UK Educational system and how can I become part of it?

The lesson plan of a class aiming at familiarising high-schoolers with the structure of the UK higher educational system and rules of applying for a British university

# Target group:

# high school students about to choose their further educational goals;

# min. B2 level of proficiency to allow the proper level of understanding materials and smooth participation in discussions and activities (this is also the average entry level at UK universities).

# Objectives:

# to provide a detailed knowledge on higher educational system and types of higher education institutions in the UK;

# to make students aware of how they can become foreign students in the UK;

# to spark interest in British educational opportunities among students;

# to present UCAS system as well as major requirements for applying for studies in the UK.

# Materials:

# attached slides entitled “UK Educational system presentation”;

# https://www.ucas.com/ website;

# external materials listed in the proceedings section.

# Proceedings of the class

Abbreviations used: Ss – students, T – teacher.

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| --- | --- | --- | --- | --- | --- |
| Time | Pattern of work | Stage | Teacher’s procedure | Students’ procedure | Comments |
| 3’  | Whole class teaching | Introduction to the lesson, warm-up, pre-speaking | T welcomes Ss, refers to what has been done earlier (suggested area: education, studying – preferably the previous class in a series – i.e. Study in the UK), introduces the topic of the class, elicits potential vocabulary Ss know in the area | Ss listen and contribute, can be asked about known vocabulary related to the topic; if this class is taught as a second in a series of presented *Study in the UK* BC Classes – T may refer to previous content/language |  |
| 5’ (8’) | Work in 3/4-person groups, whole class  | Brainstorming task | T gives instructions to the exercise – brainstorming assumptions on the UK higher educational system (institutions, time of studying, types of courses). Then elicits a couple of answers in public | Ss work together, talk in groups about their ideas, later report on the results of discussions | T should move around class and listen. If Ss have no idea T may provide key words and ask them to elaborate – examples of key words: *undergraduate*, *college, tutor, BA, MA,* etc.  |
| 25’(33’) | Whole class teaching, elements of lecture | Main content class | T shows the slides, provides information about the contents – as T discusses the slides, T asks Ss to share their opinions, focus on selected information, comparing it to what Ss might know about studying in Poland (older siblings’ experience, preparation to higher education). T decides if all or selected slides should ne presented | Ss listen to T and see the materials, are encouraged to comment, ask questions, notice suprising information | To get the bigger picture, apart from the slides, T may look at the information at website: <https://study-uk.britishcouncil.org/>  |
| 10’ (43’) | Pair work | Practical task – Searching for specific information and note-taking  | T asks Ss to use their electronic devices and asks them to check out website of UCAS as well as to explore (and note down main points of) how to write an undergarduate personal statement. T moves around the classroom and checks on Ss’ progress/establishes and discusses with pairs what they managed to find out | Ss do the searching/browsing task, they note down appropriate information, respond to T queries.  | Ss are asked here to use their devicesUCAS website:<https://www.ucas.com/>  |
| 2’ (45’) | Whole class | Conclusion | T sums up the lesson – reminds what has been done, makes final remarks | Ss contribute to reviewing the main points of the class |  |

Homework/extention idea:

Students may be asked to write an undergraduate statement in steps – e.g. first gather more information on the structure and contents of such, followed by discussing with the teacher what personal information to include in the case of particular students. Volunteers write and present the completed statements in class.