

Managing in the community

LEARNING OUTCOMES

- To think about own preferences for where and how to live
- To consider things that cause personal anxieties
- To share experiences with others



RESOURCES

- Audio equipment 7-8
- Copies of Resources 1 and 2
- Copies of audio script 8 with colloquial phrases highlighted (Activity 3 ESOL)

RELATED TOPICS

Getting help and support (Theme 5, Topic 7)

HEALTH SKILLS

Moving to a new place or being alone for the first time is stressful for people of any age. For those who are living independently for the first time it can cause great anxiety. Similarly, it is the ultimate aim for many people with mental health problems who have been living in a sheltered and supportive environment to move into independent accommodation, and this can, again, be a time of anxiety and doubt.

It is important to realise that being anxious is natural, but planning ahead can help you to be more positive and prepared. The next topic, 'Getting help and support', is a continuation of this theme, and looks at support systems.

Five Ways to Wellbeing

Connect

It is important to think about how to make friends in a new place, and how to keep in touch with old ones. At activity 2, resource 2, include a discussion about how the woman in the audio clip can make sure she isn't lonely.

Give

Participation in social and community life is very important for wellbeing.

MIND says: 'Individuals who report a greater interest in helping others are more likely to rate themselves as happy. Research into actions for promoting happiness has shown that committing an act of kindness once a week over a six-week period is associated with an increase in wellbeing. Where loneliness or making new

friends is discussed, prompt people to think about how to be part of a new community through giving (look at sheltered housing, faith communities, neighbourhoods).'

FUNCTIONAL SKILLS

Learners concerned about living alone will need to think about and express their needs and concerns. In order to talk about their needs and face their own anxieties, learners need to be able to:

- express themselves clearly
- listen and respond to the opinions of others.

Note: this theme may cover issues that are sensitive; be aware that some learners may be reluctant to share personal information.

Functional Skills/Core Curriculum

Activities in this topic will contribute to learning in the following curriculum areas:

- listen and respond appropriately to others' points of view **English E3.7 (L SLLr/E3.5)**
- speak clearly to share personal experiences **English E3.3 (L SLc/E3.1)**
- respond to a range of questions about familiar topics **English E3.4 (L SLLr/E3.6)**.

- Introduce the topic by asking learners if (and why) they have ever moved house. Discuss where they liked living most and why.
- Ask learners to do the 'My preferences' quiz on Resource 1, either individually or in pairs. If learners work in pairs, they should ask each other the questions and record the answers. Less confident readers may benefit from being paired with strong readers.
- Discuss the answers, asking learners how they would feel if they were not in the sort of place they wanted. Can they adapt to other situations and places?

Why do people choose to move house? Is it always a choice?

Do you like living in different places?

ACTIVITY 1

Listen to another person's viewpoint and identify her concerns

- Explain to learners that they are going to listen to a woman who is about to live on her own for the first time. Explain that she is talking through her worries by self-questioning. Relate this scenario to any similar experiences learners have had.
- Ask learners to listen for the things she is worried about.
- Play the audio clip through once for gist and discuss any points learners pick up on or anything they want to ask about it.
- Play the audio clip again so that learners can pick out more of the worries she mentions. Ask: 'How can you tell she is worried? Are there any clues in the way she speaks?'
- Give out Resource 2 and check the answers by looking at and reading the information in the thought-bubbles. Play the audio clip through one last time.

What are some of the common concerns about moving house?

Support

- Play the audio clip one sentence at a time. Give learners key words or phrases to listen for that introduce a concern, such as 'worry' or 'worried'.
- Some learners may benefit from having separate copies of the speech-bubbles on cards that they can sort into order as they hear the concerns expressed in the audio clip. Resource 2 can then be used to check their ordering.
- Less confident learners can be paired with more proficient readers.

ESOL

- Learners will need preparation for this listening activity as a lot of ideas are expressed in quick succession. Set the scene and ask for suggestions about the kind of things she might be worried about. Display learners' ideas.
- Go through the speech-bubbles, comparing her concerns with learners' ideas. Discuss the meaning of unfamiliar words (e.g. 'cope', 'get on') as necessary.
- Proceed to the main listening activity.

ACTIVITY 2

Identify and share worries and solutions

- Ask learners to think about the issues listed on Resource 2 and to consider what sort of things they would or do worry about where they live now or are moving to. Share an example from your own experience and encourage them to add examples of their own.
- Discuss any points learners raise about anxieties. Encourage learners to share useful tips or advice from people who have coped with similar

Do you have any worries about moving?

Where can you go for help?

experiences. Ask learners to think about the positive aspects of living independently.

- Round off by pointing out that everyone has anxieties and worries. There are systems, services and people that can provide help, advice and support. Explain that they will be going on to look at these support systems later.

Support

- Read through the list of concerns on Resource 2 with learners, pausing after each to ask them directly whether this has ever been a worry.
- Make sure learners feel confident about sharing experiences; avoid anything that is too personal.
- Ensure learners are aware that explaining their worries to the right people can help them sort out the problems.

ESOL

- If learners are happy to do so, ask them to share their experiences of moving to a new country with the group. Encourage them to talk about both positive and negative experiences.
- Ask learners to suggest some words and expressions for expressing feelings (e.g. 'I felt ...' 'I thought ...') and positive and negative emotions (e.g. excited, happy, relieved, upset, worried).

What might be good about living independently?

What services can provide advice and support for people living independently?

ACTIVITY 3 8

Listen to another person's experience and discuss possible solutions

- Explain to learners that they are going to listen to a conversation between a girl called Lorna and her support worker. Lorna is moving into a flat on her own and has some concerns.
- Play the audio clip through once for gist, then discuss what Lorna is worried about. List these as:
 - getting to the drop-in centre from the flat
 - remembering to take her tablets
 - cooking for herself.
- Listen to the audio clip again in chunks. Ask learners to think about the advice the support worker gives. Discuss how he makes the suggestions and how helpful his suggestions are. Ask: 'How does the support worker sound? Is he interested in her problems? Does he sound positive?'

Support

- Make sure learners are prepared for what they are going to listen to. Set the scene.
- Play the audio clip in sections, stopping after each worry that Lorna expresses. This prepares learners for focusing on the responses given by the support worker.
- Write Lorna's concerns on the board for learners to listen for. Note the solutions given by Lorna's support worker, for reference in the discussion.

ESOL

- You may need to explain the concept of drop-in centres before learners listen to the audio clip.
- The audio clip is rich in colloquial English. Prepare copies of the script, highlighting colloquial expressions Lorna uses (e.g. 'We get on well', 'I got in a real muddle', 'Joan sorted me out'). Discuss these with learners, providing additional examples to illustrate how to use the phrases.

TIP

Learners may prefer to have the text of the audio script to read.

Action

- Conduct short informal interviews with learners to give them further practice in expressing any concerns they have about their own living arrangements. Ask learners to think of what they want to say in advance so that they are clear in their minds and feel confident.
- Ask learners to reflect on the community or communities they are, or have been, part of (friendship-group, geographical neighbourhood, faith group, community of interest such as a club or 'friends of...') and how they can continue these once they have moved.

Do you have any concerns or worries about your living arrangements now?

My preferences

Try this quiz. Circle all the answers that apply.

- 1 Which would you prefer to do?**
- stay in the same city/town
 - move to a different area in the same town
 - move to a new town
 - don't mind where I go

- 2 What sort of accommodation do you prefer?**
- house
 - bungalow
 - flat
 - none of these



- 3 Which would you prefer?**
- to live alone
 - to share with another person
 - to share with more than one other person

- 4 Would you take a pet with you?**
- yes
 - no
 - no, but I would want to get one



- 5 What sort of transport do you use regularly?**
- car taxi train bus bicycle I walk everywhere

- 6 Which of these people would you like to live close to?**
- family
 - friends
 - partner
 - religious guide

- 7 Which of these places do you visit regularly?**
- health centre shops place of worship
 - school/college pub sports centre
 - community centre

- 8 Which of these activities do you enjoy?**
- watching TV listening to music
 - reading sport having parties
 - going to pubs or nightclubs other



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RESOURCE 2

Moving home or living on your own for the first time is exciting but you may also feel anxious or worried.



Will I have enough money?

Will I be able to cope on my own?

What happens if I get ill?

Will I like the place?

Will I be safe?

Will I get on with people?

Will I be lonely?

Will I be able to visit my family?



I am worried about:

- money
- safety
- being lonely
- health
- getting help or support
- meeting new people

■ _____

■ _____

ACTIVITY 3

Solutions for concerns are:

- getting to the drop-in centre from the flat – someone goes with her first to show her how to get there
- remembering to take her tablets – doing a chart of what to take and when to do it
- cooking for herself – attending 'cooking for one' sessions at the drop-in centre

ACTIVITY 1



I'm really worried about moving into a flat on my own. I've never had to look after myself completely before. My biggest worry is whether I'll have enough money. I'm not very good at planning things out. And what happens if I get ill and there's no one to look after me? I'm quite worried about security too. I've heard horrible stories. Will I be safe? I'm going to be living in town, which is great, but my family live ten miles away and I can't drive. So, how will I be able to visit them regularly? If I can't visit them, will I be lonely? I'm going to this block of flats so there'll be other people living there but that makes me wonder – will I get on with them? Will I like the place? But what worries me most is – will I be able to cope on my own?

ACTIVITY 3



Mike: So, Lorna, you've now got a flat on your own, close to town like you wanted. Are you looking forward to moving into the flat?

Lorna: Yes and no. Mostly yes, I think.

Mike: I'm really glad you're looking forward to it. It's an exciting time for you but moving can be a bit of an anxious time too – what's worrying you most?

Lorna: Well, I've started going to the drop-in centre to help me meet people and things – Joan's been taking me – she's one of the staff here and we get on well. Now, I'm worried about getting to the centre from the flat.

Mike: Don't worry. Someone will take you to the drop-in centre from your flat. That way you'll know how to get there.

Lorna: OK, that's great. Oh – when I tried sorting out my tablets on my own this week, I got in a real muddle. Joan sorted me out but she won't be with me in the flat, will she? The other thing is I'm not very good at cooking. I'm worried about doing it for myself. I left the gas on the other day too.

Mike: Well, I know the drop-in centre runs Cooking for One sessions – that would give you some confidence and also remind you of important safety points. Leaving the gas on is definitely not a good idea. You need to watch that!

Lorna: Hmm. Maybe.

Mike: Now, as far as taking your tablets is concerned, have you got a way of reminding yourself of what to take and when to take it?

Lorna: No.

Mike: Let's do that, now – we'll look at what you have to take and do a chart to remind you.