

Teacher	Adrian Worsfold				
Date	8 October 2003				
Time	9-10 (one lesson); 11-3 (four lessons)				
Place and room	Wilberforce: 102, 214, 208B, 113, 208B				
Group	First L&TA, rest mixed				
Subject and topic	Key skills literacy				
Resources	Artefacts, Storyboard, OHTs, Handouts				
Aim of Lesson	Developing skills of literacy and communication				
Objectives (to go on board)	<p>(The student will be able to demonstrate that:) This lesson I learn that:</p> <ul style="list-style-type: none"> • Objects can be described as what they are and what they are not, and imaginatively. • “Storytelling” allows imaginative communication but needs the discipline of correct communication. All communication is a form of storytelling. • Our own work speciality needs a variety of words and imaginative communication with them is the most effective. 				
Timing	Point (Objective)	Task	Added Task (if relevant)	Assessment method	Resources
15 minutes	Responses to artefacts Register – hand out so they enter their names	Artefacts: looking at two or more, students write what they are, what they are not, what they could be used imaginatively	Commercial environment usage: marketing.	Let students respond aloud after writing and see if they have grasped the what it is, what it is not...	Artefacts of: pot shoe, sponge brick, plastic safe money box, pot taxi money box, toy roulette table plastic sheet, fancy coloured letters.
10 minutes	What is it to communicate? Why communicate effectively in their speciality?	Out loud, on to the wipeboard in two stages: finish with a sentence summarising their area	Example of effective message.	Wipeboard and sentence written.	Wipeboard, pens.
10 minutes	Spelling: Ability to spell	Words to do: <i>Messaging</i> <i>Signpost</i> <i>Accommodate</i> <i>Piecemeal</i> <i>Talkative</i> <i>Introductory</i> <i>Effectiveness</i> <i>Cafeteria</i>	<i>Foreign</i> <i>Transparent</i> <i>Ancestors</i> <i>Millennium</i> <i>Portraiture</i> <i>Character</i> <i>Speech</i> <i>Disrupt</i> <i>Cassette</i> <i>Democracy</i>	How many correct?	(Verbal)

20 minutes	Words to communicate a scenario; doing free writing	Word lists: others on getting hair done; making an appointment; Others having hair done differently; Leaving and reactions; quick discussion on story; writing (to be continued)	Speed of work	Number and extent of appropriate words; starting to write storylines	Handouts, OHTs, wipeboard help for lists.
5 Minutes	Summary: communicate effectively needs imagination and precision	Question and answer	Can say more	Feedback	

Evaluation

Spelling not done. Lessons 1 and 4 difficult in terms of response.

Adrian Worsfold

Teacher	Adrian Worsfold				
Date	15 October 2003				
Time	9-10 (one lesson); 11-3 (four lessons)				
Place and room	Wilberforce: 102, 214, 208B, 113, 208B				
Group	First L&TA, rest mixed				
Subject and topic	Key skills literacy				
Resources	OHTs				
Aim of Lesson	Developing skills of literacy and communication				
Objectives (to go on board)	(The student will be able to demonstrate that:) This lesson I learn: <ul style="list-style-type: none"> • Spelling of frequently misspelt words. • There are regular and irregular Positives, Comparatives and Superlatives. • Simple cartoons can be linked into narrative stories • Art criticism facilitates imaginative writing. 				
Timing	Point (Objective)	Task	Added Task (if relevant)	Assessment method	Resources
5 minutes	Positives, Comparatives and Superlatives Register – hand out so they enter their names	Write according to framing – missing words	Time limited so should be more than enough	Were they correct? Verbal responses.	OHT for OHP.
15 minutes	Cartoon stories	Do the circle pictures and link with a written story	More of a story	What did they draw and write?	OHT for OHP and wipeboard assistance
10 minutes	Spelling: Ability to spell	Words to do: Abcence Accadentilly Accomodation Aquaintance Arguement Begining Benefitial Boyant Bisness Catalog	Cematory Charectar Committed Compleet Concious Critisice Critissem Decieve Definate Develope Dissapeare	How many correct?	OHT for OHP and wipeboard assistance

10 minutes	Free writing – artistic appreciation	Chagall's 1925 Peasant Life or Chagall's 1933 Solitude	Richer language, more put	Use of language	Handouts, OHTs, wipeboard help for lists.
5 Minutes	Summary: Standard and richer aspects of language	Question and answer	Can say more	Feedback	
<p>Evaluation</p> <p>Spelling gained interest and difficulty. Stories enjoyed by all except lessons 1 and 4.</p>					

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Teacher	Adrian Worsfold				
Date	22 October 2003				
Time	9-10 (one lesson); 11-3 (four lessons)				
Place and room	Wilberforce: 102, 214, 208B, 113, 208B				
Group	First L&TA, rest mixed				
Subject and topic	Key skills Communication (English literacy)				
Resources	OHTs, Edexcel paper; Assessment records				
Aim of Lesson	Developing skills of literacy and communication				
Objectives (to go on board)	<p>This lesson I learnt about:</p> <ul style="list-style-type: none"> • Spelling • Portfolio assessment record. • Comprehension. • Discussion from informed source material. 				
Timing	Point (Objective)	Task	Extension (if relevant)	Assessment method	Resources
5 minutes	Spellings Register	Correct the ones that are wrong	How many	Were they correct?	OHT for OHP. Wipeboard for answers
15 minutes	Assessment system outlined	Write notes; respond to questions on understanding	Use actual portfolio assessment records	Responses	OHT for OHP and wipeboard assistance
10 minutes	Text analysis	Multiple choice Write on paper!		How many correct?	Edexcel papers
15 minutes	Discussion: tram system for Hull	Discuss in groups, someone talks, suggestion of lines	Depth of discussion	Use of images; use of information; quality of discussion	OHTs, wipeboard
5 Minutes	Summary: Tasks assessment	Question and answer	Can say more	Feedback	

Evaluation

More achieved with first group but difficult still with fourth (known about). A meeting after the first session with another manager emphasised the integrated nature of key skills assessment so that the key skills sessions themselves are monitoring of work done from a key skills perspective assessed within their own subject groups (Tourism, Business, ICT). This was different from advice on 21 October which today was described as a fall back position if assessments do not get done – that is, assessing into portfolios within the key skills sessions. Key skills sessions are to be monitoring existing work or flexible prompts.

During the day the Hull Trams exercise (lost in session 4) became about how with the pro and con information of running a system a talk would differ from a discussion. See the resource on Hull Trams (Key Skills).

Spelling - Correct and Incorrect (written on OHT)

Embarassed	Enviroment	Equipped
Exite	Familliar	Februry
Goverment	Humourous	Immediately
Indispensable	Nolledge	Laboratry
Lonley	Occured	Parliment
Personnell	Preceed	Probably
Prejudice	Proceed	Proffesor

Spelling - Correct

Embarrassed	Environment	Equipped
Excite	Familiar	February
Government	Humorous	Immediately
Indispensable	Knowledge	Laboratory
Lonely	Occurred	Parliament
Personnel	Precede	Probably
Prejudice	Proceed	Professor

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