

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

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es and Os.

School Code	S
Practitioner Code	S13
Curriculum Area(s)	Health/Literacy
Level	Second
Stage(s)	P7
Specific subject (if applicable)	

Experiences and Outcomes:

Health

I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.

HWB 2-03a

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my behaviour and the way others behave.

HWB 2-04a

Writing

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 understand that there are people who can offer practical and emotional support to help me when necessary.
- I recognise that my feelings can change in relation to what is happening within and around me.

- I am learning to create a text to meet a specific purpose and audience.

Success Criteria:

- I have shown an awareness of the variety of people who can help me and others in challenging situations.
- I have given sensible and appropriate advice.
- I have directed them to someone who can offer practical or emotional support.
- I have shown empathy and understanding to others circumstances and feelings.

- I have used appropriate language and tone.
- I have organised my writing effectively using features appropriate to a leaflet.
- I have selected relevant information which communicates the purpose clearly.

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

Background-Children participated in a series of lessons, adapted from the Head Start resource, to improve their understanding of mental health. They explored feelings and emotions experienced in a range of circumstances, what it can be like to be the target of stigma and discrimination and what to do and who to ask if they need advice about problems they're facing.

- Children studied a variety of health leaflets during a carousel activity where they selected relevant information and made notes on the structure and content.
- Following the carousel activity the children were challenged to suggest LI and SC for leaflet.
- They researched relevant websites and made notes.
- The children were then challenged to use their notes to create an information leaflet giving advice for young people suffering from mental ill health.
- They brainstormed what anxiety was and circumstances that might make them feel anxious.
- Children chose activities they could do to boost their mental health and help them cope with the challenges of life. They created a Mental Boost Map where they illustrated these strategies.
- Children applied their understanding of the potential problems they might face and how they might deal with them by planning a conversation between a Child Line counsellor and a child requiring advice. Once they had scripted the conversation they recorded the conversation using easi speaks.

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:

- Drama Convention - Back to back phone conversation between a Child Line counsellor and a child seeking advice (recorded on easi-speak)

Write:

- Pupil created an information leaflet outlining support and advice available to young people suffering from mental ill health
- Pupil planned a script for a telephone conversation between a Child Line counsellor and a child

Make:

- Pupil made notes by selecting ideas and relevant information from a variety of sources

Do:

- Pupil researched relevant websites and recorded information which could be included in their information leaflet
- Brainstormed what anxiety is and what could cause it
- Drew a Mental Boost Map

Did the learner successfully attain the outcomes? **YES**

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

I believe the learner met both the literacy and health outcomes. The evidence the pupil provided showed that they were aware of some challenging situations that people may be faced with and how these might make them feel. They were able to identify the wide range of people they could talk to in a variety of different circumstances.

The learner was successful in using their notes and applying knowledge acquired to create a Health Leaflet and Mental Boost Mind Map which met their purpose and was suitable for their intended audiences. As the written and verbal feedback given was that the child had met the success criteria, the next steps were merely suggestions to add information which would further improve their writing. Written and verbal feedback given was to try and apply the skills to real life scenarios when necessary.

Pupil Voice:

Questions asked, verbal responses were:

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

What I learned:

- Ways to help anxiety
- At some point in your life you or someone you know could experience mental ill-health
- There are lots of different ways to help people
- A lot of famous celebrities have suffered from mental illness
- Something that happens in your life can affect your mental health
- There is help available
- Mental means inside your head, it doesn't mean someone is crazy, you shouldn't use mental as a hurtful name

How I Learned:

- Looking at examples of leaflets
- Group discussions
- Drama

What skills I developed:

- Making notes
- How to structure a leaflet
- How to make it appeal to your specific audience

Learner Evidence

Leaflet Planning Page

Learning Intention

- I am learning to create a text to meet a specific purpose.

Context: Mental Health & Wellbeing information leaflet.

Success Criteria

- I have used language and tone appropriate for young people
- I have organised my writing effectively using features appropriate to a leaflet
- I have selected relevant information which communicates the purpose clearly

Self Evaluation

- ★ I used language I know young people will understand.
- ★ I included important information from my notes
- I could have put in some websites instead of
: Only phone numbers.

✓ you have used an informal tone and informal language

✓ you have organised the information into clear sections using sub-headings and bullet points

* next step - you could expand the information to include a little more detail in your leaflet.

😊 A fantastic leaflet, well done!

What are Panic attacks

Panic attacks are when you get so overwhelmed you get shaky and you feel nervous, feel hopeless, worthless.

naturally person need

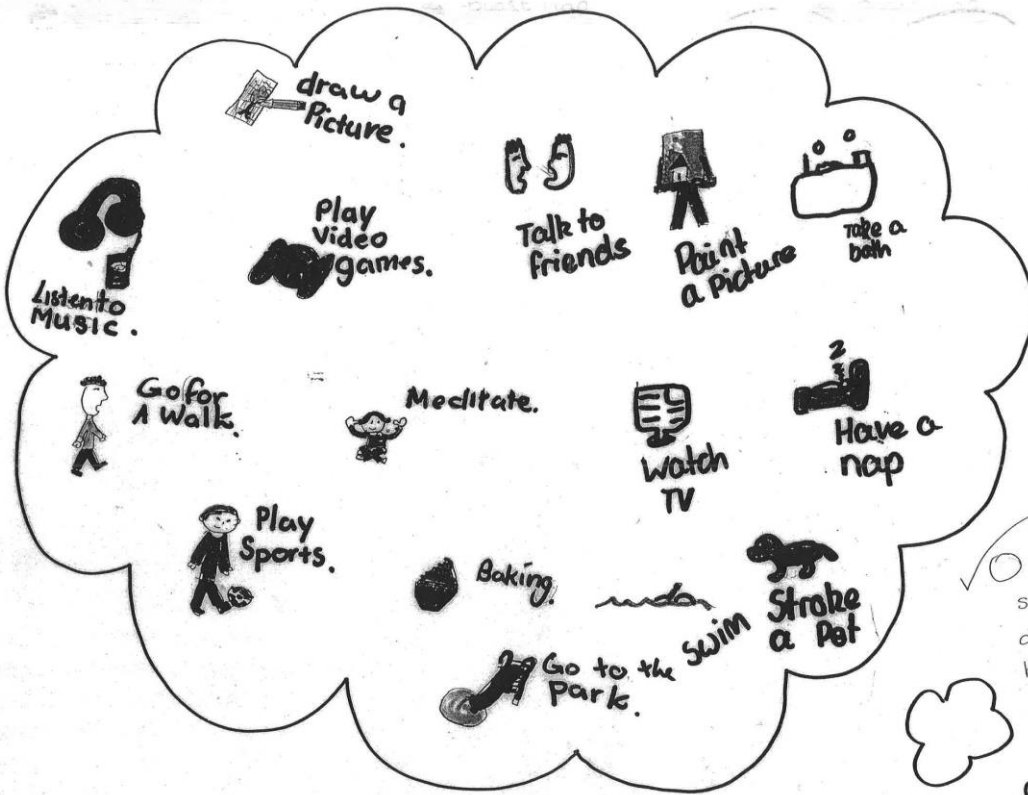
Anxiety

anxiety

What is anxiety

Anxiety is when you get very nervous about things you do.

- panic attacks
- nervous on public speaking.
- When you are stressed when you worry a lot.
- When you are nervous about something you don't want to do.



super ways to de-stress and help anxiety!



Are they really gone?

Every living thing is born, lives its life then dies.

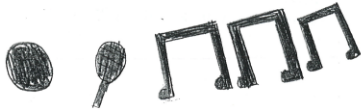
you might be feeling: stressed, not sleeping properly, get hungrier, go off food, get grumpier/short tempered, vomit, upset tummies, head aches and pains.

talk it out

alking about it helps get things clear in ur head, find a good friend, a trusted adult or teacher. Writing things can also help.

chill out and relax!

go for a walk, play sport, listen to some tunes or soak in a bath. You might have to try a few favourite things before you start feeling better.



R U Sad?

What does feeling Sad feel like?

- * bad dreams
- * trouble sleeping
- * not being hungry
- * being more hungry
- * crying alot
- * short tempered
- * not wanting to see mates
- * getting into trouble more often
- * cant concentrate
- * low energy

Most Common

every one will have delt with one of these: bullying, hardwork at school

Feeling Sad for a long time is called depression.

Childline-0800 1111



Mental

ill

Health



Family break ups

Should I tell my friends?

We all know someones parents who have broken up, right? we dont think any less of them, do we?

Why are they splitting up

There can be many reasons they might:

- * want to be with someone else
- * not agree about important stuff
- * want different things
- * not be able to get on anymore

Its not your fault! nothing you've done or havnt done has caused this to happen.

These are numbers you can call if your needing to talk to someone

Childline-0800 1111
who cares? Scotland-0141 226 4441 (9am-9pm mon-thu)
9am-4pm Fri

Pick up the phone and give us a call!



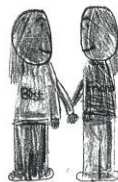
R U Friends

Why r we fighting

Think: are you really mad at each other or is it something else bothering you? we often take our anger out on those who are closest to us.

FRIENDSHIP

Like everything else, friendships need constant care and attention to keep them in top shape.



Childline-0800 1111

R U Worried?

Panic attacks

How can I stop it?

Easy! All you need to do is breath



Then grab a clock or watch and count like this "one hundred and one..." all the way up to one hundred and ten. That will calm down your breathing.



Or you could breath in and out of a paper bag. That can also help your breathing.

Childline-0800 1111