

## Southampton Business School Peer Learning : Essay Planning

Date: \ \	Time: From- To-	Location:
<b>Aims of the session</b>	<p><b>Please note: there will not be time to run all of these activities. Please choose the ones that you think will be most helpful to your group, or feel free to design your own 😊</b></p> <p>Learning aims:</p> <ul style="list-style-type: none"> <li>• How to interpret an essay question or brief</li> <li>• What to include in each section of an essay</li> <li>• Academic writing style</li> </ul>	
<b>Preparation before the session</b>	<p>Register</p> <p>Key procedure words (cut up for matching pairs and handout sheets)</p> <p>Prizes (sweets)</p> <p>Handouts</p> <p>Whiteboard pens/ rubber</p> <p>Set up room for small group work if possible</p>	
Timing	Activities	
<b>Introduction (5 mins)</b>	<p>Pass around the register for the session.</p> <p>Welcome the students and introduce yourselves.</p> <p>Quick explanation of what peer learning is (i.e. a chance to learn from each other in a relaxed student-led environment) and what it isn't (i.e. you are not there to teach or provide answers).</p> <p>Quick recap on what was covered in the last session and what will be covered in this session.</p>	
<b>Icebreaker (10 min)</b>	<p>Conduct a short icebreaker to get the group talking to each other and join in so that your group is relaxed and knows your names. See Icebreakers sheet for ideas.</p> <p><b>THIS IS OPTIONAL AFTER THE FIRST SESSION: YOU MAY WANT TO JUST DO SHORT INTRODUCTIONS FROM EVERYONE IN THE GROUP.</b></p>	
<b>Understanding Essay Briefs: Key Procedure words (15 minutes)</b>	<p>Understanding the brief: Key procedure words (15 minutes)</p> <p>This is a matching pairs activity. Before the session, cut up a number of sheets of key procedure words so that you have bundles of words and the matching definitions. Keep the 3 pages in 3 separate bundles – you'll</p>	

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	<p>give a different page to each group. Have some sets that are not cut up, these will be the answer sheets.</p> <p>Split students into 3 groups. Give each group a set of key procedure words and the definitions that go with them. Groups have five minutes to discuss the meaning of each key procedure word and match the word to the definition. After 5 minutes, hand out the answer sheets (give every student a handout so they have a complete list of the words to take away) and ask the groups what they scored, you could have a prize for the winning table.</p> <p>Facilitate some discussion about the task. Questions you could ask: which did you find most difficult? Why did you find them difficult? What could you do if you don't understand an essay title? Why is it important to read the essay title carefully and understand exactly what it is asking?</p>
<b>Essay Planning Techniques</b> <b>20 minutes</b>	<p>Materials: Sample Essay titles Flip chart paper/ pens Essay planning techniques handouts</p> <p>Display an essay title on the screen or whiteboard. You could use something that everyone has some knowledge about like: "Explain the main differences between learning at school and at University, list the main forms of learning e.g. lectures/ classes and benefits and challenges".</p> <p>Split the group into 3 teams and assign each team with a method of essay planning (see handouts):</p> <ul style="list-style-type: none"><li>• Mindmap</li><li>• Outline plan</li><li>• Table plan</li></ul> <p>Give each team 5-10 minutes to draft an essay plan on their flipchart using the method they have been assigned. Each team then presents their essay plan to the whole group.</p> <p>Facilitate a discussion with the group about their process for planning an essay. You could ask: which of these techniques have you used before? Which technique do you prefer (you could do a show of hands to vote on this)? Why is it important to plan your essay?</p>

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<p><b>Academic Style: Topic sentences (15 minutes)</b></p>	<p>Materials: Topic Sentences handouts</p> <p>Students work in pairs to complete the worksheets. After 5-10 minutes, facilitate the pairs sharing their answers. If there is time you could facilitate some discussion about topic sentences. You could ask: What makes a good topic sentence? What should you include in a topic sentence? Why does the topic sentence usually go at the start of the paragraph?</p>
<p><b>Academic style: Quoting, Summarising and Paraphrasing (20 minutes)</b></p>	<p>Materials: Quoting, Summarising and Paraphrasing Handout Whiteboard pen.</p> <p>Think, pair, share activity. Give each student a copy of the handout. Ask them to work alone on activity 1. Give them a few minutes to identify the quote, the paraphrase and the summary of the example paragraph. After everyone has finished this take votes on the answers and ask those who got it correct to explain their answer e.g. "can you explain what a quote is?"</p> <p>In pairs, ask the students to discuss activity 2 for a few minutes and agree on what they think is the best paraphrase.</p> <p>As a whole group, take a vote on the best paraphrase then discuss as a group what makes a good paraphrase. Capture the key points of a good paraphrase on the whiteboard.</p>
<p><b>Ending the session (5 minutes)</b></p>	<p>Thank the group for their participation. Ask them if they have any questions for the next session (the topic will be how to structure an essay). Let the group know how they can get in touch if they have any further questions. Let the group know how they can book to attend the next session.</p>
<p><b>Back-up plan(s)</b></p>	<p>There will not be time to run all of these activities. Choose which you would most like to cover (or create your own!). You could have the other activities in reserve as a backup.</p>