

<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 4B7: Knowing how to use a phone at work</b>			
<b>Objectives</b>		<b>Learning Outcomes</b>	
<p>To explore using a phone through sensory experiences with support.</p> <p>To experience basic phone functions and responses through guided sensory interactions.</p>		<p><b>Students will:</b></p> <p>Recognise and respond to sensory cues associated with phone use, such as ringing sounds and phone textures.</p> <p>Demonstrate an understanding of basic phone functions with support.</p>	
<b>Activities</b>		<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Gather students together either in a circle or a comfortable seating arrangement. Introduce a piece of music or visual reference for the 'Self-Employment' lesson.</p> <p><b>Phone Call Sensory Jars:</b> Prepare different clear jars, filled with sensory materials such as water with floating objects or gel with embedded phone icons. Each jar represents a different aspect of a phone call experience. Allow students to explore the jars using different sensory materials to interact with the contents i.e. brushes and sticks. Show students toy/real phones and invite them to hold and explore these whilst engaging with the jars. Support students in using the phones to simulate making and receiving calls. Help them understand the process by linking it with their sensory experiences.</p> <p><b>Phone Call Sensory Matching Game:</b> Have different sensory cards on top of the mat. Guide students to explore the different textures and images/symbols while listening to the matching audio cues. Guide students in matching the cards with the audio i.e. phone receiver image/symbol card matched with audio of ringing sound. Use the sensory mat to reinforce the activity, allowing students to place the matched cards on different parts of the mat that correspond to phone-related features.</p> <p><b>Phone Call Role Play:</b> Set up a role-playing activity where students use interactive props to simulate a phone call experience. This activity focuses on engaging students through hands-on interactions and helps them understand the concept of using a phone for communication. Arrange a simple role-play area with props such as toy phones with large buttons or soft-touch surfaces, and visual aids like cards with basic phone icons or pictures of people. Include a soft, cushioned area where students can comfortably interact with the props. Show students the toy phones and visual aids. Explain the props using simple language and demonstrate how to use them. For example, show how to press a button on the toy phone or how to hold it to their ear. With support, guide students through a simulated phone call scenario. For example, one student can pretend to make a call, while another student or staff member plays the role of the person on the other end. Use visual aids to show different parts of the phone call (e.g., ringing, answering, talking). Encourage students to use the toy/real phones and visual aids during the role play. Help them interact with the props by guiding their hands or providing gentle prompts. Allow students to experience both making and receiving calls.</p>		<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>• Work-Related Independent Living Tasks 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>• Clear jars with sensory contents</li> <li>• Toy phones</li> <li>• Sensory materials</li> <li>• Sensory cards with images/symbols for phones</li> <li>• Matching audio cues</li> <li>• Sensory mat with phone-themed textured</li> <li>• Toy phones with large, tactile buttons</li> <li>• Visual aids with phone icons or pictures</li> <li>• Cushioned area for comfort</li> <li>• Soft-touch props related to phone use</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>

Activities	Resources	Assessment/Evidence
<p><b>Plenary/Visual Supports:</b> Gather students in a comfortable area and briefly review the activities of the lesson. Review the sensations students felt through the first activity and the concept of matching sensory experiences to phone functions. Allow students to express what they liked/disliked about the lesson through sounds and gestures. Have a few sensory items and the toy phones to reinforce understanding during the lesson recap.</p>		
<p><b>Teacher Guidance Notes:</b> This approach allows a sensory-rich introduction to how to make and receive phone calls for work-related activities. Ensure each activity is altered to students' sensory and communication needs. Use clear and simple language with repetitive sensory cues to reinforce learning. Provide one-on-one support to help students engage fully with each activity. Document progress throughout the lesson with photographs and notes to track understanding and engagement.</p>		