

Module 1: Explore!		Level: SLD/ASD
Unit 1A: What is a job and what is good about having one?		Preparation for Adulthood: Employment
Lesson 1A1: What is a career/work/a job?		
Objectives	Learning Outcomes	
<p>To use visual aids to match correctly with corresponding tactile objects jobs and non-jobs.</p> <p>To physically match images and objects, reinforcing the concept of jobs versus non-jobs.</p>	<p>Students will:</p> <p>Identify jobs versus non-jobs through visual and tactile matching.</p> <p>Group activities as jobs or non-jobs using sensory cues.</p> <p>Articulate the concept of a job through sensory-supported sentences.</p>	
Activities	Resources	Assessment/Evidence
<p>Introduction: Gather the students together and use a visual or audio object/image/audio of reference to indicate this is a 'Careers' lesson.</p> <p>Visual and Tactile Matching: Using large cards with pictures and textures representing different jobs and non-jobs (e.g., a police badge for a job, a pillow for sleeping as a non-job). Encourage students to match job cards to corresponding textures and pictures with support (verbal prompts/hand-on-hand).</p> <p>Sorting Activity: Provide baskets/boxes/bags with objects or images representing a variety of jobs and non-jobs. Students will sort the items into 'job' and 'non-job' baskets with assistance.</p> <p>Sensory Sentence Creation: Use sensory boards with pictures and textures for different job-related activities. With support/guidance, students create simple sentences describing what a job is, using visual supports and symbols. Once their vision boards are complete, ask students to present their boards to the class. They can describe the job roles they chose, why they find them exciting, and how they incorporated sensory elements into their boards. Encourage peer interaction by allowing students to touch, feel, and smell the sensory elements on their peers' vision boards, promoting sensory exploration and social engagement. (encourage actions and verbal, smelling, wafting, touching, etc.</p> <p>Plenary: Gather the students in a circle with the sensory items used during the lesson.</p> <p>Encourage students to share what they learned by showing an item and describing the job it represents. Use prompting questions like "Can you use words to describe what job uses this item?" or "What did you like about this job?" Use an image/visual prompt.</p>	<p>Provided:</p> <ul style="list-style-type: none"> Jobs I Can Do card set Job Families card set <p>Materials Required:</p> <ul style="list-style-type: none"> Large visual and tactile cards for matching game Sensory exploration items related to jobs Baskets/boxes/bags and objects/images for sorting activities Sensory boards for sentence creation Job-related symbols and images 	<p>Suggested mediums:</p> <p>Evidence sheets Photographs of students engaging with sensory activities.</p> <p>Visual records of sorted items and matched cards.</p> <p>Completed sensory sentences displayed on boards.</p> <p>Observation notes on student participation and engagement.</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>Student planner Lesson marked as introduced and dated.</p>
<p>Teacher guidance notes: 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. This approach uses sensory-rich, engaging activities to introduce students with multiple learning needs to the concepts of jobs, work, and careers, ensuring an accessible and enjoyable learning experience.</p>		