

R3
Momen
ts:
someti
mes,
always
, never
true
Example
session
plan

Aim
To monitor
and assess
knowledge
and
understandi
ng of the
principles
of
moments.

Objectives/ learning outcomes <ul style="list-style-type: none"> • Demonstrate an understanding of moments. • Develop confidence in using precise technical terminology. 			
Time	Teacher/trainer plan	Learner activity	Resources
00.00	Introduce session learning objectives. Ask questions relating to previous work on moments and torque.	Respond to questions and answers. Recall existing understanding of moments and torque.	

00.05	Issue learning materials based on either approach 1 or 2. Organise learners into groups of three. Groups will use either moments grid sheet or header strip and cards to discuss and classify moments statements as sometimes, always or never true.	Group activity with learners using either moments and couples grid or cards to discuss and classify statements as sometimes, always, never true scenarios based on principles of moments.	Distribution of either moments and couples grid (Sheet A) or header strip and moments cards.
00.25	Take feedback from groups. Identify and focus on any misconceptions for further reinforcement. Distribute solutions sheet for learners to check their results.	Feedback from each group on findings. Use solutions sheet to assess own results.	Solution sheet for moments and couples grid (Sheet B).

Assessment of learning outcomes

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Learners demonstrate an understanding of moments using discussion, written grid sheets and tally charts.

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Learners demonstrate confidence in using precise technical terminology using discussion in groups and presentation using grids.

Differentiation to meet individual needs

- Initial discussion to identify those that need additional learning support as well as those capable of more complex extensions.
- Peer group selection strategies to pair less confident learners with more advanced learners

Teacher/ trainer evaluation	Learner feedback
Consider which parts of the session were effective and why.	Consider whether the activities were suitable for all learners and the session helped develop as expert learners.

Personal and social skills developed

- Working as a member of a team.
- Communicating understanding clearly.
- Responding to questions.
- Sharing ideas and expertise with others.

Skills for Life or Key Skills developed

**Take part
in a group
discussion**

C2.1a.1

Make clear
and

