

Write a session plan



Training provider series: Planning an income oriented short training course

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Introduction

This module is part of a series on planning an income oriented short course. It has been written for individuals or groups interested in organising and delivering training for people with income earning ideas. In particular, this book targets:

- training providers
- community leaders
- NGOs
- church groups
- individuals with some training experience.



What does income oriented mean?



It means thinking about ways to make some money

Learning outcome



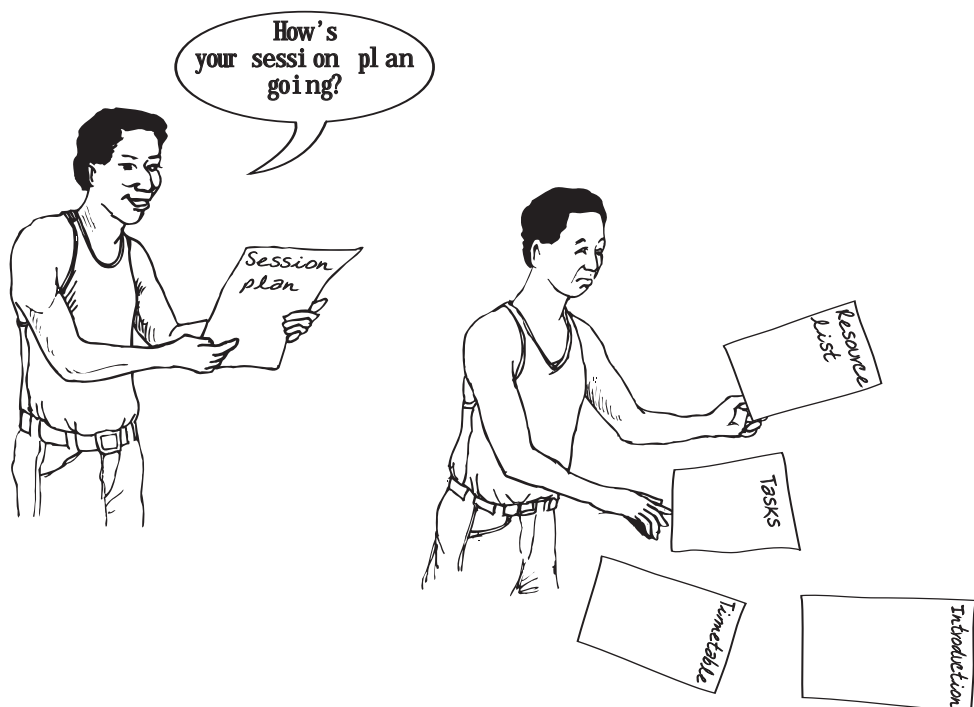
What's a learning outcome?

It's a statement which indicates what you should be able to do after you have read through the module and completed the activities



The learning outcome for this module is as follows:

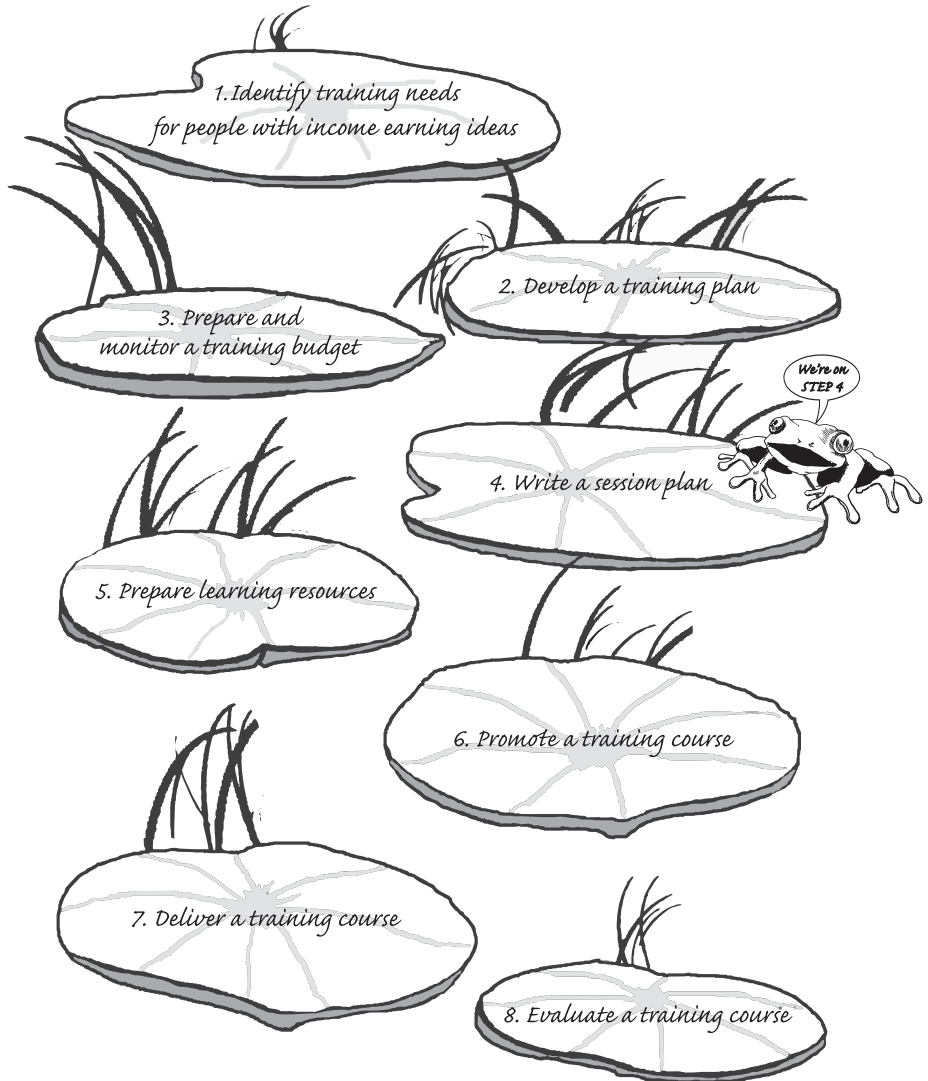
"At the end of this module you should be able to write a session plan for an income oriented short training course using the formats provided."



This module has been designed to assist you to write a session plan for a short training course. It is only a guide for you to build on.

Planning an income oriented short training course

To plan an income oriented short training course you should follow this step by step process. Writing a session plan is the fourth step in the process.



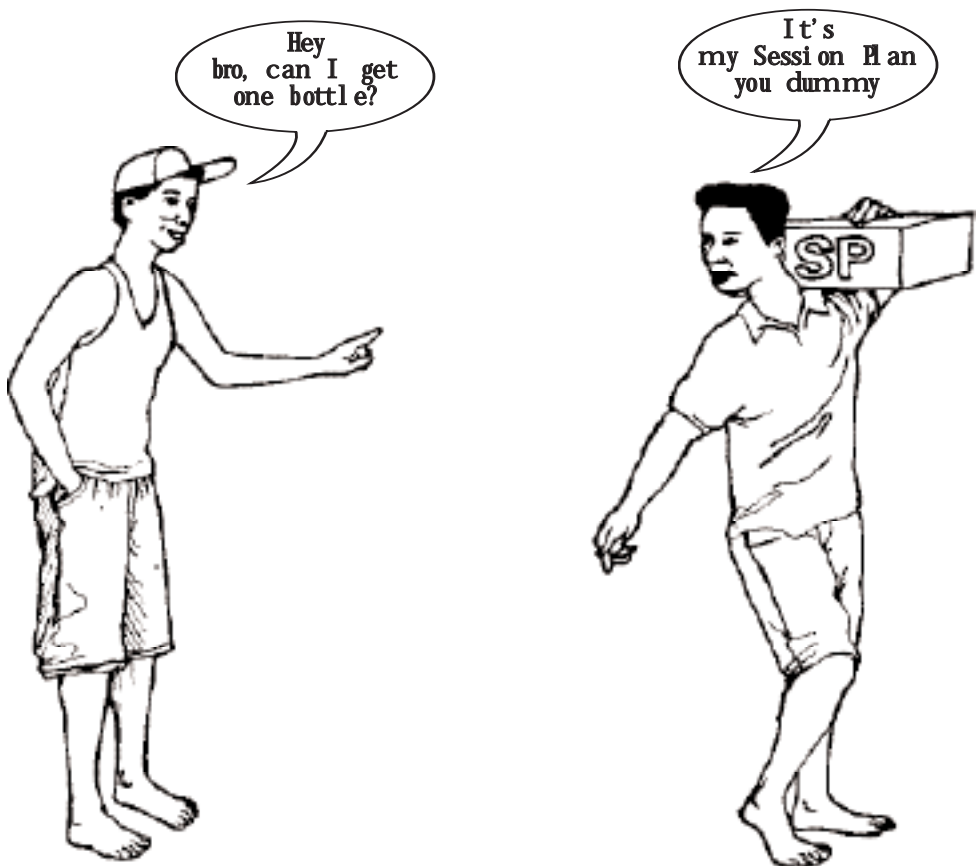
What is a session plan?

A session plan is the notes used by the trainer during training. The session plan includes all of the information needed by the trainer including content, resources and timing.

The content should be organised so that it gives the training session structure and to ensure information is covered in a way that helps trainees to learn.

For an example of a completed session plan refer to **Appendix A** at the end of these notes.

To write a session plan you need to know the **learning outcome** for the training course. If you don't have a learning outcome you will need to write one first.



Write a learning outcome

A learning outcome statement that tells the trainees what they should be able to do at the end of the training course. It must be consistent with the course title.

Example

For the course title: *Making mango jam to improve your income*, the learning outcome might be:

At the end of this training course trainees should be able to make mango jam.

Use this checklist when writing a learning outcome.

Learning outcome checklist	
The learning outcome includes a verb	✓
The learning outcome is measurable	✓
The learning outcome is consistent with the course title	✓

Good examples of learning outcomes:

Course title: *Sewing a meri blouse to earn an income*.

Learning outcome: At the end of the course, trainees should be able to sew a meri blouse using a manual sewing machine.



Course title: *Chopping firewood for the local community.*

Learning outcome: At the end of the course trainees should be able to chop firewood for household use with hand tools.



Course title: *Baking bread to make a profit.*

Learning outcome: At the end of the course trainees should be able to bake a loaf of bread in a drum oven.



Bad examples of learning outcomes:



These people need better learning outcomes

Course title: *Chopping firewood for the local community.*

Learning outcome: At the end of the course trainees should be *able to know* the basic steps to chop firewood.

"Be able to know" is hard to measure



Course title: *Sewing a meri blouse to earn an income.*

Learning outcome: At the end of the course trainees should be able to understand how to sew a meri blouse.

"Understand" is hard to measure



Course title: *Baking bread to make a profit.*

Learning outcome: Be aware of how bread making can be profitable.

"Be aware is hard to measure





Activity

Write your course title in the space below. Then write a learning outcome for the course.

Use the checklist to help you.

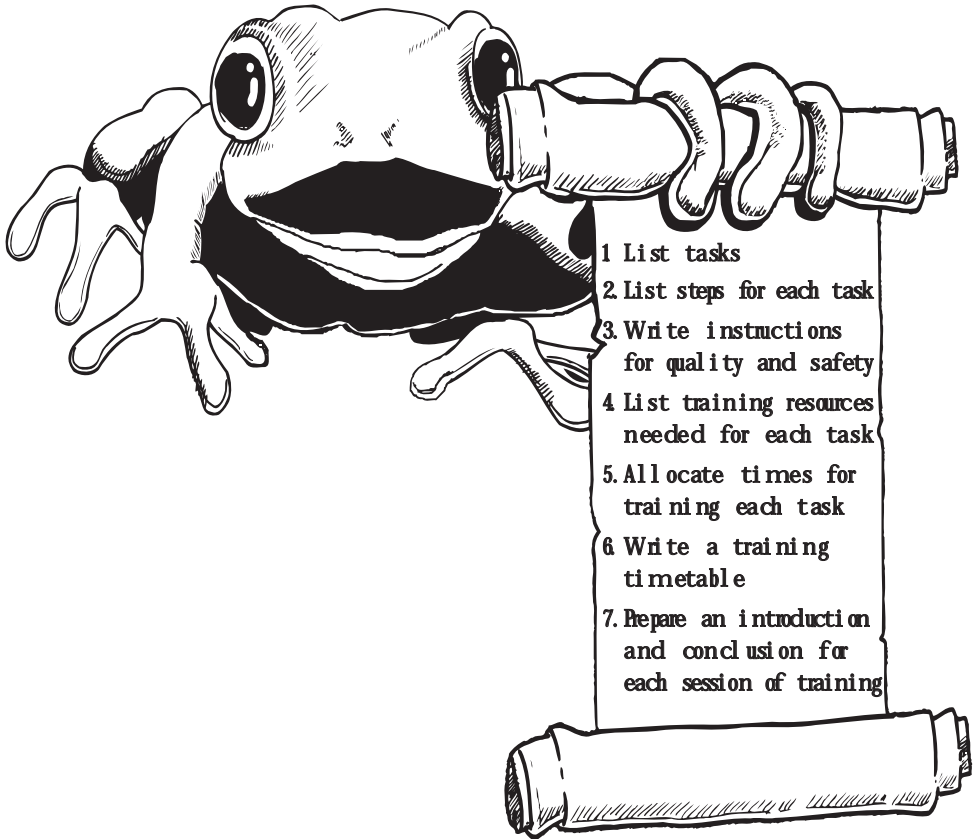
Learning outcome checklist	
The learning outcome includes a verb	
The learning outcome is measurable	
The learning outcome is consistent with the course title	

Course title: _____

Learning outcome: _____

How do I write a session plan?

To write a session plan follow these steps:





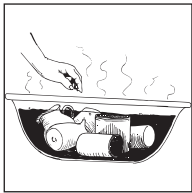
List tasks

The learning outcome states what trainees must be able to do as a result of the training. To organise the training, list the tasks that must be done to achieve the learning outcome. An income oriented short training course would normally have no more than five tasks.

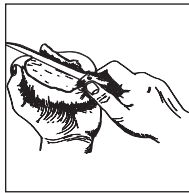
Example

Learning outcome: At the end of this training course trainees should be able to make mango jam.

Tasks:



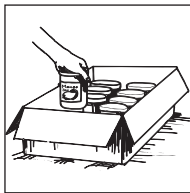
1. Sterilise the jars



2. Prepare the ingredients



3. Cook the fruit mixture



4. Package and label the fruit



5. Sell the jam.

Use this checklist when listing tasks for your training course.

Task checklist	
Tasks begin with a verb	✓
Tasks are measurable	✓
Tasks are necessary to achieve the learning outcome	✓
Tasks are listed in a logical order	✓

Bad examples of tasks:

1. Jam recipes
2. Basic bookkeeping
3. The history of jam

Task checklist	
Tasks begin with a verb	✗
Tasks are measurable	✗
Tasks are necessary to achieve the learning outcome	✗
Tasks are listed in a logical order	✗

**Activity**

Write the learning outcome in the space provided, then list the tasks for your training course.

Learning outcome: _____

Task
1.
2.
3.
4.
5.

2



List steps for each task

For each task list the steps that must be followed to complete the task.

Example

Learning outcome: At the end of this training course trainees should be able to make mango jam.

Tasks	Steps
1. Sterilise	1.1 Select jars
the jars	1.2 Wash the jars and lids
	1.3 Put the clean jars and the lids on a rack in a pot with clean water
	1.4 Put pot on the stove and bring the water to a boil
	1.5 Stand sterilised jars on a drying rack to air dry

Use this checklist when writing the steps for each task.

Step checklist	
Steps begin with a verb	✓
Steps are measurable	✓
Steps are necessary to complete the task	✓
Steps are listed in a logical order	✓

For a complete list of steps for each step of the jam making course refer to **Appendix A** at the end of these notes.



Activity

Turn to the session plan format in **Appendix B** at the end of these notes and write in the steps for each task.

3



Write instructions for quality and safety

When training someone to do something you must instruct them how to:

- perform the tasks safely
- produce good quality.

Example

Tasks	Steps	Quality	Safety
1. Sterilise the jars.	1.1 Select jars.	Jars must be glass. Use recycled jars as this reduces the cost. Inspect the jars carefully. If jars are cracked or chipped the jam will spoil.	Be careful of cuts from broken glass.
	1.2 Wash the jars and lids.		
	1.3 Put the clean jars and the lids on a rack in a pot with clean water.		
	1.4 Put pot on the stove and bring the water to a boil.	Boil jars for 10 minutes.	Be careful of burns from hot water.
	1.5 Stand sterilised jars on a drying rack to air dry.	Wash hands before handling sterilised jars.	

For complete instructions for quality and safety for each task in the jam making course refer to the session plan in **Appendix A** at the end of these notes.



Activity

Turn to the session plan format in **Appendix B** at the end of these notes and write instructions for quality and safety for each task.

4

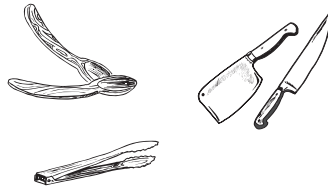
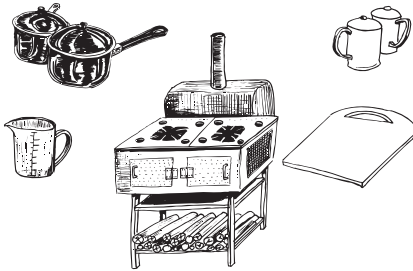
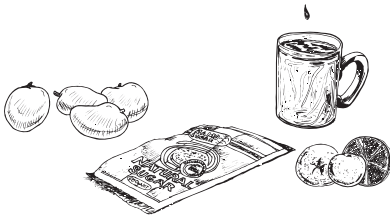


List training resources needed for each task

What training materials do I need to list?

Training materials include those items you need to run the training including:

- raw materials
- equipment
- tools
- learning materials such as a work book or handouts.



For a complete list of training resources for each task of the jam making course refer to **Appendix A** at the end of these notes.



Activity

Turn to the session plan format in **Appendix B** at the end of these notes and write in the training resources required for each task.

5



Allocate time for training each task

How do I know how much time to allocate?

Remember you are working out how much time you need to teach someone these tasks. When you are training you need to allow time:

- to demonstrate to the trainees how to do what you want them to do
- for the trainees to practice what you are teaching them.

Example

In the mango jam making course time has been allocated for:

- the **trainer to demonstrate** to the trainees how to:
 1. Sterilise the jars
 2. Prepare the ingredients
 3. Cook the fruit mixture
 4. Package and label the fruit
- the **trainees to practice** doing each of these things.





For an example of how times are allocated to tasks in the jam making course refer to **Appendix A** at the end of these notes.



Activity

Turn to the session plan format in **Appendix B** at the end of these notes and allocate times for each task.

6



Write a training timetable

Why do I need a training timetable?

A timetable helps you to show how the training course will be organised. It shows what tasks will be covered in the training each day, when you will start and finish each day of training and where you plan to have breaks. This information is important to complete your session plan.

Skin Slack Training Co. Ltd					
	8am	10am	12am	2am	4am
Mon					
Tue					
Wed	Begin				
Thur					
Fri					

Wnoderco Training					
	8am	10am	12am	2am	4am
Mon					
Tue					
Wed					
Thur					
Fri					

Follow these steps:

- Decide which day of the week the training course should start.
- Decide what time of the day training should start and finish.
- Decide when breaks such as lunch, morning and afternoon tea should take place.
- Add an introduction into each day's program.
- Transfer the steps you plan to cover from session plan for each day of training.
- Add a conclusion at the end of each day's program.

Example

Refer to **Appendix C** for an example of a training timetable for the jam making course.



Activity

Refer to the blank training timetable in **Appendix D** and complete a training timetable for your training course.

7



Prepare an introduction and conclusion

The way you present information in a training session is referred to as the 'structure' of the training session. The structure of a training session is like the framework for a house; it makes it strong and gives it shape.

A good way to structure the delivery of training is to use an introduction and a conclusion.

Introduction

Begin each day or section of training with an introduction. In your introduction you should:

- outline what you are going to be doing during the training
- tell the trainees the learning outcome
- provide motivation to trainees to learn.



Conclusion

End each day or section of training with a **conclusion**. In your conclusion you should:

- summarise the main points covered during the training
- remind trainees of the learning outcomes
- give trainees some feedback.
- tell the trainees what training is next.



This module is a guide to help you to write a session plan.

Every trainer has their own way of training. Use the formats as a guide and adapt them. We hope this book will give you some ideas.

Example

Refer to the jam making example **Appendix A** at the end of these notes.



Activity

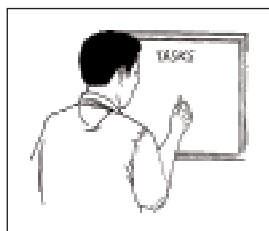
Turn to the session plan format in **Appendix B** at the end of these notes and add in an introduction and conclusion for your training course.

Conclusion

This module was designed to help you to write a session plan for a short training course. We have seen how a session plan is an important guide for trainers who need to cover the right information in the right order within the allocated time frames.

To write a session plan you need to know the **learning outcome** for the training course. If you don't have a learning outcome you will need to write one first.

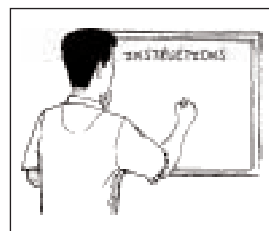
To write a session plan follow these steps:



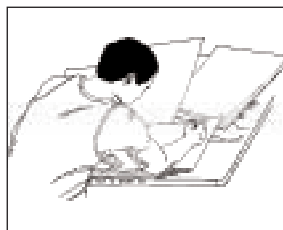
1. List tasks.



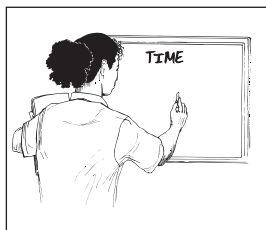
2. List steps for each task.



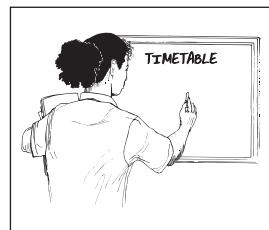
3. Write instructions for quality and safety.



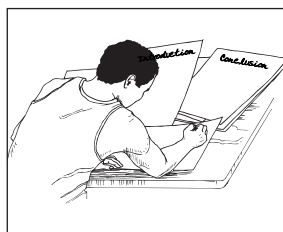
4. List training resources needed for each task.



5. Allocate times for training each task.



6. Write a training timetable.



7. Prepare an introduction and conclusion for each session of training.

Spending the time to write a session plan gives you a lot more confidence when you are standing in front of a group of trainees. There is nothing better than being prepared.

Assessment checklist

You should now be able to complete a session plan using the format provided in this module. The following checklist can be used to assess the session plan.

Criteria for session plan

The learning outcome

- Includes a verb ☐
- Is measurable ☐
- Is consistent with the course title. ☐

The tasks

- Begin with a verb ☐
- Are measurable ☐
- Are necessary to achieve the learning outcome ☐
- Are listed in a logical order. ☐

The steps for each task

- Begin with a verb ☐
- Are measurable ☐
- Are necessary to complete the task ☐
- Are listed in a logical order ☐

Quality and safety

- The session plan includes details about how to ensure quality and safety for each task ☐

Timing

- The session plan has time allocated to each task ☐
- Allocated times allow for the trainer to demonstrate the task and for trainees to practice ☐
- Assessment criteria for a training plan ☐

Training resources

The session plan includes resource requirements for each task

☐**Training timetable**

The timetable lists tasks to be covered on each day of training

☐

Time allocated to tasks consistent with the session plan

☐

The timetable includes an introduction at the start of each day of training

☐

The timetable includes a conclusion at the end of each day of training

☐**Introduction and conclusion**

The session plan includes an introduction for each day of the training

☐

The session plan includes an conclusion for each day of the training

☐

The session plan is labelled for each day of the training

☐

Appendix A: Session plan for jam making course

Session plan

Course title: Making mango jam to improve your income

Learning outcome: At the end of the course you should be able to make mango jam to sell at the local market

Time Minutes	Introduction	Tools, raw materials, equipment, learning materials	Teaching methods
15 mins	Outline the program and the main tasks you are going to cover during the training:		
	Will be learning how to make mango jam. Will be covering 4 tasks:		
	<ul style="list-style-type: none">sterilise jars.		
	<ul style="list-style-type: none">Prepare ingredients.		
	<ul style="list-style-type: none">Cook the fruit mixture.		
	<ul style="list-style-type: none">Package and label the fruit.		
	<ul style="list-style-type: none">Sell the fruit.		
	Will be demonstrating these tasks and asking them to practice.		
	Learning outcome: At the end of the course you should be able to make mango jam to sell at the local market.		
	Provide motivation to trainees. Talk about how they will use the skills from the training.		
	They will be able to sell the mango jam at the market to earn an income.		

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
60 mins	1. Sterilise the jars.	1.1 Select jars.	Jars must be glass. Use recycled jars as this reduces the cost.	Cuts from broken glass.	Glass jars with lids Clean water (for washing jars)	Demonstration and practice
		1.2 Wash the jars and lids.	Inspect the jars carefully. If jars are cracked or chipped the jam will spoil.	Burns from hot water.	Large pot (for sterilizing jars)	
		1.3 Put the clean jars and the lids on a rack in a pot with clean water.			Wire rack (to put on the bottom of large pot) Kitchen towels (for drying jars)	
		1.4 Put pot on the stove and bring the water to a boil.	Boil jars for 10 minutes			
		1.5 Stand sterilised jars on a drying rack to air dry.	Wash hands before handling sterilised jars.			

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
75 mins	2. Prepare the ingredients.	2.1 Select fruit.	Choose high quality fruit. If you use overripe or poor quality fruit, the entire batch can be ruined.	Wear protective clothing (apron, hair net, rubber gloves). If no rubber gloves are available, wash hands before and after food handling.	Mangoes (amount depends on quantity of finished product). Use ratio 5:6:1. For 5 cups mango pulp, add 6 cups of sugar, and the juice of 1 lemon. Basket or other container. Knife.	Demonstration and practice.
		2.2 Wash fruit.	Wash fruit in clean water. If the water is not clean, you will have to find some way to purify it. Never wash mangoes in hot water. Hot water makes mangoes go soft too soon.	Falls (wet, slippery floor).	Clean, cold water. Bowl or colander. Kitchen towel.	

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
		2.3 Peel and slice fruit.	Make sure the pieces are the same size. Remove all stones, seeds, and pits. Put the fruit in a clean bowl. Use wooden, clay, plastic, stainless steel, or enamelled bowls and utensils only. Copper, brass, or iron bowls will react with the citric acid in the fruit and spoil the jam.	Cuts from using knives.	Sharp knife. Bowl. Cutting surface.	Demonstration and practice.
		2.4 Crush fruit.	Crush the fruit pieces with a clean masher (mortar and pestle) or fruit press.	Bruises (from improper use of pestle).		
		2.5 Add sugar, lemons and pectin.	Sugar helps preserve the jam for a long time. The amount of sugar will depend on the sweetness of the fruit. You can extract pectin from the peels of the mangoes: just boil the peels in water. The sticky pectin will float to the		Bowl. Measuring cups. Storage container (for sugar). Lemon. Mango peels (if making pectin –optional step). Measuring spoons.	

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
			top of the water. This should be done ahead of time. To avoid possible contamination and food poisoning: keep work area absolutely clean.		Large wooden spoon (for stirring ingredients).	
120 mins	3. Cook the fruit mixture.	3.1 Bring the fruit to the boil.	Start to cook the jam as soon as the fruit has been washed, stoned, and cut up. It is not good to prepare the fruit and leave it until you come back from the field. The fruit will lose its good colour and flavour. Boil to concentrate the sugar to the right level.	Risk of burns Wear protective net, clothing (apron, hair rubber gloves). If no rubber gloves are available, wash your hands for at least 30 seconds before and after food handling.	Large pot. Fruit mixture. Wooden spoon with long handle (for stirring mixture). Kitchen towel. Stove (wood, gas, electric, charcoal). Table spoon or ladle (for testing consistency and taste).	Demonstration and practice.
		3.2 Stir mixture.	Stir the mixture constantly so it does not burn. This is important because jams burn easily if you don't keep stirring.		Extra sugar and lemon (for correcting taste).	

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
		3.3 Test the mixture.	The jam is ready when it is thick enough by taking spoonful and leaving it to cool. If the surface of a the jam wrinkles when you push it with a finger, the jam is ready. If its not thick enough, leave it to cook a little longer.			
		3.4 Remove the mixture from the heat.	After heating you may want to do a taste test to make sure the jam has a good flavour.			
60 mins	4. Package and label the fruit.	4.1 Put jam into jam jars.	Use a funnel to pour the hot jam into the containers until they are full. Filling the jars to the top keeps the air out. Keeping the air out will make the jam keep a long time.	Wear protective net, clothing (apron, hair rubber gloves). If no rubber gloves are available, wash your hands for at least 30 seconds before and after food handling.	Glass jars with lids. Labels. Glue. Scissors. Fabric. Rubber bands. Sealing (paraffin) wax.	Demonstration and practice.

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
		4.2 Seal the jars.	Make sure that the lids on your jars are sealed properly. If any air gets into the jar, the jam will spoil quickly. Use only new screw or push-on lids, or paraffin wax to seal the jars. Let the jars cool down.	Risk of burns from hot jam and cooking Utensils.		
		4.3 Label the jars.	Labels help to identify and decorate the containers. Decorative labels or a circle of bright fabric tied over the lid can attract customers.			
		4.4 Store the jam.	Store the jars in a cool, dark, well-ventilated place. The jam will keep for many months.			

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
60 mins	5. Sell the jam.	5.1 Cost the jam.	Calculate the cost of all of the ingredients needed to make the jam. Calculate the total cost of making the jam, including fuel and electricity costs.	Paper and pens or pencils.		Demonstrate and practice.
		5.2 Price the jam.	Decide on the amount of profit you want to make from selling the jam and add this on to the cost of making it. Check that the amount you want to sell the jam for is a price the market will pay. You don't want to try and sell the jam for a much higher price than others are selling the same product for.			Demonstrate and practice.
		5.3 Market the jam.	Make up a sign to display at the market to tell people about the jam that you are selling.			Demonstrate and practice.

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
		5.4 Sell the jam.	Make eye contact with customers and smile. Be prepared to tell them about your jam. Be helpful as this will encourage them to buy the jam. Make sure you have enough change to give to customers if they need it when they are buying the jam.			Role plays showing how to approach and speak to customers at the market. Practice counting money and handing out change.
		5.5 Manage your money carefully.	Make sure that the money from selling the jam is kept securely so it is not lost or stolen. It is a good idea to bank the money you have made or use it to buy ingredients to make more jam for sale.			Explanation and discussion.

Session plan

Time Minutes	Conclusion	Tools, raw materials, equipment, learning materials	Teaching methods
15 mins	Summarise the tasks covered during the training.		
	<ul style="list-style-type: none">sterilise jars.		
	<ul style="list-style-type: none">prepare ingredients.		
	<ul style="list-style-type: none">cook the fruit mixture.		
	<ul style="list-style-type: none">package and label the fruit.		
	<ul style="list-style-type: none">sell the fruit.		
	Remind trainees of the learning outcomes.		
	Learning outcome: At the end of the course you should be able to make mango jam.		
	Give trainees some feedback .		
	Tell the trainees what training is next.		

Appendix B: Blank session plan

Session plan

Course title:

Learning outcome:

Time Minutes	Introduction	Tools, raw materials, equipment, learning materials	Teaching methods

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
	1.	1.1				
		1.2				
		1.3				
		1.4				
		1.5				

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
	2.	2.1				
		2.2				
		2.3				
		2.4				
		2.5				

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
	3.	3.1				
		3.2				
		3.3				
		3.4				
		3.5				

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
	4.	4.1				
		4.2				
		4.3				
		4.4				
		4.5				

Session plan

Time Minutes	Tasks	Steps	Quality	Safety	Tools, raw materials, equipment, learning materials	Teaching methods
	5.	5.1				
		5.2				
		5.3				
		5.4				
		5.5				

Session plan

[illegible]

Appendix C: Training timetable for the jam making course

Session plan

Course title: Making mango jam to increase your annual income

Number of trainees: 15

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00am				Introduction			
8:30am				Sterilise jars			
9:00am							
9:30am				Prepare the ingredients			
10:00am							
10:30am				Morning tea			
11:00am				Cook the Fruit mixture			
11:30am							
12:00pm							

Session plan

Course title: Making mango jam to increase your annual income

Number of trainees: 15

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12:30pm				Lunch			
1:00pm				Package and label the fruit			
1:30pm							
2:00pm				Sell the jam			
2:30pm							
3:00pm				Conclusion			
3:30pm				Finish			
4:00pm							
4:30pm							
5:00pm							

Session plan

Course title: Making mango jam to increase your annual income

Number of trainees: 15

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5:30pm							
6:00pm							
6:30pm							
7:00pm							
7:30pm							
8:00pm							

Appendix D: Blank training timetable

Session plan

Course title:

Number of trainees:

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00am							
8:30am							
9:00am							
9:30am							
10:00am							
10:30am							
11:00am							
11:30am							
12:00pm							

Session plan

Number of trainees:

Course title:

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12:30pm							
1:00pm							
1:30pm							
2:00pm							
2:30pm							
3:00pm							
3:30pm							
4:00pm							
4:30pm							
5:00pm							

Session plan

Course title: Making mango jam to increase your annual income

Number of trainees: 15

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
5:30pm							
6:00pm							
6:30pm							
7:00pm							
7:30pm							
8:00pm							

Notes