

Goldwyn 6th Form – ASDAN

Subject Statement and Long Term Plan



ASDAN - Statement of Intent

ASDAN's Personal & Social Effectiveness (PSE) qualifications are designed to enable students to develop 21st century competencies in communication, collaboration and emotional intelligence. The course uses a wide variety of flexible and engaging challenges to empower young people in taking control of their learning, discovering themselves and building respectful and inclusive relationships.

Implementation

Students working towards a Level 1 or 2 Award in Personal & Social Effectiveness develop their ability to understand and develop themselves and their own performance, work with others in teams and develop and use problem solving skills by completing challenges in some of the following topics:

Developing Myself & My Performance	Working With Others	Problem Solving
Health & Wellbeing	Citizenship & Community	Science & Technology
International Links	Sport & Leisure	Expressive Arts
Digital Communication	Environment	Independent Living
Beliefs & Values	Enterprise	Vocational Preparation
	Beliefs & Values	

They then complete a Summative Challenge in a core topic for each unit, which is formally assessed by their Course Tutor, internally moderated and externally verified.

Students working towards a Level 1 or 2 Certificate in Personal & Social Effectiveness build on the knowledge, skills and attributes developed through the Award by planning, preparing, delivering and evaluating a project linked to one or more of the topics from Units 1, 2 and 3.

Impact

Students will have:

- developed their confidence and motivation so they are able to make positive and informed choices in planning for their future.
- improved their self-regulation, communication and social skills so that they can interact positively and more effectively with others.
- developed their independence and know when or where to access support so they are better prepared for adulthood.

ASDAN Level 1 & 2 Personal & Social Effectiveness: Long Term Plan

Term	1	2	3	4	5	6
Award	Unit 1: Developing Myself and My Performance		Unit 2: Working With Others		Unit 3: Problem Solving (Terms 1 to 6)	
	<p>Digital Communication</p> <p>Challenges from:</p> <p>Review your social media profile to see if it gives a good first impression of you; Create a list of the most popular apps your friends and family use; Gather good examples of digital content and media; Use email to communicate an important piece of information; Design a questionnaire to find out what people think of your centre's website; Create a presentation explaining the pros and cons of different payment methods.</p> <p>Health & Wellbeing</p> <p>Investigate examples of online influence having a positive and negative impact on young people; Research the influence of celebrities and the media on young people.</p>	<p>Health & Wellbeing</p> <p>Challenges from:</p> <p>Create a one week exercise plan that fits around your lifestyle; Design a challenge to get yourself and others active; Identify ways that you could reduce or manage stress; Find out about the importance of good hygiene; Present information about the nutrients that are important for our health; Design a questionnaire to find out how many portions of fruit and vegetables people eat each day; Discuss how a menu could be made healthier; Produce a collage that illustrates the activities that you enjoy and are good for your emotional wellbeing.</p>	<p>Citizenship & Community</p> <p>Challenges from:</p> <p>Discuss what it means to be a good citizen and create a list of responses; Produce a leaflet about organisations that help people in your community; Produce an information guide about voluntary work in your local community; Visit a magistrates court, a police station or council department and report on your visit; Work with others to raise money for a good cause; Help to organise an event for elderly or disabled people; Find out how people could get help and advice about legal matters and discuss with others.</p>	<p>Enterprise</p> <p>Challenges from:</p> <p>Present information about a product or service you have used; List connections that could help with future job prospects; Identify the advantages and disadvantages of being self-employed; Spend time in a workplace learning about a job role, a company or career sector; Write up a business plan for an enterprise idea; Carry out a survey on the range of businesses in a particular setting.</p>	<p>Independent Living</p> <p>Challenges from:</p> <p>Make a list of the basic essentials you would need to be able to move into your own home; Demonstrate you know how to deal with gas, electric and water supplies safely; Demonstrate how to use household electrical appliances safely; Compare the costs of cooking at home with buying takeaways or shop bought meals; Create a one-week healthy meal plan; Compare the different housing options available to a young person in your local area; Clean and tidy a room; Create a presentation called 'where does money come from?'; Compare different savings accounts and their features; Find out the difference between a debit and credit card; Prepare a healthy meal for someone with special dietary requirements; Create a two week meal planner for someone on a budget; Demonstrate basic property maintenance tasks safely; Create an advice leaflet for someone under 18 who finds themselves homeless; Create a budget template and keep a budget for a month.</p> <p>and / or Vocational Preparation</p> <p>Challenges from:</p> <p>Identify how you can develop your skills for work; Find out about local opportunities for post 16 education or training; Discuss how you think the world of work will change in ten years' time; Produce a presentation about the importance of saving for a pension; Produce an article on how best to prepare for an interview for people who suffer with anxiety.</p>	

Term	1	2	3	4	5	6
Certificate	In addition to Units 1, 2 and 3 - Unit 4: Delivering A Project					
	<p>Planning</p> <p>Students will: Explore ideas for the project; Select the subject matter, project title and aims; Submit a project proposal; Plan the process for the project.</p>	<p>Researching</p> <p>Students will: Conduct research; Formulate the project; Keep a log of all research.</p>	<p>Reporting</p> <p>Students will: Finalise the project; Compile a portfolio of evidence; Produce a written report.</p>	<p>Preparing</p> <p>Students will: Create materials for a presentation about the project to an audience.</p>	<p>Presenting</p> <p>Students will: Present the project to an audience; Answer questions from an audience.</p>	<p>Evaluating</p> <p>Students will: Attend a presentation about another topic by someone else; Ask questions about the presentation given by someone else.</p>