



Tutor/Lecturer:

Qualification:

Course/Unit	Course/Unit Code	Level	Credit Value	Start Date	End Date	Number of Sessions	Length of sessions	TTH Required (teaching Hours)	Number of Summative Assessments for course/unit standards
Demonstrate Knowledge of the principals of Forestry	U/S 22997	2	5	xxxxxxx	xxxxxxx	1	1 hour (Lesson specific)	Programme specific	1

Graduate Profile:

This information can be found in the PAD (Programme Approval Document) document

Learning Outcomes:

- Demonstrate knowledge of commercial forestry
- Describe factors affecting the quality and value of a stand of plantation trees
- Demonstrate knowledge of the industries and downstream processing of forestry products
- Explain job prescriptions for forestry operations
- Demonstrate knowledge of quality in a forestry operation

Date Week Session	Learning Outcome/s	Topic/s	Learner Activities	Teacher Activities and Strategies	Assessment Strategies Formative/Summative	Resources	Links to Functional Skills	Reflective Evaluation of Lesson
1	<p>Identify and explain technical vocabulary and definitions in the context of the nine safety features of a chainsaw</p> <p>(This is the SPECIFIC learning outcome relating to chainsaw safety)</p> <p>Identify and explain (verb) Technical vocabulary and definitions (literacy link) Nine safety features of a chainsaw (context)</p>	Chainsaw Safety	<p>Activity 1: This activity students view the chainsaw and are asked to identify what they think are the safety features (discussion – prior knowledge)</p> <p>Activity 2: In this activity students will match safety feature vocabulary with definitions (crossover activity)</p>	<p>Discuss the importance of chainsaw safety around legislation and personal safety (discuss = prior learning activity to find out what students know and what are the gaps)</p> <p>Modelling simple strategies for remembering safety features (modelling = tutor models a literacy activity to help students learn the 9 safety features – this is a transferable skill, able to be used in another</p>	<p>Formative: Diagnostic contextualised assessment Assessment Tool Diagnostic assessment Tool is a snapshot of the literacy – Reading and numeracy abilities of a student. Contextualised diagnostic is a diagnostic specific to the area of learning</p> <p>Prior learning discussion on chainsaw safety features, initial labelling activity What do they know?</p>	<p>A set of written activities to preload students’ knowledge prior to assessment</p> <p>Resources to encourage students to create their own set of glossary cards</p> <p>Unit Standard 22997</p> <p>Chainsaw</p> <p>Safety features labels</p> <p>Crossover activity of terms and definitions</p>	<p>Activity 1 Reading Listening and speaking</p> <p>Activity 2 Writing Reading Listening and speaking</p> <p>Activity 3 Numeracy Reading Listening and Speaking</p> <p>Activity 4 Reading Writing Numeracy Listening and speaking</p>	<p>Include more hands on activities in the future – students really enjoyed them.</p> <p>Diagnostic pre and post testing provides good information for formative and summative assessment</p> <p>Hands on activities provide lots of discussion, enabling tutor to assess prior knowledge, encouraged collaborative learning</p>



Date Week Session	Learning Outcome/s	Topic/s	Learner Activities	Teacher Activities and Strategies	Assessment Strategies Formative/Summative	Resources	Links to Functional Skills	Reflective Evaluation of Lesson
			<p>Activity 3: With this activity students will use their vocabulary list to systematically identify the safety features in order of 1-9)</p> <p>Activity 4: The point of this activity is to extend students vocabulary knowledge of chainsaw safety features (glossary) (give technical name of safety feature and student writes definition in their words</p>	<p>area of learning) Prompting learners about simple methods to learn vocabulary and definitions (prompting Tutor reinforces strategy to learn vocabulary and definitions (Prompting allows students to use other strategies to learn technical vocabulary. It is important to show students they are learning a transferable skill or strategy that can be used in another area of learning)</p> <p>Asking questions about ramifications of not adhering to legislation and safety regarding chainsaw use (Asking questions =This is a way to formatively assess if students have learnt the vocabulary and discuss the strategies uses. It is also a way of summative assessing 'does the student know the technical vocabulary.)</p> <p>Give feedback about the benefits of ensuring all safety features are working (Feedback = enables students to self-assess 'what do I know / need to learn?'. Tutors to self-assess what went well / not so well. 'Discussion should</p>	<p>What do they need to know?</p> <p>Summative: U/S 22997 assessment Students write own Term and definition cards Labelling 9 safety features (2nd time) Have they learnt the vocabulary? Have they got a strategy to use in another area?</p> <p>Post diagnostic contextualised (redo pre diagnostic)</p> <p>Have they learnt what you set out to teach ie Specific vocabulary for the 9 safety features of a chainsaw? Have they gone up a step on the assessment tool? (Or at least moved up in the scale score?)</p>	<p>Cards with terms for students to add definitions</p> <p>Pens Whiteboard/markers</p>		<p>Giving lots of opportunities to learn the glossary – cemented the understanding (discussion, labelling, crossover activity, term and definition cards)</p> <p>Asking lots of questions prompts discussion and encourages collaborative learning opportunities</p>



Date Week Session	Learning Outcome/s	Topic/s	Learner Activities	Teacher Activities and Strategies	Assessment Strategies Formative/Summative	Resources	Links to Functional Skills	Reflective Evaluation of Lesson
				include where to next'				