

Module 4: I am ready!		Level: Sensory/Exploration
Unit 4B: Different skills to help me achieve		Preparation for Adulthood: Employment
Lesson 4B6: Making sure I am organised		
Objectives	Learning Outcomes	
<p>To explore/experience following a daily routine through sensory experiences.</p> <p>To explore/experience routines in the workplace with support.</p>	<p>Students will:</p> <p>Demonstrate an awareness of daily routines through sensory activities.</p> <p>Engage with simple self-management practices using sensory materials and will be able to match tasks to visual cues with guidance.</p>	
Activities	Resources	Assessment/Evidence
<p>Introduction: Begin the lesson by gathering students in a comfortable and quiet space. Use a calming piece of music or a soothing visual to set a positive atmosphere. Introduce the topic of organisation by explaining, in simple and clear language, why it is important to manage daily routines and personal tasks. Emphasise that staying organised helps us feel good and be prepared for our activities, both at home and at work. Show students a sensory board and sensory items that will be used throughout the lesson. Explain that these tools will help them understand and practice how to stay organized in a fun and hands-on way.</p> <p>Routine Sensory Board: Explain the sensory board and how it will help them understand and remember daily tasks. Allow students to explore the different textures and interactive elements on the board. Associate each texture with a 'Before I Go to Work' card. Help students attach the card to the sensory board in the order of their daily routine. Use the sensory board to practice the daily routine with students. Feel each texture for the task and look at the visual cards to reinforce the importance of following their routine.</p> <p>Workplace Sensory Exploration: Show students the sensory box and the 'When I Am at Work' cards, explaining how it will help them manage tasks at work. Invite students to explore and handle the items within the box. Describe how each item relates to a workplace principle. Aid students in matching the sensory items to the 'When I Am at Work' cards. Use the items to simulate a workplace scenario i.e. using a miniature office supply to 'organise' a mock desk/paperwork.</p> <p>Plenary/Visual Supports: Gather students in a comfortable area and use the cards to quickly recap what was learned about being organised and daily routines. Ask parents to help students implement their daily routine charts at home to further practice organisation skills.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • Work Related Independent Living Tasks cards • Before I Go to Work cards • When I Am at Work cards <p>Materials Needed:</p> <ul style="list-style-type: none"> • Sensory board with different textures and interactive elements • Small containers • Sensory box with workplace-themed items 	<p>Suggested mediums:</p> <p>Evidence sheets: Photographs of students engaging in activities/discussions with annotation.</p> <p>Observation notes: On student participation and engagement.</p> <p>Direct questions: Throughout the session with the use of prompts, pauses, and Makaton/BSL signs.</p> <p>Prompting Recall: Of knowledge through minimal verbal instruction and signs.</p> <p>Questions and answers can be recorded:</p> <ul style="list-style-type: none"> • Written • Witness statements • Audio • Visual <p>Student planner Lesson marked as introduced and dated.</p>
<p>Teacher Guidance Notes: This lesson aims to support students to have an awareness of the importance of staying organised through sensory-rich activities. The rationale behind the lesson is to provide a tangible and engaging way for students to grasp basic self-management concepts, which are crucial both at home and in a work setting. Use simple, clear language and sensory cues to explain how taking care of daily tasks and routines can help students feel more prepared and comfortable. Adapt activities to meet the sensory and communication needs of each student, providing one-on-one support as needed. Ensure that students can explore textures, handle items, and match cards to reinforce their understanding of organisation and routine. Document their engagement and progress with photographs and notes to track their development in self-management skills. This approach aims to make abstract concepts of organisation more concrete and accessible through sensory experiences and repetitive practice.</p>		