

**East Renfrewshire Council: Education Department
Practitioner Moderation Template**

School Code	S
Practitioner Code	S12
Curriculum Area(s)	Health and Wellbeing and Literacy
Level	Second
Stage(s)	P6
Specific subject (if applicable)	Health and Wellbeing

Experiences and Outcomes:

I am aware of and able to express my feelings and am developing the ability to talk about them.
HWB 2-01a

I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.
HWB 2-02a

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.
LIT 2-26a

Learning Intentions:

I am learning to talk about my feelings and their effect of my behaviour.
I am learning to develop ways of managing these feelings.
I am learning to create an informative text.

Success Criteria:

I can:

- Identify different feelings
- Discuss different feelings
- Define the word Anxiety
- Identify the effect anxiety has on my body
- Identify ways to manage these effects
- Show understanding of this information by creating a clear and informative leaflet

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

Breadth: interdisciplinary learning with language (building on prior knowledge of persuasive writing)

C&E: self-evaluation of feelings and their effects

Depth: building on 'feelings course' taken last year by pupils

P&C and Relevance: work based on pupils' own experiences and feelings

Progression: looking back activity

Coherence: working towards a final outcome

Practitioner Moderation Template

Learner Evidence

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

SAY – Talking about feelings and their effects

WRITE – Leaflet showing knowledge gained

MAKE – Feelings wheel, Leaflet, Handprint

DO – Relaxation Activities (evidenced in drawn pictures of favourite memories and photos of meditation with pupil responses)

Did the learner successfully attain the outcomes? **YES/NO**

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

Verbal feedback was given throughout the topic, specifically to the following Success Criteria, which allowed the pupil to know she was on the right track. Some of this feedback is detailed below.

- Identify different feelings

“With the use of the feelings wheel you made you were able to describe what a feeling was and how different feelings affect you.”

- Discuss different feelings

“You were able to talk clearly about times when you felt bored, sad and anxious. You were also able to listen to other people’s feelings. We will continue to use these wheels so you get the chance to explain a wider variety of feelings.”

Written feedback was provided for the other Success Criteria detailed on the evidence sheets and the worksheets.

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

See Profiling paragraph Evidence sheet.

Learner Evidence

Leaflet Feedback

Learning Intention:

I am learning to create an informative text.

Success Criteria:

I can:	Self	Peer	Teacher
<ul style="list-style-type: none">• Include the main features of a leaflet (subheadings, bullet points, pictures and diagrams etc.)			
<ul style="list-style-type: none">• Select important information from my notes to include			
<ul style="list-style-type: none">• Organise these in a useful way for my audience			
<ul style="list-style-type: none">• Use appropriate vocabulary for my audience (child age 9-10)			

Peer Feedback:



Teacher Feedback:



Feelings Wheel Evidence and Feedback

Name of the feeling:

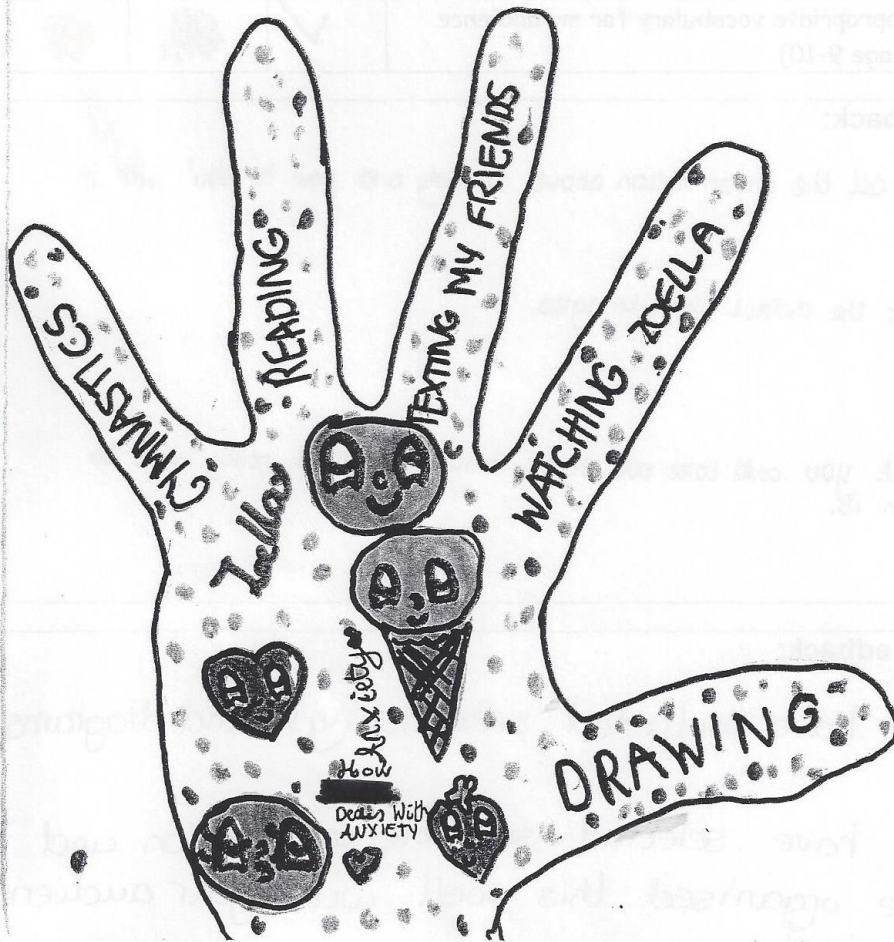
When did you feel it?

What did it feel like?

How did this affect you?

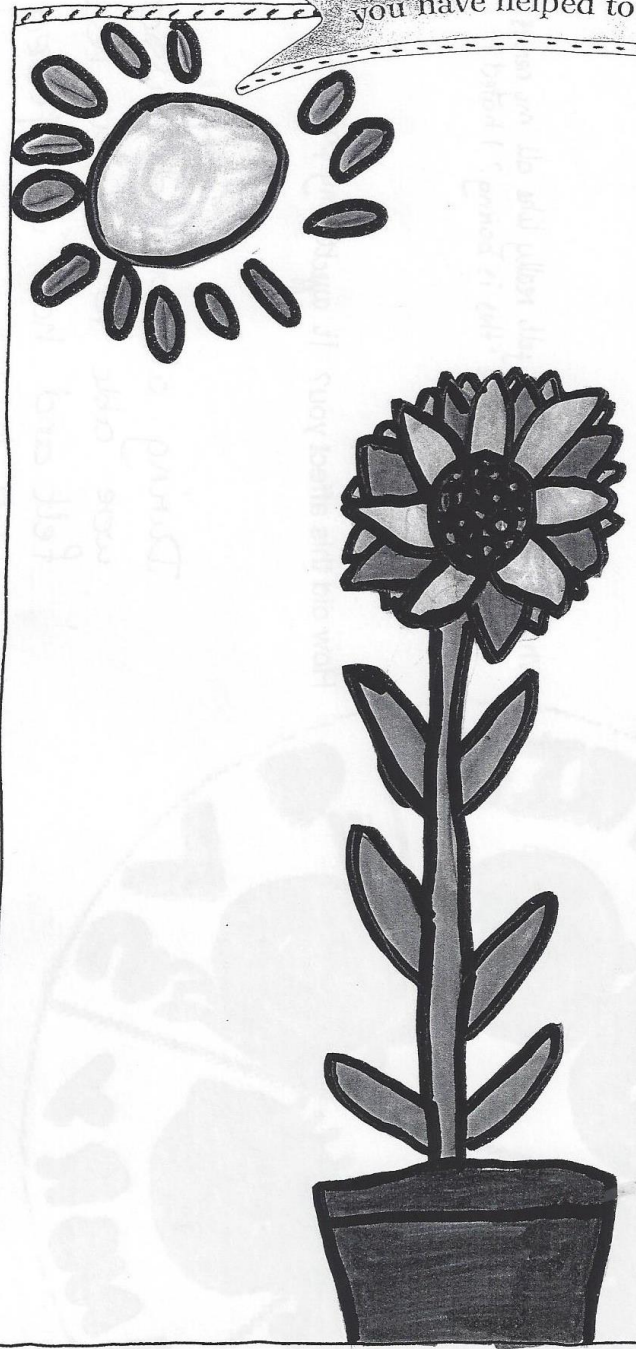
Handprint Evidence and Feedback

These are 5 good ways that you can use to forget about anxiety. 😊



Handprint Evidence and Feedback

Draw something that you have helped to grow.



This is like anxiety because if you water and pay attention to it it grows bigger and bigger like if you pay attention to your worries they will grow bigger and bigger. If you don't pay attention to it and don't water it it will shrink and die just like anxiety.

✓ good description

1. Anxiety = Anxiety is a feeling of being worried and slightly afraid.

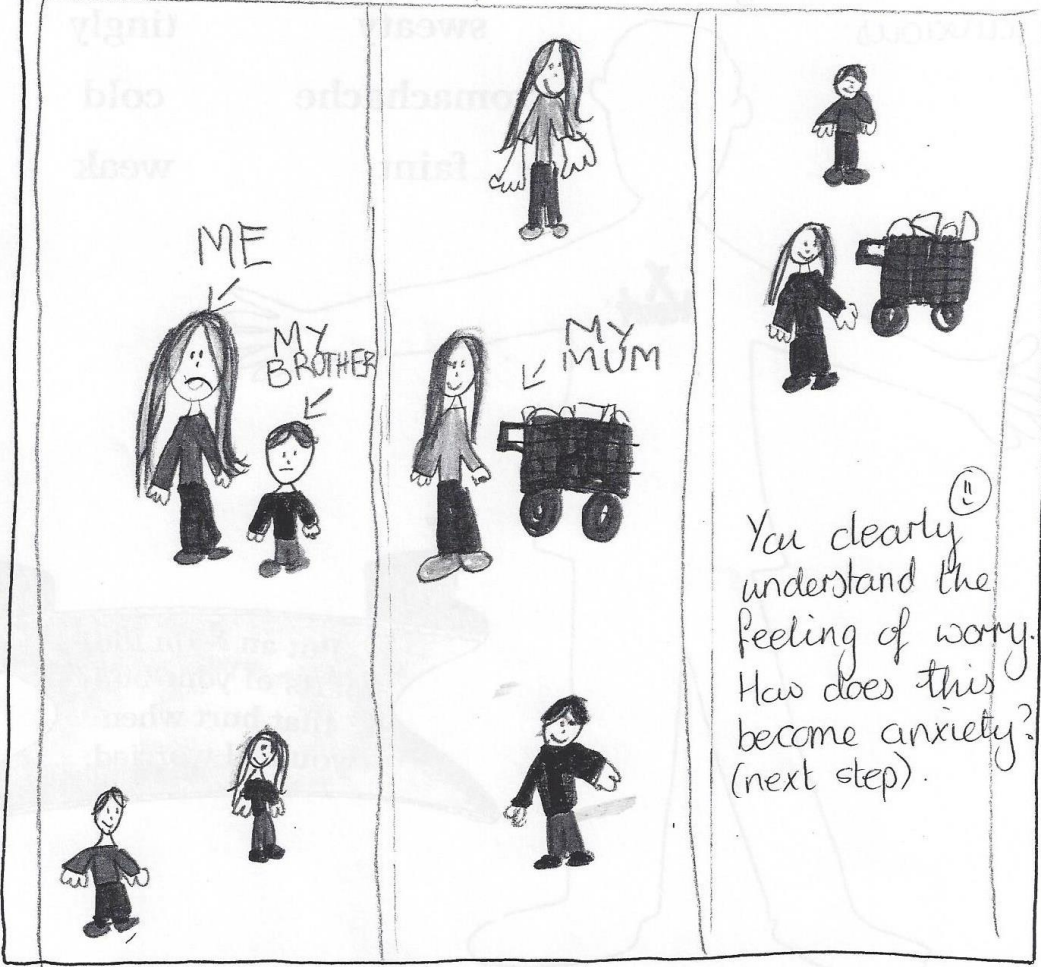
✓

2. Anxiety = Anxiety is something you are worried about.

✓

Draw something that you worry about.

LOST IN THE SHOP



You clearly understand the feeling of worry. How does this become anxiety? (next step).

Circle the words that describe how you feel when you are worried.

Well done, you have identified how you feel when you are anxious.

headache

dizzy

tearful

nauseous

breathless

racing heart

sweaty

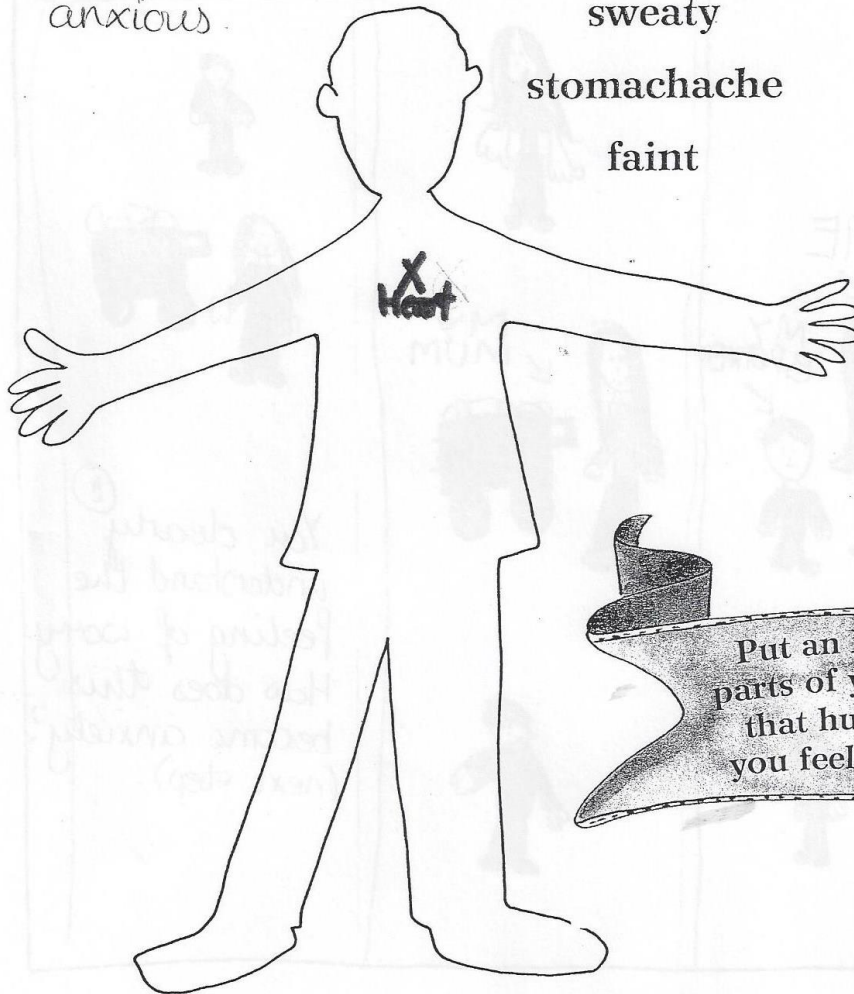
tingly

stomachache

cold

faint

weak



Put an X on the parts of your body that hurt when you feel worried.



A great memory to think about when you are feeling anxious.

Remember You
Are Strong!

**ANXIETY
ADVICE**

**Information
And Detail**



Dealing With
Anxiety!

**A GUIDE
TO ANXIETY**

NHS:

Website: www.nhs.uk/condition/anxiety-children

Telephone: 111

CHILDLINE:

Website: www.childline.org.uk

Telephone: 0800 1111

ANXIETYBCI:

Website: www.anxietybc.com

YOUNG MINDS

Website: www.youngminds.org.uk

What is Anxiety

The first thing you need to know about anxiety is it is not always a bad thing. It is good to be anxious sometimes but when you start being anxious very regularly it becomes a big problem.

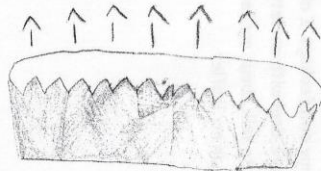
Anxiety is a feeling that is a bit worse than worrying. It is when you are nervous and worried at the same time.

The top types of anxiety are:

- Worrying about tests
- Worrying about school
- Worrying about family
- Worrying about letting people down
- Worrying about meeting new people
- Worrying about being left out
- Worrying about being away from family
- Worrying about new things

How does Anxiety grow

Anxiety is like a cake when you put it in the oven. If you ignore the cake it will go bigger and bigger and bigger. It is the same with anxiety.



If you ignore the cake it will still work it is.

Remember everyone has anxiety at one point in their life. Never give up.

Here are some symptoms of anxiety: Racing Heart, Cold, Weak, Faint, Dizzy, Fearful, Stomachache and Nauseous

How can you cope with Anxiety

The best way to let anxiety out is tell someone. You mum or dad, friend or family member or if you feel you can't talk to anyone, try childline as they will listen at any time. There is also other help and websites on our information and details on.

Another way to cope with anxiety is to take your mind off it. Here are seven ways to take your mind of anxiety.

- Watch your favourite channel or show. Maybe Cbeebies or Disney Channel.
- Play with your friends. You could go to the park with your friends.
- You could draw a picture. Your dream house.
- Hug or stroke your pet. Maybe a cat or dog.
- Playing with your family. A board game or hide and seek.
- Your favourite sport. Football

Leaflet Feedback

Learning Intention:

I am learning to create an informative text.

Success Criteria:

I can:	Self	Peer	Teacher
<ul style="list-style-type: none"> • Include the main features of a leaflet (subheadings, bullet points, pictures and diagrams etc.) 	✓		
<ul style="list-style-type: none"> • Select important information from my notes to include 	✓		
<ul style="list-style-type: none"> • Organise these in a useful way for my audience 	✓		
<ul style="list-style-type: none"> • Use appropriate vocabulary for my audience (child age 9-10) 	✓		

Peer Feedback:

★ I like all the information about anxiety and how to deal with it

★ I like the detail and images

I think you could take out some things that don't really need to use in it.

Teacher Feedback:

★ You have included subheadings and diagrams

★ You have selected suitable information and have organised this well with your audience in mind.

I think maybe for effectiveness I would have liked to have seen you spread out your information. There is a lot of writing for a child age 9-10.

