Unit Support Notes — Self-Awareness: Personal Health and Wellbeing (National 2)

Valid from August 2015

Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Contents

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Self-Awareness: Personal Health and Wellbeing* (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

♦ the *Unit Specification*
♦ the *Unit Assessment Support* pack

General guidance on the Unit

Aims

The *Self-Awareness: Personal Health and Wellbeing* (National 2) Unit is a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of the Unit is to help learners improve their personal health and wellbeing.

Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in personal development, independent living skills or related areas at SCQF level 1.

Prior learning, life and work experiences may provide an appropriate basis for entry into this Unit. This could include relevant skills, knowledge and understanding and appropriate experiences and outcomes.

Skills, knowledge and understanding covered in this Unit

As this Unit will be delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Content and contexts which are used in the teaching of this Unit are at the discretion of the centre. However, content and contexts should provide evidence that all Outcomes and Assessment Standards in the Unit have been achieved.

Learners who complete this Unit will be able to:

1   Investigate factors which contribute to personal health and wellbeing.
2   Review own health and wellbeing.

Progression from this Unit

This Unit may provide progression to:

♦   other Self-Awareness Units at National 2
♦   other Units, Awards and Courses at National 2
♦   other related Units, Awards and Courses at National 3
♦   further study, employment and/or training

Further details about these Units can be found on SQA's website.

Learners may progress to other Units at the same level or Units and Courses at higher levels. The nature of this progression will depend on the individual needs of the learner.

The skills, knowledge and understanding developed in this Unit could also support progression in other curriculum areas as well as life and work contexts.

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment which can be used for the delivery of this Unit.

Learning and teaching
The skills-based focus of the Unit lends itself to the use of a variety of learning and teaching approaches, reflecting the values and principles of the curriculum. Effective learning and teaching will draw on a variety of approaches to enrich the experience of learners. In particular, a mix of approaches which provide opportunities for personalisation and choice will help to motivate and challenge the learners.

Learning should be relevant to the learner's everyday life, their overall learning programme, and/or work and leisure. Teachers/lecturers could also consider interdisciplinary and cross-curricular approaches to learning and teaching, and explore how extra-curricular activities or the personal interests of learners could be included and recognised.

Many of these approaches could involve group work. Group work approaches can be used within Units where it is helpful to simulate real-life situations, share tasks and promote teamworking skills. However, there must be clear evidence for each learner to show that they have met the required Assessment Standards for the Unit.

Learners should be given the opportunity to use their normal mode of communication and have access to the appropriate resources for support where they would normally be available in real-life situations in which the activity is being carried out.

Examples of learning and teaching approaches and ways of recording evidence are provided in the table on the next page.

Self-Awareness: Personal Health and Wellbeing (National 2)	
The general aim of this Unit is to help learners improve their personal health and wellbeing. By investigating the factors which contribute to both healthy and unhealthy lifestyles, learners can reflect on their own lifestyle and consider the steps they could take to improve their own health and wellbeing. This could include: mental, emotional, social, physical, spiritual and other relevant aspects as appropriate. The learner will:	
Outcomes and Assessment Standards	**Guidance and suggested learning and teaching approaches**
1 Investigate factors which contribute to personal health and wellbeing by: 1.1 Identifying factors which contribute to a healthy lifestyle 1.2 Identifying factors which contribute to an unhealthy lifestyle	The Unit provides learners with the opportunity to improve their personal health and wellbeing. Teachers/lecturers should be aware that some topics and issues could be sensitive for individual learners, based on stages of development and/or personal experiences, and should therefore consider the material(s) to be delivered. Teachers/lecturers could help learners to create a supportive environment (eg by agreeing a class 'code of conduct') to ensure that all learners are aware of the need to maintain boundaries and show respect to self and others when exploring issues relating to personal health and wellbeing. Learners could investigate different aspects of health and wellbeing using leaflets, TV, films, books and magazines, the internet and given case studies. Teachers/lecturers could also arrange for guest speakers and/or visits to facilities (eg hydrotherapy pool, sensory room) as appropriate. Examples could also be drawn from the learner's own experiences, where appropriate, focusing on areas such as nutrition, physical wellbeing, and mental/emotional wellbeing. Learners could also work individually, in pairs and/or in groups as appropriate. Possible learning and teaching approaches could include: ♦ matching factors which have a positive/negative effect on personal health to given examples of physical health and/or mental/emotional wellbeing ♦ using the 'eat well plate' to recognise food groups required for a healthy diet

	♦ identifying the effects of a particular factor from a given list (in written, oral, pictorial and/or symbolic form) ♦ using prompt questions and/or Q & A sessions ♦ using role play and/or drama ♦ generating posters, information sheets and/or audio/visual recordings to promote a healthy lifestyle Learners identify factors which contribute to a healthy lifestyle. Examples could include: ♦ eating a balanced diet which includes fruit and vegetables ♦ taking regular exercise ♦ maintaining a healthy work/study/life balance ♦ getting enough rest/sleep ♦ developing and maintaining positive relationships ♦ asking for help when ill/upset/worried (as appropriate) (eg doctor/dentist visits, speaking to teacher/lecturer, counsellor sessions) Teachers/lecturers could also discuss with learners the possible positive effects which these factors have on their personal health and wellbeing. For example, a balanced diet helps maintain a healthy weight and contains vitamins and nutrients which help keep hair, bones, teeth and skin healthy; taking regular exercise increases energy, improves circulation and helps to maintain a healthy weight by burning off calories; getting enough rest reduces stress, increases energy and makes you more alert during the day. Learners identify factors which contribute to an unhealthy lifestyle. Examples could include: ♦ a diet which is high in fat and sugar ♦ lack of exercise ♦ insufficient sleep ♦ smoking ♦ alcohol and/or drug abuse ♦ 'bottling up' feelings (eg not telling someone about being bullied, etc)

	Teachers/lecturers could also discuss with the learners the possible negative effects which these factors have on their personal health and wellbeing. For example, lack of exercise could lead to weight gain, low energy levels and breathing and circulation problems; insufficient sleep could have a negative effect on appearance and a lack of energy during the day; smoking can lead to heart disease, breathing problems and is addictive.
2 Review own health and wellbeing by: 2.1 Identifying aspects which have a positive effect on their health and wellbeing 2.2 Identifying aspects which could be changed to improve their health and wellbeing 2.3 Identifying action points to improve these aspects	Teachers/lecturers could help learners create an individual health and wellbeing plan using a log book and/or diary to record their patterns (eg eating, sleeping, social, exercise) and chart their progress over a given period. The action points could be incorporated into the log book and/or diary. The log book and/or diary could be in written, scribed, electronic and/or recorded format, as appropriate. Learners review their own health and wellbeing by firstly identifying aspects which have a positive effect on their health and wellbeing. Examples could include:

Positive aspects table:

Positive aspects of personal health and wellbeing	
Diet: I eat two pieces of fruit every day	Diet: I drink a bottle of water every day
Lifestyle: I only play computer games at weekends	Lifestyle: I go to the cinema with friends every Saturday
Exercise: I go swimming every Saturday	Exercise: I play five-a-side football with my friends once a week

Learners then identify aspects which could improve their own health and wellbeing and how each of these aspects could be changed. This could include setting targets and carrying out a plan for improving their health and wellbeing. Examples could include:

Aspects to be improved	Action points
Diet ♦ eating fast food/'takeaways' regularly (eg one every day) ♦ not eating enough/any fruit and vegetables ♦ drinking too many fizzy drinks	♦ reducing fast food/'takeaway' meals to once a week ♦ eating at least five portions of fruit and vegetables every day ♦ drinking water with every meal and/or limiting fizzy drinks to one can per day
Fitness/Physical health ♦ not very active (eg 'couch potato') ♦ not very interested in sport/activities ♦ spending too much time on the computer/playing computer games	♦ developing a weekly exercise plan (eg go walking at least twice a week, go swimming twice a week, cycling more often) ♦ trying a new sport/activity (eg tennis, gardening) ♦ only playing computer games at weekends
Lifestyle ♦ difficulties in balancing study/ social/family life ♦ feeling 'in a rut' (eg feeling bored/ fed-up) ♦ limited social life (eg reliance on TV/DVDs for entertainment) ♦ don't like exercising alone	♦ creating and maintaining a structured calendar with dedicated 'slots' for study, regular social/ family activities ♦ learning something new (eg signing up for a cooking course, learning to play a musical instrument) ♦ joining a group (eg drama, choir, book club) or going to the cinema with friends more often ♦ playing a sport with friends (eg football, netball)
Emotional health ♦ feeling lonely ♦ helping others ♦ feeling tense	♦ arranging a day out with friends ♦ visiting a friend or family member who needs support or company ♦ volunteering at a local school, hospital or community group ♦ using relaxation techniques (eg meditation, yoga, tai-chi)

Personal health and wellbeing could also be discussed and explored as part of integrated activities. For example, learners could explore how to develop healthier eating habits through food preparation and cooking activities, and incorporate activities in PE into their health and wellbeing plan to improve physical fitness.

This Unit could be linked to activities in the *Self-Awareness: Building Positive Relationships* (National 2) Unit and the *Food, Health and Wellbeing: Food for Health* (National 2) Unit.

Assessment
There is no external assessment for National 2 Units. All Units are internally assessed against the requirements outlined and described in the *Unit Specification* and the *Unit Assessment Support* pack.

To achieve the Unit, learners must achieve the Unit Outcomes.

Evidence for this Unit could be collected during learning and teaching activities.

Teachers/lecturers could therefore record naturally occurring evidence as a way of meeting the Unit Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be recorded for assessment purposes in a variety of ways, including:

♦ observation of evidence demonstrated during an activity (using an observation checklist, visual recording, photography or equivalent)
♦ oral questioning before, during and on completion of an activity (recorded using an audio-visual or audio recording or using detailed written assessor notes as evidence)
♦ learning and teaching activities which generate physical evidence for assessment
♦ identifying opportunities to record evidence within out-of-centre activities

Alternatively, where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

Learners will benefit from receiving accurate and regular feedback on their work regarding their learning. This helps to ensure they are actively involved in the assessment process. It is also important that different approaches to assessment are adopted to suit the varying needs of learners.

Authentication
For guidance on authentication of evidence that is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment.*

It is important that teachers/lecturers track and keep accurate records of their assessments in order to:

♦ inform learners of their progress
♦ identify where further consolidation is required
♦ retain and store appropriately evidence of work in progress and completed work for verification purposes

It is anticipated that learners will need a high degree of teacher/lecturer assistance. More details about the type of support are provided within the Equality and inclusion section.

Developing skills for learning, skills for life and skills for work

The *Unit Specification* lists the skills for learning, skills for life and skills for work that learners should develop in this Unit. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and should be built into the Unit where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Unit.

Skills for learning, skills for life and skills for work	Examples of learning and teaching approaches
1 Literacy	
1.3 Listening and talking Listening means the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate. Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context.	Where appropriate, learners could use their normal mode of communication to: ♦ communicate, eg identify positive and negative factors on personal health and wellbeing ♦ respond, eg identify ways to improve their own health and wellbeing
3 Health and wellbeing	
3.1 Personal learning Personal learning means being actively engaged in learning and how it can be planned, sourced, implemented and sustained. It also includes following-up on curiosity, thinking constructively, reflecting, and learning from experience.	Where appropriate, learners could demonstrate personal learning by: ♦ reviewing their own health and wellbeing ♦ identifying areas for improvement and ways in which these could be improved
3.2 Emotional wellbeing Emotional wellbeing includes taking responsibility for yourself and being aware of the impact your behaviour may have on others; developing ways to manage your feelings; developing positive attitudes and resilience; practising assertive behaviours; building confidence; and, based on an understanding of any risks, making informed decisions.	Where appropriate, learners could develop positive emotional wellbeing by: ♦ reviewing their own emotional health and wellbeing ♦ identifying areas for improvement and ways in which these could be improved
3.3 Physical wellbeing Physical wellbeing means recognising the importance and benefits of healthy and active living and practising skills to make the most of positive aspects of activity, such as enjoyment and challenge.	Where appropriate, learners could develop positive physical wellbeing by: ♦ reviewing their own physical health and wellbeing ♦ identifying areas for improvement and ways in which these could be improved

It is important that learners have opportunities to develop these broad general skills as an integral part of their learning experience.

There will be opportunities for the development of additional skills for learning, skills for life and skills for work throughout this Unit. These will vary from centre to centre depending on the approaches being used to deliver the Unit.

Equality and inclusion

The additional support needs of learners should be taken into account when planning learning experiences or when considering any reasonable adjustments that may be required. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate illustrative materials that reflect an inclusive view.

Learners undertaking qualifications at SCQF level 2 are likely to require more support with their learning than at other levels. The support provided should be appropriate for the learner, for the subject area and for the activity involved. Examples of support might include:

♦ allowing extra time to complete activities
♦ practical helpers under direct learner instruction could assist with practical activities (this could also include a reader and/or scribe as appropriate)
♦ the use of specialised and adapted equipment
♦ the use of ICT, including adaptive technologies such as braille and assistive technologies (such as voice activated software) to support learners with limited capacities to write

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: http://www.sqa.org.uk/sqa/14976.html
- *Building the Curriculum 4: Skills for learning, skills for life and skills for work*
- *Building the Curriculum 5: A framework for assessment*
- *Guide to Assessment* (January 2014)
- Principles and practice papers for curriculum areas
- *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- *Coursework Authenticity — a Guide for Teachers and Lecturers*
- *SCQF Handbook: User Guide* (published 2009) and
- SCQF level descriptors: www.sqa.org.uk/sqa/4595.html
- *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*
- *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*
- SQA *Guidelines* on e-assessment for Schools
- SQA Guidelines on Online Assessment for Further Education
- SQA e-assessment web page

Administrative information

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History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date