
**Sample
Preliminary Lesson Plan
(PLP)**

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Lesson 1: Introduction and Course Overview

Lesson Number:	1
Lesson Title:	Introduction and Course Overview
Topics:	<ul style="list-style-type: none"> • Instructors introduce themselves and provide background on their freight experience. • Participants introduce themselves and state at least one learning expectation for the course. • Instructors provide a course overview, including course outcomes, agenda and lesson linkages. • Instructors identify the resource material found on the Resource CD included in the Participant Workbook and discuss its applicability as a reference for them. • Instructors list and review ground rules and participants contribute to the ground rules presented.
Instructional Method:	<p><u>Mini-lecture:</u> Instructors open the course by welcoming participants, reviewing housekeeping items and leading participants through introductions.</p> <p><u>Activity 1:</u> Participants state their name, including: who they are, what they do and for how long; and, describe their role in the field of freight planning.</p> <p>Based on pre-course information and the participant introductions, the instructors assess whether the target audience is in attendance or whether DOTs or MPOs are not adequately represented.</p> <p>If indications are that the target audience is not represented, instructors will be prepared to make adjustments identified in the Instructor Guide. Instructors <u>will not</u> have to modify the materials or slides. Instructors will adjust how they facilitate some of the activities and present some of the mini-lectures to accommodate the under-representation of one of the agencies among the attendees. For example, if MPO professionals are not adequately represented, the instructor will help introduce the attendees to MPO specific considerations through more examples and instructor led discussion of the urban and local nature of MPO concerns and issues.</p> <p>The Instructor Guide provides direction on how to handle a lack of representation of either one of the agency types for the conduct of the overarching exercise. <u>The course will be designed to be presented</u></p>

	<p><u>to the target audience, but can be easily adapted to an audience that may be skewed towards one type of organization.</u></p> <p><u>Mini-lecture:</u> Instructors review course outcomes and ground rules, and then lead participants through Activity 2.</p> <p><u>Activity 2:</u> Participants are prompted to fill in the blank of the following statement, “I hope to learn ____ about freight planning”. A slide with this statement is presented on screen for participants. Instructors capture the participant learning expectations on a flip chart.</p> <p>After learning expectations are captured, instructors solicit any additional ground rules from the participants and add them to the general list.</p> <p><u>Mini-lecture:</u> Instructors address participant learning expectations. Instructors present a general slide that lists what will be covered and what will not. Instructors introduce and set up the course “parking lot”. Instructors provide references for further information on those expectations not covered by the course and review course agendas.</p>
Instruction Day:	Day 1, Introduction and Course Overview: 8:30 AM – 9:15 AM
Time Allocation:	<ul style="list-style-type: none"> • Mini-lecture: housekeeping – 5 minutes • Activity 1: introductions – 15 minutes • Mini-lecture: outcomes and ground rules – 10 minutes • Activity 2: participant learning expectations – 10 minutes • Mini-lecture: address expectations and parking lot – 5 minutes • Introduction and Course Overview Total Time – 45 minutes
References:	<ul style="list-style-type: none"> • Documentation, websites and input provided by state and/or jurisdiction. • Course Reference CD • FHWA Office of Freight Management and Operations – http://www.ops.fhwa.dot.gov/freight/index.cfm • FHWA- Office of Planning – http://www.fhwa.dot.gov/freightplanning/index.htm

Lesson 2: Selling the Importance of Freight in the Planning Process

Lesson Number:	2
Lesson Title:	Selling the Importance of Freight in the Planning Process
Performance-Based Learning Outcomes:	<ul style="list-style-type: none"> • Describe the role of a region's freight transportation systems in supporting economic competitiveness. • Compare multi-modal freight needs of different supply chains.
Instructional Methods: Facilitated Discussion Lecture/ Presentation	<p>Lesson Kick-off Discussion (10 minutes):</p> <ul style="list-style-type: none"> • Ask the participants to share their experiences with selling the benefits of freight planning. Ask them to whom they were trying to sell to and to list the challenges or barriers and how they overcame those challenges. <p>Instructors Presentation/Interactive Discussion (50 minutes):</p> <p>PowerPoint slide presentation to:</p> <ul style="list-style-type: none"> • Discuss who you have to sell freight to and why. • Define a supply chain and how it differs for various industries. (Two supply examples will be used throughout the course as part of the exercise.) Ask participants to identify needs associated with supply chain attributes. • Examine how different industries use transportation. • Examine how businesses make location decisions with regard to their freight needs. • Explore case studies of successfully linking economic development to competitiveness via freight transportation. • Ask participants to discuss specific examples of transportation projects that were undertaken in response to a specific business. <p>Overarching Small Group Exercise (50 minutes)</p> <p>In this first installment of the “overarching exercise” groups will fill in worksheets related to “supply chain scenarios” diagram / charts that will be distributed.</p> <ul style="list-style-type: none"> • Each group is asked to identify a major business in their scenario region and describe in general terms how the supply chain concept applies, using the worksheet to fill in elements of the diagram based on the transportation resources in the region (i.e., how do the raw inputs get to the business and how do they arrive at your door). • Each group will discuss what transportation issues (congestion, bottlenecks, inadequate facilities) the selected business may face in executing its supply chain management

	<p>functions.</p> <p>Near the end of the exercise participants report on their scenario for a key business/industry in their region, and describe how they believe that businesses supply chains work.</p>
Instruction Day:	Day 1: A.M.
Time Allocation:	<p>Lesson Kick-off Discussion – 10 minutes</p> <p>Instructors Presentation –50 Minutes</p> <p>Exercise – 50 minutes</p>
Evaluation Plan:	Participants' learning will be evaluated by their participation, questions and exercise involvement.
References:	<p>http://www.ops.fhwa.dot.gov/freight/freight_analysis/econ_methods</p> <ul style="list-style-type: none">• TRB Proceedings 25: Global Intermodal Freight: State of Readiness• BTS: U.S. International Trade & Freight Transportation Trends