

<b>Module 4: I am ready!</b>		<b>Level: Sensory/Exploration</b>	
<b>Unit 4B: Different skills to help me achieve</b>		<b>Preparation for Adulthood: Employment</b>	
<b>Lesson 4B3: Working together to achieve a goal</b>			
<b>Objectives</b>		<b>Learning Outcomes</b>	
<p>To explore/experience working with others through sensory activities.</p> <p>To experience basic forms of communication within a group setting.</p>		<p><b>Students will:</b></p> <p>Respond to and engage in shared sensory activities.</p> <p>Participate in simple, sensory-based communication activities.</p>	
<b>Activities</b>		<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Gather students together either in a circle or a comfortable seating arrangement. Introduce a piece of music or visual reference for the 'Working Together' lesson.</p> <p><b>Tactile Teamwork Blanket:</b> Explain to students they will be working together to explore different textures and movements using the blanket/parachute. Have students around the blanket/parachute and place the textured items on top. With support, guide students to hold onto the edges of the blanket and gently lift and lower it. Encourage students to touch and feel the items as they move across the blanket. Play music and encourage students to move the blanket in time with the music, enhancing the feeling of working together. Observe and support any moments where students show awareness of others. Discuss how it felt to work together to move the blanket and explore the textures.</p> <p><b>Sound and Light Communication Circle:</b> Guide students to sit in a circle and show them the different instruments and lights. Explain they will be communicating with each other using sounds and lights. Play soft background music and encourage students to explore the instruments and lights. Guide students to create a pattern of sounds and lights, encouraging them to listen, watch, and respond to each other's actions. After the activity, discuss how the students communicated with each other using sounds and lights.</p> <p><b>Plenary/Visual Supports:</b> Gather students in a comfortable area and briefly discuss the activities of the lesson. Have the textured items and handheld instruments with you to enhance student understanding. Highlight the ways students have worked together to reach a goal.</p>		<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>• Jobs I Can Do cards set</li> <li>• Job Families card set</li> <li>• Work Related Independent Living Task cards</li> <li>• Work Experience cards</li> </ul> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Large blanket/parachute</li> <li>• Textured items</li> <li>• Rhythmic/soothing music</li> <li>• Handheld instruments</li> <li>• Colourful lights</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>
<p><b>Teacher Guidance Notes:</b> This approach allows a sensory-rich guide for working together to achieve a goal and the importance of this through communication. Use clear and simple language with repetitive sensory cues to reinforce learning. Provide one-on-one support to help students engage fully with each activity. Document progress throughout the lesson with photographs and notes to track understanding and engagement.</p>			