

<b>Module 4: I am ready!</b>		<b>Level: SLD/ASD</b>
<b>Unit 4B: Different skills to help me achieve</b>		<b>Preparation for Adulthood: Employment</b>
<b>Lesson 4B6: Making sure I am organised</b>		
<b>Objectives</b>		<b>Learning Outcomes</b>
<p>To understand the importance of staying organised and discover easy ways to manage daily tasks.</p> <p>To learn and practise simple self-management strategies that are useful in both personal and work settings.</p>		<p><b>Students will:</b></p> <p>Describe why being organised is important and use basic strategies to help them stay on track.</p> <p>Practise essential self-management skills and apply these strategies in structured activities.</p>
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Explain, clearly and simply, the lesson objectives and what they will be doing today. Start with a group discussion about the importance of managing daily routines and how self-management helps us stay organised and on track.</p> <p><b>Daily Routine Charts:</b> Provide students with a whiteboard and marker each and 'Work Related Independent Living Tasks' cards. Work with students to choose a card and order them in the way they would want to perform these activities. Encourage students to think about their daily activities using the available card sets. Help students create a simple schedule on the whiteboards using the task cards, focusing on key activities they need to remember each day. Review the completed charts and discuss how this can help them manage their day.</p> <p><b>Interactive Self-Management Box:</b> Present sensory items to students and explain that each item represents a different task or principle. Invite students to explore and feel the different textures while associating each with a corresponding workplace task. Show students the 'When I Am at Work' cards and ask them to match the cards with the items. Use a simple schedule to help students plan and manage tasks using the sensory items and cues. Practice organising tasks and following a schedule together.</p> <p><b>Plenary:</b> Gather the students in a circle with their daily routine charts. Ask students simple, reflective questions such as 'How is this helpful for everyday life?'. Reflect on the sensory items and allow students to comment on how organising their tasks make them easier to manage. Encourage students to start practicing this at home.</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>• Whiteboard</li> <li>• Markers</li> <li>• Sensory items</li> <li>• Simple schedule templates</li> </ul>	<p><b>Suggested mediums:</b></p> <p><b>Evidence sheets:</b> Photographs/videos of students engaging with sensory items.</p> <p><b>Observation notes:</b> Regarding student participation and engagement.</p> <p><b>Direct questions:</b> Throughout the session use prompts/pauses and Makaton/BSL signs.</p> <p><b>Prompting Recall:</b> Of knowledge through simple verbal instruction and signs.</p> <p><b>Student planner:</b> Lesson marked as introduced and dated.</p>
<p><b>Teacher Guidance Notes:</b> Use simple, clear language and repetitive sensory cues to reinforce learning. Ensure each activity is tailored to the sensory preferences and needs of the students. Provide one-on-one support to help students stay engaged fully with each activity. Document progress made through photos and notes to track understanding and engagement. This approach uses sensory-rich, engaging activities to introduce students to the need to stay organised and how they can do this effectively and simply.</p>		