

Course title: FCA P+D Group C	Unit: Key Skills - Communications Level 1	Session topic: Job Programme
Session duration: 195 mins	Group size: 12	No. requiring additional support: 1 student
Room: TLG25	Date: 13.03.2007	Tutor: Clive Robertson / Janice Lyonette
AIMS: Write a job programme for painting a house.		

Learning Outcomes - by the end of the session the students should be able to:

1. Describe & explain what a Job Programme is. (Knowledge & Comprehension) SLlr/L1 SLc/L1 SLd/L1	2. Prepare a draft Job Programme. (Application) Wt/L1
3. Analyse & evaluate other learners programmes. (analysis). Rt/L1	4. Prepare a final Job Programme. (Application). Ws/L1 Ww/L1

Key Skills to be covered:

Communication: C1.3 Talk, listen, plan & write.	IT: Write document
Application of number:	Other:

	Timing	Tutor activity	Student activity	Resources / materials	Assessment / evaluation	Differentiation / support needs
Review / introduction	10 mins T+S>S	Recap. Which paint to use? Discuss Aims & Objectives.	Listen + Discussion. Use Smartboard. Listen + Discussion.	Powerpoint. Powerpoint. KS Comms Criteria.	Diagnostic Q+A	
Development (list learning outcome number and key skills criteria against the activity)	15 mins T>S S>S	1. Describe & explain what a Job Programme is. Explain activity. Diagnostic Question & Answer.	CLASS. Listen + Discussion. Use S/board – put ideas on. Make notes for later use.	Powerpoint. Smartboard. Assignment.	Diagnostic Q+A	<ul style="list-style-type: none"> • Less able students asked mastery questions, • More able students asked developmental questions. <p>Buzz groups – Groups are created to be mixed ability. Students in the same groups evaluating the work of their peers, allowing lower level students to be supported by higher level students.</p>
	15 mins S>S	2. Prepare a draft Job Programme. Explain activity. Diagnostic Question & Answer. Move around groups.	GROUPS. Brainstorm. Discussion. Use cards to create Job Programme	Jprog cards (see pp5-7)	Diagnostic Q+A Check Job Programme	
	10 mins S>S	3. Analyse & evaluate other learners' programmes. Explain activity. Move learners between groups.	GROUPS. Learner explains their Programme. Analyse & evaluate others JProgs. Any improvements? Amend own programmes.	Jprog cards (see pp5-7)	Diagnostic Q+A Check Job programme	

	15 mins T+S>S 20 mins Break 60 mins	Diagnostic Question & Answer. Move around groups to support. 4. Prepare a final Job Programme as essay. Explain activity.	EACH writes own J Prog Worksheet. CLASS plenary session - Feedback of main points – write onto S/board and take notes. EACH. Prepare draft programme in essay format. EACH. Prepare final JP on pc using draft as guide.	JP Worksheet (see p4) Smartboard. Paper Draft JP. Computers	Worksheet Diagnostic Q+A Check Draft JProgramme Check Final JProgramme	Learning styles – Supported via task design. Active learners - using information to solve a problem. Reflective learners' needs met via individual research task. Time out built in to think about the solution before the group discussion. Visual and verbal learners are supported through the mixture of research resources, some with graphs, charts and images and some text based. Students reading articles/web pages aimed at different levels of ability. More able students – start on Business letter
Recap	10 mins T>S	Recap main points and objectives.	Questions. Complete Student Progress Log.	Student Progress Log.	Log completed.	
Next lesson 20.3.2007 1. Recap this lesson. 2. Complete Job Programme. 3. Start Business letter.						

Teacher evaluation of lesson

<p>Were the learning outcomes achieved?</p> <p>Yes No Partially (please delete as appropriate)</p> <p>Comments</p>	<p>Were resources used effectively?</p> <p>Yes No Partially (please delete as appropriate)</p> <p>Comments</p>
<p>Variety of activities / appropriate pace?</p> <p>Yes No (please delete as appropriate)</p> <p>Comments</p>	<p>Did learning checks demonstrate that learning has taken place?</p> <p>Yes No (please delete as appropriate)</p> <p>Comments</p>
<p>Were individual learning needs addressed?</p> <p>Yes No Partially (please delete as appropriate)</p> <p>Comments</p>	<p>General comments</p>

Job Programme for 3 Bedroom House

Work with your friends to produce a schedule of work for this house. Think about what work needs to be done when. Discuss your ideas within the group. Your ideas will be shown to other groups and discussed at the end by the whole class.

Work to be done What? Why? When?	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7

Day 1	Day 2	Day 3
Day 1	Day 2	Day 3
Day 1	Day 2	Day 3
Day 1	Day 2	Day 3
Day 1	Day 2	Day 3
Day 1	Day 2	Day 3
Day 1	Day 2	Day 3
Day 4	Day 4	Day 4
Day 4	Day 4	Day 4
Day	Day	Day

Day 5	Day 6	Day 7
Day 5	Day 6	Day 7
Day 5	Day 6	Day 7
Day 5	Day 6	Day 7
Day 5	Day 6	Day 7
Day 5	Day 6	Day 7
Day 5	Day 6	Day 7
Day 5	Day 6	Day 7
Day	Day	Day
Day	Day	Day

Preparation	Sanding	Filling
Ceilings	Scraping	Prime
Woodwork	1st Coat	2nd Coat
Walls	1st Coat	2nd Coat
Knot & Prime	Emulsion	Emulsion
Knot & Prime	Matt	Matt
	Gloss	Gloss
	De-nib Gloss	De-nib Gloss