

Introduction to Student Life

Session Plan [50 min]

Supporting Gatsby benchmark 7.

Learner Outcomes

Short-term outcomes:

- Learners improve finance and budgeting skills.
- Learners have increased knowledge about apprenticeships and university life.
- Learners have increased knowledge about extracurricular activities and their benefits.

Medium-term outcomes:

- Learners are aware of where to locate resources and support on university student life
- Learners are able to conduct further independent research into their futures based on their unique interests and aspirations.

Sequence of Learning Activities:	Timings	Facilitator Activity	Attendee Activity	Resources
Introduction	2 min	<ul style="list-style-type: none"> • Introduce yourself and Hello Future • Run through workshop aims and outcomes <p>Break down how the session will work – there are three activities that focus on different aspects of student life, whether this is related to university or higher/degree apprenticeships. A class of 30 should therefore be split into three groups of 10 to facilitate this.</p> <p>Presenter can give a brief overview of their student life and inform learners that practitioners in the session will answer questions from learners if any come up during the activities. Learners will be given a booklet at the end so that they can do further research as they wish after the session.</p>	Active listening	PowerPoint
University or Apprenticeship Debate	15 min	<p>[Presenter] Present the two different options – university and higher/degree apprenticeships - and give a brief introduction of the options.</p> <p>This activity is designed so that learners can see the pros of both university and apprenticeships, and therefore acknowledge that both are viable options for higher education. In their group of 10, split them into two, one side to argue pro-University and one side to argue pro-Apprenticeship. Once this is done, give them the prompt sheets so in their groups they can plan out their side of the argument.</p>	Active listening Active participation Constructing an argument Working with others	PowerPoint Prompt sheet

		<p>Learners should have 10 minutes to prepare and then 5 minutes to debate (adjudicated by a practitioner if possible).</p> <p>Prompts from the sheet:</p> <ul style="list-style-type: none"> • Earning while learning • Moving away or staying at home • Social life • Assessment styles • Living in a city or on campus • Entry requirements • Placement options • Scholarships • Options to study abroad • Loud and social, or quieter • Work experience • Budget • Living alone or with others 	<p>Group discussion</p> <p>Debating (not necessarily the side they agree with)</p>	
<p>Budgeting Activity</p> <p>(Move away or stay at home)</p>	15 min	<p>[Presenter] Introduce the task to learners and give a brief description introduction of the options, e.g. halls or private rented flat. They will need different things dependant on what is already available in the accommodation.</p> <p>This activity is designed so that learners can consider the necessities and their priorities of other items if they are to move into new accommodation when they start their higher education studies.</p> <p>The worksheet lays out a number of items for the various rooms: kitchen; living room; bedroom and bathroom, as well as some miscellaneous items. Once they have chosen their items, they can detail them on the worksheet, to fit their budget of £95. This activity can facilitate discussion, both amongst themselves, and with a practitioner.</p>	<p>Active listening</p> <p>Active participation</p> <p>Budgeting</p> <p>Prioritising</p>	<p>PowerPoint</p> <p>Work sheet</p>
<p>Social Life Human Bingo</p>	15 min	<p>[Presenter] Present the task and give a brief description of what is involved. Perhaps give examples of clubs or societies you were involved with when you were in higher education.</p> <p>Learners should be given the bingo cards with various clubs and societies on them - the goal is for them to find others with some of the same options and write a name in each box. This allows them to discover different clubs and societies, but also talk to peers they may not interact with day-to-day.</p> <p>Learners should see that some clubs/societies would have been expected but some should be more unexpected.</p>	<p>Active listening</p> <p>Active participation</p> <p>Discussion with peers (not necessarily those they would speak to day-to-day)</p>	<p>PowerPoint</p> <p>Bingo card sheet</p>

		Once they have completed this task by talking to the other members of their group – they can choose 2 clubs/societies that they would try (with the acknowledgment that they wouldn't be able to try them all).		
Conclusion (What's the point?)	2 min	On average, someone of working age without a degree is making £22,000 a year. This is also a great wage. However, when you have a degree your value massively increases because of all the skills and expertise your education has helped you to develop. So on average, someone of working age with a degree is making about £31,000 a year. This is a whopping £9,000 more than someone without a degree. Of course money shouldn't ever be the sole incentive, but it's a good example. Those people are earning more because they are more skilled and therefore the pool of jobs they are applying for increases massively.	Active listening	PowerPoint
Final slide	1 min	Learners should be made aware that this session is a starting point for their research, not the sum of it. Booklets containing sites and different information they can use should be handed out. Also, signpost to Hello Future social channels so that the learners can seek out further opportunities.	Active listening	PowerPoint Booklet to take away – further information