

Module 4: I am ready!		Level: SLD/ASD
Unit 4B: Different skills to help me achieve		Preparation for Adulthood: Employment
Lesson 4B7: Knowing how to use a phone at work		
Objectives	Learning Outcomes	
<p>To learn how to make and receive work-related phone calls using a phone.</p> <p>To understand and practice how to use a phone effectively in a professional setting.</p>	<p>Students will:</p> <p>Use a phone to make and receive calls related to work tasks.</p> <p>Demonstrate the ability to use a phone correctly.</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 why knowing how to use a phone is important at work.</p> <p>Phone Interaction Box: Show students the box designed to help them learn about using a phone effectively. Invite students to explore the box and provide them with images/symbols that describe different phone skills. Use the items to demonstrate and practise each skill. For example, using buttons to show how to press numbers and discuss how to speak and listen during a call.</p> <p>Phone Call Simulation Station: Explain that students will be practising making and receiving phone calls. Create an office-simulated area for students to make these phone calls in a controlled environment. Provide students with a 'Work Related Independent Living Task' card and a 'When I Am at Work' card for students to use as their scenarios. Ask students to take turns using the phone to make/receive calls. Have students follow the checklist for each call, which outlines the steps to take. Guide students through the activity providing support when needed. Once completed, review each call with students discussing what they did well and areas for them to improve.</p> <p>Plenary: Gather the students in a circle and discuss the importance of making and receiving phone calls in a workplace setting. Encourage students to share what they liked about the lesson and how they could use their new skills in the future.</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"> • Real/toy phones • Checklist with steps to follow • Sensory items related to phone use • Visual aids for phone use skills 	<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: 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 help students understand how to make and receive phone calls appropriately in a workplace setting.</p>		