

Module 4: I am ready!		Level: SLD/ASD
Unit 4A: What do I tell employers about me?		Preparation for Adulthood: Employment
Lesson 4A2: What to say on a great CV		
Objectives		Learning Outcomes
<p>To understand the different CV sections.</p> <p>To develop the ability to put together a CV by focusing on a simple format.</p>		<p>Students will:</p> <p>Identify and talk about the main sections of a CV.</p> <p>Complete a basic CV with guidance and support.</p>
Activities	Resources	Assessment/Evidence
<p>Introduction: Begin with a structured routine, such as a visual schedule that outlines the lesson’s activities, to provide clarity and reduce anxiety. Explain that a CV holds information to tell others what you are good at and what you can do. Use a simple and clear visual aid, such as a colour-coded chart or a video that explains the different sections of a CV.</p> <p>CV Section Sensory Bins: Create several sensory bins, each representing a different section of a CV (e.g., “Personal Information,” “Skills,” “Work Experience”). Fill each bin with items that represent the section it corresponds to. For example:</p> <ul style="list-style-type: none"> • Personal Information Bin: Contains a soft-textured name tag, a small mirror, and a photo of the student. • Skills Bin: Includes items like a mini keyboard, a paintbrush, and a small tool. • Work Experience Bin: Contains objects such as miniature tools, a small apron, or a cash register. <p>Allow students to explore each bin, feeling the textures and discussing the significance of each item in the context of a CV. As they interact with the materials, guide them in understanding how these items relate to the different sections of a CV. This sensory-based activity supports tactile learners and helps solidify the concept of organising personal information for a CV in a concrete and engaging way.</p> <p>Guided CV Creation Workshop: Show students the CV template on the main board and explain each section again briefly, focusing on how the students will fill in each part. Have students use the computers/tablets to begin to fill in their CV templates. Ensure students have visual aids to refer to and staff to support them through each section. Use simple props to aid students in completing their CVs. Once complete, invite students to share parts of their CV with the class and encourage feedback from peers.</p> <p>Plenary: Gather students in a circle and invite them to share their experiences throughout the lesson. Ask simple, guided questions such as, ‘What did you like writing about the most?’ Use visual aids to review the main points of the lesson and why CV components are important. Encourage students to ask questions and engage in the review of the lesson.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • Pathways & Options Poster • Jobs I Can Do cards • Job Families cards <p>Materials Needed:</p> <ul style="list-style-type: none"> • Sample CVs with highlighted sections • Large, color-coded CV section cards • Smaller cards with images/information for sorting • Sensory bins with a range of tactile materials • Digital slideshow or large poster for visual recap • Computers/laptops/IPADS 	<p>Suggested mediums:</p> <p>Evidence sheets: Photographs of students engaging in activities.</p> <p>Visual records: Of CV templates and CV section matching.</p> <p>Observation notes: On student participation and engagement.</p> <p>Direct questions: Throughout the session with use of prompts and pauses.</p> <p>Prompting Recall: Of knowledge through minimal verbal instruction and signs.</p> <p>Student planner: Lesson marked as introduced and dated.</p>
<p>Teacher Guidance Notes: This lesson aims to support students in understanding the basic structure of a CV. The activities are tailored to be visually engaging, structured, and sensory-friendly, supporting the needs of students. By incorporating tactile materials as points of reference, the lesson aims to build students’ confidence and self-awareness, helping them recognise and articulate the different sections of a CV in a supportive environment. The teacher should focus on providing clear instructions, using visual supports, and creating a calm, predictable atmosphere to help students feel secure and engaged throughout the lesson.</p>		