



# Planning pathways: Educator pack

Age range: 16-19

 **BARCLAYS** | LifeSkills



# Overview

This **Planning pathways pack** is designed to help you support students who are leaving school and looking to transition into employment, further or higher education.

It's clear that the past few years have caused a significant shift in many young people's mindsets when it comes to choosing their next steps. For example, those due to start university may want to look into different courses, or even defer their place and explore other avenues such as volunteering and apprenticeships. Equally, those leaving school may want to switch their options, such as deciding on a traineeship instead of further education. Some young people might also be unsure about what to do next.

The activities and discussion points in this pack aim to serve as practical tools helping empower young people to work through times of uncertainty. They explore different ways to plan, progress and succeed as they take the next step.

You can access the other resources belonging to the school leaver resources suite by clicking [here](#). Each resource pack can be used flexibly as quick starter activities, standalone sessions or as part of a series of targeted interventions.

In this **Planning pathways pack**, you'll find the following activities and signposting:

## Contents

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Activity one: Exploring opportunities	20-40 mins	3
Activity two: Paving the way	35-45 mins	5
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Find all the worksheets to support the above activities in the adjoining student pack. Download this at [barclayslifeskills.com/educators/lessons/school-leaver-resources/](https://barclayslifeskills.com/educators/lessons/school-leaver-resources/) if you don't have it already.

### Using this pack as part of a series of support resources

For a targeted group, you can use this set of activities alongside the other PDFs in your pack as part of the following learner journey:

#### **2. CVs, interviews and applications:**

Support demonstrating their skills and experience through CVs, applications, cover letters and interviews

#### **3. Financial independence:**

Techniques for feeling more confident and prepared as they move into work, university or training, around money management

# Introduction

For young people who have faced the uncertainty of the pandemic, the next step into employment, further or higher education may seem intimidating. They might be thinking about changing direction, which means they will need to know where to look and be open to different opportunities. This can be both empowering and daunting. It's important for students to remember that a different path can lead to something which suits them, potentially even to a similar destination to what they originally had in mind.

There are certain skills they can work on that are essential for any route they take. Problem solving, resilience, communication and leadership are just some of the transferable skills that will be much needed for a range of roles; these can be built on through many different avenues such as volunteering, social action, training, part- or full-time employment.

These activities will explore ways for students to start planning those different pathways, as well as the skills they can build along the way to achieve their career goals.

## Activity one

### Exploring opportunities

#### 1. Discuss the effect of the pandemic on the job landscape

Set the scene around how the current job landscape has been impacted by the pandemic. Highlight that in a recent study, 57% of young jobseekers said that their ideas about their career have changed since the start of the pandemic.\*

Ask students whether this resonates with any of them – do they agree that pandemic has caused them to change, or think about changing their career destinations? If you have time, generate a brief discussion around this. You can use further stats around how recent events has shaped employability by accessing [Supporting young people to thrive after the pandemic](#).

\* [hrnews.co.uk/young-jobseekers-reveal-what-they-want-out-of-recruitment/](https://www.hrnews.co.uk/young-jobseekers-reveal-what-they-want-out-of-recruitment/)

Ask students if they're aware of any of the industries that are offering an increasing number of work opportunities? Use the below overview to provide some example answers:

- Digital and tech, such as e-commerce manager, social media officer, data analyst\*
- Healthcare, such as virologist, care workers, nurses\*
- Green jobs, such as environmental specialist, wind turbine technician, recycling officer\*\*

\* [thisismoney.co.uk/money/news/article-9154217/Jobs-hope-15-fast-growing-sectors-want-hire-now.html](https://thisismoney.co.uk/money/news/article-9154217/Jobs-hope-15-fast-growing-sectors-want-hire-now.html)

\*\* [nationalgeographic.com/environment/article/11-of-the-fastest-growing-green-jobs](https://nationalgeographic.com/environment/article/11-of-the-fastest-growing-green-jobs)

#### 2. Encourage students to consider emerging job sectors

Explain that the green sector is currently offering a particularly rich array of rewarding work opportunities; a big factor driving this is the government's Green Jobs Taskforce. This aims to create millions of new jobs in areas such as renewable energies, technology and engineering, to help the UK reach zero emissions by 2050.\*

\* [gov.uk/government/news/uk-enshrines-new-target-in-law-to-slash-emissions-by-78-by-2035/](https://gov.uk/government/news/uk-enshrines-new-target-in-law-to-slash-emissions-by-78-by-2035/)

Discuss with students why they think it's useful to consider these 'emerging' or 'growth sectors' when thinking about possible routes into work. Conduct a short discussion:

**What benefits can it bring them? (E.g. offers a wealth of opportunities and roles within which they are likely to see continued progression)**

# Activity one

## Exploring opportunities (cont'd)

**Do any of these sectors appeal to them or link with jobs they were already considering?**

**If no to the above, would they consider including them as possible routes?**

- Encourage students to do some research into the jobs, salaries, skills requirements of these sectors (see section below for websites that make good starting points). Did any of the information they found surprise them or challenge their perceptions around the types of opportunity available?

### 3. Planning future goals

Using the **exploring opportunities worksheet**, ask students to fill out the following information:

**When thinking about their goals for further education, training or work, what factors can help them choose their path? (E.g. Interests, strengths, subjects we're good at, issues they're passionate about etc. Encourage students to write down a few which are specific to their own ambitions)**

**Why is it important to consider these factors when deciding on plans for the future? (E.g. more likely to choose a path that leads to a fulfilling, successful career)**

**Where can they go for advice, information and support to help them plan their journey? (E.g. careers advisers, UCAS course searches, apprenticeship sites etc. Students can use the links on the worksheet to help with this)**

## Extension

If you have more time and are working with students who already have a good idea of what they might want to do next, ask these additional questions and encourage students to write their answer on **worksheet one**:

- Where do they see themselves in one/two/five years' time? (This could be in terms of a career goal, training they would like to do, further or higher education they want to apply to etc.)
- What skills, qualifications, training or experience might they need to get there?
- What is their plan B? (If some aren't sure, encourage them to use the links below and in the worksheet to research some potential options)
- Is there crossover with the skills, qualifications, training or experience needed for either goal?

If completing the next activity, this exercise will help them to start gathering some useful starting points about the direction they want to take.

If delivering this as a standalone activity, you can also set a homework to research these roles further using sites such as:

- [prospects.ac.uk](https://prospects.ac.uk)
- [ucas.com](https://ucas.com)
- [nationalcareers.service.gov.uk](https://nationalcareers.service.gov.uk)



# Introduction

To get a clear idea of students' current understanding of how to plan out their education, training or career goals, ask them to create a checklist or mind map that includes the key steps, milestones or ideas to help them get on their chosen path. If you completed the extension from the first activity, they may want to use their answers from this as part of their response.

Reiterate that it's OK if they're not sure about what they want to do next, or if they've changed their mind. Some students may not yet have an exact idea of the career they want, in which case they can select a broader sector or area of work which matches with their skills and interests. If doing this, they should focus on looking at shorter-term goals such as the training or further education needed to get upskilled in that area, or work experience they may want to get.

Alternatively, they could use any of the jobs from the previous discussion that piqued their interest e.g. Green jobs or healthcare roles.

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## Activity two

### Paving the way

#### 1. Preparing for the transition to employment

- Ask students to use their checklist/mind map to now think about what practical preparation they need to do to make sure they're ready to take their first steps on their chosen path
- These might include working on their confidence and personal attributes, gaining qualifications or skills, developing their career ideas or finding out about the process of securing a job
- Ensure students think about the different places they can get experience and develop skills, like training and education options they could explore depending on what they choose. These could include:
  - Training
  - Volunteering/social action
  - University
  - Work experience
  - Internship
  - Apprenticeship
  - Further education
- Ask one or two students to share their goal, or discuss these in pairs
- Run through the above list with the whole group so that they are all aware of the different next steps that could help them achieve their goals

**Signposting has been provided at the end of the student pack with handy links to advice and guidance around some of these different routes. Point students there if they would like to find out more about the options available.**

# Activity two

## Paving the way (cont'd)

### 2. Plan the journey

- Using the **paving the way worksheet**, ask students to think about what their first career choice would be and plot their journey towards this destination. Again, if they're not sure about what this is yet, they can think about a more general area of work or industry, or reflect on short-term goals for training and learning
- Next, ask them to think about the qualifications, skills, personal attributes and information they will need to get there, and write these in their plan
- Ask each student to work with a friend to share and improve their plans, filling any gaps and adding more detailed actions. Encourage them to think of other ideas, steps or actions that aren't listed and encourage them to share these with the class
- Next, ask each student to consider a second and third goal that they would be interested in exploring. Again, if completed, the extension from the previous activity may help with this
- Repeat the same peer review exercise as above. You may want to change the pairs to add variety and different perspectives

### Activity summary

- Finish by highlighting:
  - The importance of being flexible and having back-up plans, should circumstances change
  - The benefits of using skills required for this e.g. adaptability, staying positive and aiming high
- Explain that sometimes this can even lead to finding opportunities on a path they hadn't considered before, which they may even enjoy pursuing more than their initial plan



# Activity three

## Independent learning

You may want to choose one or two of the following activities to get students continuing their learning in their own time:

### 1. Researching routes

- Ask students to research some of the routes discussed in the previous step. For example, you may want to ask them to reflect on the following questions:

**What sort of training would they need to do?**

**How long would that take?**

**What other options are available to help them get there?**

- Signposting has been provided in the student pack to help find more information on these routes

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### 2. Perfect their plan

- Building on the above, encourage students to add to the career plan they created at the start of the lesson. Can they outline some specific places they will go to for more information?

## Try next

- A range of additional resources and advice pages can also be found on the independent learning worksheet to further help students with their research and planning. In addition, you may want to explore:
  - [Exploring job sectors and preparing for work](#) – this activity involving short films is a great way to get your students exploring ways to look into a range of different jobs and the skills required
  - [Social action toolkit for educators](#) – a useful resource for delivering a session on social action with your students and encouraging them to look for volunteering opportunities
  - [Core transferable skills](#) – a set of lessons for educators to use as further learning around the transferable skills required across a range of industries