CASTLEHEAD HIGH SCHOOL

PERSONAL DEVELOPMENT

Developing Skills for Life, Learning and Work

SELF-AWARENESS

Additional Teacher Support Notes / Exemplification

Lesson 1

Refer to notes section within introductory power point (presentation slides appended at back of booklet).

Lesson 2

ⓘ   __What is the difference between a quality and a skill?__

A quality is something that is ours, is part of our personality, it comes naturally to us. Whereas a skill is something that you have learned to do.

Examples of personal skills and personal qualities are shown in the table below.

Personal skills

- ✓ analyse information
- ✓ playing a sport
- ✓ reading a map
- ✓ communication
- ✓ designing/making
- ✓ recalling facts
- ✓ caring for others
- ✓ repairing machines
- ✓ first aid
- ✓ drawing/painting
- ✓ singing
- ✓ solving problems
- ✓ estimating
- ✓ gathering evidence
- ✓ bilingual
- ✓ taking photographs
- ✓ ICT skills
- ✓ managing money
- ✓ mental arithmetic
- ✓ planning own work
- ✓ playing a musical instrument

Personal qualities

- ✓ calm
- ✓ confident
- ✓ sensitive
- ✓ punctual
- ✓ responsible
- ✓ conscientious
- ✓ strong minded
- ✓ team worker
- ✓ determined
- ✓ hard working
- ✓ trustworthy
- ✓ well organised
- ✓ enterprising
- ✓ friendly
- ✓ leadership
- ✓ enthusiastic
- ✓ adaptable
- ✓ patient
- ✓ considerate
- ✓ polite
- ✓ imaginative

Further reading

http://wiki.answers.com/Q/What_is_the_difference_between_quality_and_skills#ixzz1yFNMNN8q

http://www.career-guide.eu/uploads/Personal_Skills_Qualities.pdf

http://www.fresnounified.org/schools/high/hoover/przap/Shared%20Documents/Hoover%20PR%20Files%20Modified/Personality%20Traits%20and%20Desirable%20Qualities/Additional%20Information%20and%20Alternative%20Activities/2.Personal_Qualities_and_Skills_(KS3).pdf

ⓘ **One Stay, Three Stray**

One stay, three stray is used to mix up groups and facilitate the sharing of information.

1. Each person in the group should be numbered 1, 2, 3 and 4.
2. Person number 1 moves 1 table/group.
3. Person number 2 moves 2 tables.
4. Person number 3 moves 3 tables.
5. Person number 4 stays.
6. Once the instructions have been given, groups should check that they all know where they are going before moving. This should create new groups with one representative from each job group.
7. Pupils should take their workbooks to their new groups and record the qualities and skills that number 4 reports back on.
8. Once completed everyone returns to original group.
9. Numbers 1,2, and 3 report back to the rest of the group on the qualities and skills that they were informed about at their previous group.
10. Result = each pupil now has information recorded on 4 jobs and the desirable skills and qualities for each.

Lesson 4

ⓘ   Refer to lesson 4 power point for additional support notes for SWOT analysis.

The strengths and weaknesses should be personal to the individual pupil (however there will be similarities here, mainly due to age and stage of cohort). However, the threats and opportunities will be similar for the majority of pupils. This is something you may want to complete as a class and then ask pupils to record the opportunities or threats that they feel are relevant to them in their workbook. It is good practice to aim for 4 strengths and weaknesses and 3 opportunities and threats.

Example of a completed SWOT

Strengths	Weaknesses
✓ I have good communication skills ✓ I am confident when working with my peer group ✓ I am a good student e.g. I complete all my class work and homework to a high standard ✓ I enjoy learning new skills ✓ I am motivated when doing something that I like	✓ I am not motivated if I am doing something that I do not enjoy ✓ I am not confident when working with people that I do not know well or who are older than me ✓ I have never had a job before therefore do not know what type of work I enjoy doing ✓ I do not know what career I am interested in following ✓ I am not sure what my best subjects are
Opportunities	**Threats**
✓ I have the opportunity in this unit to research a variety of different careers and will be able to improve my knowledge ✓ I have the opportunity next year to take part in a work experience placement ✓ I will feel more confident about choosing my subjects to follow at national level if I know what kind of career I am interested in	✓ I have a limited amount of time to complete this unit ✓ Part time job ✓ Football training ✓ I have other subjects to study for and homework to complete for them ✓ The school may not be able to offer the subjects that I want / need to follow for my chosen career

Examples of strengths and weaknesses may be

Strengths

✓ Good at working as part of a team
✓ Is a good listener
✓ Is kind / caring / empathetic
✓ Is a leader
✓ Good at practical work
✓ Academic in the top sections

Weaknesses

✓ Shy, doesn't always give their opinion
✓ Doesn't like other people telling them what to do
✓ Can be immature and likes to show off

The self assessment grid at the start of the booklet could be referred to for further ideas

Lesson 7

Examples of aims and explanations

The aim should make reference to the topic of **careers** and reference to a **rating** in the self assessment (page 6 – 8) or SWOT analysis (page 9) or feedback from others (page 10)

The explanation should provide an explanation of why the pupil has set the aim.

Aim	Explanation
My aim is to find out what type **of subjects I should choose** to follow next year as I do not have the **knowledge** of what career path I want to follow yet.	In my SWOT analysis and from the feedback that I received from others it was clear that I did not have confidence and lacked motivation. Therefore, by identifying the things that I am good at I hope to improve my confidence which will in turn hopefully inform my future career aspirations.
I want to find out what **sort of career I may be suited to**. This will hopefully give me the incentive of **working hard this year** and help me to pick what subject I am going to follow next year.	In my SWOT analysis I stated that I was not motivated if I was doing something that I did not like. Therefore, if I can make sure that I am studying subjects that I like next year / following a career that I like I will be motivated to work hard and do well.

My aim is to **work with a variety of other people** to find out what kind of **career opportunities will suit my skills and abilities** to make sure that I follow a suitable career path that is relevant to me.	In my SWOT analysis and from the information that I received from others in my class it was clear that I did not have a lot of confidence when working with other people. Therefore, my confidence should increase as I carry out my aim as I am going to be working with a variety of people in this unit.

Lesson 8

Copies of Leap Questionnaire available from G. Whitnall (beneficial for pupils not going to ICT room to complete Careers questionnaire etc.

Pupils record the 4 tasks they are going to complete prior to their completion. These should be in a logical order.

Pupils records yes/no/partially.

Teacher signs to confirm completion and evidence generated.

Completed following reflection of completion of task.

Tasks	Tasks complete? *(yes / no / partially)*		What did I learn about myself after completing this task?
	Candidate	**Assessor**	
1 *e.g. I am going to carry out an on-line questionnaire that will give me feedback on my skills, qualities and interests and suggest possible careers that may be suited to me.* Completed on- *11/10/2019*	*Yes*	*Teacher signature*	*I learned from this questionnaire that I am a caring person who can empathise with others. It also stated that I have the qualities to work with children or animals and suggested that I might want to consider a career in nursing. I also learned that I have got good ICT skills as I managed to complete all the information requested on-line.* Any further action required? *No further action required - task completed.*

Exemplification of pupil responses:

Qualities

What I have learned about my qualities (strengths and weaknesses, skills and knowledge.

I have learned that a strength I have is that I can manage my own time and make sure that I stay motivated to ensure that I complete my work on time.

A weakness is that I do not like working with other people and I prefer to work independently.

I managed to use the computer as a resource effectively and I have good research skills when researching online.

I have greatly improved my knowledge regarding subject choice and my chosen career for next session.

Evidence

When completing the four tasks I was sometimes faced with hurdles e.g. there weren't enough computers for me to use in school, so I used my initiative and completed the task at home, to make sure that I made the best use of my time.

I felt frustrated during the group work as I felt I could have completed the task quicker on my own, as not everybody put the same amount of effort into the group task. This is something I will have to work on, if I want to be a nurse I will have to work as part of a team.

The good research skills I have when using the computer will be beneficial to me in my future career, both when studying nursing, and when keeping up to date with new medical developments for patients.

The research I have carried out in this unit has enabled me to identify the grades that I must achieve, to pursue a career in nursing. This has motivated me to work towards something.

Alternatively, evidence generated as part of the tasks or review self assessment can be listed under the heading of evidence

Feelings

What I have learned about my feelings (likes, dislikes, interests, fears and aspirations)

I have learned that I like to be in control of situations and work in an orderly manner.

I dislike having to complete pieces of work that I am not genuinely interested in. I also found it hard to take on board the feedback my peer group gave me as I disagreed with some of it and thought it was a bit critical.

I have an interest in following a career in nursing.

I have the aspiration of getting good higher grades so that I can gain access to the nursing degree at Glasgow University – I also fear not being able to achieve this.

Evidence

I found out that the feelings I have really affect the way I work and how motivated I am when completing my work. I think I preferred to work on my own as I was in control and didn't have to depend on anyone else. I find it quite hard when people give me feedback that I do not like as I view it as them being critical – this is some thing I know I have to work on. I feel happy within myself that I have a clear focus now that I have researched and found a career that I may be interested in. I will be able to use information from my tracking sheets to see whether I am on track to reach the grades for my chosen career.

Alternatively, evidence generated as part of the tasks or review self assessment can be listed under the heading of evidence

Goals

My future goals in developing my self-awareness (try where possible to link to future career aspirations)

My future goal in developing my self awareness is that I would like to further improve my confidence as a nurse has to work and communicate effectively with a range of patients and co-workers.