



LESSON PLAN 2

Busting University Myths

Target Group: Year 12–13 Students
(*could also be used for younger groups if you choose*)

Duration: 50 Minutes

Objective: Help students critically assess and challenge common myths related to attending university, fostering informed decision-making.

Materials Needed:

- Projector/Screen for Presentation Slides
- Printed Activity Sheets
- Whiteboard/Markers

UNI MYTHS
BUSTED!

Lesson Outline

1

Introduction: Common University Myths (10 Minutes)

- **Outcome:** Students will understand the truth behind common university myths, using data to make informed decisions.
- **Activity:** Use the “Common University Myths” slide to present and discuss some typical myths, such as:
 - ◇ “University isn’t for people like me.”
 - ◇ “I need to go to a well-known university to be successful.”
 - ◇ “The ‘right’ course will determine my career success.”
 - ◇ **Prompt:** “Have you heard or believed any of these myths?”
 - ◇ **Whiteboard Activity:** Write down the myths and ask students if they identify with any of them, noting their thoughts on why these myths exist.

2

Myth-Busting Group Activity (20 Minutes)

- **Outcome:** Students will practice critical thinking and public speaking by discussing myths and presenting evidence.
- **Activity:** Divide students into small groups and assign each group one myth to challenge. Provide them with data and statistics to help debunk their assigned myth (e.g., employability statistics that show a wide range of successful graduates from diverse universities). You may want to direct them to unimythsbusted.co.uk, where they can find statistics and videos addressing each myth.
 - ◇ **Worksheet:** Hand out the “Myth-Busting Fact Sheet” that includes evidence and statistics for each myth.
 - ◇ **Group Task:** Each group discusses their myth and prepares a short presentation explaining why it is incorrect, using the provided evidence.
- **Class Presentations:** Each group presents their findings (3-4 minutes per group).

3

Interactive Quiz: Myth or Fact? (10 Minutes)

- **Outcome:** Students will practice critical thinking and public speaking by discussing myths and presenting evidence.
- **Activity:** Conduct an interactive quiz using a digital tool like Kahoot or a simple show-of-hands format. Present statements related to university myths, and ask students to determine if they are “Myth” or “Fact.”
 - ◊ **Example Statements:** “You need perfect grades to get into any university” (Myth), “Many successful people graduated from lesser-known universities” (Fact).
 - ◊ **Discussion:** Briefly discuss the correct answers and any misconceptions.

4

Wrap-Up and Reflection (10 Minutes)

- **Outcome:** Students will reflect on how their perception of university options has changed.
- **Activity:** Ask students to write down one myth they previously believed and what evidence changed their view. Collect these reflections for review in future sessions.
 - ◊ **Follow-Up:** Encourage students to share what they learned with peers or family members to further reinforce their understanding.



Wrap-Up, Reflection, and Learning Outcomes

Learning Outcomes

- **Knowledge:** Students will understand the truth behind common university myths, using data to make informed decisions.
- **Skills:** Students will practice critical thinking and public speaking by discussing myths and presenting evidence.
- **Reflection:** Students will reflect on how their perception of university options has changed.

Assessment Criteria

1. Participation in group discussions and presentations.
2. Completion of reading the "Myth-Busting Fact Sheet."
3. Reflection responses collected at the end of the lesson.