

KS5 Life Skills - Preparing for work- café and shop skills

In this unit pupils will develop their knowledge of different types of jobs that can be found in the retail and hospitality sector. Pupils will develop their understanding of what skills are required for different jobs. Pupils will develop an awareness of what skills they have and what types of jobs best suit their own skill set. Pupils will learn to extract information from job adverts and develop skills to write applications or participate in practical job applications. Pupils will develop skills to evaluate their own work and monitor their own progress over time.

RRSA articles:

This unit links to RRA articles:

Article 23: A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 32: Governments must protect children from work that is dangerous or might harm their health or education.

	<u>O&U WTE1</u>	<u>O&U E1</u>	<u>O&U E2</u>
Key learning: knowing jobs roles, skills and qualities			
<u>Subject specific knowledge</u>	<p>Students know café, restaurant and shop as places of work in the retail and hospitality industries.</p> <p>Students recognise groups of people who work in a café/restaurant/shop.</p> <p>Students know the difference between good/bad and like/dislike</p> <p>Students know simple nouns linked to the workplace</p>	<p>Students know 3 jobs in the retail and hospitality sectors.</p> <p>Students know the difference in positive and negative adjectives used to describe a person</p> <p>Students know what it means to do something independently and what it means to do something with help</p>	<p>Students know 5 jobs and the roles of these people within the retail and hospitality industries</p> <p>Students know the difference in a skill and a quality</p> <p>Students know what skills and qualities are best suited to certain job roles.</p>
<u>Subject specific skills</u>	<p>Is able to name/ categories images of different places of work.</p> <p>Is able to match objects of reference to specific job roles</p> <p>Is able to recognise/sort examples of people doing good/bad work in the workplace.</p> <p>Is able to use single words/symbols to communicate what job an individual might be doing.</p> <p>Is able to know what they are good at/like or what they dislike/find hard.</p>	<p>Is able to use images to describe the role of a person.</p> <p>Is able to look at a list of jobs and identify which jobs they could do by themselves and what they can do with support.</p> <p>Is able to look at a list of skills and identify 5 skills they have.</p> <p>Is able to look at a list of qualities and identify what 5 qualities they have.</p> <p>Is able to use symbols to identify what they could do to develop a skill/quality.</p>	<p>Is able to sort adjectives into skills and qualities.</p> <p>Is able to identify 5 skills and qualities they have and link them to their own past experiences.</p> <p>Is able to identify what skills and qualities they may need to develop to allow them to achieve a certain role.</p>
Key Learning- Reading job adverts and writing job applications			

<p><u>Subject specific knowledge</u></p>	<p>Students know simple nouns used to describe</p> <p>Students understand simple questions: What? Where? When?</p> <p>Students know that they should begin reading at the top of a page and at the start of each sentence.</p> <p>Students know least 10 familiar symbols and/or words used to describe information in the retail/hospitality industries.</p> <p>Students know some key personal information about themselves.</p>	<p>Students are familiar with words or symbols used in a range of texts associated with retail and hospitality industries</p> <p>Students can identify the initial sound of a word.</p> <p>Students are familiar with key words or symbols to identify e.g. name, address and date of birth, skills and qualities</p> <p>Students know some key adjectives used to describe people and jobs.</p> <p>Students are familiar with the words and symbols used to describe some key tasks and job roles.</p> <p>Students know the key elements required in applying for a job or attending an interview.</p>	<p>Students can identify whether a question is closed and only needs a yes / no answer. Or if it is open and needs a full answer.</p> <p>Students are familiar with and understand at least 7 key workplace words or phrases associated with retail and hospitality industries</p> <p>Students know how to segment and blend words and recognise common tricky words.</p> <p>Students know to use the context of the writing to help them make sense of a text.</p> <p>Students are familiar with key words used to describe people, skills, abilities and tasks.</p> <p>Students know how to correctly punctuate sentences with full stops and capital letters.</p>
<p><u>Subject specific skills</u></p>	<p>Is able to identify 1 job advert from another</p> <p>Is able to read and extract one piece of information from a job advertisement.</p> <p>Is able to read information and communicate what they have read using objects of reference/symbols/images.</p> <p>Is able to answer simple questions with a single symbol</p> <p>Is able to sequence symbols to form sentences of up to 4 parts to write a personal statement</p>	<p>Is able to answer simple comprehension questions based on a job advert consisting of or supported by symbols</p> <p>Is able to communicate to a member of staff what words or symbols that they have read.</p> <p>Is able to create sentences supported by symbols to write a personal statement.</p>	<p>Is able to apply phonic knowledge and skills to decode words and can use the context to help them to read unfamiliar words.</p> <p>Is able to locate key information in a job advert</p> <p>Is able to write in full sentences to write a short personal statement.</p>
<p>Key Learning: Practical skills for the workplace</p>			
<p><u>Subject specific knowledge</u></p>	<p>Knows what task needs to be complete</p> <p>Knows how to complete least 1 stage of a task independently e.g. remove items from a table to be cleaned.</p>	<p>Understands how to follow a simple sequence to complete at least 3 steps in a single task. E.g. remove items from table, wipe table and replace items.</p> <p>Knows what equipment is needed to complete a task e.g. bucket and mop.</p>	<p>Knows how to follow a sequence of up to 3 tasks.</p> <p>Knows how to use chronological language when describing the steps of a task</p>

	Knows how to read a visual resource to complete a task.	Knows how to correctly sequence steps to complete a task. Knows how to keep themselves safe when completing a practical task	
<u>Subject specific skills</u>	<p>Is able to observe staff complete a task</p> <p>Is able to recall at least 1 step in a given task</p> <p>Is able to seek help from appropriate adults.</p> <p>Is able to use appropriate language to ask for help.</p> <p>Is able to listen to and follow verbal/ gestural instructions/prompts to complete a task.</p> <p>Is able to refer to visual resources when prompted.</p>	<p>Is able to observe staff complete a task and can then repeat at least 3 steps.</p> <p>Is able to follow verbal/gestural prompts if corrections are required.</p> <p>Is able to communicate appropriately if help is required.</p> <p>Is able to use equipment correctly and safely.</p>	<p>Is able to observe staff complete a task and demonstrate the whole task back again.</p> <p>Is able to independently identify and self-correct errors in their work</p> <p>Is precise and accurate in their actions.</p> <p>Is able to use equipment correctly and safely and independently return equipment once used.</p>
<p><u>Suggested activities</u></p> <ul style="list-style-type: none"> • Sensory story linked to working in a shop/hotel/restaurant/café. • Role play of working in different job roles. • Videos of people meeting skill set in a particular role and not meeting skill set. Ask it discussions around this. • Reading of visual/written job adverts, extracting information and answering comprehension questions. • Writing of own visual/written job application • Let pupils try a variety of task - which do they like/dislike which are easy/hard. Which tasks are they independent in/where do they need more help? • Exploration of skills and qualities. Link to role play/ practising practical job skills. • Pupils to practice and develop skills found in the work place. Learners to log and monitor progress over time. Learners to demonstrate skills during practical interviews. <p><u>Teaching strategies</u></p> <p>Use of TSI - to develop independence in completing practical cleaning tasks. Staff work to the side of the pupil demonstrating task Staff to use gestural prompts to correct pupils actions, limit verbal communication (where suitable) Tasks to be repeated to gain independence and reinforce skills</p> <p>Use of visuals pupils to recognise what is next can they move on independently. Visual schedules Visual sequence of each step of task.</p>			

If pupils require high levels of physical support to complete practical tasks encourage use of communication skills e.g. AAC device to describe what to do next, what equipment is needed, what action is to be used

Online resource:

Evidencing Work:

All practical tasks to be evidenced via annotated photographs which are marked following assessment guidelines.