



Unit Title: Developing a Positive Mind-Set
Unit Level: One
Unit Credit Value: 3
GLH: 27
Unit Code: HB4/1/NE/001
Unit Review Date: 31/05/2022
This unit is not part of a regulatory framework

Purpose and Aim of the Unit:	The purpose of the unit is to develop learners' ability to create a positive mind-set. Specifically the unit aims to enable learners to recognise and manage stress, appreciate the benefits of relaxation and positive thinking and improve their own self-esteem.
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This unit has 6 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the signs and symptoms of stress.	1.1. Outline three physical signs of own stress. 1.2. Outline three emotional signs of own stress.
2. Know how to manage own stress.	2.1. Identify ways to manage own stress.
3. Know the benefits of relaxation and meditation techniques.	3.1. Participate in a guided meditation and relaxation exercise. 3.2. Identify the benefits of exercise carried out in 3.1.
4. Know the effects of negative thinking.	4.1. Define a 'negative belief system'. 4.2. Identify two personal examples of negative thinking in the past. 4.3. State the outcome in both these situations.
5. Know the effects of positive thinking.	5.1. Identify one current personal situation where positive thinking could be applied. 5.2. Apply positive thinking to this situation. 5.3. State the outcome of applying positive thinking.
6. Know how to improve self-esteem.	6.1. Identify own strengths. 6.2. Identify three positive belief systems. 6.3. Create an action plan to develop self-esteem.



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ASSESSMENT INFORMATION

One Awards promotes the use of a range of methods to assess the skills and knowledge of learners. Please refer to the Assessment Definitions document (available on the One Awards website) which provides guidance on the use of assessment activities at different levels, the evidence which could be generated from these activities and ways in which the assessment activities could be managed.

When planning assessment tasks for this unit, Centres should ensure that the selected assessment methods are relevant to the subject, the assessment criteria and the needs of learners.

All assessment practice for this unit should take an active account of equality and diversity issues. Centres should refer to the guidance in the One Awards Access to Fair Assessment Policy (available on the One Awards website).

USAGE AND COPYRIGHT NOTICE

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