

# Rail Forum

## Enterprise Project : Project Briefing

### Session Plan



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# 1. Project Briefing and Session Formation Plan

## 1 Hour Lesson



Theme	The series of 5 lessons takes students through the process of designing a new station, from team formation, considering the location of the station, thinking about the customers and their needs, designing an innovative new solution to a future problem and finally planning and presenting their station to the class.
Learning Objectives	<ul style="list-style-type: none"> <li>All students should understand the project brief</li> <li>All students should be part of a team</li> <li>All students should be able to use their teamwork and problem-solving skills to take part in the career hunt challenge</li> </ul>
Curriculum and Key Skill Links	<ul style="list-style-type: none"> <li><b>Communication Skills:</b> within teams.</li> <li><b>Problem Solving Skills:</b> Used in various challenges across the career hunt.</li> <li><b>Working with Others:</b> Used in various challenges across the career hunt.</li> <li><b>Improving Own Learning &amp; Performance:</b> Working towards the correct answer – learning from mistakes, offering up ideas and opinions and self-motivation.</li> <li><b>Work-related Education:</b> explains different ways of entering jobs in the rail industry.</li> </ul>
Resources Required	<p>Computer; Projector; PowerPoint Presentation (lesson 1 – project briefing and team formation); work booklet (30- these will be used by students across the 5 lessons); career hunt resources; a4 paper (at least 30 sheets).</p> <p>Resources listed allow for one session of 30 students, you will need to adjust accordingly.</p>
Ability/ Special Educational Needs	<p>The main task (career hunt) requires students to move around the classroom. One task involves building a bridge out of paper, most other tasks require reading of information sheets, however any problems with reading and comprehension should be overcome by the fact that students will be working in groups.</p> <p>Students will need to use pens/pencils and work in team.</p>

SLIDE / TASK (CHALLENGE)	1 HOUR SESSION
1. Title / Introduction	0.5 minutes
2. Session aims	0.5 minutes
3-5. Project Brief	4 minutes
6. Team Formation / Project Submission	10 minutes
7. Career Hunt Challenge	30 minutes
8. Score board	-
9-11. Answers	10 minutes
12. Careers in Rail	5 minutes
<b>Total:</b>	<b>60 minutes</b>

**SESSION GUIDE**

SLIDE / TASK (CHALLENGE)	STUDENT ACTIVITIES	MATERIALS AND RESOURCES	NOTES
<b>Slide 3. Project Brief</b>		PowerPoint	
<b>Slide 4-5. Porterbrook HydroFLEX</b>		PowerPoint	
<b>Slide 6. Team Formation</b>	<p>Students will need to get into teams of 3-5.</p> <p>Teams then complete the project submission page in their workbooks.</p> <p>10 minutes</p>	Workbook page 1. Project submission.	Students must decide on a team name, and which team member will take which role within the team.
<b>Slide 7-8. Career Hunt Challenge</b>	<p>Teams are challenged to complete the challenges in the workbooks (pg2-5). Resources should be scattered around the room and available to students.</p> <p>Once the team has completed a challenge, they will inform the teacher to be awarded the points (scoreboard on slide 8 or use whiteboard to keep track!)</p> <p>30 minutes</p>	<p>Workbook pages 2-5</p> <p>Career hunt resources</p>	Some teams will work with all members focussing on one tasks, others will split up to tackle more tasks! Either way is fine!
<b>Slide 9-11. Answers</b>	<p>Go through each of the answers – most of the questions will have been scored during the activity.</p> <p>8. allow class to vote on favourite pattern – 5 bonus points for the winning team.</p> <p>10. if time allows – allow teams to present their bridges to the group.</p> <p>10 minutes</p>	Power-Point	
<b>Slide 12. Careers in Rail</b>		Power-Point and link to video	



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## Enterprise Project : Location Location Location

### Session Plan



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**2. Location, Location, Location**  
**Session Plan**      **1 Hour Lesson**



Theme	The series of 5 lessons takes students through the process of designing a new station, from team formation, considering the location of the station, thinking about the customers and their needs, designing an innovative new solution to a future problem and finally planning and presenting their station to the class.
Learning Objectives	<ul style="list-style-type: none"> <li>• Learn about jobs involved in route planning</li> <li>• Consider the effects and requirements that the rail system and rail infrastructure places on the built and natural environment.</li> <li>• Understand the importance of budgeting in the rail industry</li> <li>• Work as a team to overcome different problems and successfully plan a safe route</li> </ul>
Curriculum and Key Skill Links	<ul style="list-style-type: none"> <li>• Communication Skills: within teams</li> <li>• Problem Solving Skills: route planning challenge</li> <li>• Working with Others: within teams</li> <li>• Maths: budgeting</li> <li>• Time management: ensuring to complete all parts in the time given.</li> <li>• Geography: grid references, reading an OS map.</li> </ul>
Resources Required	<p>Computer; Projector; PowerPoint Presentation (lesson 2 – Location, Location, Location; work booklet (30- these will be used by students across the 5 lessons);</p> <p>Resources listed allow for one session of 30 students, you will need to adjust accordingly.</p>
Ability/ Special Educational Needs	<p>The route planning challenge will be completed within teams helping any learners who may be struggling. For visual/spatial issues a larger copy of the map could be printed to ensure they can see and understand it. Additional paper or calculators may be needed if they are struggling with the maths element of route planning.</p> <p>Students will need to use pens/pencils and work in team.</p>





SLIDE / TASK (CHALLENGE)	1 HOUR SESSION
1. Title / Introduction	0.5 minutes
2. Session aims	1 minute
3. Jobs linked to route planning	3 minutes
4. Jobs linked to route planning	3 minutes
5. Jobs linked to route planning	3 minutes
6. Jobs linked to route planning	3 minutes
7. Jobs linked to route planning	3 minutes
8. Route planning challenge	40 minutes
9. Careers in rail	2 minutes
<b>Total:</b>	<b>60 minutes</b>

### SESSION GUIDE

SLIDE / TASK (CHALLENGE)	STUDENT ACTIVITIES	MATERIALS AND RESOURCES	NOTES
<b>Slide 2. Learning outcomes</b>		Power-Point	.
<b>Slide 3 – 7. Job linked to route planning.</b>  <b>Show learners the job title and ask if they know what this job may be before revealing the answer.</b>	Learners see if they can guess what a job may entail before given the answers.  Which job do they think they would like to do?  Looking at the key skills given which jobs might they be good at?	Power-Point	*click* to make instructions disappear *click* to start timer – train horn will sound after 1 minute *click* to make job description appear  *click* to make key skills appear
<b>Slide 8. Route planning challenge!</b>	Your challenge is to:  Plan a route to extend an existing trainline.  Draw your route on the map using the information provided to work out the cost of your new trainline.  Answer the questions about the new trainline and station!  <b>40 minutes</b>	Power-Point  Workbook Pages 7-9	Students will use the information given in the booklets to extend the train route, work out the cost and start thinking about the train station  Remind them to keep time management in mind.
<b>Slide 9 Careers in rail</b>		Power-Point	



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## Enterprise Project : Future Thinking

### Session Plan



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### 3. Future Thinking Session Plan

1 Hour Lesson



<p><b>Theme</b></p>	<p>The series of 5 lessons takes students through the process of designing a new station, from team formation, considering the location of the station, thinking about the customers and their needs, designing an innovative new solution to a future problem and finally planning and presenting their station to the class.</p>
<p><b>Learning Objectives</b></p>	<ul style="list-style-type: none"> <li>• Understand the concept of innovation how it is important in the rail industry.</li> <li>• Understand the concept of sustainability and its connection to the built environment and to transport solutions in the rail industry.</li> <li>• Demonstrate a good level of teamwork and communication skills to complete a challenge.</li> </ul>
<p><b>Curriculum and Key Skill Links</b></p>	<ul style="list-style-type: none"> <li>• <b>Communication Skills:</b> within teams</li> <li>• <b>Creativity Skills:</b> Coming up with ideas, creating mood boards</li> <li>• <b>Problem Solving Skills:</b> Refining ideas</li> <li>• <b>Working with Others:</b> discussing and refining ideas</li> <li>• <b>History:</b> learning about the history of the train industry</li> </ul>
<p><b>Resources Required</b></p>	<p>Computer; Projector; PowerPoint Presentation (lesson 3 – Future Thinking); work booklet (30- these will be used by students across the 5 lessons); access to the internet/resources (magazines) for mood board activity</p> <p><b>Resources listed allow for one session of 30 students, you will need to adjust accordingly.</b></p>
<p><b>Ability/ Special Educational Needs</b></p>	<p>This session has the students working in their teams to produce ideas, refine them and develop them. Working in their teams should allow for collaborative conversation and communication.</p>

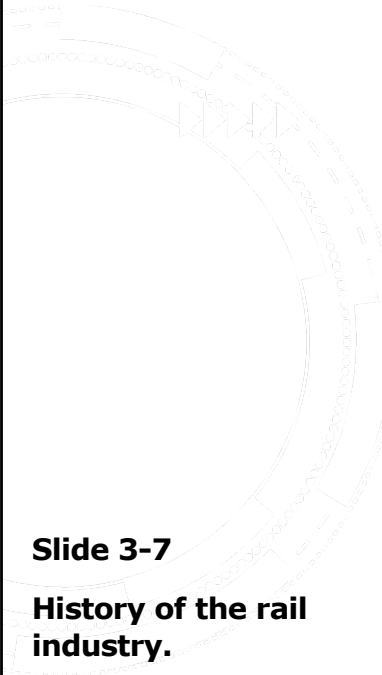




SLIDE / TASK (CHALLENGE)	1 HOUR SESSION
1. Title / Introduction	0.5 minutes
2. Session aims	1.5 minute
3. What is innovation/ What is sustainability?	4 minutes
4. History Rail	2 minutes
5. Innovation in Rail	2 minutes
6. Innovation in Rail	2 minutes
7. Innovation of Rail	2 minutes
8. Task one: Mind Map	10 minutes
9. Task two: Develop Ideas	15 minutes
10. Task Three: Mood Board	15 minutes
11. Careers in Rail	6 minutes
<b>Total:</b>	<b>60 minutes</b>

SESSION GUIDE			
SLIDE / TASK (CHALLENGE)	STUDENT ACTIVITIES	MATERIALS AND RESOURCES	NOTES
<p><b>Slide 3-7</b></p> <p><b>History of the rail industry.</b></p>	<p><b>Slide 3: Innovation and sustainability</b></p> <p>Ask the students if they know what innovation and sustainability are. Discuss this, and the differences. Innovation – a new idea, design, product or method. Sustainability – being able to continue over a period of time – usually used in reference to the environment.</p> <p>Students will be taken through a history of the rail industry. There are <i>notes on the Power-Point slides which are included below.</i></p> <p><b>Slide 4: History of Rail</b></p> <p><i>The rail industry was born in the UK and the world's first overground railway was opened in 1604, with trains being pulled by horses which is where the term 'horsepower' comes from (image is from 1908!). This form of transport was originally used to carry coal, with the first passenger trains not being opened until 1807. The UK's first successful steam engine being built in 1804 by Richard Trevithick. The Pen-y-Darren was ground-breaking in it's use of steam power in order to drive a hammer at the Pen-y-Darren Ironworks. This revolutionised the rail industry allowing trains to run further and faster than being pulled by horses! Since this time the rail industry has been constantly innovating, from horse to steam power, then to diesel powered locomotives. With electrification of the rail network the UK can now use electricity to power locomotives on nearly half of the track in the UK either through a third rail or overhead wires. There have also been further innovations in the powering of locomotives –this will be covered a bit more later!</i></p>		


**SESSION GUIDE**

SLIDE / TASK (CHALLENGE)	STUDENT ACTIVITIES	MATERIALS AND RESOURCES	NOTES
<p><b>Slide 3-7</b> <b>History of the rail industry.</b></p> 			<p><b>Slide 5: Innovation in Rail</b></p> <p><i>Stephenson's Rocket is an early steam locomotive The most direct pollution problem created by the locomotive was the carbon dioxide emitted into the atmosphere. It gave way to poor air quality and poor living conditions.</i></p> <p><i>The Shinkansen - Japanese bullet train was built originally to connect Tokyo with the distant regions of Japan to encourage economic development but is frequently used now as a commuter train. Its optimum operating speed is 200 mph. the record set in 2015 was 375mph.</i></p> <p><i>Bullet trains, also called maglev trains, operate with magnetic levitation technology developed by Japanese and German engineers. Magnetic levitation is a s a system of transportation that suspends, guides and propels vehicles, predominantly trains, using magnetic levitation from a very large number of magnets for lift and propulsion. This method has the potential to be faster, quieter and smoother than wheeled mass transit systems.. To allow the trains to go as fast as possible, Shinkansen (bullet train) tracks have no sharp curves.</i></p> <p><b>Slide 6: Innovation in Rail</b></p> <p><i>(For electric trains, the way the electricity they use is generated is used to calculate carbon emissions.)</i></p> <p><i>Diesel trains' carbon emissions can be twice those of electric ones. Figures from the UK Rail Safety and Standards board show some diesel locomotives emit more than 90g of CO2 per passenger per kilometer, compared with about 45g for an electric Intercity 225, for example.</i></p> <p><i>The source of the electricity can make a big difference if you compare a country such as France, where about 75% of electricity comes from nuclear power, with Poland, where about 80% of grid power is generated from coal. According to EcoPassenger, for example, a train trip from Paris to Bordeaux (about 500km) emits just 4.4kg of carbon dioxide per passenger, while a journey between the Polish cities of Gdansk and Katowice (about 465km) emits 61.8kg.</i></p> <p><i>Hydrogen Trains only release water as an emission! The reaction between hydrogen and oxygen in the fuel cell produces only water and electricity which is used to power the train! They can run on a standard track so don't require specific rail infrastructure like maglev trains do!</i></p>

## SESSION GUIDE

SLIDE / TASK (CHALLENGE)	STUDENT ACTIVITIES	MATERIALS AND RESOURCES	NOTES
<p><b>Slide 3-7</b></p> <p><b>History of the rail industry.</b></p>	<p><b>Slide 7: Innovation in Rail</b></p> <p><i>As with all industries, the rail industry is constantly developing to keep up with society.</i></p> <p><i>Websites and Apps are forming alliances with phone providers to allow commuters to use services such as Apple Wallet to store electronic tickets. This reduces the need to keep paper tickets safe, which is especially useful for those passengers who use passes which are valid for longer periods of time.</i></p> <p><i>And in keeping with the demands of a modern society some rail companies now have facilities in place to offer on-board entertainment, like that offered on planes. Customers can use their own devices to watch films and play games through free Wi-Fi networks on the trains.</i></p>		
<p><b>Slide 8.</b></p> <p><b>Task one: create a mind map for the station</b></p>	<p>Using the information, they have learnt the learners need to discuss and explore new technologies that could be used within their station, to improve customer or employee experience.</p>	<p>Power-Point A3 paper for mind map.</p>	
<p><b>Slide 9. Task Two</b></p> <p><b>As a team choose an idea to develop.</b></p>	<p>Using the mind map develop ideas using key questions.</p>	<p>Power-Point A3 paper</p>	<ul style="list-style-type: none"> <li>• <b>What will it be called?</b></li> <li>• <b>What will it do? Why?</b></li> <li>• <b>Who will use it – staff, passengers or the public?</b></li> <li>• <b>How is it powered? Is it sustainable?</b></li> <li>• <b>What does our product look like? Have detailed designs.</b></li> <li>• <b>How could you promote it? Think about slogans and logos.</b></li> </ul>

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SLIDE / TASK (CHALLENGE)	STUDENT ACTIVITIES	MATERIALS AND RESOURCES	NOTES
<p><b>Slide 10.</b></p> <p><b>Task three, create a mood board.</b></p>	<p>Now you have created an innovative product for your station. As a team create a mood board to represent the colours, materials, look and feel you intend to use in the rest of your station design.</p>	<p>Power-Point Mind map and idea development Access to the internet</p>	<p>All work from this session (product design &amp; mood board) will be used in the team's final presentation.</p> <p><b>Students should have access to the internet/ materials to complete this task.</b></p>
<p><b>Slide 11.</b></p> <p><b>Careers in Rail</b></p>	<p>If time allows explore careers in rail.</p>	<p>Powerpoint and link to video</p>	





# Rail Forum

## Enterprise Project : Designing Your Station

### Session Plan



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## 4. Designing Your Station Lesson Plan

1 Hour Lesson



Theme	The series of 5 lessons takes students through the process of designing a new station, from team formation, considering the location of the station, thinking about the customers and their needs, designing an innovative new solution to a future problem and finally planning and presenting their station to the class.
Learning Objectives	<ul style="list-style-type: none"> <li>• Understand why transport hubs are built</li> <li>• Take into consideration disabilities, age of passenger and use of station in design.</li> <li>• Working within a strict budget when designing station</li> <li>• Sticking to a design brief</li> </ul>
Curriculum and Key Skill Links	<ul style="list-style-type: none"> <li>• <b>Communication Skills:</b> within teams</li> <li>• <b>Problem Solving Skills:</b> designing a station to fit everyone's needs</li> <li>• <b>Working with Others:</b> within teams</li> <li>• <b>Maths:</b> creating and sticking to a budget</li> <li>• <b>Design and spatial awareness:</b> creating a station space for all</li> <li>• <b>Listening:</b> designing a station within a design brief</li> </ul>
Resources Required	<p>Computer; Projector; PowerPoint Presentation (lesson 4 – designing the station ); work booklet (30- these will be used by students across the 5 lessons); a3 paper (one – two sheets per team)</p> <p><b>Resources listed allow for one session of 30 students, you will need to adjust accordingly.</b></p>
Ability/ Special Educational Needs	<p>The design challenge will be completed in groups so should help to bridge any gaps in those students who may struggle. However, inspiration images or technology can be used to inspire those students struggling with ideas.</p> <p>Students will need to use pens/pencils and work in team.</p>



SLIDE / TASK (CHALLENGE)	1 HOUR SESSION
1. Title / Introduction	0.5 minutes
2. Session aims	0.5 minute
3. Over station design project. Create mood board for station	10 minutes
4. Design a multi-purpose over station space that is suitable for all rail users	1 minute
5. Design brief	1 minute
6. Budgeting for project.	1 minute
7. Station floor plan	2 minutes
8. Design station, create budget and floor plan.	35 minutes
9. present station in teams.	10 minutes
<b>Total:</b>	<b>60 minutes</b>

## SESSION GUIDE

SLIDE / TASK (CHALLENGE)	STUDENT ACTIVITIES	MATERIALS AND RESOURCES	Notes
<b>Slide 2. Learning outcomes</b>			
<b>Slide 3. Over station design project.</b>		Power-Point	Space in big cities is highly sought after and in demand. That means companies such as Network Rail need to develop transport hubs. This involves building upwards on an existing station and adding developments that would be beneficial for the civic ecosystem.
<b>Slide 4. Design a multi-purpose over station space that is suitable for all rail users</b>	Teams use their creative research to produce a mood board to represent the colours, materials, look and feel they intend to use in their station design  <b>10 minutes</b>	Power-Point  Paper	

## SESSION GUIDE

SLIDE / TASK (CHALLENGE)	STUDENT ACTIVITIES	MATERIALS AND RESOURCES	NOTES
<p><b>Slide 5. Design an over station space.</b></p> <p><b>Design brief and the items learners need to consider, the budget they must stick to and items that need to be included.</b></p>		Power-Point	At the end of session five, students will present their mood boards/ floor plan designs and present their overhead station project as a team.
<p><b>Slide 6. Create the budget for the station</b></p>		Power-Point Booklet page 13	
<p><b>Slide 7. Create a floor plan for</b></p>		Power-Point	
<p><b>Slide 8. Design your project</b></p>	<p><b>Task:</b> Design the floor plan for your overhead station.</p> <p>The space should be multi-purpose with options for this to change as the needs of the community change.</p> <p>You must also consider issues of access and make sure the space is accessible for all.</p> <p><b>Maximum 3 storey upgrade.</b></p> <p><b>Budget: £5,000,000</b></p>	Large paper for floor plan, booklet page 13 budgeting	Remind the learners to consider those targeted groups discussed in the beginning. Can they include any of the bonus challenges?

## SESSION GUIDE

SLIDE / TASK (CHALLENGE)	STUDENT ACTIVITIES	MATERIALS AND RESOURCES	NOTES
<p><b>Slide 9.</b> <b>Present your station in your teams.</b></p>	<p>Learners give a quick presentation about their station, budget and floor plan.</p> <p>How have they answered the design brief?</p>	<p>Floor plan and budget.</p>	<p>Questions they need to answer are displayed to help them</p> <p>Questions are</p> <p>Have you answered the design brief?</p> <p>What considerations have you made for the target groups?</p> <p>Have you got any of the bonus items?</p>





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## Enterprise Project : Project Presentations

### Session Plan



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## 5. Project Presentations Session Plan 1 Hour Lesson



Theme	The series of 5 lessons takes students through the process of designing a new station, from team formation, considering the location of the station, thinking about the customers and their needs, designing an innovative new solution to a future problem and finally planning and presenting their station to the class.
Learning Objectives	<ul style="list-style-type: none"> <li>Explore the different careers in the rail industry and see how many you can guess</li> <li>Review presentation skills</li> <li>Prepare presentation</li> <li>Present to the group</li> </ul>
Curriculum and Key Skill Links	<ul style="list-style-type: none"> <li><b>Communication Skills:</b> within teams</li> <li><b>Problem Solving Skills:</b> presentation planning</li> <li><b>Working with Others:</b> within teams</li> <li><b>Time management:</b> preparing for presentation</li> <li><b>Speaking:</b> speaking the class through their presentation</li> <li><b>Organisation:</b> ensure all students contribute to the presentation in some way.</li> </ul>
Resources Required	<p>Computer; Projector; PowerPoint Presentation (lesson 5 – Project Presentations); work booklet (30- these will be used by students across the 5 lessons); presentation materials by each group</p> <p><b>The resources listed allow for one session of 30 students, you will need to adjust accordingly.</b></p>
Ability/ Special Educational Needs	<p>The presentation will be completed within teams helping any learners who may be struggling. It is encouraged that every member of the team goes up to present although this isn't necessary.</p> <p>Students will need to use pens/pencils and work in team.</p>



SLIDE / TASK (CHALLENGE)	1 HOUR SESSION
1. Title / Introduction	0.5 minutes
2. Session aims	1 minute
3. Career Articulate	5 minutes
4. Presentation skills	3 minutes
5. presentation skills video	3.5 minutes
6-7. Planning your presentation	15 minutes
8. Presentation Time	25 minutes
9. Self-assessment	
10. Careers in Rail	5 minutes
<b>Total:</b>	<b>60 minutes</b>

## SESSION GUIDE

SLIDE / TASK (CHALLENGE)	STUDENT ACTIVITIES	MATERIALS AND RESOURCES	Notes
<b>Slide 2. Session outcomes</b>		Power-Point	.
<b>Slide 3. Career articulate</b>	<p>Take a pack of cards – you have 1 minute to describe what’s on the card for your classmates to guess.</p> <p>See how many careers in the rail industry you can get!</p>	<p>Power-Point</p> <p>Articulate cards – 1 set per team</p>	<p>Warm up activity to get the students thinking about how they say things and communicate with their peers – preparation for their presentations at the end of the session.</p> <p>They cannot say the word on the card or any root of the word.</p>



## SESSION GUIDE

SLIDE / TASK (CHALLENGE)	STUDENT ACTIVITIES	MATERIALS AND RESOURCES	NOTES
<p><b>Slide 4.</b> <b>Presentation skills</b></p> <p><b>Presentation dos and don'ts. Show words one at a time and students need to decide if they are a do or a don't.</b></p>	<p>As a word appears on screen decide if they are a do or a don't for presentations.</p> <p>See how many you can get correct.</p>	<p>Power-Point</p>	<p>Start by introducing yourself – <b>do</b>, let your audience know who you are, then begin the presentation with something engaging to capture their attention.</p> <p>Make eye contact = <b>do</b>, don't just scan</p> <p>Use lists of three = <b>do</b>, three feels complete and help people</p> <p>Mumble to your teammates = <b>don't</b>, be as prepared as possible</p> <p>Look at the floor – <b>don't</b>, stand tall and proud the whole time you are presenting – be a team player!</p> <p>Make up facts = <b>don't</b>, facts are really useful, but they need to be accurate.</p> <p>Talk immediately = <b>don't</b>, walk to the front, pause and then talk</p> <p>Say thank you – <b>do</b>, this is important and signifies the end of your presentation</p> <p>Don't care if it goes wrong = <b>do</b>, we all make mistakes</p>
<p><b>Slide 5.</b> <b>Presentation skills video</b></p>	<p>Students to take notes on the video mentally or physically</p>	<p>Power-Point</p>	



## SESSION GUIDE

SLIDE / TASK (CHALLENGE)	STUDENT ACTIVITIES	MATERIALS AND RESOURCE S	NOTES
<p><b>Slide 6-7. Planning your presentation</b></p>	<p>Slide 6: You are going to pitch your project to the rest of your class.</p> <p>Explain your developed <b>ideas, design, and ethos</b> behind their new rail station.</p> <p><b>Consider:</b></p> <p><b>Target audience</b></p> <p><b>Body Language</b></p> <p><b>Engaging</b></p> <p><b>Keep it simple and focused</b></p> <p><b>Practise!</b></p> <p>Slide 7: Use the boxes in your booklet to make some notes about your team's strengths and weaknesses in terms of presentation skills.</p>	<p>Power-Point</p> <p>Booklet page 15</p>	<p>Give the students time to complete their designs and plan their presentation.</p>
<p><b>Slide 8. Presentation time!</b></p> <p><b>Each team will present.</b></p>	<p>Allow each team to present their ideas.</p> <p>Using the project voting slip, rate each team on:</p> <ul style="list-style-type: none"> <li>• Presentation skills</li> <li>• Innovation</li> <li>• Customer satisfaction score</li> <li>• Income</li> </ul> <p>Once all teams have presented, look at your scores and decide on your winner.</p> <p>The team with the most votes will win!</p>	<p>Power-Points</p> <p>Each teams designs and other items</p> <p>Booklet page 16</p>	<p>Explain that students will get voting slips to vote for each category , and then decide on an overall winner, considering all four categories.</p> <p>Once all students have presented, tally up the 'winner' votes from the bottom of the voting slip, and announce the winning team.</p>



## SESSION GUIDE

SLIDE / TASK (CHALLENGE)	STUDENT ACTIVITIES	MATERIALS AND RESOURCES	NOTES
<p><b>Slide 9. Congratulations</b></p> <p><b>You have successfully completed your project! The skills you've been using are valuable in the world of work.</b></p>	<p>Have the students do a self analysis –</p> <p>Option one – thumbs UP for great, MIDDLE for OK, DOWN for could have been better for each skill</p> <p>Option two – have one side of the room as 'great', the opposite wall 'could have been better' and have the students move across the room according to where they rate themselves for each skill.</p>	<p>Power-Point</p>	
<p><b>Slide 10. Careers in Rail</b></p>	<p>If time allows explore careers in rail</p>	<p>Powerpoint and link to videos</p>	

