

## 9.1 Designing a session plan 2:59

Here is an example session plan which forms parts of an overall Programme Plan.

We can see that it covers section two of Module 1 Unit 1.

The session is three hours long from 4:30pm to 7.30pm and the topic being covered is understanding principles of learning and teaching.

The session plan also gives information about the teaching and learning activities planned for the session, how the trainer will formatively assess these activities, the learning materials and resources that support the activities and how the activities will be evaluated.

The session plan uses feedback from the learners which is gathered throughout the session.

This session plan has a clear sequence of learning that relates to the topic of content.

The five activities are substantial so the session is planned to last for three hours. This allows time for activities to unfold. You don't want to crowd your learning session. Make sure there is time for learners to engage with each activity.

This session plan also shows that the trainer is using an active learning approach. The session starts with activating prior knowledge. The session then has an activity where learners can begin to understand and explain their own theories of learning. It is only when these activities have been completed that new content is introduced.

In this session the new content is a presentation of models of learning. The concluding activities also take an active learning approach. Learners have a worksheet complete during the video and there is a quiz afterwards which has a formative assessment purpose. By providing a quiz and a worksheet the session leader ensures that learners stay engaged in what might otherwise be a passive activity. It's important that you and your teaching team model an active approach to teaching and learning.

Cambridge will be looking for evidence of this when reviewing your plans. The design of the template allows you to show the connections between the different elements of the learning session.

By reading across for each activity we can see what the teacher or trainer is doing and what the learners are doing. For example, the first activity is a matching game to review understanding of concepts from the previous sessions. It's completed in pairs and the trainer is going to be walking around the groups observing and supporting learning. Pairs have flashcards and pair assessment is planned to check understanding. The trainer will evaluate the activity by asking the group for feedback using the traffic light method. By presenting the session in this way the reader is able to visualise what would be happening in each activity.