

ACCREDITATION FOR LIFE AND LIVING

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

SKILL AREA	COMMUNICATION	
	INTRODUCTORY GRADE	FIRST GRADE
MODULE 1	Respond to stimuli	Convey an experience to another person
MODULE 2	Respond in a one-to-one situation	Interact in a one-to-one situation
MODULE 3	Respond in a group situation	Interact in a group situation
MODULE 4	Recognise signs, symbols, pictures or objects of reference during reading activities	Recognise the meaning conveyed by words, signs or symbols during reading activities
MODULE 5	Use a mark or symbol to convey meaning during writing activities	Use words, signs or symbols to convey meaning during writing activities

ACCREDITATION FOR LIFE AND LIVING

Communication - Module 1

Grade	Introductory	<p><i>Ideas for activities that may generate evidence</i></p> <ul style="list-style-type: none"> • <i>Greet a familiar person by, for example, smiling or vocalising</i> • <i>Touch a switch when, for example, you smell your lunch being cooked</i>
Module title	Respond to stimuli	
This module is about:	Responding to three different stimuli (for example, telephone ringing, familiar person) and taking part in recording what you responded to (ring tone, object of reference) and how you responded (for example, by gesture, vocalisation)	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. On three different days respond to a different stimulus 2. Take part in recording: <ol style="list-style-type: none"> a) the three different stimuli you responded to b) when you responded to each stimulus c) how you indicated your response/s 	

Grade	First	<p><i>Ideas for activities that may generate evidence</i></p> <ul style="list-style-type: none"> • <i>Use, for example, a communication aid to talk about what you did at the weekend, where you went, who you saw, what you did</i> • <i>Use, for example, picture symbols to communicate about the activities you took part in during a residential visit</i>
Module title	Convey an experience to another person	
This module is about:	Communicating to another person about an experience (for example, a holiday, cinema visit), conveying relevant details (for example, where the holiday was, what the film was about) and contributing to keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. On three different days communicate about a different experience 2. Convey relevant details about each experience 3. Contribute to recording: <ol style="list-style-type: none"> a) the three different experiences you communicated about b) when you communicated each experience c) the relevant details you conveyed about each experience 	

ACCREDITATION FOR LIFE AND LIVING

Communication - Module 2

Grade	Introductory	<p>Ideas for activities that may generate evidence</p> <ul style="list-style-type: none"> • Look at/listen to a visitor to your group and respond to them when they communicate with you • Take part in a one to one musical sound beam activity, move your body to change the sound in response to the other person
Module title	Respond in a one-to-one situation	
This module is about:	Responding (for example, by shaking head, vocalising) to someone else (for example, a friend, tutor) and taking part in recording what you responded to (a smile, a suggestion that it was time for a drink) and how you responded (for example, by gesture, eye pointing)	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. On two different days respond to a different person 2. Take part in recording: <ol style="list-style-type: none"> a) who you responded to b) when you responded to each person c) what you responded to in each situation d) how you indicated your response/s 	

Grade	First	<p>Ideas for activities that may generate evidence</p> <ul style="list-style-type: none"> • Listen to someone telling you about what they did last evening, ask them questions and talk about what you did last evening • Show a visitor around your centre and respond to their questions • Take part in an interview with your connexions adviser
Module title	Interact in a one-to-one situation	
This module is about:	Interacting in a one-to-one situation (for example, with a friend, visitor) and contributing to recording what you interacted about (for example, what you did at the weekend, which leisure activities you enjoy) and how you interacted (for example, by using picture symbols, signing)	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. On three different days interact with a different person 2. Contribute to recording: <ol style="list-style-type: none"> a) who you interacted with b) when you interacted with each person c) what you interacted about d) how you communicated during each interaction 	

ACCREDITATION FOR LIFE AND LIVING

Communication - Module 3

Grade	Introductory	<p><i>Ideas for activities that may generate evidence</i></p> <ul style="list-style-type: none"> • <i>Take part in a visit to a community centre and indicate that you would like to look at something</i> • <i>Take part in a social club activity and indicate that you would like a drink</i>
Module title	Respond in a group situation	
This module is about:	Responding (for example, by using gesture, signing) in a group situation (three or more people) and taking part in recording what you responded to (for example, which video you would like to watch, when you would like to stop your leisure activity) and how you responded (for example, by vocalisation, eye pointing)	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. On two different days, respond in a different group situation 2. Take part in recording: <ol style="list-style-type: none"> a) the two different groups you responded to b) when you responded to each group c) what you responded to in each situation d) how you indicated your response/s 	

Grade	First	<p><i>Ideas for activities that may generate evidence</i></p> <ul style="list-style-type: none"> • <i>Discuss with others what you will need to take with you on a residential visit</i> • <i>Discuss with others the foods you need to put on a shopping list</i>
Module title	Interact in a group situation	
This module is about:	Interacting in a group situation (three or more people) and contributing to recording what you interacted about (for example, communicating about your favourite sport, when it is your turn to try the keyboard) and how you interacted (for example, by using picture symbols, signing)	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. On three different days, interact in a different group situation 2. Contribute to recording: <ol style="list-style-type: none"> a) the three different groups you interacted with b) when you interacted with each group c) what you interacted about d) how you communicated during each interaction 	

ACCREDITATION FOR LIFE AND LIVING

Communication – Module 4

Grade	Introductory	<p><i>Ideas for activities that may generate evidence</i></p> <ul style="list-style-type: none"> • Use, for example, picture colour symbols to read about the work that other people do • Use, for example, a communication book to indicate that you can recognise symbols associated with your daily living • Find and recognise the objects of reference associated with different areas in your centre
Module title	Recognise signs, symbols, pictures or objects of reference during reading activities	
This module is about:	Consistently recognising signs, symbols, pictures or objects of reference during reading activities (for example, a symbolised reading book, social signs) and taking part in recording the signs, symbols, pictures or objects of reference that you recognised and when and how you recognised these (for example, by using vocalisation, gesture)	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. Over a period of time, consistently recognise signs, symbols, pictures or objects of reference during reading activities 2. Take part in recording: <ol style="list-style-type: none"> a) the signs, symbols, pictures or objects of reference you recognised b) when you recognised these c) how you recognised these 	

Grade	First	<p><i>Ideas for activities that may generate evidence</i></p> <ul style="list-style-type: none"> • Use, for example, a directory/community handbook to find out about places you could visit in your community • Use, for example, a newspaper to find out how a football team played last weekend • Find your way around a leisure centre that you have not been to before using the social signs and symbols
Module title	Recognise the meaning conveyed by words, signs or symbols during reading activities	
This module is about:	Recognising the meaning conveyed by words, signs or symbols during reading activities (for example, reading an email using a symbol programme, reading the web pages of an organisation you have links with) and contributing to keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. On three different days, recognise the meaning conveyed by different words, signs or symbols during reading activities 2. Contribute to recording the meaning conveyed by the different words, signs or symbols on each of the three days 	

ACCREDITATION FOR LIFE AND LIVING

Communication – Module 5

Grade	Introductory	<p><i>Ideas for activities that may generate evidence</i></p> <ul style="list-style-type: none"> • Use, for example, a symbol writing programme to complete sentences to describe what you did yesterday • Use, for example, a piece of foam cut in the shape of your initials and dipped in inks/paint to sign your name
Module title	Use a mark or symbol to convey meaning during writing activities	
This module is about:	Using a mark or symbol to convey meaning during writing activities (for example, a vertical line to sign your work) and taking part in keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. Over a period of time, use a mark or symbol to convey meaning during writing activities 2. Take part in recording: <ol style="list-style-type: none"> a) the mark or symbol you used b) the meaning it conveyed c) when you used it 	

Grade	First	<p><i>Ideas for activities that may generate evidence</i></p> <ul style="list-style-type: none"> • Write a list of the personal items you will need to take with you on a residential activity • Use, for example, a symbol writing programme to write an email to a friend • Write some information for a wall display
Module title	Use words, signs or symbols to convey meaning during writing activities	
This module is about:	Using words, signs or symbols to convey meaning during writing activities (for example, copy writing a shopping list, using symbols to label a photograph) and keeping a record of your writing activities	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. On three different days, use different words, signs or symbols to convey meaning during writing activities 2. Keep a record of your three different writing activities and when you completed them 	