



Bronze Silver Gold

Personal Development
Programmes

Student book



Name:

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Welcome

The Personal Development Programmes can structure and reward the different activities you do in and out of school. They provide opportunities for you to develop your personal, social and work-related skills.

Course aims

The Personal Development Programmes will enable you to:

- recognise your own personal qualities and abilities
- choose what topics you would like to learn about
- explore new activities and become more confident in trying new things
- develop skills that will be invaluable when you start work and begin living independently
- record your achievements in and outside of education

This student book contains challenges across **12 modules**, each covering a different topic (see the modules menu on page 9). Each section will take you at least 10 hours to complete.

🕒 10 hours = ★ 1 credit

You can use this book to achieve **three** different programmes:



★ **Bronze** = 6 credits

60 hours of challenges



★ **Silver** = 12 credits

120 hours of challenges



★ **Gold** = 18 credits

180 hours of challenges

We hope you enjoy choosing and completing the challenges and, as a result, become more confident in your own abilities.

What do I need to do?

1

Skills self-assessment

Complete this sheet at the start of your course to show how confident you are in the six new skills. Rate your confidence in each aspect from a score of 1 (not at all confident) to 5 (very confident) and say why you think this.

Ability to learn	How confident am I about this?	I think this is because...
1 Setting targets	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	
2 Accepting advice	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	
3 Revising progress	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	
Teamwork	How confident am I about this?	I think this is because...
1 Planning with others	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	
2 Working in different roles within a team	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	
3 Achieving a shared goal	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	
Problem solving	How confident am I about this?	I think this is because...
1 Recognising problems	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	
2 Comparing the risks and benefits of different options	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	
3 Checking to see if a solution has worked	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	

Complete the skills self-assessment at the start of your course

Before you start your course, complete the skills self-assessment to show how confident you are in the six skill areas. See page 9 for more information about these skills.

Share this with your tutor and discuss your strengths, as well as any areas you would like to work on.

2



Carry out your chosen challenges, collecting evidence as you go

Tick the box next to your chosen challenge to show you are working on it. Complete the challenge and collect evidence of your work to file in your portfolio.

See page 118 for more information about what you can include as evidence.

3

Ability to learn	<input type="checkbox"/>
Teamwork	<input type="checkbox"/>
Problem solving	<input type="checkbox"/>
IT skills	<input type="checkbox"/>
Literacy	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>

Fill in the skills tick boxes next to each completed challenge

Tick these boxes to show which skills you have used during the challenge.

See page 9 for more information about these skills.

4

Gold skills sheet: Plan

Silver skills sheet: Plan

Bronze skills sheet: Plan

Challenge reference: _____

What do I need to do? _____ Skills I plan to use: Ability to learn, Teamwork, Problem solving, IT skills, Literacy, Numeracy

What will I need? _____

Who else to involve? (tick all that apply): small group, tutor, whole class, family, anyone else: _____

When will it be done by? (tick all that apply): the end of this term, the end of the month, next week, next lesson, a specific date: _____

Where will it be done? (tick all that apply): in school or college, in the community, inside, outside, somewhere else: _____

I confirm that I have planned what I need to do and have agreed it with my tutor.

Signature: Learner: _____ Tutor: _____ Date: _____

Complete skills sheets

For some challenges, you will need to complete a skills sheet. Skills sheets contain two parts and help you to **plan** and **review** a challenge. Your tutor will provide you with these documents and help you to decide when you should complete a skills sheet.

See page 119 for more information about skills sheets.

What do I need to do?

5

Record of progress

Tick off the challenges you complete using the grid below. At the end of a module, record the number of credits you have gained (Bronze, Silver or Gold). Remember that you have to complete more Section A challenges than Section B challenges to gain a credit.

- Section A - shorter tasks (complete 4 challenges for 1 credit)
- Section B - longer projects (complete 1 or 2 challenges for 1 or 2 credits)

1 Communication		Number of credits earned
A	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
B	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

2 My community

3 Sport and leisure

4 Independent living

5 My environment

6 Number handling

Fill in your completed challenges on the record of progress

Use the record of progress (pages 6–7) to keep a careful record of the challenges you have completed and the credits you have gained.

6

Skills self-reflection

Complete this chart at the end of your course to show how confident you are in the six core skills. Rate your confidence in each regard from a score of 1 (not at all confident) to 3 (very confident). Give an example of a challenge where you have used these skills during your course.

Ability to learn	How confident am I about that?	I used this skill when...
1 Setting targets	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2 Accepting advice	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3 Reviewing progress	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Teamwork	How confident am I about that?	I used this skill when...
1 Planning with others	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2 Working in different roles within a team	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3 Achieving a shared goal	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

QC Problem solving	How confident am I about that?	I used this skill when...
1 Recognising problems	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2 Comparing the risks and benefits of different options	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3 Checking to see if a solution has worked	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Complete the skills self-reflection at the end of your course

Complete the skills self-reflection (pages 114–115).

Compare this to the skills self-assessment you completed at the start of your course.

7

Personal review

After you have completed your skills self-reflection, talk to your tutor about what you think you have gained from completing your course and what you hope to do in the future. Record your ideas here. Show your tutor and peers for feedback.

What did you enjoy the most?

What did you find the most difficult?

What are your strengths?

What areas/subjects do you need to improve?

What would you like to do in the future? (eg education, training, employment)

What actions and support will help you achieve this?

Complete the personal review with your tutor

Reflect on your experiences and fill in the personal review template (pages 116–117) with your own ideas.

Discuss your ideas with your tutor and get their feedback. This will help you to think about what you have learned and what you might like to do next.

8

Complete the portfolio checklist

At the end of each programme, your tutor will check your work and complete the tutor record (page 8). You can use the portfolio checklist on page 118 to make sure that you have everything you need.

If you have met the requirements, your tutor will request your certificate from ASDAN. You can also ask your tutor for a summary of progress after each completed credit.

Module 1 Communication

Section A Complete 4 challenges for 1 credit

<input checked="" type="checkbox"/>	1A1 Follow instructions to make something	 Ability to learn	<input type="checkbox"/>
Follow diagrams and instructions to make something. Use your practical experience to improve the diagrams and instructions.		 Teamwork	<input type="checkbox"/>
		 Problem solving	<input type="checkbox"/>
		 IT skills	<input type="checkbox"/>
		 Literacy	<input type="checkbox"/>
		 Numeracy	<input type="checkbox"/>
 Sign off:	Evidence ref:	Verified by:	Date:
<input checked="" type="checkbox"/>	1A2 Obtain information in different ways	 Ability to learn	<input type="checkbox"/>
Show that you can obtain information by doing two of the following: <ul style="list-style-type: none"> • use a telephone • visit a library, Citizens Advice Bureau or council advice centre • ask someone questions in an interview 		 Teamwork	<input type="checkbox"/>
		 Problem solving	<input type="checkbox"/>
		 IT skills	<input type="checkbox"/>
		 Literacy	<input type="checkbox"/>
		 Numeracy	<input type="checkbox"/>
 Sign off:	Evidence ref:	Verified by:	Date:
<input checked="" type="checkbox"/>	1A3 Entertain a group of people	 Ability to learn	<input type="checkbox"/>
Entertain a group of people and provide refreshments. OR Welcome visitors to a venue or event and show them around.		 Teamwork	<input type="checkbox"/>
		 Problem solving	<input type="checkbox"/>
		 IT skills	<input type="checkbox"/>
		 Literacy	<input type="checkbox"/>
		 Numeracy	<input type="checkbox"/>
 Sign off:	Evidence ref:	Verified by:	Date:

Module 1 Communication

<input checked="" type="checkbox"/>	1A4 Take part in a group discussion	 Ability to learn	<input type="checkbox"/>
Take part in a group discussion and present the main points raised. Topic: _____ Different points raised: _____ _____		 Teamwork	<input type="checkbox"/>
		 Problem solving	<input type="checkbox"/>
		 IT skills	<input type="checkbox"/>
		 Literacy	<input type="checkbox"/>
		 Numeracy	<input type="checkbox"/>

 Sign off:	Evidence ref: _____	Verified by: _____	Date: _____
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<input checked="" type="checkbox"/>	1A5 Find out how to use a piece of equipment	 Ability to learn	<input type="checkbox"/>
Find out how to use a piece of equipment or make something. Give signed or verbal instructions on how to do this.		 Teamwork	<input type="checkbox"/>
		 Problem solving	<input type="checkbox"/>
		 IT skills	<input type="checkbox"/>
		 Literacy	<input type="checkbox"/>
		 Numeracy	<input type="checkbox"/>

 Sign off:	Evidence ref: _____	Verified by: _____	Date: _____
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<input checked="" type="checkbox"/>	1A6 Create an informative poster or leaflet	 Ability to learn	<input type="checkbox"/>
Create a poster or leaflet that provides information or instructions for another person. Ask them to give you feedback on how useful they found it.		 Teamwork	<input type="checkbox"/>
		 Problem solving	<input type="checkbox"/>
		 IT skills	<input type="checkbox"/>
		 Literacy	<input type="checkbox"/>
		 Numeracy	<input type="checkbox"/>

 Sign off:	Evidence ref: _____	Verified by: _____	Date: _____
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Module 3 Sport and leisure

Section A Complete 4 challenges for 1 credit

<input checked="" type="checkbox"/> 3A1 Take part in indoor activities	 Ability to learn	<input type="checkbox"/>
<p>Show that you have taken part in at least two indoor activities to support your physical wellbeing, for example:</p> <ul style="list-style-type: none"> • racquet sports • ball sports • swimming • other agreed activity: _____ 	 Teamwork	<input type="checkbox"/>
	 Problem solving	<input type="checkbox"/>
	 IT skills	<input type="checkbox"/>
	 Literacy	<input type="checkbox"/>
	 Numeracy	<input type="checkbox"/>
	 Sign off: Evidence ref: _____ Verified by: _____ Date: _____	
<input checked="" type="checkbox"/> 3A2 Take part in outdoor activities	 Ability to learn	<input type="checkbox"/>
<p>Show that you have taken part in at least two outdoor activities to support your physical wellbeing, for example:</p> <ul style="list-style-type: none"> • walking • cycling • running • other agreed activity: _____ 	 Teamwork	<input type="checkbox"/>
	 Problem solving	<input type="checkbox"/>
	 IT skills	<input type="checkbox"/>
	 Literacy	<input type="checkbox"/>
	 Numeracy	<input type="checkbox"/>
	 Sign off: Evidence ref: _____ Verified by: _____ Date: _____	
<input checked="" type="checkbox"/> 3A3 Take part in sport or leisure activities	 Ability to learn	<input type="checkbox"/>
<p>Show that you have taken part in a sport or leisure activity with others on at least two occasions:</p> <p>1 _____</p> <p>2 _____</p>	 Teamwork	<input type="checkbox"/>
	 Problem solving	<input type="checkbox"/>
	 IT skills	<input type="checkbox"/>
	 Literacy	<input type="checkbox"/>
	 Numeracy	<input type="checkbox"/>
	 Sign off: Evidence ref: _____ Verified by: _____ Date: _____	

Module 3 Sport and leisure

<input checked="" type="checkbox"/>	3A4 Assess your fitness and identify fitness goals	 Ability to learn	<input type="checkbox"/>
<p>Find out about the different tests you can do to assess your fitness levels. Try out some different tests and use your results to identify some fitness goals.</p>		 Teamwork	<input type="checkbox"/>
		 Problem solving	<input type="checkbox"/>
		 IT skills	<input type="checkbox"/>
		 Literacy	<input type="checkbox"/>
		 Numeracy	<input type="checkbox"/>

 Sign off:	Evidence ref:	Verified by:	Date:
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<input checked="" type="checkbox"/>	3A5 Keep a record of physical wellbeing activities	 Ability to learn	<input type="checkbox"/>
<p>Keep a record of physical wellbeing activities you do over a two-week period. Compare how much time you have spent on activities with others. Discuss the benefits to your health on taking part in these activities.</p>		 Teamwork	<input type="checkbox"/>
		 Problem solving	<input type="checkbox"/>
		 IT skills	<input type="checkbox"/>
		 Literacy	<input type="checkbox"/>
		 Numeracy	<input type="checkbox"/>

 Sign off:	Evidence ref:	Verified by:	Date:
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<input checked="" type="checkbox"/>	3A6 Try a new physical wellbeing activity	 Ability to learn	<input type="checkbox"/>
<p>Identify a physical wellbeing activity that you would like to try. Find out more about it and how you could get involved. Try it out, if possible.</p> <p>Chosen activity:</p> <hr/>		 Teamwork	<input type="checkbox"/>
		 Problem solving	<input type="checkbox"/>
		 IT skills	<input type="checkbox"/>
		 Literacy	<input type="checkbox"/>
		 Numeracy	<input type="checkbox"/>

 Sign off:	Evidence ref:	Verified by:	Date:
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Module 3 Sport and leisure

Section B Complete 1 or 2 challenges for 1 or 2 credits

<input checked="" type="checkbox"/>	3B1 Participate in a sport or leisure activity over time	 Ability to learn	<input type="checkbox"/>
<p>Choose a sport or leisure activity that you enjoy and show how, through participation in this activity, you have developed or improved your performance over at least one month.</p> <p>Activity: _____</p> <p>Improvement made: _____</p>		 Teamwork	<input type="checkbox"/>
		 Problem solving	<input type="checkbox"/>
		 IT skills	<input type="checkbox"/>
		 Literacy	<input type="checkbox"/>
		 Numeracy	<input type="checkbox"/>

 Sign off:	Evidence ref: _____	Verified by: _____	Date: _____
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<input checked="" type="checkbox"/>	3B2 Visit sport and leisure facilities	 Ability to learn	<input type="checkbox"/>
<p>Visit and report back on two of the following:</p> <ul style="list-style-type: none"> • sports centre • sports venue • theme park • other: _____ 		 Teamwork	<input type="checkbox"/>
		 Problem solving	<input type="checkbox"/>
		 IT skills	<input type="checkbox"/>
		 Literacy	<input type="checkbox"/>
		 Numeracy	<input type="checkbox"/>

 Sign off:	Evidence ref: _____	Verified by: _____	Date: _____
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<input checked="" type="checkbox"/>	3B3 Research local sport or leisure activities	 Ability to learn	<input type="checkbox"/>
<p>Research opportunities for taking part in sport or leisure activities in your local community.</p> <p>Produce a blog, leaflet or poster to inform a target group of your choice of what they could do and where they could do it (eg young people, families with children aged under five, elderly people, people with mobility problems).</p>		 Teamwork	<input type="checkbox"/>
		 Problem solving	<input type="checkbox"/>
		 IT skills	<input type="checkbox"/>
		 Literacy	<input type="checkbox"/>
		 Numeracy	<input type="checkbox"/>

 Sign off:	Evidence ref: _____	Verified by: _____	Date: _____
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Module 7 Health and wellbeing

<input checked="" type="checkbox"/> 7A4 Keep a record of emotional wellbeing activities	<p>Keep a record of the emotional wellbeing activities you do over a two-week period. Compare how much time you have spent on activities with how much time others have spent. Discuss the benefits to your mental health on taking part in these activities.</p>	Ability to learn <input type="checkbox"/>
		Teamwork <input type="checkbox"/>
		Problem solving <input type="checkbox"/>
		IT skills <input type="checkbox"/>
		Literacy <input type="checkbox"/>
		Numeracy <input type="checkbox"/>

Sign off:	Evidence ref:	Verified by:	Date:
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<input checked="" type="checkbox"/> 7A5 Design a questionnaire on fruit and vegetables	<p>Design a questionnaire to find out how many portions of fruit and vegetables people eat each day. Ask at least 10 people and show your results.</p>	Ability to learn <input type="checkbox"/>
		Teamwork <input type="checkbox"/>
		Problem solving <input type="checkbox"/>
		IT skills <input type="checkbox"/>
		Literacy <input type="checkbox"/>
		Numeracy <input type="checkbox"/>

Sign off:	Evidence ref:	Verified by:	Date:
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<input checked="" type="checkbox"/> 7A6 Make a list of mental health helplines	<p>Make a list of help lines that are available to young people for support with their mental health.</p>	Ability to learn <input type="checkbox"/>
		Teamwork <input type="checkbox"/>
		Problem solving <input type="checkbox"/>
		IT skills <input type="checkbox"/>
		Literacy <input type="checkbox"/>
		Numeracy <input type="checkbox"/>

Sign off:	Evidence ref:	Verified by:	Date:
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Module 7 Health and wellbeing

<input checked="" type="checkbox"/> 7B4 Experience something new	 Ability to learn	<input type="checkbox"/>	
<p>Experience something new, for example:</p> <ul style="list-style-type: none"> • camp outside • cook outside • attend a concert or event • other: _____ <p>Show a record of your involvement and review your experiences, including what you enjoyed and whether you would like to do this again.</p>	 Teamwork	<input type="checkbox"/>	
	<ul style="list-style-type: none"> • take part in a residential experience 	 Problem solving	<input type="checkbox"/>
		 IT skills	<input type="checkbox"/>
		 Literacy	<input type="checkbox"/>
		 Numeracy	<input type="checkbox"/>

 Sign off:	Evidence ref:	Verified by:	Date:
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<input checked="" type="checkbox"/> 7B5 Create a health and wellbeing guide	 Ability to learn	<input type="checkbox"/>
<p>Create a guide for young people on how to look after their mental health and emotional wellbeing. Include sources of support.</p>	 Teamwork	<input type="checkbox"/>
	 Problem solving	<input type="checkbox"/>
	 IT skills	<input type="checkbox"/>
	 Literacy	<input type="checkbox"/>
	 Numeracy	<input type="checkbox"/>

 Sign off:	Evidence ref:	Verified by:	Date:
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<input checked="" type="checkbox"/> 7B6 Organise a wellness day in your school or centre	 Ability to learn	<input type="checkbox"/>	
<p>In a group, organise a series of wellbeing activities or a wellness day in your school or centre, for example:</p> <ul style="list-style-type: none"> • relaxation classes • pampering sessions • head and neck massages • tasting new foods • other: _____ 	 Teamwork	<input type="checkbox"/>	
	<ul style="list-style-type: none"> • healthy lunches 	 Problem solving	<input type="checkbox"/>
	<ul style="list-style-type: none"> • cycling or walking to school 	 IT skills	<input type="checkbox"/>
	<ul style="list-style-type: none"> • screen-free pledge 	 Literacy	<input type="checkbox"/>
		 Numeracy	<input type="checkbox"/>

 Sign off:	Evidence ref:	Verified by:	Date:
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Module 12 Beliefs and values

<input checked="" type="checkbox"/>	12A7 Write and give a short speech about refugees	 Ability to learn	<input type="checkbox"/>
<p>Find out about refugees. Prepare a short speech to share your findings with the rest of your group. You should include:</p> <ul style="list-style-type: none"> the meanings of the terms <i>migrant</i>, <i>asylum seeker</i> and <i>refugee</i> some reasons refugees leave their homes some challenges refugees face on their journeys organisations that support and welcome refugees in this country 		 Teamwork	<input type="checkbox"/>
		 Problem solving	<input type="checkbox"/>
		 IT skills	<input type="checkbox"/>
		 Literacy	<input type="checkbox"/>
		 Numeracy	<input type="checkbox"/>

 Sign off:	Evidence ref:	Verified by:	Date:
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<input checked="" type="checkbox"/>	12A8 Design a religious festival calendar	 Ability to learn	<input type="checkbox"/>
<p>Design a religious festival calendar for this year. Choose one religion and include the main dates (eg for Christianity: epiphany, ascension, Christmas, harvest, saints' days).</p>		 Teamwork	<input type="checkbox"/>
		 Problem solving	<input type="checkbox"/>
		 IT skills	<input type="checkbox"/>
		 Literacy	<input type="checkbox"/>
		 Numeracy	<input type="checkbox"/>

 Sign off:	Evidence ref:	Verified by:	Date:
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<input checked="" type="checkbox"/>	12A9 Make a poster about different beliefs	 Ability to learn	<input type="checkbox"/>
<p>Find out the meaning of the words <i>theist</i>, <i>atheist</i> and <i>agnostic</i>. Make a poster illustrating the differences between the words.</p> <p>Survey five people and ask if they are <i>theist</i>, <i>atheist</i> or <i>agnostic</i>. Record the results and add your own belief.</p>		 Teamwork	<input type="checkbox"/>
		 Problem solving	<input type="checkbox"/>
		 IT skills	<input type="checkbox"/>
		 Literacy	<input type="checkbox"/>
		 Numeracy	<input type="checkbox"/>

 Sign off:	Evidence ref:	Verified by:	Date:
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Sample