

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT TECHNICAL SKILLS NATIONAL PROGRAMME



Lesson Plan
Created by: Myerscough College
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Managed by Laura Power & Alexandra Nutter



With special thanks to Lee Metcalfe the Head Groundsperson at Manchester City Football Club, Chris Grey the Institute of Groundsmanship Learning Programme Architect and the Assistive Technology team at Beaumont College for acting as critical friends to the project.

In Partnership with:



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JOURNEY TO OUR LESSON TEMPLATE

After the Virtual Reality Milking package was completed by the Myerscough E-learning Team there was a meeting with the Head of Agriculture & Countryside to organise the tutors' use of the Virtual Reality package in a session. It was quickly realised that the tutor was exceptionally busy due to the beginning of the academic year and lacked confidence with educational technology. The tutor talked us through the Scheme Of Work and thoughts for the session. Areas were identified where the E-learning Team could support the tutors' use of Technology.

As the E-Learning Advisor had lectured in that department previously, it was then a unique set of circumstances which led to the creation of a lesson plan that only needed a small amount of tailoring to the unit criteria by a tutor. As the Virtual Reality project was not just about Virtual Reality there was a need to remind tutors and Advanced Teaching Practitioners (ATP's) that it was about enhancing land based skills through working with industry. Places in the Scheme Of Work were identified for possible sessions which the industry partners could be involved with. There were only 6 headsets and all our cohorts were more than 10 learners, there was a need to find a way to combat learners waiting or complaining about using the headsets. Also the headsets could be a distraction to those not using the, for example paper based tasks.

Therefore, a carousel session was the most effective way to teach with VR. The E-learning Team used a technique the E-learning Advisor invented called "Tech Submersion" basically it hides the new technology in with other, familiar, technology tasks.

As the learners were positively and effectively engaged, the E-learning Team decided to use this format with all areas. This helped with comparison of the VR packages in areas where the teaching is the same format and we are alleviating planning pressure for staff.

The Virtual Reality example chosen in this guide is from Agriculture and focusses on modelled best practice in a milking parlour, with options for problem cows and different daily routines.

LESSON PLAN TEMPLATE

Session plan: Each phase should indicate expected time, learning activities, differentiation/extension activities and assessment strategies, along with indicators of where themes outlined on first page are mapped through the session.

INTRODUCTION:

Carousel lesson with multiples tables and different tasks at each. Ideally 4-6 learners at each table and rotate them, they should be at the table for 15-30 mins. If you have larger groups you can pair them at each table allowing for 8-12 learners. You can always add in or remove tables if required. (If your group is small enough you can do each table one after the other instead. In which case do not do Table 2 Group 1 or 3 tasks)

Starter

Recommendation is to start with an **Interactive Digital task**. For example Kahoot, Poll Everywhere or Tryptico.

TABLE 1: Virtual Reality Headsets

The Virtual Reality headsets can be used in two ways;

1. The learner can use it as an individual interactive VR package. The interactivity can be hotspots which the learner would find, then popups with information would appear. Also you could have gamification with options leading to a final outcome.
2. Or in groups they would watch a scenario then compare & contrast the scenario in the package with their own personal experiences to allow for questioning and discussion assessment and feedback.

Table 2: Group Task

The recommendation is to have multiple group tasks at this table.

Group 1: Create a best practice guide for (Your topic here). Carousel lesson only

Group 2/4: Summarise all you have learnt from the VR package from table 1.

Group 3: Summarise all you have learnt from the activity on table 3. Carousel lesson only

These tasks can be digital or none digital.

NB - A suggestion would be to use a Padlet or a discussion board embedded on your VLE or LMS that all learners post to below task content. They will require a device to do this iPad, Tablets, Phones or computer.

Table 3: Interactive Task

The recommendation is to use the LMS or VLE to create an interactive task for the learner to complete. For example a Quiz, H5P (interactive task), Youtube with questions or Planet Estream (interactive video) embedded on a page. They will require a device to do this iPad, Tablets, Phones or computer.

Table 4: Group Task

The recommendation is to have a group task at this table (digital or none). For example learners create a game based on the topic you are studying; Monopoly for Ecology (habitats or animals instead of houses, chance cards grants or ecological disasters) or Top Trumps for Sheep Stratification.

Plenary: Learning Check

Using an Internet Based Form, for example Microsoft forms or Survey Monkey, all learners complete and you can see the progress the learners have made in this session and any areas you need to consolidate in the next session. They will require a device to do this iPad, Tablets, Phones or computer.

LESSON PLAN EXAMPLE: MYERSCOUGH COLLEGE - LESSON PLAN

Name of tutor:	Craig Thompson			Name(s) of any supporting staff:	AN LP
Course/Module	L3 Agri Dairy 319			Group/Year	Second years
Date	20.09.18	Time	1-3pm	Topic	Milking Equipment and Procedure
No of HNF (FE/A&S)	(*if none, then state this)			Room/Venue:	FITT Centre & Lodge Farm

Learning Outcomes At the end of this session **ALL** learners will be able to

a)	Identify and explain the equipment and key components for harvesting clean (hygienic) milk from cows	b)	State and explain the protocol/routine for harvesting clean milk from cows
c)	Demonstrate the process for setting up the milking parlour and washing the parlour after milking	d)	

In addition to the above, at the end of this session, **some** learners will also be able to (Differentiation).

e)	Appraise (compare and contrast) different types of milk harvesting protocols/routines	f)	Adapt your own milking practice in order to make improvements
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Notes specific to this week's lesson (e.g. overview of group progress, individual learner needs, changes to normal routine, weather considerations, approved absences, etc.)

Differentiation strategies:

<p><i>Support</i> will be provided by/Lower ability students will:</p> <ul style="list-style-type: none"> Small group splits – allowing more focused attention on those that need it Short (20min) activities Checking of homework completion to assess students' prior knowledge. 	<p><i>Challenge</i> will be developed by/ More able learners will:</p> <ul style="list-style-type: none"> Opportunity to answer challenging questions and share knowledge/experience with others to allow for peer learning. Compare and contrast own milking practice with milking practice at Lodge Farm – allows for peer learning and learners challenging each other.
<p>Which students? (initials) and comments on expected progress</p> <p>Removed for GDPR</p>	<p>Which students? (initials) and any comments on expected progress</p> <p>Removed for GDPR</p>

Equality, Diversity and Inclusion (EDI)

*(Equality – ensuring equal opportunity for all (not treating everyone the same). Diversity – celebrating and respecting differences. Inclusion – ensuring people feel valued and included) – refer to EDI guidance sheet to ensure specific details are given.

Differentiation in lesson materials (varied resources to allow for different learning preferences)

British Values (BV)

* •Democracy •Rule of law
•Individual Liberty

Discussion of British rules of law and milking ethics

Technology Enhanced Learning (TEL)

*TEL Spiral Level you are aiming for: Revolutionise, Reshape, Elevate, Substitute, Maintain.

***FE: Maths and English** (specific skill development)

Resources	Health and Safety
VR Headsets, iPads, Ear Phones, Lodge Farm (Milking Parlour).	Swivl computer chairs while using the Virtual Reality Filled in risk assessment form for the farm walk

Session plan

Each phase should indicate expected time, learning activities, differentiation/extension activities and assessment strategies, along with indicators of where themes outlined on first page are mapped through the session.

Introduction to the unit:

Point out the location of materials on canvas and module handbook with SOW.

TODAY'S SESSION INTRODUCTION:

Carousel 3 stops, (1) talk and dairy walk, (2) VR journey and (3) canvas planetestream video.

Interviews for VR & Employability project. LP & AN

20 mins

Starter Kahoot on Dairy stats (to assess current knowledge)

Figures from 2016 show that there are 13,227 dairy farms

UK dairy farmers produce around 14 billion litres of milk each year. <http://www.thisisdairyfarming.com>

number of people employed 80,000

<http://www.dairyuk.org> - Tesco used Herefords for a dairy marketing push!!

15 mins

Task 1 VR headsets:

Morning Routine & Night Routine 3 students per one

Discussion Points:

- After watching compare and contrast the different routines. Give reasons why?
- Student's own practices, students sharing their industry experiences and comparing with the VR one. What improvements for the protocol can they suggest and reasoning why?
- How can they improve in their own industry placements?

20-25 Mins

Task 2 talk and dairy walk

On Farm with CT with worksheet (identify equipment and uses)

20-25 Mins

Task 3 canvas

Interactive video and discussion.

Discussion questions:

- Are robotic milking machines the future for every dairy farm?
- On what type of dairy farm might robotics be a problem?
- For a farm thinking of installing robotics – what will need to be the key considerations?
- What are the differences in working practice of staff on farms with robotics vs traditional farms.
- What are the advantages and disadvantages of robotic over milking parlours?

20-25 Mins

Plenary:

Bring group together and give a review of what has been learnt (against learning outcomes) and tutors to highlight any differences in learning between groups using Q & A as appropriate.

10 Mins