Castlehead High School
Personal Development Award – SELF AWARENESS (H18X 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-awareness folder (Additional Self-awareness pupil resource booklet). The unshaded lessons signpost activities that are contained within the SQA UASP (H18X 45). This can be accessed on the SQA secure site.

Date	Lesson	What the pupil is learning / developing	Learning Intentions & Success criteria	Suggested learning activities / methodologies / resources	Links with other curricular areas (including SQA skills framework)

	1	Introduction / overview of Personal Development Award, focus on purpose of self-awareness unit
		
		HWB 319a
		
		HWB 320a/420a
			<u>Learning Intention</u>
			I am learning about the content and purpose of the personal development course.
			
			<u>Success criteria</u>
			I can
			• Discuss why developing my own skills is important to my future aspirations.
				Resources required
				Pupil workbooks (refer to page 2), access to video on server, flipchart paper, felt pens etc.
				
				1. Distribute pupil folders and workbooks for self-awareness unit.
				2. Introduce course by presenting power point "Introduction to Personal Development" (including Did ye Ken video/slideshow).
				3.
				  • Following viewing of video/slideshow ask pupils to work in groups of 4.
				  • Issue 1 piece of flipchart paper to each group – this will be used as a graffiti board.
				  • Individually pupils should record their own thoughts on why skills development will be important in relation to employability in the future (approx. 3 minutes).
				  • Each pupil within the group of 4 should then take turns to report back their findings (approx. 5 minutes).
				If time permits pupils from each group should report back their conclusions to the class. This should be facilitated by the teacher and may use the form of a cooperative technique such as expert gallery, one stay, three stray etc.
					Health and wellbeing
					• Develop my self-awareness, self-worth and respect for others
					
					Literacy
					• Communicate, collaborate and build relationships
					
					Numeracy
					• Appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts
					
					SQA Skills Framework
					1. Literacy (1.3)
					5. Thinking Skills - understanding (5.2)

	2	Career Related Skills and Qualities **HWB 319a** **HWB 320a/420a**	<u>Learning Intention</u> I am learning to identify the different skills and qualities that are desirable for a variety of jobs. <u>Success Criteria</u> I can • Identify 3 skills and 3 qualities for a variety of jobs. • Give my own opinion and listen to that of others.	***Resources Required*** ***Pupil workbooks (page 3-5), job cards (4 copies of each).*** 1. Teacher Introduction – Explain to pupils what the difference between a quality and a skill is. 2. Issue each group of 4 with a copy of the same job card. 3. Ask pupils to firstly read on an individual basis (approx. 3 minutes) 4. Pupils discuss in group to identify and agree on the 3 most important skills and qualities for their own job. 5. Pupils should complete this exercise for a minimum of 3 other jobs. This can be completed in a number of different ways depending on preference of teacher. (Active Learning and Teaching methodologies should be used where possible. Variety of group formations • Simply rotate work cards around existing groups	**Literacy** • Extend and enrich my vocabulary through listening and talking **SQA Skills Framework** 1. Literacy (1.3) 5. Thinking Skills - applying (5.3)

				• *Use 1 stay 3 stray format (co-operative technique) * = Refer to Additional Teacher Notes for explanation of co-operation technique.	
	3	Self-assessment of qualities, skills and interests **HWB 301a/401a** **HWB 319a**	<u>Learning Intention</u> I am learning to analyse the different qualities, skills and interests that I have. **<u>Success Criteria</u>** I can • Rate the strengths I have in relation to my own personal qualities and skills. • Rate the development needs I have in relation to my own personal skills.	***Resources required*** ***Pupil workbook pages 6-8*** 1. Pupils individually complete self-assessment questionnaire for their own qualities, skills and interests using the key 1,2,3,4. 2. Pupils may add any additional qualities, skills, interests as desired. 3. Ask pupils to tick their 4 main strengths and their 4 main development needs in the quality and skills section. Pupils must consider these carefully as they are important for the next section of work. 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.	**Health and wellbeing** • Develop my self-awareness, self-worth and respect for other • Reflect on my strengths and skills to make informed choices when planning my next steps **SQA Skills Framework** 3. Health and wellbeing (3.1)
	4	Introduction to SWOT analysis 1	<u>Learning Intention</u> I am learning how to complete a SWOT analysis. <u>Success Criteria</u> I can • Identify the strengths, weaknesses, opportunities and threats to a given scenario.	***Resources required*** ***Pupil workbook page 9, flipchart paper, access to view power point.*** 1. Introduce SWOT analysis using page 8 of the pupil workbook. A power point slide is available to support the teaching of this to the class. 2. Display the scenario for Joe from the power point. Read through with class as required. 3. Allow pupils 15 minutes to record the strengths, weaknesses, opportunities and threats for Joe in groups of 4 on flipchart paper. 4. Display answers for Joe's scenario. Add additional correct responses from groups if relevant.	**Health and wellbeing** • Develop my self-awareness, self-worth and respect for other **Literacy** • Reflect and explain my literacy thinking skills using feedback to help me improve **SQA Skills Framework** 5. Thinking skills – understanding (5.2)
	5	Self-assess their own skills and qualities by using a personal awareness and development techniques (SWOT)	<u>Learning Intention</u> I am learning to use a SWOT analysis to analyse my own strengths, weaknesses, opportunities and threats.	***Resources required*** ***SQA UASP (H18X 45) page 9*** 1. Using notes and knowledge from last lesson pupils should complete a SWOT analysis that identifies their own S,W,O,T in relation to their future career.	**Health and wellbeing** • Develop my self-awareness, self-worth and respect for other • Reflect on my strengths and

		Develop self-awareness skills *SA Outcome 1 (1.1)* **HWB 301a/401a**	<u>Success criteria</u> I can • Complete a SWOT analysis that is relevant to my thoughts and feelings towards **my** future career.	***teacher checkpoint***	skills to make informed choices when planning my next steps **Literacy** • Reflect and explain my literacy thinking skills using feedback to help me improve **SQA Skills Framework** 5. Thinking skills – applying (5.3)
	6	Analyse the skills and qualities of others in relation to careers. Receive feedback on personal skills and qualities *SA Outcome 1 (1.2)* **HWB 310a/410a** **HWB 310a/420a**	<u>Learning Intention</u> I am learning to provide and receive feedback on my qualities and skills in relation to future career options. <u>Success Criteria</u> I can • Be considerate and realistic when providing feedback to others. • Listen to advice and think of ways to improve my development needs / weaknesses.	*Resources required* *SQA UASP (H18X 45) page 10* **NB** it is beneficial before starting this lesson to point out that other people don't always perceive you in the same way that you do yourself. 'Confidence' is a good example to use to demonstrate this. This lesson can be delivered in a variety of ways depending on teacher preference. 1. Pupils may choose a partner to work with, who knows them well. 2. Teachers may wish to lead the lesson and discuss with individual pupils what they think are their strengths/weaknesses. Other pupils can then be randomly asked if they agree or not and provide evidence for their opinion. 3. Pupils may carousel in groups of 4 and tell one another what they think their strengths and weaknesses are (this means that each pupil will receive feedback from 3 pupils). 4. Each pupil can put their own name at the top of page 10. Pupils can then move in groups or as a class to provide silent (i.e. written only) feedback. Pupils providing feedback should put their names in the top box. **Pupils must show respect for the pupils they are providing feedback to. **Time to complete this exercise will depend on the approach taken. It is important that pupils are aware of their strengths and weaknesses at this point. Teachers may want to initial this page to confirm that they agree with the strengths and weaknesses. Time permitting lesson 7 can be introduced.**	**Health and wellbeing** • Develop my self-awareness, self-worth and respect for others • Reflect on my strengths and skills to make informed choices when planning my next steps **Literacy** • Communicate, collaborate and build relationships **SQA Skills Framework** 1. Literacy (1.3) 3. Health and wellbeing (3.1)

	7	Deciding an aim for their overall project / investigation *SA Outcome 1 (1.3)* **HWB 319a**	<u>Learning Intention</u> I am learning to write an aim and consider what I personally want to achieve from this unit. <u>Success Criteria</u> I can • Construct an aim that outlines what I want to overall achieve • Explain in relation to my skills / qualities / future aspirations why I want to achieve this aim.	**Resources required** *SQA UASP (H18X 45) page 11* *It is important that pupils relate their project aim and explanation to both the topic of careers and their own and others evaluation of their strengths and weaknesses.* *Several examples are provided in the teacher support notes (also available as a power point presentation to display to pupils).*	**Health and wellbeing** • Reflect on my strengths and skills to make informed choices when planning my next steps **SQA Skills Framework** 3. Health and wellbeing (3.1)
	8	Prioritise and plan tasks in a logical sequence to achieve an aim *SA Outcome 1 (1.4)* **HWB 319a**	<u>Learning Intention</u> I am learning to prioritise a series of tasks. <u>Success Criteria</u> I can • Write 4 tasks to complete in a logical order that will help me achieve my aim.	**Resources required** *SQA UASP (H18X 45) page 11* 1. Pupils will individually plan in a logical order 4 individual tasks to make sure that they achieve their aim from page 10. 2. Lead/Talk through examples of tasks on page 11, ask pupils if they can think of any other suitable tasks. 3. Pupils individually complete 'task column' on page 11 to show the 4 tasks that they plan to carry out over the next 6 - 8 periods. Some of the work to be completed for these tasks may be completed in the pupil's own time.	**Health and wellbeing** • Reflect on my strengths and skills to make informed choices when planning my next steps **SQA Skills Framework** 3. Health and wellbeing (3.1)
	9-16	Task management skills Monitoring progress *SA Outcome 2 (2.1 & 2.2)* **HWB 419a** **HWB 320a/420a**	<u>Learning Intention</u> I am following my own plan of work to complete my 4 tasks. <u>Success Criteria</u> I can • Work independently on my own. • Get organised to work quickly. • Work showing motivation and enthusiasm. • Listen and respond to others in a positive way. • Access and use the resources required to complete my tasks.	**Resources required** *SQA UASP (H18X 45) page 12 – 13.* *Various as required for task completion.* • Pupils should be working on the completion of their tasks on an individual basis • Remind pupils to keep a copy of any evidence re completion of tasks. • Remind pupils to update their progress on page 12 regarding their progress and what they have learned about themselves on an ongoing basis.	**Literacy** • Engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT. **SQA Skills Framework** 1. Literacy (1.3) 3. Health and wellbeing (3.1) 5. Thinking skills – understanding (5.2)

					5. Thinking skills – applying (5.3)
	17	Reviewing development of skills and qualities *SA Outcome 3 (3.1)*	<u>Learning Intention</u> I am learning to consider the progress that I have made in my skills and qualities. <u>Success Criteria</u> I can • Rate the strengths I have in relation to my own personal qualities and skills. • Rate the development needs I have in relation to my own personal skills.	***Resources required*** ***Pupil workbook pages 6-8*** 1. Pupils individually complete the final analysis self-assessment questionnaire for their own qualities, skills and interests using the key 1,2,3,4. Pupils must consider these carefully as they are important for the next section of work.	**Health and wellbeing** • Develop my self-awareness, self-worth and respect for others • Reflect on my strengths and skills to make informed choices when planning my next steps **SQA Skills Framework** 3. Health and wellbeing (3.1) 5. Thinking skills – applying (5.3)
	18-20	Reviewing development of skills and qualities and explaining progress / development. Stating future goals for development of self-awareness *SA Outcome 3 (3.1 & 3.2)* **HWB 320a/420a**	<u>Learning Intention</u> I am learning to analyse the improvements I have achieved in my self-awareness qualities and skills. <u>Success Criteria</u> I can • State what I have learned about my qualities and skills making reference to the changes highlighted in my self-assessment and referring to my SWOT. • State my goals for further development of my self-awareness and link this to my future career aspirations.	***Resources required*** ***Pupil workbook, PowerPoint example of pupil response*** 1. Using the completed self-assessment review from previous lesson and the SWOT analysis on page 9 of SQA UASP pupils should consider and analyse what they have learned about their **qualities** (strengths, weaknesses, skills and abilities) It is appropriate to give 1 example for each and to bullet point responses (Teachers may refer to the exemplification in the teacher additional support notes. 2. Following the completion of the above task, pupils should explain what evidence they have to back this up. This is the 'how' or 'what' they have stated for the above. Evidence may be found within evidence generated in the tasks that were completed from page 11 of the SQA UASP. 3. Using the completed self-assessment review from previous lesson and the SWOT analysis on page 9 pupils should consider and analyse what they have learned about their **feelings** (likes, dislikes, interests fears and aspirations) It is appropriate to give 1 example for each and to bullet point responses.	**Health and wellbeing** • Develop my self-awareness, self-worth and respect for others • Reflect on my strengths and skills to make informed choices when planning my next steps **SQA Skills Framework** 3. Health and wellbeing (3 5. Thinking skills – applying (5.3)

				4. Following the completion of the above task, pupils should explain what evidence they have to back this up. This is the 'how' or 'what' they have stated for the above. Evidence may be found within evidence generated in the tasks that were completed from page 11 of the SQA UASP. 5. Pupils should state what their future **goal** is in developing their self-awareness. Common self-awareness qualities are self-confidence, confidence when working with others, giving feedback, receiving feedback, being aware of their skills / abilities (i.e. were there any differences in what they thought about themselves in the self-assessment and to the feedback that they received from others on page 10 of the UASP).	
	21-22	*Consolidation/Catch up*			