



The social-belonging activity Step-by-step guide for face-to-face tutors

You will need:



A printed worksheet for each pupil (provided by your Programme Coordinator). You can also download the pdf [here](#).

Before the activity:



Read through the activity in advance so you're familiar with what your pupils will see. Your PC will:

- Email the PDF worksheet to you before the session.
- Print copies for your pupils and bring these to your session.

During the activity:

Step one Introduce the activity. You can use the following wording:



"Today's warm-up is going to be a bit different.

We want to learn from your experiences to help pupils that are starting tutoring next year.

You're going to hear about how previous pupils found tutoring and then create a message to encourage next year's tutoring pupils.

You're going to be completing the activity individually and we've got 15 minutes.

Let me know if you have any questions or need help with anything! Your message doesn't need to be perfect, just be honest and kind!"



For the activity to work, it's really important that **pupils feel like they are offering advice to support others**, not receiving an intervention. Similarly, do not refer to the activity as a belonging activity. Just call it **"today's warm-up activity."**

Step two Pupils begin the activity.

Share the activity worksheet with pupils and tell them to begin.

The activity is designed for pupils to be able to complete it independently. However, you should support pupils with any questions they may have.



- While pupils are working, check they're making progress and offer support.
- Avoid group discussions unless several pupils are struggling with the same issue - in that case, address it briefly, clarify instructions, and ask pupils to continue individually.
- Let pupils know when there are 10 minutes left.

Step three Check in on pupils' progress and offer support.

Pupils must finish completing the activity within 15 minutes.

Let the pupils know when they have five minutes left and encourage them to start writing their message if they haven't already.



This is where pupils are most likely to need support. If pupils are struggling, try the following sentence stems to help them start their message.

- *When I first started tutoring I felt...*
- *I felt this way because....*
- *Now I feel...*
- *I feel this way because...*
- *What changed for me was...*
- *If you're worried about tutoring, it can help if you... and....*

After the activity:

Your Programme Coordinator will collect the worksheets after 15 minutes.

Tell pupils that if they have any concerns about tutoring they can speak to their tutors, their teachers, or their Action Tutoring Programme Coordinator.