

Year 9 BTEC Award/Certificate/Diploma in Personal and social development - Unit

ENTRY ONE , TWO and THREE AUTUMN TERM					
Topic/ Unit	Learning objectives	Activity / methodology	AC	Resources	Equality and Diversity / and Risk Assessment notes
Personal Progress Unit 21 = 3 credits Developing self awareness All about me	<p>By the end of the Unit students will be able to: Be aware of themselves as an individual</p> <p>Be aware of their relationship to others</p> <p>Assessment mode?</p> <ul style="list-style-type: none"> Targeted Q&A Discussion of the course requirements. Written answers to open questions. 	<p>Remember Circle time, making posters</p> <p>Model and Try</p> <ul style="list-style-type: none"> confirming personal details in response to straightforward questions (e.g. 'Are you David?') knowing their own name and some personal details (e.g. parent's name, number of base rooms at college) being aware of their gender, age (e.g. 15 or adult, not a child) and other significant defining characteristics (e.g. hair colour or wearing glasses) knowing what they like and dislike <p>focusing fleetingly on images of themselves</p> <ul style="list-style-type: none"> confirming personal details in response to straightforward questions (e.g. 'Are you David?') knowing their own name and some personal details (e.g. parent's name, number of base rooms at college) being aware of their gender, age (e.g. 15 or adult, not a child) and other significant defining characteristics (e.g. hair colour or wearing glasses) knowing what they like and dislike understanding their own capabilities (e.g. 'I can use a lift', 'I need to be accompanied when I go to town') identifying what they would like to do in the future identifying what they would like to change or develop about themselves or their situation <p>expressing consistent preferences, (e.g. for flavours or for particular</p>	1.1	<p>Circle time</p> <p>Poster</p> <p>All about me work sheets(from folder)</p> <p>Making family tree</p> <p>Going out in library park shops.</p> <p>Role play</p>	<p>Ensure that the possible choices can be accessible to everyone in the group.</p> <p>Literacy support</p> <p>Ensure all resources are at least font size 16 .</p> <p>Multi sensory learning throughout.</p> <p>Provide set task and reward board.</p> <p>Simple instructions for asd students.</p> <p>Timer</p>

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		<p>types of activity)</p> <ul style="list-style-type: none"> ■ requesting events or activities using signs, symbols, objects or words with or without prompting ■ using actions, gestures or words to indicate choice (e.g. about what to wear, what activity to do, how they want to be supported, what they want to learn) ■ communicating information about themselves to others (e.g. 'I'm cold', 'I come to the day centre with my sister') ■ asking for help to do something they wish to achieve ■ explaining what is important to them (e.g. 'I want to live near my family', 'I want to do more things on my own', 'I need to have friends around me, I like to work with Sue') ■ expressing hopes and aspirations (which may not be entirely realistic in their first iteration) ■ setting targets for themselves (which may not be entirely realistic in their first iteration), with or without support, and sharing these with others <p>accepting the presence of familiar people</p> <ul style="list-style-type: none"> ■ showing interest in significant people in their lives (e.g. being aware that they belong to a family and identifying their place within it (e.g. as mother and daughter, as uncle and brother) ■ being aware that they belong to one or more wider communities (e.g. club/school/town) and how they fit into it (e.g. as member, leader, helper, service user) ■ recognising the roles of different people in their lives (e.g. to teach, to provide different sorts of support, as friends) <p>Try:</p> <p>what do you know about you- activity powerpoint presentation.</p>	1.2		
			2.1		
Personal Progress Unit 6 = 2 credits	By the end of the lesson students will be able to: Have an awareness of position Assessment mode?	Remember : Playing stack game Main activity:	1.1	Maths work sheets on shapes Making shapes and recognising them.	If we were out walking around the college site, would we have to modify

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<p>Early math mathematics; position</p>	<ul style="list-style-type: none"> Targeted Q&A Observation of students doing the healthy activity. 	<ul style="list-style-type: none"> investigating positions through activities such as lining up objects understanding simple words, signs and symbols to describe position such as in, out, on understanding direction of movement, e.g. towards, backwards, up and down and use some familiar signs, symbols or words to describe position such as inside, outside, above, below, front and back understanding and applying simple positional vocabulary and simple statements about the direction of movement <p>Try: Demonstrate an awareness of position</p> <p>Activity: making poster</p>		<p>BBB bite size interactive game on maths</p> <p>Preposition work sheets</p>	<p>our route if someone was a wheelchair user?</p> <p>If using the college, shopping etc check the lift works.</p> <p>Multi-sensory learning throughout. Broken down instructions Use of time for set task</p>
<p>Entry 2 Unit 1 = 2 credits</p> <p>Working Towards Goals</p>	<p>By the end of the lesson students will be able to: Demonstrate an awareness of personal skills and qualities</p> <p>Demonstrate an awareness of how to identify goal</p> <p>Follow steps to achieve a personal goal</p> <p>Assessment mode?</p> <ul style="list-style-type: none"> Targeted Q&A Written evidence. Observation of discussion 	<p>Discussion: Examine and identify differences between skills, qualities, strengths and weaknesses</p> <p>Model Try and Apply</p> <p>Learners could complete a list and/or give examples of things that they are good at/do well/work on/should improve/get better at. Teacher to facilitate learning by presenting (self) examples of their personal day to day life/school activities. Teacher and learner should use their core subjects (exercise books) to identify area that requires improvement. Teacher can use statements in order to identify qualities of the students - peers activity: What I like about you.</p> <p>Students to use a dictionary to find and define the keywords then to explain it by using their own words. Students to use the list of words and phrases that best describe them. Then to design a leaflet describing own strengths and skills. Group discussion: what are the goals? Why are goals important? Difference between short term and long term goals Students to complete the sheet what are my strengths? In order to find out the areas for improvement and agree the goal with the teacher.</p> <p>Students to relate their goals to their subjects, college, work experience and termly objectives. Students to be able identify</p>		<p>WTG Folder</p> <p>Worksheets spider diagram</p> <p>Laptop</p> <p>Mini white board</p>	<p>Use of dictionary for EAL students. Set task and broken-down instructions for ASD students Reward/ behaviour chart. Stretch: extension task on T.targets</p>

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		<p>the difference between short term and long term goals. Example of school and personal life to be given for better understanding.</p> <p>Students to produce a spider gram which outline the activities/ support that are required to achieve their goal. Teacher to provide an example of the spidergram and plan for each student according to their goal. Students to complete a table what I achieved/ learned/ went well and what it did not go so well/didn't achieve/ didn't learn</p> <p>Try and Apply</p> <p>make a presentation about you and your goals</p>			
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<p>Entry 2 Unit 4 = 2 credits</p> <p>Developing self</p>	<p>By the end of the Unit students will be able to:</p> <ul style="list-style-type: none"> Be able to recognise their strengths and areas they need to develop Recognise how to develop themselves Review their development <p>Assessment mode?</p> <ul style="list-style-type: none"> Targeted Q&A Observation of discussion Written evidence 	<p>Teacher :Introduction to the unit</p> <p>Whole class discussion establishing learners' knowledge. Good and bad qualities activity Differentiation with visual aids</p> <p>Things about me worksheet; Differentiation: Me and my thoughts (tes I board)</p> <p>My qualities. Qualities I like. Differentiated activity: Make your own template with strength and abilities by using the given format (tes I board),</p> <p>Differentiated: Timeline (tes I board), Create a high self-esteem and a low self- esteem character(tes I board), Group the good and bad qualities on grouping highlighter activity (tes I board) Group work: After you have read the story A bad, bad, day discuss What went wrong? What could he have done to make his day better? Differentiation: Draw a face showing two different feelings</p> <p>Fill in the board with good/bad qualities (2nd session strengths and weaknesses) and get them to offer an example each. Differentiation activity: Fill in the board with age options - hair colours, height (tall or short) and pupil's full name; use of How do you feel book to identify the feelings and group them into It's good to be - It's not good to be</p> <p>Individual work: After you have watched the video identify and complete the activity sheet http://www.youtube.com/watch?feature=player_detailpage&v=YhbULttQ0G0</p>		<p>Developing self folder Use of ICT and whiteboard</p> <p>Scissors Glue Mini whiteboard Pens</p> <p>Video Activity sheet</p> <p>Activity sheet</p> <p>Mobile phones</p> <p>Mobile phones</p> <p>Contact numbers to local and familiar institutions.</p> <p>Organise the trip</p>	<p>Reward chart Clear instructions Literacy support for students. Ensure all resources are at least font size 16 and in comic sans. Dictionary</p>

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		<p>Teacher led: individual discussion about the skill and behaviour they need to develop; describe a personal strength and sustain your answer with images/make a poster</p> <p>Brainstorms ideas of What could you get better at.....? and make a list with the ones that you really want to improve at.. Differentiation: My qualities. Qualities I like. Make your own template with strength and abilities by using the given format, Group the good and bad qualities on grouping highlighter activity</p> <p>Choose an area of self development and state why? and who? Will support me to get better at it</p> <p>Show images of different types of feelings and group them into It's good to be - It's not good to be; Choose an area of self development</p> <p>Plan activities accordingly</p> <p>For example, Develop - communication skills</p> <p>Group work: discuss the importance of asking questions during a conversation</p> <p>Question improvisations - make a conversation totally formed of questions. Throw the yarn until it makes a web</p> <p>Teacher : ask to share their ideas on the difference between hearing and listening. Then, tell them: There's a big difference between hearing and listening e.g. You can hear a train coming and you can hear a dog barking. Group discussion: Can you think of other examples? Complete the activity sheet to practice the understanding of hearing and listening</p> <p>Teacher led discussion about how to start and end a conversation.</p> <p>Group discussion: ask about formal and informal ways of greetings and ending conversations</p> <p>Role play: Practice telephone conversations</p> <p>Teacher: giving feedback on how they did during their role play</p> <p>Teacher led: explain how to use a mobile phone and focus on common commands, e.g. answer, end, dial, voicemails, messages</p> <p>Role play with real mobile phones</p> <p>Call and leave a voicemail after the beep. Swap the mobile phones and listen to your voicemails.</p> <p>Use of real mobile phones to send messages to each other.</p> <p>Use a real situation to make a phone call.</p> <p>Complete peer assessment evaluation</p> <p>Trip -communication skills through planned opportunities for social exchange.</p> <p>Trip - extending communication skills through planned opportunities for social interactions</p> <p>Teacher led - What type of body language would you use when meeting/greeting other people</p> <p>What can be done to ensure everyone contributes in a discussion, and plan your questions or what you are going to say</p> <p>Teacher led- review how to start and end a conversation by giving extreme examples</p>			
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		<p>After the review complete the worksheet</p> <p>Teacher led discussion- what can be done to ensure everyone contributes in a discussion.</p> <p>Assessment feedback and review Complete self assessment worksheet What went well What did not go so well</p>			
<p>Entry 3 Unit 11 = 2 credits</p> <p>Working Towards Goals</p>	<p>By the end of the Unit students will be able to: Be able to identify goals Be able to plan how to meet their agreed goal Follow a plan to achieve an agreed goal</p> <ul style="list-style-type: none"> • <p>Assessment mode?</p> <ul style="list-style-type: none"> • Targeted Q&A • Observation of discussion • Written evidence 	<p>Remember weaknesses and goals</p> <p>Main activity: Use student centred check list of skills and qualities and ask students to identify what is related to them. Students should also state why they have related to it. Students to work as a group to identify themselves from the activity Is that really me? Teacher to write on the board words or sentences, according to their level, about the students and they should take each word/sentence and decide if it is a good description of them , opposite or does not apply it at all. Ask the students if they agree or disagree with their answers. Learners to use their core subjects teacher feedback and/or termly objectives to set a realistic short term goal</p> <p>Students to produce a spidergram, teacher to show an example of one, which outline the activities/ support that are required to achieve their goal. Discuss as a group what resources/help/activities they will need, relevant to their goal in order to produce their individual plan within a time framework. Teacher to support students to allocate each task/activity a certain time</p> <p>Students to complete a weekly chart based on the activity to view progress towards their goals. Teacher to monitor their progress.</p> <p>Try: self assessment on achieving goal</p> <p>Activity: Students to complete a self-assessment what I achieved/ what I didn't achieve</p>	<p>1.1 1.2 1.3</p> <p>2.1 2.2 2.3</p> <p>3.1 3.2 3.3</p>	<p>Unit 11- folder</p> <p>Pen paper scissor Colour Worksheets Writing frames</p>	<p>Support: Simplified Use first person to deliver the activity and answer with yes/no.</p> <p>Stretch - Individual work with less support. TA support. Bank words. Writing framework.</p> <p>Stretch: students to follow the format plan and writing framework with minimal support. Students to insert table on their own by following the written steps. Support: TA to facilitate producing the spider gram/table by providing one word/command at a time or visual prompt.</p>
<p>Entry3 Unit14 = 2 credits</p>	<p>By the end of the Unit students will be able to: Understand how to identify areas for self-development</p>	<p>Explore different types of strengths and personal skills, qualities and abilities. Watch and read the articles below and ask students to identify personal skills, ability required to do different jobs. Come together and discuss findings. Students to be able to acknowledge personal skills and develop others. Talk about weaknesses and ask students to complete the w/s from pages 74,75</p> <p>After they have watched the video to list the strengths and weaknesses identified</p>	<p>1.1 1.2 1.2</p> <p>2.1 2.2 2.3 2.4</p>	<p>Unit 14 folder</p>	<p>Literacy support . Dictionary for EAL Visual support Verbal prompts Clear instructions Reward chart Stretch: Question answers to sustain responses</p>

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Developing self	<p>Understand how to take responsibility for their own self-development</p> <p>able to demonstrate how they have developed personal skills</p> <p>Assessment mode?</p> <ul style="list-style-type: none"> • Targeted Q&A • Observation of discussion • Written evidence 	<p>http://www.youtube.com/watch?feature=player_detailpage&v=YhbULttQ0G0</p> <p>Students to identify , with support, personal skill or behaviour they need to develop. Student-teacher discussion about the skill and behaviour they need to develop; describe a personal strength and sustain your answer</p> <p>Make a poster with annotation on: What could you get better at.....?</p> <p>Choose an area of self-development and state why? and who? Will support me to get better at it</p> <p>Plan activities accordingly</p> <p>Try</p> <p>Assessment feedback and review</p> <p>Complete self assessment worksheet What went well What did not go so well</p> <p>Students could carry on activities based on the feedback provided</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p>		
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