

<b>Module 3: My choices!</b>		<b>Level: Sensory/Exploration</b>
<b>Unit 3B: What do I want to do?</b>		<b>Preparation for Adulthood: Employment</b>
<b>Lesson 3B2: Which job is for me? – My Career Goal</b>		
<b>Objectives</b>	<b>Learning Outcomes</b>	
To experience and respond to sensory stimuli related to a job that interests them. To introduce task breakdown through sensory activities.	<b>Students will:</b> Show engagement and interest in sensory activities related to different job tasks. Participate in step-by-step sensory activities that demonstrate 'task breakdown'.	
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Begin with a warm welcome and brief explanation of the day's topic: exploring jobs and understanding tasks through sensory activities. Use simple language and gestures to communicate with students and introduce a variety of sensory materials that will be used in the activities.</p> <p><b>Sensory Story Time:</b> Job Edition: Select a simple, engaging story about a particular job (e.g., "A Day in the Life of a Firefighter" or "A Chef in the Kitchen"). Gather sensory items related to the story (e.g., a hose for a firefighter, a spatula for a chef). Read the story to the students, pausing at key moments to let them interact with the corresponding sensory items. For instance, when the firefighter uses the hose, students can feel and hold the hose. Use exaggerated expressions, gestures, and sounds to make the story more engaging and interactive. (invite a real firefighter into the classroom to interact with the students.</p> <p><b>Sensory Cooking Experience:</b> Choose a simple, no-cook recipe (e.g., making a fruit salad or assembling sandwiches). Prepare sensory ingredients for the activity (e.g., different textured fruits, bread, spreads). Guide students through each step of the recipe, allowing them to touch, smell, and, if appropriate, taste the ingredients. Use clear gestures and simple language to explain each step, encouraging students to participate with assistance. Invite the school/college Cook into the classroom to interact with the students.</p> <p><b>Plenary:</b> Gather students in a circle and provide a calming sensory object (e.g., soft fabric, squeeze ball) to each student. Reflect on the day's activities using simple language and gestures. Ask guiding questions like, "Did you like the feel of the fruit?" or "Was the hose fun to hold?" Encourage students to respond with gestures, sounds, or expressions or eye point to a symbol for Yes or No.</p>	<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>• WRSIL task cards</li> <li>• Pathways Poster</li> <li>• Jobs I Can Do cards</li> <li>• Job Families cards</li> </ul> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"> <li>• Job-related items</li> <li>• Guest speaker from industry</li> <li>• Ingredients required for the tasks</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 reinforce the connections between sensory experiences and job tasks to help students understand the concept of task breakdown. Prepare all sensory materials in advance, ensuring they are safe and suitable for the student's sensitivities. Maintain a calm and structured environment, using clear gestures and simple language to communicate. Provide ample physical support and hand-over-hand assistance to help students engage with the activities. Pay close attention to each student's responses to the sensory stimuli, adjusting the pace and approach as needed to accommodate individual needs. Celebrate students' engagement and participation with positive reinforcement, creating a supportive and inclusive atmosphere.</p>		