

SKAD31 (SQA Unit Code - FA49 04)

Contribute to participants' personal and social development



Overview

This unit is about enabling people to develop their personal and social skills through taking part in structured activities, usually in an outdoor setting. The purpose of the activities could be to:

1. help adults further develop their social skills
2. help children and young people improve their social skills
3. enable people with particular needs to improve their social skills
4. help people develop greater self-awareness
5. help people to develop their personal skills
6. foster the development of peoples interpersonal skills
7. help people meet development needs for improving citizenship or teamwork

The unit is divided into three parts.

The first part describes the three things you have to do. These are:

1. Prepare for development opportunities
2. Facilitate development opportunities
3. Conclude development opportunities

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in the unit.

This unit is for people who are likely to be working in sports development or the outdoor activity industry. It is intended for you if you are working in a tightly controlled environment and are running sessions within a programme devised and supervised by a more senior colleague. You must be appropriately trained and experienced in the activities you are leading and in personal and social development work.

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Performance criteria

You must be able to:

Prepare for development opportunities

- P1 identify the aims of the development opportunity and the desired outcomes
- P2 find out about and take account of the participants' hopes, concerns and development needs during the preparation
- P3 prepare the development opportunity in a way which is consistent with your own level of technical and interpersonal competence
- P4 take account of your organisation's resources and relevant health and safety requirements
- P5 assess the risks involved in the experience and make sure there are satisfactory safety parameters
- P6 plan and agree all aspects of the development opportunity with a responsible colleague following organisational procedures

Facilitate development opportunities

- P7 prepare the participants effectively for the development opportunity
- P8 encourage the participants to take responsibility for their own learning during the development opportunity
- P9 emphasise the importance of team work as appropriate to the objectives of the development opportunity
- P10 encourage effective communication within the group
- P11 use unplanned events during the development opportunity to enhance its effectiveness
- P12 encourage individual reflection at appropriate points during the development opportunity
- P13 encourage the participants to solve problems for themselves during the development opportunity

Conclude development opportunities

- P14 explain to the participants your observations about what happened during the development opportunity
- P15 encourage the participants to share their own observations and views with the rest of the group and with you
- P16 help the participants to recognise their own and each other's skills and self worth
- P17 encourage the participants to reflect on their experience and consider what they have learned
- P18 encourage the participants to consider and agree how their new learning could be applied to other aspects of their lives

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P19 encourage the participants to use this learning and method of learning in the future

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Knowledge and understanding

You need to know and understand:

Prepare for development opportunities

- K1 the value of personal and social development opportunities to participants and the types of experiences and activities which encourage this
- K2 the importance of being aware of the aims of the development opportunity and how to identify these
- K3 the importance of knowing about the participants' hopes, concerns and development needs and how to collect the information necessary
- K4 how to take account of the participants' hopes, concerns and development needs when structuring the development opportunity
- K5 the limits of your own technical and interpersonal competence and why it is important to take account of this when structuring the development opportunity
- K6 the organisation's resources, constraints and safety parameters for the development opportunities which you are delivering, including any relevant legislation and national guidelines such as those of National Governing Bodies, where these apply
- K7 the importance of checking the details of the development opportunity with a responsible colleague - senior colleague and/or the client responsible for the group

Facilitate development opportunities

- K8 the meaning of 'client centred learning'
- K9 the importance of thoroughly preparing the participants for a development opportunity
- K10 the importance of effective team work and communication in personal and social development opportunities
- K11 the value of unplanned events during a development opportunity and what kinds of unplanned events may occur which could be made use of
- K12 the importance of individual reflection for the participants during a development opportunity and how to encourage and facilitate this
- K13 the importance of encouraging participants to develop their own problem solving skills and how to encourage and facilitate this

Conclude development opportunities

- K14 the value and purpose of reviews and individual reflection following development opportunities
- K15 the importance of you explaining to the participants your observations about what happened during the development opportunity social development
- K16 how to explain own observations to participants and the main points to

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- bear in mind when doing so
- K17 the importance of the participants being able to feedback both to the group and to you
- K18 how to encourage participant feedback and points to bear in mind when doing so
- K19 the importance of encouraging individual participants to recognise their own skills and self-worth and those of others in the group
- K20 how to encourage participants to recognise their own skills and self-worth and points to bear in mind when doing so
- K21 the concept and importance of participants' transferring learning from one context to other aspects of their lives
- K22 how to encourage participants to consider the transfer of learning from one context to other aspects of their lives

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Additional Information

Scope/range related to performance criteria

Participants

1. adults
2. children and young people
3. people with particular needs

Development needs

1. self-awareness
2. personal skills
3. interpersonal skills
4. social inclusion

Safety parameters

1. physical boundaries
2. criteria for abandoning the development opportunity
3. the participants' safety ground rules
4. relevant guidelines for activities of this nature

Development opportunities

1. self-awareness
2. personal skills
3. interpersonal skills
4. social inclusion

Participants

1. adults
2. children and young people
3. people with particular needs

Glossary

Aims

These will come from the overall aims of the programme which has been devised by a more senior colleague

Desired outcomes

What the development opportunity should have achieved for the participants when it is over or when they return to normal life

Development needs

The individual and/or group personal and social skills which have been identified by the client and/or provider as needing development

Development opportunities

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Structured activities, which usually include aspects of risk, challenge, teamwork and problem solving, which give the participants the opportunity to develop their own personal and social skills and think about how they could transfer this learning to other aspects of their lives; development opportunities are often provided for young people on training schemes and managers and other employees on development programmes

Interpersonal skills

The skills which enable effective relationships with others, for example communications, empathy and sensitivity, teamwork, encouraging others and sharing etc.

People with particular needs

People for whom the activity will be more than normally challenging, for example people with medical conditions, people who are unusually shy or nervous, people with low self-esteem; for this unit 'people with particular needs' could include disabled participants.

Personal and social development

Enabling people to improve their own personal abilities in areas such as self-confidence, self-esteem, self-reliance, self-control and problem solving as well as their ability to work with and relate to other people

Personal skills

For example, leadership, self-reliance, self-esteem, self-confidence

Relevant guidelines

For example, organisational guidelines, legislation, national guidelines, including those of National Governing Bodies, where these apply

Reflection

The process of thinking critically about an experience and drawing out the lessons

Responsible colleague

The person in the organisation who is responsible for the overall programme in which the participants are taking part; also the client for whom the programme is being organised

Review

The process of going over the activity with the participants and enabling them to reflect on what they have achieved and learnt; the review should identify both positive and negative experiences; when reviewing personal and social development opportunities, it is important to encourage the participants to recognise their own self-worth and that of others and to get them to consider

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how they may transfer learning to other aspects of their lives

Self awareness

The participant's awareness of themselves and their impact on others

Links to other NOS

This unit links closely with SKAD21, SKAD22 and SKAD23 and could have relevance for unit SKAD25

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