

<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 5A4: Practise applying for a job</b>			
<b>Objectives</b>		<b>Learning Outcomes</b>	
<p>To explore and engage with job roles through sensory experiences.</p> <p>To provide sensory stimulation that aligns with their job interests and abilities.</p>		<p><b>Students will:</b></p> <p>Engage with sensory activities linked to different job roles.</p> <p>Respond to stimuli associated with different job roles.</p> <p>Demonstrate their preferences and interests through non-verbal communication methods such as eye gaze, facial expressions, vocalisations, or gestures.</p>	
<b>Activities</b>		<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Lesson Introduction:</b> Introduce the session with soft, soothing music and gentle lighting to create a comfortable and familiar environment. Using simple language and visual aids, the teacher will explain that today's lesson is about exploring different kinds of work, which will be represented by different objects, sounds, and textures. The introduction will be brief and focused, allowing students to become comfortable and attuned to the session's sensory environment.</p> <p><b>Sensory Exploration of Job Roles:</b> Students will explore different job roles through a sensory experience that uses objects of reference. Present a series of job-related sensory boxes, each representing a different job role. For example, a box for a gardener might contain the scent of fresh herbs, a small potted plant, and a watering can. A chef's box might include a soft kitchen towel, the sound of a whisking bowl, and the smell of vanilla. Each student will then be supported to explore these sensory boxes, using their preferred method of interaction, whether through touch, smell, sound, or sight. Observe and note each student's responses, such as increased attention, eye gaze, or vocalisation, to identify which sensory stimuli the student finds most engaging.</p> <p><b>Cause and Effect Activity Related to Jobs:</b> Create a cause-and-effect experience that connects job roles to a tangible outcome. For instance, students might activate a switch to hear a train whistle, representing the job of a train conductor, or press a large button to make a vacuum cleaner move, representing the role of a cleaner. These activities are designed to be highly engaging and interactive, allowing students to exert control over their environment and observe the effects of their actions. The goal is to promote awareness and engagement through simple, satisfying cause-and-effect experiences.</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 with job-related objects (e.g., plants, kitchen items, tools)</li> <li>• Cause and effect toys or switches linked to job roles</li> <li>• Communication aids (picture cards, eye gaze boards, switches)</li> <li>• Calming music and sensory objects for winding down</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>Communication and Interaction:</b> Using communication aids such as picture cards, eye gaze boards, or simple switches, students will be allowed to indicate which job-related sensory experiences they enjoyed the most. For students who are non-verbal, the teacher will look for non-verbal cues such as smiling, reaching out, or vocalising to determine their preferences. The goal is to help students feel understood and valued, building their confidence in expressing their likes and dislikes, even in small, subtle ways.</p> <p><b>Plenary:</b> Reflecting and Winding Down: Gather for a brief, calming reflection session. Recap the sensory experiences from the lesson, using visual aids or objects of reference to remind students of what they explored. Soft music or a favourite sensory activity, such as gently rocking or using a soft tactile object, will be introduced to help students relax and transition out of the lesson.</p>		
<p><b>Teacher Guidance Notes:</b> This lesson aims to introduce students to the concept of job roles through sensory exploration and cause and effect activities. The rationale behind the lesson is to provide students with meaningful and engaging experiences that are aligned with their cognitive and sensory needs. The activities are selected to be accessible and enjoyable, promoting sensory awareness, communication, and interaction in a safe, supportive environment. By using sensory stimuli that are connected to real-world job roles, the lesson aims to make abstract concepts more tangible and understandable for students working at a very early cognitive level. The focus is on creating a positive, responsive atmosphere where students feel encouraged to explore, interact, and express their preferences, however subtly.</p>		