

KS 5 Go Higher Presents What is HE to Me (Session 2) - Delivery Notes

# Aim of the activity

* To understand positionality in relation to HE

# Duration

120 minutes

# Resources

* Computer with sound
* Workbook per learner (to be collected in at the end of each session)
* Go Higher Presents session 2 PPT
* This delivery notes document
* Boundaries which we wrote last week

Delivering the activity

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| **Activity** | **Slides** | **Delivery** |
| Warm up and recap 10 mins | 4-6 | Remind learners of the boundaries and check in that everybody is happy to uphold them, have any other feedback or ideas for it.Show the GRACES framework and apply it to each ‘celebrity.’ Encourage a short class discussion on one and feedback. Then ask for each one ‘Do they have power orprivilege? In which areas? Where could they be disadvantaged? Do they have double disadvantage?’ |
| Key vocabulary 10 mins | 7 | Work with the group to define key terms today. Do not allow them to read them from their workbooks, but do discuss as a class. |

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|  |  | To explain why this is important; it is important because these are the topics that will come up later in this session. We want to make sure we have a similar understanding of these terms.To help elicit the answers you could ask (so long as the group are comfortable with this ‘has anybody got any examples of when this has happened to you?’ or if you are comfortable please model your answers to the group.After this discussion, learners can use their workbooks to look these words up. |
| Podcasting context: Is HE Diverse? 35 mins | 8 | **Work through the example with the learners on the board using the questions is HE representative/ diverse and why. Why not?****Then signpost learners to** Use your workbook to understand the sources about the HE system in the UK And answer the 2 questions for each source by making notes in your workbook.**Then move on to activity 2 part 2** ‘which tests could we create to test diversity and representation in HE?’ eg what types of questions could we create. You could model an example such as ‘when I visit an HE campus, does it look as diverse as it is in the prospectus?’ This may need quite a lot of modellingGive learners time to discuss this with peers and makenotes, then have a discussion feeding this back (this is a key activity) |
| My positionality 15 mins | 9 | Go back to the Graces framework, can we apply what we’ve learned to our positionality. For example, which social advantages and disadvantages do you have? Where do you feel represented and where may you not feel represented?Let learners discuss this, they may not want to feedback,encourage them to add notes to their graces model from the first session. |
| **Break 5 mins** |
| The Decision to come to HE and your positionality 25 mins | 10-11 | **Explain the model on slide 10 to the learners**1. Decision to attend HE- what is influencing you to make this or not make this decision? Can it be related to social graces factors?
2. Choice of degree programme- this choice can be affected by many different things such as what you enjoy studying, what advice and expectations your family and other influencers have passed on to you,

but also in relation to your social graces |

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|  |  | 1. Location of HE institution- again this could be a money factor- what can you afford? It could be cultural- would your family prefer you to live with them? Could it be other aspects of your social graces
2. Choice of HE institution- all the factors above may play into this, but also realistically which grades you expect to achieve, which type of degree programmes they offer (eg would you prefer something more academic or more hands on)

Activity 1- use your social graces model from session 1 toconsider each of these 4 aspects of deciding to attend HE and how your positionality feeds into it. |
| Imposter Syndrome and Sense of Belonging 20 mins | 12 | Introduce to the group to the idea of imposter syndrome. This stops students from feeling like they belong even when they are very able to.Use the next activity to reflect on your experiences so far and your onions on HE. The second questions asks you to think about how HE can be tailored to work for you better. This is useful for you in general, but also we can use these ideas in our podcasts so please take time to note these down and discuss with friendsTake class feedback if it feels appropriate, or select a few examples and read them. |
| Next session 5 mins | 13 | Planning your podcast and making your podcast..Hand in workbooks and keep for next session |