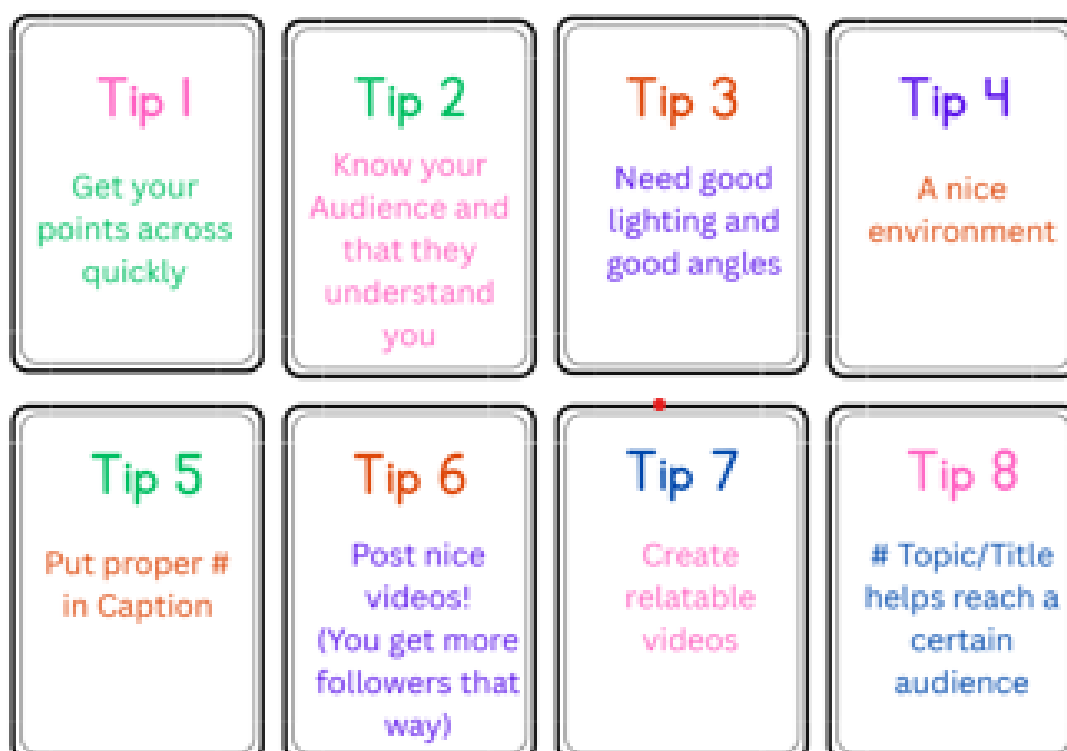
4. Look at the following poster and Missy Collins' video.



How would you encourage people to get a vaccination – what key words would you use?

And Finally:

Tips – How to Be a Success on Social Media by Winona, Nora and Lily



Unit 3 – Presentation Skills – MIMLOs 1,2,3,4

Duration: Flexible, could be spread across sessions

Aim: The aim of this session is to help learners develop confidence and effective presentation skills by learning how to plan and structure content, use slides appropriately, manage nerves, and interact positively with an audience.

Objectives:

At the end of the session learners will

- Plan a presentation suitable for their audience
- Use slides and visual aids effectively to support their message
- Apply techniques to manage nerves when presenting
- Interact confidently and appropriately with an audience

Session Outline

1. Discussion – sample presentation
2. Tips for presentation/handout.
3. Managing nerves
4. Interacting with the audience
5. Slides
6. Practice

Materials Required

- Flip-chart and Markers/Smartboard
- Device for showing YouTube clips and a device for recording participants.
- Handouts
- Laptops/PCs

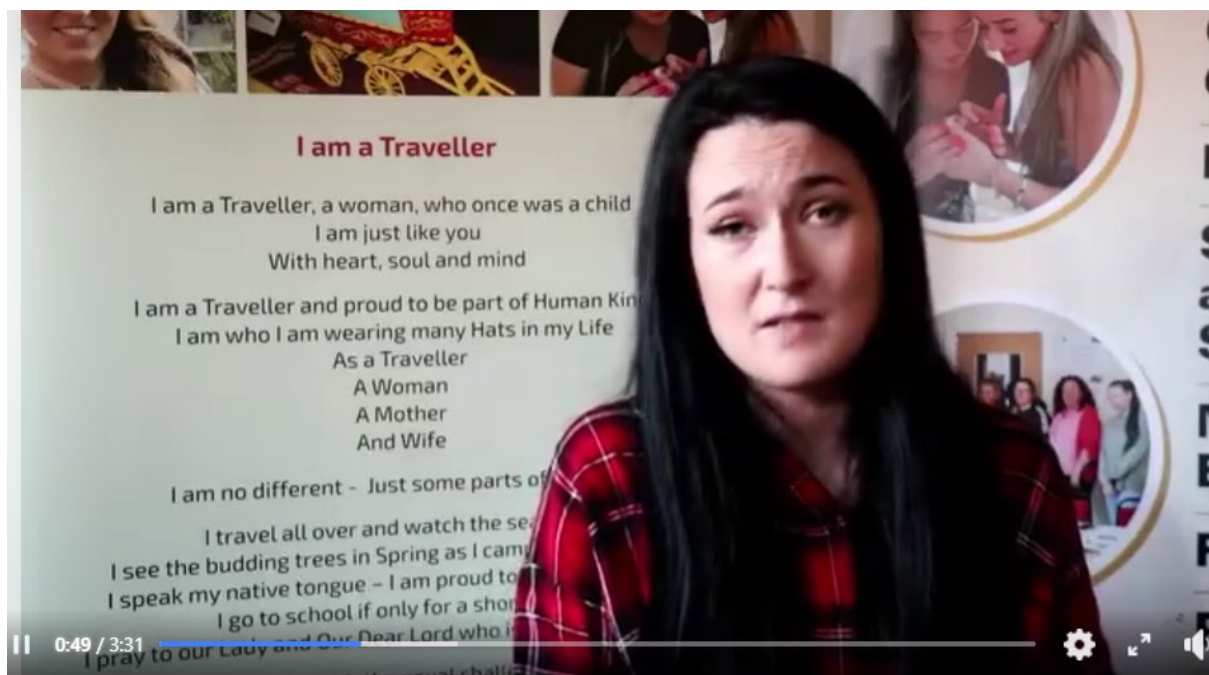
1. Introduction

Recap on last session

Show an example of a good presentation.

Suggestion - Show video:

<https://www.facebook.com/anglocelt/videos/watch-traveller-mental-health-peer-support-worker-julie-duke-encourages-members-/761790722878197/>



WATCH: Traveller Mental Health Peer Support Worker Julie Duke encourages members of the travelling community to reach out for...

Discuss in small groups – Does the speaker introduce herself? Does she speak clearly? Does she make eye contact? Does she sound knowledgeable and why? Does she speak clearly? Is she looking at notes or speaking directly to the camera/audience? How does she use tone and pace? How does she end the video?

2. Top Tips

(Could be distributed as a handout)

- Introduce yourself at the start of the presentation
- Smile to appear friendly and approachable
- Present main points clearly and in a logical order
- Vary your pace to keep the audience engaged
- Speak slowly and clearly to ensure understanding
- Use tone to emphasise important points and show enthusiasm
- Make eye contact with the audience or camera to connect
- Speak directly to everyone, not just one person or your notes
- Use confident body language to support your message
- End the presentation clearly, summarising key points or giving a closing statement

3. Managing Nerves and Building Confidence

Has anyone had to speak at a family event or as part of a course – how did you handle any nerves?

It is normal to feel nerves and your audience won't mind.

Ways to building your confidence:

- Preparation and practice – be confident in your material, practice in front of a friend
- Deep breathing exercises
- Positive self-talk
- Pausing instead of rushing – you could even put a reminder in your notes to slow down.

Show video – How to calm down before a presentation

<https://www.youtube.com/watch?v=2ZWvdI7UuOw>



How to calm down before a presentation

4. Interacting with the audience

You will engage your audience by

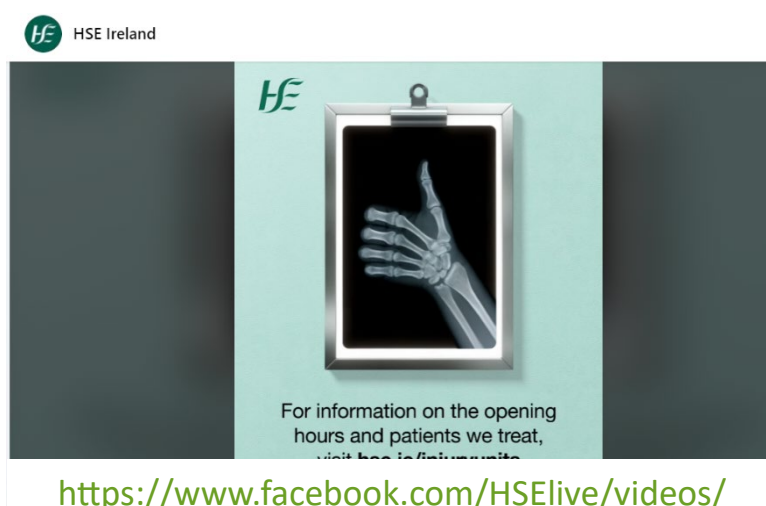
- Making eye contact with different people
- Asking simple questions
- Responding to audience reactions
- Using open body language – standing upright – shoulders back, don't cross your arms, face the audience – don't turn towards your screen if using

In pairs:

- Learners practise opening a presentation and asking one audience question

5. Using Slides

Slides don't have to be very complicated –
for some examples of how
simple slides can get a
message across look at:



How to create slides in PowerPoint and Canva

PowerPoint - <https://library.etbi.ie/presentations/powerpoint>

Canva – https://www.youtube.com/watch?v=8prJ61D_el0

A Beginners Guide to

Creating Presentations with Canva



6. Prepare & Practice

Learners prepare a 2 to 4 minute presentation on a topic they may use for their skills demonstration using 1 – 2 slides

- Learners present to the group/a small group (voluntary)
- Peers and tutor feed back focusing on:
 - Use of verbal, non-verbal and visual communication styles
 - Clarity
 - Audience interaction – engaged with the audience by listening and responding during questions

Choose a presentation topic that you are familiar with and can confidently speak about for 7–10 minutes. You may:

- Use a topic already covered in your course, such as the Personal Effectiveness group activity, a guest speaker's presentation, or another course topic
- Discuss a general topic, for example the advantages and disadvantages of social media
- Base your presentation on your structured report and the research you have completed
- Choose another topic of personal interest, with your tutor's approval.

7. Reflection and Conclusion

- Learners reflect on:
 - One skill they feel confident about
 - One skill they want to improve
- Optional – write a reflective piece on managing their nerves about their presentation.

Unit 4 – Writing Styles and Reading Proficiency – MIMLO 5

Aim: The aim of this session is to support learners to develop reading proficiency by recognising different styles of written communication (such as formal and functional texts) and to practise using these styles appropriately in their own writing.

Objectives:

- At the end of the session learners will
- Recognise different styles of writing
- Understand the purpose and audience of texts
- Develop confidence in writing for different purposes
- Apply professional writing conventions
- Use reflective writing effectively

Session(s) Overview

Interactive sessions – group discussions, videos, worksheets, writing tasks

- Video – history of writing
- Introduction to different writing styles
- How to build confidence as a writer
- Learner Workbook

Materials required:

- Flipchart/Smartboard
- Devices for showing YouTube videos
- Learner Workbook
- Laptops/PCs

1. Introduction and show video:



<https://www.youtube.com/watch?v=oUNkxkH99P0>

2. Introducing different Writing Styles

Newspapers are good sources of different writing styles – different sections have a different purpose and use different writing styles.

You could bring a selection of newspapers to class (print or online)– Include different sections such as: news reports (formal writing), weather reports, job adverts, public notices (functional writing), editorials, personal comment pieces (reflective writing), opinion pieces, letters to the editor (persuasive writing), life style features, short stories (creative writing) and interviews, long form articles (narrative writing).

Divide learners into pairs or small groups. Give each group a different newspaper section or article.

Ask learners to read the article and discuss:

- What is the purpose of the text?
- Who is the intended audience?
- What type of writing is being used?

Ask each group to give one example from their article that shows the writing style (a headline, sentence, or paragraph).

Bring group back for discussion and feedback. Highlight how Writing style changes depending on purpose and audience

3. Writing and Confidence

Ask learners to think about writing in their daily lives.

As a group discuss:

- What do you use writing for?
(Examples: texts, social media, forms, coursework, notes, letters, poems, emails)
- What types of writing do you feel most comfortable with?
- Are there any types of writing you find difficult or avoid?
- What would help you feel more confident in your writing?
(Examples: practice, clear examples, feedback, spelling support, planning time, knowing the purpose of the writing)

Reassure learners that:

- Everyone has different strengths in writing
- Writing skills improve with practice and support

Learner Workbook

There are many different styles of writing. On this course we will be looking at the following:

Formal Writing – a style of writing used in professional, academic, legal or official contexts such as policies or action plans.

Purpose: To give information in a clear, precise and respectful manner, using correct grammar and appropriate words. This type of writing does not feature often in most people's lives.



Functional Writing - writing that focuses on practical communication – giving information or instructions.

Purpose: To inform and to help people understand practical information.



Reflective Writing – this type of writing involves thinking deeply about a personal experience or event. It is about our thoughts and feelings. We use this type of writing when completing the learning journal/learner record.



Purpose: to reflect on events and explain how the writer feels or what they have learned.

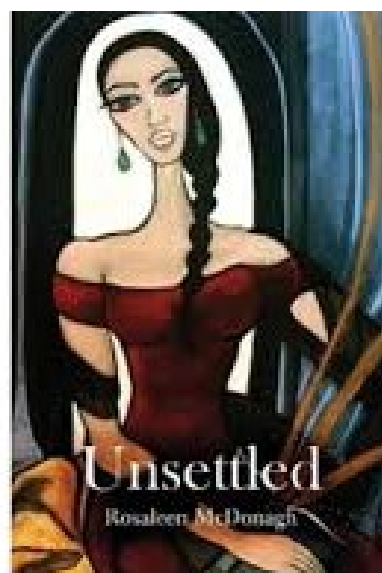
Persuasive Writing – this type of writing aims to convince the reader to adopt a certain viewpoint or take action. A leaflet encouraging health check-ups would be considered persuasive, as would a poster about the importance of recycling.



Purpose: To influence thoughts, beliefs or actions.

Creative Writing – this type of writing focuses on original expression, often with artistic intent.

Purpose: To entertain, evoke emotions or explore ideas imaginatively. Think about a play, a poem or a story in a book.



Narrative Writing – this type of writing tells a story, often with a clear sequence of events, characters and a setting.

Purpose: To entertain, inform or convey personal experiences.



WORKSHEET: Types of Writing

Name: _____

Date: _____

Learning Goal

To recognise the difference between:

Formal, Functional, Persuasive, Narrative, Creative writing.

Section 1: Match the Text to the Type

Draw a line from each **text** to the correct **type of writing** on the right.

Creative	A letter to a Housing Officer requesting a meeting.
Functional	A story about travelling for a wedding and something unexpected happening.
Formal	Instructions for setting up a new mobile phone.
Persuasive	A poem describing the feeling of moving camp at dawn.
Narrative	A leaflet encouraging people to get health checks.

Section 2: Tick the Correct Type of Writing

Give one reason for each answer – for example particular words used.

1. “Please confirm your attendance at the meeting on Thursday.”

☐ Formal ☐ Functional ☐ Persuasive ☐ Narrative ☐ Creative

2. “The rain hammered on the trailer roof as we gathered around the stove, listening to old stories.”

☐ Formal ☐ Functional ☐ Persuasive ☐ Narrative ☐ Creative

3. “We ask the council to support safer parking areas for Traveller families.”

☐ Formal ☐ Functional ☐ Persuasive ☐ Narrative ☐ Creative

4. "Complete the form below and hand it in at reception."

☐ Formal ☐ Functional ☐ Persuasive ☐ Narrative ☐ Creative

5. "Dear Sir/Madam, I would like to request information about the training programme."

☐ Formal ☐ Functional ☐ Persuasive ☐ Narrative ☐ Creative

6. "A soft breeze moved across the camp as the horses settled in for the night."

☐ Formal ☐ Functional ☐ Persuasive ☐ Narrative ☐ Creative

Persuasive Writing

Look at the following letter.

Dear Councillor,

I am writing to ask for improvements to the water facilities on our site. Clean and reliable water is important for everyone's health. Families should not have to cope with broken taps or low pressure. This creates stress, extra cost, and can affect children the most.

Organisations that work with our community have highlighted the need for proper services and equal treatment. Fair access to clean water is a basic human right. I hope you will support repairing and upgrading the system as soon as possible.

Thank you for your time.

Check Your Understanding

1. What is the writer asking for? _____

2. What argument does the writer use? _____

3. Who is the audience? _____

4. How does the writer appeal to fairness? _____

Choose **one** of the following options:

Option A — Email to a Councillor

Send an email to a local councillor on behalf of the residents of a halting site or housing estate, requesting an improvement related to at least one of the following:

- site facilities
- lighting
- roads
- waste collection
- youth services
- access to healthcare

Write the email using the usual conventions for professional emails:

1. **Subject line** – Write a short, clear line that shows the purpose of your email.
2. **Greeting** – Begin your email politely (e.g., *Dear Cllr O’Brien*).
3. **Introduction** – Introduce yourself or explain why you are writing.
4. **Content** – Write the main message clearly and politely.
5. **Conclusion** – Summarise your message or state what you would like the reader to do next.
6. **Sign-off** – End your email politely (e.g., *Kind regards, Best regards*).
7. **Attachments** – Include any attachments if needed, and mention them in your email.

Tip: Keep your email clear, polite, and professional. Check spelling and grammar before sending.

Word Count: 150 – 250 words

Submission Guidelines - You can email it to your tutor

Option B — Community Message

Write an announcement encouraging people to attend:

- a Traveller pride day
- a heritage storytelling event
- a local sports match
- a health awareness session
(e.g., wellbeing, mental health, diabetes checks)

Use the following checklist as a guide.

- I said clearly what I want or what I believe.
- I gave at least two reasons.
- I used an example or fact.
- I used values such as fairness, safety, or community.
- I wrote for the correct audience.

150 -250 words

Reflective Writing

What Is Reflective Writing?

Reflective writing is a way of looking back on something you have done, seen, or learned and thinking about:

- **What happened**
- **How you felt about it**
- **What you learned**
- **What you might do differently next time**

It is personal, but it is also structured. Reflective writing helps Traveller Community Health Workers (TCHWs) understand their work better, learn from real experiences, and improve how they support Traveller families and communities.

In a QQI Level 4 Communications module, reflective writing shows that you can **think carefully, express your ideas clearly, and learn from experience.**

Why Is Reflective Writing Important in TCHW Work?

In Primary Health Care projects—workers often help members of their community deal with sensitive issues such as:



Access to healthcare



Mental Health



Mother and child health



Attending appointments



Communication with Doctors or services

Reflective writing helps TCHWs to:

- Build confidence in dealing with health services
- Learn from challenges
- Improve communication skills
- Become stronger advocates for Traveller health

Reflective Writing Example: Supporting Someone at a GP Appointment

What happened?

I went with a Traveller woman from the community to her GP appointment as part of my PHC training. She was worried because she felt the doctor didn't listen to her before. My role was to support her and make sure she understood the information.

How did it feel?

I was a bit unsure at the start, but I remembered the communication skills we practised in training. I felt proud when she said she was more relaxed having someone with her. I also felt frustrated when the GP used medical words that were hard to understand.

What did I learn?

I learned that having support can make a big difference for patients. I also learned how important clear communication is. Next time, I will prepare questions with the person before the appointment. I will also ask the GP to explain things more clearly if needed.

Your Reflection/Personal Expression Task

Think about an experience you might have as a Traveller Health Care Worker or a situation in your own personal life.

This could be something like:

- Attending a workshop
- Supporting someone at a health appointment
- A group assignment for your course
- Learning something new about Traveller health
- Watching an educational video or taking part in a discussion

Example (for guidance) *(Do not copy—use your own experience.)*

What happened: I attended a Pavee Point workshop about barriers to healthcare. I shared a story about someone finding it hard to get a GP appointment.

How it felt: I was nervous at first but felt better when others shared their stories.

What I learned: I learned that many Traveller families have the same issues. I want to prepare key points before speaking in a group.

Choose an experience and complete the steps below.

Step 1: What happened?

Write a paragraph on the experience.

Guiding questions:

- Who was involved?
- What was your role?
- What took place?

Your answer.

Step 2: How did it feel?

Write about your thoughts and feelings.

Guiding questions:

- Were you nervous, confident, unsure, proud, frustrated, or something else?
- Did anything surprise you?

Your answer:

Step 3: What did you learn?

Write one or two paragraphs about your learning.

Guiding questions: What skills did you use? What would you do differently next time? How will this help you in your THCW work?

Your answer:

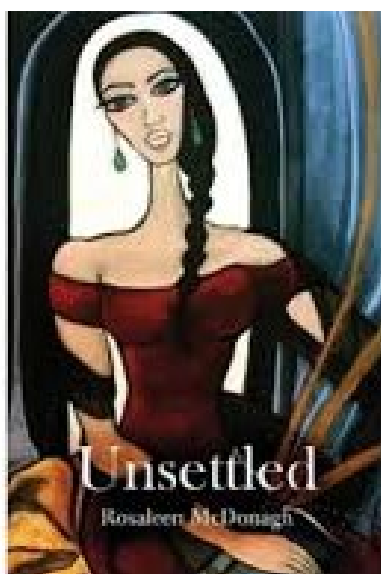
(For Assessment the piece should have 500- 700 words)

Unit 4 - Book Club – MIMLO 4 & 5

Create a welcoming and relaxed environment for the book club, such as sitting around a table with tea and biscuits, possibly in a local library or a comfortable community space. Arrange seating so everyone can see each other and the text extract, encouraging open discussion and sharing of ideas.

Invite the group to choose a poem or extract from a book that they have enjoyed.

The piece used here is an extract from the essay 'Crowning Glory' from Rosaleen McDonagh's collection of essays 'unsettled'. In the Skein Press edition this extract runs from page 9 – 14. From 'There is always an opinion about our hair__ the perfect Pavee aesthetic'.



Before the session learners should have read the extract or the extract could be read/re-read at the start of the session by a volunteer learner(s) and/or tutor.

Aim: The aim of this session is to enable learners to discuss an extract from a book and then write a short piece that expresses their thoughts, opinions, or experiences in an engaging way

Objectives:

At the end of the session learners will

- Understand and interpret a text: Read and think about the extract, identifying key ideas and themes.
- Express thoughts and opinions: Write a short piece that clearly shares their own thoughts, opinions, or experiences in an engaging way.
- Build confidence in discussion: Share their views on the text with the group and listen to others' perspectives.
- Develop openness to different viewpoints: Respectfully consider and respond to opinions that are different from their own.

Session(s) Overview

- Learners discuss the extract, using prompt questions if needed.
- Learners make notes for their assignment

1. Book club discussion with prompt questions

Discuss:

- Have you heard of this author before? If so, did that influence what you expected from the text?
- Did you like the piece?
- How did it make you feel?
- Did anything surprise you?
- Did you feel like you know the characters? Were they believable?
- Did any part of the essay remind you of your own experiences or ideas? Can you explain how?
- Did you like the language, words and descriptions used in the essay?
- Did hearing other people's opinions change how you felt about the piece? How?
- Would you like to read more of the book?
- Can you identify one main idea or theme in the essay. Explain your answer and refer to one part of the text to support it.
- How do the author's choices (for example, language, examples, or characters) help to get their message across? Can you give one example?

2. Writing a personal response to the text

Explain that there are no right or wrong answers when learners are writing about their thoughts and opinions on a story or poem or play etc.

How to Write Your Response to the Extract (500–700 words)

Instructions: Write 500 – 700 words on your response to the extract from Rosaleen McDonagh's 'Unsettled'.

1. Depth and Originality – Share Your Own Ideas

- Think carefully about what the extract means to you.
- Write your own thoughts, opinions, or feelings—it's okay if they are different from others.
- Try to state something new or personal about the text instead of just summarising it.

2. Writing Style and Creativity – Make It Engaging

- Use clear sentences so your ideas are easy to understand.
- Write in your own voice—let your personality show in your writing.
- Use examples, comparisons, or small stories to explain your thoughts and make your writing interesting.

3. Structure and Flow – Organise Your Writing

- **Introduction:** Briefly state what the extract is about and your main idea or response.
- **Middle Paragraphs:**
 - Discuss your main points, using examples or experiences to explain them.
 - Connect your ideas so the reader can follow your thoughts easily.
- **Conclusion:** Sum up your main ideas and say what you learned or how the text made you think differently.

4. Practical Tips

- Aim for 500–700 words, which is about 4–6 paragraphs.
- Take notes while reading to help you remember key points or ideas you want to include.
- Reread and check your work for spelling, punctuation, and clear sentences.
- Make sure your ideas are in order and easy to follow.

Unit 5 – Research Skills and writing your structured report – MIMLOs 5 & 6

Aim: The aim of this session is to support learners to plan, research, write, and reference a structured report using clear paragraphs, reliable sources, and correct referencing, while building confidence in academic and formal writing styles.

Objectives:

By the end of the session(s) learners will be able to:

- Understand the difference between primary and secondary research
- Plan for the report writing assignment using brainstorming and mind mapping
- Understand paragraph structure
- Use basic Harvard referencing.

Session(s) Overview

- Academic Integrity – show the video or lead a discussion on the topic
- Primary and Secondary Research
- Structuring a paragraph
- Referencing credible sources

Materials required:

- Flipchart/Whiteboard
- Devices for showing videos
- Laptops/PCs

Recommended Sources:

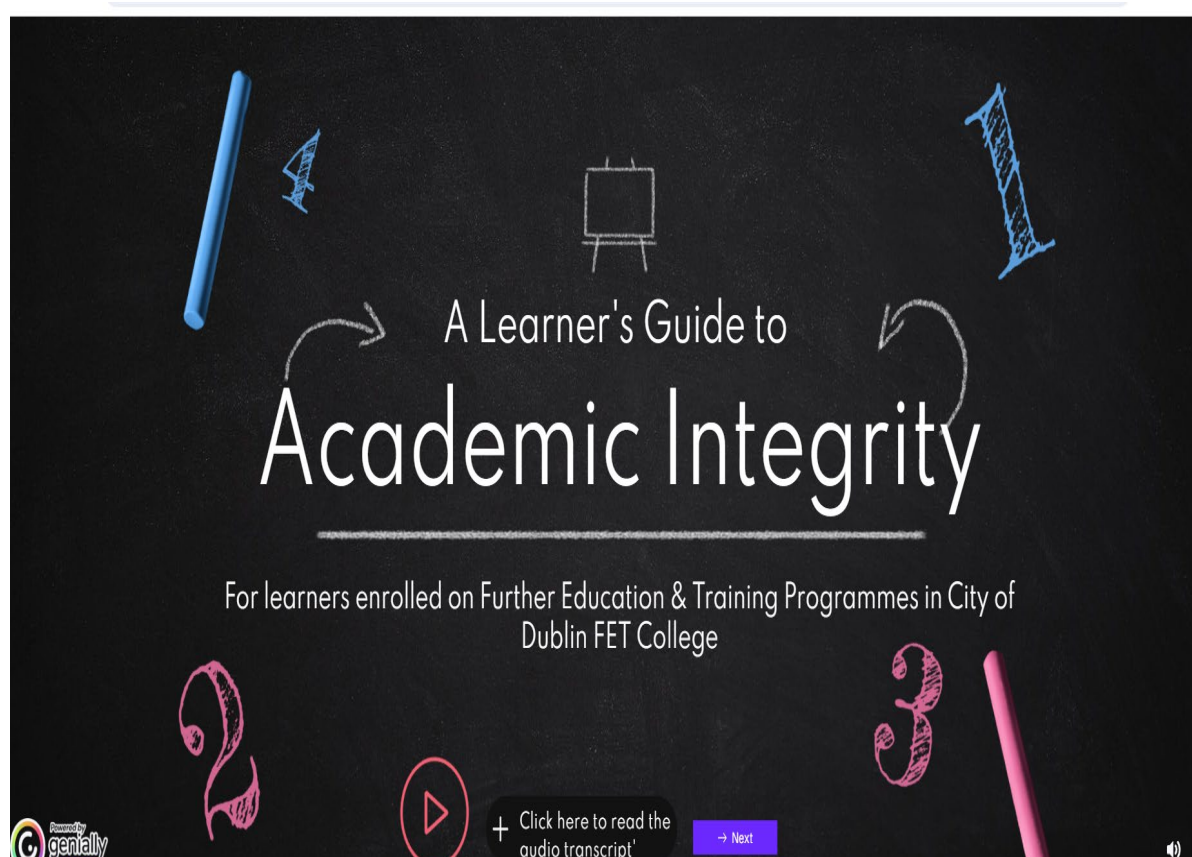
Further Education Support Service – Academic Writing Handbook for Learners

<https://www.fess.ie/images/stories/ResourcesForTutors/AcademicWritingHandbookForLearnersInTheFETSector.pdf>

1. Introduction

Show slide show: A Learners Guide to Academic Integrity – For learners enrolled on FET programmes in City of Dublin ETB or learners enrolled on Further Education & Training Programmes in City of Dublin FET College

<https://view.genially.com/649969621b09f10018a210d8/presentation-chalk-and-blackboard-presentation> or summarise the main ideas and why they are relevant to the learners as they prepare to research their report and presentation.



2. Research Methods

Explain to learners that they can choose the same topic for their structured report and presentation and that they can use some of the topics already covered. A good choice would be a report on the group work activity carried out as part of the Personal Effectiveness module if the modules are being run concurrently or a topic covered in the Communications course such as online safety in Unit 2.

What Is Research?

Explain that **research** means finding information so we understand something better.

Learners have already used research skills on the course when asking questions in pair work or when searching online.

A) Primary Research

Primary research is **information you collect yourself**.

Examples in your Personal Effectiveness group activity:

- Talking to class mates and service users about their experience of using the centre where the course is taking place
- Talking to staff about their roles
- Walking around the building and making notes
- Taking photos of rooms, notice boards, or outdoor areas
- Observing what happens in the centre during the day

Key point:

You are getting information straight from people or from what you see.

b) Secondary Research

Secondary research is **information that already exists**.

Examples in this project:

- The centre's website
- Social media pages
- Timetables or flyers
- Leaflets on notice boards
- Reports or documents about the centre

Key point:

You are using information that someone else has already made but you will need to say where you got this information in your report.

2. Research in action

Select a topic that interests your group (you can use one of the examples mentioned above) or focus on the example: 'The Risks of Using Sunbeds'.

Group Discussion: Who has used a sunbed or knows someone who has?

What do you know about the risks of sunbeds?

On the Smart board or flipchart, start to create a **mind map** with the feedback.

Use categories such as:

- Health risks
- Social reasons for using sunbeds
- Personal experiences

Ask learners to come up and complete the map

Highlight that these are **primary sources**—information coming from personal experience.

Explain that a mind map is a useful way to plan a report or presentation.

Task – learners to look for reliable sources of information on the risks associated with sunbeds online. This is secondary research.

Ask learners to find:

1. A factsheet/leaflet on sunbed risks by a government organisation
2. A social media post on the topic from a traveller organisation.

Examples - <https://www.hse.ie/eng/services/list/5/cancer/prevention/read-the-facts-about-sunbeds-leaflet-.pdf>

<https://www.facebook.com/GalwayTravellerMovement/videos/there-is-no-safe-way-to-use-a-sunbed-sunbeds-can-increase-the-risk-of-skin-cancer/2707149412797525/>



Examine these sources and amend the Mind Map to include new information /facts.

3. Organising the information

Explain that each part of the mind map can be used as one paragraph in the report or one section of a presentation.

Recap - What Is a Paragraph?

A **paragraph** is a group of sentences about **one main idea**.

Each paragraph should focus on **one topic only**.

- The first sentence is usually the topic sentence.
It tells the reader what the paragraph is about.
- The next sentences are support sentences.
They explain the idea and give details or examples.
- The final sentence is the concluding sentence.
It can summarise the paragraph or link to the next one.

Paragraphs help organise writing and make it easier to understand.

Example of a Paragraph

From <https://www.nhsinform.scot/illnesses-and-conditions/skin-hair-and-nails/sunbed-and-tanning-safety/> :

Using sunbeds can increase the risk of skin cancer. Exposure to UV rays is the number one cause of skin cancer in the UK. This includes melanoma which is the most dangerous type of skin cancer.

Using a sunbed just once before the age of 35 can significantly increase your risk of melanoma.

Other risks associated with using sunbeds include:

- eye damage – using sunbeds without proper eye protection can damage your eyes
- premature aging – sunbeds can cause premature wrinkles and sun spots
- sunburn – sunbeds can cause painful and dangerous sunburn on the face and body
- a weakened immune system – UV rays can reduce the body's immune response which can increase the risk of infections

If you do use sunbeds, it's important to be aware of the risks.

How the paragraph is built:

- It starts with a **topic sentence** that explains the main idea.
In this case, it says that **using sun beds can increase the risk of skin cancer**.
- This is followed by **support sentences**.
These give reasons and examples, such as:
 - Other risks associated with sunbeds include eye damage and, premature aging and sunburn
- The paragraph ends with a concluding sentence.
This can:
 - summarise the main point, or
 - link to the next paragraph.

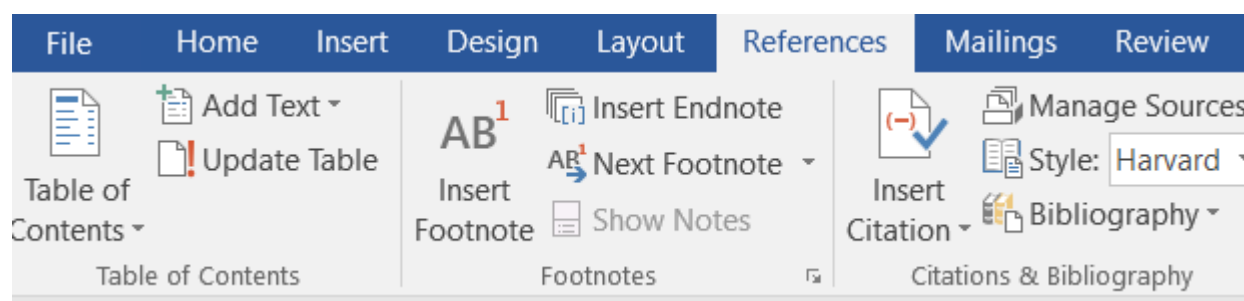
This structure helps make writing **clear, organised, and easy to understand**.

Look at the style of writing used in your secondary sources – the style of writing used for official contexts and giving information is formal, clear and well-organised.

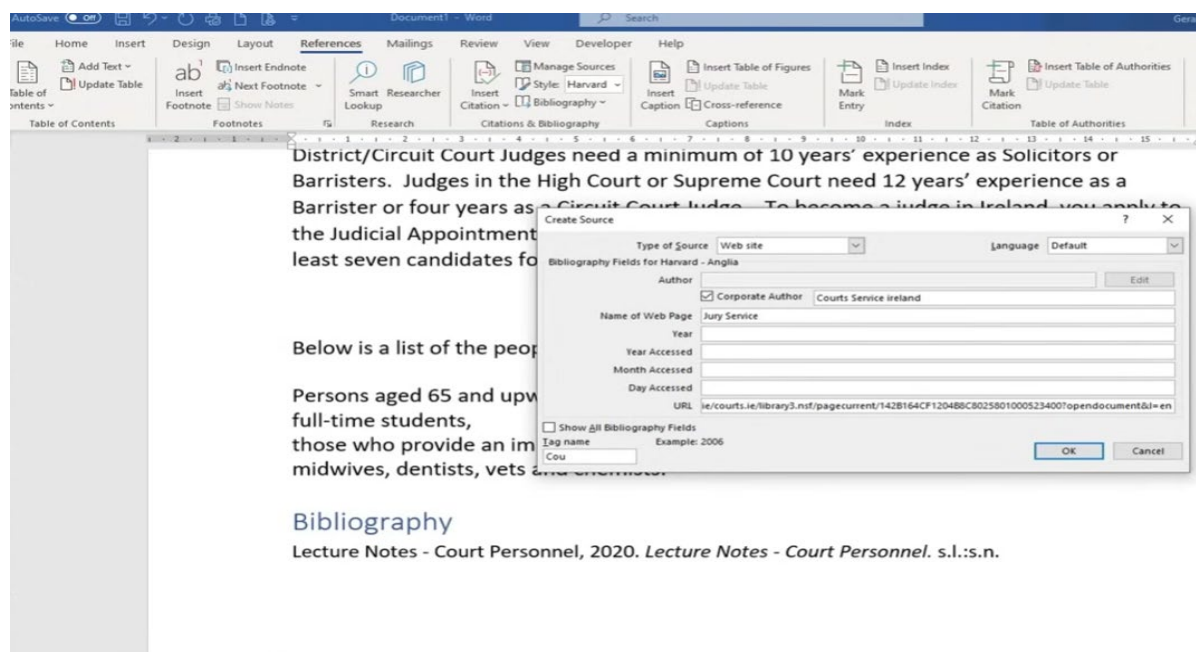
4. Citing the information

Refer back to the video at the start of class – as part of the assignment learners will have to cite two credible sources. Show the video on using Harvard Referencing in Microsoft word or talk through using the References toolbar to create their bibliography if that is the package learners are using.

Use the sources learners found in class.



Video: https://www.youtube.com/watch?v=-iRGOmI7_YA – ALL Harvard Referencing in Word



HSE, 2025. *Read the facts about sunbeds leaflet*. [Online]

Available at: <https://www.hse.ie/eng/services/list/5/cancer/prevention/read-the-facts-about-sunbeds-leaflet-.pdf>

[Accessed 5 JANUARY 2026].

<https://www.facebook.com/GalwayTravellerMovement/videos/there-is-no-safe-way-to-use-a-sunbed-sunbeds-can-increase-the-risk-of-skin-cance/2707149412797525/>, 2024. *Face book*. [Online]
Available at: <https://www.facebook.com/GalwayTravellerMovement/videos/there-is-no-safe-way-to-use-a-sunbed-sunbeds-can-increase-the-risk-of-skin-cance/2707149412797525/>

[Accessed 05 January 2026].

Guidelines for learners to follow when writing their report:–

Write a formal report (500-700 words) on a topic of interest to you or your career.

Example topics:

- An overview of the centre's role in the community, including services and activities provided
- There is no safe way to use a sunbed
- How to Protect Yourself from Phishing Scams

1. Suggested structure of the report

- Introduction – 1 paragraph
- What the report is about
- Why you are writing it
- What the report will cover

2. Main Body – 4 to 6 paragraphs

- Each paragraph covers **one main point or idea**.
- Support points with examples, facts, or evidence.
- Use clear topic sentences at the start of each paragraph.

3. Conclusion – 1 paragraph

Summarise the main points.

Give any recommendations or final thoughts.

4. Bibliography with two credible sources.

Personal Effectiveness

Sessions – Teamwork & Group Activity

Learning Outcomes – Personal Effectiveness 4 & 5/ Communications 4,5 &6 (Structured Report, functional writing task)

Aims: To engage learners in a group project that develops teamwork, communication, and research skills while exploring the role of the centre where their course is taking place in the community.

Objectives:

- Learners will be introduced to the concept of Community Mapping.
- Learners will participate in a group project to develop groupwork communications, teamworking, intrapersonal and collaboration skills.

Session Overview

- Learners plan and participate in a group activity Project
- Learners are given a brief introduction to Community Mapping
- Learners are introduced to working to deadlines
- As a group learners look at the centre where their course takes place – who works here?, who comes here?, are there different organisations based here?, is there a timetable?, is there a website/social media account? the group also look at the role the centre plays in their life and in the community.
- Learners to take notes to prepare for writing minutes of the meeting
- (This work could form the basis of an individual's structured report or presentation for Communications).

Materials Required

Flipchart/Whiteboard

Devices for online searching

Resources HSE Community Mapping Guide

www.hse.ie/eng/services/list/4/disability/reconnect/community-mapping.pdf

1. Introduction to Mapping

Briefly introduce Community Mapping and how a Primary Healthcare Worker might participate – clarify that the purpose of this session is not to train learners as community mappers but to introduce the method and some of the research techniques used.

The **Community Mapping Process** has four main steps. It helps people learn about their community and make more connections with others.

Stage 1: Looking at What You Already Have -

this step is about finding out what places, groups, and people someone already knows in their community. This includes places they go to, groups they belong to, and where they feel comfortable. The aim is to build on these connections and help people get more involved in community life, while removing any barriers that make joining in difficult.

Stage 2: Getting Ready to Map –

this step is about planning. People decide why they are making the map, what area they want to look at, and how they will collect information. Information can be gathered in different ways, such as going out into the community, using the internet, making phone calls, or working together in a group. People also choose what topics to focus on, like sports, education, services, or transport, and decide how often the map will be updated.

Stage 3: Finding Community Information –

In this step, people collect information by visiting places in the community and looking online. When visiting, they can take photos, videos, or notes about what is there and how easy it is to access. Online, they can look at websites and social media to find local groups, events, and services. The information can be added to a paper map or a digital map like Google Maps.

Stage 4: Organising the Information

Finally, all the information is put together in a way that is easy to understand and use. This could be a simple document, a presentation, a plain English guide, a drawing, or an online map. The map can be updated over time so people can use it when they are out in their community.

2. Introduce the Traveller Community Mapping Coolock project for context

show the video-

<https://www.paveepoint.ie/traveller-mapping-coolock-goes-digital/>

Video:

<https://storymaps.arcgis.com/stories/62f124c0295c439ebd0de48f4ce2619c>



3. Activity – Introduce the project – the activity involves the group starting to identify and map all the activities and resources available in the centre. The group will then decide how to organise and present this information, for example by creating a poster, a flyer, or a group presentation.

It is important to remind everyone that they will be marked individually on their participation. Everyone will also be asked to write a project report of 200 – 300 words (approx 4 paragraphs) so it is a good idea to jot down notes and reflections.

Learners can use their notes to write minutes for the functional writing element of the Communications module (MIMLOs 5 & 6) – see Appendix for guide and template.

a) Brainstorm/Mind Mapping/Planning Meeting – **This will be recorded.**

- Look for a volunteer to record/make notes on the brainstorming session on the whiteboard/flipchart
- The group discusses what goes on in the centre – what organisation(s) are based here, who uses the centre, who works here and what is their role, are there classes/workshops, are there employment focused activities (i.e. CE scheme, employment services), is there somewhere to sit and have tea, are there activities for older adults/young people etc.
- Communications Assignment – notes and whiteboard/flipchart content can be used to write minutes.

b) Prompts for Group Discussion – Where do you go to get more information on the above – is there a website/social media account, where would you find an email account if you wanted to contact a staff member or organisation, what questions could you ask a service user, is there a notice board/leaflets about what goes on in the centre/other information useful to service users (could be timetables, upcoming events or outings).

- What happens when you come in to the centre? Is it welcoming? Is there outdoor seating?
- How easy is it to get to the centre – parking, buses etc.
- Who uses the centre – groups, age range etc – where would you get more information?
- What role does this group play in the life of the centre?

c) Setting Tasks & Assigning Roles

Group to decide how they will organise the information depending on skills and how they will present it – in the form of a group presentation or as leaflet/information sheet or poster. Who will take on the tasks for this?

Who would be confident talking to other service users in the building or within the group and asking service users questions about their experience of the centre?

Who would be confident emailing staff members to ask them about their role and who they work with?

Who will get leaflets/information from the noticeboard?

Who will walk around the building and make notes or take photographs of the space?

Who will take note of who has been assigned what roles?

Would it be helpful if everyone returned their information in the form of a short paragraph? Group to decide when this due.

*Allow time for everyone to write up
some notes/take a picture of the mind map etc.
Create a simple agreement that explains
roles, responsibilities, and group rules.*

Optional Communications Assignment - What are meeting minutes?

What are meeting minutes?

Meeting minutes are a written record of what happened during a meeting. They capture the key points discussed, decisions made, and actions agreed upon so everyone knows what was decided and what to do next.

What do you need to write in meeting minutes?

1. **Date, time, and location** of the meeting.
2. **Attendees** – who was present.
3. **Absentees** – who was invited but could not attend.
4. **Agenda items** – the topics that were discussed.
5. **Decisions made** – what was agreed on.
6. **Action items** – tasks assigned, who is responsible, and deadlines.
7. **Next meeting details** (if applicable) – date, time, and place.

You don't need to write every word people say—just the important points, agreements, and tasks.

This assignment can be completed during sessions or during a Communications session.

Closing Questions for Reflection and notes for your report

Project: _____

Due Date _____

Name	Project Role(s)
------	-----------------

Why did you choose your role?

Do you enjoy working as part of a team?

How did you manage any disagreements?

Appendix

How to Take Meeting Minutes: A Guide

1. Before the Meeting

- Write down the **date, time, and location**.
- Prepare a list of **attendees and absentees**.
- Have the **agenda** ready so you know what topics will be discussed.

2. During the Meeting

- **Listen carefully** to the discussion. You don't need to write every word—just the important points.
- Record **agenda items** as they are discussed.
- Note any **decisions made** by the group.
- Record **action items**:
 - What needs to be done
 - Who is responsible
 - When it is due
- If something is unclear, **check if you understand by asking**.

3. After the Meeting

- Look over your notes and **organise them clearly** under these headings:
 - Date, Time, Location
 - Attendees / Absentees
 - Agenda Items
 - Decisions
 - Action Items
 - Next Meeting (if any)
- Make sure everything is **easy to read and understand**.
- Share the minutes with the group if required.

Tips

- Use **short, clear sentences**.
- Focus on **facts, not opinions**.
- Stay **neutral**—don't write personal comments or judgment.

Meeting Minutes - Template

Date:

Time:

Location:

Attendees:

Absentees:

Agenda Items

1. **Agree on the Project** – The team will start identifying and mapping all activities and resources in the centre.
2. **Decide How to Share the Information** – The team will choose how to present the information, such as with a flyer, poster, or short presentation.
3. **Assign Roles** – Everyone will choose a role based on their strengths and abilities.

Decisions

-
-

Action Items

Action Item Owner Due Date Status

Next Meeting (if applicable):

- Date:
- Time:
- Location:

Personal Effectiveness

Sessions – Teamwork & Group Activity

Learning Outcomes – Personal Effectiveness 4 & 5/Communications 4,5 & 6

Duration: Flexible; may be delivered over several sessions

Aims: Learners to participate in a group project, use essential research methods and explore Belbin's team roles theory.

Objectives:

By the end of the session(s), learners will:

- Understand the difference between primary and secondary research
- Be introduced to Belbin's theory of Team Roles
- Have carried out their assigned tasks
- Have reflected on their experience of participating in group work

Session Overview

- Recap on previous session(s)
- Consider challenges of working in a group
- Watch video and discuss team roles
- Learners continue their project-based learning by gathering and organising information about their centre using primary and secondary research methods.
- Learners work in groups to collect information, reflect on what they find, and begin putting the information together in an agreed format (poster, flyer, or short presentation).

Materials Required

- Flipchart / Whiteboard
- Markers
- Devices for online searching
- Notebooks / worksheets
- Camera or phone (if appropriate)

Resources

Video: Belbin's Team Roles for Beginners:

<https://www.youtube.com/watch?v=opll3Dg68es>

1. Recap of Previous Session

- Check in to see if everyone is still clear on the aim of the group project and what their own role is – ask group to describe it
- Review what was discussed last time
- Review the roles/tasks agreed by the group

Discussion - What were the challenges in the last session?

Everyone to be given the opportunity to discuss anything they found challenging in the last session – getting an opportunity to speak, handling disagreements, feeling unsure about their role, etc

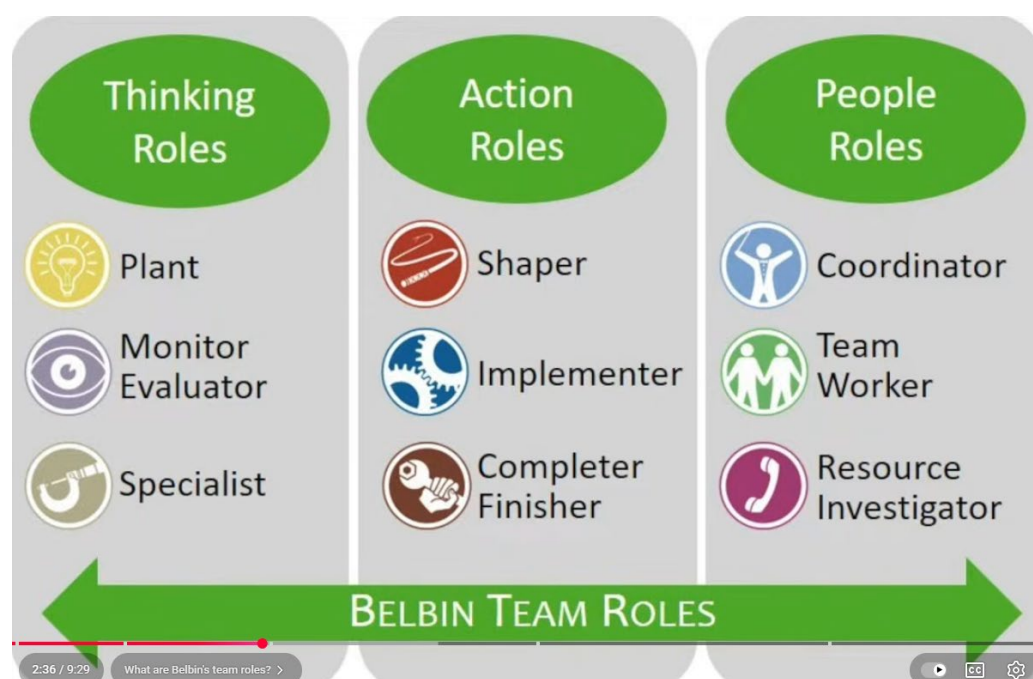
What would work better this session?

2. Theories of Groupwork and Team Roles – Introduce the video and discuss

It is important to remember that for a team to work well together you need different people with different skills – everyone in this room will bring something important to the project.

Theorists have studied the different roles people play in teams – the work of one theorist, Meredith Belbin, is discussed in this video:

<https://www.youtube.com/watch?v=oplI3Dg68es>



For Discussion

Can you remember some of the roles?

Did you see yourself in one of the team players described?

Would anyone feel comfortable discussing their strengths and/or weakness or worries as a team player? Group invited to offer constructive feedback.

Allow time for everyone to make notes

3. Introduction to Research Methods that will be used for the project.

What Is Research?

Explain that **research** means finding information so we understand something better.

Learners have already used research skills on this course when asking questions in pair work or when searching online.

a) Primary Research

Primary research is **information you collect yourself**.

Examples in this project:

- Talking to service users about their experience of the centre
- Talking to staff about their roles
- Walking around the building and making notes
- Taking photos of rooms, notice boards, or outdoor areas
- Observing what happens in the centre during the day

Key point:

You are getting information directly from people or from what you see.

b) Secondary Research

Secondary research is **information that already exists**.

Examples in this project:

- The centre's website
- Social media pages
- Timetables or flyers
- Leaflets on notice boards
- Reports or documents about the centre

Key point:

You are using information that someone else has already made.

Group Discussion

Ask the group:

- Which tasks from last session are primary research?
- Which tasks are secondary research?
- Which source – primary research or secondary research do you think is more reliable? Why?

4. Activity: Carrying Out the Research

Learners carry out their assigned tasks.

Primary Research Tasks (examples)

Ask service users:

- What do you come to the centre for?
- What do you like about the centre?
- Is there anything that could be improved?

Talk to staff:

- What is your role?
- Who do you work with?

Walk around the centre:

- What rooms are there?
- Is it welcoming?
- Is it accessible?

Observe:

- Who uses the centre?
- What age groups attend?

Secondary Research Tasks (examples)

- Check:
 - Website
 - Facebook or other social media
- Collect:
 - Timetables
 - Leaflets
 - Posters from notice boards
- Note:
 - Contact details
 - Types of services advertised

5) Bringing the Information Together

Group Check-In

Each learner briefly shares:

- What they found

5. Organising the Information

The group to decide:

- What information is most important?
- What format will work best?
 - Poster
 - Flyer
 - Short presentation

Everyone to make notes for their project report.

Link to Communications module

Explain that:

- Each learner can use the research as:
 - Notes for a presentation
 - Notes for the structured report
- Primary research can be written as “what people said”
- Secondary research can be written as “information from websites or leaflets” and will need to be cited

6. Setting Tasks & Deadlines

- Agree:
 - Who will type up information
 - Who will design the poster/flyer
 - Who will speak if it is a presentation
- Decide:
 - How everyone’s information should be returned (short paragraph, bullet points, photos)
 - The deadline

For Reflection:

How Did We Work as a Team?

- ☐ Everyone had a role
- ☐ We shared tasks fairly
- ☐ We helped each other

One thing we did well as a team:

One thing we could improve next time:

How did we handle disagreements?

What role do you think you play in the team? Are you using your strengths?

Learner Worksheet

The information I/we collected:

What I/We Did (tick or circle)

- ☐ Talked to a service user
- ☐ Talked to a staff member
- ☐ Walked around the centre
- ☐ Observed what happens in the centre
- ☐ Took notes / photos
- ☐ Other: _____

Who Did I Talk To? (if relevant)

- ☐ Service user
- ☐ Staff member
- ☐ Volunteer
- ☐ Other: _____

Where Our Team Looked (tick all that apply)

- ☐ Website
- ☐ Facebook / Social Media
- ☐ Notice board
- ☐ Leaflets
- ☐ Timetable
- ☐ Other: _____

Name of Website / Resource

Information Our Team Found

Activities or services offered:

Times / schedules:

Contact details:

Is the Information Easy for People to Find?

- ☐ Yes
- ☐ No
- ☐ Not sure

Why?

One Useful Thing Our Team Learned

How Will We Share This With the Group?

- ☐ Short paragraph
- ☐ Bullet points
- ☐ Photos
- ☐ Verbal update
- ☐ Other: _____

Questions I Asked (or things I looked for)

1 _____

2 _____

3 _____

One Thing the group did well as team

One Thing we could have done better?

Instructions for Short Report

Name:

Project Role:

Date:

1. Introduction / Project Overview

- What was the aim of your project?
- What was your role in the team?

2. Teamwork and Collaboration

- How did your team organise tasks and share responsibilities?
- How did your team communicate and work together?
- What strengths or skills did you notice in your team members?

3. Personal Challenges

- Did you face any difficulties during the project?
- How did you handle these challenges?
- Did you feel confident in your role? Why or why not?

4. Learning and Reflection

- What skills did you develop while working on this project?
- What did you learn about the centre and its role in the community?
- How might this experience help you in future projects or team work?

5. Conclusion

- One thing your team did well:
- One thing you or the team could improve next time:

Notes:

- Write in full sentences.
- Aim for 200–300 words.
- Use your notes and reflections from the session.

Sample Assignment Brief

Assignment title: Demonstrating Effective Communication and Teamwork Skills – 40%

MIMLOs covered by this assessment: MIMLOs 4 & 5

Overview:

The purpose of this assignment is to demonstrate key communication and teamwork skills in a group setting. You will work as part of a team to complete a task, applying effective communication strategies and teamwork principles to achieve a common goal.

Assessment Details:

You and your group will plan and complete a small project together. The project could be:

Working together to identify and map all the activities and resources available in the centre where your course is taking place. As a group you will decide how to organise and present this information, for example by creating a poster, a leaflet or creating a group presentation.

Your group must communicate effectively and work collaboratively to complete the task. Each member should take on a role that aligns with their strengths and contribute meaningfully.

Part 1: Communication Skills in Groupwork

During your project, you need to show these communication skills:

- **Active Listening:** Pay attention, summarise key points, ask questions if you're unsure, and make eye contact.
- **Speaking Up:** Share your ideas clearly and politely, using "I" statements to explain your opinions.
- **Non-Verbal Communication:** Be aware of your body language, tone of voice, facial expressions, and gestures.
- **Turn-Taking and Inclusivity:** Make sure everyone gets a chance to speak, and invite quieter members to join in.
- **Constructive Feedback:** Give and accept feedback in a positive way, focusing on improvement, not blame.
- **Conflict Resolution:** If there's a disagreement, stay calm, explain your view respectfully, and try to find a solution together.

Part 2: Teamwork and Collaboration

Your group will need to show good teamwork skills, including:

- Clear roles and responsibilities: Decide who will do each task, based on people's strengths and interests.
- Time management: Set deadlines and keep track of progress.
- Participation: Make sure everyone has a chance to take part.
- Responsibility: Each person must complete the tasks they are given.
- Review and feedback: Check in with each other and make changes if needed.
- Team contract: Create a simple agreement that explains roles, responsibilities, and group rules.

Evidence Required:

A short report (200-300 words) summarising how your team worked together, highlighting personal challenges and learning.

Assessment Criteria Assessment Criteria:

Communication in Group Work

Demonstrated effective communication skills including (20 marks):

- Speaking up
- Active listening
- Non-verbal communication

Demonstrated ability to:

- Take turns
- Give constructive feedback
- Manage conflict (if conflict was present)

Teamwork and Collaboration (20 marks)

- Demonstrated accountability in completing assigned tasks
- Participated in setting attainable goals and timeline for the group project

Short Report (Individual) –

- Clear and concise writing (200–300 words)
- Includes key findings and reflections from the project
- Uses notes/minutes from group work
- Structured in paragraphs with correct spelling and grammar

Marks available

Integrated Assessment Brief for Communications and Personal Effectiveness

Submission Requirements/ What You Need to Hand In:

1. Recorded Group Presentation

Your group will record a short presentation where you:

- **Explain what you found out**, using your own words
- Use a **poster, picture, leaflet, PowerPoint, or simple written piece** to help explain your topic
- Show good **speaking and listening skills**
- Use **body language**, eye contact, and tone of voice to help get your message across
- **Answer questions** from the tutor or class as part of the presentation

Everyone in the group should speak during the presentation.

2. Group Work (Visual or Written)

Your group will also hand in **one piece of work**, such as:

- A poster
- A leaflet or handout
- A PowerPoint
- A graphic or visual display
- A short, simple written piece

This should show the **activities, supports, or resources** you explored in your project.

3. Individual Written Report (200–300 words)

Each learner will write a short piece about their experience. In your report, you should:

- Explain **what your role was** in the group
- Say **what you did and what you learned**
- Mention any **difficulties** and how the group dealt with them
- Use notes or agreed group actions to help you write

Try to:

- Write in **clear sentences**
- Use **paragraphs**
- Check spelling and grammar as best you can

LOs - Module Personal Effectiveness	MIMLO #	LOs - Module Communications	MIMLO #
MIMLO 4 Demonstrate communication skills to work effectively in groups.	4	MIMLO 2 Apply effective verbal and listening skills across varied settings.	2
MIMLO 5 Participate effectively in group activities towards a common goal.	5	MIMLO 3 Demonstrate knowledge of non-verbal and visual communication skills by using them appropriately in different settings.	3
		MIMLO 5 Demonstrate competence in reading and writing by applying those skills in a range of contexts and for different purposes.	5

Assignment description and Guidance:

What is this project about?

You will work in a **small group** to plan, complete, and present a project on a topic that matters to you. This project helps you practise **communication, teamwork, and confidence**.

You will share your findings through a **group presentation** and a **visual piece of work (i.e., a poster or graphic display, a PowerPoint or visual presentation, a simple leaflet or handout)** and you will also complete a **short individual written reflection**.

What you need to do as a group

Each group member must:

- Choose a project topic together (*option list will be given to you by your teacher*)
- Take on a **clear role** (for example: speaker, organiser, designer, note-taker)
- Take part in discussions and decisions
- Complete agreed tasks on time
- Support each other to achieve a **shared goal**

How you will present your project

Your group will submit:

- A **recorded group presentation** explaining your topic and findings
- A **visual piece of work** (poster, PowerPoint, leaflet, or graphic report)

Everyone should:

- Speak during the presentation
- Listen to others
- Answer questions during the Q&A

Individual written report (200–300 words) Each learner will also submit a short report that: • Explains your role in the group • Reflects on what you learned • Mentions any challenges and how they were managed • Uses notes or agreed group actions		
Assessment Criteria – Personal Effectiveness	Marks	MIMLO
Speak clearly and respectfully in group discussions, presentations, and Q&A sessions; listen actively and respond appropriately; give and receive constructive feedback; manage disagreements calmly if they arise		# 4
Take responsibility for assigned tasks; contribute to group goals; participate in planning, time management, and reviewing progress; ensure all group members are included and involved		# 5
Assessment Criteria - Communications	Marks	MIMLO
Write a clear, structured report (200–300 words) reflecting on your role, contribution, challenges, and learning; use notes or minutes from group work as evidence; maintain correct spelling and grammar		# 5
<i>Demonstrate effective verbal and listening skills during discussions, presentations, and Q&A; use non-verbal and visual communication (eye contact, gestures, tone, visuals) appropriately in group work and presentation</i>		# 2 & 3
<i>Demonstrate the ability to record clear and accurate meeting minutes by identifying key points discussed, decisions made, and actions agreed during a meeting.</i>		# 5