

Provide as much detail as you can, explaining who the group, and what they represent.

Example Session Plan

Trainer: Sue Richardson	Date: 1.3.20	Time: 12.00 - 12.30	Location: Hoxton Apprentice	Group (number/age) Local business. 6 students, 30-55 years old. Mixed gender.
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Aim:

An Introduction to Carbon Footprinting

This session is the 1st of three sessions:

- 1) An Introduction to Carbon Footprinting
- 2) Carbon Reduction Opportunities
- 3) Carbon Management Programme

This session is the 1st of three sessions:

Make sure that you have clearly linked this lesson to at least 3 other.

Learning outcomes

By the end of the session the learner will be able to

1. Discuss the benefits of carbon management
2. List three activities to include in an organisational carbon management programme
3. Calculate a simple carbon footprint
4. Identify key areas for action within the carbon management programme

Learning Outcomes, must

begin with doing words, such as explain, list, identify and summaries. NOT UNDERSTAND or KNOW.

Differentiation in the group

6 students with mix of learning styles (visual, auditory and kinaesthetic) all from a business background, representing their company, have basic awareness of environmental and climate issues.

- 1 learner has English as second language, so may need extra explanations. Avoid jargon and colloquialisms.
- 1 learner may have less advanced maths skills, so may need extra help with calculations.
- Mixture of learning styles - visual, auditory and kinaesthetic - require different teaching techniques

You need to show how you have supported these students throughout the lesson plan.

Time	Learning Outcome	Trainer Activity	Student Activity / <i>Functional Skills</i>	Assessment	Resources
12.00	Welcome Outcomes Ice Breaker	Welcome & introductions Register & housekeeping Outcomes Ice breaker exercise Any experience of carbon footprinting?	Listen Participate in icebreaker. <i>Literacy skills</i>	Initial Assessment - hands up if done a carbon footprint	U table layout Registration sheet Powerpoint (PC, screen, projector, extension cable) Paper & pens Refreshments
12.04	i)	Slides - introduction to carbon management & benefits Invite answers & write on flipchart Highlight key answers Think about English 2nd language speaker who may need assistance	Listen Discuss benefits Ideas onto flipchart Answer verbally <i>Literacy skills</i>	Questions - listen to answers Scribe answers on flipchart Review answers	Powerpoint Flipchart & pens Handout or copy of slides
12.09	ii)	Slides - intro to carbon footprinting. Activities to cover - Invite answers & write on flipchart Slide - Summarise activities Highlight key activities (yes/no)	Formative Assessment Listen & give answers (to go on flipchart) Decide if key activity (yes/no) Answer verbally <i>Literacy skills</i>	Questions - listen to answers Scribe answers on flipchart Review answers	Powerpoint Flipchart & pens
12.14	iii)	Slides - how to calculate carbon footprint, show the process. Give handout and introduce exercise; check understanding. Summative Assessment - short calculation of simple carbon foot print Slides - Show calculations & result. Review learners' results and explain further if needed. Further assistance for person who may have problems with maths skills	Split into pairs & work through exercise together Calculate carbon footprint Answer verbally Summative Assessment Complete written test	Listen to discussions / watch learners doing the calculations Review results of calculations done in pairs	Powerpoint Exercise sheet Pens Calculator (or use mobile phone)

Assessment
Again, the more information you can provide the better. Multiple choice tests, written tests, oral questions.

12.20	iv)	Slides - identify key areas for action Explain where to focus on next and show link to next session	Listen & respond Identify key areas Answer verbally <i>Literacy skill</i>	Listen to answers	Powerpoint
12.30	Recap	Recap key points of session and learning outcomes Check understanding of outcomes Refer to next session (Carbon Reduction Activities) Thank for participating	Listen & give answers <i>Literacy skills</i>	Questions - listen to answers	Powerpoint

Trainer & Student Activity

It is important to be as descriptive as possible within in the trainer and student activity boxes. Students, participated, were interactive, answered questions. Trainer, provided individual handouts, all the group participated.