

Module 4: I am ready!		Level: Sensory/Exploration
Unit 4C: Knowing different people to help me achieve at work		Preparation for Adulthood: Employment
Lesson 4C2: How do I use my network?		
Objectives	Learning Outcomes	
<p>To access/use sensory stimuli/images/symbols that represent the different people who provide support at school.</p> <p>To respond to sensory cues that are linked to specific people within the school environment.</p>	<p>Students will: Engage with sensory stimuli that are associated with different school staff.</p> <p>Demonstrate a response (such as visual tracking, increased alertness, or physical movement) to sensory cues related to asking for help.</p> <p>Participate in sensory activities that reflect supportive roles at school.</p>	
Activities	Resources	Assessment/Evidence
<p>Introduction: Gather students in a calm, sensory-friendly environment. Use gentle lighting, calming music, or other familiar sensory stimuli to help them settle. Introduce the lesson with a simple phrase repeated with a consistent tone, such as, "We're going to explore who helps us at school." Use visual aids like large, high-contrast images of familiar staff members.</p> <p>Interactive Help Chart: Explain the concept of different people who can help them at school, using images of the people to aid understanding. Show students the large board with different sections for the types of help students may need. Attach different fabrics to the board to represent these sections. Invite students to explore the different materials and the icons/tokens that represent different types of help whilst looking at the pictures of key people. Discuss why each icon is matched with certain staff members and how students can use the chart to identify who to ask for help in specific situations.</p> <p>Help Request Sensory Bags: Prepare sensory bags with different materials that correspond to various help scenarios. Have the images of staff and the 'Help Request' cards near the bags. Show these to students and invite them to explore each bag. Encourage students to use the cards to practice asking for help and explain why the staff member is chosen for the scenario.</p> <p>Plenary/Visual Supports: Gather students in a comfortable, designated area. Use the sensory bags and help chart to briefly review the lesson. Ask students simple questions to gauge their levels of recognition. This could be, 'Would you ask this person or this person for help when you feel sad?'. Thank students for their participation and efforts throughout the lesson.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • Work-Related Independent Living Task cards • When I Am at Work cards • Work Experience Guide • Transition cards <p>Materials Needed:</p> <ul style="list-style-type: none"> • Velcro tactile board • Different textured fabrics • Pictures of key school staff • Icons/tokens to attach to the chart • Sensory bags • Props relating to scenarios • "Help Request" cards with symbols/images 	<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 approach aims to support students with their learning by using sensory-rich activities. Use clear, simple, and sensory-repetitive language to promote engagement in each activity. Offer support to guide students through the lesson and give praise throughout. Have large, clear visual aids, and promote communication through their preferred tools. Link activities to real-life examples, when possible, to show the relevance of job roles in everyday life.</p>		