

Title:	Speaking Up and Making Simple Decisions
Level:	Entry Level 3
Credit value:	2
GLH:	20
Unique Reference Number:	Y/652/0670
Sector Subject Area:	14.1 Foundations for Learning and Life
Aim:	The aim of this unit is to provide learners with the knowledge and skills to speak up and make simple decisions in familiar situations. Learners will recognise when to share a view, identify straightforward choices, recognise support that can help, and take part in activities where they express themselves and make a simple decision. This unit supports progression into personal development, employability, and wider preparation for learning and work by helping learners take part more confidently and make suitable choices in everyday situations.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p> <p>Evidence must confirm that the learner can recognise when to speak up, make simple decisions, identify support, and take part in activities where they share a view and make a choice.</p> <p>Assessment must reflect realistic personal, learning, community, or work-related contexts.</p>

Learning outcomes

The learner will:

1. Understand when and how to speak up.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise when speaking up may be needed and how this can be done in a suitable way in familiar situations.

The learner must:

- 1.1 Identify at least three familiar situations where a person may need to **speak up**.
- 1.2 Recognise at least two appropriate **methods** to share a view, preference, or concern.
- 1.3 State why speaking up can be important in everyday, learning, or work-related situations.

2. Understand how to make a simple decision.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise options, choose between them, and understand what may happen after a simple decision is made.

The learner must:

- 2.1 Identify choices in a straightforward situation.
- 2.2 Select a simple decision from given options.
- 2.3 State what may happen next after a simple decision is made.

3. Know how support can help with speaking up and decisions.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise when help may be needed and how support can help with speaking up or making a decision.

The learner must:

- 3.1 Identify people who can give support when a person is unsure what to say or do.
- 3.2 Recognise when it is helpful to ask for support.
- 3.3 State how support can help a person speak up or make a simple decision.

4. Be able to take part in a simple speaking-up and decision-making activity.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to take part in a simple activity where they share a view, make a decision, and reflect on what happened next.

The learner must demonstrate how to:

- 4.1 Share at least two views or preferences in an appropriate way.
- 4.2 Make at least two simple decisions linked to an activity or task.
- 4.3 Identify what went well or what they would do next.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

Speaking up:

Definition: Telling someone what you think, need, feel, or want to ask in a suitable way.

Teaching must include:

- Situations where a learner may need to ask a question.
- Situations where a learner may need to ask for help.
- Situations where a learner may need to say they are unsure.
- Simple polite ways to speak up.
- How words, tone, and timing can affect how a message is received.

Teaching could include:

Examples from learning, community, or work-related settings.

Simple role play.

Activities that help a learner practise asking for help or sharing a concern.

Methods

Definition: The manner in which a view or preference is shared.

Teaching must include:

- Methods of sharing a view, for example:

	<ul style="list-style-type: none">○ Speaking.○ Writing.○ Non-verbal communication. <p>Teaching could include:</p> <p>Views about activities, routines, or next steps.</p> <p>Using prompts to help a learner explain a view.</p> <p>Listening to and responding to the views of others.</p>
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