

# Unit DM: Part A – Developing myself



## ✓ Checklist

Name:	Date:
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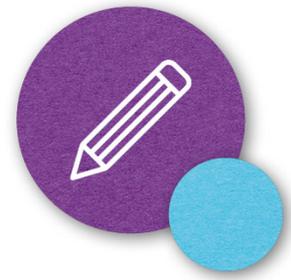
Session	Aim	Achieved ✓	Notes
1 Who am I?	• I feel part of a supportive group for the PSE course	<input type="radio"/>	
	• I am aware of my own identity and heritage	<input type="radio"/>	
	• I am aware of my strengths	<input type="radio"/>	
2 Ubuntu – I am because we are	• I see how my own personal effectiveness is linked to the success of those around me	<input type="radio"/>	
3 Identifying feelings	• I can tell the difference between different feelings	<input type="radio"/>	
4 Managing feelings	• I have some strategies for managing my feelings	<input type="radio"/>	
5 Fail fest	• I understand that it is normal to fail even though it feels uncomfortable	<input type="radio"/>	
	• I appreciate that failure brings about learning opportunities	<input type="radio"/>	
6 Vulnerability and bravery	• I can define and use the word 'vulnerability'	<input type="radio"/>	
	• I recognise that feeling vulnerable is part of learning	<input type="radio"/>	

Tutor/assessor feedback:

# Unit DM: Part A – Developing myself

## Session 1: Who am I?

### What I like about...



- Write your name in the box below and pass this sheet to the person on your right.
- Write in something you like or admire about this person, fold along the dashed line and pass it on to the next person so they can't see what you have written.
- Keep going until the sheet is full and read what other people said about you.

Name:
What I like about this person is...
What I like about this person is...
What I like about this person is...
What I like about this person is...
What I like about this person is...
What I like about this person is...
What I like about this person is...



# ✓ Checklist

Name:	Date:
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Session	Aim	Achieved ✓	Notes
1 Plan Do Review	<ul style="list-style-type: none"> <li>• apply the Plan Do Review method to your learning</li> </ul>	<input type="radio"/>	
2 SMART targets	<ul style="list-style-type: none"> <li>• set SMART targets</li> </ul>	<input type="radio"/>	
3 Vision and values	<ul style="list-style-type: none"> <li>• consider long-term goals rather than just SMART targets</li> </ul>	<input type="radio"/>	
4 Resilience	<ul style="list-style-type: none"> <li>• gain an overview of how our bodies respond to threat</li> </ul>	<input type="radio"/>	
	<ul style="list-style-type: none"> <li>• identify strategies for managing those responses</li> </ul>	<input type="radio"/>	
5 Questions	<ul style="list-style-type: none"> <li>• evaluate questions that move our learning forward</li> </ul>	<input type="radio"/>	
6 Giving and receiving feedback	<ul style="list-style-type: none"> <li>• give and receive constructive feedback</li> </ul>	<input type="radio"/>	

Tutor/assessor feedback:

## Unit DM: Part B – Developing my performance

### Question card sort



Unit DM: Part B – Developing my performance		Session 5: Questions	
Name:		Date:	

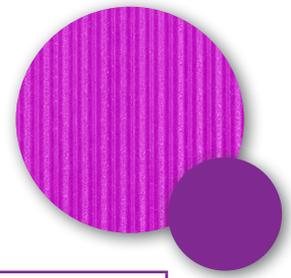
Sort out the questions below into three categories. Do they belong in the planning, doing or reviewing phase of a project?

 Planning	 Doing (monitoring)	 Reviewing

What is the task?	Why am I doing this?	Where will I do this?	How can I do it?	What similar tasks have I done in the past?
When is the deadline?	Is this working?	Am I on schedule?	Who can help me?	
How did I overcome my problem?	What further information do I need?	What can I learn from this?		

## Unit WW: Working with others

# ✓ Checklist



Name:	Date:
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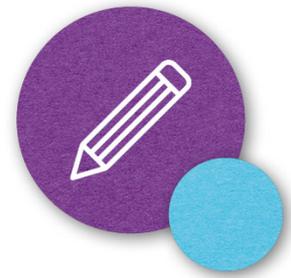
Session	Aim	Achieved ✓	Notes
1 Team roles	<ul style="list-style-type: none"><li>acknowledge that teams work best when they involve different kinds of people</li></ul>	<input type="radio"/>	
	<ul style="list-style-type: none"><li>consider how to use our strengths to benefit a team</li></ul>	<input type="radio"/>	
2 Obstacles to working together	<ul style="list-style-type: none"><li>reflect on how our prejudices might prevent us from working effectively with others</li></ul>	<input type="radio"/>	
3 Empathy and social skills	<ul style="list-style-type: none"><li>apply empathy to social situations</li></ul>	<input type="radio"/>	
4 Listening	<ul style="list-style-type: none"><li>listen effectively</li></ul>	<input type="radio"/>	
5 Conversation	<ul style="list-style-type: none"><li>effectively take part in conversations: listening, taking turns and responding to other people's views</li></ul>	<input type="radio"/>	
6 Leadership	<ul style="list-style-type: none"><li>apply the definition of leadership as taking responsibility for developing potential to our own situations</li></ul>	<input type="radio"/>	
7 Boundaries	<ul style="list-style-type: none"><li>establish and maintain personal boundaries</li></ul>	<input type="radio"/>	

Tutor/assessor feedback:

# Unit WW: Working with others

## Session 7: Boundaries

### Boundaries scenario cards



#### Boundaries scenario 1

Your mum calls and starts talking. You love your mum, and you can hear in her voice that she really needs to talk to you, but you are stretched thin at work and don't have time to sit on the phone and chat with her. But you feel too guilty — you never seem to have time for her anymore — so you just let her talk. Eventually, you get more and more irritable until you finally hang up and spend the rest of the day in a terrible mood.

#### Boundaries scenario 2

You are looking forward to a nice evening in with your partner. You've texted them to say that you're making dinner and can't wait to see them. They text back to let you know that they've gone out for a quick drink after work with some colleagues, but they'll be home soon. Your heart drops. "Soon" doesn't usually mean the same thing to both of you. It could be an hour, two, or even three before they get home.

#### Boundaries scenario 3

Someone at work has been flirting with you. You tried to let them know politely that you weren't interested, but they keep inventing reasons to talk to you. It's not like they are doing anything inappropriate. It's more that they keep looking at you in a way that doesn't feel good. But if you go to Human Resources to complain about it, you'll probably end up feeling foolish.

#### Boundaries scenario 4

Your best friend has recently confided in you that they want things to shift into a more romantic relationship. You don't feel the same way about them, but you also don't want to hurt their feelings or lose their friendship.

#### Boundaries scenario 5

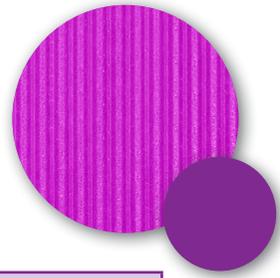
You have a friend who is always calling for your advice or a favour. You're happy to give them advice, and usually the favours aren't a big deal, but it never seems to work the other way. They don't do anything for you, ever; and they never even seem interested in hearing anything about your life.

#### Boundaries scenario 6

You have a family member who is very affectionate and always wants to hug and kiss you. You love them and you don't want to hurt their feelings, but you are not a touchy kind of person. It's gotten to the point where you feel anxious about going to family gatherings and you've started to feel uncomfortable around them.

## Unit WW: Working with others

# Boundaries reflection



Unit WW: Working with others

Session 7: Boundaries

Name:

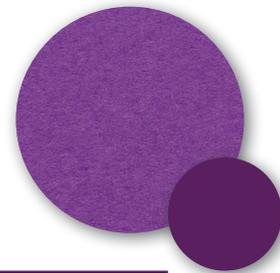
Date:

Our boundaries are what we find acceptable and unacceptable about how people treat us. Being clear about this helps us have a healthy sense of our own worth.

 Aspects of my life	 What I'm okay with	 What I'm not okay with
<b>Physical</b> Personal space that I need		
<b>Emotional</b> Recognising that I only have control over my own feelings		
<b>Moral</b> What fits with my core values		
<b>Material</b> How I treat my money and things		
<b>Spiritual</b> I have my beliefs and others can have theirs		

## Unit PS: Problem solving

# ✓ Checklist

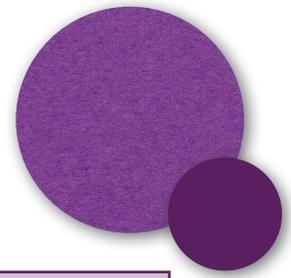


Name:	Date:
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Session	Aim	Achieved ✓	Notes
1 Defining the problem	<ul style="list-style-type: none"><li>define a problem</li></ul>	<input type="radio"/>	
2 Generating ideas	<ul style="list-style-type: none"><li>generate multiple ideas for solving problems</li></ul>	<input type="radio"/>	
3 Process not product	<ul style="list-style-type: none"><li>understand that the skill of problem solving is about the process not about success or failure</li></ul>	<input type="radio"/>	
4 Making decisions	<ul style="list-style-type: none"><li>recommend solutions based on careful analysis</li></ul>	<input type="radio"/>	

Tutor/assessor feedback:

# 📄 Six degrees of separation



Unit PS: Problem solving

Session 3: Process not product

Name:

Date:



1

2

3

4

5

6



Your choice of topic:



First aid



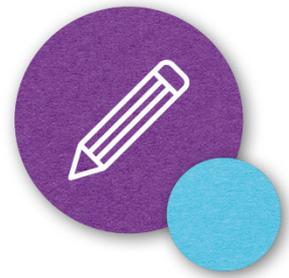
Penguins



Your favourite children's book



Unit PS: Problem solving  
Session 3: Process not product  
Six degrees of separation (blank)

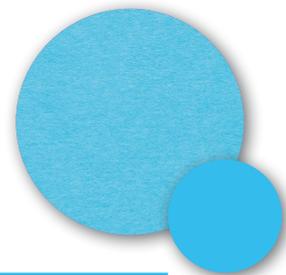


Name:	Date:
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<b>From...</b>
1.
2.
3.
4.
5.
6.
<b>To...</b>

## Unit DP: Delivering a project

### ✓ Checklist



Name:	Date:
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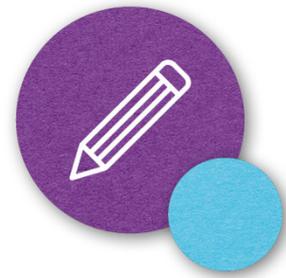
Session	Aim	Achieved <input checked="" type="checkbox"/>	Notes
1 Choosing a topic	<ul style="list-style-type: none"><li>generate ideas for our projects</li></ul>	<input type="checkbox"/>	
2 Using evidence	<ul style="list-style-type: none"><li>assess the impact of misleading information</li><li>evaluate the reliability of sources of information</li></ul>	<input type="checkbox"/> <input type="checkbox"/>	
3 Using data	<ul style="list-style-type: none"><li>design a research process that involves data collection and analysis</li></ul>	<input type="checkbox"/>	
4 Using questionnaires	<ul style="list-style-type: none"><li>collect primary evidence using a questionnaire</li></ul>	<input type="checkbox"/>	
5 Planning	<ul style="list-style-type: none"><li>plan a project, setting and prioritising interim goals</li></ul>	<input type="checkbox"/>	
6 Content and structure	<ul style="list-style-type: none"><li>structure a presentation</li></ul>	<input type="checkbox"/>	
7 Audience awareness	<ul style="list-style-type: none"><li>adapt communication style to different audiences</li></ul>	<input type="checkbox"/>	
8 Designing resources	<ul style="list-style-type: none"><li>create learning resources that reflect principles of good design</li></ul>	<input type="checkbox"/>	
9 Voice and body language	<ul style="list-style-type: none"><li>engage an audience using our voices and body language</li></ul>	<input type="checkbox"/>	
10 Listening and responding	<ul style="list-style-type: none"><li>judge when to contribute to a discussion and in what way</li></ul>	<input type="checkbox"/>	

Tutor/assessor feedback:

# Unit DP: Delivering a project

## Session 4: Using questionnaires

### Sample questionnaire



Name:	Date:
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Have a look at this sample questionnaire.

What do you think works well?	How could it be improved?

### Sample questionnaire

Thank you for picking up this questionnaire about health and wellbeing. By answering these questions, you are indicating your consent to participate in my project for my PSE certificate. You have the right to withdraw your data at any time. If you have any questions or concerns about the project, please contact [acestudent@acehigh.ac.uk](mailto:acestudent@acehigh.ac.uk)

1. What is your name? \_\_\_\_\_
2. How old are you? \_\_\_\_\_
2. Where did you last go on holiday? \_\_\_\_\_
3. How many bags of crisps do you eat in an average week?  
 0-2       2-8       8+
4. Do you want to eat more healthily?  
 Yes (please answer question 5)       No (please go to question 6)
5. What is stopping you eating more healthily? Please tick all that apply.  
 I don't know how to prepare healthy food  
 I can't afford healthy food  
 I just like crisps and biscuits too much  
 I don't have time to prepare healthy food  
 Other (please specify) \_\_\_\_\_
6. Is there anything else you'd like to tell me about your health and wellbeing?  
\_\_\_\_\_

Thank you for your time.