

Unit Title:	Emotional wellbeing
OCR unit number:	M25
Life and Living Skill Area:	Personal Skills
Level:	Entry 3
Credit value:	2
Guided learning hours:	20

Unit purpose and aim

The aim of the unit is to develop the learner's understanding of factors that can affect emotional wellbeing and how these may be addressed.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
The Learner will: 1 Be able to identify emotions and know how to manage emotional experiences	The Learner can: 1.1 Link five emotions to different events 1.2 Identify two stressful situations and explain how each could be managed	<p>The learner shows that they can identify five different emotions related to events faced in day to day life. Example activities could include: finding different events, such as football games, an air crash, a celebrity story, mislaying a personal item etc., then identify the emotions provoked by them; matching images of events such as weddings, war, a summer fete, to words that describe the emotions they evoke; recalling five different emotions they have felt and the events that provoked them and recording this on a work sheet, or as part of a discussion or signed activity.</p> <p>The learner identifies two situations that cause stress and explains how these can be managed. Activities might include: a group discussion. sharing ideas & approaches resulting in an individual poster; a choice of different stressful situations could include going to the doctor, losing your keys, the washing machine breaking down, being late for an appointment;</p>

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	1.3 Identify three ways to improve self-confidence	<p>explanations for managing stressful situations could be presented through a mind map or flow chart of solutions, sharing ideas in a group/ paired discussion about situations which others find stressful and provide help sheets/audio advice for each other.</p> <p>The learner shows they can learn to manage their emotions by describing three ways to improve self-confidence. Example tasks could include: researching “self-confidence” on the internet and in a pair create a “self-help” leaflet; talk to tutors/peers about how they improve their self-confidence and create a visual resources or poster based on their findings, research about a well known confident person and examine their techniques.</p>
2 Know about bullying	<p>2.1 Recognise that bullying can be both physical and non-physical</p> <p>2.2 Communicate an assertive attitude to bullying</p> <p>2.3 Outline the work of one agency that supports the victims of bullying</p>	<p>The learner shows that they can recognise facets of bullying that are physical and non-physical. For example the learner: researches bullying and undertakes a short talk to peers explaining different types of bullying; reads information about bullying and makes a poster using images that depict physical and non-physical bullying; participates in a group discussion about bullying and completes a grid categorising different types of bullying.</p> <p>The learner communicates an assertive attitude to bullying in written work or in group discussions. For example the learner could: provide strategies to bullying identified in previous written work; describes in a leaflet how to be assertive following internet research; participates in a role play that is evaluated by peers.</p> <p>The learner shows they can describe the support available to victims of bullying. For</p>

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		<p>example the learner could: produce advice/write a letter to a friend advising where they can get help; each member of the class could contribute to an “Agency Guide” (based on research or material they are provided with) to share with younger learners; give a short presentation to peers about an agency they have found out about, using visual and/or audio aids.</p>
3 Know about peer pressure	3.1 Use examples to show how peer pressure works	<p>In their written/oral work the learner provides examples of peer pressure in day to day situations. Examples include: finding newspaper reports about peer pressure such as size zero models, teenage fashion, latest computer games, and shares these with group; pairs create a poster showing examples of peer pressure and use this in a group discussion; learners use anonymous post-its notes with examples of peer pressure they have encountered, to facilitate discussion, they produce an evaluation of the discussion.</p>
4 Know that illness can be mental or physical	4.1 Identify the main difference between physical and mental illness	<p>The learner shows that they know that illnesses can be mental or physical by identifying the difference and giving examples. Activities might include: looking up definitions of different illnesses and summarising these on a poster; research a short history of mental illness from provided information and summarise this in a short presentation to peers; from a provided list research a selection of 4 different illnesses and categorise them.</p>

Assessment

This unit may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

This unit would benefit from being delivered and assessed as a whole resulting from a series of connected tasks and activities that show a development of understanding and confidence with dealing with the subject matter. Written work should be of sufficient accuracy so as to convey the learner's meaning clearly.

Possible ways of demonstrating that the assessment criteria have been met are provided in the third column of the unit, these are examples only, learners may demonstrate their ability to meet the criteria in many other ways.

Evidence requirements

The Record of Assessment and Evidence for this unit must be completed in full and signed by the assessor to confirm the evidence is authentic and meets the requirements of the learning outcomes and assessment criteria. The completed Record of Assessment and Evidence, together with any other appropriate form of evidence that has been generated for the unit, must be submitted for moderation.