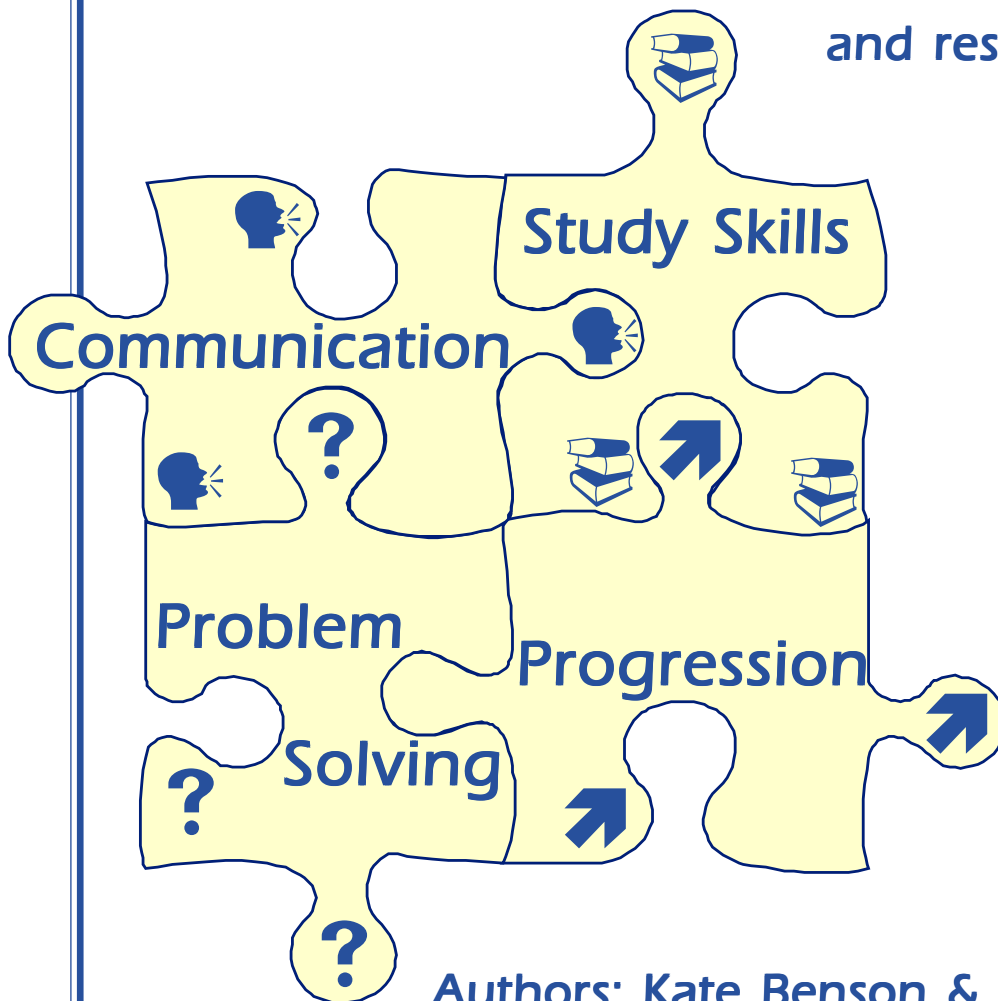




# OUR 96 TOP TUTORIAL ACTIVITIES

A resource pack for all tutors

Activities to use with your students  
to liven up learning and use  
group tutorial time effectively -  
complete with handouts  
and resource sheets.



Authors: Kate Benson & Arnie Skelton

## The Authors

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The authors share a background in education and have collaborated over the past 9 years to develop new approaches and resources for tutorials in colleges. They have developed a reputation in the sector for lively and challenging training programmes and have now developed this pack to share materials with staff involved in providing group tutorials.

### **Kate Benson**

Kate has worked in education since 1981. Originally teaching law in F.E., she moved on to establish and develop Student Support Services. She has made a significant contribution to the development of tutorial provision and shares her expertise at national conferences. She has trained hundreds of tutors in the sector and brings a realistic and sensible approach to this complex area. Her main areas of expertise are in managing learning, behaviour and communications. She is a licences master trainer in NLP. Kate is a Director of Matrix, a training organisation specialising in programmes for the 16 plus sector.

### **Arnie Skelton**

Arnie began his career in local government before becoming a Senior Lecturer with Manchester Polytechnic. After 10 years teaching experience, he gained a wealth of experience managing individual and group tutorials. Arnie runs his own training and development company and provides a range of inter-personal skills training programmes for public and private sector organisations throughout the UK. He is known for his lively and creative training and for developing new ways to look at old problems.

### **Some Special Thanks**

A special thank you to Dianne Brown for the design and layout of the pack and her enthusiasm and attention to detail, and to Carol Levene for editing the pack and her invaluable expertise and experience in tutorial management. Thanks also to Ruth Hester for taking the time to provide such valuable feedback on the activities.

We want to thank all those tutors and colleges who shared their ideas and thoughts on useful activities in a generous spirit of collaboration. There are too many to name individually, but you know and we know who you are! We are truly grateful for all your contributions.

# Introduction

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For the past 9 years we have been running tutor training programmes all over the country. We have had lots of positive feedback about the programmes, but tutors still want more, particularly asking, 'what are we supposed to do in the group tutorial?' We resisted putting materials together recognising that the best tutorials are run using resources developed for the students in the group. However, we decided to help, as tutors are constantly under pressure and tight on time. This pack is the result of our endeavours.

Some of the activities will be familiar to you, as they have been tried and tested successfully in tutorials, and often crop up, in different forms in college tutorial packs. Some have been drawn from other sources and adapted for tutorial work, while others are our own creations. We have tried to ensure they all work well.

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# How to use the Pack

## Deciding What Resources to Use and When

There is so much we could have put together for group tutorials that our main problem was what to leave out and how to present the material in a useful way. We would like you to use these resources imaginatively and reflectively. Think how best to adapt the materials and exercises for *your* group. We do not want our resources to be a set of poor photocopies dragged out every year when tutors are at a loss as to how to amuse their group today!

The tutorial activities in this pack are themed under four headings:

- Study Skills 📖
- Communication Skills 🗣️
- Problem solving Skills ?
- Progression 📈

There are a number of different ways of using the material and deciding which activity to use at what time. Tutorial delivery must take account of the needs of the student at any given time in their career with the college. Therefore students need different things from a tutorial at the start of their course.

Key issues for students at the beginning of a course are; *settling in, getting to know you, getting to know the group and understanding what is required of them on their new programme.* Most colleges pay a great deal of attention to induction materials but may not be so attentive later in the year.

Once a student has begun working on the course there are different issues to be addressed. *Individual action planning and target setting* are required. Our experience in colleges tells us that students do not always enjoy this process, partly because staff do not enjoy it! This is largely because students may not have the skill set to express their short and long term goals. We have included some ideas for making this process more relevant for your students. *Managing time, learning to learn and study skills* are also key factors to the success of the students.

As the term progresses, tutors need to address *enrichment* in the programme. The danger here is that tutors adopt the sex, drugs and rock and roll approach! Enrichment must be about enhancing the student's experience in areas that are relevant to them. We suggest that this part of the programme is genuinely negotiated and have therefore included some techniques to first teach the relevant skills.

When delivering a tutorial session it is important to pay attention on at least two levels. A tutorial has content and it has process. What is covered and how it is covered are equally valid. Many tutors will pay attention to the 'what' and may not pay adequate attention to the 'how'. Hence the 'Oh, we *did* drugs today!' type of comment from students!

## How to use the Pack - Continued

Towards the end of a student's time with the college, the tutorial can play an important role in preparing him or her for life beyond college. Often tutorials can simply drift away at the end of the year. We feel this is a sad waste as so much can be done, during this time, to prepare students for higher education or the world of work. Some activities relate to issues around this area, including 'Saying Goodbye to the Group' and 'Reflecting on Learning.'

Another way to decide which activity to use, is to focus on the key needs of the group i.e. helping students to develop the key skills needed for any given activity, whether these are class based, tutorial based, out in the world of work or in their home life.

Certain activities focus on the wider key skills needed by students to help them become more responsible and independent learners; to take stock of their lives and make realistic and achievable choices to reach their goals. This includes practical activities on *how to manage course work and attendance, learning new ways to learn and targets setting and monitoring*. We envisage that you will select from the wide range of topic themes, as appropriate for your groups. It is also the case, of course, that an individual activity can contribute to more than one theme as we have tried to indicate.

Each activity has suggestions as to the suitable level. This is only a guideline. We are sure you will adapt the activities to suit your students. We have not distinguished between adults and younger students in the pack. Again it is really up to you to decide whether your students will benefit from an activity.

We hope that you find these resources useful and see them as a springboard for developing your own unique and exciting resources for your students.

The activities are listed alphabetically and coded on the matrix included in this manual to make it easy for you to access appropriate activities.

# The Activities in Detail: Summary

## Title

What the activity is called; make it attention grabbing, interesting, humorous, fun, mysterious, challenging – and appropriate!

## Themes addressed

The issue, topic or skills set being addressed.

## Desired outcome

What the activity is intended to achieve.

## Timescale

How long to allow for the activity.

## Resources

What you need to run the activity.

## Evaluation

How you will evaluate this activity – key evaluation criteria.

## Extensions

How this activity could be extended.

## Links

How this activity might link to and support other learning activity and outcomes e.g. subject work, key skills, homework, etc. (for each tutor to complete – not part of this pack).

## Method

Tutor notes to help you set up and manage the content and delivery. Adapt for your group; there will be several process options for each/any activity.

## Think about

Consider things to get right, things that could go wrong, how to prevent it, and how to cope best with them if they do go wrong. Key messages/ learning you want to get out of this session.

## Themes

### Study Skills -

- Learning styles and preferences
- Learning to learn
- Memory aids and note taking
- Motivation
- Personal organisation (inc filing, preparation for revision)
- Target setting
- Time management

## Themes

### Communication Skills -

- Building and gaining confidence
- Building and developing respect
- Building and developing self esteem
- Contributing in/to groups
- Getting to know each other
- Giving and receiving feedback
- Listening skills
- Presenting skills
- Sharing ideas, information and opinions
- Valuing diversity and other cultures

### Themes

#### Problem Solving Skills - ?

- Action planning
- Agreeing rules
- Problem solving
- Research skills
- Setting boundaries
- Taking responsibility and ownership
- Teamwork





## Themes


### Progression - ↗

- Achieving ambitions
- Career advice
- Earning and learning
- Expanding horizons
- Getting a job
- Interviewing and CV preparation
- Moving on
- Preparation for moving on in F.E./H.E.
- Recognising achievement

# Activity Matrix

# OUR 96 TOP TUTORIAL ACTIVITIES





No	Level	Title	Themes				
1	1 – 2	24/7 Timetable	Time management	•			
2	2	3 Steps To Heaven	Target setting	•			
3	2	Access all Areas	Getting to know each other, building confidence		•		
4	1 – 2	Been There, Done That, Got The...?	Contributing in/to groups, recognising achievement		•		•
5	3	Behaviour Matrix	Agreeing rules, setting boundaries, learning to learn	•		•	
6	1 – 3	Bill of Rights and Responsibilities	Agreeing rules, setting boundaries			•	
7	1 – 3	Building Our Self Esteem	Motivation, expanding horizons, being independent	•			•
8	1 – 3	Can You Credit It?	Developing self esteem, recognising achievement		•		•
9	1 – 2	Catching Up	Contributing to groups		•		
10	2 – 3	CCR Game	Taking responsibility and ownership			•	
11	2 – 3	Charity Auction	Motivation, contributing to groups, problem solving, research	•	•	•	





Key:  - Study Skills  - Communication Skills  - Problem Solving Skills  - Progression



# Activity Matrix





# OUR 96 TOP TUTORIAL ACTIVITIES





No	Level	Title	Themes				
12	2 – 3	Code of Conduct	Agreeing rules, setting boundaries, contributing in/to groups		•	•	
13	1 – 3	Community Challenge	Contributing to groups, building confidence, problem solving, research		•	•	
14	1	Counting Time	Time management, taking responsibility and ownership	•		•	
15	1 – 3	Crafty Learning	Learning styles and preferences, recognising achievement	•			•
16	2	Dennis and Denise	Valuing diversity, developing respect		•		
17	2	Doing the Best With What You've Got	Personal organisation, earning and learning	•			•
18	1 – 2	Don't Tell Me to F**k Off!	Getting to know each other, giving and receiving feedback		•		
19	1 – 2	Dream Jobs	Career advice, getting a job, giving and receiving feedback, research		•	•	•
20	1 – 3	Equal Opportunities – Feeling Comfortable in College	Setting boundaries, taking responsibility, valuing diversity		•	•	
21	3	Father and Son	Problem solving, valuing diversity		•	•	
22	2 – 3	Faulty Towers	Learning styles, action planning, learning to learn, contributing in groups, teamwork	•	•	•	

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No	Level	Title	Themes				
23	1 – 3	File or Fling?	Personal organisation, learning to learn	•			
24	1 – 2	First Impressions Count!	Interviewing and CV preparation, moving on				•
25	3	For The Record	Action planning, learning to learn, note taking	•		•	
26	2 – 3	Fruit, Postcard, Keyring	Action planning, learning to learn, target setting, recognising achievement	•		•	•
27	1 – 2	Further on up the Road – F.E.	Moving into F.E., research			•	•
28	3	Further on up the Road – H.E.	Moving into H.E., research			•	•
29	1 – 3	Get SMART	Personal organisation, action planning, target setting, recognising achievement	•		•	•
30	2 – 3	Get that Job!	Career advice, getting a job, achieving ambition, research			•	•
31	1- 3	Getting The Best From My Classes	Learning to learn, learning styles and preferences	•			
32	1 – 2	Getting To Know You	Getting to know each other		•		
33	2	Group Line Up	Getting to know each other, valuing diversity		•		

Key:  - Study Skills  - Communication Skills  - Problem Solving Skills  - Progression



# Activity Matrix





# OUR 96 TOP TUTORIAL ACTIVITIES




No	Level	Title	Themes				
34	1 – 3	Guest Speakers	Action planning, building and gaining confidence, listening skills, working in groups, research	•	•	•	
35	3	Hot Spots	Taking responsibility, giving and receiving feedback, presentation skills		•	•	
36	2 – 3	How Long Have Drugs Been Around?	Sharing ideas, information, opinions		•		
37	1 – 2	Identitykit	Sharing ideas, information, opinions, preparation for moving on, recognising achievement		•		•
38	1 – 3	I Know What We Know	Contributing in/to groups, memory aids, learning to learn, recognising achievement	•	•	•	•
39	2	It's My World	Getting to know each other, presentation skills, valuing diversity	•	•		
40	2 – 3	Know, Know, Know	Memory aids, personal organisation, sharing information and ideas, recognising achievement	•	•		•
41	1 - 3	Learning Capsule	Memory aids, sharing ideas and information, teamwork, moving on	•	•	•	•
42	2 – 3	Life Coach	Motivation, personal organisation, learning to learn	•			

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No	Level	Title	Themes				
43	1 – 3	LITS (Line in the Sand)	Setting boundaries, contributing in/to groups, building confidence		•	•	
44	2	Magnificent 7	Getting to know each other, teamwork, learning to learn	•	•	•	
45	2 – 3	Making a Personal Statement	Preparation for moving on, earning and learning				•
46	3	Meetings Mayhem	Learning to learn, giving and receiving feedback, sharing opinions	•	•		
47	2	Memory Magic	Memory aids	•			
48	1 – 3	Me, Too!	Learning to learn, achieving ambitions, recognising achievement	•		•	•
49	1 – 3	Mind Maps	Memory and planning aids, problem solving	•		•	
50	1 – 2	Mood Jewellery	Giving and receiving feedback, motivation	•	•		
51	1 – 3	Motivational Pie	Motivation, taking responsibility	•		•	
52	3	Noticeable Notes	Note taking, memory aids	•			





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# Activity Matrix

# OUR 96 TOP TUTORIAL ACTIVITIES





No	Level	Title	Themes				
53	1 – 3	Over to You	Getting to know each other, building confidence, taking responsibility, sharing ideas		•	•	
54	2	Pain/Gain	Motivation, taking responsibility	•		•	
55	1 – 3	Past, Present, Future	Sharing ideas, information and opinions, moving on, achieving ambitions, recognising achievement		•		•
56	1 – 2	Personal Challenges	Motivation, building confidence, taking responsibility	•	•	•	
57	2 – 3	Personal Logo	Building confidence, achieving ambitions, recognising achievement	•			•
58	2 – 3	Positive Role Models	Getting to know each other, sharing ideas, information and opinions		•		
59	2 – 3	Post it Pat or Araldite AI?	Motivation, developing responsibility	•		•	
60	2	Problems into Solutions	Problem solving, taking responsibility, working in groups		•	•	
61	3	Question Time for H.E.	Sharing ideas, information and opinions, moving on		•		•
62	2 – 3	Rap Pack	Earning and learning, problem solving, sharing ideas, information and opinions, teamwork		•	•	•





Key:  - Study Skills  - Communication Skills  - Problem Solving Skills  - Progression



# Activity Matrix





# OUR 96 TOP TUTORIAL ACTIVITIES





No	Level	Title	Themes				
63	2	Ready, Set, Go	Learning styles and preferences, personal organisation, giving and receiving feedback	•	•		
64	2	Respect	Getting to know each other, sharing ideas , information and opinions, valuing diversity		•		
65	3	Responsibility: Response-ability	Taking responsibility, sharing ideas, information and opinions		•	•	
66	2 – 3	Result! (Hitting My Targets)	Learning to learn, target setting, recognising achievement	•			•
67	3	Road to Success	Target setting, action planning, achieving ambitions, recognising achievement	•			•
68	1 – 3	Roll of Honour	Getting to know each other, building confidence, sharing ideas, information and opinions, recognising achievement		•		•
69	1 – 3	Saying Goodbye	Moving on, achieving ambitions, recognising achievement, giving and receiving feedback		•		•
70	1 – 3	Saying Goodbye – We are in Good Shape	Moving on, achieving ambitions, recognising achievement, giving and receiving feedback		•		•
71	1 – 3	Saying Hello	Getting to know each other		•		
72	2 – 3	SCOPE	Contributing in/to groups, presentation skills, problem solving		•	•	

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# Activity Matrix

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No	Level	Title	Themes				
73	1 – 3	Scoring Goals	Action planning, learning to learn, earning and learning, recognising achievement	•		•	•
74	3	Shaping the Next Prospectus	Moving on, earning and learning, achieving ambitions, sharing ideas and opinions, research		•	•	•
75	1 – 3	Sort This One Out!	Getting to know each other, problem solving		•	•	
76	3	So You Think You Know...College Policies and Procedures?	Getting to know each other and settling in, sharing information, problem solving, teamwork		•	•	
77	1 – 3	So You Think You Know...College Locations, Services and People?	Getting to know each other and settling in, sharing information, problem solving, teamwork		•	•	
78	2	So You Think You Know...Each Other?	Getting to know each other and settling in, sharing information, problem solving, teamwork		•	•	
79	2 – 3	Student Led Induction	Moving on, earning and learning, teamwork, valuing diversity, research		•	•	•
80	2	The Way Wot I Learn Best	Learning to learn, learning styles and preferences, recognising achievement	•			•
81	1 – 2	This is Me, This is You	Sharing ideas, information and opinions, recognising achievement		•		•

Key:  - Study Skills  - Communication Skills  - Problem Solving Skills  - Progression



# Activity Matrix





# OUR 96 TOP TUTORIAL ACTIVITIES





No	Level	Title	Themes				
82	1 – 2	To Wear or Not to Wear	Valuing diversity, sharing ideas, information and opinions, earning and learning		•		•
83	2	Track Record	Getting to know you, valuing diversity, recognising achievement		•		•
84	1 - 3	University of Life	Action planning, achieving ambitions, recognising achievement, learning to learn	•			•
85	2	Values Agreements	Setting boundaries, learning to learn, getting to know each other, sharing ideas	•	•	•	
86	1	We Are One	Getting to know each other and settling in, sharing ideas, information and opinions, valuing diversity		•		
87	2 – 3	What's in it for Me?	Learning to learn, motivation	•			
88	1 – 2	What to Do and When to Do it!	Sharing ideas, information and opinions, getting to know each other, setting boundaries		•	•	
89	3	What, Where and How? – Revising for Tests and Exams	Personal organisation, memory aids	•			
90	2	Wheel of Life	Getting to know each other, earning and learning, target setting, achieving ambitions	•	•		•
91	1 – 3	Where Am I?	Motivation, building self esteem, recognising achievement	•			•

Key:  - Study Skills  - Communication Skills  - Problem Solving Skills  - Progression

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## OUR 96 TOP TUTORIAL ACTIVITIES

No	Level	Title	Themes				
92	1 – 2	Who's...?	Getting to know each other, recognising achievement		•		•
93	1 – 3	Wot You Lookin At?!	Sharing ideas, information and opinions, valuing diversity		•		
94	1 – 2	You Are What You Eat (1)	Sharing ideas, information and opinions, research		•	•	
95	1 – 2	You Are What You Eat (2)	Problem solving, teamwork, presentation skills	•	•	•	
96	2	Your Own Motivational CD	Getting to know each other, motivation, teamwork	•	•		

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