

Real life, your life?

Activity 03

Decisions, decisions



Every day we have to make decisions about what we do. It's hard when some of those decisions need difficult judgements.

Lesson time guide	<ul style="list-style-type: none">• Working through the three scenarios in this activity will take approximately 45 minutes.• Students should then look carefully at the guidance information in preparation for writing their <i>A day in the life</i> piece.• Completing the writing may take a further 45 minutes or more.
QCDA PLTS Framework links	<ul style="list-style-type: none">• Identify questions to answer and problems to resolve.• Explore issues, events or problems from different perspectives.• Collaborate with others to work towards common goals.• Question their own and others' assumptions.• Discuss issues of concern, seeking resolution where needed.• Identify improvements that would benefit others as well as themselves.
Subject applications	<ul style="list-style-type: none">• English, drama, citizenship, careers, PSHE and the society, health and development diploma.

Try this new version of *Consequences*. You decide how someone should behave in a situation. To help you make a decision, we've given you links to background information. Make sure you leave your part of the situation with another situation to solve until you come to the last part – where the problem should be ended!



see over >>>>

Try working with a partner on this and see how you get on. We've started a game to show you how it works:

Terri, a **smoking cessation advisor** is surrounded by people who are all very stressed. She's helping to run a stop smoking course for young people in the area. She's determined to help everyone give up so that they can feel healthier.

'OK everyone. Thanks for coming. Now, I'd like to start with James. He's told me earlier how he has come through a difficult week but he wants to share it with you. Over to you James.'

James explains how he went out one evening with friends. First they went to see a film which was fine (smoking was banned in the cinema) but then they went back to the friend's house for a meal - and out came the cigarettes. 'How do I stop being tempted?' he asks.

'That's not easy,' replies Terri, 'but how about offering round some nicotine gum to your friends before you have some? It might start a conversation and then'

Want to know more about this kind of work?

Have a look at Scott's case study:

www.stepintohenhs.nhs.uk/casestudies/Scott-Elliot.aspx



Now try the game with one of these scenarios. Remember, just follow the links to find out more information about these careers to help you.

1

Elsie, an 82-year old great grandmother, is sharing a cup of tea with Alison, her **district nurse**. Elsie has recently had a stroke that has affected her speech so Alison is going to arrange for her to see the **speech and language therapist** at the local community hospital.

2

Charlie is with the **audiologist**. Charlie is eight years old and developed problems with his hearing when he was younger. He's been wearing a hearing aid and recently had corrective surgery. Claire, the audiologist, is testing his hearing aid. Now, Charlie can hear Claire better, the person who has been helping him over the last few years.

3

Dileep, a **community pharmacist**, is talking to Debbie, a 32-year old mum of three who has psoriasis. They are working out what form of treatment would be best for her. The pharmacist is also helping with ways that Debbie can try and reduce the stress of being a busy mum as that may be affecting her condition too.

Share what you've got with some other pairs and compare. Now, your next stage is to put the work you've done into a new format – *A day in the life*. This gives you the chance to complete a more major piece of written work. You should find that there are several curriculum situations in which you can use this. These are given at the top of the activity sheet.

To help you more, we've written a guide on how you should write an *A day in the life piece*. Check this out before you start.



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Text type: Resource sheet for *A day in the life*

A day in the life

Audience <ul style="list-style-type: none">• Who is it for?• What is the writing trying to do?• So, what kind of writing is appropriate?	<ul style="list-style-type: none">• The general reader – not a specialist.• Help us imagine what it is to be like someone else.• A mix of facts, thoughts and opinions. The writing should have some moments of humour and give the reader something to think about.
Text level <ul style="list-style-type: none">• How is the text laid out?• What is the order of information?• Can you see any patterns?	<ul style="list-style-type: none">• The writing is in sentences and paragraphs.• It's usually chronological (starting at the beginning of the day) but this order might be changed for effect.• There might be some rhetorical questions ('I wonder what . . . ?')• There may be some direct speech as the author remembers what was said.• There may be subheadings – but not many.
Sentence level <ul style="list-style-type: none">• Who is speaking?• What's the main tense?• What's the sentence structure and length?• Is the language formal or informal?	<ul style="list-style-type: none">• The writing is first person singular ('I'm excited about moving schools – and nervous too.')• All the writing will be in the past tense, but any direct speech will be in the present tense.• There will be a mix of short dramatic sentences for effect and longer descriptive ones.• Although this is a written piece, the language may give the impression that it is spoken to an interviewer and so there will be some informal devices, such as use of dashes and short sentences.
Word level <ul style="list-style-type: none">• How are sentences started and linked?• Are particular words and phrases used?	<ul style="list-style-type: none">• It is easy to start most sentences with 'I' – but more interesting if you don't. Try beginning sentences with a verb ('Diving into the water, I . . .') or a noun ('North London: I wish I lived somewhere else!')• The style will be a mix of facts and feelings so there will be some precise descriptive words and more emotional phrases. The writer's character should be clear from what is written.

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Teacher notes for *A day in the life*

The analysis sheet for *A day in the life* is centred on the key principal of understanding audience requirements for any specific piece of writing. Getting this right means that students produce work which is based on real criteria drawn from actual examples of this style of writing.

The presentation focuses on key questions to ask of the writing style. These are adapted from initial National Curriculum literacy strategy guidance which focused on identifying the text type features of a piece of writing so that students can shape their writing to fit the style accurately. Teachers can use these questions for any kind of text type – simple or complex.

The *A day in the life* text type format is not merely a diary. It is a magazine or newspaper format designed to be read, and show that character and personality can be revealed through the way in which the writer describes a 'typical' day.

Certain conventions of the format have evolved over time and these are common wherever the location. They have been described and, in some cases, exemplified in the notes. This specific style guidance allow students and teachers to share a common understanding of the audience requirements of the writing and so automatically provides the criteria by which any piece can be judged. Students can know what they have achieved and understand how closely they have matched the criteria. Use the grid included in this module to provide a simple but comprehensive assessment sheet. It is useful to present this through teacher modelling, using real examples of the *A day in the life* format. Alternatively, with more assured students, teachers can begin the process as a modelled activity and then ask students to work together to complete it using examples of the format provided for them.

It is recommended that teachers use this approach when providing support for the writing and assessment of any new text type explored with students. As they become secure with each text type, they will be able to explore and experiment with the conventions to create more imaginative and original work. The most able students can be encouraged through extension activities to go further and subvert the conventions of a text type, perhaps for comic effect.

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Assessment sheet for A day in the life

Criteria	Teacher feedback
<p>Overall comments</p> <p>Examples</p> <ul style="list-style-type: none">• Well done!• You've written for the general reader – not a specialist. You help us to imagine what it is to be someone working for the NHS. There's a good mix of facts, thoughts and opinions in your writing• For your next assignment try and include some questions – it looks good in a diary or Day in the life feature if you question what you are doing and think about things. These might be rhetorical if you want. Think about putting in some moments of humour as well as giving the reader something more serious to think about – sometimes humour based on life's difficulties can be a way of coping with things.	
<p>Text level</p> <ul style="list-style-type: none">• Writing is in sentences and paragraphs.• Writing is chronological.• There are some rhetorical questions.• There is some direct speech.• There are some well-chosen subheadings.	
<p>Sentence level</p> <ul style="list-style-type: none">• The writing is first person singular.• All the writing in the past tense (but direct speech in present tense).• There is a mix of sentence types.• The language gives the impression of 'as told to...'	
<p>Word level</p> <ul style="list-style-type: none">• Some sentences begin actively with verbs and strong nouns.• The style is a good mix of facts and feelings – there are some precise descriptive words and more emotional phrases.• The writer's character is clear from what is written.	
<p>Next steps</p>	<p>Grade</p>