

Module 3: My choices!		Level: SLD/ASD
Unit 3C: How do I plan for what I choose?		Preparation for Adulthood: Employment
Lesson 3C2: Why is planning important?		
Objectives		Learning Outcomes
<p>To understand the importance of planning and planning ahead.</p> <p>To learn what can happen when something goes wrong.</p>		<p>Students will:</p> <p>Demonstrate an awareness of the importance of planning and engaging with the activities set.</p> <p>Show an understanding of resilience by participating in activities that simulate problem-solving and adaptation when plans change.</p>
Activities	Resources	Assessment/Evidence
<p>Introduction: Begin the lesson with a warm welcome and introduce the topic:</p> <ul style="list-style-type: none"> • “How do I plan for what I choose?” • Why is planning important?” <p>Use a short, engaging story with tactile elements about a character who plans a visit to a community event. Highlight how the character prepares (travelling to the location) and what happens when something goes wrong (rain, forgetting money /bus pass). Use props and tactile materials, such as a watch, money, and a small water spray bottle for “rain,” to illustrate the story and allow students to touch and explore.</p> <p>Visual and Tactile Sequencing: Create a large tactile sequencing board with a series of sensory items representing the steps of planning an activity, such as a visit. For example, items could include an alarm clock (getting up on time), appropriate clothing/footwear (preparing rain, sunshine), heat (good weather), and a small spray bottle (rain). Guide students in attaching these items to the board in the correct order, emphasising the sequence and how each step is important for a successful picnic. Allow students to touch and interact with the items, encouraging them to participate as much as possible. Use clear, simple language and visual cues to reinforce understanding.</p> <p>Dealing with Work-Related Challenges: Set up scenarios related to common work-related challenges such as being late to a work-related appointment, not having the correct clothes because they have not been laundered, not setting an alarm, or missing the bus. Talk students through each scenario, discussing what went wrong and how it could have been avoided through better planning. For example, discuss setting an alarm the night before, checking the laundry a day before work, and planning for extra travel time. Emphasise resilience by talking about how to handle the situation if it does occur, such as calling to reschedule an appointment or finding alternative transportation.</p> <p>Plenary: Gather students in a circle and use a 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 visual cues/images. Use simple language to summarise the key points, reinforcing the importance of planning and resilience. Celebrate their participation and achievements with positive reinforcement.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • WRSIL task cards • Work Experience cards • Jobs I Can Do cards • Job Families cards <p>Materials needed:</p> <ul style="list-style-type: none"> • Bus timetables, money, bus pass, water spray bottle, props • Alarm clock, clothing, heat, toy sun, sunscreen, small spray bottle, Velcro strips • Clothes (laundered and unlaundered), toy/image of a bus, appointment cards 	<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 introduce students to the concept of planning and resilience 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 importance of planning ahead and being resilient when things go wrong. 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 concepts of planning and resilience, helping students understand the importance of organising steps and adapting to achieve a goal. Use visual supports and simple gestures to aid understanding and communication and maintain a structured and predictable environment to help students feel secure and engaged.