
'THINK, GET, KEEP'

The Learning, Work and Wellbeing pack uses a framework called 'Think, Get, Keep' to organise the different resources included within it. The 'Think, Get, Keep' framework was developed to be used with individuals who may require a longer-term and more holistic approach to support their career learning and management.

By 'career learning', we mean the development of self-awareness and the full recognition of the skills and abilities that enable us to make informed decisions, based on our aspirations. 'Career management' is the process by which we get, keep and progress in our education and employment.

Using the model with young adult carers

Young people go through a number of transitions between the ages of 16 and 25 in order to achieve their aspirations. For young adult carers, these transitions can be more challenging than for their peers, and so often require the kind of approach which the 'Think, Get, Keep' framework aims to support.

The 'Think, Get, Keep' model:

- Is about access to education, training and work, but it is also about remaining in and progressing in those opportunities.
- Recognises that some people experience greater social, emotional, cultural and structural barriers to education, training and work.
- Helps people to identify and overcome the challenges and barriers they face.
- Is about identifying strengths and skills as well as coping strategies and promoting independence.
- Is a learning process for the young adult carer and also for the support worker.
- Recognises that you may work over a long period of time with a young adult carer and provide timely support that is appropriate to the stage they are at.
- Is also about how we develop the services that young adult carers need and want to support them.
- Promotes wellbeing and self-esteem throughout this process, and therefore young people's resilience to be independent in their own career management.

'Think, Get, Keep' is a cyclical model that we all tend to use when we need to make decisions about what we want to achieve. We all go through a process of thinking through our options based on our personal ambitions and preferences. We all take action to get what we want and then to maintain and sustain what it is we have achieved. At some point, for example when a course ends or we are ready to move on in our careers, we begin the process again by thinking

about what the next step will be, but this time we build on what we have achieved and learnt so far to inform how we can get what we aspire to. This pack aims to make this process explicit to young adult carers so that it is a learning process, one that builds on their strengths but also dismantles the barriers they may face because of their situation.

Think – setting your goals, thinking about who you are, where are you now, what you want to be and how you are going to get there

Get – what you need to do and be supported to do in order to get what you want to achieve

Keep – how you keep on doing what you want to do, what support is helping you get to where you want to be



When using the 'Think, Get, Keep' framework, it is important to bear two things in mind:

- We don't always have one idea of what we want to do in life, or just one action that we can take to get to where we want to end up. For example, a person might want to be an engineer and will need to consider whether to go into higher education or do an apprenticeship. Or they might not be able to decide between engineering or becoming an architect. So the person might want to have two (or more) action plans going at once.
- We don't smoothly go from '**Think**' into '**Get**', then to '**Keep**' and then round again. Sometimes we might think about what we want but realise that there are some barriers in the '**Get**' stage that can't be overcome, so we have to go back to thinking. For example, in the '**Get**' stage a person realises they have missed a deadline for applications, so they have to '**Think**' about how to usefully spend a year while they reapply. Or they may reach the '**Keep**' stage and discover that their course is not working out for them, so they need to go back to '**Get**' to sort out the challenges they are facing, or move back into '**Think**' to decide whether to take a different path.