

LESSON 3

Identifying Areas for Personal Development

60 minutes

Strand 1.1: Understanding Myself

Reflecting

Outcome LCW.M1.S1.PD.1

WHAT THIS LESSON DOES

Reflect on how you show up in schoolwork, relationships, self-management and wellbeing. Build a self-audit by rating your strengths and development areas, backing each with a real occasion from your life.

HANDLE WITH CARE

- Wellbeing, setbacks and self-management rows can open distress or heavy home material. If that happens, pause the audit for that student, do not probe in class, and signpost the school guidance counsellor and follow your school's pastoral procedure.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S1.PD.1	explain the concept of personal development.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Identify three current strengths and three development areas with evidence
- Attach one specific occasion to every claim so ratings mean something
- Use the audit as the menu for a longer-horizon goal next lesson

KEY TERMS

Term	What it means here	For example
self-audit	An honest stock-take of where you are strong and where you have room to grow, with a real occasion behind every claim.	Rating teamwork and writing one sentence about the fundraiser phone calls you made in October
strength	Something you already do well enough that other people could notice it, backed by a moment that shows it.	Keeping a part-time job for a full year while staying on top of homework
development area	Something worth getting better at, not a flaw to hide: a skill or habit you can practise on purpose.	Speaking first in group work when you usually wait for someone else to start

BEFORE THE BELL

- Ensure all students have their Strand 1.1 folder (Personal development) from lessons 1 and 2.
- Students create Self-audit today if needed: filename Self-audit, plain document, six short evidenced lines.
- Prepare safe example occasions for students who struggle to think of evidence, including stems such as a homework night last week and a match or shift where roles changed.
- Check every student still has their Strand 1.1 folder from lessons 1 and 2 (Personal development).
Students create Self-audit today if it is not already there: filename Self-audit , plain document, six short evidenced lines (three strengths and three development areas, each with rating and one dated occasion).
Have a few safe example occasions ready for students who freeze on evidence, including stems such as a homework night last week and a match or shift where roles changed .
- On screen this lesson: self-audit.

Identifying Areas for Personal Development

HOW THE LESSON RUNS

5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Build Your Self-audit
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking for one recent moment someone felt useful, without naming the skill yet. That seeds the evidence rule before the audit begins.

5 min Key Terms

Stress that a development area is not a confession. Students who only write strengths are usually protecting themselves, not being accurate. If anyone is new or returning after absence, point them to the Strand 1.1 folder set up in lessons 1 and 2 before the activity starts.

35 min Build Your Self-audit On screen: self-audit

SUGGESTED TIMING

- 15 minutes: class works the self-audit interactive on the board and devices
- 15 minutes: students choose three strengths and three development areas and write them into Self-audit using the skeleton layout
- 5 minutes: pair check that every line has a real occasion

LOOK-FORS

- Evidence names a time, place or task, not a personality adjective
- Development areas are skills or habits you can practise, not vague wishes like "be better"
- Students who cannot evidence a claim remove it rather than invent one

TEACHING TIPS

If someone writes *good at teamwork*, ask *When did that show up?* Circulate early. The three development areas must be usable next lesson as a goal menu, so push for concrete wording now. Keep the pair evidence-check visible on the clock so it is not skipped when write-up runs long.

PASTORAL NOTE

Rows on physical wellbeing and energy, handling setbacks, and managing myself (sleep, overload) can open mental-health, family or distress material. If a student discloses distress or a heavy home or wellbeing situation while evidencing a row, pause the audit for that student, do not probe for more detail in class, and signpost the school guidance counsellor. Follow your school's own pastoral procedure.

10 min Think About It

Keep this display-only. Use the missing-occasion question with two volunteers; it usually surfaces the lesson's main point faster than a recap.

5 min What you covered

Quick scan: every student should leave with six evidenced lines in Self-audit (filename Self-audit, Strand 1.1). Flag anyone still writing adjectives with no occasion before they go.

TEACHING MOVES

- Model the evidence rule using a whole-class example at the start.
- Circulate during the self-audit activity to prompt for specific occasions.
- Keep the pair evidence-check on the clock so it is not skipped when write-up runs long.
- Use the missing-occasion question with volunteers to surface the main point.
- Encourage honest reflection by stressing that development areas are growth opportunities.

WHAT TO WATCH FOR

- Students write claims without evidence: remind them to include one specific occasion for each.
- Students list only strengths: explain that development areas are normal and valuable to identify.
- Students use vague examples: guide them to be specific about the task or moment.

DIFFERENTIATION

- Support: Offer sentence starters for writing occasions during the activity.
- Extension: Challenge students to connect one development area to a potential long-term goal.
- Support: Pair students for the Think About It reflection to share ideas.

WHAT STUDENTS ARE LEFT WITH

- Self-audit: three strengths and three development areas, each rated with one specific occasion