



**L&W** LEARNING AND  
WORK INSTITUTE

# THE FUTURE ME ACTIVITIES

Young Adult Carers – Making the Transition to Adulthood



## ACTIVITY 17

# A picture of me – Thinking about your future career

This activity aims to help young adult carers to understand what sort of jobs or careers might be right for them and to think about any challenges they might face in pursuing their career goals, including how their caring role might affect their choices.

*A picture of me* can be used as a one-to-one activity, or carried out with a small group of young adult carers. It serves as a working document for the duration of the young person's career journey and can be added to as an evolving exercise either with a support worker, an advisor, or by the young person. *A picture of me* will help young adult carers to recall their thoughts about job ideas and will be useful to show to an information, advice and guidance (IAG) specialist if they go for a careers interview.

Working at the same time as caring for someone can seem like an overwhelming challenge for young adult carers and this can limit their aspirations and affect the choices they make about jobs and careers. As a support worker, you can help the young person to think about the job opportunities available to them, raise awareness of different roles, raise their aspirations and understand where they can go to get further information, advice and guidance.

Give each young adult carer their own copy of the *A picture of me* sheet.

- Start by encouraging the young adult carer to identify their interests or hobbies and list them in the relevant box.
- Then write down any subjects the young person enjoys or did enjoy at school, and any which they are/were particularly good at.
- Encourage the young person to identify and write down any skills they think they have.
- Once these 3 boxes have been completed, try to group things together from the different boxes, for example, reading (interest), English (subject), communication (skill).
- Ask the young person to consider any roles/careers that relate to these groupings. (Use a different coloured pen to write these roles on the sheet)
- Give the young person a highlighter and ask them to highlight the roles/careers that are most interesting to them.
- Ask the young person to identify any barriers they think their caring role might present to pursuing those roles/career and discuss how these barriers could be overcome, or whether there are alternative careers or different routes to the chosen career.
- The young adult carer can write down on the sheet any other thoughts or questions they have about their job ideas.
- Finally, encourage the young adult carer to look at identifying some actions to find out more about the jobs they are interested in, for example researching specific roles or speaking to a specific person or developing a new skill. Record these in the actions box on the sheet.

Young adult carers will need up to date information about jobs and specialist careers advice to think about suitable education and training opportunities. When it is appropriate, the support worker should refer the young person for a careers interview with an information, advice and guidance specialist, for example, a National Careers Service adviser:

- The National Careers Service <https://nationalcareersservice.direct.gov.uk> has a job profiles page which provides information on over 800 different job roles
- icouldCareers <https://icould.com> has a Buzz quiz that provides job ideas matched to your personality preference.

## A picture of me

**My interests**

**Subjects I like/am good at**

**My job ideas**

**My skills**

**My actions**

## ACTIVITY 18

# Research log - Thinking about your future career

When you are working with young adult carers to think about potential future careers, this activity will help them to think about:

- The job opportunities available to them.
- If the skills identified in the Knowing Myself activities match the skills required for the jobs they are interested in.
- The skills and training they might need for different jobs.
- What kind of information and support they want or need about jobs.

The activity can be used:

- As an individual task, carried out by the young adult carer remotely.
- As an individual task, within a one to one or group session.
- As a task to do in pairs, linking young adult carers with similar interests.

The questions in the research log can be used to prompt discussions with young adult carers about their values in relation to work. For example:

- What salary can you expect to earn in different jobs? How important is money to you? Does it affect your career decision-making?
- Does being a young adult carer affect your aspirations and the choices you are making?
- Will you be able to manage caring alongside a particular career? Would you need to adapt your caring role at all?

Encourage the young adult carers to use a range of websites to research job profiles, job adverts and job descriptions to help them to complete the research log.

After completing the research log, help the young adult carers to devise an action plan for how they will go about developing relevant skills or finding out more about job opportunities.

### For more information:

<https://nationalcareersservice.direct.gov.uk/job-profiles/home>

<https://www.ucas.com/ucas/16-18-choices/find-career-ideas>

<https://www.prospects.ac.uk/job-profiles>

<https://www.getingofar.gov.uk/>

<https://www.findapprenticeship.service.gov.uk/apprenticeshipsearch>

<https://www.indeed.co.uk/>

<https://www.reed.co.uk/career-advice/career-guides/>

# Research log

## JOB TITLES:

<b>What's involved?</b>			
What are the main responsibilities?			
What are the typical working hours?			
What are the relevant skills?			
What could you earn?			
<b>Right for me?</b>			
What are the perks of the job?			
What are the challenges?			
What are the useful skills?			
What qualifications are needed?			
What is the workplace like?			
Which employers have opportunities at the moment?			
<b>Get Started</b>			
What would you need to do to prepare to apply for a job like this?			

## ACTIVITY 19

# Knowing your options quiz - Education and training

The aim of this activity is to raise young adult carers' awareness of their rights and responsibilities relating to education and training, and to help them think about their options at the end of Year 11.

The quiz can be completed as an individual activity, or with a group of young adult carers. At the end of the activity, allow time for young adult carers to ask questions about the quiz or for group discussion about any issues raised.

Print off and laminate each of the questions and cut the individual answers into strips. Each team requires a ball of blue tac

Split the group into teams of 3 or 4:

- Give each team the first question and the range of possible answers.
- Each team discusses the question and sticks their answers to the laminate.
- One person from the team runs to you to have their answers checked.
- If they are correct they are given the next question & set of answers. If not, only tell them how many of the answers they have right so they can go back to their team for further discussion.
- Keep going until you have a team that has correctly completed the quiz and award a small prize to each team member.

# Knowing your options quiz

This quiz will help you to understand your options about what you can do after you complete formal schooling at the end of Year 11.

## Q1. These are my options at the end of year 11 and until I reach 18.

(Tick all that you think apply) \* (4 Points)

- Choose a full time course at college
- Get a part-time job
- Work part-time and study part time
- Get a full-time job
- Start an Apprenticeship or Traineeship
- Stay in Sixth Form to do A Levels or Vocational learning
- Study part time
- Do Nothing (Not in Education, Employment or Training)

## Q2. An Intermediate/Level 2 Apprenticeship is equivalent to?

(1 Point)

- 5 GCSE's at A-C or 9-4
- 1 A Level
- 4 GCSE's at A\*-D or 9-3

## Q3. An Advance/Level 3 Apprenticeship is equivalent to? (1 Point)

- 3 A Levels
- Foundation Degree
- 2 A Levels

## Q4. Are Apprenticeships available at any other levels? (1 Point)

- Yes
- No

## Q5. Can an apprenticeship be done part-time? (1 Point)

- Yes
- No

## Q6. When can you take up an Apprenticeship?

(Tick all that you think apply)

(5 Points)

- After I complete year 10
- After I complete year 11
- If I change my mind during year 12/13
- After completing sixth form or college
- If I change my mind once I've gone to University
- If I've already found a job

## Q7. From April 2018, an apprentice, aged under 19, is entitled to a minimum hourly rate of? (1 Point)

- £3.70 per hour
- £4.05 per hour
- £3.50 per hour
- £2.90 per hour

## Q8. Where can you search all Apprenticeship vacancies nationwide?

(1 Point)

- [www.findapprenticeship.service.gov.uk](http://www.findapprenticeship.service.gov.uk)
- [www.apprenticeshipsonline.gov.uk](http://www.apprenticeshipsonline.gov.uk)



# Knowing your options quiz: Answer Sheet

## Q1. These are my options at the end of year 11 and until I reach 18.

(Tick all that you think apply) \* (4 Points)

- Choose a full time course at college
- Get a part-time job
- Work part-time and study part time
- Get a full-time job
- Start an Apprenticeship or Traineeship
- Stay in Sixth Form to do A Levels or Vocational learning
- Study part time
- Do Nothing (Not in Education, Employment or Training)

(All young people need to stay in education until they are 18. However, it doesn't have to be full time learning – you can combine work, with training, either through getting a job and studying part-time or by doing an apprenticeship)

## Q2. An Intermediate/Level 2 Apprenticeship is equivalent to?

(1 point)

- 5 GCSE's at A-C or 9-4
- 1 A Level
- 4 GCSE's at A\*-D or 9-3

## Q3. An Advance/Level 3 Apprenticeship is equivalent to? (1 Point)

- 3 A Levels
- Foundation Degree
- 2 A Levels

## Q4. Are Apprenticeships available at any other levels? (1 Point)

- Yes
- No

(Level 2,3,4,5,6 and 7. Apprenticeships combine paid work with training. They are available at lots of different levels. They

start at level 2, which is equivalent to 5 GCSE's grade A\*-C, and go through to levels 5, 6 and 7, which are equivalent to different types of degrees.)

## Q5. Can an apprenticeship be done part-time? (1 Point)

- Yes
- No

## Q6. When can you take up an Apprenticeship?

(Tick all that you think apply)

(5 Points)

- After I complete year 10
- After I complete year 11
- If I change my mind during year 12/13
- After completing sixth form or college
- If I change my mind once I've gone to University
- If I've already found a job

(You can start an Apprenticeship at any age. It's never too late!)

## Q7. From April 2018, an apprentice, aged under 19, is entitled to a minimum hourly rate of? (1 Point)

- £3.70 per hour
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## Q8. Where can you search all Apprenticeship vacancies nationwide?

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# ACTIVITY 20

## STAR (Situation, Task, Action, Result) - Preparing for work

In applications or interviews it is important that young adult carers can provide examples of when they have used the skills they identified in themselves through the Knowing Me activities. The STAR template helps them to build up a bank of evidence of when they have demonstrated those skills.

It is good to know your skills and what you feel confident at. It is also important to be able to give examples of when you have demonstrated those skills and used them to positive effect. If you keep a record of this you can use the examples on application forms or in interviews.

The skill you used	Situation – what was the challenge you had to tackle?	Task – how did you plan to deal with this challenge?	Action – what did you do, what didn't you do?	Result – what was the outcome, what did you learn from the situation and how you handled it?

## ACTIVITY 21

# Overcoming barriers – Preparing for work

Use this activity to help young adult carers identify the potential barriers they face in taking up a learning or work opportunity and think about how they might overcome them. These might be practical challenges such as not knowing how to get somewhere on public transport, or not knowing if they can afford to do something, or they might be barriers linked to worry and concern about the person they care for.

Sometimes working towards achieving our goals can feel overwhelming, as there can seem to be too many barriers in the way. Sometimes the barriers are inside our heads, and are worries or anxieties about meeting new people, telling people you are a carer, or not having confidence or belief in our own abilities

List all the challenges and barriers that might get in the way of you working towards a job or learning opportunity and then think about:

- What can you do to so these challenges don't prevent you from applying for a job, taking up or staying in work?
- What support might you need and who can help you?
- Then set yourself a time by which you will deal with that challenge.

What is the barrier I am facing?	What can I do to overcome this barrier?	Who can help me?	When will I do this?

## ACTIVITY 22

# The Future Me action plan

Use this plan to write down your goals. It could be a goal you want to reach within the next few months, the next year or within the next few years. You don't need to write them all down now, you can add to this as you have new ideas. It's a good idea, after a few weeks or months to review your goals, ask yourself how far you've got and decide if you want to keep or change your goal.

<b>My goal</b> (What do I want to achieve?)	<b>How will I get there?</b> (What do I need to do? what help do I need?)	<b>When will I get there?</b> (Is it a short, medium or long-term goal?)

# THE FUTURE ME

## Other resources

Sections of the RUBLE which can be used with The Future Me framework:

Section	Pages	Activity
Taking up learning	30 - 36	Useful information for a young adult carer taking up a learning opportunity
Telling your learning provider that you are a carer	33 - 36	Useful information to support a young adult carer to tell a learning provider they are a carer and what to expect.
Taking up working	37 - 42	Useful information if a young adult carer is taking up a job
Action planning and getting to your goal	46 - 54	Useful for young adult carers to write down how they will get to their goals
Don't give up	76	Use with the Overcoming barriers activity (Activity 21)
Hints and tips for job hunting	89 - 99	Advice for job hunting, including help with writing application forms, CV writing and interviews.
Taking up work and managing money	107 - 115	Useful information on managing money when in work.

Sections of the Learning, Work and Wellbeing Toolkit that can be used with the Knowing Myself framework.

Section	Pages	Activity
Thinking – My Job Ideas	22	Activity to help young adult carers think about potential future carers.
Case studies	28	Case studies to prompt discussion on what young carers can do to achieve their goals.
Information Guide: Routes in Education and Training		Booklet providing information on training and education opportunities

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## THE FUTURE ME FRAMEWORK

Young Adult Carers – Making the Transition to Adulthood




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## Learning and Work Institute

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