

Module 4: I am ready!		Level: Sensory/Exploration
Unit 4C: Knowing different people to help me achieve at work		Preparation for Adulthood: Employment
Lesson 4C1: What is my network?		
Objectives	Learning Outcomes	
<p>To introduce and experience a support network using sensory experiences.</p> <p>To support students to recognise the key people in their support network through sensory engagement.</p>	<p>Students will:</p> <p>Students will respond to sensory stimuli associated with key people in their lives.</p> <p>Students will demonstrate recognition of support through physical reactions to sensory cues.</p>	
Activities	Resources	Assessment/Evidence
<p>Introduction: Introduce the concept of a support network by using a variety of sensory materials that represent different people in the students’ lives. Each sensory material should be linked to a specific person (e.g., parent, teacher, caregiver). Gather a range of sensory items such as soft fabrics, textured balls, or gentle vibrating toys that represent key people in the students’ lives. Present one sensory item at a time, explaining (using simple language and gestures) who the item represents. Encourage students to touch, hold, or explore the sensory items. Observe their reactions, noting any recognition or preference. After each item is explored, reinforce the association by using a photo or symbol of the person the item represents, paired with the sensory item.</p> <p>Familiar Faces and Sounds: Play students a recording of a familiar person’s voice or sound associated with them, and present students with the items related to the person whose voice they hear. Encourage students to interact with the items as the sounds are being played. Observe students’ reactions to the activity and reinforce the connection between the items and the people in the students’ network.</p> <p>Help Me Hand Signals: Introduce the concept of needing help by showing the students the “Help” cards. Aid students to put on the gloves/mittens and explain that when they feel the texture they can use their hands to signal they need help. Engage in a simple task with students and prompt them to signal for help by either gesturing to a “Help” card or raising their gloved hand as a signal. Over time, repeat the activity with different tasks and encourage the student to use the same sensory signals.</p> <p>Plenary/Visual Supports: Gather students in a designated area to briefly review the lesson. Have the different items and gloves/mittens to reinforce understanding of the activities. Encourage students to express how they felt asking for help and knowing they have people around them through gestures and sounds.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • Work-Related Independent Living Task cards • Transition cards • When I Am at Work cards • Work Experience Guide <p>Materials Needed:</p> <ul style="list-style-type: none"> • Soft fabrics • Textured balls • Gentle vibrating toys • Photos or symbols of key people • Recordings of voices • Help cards/objects of reference 	<p>Suggested mediums:</p> <p>Evidence sheets: Photographs of individual/group discussions/activities with annotation.</p> <p>Direct questioning throughout the session with the use of pause, prompting, and Makaton/BSL signs.</p> <p>Prompting recall of knowledge through minimal verbal instructions and signs.</p> <p>Questions and answers can be recorded:</p> <ul style="list-style-type: none"> • Written • Witness statement • Audio • Video <p>Student Journal: Lesson marked as introduced and dated.</p>
<p>Teacher Guidance Notes: This lesson is tailored to introduce the concept of a support network through sensory-rich activities. The activities are designed to be highly individualised, allowing students to engage with their support network in a way that is meaningful and accessible to them. Each activity is crafted to elicit physical responses, providing a basis for recognising key people in their lives and understanding the concept of seeking help. The lesson emphasises the use of simple language, repetitive sensory cues, and one-on-one support to ensure that each student can fully engage and benefit from the learning experience. Progress is monitored through detailed observation of physical interactions and responses, ensuring that the lesson is both effective and authentic to the students’ unique needs.</p>		