



# English lesson 1

## - Teacher notes

## Lesson 1 – Teacher notes

### Learning aim:

To make effective contributions within a group discussion.

### Curriculum links and Skills Builder focus skills chart:

England The national curriculum (England)	Spoken English Pupils should be taught to speak confidently, audibly and effectively, including through working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines.
Scotland SQA National 5 English	Performance – spoken language Employs detailed and relevant ideas and/or information using a structure appropriate to purpose and audience.
Wales WJEC GCSE in English language specification	Oracy Skills Respond constructively and critically to a wide range of written and digital/dynamic texts, making effective contributions, using creative approaches to exploring issues, solving problems and developing ideas.
Skills Builder Framework Focus Skills	
Speaking – The oral transmission of information or ideas	Speaking step 5 I speak effectively by using appropriate language.
Leadership – Supporting, encouraging and developing others to achieve a shared goal	Leadership step 5 I manage group discussions to reach shared decisions.

### Main skills developed and how:

- Working collaboratively – Students will work together to analyse a text, attempting to contribute to group discussion and involve others productively.
- Analysis – Students will develop their reading skills by scanning a text to find persuasive literary features and analysing their impact.

### Equipment required:

- Student handout PDF
- Student worksheet
- PowerPoint

### Suggested layout of the session:

3 minutes – Go over the session aims and main skills covered. Relay / discuss your expectations regarding group work and what effective group discussion looks like. For example, be courteous and respectful, involve everyone in the group, structure your input carefully, listen to and consider everyone's responses, try to build on others' ideas, use gesture to highlight key points, actively engage quieter members of the group and stay focused on the task. This can be the criteria for the lesson and students can refer to it throughout the session. (You can find a copy of this criteria on the PowerPoint.)

13 minutes – Split the class into groups of no more than 5 students. If needed, ask students to elect a group chair or representative to help manage or facilitate the discussion and summarise the group's findings.

Share the scenario with students. This can be found on their student handout and on the PowerPoint, if you wish to use it.

*If your students are unsure about the responsibilities of the Head of Talent, share this definition with them: the Head of Talent is responsible for managing the pipeline of new talent into the organisation. They will lead recruitment and talent acquisition strategies, and are responsible for recruitment outreach and attracting the best candidates for the organisation.*

For the first part of the discussion, students should read the draft text produced by the Head of Marketing and the Head of Early Talent at Hawk

UK and then discuss the following question as a group:

To what extent have Hawk UK been successful in their attempts to attract the brightest, freshest future talent?

Within the discussion, students should aim to discuss the success of the literary techniques and the persuasive design features. Students can use the relevant box on their handout to make notes – should they wish to. There is a model answer in the discussion part 1 box.

A group representative should briefly feedback to the other groups – providing a mark out of 10 to denote how successful they believe the Head of Marketing and the Head of Early Talent at Hawk UK have been in attracting the brightest, freshest future talent. The representative should aim to reference the text in the response.

The second part of the discussion is optional. Use the full 18 minutes on discussion part 1 if needed.

5 minutes – For the second part of the group discussion, each group must come up with 3 things that the Head of Marketing and The Head of Future talent could do to improve their first draft in order to attract the best future talent. They should aim to include improvements to both the language and visual design. Model one answer before students begin the task. To end, ask another representative from each group to share their top improvement point with the rest of the class.

4 minutes – Ask students, in silence, to consider the reflection questions. For reflection part 2, you can also refer back to the criteria you created with students at the start of the session. They can either rate how well they achieved this or you can ask students to traffic light where they were most successful.

Green – I completed this confidently, amber – I have some work to do

in order to achieve this, and red – I need to focus on this skill to help

me be more successful when contributing to group discussion. Part 3 of the reflection should be done on their own and in silence.

### Ways to differentiate:

- Analyse some of the persuasive literary devices together on the board before students begin their individual discussion. You can also use the following questions to help scaffold the task, if needed:
  - What is future talent?
  - If the text is successful, what will it make the future talent want to do?
  - What might potential employees be looking for in an employer?
  - Can you see any persuasive literary features just by scanning the text, or by looking at the words in bold?
  - Run through the main persuasive literary features prior to the discussion starting. (You can find examples on the PowerPoint.) This might help empower students to get involved in the group discussion.
  - Select students to be group representatives.
  - Model to students how you expect them to verbally feedback answers.

For example, 'We believe that the Head of Marketing and the Head of Early Talent at Hawk UK have been successful in attracting future talent because they have used...The impact of this is...'

### How to extend the session – if required:

- Students could work together to design a visual template for the webpage, annotating the key design features they wish to add. They could then present this to the class, stating the reason behind their additions.
- Students could label all of the persuasive literary features they see in the text and then use a different colour to state the impact of each device.

Literary device	Example
Modal verbs	Auxiliary verbs that express necessity or possibility – such as ‘can’.
Alliteration	A series of words that begin with the same letter or sound used to stress a phrase or idea – in order to make it memorable.
Personal pronouns	<ul style="list-style-type: none"> <li>• Pronouns used to engage individuals – ‘you’.</li> <li>• Pronouns used to summon a sense of togetherness – ‘we’, ‘our’.</li> </ul>
Rhetorical features	Questions which imply their own answers.
Imperative language	Commanding instructional language.
Triples / effective adjectives	Lists of three used to persuade or add value to an argument.
Facts and statistics	Facts and/or statistics used to persuade.
Hyperbole	Language that is exaggerated for impact.
Persuasive design principles	
Social proof	This comes from the idea that people are more likely to do something if they see other people doing it too. It can build certainty and confidence.
Authority	This comes from the idea that people are more likely to take action (and feel safe and confident) when following expert advice.
Scarcity	This comes from the idea that people are more likely to do something if it seems rare and unique.



