

<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 3C3: How do you plan for a career?</b>		
<b>Objectives</b>	<b>Learning Outcomes</b>	
<p>To learn the basic concept of making a career pathway and choices.</p> <p>To understand the steps needed to achieve their chosen job by engaging in structured, real-world experiences.</p>	<p><b>Students will:</b></p> <p>Participate in activities that highlight different job roles and required steps.</p> <p>Interact with sensory materials representing various career tasks, to connect to the world of work to inform future choices.</p>	
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Career Pathway Visual Schedule:</b> Create a visual schedule for a career pathway that includes images and simple text representing each step. For example, a pathway to becoming a librarian could include images of reading books, organising shelves, and helping the public. Guide students in reviewing the visual schedule, discussing each step and its importance. Use clear language and visual aids to reinforce the concept of planning and progression in a career. Encourage students to ask questions and engage with the visual schedule.</p> <p><b>A) Taster Session at ‘Work’:</b> Arrange a taster session where students can engage in hands-on activities related to a range of careers. For example, set up a mini bakery in the classroom where students can roll dough, use cookie cutters, and decorate cookies.</p> <p><b>B) Visits from ‘workers’:</b> Invite people from the work sectors highlighted above to ‘man the taster sessions’ and discuss aspects of the ‘job.’ Prepare the visitors for the interactions to be clear, visual, and sensory. i.e. A hospital porter in uniform, with cleaning products and a wheelchair to manage. from a chosen career to visit the classroom and talk about their job. Encourage the worker to explain their career path using simple language and visual aids. Guide students in exploring the sensory items, asking the professional questions about their job. This real-world interaction helps students connect classroom learning with actual career experiences.</p> <p><b>C) Plan and Visit External Workplaces:</b> Organise a visit to the varied workplaces related to the career activities/ discussions listed above. Prepare a checklist of sensory experiences for students to engage with during the visit. During the visit, guide students to explore different aspects of the workplace, touching, smelling, and listening to various elements. Explain each part of the workplace and the tasks performed there, reinforcing the steps and planning involved in the career. Guide students through the taster session, encouraging them to participate in each step of the short, prepared activity. Explain the importance of each task and how it fits into the career. This practical experience helps students understand the responsibilities and skills needed for the job.</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> <li>• Work Experience cards</li> </ul> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"> <li>• Visual schedule with images and simple text, adhesive to secure the schedule to a wall or board</li> <li>• A selection of career related items</li> <li>• sensory items related to the visitor’s profession, visual aids/symbols</li> <li>• Transport to the workplace, checklist of sensory experiences, permission slips, snacks, support/job coaches, PPE</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</b> sensory 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>Plenary:</b> Conclude the lesson with a group reflection activity. Encourage students to indicate their favourite part of the lesson by their preferred communication medium. Use simple language to summarise the key points, reinforcing the importance of planning and learning to achieve a career goal.</p>		
<p><b>Teacher Guidance Notes:</b> This lesson aims to the concept of career planning and the steps needed to achieve a job through sensory and interactive activities. Use clear, simple language and visual aids to explain the importance of planning and the steps involved in various careers. 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 concepts of career planning and achieving goals, helping students understand the importance of organising steps and learning to reach a career. Use visual supports and simple gestures to aid understanding and communication and maintain a structured and predictable environment to help students feel secure and engaged.</p>		