

This is a sample session plan with suggested English and maths activities. Please adapt accordingly to meet the needs of young people on your programme.

Session	Week 6: Planning routes for work placement
Time	1 hour 20 mins

Session Objectives By the end of the session learners will be able to:	Assessment methods
<ul style="list-style-type: none"> Plan a route from A to B considering a minimum of 3 different forms of transport; Make a calculated decision based on cost and time; Present route decision to an audience; Use calculations to work out cost and time. 	<ul style="list-style-type: none"> 1:1 support/facilitation during group work/individual work; Targeted questioning, open and closed questioning, lower and higher order questioning; Observation and monitoring of learners during activities; Completion of activities.
Previous knowledge assumed	
<ul style="list-style-type: none"> All learners have completed an initial and diagnostic skills assessment with support from a literacy and numeracy specialist. Learners should have a work placement set up and know the location of the placement 	

Time	Activity	Differentiation	Resources
10 mins	Starter activity: Making shapes p16 Could adapt to make modes of transport.	Consider modifications or an alternative activity for learners who have mobility conditions	Music and speakers
45 mins	Activity 1: Route planning Ask learners to consider the route from their home to their work placement and return. Next, ask them to identify information sources where they can plan their routes. Answers might include route finder websites, local bus timetables etc. Make learners consider a variety of options to compare:	Hypothetical routes as an alternative. Vary your level of support and intervention. Provide 1:1 support. Buddying. Template with options to fill out.	Maps Calculators Pens and paper Worksheets as an option Computer and internet access for route finder and map options BBC Skillswise: planning journeys 24 hour snap Additional activities: timetable worksheets

	<ul style="list-style-type: none"> • Bus - work out time using timetable - cost (inc. discounts if available) • Walking - work out time (based on av. speed of 4mph on flat ground – $4/60 = 1\text{mph}/15\text{ mins}$) • Car - work out time using route finder (theaaa.com) - cost (based on 40p per mile, which takes into account yearly running costs) • Cycle - work out time (based on av. speed of 12mph - 2 miles = 10 mins) • Train - work out time using timetable - cost (inc. discounts if available) <p>This should all be worked out based on arriving at 9.00am unless start time is stated otherwise. Combinations should be worked out as the reality is that learner would have to either walk/drive or cycle to a train station etc. Recap 24 hour clock using BBC Skillswise '24 hour Snap' Game.</p>		Using number worksheet
20 mins	<p>Activity 3: decision making</p> <ol style="list-style-type: none"> 1. What is the best option time-wise? 2. What is the best option cost-wise? 3. What other factors do you need to consider e.g. packed lunch, change of clothes? 4. What route are you going to use and why? <p>If time permitted, this would be a good opportunity for learners to practise presentation skills by sharing their travel route decision.</p>	<p>Differentiate by getting learners who are stronger at writing to write up their decision, focusing on correct punctuation and grammar.</p> <p>Pairs Vary your level of support and intervention. Provide 1:1 support Could present findings in any form, e.g. create a Powerpoint presentation.</p>	Pen and paper Internet access
5 mins	<p>Activity 5: LLN review</p> <p>Ask group what LLN they have used within this session. Ask if this is something they might use again outside of Team.</p>		White board/flip chart paper

Development work

Further reading and resources:

- Maths the Basic Skills *Curriculum Edition* – Nelson Thornes
- www.mathseverywhere.org.uk and the Maths Everywhere free app
- <http://www.bbc.co.uk/skillswise/0/>
- Reference: Ofqual (September 2011) Functional Skills Criteria for English and Maths: Entry 1, Entry 2, Entry 3, Level 1 and Level 2.
- <http://ofqual.gov.uk/how-we-regulate/regulatory-requirements/functional-skills/>.

English skills	Maths skills	ICT skills
<p>By:</p> <p>Speaking, listening and communication</p> <ul style="list-style-type: none">• contribute own ideas and suggestions• present information and ideas clearly• listen to instructions <p>Reading</p> <ul style="list-style-type: none">• read and understand information from a variety of sources• use a variety of reading strategies to obtain specific information• read in detail <p>Writing</p> <ul style="list-style-type: none">• take notes• present information in a logical sequence• spell key words correctly	<p>By:</p> <ul style="list-style-type: none">• extract, use and compare information from timetables• read 12 and 24 hour clock• estimate and compare distance using appropriate units (km, miles etc)• use add, subtract, multiply and divide to calculate costs• use simple formulae to calculate journey times and costs• compare journey times and costs	<p>By:</p> <ul style="list-style-type: none">• use internet to find bus and train timetables• use internet to view and print maps• use internet for route finder programmes• open and save files• print out journey details