

<b>Module 1: Explore!</b>		<b>Level: Sensory/Exploration</b>
<b>Unit 1B: What might affect finding and having a job?</b>		<b>Preparation for Adulthood: Employment</b>
<b>Lesson 1B5: Understanding the language of work</b>		
<b>Objectives</b>		<b>Learning Outcomes</b>
<p>To explore how to address different individuals in a workplace setting.</p> <p>To take part in activities with support to match job titles in the workplace.</p>		<p><b>Students will:</b></p> <p>Have an awareness of the correct titles or names for different people they might interact with at work.</p> <p>Begin to recognise different job titles.</p>
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Use pictures and simple props to show different people in a workplace, such as a "Manager," "Doctor," "Chef," and "Customer." Explain how to address each person using titles like "Mr.," "Ms.," "Doctor," or just their first name, depending on the job setting. Use well-known characters' video clips with audio to consolidate.</p> <p><b>Matching Job Titles to Roles:</b> Introduce students to common job titles and the roles associated with them using visual aids and props. For instance, match the title "Teacher" with a picture of a classroom and the title "Chef" with a picture of a kitchen. Use matching games to reinforce learning.</p> <p><b>Role-Playing to Address People:</b> Set up role-play scenarios where students practise using proper titles and forms of address. For example, students can use a communication device or picture cards to say "Hello, Doctor" or "Thank you, Ms. Smith." Focus on both formal and informal ways to address people based on the work context.</p> <p><b>Plenary:</b> To reinforce learning through sensory play and review of addressing people and job titles. Allow students to explore sensory items related to different job titles, such as aprons for chefs or badges for managers. Use these items to review proper ways to address people and the job titles discussed. Create a calming atmosphere with soothing music to aid relaxation.</p>	<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>• Jobs I Could Do cards</li> <li>• Job Families cards</li> <li>• Transition cards</li> </ul> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Pictures, props, name tags, simple visual aids</li> <li>• Communication devices</li> <li>• Video clips</li> <li>• Job title cards, matching game materials</li> <li>• Sensory items (e.g., aprons, badges), calming music, visual recap aids</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>
<p><b>Teacher Guidance Notes:</b> This lesson aims to help students with sensory and complex needs, learn the basics of workplace communication, specifically how to address different people, and understand job titles. This foundational knowledge is crucial for their preparation for adulthood and potential employment. Utilise non-verbal communication methods, such as picture cards and communication devices, to assist students in learning the proper ways to address individuals in various job settings. Encourage students to engage through gestures and other non-verbal cues, ensuring that they can participate meaningfully despite communication challenges. Incorporate sensory materials to make the learning experience engaging and to reinforce concepts. Be patient and adaptable, tailoring activities to meet each student's unique needs and abilities. Use positive reinforcement consistently to motivate students and acknowledge their efforts and progress. This lesson aims to build students' confidence and understanding of workplace etiquette, which are essential skills for their future interactions and experiences in any work environment.</p>		