

STREET LEAGUE



LESSON PLAN

Session Title	1.2. Identify examples of good practice in customer service	Time	
Duration of the session	90 mins		
Aims & Objectives	By the end of the activity learners will be able to: <ul style="list-style-type: none"> • Identify examples of good practice in customer service. • Identify phrases and words that improve a customer's experience. • Explain why specific actions are more appropriate in different situations when dealing with customers. 	Learning Outcome	

Remember: • The 'Big Picture' of the lesson • Links to previous lesson/recap • Active, student focused learning • Individualised learning strategies: support, stretch and challenge Check learning regularly and individual learners' progress against objectives.	<ul style="list-style-type: none"> • Embedding of E&D, employability skills & links to world of work • English, maths and digital skills development • Embedding British Values and PREVENT • Planning/ liaison with support • Homework & bridge to next session
Individual Learner Needs	Link to group profile. Input details here
Resources	<ul style="list-style-type: none"> • Pens • Flipchart Paper • Flipchart Pens, • Whiteboards • Whiteboard Pens • Smartboard/TV • Learner Books • Learner Customer Service Workbook • Supporting print out sheet

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Skills Builder -Essential Skills								STREET LEAGUE
	LISTENING 	SPEAKING 	PROBLEM SOLVING 	CREATIVITY 	ADAPTING 	PLANNING 	LEADERSHIP 	TEAMWORK
Step/s 12	Step/s 10,13	Step/s 5,12	Step/s	Step/s 4,6	Step/s 13	Step/s	Step/s 13	
Step 12 Comparing views: I compare different points of view	Step 10 Communicating sensitively: I talk about difficult or sensitive topics effectively	Step 12 Logical reasoning: I use logical reasoning to structure problems	Step 5 Creating options: I create different possible solutions to a problem	Step 4 Managing reactions: I respond calmly when faced with challenges	Step 13 Seeking feedback: I seek out a range of views to improve plans		Step 13 Reflecting collectively: I reflect on progress and suggest improvements	

Details of any Health and Safety Considerations

Where relevant, include both general considerations (such as the wearing of appropriate equipment) and considerations specific to this lesson (relating to any learners, for example). Any aspects where Health & Safety are contained in the lesson should also be recorded on the Scheme of Work.

Staff member delivering must complete this

Links to English, Maths, Digital Skills, online safety, British Values, Prevent, Equality and Diversity, Health and Safety and Wellbeing.

(British Values – Democracy, Rule of Law, Mutual Respect and Tolerance of Different Faiths and Beliefs, Individual Liberty)

English

Listening: Learners will listen to instructions, group discussions, and feedback throughout the session.

Speaking: Learners will actively participate in group discussions, feedback sessions, and tasks involving communication.

Writing: Learners will write on post it notes, in workbooks, and on boards to document their understanding of customer service principles and key phrases.

Vocabulary: Developing a better understanding of customer service-related terminology, including good and bad phrases.

Comprehension: Learners will process and understand key concepts, such as customer service principles, by taking notes and reflecting on feedback.

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Maths

Logical Thinking: Learners will use logical thinking when categorising aspects of customer service, analysing good and bad examples, and working through scenarios.

Problem Solving: Learners will apply problem-solving techniques during group tasks, such as identifying solutions to customer service issues.

Organising Information: Tasks like writing good and bad phrases on boards or completing the workbook will require learners to organise their thoughts clearly and logically.

Time Management: Learners will need to manage time efficiently when completing tasks in the group setting and workbook exercises.

Digital Skills

Using Digital Platforms: If the tasks require using digital tools (e.g., for research or submitting responses), learners will practice using technology to enhance their work.

Collaboration: Learners may use digital platforms to collaborate with peers, share ideas, and present findings.

Presentation Tools: Depending on the tools available, learners may use presentation software to display customer service phrases or scenario-based solutions.

Document Handling: If workbooks are digital, learners will demonstrate skills in navigating, typing, and submitting digital documents.

Online Safety

Responsible Online Behaviour: Learners will be encouraged to use respectful language and conduct during any online interactions.

Data Protection: Learners will be reminded to protect personal data and information when working digitally.

Safe Use of Technology: Emphasis on the safe and effective use of any digital tools, ensuring learners understand the importance of online safety in collaborative settings.

British Values

Democracy: Encouraging all learners to contribute their thoughts and ideas during group tasks and discussions, ensuring every voice is heard.

Rule of Law: Promoting clear rules and structure throughout the session, ensuring that all activities follow fair processes and procedures.

Mutual Respect: Adopting a classroom environment where all learners respect each other's views, ideas, and cultural backgrounds, particularly when discussing customer service principles and resolving issues.

Tolerance of Different Faiths and Beliefs: Emphasizing the importance of respectful customer service that caters to diverse backgrounds and promotes inclusive behaviour.

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Individual Liberty: Supporting learners' freedom to express their opinions and ideas freely, especially during group discussions and feedback.

Prevent

Positive Communication: Encouraging learners to engage in respectful and constructive communication, promoting an inclusive learning environment.

Countering Extremism: Promoting understanding, empathy, and respect in interactions, both within the classroom and in customer service scenarios.

Inclusive Practices: Teaching learners to be mindful of cultural differences and encouraging inclusivity and acceptance of diverse perspectives in both group activities and real-life customer service situations.

Equality and Diversity

Inclusive Customer Service: Encouraging learners to think about and respect diverse customer needs, backgrounds, and preferences.

Non-discriminatory Language: Ensuring learners use appropriate and inclusive language when discussing customer service phrases and interactions.

Valuing Differences: Recognising that each customer and individual has unique requirements and learning to adapt services to cater to these differences.

Teamwork: Encouraging collaborative work that values all individuals in the group, ensuring that everyone contributes equally.

Health and Safety

Safe Communication: Teaching learners how to communicate respectfully and professionally, reducing the risk of misunderstandings and conflict.

Physical Safety: Ensuring learners understand the importance of maintaining a safe physical environment, especially during activities involving group tasks or moving around the room.

Mental Well-being: Creating a supportive learning environment where learners feel safe to express their ideas, ask questions, and learn.

Respectful Boundaries: Reinforcing the need to respect personal boundaries during activities and interactions, ensuring all learners feel comfortable in the learning environment.

Wellbeing

Read My Choices – Starter Activity: Supports social and emotional wellbeing by encouraging clear communication, active listening, and teamwork. This activity builds confidence in sharing ideas, reducing anxiety, and adopting trust among learners.

Identifying Aspects of Good and Bad Customer Service: Encourages emotional wellbeing by prompting learners to reflect on personal experiences and engage in empathetic discussions about positive and negative interactions. This promotes self-awareness and emotional regulation.

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Key Principles of Customer Service: Enhances mental wellbeing by focusing on empathy, professionalism, and active listening. Discussing these principles helps learners feel more competent and confident in managing customer interactions.

Group Task on Good and Bad Customer Service Phrases: Promotes collaborative wellbeing by encouraging teamwork and open communication. Learners engage in shared problem-solving, which reinforces a sense of belonging and positive group dynamics.

Scenario-Based Task: Encourages emotional wellbeing by encouraging learners to step into different customer roles, practice empathy, and manage their responses to various customer emotions. This helps learners build emotional intelligence and resilience.

Workbook Task and Session Recap: Supports mental wellbeing by offering learners the opportunity to reflect on their learning journey, reinforce their understanding, and build self-efficacy. This activity provides space for personal growth and recognition of progress.

Whole-group Discussions with Open Questions: Promotes psychological wellbeing by creating a safe and inclusive environment where learners can share thoughts and feel heard. Open questioning encourages critical thinking and boosts learners' sense of value and respect within the group.

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5 mins	<p>Clearly introduce the learning objectives for the session.</p> <p>Outline what will be covered during the session and how each part links to the overall goals.</p> <p>Explain the structure of the session and set expectations.</p> <p>Allow a brief opportunity for learners to ask questions for clarification.</p>	<p>Learners will listen actively to understand the aims of the session and what will be expected of them.</p> <p>They will begin to mentally prepare for the session by connecting the objectives to their own prior knowledge.</p> <p>Opportunity to ask questions gives learners a chance to clarify their understanding and feel more confident moving forward.</p> 	<p>Informal assessment through learner questions or non-verbal cues (e.g. nodding, note-taking, engagement) can help facilitate and gauge initial understanding and interest.</p> <p>This introduction helps set the tone and prepares learners for later assessment activities in the session.</p>
10 mins	<p>Read My Choices- Starter Activity</p> <p>Introduce and clearly explain the Read My Choices activity structure:</p> <p>One person wears headphones with their back to the menu.</p> <p>A second person reads out the menu choices.</p> <p>A third person records what the first-person repeats.</p> <p>Emphasise the importance of clear communication, teamwork, and active listening.</p>	<p>Learners will work in small groups of three to complete the task.</p> <p>They will use and develop key communication skills:</p> <p>Listening and lip reading (for the person wearing headphones).</p> <p>Speaking clearly and confidently (for the reader).</p> <p>Writing and observation (for the recorder).</p>	<p>Observe group interactions:</p> <p>Are learners using clear communication strategies?</p> <p>How well are they collaborating and taking turns?</p> <p>Look for signs of effective teamwork, adaptability, and problem-solving.</p>

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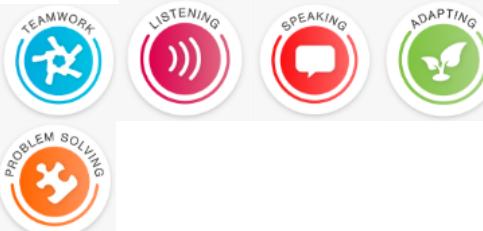
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LESSON PLAN		LEARNER OUTCOMES	EVALUATION AND FEEDBACK
	<p>Provide a quick demo or model example to ensure learners understand the task format.</p>	<p>Learner's practice interpreting non-verbal communication, which is essential in real-world customer service roles.</p> 	<p>This is a formative assessment through observation, noting how learners apply listening and speaking skills from the Skills Builder framework.</p>
15 mins	<p>Identifying Aspects of Good and Bad Customer Service</p> <p>Introduce the task: Explain that learners will identify aspects of good and bad customer service by writing them on post it notes.</p> <p>Provide clear instructions on how to approach the task (e.g., thinking about personal experiences or general examples).</p> <p>Facilitate the feedback session: After learners share their post it notes, the tutor will guide a discussion and provide additional examples of both good and bad customer service.</p> <p>Encourage learners to discuss and compare their ideas, leading to a deeper understanding of customer service standards.</p>	<p>Individual task: Learners will independently write down their ideas for good and bad customer service on post it notes.</p> <p>Group feedback: After writing their answers, learners will share their thoughts with the class, contributing to a collective understanding of customer service.</p> <p>Active listening and engagement: Learners will listen to examples from the tutor and peers, making connections between their own experiences and the discussion.</p> <p>Learners will engage with new concepts and deepen their understanding by discussing and reflecting on both positive and negative customer service.</p> 	<p>Observation of learner engagement: Assess how actively learners participate in the discussion and share examples.</p> <p>Review of post it notes: The tutor will read learners' answers to evaluate their understanding of good and bad customer service.</p> <p>Follow-up questioning: The tutor will ask learners to elaborate on their points or provide further examples, checking for deeper understanding.</p> <p>Formative assessment: The learners' ability to reflect on and identify key aspects of customer service will be assessed through their contributions to the post it notes activity and group feedback.</p>

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10 mins	<p>Key Principles of Customer Service</p> <p>Introduce the key principles of customer service: Outline and explain each principle clearly (e.g., communication, empathy, responsiveness, professionalism, etc.).</p> <p>Talk through each principle in detail, providing examples and context for learners to understand their relevance in customer service.</p> <p>Encourage active listening by explaining each point clearly and engaging the learners with examples.</p> <p>Allow for questions throughout to clarify understanding and promote discussion.</p>	<p>Active listening and note-taking: Learners will listen attentively as the tutor explains each principle, taking notes in their individual workbooks for later application.</p> <p>Reflection and application: Learners will reflect on how each principle can be applied in real-life customer service situations.</p> <p>Opportunity for clarification: Learners can ask questions during the session, allowing them to engage and clarify their understanding of each principle.</p> <p>Making connections: Learners will relate the key principles to personal experiences and other customer service concepts they have learned.</p> 	<p>Workbook review: Assess learners' notes to ensure they have captured key points about the principles of customer service and can recall them when required.</p> <p>Open and direct questioning: Ask learners questions during the session (e.g., "How would you apply this principle in a customer service scenario?") to check for understanding.</p> <p>Formative assessment: Evaluate learners' understanding during the follow-up tasks (e.g., real-life application exercises) to</p>

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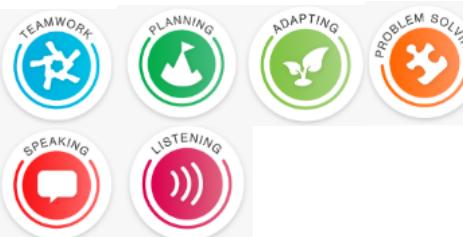
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LESSON PLAN			check if they can put the principles into practice.
20 mins	<p>Group Task on Good and Bad Customer Service Phrases</p> <p>Introduce the task: Explain that learners will work in groups to identify good and bad words/phrases used in customer service interactions.</p> <p>Provide clear instructions for the group task, ensuring learners understand what constitutes good or bad customer service language.</p> <p>Model examples: Give a few examples of both good and bad phrases to help guide the learners.</p> <p>Encourage active participation by asking open-ended questions and giving learners the chance to ask questions about what is expected.</p> <p>Follow-up: After the feedback session, provide learners with additional examples of good and bad phrases, then introduce a quick follow-up task to improve bad phrases.</p>	<p>Group collaboration: Learners will work together in small groups to generate lists of good and bad phrases that could be used when serving a customer. They will write their ideas on boards.</p> <p>Group feedback: After the brainstorming session, learners will share their ideas with the whole group, discussing why certain phrases are considered good or bad.</p> <p>Active engagement with content: Learners will listen and reflect on the feedback from peers and teacher, identifying areas for improvement in their own language use.</p> <p>Improvement of phrases: In the follow-up task, learners will practice identifying and improving bad phrases, using their newly gained knowledge to enhance their customer service communication.</p>	<p>Observation during group work: Walk around the groups as they write their phrases, observing their collaboration and ability to identify appropriate customer service language.</p> <p>Feedback and discussion: Assess learners based on their contributions during the group feedback and their ability to explain why a phrase is good or bad.</p> <p>Formative assessment: During the follow-up task, assess how well learners are able to improve bad phrases based on the principles of good customer service.</p> <p>Targeted questioning: Ask specific learners about their choices of good or bad phrases, checking for understanding and</p>



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LESSON PLAN			encouraging deeper reflection. STREET LEAGUE
15 mins	<p>Scenario-Based Task</p> <p>Introduce the scenario-based task: Explain that learners will be given scenarios based on different “types” of customers (e.g., angry, confused, loyal, etc.).</p> <p>Provide clear instructions on how learners should approach the task: they need to think about the situation and how they would deal with it, focusing on customer service techniques.</p> <p>Facilitate the group discussion: Encourage learners to talk through how they would handle each situation, and prompt them with guiding questions if needed (e.g., “What would you say to an upset customer?”).</p> <p>Set the expectation for feedback: Let learners know they will share their thoughts with the group, encouraging an opportunity for peer learning.</p>	<p>Group work: Learners will be placed in small groups to discuss and work through their assigned customer service scenario. They will use critical thinking and communication skills to resolve the issue.</p> <p>Scenario application: Learners will apply customer service skills, such as active listening, empathy, problem-solving, and professionalism, to come up with a solution.</p> <p>Collaborative discussion: During feedback, learners will share their approach to handling the situation, listen to peer feedback, and refine their understanding of effective customer service practices.</p>	<p>Final review: After the task, evaluate learners' ability to reflect on and improve customer service language through group sharing and wall displays of their work.</p> <p>Observation during group discussions: As learners discuss the scenarios, assess their ability to apply customer service principles to the situation. Pay attention to their communication skills and teamwork.</p> <p>Feedback session: When learners share their resolutions with the group, assess how clearly and confidently they can articulate their approach to handling the customer.</p> <p>Formative assessment: Evaluate learners' understanding of customer service by listening to their explanations of how they would resolve the situation and whether their strategies reflect good customer service practices.</p>

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LESSON PLAN			Targeted questioning: Ask specific learners to elaborate on their reasoning and to justify their chosen approach, checking for deeper understanding and critical thinking.
15 mins	<p>Workbook Task and Session Recap</p> <p>Introduce the workbook task: Explain to learners that they will complete a set of questions in their workbooks to consolidate their understanding of the session content.</p> <p>Provide guidance on how to approach the questions and encourage them to refer to their notes and previous activities to answer accurately.</p> <p>Facilitate the recap: After learners complete the workbook task, lead a quick review of the session. Revisit the learning objectives and key points covered to reinforce learning.</p> <p>Allow time for questions: Give learners the opportunity to ask any questions if they need clarification on the session's content.</p>	<p>Workbook activity: Learners will individually complete the questions in their workbooks, applying what they have learned during the session.</p> <p>Reflection and review: After the task, learners will participate in a brief group discussion to recap the session's key points, helping reinforce the learning.</p> <p>Active participation in the recap: Learners will actively engage in revisiting the learning objectives and key areas from the session, sharing their reflections and understanding.</p> 	<p>Review of workbook answers: Assess learners' answers in the workbook to gauge their understanding of the session content and key concepts.</p> <p>Direct questioning during recap: Ask questions about the session's content to check learners' understanding. Evaluate their ability to recall and articulate key points from the session.</p> <p>Formative assessment: Use the recap and direct questioning as a way to assess learners' retention and comprehension, providing immediate feedback if needed.</p>

Lesson Reflection

What went well? What could have been better? What would you do differently for future practice?

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