

<b>Module 4: I am ready!</b>		<b>Level: Sensory/Exploration</b>
<b>Unit 4A: What do I tell employers about myself?</b>		<b>Preparation for Adulthood: Employment</b>
<b>Lesson 4A4: What does the internet tell my boss about me?</b>		
<b>Objectives</b>	<b>Learning Outcomes</b>	
To introduce and explore information shared online. To explore/experience, through sensory and simple activities, how online actions/activities can be observed by others.	<b>Students will:</b> Engage with sensory activities to begin understanding/awareness that online actions are visible to others. Demonstrate some recognition of the idea that shared information can be seen by others through direct, sensory-based activities. Use simple, tactile methods to express their understanding of sharing information.	
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Start by creating a calm and welcoming environment with sensory-friendly materials. Use soft lighting and soothing background music to create a comfortable atmosphere. Introduce the lesson using a visual aid, such as a large, simple picture book or a touch-and-feel board, to illustrate the concept of "sharing" and "seeing." Show pictures of different objects being shared (like toys or food) to help students connect the idea of sharing with the concept of visibility.</p> <p><b>Sensory Story Time:</b> Read a short, simple story about sharing and visibility with the help of a sensory storybook that includes textures, sounds, and visual elements. Choose a story that illustrates how sharing something with others makes it visible. Use the book's sensory elements to engage students, allowing them to touch, listen, and see as you read. Pause periodically to interact with students, asking them to feel the textures or listen to the sounds associated with the story. Use this time to reinforce the concept that shared information, just like the story's content, is seen by others.</p> <p><b>Interactive Sharing Simulation:</b> Set up an interactive board with large, movable pieces that represent different online activities (e.g., posting a photo, or writing a message). Use symbols, colours, and textures to make the activities distinct and accessible. Demonstrate how each piece can be placed on the board to represent something being shared online. Encourage students to use simple switch devices or their hands to place these pieces on the board. For students who need additional support, use guided hand-over-hand techniques to assist them. Reinforce the concept that each action on the board can be seen by others, relating this to the idea of online visibility.</p>	<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>Lesson plan</li> </ul> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>Visual aids such as picture books or touch-and-feel boards</li> <li>Sensory materials and textured items</li> <li>Interactive board with movable pieces</li> <li>Reflection box with textured items</li> <li>Sensory storybook with textures and sounds</li> </ul>	<p><b>Suggested mediums:</b></p> <p><b>Evidence sheets:</b> Photographs of students engaging in activities/discussions with annotation.</p> <p><b>Observation notes:</b> On student participation and engagement.</p> <p><b>Direct questions:</b> Throughout the session with use of prompts, pauses and Makaton/BSL signs.</p> <p><b>Prompting Recall:</b> Of knowledge through minimal verbal instruction and signs.</p> <p><b>Questions and answers can be recorded:</b></p> <ul style="list-style-type: none"> <li>Written</li> <li>Witness statements</li> <li>Audio</li> <li>Visual</li> </ul> <p><b>Student planner:</b> Lesson marked as introduced and dated.</p>

Activities	Resources	Assessment/Evidence
<p><b>Touch and Reflect:</b> Create a “reflection box” filled with soft, textured items that correspond to different online behaviours (e.g., a softball for positive interactions, and a rough fabric for negative interactions). Present each item to the students and talk briefly about what it represents in terms of online behaviour. Allow students to feel and interact with each item, using touch to make connections between the items and the concept of sharing information. Use a simple, visual communication board to help students indicate which items they like or dislike, facilitating their expression of understanding through sensory interaction.</p> <p><b>Plenary:</b> Conclude the lesson by gathering students in a relaxed space with their sensory materials and visual aids. Review the main concepts using simple language and sensory cues. Encourage students to interact with their favourite materials from the lesson, reinforcing the idea that sharing (both in the lesson and online) is visible to others. Ensure students leave with a positive experience, using calming sensory activities to wind down the lesson.</p>		
<p><b>Teacher Guidance Notes:</b> Teacher Guidance Notes: This lesson is designed to introduce students to the concept that their online actions can be observed by others, including potential employers. Through sensory-based activities, students will engage with the idea of visibility in a way that aligns with their unique learning needs. By incorporating tactile, auditory, and visual elements, the lesson aims to build awareness of how shared information online is accessible to others. The activities are structured to provide students with opportunities to express their understanding in a way that is accessible, using sensory methods to reinforce the key concepts of sharing and being seen online.</p>		