**Written Comms 1**

**Learning Objectives/aims**

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| **1.** | To examine why we use different kinds of written communication |
| **2.** | To explore which kinds of written communication are appropriate in different circumstances and why |
| **3.** | To decide what kinds of written communication will be appropriate in our final presentations |

**Main Learning Activities** *(starter, main learning activities, plenaries with timings)*

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| **Time** | **Learning Activities**  |
| 10 mins5 mins10 mins10 mins20 mins5 mins | Students come in and sit in groups of 5 or 6. Re-cap what we learnt about teamwork last lesson and explain that they are going to practice their teamwork today by assigning a few roles that will be useful during the lesson. First: assign someone to make final decisions, assign someone else to read things out the group, someone else to read things to the class, someone to write things down someone to get up and move around if required. (Give them a specific time limit to do this and explain that if they don’t achieve it then you will assign someone randomly.)**Introduce the lesson title an objectives:** Explain that at the end of the first project thay are going to produce a poster which they will then exhibit and explain to staff and parents in a presentations session. Therefore, before they start the project they are going to explore how to effectively communicate through writing. Go through the 3 possible titles for the lesson and explain that we weren’t sure what the best title was and we’ll come back to that at the end. Talk through the lesson objectives. **Starter:** Different types of writing – **why**? On the board show the words – email, letter, flyer, essay, and talk through each making sure they know what they are. Pin a piece of paper to the board with the words purpose and audience written on it, with the blank side out.Explain that there are two words written on the paper and each is a reason why there are different kinds of writing. (You can use an example here: ask them to think of one reason that you might write and email rather that a letter: illicit a sensible response that isn’t purpose or audience and explain you could have written that word on the paper but you haven’t. Tell them the words on the paper are reasons you might choose any one of the different types of writing over the other) Anyone who can guess the two words correctly wins a prize. They can’t shout out and must guess both words. As people give different words –write any that are worthy of remembering on the board – starting with ‘time’.Round off learning by reflecting on why we use different kinds of writing for different purposes and audiences – make a list. **Activity 1:** What is **appropriate** for different purpose or audience?Reflecting on the list they have just made groups have to pin the ‘communications’ cards with words and phrases related to written communication next to the appropriate purpose/audience (situation cards) on the wall. 1. In groups, students are given 3 minutes to discuss the communications cards and where they might be appropriate.
2. Students are given 2 minutes to pin the cards to the wall next to the situations they might be appropriate
3. Go through and discuss.

**Activity 2:** PracticeEach group is given a context card which asks them to write something for a specific purpose and audience. To complete the task they need to first decide what it appropriate and fill out the tick box sheet. (give 5 mins for writing and 10 for feedback)**Reflection:** Explain to them what they are going to do in their project, who their audience is going to be and then ask them to consider: What might be appropriate for their final presentation?  |

**Learning Resources**

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| * Powerpoint slide with words
* ‘Audience’ and ‘Purpose’ on A4
* Situation cards for the wall
* Communications cards for the desks
* Appropriateness worksheet
* Context cards for final activity
* Considerations worksheet
* Paper and Pens
* Blue tack
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