

Module 3: My choices!		Level: SLD/ASD
Unit 3A: Who am I?		Preparation for Adulthood: Employment
Lesson 3A5: What am I really good at?		
Objectives	Learning Outcomes	
<p>To introduce students to the concept of personal strengths and talents and to begin identifying areas of interest.</p> <p>To identify and express pride in specific skills or abilities through structured activities and guided reflection.</p>	<p>Students will:</p> <p>Demonstrate an awareness of their skills and abilities through participation in structured activities.</p> <p>Express pride in their skills and abilities, using communication methods suited to their needs.</p>	
Activities	Resources	Assessment/Evidence
<p>Introduction: Begin the lesson by introducing the concept of exploring personal strengths and talents. Explain in simple terms that everyone has things they are good at and enjoy doing. To set the stage, present a “Sensory Talent Showcase” where each student can choose from a selection of items that represent different talents. For example, have items like a paintbrush for creativity, a recipe and image of food, a puzzle piece for problem-solving, and blocks/tools for building. Allow students to explore these items, either by touching, holding, or interacting with them, depending on their abilities. Ask each student to choose one item they are curious about or enjoy. Encourage them to think about what they like doing and what they are good at. Use simple prompts and visual aids to facilitate communication, helping students express their choices and feelings about each item.</p> <p>Skill Discovery Walk: Organise a “Skill Discovery Walk” where students walk through different areas of the school, college, or outdoor space, stopping at designated points where they can engage in brief skill-related tasks. For example, they might play a musical instrument, help water plants, or sort coloured objects. Each stop is designed to highlight a specific skill. At each skill station, staff can provide simple explanations of the skill involved and how it might relate to everyday activities or future career possibilities.</p> <p>Strengths Celebration Board: Create a “Strengths Celebration Board” where students can add visual representations of their identified strengths. Use photos, drawings, or printed symbols to represent each student’s strengths. After participating in the activities, students can choose what to add to the board, with the help of staff. This activity provides a visual and ongoing celebration of each student’s unique abilities and achievements.</p> <p>Plenary: Gather the students together to review the activities they participated in, such as the Talent Exploration Stations and the Skill Discovery Walk. Encourage each student to share, using their preferred communication methods, one skill or activity they enjoyed or felt they did well. Highlight the importance of recognising these strengths and how they can be proud of what they are good at.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • WRSIL task cards <p>Materials needed:</p> <ul style="list-style-type: none"> • Paintbrush, recipe, puzzle piece, blocks, tools, visual aids, communication tools • Musical instruments, watering cans, coloured objects, signage for each station • Photos, drawing materials, printed symbols, board, adhesives 	<p>Suggested mediums:</p> <p>Evidence sheets Photographs of students engaging with sensory activities.</p> <p>Visual records of sorted items and matched cards.</p> <p>Completed sensory sentences displayed on boards.</p> <p>Observation notes on student participation and engagement.</p> <p>Direct questioning throughout the session with the use of pause, prompting, and Makaton/BSL signs.</p> <p>Prompting recall of knowledge through minimal verbal instructions and signs.</p> <p>Student planner Lesson marked as introduced and dated.</p>

Teacher Guidance Notes: This lesson aims to help students explore and identify their skills and strengths through practical, hands-on activities. Set up a supportive environment with clearly defined stations and activities that cater to different interests and abilities. Encourage students to participate and engage with each station, providing positive reinforcement and support as needed. Use the Skill Discovery Walk to introduce students to a variety of skills, and the Strengths Celebration Board to visually acknowledge and celebrate their achievements. Ensure that all activities are accessible and adapted to the needs of the students, providing individualised support and encouragement. This lesson aims to build self-awareness and confidence by helping students recognise and celebrate their unique skills and abilities.