



INSPIRING PURPOSE

Global Citizens in the Making

The following guidance was provided by Nicola White from St John's RC High School.

Subject: Personal and Social Education
 Topic: Inspiring Purpose: Global Citizens in the Making
 Year group: S2.

Experiences and Outcomes	
<p>HWB 3-05a HWB 4-05a</p>	<p>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. *Responsibility of all</p>
<p>HWB 3-09a HWB 4-09a</p>	<p>As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. *Responsibility of all</p>
<p>HWB 3-10a HWB 4-10a</p>	<p>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. *Responsibility of all</p>
<p>HWB 3-13a HWB 4-13a</p>	<p>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. *Responsibility of all</p>
<p>HWB 3-19a</p>	<p>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. *Responsibility of all</p>



INSPIRING PURPOSE

Global Citizens in the Making

Learning Intention	Success Criteria
<p>To learn about who you are and what type of person you want to become</p>	<p>To be aware of your strengths, weaknesses and personal inspirations; because this self-knowledge helps you to make more informed decisions about things like what subjects you study in school and what activities you choose to take part in. By making the right choices for you, i.e. sports, drama, school council etc., you will be practicing the things that will help you to achieve your own aspirations for the future.</p>
<p>To complete a poster</p>	<p>Successful completion of the poster which will help you explore your own values and strengths and to think about who inspires you and why, and then you have the ability to answer questions about your own aspirations.</p>



INSPIRING PURPOSE

Global Citizens in the Making

Skills for Learning ✓		Skills for Life ✓	
Creating	✓	Literacy	
Evaluating	✓	Numeracy	
Analysing	✓	Health and Wellbeing	✓
Applying	✓	Enterprise	
Understanding	✓	Remembering	✓
Skills for Learning ✓			
Managing Time		Planning and Organising	
Communicating (oral and written)	✓	Solving Problems	✓
Undertaking tasks at short notice		Working with others	
Thinking critically and creatively	✓	Learning and continuing to learn	✓
Taking responsibility for own development	✓	Managing and being managed by others	

Assessment Approaches/Range of Evidence	
Say	Discuss what values, inspiration and aspiration are. Discuss why the 12 identified figures are inspirational.
Write	Rank values and qualities in order depending on how good they are at each. Identify the 12 inspirational figures.
Make	Create a poster using the research and class discussions as a basis.
Do	Research inspirational people and decide on an inspirational figure that they can relate to. Research inspirational quotes and select some which they can identify with. Identify and explain areas of own individual strengths and potential weaknesses.



INSPIRING PURPOSE

Global Citizens in the Making

The following guidance was created by **Lynne Collins from Rosshall Academy** to align 'Inspiring Purpose: Global Citizens in the Making' with Experiences and Outcomes. This was created for their S3 Creative Curriculum.

Experiences and Outcomes	
HWB 4-01a	I am aware of and able to express my feelings and am developing the ability to talk about them.
HWB 4-04a	I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.
HWB 4-05a	I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.
HWB 4-09a	As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.
HWB 4-11a	I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.
HWB 4-19a	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.
LIT 4-01a	I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response. I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style.



INSPIRING PURPOSE

Global Citizens in the Making

<p>HWB 4-01a</p>	<p>As I listen or watch, I can:</p> <ul style="list-style-type: none"> Clearly state the purpose and main concerns of a text and make inferences from key statements Compare and contrast different types of text Gather, link and use information from different sources and use this for different purposes.
<p>LIT 4-06a</p>	<p>I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.</p>
<p>LIT 4-07a</p>	<p>I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.</p>
<p>LIT 4-10a</p>	<p>I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required.</p>
<p>LIT 4-11a</p>	<p>I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response. I can independently identify sources to develop the range of my reading.</p>
<p>LIT 4-14a</p>	<p>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</p>
<p>LIT 4-21a</p>	<p>I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. LIT 4-15a I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate.</p>
<p>LIT 4-23a</p>	<p>Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading.</p>



INSPIRING PURPOSE

Global Citizens in the Making

<p>LIT 4-25a</p>	<p>I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text. I can make appropriate and responsible use of sources and acknowledge these appropriately.</p>
<p>LIT 4-26a</p>	<p>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</p>
<p>RME 4-09a</p>	<p>Having reflected upon and considered a range of beliefs, belief systems and moral viewpoints, I can express reasoned views on how putting these beliefs and values into action might lead to changes in society.</p>
<p>RME 4-09c</p>	<p>I can explain my own responses to the benefits and challenges presented by the increasing diversity of belief to modern Scotland and the wider world.</p>



INSPIRING PURPOSE

Global Citizens in the Making

Scott Duncan, The Waid Academy: How does Inspiring Purpose reflate to CfE?

Inspiring Purpose Programme

- Personal Reflection
- Investigation / Research
- Critical Thinking
- Creative Thinking

Section 1 - Self-reflection: Your Character

- Relates and is laid out according to Four Capacities
- Personal Reflection
- Literacy Elements

Section 2 - Favourite Story or Fictional Character

- Literacy
- Investigation / Research

Section 3: Who inspires you and why?

- Literacy
- Investigation / Research

Inspiring Quotes

- Literacy
- Investigation / Research

Section 5: Me, My Future and My Commitment to a Better World

- Literacy
- Personal Reflection
- Critical Thinking
- Future Thinking

Self and Peer Assessment Against Criteria

Inspiring Purpose is most suitable for those in P7 – S3.

This can be taught as part of an IDL project or within one subject area.

Health and Wellbeing Across Learning

- SHANARRI
- 01a, 05a, 13a, 3-19a, 4-19a

Literacy Across Learning

- Listening, Talking, Reading and Writing
- 01a, 02a, 05a, 06a, 11a, 13a, 14a, 15a, 20a, 21a, 23a, 24a, 25a

Religious and Moral Education

- Learning About and Learning From
- Development of Beliefs and Values

"I am developing respect for others and my understanding of their beliefs and values." 07a

"I am developing and increasing awareness and understanding of my own beliefs and I put them into action in positive ways" 08a, 07a, 08a, 09a, 09b,



INSPIRING PURPOSE

Global Citizens in the Making

The following guidance was provided by **Lauren Patterson from Kinross High School**, Lauren created a unit called 'Their story, their words: Learning for Life' which works alongside the Inspiring Purpose Poster and is delivered during Religious and Moral Education.

Experiences and Outcomes

RME

RME 3-07a / 4-07a	I am developing respect for others and my understanding of their beliefs and values.
RME 3-08a / 4-08a	I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways.
RME 3-09b	I am developing my own understanding of values such as honesty, respect and compassion and am able to identify how these values might be applied in relation to moral issues.
RME 4-09c	I can explain my own responses to the benefits and challenges presented by the increasing diversity of belief to modern Scotland and the wider world.
RME 3-09d	I am developing my understanding of the nature of belief and morality.

LIT

LIT 3-01a, LIT 4-01a, LIT 3-02a, LIT 3-05a, LIT 4-05a, LIT 3-06a, LIT 4-06a, LIT 3-20a, LIT 4-20a, LIT 3-21a, LIT 4-21a.

HWB

HWB 3-05a, HWB 4-05a, HWB 3-07a, HWB 4-07a, HWB 3-10a, HWB 4-10a, HWB 3-11a, HWB 4-11a, HWB 3-12a, HWB 4-12a, HWB 3-13a, HWB 4-13a.



INSPIRING PURPOSE

Global Citizens in the Making

The following guidance was created by **John Cudlipp, Head of the Social Subjects Faculty at Broughton High School**. Using the Inspiring Purpose Programme during S1, S2 and S3 courses

Resources

- Inspire/aspire values posters
- Support resources on sheets
- Differentiated sheets for pupil support.
- ICT & website materials

Outcome statement

RME 3-04d, RME 3-05a, RME 3-05c, RME 3-06b, RME 3-07a, RME 3-08a, RME 3-09a, RME 3-09b, RME 3-09c, RME 3-09d.

Learning intentions and success criteria

1. Own values / character: pupils to examine and reflect on their own values, both strengths and areas for development.
2. Pupils to investigate an inspirational figure, explain what they find inspiring and what values/ideals or success they have achieved.
3. Quotations: pupils to research inspiring quotations and explain what that quotation means for them.
4. Reflection on self: pupils to reflect on what they have learnt about self, others and the world and develop their own personal action plan which allows them to take control of future goals and activities.

Consolidating

Demonstrate and/or work with:

- Basic knowledge of the values, issues and people studied
- Simple facts and ideas
- A range of ideas and facts on the subject
- Make appropriate choices and be able to explain why
- Relate ideas and knowledge with prompting to personal and/or practical contexts
- Use, with guidance, appropriate materials and tools
- Complete the poster panels with appropriate content showing application of new knowledge
- Identify with prompting the process required to complete the task
- Require some guidance to deal fully with the issues and solve task challenges
- Use abstract constructs to make generalisations and draw conclusions
- Use a range of routine skills – for example: Produce and respond to simple written and oral communication
- Carry out simple tasks to complete overall activity
- Obtain, process and combine information
- Work alone or with others on tasks with frequent supervision
- Participate in classroom learning
- Able to complete poster on time
- Participate in review and improvement processes.
- Able to identify own strengths and weakness relative to the work



INSPIRING PURPOSE

Global Citizens in the Making

Assessment

Developing

Demonstrate and/or work with:

- Knowledge of some simple facts and ideas
- Relate knowledge to a few simple everyday contexts
- Use a few very simple skills
- Carry out a task with guidance
- Use some tools and materials under supervision
- Use rehearsed skills to apply to the activity
- Undertake with prompting, the process required to complete the task
- Respond to supervision to solve task challenges
- Use a range of routine skills – for example: Produce and respond to a limited range of communication and/or instructions
- Carry out a limited range of very simple tasks to complete overall activity
- Work alone or with others on simple tasks with frequent and directive supervision

Secure

Knowledge and Understanding Practice: Applied Knowledge and Understanding

- Generic cognitive skills
- Communication, ICT and numeracy skills
- Autonomy, accountability and working with others

Demonstrate and/or work with:

- Some understanding of the values, issues and people studied
- Knowledge of the terminology
- A range of ideas and facts on the subject
- Make appropriate choices and share rationale for these
- Relate ideas and knowledge to personal and/or practical contexts
- Complete the poster panels with appropriate content showing application of new knowledge
- Select and use appropriate materials and tools safely and with minimal waste
- Require some guidance to deal fully with the issues and solve task challenges
- Use abstract constructs to make generalisations and draw conclusions
- Use a range of routine skills – for example: Produce and respond to detailed written and oral communication
- Obtain, process and combine information
- Work alone or with others on tasks with minimal supervision
- Demonstrate responsibility for own learning
- Able to complete poster on time
- Able to identify own strengths and weakness relative to the work