Unit Title:	**Individual responsibilities in the community**
OCR unit number:	C7
Life and Living Skill Area:	Environment and Community
Level:	Entry 2
Credit value:	2
Guided learning hours:	20

Unit purpose and aim

This unit aims to develop the learner's understanding of the individual's community responsibilities and the impact that this has on the overall community.

Learning Outcomes	**Assessment Criteria**	**Example of ways assessment criteria could be met**
The Learner will: 1 Know own community responsibilities	**The Learner can:** 1.1 Identify own responsibilities in the community	Learners discuss own responsibilities in the community either in a group or on a 1:1 basis (signing can also be used). Learners identify own responsibilities in the community from a given list of three or more responsibilities. Community and how people interact can be used as a basis for discussion or for questions to be asked and learner's answers documented, the questions can be used as appropriate for your learner eg read to them, pictorially or written. Learners respond to a presentation from a Community Officer or person of influence in their community and outline two or more of their own responsibilities. Examples of community presenters could include religious leaders, local politicians, voluntary group leaders, police, fire and medical officers etc.
2 Know ways of making a positive contribution to the community	2.1 Identify ways of making a positive contribution to the community	Learners use a list to highlight things they could do to make a positive contribution to their

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		community. Lists can include images, symbols etc to meet the needs of the learner; presented in adapted and accessible formats to meet learner's needs. Learners observe what is happening within the community and record what has been observed. Learners conduct a simple survey to find out how they could make a positive contribution to the community. e.g. picking up litter etc
3 Understand the impact of individual responsibilities on the community	3.1 State possible consequences of not acting responsibly in the community	Learners discuss the impact of not acting responsibly this can be completed as a group or on a 1:1 basis. Learners examine simple case studies to discuss what different scenarios and the consequences of not acting responsibly. Learners take part in a simple role play where choices are made to consider consequences of irresponsible actions.
	3.2 State benefits of acting responsibly in the community	Learners discuss benefits as part of a group or on a 1:1 basis. Produce a simple leaflet or poster to outline the benefits of acting responsibly in the community. Provide examples from own or other people's experience where acting responsibly in the community has been of benefit – for example local news stories etc. Use of drama to act out and record scenarios and different options to take.

Assessment

This unit may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Assessment for this unit may include written work, observations, recording of discussion with individual responses captured (written by the assessor/tutor etc or using a digital recorder), drama sessions can be recorded.

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Possible ways of demonstrating that the assessment criteria have been met are provided in the third column of the unit, these are examples only, learners may demonstrate their ability to meet the criteria in many other ways.

Evidence requirements

The Record of Assessment and Evidence for this unit must be completed in full and signed by the assessor to confirm the evidence is authentic and meets the requirements of the learning outcomes and assessment criteria. The completed Record of Assessment and Evidence, together with any other appropriate form of evidence that has been generated for the unit, must be submitted for moderation.