OCR
Oxford Cambridge and RSA

Unit Title:	**Emotional wellbeing**
OCR unit number:	M15
Life and Living Skill Area:	Personal Skills
Level:	Entry 2
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 Identify four emotions	The learner shows they are be able to recognise four basic emotions, such as happy, sad, angry, scared, from a range of media, for example photos, pictures, drama, audio/visual audio sources.
	1.2 Communicate how two given emotional experiences might be managed	The learner shares with a tutor/supervisor/care giver how to manage two emotions, for example; walking away when angry, sharing a problem when sad, using different media, pictures, symbols, discussion, drama etc.
2 Know about bullying	2.1 Recognise three actions that can be seen as bullying	The learner identifies three bullying actions from a range of actions. Activities could include: using stories, pictures, drama or real events.
	2.2 Communicate an assertive attitude to bullying	Show how to counteract bullying through different means, for example; learning to say “no”, joining with peers to stop bullying, reporting bullying behaviour, communicating issue with a trusted person.

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Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
	2.3 Name one agency that supports the victims of bullying	Select an agency by choosing from a range of given agencies, by words, symbols or discussion. Example of agencies could include: pastoral support systems in centre, student council, outside agencies, specialist charities/ anti bullying organisations etc.
3 Know how to be a good friend	3.1 Identify three ways to be a good friend	The learner identifies three ways how to be a good friend, for example; sharing, listening, including friend in activities, being kind etc. Activities could include: discussion, choosing from a range of options, drama, role play etc.
4 Know that illness can be mental or physical	4.1 Identify given illnesses as mental or physical	The learner uses a means appropriate to their needs, such as visual audio sources, discussion, symbols, to identify the difference between a physical illness such as a cold, measles, cancer and a mental illness such as depression and psychosis.

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.

The assessment methods will be appropriate to the learner's environment. Learners can be given support and guidance in knowing where to access help for emotional well being

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

Learners must show that they can identify actions to improve their own personal well being.

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.

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