

Module 3: My choices!		Level: Sensory/Exploration
Unit 3A: Who am I?		Preparation for Adulthood: Employment
Lesson 3A3: What is motivation?		
Objectives	Learning Outcomes	
<p>To help students explore motivation as a force that helps achieve goals.</p> <p>To introduce students to motivational activities through sensory experiences.</p> <p>To support students to experience what motivates them.</p>	<p>Students will:</p> <p>Demonstrate an awareness of motivation through engagement in sensory activities.</p> <p>Begin to identify what motivates them.</p> <p>Engage in sensory activities to make choices.</p>	
Activities	Resources	Assessment/Evidence
<p>Introduction: Use a tactile storybook or a series of visual and tactile props to tell a simple story about a character who is motivated to achieve a goal, such as reaching a favourite toy/food or experiencing a fun activity. Emphasise how the character's motivation helped them to persist and reach their goal. Engage students by allowing them to touch and explore the story elements.</p> <p>Motivating Activities: Set up sensory stations that represent different activities or stimuli that can be motivating. Examples include a "Music and Light" station with soothing music and soft lights, a "Tactile Exploration" station with various textures, and a "Taste and Smell" station with different scents and flavours. Students will rotate through these stations, engaging with each sensory element to explore what they find motivating or enjoyable.</p> <p>Personal Motivators: Provide students with choice boards or picture cards representing different activities or rewards that might motivate them, such as a favourite toy, a special snack, or a sensory activity. Allow students to indicate their preferences using their preferred communication method, such as pointing, eye gaze, or using communication devices.</p> <p>Plenary: End the lesson by briefly reviewing the sensory activities and asking students to indicate which ones they enjoyed the most. Use picture cards or simple gestures for students to express their choices. Finish with a short, calming activity like a deep breath or listening to soft music to end the session positively.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • WRSIL task cards • The Good Things About Working cards <p>Materials Needed:</p> <ul style="list-style-type: none"> • Tactile storybook or props related to the story • Music player, lights, tactile materials, scented items, and safe food items for tasting • Choice boards, picture cards, communication devices • Calm music 	<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 offer students experiences of motivation and how it can drive them to complete tasks and achieve goals. Create a sensory-friendly environment using a variety of visual, auditory, and tactile elements to engage students. Use simple, concrete examples tailored to known preferences to elicit responses that allow students to explore and identify their motivators. Encourage students to express their preferences using choice boards and communication devices and be supportive and patient with their unique responses. Use positive reinforcement to encourage participation and conclude with a calming sensory activity to help students reflect on their learning experience.</p>		