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| **Date: Time: 1 hour Location: Animation 1st-2nd year lab** | |
| **Session aims** | To encourage students speak up about their problems and ask for help, share ideas with their peers. |
| **Before the session** | Prepare the register and small note papers. PAL Leaders go around the lab to observe what students are working on and have small talks with them. |
| **Starting the session** **(10** **mins)** | Attract everyone’s attention with a loud voice.  Gather them into a small circle, hand out register.  Ask some generic questions about their process with project, assignment.  Briefly explain what we do in the session. |
| **During the session** | **Activity 1 (10 mins)**  Hand out small paper notes, ask students to anonymously write down how they feel, what they are struggling with and one question about the course. Collect the papers.  **Activity 2 (15- 20 mins) – Computer-to-computer drawing**  Ask students to find a computer facing opposite to each other. Work in pairs.  One person has to describe a thing without telling what it is, and the other person draw on the computer. They cannot see each other’s face so they have to speak loud and clear, as well as find the best way to describe the object visually.  **Activity 3 (10 mins)**  From the object from activity 2, make a funny story where their friend interacts with that object. |
| **Ending the session** | **Review paper notes (10 mins)**  Divide students into groups of 3-4, hand out the paper notes.  Ask them to think of a solution/a way to help with problems in the note and discuss with their group.  Each group choose the most notable things that they want to share with.  **Feedback (5 mins)**  Ask how they feel about today’s session, any idea for the next ones. |
| **Back-up Plan** | Throwing paper planes: write down what they wish to know about their course mate and throw paper planes at them.  If they just want to work on their project instead of taking part in the session: ask them to explain what they are doing to the person sitting next to them. |