

 **Discover Your Future Tutorial Lesson Plan**

**What is Discover Your Future?**

This quiz based website aims to increase the knowledge and confidence of secondary school students predominantly in Year 9 & 10 when they are exploring their Level 4 options. It provides a fun and interactive way for young people to explore local post-16 & 18 opportunities and discover the benefits and challenges of those choices. The website covers four main areas; student finance, pathways, programmes and universities. Each of these sections has three quizzes in total. A report is collated showing gaps in your students’ knowledge for to facilitate progression activities where they are most needed. Progress is saved allowing students to access their own quiz during tutorial sessions and to see their own knowledge increasing. Each school is placed on a leader board ranking their level of interaction and quiz results against other local schools. Those at the top of the SUN leader boards will be entered for prize draws where there are opportunities for your school to win prizes including funding for school resources and shopping vouchers for your students.

**How to use Discover Your Future in your school**

The quiz session, presentation and extension tasks fits neatly into your tutorial sessions, allowing short bursts of learning throughout the year to build a picture of students’ progression needs and helping you to develop your CIEAG provision accordingly.

Students will need to create an account on the SUN Discover Your Future website. Encourage them to record username and password reminders in their planner to ensure their progress is not lost. Students complete the 12 quizzes in the following order: Pathways 1, Finances 1, Programmes 1 and Universities 1, followed by series 2 and 3 of the same sections.

Students can also continue doing the quizzes outside of school and make use of the SUN’s online chat platform Future Steps, where they can ask current university students, SUN staff and employers questions about any of the information they learn in the quiz. They can access the chat platform via this link: [chatfuturesteps.co.uk](http://www.chatfuturesteps.co.uk/)

**Example lesson plans:**

Pathways:

|  |  |  |
| --- | --- | --- |
| **Website section** | **Learning Objectives** | **Gatsby Benchmarks** |
| **Pathways Quiz** | * I am able to identify local education opportunities relevant to my interests for post-16 study
* I am able to compare the benefits and challenges in different learning opportunities in post-16 study
* I am able to identify the different education pathways available to me
* I am able to observe learning styles at Further and Higher Education providers
 | * 3,5,6,7,8
* 2,3,7,8
* 3,7,8
* 5,7,8
 |
| **Main Lesson Activity**: (10 Minutes) Students complete 13 questions of the quiz. Encourage them to use the ‘Explore more’ and ‘hint’ functions to increase their knowledge of the topic and ask them to note down any questions they would like to discuss. Leave the useful website slide on the screen for students who complete the quiz quickly to use to complete their own research. |
| **Plenary:** (5 minutes) Class discussion about existing knowledge and gaps in knowledge. Highlighting where information is available (website links below) and explaining that the quiz will increase their knowledge and facilitate post 16 decision making.  |

|  |
| --- |
| **Extension Activity 1** |
| Students identify qualifications they did not know about in the quiz and undertake independent research into those qualifications and local providers who offer those options. This can be done for Level 3 and Level 4 qualifications. Example format as below, available to print/share on website.  |
| **Qualification** | **Explanation** | **Provider** |
| Eg. Access to Higher Education | A course for people without relevant experience or qualifications to enter a specific degree course.  | AECC Access to higher Education Diploma (Health Sciences)  |

|  |
| --- |
| **Extension Activities** |
| Students to explore Degree Apprenticeship opportunities in their area by visiting the government apprenticeship website. |
| **Apprenticeship** | **Employer** | **Duration** | **Entry Requirements** | **Wage** |
| Eg. Civil Engineering Degree Apprenticeship | WSP  | 66 months  | Maths, English Science 5/6A Level/BTEC desirable | £19,000 per year |

Finances:

|  |  |  |
| --- | --- | --- |
| **Website section** | **Learning Objectives** | **Gatsby Benchmarks** |
| **Finance Quiz** | * I can explain how I will budget for the different aspects of Level 4 study - for example accommodation, food and study costs
* I am able to explain how different Level 4 options are financed
* I can identify who I need to contact if I am experiencing challenges during my Level 4 study such as financial, emotional or academic
 | * 7
* 2
 |
| **Main Lesson Activity: (**10 Minutes) Students complete 13 questions of the quiz. Encourage them to use the ‘Explore more’ function to increase their knowledge of the topic and ask them to note down any questions they would like to discuss. Leave the useful website slide on the screen for students who complete the quiz quickly to use to complete their own research. |
| **Plenary:** (5 minutes) Class discussion about existing knowledge and gaps in knowledge. Highlighting where information is available (website links below) and explaining that the quiz will increase their knowledge and facilitate post 16 decision making. Remind students that actual amounts available will change annually.  |

|  |
| --- |
| **Extension activity:** Students to research and calculate their personal student finance budget using the websites below. Remind students that amounts change every year and this will need to be repeated nearer their time of enrolment at university. Print the extension worksheet found on the website. |
| **Income** | **Outgoings** |
| DESCRIPTION | AMOUNT | DESCRIPTION | AMOUNT |
| Tuition fee Loan  | £9250 | Tuition fee | £9250 |
| Maintenance Loan | £8944 | Rent – Halls of Residence University of Southampton | £5404 |
| Part time job (min wage £9 15hrs per week) | £135 x 44 weeks£5940 | Food per week | £30 (x 44 weeks) £1320 |
| Continue to discuss and populate the table with possible outgoings with students researching the amounts using the websites below. Discuss choices e.g. Shopping at a discount supermarket versus eating take away every night.  |
| TOTAL INCOME | TOTAL OUTGOINGS | DIFFERENCE |
|  |  |  |
| **Plenary:** Students to share and discuss their choices and options and how they could change the amounts.  |

Programmes:

|  |  |  |
| --- | --- | --- |
| **Website section** | **Learning Objectives** | **Gatsby Benchmarks** |
| **Programmes Quiz** | * I am able to identify subject areas linked to my interests for future study and career
* I am able to compare and analyse the education options available to me after I successfully complete my Level 2 qualifications
* I can identify who to go to for support with my Level 4 choices
 | * 4,5,7,8
* 7,8
* 3,8
 |
| **Main Lesson Activity: (**10 Minutes) Students complete 13 questions of the quiz. Encourage them to use the ‘Explore more’ function to increase their knowledge of the topic and ask them to note down any questions they would like to discuss. Leave the useful website slide on the screen for students who complete the quiz quickly to use to complete their own research. |
| **Plenary:** (5 minutes) Class discussion about existing knowledge and gaps in knowledge. Highlighting where information is available (website links below) and explaining that the quiz will increase their knowledge and facilitate post 16 decision making. Remind students that actual amounts available.  |

|  |
| --- |
| **Extension Activity** |
| Students to use the UCAS website to research some university courses and what opportunities they might offer them moving forwards.  |
| **Course** | **University’s offering course** | **Potential careers** | **Assessment type** | **Notes** |
| e.g. Politics | University of Winchester, Bournemouth University, University of Southampton | Civil service, local government, MP | Exams and Coursework | Could combine with international relations or history |
|  |  |  |  |  |
| **Plenary:** Students can discuss what courses they have found and what interests the about these courses.  |

Universities:

|  |  |  |
| --- | --- | --- |
| **Website section** | **Learning Objectives** | **Gatsby Benchmarks** |
| **Universities Quiz** | * I am able to compare the benefits and challenges in different learning opportunities in post-16 study
* I am able to identify the benefits and challenges of progressing to a Level 4 qualification
* I can identify who I need to contact if I am experiencing challenges during my Level 4 study such as financial, emotional or academic
* I am able to identify how to solve a problem, either an academic one or a problem in my personal life, and describe the skills I will use to solve it
 | * 2,3,7,8
* 3,7,8
* 7
* 3,8
 |
| **Main Lesson Activity: (**10 Minutes) Students complete 13 questions of the quiz. Encourage them to use the ‘Explore more’ function to increase their knowledge of the topic and ask them to note down any questions they would like to discuss. Leave the useful website slide on the screen for students who complete the quiz quickly to use to complete their own research. |
| **Plenary:** (5 minutes) Class discussion about existing knowledge and gaps in knowledge. Highlighting where information is available (website links below) and explaining that the quiz will increase their knowledge and facilitate post 16 decision making.  |

|  |
| --- |
| **Extension Activity:** |
| Students will use the list of useful websites to explore a range of universities across the UK. Encourage them to explore many different types of university including both city/campus, big/small and close to home/far away.  |
| **University** | **Campus type**(City or Campus) | **Number of Undergraduate courses** | **Number of students** | **Interesting courses** | **Interesting fact** |
| The University of York | Campus | 185 | 18,110 | Electronic engineering with nanotechnology | York has around 1 duck for every 100 students |
|  |  |  |  |  |  |