BTEC LEVEL 2

Teamwork and Personal Development in the Community



Cadet Vocational College

LEARNING GUIDE

for completing Unit 10

Version 3.1

Pearson BTEC Approved Centre

Unit 10: Citizenship and Community Awareness

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

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.

In this unit you will have 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.

Unit 10:



- 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.

If you have achieved a GCSE in Citizenship (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 please go to your learner handbook.

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?

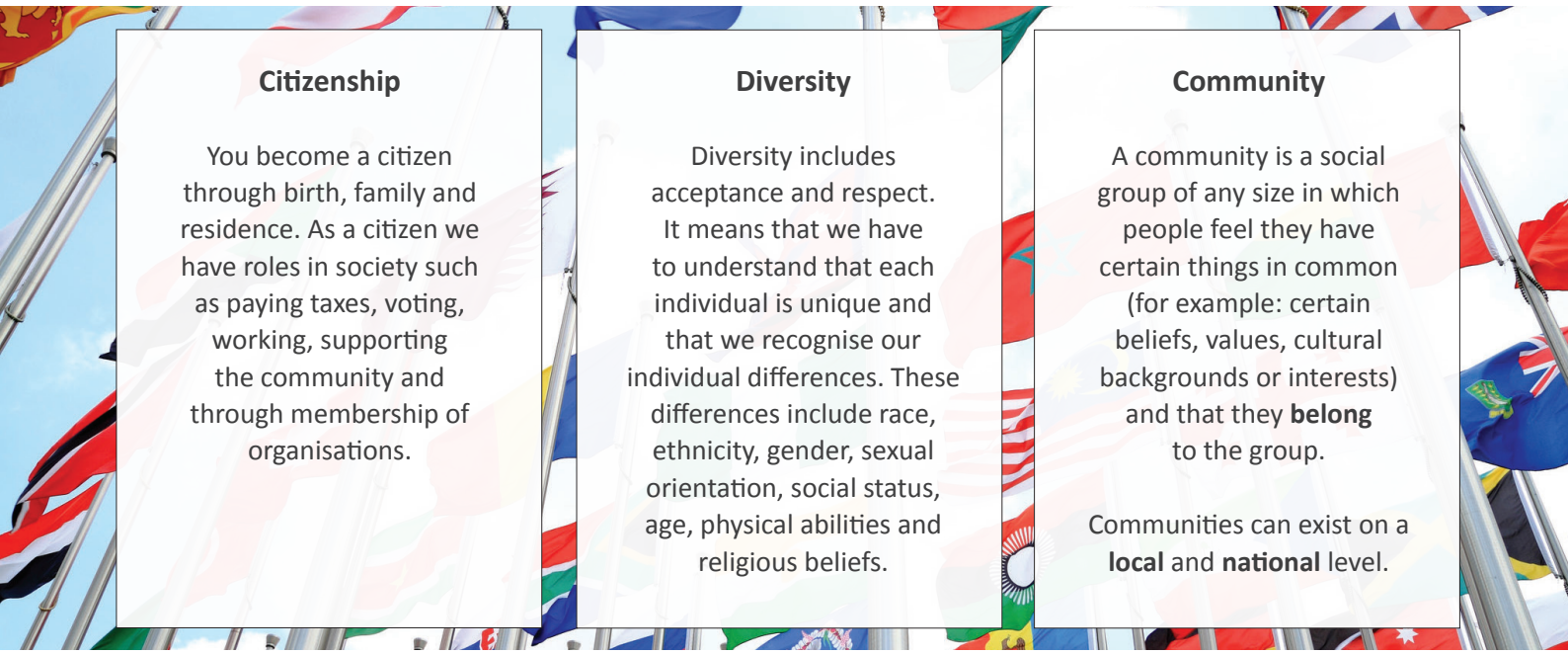


A:
"A person who is a member of a particular country and who has rights because of being born there or because of being given rights, or a person who lives in a particular town or city."

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 include race, ethnicity, gender, sexual orientation, social status, age, physical abilities and 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 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)

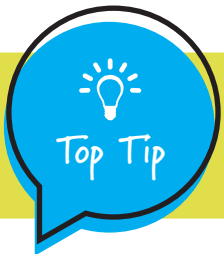
To complete Task 1, you need to **DESCRIBE** the meaning of the **three** key terms: citizenship, community and diversity.

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



An acceptable answer would be:
"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."

An answer that would not be accepted:
"Diversity is including and involving different groups of people."



You can use examples from your own youth organisation or community within your answer.

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 or religion.
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)

Within your own organisation you have a responsibility to follow:

>> CODE OF CONDUCT FOR STAFF AND MEMBERS

>> REGULATIONS >> CORE STANDARDS AND VALUES

>> STANDING ORDERS

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 Hassan 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, Hassan 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.



Hassan

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

Hassan'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, Hassan 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. Hassan 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 will need to:

- write a clear description of each quality you choose
- include a supporting reason as to **why** you believe the quality is important within your own organisation or local community

You **must** include specific examples in your answers to give the detail required.



An acceptable answer would be:
"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."

An answer that would not be accepted:
"A good citizen is respectful. They respect others and the community."



The case study of Hassan 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 28.

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

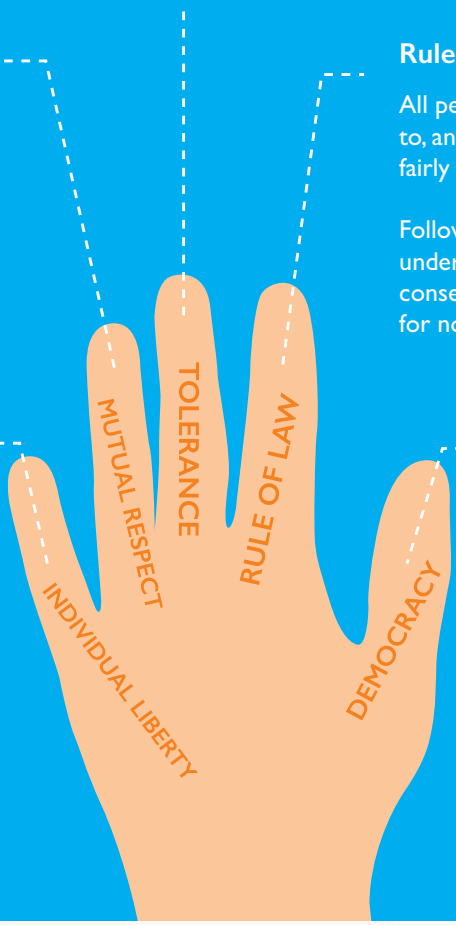
Respecting the values, ideas and beliefs of others, whilst not imposing our own on others.

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 the **five** fundamental British values to society.

For each answer you should:

- **IDENTIFY** a British value
- **EXPLAIN** the meaning of the value
- **EXPLAIN why** the value is important to society



An acceptable answer would be:
"Democracy gives us the freedom to express our own opinions and influence any decisions that are made. Listening to other people's opinions and considering them, before making a decision, will help individuals feel involved in a process and valued."

An answer that would not be accepted:
"Democracy gives us the freedom to express our own opinion."



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

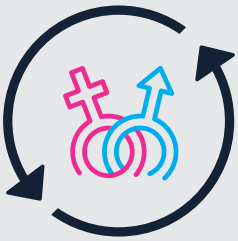
There are nine protected characteristics that relate to Equal Opportunities:



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, everyone should:

- **be treated fairly**
- **be free from artificial barriers, prejudices or preferences**
- **be able to access and participate in all areas of society**
- **be free from discrimination against the nine protected characteristics**
- **have workplaces that 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** equality of opportunity is 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.



An acceptable answer would be:
"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."

An answer that would not be accepted:
"Age. It is important to have equal opportunities no matter what your age so that it is fair for all."



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 28.

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."

www.confetti.ac.uk

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 must **DESCRIBE**, using examples, two factors that contribute to making your community culturally 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.



An acceptable answer would be:
"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."

An answer that would not be accepted:
"One factor that makes my community diverse is that people have different religious beliefs."



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.



An acceptable answer that included one detailed example would be:
"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."

An answer that would not be accepted:
"Cultural diversity can positively influence a community as it can help bring people together."



Remember the command verb 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.

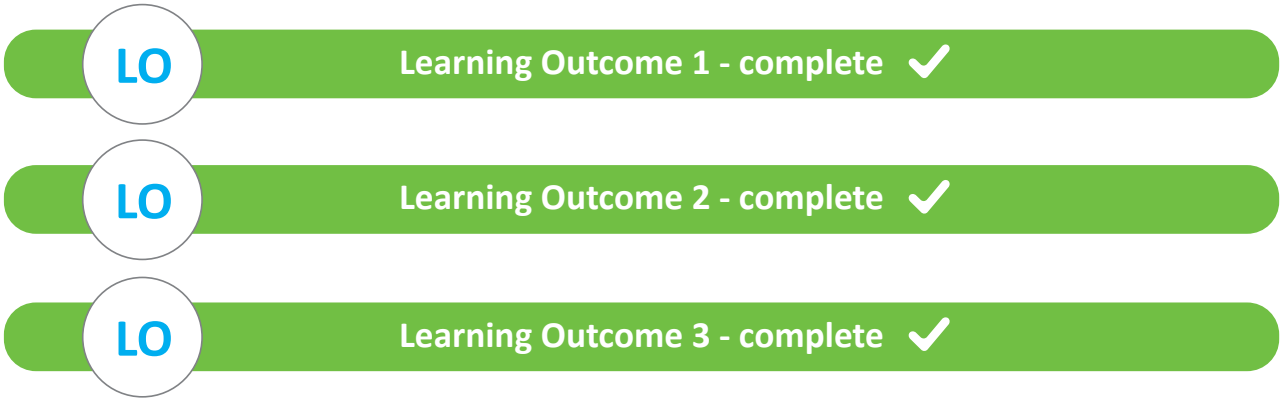
- [ ] Valuing friendship
- [ ] Recognising differences
- [ ] Valuing differences
- [ ] Valuing change

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 28.



LO

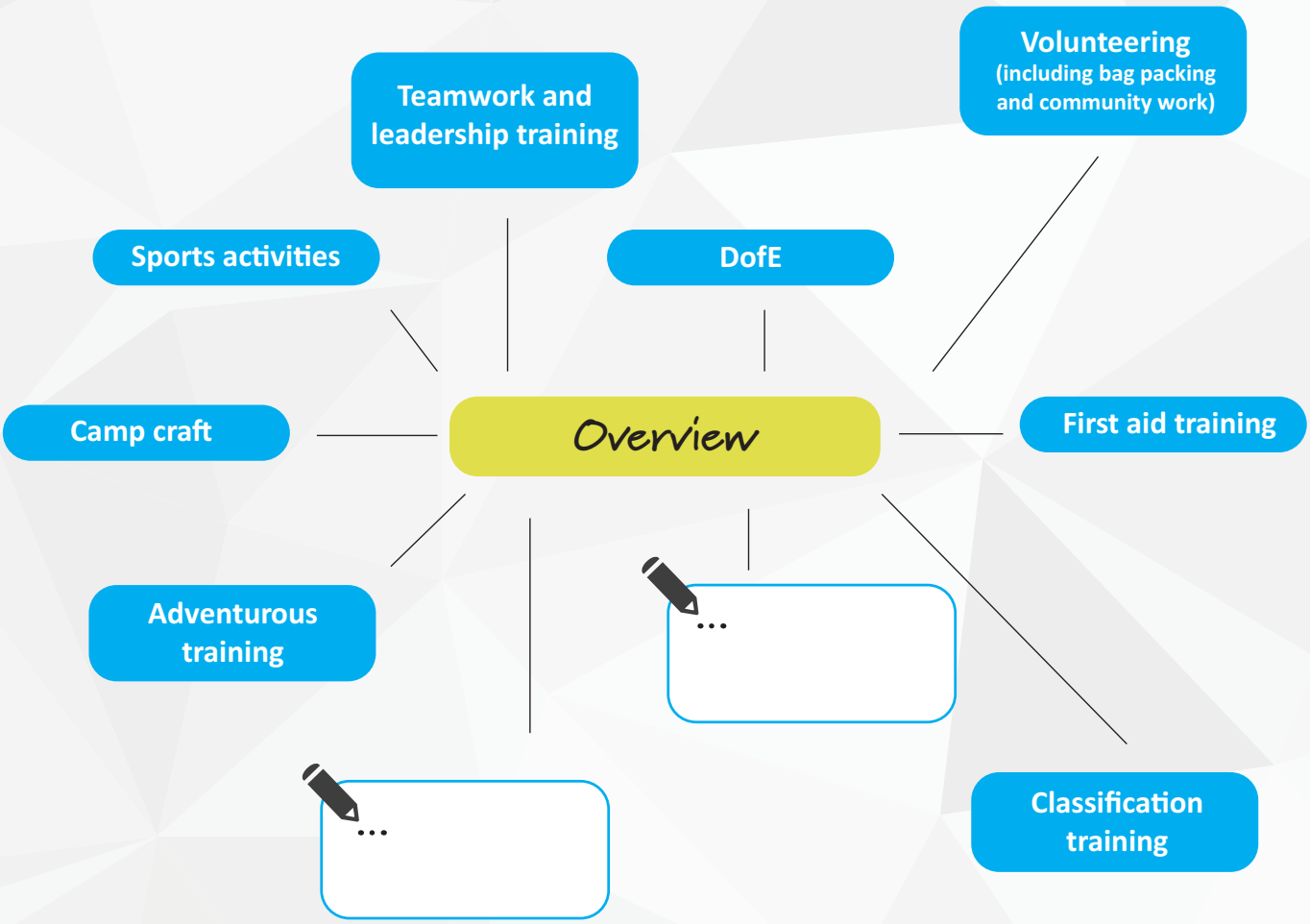
Learning Outcome 4

Be able to review and develop your 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 your 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 rarely demonstrate this quality
Being honest			
Being self-disciplined			
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 your own citizenship qualities to the community (AC 4.1 & 4.2)



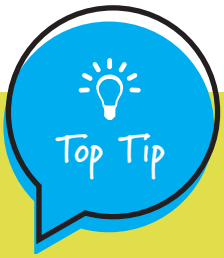
For this task, you will need to **IDENTIFY two** of your own citizenship qualities and **REVIEW** the value and contribution this quality made to your organisation or community.

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.



An acceptable answer would be:
"Tolerance of others. When I volunteered in the community I worked with others who had different values and beliefs to me and listened to their views and asked questions if I needed to. This helped to build mutual respect and reduce any disagreements."

An answer that would not be accepted:
"Tolerance of others. It helped members of my organisation bond and build respect."



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

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

For this task, you will need to **IDENTIFY two** citizenship qualities of your own 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.



An acceptable answer would be:
"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."

An answer that would not be accepted:
"I want to improve my social participation. I will do this by getting involved."



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
www.bbc.co.uk/bitesize/articles/z9dpn9q#zh2wwnb

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 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

Contact

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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 Pages 4-5
1.2	Explain the qualities of a good citizen	Task 2	WB Pages 6-7
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 8-9
2.2	Explain why equal opportunities are important to society	Task 4	WB Page 10
Learning Outcome 3: Understand the contribution/value of cultural diversity to communities			
3.1	Describe a culturally diverse community	Task 5	WB Page 11
3.2	Explain how cultural diversity influences a community	Task 6	WB Page 12
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 13
4.2	Review value and contribution of own citizenship qualities to the community	Task 7	WB Page 13
4.3	Identify ways to develop own citizenship qualities	Task 8	WB Page 14



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