

Year 9 Knowledge Book

Careers Guidance and information



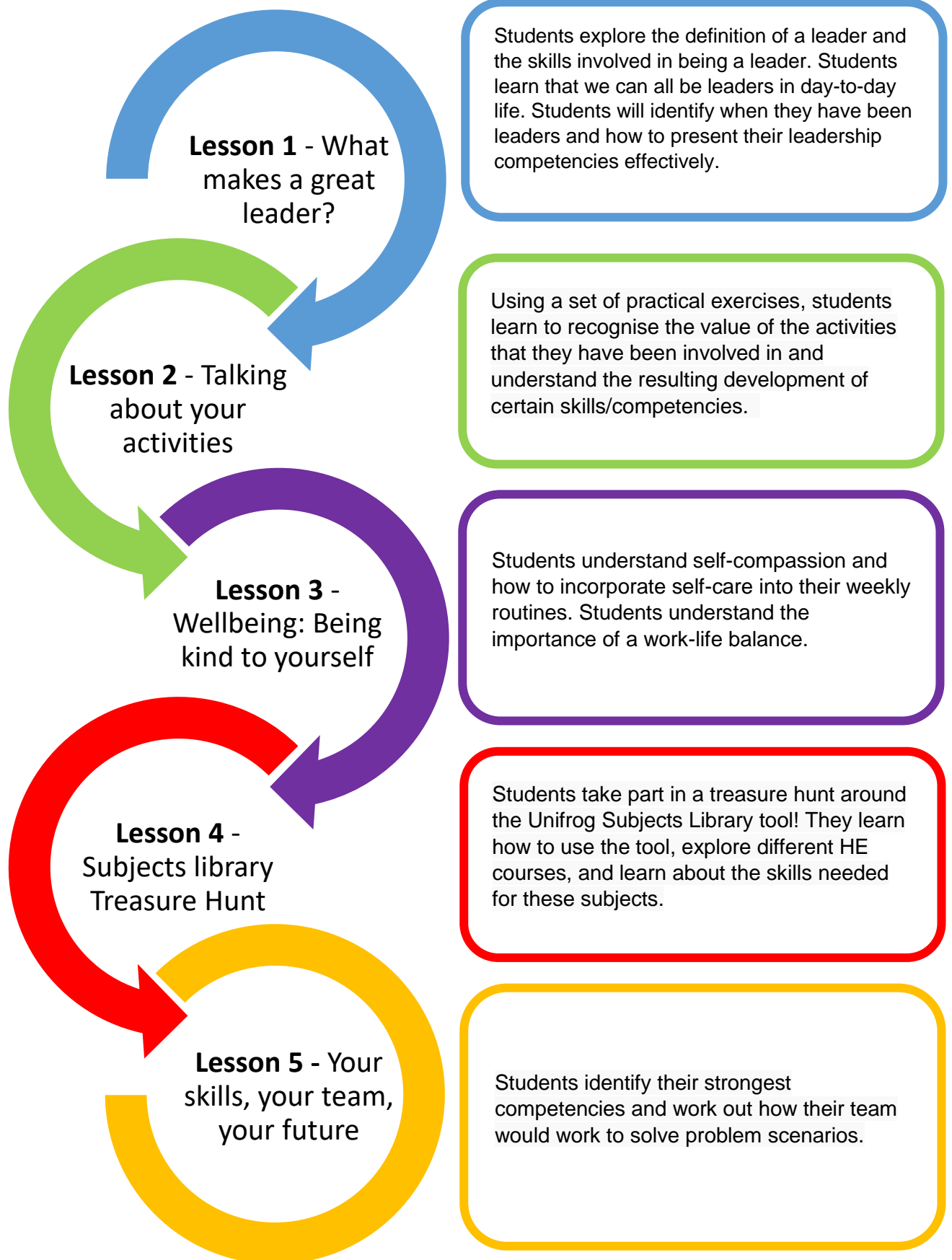
My choices

Name: _____

Form: _____

Tutor: _____

Year 9 Programme of Study



Introduction: Careers information and Guidance at The Becket School

At the Becket School we provide a stable and informative careers programme from Year 7 all the way through to Year 13. Careers information is provided through each subject curriculum area, work experience in year 10 and year 12, talks from experts, activities in our summer enrichment week, assemblies, day events, year retreats and also our termly careers lessons.



To ensure our careers lessons are of a high quality and also always up to date we have invested in the Unifrog platform. The great thing about Unifrog is that it can be accessed by all students at any time and they can make their platform bespoke to themselves and their career path.

Unifrog is a one-stop-shop where all students at the Becket School can easily explore their interests, then find and successfully apply for their next best step whether that is choosing their GCSE options, investigating post 16 options, looking for a university or choosing a Level 3 apprenticeship. Unifrog will help you to explore your key interests and what career paths you can take to reach your goals!

Unifrog has many different functions such as:

- It has a huge Careers library with over 800 different job profiles that you can explore. It has a subject library along with
- It has quizzes that you can take to support you in refining your interests and personality to support career pathway choice
- It has a subject library that you can link to you're A-Levels
- It has MOOC which is an online course base linked to a variety of subjects – great for super curricular
- Webinars from experts in a variety of fields.
- Up to date information on apprenticeships and university courses
- Support in writing CV and cover letters
- Record key activities and achievements.
- Compare colleges and Sixth form courses

I encourage you to spend time navigating Unifrog and using it to support your career journey no matter what stage or year you are in.

Good luck

Mrs Shenton

Creating your account

- A link will have been sent to your school email address (please check your junk/spam mailboxes)
- Click the link and follow the instructions.
- Create a memorable password.
- Make a note of your password.
- When you sign in for the first time, you will use a Form code, which will link you with your form tutor.
- Enter your Form code
- If you forget your password, hit the link to reset (remember to check your junk/spam just in case!)

Lesson 1: What makes a great leader?

The aim of the lesson

- To explore what makes a good leader
- To identify own leadership experiences
- To know how to record competencies in Unifrog

What will I be able to do at the end of the lesson	RAG RATING AFTER LESSON
Define what makes a good leader	
Identify times when you have shown leadership skills	
Know how to demonstrate leadership skills using the CAR method	

DO NOW ACTIVITY

- How many different leaders (current and historical) can you think of? List as many of them as you can in 2 minutes

- Would you say that these are good or bad leaders? Why?

Task 1 Pair work: Write a definition of leadership

Now for some input – SLANT!

Leadership is the action of leading a group of people, organisation, or country. This is a high level definition that can feel out of reach. Leadership is not just about changing the world – it's accessible to you as well. In day-to-day life, leadership can also look like setting a direction for people, setting a path towards something (a political movement, exploring a new subject, etc), or guiding others. Anytime that you are influencing people, activities, or ideas around you, you are practising leadership!

Leadership comes in many different styles. You might not be able to identify these specific styles by name, but they'll be able to compare the styles of leaders around them. The following definitions are not clear cut distinctions, but they're a helpful introduction to the styles of leadership that you might encounter:

- **Inspirational style** – someone who sets an example and shows others how they can achieve things (e.g. sports coach, used to be a professional hockey player)
- **Didactic style** – someone who teaches others, manages the relationship between students and a subject, and is respected as being knowledgeable in that subject (e.g. a teacher, specialised in Geography)
- **Collaborative style** – a leader who aims to bring people together, take responsibility together, and reach a common goal together (e.g. sports captain, bringing the team together to win a trophy)
- **Facilitating style** – a leader who makes actions or progress easier for a wider group by aligning everyone and showing everyone the big picture (e.g. a youth club leader, giving ideas and helping youth club members work together to build a treehouse)
- **Trusting style** – someone who demonstrate that they listen to their team, acts with the best interests of the team, and has a caring approach (e.g. parent or older sibling)

Task 2 – Who are the Leaders in your life?

Circle the boxes for those who you think are leaders in your own life.

Parents and guardians	Older siblings	Youth club leaders
Teachers	Sports captains	Coaches
Friends	Priests and Chaplains	Head of Year

CHALLENGE: Can you identify their different styles of leadership from the list above?

Competencies (or soft skills) are the skills that allow you to go about your day and interact well with others.

Task 3 - Can you match each of these competencies with their definition?

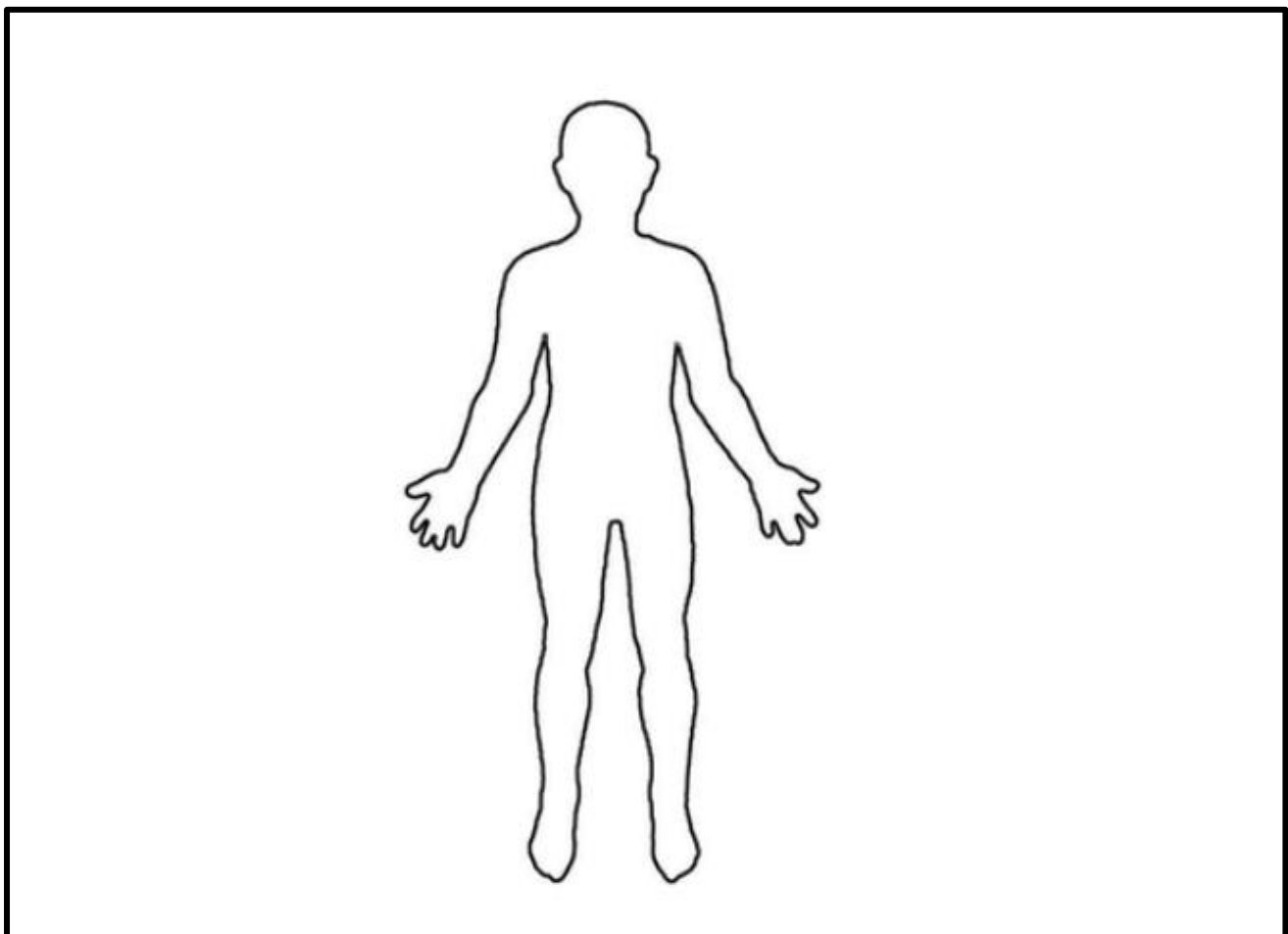
Aiming high
Creativity
Leadership
Listening
Speaking
Problem solving
Staying positive
Teamwork
Reading
Numeracy
Independence
Writing

Used your imagination to come up with new ideas
Shown strong skills in receiving and processing information or ideas
Used strategies to overcome a setback
Shown strong skills in reading
Set a clear goal and devise a plan to achieve it
Found a solution to a situation or challenge
Worked cooperatively with others to get something done
Shown strong skills in orally transmitting information or ideas
Worked on your own to achieve something
Shown particularly strong skills in writing
Successfully worked with numbers
Motivated others to achieve a shared goal

Task 4 – What makes a great leader?

Use the space below to create a good leader figure. Include;

- The leader's competencies
- The relationship the leader has with their group
- The way the leader helps the group achieve things



Now for some input – SLANT!

We can all be leaders in our own ways. You may have led a school team or had a role in a theatre group production. You may look after siblings each week or lead the cooking of dinner at home. You may be a leader among your friends by encouraging them to Work Hard, Be Kind and Do the right thing both in lessons and outside of school. Finding and celebrating the smaller moments in which we are all leaders will allow us to become better at this role for the future.

Some famous leaders include;

Emmeline Pankhurst – organiser of the UK suffragette movement and helping women win the right to vote through laws in 1918 and 1928

Marie Curie – Physicist and chemist (1867-1934) who was the first woman to win a Nobel Prize, the first and only person to win the Nobel Prize in two scientific fields

Martin Luther King – African American Baptist minister and civil rights activist in the 1960s, who led non-violent action in the USA for black people's right to vote, desegregation, and other basic civil rights

Kamala Harris – American politician and attorney general; became the first female, first African American, and first Asian American vice president of the USA in 2021

Malala Yousafzai, A Pakistani activist for female education and the 2014 Nobel Peace Prize laureate. Awarded when she was 17, she is also the world's youngest Nobel Prize laureate, and is the second Pakistani and the first Pashtun to ever receive a Nobel Prize.

Greta Thunberg is a Swedish environmental activist who is known for challenging world leaders to take immediate action for climate change mitigation and mobilising young people in campaigning.

Task 4 – When have you been leader?

With the person next to you, explain to each other a time when you have been a leader.

Include;

- What you led and when it happened
- What you achieved
- How you went about being a good leader
- What competencies and skills did you use? (see Task 3)
- What you learned and want to do better next time
- Why this experience was especially important to you

Now for some input – SLANT!

Importance of recording skills:

By the time you are making job applications or going for interviews later in life, you will have demonstrated your competencies many times. You may be asked to give examples of their leadership competencies at a job interview; for school council or monitor selection; and in written applications to college, university, or apprenticeships.

Recording these instances will allow you to remember all the different ways that you have been skilful. It will mean that you can select the best example when the time comes (without forgetting it when you are asked on the spot!).

CAR method

A useful way of recording times when you have shown competencies is to use the CAR method.

C ontext What was the situation or task?

A ction What did you do?

R esult What was the outcome?



RECAP AND REVIEW

1. Pick your favourite leader from the list you made at the start of the class. You could even choose a new example now that you know all about leadership!
2. Name **three** skills or competencies this leader has or had

3. RAG rate your learning

HOMEWORK TASK

Log into Unifrog and record an example of when you have been a leader using the Competencies tool. Remember to use the CAR method and think back to the skills that make a great leader!

Lesson 2: Talking about your activities

The aim of the lesson

- To be able to recognise activities that you have taken part in and talk about them
- To understand how these activities have developed your competencies

What will I be able to do at the end of the lesson	RAG RATING AFTER LESSON
To be able to recognise activities that you have taken part in	
To understand how these activities have developed your competencies	
To be confident describing your activities to others	

DO NOW ACTIVITY

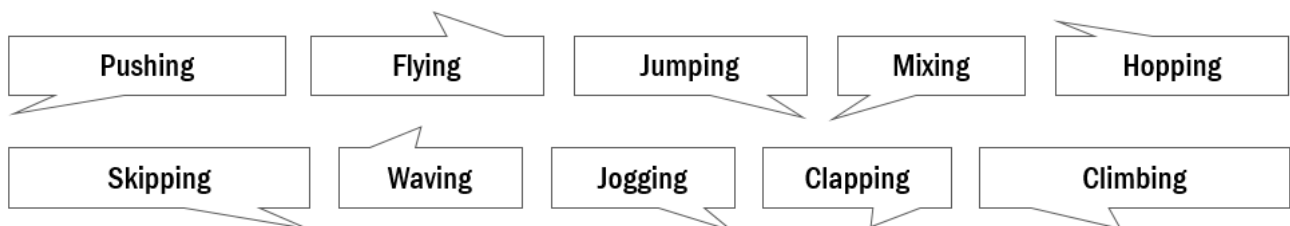
How would you define an 'activity'?

When might someone want to learn about the activities you've taken part in?

How would you try to remember the details of the activities you've done?

Task 1 – Articulate!

Working in small groups, assign one person as the Speaker. The Speaker must pick actions word from the boxes below. Without actually saying the action, the Speaker must use words and gestures to describe it to their teammates.



Task 2 – Mind map your activities

Take **two minutes** to mind map a list of the activities you have taken part in recently in the box below.

Think about the following examples as hints:

Independent work

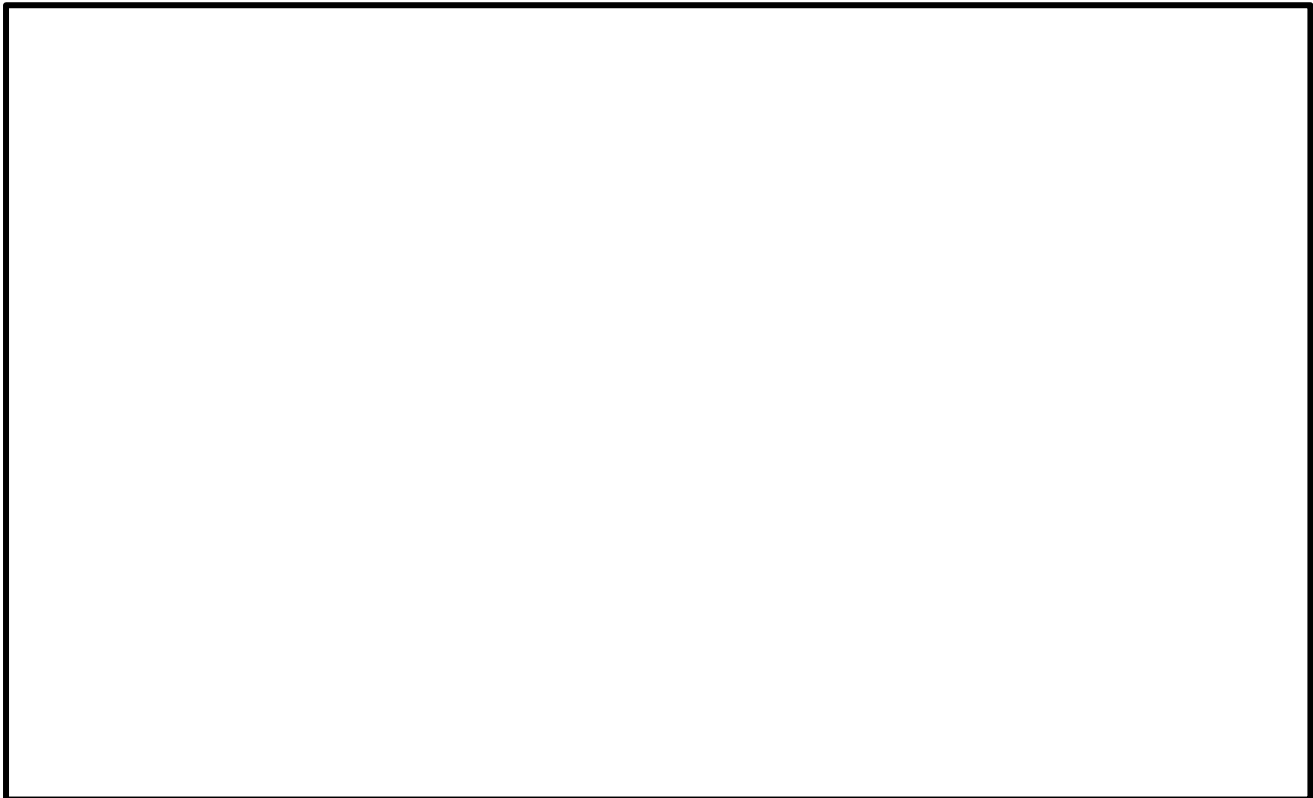
Research projects

Work experience

Volunteering

Hobbies

Clubs and societies



Task 3 – Let's get talking!

Now that you have finished your brainstorming, turn to the person next to you. Take it in turns to explain to each other **one** of your listed activities.

Now for some input – SLANT!

You may have found that it was difficult remembering an activity enough to describe it in detail. You may not have been able to link your activities to the **competencies** you have learnt about (see lesson 1). You are likely to be asked about activities they've done at a job interview, when applying for work experience, an apprenticeship, or university. You might want to write about their experiences in their CVs, personal statements, and other applications. The small details of activities will be useful to have in future. You will forget the smaller, important details of their work experience, or school play, or whatever else. But these can be all the difference when making their applications and interviews stand out!

Top tips for describing activities:

1. See if you can answer the questions 'who?', 'what?', 'when?', 'where?', and 'why?'
2. Try to use your description to link the activity to the skill it teaches you (e.g. drama club = activity; makes you better at presenting = skill)
3. Emphasise tangible, measurable impacts. Who did your activity help? How many people? What award did you achieve? How much did you raise?
4. Be specific, using detailed examples of the things you've done and the steps you took.
5. If the activity you're describing is something you still do, use the present tense. It's normally more engaging! (e.g. I swam every Friday evening for the past year vs. I swim every Friday evening, and have been doing so for the past year)
6. Include any responsibilities you had as part of your activity. This lets you demonstrate your leadership skills.
7. Explain the significance of the activity. Was the event something that meant a lot to you? What motivated you in this way? What did you learn for next time?
8. Make a habit of recording your activities frequently so that your record is up to date, and so you don't forget any details!

Task 4 – Let's get talking!

Think about how you described your activity to your partner.

What would have made your description even better?

What top tips would you give to a friend about describing an activity in an interview?

Task 5 – Let's get talking some more!

Move around the classroom and find a new partner. Take it in turns to explain to each other **another one** of your activities listed.

Make sure to use the top tips! Find another partner. Once again, take it in turns to explain to each other **another one** of your activities listed.

How does this feel? Are your descriptions any better than before?

Task 5 – One, two, three!

Name **one** activity that you enjoyed recently

Name **two** competencies you developed doing that activity

Name **three** top tips for describing this activity to someone else

RECAP AND REVIEW

- Discuss: Which was your best activity description during this lesson?
- RAG rate your learning

Homework

For homework, choose **two** of your activities from your brainstorm list. Record them in the Activities tool on Unifrog.

Remember to come back and add more activities to your record as you do them. That way, you'll be able to remember the all-important details in the future!

Lesson 3: Wellbeing: Being Kind to Yourself

The aim of the lesson

- Learn the importance of self-compassion and that everyone has different ways of practising self-care.
- Practise scheduling time in your weekly routine for self-care.

What will I be able to do at the end of the lesson	RAG RATING AFTER LESSON
Define self-compassion	
Identify self-care strategies	
Practise scheduling self-care	

DO NOW ACTIVITY

Define the following in your own words;

Compassion

Staying positive

What do you think self-compassion means?

Now for some input – SLANT!

Self-compassion is the ability to recognise our own feelings. It is treating ourselves with warmth and kindness, and making changes when we need to take things easy or release pressure. Someone who is self-compassionate accepts that they are only human and imperfect. They avoid getting angry or self-critical when they are not perfect. Everyone is human, so self-compassion involves understanding that we all go through times of failure, hurt, and imperfection. We can recognise our emotions and feelings; we don't try to squash them down, but we are able to put those feelings in perspective.

Staying positive has two parts. First, it is the ability to recognise that things can be difficult and sad for ourselves and others at times. We might take a step back or take it slow to allow ourselves to process these feelings and put them in perspective of the bigger picture. Secondly, it is the ability to rebound from a negative situation, adapt, and look for new opportunities.

For example, we might receive low marks on a test paper and feel sad because of the effort put into revising. Staying positive in this situation might look like taking a quiet moment to think things through, before emailing a teacher to ask for feedback and help improving.

Task 1 – Staying positive

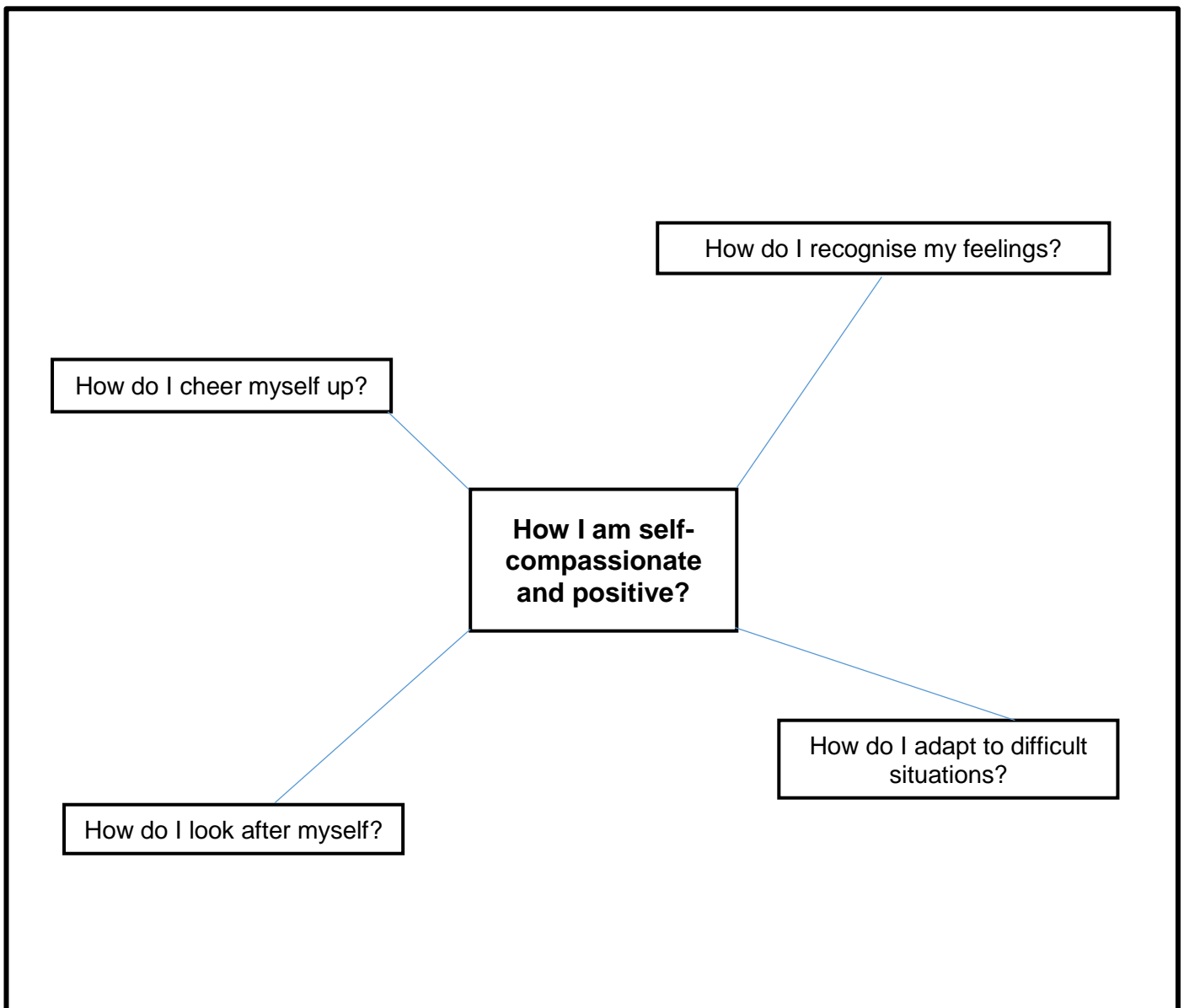
What are your thoughts on staying positive? Is this something they already practise? Do you find it difficult?

Can you think of any examples of when you have stayed positive?

Task 2 – How do you do it?

How do you practise staying positive and being self-compassionate?

Make a mind map of how you do this. Take a look at the questions below for inspiration!



Now for some input – SLANT!

Self-care is a phrase used often in the media, in adverts, and when we talk about mental health and wellbeing. It's easy to say 'Yes!' when someone asks 'Are you looking after yourself?', but self-care often something we forget or overlook.

Self-care is an activity we do deliberately to care for our mental and physical health. We all have different things that drain and refuel our physical and mental energy, so self-care activities will be different for everyone. We have to get to know ourselves and actively practise self-care to develop the skill. Over time, we find the rhythm and routine of self-care that we need to balance it with day-to-day life.

Some self-care ideas;



Task 3 – Ideas for self-care

Tick the tasks above that you find helpful.

Can you think of any more ideas? Write them in the box below. Write down any suggestions from your classmates too.

Circle any self-care ideas that you want to try out.

Task 4 – Practising self-care

Why do you think that we forget to practise self-care?

TASK 5 – Self-care timetable

It's helpful to have time set aside for deliberate self-care. See the example on the PowerPoint for inspiration.

Complete the self-care timetable on the next page.



Start with what **must** be done each day (like lessons, meals, travelling, and other responsibilities)

Then plan self-care activities around these things, taking inspiration from your suggestions on the last few pages.

CHALLENGE: How will you keep yourself accountable for self-care?

RECAP AND REVIEW

1. Using all the information today, write a tweet to explain what self-care is.
 - Keep it under 280 characters.
 - Think about what you have understood from today's lesson.
 - Add in 3 hashtags that you would use for this lesson.

@your username
Today's Tweet
#
   

2. RAG rate your learning

HOMEWORK TASK

For your homework, log into Unifrog and head to the Know-how library. Read **two** of the following guides:

- How to manage your workload
- Accessing help for stress
- 5 ways to practise self-care on a budget
- An introduction to mindfulness

Don't forget to favourite the guides so you can find them easily in future!

Lesson 4: Subjects library treasure hunt

The aim of the lesson

- Learn how to use the Unifrog subjects library tool
- Be able to explore different HE courses, and learn about the skills needed for these subjects

What will I be able to do at the end of the lesson	RAG RATING AFTER LESSON
I know how to find the subjects library in Unifrog	
I know how to find information about jobs I may be interested in in Unifrog	
I can recognise which jobs and competencies link to the subjects I enjoy	
I understand the term Labour Market Information (LMI)	

DO NOW ACTIVITY

Unscramble the anagrams below to find the subjects.

SAM THEMATIC

AGGRO HYPE

CHEETOS DINGY LONG

Task 1: Subject choices

What choices are you able to make about the subjects you study at school? When are these choices made?

Task 2: Subject spider diagram

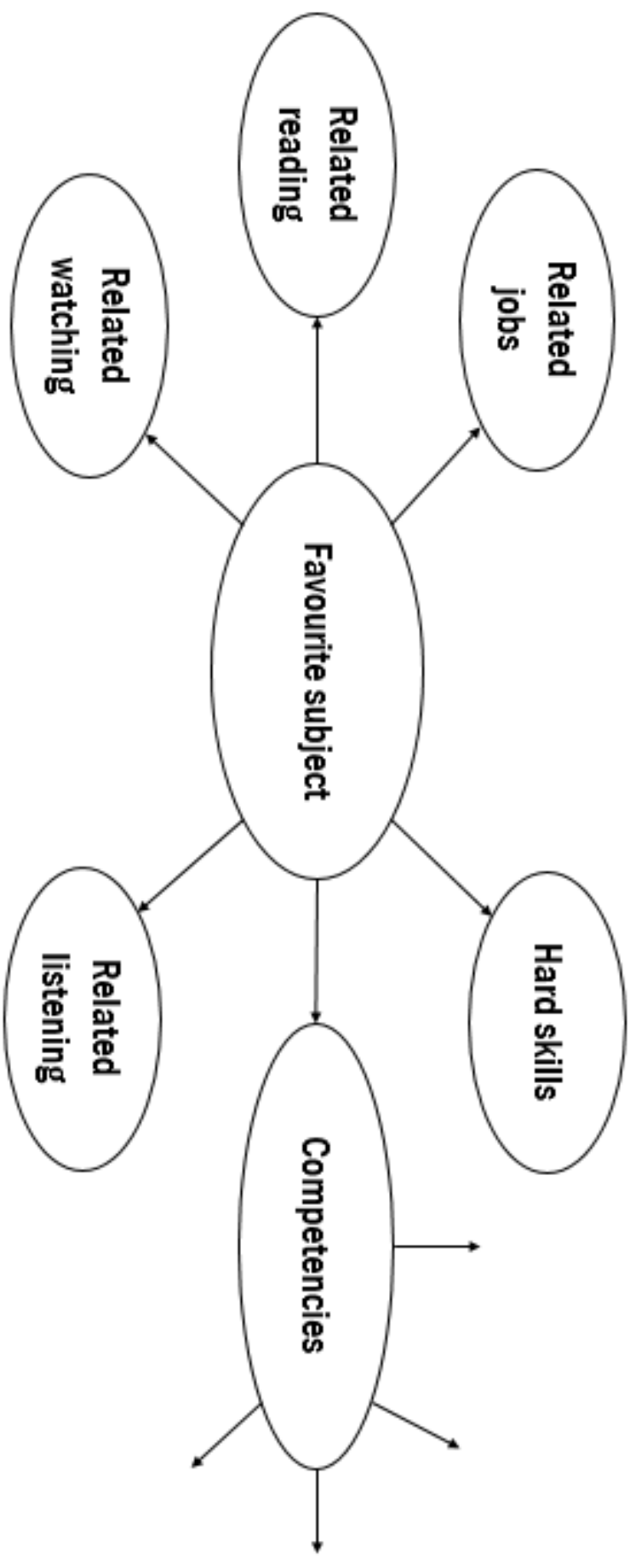
Your favourite subjects at school have the potential to lead onto different study and career pathways. Write your favourite subject at the centre of the spider diagram on the next page.

Make note of:

Any **jobs** relating to this school subject

Any **skills** you can develop by studying this subject

Any content that you can **read, watch, or listen to** about this subject



The Unifrog subject library

The Subject library is a library of over 100 subject profiles! You can use these profiles to learn about the subjects that suit your needs and interests.

Explore the library by:

- Searching by keywords and subjects
- Filtering by characteristic, study areas, or interest
- Finding profiles matching your interests and personality

When you find a subject profile that you like, remember to click 'favourite'!

This means you'll be able to find all your favourite subject profiles easily in future.

Save to Favourites? 

Task 3: Treasure Hunt

Use the Subjects library to find the answers to the following questions.

Find **four** subject guides that are a **close match** for a student studying the following: Biology, Business and Marketing, Art and Design.

Find **three** subject guides that are a **tenuous match** for the same student.

If a student was interested in computers and was keen to explore Social Sciences. Which subject profile would you recommend?

A friend of yours enjoys learning in smaller groups of students and is interested in Mathematical Sciences. Which profile would you recommend?

Watch Unifrog's interview with the person studying Events management, and answer the following:

At which university is this person studying?

What is this person's favourite module on their course?

What are some of the activities this student does as part of their course?

Task 4: Revisit your subject spider diagram

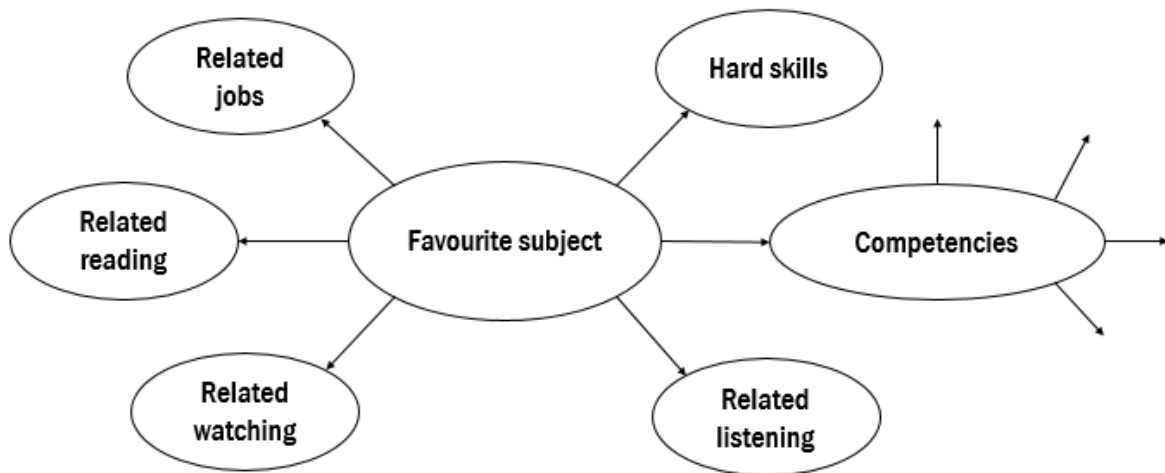
Now that you're a pro at navigating the Subjects library, use it to update your diagram so that it includes:

- Any **jobs** relating to this school subject
- Any **skills** you can develop through studying this subject
- Any content that you can **read, watch, or listen to** about this subject

Is there any other interesting information you can find?

Get ready to present your subject to the class!

CHALLENGE: Can you do the same for your second favourite subject?



Now for some input – SLANT!

The **labour market** is the relationship and interactions between people looking for jobs, and people offering jobs (employers, companies, etc). The labour market is constantly changing; the needs of people looking for jobs change, the number of jobs on offer changes, and the wider world changes! The closure of a company might impact the labour market in a particular region, for example. Or an increase in the number of jobs needing computing skills might influence the labour market. **Labour market information (LMI)** is information telling us about the labour market. The information is often collected by government organisations, worker's unions, researchers, and charities.

What information on a career profile tells you about the labour market?: LMI on the career profiles includes the skills needed to succeed in a particular job, the number of jobs in that industry in the nearby area, the estimated salary for that job or industry, the size of the current UK workforce in that sector, and projected workforce growth in the future.

Why do is this information important?:

LMI gives you an unbiased snapshot of the job or industry you are researching. It can help you make sense of the job, compare it with other jobs, and will allow you to make a decision on whether the job or industry is a good fit for you. When you look at LMI, you might want to think:

- Is this a growing sector?
- Is this a salary that would suit me?
- Is the job that I want found in a specific area of the country?
- How does this information compare to other jobs and industries?

Task 5: Find one fact about the Labour Market in Nottingham

RECAP AND REVIEW

1. **Three, two one!** Write the following;

- **Three** filter options you can remember from the Subjects library front page
-

- **Two** things you can find out on each of the subject profiles
-

- **One** subject that you favoured during the lesson
-

2. RAG rate your learning

Homework

Each subject profile has suggestions for ways to geek out! You'll be able to read, watch, and listen to content about your subject.

Find **three** subject profiles that you think are interesting

Click 'favourite' for each of them

Save to Favourites? 

Read, watch, or listen to **one** resource suggested on one of those subjects

Lesson 5: Your team, your skills, your future

The aim of the lesson

- Identify your strongest competencies
- Work out how a team would work to solve a problem scenario

What will I be able to do at the end of the lesson	RAG RATING AFTER LESSON
I can identify my own strongest competencies	
I am confident working as a team and I know how to use each person's strengths	
I can solve a problem with others	
I can present ideas with a team	

DO NOW ACTIVITY

Unscramble the anagrams below.

WORKMATE

HARPIES LED

INVESTIGATIVE POSY

TIRE CAVITY

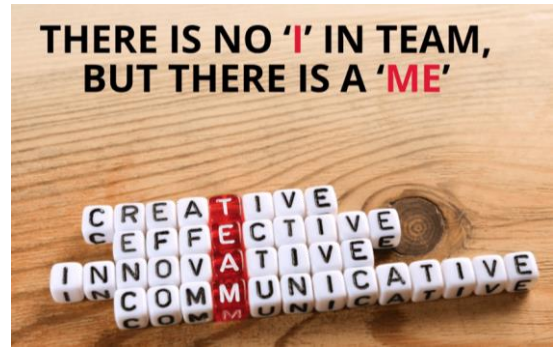
CURE MANY

OVERLONG BLIMPS

What is needed for good teamwork? Write your ideas in the box below.

Now some input – SLANT!

Teamwork is the ability to work with others towards a shared goal. Working with others can have massive benefits, like achieving bigger goals, and overcome challenges that you wouldn't be able to alone. Working with others can also be tricky sometimes, but you can develop skills to help you! It can involve compromising, learning about each other's strengths and weaknesses, and adapting how you communicate. You will need to consider the **competencies** of each member of your team.



It is important to be able to work in any team, not just with your friends. It is unlikely that you and all your friends will end up in the same job at the same workplace in the future! Your priority should be building a team that has a range of skills, and sometimes working with different people than you are used to produces better results.

Good teamwork involves the following things (although this list is not exhaustive!):

- **Setting a shared goal.** All team members know what their purpose is if a team can agree on a shared mission with clear deadlines.
- **Communication** with other team members. This makes sure everyone has the same information, everyone knows what the shared goal is, and everyone feels encouragement.
- **A respectful and trusting team environment.** Team members will feel comfortable sharing ideas and being creative in this environment. This makes for more productive brainstorming and problem solving as a team.
- **Diversity** of team members. If everyone thinks and reacts in the same way to challenges, a team will be limited in the problems they can solve and the ideas they can come up with. Having a range of skills and experiences among team members means that the team will be able to overcome more challenges and come up with more creative ideas!
- **Understanding the strengths and weaknesses** of other team members. A team can then share out tasks and challenges to the members of the group who can complete those things fastest. This means work is done quickly!

Task 1: My strongest competency

Which of these competencies fits you best? Circle, and prepare to give reasons!

Leadership:

Inspirational, great at motivating others, great communicator

Staying positive:

Never gives up, brilliant at motivating others, great ideas

Teamwork:

Great communicator, committed, excellent listener, ready to help

Problem solving:

Great organiser, fair in a debate, logical thinker

Task 2: Scenarios discussion

Your teacher will assign you to a group. Share your answers to Task 1 and record the strengths of others in your team here;

Name

Their strongest competency

_____	_____
_____	_____
_____	_____
_____	_____

Your teacher will allocate a scenario from the following page to your group.

In this scenario, where would it be useful to have team members with leadership, problem solving, staying positive, and teamwork competencies? How would they help?

Competencies	How would they help?
LEADERSHIP	
PROBLEM SOLVING	
STAYING POSITIVE	
TEAMWORK	

Scenario 1 – Medicine and nursing

On a main road in a busy town, there has been a car accident. There are people rushing around everywhere, and some are hurt. One person is stuck in their car, and another has a cut on their head. It could be quite serious. A member of the public calls for the emergency services to come and help, and the team soon arrives. You are this team. What are your roles and how are your skills going to help you?

Scenario 2 – Performing arts, broadcast, and media

A group of screenwriters, costume designers, directors and stage managers are making a new play. They eventually have come to a decision together. However, their producer (who is paying to produce the play) doesn't agree with the group about the subject of the play. The group want to come up with an argument to show the producer that their ideas are great. You are this group. What are your roles, and how are your skills going to help you?

Scenario 3 – Construction

A new housing estate is being built and the group of architects, engineers, planners and builders have to work out how they're going to build 1000 new homes. They've had some reaction from other people who live near to the new housing site, who don't want them to build houses there. The construction group are holding a meeting in the town hall with local residents to assure them about the build. You are this group. What are your roles, and how are your skills going to help you?

Scenario 4 – Retail sales and customer services

The team from a new clothes-shop in town are preparing for their opening day. This team includes a personal shopper, visual merchandiser, and sales assistants. They're anticipating it's going to be very busy with new customers, but disaster strikes when their retail manager is poorly so can't come to help them! They're a staff member-down, and they need to explain to Headquarters how they're going to manage. You are this team. What are your roles, and how are your skills going to help you?

Task 3: Building your team

Think of a job that will help the team solve the scenario. Make sure this job uses your strongest competency.

Take notes of the following things you know about your job:

- The job name
- Why you chose this job for the scenario and team
- The skills required for the job

Help your teammates if they need inspiration!



Task 4: Team presentation

Work together to prepare **three minutes** explaining:

- What is your team name?
- What are your skills and jobs?
- How will you work together to solve your scenario?

RECAP AND REVIEW

Think of a quick text message you would send to a friend about this lesson.

In two sentences, make sure to include:

- One thing you have learned about teamwork.
- One thing you want to learn about the job you took on in your team's work



Homework

1. Head to the **Careers library in Unifrog** and favourite the job you chose for your super team. Are there any other jobs that might have been helpful in your scenario?
2. When have you demonstrated the competency you chose for the task earlier?
Record this example in the **Competencies tool**.

Recording what you've done

Activities ✘ Recorded at least 10 Go to tool >	Competencies ✘ Completed all 12 Go to tool >	Interactions ✘ Missing 9 Interaction types Go to tool >
--	--	---