PSD

Name:		Date:	Evidence Ref:	
Unit SR: Managing Social Relationships				**E3** 1.1

Ideas Chart

Social situations where I interact with people

Ideas Chart

Positive behaviours I can use when interacting.

PSD

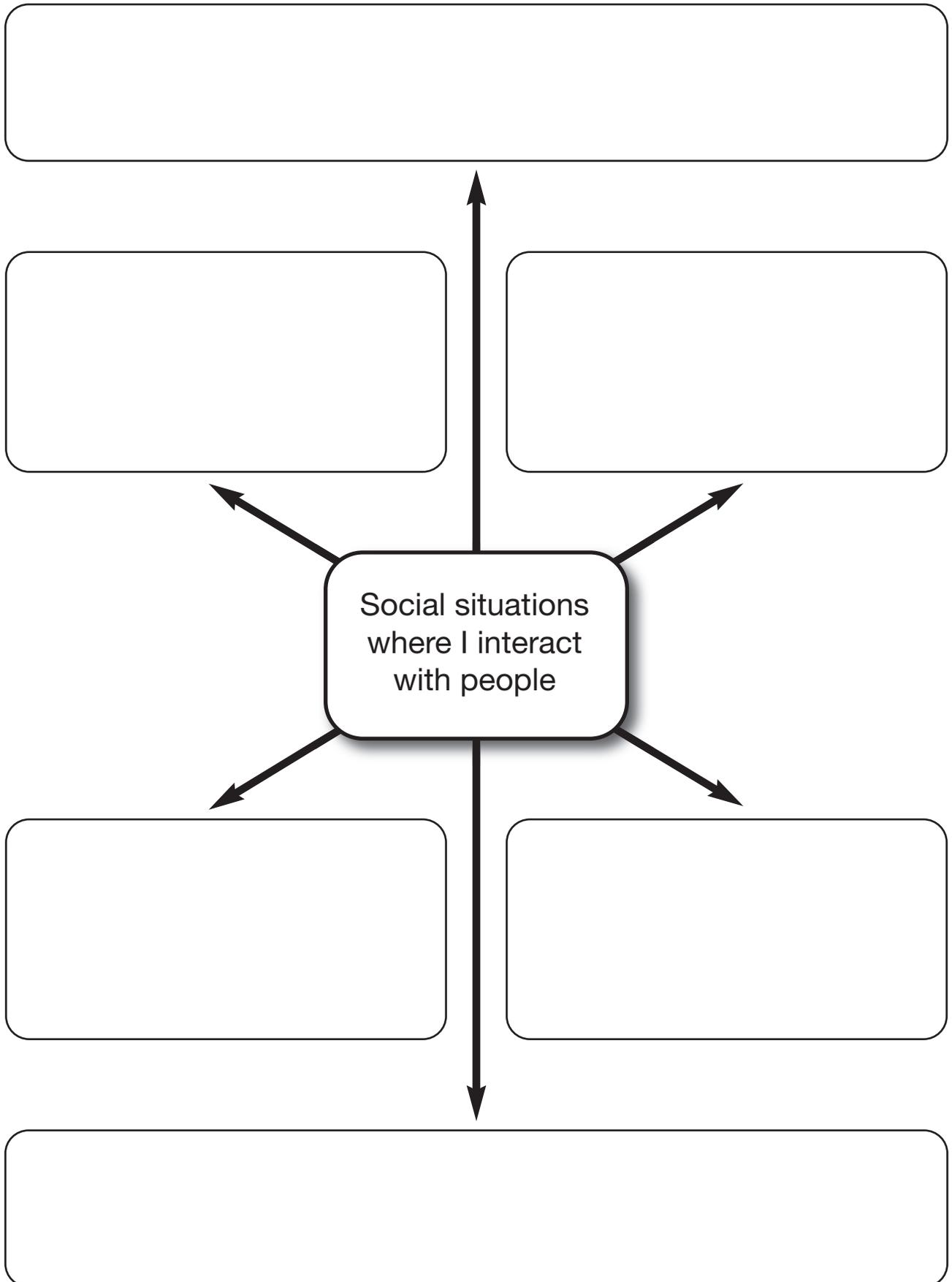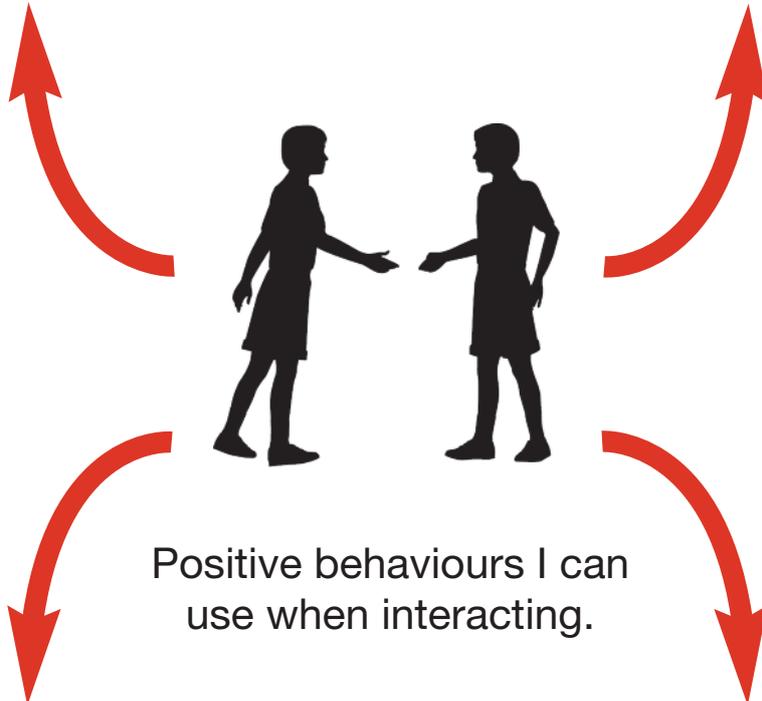| Name:		Date:	Evidence Ref:	
Unit SR: Managing Social Relationships			**E3** 1.1, 1.2	

Ideas Chart

Identify examples of positive interaction in social situations. Briefly describe each situation and explain what positive behaviours were used.

Positive behaviour:

Positive behaviour:

Situation:

Situation:

Social situations where people interact

Situation:

Situation:

Positive behaviour:

Positive behaviour:
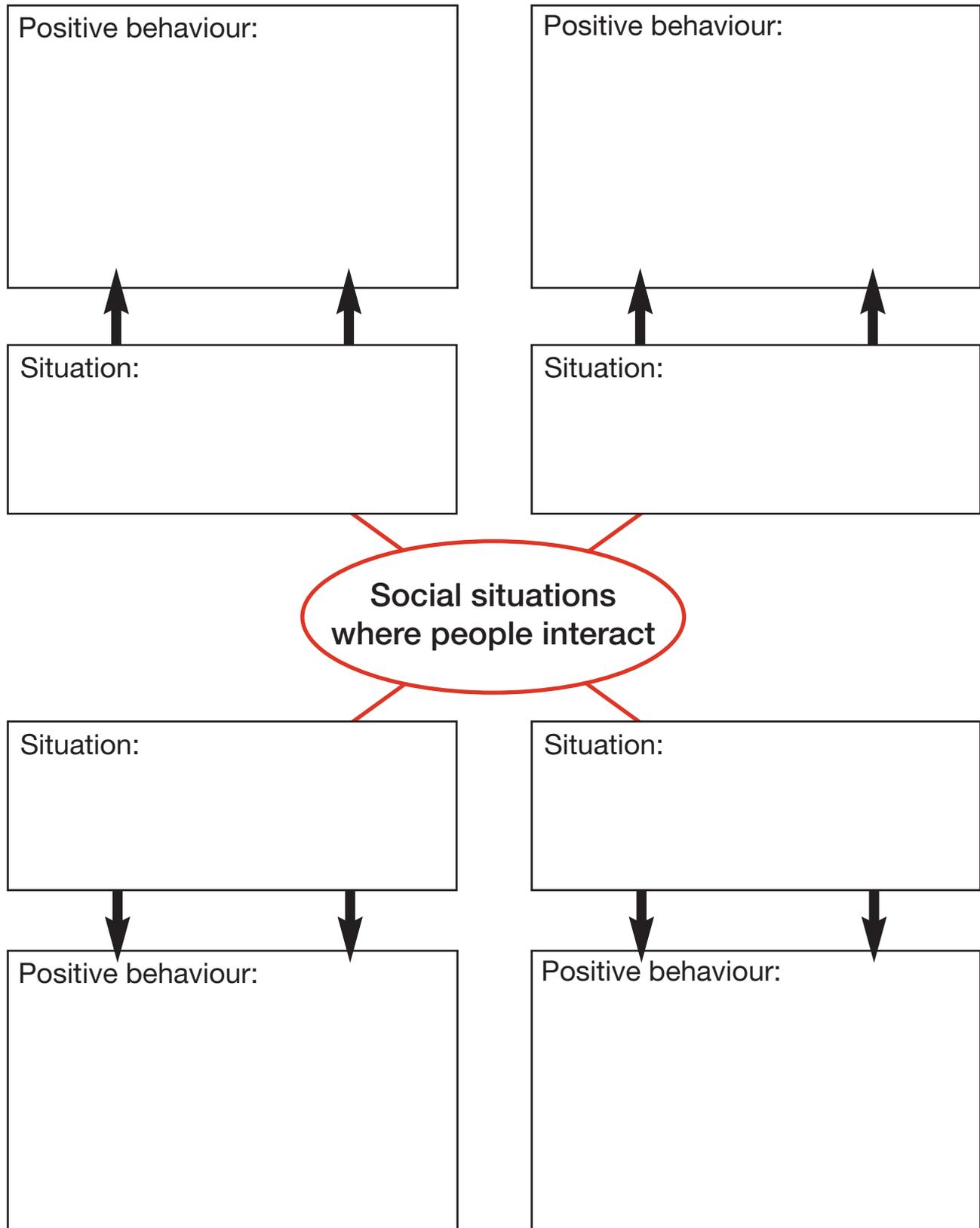
My positive behaviours

1

Situation I might find myself in:	Positive behaviours I could use:

2

Situation I might find myself in:	Positive behaviours I could use:

3

Situation I might find myself in:	Positive behaviours I could use:

4

Situation I might find myself in:	Positive behaviours I could use:

Tutor Observation Record

Topic discussed:	People involved in the discussion:	E2 1.1 E3 2.1
Examples of appropriate behaviours used:		E2 1.2 E3 2.2
Examples of how the student contributed:		E2 1.3 E3 2.3
Opinions the student expressed:		E2 1.4 E3 2.4
Examples of how the student showed respect for other people's views:		E2 1.4 E3 2.4

Signed: Date:

Position held:

PSD

Name:	Date:	Evidence Ref:
Unit SR: Managing Social Relationships		**E2** 1.1, 1.2, 1.3 **E3** 2.1, 2.2, 2.3

Student Summary

I talked to:	We talked about:

Positive behaviours I used:	Some things I said:

The questions I asked:	One thing I learned was:

Human Rights

The people in my group are:

Our list of human rights, in order of importance:

1 _____

2 _____

3 _____

4 _____

5 _____

The point I suggested was:

Candidate signature:

Are they different to the United Nations Universal Declaration of Human Rights?

Individual rights that are relevant to me

This is me:

Stick a photograph here

I have a right to:
(tick your correct answers)   ✔   ✔

Be safe	☐	Learn	☐
Learn to drive	☐	Join in	☐
Be listened to	☐	Have lots of money	☐
Do whatever I like	☐	Be healthy	☐

The most important one to me is:

....

PSD

Name:		Date:	Evidence Ref:
Unit RR: Individual Rights and Responsibilities			**E3** 1.1

Individual rights that are relevant to me

This is me:

Stick a photograph here

I have a right to:
(tick your correct answers)

	✔		✔
Be safe	☐	Choose if I go to school	☐
Learn to drive	☐	Free medical treatment	☐
Be listened to	☐	Have lots of money	☐
Do whatever I like	☐	Be healthy	☐
Vote at 18	☐	Have my own home	☐
Learn	☐	Play music as loud as I want	☐
Join in	☐	Take faulty goods back to the shop	☐

The most important one to me is ....

because ....

....

Ideas Chart

This is me:

Stick a photograph here

Responsibilities
I have for myself

PSD

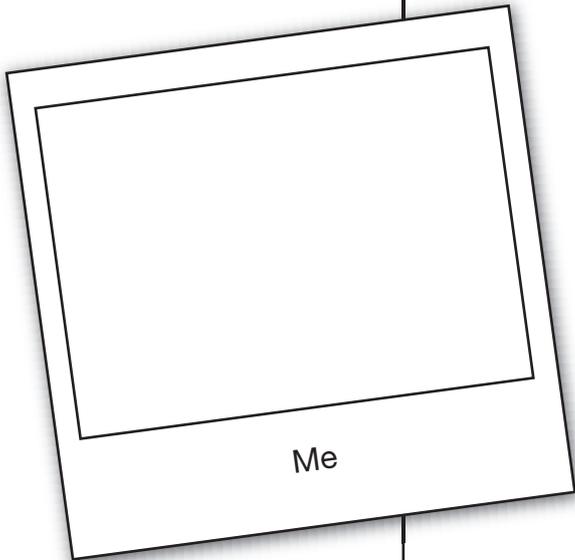| Name:		Date:	Evidence Ref:	
Unit RR: Individual Rights and Responsibilities			**E2** 1.3 **E3** 1.2	
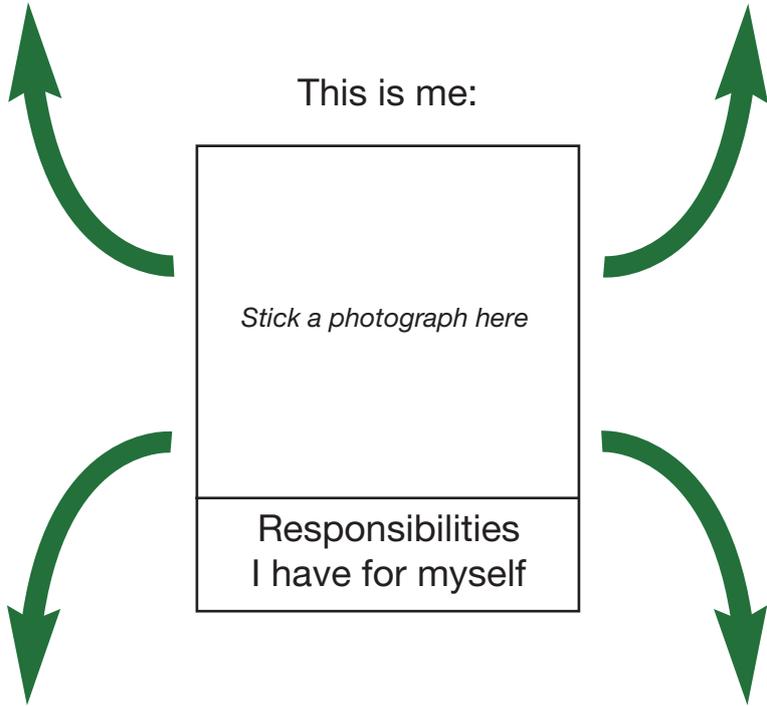
Sources of help and advice

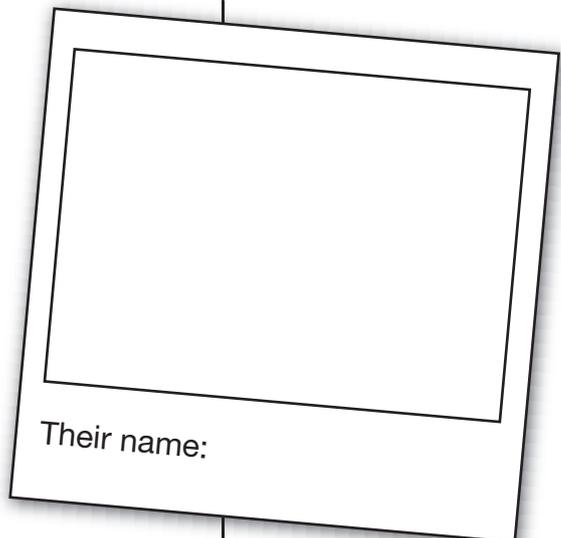If I had a problem with my rights or responsibilities
I could get help or information from:

Student Notes

Describe a responsibility you have for **yourself**:

Me

Describe a responsibility you have to **someone else**:

Their name:

Sources of help and advice on individual rights

Name:	
Address/website: 🏠 Telephone: ☎ Email: ✉	What they do

Name:	
Address/website: 🏠 Telephone: ☎ Email: ✉	What they do

Definition Sheet: Community

Find out what the term 'community' means:

Examples of different communities are:
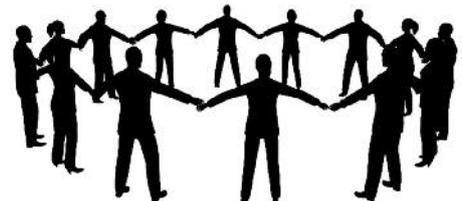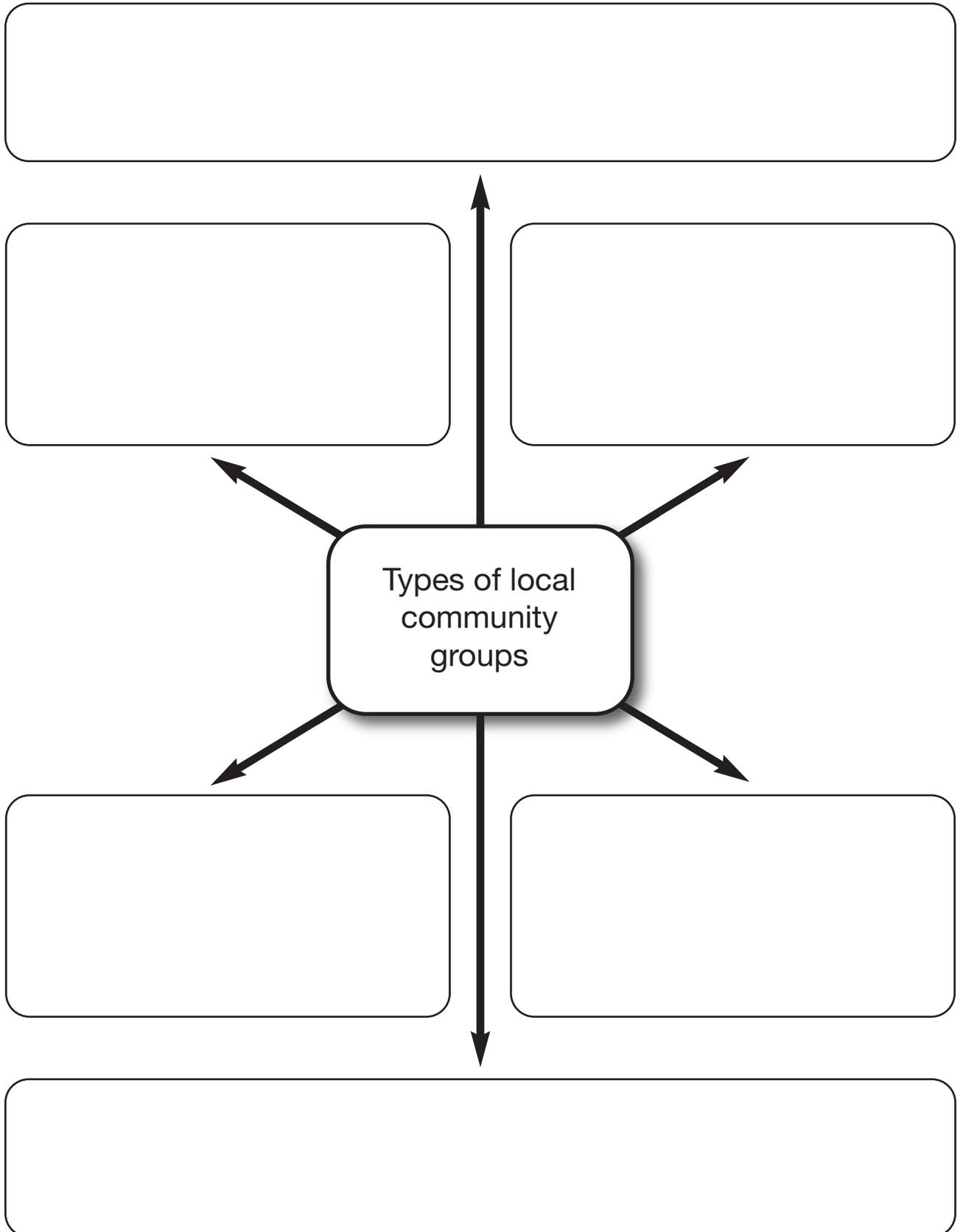
Ideas Chart
People who help me

People who might help me in my centre or the community
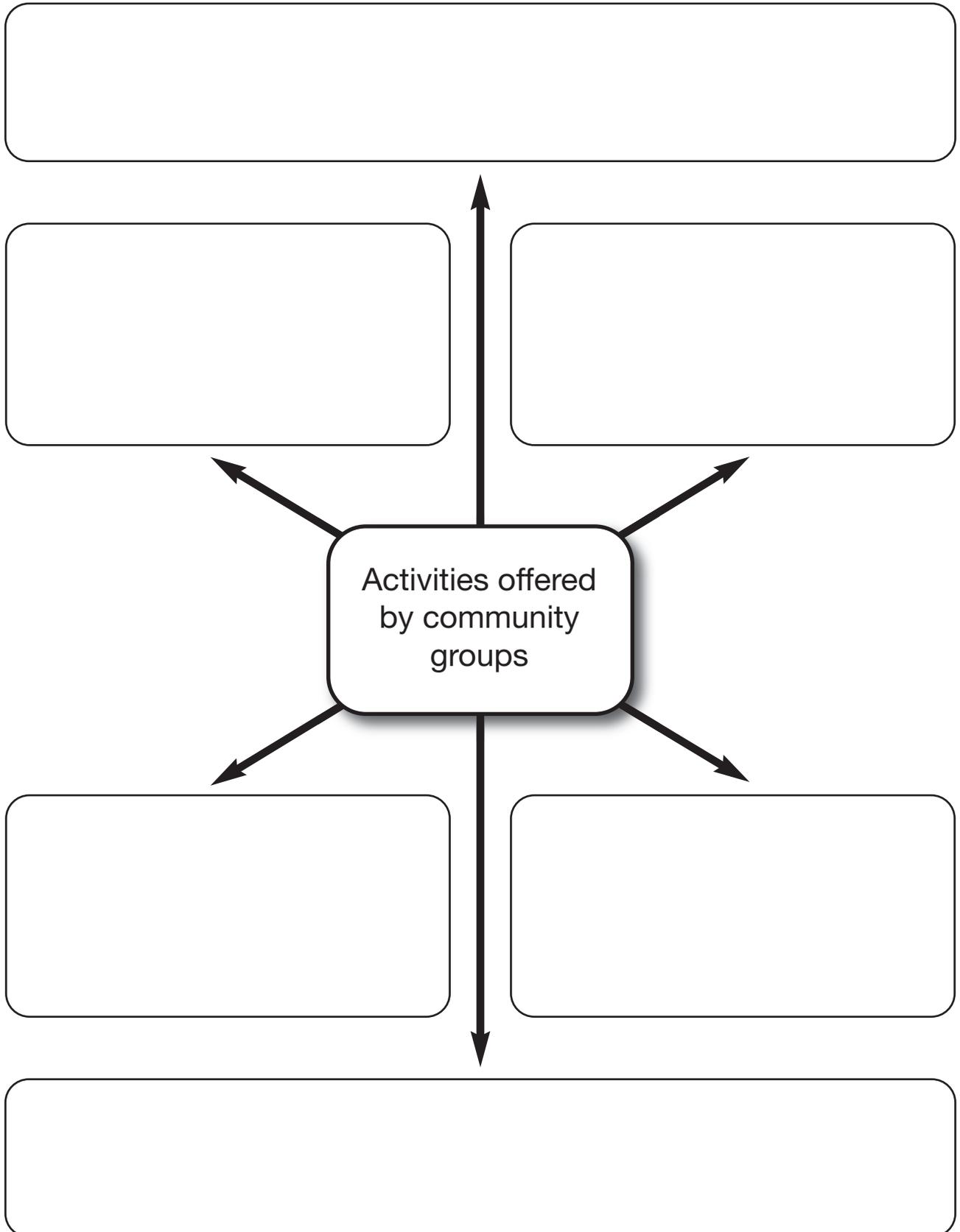(write or stick pictures)

Ideas Chart (1 of 2)
Community groups

Types of local community groups

Ideas Chart (2 of 2)
Community activities

```
┌─────────────────────────────────────────────┐
│                                               │
│                                               │
│                                               │
└─────────────────────────────────────────────┘

┌──────────────────────┐      ┌──────────────────────┐
│                      │      │                      │
│                      │      │                      │
│                      │      │                      │
└──────────────────────┘      └──────────────────────┘

              ┌───────────────────┐
              │  Activities offered │
              │  by community       │
              │  groups             │
              └───────────────────┘

┌──────────────────────┐      ┌──────────────────────┐
│                      │      │                      │
│                      │      │                      │
│                      │      │                      │
└──────────────────────┘      └──────────────────────┘

┌─────────────────────────────────────────────┐
│                                               │
│                                               │
│                                               │
└─────────────────────────────────────────────┘
```

Research Notes

My local area is:

```
                    Community groups in my area
```

Name of group:	Name of group:	Name of group:
What it does:	**What it does:**	**What it does:**

Community groups and the activities they offer

List different types of community groups and describe what each group does.

Group name	Type of group (e.g. sports club)	Activities it offers

Community groups
Contact list

1	Name of organisation:

Address: 🏠	Who this organisation helps:
Telephone: ☎	What this organisation does:
Email: @	

2	Name of organisation:

Address: 🏠	Who this organisation helps:
Telephone: ☎	What this organisation does:
Email: @	

3	Name of organisation:

Address: 🏠	Who this organisation helps:
Telephone: ☎	What this organisation does:
Email: @	

Witness Statement
Asking for Help

A situation where I needed help (write or stick a picture):

Witness statement

Please describe how the student obtained help to deal with the situation identified above.

Witness name:	Role:
Signature:	Date:

Take part in a community activity
Record sheet

Community group I worked with:

The activity I did was:

Stick a photograph here

The activity benefited other people by:

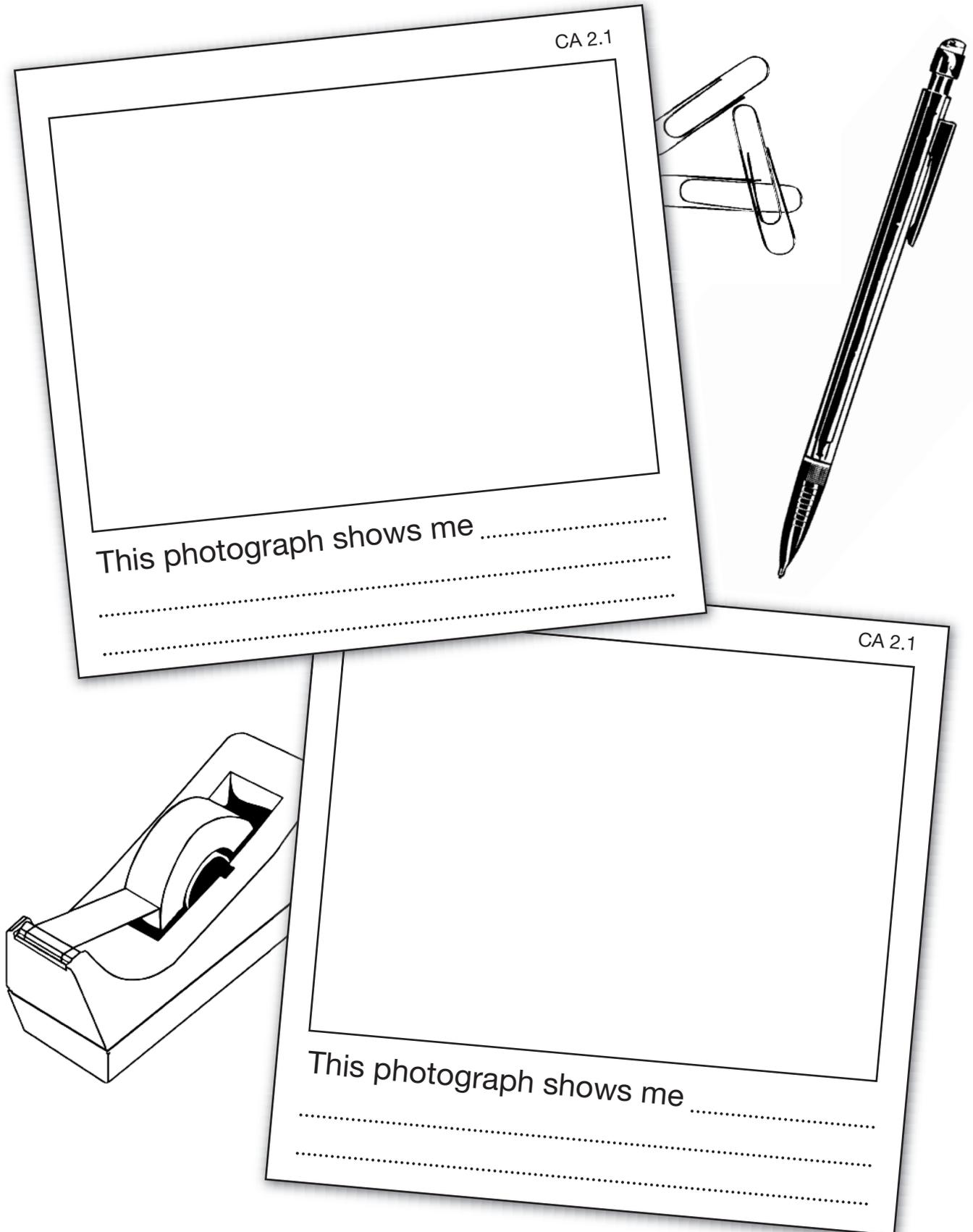| Student signature:	Date:

Witness signature:	Date:

Photographic Evidence Sheet

Display photos of yourself taking part in a community activity:

CA 2.1

This photograph shows me ....
....

CA 2.1

This photograph shows me ....
....

Take part in a community activity
Log

Description of activities	Date
🕐 Time spent:	
🕐 Time spent:	
🕐 Time spent:	
🕐 Time spent:	
🕐 Time spent:	
🕐 Time spent:	

Take part in a community activity
Review

The community group I worked in was:

The activities I took part in were:

Other people benefited from my activities by:

-

-

-

I benefited from taking part in the activities by:

-

-

-

My signature:	Witness signature:

Take part in a community activity
Review

How the community benefited from my activities

Take part in a community activity
Review

```
┌─────────────────────────────────────────────────┐
│                                                 │
│                                                 │
│                                                 │
└─────────────────────────────────────────────────┘

┌──────────────────────┐        ┌──────────────────────┐
│                      │        │                      │
│                      │        │                      │
│                      │        │                      │
└──────────────────────┘        └──────────────────────┘

              ┌─────────────────────┐
              │   How I benefited   │
              │  from taking part   │
              │   in the activities │
              └─────────────────────┘

┌──────────────────────┐        ┌──────────────────────┐
│                      │        │                      │
│                      │        │                      │
│                      │        │                      │
└──────────────────────┘        └──────────────────────┘

┌─────────────────────────────────────────────────┐
│                                                 │
│                                                 │
│                                                 │
└─────────────────────────────────────────────────┘
```

Food pictures (1)

Instructions: Cut out these image cards and use them to make a food pyramid, sort into food groups or discuss healthy and unhealthy diets.

Chicken

Fish

Lamb

Seafood

Pork
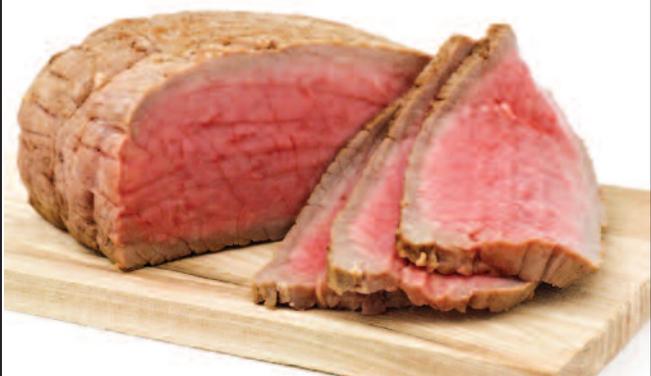
Beef

Food pictures (2)

Eggs	Pulses
Tofu	Cheese
Milk	Yogurt

Food pictures (3)

Bread	Pasta
Rice	Cereal
Potatoes	Olive Oil

Food pictures (4)

Carrots	Broccoli
Sweetcorn	Cauliflower
Peas	Peppers

Food pictures (5)

Lettuce	Tomatoes
Apples	Oranges
Bananas	Berries

Food pictures (6)

Sweets	Crisps
Fast Food	Fats
Fizzy Drinks	Alcohol

PSD

Name:		Date:	Evidence Ref:	
Unit HL: Healthy Living			**Development Activity**	

Food pictures (7)

Water	Fruit Juice
Cordial	Herbal Tea
Tea	Coffee

Sorting Cards: Food groups

Fruit and Vegetables	Starchy Foods
Protein	Milk and Dairy Foods
Foods and drinks high in **Fat, Salt** and/or **Sugar**	**Healthy Drinks**

Sorting cards: Food and drink

Have **plenty** of these

Have **some** of these

Have only
very little or none
of these

Sport icons

Boccia	Swimming	Gym
Football	Sailing	Basketball
Yoga	Athletics	Horse Riding

Healthy living icons

Having a healthy diet	Spending time outdoors	Relaxing
Spending time with friends and family	Being creative	Sleeping well
Having good personal hygiene	Being active	Learning new things

PSD

Name:		Date:	Evidence Ref:
Unit HL: Healthy Living			**Development Activity**

Healthy living icons

Smoking	Drinking alcohol	Taking drugs
Watching lots of TV	Playing lots of computer games	Fighting
Having an unhealthy diet	Being anti-social	Self-harming

Sorting cards: Healthy living
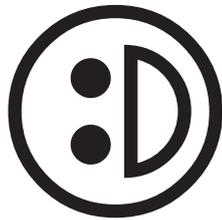
Good for me	Bad for me
I need to do MORE...	I need to do LESS...
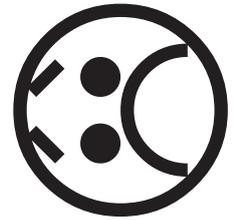
Lifestyle Analysis

Healthy Activity	How often do I do it?	How could I increase the time spend on it?

Unhealthy Activity	How often do I do it?	What negative effects does it have on me?

Ideas Chart
What is healthy about my lifestyle?

Healthy aspects of my lifestyle 😊
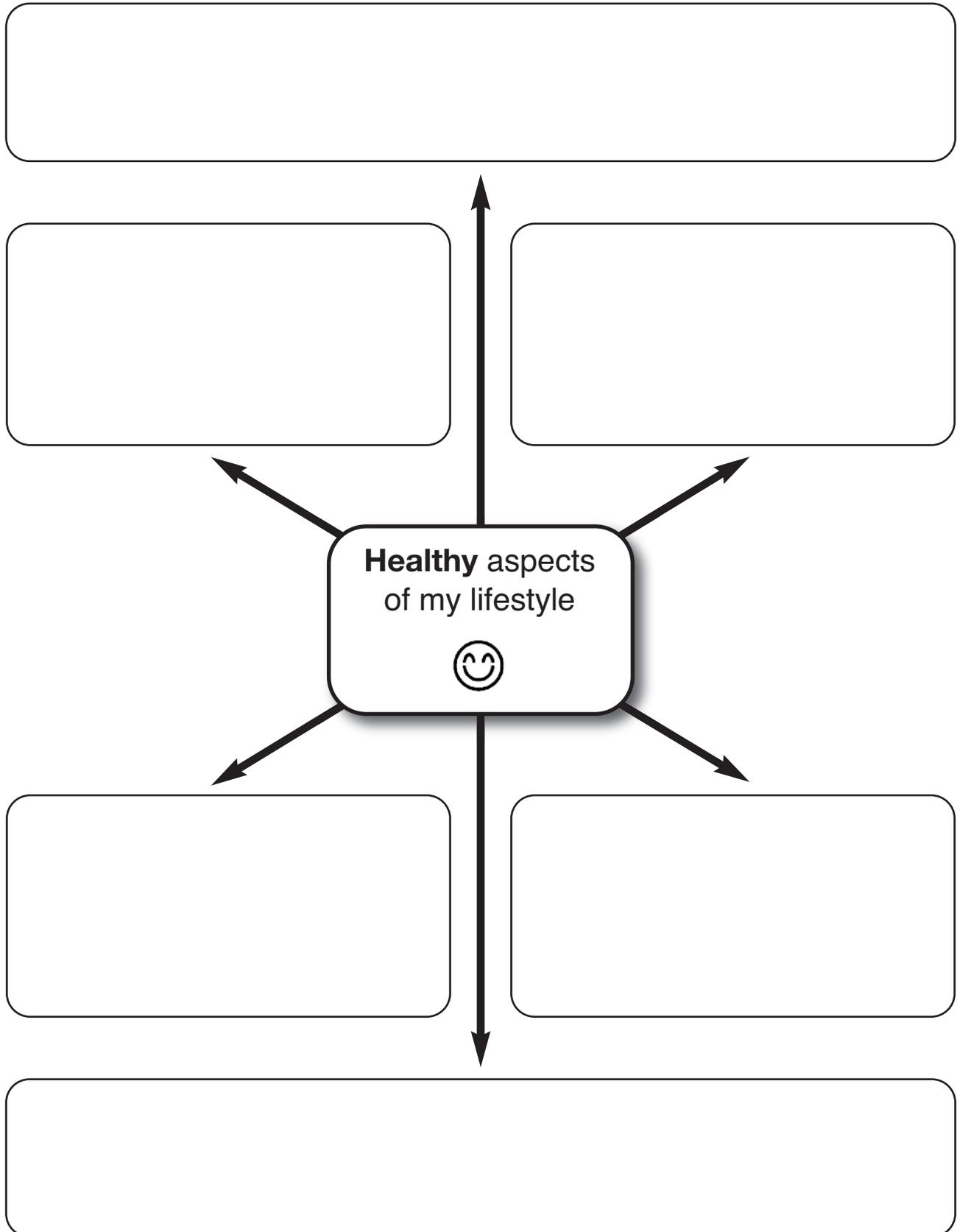
Ideas Chart
What is unhealthy about my lifestyle?

Unhealthy aspects of my lifestyle

PSD

Name:		Date:	Evidence Ref:
Unit HL: Healthy Living			**Development Activity**

Healthy Lifestyle Profile

Activities I take part in that help to develop fitness:

Healthy aspects of my diet:

Unhealthy aspects of my diet:

Areas of my lifestyle I am happy with:

Areas of my lifestyle I would like to improve:

Key features of personal hygiene

	Personal hygiene requirement	Personal hygiene product(s)
Teeth		
Hair		
Hands		
Feet		
Clothes		
Other:		

Personal hygiene chart

Mark the areas of the body where it is important to maintain personal hygiene:
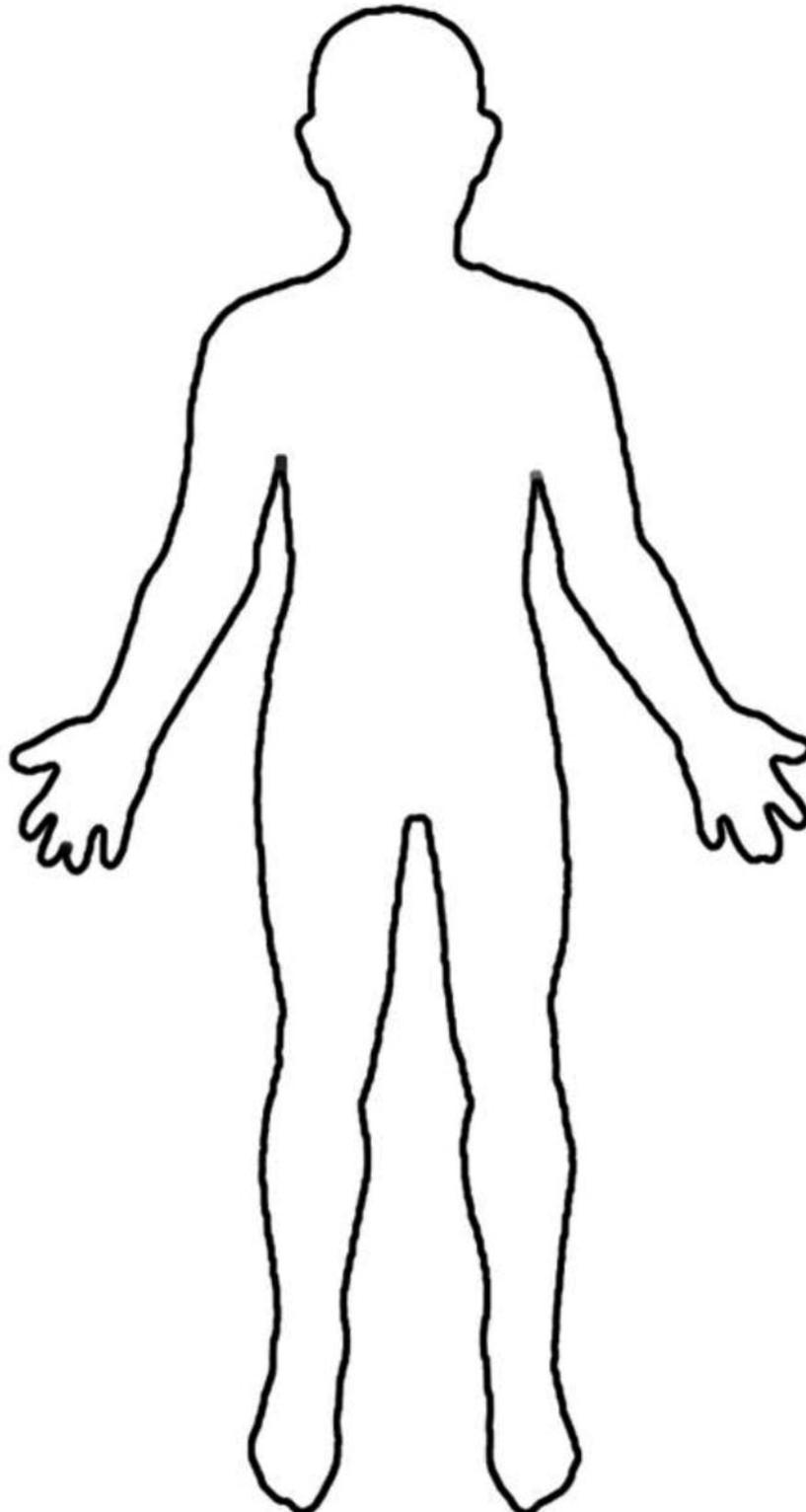
Ideas Chart
Personal hygiene

Problems caused by not maintaining personal hygiene
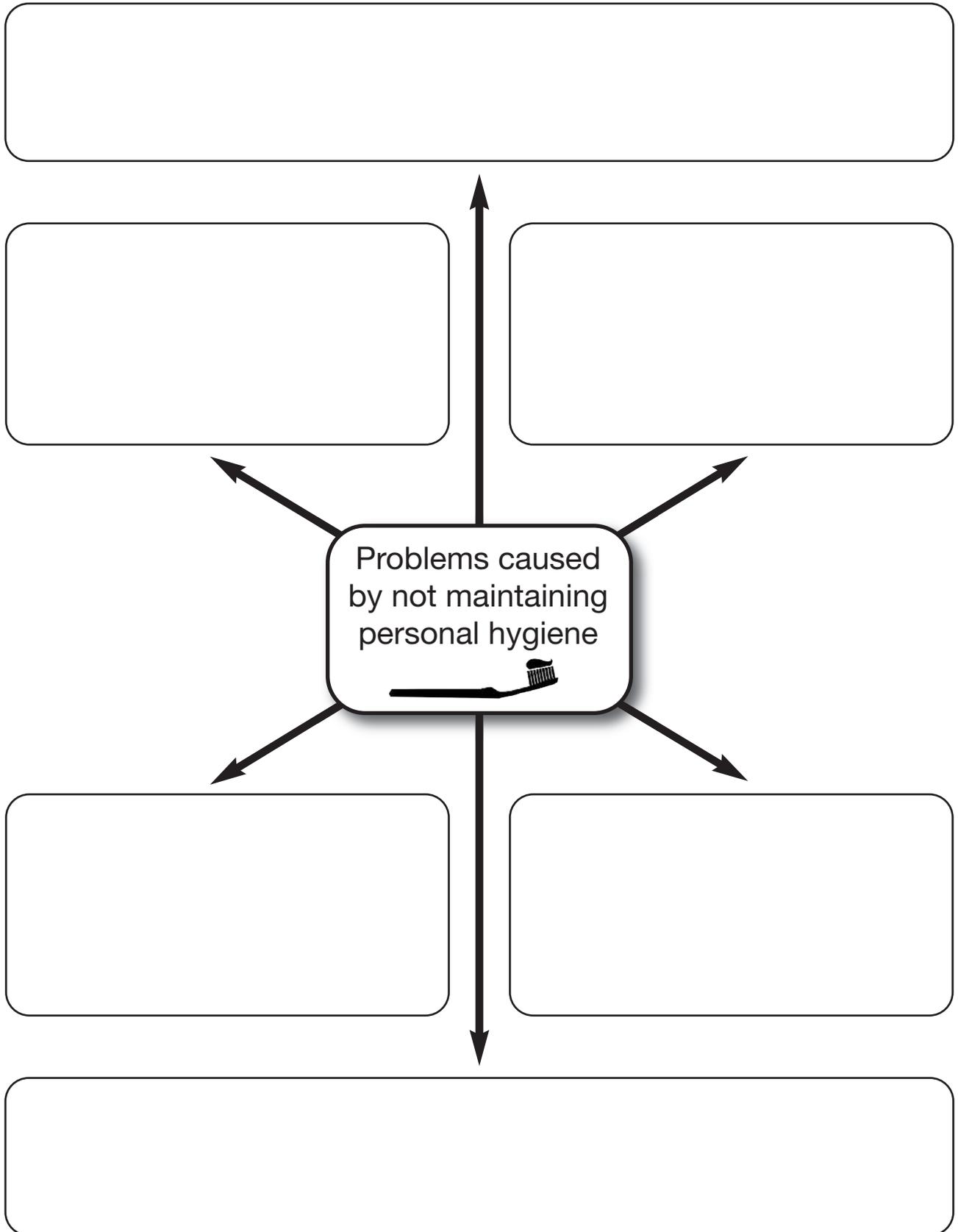
Sorting cards: Personal hygiene

Hair products	Dental care	Deodorants	Bath & shower

Hairspray	Conditioner	Shampoo	2-in-1
Gel/mousse	Toothpaste	Dental floss	Toothbrush
Mouthwash	Roll-on	Body spray	Aerosol
Body wipes	Cream/gel	Toothpick	Bodywash
Shower gel	Soap	Handwash	Bubble bath

My personal hygiene products

Type of product	My choice	I chose this product because:
Shampoo		
Conditioner		
Hair product		
Deodorant		
Soap		
Shower gel		
Toothpaste		
Perfume /aftershave		
Other		

PSD

Name:		Date:	Evidence Ref:
Unit HL: Healthy Living			**Development Activity**

Healthy plate diagram

Draw or stick pictures on the plate to show the balanced meal you have planned:

Food Item	Food Group	Quantity

I chose this meal because:

My diet

Food eaten	Healthy	Unhealthy
Breakfast		
Lunch		
Dinner		
Snacks		
Drinks		

PSD

Unit HL: Healthy Living

Name:

Date:

Evidence Ref:

Development Activity

Healthy Foods

Food Group	Examples

PSD

Name:		Date:	Evidence Ref:	
Unit HL: Healthy Living			**Development Activity**	

Unhealthy Foods
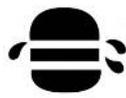
Food Group	Examples

Ideas Chart
Balanced diet for a healthy lifestyle

Ways in which a balanced diet can contribute to a healthy lifestyle

Food Pyramid

Fats, oils and sweets
(use sparingly)

Milk, yogurt and cheese
(2-3 servings)

Meat, poultry, fish, dry
beans, eggs and nuts
(2-3 servings)

Vegetables
(3-5 servings)

Fruit
(2-4 servings)

Bread, cereal,
rice, pasta
(6-11
servings)
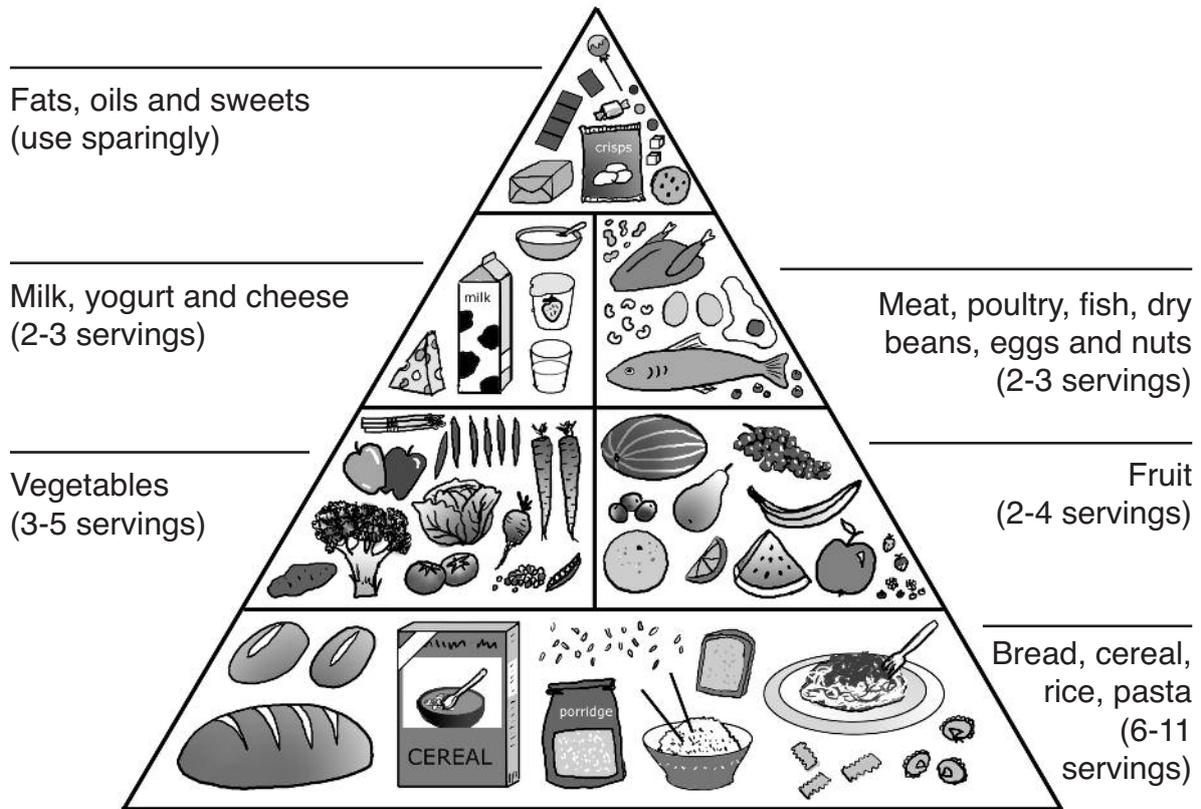
©ASDAN 2008

1. Which type of food should you eat the most of?

2. How many servings of bread, rice, pasta and cereal should you eat every day?

3. How many servings of vegetables should you eat every day?

4. How many servings of fruit should you eat every day?

5. How many servings of milk, cheese and yoghurt should you eat every day?

6. How many servings of meat, fish, beans and nuts should you eat every day?

Suggested teaching ideas

Drugs and alcohol awareness	✔
1. Take part in a discussion about drugs and alcohol	
2. List the risks involved	
3. Create a poster or display	
4. List sources of help and advice	

Emotional wellbeing awareness	✔
1. Discuss appropriate behaviours to aid emotional wellbeing	
2. List positive outcomes (e.g. supportive friends)	
3. List negative outcomes (e.g. self-harm)	
4. List sources of help and advice	

Sexual health and relationships awareness	✔
1. Discuss the characteristics of a positive relationship	
2. List appropriate behaviours within a relationship	
3. Understand about types of contraception	
4. List sources of help and advice	

PSD

Name:		Date:	Evidence Ref:
Unit HL: Healthy Living			**E1** 1.1, **E2** 1.1 **E3** 1.1

Ideas Chart
Activities for a healthy lifestyle

Activities that contribute to a healthy lifestyle
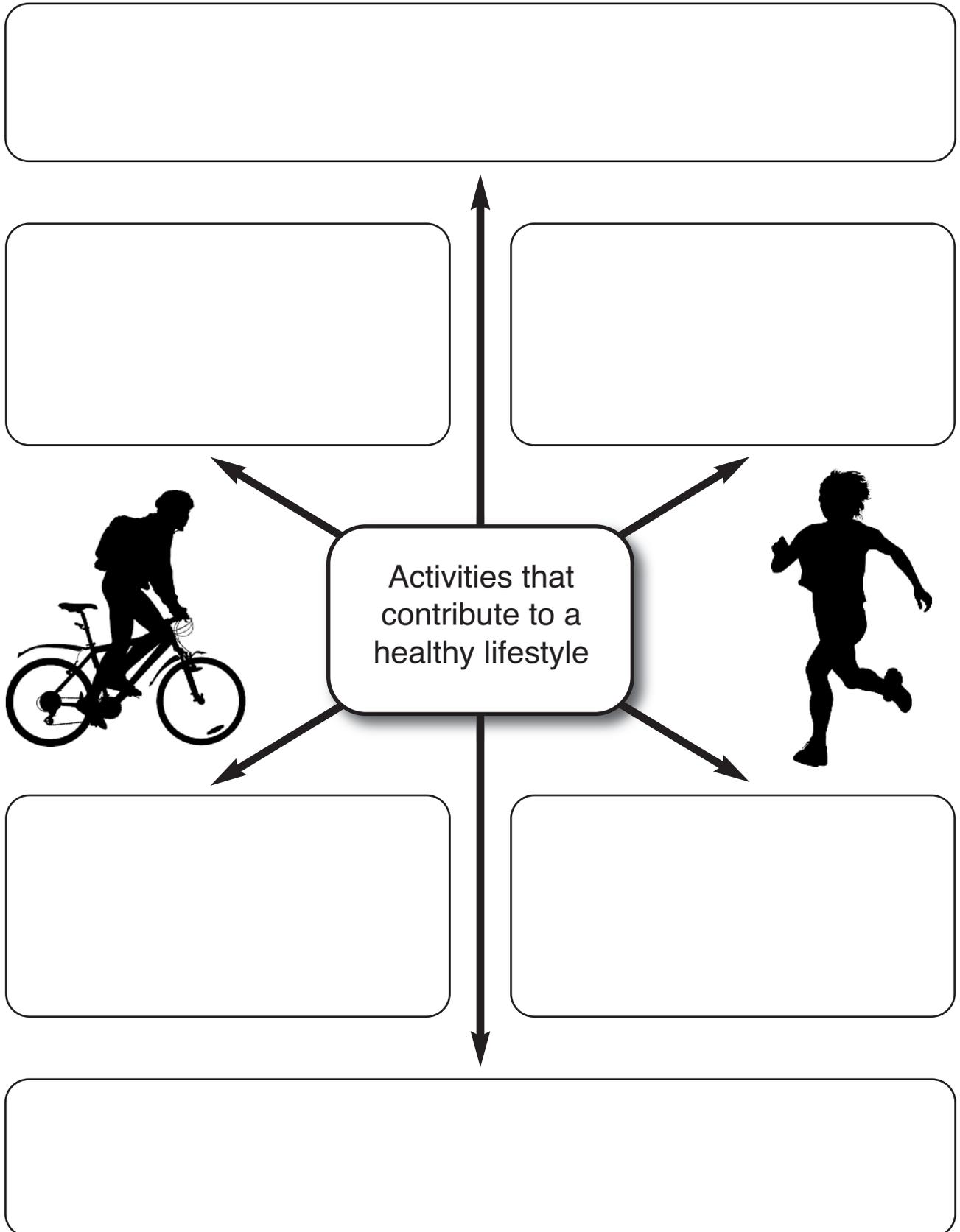
Ideas Chart
Unhealthy activities

Activities that contribute to an unhealthy lifestyle

Activity Plan

What I can do to help me lead a healthier lifestyle:

(stick pictures or write the names of activities)

Me now →

↓

←

↓

Healthier me →

Activity Record

The activity I will do is:	E2 1.2 E3 1.2
I chose this activity because:	E3 1.2
Here is a photograph of me doing the activity:	E2 2.1 E3 2.1
I did this activity for: (state time)	
This is how the activity helped to improve my lifestyle:	E3 2.2

My signature:	Witness signature:

Action Plan for a Healthy Lifestyle

Name:	Date:

Healthy diet targets	By when	✔
1.		
2.		
3.		
4.		

Exercise targets	By when	✔
1.		
2.		
3.		
4.		

Other targets	By when	✔
1.		
2.		
3.		
4.		

Signature:	Date:

Witness Signature:	Date:

Healthy lifestyle review

Name:	Date:

How my new healthy diet has improved my life:

1.

2.

3.

4.

How my exercise routine has improved my life:

1.

2.

3.

4.

How reaching my other targets has improved my life:

1.

2.

3.

4.

Signature:	Date:

Witness Signature:	Date:

Skills and qualities icons

Using a computer	Using tools	Doing Maths
Writing	Working as a team	Solving problems
Being punctual	Being helpful	Working hard
Being polite	Dressing smartly	Being friendly

Discussion sheet: Skills and qualities

As a group, discuss the differences between skills and qualities. Come up with a definition and examples for each.

You can use the examples below as a starting point for your discussions. Which ones are skills, and which ones qualities?

being patient	making plans	listening	designing things	solving problems
making decisions	being reliable	keeping calm	talking to groups	writing reports
helping others	organising	using tools	being friendly	explaining things

SKILLS

QUALITIES

Definition:

Definition:

Examples:

Examples:

My skills and qualities

Complete the following list of skills and qualities as honestly as you can. Use the answers to help you work out what your strengths are. Highlight the strength that you are most proud of.

Good	Average	Weak	
⬭	⬭	⬭	Working in a group
⬭	⬭	⬭	Working on my own
⬭	⬭	⬭	Explaining things to others
⬭	⬭	⬭	Organising other people
⬭	⬭	⬭	Being patient
⬭	⬭	⬭	Making decisions
⬭	⬭	⬭	Working under pressure
⬭	⬭	⬭	Making plans
⬭	⬭	⬭	Accepting discipline
⬭	⬭	⬭	Solving problems
⬭	⬭	⬭	Listening
⬭	⬭	⬭	Talking to large groups
⬭	⬭	⬭	Keeping calm in emergencies
⬭	⬭	⬭	Organising help in an emergency
⬭	⬭	⬭	Following instructions
⬭	⬭	⬭	Writing reports
⬭	⬭	⬭	Finding things out
⬭	⬭	⬭	Reading and studying
⬭	⬭	⬭	Working with numbers
⬭	⬭	⬭	Doing scientific experiments
⬭	⬭	⬭	Working with my hands
⬭	⬭	⬭	Designing things
⬭	⬭	⬭	Speaking a foreign language
⬭	⬭	⬭	Using tools or machinery
⬭	⬭	⬭	Using a computer
⬭	⬭	⬭	Other:
⬭	⬭	⬭	Other:
⬭	⬭	⬭	Other:

Employers' expectations

Note down what employers are looking for when recruiting people:

Behaviour:

Dress code:

Timekeeping:

Attitudes to work:

Attitude to work colleagues:

PSD

Name:	Date:	Evidence Ref:
Unit PW: Preparation for Work		**Development Activity**

Job examples

Job	Skills needed	Qualities needed
Supermarket check out assistant		
Shop assistant at a garden centre		
Farm worker		
Nursery nurse		
Builder		
School receptionist		

Checklist: Letter of application

Your letter should include (✔):

◯ Your address in full

◯ Date

◯ Name and address of the person/company you are writing to

◯ Greeting (If you don't know the person's name use "Dear Sir/Madam")

◯ The job you are applying for (and the reference number, or where you saw it advertised)

◯ The school you are attending

◯ Subjects you are studying

◯ Experience and interests

◯ Personal skills and qualities

◯ Reasons why you should be considered for this job

◯ A formal closing

◯ Your signature

Your letter should be (✔):

◯ polite, clear and to the point

◯ written in ink or typed on good quality paper

◯ clean and neat

◯ checked for spelling and grammar

Keep a copy of the letter for reference.

Sample Letter

23 Highway Road
Islington
London CM1 4GH

4th March 2012

Manager
Media Plus Retail Ltd.
Veal Road
Eastfield
London CM1 4FG

Dear Sir or Madam,

I am a year 11 student at Bromsgrove School in London and will be leaving in July of this year.

I would be grateful if you would consider me for the position of sales assistant at your company as advertised.

I am studying the ASDAN PSD Qualification, which means I can work using computers. I have good keyboard skills and know my way around a number of Microsoft Office programmes including Excel and Access. I am also studying History and Graphic Design.

I enjoy many sports and I play for the football team. I like listening to music and I sometimes babysit for my younger sister. I worked as a shop assistant for a year but resigned to spend more time on my studies.

I am a hard worker. I have an excellent punctuality and attendance record. I am easy to get on with and am very keen to learn new skills.

I would be pleased to attend an interview at your convenience.

Yours faithfully,

Fred Bloggs

Fred Bloggs

Info sheet: Constructing a CV

1. Personal details

Name (in capital letters)
Address (in full)
Phone number & email address

2. Profile/Personal Statement

This is meant to be a very brief summary of your achievements to date. This is where you make your initial impact, so provide personal qualities that will catch the eye of your potential employer.

Example:

I am a good team player. I have good communication and interpersonal skills and my approach to others shows a compassionate and patient manner. I am a punctual, smart and intelligent individual who carries out all tasks with a positive and enthusiastic attitude. I am used to working under pressure.

3. Skills

This part of your CV should be used to list your skills that will be of most use to your potential employer.

By keeping this list simple and uncomplicated your CV can be used for a variety of different types of job application. A good example would be to list the skills gained during your ASDAN studies:

- Improving own Learning and Performance

- Working with Others

- Problem Solving

- Communication

- Literacy

- Information Technology

- Application of Number/Numeracy

4. Employment/School History

Write the list of all your work and school experience starting with the most recent.

  i)   List any jobs you have had with dates, including your responsibilities

  ii) For school history, start with your current school

  iii) Include approximate dates when you attended each school

Info sheet: Constructing a CV (cont.)

Example:

- Tesco, Redfield (September 2011 to present)

  Responsible for stocking the shelves of the grocery department

- McDonalds, Broadmead (July-August 2011)

  Serving and preparation of food

- Bishop Street Comprehensive School September 2007 to present

- Bishop Street Junior School September 2003 – July 2007

- Bishop Street Infant School September 1999 – July 2003

5. Qualifications

Use this paragraph to list all the qualifications, certificates and awards that you have gained during your school and extra curricular activities.

Example:

- GCSE English

- GCSE Maths

- GCSE Art & Design

- GCSE General Science

- ASDAN Silver Award

- ASDAN Bronze Award

- St John Ambulance Junior Lifesavers Award

- Black belt (1st Dan) karate

You may also wish to add if you are working towards any qualifications, for example, PSD.

6. Hobbies and Interests

Use this final paragraph to write about your hobbies and interests:

Example:

- Sports & Fitness, particularly football and running

- Member of the 15th Shotokan Karate Club of Bristol

- Bird watching

Ideas Chart
Skills for employment

Skills and qualities employees need

Ideas Chart
My skills and qualities

My skills and qualities for the workplace
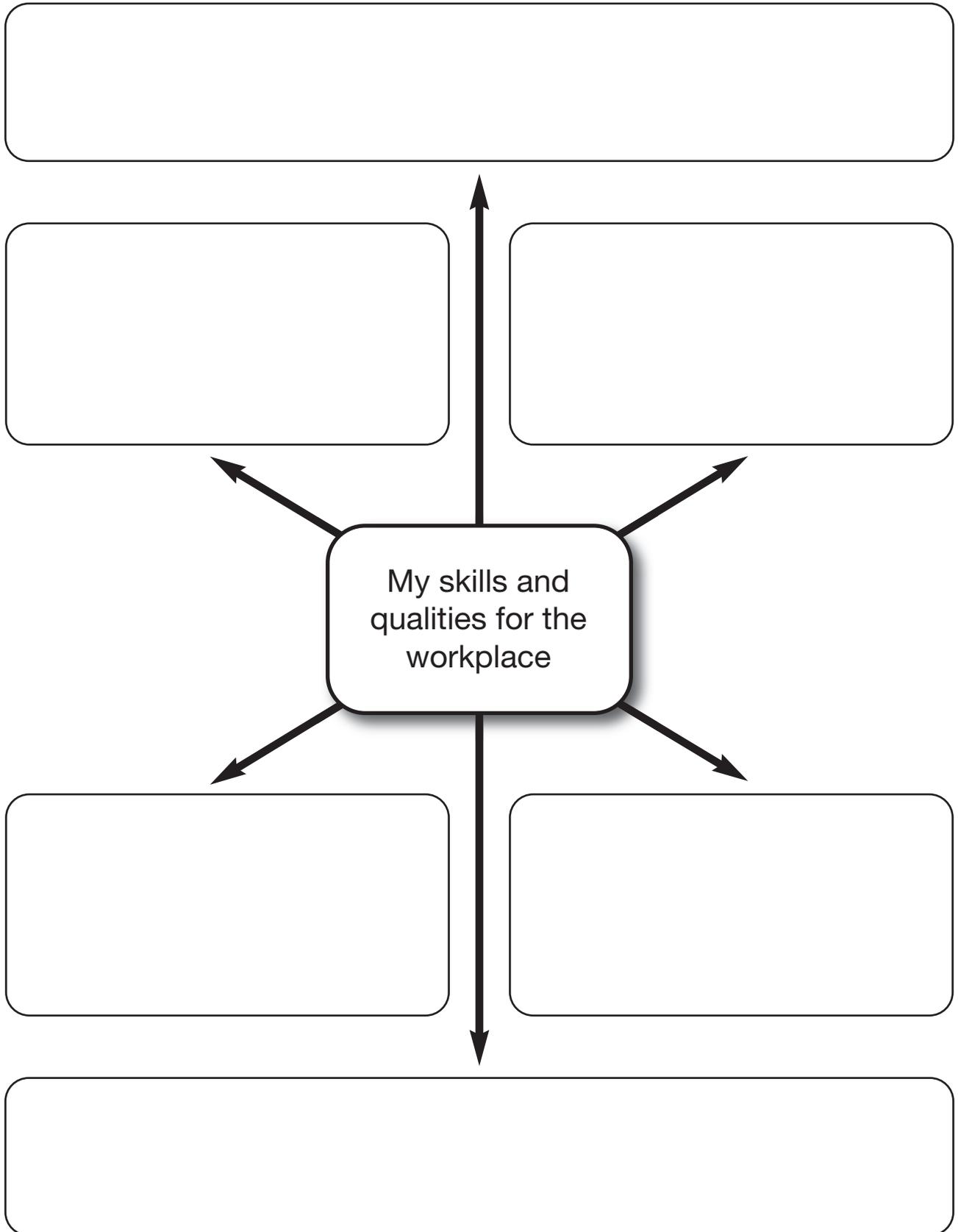
Research Notes

Skills employers look for:	Qualities employers look for:

Skills I have:	Me	Qualities I have:
Skills I want to develop:		Qualities I want to develop:

Research Notes

Identify a suitable job role that interests you.
Provide some key information needed to apply for the job.

Put a picture or an advert for a job
that interests you here

Write three pieces of personal information that would help you to apply for
this job:

- ....

  ....

- ....

  ....

- ....

  ....

Skills Checklist

Choose and tick the skills that employers look for when selecting people for your chosen job.

My chosen job:

Communication and Literacy:

- ☐ Listening
- ☐ Discussing
- ☐ Reading and responding
- ☐ Producing charts

- ☐ Speaking
- ☐ Using the phone
- ☐ Writing/word processing
- ☐ Producing diagrams

Application of Number:

- ☐ Using numbers
- ☐ Estimating
- ☐ Interpreting figures
- ☐ Handling money

- ☐ Measuring
- ☐ Obtaining/recording data
- ☐ Doing calculations
- ☐ Presenting figures

Information Handling:

- ☐ Using a fax
- ☐ Using computers to select info
- ☐ Using computers to prepare info
- ☐ Using computers to present

- ☐ Using computers for research
- ☐ Using computers to explore
- ☐ Using computers to process info

Working with Others

- ☐ Getting along with others
- ☐ Working with a team
- ☐ Being adaptable

- ☐ Planning in a team
- ☐ Being flexible
- ☐ Being co-operative

Improving Own Learning and Performance

- ☐ Setting targets
- ☐ Managing time effectively

- ☐ Action planning
- ☐ Learning from others

Problem Solving

- ☐ Recognising problems
- ☐ Finding information
- ☐ Using information
- ☐ Selecting solutions

- ☐ Describing problems
- ☐ Analysing information
- ☐ Making decisions
- ☐ Carrying out solutions

Practical/physical skills:

- ☐ Handling equipment
- ☐ Repairing things

- ☐ Making things
- ☐ Showing good co-ordination

Evidence Sheet

Put a picture or an advert
for a job that interests
you here

Put a picture or an advert
for a job that interests
you here
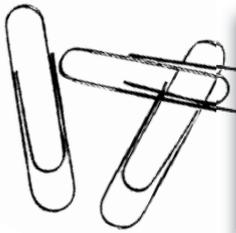
Put a picture or an advert
for a job that interests
you here
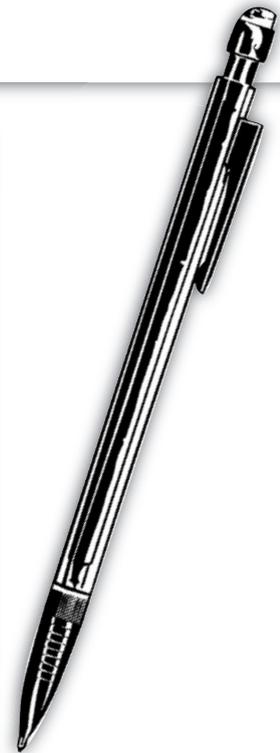
Draw a circle round the one you would most like to do.

Write a CV or application letter for the job.

Research Notes

The job that I am interested in:

Job description:

Skills needed for the job: Skills I have:

1. _____ ☐

2. _____ ☐

3. _____ ☐

4. _____ ☐

Qualities needed for the job: Qualities I have:

1. _____ ☐

2. _____ ☐

3. _____ ☐

4. _____ ☐

I need to improve:

Research Sheet

Job	Skills needed	Qualities needed

The job I have chosen is:

PSD

Unit PW: Preparation for Work

Name:

Date:

Evidence Ref:

E2 2.1
E3 2.2

Research Sheet

I chose the following area of work:

These skills and qualities would be suitable or necessary for this kind of work (tick the ones that you already have):

☐ ....

☐ ....

☐ ....

☐ ....

☐ ....

☐ ....

☐ ....

☐ ....

I could develop or improve the ones I don't have by:

The following training courses and career opportunities are available in my chosen area:

Planning your CV

Profile/personal statement:

Skills and experience:

School/employment history:

Qualifications:

Hobbies and interests:

PSD

Name:		Date:	Evidence Ref:
Unit PW: Preparation for Work			**E1** 2.1, 2.2, 2.3, 2.4

Research Sheet

Put a picture or an advert for a job that interests you here

Put pictures or write the parts of this work you would like to try.

I would like to do this job because:
The skills I have for this job are:
The qualities I have for this job are:

PSD

Name:		Date:	Evidence Ref:
Unit MM: Managing Own Money			**Development Activity**

Methods of Payment Icons
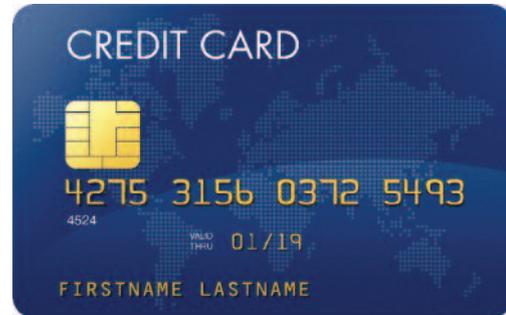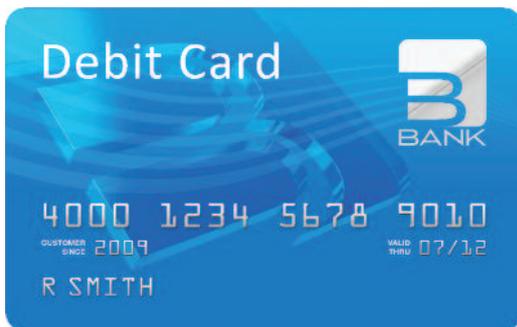
Cash	Credit Card
Debit Card	Cheque
Direct Debit	Standing Order

Example transactions

White Hart

51 Hill Road

Till 2

Oliver   18 Jun 2011 15:12

Table: 301 c:2   Acc No: 321

1	Steak & Ale Pie	5.95
1	OMELETTE	5.25
1	Reg OJ	1.65
1	Lg Coke	1.95
1	Choc Sundae	3.25

Total	18.05
CASH	20.00
Change	1.95

THANK YOU

SUPERBUY STORES LTD

87 Church Road

2678 GUMMY BEARS	0.49 B
1789 BLUEBERRIES	0.99 A
2899 JUICEDRINK	0.99 B
SUBTOTAL	2.47

T O T A L   2.47

3 ITEMS

Cash   £   2.47

NET TOTAL	VAT A	0.99
VAT	00.0%	0.00
NET TOTAL	VAT B	1.29
VAT	15.0%	0.19

06.07.11 12.14

PLEASE KEEP THIS COPY
FOR YOUR RECORDS

CUSTOMER COPY

LWH Office Direct

M: 87623789
TID: 23227332
HANDSET: 01

VISA DEBIT
AID: A0000000090809

************3890
EXP 10/14
STT 10/10
ICC

SALE   15.60

PIN VERIFIED
Thank you for your custom

08/07/11 13.37
AUTH CODE: 255678
TXN 0276

CUSTOMER COPY
PLEASE RETAIN RECEIPT

FRESH FOOD CO

34 High Street

** CUSTOMER COPY **
M67776666   T12889822
14-07-11   13.40

MAESTRO

A0000000028900
************2987 00
01/02/11 - 28/02/14

GOODS	£15.67
CASH BACK	£20.00
TOTAL	£35.67

Please debit my account
with the total amount.
Cardholder PIN verified
AUTH CODE: 2688

PLEASE RETAIN RECEIPT

POW! FASHION

STORE CARD
**** **** **** 7777
EXP: 12/14
A CODE: 9812789
MERCHANT ID: 2378987
TERMINAL ID: 17898702
HANDSET: 03

2678BLK TSHIRT M	7.99
7891RED SKRT 12	12.99
0789MULTI HAIR	2.99

T O T A L   23.97

CARDHOLDER SIGNATURE:
HWilde

THANK YOU FOR YOUR CUSTOM
PLEASE RETAIN RECEIPT

CC ELECTRONICS

BLUESKY MALL

| Transaction Type | SALE |
| Transaction No | 2789 |

Merchant: 26789765
TID: 20198901
Auth Code: 2789

VISA

**** **** **** 9287

| Start date: | 05/10 |
| Exp date: | 05/15 |

SALE   £59.95

PIN VERIFIED

CUSTOMER COPY

Cheque explained

- Cheques are used to pay someone else from money in your account. They come in a cheque book and each is a tear-off with an accompanying counterfoil that remains in the book. The counterfoil contains the cheque's unique reference code and should be completed with the relevant information.

- A cheque is used with a cheque guarantee card. They should be kept separately. If the cheque book and/or cards are lost or stolen the bank must be told immediately. Banks usually have a 24-hour helpline.

Pre-printed details on a cheque are:

1 Account payee, crossed through – this ensures the cheque is only paid into the account in the name of the payee

2 Individual cheque number

3 Bank Sort Code – every bank has its own unique number

4 Personal account number

5 Account holder's name.

Writing a cheque
- For security, cheques must always be written in pen and not in pencil.
- If you make a mistake, cross it out neatly and initial the crossing out.
- Cheques usually take three working days to clear.

6 The name of the person/business to whom you are paying money is written here

7 The amount you are paying is written in words and numbers, e.g. Sixteen pounds and forty-five pence

8 The amount is written in figures e.g. £16.45

9 The date can be written in a number of ways e.g. 12th May 2011 or 12/5/11

10 The signature should always be the same.

SB SOUTHERN BANK

02-81-01
100102   47190987

42-55 Orchid Wharf, Sideshire, SD1 1SB

Date

PAY

A/C PAYEE

£

Ms B. Thrifty

Cheque No.   Sort Code   Account No.

⑈100102⑈ 0 2⑈81 01⑈ 4719098 7⑈

SB SOUTHERN BANK

02-81-01
100102   47190987

42-55 Orchid Wharf, Sideshire, SD1 1SB

Date

PAY

A/C PAYEE

£

Ms B. Thrifty

Cheque No.   Sort Code   Account No.

⑈100102⑈ 0 2⑈81 01⑈ 4719098 7⑈

SB SOUTHERN BANK

02-81-01
100102   47190987

42-55 Orchid Wharf, Sideshire, SD1 1SB

Date

PAY

A/C PAYEE

£

Ms B. Thrifty

Cheque No.   Sort Code   Account No.

⑈100102⑈ 0 2⑈81 01⑈ 4719098 7⑈

Giros explained

You can pay money into your account using a paying-in slip, otherwise known as a bank giro credit. These also come in books. You can pay in cheques and/or cash. Banks provide handy giro envelopes; you put the giro slips and money inside and post it into the deposit safe. Cashiers collect these at the end of the day and process them.

Example:

Date *12/5/11*	**SB** bank giro credit	£50 Notes		
		£20 Notes	60	00
Cashier's Stamp	**Southern Bank** 42-55 Orchid Wharf, Sideshire, SD1 1SB	£10 Notes	30	00
		£5 Notes	25	00
	ACCOUNT **Ms B Thrifty**	Coins	12	00
		TOTAL CASH	127	00
	PAID IN BY *Bella Thrifty*	Cheques, POs (See over)	98	23

No. of cheques 2	02 01-01	47190987	84	£ 225.23

Please do not write or mark below this line or fold this voucher

C0000000C   02D8101A   471909B7B   84

Date

Cashier's Stamp

SB bank giro credit

Southern Bank
42-55 Orchid Wharf, Sideshire, SD1 1SB

ACCOUNT
Ms B Thrifty

PAID IN BY

£50 Notes	
£20 Notes	
£10 Notes	
£5 Notes	
Coins	
TOTAL CASH	
Cheques, POs (See over)	

No. of cheques	02 01-01	47190987	84	£

Please do not write or mark below this line or fold this voucher

C0000000C   02D8101A   471909B7B   84

Date

Cashier's Stamp

SB bank giro credit

Southern Bank
42-55 Orchid Wharf, Sideshire, SD1 1SB

ACCOUNT
Ms B Thrifty

PAID IN BY

£50 Notes	
£20 Notes	
£10 Notes	
£5 Notes	
Coins	
TOTAL CASH	
Cheques, POs (See over)	

No. of cheques	02 01-01	47190987	84	£

Please do not write or mark below this line or fold this voucher

C0000000C   02D8101A   471909B7B   84

Date

Cashier's Stamp

SB bank giro credit

Southern Bank
42-55 Orchid Wharf, Sideshire, SD1 1SB

ACCOUNT
Ms B Thrifty

PAID IN BY

£50 Notes	
£20 Notes	
£10 Notes	
£5 Notes	
Coins	
TOTAL CASH	
Cheques, POs (See over)	

No. of cheques	02 01-01	47190987	84	£

Please do not write or mark below this line or fold this voucher

C0000000C   02D8101A   471909B7B   84

PSD

Name:	Date:	Evidence Ref:	
Unit MM: Managing Own Money		**E1** 1.1, **E2** 1.1 **E3** 1.1	

Income Chart

Source:

Amount:

Source:

Amount:

Source:

Amount:

My weekly
sources of income

Source:

Amount:

Source:

Amount:

Source:

Amount:

Total:

PSD

Name:		Date:	Evidence Ref:
Unit MM: Managing Own Money			**E2** 1.1, 1.2, 1.3 **E3** 1.1, 1.2, 1.3, 1.4

Personal Budget Plan

Source of income	Amount	Expenditure	Amount
Total:		Total:	

The amount of money I have left for saving is:

I have chosen to save my money in:

Expenditure Sheet

The things I **have** to spend money on: (write or stick pictures here)

Things I also spend money on: (write or stick pictures here)

Ideas Chart

Ways to save money
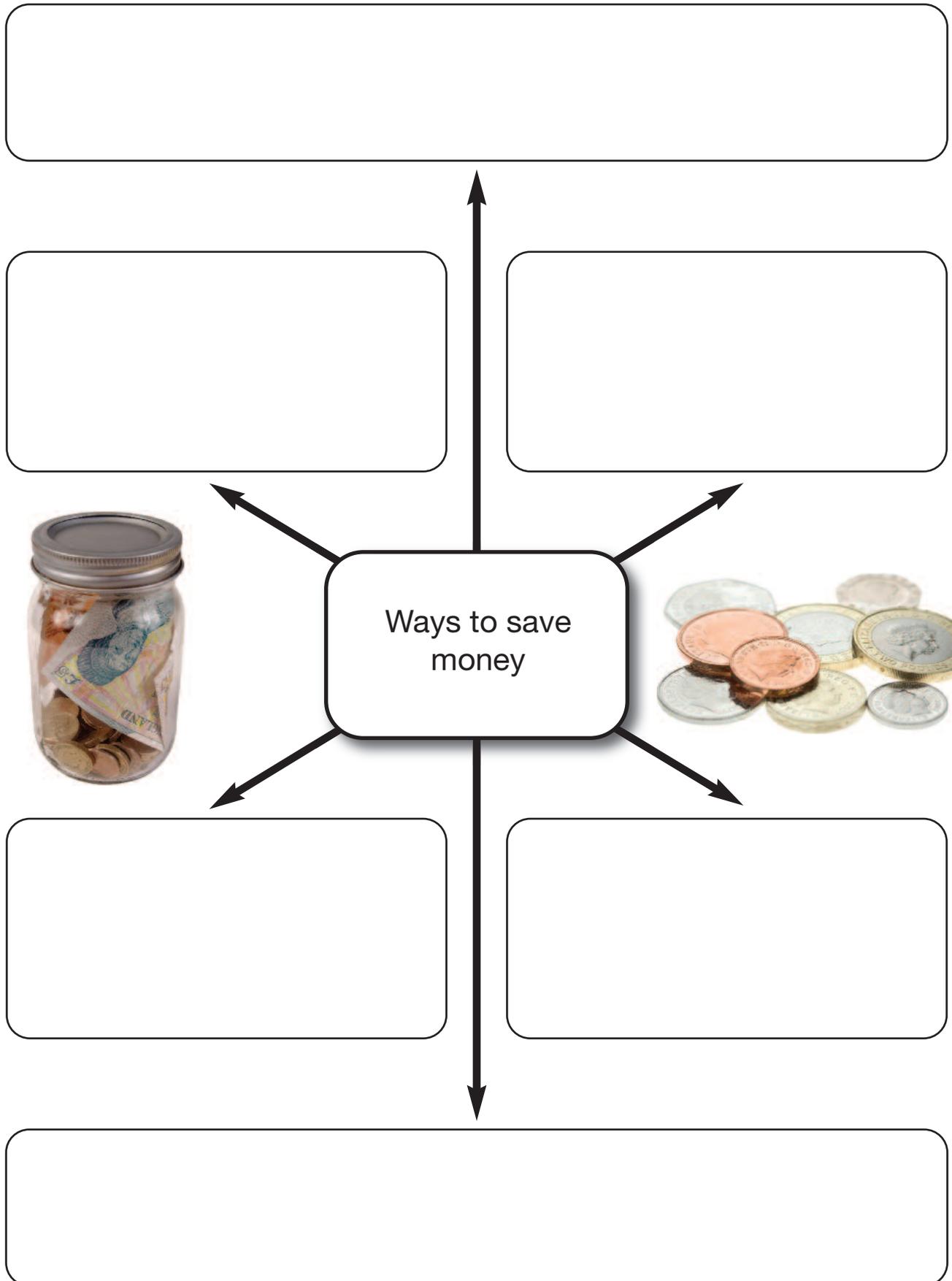
Student Record: Paying for an item

The item(s) I bought were:

Here is a photograph of me paying for the item(s) I bought:	Here is my receipt:

Witness statement	(E2 2.1; E3 2.2)
Name:	Role:
Signature:	Date:

Payment Methods

Draw a line from the item to the most appropriate method of payment.

Bills

Cash

Shopping

Debit card

Sweets

Credit card

Holidays

Direct Debit
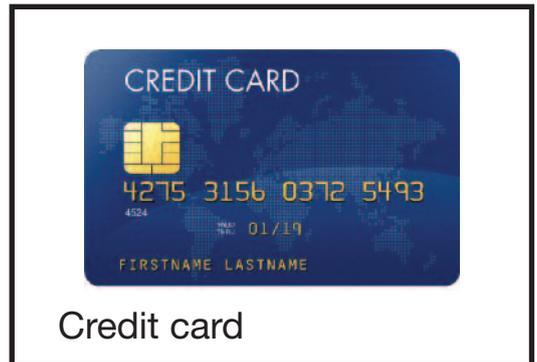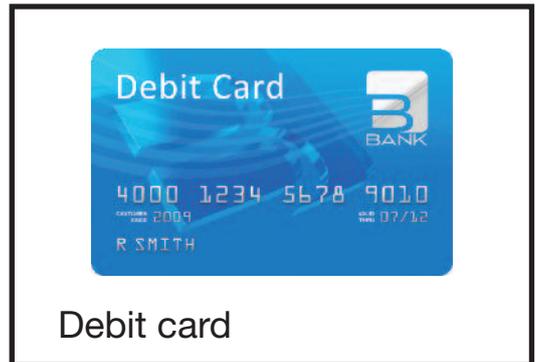
Different payment methods

Method	Advantages (Pros)	Disadvantages (Cons)
Cash		
Debit card		
Credit card		
Cheque		
Instalments		

Different payment methods

Goods I might buy:

Goods I might buy:

Method 1:

Method 2:

Different payments methods

Method 3:

Method 4:

Goods I might buy:

Goods I might buy:
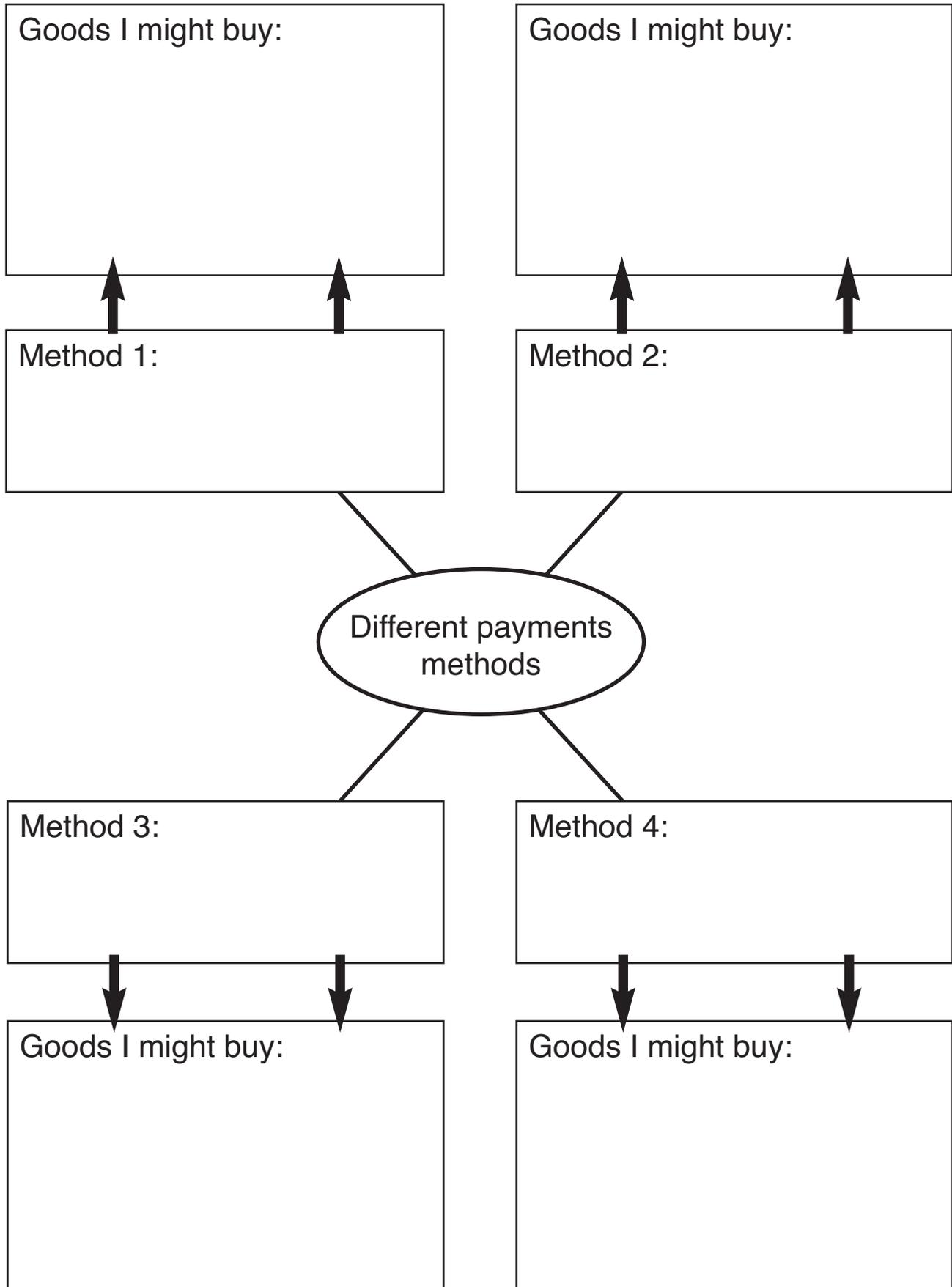
Calculations Sheet E2

80p

Chocolate bar

35p

Bag of crisps

74p

Milk

£2.20

Teabags

£1.32

Bread

42p

Drink

62p

Newspaper

£3.42

Coffee

Work out how much you would pay for the following items. Then show what coins or notes you would use.

1. A bag of crisps and a drink:

| | + | | = | |

2. A loaf of bread, tea bags and milk:

| | + | | + | | = | |

3. A bar of chocolate, a drink and a newspaper:

| | + | | + | | = | |

Price Cards

Chocolate bar — 80p	Bag of crisps — 35p
Milk — 74p	Bread — £1.32
Drink — 42p	Teabags — £2.20
Coffee — £3.42	Newspaper — 62p
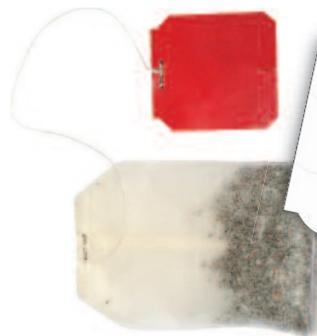
Calculations Sheet E3

Using the price cards, work out the following:

1. You buy a bag of crisps and a drink. How much do they cost?

2. You buy tea, coffee and milk. Could you use a £5 pound note to pay for them?

3. You buy a bar of chocolate, a drink and a newspaper. You pay with a £2 coin. Do you have enough money left to buy a bag of crisps?

4. You buy a loaf of bread, coffee and milk. How much change will you get from a £10 note?

5. If you buy every item how much will you have to pay?

Image cards: Things a baby needs

Milk	Pram	Clothes
Cot	Toys	Baby bath
Nappies	Baby food	Love

Name:		Date:	Evidence Ref:	
Unit PA: Parenting Awareness			**Development Activity**	

Image cards: The demands of a baby

Feeding	Nappy changing	Bathing
Transporting	Caring	Comforting
Playing	Clothing	Nursing
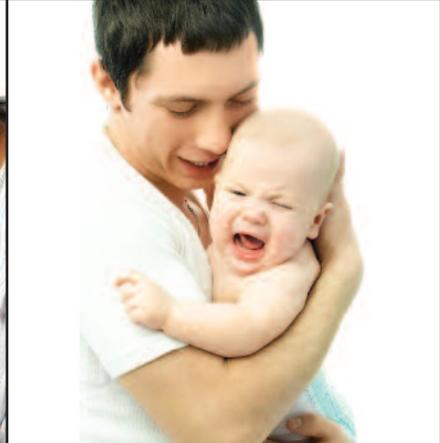
Interview Notes

Name of the person interviewed: _____

Emotional stress of having a baby	Approach to dealing with stress

Physical stress of having a baby	Approach to dealing with stress

PSD

Name:		Date:	Evidence Ref:
Unit PA: Parenting Awareness			**E1** 2.1, **E2** 2.1, 2.2 **E3** 2.1, 2.2, 2.3

Research Sheet: Support for new parents

Source of support:

How it helps:

Source of
support:

How it helps:

Local facility:

How it helps:

**New
Parents**

Local facility:

How it helps:
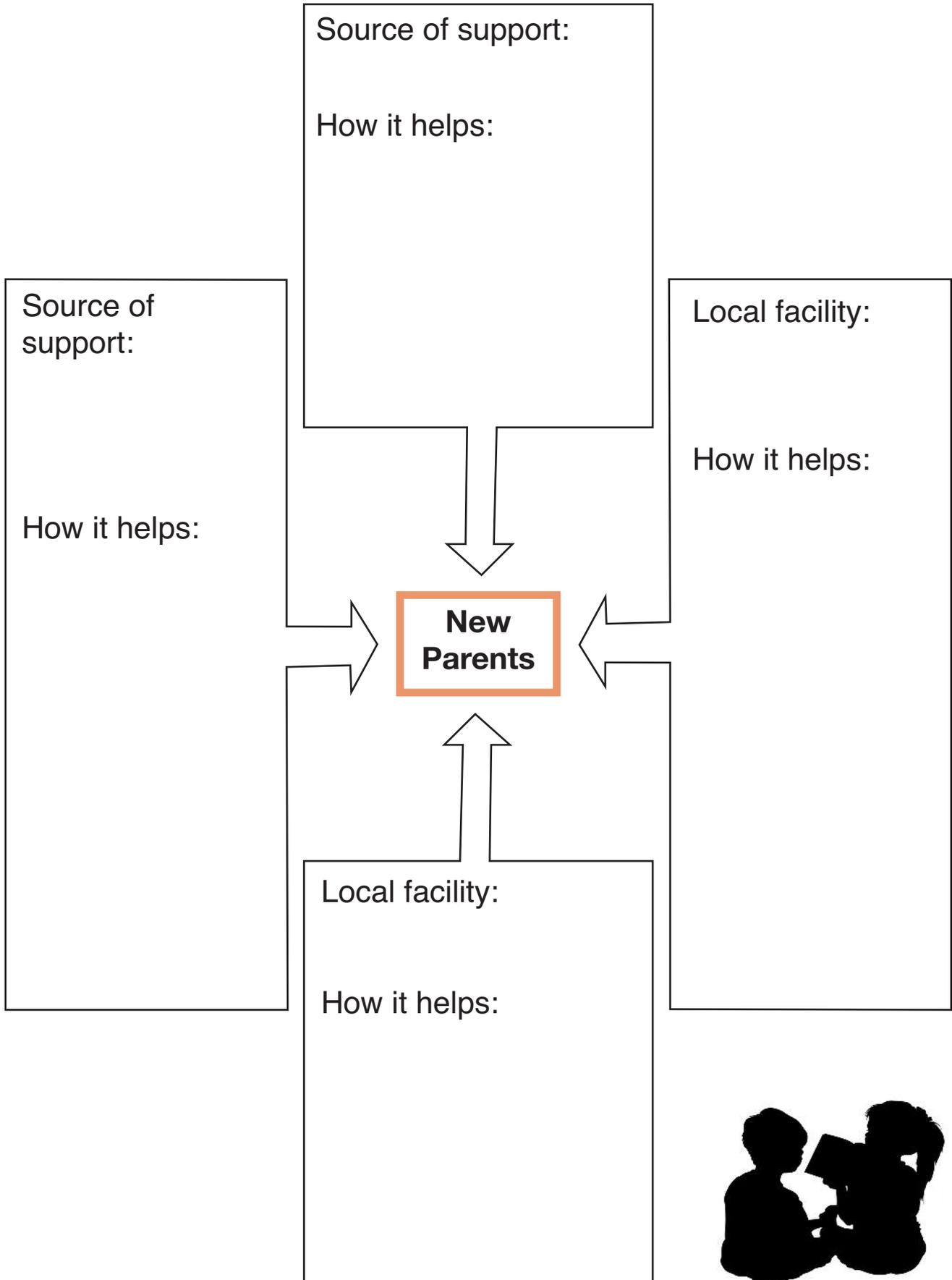
Sorting cards: Safety at home

Bathroom	Kitchen
Living room	

Keep all electrical equipment out of the room	Put a safety cover over electric sockets	Turn off large electrical equipment (washing machines, etc.) when not using them
Keep all medicines in a locked cabinet	Do not leave the child unattended in the bath	Pick up any toys when the child has stopped playing with them
Keep razors and mirrors out of child's reach	Ensure the bath water is the correct temperature	Move any small, sharp or breakable objects out of child's reach
Turn all pan handles inwards	Keep personal hygiene products out of child's reach	Keep any small pieces of furniture that a child might climb on out of reach
Keep electrical wires for portable items out of child's reach	Keep all cleaning products in a high cupboard	Clean up after pets and around their eating area
Put a guard around open, electric or gas fires	Move sharp items, such as knives and scissors, out of child's reach	Keep electrical wires where the child cannot trip over them

PSD

Name:	Date:	Evidence Ref:
Unit PA: Parenting Awareness		**E2** 3.1, 3.2 **E3** 3.1, 3.2, 3.3

Keeping a baby safe and healthy

Unsafe situation	Action
Write or stick a picture	

Health hazard	Action
Write or stick a picture	

I would seek medical advice about my baby's health if:

_____

_____

_____

_____

PSD

Name:

Date:

Evidence Ref:

Unit PA: Parenting Awareness

E2 3.1
E3 3.1, 3.2

Planning Sheet: Child Safety

Age group:

birth – 12 months ☐   1 year – 3 years ☐

Precautions a parent should take to keep a child safe	**Products** a parent could use to keep a child safe

Safety in the bathroom

Identify possible unsafe situations and health hazards, and what parents can do to protect their baby/toddler:

1. Danger: Possible outcome: Action:	
2. Danger: Possible outcome: Action:	
3. Danger: Possible outcome: Action:	

PSD

Unit PA: Parenting Awareness

Name:

Date:

Evidence Ref:

E2 3.1
E3 3.1, 3.2

Safety in the bathroom

Identify areas and items that could lead to accidents in the image below. Explain how you would make the room safer for a small child.

Safety in the kitchen

Identify possible unsafe situations and health hazards, and what parents can do to protect their baby/toddler:

1. Danger: Possible outcome: Action:	
2. Danger: Possible outcome: Action:	
3. Danger: Possible outcome: Action:	

PSD

Name:		Date:	Evidence Ref:	
Unit PA: Parenting Awareness			**E2** 3.1 **E3** 3.1, 3.2	

Safety in the kitchen

Identify areas and items that could lead to accidents in the image below.
Explain how you would make the room safer for a small child.

Safety in the living room

Identify possible unsafe situations and health hazards, and what parents can do to protect their baby/toddler:

1. Danger: Possible outcome: Action:	
2. Danger: Possible outcome: Action:	
3. Danger: Possible outcome: Action:	

PSD

Name:	Date:	Evidence Ref:
Unit PA: Parenting Awareness		**E2** 3.1 **E2** 3.1, 3.2
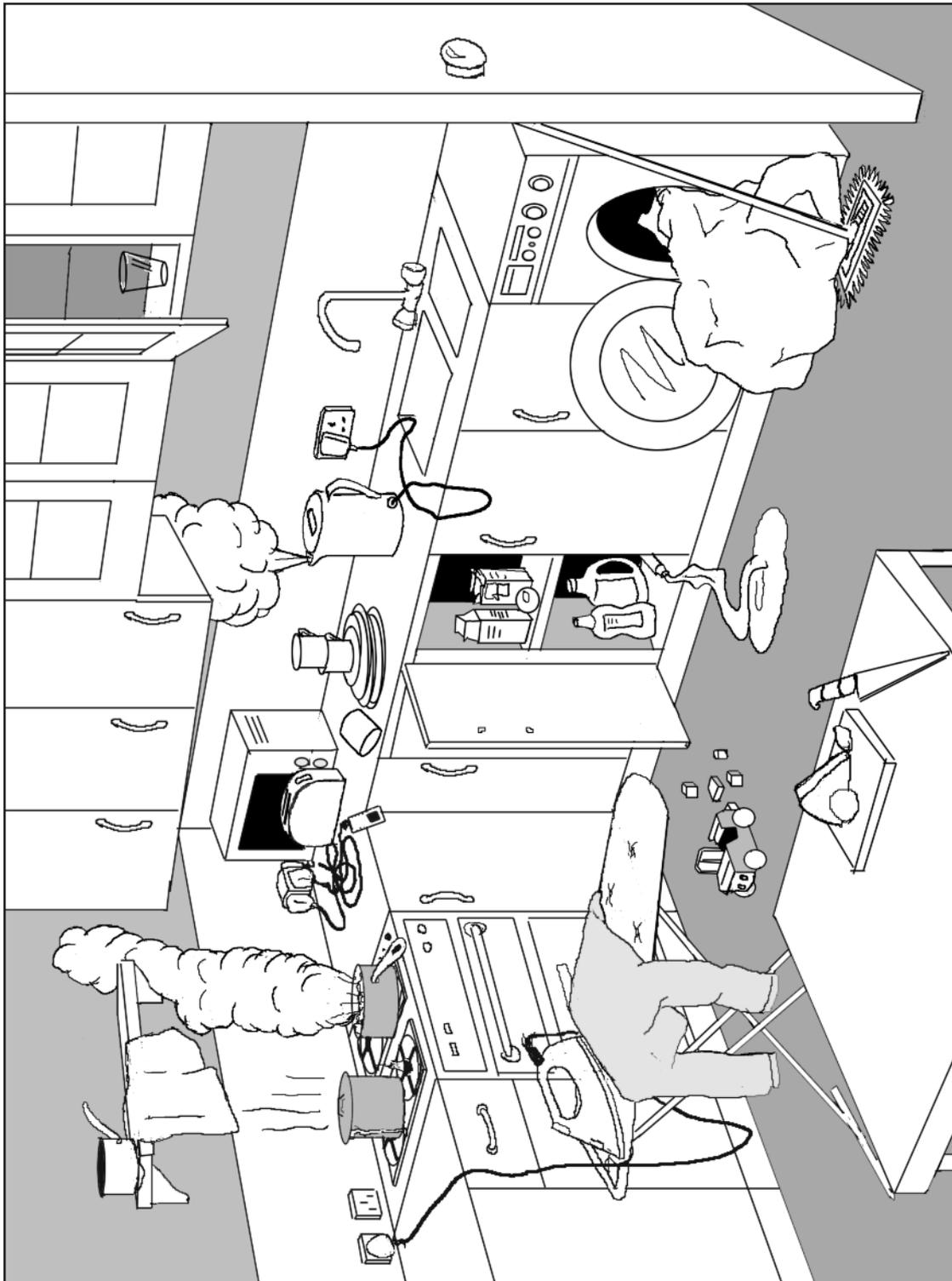
Safety in the living room

Identify areas and items that could lead to accidents in the image below.
Explain how you would make the room safer for a small child.
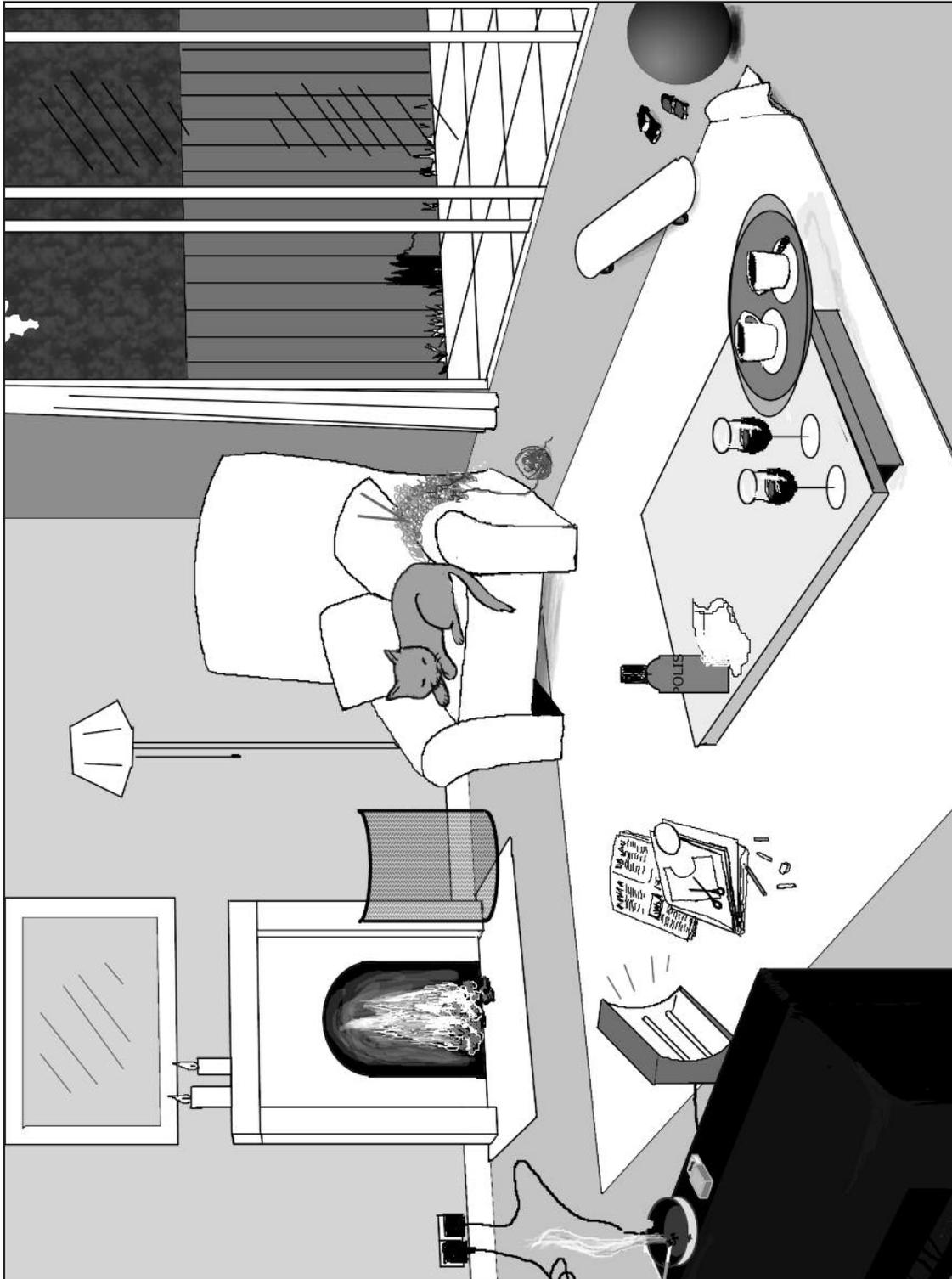
Research Sheet: Medical help

Common illnesses:

Treatment:

Should medical help be sought? (tick)

▶ ▶ ☐

▶ ▶ ☐

▶ ▶ ☐

Common injuries:

Treatment:

Should medical help be sought? (tick)

▶ ▶ ☐

▶ ▶ ☐

▶ ▶ ☐

➡ Use your information to create an informative booklet, leaflet or poster for parents.

PSD

Name:		Date:	Evidence Ref:
Unit LT: Making the Most of Leisure Time			Development Activity

Sorting Cards: Leisure activities

Relaxing	Learning a new skill (E3)
Challenging	

Swimming	Football	Climbing
Walking	Playing a musical instrument	Canoeing
Reading	Netball	Hang-gliding
Gardening	Judo	Marathon running
Sewing	Taking part in a drama group	Cycling
Painting	Athletics	Sailing
Going to the cinema	Singing	Skiing
Cooking	Horse riding	Water skiing

Sorting cards: Leisure time

Positive ways to spend leisure time	Negative ways to spend leisure time
Playing sport	Painting graffiti on a building
Playing a musical instrument	Getting drunk
Going to the cinema	Taking drugs
Gardening	Watching TV for hours on end
Fishing	Throwing stones at windows
Cycling	Fly-tipping
Reading	Letting the dog chase sheep
Shopping	Playing football in the street
Walking the dog	Arguing with the neighbours
DIY	Lighting fires

PSD

Name:		Date:	Evidence Ref:
Unit LT: Making the Most of Leisure Time			**Development Activity**

Sorting cards: Leisure activities

Challenging	Relaxing	Learning a new skill

Cycling	Listening to music	Playing golf	Reading
Bowling	Canoeing	Cooking	Walking the dog
Gardening	Horse riding	Judo	Singing
Painting	Sewing	Camping	Making things
Filming	Gaming	Photography	Sailing
Drama	Climbing	Using a computer	Swimming
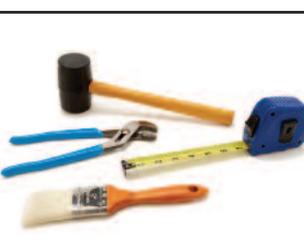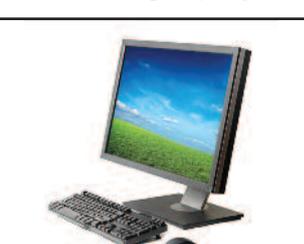
Activity Planning Sheet

First new activity I would like to try:

Why I would like to try it:

....

....

....

....

....

....

Second new activity I would like to try:

Why I would like to try it:

....

....

....

....

....

....

Survey

Find out what activities other people do in their leisure time.

	Name	Age	Leisure activities they already do	Activities they would like to do
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Research Sheet

My chosen activity:

This activity would: ☐ relax me   ☐ challenge me
☐ involve me learning a new skill

Why I am interested in this activity?

Where can I take part in it?

Any specialist equipment or clothing required?

What do I have to do to become involved?

Will I try it out?   When?

Contact sheet: Activity venues

Venue:	🏠
Address: ✉	Suitable for:
Telephone: ☎	Activities available:
Email: @	

Venue:	🏠
Address: ✉	Suitable for:
Telephone: ☎	Activities available:
Email: @	

PSD

Name:		Date:	Evidence Ref:	
Unit LT: Making the Most of Leisure Time			**E2** 1.1	

Ideas Chart 1

How I spend my
leisure time

PSD

Name:		Date:	Evidence Ref:	
Unit LT: Making the Most of Leisure Time			**E3** 1.1	

Ideas Chart 2

Leisure activities I could take part in

PSD

Name:		Date:	Evidence Ref:	
Unit LT: Making the Most of Leisure Time			**E2** 1.2 **E3** 1.2	

Ideas Chart 3

The benefits of taking part in leisure time activities

PSD

Name:	Date:	Evidence Ref:	
Unit LT: Making the Most of Leisure Time		**E2** 2.1, 2.2	
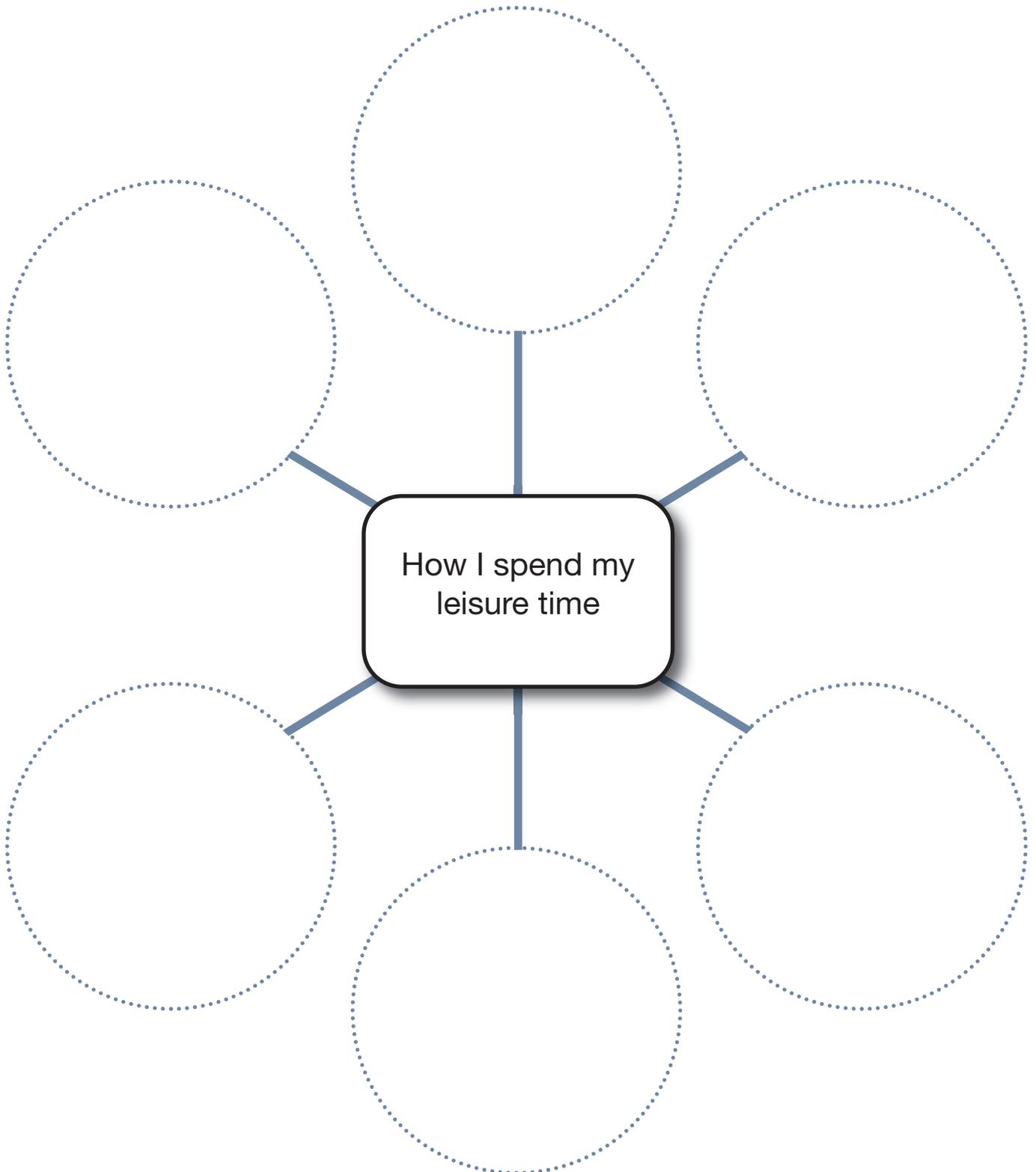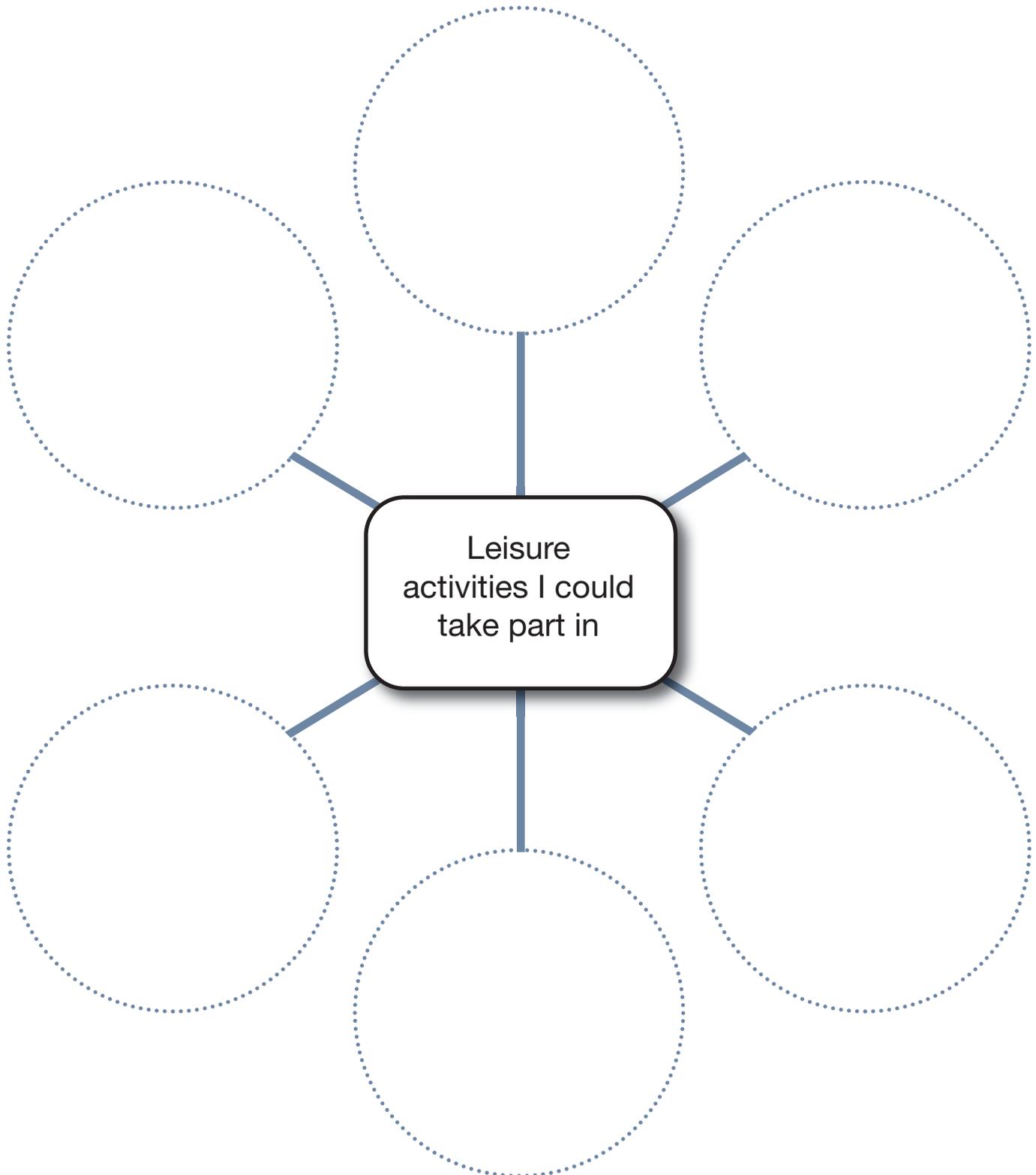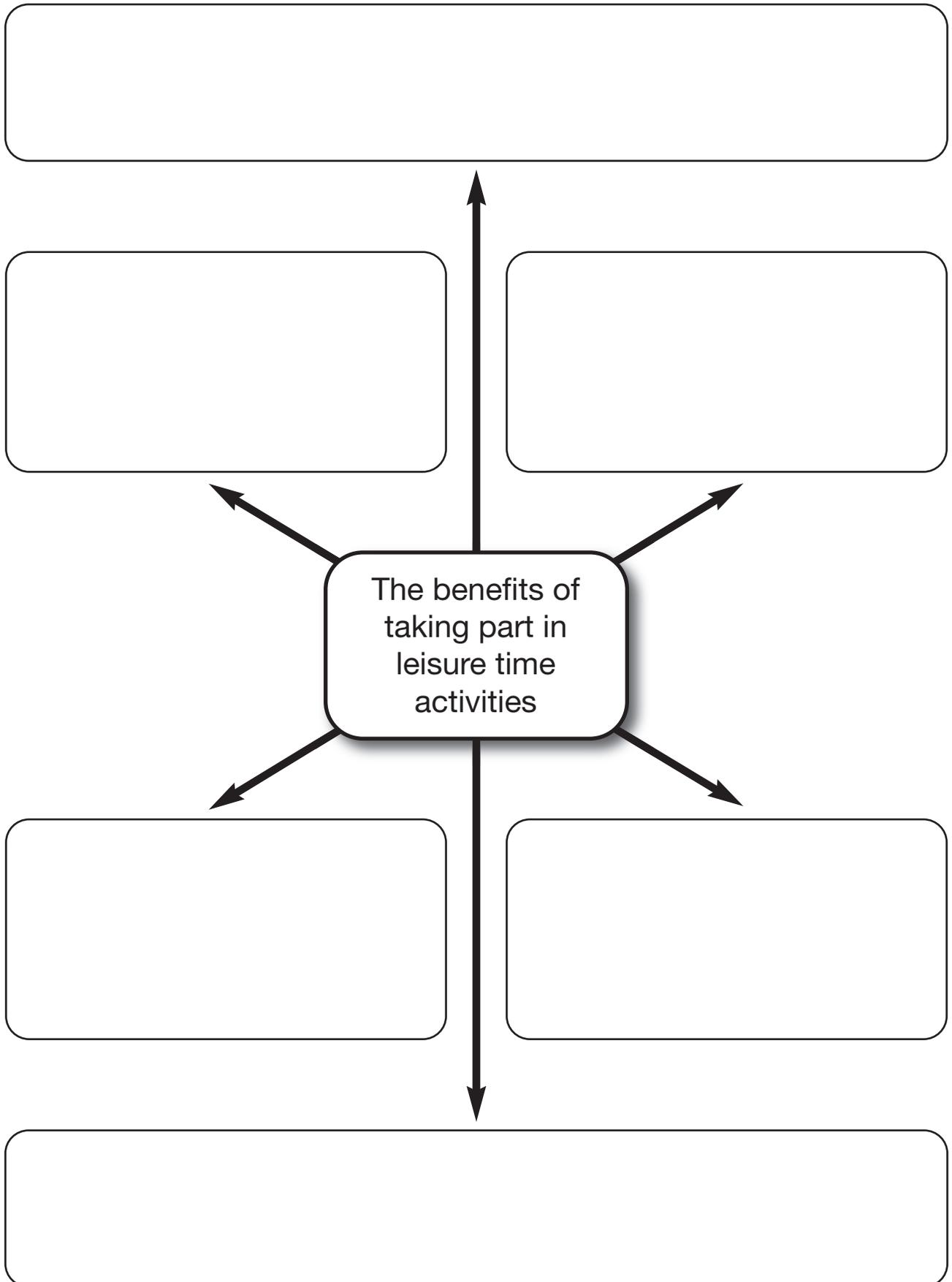
Ideas Chart 4

Relaxing activities

Challenging activities

Leisure activities
I would like to try
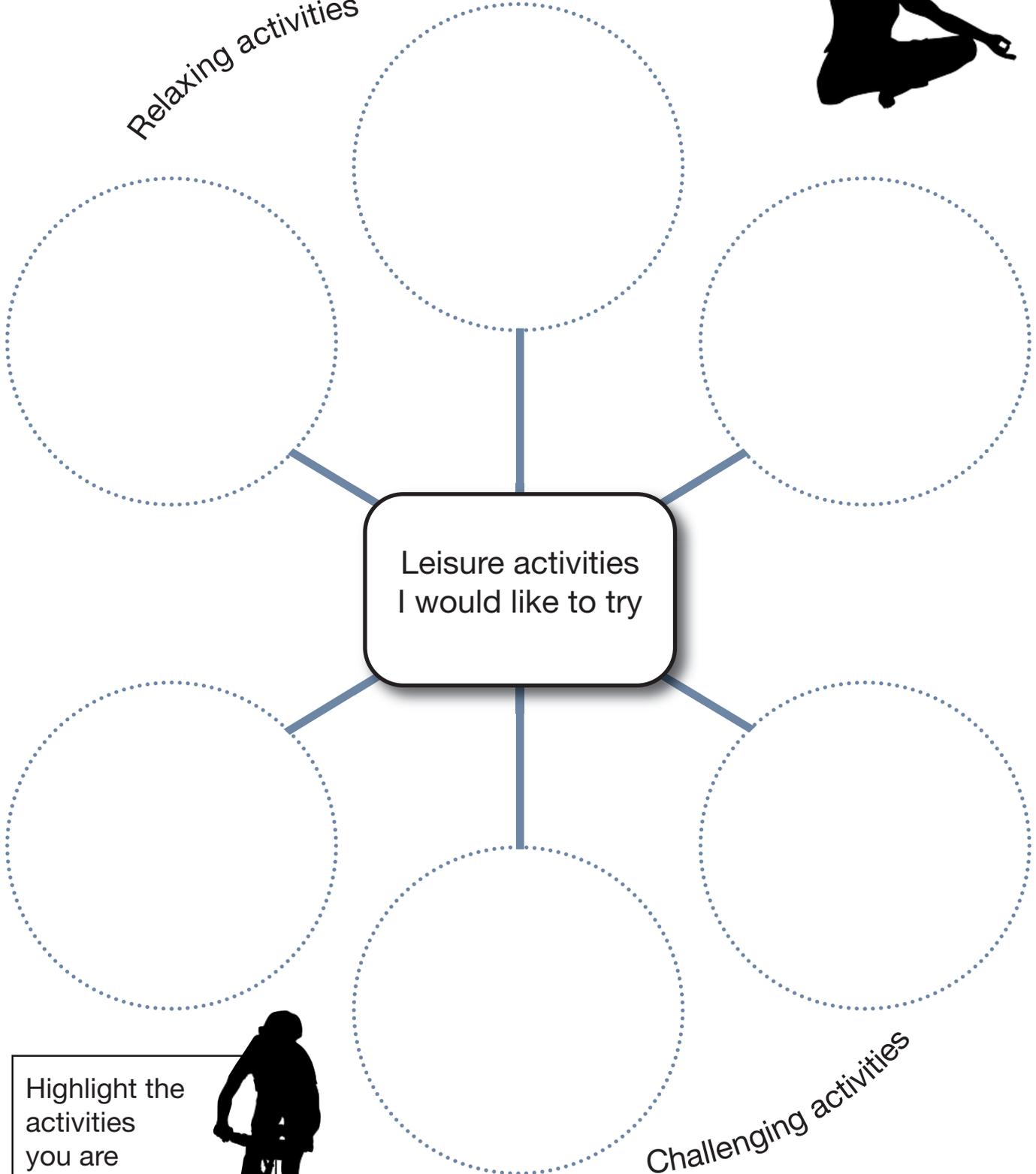
Highlight the activities you are going to take part in.

PSD

Name:		Date:	Evidence Ref:
Unit LT: Making the Most of Leisure Time			**E2** 2.1, 2.2, 3.1, 3.2 **E3** 2.1, 2.2, 2.3, 3.1, 3.2

Activity Table

Activity	What I liked	What I did not like	Would I do it again?
The relaxing activity I took part in was:			
The challenging activity I took part in was:			
The activity where I learned new skills was:			

PSD

Name:		Date:	Evidence Ref:
Unit LT: Making the Most of Leisure Time			**E2** 2.1, 3.1, 3.2 **E3** 2.1, 3.1, 3.2

Activity Review: Relaxing

Activity 1: Venue: Date:	**Activity 2:** Venue: Date:
What I did:	What I did:
What I enjoyed about the activity:	What I enjoyed about the activity:
What I did not enjoy about the activity:	What I did not enjoy about the activity:
I would/would not do this activity again, because:	I would/would not do this activity again, because:

Activity Review: Challenging

Activity 1:	Activity 2:
Venue: Date:	Venue: Date:
What I did:	What I did:
What I enjoyed about the activity:	What I enjoyed about the activity:
What I did not enjoy about the activity:	What I did not enjoy about the activity:
I would/would not do this activity again, because:	I would/would not do this activity again, because:

Activity Review: Learning new skills

Activity 1:	Activity 2:
Venue: Date:	Venue: Date:
What I did:	What I did:
What I enjoyed about the activity:	What I enjoyed about the activity:
What I did not enjoy about the activity:	What I did not enjoy about the activity:
I would/would not do this activity again, because:	I would/would not do this activity again, because:

Activity Review (E1)

Activity:

This photograph shows me ....

....

....

The benefits of taking part in the activity are:

What I enjoyed about the activity:

Activity Review

Activity:

This photograph shows me ....

....

....
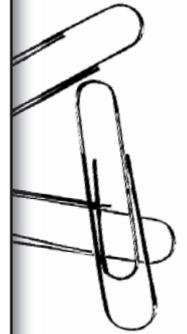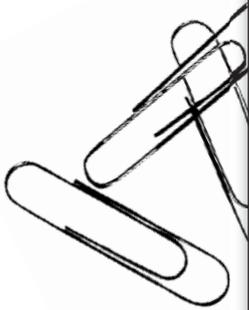
What I enjoyed about the activity:	**E2** 3.1, **E3** 3.1
What I did not enjoy about the activity:	**E2** 3.2, **E3** 3.1
Why I would/would not do this activity again:	**E3** 3.2

PSD

Name:		Date:	Evidence Ref:
Unit LT: Making the Most of Leisure Time			**E3** 2.1, 2.2, 2.3, 3.1, 3.2

Activity Review

Activity:

This activity was: ☐ relaxing   ☐ challenging
☐ involved learning a new skill

What I did:

What I enjoyed about the activity:

What I did not enjoy about the activity:

I would/would not do this activity again, because:

Picture Cards

The photographs offer examples of the impact people have on the environment and could be used to promote discussion.

Picture Cards
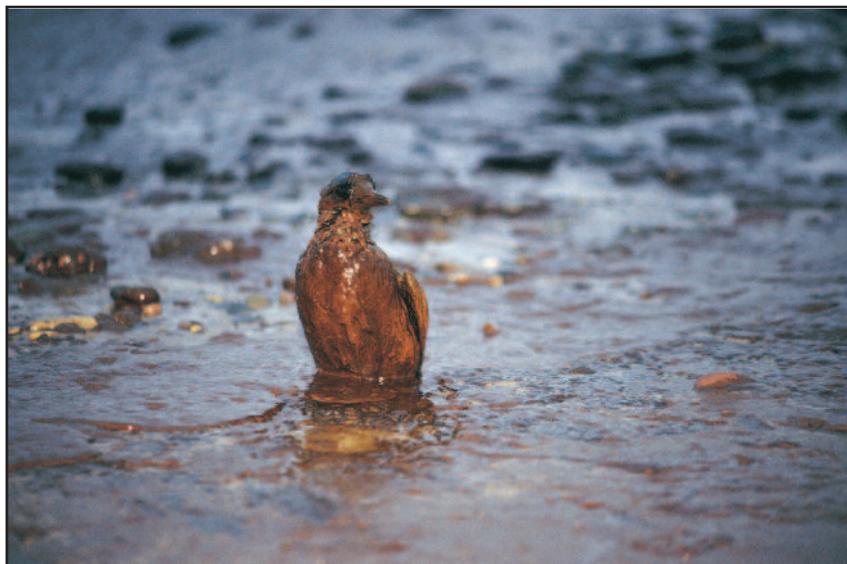
Picture Cards

Environment Tree

Instructions

Print the outline of the leaves onto red and green paper.

On the **red** leaves write or stick pictures of human activities that **harm** the environment.

On the **green** leaves write or stick pictures of human activities that **help** the environment.

Draw a tree outline (or enlarge and print the tree outline in this pack) and stick the leaves onto the tree. The student could make one tree or two separate trees.

The activity can be used to create a group wall display or individual poster.

Extension

Print some leaves onto **orange** paper. Write or stick pictures of activities **the student** does that help the environment.
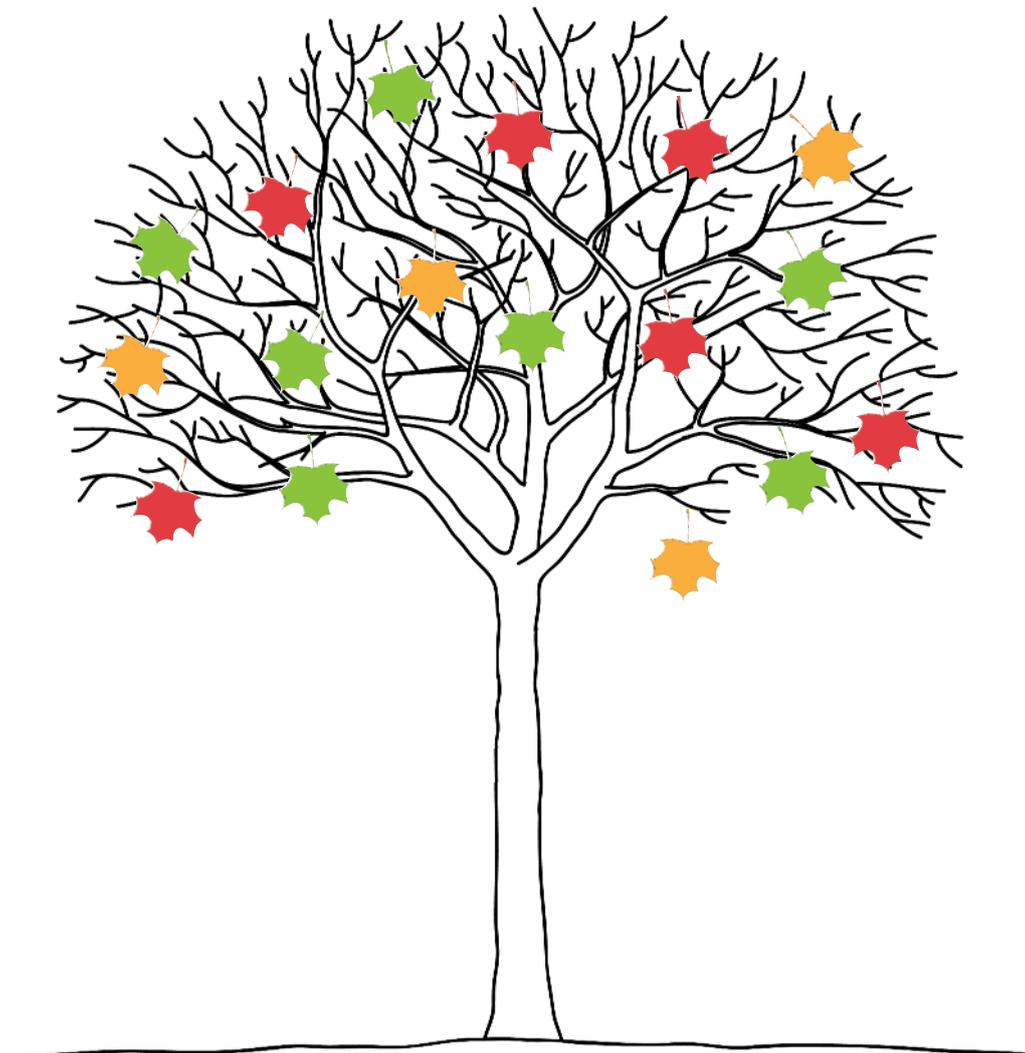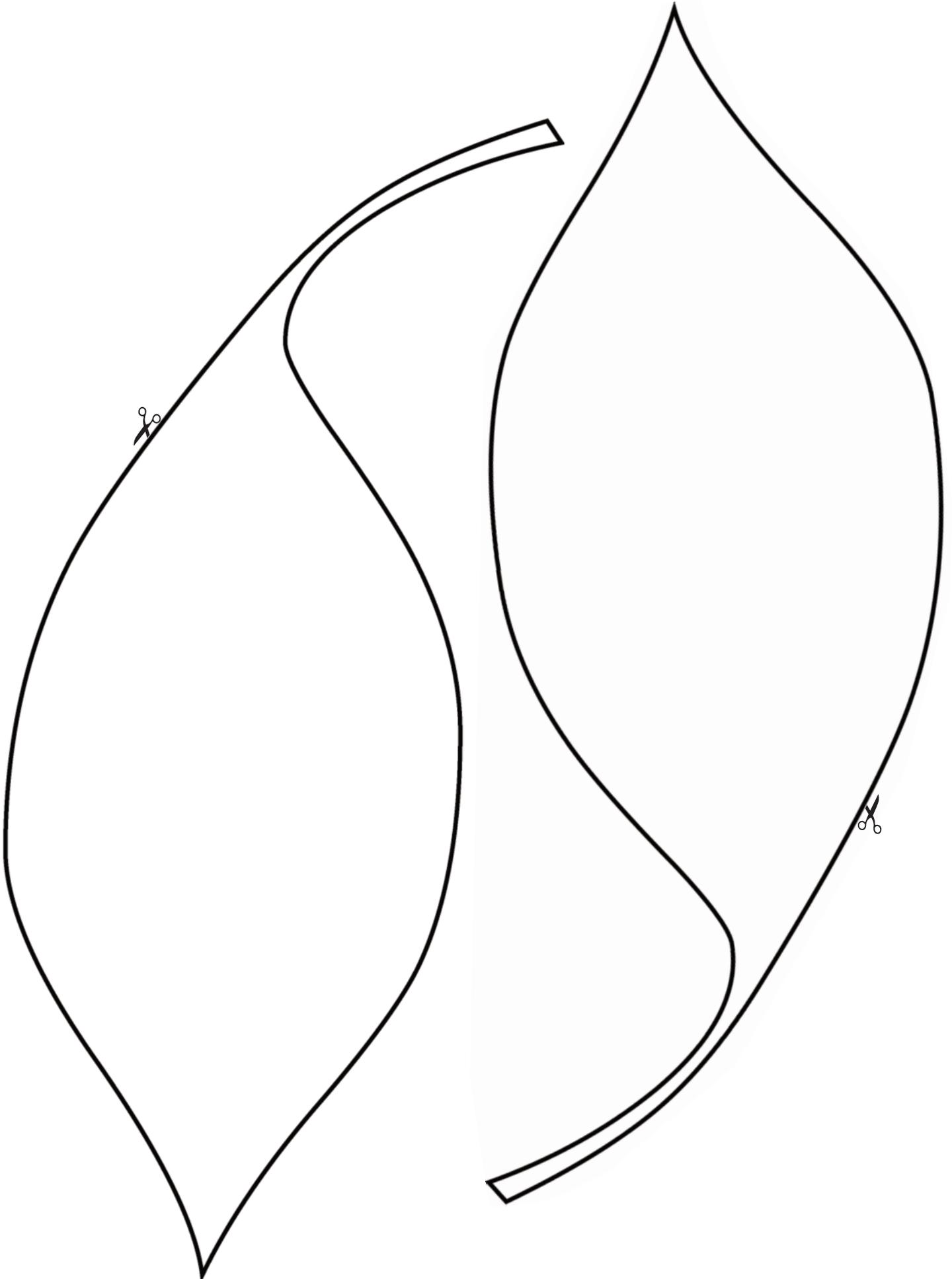
PSD

Name:		Date:	Evidence Ref:	
Unit EA: Environmental Awareness			**Development Activity**	

PSD

Name:		Date:	Evidence Ref:	
Unit EA: Environmental Awareness			**Development Activity**	

Environment Tree

Environment Tree

Environmental Awareness at Home
Sorting Cards

Recycle	Reuse
Both	**Neither**

Glass bottles	Clothes in good condition	Ink cartridges
Newspapers	Bubble wrap	Batteries
Aluminium cans	Carrier bags	Computers
Plastic bottles	Envelopes	Mobile phones
Cardboard	Wood	Disposable nappies
Scrap metal	Garden waste	Cling film
Polystyrene	Parcel tape	Medical waste
Plastic wrappers	Motor oil	Fluorescent lights

PSD

Name:		Date:	Evidence Ref:
Unit EA: Environmental Awareness		**Development Activity**	

Ideas Chart: Recycling

Household items that can be recycled
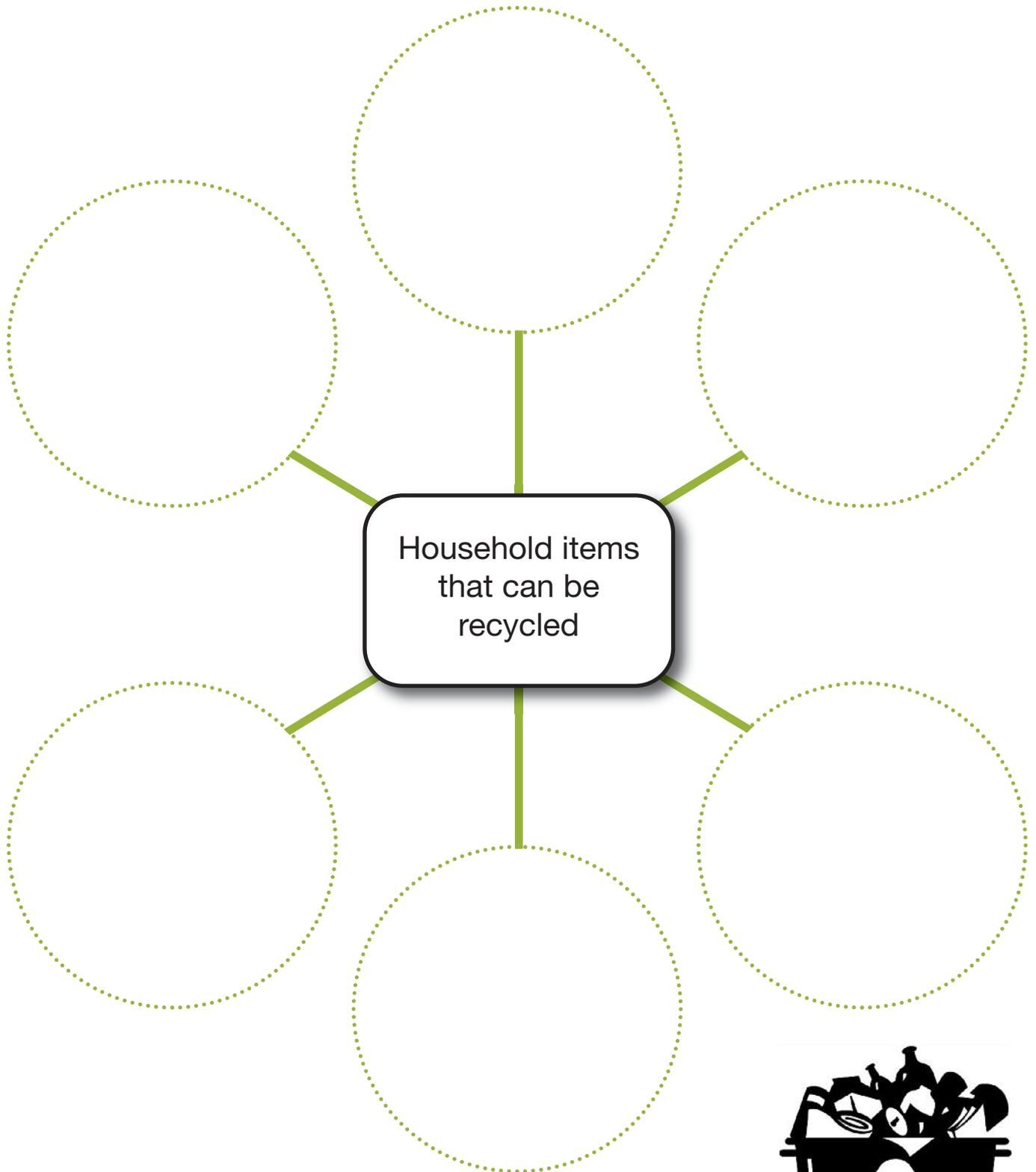
Planning Sheet: Recycling

In school:

In the community:

At home:

In the workplace:

Recyclable items
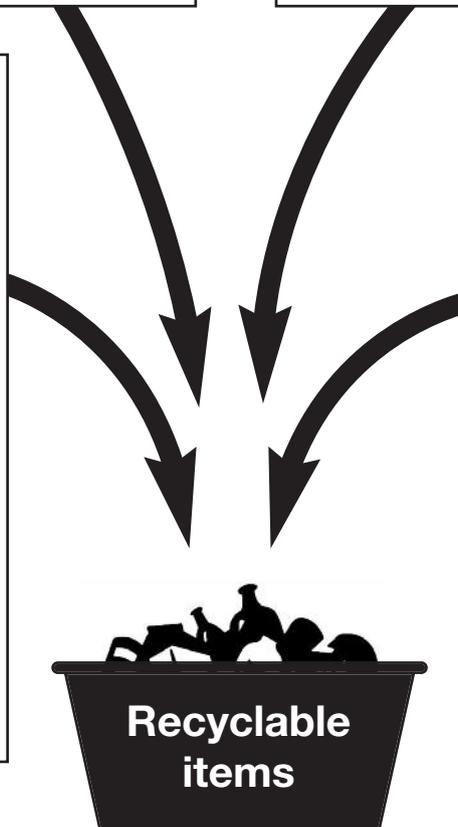
The benefits of recycling are:

PSD

Name:		Date:	Evidence Ref:	
Unit EA: Environmental Awareness			**E1** 1.1, **E2** 1.1 **E3** 1.1	

Ideas Chart

Human activities that **harm** the environment
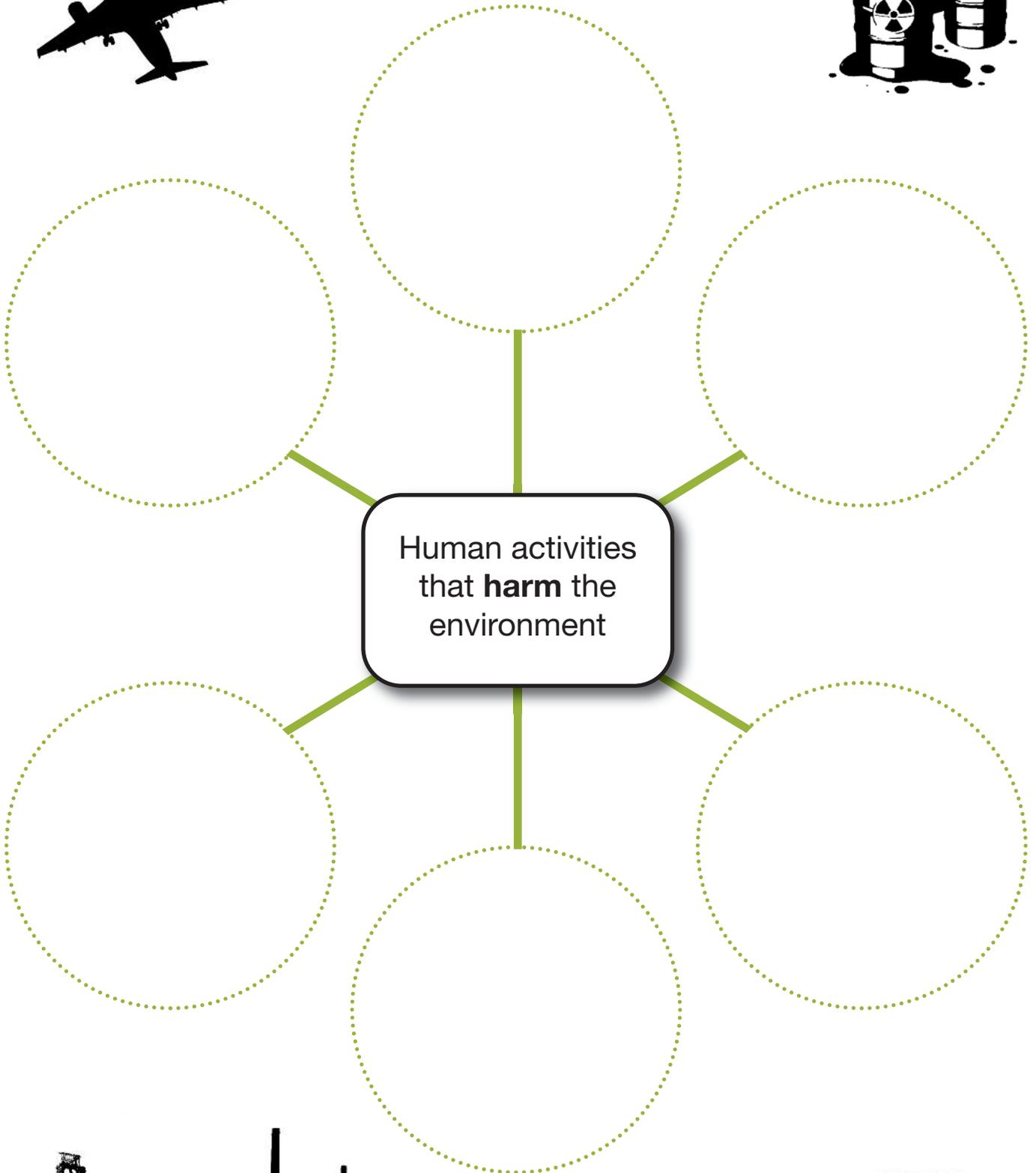
Ideas Chart
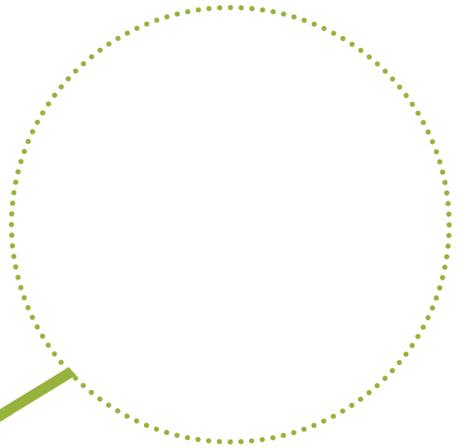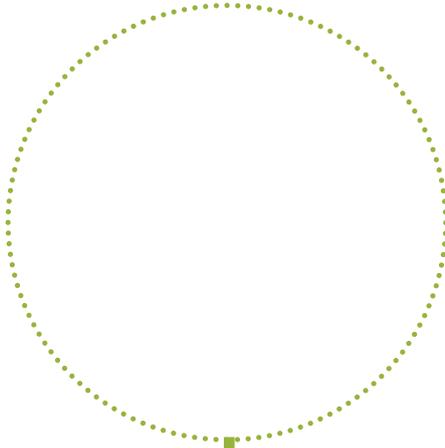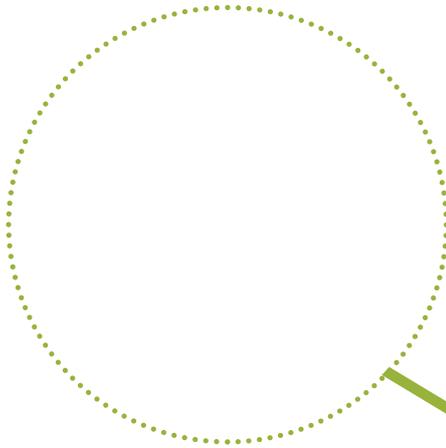
Human activities that **help** the environment
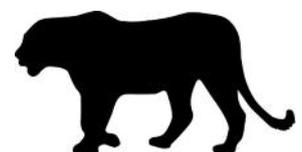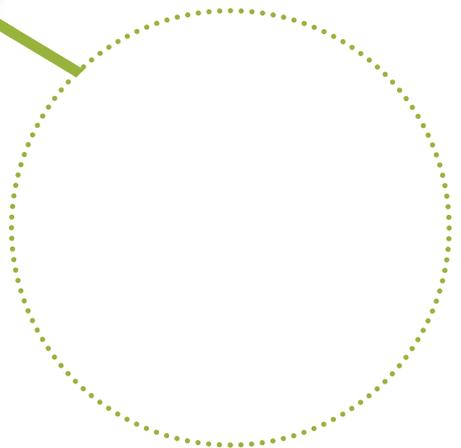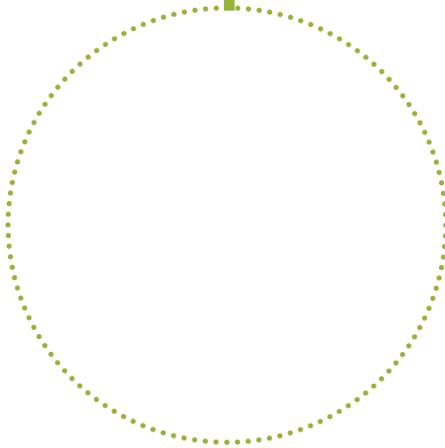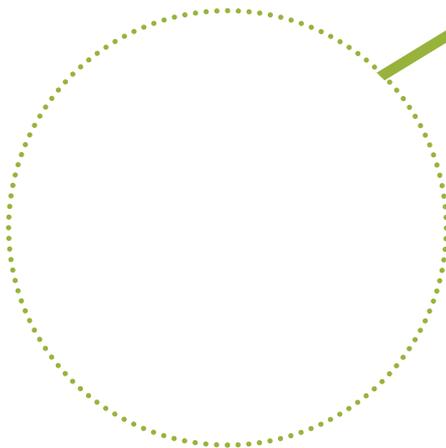
Environmental issues that affect my life

Environmental Issue 1:

Environmental Issue 2:

Effect it has on my life:

Effect it has on my life:

PSD

Name:	Date:	Evidence Ref:
Unit EA: Environmental Awareness		**E1** 3.1, **E2** 3.1 **E3** 3.1

Activity Plan: Environmental Activity

My local area is:

The activity I have chosen to do to help the local environment is:

Agreed with:	Signed:

As part of this activity I will:

-

-

-

PSD

Name:	Date:	Evidence Ref:
Unit EA: Environmental Awareness		**E1** 3.1, **E2** 3.2 **E3** 3.2

Activity Record: Environmental Activity

The activity I did was:

I agreed the activity with:

Stick a photograph here

Student signature: Date:

Witness signature: Date:

PSD

Name:		Date:	Evidence Ref:	
Unit EA: Environmental Awareness			**E2** 3.2 **E3** 3.2	

Activity Log: Environmental Activity

Description of activities	Photographs
🕐 Time spent:	
🕐 Time spent:	
🕐 Time spent:	
🕐 Time spent:	

PSD

Name:	Date:	Evidence Ref:
Unit EA: Environmental Awareness		**E2** 3.2 **E3** 3.2

Photographic Evidence Sheet

Display photos of yourself taking part in an environmental activity:

EA 3.2

This photograph shows me ....

....

....

EA 3.2

This photograph shows me ....

....

....
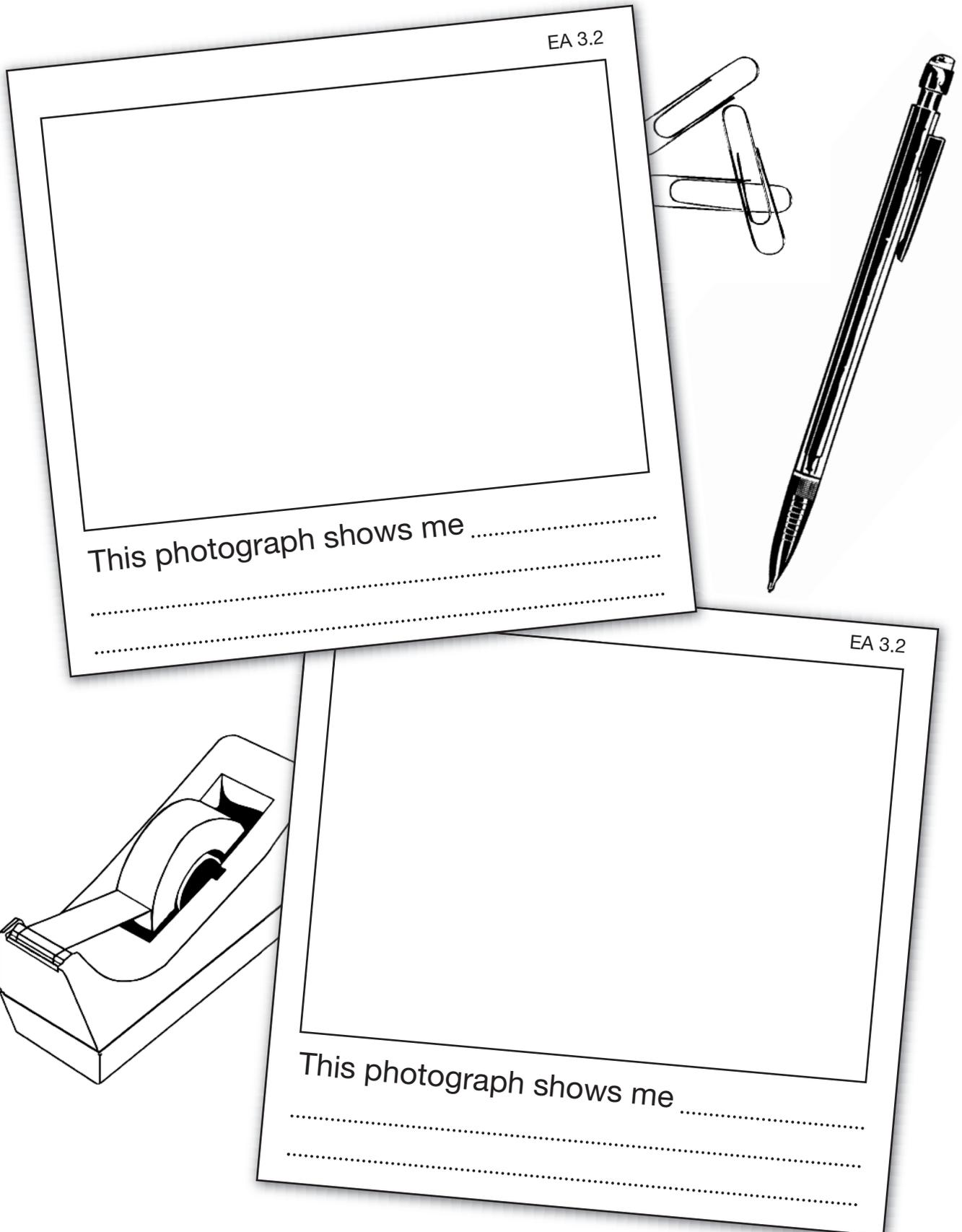
Activity Review: Environmental Activity

The success of the environmental project:

Things I enjoyed: ⊕

Things that went well:

Things I didn't enjoy: ⊖

Things that didn't go well:

How I benefited from working on an environmental project:

How the environment benefited from my involvement:

My local recycling centre

Name:	
Address: Telephone: Website:	Methods of collection:

Items that can be recycled at this centre:

Timetable for collections/opening hours:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Research Sheet: Reuse or Recycle?

Item	How it could be reused or recycled

Report: Visit to a recycling/energy-saving centre

Centre visited:

Date of visit:

Group members:

What does the centre do?

How does it do it?

How many people work there?

Who pays for it?

PSD

Name:		Date:	Evidence Ref:	
Unit EA: Environmental Awareness			**Development Activity**	

Renewable energy sources

Source: | Key points:

Wind	

Solar	

Biomass	

Wave	

Tidal	

Hydrogen	

Hydroelectric	

Geothermal	

Sorting cards

Using a sharp knife	Using a washing machine	Using an oven	Using a vacuum cleaner
Making a hot drink	Cooking	Cleaning windows	Using garden cutters
Using a food mixer	Using a blender	Using a cheese grater	Using a vegetable peeler
Using a microwave	Cleaning	Using a ladder	Decorating

Possible risks and best approaches

Cut out the possible risks and safe approaches.
Stick the appropriate safe approach next to the possible risk.

Possible risks		
Getting lost	Losing my mobile phone	Having an accident
Losing my money	Being robbed or attacked	Being approached by a stranger

Safe approaches		
Plan my journey	Stay in a group	Carry a mobile phone
Keep mobile phone in a zipped pocket or bag	Stay in a busy place	Don't talk to strangers
Keep purse or wallet in a zipped pocket or bag	Tell someone I know where I'm going	Always use official taxis
Learn a contact number by heart	Cross the road at a pedestrian crossing	Look left and right before crossing a road

Other risks I could face when out and about:

1. ....

    My safe approach: ....

2. ....

    My safe approach: ....

3. ....

    My safe approach: ....

PSD

Name:	Date:	Evidence Ref:
Unit PS: Personal Safety in the Home and Community		**E2** 1.2 **E3** 1.2

Tutor Statement
Dealing with threatening situations

Situation demonstrated:

Examples of action taken:

Examples of things the student said:

Signed:	Date:

Position held:

Journey Log

I will make my journey to:

I will travel by:

This is a
☐ familiar
☐ unfamiliar
destination.

My timetable:

My ticket:

Tutor comments:

Safety rules

Household activity 1:
(describe or stick picture here)

Rules for safe use:

_____

_____

_____

_____

_____

Household activity 2:
(describe or stick picture here)

Rules for safe use:

_____

_____

_____

_____

_____

Household activity 3:
(describe or stick picture here)

Rules for safe use:

_____

_____

_____

_____

_____

Photographic Evidence Sheet:
Student statement

This photograph shows me using:

....

Safety rules I had to follow:

....

....

....

....

....

....

This photograph shows me using:

....

Safety rules I had to follow:

....

....

....

....

....

PSD

Name:		Date:	Evidence Ref:	
Unit PS: Personal Safety in the Home and Community			**E1** 1.2, **E2** 2.2 **E3** 2.2	

Photographic Evidence Sheet
Tutor statement

This photograph shares .... using/doing ....

....

whilst demonstrating the following safe practices:

....

....

....

....

....

....

....

This photograph shares .... using/doing ....

....

whilst demonstrating the following safe practices:

....

....

....

....

....

....

Witness signature:	Position held:	Date:

Sorting cards

Home	Community

Microwave	Vacuum cleaner	Television	DVD player
CD player	Washing machine	Computer	Oven
Traffic lights	Cash machine	CCTV camera	Till
Pelican crossing	Card reader	Touch screen	Phone box

Picture cards

PSD

Name:		Date:	Evidence Ref:
Unit UT: Using Technology in the Home and Community			**E1** 1.1, 1.2 **E2** 1.1, 2.1

Technology in my home and community

Home: *(describe or stick pictures here)*

Community: *(describe or stick pictures here)*

PSD

Name:		Date:	Evidence Ref:
Unit UT: Using Technology in the Home and Community			**E3** 1.1

Technology in my home

Stick a picture of technology you have in your home here

....

How the technology is used:

How the technology is used:

Stick a picture of technology you have in your home here

....
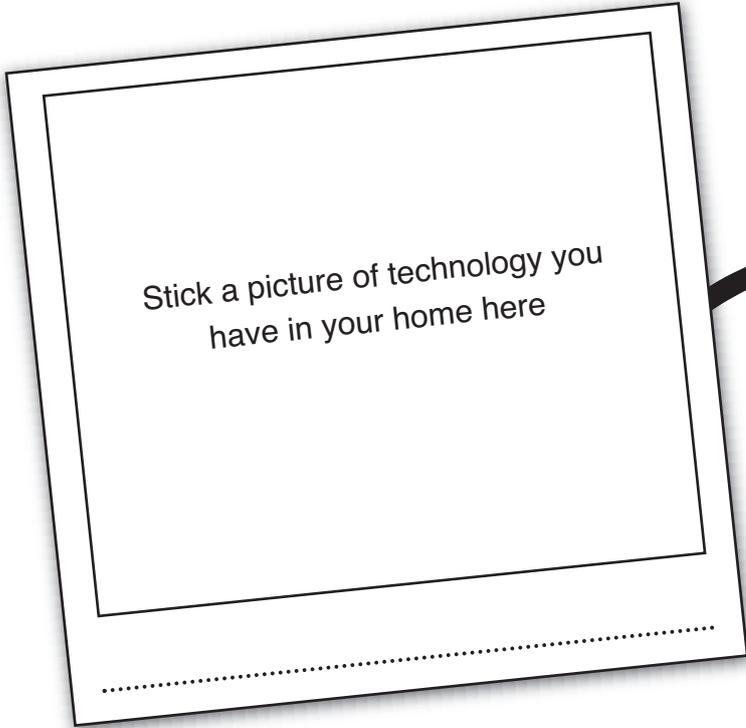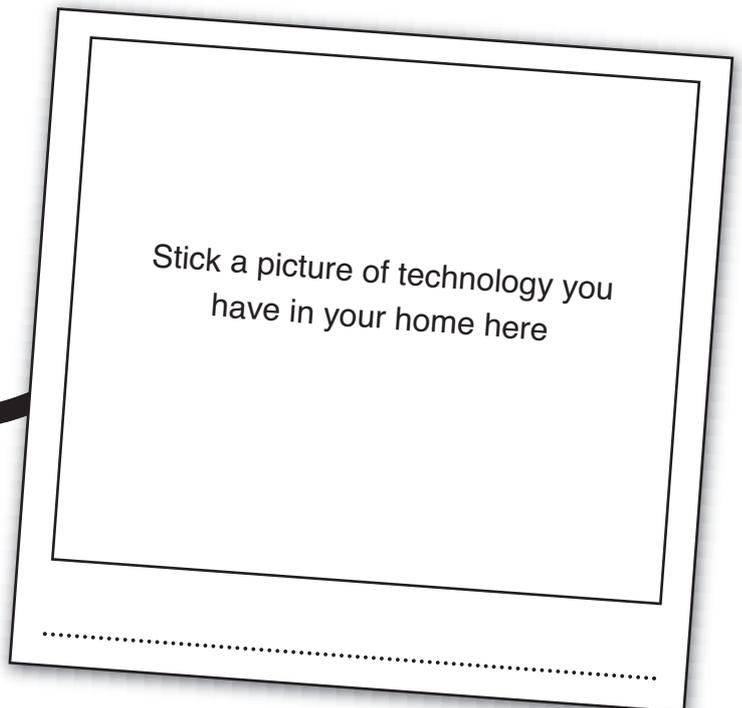
Technology in my community

I live in:

Stick a picture of technology you have seen in your community here

How the technology is used:

How the technology is used:

Stick a picture of technology you have seen in your community here

Advantages and disadvantages of technology

In my home	In my community
Stick a picture here	*Stick a picture here*
Advantage: Disadvantage:	Advantage: Disadvantage:
Stick a picture here	*Stick a picture here*
Advantage: Disadvantage:	Advantage: Disadvantage:

Photographic Evidence Sheet
Student Statement (Home)
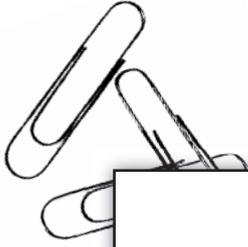
This photograph shows me using a:

....

....

To use it safely
I had to:

....

....

....

....

....

This photograph shows me using a:

....

....

To use it safely
I had to:

....

....

....

....

....

Photographic Evidence Sheet
Student Statement (My Centre)
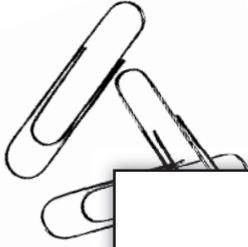
This photograph
shows me using a:

....

....

To use it safely
I had to:

....

....

....

....

....

This photograph
shows me using a:

....

....

To use it safely
I had to:

....

....

....

....

....

Photographic Evidence Sheet
Student Statement (Community)
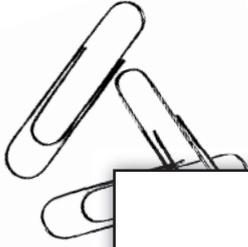
This photograph
shows me using a:

....

....

To use it safely
I had to:

....

....

....

....

....

This photograph
shows me using a:

....

....

To use it safely
I had to:

....

....

....

....

Photographic Evidence Sheet
Tutor Statement (Home)

This photograph shows:

....

using a:

....

whilst demonstrating the following safe practices:

....

....

....

....

....

....

....

This photograph shows:

....

using a:

....

whilst demonstrating the following safe practices:

....

....

....

....

....

....

Witness signature:	Position held:	Date:

Photographic Evidence Sheet
Tutor Statement (My Centre)

This photograph shows:

....

using a:

....

whilst demonstrating the following safe practices:

....

....

....

....

....

....

....

This photograph shows:

....

using a:

....

whilst demonstrating the following safe practices:

....

....

....

....

....

....

Witness signature:	Position held:	Date:

Photographic Evidence Sheet
Tutor Statement (Community)

This photograph shows:

....

using a:

....

whilst demonstrating the following safe practices:

....

....

....

....

....

....

....

This photograph shows:

....

using a:

....

whilst demonstrating the following safe practices:

....

....

....

....

....

....

Witness signature:	Position held:	Date:

What to do if technology goes wrong

In my home	In my community
Technology: What might go wrong: What I should do:	Technology: What might go wrong: What I should do:
Technology: What might go wrong: What I should do:	Technology: What might go wrong: What I should do:
Technology: What might go wrong: What I should do:	Technology: What might go wrong: What I should do:

Suitable Activities and Targets (1)

Activity	Possible targets

Activity	**Possible targets**
Learn to use a digital camera	Learn how to operate the camera Learn how to download photos Learn how to print photos
Learn to use a specified computer program	Learn how to use Excel Learn how to insert clip art Learn how to use Photoshop
Improve skills in a specified sport	Learn to swim 25m Learn rules of a sport Improve throwing skills
Learn to play an instrument	Learn to play a tune Learn play a scale
Improve maths skills	Learn a specified times table Learn long division Learn single figure subtraction Learn to make simple money calculations
Learn to tell the time	Learn to tell the time using an analogue clock Learn to tell the time using a digital clock Learn half hours/quarter hours
Improve handwriting	Learn to form individual letters Learn to join specified letters Practise specified passages

Suitable Activities and Targets (2)

Activity	Possible targets
Improve spelling	Learn specified key words Learn specified spelling rules

Activity	Possible targets
Learn to cook a specified dish	Learn how to make a pizza Learn how to make a hot drink Learn to make a healthy sandwich

Activity	Possible targets
Learn to use a specified tool	Learn how to use garden tools safely Learn how to use woodworking tools safely Learn how to use a drill

Activity	Possible targets
Improve art skills	Learn how to draw a face Learn how to mix colours Learn how to make a collage

Activity	Possible targets
Independence skills	Learn how to make a bed Learn how to wash clothes Learn how to iron

1.1

Things I am good at

1.1

Things I am interested in

1.3

Things I want to get better at

Underline the thing that you would most like to work on

2.1

My short-term goal is

2.2

I talked to _____ about my short-term goal

3.1

People who could help me to meet my short-term goal are

Date I want to meet my short-term goal

(The optional activity log may be used to provide evidence for assessment criterion 3.2)

Review

3.3

I have achieved my short-term goal because

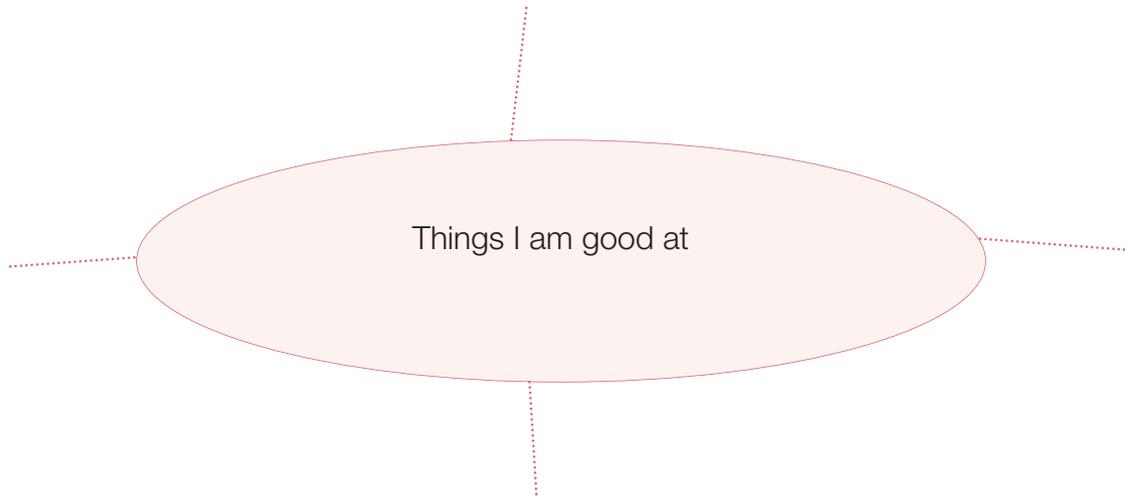*"I confirm that the candidate has carried out the planned activities and reviewed the activities."*

Witness/assessor (signature): _____ Date:

Candidate name:

ASDAN
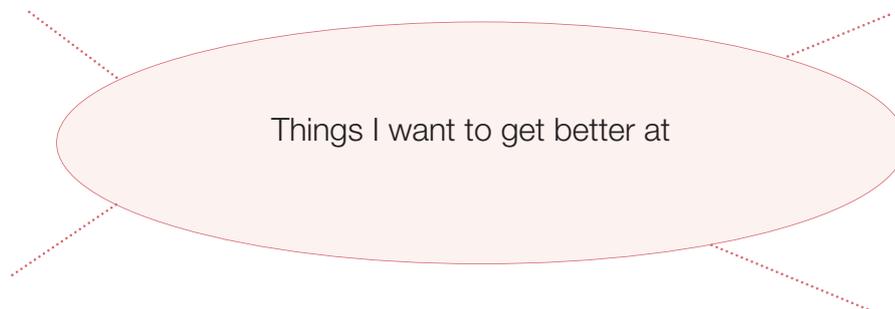
1.1

Things I am good at

1.1

Things I want to get better at

Underline the thing that you would most like to work on

My short-term goal is   1.2

I talked to   about my goal   1.3

"I confirm that the candidate has agreed an appropriate goal."

Witness/assessor (signature):   Date:

Candidate name:

Steps towards meeting my short-term goal

2.1

To meet my short-term goal I will	Date I want to do this by	Date I did this
1		
2		
3		
4		
5		
6		

The things I need to help me meet my short-term goal are	People who could help me are	2.2

Date I want to meet my short-term goal	2.3

"I confirm that the candidate has helped to produce an action plan."

Witness/assessor (signature):   Date:

Candidate name:

Review

(The optional activity log may be used to provide evidence for assessment criterion 3.1)

I have achieved my short-term goal ☐ **3.3**

I have not achieved my short-term goal ☐

Things that went well were	Things that did not go so well were **3.2**

3.3

To reach my goal I still need to

"I confirm that the candidate has carried out the planned activities and reviewed the action plan."

Witness/assessor (signature): Date:

Candidate name:

PSD

Name:		Date:	Evidence Ref:
Unit DL: Dealing with Problems in Daily Life			**Development Activity**

How to solve a problem

Solving a problem is a step-by-step process:

| Steps to follow:	I could do this by:
1. Find out about the problem	Asking when the problem happens most, why it matters and how I will know when it is solved.
2. Come up with ideas for solving the problem	Thinking about what other people would do with this problem or what I did last time something like this happened.
3. Pick out the best idea	Talking it over with people and identifying the good and the bad points of each idea.
4. Plan how to follow the best idea	Completing an action plan, getting the resources together and deciding how long it will take.
5. Follow the best idea	Keeping to deadlines and making sure I do all the things I said I would.
6. Check if the problem is solved	Asking other people if it is better now or whether changing things created new problems.

How to solve a problem

My problem:

Steps to follow:	I could do this by:
1. Find out about the problem	
2. Come up with ideas for solving the problem	
3. Pick out the best idea	
4. Plan how to follow the best idea	
5. Follow the best idea	
6. Check if the problem is solved	

Ideas Chart: How could I solve my problem?
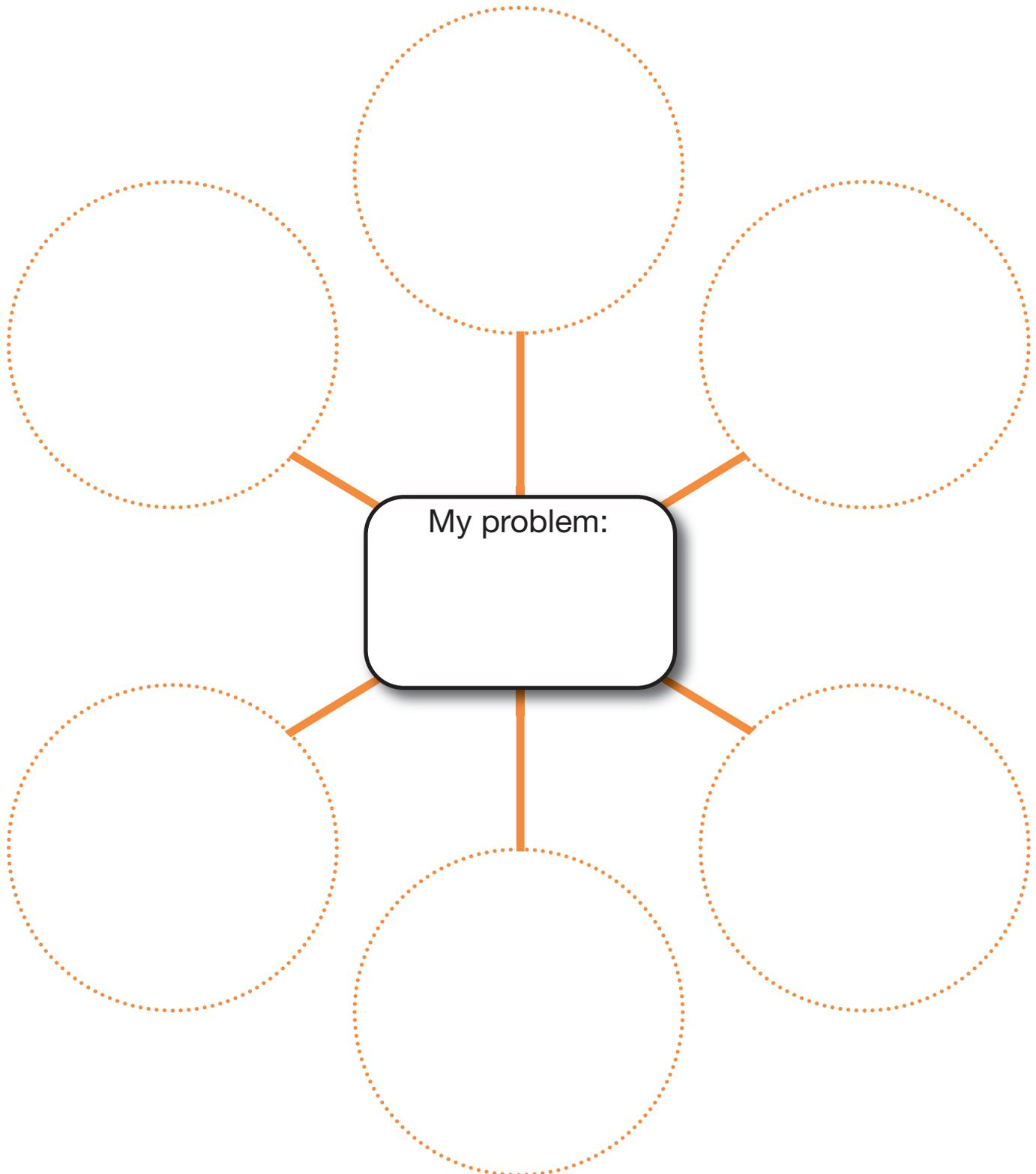
My problem:

Statement (E2)

The problem I am going to tackle is:
I talked to   about my problem.

I could tackle the problem by:

Review

Did you solve the problem?   Yes ☐   No ☐

When I tackled the problem, the first thing I did was:
The next thing I did was:
After that I:

I was helped by:	They helped me to:

I confirm that the candidate planned and carried out activities to tackle the problem, asked for help and reviewed their progress.

Witness signature: ....   Date: ....

Statement (E3)

The problem I am going to tackle is:

I talked to   about my problem.

I could tackle the problem by:

Review

Did you solve the problem?   Yes ☐   No ☐

When I tackled the problem, the first thing I did was: The next thing I did was: After that I:	Things I used: I asked .... for advice. The advice they gave me was:

I confirm that the candidate planned and carried out activities to tackle the problem, asked for help and reviewed their progress.

Witness signature: ....   Date: ....

Review (E3)

My problem:

Did you solve the problem?

Yes ☐   Partly ☐   No ☐

Because:

Things that went well were:	Things that did not go so well were:

I confirm that the candidate planned and carried out activities to tackle the problem, asked for help and reviewed their progress.

Witness signature: ....   Date: ....