



Rewarding Learning

CCEA Certificate in
Preparation for Adult
Life Level 2
(QCF)

CCEA Award in
Preparation for Adult
Life Level 2
(QCF)

Teacher Guidance

(For first teaching from September 2013)

CCEA Certificate in Preparation for Adult Life Level 2 (QCF)
CCEA Award in Preparation for Adult Life Level 2 (QCF)

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Introduction

This document has been produced to provide guidance on the delivery and assessment of the CCEA Certificate in Preparation for Adult Life Level 2 (QCF) and CCEA Award in Preparation for Adult Life Level 2 (QCF).

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Unit 1: Diversity and Social Inclusion

This unit focuses on the challenges that exist from living in a diverse society and provides the learner with the opportunity to identify and understand appropriate and positive ways of responding to such challenges.

Learners should be given the opportunity to:

- understand the range and extent of diversity in different societies; both locally and globally, and identify the challenges and opportunities which diversity and inclusion present, for example, cross community initiatives, festival celebrations, sport and leisure activities religious activities and charity organisations;
- identify, explore and describe challenges and opportunities that relate specifically to Northern Ireland in the context of diversity and inclusion, for example, sectarianism, racism, discrimination, homophobia, community relations, refugees and asylum seekers. Learners should be able to understand how challenges can be overcome;
- recognise and respond to such challenges in their own community and in the wider world, for example, gender, sexuality, ethnicity, religion, disability and political beliefs;
- understand social inclusion and be able to describe social inclusion in their own community, nationally and internationally, for example, clubs, societies, charities, religion and social status; and
- explore social inclusion in their own community and to identify organisations and describe their work in the community which responds to equality or diversity issues, for example, Northern Ireland Commissioner for Children and Young People (NICCY), Opportunity Youth, Youth Action, Simon Community, Shelter N.I and The Prince's Trust.

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
1. Understand the benefits and challenges of a culturally diverse society	1.1 Explain what is meant by cultural diversity; 1.2 Describe the key features of a culturally diverse society; 1.3 Explain how a society can benefit from cultural diversity in: (a) a local context; (b) a national context; and (c) a global context; 1.4 Describe challenges to a young person of living in a culturally diverse society; 1.5 Explain how these challenges can be overcome;	<p>Learners in a group could use a coloured sticky note activity to discuss the meaning of cultural diversity.</p> <p>Learners could prepare an information leaflet on cultural diversity for young people. Learners could include own definition of cultural diversity.</p> <p>Learners could explore cultural diversity locally, nationally and globally. An 'each one teach one' activity could be used to collect information and learners could use a leaflet to display information.</p> <p>Learners could use a carousel activity to discuss challenges to a young person of a culturally diverse society. Learners could use a leaflet to describe and explain challenges and how these can be overcome.</p>

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
2. Understand social inclusion	2.1 Explain what is meant by social exclusion in a local, national and global context; 2.2 Describe ways in which society is inclusive in a local, national and global context; 2.3 Identify and explain ways in which young people can make their community more inclusive; and	Learners could engage in group discussions on the meaning of social inclusion locally, nationally and globally. Learners could use a creative matrix to describe ways of inclusivity and to explain ways in which young people can contribute to inclusivity. Learners could produce an information poster/ PowerPoint on social inclusion to describe ways in which society is inclusive locally, nationally and globally and to explain ways young people can make communities more inclusive.
3. Be able to identify sources of information and advice in relation to equality /diversity issues	3.1 Identify and describe the work of one organisation that works in the area of equality/diversity and explain how the organisation responds to equality/diversity issues.	A visiting speaker could engage with learners to discuss organisations and their roles. Learners could prepare questions for session and record answers. Learners could use an information card to record information on one organisation, their work and how the organisation responds to equality/diversity issues.

Useful Websites

www.credni.org/

www.diversityonline.org/

www.niccy.org

www.youthaction.org

www.princes-trust.org.uk

www.workingwithdiversity.org/

www.equalityni.org/

www.ofmdfmi.gov.uk/

www.wellnet-ni.com/

www.shelterni.org

www.simoncommunity.org

www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/cultural-diversity/

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Unit 2: Democracy and Democratic Participation

This unit focuses on providing learners with the opportunity to become more aware of the main democratic institutions that directly affect their lives in the context of Northern Ireland and the wider world and to develop their understanding of how to participate in a range of democratic processes.

Learning will be given the opportunity to:

- investigate the characteristics associated with democracy, for example, fair and regular elections, a multi-party system, rule of law, freedom of speech, freedom of expression, elected governments, protection of basic human rights, law and justice and everyone being treated fairly and equally. Learners will be able to give examples of democratic societies such as the U.K., Canada and Australia;
- identify the various democratic institutions, for example, local councils, Northern Ireland Assembly, parliament and European Union and investigate their role and functions;
- identify the role of the key institutions in promoting inclusion, justice and democracy;
- research the benefits that democracy, inclusion and justice may bring to Northern Ireland society and how democracy, inclusion and justice are promoted; and
- identify the benefits that democratic processes may bring and identify ways in which young people can participate in these processes, for example, school council, membership of Non-Governmental Organisations (NGOs) or pressure groups and involvement in community initiatives.

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
1. Understand the characteristics of a democratic society	1.1 Explain the meaning of democracy; 1.2 Identify and describe the characteristics of a democratic society; 1.3 Give examples of democratic societies in: (a) a local context; (b) a national context; and (c) a global context;	Learners could discuss the meaning of democracy and present their ideas on a spider diagram or PowerPoint. Learners could illustrate some characteristics of a democratic society, such as fair and regular elections, multi-party system and freedom of speech. Learners could use a world map to identify democratic societies in contexts, such as Ireland, U.K., Germany, and U.S.A. Using the map learners could give an example of democracy in each of the chosen countries.
2. Understand key democratic institutions	2.1 Identify and describe key democratic institutions in their local community, a national context and a global context; 2.2 Explain the main roles of two of the following: (a) Local Government; (b) Northern Ireland Assembly; (c) Parliament; and/or (d) European Union	Learners could produce a leaflet identifying the democratic institutions, such as (a) local council, (b) Parliament and the (c) United Nations. Learners could add a brief description of the responsibilities of each. Learners could produce a leaflet or information sheet on their chosen institution outlining the main roles. There is an opportunity for learners to visit their chosen institution or invite a representative from that institution to give a talk to the group. Learners could use a question and answer session to record key points.

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
<p>2. Understand key democratic institutions (cont.)</p>	<p>2.3 Explain how democratic institutions can promote inclusion, justice and democracy;</p> <p>2.4 Explain how society benefits from democracy, inclusion and justice;</p>	<p>Learners could take an issue such as sectarianism, racism, discrimination on the grounds of disability, sex or age and investigate and explain how democratic institutions pass legislation to benefit society and promote inclusion and justice.</p> <p>Learners could research the Disability Discrimination Act 1995 or the Race Relations Order 1997 or other relevant legislation.</p> <p>Learners could list some benefits to society such as the freedom to peacefully protest or speak freely, right to protection by the police force and the right to a fair trial. Using information from the media learners could identify how citizens have been able to use the benefits of democratic society to influence government for example, objecting to a planning application.</p> <p>They could investigate an organisation which promotes democracy, inclusion or justice such as Disability Action, Amnesty International, Campaign for Freedom of Information or Crimestoppers and produce an information leaflet on the organisation.</p>

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
<p>3. Understand the democratic and electoral process</p>	<p>3.1 Explain the benefits of participation in democratic processes; and</p> <p>3.2 Describe ways in which a young person can take an active part in democratic processes in their local community.</p>	<p>Learners could make a list of the benefits of participation such as inclusion and empowerment as voting can make a difference.</p> <p>Learners could produce an information leaflet or poster explaining how a young person can register to vote, the documents required on polling day and the different types of voting such as voting for one person or voting in a preferential order.</p> <p>Learners could describe opportunities for participation such as standing for election to a school council, participating in community projects, acting as youth ambassadors for a variety of issues and membership of NGOs.</p> <p>Learners could produce an advertisement for an opportunity for participation or make a presentation on their own personal involvement in an activity.</p> <p>Learners could also use a mind map to investigate ways of taking an active part in democratic processes within their local community.</p>

Useful Websites

www.nicva.org/

www.bbc.co.uk/northernireland/schools/11_16/citizenship/

www.niassembly.gov.uk/Visit-and-Learning/

www.nidirect.gov.uk/local-councils-in-northern-ireland/

www.bbc.co.uk/democracylive/

www.parliament.uk/

www.britishirishcouncil.org/

www.bbc.co.uk/scotland/education/as/citizenship/

www.bbc.co.uk/schools/citizenx/teachers/democracy/using_animation_1.shtml/

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Unit 3: Human Rights and Social Responsibility

This unit focuses on providing an opportunity for learners to investigate individual and collective rights and social responsibilities and apply them to different contexts and situations in a local and global context. Learners will understand the role of Non-Governmental Organisations (NGOs) in promoting equality and social justice.

Learners should be given the opportunity to:

- develop an understanding of human rights and identify and explain human rights;
- examine and explain the need for human rights and identify how human rights can contribute to the promotion of inclusion, equality, democracy and social justice;
- investigate and explain human rights instruments, such as Universal Declaration of Human Rights, United Nations Convention on the Rights of the Child, European Court of Human Rights and Human Rights Act 2000 or the proposed Bill of Rights for Northern Ireland;
- identify and explain appropriate issues at local, national and global levels;
- identify and explain social responsibility i.e. social responsibility is about being concerned about the rights of others, for example, the homeless, victims of poverty, victims of prejudice and discrimination;
- describe ways in which social responsibility impacts on society, locally, nationally and globally and be able to describe ways in which a young person can help contribute to their community; and
- develop an understanding of organisations that support human rights issues, such as the Red Cross, Amnesty International or Global Giving and explain the role of the organisation in protecting human rights. Learners should investigate these organisations and describe ways in which the organisation works to protect human rights.

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
<p>1. Understand human rights</p>	<p>1.1 Identify and describe two human rights;</p> <p>1.2 Explain why human rights are important for society;</p> <p>1.3 Identify two human rights instruments and explain how they protect human rights;</p> <p>1.4 Identify and describe a specific human rights issue in Northern Ireland;</p>	<p>Learners could identify two human rights, such as the right to a fair trial, the right to rest and the right to freely participate in the cultural life of the community. Learners could then carry out an ‘each one teach one’ activity to describe the human rights they have chosen.</p> <p>Learners could research the significance of human rights and explain how two human rights instruments protect human rights such as the Universal Declaration on Human Rights, the UN Convention on the Rights of the Child and the Human Rights Act 2000. Learners could use selected web-sites or newspapers and develop a PowerPoint presentation explaining their importance.</p> <p>Learners could develop an information leaflet explaining why human rights are important and how human rights instruments protect human rights.</p> <p>Learners could examine local newspapers and highlight a human rights issue. Learners could annotate the newspaper article.</p>

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
<p>2. Understand social responsibility</p>	<p>2.1 Explain what is meant by social responsibility;</p> <p>2.2 Identify and describe ways in which social responsibility impacts on society in a local, national and global context;</p> <p>2.3 Describe ways in which a young person can make a change to their community;</p>	<p>Learners could create a mind map to explain social responsibility.</p> <p>Learners could complete a consequence wheel to describe the impact of social responsibility on local, national and global societies. Learners could also complete a collage to describe the impact of social responsibility, using examples from groups such as Age U.K. and Crisis and work of NGOs globally in less economically developed countries, such as Oxfam or War on Want.</p> <p>Learners could produce a poster describing ways in which young people can help, such as simply helping keep their area free of litter, joining a community organisation, joining a pressure group, volunteering for an NGO, campaigning for local facilities or campaigning against plans which will adversely affect the community.</p> <p>There is an opportunity to invite representatives from local groups concerned with social responsibility to give a talk to the class.</p> <p>There is an opportunity for the learner to actively take part in an activity which will benefit the community, such as litter clearing or a sponsored event.</p>

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
3. Understand how organisations in society address human rights issues	3.1 Identify one organisation that addresses human rights issues; and 3.2 Describe the ways in which the organisation works to protect human rights.	Learners could carry out research to identify one organisation that addresses human rights issues, for example, Disability Action, Age N.I., the Human Rights Commission or the Council for Ethnic Minorities. Learners could produce a PowerPoint, poster or information leaflet on their chosen organisation describing how it works to protect human rights.

Useful Websites

www.nihrc.org/

www.nicem.org.uk/

www.hri.org/docs/ECHR50.html/

[www.foe.co.uk /](http://www.foe.co.uk/)

www.ageuk.org.uk/northern-ireland

www.disabilityaction.org

www.justice.gov.uk/human-rights

www.crisis.org.uk

www.oxfam.org.uk

www.waronwant.org

www.rightsni.org/

www.bbc.co.uk/northernireland/schools/11_16/citizenship/actnow/directory/nihrc.shtml

www.nidirect.gov.uk/childrens-human-rights

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Unit 4: Equality and Social Justice

This unit focuses on developing an understanding of social justice and equality in relation to the individual, groups and society both locally and globally; it investigates the difference between being treated fairly and being treated equally and explores the role of Non-Governmental Organisations (NGOs) in relation to human rights, equality and social justice.

Learners should be given the opportunity to:

- understand equality and justice and apply them to different contexts and situations in local and global contexts;
- develop an understanding of the difference between being treated fairly and being treated equally and describe groups who are not treated fairly or equally, such as travellers or the disabled;
- identify and describe the impact inequality and injustice has upon individuals, groups and society, for example, racial, gender, wealth or religious issues;
- develop an understanding of equality issues locally and nationally, for example, where individuals are excluded, or are treated unjustly, on the basis of the groups that they may belong to i.e. disability, age, sexuality and race; and
- develop an understanding of the role of NGOs, such as Unicef or Save the Children, in promoting and protecting human rights and promoting equality and social justice. Learners should link a particular disadvantaged group to an NGO and explore and describe methods used to address social inequality and social injustice in that group.

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
1. Understand equality and social justice	<p>1.1 Distinguish between being treated fairly and being treated equally;</p> <p>1.2 Describe how inequality and injustice impact on individuals, groups and society;</p>	<p>Learners could use information from the media to distinguish between being treated fairly and being treated equally. Learners could use this information to make a list of what is meant by being treated fairly and what is meant by being treated equally.</p> <p>Learners could prepare a PowerPoint on the difference being treated fairly and treated equally</p> <p>Learners could use a carousel activity to discuss inequality and injustice on individuals, groups and society. Learners could present their information in a PowerPoint or poster.</p>
2. Understand equality and social justice issues	<p>2.1 Identify and describe two groups that are disadvantaged in society;</p> <p>2.2 Identify and describe two social justice issues in each of the following: (a) a local context; and (b) a global context;</p>	<p>Learners could use pictures as a stimulus to identify and describe two groups who are disadvantaged in society.</p> <p>Learners could explain the reasons why people are excluded from society, on the basis of poverty, homelessness or being a member of an ethnic minority.</p> <p>Learners could identify and explain two local and two global social justice issues</p>

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
2. Understand equality and social justice issues (cont.)	2.3 Identify and describe two equality issues in each of the following: (a) a local context; and (b) a global context; and	Learners could identify and explain two local and two global equality issues. Learners could engage in a ‘think-pair-share’ activity to gather information and share with the class. Learners could present information on a leaflet.
3. Understand the role of non-governmental organisations (NGOs) in promoting social justice and equality	3.1 Choose one disadvantaged group, select one NGO and describe the ways in which it tries to address social injustice for the selected group.	Learners could use a group coloured sticky note session to investigate sources of information and support on social justice and equality issues. Learners could then choose one disadvantaged group, e.g. the travelling community, the homeless, people living in poverty, refugees, or ethnic minorities and select and describe the ways in which the NGO tries to address social inequalities and social injustice. Learners could use a poster or collage to display information.

Useful Websites

www.savethechildren.org.uk/

www.unicef.org.uk/

www.centreforsocialjustice.org.uk/

www.amnesty.org.uk/content.asp?CategoryID=11173&gclid=CMz1osn-trgCFbMctAodhzMAkg

www.un.org/en/documents/udhr/

www.nicva.org/

www.foe.co.uk/

www.nihrc.org/

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Unit 5: Preparation for Work

This unit focuses on encouraging learners to understand the need to assess and identify their own skills, qualities and achievements and relate these to potential job opportunities including self-employment. Learners will develop an understanding of the job application and interview process.

Learners should be given the opportunity to:

- understand how their own skills and qualities relate to those needed for the work place;
- identify and describe skills and qualities needed in the workplace; compare these with their own skills and qualities. They should identify their own qualities for example, being friendly and polite, being hard-working and punctual, cheerful or out-going. They should describe the skills they possess or have acquired, for example, ability to use ICT, good organisational skills and ability to follow instructions;
- list their own achievements which will help them in getting a job, for example, certificates, work experience and extra-curricular interests;
- investigate a range of potential employment options which interest them, including self-employment and identify sources of support, for example, Invest N.I., Department of Employment and Learning, Department of Trade and Industry, Enterprise Northern Ireland and The Prince's Trust.
- identify and describe potential employment options and explain how these match the job role to their skills, qualities and achievements;
- identify key information needed to complete application forms and interviews;
- research and explain potential interview questions and provide extended responses. Learners should also prepare questions to ask about the job at interview; and
- explore self-employment as a potential option and will evaluate the advantages and disadvantages of self-employment. Learners will identify and explain an organisation which helps self-employed people, for example, The Prince's Trust, Invest NI or Enterprise N.I.

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
<p>1. Understand how their own skills and qualities relate to those needed for the workplace</p>	<p>1.1 Identify and describe their own skills, qualities and achievements;</p> <p>1.2 Investigate a range of potential employment options which interest them;</p> <p>1.3 Identify three employment options and explain how these match their own skills, qualities and achievements;</p>	<p>Learners should identify and describe skills, qualities and achievements they feel they possess for example ability to follow instructions, use ICT, patient, well-organised, honest or sporting achievements.</p> <p>Learners could use checklist to identify skills, qualities and achievements. They could use a carousel activity to describe a range of skills, qualities and achievements. Working in pairs they could use two stars and a wish activity to evaluate each other's skills, qualities and achievements.</p> <p>Learners could use an ICT careers program, for example job explorer database, to identify potential employment options.</p> <p>Using a rank order activity they could rank these in order of most interested to least interested. From the list, learners could identify three job roles matching skills qualities and achievements to the job roles and giving an explanation of these.</p>

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
<p>1. Understand how their own skills and qualities relate to those needed for the workplace (cont.)</p>	<p>1.3 Identify three employment options and explain how these match their own skills, qualities and achievements (cont.);</p>	<p>Learners could use job websites, media or own knowledge to identify three job roles of interest. They could read the advertisement and using a table identify a range of skills, qualities and achievements which the job role displays. In another column they could explain how their own skills, qualities and achievements match those required for the jobs.</p> <p>Learners could also use a mind map for this activity.</p>
<p>2. Understand the importance of being prepared for an interview</p>	<p>2.1 Select two employment options and identify key information that they would need for an application or interview;</p> <p>2.2 Identify four potential interview questions for one employment option and provide extended responses;</p>	<p>Learners should decide on two employment options and research the application requirements. Learners could complete an application form and using a mind map, identify the key information needed, e.g. personal details, education, work experience and a description of how the criteria are met.</p> <p>Learners could also use job advertisements to identify information needed for an interview. Learners could use a mind map for this activity.</p> <p>Learners could in pairs, discuss potential interview questions or engage in a question and answer session with school Careers Advisor, relating to employment and interview skills.</p>

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
2. Understand the importance of being prepared for an interview (cont.)	2.3 Identify two questions about the job to ask at interview and explain how these relate to the job;	<p>Learners could investigate one job role and prepare a list of four possible interview questions. Learners should prepare a detailed response to each question. Learners could use cue cards for this activity.</p> <p>Learners could research questions to ask at interview about a job role. They could list two questions and give a response as to how they relate to the job role.</p> <p>Learners could be given the opportunity to engage in a mock interview process for example learners could apply for job roles within a mini-enterprise. Learners could have the opportunity to be interviewer and interviewee. Learners could be given an evaluation of their interview to identify an area for improvement.</p>
3. Understand self-employment	3.1 Explain the benefits and challenges of self-employment; and	

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
3. Understand self-employment (cont.)	3.2 Identify one organisation and explain how it helps self-employed people.	Learners could use the media and their own knowledge or school careers library to research self-employment. Learners could identify a self-employed person and could prepare a questionnaire on self-employment. From the information collected, learners could prepare a PowerPoint giving a definition, examples of self-employment, benefits, challenges and identifying the ways in which one organisation helps self-employed people. The PowerPoint could be shared with the class group.

Useful Websites

www.delni.gov.uk/

www.career-guide.eu/uploads/Personal_Skills_Qualities.pdf/

www.totaljobs.com/careers-advice/interviews/job-interview-preparation/

www.princes-trust.org/

www.investni.com/

www.kent.ac.uk/careers/intervw.htm/

www.planitplus.net/

www.recruitni.com/

www.nijobfinder.co.uk/

www.nibusinessinfo.co.uk/content/set-and-register-self-employed/

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Unit 6: Business in the Community

This unit focuses on providing opportunities for learners to investigate the social responsibility of business in the community including the benefits and challenges; learners will also develop an understanding of the role of social enterprise.

Learners should be given the opportunity to:

- explain the importance of social responsibility for a business;
- understand why in the modern world, businesses must be socially responsible;
- explain the benefits to a business of being socially responsible, for example, good public relations and increased profits as customers prefer to buy from environmentally and socially aware businesses;
- explain the challenges to a business of being socially aware, for example, added costs may be involved when choosing greener resources or allowing flexible working arrangements;
- describe how organisations implement corporate social responsibility policies and activities, such as recycling, profit redistribution, contributing to charities or sourcing fair trade goods;
- describe ways in which business organisations contribute to the local and global communities, for example, providing employment, social benefits and financial rewards;
- investigate businesses organisations locally and globally who contribute to the community, for example, independent traders and multi-nationals; and
- research social enterprise and be able to identify and explain how the aims of a social enterprise differ from the aims of a private enterprise, for example, a credit union, co-operatives and the Big Issue magazine are examples of social enterprise. Learners could be given opportunity to participate in a social enterprise.

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
1. Understand that businesses have social responsibility	1.1 Explain why it is important for businesses to be socially responsible; 1.2 Explain the benefits and challenges to a business organisation of increasing its commitment to social responsibility in the community;	Learners could use selected company websites to identify how businesses are socially responsible. Learners could use consider all factors activity and discuss in a group the importance of social responsibility and the benefits and challenges of it to the business. Learners could produce an information leaflet explaining the benefits and challenges to a business when increasing commitment to social responsibility.
2. Understand how business organisations contribute to the local community	2.1 Describe ways in which business organisations contribute to the community; 2.2 Identify one local and one global business and describe the ways in which they contribute to the community;	Learners could produce a mind map describing the various ways in which businesses can contribute to the community. Learners could identify one local business and produce an information flyer on their contribution to the community. There is an opportunity for learners to visit a local business organisation, or invite a representative from the organisation, for a question and answer session on how the business contributes to the local community. Learners could identify a multi-national company and use the Internet to research the company and produce a leaflet to investigate ways in which they contribute to the community.

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
3. Understand the role of a social enterprise	3.1 Explain what is meant by social enterprise; and 3.2 Explain ways in which a social enterprise differs from a private enterprise.	<p>Learners could use images to identify what social enterprise means and these could be used to help them explain social enterprise.</p> <p>Learners could be given opportunity to visit a social enterprise.</p> <p>Learners could investigate a social enterprise, such as Dr B's, The Big Issue or a local credit union emphasizing that the business is not run for profit and often uses volunteers.</p> <p>Learners could produce an information poster on the social enterprise and emphasise how it differs from a private enterprise.</p> <p>Learners could set up and run a social enterprise in school. This would enable the learners to gain knowledge and understanding of a social enterprise.</p> <p>Learners could engage in a social enterprise in their local community.</p>

Useful Websites

www.socialenterpriseni.org/

www.investni.com/social_enterprise/

www.bitc.org.uk/

www.bsr.org/

www.socialenterprise.org.uk/

www.bbc.co.uk/news/business-19876138/

www.businesscasestudies.co.uk/business-theory/external-environment/responding-to-social-responsibilities-and-ethics.html#axzz2ZRQWYbde/

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Unit 7: Effective Work Practice

This unit focuses on developing learners' awareness of how employers and employees might maintain an effective working environment including working relationships, work place rights, employer responsibilities and work life balance.

Learners should be given the opportunity to:

- explain how employers and employees can develop and maintain an effective working environment through team work, good leadership, positive working relationship, building rapport and encouraging creativity;
- describe rights and responsibilities in the work place, for example, fair pay, maternity leave and holidays;
- understand that team work is necessary in the workplace; they will recognise the factors that impact on the development of good working relationships and be able to identify and explain effective methods for building rapport in the workplace, for example, communication, team building exercises and incentives;
- examine and evaluate the importance of why work-life balance is important, for example, time for holidays, relaxation techniques and exercise are ways to manage this;
- explain the main workplace rights in particular the rights of young workers, for example, healthy and safe environment, working conditions, respect, privacy of personal information, fair pay/wages, paid holiday time and right to join and form trade unions.;
- explain employer's responsibilities: health and safety; working conditions; contractual; equality of opportunity and confidentiality of employee information; and
- describe the causes of stress in the work place and identify strategies to alleviate stress, for example, prioritising work, taking care of your body and improving emotional intelligence.

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
<p>1. Understand the importance of good working relationships</p>	<p>1.1 Identify and describe ways in which working relationships can be developed;</p> <p>1.2 Explain why teamwork is important in the workplace;</p>	<p>Learners could research working relationships and use this information to identify and describe the features of good working relationships.</p> <p>Learners could engage in an ‘each one teach one’ activity to describe how working relationships can be developed.</p> <p>Learners could engage in a role play working in a team. Each member of the team could be given a different task as part of an overall role play. Pupils could peer evaluate contributions to the team.</p> <p>Learners could transfer this knowledge to the work place and using a PowerPoint to explain the importance of team work in a working environment.</p>
<p>2. Understand the importance of work-life balance and how it can be maintained</p>	<p>2.1 Explain why work-life balance is important;</p> <p>2.2 Describe ways to improve work-life balance;</p>	<p>Learners could use the media to research work-life balance.</p> <p>Learners could produce a leaflet explaining the meaning of work-life balance, examples of balance, the importance of a work-life balance and how it can be achieved. The leaflet could also describe and give examples of how to improve work-life balance.</p>

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
3. Understand workplace rights	3.1 Describe health and safety rights in the workplace 3.2 Identify and describe two other employee rights;	Learners could create a mind map to explore health and safety rights in the workplace. Learners could use a carousel activity to describe to peers health and safety rights. Using newspaper reports, learners could identify other employee rights, such as fair pay, sickness leave and paid holidays. Learners could use a table to identify employee rights and to describe them in detail.
4 Understand how to recognise stress and how it can be reduced	4.1 Describe the symptoms of stress; and 4.2 Explain ways in which stress in the workplace can be reduced.	Learners in a group could engage in an ideas funnel, to describe the symptoms of stress. Learners could produce an information leaflet for employees that would include information on symptoms of stress and how these are recognisable. Learners could provide a help section within the leaflet with tips on how stress in the work place can be reduced.

Useful Websites

www.amh.org.uk/

www.equalityni.org/archive/pdf/Harmonyatwork.pdf

www.hseni.gov.uk/..guidance/topics/topic_work-life_balance.htm/

www.nidirect.gov.uk/flexible-working-and-work-life-balance/

www.hseni.gov.uk/

www.carecallwellbeing.com/

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Unit 8: Globalisation and the Labour Market

This unit focuses on providing opportunities for learners to explore the impact of globalisation on employment including new and growth sectors in the local and global labour market.

Learners should be given the opportunity to:

- explain the term globalisation and identify two factors and explain how they have contributed to globalisation, for example, cost, climate and competition;
- explain how globalisation impacts on work practices, for example, diverse workforce, foreign travel and retraining staff;
- explain the benefits of globalisation for local businesses, for example, larger markets, increased profits, export opportunities and sharing of ideas;
- explain the challenges of globalisation, for example, more competition, language barriers and retraining costs;
- describe a range of ways in which globalisation impacts on employment and career choices, for example, identifying career opportunities in new and expanding sectors; and
- identify a range of new or growth sectors in the global labour market and explain reasons for their growth.

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
1. Understand what is meant by globalisation	1.1 Explain what is meant by globalisation; 1.2 Identify two factors and explain how they have contributed to globalisation;	Learners could research globalisation and could create a poster or PowerPoint presentation explaining what globalisation means. Learners could then choose two factors and explain how they have contributed to globalisation e.g. cost, climate and competition. Learners could state and explain two factors using a visual presentation to the class on their findings.
2. Understand how globalisation impacts on work practices	2.1 Explain the ways in which globalisation impacts on work practices;	Learners could discuss in a group the impact of globalisation on work practices. Using a mind map the group could identify the many ways in which globalisation impacts on work practices e.g. employees having to work abroad, migrants coming to the U.K., greater travel, language barriers and cultural differences. Learners could then summarise how each of these might impact on work practices e.g. learning languages, diversity training, cultural differences and the economy.

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
<p>2. Understand how globalisation impacts on work practices (cont.)</p>	<p>2.2 Explain the benefits and challenges of globalisation for local business organisations;</p>	<p>Learners could choose two benefits and two challenges of globalisation and explain each.</p> <p>Learners could make a presentation to the group, with either each learner or group of learners delivering different benefits/challenges. Learners could write a brief report on their findings.</p>
<p>3. Understand the impact of globalisation on future employment</p>	<p>3.1 Describe a range of ways in which globalisation impacts on employment and career choices; and</p> <p>3.2 Identify a range of new or growth sectors in the global labour market and explain the reasons for their growth.</p>	<p>Learners could use local press, careers information services or the Internet to identify career opportunities presented by globalisation.</p> <p>Learners could make a newspaper report on their findings.</p> <p>Learners could choose a local business which has expanded globally and produce a report or PowerPoint presentation explaining the reasons for growth.</p> <p>There is an opportunity for learners to visit an expanding global business or invite a representative into the school/college for a question and answer session with the pupils.</p>

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
3. Understand the impact of globalisation on future employment (cont.)	3.2 Identify a range of new or growth sectors in the global labour market and explain the reasons for their growth (cont.).	Learners could prepare questions and record answers in order to identify a range of growth sectors and explain the reasons for growth.

Useful Websites

www.bbc.co.uk/northernireland/wowni/

www.nibusinessinfo.co.uk/

www.delni.gov.uk/

www.investni.com/

www.belfasttelegraph.co.uk/business/

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Unit 9: Self-Development

This unit focuses on encouraging learners to reflect on and respond to their developing concept of self, including internal and external influences, managing emotions, strategies for coping with on going life experiences, including high-risk and low-risk behaviours and their consequences.

Learners should be given the opportunity to:

- investigate ways in which their sense of self is evolving in relation to internal and external factors;
- consider internal and external influences on their self-development, such as values and attitudes, esteem, opportunities and experiences, parents, school and friends;
- investigate a range of appropriate life changing circumstances, such as relationship break-up, death of a relative/friend and leaving home;
- consider the relationship between emotional intelligence, confidence and responding to life's challenges;
- describe the challenges they face and demonstrate strategies which will help them to deal effectively with challenges;
- identify high-risk and low-risk behaviours and examine the impact of such behaviours on self and others;
- examine the potential positive and negative consequence of risk in different situations;
- examine long term and short term consequences of risk; and
- investigate ways to manage risk.

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner can:	The learner will:	
<p>1. Understand the impact of internal and external factors on self-development</p>	<p>1.1 Select two internal and two external factors and explain the impact of each factor on self-development;</p>	<p>Learners could, through class discussion, identify and record a range of factors that have an impact on their sense of self e.g. personal skills, values, attitudes and beliefs, confidence and self worth.</p> <p>Learners could divide the list into external and internal factors. For each factor, learners could identify whether the factor has a positive or negative impact and choose two positive and two negative examples to explain further.</p>
<p>2. Understand ways in which emotional intelligence can contribute to self-management and confidence</p>	<p>2.1 Explain how being aware of emotions could have a positive effect on self-management;</p> <p>2.2 Describe ways of building self-esteem and self-confidence;</p>	<p>Learners could work in pairs to identify likely reactions to possible emotions e.g. feeling frustrated could lead to a person losing control of their temper and lashing out at an innocent bystander.</p> <p>Learners could use a fictional account from the media to explore how emotions impact self-management.</p> <p>Learners could create scenarios for role play and explore a chosen situation. They could assess the nature of its impact on their sense of self.</p> <p>Learners could use a mind map to explain how factors, such as appearance and relationship with friends, influence self-esteem and self-confidence. A creative matrix could also be used.</p>

Learning Outcomes	Assessment criteria	Suggested evidence
The learner can:	The learner will:	
<p>3. Demonstrate strategies that would help respond more effectively to life challenges</p>	<p>3.1 Describe a range of challenges in a young person's life;</p> <p>3.2 Describe ways in which a young person might become better able to cope in a specific challenging situation;</p>	<p>Learners could describe a range of life challenges such as leaving home, relationship break-up or starting work and through discussion or a carousel activity, explore and record how they link to subsequent behaviour.</p> <p>Learners could create a range of scenarios in different contexts and through discussion, develop strategies which would help learners respond more effectively to a challenging situation.</p> <p>Learners could use media reports or T.V. clips of a specific situation and describe some strategies for coping with it. Learners could use work on an individual media scenario and record responses in order to make a presentation to the group.</p> <p>After exploring problem pages from the media, learners could choose a scenario or situation and develop a response that an agony aunt or counsellor might give the learner to help them deal with the situation.</p>

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner can:	The learner will:	
<p>4. Understand how to assess and manage risk</p>	<p>4.1 Describe a range of high-risk and low-risk behaviour; and</p> <p>4.2 Describe the problems associated with these high-risk and low-risk behaviours.</p> <p>4.3 Describe strategies to manage each type of risk.</p>	<p>Learners could make a list of behaviours and categorise the list according to high-risk or low-risk. Learners could also use card ranking to conduct a survey asking their peers to rank the behaviours from the highest to lowest risk.</p> <p>Learners could work in groups to develop scenarios to explore different high-risk and low-risk behaviours and explain the impact of such behaviours on themselves and others.</p> <p>Learners could use a spider diagram to record options.</p> <p>Learners could identify strategies to minimise such behaviours in different situations and carry out a carousel activity listing problems associated with a range of high and low risk behaviours.</p> <p>Learners could choose a high risk and low risk behaviour they can identify with and give advice to their younger peers about strategies to manage that risk.</p>

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner can:	The learner will:	
4. Understand how to assess and manage risk (cont.)	4.3 Describe strategies to manage each type of risk (cont.).	Learners could investigate sources of support and advice relevant to young people and create an advice leaflet to categorise behaviours, identify problems associated with the behaviours and record strategies to manage each type of risk.

Useful Websites

www.teenchallenge.org.uk/?gclid=CPS1pPmJp7gCFbMbtAod3jQAzA/

www.helpguide.org/mental/eq5_raising_emotional_intelligence.htm/

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Unit 10: Roles and Responsibilities of Parents

This unit focuses on encouraging the learners to explore the impact of parenting today including challenges and opportunities created for different types of parents and identifying how parents are supported in society.

Learners should be given the opportunity to:

- explain the range of family structures that exist today;
- examine the many challenges placed on families and parents in today's society, such as single parent families and the pressure they face on their own, step families and adjusting to new family relationships and issues faced by older parents;
- investigate and explain the roles played by parents, the impact of parenting on child development and the challenges that parents may face, such as money worries, disciplining their children or strained communication between parents and children;
- investigate and explain the potential challenges and opportunities created for different types of parents, for example, single parents may struggle on a single income but may also have a unique bond with their child; older parents may have gained the knowledge that comes with age but may not necessarily understand the issues facing this generation or step parents who have the different experiences to share, but may face conflict when they try to help;
- understand and explain the issues surrounding teenage pregnancy and parenthood with reference to the individual, family, community and society;
- consider the range of implications of teenage pregnancy and parenthood, such as the financial impact of a baby to the family who may need to contribute to the care of the child, the social stigma placed on teenage parents by society and the emotional stress facing the young parents; and
- identify and describe help and support for young parents.

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
1. Understand the challenges facing families and parents in today's society	1.1 Identify and explain a range of challenges that families face today; 1.2 Identify and explain a range of challenges that parents face today	Learners could use the media and their own experience to research the challenges facing families today. Learners could carry out the same activity focusing on the challenges faced by parents. Learners could carry out a carousel activity to determine the range of challenges faced by both families and parents today.
2 Understand the impact of parenting on child development	2.1 Explain the ways in which parenting can impact on child development; 2.2 Explain the challenges and opportunities for two of the following types of parents: (a) single parents; (b) older parents; or (c) step parents;	Learners could work in groups and list the qualities of good parents. Learners could discuss ways in which the quality of parenting impacts on social, emotional and intellectual development particularly in the early years. Learners could research ways in which different parenting styles impact on child development and could also discuss the ways in which expectations, values and beliefs of parent, impacts on the child. Evidence could be presented as report, leaflet, poster or PowerPoint. Learners could carry out a carousel activity to identify the challenges and opportunities for single parent, older parents and/or step parents. Learners could then use these findings to present challenges and opportunities in the form of a PowerPoint presentation or poster.

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
3. Understand the impact of teenage pregnancy and parenthood on the individual, the family and society	3.1 Explain the possible emotional, physical, social and financial impact of teenage pregnancy and parenthood on the individual, the family and society; and	<p>Learners could mind map a variety of impacts upon the individual, family and society.</p> <p>Learners could carry out a hot seating activity to determine the various ways teenage pregnancy and parenthood impacts on the individual, the family and society. Learners could then summarise this in the form of a collage or consequence wheel.</p> <p>Learners could use a creative matrix to explain the various ways in which teenage pregnancy might have an impact on the individual, the family and society.</p>
4. Identify sources of support for young parents	4.1 Identify and describe two ways in which a young parent may receive help and support.	<p>Learners could research the type of support available to a young parent using the Internet, magazines, newspapers or by speaking to a young parent who has been in the position of needing help and support.</p> <p>Learners could produce an advice leaflet identifying and describing two ways in which a young parent may receive help and support.</p> <p>There is also an opportunity to interview a representative from a support agency or a young parent. The learner could prepare questions and record the answers they receive.</p>

Useful Websites

www.parentingni.org/

www.gingerbreadni.org/

www.bbc.co.uk/parenting/

www.parentlineplus.org.uk/

[www.barnardos.org.uk/what we do/our projects/parenting supporting.htm?gclid=CNqc78vmrrgCFfQetAodPEkAng/](http://www.barnardos.org.uk/what-we-do/our-projects/parenting-supporting.htm?gclid=CNqc78vmrrgCFfQetAodPEkAng/)

[www.helpguide.org/mental/blended families stepfamilies.htm/](http://www.helpguide.org/mental/blended-families-stepfamilies.htm/)

www.nct.org.uk/professional/access-and-diversity/supporting-young-parents/

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Unit 11: Healthy Relationships

This unit focuses on encouraging learners to develop an awareness of healthy and unhealthy relationships and the significance of maintaining healthy relationships. Learners should be aware of challenging relationship situations and how these can be managed including the availability of support.

Learners should be given the opportunity to:

- examine healthy relationships, for example, in families, in their peer group and in sexual relationships;
- understand characteristics of healthy and unhealthy relationships;
- examine the meaning of sexuality and how it influences a young person's behaviour and life, such as communication, personal preferences and emotional responses;
- describe essential components of a healthy relationship for example, trust, respect, communication and honesty leading to fulfilment and enjoyment in a relationship;
- describe the consequences of an unhealthy relationship, such as self-esteem issues and identify and describe one long-term consequence and one short-term consequence;
- explain the impact of healthy and unhealthy relationships and be able to identify and describe sources of support for young people in unhealthy relationships; and
- describe a range of challenging relationship situations and identify and explain ways in which a challenging situation can be managed, such as communication or counselling.

Assessment Criteria	Learning Outcomes	Suggested Evidence
The learner will:	The learner can:	
1. Understand characteristics of healthy and unhealthy relationships	1.1 Describe characteristics of healthy relationships; 1.2 Describe characteristics of unhealthy relationships;	Learners could use information from the media to describe characteristics of a healthy and unhealthy relationship. Learners could summarise and explain characteristics. Learners could explore media sources and create a photo story describing the characteristics of a healthy and unhealthy relationship.
2. Understand how sexuality impacts on behaviour	2.1 Describe a range of ways in which sexuality impacts on a young person's life;	Learners could create a collage representing the impact of sexuality on a young person's life.
3. Understand the characteristics and consequences of healthy and unhealthy sexual relationships	3.1 Identify and describe essential components of a healthy sexual relationship; 3.2 Identify and describe short term and long term consequences of unhealthy sexual relationships;	Learners could carry out a conscience alley activity to identify components of a healthy relationship. Learners could follow up this activity with a consequence wheel to describe essential components of a healthy relationship. Learners could research short term and long term consequences of an unhealthy relationship from a suggested list of web-sites or the media. These could be listed or identified and described on a poster or PowerPoint.

Assessment Criteria	Learning Outcomes	Suggested Evidence
The learner will:	The learner can:	
<p>4. Understand the impact of healthy and unhealthy relationships on young people and be able to identify sources of support</p>	<p>4.1 Explain the impact of healthy and unhealthy relationships on a young person;</p> <p>4.2 Identify and describe sources of support for young people in unhealthy relationships;</p>	<p>Learners could use a consequence wheel to determine the impact of healthy and unhealthy relationships on a young person.</p> <p>Learners could discuss a series of scenarios and take part in role plays. Learners could summarise the different scenarios.</p> <p>There is an opportunity for a guest speaker to visit from a support agency. Learners could ask an individual question and record the answer.</p> <p>Learners could research sources of support for young people, they could create a leaflet describing the support offered.</p>
<p>5. Understand challenging relationships and how they can be managed</p>	<p>5.1 Describe a range of challenging relationship situations; and</p>	<p>Teachers could assign a different challenging relationship situation to each pair. The learners could then take part in a hot seat activity to describe the situation for their peers.</p> <p>Learners could choose three hot seat situations relating to challenging relationships and describe these in the form of a photo story.</p>

Assessment Criteria	Learning Outcomes	Suggested Evidence
The learner will:	The learner can:	
5. Understand challenging relationships and how they can be managed (cont.)	5.2 Identify and explain ways in which challenging situations could be managed.	Learners could extend their photo story to include strategies for managing the challenging situations. Learners could also research the media or Internet and develop a poster explaining ways of managing challenging situations.

Useful Websites

www.relate.org.uk/home/index.html

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Unit 12: Maintaining Personal Health and Well-Being

This unit focuses on helping learners identify how physical, cognitive, emotional, spiritual and social health contributes to their own healthy lifestyle. Learners will identify challenges, opportunities and consequences of a healthy lifestyle and be aware of support available

Learners should be given the opportunity to:

- investigate the key factors that contribute to a healthy lifestyle;
- examine and assess their own social, physical, emotional, cognitive and spiritual health and well-being;
- examine two areas where they could improve their own health and describe strategies for doing so such as regular exercise, joining a club or meeting all homework deadlines;
- investigate the importance of a healthy lifestyle, for example, long term health and well-being, dangers of addiction, such as alcohol, nicotine and other drugs, and the importance of ,for example, regular exercise;
- explain the consequences to the individual, community and economy if potential health issues are not addressed. These include a burden on the NHS, due to an increase in mental or physical disorders, an increase in social disorders and a drain on education resources to give extra support to learners who have not taken care of their cognitive health;
- describe factors that impact on personal health and well-being, such as family and friends and economic status;
- investigate and describe opportunities, such as the range of exercise available in the community and school and the challenges that will impact on their health, such as peer pressure. Learners will explain ways to address these challenges;
- be aware of and explain relevant health issues, such as problems associated with obesity, the dangers of social media; and
- describe sources of support and advice relevant to young people.

Learning Outcome	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
<p>1. Understand their own status in terms of health and well-being</p>	<p>1.1 Assess personal health and well-being in each of the following areas: (a) social; (b) physical; (c) emotional; (d) cognitive; and (e) spiritual;</p> <p>1.2 Identify two areas for improvement and describe strategies that may improve their own health and well-being;</p> <p>1.3 Explain the likely consequences of failing to balance the development of social, physical, emotional, cognitive and spiritual health</p>	<p>Learners could annotate information from the media dealing with the five areas of health. Using these as a stimulus, learners could review their progress and development in the five areas of health and well-being (social, physical, emotional, cognitive and spiritual health).</p> <p>Learners could identify two areas for improvement in their own health and describe these in the form of a photo story.</p> <p>Learners could work in pairs to highlight strategies to improve their health and present this in the form of a leaflet.</p> <p>Learners could use scenarios to help explain the likely consequences of failing to balance the development of the five areas of health. These consequences could be presented in the form of a PowerPoint.</p>
<p>2. Understand opportunities and challenges that impact on the promotion of personal health and well-being</p>	<p>2.1 Describe factors that impact on personal health and well-being;</p> <p>2.2 Describe opportunities and challenges that are relevant to young people and that will impact on their own health and well-being; and</p>	<p>Learners could use images as a stimulus for describing the factors that impact on health and well-being. This could be presented as a spider diagram or on a flip chart.</p> <p>Learners could research the media to find challenges that are relevant to them, such as drugs and alcohol, exam pressures or challenging relationships.</p>

Learning Outcome	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
2. Understand opportunities and challenges that impact on the promotion of personal health and well-being (cont.)	2.2 Describe opportunities and challenges that are relevant to young people and that will impact on their own health and well-being; (cont.) and 2.3 Explain ways to address the challenges identified;	Learners could research the media to identify opportunities that will impact on young people, such as the range of physical exercise available, an excellent education system with the opportunity to continue studying and many clubs, societies and groups to become a part of. Learners could choose articles from the media and summarise these. Learners could describe opportunities and challenges in the form of a poster or collage. Learners could carry out a carousel activity to identify strategies they might use to address the challenges identified. Learners could present these in the form of a consequence wheel.
3. Understand relevant health issues and the consequences to the individual, community and economy if potential health issues are not addressed	3.1 Identify and describe a range of relevant health issues; 3.2 Explain the consequences to each of the following if health issues are not addressed: (a) the individual; (b) the community; and (c) the economy and;	Learners could identify and describe a range of relevant health issues through a post it collection such as binge drinking, smoking, taking drugs, obesity, lack of physical activity, underage sexual activity, poverty. Learners could form three different groups and identify and explain consequences to the individual, community and the economy if health issues are not addressed. The output from each group could be summarised and discussed.

Learning Outcome	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
3. Understand relevant health issues and the consequences to the individual, community and economy if potential health issues are not addressed (cont.)	3.2 Explain the consequences to each of the following if health issues are not addressed: (a) the individual; (b) the community; and (c) the economy (cont.) and;	Each group of learners could research consequences and produce a PowerPoint presentation or a leaflet outlining health issues and consequences. Each group could use 'each one teach one' and educate their peers in another group.
4. Identify sources of support for leading a healthy lifestyle	4.1 Identify and describe sources of support and advice for leading a healthy lifestyle.	Learners could research the internet to identify sources of support and advice such as British Heart Foundation, Sport N.I. Learners could then produce an advice leaflet to describe the sources identified.

Useful Websites

www.healthpromotionagency.org.uk/

www.nhs.uk/

www.nhs.uk/livewell/healthy-eating/Pages/Healthyeating.aspx/

www.nichsa.com/

www.guardian.co.uk/society/2009/apr/14/growing-up-young-people/

www.redcross.org.uk/Get-involved/Opportunities-for-young-people/

[www.barnardos.org.uk/promoting children s emotional health a research review.pdf/](http://www.barnardos.org.uk/promoting_children_s_emotional_health_a_research_review.pdf/)

www.bbc.co.uk/science/0/22019289/

www.healthykids.nsw.gov.au/parents-carers/5-ways-to-a-healthy-lifestyle.aspx/

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Unit 13: Effective Financial Management

This unit focuses on developing learners' understanding of effective money management and develop their ability to manage and plan their own finances both now and in the future and to be aware of sources of support and advice. The unit encourages learners to investigate the challenges of living on a restricted budget and to develop strategies to manage these challenges

Learners should be given the opportunity to:

- develop an understanding of the implications of getting into debt and the impact it can have on the individual;
- draw up a budget for themselves or for a family given a specific income;
- understand the importance of saving for the future and explore the different types of savings products and how and when they can be used; and
- investigate the government and non-governmental agencies that young people can go to for help and advice, for example, General Consumer Council, Citizens Advice Bureau, and Consumerline.

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
2. Understand the problems of living on a limited budget (cont.)	2.2 Suggest strategies to solve these problems;	<p>Learners could identify how items can be bought cheaper, such as discount shops, buying in bulk, wholesale and internet. Learners could produce a poster advising people how to survive on a restricted budget giving tips, such as sharing lifts, making packed lunches instead of eating out and cinema discounts.</p> <p>Learners could research an item on the Internet and show how they found the cheapest prices for that item. Learners could use a table to display results.</p>
3. Understand how to manage finances effectively	3.1 Explain the impact of the following on the individual and family: (a) overspending; and (b) not repaying money that is owed	<p>Learners could discuss how overspending and not paying money that is owed could have an impact on the family and the individual, such as the possibility of turning to crime, suffering emotional stress, and relationship breakdown and legal consequences. The discussion could be captured on a flip chart or a mind map. Learners could create a poster warning of the dangers of over-spending.</p> <p>Using information from the media, learners could discuss how debt has had an impact on the individual or family. Learners could write a report on their findings.</p>

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
3. Understand how to manage finances effectively (cont.)	3.2 Describe what is meant by 'buy now, pay later' schemes and estimate their usefulness.	Learners could investigate a range of 'buy now, pay later' schemes, such as in-store finance, catalogue finance and car finance deals. They could produce a leaflet explaining these and giving the pros and cons of each scheme.
4. Identify sources of support and advice	4.1 Compare two sources of independent financial advice and explain which would be more helpful in a specific situation.	<p>Learners could compare two sources of independent financial advice, such as an Independent Financial Advisor and Citizens Advice.</p> <p>Learners could prepare a report on financial advice required when purchasing a car/house or other relevant items and decide which financial advice would be more helpful and why.</p>
5. Understand savings plans	<p>5.1 Investigate and describe a range of savings schemes; and</p> <p>5.2 Select a saving scheme suitable for their own use and give reasons for their choice.</p>	<p>Learners could collect information on available savings schemes from banks, building societies and the internet. They could produce an information leaflet describing each scheme giving the advantages and disadvantages of each.</p> <p>Based on their findings above, learners could select a savings scheme and give reasons for their choice.</p>

Useful Websites

www.fca.gov.uk/consumers

www.adviceguide.org.uk

www.nationaldebtline.co.uk

www.moneysavingexpert.com

www.citizensadvice.org.uk/er_financialservices

www.moneyadviceservice.org.uk

http://group.ulsterbank.com/content/downloads/family_financial_guide_NI.pdf