

Module 1: Explore!		Level: Sensory/ Exploration
Unit 1B: What might affect finding and having a job?		Preparation for Adulthood: Employment
Lesson 1B1: Challenges that can be controlled		
Objectives		Learning Outcomes
<p>To explore various challenges that might affect finding a job.</p> <p>To engage with activities to explore managing challenges.</p>		<p>Students will:</p> <p>Demonstrate awareness of challenges that can be controlled, such as punctuality, communication, and workplace behaviour.</p> <p>Engage in activities that illustrate simple strategies for managing these challenges.</p>
Activities	Resources	Assessment/Evidence
<p>Introduction: Use a sensory story that describes a character facing challenges in finding and keeping a job. Include elements like being on time, communicating with others, and staying focused. Incorporate sensory elements (e.g., sounds, textures, scents) to engage students and highlight key points.</p> <p>Role-Playing with Props: Set up a role-play scenario where students can practice managing a challenge, such as arriving on time or communicating clearly. Use simple props, like a clock for time management or communication cards for expressing needs and preferences.</p> <p>Interactive Sensory Area: Create areas that represent different controllable challenges. For example, a "Punctuality Station" where students practice moving from one station to another when a timer sounds, or a "Communication Area" where they use pictures or simple AAC devices to express themselves. Engage students in hands-on activities to practice managing specific challenges in a controlled, sensory-friendly environment.</p> <p>Calming Techniques: Introduce calming techniques that can help in managing stress or anxiety related to work challenges. This might include breathing exercises, using calming tools like stress balls, or listening to soothing music. Equip students with simple strategies to manage their emotions and stay focused, emphasising self-regulation skills.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • Jobs I Could Do cards • Transition cards <p>Materials Needed:</p> <ul style="list-style-type: none"> • Story script, sensory props (soft textures, scents, sound recordings), and visuals • Props like clocks, communication cards, costume pieces, and a timer • Visual aids, AAC devices, sensory props • Stress balls, soft music, visual guides for breathing exercises 	<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 classroom is set up to minimise sensory overload by using calming colours, soft lighting, and reducing background noise to help students focus and feel comfortable. Adapt activities to meet each student's unique needs and abilities, which might include using specific communication aids, providing more one-on-one support, or adjusting the complexity of tasks. Use positive reinforcement to motivate students and celebrate their participation and progress, whether through verbal praise, visual cues like thumbs up, or rewarding participation with preferred activities. Employ straightforward language, visual aids, and consistent routines to help students understand the activities and expectations, as this clarity helps reduce anxiety and improves engagement. Reinforce key concepts and strategies through regular repetition and consistent application, helping students internalise the lessons and apply them more independently over time.</p>		