OCR
Oxford Cambridge and RSA

Unit Title:	**Making the most of leisure time**
OCR unit number:	M18
Life and Living Skill Area:	Personal Skills
Level:	Entry 2
Credit value:	2
Guided learning hours:	20

Unit purpose and aim

The aim of this unit is to introduce learners to a range of leisure activities and encourage them to express their preferences for what they do in their leisure time.

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
The Learner will: 1 Demonstrate an awareness of how they make use of their own leisure time	**The Learner can:** 1.1 Identify an activity they take part in	The learner could identify a leisure activity they take part in by: discussing their daily/weekly routine with a tutor or care giver to outline how they spend their time; collecting a list of small items that represent what they do each day, week or month, when they are not at work/learning/doing household chores etc; describing an item that represents a leisure time activity; completing a simple diary/chart with words/images or sound recording to note what they do when they are not in education, work or doing chores. Example of activities could include: going to the cinema, bowling, skating, dance and drama, yoga, wheelchair exercise, concerts, museums, car boot sales, using the computer etc.
	1.2 Identify the benefits to themselves of taking part in this activity	The learner can state benefits to themselves of taking part in a leisure activity by: responding to prompts and questions about the leisure activity in verbal/signed discussion with a tutor/care giver/supervisor; responding to

© OCR 2021

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
		a simple questionnaire about the benefits of taking part in this activity for themselves: asking others to help to identify the benefits of participating in the identified activity and record their answers as an audio/visual audio file/clip, or text/Braille based simple survey to find out about the benefits of taking part. Example benefits may include: meeting people, getting out of the house, taking exercise, having fun, enjoying an interest or hobby, helping others etc.
2 Be able to take part in leisure activities	2.1 Take part in an activity which they find relaxing	The learner, with support if required, chooses one potentially relaxing activity through supported discussion with a tutor/care giver, supervisor, or a responsible person who knows them well, from a given list. The learner takes part in the chosen activity and states how the activity helped them to relax. The learner lists the leisure activities they normally do and identifies one they find relaxing; the learner takes part in this activity and records how it helped them to relax. With support if required, the learner finds out about two or more different activities and states how they could help them to relax, the learner takes part in one activity identified as relaxing, and notes how it helped them to relax. The learner may be supported to identify feelings of relaxation, such as restful, calm, unworried, happy, peaceful etc.
	2.2 Take part in an activity which they find challenging	The learner, with assistance if required, chooses one potentially challenging activity through supported discussion with a tutor/care giver, supervisor, or a responsible person who knows them well, from a given list. The learner takes part in the chosen

© OCR 2021

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
		activity and states how the activity challenged them. The learner lists the leisure activities they normally do and identifies how they could make one of these activities more challenging; the learner takes part in the more challenging activity and records what they achieved and how they were challenged. With support if required, the learner finds out about two or more different potentially challenging activities and states how each activity could challenge them, the learner takes part in one suitably challenging activity and notes their achievement and how they were challenged. Example challenging activities could include a sponsored silence, swimming activity, walk/wheelchair activity, a reading activity, taking part in a drama/dance activity, raising money to help others, giving a short presentation to their peers on a hobby or interest, using public transport with less assistance, expanding on an existing interest in a sport/hobby to take part in team/club activities or a more challenging role in an existing team/club activity.
3 Demonstrate an awareness of their likes and dislikes about different activities	3.1 Identify what they liked about the activities 3.2 Identify what they did not like about the activities	Examples of the learner demonstrating what they like and dislike about different activities could include: after completing each of the relaxing and challenging activities learner states what they liked and disliked about each activity and reports this to a tutor/care giver/supervisor; the learner makes a short verbal or text based report about each activity identifying what they liked and disliked about each activity; the learner makes a

Learning Outcomes	Assessment Criteria	Example of ways assessment criteria could be met
		poster about each activity identifying what they liked and disliked using words, images or symbols, which may be annotated by their tutor/care giver/supervisor to provide supportive detail if required. Examples of likes and dislikes may include: they liked raising money, but did not like the length of the activity or that they liked being outside in the fresh air but did not like getting wet in the rain, they liked being able to choose their role in the team but didn't like responding to questions etc.

Assessment

This unit may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

The method of assessment will be appropriate to the individual learner and may include annotated photographic evidence or witness statements.

Possible ways of demonstrating that the assessment criteria have been met are provided in the third column of the unit, these are examples only, learners may demonstrate their ability to meet the criteria in many other ways.

Evidence requirements

The evidence must show how the candidate has met the assessment criteria and witness statements should refer directly to the assessment criteria.

The Record of Assessment and Evidence for this unit must be completed in full and signed by the assessor to confirm the evidence is authentic and meets the requirements of the learning outcomes and assessment criteria. The completed Record of Assessment and Evidence, together with any other appropriate form of evidence that has been generated for the unit, must be submitted for moderation.

© OCR 2021