

Module 5: My next best step!		Level: Sensory Exploration
Unit 5A: What Do I Do When I Apply for a Job?		Preparation for Adulthood: Employment
Lesson 5A3: How do I write a great CV?		
Objectives	Learning Outcomes	
To explore student preferences and strengths/abilities. To engage with materials that represent personal skills, using their preferred methods of communication and interaction.	Students will: Engage with sensory activities that represent different personal attributes and skills. Respond to stimuli that are associated with personal strengths. Express preferences/responses through verbal/non-verbal communication methods.	
Activities	Resources	Assessment/Evidence
<p>Introduction: Introduce the concept of identifying personal strengths and attributes through sensory objects that represent different skills (e.g., a soft fabric to represent gentleness, a rattle to represent energy). Allow students to explore these objects with their senses, encouraging them to reach, touch, listen, or watch. Observe their reactions to identify which stimuli they respond to most positively.</p> <p>My Sensory Strengths Exploration: Provide students with a variety of sensory objects that represent different "strengths" or attributes. For example, soft, textured fabrics for "comfort," bright, reflective objects for "attention to detail," and vibrating toys for "energy." Play calming music or sounds that correspond with the sensory objects. Use lights or projected images to create a visual experience that complements the tactile exploration. Observe students' responses to each sensory object. Look for signs of engagement, such as eye gaze, reaching out, vocalisations, or changes in facial expression. These responses help indicate which "strengths" resonate most with each student. *Offer hand-over-hand assistance or guided interaction for students with limited movement. Ensure the environment is calm and predictable to reduce anxiety and encourage positive interaction.</p> <p>Creating My Sensory CV: Use a large board or a tactile mat where sensory items representing different personal strengths can be attached. With assistance, students will select or be guided to select their preferred sensory items to "create" a sensory representation of their CV. For example, if a student responded well to a soft fabric, it can be placed on the board under a section labelled "Comforting." Use switches or simple cause-and-effect devices that activate lights, sounds, or movements when a student interacts with the board. Provide gentle, consistent guidance, ensuring that each student can contribute to their sensory CV. Celebrate each interaction, no matter how small, to reinforce positive engagement.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • Work experience Guide • Work Experience cards • Transition cards • Good Things About Working cards • Jobs I Can Do cards • Job Families cards • Objects/images of reference • Pathways and Options poster <p>Materials Needed:</p> <ul style="list-style-type: none"> • Sensory Objects • Visual, and auditory objects representing different personal attributes (e.g., soft fabrics, reflective materials, vibrating toys) • Interactive Board • Velcro • Cause and Effect Devices • Lights, projectors, speakers • Sensory items such as soft toys, gentle music, or calming visual aids for the plenary 	<p>Suggested mediums:</p> <p>Evidence sheets: Photographs of individual/group discussions/activities with annotation.</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>Questions and answers can be recorded:</p> <ul style="list-style-type: none"> • Written • Witness statement • Audio • Video <p>Student Journal: Lesson marked as introduced and dated.</p>

Activities	Resources	Assessment/Evidence
<p>Sharing My Sensory Story: Gather the group and share each student’s sensory CV. Use a multi-sensory approach, incorporating touch, sound, and sight to make the sharing experience engaging. As each sensory CV is presented, narrate the strengths or attributes represented by the sensory items in a simple, positive way (e.g., “This soft fabric shows how comforting [Student’s Name] is”). Encourage students to participate by using switches, eye gaze, or gestures to acknowledge their sensory CV. Celebrate their involvement with soft applause, soothing music, or favourite sensory rewards.</p> <p>Plenary: Signify the end of the lesson with a calming sensory activity, such as a light show with gentle music, to help students relax and transition out of the lesson. Recap the sensory experiences from the lesson, reinforcing the concept of personal strengths.</p>		
<p>Teacher Guidance Notes: This lesson aims to help students explore the concept of personal strengths through sensory experiences. The rationale behind this lesson is to provide a sensory-rich environment where students can engage with materials that represent different personal attributes, such as softness for comfort or brightness for attention. The lesson focuses on creating opportunities for students to interact with and respond to stimuli in ways that reflect their preferences and strengths. By using tactile, visual, and auditory cues, the lesson aims to make the abstract concept of a CV tangible and accessible, helping students express themselves and build a sensory “CV” that reflects their unique abilities. The activities are designed to be calming, predictable, and supportive, ensuring that each student can participate in a way that is meaningful and enjoyable for them.</p>		