

Module 3: My choices!		Level: Sensory/Exploration
Unit 3A: Who am I?		Preparation for Adulthood: Employment
Lesson 3A2: What I am interested in		
Objectives	Learning Outcomes	
<p>To explore activities and hobbies through sensory experiences, to identify what they enjoy.</p> <p>To match interests to jobs with support.</p> <p>To support students to communicate their interests using their preferred methods of communication.</p>	<p>Students will:</p> <p>Demonstrate an awareness of their interests through engagement with sensory activities.</p> <p>Begin to match work-related skills and potential career paths.</p>	
Activities	Resources	Assessment/Evidence
<p>Introduction of Hobbies and Interests: Set up sensory stations representing various hobbies and interests of the students. For example, a "Music" station with instruments and sounds, and an "Art" station with different textures and colours. Students will explore these stations, engaging with the sensory elements to indicate what they enjoy.</p> <p>Linking Interests to Skills and Careers: Use simple language and visual aids to explain how the hobbies and activities they enjoyed can relate to work-related skills and potential careers. For example, enjoying music might connect to careers in entertainment or music therapy, while an interest in gardening could relate to horticulture or landscaping. Use pictures and objects from the sensory stations to illustrate these connections.</p> <p>Communicating Preferences and Interests: Provide students with choice boards, picture cards, or communication devices to express their preferences for the activities and hobbies they explored. Students can indicate which activities they enjoyed the most and express interest in exploring these further. This activity helps them communicate their interests and potential career-related skills.</p> <p>Plenary: Signify the end of the lesson with a calming sensory activity, such as listening to soothing music or engaging with calming sensory items like soft toys or weighted blankets. Use this time to reflect on the day's activities, reinforcing the concept that interests can lead to skills and career opportunities.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • WRSIL task cards <p>Materials needed:</p> <ul style="list-style-type: none"> • Musical instruments, art supplies, and other sensory items related to interests/hobbies • Visual aids, objects from sensory stations, pictures of related careers • Choice boards, picture cards, communication devices • Calming music, and sensory items (soft toys, weighted blankets) 	<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: This lesson aims to support students to explore their interests and understand how these can relate to work-related skills and potential careers. Creating a sensory-friendly environment using visual aids and tactile props to engage students and help them explore different hobbies and activities. Encourage the use of choice boards and communication devices to help students express their interests and preferences. Be patient and supportive, recognising that each student may communicate and engage differently. Conclude the lesson with a calming activity, allowing students to reflect on their experiences and interests.</p>		