

Notional learning hours	10
Level	E1
Preparing for Adulthood pathway	Community inclusion; Good health
Subject area	RSE
Vocational area	Computing
Skill	Ability to learn; Problem solving
Learning aim	The learner will develop emotional regulation and self management skills by identifying triggers and practicing positive responses during competitive or challenging gaming situations.
Learning context	1:1, group work, self management, regulation skills, development, practical activity

Learning outcomes What the learner needs to know, understand or be able to do The learner will	Assessment criteria What the learner needs to demonstrate in order to meet the learning outcome The learner can
Identify emotional triggers linked to challenging or competitive gaming situations.	<ul style="list-style-type: none"> <li>• Discuss two gaming situations that can cause frustration or strong emotions with a tutor</li> <li>• Discuss two associated emotions with a tutor</li> <li>• Discuss two physical or behavioural signs of frustration with a tutor</li> </ul>
Distinguish between positive and negative behavioural responses during gameplay.	<ul style="list-style-type: none"> <li>• Name two examples of negative responses to gameplay with a tutor</li> <li>• Discuss two constructive alternatives with a tutor</li> <li>• Discuss one potential consequence of each negative behaviour with a tutor</li> <li>• Discuss how that could impact others around you with a tutor</li> </ul>
Develop a personal emotional regulation strategy for use during gaming.	<ul style="list-style-type: none"> <li>• Explore two possible coping strategies for frustrating situations with a tutor</li> <li>• Name two occasions when these should be used</li> </ul>

<b>Learning outcomes</b> What the learner needs to know, understand or be able to do The learner will	<b>Assessment criteria</b> What the learner needs to demonstrate in order to meet the learning outcome The learner can
	<ul style="list-style-type: none"> <li>• Produce a personalised written or visual regulation plan using a template as a guide and a tutor's support</li> </ul>
Reflect on how emotional regulation in gaming can transfer to real life situations.	<ul style="list-style-type: none"> <li>• Choose one real life situation that can be compared to gaming frustration with a tutor</li> <li>• Discuss how personalised coping strategies can be applied to named real life situation with a tutor</li> <li>• Talk about why it is important to understand our emotions with a tutor</li> </ul>

Assessment methodology	Linked to learning outcomes
Record of oral questioning	Identify emotional triggers linked to challenging or competitive gaming situations.
Record of oral questioning	Distinguish between positive and negative behavioural responses during gameplay.
Labelled product, video or photographic evidence	Develop a personal emotional regulation strategy for use during gaming.
Record of oral questioning	Reflect on how emotional regulation in gaming can transfer to real life situations.