

Meaningful Learning Experiences

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| Strategic Commitment | ✓ | Part of a pilot supported by a large academy trust |
| Curriculum Provision | ✓ | Year 9 MFL topic about 'Ambitions, Careers and Jobs' |
| Employer Partnerships | ✓ | Part of an initiative to promote Allied Health Professions |
| Reflective Young People | ✓ | Particularly helping to develop listening skills |
| Informed Career Choices | ✓ | Broadening understanding about careers in the NHS |

Year 9 learn about non-verbal communication in MFL with the help of Speech & Language Therapists

Students at the Rawlett School in Tamworth learn about 'Ambitions, Careers and Jobs' as part of their Year 9 studies in Modern Foreign Languages. The subject team felt this had potential to be brought to life by challenging students to discover the importance of non-verbal communication in working life and interviews, both of which may involve online meetings that can make effective communication more difficult.

As part of a wider programme organised with Health Education England to promote opportunities among the Allied Health Professions, an approach was made to the Royal College of Speech and Language Therapists (SLTs), who were keen to get involved.

Students were introduced to SLTs as, '*... experts in helping people to overcome all sorts of challenges and problems that affect their ability to communicate, including children*'. Short video clips described the work of a therapist and people coping with communication challenges day-to-day. The specialists also prepared a classroom exercise about non-verbal communication and highlighted additional problems caused by wearing masks during the COVID crisis.

As part of their learning about ambitions, jobs and careers in a foreign language, students were required to respond to questions that might be used in the workplace. In this case, they had to:

- Use accurate grammar and appropriate vocabulary
- Demonstrate good non-verbal communication skills
- Explain why these are important in the workplace

Benefits for the Students

The achievement I am most proud of as a result of this experience is:

- *'Being confident and talking good French.'*
- *'Understanding what it will be like to be interviewed.'*
- *'That I can work in a team.'*
- *'I learned how to communicate in French better, I learned what will be expected of me and what life is like after school.'*
- *'I learned how job interviews work in French and therefore in English too.'*

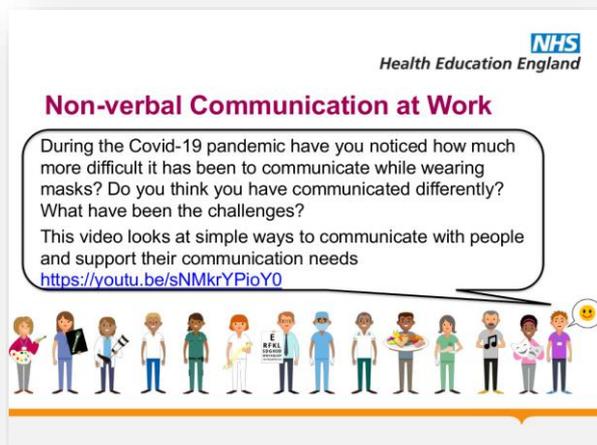
Benefits for the School

The project was developed in the middle of the COVID pandemic and, in spite of the additional pressure, the school and the health professionals were keen it should go ahead.
'We are now able to run with it ... We felt the project needed us to physically be in school to work with the students ...'

'The students really seemed to enjoy the non-verbal skills activities and got a real feeling for the company.'

Benefits for the Employer

- *'We really like the idea of linking to languages and English so we would like to work on trying to bring those ideas to life. We think we might be able to adjust the brief to make them more engaging for this age group.'*
- *'Getting as wide a view of the profession and insight into the challenges/emotions of not being understood ...'*
- *'I am also delighted you still think you can accommodate our work ... Thank you all once again for this opportunity.'*



An existing scheme of work for Year 9 students learning Spanish and French including phrases that might be used in workplaces and during interviews. Working with Speech & Language Therapists (SLTs), the students also learned about the importance of non-verbal communication and the work of SLTs with people – including children – who have problems with verbal communication. Assessment revealed that students felt they had particularly developed listening skills.

