

<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 4B5: Being able to speak in front of lots of people</b>		
<b>Objectives</b>	<b>Learning Outcomes</b>	
<p>To explore/experience making simple sounds and using visual aids to communicate.</p> <p>To explore basic ways of interacting with others through sounds and visual cues/aids.</p>	<p><b>Students will:</b></p> <p>Engage with sensory materials to understand basic communication.</p> <p>Participate in simple activities that use sounds and visuals to convey basic ideas.</p>	
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Begin by gathering students in a comfortable, quiet area. Use a visual schedule with pictures to show the activities for the lesson. Introduce the idea of making sounds and showing pictures to communicate. Use simple, repetitive language and demonstrate each activity slowly.</p> <p><b>Sensory Communication Exploration:</b> Present students with a variety of sensory materials, such as soft fabrics and sound toys. Allow students to touch the textures and listen to the sounds. Use a visual aid to show how each item can be used to make a simple sound or provide a comforting touch. Observe and support students as they explore the materials and use simple phrases like "This feels soft" or "This makes a sound" to guide them.</p> <p><b>Interactive Visual Communication Board:</b> Introduce a visual communication board with picture cards. Show students how to place the cards on the board to express different needs or feelings. For example, a "happy face" card might be used to show when they are feeling good. Help students place the cards on the board and use gentle encouragement to explore different options. Provide support to help them choose and use the cards to communicate their feelings.</p> <p><b>Gentle Sound and Picture Presentation:</b> Create a small, simple presentation using pictures and sounds. Show students how each picture represents a different idea or object (e.g., a picture of a sun for "day" or a picture of a bed for "sleep"). Use sound-making toys to complement the pictures (e.g., a soft bell when showing the "play" picture). Encourage students to interact with the presentation and offer physical guidance if needed to help them explore the sounds and pictures.</p> <p><b>Plenary:</b> Gather the students and review the activities using visual aids to reinforce the concepts. Use simple, repetitive language to discuss what they liked about the sounds and pictures. Ask students to choose their favourite item from the activities and use gestures or sounds to express their choice. Offer positive reinforcement and gentle encouragement throughout the discussion.</p>	<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>• Work Related Independent Living Task cards</li> <li>• Transition cards</li> <li>• Before I Go to Work cards</li> <li>• When I Am at Work cards</li> </ul> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Soft textures, different sound-making toys (e.g., bells, rattles), visual aids with images</li> <li>• Large board or mat, picture cards with simple images (e.g., happy face, sad face, food items), Velcro or magnets</li> <li>• Soft, colourful pictures, sound-making toys, a simple presentation board</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 lesson aims to help students to understand basic communication through sensory experiences. Using simple, repetitive language and sensory-rich materials to engage students. Provide individual support as needed and ensure that the environment is calm and supportive. Document each student's participation and responses through photos and notes to track their progress and engagement.</p>		