

<b>Title:</b>	Communication and Relationships with Young People
<b>Level:</b>	Entry Level 3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Unique Reference Number:</b>	J/652/0189
<b>Sector Subject Area:</b>	14.1 Foundations for Learning and Life
<b>Aim:</b>	The aim of this unit is to provide learners with the skills and knowledge to be able to understand communication and relationship-building skills with young people.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

## Learning outcomes

*The learner will:*

1. Be able to understand how young people communicate.

### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise different ways young people communicate.

The learner must:

- 1.1 Identify **ways** young people may communicate.
- 1.2 State why understanding communication is important.

2. Be able to understand how adults communicate with young people.

### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise effective ways for adults to communicate with young people.

The learner must:

<p>2.1 Identify ways adults can communicate <b>effectively</b>.</p> <p>2.2 State why communication may need to be <b>adapted</b>.</p>
<p>3. Be able to understand relationships with young people.</p>
<p><b>Delivery content:</b></p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to recognise what makes positive relationships with young people.</p> <p>The learner must:</p> <p>3.1 Identify behaviours that help build positive relationships.</p> <p>3.2 Identify behaviours that may damage relationships.</p>

<p><b>Scope of Training</b></p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>
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<p><b>Requirements</b></p>	
<p><b>Ways</b></p>	<p><b>Definition:</b></p> <p>Young people communicate their thoughts, feelings, and needs using different methods, both verbal and non-verbal.</p> <p><b>Teaching must include:</b></p> <p>Learners must identify at least two ways, such as:</p> <ul style="list-style-type: none"> <li>• Verbal communication – speaking, tone, pitch, volume</li> <li>• Non-verbal communication – gestures, facial expressions, body language</li> <li>• Written communication – text messages, notes, social media</li> <li>• Creative expression – art, music, drama, dance</li> <li>• Digital communication – online chat, social media posts</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Case studies showing different communication styles</li> </ul>

	<ul style="list-style-type: none"> <li>• Video examples of verbal and non-verbal cues</li> </ul>
<p><b>Effectively</b></p>	<p><b>Definition:</b> Effective communication is clear, respectful, and appropriate for the young person’s age, ability, and context.</p> <p><b>Teaching must include:</b> Learners must identify at least two ways, such as:</p> <ul style="list-style-type: none"> <li>• Active listening – paying attention, nodding, clarifying</li> <li>• Clear and simple language suitable for the audience</li> <li>• Positive body language – open posture, eye contact</li> <li>• Encouraging feedback and questions</li> <li>• Use of visual aids or other tools to support understanding</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Role-play exercises to practice active listening</li> <li>• Demonstration of verbal and non-verbal techniques</li> </ul>
<p><b>Adapted</b></p>	<p><b>Definition:</b> Communication may need to be adapted to meet the individual needs, abilities, or circumstances of young people.</p> <p><b>Teaching must include:</b> Learners must state at least two reasons, such as:</p> <ul style="list-style-type: none"> <li>• To include young people with communication difficulties</li> <li>• To avoid misunderstandings</li> <li>• To respond to different ages or developmental levels</li> <li>• To respect cultural or language differences</li> <li>• To support young people in distress or experiencing trauma</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Scenario-based discussion of adapting communication</li> <li>• Examples of how digital tools or visual aids support understanding</li> </ul>