

[**Planning an assignment, lesson 1: What is the brief really asking?: teacher notes**]

Speaker notes and timings for each slide, from the slides in kb-lesson-1-slides.pdf. The practice briefs are invented and labelled as practice.

1 Title

0 to 2 min. Welcome. Big question on screen.

2 Do now

2 to 6 min. Students read the brief alone and write the first thing they would do. Take three answers. Most will start researching uniform. Point out nobody has checked what “evaluate” means yet.

3 The brief is a set of instructions

6 to 9 min. A brief is not just a topic. It tells you what to do, what to cover, the rules, how it is marked and what must be in it. Missing any one costs marks even if the writing is good.

4 Command words

9 to 15 min. Go through the twelve. Ask: which two are easiest to mix up? (Usually describe and explain, or evaluate and discuss.) The poster version can go on the wall.

5 Model: marking the brief

15 to 22 min. Live model. Mark each part in its colour and say why out loud. Point out the two limits: words and date. Ask what “balance” means for the writing: both sides.

6 Your turn

22 to 37 min. Hand out the printable. Pick your level. Bronze: mark command words, topic and limits. Silver: all five. Gold: all five, then write what the brief leaves out. Circulate. Students can also use the brief marker at kanbananza.com/plan/brief.

7 What did the brief leave out?

37 to 41 min. Take Gold answers. Common gaps: which referencing style, whether headings are allowed, whether the word count includes references. Students should write these as questions to ask the teacher.

8 One-sentence brief

41 to 45 min. Students rewrite the brief in one sentence in their own words, starting “I need to...”. This becomes the first card on their board next lesson.

9 Exit ticket

Last 5 min. Students answer on the exit ticket. Collect at the door.
