

<b>Module 2:</b> My purpose, my work!		<b>Level:</b> Sensory/Exploration
<b>Unit 2C:</b> How can I find out more about jobs?		<b>Preparation for Adulthood:</b> Employment
<b>Lesson 2C3:</b> Talking to specialists to find out more		
<b>Objectives</b>		<b>Learning Outcomes</b>
<p>To interact with career specialists in their preferred method of communication.</p> <p>To practise asking for help from a career specialist in their preferred method of communication.</p>		<p><b>Students will:</b></p> <p>Communicate with career specialists.</p> <p>Participate in a guided activity and practise asking for help from a career specialist using communication aids.</p>
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Gather students together either in a circle or a comfortable seating arrangement. Introduce a piece of music or visual reference for the 'Career' lesson.</p> <p><b>Sensory and Visual Exploration of Career Specialists:</b> Have images of career specialists displayed around the classroom with the corresponding descriptions and sensory items. Guide students around the room, inviting them to interact with the sensory items. Encourage students to use their preferred communication aid to express their thoughts and ask questions. Once completed review the key roles of a career specialist using visual aids and simple language.</p> <p><b>Guided Role-Play:</b> Arrange a role-play area with a desk and props to have a 'meeting' with a career specialist. Pair students with the appropriate support to be able to take part in guided/supported role-play. Use the scripts and preferred communication aids to guide students through the process of asking for help. Encourage students to use key phrases and props to relate the role-play to real-life experiences. Tailor the scripts to each student's needs and preferred form of communication gestures, tools, and expression.</p> <p><b>Plenary:</b> Gather students in a quiet, comfortable area to review the activities and outcomes covered in the lesson. Use visual aids and sensory items to remind students of what they have experienced and accessed during the lesson. Encourage students to respond to questions using gestures and prompts to Yes/No cards and image cards. Ask simple questions such as: 'Who can help us find a job in .....?' Acknowledge each student's participation in the lesson and thank them for their efforts.</p>	<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>• Work Experience Guide</li> <li>• Careers and Enterprise website</li> <li>• Pathways &amp; Options Poster</li> </ul> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Images of career specialists</li> <li>• Descriptions of roles with icons/symbols</li> <li>• Sensory items for jobs</li> <li>• Communication aids/tools</li> <li>• Simple role-play scripts</li> <li>• Props</li> </ul>	<p><b>Suggested mediums:</b></p> <p><b>Evidence sheets:</b> Photographs of individual/group activities with annotation.</p> <p><b>Visual records:</b> Of the action plans made.</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 minimal verbal instruction and signs.</p> <p><b>Student planner:</b> Lesson marked as introduced and dated.</p>
<p><b>Teacher Guidance Notes:</b> This approach allows a sensory-rich introduction into how to ask for help from a career specialist. Ensure each activity is tailored to students' needs to promote understanding of the lesson. Ensure preferred communication aids are easily accessible for students to use throughout the lesson. Provide praise and support to students when needed. Encourage participation from all students to reinforce understanding and learning using visual aids to make it clear.</p>		