

<b>Module 3: My choices!</b>		<b>Level: SLD/ASD</b>
<b>Unit 3C: How do I plan for what I choose?</b>		<b>Preparation for Adulthood: Employment</b>
<b>Lesson 3C1: What is a plan?</b>		
<b>Objectives</b>	<b>Learning Outcomes</b>	
<p>To learn how to make a career path through interactive and engaging activities.</p> <p>To understand what they need to do to get their chosen job by participating in structured, hands-on tasks.</p>	<p><b>Students will:</b></p> <p>Demonstrate an awareness of the concept of a career path by engaging in activities that illustrate the steps involved.</p> <p>Participate in contributing to the completion of tasks related to job preparation and reflecting on the process.</p>	
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Begin the lesson by introducing the topic: "How do I plan for what I choose? How do you plan for a career?" Use a short, animated video that explains planning for a career in simple terms and shows examples of different job paths, like becoming a gardener, chef, or Coffee Barista. Engage students by asking them to share what jobs they find interesting or what they enjoy doing.</p> <p><b>Visual Career Path Board:</b> Create a large visual career path board with a sequence of pictures and symbols that represent steps in a career path. For example, becoming a baker could include images of a cookbook, a mixing bowl, flour, and a baked bread loaf. Guide students in attaching these pictures to the board in the correct order, emphasising the sequence and how each step is necessary to achieve the career goal. Allow students to handle and interact with the visual aids, encouraging them to participate as much as possible. Use clear, simple language and visual supports to reinforce understanding.</p> <p><b>Career Planning Kits:</b> Prepare kits that represent different careers, each containing items related to the steps of preparing for that career. For example, a gardener's kit could include seed packets, small pots, soil, and a watering can. Another kit for a chef could include measuring cups, a mixing bowl, and ingredients. Guide students through exploring each kit, discussing the items and how they relate to the steps of preparing for that career. Allow students to engage with the materials and discuss the importance of each step in achieving their career goals. Reinforce the concept of a career path by highlighting the sequence of tasks in each kit.</p> <p><b>Sensory Career Storybooks:</b> Create sensory storybooks that students can explore, illustrating the steps to prepare for a career. Each page should feature a different step with corresponding textures and objects. For example, a book about becoming a veterinarian could include pages with faux fur (animal care), stethoscope (smooth plastic), and bandages (soft fabric). Talk students through the sensory storybooks, allowing them to touch and explore each page. Discuss each step and how it contributes to the overall career path. Reinforce the concept of planning and sequencing through this hands-on, tactile experience.</p>	<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>• WRSIL task cards</li> <li>• Pathways Poster</li> <li>• Transition cards</li> </ul> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"> <li>• Visual aids with pictures and symbols, Velcro strips</li> <li>• Seed packets, small pots, soil, watering cans, measuring cups, mixing bowls, food, and containers for the kits</li> <li>• Faux fur, smooth plastic, soft fabric, tactile book materials</li> <li>• LED lights or colourful floor mats, symbols or pictures representing each step</li> </ul>	<p><b>Suggested mediums:</b></p> <p><b>Evidence sheets</b> Photographs of students engaging with sensory activities.</p> <p><b>Visual records</b> of sorted items and matched cards.</p> <p><b>Completed sensory</b> sentences displayed on boards.</p> <p><b>Observation notes</b> on student participation and engagement.</p> <p><b>Direct questioning</b> throughout the session with the use of pause, prompting, and Makaton/BSL signs.</p> <p><b>Prompting recall</b> of knowledge through minimal verbal instructions and signs.</p> <p><b>Student planner</b> Lesson marked as introduced and dated.</p>

Activities	Resources	Assessment/Evidence
<p><b>Light and Sound Plan Pathway:</b> Create a pathway on the floor using LED lights or colourful floor mats that students can follow to represent the steps of a plan. Each light or mat represents a different step in an activity, such as preparing a simple meal. For example, the first light could indicate "get ingredients," the second "mix ingredients," the third "cook food," and the fourth "serve food." Guide students along the pathway, encouraging them to step or roll to each light or mat, and engage with a sensory element at each stop, such as smelling ingredients, feeling a mixing bowl, or listening to cooking sounds. This visual and sensory pathway helps illustrate the sequence and structure of planning an activity.</p> <p><b>Plenary:</b> Within a group reflection activity review the steps of the activities they completed. Use the visual aids from the lesson to reinforce each step. Encourage students to indicate their favourite part of the lesson by pointing, gesture, or symbol/images. Use simple language to summarise the key points, reinforcing the importance of planning and sequencing to achieve a career goal. Celebrate their participation and achievements with positive reinforcement.</p>		
<p><b>Teacher Guidance Notes:</b> This lesson aims to introduce students to the concept of planning for a career through interactive and engaging activities. Prepare all materials and visual aids in advance, ensuring they are safe and appropriate for the student's developmental levels. Use clear, simple language and visual supports to explain the concept of a career path. 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 the concept of planning for a career, helping students understand the importance of organising steps to achieve a goal. Use visual schedules, first-then boards, and other visual supports to aid understanding and communication.</p>		