

Module 3: My choices!		Level: SLD/ASD
Unit 3B: What Should I Choose?		Preparation for Adulthood: Employment
Lesson 3B2: Which job is for me? – My Career Goal		
Objectives		Learning Outcomes
<p>To experience and respond to sensory stimuli related to different jobs.</p> <p>To engage with interactive activities and guest speaker presentations.</p> <p>To understand the basic concept of task breakdown by participating in step-by-step- activities designed to mimic job tasks.</p>		<p>Students will:</p> <p>Show engagement and interest in activities related to various job tasks.</p> <p>Indicate preferences through gestures, sounds, or expressions.</p> <p>Demonstrate an understanding of task breakdown by successfully participating in and completing step-by-step activities with appropriate support.</p>
Activities	Resources	Assessment/Evidence
<p>Introduction: Begin the lesson with a warm welcome, using simple language and clear gestures to explain the day’s topic: exploring jobs and understanding tasks through sensory activities. Introduce the sensory materials and outline the activities for the day to set a positive tone for the session.</p> <p>Guest Speaker Sensory Interaction: Invite a guest speaker from a chosen work sector, such as a chef, gardener, or artist. The guest should bring sensory items related to their job, like cooking utensils and ingredients, gardening tools and plants, or art supplies. Materials needed include items brought by the guest speaker, such as utensils, tools, plants, or art supplies. Have the guest speaker demonstrate a simple task from their job while explaining it in simple terms and allowing the students to touch, smell, and see the sensory items. Provide hand-over-hand assistance where needed and observe the students’ reactions and engagement. Ensure the sensory materials are safe and non-toxic and provide positive reinforcement to validate their exploration and interactions.</p> <p>Music and Movement Job Simulation: Create a sensory-rich music and movement activity where students can simulate job tasks through guided dance and movement. For example, mimic the actions of a construction worker (lifting, digging), a baker (mixing, rolling), or a painter (brushing, splattering) using props and music. Materials needed include props related to jobs (e.g., foam blocks for construction, mixing bowls for baking) and music. Play music and guide students through the movements, using clear gestures and verbal cues to represent each job task. Provide physical support to help students with the movements, ensuring they feel comfortable and engaged. Use positive reinforcement to encourage participation and observe their reactions.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • WRSIL task cards • Pathways Poster • Jobs I Can Do cards • Job Families cards <p>Materials needed:</p> <ul style="list-style-type: none"> • Props related to jobs (e.g., foam blocks for construction, mixing bowls for baking) and music • Guest speakers • Communication prompts and aids 	<p>Suggested mediums:</p> <p>Evidence sheets Photographs of students engaging with sensory activities.</p> <p>Visual records of sorted items and matched cards.</p> <p>Completed sensory sentences displayed on boards.</p> <p>Observation notes on student participation and engagement.</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>Student planner Lesson marked as introduced and dated.</p>

Activities	Resources	Assessment/Evidence
<p>Plenary: Gather students in a circle and provide a calming sensory object, such as soft fabric or a squeeze ball, to each student. Reflect on the day’s activities using simple language and gestures, asking guiding questions like:</p> <ul style="list-style-type: none"> • “Did you enjoy making something?” • “Was the soil fun to touch?” <p>Encourage students to respond with gestures, sounds, or expressions, keeping the atmosphere calm and supportive to encourage participation. Acknowledge each student’s responses positively and summarise the key sensory experiences of the day, reinforcing the connection to job tasks. reactions to different movements and props.</p>		
<p>Teacher Guidance Notes: This lesson aims to provide an engaging, structured, and sensory-rich environment to explore potential career interests and understand the concept of task breakdown. Prepare all sensory materials in advance, ensuring they are safe and suitable for the students’ developmental levels. Coordinate with guest speakers ahead of time to ensure they understand the student’s needs and can present in a simple, engaging manner. During the lesson, maintain a calm and structured environment, using clear gestures and simple language to communicate effectively. Provide ample physical support and hand-over-hand assistance to help students engage with the activities, paying close attention to each student’s responses to the sensory stimuli. Adjust the pace and approach as needed to accommodate individual needs and use positive reinforcement to celebrate students’ engagement and participation. Reinforce the connections between sensory experiences and job tasks to help students grasp the concept of task breakdown, creating a supportive and inclusive atmosphere that encourages exploration and learning.</p>		