

Setting Expectations for the Workplace

60 minutes

Strand 2.2: Engaging with the Workplace

Reflecting

Outcome LCW.M2.S2.ENG.6

WHAT THIS LESSON DOES

Before your placement you mark five true or false claims about workplace life and write a note with three hopes, two nerves, and one aim. This creates a Strand 2.2 baseline later placement reflection and Portfolio in Action evidence can reopen.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S2.ENG.6	outline their expectations of engaging with the workplace and reflect on how they may have been realised.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Outline initial expectations of your work placement
- Commit to predictions that a real placement will later confirm or correct
- Write a structured pre-placement expectations note

KEY TERMS

Term	What it means here	For example
Expectations	What you honestly think will happen on placement before you have been there: what you will learn, what will feel hard, and what you want to leave with.	I expect to learn how a busy community-pharmacy counter handles walk-in queries without a script
Placement	Your minimum three-day work experience or work-shadowing period with a real workplace organisation.	Three days in a primary classroom under teacher supervision, a local authority office, or on a SOLAS apprenticeship employer floor
Anticipation	Committing to what you believe now, on purpose, so you can look back after the placement and see what was accurate and what was off.	Marking five true-or-false claims about placement life before day one, then checking them on day three

BEFORE THE BELL

- Confirm each student can create or open the Pre Placement Expectations document in their Strand 2.2 portfolio folder (Google Doc, Word, or platform portfolio page).
- On screen this lesson: before-and-after check.

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HOW THE LESSON RUNS

5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Commit, Then Write Your Note
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who already has a confirmed placement organisation. Keep it brief. Frame the lesson as locking in a baseline they will reopen after day three, not as another reflective essay.

Students without a confirmed host still write against the kind of workplace they are targeting. Point them to the on-page permission line so they do not freeze.

5 min Key Terms

Spend under five minutes here. The terms land when students use them in the note, not when they hear definitions.

35 min Commit, Then Write Your Note On screen: before-and-after check

SUGGESTED TIMING

- **0-12 mins:** run the anticipation exercise on the board; students commit individually first, then sample two or three disagreements without revealing model answers yet
- **12-15 mins:** quick reveal of explanations; stress that wrong predictions are useful
- **15-35 mins:** silent write of the Pre Placement Expectations note; circulate for specificity

LOOK-FORS

- Learning hopes name a task, situation, person, or moment, not a vague theme
- Nerves are honest rather than polished
- The leave-with aim is one thing, not a list
- The five predictions are copied into the same document

TEACHING TIPS

If a student has no host yet, they write against the organisation type they are chasing. Do not let the room stall on logistics.

This note is the baseline the later placement reflection lessons reopen. Push specificity now so the after-comparison has teeth.

10 min Think About It

Keep this as paired talk, then a short whole-class sample of one surprising prediction. Do not collect written answers on the board.

If nerves land heavily for anyone, follow the school's own pastoral procedures rather than opening a class counselling conversation.

5 min What you covered

Quick visual check that every student has a saved Pre Placement Expectations document before they leave. Flag anyone still without a host for a short follow-up on contact progress.

ANSWERS AND LOOK-FORS

- True: On work experience you are expected to ask questions, not to already know things. - Asking is the whole point of a placement. A common pattern is that supervisors remember the students who asked. Sitting quietly to avoid looking lost is the most common mistake.
- False: You will spend most of the placement doing one main task. - Most placements are a series of short, different things, some of them dull. Seeing the variety, including the boring parts, is what tells you what a job is really like.
- False: You can tell what someone's job involves just by watching them do it. - Most of a modern job is decisions and communication you cannot see from the outside. That is why this course also asks you to interview someone about their role.
- False: If you make a mistake on placement it is better to fix it quietly yourself. - In a real workplace an unreported mistake is a much bigger problem than a reported one, and saying so early is treated as competence, not failure.
- False: You have to wait for your supervisor to offer feedback. - You can ask, and asking well is a skill this course teaches. Most supervisors will not volunteer detailed feedback to someone who is only there three days.

TEACHING MOVES

- Frame the lesson as locking in a baseline for later review rather than a reflective essay.
- Model completing one true-or-false claim as a whole class before students begin.
- Circulate during the writing activity to check students name a task, situation, person, or moment day three could prove or disprove.
- Keep the paired discussion brief and sample one surprising prediction with the class.
- Students without a confirmed host write against the workplace type they are chasing; the student page already gives that permission.

WHAT TO WATCH FOR

- Students may write vague hopes instead of specific expectations; remind them each learning hope must name a task, situation, person, or moment day three could prove or disprove.
- Students might look up information instead of using honest guesses; emphasise that accuracy is not the goal.
- Some may forget to copy predictions into the document; prompt them to do so before finishing.

DIFFERENTIATION

- Support: Provide sentence starters for the expectations note such as 'I expect to learn...'.
• Extension: Ask students to add one more prediction and explain why they chose it.
• Support: Pair students who need help with a partner for the discussion section.

WHAT STUDENTS ARE LEFT WITH

- Pre Placement Expectations: three learning hopes, two nerves, one leave-with aim