

These functional skills ICT support materials have been developed by OCR in partnership with Guroo. They are free resources which provide innovative and engaging tasks for you to use with your learners when delivering OCR's Functional Skills qualifications.

The content takes the form of a functional challenge at Entry Level 3, Level 1 and Level 2. Each challenge contains three tasks which are supported by a video introduction, worksheets, solutions to the tasks, and a podcast. There is also a set of notes to support you in using the materials. You are free to use them in whatever way best suits your teaching practice and your learners, and we encourage you to be creative!

These materials represent a sample of the content that Guroo has already produced to support the delivery of functional skills across all three subjects and all levels. The Guroo learning materials are based around a series of real life problem solving tasks and challenges. They can be used to practice the understanding and mastery of functional skills in every important area across a range of familiar and unfamiliar contexts and scenarios.

Disclaimer

Please note that whilst every effort has been made to ensure accuracy of the content, this content is provided only as a resource for general information and teaching purposes, to be used at the direction of deliverers. OCR and Guroo do not endorse the content of the resources and neither OCR nor Guroo shall have any liability whatsoever for any losses, including losses for any misinterpretation or subsequent impact howsoever caused.

Teacher Notes



Lesson focus

In this challenge, the students are asked to prepare a presentation to support their application for a work experience placement. Students are asked to:

- find out what skills employers value.
- plan and create a presentation that supports their application.
- practise their presentation.

Glossary words

These are found in the podcast:

Audience, employability skills, salary or wage, letter of application, CV, source

Resources

The resources available for this challenge include lesson plans for when students do and do not have online access, printable worksheet (and printable solutions) containing three tasks, online versions of the tasks, online practice questions, an introductory video and podcast. These tasks can be completed instead of the worksheets in class. They can be shown to the whole class if individual computers are unavailable and they can also be used individually away from class by students.

More ideas and things to note

Students ideally need access to presentation software. Try www.prezi.com as a presentation tool if applications such as Open Office Present or Microsoft PowerPoint are not available.

Students working in small groups with a video camera for recording their presentations tends to work well and gives students the opportunity to see themselves as others do. A further idea is to get all the students to say one good point about each other. Record these comments and each student can then incorporate two or three comments into their own presentation.

This challenge could be used as part of a Connexions project on CV development with students working together in small groups.

Learning Outcomes – by the end of the session the student will be able to:

Functional Skills Level 2 ICT

- Develop and present – evaluate the effectiveness of ICT tools and facilities used to present information.
- Develop and present – apply a range of editing, formatting and layout techniques.
- Develop and present – organise and integrate information of different types.
- Find and select – use appropriate search techniques to locate and select relevant information.
- Find and select – select information from a variety of sources.
- Use ICT – to plan and analyse complex and multi-step tasks.
- Use ICT – select and use software applications to meet needs and solve complex problems.



Functional English Level 1

- Speaking and listening – present information clearly and in appropriate language.



Topic: Starter	
Teacher Activity:	Introduce the video, answer any questions from the students.
Student Activity:	Students to attempt the questions in 'What Do You Know – Functional Skills'.
Support for Less Able Students:	Students to complete the first section only.
Extension for More Able Students:	Ask students to compile four more questions with answers.

Topic: Task 1 – research the skills needed by the employer	
Teacher Activity:	<p>Explanation of presentation task. This task is broken down into three parts. All three could be tackled in the same session or in different sessions.</p> <p>Explain to students that in life, the best jobs are often not advertised. Highlight the differences between skills and experience that the students may have and personal qualities they possess and how they might show those qualities.</p>
Part 1: Finding possible placements	
Student Activity:	Students complete the first part of task 1. Students to work in small groups and identify local employers and possible placements.
Support for Less Able Students:	Students could be given suggestions of local employers and asked to think of the jobs that employer might offer.
Extension for More Able Students:	Students could come up with more than option.
Part 2: Identifying skills needed by employers	
Student Activity:	Students complete the second part of task 1. Students to identify the skills required by their chosen employer.
Support for Less Able Students:	Students could be given the jobs page from a local newspaper and asked to highlight the skills for various jobs.
Extension for More Able Students:	Students to identify why each skill might be required.

Part 3: Identifying personal qualities required by employers	
Student Activity:	Students complete the last part of worksheet 1. Students to identify the personal qualities required by their chosen employer.
Support for Less Able Students:	Students could be given the jobs page from a local newspaper and asked to highlight the personal qualities for various jobs.
Extension for More Able Students:	Students to identify why each quality might be required .



Topic: Task 2 – plan and create a presentation

Teacher Activity:	Talk about the task; discuss what is meant by a personal presentation. Remind students that it is important to think about what information goes on each slide before they start creating the presentation.
Student Activity:	Students to plan and create presentation. This can be done in PowerPoint or Open Office.
Support for Less Able Students:	Students to be guided as to what could go on each slide, eg the first slide could be about them, the second about the subjects they enjoy, the third about their good points etc.
Extension for More Able Students:	Students asked to investigate additional 'What if?' scenario where they are asked to think about how they could adapt their presentation if it had to be submitted online rather than being presented by the student.

Topic: Task 3 – practise and present (if possible) their presentation

Teacher Activity:	Review presentations, suggesting ways to improve.
Student Activity:	Students to work in small groups and decide on the review criteria. They then review each others' presentations against these criteria.
Support for Less Able Students:	Students could be given the criteria in the 'Plan it' feedback and asked to choose two or three that they will comment on.
Extension for More Able Students:	Students asked to investigate additional 'What if?' scenario Students could also amend and improve their own presentations based on the feedback given.



Topic: Starter	
Teacher Activity:	Introduce the video, answer any questions from the students.
Student Activity:	Run through the questions in 'What Do You Know – Functional Skills' on the whiteboard.
Support for Less Able Students:	Students to complete the first section only.
Extension for More Able Students:	Ask students to compile four more questions with answers.

Topic: Task 1 - research the skills needed by the employer	
Teacher Activity:	<p>Explanation of presentation task. This task is broken down into three parts. All three could be tackled in the same session or in different sessions.</p> <p>Explain to students that in life, the best jobs are often not advertised. Highlight the differences between skills and experience that the students may have and personal qualities they possess and how they might show those qualities.</p>
Part 1: Finding possible placements	
Student Activity:	Students complete the first part of task 1. Students to work in small groups and identify local employers and possible placements.
Support for Less Able Students:	Students could be given suggestions of local employers and asked to think of the jobs that employer might offer.
Extension for More Able Students:	Students could come up with more than option.
Part 2: Identifying skills needed by employers	
Student Activity:	Students complete the second part of task 1. Students to identify the skills required by their chosen employer. If the internet is not available at the time, this could be set for a homework task.
Support for Less Able Students:	Students could be given the jobs page from a local newspaper and asked to highlight the skills for various jobs.
Extension for More Able Students:	Students to identify why each skill might be required.

Part 3: Identifying personal qualities required by employers	
Student Activity:	Students complete the last part of task 1. Students to identify the personal qualities required by their chosen employer. If it is not possible to set this task to be completed when there is internet access, students could discuss what they would consider to be good qualities.
Support for Less Able Students:	Students could be given the jobs page from a local newspaper and asked to highlight the personal qualities for various jobs.
Extension for More Able Students:	Students to identify why each quality might be required.



Topic: Task 2 – plan and create a presentation

Teacher Activity:	Talk about the task; discuss what is meant by a personal presentation. Remind students that it is important to think about what information goes on each slide before they start creating the presentation.
Student Activity:	Students to plan and create presentation. This could be done on A4 paper or possibly on a flip chart.
Support for Less Able Students:	Students to be guided as to what could go on each slide, eg the first slide could be about them, the second about the subjects they enjoy, the third about their good points etc.
Extension for More Able Students:	Students could be asked to think about how they could adapt their presentation if it had to be submitted by post rather than being presented by the student.

Topic: Task 3 – practise and present (if possible) their presentation

Teacher Activity:	Review presentations, suggesting ways to improve.
Student Activity:	Students to work in small groups and decide on the review criteria. They then review each others' presentations against these criteria.
Support for Less Able Students:	Students could be given the criteria in the 'Plan it' feedback and asked to choose two or three that they will comment on.
Extension for More Able Students:	Students could consider the 'What if?' scenario of only being able to give positive comments.



Topic: Task 2 – plan and create a presentation

**1. What if your presentation has to be submitted online rather than being presented?
How could you make sure that your presentation was the one that impressed?**

In this situation, the student needs to consider ways in which they could get across the points that they would normally explain themselves. If the student was to send a slide presentation to be viewed on the computer, they might consider adding a spoken commentary to each page or adding additional text onto each slide. They might need to set the slides to move on automatically after a set time rather than expecting the viewer to click through each slide.

Alternatively they might think about adding notes to each slide if they were sending a printed copy to illustrate the points being made.

Topic: Task 3 – practise and present (if possible) their presentation

1. What if you are only allowed to make positive comments? How would feedback be different?

This is something that students often find very difficult and they need to find alternative ways of saying negative comments. For example rather than saying that a person spoke too quietly, this could be changed to say that it would be improved if the student spoke louder. They could look at the feedback they had been given and rewrite it in a positive rather than negative way.



If a student is working confidently at Level 2, they should be able to complete this additional task without further assistance.

A good solution would contain most or all of the following:

- Identification of where they might have found details about the holiday job.
- A list of possible skills and personal qualities that the employer might be looking to match against possible applicants. These will obviously vary depending on the holiday job being applied for but should include such things as punctuality, reliability, good attitude etc.
- A plan of a presentation including detail of what would be on each slide, what criteria the presentation is being checked against and notes to go with the presentation.
- A well prepared presentation. This should show how the student meets the requirements of the skills and qualities they have identified. The presentation should have a consistent style throughout and use appropriate language that the audience will understand. The students must acknowledge any sources they use.
- Alternative methods of getting the information across to potential employers if a face to face presentation is not possible.
- A method of reviewing how well the presentation went in order to make future improvements.

