

<b>Module 3: My choices!</b>		<b>Level: MLD/SEMH</b>
<b>Unit 3B: What do I want to do?</b>		<b>Preparation for Adulthood: Employment</b>
<b>Lesson 3B2: Which job is for me? – My Career Goal</b>		
<b>Objectives</b>	<b>Learning Outcomes</b>	
<p>To explore and identify their interests related to different careers through engaging and interactive activities.</p> <p>To understand the basic concept of breaking down tasks related to different careers by participating in structured, hands-on activities.</p>	<p><b>Students will:</b></p> <p>Participate in various career-related activities, indicating their preferences through verbal communication or other expressive means.</p> <p>Demonstrate an understanding of task breakdown by participating in and completing step-by-step activities related to different careers.</p>	
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Start the lesson with an introduction to the topic: “What do I want to do? Which job is for me?” Use visual aids, such as pictures, videos, and job-related props, to introduce various careers. Explain the importance of careers and how they relate to students’ interests and activities. Encourage students to share any knowledge or experiences they have with different careers to create a connection to the topic.</p> <p><b>Career Video Presentation:</b> Show short video clips of professionals talking about their jobs and demonstrating key tasks. Choose videos that are engaging and age-appropriate, covering a range of careers such as doctors, chefs, teachers, and engineers. Materials needed include a projector or large screen, and a selection of career video clips. After watching the videos, facilitate a group discussion about what the students found interesting or surprising. Ask them to compare the different jobs and express which ones they might like to explore further.</p> <p><b>Guest Speaker Workshop:</b> Invite guest speakers from different professions to come into the classroom and talk about their jobs. Choose dynamic and engaging speakers, such as a chef who can do a cooking demonstration or a musician who can play an instrument. Materials needed include any props or demonstration items the guest speakers bring. Prepare the students for the visit by discussing what questions they might want to ask and what they can expect. During the guest speaker’s presentation, encourage students to ask questions and interact with the speaker. This provides a real-world connection to the careers being explored and allows students to learn directly from professionals. After the presentation, discuss with the students what they learned and how they felt about the careers introduced.</p> <p><b>Career Interview Role-Play:</b> Divide the students into pairs and assign one student in each pair to play the role of the employer and the other as the job candidate. Provide a set of simple interview questions related to different careers, such as “What do you like about this job?” or “Why do you think you would be good at this job?” Materials needed include printed interview questions and props related to various careers. Students take turns interviewing each other, using the props to enhance their role-play experience.</p>	<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>• WRSIL task cards</li> <li>• Pathways Poster</li> <li>• Jobs I Can Do cards</li> <li>• Job Families cards</li> </ul> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"> <li>• Screens/computers</li> <li>• Video clips</li> <li>• Job related images</li> <li>• Space for demonstrations</li> <li>• Interview questions</li> </ul>	<p><b>Suggested mediums:</b></p> <p><b>Evidence sheets</b> Photographs of students engaging in activities.</p> <p><b>Visual records</b> of sorted items and matched tools.</p> <p><b>Observation notes</b> on student participation and engagement.</p> <p><b>Direct questioning</b> throughout the session with the use of pauses and prompts.</p> <p><b>Prompting recall</b> of knowledge through minimal verbal instructions.</p> <p><b>Student planner</b> Lesson marked as introduced and dated.</p>

Activities	Resources	Assessment/Evidence
<p><b>Plenary:</b> Gather students in a circle and summarise the key points of the lesson, reinforcing the importance of understanding different careers, identifying personal interests, and knowing how tasks are broken down within those careers.</p>		
<p><b>Teacher Guidance Notes:</b> This lesson aims to provide students with a structured, engaging, and interactive environment to explore potential career interests and understand the concept of task breakdown. Coordinate with guest speakers ahead of time to ensure they understand the student's needs and can present in a simple, engaging manner. Maintain a calm and structured environment, using clear instructions and positive reinforcement to manage behaviour. Provide ample support and encouragement, paying close attention to each student's engagement and responses. Adjust the pace and approach as needed to accommodate individual needs, using positive reinforcement to celebrate students' participation and achievements. Reinforce the connections between activities and career tasks to help students understand the concept of task breakdown, creating a supportive and inclusive atmosphere that encourages exploration and learning.</p>		