

**Castlehead High School**  
**Personal Development Award – Self in Community (H18N 45)**  
**Lesson Plan – Session 2019 – 2020**

*The lesson plan below has been adapted to share with Renfrewshire colleagues without sharing the CHS pupil booklet as the booklet contains SQA secure assessment materials. The lessons that are shaded are centre devised materials that help support the assessment of the unit. Resources for the shaded sections have been included in the Self in Community folder (Additional Self in Community pupil resource booklet. The unshaded lessons signpost activities that are contained within the SQA UASP (H18N 45). This can be accessed on the SQA secure site.*

Date	Lesson	What the pupil is learning	Suggested learning activities / methodologies / resources	Links with other curricular areas (including SQA skills framework)
	1	Definition of local community	<p><b>Resources Required – CHS pupil book page 3</b>  <b>Introduction – Teacher Led</b>            Introduce pupils to unit and discuss the context of 'local community' i.e. factors that have a direct on them and the people in their community. The purpose of this unit is to identify an area that they think needs to be addressed and prepare a solution (leaflet/presentation/poster) to have a positive impact in their local community. The unit will be completed in groups of 4 and the main focus of skill development is interpersonal skills.</p> <p><b>Pupil Groups</b>            In groups of 4 pupils should complete the mind map on page 3 to detail all of the issues that they think exist in their local community. Refer to teachers notes for exemplification of answers.  <b>**Pupils will be working in these groups of 4 for a large proportion of the unit – it is important that these groups are formed with teacher input to ensure that they have the potential to work effectively**</b></p>	<p><b>1 Literacy</b>            1.3: Listening and Talking</p> <p><b>4 Employability, enterprise and citizenship</b>            4.3 working with others            4.6 citizenship</p> <p><b>5 Thinking Skills</b>            5.2 Understanding</p>
	2 & 3	Cooperate and negotiate as part of a group.  Reach a group consensus / agreement	<p><b>Resources required – CHS pupil book page 4 and 5, Projector to display page 4</b>  <b>Group work</b>            From the mind map completed last lesson pupils should decide on what topic they would like to focus their project on (e.g. alcohol misuse, recycling, employment).  <b>Teacher checkpoint</b> – ensure pupils are selecting an appropriate topic for the right reasons and that all members of the group agree.  <b>Teacher Led Presentation</b>            Display pupil book page 4 on projector. Lead pupils through the flowchart to ensure that they understand the thinking that is required at each stage.  <b>Group work</b>            Pupils should then complete page 5 in groups and ensure that a topic title is decided on that reflects the information in the flow chart.</p>	<p><b>1 Literacy</b>            1.3: Listening and Talking</p> <p><b>3 Health and Wellbeing</b>            3.1 Personal Learning</p> <p><b>4 Employability, enterprise and citizenship</b>            4.3 working with others            4.6 citizenship</p> <p><b>5 Thinking Skills</b>            5.2 Understanding</p>
	4	<p><b>Outcome 1 (1.1)</b></p> <p>Self-assessment of interpersonal skills</p>	<p><b>Resources required – CHS pupil book page 6</b>  <b>Teacher led introduction</b>            Pupils should not complete this section before the teacher has explained what all the statements mean. It may be useful to draw on examples from pupils for each of the skills to ensure understanding across the class.</p>	<p><b>3 Health and Wellbeing</b>            3.1 Personal Learning</p> <p><b>5 Thinking Skills</b>            5.2 Understanding</p>

			<p><b><u>Individually</u></b></p> <ol style="list-style-type: none"> <li>1. Pupils individually complete self-assessment questionnaire for their own interpersonal skills using the key 1,2,3,4 5.</li> <li>2. Pupils may add any additional interpersonal skills as desired.</li> <li>3. Ask pupils to tick their 4 main strengths and cross their 4 main development needs</li> </ol> <p>Pupils must consider these carefully as they are important for the next section of work.</p> <p><b><u>Teacher Led</u></b></p> <p>If time permits randomly ask the pupils in the class to highlight their own strengths and development needs, question what made them arrive at that conclusion</p>	5.3 Applying
	5 & 6	<p><b>Outcome 1 (1.1)</b></p> <p>Self-assess their own skills and qualities by using a personal awareness and development techniques (SWOT)</p> <p>Develop self-awareness skills</p>	<p><b><i>Resources required SQA UASP page 12, swot power point revision from Self-awareness unit, teachers may also want to project exemplification from teacher guidance booklet.</i></b></p> <p><b><u>Teacher Led</u></b></p> <p>Revise SWOT analysis technique that pupils have previously used in Self-awareness unit.</p> <p><b><u>Individually</u></b></p> <p>Pupils complete SWOT analysis for interpersonal skills on an individual basis.</p>	<p><b>3 Health and Wellbeing</b> 3.1 Personal Learning</p> <p><b>4 Employability, enterprise and citizenship</b> 4.6 citizenship</p> <p><b>5 Thinking Skills</b> 5.3 Applying</p>
	7 & 8	<p><b>Outcome 1 (1.2 &amp; 1.3)</b></p> <p>Planning a project within their group and identifying personal targets in relation to interpersonal skills</p>	<p><b><i>Resources required SQA UASP page 13, teachers may also want to project exemplification from teacher guidance booklet.</i></b></p> <p><b><u>Teacher led</u></b> - introduce purpose of targets being set on an individual basis to allow progress in their interpersonal skills. Refer pupils back to their SWOT analysis and the skills that they have rated on page 6 of the pupil booklet. Ideally pupils should pick a development need or weakness. However, they may choose to further develop identified strengths.</p> <p><b><u>Group work</u></b></p> <p>In their group's pupils should collect a piece of flipchart paper and brainstorm all the tasks that have to be completed to research their project fully.</p> <p>Teacher checkpoint - ensure that pupils have thought out all of the different people / places that they will want to use for research / information.</p> <p>Once completed pupils should negotiate and agree (either using a highlighter or by initialling the</p>	<p><b>1 Literacy</b> 1.3 :Listening and Talking</p> <p><b>3 Health and Wellbeing</b> 3.1 Personal Learning</p> <p><b>4 Employability, enterprise and citizenship</b> 4.3 working with others 4.6 citizenship</p> <p><b>5 Thinking Skills</b> 5.2 Understanding 5.3 Applying</p>

			relevant information. the tasks that they are going to be responsible for completing). Teachers should remind pupils that they will have 8 periods to carry out their research and ensure that all tasks are allocated at this point.	
	9	<b>Outcome 1 (1.4)</b> Pupils individually plan their own tasks for the project	<i>Resources required SQA UASP page 14, teachers may wish to project exemplification from teachers' guidance on tasks.</i>  <u>Individually</u> - Pupils construct their own tasks to complete for the project ensuring that they link back to the target that they set on the previous page.	<b>3 Health and Wellbeing</b> 3.1 Personal Learning  <b>5 Thinking Skills</b> 5.3 Applying
	10	<b>Outcome 1 (1.4)</b>  <b>Outcome 2 (2.1)</b>  Planning of individual work / tasks to be completed	<i>Resources required - CHS pupil book page 7-8, teachers may also wish to display exemplification of a completed table.</i> <u>Individual/possible group discussion</u> Using the information brainstormed on the flipchart paper and the tasks that pupils have set themselves pupils should plan their individual work for the next 8 weeks using the template on page 11 & 12 to detail; <ul style="list-style-type: none"> <li>• The date work is planned to be completed</li> <li>• The task that has to be completed</li> <li>• Resources that are required</li> </ul> Pupils must make sure that the work they are planning to complete can be completed in the time specified <b>** Pupils may need access to ICT. **</b>  The shaded columns should be completed on a weekly basis towards the end of the period.	<b>1 Literacy</b> 1.3 :Listening and Talking  <b>3 Health and Wellbeing</b> 3.1 Personal Learning  <b>4 Employability, enterprise and citizenship</b> 4.3 working with others  <b>5 Thinking Skills</b> 5.2 Understanding 5.3 Applying
	11-19	<b>Outcome 2 (2.1, 2.2, 2.3)</b> Carrying out self-constructed plan, monitoring tasks completed and working cooperatively with others	Pupils are working independently on tasks detailed on page 7-8 of the pupil booklets. Please note that pupils should complete a mid-point review during week 4 and an end review at week 8.  It is <b>ESSENTIAL</b> that pupils retain all pieces of evidence for inclusion in their folio and assessment of outcome 2.  Teachers should complete SQA UASP page 17 to identify whether pupils have met the essential criteria for passing this section of the unit.	<b>1 Literacy</b> 1.3 :Listening and Talking  <b>3 Health and Wellbeing</b> 3.1 Personal Learning  <b>4 Employability, enterprise and citizenship</b> 4.3 working with others 4.6 citizenship  <b>5 Thinking Skills</b> 5.2 Understanding 5.3 Applying

	20 -22	<p><b>Outcome 3 (3.1, 3.2,3.3)</b></p> <p><b>Reviewing progress made and setting future targets in relation to interpersonal skills</b></p>	<p><b>Resources required SQA UASP page 19-21, teachers may also wish to display exemplification from teacher guidance booklet.</b></p> <p><u><b>Individually</b></u> Pupils individually complete review with teacher assistance/display of exemplification.</p>	<p><b>3 Health and Wellbeing</b> 3.1 Personal Learning</p> <p><b>5 Thinking Skills</b> 5.2 Understanding 5.3 Applying</p>
	23 - 24		<p><b>Checklist completed and compilation of evidence for submission.</b></p>	<p><b>3 Health and Wellbeing</b> 3.1 Personal Learning</p>