

<b>Module 2:</b> My purpose, my work!		<b>Level:</b> SLD/ASD
<b>Unit 2B:</b> What sort of jobs are there for me?		<b>Preparation for Adulthood:</b> Employment
<b>Lesson 2B3:</b> What type of career can you start yourself?		
<b>Objectives</b>		<b>Learning Outcomes</b>
<p>To understand what self-employment means. To explore various careers that can be started independently.</p>		<p><b>Students will:</b> Participate in activities to explore what self-employment means. Identify and describe two different careers that can be started independently.</p>
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Explain, clearly and simply, the lesson objectives and what they will be doing today. Start with a group discussion about what they find hard to do and what helps them to do this task when they are struggling.</p> <p><b>Self-Employment Role-Play:</b> Use simple language and visual aids to explain what self-employment is, showing images of people like artists, bakers, gardeners, and photographers working for themselves. Divide the students into small groups and assign each group a self-employed career, providing relevant costumes and props. Assist the students in dressing up and give a brief overview of the tasks associated with each career, such as painting for an artist or baking for a baker. Encourage the students to act out these tasks, moving around the room to offer support and ask guiding questions to help them think about their roles. After the role-play, gather the students for a discussion of how it felt to perform their tasks, using communication aids as needed.</p> <p><b>Career Poster Creation:</b> Ask students to create a poster representing different self-employed careers. Provide students with the materials to create their posters and ask them to cut out the images that show careers that can be started independently. Have them arrange and glue the images on paper, grouping similar careers and decorating them with pens/pencils. Once completed, invite students to share their posters and explain the images and why they chose them.</p> <p><b>Plenary:</b> Gather the students in a circle with their career posters. Ask students what they have learned about self-employment and which self-employed careers they found the most interesting.</p>	<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>Jobs I Can Do card set</li> <li>Job Families card set</li> <li>Pathways &amp; Options Poster</li> <li>Bambino Enterprise curriculum</li> </ul> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>Costumes/props to represent different self-employed careers</li> <li>Images of self-started careers</li> <li>Paper</li> <li>Glue sticks</li> <li>Pens/pencils</li> <li>Scissors</li> </ul>	<p><b>Suggested mediums:</b></p> <p><b>Evidence sheets:</b> Photographs/videos of students engaging with sensory items.</p> <p><b>Visual records:</b> Of the career posters made.</p> <p><b>Completed:</b> Sensory exploration is shown through action plans.</p> <p><b>Observation notes:</b> Regarding student participation and engagement.</p> <p><b>Direct questions:</b> Throughout the session use prompts/pauses and Makaton/BSL signs.</p> <p><b>Prompting Recall:</b> Of knowledge through simple verbal instruction 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 introduce the concept of self-employment as a viable option as a career pathway. Use simple, clear language and repetitive sensory cues to reinforce learning. Ensure each activity is tailored to the sensory preferences and needs of the students. Provide one-on-one support to help students stay engaged fully with each activity. Document progress made through photos and notes to track understanding and engagement. This approach uses sensory-rich, engaging activities to introduce students with multiple learning needs to the concepts of understanding their own needs and how to ask for help.</p>		