

Module 4: I am ready!		Level: Sensory/Exploration
Unit 4C: Knowing different people to help me achieve at work		Preparation for Adulthood: Employment
Lesson 4C4: Everyone can help each other		
Objectives	Learning Outcomes	
<p>To explore sensory experiences associated with people who can support them.</p> <p>To engage with sensory materials representing different forms of help/support in school/college.</p>	<p>Students will: Experience different sensory elements related to people who can support them.</p> <p>Respond to sensory stimuli representing help in various ways, such as showing interest, reacting, or engaging with the materials.</p>	
Activities	Resources	Assessment/Evidence
<p>Introduction: Begin the lesson with a calming, sensory-rich environment. Dim the lights and play gentle, ambient music. Introduce the concept of people who help us through sensory objects associated with different roles. For example, use a soft fabric to represent a blanket (nurse), a small bell (shop assistant), and a smooth toy bus (bus driver). Allow students to touch, feel, and explore these objects at their own pace, giving them time to engage with each sensory item.</p> <p>Sounds and Texture Exploration: Present students with sound-based sensory experiences that relate to community helpers. For instance, play a recording of a gentle bell sound to represent a shop assistant or a soft beeping sound to represent a nurse’s monitor. Hold or place the sound source close to the student, allowing them to focus on and respond to the sound. Introduce various textures that symbolise different community support. For example, use a smooth, cool stethoscope (or a replica) for a doctor or a soft piece of cloth for a caregiver. Guide each student’s hand to explore the texture, noting any reactions such as increased movement, stillness, or changes in facial expression.</p> <p>Support Sensory Boxes: Create individual sensory boxes, each dedicated to a different community helper. Each box will contain items with distinct textures, smells, and sounds associated with a specific support role. For example, a “Nurse Box” might include a soft cloth, a small bandage, and a vial with a mild scent of lavender. A “Bus Driver Box” might contain a toy bus, a small steering wheel, and a sound button that mimics a bus horn. Present the sensory boxes one at a time. Assist students in exploring each item within the box, allowing them to touch, smell, and listen. Observe and respond to the student’s reactions, providing additional time with items they seem to enjoy or show interest in. If appropriate, encourage gentle interaction between students by guiding them to explore the sensory boxes together, sharing the items or experiencing the sensory elements simultaneously.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • When I Am at Work cards • Work-Related Independent Living cards • Transition cards • Work Experience Guide <p>Materials Needed:</p> <ul style="list-style-type: none"> • Soft fabric, small bell, smooth toy bus (for introduction) • Audio recordings of helper sounds (e.g., bell, soft beeping) • Textures such as a smooth stethoscope, soft cloth, small steering wheel • Sensory boxes with items representing different people/support • Gentle lighting, soothing music for sensory environments 	<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>

Activities	Resources	Assessment/Evidence
<p>Interactive Sensory Experiences: Set up a simple, immersive sensory environment where students can experience a “day in the life” of different people who help us in the community. Use gentle lighting, soft sounds, and tactile objects to represent environments such as a quiet bus ride (bus driver) or a calm waiting room (nurse). As students engage with the environment, gently narrate what is happening, using simple language or sound cues that match the sensory experiences. For example, “We are on a quiet bus. Can you feel the seat?” while guiding the student’s hand to a textured surface that mimics a bus seat. Tailor the sensory experience to each student’s preferences and responsiveness. If a student enjoys a particular texture or sound, spend extra time on that aspect of the activity. Use this time to encourage eye contact, shared attention, and any form of communication or interaction, such as a smile, vocalisation, or gestures.</p> <p>Plenary: End the session with a calming sensory activity, such as dimming the lights and playing soothing music while gently stroking the student’s hand or arm with a soft fabric. This helps to signal the end of the lesson and provides closure. Briefly revisit a few sensory items from the session, allowing students to touch or hear them again, reinforcing the connection between the sensory experience and the support roles. As you guide students through the calming activity, softly recap the different helpers and sensory experiences they explored. Allow students to hold or take a favourite sensory item from the session for a few moments longer as a reward and a way to ease the transition out of the lesson.</p>		
<p>Teacher Guidance Notes: This lesson aims to provide students with meaningful sensory experiences that connect to the concept of community support. Activities are carefully structured to focus on sensory exploration as a primary mode of engagement. The lesson emphasises repetition, gentle interaction, and personalised sensory experiences to create connection and understanding, ensuring that each student can engage at their level and pace. The plenary is structured to provide a calm and reflective conclusion, reinforcing the day’s learning while ensuring a smooth transition back to their routine.</p>		