

# PAL Leader Training: Section 3



# After this session, you will be able to...

... structure a session.

... identify and use different PAL Leader techniques.

... promote PAL and encourage students to come to sessions.

... set agendas and plan suitable activities for your sessions.

... understand how to use different resources for a PAL session.

... understand the logistics of the PAL scheme.

# Starter: Let's create Plenaries!



# Plenaries (recap)

- Plenaries are a way to end the session, you may use it to:
  - Summarise content
  - Evaluate the session (*e.g. did students enjoy it, what did they learn, did they find it useful?*)
  - Find out what they want to cover next session

# Plenaries 1

- Using the resources on your table, come up with some plenary activities.

You have 10 minutes. After 2 minutes, go to the next table!

# Plenaries 2

- There is a list of potential plenary activities using different resources on the Peer Support webpage, under PAL resources. There is also a list of plenaries in the handbook on p.20

# Planning a session



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# Setting an agenda

- What was the first and last activity we did before lunch?
- How did this help to set an agenda for the session?
- Why is it important to set the agenda at the beginning of a PAL session?

# Agenda Setting

- A PAL session doesn't have to be set in stone.
- If attendees are still struggling with something from the week before, you can adapt the session to reflect their needs.

	<b>What it involves?</b>	<b>Time</b>
<b>Before the session</b>	<ul style="list-style-type: none"><li>▪ Ask other students to leave who are not PAL participants</li><li>▪ Re-arrange the room to desired layout</li></ul>	5-10 mins before
<b>Start of session</b>	<ul style="list-style-type: none"><li>▪ Ask students to sign in</li><li>▪ Informal conversations with students as they arrive</li><li>▪ Icebreaker(s) and/or agenda setting</li><li>▪ Explanation of PAL and PAL Leader's role</li></ul>	5-10 mins
<b>Main body of session</b>	<ul style="list-style-type: none"><li>▪ Use activities to help students explore content</li><li>▪ Use of redirecting questions and wait-time</li><li>▪ Student-to-student interaction</li><li>▪ Invisible PAL Leaders</li></ul>	15 mins
<b>End of session</b>	<ul style="list-style-type: none"><li>▪ Attendees summarise what they've learnt via activities/discussions</li><li>▪ Thank the students to attending</li><li>▪ Ask for suggestions for content for the following week or signpost how you will reach out to students after the session</li><li>▪ Encourage participants to come again</li></ul>	15 mins
<b>After the session</b>	<ul style="list-style-type: none"><li>▪ Tidy the room – rearrange the room as you found it</li><li>▪ Vacate by :05</li><li>▪ Submit attendance list to Peer Support and attend debrief</li></ul>	5 mins

# Top Act, Tech TiRe

1. **Topic** – what are you covering?
2. **Activity** – what are you going to do?
3. Collaborative Learning **Technique** – how is the group arranged?
4. **Timings** – how long will it take?
5. **Resources** – do you need anything to run this activity?

# PAL Taster Session

Let's consolidate what we've learnt by using the next 45 minutes to plan a session.



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# PAL Taster Sessions 1

- For the second year running we will be running PAL taster sessions.
- This will be an opportunity for us to showcase what PAL has to offer.
- They will be 20 minutes and in-person during either induction week or week 1.

# Basic PAL Taster Activity 1

- Ask students to turn to the people next to them or behind/in front to form small groups
- Mind-map topics that you covered last year/in A-level
  - How many can you remember?
  - How difficult were they? As a group rate them between 5-1, with 5 being the hardest and 1 being the easiest?

# Basic PAL Taster Activity 2

- Ask students to turn to the people next to them or behind/in front to form small groups
- Mind-map what skills do you think you'll need during your degree?
  - Which ones will be hardest to develop and why?

# Basic Plan

Time	Action
___ minutes	Introduce yourselves as leaders, your course, a bit about yourself
___ minutes	Explain the activity, and give them the rest of the time to discuss in their groups
___ minutes	Get the groups to feedback
___ minutes	Explain that this is the type of activity you'd do in PAL, and that you'd do go on do some work to help them with the topics they found difficult  Talk about the benefits of PAL and why they should attend

# Basic Plan Timings

Time	Action
0–2 minutes	Introduce yourselves as leaders, your course, a bit about yourself
2–10 minutes	Explain the activity, and give them the rest of the time to discuss in their groups
10–15 minutes	Get the groups to feedback
15–20 minutes	Explain that this is the type of activity you'd do in PAL, and that you'd do go on do some work to help them with the topics they found difficult  Talk about the benefits of PAL and why they should attend

# Session Plan

- How do you think we should showcase PAL?
- In your subject groups, plan a 20 minute session to introduce PAL to your cohort. Use Page 5 of the handbook to help you, Page 15 as a template and Page 22 for guidance.
- You have 45 minutes.
- For those of you running PAL for year two students, please use this time to plan your first introductory session.

# 6. Logistics



# Registers and Attendance

- You **must** take a register at every session
  - On paper
- You need to either email or hand it to the Peer Support Team or your Senior PAL Leader.
  - **Do not save these up**, hand them in each week
  - We will be chasing you for these if you don't hand them in

# You Senior PAL Leader will:

- Facilitate weekly debriefs for up to 3 PAL schemes.
- Act as mentors to PAL Leaders, sharing experiences and helping them to resolve issues.
- Attend a weekly meeting with Peer Support Team.
- Act as a link between PAL Leaders and the Peer Support team.

# Debriefs

- You will have a weekly debrief with your Senior PAL Leader, they will coordinate with you when this will be
- It is important to attend, or let them know if you are unable to do so
- It is a good opportunity to ask questions and get support

# PAL Co-ordinators and SPALs

• Chemical Engineering	Matthew Lennox	Sunny
• Biosciences	Julia Sero	Amna
• Chemistry	Barrie Marsh	Amna
• Computer Science	John Benardis	Antej
• Economics	Magdalyn Okolo	Sunny
• Politics	Nick Regan	Antej
• Physics	Steven Davies	Sunny
• Pharmacy	David Taylor	Antej
• Psychology 1 <sup>st</sup> Years	Ian Fairholm	Sunny
• Psychology 2 <sup>nd</sup> Years	Rachael Bedford	Amna

# Observations

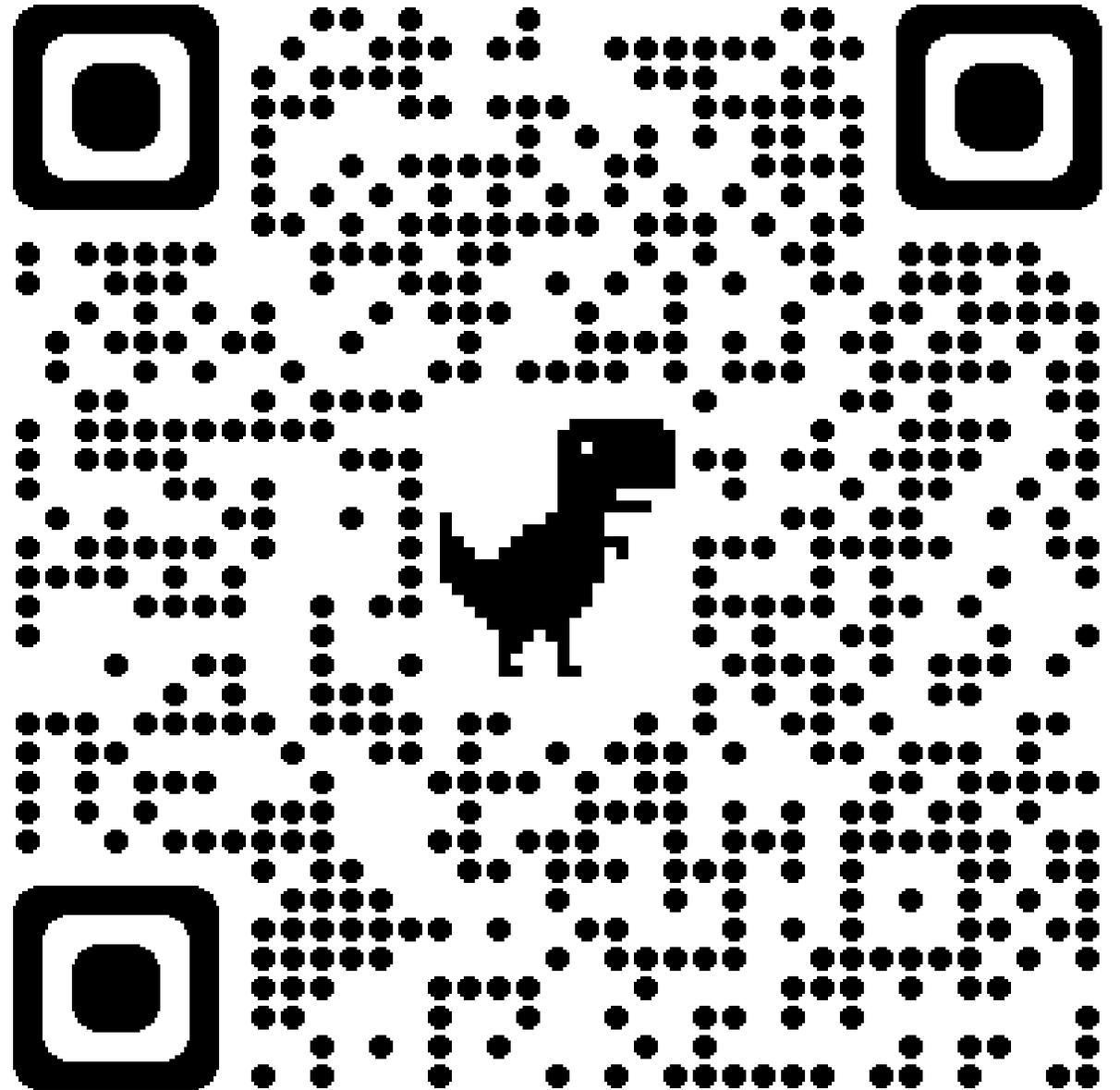
- You will have 1 observation during the year
- This is not a 'test'
- Provide feedback and support you with improving your sessions
- Will let you know dates nearer the time

# Survey time!

[thesubath.com/surveys/527/](https://thesubath.com/surveys/527/)



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# Any Questions?



# Congratulations on becoming a PAL Leader!



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