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# INDEPENDENT LIVING PROGRAMME

# YOUR TOOLKIT

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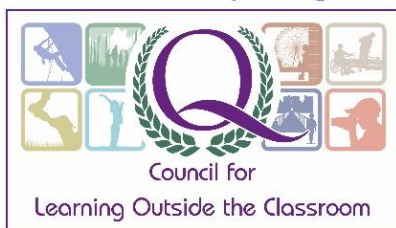
**0117 9224511**

**[admin@lifeskills-bristol.org.uk](mailto:admin@lifeskills-bristol.org.uk)**

**THE CREATE CENTRE, SMEATON ROAD, BRISTOL, BS1 6XN**

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LOtC Quality Badge



**BOOK YOUR SESSION**



## PROGRAMME OVERVIEW

Lifeskills provides a unique, safe environment for young people to practice essential skills. This ranges from everyday situations, such as shopping or crossing the road, to dealing with emergencies.

Our practical, hands-on activities are designed to help students achieve meaningful targets and move towards greater independence and confidence in navigating real-world challenges. The programme also provides an excellent opportunity to showcase participant involvement, engagement, and new knowledge.

## BOOKING AND VISIT INFORMATION

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### AVAILABILITY

The Centre is available to book Mon-Fri between 12pm and 1pm and 3pm and 4pm.

Sessions may be available at other times of day, or for longer than an hour, at certain times of the year. Please check the online booking calendar for details.

If you wish to have exclusive use of the Centre, please state this at the time of booking. This will ensure no other group books to use the Centre at the same time.

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### COST AND INVOICING

All visits to the Centre as part of the Independent Living programme are free of charge. We fundraise to cover the cost of this programme.

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### HOW TO BOOK

You can book a session in one of the following ways:

[Click Here](#) to book online or visit the Learning Disabilities page on our website.

Call the office on 0117 9224511

Please note that sessions are very popular. If you need to cancel, please let us know as far in advance as possible so that we can offer the session to someone else.

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## TRANSPORT

It is your responsibility to book and pay for transport arrangements.

If using a car or minibus, there is parking next to the Centre, but you will require a visitor pass from reception.

Various busses stop nearby at Hotwells. The M2 park and ride stops outside the Centre.

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## CANCELLATIONS

If you need to cancel your visit, please contact the Lifeskills office as soon as possible as other groups may be waiting to book.

## DURING YOUR VISIT

- For every group using the Centre there needs to be a supporting adult who has completed the training. If you are planning on bringing several students and splitting into smaller groups, there needs to be a trained supporting adult with each group.
- On your arrival at the Create Centre, please speak to a member of staff at the reception desk who will inform us that you have arrived. You will either be directed to take the lift up to the 4<sup>th</sup> floor or, if you would prefer to use the stairs, please let reception know and a member of the Lifeskills team will come down and escort you.
- You will be asked to sign in by a member of the Lifeskills team.
- Bags, coats etc can be left in the resource room.
- Unless, you have requested exclusive use of the Centre when booking, other groups may be using the Centre at the same time. Please be respectful of other groups using the Centre.
- Students must not be left alone at any point during their visit to the Centre.
- Please do not allow students to go in the cars.
- You are welcome to use items in the scenarios in any way that supports your learning objectives. However, we ask that everything is returned, and all scenarios are left as you found them.
- Please remember to sign out before leaving.

## TOOLKIT AND RESOURCES

In this pack you will find various tools and resources to help you get the most out of your visits to the Centre.

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### OUTCOMES SHEET

This is designed to help you set meaningful goals and track progress

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### LESSON PLANS

Blank lesson plans are included in this pack or are available in the resource room.

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### SCENARIO IDEAS

Below you can find some examples of how to use our scenarios to support specific goals such as improving employment skills or healthy living. You will also find supporting resources, such as healthy recipe cards, in the resource room.

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### ADDITIONAL RESOURCES

In the resource room you will find additional information and activities that may support your learning.

This includes: -

- Details of useful services offered by other organisations
- Key stage 2 fire safety activities
- Blank copies of outcomes sheets and lesson plans
- Access to useful safety and information videos from partners such as GWR
- Pens, paper and clipboards
- Lifeskills activity books
- A selection of board games/card games

Links for any useful websites and videos will also be included at the end of this document.

## HOW TO UTILISE THE 'OUTCOMES' SHEET PROVIDED

It is important to set meaningful outcomes and prepare young people for the next phase of their lives. This should be youth centred and done with the young person, not for them.

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### • GOALS

Identify the goals you wish to pursue and record them on the Outcomes Sheet.

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### • STRENGTHS

Assess the young person's current capabilities related to the goal. Identify their strengths in this area; for instance, they might be able to identify healthy meal options.

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### • WHO CAN HELP ME

Determine the individuals that can support them to achieve their goals e.g. school, college, Lifeskills, parents, caregivers, or anyone significant in their life.

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### • PROGRESS ALREADY MADE

Reflect on what is progressing well. The student should identify actions they can now perform that were challenging before. For instance, can they now make a shopping list for their healthy meal?

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### • NEXT STEPS

Plan the actions needed to advance towards their goals. Consider if there's a need to practice specific tasks, such as creating a shopping list, planning a safe route to the shop, checking costs/budgeting and purchasing items.

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### • GOAL PROGRESS

Regularly check in with your young person to discuss their goals. Have they been actively practicing and working towards them? Evaluate their proximity to achieving each goal during these check-ins.

## EXAMPLE OUTCOMES SHEET

GOALS	CURRENT STRENGTHS	WHO CAN HELP ME?	PROGRESS ALREADY MADE	NEXT STEPS	GOAL PROGRESS	GOAL PROGRESS	GOAL PROGRESS
<i>To be able to plan a healthy and balanced weekly food shop</i>	<i>I can identify some healthy and varied foods</i>	<i>My carer My parents My care giver Teachers</i>	<i>I can identify many fruits and vegetables</i>	<i>I need to work on reading and understanding food labelling and the "Traffic Light" system.</i>	<i>Date: 01/03/24  I now understand the "Traffic Light" system on food packaging and how I can use this to help inform my choices.</i>	<i>Date: 01/04/24  I can now judge which food items are likely to fall into the red "Traffic Light" food category.</i>	<i>Date: 01/05/24  I am now able to identify which foods are healthier for me and am learning to include them in my weekly shopping list.</i>

OUTCOMES FOR (NAME) \_\_\_\_\_

GOALS	CURRENT STRENGTHS	WHO CAN HELP ME?	PROGRESS ALREADY MADE	NEXT STEPS	GOAL PROGRESS	GOAL PROGRESS	GOAL PROGRESS





LESSON PLAN FOR: \_\_\_\_\_

SKILLS WE'RE WORKING ON: \_\_\_\_\_

TARGETS	WORKING TOWARDS	CAN DO WITH SUPPORT	CAN DO INDEPENDENTLY	NOTES
1.				
2.				
3.				
4.				
5.				
6.				

*You can find examples of targets for different skills in our resource room*



## USEFUL RESOURCES

### ELECTRICAL SAFETY FIRST

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#### WEBSITE

[Electrical Safety First](#) is the UK's electrical safety expert dedicated to reducing the number of injuries and deaths caused by electricity.

Find lots of essential information about [safety around the home](#) and [product safety](#), as well as how to [register an electrical appliance](#) for recall if found to be faulty, and an [interactive socket overload calculator](#).

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#### SAFETY VIDEOS

##### [How to look after an e-bike and e-scooter](#)

Danger around buying from third party sellers from online marketplaces: [Don't be electricked!](#)

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#### ONLINE ACTIVITIES AND RESOURCES

Visit [Switched On Kids](#) or [Two Thirty Volts](#) to access lots of activities and resources.

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#### FEEDBACK

Electrical Safety First (ESF) want to hear from our service users, to understand the value of the information and resources we have provided using their funding through this [anonymous survey](#).

As a 'thank you' for completing the survey, you will be entered into a prize draw to win a £100 One4Aall shopping voucher.

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### GWR

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#### SOUNDBITE SERIES

A video resource highlighting various noises a train passenger may come across

##### [On Board Train Sounds](#)

##### [On Train Sounds](#)

##### [Station Sounds](#)

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#### VIRTUAL STATION VIDEOS

A walkthrough of local train stations

##### [GWR Virtual Station Tours - YouTube](#)

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## ACCESSIBILITY RESOURCES

Tours of local stations and free short train trips designed to provide guidance and reassurance before travelling independently.

[Try a Train | Great Western Railway \(gwr.com\)](#)

GWR accessibility mentors can be contacted via

[accessibilitymentors@gwr.com](mailto:accessibilitymentors@gwr.com)

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## SEVERNSIDE COMMUNITY RAIL PARTNERSHIP

Free day trips by train for community groups with perceived barriers to rail travel

[Days out by train](#)

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## WALES AND WEST UTILITIES

Helps energy and water companies tailor their services to support households who need extra help with everyday energy matters.

[Priority Services Register \(PSR\)](#)



# LIFESKILLS SAFETY CENTRE MAP

Here's a chance to revisit Lifeskills. What safety information can you remember? Fill in each of the sections around the map. You can also show the map to a member of your family and talk about your favourite areas!

ALLEY WAY

BEACH

SUBSTATION

RAILWAY PLATFORM

GARDEN

KITCHEN

LIVING ROOM

BEDROOM



DINER/PARK

COOP

ROAD

CHARITY SHOP

APARTMENT

# HEALTHY CHOICES



These ideas are designed to help students learn to meal plan, budget and shop for what they need. You can make these activities as interactive as possible.

We have some recipe card ideas, but feel free to come up with your own ideas.

## SEN ROOM, CO-OP & KITCHEN

SKILL	IDEA		RESOURCES
Meal planning	Plan a week of meals	Healthy / balanced meal options  What is in your cupboards? How many people will be eating? Do you need to buy things in the shop?	Selection of recipe cards  Kitchen cupboards
Shopping lists	Create a shopping list	What is in your cupboard / fridge What do you need to buy in the shop What is your budget?	Kitchen fridge / cupboard contents.  Paper / pens
Shopping	Let's go shopping	Find the items (ask for help from shop staff if required) Stay within budget Spare money for treats? Interact with shop assistant Did you bring a bag / need help with packing? Get receipt / change	
Unpacking		Where should each item go – chilled / frozen / cupboards etc	

Additional Resources:

[Recipes - Healthier Families - NHS \(www.nhs.uk\)](http://www.nhs.uk)

# EMPLOYMENT SKILLS



The CO-OP shop and SKILLZ Diner are great spaces to develop Employment Skills.

These ideas are designed to help develop customer service skills. Students can learn how to process transactions, work as a team and help to gain understanding of different customer facing roles.

## CO-OP: ROLE PLAYING A SHOP ASSISTANT

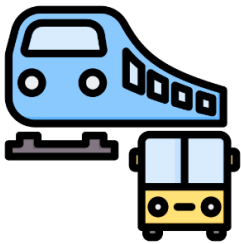
SKILL	IDEA		RESOURCES
Customer service	Processing a transaction	Stand behind the counter Use the till to process a transaction using cash Ask if they need a bag Offer a receipt Help pack their items Interact with customer	Till instructions Shop merchandise
Customer service	Offering help to a customer	Customer approaches with a problem Help to locate an item Help find items on a shopping list Provide information about the product; are they healthy, why does one item cost more etc Help carry items to the till	Shop merchandise
Customer service	Customer complaint	Customer is unhappy with product and wants a refund. Ask what the problem is. Help resolve; would they like an exchange? Process exchange / refund. Learn how to ask for help from team / manager.	Till instructions
Teamwork	Working together to restock shelves	Remove some items from shelves and place in the trolley. Locate where these items go & restock.	Shop merchandise
Teamwork	Working together to tidy shop	Check stock is in correct places. Wipe down shelves / windows.	Cleaning equipment
Teamwork	Health & Safety	Looking for hazards on shelves, trip hazards etc.	

## SKILLZ DINER - ROLE PLAYING A SERVER IN THE DINER

SKILL	IDEA		RESOURCES
Teamwork	Set-up Diner ready for opening	Wipe down tables Lay tables with: cutlery, condiments.	Cleaning equipment Items for tables
Customer service	Welcoming a customer / seating at a table	Welcome customer Suggest a table Give them menus Tell them about special offers Let them know you're there to help	
Customer Service	Taking an order	Ask the customer if they are ready to order Ask them what they want Confirm the order (recap)	
Customer Service	Preparing Order	Put the customer's order on a tray Take the order to customer & hand out food/ drinks to each customer Check everyone happy	Tray, food (fake) items
Customer Service	Anything Else?	Were they happy with their food? Do they want dessert / more drinks? Do they want their bill?	
Customer service	Customer complaint	Customer is unhappy with order and wants a refund. Ask what the problem is. Help resolve; would they like a new meal? Process exchange / refund. Learn how to ask for help from team / manager.	
Teamwork	Working together to clear tables	Tidy up after customers leave (tables cleared & wipes, chairs in appropriate places)	
Teamwork	Health & Safety	Looking for hazards on shelves, trip hazards etc.	



# TRAVELING SAFELY



Visitors can use our Road, Railway and Bus Stop to plan journeys, learn how to get the assistance they need and ensure they keep themselves safe.

We also have an E-Scooter and Bike to use as props to discuss safety and the law.

## RAILWAY

SKILL	IDEA		RESOURCES
Railway Safety	Talk through hazards at the train station	<ul style="list-style-type: none"> <li>• Importance of yellow line</li> <li>• Dangers of going on track</li> <li>• Train speed / stopping distance</li> <li>• Overhead cables</li> </ul>	Laminated Railway sheet
Accessing additional help	How to contact passenger assist	<p>Discuss what assistance GWR can offer:</p> <ul style="list-style-type: none"> <li>• Planning journeys: booking help, set reservations</li> <li>• Understanding nearest station: station accessibility</li> <li>• Support staff: getting on/off train, connections, help with luggage, ramps</li> <li>• Discounts</li> </ul>	Ramp Travel Assistance Cards Making Rail accessible booklet Network accessibility map
Citizenship	Learn how to report a problem	Spot the bag on the rail track & report it to a member of staff / discuss reporting using the Help point	
Plan a train journey	Use the GWR Journey planner.	Use your phone / tablet to access the GWR app or website to plan a journey.	Your own phone / tablet is required
Rail Travel Confidence	Watch the GWR videos to familiarise yourself with rail travel.	<p>Topics include:</p> <ul style="list-style-type: none"> <li>• Soundbite Series – understand the sounds on trains &amp; at stations</li> <li>• Virtual station tours</li> <li>• Myth Busting</li> </ul>	GWR videos in resource room
Rail Travel Confidence	Try a Train	Contact GWR Try-a-train to tour a station & take a free train trip.	Try-a-train leaflet

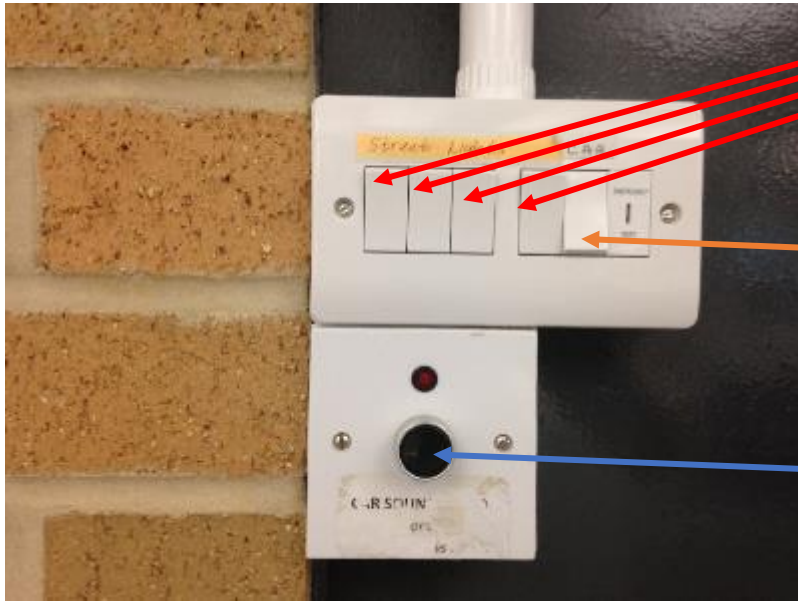
## ROAD & BUS STOP

SKILL	IDEA		RESOURCES
Road awareness	Spot information on the road	<ul style="list-style-type: none"> <li>• Look for speed limits</li> <li>• Where is the best place to cross the road - point out spinning cone under the road crossing box</li> <li>• The pavement is blocked with scaffolding – what should you do?</li> <li>• Talk about visibility – hi-vis clothing</li> <li>• Electric Cars – much quieter</li> </ul>	Laminated road sheet
E Scooter	<p>Discuss E-Scooter safety &amp; the law on riding</p> <p>E-Bike &amp; E-Scooter storage / Batteries</p>	<p>TIER hire scheme</p> <ul style="list-style-type: none"> <li>• 18 or over with full or provisional driving license.</li> <li>• Refer to Tier’s UK Safety school advice</li> <li>• Wear a Helmet</li> <li>• Do not Tandem Ride (only 1 person on the scooter)</li> <li>• Inspect the scooter, is it in good condition?</li> <li>• Obey the Highway Code – pedestrians always have the right of way</li> </ul> <p>Private E-Scooters</p> <ul style="list-style-type: none"> <li>• Can be purchased at any age</li> <li>• Can only ride on Private land (with landowner’s permission)</li> <li>• Illegal on Public roads, paths, parks, cycle tracks, pavements.</li> <li>• Private e-scooters caught being ridden illegally will be confiscated by the police and crushed.</li> </ul> <p>E-Bike &amp; E-Scooter batteries are a serious fire risk.</p> <ul style="list-style-type: none"> <li>• Follow storage instructions</li> <li>• Use correct charger</li> <li>• Don’t charge overnight or leave unattended.</li> </ul>	E-Scooter prop in the Garden
Use a bus timetable	Plan a bus trip	Use the timetable to plan a trip	Bus Stop Timetable

# ROAD

## LIGHT SWITCHES & SOUND BUTTON ON THE ROAD

Torch on the hook to demonstrate reflective gear



4 light switches for main road lights

Car and bike lights

Sound effect for stopping car

# RAILWAY



Button to make sound and wind effect work – hidden behind the wall by the

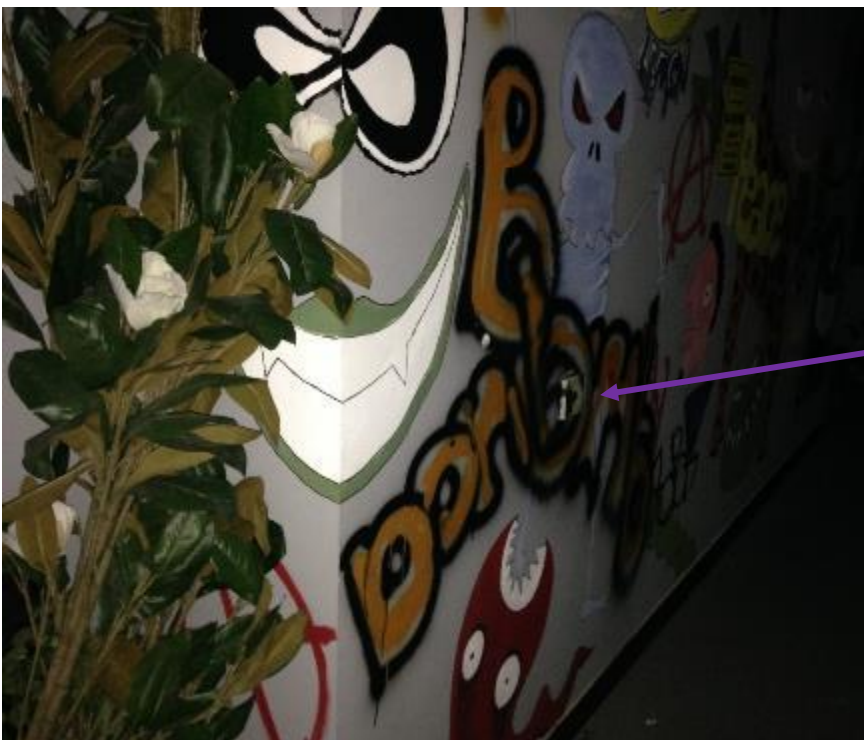


## ELECTRICITY SUB-STATION



The button for the mini explosion in the substation – press once.

## DARK ALLEY



Press button once for sound effect.

## DINER (COUNTY LINES/EXPLOITATION)



Press the play button once to start each section of the video.

Press the reset button to go back to the first video.

# KNIFE CRIME SCENARIO

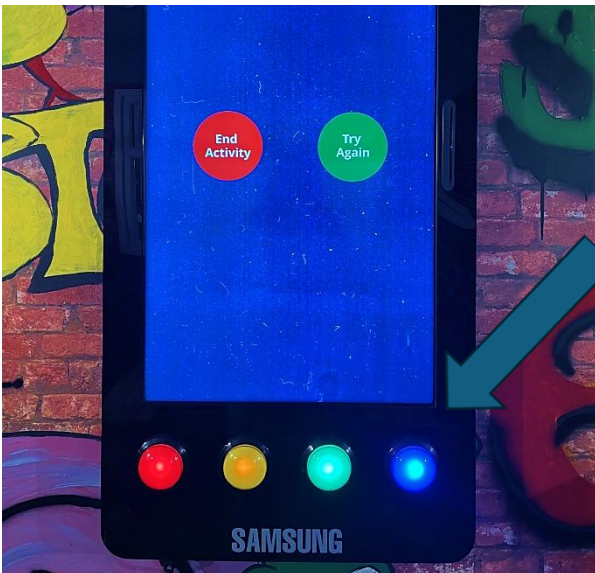
The knife crime scenario is through the yellow door near the bench in the foyer.

PRESS THE RED BUTTON TO START



There are lots of different conversation paths – at the end of each path you will have the option to try again.

Keep trying different options to see how your choices affect the outcome.



The Blue button can reset (only after all text on each page has loaded)