

Module 1: Explore!		Level: Sensory/Exploration	
Unit 1A: What is a job and what is good about having one?		Preparation for Adulthood: Employment	
Lesson 1A4: How would I feel when I work?			
Objectives		Learning Outcomes	
<p>To experience a variety of sensory stimuli to promote sensory awareness and engagement.</p> <p>To have opportunities to respond to different sensory experiences.</p>		<p>Students will:</p> <p>Exhibit responses such as smiling, vocalising, or showing alertness when exposed to different sensory stimuli.</p> <p>Demonstrate a preference or positive reaction to specific sensory experiences, indicating enjoyment or comfort.</p>	
Activities		Resources	Assessment/Evidence
<p>Introduction: 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>Sensory Experience Station: Create a series of sensory stations, each providing a different tactile, auditory, or visual experience. For example, a station could have soft fabrics, another with gentle lights or a bubble tube, and another with soothing music or sounds. This will provide students with diverse sensory inputs to explore and respond to.</p> <p>Gentle Movement and Touch: Use gentle hand-over-hand guidance or assistive devices to help students explore textures and sensations. This could include feeling different materials, experiencing gentle vibrations, or soft brushes against the skin. Encourage students to engage with different sensations and observe their emotional and physical responses.</p> <p>Plenary: Bring the students together in a calm, comfortable area, ideally in a semi-circle around the sensory materials or in a familiar, soothing space. Ensure all students are comfortable and supported. Briefly review each sensory activity that was experienced during the lesson. Use simple language and visual aids or objects used during the activities to help recall the experiences. For example, show a soft fabric or play a gentle sound that was used earlier. Teachers and support staff share observations about the students' responses. This can include noting any stimuli that elicited positive reactions, such as smiling, vocalising, or increased alertness. "We noticed that when we felt the soft fabric, many of you smiled and seemed relaxed."</p>		<p>Provided:</p> <ul style="list-style-type: none"> The Good things about working cards <p>Materials Needed:</p> <ul style="list-style-type: none"> Soft fabrics, bubble tubes, fiber optic lights, musical toys, and scented items Vibration cushions, soft brushes, textured gloves, and various textured materials 	<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>
<p>Teacher Guidance Notes: Ensure the room is quiet and free from distractions, with low lighting and soft sounds to create a calming atmosphere. Tailor activities to each student's sensory preferences and tolerance levels. Some may prefer softer stimuli, while others may respond better to more distinct sensations. Use calm, reassuring voices and gentle movements to help students feel safe and secure during the activities. Be attentive to subtle signs of discomfort or enjoyment, such as changes in breathing, slight movements, or facial expressions. Utilise communication aids or simple gestures to understand students' responses. Collaborate with caregivers to ensure consistency in recognising and responding to students' needs. This lesson plan is designed to provide students with a rich sensory experience.</p>			