Lesson Plan: Get ready for UCAS Discovery

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| Lesson Outcomes: | Overview: | |
| * I can describe where I currently am on my career discovery journey. * I feel more confident in my ability to converse with new people. * I am able to name the three different types of organisations who will be at the UCAS Discovery event. * I will have a list of questions ready to ask at the event. | This session includes three 20-minute activities that can be delivered as one session or split into tutor time sessions.  The activities can be delivered either on computers, or as a paper-based activity. There is one activity that requires internet access, but this can be a homework activity if this is not something you have access to in school or college. | |
| Delivery: | | |
| Students will need access to the worksheet that accompanies this lesson plan and slide deck, and all activities should be completed on the worksheet.  You can use the session in three 20-minute chunks or one 60-minute session.  The lesson starts with a video to set the scene on what a UCAS Discovery event is.  Most students should have the self-awareness to be able to complete the activities independently. Be considerate of students with additional barriers, such as care leavers, who may need more support to think about things like the location of the university in relation to home.  Some students may struggle with the task where they are asked to practice their elevator pitches with their peers. Be mindful of students in the class who may have social anxiety or be less confident. Consider who could be in their group who could support them to successfully complete this task. | | |
| Activity 1   1. Explain and introduce the UCAS Discovery Mission Cards to your class.  * Slide 2: Explain to your class that they will be attending a UCAS Discovery event, including where this will be and when. Play the video provided in the lesson slide deck to demonstrate what the event is, and why your students will be attending. * Slides 4-8: Introduce the different mindsets and Mission Cards to your class.   *Information on mindsets:*  Students will likely be in one of these four mindsets before going to UCAS Discovery:     * I don’t know what I want to do after school/college. * I know what subject I want to study (but I’m not sure where or how I want to study it). * I know what career I want to do (but I’m not sure how to get there). * I want to know how to apply (for my chosen pathway – such as university or an apprenticeship).   *Information on Mission Cards:*  These cards have been created to support students attending a UCAS Discovery event to ask exhibitors (such as universities, colleges, and apprenticeship employers) questions that will help them explore their options in greater depth. As well as providing question prompts, they also leave space for students to make a note of any other questions they might like to ask.   1. Students then discuss in pairs which of the four Mission Cards they identify with, before exploring these further as a class.  * Slide 9: Ask students to discuss in pairs (approx. 2 minutes) which of the mindsets they feel they relate to the most.   Following this discussion, share the following slides which explore the mindsets in more detail, and ask students to tick the one they relate to the most in their worksheet, and to work through the table below, ticking the statements that apply to them. | | |
| Activity 2   1. Class discussion about the different types of exhibitors your students will be able to talk to at the event you’ve registered to attend.  * Slides 13-17: These slides explore the different kinds of exhibitors that students can speak to at UCAS Discovery. The University slide includes links to YouTube videos. Ask your students to vote on which of these they would like to watch. Ask your students to make any notes on their worksheets as you present the slides about anything they think is important or that they want to remember in readiness for the UCAS Discovery event.  1. On the UCAS Hub, students explore the list of event exhibitors and pages for ‘Universities & Colleges’ and ‘Employers’. They then list at least five they would like to speak to at the event.  Slide 18: For this activity, as your students to visit [www.ucas.com/discovery](http://www.ucas.com/discovery), and select the event from the list that you will be attending. They can then click on the “Exhibitor” tab to see which exhibitors will be attending the event, which can also be filtered by subject interest. If a student wishes to learn more about the exhibitor before deciding whether they would like to visit them at the event, they can search for them in the UCAS Hub on:  [www.ucas.com/explore/search/providers](http://www.ucas.com/explore/search/providers)  [www.ucas.com/explore/search/employers](https://www.ucas.com/explore/search/employers)   *If your students do not have access to a computer in class, this task can be completed as a homework activity.* | | |
| Activity 3   1. Students to complete their own elevator pitch in order to introduce themselves to exhibitors at the event.  * Slide 20: Play the video which explores the concept of an elevator pitch to your class, and ask them to discuss in pairs: When was the last time you had to introduce yourself? How did it go? Could it have been improved using an elevator pitch? * Slide 21: For this activity, ask students to create their own elevator pitch, using the guidance in their worksheet. * Slide 22: Discuss as a class whether they think that using the elevator pitch will help them to have more meaningful conversations when you attend a UCAS Discovery event. Then ask them what other things they might need to be mindful of when speaking to someone new, before revealing possible answers on the slide (such as body language, listening skills, and tone of voice). * Slide 23: Separate the class into groups of four, and ask them to:    + practice their elevator pitch with each other. Each time, ask them to leave their feedback on the table on their worksheet.   + summarise at the bottom to outline how they will improve their introduction before using it in real life at a UCAS discovery event.  1. Students should then write at least five of their own questions to ask at the event to help them on their journey.  * Slide 24: Ask students to work in pairs to come up with a definition of the work “inquire,” then ask the class to share their answers before revealing the definition on the slide. * Slide 25: Explain to the class that by asking the right kinds of questions, they’ll be able to find out the information they need from exhibitors at UCAS Discovery to start planning their next steps after school or college. Then play the video in the slide which explores the different types of questions students can ask, before asking the class to discuss in pairs: When was the last time you asked a question to someone you had never met before? How did it go? Could it have been improved by using a different question type? * Slides 26-27: Ask students to complete the final activity on their worksheet to plan what they want to ask the different exhibitors they’ve planned to speak to at an event, and how they want to record their findings. The Mission Cards are available on the next slide so that students can use the questions as inspiration for their own questions. | | |
| Gatsby Benchmarks: | Skills Builder: | CDI Framework: |
| * BM3: Addressing the needs of each pupil * BM6: Encounters with employers * BM7: Encounters with HE | * Aiming high * Staying positive * Problem Solving * Speaking * Teamwork * Creativity | * Grow throughout life * Manage Careers * Grow throughout life Create opportunities * Explore possibilities |