

<b>Module 5: My next best step!</b>		<b>Level: Sensory/Exploration</b>
<b>Unit 5A: What Do I Do When I Apply for a Job?</b>		<b>Preparation for Adulthood: Employment</b>
<b>Lesson 5A2: What are employers looking for?</b>		
<b>Objectives</b>	<b>Learning Outcomes</b>	
<p>To explore the basic qualities and behaviours employers value in job applicants.</p> <p>To engage and participate in performing work-related tasks in new settings with unfamiliar people.</p>	<p><b>Students will:</b></p> <p>Explore the qualities employers look for in employees, such as working cooperatively.</p> <p>Participate in and respond to work-related tasks.</p>	
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Begin by explaining in simple terms that employers look for certain qualities in people when they hire them for jobs. These qualities might include being able to work well with others, trying hard, and being reliable. Use objects of reference, such as a clock (representing reliability/punctuality), a toy tool (representing effort in work), and a handshake (representing cooperation). Allow students to touch and explore these objects to create a sensory connection to the concepts being introduced.</p> <p>*Use switches to activate simple audio descriptions related to each quality, like "Being on time," "Helping each other," or "Trying your best." This reinforces understanding through auditory and tactile feedback.</p> <p><b>Task Simulation with Sensory Boxes:</b> Set up sensory boxes, each representing a different work-related task. For example:</p> <ul style="list-style-type: none"> <li>• <b>Sorting Box:</b> A box with different textured items that students can sort by feel.</li> <li>• <b>Assembly Box:</b> A box where students can practice putting together simple, soft items like connecting blocks.</li> <li>• <b>Cleaning Box:</b> A box with soft cloths and items to wipe or polish, simulating cleaning tasks.</li> </ul> <p><b>New Work Settings:</b> Place the sensory boxes in a different part of the classroom or a new room to simulate a new work environment. Invite a staff member unfamiliar to the students to assist with the activity, helping to create the feeling of working with unfamiliar people.</p> <p><b>Cooperative Tasks with a Partner:</b> Pair students with a peer or staff member to complete a simple, cooperative task together, such as moving a lightweight item from one place to another or handing items to each other. *Use auditory cues (like a bell to start and finish the task) and visual cues (like a coloured light to indicate turn-taking) to guide the activity. Emphasise the importance of working together, highlighting that employers value the ability to cooperate and help others in the workplace.</p>	<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>• Work experience Guide</li> <li>• Work Experience cards</li> <li>• Transition cards</li> <li>• Good Things About Working cards</li> <li>• Jobs I Can Do cards</li> <li>• Job Families cards</li> <li>• Pathways and Options poster</li> </ul> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Sensory Boxes: Each representing different work-related tasks (sorting, assembly, cleaning)</li> <li>• Objects of reference (clock, toy tool, handshake symbol)</li> <li>• Switches to activate audio descriptions</li> <li>• Adapted clothing for the role-playing activity</li> <li>• Mirrors, calming music, and sensory lighting</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>

Activities	Resources	Assessment/Evidence
<p><b>Role Play/Dressing for Work:</b> Create a role-playing activity where students are guided to “dress for work” using simple, adapted clothing items (e.g., a vest or hat). This simulates preparing for a job and introduces the concept of dressing appropriately as something employers look for. Assist with dressing, allowing students to experience the textures and weight of the clothing. Use mirrors to show students their reflection, reinforcing the idea of preparing for work.</p> <p><b>Plenary:</b> Review the key qualities employers look for, using the objects of reference from the introduction (clock, tool, handshake). Summarise how each activity related to what employers might expect from someone at work. Encourage students to express, through gestures, eye gaze, or communication devices, what they find interesting or enjoyable. This helps reinforce the connection between the activities and the lesson’s objectives. End with a calming sensory experience, such as soft lighting and gentle music, to help students reflect on their learning and transition smoothly out of the lesson.</p>		
<p><b>Teacher Guidance Notes:</b> This lesson aims to help students understand what employers value in job applicants, such as effort, reliability, and cooperation. The activities are designed to provide sensory-rich experiences that simulate work-related tasks in new settings with unfamiliar people, helping students build foundational skills for future employment. By using objects of reference, tactile tasks, and role-playing, the lesson connects abstract concepts to tangible actions, making the learning process accessible. Positive reinforcement is used throughout to celebrate engagement and effort, ensuring that students feel supported as they explore these important life skills.</p>		