

Module 4: I am ready!		Level: SLD/ASD
Unit 4B: Different skills to help me achieve		Preparation for Adulthood: Employment
Lesson 4B1: Making sure I am clean		
Objectives		Learning Outcomes
<p>To begin to understand that good personal hygiene can positively influence how others perceive them.</p> <p>To understand that maintaining cleanliness is essential when going to work.</p>		<p>Students will:</p> <p>Participate in discussions about the impact of personal hygiene on others' perceptions.</p> <p>Recognise the importance of being clean and presentable for work.</p>
Activities	Resources	Assessment/Evidence
<p>Introduction: Start the lesson by clearly and simply explaining the objectives. Use visual aids and a visual schedule to outline what the students will be doing. Begin with a group discussion using visual prompts and simple questions like "How do we stay clean?" and "Why is it important to be clean?" Encourage students to share their thoughts and experiences, using communication aids as needed.</p> <p>Hygiene and Social Interaction Pairing: Introduce students to the concept that good hygiene practices can influence how others feel around them. Lay out the 'Hygiene Practise' cards and 'Social Situation' cards on a table, each with clear images. Further examples will be found in the WRSIL task cards and Jobs cards. Explain each card using simple language and ask students to work together or with a partner to match the hygiene practices (e.g., brushing teeth, washing hands) with appropriate social situations (e.g., meeting new people, going to work). As they match the cards, discuss how each hygiene practice can make social interactions more pleasant and comfortable.</p> <p>Clean and Ready Sensory Routine: Set up a table with various tactile and sensory objects (e.g., soft washcloths, scented soap, toothbrushes) alongside a visual schedule showing the order in which these items are used in a hygiene routine. Guide students through each item, allowing them to explore its texture, smell, or function. Use simple, repetitive language and visuals to explain what each item represents in a daily hygiene routine and how it helps them prepare for work. After exploring, ask students to place the items in the correct order according to the visual schedule. Provide students with a take-home schedule to encourage them to practice this routine daily.</p> <p>Plenary: Gather the students together in a circle or a calm space. Use visual aids to briefly recap the lesson. Emphasise the importance of maintaining a daily hygiene routine to be clean and ready for work. Reinforce the connection between good hygiene and positive social interactions, by asking simple, guided questions like "What did we use to stay clean?" and "Why is being clean important for work?" Encourage students to respond in their preferred communication method.</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"> • Hygiene Practise card with images • Social Situation cards with images • Tactile and sensory items • Visual schedule with images 	<p>Suggested mediums:</p> <p>Evidence sheets: Photographs/videos of students engaging with sensory items.</p> <p>Observation notes: Regarding student participation and engagement.</p> <p>Direct questions: Throughout the session use prompts/pauses and Makaton/BSL signs.</p> <p>Prompting Recall: Of knowledge through simple verbal instruction and signs.</p> <p>Student planner: Lesson marked as introduced and dated.</p>

Teacher Guidance Notes: This lesson is designed to use sensory-rich, interactive activities to teach students about the importance of personal hygiene, particularly in the context of preparing for work. The goal is to help students understand how being clean can positively affect social interactions and others' perceptions of them, using methods that are accessible and meaningful to them. When delivering this lesson, it is important to use clear, simple language and consistent sensory cues to help reinforce the learning objectives. Tailor each activity to align with the sensory preferences and communication needs of the individual students, ensuring that they remain comfortable and engaged throughout the lesson. Provide one-on-one support as needed, especially during hands-on activities, to help students stay focused and actively participate. During the activities, encourage students to explore the materials at their own pace, offering guidance and reassurance as they interact with different sensory items. Use visual aids and repetition to help students make connections between the activities and the concept of personal hygiene.