



Citizenship

Short Course

Student name:

Centre name:

ASDAN tutor:

Sample

DISCLAIMER:

Personal information, photographs and videos of students and staff are classed as personal data under the terms of the Data Protection Act 1998. The use of such information as portfolio evidence for ASDAN Programmes or Qualifications will require centres to obtain consent from students, parents and carers. ASDAN does not pass on, or use in any way, materials provided by centres, unless given permission to do so for publicity or training purposes



Citizenship Short Course

Contents

Introduction	2
Achieving Your Short Course	3-4
Record of Progress	5
Recording Your Skills	6
Module 1 Rights and Responsibilities	7
Section A Challenges	8-9
Section B Challenges	10-11
Module 2 Community and Volunteering	13
Section A Challenges	14-15
Section B Challenges	16
Module 3 Government and Democracy	17
Section A Challenges	28-19
Section B Challenges	20-21
Module 4 Law and Order	23
Section A Challenges	24-25
Section B Challenges	26-27
Module 5 Finance	29
Section A Challenges	30-31
Section B Challenges	32-33
Module 6 Global Citizenship	35
Section A Challenges	36-37
Section B Challenges	38-39
Recording Documents	41-48
Adding Value	49
Summary of Achievement	Yellow centre pages



Achieving your Short Course

How long will the Short Course take?	Hours	Credits
You have the option of accrediting up to 60 hours of Citizenship activities. For every 10 hours, you are awarded one credit, for example:	10	1
	30	3
	60	6

These credits can contribute towards other programmes and qualifications.
The **Citizenship Short Course** can lead to:

ASDAN Personal Development Programmes
(Bronze, Silver, Gold or Universities)

ASDAN Qualifications (Levels 1 and 2)

AoPE (Award of Personal Effectiveness) Levels 1 and 2
CoPE (Certificate of Personal Effectiveness) Levels 1 and 2

and could eventually lead on to:

ASDAN Qualifications (Level 3)
CoPE (Certificate of Personal Effectiveness) Level 3

What must I do?

Read through these introductory pages carefully.

Look at the modules and challenges and decide which challenges you wish to complete – your tutor will be able to help you decide.

Create an evidence portfolio to safely store all the material you'll need to have in place before your tutor can claim your Short Course certificate.

Plan, organise and carry out your chosen challenges, collecting evidence as you go and storing it safely in your evidence portfolio.

Before asking your tutor to check your work and claim your certificate make sure your portfolio contains the following:

1. A student book
2. A completed Record of Progress (page 5)
3. Evidence for each challenge completed
4. The correct number of Short Course Skills Sheets (see pages 41-48)
5. A completed Summary of Achievement (yellow centre pages)
6. A completed Personal Statement (yellow centre pages)

What will I need?

- Your own copy of this Short Course book
- A portfolio (file or folder), into which you will put your evidence

Information for tutors

To download A Quick Guide to Short Courses, go to:
members.asdan.org.uk/my-courses/short-courses

This contains step-by-step guidance for delivering any Short Course, from registering with ASDAN to certification.



Recording Your Skills

Recording your skills

Next to each challenge is a set of tick boxes where you can record the skills you have been developing during the activity.

These help you link your achievements to the national standards for these skills.

Citizenship activities provide an excellent opportunity to develop the skills of:

- Learning
- Teamwork
- Coping with Problems
- Use of IT
- Use of English
- Use of Maths

The importance of Key/Core Skills

These are an everyday part of adult and working life. You need to be able to make yourself understood when speaking and writing, planning your own learning, working with others, carrying out basic calculations and using information technology.

Every job needs some or all of these skills and they are just as useful in Further and Higher Education.

Learning

This skill is about how you manage your personal learning and development. It is about planning and working towards targets to improve your performance and reviewing your progress.

Teamwork

This skill is about how you work with others when planning and carrying out activities to get things done and achieving shared objectives. This will involve working with a group of people.

Coping with Problems

This skill is about recognising problems and doing something about them. It is about using different methods to find a solution and checking to see if they work.



Use of IT

This skill is about being able to make the best use of computers and other items such as printers, scanners and digital cameras. Being familiar with how to use this equipment is vitally important, not only in the workplace but also in the home.

Use of English

This skill is not only about how you talk to people but also about the ways you find out information and let other people know about your views and opinions. It also includes all aspects of writing and reading.

Use of Maths

This skill is about your ability to use numbers. If, for example, you've measured or calculated something you will have used numeracy skills. Being able to use numbers is a skill highly valued by employers; many of the challenges in this Short Course will give you opportunity to practise your numeracy skills.



Module 1

Rights and Responsibilities



Module 1

Rights and Responsibilities

Section A: Complete at least FOUR challenges over 10 hours (1 credit)

1 In pairs, discuss what it means to belong to a community, a country and the world.
In small groups, talk about what it means to be a good citizen. Share ideas with the whole group and make a list of everyone's ideas.

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

2 Find out what rights a child in the UK has and how these rights change as the child becomes an adult.
Find out what rights every human being has, according to the United Nations Universal Declaration of Human Rights. Summarise these on a poster and compare the rights of a child to those of an adult.

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

3 Consider the responsibilities you have and compare them to the responsibilities of other people in your school/centre or at home.
Compare your current responsibilities with those that you may have in 20 years' time (e.g. having a family, working, caring for others). Create a table comparing your responsibilities now and in the future.

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

4 As a group, make a list of the times you have seen or heard something that is disrespectful to others (e.g. bullying, racist language, vandalism).
In your own words, suggest three ways to increase respect and reduce the frequency of the types of behaviour your group identified.

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths



Module 3

Government and Democracy

Sample

Module 3

Government and Democracy

5 Find out about **two** referendums, in your own country or abroad, including the questions asked and the outcomes. Consider the positive and negative points of governing by referendum. Present your findings as a written or verbal report.

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

6 Research your local elected representative. Find out what they did before they were elected, how this prepared them for their role and include two ways to contact them. Present your work using a method of your choice.

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

7 Have a group discussion about the main political parties. What are the differences between them? Create fact sheets or briefing notes to summarise who their leaders are and what you think are their main viewpoints.

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

8 Other agreed challenge:

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths



Module 6

Global Citizenship

Sample



Module 6

Global Citizenship

Section B: Complete ONE or TWO challenges over 10 hours (1 credit)

1 Participate in an educational link programme with another country. Keep a diary of your experience.

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

2 Research why there was a large increase in migration across Europe from the 1930s to the 1950s. Focus on the story of a particular group, showing that you understand the reasons for their migration. Create a storyboard for a short film about this journey.

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

3 As a group, find out about each of the **four** purposes of the United Nations.

Using recent examples of each purpose, produce a presentation about the importance of the United Nations.

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

Adding Value

Your Citizenship Short Course is recognised with an ASDAN certificate, and has a credit rating to reflect the time you have spent on Citizenship activities. This course can also be linked to other programmes and qualifications, which add value and give you further options for continuing to develop your skills and experience.



★ If you are aiming to achieve any of these qualification outcomes you should seek advice from ASDAN before starting your Citizenship Short Course.

Sample



CAWBC/1

© ASDAN 2015, Wainbrook House, Hudds Vale Road, St George, Bristol BS5 7HY
t: 0117 941 1126 | e: info@asdan.org.uk | www.asdan.org.uk
@ASDANeducation | [facebook.com/ASDANeducation](https://www.facebook.com/ASDANeducation)