

Building a Growth Mindset

Entry Level 1 – Level 2

**Skills for Life and Work
Unit Specification**

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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 'Building a Growth Mindset' suite of units has been designed to develop learners' understanding of the opportunities available to them and the skills and strategies to share ideas and feelings, overcome barriers, and improve outcomes and their mental wellbeing.

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
Trying new things	Identify and respond to new experiences	Know benefits of trying new things	Set simple goals and try new approaches	Apply new approaches in tasks	Evaluate impact of trying new approaches
Effort and feedback	Recognise praise and encouragement	Understand effort and feedback	Use feedback to improve work	Apply feedback to improve outcomes	Evaluate effectiveness of feedback
Barriers and challenges	Try again with support	Identify simple barriers	Use strategies to overcome barriers	Apply strategies to overcome barriers	Evaluate strategies used to overcome barriers
Wellbeing and mindset	Recognise positive feelings and simple strategies	Use simple wellbeing strategies	Understand how wellbeing supports learning	Apply wellbeing strategies to support performance	Evaluate impact of mindset and wellbeing
Reflection and improvement	State simple outcomes	Identify what went well	Describe strengths and improvements	Review performance and outcomes	Evaluate performance and future development
Cognitive Demand	Recognise, respond, participate	Identify, state, demonstrate	Describe, apply, reflect	Explain, apply, review	Analyse, evaluate, justify

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 provider 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 appropriate knowledge or experience of personal development, wellbeing, or employability skills, including concepts related to growth mindset (e.g. resilience, feedback, goal setting)
- Be able to support learners in:
 - trying new activities
 - reflecting on performance
 - using feedback to improve
- Have an understanding of Curriculum for Wales principles, particularly:
 - developing healthy, confident individuals
 - supporting progression in self-awareness and resilience

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:

General Learning Resources

Materials to support understanding of growth mindset, e.g.:

- worksheets, prompts, scenario cards
- videos or case studies showing effort, feedback and improvement

Activity Resources

Resources to support participation in tasks or challenges, e.g.:

- practical or classroom-based task materials
- simple equipment relevant to activities being undertaken

Reflection and Recording Tools

Means for learners to record progress and reflect, e.g.:

- worksheets, journals, digital documents
- templates for goal setting and review

Discussion and Support Resources

Opportunities for:

- group discussion
- peer feedback
- supported reflection activities

Digital Resources (where appropriate)

Devices to:

- record evidence (photos, videos, notes)
- access learning materials

Health, Wellbeing and Safeguarding

Providers must ensure:

- A safe and supportive learning environment
- Appropriate handling of personal reflection and discussion of challenges or barriers
- Awareness of when to refer learners to additional support services if needed

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 Building a Growth Mindset at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Identification Tasks	Identify new activities and ways to ask for help using images, prompts or role play
Simple Response	State how they feel about trying something new
Recognition Tasks	Recognise praise or feedback (e.g. "well done")
Supported Practical Task	Take part in a simple task and try again if needed
Observation	Assessor observation of trying, asking for help and participation
Simple Reflection	State what they did well or how they improved

Entry Level 2

Assessment of Building a Growth Mindset at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Short Responses	State benefits of trying new things and importance of effort
Matching / Scenario Tasks	Match feedback to actions or improvements
Practical Task	Complete a task, receive feedback and make a simple improvement
Barrier Task	Identify a simple barrier and respond using positive self-talk
Demonstration	Use a simple wellbeing strategy (e.g. calming technique)
Observation	Assessor observation of participation and improvement

Entry Level 3

Assessment of Building a Growth Mindset at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Short Explanation	Describe benefits of trying new things and role of feedback
Planning Task	Set a simple personal goal and outline steps to achieve it
Practical Task	Complete a task, applying feedback and strategies
Barrier Task	Identify and respond to a challenge during the task
Peer Task	Give simple feedback to another learner
Reflection Task	Describe strengths, improvements and outcomes
Observation	Assessor observation of participation and strategy use

Level 1

Assessment of Building a Growth Mindset at Level 1 should include:

Assessment Type	Examples of Tasks
Descriptive Tasks	Describe growth mindset, effort and feedback
Scenario Task	Explain how mindset affects performance in a given situation
Planning Task	Set a goal and outline how it will be achieved
Practical Task	Complete a task applying growth mindset strategies
Barrier Task	Apply a strategy to overcome a challenge
Review Task	Review performance, identifying strengths and improvements
Observation	Assessor observation of participation and strategy application

Level 2

Assessment of Building a Growth Mindset at Level 2 should include:

Assessment Type	Examples of Tasks
Explanatory Tasks	Explain growth mindset and compare mindset types
Analytical Tasks	Evaluate impact of thinking, feedback and behaviour
Planning Task	Set a goal and plan how to achieve it
Practical Task	Complete a task applying growth mindset strategies
Strategy Evaluation	Evaluate effectiveness of strategies used to overcome barriers
Evaluation Task	Evaluate overall performance against intended outcome
Reflection Task	Review personal development and future improvements
Observation	Assessor observation of independent application

Unit Content

Entry Level 1

Unit Title: Building a Growth Mindset

Unit Reference Number: CBM191

Level: Entry Level One

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of the opportunities available to them and the skills and strategies to share ideas and feelings, overcome barriers, and improve outcomes and their mental wellbeing.

Principles of Progression

Progression step 1 - I am beginning to recognise the connection between the physical and emotional changes that can occur in different contexts.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know about opportunities for trying new things	1.1 Identify new activities or experiences they can try
	1.2 Identify how to ask for help
	1.3 State how they feel about trying something new
2. Know that trying and feedback supports learning	2.1 State why trying is important
	2.2 Recognise praise or feedback
	2.3 State how praise or feedback makes them feel
3. Be able to overcome a simple barrier to improve a task	3.1 Demonstrate ways to keep trying when something is difficult
	3.2 Use a positive word or phrase about their work
	3.3 Make an improvement to a task

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
4. Know ways to support wellbeing	4.1 Identify something that helps them feel good

Indicative Content	
LO1	AC 1.1 Learners must identify at least two new things they can try in their immediate environment (school/education, home, community) e.g., • a new game • a new hobby or task • a new subject • talking to different people AC 1.2 Learners must identify at least one way to ask for help with a new thing e.g., • using communication aids to point to a help symbol • raising their hand • using simple help-seeking phrases e.g., “Can you show me?”, “I need help”. AC 1.3 Learners must state how they feel about the new things they tried e.g., • using emotion words or symbols e.g., happy, unsure, excited, worried, • selecting from visual emotion cards to express feelings.
LO2	AC 2.1 Learners must state why trying is important e.g., • trying helps me get better • trying helps me learn new things • comparing outcomes e.g., what happens when we try versus when we give up AC 2.2 Learners must recognise praise and feedback and respond appropriate e.g., “well done”, “good job”, “keep going”, and responding e.g., smiling, or saying thank you. AC 2.3 Learners must state how they feel about the praise and feedback with the teacher e.g.,

	• using simple emotion words, e.g., proud, happy, excited • selecting from emotion cards to show how the praise made them feel
LO3	AC 3.1 Learners must demonstrate ways to keep trying when something is difficult on at least two occasions e.g., • taking a short break • trying again • asking for help AC 3.2 Learners must use a simple positive word or phrase about their work, linking positive self-talk to feeling good or using simple affirmations e.g., • “I can do this” • “I tried my best” • “ I did it” AC 3.3 Learners must give two small steps to make a task or task outcome better e.g., • breaking task into smaller, more manageable steps • using visual cards to show improvement steps
LO4	AC 4.2 Learners must identify one thing that makes them feel good e.g., • listening to music • talking to a friend • drawing • using emotion cards to link activities to feelings.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Supports learners to develop resilience, adaptability and reflective skills that underpin sustainable behaviours in both everyday life and the workplace, enabling them to respond positively to challenges, use feedback to improve, and engage in continuous personal development.

Relevant Cross-Cutting Themes

Theme	Rationale
Careers and work-related experience in this area	Being able to develop a growth mind set enables learners to develop resilience and adaptability for their career ahead and work-related experience

Entry Level 2

Unit Title: Building a Growth Mindset

Unit Reference Number: CBM192

Level: Entry Level Two

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of the opportunities available to them and the skills and strategies to share ideas and feelings, overcome barriers, and improve outcomes and their mental wellbeing.

Principles of Progression

Progression step 2 - I can describe the way in which physical and emotional changes are connected in different contexts.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know opportunities for personal growth	1.1 State benefits of trying new things
	1.2 Identify places or ways to learn new skills
2. Know how effort helps learning and behaviour	2.1 State why effort is important
	2.2 Explain what feedback is
	2.3 Give an example of using feedback
3. Be able to overcome simple barriers to improve outcomes	3.1 Identify a barrier to learning
	3.2 Use positive self-talk to respond to a barrier
	3.3 Make a change to improve an outcome
4. Understand strategies for wellbeing	4.1 Identify activities that support readiness to learn
	4.2 Use a calming strategy when challenged

Indicative Content

LO1 AC 1.1 Learners must state at least two benefits of trying something new e.g.,

- help people learn
- build confidence
- help with everyday life

AC 1.2 Learners must state at least one place they can go to learn new skills or ways to learn a new skills e.g.,

- a local college
- a library
- online platforms
- trying a new task at home

LO2 AC 2.1 Learners must state why 'effort' is important e.g.,

- helps people get better at tasks
- mistakes are part of learning

AC 2.2 Learners must explain what feedback is e.g.,

- someone else telling you what you did well or didn't do well
- information to help make improvements

AC 2.3 Learners must give at least one example of using feedback e.g.,

- changing how you write after being told to write more clearly
- taking time while reading after being told they are too fast

LO3 AC 3.1 Learners must identify a simple barrier to completing a task e.g.,

- not understanding instructions
- feeling tired
- being distracted, not having the correct equipment etc.

AC 3.2 Learners must use a positive self-talk phrase when faced with a barrier e.g.,

- "I can do this"
- "I'll try again"
- "I can ask for help"

AC 3.3 Learners must demonstrate making a change to improve a task outcome e.g.,

- tidying a workspace
- reading instructions more than once

Indicative Content

- not rushing

LO4 AC 4.1 Learners must give at least two examples of activities that help them feel ready to learn e.g.,

- deep breathing
- listening to music
- having a drink
- moving around
- talking to a friend

AC 4.2 Learners must be observed using a calming strategy when challenged or given feedback e.g.,

- deep breathing
- counting
- using a stress ball

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Supports learners to develop resilience, adaptability and reflective skills that underpin sustainable behaviours in both everyday life and the workplace, enabling them to respond positively to challenges, use feedback to improve, and engage in continuous personal development.

Relevant Cross-Cutting Themes

Theme	Rationale
Careers and work-related experience in this area	Being able to develop a growth mind set enables learners to develop resilience and adaptability for their career ahead and work-related experience

Entry Level 3

Unit Title: Building a Growth Mindset

Unit Reference Number: CBM193

Level: Entry Level Three

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of the opportunities available to them and the skills and strategies to share ideas and feelings, overcome barriers, and improve outcomes and their mental wellbeing.

Principles of Progression

Progression step 3 - I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know about opportunities for personal development	1.1 Explain benefits of trying new things
	1.2 Set a simple personal goal
	1.3 Use a simple plan to practise a skill
2. Know that feedback can help learning	2.1 Describe how feedback supports development
	2.2 Give examples of positive feedback they have received
	2.3 Demonstrate giving feedback to another person
3. Understand strategies for overcoming barriers to improve outcomes	3.1 Explain strategies to manage barriers for a given task
	3.2 Identify strengths and areas for improvement for the task

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
	3.3 Apply steps to improve the task outcome
4. Know how to maintain wellbeing	4.1 Identify positive routines to maintain wellbeing
	4.2 Identify sources of support

Indicative Content	
LO1	AC 1.1 Learners must explain at least two benefits of trying new things e.g., • new experiences help their own personal growth • trying something new can build confidence AC 1.2 Learners must set at least one simple goal for developing a skill, stating what it is they want to achieve. AC 1.3 Learner must use a simple plan to practise a skill and track their progress. The plan could include: • how often they will practise • where they will practise • who can help them
LO2	AC 2.1 Learners must explain at least one way that feedback can help them develop in personal life and work life e.g., • helps people understand what they are doing well, what needs improvement AC 2.2 Learners must give at least three example of positive feedback they have received e.g., • a teacher said “Well done, your work is great” in class • a coach said “Great teamwork” after a match • a parent said “Thank you, that was really tasty” after they helped cook at home. AC 2.3 Learners must demonstrate giving feedback to one other person. This should evidence being respectful e.g., “I liked..”, “Next time you could..”.

Indicative Content

LO3 AC 3.1 Learners must explain at least two strategies to manage a barrier for a given task. The explanation should show that they understand what the barriers are and what they can do to manage it.

AC 3.2 Learners must apply at least two steps as identified in AC 3.1 to improve the quality of the task outcome.

AC 3.3 Learners must identify one strength and one area for improvement in their work for the completed task in AC 3.2.

LO4 AC 4.1 Learners must identify two positive routines that support their wellbeing e.g.,

- getting enough sleep
- eating regularly
- taking breaks
- exercise

AC 4.2 Learners must identify at least one support source that can help support mental wellbeing e.g.,

- wellbeing team
- health professional
- community groups

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Supports learners to develop resilience, adaptability and reflective skills that underpin sustainable behaviours in both everyday life and the workplace, enabling them to respond positively to challenges, use feedback to improve, and engage in continuous personal development.

Relevant Cross-Cutting Themes

Theme	Rationale
Careers and work-related experience in this area	Being able to develop a growth mind set enables learners to develop resilience and adaptability for their career ahead and work-related experience

Level 1

Unit Title: Building a Growth Mindset

Unit Reference Number: CBM194

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of the opportunities available to them and the skills and strategies to share ideas and feelings, overcome barriers, and improve outcomes and their mental wellbeing.

Principles of Progression

Progression step 4 - I can analyse the connection between physical and emotional changes. I can modify my behaviour to support my physical and emotional health, and can work collaboratively to plan and refine strengths and areas for improvements.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand growth mindset	1.1 Describe the term 'growth mindset'
	1.2 Describe differences between fixed and growth mindset
	1.3 Explain the importance of a growth mindset in learning and work
2. Understand how effort, feedback and attitude affect learning	2.1 Describe how effort supports learning
	2.2 Explain how feedback supports improvement
	2.3 Explain how own feelings affect performance
3. Be able to overcome barriers to improve outcomes	3.1 Identify barriers to achieving an identified goal
	3.2 Apply a strategy to overcome a barrier

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
	3.3 Review own work and identify improvements
4. Understand wellbeing and support	4.1 Describe link between physical activity and wellbeing
	4.2 Describe how to access wellbeing support

Indicative Content	
LO1	AC 1.1 Learners must define “growth mindset” using their own words e.g., understanding that abilities can improve with practice and effort and a belief that mistakes help with their learning. AC 1.2 Learners must describe at least two differences between a fixed mindset and a growth mindset e.g., • a fixed mindset includes belief that abilities are set and cannot change, avoiding challenges and giving up quickly • a growth mindset includes belief that skills improve with effort, willingness to try new things, and seeing mistakes as learning opportunities. AC 1.3 Learners must explain why a growth mindset is important in both a learning environment and in the workplace e.g., • in a learning environment a growth mindset can help to motivate you to try new subjects • in a work environment a growth mindset can help to improve teamwork and communication
LO2	AC 2.1 Learners must describe how effort supports continued learning e.g., effort leads to improvement over time, practicing builds confidence etc. AC 2.2 Learners must explain how feedback supports improvement e.g., identifies strengths and areas for improvement, to helps grow and develop skills. AC 2.3 Learners must explain how personal feelings can have an impact on a task e.g., • feelings such as stress, worry, tiredness can reduce focus on a task • positive feelings of calmness, confidence can improve task performance.

Indicative Content

LO3 AC 3.1 Learners must list three possible barriers to achieving an identified goal. The barriers must link to the personal goal e.g.,

- lack of confidence
- not understanding instructions
- distractions
- missing equipment

AC 3.2 Learners must apply a solution to manage one of the identified barriers.

AC 3.3 Learners must review tasks completed to work towards the goal identified in AC 3.1 and outline one way to improve future work. The review should include:

- identifying strengths and weaknesses in their task
- suggesting improvements.

LO4 AC 4.1 Learners must describe the link between physical activity and mental wellbeing e.g.,

- physical activity can reduce stress and anxiety
- being active helps improve sleep cycles
- increases energy levels and focus

AC 4.2 Learners must describe how to access support for mental health or wellbeing. This must include at least examples of sources of support.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Supports learners to develop resilience, adaptability and reflective skills that underpin sustainable behaviours in both everyday life and the workplace, enabling them to respond positively to challenges, use feedback to improve, and engage in continuous personal development.

Relevant Cross-Cutting Themes

Theme	Rationale
Careers and work-related experience in this area	Being able to develop a growth mind set enables learners to develop resilience and adaptability for their career ahead and work-related experience

Level 2

Unit Title: Building a Growth Mindset

Unit Reference Number: CBM195

Level: Two (2)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: To develop learners' understanding of the opportunities available to them and the skills and strategies to share ideas and feelings, overcome barriers, and improve outcomes and their mental wellbeing.

Principles of Progression

Progression step 5 - I can evaluate the connection between physical and emotional changes, independently selecting from a range of strategies to improve my physical and emotional health and that of others.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand growth mindset in different contexts	1.1 Define the term "growth mindset"
	1.2 Compare the differences between a closed mindset and a fixed mindset
	1.3 Describe the benefits of developing a growth mindset for learning, work and personal life
2. Understand how thoughts, attitude and feedback influence learning and behaviour	2.1 Evaluate impact of positive and negative thinking
	2.2 Explain the role of practice and feedback in developing skills
	2.3 Describe how to give and receive constructive feedback
3. Be able to apply strategies to overcome barriers	3.1 Evaluate the effectiveness of different strategies used to overcome a barrier
	3.2 Apply a growth mindset strategy

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
4. Understand the importance of personal wellbeing and how to manage it effectively	4.1 Explain how goals support wellbeing
	4.2 Explain how routines support wellbeing
	4.3 Review support available for wellbeing

Indicative Content	
LO1	AC 1.1 Learners must define the terms growth mindset e.g., a growth mindset is the belief that abilities and intelligence can develop through effort, practice, and learning, and that mistakes are part of improvement. AC 1.2 Learners must compare the difference between a closed mindset and a fixed mindset e.g., a closed mindset avoids new ideas or feedback, resistant to change etc. and a fixed mindset believes abilities are unchangeable, gives up easily when challenged etc. AC 1.3 Learners must describe the benefits of developing a growth mindset for learning, work and personal life. The description must include at least one example for each context.
LO2	AC 2.1 Learners must evaluate how positive and negative thinking can affect motivation and confidence e.g., positive thinking increases motivation and builds confidence; negative thinking reduces motivation and leads to avoidance. AC 2.2 Learners must explain the role of practice and feedback in developing skills e.g., practice helps improve skills through repetition; feedback identifies areas for improvement. AC 2.3 Learners must describe appropriate way to give and receive constructive feedback e.g., • when giving constructive feedback it must be specific and clear, focusing on behaviour or work, not the person and use balanced comments being respectful • when receiving constructive feedback you should listen without interrupting, ask questions for clarity, do not take comments personally and use it to improve

LO3 AC 3.1 Learners must evaluate the effectiveness of at least three strategies used to overcome a barrier.

AC 3.2 Learners must apply at least one growth mindset strategy to a real or simulated scenario e.g.,

- using positive self-talk
- setting small goals
- asking for feedback
- completing a practical task or group activity

LO4 AC 4.1 Learners must explain the reasons why setting personal goals can have a positive influence on mental wellbeing e.g., goals provide a positive direction and purpose, they can increase confidence and reduce stress.

AC 4.2 Learners must explain how routines can contribute positively to mental wellbeing e.g., exercise can improve mood, improve sleep quality and reduce stress and anxiety.

AC 4.3 Learners must review the types of support available for health and wellbeing in their local area e.g., professional, health services, wellbeing teams, local charities etc.,

This must include reviewing what each offers and how accessible they are.

Area of Learning Experience	Health and Well-being
Statement of What Matters	Developing physical health and well-being has lifelong benefits
Links to the Four Purposes	Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society
Cross-curricular Skills	Literacy / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Supports learners to develop resilience, adaptability and reflective skills that underpin sustainable behaviours in both everyday life and the workplace, enabling them to respond positively to challenges, use feedback to improve, and engage in continuous personal development.

Relevant Cross-Cutting Themes

Theme	Rationale
Careers and work-related experience in this area	Being able to develop a growth mind set enables learners to develop resilience and adaptability for their career ahead and work-related experience