



Subject Area: Careers/ Preparing for the World of Work

Objectives	Activities:			Assessment/ Outcomes Students able to:
	Blue Steps 3, 4, 5	Blue Steps 5, 6 and 7	Blue Steps, 7 and beyond	
<ul style="list-style-type: none"> Play simple group games Make a list of ground rules for discussion Produce a list of ground rules for discussions and print them out 	<p>Play a speaking and listening game that involves turn taking in simple Q & A sessions (Link to Functional Literacy & Numeracy)</p>	<p>Discuss and make a list of the ground rules for taking part in future discussions, including student council meetings. Type or write using a variety of formats, e.g. text, pictures, symbols, etc (Link to Functional Literacy & Numeracy)</p>	<p>Discuss and make a list of the ground rules for taking part in future discussions, including student council meetings. Type or write using text and write a paragraph for each rule to explain why it is important (Link to Functional Literacy & Numeracy)</p>	<ul style="list-style-type: none"> Observe simple rules in a group game Suggest a rule for carrying out at discussions Explain reasons for having rules for discussions
<ul style="list-style-type: none"> Use photographs to make choices Analyse what choices are available through the timetable Analyse the choices available through the timetable and suggest others that could be included 	<p>Make choices for favourite activities that can be carried out in session. Use photographs to choose which to take part in (Link to Careers/Work Related)</p>	<p>Talk about the choices that are available in school in terms of the activities that are available. Look at own timetable and tick the sessions that allow choice (Link to Careers/Work Related)</p>	<p>Talk about the choices that are available in school terms of the activities that are available. Look at own timetable and tick the sessions that allow choice and explain what the choices are. Identify other choices that could be included in the timetable (Link to Careers/Work Related)</p>	<ul style="list-style-type: none"> Make a choice using a photograph Recognise choice making opportunities are available through the timetable Suggest areas where more choices could be made available
<ul style="list-style-type: none"> Make choices from a selection of motivating items List the choices we make on a daily basis List the choices we make on a daily basis and identify their 	<p>Practice choosing a variety of items, e.g. food, activities and favourite items. Use photographs to choose (Link to Careers/Work Related)</p>	<p>Make a list of the choices we make on a daily basis, e.g. food, clothes, hobbies, leisure activities, smoking, drinking, relationships, football teams, TV programmes, etc (Link to Careers/Work Related)</p>	<p>Make a list of the choices we make on a daily basis, e.g. food, clothes, hobbies, leisure activities, smoking, drinking, relationships, football teams, TV programmes, etc. Write a sentence on why each choice is important to us (Link to</p>	<ul style="list-style-type: none"> Make a choice for a variety of items Know some of the choices we make on a daily basis Understand importance of making choices in our daily



Careers SOW
Blue Stage 1

significance			Careers/Work Related)	lives
<ul style="list-style-type: none"> • Use 'Yes' and 'No' cards to make a choice in a Q & A session • Explore how our choices effect others • Explore different responses and choices that could be made 	<p>Practice using 'Yes' and 'No' cards for different situations, e.g. going into the wrong/right toilet, walking into the road when a car is coming, etc (Link to Functional Literacy, Numeracy and independence targets)</p>	<p>Use role play of different scenarios, e.g. letting a stranger into the house, taking someone's money, leaving a friend behind, etc, to think about how our choices effect others (use photographs from magazines to illustrate or excerpts from TV and films) (Link to Functional Literacy, Numeracy and independence targets)</p>	<p>Use role play of different scenarios, e.g. letting a stranger into the house, taking someone's money, leaving a friend behind, etc, to illustrate how our choices affect others (use photographs from magazines to illustrate or excerpts from TV and films). Suggest what choices could have been made instead (Link to Functional Literacy, Numeracy and independence targets)</p>	<ul style="list-style-type: none"> • Make a choice using 'Yes' or 'No' • Know that our choices can effect others • Understand that different choices could make a different outcome
<ul style="list-style-type: none"> • Make a photograph charter of the right to choose • Make a poster of human rights • Make a poster of human rights using real and current media images 	<p>Look at a range of photographs of things people like to do and make a photograph charter of 'our choice to...' (Link to Careers/Work Related)</p>	<p>Look at the human rights charter and link this to current issues in the rest of the world, e.g. poverty, war. In pairs or small groups make a poster of human rights(Link to Careers/Work Related)</p>	<p>Look at the human rights charter and link this to current issues in the rest of the world, e.g. poverty, war. In pairs or small groups make a poster of human rights using images from the current news to illustrate(Link to Careers/Work Related)</p>	<ul style="list-style-type: none"> • Respond to photographs of favoured activities • Understand that all humans have some rights • Know that human rights are not always considered
<ul style="list-style-type: none"> • Make a collage of favoured items • Investigate the things that influence our choices • Investigate and analyse the things that influence our choices 	<p>Look at a range of advertisements from magazines that represent favourite items and choose which ones to use in a collage (Link to Careers/Work Related)</p>	<p>Investigate the things that may affect our work/ life choices, e.g. media and advertising, peer pressure, family, finance, etc. Make a collage of advertising (Link to Careers/Work Related)</p>	<p>Investigate the things that may affect our choices, e.g. media and advertising, peer pressure, family, finance, etc. Analyse some advertisements and try to identify common features and aspects that work/don't work (Link to Careers/Work Related)</p>	<ul style="list-style-type: none"> • Choose pictures for a collage • Know that certain things can make us change our minds • Understand some of the reasons for others trying to effect our choice making
<ul style="list-style-type: none"> • Carry out an environmentally friendly task 	<p>Take part in an activity that involves caring for the environment and being part of</p>	<p>Look at photocopied pictures of things that could happen in the community e.g. bullying,</p>	<p>Look at photocopied pictures of things that could happen in the community e.g. bullying,</p>	<ul style="list-style-type: none"> • Contribute to making an environment improvement



Careers SOW
Blue Stage 1

<ul style="list-style-type: none">• Categorise different social situations• Categorise different social situations and suggest what could be done to improve them	a community e.g. going on a litter pick, visiting a local church, re-cycling cans, newspapers, etc. (link to independence targets)	dropping litter, stealing, playing, caring for animals, etc. Categorise into good and difficult situations. Participate in an environmentally friendly task to make an improvement (Link to work/ volunteer placements within the community)	dropping litter, stealing, playing, caring for animals, etc. Categorise into good and difficult situations to be in and write short paragraphs for each one explaining what could be done about it. Participate in an environmentally friendly task to make an improvement (Link to work/ volunteer placements within the community)	<ul style="list-style-type: none">• Show awareness of different social situations• Suggest ideas about how to improve some social situations
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