

<b>Module 3: My choices!</b>		<b>Level: Sensory/Exploration</b>
<b>Unit 3A: Who am I?</b>		<b>Preparation for Adulthood: Employment</b>
<b>Lesson 3A4: What do I not want to do?</b>		
<b>Objectives</b>	<b>Learning Outcomes</b>	
<p>To explore different sensory experiences to identify activities or stimuli they do not enjoy.</p> <p>To have an awareness/experience that some tasks are necessary to complete.</p>	<p><b>Students will:</b></p> <p>Demonstrate an awareness of activities or stimuli they do not enjoy through sensory exploration.</p> <p>Experience that not all parts of a task or job are enjoyable but are still important to complete.</p>	
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Use a tactile storybook or a set of props to narrate a simple story about a character who encounters tasks they do not like, such as cleaning or waiting. Highlight the character’s feelings and emphasise that these tasks, although not enjoyable, are sometimes necessary. Encourage students to interact with the story elements and reflect on similar feelings.</p> <p><b>Textural Exploration of Surfaces:</b> Set up areas with various surfaces that might be perceived as unpleasant to touch, such as coarse sandpaper, cold metal, or sticky gel. Students will be encouraged to touch and feel each surface, noting their reactions. This helps students identify textures they may find uncomfortable or unappealing.</p> <p><b>Sounds and Silences:</b> Create a soundscape using a variety of audio stimuli, including unexpected loud noises, high-pitched tones, or prolonged silences. Use headphones or speakers to ensure each student can experience the sounds individually or in small groups. Observe and note student reactions to these sounds and discuss (if possible) how these sounds make them feel.</p> <p><b>Visual and Olfactory Contrast:</b> Provide contrasting visual and olfactory stimuli, such as bright, flashing lights versus dim, soothing lights, or pleasant versus unpleasant scents (e.g., a floral scent versus a strong, bitter scent). Use visual and scent cards or props to present these contrasts, allowing students to explore their preferences and dislikes.</p> <p><b>Plenary:</b> Gather the students to encourage them with support to communicate, using their preferred methods, which stimuli they found less enjoyable or uncomfortable from a choice of two. Reinforce the idea that recognising dislikes is an important part of understanding personal preferences and preparing for various tasks in life. End with a calming activity, such as soft music or gentle lights, to help students relax and reflect on the day’s experiences.</p>	<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>• WRSIL task cards</li> <li>• Jobs I Can Do cards</li> <li>• Job Families cards</li> <li>• Work Experience cards</li> </ul> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"> <li>• Tactile storybook, props representing unmotivating tasks</li> <li>• Sandpaper, cold metal, sticky gel, and other textured materials</li> <li>• Audio equipment (headphones, speakers), recordings of various sounds</li> <li>• Light equipment, scent samples, visual and scent cards</li> <li>• Soft music</li> </ul>	<p><b>Suggested mediums:</b></p> <p><b>Evidence sheets:</b> Photographs of individual/group discussions/activities with annotation.</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>Questions and answers can be recorded:</b></p> <ul style="list-style-type: none"> <li>• Written</li> <li>• Witness statement</li> <li>• Audio</li> <li>• Video</li> </ul> <p><b>Student Journal:</b> Lesson marked as introduced and dated.</p>
<p><b>Teacher Guidance Notes:</b> This lesson aims to help students explore and identify sensory stimuli they find unpleasant while understanding that encountering unmotivating tasks is a normal part of life. Create a sensory-friendly environment with diverse sensory experiences to help students identify their dislikes. Encourage students to express their preferences using communication methods appropriate to their needs. Provide positive reinforcement and support throughout the activities, ensuring students feel safe and supported. Conclude the lesson with a calming activity to help students process their experiences and reinforce the concept that not all tasks are enjoyable, but they are sometimes necessary. This lesson aims to help students recognise their dislikes and understand the importance of completing necessary tasks despite these feelings.</p>		