**Lesson Title: Values of Visuals**

**You will need:** Copy of Activity 2a-d.

Timer as appropriate

Colouring pencils/pens/crayons

**Activity 2a:**

1. This can be completed on smartboard, in groups or printed and given to each pupil.
2. Pupils have to name as many as they can in a set amount of time. (Teacher decides)
3. Feedback as appropriate.

**Activity 2b:**

1. Print off Activity 2B.
2. Use visuals around class and from activity 2a to help.

Allow pupils to create own symbols.  
  
**Activity 2c:**

1. This can be completed in a jotter or a whiteboard.

Think about road signs, badge on uniform etc.

**Activity 2d:**

This is about where pupils would use or put them in school if they were in charge.

It can be done as a whole class lesson on the Smartboard or on Activity 2D sheet.   
This is about encouraging using symbols in a variety of situations.

**Quote to use** “Language can be confusing for me.”

**Discussion:** When an autistic brain is stressed, the brain can find it difficult to follow words. Using visuals can help and can prevent the person being overloaded.

Answersto 2a: Minecraft, superman, aldi, pepsi, lego, Wikipedia, lidl, roblox, Burger King, Instagram, KFC, Firefox, tesco, asda, google chrome, facebook, batman, domino’s, apple, McDonalds

**Activity 2a**

Our brains recognise pictures (visuals) quicker than words. How many of these pictures can you name?

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**Activity 2b**

Can you make up some symbols for your partner to work out?

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**Activity 2c**

Can you create a list of visuals that you see on your way to school and around school?

**Activity 2d**

Where would you use these visuals in your school?

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