

You're Hired! Lesson plan

Discussion, features of persuasive text, presenting information.



Subject: Literacy		Topic: 'You're Hired!'	Date:
Course/Programme: Skills for Life	ELM: 3, 4 ,5	CC Refs: Ww/E1.2 , SLIr/E1.2 , SLIr/E1.3 , SLIr/E2.2 , SLIr/E2.4 , SLIr/E3.5 , SLc/L1.1 , SLc/L1.3 , Wt/L1.2 , SLc/L2.3 , Wt/L2.3 , Wt/L2.6	Time: Venue:
Level: Entry 1 to Level 1			
General Objectives: <i>At the end of the session, learners will –</i> <ul style="list-style-type: none"> ◆ <i>Have enacted different roles within a fictional advertising office/boardroom situation</i> ◆ <i>Be familiar with persuasive text and its uses</i> ◆ <i>Have demonstrated some degree of sales skills</i> ◆ <i>Have taken part in a group marketing activity, making appropriate contributions and respecting the turn-taking rights of others</i> 		Specific Objectives: <i>At the end of the session, learners will be able to –</i> <ul style="list-style-type: none"> ◆ Follow simple and detailed instructions in order to complete a complex set task ◆ Work as part of a team to achieve a common goal ◆ Understand the uses and context of persuasive text, with higher level learners supporting lower level learners to achieve this common goal ◆ Speak clearly and with confidence in front of a group 	

Time	Tutor Input	Learner Activities	Assessment	Resources
10:00 – 10:10	Registers and timesheets to be completed	Assisting tutor in the speedy completion of timesheets and registers	N/A	Timesheets/Registers Pens
10:10– 10:20	Tutor to introduce session, asking learners who is familiar with popular television show, 'The Apprentice' and to explain the format of the show to those who are not.	Listening and responding, turn-taking.	Tutor observation of understanding	Wipe board, markers
10:20– 11:00	Tutor to facilitate the choosing of 'THE BOSS', either by the drawing of straws or by other random selection means. THE BOSS is to then choose two assistants to work with him/her. When this is completed, THE BOSS must read the laminated instructions card to the group.	THE BOSS must select two assistants and then read the instructions clearly to the group. Following this, the groups must work in two teams to 'sell' XXXXX. They must use their collaborative	Tutor facilitating and monitoring of understanding, completed posters, pitches and worksheets.	Wipe board, laminated 'You're Hired!' handouts (available separately on www.skillsworkshop.org) and the corresponding envelopes, markers,

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	Tutor to support throughout this process to ensure that THE BOSS understands their role, and also that the other learners understand the instructions given to them by THE BOSS. When this is complete, the tutor must split the class into two groups, who will then go into separate areas to work on their posters, and advise THE BOSS to send one assistant away with each group to report on their progress during the task. Tutor to hand relevant instruction envelopes to THE BOSS and the assistants. When the groups leave the room, tutor is to move between areas supporting THE BOSS, the assistants and the groups as required, both to ensure that the task is understood, and also to ensure that progress is being made.	writing, planning and drafting skills to create a colourful, imaginative poster. All learners must be involved in this process, and the finished poster must be a group effort. The assistants are to observe this process in detail using the worksheets provided, whilst THE BOSS completes his/her own worksheet to gain an understanding of what he/she is looking for. When the groups have completed their posters, they must work in their teams to create a 'pitch' to sell their advertising campaign back in the boardroom, and they must elect a speaker to present their ideas to the class/THE BOSS.		pens, paper, coloured pens, pencils, rulers, computers with internet access, magazines and newspapers if possible.
11:00–11:15	Break	Break	N/A	N/A
11:15–12:00	Class activities to continue as above, with tutor support throughout	Class activities to continue as above, with tutor support throughout	As above	As above
12:00–12:10	Tutor to ask learners to return to the 'boardroom' and to ask THE BOSS to invite the groups to make their pitch. When this is complete, tutor to invite THE BOSS and the assistants to briefly leave the room with him/her.	Speaking clearly, listening, making notes, turn-taking, using language appropriate for purpose, using persuasive language and body language	Tutor observation of pitch/successful completion of activity	As above
12:10-12:15	Whilst out of the room with THE BOSS and the assistants, tutor to ask them to decide which group they think should win the task. Tutor to ask them to vote for a majority winner, before asking THE BOSS and the assistants to return to the classroom so that THE BOSS can announce the winner. Tutor to then invite THE BOSS to give brief feedback on the reasons for	Team-work, note-taking, speaking clearly and confidently in brief exchanges	Tutor monitoring	As Above

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<p>12:15-12:25</p>	<p>this decision. Tutor invites both teams to leave the room whilst THE BOSS makes a decision on an overall winner. Whilst the group is out of the room, THE BOSS is to speak to their assistants, with tutor support, about who performed well. When a decision as to who is to be 'hired' is made, the tutor invites the group to return.</p>	<p>Team-work, note-taking, speaking clearly and confidently in brief exchanges</p>	<p>Tutor observation of completed task</p>	<p>As above</p>
<p>12:25-12:30</p>	<p>Tutor to ask THE BOSS to explain his/her reasons for the choice and to then point a finger at the winner and say 'You're Hired'. Tutor to then give a small prize to the winner and to thank everyone for taking part.</p>	<p>Speaking clearly and confidently in brief exchanges, respecting the turn-taking rights of others</p>	<p>Tutor monitoring/completed task</p>	<p>Pens, lined paper, 'You're Hired!' handouts (available separately on www.skillsworkshop.org)</p>
<p>EXT TASK (If Required)</p>	<p>Learners to write a brief journal-style entry about their experience with the task and how they feel it has or has not helped with their learning of literacy skills.</p>	<p>Writing in brief sentences. Using appropriate case, punctuation and structure.</p>	<p>Completed journal entries.</p>	

◆ Reflections	◆ Action Points