Student Induction Workshop

Session Plan

# Introduction

In this engaging workshop session, the focus is on fostering communication, collaboration, and a strong sense of community. Originally tailored for PDT groups consisting of approximately 40-50 students, a variety of activities are designed to encourage interaction and teamwork. While the suggested duration is 2-3 hours, the versatility of the activities enables easy adaptation to cater to different student cohorts, making it suitable for induction programs and more.

The primary objective is to create an environment where each participant feels a genuine sense of belonging. As the students journey through the workshop, the activities will not only strengthen their connections with peers but also offer a practical orientation to the campus. By the session's end, the students will have engaged in meaningful interactions and gained familiarity with crucial campus facilities and resources, including the library, canteen and online resources.

Here is workshop plan with suggested duration for each section:

# Registration:

Ask students to register their attendance and pick up a colour-coded name tag to write their name on it and wear it.

*Material and preparation: please prepare name tag stickers or badges in different colours according to the number of groups students will be divided to.*

# Part 1: Getting to Know Each Other – Introductory activity.

*Suggested time: 15-20 minutes*

1. After the welcome talk, ask students to find the people with the name tag with the same colour and sit together. This should divide students to small groups of 4-8 students each.
2. Ask students to share with each other:
	1. What is my name?
	2. What do I hope to be different this year?
3. Ask each group to take turns to introduce their team and shout out their slogan.

*Note: please encourage students to find their comfortable space for the next group work.*

# Part 2: Getting to know your team.

*Suggested time: 10-15 minutes*

1. Provide Quiz QR code and make clear that each group only needs to complete 1 quiz but work together. On completion of the quiz, it will reveal the next quest.

<https://forms.office.com/e/fiNVTHTwwC>



*Note: If any staff wants the editing access or to remake it, please contact* *s.shan@napier.ac.uk**. The activity is also set to practise students’ digital skills, however, feel free to print the quiz and let students work as groups.*

1. The end of the quiz information will take students to their PDT and PDT will give students random tasks, for example:
* General knowledge related to Napier
* Who is John Napier?
* Can you name the campuses?
* Some basic knowledge in their programme?
* What’s the last name of the PDT?
* For more outgoing groups.
* Do an impression of a vegetable.
* Sing/recite Scottish national anthem (or as much as they know)
* What’s the name of the reception staff in IS service/library?

*Note: Tasks should be inclusive to engage all students with different strengths.*

1. On completion of the task to the “satisfaction” of the PDT, each group can get an envelope containing their next quest (Part 3).

*Material and preparation: Please print the 8 scenarios in part 3 and make sure the sequence of the scenarios in each copy is slightly different to avoid different groups going to the same venue at the same time.*

# Part 3: Getting to know your university (Scavenger Hunt / Help Jordan)

In this activity, each team will try to help a “friend” Jordan who is a student at Napier facing 8 different real-life scenarios below:

## 1. Library:

Jordan needs to find some readings for their course including \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert book name) in the library.

*Note: let each team borrow different books*

a. In-person task: ask students to visit the library to borrow a specific book and exchange Lego pieces from the PDT. Please encourage students to ask help from Library staff if they need to.

b. Online task: ask students to use Library Search to find other resources such as a journal article. Lego: show the PDT the PDFs of the found resources in exchange for pieces.

## 2. Wellbeing and Inclusion:

Jordan is finding the adjustment to university life challenging and wants to speak to someone about mental health support:

a. Online task: visit the Wellbeing and Inclusion MyNapier page and detail some options for Jordan including a contact email. Lego: show the PDT MyNapier page and the email address.

## 3. Academic Skills:

Jordan is struggling with drafting a report.

a. Online task: Students visit the Academic Skills MyNapier page and list the support available (I.e., recorded tutorials, workshops etc.) Lego: show the PDT a plan to help Jordan based on the resources in exchange for pieces.

## 4. Catering:

Jordan is on campus for independent study and wanting to have a coffee and lunch later with a friend.

a. In-person task: Find out the price of a latte for Jordan and a cappuccino for Jordan’s friend.

b. Online task: find out the weekly menu and how many catering outlets there are on campus.

c. Lego: details to the PDT in exchange for pieces.

## 5. ENGAGE:

Jordan is wanting to get more active and wants to join the gym but is not sure how much it costs or where it is

a. In-person task: students visit the gym (entrance). Lego can be found here.

b. Online task: find out how much a student membership is and what other sports are available. Lego: show the PDT the cost of a student membership.

## 6. IT Support:

Jordan’s laptop is broken and needs to get some work finished – what should they do?

a. In-person task: borrow a laptop in exchange for Lego then return it. (Please don’t instruct student where to borrow the laptop but do encourage them to get help from staff in the IS help desk and the library.)

b. Online task: List the options for using computers across the campuses (e.g., https://my.napier.ac.uk/life-on-campus/computers-on-campus). Lego: share details with the PDT in exchange for pieces.

## 7. Transport to campus:

Jordan’s bike has a flat tyre and needs to get from the Sighthill campus to the Merchiston campus for a meeting in the Student Centre.

a. Online task: Find out about bus transport options e.g., 36 that connects the campuses and safe walking routes.

b. Find out where to park the bike safely in three campuses.

c. Lego: share details with the PDT in exchange for pieces.

## 8. ENSA:

Jordan is wanting to meet other students who share academic interests and a love of coffee.

a. Online task: find out about ENSA (Edinburgh Napier Students Association) support and societies via their online resources. Lego: share details with the PDT in exchange for pieces – specifically **Psychology Society** https://www.napierstudents.com/organisation/societies/psychology/ and **Coffee Society** - https://www.napierstudents.com/organisation/societies/napiercoffee/

## 9. Bonus task:

Jordan has encountered some financial issues and needs some help. Find out where students can get help, e.g. International & EU Crisis Fund or to get any information from Finance students think can help. Lego: share details with the PDT in exchange for more pieces.

*Note: Depending on time, there are multiple ways to run this activity. Please see suggested instruction and time below. Lego can be borrowed from DLTE. Please fill in the LEGO® Serious Play ® booking form on* [the DLTE Hub](https://livenapierac.sharepoint.com/sites/DLTEHub/SitePages/DLTE--Academic-Practice-1-1-Drop-Ins.aspx?xsdata=MDV8MDF8fDBmMzdlMTI1MTNlNjQzN2I5MzMwMDhkYmI4MjYyMWJifDk5ZTBkYzU4OWM0YjQ4MjA4NjE3MDRjMzg2YzI1NGM2fDB8MHw2MzgzMDYyNDYxMTcyNjYyMjR8VW5rbm93bnxWR1ZoYlhOVFpXTjFjbWwwZVZObGNuWnBZMlY4ZXlKV0lqb2lNQzR3TGpBd01EQWlMQ0pRSWpvaVYybHVNeklpTENKQlRpSTZJazkwYUdWeUlpd2lWMVFpT2pFeGZRPT18MXxMMk5vWVhSekx6RTVPakJqWWpabVltUTRMVEk0TVRjdE5HWXhOaTA0WXpKbUxXRmxOVFE0TVdSalpXWXpNMTloTVdJeU9UbGlZaTAxTjJZeUxUUTRNR0V0WVRnek5TMDNZakF4WWpBM05qQm1OMlpBZFc1eExtZGliQzV6Y0dGalpYTXZiV1Z6YzJGblpYTXZNVFk1TlRBeU56Z3dPVGd5TlE9PXw2NWI3NmQ4YWE2ODg0MjNlOTMzMDA4ZGJiODI2MjFiYnw0YWQzOGE4ZWUwZDI0N2I3YjgyZDA0MzE0Y2U5YmJkZA%3D%3D&sdata=UXl4d0hUbU1wWXI3bDd2cklmTG5TRGV5aENDOG1KWU42OWtUaDJKcmlCQT0%3D&ovuser=99e0dc58-9c4b-4820-8617-04c386c254c6%2CS.Shan%40napier.ac.uk).

### Option 1: 1.5 hours

Each group will have enough time to complete all the tasks. If Lego is not set up in each task, students can still make a group poster with all the information collected for Jordan to follow. Then the presentation and the quality of the poster will be rated so there will be a winning team.

If the workshop organiser wants to use Lego but doesn’t want to set it up in each scenario, students can still get a bulk of Lego pieces once they finish and present the poster so that each group can build their group mascot, take a group selfie and twite it @EdNapDLTE.

### Option 2: 45 - 60 minutes

Each team will compete with each other and try to complete as many tasks as time allows. The team that can complete more tasks can get more Lego pieces so they can build a bigger and fancier mascot for a group selfie and twite it @EdNapDLTE..

### Option 3: 30 minutes

Each group only get one scenario then go out to collect information. Then all groups work together to co-create a signposting document of support for Jordan.

## Winner and Reward:

The team that gets the most votes for presenting their signposting document of support for Jordan or for creating the best mascot can get a group coffee voucher (or something similar where students have to be all present to cash the voucher – the idea is that the group will meet another day and continue the community building).

*The workshop plan is created by Catriona Cunningham, Lorrae Fox and Sofia Shan at Department of Learning and Teaching Enhancement. Please feel free to contact them for any questions or suggestions.*

*01/09/2023*