

Year 9

Term	Autumn	Autumn	Spring	Spring	Summer	Summer
Link to session	What makes a great leader?	Talking about your activities	Subjects library treasure hunt	Wellbeing - Being kind to yourself	Identifying interests	Your skills, your team, your future
Description	Lead the way to identifying what makes a great leader and how students can be great leaders too!	Students learn to talk about the activities they have taken part in and the all-important competencies they've learned along the way.	Take your class on a treasure hunt around the Subjects library!	Students understand self-compassion and how to incorporate self-care into their weekly routines.	Students discover the interests and skills that make them unique, and link them to potential careers!	Students work together to create super teams that can tackle any scenario with their set of competencies!
Teacher preparation	<ul style="list-style-type: none"> · Add as an interaction by clicking Advanced view>Sort by school leaving year>[filter for specific students]>+interaction. · Familiarise yourself with the Unifrog competencies and the way students can record these on the platform (Student side>Competencies>Add example). · For a 45 minute offline classroom lesson, provide sheets of paper for each student. · For a distance lesson or homework after a 15 minute classroom offline lesson, email or print one relevant 'Leadership: What makes a great leader?' Distance learning worksheet per student in your class, making sure to delete the first pages of teacher notes. · Use the platform's Usage charts to see a graph of students' popular competencies once they've completed the lesson (Usage charts>Customise and filter>Competencies logged). 	<ul style="list-style-type: none"> · Add as an interaction by clicking Advanced view>Sort by school leaving year>[filter for specific students]>+interaction. · Familiarise yourself with the way students can record their activities on the Unifrog platform (Student side>Activities>Add an activity). · For a 45 min classroom lesson, provide students with a sheet of writing paper. · For a distance lesson or homework after a 15 minute classroom offline lesson, email or print one relevant 'Talking about your activities' sheet per student in your class, making sure to delete the first page of teacher notes. · Track students' Locker uploads once they have completed their mind maps by going Manage>School leaving year>Locker. 	<ul style="list-style-type: none"> · Add as an interaction by clicking Advanced view>Sort by school leaving year>[filter for specific students]>+interaction. · Familiarise yourself with the Unifrog Subjects library (Student side>Subjects library). · Check your school's policy for details of when students' GCSE/Level 3 subject decisions need to be made. · For a distance lesson or homework after a 15 minute classroom offline lesson, email or print one relevant 'Subjects library treasure hunt' sheet per student in your class, making sure to delete the first page of teacher notes. · Use the platform's Usage charts to see a graph of students' popular subject areas (Usage charts>Customise and filter>Most popular subject areas). · Track students' Locker uploads once they have completed their Distance learning sheet by going Manage>School leaving year>Locker. 	<ul style="list-style-type: none"> · Add as an interaction by clicking Advanced view>Sort by school leaving year>[filter for specific students]>+interaction. · Familiarise yourself with the way students can access Know-how library guides on the Unifrog platform (Student side>Know-how library>Filter by PSHE topic: Wellbeing). · For a distance lesson or homework after a 15 minute offline lesson, email or print one 'Wellbeing: Being kind to yourself' sheet per student in your class, making sure to delete the first page of teacher notes. · For a 45 min classroom lesson, provide students with two sheets of paper. · Use the platform's Usage charts to see a graph of students' recorded activities once they've completed the lesson (Usage charts>Customise and filter>Activities recorded). · Track students' Locker uploads once they have completed their Distance learning sheet by going Manage>School leaving year>Locker. 	<ul style="list-style-type: none"> · Add as an interaction by clicking Advanced view>Sort by school leaving year>[filter for specific students]>+interaction. · Familiarise yourself with the Unifrog Careers library (Student side>Careers library). · Provide each student group with a sheet of paper for their posters if you are presenting a 30m+ lesson. · For a distance lesson or 15 min classroom lesson, email or print one relevant 'Identifying interests' sheet per student in your class, making sure to delete the first pages of teacher notes. · Use the platform's Usage charts to see a graph of students' popular career and subject areas (Usage charts>Customise and filter>Most popular career areas) · Track students' Locker uploads once they have completed their Distance learning sheet by going Manage>School leaving year>Locker. 	<ul style="list-style-type: none"> · Add as an interaction by clicking Advanced view>Sort by school leaving year>[filter for specific students]>+interaction. · Familiarise yourself with the Unifrog competencies and the way students can record these on the platform (Student side>Competencies>Add example). · For a distance lesson or 15 minute offline classroom lesson, email or print off one 'Your skills, your team, your future!' worksheet for each student. · For a 45 min online or offline lesson, provide each student with a sheet of paper. · Use the platform's Usage charts to see a graph of students' recorded competencies once they've completed the lesson (Usage charts>Customise and filter>Competencies logged).
Objectives	<ul style="list-style-type: none"> · To explore what makes a good leader and identify students' own leadership experiences. · To learn how to record competencies on the Unifrog platform. 	<ul style="list-style-type: none"> · To understand why recording activities is important, and how students' activities are linked to their skills. · To learn how to record activities on the Unifrog platform. 	<ul style="list-style-type: none"> · To become familiar with the Unifrog Subjects library. · To learn about and explore subject profiles suited to students' needs. 	<ul style="list-style-type: none"> · To learn what self-compassion is and how to incorporate it into students' daily routines. 	<ul style="list-style-type: none"> · To understand how exploring and identifying students' areas of interest can help with their career searches. · To become comfortable with using the Careers library. 	<ul style="list-style-type: none"> · To explore teamwork and what makes collaborating in a team work well. · To familiarise students with the Careers library and recording competencies on the Unifrog platform.

Tasks for students	- Explore the definition of a leader and the skills involved in being a leader - Identify when students have been leaders in the past - Write a record of this in the Unifrog Competencies tool	- Reminder of what activities and competencies mean - Practise describing activities to classmates, reflecting on what makes a good description - Use the Activities tool on Unifrog to record activities	- Explore the Subjects library and the ways students can use it to learn about their favourite subjects - Complete a treasure hunt around the Subjects library	- Introduction to the concepts of self-compassion, staying positive, and self-care - Practise scheduling time in students' weekly routines for self-care	- Identify students' personal interests - Become familiar with the Careers library and the importance of LMI - Link students' interests to potential careers by searching the Careers library.	- Explore what is needed for good teamwork - Identify students' own competencies, get into teams, and work out how their team would work best at solving a problem scenario - Use the Careers library to search for careers that meet students' competencies
Tracking progress on Unifrog	Advanced view>Sort by>Competencies	Advanced view>Sort by>Activities	Advanced view>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
Know-how library	<i>Competencies: what are they and why do they matter?'</i> (Student side>Know-how library>Search 'Competencies: what they are and why do they matter?')	<i>Getting prepared: 5 things to put in place in Key Stage 4 (ages 14-16)</i> (Student side>Know-how library>Search 'Getting prepared')	<i>Getting prepared: 4 things to put in place in Key Stage 3 (ages 11-14)</i> (Student side>Know-how library>Search 'Getting prepared')	<i>An introduction to mindfulness</i> (Student side>Know-how library>Search 'mindfulness')	<i>How to decide on a career path: 6 tips</i> (Student side>Know-how library>Search 'How to decide on a career path: 6 tips')	<i>Competencies: what are they and why do they matter?'</i> (Student side>Know-how library>Search 'Competencies: what they are and why do they matter?')
Gatsby Benchmarks	1. Stable careers programme 3. Addressing needs of each pupil	1. Stable careers programme 3. Addressing needs of each pupil	1. Stable careers programme 3. Addressing needs of each pupil 4. Linking curriculum learning to careers 7. Encounters with vocational and HE	3. Addressing needs of each pupil	1. Stable careers programme 2. Learning from career + LMI 3. Addressing needs of each pupil 4. Linking curriculum learning to careers	1. Stable careers programme 3. Addressing needs of each pupil
CDI Framework	Grow throughout life	Grow throughout life	Explore possibilities Manage career Create opportunities	Grow throughout life Balance life and work	Explor possibilities Manage career See the big picture	Grow throughout life Create opportunities
Career Education Standards (Scotland)	Developing work skills	Developing work skills	Finding careers information Access to a range of pathways	Developing work skills	Finding careers information Careers profiling Access to a range of pathways	Developing work skills Finding careers information Careers profiling
Competencies	Aiming high Speaking Writing Leadership	Speaking Writing	Aiming high Creativity Speaking Reading Independence	Staying positive	Aiming high Presenting Listening Teamwork	Teamwork Speaking Problem solving
PSHE Association	Learning skills	Learning skills	Choices and pathways	Mental health and emotional wellbeing	Self-concept Choices and pathways	Learning skills