



# Castlehead High School

## PERSONAL DEVELOPMENT AWARD – SELF AWARENESS - UNIT OVERVIEW



|             |                                 |                           |                             |  |
|-------------|---------------------------------|---------------------------|-----------------------------|--|
| <u>Unit</u> | <b>Self Awareness (Level 5)</b> | <u>Curricular Area(s)</u> | <b>Health and Wellbeing</b> | <b>Level(s) CfE 4 / National 3/4/5</b> |
| <u>Year</u> | <b>S3</b>                       | <u>Number of lessons</u>  | <b>22 x 50 minutes</b>      |  |

| Experiences and outcomes   | Context for Learning  | Skills Development   |   |  |
|--|---|--|---|--|
| <p><b><u>Introductory Statements of Experience</u></b></p> <p><b>Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>Develop my self-awareness, self-worth and respect for others</li> <li>Reflect on my strengths and skills to make informed choices when planning my next steps</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Communicate, collaborate and build relationships</li> <li>Extend and enrich my vocabulary through listening and talking</li> <li>Reflect and explain my literacy thinking skills using feedback to help me improve</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>Appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts</li> </ul> <p><b><u>Outcomes / links to National Awards</u></b></p> <p><b><u>CfE HWB Outcomes</u></b></p> <p><b>HWB 319a</b> – I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning.</p> <p><b>HWB 419a</b> – Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions.</p> <p><b>HWB 320a/420a</b> – I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life.</p> <p><b><u>SQA Personal Development Award - Self-awareness (level 5)</u></b></p> <p>Outcome 1 (1.1, 1.2, 1.3, 1.4)<br/>Outcome 2 (2.1, 2.2)<br/>Outcome 3 (3.1, 3.2)</p> <p><b><u>Links to other areas of the curriculum (including across leaning outcomes)</u></b></p> <p>LIT 301a/401a, 302a/402a, 305a/405a, 306a/406a, 309a/409a, 310a, 410a, HWB 301a/401a, HWB 310a/410a</p> <p><b><u>Possible / Actual Interdisciplinary Links</u></b></p> <p>Possible - TCH 302a, 307b/408b, SOC 305b</p> | <p><b><u>Rationale / Content</u></b></p> <p>This unit is primarily pitched to deliver the level 5 SQA Personal Development Award. A small number of pupils may be presented at National 3 or 4 level. The Self-awareness topic/sub context is based around the subject of career aspirations and will allow pupils to make informed, realistic decisions about their future career based on the analysis and reflection of their own knowledge, skills, abilities and aptitudes. It will significantly contribute towards the S3 final profile and inform for future courses of study in the senior phase. Health and wellbeing experiences and outcomes within the organiser of planning for choices and changes at third and fourth level are fully met through the delivery of this unit.</p> <p><b><u>Learning and Teaching Approaches</u></b></p> <p>The majority of the unit is based around personal reflection and target setting for the future in relation to career aspirations and involves pupil working on an individual basis for the majority of the unit, however, during this work pupils have the opportunity to engage with a number of internal and external partnerships. Learning and teaching approaches include;</p> <ul style="list-style-type: none"> <li>Stating learning intentions and success criteria</li> <li>Co-operative learning applications and approaches applied during group work</li> <li>Self assessment and target setting embedded and basis for planned activities</li> </ul> <p><b><u>Assessment</u></b></p> <p>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 their skills, qualities, aptitudes and feeling 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.</p> <p>Further information can be found in the Evidence requirements section on page 4 of the unit specification.</p> | <p><b><u>Curricular area of HWB ;</u></b></p> <ul style="list-style-type: none"> <li>Develop self-awareness</li> <li>Personal Learning Planning</li> <li>Self assessment and review</li> <li>Co-operation and negotiation skills</li> <li>Task management skills</li> <li>Evaluate personal effectiveness</li> </ul> | <p><b><u>Skills for Learning</u></b></p> <ul style="list-style-type: none"> <li>Help plan next steps in learning in relation to final destinations</li> <li>Use appropriate language (SWOT) for self evaluation</li> <li>Make informed choices and decisions about their future learning</li> <li>Target setting</li> <li>Monitoring progress and making amendments to a plan of work as necessary</li> </ul> | <p><b><u>Skills for Life &amp; Work</u></b></p> <ul style="list-style-type: none"> <li>Communicate effectively when giving and receiving feedback</li> <li>Recognise when they will do their best by working with others and on their own</li> <li>Agree and take responsibility for their agreed tasks</li> <li>1.3 Listening and talking</li> <li>3.1 personal learning</li> <li>Thinking skills - 5.2 Understanding &amp; 5.3 Applying</li> </ul> |

| Principles of Curriculum Design  | Progress in the 4 capacities   |   |
|--|--|---|
| <p><b>Challenge and enjoyment</b></p> <p>This unit encourages high aspirations and ambitions for all as it supports and enables pupils to critically assess their own skills, qualities, knowledge and capabilities and informs decisions to be made in the senior phase to ensure relevant progression to future career aspirations.</p>                          | <p><b>Successful Learners</b></p> <p>The attributes of;</p> <ul style="list-style-type: none"> <li>Determination to reach high standards of achievement</li> </ul> <p>are developed through pupils having the capability to;</p> <ul style="list-style-type: none"> <li>Make reasoned evaluations in relation to their skills, qualities, feelings and capabilities for their future career aspirations.</li> </ul>  | <p><b>Confident Individuals</b></p> <p>The attributes of;</p> <ul style="list-style-type: none"> <li>ambition</li> </ul> <p>are developed through pupils having the capability to;</p> <ul style="list-style-type: none"> <li>be self-aware by self assessing their skills, qualities, feelings and capabilities</li> </ul> |
| <p><b>Breadth</b></p> <p>This unit is organised to enable pupils to learn and develop their self-awareness using information from a variety of sources that can be transferred from the classroom into other aspects of both their school life and post school. Relevant health and wellbeing and literacy skills are developed within the context of careers.</p> | <p><b>Effective Contributors</b></p> <p>The attributes of;</p> <ul style="list-style-type: none"> <li>Respect for others</li> </ul> <p>are developed through pupils having the capability to;</p> <ul style="list-style-type: none"> <li>Make informed choices and decisions for the senior phase</li> </ul>   | <p><b>Responsible Citizens</b></p> <p>The attributes of;</p> <ul style="list-style-type: none"> <li>resilience</li> </ul> <p>are developed through pupils having the capability to;</p> <ul style="list-style-type: none"> <li>take the initiative and lead the planning of their own tasks and their completion</li> </ul> |
| <p><b>Progression</b></p> <p>The purpose of this unit is to facilitate pupils in identifying their future career aspirations post school and to enable them to make informed decisions in regard to their own pathway in the senior school.</p>  | <div data-bbox="1142 742 2038 1340"> <p style="text-align: center;"><b>Development of Higher Order Thinking Skills</b></p> <p>The diagram illustrates a cyclical process of developing higher order thinking skills. It consists of six main stages, each represented by a colored oval with associated actions:</p> <ul style="list-style-type: none"> <li><b>Stage 1 (Red):</b> copy, show, tell, listen, find</li> <li><b>Stage 2 (Yellow):</b> answer, give examples, explain, discuss</li> <li><b>Stage 3 (Green):</b> use, change, apply, demonstrate</li> <li><b>Stage 4 (Light Green):</b> group, contrast, argue, classify, compare</li> <li><b>Stage 5 (Blue):</b> decide, assess, judge, compare</li> <li><b>Stage 6 (Purple):</b> adapt, compare, plan, modify, combine</li> </ul> <p>Arrows indicate the flow between these stages, showing a continuous and iterative process. The final stage leads back to the beginning, completing the cycle.</p> </div> |   |
| <p><b>Depth</b></p> <p>Pupils demonstrate higher order thinking skills as they self assess, plan and modify personal learning plans / targets.</p>   |  |   |
| <p><b>Personalisation and Choice</b></p> <p>This unit responds to the individual needs and aspirations of all pupils and informs personal choice in the senior phase and beyond. This unit acts as a safe guard to ensure that future pathways are based on sound information / knowledge and will lead to successful outcomes for pupils.</p>                     |  |   |
| <p><b>Coherence</b></p> <p>Pupils are responsible for planning extended activities that will draw different strand of their learning together. They reflect what they have learned about their own skills, qualities and feelings in relation to careers.</p>  |  |   |
| <p><b>Relevance</b></p> <p>Planning for future career aspirations and the pathways to them ensures that pupils value what they are learning and the relevance this has to their lives, present and future.</p>   |  |   |

