

Skills to Succeed at University

Lesson plan

Starter activity	Learning objectives
As a class, discuss the following and collect thoughts on the board: • Are academic articles and books always true?	 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
Introduce the class to critical thinking (info for teacher available on Step 2.2) and discuss why it is so important to university study.	 Divide to watch Step 2.3 and for class use. Devices for use in online exercises.
 2.3 'Students' experiences of critical thinking' and talk through the written tips on that step. 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, it is discussed as a class. 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. 	Assessment for Learning
	Discussion contributions, case study/reports.
	Differentiation
	SEND: Teacher-led support.
	Low ability: Peer-learning.
	Gifted and Talented: Peer-teaching.
	Plenary
	As a class, work through the exercise in Step 2.7 (Question everything).
	Then, discuss how important critical thinking is, not only at university but in life.
	(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.)