

Term	Autumn	Autumn	Spring	Summer	Summer
<b>Link to classroom session</b>	<a href="#">What does success mean to you?</a>	<a href="#">Career terminology</a>	<a href="#">Careers library treasure hunt 2</a>	<a href="#">GCSEs - Choices, Choices</a>	<a href="#">Activities and competencies bingo</a>
<b>Description</b>	Success means something different to everyone. Students will find out what it means to them in this session!	Students get to grips with words from the world of work they might not know	Take your class on a treasure hunt around the Careers library!	Help students make informed GCSE decisions, whether they know what they want to do in future or not	Use a game of bingo to explore competencies and practise identifying them!
<b>Teacher preparation</b>	<ul style="list-style-type: none"> <li>· <b>Add as an interaction</b> by clicking Advanced view&gt;Sort by school leaving year&gt;[filter for specific students] &gt;+interaction.</li> <li>· <b>Familiarise</b> yourself with the Unifrog Careers library (Student side&gt;Careers library).</li> <li>· For a 45 minute offline classroom lesson, <b>provide</b> a sheet of writing paper for each student.</li> <li>· For a distance lesson or homework after a 15 minute classroom offline lesson, <b>email or print</b> one relevant 'What does success mean to you?' Distance learning worksheet per student in your class, making sure to delete the first pages of teacher notes.</li> <li>· <b>Use the platform's Usage charts</b> to see a graph of students' popular career areas once they've completed the lesson (Usage charts&gt;Customise and filter&gt;Most popular career areas).</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Add as an interaction</b> by clicking Advanced view&gt;Sort by school leaving year&gt;[filter for specific students] &gt;+interaction.</li> <li>· <b>Familiarise</b> yourself with the Unifrog Know-how library (Student side&gt;Know-how library) and the ways students can search and favourite guides.</li> <li>· For a 45 min classroom lesson, <b>provide</b> students with two sheets of writing paper.</li> <li>· For a distance lesson or homework after a 15 minute classroom offline lesson, <b>email or print</b> one relevant 'Career terminology' sheet per student in your class, making sure to delete the first page of teacher notes.</li> <li>· <b>Track students' Locker uploads</b> once they have completed their mind maps by going Manage&gt;School leaving year&gt;Locker.</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Add as an interaction</b> by clicking Advanced view&gt;Sort by school leaving year&gt;[filter for specific students] &gt;+interaction.</li> <li>· <b>Familiarise</b> yourself with the Unifrog Careers library (Student side&gt;Careers library) and the way students can search the Read, Watch, Listen library (Student side&gt;Read, Watch, Listen).</li> <li>· For a distance lesson or homework after a 15 minute classroom offline lesson, <b>email or print</b> one relevant 'Careers library treasure hunt 2' sheet per student in your class, making sure to delete the first page of teacher notes.</li> <li>· <b>Use the platform's Usage charts</b> to see a graph of students' popular career areas once they've completed the lesson (Usage charts&gt;Customise and filter&gt;Most popular career areas).</li> <li>· <b>Track students' Locker uploads</b> once they have completed their Distance learning sheet by going Manage&gt;School leaving year&gt;Locker.</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Add as an interaction</b> by clicking Advanced view&gt;Sort by school leaving year&gt;[filter for specific students] &gt;+interaction.</li> <li>· <b>Familiarise</b> yourself with the Unifrog Careers library and Subject library (Student side&gt;Careers library/Subject library).</li> <li>· <b>Check your school policy</b> on which subjects will be compulsory for students at GCSE level.</li> <li>· For a distance lesson or 15 min classroom lesson, <b>email or print</b> one relevant 'GCSEs...Choices, choices' sheet per student in your class, making sure to delete the first pages of teacher notes.</li> <li>· <b>Use the platform's Usage charts</b> to see a graph of students' popular career and subject areas (Usage charts&gt;Customise and filter&gt;Most popular career areas/Most popular subject areas)</li> <li>· <b>Track students' Locker uploads</b> once they have completed their Distance learning sheet by going Manage&gt;School leaving year&gt;Locker.</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Add as an interaction</b> by clicking Advanced view&gt;Sort by school leaving year&gt;[filter for specific students] &gt;+interaction.</li> <li>· <b>Familiarise yourself</b> with the Unifrog competencies and the way students can record these on the platform (Student side&gt;Competencies&gt;Add example).</li> <li>· For a distance lesson or 15 minute offline classroom lesson, <b>email or print off</b> one 'Activities and competencie bingo' worksheet for each student.</li> <li>· For a 45 min online or offline lesson, <b>provide</b> each student with a sheet of paper.</li> <li>· <b>Use the platform's Usage charts</b> to see a graph of students' recorded competencies once they've completed the lesson (Usage charts&gt;Customise and filter&gt;Competencies logged).</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>· To explore students' potential personal motivators, and what success looks like to them.</li> <li>· To familiarise students with the Careers library so they can learn more about various jobs that might suit their motivators and interests.</li> </ul>	<ul style="list-style-type: none"> <li>· To appreciate the importance of knowing terminology and to understand the meanings of key terminology related to careers.</li> <li>· To refresh students' familiarity with the Know-how library.</li> </ul>	<ul style="list-style-type: none"> <li>· To learn about a variety of different careers and become familiar with the Unifrog Careers library.</li> </ul>	<ul style="list-style-type: none"> <li>· To provide students with confidence in the GCSE choices they make.</li> <li>· To understand how Unifrog can help students make good choices at GCSE level.</li> </ul>	<ul style="list-style-type: none"> <li>· To learn what skills and competencies are, and how to identify them in activities.</li> <li>· To use this knowledge to identify students' own skills and learn how to record them on the Unifrog platform.</li> </ul>

<b>Tasks for students</b>	<ul style="list-style-type: none"> <li>- Discuss what success looks like to students</li> <li>- Reflect on students' goals and consider what will potentially motivate them in their future careers</li> <li>- Search the Careers library and favourite careers that suit these motivators</li> </ul>	<ul style="list-style-type: none"> <li>- Learn why understanding careers terminology is important</li> <li>- Create mind maps of various career terminology, using the Unifrog Know-how library to research different terms and define them</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the definition of a career, and the things that are important when choosing a career</li> <li>- Complete a treasure hunt on the Unifrog Careers library</li> <li>- Use the Careers library to research their top three careers</li> </ul>	<ul style="list-style-type: none"> <li>- Explore what GCSEs are and the freedom that students have when choosing GCSE subjects</li> <li>- Complete exercises on Unifrog to become familiar with the routes to GCSE decision-making and various tools on the platform</li> </ul>	<ul style="list-style-type: none"> <li>- Explore the definitions of hard and soft skills</li> <li>- Complete a bingo exercise, learning how to identify competencies in day-to-day activities</li> <li>- Write records of students' Unifrog competencies with a reminder of the STAR method</li> </ul>
<b>Tracking progress on Unifrog</b>	Advanced view>Sort by>Library profiles in Favourites	Advanced view>School leaving year>Sort by: Library profiles in Favourites	Advanced view>Sort by>Library profiles in Favourites	Advanced view>Sort by>Library profiles in Favourites	Advanced view>Sort by>Competencies
<b>Know-how Library</b>	<p><i>Getting prepared: 4 things to put in place in Key Stage 3 (ages 11-14)</i></p> <p>(Student side&gt;Know-how library&gt;Search 'Getting prepared: 4 things to put in place in Key Stage 3 (ages 11-14)')</p>	<p><i>Acing your CV</i></p> <p>(Student side&gt;Know-how library&gt;Search 'Acing your CV')</p> <p><i>How to decide on a career path: 6 tips</i></p> <p>(Student side&gt;Know-how library&gt;Search 'How to decide on a career path')</p>	<p><i>How to decide on a career path: 6 tips</i></p> <p>(Student side&gt;Know-how library&gt; Search 'How to decide on a career')</p> <p><i>Getting prepared: 4 things to put in place in Key Stage 3 (ages 11-14)</i></p> <p>(Student side&gt;Know-how library&gt;Search 'Getting prepared: 4 things to put in place in Key Stage 3 (ages 11-14)')</p>	<p><i>Getting prepared: 4 things to put in place in Key Stage 4 (ages 14-16)</i></p> <p>(Student side&gt;Know-how library&gt;Search 'Getting prepared: 5 things to put in place in Key Stage 4 (ages 14-16)')</p>	<p><i>Competencies: what are they and why do they matter?'</i></p> <p>(Student side&gt;Know-how library&gt;Search 'Competencies: what they are and why do they matter?')</p>
<b>Gatsby Benchmarks</b>	<ol style="list-style-type: none"> <li>1. Stable careers programme</li> <li>3. Addressing needs of each pupil</li> </ol>	<ol style="list-style-type: none"> <li>1. Stable careers programme</li> <li>2. Learning from career + LMI</li> </ol>	<ol style="list-style-type: none"> <li>1. Stable careers programme</li> <li>2. Learning from careers info + LMI</li> <li>3. Addressing needs of each pupil</li> <li>4. Linking curriculum learning to careers</li> </ol>	<ol style="list-style-type: none"> <li>1. Stable careers programme</li> <li>3. Addressing needs of each pupil</li> <li>7. Encounters with Vocational and HE</li> </ol>	<ol style="list-style-type: none"> <li>1. Stable careers programme</li> <li>3. Addressing needs of each pupil</li> <li>4. Linking curriculum learning to careers</li> </ol>
<b>CDI Framework</b>	<ul style="list-style-type: none"> <li>Explore possibilities</li> <li>Manage career</li> <li>Balance life and work</li> </ul>	Manage career	<ul style="list-style-type: none"> <li>Explore possibilities</li> <li>Manage career</li> </ul>	<ul style="list-style-type: none"> <li>Explore possibilities</li> <li>Manage career</li> </ul>	<ul style="list-style-type: none"> <li>Grow throughout life</li> <li>Manage career</li> </ul>
<b>Career Education Standards (Scotland)</b>	<ul style="list-style-type: none"> <li>Finding careers information</li> <li>Careers profiling</li> </ul>	Finding careers information	<ul style="list-style-type: none"> <li>Finding careers information</li> <li>Careers profiling</li> </ul>	<ul style="list-style-type: none"> <li>Finding careers information</li> <li>Access to a range of pathways</li> </ul>	Developing work skills
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Aiming high</li> <li>Staying positive</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> <li>Problem solving</li> <li>Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Problem solving</li> <li>Reading</li> <li>Aiming high</li> </ul>	<ul style="list-style-type: none"> <li>Aiming high</li> <li>Independence</li> </ul>	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Problem solving</li> <li>Reading</li> <li>Writing</li> </ul>
<b>PSHE Association</b>	<ul style="list-style-type: none"> <li>Work and career</li> <li>Choices and pathways</li> <li>Self-concept</li> </ul>	Work and career	Work and career	Choices and pathways	<ul style="list-style-type: none"> <li>Learning skills</li> <li>Work and career</li> </ul>