Model Session Plan Form

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| **Title** | **Window sealing systems** | **Date** | **August 23** |
| Group | Level 3 carpentry students | No. of students |
| Learning outcomes/objectives | By the end of the session the students will be able to:1. explain 3 reasons why window seal is necessary in new houses
2. practise the steps to apply the sealing tape
3. make an attempt to measure, cut and apply the tape
 | 11 |
| TimeUse clock times | Learning activity Describe what the learners are required to do and how they will “make sense” of the learning | Learning support The support strategies you will organise to assist students in their learning: eg. guide, support, instruct, manage groups, feedback | ResourcesWhat you and your learners need to work with |
| 9.30-9.40 | Warm upBack to the boardBrainstorm: something about leaky homes or windows. What do they know already about windows or window seals? | students can take turns in pairs Tutor write down all their ideas*. Find out what they know already*. Refer back to it at the end of the session | whiteboard & pens |
| 9.40-10.00 | Label window diagramstudents do this | Students can write directly on to whiteboardtutor ask questions as they go to check for understandingstudents record new vocab in their glossaries | Window template  |
| 10-10.2010.20-10.30 | Start steps from handoutRecap. Check brainstorm done at beginning of session – anything to add?**“Muddiest point “***(this is something your students didn’t understand in the session. It helps the tutor work out what the students need and how to plan for next time)*   | Get students to read out steps. Tutor (could) demonstrate on model first? Students apply to model.Clarify: or troubleshoot if necessary.*Students could do this verbally (some don’t like to do this in front of group) OR write 1 thing on a post-it. Try and get them to be specific* | Model of window for each group to work on.Window tape + cutting toolMoulding toolPost-it notes. |

Evaluate:

Write on this plan any changes to make for next time - what worked well, what didn’t.