Castlehead High School
PERSONAL DEVELOPMENT AWARD – SELF IN COMMUNITY - UNIT OVERVIEW

Unit	**Self in Community**	Curricular Area(s)	**Health and Wellbeing**	Level(s) **National 5**
Year	**S3**	Number of lessons	**23 x 50 minutes**	

Experiences and outcomes

Introductory Statements of Experience

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
- Extend and enrich my vocabulary through listening and talking
- Reflect and explain my literacy thinking skills using feedback to help me improve

Outcomes / links to National Awards

SQA Personal Development Award – Self in Community (level 5)

Outcome 1 (1.1, 1.2, 1.3, 1.4)
Outcome 2 (2.1, 2.2, 2.3)
Outcome 3 (3.1, 3.2, 3.3)

SQA Personal Development Award – Practical Abilities (work completed in this unit may be used to meet the outcomes of the Practical Abilities unit within the award at levels 4 & 5

Links to other areas of the curriculum (including across leaning outcomes)

Citizenship
Employability
Skills for Learning, Life and Work

Context for Learning

Rationale/Content

This unit forms part of the level 5 SQA Personal Development Award. A small number of pupils may be presented at National 3 or 4 levels. The Self in community sub context is based around what the pupils view as being issues that they would like to improve in their own local community. Pupils largely complete this unit in groups of three or four and the focus for skill development is on that of interpersonal skills. However, there is flexibility within the unit to allow identified groups of pupils to complete the unit in the sub-context of distant community (for those who are taking part in world challenge expedition etc).

Learning and Teaching Approaches

The majority of the unit is based around personal reflection and target setting for the future in relation to interpersonal skills and involves pupil working as part of a small group for the majority of the unit, Pupils also have the opportunity to engage with a number of internal and external partnerships. Learning and teaching approaches include;

- Stating learning intentions and success criteria.
- Co-operative learning applications and approaches applied during group work.
- Self assessment and target setting embedded and basis for planned activities.

Assessment

Assessment takes place on an ongoing basis in relation to what the pupil can say, write, make and do. Teacher observations form a large part of the assessment process, but it is equally important that pupils develop their self-awareness and ability to recognise the development of their interpersonal skills realistically. Pupils are issued workbooks which contain templates to record achievement that will demonstrate all outcomes and assessment standards contained in the SQA Award Unit Specification. Pupils are required to keep evidence of the tasks undertaken and this should be confirmed by the teacher.

Further information can be found in the Evidence requirements section on page 3 & 4 of the unit specification.

Skills Development

Curricular area of HWB;	Skills for Learning	Skills for Life & Work
• Develop self-awareness and Interpersonal Skills • Personal Learning Planning • Self assessment and review • Co-operation and negotiation skills • Evaluate personal effectiveness	• Help plan next steps in learning in relation interpersonal skills • Use appropriate language (SWOT) for self evaluation • Make informed choices and decisions about their future learning • Target setting • Monitoring progress and making amendments to a plan of work as necessary	• Communicate effectively when giving and receiving feedback • Recognise when they will do their best by working with others and on their own • Agree and take responsibility for their agreed tasks • 1.3 Listening and talking • 3.1 personal learning • Thinking skills - 5.2 Understanding & 5.3 Applying

Principles of Curriculum Design

Challenge and enjoyment

This unit encourages high aspirations and ambitions for all as it supports and enables pupils to critically assess their own interpersonal skills which can be transferred into all other aspects of the curriculum. Pupils at this stage of the course are provided with greater flexibility in choice of topic as knowledge of PD techniques increases.

Breadth

This unit is based around a group project which allows pupils to cover a broad range of topics within their chosen sub context.

Progression

This unit forms part of the Personal Development Award that will allow pupils to achieve an additional qualification at National 5 (4) level. The development of interpersonal skills are transferable across all curricular areas and will greatly impact on literacy development in the senior phase.

Depth

Pupils demonstrate higher order thinking skills as they self assess, plan and carry out their group project. Pupils are heavily involved in working collegiately and will be able to build on the information that other group members have researched in relation to their chosen topic within the sub-context of self in community.

Personalisation and Choice

This unit responds to the individual views of pupils in what they perceive as issues within their local community. In addition, pupils are also provided with choice in the format that they choose to present the solution researched and their role within the carrying out stage (outcome 2) of the project.

Coherence

Pupils are responsible for planning extended activities that will draw different strands of their learning together. They reflect what they have learned about their own interpersonal skills when working with others and opportunities for future development

Relevance

The entire unit is relevant to pupils in relation to the topic that as a group they choose to research, the tasks that they will complete in relation to their own interpersonal skills and the format of presenting their solution to the community group that they have selected.

Progress in the 4 capacities

Successful Learners

The attributes of;

- Determination to reach high standards of achievement

are developed through pupils having the capability to;

- Make reasoned evaluations in relation to their interpersonal skills and issues that exist within their local (or distant) community

Confident Individuals

The attributes of;

- ambition

are developed through pupils having the capability to;

- be self-aware by self assessing their interpersonal skills and planning for improvements

Effective Contributors

The attributes of;

- Respect for others

are developed through pupils having the capability to;

- demonstrate effective interpersonal skills and work effectively during a group project

Responsible Citizens

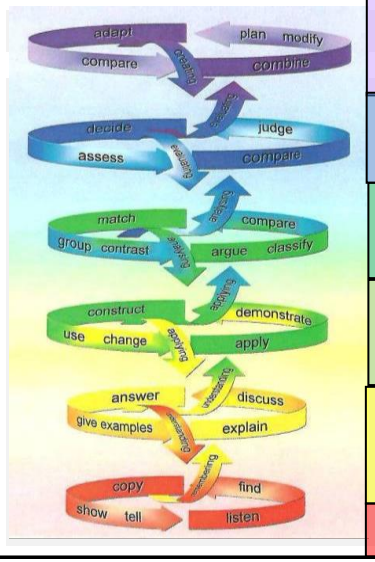
The attributes of;

- resilience

are developed through pupils having the capability to;

- take the initiative and lead the planning of their own tasks and their completion

Development of Higher Order Thinking Skills



Final review of interpersonal skills and evaluation of progress made throughout the duration of the topic. Plan for future development

Independently complete personal planned tasks and assess the development of interpersonal skills when working with others

Construct a range of tasks for individual completion following self assessment and negotiation with peers

Use information generated from self assessment to construct a SWOT analysis in relation to interpersonal skills

Identify, discuss and provide feedback on individual and others interpersonal skills. Discussion and consensus of local community issues

N/A