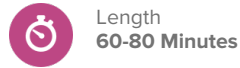


Planning for the Future



About This Lesson

Students understand how making a plan can help them achieve their future goals, learn about different options and pathways, and set tasks to help them accomplish their plans.

Learning Objectives

By the end of this activity, students will:

- Explore the different options available to them in creating a Xello plan
- Understand the flexibility of the Plans feature in making future plans
- Create a plan, with support where needed
- Learn about a variety of pathway options available to them
- Reflect on their future plans

Driving Question

How do I create a plan to help me succeed in the future?

Future-Ready Skills

Pathway Planning

Evaluating

Reflecting

Lesson Breakdown

5-10
minutes

Activity 1 - Planning as a Tool for Success

In this activity, students engage in a discussion about the benefits of planning for future success and watch a brief Introduction to Plans video. Pose the following starter question for students: How can making a plan help you achieve a goal?

20
minutes

Activity 2 - Examine a Plan

In this activity, students examine pre-made plans and discuss the pathway used, options available to the student, and ways to adapt the plan if necessary.

30-40
minutes

Activity 3 - Xello Activity: Create a Plan

In this activity, students will create their own plan, investigate pathway options, and identify tasks that could help them put their plan into action.

5-10
minutes

Activity 4 - Why This Plan?

In this activity, students will reflect on the plan they created, why they chose the pathway they did, and what motivated them.

Xello Entry Point

As part of the first activity, students will explore the value of making a plan and watch the [Prepare for Your Future with Plans](#) video

Vocabulary

- Pathways
- Commitment
- Entrepreneurship
- Supported Work or Living
- Apprenticeship
- Gap Year

Benchmarks and Curriculum

PSHE L4. The range of opportunities available.

PSHE L8. Progression routes into training, vocation, and academic opportunities.

Gatsby Benchmark 2: Learning from career and labour market information.

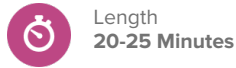
Gatsby Benchmark 3: Addressing the needs of each pupil.

CDI Framework: Explore Possibilities, being aware of the main learning pathways.

Activity 1 - Pathway Planning as a Tool for Success



Recommended
Year 7 and higher



Length
20-25 Minutes

Inquiry Prompts

- What pathways are available to me and what can they teach me about my future options?
- How can exploring different pathways help me create a plan for after high school?

Teaching Strategies

In this activity, students engage in a discussion about the benefits of planning for future success and watch a brief video about Xello Plans. They will explore the nine different pathways in Explore Options and compare and contrast the opportunities available within each.

- 1 Pose the following question to students: How can making a plan help me after high school? Take five minutes to discuss.
- 2 Show students the [Prepare For Your Future With Plans](#) video. Discuss the following question as a class: What different pathways are there after high school?
- 3 Next, log in to your demo student account. Model accessing **Explore Options** and scroll down to **Pathways** at the bottom of the page. Choose one pathway and play the video for that pathway.
- 4 As a class, highlight some information from the video and discuss some career options that might result from that pathway. Use the following questions as discussion prompts:
 - Is this pathway an option or a requirement for this career?
 - Why would this pathway be a good option for someone?
- 5 Next, direct students to log into their student accounts and access **Pathways** in **Explore Options**. Tell students to explore three different pathways of their choosing. Give students 10 minutes to complete this. As they explore, they should consider the following questions:
 - How would you describe this pathway in your own words?
 - For someone considering this pathway, what are three important things they should know?
 - Can you think of a career that can be attained through more than one pathway?

Materials Required

- [Prepare For Your Future With Plans](#) video
- Computers or tablets with internet access

Outcomes

Student pathways discussion

Continued on next page

Activity 1 - Pathway Planning as a Tool for Success



Recommended
Year 7 and higher



Length
20-25 Minutes

- 6 Once students are finished with their pathway exploration, have them work in groups of three. Ideally, students should work with classmates who explored different pathways than them. Give students five minutes to share within their groups what pathways they explored and what they learned. As they are sharing, assign each group a pathway and tell students to decide on three pieces of information they'd like to share about the pathway: careers, training, important considerations, etc. Then, direct each group of three to share their pathway findings with the class.

Activity 2 - Examine a Plan



Inquiry Prompts

- What is included in a good example of a plan?
- What options are available to students once they create their plans?
- How can I adapt my plan once I've created it?

Teaching Strategies

In this activity, students will examine at least two plans that have already been created. They will identify the thought process behind creating the plans and will discuss ways that plans can be adapted.

- 1 Before students begin work on their own plans, spend some time creating at least two plans of your own (creating a couple will give you more material for classroom discussion).
- 2 Display one of your plans for students. Briefly walk them through your process of creating the plan, show them the to-do list, and discuss the pathway you chose.
- 3 Invite students to share their thoughts or observations about the plan. Consider the following questions:
 - Why did this specific pathway make sense for the plan?
 - What did you think of the to-do items? Was there anything that should be on there that wasn't?
- 4 Show students the second plan. Have students compare and contrast the two plans. Consider the following questions:
 - What differences between the two plans stood out to you the most?
 - Did you identify with one plan over the other? Why?
- 5 Finally, as a class, discuss some ways that both plans can be adapted. Consider the following questions:
 - Would a different pathway work for either of the plans? Why? How would that change the outcome?
 - What if the person who created Plan 1 decided to do something different in the same field? How might that change their plan?
 - What if the person who created Plan 2 decided they wanted to take a different pathway (go to college/go straight to work/take a gap year/etc) but ultimately had the same goal? How might that change their plan?
- 6 As you are discussing the above questions with students, demonstrate making changes to the plans to reflect your conversation.

Materials Required

- Student Instructions
- Computers or tablets with internet access

Artefacts/Evidence

Students will discuss two or more pre-made plans and will participate in a classroom discussion on the options available to students and adaptability of the plan.

Activity 3 - Create a Plan



Recommended
Year 9 and higher



Length
30-40 Minutes

Inquiry Prompts

- What do I want to do in the future?
- What are the steps I need to take to achieve my future goal?
- What are the different options I have to get to my successful future?

Teaching Strategies

In this activity, students will access **Plans** in Xello to create a plan. They will identify the pathways available to them and tasks that can help them achieve their goal.

- 1 Before students begin work on their own plans, spend a short time (5 minutes) and walk them through the process of creating a plan as a class using your demo account. Begin the planning process by giving your plan a clear title that shows intention. For example, "Have a career where I travel the world" or "Become an aircraft engineer." This will open up the discussion of different options.
- 2 Move through the process of building a plan, encouraging students to identify all the different options and pathways that could be taken to reach the aim identified in the plan title.
- 3 Direct students to learn about Pathway Profiles by clicking **Not sure? Learn about these options.** in Step 2. Encourage them to find out more about the different pathways.
- 4 Have students add some to-do list items to the plan and show how these can be marked as complete.
- 5 Finally, set a commitment level for the plan.
- 6 Direct students to **Plans** and allow them time to start building their own plan (approximately 15 minutes). To reduce anxiety, make sure they understand that plans are flexible, living documents and that they will be able to return to these, add to them, and edit their plan.

Materials Required

- [Student instructions](#)
- Computers or tablets with internet access

Artefacts/Evidence

Students will create a plan in Xello. They will select an option to base their plan on, and they will add at least 1 pathway to their plan.

Continued on next page

Create a Plan

Student Instructions

Planning is a great skill to develop.

Making a plan can:

- help you decide what is important to you
- motivate you and give you a sense of direction
- help you identify different routes to the same outcome
- help you prepare for changes that might happen in the future
- focus your attention on your strengths and any areas for improvement

Remember, you can have several plans, plans can change, and that's okay.

- 1 Access **Goals & Plans** from your Xello Dashboard.
- 2 Give your plan a title.
- 3 Decide on an option to base your plan on. If you're not sure which option is right for you, you can find out about the options by clicking **Not sure? Learn about these options**.
- 4 Click **Next Step**. Remove any suggested tasks that you want to or click **Done** to add them all to your plan.
- 5 You can add more items to your to-do list. You can create your own, or you can get some more task ideas by clicking **Need Suggestions?**.
- 6 You can add more pathways to your plan, remove pathways if you change your mind, and you can add colleges or sixth forms and courses to your pathway.
- 7 Add any careers that are part of your future plan
- 8 You can add some notes to your plan. These might include a reminder about open events you want to attend.
- 9 Finally, you can set a commitment level for your plan. Are you still considering it as an option? Or are you going for it?

Once you're done, you can access your plan any time by clicking Goals & Plans in the navigation bar or My Plans in the Goals & Plans section on the dashboard. You'll be able to open up your plan, edit it, add to it, or delete it if it's no longer relevant to you.

Activity 4 - Why This Plan?



Recommended
Year 9 and higher



Length
5-10 Minutes

Inquiry Prompts

- Why did I choose to base my plan on the option I did?
- How sure was I about what my future plans are?
- How much did I know about different pathways?

Teaching Strategies

In this activity, students will access a custom assignment and submit a reflection on their plan.

- 1 Before students begin work, create a Xello assignment using the Features section of the educator tools.
- 2 Optional - set 1 saved plan as a prerequisite for the assignment.
- 3 Direct students to the Xello assignment on the student dashboard and have them submit a short reflection piece.

Materials Required

- [Student instructions](#)
- Computers or tablets with internet access

Artefacts/Evidence

Students will submit a short reflection on their plan in a Xello assignment.

Continued on next page

Why This Plan?

Student Instructions

- 1 Access the Plans Reflection assignment from your student dashboard.
- 2 Provide answers the following questions using the text entry field on the assignment page:
 - Why did I choose to base my plan on the option I did?
 - How sure was I about what my future plans are?
 - How much did I know about different pathways?
- 3 Click **Submit** when you're done.