

Module 1: Explore!		Level: Sensory/ Exploration	
Unit 1B: What might affect finding and having a job?		Preparation for Adulthood: Employment	
Lesson 1B4: Things that affect which job you choose			
Objectives		Learning Outcomes	
<p>To explore different job environments that could influence job choices, through sensory activities.</p> <p>To begin to identify their preferences for different types of sensory experiences related to job environments.</p>		<p>Students will:</p> <p>Demonstrate awareness of various job environments through engagement with sensory materials and props.</p> <p>Show a preference for certain sensory experiences, indicating which job environments they find more comfortable or interesting.</p>	
Activities		Resources	Assessment/Evidence
<p>Introduction: To familiarise students with the variety of job environments use simple language and visuals to explain that some jobs are indoors, some are outdoors, and some are quiet while others are noisy. Introduce the sensory exploration stations where students will explore different job environments.</p> <p>Sensory Rotation Stations: To engage students in sensory exploration of different job environments, set up different sensory stations representing various job environments. Students will rotate through each station, exploring.</p> <p>Station 1: Soft textures and gentle sounds for a quiet office or library setting.</p> <p>Station 2: Rough textures and louder sounds for a construction site or workshop.</p> <p>Station 3: Fresh scents and greenery for a gardening or outdoor job.</p> <p>Station 4: Food textures and scents for a kitchen or restaurant setting.</p> <p>Interactive Choice Making: After exploring the sensory stations, students are encouraged to indicate their preferences using simple communication tools such as picture cards, gestures, or AAC devices. Teachers and support staff can ask questions like “Which station did you like?” or “Do you want to visit the garden station again.”</p> <p>Plenary: Gather students together to take part in a calming reflection session. Use a simple visual recap of the stations visited and ask students to express which experiences they enjoyed the most. Follow this with a calming activity such as listening to soft music or engaging with a favourite sensory item.</p>		<p>Provided:</p> <ul style="list-style-type: none"> • Jobs I Could Do cards • Job Families cards <p>Materials needed:</p> <ul style="list-style-type: none"> • Visual aids for job environments, simple props representing different environments (e.g., indoor and outdoor images, quiet and noisy symbols). • Sensory materials (soft fabrics, textured items, plants, food items) • Sound machines and scent diffusers • Picture cards and AAC devices for communication and choice making • Calming music and sensory items for reflection 	<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 sign.</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: Create a supportive and sensory-friendly environment tailored to students with high complex needs. Use clear, simple language and visual aids to explain concepts and guide students through activities. Ensure that each sensory station is accessible and engaging, with safe and appropriate materials for students’ learning levels Provide individualised support to help students explore the stations and express their preferences, using communication aids as needed. Use positive reinforcement to encourage participation and engagement, celebrating small successes and expressions of preference. Be attentive to students’ sensory responses and be prepared to adjust activities based on their comfort and interest levels. Focus on creating a calm and positive atmosphere throughout the lesson, particularly during the reflection activity, to help students consolidate their experiences in a relaxed state.</p>			