

<b>Module 1: Explore!</b>		<b>Level:</b> SLD/ASD
<b>Unit 1A:</b> What is a job and what is good about having one?		<b>Preparation for Adulthood:</b> Employment
<b>Lesson 1A4:</b> How would I feel when I work?		
<b>Objectives</b>		<b>Learning Outcomes</b>
<p>To identify and indicate different emotions experienced during various work-related activities.</p> <p>To explore work-related activities, displaying a positive attitude towards work and understanding its benefits.</p>		<p><b>Students will:</b></p> <p>Identify and express emotions such as happiness, satisfaction, or frustration during simulated work activities.</p> <p>Take part in a discussion about the positive aspects of work, such as earning money, gaining skills, and feeling proud of their achievements.</p>
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Show a visual schedule with pictures to outline the day's activities (e.g., looking at pictures, playing games, trying activities) Use simple pictures or videos to introduce different jobs, explaining briefly what each person does. Model the first activity, like identifying emotions using pictures or cards. Ensure a comfortable environment with options like noise-cancelling headphones or soft lighting for students with sensory needs.</p> <p><b>Sensory Exploration of Work Tools:</b> Set up stations with safe, tactile versions of tools associated with different professions (e.g., soft plastic stethoscope, toy hammer, paintbrush). Students can touch, explore, and use these tools while engaging in simple activities like "fixing" a toy or "painting" a picture. As they interact with the tools, encourage them to express how they feel using them. Allow students to explore the sensory aspects of different jobs and discuss or demonstrate the emotions they experience when engaging with the tools. Ask simple questions to engage students, such as "What job is this?" or "How do you think they feel?"</p> <p><b>Emotion Matching Game:</b> Create a matching game where students pair images of people working with corresponding emotion cards. Each set includes a picture of a person performing a job (e.g., a teacher, a firefighter) and a card showing an emotion (e.g., happy, stressed, proud). Students work individually or in small groups to match the job with the emotion they think fits best, and then discuss why they made their choices. This activity will help students develop an understanding of how different jobs can evoke various emotions and encourage them to articulate and discuss their reasoning.</p> <p><b>Plenary:</b> Briefly recap the activities you did today, like looking at job pictures and role-playing. Use emotion cards or simple questions to ask how students felt during the activities. Highlight positive responses and achievements, praising students for their participation. End with a calming activity, such as soft music or deep breathing, to help students transition back to their regular routines.</p>	<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>The Good Things about Working cards</li> </ul> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>A variety of safe, tactile tools, sensory-friendly materials, and a clear, organized space for exploration</li> <li>Sets of job and emotion picture cards, and a board or table for arranging matches</li> </ul>	<p><b>Suggested mediums:</b></p> <p><b>Evidence sheets:</b> Photographs of students engaging in sensory activities.</p> <p><b>Visual records</b> of sorted items and matched cards.</p> <p><b>Completed</b> sensory sentences displayed on boards.</p> <p><b>Observation notes</b> on student participation and engagement.</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>Student planner:</b> Lesson marked as introduced and dated.</p>

**Teacher Guidance Notes:** This lesson helps students with Autism and Severe Learning Difficulties understand the concept of work and the emotions associated with it. Recognising and expressing emotions are crucial life skills that aid in communication and social interactions. Introducing job roles and the feelings they evoke prepares students for adulthood. It creates early awareness of various professions and the positive aspects of engaging in work, such as earning money and gaining skills. By exploring different emotions linked to work scenarios, students develop emotional literacy. This is particularly important for students with communication challenges, as it enhances their ability to express their feelings and understand others' emotions. The hands-on, sensory-rich activities encourage active participation and exploration. These experiences help students gain confidence and feel more comfortable in diverse social and work-related settings. This lesson is designed to accommodate various sensory and communication needs, ensuring that all students can participate and benefit. It highlights the importance of creating inclusive educational experiences that cater to each student's unique strengths and challenges.