My Learner Guide

VU21780 Participate in the community

My first name: _____

My last name: _____

SAMPLE

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INTRODUCTION

This unit is called VU21780 Participate in the community.

It will teach you about how to join in activities in your local community and help you to understand your rights and responsibilities as a member of the community.

You will have lots of help from your trainer/assessor and support person – always ask for help if you aren't sure what to do.

This Learner Guide has lots of activities for you to do in class time. These activities will make up one of your assessment tasks. There is also one other assessment for you to do.

If you have any questions or are worried about any of the activities, talk to your trainer/assessor right away. Your trainer will help you if you need any assistive technology or other resources to support your learning and assessment.

Your trainer/assessor will tell you when you need to hand in each of your assessment tasks. Write down each date below.

Assessment Task 1: Learner Guide activities

This is due:

_____

SAMPLE

Assessment Task 2: Big experience!

This is due:

_____

If you get any of your tasks wrong, your trainer/assessor will talk to you about what you need to fix and when you need to do it by.

My agreement

Ask your trainer/assessor to read this agreement to you. They will explain what it means and make sure you understand before you sign it.

Have you read and understood what you need to do in terms of assessment?	Yes ☐	No ☐
Do you agree to the way in which you are being assessed?	Yes ☐	No ☐
Do you have any special needs or considerations to be made for assessment?	Yes ☐	No ☐

If yes, what are they?

_____

Do you understand your rights to appeal the decisions made in an assessment?	Yes ☐	No ☐

Your name: _____

Your signature: _____

Date: _____

SAMPLE

WHAT DO YOU NEED?

What do you need now, and in the future?

We all have different needs. Needs are things that we want to have in our life or that help us to live.

You might have some needs now in different areas of your life. Your needs might change in the future.

Here are some of the needs you might have, now or in the future:

Home

This might be a place to live on your own or with other people.

You might need help or support to be able to manage your own place to live.

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Activity 1

Tick yes or no for each of the questions in the list below. You can ask your trainer for help. Remember to keep private information to yourself – you do not have to include details that you want to keep private.

Do you have a home to live in?	YES	NO
Can you use public transport?	YES	NO
Do you know how to get medical help?	YES	NO
Do you play a sport / do recreation?	YES	NO
Do you join in any social activities?	YES	NO
Do you have a paid or volunteer job?	YES	NO
Do you do any training or study?	YES	NO

SAMPLE

Now think about two things you would like to be able to do in the future in one of the areas in the list above.

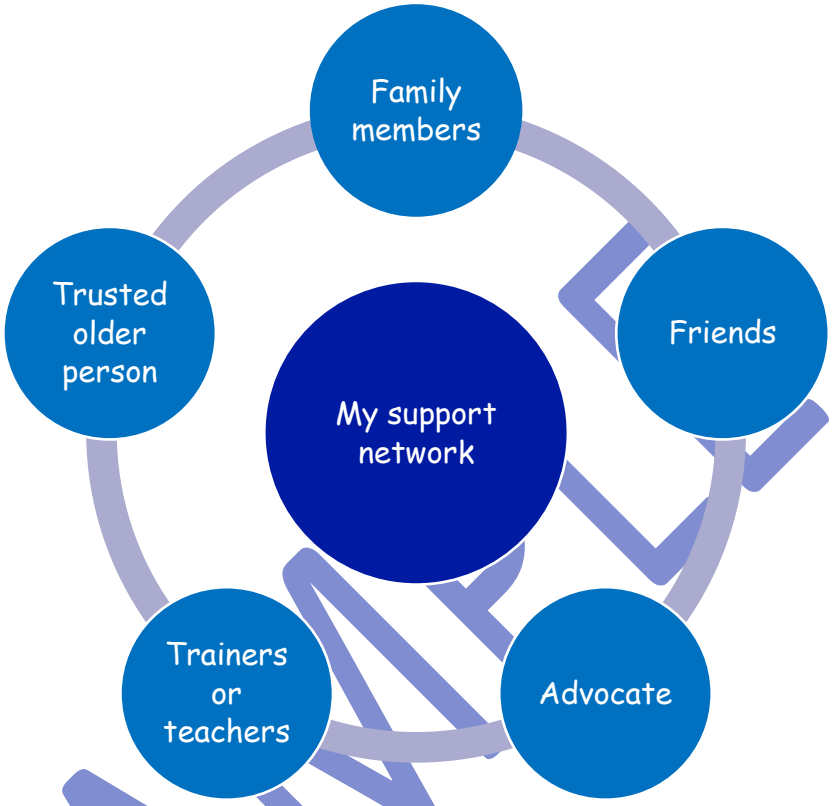
Here are some examples.

'I would like to learn to catch the train so I can go to the city on my own.'

'I would like to visit the doctor without my mum coming with me.'

Finding out about services and facilities

You should be able to find out information about the services and facilities that can help you meet your needs. People in your support network will be able to help you. Your support network might include:



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Finding and using services

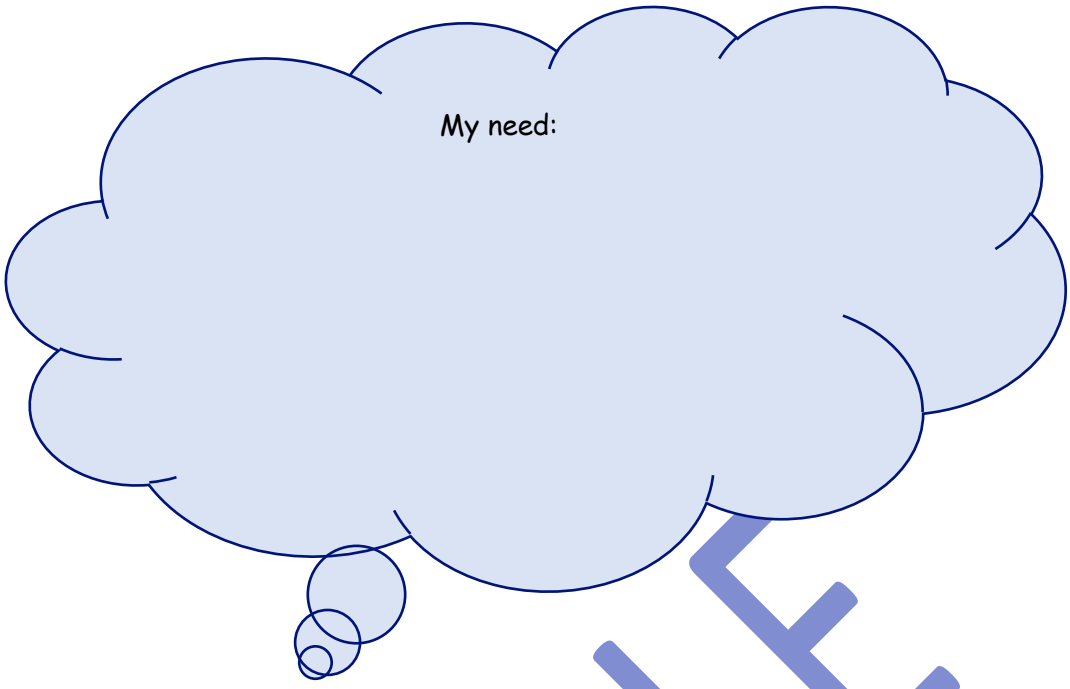
Many local services and facilities are in your community. Often you can find them by simply getting out and doing some safe exploring.

Services and facilities like banks, shops, chemists and doctors are often in the central part of the community. Many will be close to public transport stops so it is easy for people to get to them.

Here are some way you can find services and facilities:

- You can look on a map
- You can read your local council information book
- You can ask a friend or family member
- You can look online.

There are many ways to find out about services and facilities.



Appointments

To use some services or facilities, you might need to make a booking or appointment.

You will need to do this for haircuts at the hairdressers or visits to the doctor.

You will not need an appointment to go to the chemist for medicine or to buy food from the shops.

You can write your appointment information in your diary or on a calendar, like this:

SAMPLE

JULY 2017

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
3	**4** Doctors 2.30pm	**5** ILP meeting at training centre 4.30pm	**6**	**7** Volunteer at animal shelter 8.30-4.30	**8**	**9**
10	**11**	**12** Deliver paintings for art show	**13**	**14** Volunteer at animal shelter 8.30-4.30	**15**	**16**
17	**18** Art show opening	**19**	**20** Hair cut 10am Phone interview 4pm	**21** Volunteer at animal shelter 8.30-4.30	**22**	**23**
24	**25** Job interview 9am 154 Charles Rd Monbulk	**26**	**27**	**28** Volunteer at animal shelter 8.30-4.30	**29**	**30**

SAMPLE

JOINING IN

There are lots of great activities to try in the community. You can find out about community activities in your own area, or activities that happen in other places.

You might already know how to do some activities, or you may want to try something new.

Activities that you have not tried before are a great way of building new skills – and meeting new people at the same time!

Some activities run often – like clubs, volunteering or doing sporting activities. Some only run occasionally – like festivals or art shows.

It is important to feel and be safe while you are doing activities. You might need to take someone with you, do some training first or wear special safety clothes or use safety equipment. You should think carefully about how to be safe before you begin a new activity.

Here are a few community activities you might like to try:

Paddling or kayaking

SAMPLE

Helping out with animals

Going to a music festival

Going to cooking classes

SAMPLE

You should choose the way of making contact that suits you best.

When you make contact, think about what you want to know.

You could write down some questions to ask or practise a conversation beforehand.

You could ask someone else to help you write questions or information down.

Some of the information you might need to know is:

The questions you ask will depend on the type of activity or service and your own needs.

You can keep information about an activity or service in a folder or diary, or in the contacts or notes section of your phone.

Activity 4

Find some information about some places in your local community. Think about how to stay safe while you are visiting these places or doing activities.

Your trainer will help you look for information. They will help you write down the answers.

SWIMMING POOL

Address:

_____

_____

Phone number:

_____

Opening hours:

_____

Safety tips!

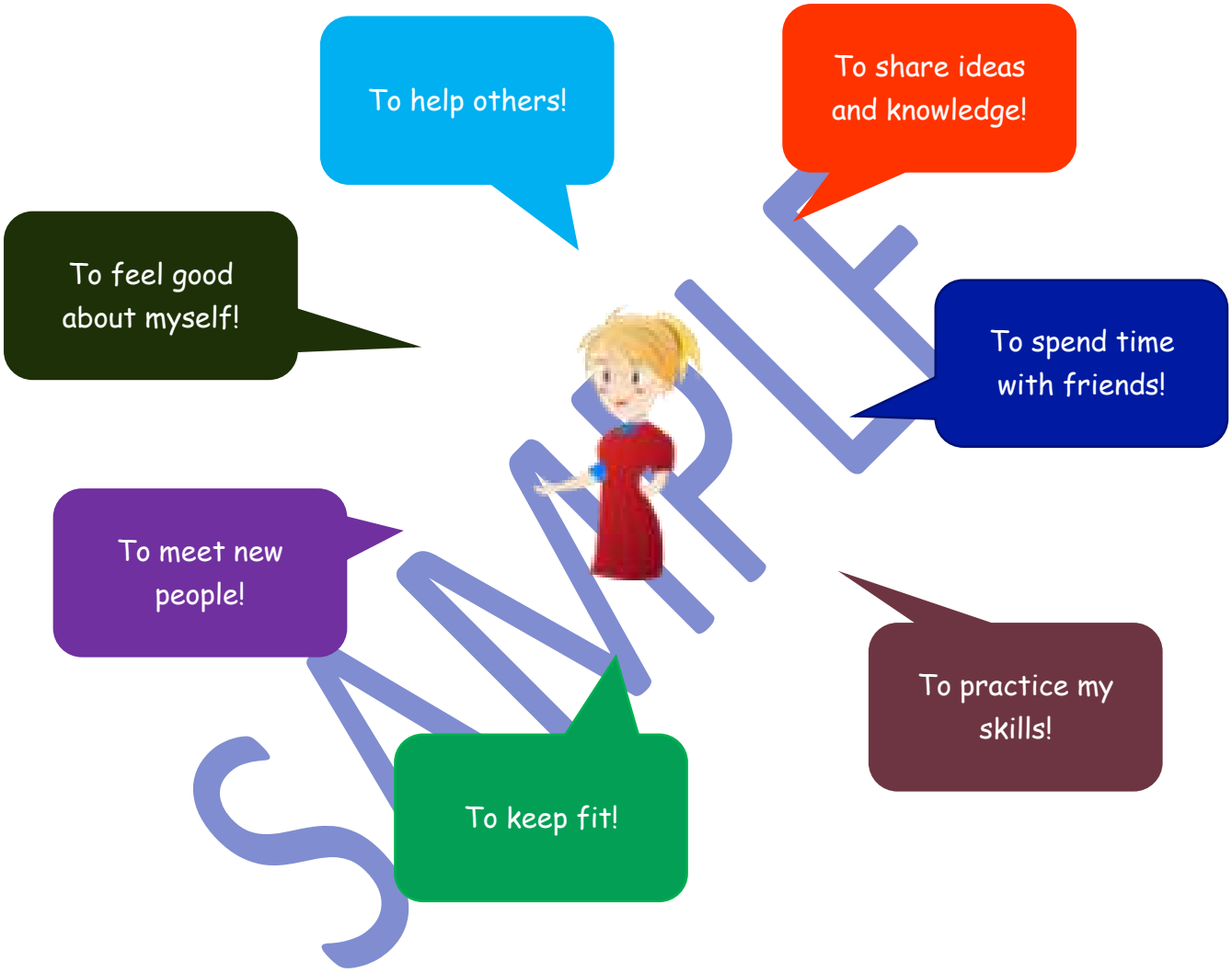
_____

_____

_____

Why you should join in activities

There are lots of reasons to join in activities in the community. You can think about the reasons that apply to you. Here are just a few:



People join in community activities for many different reasons.

SAMPLE

BEING AN INDEPENDENT ADULT

Once you turn 18, you become an adult.

Turning 18 means you have some special rights and you also have more responsibility. The special rights you have include being able to vote and being able to drink alcohol.

You have some rights that apply to everyone. These rights are called **Human Rights**. You also have lots of other rights that are a part of being an Australian citizen. These rights are protected by the laws of Australia.

Your rights can include:

- Being able to make choices about where you live and who you live with
- Deciding what to do with your money
- Making your own life decisions
- Being treated fairly and equally
- Receiving some government services and payments or benefits
- Being able to decide who you have a relationship with and who you have sex with (so long as you don't break some special rules that are part of your responsibilities)
- Being able to make your own decisions about your health care
- Feeling and being safe

Your responsibilities can include:

- Voting in elections
- Following the rules and laws
- Paying tax to the government
- Not stopping other people from gaining their rights
- Respecting other people
- Taking care of yourself.

SAMPLE

RESPONSIBILITIES

1

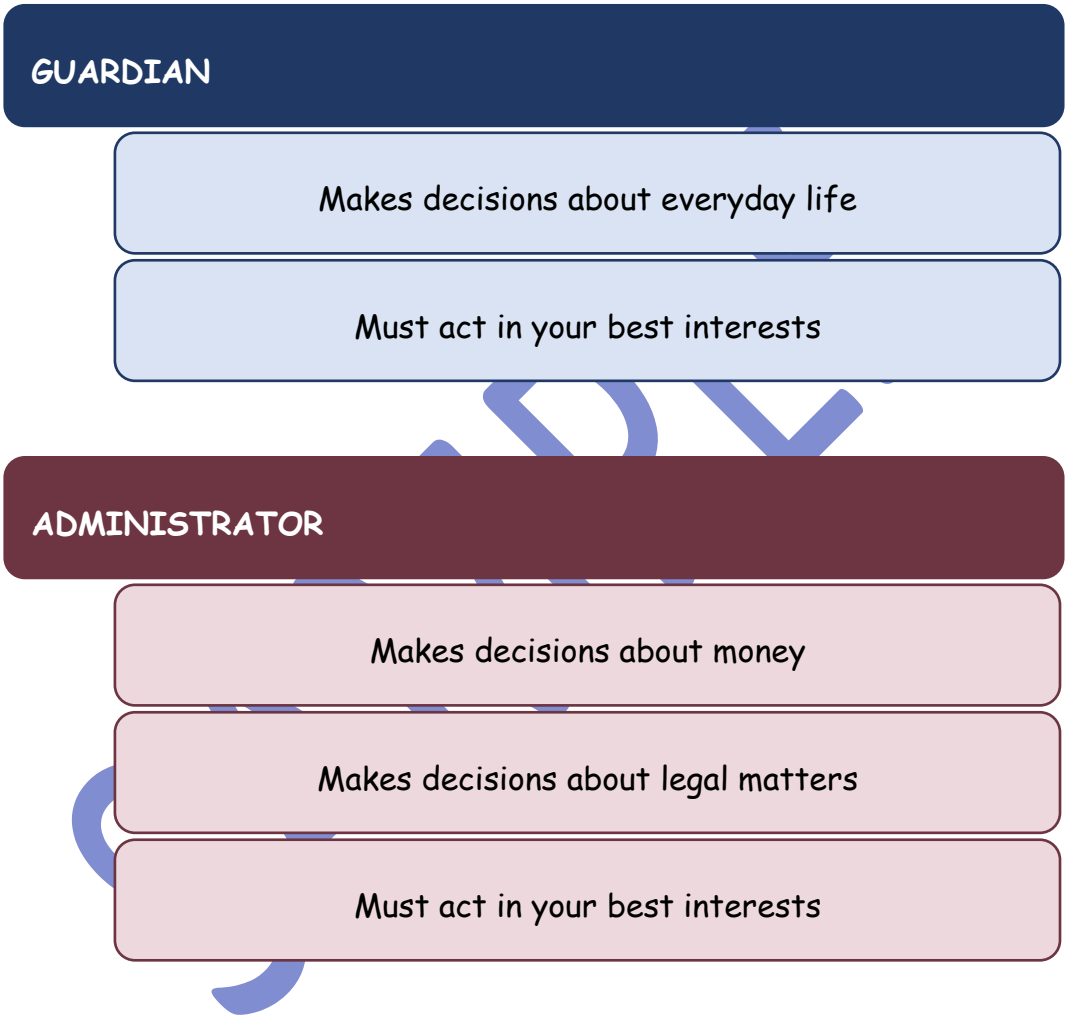
2

Support people

Sometimes other people might help you to make decisions about your own life.

They might be called a **guardian** or an **administrator**.

Here are the things that a guardian or administrator can do.

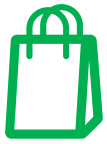


- ☐ Being able to make choices about where you live and who you live with
- ☐ Deciding what to do with your money
- ☐ Making your own life decisions
- ☐ Being treated fairly and equally
- ☐ Receiving some government services and payments or benefits
- ☐ Being able to decide who you have a relationship with and who you have sex with (so long as you don't break some special rules that are part of your responsibilities)
- ☐ Being able to make your own decisions about your health care

Buying goods and services

There are lots of things that you buy.

For example, you might buy food, groceries, clothing, movie tickets, furniture or music.

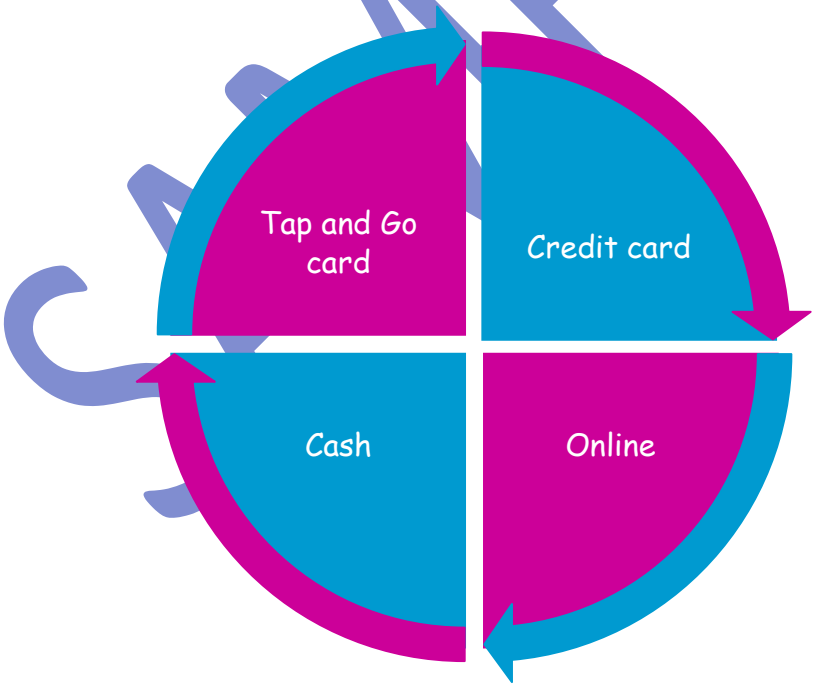


You can buy some of these things in your local area.

You may buy some things from further away.

You may even buy some things online instead of in a physical shop or venue. There are several different ways you can pay for the things you buy.

Here are some ways you can pay for the things you buy:



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YOUR RIGHTS AS A CONSUMER

When you buy something in Australia you have some rights.

These rights apply to the **goods** you buy (things like clothing, food or jewellery) and to **services** (things like having your haircut).

When you buy an item, it should do what it is meant to do, be of acceptable quality and be safe.

If you buy a service, it should be carried out in a safe and skilful way. It should be the same service that you thought you were buying and it should be done in a reasonable time.

Businesses that sell things in Australia are not allowed to say things that are not true.

They are also not allowed to mislead you by suggesting something which is not true.

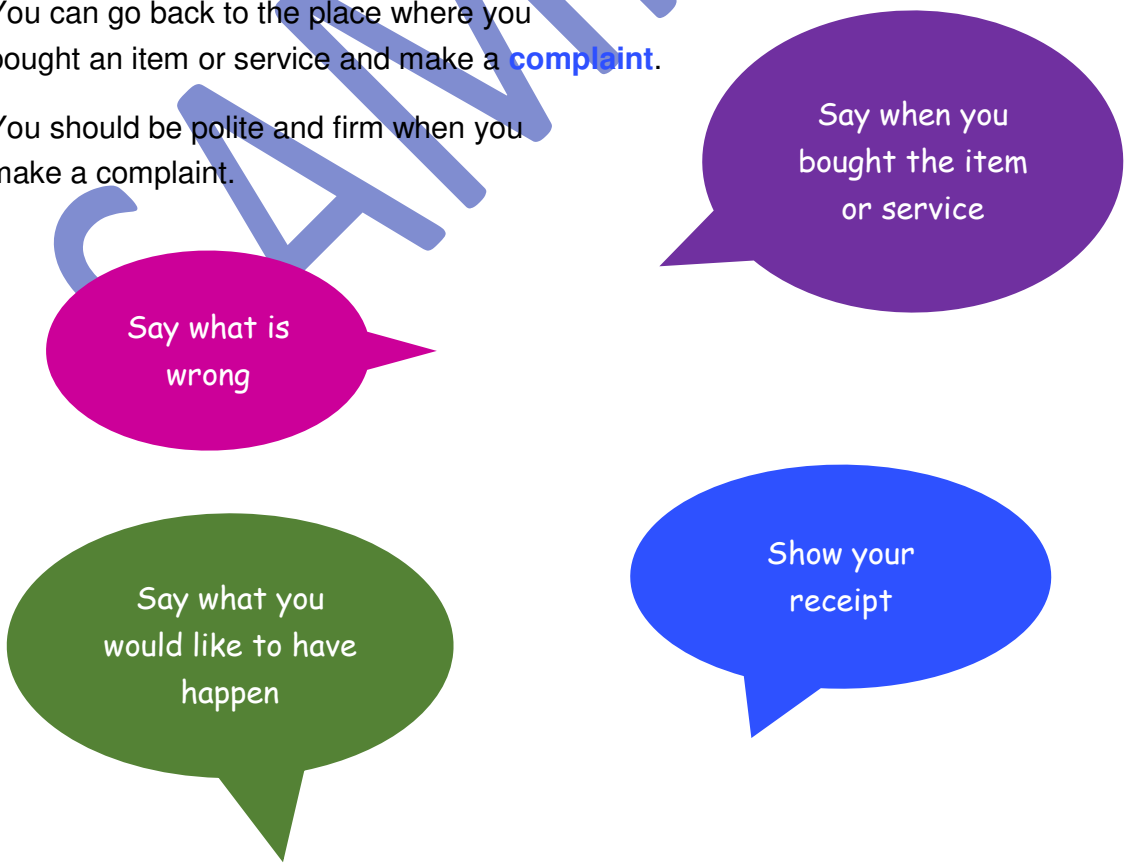
If your rights as a consumer are not met, you are allowed to make a **claim**.

You can ask the place who sold you the item or service to **repair or replace** it. You can ask for your money back.

You can go back to the place where you bought an item or service and make a **complaint**.

You should be polite and firm when you make a complaint.

SAMPLE



MAKING CLAIMS

It is a good idea to keep information about the items or services you have bought in case you have a problem.

You should keep the receipt from the store.

You might keep the label or package that an item came in.

You can use this information to help you make a claim if something is not right.

The **ACCC** can help you with information about your rights as a consumer.

You can call them or visit their website.

Activity 11

Your trainer will show you the ACCC website.

Look at the page about **Consumer Rights**.

Read the page and follow the links to topics which interest you or press the **Readspeaker** button to hear the pages being read aloud.

Tick the boxes below when you have visited the website and read or listened to the information about Consumer Rights.

☐ I have visited the website for **ACCC**

☐ I have read or listened to the pages about **Consumer Rights**

SAMPLE

You could ask for help from someone in your support network.

You can ask for help from an organisation that works with people who have legal issues or questions.

Here are two places which can help you with legal issues or questions:

Villamanta Disability Rights Legal Service Inc

A specialist organisation that helps people who have a disability

Community Legal Centres

Eastern Community Legal Centre in Box Hill or Boronia

You can look for legal centres online.

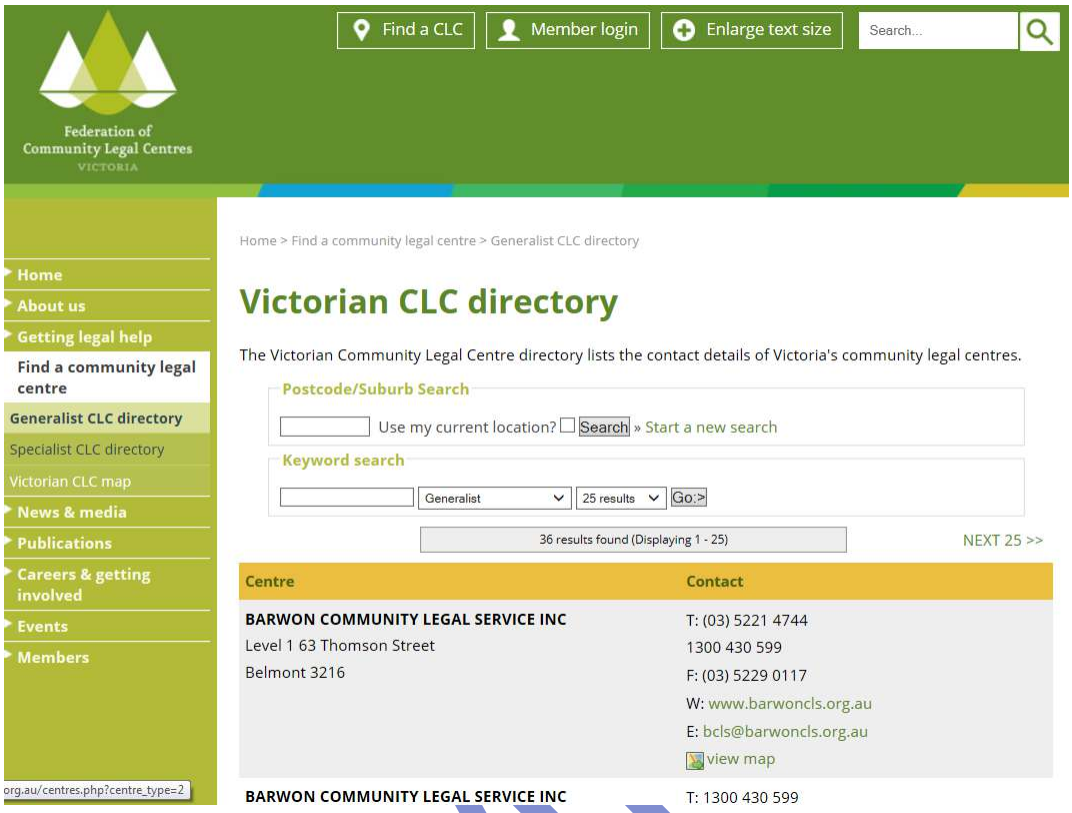
You can find the one which is closest to where you live. Some legal centres give specialist advice.

There are specialist community legal centres for things like help with renting problems or if you have a disability and you feel you have been discriminated against.

This is where you can search for a community legal centre.

SAMPLE

You can look through the list or you can enter your postcode to find the closest centre.



Activity 13

Find the website for the community legal centre in your local area.

Print a page from your computer with the contact details and paste the information into your learner guide on the next page.

Talk to your trainer about the issues or problems that you could contact a community legal centre about.

SAMPLE

ASSESSMENT TASK 1

Assessment Task 1 Cover Sheet			
My name:			
Date I handed in this task:			
Unit: VU21780 Participate in the community			
My trainer will fill this part out			
Assessment Task	**Satisfactory/ Not satisfactory**	**Date**	**Was this a resubmission? Y/N**
Learner Guide activities			

SAMPLE

LEARNER DECLARATION

I need to read the statements below and sign to show I agree.

My trainer can explain anything I don't understand, or they can help me read it.

This task is my own work.

☑ None of this work has been completed by any other person.

☑ I have not cheated, used someone else's work or worked with other learners (unless the task asks me to work with my classmates).

☑ I understand that if I don't follow my RTO's assessment policy, I may not pass this course.

Learner signature: _____

Learner guide Activities!

What do I have to do?

I have to do all of the activities in this Learner Guide.

There are 14 activities that I need to finish.

What do I need?

- My Learner Guide
- A computer
- Pens and pencils
- My trainer's help (if I need it!)

When am I going to do this?

- I will do this in the classroom.

What do I need to hand in?

- All my activities once they are done!

When do I need to hand this in?

My trainer will tell me the date.

SAMPLE

ASSESSMENT RECORD TOOL – ASSESSMENT TASK 1

My assessor will fill this in to show if I have done everything correctly.

I do not need to fill this table out.

Assessment Task 1: Learner Guide activities		
Did the learner:	**Yes**	**No**
Correctly complete Activity 1?		
Correctly complete Activity 2?		
Correctly complete Activity 3?		
Correctly complete Activity 4?		
Correctly complete Activity 5?		
Correctly complete Activity 6?		
Correctly complete Activity 7?		
Correctly complete Activity 8?		
Correctly complete Activity 9?		
Correctly complete Activity 10?		
Correctly complete Activity 11?		
Correctly complete Activity 12?		
Correctly complete Activity 13?		
Correctly complete Activity 14?		
Add any comments about the learner's activities below		

SAMPLE

Please add any feedback to the learner about this task on the Assessment Cover Sheet. Keep a copy of the completed Assessment Task Cover Sheet.
Please note any reasonable adjustments for this task below.
Assessment Task 1 Outcome:
Satisfactory ☐ Not Satisfactory ☐
Date:
Trainer/assessor name:
Trainer/assessor signature:

SAMPLE

Assessment Task 2

Assessment Task 2 Cover Sheet			
My name:			
Date I handed in this task:			
Unit: VU21780 Participate in the community			
My trainer will fill this part out			
Assessment Task	**Satisfactory/ Not satisfactory**	**Date**	**Was this a resubmission? Y/N**
Big Experience!			

SAMPLE

LEARNER DECLARATION

I need to read the statements below and sign to show I agree.

My trainer can explain anything I don't understand, or they can help me read it.

This task is my own work.

☑ None of this work has been completed by any other person.

☑ I have not cheated, used someone else's work or worked with other learners (unless the task asks me to work with my classmates).

☑ I understand that if I don't follow my RTO's assessment policy, I may not pass this course.

Learner signature: _____

Big Experience!

I am going to participate in a community activities 'Big Experience'

What do I have to do?

I am going on an excursion to lots of different places in the community.

I will need to take my booklet and write about the places we go to.

I will get to do an activity at one of these places!

What do I need?

- My Learner Guide
- Access to a computer and the Internet
- A pen
- Transport (my trainer will do this)
- Any personal equipment for participating in a community activity (this will be explained by my trainer once the activity has been planned)
- My trainer
- Any other support people as required.

When am I going to do this?

- My trainer will tell us what time and what day we will go on our big adventure. We might even do this over more than one day.

What do I need to hand in?

- My Big Experiences Guide
- My Reflection Page.

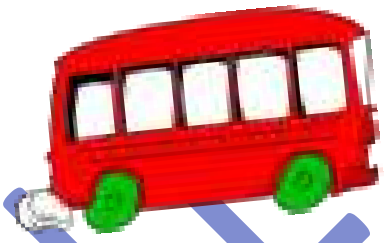
When do I need to hand this in?

My trainer will tell me the date.

SAMPLE

COMMUNITY ACTIVITIES
BIG EXPERIENCE GUIDE

Welcome aboard!



We are going on a tour of our local community.

We may do our tour in one session, or we may do it in several parts so we can really enjoy ourselves!

We will also do an activity at one of the places we visit on our tour.

To get the most out of the tour, I will need to write down some information about each place we visit.

I don't need to worry though – my trainer is here to help me.

There are **9 stops** on our tour!

Sit back, get comfortable and enjoy the ride

SAMPLE

	TOUR STOP 1 – SHOPS OR SUPERMARKET
Name of place	
Address	
What can I do here?	
When is it open?	

SAMPLE

Does it cost money to use?
My notes

SAMPLE

Please add any feedback to the learner about this task on the Assessment Cover Sheet. Keep a copy of the completed Assessment Task Cover Sheet.
Please note any reasonable adjustments for this task below.
Assessment Task 2 Outcome:
Satisfactory ☐ Not Satisfactory ☐
Date:
Trainer/assessor name:
Trainer/assessor signature:

SAMPLE

RECORD OF ASSESSMENT OUTCOMES: VU21780

My assessor will fill this in to show whether I have completed this unit.

I do not need to fill this table out.

To the trainer/assessor:

This table records the outcome of each task/assessment requirement so that the final assessment outcome can be determined for VU21780 Participate in the community.

The table below shows all the assessment requirements for this unit.

Once the learner has satisfactorily completed all requirements related to the unit, they can be given a Final Assessment Result of 'Competent'.

Final Assessment Results should only be recorded once all tasks have been attempted.

SAMPLE

Assessment Tasks	Task Outcome		
	Satisfactory (S) Not satisfactory (NS)	Date	Assessor initials
Assessment Task 1: Learner Guide activities			
Assessment Task 2: Big Experience!			
Final Assessment Results	**Result (C/NYC)**		**Date**
VU21780 Participate in the community			
Learner name:			
Assessor name:			
Assessor signature:		Date:	

SAMPLE

MARKING GUIDE

22301VIC

CERTIFICATE I IN TRANSITION EDUCATION

VU21780 PARTICIPATE IN THE COMMUNITY

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Contents

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Assessment information

About this marking guide

This document is to be used as a guide to marking the assessment tasks required for this unit.

This document outlines the instructions provided to learners for each task and accompanying sample/benchmark answers and any relevant instructions for trainers/assessors.

Assessment tasks

This unit is assessed in the following ways:

Assessment Task	Overview
Assessment Task 1: Learner Guide activities	Learners are to complete the activities in their Learner Guide.
Assessment Task 2: My Big Experience!	Learners will go on a community excursion during which information will be recorded in a Big Experiences Guide, and information gathered. They will also participate in activities and make notes about the activities and benefits of being part of a community in a reflection.

Assessment documents

This Marking Guide, which includes:

- guidance to trainers/assessors on how to approach the assessment process (see below)
- extra guidance to trainers/assessors on classroom work to ensure learners are ready to move on to assessment activities
- benchmark responses to each assessment task
- mapping of assessment tasks to unit of competency requirements (see the end of this booklet).

The Learner Guide, which is to be provided to learners and includes:

- bright, visually engaging content for learners, with space to write their answers (you can also give learners an electronic copy of their Learner Guide or let them type their answeres in a Microsoft Word document, however they like to complete their work)
- learning content and assessment activities
- Assessment Record Checklists, located at the end of each assessment task, so the trainer/assessor can mark each task inside each learner's own Learner Guide.

Before administration of the assessment

- You must read and ensure a complete grasp of all components of this unit.
- Read the Learner Guide, this Marking Guide and each Assessment Record Checklist before providing the learners with their copy of their Learner Guide.
- Read the extra guidance at each activity in Assessment Task 1 for further tips around classroom work.
- Make sure all learners are given the appropriate amount of time to complete all their tasks.
- Make sure all learners have access to support and any other resources required (some learners may require assistive technology, some may like to use pen and pencil to fill out their Learner Guide, some may like to use a computer so provide them with electronic files).

SAMPLE

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Training and assessment strategies

Each RTO will have a training and assessment strategy that outlines the assessment methods and tasks to be used in the delivery of each course.

All trainers/assessors should be provided with a copy of the training and assessment strategy for the courses they deliver.

Trainers/assessors must ensure they work within the parameters and guidelines of the strategy and communicate any areas that may need improvement or updating as they are identified.

Plagiarism, cheating and collusion

Where a trainer/assessor believes there has been an incident of academic misconduct involving plagiarism, cheating, and/or collusion, they should report this along with reasons for the allegation. Trainer/assessors should refer to their RTO's policy and procedures regarding training and assessment for further information.

Definitions

Assessment

Assessment is 'the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.'[1]

Dimensions of competency

To be competent, a person must show their ability to perform effectively in a broad capacity. The dimensions of competency ensure the person being assessed has the skills to perform competently in variety of different circumstances. To be competent, a person must demonstrate the following:

- *Task Skills*: The skills needed to perform a task at an acceptable level. They include knowledge and practical skills and these are usually described in the performance criteria.
- *Task Management Skills*: These are skills in organising and coordinating, which are needed to be able to work competently while managing a number of tasks or activities within a job.
- *Contingency Skills*: The skills needed to respond and react appropriately to unexpected problems, changes in routine and breakdowns while also performing competently.
- *Job Role/Environment Skills*: The skills needed to perform as expected in a particular job, position, location and with others. These skills may be described in the range of variables and underpinning skills and knowledge.

Principles of assessment and rules of evidence

Assessment must be conducted in accordance with the rules of evidence and principles of assessment.

PRINCIPLES OF ASSESSMENT

- Validity:

  Each task has been mapped to unit of competency requirements. Refer to the 'Unit mapping' section at the end of this guide for more information.

  Assessment tasks are varied and are required to be completed over a period of time and, where required, on a number of occasions. Practical observations provide opportunities for learners to demonstrate both knowledge and skills.

[1] From the *Users' Guide: Standards for Registered Training Organisations (RTOs) 2015*

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- Reliability:

  This marking guide provides benchmark answers for each assessment task to ensure accuracy and consistency in the assessment decision-making process.

- Flexibility:

  A range of assessment methods are provided that are relevant to the unit's context.

- Fairness:

  Learners are required to sign an agreement in their Learner Guide and state if they have any special needs or considerations that may affect their ability to complete the assessments. Any reasonable adjustments that are required to be made to these assessments must be noted in the Assessment Record Tool for this unit, in the checklist for the relevant task.

  Learners are provided with information about the appeals process in their Learner Guide and in their Learner Handbook.

RULES OF EVIDENCE

- Validity:

  This Marking Guide provides a set of benchmark responses for each assessment task. Trainer/assessors are to record assessment outcomes for each task in the accompanying Assessment Record Checklists. Observations require trainers/assessors to watch the learner complete specific activities in which they can demonstrate the skills and knowledge required.

- Sufficiency:

  The 'Unit mapping' section at the end of this guide demonstrates how assessment tasks align with unit of competency requirements. Some units may require the learner to demonstrate assessment over a period of time (such as regularly) and more than once. These requirements will be made clear in the relevant assessment task.

- Currency:

  Evidence for each assessment task will be gathered over the duration of the course. Workplace-based tasks or simulated workplace tasks (where applicable) will allow the learner to draw from current workplace conditions and experiences, and learners will be able to use technology, tools and equipment specific to their workplace.

- Authenticity:

  Learners are required to sign the Assessment Task Cover Sheet, indicating that the work they have submitted for assessment is their own.

  Practical classroom tasks and observations (where applicable) by trainers/assessors ensure that they see the learner demonstrating the skills and knowledge required of this unit.

Reasonable adjustment

A legislative and regulatory framework underpins and supports the delivery of vocational education and training across Australia. Under this framework, providers of vocational education and training must take steps to ensure that learners with recognised disabilities can access and participate in education and training on the same basis as learners without disabilities. Sometimes reasonable adjustments, are made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the particular needs of a learner with a disability. An adjustment is reasonable if it can accommodate the learner's particular needs, while also taking into account factors such as: the views of the learner; the potential effect of the adjustment on the learner and others; the costs and benefits of making the adjustment.

SAMPLE

Assessment Task 1: Learner Guide activities

INFORMATION FOR THE TRAINER/ASSESSOR

Note that learning content is aimed at a Victorian audience. Review content and screenshots and adjust to relevant state or territory context when necessary.

Provide learners with the date of submission for this task.

You may like to get them to write the date of submission in the Learner Guide so they do not forget.

This task requires learners to answer all the activities in their Learner Guide to demonstrate that they understand the knowledge required of this unit.

Provide learners with appropriate support when they are working on their activities. Remember to not do the task for them, but guide them and provide them with 'hints' where necessary.

If learners are having any difficulty, you may like to run through the learning process again.

Consider the abilities and preferred learning style of each learner – some learners may prefer to answer verbally, some may like to use a computer to type their answers, others may like to draw and write with a pen or pencil. Some learners may like to work independently and call on you when they need some help, others may require more support.

Make sure assistive technology and any other relevant resources are available for any learners who may require it.

Learners must submit their Learner Guide with all activities completed. You may take copies of Learner Guides and return them to learners so they can work the rest of the assessment tasks.

If learners answer any questions in this task incorrectly or do not answer them at all, they will need to be given an appropriate time in which to resubmit.

Learners should only redo the activities that are incorrect. You may like to print the relevant activities from the Learner Guide so learners can work on a 'clean' copy. Make sure the incorrect copy and correct copy are placed in the learner's file.

Record the outcome of this assessment in the Assessment Record Checklist (at the end of Assessment Task 1).

SAMPLE

Instructions to learners:

WHAT DO I HAVE TO DO?

I have to do all of the activities in this Learner Guide.

There are 14 activities that I need to finish.

Activity 2

Draw a picture of one of your own interests. It can be anything you like. It could even be something you are interested in doing in the future!

Learners may be able to initiate ideas on their own or may benefit from an initial discussion about activities that people are interested in.

You may like to show learners pictures of people joining in activities, doing hobbies and so on, or look through community news pages online to see what is happening in the local community in the coming weeks or months.

A visit to the library non-fiction section can also help prompt ideas about areas of interest and hobbie. You could write or draw some interests on a board in the classroom, or give examples of your own interests and tell the learners a bit about each one. Some examples of interests include writing stories, reading books, going to the movies, collecting antiques, listening to music, playing board games, going swimming or riding a bike.

If learners are not able to draw their interest, you may like to find them pictures so they can paste it into their workbook. Ensure they explain their interest to you first.

Activity 3

Think about one of your needs for the future.

It might be a change you want to make in your life, a facility you want to visit or a service you want to use.

For example, if you need to get fit, you might decide to go to the swimming pool or gym.

If you want to open a bank account, you would go to the bank.

If you need to fix a medical problem, you might go to the doctor or community health centre.

Talk to your trainer or write down one need and where you could go in your local community to meet this need.

This activity helps learners see the link between the needs in their own life and community service providers that can and will help meet these needs. They should be able to indicate a need and where they would go – for example, 'I would like to learn how to use software to make my own website. My local community centre has courses, and so does this training centre.'

You could begin this activity by drawing examples of people who have particular needs and asking for suggestions about what the people could do. For example, 'this person is not very fit. They do not do any exercise. What could they do? Where would they go in the community?' Answers might include going to the gym to do an exercise class, riding a bike on a bike track or throwing a frisbee in the park.

Other learning options may include showing pictures of services listed above in the task – a bank, a gym, a hospital etc. Ask students why someone would go there and aht they might do.

Activity 4

Find some information about some places in your local community. Think about how to stay safe while you are visiting these places or doing activities.

Your trainer will help you look for information. They will help you write down the answers.

This activity will require learners to gather infomration. They may need to go online and search for information or look in a community directory. These are often available from the local council – it is a good idea to locate some information and have it in the classroom for reference as well.

Learners may need you to help them find the correct web pages or show how to look up information in a booklet.

They may also need assistance to write down the details for places in the local community into the table in their Learner Guides.Make use of any personal knowledge that learners may already have, such as knowing where the local swimming pool is or which bank they use.

SAMPLE

Assessment Task 2: My Big Experience!

INFORMATION FOR THE TRAINER/ASSESSOR

Note to the trainer/assessor: *you may like to conider integrating this assessment with Assessment Task 3 from VU21286 Engage with short simple texts to participate in the community.*

This assessment task will take the form of a community excursion or excursions. The assessment can take part over several sessions, according to trainer, learner and organisational requirements. You may prefer to set up the venue visits so learners visit two or three venues a day – consider the learner group when deciding the duration of the excursion.

The assessment is in two parts, and can be completed in stages. The first part is to visit venues or facilities and collect information about each one to fill into the Big Experiences booklet (found in their Learner Guide).

Additional activities should be undertaken during these venue visits to ensure learners have participated in community activities. For example, learners may watch a council meeting when they visit the council, listen to a talk by a lifeguard when they visit the swimming pool, listen to a book talk by an author when they visit the library or may complete some personal shopping or a group shopping task when they visit the supermarket. Speakers or specialist staff may be useful in building learner awareness of the services and activities which are available at each venue.

It is recommended that the trainer or relevant RTO staff contacts the venues being visited (for example, the bank, medical centre etc) to ensure that there is a staff member available to chat to the group or to simply ensure that the group can be given some information about the venue.

The trainer should also visit each venue before the excursion and meet with any relevant staff and confirm accessibility requirements for any learners who have physical disabilities. Safety is of paramount importance and a risk assessment may need to be conducted prior to the activity, according to your RTO's procedures. Consider safety issues such as crossing roads, using elevators and escalators, getting lost and risks posed by other community members.

Ensure there is an appropriate staff member to learner ratio and that all staff have been briefed about their specific responsibilities, including what to do in an emergency situation. Obtain relevant permissions and complete any paperwork or administrative requirements prior to the excursion. Ensure that all policies and procedures of your RTO are followed.

The excursion has been called a Big Experience to promote the concept of the significant personal learning that will take place during the activities and tour stops – there are many venues to visit and much learning to do! An itinerary has been developed that will form the basis of the excursion/s. Trainers may like to change the stops if some of the venues are not in their local area, or if they have other places they would like to take the group. Trainers may also reduce the number of stops if time is an issue – however, it is recommended to have at least three to four venues planned.

Some of the 'stops' along the way are key community landmarks or facilities that the learner is likely to need to access in their adult life – such as the bank, shopping centre/supermarket, community health centre, library and sporting or recreation venue.

Learners will complete this task as a group, with direct support and supervision from staff. However, they will need to fill out the Big Experience booklet and My Reflection indivudally (with support from the trainer if required). Learners must be given support when participating in the chosen community activities – the unit does not require them to do these activities alone/independently.

SAMPLE

UNIT MAPPING – VU21780 Participate in the community

Unit descriptor	This unit describes the skills and knowledge to participate effectively in the local community by accessing information about a range of services and facilities to meet own needs.
Application of the unit	This unit applies to learners with intellectual disabilities. Learners at this level will require high levels of teacher / mentor support.
Licensing requirements	NA
Prerequisites	NA

Element	Performance criteria	Assessment Tasks	
		AT1	AT2
1. Locate community services in the local area	1.1 Identify own ***present and future needs***	1	
	1.2 Determine ***local services and facilities*** required to meet own present and future needs	3	
	1.3 Locate and access services and facilities in the local community	4, 14	✓
	1.4 Collect ***information*** about the services and facilities	4	✓
	1.5 Identify available government services and eligibility requirements	8	
2. Identify own rights and responsibilities as a member of a community	2.1 Source information about ***rights and responsibilities*** as a community member	6, 7, 14	
	2.2 Identify ***voting requirements and procedures*** as a community member	12	
	2.3 Identify ***legal support services*** in the local community	13	
3. Identify own rights as a consumer	3.1 Identify commonly purchased goods and services in the local area	9	
	3.2 Identify different ***methods of purchasing goods and services***	9	
	3.3 Identify ***obligations of providers of products and services***	10	
	3.4 Investigate the complaints process for faulty products and services	9, 10	
	3.5 Locate resources available for purchasers of unsatisfactory products and services	11	
4. Develop community networks	4.1 Identify own ***personal interests***	2, 5	
	4.2 Investigate opportunities to participate in ***community activities***	4	✓
	4.3 Determine key points of contact for activities	4	✓

SAMPLE

Element	Performance criteria	Assessment Tasks	
		AT1	AT2
	4.4 Participate in selected community activities with support		✓

Required knowledge	Assessment Tasks	
	AT1	AT2
▪ benefits in participating in the local community	5	✓
▪ sources of information about rights and responsibilities of community members	3, 8, 11, 12, 13	
▪ sources of information about consumer rights	11	
▪ personal safety strategies to safely participate in the community	4	✓

Required skills	Assessment Tasks	
	AT1	AT2
▪ literacy skills to access and interpret information about:		
– services and facilities	3, 4, 8, 13	✓
– rights and responsibilities as a community member	6, 7, 12	
– consumer rights	9, 10	
▪ problem solving skills to identify and select services and facilities to meet identified needs	3, 4	

Critical aspects for assessment	Assessment Tasks	
	AT1	AT2
Assessment must confirm the ability to:		
▪ access and use community information, resources and networks to access services and information that meet own needs as a community member and consumer	4, 8, 11, 13	✓

SAMPLE

Context of and specific resources for assessment	Assessment Tasks	
	AT1	AT2
Assessment must ensure access to:		
▪ sources of information about community services and activities and responsibilities and rights as a community member and consumer	✓	
▪ resources in the local community	✓	✓
▪ alternative communication aids where required	✓	✓
▪ assessment tasks which deal with the familiar and concrete	✓	✓
▪ support to enable full participation	✓	✓

Method(s) of assessment	Assessment Tasks	
	AT1	AT2
The following assessment methods are suitable for this unit:		
▪ questioning to assess knowledge of different types of accommodation options available in the community		
▪ observation of the learner accessing and using information about selected community services	3, 4, 14	✓

SAMPLE