

<b>Module 1: Explore!</b>		<b>Level:</b> SLD/ASD
<b>Unit 1B: What might affect finding and having a job?</b>		<b>Preparation for Adulthood:</b> Employment
<b>Lesson 1B5: Understanding the language of work</b>		
<b>Objectives</b>	<b>Learning Outcomes</b>	
<p>To explore how to respectfully address different individuals in a workplace setting.</p> <p>To associate job titles with specific roles and items through sensory exploration.</p>	<p><b>Students will:</b></p> <p>Identify and use the correct titles or names for different people in a workplace.</p> <p>Practise appropriate communication in various workplace scenarios using preferred communication tools.</p>	
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Using video clips and visual aids introduce the students the appropriate ways to address different individuals in a workplace. Use the visual aids and simple props to depict different individuals such as “Manager,” “Doctor,” “Chef,” and “Customer.” Explain the appropriate titles and forms of address for each, like “Mr.,” “Ms.,” “Doctor,” or using their first name. Consolidate the titles with the use of the video clips.</p> <p><b>Visual and Tactile Job Identification:</b> Create a hands-on activity where students explore different job titles through visual and tactile elements. Set up areas with visual cards showing job titles and corresponding tactile items (e.g., a small apron for a “Chef,” a clipboard for a “Nurse”). Allow students to handle the items while discussing the roles associated with each job title. This helps reinforce the connection between the job title, the associated item, and the role.</p> <p><b>Role-Playing with Communication Tools:</b> Set up role-play scenarios where students use communication devices or picture cards to address different people in a workplace setting. For instance, students might role-play greeting a “Manager” in a formal way or asking a “Colleague” for help informally. Provide clear prompts and visual aids to guide the interactions. This activity emphasises the importance of context-appropriate communication and helps students practice these skills in a controlled setting.</p> <p><b>Plenary:</b> Review the lesson with a sensory activity where students can explore items related to the job titles discussed, such as aprons for chefs or badges for managers. Use these items to review the titles and roles, reinforcing the lesson. Play calming music to create a relaxing environment for reflection.</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>• Visual aids (pictures of people in different roles), simple props (e.g., name tags)</li> <li>• Video clips</li> <li>• Visual job title cards, tactile items related to various professions</li> <li>• Communication devices, picture cards, role-play props, and scenario prompts</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 students engaging with sensory activities.</p> <p><b>Visual records</b> of sorted items and matched cards.</p> <p><b>Completed</b> sensory sentences displayed on boards.</p> <p><b>Observation notes</b> on student participation and engagement.</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>Student planner</b> Lesson marked as introduced and dated.</p>
<p><b>Teacher Guidance Notes:</b> This lesson aims to teach students the basics of workplace communication, focusing on how to address different individuals and understand job titles. Developing a basic understanding of workplace etiquette and communication, building confidence, and preparing them for future job-related interactions, are fundamental for their future interactions in various settings, including potential employment/volunteering. Encourage non-verbal communication methods, such as picture cards and communication devices, to help students express themselves correctly. Use sensory materials to engage students and reinforce the lesson’s content. Be patient and flexible, adapting activities to each student’s needs and abilities, and ensure that the learning experience is positive and inclusive. Use positive reinforcement consistently to encourage participation and celebrate student efforts.</p>		