



ASDAN

PRESENTS...

10 SHORT AND SWEET ACTIVITIES to develop skills through PSHE AND CITIZENSHIP



Global charity

Activity: Ask learners to research a few examples of different charities that carry out work overseas – make a class mindmap with their ideas. Briefly discuss why people might support a particular charity and why people might feel the need to support charities in other countries.

Aa Right or responsibility?

To prepare: Present a series of statements, some of which are rights and the others responsibilities.

Activity: Learners say which statements are rights and which are responsibilities. You could extend this task to link rights with responsibilities (e.g. if you have the right to have your voice heard, you have a responsibility to listen to others).

FIVE

The value of money

To prepare: Make a series of large cards showing a particular household expense (e.g. food items, utility bills) and a price value that is either too high, too low, or the correct amount.

Activity: Learners guess if they think the item or service costs more or less than the value on the card by calling out higher or lower. Reveal the real prices and ask for their thoughts.

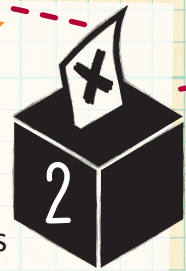
SIX

Take it to a vote

To prepare: Make a ballot box and a set of ballot slips with two choices on – this could be anything, from rock music vs dance music, to options for the next group trip or project. Create a voting zone in a quiet spot in the room.

Activity: When learners enter, simulate voting conditions by asking them to take a slip as they enter and vote in private (and in silence!) before putting their vote into the ballot box. Count the votes and discuss the result and the voting process – do they think this is a fair way to decide things?

If it is a tie, split learners into two groups based on their choice and get them to campaign for your vote in a short presentation or speech.



Family fun

To prepare: Ask a group leader to create a PowerPoint of activities that parents might do with their children. Try to get a range of activities for different age ranges, budgets, etc.

Activity: Learners vote on which activity they would most like to do with their parents and why. Ask follow-up questions, e.g. Would they have chosen differently if they were older or younger? What if other family members were coming too? How about cost? Do you have to spend money to have fun as a family?



SEVEN

Food groups game

To prepare: Make two sets of cards, one with the main food groups on and another set explaining how the body uses them.

Activity: Learners match the keywords to the explanations. You could get them to work in pairs or set a time limit. This task could be extended by asking learners to give examples of foods in each group – you could make a third set of cards with pictures of foods.

THREE



Identity dice

To prepare: Make or adapt a simple cube with a heading on each side: gender; family; ethnicity/nationality; religion/beliefs; personality; and interests.

Activity: Learners write a couple of keywords under each heading to describe their identity. Get them to cut out, personalise and construct their own dice - you could hang them in a class display.



EIGHT

Image matters

To prepare: Bring in a selection of images, some of which could be associated with drug or alcohol abuse.

Activity: Learners to say which of the images they would associate with drugs or alcohol and why.

Communities: give and get

To prepare: Display the definition of community.

Activity: Learners give an example of a community they belong to. Ask them to think of things they bring/give to that community and things they gain/get from it.

NINE

TEN

The secret to happiness

Activity: Create a group mindmap of words that could be associated with a happy life.

Resources to support these activities are available online...



theOrb

visit: www.theorb.org.uk

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