



Gameplan: What is a university and how do I get there?



This scheme of work is designed to accompany www.gameplan.ac.uk. Suitable for KS2-3, the sessions are designed to broaden pupils' understanding of university. Resources are broadly pitched at a KS3 level, but may need to be adapted to suit the needs of your learners.

It may be delivered in two ways:

1. The teacher creates a pupil avatar and the games are played from the front of the class. Visit www.gameplan.ac.uk and select 'Pupil'
2. Every pupil creates an avatar (which would take approximately 10 mins) and all have computers/ipads during lessons. Visit www.gameplan.ac.uk and select 'Pupil'.

If you do not want to play the games, for some activities you are able just to access accompanying videos <https://vimeo.com/album/4417137/sort:alphabetical/format:thumbnail>.

By the end of the scheme of work pupils will be able to:

- Describe who is at a university
- Explain the differences between different types of universities and living arrangements
- Describe the range of courses available at university
- Compare and contrast school and university learning
- Calculate a weekly student budget
- Explain why university study is affordable
- Explain how students spend their time
- Describe the benefits of going to university
- Explain how different degrees lead to different careers
- Describe the types of extra-curricular activity that you can do to help you access university
- Explain the tools needed to access university.

Title	Objectives	Starter	Task 1	Task 2	Task 3	Plenary
Lesson 1. What is a university and who goes there?	To describe who and what is at a university To explain the differences between campus and city universities, and between living at home or at university	<ol style="list-style-type: none"> 1. Pupils draw a typical 'university professor' and a typical 'university student' 2. Pupils list all the people who live or work in a university <p>This is to begin to challenge their perceptions regarding who goes to university. Their drawings should look like them!</p>	<p>Who is at a University?</p> <ul style="list-style-type: none"> • Pupils play Meet the Cast (If you want to just watch the videos instead watch vimeo videos 1-8 https://vimeo.com/album/4417137/sort:alphabetical/format:thumbnail) • Pupils complete character profiles <p>Extension: In what ways is being a student at university different to being a pupil in a school?</p>	<p>What does a University look like?</p> <ul style="list-style-type: none"> • Pupils play Uni World (If you want to just watch the videos instead watch vimeo videos 9-17. https://vimeo.com/album/4417137/sort:alphabetical/format:thumbnail) • Pupils note down on their maps what happens in each building • Pupils read 'Campus vs. City University', or 'Living at home vs. Living at Uni'. They then teach each other what they've learned. <p>Extension: Pupils debate between themselves which options they'd prefer and why. Campus or City, Home or Uni?</p>	<p>Design a University Postcard</p> <p>On the front of the postcard students draw what is at their invented university (using the learning from the maps they have created). On the back they write to a friend explaining:</p> <ul style="list-style-type: none"> • Who is at the university • What the university looks like • What buildings are there • Whether it is a campus or a city university • Whether they live at home or at university <p>Extension: Pupils write a short pitch explaining why their university is a fantastic place to study and live.</p>	<p>Summarising Tweet Sum up in no more than 3 lines either:</p> <ol style="list-style-type: none"> 1. Who is at university 2. What is at a university 3. The difference between a campus university



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Lesson 2. How do university students learn?	<p>To describe the different types of courses that can be studied at university</p> <p>To compare and contrast school learning to university learning</p>	<p>Think/Pair/Share Would you prefer to go to a campus university or a city university? (Recap on the last lesson)</p>	<p>What can you study at a University</p> <ul style="list-style-type: none"> Think/Pair/Share: What might you want to study at university? Pupils play subject explorer (if you'd prefer just to watch the video, video 18 on vimeo. https://vimeo.com/album/4417137/sort:alphabetical/format:thumbnail) <p>Extension: pupils make a list of courses they might be interested in and where they can study them (using UCAS course search, or a prospectus)</p>	<p>How do students learn differently at university?</p> <ul style="list-style-type: none"> Students play Lecture Hall. (Start with character on the left). They answer the questions. (Videos 19-20 on vimeo if you would rather just watch the videos. https://vimeo.com/album/4417137/sort:alphabetical/format:thumbnail) Students complete a venn diagram on how school learning is different to university learning using Jane Henderson's script and video for guidance <p>Extension: What top 5 tips would you give to a student who is about to start university study?</p>	<p>Design a mini prospectus Pupils create a University prospectus for an invented university where they include:</p> <ul style="list-style-type: none"> 5 courses that can be studied at their university 5 ways in which university study is different to school study Information learned in Lesson 1: Is it a campus or a city university? Who goes there? What buildings are there? 	<p>Summarising Tweet Sum up in no more than 3 lines either:</p> <ol style="list-style-type: none"> What courses you can study at university How university learning is different to school learning
Lesson 3. How do university students live?	<p>To calculate a weekly student budget</p> <p>To explain why university study is affordable</p> <p>To explain how students spend their time</p>	<p>Think/Pair/Share What are the similarities between school learning and university learning? (Recap on the last lesson)</p>	<p>How do students budget their money?</p> <ul style="list-style-type: none"> Think/Pair/Share. Is university expensive? Pupils watch student finance video Teacher explains key points regarding finance Students Think/Pair/Share again on the same question, leading to a discussion on whether university is 'expensive' Students have a go at budgeting on Student Saver 	<p>What social activities do students do at university?</p> <ul style="list-style-type: none"> Students play University Life (and watch accompanying video: also available on vimeo as video 21 if you just want to watch the video https://vimeo.com/album/4417137/sort:alphabetical/format:thumbnail) <p>Extension: Pupils answer the following questions:</p> <ol style="list-style-type: none"> How does a university timetable differ from your school timetable? What do you have to do as a university student which you may not have to do now? (laundry, food, morning alarm etc) Compare and contrast the experience of an arts and humanities student, with a science student. Which timetable do you think you'd prefer and why? 	<p>Design a University Society Pupils design their own university society. They include:</p> <ul style="list-style-type: none"> The name of the society What the society is about How they would encourage people to join the society What they would do when members meet up <p>Or write a diary entry as a university student Include:</p> <ul style="list-style-type: none"> What learning you have done today What chores you have done What social activities you have enjoyed <p>Or write a Student Finance guide using the help sheet.</p>	<p>Summarising Tweet Sum up in no more than 3 lines either:</p> <ol style="list-style-type: none"> Why university study is affordable How university students spend their time



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Lesson 4. Why should I go to university?	<p>To describe the benefits of going to university</p> <p>To explain how different degrees lead to different careers</p>	<p>Think/Pair/Share Explain how students can fund their study at university (Recap on the last lesson)</p>	<p>Why should I go to university?</p> <ul style="list-style-type: none"> Information Hunt. Each reason is printed on A3 paper and stuck up around the room. Pupils then move around the room (leaving their sheets at their desks) and learn each sheet, each time returning to their desks and noting down the key points. <p>Extension: Pupils rank the reasons in order. Then have a debate. Which is the most important reason why you should go to university?</p>	<p>What career will my degree lead to?</p> <ul style="list-style-type: none"> Play Future Me (can play online, or use the paper top trumps cards) Discuss different careers. It is really important to note that degrees develop transferrable skills. Most jobs do not require a particular degree, so when choosing a degree to study it is important to choose something you enjoy, rather than obsessing over the job it leads to. <p>Extension: Pupils visit https://nationalcareersservice.direct.gov.uk/job-profiles/home. They find 3 jobs of interest and explain why they interest them.</p>	<p>Speech Pupils write a speech explaining the benefits of going to university. Pupils could include:</p> <ul style="list-style-type: none"> Course enjoyment Social life Study abroad Career Developing transferrable skills Developing independence <p>Extension:</p> <ol style="list-style-type: none"> Pupils swap speeches with a partner. In a different colour, they add in any benefits they may have missed Pupils explain which is the most important reason why they should go to university 	<p>Summarising Tweet Sum up in no more than 3 lines why you should go to university.</p>
Lesson 5. How do I get to university?	<p>To describe the types of extra-curricular activity that you can do to help you access university</p> <p>To explain the steps you will take to access university</p>	<p>Think/Pair/Share Explain why you should go to university (Recap on the last lesson)</p>	<p>What extracurricular activities can I do?</p> <ul style="list-style-type: none"> Play Menu for Success. Pupils must make sure that they read each option on each course. In groups they read an article- discuss and debate each before feeding back (Teacher provides a current affairs article) <p>Extension: Pupils find another article in a newspaper or online. They summarise it in 5 lines. They explain what they found interesting about it</p>	<p>Which skills do I need to develop?</p> <ul style="list-style-type: none"> Play Setting Sail (and watch accompanying video. If you would rather just watch the video, see video 22 on vimeo. https://vimeo.com/album/4417137/sort:alphabetical/format:thumbnail) Students make a list of all the skills they need Information Hunt. Each skill is printed on A3 paper and stuck up around the room. Pupils then move around the room (leaving their sheets at their desks) and learn each sheet, each time returning to their desks and noting down the key points. <p>Extension: Pupils rank each skill/resource in order. Which is the most important thing needed to get to university?</p>	<p>Action Plan Pupils create an individual action plan Pupils must ensure that:</p> <ul style="list-style-type: none"> It is realistic It is ambitious They include extracurricular and in-school actions <p>Extension:</p> <ul style="list-style-type: none"> Pupils rank their actions in order of importance Pupils summarise their action plan in 1 sentence 	<p>Summarising Tweet Sum up in no more than 3 lines the Action Plan that will take you to university.</p>