



PREPARATION FOR WORK

BUILDING A SUCCESSFUL FUTURE >

Session plan



Prince's Trust

**START
SOMETHING**

AT A GLANCE >

This session will encourage learners to investigate careers that spark their interest and to explore the advantages and disadvantages of these. It will also help them to understand the different tools they can use to search for jobs and training opportunities. Note that the majority of the activities in this session will require access to the internet. If you don't have access to the internet you can still deliver some of the activities and encourage learners to do further research outside of class time.



CURRICULUM LINKS

- ✓ Gatsby Benchmarks 2, 3 and 8 (England)
- ✓ Career Education Standards 3, 6, 7 (Scotland)



LLN OPPORTUNITIES

- ✓ Practise a variety of reading strategies to find specific information on web pages
- ✓ Take part in informal group discussions
- ✓ Spell key words correctly
- ✓ Summarise key information and present in a poster



QUALIFICATION OPPORTUNITIES

- ✓ Career Planning - LO: Be able to recognise suitable jobs or training opportunities

LEARNING OUTCOMES >

- ✓ Understand where to find careers advice and guidance
- ✓ Identify a career(s) that is linked to learners' interests
- ✓ Identify the key components to focus on in a job description

ACTIVITIES >

ACTIVITY	TIME	PAGE
<u>Introduction and icebreaker: exploring my passions</u>	15-20 minutes	<u>03</u>
<u>My options</u>	30 minutes	<u>04</u>
<u>Identifying training and routes into their chosen careers</u>	20 minutes	<u>05</u>
<u>Getting advice and researching opportunities</u>	20 minutes	<u>08</u>
<u>Advantages and disadvantages of chosen careers</u>	20 minutes	<u>10</u>
<u>Career stories</u>	20 minutes	<u>11</u>
<u>Identifying opportunities</u>	20 minutes	<u>13</u>
<u>My plan of action</u>	20 minutes	<u>14</u>



INTRODUCTION AND ICEBREAKER: EXPLORING MY PASSIONS >

This short icebreaker will encourage young people to research people and organisations that are connected to their interests.



TIME REQUIRED

15-20 minutes



MATERIALS

- ✓ Computers with access to the internet

ACTIVITY STEPS >

1. Ask each learner to pick something they are interested in and do some online research to find people or organisations that are connected to this interest. They will need to make a note of any new ideas or aspects of their chosen area that they've learned (e.g. if interested in digital photography, following key photographers who are detailing their technique – such as framing or lighting – in the captions).
2. Encourage them to do further research if there's time: How did these people get into their careers? How have they become successful? Learners should collect three ideas for the people they have chosen to research and present their findings to the rest of the group. Do they still want to pursue that career now, based on what they have learned? Do they need to do more research to decide?

EXTENSION

Explore different, diverse examples of famous entrepreneurs, including inspiring young people that the Prince's Trust has supported to succeed.

In particular, you could look at [the story of Kamil](#), an enterprising young person living in Greater Manchester:

Kamil, 29, from Walkden in Greater Manchester, found it increasingly hard to manage his social anxiety and depression through the pandemic. He was encouraged by the Prince's Trust to take a Health and Social Care course, and since then he has not only been better able to look after his mental health, but to also look to the future. He's now looking into opening a candle business that celebrates Manchester's local culture and helps people find calm in these hectic times.



MY OPTIONS >

In this first activity, learners are going to identify career options that are relevant to their interests.



TIME REQUIRED

30 minutes



MATERIALS

- ✓ Computers with access to the internet (Accessing the internet will allow learners to do further research about the options they have chosen. If they don't have access, the activity can still be completed.)



WORKSHEET

- ✓ Activity 1: My options worksheet



QUALIFICATION OPPORTUNITIES

- ✓ Examples of career options relevant to skills and interests

ACTIVITY STEPS >

1. Explain to learners that they are going to identify career option(s) that are relevant to the interests that they explored in the first activity.
2. Start off by discussing, listing or mind-mapping some of the things the learners are interested in, they can build on what they explored in the first activity. If they need prompting, ask them to think about what they spend their weekends doing, and remind them that any interest may have a career linked to it. For example, if they like cycling, they might want to repair bicycles, work in an outdoor equipment shop or even become an outdoor activities instructor and take others on mountain bike tours!
3. Once learners have identified a longer list of their own interests at school or outside school, explain that they will now think about careers that are related to them. To support them in doing this, you might want to pose some of the following questions:
 - Have you ever done any work experience or volunteering that you really enjoyed?
 - Does anyone you know have a job that you think looks interesting?
 - Are there any careers in the wider world that you have thought look interesting, or are curious about (e.g. jobs you hear about on the news, jobs of characters on TV programmes etc.)?
4. Ask the learners to identify careers that interest them. They could record this information on the 'My options' worksheet.



IDENTIFYING TRAINING AND ROUTES INTO THEIR CHOSEN CAREERS >

Help learners understand the training and routes which will lead them towards their chosen career.



TIME REQUIRED

20 minutes



MATERIALS

- ✓ Computers with access to the internet (Accessing the internet will allow learners to do further research about the options they have chosen. If they don't have access, the activity can still be completed.)



WORKSHEET

- ✓ Activity: My options worksheet



QUALIFICATION OPPORTUNITIES

- ✓ Identify training opportunities / possible steps relevant to career options

ACTIVITY STEPS >

1. Now that learners have identified careers that interest them, explain that they are going to look into the training and qualifications that will help them to get into these jobs.
2. Explain that there are different kinds of qualifications and training. If you have access to the internet, you may want to start this activity by showing young people websites, films or other sources which provide information on the options they have access to in their local area.

Point the learners in the direction of websites and resources created by your local authority or other initiatives in your local area. For example, for learners in Manchester, [this film](#) from Greater Manchester Higher is a useful introduction and great way to talk them through the different post-16 options they can choose from.

If you don't have access to the internet, look at the information on the next two pages. The first box is most relevant to England, but has some crossover with Wales and Northern Ireland. The second box is relevant to Scotland.

For more information about qualifications outside of England, you could visit the links below before the session:

- Scotland: <https://www.sqa.org.uk/sqa/93183.html>
- Wales: https://careerswales.gov.wales/courses-and-training/find-out-about-qualifications#:~:text=For%20an%20A*%20Advanced%20Welsh,entry%20to%20your%20chosen%20course
- Northern Ireland: <https://www.nidirect.gov.uk/articles/qualifications-what-different-levels-mean>



If you don't have access to the internet, you can simply take them through the options below.

T-LEVELS (ENGLAND ONLY)

T is for technical. They're new courses to do after GCSEs, which became available in September 2020. They're at the same level as A-Levels but are much more focused on getting knowledge and skills to work in a particular industry, like digital or finance. They're 80% classroom based and 20% with an employer. Schools and colleges set their own entry requirements, so learners will need to check their website or contact them directly to find out more.

A-LEVELS

A-Levels are traditional qualifications where learners choose a selection of subjects to study in depth. They're very academic and are assessed with an exam at the end. They are the same level as T-Levels but they will spend 100% of their time on classroom learning. To study A-Levels, learners will need to have done well in their GCSEs. Most schools and colleges will expect them to have gained grades 9-4 (A*-C in old grades) with a minimum of grade 4 in English Language and Maths.

BTEC

BTEC stands for the Business and Technology Education Council. They combine practical learning with subject and theory content. BTECs are divided into units, which cover specific areas of knowledge, skills, and understanding of a particular sector or industry. BTEC qualifications are flexible and can be taken alongside (or instead of) GCSEs and A-Levels in schools and colleges. Entry requirements vary depending on the school or college and the particular BTEC course learners are interested in.

APPRENTICESHIP (DIFFERS SLIGHTLY IN WALES AND NORTHERN IRELAND)

Apprenticeships are a paid job with an employer, plus structured training with a college or training provider. They're 80% working and 20% studying. Apprenticeships can be completed at any time in life and there are different levels of difficulty depending where people are in their career. Depending on the level of the apprenticeship, entry requirements will include at least five GCSEs grades 9 – 4, including English and maths subjects, and Level 3 qualifications, including A-Levels, NVQs, or a BTEC.

The information below is relevant to Scotland only.

HIGHERS OR ADVANCED HIGHERS

Highers are traditional qualifications where learners choose a selection of subjects to study in depth. They're very academic and are assessed with an exam at the end. To study Highers, learners will need to have passed their National 5 qualification in that subject or to do an advanced higher, they will need a higher in the subject. Highers are the equivalent to SCQF level 6 or 7.

APPRENTICESHIP

Apprenticeships are a paid job with an employer, plus structured training with a college or training provider. They're 80% working and 20% studying. Apprenticeships can be completed at any time in life and there are different levels of difficulty depending where people are in their career. Depending on the level of the apprenticeship, entry requirements mostly include 5 National 5's including English and maths subjects.



The information below is relevant to Scotland only.

HNCs and HND

HNCs and HNDs are designed to meet the needs of employers. HNCs and HNDs are developed in partnership with colleges, universities and industry. Achieving an Higher National Certificate (HNC) or a Higher National Diploma (HND) is one of the best ways to achieve a career with prospects. There are HNC and HND courses in a huge range of subjects.

WHAT IS A HIGHER NATIONAL QUALIFICATION?

HNC and HND courses provide the practical skills you need to do a job and the theoretical knowledge an employer will expect young people to have. All the courses are made up of Higher National Units.

- HNCs are made up of 96 SCQF credit points and usually take one year to complete
- HNDs are made up of 240 SCQF credit points and usually take two years to complete
- HNCs and HNDs provide a pathway to degrees

Higher National qualifications don't just qualify young people for work. Some HNCs allow direct entry into the second year of a degree programme, and some HNDs allow direct entry to third year.

HNCs and HNDs can also give you the knowledge and understanding required for Scottish Vocational Qualifications (SVQs).

3. Split learners into groups and ask them to discuss the following questions:

- Have they heard about these options before?
- Did any of these options sound particularly right for them?
- Do they know someone who has completed any of the different qualifications or training routes? If so, what have they heard from them – how did they find it, did they talk about anything they particularly enjoyed, or challenges they encountered?
- Would they like to study full time? Or would they rather work and study at the same time?

4. Discuss as a group. Do learners know more about the different routes they could take? Do they have further questions about each route? If they have access to the internet, you can encourage them to visit some local websites where they can get further advice or mentoring.



GETTING ADVICE AND RESEARCHING OPPORTUNITIES >

Learners will access useful resources to help them search for jobs and careers guidance.



TIME REQUIRED

20 minutes



MATERIALS

- ✓ Computers with access to the internet



QUALIFICATION OPPORTUNITIES

- ✓ Give examples of sources of information about career options
- ✓ The skills and qualities required for a career option

ACTIVITY STEPS >

1. Many learners will not have had experience of searching for jobs or careers guidance. As a group, discuss the different places they might go for careers advice, and where they think they might find jobs. Some of their ideas might be using their local network, such as parents, friends of the family and local businesses. These are great places to start, but explain that it's important to know where else they can look - the more places they look, the more likely they are to find opportunities that are just right for them.
2. In groups, or individually, ask learners to use the internet to search for websites offering careers guidance or jobs. Ask them what they have found and share the websites below if they have not come across them.
 - nationalcareersservice.direct.gov.uk
 - www.apprenticeships.gov.uk
 - www.youthemployment.org.uk/careers-hub/
 - www.princes-trust.org.uk/help-for-young-people/tools-resources/finding-job
3. As well as national websites, encourage learners to look at local websites, emphasising the importance of exploring sectors where there is lots of growth and, therefore, more opportunities to find work in their area.
4. In their research, encourage learners to home in on some careers that would particularly appeal to them, thinking about using LMI and other insights about the sector locally to build a profile of the job they would like to do and reflect on why it's right for them. They should note down key information and personal reflections such as:
 - The skills, personal qualities and other attributes that would make them the perfect candidate – do these feel relevant to them in terms of their strengths, interests etc.?



- The different pathways they can take into this career (you may want to refer back to the information gathered around different qualifications etc. at the previous step) – which of these are most suited to them, how long will it take them if they choose this route to start working, will they be able to ‘earn and learn’? E.g. a big benefit of an apprenticeship is that in most roles, they will be able to earn a wage straight away
- Working environment and workplace culture (e.g. the type of teams they’ll work with, focus on independent work vs teamwork, the hours they’ll be expected to work) – does this feel like the type of place they’d want to work and how they would like to work? You may even want them to explore their personality type further with widely used assessment tools such as the [Myers Briggs](#) test
- The responsibilities and demands of the job – what challenges might they encounter, what will be the biggest personal challenges for them?
- Salary ranges and further opportunities

The below example profile (which is an example from Greater Manchester has been built using the [GMACS career plan page](#) and is based on a key growth sector and role). You could find similar information about a growth sector/role in your local region as an example to prompt responses if learners are struggling:

SECTOR: DIGITAL AND CREATIVE

WHY APPLY FOR A ROLE IN THIS SECTOR:

Greater Manchester has the largest digital and creative sectors outside the south east, with the potential to create internationally significant clusters in broadcasting, content creation and media and cyber security, alongside new sub-sectors like e-commerce where the city-region has the potential to lead industries of the future. Employment is expected to continue increasing over the next 20 years, with over 18,000 more jobs in Greater Manchester.

ROLE AND DESCRIPTION:

Digital marketer – promote brands, products and services through social media, websites and apps.

SALARY RANGE AND FURTHER OPPORTUNITIES:

£20,000 – 50,000. They could go on to specialise in mobile or video marketing, become a senior digital marketing officer or head of online marketing. They could also work as a freelance digital marketing consultant or move into areas like advertising, sales, e-commerce or public relations.

WORK ENVIRONMENT AND CULTURE:

They will work in an office and often independently, though regular teamwork and collaboration e.g. brainstorming, speaking to clients and suppliers, working with colleagues on projects together etc. Work around 37 hours a week.

POSSIBLE ROUTES:

Business Administrator Advanced Apprenticeship – Land Services team, Manchester – £15,000 salary

5. Whether the learners are looking up jobs or careers advice, ask them to note down anything they might not understand e.g. language, phrases or requirements. Pick two or three of them to share what these are and discuss them in class.



ADVANTAGES AND DISADVANTAGES OF CHOSEN CAREERS >

Learners will understand that each career has advantages and disadvantages. They will be asked to think about what the advantages and disadvantages of their chosen careers might be.



TIME REQUIRED

20 minutes



MATERIALS

✓ Paper and pens



WORKSHEET

✓ Activity: My options



QUALIFICATION OPPORTUNITIES

✓ The advantages and disadvantages of a career option

ACTIVITY STEPS >

1. Once the learners have a list of careers that might interest them, explain that every job will have its advantages and disadvantages. Ask the group to contribute ideas about why they think it might be important to know what these are before applying for jobs or pursuing a particular career?
2. Ask learners to record their answers. This could be an opportunity to look at the importance of work experience in determining what the advantages and disadvantages of roles are and deciding whether a certain career path is right for you.
3. Ask the group to describe some advantages and disadvantages of their chosen career. They could do this independently, or you could split them into small groups of people that were interested in similar areas, as long as each young person still completes their own work. Learners can record their answers on the 'My options' worksheet.
4. Ask learners to get in touch with someone who does the job they are interested in, through school/your setting, through their own personal networks or through local employers (you may need to support them to approach external organisations). They could interview some of those people to get their perspective on what the advantages and disadvantages of the career are. Tell them to share the person they intend to contact before they do it, for safeguarding reasons.



CAREER STORIES

In this activity, learners will look at careers stories and discuss the routes the protagonists have chosen.



TIME REQUIRED

20 minutes

ACTIVITY STEPS

1. Tell the group that you are going to talk about Lucy who is currently an intern in a press office, and Andrew, who is completing an apprenticeship in digital marketing.
2. Ask the class to have a think either individually or in pairs, about how they got to where they are now. What initial interests might they have had before deciding to get into journalism or digital marketing? What qualifications might they need? What sorts of things could they do to help them achieve their dream roles? What steps could they take to get there?
3. Once a number of them have shared the journey they think Lucy and Andrew have gone on, share with them their story below.

Lucy had always loved creative writing at school and in her group of friends was always the one who enjoyed telling stories the most. But, after the Black Lives Matter protests in 2020, she decided to follow a number of news accounts on Instagram, to keep up with the news and discover what else was happening around the world. As time went on, she realised that she preferred reading the factual stories more than she did reading and writing fictional stories in her English class.

She heard about BTEC and decided to do a journalism BTEC after her GCSEs. She then applied for a summer internship in a press office, where she learned about the job of junior editor. In the meantime, she also started her own blog with news articles she wrote about things happening in her local area. She is now aspiring to the next level and secure a junior role for a news website.

Andrew has always loved media and advertising. He loves seeing what creative brands are doing to promote their products and services. He is also fond of technology, and always knows about the latest trend in the digital sector.



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After his GCSEs, he chose the apprenticeship route over A-Level since he wanted to start learning in a more practical environment and gain experience while studying. He is completing his apprenticeship in digital marketing, learning how to promote brands, products and services through social media, websites and apps. The next step for him will be to secure a job as a Digital Marketer.

4. Ask the class if they found any of it surprising? Is there anything in Lucy's or Andrew's story that they found especially useful?



IDENTIFYING OPPORTUNITIES

This activity will encourage learners to look for job vacancies or training opportunities that are relevant to them. They will be provided with a list of useful websites they can visit to get started.



TIME REQUIRED

20 minutes



MATERIALS

- ✓ Computers with access to the internet



QUALIFICATION OPPORTUNITIES

- ✓ Identify job vacancies, training opportunities, possible steps for a career option
- ✓ Give examples of sources of information about career options

ACTIVITY STEPS

1. Each young person should now have a chosen career option or a list of a few possible ones. Explain that they are going to start looking for a role. Do any of the learners have experience (their own or someone in their family's) of applying for jobs – do they know how you start to go about it?
2. Ask learners to work independently or in pairs to identify either job vacancies or training opportunities that are relevant to them. They can use their digital skills to search for job vacancies online and look at the application process, or to identify training courses that might help them.

For those who want a bit of guidance about where to start, suggest that they look at:

- nationalcareers.service.gov.uk/find-a-course/searchh
- nationalcareersservice.direct.gov.uk/get-a-job/advertised-job-vacancies for a list of websites, newspapers and other sources where they can look



MY PLAN OF ACTION

Through this activity, learners will create their own plan of action. It will help them explore the routes into their chosen career and identify the steps they need to take to apply for jobs.



TIME REQUIRED

20 minutes



QUALIFICATION OPPORTUNITIES

- ✓ Identify job vacancies, training opportunities, possible steps for a career option

ACTIVITY STEPS

1. Explain to the learners that they will create their action plan to explore different routes into their chosen career and identify the steps they need to take to apply for a job.

By this point, learners will have collated a strong bank of information and personal reflections on their job ambitions and the journey they will take to achieve their professional goals. All of this work should be used as a strong foundation to set up their action plan and structure their ideas.

2. Ask the learners to start job searching on websites (as mentioned above) and get them to pick one as an example of a role they'd like to apply for.
3. Taking into account what they have learnt already, ask learners to clearly outline the steps they need to get into the career they may want to do in the future. E.g. research around the role, think about the work experience they might need, or volunteering opportunities they will need to explore, look into training, create a personal statement, a CV, contacting someone related to the job who could give them advice.

The 'Applying and Preparing for Work Experience' session is a great follow-on or alternative session for learners who are earlier on in their career journey and looking to explore concepts and opportunities around work experience.

4. Then ask two or three of them to share their plan of action with the group.

