

Module 4: I am ready!		Level: Sensory/Exploration
Unit 4B: Different skills to help me achieve		Preparation for Adulthood: Employment
Lesson 4B1: Making sure I am clean		
Objectives	Learning Outcomes	
<p>To experience the sensations associated with a personal hygiene routine.</p> <p>To explore and participate in sensory activities that promote cleanliness.</p>	<p>Students will:</p> <p>Respond positively to sensory experiences related to hygiene, helping them engage in practices that contribute to positive perceptions by others.</p> <p>Show an increased awareness and participation in sensory activities that relate to staying clean.</p>	
Activities	Resources	Assessment/Evidence
<p>Introduction: Arrange the group in a comfortable seating area, in a circle or semi-circle to ensure everyone feels included and can see each other. Start with a soothing piece of music or a gentle visual stimulus, such as a slow-moving, colourful projection, to signal the beginning of the lesson. Use this time to introduce the theme of personal hygiene in a way that connects with their sensory preferences. Explain that today, they will explore different sensations related to staying clean, using simple, clear language and plenty of positive reinforcement. This introduction is designed to set a relaxed tone, making the students feel secure and open to engaging with the sensory experiences ahead.</p> <p>Scented Water Play: Prepare a shallow basin or tray with lightly scented water. You can use a gentle, hypoallergenic scent like lavender or chamomile. Allow students to explore the water by gently dipping their hands or using soft sponges. As they interact with the water, describe how washing with water and soap helps us stay clean. Encourage students to notice the pleasant scent, associating it with the feeling of being fresh and clean. You can also offer them the option to squeeze the sponges or splash the water gently, reinforcing the sensory connection between cleanliness and pleasant smells.</p> <p>Bubbles and Breeze Cleanliness Experience: Create bubbles for students to pop, watch, and interact with and talk about how bubbles are used in baths/washing to help get us clean. Allow students to smell the scents of bubble baths/soaps to connect pleasant smells with cleanliness. Use the fan to let students feel a gentle breeze on their skin. Associate this with the sensation of getting dry after being in the bath/shower. As the breeze is flowing, guide students to feel the soft towels to reinforce the concept of getting dry and staying clean.</p> <p>Soft Towel Sensory Experience: Introduce students to a variety of soft towels with different textures, such as fluffy, smooth, and slightly rough. After the Scented Water Play, gently pat the students' hands dry with the soft towels, explaining that this is what we do after washing to stay clean and comfortable. Encourage them to feel the different textures and choose the towel they like the most. This activity helps them associate the feeling of being dry and clean with comfort and care.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • Work Related Independent Living cards • Jobs I Can Do cards • Job Families cards <p>Materials Needed:</p> <ul style="list-style-type: none"> • Soft face cloths with different textures • Various soft towels with different textures • Lightly scented water sprays • Warm and cool water • Bubble machine/wands • Bubble bath/soap • Soft towels • Hand-help fan • Shallow basin/tray, lightly scented water, soft sponges 	<p>Suggested mediums:</p> <p>Evidence sheets: Photographs of individual/group discussions/activities with annotation.</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>Questions and answers can be recorded:</p> <ul style="list-style-type: none"> • Written • Witness statement • Audio • Video <p>Student Journal: Lesson marked as introduced and dated.</p>

Activities	Resources	Assessment/Evidence
<p>Plenary/Visual Supports: Use the items from the activities to recap the lesson and help students further understand the importance of being clean. Guide students to feel the items again and ask them simple questions, such as 'Do you like the smell/feel of this item?.' Encourage students to respond with gestures, sounds, or their preferred communication method.</p>		
<p>Teacher Guidance Notes: This lesson aims to provide students with an immersive and sensory-rich experience to help them understand the importance of personal hygiene. The activities are carefully structured to engage their senses and reinforce the concepts of cleanliness and self-care in a way that is accessible and meaningful to them.</p> <p>Each activity should be tailored to the individual sensory preferences and communication needs of the students. Clear, simple language and repetitive sensory cues are crucial in helping students make connections between the sensations they experience and the concept of staying clean. Throughout the lesson, observe and document each student's reactions and participation. This documentation will not only provide insights into their learning but will also help in planning future lessons tailored to their evolving needs and abilities. Finally, create a calming and supportive atmosphere that helps students feel safe and comfortable exploring these new sensations. The goal is to make the experience positive and enjoyable, helping students associate cleanliness with comfort and well-being.</p>		