

Key Stage 3

English Career Resources for Teachers

(Career Education Guidance Objects 1, 2, 3 and 16)

Who do you think you are? A personal journey...

Part one: to produce a profile for a webpage

Part two: to produce an audition video for a TV reality show

In this unit learners will address the following **work related aims**: they will:

- Undertake a realistic self-assessment of their achievements, qualities, aptitudes and abilities and present this in an appropriate format. (1.)
- Use the outcomes of self-assessment to identify areas for development, build self-confidence and develop a positive self image. (2.)
- Use goal setting, review, reflection and action planning to support progress and achievement, and to set short and medium term goals. (3.)
- Organise and present personal information in an appropriate format. (16.)

In addition they will have opportunities to meet learning objectives of the Framework for Secondary English at KS3 with particular emphasis on Speaking and Listening.

Speaking and Listening: pupils will explore, develop and respond to a range of skills and strategies in a variety of context, adapting language according to task, audience and purpose.

Strands	Substrands
1. Listening and responding	1.1 Developing active listening skills and strategies
	1.2 Understanding and responding to what speakers say in formal and informal contexts
2. Speaking and presenting	2.1 Developing and adapting speaking skills and strategies in formal and informal contexts
	2.2 Using and adapting the conventions and form of spoken texts
3. Group discussion and interaction	3.1 Developing and adapting discussion skills and strategies in formal and informal contexts
	3.2 Taking roles in group discussion
4. Drama, role-play and performance	4.1 Using different dramatic approaches to explore ideas, texts and issues
	4.2 Developing, adapting and responding to dramatic techniques, conventions and styles

They will also have opportunities to meet objectives in reading, writing and language.

Reading: pupils will engage with, and respond to, a rich variety of print, electronic and multimodal texts, developing analysis and awareness of the forms and purposes of writing, and the contexts and cultures within which they were written.

Writing: pupils will write a wide range of texts on paper and on screen for different purposes and audiences, adapting features and techniques to create a range of effects and impact.

Language: Pupils will explore the significance of English and the variations in its use and development, and comment on how language is used across a variety of contexts and situations.

Teacher's notes

The focus of this unit is the development of learners' confidence as they learn strategies and techniques for self-presentation, preparing for future occasions when CV building and interviews will be an important part of their engagement with the world of work.

The unit draws on their existing knowledge and understanding of popular media forms, making explicit the work that has to be done to persuade others to respond positively to individual strengths. Learners familiar with social networking sites like MySpace, Bebo and Facebook will recognise the idea of creating a profile which represents them to an unfamiliar audience, and the desire to impress or attract potential 'friends' through the use of language and pictures. Analysis of this appeal is an important part of developing awareness of persuasive language in new media contexts.

Part 1

1. **Questionnaire:** The students should complete the questionnaire. How well do you know yourself? Encourage students to be honest in their self assessment. Explain that they will be keeping a response log to record their feelings as they undertake these tasks.

Key words: *strengths, weaknesses, goals change*

Take a quick head and shoulders 'mug shot' of each student: explain it's a snapshot of where they are now (like the questionnaire) and they will have time later to develop a more prepared look (you could compare holiday snaps and modelling portfolios). They should begin their response log writing.

2. **Writing about yourself**
Relating back to the log and questionnaire, discuss different kinds of writing about yourself. Gather ideas then ask the class to comment on generic features of different kinds of personal writing. This could be developed to have a fuller focus on reading and language objectives by collecting examples of each, putting students into groups and giving each group a different kind of text to analyse, feeding back to the class to complete the grid.

Key words: *honesty, exaggeration, hyperbole*

3. Students should, by now, be aware of the element of self-promotion in communicating with an audience. To underline this, in pairs they can plan and arrange a photo-shoot. Explain the role of the art director in bringing an idea to production. They will take it in turns to take on this role in the photo-shoot (ref. http://www.bbc.co.uk/design/careers/art/art_director.shtml)

They will need to discuss and prepare action plans itemising location, clothing, expression, body language: book cameras, studio/location and technical support as appropriate. Choices should be explained in the log.

Key words: preparation, planning, organisation

4. **Profile:** students are now ready to combine words and pictures to create a webpage profile. This could be produced in Photoshop as a simulation, unless you want to take it further to create a live class site within your school VLE. ICT departments may like to work with you in planning and effecting this part of the unit to meet to meet ICT objectives. Alternatively, it could remain paper-based.

Peer review and self-evaluation are essential elements and the log should reflect increased confidence in self-projection.

Key words: audience, projection, evaluation, development

Part 2

5. **Audition:** picking up on the idea of a 'turning point', discuss how far confidence has improved (assuming it has!) and relate this to the need to present in auditions and interviews in the future. The brief role-play activity is to help students understand the essential difference between the two: an interview is a dialogue whereas an audition is a monologue. However, if you are being interviewed you have to be just as prepared as for an audition and both are performances.

In pairs students prepare questions and answers, then perform interviews. Take two sets of volunteers to present to the class.

Key words: monologue, dialogue, performance

Students should continue to log responses to the task.

6. **Screening Big Brother audition advice.** Select one or two past Big Brother auditions for screening and ask how effective they are. Screen Davina McCall's advice and ask students to order the importance of her recommendations. If you have difficulty accessing YouTube (it is often blocked in schools) you should be able to access the Big Brother site through Channel 4.

Key words: effective, impact, engaging, authentic

7. **Audition production.** Students should work in small groups of 3 with carefully defined roles, which they can exchange if they want to (there may well be one or two students who are still resistant to being on camera and it is probably better for them to see how much fun everyone else is having than to make them do it).

They should use the planning sheet provided. These should be approved before groups go to production.

They should be given specific appointments for 'studio time' with technician and blue screen. Ideally they should book their own times, within given parameters, and be encouraged to show as much initiative as possible.

In order to contain production work (which can expand to fill all available time) it would be useful to establish Auditions Day or Week (depending how flexible your timetable arrangements are). All performance to camera will have to be completed in this time.

Students should be invited to a screening of their auditions and the class encouraged to respond positively to each other's productions: a useful formulation is to '*say one good thing and something which could be improved*'. Students need to understand the importance of being able to take criticism, but also how to offer it constructively.

Key words: *constructive criticism*

ASSIGNMENT

Who do you think you are? A personal journey...

Part one: Produce a profile for a webpage

What are you like?

Take a long hard look at yourself and try to see yourself as others see you. What are your strengths and weaknesses? An honest appraisal of where you are now will help you know what you need to do to make improvements for the future.

- Complete the questionnaire ([Handout 1a](#)) as a basis for creating a profile of yourself. This will provide a base-line to return to at the end of the unit when you will be able to see where you started from and how far you have gone on your personal journey.
- Just to show what happens when you are unprepared there will be a **No Warning** photo-shoot: mug shots.... Things can only get better!

'Tell us about yourself'...representing yourself to an audience

When you meet someone in an interview situation they may well ask you to tell them about yourself. You probably won't tell them everything!

Think about the different ways people write about themselves: what is similar and what is different in these kinds of writing.

Choose a style appropriate for you.

Task : Write your profile for your webpage...
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But are words enough?

Now is your chance to improve on the mug-shot

This time you can decide how to make yourselves look good before the photo-shoot.

- Organise everything beforehand so you know you look your best.
- Take it in turns with your partner to make each other look great in the shot. Take several and choose the best!
- Now decide on background, colour, fonts and styles which represent *you*.
Is there anything else that helps to describe who you are? Family, friends, music?

Task: combine profile and pictures with images which represent you to design your own webpage
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Don't forget to log the process throughout. What are the turning points for you?

Finally....

When you look at your work with other people, how do you feel about it? How could you improve on what you have done and how you have done it?

Part Two: videoing an audition for ‘Who do you think you are?’

Interviews and auditions

What is an audition for?

Consider the difference between an **interview** and an **audition**.

In pairs improvise a 1-minute **interview** with a star of your choice:

- Prepare questions and answers together
- Take it in turns to be the star and the reporter

You may volunteer to show the rest of the class what you have done.

The interview is a dialogue in public

In the audition, we only see one person, the star- and it’s you!

Now you are going to make a video audition for a new reality show ‘Who do you think you are?’

Before you start watch a screening of a selection of Big Brother auditions **and listen carefully to Davina’s advice.**

<http://www.channel4.com/bigbrother/bb-10-auditions/> or

<http://www.youtube.com/watch?v=9gP4x0RF3ac>

What makes a good audition?

Davina says it’s good if:

- It grabs you in first 10 secs (costumes? Music?)
- you’re ‘on a journey’
- you’re honest
- you’re entertaining
- you involve the audience and share with them

Which do you think is most important?

Order them 1-5: most important 1....

Make notes for your log about anything you see which you think is particularly effective, or you would like to avoid

Audition Production

Work in groups of three for this activity.

- One to film
- One to appear on screen and perform
- One to direct and produce

(each of you can take a turn to audition **if you want to**)

You need to convince the audience that they want to see more of you

Planning and pre-production

- Make sure you complete the Planning and Pre-production check-list (Handout 1c). You will need to show this to your teacher and discuss it before you go to production.
- When it has been agreed, make **an action plan** to help you to be ready for filming.
- Video your audition.

Post production

If you have the facilities, you can now:

- edit your audition
- add blue screen, if you have the technology
- add sound and/or captions

Keep a record of your decisions and how you feel about the process. Think about the following:

- How do you come over?
- How could you improve?
- What advice would you give anyone making an audition?

Class screening and plenary

Share your auditions with the class and discuss how they differ.

What have you learned about the process, about yourself?

Review your original profile and comment.

Handout 1b

Writing about yourself

There are many ways of writing about yourself: each kind of writing has special features which help you to tell what genre it is. Here are three sentences :

It was snowing.

She found it hard to walk along the pavement without slipping over.

She wished she had worn a warmer coat.

Rewrite them as you might find them in the different styles listed below. For each one, think

- Who is your audience?
- Why are you writing?
- Do you need to develop the sentences to make them more interesting? Do you need to use exaggeration or hyperbole?

Autobiography	
Diary	
Confessional	
Self-promotional	
Blog	

Planning and Pre-production notes

Audition Group

Names

What impression do you want to make?

How are you going to 'grab' your audience?

What will you wear? Why?

What props do you need?

You will perform in front of a blue screen
What would you like to be 'dropped in' behind you?

What music do you want on the sound track?

Tick when completed: script prop/costume list image /sound list