

<b>Module 3: My choices!</b>		<b>Level: Sensory/Exploration</b>
<b>Unit 3C: How do I plan for what I choose?</b>		<b>Preparation for Adulthood: Employment</b>
<b>Lesson 3C1: What is a plan?</b>		
<b>Objectives</b>	<b>Learning Outcomes</b>	
To experience organising/sequencing items with support, to achieve a goal through sensory and interactive activities. To experience planning a simple activity by engaging in practical and sensory-based tasks.	<b>Students will:</b> Participating in sensory activities designed to illustrate organisation and sequencing. Show engagement in planning by contributing to the completion of a simple, sensory-based activity plan.	
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Begin the lesson using a storybook with tactile elements that illustrate a simple planning process, such as preparing for a party or a trip to the park. Show the book and allow students to touch and explore the sensory elements. Explain in simple terms that planning means deciding what to do step by step to reach a goal.</p> <p><b>Sensory Planning Board:</b> Create a large tactile planning board with a sequence of sensory items that represent steps in a simple activity. For example, planning a picnic could include items like a picnic blanket (fabric square), a basket (small wicker basket), play food (plastic fruit), and a sunny spot (a warm, textured mat). Guide students in attaching these items to the board in the correct order, emphasising the sequence and how each step is necessary to complete the plan. Allow students to touch and interact with the items, encouraging them to participate as much as possible.</p> <p><b>Storyboard Sequencing:</b> Provide students with a set of tactile storyboards that represent the steps of planning a simple activity, such as making a sandwich. Each storyboard features a different step with corresponding textures and objects, like a slice of bread (felt), butter (smooth plastic), a knife (plastic), and ingredients (various textured items). Lay out the storyboards and help students arrange them in the correct order. As each step is completed, discuss its role in the plan, allowing students to feel and interact with the textures. Reinforce the concept of planning by repeating the sequence and encouraging students to anticipate the next step.</p> <p><b>Interactive Planning Song:</b> Create a simple, repetitive song that outlines the steps of planning an activity. Include sensory props that correspond to each verse of the song. For example, if planning to plant a flower, use props like a small pot (clay pot), soil (textured fabric), seeds (smooth beads), and water (spray bottle). Sing the song together with the students, using the sensory props to enhance the experience. Encourage students to hold or touch the props as each verse is sung, reinforcing the planning sequence through music and sensory engagement. Repeat the song several times to help students internalise the planning process.</p> <p><b>Plenary:</b> Gather students in a circle and use a large tactile board to review the steps of the activities they completed. Use the sensory items from the lesson to reinforce each step. Encourage students to indicate their favourite part of the lesson by pointing or using eye gaze.</p>	<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>• WRSIL task cards</li> <li>• Pathways Poster</li> <li>• Transition cards</li> </ul> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"> <li>• Fabric squares, small wicker baskets, plastic play food, warm textured mats, and Velcro strips</li> <li>• Felt, smooth plastic, various textured items, and plastic knives</li> <li>• Clay pots, textured fabric, smooth beads, spray bottles, and a recording of the planning song</li> </ul>	<p><b>Suggested mediums:</b></p> <p><b>Evidence sheets:</b> Photographs of individual/group discussions/activities with annotation.</p> <p><b>Direct questioning</b> throughout the session with the use of pause, prompting, and Makaton/BSL signs.</p> <p><b>Prompting recall</b> of knowledge through minimal verbal instructions and signs.</p> <p><b>Questions and answers can be recorded:</b></p> <ul style="list-style-type: none"> <li>• Written</li> <li>• Witness statement</li> <li>• Audio</li> <li>• Video</li> </ul> <p><b>Student Journal:</b> Lesson marked as introduced and dated.</p>

**Teacher Guidance Notes:** This lesson aims to introduce students to the concept of planning through sensory and interactive activities. Prepare all materials and sensory items in advance, ensuring they are safe and appropriate for the student's developmental levels. Use clear, simple language and visual aids to explain the concept of planning. Provide ample support and encouragement, paying close attention to each student's engagement and responses. Adjust the pace and approach as needed to accommodate individual needs, using positive reinforcement to celebrate students' participation and achievements. Create a calm and inclusive environment that encourages exploration and learning through sensory experiences. Reinforce the connections between activities and the concept of planning, helping students understand the importance of organising steps to achieve a goal.