



Skills to Succeed at University

Scheme of Work

	Lesson 1	Lesson 2	Lesson 3
Length	Approx. 1 hour	Approx. 1 hour	Approx. 1 hour
Objectives	Understand the role and importance of notetaking at university. Practice key approaches. Reflect on how notetaking can support your individual study	To explore the meaning and importance of critical thinking. Examine how to approach critical thinking at university. Reflect on how to further develop your critical thinking skills.	To explore university-level writing tasks and demands. Examine and explain key elements of academic writing: structure, revising and editing and proofreading.

Lesson plans for each session can be found on the following pages.

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Lesson 1 plan

Starter activity	Learning objectives
<p>As a class, discuss the following and collect answers on the board:</p> <ul style="list-style-type: none"> • How can you make notes on academic material such as an article or section of a textbook? • What might you want to make notes about? 	<ul style="list-style-type: none"> • Understand the role and importance of notetaking at university. • Practice key approaches. • Reflect on how notetaking can support your individual study.
Main activities	Resources required
<p>Discuss as a class why note making is important at university (info for the teacher available on step 1.10-12). Then, introduce the first two note-taking approaches (linear and pattern) on Step 1.13, and talk about what is involved in each.</p> <p>The students then individually pick which they prefer, and try it out, taking notes on the 'Note-taking test article' available at the bottom of the step (it is a transcript about birds and windfarms). This can be used online or as a print off. They then discuss how they found it as a class.</p> <p>Then, as a class, explore the third notetaking method (three-column) which focusses on a more reflective process allowing them to have options and draw out things they think are important for future use or comparison. They then try this method out using the video transcript from Step 1.5 'How do students manage their time at University'. Again, this can be used online or as a print off.</p> <p>Finally, watch the video 'Our students' experiences of note making' on Step 1.14, and review the tips on the page.</p>	<p>1. Device to watch Step 1.13 and 1.14 for class use.</p> <p>1. Print offs of the 'Note-taking test article' from step 1.13 and the video transcript from Step 1.5 'How do students manage their time at University'. Both available as pdfs at the end of each step.</p>
	Assessment for Learning
	<p>Discussion contribution and individual reflections.</p>
	Differentiation
	<p>SEND: Teacher-led support.</p> <p>Low ability: Teacher-led support.</p> <p>Gifted and Talented: Teacher-led support.</p>
	Plenary
	<p>Discuss how they might make notes in different university settings, such as in lectures or seminars (info for teacher a cues available in Step 1.11).</p>

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Lesson 2 plan

Starter activity	Learning objectives
<p>As a class, discuss the following and collect thoughts on the board:</p> <ul style="list-style-type: none"> • Are academic articles and books always true? 	<ul style="list-style-type: none"> • To explore the meaning and importance of critical thinking. • Examine how to approach critical thinking at university. • Reflect on how to further develop your critical thinking skills.
Main activities	Resources required
<p>Introduce the class to critical thinking (info for teacher available on Step 2.2) and discuss why it is so important to university study.</p> <p>Then, as a class, watch the video from Step 2.3 'Students' experiences of critical thinking' and talk through the written tips on that step.</p> <p>The students as a pair explore the exercise on Step 2.6 (Can you recognise critical thinking?), where they try to recognise critical thinking. Once complete, discuss as a class.</p> <p>The students then individually take the self-reflection assessment on Step 2.5 (How critical are you?), noting down their personal reflections about the questions and their feedback. Following this, they discuss with a partner and come up with 3 things they are individually going to work on as part of their crucial thinking development.</p>	<p>1. Divide to watch Step 2.3 and 2.7 for class use.</p> <p>1. Devices for use in online exercises.</p> <hr/> <p>Assessment for Learning</p> <p>Discussion contributions, case study/reports.</p> <hr/> <p>Differentiation</p> <p>SEND: Teacher-led support. Low ability: Peer-learning. Gifted and Talented: Peer-teaching.</p> <hr/> <p>Plenary</p> <p>As a class, work through the exercise in Step 2.7 (Question everything).</p> <p>Then, discuss how important critical thinking is, not only at university but in life.</p> <p>(Note, this exercise focusses on the misrepresentation of data by Andrew Wakefield into the later discredited connection between vaccines and autism. An alternative plenary could be to discuss how critical thinking can be applied in life, without the example.)</p>

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Lesson 3 plan

Starter activity	Learning objectives
<p>As a class, discuss the following and collect thoughts on the board:</p> <ul style="list-style-type: none"> • How might writing assignments at university be different to writing at school? 	<ul style="list-style-type: none"> • To explore university-level writing tasks and demands. • Examine and explain key elements of academic writing: structure, revising and editing and proofreading.
Main activities	Resources required
<p>As a class, watch the video in Step 2.8 (Students' experiences of writing at university) and discuss.</p> <p>Then, divide the students up into pairs and allocate them all one of the three steps (step 2.9, 10 and 11) that each look at a different aspect of academic writing. They then review that step and make a poster or presentation that covers the key points.</p> <p>They then work with pairs looking at other steps to make notes of all three methods.</p>	<ol style="list-style-type: none"> 1. Device to watch video in Step 2.8. 1. Flipchart paper and materials for collecting group responses. 1. Materials for writing individual notes. <p>Assessment for Learning</p> <p>Group work answers, individual reflections.</p> <p>Differentiation</p> <p>SEND: Teacher support and peer learning. Low ability: Peer-learning. Gifted and Talented: Peer-teaching.</p> <p>Plenary</p> <p>Students write a short individual reflection on three key things they have learned from the lessons on university skills.</p>
Starter activity	Learning objectives
<p>Go to Step 2.3 and click 'Select to enlarge the image' halfway down to open the diagram of flood prevention measures full screen and put this on the board.</p> <p>Ask students to reflect silently for a few minutes on how they think any of the measures shown might manage flooding and why. (They don't need to do all of them).</p> <p>Share responses as a class and discuss (answers don't have to be definitive at this stage of the lesson).</p>	<ul style="list-style-type: none"> • Describe different approaches to managing flooding. • Explain how different approaches can be implemented and what they can achieve.
Main activities	Resources required

<p>As a class, watch the video on Step 2.2 'Managing flood risk' and read through the text on that step and Step 2.3 exploring why flooding is an issue and how it can be managed. Divide the students into small groups. Share the link to the Yorkshire Integrated Catchment Solutions Programme (iCASP) home page (available below/in the See also section at the end of Step 2.2) and select the link to see their projects.</p>	<ol style="list-style-type: none"> 1. Device to watch video. 2. Steps 2.2 and 2.3. 3. iCASP homepage. 4. Flipchart paper and materials for collecting group responses.
<p>(https://icasp.org.uk/projects-2-2/)</p>	<p>Assessment for Learning</p>
<p>Each group is assigned a category of projects (e.g. land management), and then develops an informative poster presentation about that category of approaches, explaining:</p>	<p>Group work answers, individual reflections.</p>
<ul style="list-style-type: none"> • What the general approach of that category is. • What it aims to achieve. • Brief overview of some of the projects. 	<p>Differentiation</p>
	<p>SEND: Videos have subtitles. Low ability: Peer-learning. Gifted and Talented: Peer-teaching.</p>
	<p>Plenary</p>
	<p>Students write a short individual reflection on three key things they have learned from the lessons on human impact on the hydro and biospheres.</p>