



Information for Student Ambassadors

Version 18.5RAP
June 2019

I:Aspire workshop for Year 5 & Year 6

Information for Student Ambassadors

What is the aim of I:Aspire?

The aim of I:Aspire is to inspire Year 5 and Year 6 pupils about the possibility of going to university. We hope to raise pupils' aspirations by giving them an insight into student life and the opportunities available to them in higher education.

How does it work?

Local schools bring groups of up to 80 Year 5/6 pupils to the University of Wales Trinity Saint David and we run a full day of activities for them. The programme follows a standard format that is generally based on the following:

1. Introductions
2. Icebreaker
3. Yes/No Game
4. MOULD-A-CAREER
5. Panjango
6. Campus Tour!
7. The Essential Student gadget
8. What is University?
9. Prize giving
10. Evaluation
11. Goodbye

Each Student Ambassador will be assigned to around 4-7 pupils for the day and will combine with another group for the tour, so that 2 Ambassadors will host 8 - 14 pupils.

Instructions for the Activities

1. After an introduction and presentation from the Reaching Wider Officer, once in your group, please introduce yourself and encourage everybody (including yourself!) to make a name label (provided). Ask the pupils to think of a team name. This will be used in the next activity.

2. Icebreaker – Hands on!

Objectives – to break the ice, and familiarise yourselves with the group.

Materials – Markers, Flipchart

You will be given a blank piece of flipchart paper. Each team member and Student Ambassador needs to draw around their hand, forming a circle of hands on the flipchart. Each team member / SA then writes an interesting fact about themselves in each finger. Once complete, the team name chosen during Activity 1 must be written in the centre of the flipchart.

3. Yes/No Game

Objectives – to create awareness of the level of independence students have.

Materials – YES and NO Folders, Question Cards.

Steps:

- Read the questions out one at a time, or ask the pupils to take turns doing it.
- Ask the group to decide on an answer (yes or no) and ask them to put the question card in the appropriate pile.
- Once all the cards have been put in to the piles, discuss with students. All the answers are Yes.

Points to bring out:

- Highlight the **independence** of being a student
- Highlight that students have a lot of choice about how they spend their time at university
- **All decisions have consequences.**

4. MOULD-A-CAREER

Objectives – to highlight careers available after getting a degree

Materials – 4 x Play-doh pots, 10 x MOULD-A-CAREER game cards, 1 x MOULD-A-CAREER play-doh mat, 1 x modelling tool

Steps:

- Each team member takes turn to mould a career! They will be given a career card, which will state a career only available after getting a degree e.g teacher. They must then use the play-doh and the modelling tool to mould that career, or things associated with that career
- The other team members must try and guess the career!
- Ambassadors can assist both the team member modelling and team members guessing, where necessary.
- There are 10 careers to model. Feel free to have a go yourselves!

Points to bring out:

- Highlight the **various careers available from going to university**
- Inspire them to aim higher!

5. Panjango – Top Trumps

*Objectives – to connect **learning to life***

Materials – Panjango trumps.

Steps:

- Deal out the cards evenly amongst all players.
- The player to the Ambassador's left selects a category from their top card and reads out its value. The other players then read out the value of the same category from their own topmost card.
- The largest value wins the round (except for Robot Risk where the lowest value wins). The winner takes all the cards of the round and places them at the back of their pile. That player then looks at their new topmost card, and chooses the category for the next round.

- In the event of a draw, the cards are placed in the centre and a new category is chosen from the next card by the same player. The winner of that round obtains all of the cards in the centre, as well as the top card from each player.
- Players are eliminated when they lose their last card, and the winner is the player who obtains all the cards in the game. If time is short, then the winner can be determined by the player with the most cards.

Definitions of categories:

Study & Training – the combined number of years of study / on the job training required once having left school.

Average Salary – the average annual income received by those working in that job

Physical Effort – the level of exertion, or the amount of physical energy required to carry out everyday tasks in that job.

Brain Power – the level of complexity, or the amount of mental energy required to carry out the everyday tasks in that job.

Social Good – the value to society, or the social benefit that the job provides to individuals and the community.

Robot Risk – the risk of automation, or the likelihood that the job will be taken over by a robot in the future (lowest value wins).

Points to bring out:

- Read through some of the job descriptions with the pupils, along with some of the interesting facts. Most of the high-profile jobs are only available through gaining a degree. Encourage them to start thinking about their career.

6. Campus Tour

Objectives – to show the pupils around the university and highlight the different facilities available etc.

Steps:

Relevant notes will be given to aid you with a campus tour, dependant on the location / campus.

NB: If any of the pupils think this is an excellent opportunity to misbehave etc., remind them that their teachers are wandering around the campus and there's a good chance that you will bump into them!

7. The ESSENTIAL student gadget (competition)

Objectives – to be creative and encourage further discussion on student life

Materials – craft box, pens, glue, tape, scissors and junk!

Steps:

- Ask the pupils to think about what sort of things a student might need (an alarm clock, a personal chef, a car etc.) and maybe scribble down some ideas.
- Look at the materials available and get the group to decide what they're making.
- Pupils should think about why a student needs what they are making.
- Make sure everyone is involved, different pupils can focus on different aspects of making the object or how they're going to present the rationale behind it.
- The 'judges' listen to each group and ask them to explain what their gadget does.
- There will be a prize for the winners.

8. What is University?

Objectives – to increase awareness of university life / student life.

Materials – What is University guide for each team member, pens, coloured pencils.

Steps:

- Complete the passport page with all pupils, ensuring they stick their Sprocket picture in to their books.
- If time permits, work your way through the What is University booklet with your group. This is an opportunity for them to ask questions and find out more information. They need to complete pages 3, 5 and 6.
- Any pupils who have finished this can complete the word search on Page 7.

Points to bring out:

- Mention your experience at University and answer all their questions where possible.

9. Prize giving

Objectives – to award the winners of the best student gadget!

Materials – prizes!

10. Evaluation & Certificates

Objectives – to evaluate the afternoon's activities. To enable us to assess whether the activities achieved their goals and to enable the pupils to reflect on what they have done/learnt. Present them with their certificates.

Materials – Evaluation Form, pens, certificates.

Steps:

- Make sure everyone has a pen or pencil. Go through the form as a group ensuring that everyone understands the questions. Certificates to be filled in, and handed to the pupils, along with their goodie bags.

The Role of the Student Ambassador

Your role is that of a facilitator ensuring that each and every pupil gets the most out of each activity, in a safe and responsible manner. Remember, you are not a teacher and not a friend.

Here are a few top tips to help you in your role:

- Try to learn the pupils' names and use them
- Make sure everyone has a pen and gets involved
- If there are two of you on a table, don't sit together, spread out
- Encourage the students to write things down themselves rather than doing it yourself
- Be aware of time limits and keep within them
- Listen to the workshop Leader, don't start activities until prompted
- Praise individuals and the group as a whole
- Recognise and show appreciation of group achievement
- Encourage co-operation between group members
- Encourage and allow everyone to participate
- Use open ended questions where possible, not 'Do you like films?' instead 'What films do you like?'
- Encourage discussion
- Try to deal with disruptive behaviour in a firm but positive manner, ignoring it will only make it worse.
- Involve all pupils in the activities and try different ways to keep each pupil engaged if you find your initial approach doesn't work.
- Don't forget to use positive body language – pupils will pick this up quicker than anything else

Remember

- **NEVER** physically chastise a pupil, even a gentle tap on the head with a piece of paper can be misinterpreted
- You are responsible for their health and safety during the day (See Appendix F for emergency procedures)
- Swearing and/or smoking in front of the pupils is not appropriate behaviour
- **NEVER** get into a situation where you are left alone with a pupil

Appendix B

Emergency procedure for I:Aspire days held at the University

The following points are to be made clear at the beginning of every I:Aspire day.

Emergency Phone Number – if on campus, dial **extension 4101** from a university phone. Please do not dial 999 from your mobile, unless you are unable to access a land-line on site, as the university will not be alerted.

Monday to Friday 9am – 5.30pm the phone call will be answered by switchboard who will deal with your enquiry and can direct the emergency vehicle and will contact Occupational Health if necessary. At other times, the call will be answered by the porters or night security.

Fire

- Assembly point – the garden space inbetween IQ and Y Fforwm.
- Lead your pupils to the relevant assembly point and take a roll call from your register.
- Should any of your pupils be absent, do not re-enter the building. One of the Student Ambassadors should remain with the group while the other looks around the assembly point to see if the pupil/s have joined another group. If you

believe that the pupil/s may be trapped in the building, notify the fire brigade on arrival.

Accident/Injury

- Do not move or attempt to treat a pupil yourself. If a person needs first aid, contact a first aider or ask someone to do it for you. Receptionists at the main desk will be able to assist.
- The injured person will need to complete an accident/incident report form which is available through MyDay. This will need to be completed prior to the person leaving.

Lost pupils

- If pupils get lost from their group at any time they should go to the Main Reception and inform the Receptionist/Porter that they are on a school visit and have been separated from their group. The Receptionists will have been advised of the visit and will ring the Senior Reaching Wider Officer.