



Living Independently
Short Course

User Notes

With thanks to the organisations involved in the development and pilot of this course:



Bristol City Council:
www.bristol.gov.uk



North Somerset Council:
www.n-somerset.gov.uk



The Boulevard Centre, Hull:
theboulevardcentre.org.uk



User Notes for the Living Independently Short Course

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Introduction

The purpose of the Living Independently Short Course is to help young people become better prepared to live independently. The Short Course aims to develop their understanding of topics such as personal wellbeing, finance, housing and employment – and how these can have an impact on their independence.

The Living Independently Short Course has been developed specifically to support looked after children. Three organisations were involved in the initial pilot study: Bristol City Council, North Somerset Council and The Boulevard Centre in Hull.

The purpose of these user notes is to offer advice and guidance for those supporting young people completing the Short Course. This includes advice for specific challenges, general guidance, suggested activities and signposts or links to readily available Internet-based resources, the majority of which are free.

Course structure

The young people completing this Short Course may begin with any of the nine modules and may select 1-6 credits (10-60 hours) of challenges before certification. Skills Sheets can be found at the back of the student book and they should be completed using the instructions on page 60 of the student book.

Modules and sections

Each module is divided into two sections:

- Section A offers a range of shorter activities to support smaller steps of learning that are likely to be achieved in the region of 1-3 hours.
- Section B offers larger learning activities or projects that are likely to be achieved in the region of 5-10 hours.

These time frames are suggested for the average learner; some learners may achieve a section or module in less time while others may take a lot longer.

It is up to you and the learner to decide how to combine sections to make up the total number of hours (10 to 60). Learners can:

- complete both A and B sections from one module
- do all Section Bs
- do all Section As
- do some As and some Bs

When a section is chosen, it must be completed according to the instructions detailed at the start of the section, e.g. complete at least FOUR challenges over 10 hours (1 credit).

Further guidance on Section B challenges

Section B challenges are designed to give learners opportunities for independent choice based on their own interests. These challenges assume the learner's ability to work more independently, conduct research and present their findings. Learners will gain experience of using specific research techniques and presenting their findings in an appropriate format. Practising these skills supports young people to be confident in real-life situations. Learners should be encouraged to plan ahead and record individual and independent learning activity.

Evidence

The challenges within this course are all practical challenges that require the learner to do or produce something while developing a range of soft skills. For each challenge completed there should be appropriate evidence that supports achievement of the challenge. Where a learner is required to 'do' something, this could be evidenced through annotated photographs and witness statements. Where a learner is required to 'produce' something, this could be evidenced through an activity log, annotated Internet research and printouts, surveys, videos, PowerPoint presentations and posters – these are all examples and anything can be accepted as evidence.

Evidence can be produced as hard copies and stored in a portfolio (e.g. a folder or binder) or digital evidence that is stored electronically (e.g. on a computer, memory stick or tablet).



Introduction

Carrying out the challenges

Instructions in the challenges are many and varied. These can be interpreted to suit the situation, for example:

| Instruction | Interpretation |
|---|--|
| Take part in or have a discussion about | One-to-one talk with a partner or adult, small-group or whole-group discussion |
| Make a list | Written, spoken, illustrated |
| Record on a graph or chart | The graph or chart could be provided to or designed by the learner |
| Give a summary | Verbal, written or illustrated |
| Find out about; investigate; research; consider; do a study | Use any resources – Internet, library, information from teachers, tutors, family or friends, newspapers, etc. Information could be printed off, written down, memorised and explained, illustrated |
| Make a factsheet | Word-processed, using photographs with commentary, written, as a poster, webpage |
| Invite or interview | If this is not possible, find out the information in another way |
| Keep a record of | Lists, notes, audio recording, video diary |
| Give a presentation | Talk to a small group, talk to a larger audience, use PowerPoint, use other visuals, use handouts |
| Make a film or video | If not possible decide on an alternative, e.g. write a dialogue and perform for the group |
| Present your findings | Open interpretation – presentation, verbal or written report, display, graph, illustration |
| Contact | Write a letter, email, telephone, ask friends, visit, invite to your centre |
| Publish | Design, photocopy, noticeboard display |
| Carry out a survey | Open to interpretation – from simple questioning of a few people and recording answers to a complex learner-designed survey of a whole year group |
| Create a group display | Involve each learner in the activity |
| Compare | Verbally, on a spreadsheet, using facts and statistics, using personal opinions or perceptions |
| Share with others | Open interpretation |
| Other agreed challenge | A new challenge idea of your choice |

theOrb

Many of the links to supporting resources in these user notes are found on theOrb – ASDAN's Online Resource Bank: <http://www.theorb.org.uk>. ASDAN registered centres have full access to theOrb, which contains hundreds of resources such as worksheets, PowerPoint presentations and examples of learners' work.



User Notes for Module 1

Earning and Spending Money

Introduction

This module provides learners with the opportunity to develop their knowledge by exploring the different ways people get or earn money and the terminology related to earning and spending money. They are also given the opportunity of researching some of the costs involved in living independently whether it be as a learner or in work.



Module 1: Section A

Earning and Spending Money

1 Learners should discuss and share ideas on their understanding of income and outgoings. Ideas could be written (e.g. on a flipchart) or recorded online (e.g. using padlet <https://padlet.com>).

2 Learners could create a mind map of jobs that people do and include suggestions as to how much money they think the jobholder might earn.

Learners could research the terms listed and record their findings. They could then look at job adverts in newspapers or online and compare their original suggestions with actual figures.

A worksheet to record the meaning of pay-related terms can be downloaded from theOrb: <http://www.theorb.org.uk/resources/1177-10-4-2016-10-03%2015:02:51>

3 Learners could share what they already know about different benefits through a discussion or a tick sheet of some facts and figures. They could then fill in any gaps of knowledge by researching information on the internet. Learners could discuss the media coverage on the topic of benefits and discuss why people may have different attitudes towards people on benefits.

4 This challenge could be used as a useful careers education session. Learners could be given a general introduction to higher education (HE) and, where appropriate, visit a local university or HE college. Alternatively they could invite a learner ambassador from a local university to talk with the group.

Learners should research the learner loan schemes. The following websites may be useful:

- <http://www.slc.co.uk>
- <http://www.gov.uk/student-finance>
- <http://www.moneysavingexpert.com/students/student-loans-tuition-fees-changes>
- <http://propel.org.uk/support/funding>

This challenge could be combined with challenge 1B3.

5 Learners could use the following websites to research Income Tax:

- <https://www.gov.uk/browse/tax/income-tax>
- <http://www.taxmatters.hmrc.gov.uk/>

Learners should produce a question and answer sheet detailing the information they have found. They could then turn this into a short quiz that they can share with others.

6 This challenge could be combined with challenge 1A5. The following website could be used to research information: <https://www.gov.uk/national-insurance>



Module 1: Section A

Earning and Spending Money

7 Learners should be supported to develop an understanding of VAT and the different rates that are used for different goods and services. Learners should then be supported to collect household receipts over a four week period.

Useful websites include:

- <http://www.vatcalculator.co.uk/>
- <https://www.gov.uk/browse/tax/vat>

8 Most energy suppliers have information on their websites about prepayment meters. Learners should produce a list that highlights the advantages and disadvantages of paying for energy in this way and be able to demonstrate that they know how to use a prepayment meter and explain how it can be topped up.

Useful websites include:

- <https://www.uswitch.com/gas-electricity/guides/prepayment-meters/>
- <http://www.moneysavingexpert.com/utilities/switch-prepaid-gas-electricity>
- <http://www.moneymatterstome.co.uk/Interactive-Workshops/ReadingYourMeters.htm>
- <https://www.moneysupermarket.com/gas-and-electricity/prepayment-meters/>



Module 1: Section B

Earning and Spending Money

1 Learners could start by producing a mind-map that shows some of the different options for obtaining furniture. They should then research appropriate options and produce a guide of what is available locally. Options will vary from region to region.

Useful websites include:

- <https://www.freecycle.org/>
- <http://www.frn.org.uk/>
- <http://www.ymca.org.uk/shops>

Learners should produce a list of what they consider to be essential items – they could be given a budget to stay within (e.g. £1000). They could use websites (e.g. <http://www.argos.co.uk/> or <http://www.ikea.com/gb/en/>) to help identify essential items or cut pictures out of catalogues. They should then compare the cost of the items for two of the options identified above.

2 Learners should research different energy comparison websites. This could be a real activity where learners already know what their energy requirements are or a simulated activity. Learners could choose one website and then compare three different deals appropriate to them. They should choose the best option for them and state why this is the best option.

3 This challenge could be combined with 1A4. The focus of this challenge should be on the cost of living away from home while studying at university. Learners may already have a number of universities that they are considering and should compare the costs involved for at least two different universities. Learners should produce a summary of their findings, detailing the reasons for the differences in costs.

4 This challenge requires a commitment to group work so that learners can discuss and share ideas – these could be recorded on a flipchart as a list or mind map, or on a computer or tablet. Planning should include a clear allocation of roles. Learners should be encouraged to be creative and produce an informative presentation, video or article on the subject of Council Tax.

The following website may be a useful starting point:

<https://www.gov.uk/council-tax/working-out-your-council-tax> – followed by more local information relevant to where they live.

5 Learners should use different sources of information to research the different options and costs of renting for a single person. This should then be extended to include additional costs on top of their rent (e.g. food, energy bills, travel).

A worksheet to record the cost of living in different types of accommodation and additional living costs can be downloaded from the Orb: <http://www.theorb.org.uk/resources/1178-10-4-2016-10-03>

6 Learners should carry out some initial research into how the government spends the money it receives from Income Tax. This research should then be turned into a leaflet or poster showing how Income Tax is spent. This could be followed up by researching their local council website and finding out what services are funded by the council.



User Notes for Module 2

Keeping Track of your Money

Introduction

This module provides learners with the opportunity to develop the knowledge and skills necessary to be financially capable and economically aware for modern-day independent living. The module covers financial institutions, bank accounts, budgeting, credit options and consumerism.



Module 2: Section A

Keeping Track of your Money

1 Learners should list banking services that are available to them locally. This challenge then provides a good opportunity to visit the service providers to collect information and speak to staff. Learners should consider the differences between the services provided.

Individual banks and building societies will provide information and terms and conditions in relation to financial services and products on their websites (e.g. <http://www.halifax.co.uk/>).

Useful websites include:

- <http://www.moneymatterstome.co.uk/1-What-money-is-and-money-exchange/Sub1/BANKING-Intro.htm>
- <http://www.moneymatterstome.co.uk/1-What-money-is-and-money-exchange/Sub1/BANKING-DifferenceBetweenBank-BSoc.htm>

2 This challenge contains a checklist of frequently used financial terms. Learners can add to the list and record their findings in an electronic or handwritten format. This task could be extended to create a leaflet to be used by other learners.

3 Customers access bank accounts in different ways (e.g. online, using apps, by telephone) as well as visiting branches. Learners could be supported to conduct some primary research and ask a range of people from different age groups about how they use their accounts.

An interview template can be downloaded from theOrb:

<http://www.theorb.org.uk/resources/202-10-4-2012-08-24%2010:48:56>

Information about online banking security and an online banking simulator can be found online:

<http://www.moneymatterstome.co.uk/1-What-money-is-and-money-exchange/Sub1/BANKING-OnlineBankingSimulator.htm>

A mind map template can be downloaded from theOrb:

<http://www.theorb.org.uk/resources/199-10-4-2012-08-24%2010:39:15>



Module 2: Section A

Keeping Track of your Money

4 Learners should be encouraged to list all of the essential items as well as non-essential items they buy on a regular basis. Learners should then be supported to consider what their income will be and produce a realistic budget of what they can or cannot afford.

Some learners may not have regular earnings or payments to make, in which case it would be acceptable for the learner to create a budget based on their perceived circumstances in the future. However, the budget should be based on realistic expectations. To extend the task the learner could browse local jobs and choose one, then use the salary for that job as their income, keeping the job advert as supporting evidence.

A template for a simple monthly budget and a completed example can be downloaded from theOrb: <http://www.theorb.org.uk/resources/1115-10-4-2015-11-27%2008:57:52>

A resource based around budgeting can be downloaded from theOrb: <http://www.theorb.org.uk/resources/220-10-4-2012-08-24%2013:51:38>

Useful websites include:

- <http://www.moneymatterstome.co.uk/5-Spending-And-Budgeting/default.htm>
- <http://www.moneymatterstome.co.uk/5-Spending-and-budgeting/Sub1/Budgeting.htm>
- <http://www.moneysavingexpert.com/banking/Budget-planning>

5 This challenge requires a commitment to group work so that learners can discuss and share ideas – these could be recorded on a flipchart as a list or mind map, or on a computer or tablet. Planning should include a clear allocation of roles.

The information gathered by each individual learner and annotated photographs of the display could be used as evidence.

Learners may find it useful to discuss personal strengths and weaknesses in relation to group work.

A personal skills tracker can be downloaded from theOrb:

<http://www.theorb.org.uk/resources/76-10-4-2012-08-21%2014:15:30>

6 The initial information may be gathered from TV advertising, leaflets in bank or building society branches, advertising in magazines and newspapers or online adverts.

When investigating the different savings schemes, learners should be encouraged to consider factors such as access to funds, amount needed to open an account, whether a set amount is required to be deposited on a regular basis, etc.

The original advertisements and information gathered in the follow up investigations would form the evidence for this challenge.

This challenge provides a good opportunity to develop literacy and communication skills. It could be extended by providing a written report. A resource to aid the development of report writing skills can be downloaded from theOrb: <http://www.theorb.org.uk/resources/304-10-4-2012-08-28%2012:40:47>



Module 2: Section A

Keeping Track of your Money

7 Some of the major energy suppliers provide information about bills via their websites (e.g. <https://www.britishgas.co.uk/youraccount/discover/your-bill/understanding-your-bill.html>).

Learners could use real bills that have had all personal information blanked out. The bills could then be annotated to show the information required to complete the challenge.

8 This challenge requires a commitment to group work so that learners can discuss and share ideas – these could be recorded on a flipchart as a list or mind map, or on a computer or tablet. Planning should include a clear allocation of roles.

The information required is explicitly set out in the challenge itself. Useful websites include:

- <http://www.moneysavingexpert.com/banking/interest-rates>
- <http://www.moneysavingexpert.com/loans/>

Learners may find it useful to discuss personal strengths and weaknesses in relation to group work. A personal skills tracker can be downloaded from theOrb:

<http://www.theorb.org.uk/resources/76-10-4-2012-08-21%2014:15:30>

9 Learners may need support to ensure that they cover the whole range of ‘plastic cards’ available (e.g. debit cards, credit cards, store cards, travel money cards).

Useful websites include:

- <http://www.moneysavingexpert.com/credit-cards/>
- <http://www.moneymatterstome.co.uk/1-What-money-is-and-money-exchange/Sub1/CreditAndDebitCards.htm>

A worksheet based around different types of plastic cards and their uses can be downloaded from theOrb: <http://www.theorb.org.uk/resources/1179-10-4-2016-10-03%2015:06:36>



Module 2: Section B

Keeping Track of your Money

1 This challenge offers the opportunity to visit banks and building societies to find out about the various accounts that they offer. Learners can then analyse the information and create their comparison lists. Learners could also search online for this information. Banks and building societies will provide information and terms and conditions in relation to financial services and products on their websites (e.g. <http://www.halifax.co.uk/>).

2 This is a flexible challenge that allows the learner to choose a topic they are interested in or may have experience of. The examples given may be sensitive areas for some learners. The adult supporting a learner with this challenge should be prepared to help them gain access to necessary information.

Useful websites include:

- www.moneysavingexpert.com/loans/debt-solutions
- <https://www.citizensadvice.org.uk/debt-and-money/debt-solutions/debt-management-plans/>

3 Adults could support learners by discussing the different options to pay for expensive items. The challenge may also be extended by supporting learners to conduct some primary research and ask a range of people from different age groups about how they fund expensive purchases.

An interview template can be downloaded from theOrb:

<http://www.theorb.org.uk/resources/202-10-4-2012-08-24%2010:48:56>

This challenge requires a commitment to group work so that learners can discuss and share ideas – these could be recorded on a flipchart as a list or mind map, or on a computer or tablet. Planning should include a clear allocation of roles.

4 The learner may need some support to conduct the research. Useful websites include:

- <https://blogs.citizensadvice.org.uk>
- <http://themoneycharity.org.uk/money-statistics/>

Prior to recording their findings, learners could also investigate the different styles of reporting used by various radio and TV stations.

5 This complex challenge aims to extend the learner's knowledge of Cash ISAs. It requires the learner to work independently to undertake research, write an article and complete a comparison of the ISAs available. Learners are then required to take part in a discussion, during which they will state their preferred ISA and give the reasons for their choice.

Learners may need support and guidance regarding documenting the research and structuring the article to ensure that the relevant information is included.



User Notes for Module 3

Making Financial Choices

Introduction

This module provides learners with the opportunity to develop a greater awareness of the choices available when purchasing financial services and products and how to make a complaint. It also includes finding out about consumer rights and buying habits and understanding what help is available for someone who gets into financial difficulties.



Module 3: Section A Making Financial Choices

1 It is suggested that this challenge is completed as a group so that learners can discuss and share ideas on the different types of insurance they are familiar with. Ideas could be recorded on a flipchart as a list or mind map, or on a computer or tablet. Learners should then indicate which types of insurance are a legal requirement and which are optional.

This website could be useful: <https://www.moneyadvice.service.org.uk/en/categories/insurance>

Following this, the group should create a survey to find out how people decide where to buy their insurance – as a guide this survey should be used with at least 15 people of different ages. The findings of the survey should then be presented as a bar chart.

2 Learners should use different sources (e.g. leaflets, magazines, Internet adverts) to collect as many different advertisements for different financial services products and consider how they are marketed. They should choose two of the products they are most interested in, compare the advantages and disadvantages of each product and then summarise whether they would use either product.

3 It is suggested that this challenge is completed as a group so that learners can discuss and share ideas about the meaning of the term 'consumer' and the different ways in which we are all consumers. You could use real examples of faulty goods and invite suggestions as to what a consumer could do if they had purchased these goods.

The group should then research and be able to explain how consumer rights are protected and also how these rights are important for businesses as well.

Useful websites include:

- <https://www.gov.uk/consumer-protection-rights>
- <https://www.citizensadvice.org.uk/consumer/>
- <http://www.which.co.uk/consumer-rights/>

4 This challenge could be combined with challenge 3A3.
Learners should find out how to make a complaint about a faulty product or poor service they have received. They should then use this information to create their own web page or leaflet providing tips on how to complain, what a person's rights are and who to contact if they need more help. Learners could also use role play to support this challenge

The following website could be useful: <https://www.citizensadvice.org.uk/consumer/> – as well as the BBC TV programme Watchdog.

5 Learners should access the FAQs on the Financial Ombudsman Service website (www.financial-ombudsman.org.uk) and find responses to the questions listed in the challenge. Findings could be presented either written or electronically.



Module 3: Section A

Making Financial Choices

6 This challenge allows learners to explore the costs involved in booking a family holiday and consider any additional costs that may be incurred. They could start by estimating how much they think the cost of a particular holiday might be and then compare this with their final findings.

Useful websites include:

- <http://www.gocompare.com/holidays/>
- <https://www.travelsupermarket.com/>
- <http://www.dealchecker.co.uk/>

A worksheet to record the costs involved in a holiday for a family of four can be downloaded from theOrb: <http://www.theorb.org.uk/resources/1180-10-4-2016-10-03%2015:07:51>

Findings can be presented in any format.

7 Learners could visit different phone stores to gather information for this challenge or could use the Internet to check different comparison websites. They could compare phone bills from different people with different contracts.

Learners should produce a comparison table for different contracts and could do this for two people with different requirements.

They should be able to identify the best package or contract for them and state the reasons for their choice.



Module 3: Section B

Making Financial Choices

1 This challenge could be an extension from challenge 3A1.
Learners should produce two guides for different products. Useful websites include:

- <https://www.moneysupermarket.com/car-insurance/guide/>
- <http://www.moneysupermarket.com/travel-insurance/guides/>
- <http://www.gocompare.com/travel-insurance/guide/>
- <http://www.gocompare.com/life-insurance/guide/>

2 Learners could work on their own or as part of a group for this challenge. They could carry out some initial research or discussions with people of different ages on their online buying habits before creating a survey for a specific age group – as a guide this survey should be conducted with at least 15 people. Learners should present their findings as a chart.

3 This challenge could be an extension from challenge 3A2.
Learners should work in pairs for this challenge and start by collecting a range of different contracts for different financial products or services. Banks and building societies, the Post Office and mobile phone companies could be a useful starting point. They should compare how the different contracts are laid out and the language used.

Learners should create and conduct a survey to find out people's views on the small print used in contracts, then summarise their findings in a report.

4 Learners should carry out initial research and be able to explain the two terms. They should then consider the options available to someone who gets into financial difficulty and the help that is available.

They should create a short film that informs people how they can access the help and support available.

Useful websites include:

- <https://www.gov.uk/bankruptcy/overview>
- <https://www.citizensadvice.org.uk/debt-and-money/debt-solutions/bankruptcy-2/>
- <https://www.gov.uk/options-for-paying-off-your-debts/individual-voluntary-arrangements>
- <https://www.citizensadvice.org.uk/debt-and-money/debt-solutions/individual-voluntary-arrangements/>



User Notes for Module 4

A Place of your Own

Introduction

This module aims to support learners in recognising the responsibilities that come with finding and having a place of their own. Whether it is a room, flat or house, there is a lot to consider and be aware of – from knowing about basic household maintenance to knowing what to do if you are experiencing a problem.



Module 4: Section A A Place of your Own

- 1** This challenge requires learners to identify appropriate housing options that might be available to them locally and where they can find this kind of information. Once they have identified a few options they then need to consider the advantages and disadvantages of each option (e.g. cost, area, transport links, facilities).
- 2** Following on from challenge 4A1, learners should be supported to find out about the different types of landlord and what the implications are for renting from each.
A comparison table to show information about different types of landlords can be downloaded from the Orb: <http://www.theorb.org.uk/resources/1181-10-4-2016-10-05>
- 3** It is suggested that this challenge is completed as a group so that learners can discuss and share ideas – these could be recorded on a flipchart as a list or mind map, or on a computer or tablet.
Learners are likely to be able to provide examples of their own experiences and should be supported in identifying both their rights and responsibilities. Once a list has been created, it can be used to produce a poster or leaflet, either by hand or electronically.
- 4** Learners should be made aware of what housing support is available to them locally. They should be supported to arrange a meeting with a housing worker and to prepare a list of questions prior to attending the meeting.
- 5** This challenge could be combined with challenges 4A1 and 4A10.
Learners should be supported to consider what their budget is and what they can or cannot afford. They should produce a list of things that should be checked when viewing a property for the first time.
- 6** Learners should be supported to locate the gas, electricity and water supplies in their own property (or where they are currently living) and be shown how to turn them on and off. They should consider when and why they might be required to turn off a supply and know who to contact in the event of an emergency.
- 7** This challenge could be used as an extension to 4A3.
Learners should discuss what they think might be the most common reasons for eviction (e.g. causing nuisance to neighbours, illegal activities, not paying rent, missing rent payments on a regular basis). They should produce a help card for themselves or someone else that provides clear information about support that is available and where. Learners could visit the local Citizens Advice Bureau to find out this information.



Module 4: Section A A Place of your Own

8 This challenge is fairly open and should get learners thinking about all the dangers in and around their home. This could be broken down to dangers within specific rooms (e.g. fire hazards, safety hazards, hazards to young children). Learners should produce a checklist or a poster to demonstrate their understanding of how to keep themselves and others safe. They could also take photos of hazards in their home and annotate how to manage these hazards.

9 Learners should demonstrate to an adult how to use a range of household appliances safely. This could be evidenced through photographs or witness comments. They should also explain or write down the facts about PAT testing.

10 The purpose of this challenge is to get learners thinking about what would happen in the event of their circumstances changing and how this would impact on their outgoings. Learners should be supported to produce a budget for at least a month showing both their expected income and outgoings. They should also be able to explain what they can do to prevent falling into debt.



Module 4: Section B

A Place of your Own

1 The list provided in this challenge contains examples of just some of the common maintenance tasks that a learner might be faced with in their own home. Tasks from this list or other appropriate tasks can be used.

This is ideally a practical task and learners should be encouraged to demonstrate that they can complete as many of these tasks as is appropriate, ensuring that they include any safety considerations. They could also be questioned on how they would complete certain tasks.

2 Learners could produce a guide or checklist based on their own experiences, or include information they would consider important if they were moving to a property in an area not familiar to them. They should be supported to ensure they include as much information as possible.

3 Learners should look at different letter templates and choose a template most appropriate for writing to their landlord. They should produce a draft letter and get this checked before producing a final version. They must understand the importance of checking documents for accuracy, spelling, punctuation and grammar.

4 Learners should first provide their own definition of a tenancy agreement. They should then research or speak to someone about the different types of agreement (e.g. License Agreement, Assured Tenancy) and summarise their findings. As part of a group, learners should then discuss what responsibilities they would have for their tenants if they were a landlord and what they would expect from their tenants by way of responsibilities. Learners should then produce a leaflet or poster to highlight what was agreed.



User Notes for Module 5

Health and Wellbeing

Introduction

This module aims to develop the skills necessary for learners to lead a healthy and active life. Some of the areas may need to be handled with sensitivity. This module covers personal hygiene, physical, mental and sexual health, exercise and healthy eating.



Module 5: Section A

Health and Wellbeing

1 This challenge can be used to promote personal responsibility for good hygiene and to raise awareness of how this can result in a reduction in days lost to sickness.

Learners should research two chosen areas and use the information to produce a poster or leaflet for other young people.

This may also be a good opportunity to hold a discussion with a group of learners and complete some Internet research about hygiene practices in the chosen areas. Learners could work in pairs to investigate two areas and then compare their findings.

A worksheet based on handwashing can be downloaded from theOrb:
<http://www.theorb.org.uk/resources/1118-10-4-2015-12-17>

2 Learners may need some support to conduct the investigation. Useful websites include:

- <http://www.nhs.uk/pages/home.aspx>
- <http://www.helpguide.org/articles/addiction/overcoming-drug-addiction.htm>
- <http://www.counselling-directory.org.uk/drug.html>
- <http://www.talktofrank.com>
- <http://www.becomecharity.org.uk/help-advice/get-informed/health-and-wellbeing>

These websites could be used as a starting point. Further Internet searches will suggest other websites that could be equally appropriate for this challenge.

3 This challenge provides a good opportunity to visit a gym or sports centre and interview a fitness instructor. Alternatively, the learner could talk to someone who exercises regularly about which cardiovascular and flexibility exercises they find beneficial.

Learners may need support to design an appropriate exercise routine. They should be encouraged to consider access to facilities, equipment and costs. Cost-free options could be considered. Learners should consider the fitness levels of those taking part.

4 Learners should first compile a list of suitable activities (e.g. downloading and using a free fitness app, using the stairs rather than the lift, starting a lunchtime fitness club, organising a dog walking group).

5 This may be a sensitive topic for learners. The adult supporting a learner with this challenge should be prepared to help them gain access to adults or health professionals who can answer their questions.

6 Adults should support learners by creating a supportive, secure group environment where relationships and healthy behaviour can be discussed. It may be necessary to agree on a set of group ground rules prior to starting a session.



Module 5: Section A Health and Wellbeing

7 This challenge introduces learners to the importance of good mental health awareness and how outside influences can have an impact on mental health. Supporting adults should be available to discuss the impact of different factors (e.g. stress, cyber bullying).

A table to record things that cause stress and ways to combat stress can be downloaded from theOrb:
<http://www.theorb.org.uk/resources/1182-10-4-2016-10-05>

8 This challenge introduces learners to the importance of good mental health awareness and how outside influences can have an impact on mental health. Supporting adults should be available to discuss the impact of different factors (e.g. stress, cyber bullying).

9 Adults should support learners by creating a supportive, secure group environment where the influence of celebrities and the media can be discussed. It may be necessary to agree on a set of group ground rules prior to starting a session.

10 The ability to access local health services is an important skill. Learners may initially need support to investigate local services in what may be a new area for them and then produce the list required. This challenge gives learners the opportunity to develop communication skills as they are required to find out how to register and then demonstrate that registration. Evidence may be in the form of the required list of local services, details of the chosen service and completed registration documents – this may need to be amended to exclude any confidential information.



Module 5: Section B Health and Wellbeing

1 A feelings chart template can be downloaded from theOrb:
<http://www.theorb.org.uk/resources/1119-10-4-2015-12-17%2014:05:56>

2 The main outcome of this challenge is that learners gain experience of using questionnaires as a research technique and learn how to display their results using graphs and charts.

The 5 A Day section of the NHS website could provide a useful starting point:

<http://www.nhs.uk/livewell/5aday/Pages/5ADAYhome.aspx>

This infographic from BBC Good Food can be used to help learners understand what a portion of different types of fruit and vegetables looks like:

<http://www.bbcgoodfood.com/howto/guide/what-counts-five-day>

3 This could involve working with catering staff (e.g. from a local restaurant or school/college canteen) to get advice on what healthy meals look like and which options are popular.

A worksheet to record how to make a meal or dish healthier can be downloaded from theOrb:

<http://www.theorb.org.uk/resources/680-10-4-2013-03-15%2013:49:35>

Worksheets to review a weekly meal plan and make suggestions for improvements can be downloaded from theOrb: <http://www.theorb.org.uk/resources/680-10-4-2013-03-15%2013:49:35>

4 An appropriate website on the topic of contraception can be found via the NHS website:
<http://www.nhs.uk/Conditions/contraception-guide/Pages/contraception.aspx>

When planning, check that learners understand that they must cover all five points for each of their four chosen methods of contraception.



User Notes for Module 6

Cooking on a Budget

Introduction

This module aims to support learners in developing an understanding of what healthy eating means and to recognise that, with planning, it is possible to eat healthily while keeping to a budget. The module provides opportunities for research into takeaway food, nutrition, food waste and food costs. Learners will also have the opportunity to plan menus for a family, use recipes and visit local eating places to investigate a business approach to food budgeting.



Module 6: Section A

Cooking on a Budget

- 1 It is suggested that this challenge be completed as a group so that learners can discuss and share ideas and experiences. Following the group discussion the learner could make a note of their own thoughts on the pros and cons of planning as a chart, or they may wish to make mind maps or write a report. These could then be shared and discussed with a supporting adult.
- 2 This challenge could be linked to challenges 6A3 and 6A6.

When planning for this challenge, learners should be aware of the cooking facilities available to them and be aware of any allergies that may need to be considered.

Learners must demonstrate that they have cooked the planned meal. Evidence could include planning notes, costed recipes, time plans, photographs or receipts.

They may choose to make a 'one-pot meal'. A worksheet to support making a one-pot meal can be downloaded from theOrb: <http://www.theorb.org.uk/resources/571-10-4-2013-01-09%2013:13:10>
- 3 This challenge allows the learner to focus on a particular group or age group that interests them. It could also be used to provide a one-week meal plan for the learner themselves.

Learners may need support when considering what constitutes a healthy diet and also what the dietary requirements are for their chosen group or person.

Learners could use the information available online regarding the cost of supermarket food items and some supermarkets have an online meal planner available via their website. Websites such as BBC Good Food (<http://www.bbcgoodfood.com>) could be used to source recipes.

A worksheet to identify a weekly spending budget can be downloaded from theOrb: <http://www.theorb.org.uk/resources/542-10-4-2012-11-28%2016:01:16>
- 4 This challenge is flexible and learners may choose any type of bought food to complete this challenge. It is important to get them thinking about not only the cost of bought food, but also about the cost of the portion. This could then be included in the comparison of buying or cooking the item from scratch themselves, as the homemade option may produce more portions than the bought option.
- 5 The purpose of this challenge is to get learners thinking about what food people buy and how much is thrown away each week. Useful information can be found online at: www.lovefoodhatewaste.com

Consideration may be given to using leftover food in recipes. If this interests the learner, recipes can be found online from websites such as BBC Good Food (<http://www.bbcgoodfood.com>).

Learners could produce their leaflets using ICT or by hand.
- 6 Learners should be encouraged to discuss the list of essential foods used in the household prior to beginning their research. When choosing which supermarket to use, consideration should be given to locality, opening hours and added value (e.g. a loyalty scheme).

A comparison table to compare the costs of 20 items in two supermarkets and worksheet to suggest ways of reducing costs when shopping can be downloaded from theOrb: <http://www.theorb.org.uk/resources/575-10-4-2013-01-09%2013:23:13>



Module 6: Section A

Cooking on a Budget

7 The purpose of this challenge is to get learners thinking about commercial food businesses and how they manage their food budget. This challenge provides a good opportunity to develop communication skills as the learners will be required to arrange the visit and gather the information.

To ensure that they get the correct information, learners may need support to prepare a list of questions prior to the visit taking place.

8 This challenge requires learners to identify takeaway food options that are available to them locally. Once they have identified a few options they then need to consider the cost of each option and compare this with a home-made meal. Other considerations might include household fuel costs, number of portions made and the nutritional value of the food.

9 Learners have the freedom to choose any recipe as the focus for this challenge – it may be a familiar tried and tested dish or something new. Once they have listed all the ingredients needed, learners should work out the cost of the dish. Learners should then consider ways to reduce the cost of making the dish (e.g. using supermarket own brands, buying food from a local market, choosing loose items rather than pre-packed). The dish should then be made and evaluated. Evidence could include the learner's initial work, photographs of the dish and feedback from anyone sharing the dish.

10 Learners should demonstrate that they have cooked the selected recipe. Evidence could include planning notes, photographs or receipts.

Recipes could be found using cookery books or online. Useful websites include:

- <http://www.bbcgoodfood.com>
- <http://www.goodtoknow.co.uk>
- <http://www.jamieoliver.com/recipes/category/course/cheap-cheerful/>



Module 6: Section B

Cooking on a Budget

1 Learners should first find out the recommended daily nutritional requirements of male and female adults. Learners may need support to conduct their research. Useful websites include:

- <http://www.nhs.uk> – live well section

Recipes could be found using cookery books or online. Useful websites include:

- <http://www.bbcgoodfood.com>
- <http://www.goodtoknow.co.uk>
- <http://www.jamieoliver.com/recipes/category/course/cheap-cheerful/>

Learners must demonstrate that they have cooked a sample of their planned dishes. Evidence could include planning notes, costed recipes, time plans, photographs or receipts.

Templates for a weekly meal planner and shopping list can be downloaded from theOrb:

<http://www.theorb.org.uk/resources/1183-10-4-2016-10-06> – the challenge specifies a two-week meal plan, so learners could complete two copies of the meal plan and shopping list.

2 This challenge develops knowledge of retail as well as written communication and research skills.

Supermarkets employ various strategies to ensure goods are sold. The Internet or YouTube can be used to gather more information on topics such as supermarket layout and shelf arrangements.

A resource to support report writing can be downloaded from theOrb:

<http://www.theorb.org.uk/resources/304-10-4-2012-08-28%2012:40:47>

3 This challenge requires a commitment to group work. The steps required are explicitly set out in the challenge itself but planning should include decisions regarding cooking facilities available, the number and make-up of the teams and the allocation of judging duties.

Evidence could include planning documents, a video of the competition and annotated photographs taken during the competition.

4 By completing this challenge the learner will have the opportunity to meet people, find out about their favourite recipes and make a record of them. The book may focus on savoury dishes, sweet dishes, baking or seasonal dishes – whatever interests the learner.

5 This challenge requires a commitment to group work. The planning for this challenge should include decisions regarding cooking facilities available, the venue for the event and a budget planner. The team members should be willing to undertake personal responsibilities and meet regularly to track spending. Evidence could include planning documents, a video of the event and annotated photographs taken during the event.

A resource to support planning an event can be downloaded from theOrb:

<http://www.theorb.org.uk/resources/1172-10-4-2016-09-13%2012:48:00>

6 See the user notes and advice given for challenges 6A2, 6A3, 6A9 and 6A10.



User Notes for Module 7

Practical Cooking Skills

Introduction

This module provides learners with the opportunity to develop their practical cooking skills and techniques to support them in becoming more independent. Learners will have the opportunity to explore different ingredients, cultures and diets, as well as practising using different equipment.



Module 7: Section A

Practical Cooking Skills

1 The purpose of this challenge is to develop the skills needed to cook a wide range of meals successfully. Learners should demonstrate these skills over a period of time. The skills could be evidenced through a diary or video diary, photographs, recipes, a learning log and witness statements.

The lists of examples provided are common cooking skills and techniques. This is a practical challenge and learners should be encouraged to demonstrate as many of the skills and techniques as possible, making sure they are always aware of the necessary safety considerations. Learners may need support in choosing the most healthy or correct method of cooking. They could also be questioned on how they plan to approach certain tasks.

This challenge could be linked to challenges 6A2, 6A9 and 6A10. Challenges 6B1, 6B3, 6B5 and 6B6 also provide opportunities to demonstrate the skills and techniques listed in this challenge.

A cookbook template to record techniques, practical cooking skills and recipes for meals or dishes can be downloaded from theOrb: <http://www.theorb.org.uk/resources/578-10-4-2013-01-09%2013:37:55>



Module 7: Section B

Practical Cooking Skills

1 This challenge gives learners the opportunity to demonstrate the skills and techniques set out in challenge 7A1. It is envisaged that learners will be confident in the kitchen and able to use new or unfamiliar ingredients and recipes.

A cookbook template can be downloaded from theOrb:

<http://www.theorb.org.uk/resources/578-10-4-2013-01-09%2013:37:55> – this resource contains a checklist of practical skills, methods and techniques in food preparation and cooking, as well as blank recipe pages. Learners can record their recipes and skills as they carry out their food preparation and cooking activities.

This task could be extended to create a recipe book that could be sold to raise funds for charity.

Learners may also choose to view video demonstrations of cooking skills, either on TV programmes or on YouTube.

Evidence for this challenge could include a diary or video diary, photographs, recipes, a learning log and witness statements.

2 Learners will need access to a range of utensils, labour-saving equipment and technology to complete this challenge. It is envisaged that learners will be confident in the kitchen and able to use a range of kitchen equipment and utensils to cook and serve a variety of dishes.

Evidence for this challenge could include a diary or video diary, photographs, recipes, a learning log and witness statements.



User Notes for Module 8 Career Management

Introduction

This module provides learners with the opportunity to consider their future career and what they can do to enhance their chances of being successful in an interview. It allows them to work through the process involved in applying for a course, training opportunity or job which includes preparing application forms, letters of application, CVs and practising interview skills.



Module 8: Section A

Career Management

1 Learners should find out the purpose of a CV and research how to create a CV. This could be done using an online CV builder or by drafting one by hand. They should consider what template they want to use and what information they want to include.

The National Careers Service website is a good starting point:

<https://nationalcareersservice.direct.gov.uk/get-a-job>

Learners should understand the importance of getting their CV checked for errors before they use a final version.

2 Learners could use online application forms or printed forms. They should understand the importance of getting their application checked for errors before sending off a final version.

3 Learners could use college prospectuses or information found online to search for a course or training programme they are interested in. They should start by producing a rough draft which should then be discussed and checked by an appropriate person before producing a final version. The final version can be handwritten or completed using ICT. Various application letter templates can be found online.

4 Learners should consider the different ways that they could find out about job vacancies – these could include both local and national opportunities. They could print off different vacancies they are interested in and highlight the key points including the skills, qualities and experience that are required for each job.

5 A sheet to record a top-10 list of interview tips can be downloaded from theOrb:
<http://www.theorb.org.uk/resources/1184-10-4-2016-10-06>

6 This challenge could be used as a follow on from challenges 8A1, 8A2 and 8A3. Learners should be supported to identify an appropriate course or training opportunity (e.g. part-time job) that they are interested in and prepare a presentation that highlights why they should be considered. They should be encouraged to rehearse the presentation and consider the sort of questions they might be asked.

7 Learners should be encouraged to find out about the NCS programme **<http://www.ncsyoes.co.uk/>** and what they could gain by taking part. The government guarantees a place on the NCS to every child in care or care leavers aged 16 or 17.



Module 8: Section A Career Management

8 Learners should be aware that they may be selected for a telephone interview if an employer has been impressed by their application or CV and wants to know more about them. They should recognise the difference between telephone and face-to-face interviews – and understand how to prepare for them.

The National Careers Service website is a good starting point:

<https://nationalcareersservice.direct.gov.uk/get-a-job/interview-advice>

9 A worksheet to identify key information found on pay slips, including two example pay slips (one weekly and one monthly) can be downloaded from theOrb:

<http://www.theorb.org.uk/resources/551-10-4-2012-11-28%2016:30:40>

The Money Advice Service website provides some clear information on wage slips:

<https://www.moneyadviceservice.org.uk/en/articles/understanding-your-payslip>



Module 8: Section B

Career Management

1 Learners should discuss with others about how they can prepare for and present a positive impression during an interview.

A resource to support interview preparation can be downloaded from theOrb:

<http://www.theorb.org.uk/resources/157-10-4-2012-08-23%2015:08:17>

Learners should present the outcome of discussions as a magazine article, leaflet or poster.

2 Learners could work together to create a part-time job advertisement that others will then be interviewed for. They could take part in both elements of the role-play activity and be interviewed for the role as well as be part of the interview panel, then compare with others how they felt in both roles.

An interview template can be downloaded from theOrb:

<http://www.theorb.org.uk/resources/202-10-4-2012-08-24%2010:48:56>

3 This could be an interview for a part-time job, training course or apprenticeship opportunity and could follow on from challenges 8A1 and 8A2. Learners should be encouraged to reflect on their performance and what they have learnt from this experience that will help them in future interviews.

A list of questions and an evaluation sheet for a mock interview can be downloaded from theOrb:

<http://www.theorb.org.uk/resources/544-10-4-2012-11-28%2016:08:12>

4 Learners should carry out research appropriate to their own situation; they should be encouraged to use a range of different sources of information. Useful websites include:

- **<https://www.ucas.com/ucas/undergraduate/undergraduate-finance-and-support>**
- **<https://www.gov.uk/browse/education/student-finance>**
- **<https://www.citizensadvice.org.uk/education/further-and-higher-education/>**

5 Learners should consider the financial implications of different work situations that people might find themselves in. They could design and conduct a survey, then present their findings as a graph, table or report. An alternative approach would be to look at the advantages and disadvantages of being paid in different ways.



User Notes for Module 9

Preparing for the World of Work

Introduction

This module provides learners with the opportunity of preparing for and experiencing the world of work. This could be through a work placement, supported internship or Traineeship. Learners can work through the process from identifying possible organisations they would like to do a work placement with, to contacting an employer and completing a period of work experience, then reflecting on the success of the placement and how it has influenced their future career choices.



Module 9: Section A

Preparing for the World of Work

1 Learners should discuss the value of work experience and any experiences they have had compared with those of other people.

A mind map template to record the benefits of work experience can be downloaded from theOrb:
<http://www.theorb.org.uk/resources/1186-10-4-2016-10-06>

2 Learners could consider both work experience or volunteering opportunities and should start with thinking about which employment sector they would like to gain experience in.

3 This challenge could follow on from challenge 8A8.

Learners should prepare what they are going to say in advance. They should be encouraged to do some initial research on the company and be clear about why they would want work experience with the company.

4 This challenge could follow on from challenge 8A3 and could be a formal letter or an email. Learners should be reminded of the importance to get any letter or email checked for errors before sending it.

5 Once they have been accepted on a work placement and they know what time they need to be at work, learners should plan their journey to work to ensure they arrive in plenty of time. This could include rehearsing the journey if it is new to them. They should consider who they would contact if they are going to be late.

A work experience travel plan can be downloaded from theOrb:
<http://www.theorb.org.uk/resources/1191-10-4-2016-10-11%2009:38:45>

6 This challenge could follow on from challenge 9A3.

Learners could further develop any initial research to find out more in-depth information about the company that they have a placement with.

7 This challenge could be linked to a number of challenges, such as 9A3, 9A4 or 9A6.

Learners could make contact by telephone, email or face-to-face.

8 This challenge could follow on from challenge 9A6.

Once learners have researched a company they could then present this research as a PowerPoint presentation or a poster.



Module 9: Section B

Preparing for the World of Work

1 Work experience placements can differ depending on what the company can offer or what might be most appropriate for the learner. This could range from anything from 1 or 2 hours a week for a number of weeks, a block placement for 1 or 2 weeks, or a longer term placement or supported internship.

Learners should be encouraged to keep a daily diary or activity log to help them record all that they have learnt and the skills they have developed. It is important that learners review their work experience on completion to reflect on how the experience has influenced their future career, work or training choices.

Work experience diary templates can be downloaded from theOrb:

- One-day diary: <http://www.theorb.org.uk/resources/608-10-4-2013-02-06%2009:44:46>
- Five-day diary: <http://www.theorb.org.uk/resources/609-10-4-2013-02-06%2009:49:11>
- Placement diary: <http://www.theorb.org.uk/resources/903-10-4-2013-09-26%2016:03:57>

