

<b>Module 3: My choices!</b>		<b>Level: SLD/ASD</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 engage in various activities to identify what they do not enjoy.</p> <p>To explore how visual overstimulation affects concentration and task performance.</p> <p>To identify sensory sensitivities in common daily activities.</p>	<p><b>Students will:</b></p> <p>Demonstrate an awareness of activities or experiences they do not enjoy.</p> <p>Begin to understand that not all parts of a task or job are enjoyable, but they are still important to complete.</p>	
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduce Sensory Sensitivities:</b> Begin the session by explaining the different areas to find out what we like and dislike. For instance, a “Temperature Station” with objects of varying temperatures (warm towels, cold gel packs), a “Pressure Station” with soft and firm cushions to sit on, and a “Movement Station” with gentle rocking chairs versus stationary seating. Students can explore each station, guided by staff, to identify which sensations they find nice or uncomfortable.</p> <p><b>Visual Overstimulation and Focus Tasks:</b> Create an activity where students experience different levels of visual stimuli, such as a “Colour and Pattern Area” with brightly coloured, fast-moving patterns displayed on screens versus calm, monochromatic scenes. Follow this with a simple focus task, like threading beads or sorting coloured objects, to see if the visual environment affects their ability to concentrate. This helps students understand how overstimulating environments can impact task performance.</p> <p><b>Sensitivity in Daily Activities:</b> Engage students in everyday activities that might trigger sensory sensitivities, such as putting on different types of clothing (rough vs. soft fabrics) or experiencing various environmental conditions (fans blowing air, light dimming/brightening, teeth cleaning, hair brushing). Students will be encouraged to express their comfort levels and preferences through non-verbal communication or assisted communication tools.</p> <p><b>Plenary:</b> Provide students with materials to create an art project that represents their “comfort zone” versus “discomfort zone.” Using a variety of textures, colours, and materials, students can create a visual representation of what feels safe and comfortable compared to what feels uncomfortable or overwhelming. This creative activity allows students to express their sensory preferences and sensitivities.</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>• Warm towels, cold gel packs, soft and firm cushions, rocking chairs, stationary seating</li> <li>• Screens for displaying patterns, beads, coloured objects</li> <li>• Various types of clothing fabrics, fans, and adjustable lighting</li> <li>• Art supplies (paper, colours, textures, glue, markers)</li> </ul>	<p><b>Suggested mediums:</b></p> <p><b>Evidence sheets</b> Photographs of students engaging with sensory activities.</p> <p><b>Visual records</b> of sorted items and matched cards.</p> <p><b>Completed</b> sensory sentences displayed on boards.</p> <p><b>Observation notes</b> on student participation and engagement.</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>Student planner</b> Lesson marked as introduced and dated.</p>
<p><b>Teacher Guidance Notes:</b> This lesson aims to help students explore sensory experiences they find uncomfortable and understand that not all tasks are enjoyable but can still be necessary. Using a sensory-friendly environment with clear, supportive guidance will encourage students to use non-verbal communication or assisted tools to express their preferences and dislikes. Focus on providing a safe, structured experience, using positive reinforcement to validate their responses. The reflective art project at the end of the lesson serves as a creative outlet for students to express their sensory preferences, helping them process and communicate their experiences. This lesson emphasises the importance of recognising and managing sensory sensitivities in daily life and prepares students for real-world situations where they may encounter unpreferred tasks.</p>		