

ACCREDITATION FOR LIFE AND LIVING

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

SKILL AREA	WORLD OF WORK	
	INTRODUCTORY GRADE	FIRST GRADE
MODULE 1	Recognise the people that work in your centre and the work that they do	Identify and find out about the work people do in your centre
MODULE 2	Recognise people who work in the wider community and the work that they do	Identify and find out about the work people do in the wider community
MODULE 3	Recognise different workplaces	Explore and find out about different work places
MODULE 4	Take part in a work-related task	Identify and participate in a work-related activity
MODULE 5	Take part in a mini-enterprise project	Select and contribute to a mini-enterprise project

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World of Work – Module 1

Grade	Introductory	<p><i>Ideas for activities that may generate evidence</i></p> <ul style="list-style-type: none"> • <i>Take part in a tour of the centre and identify the staff and the work that they do</i> • <i>View the photographs of centre staff in the reception area and identify the work that each person does</i> • <i>Visit the therapy rooms and identify the therapists and the work that they do</i>
Module title	Recognise the people that work in your centre and the work that they do	
This module is about:	Recognising people who work in your centre and the different types of work that they do (for example, the cook/chef who prepares the meals, the receptionist who greets visitors) and taking part in recording this information and how you indicated your recognition (for example, matching photographs with job roles)	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. Recognise at least two people who work in your centre and the work that they do 2. Take part in recording: <ol style="list-style-type: none"> a) the people you recognised and the work that they do b) how you indicated your recognition 	

Grade	First	<p><i>Ideas for activities that may generate evidence</i></p> <ul style="list-style-type: none"> • <i>Work shadow the caretaker</i> • <i>Interview the Head of the centre</i> • <i>Take part in a work experience in the centre</i>
Module title	Identify and find out about the work people do in your centre	
This module is about:	Identifying the different types of work that people do in your centre (for example, office work, cleaning), selecting and finding out about two different types of work 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 the different types of work that people do in your centre 2. Select and find out about two different types of work that people do in your centre 3. Contribute to recording: <ol style="list-style-type: none"> a) the different types of work that people do in your centre b) the two different types of work you selected c) what you found out about each type of work 	

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World of Work – Module 2

Grade	Introductory	<p>Ideas for activities that may generate evidence</p> <ul style="list-style-type: none"> • Take part in a tour of the community and identify people working and the work that they are doing • View photographs of people in the local newspaper and identify the work that each person does • Visit the leisure centre and identify the centre staff and the work that they do
Module title	Recognise people who work in the wider community and the work that they do	
This module is about:	Recognising people who work in the wider community and the different types of work that they do (for example, transport escorts who help with travelling, local shop keeper who sells goods) and taking part in recording this information and how you indicated your recognition (for example, match objects of reference to people who work in the community)	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. Recognise at least two people who work in the wider community and the work that they do 2. Take part in recording: <ol style="list-style-type: none"> a) the people you recognised and the work that they do b) how you indicated your recognition 	

Grade	First	<p>Ideas for activities that may generate evidence</p> <ul style="list-style-type: none"> • Use, for example, the internet to find out about different work that people do in the wider community • Visit a local supermarket and use, for example, a prepared set of questions to ask the staff about the work they do • Invite a local doctor to your centre and ask him/her to talk about their work
Module title	Identify and find out about the work people do in the wider community	
This module is about:	Identifying the different types of work that people do in the wider community (for example, hairdresser, dentist), selecting and finding out about two different types of work 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 the different types of work that people do in the wider community 2. Select and find out about two different types of work that people do in the wider community 3. Contribute to recording: <ol style="list-style-type: none"> a) the different types of work that people do in the wider community b) the two different types of work you selected c) what you found out about each type of work 	

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World of Work – Module 3

Grade	Introductory	<p><i>Ideas for activities that may generate evidence</i></p> <ul style="list-style-type: none"> • Visit a fire station and explore for example, the texture, smell and colour of the appliances and equipment • Visit a bakery and explore for example, the space and sounds in the bakery, the taste of different breads/cakes
Module title	Recognise different workplaces	
This module is about:	Recognising different workplaces in the wider community (for example, garage, office) and taking part in recording how you recognised the workplaces (for example, picture colour symbols, signing)	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. On two different days recognise a different workplace 2. Take part in recording: <ol style="list-style-type: none"> a) the two different workplaces you visited b) when you visited each workplace c) how you recognised each workplace 	

Grade	First	<p><i>Ideas for activities that may generate evidence</i></p> <ul style="list-style-type: none"> • Use, for example, the internet to find out about different workplaces • Visit a local farm, explore and find out about it by comparing different areas of the farm and talking to the farmer • Visit a postal sorting office, explore and find out about it by using a prepared set of questions to ask the staff
Module title	Explore and find out about different work places	
This module is about:	Identifying and exploring three different workplaces in the wider community (for example, factory, boatyard), finding out about each workplace (for example, the work that is carried out, the hours that staff work) 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 workplace 2. On three different days explore and find out about a different workplace 3. Contribute to recording: <ol style="list-style-type: none"> a) the different workplaces identified by the group b) the three different workplaces you explored c) when you visited each workplace d) what you found out about each workplace 	

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World of Work – Module 4

Grade	Introductory	<p><i>Ideas for activities that may generate evidence</i></p> <ul style="list-style-type: none"> • <i>Distribute post to different areas in your centre</i> • <i>Check if paper towel holders need replenishing</i> • <i>Water the plants in the sensory garden</i>
Module title	Take part in a work-related task	
This module is about:	Taking part in a work-related task (for example, collecting laundry, laying tables) on different days, responding appropriately to instructions (for example, getting the laundry basket when requested, placing cutlery as shown) and taking part in keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. On two different days take part in the same work-related task 2. Respond appropriately to instructions 3. Take part in recording: <ol style="list-style-type: none"> a) the work-related task you took part in b) when you took part in the task c) the instructions you responded to 	

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World of Work – Module 4

Grade	First	<p><i>Ideas for activities that may generate evidence</i></p> <ul style="list-style-type: none"> • <i>Undertake work experience in your centre's office and complete different tasks</i> • <i>Set up chairs, tables and equipment for a meeting</i> • <i>Undertake a work experience in your centre's kitchen and help with different tasks</i>
Module title	Identify and participate in a work-related activity	
This module is about:	Identifying and participating in a work-related activity that involves at least two tasks (for example, maintaining a sensory garden, clearing up after a coffee morning), following the instructions given and contributing to completing a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. Contribute to a group activity to identify work-related activities that you could take part in 2. On three different days, participate in a work-related activity that involves at least two tasks 3. Follow the instructions that you have been given 4. Contribute to recording: <ol style="list-style-type: none"> a) the work-related activities identified by the group b) the work-related activity/ies you participated in and the tasks you completed c) the instructions you followed d) when you participated in each activity 	

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World of Work – Module 5

Grade	Introductory	<p><i>Ideas for activities that may generate evidence</i></p> <ul style="list-style-type: none"> • <i>Take part in making celebration cards. Use, for example, vocalisation to indicate which design you would like to use</i> • <i>Take part in making table decorations. Use, for example, symbols to indicate the materials you would like to use</i>
Module title	Take part in a mini-enterprise project	
This module is about:	Taking part in a mini-enterprise project (for example, growing and selling bedding plants), communicating preference/s in response to options and choices (for example, use eye-pointing to indicate that you would like to 'pot-up' the seedlings) and taking part in keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. Take part in a mini-enterprise project 2. Communicate preference/s in response to options and choices 3. Take part in recording: <ol style="list-style-type: none"> a) the activity/ies you took part in b) when you took part in the activity/ies c) the preference/s you communicated 	

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World of Work – Module 5

Grade	First	<p><i>Ideas for activities that may generate evidence</i></p> <ul style="list-style-type: none"> <i>Discuss what needs to be done for the project to happen, for example, how to make the goods, how to advertise, where to sell the goods</i> <i>Take part in making and selling fabric prints. Use, for example, signing to choose the board you would like to use to mount your print</i> <i>Take part in making and selling 'fat balls' to feed wild birds. Use, for example, speech to request the equipment you need</i>
Module title	Select and contribute to a mini-enterprise project	
This module is about:	Selecting a mini-enterprise project (for example, running a snack shop) to take part in over a period of time, communicating preference/s (for example, choose snacks that you could cook to sell) contributing to planning the activity, and contributing to keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> Contribute to a group activity to select a mini-enterprise project and indicate the reason/s for the choice Contribute to planning the project Take part in activities that contribute to the mini-enterprise project Communicate preference/s Contribute to recording: <ol style="list-style-type: none"> the mini-enterprise project that was selected the reason/s for the choice of project the planning for the project the activities that you contributed to the preference/s you communicated 	