

Exercise for All

Entry Level 1 – Level 2

**Skills for Life and Work
Unit Specification**

Contents

Unit Aim.....	3
Units from Other Awarding Organisations	3
Qualification Documentation	3
Progression Across Levels	4
Delivery Requirements	6
Assessment Approach.....	9
Entry Level 1.....	9
Entry Level 2.....	10
Entry Level 3.....	10
Level 1	11
Level 2.....	11
Unit Content	12
Entry level 1	12
Entry level 2.....	15
Entry level 3.....	18
Level 1	21
Level 2.....	24

Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The 'Exercise for All' suite of units has been designed to develop Learners' understanding of the benefits of exercise for both physical and mental wellbeing by engaging in a range of indoor and outdoor activities, both individually and collaboratively.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level-specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey, or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Physical wellbeing	Identify physical activities and a physical benefit	Give simple examples of physical benefits of exercise	Outline benefits of exercise for physical wellbeing and link activities to benefits	Describe the link between exercise and physical wellbeing	Analyse the impact of exercise on physical wellbeing
Mental wellbeing	Identify an emotional benefit of activity	Give simple examples of emotional benefits of exercise	Outline benefits of exercise for mental wellbeing and link activities to benefits	Describe the link between exercise and mental wellbeing	Analyse the impact of exercise on mental wellbeing
Participation (indoor/outdoor)	Take part in activities with support	Follow instructions to take part in activities	Follow instructions to safely participate	Demonstrate safe participation in a range of activities	Demonstrate safe and independent participation and evaluate performance
Working with others	Take part in group and individual activity with support	Complete part of an activity independently	Participate responsibly when independent and in a team	Participate effectively when independent and in a team	Evaluate personal and team contributions

Cognitive Demand	Identify	Identify, give examples	Outline, link	Describe, explain	Analyse, evaluate
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Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training providers facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Delivery staff must:

- have experience in delivering physical activity, sport, health and wellbeing, or related areas
- be able to support learners to understand the physical benefits of exercise and the mental and emotional benefits of activity
- be able to facilitate practical activities safely, both indoors and outdoors

Staff must also be able to:

- demonstrate and model safe use of equipment and space
- manage group and individual physical activities
- adapt activities to meet different learner needs and abilities

Additional qualifications in sport, physical activity, or health and wellbeing are beneficial but not mandatory.

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Providers must ensure suitable and sufficient resources are available to deliver and assess this unit. As a minimum this should include:

Activity Space

- Access to safe indoor and outdoor spaces suitable for physical activity
- Spaces must allow for:
 - individual activities
 - pair and group activities
 - movement-based tasks

(Specialist facilities such as sports halls are beneficial but not required)

Basic Equipment

- A range of low-cost, adaptable equipment, such as:
 - balls
 - cones or markers
 - mats
 - skipping ropes
 - lightweight equipment for throwing, balancing or coordination tasks

Equipment should support:

- individual and group activities
- activities at varying levels of intensity

Learning and Teaching Resources

- Visual materials showing:
 - different types of exercise
 - physical and mental health benefits
- Simple diagrams or prompts linking:
 - activity → physical benefit
 - activity → emotional wellbeing
- Worksheets or templates for:
 - matching activities to benefits (E1–E2)
 - outlining links and explanations (E3–L1)
 - reflection and evaluation (L2)

Information Resources (Higher Levels)

- Access to basic information sources (digital or printed) to support:
 - understanding of exercise and health
 - differences between types and intensity of activity

Optional Resources

- Audio-visual equipment for:
 - recording performance
 - supporting assessment and feedback
- Simple timers or tracking tools for activities

Health and Safety

Providers must ensure that:

- all activities are conducted in line with health and safety requirements
- learners are appropriately supervised, particularly when:
 - using equipment
 - participating in outdoor activities.

Risk assessments must be in place for:

- indoor and outdoor activities
- use of equipment.

Learners should be supported to:

- understand basic safety rules (Entry Levels)
- manage their own safety during activity (Levels 1–2).

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the levels, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio of evidence. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit at each level.

Entry Level 1

Assessment of Exercise for all at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Picture Selection	Choose which image shows activities that improve physical wellbeing and emotional wellbeing
Pointing / Identifying	Learner points to physical benefits and emotional benefits of exercise
Demonstration (Supported)	Take part in physical activities (indoor and outdoor), taking turns during activities, following simple instructions and routines during activities
Questioning	State one benefit of physical activity (as alternative to pointing/identifying)

Entry Level 2

Assessment of Exercise for all at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Matching	Matching physical activities to the physical benefit
Pointing / Identifying	Pointing to physical and emotional benefits of exercise and activity
Questioning/Stating	Stating benefits of physical activity (as alternative to pointing/identifying); stating two examples of how activity supports emotional and mental wellbeing
Demonstration (Supported)	Following instructions in indoor and outdoor activities. Completing a simple task independently Completing a shared task during a group activity

Entry Level 3

Assessment of Exercise for all at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Questioning (written and oral)	Outlining the physical benefits of exercise and linking exercises to aspects of physical health to aspects of physical health Outlining the emotional benefits of exercise linking exercises to aspects of physical health to aspects of mental and emotional health and wellbeing
Card sort activity/ gap fill	Linking exercise or activity to the physical benefit and/or emotional and mental health benefit
Demonstration (Supported)	Safely participating in indoor and outdoor activities Showing responsible use of equipment and space Showing teamwork and cooperation

Level 1

Assessment of Exercise for all at Level 1 should include:

Assessment Type	Examples of Tasks
Research/Project activity	Researching how exercise impacts physical health and wellbeing and supports physical health and wellbeing
Presenting	Presenting on how exercise impacts physical health and wellbeing and prevents common health problems
Project work	Creating a document that explains how exercise affects emotional health and wellbeing
Demonstration	Safely participating in a range of indoor and outdoor activities and exercise Showing awareness of personal safety during activity and exercise Demonstrating effective teamwork during activity and exercise
Questioning (written and oral)	To show depth of understanding during or after demonstration and practical activities

Level 2

Assessment of Exercise for all at Level 2 should include:

Assessment Type	Examples of Tasks
Research/Project activity	Research how exercise impacts physical and mental wellbeing
Presenting	Present analysis of the impact of exercise on physical and mental wellbeing
Project work	Create a document analysing types and intensity of exercise and long-term benefits
Demonstration	Independently participate in a range of indoor and outdoor activities, managing own safety
Evaluation Task	Evaluate personal progress in an activity
Evaluation Task	Evaluate own contribution to a team and overall team performance
Professional Discussion (optional)	Discuss performance, progress and teamwork

Unit Content

Entry level 1

Unit Title: Exercise for all

Unit Reference Number: CBM066

Level: Entry Level One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' understanding of the benefits of exercise for both physical and mental wellbeing by engaging in a range of indoor and outdoor activities, both individually and collaboratively.

Principles of Progression

Progression Step 1 - I have the confidence and motivation to move in different ways and I am beginning to develop control of gross motor movements and fine motor movements in different environments, moving safely in response to instructions.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Know simple benefits of exercise for physical wellbeing	1.1	Identify a physical benefit of exercise	
	1.2	Identify a physical activity that supports physical health	
2. Know simple benefits of exercise for emotional wellbeing	2.1	Identify a way exercise can improve how someone feels	
	2.2	Identify an activity that can improve mood	
3. Be able to follow simple instructions in activity	3.1	Take part in an indoor physical activity with support	
	3.2	Take part in an outdoor physical activity with support	
4. Be able to follow simple instructions in activity	4.1	Follow simple instructions during a physical activity	

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
	4.2 Take turns during a physical activity

Indicative Content	
LO1	AC 1.1 Learners must say or identify at least one physical benefit of exercise e.g., stronger muscles, more energy, keeping the body healthy. AC 1.2 Learners must say or identify at least one physical activity that helps the body stay healthy e.g., walking, stretching, throwing, cycling, that supports physical health.
LO2	AC 2.1 Learners must say or identify at least one emotional benefit of exercise e.g., feeling happy, feeling calm, feeling less stressed. AC 2.2 Learners must say or identify an activity linked to feeling better, e.g., playing a game, walking outside, dancing.
LO3	AC 3.1 Learners must join in at least one planned indoor activity, with support, that involves simple physical actions e.g., stretching, balancing, stepping or throwing. AC 3.2 Learners must join in at least one planned outdoor activity, with support, that involves simple physical actions e.g., throwing, kicking or taking part in a group game.
LO4	AC 4.1 Learners must follow at least two simple instructions during physical activity e.g., they follow instructions to start, stop, move, change activity, pass. AC 4.2 Learners must take turns at least once when carrying out physical activities. Examples might include waiting for a turn, sharing equipment or joining in when requested.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits. How we process and respond to our experiences affects our mental health and emotional well-being
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Using local outdoor spaces and facilities to promote active lifestyles and care for shared environments.

Relevant Cross-Cutting Themes	
Theme	Rationale
RSE	Promotes physical and mental wellbeing, relevant to healthy relationships.

Unit Content

Entry level 2

Unit Title: Exercise for all

Unit Reference Number: CBM067

Level: Entry Level Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' understanding of the benefits of exercise for both physical and mental wellbeing by engaging in a range of indoor and outdoor activities, both individually and collaboratively.

Principles of Progression

Progression Step 2 - I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the benefits of exercise for physical wellbeing	1.1 Identify physical benefits of exercise
	1.2 Give examples of how activity improves physical health
2. Understand the benefits of exercise for emotional wellbeing	2.1 Identify emotional benefits of exercise
	2.2 Give examples of how activity supports emotional wellbeing
3. Be able to follow instructions in physical activity	3.1 Follow instructions in indoor activity
	3.2 Follow instructions in outdoor activity
4. Be able to take part in activity independently and with others	4.1 Complete a task independently during physical activity
	4.2 Complete a shared task during physical activity

Indicative Content

LO1 AC 1.1 Learners must identify at least two physical benefits of exercise e.g., stronger muscles, more energy, keeping the body healthy.

AC 1.2 Learners must identify at least two physical activities linked to a physical benefit, for example linking running to heart health or stretching to flexibility.

LO2 AC 2.1 Learners must identify at least two emotional benefits of exercise e.g., feeling happy, feeling calm, feeling less stressed.

AC 2.2 Learners must provide at least two simple everyday examples of how exercise can reduce stress e.g., going for a walk can be calming, playing a team game can take a person's mind off things.

LO3 AC 3.1 Learners must demonstrate listening to and following at least two instructions in both a familiar and an unfamiliar indoor activity.

Examples of unfamiliar activities might include new warm-up routines, new yoga poses/stretchers, changes to known station-based or walking circuits.

AC 3.2 Learners must demonstrate listening to and following at least two instructions in both a familiar and an unfamiliar outdoor activity.

Examples of unfamiliar activities might include new obstacle routes, a new simple ball game.

LO4 AC 4.1 Learners must complete at least one simple physical activity task independently e.g., walking an agreed distance, following a warm-up routine, performing stretching exercises.

AC 4.2 Learners must complete at least one shared task during physical activity e.g., passing a ball in a game, taking turns to complete a circuit with a partner.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits. How we process and respond to our experiences affects our mental health and emotional well-being
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Using local outdoor spaces and facilities to promote active lifestyles and care for shared environments.

Relevant Cross-Cutting Themes	
Theme	Rationale
RSE	Promotes physical and mental wellbeing, relevant to healthy relationships.

Unit Content

Entry level 3

Unit Title: Exercise for all

Unit Reference Number: CBM068

Level: Entry Level Three (3)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' understanding of the benefits of exercise for both physical and mental wellbeing by engaging in a range of indoor and outdoor activities, both individually and collaboratively.

Principles of Progression

Progression Step 3 - I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli. I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand how exercise supports physical wellbeing	1.1 Outline physical benefits of exercise
	1.2 Identify activities linked to aspects of physical health
2. Understand how exercise supports mental and emotional wellbeing	2.1 Outline benefits of exercise for mental wellbeing
	2.2 Identify activities linked to aspects of mental wellbeing
3. Be able to safely participate in physical activity	3.1 Follow instructions to participate safely in indoor activity
	3.2 Follow instructions to participate safely in outdoor activity

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
4. Be able to work responsibly in physical activity	4.1 Use equipment and space safely when working independently
	4.2 Show teamwork during group activities

Indicative Content	
LO1	AC 1.1 Learners must outline at least three physical benefits of exercise e.g., improved heart health, stronger muscles, improved balance. AC 1.2 Learners must link at least two activities to outcomes e.g., • running → cardiovascular fitness • stretching → flexibility
LO2	AC 2.1 Learners must outline at least three benefits of exercise for mental health e.g., • feeling calmer after taking part in gentle activities like walking • reduced feelings of stress from taking part in regular enjoyable exercise. AC 2.2. Learners must link at least two activities to outcomes, e.g., • walking → calmness • team games → social confidence.
LO3	AC 3.1 Learners must follow instructions to safely participate in at least two unfamiliar indoor physical activities e.g., correct use of space/equipment. Instructions can be written, supported by visuals, or spoken, supported by modelling. AC 3.2 Learners must follow instructions to safely participate in at least two unfamiliar outdoor physical activities e.g., awareness of others and environment.. Instructions can be written, supported by visuals, or spoken, supported by modelling.

Indicative Content

LO4 AC 4.1 Learners must show responsible use of equipment and space during at least two different physical activities e.g.,

- choosing and using equipment safely
- staying within agreed areas
- independently following the rules of a game.

AC 4.2 Learners must show teamwork and cooperation during at least two different group physical activities e.g.,

- passing a ball so the team can score
- supporting a peer during a circuit
- slowing down pace to run or walk alongside a peer.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits. How we process and respond to our experiences affects our mental health and emotional well-being
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Using local outdoor spaces and facilities to promote active lifestyles and care for shared environments.

Relevant Cross-Cutting Themes

Theme	Rationale
RSE	Promotes physical and mental wellbeing, relevant to healthy relationships.

Unit Content

Level 1

Unit Title: Exercise for all

Unit Reference Number: CBM069

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' understanding of the benefits of exercise for both physical and mental wellbeing by engaging in a range of indoor and outdoor activities, both individually and collaboratively.

Principles of Progression

Progression step 4 - I can transfer a range of movement skills from familiar to unfamiliar and changing situations and environments, using space creatively in response to a variety of stimuli. I can engage in regular physical activity and sport with confidence, motivation and commitment.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the benefits of exercise for physical health and fitness	1.1 Explain how different types of exercise impact physical health
	1.2 Describe how exercise supports physical wellbeing
2. Understand the benefits of exercise for emotional and mental health and wellbeing	2.1 Explain how exercise affects mental and emotional wellbeing
	2.2 Describe how different activities support wellbeing
3. Be able to participate safely in physical activity	3.1 Demonstrate safe participation in indoor activities
	3.2 Demonstrate safe participation in outdoor activities

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
4. Be able to work effectively individually and in a team	4.1 Demonstrate awareness of personal safety during physical activity
	4.2 Demonstrate effective teamwork skills during physical activity

Indicative Content	
LO1 AC 1.1 Learners must explain how types of exercise affect the body e.g., • long-term benefits on improved fitness, strength, flexibility, and stamina • effects of exercise on parts of the body (e.g. heart, lungs, muscles) • contribution to weight management and associated diseases. AC 1.2 Learners describe longer-term benefits, e.g., • maintaining healthy weight • reducing risk of illness • improving stamina and overall fitness.	
LO2 AC 2.1 Learners must explain both short- and long-term effects, e.g., improved mood, reduced anxiety, better sleep, increased confidence. AC 2.2 Learners must describe how activities support wellbeing, e.g. team sports support social wellbeing, outdoor activity supports relaxation.	
LO3 AC 3.1 Learners must demonstrate safe participation in at least two indoor physical activities by showing that they can e.g., • follow basic safety rules, routines and rules • safely use and adapt equipment (e.g. in the case of change to weather conditions) with minimal prompts. Learners must be observed on at least two occasions for each activity. AC 3.2 Learners must demonstrate safe participation in at least two outdoor physical activities by showing that they can e.g., • follow basic safety rules, routines and rules • safely use and adapt equipment (e.g. in the case of change to weather conditions) with minimal prompts. Learners must be observed on at least two occasions for each activity.	

Indicative Content

LO4 AC 4.1 Learners must demonstrate awareness of personal safety during physical activity e.g.,

- by choosing a safe space to work in
- using any equipment safely and with control
- recognising when to slow down, stop, or adjust an activity to stay safe
- not overexerting themselves and responding to feedback appropriately.

Learners must be observed on at least three occasions.

AC 4.2 Learners must demonstrate effective teamwork behaviours during physical activity e.g.,

- communicating clearly and appropriately
- offering encouragement or basic support to peers
- being aware of others to maintain a safe environment
- contributing to team goals.

Learners must be observed on at least three occasions.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits. How we process and respond to our experiences affects our mental health and emotional well-being
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Using local outdoor spaces and facilities to promote active lifestyles and care for shared environments.

Relevant Cross-Cutting Themes

Theme	Rationale
RSE	Promotes physical and mental wellbeing, relevant to healthy relationships.

Unit Content

Level 2

Unit Title: Exercise for All

Unit Reference Number: CBM070

Level: Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop Learners' understanding of the benefits of exercise for both physical and mental wellbeing by engaging in a range of indoor and outdoor activities, both individually and collaboratively.

Principles of Progression

Progression step 5 - I can independently adapt and apply movement skills across a range of activities and environments, managing space creatively in response to a variety of stimuli. I can value the benefits of participation in regular physical activity and sport, seeking opportunities to develop my expertise.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand how exercise impacts physical wellbeing	1.1 Describe the effects of different types and intensity of exercise on the body
	1.2 Explain how exercise supports long-term physical wellbeing
2. Understand how exercise impacts mental and emotional wellbeing	2.1 Describe the impact of exercise on mental and emotional wellbeing
	2.2 Explain how activity supports long-term wellbeing
3. Be able to participate safely and reflect on performance	3.1 Demonstrate safe and independent participation in activity
	3.2 Evaluate personal progress in an activity

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
4. Be able to evaluate contribution to team activity	4.1 Evaluate own contribution to a team
	4.3 Evaluate team performance

Indicative Content	
LO1	AC 1.1 Learners must describe how exercise type and intensity affects body systems, e.g. comparing moderate vs vigorous activity, impact on heart, muscles and endurance. AC 1.2 Long-term benefits could include e.g., reduced risk of disease, improved fitness, sustained health.
LO2	AC 2.1 Learners must describe effects e.g., stress reduction, improved mood, social benefits, routine and motivation. AC 2.2 Learner must explain ongoing benefits, e.g. resilience, confidence, mental health stability.
LO3	AC 3.1 Learners must demonstrate that they can take part in physical activities safely and independently by: • preparing for activities without prompts • following and leading routine warm-ups • managing space effectively • adjusting their activity levels to support their safety • managing basic risks to support safety for all. AC 3.2 Learners must include: • what the area for development and the physical activity is/was • an identification of their progress in relation to starting point and impact • identification of an area/areas for future improvement or future goals

Indicative Content

LO4 AC 4.1 Learners must complete an evaluation after at least three group activities, covering how effectively they contributed to a team and identifying strengths and areas for improvement.

They could identify what they did well, consider how their behaviour and contribution affected the team's performance, identify areas for their own development within the team and set realistic targets to improve personal teamwork (commenting on progress against these targets).

AC 4.2 Learners must evaluate a team's performance, identifying strengths and areas for improvement. They could identify what the team did well, recognise areas where the team could improve, consider how effectively team members worked together to achieve a goal and make suggestions for future improvement.

This could be based on a team the learner is involved in or, for example, using a recording of a sports team in an activity that the learner is familiar with (e.g. football match, rugby match, curling competition).

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits. How we process and respond to our experiences affects our mental health and emotional well-being
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Using local outdoor spaces and facilities to promote active lifestyles and care for shared environments.

Relevant Cross-Cutting Themes

Theme	Rationale
RSE	Promotes physical and mental wellbeing, relevant to healthy relationships.