

Southgate College Lesson Plan 2009-2010

Teacher: Zoë MacGechan	Course and Level: Functional English E3 – L2	
Date: Friday 19/03/10	Time: 11.45-12.45	
Topic / Brief: Sports Relief: The Back Up Trust		
<p>Objectives / Outcomes To take part in a discussion. To use persuasive text and/or images to promote a charity.</p> <p>Activities (build in time for feedback/ learning checks)</p> <p>3 minute Teacher introduces topic of Sport Relief and charity. Pre-teach vocabulary for reading exercise.</p> <p>3 minutes Students read first paragraph of text and predict what happens next. Repeat for second paragraph.</p> <p>7 minutes Students read and order paragraphs of text.</p> <p>3-6 minutes Students watch clip and answer questions. Monitor and repeat if necessary.</p> <p>2 minutes Pairs discuss answers. Group feedback on board.</p> <p>2 minutes Teacher sets up task, reviewing features of promotional/persuasive text. Key features of charity to promote.</p> <p>7-10 minutes Students discuss approaches to fund raising for Back Up Trust.</p> <p>17 minutes Students produce promotional materials for Back Up Trust.</p> <p>2 minutes Plenary/peer assessment of materials.</p> <p>Differentiation for individual learners E3 worksheets for A, B, C, D and E (and any other E3 learners who attend). Also provide additional support to these learners to ensure they are able to keep up. Differentiated questions for learners at E3 level if video streaming does not work. Pre-teach vocabulary to ensure all learners are able to understand text.</p> <p>Additional Resources Laminates, YouTube clip, handouts, A4/A3 paper, coloured pens and pencils, dictionaries.</p>	ECM Links	Y/N
	Staying safe	x
	Being healthy	x
	Making positive contribution	x
	Enjoying & achieving	x
	Achieving economic wellbeing	
	PLTS Opportunities	
	Independent Enquirer	x
	Creative thinker	x
	Reflective Learner	x
	Team workers	x
	Self-managers	
	Effective participators	x
	Relevant embedded LLNIT skills:	

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Activities continued (build in time for feedback/ learning checks)

Vocabulary to be taught:

Reckless
Altitude
Complacency
Gauge
Overwhelm
Instinctive
Unfurled
Elation
Immense
Fluent
Forthcoming
Neural
Icarus
Peer
Tetraplegic
Paraplegic

Differentiation for individual learners

Additional Resources

Sports Relief Charity Promotion

The group are a BTEC National in Sports Year 1 group. They are mostly male, with two female students attending regularly (although one cannot stay for the full session due to health issues). Their ages range from 17-22. As sports students, they gel well as a group, however, there can be some silliness when certain pairings get together.

The lesson aims to encourage the learners to consider solutions to the problem of fund-raising for a given charity. The lesson will include practicing reading skills and predicting from texts, as well as discussing strategies for promoting charities and producing promotional texts in order to fund raise.

The lesson relates to Sports Relief, which is taking place on the same day as the session, but can be used generally at any time of year. It also develops further problem-solving strategies within the group which are required for the Functional Skills exam and builds upon the persuasive language the learners have developed in the previous session, during which they reviewed and recommended a book to a friend (*see associated SoW - available separately on www.skillsworkshop.org*).

The materials to be used are:

- Laminates of a text about a sky-diver (*available on www.skillsworkshop.org*);
- A video of a teenaged girl with a spinal injury.

The activities to be completed are:

- A predictive reading exercise (*available on www.skillsworkshop.org*);
- A listening comprehension exercise (*available on www.skillsworkshop.org*);
- Discussing possible promotional strategies for a charity;
- Producing a promotional material for a charity.

The text chosen is about an extreme sportsman who suffers, but recovers from an accident. It is written in the first person and portrays his thoughts and feelings throughout the incident vividly and engagingly. The group being taught are sports students and some specifically have an interest in extreme sports. I believe those that don't will still be able to enjoy the article due to the personal viewpoint being put across in the text and the pace of the writing. The predictive exercise will hopefully engage the learners by giving them an opportunity to guess events in the text and to see if they were correct in their predictions. The laminates bring a kinaesthetic quality

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to a reading exercise which could otherwise be flat and disengaging and appeal to several members of the group who are kinaesthetic learners. Visual learners should also find the activity engaging.

The video depicts the story of a teenage girl with a spinal injury, hopefully appealing to the learners as the subject is of a similar age to them and suffered her spinal injury while young. The audio-visual material will appeal to learners with those styles. It also promotes inclusion by promoting a positive image of those who suffer spinal injuries (both with the possibility of recovery from a serious accident and also the message that there is a lot of support and are many activities open to those who do not fully recover).

Feedback will be given to learners verbally throughout the lesson. Monitoring will take place during the ordering text exercise and group feedback will take place to ensure all learners have the correct order of text. Comprehension questions on the text will also be given feedback during individual monitoring and group feedback on the board. Answers to questions on the video will be assessed by peers before group feedback is given on the board. The assessment of the promotional materials will take place during monitoring in the lesson and also tutor assessment of the final piece after the lesson. This gives opportunities for both formal and informal feedback within the lesson and also after, in the form of written feedback on the final piece.

The key literacy features of the lesson will be reading, speaking and listening and writing persuasively. The texts the students will read are appropriate for the majority of the group, although some vocabulary will need to be pre-taught to ensure all learners are engaged in the activity. Given the varieties of English within the group, several learners have ESOL issues or speak a second language, vocabulary is a necessary consideration. Many of the learners are capable of producing particular structures with their spoken and written English, but unfamiliar words can be a challenge.

Differentiation will take place throughout the session. Initially, I will group learners in mixed ability pairs so that the stronger learners are able to support weaker learners during the reading activity. I have produced worksheets for different levels. The learners will be answering the same questions as the video is brief and I want the learners to record the same information to be referred back to for the final exercise.

The worksheets, however, provide different sized spaces for the learners to write

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their answers, encouraging those at higher levels to express themselves more fully. The final piece of work will not be prescribed for learners, so they are able to choose the level they work at and use language and images appropriate to their own level.

The lesson is based upon the assumption that learners will be interested in extreme sports. Although this may not be the case with most, during prior lessons some students have produced their own presentations on extreme sports and these have prompted interest and many questions from the whole group. There is also an assumption that the group will be interested in sports charities. The charity chosen works specifically with teenagers and offers the insight that these accidents can happen to anyone: given that these students are very active in sports that could lead to spinal cord injuries (hopefully not!) I believe they will be somewhat interested in these activities. However, those learners that are not interested in the topic will have a focus on their final exam and can use the promotional piece as practice for the final exam (for instance, writing an article about the charity, which has been a task set in two previous exams for this subject).

Problems that may occur, aside from despondency from the group which I will encourage them to overcome with praise and pointing out the value of taking part in the lesson in terms of their qualifications and extra-curricular activities this could benefit, could be poor attendance. I have already been in discussion with the group's tutor and asked them to encourage the group to attend. I have spoken with individual students around the college about attending the lesson. I will also speak to the tutor following the lesson regarding poor attendance. However, several students within this group have been placed on report and have still not attended.

There may also be issues with learners such as A, B, C and D as they work at E3/L1 and so may struggle with the initial reading task. I will try to pair them with stronger partners for this activity. I will also monitor them and provide them with additional support during this exercise.

Other problems that may occur could relate to technology. Often videos do not stream well in classrooms. I will test the technology in the room prior to the lesson, but also have a text from the website and some additional questions which relate to the same charity, should technology fail on the day (*also available on www.skillsworkshop.org*).