

Term	Autumn	Autumn	Spring	Spring	Summer	Summer
Link to session	Post 18 - Choices, choices	Student year plan: Goal setting	Student year plan: Geeking out	Apprenticeships - finding the best fit	Acing your Personal Statement	Discovering MOOCs
Description	Students learn about the exciting opportunities available to them post-18!	How do you set a goal and actually stick to it? Students can find out in this lesson and create their own goal-setting action plans!	When you find something you're really interested in, it can be great to geek out! Learn in this lesson how it's also helpful in preparing for applications.	Students learn about different apprenticeship levels, research apprenticeship opportunities, and start logging key competencies required by employers.	This lesson doesn't just introduce students to the UCAS personal statement. It shows them how to smash it!	Students learn more about MOOCs, what they can study, and why it's beneficial to do so. They then research three MOOCs to study over the summer break.
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 Post 18 Intentions tool (student side>Post-18 Intentions) and viewing students' Intentions via the Advanced page (Advanced>Sort by 'P18 intentions'). · For a distance lesson or homework after a 15 minute classroom offline lesson, email or print one relevant 'Post-18 Choices choices' Distance learning worksheet per student in your class, making sure to delete the first pages of teacher notes. 	<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 how students add items to their Lockers (Student side>Locker). · Print or email the 'Goal-setting action plan' word document found on the resource profile. · For a distance lesson or homework after a 15 minute classroom offline lesson, email or print one relevant 'Goal-setting' Distance learning worksheet per student in your class, making sure to delete the first pages of teacher notes. 	<ul style="list-style-type: none"> · Add as an interaction by clicking Advanced view>Sort by school leaving year>[filter for specific students] >+interaction. · Students will be using the MOOCs tool, Subjects library, Read, Watch, Listen tool, and they'll be adding things to their Lockers. So ahead of time familiarise yourself with these tools on the Student Side of your account! · For a distance lesson or homework after a 15 minute classroom offline lesson, email or print one relevant 'Geeking out' Distance learning worksheet per student in your class, making sure to delete the first pages of teacher notes. 	<ul style="list-style-type: none"> · Add as an interaction by clicking Advanced view>Sort by school leaving year>[filter for specific students] >+interaction. · For a distance lesson or homework after a 15 minute classroom offline lesson, email or print one relevant 'Apprenticeships finding the best fit' Distance learning worksheet per student in your class, making sure to delete the first pages of teacher notes. · Familiarise yourself with the Unifrog Apprenticeships shortlisting tool (Student side>Apprenticeships). 	<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 Personal Statement tool (Student side>UK Personal Statement) · For a distance lesson or homework after a 15 minute classroom offline lesson, email or print one relevant 'Acing your Personal Statement' Distance learning worksheet per student in your class, making sure to delete the first pages of teacher notes. 	<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 MOOCs tool (Student side>MOOCs). · For a distance lesson or homework after a 15 minute classroom offline lesson, email or print one relevant 'Discovering MOOCs' Distance learning worksheet per student in your class, making sure to delete the first pages of teacher notes. · For a 45 minute offline lesson, provide paper and markers for group discussions.
Objectives	<ul style="list-style-type: none"> · To discuss and explore Post-18 pathways, and to record students' Post-18 intentions 	<ul style="list-style-type: none"> · To apply Dr Edwing Locke's Goal Setting Theory to creating their own goals through an action plan added to their Locker. 	<ul style="list-style-type: none"> · To discover the importance of having specialist interests. · To learn where they can find information relating to their interests using the MOOC, the Geek out section of the Subjects library, and on the Read, Watch, Listen tool. 	<ul style="list-style-type: none"> · To explore the features of an apprenticeship. · To use the Apprenticeships tool to research opportunities and create shortlists. 	<ul style="list-style-type: none"> · To develop students understanding of the importance of Personal Statements and where it fits in their application. · To teach students how To structure and write an effective Personal Statement. 	<ul style="list-style-type: none"> · To explain what a MOOC is. · To evaluate which MOOCs are helpful and appropriate for students.
Tasks for students	<ul style="list-style-type: none"> - Discuss pros and cons of different Post 18 pathways - Record Post 18 Intentions 	<ul style="list-style-type: none"> - Understand the five principles of Locke (Clarity, Challenge, Commitment, Feedback and Complexity) and set their own goals using this theory. - Create a goal action plan and upload it to Unifrog 	<ul style="list-style-type: none"> - Brainstorm and record students' own areas of specialist interest - Learn how to use and save items from the MOOC, Geek out section of Subjects library and Read, Watch, Listen tool to improve their specialist interests. 	<ul style="list-style-type: none"> - Discuss the benefits of completing an apprenticeship and work out what it important to students when considering opportunities to apply for. - Create a shortlist on the Apprenticeships shortlisting tool, and reflect on their research in groups. - For homework, students use their shortlist to identify and record key skills they need to apply for the opportunities they chose. 	<ul style="list-style-type: none"> - Read a Know-how library guide and learn how to write a Personal Statement - Begin brainstorming ideas for each section of their Personal Statement 	<ul style="list-style-type: none"> - Explore what MOOCs are then create two shortlists using the MOOCs tool on Unifrog. - Discuss why they chose those MOOCs, consider how to use a MOOC in an application, and start one MOOC for homework.
Tracking progress on Unifrog	Advanced view > Sort by > Post 18 Intentions	Advanced view>Sort by 'Locker'>Click 'Locker – Student items uploaded - Last 7 days	Advanced view > Sort by MOOC shortlists > Filter by Search tool usage > Never done MOOC Advanced view > Sort by Library profiles in Favourites Advanced view > Sort by Locker > Filter by Locker	Advanced view>Sort by>Apprenticeship shortlists	Advanced view > Sort by > Personal Statements Advanced view > Sort by Locker > Filter by Locker	Advanced view > Sort by > MOOCs shortlists

Know-how library guide	Getting prepared: 6 things to put in place in Key Stage 5 College, apprenticeship or university? (Student side>Know-how library>Search: 'Getting prepared: 6 things to put in place in Key Stage 5')	How to decide on a career path: 6 tips (Student side>Know-how library>Search 'How to decide on a career path')	What does wider reading mean? (Student side>Know-how library>Search 'What does wider reading mean?')	Is a UK Apprenticeship right for me? (Student side>Know-how library>Search 'Is a UK Apprenticeship right for me?')	Writing like a boss: the Personal Statement (Student side>Know-how library>Search 'Personal statement')	What are MOOCs and why should you take one? (Student side>Know-how library>Search: What are MOOCs')
Gatsby Benchmarks	1. Stable careers programme 3. Addressing needs of each pupil 7. Further and HE encounters 8. Personal guidance	3. Addressing the needs of each pupil	3. Addressing the needs of each pupil 4. Linking curriculum learning to careers	3. Addressing the needs of each pupil 8. Personal guidance	8. Personal guidance	1. Stable careers programme 2. Learning from career and LMI 4. Linking curriculum learning to careers
CDI Framework	Explore possibilities	Grow throughout life	Balance life and work See the big picture	Explore possibilities	Grow throughout life	Grow throughout life Manage career
Career Education Standards (Scotland) Competencies	Access to a range of pathways	Developing work skills	Developing work skills	Finding careers information	Developing work skills	Finding careers information
	Aiming high Independence	Aiming high Creativity Staying positive Independence Writing	Aiming high Listening Reading Independence	Independence	Aiming high Reading Independence Writing	Aiming high Independence
PSHE Association	Choices and pathways	Learning skills Self-concept	Learning skills Self-concept	Choices and pathways Work and careers	Choices and pathways Learning skills	Learning skills Choices and pathways

Term	Autumn	Spring	Spring
Link to session	How to - Applications list	Assessment centres	Wellbeing - Managing stress and anxiety
Description	Students learn how to use the Applications list tool on Unifrog!	Assessments centres are a common part of recruitment processes. Get students prepared using this lesson!	Students will learn some techniques to cope with the stress and anxiety that can come with exams and applications.
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 Applications list tool and the way students can record these on the platform (Student side>Applications list>Add application). · Use the platform's Usage charts to see a graph of students' university applications once they've completed the lesson (Usage charts>Customise and filter> Top 15 applied to institutions / Most popular university subjects / Countries on Applications lists). · For a distance lesson or homework after a 15 minute classroom offline lesson, email or print one relevant 'Applications list' Distance learning worksheet per student in your class, making sure to delete the first pages of teacher notes. · For a 45 minute offline lesson, provide A3 or A4 paper and coloured pens for the 'Making decisions' activity. 	<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). · 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). · For a distance lesson or homework after a 15 minute classroom offline lesson, email or print one relevant 'Assessment centres' Distance learning worksheet per student in your class, making sure to delete the first pages of teacher notes. 	<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 three mindfulness techniques on slides 10-17 (there is one technique that requires chocolate, but there is an alternative technique on slide 18). · 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). · For a distance lesson or homework after a 15 minute classroom offline lesson, email or print one relevant 'Wellbeing-managing stress' Distance learning worksheet per student in your class, making sure to delete the first pages of teacher notes.
Objectives	<ul style="list-style-type: none"> · To successfully use and navigate the Applications list tool. 	<ul style="list-style-type: none"> · To define assessment centres. · To explain why and how employers use assessment centres in their recruitment processes. · To learn how to prepare for assessment centres. 	<ul style="list-style-type: none"> · To explain the differences between stress and anxiety. · To explore mindfulness techniques and evaluate their effectiveness.
Tasks for students	<ul style="list-style-type: none"> - Students learn how to use the Applications list tool on Unifrog. - Create an Applications list in order of preference - Read a Know-how library guide relating to the world or work, university in the UK, or a UK apprenticeship. 	<ul style="list-style-type: none"> - Complete a group activity similar to one given at an assessment centre. - Consider the value of tasks like these and what employers could learn from them. - Encourage students to reflect on their own performances. - Add an example of a relevant competency to the Competencies tool. 	<ul style="list-style-type: none"> - Explore the definitions of stress and anxiety. - Practice three mindfulness techniques and evaluate how effective each one is for them - Record students' thoughts on Unifrog's Activities tool.
Tracking progress on Unifrog	Advanced view>Sort by>App list: preferences	Advanced view > Sort by > Competencies	Advanced view > Sort by > Activities
Know-how library guide	<p><i>How to apply for an apprenticeship</i></p> <p><i>Application decisions; how to choose your UK Firm and Insurance universities</i></p> <p><i>How to write a winning cover letter</i></p> <p>(Student side>Know-how library>Search "How to apply for an apprenticeship" / 'Application decisions: how to choose your UK Firm and Insurance universities' / 'How to write a winning cover letter')</p>	<p><i>Assessment days - what they are and how to prepare</i></p> <p>(Student side>Know-how library>Search 'Assessment days - what they are and how to prepare')</p>	<p><i>Accessing help for anxiety</i></p> <p>(Student side>Know-how library>Search 'Accessing help for anxiety')</p>
Gatsby Benchmarks	3. Addressing the needs of each pupil 8. Personal guidance	1. A stable careers programme 3. Addressing the needs of each pupil 6. Experiences of workplaces	N/A
CDI Framework	Explore possibilities	Grow throughout life Manage career	Grow throughout life Balance work and life
Career Education Standards (Scotland)	Developing work skills Employer and employee responsibilities	Developing work skills Employer and employee responsibilities	Developing work skills

Competencies	Aiming high Independence	Leadership Listening Speaking Problem solving Teamwork Reading Independence Writing	Staying positive Independence
PSHE Association	Work and career	Work and career Learning skills	Mental health and emotional wellbeing Ourselves, growing and changing Learning skills