

# Skills for Independent Living: Organising Yourself Teacher Guidance for SEND Schools



## Who is this lesson for?

This activity is designed primarily for KS4 and KS5 students. It can be used in 1:1 contexts or as group work. With some adaptation, it is also suitable for younger students where required.

## Objectives

1. To reflect on their own emotional state and their successes and challenges from last year
2. To understand how to prioritise tasks
3. To be able to create a 'Life Timetable'
4. To be able to make SMART targets

**Outcome:** Students will have a bank of strategies to use in preparing themselves for the challenges of a new term

## Lesson Structure

This can be delivered in the following ways:-

- as a one hour session, covering all content
- as four 'stand-alone' sessions with activities that can be used when and where appropriate during the school day.

Teachers are welcome to make any reasonable changes to the content in order for it to meet their students' needs and some suggested resources, etc are signposted below and in the Appendix within the main pack.

Please note that parts of the Blob Tree activity are included in the 'Post-COVID Socialisation' module, but with a different focus.

**Additional/Extension Activities:** creating a revision plan and reflecting on its success; keeping a work diary to track progress

**Links to useful organisations:** [Skillsbuilder](#) (Aiming High resources)  
[Send.excellencegateway.org.uk](https://www.send.excellencegateway.org.uk)  
[Barnardos](#)

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Slide	Timings	Content Guidance
1	Title Slide	Organising Yourself
2	Contents	Including necessary resources
3	<b>Activity/Session 1</b>	<b>Reflecting on your successes</b>
4		Introduction of topic and the importance of reflecting on how the previous year went. The Blob Tree allows students to express their feelings without having to articulate them.
5		To aid with the reflection task a selection of emotions are presented. <b>NB:</b> teachers should feel free to create their own list according to their students' individual needs.
6		Example of how someone may be feeling about the return to education
7		Opportunity for students to identify strengths from the past year. <b>NB:</b> teachers should feel free to adapt this slide as appropriate.
8		Opportunity for students to identify areas for development from the past year
9	<b>Activity/Session 2</b>	<b>What's your Priority?</b>
10		Students are introduced to four concepts which can influence the order in which tasks are approached
11		Example of ordering the tasks in an activity. Opportunity for discussion as some activities may be parallel rather than dependent.
12		Alternative framework for deciding on the order of priorities, measuring both urgency and importance. Students are tasked with deciding which category each activity belongs in. This could be done as a paired / group activity, using Post-It notes to arrange in the right order. <b>NB:</b> teachers should feel free to adapt according to students' situations.
13		Possible answers to the categorisation task - there are various justifications possible.
14		Top tips for making a task list.
15	<b>Activity/Session 3</b>	<b>Managing your Time</b>
16		Introductory task on Managing your Time and thinking about a 'Life Timetable' <b>NB:</b> teachers should adapt this task to suit their students' individual situations.
17		Students are tasked with generating a 'Life Timetable'; teachers should encourage students to think about questions such as what can you do? Who helps you?, etc..
18		Top tips on making a plan
19	<b>Activity/Session 4</b>	<b>Setting yourself Targets</b>
20		Introduction to SMART targets
21		Example is shared of changing a vague target into a SMART one. Students are tasked with creating SMART targets for the year ahead. Examples are given to aid with this.
22		Students are tasked with reflecting on their emotional state from the beginning of the session and whether that has changed at all based on the strategies shared.

