

Teacher Support Pack

Functional Literacy and Customer Service

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Introduction

Introduction

Kar2ouche: Functional Literacy and Customer Service gives learners the opportunity to practise communication skills relevant to life, learning and work. The aim is to encourage learners to demonstrate their speaking and listening, reading and writing skills in a range of real-life situations and for various purposes. The final customer care unit puts the communication skills practised earlier into context.

Functional Skills

The curriculum references in this title *Kar2ouche: Functional Literacy and Customer Service* refer to the Functional English and ICT standards.

Functional skills are a key element in both the '14-19' and 'Skills' White Papers, driven by the needs of employers to have an educated workforce that can apply its knowledge to problem-solving in real-life situations. Functional Skills is all about learning the right process or method to solve realistic and relevant problems, getting to an accurate solution, and then being able to interpret and communicate the solution to others.

From September 2010, Functional Skills will be a mandatory part of every Diploma and will be embedded in the revised Key Stage 4 programmes of study.

According to existing documentation, functional skills need to:

- have content that is accessible and relevant to learners of all ages
- be deliverable in the full range of educational settings, including schools, colleges, further education, training providers and workplaces
- present no unnecessary barriers to achievement in terms of access or equality of opportunity
- address skills challenges within the UK economy
- reflect the needs of employers
- contribute to the health and prosperity of the nation, delivering vital competencies for the benefit of the entire community.

Functional Literacy and Customer Service is useful for delivering Functional Skills as *Kar2ouche* is a flexible cross-curricular tool, suitable for learners of different ages, and the activities are designed for use in either schools, colleges, further education or other educational establishments. The skills covered will be useful for learners in everyday life and in their future employment.

Customer Service

The curriculum references in this title also relate to The Institute of Customer Service National Occupational Standards and NVQs in Customer Service at Level 1. These were approved in April 2007.

This award is targeted at students in school or college who wish to progress to a higher level qualification in the customer service sector, or who wish to gain employment in a customer-focused industry. Similarly, learners could already be employed full- or part-time in one of the many industries which require customer service skills, and wish to gain a nationally recognised award.

To achieve Customer Service at Level 1, students must achieve six Units through a combination of five Mandatory Units and one of two Optional Units. These comprise:

Unit 1 Prepare yourself to deliver good customer service (*Mandatory*)

Unit 2(a) Maintain a positive and customer-friendly attitude (*Optional*)

Unit 2(b) Adapt your behaviour to make a good customer service impression (*Optional*)

Unit 3 Communicate effectively with customers (*Mandatory*)

Unit 4 Do your job in a customer-friendly way (*Mandatory*)

Unit 5 Provide customer service within the rules (*Mandatory*)

Unit 6 Recognise and deal with customer queries, requests and problems (*Mandatory*)

To bring the Level 1 standards into line with Levels 2, 3 and 4, each Unit has been allocated to a different customer service 'theme'.

The themes covered at Level 1 are:

- **Customer service foundations:** this theme covers the principles of customer service and organisational rules affecting customer service. It includes knowledge of the organisation's products and services, and organisational procedures for dealing with customers.
- **Impression and image:** this theme focuses on the impression made by the individual delivering customer service and by the organisation. It includes building a rapport with the customer, dealing with customers in different ways (face-to-face, in writing or using ICT), living up to the customer service promise and using customer information to exceed customer expectations.

- **Delivery:** this theme focuses on delivering customer service and building relationships with the customer. It includes issues such as providing a consistent, reliable service, diversity and working with others (such as service partnerships) to provide customer service.
- **Handling problems:** this theme looks at recognising and resolving customer queries and problems, monitoring customer service problems and handling customer complaints.

The activities in Unit 4 of *Functional Literacy and Customer Service* focus mainly on **Impression and image** and **Handling problems** but also touch on the other two themes. The activities cover part of the Customer Service Units **2(a), 2(b), 3, 4 and 6**.

This Pack

The suggested activities within this Teacher Support Pack (TSP) can be adapted for older students or adults to provide more differentiated support. They have been written to help you get started with Kar2ouche. They provide examples of just some of the ways in which *Functional Literacy and Customer Service* can be used in a teaching situation to create a sequence of lessons that embed ICT meaningfully to move learning forward. As you get used to using the software, you will undoubtedly work out activities of your own to match your students' needs and interests more closely.

Kar2ouche *Functional Literacy and Customer Service* is a toolkit, providing a wide range of contemporary backgrounds, characters, props and soundfiles, that enables you and your students to create storyboards, animations and publications for a range of learning purposes. You can also insert your own digital images to extend the range and further personalise the content.

Throughout the activities students are provided with opportunities to communicate ideas through collaboration, discussion and presentation.

Structure

This support pack is designed to help you coordinate your students' use of the Kar2ouche software, as well as deliver meaningful content in a complete lesson format.

Introduction

At the beginning you will find an overview of the benefits of Kar2ouche as a learning tool. You will also see a list of the many different ways you can use Kar2ouche. There are many opportunities for students to use the software beyond the core activities outlined here. If you are new to Kar2ouche, you will also find a handy *Starter's Guide* to help you get to grips with the functionality.

Units

This title is divided into four units, each comprising several activities.

- **Unit 1: Key Skills** four activities which give students the opportunity to explore and develop their speaking, listening, reading and writing skills

- **Unit 2: Communication Skills** six activities which give students the opportunity to interpret body language and identify good listening and communication skills
- **Unit 3: Going for a Job** four activities giving students the opportunity to investigate what they need to do to improve their chances of getting a job by developing their application process, CVs and interview skills
- **Unit 4: Customer Service** four activities providing students with the opportunity to look at effective customer service, focusing on communication skills, appropriate responses and personal presentation

Unit Structure

Each unit begins with an overview of the content, a list of activities and curriculum references.

Activity Introduction

In each individual activity you will find an overview, a note on group organisation, suggested timings and the resources needed for each session. This will help you plan ahead. You will also find strategies for incorporating guided learning, cooperative learning and independent practice into your lessons. The objectives and key words sections will help you see, at a glance, the main focus of the session and what students can be expected to learn.

Teacher Notes

The framework for each activity comprises Introduction, Development, Plenary and Extension work. The Introduction provides a method for leading students into the topic. The Development section provides instructions for the core lesson. The Plenary section helps learners synthesise what they have understood, sometimes by completing a presentation or summarising their thoughts, and other times by applying what they have learned in a new way. The Extension activities provide opportunities for extra work, as well as advanced learning on a topic.

Student Notes

The Student Notes, reproduced here, are also found in the activities section of the software. Students are given a list of their objectives and the outcomes they are expected to deliver. These are followed by a student-focused version of the Teacher Notes.

Activity Sheets

Some sessions include one or more activity sheet. These sheets are designed as masters to be photocopied for student use. Often, these sheets can be used in conjunction with the software. Sometimes the sheets can be used in lieu of the software if students do not have ready access to a computer.

What is Kar2ouche?

Kar2ouche is a multimedia authoring tool, and is used in a series of content titles focused on enhancing learning in a number of different subjects. In each instance the application's functions and interface are the same; it is just the backgrounds, characters, props and texts that change. Consequently, once students have learned to use Kar2ouche they are able to use it across a range of subjects.

Enhancing Learning

Not only does Kar2ouche help students develop the skills relevant to particular subject areas, it also facilitates the development of more generic thinking skills. Thus students are encouraged to know *how* and *why* as well as *what*.

Information-processing skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • read for meaning • identify key images, text and ideas • sort the relevant from the irrelevant and extract what is essential • organise and where necessary prioritise ideas • sequence events • develop cultural awareness.
Reasoning skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • justify decisions using evidence • make informed choices • work out subtexts • consider alternative perspectives, interpretations, ambiguity and allusion • extract meaning beyond the literal.
Enquiry skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • work collaboratively to question text • observe events and predict subsequent action • consider consequences • explore how ideas, values and emotions are portrayed • analyse the relationship between characters.

<i>Creative thinking skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• offer individual interpretations of texts or situations• create original multimedia texts• add imagined scenes and events• respond imaginatively to texts and situations.
<i>Evaluation skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• consider how meanings are changed when texts are adapted to different media• review, modify and evaluate work produced• reflect critically on written text, their own work and the work of peers• compare and contrast their work with the work of others.
<i>Communication skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• engage in collaborative working and dialogue• listen, understand and respond critically to others• articulate ideas in groups of different sizes• use visual aids and images to enhance communication.

Making Your Own Activities Using Kar2ouche

You and your students can use Kar2ouche in a range of contexts and ways. You can devise your own activities in Kar2ouche to introduce texts and ideas to students using one PC and a data projector; alternatively, you might want to create partially made storyboards for individuals or pairs to use on a network. When a computer network is not readily available, you might also use the software to create your own worksheets and handouts for students to use in the classroom.

Thus, you can use Kar2ouche to create:

- storyboards
- animations
- publications.

Storyboards

These are particularly useful in encouraging students to show their understanding and ability to extract key information. By producing storyboards, students often show their ability to summarise and synthesise key information. They can be asked to create:

- a summary of a particular event or piece of text in a specified number of frames
- witness reconstructions – step by step – as if for the police
- a summary with speech bubbles or captions containing important text
- a storyboard with their own commentary or summary in their own words
- alternative beginnings
- alternative endings
- before and/or after shots
- additional episodes
- outlines of structure
- presentations for class
- illustrations of alternative points of view/ debate
- imagined meetings between characters
- photographs/freeze frames for a particular moment.

In all of these, students can add sound, their own digital images, special effects and recordings of their own voices.

If time is limited, you can partially complete storyboards that students finish in the lesson.

Partially completed storyboards may comprise, for example:

- the first and last frames – students make the frames for the central section
- storyboards that contain blank thought bubbles, blank speech bubbles and/or blank text boxes
- storyboards with questions in text boxes or caption windows
- storyboards with text in the caption window – students create the pictures
- storyboards with odd frames missing
- sequencing activities
- a quiz – ‘who says what?’, ‘what happens next?’ etc.

Alternatively, students can create their own incomplete storyboards for others to complete. This could be a sort of consequences game – ‘what happens next?’

Animations

Students who have access to Kar2ouche out of class time can enjoy creating animations. As with storyboards, animations enable students to demonstrate their understanding and ability to extract key information. Most of the activities listed below can also be created as still storyboards. Students may be told that they have been commissioned to create a:

- news programme
- documentary
- TV chat show
- TV interview
- film trailer
- scene of a film or credits (representing a particular genre)
- TV advertisement
- musical score
- fashion show.

Publications

As a plenary, students can present their storyboards to the class either using a data projector or on screen. Alternatively, they can use the print facility to create publications in Kar2ouche or copy into a word-processing/desktop publishing program. Within Kar2ouche you can produce a template for students who need the help of a scaffold.

The sorts of publications could include:

- newspaper front pages – using Kar2ouche to compose the pictures (students may choose to create broadsheets and tabloids to compare the differences)
- storybooks – picture above, story below (concentrating on structure/settings etc)
- cartoon strips (or film strips)
- graphic novels
- estate agents' details
- diary entries (with photos/pictures)
- letters (with pictures)
- photo albums
- magazine spreads
- advertising posters
- 'wanted' posters
- guides
- catalogues
- book and magazine covers.

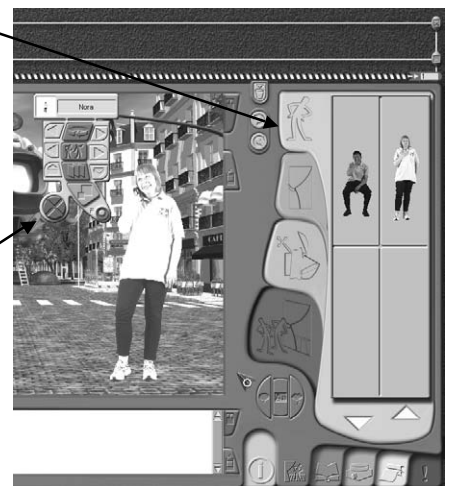
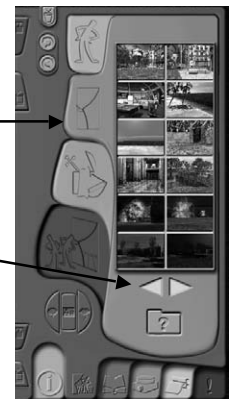
In all of these activities, students may be asked to consider audience and purpose. You can stipulate this audience. As you get used to the software, you'll find the possibilities almost endless.

If You Haven't Used Kar2ouche Before – A Starter's Guide

If students have not used Kar2ouche before, QuickStart and User Guides are available on Disc 2 within your CD pack, on the hard drive for schools with Kar2ouche *Unlimited* service or can be downloaded via our website <http://www.immersiveeducation.co.uk/support/kar2ouche/>. A good way of showing them the main functions is to demonstrate how to create a title frame. This introduces selecting backgrounds, adding and posing characters, introducing text bubbles, as well as adding text and sound. Students can pick up other skills as they go.

To create a title frame

1. Ask students to open Kar2ouche – the first screen they see is the composition screen.
2. Next ask them to select a background by clicking on the **blue background tab**. They should click again to see six backgrounds and yet again to see twelve. (Do not click again, otherwise they return to a single view.) They can scroll through the backgrounds using the **green arrows** at the bottom. Once they have browsed the backgrounds they should select one they like by left clicking on it. It will appear in the composition window.
3. Having selected a background, students should choose a character to add to the frame. They do this by clicking on the **green character tab** (click once more to see four characters, click again to see sixteen) and scrolling through using the green arrows at the bottom. They select the character by left clicking (holding down) and dragging it into the frame. Now for the fun. This character can be resized, posed and rotated by right clicking on it in the frame. This brings up the **manipulator tool**.

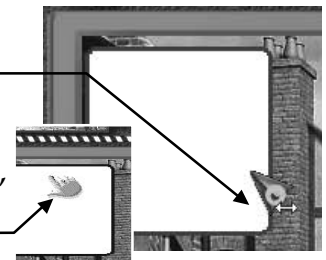
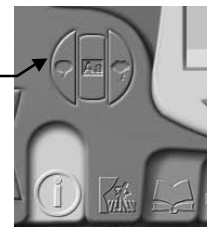


- To rotate the character, students click on the left and right facing arrowheads at either side of the top icon.
- To repose the character, they click on the arrowheads either side of the central characters icon.
- To resize the character, students should left click on the blue squares at the bottom of the manipulator tool, then drag the mouse towards them to make the character bigger or backwards to make it smaller.
- The bottom icon allows the layering of characters and/or props.
- The character can be moved around by left clicking and dragging.



4. Next ask students to add a text bubble. They can do this by left clicking on the **text bubble icon**.

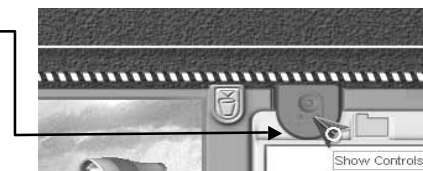
The text bubble will appear in the top left hand portion of the screen. Students can then write in their name, form and the title of the storyboard they are about to complete. If they need to make the bubble bigger, they do this by passing the cursor over the right or bottom borders until a **double arrowhead** appears. They should then click and drag to size. To move the bubble to elsewhere on the screen, students should **hover over the top of the bubble** until the **hand** appears, left click to grab it and then drag to position.



5. Finally, students could be asked to add some sound, either in the form of a sound effect or a recording of their own voice. In either case they should begin by clicking on the **text/audio tab** at the bottom of the screen.



Next they should click on the **show controls icon** at the top of this text/audio frame. This will bring up the audio control panel.



To add a sound effect, they should click on the orange folder, then select one of the sound effects offered by clicking on it and then on open. If they want to preview these sound effects, they should click on the effect and then on play. To record their own voices, students press on the red microphone icon and speak into their microphones. To stop the recording, they should press the square red button. They will be prompted to give their soundfile a name. They type this into the box and then click on save. The sound is attached to their frame.



Students will now know how to use the main functions of Kar2ouche. Encourage them to play in order to learn what other things it can do, for instance how to attach a soundfile to a frame.

Useful Contacts

Websites

The following websites were active at the time of publication, but before using with students it is worth checking their current availability and the suitability of the coverage for the students *you* are teaching.

Citizens Advice Bureau

Contains very good information on the world of work.
<http://www.adviceguide.org.uk/index/life/employment.htm>

CvTips.com

On this website there is a CV, cover letter and interview guide. You can find CV examples and information on how to write a CV.
http://www.cvtips.com/job_interview.html

Natives.co.uk

Gives tips and advice about preparation for an interview.
<http://www.natives.co.uk/skijobs/interview.htm>

Prospects

Contains useful information about preparation for an interview, including advice about body language.
http://www.prospects.ac.uk/cms/ShowPage/Home_page/Applications__CVs_and_interviews/Interviews/How_to_impress/p!elpgeg

Institute of Customer Service

Good place to find the latest customer service news.
<http://www.instituteofcustomerservice.com/>

You may like to add other addresses you come across in the table on the next page.

Website	URL	Comments

Activities

Unit 1: Key Skills

Overview of Unit

In this unit, students explore speaking, listening, reading and writing skills in different contexts.

Activities

The unit comprises four activities. You may want to supplement or adapt these activities to meet the needs of your particular learners.

1. Here We Go
2. Wish You Were Here
3. My Day
4. Day Out

Curriculum References

Functional Skills Standards – Functional English

Speaking and listening

Entry 1 Participate in and understand the main points of simple discussions/exchanges about familiar topics, with another person in a familiar situation; **Entry 2** Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations; **Entry 3** Respond appropriately to others and make extended contributions in familiar formal and informal discussions/exchanges.

Level 1 Take full part in formal and informal discussions/exchanges;

Level 2 Make a range of contributions to discussions and make effective presentations in a wide range of contexts.

Reading

Entry 1 Read and understand short, simple texts; **Entry 2** Read and understand straightforward texts; **Entry 3** Independently read and understand straightforward texts for a purpose.

Level 1 Read and understand a range of texts; **Level 2** Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions.

Writing

Entry 1 Write short, simple sentences; **Entry 2** Write short documents with some awareness of the intended audience.

Level 1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience.

Functional Skills Standards – Functional ICT

Use ICT systems

Entry 1 1 Interact with ICT for a given purpose; **Entry 2** 1 Interact with ICT for a purpose; **Entry 3** 1 Interact with and use an ICT system to meet needs.

Level 1 1 Interact with and use ICT systems to meet needs; 2 Use ICT to plan work and evaluate their use of ICT systems; **Level 2** 1 Select, interact with and use ICT systems independently for a complex task to meet a variety of needs.

Develop, present and communicate information

Entry 1 1 Enter and edit single items of information; 2 Submit information to achieve a purpose; 3 Use ICT-based communication; **Entry 2** 1 Enter and edit information for a simple given purpose; 2 Present information that is fit for a given purpose; 3 Use ICT appropriately to communicate; **Entry 3** 1 Enter and develop information to meet needs, in the form of text, images, numbers; 2 Bring together information to achieve a purpose; 4 Select and use ICT to communicate.

Level 1 1 Enter, develop and format information to suit its meaning and purpose, including text and tables, images, numbers, graphs, records; 2 Bring together information to suit content and purpose; 3 Present information in ways that are fit for purpose and audience; **Level 2** 2 Bring together information to suit content and purpose; 3 Present information in ways that are fit for purpose and audience.

Teacher Notes

Activity 1 Here We Go

Overview of Activity

Students add their responses to four storyboards (all set in the context of a holiday or day out), each of which requires different listening skills. Alternatively, the storyboards can be shown to the whole group (using a projector and whiteboard) and then you check the students' understanding by questioning them about each scenario.

Group Organisation

These tasks can be adapted for use with small groups, pairs of students working together, or individual students who may need support.

Suggested Timing

The activity is likely to be completed in two sessions of 40 minutes to one hour.

Objectives

All students will: listen to a range of simple narratives and record their responses to what they have heard.

Most students will: follow the general sense of the storyboards provided and record an appropriate response.

Some students will: employ a range of listening strategies and, in their responses, demonstrate a detailed and accurate understanding of the material.

Outcomes

By the end of this activity, students will have:

- completed a number of storyboards in which they have employed a variety of listening strategies.

Resources

Kar2ouche *Functional Literacy and Customer Service*

- **Airport** storyboard
- **Holiday** storyboard
- **Help** storyboard
- **Hotel** storyboard

Sheet 1.1a *Boarding Pass*

Sheet 1.1b *Check In*

Microphones

Key Words and Phrases: listening, speaking, context, information

Activities

Introduction

1. Briefly discuss with your students the skill of listening. Draw on their experiences, and think together about the different types of listening appropriate to various contexts.

Development



2. If students are working on their own or in pairs, ask them to click on the link to open and then watch the **Airport** storyboard in the presentation screen. Alternatively, show the storyboard to the whole group using a projector and whiteboard. Students will need copies of Sheet 1.1a *Boarding Pass* in order to record the flight details that are announced during the storyboard.

Content of the Airport storyboard

Introductory frame Title

Subsequent frames A couple check in for a flight to Paris and are told the number of their flight. They wait in the lounge to hear the gate number. Various flights are announced and the students record the gate numbers for these on Sheet 1.1a *Boarding Pass*. The students can press the pause button at any time if they need more time to take in the information given in a frame.

3. If you are working through this activity as a group, check the students' understanding by asking them questions about the storyboard. You may also wish to identify the key words that would help them listen for the information they need in this context.



4. The students now open and work on the **Holiday** storyboard, or watch and discuss it as a group. Remind the students to save their work regularly.

Content of the Holiday storyboard

Introductory frame Title

Subsequent frames Sarah visits Vickie to tell her about her recent holiday in some detail. Later that day, Vickie goes to the pub with her husband, who asks her how Sarah's holiday went. The students then record Vickie's brief reply, giving the gist of her conversation with Sarah.



5. The students now open and watch the **Help** storyboard, either in pairs or as a group. They show what they remember in the final frame.

Content of the Help storyboard

A woman asks for directions to a nearby church.

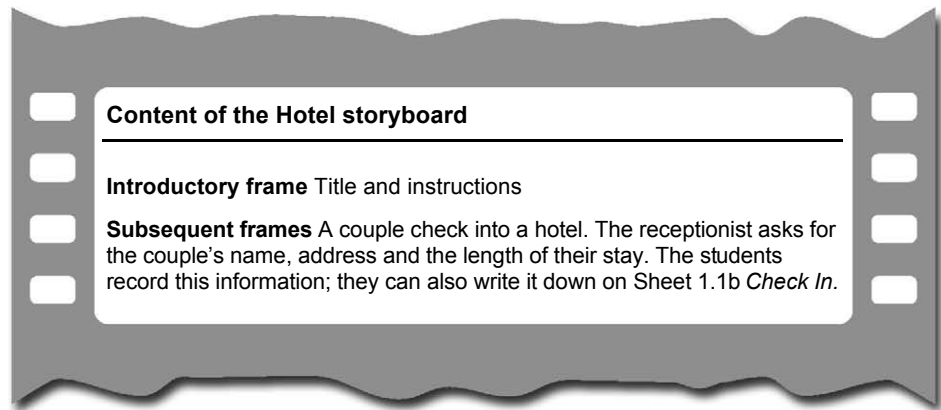
When the woman arrives at the church, she asks the students how she got there. They record the answer in the final frame.

Example answers:

- I/You walked down the street.
- I/You crossed the road and walked down the street.



6. The students now open and watch the **Hotel** storyboard, and discuss it in pairs or as a group. Students will need copies of Sheet 1.1b *Check In* on which to write down the information that they record during this storyboard. Remind the students to save their work regularly.

**Plenary**

7. As a group, watch some of the storyboards that the students have produced and discuss the range of listening strategies that they have used and the various purposes of the exercises. Encourage the group to share ideas about how to make their listening skills more effective in specific situations.

Extension

8. As a group, review the listening tasks that the students have completed during this activity. Ask each student to identify something that they have learned from this work and a target for improvement.

Student Notes

Activity 1 Here We Go

Objectives

In this activity you will explore different listening skills.

Outcomes

Working through this activity you will:

- complete a number of storyboards that show your listening strategies and skills.

Resources

To complete this activity you will need:

- **Airport** storyboard
- **Holiday** storyboard
- **Help** storyboard
- **Hotel** storyboard
- Sheet 1.1a *Boarding Pass*
- Sheet 1.1b *Check In*
- A microphone


Activities

Introduction

1. Discuss the skills needed in order to listen effectively. Drawing on your experiences, think about when it is most important to listen and why.
2. In what situations have you found listening important?

Development

3. Working on your own, or with a partner, open and watch the **Airport** storyboard. Alternatively, your teacher may show the storyboard to the whole group using a projector and whiteboard. Use Sheet 1.1a *Boarding Pass* to record the flight details that are announced during the storyboard.


click  here to open the **Airport** storyboard.

4. As you work through this activity, identify the key words that would help you locate the information you would need in this situation.
5. Open and complete the **Holiday** storyboard. Listen carefully because you'll need to recall the information given. Remember to save your work regularly.


click  here to open the **Holiday** storyboard.

Student Notes

6. Now open and watch the **Help** storyboard. Listen carefully and record what you remember in the final frame.

click here  to open the **Help** storyboard.

7. Open and watch the **Hotel** storyboard. Use Sheet 1.1b *Check In* to record the information about the conversation you hear.

click here  to open the **Hotel** storyboard.

Plenary

8. Your teacher will show some of the completed storyboards to the class.
9. As a group, discuss the range of listening strategies that have been used.
10. Share ideas about how to make your listening more effective in specific situations.

Extension

11. As a group, review the listening tasks that you have completed during this activity. Identify something that you have learned from this work and a target for improvement.

Sheet 1.1a

Boarding Pass

Fill in the boarding passes below using the information in the **Airport** storyboard.

Flight Number	K7
City	Madrid
Gate Number	

Flight Number	K9
City	Berlin
Gate Number	

Flight Number	K2
City	
Gate Number	

Sheet 1.1b

Check In

Fill in the form below with the information you recorded in the **Hotel** storyboard.

HOLIDAY HOTEL	
Family name	
Given name	
Home address	
Length of stay	

Teacher Notes

Activity 2 Wish You Were Here

Overview of Activity

Students match words and pictures before packing items for different types of holiday, arrange names on a signpost in alphabetical order and insert missing words into the text of a postcard. They then choose a postcard from a selection given, and write a simple message to a friend.

Group Organisation

These tasks can be adapted for use with small groups, pairs of students working together, or individual students who may need support.

Suggested Timing

The activity is likely to be completed in two sessions of 40 minutes to one hour.

Objectives

All students will: match some words and pictures, show a basic grasp of alphabetical order and select some appropriate words to fill gaps in a short narrative.

Most students will: match most words and pictures, arrange words in alphabetical order by initial letter, and fill most of the gaps in a short narrative with appropriate words.

Some students will: match all words and pictures, show a sound knowledge of alphabetical order, and complete a short narrative with appropriate words.

Outcomes

By the end of this activity, students will have:

- completed storyboards in which they have developed their reading skills
- written a postcard to a friend consisting of an address and short message.

Resources

Kar2ouche *Functional Literacy and Customer Service*

- **Packing** storyboard
- **Signpost** storyboard
- **Postcard** storyboard
- **My Postcard** storyboard

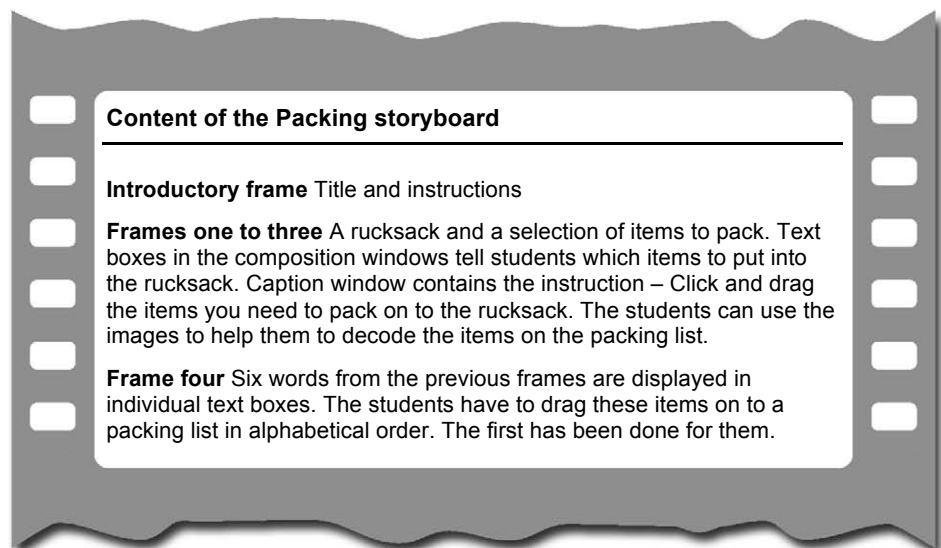
Key Words and Phrases: reading, writing, context, instructions

Activities

Introduction



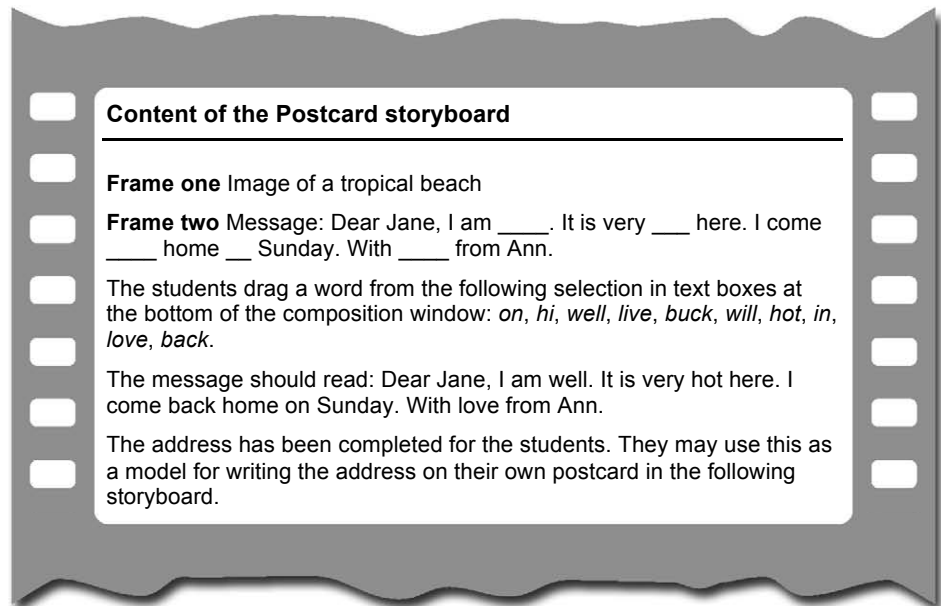
1. The students open the **Packing** storyboard and follow the instructions given. Remind students to save their work. If they pack items correctly, they disappear into the rucksack, while incorrect items stay on top.



Development



2. The students open the **Signpost** storyboard. Here they have to put the names of the following cities on to a signpost in alphabetical order: Berlin, Dublin, Paris, Madrid and London.
3. The students open the **Postcard** storyboard. Remind the students to save their work.



Content of the Postcard storyboard

Frame one Image of a tropical beach

Frame two Message: Dear Jane, I am _____. It is very ____ here. I come ____ home __ Sunday. With ____ from Ann.

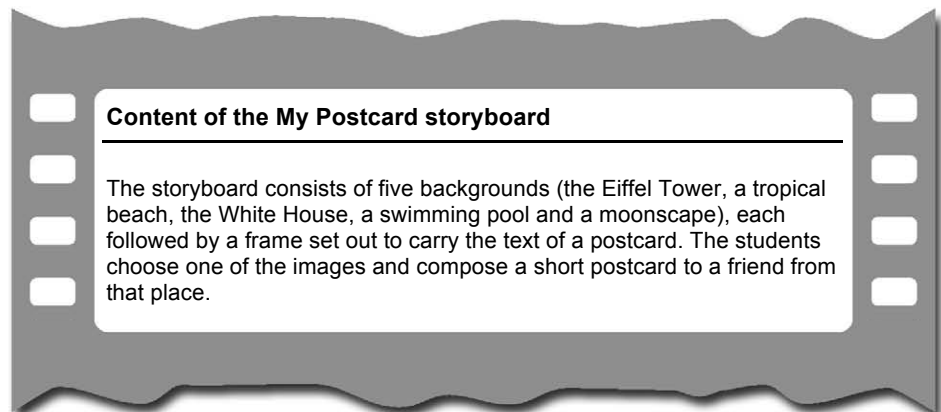
The students drag a word from the following selection in text boxes at the bottom of the composition window: *on, hi, well, live, buck, will, hot, in, love, back*.

The message should read: Dear Jane, I am well. It is very hot here. I come back home on Sunday. With love from Ann.

The address has been completed for the students. They may use this as a model for writing the address on their own postcard in the following storyboard.



4. The students open and complete the **My Postcard** storyboard. Remind them to save their work regularly. Alternatively, this storyboard can be printed (using the two-frame layout) so that the students can choose their 'postcard' and write their message by hand.



Content of the My Postcard storyboard

The storyboard consists of five backgrounds (the Eiffel Tower, a tropical beach, the White House, a swimming pool and a moonscape), each followed by a frame set out to carry the text of a postcard. The students choose one of the images and compose a short postcard to a friend from that place.

Plenary

5. Ask some students to share their completed storyboards and discuss the content.

Extension

6. As a group, review the reading and writing tasks that the students have completed during this activity. Ask each student to identify something that they have learned from this work and their next target for improvement.

Student Notes

Activity 2 Wish You Were Here

Objectives

In this activity you will match words and pictures, put items in alphabetical order and insert missing words into the text on a postcard. Finally, you will compose your own postcard.

Outcomes

Working through this activity you will:

- complete storyboards in which you develop your reading skills
- write a postcard to a friend consisting of an address and short message.

Resources

To complete this activity you will need:

- **Packing** storyboard
- **Signpost** storyboard
- **Postcard** storyboard
- **My Postcard** storyboard

Activities

Introduction

1. Open the **Packing** storyboard about what to pack in a rucksack and follow the instructions given.

[click here](#)  to open the **Packing** storyboard.

Development

2. Open the **Signpost** storyboard. Put the names of the cities on to the signpost in alphabetical order.

[click here](#)  to open the **Signpost** storyboard.

3. Now open the **Postcard** storyboard. Choose the correct words from the text boxes and drag them into the correct place in the postcard. Remember to save your work.

[click here](#)  to open the **Postcard** storyboard.

4. Open and complete the **My Postcard** storyboard. This consists of five backgrounds, each followed by a frame in which you can write the text for a postcard. Choose one of the images and compose a short message to send to a friend.

[click here](#)  to open the **My Postcard** storyboard.

Student Notes**Plenary**

5. Join in with a discussion about the content of some of the completed storyboards.

Extension

6. As a group, review the reading and writing tasks that you have completed during this activity. Identify something that you have learned from this work and your next target for improvement.

Teacher Notes

Activity 3 My Day

Overview of Activity

The students open a storyboard and record appropriate responses to three characters who have had different experiences that day. They have to work out the correct order for the frames in a four-frame storyboard using sequencing words to help them.

Group Organisation

This activity can be adapted for use with small groups, pairs of students working together, or individual students who may need to be supported by a lecturer or learning support assistant.

Suggested Timing

The activity is likely to be completed in two sessions of 40 minutes to one hour.

Objectives

All students will: listen and respond to positive and negative information.

Most students will: record appropriate responses to a range of information and work out the correct sequence for a four-frame storyboard.

Some students will: respond sensitively to a wide range of expressed feelings.

Outcomes

By the end of this activity, students will have:

- added appropriate responses to a storyboard
- worked out the chronological order of a short storyboard.

Resources

Kar2ouche *Functional Literacy and Customer Service*

- **How Was Your Day?** storyboard
- **My Day** storyboard

Microphones

Key Words and Phrases: response, opinion, appropriate, express, chronological

Activities

Introduction

1. Discuss with your students how they respond when they are listening to someone who is expressing their feelings or opinions.
 - How do they show that they are listening?
 - How do they indicate their response to what they hear?

Development



2. If the students are working on their own or in pairs, ask them to open and watch the **How Was Your Day?** storyboard. Remind them to save their work as they go. Alternatively, show the storyboard to the whole group using a projector and whiteboard.

Content of the How Was Your Day? storyboard

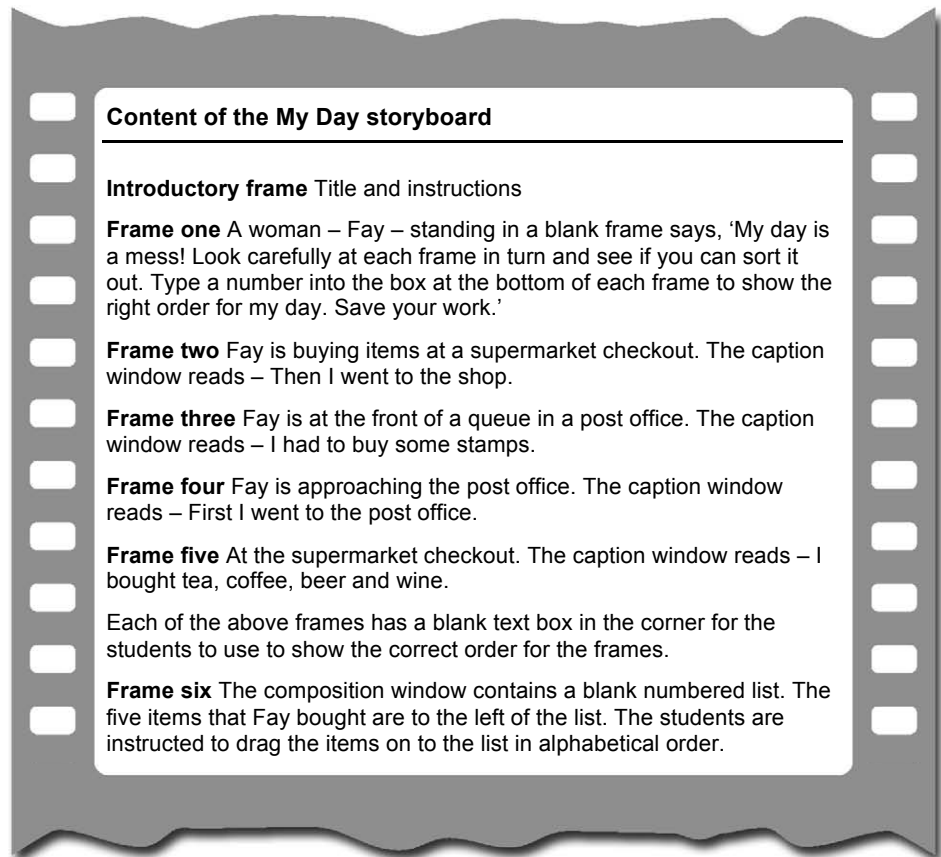
Introductory frame Title and instructions. The students should think of an appropriate response to each of the statements, type it in to the father's blank speech bubble and record the conversation.

Subsequent frames Three members of a family coming home at the end of a day. The father asks each one as they enter, 'How was your day?'

- The son replies, 'I scored a goal!'
- The daughter replies, 'I fell out with Mandy.'
- The mother replies, 'I got a pay rise!'

3. This activity can be extended by amending the storyboards. Alter the information that each character in the storyboard gives about their day and save with a different title. You might even add frames to create more extended conversations. Either create several versions of this storyboard before the class, or ask more able students in the group to do this themselves. The students then access these new versions, and record their responses as before.
4. The students open the **My Day** storyboard and follow the instructions given in the first frame. If there is time at the end, they can drag the frames into the correct order in the printing screen, and print out their work. Alternatively, this storyboard can be printed and the students can work through the paper version.





Content of the My Day storyboard

Introductory frame Title and instructions

Frame one A woman – Fay – standing in a blank frame says, 'My day is a mess! Look carefully at each frame in turn and see if you can sort it out. Type a number into the box at the bottom of each frame to show the right order for my day. Save your work.'

Frame two Fay is buying items at a supermarket checkout. The caption window reads – Then I went to the shop.

Frame three Fay is at the front of a queue in a post office. The caption window reads – I had to buy some stamps.

Frame four Fay is approaching the post office. The caption window reads – First I went to the post office.

Frame five At the supermarket checkout. The caption window reads – I bought tea, coffee, beer and wine.

Each of the above frames has a blank text box in the corner for the students to use to show the correct order for the frames.

Frame six The composition window contains a blank numbered list. The five items that Fay bought are to the left of the list. The students are instructed to drag the items on to the list in alphabetical order.

Plenary

5. Draw this part of the session to a close by watching some of the storyboards that the students have completed, and discussing the responses that they have made.

Extension

6. As a group, review the speaking and listening tasks that the students have completed during this activity. Ask each student to identify something that they have learned from this work and their next target for improvement.

Student Notes

Activity 3 My Day

Objectives

In this activity you will explore appropriate verbal responses to feelings and opinions. You will then work out the correct order for the frames in a four-frame storyboard using sequencing words to help you.

Outcomes

Working through this activity you will:

- add appropriate responses to a storyboard
- work out the chronological order of a short storyboard.

Resources

To complete this activity you will need:

- **How Was Your Day?** storyboard
- **My Day** storyboard
- A microphone to record your responses

Activities

Introduction

1. Discuss how you would respond when you are listening to someone who is expressing their feelings or opinions.
 - How do you show that you are listening?
 - How do you indicate or show your response to what you are hearing?

Development

2. You may be asked to open and watch the **How Was Your Day?** storyboard or, alternatively, your teacher may show the storyboard to the whole group using a projector and whiteboard.
3. The storyboard depicts three members of a family coming home at the end of a day. Their father asks each one about their day and they reply. Your task is to think of an appropriate response to each of their replies. Type it in to the father's blank speech bubble and record the conversation.



to open the **How Was Your Day?** storyboard.

4. If you have time, you might want to extend the conversations in the storyboard.
5. Open the **My Day** storyboard and follow the instructions given in the first frame. If there is time at the end, drag the frames into the correct order in the printing screen, and check with your teacher before you print out your work.



to open the **My Day** storyboard.

Student Notes**Plenary**

6. Watch some of the storyboards that other students have completed, and discuss the responses that they have made.

Extension

7. Review the speaking and listening tasks that you have completed during this activity. Identify something that you have learned from this work and your next target for improvement.

Teacher Notes

Activity 4 Day Out

Overview of Activity

The students group words according to the number of syllables they have by dragging them into numbered text boxes. They then select appropriate adjectives to insert in the blanks in a short narrative. They finally create a short storyboard about a day out.

Group Organisation

These activities can be adapted for use with small groups, pairs of students working together, or individual students who may need to be supported by a lecturer or learning support assistant.

Suggested Timing

The activity is likely to be completed in two to three sessions of 40 minutes to one hour.

Objectives

All students will: break known words into syllables, select words to fill gaps in sentences and show some knowledge of alphabetical order. They will understand that some texts are related to events in time and create a short narrative storyboard.

Most students will: break words into syllables and group them accordingly, show a sound knowledge of alphabetical order, select adjectives to fill gaps in sentences and compose a short account of an everyday experience.

Some students will: group a wide range of words according to the number of syllables they contain and select the right adjective to complete sentences. Their written work will be accurate, and show understanding of simple and compound sentences.

Outcomes

By the end of this activity, students will have:

- arranged a list of five words into alphabetical order
- inserted appropriate adjectives into a short narrative
- organised words into groups according to the number of syllables they have
- created a short storyboard using captions and speech bubbles.

Resources

Kar2ouche *Functional Literacy and Customer Service*

- **Syllables** storyboard
- **Day Out** storyboard
- **Have a Good Day** storyboard

Key Words and Phrases: syllable, adjective, narrative, alphabetical

Activities

Introduction



1. The students open and complete the **Syllables** storyboard. This part of the activity may need some further introduction from you, if your students are not familiar with the term 'syllable'. As they are working, remind students to save their work regularly. Wrong answers disappear behind the text box.

Content of the Syllables storyboard

Introductory frame Title and instructions

Frame one The caption window reads – Drag all the words with one syllable into the pink box. The composition window contains a pink text box surrounded by the words: hot, exit, because, computer, under, am, after, open, cold, pull.

Frame two The caption window reads – Drag all the words with two syllables into the yellow box. The composition window contains a yellow text box surrounded by the words: November, Monday, exit, under, computer, after, away, before.

Frame three The caption window reads – Drag all the words with three syllables into the green box. The composition window contains a green text box surrounded by the words: November, Saturday, telephone, college, football, computer.

Development



2. The students open and complete the **Day Out** storyboard. Remind the students to save their work regularly.

Content of the Day Out storyboard

Introductory frame Title and instructions

Frame one Five young people are sitting around a park bench on a fine day. One says, 'Let's go for a walk.' A text box reads *It was a _____ day.* Three text boxes to the side supply the words: *sunny, cloudy, road.* The caption window reads – Which of the three words fits best in the sentence above? Drag it into the right place in the text box.

Frame two The same characters are walking in the country. A text box reads: *We went for a _____ walk.* Three text boxes to the side supply the words: *fat, long, over.* The caption window reads – Which of the three words fits best in the sentence above? Drag it into the right place in the text box.

Frame three The characters are having a picnic. A text box reads: *We had a _____ picnic.* Three text boxes to the side supply the words: *lovely, eat, bad.* The caption window reads – Which of the three words fits best in the sentence above? Drag it into the right place in the text box.

Frame four The picnic continues by some water. One of the characters is swimming and another says, 'You look cold.' A text box reads: *Jen swam in the _____ river.* Three text boxes to the side supply the words: *cool, hot, under.* The caption window reads – Which of the three words fits best in the sentence above? Drag it into the right place in the text box.



3. The students open and complete the **Have a Good Day** storyboard. Remind them to save their work regularly.

Content of the Have a Good Day storyboard

Introductory frame Title and instructions to choose backgrounds and characters and add speech and thought bubbles, as well as captions, to create a short storyboard about how they would like to spend a day.

Frames one to three Blank. The students can add more blank frames if they need them.

Plenary

4. Draw this part of the session to a close by watching and discussing the storyboards that the students have created.

Extension

5. As a group, review the reading and writing tasks that the students have completed during this activity. Ask each student to identify something that they have learned from this work and their next target for improvement.

Student Notes

Activity 4 Day Out

Objectives

In this activity you will explore words with different numbers of syllables, select appropriate adjectives and sequence a short story.

Outcomes

Working through this activity you will:

- arrange a list of five words into alphabetical order
- insert appropriate adjectives into a short narrative
- organise words into groups according to the number of syllables they have
- create a short storyboard using captions and speech bubbles.

Resources

To complete this activity you will need:

- **Syllables** storyboard
- **Day Out** storyboard
- **Have a Good Day** storyboard

Activities

Introduction

1. Open and complete the **Syllables** storyboard. The storyboard consists of three frames and your task is to drag words with one, two or three syllables into the correct frame.

[click here](#)  to open the **Syllables** storyboard.

Development

2. Now open and complete the **Day Out** storyboard and select the most appropriate words to fill the gaps. Ensure the sentences make sense.

[click here](#)  to open the **Day Out** storyboard.

3. Open and complete the **Have a Good Day** storyboard. Choose backgrounds and characters and add speech and thought bubbles, as well as captions, to create a short story about how you would like to spend a day.

[click here](#)  to open the **Have a Good Day** storyboard.

Plenary

4. Join in with a discussion about some of the storyboards that other students have created.

Extension

5. Review the reading and writing tasks that you have completed during this activity. Identify something that you have learned from this work and your next target for improvement.

Unit 2: Communication Skills

Overview of Unit

In this unit, students have the opportunity to interpret body language, identify good and bad listening skills and improve their communication skills.

Activities

The unit comprises six activities. You may want to supplement or adapt these activities to meet the needs of your particular learners.

1. **Good and Bad Listeners**
2. **Successful Communication**
3. **Interpreting Body Language**
4. **Finding Out**
5. **Visual Information**
6. **Written Information**

Curriculum References

Functional Skills Standards – Functional English

Speaking and listening

Entry 1 Participate in and understand the main points of simple discussions/exchanges about familiar topics, with another person in a familiar situation; **Entry 2** Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations; **Entry 3** Respond appropriately to others and make extended contributions in familiar formal and informal discussions/exchanges.

Level 1 Take full part in formal and informal discussions/exchanges;

Level 2 Make a range of contributions to discussions and make effective presentations in a wide range of contexts.

Reading

Entry 1 Read and understand short, simple texts; **Entry 2** Read and understand straightforward texts; **Entry 3** Independently read and understand straightforward texts for a purpose.

Level 1 Read and understand a range of texts; **Level 2** Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions.

Writing

Entry 1 Write short, simple sentences; **Entry 2** Write short documents with some awareness of the intended audience; **Entry 3** Write documents with some adaptation to the intended audience.

Level 1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience.

Functional Skills Standards – Functional ICT

Use ICT systems

Entry 1 1 Interact with ICT for a given purpose; **Entry 2** 1 Interact with ICT for a purpose; **Entry 3** 1 Interact with and use an ICT system to meet needs; 2 Store information.

Level 1 1 Interact with and use ICT systems to meet needs; 2 Use ICT to plan work and evaluate their use of ICT systems.

Find and select information

Entry 1 1 Recognise sources of information; 2 Find information from an ICT-based source; **Entry 2** 1 Use appropriate sources of information; 2 Find information from ICT-based sources.

Develop, present and communicate information

Entry 1 1 Enter and edit single items of information; 2 Submit information to achieve a purpose; 3 Use ICT-based communication; **Entry 2** 1 Enter and edit information for a simple given purpose; 2 Present information that is fit for a given purpose; 3 Use ICT appropriately to communicate; **Entry 3** 4 Select and use ICT to communicate.

Level 1 1 Enter, develop and format information to suit its meaning and purpose, including text and tables, images, numbers, graphs, records; 2 Bring together information to suit content and purpose; 3 Present information in ways that are fit for purpose and audience; **Level 2** 1 Enter, develop and format information independently to suit its meaning and purpose, including text and tables, images, numbers, records; 2 Bring together information to suit content and purpose; 3 Present information in ways that are fit for purpose and audience.

Teacher Notes

Activity 1 Good and Bad Listeners

Overview of Activity

In this activity students identify what they consider to be the signs of a good and bad listener. This will help students to be more aware of how people react to them when they are listening to someone.

Group Organisation

The activity begins with a class discussion before students complete the first task in small groups. Students complete the rest of the activity as individuals or with a partner.

Suggested Timing

The activity is likely to be completed in one session of 40 minutes to an hour.

Objectives

All students will: listen to someone speaking and respond accordingly. They will understand that body language is one form of communication. They will understand what constitutes good and bad listening skills.

Most students will: respond appropriately to someone speaking to them and recognise the role that body language plays in communication. They will recognise the signs of good and bad communication skills and understand the role they play in everyday situations.

Some students will: recognise the importance of good listening skills and understand that body language is a powerful communication tool. They will recognise the impact that good or bad communication has in different situations and advise a friend on the importance of good listening skills during interviews.

Outcomes

By the end of this activity, students will have:

- completed a storyboard in order to sort statements about listening into those that indicate a good and bad listener
- identified features of body language that indicate a person's level of interest in what a speaker is saying
- created a storyboard in which they advise a friend on how they show they are a good listener.

Resources

Kar2ouche *Functional Literacy and Customer Service*

- **Listener** storyboard

Key Words and Phrases: body language, listen, speak, behaviour, appropriate, boredom, disinterest

Activities

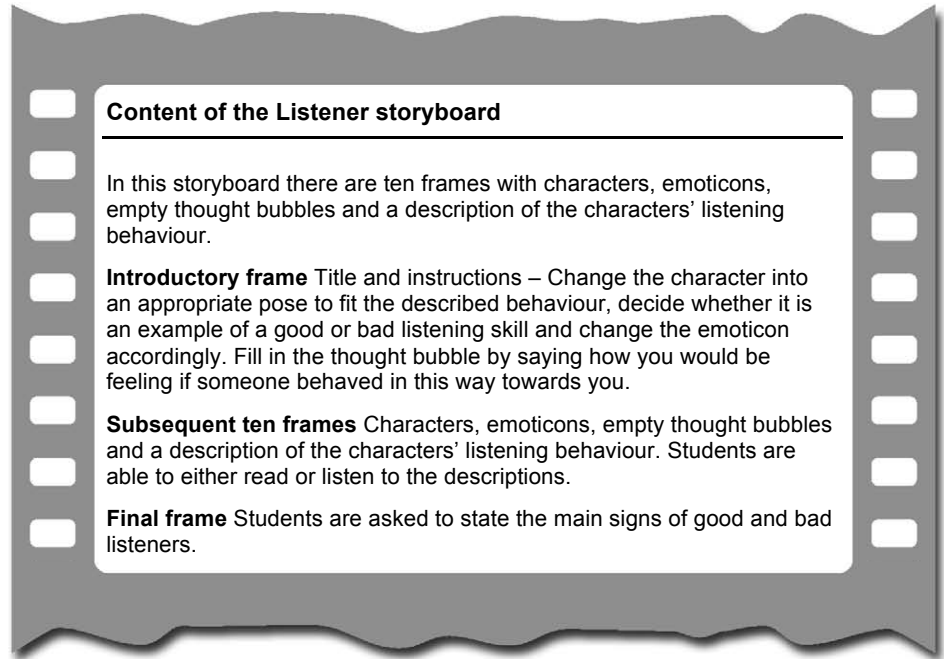
Introduction

1. Ask the students how they know if someone is listening to them.
2. Discuss what signs they give if they are interested and/or care, and what signs they give if they aren't listening or are bored by what someone is saying.
3. In small groups, ask the students to write down how they would feel and react when someone shows an interest in what they are saying, and how they feel and react when someone shows boredom or disinterest.
4. Ask each group to share their thoughts with the rest of the group. Discuss.

Development



5. Students open and watch the **Listener** storyboard. They complete it by showing whether the statements refer to a good or bad listener.
6. Students also change the pose of the character in each frame to illustrate the statement and fill in the emoticon's thought bubble to say how they would be feeling if someone behaved in this way towards them.

A grey rectangular box with a wavy top and bottom edge, resembling a film strip. It contains text describing the content of a storyboard. On the left and right sides of the box, there are vertical columns of ten white rectangular frames, each with a small white square in the top-left corner, representing the storyboard's layout.

Content of the Listener storyboard

In this storyboard there are ten frames with characters, emoticons, empty thought bubbles and a description of the characters' listening behaviour.

Introductory frame Title and instructions – Change the character into an appropriate pose to fit the described behaviour, decide whether it is an example of a good or bad listening skill and change the emoticon accordingly. Fill in the thought bubble by saying how you would be feeling if someone behaved in this way towards you.

Subsequent ten frames Characters, emoticons, empty thought bubbles and a description of the characters' listening behaviour. Students are able to either read or listen to the descriptions.

Final frame Students are asked to state the main signs of good and bad listeners.

Plenary

7. Students complete the table in the last frame of the storyboard to summarise the main signs of good and bad listening.

Extension



8. Instruct the students to use Kar2ouche to create a storyboard in which they advise a friend on the best way to show they are a good listener when they attend a job interview.

Student Notes

Activity 1 Good and Bad Listeners

Objectives

In this activity you will identify what you consider to be the signs of a good and bad listener. This will help you to be more aware of how people react to you when you are speaking and how they see you as a listener.

Outcomes

Working through this activity you will:

- sort statements about listening into those that indicate a good and bad listener
- identify features of body language that indicate a person's level of interest in what a speaker is saying.

Resources

To complete this activity you will need:

- **Listener** storyboard

Activities

Introduction

1. How do you know if someone is listening to you? What signs do they give if they are interested and/or care? What signs do they give if they aren't listening or are bored by what you are saying?
2. How do you feel and react when someone shows an interest in what you are saying?
3. How do you feel and react when someone shows boredom or disinterest?

Development

4. Open the **Listener** storyboard. Look at the statements and show whether they refer to a good or bad listener. Change the emoticon to show a happy or sad face in response to the listener's behaviour.



to open the **Listener** storyboard.

5. Change the pose of the character in the frame to illustrate the statement.
6. Fill in the emoticon's thought bubble to say how you would be feeling if someone behaved in this way towards you.

Plenary

7. Complete the table in the last frame of the storyboard to summarise the main signs of good and bad listening.

Extension

8. Create a storyboard in which you advise a friend on the best way to show they are a good listener when they attend a job interview.



to open a **new** storyboard.

Teacher Notes

Activity 2 Successful Communication

Overview of Activity

In this activity, students explore successful communication.

Group Organisation

Students complete most of the tasks during this activity by themselves but they can be adapted for use with pairs of students working together.

Suggested Timing

The activity is likely to be completed in one session of 40 minutes to an hour.

Objectives

All students will: recognise how positive body language indicates good communication skills between people, and complete a storyboard showing how and why communication is successful.

Most students will: understand the importance of positive body language and the resulting feedback to the speaker during conversation. They will complete a storyboard demonstrating successful communication and understand how and why this is the case.

Some students will: recognise and understand the importance of positive body language and the resulting feedback to the speaker during conversation. They will complete a storyboard demonstrating successful communication through appropriate intonation and emphasis. They will also complete a storyboard giving advice to people on how to communicate more effectively.

Outcomes

By the end of this activity, students will have:

- created a storyboard that illustrates positive body language indicating good communication between two people
- completed a storyboard explaining what people can do to improve their communication skills.

Resources

Kar2ouche *Functional Literacy and Customer Service*

- **Communication** storyboard
- **Advice** storyboard

Microphones

Key Words and Phrases: positive, conversation, intonation, emphasis, appropriate

Activities

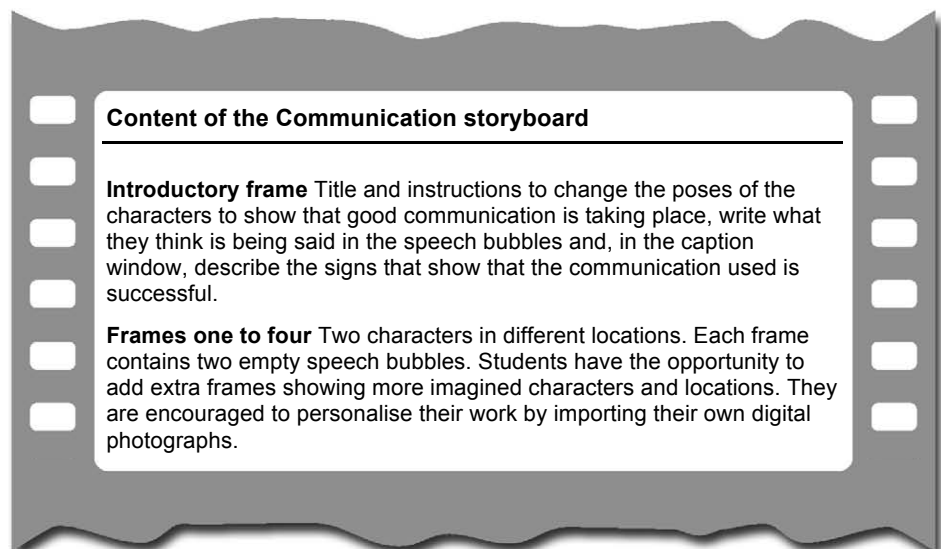
Introduction

1. Explain to students that good communication is important every day of their lives. Get them to think about all of the conversations they've had today.
2. Ask them to think whether the communication in the conversations was good and, if not, how it could have been improved.

Development



3. Students open the **Communication** storyboard and work through the scenarios, choosing appropriate speakers and creating a conversation that illustrates features of successful communication.
4. They explain how and why the communication is successful in the caption window.



5. If they have access to a microphone, they can record the conversations they have scripted, using appropriate intonation and emphasis.

Plenary

- Students share and compare their storyboard with other students and discuss their views of what makes communication successful.

Extension

- Ask the students to watch the people around them as they engage in conversations. They should make a mental note regarding the relative success of the conversations that take place.
- Students open the **Advice** storyboard, and complete it by explaining to the characters in the storyboard what they could do differently to improve their communication skills.



Content of the Advice storyboard

In this storyboard there are four different scenes showing people talking to each other. There is also the silhouette of a person with an empty speech bubble.

First group of frames – Scene 1: Two people in an office. One character (Boss) says, 'Look, I told you that I needed that letter sent yesterday. Don't you ever listen?' Secretary replies, 'Whatever!'

Second group of frames – Scene 2: Several students on a bus. One male (standing) says, 'Oi, mate – I want to sit there. That's my bird!' Other male (sitting by girl) replies, 'Take a hike.'

Third group of frames – Scene 3: Girl and boy in a kitchen drinking tea. Girl says, 'You know I take two sugars. This is horrible.' Boy replies, 'What did your last servant die of? You know where the sugar's kept.'

Fourth group of frames – Scene 4: Female on supermarket checkout speaking to young-looking female customer. 'You can't have this wine. You're too young! Put it back on the shelf.' Customer replies, 'I'm not too young. Where's your manager?'

Students are asked to imagine that they are the silhouette in each scene. Their task is to fill in the speech bubble, offering advice to the two characters on how to communicate more effectively.

Student Notes

Activity 2 Successful Communication

Objectives

In this activity you will explore successful communication.

Outcomes

Working through this activity you will:

- create a storyboard that illustrates positive body language indicating good communication between two people
- complete a storyboard explaining what people can do to improve their communication skills.

Resources

To complete this activity you will need:

- **Communication** storyboard
- **Advice** storyboard
- A microphone

Activities

Introduction

1. Good communication is important every day of your life. Think about all of the conversations you've had today. In how many would you say the communication was good? How could it have been improved?

Development

2. Open the **Communication** storyboard. Work through the scenarios, choosing appropriate speakers and creating a conversation that illustrates features of successful communication.



to open the **Communication** storyboard.

3. Explain how and why the communication is successful in the caption window.
4. If you have access to a microphone, record the conversations you have scripted, using appropriate intonation and emphasis.

Plenary

5. Share and compare your storyboard with other students.

Extension

6. Watch people around you as they engage in conversations; make a mental note regarding the relative success of the conversations that take place.
7. Open the **Advice** storyboard, and explain to the characters in the storyboard what they could do differently to improve their communication skills.



to open the **Advice** storyboard.

Teacher Notes

Activity 3 Interpreting Body Language

Overview of Activity

In this activity, students show their sensitivity to body language and what it suggests about attitude and feelings.

Group Organisation

This activity involves individual and paired tasks, along with some group discussions.

Suggested Timing

The activity is likely to be completed in one to two sessions of 40 minutes to one hour.

Objectives

All students will: identify moods and attitudes displayed through body language by completing a storyboard. They will show their understanding of appropriate body language and spoken language by creating a persuasive storyboard.

Most students will: recognise the moods and attitudes that can be displayed through body language and identify these by completing a storyboard. They will show their understanding of appropriate body language and spoken language by creating a persuasive storyboard.

Some students will: understand and recognise the moods and attitudes that can be displayed through body language and identify these by completing a storyboard. They will show their understanding of appropriate body language and spoken language by creating a persuasive storyboard. They will create an alternate scenario to demonstrate how their body language and verbal communication would change in a different situation.

Outcomes

By the end of this activity, students will have:

- found poses to match a number of different behaviours
- completed a storyboard commenting on the behaviours being displayed
- created an idealised scene in which a conversation goes their way because they know how to behave in a formal situation.

Resources

Kar2ouche *Functional Literacy and Customer Service*

- **Body Language** storyboard

Key Words and Phrases: mood, attitude, persuasive, context, influence, purpose

Activities

Introduction

1. Students make a list of all the different moods and attitudes someone can display just through their body language.
2. Ask the students to practise these with a partner to see if others can identify their mood.

Development



3. Students open the interactive **Body Language** storyboard and complete it by clicking on the mood or attitude they think is being displayed.

Content of the Body Language storyboard

Introductory frame Title and instructions to click on the mood or attitude they think is being displayed by the character.

Subsequent frames Character with six different postures and text boxes with the following mood or attitude descriptions: defensiveness; intimidation; positive interest; critical appraisal; reacting positively; indifference/disinterest.

For the complete text/audio in the storyboard, please refer to Appendix 1.

Plenary



4. Inform the students that they are going to imagine that they want to organise an event, but need to persuade the head teacher. They need to think about:
 - why they are having the conversation
 - where the interview should take place
 - where they are positioned
 - appropriate body language
 - appropriate language.

Students then create a storyboard from scratch to illustrate the event.

Extension

5. Ask the students to discuss how a similar conversation about an event might play out differently in a different context or with different people, and how purpose and audience influence the way people communicate.
6. If students have time, they can create an alternative scenario in which their purpose is similar, that is, they need to organise an event, but the person they are speaking to and the location are different. For example, they might be on a bus talking to a friend who can help them to hold the event. Get them to think about how their body language and verbal communication would be different.

Student Notes

Activity 3 Interpreting Body Language

Objectives

In this activity you will show your sensitivity to body language and what it suggests about attitude and feelings.

Outcomes

Working through this activity you will:

- find poses to match a number of behaviours
- complete a storyboard commenting on the behaviours being displayed
- create an idealised scene in which a conversation goes your way because you know how to behave in a formal situation.

Resources

To complete this activity you will need:

- **Body Language** storyboard

Activities

Introduction

1. Make a list of all the different moods and attitudes you can display just through your body language.
2. Practise displaying these moods to a partner. Get them to identify the mood.

Development

3. Open the **Body Language** storyboard. Click on the mood or attitude you think is being displayed.



to open the **Body Language** storyboard.

Plenary

4. Imagine that you want to organise an event, but need to persuade the head teacher. Think about:
 - why you are having the conversation
 - where it takes place
 - where you are positioned
 - appropriate body language
 - appropriate language.

Create a storyboard to illustrate the event.



to open a **new** storyboard.

Student Notes**Extension**

5. How might a similar conversation play out differently in a different context or with different people? How do purpose and audience influence the way you communicate? For example, do you talk with your friends in the same way you talk to someone in charge where you work? Why?
6. If you have time, create an alternative scenario in which your purpose is similar, but the person you are speaking to and the location are both different. For example, you might be on a bus talking to a friend who can help you with the event. How would your body language and verbal communication be different?



click here to open a new storyboard.

Teacher Notes

Activity 4 Finding Out

Overview of Activity

The students practise telephone skills by recording their part of a conversation with a college receptionist.

Group Organisation

These tasks can be adapted for use with small groups, pairs of students working together, or individual students who may need support.

Suggested Timing

The activity is likely to be completed in one session of an hour.

Objectives

All students will: respond to a series of prompt questions.

Most students will: speak clearly in response to questions and requests for information.

Some students will: speak clearly and politely when giving and obtaining information.

Outcomes

By the end of this activity, students will have:

- completed a storyboard of a telephone conversation with a college receptionist.

Resources

Kar2ouche *Functional Literacy and Customer Service*

- **Can I help You?** Storyboard

Microphones

Key Words and Phrases: role, preparation, information, telephone, prompts, beginner, intermediate, advanced

Activities

Introduction

1. Explain to the students that they are going to complete a storyboard in which they take on the role of someone asking for information about college computer courses. Encourage the students to share their experiences of getting information over the telephone.
 - What difficulties have they encountered when telephoning a large organisation such as a college?
 - How should they prepare themselves before making important telephone calls?

Development



2. Ask the students to open and complete the **Can I Help You?** storyboard. As they work, remind the students to save their work regularly. Alternatively, show the storyboard to the whole group using a projector and whiteboard. Before tackling this storyboard, you should discuss with the students various strategies for finding out the meaning of unfamiliar words. In this storyboard they will have to cope with the words 'beginners', 'intermediate' and 'advanced'. When they have recorded their responses, they need to right click on the instruction audio files and delete them by clicking on the detonator. All the instruction audio is on the second soundtrack line.

Content of the Can I Help You? storyboard

Introductory frame Title and instructions to complete all the blank speech bubbles and/or record their responses to the prompts from the college receptionist.

Frame one Background of college reception area. Receptionist holding telephone says, 'Can I help you?'

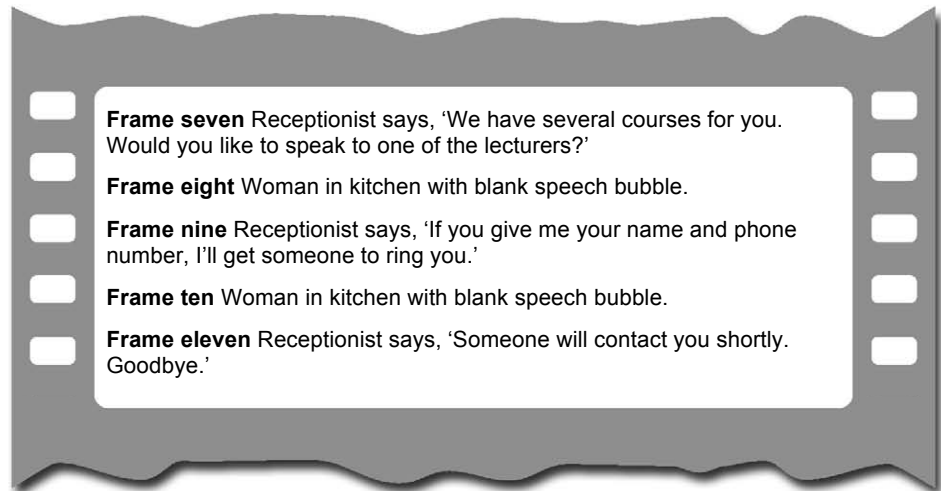
Frame two Woman in kitchen holding telephone says, 'Hello. I want to find out about computer courses.'

Frame three Receptionist says, 'Do you want to study in the day or in the evening?'

Frame four Woman in kitchen holding telephone with blank speech bubble for the students to complete.

Frame five Receptionist says, 'What level – beginners, intermediate or advanced?'

Frame six Woman in kitchen with blank speech bubble.



Plenary

3. As a group, review the storyboards that the students have completed and discuss the responses they have made.

Extension

4. Inform the students that they are going to practise taking telephone messages.
5. Hold a discussion on the type of information a telephonist should ask for when taking a message for someone else. The discussion should mention: caller's name; telephone number; company name; name of person the message is for; details of the message etc.
6. Write this information on the board for students to use as a checklist.
7. Organise the group into groups of three. If phones are available, one student (caller) rings another member of the class (telephonist), asking for a particular person. The third person observes and makes notes. It does not matter who the caller asks for because that person will never be available. The caller leaves a message and the telephonist needs to obtain the correct information. If phones are not available, students should carry out the task sitting back-to-back, pretending they are using phones. Students take turns playing each of the roles.
8. Using the information written on the board, class members critique and provide suggestions to the person answering the phone.

Student Notes

Activity 4 Finding Out

Objectives

In this activity you will practise your telephone skills.

Outcomes

Working through this activity you will:

- complete a storyboard of a telephone conversation with a college receptionist.

Resources

To complete this activity you will need:

- **Can I Help You?** storyboard
- A microphone to record your own voice

Activities

Introduction

1. You are going to complete a storyboard in which you take on the role of someone asking for information about college computer courses. Begin by sharing your experiences of getting information over the telephone with your class. Think about:
 - the difficulties you have encountered when telephoning a large organisation such as a college
 - how you should prepare yourself before making important telephone calls.

Development

2. Open the **Can I Help You?** storyboard or watch the storyboard on the whiteboard. The storyboard is about a student phoning a local college to find out about computer courses. You will consider the words 'beginners', 'intermediate' and 'advanced' and have the opportunity to record your responses into the storyboard.



to open the **Can I Help You?** storyboard.

Plenary

3. As a group, review the storyboards that you have completed and discuss the responses people have made.

Extension

4. You are going to practise taking phone messages.
5. Join in with a discussion on the type of information you should find out when taking a message for someone else. The checklist of the information required will be written on the board.

Student Notes

6. Form a group with two other students. One of you should be a caller, another the telephonist and the third group member can observe. The caller needs to ask to speak to someone who is not available and so ask to leave a message. The telephonist needs to say that the person being called is unavailable and take a message. The observer comments on how successfully both caller and telephonist communicated.
7. Using the checklist on the board, provide suggestions on how to improve the technique of taking messages over the phone.

Teacher Notes

Activity 5 Visual Information

Overview of Activity

The students read a leaflet about a school open day and consider how images and layout contribute to meaning.

Group Organisation

These tasks can be adapted for use with small groups, pairs of students working together, or individual students who may need support.

Suggested Timing

The activity is likely to be completed in one session of 40 minutes to an hour.

Objectives

All students will: skim and scan a leaflet for information.

Most students will: use headings to locate information.

Some students will: use graphical features and maps to assist their reading of a text.

Outcomes

By the end of this activity, students will have:

- produced a poster advertising an event.

Resources

Kar2ouche *Functional Literacy and Customer Service*

- **Open Day** storyboard

Information posters containing both images and text to provide information

Sheet 2.5 *Open Day Leaflet*

Key Words and Phrases: visual, text, layout, leaflet, skim, scan, information

Activities

Introduction

1. Ask the students to look at several posters and ask them which one they like best and why.
2. Now ask them which type of information they take notice of and which is most informative. Is it the text or the images?

Development



3. Give the students copies of Sheet 2.5 *Open Day Leaflet*. (You can print a larger colour version of this leaflet from the **Open Day** storyboard.)
4. Discuss with the students how they should approach reading a text of this kind. Pose the questions:
 - What is this leaflet about?
 - Which text stands out the most and why?
5. Now ask the students to look at the map and the text next to it.
 - Which is easier to understand: the text or the map – and why?
6. Finally, ask the students (in pairs) to work out the directions they would give to someone who wanted to go from the station to:
 - the college
 - the park
 - the shopping centre.

Plenary

7. Using Kar2ouche, students produce a poster advertising an event or concert. They should use both images and text to get across the necessary information. They then print their posters for display.
8. Hold a discussion on the best posters, giving the reasons why this is the case.

Extension

9. As a group, review the reading tasks that the students have completed during this activity. Ask each student to identify something that they have learned from this work and their next target for improvement.

Student Notes

Activity 5 Visual Information

Objectives

In this activity you will read a leaflet about a college open day and consider how images and layout contribute to meaning.

Outcomes

Working through this activity you will:

- produce a poster advertising an event.

Resources

To complete this activity you will need:

- **Open Day** storyboard
- Posters
- Sheet 2.5 *Open Day Leaflet*

Activities

Introduction


1. Look at the posters and decide which one you like best and why.
2. Decide whether it is the text or the images that gives you the most information.

Development

3. Your teacher will give you a copy of Sheet 2.5 *Open Day Leaflet*.
4. Discuss how you should approach reading a text of this kind. Consider:
 - what the leaflet is about
 - which text stands out the most and why.
5. Now look at the map near the bottom of the leaflet and the text next to it. Which is easier to understand: the text or the map? Why?
6. Finally, with a partner, work out the directions you would give to someone who wanted to go from the station to:
 - the college
 - the park
 - the shopping centre.

Plenary

7. Using Kar2ouche, produce a poster advertising an event or concert. You need to use both images and text to get across the necessary information.

[click here](#)  to open a **new** storyboard.

8. Look at the **Open Day** storyboard if you need help in producing your poster.

[click here](#)  to open the **Open Day** storyboard.

Student Notes



9. Take part in a discussion on the best posters. Explain why this is the case.

Extension

10. Review the reading tasks that you have done during this activity. Identify something that you have learned from this work and set a target for improvement.

Sheet 2.5

Open Day Leaflet

Kar2ouche College

OPEN DAY

All welcome!

We have courses for everyone.

Do you want to take a plumbing course or learn to use a computer?

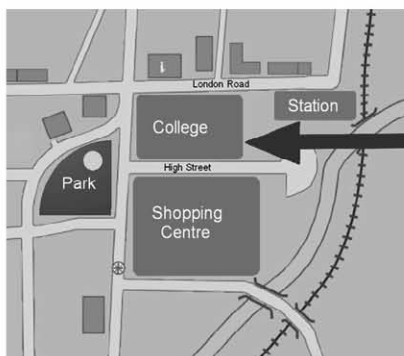
Try your hand at pottery or gain a qualification?

Just call in and speak to one of our friendly advisers.



**Wednesday 17 March
10.00 am to 4.00 pm**

How to find us



Kar2ouche College is easy to find as it's right in the centre of town.

We are a short walk from the station and right next to the park and the shopping centre.

Kar2ouche College

Teacher Notes

Activity 6 Written Information

Overview of Activity

Students complete a storyboard of an interview with a student (real or imagined) and then write up this material in three paragraphs for a class magazine.

Group Organisation

These tasks can be adapted for use with small groups, pairs of students working together, or individual students who may need support.

Suggested Timing

The activity is likely to be completed in one session of 40 minutes to an hour.

Objectives

All students will: write three short paragraphs about an individual.

Most students will: write and proofread three paragraphs of prose.

Some students will: write a well structured account of an individual, using complete sentences and a range of punctuation.

Outcomes

By the end of this activity, students will have:

- completed a storyboard interview with a student and written it up in paragraphs for a class magazine.

Resources

Kar2ouche *Functional Literacy and Customer Service*

- **Meet Kalpanah** storyboard

Magazines containing interviews with ordinary people or celebrities

Key Words and Phrases: prose, text, responses, interview, write up, paragraph

Activities

Introduction

1. Distribute the magazines among the group and direct the students to articles where ordinary people or celebrities have been interviewed.
2. Ask the students to read through a couple of these articles, looking at the way that they are presented, for example, the length of sentences, number of paragraphs, the use of capital letters and punctuation.
3. Hold a short group discussion on the way the articles are presented.

Development



4. The students open the **Meet Kalpanah** storyboard. If you wish, you can replace the backgrounds in this storyboard with digital photographs of your students. The students can then interview each other. Alternatively, they can use the storyboard as it stands, and invent Kalpanah's answers. As always, remind students to save their work frequently.

Content of the Meet Kalpanah storyboard

Introductory frame Title and instructions to complete the blank speech bubbles and then click on the yellow printing screen tab to check the template for their magazine article. Students may need to adjust the size of the text boxes, depending on how much they have written in each paragraph.

First group of frames A fellow student asks Kalpanah her name, why she has come to college and what she hopes to do when she has finished the course. The students fill in her speech bubbles in these three frames. The following frame consists of a text box in which the students write a paragraph on what they have learned about Kalpanah so far.

Second group of frames Takura asks Kalpanah about her family. The students complete her speech bubble as before, and then use this information to write a short paragraph about her in the following frame.

Third group of frames Takura asks Kalpanah about what she does in her spare time. The students complete the speech bubbles and text box as before.

5. When the students have completed their storyboard, encourage them to check that they have used capital letters and full stops correctly in each paragraph. If there is time, they could record Kalpanah's responses.

Plenary

6. Draw this part of the session to a close by watching and discussing the storyboards that the students have created and/or by reviewing their magazine articles.

Extension

7. As a group, review the listening and writing tasks that the students have done during this activity. Ask each student to identify something that they have learned from this work and their next target for improvement.

Student Notes

Activity 6 Written Information

Objectives

You will complete a storyboard about an interview with a student (real or imagined) and then write up this material in three paragraphs for a class magazine.

Outcomes

Working through this activity you will:

- complete a storyboard interview with a student
- write three paragraphs for a class magazine.

Resources

To complete this activity you will need:

- **Meet Kalpanah** storyboard
- Magazines containing interviews

Activities

Introduction

1. Look through some magazines for articles where ordinary people or celebrities have been interviewed.
2. Read through a couple of these articles, looking at the way that they are presented, for example, the length of sentences, the number of paragraphs, how sentences and paragraphs begin, the use of capital letters and punctuation.
3. Take part in a group discussion on the way the articles are presented.

Development

4. Open the **Meet Kalpanah** storyboard and invent Kalpanah's answers. If you prefer, you can replace the backgrounds in this storyboard with digital photographs of yourself and interview another student.



to open the **Meet Kalpanah** storyboard.

5. When you have completed your storyboard, check that you have used capital letters and full stops correctly in each paragraph. If there is time, you could record Kalpanah's or your partner's responses.

Plenary

6. Watch and discuss the storyboards that other students have created.

Extension

7. Review the listening and writing tasks that you have done during this activity. Identify something that you have learned from this work and set a target for improvement.

Unit 3: Going for a Job

Overview of Unit

In this unit, students consider what they need to do to apply for a job and how they find out information about companies. They also explore good interview skills and design a leaflet giving advice to people applying for a job.

Activities

The unit comprises four activities. You may want to supplement or adapt these activities to meet the needs of your particular learners.

1. **Applying and Preparing**
2. **Interview Skills**
3. **Who Gets the Job?**
4. **Interview Tips**

Curriculum References

Functional Skills Standards – Functional English

Speaking and listening

Entry 1 Participate in and understand the main points of simple discussions/exchanges about familiar topics, with another person in a familiar situation; **Entry 2** Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations; **Entry 3** Respond appropriately to others and make extended contributions in familiar formal and informal discussions/exchanges.

Level 1 Take full part in formal and informal discussions/exchanges; **Level 2** Make a range of contributions to discussions and make effective presentations in a wide range of contexts.

Reading

Entry 1 Read and understand short, simple texts; **Entry 2** Read and understand straightforward texts; **Entry 3** Independently read and understand straightforward texts for a purpose.

Level 1 Read and understand a range of texts; **Level 2** Compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions.

Writing

Entry 1 Write short, simple sentences; **Entry 2** Write short documents with some awareness of the intended audience; **Entry 3** Write documents with some adaptation to the intended audience.

Level 1 Write documents to communicate information, ideas and opinions using formats and styles for their purpose and audience; **Level 2** Write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.

Functional Skills Standards – Functional ICT

Use ICT systems

Entry 1 1 Interact with ICT for a given purpose; **Entry 2** 1 Interact with ICT for a purpose; **Entry 3** 1 Interact with and use an ICT system to meet needs; 2 Store information.

Level 1 1 Interact with and use ICT systems to meet needs; 2 Use ICT to plan work and evaluate their use of ICT systems; **Level 2** 1 Select, interact with and use ICT systems independently for a complex task to meet a variety of needs.

Develop, present and communicate information

Entry 1 1 Enter and edit single items of information; 2 Submit information to achieve a purpose; 3 Use ICT-based communication; **Entry 2** 1 Enter and edit information for a simple given purpose; 2 Present information that is fit for a given purpose; 3 Use ICT appropriately to communicate; **Entry 3** 1 Enter and develop information to meet needs, in the form of text, images, numbers; 2 Bring together information to achieve a purpose; 3 Present information and review its effectiveness; 4 Select and use ICT to communicate.

Level 1 1 Enter, develop and format information to suit its meaning and purpose, including text and tables, images, numbers, graphs, records; 2 Bring together information to suit content and purpose; 3 Present information in ways that are fit for purpose and audience; 4 Evaluate the selection and use of ICT tools and facilities used to present information; 5 Select and use ICT to communicate and exchange information safely, independently, responsibly and effectively.

Teacher Notes

Activity 1 Applying and Preparing

Overview of Activity

In this activity, students produce a letter of application and a CV for a job application. They also explore different ways to find out information about potential employers and investigate how to prepare for an interview.

Group Organisation

During this activity students can work through the tasks either individually or in pairs. There is also some opportunity for full group discussions.

Suggested Timing

The activity is likely to be completed in two sessions of 40 minutes to one hour.

Objectives

All students will: highlight some key words in a job advertisement and identify some useful information from the website. They will draft a CV and write a letter of application using complete sentences. They will think about job interviews and contribute to the group discussion, speaking clearly and listening carefully.

Most students will: identify the key words in the job advertisement and find useful information from the website. Their letter of application will be organised into logical paragraphs, with most sentences formed correctly. Their CV will be appropriately laid out and well presented. They will consider job interviews and contribute and respond appropriately in a group discussion.

Some students will: extract all key information from the website and put this to good use in the interview storyboard. Their letters, CVs and leaflets will be accurate and attractive and will contain an appropriate level of detail. They will consider the importance of job interview preparation. They will contribute relevantly to group discussions, and indicate their engagement clearly when others are speaking.

Outcomes

By the end of this activity, students will have:

- written a letter of application for a job
- created a CV
- investigated company websites
- considered how to prepare for a job interview.

Resources

Kar2ouche *Functional Literacy and Customer Service*

- **Preparation** storyboard
- **Company Website** storyboard

Sheet 3.1a *Job Advertisement*

Sheet 3.1b *Letter*

Sheet 3.1c *CV Template*

Sheet 3.1d *Company Website*

Key Words and Phrases: accuracy, draft, letter of application, CV, impression, preparation

Activities

Introduction



1. Give students copies of Sheet 3.1a *Job Advertisement*. Discuss the advertisement with the students. Ask them to underline or highlight the key words before they begin work on drafting their letter and CV. There are sheets (Sheet 3.1b *Letter* and Sheet 3.1c *CV Template*) available to help students structure this work.
2. Ask the students to consider the level of accuracy that they think is appropriate for these pieces of writing.
 - What impression do they wish to make on a prospective employer?
 - How can they ensure that their work is accurate?
3. The students revise their drafts in consultation with you, or by exchanging their work with a partner. You may wish to address any specific weaknesses in spelling or grammar that emerge at this stage.

Development

4. Explain that planning for the interview is very important and explore what they might do.
5. Students open the **Preparation** storyboard and put the tasks they can do to get ready for an interview into order. The first frame should be the thing they think is most important.

Content of the Preparation storyboard

Introductory frame Title

Frame two: Instructions in composition window – Using the following frames and the information in the caption windows, put the tasks you could do to get ready for an interview into order. Begin with the most important and end with the least important. Add backgrounds, props and characters to illustrate each frame.

Subsequent frames – A series of blank composition frames with the following tasks written in the caption windows.

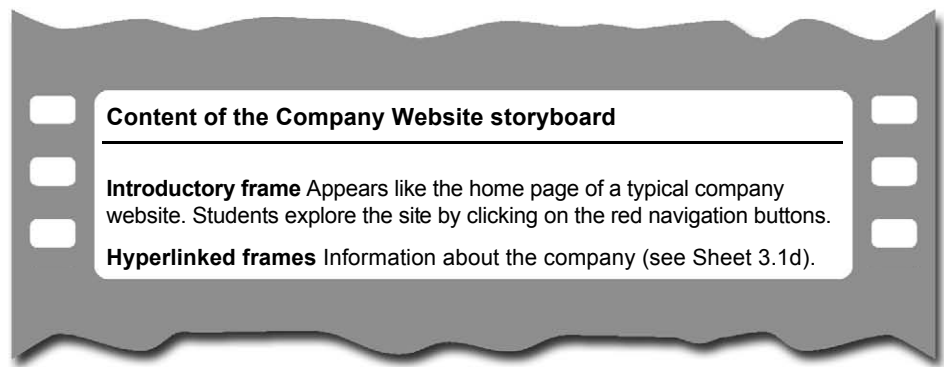
- Do some research to find out more about the company.
- Find out where you are going and how to get there.
- Practise the journey to check the location and to see how long it takes.
- Plan and prepare the clothes you are going to wear.
- Prepare answers to common questions.
- Find at least three people who are prepared to write references.
- Arrive at least 15 minutes before the interview.
- Prepare and collate documents you need.
- Prepare a few questions to ask.

Students are encouraged to add more frames to the end of their storyboard to add further ideas.

6. Ask students to share their ideas about preparing for an interview.

Plenary

7. Discuss with the whole group where they would look for information about a company in order to prepare themselves for an interview. Make sure that they consider looking at the company website.
8. Now ask students to open the **Company Website** storyboard. The text of the **Company Website** storyboard is reproduced on Sheet 3.1d *Company Website*. Students should make a note of the information that would be helpful in an interview situation.

**Extension**

9. Ask students, 'Have you ever had an interview? If so, how did it go?' Get them to describe what they did well and what they could have done better.

Student Notes

Activity 1 Applying and Preparing

Objectives

In this activity you will produce a letter of application and a CV for a job. You will also explore different ways to find out information about potential employers and consider what you need to do when preparing for an interview.

Outcomes

Working through this activity you will:

- write a letter of application for a job
- create a CV
- investigate company websites
- consider how best to prepare for a job interview.

Resources

To complete this activity you will need:

- **Preparation** storyboard
- **Company Website** storyboard
- Sheet 3.1a *Job Advertisement*
- Sheet 3.1b *Letter*
- Sheet 3.1c *CV Template*
- Sheet 3.1d *Company Website*

Activities

Introduction

1. Look at Sheet 3.1a *Job Advertisement*. Discuss the advertisement with your group. Underline or highlight the key words before beginning work on drafting your letter and CV. Sheets are available to help you to structure this work (Sheet 3.1b *Letter* and Sheet 3.1c *CV Template*).
2. How accurate does this writing need to be? Why?
 - What impression do you wish to make on a prospective employer?
 - How can you ensure that your work is as accurate as possible?
3. Revise your drafts in consultation with your teacher, or by exchanging your work with a partner.

Development

4. Planning for an interview is very important and the **Preparation** storyboard will help you explore what you might do.
5. Open the **Preparation** storyboard and put the things you can do to get ready for an interview into order. The first frame should be the thing you think is most important.



to open the **Preparation** storyboard.

6. Share ideas with the class on how best to prepare for an interview.

Student Notes**Plenary**

7. Discuss with the whole group where you would look for information about a company in order to prepare for an interview.
8. Open the **Company Website** storyboard and follow the instructions.



to open the **Company Website** storyboard.

Extension

9. Think about these questions:
 - Have you ever had an interview? If so, how did it go?
 - What did you do well and what could you have done better?

Sheet 3.1a

Job Advertisement

Customer Support

EXCITING OPPORTUNITY!

Alkindser Products is a successful household products supplier based in Swindon. We are looking for someone to deal with customer enquiries at our busy and friendly offices.

The successful candidate will be efficient and reliable with a good telephone manner and a working knowledge of MS Office.

Please forward your CV with a covering letter to Amy Wild at Alkindser Products, The Trading Estate, Swindon, SW0 0AA or email Amy@alkindser.co.uk.

Sheet 3.1b

Letter

You should always send a covering letter with a CV and/or application form. Use it to:

- introduce yourself
- explain where you learned about the job vacancy
- highlight any relevant skills or experience that you have
- give details of when you would be available to attend an interview or start work.

5 Any Road,
Anytown,
Postcode
Telephone number
email

Amy Wild,
Alkindser Products,
The Trading Estate,
Swindon
SW0 0AA

1st September 2004

Dear Ms. Wild,

I am writing to apply for the Customer Support vacancy which was advertised in the 'Swindon Advertiser' yesterday. I enclose a CV as requested.

I am interested in this post because ...

I am available to start work almost immediately and would be happy to attend for interview. I look forward to hearing from you.

Yours sincerely,

Matt Tyler

Write your signature above your name.

Give all your contact details – they may want to get in touch with you quickly to invite you for an interview.

Make sure you address the letter to the person named in the advert.

Give details of where you saw the advertisement.

Use this paragraph to explain briefly why you are applying for the job.

If you're about to go on holiday or take exams, give the dates when you will not be available.

Always use 'Yours sincerely' if you have started the letter with 'Dear Name'. If you do not know the name and have written to Sir or Madam, end with 'Yours faithfully'.

Sheet 3.1c

CV Template

There are several ways of setting out a CV. Use the template below to get you started. Whatever style you use, it is important that it is clearly and neatly set out, and that it includes all the information that an employer will want to know.

CURRICULUM VITAE – MATT TYLER

NAME:

ADDRESS:

EMAIL: *Only include this if you can access your emails regularly.*

TELEPHONE:

DATE OF BIRTH: *You don't have to include this, but employers generally work it out anyway from the dates you attended school!*

EDUCATION: *List here all the secondary schools and colleges you have attended, with the most recent first. For example:*

Oxford College of Further Education (2002 – 2004)

Oxford School (1999 – 2002)

QUALIFICATIONS: *List here all the qualifications you have. Give the:*

- *subject* (e.g. Maths)
- *level* (e.g. GCSE or GNVQ)
- *grade* (e.g. C)
- *date* (e.g. June 2002)

You can also include any qualifications you are studying for at the moment. Leave the grade blank, and put in the date when you expect to take the exam.

WORK EXPERIENCE AND EMPLOYMENT: *List your current (or most recent) first. Include:*

- *dates*
- *full-time or part-time*
- *brief account of what the job involved*

For example,

Sales Assistant (part-time) Homebase June 2001 – present

Dealing with customers, stacking shelves, working on tills.

INTERESTS: *This is your chance to make an impression on the person reading your CV – but don't put down anything that you couldn't talk about at an interview!*

OTHER INFORMATION: *Use this section for information such as*

- *IT skills*
- *first aid qualifications*
- *driving licence*

REFEREES: *Either list the names and full addresses of two referees here – but make sure they know that you have listed them! Or state 'References available on request'*

Sheet 3.1d

Company Website

Alkindser Products

for all your household supplies

- History
- Contact us
- News
- Products
- Home

Alkindser products has been supplying household products to retail suppliers for over twenty years.

We value our customers and we are proud of our reputation for friendly service and competitive prices.

Alkindser Products

for all your household supplies

Page under construction

- Home

Alkindser Products

for all your household supplies

- History
- Contact us
- News
- Products
- Home

Contact us

Alkindser Products
The Trading Estate
Swindon
SW0 0AA

Tel: 01793 19502/3/4

Fax: 01793 19505

E-mail: info@alkindser.co.uk

Alkindser Products

for all your household supplies

- History
- Contact us
- News
- Products
- Home

History

Milestones in our history

1982 John Webb and Chris Foote launch their company. They begin by supplying plastic bags and cleaning agents to retail outlets in the Swindon area.

1992 The company merges with Gadgets UK.

1998 Over 300 products listed. Alkindser wins contracts to supply three major supermarket chains.

2002 Alkindser moves to its purpose-built warehouse and office space on the Swindon Trading Estate.

Alkindser Products

for all your household supplies

- History
- Contact us
- News
- Products
- Home

News

Latest news

January 2010 Alkindser is to take over Greenfingers Garden Supplies. We aim to offer the same friendly competitive service supplying garden products to retail outlets in the Midland and South-West regions.

Teacher Notes

Activity 2 Interview Skills

Overview of Activity

In this activity, students explore different people's reactions to interview questions and decide which of the candidates gives the best answer and why. They will then consider how best to respond to some typical interview questions.

Group Organisation

After some class discussion, students complete the rest of this activity as individuals or in pairs.

Suggested Timing

The activity is likely to be completed in one session of 40 minutes to an hour.

Objectives

All students will: make contributions to a discussion and consider good or poor responses to interview questions.

Most students will: make appropriate contributions to discussions and understand the importance of appropriate responses to interview questions.

Some students will: make extended contributions to discussions and analyse responses to interview questions.

Outcomes

By the end of this activity, students will have:

- selected a candidate for a job based on their answers to a number of questions
- provided feedback to the candidates about their decision
- practised responses to some typical interview questions
- written some questions for someone applying for a job in your school.

Resources

Kar2ouche *Functional Literacy and Customer Service*

- **Interview** storyboard
- **Interview 2** storyboard
- **Interview Questions** storyboard

Key Words and Phrases: employee, employer, interview, preparation, question, response, appropriate, skills

Activities

Introduction

1. Ask the students to think about and discuss the **Preparation** storyboard they completed in Activity 1 and write a list of the main things they should do when preparing for a job interview.

Development



2. Students open and watch the **Interview** storyboard.

Content of the Interview storyboard

Introductory frame Title

Subsequent frames Four scenarios showing different people being interviewed by the same potential employer. The full script of the interviews is available in the text/audio screen under Scenarios 1, 2, 3 and 4 and in Appendix 1.

3. Ask students to decide who they would employ and to justify their choice.
4. Next, the students open and complete the **Interview 2** storyboard in which they can offer feedback to each of the candidates. If necessary, in order to help them make a decision, they can add frames to the storyboard to include more detail.



Content of the Interview 2 storyboard

Introductory frame Title and instructions to add feedback to the four candidates.

Subsequent frames The same four scenarios as in the **Interview** storyboard but with additional frames where students can provide feedback to the candidates.

Plenary

5. Ask the students to imagine that they are being interviewed for a part-time job. Students complete the **Interview Questions** storyboard.

Content of the Interview Questions storyboard

Introductory frame Title and instructions to imagine that they are being interviewed for a part-time job in a supermarket. They are instructed to write their responses to the interviewer's questions in the empty speech bubbles.

Frame one Job details:

TAGERSTA

Part-time store assistant required: Approx 20 hrs per week

Previous experience would be an advantage.

Enthusiastic team players are our first priority.

Apply to Box 154

Subsequent frames Interviewer questions, including the following:

- What do you think are the most important skills needed for this job?
- Do you prefer to work independently or in a team? Why?
- What applicable skills or experience do you have?
- What interests you about this job?
- What challenges are you looking for in this position?
- What can you contribute to this company?
- Thank you. Are there any questions you would like to ask?

Final frame Students are advised to get someone else to look through their storyboard and write a commentary, in each of the caption windows, about how well they answered the questions.

6. Students swap storyboards and ask fellow students to write a commentary in the caption windows about how well they have done.

Extension

7. The students imagine that they have been asked to be on the interviewing panel for a new member of staff in their school. They create a storyboard to capture the questions they'd like to ask. They also provide the answers that would convince them to employ this person.

Student Notes

Activity 2 Interview Skills

Objectives

In this activity you will explore different people's reactions to interview questions and decide which of the candidates gives the best answer and why. You will then consider how best to respond to some typical interview questions before creating some questions of your own.

Outcomes

Working through this activity you will:

- select a candidate for a job based on their answers to a number of questions
- provide feedback to the candidates about your decision
- practise responses to some typical interview questions
- write some questions for someone applying for a job in your school.

Resources

To complete this activity you will need:

- **Interview** storyboard
- **Interview 2** storyboard
- **Interview Questions** storyboard

Activities

Introduction

1. Think about and discuss the **Preparation** storyboard you completed in Activity 1 of this unit. List the main things you should do when preparing for a job interview.

Development

2. Open and watch the **Interview** storyboard.


[click here](#)  to open the **Interview** storyboard.

3. Decide who you would employ and give your reasons why.
4. Open and complete the **Interview 2** storyboard in which you can offer feedback to each of the candidates. If necessary, add extra frames.

[click here](#)  to open the **Interview 2** storyboard.

Plenary

5. Imagine that you are being interviewed for a part-time job and, with this in mind, complete the **Interview Questions** storyboard.


[click here](#)  to open the **Interview Questions** storyboard.

Student Notes

6. Swap storyboards with another student and ask them to write a commentary in the caption windows about how well you have done.

Extension

7. Imagine that you have been asked to be on the interviewing panel for a new member of staff in your school or college. Create a storyboard to capture the questions you'd like to ask. Also, include the sort of answers that would convince you to employ this person.

[click here](#)  to open a **new** storyboard.

Teacher Notes

Activity 3 Who Gets the Job?

Overview of Activity

In this activity, students work through a two-part storyboard of a job interview. They record answers to questions and examine (and try to improve) the body language of the candidates.

Group Organisation

These tasks can be adapted for use with small groups, pairs of students working together, or individual students.

Suggested Timing

The activity is likely to be completed in two sessions of 40 minutes to one hour.

Objectives

All students will: speak clearly and record their responses to the job interview storyboards.

Most students will: express themselves clearly and make appropriate responses to a range of questions. They will also consider body language in an interview situation.

Some students will: make detailed responses (where appropriate) to questions and comment on body language. They will also show understanding of the importance of appropriate behaviour in an interview situation.

Outcomes

By the end of this activity, students will have:

- completed two storyboards in which they have taken on the role of a candidate at a job interview
- assessed each candidate's performance
- made decisions on who is the best candidate based on their responses and body language during the interview.

Resources

Kar2ouche *Functional Literacy and Customer Service*

- **Interview Jane Part 1** storyboard or **Interview Matt Part 1** storyboard
- **Interview Jane Part 2** storyboard or **Interview Matt Part 2** storyboard

Sheet 3.1a *Job Advertisement*

Microphones

Key Words and Phrases: employee, assess, body language, responses, candidate, interview

Activities

Introduction



1. The students open either the **Interview Jane Part 1** storyboard or the **Interview Matt Part 1** storyboard and work through it either individually or in pairs. (These storyboards are identical. Since students have to record the candidate's responses, female students should use **Interview Jane Part 1** storyboard, and male students **Interview Matt Part 1** storyboard.) Make sure that they save work regularly.

Content of the Interview Jane Part 1 and Interview Matt Part 1 storyboards

Introductory frame Title and instructions – Click on each frame in turn. Read the questions in the caption windows/boxes and type your answers below them. Fill in any blank speech bubbles. You can also record the words you add to the speech bubbles by clicking the show controls and record buttons in the text/audio screen.

Subsequent frames Jane/Matt arrives for an interview for the customer support vacancy advertised in Sheet 3.1a *Job Advertisement*. The storyboard covers how candidates should introduce themselves when they arrive for an interview, and also covers such issues as punctuality, appearance, body language and greetings. Students select appropriate poses for the character and complete speech and thought bubbles. They then explain the choices they have made in the caption windows and record the dialogue.

2. Watch and discuss a selection of the completed storyboards.

Development

3. The students open either the **Interview Jane Part 2** storyboard or the **Interview Matt Part 2** storyboard and work through it individually or in pairs. Remind them to save their work at regular intervals. This storyboard does not need to be recorded.

Content of the Interview Jane Part 2 and Interview Matt Part 2 storyboards

Introductory frame Title and instructions – Click on each frame in turn and follow the instructions in the caption windows/boxes. Fill in any blank speech bubbles. You can also record the words you add to the speech bubbles by clicking the show controls and record buttons in the text/audio screen.

Subsequent frames Jane/Matt continue their interview for the customer support vacancy. This storyboard covers the interview itself and the candidates have to respond to the following questions:

- Why did you apply for this job?
- What qualities make you a suitable person for this post?
- Tell me how you would deal with a dissatisfied customer.
- Have you got any questions you would like to ask me?

The students select an answer from alternatives given, or in some cases provide their own answer unaided. The students are then asked to assess the candidate's performance by completing frames in which the interviewer and receptionist discuss the candidate.

Plenary

4. Watch and discuss the completed storyboards with the whole group. Ask why they give the candidate the job or turn them down.

Extension

5. As a group, review the speaking and listening, and the reading and writing tasks that the students have completed during this activity. Ask each student to identify something that they have learned from this work and their next target for improvement.

Student Notes

Activity 3 Who Gets the Job?

Objectives

During this activity, you will work through a two-part storyboard of a job interview. You then record answers to the questions and also examine and try to improve the body language of the candidates. Finally, decide who gets the job and give reasons why.

Outcomes

Working through this activity you will:

- complete storyboards in which you take on the role of a candidate at a job interview
- assess each candidate's performance
- make decisions on who is the best candidate based on their responses and body language during interview.

Resources

To complete this activity you will need:

- **Interview Jane Part 1** storyboard or **Interview Matt Part 1** storyboard
- **Interview Jane Part 2** storyboard or **Interview Matt Part 2** storyboard
- Sheet 3.1a *Job Advertisement*
- Microphones

Activities

Introduction

1. Open either the **Interview Jane Part 1** storyboard or the **Interview Matt Part 1** storyboard. Work through it either individually or with a partner. You will need to record the conversations, so select the correct gender.



to open the **Interview Jane Part 1** storyboard.



to open the **Interview Matt Part 1** storyboard.

2. Watch and discuss some of the completed storyboards.

Development

3. Open either the **Interview Jane Part 2** storyboard or the **Interview Matt Part 2** storyboard. Work through it individually or with a partner.



to open the **Interview Jane Part 2** storyboard.



to open the **Interview Matt Part 2** storyboard.

Student Notes**Plenary**

4. Watch and discuss the completed storyboards with your group. Explain why you gave the candidate the job or turned them down.

Extension

5. With your group, review the speaking and listening, and the reading and writing tasks that you have completed during this activity. Identify something that you have learned from this work and a target for improvement.

Teacher Notes

Activity 4 Interview Tips

Overview of Activity

In this activity, students produce an 'Interview Tips' leaflet for jobseekers.

Group Organisation

These tasks can be completed by pairs of students working together, or by individual students.

Suggested Timing

The activity is likely to be completed in one or two sessions of 40 minutes to one hour.

Objectives

All students will: contribute to the discussion and set out their leaflet using relevant text and images.

Most students will: contribute and respond to others appropriately, produce a leaflet, check it for accuracy and set it out appropriately for the audience.

Some students will: make relevant contributions to the discussion and indicate their engagement clearly when others are speaking. They will produce an illustrated leaflet that is accurate and attractive, and contains an appropriate level of detail.

Outcomes

By the end of this activity, students will have:

- designed a leaflet containing interview advice to jobseekers.

Resources

Kar2ouche *Functional Literacy and Customer Service*

- **Leaflet Starter** storyboard

Sheet 3.4 *Interview Tips*

Key Words and Phrases: leaflet, appropriate, illustrate, jobseeker, relevant, detail

Activities

Introduction

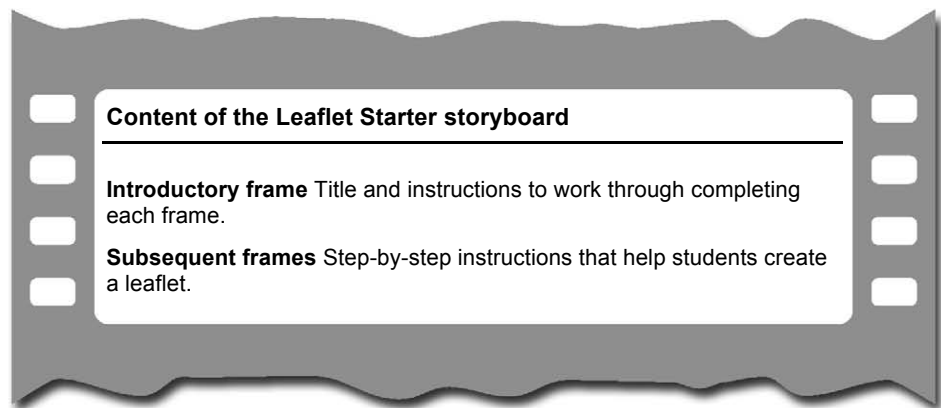


1. In pairs or small groups, ask the students to recall, discuss and note down the most important points for jobseekers. They can use Sheet 3.4 *Interview Tips* to record their information.

Development



2. Instruct the students that they are going to produce their own leaflets giving interview tips to jobseekers. The **Leaflet Starter** storyboard shows how the students could use Kar2ouche for this task. You may wish students to access this storyboard, or you could print copies of the leaflet from the storyboard for the students to use as a model.



3. Conduct a class discussion on any issues raised during the students' research.

Plenary

4. Hold a class discussion on the different leaflets produced and how useful they would be for jobseekers.
5. If there is time, students could improve their leaflets based on the discussion.

Extension

6. As a group, students review the task and discussions during this activity. Ask each student to identify something they have learned from this work and something to target for improvement.

Student Notes

Activity 4 Interview Tips

Objectives

In this activity you will produce an 'Interview Tips' leaflet for jobseekers.

Outcomes

Working through this activity you will:

- produce a leaflet containing interview advice to jobseekers.

Resources

To complete this activity you will need:

- **Leaflet Starter** storyboard
- Sheet 3.4 *Interview Tips*


Activities


Introduction

1. With a partner, or in a small group, think about, discuss and note down the most important points for jobseekers. Think about your recent work on interviews. Use Sheet 3.4 *Interview Tips* to record your ideas.

Development

2. You are going to produce a leaflet giving interview tips to jobseekers. The **Leaflet Starter** storyboard shows how you could use Kar2ouche for this task. Alternatively, your teacher may give you a hard copy of the leaflet, to use as a model, and you can start a new storyboard to make your leaflet.

[click here](#)  to open the **Leaflet Starter** storyboard.

[click here](#)  to open a **new** storyboard.

3. Discuss the issues raised through your research.

Plenary

4. Discuss the different leaflets produced and how useful they would be for jobseekers.
5. If there is time, improve or change your leaflet based on the discussion.

Extension

6. Review the task and the discussions you have taken part in during this activity. Identify something that you have learned from this work and set a target for improvement.

Sheet 3.4

Interview Tips

Do's	Don'ts
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

Unit 4: Customer Service

Overview of Unit

In this unit, students consider what customer service means, the importance of good communication when dealing with customers and the manner in which one deals with customers.

Activities

The unit comprises four activities. You may want to supplement or adapt these activities to meet the needs of your particular learners.

1. **What is Customer Service?**
2. **Effective Communication**
3. **Personal Presentation**
4. **Appropriate Responses**

Customer Service Standards

**National
Occupational
Standards and
S/NVQs at
Level 1**

Unit 2(a): Maintain a positive and customer-friendly attitude

Theme: Impression and Image

2(a) 1 Show the right attitude for customer service

1.1 speak to customers clearly and put them at their ease; 1.4 recognise that each customer is different and treat them as an individual; 1.5 show customers respect at all times and under any circumstances.

2(a) 2 Show appropriate and positive behaviours to customers

2.1 recognise and respond when a customer wants or needs attention; 2.2 greet customers politely and positively.

Knowledge and understanding

To be competent at maintaining a positive and customer-friendly attitude, you must know and understand:

2(a) *b* signs that a customer gives when seeking attention; *c* what rapport looks, sounds and feels like; *f* positive and negative body language and facial expressions, age, culture and personality.

Unit 2(b): Adapt your behaviour to make a good customer service impression

Theme: Impression and Image

2(b) 1 Look and act the part

1.1 dress appropriately for customer service work in the way your organisation expects; 1.4 show good manners when dealing with your customers.

2(b) 2 Relate to your customers and to colleagues effectively

2.1 explain the benefits of dealing with your customers face-to-face or by telephone rather than using text, email or writing; 2.2 talk clearly to customers using words that they can understand.

Knowledge and understanding

To be competent at adapting your behaviour to give a good customer service impression, you must know and understand:

a how the way you dress affects the way that your customers react to the service you provide; *b* how your organisation expects you to dress and why your customers may see particular types of dress as inappropriate; *e* what behaviour is considered by most customers to be 'good manners' and what is considered to be 'bad manners' or rudeness; *g* why customers feel better about the service they receive if you have a willing and friendly attitude.

Unit 3: Communicate effectively with customers

Theme: Impression and Image

3.1 Communicate effectively with customers

.1 listen effectively to what customers are saying; .2 identify the most important things that customers are telling you; .3 respond appropriately to what customers are telling you; .7 use appropriate body language when communicating with customers; .8 deal with customers in a respectful, helpful and professional way at all times.

Knowledge and understanding

To be competent at communicating effectively with customers, you must know and understand:

3a the difference between hearing and listening; 3b how to listen effectively; 3c how to read both positive and negative body language; 3d how to use body language effectively; 3e how to use questions to check that you understand what customers are telling you; 3f the difference between negative and positive language.

Unit 4: Do your job in a customer-friendly way

Theme: Delivery

4.1 Do your job in a customer-friendly way

.1 make a good first impression; .2 follow the dress code of your organisation and present the right personal image to your customers.

Knowledge and understanding

To be competent at doing your job in a customer-friendly way, you must know and understand:

4a your organisation's dress code; 4e what your customers expect of you and your work; 4g what you are allowed to do and not allowed to do for customers.

Unit 6: Recognise and deal with customer queries, requests and problems

Theme: Handling Problems

6.1 Recognise and deal with customer queries and requests

.1 deal with queries and requests from customers in a positive and professional way; .4 always tell your customer what is happening.

6.2 Recognise and deal with customer problems

.1 recognise when something is a problem from the customer's point of view; .2 do not say or do anything which may make the problem worse; .3 deal with a difficult customer calmly and confidently; .4 recognise when to pass a problem on to an appropriate colleague; .6 check that the customer knows what is happening.

Knowledge and understanding

To be competent at recognising and dealing with customer queries, requests and problems, you must know and understand:

6a who in the organisation is able to give help and information; 6b the limits of what they are allowed to do; 6c what professional behaviour is; 6d how to speak to people who are dissatisfied; 6e how to deal with difficult people; 6f what customers normally expect; 6g how to recognise a problem from what a customer says or does; 6h what kinds of behaviours/actions would make situations worse; 6j the types of behaviour that make a problem worse.

Curriculum References

Functional Skills Standards – Functional English

Speaking and listening

Entry 1 Participate in and understand the main points of simple discussions/exchanges about familiar topics, with another person in a familiar situation; **Entry 2** Participate in discussions/exchanges about familiar topics, making active contributions with one or more people in familiar situations; **Entry 3** Respond appropriately to others and make extended contributions in familiar formal and informal discussions/exchanges.

Reading

Entry 1 Read and understand short, simple texts; **Entry 2** Read and understand straightforward texts; **Entry 3** Independently read and understand straightforward texts for a purpose.

Level 1 Read and understand a range of texts.

Writing

Entry 1 Write short, simple sentences; **Entry 2** Write short documents with some awareness of the intended audience.

Level 1 Write documents to communicate information, ideas and opinions using formats and styles suitable for their purpose and audience; **Level 2** Write documents, including extended writing pieces, communicating information, ideas and opinions effectively and persuasively.

Functional Skills Standards – Functional ICT

Use ICT systems

Entry 1 1 Interact with ICT for a given purpose; **Entry 2** 1 Interact with ICT for a purpose; **Entry 3** 1 Interact with and use an ICT system to meet needs; 2 Store information.

Level 1 1 Interact with and use ICT systems to meet needs; 2 Use ICT to plan work and evaluate their use of ICT systems.

Find and select information

Entry 1 1 Recognise sources of information; 2 Find information from an ICT-based source; **Entry 2** 1 Use appropriate sources of information; 2 Find information from ICT-based sources; **Entry 3** 1 Select and use appropriate sources of information; 2 Use ICT to search for and select information that matches given requirements.

Level 1 1 Select and use a variety of sources of information independently to meet needs.

Develop, present and communicate information

Entry 1 1 Enter and edit single items of information; 2 Submit information to achieve a purpose; 3 Use ICT-based communication;

Entry 2 2 Present information that is fit for a given purpose; 3 Use ICT appropriately to communicate; **Entry 3** 2 Bring together information to achieve a purpose; 3 Present information and review its effectiveness.

Level 1 1 Enter, develop and format information to suit its meaning and purpose, including text and tables, images, numbers, graphs, records; 2 Bring together information to suit content and purpose; 3 Present information in ways that are fit for purpose and audience;

Level 2 2 Bring together information to suit content and purpose; 3 Present information in ways that are fit for purpose and audience.

Teacher Notes

Activity 1 What is Customer Service?

Overview of Activity

In this activity, students consider what customer service means, when it is effective, and what it achieves.

Group Organisation

This activity starts with a group discussion before students complete the subsequent tasks individually or in pairs.

Suggested Timing

The activity is likely to be completed in two sessions of 40 minutes to one hour.

Objectives

All students will: understand the term customer service, when and how it is effective and some of the benefits of achieving a good level of service.

Most students will: understand the importance of good customer service, when and how it is most effective, and what it achieves, including the benefits.

Some students will: recognise good customer service, how to ensure it is effective, understand the importance of the benefits achieved and why companies produce a mission statement or customer charter.

Outcomes

By the end of this activity, students will have:

- created a short storyboard illustrating an example of customer service
- completed a storyboard showing different aspects of customer service
- understood what is achieved through good customer service
- produced a 'mission statement' or 'customer charter'.

Resources

Kar2ouche *Functional Literacy and Customer Service*

- **Aspects** storyboard
- **What is Achieved?** storyboard

Key Words and Phrases: customer, service, provision, aspects, caring, needing, achieving

Activities

Introduction

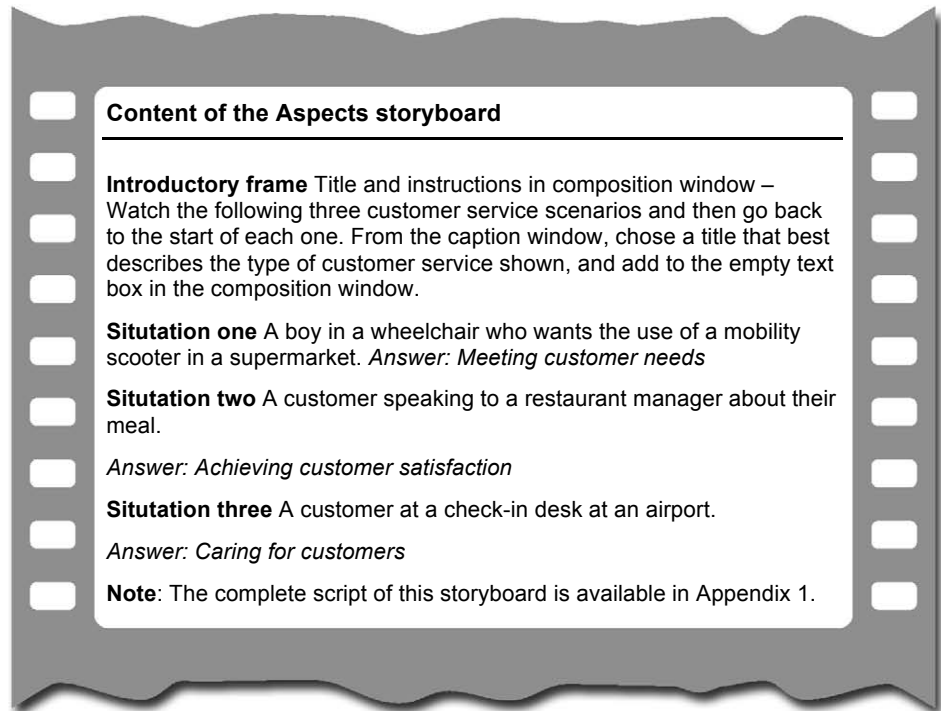


1. Write the words 'customer service' on the board and instruct the students to produce a five- or six-frame Kar2ouche storyboard showing an example of customer service that they have experienced. For example, they may suggest asking for help finding a CD in a record shop.
2. Ask some of the students to show their storyboards to the class and discuss.
3. Get the students to come up with a definition of customer service.
4. Discuss their thoughts and compare their definition with the following: *Customer service is the provision of service to customers before, during and after a purchase.* Ensure that customer service includes both direct contact (face-to-face) and indirect contact (by letter). Point out that there are three main parts to customer service: *caring for customers; achieving customer satisfaction and meeting customer needs.*
5. Ask the students to return to the storyboard they produced during the first task, looking at their own experiences of customer service, and get them to change or improve it, based on their discussions and the definition of customer service.

Development



6. Students open and complete the **Aspects** storyboard by deciding which of the situations demonstrate 'caring for customers', 'meeting customer needs' and 'achieving customer satisfaction'.



Content of the Aspects storyboard

Introductory frame Title and instructions in composition window – Watch the following three customer service scenarios and then go back to the start of each one. From the caption window, chose a title that best describes the type of customer service shown, and add to the empty text box in the composition window.

Situation one A boy in a wheelchair who wants the use of a mobility scooter in a supermarket. *Answer: Meeting customer needs*

Situation two A customer speaking to a restaurant manager about their meal.
Answer: Achieving customer satisfaction

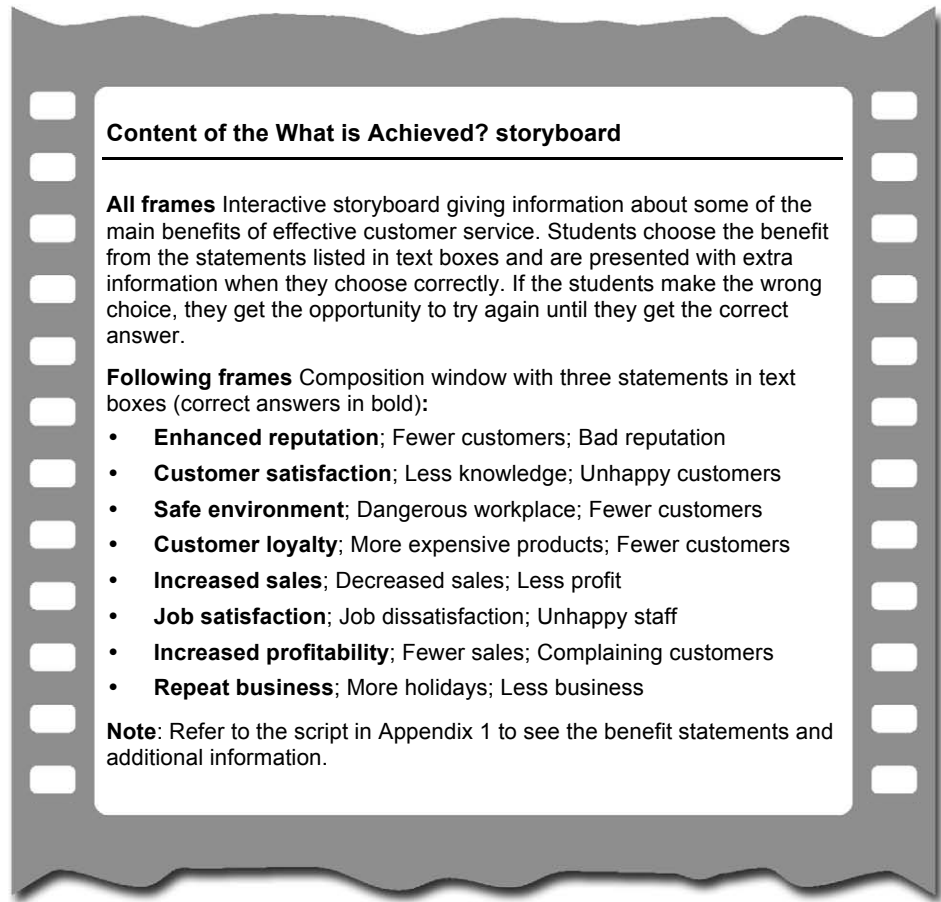
Situation three A customer at a check-in desk at an airport.
Answer: Caring for customers

Note: The complete script of this storyboard is available in Appendix 1.

7. Hold a class discussion on the different aspects of customer service demonstrated within the storyboard and ask the students to come up with more examples from their own personal experiences.
8. Explain that if customers' needs and expectations have been met, effective customer service has taken place.
9. Ask the students to consider the examples from the group's personal experiences and decide if they think effective customer service had taken place in each of them.
10. Students open and complete the interactive **What is Achieved?** storyboard by identifying some of the benefits of effective customer service.

Plenary



A storyboard graphic with a grey background and a white central box. The box contains text and a list of items. The text is as follows:

Content of the What is Achieved? storyboard

All frames Interactive storyboard giving information about some of the main benefits of effective customer service. Students choose the benefit from the statements listed in text boxes and are presented with extra information when they choose correctly. If the students make the wrong choice, they get the opportunity to try again until they get the correct answer.

Following frames Composition window with three statements in text boxes (correct answers in bold):

- **Enhanced reputation**; Fewer customers; Bad reputation
- **Customer satisfaction**; Less knowledge; Unhappy customers
- **Safe environment**; Dangerous workplace; Fewer customers
- **Customer loyalty**; More expensive products; Fewer customers
- **Increased sales**; Decreased sales; Less profit
- **Job satisfaction**; Job dissatisfaction; Unhappy staff
- **Increased profitability**; Fewer sales; Complaining customers
- **Repeat business**; More holidays; Less business

Note: Refer to the script in Appendix 1 to see the benefit statements and additional information.

11. Discuss any issues arising from this storyboard.

Extension

12. Students research customer charters or mission statements using the internet.
13. Taking on the role of a manager of a leisure centre, students draw up a customer charter or mission statement to achieve effective customer service.

Student Notes

Activity 1 What is Customer Service?

Objectives

In this activity you will consider what customer service means, when it is effective and what it achieves.

Outcomes

Working through this activity you will:

- produce a storyboard illustrating an example of customer service
- complete a storyboard identifying different aspects of customer service
- learn about what is achieved through good customer service
- produce a mission statement or customer charter.

Resources


To complete this activity you will need:

- **Aspects** storyboard
- **What is Achieved?** storyboard

Activities

Introduction


1. Open Kar2ouche and, using a new storyboard, produce a five- or six-frame Kar2ouche storyboard to illustrate an example of customer service that you have experienced. It can be either good or bad.

[click here](#)  to open a **new** storyboard.

2. Share your storyboard with the class and discuss the different customer service situations illustrated.
3. With your class, come up with a definition of *customer service*. Where might you find a reasonable definition?
4. Go back to the storyboard you produced earlier and change or improve it based on the discussions and definition of customer service.

Development

5. Open and complete the **Aspects** storyboard. Decide whether the situations show examples of: caring for customers, meeting customer needs, for clarity or achieving customer satisfaction.

[click here](#)  to open the **Aspects** storyboard.

6. Discuss the different aspects of customer service shown within the storyboard and share examples from your own personal experience with the group.
7. Your teacher will explain that if customers' needs and expectations have been met, they have received effective customer service.

Student Notes

8. Considering the examples from your group's personal experiences, decide if you think effective customer service has taken place in each example.

Plenary

9. Open and complete the interactive **What is Achieved?** storyboard by identifying some of the benefits of effective customer service.



to open the **What is Achieved?** storyboard.

10. Discuss, with your class, any issues arising from this storyboard.

Extension

11. Research customer charters or mission statements using the internet.
12. Taking on the role of a manager of a leisure centre, draw up a customer charter or mission statement which aims to achieve effective customer service.

Teacher Notes

Activity 2 Effective Communication

Overview of Activity

In this activity, students consider methods of communicating effectively with customers by telephone and face-to-face.

Group Organisation

This activity involves both full class discussion and individual tasks.

Suggested Timing

The activity is likely to be completed in two sessions of 40 minutes to one hour.

Objectives

All students will: identify the methods that customer service staff use when dealing with customers over the telephone and face-to-face, and what behaviours result in effective communication.

Most students will: identify and recognise different techniques used by customer service staff and how these change in different situations.

Some students will: identify and understand the importance of why different customer service techniques are used in different situations and why effective communication is important to the customer service industry.

Outcomes

By the end of this activity, students will have:

- completed a storyboard about telephone communication
- completed and edited a face-to-face communication storyboard
- produced their own storyboard illustrating one example of effective communication between a customer and a member of staff providing customer service.

Resources

Kar2ouche *Functional Literacy and Customer Service*

- **Telephone** storyboard
- **Face-to-face** storyboard

Sheet 4.2 Telephone Checklist

Microphones

Key Words and Phrases: customer, service, telephone, face-to-face, effective, communication, conversation, manner, body language

Activities

Introduction

1. Ask students how they would go about finding out information they need or want about a product or service. Hopefully, they will include the following: mobile phone or landline phone to ring someone with the information they want; internet searches on the topic; email to an expert; asking someone face-to-face.
2. Taking the roles of customers, get the students to share some examples of each type of communication.
3. Explain that they are going to compare different modes of communication during the next few activities, starting with the telephone and face-to-face communication.

Development



4. Students read through Sheet 4.2 *Telephone Checklist*, which lists the guidelines that staff should follow during telephone conversations with customers.
5. Students open and complete the **Telephone** storyboard by role playing a telephone conversation between them and a customer.

Content of the Telephone storyboard

Introductory frame Title frame and instructions in composition window – Watch the following customer service scenario. Then rewind to the start, click on the composition window tab and, taking the role of the receptionist, complete the storyboard by recording your responses to the customer questions. If this is not possible, add speech bubbles and type in your responses.

Frame one A receptionist in a sports centre office.

Frame two The phone rings.

Frame three The receptionist answers the phone and has a conversation with a customer who is making an enquiry about swimming.

Subsequent frames Alternate frames either containing questions from the customer or showing the receptionist. The receptionist frames require students to add their responses to each customer question.

Note: The full script of the storyboard, including the questions, is available in Appendix 1.

6. Nominate some students to share their completed storyboards and discuss whether they followed the correct procedures and therefore provided good customer service.
7. Ask students whether they find face-to-face or telephone communication easier. Extend this to a discussion of the reasons face-to-face may be a better way to communicate, especially in a customer service situation.
8. Ensure that the following three reasons are discussed:
 - staff have the chance to create a good impression through their appearance and the way they behave
 - staff have the ability to use hands and gestures to enhance communication
 - staff are able to see how the customer is responding to their information or advice through their body language and facial expressions.
9. Students open and watch the **Face-to-Face** storyboard showing a conversation between a guest and a hotel receptionist. Students watch the storyboard and complete the questions in the caption windows about how the receptionist could have responded differently to provide effective face-to-face communication.



Content of the Face-to-Face storyboard

Introductory frame A hotel receptionist at her desk in conversation with a potential guest.

Subsequent frames A guest asking questions about the facilities and amenities that the hotel provides. The receptionist responds in an 'off hand' and not very helpful manner.

Final frame Instruction in caption window – Go back to the start and change the body language and the receptionist's responses to those that you think would achieve more effective customer service. You may need to take out some of the guest's questions after you have changed the receptionist's responses in order to ensure that the storyboard makes sense.

Note: The full script of the conversation is available in Appendix 1.

Plenary

10. With the students working in pairs, and using the script and their responses from the previous task, ask students to role play the hotel receptionist scenario where one is the receptionist and the other the guest.
11. Students swap roles and repeat the role play.
12. Students discuss whether their responses would be more likely to achieve effective customer service than those of their partner.

Extension



13. Ask students to use Kar2ouche to produce a storyboard illustrating a customer service situation showing effective telephone or face-to-face communication. They should include a commentary explaining why effective communication is important to the customer service industry

Student Notes

Activity 2 Effective Communication

Objectives

In this activity you will explore how to communicate effectively with customers by telephone and in face-to-face situations.

Outcomes

Working through this activity you will:

- complete a storyboard about effective telephone communication
- complete and edit a face-to-face communication storyboard
- produce your own storyboard illustrating an example of effective communication between you and someone providing customer service.

Resources

To complete this activity you will need:

- **Telephone** storyboard
- **Face-to-face** storyboard
- Sheet 4.2 *Telephone Checklist*
- A microphone

Activities

Introduction

1. Think about how you would go about finding out different sorts of information you need or want about a particular product or service and discuss this with your class. Think about which methods you prefer and why.
2. Describe to your group a recent telephone or face-to-face experience when you were the customer trying to find out information.

Development

3. Read through Sheet 4.2 *Telephone Checklist*, which advises on what staff should do and say during telephone conversations with customers.
4. Open and complete the **Telephone** storyboard by role playing a telephone conversation between you (playing the member of staff) and a customer.



to open the **Telephone** storyboard.

5. Watch some completed storyboards and discuss whether the correct procedures were followed and if clear and effective communication was achieved.
6. Suggest some reasons why it is easier for staff to communicate effectively face-to-face than on the telephone.

Student Notes

7. Open and watch the **Face-to-face** storyboard showing a conversation between a hotel guest and the receptionist. Complete the storyboard showing how the receptionist could have responded and acted differently to provide more effective face-to-face communication.



to open the **Face-to-face** storyboard.

Plenary

8. Working with a partner, use the script and your responses from the previous task to role play the hotel receptionist scenario. One of you plays the role of the receptionist and the other the role of the guest.
9. Swap roles and repeat the task.
10. Discuss whether your responses would be more likely to achieve effective customer service than those of your partner.

Extension

11. Use Kar2ouche to produce a storyboard illustrating a customer service situation showing effective telephone or face-to-face communication. Explain why effective communication is important to the customer service industry in the final frame.



to open a **new** storyboard.

Sheet 4.2

Telephone Checklist

1. Answer the phone within three rings.
2. Greet the caller in a warm, professional manner. Make sure that your tone of voice and the words you use are friendly and helpful.
3. Begin with a greeting, for example, hello, good morning or good afternoon. Follow this with the name of the company and your name, and ask how you can help.
4. Have a pen and paper ready, to make notes if required.
5. Have your computer ready, so you can answer enquires quickly and efficiently.
6. Document the detail of the call. Include the name of the customer, the time and date and a description of the question, problem or request.
7. Record any action taken as a result of the call and keep it on file.
8. Do not leave the customer waiting on the line without explaining why.
9. At the end of the call, check that the customer is happy and check that you and they have all the information required.
10. End the call appropriately by using the other person's name and thank them for calling.
11. Where appropriate, follow up the call to make sure the customer is happy that the issue has been addressed to their satisfaction.
12. Make a record of the final outcome in the appropriate place or file.

Teacher Notes

Activity 3 Personal Presentation

Overview of Activity

In this activity, students consider personal appearance and explore non-verbal communication, including body language.

Group Organisation

This activity begins with an individual task before students work in pairs to complete the development section. Students complete the last task as individuals or in pairs. There are several opportunities for whole class discussion during the activity.

Suggested Timing

The activity is likely to be completed in one to two sessions of 40 minutes to one hour.

Objectives

All students will: recognise that personal appearance and body language play an important role in customer service.

Most students will: understand the importance that personal appearance and positive body language have on first impressions in face-to-face situations.

Some students will: identify the role of positive body language in real-life situations.

Outcomes

By the end of this activity, students will have:

- completed a storyboard about appropriate clothing in various customer service situations
- experienced a practical exercise about body language
- completed a storyboard about 'open' and 'closed' body language
- produced their own storyboard showing appropriate poses to achieve a good first impression.

Resources

Kar2ouche *Functional Literacy and Customer Service*

- **What to Wear** storyboard
- **Poses** storyboard

Sheet 4.3a *Body Language Storyboard*

Sheet 4.3b *Open Body Language*

Key Words and Phrases: positive, first impression, appropriate, open and closed body language, poses, facial gestures, personal appearance

Activities

Introduction

1. Explain to the students that, in face-to-face situations, the first thing a customer is likely to notice and use in forming an impression, is appearance. Appearance includes not only your personal appearance, but also the appearance of the contact point, for example, office or shop.
2. Students open and complete the **What to Wear** storyboard about which characters and contact points demonstrate good first impressions.



Content of the What to Wear storyboard

Introductory frame Title page and instructions in the composition window – Look at each frame in turn and decide whether the location or contact point and the clothes worn by the characters give a good or bad first impression. Write your answer and the reasons for your decision in the caption windows.

Subsequent frames Contain characters, backgrounds and props with the following customer face-to-face situations:

- Receptionist meeting a new guest in a hotel
- Dealing with a customer complaint at a sports centre
- Serving a customer in a supermarket
- Manager meeting a business customer
- Doctor in the accident and emergency department

Final frame Instructions in composition window – Go back and change the frames that give a bad first impression. To do this, copy the frame you wish to change by left clicking and holding on its thumbnail in the filmstrip and dragging it to the small red bead at the bottom right-hand corner of that frame. If required, replace the background and props so you end up with a suitable location or contact point that gives a good first impression. Repose or change the characters so that they are wearing appropriate clothing.

- Discuss any issues that arose from the storyboards, for example, appropriate clothes for one job may be inappropriate for another.

Development

- Point out that personal appearance and contact points are not the only things that have an impact on first impressions, but that body language is also a factor. Gestures, facial expressions and body posture can have an effect on communication between people.
- Divide the class into pairs and ask each pair to sit facing each other. Secretly, inform one person to show interest in the other person, who speaks about a favourite hobby for one minute. Swap over, but this time the listener should show no interest while the talker speaks about their hobby. Explain that the listener must not speak during this exercise.
- Ask each of the students to describe what body language the listener displayed that made them think they were interested or not in their hobby.
- Explain that when another person's body language demonstrates interest in what the speaker is saying, it is referred to as 'open' body language. However, if they demonstrate disinterest, this is referred to as 'closed' body language.
- Students open and complete the **Poses** storyboard.



Content of the Poses storyboard

Introductory frame Title frame with instructions – In the following two frames you will see some characters in various poses. Your task is to drag them into the fourth or fifth frames, depending on whether you think the poses are examples of 'open' or 'closed' body language.

Frames two and three Characters in a variety of poses.

Frame four Empty composition window with the heading Open Body Language.

Frame five Empty composition window with the heading Closed Body Language.

Plenary



- Ask students to produce a Kar2ouche storyboard in which a customer service situation demonstrates positive first impressions. These should display positive personal appearance and contact points, as well as open body language. Students can use Sheet 4.3a *Body Language Storyboard* to plan their work.
- Ask a few students to share their storyboards and hold a class discussion on any issues that arise.

Extension



11. Ask students to use Sheet 4.3b *Open Body Language* to record examples of open or positive body language they experience during a day.

Student Notes

Activity 3 Personal Presentation

Objectives

In this activity you will consider personal appearance, explore non-verbal communication and investigate the manner in which people deal with customers.

Outcomes

Working through this activity you will:

- complete a storyboard about appropriate clothing in various customer service situations
- carry out a practical exercise about body language
- complete a storyboard about 'open' and 'closed' body language
- produce your own storyboard showing appropriate poses to achieve a good first impression.

Resources

To complete this activity you will need:

- **What to Wear** storyboard
- **Poses** storyboard
- Sheet 4.3a *Body Language Storyboard*
- Sheet 4.3b *Open Body Language*

Activities

Introduction

1. In face-to-face situations, the first thing a customer notices and uses in forming an impression is appearance. Appearance includes not only personal appearance, but also the appearance of the contact point, for example, an office or shop.
2. Open the **What to Wear** storyboard and complete it to show which characters and contact points give a good or bad first impression.



to open the **What to Wear** storyboard.


3. Discuss any issues that arise from the storyboards.

Development

4. Personal appearance and contact points are not the only things that have an impact on first impressions. Body language is also a factor.
5. Sit facing a partner. One of you will speak to the other about a favourite hobby for one minute, while the other person listens. After a minute, swap roles. Your teacher will tell you which body language to display during these tasks. The listener must not speak during this exercise.
6. Describe to your partner what body language they displayed while you were talking that made you think they were interested, or not, in your hobby. Share this, along with how you felt, with your class.


Student Notes

7. If someone is showing through their body language that they are interested in what you are saying, this is referred to as *open* body language. If their body language is showing disinterest, this is *closed* body language.
8. Open and complete the **Poses** storyboard by deciding which poses are examples of open body language and which are examples of closed body language.

[click here](#)  to open the **Poses** storyboard.

Plenary

9. Produce a Kar2ouche storyboard showing a customer service situation involving positive first impressions. Consider personal appearance, the look of the contact point and body language. Use Sheet 4.3a *Body Language Storyboard* to plan your work.

[click here](#)  to open a **new** storyboard.

10. If required, share your completed storyboard with the class and discuss any issues that arise.

Extension

11. Use Sheet 4.3b *Open Body Language* to record examples of open or positive body language that you experience over one day.

Sheet 4.3a

Body Language Storyboard

Frame No.	Background	Characters	Props	Script
1				
2				
3				
4				
5				
6				
7				
8				

Sheet 4.3b

Open Body Language

Situation	Body Language

Teacher Notes

Activity 4 Appropriate Responses

Overview of Activity

During this activity, students have the opportunity to recognise the importance of attitude and behaviour when dealing with customers, and explore methods and procedures for dealing with customer complaints.

Group Organisation

During the activity there is a mixture of class discussion, individual and group work.

Suggested Timing

The activity is likely to be completed in two sessions of 40 minutes to one hour.

Objectives

All students will: identify appropriate ways to deal with customers when they have a complaint.

Most students will: understand that it is important to deal with complaints properly and practise appropriate responses.

Some students will: recognise that dealing with customer complaints is an important part of good customer service and that there are certain procedures to follow in these situations.

Outcomes

By the end of this activity, students will have:

- completed an interactive storyboard about appropriate attitude and behaviour towards customers
- taken the role of a member of staff and completed a storyboard dealing with a typical customer complaint
- identified what they should do or say, or not do or say, when handling customer complaints
- designed a poster about the appropriate way to handle customer complaints.

Resources

Kar2ouche *Functional Literacy and Customer Service*

- **Attitude** storyboard
- **Dealing with Complaints** storyboard
- **Do or Don't** storyboard
- **Poster Starter** storyboard

Sheet 4.4 *Customer Complaints*

Microphones

Key Words and Phrases: attitude, manner, complaints, responses, acceptable, appropriate

Activities

Introduction



1. Explain that the way or manner that members of staff treat customers is very important to successful customer service and that this can be particularly challenging when people complain.
2. Students open and complete the **Attitude** interactive storyboard by deciding what is acceptable or not acceptable in a variety of customer service situations.

Content of the Attitude storyboard

Introductory frame Title and instructions – Read the statements in the following frames and decide whether you would apply them always, usually, sometimes or never in a customer service situation.

Statements: *(Correct responses in brackets)*

1. Every customer is as important as other customers. *(Always)*
2. It is acceptable to complain to a customer about another customer. *(Never)*
3. You should call a customer by their first name. *(Sometimes)*
4. You should maintain eye contact with a customer. *(Always)*
5. It is acceptable to eat when talking to a customer. *(Never)*
6. It is acceptable to talk to your colleagues when a customer is waiting. *(Sometimes)*
7. It is wrong to get angry with a difficult or complaining customer. *(Always)*
8. You should talk to a customer before they speak to you. *(Usually)*

Note: All correct answers chosen lead the students to an explanation of why this is the case. For the complete text/audio in the storyboard, please refer to Appendix 1.

3. Hold a class discussion about the importance of positive attitude and behaviour in customer service situations.

Development



4. Invite some students to describe a situation when they were complaining to a member of staff about something they had bought or when they had poor customer service. They should say what happened and how they felt at the time.
5. Students open and watch the **Dealing with Complaints** storyboard.

Content of the Dealing with Complaints storyboard

The storyboard illustrates a situation where two customers are complaining about their room in a hotel.

Frame one Hotel receptionist with two men approaching her desk.

Subsequent frames Conversation between the men and the receptionist about the unsuitability of the room they have been allocated. They have been given a room with a double bed rather than the two single beds they requested and they want the mistake rectified. The receptionist tells them this is not possible and is not very helpful.

Final frame Instructions in caption window – Go back to the start of the storyboard and save it under a new name. Delete the receptionist’s replies in the speech bubbles and the sound in the timeline. Write your own helpful responses to the situation in the speech bubbles and, if you are able, record your own voice.

6. Hold a class discussion on some of the students’ ideas and responses to the situation.

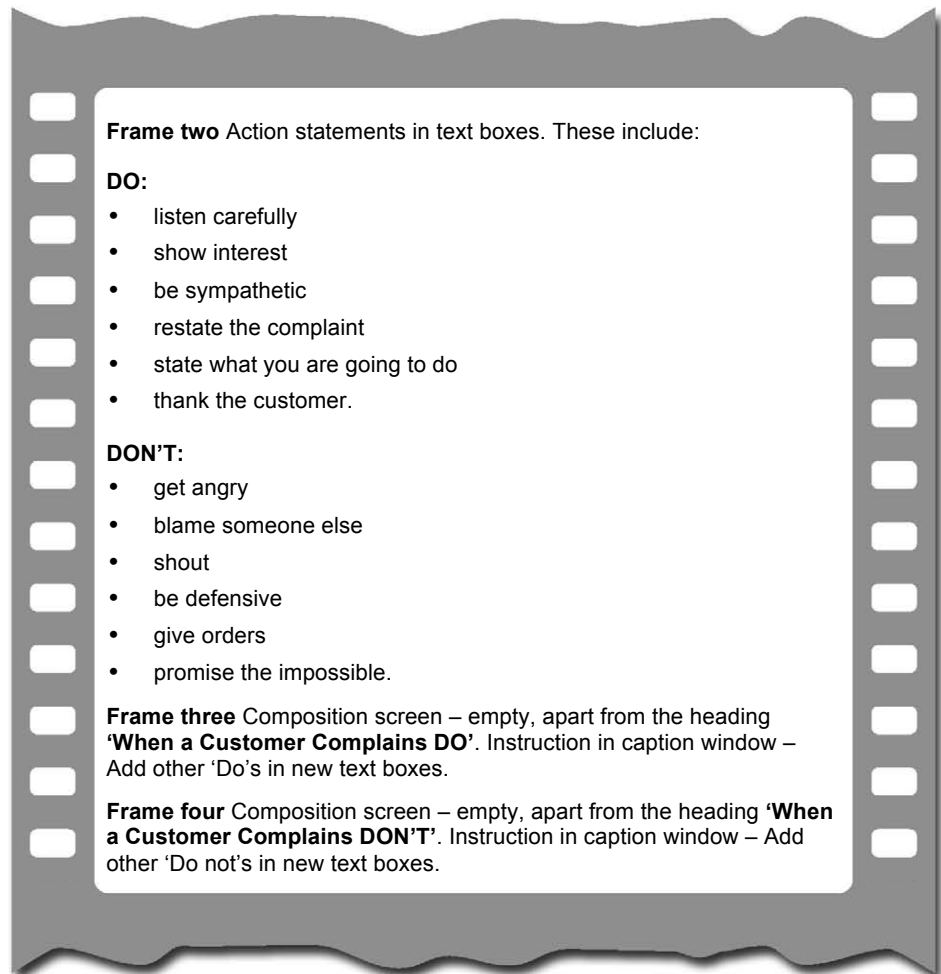
Plenary



7. Students open and complete the **Do or Don’t** storyboard to show what they should or should not do when handling customer complaints.

Content of the Do or Don’t storyboard

Introductory frame Title frame and instructions in composition window – The following frame contains text boxes with various action statements. Your task is to drag each text box into either frame three or frame four, depending on whether you think it is something you would do or not do when handling a customer complaint.



Frame two Action statements in text boxes. These include:

DO:

- listen carefully
- show interest
- be sympathetic
- restate the complaint
- state what you are going to do
- thank the customer.

DON'T:

- get angry
- blame someone else
- shout
- be defensive
- give orders
- promise the impossible.

Frame three Composition screen – empty, apart from the heading '**When a Customer Complains DO**'. Instruction in caption window – Add other 'Do's in new text boxes.

Frame four Composition screen – empty, apart from the heading '**When a Customer Complains DON'T**'. Instruction in caption window – Add other 'Do not's in new text boxes.

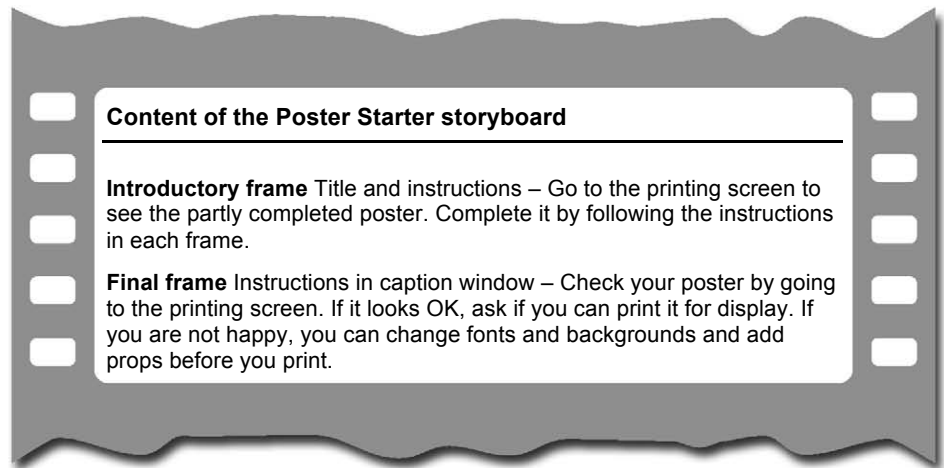


8. List the Do's and Don'ts on the board and ask the students if they can think of any other responses they would or would not make when handling complaints. Ask the students to use Sheet 4.4 *Customer Complaints* to copy down the lists and to add any other responses of their own. This will be useful for the extension task.

Extension



9. Students use Kar2ouche to design and produce a poster, giving advice to staff on how to handle customer complaints based on the previous task and the information they recorded on Sheet 4.4 *Customer Complaints*. If they need more help with this task, they can open and follow the instructions in the **Poster Starter** storyboard.

A storyboard frame with a grey background and a white central box. The box contains the title "Content of the Poster Starter storyboard" and two paragraphs of text. The frame has a wavy top and bottom edge and small white squares on the left and right sides.

Content of the Poster Starter storyboard

Introductory frame Title and instructions – Go to the printing screen to see the partly completed poster. Complete it by following the instructions in each frame.

Final frame Instructions in caption window – Check your poster by going to the printing screen. If it looks OK, ask if you can print it for display. If you are not happy, you can change fonts and backgrounds and add props before you print.

Student Notes

Activity 4 Appropriate Responses

Objectives

During this activity you will have the opportunity to recognise and anticipate the needs of customers and identify appropriate responses to their needs. You will also explore methods of dealing with customer complaints.

Outcomes

Working through this activity you will:

- complete an interactive storyboard about appropriate attitude and behaviour towards customers
- complete a storyboard dealing with a typical customer complaint
- identify what you should do or say, or not do or say, when handling customer complaints
- design a poster about the appropriate way to handle customer complaints.

Resources

To complete this activity you will need:

- **Attitude** storyboard
- **Dealing with Complaints** storyboard
- **Do or Don't** storyboard
- **Poster Starter** storyboard
- Sheet 4.4 *Customer Complaints*
- A microphone

Activities

Introduction

1. The way that members of staff treat customers is very important to successful customer service.
2. Open and complete the **Attitude** interactive storyboard by deciding what is acceptable or not acceptable in a variety of customer service situations.



to open the **Attitude** storyboard.


3. Discuss the importance of positive attitude and behaviour in customer service situations with your group.

Development

4. If asked, describe a situation when have complained to a member of staff about something that you bought or when you had poor customer service. Say what happened and how you felt at the time.

Student Notes

5. Open and watch the **Dealing with Complaints** storyboard. This shows a situation where two customers are complaining about the room they have been given in a hotel.

[click here](#)  to open the **Dealing with Complaints** storyboard.

6. Discuss other students' ideas and responses to this typical customer service situation.

Plenary


7. Open and complete the **Do or Don't** storyboard to show what you should or should not do when handling customer complaints.

[click here](#)  to open the **Do or Don't** storyboard.

8. Your teacher will put a list of 'Do's and 'Do not's on the board and ask you if there are any others responses you would like to add to either list. Use Sheet 4.4 *Customer Complaints* to copy down the lists and to add any other responses of your own.

Extension

9. Open a new Kar2ouche storyboard. Design and produce a poster, giving advice to staff on how to handle customer complaints. Use your completed copy of Sheet 4.4 *Customer Complaints* for information. If you need more help with this task, open and follow the instructions in the **Poster Starter** storyboard.

[click here](#)  to open a **new** storyboard.

[click here](#)  to open the **Poster Starter** storyboard.

Sheet 4.4

Customer Complaints

DO	DON'T

Appendices

Appendix 1

Text and Audio Files

The following text replicates what is in the text/audio palette and/or storyboards and is included here for your reference when planning sessions.

Unit 1 Key Skills

Activity 1 Here We Go

Airport storyboard

Clerk Your flight number for Paris is K2.
 Clerk Wait in the lounge and listen for your gate number.
 Man What number is our flight?
 Woman It's K2.
 Announcer Flight K7 for Madrid is now boarding at Gate 2.
 Man Was that our flight?
 Announcer Flight K9 for Berlin is now boarding at Gate 7.
 Man Was that *our* flight?
 Announcer Flight K2 for Paris is now boarding at Gate 5.
 Man Was *that* our flight?

Holiday storyboard

Narrator Monday afternoon.
 Woman 1 Tell me about your holiday.
 Woman 2 It was great.
 Woman 2 The hotel was lovely.
 Woman 2 The kids loved the beach.
 Woman 2 We went on a boat trip.
 Woman 2 We didn't want to come home.
 Narrator Monday evening.
 Woman 1 Sarah came round today.
 Husband How was their holiday?
 Narrator What would Vickie say?
 Narrator Type her reply into the speech bubble now. (Do you think Vickie's husband wants to know everything that Sarah told Vickie that afternoon?)

Help storyboard

- Woman 1 Excuse me.
- Woman 1 Do you know if there is a church near here?
- Woman 2 Yes, it's not far.
- Woman 2 Go down that street.
- Woman 1 Thank you.
- Woman 1 (*Thinks*) I can see it now.
- Woman 1 How did I get to the church?
- Narrator Click on the green composition tab and type your answer in the speech bubble.
- Narrator Click on the blue text/audio tab.
- Narrator Click on the green show controls button. Then click on the red record button. Record your answer!

Hotel storyboard

- Narrator Click on each frame in turn.
- Narrator Type information in the empty speech bubbles.
- Narrator To listen to the storyboard instructions and conversation, click on the loudspeaker icon in the bottom right-hand corner of the thumbnails at the top of the screen.
- Man We have booked a room.
- Receptionist What name, please?
- Receptionist Can I have your home address?
- Receptionist How many nights do you want to stay?
- Receptionist Your room is on the first floor.
- Receptionist I hope you enjoy your stay.

Activity 2 Wish You Were Here

Packing storyboard

- Narrator Click and drag the items you need to pack on to the rucksack.
- Narrator Top Tip: To drag an item, place the cursor over it and left click the mouse button. Keep the mouse button pressed down while you drag the item on to the rucksack.
- Narrator Now put your packing list into alphabetical order.
(The first one has been done for you.)
- Narrator Top Tip: To drag a word, move the cursor just above it until a hand appears. Then left click the mouse button and drag!

Signpost storyboard

Narrator Click and drag the names on to the signpost so that they are in alphabetical order.
(The first one has been done for you.)

Postcard storyboard

Narrator Find the right word (in the boxes above) to fill each gap in the postcard message, and drag it into place.

Narrator Top Tip: To drag a box, move the cursor to the top of the box and when the fist appears, left click the mouse button and drag.

My Postcard storyboard

Narrator Click through the thumbnails at the top of the screen and choose the postcard that you would like to write!

Narrator Write your message on this side.

Narrator Write the address on this side.

Activity 3 My Day

How Was Your Day? storyboard

Narrator Click on each frame.

Father How was your day, Nick?

Nick I scored a goal!

Father How was your day, Julie?

Julie I fell out with Mandy.

Father How was your day?

Mother I got a pay rise!

Narrator What do you think he would say?

Narrator Fill in the empty speech bubble now.

My Day storyboard

Fay My day is a mess!

Fay Look carefully at each frame in turn and see if you can sort it out.

Fay Type a number into the box at the bottom of each frame to show the right order for my day.

Fay Save your work!

Fay Then I went to the shop.

Fay I had to buy some stamps.

Fay (*Thinks*) I need six stamps.

Fay First I went to the post office.

Fay I bought tea, coffee, beer and wine.

Fay Now sort out my shopping list! Drag the items on to the list in alphabetical order.

Activity 4 Day Out

Syllables storyboard

- Narrator Click on each frame in turn.
- Narrator Drag all the words with one syllable into the pink box.
- Narrator Top Tip: To drag a word, move the cursor just above it until a hand appears. Then left click the mouse button and drag!
- Narrator Drag all the words with two syllables into the yellow box.
- Narrator Drag all the words with three syllables into the green box.

Day Out storyboard

- Narrator Which of the three words fits best in the sentence above? Drag it into the right place in the text box.
- Female Let's go for a walk.
- Female This is great!
- Male You look cold.

Have a Good Day storyboard

- Narrator How would you like to spend a day? Choose backgrounds and characters to complete the blank frames in this storyboard. Add speech and thought bubbles to the characters and then click on the blue text/audio tab to record your words.
- Narrator Don't forget to save your work as you go.
- Narrator Add more frames to your storyboard by clicking on the red New Frame button in the bottom right-hand corner of the thumbnail at the top of the screen.
- Narrator The End.

Unit 2 Communication Skills

Activity 1 Good and Bad Listeners

Listener storyboard

- Narrator (F) Listening involves more than just the ears. It's important to listen to people's body language. As the listener, you should try to be aware of the signals you are giving out unconsciously. If you let disbelief, impatience or cynicism show, this may have a demoralising effect on a speaker who is trying to convey his or her theories or arguments to you.
- Narrator (M) In the following frames, look at the statement and decide whether it refers to a good or bad listener.
- Narrator (F) Change the emoticon to a happy face (good) or a sad face (bad).
- Narrator (F) Change the pose of the character to illustrate the statement.
- Narrator (F) Finally, fill in the thought bubble to say how you would be feeling if someone behaved in this way towards you.
- Narrator (M) You know what to do now ... if not, check the instructions in frame 1.
- Narrator (M) A GOOD LISTENER ...
- Narrator (F) Looks attentive and does not interrupt.

- Narrator (F) Maintains strong eye contact.
- Narrator (F) Leans forwards slightly to show enthusiasm and interest in what is being said.
- Narrator (F) Has a relaxed body.
- Narrator (F) Makes notes of queries or any questions to ask at the end of a speech.
- Narrator (M) A BAD LISTENER ...
- Narrator (F) Might imply surprise or disbelief at what is being heard by having a slightly open mouth.
- Narrator (F) Uses a hand to cover the mouth and hide feelings.
- Narrator (F) Leans back from the speaker, indicating distance from the views expressed.
- Narrator (F) Has a tense body, and reveals their impatience.
- Narrator (F) Has crossed arms, which form a barrier.
- Narrator (F) Interrupts the speaker.

Activity 2

Successful Communication

Communication storyboard

- Narrator Look at the locations in the following frames.
- Narrator Change the poses of the people in the scene to show, by the body language, that they are communicating well.
- Narrator Imagine what they might be saying and fill in the speech bubbles. If you can, record this.
- Narrator Describe in the caption window what shows that the communication is successful.
- Narrator The things that show that the communication is successful include ...
- Narrator Add other imagined scenes if you wish.
- Narrator These can be based on digital photographs and imported into Kar2ouche by clicking on the folder icon at the bottom of the backgrounds palette. Navigate to where on the computer your photos are saved and open the image you want.

Advice storyboard

Narrator	Look at the body language of the two people in each of the frames and also at what they are saying.
Narrator	Imagine that you are the silhouette. Fill in the speech bubble to offer advice to the two characters. Tell them how to communicate more effectively!
Narrator	You can show the improved scene by copying the frame and changing it.
Adult (M)	Look, I told you that I needed that letter sent yesterday. Don't you ever listen?
Secretary	Whatever!
Narrator	Fill in the speech bubble to offer advice to the two characters. Tell them how to communicate more effectively!
Boy 1	Oi, mate – I want to sit there. That's my bird!
Boy 2	Take a hike.
Girl	You know I take two sugars. This is horrible.
Boy 3	What did your last servant die of? You know where the sugar's kept.
Shop Assistant	You can't have this wine. You're too young! Put it back on the shelf.
Teenage Girl	I'm not too young. Where's your manager?

Activity 3 Interpreting Body Language

Body Language storyboard

Narrator (M)	Interpreting body language
Narrator (M)	Introduction
Narrator (F)	How a person stands can indicate not only how they feel but also how they view a situation – in other words, their attitude towards someone or something. Posture can also reflect intentions as well as feelings.
Narrator (M)	DEFENSIVENESS
Narrator (F)	Posture is closed (arms crossed) or hunched.
Narrator (M)	INTIMIDATION
Narrator (F)	A very upright stance, your territory (for example, your office) being invaded by someone marching in and standing in close proximity to you.
Narrator (M)	POSITIVE INTEREST
Narrator (F)	Propping head up on a hand, with index finger pointing up the cheek.
Narrator (M)	CRITICAL APPRAISAL
Narrator (F)	Attentive gaze, with chin resting on a thumb and the fingers covering or touching the mouth.
Narrator (M)	REACTING POSITIVELY
Narrator (F)	Leaning forwards in your chair.
Narrator (M)	INDIFFERENCE/DISINTEREST
Narrator (F)	Leaning back in your chair.

Activity 4 Finding Out

Can I Help You? storyboard

- Narrator Click on each frame in turn.
- Female 1 Can I help you?
- Female 2 Hello. I want to find out about computer courses.
- Female 1 Do you want to study in the day or in the evening?
- Narrator Fill in the blank speech bubble.
Then click on the blue text/audio tab and record her words too.
- Narrator You need to click on the green show controls button and then click on the red record button when you are ready to speak.
- Female 1 What level – beginners, intermediate or advanced?
- Female 1 We have several courses for you. Would you like to speak to one of the lecturers?
- Female 1 If you give me your name and phone number, I'll get someone to ring you.
- Female 1 Someone will contact you shortly. Goodbye.

Activity 6 Written Information

Meet Kalpanah storyboard

- Takura (M) First of all, tell us your name.
- Kalpanah (F) My name is Kalpanah Kumar.
- Takura Why have you come to college?
- Narrator Why do you think Kalpanah has come to college? Type her answer into the empty speech bubble.
- Takura What do you want to do when you have finished this course?
- Narrator Think up an answer to this question. Then type it into the empty speech bubble.
- Narrator Use the window above to write about Kalpanah. Use all the ideas that you have typed into the speech bubbles.
- Takura Tell us about your family.
- Narrator What do you think her family is like? Type your ideas into the empty speech bubble.
- Narrator Use the window above to write about Kalpanah's family. Use all the ideas that you have typed into the last frame.
- Takura What do you like to do in your spare time?
- Narrator What do you think Kalpanah likes to do? Type your ideas into the empty speech bubble.
- Takura What else do you like to do?
- Narrator What else do you think Kalpanah likes to do? Type your ideas into the empty speech bubble.
- Narrator Use the window above to write about Kalpanah's interests and hobbies. Use all the ideas that you have typed into the last two frames.
- Narrator Now click on the yellow printing tab and print your work.

Unit 3 Going for a Job

Activity 1 Applying and Preparing

Preparation storyboard

- Narrator Put the things you can do to get ready for an interview into order.
- Narrator This frame should show the thing you think is most important. The last frame should show the least important.
- Narrator Add backgrounds, props and characters to illustrate your ideas.
- Narrator Click on each thumbnail in turn until you complete the storyboard.
- Narrator If you need to add more frames, click the small red new frame bead at the bottom right-hand corner of the red outlined thumbnail.

Activity 2 Interview Skills

Interview storyboard

- Interviewer Are you aware that the salary for the job is £15,000 per annum? How does this compare to your current salary?
- Fay I haven't thought about that, but I'm sure it wouldn't prove to be a problem.
- Interviewer That is surprising. Most people at least have an idea of what they would like to earn. Are there any other reasons why you are looking for another job?
- Fay Well, I have been unemployed for a while as you know, so it hasn't been a position that I have been privileged to be in.
- Interviewer Are you aware that the salary for the job is £15,000 per annum? How does this compare to your current salary?
- Jane Currently I'm on more than that. If I took this job, travelling would cost more and I would have added responsibility. I have been offered £3,000 more than your salary for a job which I also like the look of, so I'm really after no less than another £4,000.
- Interviewer Oh, I'm rather disturbed to hear that. We have our own salary scales here, and have to think of our existing employees. We would have great difficulty going above the published figure. It may be best if you accept the other offer.
- Jane If you want to offer me the job, then you'll have to agree on the money.
- Interviewer Well, in these circumstances, I guess there's not a lot of point in prolonging matters. We can't meet that salary request. Thank you very much for coming in.
- Interviewer Are you aware that the salary for the job is £15,000 per annum? How does this compare to your current salary?
- Matt This may be a problem. I have been offered more already. I much prefer the job here, and was really looking forward to joining your team, but I can't altogether ignore the better offer. I do hope there is scope for discussion on this.
- Interviewer Yes, it is a difficult position, but there may be some room for manoeuvre. Do you mind telling me about the other offer, and when you have to reply?
- Matt It's a couple of thousand more. They are expecting to have a reply from me by the end of the week.

- Interviewer I see. Well, I've noted that. Let's park that until we've finished our other points, shall we?
- Interviewer Are you aware that the salary for the job is £15,000 per annum? How does this compare to your current salary?
- Kalpanah Salary is not the most important thing as far as I am concerned. Job satisfaction and compatibility with the team I work with mean much more. However, I can't afford to lose too much, so I certainly would not come for less than I am getting now.

Interview 2 storyboard

- Narrator Who would you employ and why?
- Narrator Click on each thumbnail in turn to remind yourself of the interview and then complete the feedback by following the instructions in the caption windows at the end of each scenario.
- Interviewer Are you aware that the salary for the job is £15,000 per annum? How does this compare to your current salary?
- Fay I haven't thought about that, but I'm sure it wouldn't prove to be a problem.
- Interviewer That is surprising. Most people at least have an idea of what they would like to earn. Are there any other reasons why you are looking for another job?
- Fay Well, I have been unemployed for a while as you know, so it hasn't been a position that I have been privileged to be in.
- Narrator Would you employ Fay? Explain your reasons and offer feedback to her. To help you make a decision, you can add to the storyboard by adding detail to the interview.
- Interviewer Are you aware that the salary for the job is £15,000 per annum? How does this compare to your current salary?
- Jane Currently I'm on more than that. If I took this job, travelling would cost more and I would have added responsibility. I have been offered £3,000 more than your salary for a job which I also like the look of, so I'm really after no less than another £4,000.
- Interviewer Oh, I'm rather disturbed to hear that. We have our own salary scales here, and have to think of our existing employees. We would have great difficulty going above the published figure. It may be best if you accept the other offer.
- Jane If you want to offer me the job, then you'll have to agree on the money.
- Interviewer Well, in these circumstances, I guess there's not a lot of point in prolonging matters. We can't meet that salary request. Thank you very much for coming in.
- Narrator Would you employ Jane? Explain your reasons and offer feedback to her. To help you make a decision, you can add to the storyboard by adding detail to the interview.
- Interviewer Are you aware that the salary for the job is £15,000 per annum? How does this compare to your current salary?
- Matt This may be a problem. I have been offered more already. I much prefer the job here, and was really looking forward to joining your team, but I can't altogether ignore the better offer. I do hope there is scope for discussion on this.

- Interviewer Yes, it is a difficult position, but there may be some room for manoeuvre. Do you mind telling me about the other offer, and when you have to reply?
- Matt It's a couple of thousand more. They are expecting to have a reply from me by the end of the week.
- Interviewer I see. Well, I've noted that. Let's park that until we've finished our other points, shall we?
- Narrator Would you employ Matt? Explain your reasons and offer feedback to him. To help you make a decision, you can add to the storyboard by adding detail to the interview.
- Interviewer Are you aware that the salary for the job is £15,000 per annum? How does this compare to your current salary?
- Kalpanah Salary is not the most important thing as far as I am concerned. Job satisfaction and compatibility with the team I work with mean much more. However, I can't afford to lose too much, so I certainly would not come for less than I am getting now.
- Narrator Would you employ Kalpanah? Explain your reasons and offer feedback to her. To help you make a decision, you can add to the storyboard by adding detail to the interview.

Interview Questions storyboard

- Narrator Imagine you are being interviewed for a part-time job. You can replace Fay with a character to represent yourself. Write your answers to the interviewer's questions in the empty speech bubbles.
- Narrator Click on each thumbnail in turn to complete the storyboard.
- Narrator Positions available.
- Narrator TAGERSTA
Part-time store assistant required
Approx 20 hours per week
Previous experience would be an advantage, but enthusiastic team players are our first priority
Apply to Box 154
- Interviewer What do you think are the most important skills needed for this job?
- Interviewer Do you prefer to work independently or in a team? Why?
- Interviewer What applicable skills or experience do you have?
- Interviewer What interests you about this job?
- Interviewer What challenges are you looking for in this position?
- Interviewer What can you contribute to this company?
- Interviewer Thank you. Are there any questions you would like to ask?
- Interviewer We will let you know if you have been successful by the end of the week. Goodbye.
- Interviewer Ask another student to look through your storyboard and write a commentary about how well you answered the questions in each of the caption windows.

Activity 3 Who Gets the Job?

Interview Jane Part 1 storyboard

Narrator	Click on each frame in turn. Read the questions in the caption boxes and type your answers below them. Fill in any blank speech bubbles.
Narrator	You can also record the words you add to the speech bubbles by clicking the show controls and record buttons in the text/audio screen.
Narrator	Jane has just arrived for her interview for the customer support vacancy. Her interview is at 3.00 p.m.
Narrator	Comment below on Jane's appearance and punctuality:
Receptionist (F)	Good afternoon. Can I help you?
Narrator	What should Jane say and do now?
Narrator	Select a new pose for her and fill in her speech bubble. Click on the text/audio tab and record her words too.
Receptionist (F)	I'll show you to Mr Lloyd's office.
Narrator	What impression is Jane making on the receptionist here?
Narrator	Alter her pose to make her look more confident.
Narrator	Fill in her speech bubble and then click on the text/audio tab and record her words too.
Jane	How long have you worked here?
Receptionist (F)	Almost two years now.
Narrator	Explain below what kind of impression you think Jane is making here:
Jane	Do you have to work really hard?
Receptionist (F)	Mr Lloyd's office is just here.
Narrator	Explain below what kind of impression you think Jane is making here. Fill in the blank thought bubble too.
Receptionist (F)	Mr Lloyd, this is Jane Tyler.
Jane	Hi there!
Narrator	Explain below the impression Jane is making on her interviewer here.
Mr Lloyd	Good afternoon, Jane.
Narrator	How should Jane greet Mr Lloyd? Select a pose for her (and Mr Lloyd too if necessary) and fill in her speech bubble now. Don't forget to record her words too.

Interview Matt Part 1 storyboard

Narrator	Click on each frame in turn. Read the questions in the caption boxes and type your answers below them. Fill in any blank speech bubbles.
Narrator	You can also record the words you add to the speech bubbles by clicking the show controls and record buttons in the text/audio screen.
Narrator	Matt has just arrived for his interview for the customer support vacancy. His interview is at 3.00 p.m.
Narrator	Comment below on Matt's appearance and punctuality:
Receptionist (F)	Good afternoon. Can I help you?
Narrator	What should Matt say and do now? Select a new pose for him and fill in his speech bubble. Click on the text/audio tab and record his words too.
Receptionist (F)	I'll show you to Mr Lloyd's office.
Narrator	What impression is Matt making on the receptionist here?
Narrator	Alter his pose to make him look more confident.
Narrator	Fill in his speech bubble and then click on the text/audio tab and record his words too.
Matt	How long have you worked here?
Receptionist (F)	Almost two years now.
Narrator	Explain below what kind of impression you think Matt is making here:
Matt	Do you have to work really hard?
Receptionist (F)	Mr Lloyd's office is just here.
Narrator	Explain below what kind of impression you think Matt is making here. Fill in the blank thought bubble too.
Receptionist (F)	Mr Lloyd, this is Matt Tyler.
Matt	Hi there!
Narrator	Explain below the impression Matt is making on his interviewer here.
Mr Lloyd	Good afternoon, Matt.
Narrator	How should Matt greet Mr Lloyd? Select a pose for him (and Mr Lloyd too if necessary) and fill in his speech bubble now. Don't forget to record his words too.

Interview Jane Part 2 storyboard

- Narrator Click on each frame in turn and follow the instructions in the caption boxes. Fill in any blank speech bubbles.
- Narrator You can also record the words you add to the speech bubbles by clicking the show controls and record buttons in the text/audio screen.
- Mr Lloyd So Jane, tell me why you applied for this job.
- Narrator Find a better pose for Jane, and then drag the best answer (from the ones above) into her speech bubble.
- Mr Lloyd What qualities make you a suitable person for this post?
- Narrator Drag the best answer (from the ones above) into Jane's speech bubble. Explain below why you chose this answer.
- Mr Lloyd Tell me how you would deal with a dissatisfied customer.
- Narrator Think carefully about this question and type your answer into the blank speech bubble above.
- Mr Lloyd Have you got any questions you would like to ask me?
- Narrator See if you can make Jane look more confident by altering her pose.
- Narrator Now answer the interviewer's question by filling in Jane's speech bubble. Stuck for a question? Drag Jane's speech bubble away.
- Mr Lloyd Well I think that's everything. Thank you for coming.
- Narrator How do you think Jane should reply? Drag one of the options above into her speech bubble.
- Narrator Give Jane a mark out of ten for her performance at this interview and explain (very briefly) below why you have given her this mark.
- Mr Lloyd Well, what did you think?
- Narrator The receptionist and the interviewer now discuss Jane's interview. Use the next three frames to record their conversation.
- Narrator What impression do you think Jane made with her appearance, punctuality and body language (the way she sat and stood)?
- Narrator What impression do you think Jane made with the answers she gave to the questions? Fill in the interviewer's speech bubble now.
- Narrator Choose one of the options above and drag it into the interviewer's speech bubble. Fill in the receptionist's thought bubble with her reaction to his decision!

Interview Matt Part 2 storyboard

- Narrator You can also record the words you add to the speech bubbles by clicking the show controls and record buttons in the text/audio screen.
- Mr Lloyd So Matt, tell me why you applied for this job.
- Narrator Find a better pose for Matt, and then drag the best answer (from the ones above) into his speech bubble.
- Mr Lloyd What qualities make you a suitable person for this post?
- Narrator Drag the best answer (from the ones above) into Matt's speech bubble. Explain below why you chose this answer.
- Mr Lloyd Tell me how you would deal with a dissatisfied customer.
- Narrator Think carefully about this question and type your answer into the blank speech bubble above.
- Mr Lloyd Have you got any questions you would like to ask me?
- Narrator See if you can make Matt look more confident by altering his pose. Now answer the interviewer's question by filling in Matt's speech bubble. Stuck for a question? Drag Matt's speech bubble away.
- Mr Lloyd Well I think that's everything. Thank you for coming.
- Narrator How do you think Matt should reply? Drag one of the options above into his speech bubble.
- Narrator Give Matt a mark out of ten for his performance at this interview and explain (very briefly) below why you have given him this mark.
- Mr Lloyd Well, what did you think?
- Narrator The receptionist and the interviewer now discuss Matt's interview. Use the next three frames to record their conversation.
- Narrator What impression do you think Matt made with his appearance, punctuality and body language (the way he sat and stood)?
- Narrator What impression do you think Matt made with the answers he gave to the questions? Fill in the interviewer's speech bubble now.
- Narrator Choose one of the options above and drag it into the interviewer's speech bubble. Fill in the receptionist's thought bubble with her reaction to his decision!

Unit 4 Customer Service

Activity 1 What is Customer Service?

Aspects Storyboard

Narrator	Watch the following three customer service scenarios and then go back to the start of each one. From the caption window, chose a title that best describes the type of customer service shown, and add to the empty text box in the composition window.
Narrator	Situation One.
Boy	Excuse me. I would like the use of one of your mobility scooters to do my shopping.
Shop Assistant	Sorry, you have to be 18 or over to use a mobility scooter.
Boy	So, what am I going to do?
Shop Assistant	No problem. I will get one of our staff to take you round the supermarket.
Narrator	Situation Two.
Waiter	Did you enjoy your meal?
Client	Yes, thank you, it was excellent. It was very tasty, well presented and the service was of the highest quality. A very enjoyable experience.
Waiter	I'm pleased you enjoyed yourself. Hopefully, we shall see you again.
Client	Yes, you will, and we shall also be recommending you to our friends and family.
Waiter	Thanks for that. Good night.
Narrator	Situation Three.
Customer	Excuse me, has there been any update on our flight delay?
Airline Representative	Sorry, I haven't heard any more news, but I'll ring through for you to find out. In the meantime, here are some vouchers that you can use in the airport to buy food and drink while you're waiting.
Airline Representative	Is there anything else I can do for you?
Customer	Yes, if there is an update on our flight, can you please let me know?
Airline Representative	No problem. I'll come and find you, or call you on the PA, if there is any further news.
Customer	Thank you.

What is Achieved? storyboard

Narrator 1	In the following frames you will see some statements in text boxes. Click on the statement that you think is the benefit achieved through effective customer service.
Narrator 2	Correct. Well done.
Narrator 2	Unlucky, try again.
Narrator 1	Enhanced reputation.

- Narrator 2 This is when people have a positive impression about a product, company or service.
- Narrator 1 Customer satisfaction.
- Narrator 2 Is a measure of how products, services and support supplied by a company meet or surpass customer expectation.
- Narrator 1 Safe environment.
- Narrator 2 A workplace should be safe and healthy and provide reasonable welfare facilities for workers and customers.
- Narrator 1 Customer loyalty.
- Narrator 2 This shows that customers feel a sense of commitment to a product, company or service provider.
- Narrator 1 Increased sales.
- Narrator 2 When customers return to spend more money, this increases an organisation's sales.
- Narrator 1 Job satisfaction.
- Narrator 2 This describes how happy or content a person feels about their job.
- Narrator 1 Increased profitability.
- Narrator 2 This occurs when companies sell more products or services and/or charge more for them.
- Narrator 1 Repeat business.
- Narrator 2 This is when customers return again and again and spend more money with a company or on a service.
- Narrator 2 Well done. You have finished.
- Narrator 1 Here is a summary of all the correct answers.

Activity 2

Effective Communication

Telephone storyboard

- Narrator Watch the following customer service scenario and then rewind to the start. Click on the composition window tab and, taking the role of the receptionist, complete the storyboard by recording your responses to the customer questions. If this is not possible, add speech bubbles, and type in your responses.
- Mother I would like to know when the public swimming sessions are today.
- Mother Can I bring along my two children? One is aged nine and the other is five. They are both girls.
- Mother I have been told that you have single-sex changing rooms. Is there a family changing area that we could use, away from other adults?
- Mother How much will the swimming cost?
- Mother Is there somewhere to have a drink after swimming?
- Mother Thank you for your help.
- Mother Bye.

Face-to-face storyboard

- Receptionist Good morning. Well, it would be if I wasn't at work.
- Guest I wondered if you could tell me when dinner is.
- Receptionist Haven't you read the welcome pack in your room? I told the boss they were a waste of money.
- Guest Yes I did, but it wasn't very clear.
- Receptionist I suppose I can tell you. Dinner starts at eight and finishes at ten.
- Guest Do I need to book a table?
- Receptionist Yes, but I'm really busy at the moment. Can you come back later?
- Guest I'm going out this afternoon so I would like to book it now.
- Receptionist If you must. What time do you want to eat?
- Guest About 8.30?
- Receptionist You need to be more precise than that!
- Guest Can you tell me what's on the menu?
- Receptionist No, you'll have to wait and see.
- Guest Thanks for your help. (*sarcastic*)
- Receptionist Don't mention it. If you have any more stupid questions during your stay, I suggest you ask somebody else.
- Narrator Go back to the start and change the body language and the receptionist's responses to those that you think would achieve more effective customer service. You may need to take out some of the guest's questions after you have changed the receptionist's responses in order to ensure that the storyboard makes sense.

Activity 3 Personal Presentation

What to Wear storyboard

- Narrator Look at each frame in turn and decide whether the location or contact point, and the clothes worn by the characters give a good or bad first impression. Write your answer and the reasons for your decision in the caption windows.
- Narrator Go back and change the frames that give a bad first impression. To do this, copy the frame you wish to change by left clicking and holding on its thumbnail in the filmstrip and dragging it to the small red bead at the bottom right-hand corner of that frame. If required, replace the background and props so you end up with a suitable location or contact point that gives a good first impression. Repose or change the characters so that they are wearing appropriate clothing.

Poses storyboard

- Narrator In the following two frames you will see some characters in various poses. Your task is to drag them into the fourth or fifth frames, depending on whether you think the poses are examples of 'open' or 'closed' body language.

Activity 4
Appropriate
Responses**Attitude storyboard**

- Narrator 2 Read the statements in the following frames and decide whether you would apply them always, usually, sometimes or never in a customer service situation.
- Narrator 1 Always
- Narrator 1 Usually
- Narrator 1 Sometimes
- Narrator 1 Never
- Narrator 2 Every customer is as important as other customers.
- Narrator 1 No matter who the customer is, if they are paying for a product or a service, they are as important as anyone else.
- Narrator 2 It is acceptable to complain to a customer about another customer.
- Narrator 1 You should never talk about or complain about one customer to another, as they will think that you will talk about them once they have left.
- Narrator 2 You should call a customer by their first name.
- Narrator 1 Normally you should address a customer by their surname. However, in some circumstances it may be acceptable to use their first name. If you are dealing with a child or a friend, it may be more appropriate to use first names.
- Narrator 2 You should maintain eye contact with a customer.
- Narrator 1 Keeping eye contact shows that you are interested and listening to the customer.
- Narrator 2 It is acceptable to eat when talking to a customer.
- Narrator 1 It is never acceptable to eat or chew gum in front of a customer, as it shows poor manners and is unprofessional.
- Narrator 2 It is acceptable to talk to your colleagues when a customer is waiting.
- Narrator 1 You should never ignore customers, but there may be occasions when you need help or advice from a colleague to help you deal with your customer.
- Narrator 2 It is wrong to get angry with a difficult or complaining customer.
- Narrator 1 You should never get angry in front of the customer no matter how difficult they are. If other customers see you get angry, they may avoid you in case you treat them the same way.
- Narrator 2 You should talk to a customer before they speak to you.
- Narrator 1 Your job is to help and serve customers; therefore it is normally up to you to open the conversation.

Dealing with Complaints storyboard

- Receptionist What do you want?
- Man 1 I booked a room with twin beds but our room has a double bed!!
- Receptionist Let's check your booking. Oh dear! Our records show that you did not state you wanted a twin room.
- Man 1 Your records are wrong. I booked the room on the internet and I am sure I ticked the twin room box.
- Receptionist That's not what it says here. You must be mistaken, our records are never wrong.
- Man 2 Whatever! So what are you going to do? We want another room.
- Receptionist I don't think that's going to be possible. We're very busy and I think we are full.
- Man 2 Can you check, please?
- Receptionist I can, but I think it's going to be a waste of time.
- Man 1 We'll wait!
- Receptionist As I thought, the only room I have got available is a suite, but that is much more expensive than the room you have booked.
- Man 1 We're happy to move to the suite, but are not prepared to pay the difference as this was your mistake.
- Receptionist If that's the case, there is nothing I can do. Why don't you go and try the hotel across the street? They may have some availability. Goodbye.
- Narrator Go back to the start of the storyboard and save it under a new name. Delete the receptionist's replies in the speech bubbles and the sound in the timeline. Write your own helpful responses to the situation in the speech bubbles and, if you are able, record your own voice.

Do or Don't storyboard

- Narrator The following frame contains text boxes with various action statements. Your task is to drag each text box into either frame three or frame four, depending on whether you think it is something you would do or would not do when handling a customer complaint.
- Narrator Add other 'Do's in new text boxes.
- Narrator Add other 'Do not's in new text boxes.

Poster Starter storyboard

- Narrator Go to the printing screen to see the partly completed poster. Complete it by following the instructions in each frame.
- Narrator Check your poster by going to the printing screen. If it looks OK, ask if you can print it for display. If you are not happy, you can change fonts and backgrounds and add props before you print.

Appendix 2

Kar2ouche and Special Needs

It may be a truism to say that all children have special educational needs, but it does mean that teachers are always considering ways of differentiating the lessons that they teach in order to meet the requirements of individual students. A totally flexible learning and teaching tool, Kar2ouche is easily adapted to these needs so that the teacher and/or classroom assistant can create lessons that appeal to the full ability range from the least to the most able.

However, looking at the more widely used definition of special needs as referring to those students who experience some kind of sensory or learning difficulty, on average 20% of students in comprehensive schools fall into this category. A number of studies have shown that computers can enhance the learning experience of these children.

From 1988-90 the Palm Project explored the effects of computers on pupils' autonomy in learning. The project found that not only were they more autonomous, but also more motivated.

Glendon Ben Franklin in Leask, M (ed.) (2001) *Issues in Teaching Using ICT*, Routledge

In particular, multimedia products such as Kar2ouche appeal to a wide range of learning styles and have the advantage of being able to reinforce learning in a multi-sensory way through the use of visual and auditory stimuli. The fact that Kar2ouche enables students to create storyboards, animations and publications, plus manipulate and interpret text, also appeals to those with a preference for a kinaesthetic approach to learning.

Children with special needs are often prevented from functioning effectively in lessons because much of the work required is based on reading and writing, skills that are often underdeveloped. In Kar2ouche, all of the text is provided with a soundfile so that students can access information even if their reading skills are impaired. Listening to increasingly complex texts extends a student's vocabulary whilst also increasing his or her attention span. By following the text as they listen, students begin to recognise words and are provided with a real context for their learning.

In addition, Kar2ouche enables children to record their own voices, thus providing an alternative to writing. This provides immediate gratification and the ability to communicate with their peers in a way

that increases their confidence. 'Nothing motivates children with special needs more than success, especially when their peer group can see that success is demonstrated on an equal basis without allowances being made.' (Angela McGlashon in Gamble, N and Easingwood, N (2000) *ICT and Literacy*, Continuum) Once confidence has been built, the speech and thought bubbles offer the opportunity for students to write in small bite-size chunks. This can be increased gradually by requiring students to produce a paragraph in the caption window and subsequently maybe to use the writing frames and scaffolds provided in the teacher support packs that accompany the software.

The soundfiles and recording facility can therefore be seen to enable learners to develop greater independence and this encourages them to continue with tasks that may once have been beyond them. Using Kar2ouche makes a range of curriculum areas far more accessible to non-readers and also to children whose first language is not English. These children often find reading the language far more difficult than speaking it.

As well as children with learning difficulties, Kar2ouche enhances the learning of children with behavioural problems, such as attention deficiency syndrome. In trials, these students found the multi-sensory and creative approach motivating, non-threatening and rewarding. It has been shown in a range of research that students who experience difficulties interacting socially often find using computers less intimidating or confusing. However, ideal for pair or small group work, Kar2ouche can be used by the teacher to encourage collaborative learning, thereby supporting these students as they begin to develop the ability to express themselves in a social situation. Having rehearsed ideas in a small group, they are then more confident when required to present their ideas to the class or an adult.

For students with visual impairment, the teacher can go into the password-protected area to increase the size of the font. The soundfiles also help these children. Likewise the brief sound-clips support dyslexic children, many of whom find processing large amounts of information in a single unit difficult. They can also control the pace of the reading and repeat it as necessary, thus allowing them to consolidate learning. For those whose hearing is impaired, the combination of text and exciting visual material is motivating and, by being able to attach pre-recorded soundfiles, students are provided with an effective means to communicate with their hearing peers. The record and playback facility also allows children with less severe hearing problems to rehearse their enunciation in a safe environment before sharing with others.

Every effort has been made to make Kar2ouche a fully flexible learning and teaching tool, to enable children of all abilities to have fun whilst engaging in activities that challenge them appropriately as they develop skills, knowledge and understanding in a range of curriculum subjects. To this end we are continuing to listen to teachers, support research projects and use findings to develop additional features that will help to move learning forward.