



**& Abingdon  
& Witney  
College**

**Comic Relief Day at  
Common Leys campus  
Friday 18<sup>th</sup> March 2011**

**Fancy Dress!**

Use the letters **C** or **R** as your theme.

**Donation of £1, please, from staff and  
students.**

**Prize for Best Fancy Dress**

***P.S Staff will be asked for a £2 donation if they  
want to avoid the embarrassment of dressing up!***

**C R**



# Comic Relief

Use the text on page 1 to answer the questions.

## General Questions

1. What type of text is it? .....
2. What's it for? .....
3. What's happening at Common Leys campus? .....
4. Why does it ask you to use the letters C or R? .....

## Maths questions – show your working out in the boxes.

5. Write the date of Red Nose Day using only numbers .....
6. How much do students pay to dress up? .....
7. 36 students dress up. Half are dressed as animals. How many is this?

8. Six members of staff don't dress up. What is their total donation?

9. List all the 2D shapes you can see on the text. ....

.....

# Comic Relief

Spelling questions – write as many answers as you can for each question

10. You are going to dress up as an animal. What could you be?  
(remember you can only be an animal beginning with C or R)


11. Your friend Rima is going to dress up as a famous person. Who could she be?


12. Your friend Balvir is going to dress up as a character from a book.  
Who could he be?


# Comic Relief

## Listening – work in pairs, then as a group.

1. Ask your partner what he or she would dress up as.
2. Listen carefully and ask your partner questions.
3. Now come together as a group.
4. Tell the group what your partner would look like (when dressed up).
5. Now ask your partner if you forgot any details.

## Discussion – work in groups of 4 or more.

Is it fair that staff must pay £2 if they don't dress up?

What will the prize for the 'best fancy dress' be?

Discuss as a group.

## Speaking – work in groups of 4 or more.

How could you raise money for Red Nose Day?

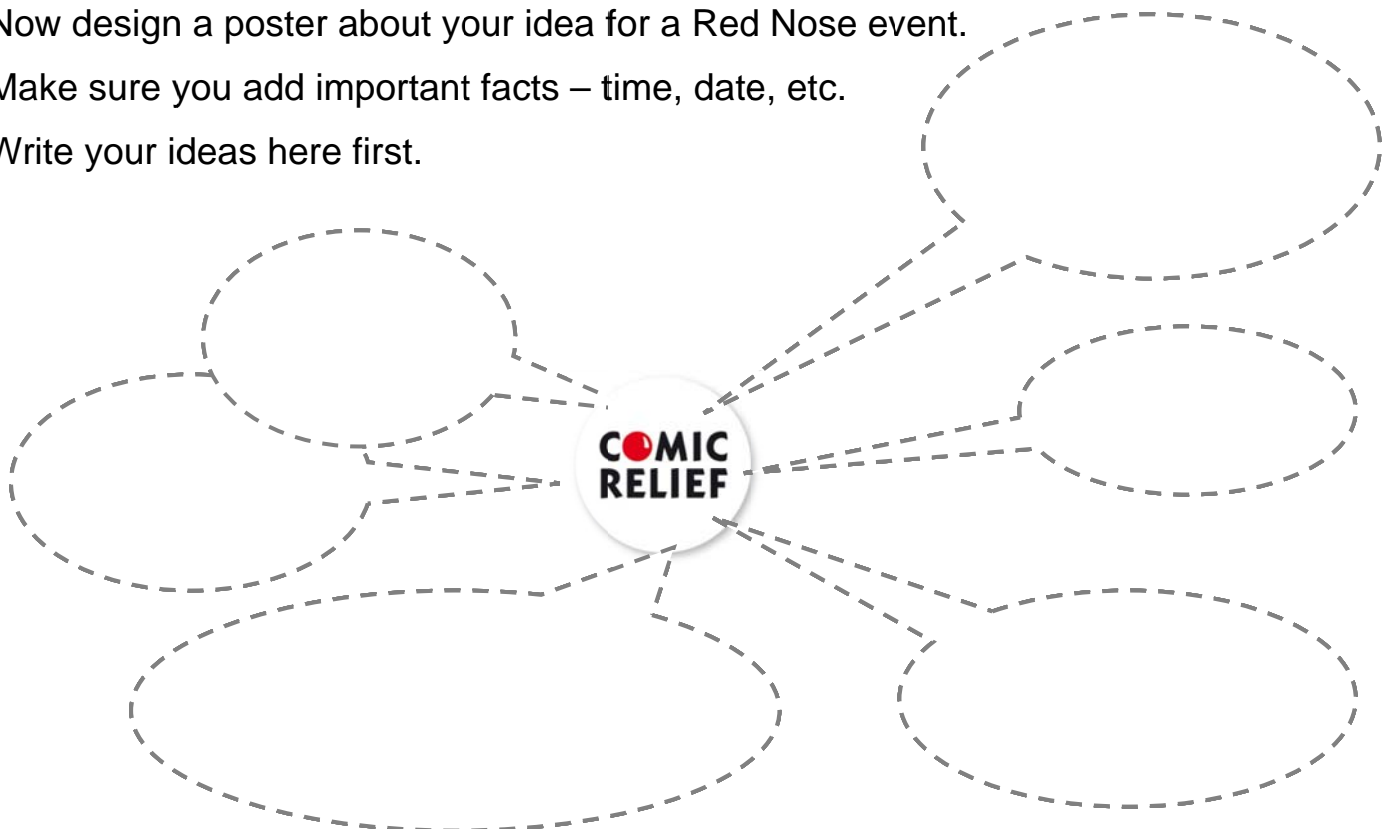
Explain your ideas to the group.

## Writing

Now design a poster about your idea for a Red Nose event.

Make sure you add important facts – time, date, etc.

Write your ideas here first.



# Comic Relief

Use this page for your poster (or a blank sheet).

# Comic Relief



## Planning your event

How long will your event last? .....

What time will it start? .....

What time will it finish? .....

## Write a detailed time plan.

Remember to allow time for getting everything ready, food and drink (if this is part of your event), clearing up, and anything else that you think is important.

Activity	Time

## Teaching notes

This resource is designed to be used in an embedded context such as planning an event or helping a charity. Although based on Red Nose Day, parts of the resource can be adapted to use at any time.

The writing and discussion tasks could be adapted to reflect other local charity events (see below for details on obtaining an editable Word Version). The writing task should only be attempted after much group discussion about possible content and intended audience / purpose. It would make a good paired or small group activity if learners were provided with sheets of flip chart paper and large marker pens.

## Functional English criteria

Relevant areas are ticked but exact coverage will depend on the learner group and how this resource is used by the teacher.

Entry 2 Skill standard	Entry 2 Coverage and range Ofqual (2009), p7.
<b>Speaking, listening and communication</b> Participate in discussions/exchanges about familiar topics, making active contributions, with one or more people in familiar situations	<ul style="list-style-type: none"> <li>Identify the main points of short explanations and instructions <input type="checkbox"/></li> <li>Make appropriate contributions that are clearly understood <input checked="" type="checkbox"/></li> <li>Express simply feelings or opinions and understand those expressed by others <input checked="" type="checkbox"/></li> <li>Communicate information so that the meaning is clear <input checked="" type="checkbox"/></li> <li>Ask and respond to straightforward questions <input checked="" type="checkbox"/></li> <li>Follow the gist of discussions <input checked="" type="checkbox"/></li> </ul>
<b>Reading</b> Read and understand straightforward texts that explain, inform or recount information	<ul style="list-style-type: none"> <li>Understand the main events in chronological texts <input type="checkbox"/></li> <li>Read and understand simple instructions and directions <input checked="" type="checkbox"/></li> <li>Read and understand high frequency words and words with common spelling patterns <input checked="" type="checkbox"/></li> <li>Use knowledge of alphabetical order to locate information <input type="checkbox"/></li> </ul>
<b>Writing</b> Write short texts with some awareness of the intended audience	<ul style="list-style-type: none"> <li>Use written words and phrases to record and present information <input checked="" type="checkbox"/></li> <li>Construct compound sentences using common conjunctions <input type="checkbox"/></li> <li>Punctuate correctly, using upper and lower case, full stops and question marks</li> <li>Spell correctly all high frequency words and words with common spelling patterns <input checked="" type="checkbox"/></li> </ul>
Entry 1 Skill standard	Entry 1 Coverage and range Ofqual (2009), p9.
<b>Speaking, listening and communication</b> Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation	<ul style="list-style-type: none"> <li>Understand the main points of short explanations <input checked="" type="checkbox"/></li> <li>Understand and follow instructions <input type="checkbox"/></li> <li>Respond appropriately to comments and requests <input type="checkbox"/></li> <li>Make contributions to be understood <input checked="" type="checkbox"/></li> <li>Ask simple questions to obtain specific information. <input checked="" type="checkbox"/></li> </ul>
<b>Reading</b> Read and understand short, simple texts that explain or recount information	<ul style="list-style-type: none"> <li>Read and understand simple regular words and sentences <input checked="" type="checkbox"/></li> <li>Understand short texts on familiar topics and experiences <input checked="" type="checkbox"/></li> </ul>
<b>Writing</b> Write short, simple sentences	<ul style="list-style-type: none"> <li>Use written words and phrases to present information <input checked="" type="checkbox"/></li> <li>Construct simple sentences using full stops <input type="checkbox"/></li> <li>Spell correctly some personal or very familiar words <input checked="" type="checkbox"/></li> </ul>

**To obtain an editable Word version of this resource: upload and share your own resources at [www.skillsworkshop.org](http://www.skillsworkshop.org) THANK YOU**

## Functional Mathematics Criteria

This resource is also ideal for underpinning several Functional Maths coverage and range statements

- Recognise and name common 2D and 3D shapes (Entry 1)
- Use doubling and halving in practical situations (Entry 2)
- Recognise and use familiar measures, including time and money (Entry 2)

However, in Functional Maths it is the process skills (Skill Standards) that are assessed; these are key to successful Functional Maths teaching and learning and must always be developed and stressed during teaching (see below).

Entry Level 2 Skill Standards
R = representing, A = analysing, I = interpreting
R understand simple practical problems in familiar contexts and situations
R select basic mathematics to obtain answers
A use basic mathematics to obtain answers to simple given practical problems that are clear and routine
A generate results to a given level of accuracy
A use given checking procedures
I describe solutions to simple given practical problems in familiar contexts and situations

## Ideas for developing maths process skills

### Encourage students to:

- highlight information they need, cross out unneeded information **R**
- show all their working out (note that calculators are permitted at all levels of FM assessment but learners should get into the habit of recording their calculations) **R**
- check all their calculations or procedures and show proof that they have done so **RA**
- draw conclusions **I**
- discuss and justify their choice of method and their answers **RAI**
- explain their answers and conclusions to others – verbally and in writing **I**
- investigate other options / situations (e.g. other charities could be researched on the web) **RAI**
- create new questions about given information and try them out on other students **RAI**
- mark each other's work **RAI**

### References:

Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2.*

Ofqual (2009), *Functional Skills criteria for Mathematics: Entry 1, Entry 2, Entry 3, level 1 and level 2.*

<http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria>