

### Session Plan

Course	Title:	Trainers:	Date:
<p><b>Aims:</b></p> <ul style="list-style-type: none"><li>▪ To enable participants to review their personal numeracy skills</li><li>▪ To enable participants to identify the influence different social and personal factors have on the development of numeracy skills</li><li>▪ To enable participants to identify the difficulties some learners may experience working with numbers and different methods used in calculating</li></ul>	<p><b>Objectives:</b> By the end of the session participants will have</p> <ul style="list-style-type: none"><li>▪ reviewed their personal competence to complete relevant numeracy activities</li><li>▪ prepared for self-assessment of personal numeracy skills</li><li>▪ discussed the main social and personal factors which have influenced their own development of numeracy skills</li><li>▪ identified the relevance and impact of cultural, ethnic, age and gender influences on different approaches and techniques in solving mathematical problems.</li><li>▪ analysed a variety of common errors found in learners' numeracy work</li><li>▪ reviewed the possible causes of some errors</li><li>▪ identified a variety of methods of calculating.</li></ul>		

## Skills for Life Improvement Programme

Time	Topic	Content	Resources
10.30	Introductions	Introduction to trainers and 'Minimum Core' Starter: Each participant gives their name and a significant number Aims and objectives of this session	Session plan Briefing sheet (Min Core)
	Completing and Evaluating Numeracy Activities	Participants complete carousel of example minimum core numeracy activities Discussion on issues arising from numeracy activities Trainer distributes checklist of minimum core personal numeracy skills for completion after the session	Numeracy activities Review sheet Checklist Answer booklet Response sheet
<b>Mini-Break</b>			
	Personal Maths Histories	Trainer introduces personal maths histories and possible ways to present them Participants write/ draw their own personal maths histories in small informal groups Present maths histories to whole group (2–5 minutes each)	Maths history format sheet Participants' notes
1.00	<b>Lunch</b>		
2.00	Social and Personal Factors	Trainer-led discussion on using personal maths histories and the experience of the carousel Social and personal factors that have affected participants noted	Participants' collective experiences Flipchart
	Numeracy Errors and Misconceptions	Participants correct and analyse errors made in some numeracy questions and discuss causes of errors and approaches to calculations in small groups Participants display examples of their own calculations Trainer-led whole group discussion on errors and misconceptions and different methods of calculating	Error and misconceptions activity sheet + OHT Example calculations
	Conclusion	Trainer summarises the session and indicates the next steps Participants evaluate the session	Evaluation form
3.30	<b>Ends</b>		