

<b>Module 4: I am ready!</b>		<b>Level: Sensory/Exploration</b>
<b>Unit 4B: Different skills to help me achieve</b>		<b>Preparation for Adulthood: Employment</b>
<b>Lesson 4B2: Feeling good about myself at work</b>		
<b>Objectives</b>	<b>Learning Outcomes</b>	
<p>To explore sensory experiences that promote comfort, relaxation, and well-being.</p> <p>To engage in activities that encourage positive emotional responses, contributing to a sense of well-being.</p>	<p><b>Students will:</b></p> <p>Respond to sensory stimuli that promote comfort and well-being, fostering a positive emotional state.</p> <p>Demonstrate engagement with sensory activities designed to enhance feelings of happiness and self-worth.</p>	
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Gather students to introduce the lesson by playing soothing music and using simple visual cues (like soft lighting or gentle movements) to help students transition into the sensory experience. Use clear, repetitive language to explain that today they will explore different things that can help them feel good and happy.</p> <p><b>Sensory Comfort Exploration:</b> Set up various sensory stations around the room with items that students can explore. These stations could include:</p> <ul style="list-style-type: none"> <li>• <b>Soft Fabrics:</b> Provide different types of soft, textured fabrics for students to touch and feel. Explain that softness can bring comfort and help them feel calm and secure.</li> <li>• <b>Scented Oils or Sprays:</b> Allow students to smell calming, pleasant scents, such as lavender or vanilla. These scents can be associated with feeling relaxed and happy.</li> <li>• <b>Mirrors:</b> Offer mirrors for students to see their reflections. Encourage them to observe their facial expressions as they interact with the sensory items.</li> <li>• <b>Gentle Breezes:</b> Use a soft fan to create a gentle breeze that students can feel on their skin, connecting this sensation to feelings of peace and relaxation.</li> </ul> <p><b>Sensory Garden Creation:</b> Create a sensory garden with the students. Use a shallow tray filled with materials such as sand, soil, smooth pebbles, and dried flowers. Allow students to explore the textures with their hands or assistive tools. Encourage them to choose items to place in small pots, creating their own mini sensory gardens. Add scents to the garden, such as fresh herbs or flower petals, and explain how these pleasant smells contribute to a sense of well-being and happiness.</p> <p><b>Positive Touch Exploration:</b> Introduce students to various soft, comforting objects like plush toys, stress balls, or smooth stones. Allow them to touch and hold these objects while associating the experience with positive emotions. Explain that having something soft and comforting can help them feel good and confident.</p>	<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>• Jobs I Can Do cards</li> <li>• When I am at Work cards</li> <li>• The Good Things About Work cards</li> </ul> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Soft, colourful fabrics</li> <li>• Scented oils or sprays (lavender, vanilla, etc.)</li> <li>• Mirrors</li> <li>• Calming music/sounds</li> <li>• Shallow tray</li> <li>• Garden-related sensory materials (sand, soil, pebbles, dried flowers)</li> <li>• Small pots for sensory gardens</li> <li>• Soft, comforting objects (plush toys, stress balls, etc.)</li> <li>• Visual aids (simple images or symbols to represent different sensory experiences)</li> </ul>	<p><b>Suggested mediums:</b></p> <p><b>Evidence sheets:</b> Photographs of individual/group activities with annotation.</p> <p><b>Visual records:</b> Of card matching and station explorations.</p> <p><b>Direct questions:</b> Throughout the session use prompts/pauses and Makaton/BSL signs.</p> <p><b>Prompting Recall:</b> Of knowledge through minimal verbal instruction and signs.</p> <p><b>Student planner:</b> Lesson marked as introduced and dated.</p>

Activities	Resources	Assessment/Evidence
<p><b>Plenary/Reflection:</b> Bring students together in a quiet, comfortable space. Use the sensory items from the activities to recap the lesson. Encourage students to interact with the items again, using gestures, sounds, or their preferred communication methods to express how they feel. Ask simple, direct questions like, "Do you like this smell?" or "Does this soft fabric make you feel happy?" Reinforce that these positive experiences can help them feel good about themselves.</p>		
<p><b>Teacher Guidance Notes:</b> This lesson aims to support students to engage in sensory-rich activities that promote well-being and positive self-perception. Use clear, simple language and visual aids to reinforce concepts and ensure that each activity is accessible and meaningful to each student. Provide one-on-one support where needed, guiding students through each sensory experience while being mindful of their individual preferences and responses. Focus on creating a calm, supportive environment where students feel safe to explore and express themselves. Document their interactions and progress through photos, videos, and detailed observation notes to track their engagement and emotional responses over time. This approach emphasises the importance of sensory experiences in promoting a sense of well-being, which is crucial for their personal development and future readiness for work awareness and experiences.</p>		