Module 4	Unit 4A	Lesson 4A4	SLD/ASD

Module 4: I am ready!	**Level:** SLD/ASD
Unit 4A: What do I tell employers about myself?	**Preparation for Adulthood:** Employment
Lesson 4A4: What does the internet tell my boss about me?	

Objectives	Learning Outcomes
To understand that potential employers can view their online activities and shared information. To manage their online presence in a way that creates a positive impression. To develop practical skills for controlling their online profile.	**Students will:** Identify that online activities are visible to others, including employers, and can affect how they are perceived. Demonstrate the ability to choose and present positive information about themselves in a mock online profile. Use strategies to manage their online presence, ensuring it reflects their best qualities.

Activities	Resources	Assessment/Evidence
Introduction: Start the lesson by creating a visual and structured introduction to the concept of online presence. Use a visual aid, such as a simple infographic or storyboard, to illustrate how information shared online can be seen by others. Explain the concept using straightforward language and visual examples. For instance, show a picture of a computer screen with visible social media profiles and emphasise that what they post can be seen by anyone, including potential employers. **Online Profile Exploration:** Create a simulated online environment using a controlled, safe platform or a pre-set demonstration site. Provide students with a visual guide on what makes up an online profile, including profile pictures, posts, and bio information. Allow each student to explore a sample profile where various types of information are displayed. Guide students through identifying which pieces of information are positive and which could be problematic. Use visual prompts and interactive elements to support understanding. For students who benefit from structured routines, use a step-by-step approach, and ensure clear, consistent instructions. **Creating a Positive Online Profile:** In this activity, students will create a simple online profile using pre-prepared templates that include sections for name, interests, and achievements. Provide visual examples of positive profiles and discuss why certain types of information, such as professional skills and hobbies, are beneficial. Students will select and place images, symbols, or text to represent their interests and strengths. Use visual and tactile aids to assist in choosing appropriate content. Encourage students to explain their choices and how they contribute to a positive online image.	**Provided:** • Lesson plan **Materials Needed:** • Visual aids and infographics on online presence • Simulated online environment or demonstration site • Positive profile templates with visual examples • Interactive tools for managing online presence • Self-assessment checklists	**Suggested mediums:** **Evidence sheets:** Photographs of students engaging in activities. **Observation notes** On student participation and engagement. **Direct questions:** Throughout the session with use of prompts and pauses. **Prompting Recall:** Of knowledge through minimal verbal instruction and signs. **Student planner:** Lesson marked as introduced and dated.

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Activities	Resources	Assessment/Evidence
Managing Online Presence: Introduce students to the concept of managing their online presence by using a visual tool or board that shows different actions they can take to maintain a positive profile. Discuss strategies such as setting privacy controls, reviewing what they post, and being mindful of the information they share. Use a hands-on activity where students practise applying these strategies in a simulated environment. For example, they can adjust privacy settings on a mock profile or identify and remove inappropriate content. Provide clear instructions and visual supports to help students understand and apply these strategies effectively.		
Plenary: Gather students together for a summary of the lesson. Use a visual summary board to recap the key points, such as the importance of online presence and strategies for managing it. Allow students to ask questions or express their thoughts about what they learned. Provide positive reinforcement for their participation and engagement throughout the lesson. Ensure students leave with a clear understanding of how to manage their online presence and the skills to present themselves positively.		

Teacher Guidance Notes: This lesson aims to support students in understanding the implications of their online activities and how to manage their online presence effectively. The activities are structured to be engaging and accessible, using visual aids and hands-on experiences to reinforce learning. Clear instructions, visual supports, and a structured routine are essential to accommodate students' needs and preferences. Ensure that each activity is paced appropriately and provides opportunities for breaks or sensory adjustments. Positive reinforcement and consistent feedback are key to supporting students in developing a positive online presence. The overall goal is to build students' awareness of their digital footprint and equip them with practical skills to manage their online image confidently.