

Module 4: I am ready!		Level: SLD/ASD
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 differentiate between clear and unclear communication through guided activities</p> <p>To practise simple strategies for clear and effective communication in familiar situations.</p>	<p>Students will:</p> <p>Recognise and identify one example of effective and ineffective communication.</p> <p>Use basic communication strategies to express their needs and ideas.</p>	
Activities	Resources	Assessment/Evidence
<p>Introduction: Explain, clearly and simply, the lesson objectives and what they will be doing today. Start with a group discussion about what they think is good communication and what is bad communication.</p> <p>Communication Sorting Game: Discuss with students what makes communication 'good' or 'bad.' Lay the image cards on the table and show each card to the students, briefly explaining the scenario depicted. Ask students to sort the scenarios into the "good" and "bad" boxes. Discuss each card placement to reinforce the reasoning behind their choices. After all cards are sorted, review the boxes, and highlight the key points about why each card has been classed as good or bad communication.</p> <p>Expressive Movement and Sound: Show students a range of musical instruments and ask them to choose one. Encourage them to explore making different sounds with their instruments. Introduce simple movements they can pair with their sounds. Using the visual cues/cards, prompt students to respond to the instructions with their instruments and movements. Encourage students to take turns leading the group by using the visual cues/cards themselves. After the activity, gather students to discuss how they used sounds and movements to communicate.</p> <p>Plenary: Gather the students in a circle with the various instruments and the sorted boxes and cards. Ask students simple questions to reflect on the lesson, such as: 'What sound did you make when we said go?' and 'Why was this card put in this box?.' Encourage students to share their thoughts on the lesson and to ask questions to clarify their understanding.</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"> • Image cards for different communication scenarios • 2 sorting boxes labelled 'Good' and 'Bad' communication • Instruments • Visual cues/cards 	<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>
<p>Teacher Guidance Notes: In this lesson, the goal is to help students differentiate between clear and unclear communication by guiding them through structured activities that focus on effective communication strategies. Emphasise the importance of clear communication by using simple, straightforward instructions and visual aids to demonstrate how clear messages can be conveyed and understood. Provide opportunities for students to practise these strategies in familiar, supportive settings, reinforcing their learning through repetition and positive feedback. Use practical examples and role-playing scenarios to illustrate the difference between effective and ineffective communication. Encourage students to apply these strategies in their interactions and provide consistent support and guidance to ensure they grasp and use these techniques effectively. Document their progress through observation and feedback, noting improvements and areas for further support to help each student develop stronger communication skills.</p>		