

Module 4: I am ready!		Level: Sensory/Exploration	
Unit 4B: Different skills to help me achieve		Preparation for Adulthood: Employment	
Lesson 4B4: The importance of speaking and listening at work			
Objectives		Learning Outcomes	
<p>To experience and respond to different types of communication cues.</p> <p>To engage in simple, supported activities that encourage clear and consistent communication.</p>		<p>Students will:</p> <p>Show an awareness and preference for positive communication cues through reactions.</p> <p>Participate in communication-based activities with support.</p>	
Activities		Resources	Assessment/Evidence
<p>Introduction: Begin the lesson by gathering students in a circle or a comfortable seating area to set the stage for exploring communication cues. Explain that today's focus will be on understanding how different sounds and touches can communicate feelings and messages. Emphasise that some sounds and textures might feel pleasant, while others might not, and that these sensations help us understand how to interact with others effectively. Present various sound-making objects and textured materials, guiding students to explore each one. Use simple explanations and visual aids to help them recognise their reactions to these stimuli. Highlight that the goal is to understand how positive and negative communication cues affect our feelings and interactions, preparing them for more effective communication in various settings.</p> <p>Sound and Touch Communication Exploration: Introduce students to the concept of different types of communication cues. For example, explain that some sounds and touches feel nice, and others might not. Present each sound-making object to the students one by one and observe their responses. Use positive and less pleasant sounds to see how students respond. After each sound, ask students if they liked it or not, using their reactions as a guide. Provide students with textured materials and invite them to explore each material. Observe their reactions to each texture, noting if they show a preference for certain types of touch. After the activity, engage students in a brief reflection and encourage positive reactions towards the pleasant communication cues.</p> <p>Colourful Sensory Communication Board: Introduce the Sensory Communication Board to students and explain they will use different textures and colours to communicate with simple cues. Present each sensory pad and invite students to explore and feel the different textures. Use a visual cue card to prompt a response from students, for example, the "Change Colour" card would prompt students to switch sensory pads that are a new colour. Support them in pressing or placing the pads into the boards. When finished use a visual cue card to symbolise the activity is complete and help students remove the pads from the board. Discuss what students liked and how they responded to the communication cues.</p>		<p>Provided:</p> <ul style="list-style-type: none"> • Work Related Independent Living Task cards • When I am at Work cards <p>Materials Needed:</p> <ul style="list-style-type: none"> • Sound-making objects • Textured materials • Large board • Colourful and textured sensory pads • Visual cue cards 	<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: Gather students in a comfortable and familiar area to review the day's activities. Use visual supports, such as picture cards and gentle tactile materials, to help students reflect on their experiences. Present a simple, colourful visual aid that represents the different types of communication cues they encountered. Gently touch or place these visuals in front of the students, encouraging them to engage with the materials. Ask straightforward, yes-or-no questions using gestures and visual cues, such as "Did you like this texture?" or "Was this sound pleasant?" Provide plenty of positive reinforcement for their responses, whether through smiles, gentle touches, or soothing sounds. This will help reinforce the connection between different communication cues and their feelings and support their understanding of positive and negative interactions.</p>		
<p>Teacher Guidance Notes: This lesson aims to help students to have an awareness of the basics of communication through sensory experiences. Utilise a range of sensory-rich activities, focusing on touch and sound, to demonstrate different types of communication cues. Ensure that all materials are adapted to meet the student's sensory needs, using textures, sounds, and visuals that are engaging and comfortable for them. Use clear, simple language and repetitive cues to reinforce learning, and provide individualised support as needed to help each student participate fully. Throughout the lesson, observe and document students' responses to different communication cues, noting their preferences and reactions. Positive reinforcement should be used to acknowledge their engagement and participation. Keep the environment calm and supportive to facilitate a positive learning experience.</p>		