

YOU DON'T KNOW WHAT YOU DON'T KNOW

KEEPING YOUR OPTIONS OPEN



AIM

To make students curious about their possible future and become motivated to research on the UCAS Hub.

OBJECTIVES

- > Students will visualise their possible future and begin to imagine the steps they might take to achieve that future.
- > Students will be guided to the Explore tool on the UCAS Hub.

KEY VOCABULARY

- > Visualise
- > Consequence
- > Arcology

RESOURCES NEEDED

Enough pieces of paper for the class (A4 cut in half lengthways is ideal).

TOOLS TO USE IN THE UCAS HUB

- > Explore tool
- > Frequently asked questions

INTRODUCTION (Discussion and game – ten minutes)

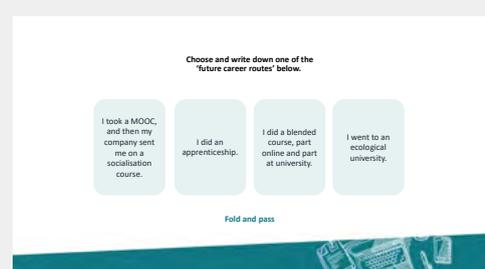
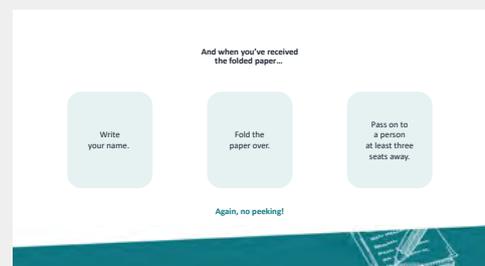
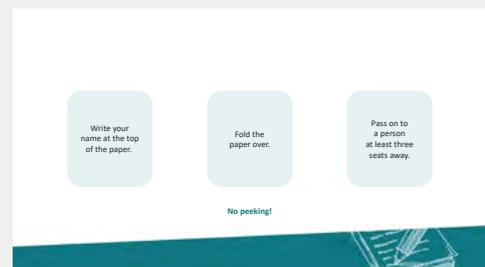
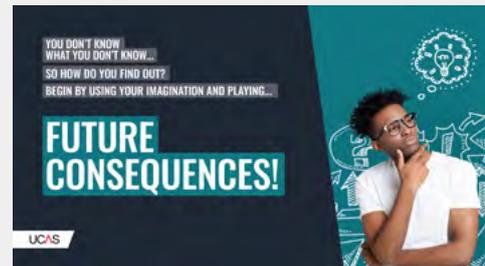
Have you ever played consequences?

You write a name at the top of a strip of paper, fold it over, and pass it on. The next person writes a name, folds, and passes on. Write 'where they met', fold and pass on, write 'he said', fold and pass on, write 'she said', fold and pass on, write 'The consequence was...'

Well we're not playing that today! We'll be playing 'Future Consequences' and I will guide you through giving you some choices as we go.

- 1 Hand out paper.
- 2 Instruct everyone to write their own name at the top of the paper. Fold the paper over. No peeking, and pass on to a person at least three seats away!
- 3 The new person writes their name underneath, folds, and passes on.
- 4 Students then select from the 'Future where they met' list. Write, fold, and pass on.
- 5 Students then write 'I can't believe that you're a _____. How did that happen?' Select from the 'Future job options'. Write, fold, and pass on.
- 6 Students then select from the 'Future career route' list. Write, fold, and pass on.
- 7 And then they can choose their own consequence. Having had that discussion they _____.
- 8 Students then unwrap the paper and hand it to the person whose name is second on the list.
- 9 Ask them how they like their future job.

Read out a few of the funniest/most interesting consequences.



TEACHING FOCUS ACTIVITY (Ten minutes – extend the time to explore if you have a longer session)

Lead the discussion about the outcomes from the future consequences.

Questions you could ask are:

- > Did the second person on the list like their future job?
- > Anyone else in the class think they might like that role?
- > Do you think the route to get to that job was realistic?

With the prospect of an increasingly automated society, there are numerous reports on the internet that suggest jobs will be very different and quickly changing in the future. That doesn't mean students should stop thinking about what interests them, or the possible career routes they might take.

Very few people at the age of 16 have predicted where they'll end up by the time they're 30! If they've made suitable or interesting choices along the way, most people say they are pretty content.



- 1 Use the whiteboard to demonstrate the Explore tool on the UCAS Hub.
- 2 Students can lead the way with this demonstration.
- 3 If there's time, students can do their own explorations. Otherwise, encourage them to do so at home.

EXTENSION ACTIVITY

Discuss students' current future choices.

PLENARY (Five minutes)

Point out the 'Frequently asked questions' as a way of addressing 'You don't know what you don't know'.

HOMEWORK

Continue searching the Explore tool and as part of that, research salary predictions, and compare between occupations.