



Sample

# Beliefs and Values

Short Course student book

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## Short Course student book

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Sample

# Introduction

## Welcome to the Beliefs and Values Short Course

This Short Course accredits up to 60 hours of your beliefs and values activities. It provides opportunities for you to develop beliefs and values knowledge and skills and use them effectively.

We hope you enjoy choosing and completing the challenges and, as a result, become more confident in your knowledge of beliefs and values issues.

### Course aims

The Beliefs and Values Short Course will enable you to:

- respect different beliefs and values, and how they contribute to a multicultural society
- gain an awareness of the impact that humans have on the environment and how to protect our planet
- become a responsible citizen and understand the laws needed for a fair and just society
- appreciate the value of peace in society and understand the impact of conflict
- understand how different religions express their beliefs through worship and actions
- explore the concept of inspiration from religious and non-religious perspectives



### Healthy living, mental health and wellbeing

Beliefs and values activities promote a healthier lifestyle and can have a positive impact on your mental health and wellbeing.

# What do I need to do?

## 1 Complete the knowledge self-assessment and evaluation grids at the start of each module

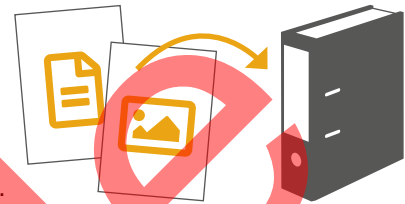
Before you start each module, complete the self-assessment.

After you have finished the module, complete the self-evaluation and ask your tutor to provide feedback.



## 2 Carry out your chosen challenge, collecting evidence as you do it

Choose **one** of the bullet point challenge options and file your evidence in your portfolio; see page 4 for more information about what can be used as evidence.



## 3 Complete the boxes next to the challenge

The skills tick boxes show the skills you have used during the challenge; see page 7 for more information about these skills.

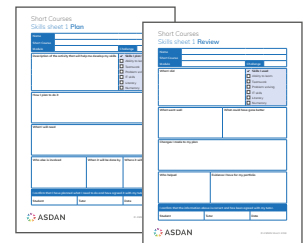
The sign off boxes show where your evidence can be found, who has verified this and the date.

<input checked="" type="checkbox"/> Skills I used:	<input type="checkbox"/> Sign off:
<input type="checkbox"/> Ability to learn	Evidence ref
<input type="checkbox"/> Teamwork	Verified by
<input type="checkbox"/> Problem solving	Date
<input checked="" type="checkbox"/> IT skills	
<input type="checkbox"/> Literacy	
<input type="checkbox"/> Numeracy	

## 4 Complete the relevant skills sheet if the challenge is being used for a skills sheet

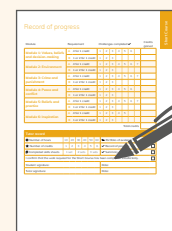
See page 3 for information about skills sheets.

**i** Your tutor will provide you with these documents.



## 5 Fill in your completed challenge on the record of progress

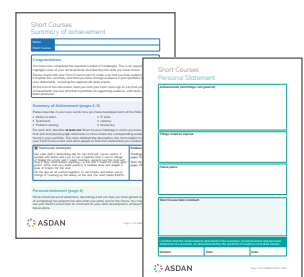
Use the record of progress (page 5) to keep a careful record of the challenges you have completed and the credits you have gained.



## 6 Complete your summary of achievement and personal statement

At the end of your Short Course, use these documents to review your experience; see page 4 for more information about these documents.

**i** Your tutor will provide you with these documents.



At the end of your Short Course, your tutor will check your work and complete the tutor record on page 5. If you have met the requirements, your tutor will request your certificate from ASDAN.

# Developing your skills

## Core skills

Beliefs and values activities provide an excellent opportunity to develop the following core skills:

### Ability to learn

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.

### Problem solving

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.

### IT skills

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 in the workplace and at home.

### Literacy

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.

### Numeracy

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.

## ✓ Recording core skills development

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

## Beliefs and values skills

In addition to the six core skills above, the challenges in the Beliefs and Values Short Course will enable you to develop the following beliefs and values skills:

- Social perceptiveness
- Empathy
- Tolerance of diverse opinions
- Integrity, an ethical approach
- Openness to experience
- Decision making
- Living in modern Britain

The beliefs and values skills that you will develop are listed underneath each challenge, for example:

**Beliefs and values skills:** Social perceptiveness | Empathy | Openness to experience | Living in modern Britain



# Module 1

## Knowledge self-assessment and evaluation

Knowledge self-assessment		My confidence ✓					Reason
Before you start this module	Understand the concepts of uniqueness, personal qualities and making a positive contribution	1	2	3	4	5	
	Understand the concepts of positive and negative peer pressure	1	2	3	4	5	
	Describe how people can behave in a good way and recognise positive qualities in other people	1	2	3	4	5	
	Understand that moral decisions are complex and that choices have consequences	1	2	3	4	5	
	Understand that people have religious and non-religious beliefs, and that these views affect moral decisions	1	2	3	4	5	
	Understand the terms multi-cultural, equality and diversity; recognise that we live in a multi-cultural society where everybody matters	1	2	3	4	5	

Knowledge self-evaluation		My confidence ✓					Reason
After you finish this module	Understand the concepts of uniqueness, personal qualities and making a positive contribution	1	2	3	4	5	
	Understand the concepts of positive and negative peer pressure	1	2	3	4	5	
	Describe how people can behave in a good way and recognise positive qualities in other people	1	2	3	4	5	
	Understand that moral decisions are complex and that choices have consequences	1	2	3	4	5	
	Understand that people have religious and non-religious beliefs, and that these views affect moral decisions	1	2	3	4	5	
	Understand the terms multicultural, equality and diversity; recognise that we live in a multicultural society where everybody matters	1	2	3	4	5	

<b>Teacher feedback</b>
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# Module 1

## Values, beliefs and decision making

### Section A: Complete FOUR challenges over 10 hours for 1 credit

#### 1 Outcome: Understand the concepts of uniqueness, personal qualities and making a positive contribution

Every person is unique, with individual strengths and qualities. These are sometimes referred to as unique selling points (USPs). Sometimes we cannot recognise these qualities in ourselves, but can recognise them in other people.

- Create a diagram, mind map or poster to show your strengths, interests and best qualities.
- With a partner, list the similarities and differences between you. Write a short paragraph on what makes your partner unique, swap and discuss.
- Create a visual CV or presentation that you might use when applying for college or a job. Ask other people about your personal qualities and include them on your CV.

Teacher feedback:

<b>✓ Skills I used:</b> <input type="checkbox"/> 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	<b>✍ Sign off:</b> Evidence ref <hr/> Verified by <hr/> Date
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#### Beliefs and values skills:

Social perceptiveness | Empathy

#### 2 Outcome: Understand the concepts of positive and negative peer pressure

What our friends value, like and do can have a huge impact on us; this is called peer pressure. Peer pressure can be a positive or negative influence.

- Create a table with two columns showing the positive and negative things that you might learn from your friends.
- Find out about some of the different types of peer pressure and the consequences of following them. Explain your findings to a small group.
- Create a leaflet for young people your age about peer pressure. Include the importance of making positive choices and useful phrases for when you want to say no.

Teacher feedback:

<b>✓ Skills I used:</b> <input type="checkbox"/> 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	<b>✍ Sign off:</b> Evidence ref <hr/> Verified by <hr/> Date
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#### Beliefs and values skills:

Social perceptiveness | Decision making





# Module 3

## Crime and punishment

The aim of this module is to develop your understanding of what it means to be a responsible citizen and the laws necessary for society to function justly and fairly. It provides opportunities to learn about issues such as bullying, prejudice, discrimination and persecution.



## 5 Outcome: Understand that the decision to go to war is complex and that people have different views on the necessity of war to resolve conflict

The decision to go to war is always difficult and complex. Some people always oppose war in any circumstance, whereas other people believe it is a necessary evil to protect innocent people.

- In the First and Second World Wars young men were often keen to sign up to fight, including those that were too young. Find out about the reasons they had for wanting to go to war and the reasons their families gave to try to stop them going. Present your ideas as a comic strip or role play.
- Find out about a country experiencing conflict and present your findings in a visual format. Include the cause of the conflict, the methods being used to resolve conflict and their impact.
- Find out the meaning of the phrase 'a just war'. List **three** conditions of a just war.

Teacher feedback:

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<b>✓ Skills I used:</b> <input type="checkbox"/> 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	<b>✍ Sign off:</b> Evidence ref <hr/> Verified by <hr/> Date
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### Beliefs and values skills:

Social perceptiveness | Integrity, an ethical approach | Decision making

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## 6 Outcome: Understand that weapons of mass destruction have the capacity to cause devastation

Advances in science and technology lead to more dangerous weapons, some of which are capable of destroying large areas of the world. There are agreed rules between countries about not using these weapons.

- Find out about the different kind of weapons of mass destruction. Produce a poster showing them and the damage they can do.
- Research weapons of mass destruction (eg nuclear, chemical warfare) and why countries have them. Present the arguments for and against a country having weapons of mass destruction in a debate.
- Find out about the history of international agreements related to weapons and discuss the consequences of them not being upheld.

Teacher feedback:

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<b>✓ Skills I used:</b> <input type="checkbox"/> 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	<b>✍ Sign off:</b> Evidence ref <hr/> Verified by <hr/> Date
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### Beliefs and values skills:

Integrity, an ethical approach | Decision making | Living in modern Britain

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# Module 5

## Beliefs and practice

### Section B: Complete ONE challenge over 10 hours for 1 credit

1 Carry out an in-depth study about the history of yoga and its roots in Hinduism.  
Find out about the popularity of yoga today, its health benefits and links with wellbeing. Write a report summarising your findings and explaining why yoga is attractive in the busy modern world.

**Beliefs and values skills:** Integrity, an ethical approach | Openness to experience | Living in modern Britain

Teacher feedback:

<input checked="" type="checkbox"/> <b>Skills I used:</b> <input type="checkbox"/> 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"/> <b>Sign off:</b> Evidence ref <hr/> Verified by <hr/> Date
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2 Research the pilgrimage of Hajj, which Muslims are required to make at least once in their lifetime. Find out what pilgrims do on the Hajj, the places they visit and why. Design a board game to help people understand why Muslims join the pilgrimage. Play it with a friend and make any necessary changes before marketing the game.

**Beliefs and values skills:** Openness to experience

Teacher feedback:

<input checked="" type="checkbox"/> <b>Skills I used:</b> <input type="checkbox"/> 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"/> <b>Sign off:</b> Evidence ref <hr/> Verified by <hr/> Date
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3 Carry out an in-depth study of a Christian church or cathedral. Include the history of the building, important features, worship, music and how the building is specifically Christian. Talk to some of the people who worship there and think about how the building could be used to benefit the whole community. Present your findings as a guidebook.

**Beliefs and values skills:** Social perceptiveness | Empathy | Living in modern Britain

Teacher feedback:

<input checked="" type="checkbox"/> <b>Skills I used:</b> <input type="checkbox"/> 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"/> <b>Sign off:</b> Evidence ref <hr/> Verified by <hr/> Date
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# Module 6 Inspiration

## Section B: Complete ONE challenge over 10 hours for 1 credit

1 Curate an exhibition of **at least six** works of art or photography, some of which might be your own work. Create a gallery guide for visitors including the title of each piece, background information and why it inspires you. Present your exhibition to a small group and gather feedback on which pieces inspired them.

**Beliefs and values skills:** Social perceptiveness | Empathy | Openness to experience

<input checked="" type="checkbox"/> Skills I used:	Sign off:
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<input type="checkbox"/> Teamwork	Verified by
<input type="checkbox"/> Problem solving	Date
<input type="checkbox"/> IT skills	
<input type="checkbox"/> Literacy	
<input type="checkbox"/> Numeracy	

Teacher feedback:

2 Create a performance piece on the topic of inspiration (eg a dance, piece of music, scene). Keep a log of the process of creating your performance and the choices you made. Give your performance piece a title and present your work. Gather formal feedback from the audience on their thoughts and feelings about the performance.

**Beliefs and values skills:** Social perceptiveness | Empathy | Openness to experience

<input checked="" type="checkbox"/> Skills I used:	Sign off:
<input type="checkbox"/> Ability to learn	Evidence ref
<input type="checkbox"/> Teamwork	Verified by
<input type="checkbox"/> Problem solving	Date
<input type="checkbox"/> IT skills	
<input type="checkbox"/> Literacy	
<input type="checkbox"/> Numeracy	

Teacher feedback:

3 Research the ceremonies celebrating birth in **three** different religions (eg Christianity, Islam, Hinduism, Judaism, Sikhism). Present your findings to a small group and emphasise what the parents believe, hope and feel at the ceremony.

**Beliefs and values skills:** Social perceptiveness | Openness to experience | Living in modern Britain

<input checked="" type="checkbox"/> Skills I used:	Sign off:
<input type="checkbox"/> Ability to learn	Evidence ref
<input type="checkbox"/> Teamwork	Verified by
<input type="checkbox"/> Problem solving	Date
<input type="checkbox"/> IT skills	
<input type="checkbox"/> Literacy	
<input type="checkbox"/> Numeracy	

Teacher feedback:

Sample