

Module 4: I am ready!		Level: SLD/ASD
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 understand that learning continues after starting a job. To become familiar with different types of training that may be available in various jobs.	Students will: Identify one example of training they may encounter in a job. Identify ongoing learning by discussing or illustrating how training can help them improve their skills and advance in their job.	
Activities	Resources	Assessment/Evidence
<p>Introduction: Explain, clearly and simply, the lesson objectives and what they will be doing today. Start with a group discussion about what they think lifelong learning is and how it can help them in a job.</p> <p>Visual Training Exploration: Discuss and provide students the 'Jobs I Can Do' cards and the 'Work Related Independent Living' cards. Encourage discussions of the jobs the cards show. Ask students to match the job cards with the Work-Related Independent Living task cards that match training to the next step of a job. Have students choose one type of training they find interesting and share why.</p> <p>Role-Play Training Scenarios: Ask students to pair up and provide them with a 'Scenario Card' that describes different training situations. Ask students to act out their scenarios, inviting them to use the costumes and props that match the chosen role play. Ask students to perform their role-play scenarios and discuss what training was shown and how it helps employees learn new skills and increase their skills and potential for promotion.</p> <p>Plenary: Gather the students in a circle and briefly review the main concepts of the lesson. Ask simple questions to check understanding, for example, 'Can you name one type of training you might have at a job?'. Encourage students to share their favourite part of the lesson. As a class create a chart to list the different types of training discussed and ask students to draw/place an image related to one of the types of training. Praise students for their efforts throughout the lesson and reinforce how learning is important for careers to improve skills.</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"> • Props • Costumes • Scenario cards • Charts • Whiteboard • Art materials 	<p>Suggested mediums:</p> <p>Evidence sheets: Photographs/videos of students engaging with sensory items.</p> <p>Observation notes: Regarding student participation and engagement.</p> <p>Direct questions: Throughout the session use prompts/pauses and Makaton/BSL signs.</p> <p>Prompting Recall Of knowledge through simple verbal instruction and signs.</p> <p>Student planner Lesson marked as introduced and dated.</p>
<p>Teacher Guidance Notes: This lesson aims to use sensory-rich, engaging activities to introduce students to the concept of why training is important after getting a job, and why learning is lifelong. Use simple, clear language and repetitive sensory cues to reinforce learning. Ensure each activity is tailored to the sensory preferences and needs of the students. Provide one-on-one support to help students to stay engaged fully with each activity. Document progress made through photos and notes to track understanding and engagement.</p>		