BTEC LEVEL 2

Teamwork and Personal Development in the Community



We are CVQO

LEARNING GUIDE

for completing Units 2 - 11

Academic year 2021–22

BTEC
Approved Centre from Pearson

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Outline to the learner

1.

The Pearson BTEC Level 2 in Teamwork and Personal Development in the Community qualification can be taken alongside your youth organisation's training. Your training will cover a major proportion of the guided learning hours recommended for each unit and will complement the skills you have already acquired through your youth organisation.

Where possible, the assessment criteria have been mapped to activities you carry out as part of your organisation's syllabus. This is referred to as recognised prior learning (RPL). Where the assessment criteria cannot be covered by these activities, CVQO has produced assessment tasks for you to complete.

2.

The qualification is broken down into a number of units:

Unit 1 Developing Effective Teamwork Skills is a **mandatory** unit that **all** learners must complete. There are 14 other units to choose from so you can select the context for your own personal development.

- To achieve the Extended Certificate you must complete 3 units in total (the mandatory unit and 2 others)
- To achieve the Diploma you must complete 6 units in total (the mandatory unit and 5 others)

3.

There are three ways that you can complete your assessed work:

- New from Sept 2021, you can access the unit content via online learning packages and complete all assessments in Moodle.
- You can download an e-workbook and once completed upload it to your Moodle account (details will be provided when you register for the qualification)
- You can complete a written workbook and hand it to your BTEC/VQ Officer, bandmaster, teacher or instructor who will post it to our head office.

4.

However you decide to access the assessment you will have a learning guide or online learning content that will assist you in answering the workbook questions. They follow the same layout and are broken down into the same units, topics and tasks to make it easier for you to pinpoint the information you need for each section.

5.

The activities that you undertake within your organisation may be used to evidence a number of assessment criteria. This is called **Recognition of Prior Learning (RPL)**. Each unit will give you more information as to what RPL can be used. Evidence will need to be submitted and verified by CVQO. For more information please scan here:

Scan me!

6.

Completing a Level 2 qualification will allow many young people the opportunity to progress to Level 3 qualifications and beyond. Good luck with completing yours!



Appeals

1

When your work has been assessed, you have the right to appeal if you are unhappy with the grade or feedback you have received.

2

If you wish to appeal, you should email **appeals@cvqo.org**

3

The email should include your name and VQ number in the subject line. In the body of the email, you should state the unit number(s) and task number(s) you wish to appeal against and briefly give your reason for the appeal.

4

Your appeal will be investigated by CVQO and you will be informed when a decision has been made.

Important information

The following notes will help you complete the assessed tasks for the units you have selected to study:

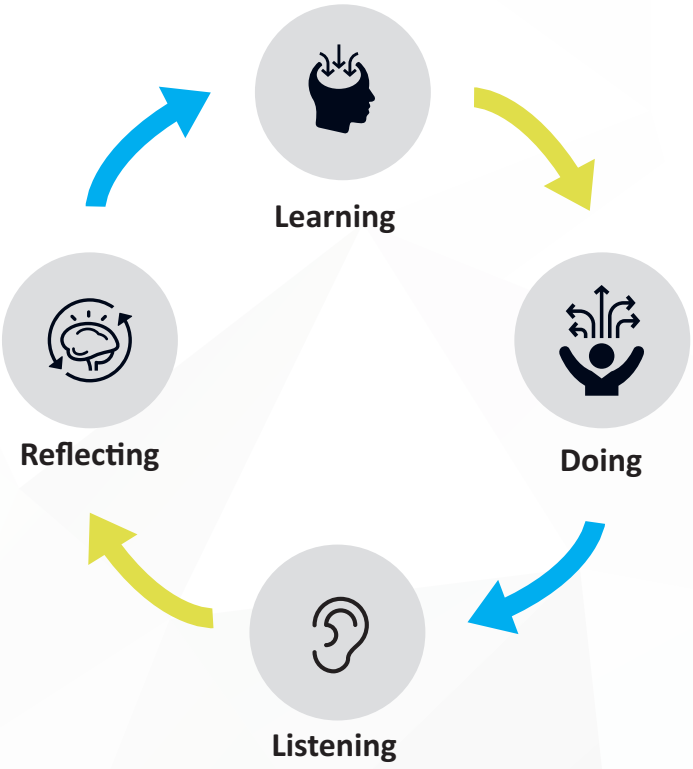
- You will have to complete a series of tasks based on the criteria given for each unit. These tasks may require a written/typed response or they may be practical.
- Make sure that you have read the criteria and fully understand the task before attempting it.
- You can enhance your work by using the resource material provided. You can also use other materials such as the internet, online forums and text books. If you do this, you must use quotation marks and name the source.
- You must pass each task to successfully complete the unit.

Reflection

Every experience that you have, be it as a member of your youth organisation, as a student in school or in your personal life, has the potential to help with your personal development.

Being able to reflect on an experience either positively or negatively and ask questions such as *'What went well?'*, *'Why did that happen'* or *'How could I change that next time?'* are key as they help you to really understand what happened and learn from it. This process is useful to use even if something didn't go as well as you would have hoped.

The tasks for this qualification naturally encourage you to reflect.



Icons

Throughout the learning guide, the following icons are used to draw your attention to specific things that will either help with your learning and understanding, or will be formally assessed.

Icon	Description
	Learning Learn the subject theory.
	Doing Put into practice what you have learnt.
	Listening Ask yourself how you performed. Listen to feedback from others, i.e. your tutor or peers.
	Reflecting Learn from the experience to improve next time.

Icon	Description
	**Learning outcome** Each unit has a series of learning outcomes which indicate the knowledge you are expected to demonstrate when you complete the accompanying tasks or activities.
	**Literacy** This will assess your understanding of the task and demonstrate the quality of your English skills, particularly your use of correct spelling, punctuation and grammar.
	**Task** This requires a written response which links to each assessment criteria (AC).
	**Activity** This requires you to complete a practical activity.
	**Case study** This contains useful information that will help you to better understand how to respond to the various tasks.

Plagiarism

Plagiarism is the practice of taking someone else's work or ideas and passing them off as your own. In other words, copying. If you do copy the work of another learner, you will risk having your work cancelled.

Collusion

Copying, or working together with other learners, resulting in the same answers will result in your work not being accepted.

Referencing

Whilst you should try to use your own words in your workbook, there may be some tasks where a quote from somewhere else is acceptable. This is allowed, but must be shown by using quotations marks, for example, **"The purpose of the Fire and Rescue Service is to save life and reduce the damage done to property by fire."** You should also note the reference of where you have taken the quote from, for example: **CVQO learning guide, page 12**.

Celebrating British values

CVQO is committed to exemplifying British values in the way we operate as a learning provider. Within the learning environment, we encourage learners to explore and to understand what it means to celebrate British values by recognising the ideas and beliefs of the individual as well as the group. For example, when taking part in a lesson, you should respect the viewpoints of the other learners and give them the opportunity to contribute to any discussion that might take place.

More specifically, British values are defined as including democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs.


30
21
25
26

Unit 2: Developing Effective Communication Skills

On successful completion of this unit you will:

1. Understand the role and importance of effective communication
2. Be able to communicate effectively with others using verbal and non-verbal communication
3. Be able to review and develop own communication skills

Unit 2

Developing Effective Communication Skills

Communication skills are extremely valuable in your organisation and when working in the community. They are also transferable to other areas of your life.

Your experiences within your organisation will have given you an excellent understanding of the need to communicate effectively in many situations and you will have had the chance to practice and develop your skills. This unit will give you the opportunity to now evidence those skills, reflect and identify improvements that you can make.

In Unit 2, there are:



- Three tasks which require a written answer.
- You need to understand what the command verb is telling you to do before answering the questions.
- Additionally, you should read any case studies as they will help you to complete each task.



- One practical activity, which will count towards your final grade.
- The activities and training that you undertake within your organisation will help you to develop **effective communication skills**. These experiences can also evidence a number of assessment criteria within this unit. You can find out more details as you read through the unit.

If you have achieved any of the following you **do not** need to complete the workbook as **all** of the assessment criteria can be evidenced.

SJA: Power of Communication
Fire Cadets: Unit 12 BTEC L2 FRS
ILM L2: Effective Team Member Skills

For more information on how to provide the necessary evidence go to page 4 section 5.

LO

Learning Outcome 1

Understand the role and importance of effective communication

This learning outcome will help you prepare for practical communication tasks.

It will introduce you to different communication methods, the importance of effective communication and potential barriers to communication. It will also explore the consequences of poor communication.

Role and importance of communication

Q: What is communication?



A:
Communication is the exchange of information. The exchange can be to:

- **share information** (e.g. equipment required for a task)
- **inform others** (e.g. a briefing about a weekend activity)
- **change behaviour** (e.g. promoting motivation)
- **express views and opinions** (e.g. managing a debrief after an activity)

Communication is a process where a **message** is sent (i.e. a briefing about a weekend activity). The message is **transmitted** using one or more different methods of communication (i.e. via verbal presentation). The message will be **received**.



ISABELLA SCANIO

Testimonial | Cadet perspective

Being in the ACF allowed me to develop my communication skills in two ways; firstly through the constant encouragement to tackle my fear of public speaking and secondly, being in a diverse environment. I was incredibly under confident when I joined the ACF and it is thanks to the incredible officers and staff members who gave me constant advice and motivation to develop this skill, I was able to eventually, teach cadets on my own. Due to the ACF being a diverse and inclusive environment, I felt comfortable talking to everyone, never feeling like an outsider and being able to always rely on others if I ever had a question.

Communication is used in every element of your life. From education or employment, completing daily tasks to solving problems and building relationships.

Why do you think communication is important? What does it enable you to do?

There are four reasons listed here, but there are others. Can you add another reason into the space provided?

Importance of Communication

- To develop (self or others)
- To confirm understanding
- To support
- To understand the full meaning (emotion and intentions)
- ...





The importance of effective communication

For any communication to be effective, the person transmitting the message must decide on the **best method** to transmit a message. This would depend on a number of factors, including the **details** of the message to be sent and the **audience** (who you want to send it to).

If the correct method is chosen and the information is well received, there will be a number of **benefits**:

- **The information will be understood**
- **Relationships between the sender and the receiver will improve**
- **The team will be stronger and happier**
- **Objectives will be achieved**

Identifying communication methods

Deciding on the most appropriate communication method is a life skill that can be learnt through experience. Individuals will make these decisions every day, often without realising. For example, when socialising with friends, in employment, coping in an emergency situation or dealing with hurdles in life.

Your experience within your own organisation will have given you an excellent understanding of communication along with perfect opportunities to practice these skills.

In the word search below can you find four methods of communication and four examples?

g	b	b	a	x	y	v	t	u	z	r	h	v	g	v	b	t
e	s	o	s	f	a	c	e	t	o	f	a	c	e	t	k	z
y	g	s	d	o	d	x	j	x	q	j	q	f	g	r	m	b
j	n	g	q	y	c	f	d	i	g	i	t	a	l	u	f	c
r	o	f	l	e	l	i	v	e	r	b	a	l	w	p	g	m
e	n	e	j	e	h	a	a	v	u	v	a	q	b	x	h	b
f	v	y	s	v	t	m	n	l	s	n	q	t	g	d	t	y
v	e	r	i	k	n	t	u	g	m	w	a	r	b	t	g	d
d	r	t	p	q	m	c	e	n	u	e	t	u	b	z	h	i
r	b	q	a	s	z	u	r	r	b	a	d	a	v	b	y	x
w	a	d	w	r	i	t	t	e	n	z	g	i	v	c	w	z
w	l	j	e	s	f	y	s	s	m	k	f	e	a	u	l	r

✔	
☐	written
☐	body language
☐	digital
☐	face-to-face
☐	verbal
☐	social media
☐	non-verbal
☐	letter

The communication method you choose can vary depending upon the situation. Often you will probably choose a combination of methods.

The table below identifies the benefits and drawbacks of different communication methods that you may use to transmit a message.

Method	✓	✗
 **Written** **For example, a letter**	• Creates a permanent record • Same message received by all	• Cost and time to print and dispatch • Unknown response
 **Verbal** **For example, a face to face discussion**	• Speed to relay message • Can ask additional questions at the time	• A message may be misunderstood • No record of message
 **Digital** **For example, an email**	• Permanent record • Can send to high numbers of people at the touch of a button	• Requires internet connection • Message can be shared wider than intended
 **Non-verbal** **For example, eye contact**	• Can support verbal communication • Can help individuals to understand a message	• There are no rules on how to use • May be difficult to understand

Below are a number of activities that you may have taken part in within your organisation. These activities will use a variety of different communication methods.

>> APPLYING FOR A COURSE OR AN ACTIVITY

>> EXPEDITION TRAINING >> TEACHING OTHERS

>> FUNDRAISING IN THE COMMUNITY

>> TEAM TASKS >> PLAYING TEAM SPORTS

>> VOLUNTEERING >> HELPING AT COMMUNITY EVENTS

Take a moment to think of an activity that **you** have taken part in within your organisation.

Consider the different **communication methods** that you used (were they appropriate and if so, why?) and use the space below to record any notes. They will help you later on.

Task 1: To understand the role and importance of effective communication (AC 1.1 & 1.2)

There are two parts to this task.

Part a.

You need to **STATE three** reasons why *effective* communication is important.

As the command verb is **STATE**, it is expected that you write a clear and concise answer for each reason.



For example:
"Effective communication is important to get a message across" **would not be an acceptable answer.**

Whereas:
"Effective communication is important so that information can be shared and understood by the person who is receiving the message" **would be an acceptable answer.**



Top Tip for Part a.

Think of your own experiences here.

How do you communicate and **why** is it so important that it is delivered effectively?

Part b.

You need to now **DESCRIBE four** different methods of communication. You **must** give examples of the different methods of communication in your answers.

As the command verb is **DESCRIBE**, it is expected you will write a detailed sentence for each answer.

For example:
"Written communication is sending a letter" **would not be an acceptable answer.**

Whereas:
"Written communication is sending a message using words that can be read by an individual. Examples of written communication are letters and leaflets" **would be an acceptable answer.**

Barriers and consequences

Case study

Sophie has recently been promoted to a team leader within her local supermarket, and as part of her role she has to hold daily meetings with her staff. The case study below shows the potential barriers to effective communication and the consequences that could be faced when Sophie is communicating with her staff.



Sophie

When holding the meetings, Sophie has to ensure her verbal communication is clear and precise and she alters her tone of voice depending on the message she wants to convey to her team.

Sophie ensures her **language** is appropriate and free from **jargon** so her team will understand. In team meetings, Sophie briefs the team verbally but uses written communication by using a whiteboard to create a record of what has been discussed. Sophie has found that this helps to avoid any **confusion** and **frustration** in the team as the whiteboard is a record that can be referred to during the shift.

Sophie understands that if she does not communicate effectively with her team, this could result in incomplete tasks and **reduced efficiency** of the team, which would both have an impact on the success of the supermarket.

For any message to be received **effectively**, it is important to choose the most suitable method. It is also important to consider a number of other factors.

The table below identifies four barriers to effective communication. There is space for you to add any more barriers that you can think of.

Barriers to effective communication
Environmental factors, such as weather conditions
Language or dialect being used (i.e. using languages or dialect that others do not understand)
Use of jargon, such as the use of words or expression that others may not understand
Expectations and prejudices (i.e. personal view or opinions)
…

Barriers

Not selecting the most appropriate method of communication or considering potential barriers may result in poor communication.

The table below identifies four consequences of poor communication. There is a space for you to add any more consequences that you can think of.

Consequences of poor communication
Negative impact on the morale of individuals (e.g. loss of motivation)
Objectives may not be achieved
Negtive impact on the team (e.g. team relationships breaking down)
Can cause tension, confusion or frustration
…

Consequences

Task 2: Explain the potential barriers to effective communication and consequences of poor communication (AC 1.3 & 1.4)

There are two parts to this task.

Part a.

Firstly you need to **EXPLAIN two** potential barriers to *effective* communication.

As the command verb is **EXPLAIN**, you must *identify* **two** potential barriers to effective communication and, for *each*, give reasons why.

? Example

For example, if you identify 'the environment' as a barrier:
"It could be noisy" **would not be an acceptable answer.**

Whereas:
"For example, if you are communicating in a windy area on an expedition, it could be difficult for the people around you to hear what you are saying clearly because of the noise" **would be an acceptable answer for one of your reasons.**

Part b.

You now need to **EXPLAIN two** potential consequences of poor communication.

As the command verb is **EXPLAIN**, you must *identify* **two** potential consequences of poor communication and, for *each*, give reasons why.

? Example

For example, if you identify 'objectives may not be achieved' as a consequence:
"The task wouldn't be completed" **would not be an acceptable answer.**

Whereas:
"For example, when taking part in a timed leadership task, if the instructions are not communicated clearly, this could result in the team missing key information and not finishing the task on time" **would be an acceptable answer for one of your reasons.**

Top Tip for Part b.

Think of your own experiences here. If you have received communication that was poor, what impact did it have? What happened as a consequence? Or could have happened?



Recap

To check your understanding you may wish to answer the following questions:

- **What is the role of communication?**
- **'Face to face' would be an example of which method of communication?**
- **What impact can poor communication have on a team?**

If you want to check your answers, they are located on page 31.

Why are communication skills important?

The University of Reading identified that employers are looking for a number of desirable skills in prospective employees, including communication skills. In no particular order they are:

- Teamworking
- Initiative
- **Communication skills**
- Ability to work under pressure
- Adaptability
- Taking responsibility and decisions
- Forward planning
- Technical skills
- **Ability to ask questions**
- **Ability to pick up the phone and communicate**



GAVIN WILLIAMSON

Testimonial | MP - Secretary of State for Education

"I have seen first-hand the fantastic opportunities and experience that being a cadet can bring to young people.

"Skills such as teamwork, **communication** and leadership are vital, practical skills that are so valued by employers, whichever path you choose.

"CVQO are rightly recognising the skills and abilities of our cadet forces with qualifications that will help set them on their path to success."

LO **Learning Outcome 1 - complete** ✓

LO

Learning Outcome 2

Be able to communicate effectively with others using verbal and non-verbal communication

You will be asked to demonstrate your verbal and non-verbal communication skills and show that you can adapt your language and terminology to meet the needs of others.

Communicating effectively with others

Case study

The case study of Sam below shows how communication can impact on how a message is received by others. Sam has been successful in a recent job application and has been invited to attend an interview.



Sam

Through his experiences within his organisation, Sam is aware that *how* he communicates can impact on how a message is received by others, particularly the importance of **tone** and **pitch** of his voice and the **speed** he speaks.

In the interview Sam wants to come across as **professional**, **friendly** and **confident** in his abilities. He will control the **speed** he speaks to ensure that his points are **clear** and **concise**, avoiding **slang** words, and he will alter the **tone** and **pitch** of his voice to engage the employer when answering the interview questions.

Sam has spent time practising interview questions and making sure that his **non-verbal communication** complements his answers. He wants to make a good impression at the interview and will demonstrate confidence by **sitting upright**, **making eye contact** and **offering a firm handshake.**

In his interview, Sam should consider his body language (as it can be interpreted differently by different cultures) and avoid the use of **slang** and **inappropriate references** to age, race, culture or religion.

Sam can demonstrate positive body language through his **facial expressions**, **posture** and **movement**. If Sam sits upright and leans forwards, it will demonstrate that he is attentive and interested.

Body language

Body language is a type of non-verbal communication that we can use to help express or convey information. It can help to tell us a lot about how a person is feeling.

The table below identifies a range of positive and negative body language that we can display:

Positive body language *(open)*	Negative body language *(closed)*
• Smiling	• Folded arms
• Having erect posture	• Sluggish posture
• Leaning forward	• Finger tapping
• Making eye contact	• Fiddling with objects
• Firm handshake	• Shaking head

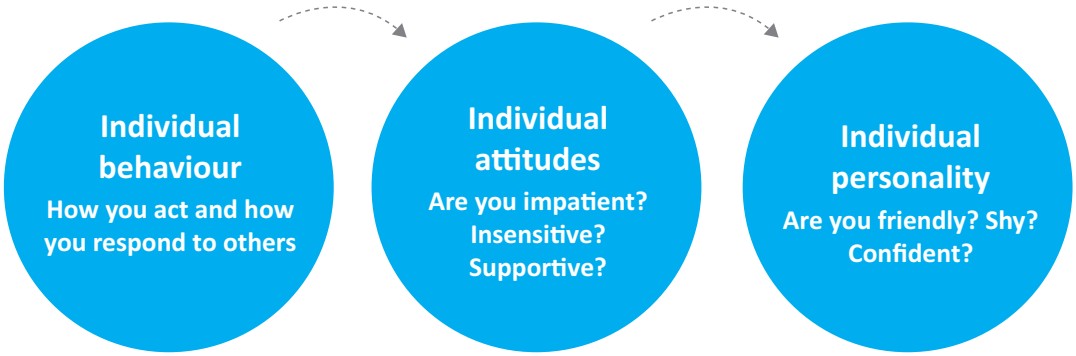
Listening skills

You can demonstrate **effective** listening skills by:

- Being attentive
- Allowing individuals to speak without interruption
- Taking notes
- Repeating back to confirm your understanding

In summary

There are **three** factors that can impact on the overall effectiveness of our communication with others.

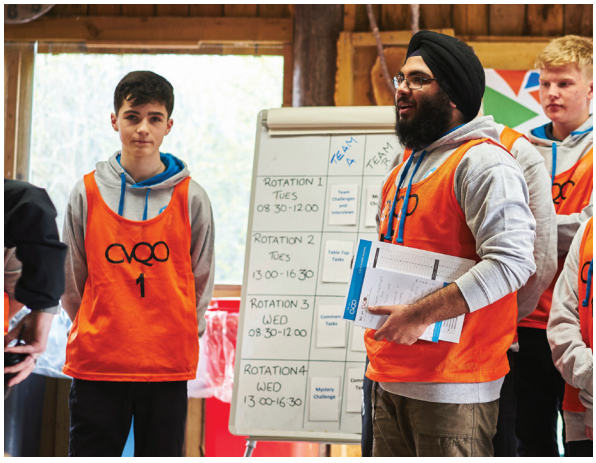


Adapting communication skills

It is important that we can learn to adapt our **verbal** and **non-verbal** communication skills to fit different situations. There will be occasions through your experience within your youth organisation where you have had to do this. For example, when you have to communicate with large groups and there may be differing levels of understanding within the group.

You can adapt your communication skills by:

- Listening and assessing your audience's reactions
- Repeating and summarising your messages
- Changing use of language, tone and pace so that it is appropriate to your audience.



Imagine you are running a leadership lesson with a group of your peers and plan to repeat the same task with new recruits.

What will you consider when preparing your lesson? How will you adapt your communication skills for each audience?

Writing a few notes in the box below will help you with later tasks.

Activity 1: Communicate effectively with others using verbal and non-verbal communication

(AC 2.1, 2.2, 2.3, 3.1 & 3.2)

To complete the next part of the unit, you need to show that you can:

- Use effective listening skills to fully understand the information given
- Use verbal and non-verbal communication techniques to effectively communicate with others
- Use language and terminology that is clear and concise, adapting it to meet the identified needs of others
- Review the effectiveness of own communication skills used
- Identify improvements that could be made to own communication skills based on review

You will need to take part in **two** different communication scenarios to demonstrate your verbal and non-verbal communication skills. You may use the activity you completed in Unit 1 (Effective Teamworking Skills) as evidence for one of the scenarios. The second scenario may be an activity that you take part in within your organisation.

Below is a list of recognised activities that evidence your communication skills and a personal review. Please read through and tick one activity that you have completed. Evidence of activities marked with an * MUST be submitted with your workbook (e.g. screenshots, copies of certificates, etc.). This evidence will be verified by CVQO.

	Activity	✓
SCC / RMC	Basic Peer Educator	
	PD03 Presentation skills	
	Rowing Instructor	
RAFAC	MOI Bronze Leadership	
ACF	CFIT	
CCF	ARMY (Phase 1 MOI)	
	RAF (as above)	
	NAVY (Able Cadet 3 Star)	
	RM (Phase 1 MOI)	
St John Ambulance	*Cadet Demonstrator	
Fire Cadets	*Award 1	
Coaching / instructor type qualifications	*CSLA	
	*Sport Leader L1	
	*BCU/RYA instructor qualification	
Scouts	*Explorer Scout Young Leaders	

If you **have** been able to tick one of the recognised activities on page 25, then you **do not** need to complete any further tasks in your workbook.

If you **have not** been able to tick one of the recognised activities on page 25, then there are two other options for you to complete this unit.

Option 1

Below is a list of recognised activities that can evidence your communication skills. Please read through and tick **one** activity that you have completed.

Other activities	✓
*Cadet Operational First Aid certificate (SJA)	
*Bronze Duke of Edinburgh Expedition	
ILM Young Leaders Award	
ILM L3 (Unit 307)	
Rowing Coxswain (SCC)	
Drill Instructor (SCC)	

Evidence of activities marked with an * **MUST** be submitted with your workbook (e.g. screenshots, copies of certificates, etc.). This evidence will be verified by CVQO.

You will now need to **complete Task 3** to review your communication skills.

Option 2

You can use another experience that demonstrates your **ability to communicate effectively with others**, for example being involved in a fundraising activity, delivering a presentation or mentoring others. This may have been **within** your own organisation **or** elsewhere (for example, at school).

As CVQO cannot gain evidence of this achievement, you will need to ask a tutor to complete a witness statement and also gain peer feedback on your performance. Once you have that evidence you **will need to complete Task 3** in the workbook to review your communication skills.

Further information can be found on page 32 in your learning guide.

LO Learning Outcome 1 - complete ✓

LO Learning Outcome 2 - complete ✓

LO

Learning Outcome 3

Be able to review and develop own communication skills

This learning outcome will encourage you to listen to feedback, reflect on your performance and make recommendations for development in the future.

Personal development

Being a member of any organisation will give you fantastic opportunities. Taking part in regular training such as leadership and team activities, first aid, fieldcraft or volunteering will help your personal development and your **communication skills**.





Case studies

Sophie's and Sam's experiences have helped them to develop their communication skills.



Sophie

Can select the most appropriate **method** to communicate with her team

Tries to reduce any **barriers** to communication so that the team receive the message with ease

Is aware that **adapting** her communication skills can get the best results from her team



Sam

Is aware of how positive **body language** can complement verbal answers in an interview

Knows the importance of **non-verbal** communication and how it can create a good impression

Understands how the speed, volume and tone of **verbal** communication can impact on the clarity of a message

Reviewing your communication skills

Being able to review your communication skills is important. The table below includes six questions that you could use to help you to reflect upon your communication skills.

What was the outcome? If the task was not successful, how could you have changed your communication?	**Were the communication methods you used appropriate?**
What feedback did your audience give you on your performance?	**What elements of your communication worked well?**
What elements of your communication could have been improved?	**Would you change or adapt any of your communication methods to get a better result next time?**

To learn from any experience, it is important to listen to feedback, then review and reflect. When you have undertaken an activity within your organisation, the directing staff may give a debrief. A debriefing is a form of reflection.

Improving your skills

Listening to feedback, reflecting on your own performance and identifying how you can improve is important. There is no fixed way to develop your communication skills, but key points can include:

1. **Being self-aware and honest with yourself**
2. **Pinpointing what you need to improve**
3. **Setting yourself a personal development plan to identify what you wish to improve, how you are going to do it, and by when**

Task 3: Review and develop own communication skills (AC 3.1 & 3.2)

For this task you will need to **REVIEW** the effectiveness of your communication skills. You should reflect on the activity that you identified and completed as part of Activity 1 on page 26 and the practical teamworking activity you completed in Unit 1.

In order to complete the review you will need to:

- Detail **two** areas that **you** performed **well** in
- Detail **two** areas that **you** could **improve** on
- Provide an **overall** judgement of how well **you** did

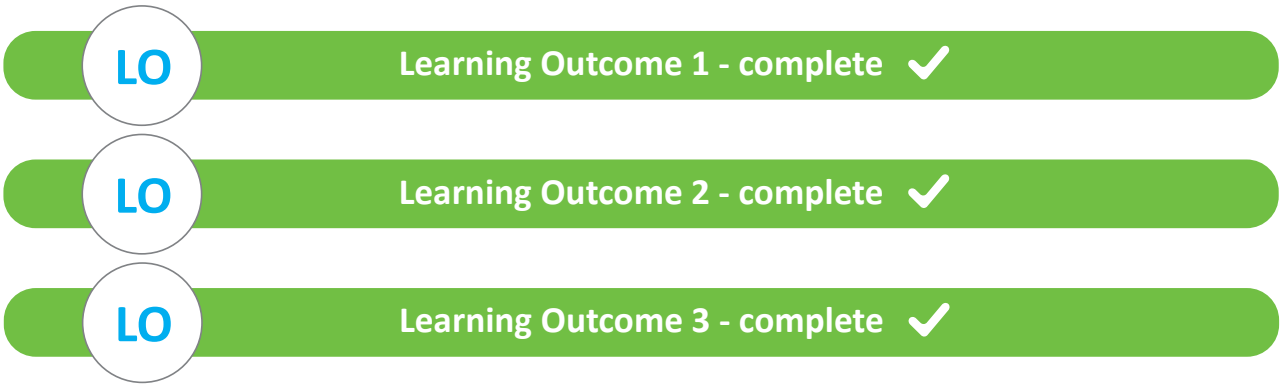


For example, as an area to improve on:
"Speed of my voice" **would not be an acceptable answer.**

Whereas:
"I could improve my communication skills by slowing down the speed of my voice. When I was communicating with my team I spoke very fast, which meant I had to repeat my messages to the team to avoid confusion" **would be an acceptable answer.**



Remember the review is about the communication skills that **YOU** used during the activity. The overall judgement **must** include a reason.



Answers

LO 1 Understand the role and importance of effective communication

Q1: To share information, to inform others, to change behaviour and to express views and opinions.
Q2: Verbal.
Q3: The group may not understand, objectives might not be achieved, can cause frustration and tension, relationships in the team could break down.

Additional reading

Should you wish to know more about this subject area then the following resources may be useful:
www.mindtools.com

Additional units of interest

As part of this qualification there are 14 other units of study. A number of them are clearly linked with communication skills, they include:

Unit 1: Developing Effective Teamwork Skills
Unit 3: Preparing for Employment
Unit 11: Developing Effective Leadership Skills

Further guidance on evidencing Unit 2, Learning Outcome 2:

There are a number of recognised activities you can use to evidence your **ability to communicate effectively with others**.

You may need to use an alternative experience that demonstrates when you have been able to communicate effectively with others using verbal and non-verbal communication, for example being involved in a fundraising activity, delivering a presentation or mentoring others. This may have been within your own organisation or elsewhere (for example, at school).

If this is the case, CVQO would need a witness testimony to provide evidence and feedback from **TWO** peers who you were with you at the time. You should ask your tutor to complete VQF648 included in the workbook or you can access the form by scanning the QR code.



Scan me!

LO Learning Overview

Criteria reference	To achieve the criteria the evidence must show that the learner is able to:	Task	Evidence (page no.)
Learning Outcome 1: Understand the role and importance of effective communication			
1.1	State why effective communication is important	Task 1	WB Pages 4-5
1.2	Describe different methods of communication	Task 1	WB Pages 4-5
1.3	Explain potential barriers to effective communication	Task 2	WB Page 6-7
1.4	Explain potential consequences of poor communication	Task 2	WB Page 6-7
Learning Outcome 2: Be able to communicate effectively with others using verbal and non-verbal communication			
2.1	Use effective listening skills to fully understand the information given	Activity 1	WB Pages 8-9
2.2	Use verbal and non-verbal communication techniques to effectively communicate with others	Activity 1	WB Pages 8-9
2.3	Use language/terminology that is clear and concise, adapting it to meet identified needs of others	Activity 1	WB Pages 8-9
Learning Outcome 3: Be able to review and develop own communication skills			
3.1	Review the effectiveness of own communication skills used	Activity 1 **or** Task 3	WB Pages 8-9 **or** 10-11
3.2	Identify improvements that could be made to own communication skills based on review	Activity 1 **or** Task 3	WB Pages 8-9 **or** 10-11

Unit 3: Preparing for Employment

Unit 3

Preparing for Employment

This unit will give you the opportunity to prepare effectively for employment whilst recognising the importance of planning for a career.

You will explore the skills and qualities required for employment and review and develop your own. You will also learn how to showcase your employability skills in a CV and whilst at an interview.

On successful completion of this unit you will:

1. **Understand the skills and qualities needed for employment**
2. **Be able to review own skills, qualities and interests for career planning**
3. **Be able to showcase own employability skills through a CV**
4. **Be able to show case own employability skills in preparation for an interview**

You can cover the unit content by engaging with one of our Employability Skills Workshop sessions. You will then have the knowledge to enable you to go on and complete the assessed tasks.



Unit 4: Improving Health and Fitness for Personal Wellbeing

On successful completion of this unit you will:

1. Know what is meant by a healthy lifestyle
2. Understand the effect of basic nutrition on personal health and fitness
3. Be able to take part in fitness tests
4. Be able to undertake a personal health and fitness improvement plan

We are CVQO

Unit 4

Improving Health and Fitness for Personal Wellbeing

Being fit and healthy is very important for your physical, mental and emotional wellbeing.

Physical activity keeps the body strong, stimulates the brain for activities like creativity and problem solving and has a positive effect on mood, so reducing risks associated with anxiety and depression.

This unit will cover the theory of how to improve your health and fitness. You will then put this knowledge into practice by designing, following and reviewing your own health and fitness plan.

In Unit 4, there are:



- Seven tasks which require a written answer.
- You need to understand what the command verb is telling you to do before answering the questions.
- Additionally, you should read any case studies as they will help you understand and to complete each task.



- One practical activity, which will count towards your final grade.
- The activities and training that you undertake within your own organisation will help you to develop your **health and fitness**. These experiences can also evidence a number of assessment criteria within this unit. You can find out more details as you read through the unit.

If you have achieved a GCSE in PE (Grade 4 or higher), you **do not** need to complete the workbook as **all** of the assessment criteria can be evidenced.

For more information on how to provide the necessary evidence go to page 4 section 5.

LO

Learning Outcome 1

Know what is meant by a healthy lifestyle

This learning outcome will help you to firstly understand the term 'healthy lifestyle' and then the benefits of maintaining a healthy lifestyle.

Healthy lifestyle

Case study

This first case study is about Jenny who is a volunteer sports coach at her local community centre. The words and phrases highlighted below relate to a healthy lifestyle and the benefits of maintaining a healthy lifestyle.



Jenny

Jenny enjoys playing netball for her local team once a week and she also coaches a local team at weekends. Both help to keep her fit. As part of her **exercise and fitness** regime, Jenny also walks 5km daily.

Diet and **nutrition** are important, and Jenny ensures that she eats the recommended amount of fruit and vegetables each day to aid her **health**. She understands that there are many benefits to having a healthy lifestyle on her **physical** and **mental wellbeing**. For example, after exercising, Jenny says that she feels great and that it also gives her the space and time to clear her mind. As Jenny is fit and well, she can complete daily physical and mental tasks without struggling.

As part of her role, Jenny promotes the importance of a healthy lifestyle and the benefits it brings to individuals, physically, mentally and **emotionally**.

What is meant by a healthy lifestyle?

The term healthy lifestyle can take into account many different factors including those listed below:

Exercise and fitness	The ability to improve the functioning of your body through healthy eating and good exercise habits.
Diet and nutrition	The substances that you take into your body as food and the way that they influence your health. *Cambridge English Dictionary*
Lifestyle	Someone's way of living; the things that a person or group or people usually do. *Cambridge English Dictionary*
Physical wellbeing	The condition of being physically strong and healthy. Taking part in activities to make your body strong and healthy. *Cambridge English Dictionary*
Mental wellbeing	The state of feeling healthy and happy. *Cambridge English Dictionary*
Health	The condition of the body and the degree to which it is free from illness. *Cambridge English Dictionary*





Task 1: Describe the key terms associated with a healthy lifestyle (AC 1.1)

Your task is to **DESCRIBE five** key terms associated with a healthy lifestyle.

As the command verb is **DESCRIBE**, you should include a series of linked points to 'paint a picture with words'. You should aim to use your own words rather than a definition from a source.



For example:
"Lifestyle is someone's way of living" **would not be an acceptable answer.**

Whereas:
"Lifestyle is someone's way of living and the things they do that make up their life. I have an active lifestyle as I make sure I walk to and from college" **would be an acceptable answer.**



Use **examples** to help describe what you mean by your definitions.

Why is a healthy lifestyle important?

Maintaining a healthy lifestyle with a balanced diet and exercise is important in order for your body to be able to function properly.

A healthy diet can lower the risk of some health problems, such as heart disease, diabetes and some cancers. Eating a varied and balanced diet that contains at least five portions of fruit and vegetables a day, and drinking enough water to stay hydrated, will help you to stay healthy.

Benefits

Maintaining a healthy lifestyle has benefits not just **physically** but also **mentally** and **emotionally**.

There a number of benefits listed in the table below.

There are blank spaces to add in your own ideas here. Researching on the internet 'the health benefits of exercise' will help you.

Benefits of maintaining a healthy lifestyle	
 **Physical**	Controls weight
	Helps to combat disease
	...
 **Mental**	Boosts energy
	Releases endorphins to give you the 'feel good' factor that can improve your mood
	...
 **Emotional**	Boosts self-esteem and confidence through better physique
	Enables social connections when carried out with other people
	Boosts concentration
	...

Task 2: Describe the benefits of maintaining a healthy lifestyle (AC 1.2)



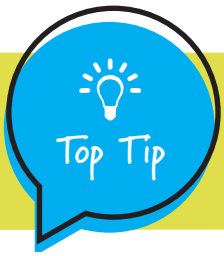
For this task you should **DESCRIBE** the benefits of maintaining a healthy lifestyle. Remember to give a clear detailed account for each.

As the command verb is to **DESCRIBE**, you should include a set of linked points to 'paint a picture with words'.



For example:
"A physical benefit of maintaining a healthy lifestyle is that it can help you to improve your quality of life" **would not be an acceptable answer.**

Whereas:
"A physical benefit of maintaining a healthy lifestyle is that it can help you to improve your quality of life. This is because exercising can help you to control your weight and reduce the risk of health problems such as heart disease and diabetes" **would be an acceptable answer.**



Ensure that you choose a benefit from **each** of the three categories, physical, mental and emotional.

Recap

To check your understanding you may wish to answer the following questions:

A healthy lifestyle is important because it:

- Lowers the risk of health problems
- Provides mental and emotional benefits
- Boosts self esteem
- Can help to control your weight

A physical benefit of leading a healthy and active lifestyle would be that it helps to combat disease. True or false?

List one benefit that leading a healthy, active lifestyle can have on your mental well being

If you want to check your answers, they are located on page 62.

LO **Learning Outcome 1 - complete** ✓

LO

Learning Outcome 2

Understand the effect of basic nutrition and lifestyle factors on personal health and fitness

This learning outcome will help you to understand the terms nutrition and lifestyle and the impact they can have on your health and fitness.

Lifestyle factors

There are a number of lifestyle factors that can affect your health and fitness. There are nine outlined below and on the next page.

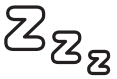
Balanced diet



A healthy, balanced diet can help to provide energy and lower your risk of diseases such as heart disease, diabetes and cancer.

When eating a balanced diet you are less likely to become ill or put on excess body fat.

Sleep patterns



Getting enough sleep is important for the body to rest and the brain to function optimally.

For young people aged 14 to 17, it is recommended that you get between 8 and 10 hours and for an adult, between 7 and 9 hours rest a night for optimal performance.

Alcohol and drugs

In the short term, alcohol use can lead to disorientation and poor decision-making. Alcohol can lead to dehydration and will weaken your muscles and make you feel tired.

In the long term, it increases your blood pressure and cholesterol levels, both of which are risk factors for heart attacks and strokes. Drug and alcohol misuse will weaken your immune system, making you more vulnerable to serious infections.

Smoking



On average, it can reduce your life expectancy by 10 years. Cigarette smoke contains more than 5,000 chemical compounds and over 60 are known to cause cancer. Smoking damages your blood vessels, increases your blood pressure and heart rate and makes your blood more likely to clot. If you smoke, your risk of heart disease or having a heart attack is increased.

Personal hygiene



Personal hygiene is looking after the body and keeping it clean and healthy. It includes washing to prevent body odour, cleaning your teeth to prevent gum disease and regular hand washing to prevent spreading germs.

Poor personal hygiene can lead to being isolated from others as it can affect your self-esteem. Looking and feeling presentable can boost your confidence and give a sense of pride.

Activity



Children and young people aged 5 to 18 should aim for an average 60 minutes of moderate physical activity a day. Adults aged 19 to 64 should to do at least 150 minutes of moderate intensity activity or 75 minutes of vigorous intensity activity a day. Physical activity decreases the risk of cardiovascular disease and osteoporosis. Overall it improves your general fitness, boosts your mood and can help you to manage stress.

Sun safety



Most skin cancers are caused by exposure to the sun. This may be long exposure, or short periods of intense sun exposure and burning.

People who spend a lot of time in the sun, are at an increased risk of skin cancer if they do not take the right precautions. You can take extra care by spending time in the shade, covering up with clothes, a hat and sunglasses and also using sunscreen.

Peer pressure



Positive peer pressure could influence someone to try new activities or to become involved in sports. This could lead to the introduction of a healthy lifestyle and role models.

Negative peer pressure can tempt individuals to take part in inappropriate activities with friends in order to fit in or to gain social status on forms of social media. This can lead to bullying and negative effects.

External environment



We are unable to control external factors and some may have a negative effect on our personal health. One example may be fast food restaurants and takeaways that are near to our homes, making food quick and easy to grab when in a rush.

Lifestyle factors can have a positive or negative impact on an individual's health. Read the two cases below and consider what impact they have had, **positive** or **negative**.

Andrew	Alice
Andrew is 18 years old. He is regularly staying up all night gaming and browsing social media. Across the week he is averaging two to three hours sleep a night.	Alice has recently joined the local gym. She is attending 5 nights a week and can notice the change in her mood and energy levels. She has also created a new circle of friends that she now meets up with at the gym.

If you want to check your answers, they are located on page 62.

Task 3: Explain how lifestyle factors can affect personal health and fitness (AC 2.1)



For this task, you need to **EXPLAIN** how lifestyle factors can affect personal health and fitness. You should *identify* **two** positive and **two** negative lifestyle factors. As the command verb is **EXPLAIN**, you should include a *reason* or an example to support each factor that you have identified.

Because of this a four or five word response will not be sufficient as it will not contain the level of detail required.



For example:
"Smoking reduces your life expectancy" **would not be an acceptable answer.**

Whereas:
"Smoking as part of your lifestyle can have a negative impact on your health because it can reduce your life expectancy by ten years. This is because smoking contains harmful chemicals that cause problems with your heart that can lead to heart attacks"
would be an acceptable answer.

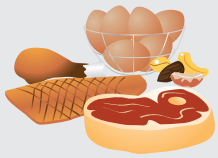
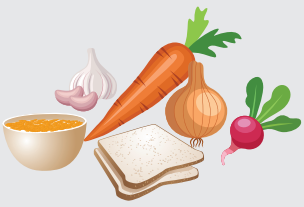


You have looked at a number of lifestyle factors earlier in the learning guide, you should choose **four** that you feel confident in using for your examples.

Individuals need to manage the **quantity**, **type** and **proportion** of foods that they eat as part of a healthy lifestyle and as part of their training and performance regime.

Basic nutrition

The body needs a balance of five groups of nutrients to stay healthy. The table below gives more information about those major nutrients.

Nutrient	Purpose	Examples
 **Proteins**	Essential for maintaining, growing and repairing muscle tissue in the body.	Meats, fish, dairy, lentils, nuts, seeds, tofu, eggs.
 **Carbohydrates**	Source and production of energy. Regulation of blood glucose.	**Simple (sugars)** - sugar, glucose, fructose. (fizzy drinks, cakes). **Complex (starches)** - bread, pasta, rice, potatoes, cereal.
 **Fats**	Source of energy.	**Saturated (unhealthy)** - full fat dairy, fatty and processed meats, butter, chocolate, sweets, cheese. **Unsaturated (healthy)** - olive oil, oily fish, nuts, avocados.
 **Vitamins and Minerals**	Needed in small amounts for the body to function properly. Helps with bone growth, immune system, vision, nervous system.	**Vitamin A** – dairy, oily fish. **Vitamin B** – vegetables, wholegrain cereals. **Vitamin C** – citrus fruit, vegetables. **Vitamin D** – oily fish, eggs. **Calcium** – eggs, milk, cheese, yogurt. **Iron** – meat, fish, green leafy vegetables. **Zinc** – Beef, shellfish, wholegrains.
 **Fibre**	Helps digestion and improves the body's ability to absorb nutrients.	Fruit, root vegetables, wholemeal bread and cereals.

Diet

'The food and drink usually eaten or drunk by a person or group' (Cambridge English Dictionary)

There are different types of diets. Some examples of these are vegan, vegetarian and gluten free.

- A vegan diet contains only plants such as vegetables, grains, nuts and fruits and foods made from plants. As part of a vegan diet you do not eat foods that come from animals, including dairy products and eggs.
- A vegetarian diet contains no meat or fish but you still consume dairy products and eggs.
- A gluten free diet doesn't include any foods or drinks that contain gluten. People on a gluten free diet may have gluten sensitivity or coeliac disease. Gluten is a protein found in wheat, barley and rye.

Eatwell Plate

The Eatwell Guide shows how you can achieve a healthy, balanced diet. It divides the foods you eat and drink into five main food groups. The aim is to try and choose a variety of different foods from each of the groups across the week. This will help you to give your body a wide range of nutrients to stay healthy.

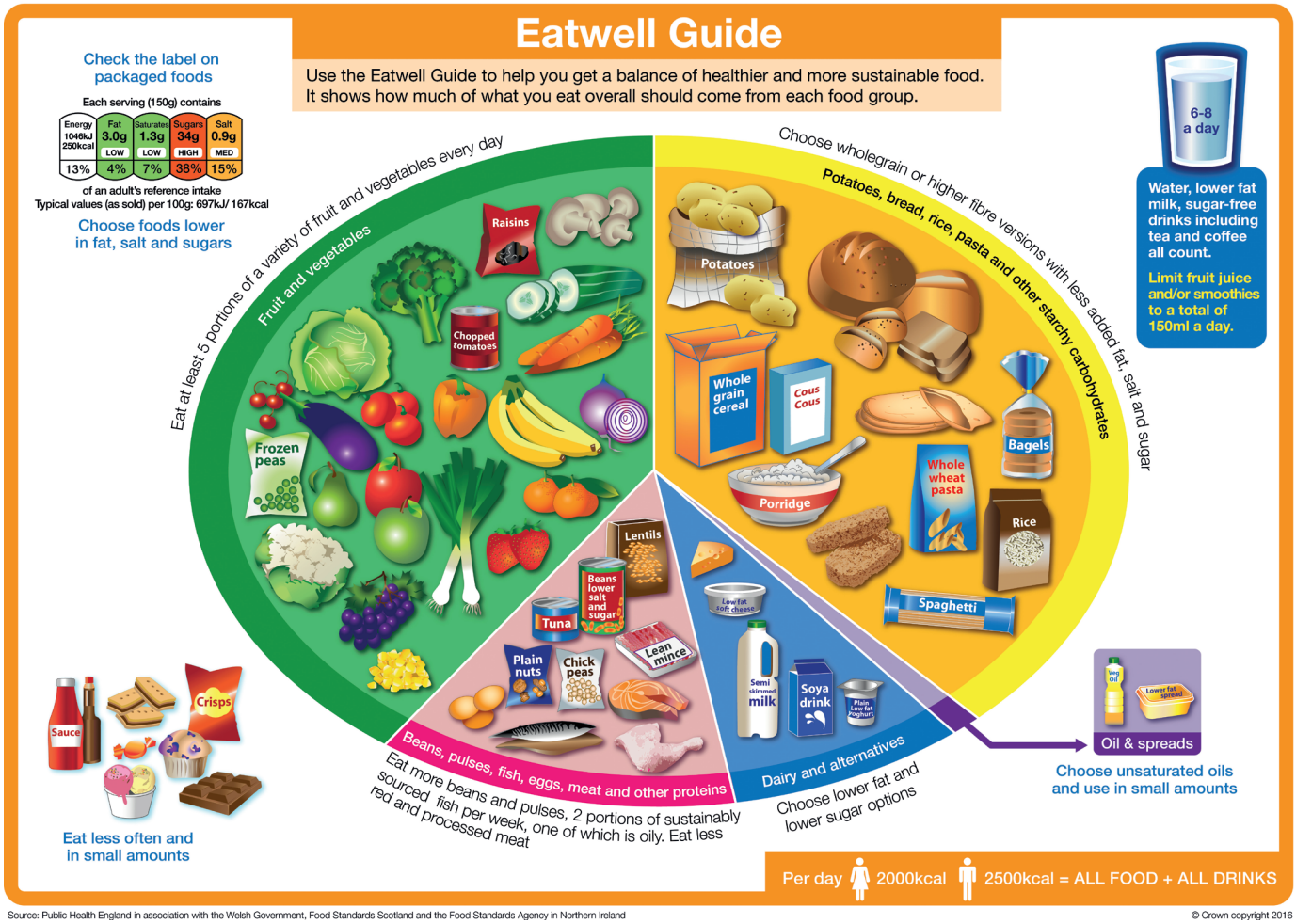


Image source: https://www.gov.uk/government/publications/the-eatwell-guide

Food labelling

Nutritional information on food labels can help you to make healthier choices when selecting the foods we eat. Labels can be found on the packet and are colour coded in red, amber and green, with green being a healthier option. The labels identify details of calories, fat, saturated fat, sugar and salt.

The table below outlines the daily reference intake. You may see this on your food packaging as RI (Reference Intakes). These are guidelines on the amount of energy and nutrients you need for a healthy balanced diet each day. The RI % tells you how much you should consume of each per day maximum.

Can you complete the table with an item of food packing that you have?

	Your chosen product:	Adult RI %
Kcal		2000
Fat		70g
Of which saturates		20g
Sugars		90g
Salt		6g

After looking in more detail at your food product, did its content surprise you? Did it contain more sugar than you expected? If you looked more cautiously at food labels, do you think you would make different food choices?

Keeping a food and lifestyle diary

Writing a food and lifestyle diary can help you become more aware of your eating and activity habits. This can help you set goals to improve your lifestyle and encourage you to make sensible choices about the food you eat. It is important to make good food choices when you are active to ensure that you have enough energy to complete your activities.



Jack

Jack has recently joined his local youth organisation and this week they are undertaking some fitness tests. Jack wants to ensure that his body is fuelled correctly on the day of the testing.

Can you complete the food diary below to help Jack for the day of his fitness testing?

Remember what you know about a balanced diet and ensuring that you have at least five portions of fruit and vegetables a day. You can refer to the Eatwell Plate for extra guidance.

	Time	Food and drink
Breakfast		
Lunch		
Dinner		
Snacks		
Planned activity or exercise	6.30pm	Fitness tests

Impact of nutrition

Good nutrition can help improve your performance and feelings of wellbeing.

If you do not follow the guidelines for a balanced diet and eat poorly over a prolonged period of time, then you are more likely to have problems with your health, both physically and mentally. These choices can be made worse by your lifestyle choices (for example, taking little or no exercise and smoking).

Effects	GOOD nutrition	POOR nutrition
 **Physical health**	• Energy to keep you active throughout the day • Allows you to perform better when fuelled correctly	• Increased risk of chronic diseases • Struggle to take part in exercises as it can make you feel 'sluggish'
 **Mental health**	• Increased concentration • Can improve sleep	• Low mood, increased risk of depression • May experience low self esteem
 **Emotional health**	• Increases productivity • Help you think clearly and feel more alert	• Fatigue, may not feel like doing much • Can lead to binge eating, weight gain

Task 4: Describe the effect of basic nutrition on personal health and fitness (AC 2.2)



For this task, you will need to **DESCRIBE** the effect of good and bad nutrition on personal health and fitness. You **must** use examples in your answers.

When describing the effect of **good** and **bad** nutrition you **MUST** include the effects on physical, mental and emotional wellbeing. There are **three** parts to each answer.



For example:
"Good nutrition can improve your physical health" **would not be an acceptable answer for an effect on physical health.**

Whereas:
"Good nutrition can improve your physical health because eating good foods provides your body with energy. For example, I would make sure that I ate enough food before taking part in fitness tests so that my body has enough energy to perform well" **would be an acceptable answer for physical health.**



Using sub headings in each answer will ensure that you cover the effects of **good** and **bad** nutrition on your **physical**, **mental** and **emotional** wellbeing.

Recap

To check your understanding you may wish to answer the following questions:

Which of the following can have a negative effect on lifestyle?

- Irregular sleep
- Completing 30 minutes of exercise each day
- Drinking alcohol in moderation when of age

Why are proteins important in a balanced diet?

- They provide vital minerals
- They are a high energy source
- They are needed for growth and repair

Outline one way you could improve your diet

If you want to check your answers, they are located on page 62.

LO Learning Outcome 1 - complete ✓

LO Learning Outcome 2 - complete ✓

LO

Learning Outcome 3

Be able to take part in fitness tests

This learning outcome requires you to demonstrate your ability to carry out fitness tests and show your understanding of their purpose and relevance.



Fitness testing

There are many ways in which you can measure your fitness. Below are some examples of fitness tests that you may have participated in within your own organisation to measure your standards of fitness.

- Bleep test
- Timed run
- Maximum effort in one minute of one exercise, such as sit-ups, press-ups, burpees and pull-ups
- Sit and reach
- Employment-specific tests such as the Army annual fitness tests

On the website below there is an extensive list of fitness tests and explanations for you to explore:
www.topendsports.com/testing/tests/index.htm

The purpose of fitness testing is to:

- Determine and assess current fitness levels
- Monitor fitness levels
- Help form a plan to progress
- Set goals to achieve
- Use as a motivation tool

Task 5: Describe different methods of fitness testing and their purpose (AC 3.1)

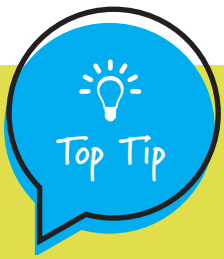
For this task, you will need to **DESCRIBE** different methods of fitness testing and their purpose.

You will need to choose **three** different fitness tests to **DESCRIBE how** they are carried out correctly, and **what** their purpose is.

To help you, think back to when you may have completed fitness testing within your own organisation (at college or within a sports club, for example), or you can use **www.topendsports.com/testing/tests.htm** to explore others.



For example:
"The Basic Combat Fitness Test is a 12.8km march (including 4.8km off road) in 1 hour 55minutes in uniform with full equipment. The purpose of this test being to assess their current fitness levels against the standards to make sure a minimum health and fitness level is sustained for the role" **would be an acceptable answer.**



When describing your chosen fitness test, imagine that the person reading your answer has no knowledge of the test. Including detail about how to perform them or any equipment that is required will help you to paint a picture with words.

Preparing for and recovery from fitness tests

Warming up is a way that you can help your body and mind prepare for testing. **Cooling down** after fitness and exercise testing is also important and is a way to start the recovery process.



Benefits of WARMING up

- Reduce risk of injury
- Preparing the mind for the task ahead
- Improves blood flow to the working muscles
- Slowly increases the heart rate to raise your body temperature
- Helps to reduce muscle stiffness

Benefits of COOLING down

- Helps to gradually return your heart rate and breathing back to normal
- Time to relax and reflect
- Helps to remove waste products from your muscles such as lactic acids
- Ability to ask questions
- Helps to prepare muscles for the next exercise session and reduce injury

Interpreting fitness test results

Taking part in fitness tests and interpreting your results can help to determine your current fitness levels.

You can measure your fitness against your organisation's standards, or against published norms found on the website below: **www.topendsports.com/testing/tests.htm**

For example, these are the published norms for the 20m Bleep test:
www.topendsports.com/testing/tests/20mshuttle.htm

	Men	Women
Excellent	> 13	> 12
Very good	11 - 13	10 - 12
Good	9 - 11	8 - 10
Average	7 - 9	6 - 8
Poor	5 - 7	4 - 6
Very poor	< 5	< 4

The next part of the unit is two parts, Activity 1 and Task 6.

Activity 1: Participate in different methods of fitness testing to determine personal fitness (AC 3.2)

For this activity you will need to take part in a minimum of **two** observed fitness tests and then interpret the results correctly to indicate your personal fitness (Task 6).

The fitness tests may normally be carried out as part of your activities within your youth organisation.

Below is a list of recognised fitness tests. Please read through the options and tick any that you have completed and follow the instructions beneath. Evidence of activities marked with an * MUST be submitted with your workbook (e.g. screenshots, copies of certificates, etc.). This evidence will be verified by CVQO.

Activity	✓
*Bronze D of E Physical (or higher)	
*BTEC Award in Sport	

If you **have** been able to tick one of the recognised activities above you **do not** need to complete any further tasks in your workbook.

	Activity	✓
CCF	CF Swimming test **and** CF Water safety test	
SCC/RM	PT Class 3 (or higher) **or** CF Swimming test **and** CF Water safety test	
RAFAC	Blue Badge Pre DofE **or** Basic **and** Intermediate Swim cert	
ACF	1 Star Physical Recreation	

If you **have** been able to tick one of the recognised activities above, **you will now need to complete Tasks 6 and 7** in your workbook.

If you **have not** been able to tick one of the recognised activities you can complete a CVQO fitness test and ask a tutor to complete **VQF649**. This is stored at the back of the workbook. **You will then need to complete Tasks 6 and 7 in your workbook.**

Task 6: Participate in different methods of fitness testing to determine personal fitness (AC 3.2)



Now that you have completed **Activity 1** and taken part in two observed fitness tests you **must now interpret** your results. This can be against your own organisation's standards or the fitness norms **(www.topendsports.com/testing/tests.htm)**.

Recap

To check your understanding you may wish to answer the following questions:

- **Warming up before taking part in a fitness test helps to improve the blood flow to the muscles. True or false?**
- **Identify one reason why it is important to cool down after exercise**
- **The purpose of fitness testing could be: (tick all that apply)**
  - ☐ Assess our current fitness levels
  - ☐ To help us to create goals
  - ☐ To determine our health
  - ☐ Motivation tool
  - ☐ Identify strengths and weaknesses

If you want to check your answers, they are located on page 62.

LO **Learning Outcome 1 - complete** ✓

LO **Learning Outcome 2 - complete** ✓

LO **Learning Outcome 3 - complete** ✓

LO

Learning Outcome 4

Be able to undertake a personal health and fitness improvement plan

This learning outcome requires you to develop and then undertake a four week personal health and fitness improvement plan.

This will demonstrate your understanding of target setting. You will then need to review your progress.



The final part of this unit is split up into three parts:

1. **Producing a health and fitness plan**
2. **Undertaking the health and fitness plan**
3. **Reviewing the outcomes of the health and fitness plan**

There are a number of very important points that you need to take into account when producing your plan. CVQO has produced a webinar that will guide you through the process step by step. This webinar can be found by scanning the QR code:

Scan me!

https://cvqo.org/btec-level-2-unit-4-resources/

Task 7: Be able to undertake a personal health and fitness improvement plan (AC 4.1, 4.2, 4.3 & 4.4)

There are three parts to this task:

a. **PRODUCE** a **four week** health and fitness plan to achieve a SMART target that you set yourself based on your health and fitness
b. **UNDERTAKE** your health and fitness plan
c. **REVIEW** the outcomes of your own personal health and fitness plan against your original SMART target/s



You need to make sure that your health and fitness target is SMART.

For example:
"I want to be able to run 5k" **would not be a SMART target.**

Whereas:
"I want to be able to complete my 5k charity run within 30 minutes in November" **would be an acceptable SMART target.**



Top tips to remember when completing your plan:

- Warm up before any exercise and cool down after to prevent injury.
- Use the SPORT and FITT principle in your fitness plan over the four week period to ensure that you are progressing slowly.
- Consider your own ability and how many rest days you think you will require. Your body will need to recover and adapt across the four week period.
- Make sure your exercises are specific to the target that you have set yourself, and that you have the equipment that you need to carry out your plan.
- You may also want to consider any additional hobbies or activities you take part in with friends and family (such as sports and walking), as these can be written into your plan.
- If you have any health conditions then please make sure that you consult your doctor before exercising and undertaking your plan if you are unsure.

Below is an example of part of a personal health and fitness improvement plan:

My SMART target/s: Specific, Measurable, Achievable, Realistic, Time bound

I want to be able to complete my 5k charity run within 30 minutes in November.

Day	Week 1	Week 2
Monday	Medium intensity 12 minutes run, steady state, flat terrain around the local estate	Medium intensity 15 minutes run, steady state, flat terrain around the local estate
Tuesday	Medium/high intensity • 5 minute gentle jog warm up around football pitch • 2 minute fast run/2 minute rest x 5	Medium/high intensity • 5 minute gentle jog warm up around football pitch • 2 minute fast run/2minute slow walk to recover x 5
Wednesday	REST DAY	REST DAY

LO Learning Outcome 1 - complete ✓

LO Learning Outcome 2 - complete ✓

LO Learning Outcome 3 - complete ✓

LO Learning Outcome 4 - complete ✓

Answers

LO 1 Know what is meant by a healthy lifestyle

Q1: All apply.
Q2: True.
Q3: Reduces anxiety, helps to relieve tension and stress, increases motivation, boosts energy and releases endorphins which give you the feel good factor.

Lifestyle factors

Andrew: negative impact.
Alice: positive impact.

LO 2 Understand the effect of basic nutrition and lifestyle factors on personal health and fitness

Q1: Irregular sleep.
Q2: They are needed for growth and repair.
Q3: Eat 5 fruit and vegetables a day, cut down on sugary drinks and ensure you eat a range of foods from the different food groups.

LO 3 Be able to take part in fitness tests

Q1: True.
Q2: Helps to prepare muscles for the next exercise session and reduce injury. Other benefits are identified on page 56.
Q3: All answers listed apply.

Additional reading

Should you wish to know more about this subject area then the following resources may be useful:
www.nutrition.org.uk
www.nhs.uk/live-well/

Additional units of interest

There are 14 other units of study in this qualification and a number of them have clear links with Improving Health and Fitness for Personal Wellbeing, they include:

- **Unit 5:** Personal Development through Adventurous Activities
- **Unit 6:** Land Navigation by Map and Compass
- **Unit 7:** Expedition Skills
- **Unit 8:** Fundamental Seamanship Skills

LO Learning Overview

Criteria reference	To achieve the criteria the evidence must show that the learner is able to:	Task	Evidence (page no.)
Learning Outcome 1: Know what is meant by a healthy lifestyle			
1.1	Describe the key terms associated with a healthy lifestyle	Task 1	WB Page 4
1.2	Describe the benefits of maintaining a healthy lifestyle	Task 2	WB Page 5
Learning Outcome 2: Understand the effects of basic nutrition on personal health and fitness			
2.1	Explain how lifestyle factors can affect personal health and fitness	Task 3	WB Page 6-7
2.2	Describe the effect of basic nutrition on personal health and fitness	Task 4	WB Page 8
Learning Outcome 3: Be able to take part in fitness tests			
3.1	Describe different methods of fitness testing and their purpose	Task 5	WB Pages 9-10
3.2	Participate in different methods of fitness testing to determine personal fitness	Activity 1 **and** Task 6	WB Pages 11-12
Learning Outcome 4: Be able to undertake a personal health and fitness improvement plan			
4.1	Identify targets to improve personal health and fitness	Task 7 Part A	WB Pages 13-15
4.2	Produce a personal health and fitness plan to achieve targets	Task 7 Part A	WB Pages 13-15
4.3	Undertake own personal health and fitness plan against set targets	Task 7 Part B	WB Page 16
4.4	Review outcomes of own personal health and fitness plan against set targets	Task 7 Part C	WB Page 17



Unit 5: Personal Development through Adventurous Activities

Unit 5

Personal Development through Adventurous Activities

Outdoor adventurous activities can develop many skills, including communication, leadership, discipline and trust.

You may have taken part in different land-based or water-based adventurous activities within your own organisation or with school, friends or family.

In this unit you will explore adventurous activities further, including different providers, the safety and environmental considerations, the skills and techniques required and the wider benefits for you and your own organisation. You will also have the opportunity to take part in activities and review your own participation.

On successful completion of this unit you will:

1. **Know about adventurous activities and the organisations that provide them**
2. **Understand the benefits of adventurous activities**
3. **Understand the safety and environmental considerations associated with adventurous activities**
4. **Be able to participate in adventurous activities for own personal development**
5. **Be able to review adventurous activities for own personal development**

In Unit 5, there are:



- Four tasks which require a written answer.
- You need to understand what the command verb is telling you to do before answering the questions.
- Additionally, you should read any case studies as they will help you to complete each task.



- One practical activity, which will count towards your final grade.
- Evidence of this will need to be verified by CVQO or alternatively you may need to provide additional evidence.

LO

Learning Outcome 1

Know about adventurous activities and the organisations that provide them

This learning outcome will help you prepare for taking part in adventurous activities. The learning content will encourage you to look at the variety of adventurous activities available within different organisations.

The learning content will look at the variety of adventurous activities available and who can provide them.

Q: What is an adventurous activity?



A:

An activity that involves greater than normal risk, for example, caving, gorge walking or wind surfing.

Adventurous activities do NOT include sport, road marching, or military activities like fieldcraft, shooting and obstacle courses. A sport often involves competition where an individual or team competes against others.

>> OUTSIDE OF COMFORT ZONE

>> EXCITING EXPERIENCE >> INCREASE HEART RATE

>> ADVENTURE >> THRILL

Case study

This first case study is about Sam who has been a member of his local youth organisation for over three years. He has had the opportunity to take part in many adventurous activities.

The detail links directly with the first learning outcome and the words and phrases highlighted relate to the variety of adventurous activities and the different providers.



Sam

The volunteer staff bring their expertise, enthusiasm and love for the outdoors to the organisation and encourage everyone to try different activities at least once. Sam enjoys regular **hill walks**, **abseiling**, **canoeing** and **mountain biking** sessions. All have helped with his own personal development, building his skills, improving his fitness and helping to address his fear of heights. The experiences have also helped him to become a part of a strong team within his organisation.

In addition to the number of sessions organised by his own **youth organisation**, Sam has also taken part in other adventurous activities. He attended a taster water activity day at a **local canoe club** designed to encourage new members and took part in a school activity residential with a **private provider**.

As Sam is a mentor to younger members of his organisation, he encourages them to sign up for any adventurous activity opportunities available. This enables them to enjoy and benefit from the same experiences he has had.

Adventurous activities

There is a wide range of adventurous activities available. You may have been lucky enough to have experienced some of those listed below, perhaps even through your own youth organisation.

Adventurous activities can fit into one of two categories:

Land-based	
Hill walking	Camping
Orienteering	Mountain-biking
Rock climbing	Abseiling
Flying	Gliding
Caving/potholing	Pony trekking
Skiing	High ropes
Archery	...

Water-based	
Canoeing	Kayaking
Stand up paddle boarding	...
White-water rafting	Coasteering
Sailing	Rowing
Windsurfing	

Please note, there is space to add additional activities if you can think of any not listed.





Providers

Adventurous activities can be provided by a number of different organisations. They include:

Private providers →

These services are open to all members of the public. People who are interested can pay for an experience.

PGL, Zip World and Go Ape are three examples of private providers.

Youth Organisations →

Members of staff or volunteers within youth organisations such as the ACF or RAFAC can deliver adventurous activities to their own members. Staff must have the correct qualifications, the expertise and access to the necessary equipment. Each organisation may also have their own approval process.

National Governing Bodies →

There are different National Governing Bodies (NGB) that cover different specialisms.

Examples include: **British Mountaineering Council (BMC), British Cycling and the Royal Yachting Association (RYA).**

Each NGB offers guidance, training and qualifications to members in their subject area so that the members can carry out activities safely for others.

Local Clubs →

Local clubs will have a membership process that allows members to share experiences together, develop skills and use equipment. For example, joining a local climbing club if you enjoy climbing.

Task 1: Describe adventurous activities (AC 1.1)

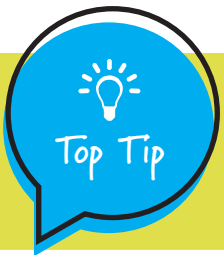
To complete Task 1 you must **DESCRIBE two** land-based and **two** water-based adventurous activities.

As the command verb is **DESCRIBE**, it is expected you will write a detailed sentence for each answer. A four or five word response will not be acceptable as it will not contain the level of detail required.



For example, if you selected mountain biking as a land-based activity: *"Mountain Biking is riding a bike over hilly areas"* **would not be an acceptable answer.**

Whereas:
"Mountain Biking is using a bike with gears, to pedal at the correct speed over different terrain. You would need to have good balance and control, use your brakes correctly and wear a helmet to keep you safe" **would be an acceptable answer.**



Choosing activities that you have personal experience of will make it easier for you to describe. Including 'what you did' and what 'equipment' you used will help you to provide the detail required.

Recap

To check your understanding you may wish to answer the following questions:

- **What is the difference between an adventurous activity and a sport?**
- **Hill walking, mountain biking and skiing would fit into which category of adventurous activities?**
- **Name an activity that the Royal Yachting Association would support**

If you want to check your answers, they are located on page 90.

LO **Learning Outcome 1 - complete** ✓

LO

Learning Outcome 2

Understand the benefits of adventurous activities

Now that you know about different adventurous activities and the organisations that provide them, this learning outcome will look at the benefits that they offer for personal development, for both yourself and others.

Benefits for personal development

Taking part in adventurous activities has many benefits. The experiences an individual has can help them with their personal development.

Build skills



Technical skills can be practiced and developed. For example, knot tying, map reading or capsize drills.

Personal and employability skills can be naturally developed. For example, initiative (making quick decisions) and compassion (understanding the strengths and weaknesses of others).

Teambuilding



Individuals need to trust and communicate with others to succeed in adventurous activities.

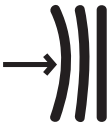
Having fun and learning together whilst working towards a goal will help individuals to bond and potentially make friends.

Problem solving



Individuals may have to use their initiative to solve problems quickly to stay in control, progress and stay safe.

Resilience



Individuals may be out of their comfort zone whilst undertaking an activity.

Having the ability to stay calm, cope in new situations and manage if a plan doesn't work is a great skill.

Inclusivity



Activities can be adapted to suit individuals' needs and be inclusive.

Changes to instruction methods, offering additional support or adapting equipment can be effective.

Adaptability



A situation or an experience may change quickly and so individuals need to be flexible in order to cope with changing factors.

Having the determination and willpower to succeed is also important.

Fitness



Taking part in adventurous activities has the potential to improve fitness over time.

For example, some activities may improve strength, endurance, power and agility.

Self-confidence



Individuals may be learning new activities and will need to make decisions to overcome danger in a safe manner.

This will boost their self-confidence.

Sense of achievement



An individual can get a great deal of satisfaction, pride and enjoyment from succeeding in a challenge that looked impossible when first being attempted.

Enjoyment



Friends can take part in activities together and they can gain enjoyment from this and experience the feel good factor.

Taking part in activities regularly can become fun and the benefits of doing so will become more obvious.

Take a moment to think about how **you** have personally developed by taking part in adventurous activities. Make a few notes here. They will prove useful later.



Benefits for organisations

Does your own **youth organisation** encourage you to take part in adventurous activities?

If they do, it will be because they recognise the benefits of adventurous activities. They realise that the experiences will help you to develop essential skills including teamwork, leadership and communication. Your organisation may use their own staff to deliver these activities or they may use private providers.

Employers also recognise the importance of adventurous activities. One example of this is the military who incorporate adventurous activities into their basic training and personal development programmes.

Organisations or employers who arrange adventurous training opportunities for their members will ultimately benefit.

>> STRONG TEAM >> LEADERSHIP SKILLS

>> LOYALTY >> COMPASSION

>> RESILIENCE >> INCREASED MORALE

>> COMMITMENT >> SOCIAL SKILLS

Case study

This is the second part of the case study of Sam who has taken part in a number of mountain biking sessions. The detail links directly with the second learning outcome and the words and phrases highlighted relate to the benefits for him and the organisation.



Sam

Sam enjoys these weekends and through regular practice his skills have improved along with his self-confidence, resilience, personal strength and fitness. Recently, Sam has bought his own bike and now regularly goes mountain biking with a **team** of others at weekends on local forest trails.

Sam enjoys these weekends and through regular practice his **skills** have improved along with his **self-confidence**, **resilience** and personal strength and **fitness** have improved. As well as building **friendships** and **problem solving** regularly, his personal motivation has also improved.

Sam is keen to build his **technical skills** to try harder routes over the coming months. His longer term plan is to build his skills and complete an instructor course, which would enable him to teach others within his own organisation.

Task 2: The benefits of adventurous activities

(AC 2.1 & 2.2)

There are two parts to this task.

Part a.
Firstly, you need to identify **two** adventurous activities. For each one you then need to **EXPLAIN** three benefits for personal development an individual would gain from taking part in them.

As the verb is **EXPLAIN**, you must identify the benefit and then give a specific example relating to the activity you have identified, to show what you mean.

Part b.
For the same activities you have listed in part a. you need to **EXPLAIN** three benefits of adventurous activities for your youth organisation or others.

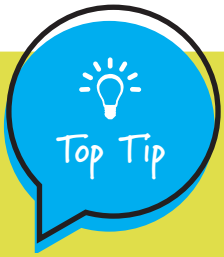
As the verb is **EXPLAIN**, you must identify the benefit to your organisation or others and then give a specific example to show what you mean.



For example, if you selected mountain biking as one of your adventurous activities:

A benefit for the **individual**
"Mountain biking helps with fitness" **would not be an acceptable answer.**

Whereas:
"Mountain biking helps to build an individual's fitness and riding over lengthy and challenging terrain would build leg strength and endurance" **would be an acceptable answer.**



If you have experience of completing adventurous activities you may find it useful to think about the benefits **YOU** gained from taking part and what your own **ORGANISATION** gained.

Remember, the activities you choose **MUST** be adventurous.

Recap

To check your understanding you may wish to answer the following questions:

- **Name two personal benefits you may gain from taking part in adventurous activities**
- **Why do youth organisations incorporate adventurous activities into their regular sessions?**
- **A benefit of Kayaking would be improved balance. True or false?**

If you want to check your answers, they are located on page 90.

LO **Learning Outcome 1 - complete** ✓

LO **Learning Outcome 2 - complete** ✓

LO

Learning Outcome 3

Understand the safety and environmental considerations associated with adventurous activities

This learning outcome will help you prepare to take part in adventurous activities. It will introduce two elements of planning, the importance of safety factors and the environmental factors that must be considered.

Safety considerations

When an instructor is planning to run an activity there are a number of important points to consider:

Health and safety	Activities can be dangerous and take individuals out of their comfort zone. They must be carried out in a controlled manner so that everyone stays safe.
Risk assessment	Qualified instructors MUST put control measures in place to reduce risk and prevent harm. These decisions are made before the activity starts, and during.
First aid	Instructors MUST be trained to deal with any injuries that may occur. They need to have access to first aid equipment at all times.
Staff qualifications	Full training and certification is required for anyone leading a session. Once qualified instructors need to ensure they practice skills regularly.
Correct clothing and equipment	Participants need access to suitable equipment that is safe and has been maintained correctly. This is part of the risk assessment for any activity.
Working with children / DBS	An instructor has a responsibility to keep their participants safe. Each activity will have guidance on ratios of instructors to participants. All instructors must have a current Disclosure and Barring Service (DBS) check.

An instructor has a duty to follow the six points above. If they do not, then participants **will** be at risk and injuries that could potentially have been avoided, may occur.

If participants are taught well and enjoy the experience then they, and the organisation they belong to, will benefit.

Use the space below to make a few notes about the safety factors linked to mountain biking. One has been written for you.



- Ensure participants wear a helmet to protect their head.

Environmental considerations

Taking part in adventurous activities has potential to cause damage to our environment. We have a responsibility to protect our countryside now and for future generations to enjoy.

If you were to take part in any adventurous activities what steps would you take to protect the environment?

Use this space to make a few notes here.

Answers over the page

P	**Pollution** must be reduced wherever possible
R	**Respect**, preserve and conserve the environment
O	**Observe** and follow legislation (e.g. Countryside Rights of Way Act (CRoW) and navigation law and access to water)
T	**Trees,** flora, fauna can be enjoyed by everyone. Take care not to damage them and try to protect them
E	**Erosion** can occur. Individuals should take every step they can to prevent it from happening further
C	**Countryside** Code provides advice on how to act responsibly and enjoy the outdoors
T	**Treat** wildlife with respect to keep yourself and wildlife safe

Task 3: Understand the safety and environmental consideration associated with adventurous activities (AC 3.1 & 3.2)



You need to identify **two** adventurous activities *(one land-based and one water-based)*. For each activity you must then **EXPLAIN** two **safety** factors and one **environmental** factor.

As the verb is **EXPLAIN**, you **must** relate each answer **to the activity** and give a reason why the factor must be considered. This will help you to give the level of detail required.



For example, if you were **explaining** a safety factor for mountain biking:

"First aid would be important in case you hurt yourself" **would not be an acceptable answer.**

Whereas:
"First aid would be important to consider. Having the knowledge and a basic first aid kit with you in your rucksack could help save someone's life. Mountain bike trails are often remote and help may not be available quickly" **would be an acceptable answer.**

You must be specific in your answer. You must relate the safety and environmental factors to the adventurous activity.



Recap

To check your understanding you may wish to answer the following questions:

- **Name one safety factor a hill walking instructor would need to consider**
- **If a canoeing instructor didn't follow the six safety factors what *might* happen?**
- **What is the purpose of educating the public about the Countryside Code?**

If you want to check your answers, they are located on page 90.

LO **Learning Outcome 1 - complete** ✓

LO **Learning Outcome 2 - complete** ✓

LO **Learning Outcome 3 - complete** ✓

LO

Learning Outcome 4

Be able to participate in adventurous activities for own personal development

This learning outcome requires you to take part in **two** adventurous activities and demonstrate the expected responsibilities and behaviours. For each activity you will be asked to set personal developmental targets and then afterwards review your experience and targets.

Setting a target

When taking part in an activity it is useful and good practice to set yourself a **target** to work towards. You should have experience of this from school or within your own youth organisation. Targets can be set for short or long term and can be related to any subject area, in this case an adventurous activity, or alternatively your education, personal health and fitness, employment or personal life.

Setting targets when planning to take part in any adventurous activity can:

- assist **you** with your personal development
- provide a focus for **your** efforts
- help motivate **you** to work harder to achieve a set objective
- enable **you** to see the progress that you have made
- enable **you** to get the most out of any experience

Targets are also useful for the instructor to help plan the session, to consider the different experience of participants and what they want to achieve.

It is important that any targets set are **SMART.**





S M A R T

SPECIFIC	MEASURABLE	ACHIEVABLE	REALISTIC	TIME
State what exactly you will be looking to improve	How will you measure your success?	Make your goal reasonable	Is it realistic for you? Will it be a challenge?	When will it be achieved by?

Case study

The case study of Sam continues below. Sam's personal development in mountain biking has been significant over the last 18 months, specifically his skill, confidence and resilience. He has now set himself three SMART targets to provide focus.



Sam

…I will attend three mountain bike training sessions within the next 6 months

…I will complete a red mountain bike trail successfully within the next 12 months

….I will pass a mountain bike instructors' course by my 22nd birthday

Use this space below to make a few notes on targets that you could set yourself:

Planning

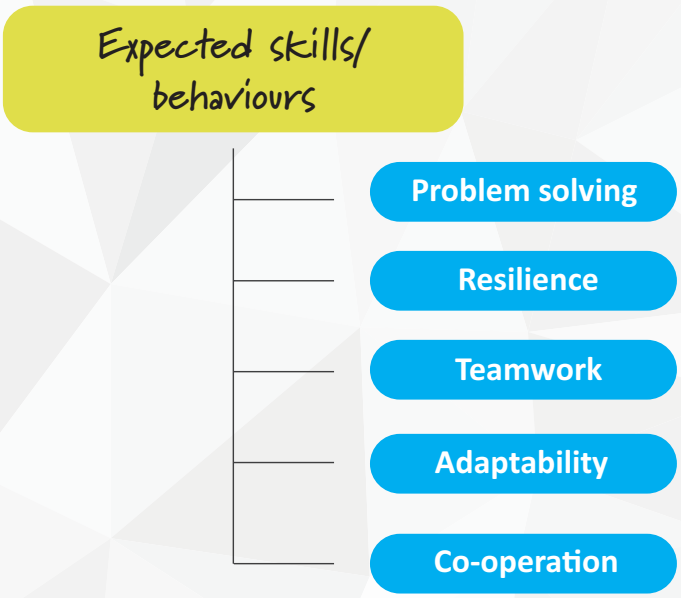
Delivering an adventurous activity session takes careful planning as there are many points to consider. They include:

- **Consent forms**
- **Contingency planning**
- **Access to kit and equipment**
- **Permission to carry out the activity**
- **Arranging transport and travel**
- **Ability and experience of the group**
- **Qualifications and ratios**
- **Objectives of the activity (linked to individual SMART targets)**

Taking part

Before you start, the qualified instructor will provide you with clear instructions on how to carry out the activity and stay safe. You will then be guided and supported as needed.

So that you can stay safe, enjoy the activity and achieve your potential, an instructor will help you to develop the following:



The skills and behaviours listed above are transferable and useful in the workplace, in education, socially and of course, within your own organisation.

Activity 1: Participate in adventurous activities

(AC 4.2, 4.3 & 4.4)

To complete the next part of the unit you need to show that you can:

- Participate in **two** adventurous activities in line with personal development targets
- Meet responsibilities required for the activity
- Demonstrate expected behaviours throughout the activity

This is something that may be carried out independently or as part of the activities within your organisation.

To evidence Activity 1 you will need to:

Read through the list of activities and tick at least **TWO** adventurous activities that you have taken part in. Evidence of this assessment will then be verified by CVQO.

✔		✔	
☐	**Hill walking**	☐	**Coasteering**
☐	**Camping**	☐	**Flying**
☐	**Canoeing**	☐	**Gliding**
☐	**Kayaking**	☐	**Sailing**
☐	**Orienteering**	☐	**Rowing**
☐	**Mountain-biking**	☐	**Caving/potholing**
☐	**Stand up paddle boarding**	☐	**Pony trekking**
☐	**High ropes**	☐	**Windsurfing**
☐	**Rock climbing**	☐	**Archery**
☐	**Abseiling**	☐	**Skiing**
☐	**White-water rafting**	☐	**Other activity. Please detail:**

You will then need to complete a brief diary log of **TWO** activities that you have taken part in.

Your tutor **MUST** then complete an observation record (VQF653) for the two activities you have undertaken. This can be found at the back of the workbook.

LO Learning Outcome 1 - complete ✓

LO Learning Outcome 2 - complete ✓

LO Learning Outcome 3 - complete ✓

LO Learning Outcome 4 - complete ✓

LO

Learning Outcome 5

Be able to review adventurous activities for own personal development

Having now taken part in two adventurous activities, this learning outcome will help you to review your experience and identify how you can improve next time.

Personal development

Being a member of any youth organisation is a fantastic opportunity. Your experiences in taking part in adventurous activities will help your personal development in terms of improving your skills, techniques and personal behaviours.

Depending on your own skill level, there is the opportunity for you to gain different award levels to prove competence and potentially learn how to be an instructor yourself.







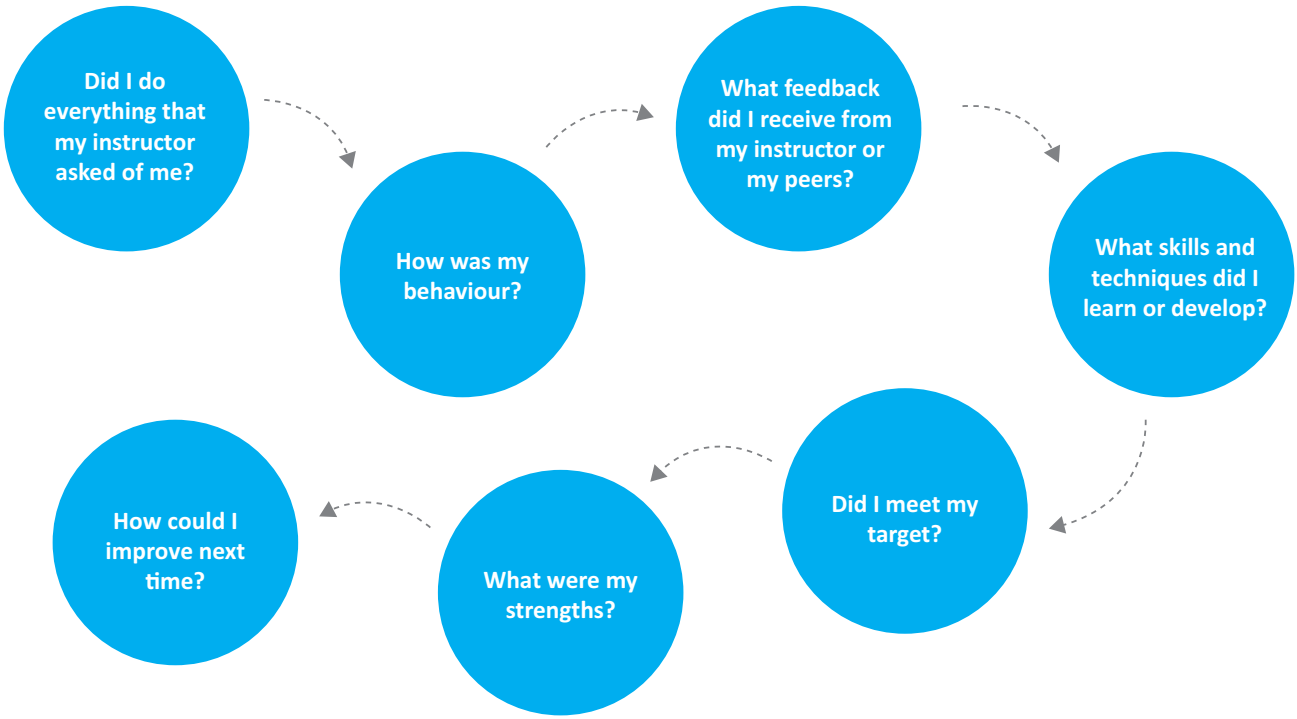
BEN HUNTER

Testimonial | Cadet perspective

Throughout my time in the RAF Air Cadets I had the opportunity to take part in various adventure training activities, such as gliding, sailing and the Duke of Edinburgh awards. Taking part in these activities allowed me to develop excellent teamwork and communication skills, improve my confidence, as well as giving me the opportunity to learn a new skill and challenge my comfort zone. With the confidence I gained I was able to take my passion for gliding further and I am now training as a gliding instructor with the RAF Air Cadets. I am also using the skills I developed on a daily basis as a student paramedic where teamwork and communication skills are vital and often saves lives.

Reviewing your performance

Being able to review your own performance in an activity is a good skill to have. Answering some of the following questions will help you to do that.



After you take part in an activity the instructor will manage a debrief with you and the team. To learn from any experience, it is important to listen to feedback, review and self-reflect honestly as this will help you to improve.

Task 4: Review adventurous activities for personal development (AC 4.1, 4.3, 4.4, 5.1, 5.2 & 5.3)

To complete Task 4 you need to **REVIEW two** adventurous activities by completing the questions below.

There are three parts to this task.

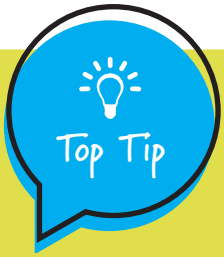
To complete **Part a**, you will need to set yourself a SMART target linked to the activity and comment on how the target helped with your personal development.



For example, if you were setting yourself a SMART target for taking part in a mountain biking session:

"To improve on my mountain biking skills" **would not be an acceptable answer.**

Whereas:
"I will complete a red trail in January 2022 using suitable gear choices" **would be an acceptable answer.**



When setting yourself a SMART target, think about how the target will help with your personal development. What will it enable you to do?

For example: to complete a more difficult red trail.

To complete **Part b** and **Part c,** you should:

- reflect on the experience you had
- consider the feedback received from your tutor whilst taking part in the activity
- consider the points discussed in the debrief at the end of the activity with your peers



Remember this task is all about YOU. How did YOU perform and what can YOU do to improve your performance?

Fill in **every** part of the template provided for each activity to complete the **full** review that is needed.

LO Learning Outcome 1 - complete ✓

LO Learning Outcome 2 - complete ✓

LO Learning Outcome 3 - complete ✓

LO Learning Outcome 4 - complete ✓

LO Learning Outcome 5 - complete ✓

Answers

LO 1 Know about adventurous activities and the organisations that provide them

Q1: An adventurous activity involves greater than normal risk but does not typically have an element of competition.
Q2: Land-based.
Q3: Sailing.

LO 2 Understand the benefits of adventurous activities

Q1: Improves problem solving and confidence (there are other benefits listed on pages 72-73).
Q2: Brings the team together, strengthens skills of individuals.
Q3: True.

LO 3 Understand the safety and environmental considerations associated with adventurous activities

Q1: Risk assessment.
Q2: Participants may be injured.
Q3: To reduce the impact of adventurous activities on the environment.

Additional reading

Should you wish to know more about this subject area, the following resources may be useful:
www.rya.org.uk
www.outwardbound.org.uk

Additional units of interest

As part of this qualification there are 14 other units of study. A number of them have clear links with development through adventurous activities and include:

- **Unit 6:** Land Navigation by Map and Compass
- **Unit 7:** Expedition Skills
- **Unit 8:** Fundamental Seamanship Skills

LO Learning Overview

Criteria reference	To achieve the criteria the evidence must show that the learner is able to:	Task	Evidence (page no.)
Learning Outcome 1: Know about adventurous activities and the organisations that provide them			
1.1	**Describe** a range of adventurous activities provided by organisations	Task 1	WB Page 4

Learning Outcome 2: Understand the benefits of adventurous activities			
2.1	Explain the benefits of adventurous activities for personal development	Task 2 Part A	WB Page 5
2.2	Explain the benefits of adventurous activities for organisations/others	Task 2 Part B	WB Page 6

Learning Outcome 3: Understand the safety and environmental considerations associated with adventurous activities			
3.1	Explain safety considerations associated with different adventurous activities	Task 3	WB Page 7
3.2	Explain environmental considerations associated with different adventurous activities	Task 3	WB Page 7

Learning Outcome 4: Be able to participate in adventurous activities for own personal development			
4.1	Set personal development targets to be achieved from the adventurous activity	Task 4 Part A	WB Pages 10+12
4.2	Participate in adventurous activities in line with personal development targets	Activity 1	WB Page 8-9 VQF 653
4.3	Meet responsibilities required for the activity	Activity 1 **and** Task 4 Part B (x2)	WB Pages 10+12 VQF 653
4.4	Demonstrate expected behaviours throughout the activity	Activity 1 **and** Task 4 Part C (x2)	WB Pages 10+12 VQF 653

Learning Outcome 5: Be able to review adventurous activities for own personal development			
5.1	**Review** adventurous activities undertaken against set targets	Task 4 Part D	WB pages 11+13
5.2	**Identify** strengths and areas for improvement from review	Task 4 Part D	WB pages 11+13
5.3	**Identify** ways areas for improvement can be developed	Task 4 Part D	WB pages 11+13

Units 6, 7 & 8

Land Navigation by Map and Compass

Expedition Skills

Fundamental Seamanship Skills

Unit 6

Land Navigation by Map and Compass

This unit will give you the opportunity to learn useful navigation skills. You will learn and practice map reading skills before producing a route card. You will then have the opportunity to follow the route card and evaluate it. This will then help you to improve on future route planning.

On successful completion of this unit you will:

1. **Know how to read maps accurately**
2. **Know how to use a compass**
3. **Be able to use a map and compass to plan and undertake a route**

The activities and training that you undertake within your organisation may help you to develop your **land navigation skills**. The achievements listed below can evidence **all** of the assessment criteria for this unit.

ACF: 2 Star Navigation
RAFAC: Leading Cadet
RMC: Expedition. L11a
CCF ARMY: Basic and completion of expedition
CCF RAF: Leading Cadet
CCF RM: Basic and completion of expedition
Other: Bronze DofE Expedition (or higher)

For more information on how to provide the necessary evidence go to page 4 section 5.



Unit 7

Expedition Skills

Expedition training is an exciting way to learn new practical skills and skills important for personal development. You will learn to plan and prepare for an expedition appropriately, before having the opportunity to take part in an expedition and evaluate your performance.

On successful completion of this unit you will:

1. **Know the equipment required for an expedition**
2. **Be able to plan for an expedition**
3. **Be able to participate in an expedition**
4. **Be able to review an expedition to identify improvements**

The activities and training that you undertake within your organisation may help you to develop your **expedition skills**. The achievements listed below can evidence **all** of the assessment criteria for this unit.

ACF: 2 Star Navigation
RAFAC: Leading Cadet
RMC: Expedition. L11a
CCF ARMY: Basic and completion of expedition
CCF RAF: Leading Cadet
CCF RM: Basic and completion of expedition
Other: Bronze DofE Expedition (or higher)

For more information on how to provide the necessary evidence go to page 4 section 5.



Unit 8

Fundamental Seamanship Skills

The unit will enable you to develop the theory and practical skills needed to undertake short passages in inshore waters.

On successful completion of this unit you will:

1. **Understand fundamental elements of seamanship**
2. **Know how to receive and interpret weather information**
3. **Be able to prepare for taking a vessel under sail or power out on the water**
4. **Be able to demonstrate the ability to handle a boat under sail or power**
5. **Understand how to summon assistance from the emergency services when in distress**

The activities and training that you undertake within your organisation may help you to develop your **seamanship skills**. The achievements listed below can evidence **all** of the assessment criteria for this unit.

SCC / RM: Rowing Coxswain
SCC / RM: Go ROW 3 SLIDING SEAT
SCC / RM: Go ROW 3 FIXED SEAT
SCC / RM: Level 2 Powerboating (or higher)
SCC / RM: Level 2 Sailing (or higher)

For more information on how to provide the necessary evidence go to page 4 section 5.





Unit 9: Volunteering in the Community

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Unit 9

Volunteering in the Community

Volunteers play a vital part in any community. Think of the volunteering experiences you have had, the benefits you have gained and the impact you have had on your community through volunteering.

You will look at a number of different volunteering opportunities and how they can be categorised. Secondly you will look at the skills required for volunteering and have the opportunity to look at specific roles in detail.

This unit will give you the opportunity to examine those skills and experiences and review the impact they have had.

On successful completion of this unit you will:

1. **Understand the opportunities for voluntary work**
2. **Understand the importance of volunteering**
3. **Be able to undertake voluntary work in the community**
4. **Be able to review the impact of voluntary work undertaken on self and others**

In Unit 9, there are:

- Three tasks which require a written answer.
- You need to understand what the command verb is telling you to do before answering the questions.
- Additionally, you should read any case studies as they will help you understand and complete each task.

- One practical activity, which will count towards your final grade.
- Depending on the practical volunteering activities you have completed, CVQO may be able to gain evidence of this directly. Alternatively you may need to provide additional evidence.

LO

Learning Outcome 1

Understand the opportunities for voluntary work

This learning outcome will help you prepare for volunteering.

You will look at different volunteering opportunities, the purpose of them and how they can be categorised. Secondly you will look at the skills required for volunteering and have the opportunity to look at a number of specific roles in detail.

Q: What is volunteering?



A:

Volunteering is an activity that involves spending time doing something, unpaid, that benefits others. *www.ncvo.org.uk*

Volunteering is about giving your time to a good cause, which might involve helping other people, the local community or the environment.







Opportunities available

There are numerous volunteering opportunities available in your own community. You may have even undertaken one or more of these roles yourself.

You may have undertaken volunteering activities within your youth organisation. For example, mentoring younger members, fundraising (e.g. collecting for the Poppy Appeal for the Royal British Legion), completing your Duke of Edinburgh volunteering activity or completing Cadet in the Community activities.

Volunteering opportunities can be placed into **three** different categories:

Public

The public sector provides a range of services for the public and is given a set budget to do so. Volunteers **support** these services to **run efficiently** and **make a positive difference** to the public who access those services.

Charity

The charity sector isn't publically funded and volunteers are **essential** so that charities can operate and help those in need.

Business

The business sector does not receive public funding to function and operates to make a financial profit. Volunteers **support** the business to **operate successfully**.

Opposite you will find 12 voluntary opportunities and the categories they fit into.



>> YOUTH ORGANISATION ADULT VOLUNTEER

>> POLICE SPECIAL CONSTABLE >> ARMY RESERVIST

>> VOLUNTEER FIREFIGHTERS

>> FOOD BANK VOLUNTEERS

>> MOUNTAIN RESCUE VOLUNTEERS

>> ANIMAL SANCTUARY CARERS

>> CHARITY SHOP WORKERS

>> RED CROSS >> NATIONAL TRUST VOLUNTEERS

>> WILDLIFE TRUST VOLUNTEER >> PLANT BRITAIN

Take a moment to think of other volunteering roles that are not listed and the category these roles would fit into.

Use this space to make a few notes.

Skills required for volunteering

To carry out a voluntary role effectively, you will need to have appropriate skills. The skills required for volunteering fall into three categories:

- **General skills and qualities**
- **Communication skills**
- **Specific skills and abilities**

Any skills that you develop are often transferable and will help you to cope in different situations. For example, socialising with friends, coping with an emergency situation, dealing with hurdles in life and showing resilience.



In the word search you will find hidden volunteering skills.

Can you identify **10 volunteering skills** in the word search? As you find each one, consider which of the three categories it may fit in to **and** an example voluntary role that would need this skill.

z	e	x	x	x	b	h	f	s	w	o	o	j	y	j	m	o
i	i	l	i	s	t	e	n	i	n	g	a	b	c	p	x	l
t	o	n	o	n	j	u	d	g	e	m	e	n	t	a	l	v
u	x	v	s	g	h	o	n	e	s	t	y	r	v	v	r	b
p	e	k	m	k	c	x	z	s	o	w	y	y	u	q	y	c
i	f	s	a	u	o	o	o	h	l	x	p	h	z	o	a	o
o	s	n	t	f	o	e	r	m	z	v	c	z	n	m	o	m
u	s	c	e	i	k	p	e	v	l	r	p	o	m	y	d	m
o	d	q	a	r	i	w	l	j	b	l	i	l	h	p	m	i
d	y	d	m	s	n	z	i	p	q	t	j	z	l	k	n	t
a	i	r	w	t	g	r	a	n	a	h	e	n	u	g	a	m
u	j	l	o	a	v	y	b	c	s	f	w	d	n	a	h	e
z	f	d	r	i	a	h	i	g	s	p	l	i	f	r	n	n
o	a	o	k	d	i	d	l	y	u	f	v	j	n	q	f	t
s	f	p	i	h	e	w	i	q	u	i	r	l	f	i	s	r
o	p	v	n	d	d	y	t	z	r	e	f	e	v	h	o	w
s	p	h	g	j	l	a	y	d	c	c	w	c	y	s	y	u

✔	
☐	honesty
☐	teamworking
☐	firstaid
☐	commitment
☐	dedication
☐	listening
☐	cooking
☐	reliability
☐	non-judgemental
☐	driving

General skills/qualities:

- **Honesty**
- **Commitment**
- **Reliability**
- Cheerfulness
- Empathy
- **Dedication**
- Punctuality

Communication skills:

- Verbal
- Written
- **Teamworking skills**
- **Listening** and giving instructions
- Confidentiality
- Being **non-judgemental**

Specific skills/abilities:

- **Driving**
- **Cooking**
- Computer skills
- Sign language
- Physical fitness
- **First-aid**

Case study

This first case study is about Sarah who is an adult volunteer in a youth organisation. Along with other volunteers, Sarah wants to give something back to the community and so she helps to support the running of the unit.

The detail below links directly with the first learning outcome and the skills that a volunteer needs.



Sarah

Attending her unit twice a week and at least one weekend a month, Sarah shows her **dedication** and **reliability** by designing and implementing a training programme. This helps with the personal development of the young people. Sarah needs a number of skills to be able to carry out this role effectively. She needs **commitment** as this role takes up a lot of her free time. Sarah needs to **communicate** well with others and provide clear **verbal** and **written** instructions that the other volunteers she works with can follow. She also needs **computer** skills to be able to use and access the required systems to update information.

These skills are transferable to her full time job as a teaching assistant.

Task 1: Describe the different types of voluntary work available and explain the skills required (AC 1.1 & 1.2)

There are two parts to this task.

Part a. asks you to **DESCRIBE six** volunteering roles.

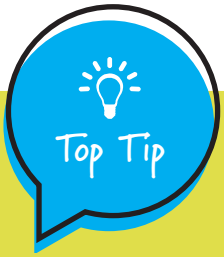
As the command verb is **DESCRIBE**, consider what the volunteer does and include enough detail to 'paint a picture with words'.

A four or five word response will not be sufficient as it will not contain the level of detail required.



For example a youth organisation adult volunteer:
"A youth organisation adult volunteer could be a Training Officer" **would not be an acceptable answer.**

Whereas:
"A youth organisation adult volunteer supports the running of the organisation. One role they could have is the Training Officer, who designs and implements a training programme to help with the personal development of the young people" **would be an acceptable answer.**



Remember if you use information taken from a source (e.g. a website), you must reference the information correctly.

Part b. asks you to choose one volunteering role. You can choose one of the roles listed in **Part a.** Alternatively, you could choose another role that interests you, or one that you have experience or knowledge of.

You must then **EXPLAIN two** skills that are required for this role. For each skill you identify, you should also explain why the skill is required.



For example:
"Commitment is needed because this role takes up a lot of time" **would not be an acceptable answer.**

Whereas:
"Commitment is needed because as a Training Officer you would need to attend twice a week and weekends. You would also need to work hard to design and implement an effective training programme so that other volunteers can be guided as to what they need to deliver and when. This will then help the young people to progress" **would be an acceptable answer for one skill.**



If you struggle to think of a reason why a skill is needed, consider if the volunteer did not have a specific skill. *What would the impact be?*

Recap

To check your understanding you may wish to answer the following questions:

- **Name the three categories that volunteering opportunities can fit into**
- **List two general skills a volunteer would need within your organisation**
- **Justify why a volunteer would need the general skills you have mentioned**

If you want to check your answers, they are located on page 118.

LO **Learning Outcome 1 - complete** ✓

LO

Learning Outcome 2

Understand the importance of volunteering

Now that you have an understanding of the voluntary opportunities available and the skills required, this second learning outcome will look into the importance and benefits of volunteering.

Your experience

Being a member of a youth organisation is a fantastic opportunity for many reasons, one of which is the wide range of experiences offered.

Volunteering can be one of those experiences and you may obtain additional recognition for your efforts in the form of a Duke of Edinburgh award or a Cadet in the Community Award.

Volunteering opportunities may be organised for you, or you may organise your own. Although you may not realise it at the time, volunteering will help you to build your personal skills and qualities and can provide vital life experiences.

There are several examples of volunteering below that you may have taken part in. There is space to add your own.





Why is volunteering important?

Take a moment to consider your own organisation that will be typically staffed by volunteers. Volunteers often support the day to day running of the unit, implement training for its members and organise different opportunities. Volunteers will:

- Bring expertise
- Provide time
- Provide extra help
- Provide new ideas
- Provide enthusiasm

Volunteers that operate within your own community, such as **community response** volunteers, **charity shop** workers or **telephone befrienders**, may offer benefits including:

- Helping in an emergency
- Raising funds
- Helping others in need

If you want to know more on this topic then please scan here for additional reading.

Scan me!

https://www.ncvo.org.uk/

Why is volunteering important for you?

Volunteering can have many BENEFITS and help you to:

B	**Build** personal resilience
E	develop **Existing** skills
N	learn **New** life skills
E	gain useful **Experiences**
F	**Feel** confident working with new people and new tasks
I	**Improve** your personal skills
T	help you to **Think** of others, be aware of diversity
S	build your **Self-esteem**

Case study

This is a case study of Joe who is studying for his A-levels and has the ambition to become a paramedic. Over the next few months he will need to write a personal statement as part of a university application and the experience of volunteering with his organisation will form part of that statement.

In the process of volunteering there have been many benefits for Joe (highlighted in **blue**) and for his organisation and community (highlighted in **green**).



Joe

Joe has gained **experience** of working in the community and administering first aid in challenging situations. He has learned **new skills** and his **confidence** and **resilience** have improved when working with others

Joe is committed to his voluntary work and the organisation is grateful for his efforts. As a volunteer, Joe can provide regular **commitment** and **time** to the organisation to help provide first aid support at events.

Joe can also provide **extra help** when required (to teach first aid skills, for example) and as a volunteer, Joe can often suggest **new ideas**.

University places will be competitive but Joe has taken steps to prepare effectively by volunteering and working hard to succeed, both at college and within his youth organisation.

Task 2: The importance of volunteering (AC 2.1 & 2.2)

To complete Task 2 you need to examine the importance of volunteering. There are two parts to this task.

For **Part a.** you need to **EXPLAIN** why volunteering is important in your **own uniformed organisation or community.**

As the command verb is **EXPLAIN**, you should include an example to support each answer you give. Because of this, a four or five word response will not be sufficient as it will not contain the level of detail required.

? Example

For example:
"Volunteers can provide time" **would not be an acceptable answer.**

Whereas:
"Volunteers can provide time. Volunteers can give up their evenings and weekends to run activities for the members. The activities will help the young people to develop within the organisation" **would be an acceptable answer.**

For **Part b.**, you need to **OUTLINE three** benefits that a volunteer gains from undertaking volunteering activities.

As the command verb is **OUTLINE**, you should write a clear description (but not a detailed one) for each answer.

? Example

For example:
"A volunteer will gain experience" **would not be an acceptable answer.**

Whereas:
"A volunteer will gain life experience that may be useful for them in the future. For example, when writing a university personal statement and talking about an experience they have had" **would be an acceptable answer.**

Top Tip

You may find it easier to think of your own experience to complete this task. Part 1: Why are volunteers important in **your** organisation? Part 2: What benefits have **you** gained from undertaking volunteering?

Recap

To check your understanding you may wish to answer the following questions:

- **How can volunteering be recognised in your community?**
- **Volunteers can bring new ideas to an organisation. Give an example of this.**
- **Name one benefit of volunteering that you have gained and how will this help you in the future.**

If you want to check your answers, they are located on page 118.

LO Learning Outcome 1 - complete ✓

LO Learning Outcome 2 - complete ✓

LO

Learning Outcome 3

Be able to undertake voluntary work in the community

Now that you understand the benefits of volunteering, this learning outcome gives you the opportunity to undertake voluntary work and demonstrate the appropriate skills and behaviours required of a volunteer.

Ready to volunteer

When you have identified a volunteering opportunity and are ready to volunteer, you should confirm the following:

- What you will be doing
- Expectations of you (i.e. what you will achieve and how you will behave)
- Resources required (i.e. special clothing or equipment)
- Your point of contact should you have any questions
- Where and when you should attend
- Hours required

For opportunities managed by your own organisation, this information will be provided verbally in a briefing session. You would also be expected to abide by your own organisation's values and standards or rules.

Expected behaviour of a volunteer

- Be punctual
- Demonstrate honesty and integrity
- Be reliable
- Work well with others
- Be polite
- Work hard
- Listen to instructions
- Demonstrate self-discipline

Activity 1: Undertake voluntary work in the community (AC 3.1 & 3.2)



To complete the next part of the unit you need to show that you can:

- Work as a volunteer in the community in line with a given brief (a minimum of 10 hours)
- Demonstrate expected behaviours when volunteering

This is something that will be carried out as part of the activities within your organisation.

Below is a list of recognised activities that can evidence your voluntary work. Please read through and tick one activity that you have completed. Evidence of activities marked with an * MUST be submitted with your workbook (e.g. screenshots, copies of certificates, etc.). This evidence will be verified by CVQO.

	Activity	✓
Fire Cadets	*Social action (As part of Award 1)	
	*Unit 14 L2 BTEC FRS	
Other	*Bronze DofE Volunteering (or higher)	
Scouts	*Explorer Scouts Young Leader	

If you **have** been able to tick one of the recognised activities above, then you **do not** need to complete Task 3 in the workbook.

	Activity	✓
SCC	Completing Community Activities (as part of the Able Cadet syllabus)	
RAFAC	Blue Badge Pre-DofE Volunteering	
ACF	2 Star Cadet in the Community	
CCF	RAF (as above)	
St John Ambulance	*Record of logbook (DIPS)	
Other opportunities	*Completion of NCS *(your tutor must complete a VQF654)*	

If you **have** been able to tick one of the recognised activities above, then you **must** now go on to complete **Task 3** in the workbook.

If you **have not** been able to tick one of the recognised activities above, then you should read below for more information.

You can use other volunteering experiences you may have completed either within your own organisation or elsewhere (at school or college, for example) to evidence your work as a volunteer. Use the table in your workbook to record at least 10 hours of volunteering that you have completed. You **must** then complete the review questions that follow in Task 3.

Your tutor **must** complete a VQF654 if your activities have been completed **outside** of your organisation.

LO **Learning Outcome 1 - complete** ✓

LO **Learning Outcome 2 - complete** ✓

LO **Learning Outcome 3 - complete** ✓

LO

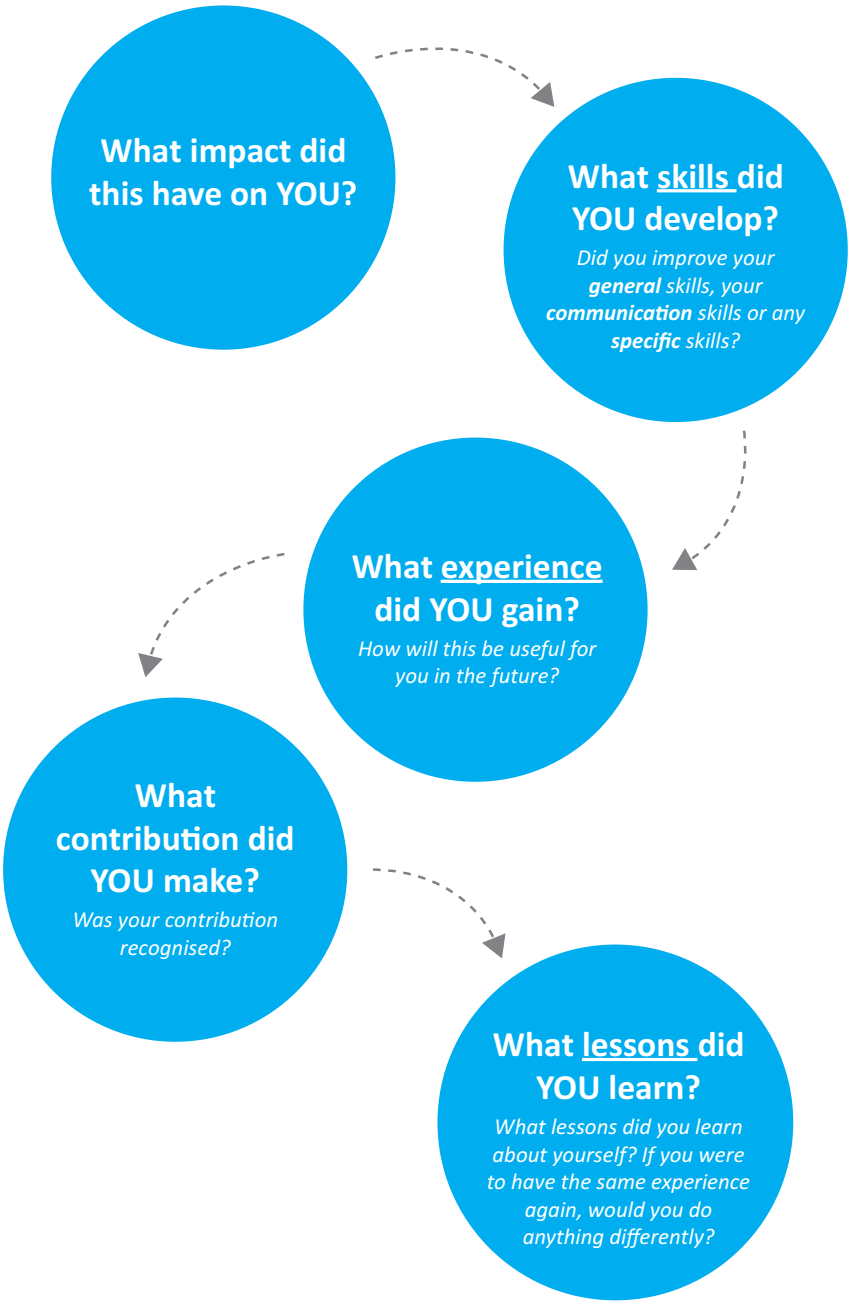
Learning Outcome 4

Be able to review the impact of voluntary work undertaken on self and others

Having now undertaken voluntary work in the community, it is good practice to reflect and review the experience.

Self-reflection

As a member of your organisation, you may have volunteered several times. Asking yourself the following questions will help you to consider the **impact** of each volunteering experience on yourself.





MORGAN HINA

Testimonial | Cadet perspective

My first voluntary experience was with the SCC, and it quite literally changed the course of my career. I joined at 15, and was often asked to help out with the unit's fundraising/recruitment opportunities. At the time, this was a long way out of my comfort zone, and I distinctly remember feeling rather out of my depth. Challenging though that was, however, I'm immensely grateful to have had the opportunity. It led directly to my first job and planted the seeds that would lead me to pursue a new calling - medicine! Not bad for the teenager who couldn't stand talking to strangers.

Impact on your organisation and others

Spending time doing something, unpaid, that benefits others, WILL also have an impact on your own organisation and others within the community.

There are six benefits listed below and space for you to add others you may consider.

Positive impact

- Help build the reputation of an organisation
- Help improve the morale of those involved
- Help with recruitment
- Build loyalty and teamwork
- Enhance the services they offer
- Provide practical help and support
- ...
-

Case study

This case study highlights the impact of voluntary work on **Sarah**, her **organisation** and **others** within the community.



Sarah

Sarah has been volunteering with her local unit for over 10 years. She is regularly thanked by the Commanding Officer and the young members for her hard work. In that time, Sarah's **confidence** and **resilience** has improved and she is also able to use the **skills** she has developed in her paid employment as a teaching assistant.

Sarah's hard work and determination have had a positive effect on the organisation. At a recent presentation event **more awards, badges and certificates of achievement** were handed out than ever before.

Recruitment figures have improved and both young people and staff are keen to join and be part of the **success**. There is now a waiting list of people wanting to join.

Task 3: Review the impact of undertaking voluntary work (AC 4.1 & 4.2)

There are two parts to this task.

For **Part a.**, you should choose **ONE** volunteering activity to **REVIEW** that you have enjoyed as a member of your organisation.

You should then complete the table to **assess** the impact of this volunteering experience.

For example, if you were a mentor, the impact of volunteering on OTHERS:
"It helped others" **would not be an acceptable answer.**

Whereas:
"The younger members felt supported in the first few months of joining, they enjoyed the experience and had high levels of attendance" **would be an acceptable answer.**

For **Part b.** you should **identify two** lessons that you have learnt from undertaking your volunteering activity to complete your **REVIEW**.

For example:
"It is important to work hard" **would not be an acceptable answer.**

Whereas:
"I have learnt that being a being a youth organisation adult volunteer is a challenging role, but the results that can be gained are worth the effort" **would be an acceptable answer.**

Take your time to reflect on your OWN experience of volunteering. This will enable you to give detailed answers to the question prompts and provide a detailed REVIEW.

Recap

To check your understanding you may wish to answer the following questions:

- **If you were to volunteer as a fundraiser for the Royal British Legion poppy collection, what skills could you develop?**
- **Volunteering as a mentor can build the confidence of others and have a positive impact on them. True or false?**

If you want to check your answers, they are located on page 118.

LO Learning Outcome 1 - complete ✓

LO Learning Outcome 2 - complete ✓

LO Learning Outcome 3 - complete ✓

LO Learning Outcome 4 - complete ✓

Answers

LO 1 Understand the opportunities for voluntary work

Q1: Public, charity and business.
Q2: Commitment and dedication.
Q3: To be effective in their role.

LO 2 Understand the importance of volunteering

Q1: Duke of Edinburgh Award, Cadet in the Community Award, or similar.
Q2: New ideas for the training programme – different ways to teach a subject.
Q3: Improved confidence when working with new people. It will help me when I start employment or need to work with new people in a team to complete a task.

LO 3 Be able to review the impact of voluntary work undertaken on self and others

Q1: Confidence, communication and honesty.
Q2: True.

Additional reading

Should you wish to know more about this subject area, the following resources may be useful:
www.ncvo.org.uk
www.volunteeringmatters.org.uk

Additional units of interest

As part of this qualification there are 14 other units of study. A number of them have clear links with volunteering:

- **Unit 2:** Developing Effective Communication Skills
- **Unit 3:** Preparing for Employment
- **Unit 11:** Developing Leadership Skills

LO Learning Overview

Criteria reference	To achieve the criteria the evidence must show that the learner is able to:	Task	Evidence (page no.)
Learning Outcome 1: Understand the opportunities for voluntary work			
1.1	Describe the different types of voluntary work available	Task 1 Part A	WB Pages 4-5
1.2	Explain the skills required for a chosen volunteering activity	Task 1 Part B	WB Page 5
Learning Outcome 2: Understand the importance of volunteering			
2.1	Explain why volunteering is important in the community	Task 2 Part A	WB Page 6
2.2	Outline the benefits to be gained from undertaking volunteering activities	Task 2 Part B	WB Page 7
Learning Outcome 3: Be able to undertake voluntary work in the community			
3.1	Work as a volunteer in the community in line with a given brief	Activity 1	WB Pages 8-9
3.2	Demonstrate expected behaviours when volunteering	Activity 1	WB Pages 8-9
Learning Outcome 4: Be able to review the impact of voluntary work undertaken on self and others			
4.1	Assess the impact of own voluntary work on self, others and voluntary organisation	Activity 1 **or** Task 3	WB Pages 8-9 or 10-11
4.2	Identify lessons learnt from undertaking voluntary work in the community	Activity 1 **or** Task 3	WB Pages 8-9 or 10-11



Unit 10: Citizenship and Community Awareness

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Unit 10

Citizenship and Community Awareness

Being a member of a youth organisation can help you to develop valuable life skills and importantly, the characteristics of a good citizen.

Having high standards of behaviour, being able to follow disciplined instruction and engage with the local community can help you progress within your organisation, but also help you to make a difference in your community.

This unit will give you the opportunity to further explore citizenship, British values, cultural diversity and equal opportunities and learn how they can have a greater impact on the community.

On successful completion of this unit you will:

1. **Know what is meant by the terms citizenship, community and diversity**
2. **Understand what is meant by British values and equal opportunities in society**
3. **Understand the contribution and value of cultural diversity to communities**
4. **Be able to review and develop own citizenship qualities**

In Unit 10, there are:



- Eight tasks which require you to provide a written answer.
- You need to understand what the command verb is telling you to do before answering the questions.
- Additionally, you should read any scenarios and case studies as they will help you to complete each task.



- There are no practical activities in Unit 10.

LO

Learning Outcome 1

Know what is meant by the terms citizenship, community and diversity

This learning outcome will help you to understand the basic theory of the unit, introducing a number of key terms before moving on to look at the qualities of a good citizen.

Q: What is a citizen?



A:
A person who is a member of a particular country and who has rights because of being born there or because of being given rights, or a person who lives in a particular town or city.

Cambridge dictionary

Take a moment to think about the three terms, **citizenship**, **diversity** and **community**. What do these terms mean to you?

Key terms

Citizenship

You become a citizen through birth, family and residence. As a citizen we have roles in society such as paying taxes, voting, working, supporting the community and through membership of organisations.

Diversity

Diversity includes acceptance and respect. It means that we have to understand that each individual is unique and that we recognise our individual differences. These differences can be race, ethnicity, gender, sexual orientation, social status, age, physical abilities or religious beliefs.

Community

A community is a social group of any size in which people feel they have certain things in common (for example: certain beliefs, values, cultural backgrounds, school or interests) and that they **belong** to the group.

Communities can exist on a **local** and **national** level.

Task 1: Describe the meaning of citizenship, community and diversity (AC 1.1)

To complete Task 1 you need to **DESCRIBE** the meaning of the **three** key terms: citizenship, community and diversity.

You **must** provide a **definition** for each term **and** give an **example** of each term in action.



For example:
"Diversity is including and involving different groups of people" **would not be an acceptable answer.**

Whereas:
"Diversity is including and involving different groups of people. For example in my youth organisation there are people of different races, ethnicity, gender, ages and religious beliefs" **would be an acceptable answer.**



You can use examples from your own youth organisation or community to support your descriptions.

Rights and responsibilities

As citizens we have certain rights and we have to uphold certain responsibilities.

Individual rights are those held by a person, regardless of any group memberships they might have. As a member of your organisation you will have certain responsibilities and expectations to uphold (e.g. values and standards).

In the table on the next page are some rights and responsibilities that we have as citizens.

Rights	Responsibilities
Right to life	Not to harm or endanger other peoples' lives
Freedom of thought, belief and religion	To respect the freedom of people to have different thoughts, beliefs and religions
Freedom of expression	To express yourself within the law, and allow others to express themselves
Protection from discrimination	Not to discriminate against others because of their race, ethnicity, gender, sexual orientation, social status, age, physical abilities, and religious beliefs
Participate in free elections	To accept the results of elections, even when you disagree with the outcome

(The Universal Declaration of Human Rights (UDHR), 1948)

>> RESPECT >> EDUCATION

>> CORE STANDARDS AND VALUES >> INTEGRITY

>> INCLUSIVE >> CODE OF CONDUCT FOR STAFF AND MEMBERS

>> STANDING ORDERS >> STRUCTURE >> DISCIPLINE

>> STANDARDS OF DISCIPLINE >> EMPATHY >> FAIRNESS

>> HONESTY >> REGULATIONS >> TOLERANCE

Personal development

The experiences and opportunities open to you as a member of a youth organisation are amazing. You may have been involved in fundraising, volunteering in the community, adventurous training, residential activities with your friends or new people, leadership training, qualification training, etc. The list is endless.

Each experience will help you with your personal development, and more specifically, help to develop your **citizenship qualities**.



Working with others

developing patience, respect and tolerance



Teamwork and leadership

promoting unity, social participation and courtesy



Discipline and respect

being considerate, honest and developing integrity

Case study

The case study below is about Harry and highlights how volunteering and being a member of his organisation have helped him to develop his citizenship qualities (highlighted below in **blue**). During an NCS project, Harry volunteered with different community groups and raised money for the homeless and families in need. He also volunteered at a local food bank as part of his silver DofE service. There are examples below to show how he uses the qualities he has learnt in his everyday life.



Harry

Volunteering has taught Harry the importance of **valuing diversity**, listening to the experiences of others and **showing empathy**.

Harry's supervisor commented that he is **courteous,** polite and well mannered, **honest** and kind and has **integrity** in every task he completes.

As an experienced member of his organisation, Harry is **tolerant** and respectful of the different opinions and ideas of his peers and the younger members. He **promotes respect** whilst undertaking leadership tasks by encouraging everyone to listen to the views of others and to be **considerate** towards each other. Harry demonstrates **moral courage** by standing up for what he believes in when others may have different opinions.

You will know from your own experience that these qualities are practiced regularly within youth organisations.

Can you give an example of this quality and say why it is important for being a good citizen?

Honesty	...

Task 2: Explain the qualities of a good citizen

(AC 1.2)

For this task you need to **EXPLAIN four** qualities of a good citizen.

You must write a clear **description** for each quality you choose, and include a supporting reason as to *why* you believe the quality would be important within your own organisation or local community.

You **must** include specific examples within your answers to give the detail required. A four or five word response will not be sufficient as it will not contain the level of detail required.



For example:
"A good citizen is respectful. They respect others and the community" **would not be an acceptable answer.**

Whereas:
"A good citizen is respectful. It is important to respect others and the community to create a positive environment where people can enjoy being together. In my youth organisation it is important to be respectful of others people's opinions and views so that everyone can feel safe and included" **would be an acceptable answer.**



The case study of Harry provides a good starting point for you to select some qualities associated with being a good citizen. You can also think of your own.

Recap

To check your understanding you may wish to answer the following questions:

Volunteering is an example of good citizenship. True or False?

Which statement is correct?

- To be a good citizen you must obey all laws
- Everybody should try to be a good citizen in their own way
- To be a good citizen you must volunteer no matter what your commitments

How would you define a good citizen?

If you want to check your answers, they are located on page 148.

LO Learning Outcome 1 - complete ✓

LO

Learning Outcome 2

Understand what is meant by British values and equal opportunities in society

Now that you understand the key terms, this learning outcome will ask you to first understand the terms British values and equal opportunities, and then to consider **why** they are an important part of our society. Once again, links will be made to your own youth organisation and your community.

Values

What does the word 'values' mean to you?
What are your organisation's values?

...

Your organisation will have its own stated values, which may include respect, integrity, discipline and courage. It will be expected that such values will be embedded into everything you do.

British values

In 2014, the UK Government created five fundamental British values that would bring society together and would help to prevent extremism.

These fundamental British values are:

- **Democracy**
- **Rule of Law**
- **Individual Liberty**
- **Mutual Respect**
- **Tolerance**

How do we apply British values in our lives?

When British values were first introduced in 2014, the image of a hand was used where each finger represented one British value. The image on the next page uses the resource to summarise British values, providing a definition and an example of how each value can be applied within a youth organisation.

Tolerance of different cultures and religions

A willingness to accept and respect the behaviour and beliefs of others.

Volunteering in the community and experiencing different cultures and religions.

Mutual Respect

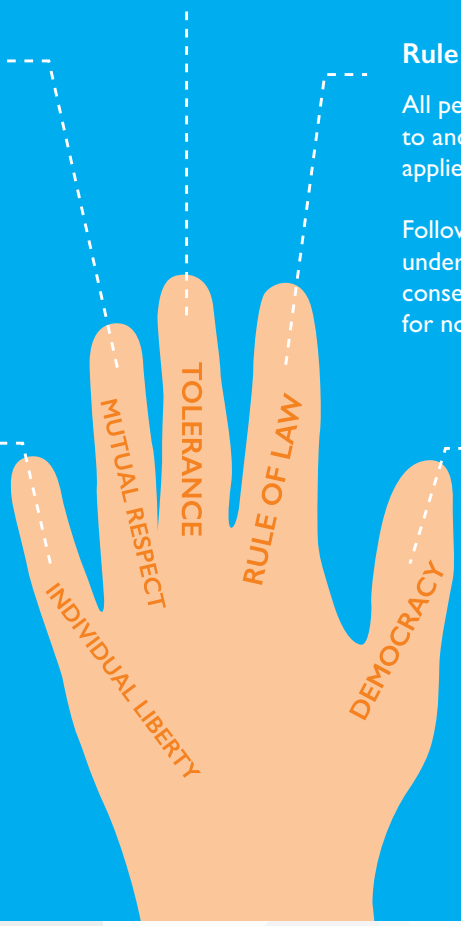
Respecting the values, ideas and beliefs of others whilst not imposing our own on others.

Staff and members treating each other how they would wish to be treated themselves (with respect).

Rule of Law

All people and institutions are subject to and accountable to law that is fairly applied and enforced.

Following a code of conduct and understanding that there are consequences of poor behaviour or for not following the rules.



Individual Liberty

The rights of each person to live and move freely within the law.

Having the opportunity to make informed decisions, express views freely (with respect) and having the right to choose to take part in opportunities or not.

Democracy

A system of government where the people choose their rulers by voting for them.

Developing teamwork and leadership skills to work together and make decisions.

Why are these values important in society?

Having these values in place has many benefits:

- They help to create order
- People feel safe, valued and can contribute for the good of themselves and others
- The five values link to leadership and team working; communicating with each other, sharing ideas and working as a team
- They help to build a cohesive community
- They help to create a diverse workforce that can work effectively together and share different strengths
- They help with personal development: individuals can be more responsible, respectful and active citizens who contribute to their society

Task 3: Explain the importance of the fundamental British values to society (AC 2.1)

For this task you need to **EXPLAIN** the importance of fundamental British values to society.

For each answer you should:

- **Identify** a British value
- Explain ***what*** the value means to you
- Explain ***why*** the value is important to society

Example

For example:
"Democracy gives us the freedom to express our own opinion" **would not be an acceptable answer.**

Whereas:
"Democracy gives us the freedom to express our own opinions. This is important so that people feel valued and have the opportunity to influence decisions that are made. In my unit, it is important to listen to other people's opinions and consider these when working together before making a decision" **would be an acceptable answer.**

Top Tip

Remember the command verb is to **EXPLAIN**. Consider ***what*** the value means to you and then explain ***why*** the value is important to society.

Equal Opportunities

Over the years, a number of important laws have been passed in the UK relating to equal opportunities. One of the most important of these is the **Equality Act 2010**, which replaced some of the existing legislation with a single new anti-discrimination law. Educare Learning produced a short overview of this legislation. If you wish to find out more please scan here:

Scan me!

https://www.youtube.com/watch?v=Yue1glAllAs

The Act protects individuals from unfair treatment (especially in the workplace), and promotes a fair and more equal society. This legislation also protects you as a young person within your own organisation.

The **British Council** (www.britishcouncil.org), explains that equality of opportunity "is about treating people fairly and without bias". It is important to acknowledge that people differ from each other in many ways. Understanding these differences helps to create an inclusive environment and practices which benefit the organisation and those who work in it and with it.

Protected characteristics

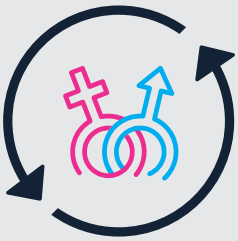
There are nine protected characteristics that relate to Equal Opportunities:



AGE



DISABILITY



GENDER REASSIGNMENT



RACE OR ETHNICITY



RELIGION OR BELIEF



SEX



SEXUAL ORIENTATION



MARRIAGE AND CIVIL PARTNERSHIP



PREGNANCY AND MATERNITY

Equality, diversity and inclusion

Equality is important in society and one individual should not be treated any differently from the next person.

In short, the following should happen:

- **Everyone should be treated fairly**
- **Free from artificial barriers, prejudices or preferences**
- **Able to access and participate in all areas of society**
- **Not to be discriminated against the nine protected characteristics**
- **Workplaces should make adjustments to overcome barriers**

These principles also apply to you as a young person within your own organisation. You should not be treated any differently because of your own characteristics.

Task 4: Explain why equal opportunities are important to society (AC 2.2)



For this task you will need to **identify two** of the nine protected characteristics and for each one give a **detailed reason** to **EXPLAIN why** equal opportunities are important to society.

A four or five word response will not be sufficient as it will not contain the level of detail required to explain your thinking.



For example:
"Age. It is important to have equal opportunities no matter what your age so that it is fair for all" **would not be an acceptable answer.**

Whereas:
"Age. It is important to have equal opportunities no matter what your age is. Everyone should be treated fairly and have the same opportunities and chances when applying for jobs. For example promotions in a workplace should be available to everyone and not just a particular age group" **would be acceptable for the first part of your answer.**



You will probably find it easier to answer this in your own words. You should think about the **need** and **importance** for treating everyone fairly. It might be useful to think about these within your youth organisation or community.

Recap

To check your understanding you may wish to answer the following questions:

List the five British values

Which of the following is an example of Individual liberty?

- Giving young people the opportunity to respectfully share their thoughts and opinions
- Making visitors and new members to your youth organisation feel welcome
- Promoting awareness of religion
- Taking part in respectful discussions

Why are equal opportunities important in your youth organisation?

If you want to check your answers, they are located on page 148.

LO Learning Outcome 1 - complete ✓

LO Learning Outcome 2 - complete ✓

LO

Learning Outcome 3

Understand the contribution/value of cultural diversity to communities

This next section will look at what cultural diversity is and how it contributes and adds value to communities.

Once again, links will be made to your youth organisation and community.

Q: What is cultural diversity?



A:
Cultural diversity is where a society is made up of different groups of people with different interests, skills and needs.

Cultural diversity

Below are some of the more well-known groups that make our society a diverse place:

- Same sex couples
- People with different religious beliefs (for example, Buddhists)
- People with disabilities
- People from different ethnic backgrounds

Cultural diversity influences the communities around us. A diverse culture supports the idea that **every person** can make a unique and positive contribution to the community because of, rather than in spite of, their differences.

There are different factors that contribute to a community being culturally diverse.

Take a moment to reflect:

- How culturally diverse is your youth organisation or community?
  Age, beliefs, disability, social status, gender, race, religion
- What are the benefits of this? What does having a diverse organisation or community bring to society?

Use this space below to make some notes as they may help you for the tasks later on.



It is important to recognise that individuals have several cultural identities. These could be based on their race, gender, age, sexual orientation, occupation, etc. Maintaining self-identity is important because it keeps individuals unique and distinguishes them from others.

Task 5: Describe a culturally diverse community

(AC 3.1)

For this task you need to **DESCRIBE two** factors that contribute to making your youth organisation or community diverse.

You **must** use examples in your description. A four or five word response will not be sufficient as it will not contain the level of detail required.



For example:
"One factor that makes my community diverse is that people have different religious beliefs" **would not be an acceptable answer.**

Whereas:
"One factor that makes my community diverse is that people have different religious beliefs. Within my community there are different places of worship for example a church, temple and a mosque that are used" **would be an acceptable answer.**



When you describe each factor remember to use examples to put your description into context. The detail in your learning guide will help you when considering factors that contribute to a culturally diverse community.

What does cultural diversity promote?

Cultural diversity helps to promote community spirit through:

>> SHARED VALUES

>> CIVIC PRIDE >> COMMUNITY COHESION

>> SENSE OF BELONGING >> INTEGRATION

>> RESILIENCE TO EXTREMISM

>> MUTUAL RESPECT AND TOLERANCE OF OTHERS

Benefits and challenges of cultural diversity

It is important to remember that there are both benefits and challenges that having a diverse community brings. If you value diversity in a community, it can help contribute to a reduction in the challenges that may be faced. The table below identifies some of the benefits and challenges, **with some space for you to add your own.**

Benefits	Challenges
• Increased creativity through different skills, backgrounds and experiences • Faster problem solving • Helps to relieve skill shortages • Opportunity is given to all • Improves community spirit • Promotes integration ...	• Conflicting work styles • Different understandings of accepted practices • Language barriers • Discrimination may be shown • Some people think that their culture is the best ...

Case study

The following case study is of Andy, a community based police officer who, as part of his role, helps to promote cultural awareness in the community. These actions are highlighted in **blue**. Andy recognises that doing this will help to prevent challenges that cultural diversity may bring.



Andy

"In my role, it is important to **build acceptance, tolerance and understanding**. I do this through **treating people fairly,** with **dignity** and **respect**.

As police officers, we become more aware of how people live and this allows us to deal with problems more effectively. I have to **show empathy** within the community, to make society feel confident in our abilities to tackle problems and ensure that there are **equal opportunities** for all.

I give everyone the opportunity to express their views, which I **listen** to and take into account when I make decisions. It is important to be **fair** as this helps members of the community to see that the work we do is genuine. As a result, we have found that communities have been more inclined to report crime and suspicious activities and provide us with information to help tackle any challenges. We look to **promote cultural awareness** through running events, displaying leaflets and posters in local areas and holding open days.

In the workplace, staff are treated fairly and **policies** are in place which promote an open and inclusive culture"

Task 6: Explain how cultural diversity influences a community (AC 3.2)



You will firstly need to **EXPLAIN how** cultural diversity influences a community and then give at least **two** detailed **examples** to support this.

A four or five word response will not be sufficient as it will not contain the level of detail required.



For example:
"Cultural diversity can positively influence a community as it can help bring people together" **would not be an acceptable answer.**

Whereas:
"Cultural diversity can positively influence a community as it can help bring people together. Having a diverse culture helps people to become more tolerant and understanding of other faiths and beliefs. An example of this is when my community comes together to celebrate different religious festivals" **would be an acceptable answer.**



Remember the command word is to **EXPLAIN**. Consider the structure of your answer carefully, and ensure that you provide two examples to support your answer.

Recap

To check your understanding you may wish to answer the following questions:

What is meant by diversity? Tick all that apply.

- [ ] Valuing friendship
- [ ] Recognising differences
- [ ] Valuing differences
- [ ] Valuing change

Why is diversity important in the workplace?

Which of the following is not a benefit of living in a diverse society?

- Competition between people based on race, religion, sexuality, disability or political belief
- The promotion of tolerance and understanding between cultures
- More money in to the local economy through the growth of different businesses

If you want to check your answers, they are located on page 148.

LO Learning Outcome 1 - complete ✓

LO Learning Outcome 2 - complete ✓

LO Learning Outcome 3 - complete ✓

LO

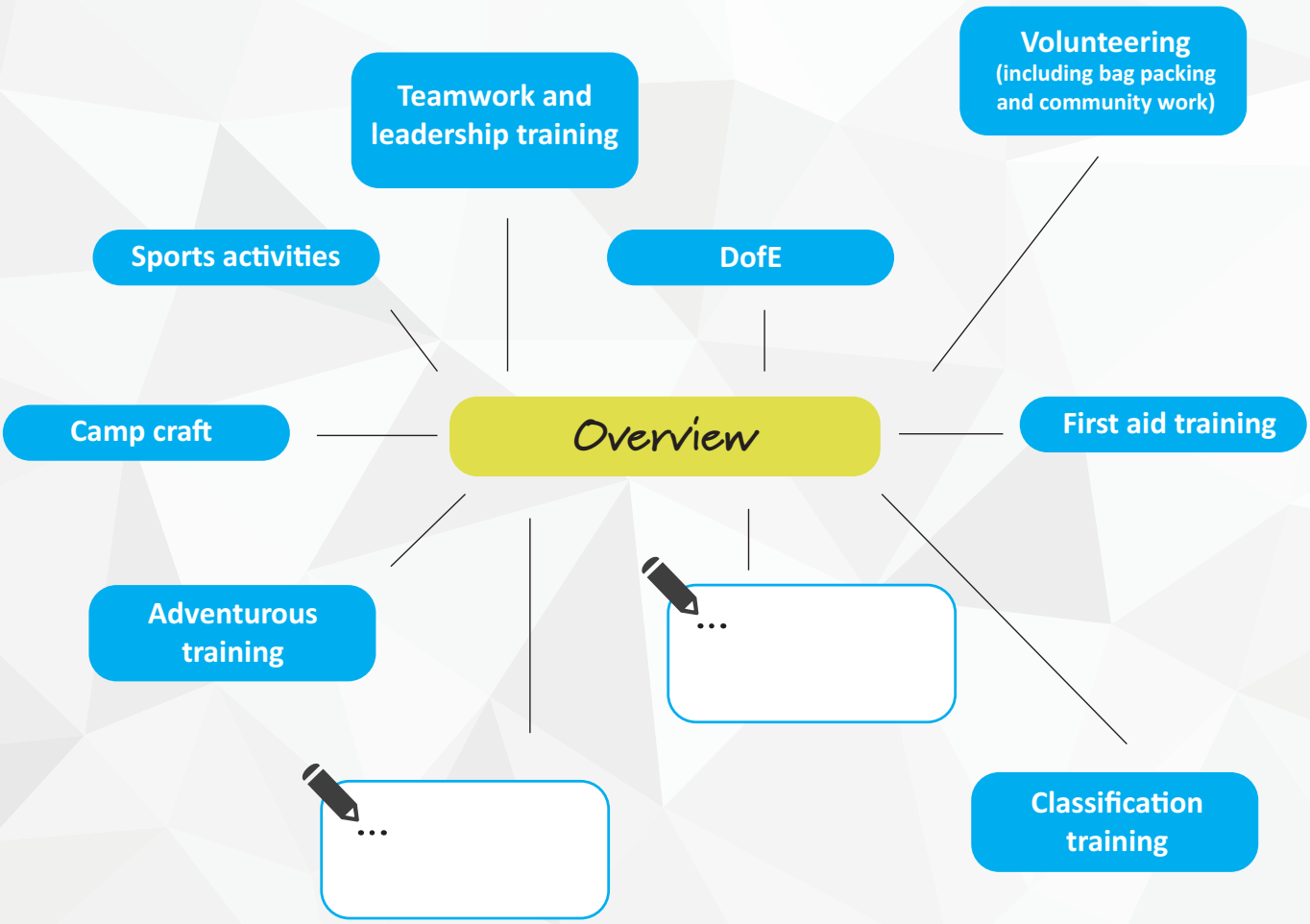
Learning Outcome 4

Be able to review and develop own citizenship qualities

In this next learning outcome you will have the opportunity to review and develop your own citizenship qualities.

Your experience

Within your organisation, you take part in a wide range of activities and some of them are listed below. There are also blank spaces for you to record any additional activities you can think of:



Every organisation will offer a range of activities, but they are **all** significant for an individual's personal development.

A young person will have:

- Opportunities to gain qualifications and progress ***within*** the organisation
- Numerous chances to build their teamwork skills (as learnt in Unit 1)
- Experiences and opportunities that will help them to progress ***after they leave*** the organisation
- Routines and experiences to help them develop as a citizen within their community

Take a moment to think of an opportunity that you have enjoyed and consider the citizenship qualities that it has helped to develop. There are two examples below, with space for you to add your own idea:

Sports	Honesty and respect
Fundraising	Valuing diversity and promoting respect
...	...

Gaining feedback

As a member of any youth organisation you will continuously be given feedback from staff and your peers. This will help you to reflect and learn from your experiences.

The guidance on your personal standards and opportunities for personal progression will also help.

Feedback will be structured and may address points such as:

- What did you do well?
- What didn't you do well?
- What can you do to improve?

Gaining feedback is such a powerful tool. **LISTENING** to feedback will give you the information you need to **REFLECT** on an experience, **LEARN** from it and make improvements.

The skills and qualities you learn as a member of a youth organisation are invaluable. They are transferable and can be used in education, employment and socially.

Self-reflection exercise

Use the template below to complete an audit of your own **citizenship qualities.** You should consider how often you demonstrate each quality.

	I always demonstrate this quality	I regularly demonstrate this quality	I very rarely demonstrate this quality
Being honest			
Self-discipline			
Tolerance of others			
Respect for self and others			
Demonstrating moral courage			
Following rules and guidance given			
Having integrity			
Valuing diversity			
Being considerate			
Social participation			

Do you do anything else in your daily life to demonstrate your citizenship qualities (for example, being an active citizen, volunteering, teamwork, etc.)?
Use this space to make a note of them…

…

Task 7: Identify and review the value and contribution of own citizenship qualities to the community (AC 4.1 & 4.2)



For this task you will need to **IDENTIFY** two of your own citizenship qualities and **REVIEW** the value and contribution this quality made to your organisation or community.

As one of the command verbs is to **REVIEW**, you should look back and consider each citizenship quality and provide an evaluation with conclusions. Using an example in your answer will help you to do this.



For example:
"Tolerance of others. It helped members of my organisation bond and build respect" **would not be an acceptable answer.**

Whereas:
"Tolerance of others. When I volunteered in the community I worked with others who had different values and beliefs to me. By listening to the views of others and asking questions if I didn't understand, it helped to build respect and a bond between us which reduced any disagreements" **would be an acceptable answer.**



Take the time to structure your answer. Once you have *identified* a quality, think of an example of *when* you have used the quality and then consider the *impact* it had.

Task 8: Identify ways to develop own citizenship qualities (AC 4.3)

For this task you will need to **IDENTIFY** two citizenship qualities that you wish to develop and *how* you will do that.

The self-reflection exercise you completed earlier in the learning guide will provide you with some guidance.

Example

For example:
"I want to improve my social participation. I will do this by getting involved" **would not be an acceptable answer.**

Whereas:
"I want to improve my social participation. I will do this by putting my name forward to volunteer in upcoming community events that my organisation is taking part in to help others within the next two months" **would be an acceptable answer.**

Top Tip

The detail for this task is key. To improve each quality consider 'What do you want to achieve?' 'How will you do it?' 'When will you do it by?'

LO Learning Outcome 1 - complete ✓

LO Learning Outcome 2 - complete ✓

LO Learning Outcome 3 - complete ✓

LO Learning Outcome 4 - complete ✓

Answers

LO 1 Know what is meant by the terms citizenship, community and diversity

Q1: True.
Q2: Everybody should try to be a good citizen in their own way.
Q3: Courteous/tolerant/respectful/empathetic/integrity/considerate/moral courage etc.

LO 2 Understand what is meant by British values and equal opportunities in society

Q1: Individual liberty, Mutual respect, Tolerance of different cultures and religions, Rule of law and Democracy.
Q2: Giving young people the opportunity to respectfully share their thoughts and opinions.
Q3: To provide equal opportunities for all, allow for everyone to have the same experience, to not discriminate against others.

LO 3 Understand the contribution/value of cultural diversity to communities

Q1: Recognising difference and valuing difference.
Q2: To appreciate differences, respect the needs of all, to shape the organisation and to ensure everyone is included.
Q3: Competition between people based on race, religion, sexuality, disability or political belief.

Additional reading

Should you wish to know more about this subject area then the following resources may be useful:
www.equalityhumanrights.com

Promoting British values
https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc

Additional units of interest

As part of this qualification there are 14 other units of study. A number of them have clear links with citizenship and community awareness and include:

- **Unit 2:** Developing Effective Communication Skills
- **Unit 3:** Preparing for Employment
- **Unit 11:** Developing Leadership Skills

LO Learning Overview

Criteria reference	To achieve the criteria the evidence must show that the learner is able to:	Task	Evidence (page no.)
Learning Outcome 1: Know what is meant by the terms citizenship, community and diversity			
1.1	Describe the meaning of citizenship, community and diversity	Task 1	WB Page 4
1.2	Explain the qualities of a good citizen	Task 2	WB Pages 5-6
Learning Outcome 2: Understand what is meant by British values and equal opportunities in society			
2.1	Explain the importance of fundamental British values to society	Task 3	WB Pages 7-8
2.2	Explain why equal opportunities are important to society	Task 4	WB Page 9
Learning Outcome 3: Understand the contribution/value of cultural diversity to communities			
3.1	Describe a culturally diverse community	Task 5	WB Page 10
3.2	Explain how cultural diversity influences a community	Task 6	WB Page 11
Learning Outcome 4: Be able to review and develop own citizenship qualities			
4.1	Identify own qualities in relation to citizenship	Task 7	WB Page 12
4.2	Review value and contribution of own citizenship qualities to the communit	Task 7	WB Page 12
4.3	Identify ways to develop own citizenship qualities	Task 8	WB Page 13


EADER

Unit 11: Developing Leadership Skills

On successful completion of this unit you will:

1. Understand the purpose and importance of leadership
2. Be able to work as an effective team leader
3. Be able to review and develop own leadership skills

Unit 11

Developing Leadership Skills

Being a member of a youth organisation can help you to develop your leadership skills.

Leadership skills that you develop within your youth organisation are transferable to different areas of your life. Leadership skills are particularly useful when searching and applying for employment, particularly as the job market is so competitive.

This unit will give you the opportunity to learn the theory of leadership, showcase your leadership skills through taking part in practical tasks and review your performance to improve your skills.

In Unit 11, there are:



- Four tasks which require a written answer.
- You need to understand what the command verb is telling you to do before answering the questions.
- Additionally, you should read any case studies as they will help you to complete each task.



- One practical activity, which will count towards your final grade.
- The activities and training that you undertake within your own organisation will help you to develop your **leadership skills**. These experiences can also evidence a number of assessment criteria within this unit. You can find out more details as you read through the unit.

If you have achieved any of the following you **do not** need to complete the workbook as **all** of the assessment criteria can be evidenced.

SCC: Leading Cadet
RAFAC: Bronze Leadership (or higher)
CCF RAF: Bronze Leadership (or higher)
SJA: CL2

Fire Cadet: Unit 11 BTEC L2 FRS
ILM L2: Young Leader Award
Scouts: Explorer Scouts Young Leader

For more information on how to provide the necessary evidence go to page 4 section 5.

LO

Learning Outcome 1

Understand the purpose and importance of leadership

This learning outcome will help you to develop your knowledge on the theory of leadership, its importance, the skills required and different styles of leadership. This will help to prepare you for the practical part of the unit.

Q: What is a leader?



A:

"A person in control of a group, country or situation."

Cambridge Dictionary

A leader can be someone who people will follow. It can also be an individual who inspires or motivates you to meet a goal.

Q: What is leadership?



A:

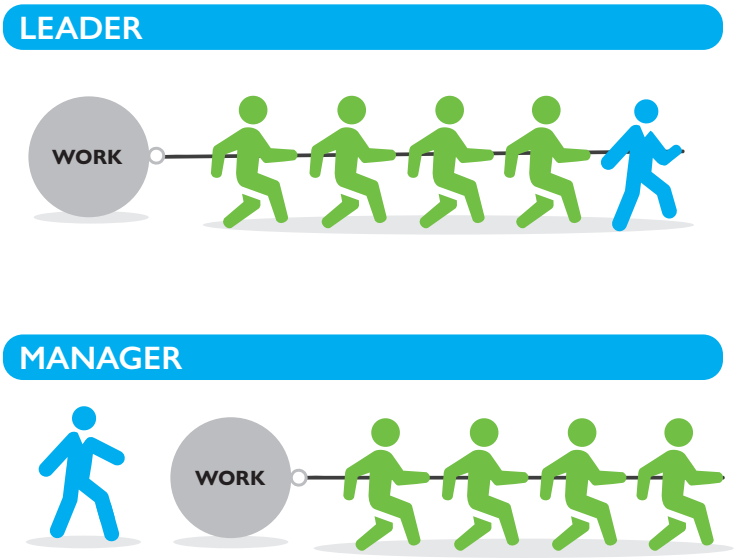
"Leadership is generally defined simply as influence, the art or process of influencing people so that they will strive willingly towards the achievement of group goals."

Koontz and O'Donnell

Leadership or Management?

Look at the image below and consider the following points:

- What do you think the differences are between **management** and **leadership**?
- What does this image symbolise to you?



The image here summarises that a group of people can be **managed** or **led**.

When leading a group, it is not uncommon for there to be a crossover between managing and leading. The table below outlines a number of other differences.

Leadership	Management
Lead a group to a common goal	Plan, organise and coordinate tasks
Influence and inspire others to share your vision	Allocate tasks and providing structure
Give individuals a sense of direction and inspire independent thinking	Control people, resources and outcomes
Focus on verbal communication	Focus on written communication
Listen to your team to understand their needs	Provide feedback, offer direction, and give orders to your team

Think back to a team activity you have taken part in, such as a practical leadership task. During the task were you **led** or **managed** or was it a **combination** of both?

Scan the QR code below to find out more about the differences between leadership and management.

Scan me!

https://www.youtube.com/watch?v=t-XTtyiWhKg

The importance of leadership

Leadership is an important transferable skill. You will follow the leadership of staff within your organisation, but over time you will also develop and demonstrate your own leadership skills through regular training which may include leadership courses, volunteering and adventurous training. Developing your leadership skills can help you to progress within your youth organisation.

Having strong leadership within your youth organisation, workplace, school or college is important to help you to achieve objectives.

Leadership is important as it can help:

- Set a clear vision that can be communicated effectively to team members
- Motivate team members and inspire them to achieve their very best
- Provide guidance and give direction
- Instill confidence in your team members
- Increase motivation and efficiency in your team





Self-leadership

"Self-leadership is the ability to influence your 'self' to achieve your objectives." (Bryant & Kazan, 2012)

The first stage of leadership is learning to lead yourself, as well as leading others. It is important to understand who you are, where you want to go and what you can accomplish, so that you can achieve your personal, work or youth organisation goals. In order to be a good leader, you must have the ability to **lead by example.**

Having good self-leadership skills can help you:



Setting clear objectives

As a leader it is important to create and set **leadership goals**. This ensures your success as a leader and also for your team. In order for leadership goals to be effective, they need to be S.M.A.R.T.



Support and guidance

As a leader, you aim to **guide**, **inspire** and **motivate** team members to achieve objectives. Leaders will offer guidance to all members of their team to help them to fulfil their roles and complete their jobs to the best of their ability.

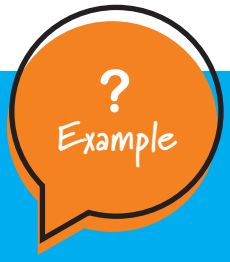
Task 1: Explain the importance of leadership (AC 1.1)



For this task you will need to **EXPLAIN** why leadership is important giving **two** detailed reasons.

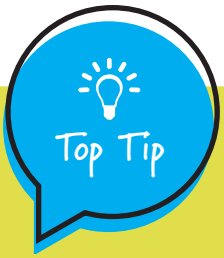
You can consider *why* leadership is important in a general context, in a workplace or apply it within your own organisation.

As the command verb is **EXPLAIN**, it is expected that you provide an explanation first and then give your reasons. Using words such as 'because' or 'therefore' will help you to do this.



For example:
"Leadership is important to help a team achieve their goal" **would not be an acceptable answer.**

Whereas:
"Leadership is important to help a team achieve their goal. For example, a leader will set goals for their team and make sure that everyone understands what their role is. This helps give the team members direction so that they understand and can complete the tasks set" **would be an acceptable answer.**



The above example only gives one reason. You need to ensure that your answer gives **two** detailed reasons about **why** leadership is important.

A four or five word response will not be sufficient as it will not contain the level of detail required.

Being a leader

Case study

The case study about Sam below illustrates some of the skills and qualities required to be a successful leader.

Sam was a member of his youth organisation for five years. Sam decided to take some time away for personal study but has now returned as an adult volunteer to give something back to the organisation. In that time he has developed a number of skills (highlighted in **green**) and qualities (highlighted in **blue**).



Sam

An adult volunteer role will suit Sam perfectly as he has excellent **teamworking** and **communication skills.** He is also able to **problem solve** and **delegate jobs** effectively through his previous experience.

Sam has demonstrated some **qualities** that he possesses as a leader through his previous role as a mentor. Sam is **dedicated** and **reliable** in his role, turning up each week to instruct the young people. He is **professional** and **approachable** in his delivery methods and remains **patient** and **empathetic** towards new recruits.

As an adult volunteer, Sam is a team leader and motivates and provides feedback so that members can improve their performance and achieve their goals.

Take a moment to reflect:
Who have you been led by? What makes this person a good leader? What do you think it takes to be a successful leader?

There are a number of skills listed below that a leader should have. You may be able to think of some others.

>> DELEGATION SKILLS >> CONFLICT MANAGEMENT

>> EFFECTIVE LISTENING >> PROBLEM SOLVING

>> GIVING AND RECEIVING FEEDBACK

>> DECISION MAKING >> TIME MANAGEMENT

>> VERBAL AND NON-VERBAL COMMUNICATION

In the boxes below list the top four skills that you think a leader should have.

Use the table below to identify a leader and two skills they have. Consider **why** your leader needs each skill.

Completing this table will help you as you progress through the unit.

My chosen leader:	

Skill:	Why should a leader possess this skill?

Task 2: Explain the skills needed for leadership

(AC 1.2)

For this task you will need to **EXPLAIN three** skills that are important for effective leadership.

For each skill you identify, you must give **at least one** detailed reason that supports *why* the skill is important.

To help you answer this question, you could reflect on your experiences of being led within your organisation, or you could refer to the case study written about Sam.



For example:
"Communication skills are important so that your team know what to do" **would not be an acceptable answer.**

Whereas:
"As a leader, communication skills are important because you need to be able to share your ideas and opinions. It is important to communicate clearly with your team so that they know exactly what to do. If you don't communicate effectively, it could lead to the team being confused or the wrong outcome being reached" **would be an acceptable answer.**



Using your personal experiences of leadership from within your organisation or elsewhere will help you to write your answer.

Leadership styles

There are three main leadership styles. These are **autocratic** (also known as authoritarian), **democratic** and **laissez-faire**.

Autocratic

Autocratic Leadership	
Definition	Leaders have very little input from others and base decisions on their own experiences or beliefs.
Characteristics	• Confident in their skills and abilities • Clear communicator • Dictate all working methods and rules, can be seen as bossy • Discourages creativity
 **Positives**	• Allows for quick decision-making because only the leader has a say in the decision-making process • Can manage large number of team members • Communication is direct and one-way • Removes pressure from the team as they do not have to make decisions
 **Negatives**	• Team morale can decrease as the team are not involved in the decision-making • The leader takes responsibility for both the team's failures and achievements which can make the team members feel unvalued • Leaves team members feeling like they are not trusted with decisions or important tasks
Example	• Drill instructor • Delivering a safety or adventurous activity briefing

Scan below to find out more about **autocratic leadership style**.

Scan me!

https://www.youtube.com/watch?v=HwfG1ZET7Oo

Democratic Leadership	
Definition	This is an open leadership style where team members are involved in the decision-making process.
Characteristics	• Team members are encouraged to share ideas and opinions • Decision-making is balanced, even though the leader retains the final say in the decisions • Leader is open and honest in their communication • Encourages the team to work without direct supervision
 **Positives**	• Encourages contributions from team members • Team members feel engaged which will increase motivation • Improves team morale which can make teams more productive • Develops confidence in team members and they feel valued
 **Negatives**	• Decision-making takes longer • Relies on different knowledge and skill levels as it involves everyone's opinion • It can be time consuming to oversee team members and organise discussions
Example	• Collaborating ideas during a leadership task • Team planning meeting

Democratic

Scan below to find out more about **democratic leadership style**.

Scan me!

https://www.youtube.com/watch?v=rRiIFBvG5_8

Laissez-faire Leadership	
Definition	This is a French term which means *"Let them do"*. Laissez faire leadership style allows the team members to make their own decisions. This is a more 'hands off' leadership style.
Characteristics	• Leaders provide all training and support required • Leaders are able to regain control when needed • Team members are expected to solve problems on their own • Very little guidance is given by the leader
Positives	• Team members can work independently • The freedom team members have can encourage creativity as they do not feel restricted • Helps team members to develop their knowledge and skills • Faster decision-making as team members are allowed to make the decisions
Negatives	• Can be damaging to a team if they do not have the skills and knowledge to complete tasks • Not suitable for new or inexperienced team members as they need guidance • Team members who need direction will struggle
Example	• Senior member of organisation supporting younger members • Subject matter experts being left to get on with their jobs without direct supervision i.e. a practise drill session.

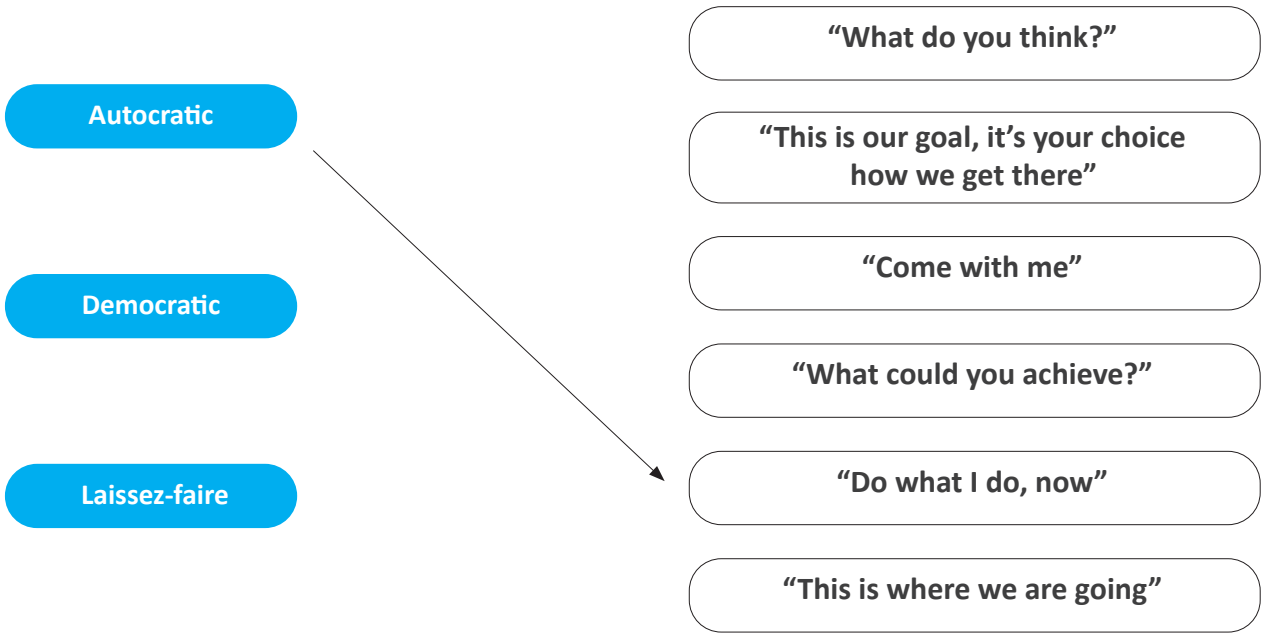
Scan below to find out more about **laissez-faire leadership style**.

Scan me!

https://www.youtube.com/watch?v=0VpAJTEDdZY

Summary exercise

Take a look at the phrases below, and based on what you have learnt about the leadership styles above, match the leadership style to phrases that may be used as part of that style. One has been completed for you as an example.



If you want to check your answers, they are located on page 175.

Choosing a leadership style

As a leader, it is important for you to be able to **adapt** your leadership style when required. The style of leadership you choose can depend on:

- The situation
- The experience of the team
- The ability of the team (i.e. their knowledge and skills)



Case study

Below is an example of leadership in action. Read the scenario of Andy and consider the questions below.



Andy

Andy is an experienced community based police officer who is involved in a new initiative to reduce the amount of youth crime occurring in the city. He has called a meeting to discuss what the current problems are, how effective the current measures are, and to create a plan to move forward in reducing these issues.

Many organisations will be involved in this initiative such as social services, youth groups, the probation service, victim support and local business owners. All of them will send a representative to attend the meeting.

Thinking about the case study above, answer the following questions:

- **Which leadership style do you think Andy should employ for his meeting?**
- **Why do you think he should employ this style of leadership?**

Leadership style	Why?
...	

If you want to check your answers, they are located on page 175.

Task 3: Explain the different styles of leadership and when they should be used (AC 1.3)

For this task you need to **EXPLAIN two** different leadership styles. For each leadership style you identify you will need to:

- Outline the style of leadership
- Provide an example to demonstrate a situation when this style should be used
- Give a detailed reason *why* this style should be best used in the situation you have chosen



For example:
"Autocratic leadership style is based on control. This could be used when a new team is formed, so that the leader can control the team" **would not be an acceptable answer.**

Whereas:
"Autocratic leadership style is where the leader has full control of their team and does not involve them when making decisions. This could be used when a new team is formed in a workplace. This is because the team might not have the experience and skills to be left to complete jobs on their own at first. The leader can make the decisions, while the team members learn the skills that are needed for their new job" **would be an acceptable answer.**



Make sure that you **explain** each leadership style and that your reasons are in detail.

One sentence will not be enough to meet the **detailed** criteria. You may find it useful to make reference to experiences from within your youth organisation for this question if you wish.

The role of a team leader in developing a team

A team leader should review the team's performance against the original goal. Doing this will help to identify ways that the team can improve. For example: developing individuals' skills (upskilling), practicing skills or implementing motivational activities.

Team leaders play a role in helping to develop their teams by:

- Delegating roles based on people's strengths and abilities
- Encouraging open communication
- Being an active listener and building up rapport within a team to maximise individuals' performances
- Using feedback to resolve any issues
- Motivating team members
- Encouraging team members to reflect on their performances, to allow for further improvements

---

Task 4: Outline the role of a team leader in developing a team (AC 1.4)



For this task you will need to **OUTLINE** the role of a team leader in developing a team.

As the verb is to **OUTLINE**, your answer should be a brief description that sets out the main characteristics or points.



For example:
"A team leader can help to develop a team through communicating" **would not be an acceptable answer.**

Whereas:
"A team leader can help to develop a team through communicating and listening well to their team members. The team leader can make sure that everyone understands what to do and motivate their team to complete the job" **would be an acceptable answer.**



To help you with your answer, consider the benefits of having a team leader. You may find it useful to reflect on your own experiences when you may have taken on the role of a team leader.

Recap

To check your understanding you may wish to answer the following questions:

- **Leadership is important as it can help to motivate the team and can inspire members to think outside of the box. True or false?**
- **Which style of leadership involves team members in the decision-making process?**
- **Andy has a highly motivated team who are experts in their fields of work. Which style of leadership would be most suited to this scenario?**

If you want to check your answers, they are located on page 175.

LO **Learning Outcome 1 - complete** ✓

LO

Learning Outcome 2

Be able to work as an effective team leader

This learning outcome will require you to demonstrate your leadership ability. You will take on the role of a team leader in an observed task and demonstrate the appropriate skills and qualities to lead a team as part of a task.



Case study

The following case study looks at Sophie who we introduced in Unit 1 who works in a supermarket. Sophie applied for a promotion to a team leader role in store and was successful.



Sophie

As a team leader, Sophie ensures that all her team members are working to their best to help the day to day operations in store run smoothly. Sophie has to demonstrate excellent **time management** and **delegation** skills to ensure that the workload is shared among the members of her team. Sophie can then monitor her team to ensure the work is completed.

As part of her role, Sophie has to be **confident** in **making decisions**, **communicating** with staff and customers and have a **welcoming attitude**. Sophie has to take care of any problems immediately and manage conflict so that it does not impact on the customer. Sophie is professional in her approach and understands how important it is to **lead by example**. She is **committed** to being the best she can be in her role, and is **assertive** whilst still being **approachable** and **fair** in her manner towards the staff she leads.

The jobs of a team leader can vary, but in this case Sophie's daily tasks can include:

- Holding team meetings to update staff
- Setting targets and monitoring progress
- Allocating work and delegating responsibilities to team members
- Handling complaints from both staff and customers
- Helping with training and development
- Supporting members' questions and helping with problems
- Solving problems and addressing queries

Activity 1: Be able to work as an effective team leader (AC 2.1, 2.2, 2.3 & 2.4)



For Activity 1, you need to show that you can:

- Agree goals for a defined task with the team
- Communicate effectively with the team
- Demonstrate appropriate leadership skills and behaviours for the defined task
- Monitor team progress to ensure goals are met

This is something that will usually be carried out as part of the activities within your organisation.

Below is a list of recognised activities that can evidence your leadership skills. Please read through and tick one activity that you have completed. Evidence of activities marked with an * MUST be submitted with your workbook (e.g. screenshots, copies of certificates, etc.). This evidence will be verified by CVQO.

	Activity	✓
Instructor type qualifications	*CSLA Level 3	
	*Sports Leadership Level 1	
	*BCU/RYA instructor qualifications	

If you **have** been able to tick one of the recognised activities above you **do not** need to complete Task 5 in the workbook.

	Activity	✓
SCC	Rowing Coxswain	
	Rowing Instructor	
	Drill Instructor	
ACF	3 Star Fieldcraft	
CCF	ARMY (Phase 2 Leadership Development)	
	NAVY (Able Cadet 3 Star)	
	RM (Phase 2 Leadership Development)	
Scouts	*Explorers Leadership Activity Badge	
Other	ILM L2 ETMS	

If you **have** been able to tick one of the activities above above you **must** complete Task 5 in the workbook.

If you **have not** been able to tick one of the activities **above or on page 170** then you should read below for more information.

You can use another experience that demonstrates when you have been able to work as an effective team leader. This may have been within your own organisation or elsewhere, i.e. at school.

As CVQO cannot gain evidence of this achievement you will need to ask a tutor to complete a witness statement and also gain peer feedback on your performance. When you have this evidence you will need to complete Task 5.

Further information can be found on page 176.

LO Learning Outcome 1 - complete ✓

LO Learning Outcome 2 - complete ✓

LO

Learning Outcome 3

Be able to review and develop own leadership skills

This learning outcome will require you to review your performance as a team leader in a defined task and identify areas for improvement.



BALJODH SINGH

Testimonial | Cadet perspective

Being a cadet has allowed me to develop my leadership skills and step out of my comfort zone. Not having any self-confidence to lead a team to start off, I developed new leadership styles and techniques. Now, as a Cadet Adult Volunteer I can confidently lead team meetings and teach lessons. These are valuable skills that will allow me to have a great career ahead as a Medical Professional.

Reviewing own performance

As a leader being able to review your own performance is essential. The questions below can help you to do this.

- What was the impact of your actions?
- What skills did you demonstrate?
- What was the quality of your work?
- Did you achieve your original objectives or aims?
- What feedback did you receive?
- How did you cope with the results of the task (successful or not)?

Self-assessment survey

Use the template below to complete an audit of your own leadership practices. This will prove useful and help you to complete the last task in your workbook.

You should consider your strengths and weaknesses in relation to the statements below. Put a tick in the relevant box that you feel best describes how you rate yourself for each point.

	I do this well	I am ok at this, but I need some more practice	I don't do this well
I work hard to develop the skills within my team			
I communicate well with others			
I am good at motivating others			
I treat team members with respect			
I can manage conflict in a team			
I am happy to listen to other people's ideas and take these on board			
I am a good delegator			
I am resilient as a leader when things go wrong			
I am able to admit my mistakes and take responsibility			

Task 5: Review own performance as a leader in a defined task and identify ways to develop own leadership skills from a defined task (AC 3.1 & 3.2)

Take a moment to reflect on the leadership activity you completed. The self-assessment survey you may have completed in the learning guide could provide you with a good starting point for this task.

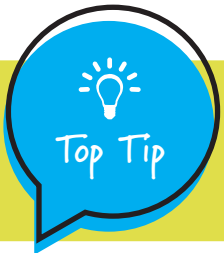
For this task you will need to **REVIEW** your performance as a leader and:

- Identify your leadership style and its impact
- Detail **three** areas **you** performed **well** in
- Detail **three** areas **you** could **improve** on
- Provide an **overall** judgement of your leadership ability.
- Identify **three** leadership skills that you need to improve and state how you will improve these skills.



For example, if you were giving an overall judgement on your leadership:
"Overall, I think I did well as a leader" **would not be an acceptable answer.**

Whereas:
"Overall, I think I did well as a leader because I was confident when communicating, I delegated jobs to ensure the task ran smoothly and no one was left out. When things went wrong I was able to listen to feedback and change plans so that the team completed the task" **would be an acceptable answer.**



When reviewing the impact your leadership style had on your team, did it have a positive or a negative impact? Did your leadership style aid the team's performance in any way?

Remember that the review is about you. How well did you perform and what can you do to improve your performance as a leader?

LO Learning Outcome 1 - complete ✓

LO Learning Outcome 2 - complete ✓

LO Learning Outcome 3 - complete ✓

Answers

Summary exercise

Autocratic: Do what I do, now | Come with me
Democratic: What do you think? | What could you achieve?
Laissez: This is our goal, it's your choice how we get there | This is where we are going

Andy

Democratic. There are many different skilled professionals involved in the meeting with experience to share.

LO 1 Understand the purpose and importance of leadership

Q1: True.
Q2: Democratic.
Q3: Laissez-faire.

Additional reading

Should you wish to know more about this subject area, the following resources may be useful:
www.businessballs.com
www.skillsyouneed.com
www.mindtools.com

Additional units of interest

As part of this qualification there are 14 other units of study. A number of them have clear links with developing leadership skills and include:

- **Unit 2:** Developing Effective Communication Skills
- **Unit 3:** Preparing for Employment
- **Unit 5:** Personal Development through Adventurous Activities

Further guidance on evidencing Unit 11 Learning Outcome 2:

There are a number of recognised activities you can use to evidence your ability to work as an effective team leader.

You may need to use an alternative experience that demonstrates when you have been able to work as an effective team leader. This may have been within your own organisation or elsewhere, for example, at school.

If this is the case, CVQO would need a witness testimony to provide evidence and feedback from **TWO** peers who you were with you at the time. You should ask your tutor to complete VQF655 included in the workbook or you can access the form by scanning the QR code.

Scan me!

LO Learning Overview

Criteria reference	To achieve the criteria the evidence must show that the learner is able to:	Task	Evidence (page no.)
Learning Outcome 1: Understand the purpose and importance of leadership			
1.1	Explain the importance of leadership	Task 1	WB Page 4
1.2	Explain the skills needed for leadership	Task 2	WB Pages 5
1.3	Explain the different styles of leadership and when they should be used	Task 3	WB Page 6
1.4	Outline the role of a team leader in developing a team	Task 4	WB Page 7
Learning Outcome 2: Be able to work as an effective team leader			
2.1	Agree goals for a defined task with the team	Activity 1	WB Pages 8-9
2.2	Communicate effectively with the team	Activity 1	WB Pages 8-9
2.3	Demonstrate appropriate leadership skills and behaviours for the defined task	Activity 1	WB Pages 8-9
2.4	Monitor team progress to ensure goals are met	Activity 1	WB Pages 8-9
Learning Outcome 3: Be able to review and develop own leadership skills			
3.1	Review own performance as a leader in a defined task	Activity 1 **or** Task 5	WB Pages 8-9 **or** 10-11
3.2	Identify ways to develop own leadership skills from a defined task	Activity 1 **or** Task 5	WB Pages 8-9 **or** 10-11

Additional study

A link to our current prospectus can be found on our website **www.cvqo.org**.

Accreditation

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