

<b>Module 2:</b> My purpose, my work!		<b>Level:</b> SLD/ASD
<b>Unit 2C:</b> How can I find out more about jobs?		<b>Preparation for Adulthood:</b> Employment
<b>Lesson 2C4:</b> What do I already know about careers?		
<b>Objectives</b>		<b>Learning Outcomes</b>
<p>To articulate their current knowledge about careers.</p> <p>To enable students to identify one method for researching and learning about different jobs.</p>		<p><b>Students will:</b></p> <p>Express their understanding of how to seek information about different careers through verbal or non-verbal communication.</p> <p>Demonstrate their knowledge of one method to find out more about jobs.</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 students remember about different jobs, job families, and how to find information about them.</p> <p><b>Career Picture Match:</b> Divide students into small groups and give each a set of career pictures/images and their descriptions/tool cards. Encourage a discussion within groups about what they know about each career. Have each group present one/two matching pairs. Discuss how each career was identified, and any interesting facts students shared.</p> <p><b>Career Storytime:</b> Read some of the career storybooks to the class, discussing any questions students may have about the career featured. Ask questions such as, 'What job did the person have?' and 'Where did they work?.' Invite students to share any personal experiences they may have about the careers presented. Discuss how learning from stories can help us understand different jobs. Create a chart to list the careers covered and key details learned about each one.</p> <p><b>Plenary:</b> Gather the students in a circle and briefly review the activities from the lesson. Encourage students to share their favourite careers from the activities. Praise students for their participation and learning. Ask students to think about other ways they can learn about careers, such as career cards/asking family members. Suggest students find out more about a new career at home and share it in the next class discussion.</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> </ul> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>Pictures of different careers</li> <li>Job descriptions/tools for the chosen careers</li> <li>Storybooks about different careers</li> <li>Careers Chart</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 matched pictures 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> 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 interactive activities to recap the module and track students' progression and understanding.</p>		