



Diploma in Funeral Arranging and Administration (DIP.FAA) LESSON PLAN

MODULE 1. Introduction to Funeral Arranging and Administration

Unit 3. Communicating with Clients within the Funeral Service.	
Purpose and Aim of the Unit:	The purpose of the unit is to develop learners' ability to communicate appropriately and effectively with clients. Specifically, the unit aims to enable learners to understand industry protocols central to communicating with bereaved clients within the funeral service.
Learning Outcomes:	By the end of the session, the learner will;
1.3.1	Know appropriate communication techniques to use with clients within the funeral service.
1.3.2	Know the facts to consider when communicating with clients within the funeral service.
1.3.3	Know the skills necessary to respond appropriately to the bereaved.
1.3.4	Know how to communicate with clients who may have additional/special needs.



MODULE 1: Introduction to Funeral Arranging and Administration

UNIT 3: Communicating with Clients within the Funeral Service.

Approximate Session Time: 2hrs 30mins			
Timing	Learning Activity (Tutor & Learners)	Resources	Assessment Method
0 – 10mins	1) Introduction, Housekeeping & Register 2) Recap learning from previous workshop 3) Refer to aims & objectives of the Unit 4) Refer to student learning materials 5) Describe the activities planned for the session	PowerPoint Laptop/Projector Student Learning Materials Student Register	Not Applicable
11 – 25mins	Introduction of the topic by tutor facilitated question and answer. Question , “ <i>What Communication techniques are required to deal with clients?</i> ” (refer to learning materials if necessary). (The essential qualities: Sincerity, Acceptance & Empathy). Discuss the range of communication skills used in funeral service and the significance important? Stress importance of ACTIVE LISTENING, Verbal and non-verbal communication, body language. Write on board and discuss with the student group.	Session Aim & Outcomes Hand-out, PowerPoint White board/flip Chart	Tutor observation Learning Outcome 1



Timing	Learning Activity (Tutor & Learners)	Resources	Assessment Method
26- 50mins	<p>Question: 'What are the skills of a good listener?' - Discuss and List.</p> <p>Discuss factors to consider and the impact of poor communication skills (including oral and written) when dealing with clients.</p> <p>Discuss 'perception' and 'image' created as a result of poor communication skills</p> <p>Barriers to listening - presentation.</p>	<p>Flip Chart work.</p> <p>Discussion</p>	<p>Student involvement</p> <p>Demonstration of listening skills</p>
51 –70 mins	<p>Individual/pair work. Using flip-chart sheet, each unit draw up list of skills/factors to consider when communicating via one given medium:</p> <ul style="list-style-type: none"> ➤ Telephone ➤ Letter ➤ Email <p>Present to rest of group. Group discussion.</p> <p>Students to prepare:-</p> <p>a) a business letter based on confirmation of arrangements</p> <p>b) a business letter advising the client of a change of time to the funeral</p> <p>All to share with each other, and ask for feedback on their presentations, spelling and grammar.</p>	<p>Flip Chart/Board work for answers.</p> <p>Flip chart/pens</p> <p>Letter / E mail writing tasks</p>	<p>Formative assessment through questioning</p> <p>Various letter/email writing tasks</p> <p>Learning Outcome 2</p>



Timing	Learning Activity (Tutor & Learners)	Resources	Assessment Method
71 – 95 mins	<p>Remember: Attention, Observe, Listen, Respond</p> <p>Students to consider how to respond appropriately to the bereaved and identify examples of occasions whereby they have had to handle a distressed client or conflict and to identify the communication skills needed to resolve the situation.</p> <p>Split into pairs: Each to take role of difficult client v Funeral Arranger – students to use own scenarios.</p> <p>Students to feedback to each other positives about the discussion and where the conversation could have been handled differently.</p>	Role Play	<p>Student responses</p> <p>Demonstration of communication skills</p> <p>Tutor observation of role play</p> <p>Learning Outcome 3</p>
Break			
105 - 140 mins	<p>In pairs, drawing on experience, where possible, students to list, on flip chart sheet, practical considerations when communicating with:</p> <ul style="list-style-type: none"> ➤ The blind/partially sighted: ➤ the deaf/hard of hearing: ➤ physical or mental disability ➤ Clients who speak English as second language/come from other Cultures <p>Present findings to the rest of group</p> <p>On completion, refer students to the learning materials</p>	<p>Flipchart Paper & Pens</p> <p>Moodle Learning Materials</p>	<p>Questioning</p> <p>Learning Outcome 4</p>



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Any questions from group? Refer them to the learning materials and assessment criteria for the module.

Deviations from the plan:

Issues Arising/To Do:



Module 1 Unit 3	ASSESSMENT CRITERIA
	The learner can:
1.3.1	Describe communication techniques to use when dealing with clients within the funeral service.
1.3.2a	Identify the factors to consider when communicating with clients within the funeral service:-
	a) Face to face
1.3.2b	b) On the telephone
1.3.2c	c) By letter
1.3.2d	d) By email
1.3.3	Describe the skills necessary to respond appropriately to the bereaved.
1.3.4a	Describe how to communicate with clients who may: a) be blind or partially sighted;
1.3.4b	a) be deaf or hard of hearing
1.3.4c	b) be physically disabled
1.3.4d	c) have learning difficulties
1.3.4e	d) speak English as a second language
1.3.4f	e) come from other cultures