

Module 5: My next best step!		Level: SLD/ASD
Unit 5A: What Do I Do When I Apply for a Job?		Preparation for Adulthood: Employment
Lesson 5A3: How do I write a great CV?		
Objectives		Learning Outcomes
<p>To understand the basic purpose and structure of a CV.</p> <p>To support students in identifying their strengths, skills, and personal information in a way that can be used for a CV.</p> <p>To engage students in structured, predictable activities that make CV creation accessible and meaningful.</p>		<p>Students will:</p> <p>Identify two of the essential parts of a CV, such as personal information, and skills.</p> <p>Students will identify their strengths and skills and begin to organise this information with visual supports and structured guidance.</p> <p>Engage with the activities, using tools such as visual aids, schedules, and prompts to support their learning.</p>
Activities	Resources	Assessment/Evidence
<p>Introduction: Begin with a clear, visual explanation of what a CV is and why it is important. Use a simple, step-by-step approach to show each section of a CV (e.g., "This is where you write your name," "This is where you list your skills." Utilise visual supports such as a sample CV with pictures or icons representing each section (e.g., a picture of a person for personal information, a toolbox for skills). Ensure the presentation is predictable and structured. Use a predictable question-and-answer format to involve students. For example, ask, "Where do we put our name on the CV?" and guide them to point to or identify the correct section using visual prompts.</p> <p>My Skills and Strengths Sorting Task: Create a set of visual cards that depict different skills, strengths, and activities (e.g., a picture of a book for reading, a picture of a computer for technology skills). Include both words and images to support understanding. Ask students to sort the cards into categories, such as "Things I'm Good At" and "Things I Want to Learn." Use a visual schedule to guide them through the activity step by step. Provide one-to-one support where needed, and use clear, simple language to help students understand the task.</p> <p>Interactive CV Creation: Use a large visual template of a CV on the board or a digital platform that all students can see. The template should be broken down into clear sections, with spaces for "Name," "Skills," "Experience," etc. Work as a group to fill in the template, using students' sorted cards from Activity 1. For example, place a picture of a student or their name in the "Name" section, and attach their skill cards to the "Skills" section. Use interactive tools such as Velcro cards, touchscreens, or smartboards to allow students to place their information physically or digitally on the CV template. This hands-on approach helps make the abstract concept of a CV more concrete. Provide individual prompts and guidance, ensuring that each student feels involved and supported. Use visual timers to manage transitions and maintain a calm, predictable environment.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • Work experience Guide • Work Experience cards • Transition cards • Good Things About Working cards • Jobs I Can Do cards • Job Families cards • Pathways and Options poster <p>Materials Needed:</p> <ul style="list-style-type: none"> • Visual CV Template • Skill and Strength cards with both words and images • Visual schedules • Timers to structure the lesson • Interactive tools: Velcro cards, touchscreens, smartboards • Sensory items • Music 	<p>Suggested mediums:</p> <p>Evidence sheets Photographs of students engaging with sensory activities.</p> <p>Visual records of sorted items and matched cards.</p> <p>Completed sensory sentences displayed on boards.</p> <p>Observation notes on student participation and engagement.</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>Student planner Lesson marked as introduced and dated.</p>

Activities	Resources	Assessment/Evidence
<p>Plenary: End the lesson by reviewing the key parts of a CV, using the completed visual template as a reference. Summarise what was learned, using clear, simple language and visuals to reinforce the concepts. Provide a structured opportunity for students to share one thing they enjoyed or found interesting about the lesson. Use visual prompts to help them choose their response. Conclude with a calming activity, such as a brief sensory break, listening to soft music, or watching a soothing video. This helps students transition out of the lesson and reinforces a positive experience.</p>		
<p>Teacher Guidance Notes: This lesson aims to help students understand the purpose and structure of a CV in a clear, visual, and highly structured manner. The rationale behind this approach is to break down the process of CV creation into manageable, concrete steps that are accessible and meaningful for these students. By using visual supports, interactive activities, and a predictable structure, the lesson aims to build students' confidence and self-awareness, helping them to identify and articulate their strengths and skills. The lesson also focuses on creating a supportive, low-stress environment where students can engage positively and feel successful in their learning.</p>		