

KS5 Life Skills - Supporting our community

In this unit pupils will develop their awareness of themselves and how they fit within their local community. Pupils will develop the knowledge that they are a part of a wider community which consists of a range of different people and places. Pupils will recognise how "safer adults" within the community can support them, as well as ways in which they can help others. Pupils will learn to identify different ways they can help to maintain/ improve their local community and recognise the difference they have made over time.

RRSA articles:

This unit links to RRA articles:

Article 23: A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

| | <u>O&U WTE1</u> | <u>O&U E1</u> | <u>O&U E2</u> |
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| Key learning: Our local community | | | |
| <u>Subject specific knowledge</u> | <p>Knows that there are different people within the local community</p> <p>Knows at least 4 different places in their local community.</p> <p>Knows what you can do/find at, at least 4 places in the community e.g. library - books</p> <p>Knows how to access some of their community facilities e.g. go to the shop with an adult</p> <p>Can identify different cultures they see in their community e.g. can select images/symbols of specific cultures</p> <p>Knows the difference between places they feel safe or unsafe in their community</p> | <p>Knows least 3 people in their community who are there to help them e.g. family, police, doctors</p> <p>Knows there are different cultures in their community and can choose from a given choice the ones they see e.g. different clothing, different religious buildings etc.</p> <p>Knows at least 6 different places in their local community e.g. shops, barbers, GP etc.</p> <p>Knows why you might visit a particular place e.g. I visit the library to read books</p> <p>Knows up to 5 facilities in their local community given selection and knows how to access these.</p> | <p>Knows at least 3 people in their community who are there to help them and state how e.g. GP helps me when I am sick, local charities can give us food and clothing</p> <p>Knows that people are part of different communities and understands and respect differences.</p> <p>Knows how local government supports our community e.g. fixing roads, building affordable housing</p> <p>Knows different issues which effect the community e.g. racism, homophobia etc.</p> <p>Knows at least 10 different facilities in their local community and outline the purpose of these places e.g. I use the shop to buy bread and milk.</p> <p>Is able to share their awareness of why we use community facilities and engage in a group discussion relating to different places they use. E.g. accessing church, mosque, car washes etc.</p> |

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| <u>Subject specific skills</u> | <p>Can identify and recognise people who help them when out in the community.</p> <p>When in community can identify safe/unsafe places and people.</p> <p>Points to or names local community facility when out e.g leisure, cultural, health</p> <p>Can find and recognise different features within facility e.g. tills in a shop, pool in a leisure centre.</p> | <p>Is able to demonstrate how to act safely when in the local community e.g. the way they speak and interact with others</p> <p>Can access a local facility, e.g leisure facility, and knows how to access this.</p> <p>Can identify different community places/facilities when out in the community and knows which to use for different purposes.</p> | <p>I s able to access facilities in their local community with some independence.</p> <p>Shows tolerance, respect and understanding towards all people regardless of difference when out in their community.</p> |
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Key Learning- Community action

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| <u>Subject specific knowledge</u> | <p>Knows how and when to ask for help</p> <p>Knows when a person is helping another person</p> <p>Can identify things that can help a community using symbols.</p> | <p>Knows how to identify things in their community which are unsafe e.g. strangers, broken debris and knows what to do to stay safe.</p> <p>Knows at least 3 tasks that can be done to improve a community with the support of images e.g. painting a fence</p> | <p>Knows how to approach a safe adult and initiate a conversation using a wide range of greetings e.g. Excuse me can you help me by...</p> <p>Knows at least 3 benefits charities and voluntary work can support to improve a community</p> |
| <u>Subject specific skills</u> | <p>Is able to choose what task needs completing when given a selection when participating in a community project e.g. litter picking</p> <p>Is able to participate in a community project which supports/helps others e.g. supporting at a local shop, tending to gardens/allotments</p> | <p>Is able to choose an appropriate community task to participate in from a given selection</p> <p>Is able to participate in a community project to help others e.g. fundraising, cleaning community areas etc.</p> <p>Is able to follow and complete a sequence of 2-3 steps within a task and follow instructions to keep themselves safe</p> | <p>When in the community can identify and suggest ways they can help to improve it and participate in a project to do so.</p> <p>Engages in community project and knows the purpose and impact this has.</p> |

Suggested activities

Pupils should have as many opportunities as possible to use skills practically within the local community.

Pupils should have opportunities to visit different areas within their local community and to explore a variety of different facilities.

All pupils should have the opportunity to participate in a community project either within school or with a local charity e.g. painting fences, building benches, gardening, litter picking.

- Sensory stories: story ideas -people who help us in the community, a journey through my community.

- Explore images/video clips of different facilities/ people. Use symbols to identify key information through discussions/writing activities
- Role play being at different community places e.g. at the post office, in a library. Can pupils use problem and communication skills to request for help.
- Journey around the local community, identify places pupils feel safe/unsafe, identify what facilities they can see e.g. toilet, exits, lift.
- Ask it/circle time activities linked to pupils own experiences of using different facilities.
- Discuss stranger danger and how to recognise/ approach safer adults in the community.

Teaching strategies

Use of TSI - to develop independence in completing practical tasks.

Staff work to the side of the pupil demonstrating task

Staff to use gestural prompts to correct pupils actions, limit verbal communication (where suitable)

Tasks to be repeated to gain independence and reinforce skills

Use of visuals pupils to recognise what is next can they move on independently.

Visual schedules

Visual sequence of each step of task.

If pupils require high levels of physical support to complete practical tasks encourage use of communication skills e.g. AAC device to describe what to do next, what equipment is needed, what action is to be used

Online resource:

Evidencing Work:

All practical tasks to be evidenced via annotated photographs which are marked following assessment guidelines.