



Towards Independence
Looking Smart:
Introduction

Name:

Contents

Welcome	1
Record Boxes	2
Tutor Notes	3
Record of Activities	4
Levels of Support	6
Section A: Choosing the right things to wear	8
Section B: Buying personal care products	12
Section C: Designing a look	16
Section D: What makes me look good?	18
Section E: Shopping for clothes or shoes	20
Section F: Getting help to look smart	24
Section G: Project	26
Module Review	27
Next Steps	28

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

Looking Smart: 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



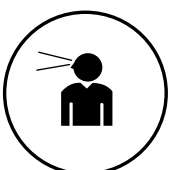
GH Gestural Help – you are helped by someone using hand signals or other gestural prompts



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 (continued):

Choosing the right things to wear

- 4 Make a display to show the clothes choices that you have made.

For example you could:

- Make a poster or wall display
- Take photographs
- Make a collage
- Collect and display different outfits
- Other

Sample



Section A (continued):

Choosing the right things to wear

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:

What makes me look good?

- 1 Take part in a 'kaleidoscope experience' to try out different styles, so that you can see what suits you and which styles you like the most.

For example, you could:

- Try brushing or combing your hair in different ways
- Grow a beard or moustache, or shave your facial hair into a different shape
- Try on different clothes – different styles, different fabrics, different colours
- Paint each nail a different colour or design
- Try different make-up styles
- Decorate your hair with clips, extensions or coloured pieces
- Use a colour wheel or skin tone matcher to select clothes or make-up palettes
- Try on a range of wigs
- Other

- 2 Use a mirror or take photographs to see the effect of changing your look.

- 3 Show which look you think suits you best.
Show what your friends say.



Section D:

What makes me look good?

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 G:

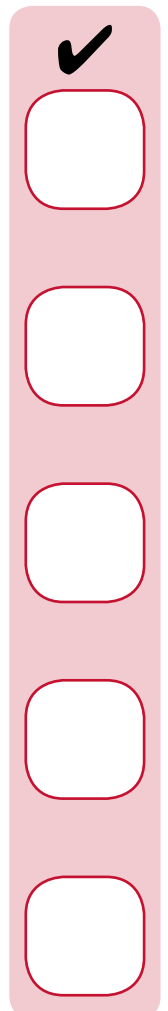
Project

In this section you can choose your own activity.

Here are some ideas:

- Make a poster to show the clothes/fashions of your favourite pop star or celebrity
- Make a scrapbook showing your favourite clothes or haircuts
- Take part in a fashion show
- 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 checklist bar on the right side of the page. It consists of a light pink rounded rectangle containing five empty checkboxes stacked vertically. The top checkbox is marked with a black checkmark. A large, semi-transparent red watermark reading 'Sample' is overlaid diagonally across the page.

Section G:

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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