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| **Minor Award Name** | **Personal and Interpersonal Development** |
| **Minor Award Code** | **4N1131** |
| **Level** | **4** |

**Suggested resources to support delivery:**

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| **Theme/Topic** | **Type** | **Relevance** | **Author/Source** | **Web Link** |
| Personal development principles: Personal growth | Webpage of quotations | M. Scott Peck was a psychiatrist and author of books on personal growth (The Road Less Travelled, for example); he, at times, talks of ‘spiritual growth’ but this can be generalised to personal growth  This site has some of his quotations which could be used to generate discussion in the class about the nature and stages of personal growth, see the example below:  ‘[It is in the whole process of meeting and solving problems that life has meaning. Problems are the cutting edge that distinguishes between success and failure. Problems call forth our courage and our wisdom; indeed, they create our courage and our wisdom. It is only because of problems that we grow mentally and spiritually. It is through the pain of confronting and resolving problems that we learn.](http://www.azquotes.com/quote/364582)’  [M. Scott Peck](http://www.azquotes.com/author/11465-M_Scott_Peck) | M. Scott Peck | <http://www.azquotes.com/quote/227902> |
| Personal growth: identify experiences that provide an opportunity for personal growth | Book | Tony Buzan’s books describe why and how to mind map in order to brainstorm and think creatively; mind maps can be used for individual learners or for the entire class to brainstorm ideas – in this case, thinking of experiences which may lead to personal growth for people | Tony Buzan | <http://www.tonybuzan.com/books/> |
| Personal growth: source material that bolsters personal experience | Webpage story | This little story is an example of source material which may be meaningful for people and tie in with their experiences of personal growth | Anthony DeMello, psychotherapist and author | <http://www.inspirationalarchive.com/texts/topics/transformation/songbird.shtml> |
| Personal growth: source material that bolsters personal experience | Webpage poem | This poem is an example of source material which may be meaningful for people and tie in with their experiences of personal growth | Oriah Mountain Dreamer | <https://s-media-cache-ak0.pinimg.com/736x/61/40/fd/6140fd15a576e811bc11b219e9a0a706.jpg> |
| Personal growth: source material that bolsters personal experience | Webpage list of films | This is a list of inspirational films which may help learners to remember films they have seen which have inspired them in some way | Life hack | <http://www.lifehack.org/articles/lifestyle/35-inspirational-movies-that-will-change-your-life.html> |
| A list of personal qualities and skills | Worksheet/list of examples | Page 5 is a sample list of personal qualities and skills, learners can have a large group discussion about the difference between a ‘skill’ and a ‘quality’ and name a few examples of each; then, the sample list (or one the tutor makes up) can be given to each learner with the qualities and skills randomly listed (mixed up) and the learners must decide if each one is a skill or a quality | Career Guide for Schools | <http://www.career-guide.eu/uploads/Personal_Skills_Qualities.pdf> |
| Personal development principles: Personal Identity | Exercise for learners | This is an exercise using the idea of a tree (roots, trunk, branches, etc.) to explore personal identity; it can be used as is (where you come from, daily activities, skills, values, hopes, important people, etc.) or modified to add in other aspects of personal identity (personality, intellect, emotions, gender, etc.) | Nathan B Weller | <http://nathanbweller.com/tree-life-simple-exercise-reclaiming-identity-direction-life-story/> |
| Personal identity: values | Webpage list | This webpage has a list of values which can be used to explore people’s individual values:   * choose a selection of values from the list * have four pieces of paper tacked to the wall of the classroom with these four sets of words: vital, quite important, a bit important, not important * have all the learners stand in the middle of the room and the tutor reads the first value on the list * the learners must go stand by the page on the wall that represents how they view that value – let this generate discussion – ask the learners why they are standing there * repeat with remaining values | Mindtools | <https://www.mindtools.com/pages/article/newTED_85.htm> |
| Personal identity: gender | E-article | A source for the tutor to think of typical gender stereotypes for learners to think about. Use this as a jumping off point for this exercise:   * ask learners if gender influences our lives * create a list of gender stereotype questions/comments (examples could include: what issues might arise for a woman working on a building site?, boys are better at maths, do men and women parent differently?, have you ever bought a ‘boy’s toy as a present for a little girl or vice versa?, are men given mixed messages in that they should be strong and yet be able to express their feeling more like a woman does?, women shouldn’t propose, men aren’t nurturing, which gender has more freedom in life?, etc.) * cut these out and pass out one per learner * go around the class and each learner takes it in turns to read out their question and give their own opinion * after that learner has had the chance to answer - open it up for class discussion | PB Campbell, Kibler | <http://www.campbell-kibler.com/stereo.pdf> |
| Personal identity: emotions: happiness | Website (information, quiz, quotations) | This website is about Positive Psychology and the pursuit of happiness, it can be used in the following ways:   * the short, online happiness quiz can be taken by learners as a way to begin thinking about their own level of happiness and the things which affect it * the happiness quotations can be used * similarly to the values’ exercise – select several of them to read out one at a time, learners listen and move to stand next to one of four pages on the wall which state: I agree entirely, I agree strongly, I agree somewhat, I don’t agree; let this generate discussion as learners share why they agree or disagree * use the Wheel of Life template idea and adapt it to a ‘Wheel of Happiness’ using the 7 habits of happy people (good relationships, exercise, meaning, etc.) – if 7 pie wedges are too awkward, two categories can be combined or an eighth added (or a category split into two) | Pursuit of Happiness, (based on the work of Ed Diener) | <http://www.pursuit-of-happiness.org/about/mission/> |
| Template | Your Coaching | <http://www.yourcoaching.co.uk/wheeloflifeweb.pdf> |
| Personal identity: personality | Book | This book uses cartoon-like drawings and light-hearted text to illustrate the nine different personality types of the Enneagram system; it includes an inventory check list which could be copied for learners to complete | Renee Baron | <http://www.amazon.com/The-Enneagram-Made-Easy-Discover/dp/0062510266> |
| Personal identity: personality | Website | A comprehensive website that gives a definitive look at the Enneagram system; tutors can learn about the Enneagram system and learners can read about the various types of personality | The Enneagram Institute | <https://www.enneagraminstitute.com/how-the-enneagram-system-works/> |
| Personal reflection can promote learning | PDF workshop slides | Explains why reflection is important in the learning environment, here is a quotation: “We do not learn from experience... we learn from reflecting on experience.” Dewey | National Council for Curriculum and Assessment | <http://www.juniorcycle.ie/NCCA_JuniorCycle/media/NCCA/Documents/Assessment/Ongoing%20Asssessment/Workshop4_designed-slides.pdf> |
| Personal reflection can promote learning | Webpage | Questions which can be adapted for learner reflections (see Academic Performance section); this can be done throughout the course after an activity and/or at the end of the course:   * walking interview: have slips of paper with the various topics/activities explored throughout the course written on each (one per slip of paper) * give one to each learner and have them ‘interview’ each other learner in the class as to what they got out of the activity that is written on the ‘interviewer’s’ slip of paper * the learners spend a few minutes on each other’s question in pairs and then move on to other learners – getting around to each learner in the class * when everyone has been ‘interviewed’ by everyone else, learners return to their seats and give feedback to the large group as to the variety or similarity of the answers they received | Mark Clements, Edunators’ website | <http://www.edunators.com/index.php/home/root/becoming-the-edunator/step-5-reflecting-for-learning/35-questions-for-student-reflection> |
| Personal reflection: self-awareness | Diagram template | The Johari Window is a diagram used to explore a person’s self-awareness and level of self-disclosure to others; this is the link for the template – a detailed explanation is on the businessballs.com website; learners can draw the diagram slowly as each section is explained and drawn on a flipchart including how the four ‘panes’ can expand or contract – discuss examples of information a person may have in each ‘pane’ | Businessballs.com | <http://www.businessballs.com/johariwindowmodeldiagram.pdf> |
| Personal reflection: self-awareness | Self-assessment questionnaire | This is a questionnaire that can be printed for each learner in order to get an idea of what their ‘Johari Window’ might look like; it is only a rough idea; by using it, it can spark discussion for learners about self-awareness and self-disclosure | Cypress College | <http://www.humanresourcefulness.net/CypressCollege/docs/HUSR224/Johari_Window_Questionnaire-package.pdf> |

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| Relationships: different types of relationships and the evolving nature of relationships | PDF handouts and activity | This handout (and activity) covers two relationships’ topics: types of relationships and the evolving nature of relationships. | A.path.org | <http://www.apath.org/docs/Exploring%20Relationships.pdf> |
| Relationships: rights and responsibilities | Blog page list | This blog page has a list of rights and responsibilities for romantic relationships. This could be discussed and then learners work in pairs to come up with lists for other types of relationships: friends, parents/children (young or grown), doctor/patient, classmates, tutor/learner, employer/employee, etc. | Respect Me | <http://www.respectme.org.au/relationship-rights-responsibilities/> |
| Relationships: impact of external factors on relationships | Online magazine article | This article takes an unusual view that social media isn’t just ‘bad’ for relationships. Some of the points could be discussed in class. It is a good jumping off point for a larger discussion on factors which can impact on relationships in both a positive and negative way. | Psychology Today | <https://www.psychologytoday.com/blog/positively-media/201305/seven-myths-about-social-media-and-relationships> |
| Relationships: portrayal of relationships in the media | Online magazine article | The section entitled: The Love Delusion looks at the fact that we spend a lot of time looking at media and often the stories are distorted. | Relevant | <http://www.relevantmagazine.com/life/relationship/features/25275-distorting-love> |
| Assertiveness: key elements of assertive, aggressive and passive behaviour | PDF page | A good resource for the tutor to read to clarify in their own mind the differences among the three types of behaviours | Centre for Clinical Intervention | <https://www.dulwich-suzhou.cn/uploaded/DCSZ_meet_the_counselor/The_Characteristics_of_Passive,_Aggressive_and_Assertive_Communication.pdf> |
| Assertiveness: passive aggressive behaviour | Webpage | This page explains passive aggressive behaviour; it sometimes refers to passive aggressive *personalities* rather than *communication styles* but it gives the tutor some background information on this type of aggressive behaviour | Counselling directory | <http://www.counselling-directory.org.uk/passive-aggressive.html> |
| Assertiveness: key elements of assertive, aggressive and passive behaviour | Webpage chart | The chart on this page has examples of assertive, aggressive and passive behaviours; more can be added to include behaviours in teams/groups/rank and authority situations; use this way: type out each behaviour in large font and cut out:   * pass out the ‘behaviours’ to learners (several for each learner) * write ‘Assertive’, ‘Aggressive’ and ‘Passive’ on pieces of paper (in large writing) and tack to the wall of the classroom * have the learners take turns reading out one of the behaviours and deciding under which heading it belongs – use tack to place it under the correct heading * other learners are to agree/disagree and discuss | Jacqueline Spence, Psychotherapist | <http://counsellingservice.eu/tell-the-difference-between-assertive-passive-and-aggressive-behaviour> |
| Identifying assertiveness skills | Webpage | Information set out in various ‘modules’ which describe various assertiveness techniques (skills); have the class think of others | Centre for Clinical Interventions | <http://www.cci.health.wa.gov.au/resources/infopax.cfm?Info_ID=51> |
| Identifying assertiveness skills: self-esteem | Webpage | A short article (could be used as a handout) defining and explaining self-esteem which, when poor, is often the root of both passive and aggressive behaviour. This could generate a discussion about how to gain and maintain healthy self-esteem as a good starting point for a discussion on ‘assertiveness skills’. | Mayo Clinic | <http://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/self-esteem/art-20047976?pg=1> |
| Identifying assertiveness skills: anger management | Webpage | Often assertiveness skills are predominately aimed at being less passive so here is a link to a short article (could be used as a handout) to do with handling anger in a healthy way rather than in an aggressive way | Mayo Clinic | <http://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/anger-management/art-20045434?pg=1> |
| Use assertive boundaries in a range of situations | PDF page | This two page document is a good template to use to devise simple role plays for learners to practice in pairs. It starts off by indicating that one person could use a particular type of behaviour in the scenario (passive for example) and the other person could use the same or another type of behaviour. Each pair of learners could be given a scenario to role play and two or more different ways to handle it (for example: both being assertive or one being passive or one being aggressive, etc.). The other learners could guess the type of behaviour being demonstrated. The learners could aim for win-win situations when both are acting assertively. (the document has a good few typos but the idea/content is good) | University of Hull | <http://www2.hull.ac.uk/ifl/docs/ufa-assertivenessroleplays.doc> |
| Definition of contemporary social issues | Page | Defining social problems | Dr Bidwell, Longwood University | <http://www.longwood.edu/staff/bidwelllm/socproblem/defineout.htm> |
| Exploring contemporary social issues | E-book/  resource file | Rising to the Challenge: A Resource File for Teaching Contemporary Issues   * guide for tutors * resource sheets for learners | Barbara Gill, Catherine Loughman, Karen O’Shea, published by CDVEC, Curriculum Development Unit and Leaving Certificate Applied Support Service | <http://www.curriculum.ie/pluginfile.php/848/mod_resource/content/1/Challenge.pdf> |
| Exploring contemporary social issues | E-publication | Social Justice Ireland: National Social Monitor 2015 offering commentary on a wide variety of current social issues | Social Justice Ireland | <http://www.socialjustice.ie/sites/default/files/attach/publication/3994/2015-08-25-nationalsocialmonitor2015final.pdf> |
| Exploring contemporary social issues | Book | See: *Personal growth: identify experiences that provide an opportunity for personal growth* section above about this book; have the class make a mind map of all the contemporary social issues they can think of | Tony Buzan | <http://www.tonybuzan.com/books/> |
| Official positions in relation to social issues | Webpage | List of all the Irish governmental website links | Government of Ireland | <http://www.gov.ie/tag/departments/> |
| Contemporary social issue research | Video | Short explanation of the difference between primary and secondary sources for learners to understand where to gather information for:   * official position * local attitudes * treatment in the media | Imagine Easy Solutions | <https://www.youtube.com/watch?v=pmno-Yfetd8> |
| Local attitudes in relation to social issues | Book | Effective Communication book covering key research methodologies including interviews and questionnaires | Nicholas Harvey, published by Gill & Macmillan for FETAC learners | <http://www.gilleducation.ie/communications/communications/effective-communication> |
| Local attitudes in relation to social issues | Website | For learners who like using computers/internet – this site offers a way to do online surveys which learners can have their classmates do or they can send a link to friends/FB contacts, etc. | Survey Monkey | <https://www.surveymonkey.com/> |
| Youtube videos | Survey monkey’s official channel with lots of how-to videos | You Tube | <https://www.youtube.com/user/SurveyMonkey/playlists> |
| Treatment of social issues in the media | online newspaper | Journal.ie Irish online newspaper covering a range of subjects; learners can use the site’s search engine to look for specific topics related to social issues | Journal.ie | <http://www.thejournal.ie/> |
| Treatment of social issues in the media | Television programmes | RTE Player allows viewers to look back at programmes aired in the past week or several weeks; learners can use the website’s search engine to locate any relevant programmes to do with a specific social issue | RTE | <http://www.rte.ie/radio1/podcast/podcast_newsatone.xml> |

**Useful Organisations:**

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| **Name** | **Contact Information** |
| Further Education Support Service (FESS) | <http://www.fess.ie/> |
| Quality and Qualifications Ireland (QQI), link to the PID component specifications | <http://docs.qqi.ie//AwardsLibraryPdf/4N1131_AwardSpecifications_English.pdf> |

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| **MOOCs (Massive Online Open Courses)** | |
| Free access to online courses  Search regularly for new courses and new start dates | <https://www.mooc-list.com/> |

**Other Resources:**

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| Coursera (offers MOOCs), link to the Personal Development section. | <https://www.coursera.org/browse/personal-development?languages=en> |
| A website which has many different exercises, tools and activities which could be adapted for use in an adult learning environment especially for the PID module | <http://www.wilderdom.com/> |

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| **Minor Award Name** | **Personal and Interpersonal Development** |
| **Minor Award Code** | **4N1131** |
| **Level** | **4** |

**Suggested resources to support delivery:**

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| **Theme/Topic** | **Type** | **Relevance** | **Author/Source** | **Web Link** |
| Personal Development  - Health and Values  (book G) | Book | Books to improve awareness and identity -  Useful on building own identity, some activities can be used as an introduction in building positive self-worth. Promotes discussion around personal evaluation of what is important to one’s self, starts the process of identifying personal skills and qualities, (Younger age groups) | Author-Jenni Harold  Published by Prim-Ed publishing | <http://www.prim-ed.com/webshop/root/SPHE/Primary-Health-and-Values> |
| Self-esteem, Skills to build self-worth  (upper primary) | Book/  eBook | Good introduction to building self-worth and getting along with people. Material may need adapting for older age groups, but principles are the same. | Author-Amelia Ruscoe  Published by Prim-Ed publishing | <http://www.prim-ed.com/webshop/eBooks/SPHE-eBooks/Self-Esteem-eBook> |
| Interpersonal skills | Website  Posters | Minding ourselves and supporting others. Stresses importance of communication skills. Posters can be downloaded from 'The Little Things' Campaign | HSE | <http://www.yourmentalhealth.ie/> |
| Personal qualities and skills | Website | Great starting point for looking for a summary of the kind of person we are. Exploration of 9 personality types summarised, take the test to look at personal strengths and weaknesses and determine personality type (10 minute test)  In depth analysis requires doing a course. | Rebecca Xiong,  PH D in social data analytics. | <http://www.9types.com/rheti/index.php> |
| Relationships  (Qualities in friends,  healthy/unhealthy) | Website | Geared towards teenagers but relevant to all age groups. Looks at qualities of friendships, peer pressure, healthy and unhealthy relationships. | HSE- Crisis Pregnancy Forum | <http://b4udecide.ie/> |
| Videos | Contains short videos of young people talking about their own experiences | HSE- Crisis Pregnancy Forum | <http://b4udecide.ie/videos/relationships/healthy-unhealthy-relationships/> |
| Resource materials for teachers | Friendships, influence of friends, influence of media, rights and responsibilities, looks at scenarios for discussion and exploration, Features class plans on influence of media and rights and responsibilities in relationships.  geared towards younger age groups | Frances Shearer, National Co-coordinator for Social, Personal and Health Education (SPHE), Siobhan Brennan, Project Officer, National Youth Council of Ireland (NYCI)  Kevin O’Hagan, Senior Project Officer, (NYCI), Orla McGowan, Education and Information Officer, HSE Crisis Pregnancy Program | <http://crisispregnancy.ie/wp-content/uploads/2012/06/CPP-Teacher-workbook2.pdf> |
| Mass media portrayal of relationships | Survey | Mass media effects on Interpersonal Relationships, asks questions on what role media plays in influencing our view of relationships. Students could use the survey in class and analyze the results. This resource also demonstrates how to write a survey (all age groups) | Survey Monkey | [https://www.surveymonkey.com/r/?sm=NZlZ3p6qZF5KQDe3vpxSSA%3D%3D](https://www.surveymonkey.com/r/?sm=NZlZ3p6qZF5KQDe3vpxSSA%253D%253D) |
| Rights and Responsibilities in Relationships | Website/pdf | Lesson Plans, questionnaire on choosing healthy friendships/relationships. Handouts on rights and responsibilities. Ideal for discussion and debate. Targeted at younger age groups | CAMH Centre for Prevention Science | <https://youthrelationships.org/uploads/ab_persp_unit_1_sample.pdf> |
| Personal Growth | Website providing comprehensive summary of book ,"'7 habits of highly effective people" | 'The 7 Habits of Highly effective people', 7 steps to living a life in balance, focusing on mental, spiritual, social/emotional and physical activities, helps to question self and set goals. | Stephen Covey - published by Freepress | <https://www.stephencovey.com/7habits/7habits-habit3.php> |
| Source materials for personal growth | Website | Useful list of inspirational movies, based on true stories, good for writing reviews and assessing personal impact. | The Top Tens | <http://www.thetoptens.com/most-inspirational-movies/> |
| Contemporary Social Issues | Website  Websites  (various) | Provides information on a range of different social topics, e.g. education, employment, health, life and opinion. Excellent starting point in researching social issues. Real stories depicting personal experiences, e.g. homelessness, mental health, addiction etc.  Other examples of websites are helpful to explore a variety of social issues. | Ireland’s youth information website  And  Other useful websites | <http://spunout.ie/> |
| <http://www.amnesty.ie> |
| <http://www.simon.ie> |
| <http://www.webwise.ie> |
| <http://www.thinkb4uclick.ie> |
| <http://www.barnardos.ie> |
| <http://www.citizensinformation.ie> |
| <http://www.suicideprevention.ie> |
| <http://www.safeireland.ie> |
| <http://www.hse.ie> |
| <http://www.yourmentalhealth.ie> |
| Definition of social issue, list of topics, human rights.  Social issues relating to mental health for young people | Resource File | Excellent summary of Universal Declaration of Human Rights, this links to exploring the meaning of social issue and worksheets on defining the local and global dimensions  Communication and relationship stories, substance use, people's own stories about struggles in life, good for choosing social issue and maintaining positive mental health. | CDETB Curriculum Development Unit | <http://www.curriculum.ie/pluginfile.php/848/mod_resource/content/1/Challenge.pdf> |
| Website | Reachout, online youth mental health service | <http://ie.reachout.com/real-stories/> |
| Thought provoking discussion and interviews on social issues | Radio Talk Show | Dil Wickremasinghe  Newstalk #  The Global Village, relevant to social issues and self-reflection | Newstalk Radio Station | <http://www.newstalk.com/globalvillage> |
| Assertive, Passive and Aggressive Behaviour | E-book,  (Educational Resource Material) | ‘On My Own Two Feet’, one of 7 booklets. Assertive Behaviour  This booklet clearly outlines the key elements of the three behaviors, it looks at assertive rights, and contains worksheets for examining and monitoring own assertiveness. Contains a selection of situation cards for discussion of behaviors in personal and civic situations. | PDST | <http://www.sphe.ie/downloads/mo2f/assertive_communication.pdf> |
| Assertiveness scenarios | YouTube video of Role plays | 10 Good examples of Assertiveness scenarios showing assertive responses in everyday social situations, highlighting effective behaviors. (9 minutes) | Centreforconfidence | <https://m.youtube.com/watch?v=Ymm86c6DAF4> |
| Principles of Assertiveness | Book | A highly practical manual to suit all client groups in applying assertive behaviour. Contains useful handouts and cartoons for visual learners. | Authors - Stephanie Holland & Clare Ward  Publishers | <https://www.waterstones.com/book/assertiveness/clare-ward/stephanie-holland/9780863883798> |
| Responsibility in assertive behaviour | YouTube  Video | 7 minute clear and concise presentation on developing assertiveness, speaker focuses on positive self-talk and taking responsibility for own behaviour. | Christ Croft training | <https://m.youtube.com/watch?v=v-p_MBy9I_4> |
| Exploring aspects of personal identity | Questionnaire | This questionnaire is light-hearted but useful, completing it will give a summary of the type of person you are. This is a good exercise for exploring how we behave in everyday life and why.  (10 mins) | Neris Analytics Limited | <https://www.16personalities.com/personality-types> |
| Stereotyping | Article | Defines stereotyping, relevant in how it affects our everyday life, our judgments and own identity | Your dictionary | <http://examples.yourdictionary.com/stereotype-examples.html> |
| Building a sense of identity | eBook,  (Educational Resource Material) | ‘On My Own Two Feet’, (one of 7 books).  Identity and Self Esteem. Good description of low and high self-esteem. Some useful ideas of techniques to build a picture of one’s own sense of identity, exploring stereotype in sex roles. Perfect for lesson planning. | PDST | <http://www.sphe.ie/downloads/mo2f/identity_and_self_esteem.pdf> |
| Opportunities for personal growth through reflection | Videos | Videos on communication, body image, family and friends, all short but engaging and allow for personal reflection and discussion. | Reachout, online youth mental health service | <http://ie.reachout.com/videos> |
| Living life more effectively | Website/  Centre | Good summary description of the benefits and power of mindfulness/meditation. This practice is helpful in helping us engage with our thoughts, making space from the everyday busyness of our mind. | Sr. Stanislaus Kennedy, founder of The Sanctuary, Meditation and Mindfulness Centre | <http://www.sanctuary.ie/what-is-mindfulness/> |
| Relaxation through Mindfulness | YouTube  5 minute mindfulness meditation | Opportunity to relax through mindfulness, allowing reflection to take place and helping to relieve stress, tension or resistance.  (up to 5 minutes) | The Guided Meditation Site | <https://m.youtube.com/watch?v=wGFog-OuFDM> |
| Process of reflection | Article on website | Ten questions to ask yourself to keep focused on self- improvement, opens discussion and is useful in helping to reflect on where a person is at and how to reach chosen goals. | Lifehack Tips for Life | <http://www.lifehack.org/articles/communication/the-power-self-reflection-ten-questions-you-should-ask-yourself.html> |
| Reflecting on an experience of personal growth | Website | Good tips on how to write a piece of reflection, questions to ask and the benefits of journaling. | Your dictionary | <http://education.yourdictionary.com/using-reflective-j.html> |

**Useful Organisations:**

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| **Name** | **Contact Information** |
| National Council for Curriculum and Assessment (NCCA) | <http://www.ncca.ie> |
| Quality and Qualifications Ireland (QQI) | <http://www.qqi.ie> |
| Further Education Support Services | <http://www.fess.ie> |
| Young Social innovators | <http://www.youngsocialinnovators.ie> |
| Gaisce, The President’s Award | <http://www.gaisce.ie> |
| Professional Development Service for Teachers | <http://www.pdst.ie> |
| National Youth Council of Ireland | <http://www.youth.ie> |
| Instructional Leadership | <http://www.instructionalleadership.ie> |

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| **MOOCs (Massive Online Open Courses)** | |
| Free access to online courses  Online courses delivered mainly by Universities and Colleges worldwide. Useful to search regularly for new courses and new start dates. Most courses are free. Charge often applies if assessment and certification is required. Provide excellent CPD for individuals or resources that can support teaching and learning.  Search regularly for new courses and new start dates. | <https://www.mooc-list.com/> |
| What is a MOOC?  <https://www.youtube.com/watch?v=eW3gMGqcZQc> |
| Providers of MOOCs e.g.  <https://www.mooc-list.com/> |
| <https://www.coursera.org/> |
| <https://www.udemy.com/> |
| <http://www.extension.harvard.edu/open-learning-initiative> |
| <https://www.uclaextension.edu/pages/search.aspx?c=free+courses> |
| <http://oyc.yale.edu/> |
| <https://alison.com/subjects/6/Personal-Development-Soft-Skills> |
| <http://www.pcicollege.ie/short-courses/life-writing> |
| <http://www.trans4mind.com/positive/> |
| <http://www.learnoutloud.com/Free-Courses/Self-Development> |
| <https://www.learnitlive.com/classes-events/Personal-Development-Coaching/515.html> |
| <http://www.personalgrowthcourses.net/> |
| <https://www.wiziq.com/tutorials/personal-development> |