

INDEPENDENT ACCESS 1

UNIT 1: LEARNING A FOREIGN LANGUAGE

NOTE Any language other than English can be studied provided that suitable resources for teaching and assessment are available. The student may or may not be familiar with a user of the foreign language, but a personal link should be established if possible.

Learning outcome: The student is introduced to foreign language learning and finds the experience rewarding.

- a) Student can identify Scotland on a simple map and say what language(s) are usually spoken here.
- b) Student can identify and name one other country where a different language is spoken and can name that language.
- c) Student can recognise three utterances in the foreign language and can say what they mean. (e.g. can pick up or point to the correct object when it is named by the assessor.)
- d) Student can make three utterances in the foreign language and knows what they mean. (e.g. can ask the assessor to give them three objects and indicates - perhaps by smiling or nodding - if the assessor 'gets it right'.)

UNIT 2: LEARNING TO COMMUNICATE WITH OTHER PEOPLE

A further Independent Access 1 Unit will be needed to accommodate students who have a personal interest in learning a little Gaelic or BSL rather than a foreign language. It could include learning to use Makaton, Symbols, Bliss, or computer assisted communication, [Further work needed]

UNIT 3: LEARNING ABOUT HOW OTHER PEOPLE LIVE

Develop a unit based on the advice previously given in respect of 'working towards Access 1. This development might suggest ways of developing a 'cultural' strand at the level of Supported Access 1, and establishing links with Citizenship. [Further work needed]

SUPPORTED ACCESS 1

LANGUAGE AWARENESS

The overall aim of this suite of units is the development in young people of an awareness that not all people communicate in the same way; that such difference is acceptable, and that it is linked to place or purpose in ways with which young people can empathise and in some cases begin to emulate. A certain progression is implicit in the following units, but not all would be undertaken by any one student. Choice of unit(s) would be linked to the student's overall development and learning needs, and with an eye to future progression routes.

UNIT 1 How we communicate with one another

This unit can be used as an introductory or 'bridging' unit linking 'Communication' with 'Language Awareness'. It may also provide a useful starting point for discussion with children who exhibit challenging behaviour.

Learning outcome: The student is aware of some of the many ways in which humans communicate and uses a number of them.

a) How many ways can you think of that people use to tell people what they want to say or to let them know how they feel?

Teacher works through as many of these as are significant for the student, adding other examples relevant to the student:

With your mouth:

- Saying, shouting, whispering words.
- Screaming or making other noises (including rude noises)
- Whistling, singing, humming, laughing (when they're happy)
- Crying, groaning (when they're sad or in pain)
- Kissing

With your head:

- nodding, shaking
- brain (to work out what you want people to know and the best way to tell them)

With your faces:

- Smiling, frowning, weeping
- Looking happy, sad, frightened, surprised
- Eye pointing

With your hands:

- Writing, drawing
- Pointing, gesturing, waving, signing, taking (the thing they want)
- Using Bliss boards, pictures or other communication aids
- Clapping

- Stroking, patting, hugging
- Hitting, banging, slapping, punching
- Pushing away, knocking over (what they don't want)

With your feet:

- Kicking, stamping, drumming (when they're angry)
- Dancing, skipping (when they're happy)

With your whole body:

- How they stand can tell how they feel.
- Drama, role play, miming

Student can give at least one example from at least three of these categories (responses recorded on grid).

b) Can you give some examples of ways you let people know what you want to tell them?

Student demonstrates at least three ways of 'telling'.

c) What parts of your body do you use for understanding what people want to tell **you**?

- Ears
- Eyes
- Sensation of being touched.
- Head / brain (to work out what they really want to say).

Student mentions at least two and can explain why.

NOTES

The teaching focus throughout this unit will be on extending the range of ways a particular student can use to convey or interpret meaning, so not all of the channels listed here will be covered. (e.g. For some children learning to interpret facial expression will be important.)

Some attention should be given to considering the importance of being able to let people know what you think and how you feel and of developing skills which help you to give accurate information. (e.g. Smiling to let people know you are happy.)

Touching and being touched are problematical, but can also be very important for some children. (Link here with PSE or Child Protection programmes?)

UNIT 2: Awareness of language diversity

Learning outcome: An understanding of the fact that not all people communicate in the same way; and that some people have ways of saying what they mean which are different from the way we say what we mean. This difference may involve accent, dialect, alternative modes of communication or other language.

- a) What language do we usually use in school/college? (The words we use are English words; we speak English)
- b) Do you know someone who uses words which sound different, or who has a different way of telling us what they mean? (Talk about these experiences and be able to explain what it is that is different.)
- c) Can you give an example of what that person would say or do in order to tell us what they mean?

NOTE This unit needs to take account of 'difference' being related to the student him/herself, and to explore the notion of this difference being only one of a world of differences, in so far as the student is able to understand such a notion. The important thing is to demonstrate to the student that he/she is not the only person who communicates differently from everyone else; that difference is natural, interesting and acceptable.

Unit 3: Other ways of communicating

NOTE This unit may be appropriate for students whose first language is not English, or where the home language is not English, or where the student lives in a bilingual environment. It may also be suitable for use with students who use an alternative mode of communication.

Learning outcome: The student indicates an awareness that a person or some people they know use different languages at different times and for different purposes.

- a) What language do you usually use at school?
- b) What other language do you (sometimes) use for speaking to people at home?
- c) Can you tell me/show me a few words of that other language you use, and explain to me what they mean?

NOTE Students who use alternative methods of communication might progress to 'Independent Access 1: Unit 2'

UNIT 4: Awareness of language, purpose and/or place

NOTE This unit may be suitable for use with students who are familiar with users of another language or mode of communication, but who do not use it themselves.

Learning outcome: The student demonstrates an awareness of diversity and has some understanding of the reasons for it..

- a) Who do you know who uses a language/ means of communication different from spoken English?
- b) What language does that person use?/ How does that person communicate?
- c) Why does that person (sometimes) communicate differently? (Reason given may relate to place of origin or to disability.)

UNIT 5: Empathy with users of other languages/modes of communication

Learning outcome: Student demonstrates an awareness of the reasons why different people use different means of communication, and shows a willingness to share their experiences.

- a) Can you tell me the name of someone you know who uses a different language sometimes?
- b) Would you like to learn a few words of that language?
- c) Student makes an effort to master a few words/phrases (2? / 3?)

NOTE The student may not be entirely successful, but gives evidence of willingness and effort.

UNIT 6: Communicating in another person's language

NOTE The student has already demonstrated an awareness of language diversity, understands something of the reason for this diversity and has indicated an empathy for another person familiar to them who speaks another language or uses an alternative means of communication (e.g. the language used by a grandparent, or an alternative communication mode used by a friend). If there is more than one, the student is offered an option. Where possible, the student should learn from that significant other person, though this may not always be possible. In any case, the assessor remains responsible for ensuring that the performance criteria have been met. If there is no 'familiar' connection, the student may be able nevertheless to go directly to Unit 7.

Learning outcome: The student learns to understand and use a few words of another language or means of communication which is used by a person familiar to them.

1. Would you like to learn this language? / to communicate in this way? (indicates 'yes')
2. The student learns to recognise 3 words/phrases and knows what they mean.
3. The student is able to say 3 words/phrases and to do so in awareness of their meaning. (They may be the same 3 words as in 2.)

Unit 7: Foreign language awareness

NOTES In this unit it is not necessary for the users of the other language to be familiar, but it will be helpful if there is some reason to link the foreign language to the student's experience, e.g. the student is taken on holiday there, or has a relative there. This would provide a useful personal link with the proposed Independent Access 1 Unit where the student might begin actual study of the language he/she has expressed an interest in here.

Learning outcomes: The student is aware that our country is Scotland (or Britain) and that most people here talk to each other in English. The student is also aware that there are other places (other countries) where people don't usually speak to each other in English but use a different language of their own. The student accepts this and is interested.

- a) What country do we live in, and what language do most people here speak?
- b) Can you tell me the name of a country where most people speak a different language?
- c) What is the name of the language they speak?
- d) Would you like to know more about that language and try using it yourself?

Note: The next step for a student successful with this unit might be the Independent Access 1 Unit.