



Towards Independence

# Time Management and Self-organisation

Name:

# Contents

---

Welcome	1
Record Boxes	2
Tutor Notes	3
Levels of Support	4
Record of Activities	5
Section A: Planning your main activity for the day	8
Section B: Getting ready to go out	10
Section C: Planning meal times	14
Section D: A timetable for every day	16
Section E: Measuring time	18
Section F: Project	20
Module Review	22
Next Steps	23

This module has been developed as the result of collaborative work between ASDAN and practitioners delivering the Towards Independence programme. Our thanks go to all those who contributed to the development of these materials.

**DISCLAIMER:**

Personal information, photographs and videos of students and staff are classed as personal data under the terms of the Data Protection Act 1998. The use of such information as portfolio evidence for ASDAN Programmes or Qualifications will require centres to obtain consent from students, parents and carers. ASDAN does not pass on, or use in any way, materials provided by centres, unless given permission to do so for publicity or training purposes.

# Welcome

---

You are starting a module called

## Time Management and Self-organisation

In doing the activities in this module you will be asked to:

- say
- show
- choose
- make things

You can say things by talking or signing, or by using any other means to let someone know what you want to say.

You can choose and show things by using:

- pictures
- digital recording
- other means
- photographs
- computer

or by telling someone else so they can write or do it for you. All the way through you can have as much help as you need.

As you complete each activity, you or your tutor can tick  the box shown alongside the activity and the corresponding box on the **Record of Activities** page.

When you have finished the module, remember to complete the **Module Review** and **Next Steps** at the end of the book.

# Record Boxes

At the end of each section you will find a page of record boxes:

This box can be used by your tutor to write an extra activity for you to do. This might ask you to practise some of the skills you have already shown, or it might ask you to do an extension activity.

This box can be used in any way to show your achievements throughout the section. It might also show what you need to work on next.

This box can be used to record your achievement by allocating a P level or other descriptor and subject area.

This box shows skills you have used well. These might be Basic Skills, Key Skills or other important life skills.

This box shows what sort of help you had.

This box shows where the work is kept in your ring binder (or other place).

The form contains the following fields:

- Activity: (with an optional field)
- Comments: Tutor/Supervisor/Learner (with an optional field)
- P level or other centre assessment tool: (with an optional field)
- Subject area:
- Level of support:
- Skills:
- Evidence ref:
- Verified by:
- Date:

Your tutor will sign and date these boxes when all the other boxes have been filled in.

# Levels of Support

---

Ask your tutor to talk to you about these:



**NH No Help** – you can do things on your own



**SH Spoken/Signed Help** – you are helped by someone speaking or signing suggestions to you



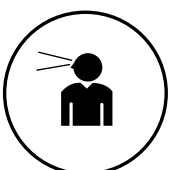
**GH Gestural Help** – you are helped by someone using hand signals or other gestural prompts



**PH Physical Help** – you are helped by someone holding you and/or helping you to move



**SE Sensory Experience** – you are given the opportunity of being involved through a sensory experience, e.g. hearing, touch, sight or taste



**ER Experience Recorded** – you are provided with an experience of the activity but are unable to take part

## Section A:

### Planning your main activity for the day

1 Show what you plan to do today.

For example:

- go to school
- go to college
- go to work
- go somewhere else

2 Show what time you have to be there.

3 Show how you will travel there.

4 Show how long it will take you to get there.

5 Show what time you will need to leave home.

6 Show on a clock the time when you should arrive.



## Section A:

### Planning your main activity for the day

Activity:

optional

Comments:

Tutor/Supervisor/Learner

optional

P level or other centre assessment tool:

optional

Subject area:

Level of support:

Skills:

Evidence ref:

Verified by:

Date:

## Section D:

### A timetable for every day

- 1 Draw two clocks or use two clock outlines.
- 2 Use one clock to show the time you do things from the time you wake up until the time you have your evening meal.  
Write down all the activities you do.
- 3 Use the other clock to show the time you do things after your evening meal until the time you go to bed.  
Remember to put in your sleeping time.
- 4 Use two clocks to show:
  - how you spend your time on a Saturday
  - how you spend your time on a Sunday
- 5 List the different things you do during the weekend.
- 6 Make a list of the times of your favourite TV programmes. You can do this for one day or for a week.
- 7 Show how long each TV programme lasts.
  - Show which is the longest
  - Show which is the shortest





## Section D:

### A timetable for every day

Activity:

optional

Comments:

Tutor/Supervisor/Learner

optional

P level or other centre assessment tool:

optional

Subject area:

Level of support:

Skills:

Evidence ref:

Verified by:

Date:

# Section F:

## Project

In this section you can choose your own activity.

Here are some ideas:

- Keep a record of the main things you do each day for four weeks
- Start to keep a diary of important dates and events so that you can plan the month and year ahead
- Find out the times of buses or trains to a place of your choice. Choose a time to begin your journey. Choose a time to travel to return home.
- Other

- 1 Decide what your project will be.
- 2 Plan your project.
- 3 Make a list of the things you need.
- 4 Do your project.
- 5 Show what went well in your project.

A vertical bar on the right side of the page, containing a checkmark at the top and five empty rounded rectangular boxes below it, used for tracking progress.

# Section F:

## Project

**Activity:** optional

**Comments:** optional  
Tutor/Supervisor/Learner

**P level or other centre assessment tool:** optional

**Subject area:**

**Level of support:**

**Skills:**

**Evidence ref:**

**Verified by:**

**Date:**

# Next Steps

**My next challenge:**

**Activities and modules that will help:**

**Who can help me and when:**

Remember to record that you have completed this module and review on the **Record Page** in your **Starting Out** module.

**Learner signature:**

**Tutor/supervisor signature:**

**Date:**

Sample



TISM44/1

© ASDAN 2013, Feb 2017, Wainbrook House, Hudds Vale Road, St George, Bristol BS5 7HY  
t: 0117 941 1126 | e: [info@asdan.org.uk](mailto:info@asdan.org.uk) | [www.asdan.org.uk](http://www.asdan.org.uk)  
[@ASDANeducation](https://twitter.com/ASDANeducation) | [facebook.com/ASDANeducation](https://facebook.com/ASDANeducation)