



Towards Independence
**Independent Living:
Introduction**

Name:

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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.

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Welcome

You are starting a module called

Independent Living: Introduction

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 diagram shows a record box form with the following fields and sections:

- Activity: (with an optional label)
- Comments: Tutor/Supervisor/Learner (with an optional label)
- P level or other centre assessment tool: (with an optional label)
- 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



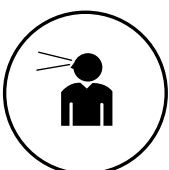
GH Gestural Help – you are helped by someone using hand signals or other gestural prompts



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:

Making breakfast

- 1 Choose what to eat for breakfast.
- 2 Check you have the ingredients you need.
- 3 Show you can collect the utensils you need.
- 4 Show you know how to wash your hands.
- 5 Make your breakfast.
- 6 Cook your food if you are having a hot breakfast.
Show you know about safety when using gas or electricity.
- 7 After you have eaten, clear away your plate, knives, cup, bowl, etc.
- 8 Show you can wash up your breakfast things.
- 9 Show you can clear the work surface and leave things clean and tidy.

✓

Section A:

Making breakfast

optional

Activity:

optional

Comments:

Tutor/Supervisor/Learner

optional

P level or other centre assessment tool:

Subject area:

Level of support:

Skills:

Evidence ref:

Verified by:

Date:

Section E: Cleaning

- 1 Make a list or collect pictures of household cleaning products.
- 2 Decide where and how you would use each product on your list.
- 3 Show you know how to dust and polish furniture with care.
- 4 Show you can use a vacuum cleaner or carpet sweeper safely.
Show you know about safety when using electricity.
- 5 Show how you would clean the:
 - Toilet
 - Bath or shower
 - Wash basin
- 6 Show you can sweep and wash the kitchen floor.
- 7 Show you can wipe down the kitchen surfaces and empty the bin.
- 8 Show you can make your bed with clean bedding.



Section E:

Cleaning

optional

Activity:

optional

Comments:

Tutor/Supervisor/Learner

optional

P level or other centre assessment tool:

Subject area:

Level of support:

Skills:

Evidence ref:

Verified by:

Date:

Section I:

Project

In this section you can choose your own activity.

Here are some ideas:

- Keep a diary showing how you have helped to run the home
- Take part in a community project to help others
- Carry out a period of work experience
- Visit and use a launderette
- Visit a hotel
- 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 five rounded square checkboxes. The top checkbox is checked with a black tick mark. The other four checkboxes are empty.

Section I: 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



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