

Module 2: My purpose, my work!		Level: Sensory/Exploration	
Unit 2C: How can I find out more about jobs?		Preparation for Adulthood: Employment	
Lesson 2C4: What do I already know about careers?			
Objectives		Learning Outcomes	
<p>To access different career pathway options through sensory exploration.</p> <p>To explore ways of finding out more about various jobs with support through storytelling.</p>		<p>Students will:</p> <p>Communicate their recognition of different careers.</p> <p>Interact with activities to demonstrate previous learning.</p>	
Activities		Resources	Assessment/Evidence
<p>Introduction: Gather students together either in a circle or a comfortable seating arrangement. Introduce a piece of music or visual reference for the 'Careers Knowledge' lesson.</p> <p>Career Sensory Exploration: Set up a sensory table that includes different items to represent careers i.e. tools and wood for a carpenter and soft fabric and a stethoscope for a healthcare worker. Have images of the careers. Encourage students to explore the different items on the table and help them match them with the picture cards. Use verbal cues and visual prompts to guide them. Ask simple questions such as 'Have you seen these before?'</p> <p>Show students photographs of their previous interactions/ explorations of the job-related items. Discuss the items and carers explored and encourage students to express their recognition.</p> <p>Career Storytelling with Props: Move students into a comfortable area to read career-related stories. Use props to enhance the storytelling experience. After, encourage students to use the props to act out parts of the story or to demonstrate the job from the book. Ask students to identify which prop goes with each job and describe what they learned about that job from the story.</p> <p>Plenary/Visual Supports: Summarise the activities from the lesson using the props to reinforce understanding. Ask students simple questions about how they can find out more about different jobs such as, 'Can you point to someone you could ask about jobs to learn more?' or 'Can you remember one way you can find information about a job you like?'</p>		<p>Provided:</p> <ul style="list-style-type: none"> Jobs I Can Do card set Job Families card set <p>Materials Needed:</p> <ul style="list-style-type: none"> Career sensory table Labelled items Visual aids Large storybooks for careers with images and props 	<p>Suggested mediums:</p> <p>Evidence sheets: Photographs of individual/group activities with annotation.</p> <p>Visual records: Of the action plans made.</p> <p>Direct questions: Throughout the session use prompts/pauses and Makaton/BSL signs.</p> <p>Prompting Recall: Of knowledge through minimal verbal instruction and signs.</p> <p>Student planner: Lesson marked as introduced and dated.</p>
<p>Teacher Guidance Notes: This approach allows a broad recap of the module to aid students in their understanding of finding a job for them. Ensure each activity is accessible for students with visual aids to reinforce learning. Use clear, simple language with sensory-repetitive language to help students stay engaged in the lesson. Encourage students to use their communication tools for active participation and ask for help when needed. Offer support when needed as well as praise and encouragement to guide students through the lesson and keep them engaged with the activities.</p>			