

<b>Module 1: Explore!</b>		<b>Level:</b> SLD/ASD
<b>Unit 1B: What might affect finding and having a job?</b>		<b>Preparation for Adulthood:</b> Employment
<b>Lesson 1B4: Things that affect which job you choose</b>		
<b>Objectives</b>		<b>Learning Outcomes</b>
<p>To explore various job environments through sensory and visual activities to understand factors influencing job choices.</p> <p>To identify and recognise their preferences for different job-related experiences.</p>		<p><b>Students will:</b></p> <p>Demonstrate an awareness of various job environments through interaction with sensory materials and visual aids.</p> <p>Indicate preferences for certain job environments by engaging with experiences they find comfortable or interesting.</p>
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Start with a discussion about how different jobs occur in various settings, such as indoor or outdoor, quiet, or noisy environments. Use visual aids like pictures and videos to illustrate these different workplaces. Encourage students to think about what kind of environments they might like or dislike.</p> <p><b>Job Environment Sensory Stations:</b> Set up interactive stations that represent different work environments. Add large visual pictures, symbols, and the written word next to each station for ‘visual clues.’ To provide hands-on exploration of various job environments through sensory experiences, students will visit each station to explore the sensory aspects of different work settings. Uniforms and work-related clothing and tools can be placed next to each station for students to explore whilst visiting the sensory station.</p> <p><b>Station 1:</b> A “Quiet Office” with soft sounds and textures representing a calm work setting.</p> <p><b>Station 2:</b> A “Construction Zone” with rough textures and construction noises to simulate a busy worksite.</p> <p><b>Station 3:</b> A “Garden” with plants, soil, and nature sounds to represent outdoor work.</p> <p><b>Station 4:</b> A “Restaurant” with play/real food, utensils, and cooking sounds to mimic a kitchen environment.</p> <p><b>Identifying and Communicating Preferences:</b> After exploring the stations, guide students to communicate which environments they liked or found interesting using tools like picture cards, communication devices, or by participating in a group discussion. Encourage students to explain why they prefer certain environments.</p> <p><b>Plenary:</b> Reflect with a group discussion where students can share what they learned about different job environments and their personal preferences. This will be followed by a calming activity, such as drawing their favourite job environment, engaging in light stretching, or listening to calming music to help them relax and reflect on the day’s activities.</p>	<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>• Jobs I Could Do cards</li> <li>• Job Families cards</li> <li>• Transition cards</li> </ul> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Pictures, videos, and visual aids depicting various workplace settings</li> <li>• Soft fabrics, rough materials, plants, play food items, sound machines, props</li> <li>• Work related clothing and tools</li> <li>• Picture/symbol cards, communication devices, discussion prompts</li> <li>• Drawing materials, calming music, space for stretching or relaxation</li> </ul>	<p><b>Suggested mediums:</b></p> <p><b>Evidence sheets</b> Photographs of students engaging with 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:** Create a well-structured and predictable environment using visual aids and sensory materials to engage students. This lesson is important as it helps students explore and understand different job environments, which is crucial for their preparation for adulthood and employment. Provide individualised support and adapt activities based on each student's needs, offering one-on-one assistance, as necessary. Use consistent positive reinforcement to encourage participation and celebrate successes, helping to build confidence and motivation. Maintain a calm and supportive atmosphere, especially during reflection, to help students process their experiences. Encourage and facilitate communication through various means, ensuring students can express their thoughts and preferences effectively. The lesson aims to help students recognise their preferences and understand the factors influencing job choices, developing their future job readiness.