

SESSION PLAN

COURSE Bridging the Gap - Numeracy	
TUTOR Fiona Andrews	
SESSION TITLE Introduction to numeracy	
SESSION NO/DATE 3 20/01/09	
SESSION TIME 4.00-6.00	LOCATION rm 38

<u>AIMS</u> To introduce the students to the requirements of numeracy skills for their learners To demonstrate how different learners use different numerical methods and to familiarise the learners with some of these alternate methods. To gain a qualification in numeracy at level 1 or 2

<u>OBJECTIVES:</u> By the end of the session students will be able to; Recognise their own personal numeracy skills and areas for development Demonstrate an understanding of numerical language and how it can be adapted to their own subject area.
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<u>Specific HEALTH & SAFETY ISSUES for this session</u> <u>RISK ASSESSMENT</u> completed: Yes/No <u>See Classroom assessment</u>

<u>SPECIFIC INDIVIDUAL LEARNING NEEDS notes</u> <hr/> <u>LEARNING SUPPORT PROVIDED</u> LEARNING SUPPORT ASSISTANT (Name) LEARNING SUPPORT ACTIVITY
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<u>KNOWLEDGE & SKILLS REQUIRED FOR SESSION</u> including communication & number skills The students will need to be able to listen and respond, speak to communicate and engage in discussion. Read and obtain information. Write to communicate. Read and understand mathematical information used for different purposes, generate results to an appropriate level of accuracy and present and explain results clearly.

<u>Curr ref</u>	<u>TIME</u>	<u>LEARNING ACTIVITY/METHOD</u>	<u>RESOURCES</u>	<u>EVALUATION</u>
	10mins	REGISTER Warm up Quick exercise on mean, mode, median and range - complete the exercise (no explanation of the language-discussion point, do we make ourselves understood to our learners.	Paper pens, handout	
	10mins	Feedback & discussion Check answers and question how they felt about being asked to do something that they may not have understood.	Computer, white board	Q&A (open questions)
	20mins	What is numerical language? How is it used within your course, subject specific numeracy? E.g. engineering finding ratio, bore measurement Pi Construction- area, volume, measurement, Hairdressing – ratio of hair products, measurement In groups how do you use mathematical language with your learners? Discuss in small groups make a list on paper to show what you use and what language you would use to explain to your learners	Flip paper, marker pens White board, pens,	Observation & Discussion Formative Q&A
	20mins 5 mins	Group feedback and discussion Coffee break		
	30 mins	Small group work- Give each group a list of terms and get them to write down a definition or explanation to explain how to do something	Handouts pens, paper	Formative Q&A
	15 mins	Feedback - how easy was it to form explanations or definitions		
	10 mins	Recap and questions		

SESSION EVALUATION