| Time/Date |  |
| --- | --- |
| Location/Course |  |

| Slide | Activity | Time | Total |
| --- | --- | --- | --- |
| Session outcomes and Agenda | Briefly outline session outcomes and agenda. If you have not already done so inform or agree the pairs that the students will be working in to design and deliver their workshops. | 10 mins | 10 mins |
| Warm-up | "Getting to know" activity is ideal for group size but can be replaced with any other icebreaker you prefer (see **icebreakers** resource for guidance). | 10 mins | 20 mins |
| Warm-ups and icebreakers | Discuss as a **whole group** what their thoughts are on warm-up activities. Do not shy away from the fact that they have a very mixed reputation and welcome student's concerns/criticisms.  Now put up the bullet point list and talk about how they can be effective if tailored and thought through (See icebreakers resource for further detail on the bullet points listed). | 15 mins | 35 mins |
| What does a bad workshop look like? | In their **pairs** ask them to briefly discuss what they feel makes a bad workshop and if they can recall any specific experiences. Conduct this as a Think, Pair, Share activity: ask students to think on their own for 30 seconds, then discuss with their partner, then feedback to the group.  Ask each pair to feedback. After each point ask them what the opposite (i.e. the positive would be) and capture this on flipchart/whiteboard under the title "what does a good workshop look like?" If it is a point such as "sessions that run over time" just confirm with students they would agree that "sessions run to time" would be the positive way of phrasing it before jotting it down. | 15 mins | 50 mins |
| What is the structure of a good workshop? | **Split the group in half (keeping pairs together**) and ask them to discuss and record (flipchart/paper) what they think should be included in the introduction, content and conclusion of a workshop. | 5 mins | 55 mins |
| Getting started, The Content, Concluding | Take these slides in turn and ask each group to feedback what they recorded. Capture these on flipchart/whiteboard and then put up the examples on the slides, adding any that students haven't stated to the flipchart/whiteboard. | 10 mins | 1 hour  5 mins |
| What were your concerns? | Give each student a pen and a number of post-it notes. **Ask students to think on their own** about what concerns they had when they were going through the transition in question and write them down, one per post-it, and put them up on the whiteboard. This is a good time for a comfort break.  Go through the worries, grouping them where possible, and advise students that these likely to be similar to the students who will be attending the workshops. It is helpful if duplicate occurs and this reinforces that multiple people feel/felt similar. Often students will add further context to concerns when they are being read out and this should be encouraged. | 10 mins | 1 hour 15 mins |
| Personas | Give each **pair** a copy of the **personas** resource (ideally A3 size). Each pair should create a fictional student who will be attending the workshops. Each pair then presents their persona to the group.  Explain before they start that the exercise is designed to capture some of the concerns from the previous activity and help them focus on what the students attending the workshop are likely to want to get from the session and this will help when it comes to designing their workshops. | 15 mins | 1 hour  35 mins |
| Break | Depending on how the group are doing (are they losing concentration?) consider offering a break at this point (10-15 minutes). If they are still working well can often be good to keep momentum going. | ? | ? |
| Activity brainstorm | **As a whole group** ask students to think of what kind of activities they could run in their sessions and ways they can get different students to work together (see facilitation techniques for guidance) recording these on flipchart/whiteboard. Ask them to look back at all the artefacts produced in the session for inspiration as well as asking them to recall what techniques and configurations have been used during the training session.  This is the point in the session that potentially requires the greatest steer from the presenter depending on student's level of knowledge/confidence. (see **facilitation techniques** resource) | 20 mins | 1 hour 55 mins |
| Planning | Briefly run through key considerations on screen and remind students to consult all the artefacts created in the session. Now allow students to plan their sessions in their **pairs**. Circulate round the round offering advice and guidance where needed.  Once pairs have finished planning ask them to provide a summary of their planned workshop to the group and ask the pair if they feel they have considered all the key points on the slide. | 35 mins | 2 hour 30 mins |
| Promoting the workshops | Ask the **whole group** to discuss how they think it would be best to promote the workshops to students or present your plans and ask them for comments and suggestions.  The most important questions are around where to advertise (leaders going into taught sessions, email, posters etc) and what the key messages should be i.e. what will students get out of attending the workshops / what makes these workshops different to staff led sessions. | 10 mins | 2 hours 40 mins |
| Evaluating the workshops | As a **whole group** ask the students how they feel the workshops should be evaluated or present to them what you evaluation plan is and ask them for comments and suggestions. (See **evaluation suggestions and examples** resource). | 10 mins | 2 hours 50 mins |
| Questions? | Provide an opportunity for students to ask any final questions about their workshops or the logistics of the day. | 5 mins | 2 hours 55 mins |