

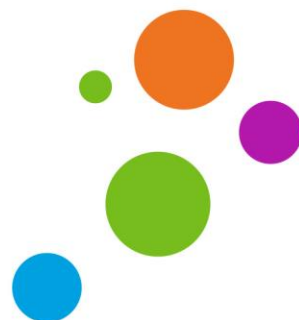
Name

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Class

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L2LPs Teacher Assessment Checkpoints



| PERSONAL CARE | | |
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| Element | Learning Outcomes | Completed? Video, Photo or Folder |
| Developing good daily personal care | <p>3.1 Identify essential daily personal care practices, e.g. <i>brushing my teeth</i></p> <p>3.2 Describe the most important ways of keeping the body clean e.g. <i>taking a shower or a bath</i></p> <p>3.3 Identify some benefits of good personal care, e.g. <i>brushing my teeth will make them last longer</i></p> <p>3.4 Explain the benefits of a range of daily personal care products, e.g. <i>dental care products, anti-perspirants, hair care, foot care</i></p> <p>3.5 Maintain an agreed personal care plan, e.g. every day I will brush my teeth twice (morning and evening)</p> <p>3.6 Give two or three reasons to care for personal belongings, e.g. <i>if I wash my clothes, they will last longer</i></p> <p>3.7 Identify appropriate clothing for a range of routine activities at home, at work and in the community, e.g. highlight times during the school week where specific clothing is required, matching pictures of outfits to a list of activities</p> | |



| PERSONAL CARE | | |
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| Developing healthy eating habits | 3.8 Sort familiar foods according to food group e.g. <i>fruit/vegetable, meat/fish, dairy</i> | |
| | 3.9 Describe typical foods and drinks associated with a well - balanced diet, e.g. <i>eating fruit and vegetables</i> | |
| | 3.10 Describe common consequences of good diet e.g. <i>healthy heart, strong bones, clear skin, dental health</i> | |
| | 3.11 Participate in the preparation of healthy meals, e.g. <i>breakfast and lunch/dinner</i> | |
| | 3.12 Identify common safe practices associated with food preparation and storage, e.g. <i>washing your hands, separating raw/cooked meat in a domestic fridge</i> | |
| | 3.13 Demonstrate appropriate food hygiene and safety practices, e.g. <i>using a hair net, cleaning a worktop before using it again</i> | |



| PERSONAL CARE | | |
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| Element | Learning Outcomes | Completed? Video, Photo or Folder |
| Developing a healthy lifestyle | 3.14 Identify three personal benefits of regular exercise, e.g. <i>healthy weight, feeling good and having fun</i> | |
| | 3.15 Outline a personal weekly exercise plan, e.g. <i>walking to school daily, playing a sport, keeping a weekly exercise log of activities</i> | |
| | 3.16 Demonstrate the principles of safe exercise practice, e.g. <i>warming up, cooling down, wearing appropriate footwear and clothing</i> | |
| | 3.17 Maintain an exercise routine in a well-structured environment, e.g. <i>complete an exercise during a PE class</i> | |
| | 3.18 Explain how the food we eat contributes to our state of health, e.g. <i>smoking and drug use</i> | |
| | 3.19 Give two examples of lifestyle choices which affect our health, e.g. <i>eating too much fat will make you gain weight</i> | |
| | 3.20 Identify a range of emotional and physical states, e.g. using a range of images to identify a range of emotional and physical states. | |



| PERSONAL CARE | | |
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| Being able to manage stress | 3.21 Describe school/personal/community situations that are stressful | |
| | 3.22 Recognise some of the signs of stress | |
| | 3.23 Identify some ways to relax, e.g. <i>go for a walk, watch a movie</i> | |
| | 3.24 Demonstrate a relaxation technique, e.g. <i>taking a deep breath</i> | |
| | 3.25 Practise a range or relaxation techniques in real life circumstances, e.g. <i>taking time to actively enjoy the immediate environment, breathing exercises when queuing</i> | |
| | 3.26 Identify a range of situations in which ability to relax has been helpful e.g. <i>in class not knowing what is happening next</i> | |



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| Knowing how to stay safe | 3.27 Identify key safety risks in the workplace/home/ community, e.g. <i>trailing leads, plugs, TV and electrical equipment</i> | |
| | 3.28 Recognise when personal safety is threatened, e.g. <i>bullying/harassment</i> | |
| | 3.29 Name daily practices that promote personal safety, e.g. <i>using pedestrian crossings, disconnecting electrical equipment at night, pouring hot liquids in after cold, wearing protective clothes/gloves, seeking advice</i> | |
| | 3.30 Describe appropriate response when a risk is identified, e.g. <i>find a safe exit, contact person/ organisation, respond to a fire drill, talk about/list the steps that you should follow if you see a fire</i> | |



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| Becoming aware of one's sexuality | 3.31 Identify the standard names of the sexual organs e.g. <i>using the body board or other appropriate visual aids</i> | |
| | 3.32 Describe the functions of the sexual parts of the body e.g. <i>using the body board or other appropriate visual aids</i> | |
| | 3.33 Recognise the physical and emotional changes which occur in girls and boys during adolescence | |
| | 3.34 Recognise the difference between appropriate and inappropriate ways of expressing feelings | |
| | 3.35 Recognise the difference between a friendship and a more intimate relationship | |



| PERSONAL CARE | | |
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| Element | Learning Outcomes | Completed? Video, Photo or Folder |
| Recognising emotions | 3.36 Identify common emotions and associated words used to express them | |
| | 3.37 Recognise their own emotional responses to a range of situations e.g. <i>happy, sad, impatient, angry, upset</i> | |
| | 3.38 Describe appropriate ways of expressing their emotions | |
| | 3.39 Recognise the emotions of others e.g. <i>know what upsets him/her, be aware that if he/she is upset, others in the room may become upset</i> | |
| | 3.40 React emotionally in an appropriate way in a given situation | |



| PERSONAL CARE | | |
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| Element | Learning Outcomes | Completed? Video, Photo or Folder |
| Making personal decisions | 3.41 List the main values in the learner's life | |
| | 3.42 Describe how values are linked to making decisions in a range of scenarios e.g. <i>consider peer pressure, possible consequences, having reliable information, physical/emotional state, social expectations</i> | |
| | 3.43 Make a list of what and who can influence decision-making | |
| | 3.44 Identify the choices and consequences involved in an imminent short-term decision | |
| | 3.45 Explore the consequences of decisions made, both while implementing and on conclusion e.g. <i>stopping smoking, losing weight, saving money</i> | |

