

## Typical Student Week workshop (S5)

**Objective:** *Provide school students with a realistic picture of the variety of experiences that student life offers, as well the independence it provides and the associated need for effective time management.*

**Duration:** *50 minutes plus informal discussion time.*

**Staff:** *LEAPS session leader, volunteers plus member of school staff to be present.*

**Materials:** *1 x A4 laminated instruction sheet, 1 x A3 activity sheet and 1 x pen.*

### To begin: Introduction and group forming (5 minutes)

The session leader will briefly reintroduce the LEAPS Programme before outlining the objectives of the session and explaining the presence of the LEAPS volunteers. The session leader will then divide the class into equal-sized groups and encourage each group to sit in a circle (or around a table). Each volunteer will join a group and the session leader will ensure that each group is provided with a pen, 1x A4 instruction sheet and 1x A3 activity sheet.

### Step 1: Icebreaking (5 minutes)

Each volunteer will join a group and sitting in the circle will briefly introduce him/herself. Volunteers should then encourage each member of the group to introduce themselves, asking them to mention what subject they would like to study at university or similar.

The session leader will then ask each group to appoint a scribe and a spokesperson and explain that in a few minutes the spokesperson in the group will be asked to introduce their student volunteer to the rest of the class.

In order to do that the Session Leader will ask each group to find out more about their student by asking a series of questions (possible questions are listed below). As the group are asking questions the 'scribe' should be taking notes. Each group will then feedback.

- Where and what did they study?
- Where did they live before starting at university?
- Why did they select their chosen course and university?
- Do they have career plans?
- Do they have a part time job?
- Are they involved in any extracurricular activities such as societies or sports?
- What do they view as an ideal student night out?
- And what do they like to do for a night in as a student?

### Step 2: Profiling your Student's typical week (5 minutes)

Each group should then gather more in depth information on their student in particular about their study patterns. In conversation pupils may ask the following or similar questions. The scribe for the group should again be taking notes.

- How many hours do they spend in class?
- How often do they socialise each week and what kind of things do they do?
- What type of study do they get involved in – is it all classroom based?
- How much time do they spend in the library?
- How many hours do they spend each week on coursework or private study?
- Other than socialising, how else do they use their time?

### Step 3 : Completing the Week Planner (15-20 minutes)

The session leader will ask each group to try and outline the 'typical student week' of their visiting student by filling in the 'Week Planner' sheet (separate A3 sized sheet).

They should use the information they collected in exercise 1 and 2 but also ask their student further questions so that they can complete the planner as fully as possible.

### Step 4 : Comparing Diaries (10 mins)

Once the 'week planner' has been completed the session leader will ask all the groups to get out their own diaries or school timetable. They should compare the timetable of their visiting student to their own and discuss any differences that they notice.

- Who spends longer in class?
- Who has to spend more time on private study?
- Do you have more or less free time than your student?
- Do you have more independence than your student?
- Are there other key differences between your week and a typical student week?
- Who do you think has a more exciting lifestyle – you or your student?

After some discussion time the Session Leader will ask for some of the groups' findings and cover any points raised.

### Step 5: Rotate volunteers to join different group (optional)

Time allowing, the session leader will ask volunteers to join a different group so that the pupils can compare one student's weekly planner with another student's who may be studying a different subject at a different university. Volunteers should take their 'Week Planner' with them and introduce themselves to their new group before explaining their timetable to them. The session leader may rotate the volunteers more than once.

### Step 6: Summary (5 minutes) - The session leader will make the following points:

- There is variety in the way that degrees are studied – some have lots of teaching time while others involve lots of personal study. Nevertheless, the amount of hours that students are expected to put towards their studies each week does not vary greatly.
- There is a great deal of independence associated with student life. For instance, most students have a part-time job. Many, but not all students get involved in student societies while lots of students take advantage of sport and exercise facilities.
- Student life is about more than study. In order to make the most of student life, students need to take advantage of the excellent social and extra curricular opportunities that exist.
- With independence and social opportunity comes the need for effective time management.

### Informal discussion

Any remaining time before the end of the session can be given over to informal discussion between volunteers and school students. The Session Leader will collect the activity sheets and marker pens from each group at the end.