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| Module 4: I am ready! | | Level: Sensory/Exploration |
| Unit 4A: What do I tell employers about myself? | | Preparation for Adulthood: Employment |
| Lesson 4A1: What training do I want when I have a job? | | |
| Objectives | Learning Outcomes | |
| To explore how learning can continue with a job. To explore different types of job training. | Students will: Explore different types of job training. Engage with sensory materials that represent job training scenarios. | |
| Activities | Resources | Assessment/Evidence |
| <p>Introduction: Gather students together either in a circle or a comfortable seating arrangement. Introduce a piece of music or visual reference for the 'Lifelong Learning' lesson.</p> <p>Sensory Training Exploration: Create different sensory areas around the room to represent different types of job training. Guide students through each area and encourage them to interact with the objects. Explain to students as they are holding the items which job training they represent. Ensure each area is clearly labelled with an image/symbol to aid students understanding. Ask students to point to/interact with the items they find most interesting. Encourage students to communicate their interests through gestures, sound, or other communication methods.</p> <p>Sensory Storytelling: Have students gathered in a comfortable reading area where they can all see the book. Read a story that tells explains the journey of a person learning new things in their job. Use sensory items that relate to the story for students to explore as the story is being told. Whilst reading the story aloud to students encourage sensory exploration of items that relate to the elements of the story. After the story discuss with students what the person learned and how they learned it in the story. Encourage students to express, in their preferred communication, what they liked about the story.</p> <p>Plenary: Use visual aids and items from the lesson to briefly discuss the main points of the lesson. Encourage students to share what they enjoyed or found interesting using gestures, eye gaze, or communication devices by answering Yes/No questions to indicate their favourite part of the lesson.</p> | <p>Provided:</p> <ul style="list-style-type: none"> • Pathways and Options Poster • Work Experience Guide • Work Experience cards • Jobs I Can Do cards • Job Families cards • Work Related Independent Living cards <p>Materials needed:</p> <ul style="list-style-type: none"> • Sensory items • Story book | <p>Suggested mediums:</p> <p>Evidence sheets: Photographs of individual/group discussions/activities with annotation.</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>Questions and answers can be recorded:</p> <ul style="list-style-type: none"> • Written • Witness statement • Audio • Video <p>Student Journal: Lesson marked as introduced and dated.</p> |
| <p>Teacher Guidance Notes: This approach allows a sensory-rich introduction to what training can be done after you get a job. Ensure each activity is altered to students' sensory and communication needs. Use clear and simple language with repetitive sensory cues to reinforce learning. Provide one-on-one support to help students engage fully with each activity. Document progress throughout the lesson with photographs and notes to track understanding and engagement. The activities are tailored to student's sensory and communication needs, using visual, tactile, and auditory aids to make abstract ideas more tangible. Simple and clear language, supplemented with objects of reference, digital tools, and interactive elements, is used to support understanding. Non-verbal communication is encouraged using preferred communication devices, ensuring that all students can express their preferences and participate in the lesson. Positive reinforcement is employed to celebrate each student's engagement and achievements.</p> | | |