

Quality Teaching Elements

Intellectual Quality	Deep Knowledge	Deep Understanding	Problematic Knowledge	Higher Order Thinking	Metalanguage	Substantive Communication
Quality Learning Environment	Explicit Quality Criteria	Engagement	High Expectations	Social Support	Students Self Regulation	Student Direction
Significance	Background Knowledge	Cultural Knowledge	Knowledge Integration	Inclusivity	Connectedness	Narrative

NSW Syllabus Outcomes

English
WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.
Creative Arts
DRAS3.3 Devises, acts and rehearses drama for performance to an audience.

NSW Syllabus for the Australian Curriculum Outcomes

English
EN3- 2A Composes, edits and presents well-structured and coherent texts.

Resources Needed	Language
Workbooks Pens/pencils	n/a
Key Ideas	Assessment Strategies
Students write a narrative about a day in the life of a vet nurse and perform it as a skit for a younger class.	Have students written a script suitable for a younger class? Have students performed the skit well?
Workshop Activities	
<p>10 minutes – Introduction Read through A day in the life of a vet nurse and discuss with students the difference between Fabian and Jo’s work. What else could a vet nurse do in their day? List the possibilities on the interactive whiteboard. Explain to students in groups of four they will be writing a script to perform a skit of a day in the life of a veterinary nurse to a younger class.</p> <p>20 minutes – Script Writing Students get into groups of four and write their groups script.</p> <p>20 minutes – Skit Rehearsal Students rehearse with their group the skit they have planned to ensure it is ready to perform.</p> <p>10 minutes – Performances Students attend the class they have designed the skit for and perform it to the younger students.</p>	