

<b>Module 1: Explore!</b>		<b>Level: Sensory/Exploration</b>
<b>Unit 1A: What is a job and what is good about having one?</b>		<b>Preparation for Adulthood: Employment</b>
<b>Lesson 1A1: What is a career/work/a job?</b>		
<b>Objectives</b>	<b>Learning Outcomes</b>	
To begin to explore jobs and work through sensory experiences. To begin to experience job roles through sensory exploration and role play.	<b>Students will:</b> Participate in job exploration activities. Communicate with one other person in the group. Experience job roles through touch and visual stimuli.	
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Gather the students in a circle or a comfortable seating arrangement where everyone can see and hear you. Introduce a piece of music or visual reference for the 'Careers' lesson.</p> <p><b>Sensory Exploration Table:</b> Create a table with different sensory items related to various jobs (e.g., toy tools, kitchen utensils, fabric swatches for uniforms, etc.). Lead the students to the Sensory Exploration Table. Encourage each student to pick up and examine the items. Describe each item in simple, clear language, and relate it to a job. For example, "This is a toy hammer. A carpenter uses a hammer. Can you feel how heavy it is?" Encourage students to touch, see, and explore these items while staff describe each job in simple, language appropriate to the student's needs.</p> <p><b>Interactive Story Time:</b> Use a big book with large, colourful pictures depicting various jobs (e.g., firefighter, teacher, chef) and include textured elements for tactile exploration. Gather the students around and show them the book. As you read, invite them to touch the textured elements of each picture. Encourage them to talk about what they see and feel. Ask questions like, "What does this firefighter wear? Can you feel the texture of their uniform?"</p> <p><b>Job Role Play:</b> Set up small areas with different props and costumes (easily recognisable 'tools of the trade'). Guide the students as they dress up and role-play various jobs. Encourage them to use simple sentences to describe what they are doing, such as "I am a chef. I cook food."</p> <p><b>Plenary:</b> Ensure you have a designated area for the plenary discussion. Have visual cards to reinforce the context of the questions. Prepare questions to prompt students' reflections, like "Which was your favourite job to learn about from these two?".</p> <p>Ask what they enjoyed about the experiences today using their preferred method of communication and reduce choices to a 'Yes' and 'No' or pointing to a choice.</p>	<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>Jobs I Can Do card set</li> <li>Job Families card set</li> </ul> <p><b>Materials required:</b></p> <ul style="list-style-type: none"> <li>Sensory exploration items related to jobs</li> <li>Big book with large, textured pictures of various jobs</li> <li>Props and costumes for role-play</li> </ul>	<p><b>Suggested mediums:</b></p> <p><b>Evidence sheets:</b> Photographs of individual/group discussions/activities with annotation.</p> <p><b>Direct questioning</b> throughout the session with the use of pause, prompting, and Makaton/BSL signs.</p> <p><b>Prompting recall</b> of knowledge through minimal verbal instructions and signs.</p> <p><b>Questions and answers can be recorded:</b></p> <ul style="list-style-type: none"> <li>Written</li> <li>Witness statement</li> <li>Audio</li> <li>Video</li> </ul> <p><b>Student Journal:</b> Lesson marked as introduced and dated.</p>
<p><b>Teacher guidance notes:</b> This introduction sets the stage for an engaging and sensory-rich lesson on understanding jobs. Ensure each activity is tailored to the sensory preferences and needs of the students. Use clear, simple language and repetitive sensory cues to reinforce learning. Provide one-on-one support to help students engage fully with each activity. Document progress with photos and notes to track understanding and engagement.</p>		