

ACCREDITATION FOR LIFE AND LIVING

Revised modules for use from September 2006 (first certification June 2007)

SKILL AREA	THE COMMUNITY	
	INTRODUCTORY GRADE	FIRST GRADE
MODULE 1	Respond to community facilities	Explore and find out about community facilities
MODULE 2	Use a community facility over a period of time	Select and use a community facility over a period of time
MODULE 3	Meet and respond to people in the community	Meet and find out about people who work to serve the community
MODULE 4	Meet a community group	Maintain a link with another community group
MODULE 5	Participate in an activity to help others	Take part in a community project to help others

ACCREDITATION FOR LIFE AND LIVING

The Community – Module 1

Grade	Introductory	<p>Ideas for activities that may generate evidence</p> <ul style="list-style-type: none"> • Visit a garden centre and explore, for example, the texture, smell and colour of different plants, the different plant areas (indoor and outdoor) • Visit a museum and explore, for example, the space and sounds in the museum, the texture of different artefacts
Module title	Respond to community facilities	
This module is about:	Responding to two different community facilities (for example, theatre) and taking part in recording what you responded to (for example, changes of light in the theatre) and how you responded (for example by eye pointing, vocalisation)	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. On two different days respond to a different community facility 2. Take part in recording: <ol style="list-style-type: none"> a) the two different community facilities you visited b) when you visited each facility c) what you responded to in each facility d) how you indicated your response/s 	

Grade	First	<p>Ideas for activities that may generate evidence</p> <ul style="list-style-type: none"> • Use, for example, the internet, directories, to find out about different community facilities • Visit a tourist information centre, explore and find out about it by, for example, asking questions and collecting leaflets • Visit a train station, explore and find out about it by, for example, looking at routes and destinations, listening to station announcements, comparing different areas of the station and talking to staff
Module title	Explore and find out about community facilities	
This module is about:	Identifying and exploring three different types of community facilities (for example, library), finding out about each facility (for example, what you can borrow from the library) and contributing to keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. Contribute to a group activity to identify different types of community facilities 2. On three different days, explore and find out about a different community facility 3. Contribute to recording: <ol style="list-style-type: none"> a) the community facilities identified by the group b) the three different community facilities you explored c) when you visited each facility d) what you found out about each facility 	

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The Community – Module 2

Grade	Introductory	<p>Ideas for activities that may generate evidence</p> <ul style="list-style-type: none"> • Visit a library once a week for four weeks. Use, for example, gesture to indicate a book that you want to look at • Visit a café twice a week for three weeks. Use, for example, symbols to indicate your choice of drink
Module title	Use a community facility over a period of time	
This module is about:	Using a community facility (for example, garden centre) over a period of time, communicating preference/s in response to options and choices (for example, communicate which area in the garden centre you would like to visit first) and taking part in keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. Use a community facility over a period of time 2. Communicate preference/s in response to options and choices 3. Take part in recording: <ol style="list-style-type: none"> a) the community facility you used b) when you used the facility c) the preference/s you communicated 	

Grade	First	<p>Ideas for activities that may generate evidence</p> <ul style="list-style-type: none"> • Look at information (for example, leaflets, local newspaper) about different community facilities that you could use. Indicate your personal preferences and take part in a vote to select one to use. • Discuss what needs to be done for the visits to happen, for example, how to get there, what to take, who to contact, cost • Use a youth/social club once a week for six weeks. Use, for example, signing to request the music you want the DJ to play.
Module title	Select and use a community facility over a period of time	
This module is about:	Selecting a community facility (for example, park) to use over a period of time, communicating preference (for example, request to visit the pond area first) contributing to planning the visits and contributing to keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. Contribute to selecting a community facility to use and indicate the reason/s for the choice 2. Contribute to planning the visits 3. Use the community facility over a period of time 4. Communicate preference/s 5. Contribute to recording: <ol style="list-style-type: none"> a) the community facility you selected to use b) the reason/s for the choice of facility c) the planning for the visits d) when you used the facility e) the preference/s you communicated 	

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The Community – Module 3

Grade	Introductory	<p>Ideas for activities that may generate evidence</p> <ul style="list-style-type: none"> • Meet a visitor who comes to your centre • Meet friends at a social club • Meet transport escorts
Module title	Meet and respond to people in the community	
This module is about:	Meeting two different people in the community (for example, people who serve you in shops, people who work in a leisure centre), responding to them (for example, vocalisation, signing) and taking part in keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. On two different days respond to a different person in the community 2. Take part in recording: <ol style="list-style-type: none"> a) who you met b) when you met each person c) how you indicated your response/s 	

Grade	First	<p>Ideas for activities that may generate evidence</p> <ul style="list-style-type: none"> • Use, for example, leaflets, community handbook, to find out about different people who work to serve the community • Visit someone who works for the community in their place of work, for example, local councillor • Invite the local community nurse into your centre to talk about the work s/he does in the community
Module title	Meet and find out about people who work to serve the community	
This module is about:	Identifying and meeting three different people who work to serve the community (for example, people who work for St John's Ambulance, people who help in charity shops), finding out about each person (for example, who they help, what hours they work each week) and contributing to keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. Contribute to a group activity to identify different people who work to serve the community 2. On three different days meet and find out about a different person who works to serve the community 3. Contribute to recording: <ol style="list-style-type: none"> a) who you met b) when you met each person c) what you found out about each person 	

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The Community – Module 4

Grade	Introductory	<p>Ideas for activities that may generate evidence</p> <ul style="list-style-type: none"> • Visit a local senior citizens group • Meet the local football team
Module title	Meet a community group	
This module is about:	Meeting a community group (for example, local school orchestra) on two different occasions, responding during the meeting with the community group (for example, moving to the music) and taking part in keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. On two different days, meet the same community group 2. Respond during the meeting with the community group 3. Take part in recording: <ol style="list-style-type: none"> a) the community group you met b) when you met the group c) what you responded to on each occasion 	
Grade	First	<p>Ideas for activities that may generate evidence</p> <ul style="list-style-type: none"> • Use, for example, the local newspaper to find out about different community groups that you could link with • Discuss what needs to be done for the activity/ies to happen, for example, how to get there, what to take, who to contact • Take part in linking with a folk dancing group, once a week for four weeks
Module title	Maintain a link with another community group	
This module is about:	Selecting a community group (for example, local college 'foundation studies' group) to link with over a period of time, contributing to planning the activity/ies (for example, emailing the group to confirm the date and time of visits), interacting with someone from the community group and contributing to keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. Contribute to selecting a community group to link with over a period of time and indicate the reason/s for the choice 2. Contribute to planning the activity/ies 3. Maintain links with the group over a period of time 4. Interact with someone from the group 5. Contribute to recording: <ol style="list-style-type: none"> a) the group you maintained a link with b) the reason/s for the choice of group c) the planning for the activity/ies d) when you took part in the activity/ies e) who you interacted with 	

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The Community – Module 5

Grade	Introductory	Ideas for activities that may generate evidence <ul style="list-style-type: none"> • <i>Collect, for example, clothing and blankets that could be used by people in an emergency situation</i> • <i>Help a student who is new to your centre by, for example, showing them where to go for lunch</i>
Module title	Participate in an activity to help others	
This module is about:	Taking part in an activity to help others (for example, washing cars to raise money for charity), indicating who the activity will help (for example, disadvantaged children) and taking part in keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. Take part in an activity to help others 2. Indicate who the activity will help 3. Take part in recording: <ol style="list-style-type: none"> a) the activity you took part in b) when you took part in the activity c) who the activity will help 	

Grade	First	Ideas for activities that may generate evidence <ul style="list-style-type: none"> • <i>Discuss the community projects that you could take part in</i> • <i>Discuss what needs to be done for the project to happen, for example, what needs to be done, who will do what, resources needed</i> • <i>Take part in a project to clear litter from a streamside walk</i> • <i>Attend rehearsals once a week for six weeks for a community music show to entertain others</i>
Module title	Take part in a community project to help others	
This module is about:	Taking part in a community project (for example, constructing a sensory garden for a senior citizens' home) over a period of time, contributing to planning the project (for example, use a communication aid to ask residents which plants they would like to include) and contributing to keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. Contribute to selecting a community project to take part in 2. Recognise how the project will help others 3. Contribute to planning the project 4. Take part in the project over a period of time 5. Contribute to recording: <ol style="list-style-type: none"> a) the community project you selected to take part in b) how the project will help others c) the planning for the project d) when you took part in the project e) what you did during the project 	