



KEY STEPS



Learner name:

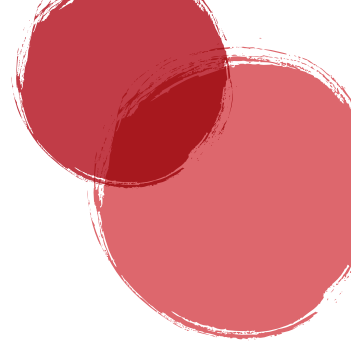
Centre name:

Tutor name(s):

Sample



KEY STEPS



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HOW TO ACHIEVE KEY STEPS

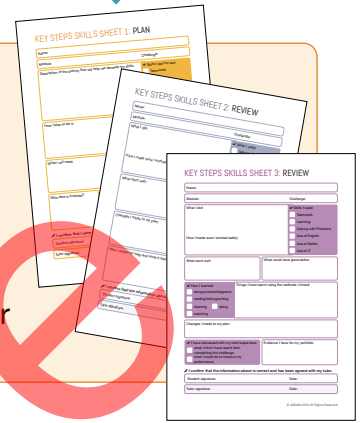


Look through this book with your tutor and choose which modules and challenges you would like to do.

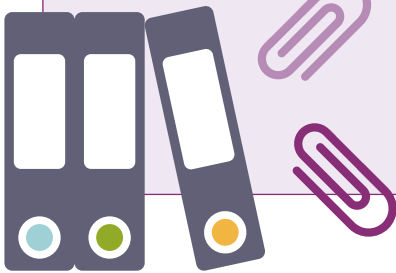
Decide with your tutor which challenges you are going to use for your Skills Sheets.

The table on page 62 will tell you how many and what type of Skills Sheets you will need to complete.

You do not need to do a Skills Sheet for every challenge!



As you work through your challenges, make sure you collect evidence to prove that you have done the challenge.



Tick the skills you have used while completing the challenges using the tick boxes alongside each challenge.

Fill in the boxes to show which challenges have skills sheets attached to them, where the evidence can be found in your portfolio and how long you spent on the challenge.

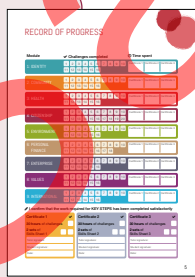
2 Take part in a whole-group session to compile a long list of 'skills' (things you're good at, e.g. leadership, using ICT, cooking) and 'qualities' (what you're like, e.g. cheerful, friendly, moody). Using these ideas, and any others you can think of, make a two-column list of your personal skills and qualities.

Skills Sheet: Portfolio ref: Time spent:

Skills I used:

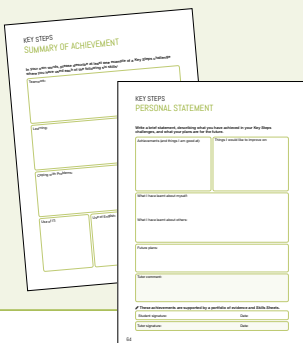
- Teamwork
- Learning
- Coping with Problems
- Use of IT
- Use of English
- Use of Maths

Keep track of your challenges and how many hours you have completed by filling in the Record of Progress (page 5) as you go along.



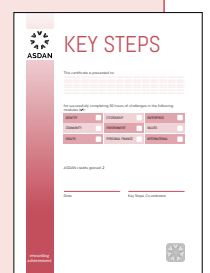
Once you have finished your challenges, complete the Summary of Achievement on page 63 and the Personal Statement on page 64.

This will show how you have developed your skills, how you felt about the programme and what you want to do next.



Check your portfolio to make sure it includes all the required evidence and recording documents.

Well done! You have now completed your programme and will receive your certificate shortly.





MY SKILLS

Recording your skills

Key Steps challenges provide an excellent opportunity to develop the skills of:

- Teamwork
- Learning
- Coping with Problems
- Use of IT
- Use of English
- Use of Maths

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



Skills I used: ✓

Teamwork

Learning

Coping with Problems

Use of IT

Use of English

Use of Maths

The importance of Key/Core Skills

These skills are an everyday part of adult and working life.

You need to be able to: make **yourself** understood when speaking and writing; plan **your own** learning; work with others; carry out basic calculations; and use information technology.

Every job needs some or all of these skills and they are just as useful in Further and Higher Education.

Teamwork



This skill is about how you work with others when planning and carrying out activities and achieving shared goals. This will involve working with a group of people.

Learning



This skill is about learning something new or doing something better. It is about planning and working towards targets to improve your performance, and reviewing your progress.

Coping with Problems



This skill is about recognising problems and doing something about them. It is about using different methods to find a solution and checking to see if they work.

Use of IT



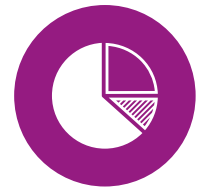
This skill is about how you use information technology for different purposes: finding, exploring, developing and presenting information, including text, images and numbers.

Use of English



This skill is about how you communicate and obtain information. For example, by taking part in discussions, researching a topic and presenting your findings, or writing a report.

Use of Maths



This skill is about applying your number skills in straightforward tasks, doing calculations, interpreting results and presenting findings.

SECURITY
IDENTIFICATION



Sample

MODULE 1:
IDENTITY





MODULE 1: IDENTITY

1

Answer the question “Who are you?” with ten facts about yourself. Try to come up with interesting ideas that no one else could say about themselves. Share your ideas with a group. How many of your facts were unique to you?

Using these facts, design your own social media profile page featuring a combination of text, images, music, video clips etc.

Skills Sheet: Portfolio ref: Time spent:

Skills I used: ✓

- Teamwork
- Learning
- Coping with Problems
- Use of IT
- Use of English
- Use of Maths

2

Take part in a whole-group session to compile a long list of ‘skills’ (things you’re good at, e.g. leadership, using ICT, cooking) and ‘qualities’ (what you’re like, e.g. cheerful, friendly, moody).

Using these ideas, and any others you can think of, make a two-column list of your personal skills and qualities.

Skills Sheet: Portfolio ref: Time spent:

Skills I used: ✓

- Teamwork
- Learning
- Coping with Problems
- Use of IT
- Use of English
- Use of Maths

3

Design a flyer for students who are new to your centre, outlining things you think they should know (e.g. what to do if you lose something, what happens if you miss the bus, what to do if someone is bullying you or you see someone else being bullied, what trips are on offer).

Skills Sheet: Portfolio ref: Time spent:

Skills I used: ✓

- Teamwork
- Learning
- Coping with Problems
- Use of IT
- Use of English
- Use of Maths

4

Discuss the different types of education and educational establishments that are attended by young people of your age.

Find out what is meant by ‘formal education’ and ‘informal education’.

Make a plan of a typical week for you, including the weekend, and note down the times, places and details of your formal and informal education.

Skills Sheet: Portfolio ref: Time spent:

Skills I used: ✓

- Teamwork
- Learning
- Coping with Problems
- Use of IT
- Use of English
- Use of Maths



Sample

MODULE 5:
ENVIRONMENT





MODULE 5: ENVIRONMENT

1

What does the word 'environment' mean? Discuss this as a group.

Make a group list of as many threats to the world environment as you can. Talk about why and how these things happen.

Skills Sheet: Portfolio ref: Time spent:

Skills I used: ✓

Teamwork

Learning

Coping with Problems

Use of IT

Use of English

Use of Maths

2

Find out about groups and organisations that help make the world environment safer.

Report back on these groups, what they do and how people can help them in their work.

Skills Sheet: Portfolio ref: Time spent:

Skills I used: ✓

Teamwork

Learning

Coping with Problems

Use of IT

Use of English

Use of Maths

3

What is a natural disaster? Make a list of all the different kinds of natural disaster that you can think of.

Compare your list to those made by others in the class.

Think about a natural disaster that has happened recently and discuss with the whole group what happened, why it happened and what effect it had on the people living there.

Skills Sheet: Portfolio ref: Time spent:

Skills I used: ✓

Teamwork

Learning

Coping with Problems

Use of IT

Use of English

Use of Maths

4

Many of the groups involved with helping areas affected by natural disasters are charities. Find out more about what being a charity means and how charities raise money to help people in need.

How can you help charities with their work?

Skills Sheet: Portfolio ref: Time spent:

Skills I used: ✓

Teamwork

Learning

Coping with Problems

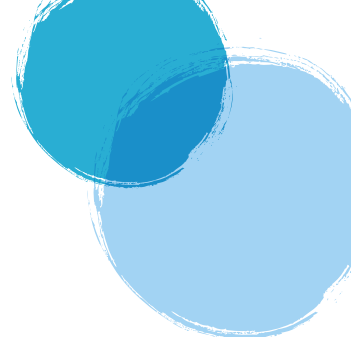
Use of IT

Use of English

Use of Maths

MODULE 9:
INTERNATIONAL





13

Take an active role as host when visitors from abroad come to your centre.

Get a responsible person to write a witness statement about how you made the visitors feel welcome.

Skills Sheet: Portfolio ref: Time spent:

- Skills I used:** ✓
- Teamwork
 - Learning
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

14

Have a class discussion about all the countries that everyone has visited in their lifetime. Mark them on a world map.

Compile a wish list of all the places the group would like to visit, including your reasons why.

Skills Sheet: Portfolio ref: Time spent:

- Skills I used:** ✓
- Teamwork
 - Learning
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

15

Find out the definition of a developing country.

What is your opinion about the responsibilities of industrialised or rich nations towards poorer nations?

Decide what you as an individual could do to alleviate the suffering of the poorest and most deprived people in the world.

Skills Sheet: Portfolio ref: Time spent:

- Skills I used:** ✓
- Teamwork
 - Learning
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

16

Other agreed challenge:

.....

.....

.....

.....

Skills Sheet: Portfolio ref: Time spent:

- Skills I used:** ✓
- Teamwork
 - Learning
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

WHAT'S NEXT?

Achievement of a Key Steps certificate is worth **two ASDAN credits**. These credits can be used towards other ASDAN programmes and qualifications, which add value and give you further options for continuing to develop your skills and experience.

Short Courses

There are more than 30 ASDAN Short Courses to choose from, each based around a different topic or subject.

Short Courses can accredit between 10 and 60 hours (1–6 credits) of activities and skills development in subjects such as:

- Animal Care
- Citizenship
- Enterprise
- Expressive Arts
- FoodWise
- Football
- Leadership
- Personal Finance
- PSHE
- RoadWise
- Sports and Fitness
- Volunteering



Personal Development Programmes (Bronze, Silver, Gold)

These popular programmes cover a range of activities across 13 modules, including community, communication, world of work and number handling.

There are different certificates available, depending on how long you spend on your activities:

- Bronze credits: 10, 20, 30, 40 or 50 hours (1, 2, 3, 4 or 5 credits)
- Bronze: 60 hours (6 credits)
- Silver: 120 hours (12 credits)
- Gold: 180 hours (18 credits)



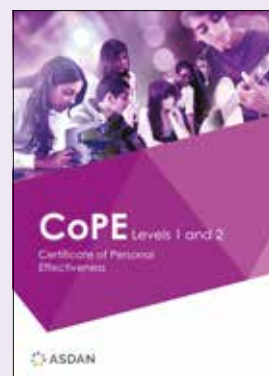
Certificate of Personal Effectiveness (CoPE) Level 1 and 2

This qualification focuses on the development of six core skills, essential for success in education, work and life:

- Working with Others
- Improving own Learning and Performance
- Problem Solving
- Research
- Discussion
- Oral Presentation

To complete CoPE, you need to choose 12 credits of challenges from modules including communication, science and technology, independent living, beliefs and values and health and fitness.

CoPE can be completed at Levels 1 and 2.



Sample



KYWB01/1

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