



*Rewarding Learning*

CCEA Certificate in  
Preparation for Adult  
Life Level 1  
(QCF)

CCEA Award in  
Preparation for Adult  
Life Level 1  
(QCF)

**Teacher Guidance**

(For first teaching from September 2013)



**CCEA Certificate in Preparation for Adult Life Level 1 (QCF)**  
**CCEA Award in Preparation for Adult Life Level 1 (QCF)**

<b>Contents</b>	<b>Page</b>
<b>Introduction</b>	<b>3</b>
<b>Unit 1:</b> Diversity and Social Inclusion	<b>5</b>
<b>Unit 2:</b> Democracy and Democratic Participation	<b>9</b>
<b>Unit 3:</b> Human Rights and Social Responsibility	<b>13</b>
<b>Unit 4:</b> Equality and Social Justice	<b>17</b>
<b>Unit 5:</b> Preparation for Work	<b>20</b>
<b>Unit 6:</b> Business in the Community	<b>25</b>
<b>Unit 7:</b> Effective Working Practice	<b>29</b>
<b>Unit 8:</b> Globalisation and the Labour Market	<b>33</b>
<b>Unit 9:</b> Self-development	<b>36</b>
<b>Unit 10:</b> Roles and Responsibilities of Parents	<b>39</b>
<b>Unit 11:</b> Healthy Relationships	<b>43</b>
<b>Unit 12:</b> Maintaining Personal Health and Well-Being	<b>47</b>
<b>Unit 13:</b> Effective Financial Management	<b>51</b>



## Introduction

This document has been produced to provide guidance on the delivery and assessment of the CCEA Certificate in Preparation for Adult Life Level 1 (QCF) and CCEA Award in Preparation for Adult Life Level 1 (QCF).

If centres require additional help or support they should contact:

Dr Elaine Horner  
Principal Officer Qualification Development and Support  
E-mail [ehorner@ccea.org.uk](mailto:ehorner@ccea.org.uk)  
Telephone 028 90 26 1200 (ext: 2197)

Nola McLarnon  
Specification Support Officer  
E-mail [nmclarnon@ccea.org.uk](mailto:nmclarnon@ccea.org.uk)  
Telephone 028 90 26 1200 (ext: 2235)



## **CCEA Certificate in Preparation for Adult Life Level 1 (QCF)** **CCEA Award in Preparation for Adult Life Level 1 (QCF)**

### **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 appropriate and positive ways of responding to such challenges.

Learners will be given the opportunity to:

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

Learning Outcomes	Assessment Criteria	Suggested Evidence
<b>The learner will:</b>	<b>The learner can:</b>	
<p><b>1. Demonstrate an understanding of cultural diversity</b></p>	<p>1.1 Outline the meaning of cultural diversity;</p> <p>1.2 Give an example of cultural diversity in each of the following:                      (a) a local context;                      (b) a national context; and                      (c) a global context;</p> <p>1.3 Give an example of how cultural diversity benefits each of the following:                      (a) local societies; and                      (b) global societies;</p> <p>1.4 Outline one challenge to a young person of living in a culturally diverse society;</p>	<p>Learners could choose a definition of cultural diversity from a given list. Using pictures of cultural diversity in the local, national and global context learners could use a ‘think-pair-share’ activity to discuss how cultural diversity benefits and challenges local and global societies.</p> <p>From this discussion learners could use a world map to identify an example of cultural diversity locally, nationally and globally and list how it benefits societies locally and globally.</p> <p>Learners in a group could use a coloured sticky note activity to outline a challenge to young people living in a culturally diverse society. Challenges could be displayed on the coloured sticky notes on a flip chart.</p>



Learning Outcomes	Assessment Criteria	Suggested Evidence
<b>The learner will:</b>	<b>The learner can:</b>	
<p><b>2. Demonstrate an understanding of social inclusion</b></p>	<p>2.1 Outline the meaning of social inclusion;</p> <p>2.2 Give an example of social inclusion in:                      (a) their own community;                      (b) a national context; and                      (c) a global context;</p> <p>2.3 Give one example of how young people can make their own community more inclusive; and</p>	<p>Learners could choose a definition of social inclusion from a given list.</p> <p>Learners could invite a speaker, such as a politician or member of a local charity, to give a talk about social inclusion.</p> <p>Learners could use a question and answer session to find out information about social inclusion.</p> <p>Learners could use a carousel activity to give examples of social inclusion locally, nationally and globally.</p> <p>Learners could use local newspapers or a visiting speaker to research their own communities for relevant initiatives and to record an example.</p>
<p><b>3. Be able to identify a source of information and advice in relation to equality/diversity issues</b></p>	<p>3.1 Identify one organisation in their community that works in the area of equality/diversity and state one way in which the organisation responds to equality/diversity issues.</p>	<p>Learners could find out about local community groups working in the area of equality and diversity.</p> <p>Learners could invite a representative from a charity or organisation to give a talk about local community groups working in the area of equality/diversity.</p>

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
<b>3. Be able to identify a source of information and advice in relation to equality/diversity issues (cont.)</b>	3.1 Identify one organisation in their community that works in the area of equality/diversity and state one way in which the organisation responds to equality/diversity issues (cont.).	Using the information, learners could choose one organisation and could find out and record one way the organisation responds to these issues.

### Useful Websites

[www.credni.org/](http://www.credni.org/)

[www.diversityonline.org/](http://www.diversityonline.org/)

[www.niccy.org/](http://www.niccy.org/)

[www.youthaction.org/](http://www.youthaction.org/)

[www.princes-trust.org.uk/](http://www.princes-trust.org.uk/)

[www.workingwithdiversity.org/](http://www.workingwithdiversity.org/)

[www.equalityni.org/](http://www.equalityni.org/)

[www.communitycohesionncc.org.uk/](http://www.communitycohesionncc.org.uk/)

[www.ofmdfmi.gov.uk/](http://www.ofmdfmi.gov.uk/)

[www.wellnet-ni.com/](http://www.wellnet-ni.com/)

[www.shelterni.org/](http://www.shelterni.org/)

[www.simoncommunity.org/](http://www.simoncommunity.org/)

## **CCEA Certificate in Preparation for Adult Life Level 1 (QCF)** **CCEA Award in Preparation for Adult Life Level 1 (QCF)**

### **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.

Learners should be given the opportunity to:

- explore 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 should be able to give examples of democratic societies, such as the U.K., Canada and Australia;
- identify the various democratic institutions, for example, local government/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;
- explore the benefits that democracy, inclusion and justice may bring in Northern Ireland 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 NGOs and involvement in community initiatives.

Learning Outcomes	Assessment criteria	Suggested evidence
<b>The learner will:</b>	<b>The learner can:</b>	
<p><b>1. Demonstrate an understanding of democracy</b></p>	<p>1.1 State what is meant by democracy;</p> <p>1.2 Outline two characteristics of a democratic society;</p>	<p>Learners could choose a definition of democracy from a given list. Learners could discuss what democracy means to them through the chosen definition. Learners could give examples of a democratic society.</p> <p>Learners could make a spider diagram or PowerPoint illustrating two characteristics of a democratic society, such as fair and regular elections, multi-party system and freedom of speech.</p>
<p><b>2. Demonstrate an understanding of key democratic institutions</b></p>	<p>2.1 Give an example of a key democratic institution in:                      (a) their local community;                      (b) a national context; and                      (c) a global context;</p> <p>2.2 State two main roles of one of the following:                      (a) Local Government;                      (b) Northern Ireland Assembly;                      (c) Parliament; or                      (d) European Union;</p>	<p>Learners could produce a leaflet identifying a key democratic institution in each, such as (a) local council, (b) Parliament and (c) The United Nations.</p> <p>Learners could display key institutions on a labelled map. They could also use photographs of the institutions with labels to identify each one.</p> <p>Learners could extend the leaflet to include two main roles of <b>one</b> institution.</p> <p>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.</p> <p>Learners could complete a flashcard on the two main roles within one institution and share answers with their peers.</p>

Learning Outcomes	Assessment criteria	Suggested evidence
<b>The learner will:</b>	<b>The learner can:</b>	
<p><b>2. Demonstrate an understanding of key democratic institutions (cont.)</b></p>	<p>2.3 Give an example of how democratic institutions can promote inclusion, justice and democracy;</p> <p>2.4 Outline how society benefits from democracy, inclusion and justice; and</p>	<p>Using information from the media learners could provide an example of how democratic institutions pass legislation to benefit society and promote inclusion and justice, such as Disability Discrimination Act 1995, Race Relations Order 1997.</p> <p>Learners could make a poster, photo-story or a cartoon strip showing some of these benefits to society, such as the freedom to peacefully protest or speak freely, right to protection by the police force, the right to a fair trial and the right not to be excluded due to gender, age, race and sexual orientation.</p>
<p><b>3. Demonstrate an understanding of the democratic and electoral process</b></p>	<p>3.1 Outline one way in which a young person can take an active part in democratic processes in their local community.</p>	<p>Learners could take part in a school council election within the class.</p> <p>Learners could make a mind-map describing an opportunity for participation, such as standing for election to a school council, participating in a community project and membership of an NGO.</p>

## Useful Websites

[www.nicva.org/](http://www.nicva.org/)

[www.bbc.co.uk/northernireland/schools/11\\_16/citizenship/](http://www.bbc.co.uk/northernireland/schools/11_16/citizenship/)

[www.niassembly.gov.uk/Visit-and-Learning/](http://www.niassembly.gov.uk/Visit-and-Learning/)

[www.nidirect.gov.uk/local-councils-in-northern-ireland/](http://www.nidirect.gov.uk/local-councils-in-northern-ireland/)

[www.bbc.co.uk/democracylive/](http://www.bbc.co.uk/democracylive/)

[www.parliament.uk/](http://www.parliament.uk/)

[www.britishirishcouncil.org /](http://www.britishirishcouncil.org/)

[www.bbc.co.uk/schools/citizenx/teachers/democracy/using\\_animation\\_1.shtml/](http://www.bbc.co.uk/schools/citizenx/teachers/democracy/using_animation_1.shtml/)

## **CCEA Certificate in Preparation for Adult Life Level 1 (QCF)** **CCEA Award in Preparation for Adult Life Level 1 (QCF)**

### **Unit 3: Human Rights and Social Responsibility**

This unit focuses on providing an opportunity for learners to explore individual and collective rights and social responsibilities and apply them to different contexts and situations in a local and global context. Learners will develop an awareness of the role of NGOs in promoting equality and social justice.

Learners should be given the opportunity to:

- develop an understanding of specific rights and why they are important, both locally and globally;
- explore a human rights instrument, 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;
- develop an awareness of social responsibility and the impact it has on society. Learners should also consider ways in which young people can be socially responsible, such as keeping their area litter and graffiti free so that people can have pride in their area, reporting a crime so that the criminal can be stopped and the victim can be helped, and volunteering to share their services or talents to improve and develop their community; and
- explore 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.

Learning Outcomes	Assessment Criteria	Suggested Evidence
<b>The learner will:</b>	<b>The learner can:</b>	
<p><b>1. Demonstrate an understanding of human rights</b></p>	<p>1.1 List two human rights;</p> <p>1.2 Outline why human rights are important for society;</p> <p>1.3 Identify one human rights instrument;</p> <p>1.4 Identify a specific human rights issue in Northern Ireland;</p>	<p>Learners could use a coloured sticky note collection to list a range of human rights.</p> <p>Learners could carry out research from selected web-sites and use a consequence wheel to determine why human rights are important for society.</p> <p>Learners could also take part in a carousel activity to outline various reasons why human rights are important for society.</p> <p>Learners could research human rights instruments from a given list of web-sites and identify one.</p> <p>Learners could amalgamate 1.1, 1.2 and 1.3 to develop a poster or collage demonstrating their understanding of human rights.</p> <p>Learners could carry out a carousel activity to identify issues they believe exist in Northern Ireland.</p> <p>Learners could examine the proposed Bill of Rights for N.I and identify a human rights issue that corresponds to the results from the carousel activity, e.g. learners may identify issues such as religion, elections or flags to be significant. After examining the proposed Bill of Rights for N.I. learners could link these issues to Protocol 1, Article 3, Article 9 and Article 10 of the NIHRC.</p>



Learning Outcomes	Assessment Criteria	Suggested Evidence
<b>The learner will:</b>	<b>The learner can:</b>	
<b>2. Demonstrate an understanding of social responsibility</b>	2.1 Identify what is meant by social responsibility;  2.2 State one way in which social responsibility impacts on society;  2.3 State one way in which a young person can make a change to their community;	Learners could explore a range of images related to social responsibility or complete a creative matrix to identify likely examples of social responsibility.  Learners could research local and national newspapers to identify examples of social responsibility in the community and nationally.  Learners could also carry out a consequence wheel to determine the impact that social responsibility has on society.  Learners could work in groups to discuss scenarios where a young person could make a change to their community and develop a poster encouraging young people to contribute to society.
<b>3. Demonstrate an understanding of how an organisation addresses human rights issues</b>	3.1 Identify one organisation that addresses human rights issues; and  3.2 State one way in which the organisation works to protect human rights.	Learners will identify one organisation that addresses human rights issues from a given list, e.g. Disability Action, Age N.I., the Human Rights Commission or the N.I. Council for Ethnic Minorities.  Learners could produce a power point or information leaflet on their chosen organisation describing one way in which it works to protect human rights.

## Useful Websites

[www.nihrc.org/](http://www.nihrc.org/)

[www.nicem.org.uk/](http://www.nicem.org.uk/)

[www.hri.org/docs/ECHR50.html/](http://www.hri.org/docs/ECHR50.html/)

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

[www.ageuk.org.uk/northern-ireland/](http://www.ageuk.org.uk/northern-ireland/)

[www.disabilityaction.org/](http://www.disabilityaction.org/)

[www.justice.gov.uk/human-rights/](http://www.justice.gov.uk/human-rights/)

[www.crisis.org.uk/](http://www.crisis.org.uk/)

[www.oxfam.org.uk/](http://www.oxfam.org.uk/)

[www.waronwant.org/](http://www.waronwant.org/)

[www.rightsni.org/](http://www.rightsni.org/)

[www.bbc.co.uk/northernireland/schools/11\\_16/citizenship/actnow/directory/nihrc.shtml/](http://www.bbc.co.uk/northernireland/schools/11_16/citizenship/actnow/directory/nihrc.shtml/)

[www.nidirect.gov.uk/childrens-human-rights/](http://www.nidirect.gov.uk/childrens-human-rights/)

## **CCEA Certificate in Preparation for Adult Life Level 1 (QCF)**

### **CCEA Award in Preparation for Adult Life Level 1 (QCF)**

#### **Unit 4: Equality and Social Justice**

This unit focuses on developing an awareness of social justice and equality in relation to the individual, groups and society both locally and globally 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:

- develop an awareness of social justice and equality and be aware of the impact these have to the individual, groups and society;
- explore 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;
- define what is meant by social justice and investigate how and why some people are excluded from society for example those in poverty or belonging to a particular religion or race; and
- explore the role of NGOs, such as Unicef or Save the Children, in promoting and protecting human rights and promoting equality and social justice.

Learning Outcomes	Assessment criteria	Suggested Evidence
<b>The learner will:</b>	The learner can:	
<b>1. Demonstrate an understanding of equality and social justice</b>	1.1 State what is meant by social justice;  1.2 State what is meant by equality;  1.3 State one way in which inequality and injustice impact on each of the following: (a) individuals; (b) groups; and (c) society;	Learners could identify what is meant by social justice from a list of definitions.  Learners could choose a definition of equality from a given list.  Learners could use media scenarios to discuss injustice and inequality to individuals, groups and society. Learners could use a collage to present their ideas.
<b>2. Demonstrate an understanding of equality and social justice issues</b>	2.1 Identify two groups that are disadvantaged in society;  2.2 State two reasons why people are excluded from society on the basis of poverty;  2.3 Give an example of an equality issue: (a) in a local context; and (b) in a global context;	Learners could use a class mind map to identify two groups that are disadvantaged in society.  Learners could use role play relating to examples from the media to give reasons as to why some people are excluded from society based on poverty.  Learners could invite a visiting speaker from an organisation e.g. Northern Ireland Anti-poverty Network to give a presentation on poverty. Learners could prepare questions and record answers.  Learners could use a scenario from a variety of inequalities e.g. gender disability, health care, employment and housing.

Learning Outcomes	Assessment criteria	Suggested Evidence
<b>The learner will:</b>	The learner can:	
<b>3. Demonstrate an understanding of the role of non-governmental organisations (NGOs) in promoting social justice and equality</b>	3.1 Identify one non-governmental organisation and state one way in which it tries to address social inequality and social justice.	Learners could identify an NGO and could identify one way it addresses social inequality and social justice. Learners could use a poster to display the information.

### Useful Websites

[www.savethechildren.org.uk/](http://www.savethechildren.org.uk/)

[www.unicef.org.uk/](http://www.unicef.org.uk/)

[www.socialjustice.org/index.php?page=health-inequality /](http://www.socialjustice.org/index.php?page=health-inequality/)

[www.centreforsocialjustice.org.uk/](http://www.centreforsocialjustice.org.uk/)

[www.amnesty.org.uk/content.asp?CategoryID=11173&gclid=CMz1osn-trgCFbMctAodhzMAkg/](http://www.amnesty.org.uk/content.asp?CategoryID=11173&gclid=CMz1osn-trgCFbMctAodhzMAkg/)

[www.un.org/en/documents/udhr/](http://www.un.org/en/documents/udhr/)

[www.nicva.org/](http://www.nicva.org/)

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

[www.nihrc.org/](http://www.nihrc.org/)

## **CCEA Certificate in Preparation for Adult Life Level 1 (QCF)** **CCEA Award in Preparation for Adult Life Level 1 (QCF)**

### **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 should be given the opportunity to:

- recognise how their own skills and qualities relate to those needed for working life;
- explore skills and qualities needed in the workplace and identify their own skills and qualities, for example, being friendly and polite, being hard-working and punctual, cheerful or outgoing, well organised, can manage information and good ICT skills;
- list their own achievements which will help them in getting a job for example, certificates, work experience or extra-curricular interests;
- explore potential job roles and match the job roles to their skills, qualities and achievements. Learners could use N.I. Job Finder, newspapers, local ads or job centre to find potential job roles;
- identify the personal qualities necessary to gain an interview for a job for example, punctuality, reliability, honesty, sense of responsibility and ability to present themselves well;
- explore employment options and be able to identify key information from skills, qualities and achievements which will help the learner at interview for example qualifications to date, work experience, skills and qualities gained and outline of job role;
- identify potential interview questions and responses for a specific job role; and
- explore a range of potential employment options which interest them, including self-employment and identify an organisation that offers support to the self-employed. Learners will evaluate the prospect of self-employment as a potential job career.

Learning Outcomes	Assessment Criteria	Suggested Evidence
<b>The learner will:</b>	The learner can:	
<p><b>1. Recognise how their own skills and qualities relate to those needed for the workplace</b></p>	<p>1.1 List two of each of the following:                      (a) their skills;                      (b) their qualities; and                      (c) their achievements;</p> <p>1.2 Find out about a range of potential employment options which interest them;</p> <p>1.3 State how two of these employment options match their own skills, qualities and achievements;</p>	<p>Learners should identify skills, qualities and achievements they feel they possess e.g. being patient, well organised, and honest, or a good time-keeper, and give examples of personal achievements e.g. a qualification or certificate gained in school or outside school or some work experience.</p> <p>Learners could use a prepared list of skills and qualities and could identify two from each category. Learners could list two of their most recent achievements.</p> <p>Learners could use pictures of jobs to identify jobs they may be interested in. They could also use a rank order activity to list job from favourite to least favourite.</p> <p>Learners could choose two job roles from a job advertisement. Learners could use job recruitment websites, local newspapers or their own knowledge to find job adverts.</p> <p>Learners could match their personal skills, qualities and achievements to the job roles.</p> <p>Learners use a mind map to display information.</p>

Learning Outcomes	Assessment Criteria	Suggested Evidence
<b>The learner will:</b>	The learner can:	
<p><b>2. Recognise the importance of being prepared for an interview</b></p>	<p>2.1 Select one employment option 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 outline responses;</p> <p>2.3 Identify two questions about the job to ask at interview;</p>	<p>From the information gathered learners could identify a potential job role matching the job role to their skills, qualities and achievements.</p> <p>Learners could highlight key words in the advertisement and make a list of these.</p> <p>Learners could be given an example application form and identify key information e.g. name, address, education and work experience. Learners could complete application form and use the paired discussion on the completed application. Learners could highlight key information as evidence.</p> <p>Learners could engage in a role play activity using a panel of interviewers. Using the information highlighted in the advert pupils could engage in a paired activity to prepare questions for interview.</p> <p>Learners could engage in mock interviews within school. The school careers advisor could be invited to give a talk to learners on employment options and how to prepare for a job.</p> <p>Learners could prepare two questions about the job to ask at interview. Feedback on interviews should be given to learners to help them improve in the future.</p>



Learning Outcomes	Assessment Criteria	Suggested Evidence
<b>The learner will:</b>	The learner can:	
<b>3. Demonstrate an understanding of self-employment</b>	3.1 Identify one advantage and one disadvantage of self-employment; and  3.2 Identify one organisation and state how it helps self-employed people.	Learners engaging in a flip chart activity could use their own knowledge to list self-employed people. Learners could prepare a question and answer session with a local self-employed person. Learners could use an information card to list an advantage and a disadvantage of self-employment.  Learners could explore an organisation such as Invest N.I. and identify how it helps self-employed people. Learners could record findings on the information card.

## Useful Websites

[www.delni.gov.uk/](http://www.delni.gov.uk/)

[www.career-guide.eu/uploads/Personal\\_Skills\\_Qualities.pdf/](http://www.career-guide.eu/uploads/Personal_Skills_Qualities.pdf/)

[www.totaljobs.com/careers-advice/interviews/job-interview-preparation/](http://www.totaljobs.com/careers-advice/interviews/job-interview-preparation/)

[www.princes-trust.org/](http://www.princes-trust.org/)

[www.investni.com/](http://www.investni.com/)

[www.planitplus.net/](http://www.planitplus.net/)

[www.recruitni.com](http://www.recruitni.com)

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

[www.nibusinessinfo.co.uk/content/set-and-register-self-employed/](http://www.nibusinessinfo.co.uk/content/set-and-register-self-employed/)

<http://www.nidirect.gov.uk/index/information-and-services/education-and-learning/careers.htm/>

## **CCEA Certificate in Preparation for Adult Life Level 1 (QCF)** **CCEA Award in Preparation for Adult Life Level 1 (QCF)**

### **Unit 6: Business in the Community**

This unit focuses on providing opportunities for learners to explore the social responsibility of business in the community; learners will also develop an awareness of the role of social enterprise.

Learners should be given the opportunity to:

- explore corporate social responsibility, identify what is meant by social responsibility and know why, in the modern world, businesses must be socially responsible;
- investigate businesses and their social responsibility;
- identify one advantage 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;
- identify one disadvantage to a business of being socially aware, for example, added costs may be involved when choosing greener resources or allowing flexible working arrangements;
- identify one local business and how it contributes to the community such as recycling, profit redistribution and contributing to charities; and
- explore social enterprise and be able to identify how a social enterprise differs from a private enterprise, for example, credit unions and co-operatives.

Learning Outcomes	Assessment Criteria	Suggested Evidence
<b>The learner will:</b>	The learner can:	
<b>1. Know that businesses have social responsibility</b>	1.1 State why it is important for businesses to be socially responsible;  1.2 State one advantage and one disadvantage to a business organisation of increasing its commitment to social responsibility in the community;	Learners could discuss social responsibility with peers.  Learners could use a coloured sticky note activity to discuss why it is important for businesses to be socially responsible.  Learners could choose a business and find out why social responsibility is important to them.  Learners could complete a consequence wheel to determine the significance of social responsibility on businesses.  Learners could use a table to list one advantage and one disadvantage to a business when increasing commitment to social responsibility.  Learners could identify one advantage and one disadvantage to a business organisation from a given list.
<b>2. Recognise that businesses contribute to the community</b>	2.1 State two ways in which businesses can contribute to the community;	Learners could produce a poster or collage showing two ways in which businesses can contribute to the community such as recycling, reducing waste, profit redistribution, contributing to charities or sourcing fair trade goods.

Learning Outcomes	Assessment Criteria	Suggested Evidence
<b>The learner will:</b>	<b>The learner can:</b>	
<b>2. Recognise that businesses contribute to the community (cont.)</b>	2.2 Identify one local business and outline two ways in which it contributes to the community;	<p>Learners could produce an information leaflet on one local business and show two ways in which it contributes to the community.</p> <p>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.</p>
<b>3 Demonstrate an understanding of the role of a social enterprise</b>	<p>3.1 State what is meant by social enterprise; and</p> <p>3.2 Give two ways in which a social enterprise differs from a private enterprise.</p>	<p>Learners could investigate social enterprises in the local community. They could use a coloured sticky note collection activity to list results.</p> <p>Learners could use picture sorting cards to categorise private and social enterprise. From this activity learners could follow on with a carousel activity to identify two ways social enterprise differs from private enterprise. Learners could invite a member from a social enterprise to give a presentation to the class.</p> <p>Learners should be given opportunity to visit a social enterprise. Learners could observe the differences and talk to the employees.</p> <p>Learners in a group could engage in a social enterprise in school or the local community.</p>

## Useful Websites

[www.socialenterpriseni.org/](http://www.socialenterpriseni.org/)

[www.investni.com/social\\_enterprise/](http://www.investni.com/social_enterprise/)

[www.bitc.org.uk/](http://www.bitc.org.uk/)

[www.bsr.org/](http://www.bsr.org/)

[www.socialenterprise.org.uk/](http://www.socialenterprise.org.uk/)

[www.bbc.co.uk/news/business-19876138/](http://www.bbc.co.uk/news/business-19876138/)

[www.businesscasestudies.co.uk/business-theory/external-environment/responding-to-social-responsibilities-and-ethics.html#axzz2ZRQWYbde/](http://www.businesscasestudies.co.uk/business-theory/external-environment/responding-to-social-responsibilities-and-ethics.html#axzz2ZRQWYbde/)

## **CCEA Certificate in Preparation for Adult Life Level 1 (QCF)** **CCEA Award in Preparation for Adult Life Level 1 (QCF)**

### **Unit 7: Effective Working 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:

- explore 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;
- consider some of the rights and responsibilities in the work place
- recognise 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 effective methods for building rapport in the workplace, for example, team building activities, rewards or incentives;
- explore the importance of why work-life balance is important, for example, time for holidays, relaxation techniques and exercise and ways to manage this;
- be aware of the main workplace rights, in particular the rights of young workers, for example: a healthy and safe environment, working conditions, respect, privacy of personal information, fair pay/wages, paid holiday time and the right to join and form a trade union.
- explore employer's responsibilities: health and safety; working conditions; contractual; equality of opportunity and confidentiality of employee information; and
- recognise the symptoms of stress and identify ways to reduce workplace stress, for example, prioritise work, take care of yourself and improve emotional intelligence.

Learning Outcomes	Assessment Criteria	Suggested Evidence
<b>The learner will:</b>	<b>The learner can:</b>	
<p><b>1. Demonstrate an understanding of the importance of good working relationships</b></p>	<p>1.2 Give two ways in which working relationships can be developed;</p> <p>1.2 State why teamwork is important in the workplace;</p>	<p>Learners could explore the meaning of good working relationships.</p> <p>Learners could use information cards to identify what makes good relationships e.g. communication, teamwork, respect and network. Using these cards learners could identify two ways in which relationships can be developed.</p> <p>Learners could use a team building exercise to understand team work, e.g. building a tower from given materials or blind square. Learners as a team could evaluate this activity.</p> <p>Learners could use a given list of statements as to why teamwork is important and they could choose one statement.</p>
<p><b>2. Recognise the importance of work-life balance and how it can be maintained</b></p>	<p>2.1 Outline why work-life balance is important;</p>	<p>Learners could use information cards to discuss work-life balance in a group session, e.g. flexible working, clubs within work and subsidised childcare.</p> <p>Learners could use coloured sticky notes to gather thoughts on why work-life balance is important.</p>



<b>Learning Outcomes</b>	<b>Assessment Criteria</b>	<b>Suggested Evidence</b>
<b>The learner will:</b>	<b>The learner can:</b>	
<b>2. Recognise the importance of work-life balance and how it can be maintained (cont.)</b>	2.2 Give two ways to improve work-life balance;	Learners could use stimulus picture cards to give ideas on ways to improve work life balance.  Learners could record two ways to improve the balance, e.g. exercise, prioritisation and finding ways to switch off mentally.
<b>3. Know about workplace rights</b>	3.1 Identify two health and safety rights in the workplace;  3.2 List two other employee rights;	Learners could use a case study and highlight health and safety rights.  Learners could visit an organisation and speak to management about health and safety in the workplace.  Learners could use a consequence wheel to identify two health and safety rights of workers.  Learners could highlight two rights from a given list.
<b>4. Be able to recognise stress and understand how it can be reduced</b>	4.1 Identify two symptoms of stress in the workplace; and  4.2 Identify two ways in which stress in the workplace can be reduced.	Learners could use media reports on stress and using a group carousel activity discuss the symptoms of stress.  Learners could use a creative matrix to give two symptoms of stress and state two ways stress can be reduced.

## **Useful Websites**

[www.amh.org.uk/](http://www.amh.org.uk/)

[www.equalityni.org/archive/pdf/Harmonyatwork.pdf/](http://www.equalityni.org/archive/pdf/Harmonyatwork.pdf/)

[www.hseni.gov.uk/..guidance/topics/topic\\_work-life\\_balance.htm/](http://www.hseni.gov.uk/..guidance/topics/topic_work-life_balance.htm/)

[www.nidirect.gov.uk/flexible-working-and-work-life-balance/](http://www.nidirect.gov.uk/flexible-working-and-work-life-balance/)

[www.hseni.gov.uk/](http://www.hseni.gov.uk/)

[www.carecallwellbeing.com/](http://www.carecallwellbeing.com/)

## **CCEA Certificate in Preparation for Adult Life Level 1 (QCF)** **CCEA Award in Preparation for Adult Life Level 1 (QCF)**

### **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:

- recognise that globalisation means the movement of goods and people around the world  
Learners will be able to state two factors that contribute to globalisation, for example, cost, climate and competition;
- explore ways in which globalisation impacts on work practices, for example, diverse workforce, foreign travel and retraining staff;
- identify one advantage of globalisation for local businesses, for example, larger markets and increased profits. Learners will be able to identify one disadvantage of globalisation for local businesses, for example, more competition, language barriers and travel costs;
- identify two ways in which globalisation impacts on employment and career choices, for example, identifying career opportunities in new and expanding sectors; and
- identify two new or growth sectors in the global labour market and state one reason for the growth of each.

Learning Outcomes	Assessment Criteria	Suggested Evidence
<b>The learner will:</b>	The learner can:	
<b>1. Demonstrate an understanding of globalisation</b>	1.1 Outline what is meant by globalisation;  1.2 State two factors that contribute to globalisation;	Learners could choose a definition of globalisation from a given list of definitions. The ideas could be presented on a flip chart for discussion.  Learners could discuss globalisation through the use of news media.  After a group discussion on the factors which have contributed to globalisation e.g. cost, climate, and competition, learners could state two factors.
<b>2. Recognise the impact of globalisation on work practices</b>	2.1 List two ways in which globalisation impacts on work practices;  2.2 Identify one advantage and one disadvantage of globalisation for local businesses;	Learners could discuss in a group the impact of globalisation on work practices. The group could use a carousel activity to explore 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 take part in a group discussion on the advantages and disadvantages of globalisation. Then learners could, from using a carousel activity, identify one advantage and one disadvantage of globalisation for local businesses.  Learners could also be given a CAF (Consider All Factors) document to record one advantage and one disadvantage of globalisation for local business.

Learning Outcomes	Assessment Criteria	Suggested Evidence
<b>The learner will:</b>	The learner can:	
<b>3 Recognise the impact of globalisation on future employment</b>	3.1 State two ways in which globalisation impacts on employment and career choices; and;  3.2 Identify two new or growth sectors in the global labour market and state one reason for the growth of each.	Learners could use local press, careers information services and the Internet to identify and state two ways which globalisation impacts on employment and career choices.  Learners could be given information using local media on two growth sectors and could create a PowerPoint presentation or poster giving a reason for the growth of each.  There is the opportunity for learners to visit a business with global markets or invite a representative into the school/college for a question and answer session with the pupils.  Learners prepare individual questions and record answers.

### Useful Websites

[www.bbc.co.uk/northernireland/wowni/](http://www.bbc.co.uk/northernireland/wowni/)

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

[www.delni.gov.uk/](http://www.delni.gov.uk/)

[www.investni.com/](http://www.investni.com/)

[www.belfasttelegraph.co.uk/business/](http://www.belfasttelegraph.co.uk/business/)

## **CCEA Certificate in Preparation for Adult Life Level 1 (QCF)**

### **CCEA Award in Preparation for Adult Life Level 1 (QCF)**

#### **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 and reactions to on going life experiences including high risk and low risk behaviours.

Learners should be given the opportunity to:

- identify and explore the ways in which their sense of self is evolving;
- explore internal and external influences on their development of self, such as values and attitudes, esteem, opportunities, experiences, parents, school and friends;
- identify and explore 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 and self-management;
- identify high-risk and low-risk behaviours; and
- identify ways to manage risks.

Learning Outcomes	Assessment Criteria	Suggested Evidence
<b>The learner will:</b>	<b>The learner can:</b>	
<b>1. Recognise the impact of an internal and an external factor on self-development</b>	1.1 Identify one internal factor, and state its impact on their sense of self-development;  1.2 Identify one external factor and state its impact on their sense of self-development;	Learners could, through class discussion, identify one internal factor and one external factor that has had an impact on their sense of self e.g. personal skills, values, attitudes and beliefs, conscience, confidence, self-worth, parents, friends, teachers, school and sports.  Learners could use a fish-bone activity to discover internal and external factor. Learners could also use a picture of themselves and pictures to represent internal and external factor.
<b>2. Develop an understanding of the ways in which emotional intelligence can contribute to self-management and confidence</b>	2.1 State two ways in which being aware of emotions could have a positive effect on self-management;  2.2 Identify two ways of building self-esteem and self-confidence;	Learners should state two ways in which emotions can have a positive effect on a young person's self-confidence and identify two ways of building self-esteem.  Learners could explore how factors such as appearance, relationship with friends influence self-esteem and self-confidence.  Learners could create scenarios to role play explore a chosen event and its impact on their sense of self, e.g. friendship groups.

Learning Outcomes	Assessment Criteria	Suggested Evidence
<b>The learner will:</b>	<b>The learner can:</b>	
<b>3. Develop an understanding of a strategy that would help a young person respond more effectively to a life challenge</b>	3.1 State one challenge in a young person's life;  3.2 Identify one way in which a young person might become better able to cope with the challenge identified;	Learners could, through discussion, identify one challenge and one way in which they could cope with the challenge. Learners could use photographs from the media to aid discussion. Ideas could be presented to the class on a flip chart or poster.
<b>4. Recognise how to manage risk in making choices</b>	4.1 Identify one low-risk and one high-risk behaviour; and  4.2 Identify a way of managing the risk in each case.	Learners will explore what is meant by high-risk and low-risk behaviours e.g. physical injury, substance abuse, one off truancy and flouting school rules. Learners in a group could, in a group, make list of behaviours and categorise them as high-risk or low-risk.  Learners could identify one high risk and one low risk from the list and suggest a way of managing the risk in each case.

### Useful Websites

[www.teenchallenge.org.uk/?gclid=CPS1pPmJp7gCFbMbtAod3jQAzA/](http://www.teenchallenge.org.uk/?gclid=CPS1pPmJp7gCFbMbtAod3jQAzA/)

[www.helpguide.org/mental/eq5\\_raising\\_emotional\\_intelligence.htm](http://www.helpguide.org/mental/eq5_raising_emotional_intelligence.htm)



## **CCEA Certificate in Preparation for Adult Life Level 1 (QCF)** **CCEA Award in Preparation for Adult Life Level 1 (QCF)**

### **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:

- explore the range of family structures that exist today, such as single parent families, blended families or step families, and examine some of the challenges faced by families and parents in today's society;
- find out about the impact of parenting on child development and will consider the potential challenges and opportunities created for different types of parents, for example, single, step, older;
- explore the issues surrounding teenage pregnancy and parenthood;
- consider the emotional, physical, social, and financial implications of teenage pregnancy and parenthood; and
- explore sources of support for young parents, such as Gingerbread N.I., Family Lives and Parenting N.I.

Learning Outcomes	Assessment Criteria	Suggested Evidence
<b>The learner will:</b>	<b>The learner can:</b>	
<p><b>1. Demonstrate an understanding of the challenges facing families and parents in today's society</b></p>	<p>1.1 Identify what is meant by family;</p> <p>1.2 Identify two challenges that families face today;</p>	<p>Learners should identify what is meant by the term family. Learners should identify what family means to them on a coloured sticky note and these could be gathered together for discussion.</p> <p>Learners could carry out a carousel activity to identify challenges faced by families. Learners could choose two challenges that families and parents face from the results.</p> <p>Learners could discuss the range of families in today's society e.g. single parent, blended families or foster families. Using case studies from the media for a range of family types, learners could annotate and summarise two challenges. Magazines, newspapers and the press could be used to inform discussion, such as celebrity or fictional examples of family types. Learners could produce a poster or presentation related to their discussion.</p> <p>There is an opportunity for learners to interview/survey members from a range of family types.</p>

Learning Outcomes	Assessment Criteria	Suggested Evidence
<b>The learner will:</b>	The learner can:	
<p><b>2. Demonstrate an understanding of the impact of parenting on child development</b></p>	<p>2.1 Give two ways in which parenting can impact on child development;</p> <p>2.2 Identify one challenge and one opportunity for one of the following types of parents:                      (a) single parents;                      (b) older parents; or                      (c) step parents;</p>	<p>Learners could mind-map a variety of ways in which parenting can impact on child development such as providing basic needs, a loving and safe environment, providing discipline and opportunities for social development. This could be presented in the form of an advice leaflet for parents/carers or a poster.</p> <p>Learners should find out about challenges and opportunities for parents who are; single, older or step parents.</p> <p>Learners could also use case studies from the media representing a variety of parent types and summarise challenges and opportunities.</p> <p>There is also an opportunity for learners to interview members from a variety of family types.</p>
<p><b>3. Demonstrate an understanding of the impact of teenage pregnancy and parenthood on the individual, the family and society</b></p>	<p>3.1 Identify the possible emotional, physical, social and financial impact of teenage pregnancy and parenthood on the individual, the family and society; and</p>	<p>Learners could discuss the possible impact of teenage pregnancy and parenthood. Learners could carry out a carousel activity or mind map to identify aspects of the impact of teenage pregnancy and parenthood.</p> <p>In groups, or individually, learners could present their ideas to the class in the form of a poster, leaflet, storyboard or PowerPoint presentation.</p>

Learning Outcomes	Assessment Criteria	Suggested Evidence
<b>The learner will:</b>	The learner can:	
<b>4. Know about sources of support for young parents</b>	4.1 Identify two sources of support for young parents.	Learners could carry out research using specific websites on the Internet to identify two sources of support for young parents.  Learners could also choose two sources of support from a given list.

### Useful Websites

[www.parentingni.org/](http://www.parentingni.org/)

[www.gingerbreadni.org/](http://www.gingerbreadni.org/)

[www.bbc.co.uk/parenting/](http://www.bbc.co.uk/parenting/)

[www.parentlineplus.org.uk/](http://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/](http://www.nct.org.uk/professional/access-and-diversity/supporting-young-parents/)

## **CCEA Certificate in Preparation for Adult Life Level 1 (QCF)**

### **CCEA Award in Preparation for Adult Life Level 1 (QCF)**

#### **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:

- explore the development and maintenance of healthy relationships, for example, in families, in their peer group and in sexual relationships;
- consider the characteristics of healthy and unhealthy relationships;
- explore and identify the meaning of sexuality and how it influences all relationships;
- recognise and identify characteristics and consequences of a healthy sexual relationship, for example, trust, respect and honesty leading to a fulfilment;
- recognise and identify the characteristics of an unhealthy sexual relationship and identify one long term consequence and one short term consequence;
- recognise and identify the impact of healthy and unhealthy relationships and be able to identify support for young people in unhealthy relationships; and
- identify two challenging relationship situations and identify a way in which a challenging situation can be managed.

Assessment Criteria	Learning Outcomes	Suggested Evidence
<b>The learner will:</b>	<b>The learner can:</b>	
<b>1. Recognise characteristics of healthy and unhealthy relationships</b>	1.1 Identify two characteristics of healthy relationships; 1.2 Identify two characteristics of unhealthy relationships;	<p>Learners could carry out a carousel activity or work in groups to identify two characteristics of a healthy and unhealthy relationship.</p> <p>Learners could also explore media sources and use a coloured sticky note to identify characteristics of healthy and unhealthy relationships and record these on a grid. Learners could choose two characteristics of healthy and unhealthy relationships from a given list.</p>
<b>2. Demonstrate an understanding of how sexuality impacts on behaviour</b>	2.1 Identify two of ways in which sexuality impacts on a young person’s life;	<p>Learners could make a list of the ways in which sexuality impacts on their lives, such as behaviour, communication and personal preferences.</p> <p>Learners could also take part in a conscience alley activity.</p>
<b>3. Recognise the characteristics and consequences of healthy and unhealthy sexual relationships</b>	3.1 Identify two components of a healthy sexual relationship;  3.2 Identify one short term and one long term consequence of unhealthy sexual relationships;	<p>Learners could, from a given list identify two components of a healthy sexual relationship.</p> <p>Learners could also carry out a carousel activity to identify components of a healthy relationship.</p> <p>Learners could use a post-it collection to identify consequences of unhealthy sexual relationships, such as trust issues or self-esteem issues.</p>

Assessment Criteria	Learning Outcomes	Suggested Evidence
<b>The learner will:</b>	The learner can:	
<b>3. Recognise the characteristics and consequences of healthy and unhealthy sexual relationships (cont.)</b>	3.2 Identify one short term and one long term consequence of unhealthy sexual relationships (cont.);	Learners could create a consequence wheel in order to identify short and long term consequences of an unhealthy sexual relationship.
<b>4. Recognise the impact of healthy and unhealthy relationships on young people and be able to identify sources of support</b>	4.1 Identify one impact of healthy relationships on a young person and one impact of unhealthy relationships on a young person;  4.2 Identify one source of support for young people in unhealthy relationships;	Learners could mind map healthy and unhealthy relationship factors and the impact they have on the young person.  Learners could use the media to identify one healthy and one unhealthy impact on a relationship for example T.V. clips, magazines or the newspaper.  Learners could identify sources of support for young people from a given list of web-sites.  Learners could also discuss sources of support from other means for example, family, friends, counsellor or teacher.  There is an opportunity for a guest speaker to visit from a support agency. Learners could ask an individual question and record the answer.
<b>5. Demonstrate an understanding of challenging relationships and how they can be managed</b>	5.1 Identify two challenging relationship situations; and	Learners could carry out a carousel activity to identify two challenging situations in relationships such as a break up, arguments with family or unwanted attention from another person.

Assessment Criteria	Learning Outcomes	Suggested Evidence
<b>The learner will:</b>	The learner can:	
<b>5. Demonstrate an understanding of challenging relationships and how they can be managed (cont.)</b>	5.1 Identify two challenging relationship situations (cont.); and  5.2 Outline one way in which each challenging situation could be managed.	Learners could identify two challenging situations from pictures or images or stories in the media.  Learners could discuss and record one way of managing a challenging situation. This could be done in the form of a photo story.

### Useful Websites

<http://www.relate.org.uk/>



## **CCEA Certificate in Preparation for Adult Life Level 1 (QCF)** **CCEA Award in Preparation for Adult Life Level 1 (QCF)**

### **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:

- explore the key factors that contribute to a healthy lifestyle;
- examine aspects of their own health, such as physical, cognitive, emotional, spiritual and social health;
- evaluate the consequences of not balancing areas of their health and consider how their own health can be developed. Examples include poor diet and lack of exercise, problems socialising and difficulties dealing with and expressing emotions;
- consider the challenges and opportunities that exist in terms of health, such as the abundance of unhealthy food on offer, the ease with which young people can communicate without meeting face to face and the pressures that young people face;
- explore the consequences to the individual, community and economy if potential health issues are not addressed; and
- explore sources of support and advice relevant to young people seeking to lead a healthy life.

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
<p><b>1. Demonstrate an understanding of their own status in terms of health and well-being</b></p>	<p>1.1 State one way in which they have developed in each of the following areas of health and well being:</p> <ul style="list-style-type: none"> <li>(a) social;</li> <li>(b) physical;</li> <li>(c) emotional;</li> <li>(d) cognitive; and</li> <li>(e) spiritual health;</li> </ul> <p>1.2 Identify an area for improvement in their own health and well-being;</p> <p>1.3 Identify one likely consequence of failing to balance the development of social, physical, emotional, cognitive and spiritual health;</p>	<p>Learners could list the five areas of health and well-being (social, physical, emotional, cognitive and spiritual health) and identify, from a given list, one way in which they have improved in each area.</p> <p>Learners could examine articles from the media exemplifying problems and challenges of areas of health. These could be discussed in groups and learners could identify an area for improvement in their own health and well-being.</p> <p>Learners could choose an improvement from a given list or choose an improvement unique to them.</p> <p>Learners could carry out a carousel activity identifying consequences of failing to balance health. Learners could then choose one idea.</p> <p>Learners could also research consequences using selected information from the media.</p> <p>Learners could also create a collage to represent one consequence of failing to balance health.</p> <p>Learners could examine through scenarios or role play, one consequence of failing to balance the development of the five areas of health.</p>

Learning Outcomes	Assessment Criteria	Suggested Evidence
<b>The learner will:</b>	<b>The learner can:</b>	
<p><b>2. Demonstrate an understanding of an opportunity and a challenge that impact on the promotion of personal health and well-being</b></p>	<p>2.1 Describe one opportunity and one challenge that are relevant to young people and that will impact on their own health and well-being; and</p> <p>2.2 Identify two ways to address the challenge identified;</p>	<p>Learners could, from a given set of images, identify opportunities and challenges.</p> <p>Learners could choose one opportunity and one challenge and describe how this could impact on their own health and well-being.</p> <p>Learners could also research teenage magazines, newspapers and specific websites to identify and describe challenges and opportunities relevant to young people.</p> <p>Learners could then identify two ways to address the challenge in the form of a role play or photo story.</p> <p>Learners could also research advice columns in newspapers and magazines and identify two ways to address the challenge.</p>
<p><b>3. Demonstrate an understanding of health issues and consequences to the individual, community and economy if potential health issues are not addressed</b></p>	<p>3.1 Identify two relevant health issues;</p> <p>3.2 Identify one consequence each of the following if health issues are not addressed;</p> <p>(a) the individual;</p> <p>(b) the community;</p> <p>(c) the economy; and</p>	<p>Learners could research the Internet, magazines and newspapers or speak to their doctor in order to list two relevant health issues. Examples are: binge drinking, smoking, taking drugs, lack of physical activity and poverty.</p> <p>Learners could carry out a consequence wheel, carousel or mind-map to state one consequence to the individual, community and the economy if these two health issues are not addressed.</p> <p>Learners could also create a poster, or collage to represent their ideas.</p>

Learning Outcomes	Assessment Criteria	Suggested Evidence
The learner will:	The learner can:	
4. Know about a source of support for leading a healthy lifestyle	4.1 Identify one source of support and advice for leading a healthy lifestyle.	<p>Learners could use the Internet, magazines or newspapers to identify one source of support and advice for leading a healthy lifestyle.</p> <p>There is also an opportunity for a guest speaker from a support service to visit. Learners could note the support service and state a piece of advice they were given.</p>

### Useful Websites

[www.healthpromotionagency.org.uk/](http://www.healthpromotionagency.org.uk/)

[www.nhs.uk/livewell/healthy-eating/Pages/Healthyeating.aspx/](http://www.nhs.uk/livewell/healthy-eating/Pages/Healthyeating.aspx/)

[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/](http://www.bbc.co.uk/science/0/22019289/)

[www.healthykids.nsw.gov.au/parents-carers/5-ways-to-a-healthy-lifestyle.aspx/](http://www.healthykids.nsw.gov.au/parents-carers/5-ways-to-a-healthy-lifestyle.aspx/)

[www.healthylifestylesliving.com//](http://www.healthylifestylesliving.com//)

[www.nichsa.com/](http://www.nichsa.com/)

[www.guardian.co.uk/society/2009/apr/14/growing-up-young-people/](http://www.guardian.co.uk/society/2009/apr/14/growing-up-young-people/)

[www.redcross.org.uk/Get-involved/Opportunities-for-young-people/](http://www.redcross.org.uk/Get-involved/Opportunities-for-young-people/)

## **CCEA Certificate in Preparation for Adult Life Level 1 (QCF)** **CCEA Award in Preparation for Adult Life Level 1 (QCF)**

### **Unit 13: Effective Financial Management**

This unit focuses on developing learners' understanding of effective money management and developing 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.

Learners should be given the opportunity to:

- identify and explore how to manage finances effectively;
- record their income and expenditure and identify ways that savings can be made;
- explore the implications of getting into debt;
- find out about 'buy now, pay later' schemes and their advantages and disadvantages; and
- develop an understanding of the importance of saving for the future and will explore the different types of savings products and how and when they can be used.

Learning Outcomes	Assessment Criteria	Suggested Evidence
<b>The learner will:</b>	<b>The learner can:</b>	
<p><b>1. Demonstrate an understanding of how to plan a personal budget</b></p>	<p>1.1 List personal income and expenditure;</p> <p>1.2 Identify an area where they could make savings in their own spending;</p>	<p>Learners could complete a personal income and expenditure template provided by the teacher including items, such as pocket money, wages, benefits, Education Maintenance Allowance, mobile phone, snacks, CDs and computer games.</p> <p>Learners could write or use pictures to record their expenditure on flash cards.</p> <p>Learners could use flash cards containing items which could aid savings or suggest cheaper alternatives, such as bringing a packed lunch instead of buying a lunch.</p> <p>Learners could record area of personal saving on a flash card.</p>
<p><b>2. Demonstrate an understanding of how to manage finances effectively</b></p>	<p>2.1 State one consequence of each of the following:                      (a) overspending; and                      (b) not repaying money that is owed;</p> <p>2.2 Identify one advantage and one disadvantage of 'buy now pay later' schemes;</p>	<p>Learners could make a poster or PowerPoint showing how overspending could result in debt and how not repaying money has numerous negative consequences. This could also be demonstrated by a photo-story.</p> <p>Using media adverts as a resource, learners could investigate 'buy now, pay later' schemes, and identify one advantage and one disadvantage which could be displayed on a poster or discussed in a group e.g. soap storylines, adverts and high profile media cases.</p>

Learning Outcomes	Assessment Criteria	Suggested Evidence
<b>The learner will:</b>	<b>The learner can:</b>	
<b>3. Be able to outline sources of support and advice</b>	2.2 Identify two organisations that young people can go to for financial help and advice;	<p>Learners will identify two organisations giving help and advice relating to financial matters, such as Citizens Advice Bureau and Independent Financial Advisors.</p> <p>Learners could display information on a business/advice card.</p>
<b>4. Demonstrate an understanding of saving and ways to save</b>	<p>4.1 State one reason why saving is important; and</p> <p>4.2 Identify two ways to save for the future.</p>	<p>Learners could identify one statement as to why saving is important.</p> <p>Learners could identify an item or event they want in the future and identify two ways they could save for it.</p> <p>Learners could produce a leaflet or poster including a statement as to why saving is important.</p> <p>Learners could identify two ways to save such as savings accounts with banks/credit union/building society and ISAs. They could alternatively give a presentation using visual aids on ways to save to the class.</p> <p>There is an opportunity for a guest speaker from an appropriate organisation to discuss the importance of saving and ways to save with the class.</p> <p>Learners could prepare individual questions and record answers</p>

## **Useful Websites**

[www.moneysavingexpert.com](http://www.moneysavingexpert.com)

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

[www.adviceguide.org.uk](http://www.adviceguide.org.uk)

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

[www.moneyadviceservice.org.uk](http://www.moneyadviceservice.org.uk)

[www.fca.org.uk/consumers](http://www.fca.org.uk/consumers)