

# PAL Leader Training: Section 2



# Structuring a session and facilitating a session

What questions do you have about the above? Write them on a post-it note as you're arriving and then stick it on the board

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

... structure a session.

... identify and use  
different PAL Leader  
techniques.

... practice facilitating a  
session.

# Structuring a Session



# How did we structure today's session?

- Think back to this morning. If we consider this a “session”, how was it structured?
  - Icebreaker or Starter Activity
  - Main Activity
  - Plenary
  - Feedback

# Icebreakers

- Think back to what we did at the very beginning of this morning.
- Discuss in pairs (2 minutes) – how did you feel: before the icebreaker, during the icebreaker, after the icebreaker?
- There are some icebreaker examples on the Peer Support webpage.

# Main Activities

- What was our activity following the Ice Breaker?
- In pairs: how did the activity get you thinking about PAL?
- Main activities are intended to address the topic of the session and should last for the bulk of the session. There is a list of main activities on p.16 of the handbook.

# Plenary Activities

- How did we wrap up this morning?
- In pairs: What was the purpose of this?

Plenary activities are intended to:

- address any final questions about the topic
- summarise/consolidate the session 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.
- There are some plenary ideas in the handbook (p20)



# Before we move on...

- Which Collaborative Learning Technique did we just use?

# Facilitation Techniques



# Facilitation Techniques 1

- PAL leaders do not teach, they facilitate a group
- There are different techniques which can help you to do this:

# Facilitation Techniques 2

1. Student to Student Interactions

2. Redirecting Questions

3. Wait Time

4. Checking for Understanding

# Activity

- We're going to work as a group to create a lesson. Imagine that you are PAL Leaders for the course "Cakes 101: a comprehensive course on how to bake a cake"
- You have 25 minutes to plan your section. Your activity should last no longer than 5 minutes.

# Activity Cont.

- Let's facilitate!
- Wait... what CLT did we just use?

# Plenary

- Discuss: How did you find facilitating? What were the main challenges?
- How can we ensure that we run activities to time?
- What other problems could arise and how could we address them?



# Any Questions?

Let's look at your post-it notes from earlier.  
Have all of your questions been addressed?



# Lunch Time

