

Lesson plan

Options at 16



45

Minutes

14-16

Age

KS4:L4

PSHE

Learning outcomes

By the end of the lesson students will:

- Explain their range of options at 16
- Understand how learning style is relevant to decisions at 16
- Discuss their preferred career option and the routes available to get there and how this might affect their decision at 16
- Consider entry requirements for education and apprenticeships and how this might affect their decision at 16

Summary of the lesson

Students will be encouraged to consider their options at 16. Activities and discussions around entering academic and practical qualifications and apprenticeships are included in this lesson plan.

Classroom requirements

- Interactive whiteboard
- Computer/device per student
- **Options at 16** or **Options at 16 (Scotland)** form/worksheets, one per student
- Pen and paper (Scotland only)

Suitable for students aged:

14-16

Time required to complete tasks

45 mins max

Gatsby Benchmarks covered



Learning area in CDI Career Development Framework

Grow throughout life / Explore possibilities / Manage career

Programme of Study for PSHE Education

KS4:L4

Curriculum for Excellence Benchmarks

HWB 4-20a

Skills Builder Universal Framework



Lesson activities

1. Starter activity – England and Wales

Show the video (see **Resources**) appropriate to your setting.

Encourage students to feedback on their options at 16, based on the video.

Write their responses on the board, which should include:

- Academic route - discuss the appropriate route for your students, A Levels/IB
- Vocational and practical qualifications - BTECs, practical A Levels, T-Levels, NVQs
- Apprenticeships -
 - England - intermediate apprenticeships (level 2), advanced apprenticeships (level 3), higher apprenticeships (level 4+) and degree apprenticeships (levels 5-7)
 - Wales - foundation apprenticeships (level 2), standard apprenticeship (level 3), higher apprenticeships (levels 4-7), degree apprenticeships (levels 6-7)
- Any other routes relevant to your setting

For each option discuss which type of learners are suited to each option (practical, academic, etc.):

- Academic route - desk based, academic
- Vocational and practical qualifications - practical, not so desk based, learning skills
- Apprenticeships - earn whilst you learn, vocational, practical and academic

**Time
required**

15
Min

Resources

For English schools, access the video here:

https://www.youtube.com/watch?v=f_xAQNNi4pA&t=12s

For Welsh schools, access the video here (sufficient to stop the video at 1 minute 32 seconds:

<https://www.youtube.com/watch?v=u43q2IilqOM&t=2s>

1. Starter activity – Scotland

Encourage students to get into groups of four and spend 5 minutes discussing any options they know they have when they turn 16. Encourage them to write these down and feedback their answers to the rest of the class.

Write their responses on the board, which should include:

- Academic route - discuss the appropriate route for your students, Highers, Advanced Highers, A Levels, IB

**Time
required**

10
Min

Resources

Pen and paper



1. Starter activity – Scotland (continued)

- Vocational and practical qualifications - Highers, SVQs, practical A Levels
- Apprenticeships -
 - Foundation apprenticeships (S5/S6 pupils), modern apprenticeships (16+), graduate level apprenticeships (16+)
- Any other routes relevant to your setting - in Scotland for example, options also include taking a gap year, joining the family business, starting your own business, joining the armed forces, etc.

For each option discuss which type of learners are suited to each option (practical, academic, etc.):

- Academic route - desk based, academic
- Vocational and practical qualifications - practical, not so desk based, learning skills
- Apprenticeships - earn whilst you learn, vocational, practical and academic

2. Preferred learning style

Notes:

- The learning style tab is only available when a student has completed all 5 aptitude assessments, interests and personality questionnaires.
- The form **Options at 16** or **Options at 16 (Scotland)** is available to schools using Tracker. Schools not using Tracker may use the worksheet **Options at 16** or **Options at 16 (Scotland)**.

Students who have a Morrisby account:

Ask students to login to their Morrisby account at www.morrisby.com with their username and password and view (or review) their results.

Students go to **About Me** and select the **Learning Style** tab to view their results. They complete questions 1 and 2 on their **Options at 16** or **Options at 16 (Scotland)** form or worksheet to help them understand their results.

Students who don't have a Morrisby account:

Following on from the previous discussion find out if any students have completed a learning styles assessment. If so, ask for one or two volunteers to share what type of assessment it was, the outcome of their assessment and how it may influence their decision at 16.

For students who haven't completed a learning styles assessment they should complete the suggested extension activity (see the end of the lesson plan) which is linked to the **Options at 16** or **Options at 16 (Scotland)** worksheet; it focuses on visual, auditory and kinaesthetic learners.

Time
required

5
Min

Resources

Computer/device per student

Resources

Students can locate the **Options at 16** or **Options at 16 (Scotland)** form in **Progress > Activities > Options at 16**

OR handout worksheet **Options at 16** or **Options at 16 (Scotland)**



3. Entry requirements

Explain the entry requirements for your own school sixth form, where appropriate, highlighting that some subjects may require students to have studied a specific or the same subject at GCSE, achieving a minimum grade. This could be the same for other sixth forms, colleges and apprenticeships. This is an important research point for students.

Time
required

5
Min

4. Career aspirations

Explain to students that some careers require specific entry routes. It is important to do your research to find out which routes are and are not possible for your chosen career.

Encourage those who have decided on a career to research which routes are available to reach their preferred career (specifically considering sixth form, higher education, apprenticeships and further education).

Encourage those who do not know yet what they want to do to research routes to a career which seems interesting to them (perhaps starting with their careers suggestions on their Morrisby profile, if they have one) or a career they have considered in the past.

Students who have a Morrisby account:

Go to **My Choices > Careers** in their Morrisby account to undertake research and use the **Options at 16** or **Options at 16 (Scotland)** form to record this research (questions 3 and 4).

Students who don't have a Morrisby account:

Direct them to the relevant website to explore entry routes to careers:

- England: <https://nationalcareers.service.gov.uk/explore-careers>
- Wales: <https://careerswales.gov.wales/job-information/>
- Scotland: <https://www.myworldofwork.co.uk/my-career-options/job-categories>

Use the worksheet **Options at 16** or **Options at 16 (Scotland)** to support this research.

Time
required

10
Min

Resources

Computer/device
per student



5. Conclusion

Time
required

5
Min

Check what progress students have made with the **Options at 16** form or worksheet; ask them to complete this at home and share with their parents.

Differentiation



Students begin to look in more detail at their preferred option(s), listing sixth form, S5/6, further education or apprenticeships options currently available - specific courses, apprenticeships, including any entry requirements and learning and teaching methods.

Extension activities



Students who have a Morrisby account:

- Encourage students to complete all elements of the profile. Note: this could include the spatial and mechanical, and the priorities questionnaire
- For homework, students complete the **Options at 16** or **Options at 16 (Scotland)** form/worksheet and discuss their options with their parents/guardians, adding this as a goal in their Morrisby Action Plan

Students who don't have a Morrisby account:

- If they haven't completed a learning styles assessment they should answer the quiz **What's Your Learning Style?** at <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- Then students should complete the **Options at 16** or **Options at 16 (Scotland)** worksheet and discuss their options with their parents/guardians

