

<b>Module 2:</b> My purpose, my work!		<b>Level:</b> Sensory/Exploration	
<b>Unit 2A:</b> What sort of help do I need to ask for?		<b>Preparation for Adulthood:</b> Employment	
<b>Lesson 2A1:</b> What sort of help will I need at work?			
<b>Objectives</b>		<b>Learning Outcomes</b>	
To explore their own needs through sensory experiences. To practice communicating their needs to others.		<b>Students will:</b> Participate in ‘feelings exploration’ activities. Communicate with others in the group. Explore solutions to problems through touch and visual stimuli.	
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>	
<p><b>Introduction:</b> Gather students together either in a circle or a comfortable seating arrangement. Introduce a piece of music or visual reference for the ‘Careers’ lesson.</p> <p><b>Sensory stations:</b> Create 4 different sensory stations each focusing on a different sense (touch, hearing, smell, sight). Label each station with large, clear pictures and symbols. Guide the students through each station inviting them to interact with the sensory items. Provide support to help students indicate which items they find comforting or helpful using ‘Sensory Cards.’</p> <p><b>Visual and Tactile Communication Boards:</b> Using clear, simple language explain the importance of communicating sensory needs at work. Show students how to use the sensory boards. Model simple phrases that can be used to express needs.</p> <ul style="list-style-type: none"> <li>• I like this item</li> <li>• This calms me</li> <li>• I need to keep this item close by</li> </ul> <p>Ensure support is there when needed and guide students through the communication board to act out scenarios and practise asking for sensory support.</p> <p><b>Plenary:</b> Use visual aids to support discussions, not just for questions but also for highlighting different sensory experiences discussed during the session. Use visual cards to reinforce the context of the questions. Prepare questions to prompt students’ reflections. i.e. “Which was your favourite sensory station from these two?” Ask what they enjoyed from today’s lesson ensuring the questions are reduced to ‘Yes’ or ‘No’ answers. Ensuring the students’ preferred method of communication is available.</p>	<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>• Jobs I Can 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>• Sensory objects relating to the senses</li> <li>• Large pictures with symbols</li> <li>• Communication boards</li> <li>• Costumes and props for students to act out their scenarios</li> </ul>	<p><b>Suggested mediums:</b></p> <p><b>Evidence sheets:</b> Photographs of individual/group activities with annotation.</p> <p><b>Visual records:</b> Of the action plans made.</p> <p><b>Direct questions:</b> Throughout the session use prompts/pauses and Makaton/BSL signs.</p> <p><b>Prompting recall</b> Of knowledge through minimal verbal instruction and signs.</p> <p><b>Student planner</b> Lesson marked as introduced and dated.</p>	
<p><b>Teacher Guidance Notes:</b> This approach allows a sensory-rich introduction to how to ask for help to meet own sensory requirements. Ensure each activity is altered to students’ sensory and communication needs. Use clear and simple language with repetitive sensory cues to reinforce learning. Provide one-on-one support to help students engage fully with each activity. Document progress throughout the lesson with photographs and notes to track understanding and engagement.</p>			