

Module 2: My purpose, my work!		Level: Sensory/Exploration
Unit 2B: What sort of jobs are there for me?		Preparation for Adulthood: Employment
Lesson 2B1: What jobs will there be in the future?		
Objectives		Learning Outcomes
To explore future jobs To participate in activities to connect sensory experiences to job skills.		Students will: Participate in sensory exploration activities. Communicate with others in the group.
Activities	Resources	Assessment/Evidence
<p>Introduction: 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>Skills Needed Sensory Walk: Discuss the importance of skills for future jobs using simple language and visual aids. Create a sensory walk path with different textured mats, sound-making objects, visual aids, and props along the path. Have different stations for scents at various points on the path. Guide students along the sensory walk path and encourage them to interact with the materials and props. Using clear, simple language tell students what skill is needed to use the prop as they explore it. Review the skills they experienced on the walk and use simple questions to reinforce the connection between the sensory item and the skills.</p> <p>Examples of Textured Mats:</p> <ul style="list-style-type: none"> • Soft Fabric Mat: Represents skills needed for tailoring, fashion design, or textile work • Bumpy Rubber Mat: Represents skills needed for construction work or outdoor landscaping • Foam Mat: Represents skills needed for healthcare jobs, emphasizing comfort and patient care <p>Sound-Making Objects:</p> <ul style="list-style-type: none"> • Rain stick: Represents listening skills essential for roles like counselling, customer service, or teaching • Bell: Represents alertness and quick response, needed for emergency services, security, or reception work • Maracas: Represents coordination and rhythm, useful for music therapy, performance arts, or physical education <p>Flashcards with Simple Icons:</p> <ul style="list-style-type: none"> • Represent different job skills like teamwork, creativity, and technical abilities • Projector or Tablet Displaying Job Scenes: Short videos or slideshows depicting different workplaces such as hospitals, construction sites, and art studios <p>Scent Stations:</p> <ul style="list-style-type: none"> • Lavender: Represents calmness and stress management, important for therapists, healthcare professionals, and spa workers • Citrus: Represents energy and alertness, useful for roles in hospitality, retail, or event planning • Mint: Represents freshness and attention to detail, important for quality control inspectors, housekeepers, or lab technicians 	<p>Provided:</p> <ul style="list-style-type: none"> • Bambino STEM peer card • Work-Related Skills for Independent Living <p>Materials Needed:</p> <ul style="list-style-type: none"> • Textured mats • Sound-making objects • Visual aids • Scents • Tools/props to represent jobs • Images of future jobs • Textured materials • Large board/cardboard • Labels • Blue Tac • Communication Tools 	<p>Suggested mediums:</p> <p>Evidence sheets: Photographs of individual/group activities with annotation.</p> <p>Visual records: Of the career skills sensory board made.</p> <p>Direct questions: Throughout the session use prompts/pauses and Makaton/BSL signs.</p> <p>Prompting recall: Of knowledge through minimal verbal instruction and signs.</p> <p>Student planner: Lesson marked as introduced and dated.</p>

Activities	Resources	Assessment/Evidence
<p>Career Skills Sensory Board: Create a large sensory board, attaching different textured materials to the surface. Have small objects and pictures representing future jobs that link to the materials. Show students the sensory board and work as a class to match the objects and pictures to the materials. Encourage students to explore the different things on the board and explain what each card shows. Review the completed sensory board and ask students simple questions to identify and name the future job roles using their preferred communication tools.</p> <p>Plenary/Visual Supports: Gather students in a quiet, comfortable area and recap the key points of the lesson using simple language and visual aids. Ask students simple questions such as ‘Can you remember the name of one job on the sensory board?’ and ‘What skill do you remember from our sensory walk?’. Ensure each sensory experience is linked back to the lesson to reinforce understanding. Thank students for their participation and efforts throughout the lesson.</p>		
<p>Teacher Guidance Notes: This lesson uses sensory-rich activities to introduce students to potential future job roles and the skills required for them. Ensure each activity is accessible and meets the needs of the students. Use simple, clear language to ensure understanding and large visual aids to reinforce learning. Monitor students’ progress and participation in the activities. Encourage students to engage in the activities allowing them to gain the full experience of the lesson.</p>		