



Learning journal

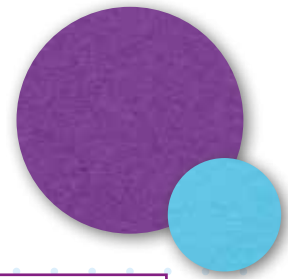
Level 2

**Personal and Social Effectiveness
qualifications**



Name:

How to use this journal

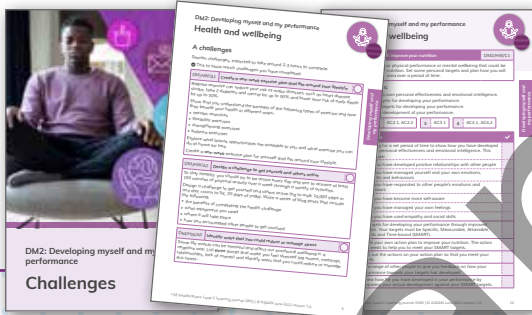


Challenges

The first section of each unit contains the challenges that you can choose from for that unit. You should talk to your tutor and choose **one topic area** to focus on for each unit.

Your tutor will then help you to decide which A and B challenges you will complete to prepare you for your **one** chosen C challenge in each unit.

You can remove the pages with challenges from the other topic areas.



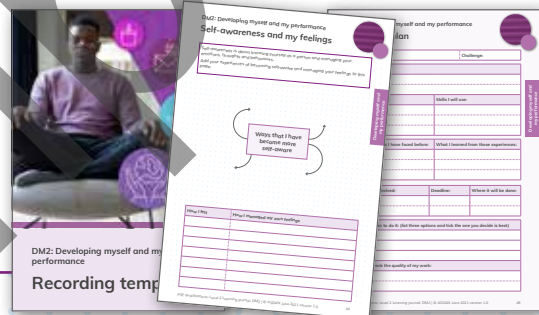
Recording templates

The second section of each unit contains templates that you can use to record your progress.

These templates include:

- Activity logs and trackers
- Challenge plans and reviews
- Challenge schedule
- Keyword glossary
- Space for thoughts and ideas

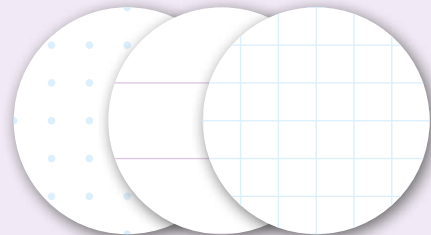
You can copy these pages as needed to build up your learning journal.



You can complete the pages in this journal in a way that suits you and how you like to learn.

- Dotted paper is great for mind maps and sketches.
- Lined paper is perfect for writing notes and lists.
- Squared paper is ideal for diagrams and graphs.

Your tutor can provide you with digital copies of this journal in Word format if you would prefer to complete it using a computer.



Pages with this icon are **mandatory pages** that you must complete and include with your evidence.



Pages with this icon will help you to develop your **vocabulary**.

You can keep the pages of your learning journal in your portfolio binder or folder and add in your evidence.



Level 2 progress tracker



Learner name:	Level 2
Centre name:	
Unit DM2: Developing myself and my performance <input checked="" type="checkbox"/>	
A and B challenges completed. Challenge codes:	
C challenge completed. Challenge code:	Evidence ref. <input type="checkbox"/>
Assessment grid for DM2, signed by tutor/assessor	Evidence ref. <input type="checkbox"/>
Unit WW2: Working with others <input checked="" type="checkbox"/>	
A and B challenges completed. Challenge codes:	
C challenge completed. Challenge code:	Evidence ref. <input type="checkbox"/>
Assessment grid for WW2, signed by tutor/assessor	Evidence ref. <input type="checkbox"/>
Unit PS2: Problem solving <input checked="" type="checkbox"/>	
A and B challenges completed. Challenge codes:	
C challenge completed. Challenge code:	Evidence ref. <input type="checkbox"/>
Assessment grid for PS2, signed by tutor/assessor	Evidence ref. <input type="checkbox"/>
Learner signature:	Date:
Tutor/assessor signature:	Date:



DM2: Developing myself and my performance

Challenges

Topic areas



For this unit, you will need to complete challenges from **one** of the four topic areas shown below.

Within each topic area, there are different types of challenges:

- A challenges – short challenges to help you practise your skills
- B challenges – longer challenges, to help you develop your skills
- C challenges – assessed challenges, to measure your skills

You will complete a number of A and B challenges from your chosen topic area, then **one** assessed C challenge from the same topic area. You can complete additional A and B challenges from other topic areas if you like, however you can only be assessed in one topic area.

Your tutor will help you to choose which challenges you are going to do.

Health and wellbeing

Understanding how to take care of your mental and physical health is an important part of life. This topic covers safety, hygiene, fitness and nutrition, as well as different ways that you can protect and promote your emotional wellbeing.



International links

The world is a big place but increasingly interconnected. This topic explores international links within your community, from languages spoken to food eaten, as well as providing an opportunity for you to connect with people all over the world.



Digital communications

From online shopping to emails, digital communications is a part of daily life. Digital communications is also a huge part of many people's jobs, from data management to web design and marketing. This topic is about understanding this area and developing your practical skills.



Beliefs and values

The focus of this topic is big, moral (to do with right and wrong) questions. It is a chance to explore what people believe and why it matters. At the same time it is a chance to reflect on your own beliefs while you develop the skills to explain complex ideas.



Health and wellbeing



A challenges

Shorter challenges, expected to take around 2-3 hours to complete.

✔ Tick to show which challenges you have completed.

DM/HW/A1	Create a one-week exercise plan that fits around your lifestyle	<input type="checkbox"/>
<p>Regular exercise can reduce your risk of major illnesses, such as heart disease, stroke, type 2 diabetes and cancer by up to 50% and lower your risk of early death by up to 30%.</p> <p>Show that you understand the benefits of the following types of exercise and how they benefit your health in different ways:</p> <ul style="list-style-type: none"> • aerobic exercises • flexibility exercises • strengthening exercises • balance exercises <p>Explore what leisure opportunities are available to you and what exercise you can do at home for free.</p> <p>Create a one-week exercise plan for yourself that fits around your lifestyle.</p>		
DM/HW/A2	Design a challenge to get yourself and others active	<input type="checkbox"/>
<p>To stay healthy, you should try to be active every day and aim to achieve at least 150 minutes of physical activity over a week through a variety of activities.</p> <p>Design a challenge to get yourself and others active (eg to walk 10,000 steps in one day, couch to 5K, 30 days of yoga). Write a series of blog posts that include the following:</p> <ul style="list-style-type: none"> • the benefits of completing the health challenge • what equipment you need • where it will take place • how you encouraged other people to get involved 		
DM/HW/A3	Identify ways that you could reduce or manage stress	<input type="checkbox"/>
<p>Some life events can be stressful and affect our emotional wellbeing in a negative way. List three things that make you feel stressed (eg exams, meetings, relationships, lack of money) and identify ways that you could reduce or manage this stress.</p>		

Developing myself and my performance

Health and wellbeing



Level 2 challenge brief: Improve your nutrition DM2/HW/C1

Choose an area of your physical performance or mental wellbeing that could be improved with better nutrition. Set some personal targets and plan how you will improve your chosen area over a period of time.

Learning outcomes:

- 1 Be able to develop own personal effectiveness and emotional intelligence.
- 2 Be able to set targets for developing your performance.
- 3 Be able to meet targets for developing your performance.
- 4 Be able to review development of your performance.

1	AC1.1	2	AC2.1, AC2.2
3	AC3.1	4	AC4.1, AC4.2

Challenge checklist		✓
AC1.1	Keep a log for a set period of time to show how you have developed your own personal effectiveness and emotional intelligence. This may include: <ul style="list-style-type: none"> • How you have developed positive relationships with other people • How you have managed yourself and your own emotions, thoughts and behaviours • How you have responded to other people’s emotions and behaviours • How you have become more self-aware • How you have managed your own feelings • How you have used empathy and social skills 	
AC2.1	Set targets for developing your performance through improved nutrition. Your targets must be Specific, Measurable, Attainable, Realistic and Time-bound (SMART).	
AC2.2	Create your own action plan to improve your nutrition. The action plan needs to help you to meet your SMART targets.	
AC3.1	Carry out the actions on your action plan so that you meet your targets.	
AC4.1	Ask a range of other people to give you feedback on how your performance towards your targets has developed.	
AC4.2	Review how far you have developed in your performance by comparing your actual development against your SMART targets.	



DM2: Developing myself and my performance

Recording templates

Self-awareness and my feelings

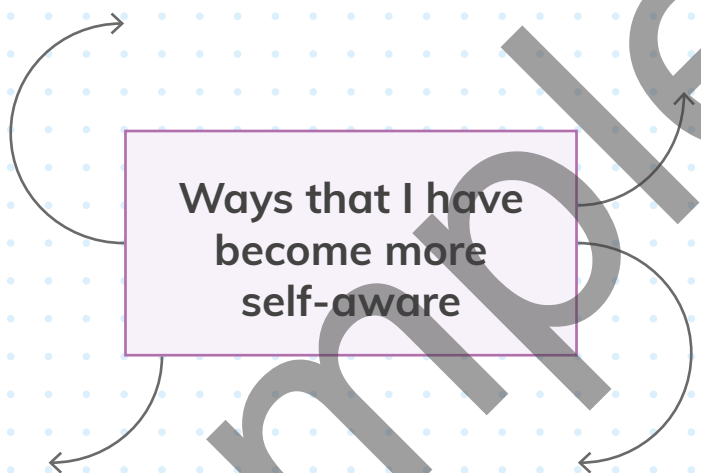


Self-awareness is about knowing yourself as a person and managing your emotions, thoughts and behaviours.

Add your experiences of becoming self-aware and managing your feelings to this page.

Sample

Ways that I have become more self-aware



How I felt	How I managed my own feelings

Challenge plan



Learner name:	Challenge:
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My task is...

Why I am doing it:	Skills I will use:
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Similar challenges I have faced before:	What I learned from those experiences:
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Other people involved:	Deadline:	Where it will be done:
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How I plan to do it: (list three options and tick the one you decide is best)

1

2

3

How I will check the quality of my work:

Developing myself and my performance

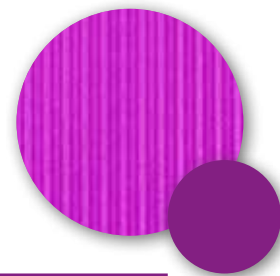
Sample



WW2: Working with others

Challenges

Topic areas



For this unit, you will need to complete challenges from **one** of the five topic areas shown below.

Within each topic area, there are different types of challenges:

- A challenges – short challenges to help you practise your skills
- B challenges – longer challenges, to help you develop your skills
- C challenges – assessed challenges, to measure your skills

You will complete a number of A and B challenges from your chosen topic area, then **one** assessed C challenge from the same topic area. You can complete additional A and B challenges from other topic areas if you like, however you can only be assessed in one topic area.

Your tutor will help you to choose which challenges you are going to do.

Citizenship and community

Our lives are connected to those around us in our neighbourhoods, local areas and country. This topic looks at the rights and responsibilities we have as members of our communities with opportunities to learn about the roles of various public organisations.



The environment

Protecting the natural environment is perhaps the most important issue this century. In order to protect the environment, you need to understand and even enjoy it. This topic is about getting out in nature as well as considering the impact of our daily lives on the environment.



Enterprise

Many people are self-employed, whether by choice or by necessity. This topic will develop your own entrepreneurial skills while exploring the challenges and opportunities of running a business, from market research to customer service.



Sport and leisure

In this topic you can try out new sport and leisure activities, as well as developing your skills in ones you already do regularly. You can also take the opportunity to demonstrate your talents or coach other people in your chosen activity.



Beliefs and values

The focus of this topic is big, moral (to do with right and wrong) questions. It is a chance to explore what people believe and why it matters. At the same time it is a chance to reflect on your own beliefs while you develop the skills to explain complex ideas.



Citizenship and community



WW/CC/A6	Visit a magistrates' court, a police station or council department and report on your visit	<input type="radio"/>
<p>In order to gain an insight into public services, go on a team visit to a magistrates' court, a police station or a local council department. Report back to others about the visit.</p>		
WW/CC/A7	Invite a local councillor or MP to discuss their work with your group	<input type="radio"/>
<p>Each local area, or constituency, is represented in government by a Member of Parliament (MP). Each smaller neighbourhood, is represented in the council by elected councillors. Invite a local councillor or MP to discuss their work with your group.</p>		
WW/CC/A8	Identify ways people show respect for your local community through taking part in a learning walk	<input type="radio"/>
<p>Go on a learning walk in your local community and make a note of the ways people show respect for their community (eg picking up litter, organising events, using multilingual signs). For each thing you notice, explain how it helps to build a good community.</p>		

B challenges

Longer challenges, expected to take around 5-8 hours to complete.

✔ Tick to show which challenges you have completed.

WW/CC/B1	Work with others to help raise money for a good cause	<input type="radio"/>
<p>Many services, local, national and international, rely on donations. Work with others to help to raise money for a good cause.</p>		
WW/CC/B2	Find out about the responsibilities of your local council	<input type="radio"/>
<p>Local councils are responsible for local services, from social care to bin collections. Find out more about the responsibilities of your local council. Using your findings, promote in a creative way the importance of voting in local elections.</p>		
WW/CC/B3	Help to organise an event for elderly or disabled people	<input type="radio"/>
<p>Many elderly people go for days or weeks without a friendly call or visit. Age UK (Scotland) reports that loneliness is as dangerous to health as smoking 15 cigarettes a day and doubles the risk of dementia. Help to organise an event for elderly or disabled people.</p>		

Working with others

Citizenship and community



Level 2 challenge brief: Organise a fundraising event	WW2/CC/C2
<p>As part of a team, organise and take part in a fundraising event for your community. Make sure each team member has their own individual responsibility. Report on the success of your event, how much money was raised and how well you worked as a team.</p>	

Learning outcomes:

- 1 Be able to work with others in socially effective ways.
- 2 Be able to work with others to meet an agreed objective.
- 3 Be able to review how well you work in a team.

1	AC1.1, AC1.2, AC1.3	2	AC2.1	3	AC3.1
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Challenge checklist		✓
AC1.1	Keep a log of times when you showed empathy towards other people.	
AC1.2	Keep a log of times when you expressed your own thoughts and feelings to other people.	
AC1.3	Keep a log of times when you chose specific language and ways to communicate in order to be considerate of someone else's perspective, thoughts and feelings.	
AC2.1	Organise a fundraising event as a team. Keep evidence of the work you have done, for example via video diary or witness statement.	
AC3.1	Think about how effective you and the other team members were when you worked together. Give your feedback to the other team members and receive their feedback. Write a review of how effective you each were.	

Working with others

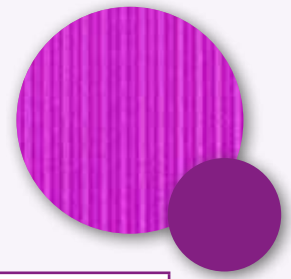


WW2: Working with others

Recording templates

WW2: Working with others

Challenge schedule



Learner name:	Challenge:
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<input checked="" type="checkbox"/>	Task	Who will do it	Deadline
<input type="checkbox"/>			
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<input type="checkbox"/>			

Am I ready for the challenge? Teacher feedback on our plan:

Working with others



PS2: Problem solving

Challenges

Topic areas

For this unit, you will need to complete challenges from **one** of the four topic areas shown below.

Within each topic area, there are different types of challenges:

- A challenges – short challenges to help you practise your skills
- B challenges – longer challenges, to help you develop your skills
- C challenges – assessed challenges, to measure your skills

You will complete a number of A and B challenges from your chosen topic area, then **one** assessed C challenge from the same topic area. You can complete additional A and B challenges from other topic areas if you like, however you can only be assessed in one topic area.

Your tutor will help you to choose which challenges you are going to do.

Science and technology

This topic focuses on using science and technology to explore and tackle practical problems. You will have opportunities to carry out primary and secondary research, create models and debate important issues.



Expressive arts

The arts are important in many people's personal lives as well as in many jobs. This topic covers the whole range of art forms with opportunities to create, curate and explore. You might develop skills in activities that you are already confident in, and try new art forms.



Independent living

Some jobs are done daily, such as cooking and tidying. Laundry and cleaning might be weekly jobs. Other jobs might be done once in a lifetime, such as designing the interior of a new home or organising a special event. This topic is about preparing for all aspects of adult life.



Vocational preparation

This topic is an opportunity to explore education, training and employment options. You will reflect on your skills and areas for development as well as identifying possible sources of support.





C challenges

Choose **one** challenge and file the challenge brief sheet in your portfolio.

✔ Tick to show which challenge you have completed.

PS2/ST/C1

Make a mechanical toy



Make a mechanical toy using at least two of the following mechanisms: cranks, springs, pulleys, cams, gears, levers. Prepare at least two different designs and select the one you think will work best. Review and evaluate your final product.

PS2/ST/C2

Help a person in their daily life



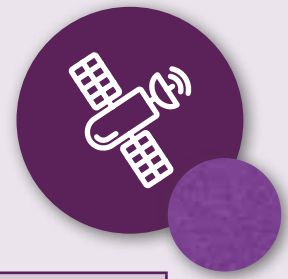
Identify a problem that someone who is elderly or has a disability may encounter in their day-to-day life. Design at least two products to solve this problem and make a prototype of one of them. Evaluate the success of your product.

PS2/ST/C3

Growing or storing food



Identify a problem with growing or storing food. For example, growing crops with little water, storing food without single-use plastics. Design at least two products to solve this problem and make a prototype of one of them. Evaluate the success of your product.



Level 2 challenge brief: Growing or storing food

PS2/ST/C3

Identify a problem with growing or storing food. For example, growing crops with little water, storing food without single-use plastics. Design at least two products to solve this problem and make a prototype of one of them. Evaluate the success of your product.

Learning objectives

- 1 Be able to identify a straightforward problem that needs to be solved.
- 2 Be able to generate ideas to solve a straightforward problem.
- 3 Be able to solve a straightforward problem.

1	AC1.1, AC1.2	2	AC2.1, AC2.2	3	AC3.1, AC3.2, AC3.3
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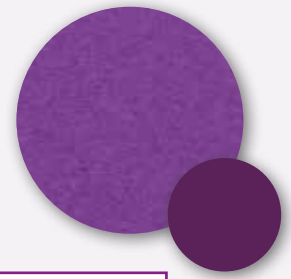
Challenge checklist		✓
AC1.1	Outline a problem with growing or storing food and write it down.	
AC1.2	Break the problem down into its component parts and write them down.	
AC2.1	Think of a range of ideas for a product that could solve the problem.	
AC2.2	Discuss your range of ideas with other people.	
AC3.1	Choose the best idea(s) then design at least two products to solve the problem and make a prototype of one of them.	
AC3.2	Justify why you chose that particular solution.	
AC3.3	Review the extent to which your prototype product was successful.	



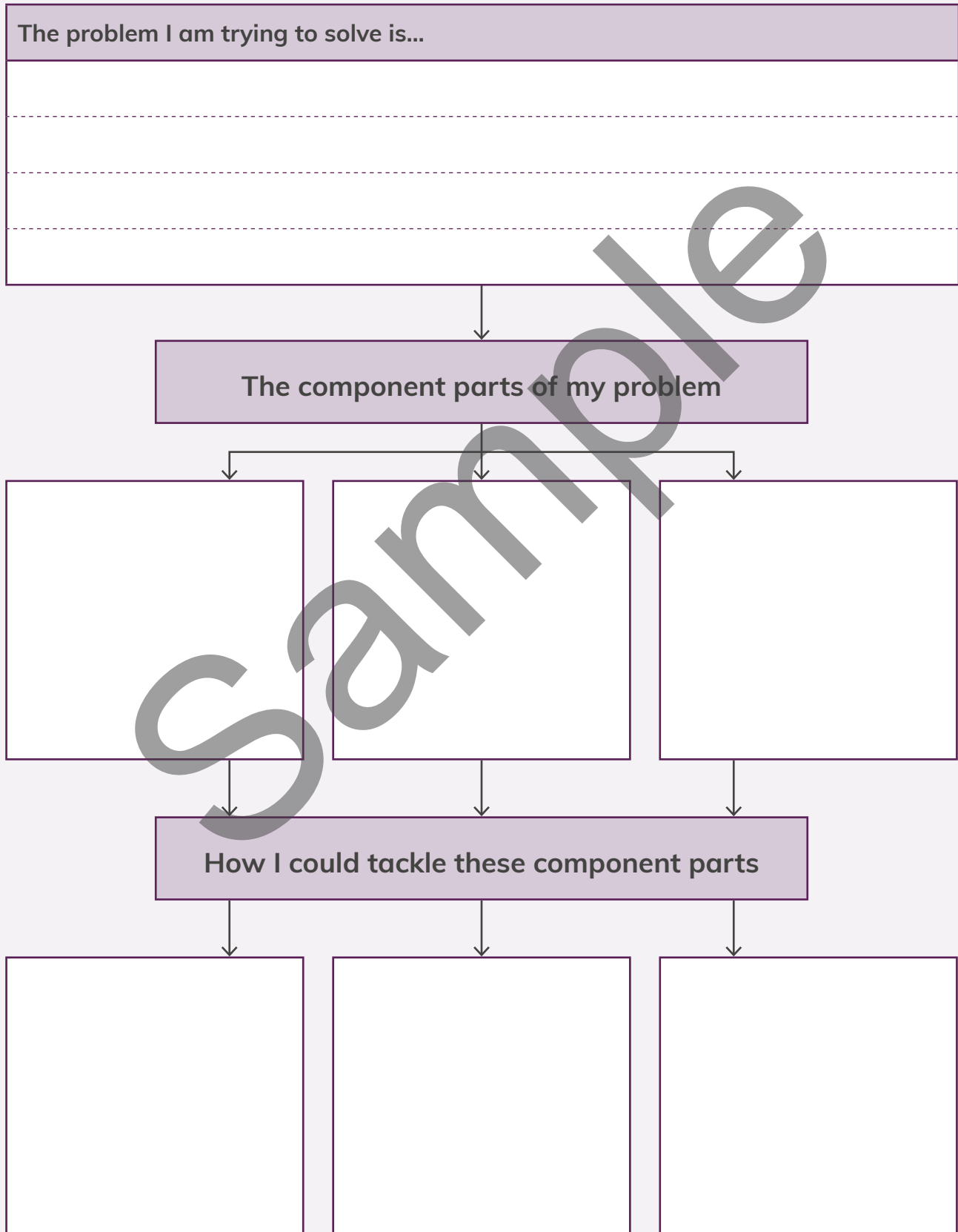
PS2: Problem solving

Recording templates

Components of a problem

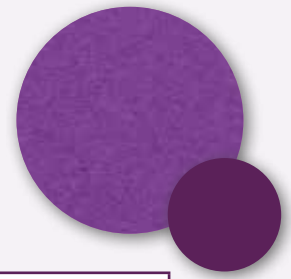


When faced with a problem, it can help to break the problem down into smaller parts. Then think about how to tackle each component part.



Problem solving

Challenge review



Learner name:	Challenge:
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<input checked="" type="checkbox"/> Did you solve the problem?	Why did you choose to solve the problem using your chosen solution?
<input type="radio"/> Yes	
<input type="radio"/> No	
<input type="radio"/> Partly	

What went well in your approach to problem solving?	What did not go so well?

Who I asked for help and what it was for:

Feedback I got about how I can improve my problem solving:

How did I get on? Teacher feedback on my challenge:

Problem solving