

## Care Skillsbase: Skills Check 10

### Different Ways People Communicate Feelings

#### Interviewer's pack

##### Contents

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Summary	
<b>Suitable for</b>	All job roles
<b>Skill checked</b>	Spoken communication
<b>Covers</b>	Language and concepts associated with communicating feelings
<b>Learning for interviewer</b>	Can the member of staff discuss with understanding the different ways that people communicate their feelings?
<b>Learning for member of staff</b>	Different ways people communicate feelings, challenging behaviour, how to promote good communication
<b>Approx time needed</b>	Total: 30 minutes (15 minutes for Skills Check and 15 minutes for feedback)
<b>How it works</b>	Offers information about the different ways people communicate. Use it to develop a short discussion to check the person's spoken communication skills.
<b>Notes</b>	If person can't read questions or write short answers, read questions to them and ask them to tell you the answers.
<b>Before you start</b>	Read the <b>general guidance</b> in the <b>Skills Check</b> area of the Care Skillsbase website.

**We welcome suggestions to improve this Skills Check. Please use the contact form on our website at [www.scie.org.uk/careskillsbase](http://www.scie.org.uk/careskillsbase)**

## Understand the Job: Different Ways People Communicate Feelings

Effective communication is vital in health and social care. Use this activity to learn more about the **communication skills** you will be using in your job.

First, write your name and today's date on the line below.

(First name)

(Last name)

(Date: Day-Month-Year)

### 1. Did you know?

Care work is all about **feelings**. As care workers, we need to pay close attention to how the person we are caring for is feeling – particularly when that person can't tell us in words.

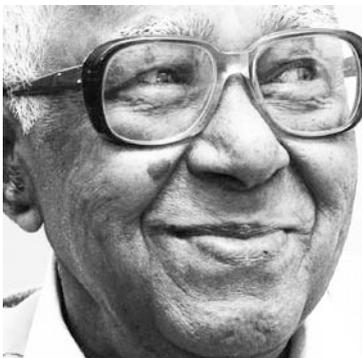
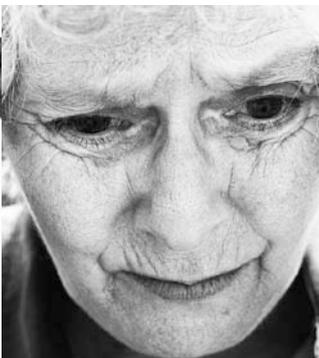
Human beings express their feelings in lots of different ways. Facial expressions are one of the most important. We can often tell how someone we know well is feeling just by looking at their face.

With people we don't know well, it's harder and we should be careful not to jump to conclusions.

### 2. What are they feeling?

Look at these people. What do you think they are feeling?

What is it about their face that makes you think this?

			
1.	2.	3.	4.

			
5.	6.	7.	8.

## Understand the Job: Different Ways People Communicate Feelings (continued)

### 3. Actions speak louder than words

Behaviour can be a form of communication. What feelings might these **behaviours** express?

Behaviour	What the person might be feeling (you may note any ideas here)
1. A person won't look at you when you talk to them	
2. Someone throws a cup at you	
3. A person cries	

### 4. Are you good at promoting communication?

If someone doesn't want to talk, what might you do to **encourage** them?

Here are some ideas. Tick (✓) the ones you would try.

	(Tick)		(Tick)
Ask them how they are feeling	<input type="checkbox"/>	Give them time to respond	<input type="checkbox"/>
Talk a lot to them	<input type="checkbox"/>	Pay attention to them	<input type="checkbox"/>
Sit quietly with them for a little while	<input type="checkbox"/>	Tell them how upset you are that they won't talk to you	<input type="checkbox"/>
Leave them alone – they'll talk when they're ready	<input type="checkbox"/>	Something else (What?)	<input type="checkbox"/>

What if a **colleague** doesn't want to talk? What might you do?

(Use this space for notes)

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### 3. Are you good at promoting communication?

If someone doesn't want to talk, what might you do to **encourage** them?

Here are some ideas. Tick (✓) the ones you would try.

	(Tick)		(Tick)
Ask them how they are feeling		Give them time to respond	
Talk a lot to them		Pay attention to them	
Sit quietly with them for a little while		Tell them how upset you are that they won't talk to you	
Leave them alone – they'll talk when they're ready		Something else (What?)	

What if a **family member** doesn't want to talk to you? What might you do?

(Use this space for notes)

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<b>Feedback form</b>	Date:		
Staff member's name			
Staff member's job title			
Interviewer's name			
Interviewer's job title			
<b>1. Interviewer's view</b> The member of staff ...	<b>No</b>	<b>Partly</b>	<b>Yes</b>
a. Used spoken communication effectively one-to-one.			
b. Understands what key words and ideas mean in relation to his/her work.			
<b>2. Interviewer's reasons</b> The member of staff ...	<b>No</b>	<b>Partly</b>	<b>Yes</b>
a. Expressed him/herself clearly, appropriately and with confidence.			
b. Showed understanding of specialist care words and ideas; was able to relate them to his/her own work (care knowledge).			
c. Spoke in a way that was easy to understand (pronunciation).			
d. Found the words s/he wanted, or explained effectively with other words (general vocabulary).			
e. Used clear, grammatically accurate language (grammar).			
f. Spoke at a normal pace, without long pauses, repetition or self-correction (fluency).			
g. Understood and responded appropriately to instructions and questions (listening).			
<b>3. Next steps to help develop skills and knowledge for the job</b>	<b>Yes</b>	<b>No</b>	
a. Interviewer will arrange monitoring, feedback and support from a supervisor.			
b. Interviewer and member of staff will plan personal development to improve member of staff's understanding of key social care words and ideas.			
c. Interviewer and member of staff will plan personal development to improve member of staff's spoken communication skills.			
<b>4. Interviewer's signature</b>	<b>Staff member's signature</b>		

*Use the other side of this sheet for notes.*

<b>Personal development form</b>	Date:	
Staff member's name		
Staff member's job title		
Interviewer's name		
Interviewer's job title		
<b>1. Learning aim: to work safely and meet quality standards, the member of staff should develop the following knowledge and skills</b>		<b>Tick (✓) if 'yes'</b>
a. Speaking and listening skills: to communicate clearly and with confidence on the job.		
b. Specialist care terms: to understand and relate key words and ideas to his/her job.		
<b>English language skills (for staff from other countries)</b>		
c. Pronunciation: to speak in a way that is easy for others to understand.		
d. General vocabulary: to be able to find the right words when talking.		
e. Grammar: to help express ideas in precise, accurate language.		
f. Fluency: to speak at a normal pace, without long pauses, repetition, self-correction.		
g. Listening comprehension: to understand questions, requests, instructions.		
<b>2. How will the learning happen?</b>		
<b>3. What support and resources will be needed to make the learning successful?</b>		
<b>4. When will the learning happen?</b>		
<b>5. How will we know the learning has been successful?</b>		
<b>6. Progress review date</b>		
<b>7. Interviewer's signature</b>	<b>Staff member's signature</b>	