

Module 3: My choices!		Level: SLD/ASD
Unit 3B: What do I want to do?		Preparation for Adulthood: Employment
Lesson 3B1: Do I have a favourite type of career?		
Objectives		Learning Outcomes
<p>To introduce students to different careers through tactile and visual exploration.</p> <p>To introduce students to the idea of different careers and get them thinking about their interests.</p>		<p>Students will:</p> <p>Demonstrate an awareness of various careers by participating in engaging activities related to different jobs.</p> <p>Use communication methods suited to their needs to indicate which activities or career-related stimuli they enjoyed the most.</p>
Activities	Resources	Assessment/Evidence
<p>Introduction Career Choices: Start the lesson by introducing the concept of different jobs and careers. Explain that everyone has different interests and strengths, and these can help guide career choices. Use visual aids or pictures to show examples of various careers, such as a teacher, a vet, a dancer. Show a short video or a slideshow of different careers, highlighting the tools and activities involved in each. Encourage students to pay attention to what they find interesting. Afterward, discuss briefly using simple language and communication aids to help students indicate which careers they liked the most.</p> <p>Career Puzzle: Create large, interactive puzzles where each piece represents a different career. For example, one puzzle could depict a hospital scene with pieces representing different roles like a doctor, nurse, and lab technician. Another puzzle could show a restaurant with a chef, server, and cashier. Students can assemble the puzzles, exploring each role as they place the pieces.</p> <p>Career-Themed Sensory Bins: Set up sensory bins filled with items related to different careers. For example, a "Construction Bin" might contain sand, small tools, and building blocks; a "Baking Bin" could have flour, measuring spoons, and pretend pastries; an "Art Bin" could include paintbrushes, fabric scraps, and modelling clay. As students explore each bin, they can discuss or use communication tools to express what they enjoy or find interesting.</p> <p>Plenary: Gather the students and review the activities they participated in, encourage each student to share, using their preferred communication methods, which career-related activity they enjoyed the most or found interesting. Highlight the variety of careers explored and reinforce that everyone has unique interests and strengths. Thank the students for their participation and encourage them to keep thinking about what they enjoy and what they might want to do in the future.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • WRSIL task cards • Pathways Poster • Jobs I Can Do cards • Job Families cards <p>Materials needed:</p> <ul style="list-style-type: none"> • Large puzzle pieces with career-themed images • Sand, tools, building blocks, flour, measuring spoons, pretend pastries, paintbrushes, fabric scraps, modelling clay • Visual aids, pictures, videos, or slideshow of different careers 	<p>Suggested mediums:</p> <p>Evidence sheets Photographs of students engaging with sensory activities.</p> <p>Visual records of sorted items and matched cards.</p> <p>Completed sensory sentences displayed on boards.</p> <p>Observation notes on student participation and engagement.</p> <p>Direct questioning throughout the session with the use of pause, prompting, and Makaton/BSL signs.</p> <p>Prompting recall of knowledge through minimal verbal instructions and signs.</p> <p>Student planner Lesson marked as introduced and dated.</p>
<p>Teacher Guidance Notes: This lesson aims to support students to explore various career options and identify their personal interests through engaging in hands-on activities. Use visual aids, communication tools, and simple language to help students express their preferences. Provide positive reinforcement throughout the lesson to encourage participation and acknowledge each student's unique interests. The goal is to help students recognise and express their preferences, laying the foundation for future discussions about potential career paths.</p>		