

Briefing for Placement Day 1

60 minutes

Strand 2.2: Engaging with the Workplace

Participating

Outcome LCW.M2.S2.ENG.7

WHAT THIS LESSON DOES

Prepare useful first-day questions that are not awkward to ask and adapt a note-taking template for the placement floor. Build the bank as a class then personalise it, and set up evening reflection lines to complete after Day 1 on site.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S2.ENG.7	engage with a work experience or work shadowing experience.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Prepare useful first-day questions that are not awkward to ask
- Adapt a note-taking template for the placement floor
- Prepare the evening-reflection section of the Day 1 template for completion after the placement day

KEY TERMS

Term	What it means here	For example
First day	The opening morning of your work experience or work shadowing, when you are new to the people, the space and the rhythm of the place.	Arriving at a placement site, meeting your supervisor, and finding out where to put your bag and who to ask when you finish a task
Question bank	A short list of useful questions you have already written, so you walk in with something concrete to ask instead of hoping the right words will appear.	About ten questions on your phone or in your notes, ready for the first quiet moment with a supervisor
Note template	A simple structure for capturing what happens on the floor: who you met, what you did, what surprised you, and what you still need to ask.	A one-page sheet with headings you fill during breaks and finish that evening

BEFORE THE BELL

- Confirm placement status; students without a confirmed site still build a bank for their target organisation from earlier Strand 2.2 work
- Ensure every student can open or create a blank document named exactly Placement Day 1 Reflection in their Strand 2.2 portfolio folder (teacher-issued skeleton or student-created from the lesson headings)
- Logistics checklist, following school placement procedures: dress code, transport, absence contact chain, and Garda Vetting where the placement and school procedures require it
- Set up projection for the class list builder
- On screen this lesson: list builder.

Briefing for Placement Day 1

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Build Your First-Day Kit
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

This lesson is a briefing for Placement Day 1, or the morning of Day 1 if your timetable lands that way. The evening reflection is written after the placement day, not in class.

Open with a quick show of hands: who has ever started a first shift, first training session, or first day somewhere and wished they had known what to ask. That is the hook for the bank.

5 min Key Terms

Keep this tight. The list builder needs the bulk of the period. Stress that awkward questions stay off the bank: the test is "would I actually say this out loud to a busy supervisor?"

35 min Build Your First-Day Kit On screen: list builder

RUN ORDER (ONE SEQUENCE)

- **0-18 mins:** Project and lead the list builder as the class bank. Only agreed lines stay on the shared list. Aim for about ten questions across the four headings. Push back on vague lines ("How do I do well here?") until they name a concrete ask. The digital list builder is the capture surface for the class bank; students do not personalise inside the tool.
- **18-32 mins:** Students step away from the activity tool, copy the final agreed questions into **Placement Day 1 Reflection**, adapt for their own workplace (or target organisation), and build the note template under the bank using the headings in the student copy.
- **Last 3 mins:** Spot-check that every student has a phone-ready or notes-ready version before they leave.

LOOK-FORS

- Questions a busy supervisor can answer in one sentence
- At least one question about who to go to when finished or stuck
- Template headings that force a specific moment, not a mood

TEACHING TIPS

Starter chips are suggestions to adopt or reword, never model answers the class must keep. If the room stalls, ask: *What would you need to know by lunchtime so you do not look lost?*

Remind students the evening reflection is written that evening onto the template built today. It is not homework prose invented later from memory alone.

10 min Think About It

Keep this as pair talk or a short whole-class share. Pull one strong answer on the "which question gets you the conversation" prompt: students often name that questions give them a reason to approach people instead of waiting to be told.

Do not collect evening reflections in this period. Confirm the expectation that the same document is completed that evening after Day 1 on site.

5 min What you covered

Exit check: every student can show a ready-to-carry bank and template on phone or in their own notes. Chase missing portfolio documents before the placement day starts.

Logistics (dress code, transport, absence contact, Garda Vetting where the placement and school procedures require it) should already have been confirmed in your before-lesson checklist; use the exit only for the kit spot-check.

TEACHING MOVES

- Awkward-out-loud test: a line only stays if a student would actually ask a busy supervisor
- Push back on vague lines until they name a concrete ask; if the room stalls, ask what they would need to know by lunchtime so they do not look lost
- One run order: list builder is the class bank only; at 18 minutes students copy the final agreed questions into Placement Day 1 Reflection and close the tool
- Exit check: phone-ready or notes-ready bank and template before they leave; evening reflection is written that night on the same document after Day 1 on site

WHAT TO WATCH FOR

- Awkward questions slip through: apply the out-loud test and cross them out
- Students skip personalising the bank: prompt adaptation to their organisation or labelled target placement
- Students treat evening reflection as later homework prose: stress it is completed on tonight's template while the day is fresh

DIFFERENTIATION

- Support: offer three starter questions and pair students to refine personal banks
- Extension: add two organisation-specific questions beyond the class bank, or one extra template heading that fits their site

WHAT STUDENTS ARE LEFT WITH

- Placement Day 1 Reflection: carried question bank and template plus evening reflection