

LESSON 20

Closing the Placement Well

60 minutes

Strand 2.2: Engaging with the Workplace

Applying

Outcome LCW.M2.S2.ENG.7

Outcome LCW.M2.S2.ENG.8

WHAT THIS LESSON DOES

In this lesson you will learn to close a work placement professionally. You will practise writing a specific thank-you message within twenty-four hours, exchanging contacts, completing paperwork, and requesting a reference promptly while the supervisor remembers you.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S2.ENG.7	engage with a work experience or work shadowing experience.
LCW.M2.S2.ENG.8	generate and reflect on feedback related to their performance and engagement with the workplace.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Close a placement professionally within twenty-four hours
- Write a short thank-you naming one specific thing learned
- Request a reference now rather than months later

KEY TERMS

Term	What it means here	For example
Thank-you	A short, specific message sent within twenty-four hours of leaving a placement, naming one real thing you learned rather than vague praise.	A three-line email that mentions the Tuesday returns process you were shown, not just 'thanks for everything'
Reference request	Asking a supervisor, while they still remember you, whether they would act as a referee for future applications.	Asking on the last morning, with a clear note of what the reference might be used for
Professional close	The full leave-taking package: thank-you sent, contacts exchanged, sign-off paperwork done, and a dated reference request.	Thank-you email same evening naming the Tuesday returns demo; contact swap with the duty manager; school sign-off signed before leaving; reference asked for with the date noted in the Placement Close document

BEFORE THE BELL

- Print physical copies of the sample email annotation task for any students requiring them.
- Remind students to have their Strand 2.2 folder ready, including any earlier placement plan or target-org note for those without a live host.
- Students need their Strand 2.2 portfolio folder open for the copy-out in step 4.
- On screen this lesson: list builder, document annotator.

Closing the Placement Well

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
10 min	activity	What Do You Expect From a Close?
15 min	activity	Annotate a Closing Email
25 min	activity	Write Your Placement Close
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who has ever left a job, club or placement without a proper goodbye. Keep it light. Flag that feedback conversations sit in a later lesson; today is the practical close only. Students still on placement write as if today is their last day. Students whose placement has already ended use that host; students not yet placed use the target organisation noted in their earlier Strand 2.2 placement plan.

10 min What Do You Expect From a Close? On screen: list builder

Run in predict mode only. Do not reveal answers yet. Note which statements split the room; the reference-request item (claim 3) usually does. Return briefly to one contested call after the annotation step if time allows.

REVEAL KEY (AFTER ANNOTATION, NOT NOW)

1. True, twenty-four hours is the professional window.
2. False, vague praise gives the supervisor nothing to remember.
3. True, ask while they still remember you; waiting months costs detail.
4. True, leave at least one agreed channel open.
5. False, sign-off belongs to the close, not to a teacher chase next week.

Students still on placement answer as if today is their last day.

15 min Annotate a Closing Email On screen: document annotator

RUNNING THE ANNOTATOR

Explore mode first. Pause after two minutes so pairs can justify one label out loud. Reveal the model only when most rows are placed. The reference-ask line is the teaching beat: polite, dated intent, not a demand.

LOOK-FORS

- Students spotting that "amazing" and "the best" carry no evidence
- Students noticing the Tuesday returns line as the only usable specificity
- Debate over whether the reference line is too blunt (it needs a softener, not deletion)

If a claim from step 2 split the room, spend one minute tying it to a labelled stretch here.

25 min Write Your Placement Close On screen: list builder

CASE DISCUSSION (3-4 MINUTES)

Ask: what can Cian still salvage, and what is already lost? Push for 'ask now anyway' rather than silence. Keep the case oral and short so production time is protected.

PRODUCTION (REST OF STEP, PROTECT THIS TIME)

Circulate for specificity: every thank-you must name a real task, day or person. Block generic openers. Students without a live host use their target organisation from earlier Strand 2.2 work (placement plan / target-org note), nobody invents a host cold.

IN-CLASS NON-NEGOTIABLES BEFORE THE SUMMARY

At minimum, the specific-learning line and the reference sentence must be on the page in class. The full three-part document is finished in this period, not deferred.

PORTFOLIO CHECK

Confirm the document is named **Placement Close** in the Strand 2.2 folder and holds all three parts: thank-you, contacts plan, dated reference request.

5 min What you covered

Spot-check three Placement Close documents before dismissal: specific learning named, reference line present, date present, file named Placement Close in Strand 2.2. Remind the class that the structured feedback conversation is a separate lesson and should not be muddled into tonight's message.

ANSWERS AND LOOK-FORS

- "It was amazing and I learned loads. You're the best." - Too vague: cut or rewrite - Warm but empty. A supervisor cannot remember 'loads'. This is the line most first drafts open with.
- "I can see why accuracy matters when the till and the stock list have..." - Specific learning: keep this - Shows understanding, not just attendance. One sentence of 'why it mattered' beats a paragraph of praise.
- "Also would you be a reference?" - Reference ask - Right instinct, rough landing. The ask belongs here, but it needs a purpose and an easy out, not a blunt one-liner.
- "You can reach me on this email or on 087 555 0142 if anything comes up" - Contact exchange - Door left open. Keep this. Confirm which channel the supervisor prefers if you can.
- "Cheers" - Weak tone for a close - Fine with a supervisor you knew well; swap to 'Kind regards' if the tone of the placement was more formal.

TEACHING MOVES

- Run the true-or-false activity in predict mode; do not reveal the key until after annotation if you return to a split.
- Claim 3 (reference now) is the usual room-splitter, hold that debate for after the email labels.
- Circulate during writing and block generic openers; every thank-you names a real task, day or person.
- Students still on placement write as if today is the last day; others use their live host or Strand 2.2 target organisation.

WHAT TO WATCH FOR

- Students write vague thank-yous; remind them to name one specific thing learned from the placement.
- Omitting the reference request; check documents for this section before dismissal.
- Forgetting to include a date for the request; ensure the document has a clear timeline.
- Inventing a host cold instead of using the earlier Strand 2.2 target-org note.

DIFFERENTIATION

- Support: Provide the list builder starters as sentence frames for the thank-you and reference lines.
- Support: Allow pair discussion for two minutes before writing the close document.
- Extension: Challenge students to role-play delivering the reference request verbally after the written version is saved.

WHAT STUDENTS ARE LEFT WITH

- Placement Close: thank-you as sent, contacts exchanged, reference request with date