

Welcome to the activities section for the Getting Ahead digital pack.

The link for the presentation on Prezi is here:

<https://prezi.com/view/EpgNIvYNxGBV8cbQhgUB/>

The digital magazine which is designed to accompany this presentation can be found on Flipsnack here:

<https://www.flipsnack.com/UOLSWC/getting-ahead.html>

Below is a list of activities and how to use them.

### **Activity 1**

Where does the time go?

Here's one way to think about it:

- There are 7 x 24 hours in a week (=168)
- You spend about 56 hours sleeping (=112)
- Allow 3 hours a day for eating, bathing etc (= 91) Take away 35 hours a week for academic commitments including lectures, seminars, lab time, independent study etc (= 56)
- That could be 8 hours every day for keeping fit, socialising, chores, paid work, family etc.

If it doesn't feel like you have that much time, you may need to make your time work harder for you. That means working more effectively, learning to prioritise, and getting used to the idea that sometimes you must just say no!

Where does your time go? Try this exercise - keep a time-use diary for a few days to see where your time's going. Use this to note briefly what you've done for each hour. Now check what's actually using up your time, and think about how you could address it.

### **Activity 2**

Dealing with distractions: working out some possible solutions.

Working in small groups:

- List three things on a post-it that distract you from study.
- Hand these round the rest of the class, passing them on until do not know who has your list.

Discuss ways of dealing with the distractions listed in your group, then share with the whole group.

### **Activity 3**

The jigsaw puzzle is one of those activities that help pupils to understand the importance of knowing what they want, before they decide how to spend their time.

What you need: a few jigsaw puzzles of same difficulty.

Instructions:

1. Divide your pupils into groups of 3 to 5 people per group.
2. Give each group a puzzle but NOT the image with the big picture, so that they cannot see what the image looks like when the puzzle is finished.
3. After about three minutes, stop the process and ask: 'What is missing?' 'What is making solving the puzzle difficult?' It is likely they will say that it is because they cannot see the big picture that they are working towards.
4. Now, give them the big pictures and they should complete the puzzles much faster.

The point of this time management training game is that it is very hard to work efficiently and in a timely manner, without knowing the ultimate goal we are aiming towards.

### **Activity 4**

Mayo Jar

The mayo jar activity is often used as a demonstration, but it can be used as a participatory activity instead.

What you need: a large jar per group (or small jar per pupil if you prefer, they can keep this), rocks, gravel and sand.

Ask the pupils to fill up the jar with as much of the material as possible. When they're finished, ask what order they put the items into the jar. Then, show what happens when you fill the jar in the order of large rocks, gravel, and then sand. You get more of the larger items into the jar, of course!

Next, explain that when you prioritize the "big" things first, you have what's most important but still have room in your life for the smaller items. If they fill it mostly with sand they will struggle to fit all the big rocks in.