



# DEAF WORKS EVERYWHERE

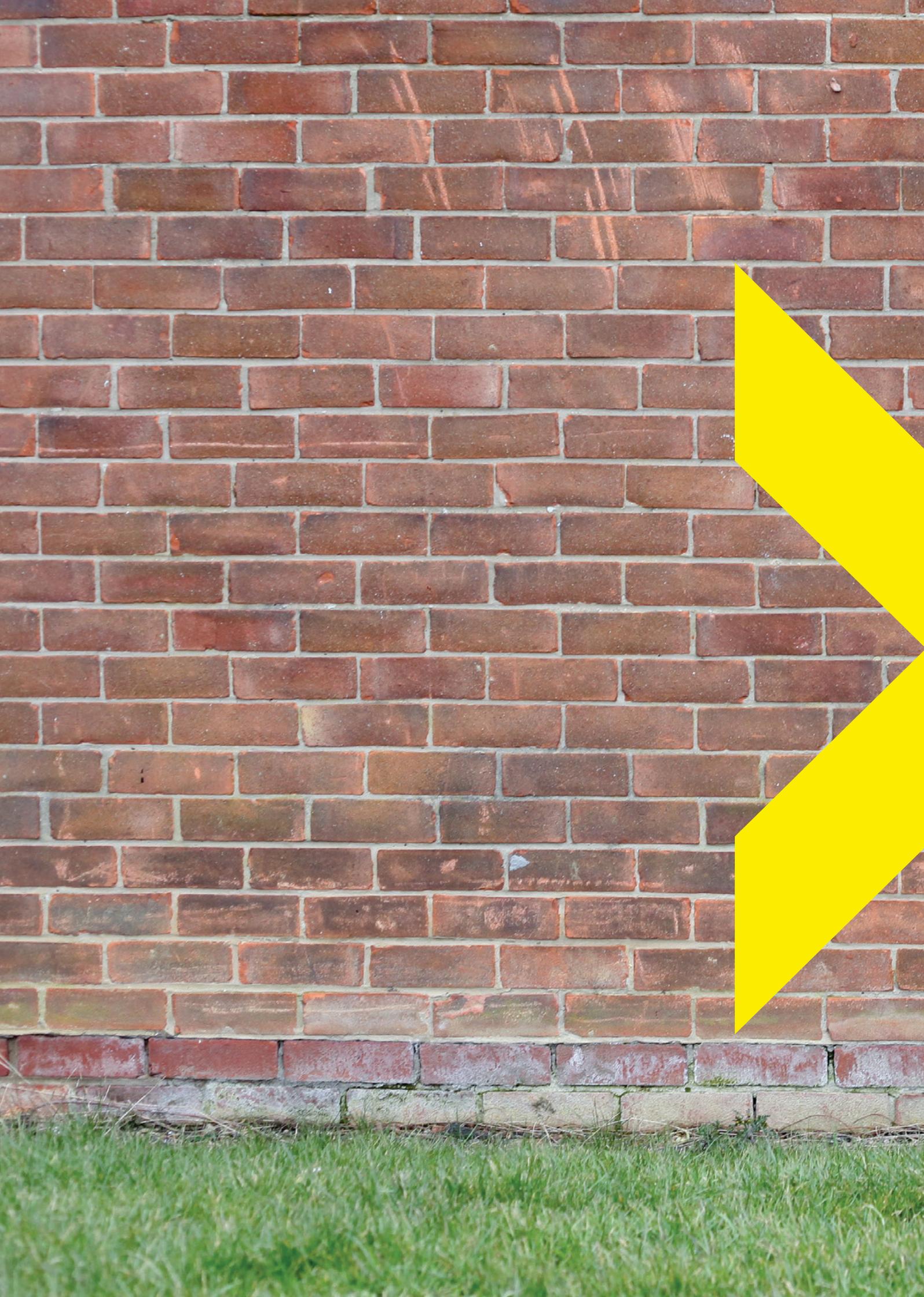
## **A CAREERS INFORMATION TOOLKIT FOR SENSORY SUPPORT PROFESSIONALS**

**LESSON PLANS AND ACTIVITIES TO SUPPORT  
DEAF YOUNG PEOPLE AGED 13-25**



National  
Deaf Children's  
Society







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# FOREWORD

I am delighted to introduce the Deaf Works Everywhere toolkit for professionals working with deaf young people. This toolkit aims to support you in providing tailored careers advice to this group and to inspire you by demonstrating the wide range of jobs that deaf people do. I come across deaf people in all sorts of roles from vets to teachers to those running their own businesses. Through Deaf Works Everywhere we have collected inspiring examples of working deaf people and encourage you to share them with your students.

Although there are many success stories out there, I have been frustrated by the difference in the employment rates between deaf and hearing people. We also know that the knowledge that deaf young people and their families have about the support available to deaf people in the workplace, and their right to reasonable adjustments, is poor. As a consequence, deaf young people may not be making properly informed decisions about their futures.

For those deaf young people who do not achieve high exam grades, it can have an impact on the range of programmes they can gain entry to, post-16. However, there are still many fulfilling options available to these students and it is crucial they have access to positive role models and good quality careers support.

This toolkit has been designed for local authority sensory support services, resource bases and deaf schools, to help them provide deaf-specific careers information that can complement the more general advice out there.

Teachers of the Deaf and other key practitioners supporting deaf young people do not need to be experts in careers advice. However, by passing on key pieces of information about deaf young people's rights and the support available to them in the workplace, highlighting deaf role models and encouraging students to create personal action plans, I believe you can make a significant difference to and impact on the future careers of deaf young people.

A handwritten signature in black ink that reads "Susan T. Daniels". The signature is written in a cursive style with a large initial 'S'.

**Susan Daniels, Chief Executive Officer,  
National Deaf Children's Society**





# MEETING LEGAL RESPONSIBILITIES

The Deaf Works Everywhere toolkit can support local authorities and schools to meet key duties and expectations in relation to careers education and transitions support. These duties are outlined below.

## DUTIES FOR LOCAL AUTHORITIES UNDER THE CHILDREN AND FAMILIES ACT 2014

Transition planning is required by law for young people with Education, Health and Care Plans from Year 9 onwards. This must focus on:

- the young person's abilities and aspirations
- what they want to do when they leave post-16 education and training
- the support they need to achieve that ambition.

This toolkit can support transition planning by enabling professionals to help deaf young people to realise their ambitions, better understand the steps they need to take to get there, and know what support is available to them.

For all young people with Special Education Needs and Disabilities (SEND), the SEND Code of Practice sets out the expectations for local authorities and education providers, stating they should work together to help young people realise their ambitions in relation to higher education and employment.

The Code also states, “As young people grow older, and from Year 9 in school at the latest, preparing for adult life should be an explicit element of conversations with them and their families as the young person moves into and through post-16 education.”

## **MEETING THE GOVERNMENT'S GUIDANCE TO EDUCATION PROVIDERS ON CAREERS**

Schools and colleges are required to ensure that students receive independent careers guidance that is delivered in their best interests. They are expected to follow the eight Gatsby benchmarks ([www.gatsby.org.uk/education/focus-areas/good-career-guidance](http://www.gatsby.org.uk/education/focus-areas/good-career-guidance)). The third benchmark is “addressing the needs of each pupil/student”.

The Government's guidance also makes it clear that schools and colleges should be putting in place personalised support, to help students understand what career options are possible and to inform them about the ways adults with disabilities can be supported in the workplace.

Deaf young people will benefit from understanding their rights to reasonable adjustments in the workplace, and the support and technology available to them. This information is specific to deaf young people, and sensory support services should work with mainstream schools to ensure the Government's guidance is met.

## **LINKING TO THE PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) CURRICULUM**

The resources that are part of this toolkit are aimed at young people aged 13 upwards. However, they have relevance to all key stages of the PSHE curriculum (as developed by the PSHE Association) where there are learning objectives on aspirations, careers, work and employment rights.

For more information visit:

[www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1-5](http://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1-5)





# USING THIS TOOLKIT

This toolkit is aimed at sensory support professionals. We recognise that you will have a wealth of experience working with deaf young people, and this toolkit aims to give you some additional resources to help you tailor careers advice to this group. Should you be looking at this toolkit without experience of working with deaf young people, we have included some information on deaf awareness within the toolkit, or you can visit [www.ndcs.org.uk/get-involved/deaf-awareness-tips/](http://www.ndcs.org.uk/get-involved/deaf-awareness-tips/).

Throughout this toolkit we have used the term 'deaf' to refer to all types of deafness from mild to profound, including deafness in one ear. Deaf people use a range of communication methods and their experience of deafness is unique and personal.

The toolkit is designed to work in conjunction with resources posted on our website at [www.ndcs.org.uk/dwetoolkit](http://www.ndcs.org.uk/dwetoolkit). We have also provided a number of links to further reading throughout.

This toolkit has been designed to provide you with simple and flexible activities to use with deaf young people and we have included suggested age ranges. You may choose to run this programme as a full day course, or split it up into sessions organised over a number of weeks. It's entirely up to you as you know your students best! You can also combine these activities with your existing careers advice sessions. Feel free to amend or adapt the activities to suit your needs.

We have also provided a selection of case studies from deaf people working in different industries and integrated them into some of the lesson plans below.

To help guide you in using this toolkit, we have created online learning modules that will be useful in providing some background and tips to run the courses. Do take a look at [www.ndcs.org.uk/dwetoolkit](http://www.ndcs.org.uk/dwetoolkit).

We are so pleased to have you on board and if you have any questions, please don't hesitate to reach out at [dwe@ndcs.org.uk](mailto:dwe@ndcs.org.uk).

## LESSON PLAN GUIDANCE AND KEY

Video clips and other supporting materials for Deaf Works Everywhere can be downloaded from our website [www.ndcs.org.uk/deafworkseverywhere](http://www.ndcs.org.uk/deafworkseverywhere).

Look out for the following icons throughout the toolkit – they'll help you plan the activities and alert you to additional guidance:



This shows you which resources to use for each activity. All of these can be found in the separate Resources documents ([www.ndcs.org.uk/dwetoolkit](http://www.ndcs.org.uk/dwetoolkit)).



Each activity has an estimated duration – these timings are suggestions only. You can organise the structure of the workshops however you like and you may decide to allocate more time to certain activities to allow for more question and discussion time.



If you'd like to use the PowerPoint presentation we've created to go alongside the lesson plans then look out for this icon to tell you which slide corresponds to each activity.



Activities which lend themselves to group discussion have been highlighted with this icon.



This shows cases studies of deaf people working in different industries, as well as their career journey's, to use as role models for your group.



This shows further reading recommendations at the end of some of the lesson plans – you may find these resources useful to help you prepare for the workshops.



This icon shows links to video clips and other handy tips.

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## **COURSE LEARNING OBJECTIVES**

For deaf young people to be able to:

- have a good understanding of their own deafness and be confident about how their deafness can be beneficial
- demonstrate increased awareness of the support and technology they are entitled to, in order to access education, training and employment, including:
  - › their rights under the Equality Act (2010) and the Children and Families Act (2014)
  - › reasonable adjustments
  - › technology and communications support
  - › funding
  - › knowing who is responsible for organising this support
- recognise their strengths, interests and personalities
- describe what soft skills are and why employers value these
- understand better the post-16 education and training options available to them
- understand that reaching a career ambition entails a journey through education or training options
- describe deaf role models doing a variety of jobs
- start an action plan which outlines the next steps in their journey to employment.

## **THE LONG TERM OUTCOMES**

For deaf young people to:

- have broader aspirations of what they can achieve in their career
- make a successful transition into fulfilling employment
- secure the support and adjustments they need to have good quality access to post-16 education and training
- acquire soft skills that can be transferred between different roles and that support progression.





# LESSON PLAN 1: INTRODUCTION AND ICEBREAKERS

## LESSON OBJECTIVE

To create a space where deaf young people feel comfortable talking about themselves and where everyone can access communication.

## LEARNING OUTCOMES

Young people will be able to:

- understand and explain what to expect from the workshop
- understand and explain the ground rules for effective communication
- talk about themselves in a safe and comfortable environment.

## LESSON OUTLINE



### Slide 3

Welcome the young people to the workshop and introduce yourself, as well as any other adults who may be present if they are unknown to the students. It is useful, when introducing yourself and other adults, to mention names and communication preferences as a reminder and to set the tone for the session.



### Slides 4 and 5

Tell the young people that you want to make today's session easy and effective for everyone. Ask everyone to confirm their needs and/or communication preferences.

Explain to the young people that this workshop is called Deaf Works Everywhere and that today you will be talking to them about what options are available to them when they leave school. Explain that you will also be talking about work and the jobs they might like to do and what support is available.

Briefly explain which topics you'll be talking about today, this will depend on which lesson plans and activities you have chosen to deliver.



## Slide 6

Ask the young people what everyone in the room can do to ensure effective communication for everyone and set some ground rules for the session. Write these up on a flipchart to refer back to.

Our suggested ground rules to consider are:

- Put your hand up if you'd like to speak.
- Always speak one at a time.
- Face the group and make sure that everyone can see your face when you speak (you may have to come to the front).
- Don't interrupt.
- Be patient.
- Work together and support each other.
- Be open and honest with each other.
- No judgement/respect all.

Remind the group of the importance of deaf awareness and ensuring that everyone can access communication.

Deaf awareness tips:

- Face the person you're speaking to/or face the group when you're speaking.
- Speak one at a time in a group situation.
- Stay still when speaking so that other people can lip-read you.
- Talk normally – you don't have to speak loudly or make exaggerated facial expressions!
- Be creative with your communication and make sure everyone is included, including any sign language users you have in the room.

Emphasise that everyone is different and that we all need different types of support in different ways. It's important that in this workshop everyone supports each other and works together.



### Slide 7

Use one of the suggested icebreaker activities or one of your own to allow the young people in your group to introduce themselves and to get to know each other a little bit more before the start of the workshop.



### Slides 8 and 9

You may wish to get a baseline of what knowledge your young people have of the different support available options to them. This can be useful for when comparing knowledge at the end of the session. Ask the young people what they think of their future career options using the *Sweet jar* resource 0.1 Ask them whether they know what Access to Work or the Disabled Student's Allowance are and whether they know their rights under the Equality Act. You may find it useful to record these responses to compare at the end of the session.



### Slide 10

Ask the young people if they have thought of any career options yet.

Some useful prompt questions are:  
What did you want to be as a kid? Do you still want to do that?  
What makes you happiest? What subjects do you like doing?

**It is important to remind the young people that it's OK if they don't know yet what they want to do after school or in work. Explain that the session today will give them useful information and a chance to talk to peers and to ask you questions. Emphasise that they don't need to make any concrete decisions today but that this session will get them to think about their next steps.**



### Slide 11

Play the Deaf Works Everywhere video.

## Choose one of these icebreaker activities

Activities		Timing	Resources
Icebreaker 1	Number game	10 mins	● R 1.1 Number cards
Icebreaker 2	Job names game	10 mins	● R 1.2 Job names
Icebreaker 3	Post-its game	10 mins	● Pack of post-its
Icebreaker 4	Human bingo	15 mins	● R 1.3 Human bingo sheet ● Pens

### ICEBREAKER 1 NUMBER GAME

13–16/16–25 years



10 mins



Slide 7



R 1.1  
Number  
Cards

### Steps

- 1 Before starting this activity make sure that you have shuffled the number cards so that they are not in the correct order.
- 2 Explain to the group that in order for this activity to be successful they will need to work together as a team. Also, good communication will be essential to complete the activity as quickly as possible!
- 3 Put the cards face down on the floor. Explain to the group that they will have to work together to line up the cards from 1–20 in the correct order. You will be timing the activity and the timer will not stop until the cards are lined up on the floor and everyone has sat back down in their seats.

**Note:** If you're presenting the full workshop today it works well to repeat this activity a few times throughout the day. Laminate cards to ensure durability. Encourage the group to think of ways to work together/communicate better so that they can improve their time each go.

## ICEBREAKER 2 JOBS NAMES GAME

13–16/16–25 years



10 mins



Slide 7



R 1.2 Job  
names

### Steps

- 1 Ask the young people to sit in a circle – make sure everyone is facing each other.
- 2 Explain to the group that everyone has to think of a job starting with the first letter of their name.
- 3 Move around the circle with each young person saying their name plus the job, for example Doctor Dan or Plumber Priya.
- 4 The only rule is that there can be no duplicates, no matter how many people there are in the group whose names start with the same letter. If someone can't think of a job they miss a turn on that round.
- 5 Keep going until everyone has run out of ideas.

You can use the *Job names* list – resource 1.2 to help start the activity or to prompt the group if they run out of ideas.

## ICEBREAKER 3 POST-ITS GAME

13–16/16–25 years



10 mins



Slide 7



Pack of  
post-its

### Steps

- 1 Ask the young people to sit in a circle – make sure everyone is facing each other. Pass the pack of post-its around the group.
- 2 Explain to the group that each person can take as many post-its as they like – up to a maximum of five post-its per person. Make sure not to tell the group why the number of post-its matters.

3

Once everyone has taken some post-its, each person must now tell the group one thing about themselves for every post-it they have taken. This can be anything they want, for example where they live or their favourite food.

4

Move around the circle and allow each young person their turn to talk.

**Note:** You may want to take part in this activity and start off by talking about yourself so that the group understands how the activity should be played and to make sure that they feel comfortable sharing information about themselves.

## ICEBREAKER 4 HUMAN BINGO

13–16/16–25 years



15 mins



Slide 7



R 1.3 Human  
bingo sheet,  
pens

### Steps

1

Give out a bingo sheet and pen to each young person.

2

Get the young people mingling and moving about to ask different people in the group for a 'yes' or 'no' answer to each question on their sheet.

3

The asker can only write the answerer's name in the relevant box when that person answers 'yes'.

4

If the answerer replies 'no', get the asker to ask them a question that has not yet been answered or move on to a different person.

5

Each box must have the name of a different person in the group in it and you only need one name per box.

6

Remind the group that they can't write their own name in any of the boxes!

7

When a young person has filled in a different name in all of the boxes on their sheet, they need to shout "bingo!"



The first person to shout bingo wins the game!

**Note:** If the group prefers it, they can team up in pairs to do this activity. If the group is small, you can amend the rules to allow the same person's name in two boxes, or more if necessary. If you know your group well, you may like to change the bingo box questions to suit your group and ensure someone can get a bingo.



Do you know any other icebreaker activities? You can use any activity you like to start the workshops – our only advice is that the activity is appropriate for the ages and abilities of the young people in your group!



**PINK**  
*Pink*



# LESSON PLAN 2: OWN YOUR DEAFNESS

## LESSON OBJECTIVE

To understand the benefits of declaring your deafness in an education, training or work setting and be sufficiently informed to make a personal choice to declare your deafness to an education, training or work organisation.

## LEARNING OUTCOMES

Young people will be able to:

- explain the advantages of declaring their deafness
- articulate their own communication and support needs.

## LESSON OUTLINE

Use the guidance notes below to explain to the young people in your group what owning your deafness means. Emphasise that deaf people identify as being deaf in different ways and that that's perfectly OK.

The important thing for young people to take away from this section is that being confident about their deafness can be really beneficial for them in their personal and professional lives. Declaring their deafness (for example, in job interviews) and asking for the support they need can be very empowering and will make sure that most jobs are accessible to them.



### Slide 13

#### **Own your deafness**

Explain to the young people that this session is all about them, it's about their life, their future and their decisions. Tell the group that each of them is independent and that as part of this session you are going to look at how they can 'own their deafness'.

Start by asking the group if anyone knows what you mean by 'owning your deafness'? Encourage the young people to share their thoughts on what this could mean.

Explain to the group that to 'own your deafness' they need to remember five things:

- Know about your deafness level/type.
- Know who you are (this can change at any time and that's OK).
- Know how you communicate.
- Know what support you require.
- Be confident and proud to tell people you are D/deaf.

### Slide 14

Explain to the group that owning their deafness involves the following points:

- Being deaf is part of their identity. Everyone has different parts of their identity and being deaf is part of theirs.
- Show an example by explaining your own identity; for example, I am from Yorkshire, I am 26, I love drinking tea, I enjoy playing cricket, I am deaf, I wear hearing aids, I get really nervous presenting in front of large groups, etc.
- Explain that everyone identifies as being deaf in different ways. Some people really embrace being deaf but others don't really like to talk about it. It's fine to feel either way.
- **Some people use the word deaf, others use the words hearing impaired, hearing loss, partly deaf. It's OK to use any of these words.**
- Explain that in this workshop the word deaf will be used to mean all forms and levels of hearing loss.
- Explain to the group that it's really important for them to remember that nobody else understands their experiences of deafness, apart from them. Because of this, no one can provide support without knowing from them, who they are, how they prefer to communicate or what support they require.



If they don't tell other people that they're deaf then these people can't change their behaviour or communication style, or identify other ways to support them.

Explain that understanding this is really important to help the young people with planning their future.



### Slide 15

Use the activity below to ask the young people to think about the positive things about being deaf, and the challenges that come with being deaf. Remember to recap and refer back to the previous two slides if the conversation gets challenging.



It's important to remember that the activities included in the 'Own your deafness' lesson plan can draw out powerful emotions from the deaf young people in your group. You will need to prepare for this beforehand and make sure that you are able to respond to any concerns carefully. Approach the activities sensitively and be prepared to reassure young people if they feel worried about any challenges of deafness that are being discussed. Remind the young people that the aim of this workshop is to teach them how to overcome these challenges and that with the right support in place, almost all barriers can be overcome!

Activities		Timing	Resources
Activity 1	Positives and challenges of deafness	20 mins	<ul style="list-style-type: none"><li>● R 2.1 Smiley faces</li><li>● Flipchart paper</li><li>● Post-it notes</li><li>● Pens</li></ul>



## ACTIVITY 1 POSITIVES AND CHALLENGES OF BEING DEAF

13–16/16–25 years



20 mins



Slide 15



R 2.1 Smiley  
faces,  
flipchart  
paper, post-it  
notes, pens

### Steps

1

Before starting the activity, put two sheets of flipchart paper on the wall and stick one of the smiley faces from R 2.1 on one sheet and one of the frustrated faces on the other sheet.

2

Draw everyone's attention to the two different areas on the wall and explain what the faces represent:

- (happy face) the advantages (best things) of being a deaf young person
- (frustrated face) the challenges of being a deaf young person.

3

Give the group five minutes to think about this; encourage the group to discuss this in pairs or small groups.

4

It may help to prompt the discussion to suggest things to think about, such as:

- talking to friends
- lessons in school
- using public transport
- going out, going shopping, taking part in sports or other hobbies
- looking for work or doing a job
- British Sign Language
- anything else.

5

Ask the group to write what they've discussed on post-it notes and to stick these on the sheet with the relevant face.

6

Discuss the responses as a group.

7

Encourage the group to feel positive about the advantages and to think about ways to transfer this to the workplace, for example, being deaf might make you a more proactive and organised person because you're used to anticipating barriers to communication.

8

Allow enough time to talk through the challenges and make sure that the young people don't leave the session feeling disheartened about them.

9

Explain that 'Owning your deafness' can help the group to overcome these challenges, through being confident, declaring their deafness and asking for the right type of support.

**Note:** Depending on the group, you may want to amend this activity slightly. The above activity works well with a group of young people who identify with being deaf and feel comfortable talking about this.

Other deaf young people may struggle with their deaf identity and not necessarily identify as 'deaf' and might, therefore, feel uncomfortable talking about positives and challenges.

If this is the case, we suggest showing the group the five topics (or areas of life) below and to ask them to pick one topic for positives and one topic for challenges to discuss together as a group. Narrowing down the activity and asking the group to think about one specific area of their lives will help to make this activity feel less overwhelming and less personal.



**Remember** that this activity – whichever form you choose to deliver it in – can draw out powerful emotions which will need to be responded to carefully. Please approach this activity sensitively and be prepared to reassure young people if they feel worried about any challenges of deafness that are discussed. Remind the young people that the aim of this workshop is to teach them how to overcome these challenges and that with the right support in place, almost all barriers can be overcome!

Five suggested topics the group can choose to discuss (pick one for positives and one for challenges):

- communication
- school
- social life and friends
- family and home life
- travel.



Explore the challenges first to allow you to turn the conversation positive with upsides to the challenges. Get the young people to think of the positives of whichever challenges they suggest, before prompting them. This can reinforce learning and help them reframe and problem-solve.

Here are a few positives and challenges to help prompt the group if needed:



### Challenges

- You may be excluded from conversations with friends.
- You may find it difficult to hear everything your teacher says.
- Listening to music, telly, a film at the cinema might be more difficult.
- You might not hear announcements on the bus or train.
- Most people don't know much about deafness.

### Positives

- Free events (eg from the National Deaf Children's Society).
- 2-for-1 tickets.
- Free or discounted travel (eg railcard).
- You are part of a community around the world.
- You may be very good at lip-reading.
- You are unique.
- Noisy neighbours don't affect your sleep.
- You might know British Sign Language.
- You have access to great technology which links up to your hearing aids or cochlear implants.





# LESSON PLAN 3: YOUR RIGHTS

## LESSON OBJECTIVE

Introduce young people to the Equality Act and the Children and Families Act as well as introducing Disability Confident employers.

## LEARNING OUTCOMES

Young people will be able to:

- explain what their rights are under the Equality Act and the Children and Families Act
- explain what reasonable adjustments are.

## LESSON OUTLINE

### Slides 17, 18 and 19

This lesson provides a brief introduction to deaf young people's rights under the Equality Act 2010 and the Children and Families Act 2014 and introduces the Disability Confident scheme for employers. It includes the reasonable adjustments and other types of support that deaf young people are entitled to under these Acts, such as requesting communication support workers in school or interpreters in the workplace. You can feel free to provide other examples of reasonable adjustments to clarify the point.





You may like to read up on these to help answer any questions the young people might have.

Equality Act [www.equalityhumanrights.com/en/advice-and-guidance/disability-discrimination](http://www.equalityhumanrights.com/en/advice-and-guidance/disability-discrimination)

Children and Families Act 2014 [www.buzz.org.uk/category/support-at-school-and-college/](http://www.buzz.org.uk/category/support-at-school-and-college/)

Disability Confident employers [www.gov.uk/government/collections/disability-confident-campaign](http://www.gov.uk/government/collections/disability-confident-campaign)



### Slides 20 and 21

Complete the myth busting quiz by using the activity notes below.

Activities		Timing	Resources
Activity 1	Myth busting quiz	10 mins	<ul style="list-style-type: none"><li>● R 3.1 Myth busting quiz</li><li>● R 3.2 Myth busting answers</li></ul>



## ACTIVITY 1 MYTH BUSTING QUIZ

13–16/16–25 years



10 mins



Slide 21



R 3.1 Myth  
busting quiz,  
R 3.2 Myth  
busting  
answers

---

### Steps

1

Ask the young people to form small groups or pairs. They can also do this as individuals.

2

In their group, in pairs, or as individuals, tell young people to read the myth buster questions or read them from the screen and ask them to tick true or false for each question.

3

When everyone has finished with their questions, talk through the answers as a group (use *Myth busting answers* – resource 3.2 to help you with this).





# LESSON PLAN 4: CAREER HOPES AND DREAMS

## LESSON OBJECTIVE

To think about interests and skills and for deaf young people to understand that they have more skills than they might think. For deaf young people to have broad aspirations for their careers.

## LEARNING OUTCOMES

Young people will be able to:

- explain the terms ‘strength’, ‘interest’ and ‘personality’
- recognise their own strengths and interests
- understand that sensible career choices lie where their strengths, interests and personality meet.

## LESSON OUTLINE

This lesson plan is designed to make young people recognise their own strengths, interests and personalities. They will learn how this can help them to choose a job/career which suits them and which they would find fulfilling.

The activities in this lesson plan will help young people understand that they have more skills than they realise and that they can have broad aspirations for their careers.



### Slide 24

Start the session by introducing the terms ‘strength’, ‘interest’ and ‘personality’ and help young people understand what is meant by these.

The easiest way to explain these terms is by talking a little bit about yourself! Explain to the group that you’re going to talk about your own character to help them understand the difference between a strength, an interest and their personality.

Tell the group:

- **One thing you're good at.** Explain that when we talk about a person's strengths we mean the things they're good at. It could be a person's determination or problem-solving abilities. Or a skill, like their writing or singing abilities.
- **One thing you enjoy doing.** Explain that the things that a person enjoys doing are called interests. It could be anything; it doesn't have to be an incredible talent, just something someone enjoys doing like reading, cooking or dancing.

Explain that you don't have to be good at something to enjoy doing it, although sometimes people are also skilled at something which they love doing, which is where strengths and interest overlap.

- **One of your personality traits.** Explain that your personality is the way that you are as a person – your thoughts, feelings and behaviours that make you different from everyone else. Your personality is what makes you unique, for example you could have a positive (or negative!) personality, a caring personality, a rational personality etc.

Once you've clarified these terms and checked that everyone in your group understands the difference, you can move on to activity 1 or 2 (depending on the age range of the group). Both activities will support young people to recognise their own strengths, interests and personalities.

## Slide 25

Choose an activity that suits the age range and level of your group. Both activities will support young people to recognise their own strengths, interests and personalities and guidance notes are provided below.





### Slides 26, 27, 28 and 29

At the end of this activity, help the students understand that the job/career they choose should complement their personalities and use their strengths and interests. We have provided a selection of industries and jobs in the slide deck taken from the National Careers Service website ([nationalcareers.service.gov.uk/](http://nationalcareers.service.gov.uk/)) to introduce the young people to careers available. Ask the young people if they know of any of these roles, or if there are any they have never heard of and want clarified.



### Slides 30, 31 and 32

Take these slides slowly and become familiar with the animations in them, or change them to suit your needs. They show a number of people that we will revisit later. Ask the students to tell you, person by person, whether they think the person on the slide is hearing or deaf. Before moving onto the next person, ask them if they can match their job role to one of the industries in the previous slides to reinforce learning and demonstrate that a wide variety of industries are available to deaf young people. This tends to generate some conversation in the group!



### Choose one activity which best suits your group's age and ability

Activities		Timing	Resources
Activity 1	Strengths, Interests and Personality	20 mins	<ul style="list-style-type: none"> <li>● R 4.1 Strengths and interests cards</li> <li>● R 4.2 Personality cards</li> <li>● R 4.3 About me</li> <li>● R 4.4 Industry profiles</li> <li>● Flipchart, paper/pens</li> </ul>
Activity 2	Chatterbox	15 mins	<ul style="list-style-type: none"> <li>● R 4.5 Chatterbox</li> <li>● Flipchart, paper/pens</li> </ul>

## ACTIVITY 1 STRENGTHS, INTERESTS AND PERSONALITY

16–25 years



20 mins



Slide 25



R 4.1 Strengths and interests cards, R 4.2 Personality cards, R 4.3 About me, R 4.4 Industry profiles, flipchart, paper/pens

### Steps

- 1 Explain to the group that they are now going to start thinking about what they are like, so that they can explore what sort of careers might be exciting for them.
- 2 Start by asking the group if there are any jobs they think they'd like to do and write them on flipchart paper – explain that you'll come back to these later.
- 3 Remind the group that it's OK not to know what they want to do yet! This activity isn't about making a career choice, it's about learning about themselves and they can choose any jobs they think might be interesting to them.
- 4 Use *Strengths and interests* – resource 4.1 and *Personality* – resource 4.2 – you could print the whole sheet and ask young people to circle their choices, or you could cut out the cards and ask young people to choose the three cards that describe them best. If you're cutting out the individual cards make sure that you print them one-sided and that there are enough cards for every young person in the group to have enough choices.
- 5 Explain to the group that they now need to think about themselves and choose their own strengths, interests and personalities (as explained in the previous activity).
- 6 Ask the young people to look at the cards and to choose the characteristics which describe them best. They should choose three strengths, three interests and three personality traits (they can either circle them on the sheet or choose three cards from the pack), two which they are already good at and one which they want to develop.

7

You can use *About me* – resource 4.3 and ask the young people to fill out their choices on the sheet. This is also something they could take away with them after the workshop and, for example, take with them to go and see a careers advisor.

8

Ask the group to share the things they picked and why.

9

Explain to the group that everyone in the room picked different things, which is amazing as all different jobs require different personalities and interests.

10

Now go back to the jobs the young people said they might like to do at the beginning of the activity. Bearing in mind what they've learned about themselves, do they still think those jobs will match their personalities and interests? Will they need to improve some skills or knowledge to pursue these jobs? Or are there any jobs/careers which might suit them better or feel more interesting?

11

If needed you can use slides 26–29 and resource 4.4 – *Industry profiles*, to show the young people what strengths, interests and personalities suit different job sectors.

12

Encourage the young people to think about jobs they could do in these sectors.

## ACTIVITY 2 CHATTERBOX

13–16 years



20 mins



Slide 25



R 4.4 Industry profiles, R 4.5 Chatterbox, flipchart, paper/pens

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### Steps

- 1 Explain to the group that they are now going to start thinking about what they are like, so that they can explore what sort of careers might be exciting for them.
- 2 Start by asking the group if there are any jobs they think they might like to do and write them on flipchart paper – explain that you'll come back to these later.
- 3 Remind the group that it's OK not to know what they want to do yet! This activity isn't about making a career choice, it's about learning about themselves and they can choose any jobs they think might be interesting for them.
- 4 Explain to the group that they now need to think about themselves and their own strengths, interests and personalities (as explained in the previous activity).
- 5 Ask the young people to sit in pairs and give each group a chatterbox to make together.
- 6 Tell each group that they need to take it in turn to open one question on the chatterbox and that they need to discuss their answer with their partner.
- 7 Once each pair has worked through all the questions on the chatterbox they should have thought about themselves, what they're like as people and which jobs/careers might interest them.
- 8 When each pair has finished working through the chatterbox questions ask them to share with the group a few things they've learned about themselves and their partner.
- 9 Explain to the group that everyone in the room picked different things, which is amazing as all different jobs require different personalities and interests.

10

Now go back to the jobs the young people said they might like to do at the beginning of the activity. Bearing in mind what they've learned about themselves, do they still think those jobs will match their personalities and interests? Will they need to improve some skills or knowledge to pursue these jobs? Or are there any jobs/careers which might suit them better or feel more interesting?

11

If needed you can use slides 26–29 and resource 4.4 – *Industry profiles*, to show the young people what strengths, interests and personalities suit different job sectors.

12

Encourage the young people to think about jobs they could do in these sectors.





# LESSON PLAN 5: BUILD YOUR BRAND

## LESSON OBJECTIVE

To help young people recognise their soft skills and to inform them about the different ways and opportunities available to further develop these skills.

## LEARNING OUTCOMES

Young people will be able to:

- recognise their own skills
- explain why employers value soft skills
- give examples of things they can do to further develop their soft skills.

## LESSON OUTLINE

This lesson plan explains to young people what soft skills are and why employers value these. It also helps young people to recognise their own skills and looks at the importance of creating a positive impression on employers through their personal brand.

The aim of this lesson is to educate deaf young people about these 'soft skills' and make them realise that they will already have some of these skills. At the end of the lesson there are some suggestions of things young people can do to further develop their soft skills and to become more prepared for the workplace.

Explain that: "Your personality, experiences and skills offer something unique and useful – employers are just as interested in this part of you as they are in your grades!"



### Slide 34

Start with the activity for this section by using the guidance below to get the young people to build a giraffe or a tower depending on their age group. You can also choose any other activity where teamwork is an essential skill to draw out. For older age groups, you can also use the *Experience counts* Circles – resource 5.1 activity outlined below.



### Slide 35

#### **Introduce soft skills vs hard skills**

Soft skills are interpersonal skills which allow you to interact effectively and positively with other people. These skills are also often called ‘transferable skills’, this means that they can be used in lots of different types of jobs but also that you can use and develop these in other places than a workplace.

Soft skills are the opposite of ‘hard skills’. A hard skill is a specific skill that you can be taught and measured on, eg speaking Spanish, writing a computer programme or operating a forklift truck.



### Slide 36

#### **Some skills that employers look for:**

- Positive attitude: employers want young people to show enthusiasm, commitment and energy. Young people can show they have a positive attitude by working hard and being keen to learn and work.
- Communication skills: this involves listening effectively and responding to questions, as well as talking and communicating clearly in other ways. It can involve giving instructions and taking feedback.
- Problem-solving skills: this means not giving up when faced with a problem and finding solutions for problems.

- Time management: this can mean arriving at work on time, but also planning your time to juggle tasks and get the most important things done first, eg serving a customer who is standing at the counter is more important than sending an email.
- Teamwork skills: having a job always involves working with other people. Businesses rely on staff to work well together to achieve their goals. Good team players are friendly, open, helpful and honest.
- Working under pressure: the world of work is often really busy. There are deadlines to meet and you need to do your job well. Sometimes there may be lots of different tasks to juggle. Employers want people who don't panic, but who can stay calm and get their job done well.
- And many more!

Contrast this with the hard skills that employers are looking for and remind the group that soft skills can be used in virtually any job, while hard skills are often specific to a particular kind of job or industry, and that it is important to understand that these can often be taught to you in the workplace. However, being able to demonstrate soft skills at an interview is essential!

### **How to develop soft skills**

Some young people in the group might express that they're worried about not having enough soft skills, or they might ask what they can do to develop their skills further.

Explain to the group that there are lots of things they can do to develop their skills further before starting to look for paid employment, these include:

Volunteering, sports groups, scouts, doing work experience, helping out at local community centres, Duke of Edinburgh etc. Young people can even consider volunteering for the National Deaf Children's Society by looking here: **[www.ndcs.org.uk/our-services/information-for-deaf-young-people/get-involved/](http://www.ndcs.org.uk/our-services/information-for-deaf-young-people/get-involved/)**

Explain that these kinds of activities not only help to develop soft skills, they also look good on a CV or job application form and they can be used as examples during a job interview.

Choose one activity based on your group's age and ability.

Activities		Timing	Resources
Activity 1	Build a giraffe	20 mins	<ul style="list-style-type: none"><li>● Newspapers or sheets of A4 paper</li><li>● Sellotape</li></ul>
Activity 2	Build a tower	20 mins	<ul style="list-style-type: none"><li>● Wooden skewers</li><li>● Blu Tack</li></ul>
Activity 3	Experience counts	20 mins	<ul style="list-style-type: none"><li>● Flipchart paper</li><li>● Highlighters</li><li>● R 5.1 Circles</li></ul>

## ACTIVITY 1 BUILD A GIRAFFE

13–16 years



20 mins



Slide 34



Newspapers  
or A4 sheets  
of paper,  
sellotape

### Steps

- 1 Explain to the group that they are going to be doing an activity which will help them to understand what soft skills are and how these are used at work.
- 2 Split the group into smaller groups of 3–4 people.
- 3 Give each group lots of (news)paper and sellotape.
- 4 Explain to the group that they are going to have to work together as a team to build a giraffe out of (news)paper.
- 5 They'll have 20 minutes to do this and the giraffe should be able to stand up by itself when the time is up!
- 6 Tell the group that they should think of a name for their giraffe as well and be able to explain why they chose that name!
- 7 When the time has run out, ask each group to present their giraffe's name and why they chose it and ask them to tell you what skills they think they used.

8

Explain to the group how they used the skills from the list above (the main skills employers are looking for) during this activity, eg 'positive attitude' and 'teamwork', ie this task might have seemed difficult when it was explained to the group, but no-one gave up; everyone remained positive and enthusiastic and was willing to give it a go and try something they'd never done before!

## ACTIVITY 2 BUILD A TOWER

16–25 years



20 mins



Slide 34



Wooden  
skewers,  
Blu Tack

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### Steps

1

Explain to the group that they are going to be doing an activity which will help them to understand what soft skills are and how these are used at work.

2

Split the group into smaller groups of 3–4 people.

3

Give each group lots of skewers and Blu Tack.

4

Explain to the group that they are going to have to work together as a team to build a tower. The group with the highest structure will be the winner (note: the tower needs to stand up unsupported!)

5

They'll have 20 minutes to do this and when the time is up they're no longer allowed to touch/support their tower.

6

Explain to the group how they used the skills from the list above (the main skills employers are looking for) during this activity, eg 'positive attitude', 'teamwork', ie in order for this task to succeed, the young people had to work together to think of the best way to build their tower – the group had to depend on each other and work together to be able to win the activity!

## ACTIVITY 3 EXPERIENCE COUNTS

16–25 years



20 mins



Slide 34



Flipchart  
paper,  
highlighters,  
R 5.1 Circles

### Steps

- 1 Explain to the group that often, when applying for jobs, people sell themselves short. This activity will help the group to think about the skills they already have and how to use them when looking for work!
- 2 Split the group into smaller groups of 3–4 people.
- 3 Hand out paper and highlighter pens to the groups.
- 4 Explain to the group that they need to draw three circles on the paper which overlap (as per *Circles* – resource 5.1).
- 5 Explain that the three circles represent three different areas:
  - Hobbies and interests
  - Work experience
  - Volunteering or work in the community
- 6 In each circle the young people should write examples of things they've done and the skills or qualities they developed in that activity. For example, someone who has had work experience may have acquired timekeeping and reliability qualities and learned some new IT skills.
- 7 Any skills or qualities that are repeated should be written down in the overlapping sections.
- 8 Using a highlighter pen, the young people should highlight the skills and qualities they think employers look for. These can be in any of the three circles.
- 9 Ask the young people to share their findings and pull out some of the key attributes employers might look for, such as trustworthiness, good communication and organisational skills.
- 10 Point out that even if a young person has never worked, they already have lots of skills and qualities that will be transferable and beneficial to future employment!





# LESSON PLAN 6: POST-16 OPTIONS

## LESSON OBJECTIVE

To inform deaf young people about the various post-16 options available to them and to help them understand that reaching a career ambition entails a journey through education or training options.

## LEARNING OUTCOMES

Young people will be able to:

- list the various post-16 options available to them
- explain that they are responsible for making choices and decisions about their education or training
- understand that to reach a certain career/job they will have to progress through an education or training journey.

## LESSON OUTLINE

This lesson plan educates young people about all the options available to them after they finish school. The activities and information emphasise that it doesn't matter which option a young person chooses – all routes can lead to employment.



### Slides 39 and 40

Use Activity 1 – Going on a journey to illustrate that without planning, a last minute trip can be stressful and there are a number of considerations that need to be made.



### Slides 41 and 42

Contrast this with a calmer route, involving time and consideration to next steps. The takeaway message here is that it is never too late to start thinking about your options to give you time to explore everything!



## Slides 43–51

This gives an overview of all the potential options available to young people. Use these slides to show an overview of a number of steps that can be taken next in their journeys.



Suggested reading for this section includes:

Career Pilot – [www.careerpilot.org.uk/qualifications](http://www.careerpilot.org.uk/qualifications)

Career Pilot – [www.careerpilot.org.uk/parent-zone/all-questions/what-are-the-choices-for-my-child-at-16?/parent/info/what-are-the-choices-for-my-chil/](http://www.careerpilot.org.uk/parent-zone/all-questions/what-are-the-choices-for-my-child-at-16?/parent/info/what-are-the-choices-for-my-chil/)

Apprenticeships – [www.gov.uk/apply-apprenticeship](http://www.gov.uk/apply-apprenticeship)

Traineeships – [www.gov.uk/find-traineeship](http://www.gov.uk/find-traineeship)

Supported Internships – [www.preparingforadulthood.org.uk/downloads/supported-internships](http://www.preparingforadulthood.org.uk/downloads/supported-internships)

Prospects UK – [www.prospects.ac.uk/](http://www.prospects.ac.uk/)



## Slide 52

Run the activity using the post-16 illustrations and footsteps connecting each. Ask the young people to choose a starting point, and once settled, what they think they will do next. Illustrate that career journeys are not all the same, and different options can be chosen at different times.



## Slides 53, 54 and 55

Another option is to go travelling. Show the young people the pictures and ask them to guess where the landmark is. There are also volunteer gap year schemes for people with limited financial resources so that no young person should feel they cannot look into this option.

**Note:** use these slides flexibly. You may have existing careers advice to add to these plans, you may like to use the activities suggested in a different order – all of that is fine!



## Slide 56

We have given two examples of real life career journeys that deaf people have taken. Use these to illustrate the point, and remind the young people we will come back to more journeys a bit later in the session.





## Slide 57

You can also choose to run the *Careers quiz* – resource 6.3, or leave this out. It has been designed to break up this session as it is quite a lot of information to give out!

Activities		Timing	Resources
Activity 1	Going on a journey	15 mins	● PP 39–42
Activity 2	Post-16 options (A)	15 mins	● R 6.1 Post-16 illustrations ● R 6.2 Post-16 footsteps PP 43–51
	Post-16 options (B)	15 mins	● R 6.1 Post-16 illustrations PP 43–51
Activity 3	Travel the world	10 mins	● PP 53–55
Activity 4	Careers quiz (optional)	5 mins	● R 6.3 Quiz PP 57

### ACTIVITY 1 GOING ON A JOURNEY

13–16/16–25 years



10 mins



Slides  
39–42



R 6.1 Post-16  
illustrations

### Steps

- 1 Show the students slide 39.
- 2 Ask the young people to imagine the following scenario: they have been called into assembly by the school to announce that everyone is going on a school trip tomorrow. The trip will be for one week and it will be abroad (add a country of your choice here to make the scenario more interesting!) Show slide 40 and ask the young people in your group if they think it will be possible to leave for this trip the next day? What needs to be considered?

3

Explain to the group that it might be possible to do this, but if we went on a trip like this without any planning, our options would be limited.

- We might not have a valid passport, so we can't even go abroad. We'd have to stay in the UK.
- We might need a visa or immunisations for certain countries – we wouldn't be able to go to those places without them.
- We might need to take certain things with us which we don't own but we wouldn't have time to go shopping.
- We wouldn't have a lot of time to pack so we might forget things because we have to do it in a hurry.
- We wouldn't have time to do research about the country we're going to or plan our visit, so we'd arrive without an itinerary and we might miss out on really great tourist attractions.

4

Encourage the students to think of any things that they might miss out on or that might go wrong because they haven't planned beforehand. Write it all down on flipchart paper or a whiteboard to make a visual map of all the things you need to think about beforehand.

5

Suggest that a better way to plan a successful trip would be to spend time making a plan before setting off and show slides 41 and 42.

6

Explain to the group that a career journey is similar to the travel journey you've just talked about. The young people could wait until they finish school before they start thinking about how to begin their career journey, but they are much more likely to be successful if they start doing some planning now, even if it feels like a long way off!

7

If they start thinking about their career now and the things they need to do to get there they're much more likely to arrive at the job they want!

8

Explain to the group that you're now going to tell them about all the different post-16 options that are out there, to help them think about their career journey.



## ACTIVITY 2 POST-16 OPTIONS (A)

13–16 years



15 mins



Slides  
43-51



R 6.1 Post-16  
illustrations,  
R 6.2 Post-16  
footsteps

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### Steps

- 1 This activity works well with a younger age range, to use alongside *Post-16 illustrations* – resource 6.1 and to show the post-16 options in a more engaging way.
- 2 Ask the group if they've already thought about what they want to do when they leave school.
- 3 Put the illustrations on the floor and use the footsteps to 'connect' them.
- 4 Show the young people how one option follows on from another – you can jump from footstep to footstep to illustrate your point!
- 5 It's important to show young people that the footsteps don't have to follow a certain path – it's OK to change your mind and jump across to a different option if you want to or go back to a previous option if you want to gain more qualifications.
- 6 Also show the group that you can follow different footsteps to reach the same outcome, ie employment.
- 7 When you've explained the different options and emphasised flexibility, explain that volunteering can be done at any point during the education or career journey. It can be linked to all options and it's a great opportunity to learn new skills and experience to increase confidence.
- 8 Encourage group discussion and questions about the options. It may help to talk about your own education and career journey at this point to give an example to the group.

**Note:** Before moving on to the next activity, show the young people in your group *Careers action plan* – resource 8.1 and explain you will look at this in more detail shortly.

- Explain that between now and beginning their careers, the group needs to think about the things they need to do and when they have to do them.
- Explain that the action plan you're giving them is a tool on which they can plan their journey and the things they'll need to do.
- Everyone's plan will look slightly different because everyone wants to do different things and there are also so many different routes to a particular job. However, the important thing is to start planning early.
- Explain that we'll revisit the action plan at the end of the workshop.



## ACTIVITY 2 POST-16 OPTIONS (B)

16–25 years



15 mins



Slides  
43-51



R 6.1 Post-16  
illustrations

### Steps

- 1 Ask the group if they've already thought about what they want to do when they leave school.
- 2 Show the group the post-16 illustrations and talk about how they are 'connected', ie how they can progress from one option to the next.
- 3 It's important to explain to the group that they don't have to follow one "path" through the options – it's OK to change their mind and move to a different education or training option. Or go back to a certain option if they want to gain more qualifications at some point in their career.
- 4 Also show the group that they can choose different options to reach the same outcome, ie employment.
- 5 When you've explained the different options and emphasised the flexibility, briefly talk about volunteering.

6

Explain that volunteering can be done at any point in their education or career journey and that this can be a great opportunity to gain new skills and experience and to increase confidence.

7

Encourage group discussion and questions from the young people about the different options. It may help to talk about your own education and career journey at this point to give an example to the group.

**Note:** Before moving on to the next activity, show the young people in your group *Careers action plan* – resource 8.1 and explain you will look at this in more detail shortly.

- Explain that between now and beginning their careers, the group needs to think about the things they need to do and when they have to do them.
- Explain that the action plan you're giving them is a tool on which they can plan their journey and the things they'll need to do.
- Everyone's plan will look slightly different because everyone wants to do different things and there are also so many different routes to a particular job. However, the important thing is to start planning early.
- Explain that we'll revisit the action plan at the end of the workshop.

## ACTIVITY 3 TRAVEL THE WORLD

13–16/16–25 years



10 mins



Slides  
43–51

### Steps

**Note:** Activities 3 and 4 are designed as brief, fun activities to finish the post-16 options lesson plan. Choose the activity you feel is most suitable for your group. If you have enough time and feel that your group will be keen, then you can of course deliver both activities.

- 1 In addition to the ‘usual’ post-16 options, you can tell the group that another option is to go travelling. Lots of young people tend to do this between finishing A-levels and starting university or work.
- 2 Whilst you’re travelling you can also do volunteering or paid work for short amounts of time – all of this will add to your experience and skill set.
- 3 To finalise the post-16 section we’ve included a fun activity related to travelling.
- 4 Display slides 54 and 55. Explain to the group that each picture on the slides is a famous landmark somewhere in the world.
- 5 Show the group each slide in turn and ask them to guess the country where the landmark is.
- 6 To make the activity more fun you could split the group into pairs and the pair which guesses the most countries correctly wins a small prize!

## ACTIVITY 4 CAREERS QUIZ

13–16/16–25 years



5 mins



Slide 57



R 6.3 Careers  
quiz

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### Steps

**Note:** Activities 3 and 4 are designed as brief, fun activities to finish the post-16 options lesson plan. Choose the activity you feel is most suitable for your group. If you have enough time and feel that your group will be keen, then you can of course deliver both activities.

- 1 Read the quiz questions out to the young people.
- 2 For each question read out the answers and ask young people to put up their hands for the option which they think is correct.
- 3 Encourage group discussion and questions after the quiz.







# LESSON PLAN 7: SUPPORT AND TECHNOLOGY

## LESSON OBJECTIVE

To make young people aware of the support and technology they are entitled to request in order to access education, training and employment.

## LEARNING OUTCOMES

Young people will be able to:

- list the various support and technology options available to them
- explain which support options may work best in different situations.

## LESSON OUTLINE

This lesson plan will help you to make deaf young people more aware of the support options available to them in training and employment – these include funding options (eg Access to Work), communication support and technology.



### Slides 59, 60 and 61

Begin with the activity as outlined in the guidance below. Many young people do not know the support options available, so it is important to let them know it's OK not to know and that you will answer any questions they have.

## Definitions:

**Extra time 25%** – arranged by the SENCO for exams and based on individual scores on standardised testing (JCQ Regulations), not all candidates will be eligible.

**Teacher of the Deaf** – sensory support professional specialising in teaching deaf students.

**Speech to Text Relay (STTR)** – also called a palantypist, provides live captioning of speech to be displayed on computer screens.

**Phone Amplifier** – makes your phone louder so you can hear the speaker more clearly.

**Subtitles** – text displayed on a screen showing what is being said.

**Deaf Awareness Training** – for those in contact with a deaf young person; can aid in breaking down communication barriers between deaf and hearing people.

**Lipspeaker** – trained to be easy to lip-read by reproducing speech clearly but silently.

**Agenda or transcript** – information on what will be discussed or what was discussed provided in a written format.

**British Sign Language (BSL) Interpreter** – qualified professional to facilitate communication between BSL and English, often used in formal settings such as workplaces, meetings, conferences and universities.

**Communication Support Worker (CSW)** – a communication professional mainly used in education to support deaf students using a variety of strategies to match an individual's needs or preference.

**Notetaker (Handwritten or Electronic)** – a professional who will produce notes for those who cannot take their own.

**Radio aid** – technology that connects to a hearing aid or cochlear implant to allow a speaker's voice to be heard more clearly, reducing background noise.



## Slides 62 and 63

These slides provide further information on the Disabled Student's Allowance and Access to Work.



You may like to become familiar with these by reading up on them at the following websites:

Access to Work – [www.gov.uk/access-to-work](http://www.gov.uk/access-to-work)

Disabled Students Allowance – [www.gov.uk/disabled-students-allowances-dsas](http://www.gov.uk/disabled-students-allowances-dsas)



## Slide 64

An optional activity to break up the information provided. Ask the group to decide if they think the answers to the questions are true or false. Use the notes in *Technology quiz* – resource 7.2 to help guide you.



## Slide 65

Another optional activity to run, depending on your group. Ask the group to match potential communication support options with the scenarios provided using *Support and funding scenarios* – resource 7.4 and feedback into a larger discussion.



## Slides 66–75

This ties together all the elements of the session with the case studies, showing their deafness, career journeys and top tips for young people. Take some time going through these to show that journeys are different and that different types of people access different types of support. We have also created a number of video case studies which can be found at [www.ndcs.org.uk/dwetoolkit](http://www.ndcs.org.uk/dwetoolkit) that you may like to use as well.



Activities		Timing	Resources
Activity 1	Communication support	10 mins	● R 7.1 Communication support cards
Activity 2	Technology quiz	5 mins	● R 7.2 Technology quiz ● R 7.3 Technology quiz answers ● R 7.4 True/False cards
Activity 3	Scenario activity	15 mins	● R 7.5 Scenarios



## ACTIVITY 1 COMMUNICATION SUPPORT

13–16/16–25 years



10 mins



Slide 59



R 7.1  
Communication  
support cards

### Steps

- 1 Put the picture and word cards from *Communication support* cards – resource 7.1 face down on the floor.
- 2 Explain to the group that the images on the cards represent different communication support options that may help them at some point in their education, training or employment journey.
- 3 Explain that they have to work together as a group to match each picture card to the correct name.
- 4 When all the cards have been matched up correctly ask the group if there are any support options that they hadn't heard about.
- 5 Use the list provided above to explain the different options if needed.



## ACTIVITY 2 TECHNOLOGY QUIZ

13–16/16–25 years



5 mins



Slide 64



R 7.2  
Technology  
quiz, R 7.3  
Technology  
quiz answers,  
R 7.4 True/  
False cards

### Steps

1

Before starting the activity make sure that you've stuck the *True/False cards* – resource 7.4 on the wall on opposite sides of the room.

2

Read out each question in turn and ask the group to go and stand under the False sign if they think the question is incorrect and to go and stand under the True sign if they think the question is correct.

3

Use the notes in *Technology quiz* – resource 7.2 to give a little bit more explanation for each technology question.



You may like to print out the quiz answers and give them to the young people to take away after the workshop. There's some useful information on there!



## ACTIVITY 3 SCENARIO ACTIVITY

16–25 years



15 mins



Slide 65



R 7.5 Scenario  
cards, R 7.1  
Communication  
support cards

### Steps

1

Explain to the group that for this activity you're going to look at different places or situations they might be in where communication might be challenging. Together you're going to look at how communication support and technology can help the young people in those situations.

- 2 Split the group into two smaller groups (depending on numbers).
- 3 In their groups, give the young people one scenario each from the 'University', 'Apprenticeship' and 'Work' situations.
- 4 Ask them to think about what support could be used in each scenario to improve communication – you can hand out the *Communication support cards* – resource 7.1 to prompt ideas.
- 5 When each group has finished discussing their scenarios, ask each group in turn to present their scenarios and which solutions they suggest.
- 6 Encourage feedback from all the young people once each group has finished presenting. Is there more than one support option that could work for the scenarios?





# LESSON PLAN 8: CAREERS ACTION PLAN

## LESSON OBJECTIVE

To explain to young people what action planning is and how it can help them to reach a career goal.

## LEARNING OUTCOMES

Young people will be able to:

- explain what an action plan is and how it can help them
- demonstrate that they understand the various steps involved in reaching a career ambition
- show that they've started an action plan.

## LESSON OUTLINE



### Slide 78

This lesson plan will introduce the concept of action planning to young people; what it is and how can they use it to plan for the next steps in the journey to their career.

Explain to the group that the next activity you are going to do together is a careers action plan. This plan will include lots of different things you have talked about today, such as:

- What sort of job do they think they'd like to do?
- What are their interests and skills?
- What support do they think they will need?
- How can they own their deafness?

A careers action plan will help them to *focus their thoughts and ideas into a series of steps to achieve their career aims within a certain timeframe*. The process takes into account the fact that situations can change and plans can be reviewed and altered.

Explain to the group that for this activity their 'goal' could be anything: a career, a qualification, work experience, volunteering, college, university or something else altogether. It doesn't necessarily have to be a job/career. The aim is not to make a final choice today about what they want to do and the action plan can be changed later, themselves, after the workshop.



### Slide 79

Introduce the *Careers action plan* resource as outlined below and ask the young people to fill this in to help cement their ideas and next steps.

Activities		Timing	Resources
Activity 1	Action planning	20 mins	● R 8.1 Careers action plan end of session

## ACTIVITY 1 ACTION PLANNING

16–25 years



20 mins



Slides  
78–79



R 8.1  
Careers

### Steps

- 1 Hand out an action plan to each young person and explain to the group what an action plan is and how they're going to use it today
- 2 Start by asking each young person to choose a 'goal' – tell them to write this in box **f**.
- 3 Get the young people to work through the other boxes in turn. Explain that the boxes represent the following things:
  - a. **Ready:** this is where they are right now (eg in school) and the things that they enjoy, skills, interests etc. Remind the group that you talked about this at the start of the workshop.
  - b. **Set:** What choices do they need to make, eg do they want to keep studying after they leave school or do they want to get a job? Do they want to do A-Levels or not? Do they want to do an apprenticeship, or go to university? Where do they want to go to university, do they want to take a gap year etc?
  - c. **Set:** What experience and/or qualifications do they need to reach their goal, eg GCSE topics/grades, A-level topics/grades, a college qualification, work experience, a university degree etc?

- d. Set:** These are the things they need to be responsible for themselves, eg contacting a careers advisor, doing some research online, contacting a company for work experience, completing their apprenticeship application, completing their UCAS application etc.
- e. Set:** These are the things they need a 'helping hand' with or the support they will need, eg putting communication support in place, securing funding through DSAs or Access to Work, annual reviews of their EHC plan, purchasing a piece of technology etc. These can also be people who can help them, eg parents, a teacher etc.
- f. Go:** This is where they write their goal.
- g. Go:** The pledge! Make a pledge of two or three things they are going to do after this workshop/action plan, to help them on their way to reaching their goal, eg do some research online about local colleges, start their UCAS application online, contact a company where they want to do work experience, contact the disability advisor at the college they're going to and ask about the communication support they'll need, do some research about different jobs, look into doing volunteering etc.





# YOU DID IT!



## Slides 80 and 81

You've made it to the end of the lesson plans and have delivered your workshop – well done!

Tell your group they did great! Encourage them to turn to the person next to them and to give them a high five!

Give a quick summary to the group of what the workshop has involved and the key messages you want them to take away:

- With the right support in place deaf people can access most jobs!
- Feel confident in declaring your deafness!
- A career doesn't mean a job for life – careers are flexible and can change all the time!
- Make full use of the support and funding available to you!
- It doesn't matter which educational or training route you take (or if you change your mind along the way) – all routes can lead to employment!
- Look ahead and think about the steps you need to take to get to the job you want to do – put this in your action plan!

Encourage the group to ask any questions they may have or to share anything that they've learned today, anything that they may be worried about after the sessions, or something they may be excited about!



Use the resources and further reading, included in the toolkit, to help answer any questions the young people may have. Remind the young people that everything you've talked about today is also on the National Deaf Children's Society's website and that they can find more information, resources and videos there – **[www.ndcs.org.uk/youngpeople](http://www.ndcs.org.uk/youngpeople)**

Print or photocopy the Deaf Works Everywhere card and follow folding instructions. Hand out one to each young person who attended the workshop. Ready-printed cards will be available to order when our offices reopen. Please contact **[dwe@ndcs.org.uk](mailto:dwe@ndcs.org.uk)** or visit **[www.ndcs.org.uk/deafworkseverywhere](http://www.ndcs.org.uk/deafworkseverywhere)** for more information and to download the card.

If you like, you may wish to evaluate the programme using your internal evaluation methods.



# SIGNPOSTING



Below you'll find all the resources and links used throughout the toolkit so it's easier for you to find the information you need.

## MEETING LEGAL RESPONSIBILITIES

The eight Gatsby benchmarks

**[www.gatsby.org.uk/education/focus-areas/good-career-guidance](http://www.gatsby.org.uk/education/focus-areas/good-career-guidance)**

The PSHE curriculum

**[www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1-5](http://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1-5)**

## USING THIS TOOLKIT

Deaf awareness tips

**[www.ndcs.org.uk/get-involved/deaf-awareness-tips/](http://www.ndcs.org.uk/get-involved/deaf-awareness-tips/)**

Resources

**[www.ndcs.org.uk/dwetoolkit](http://www.ndcs.org.uk/dwetoolkit)**

Online learning modules

**[www.ndcs.org.uk/dwetoolkit](http://www.ndcs.org.uk/dwetoolkit)**

Supporting materials

**[www.ndcs.org.uk/deafworkseverywhere](http://www.ndcs.org.uk/deafworkseverywhere)**

## YOUR RIGHTS

Equality Act

**[www.equalityhumanrights.com/en/advice-and-guidance/disability-discrimination](http://www.equalityhumanrights.com/en/advice-and-guidance/disability-discrimination)**

Children and Families Act 2014

**[www.buzz.org.uk/category/support-at-school-and-college/](http://www.buzz.org.uk/category/support-at-school-and-college/)**

Disability Confident employers

**[www.gov.uk/government/collections/disability-confident-campaign](http://www.gov.uk/government/collections/disability-confident-campaign)**

## **POST-16 OPTIONS**

Career Pilot

**[www.careerpilot.org.uk/qualifications](http://www.careerpilot.org.uk/qualifications)**

Career Pilot

**[www.careerpilot.org.uk/parent-zone/all-questions/what-are-the-choices-for-my-child-at-16?/parent/info/what-are-the-choices-for-my-chil/](http://www.careerpilot.org.uk/parent-zone/all-questions/what-are-the-choices-for-my-child-at-16?/parent/info/what-are-the-choices-for-my-chil/)**

Apprenticeships

**[www.gov.uk/apply-apprenticeship](http://www.gov.uk/apply-apprenticeship)**

Traineeships

**[www.gov.uk/find-traineeship](http://www.gov.uk/find-traineeship)**

Supported Internships

**[www.preparingforadulthood.org.uk/downloads/supported-internships](http://www.preparingforadulthood.org.uk/downloads/supported-internships)**

Prospects UK

**[www.prospects.ac.uk/](http://www.prospects.ac.uk/)**

## **SUPPORT AND TECHNOLOGY**

Access to Work

**[www.gov.uk/access-to-work](http://www.gov.uk/access-to-work)**

Disabled Students Allowance

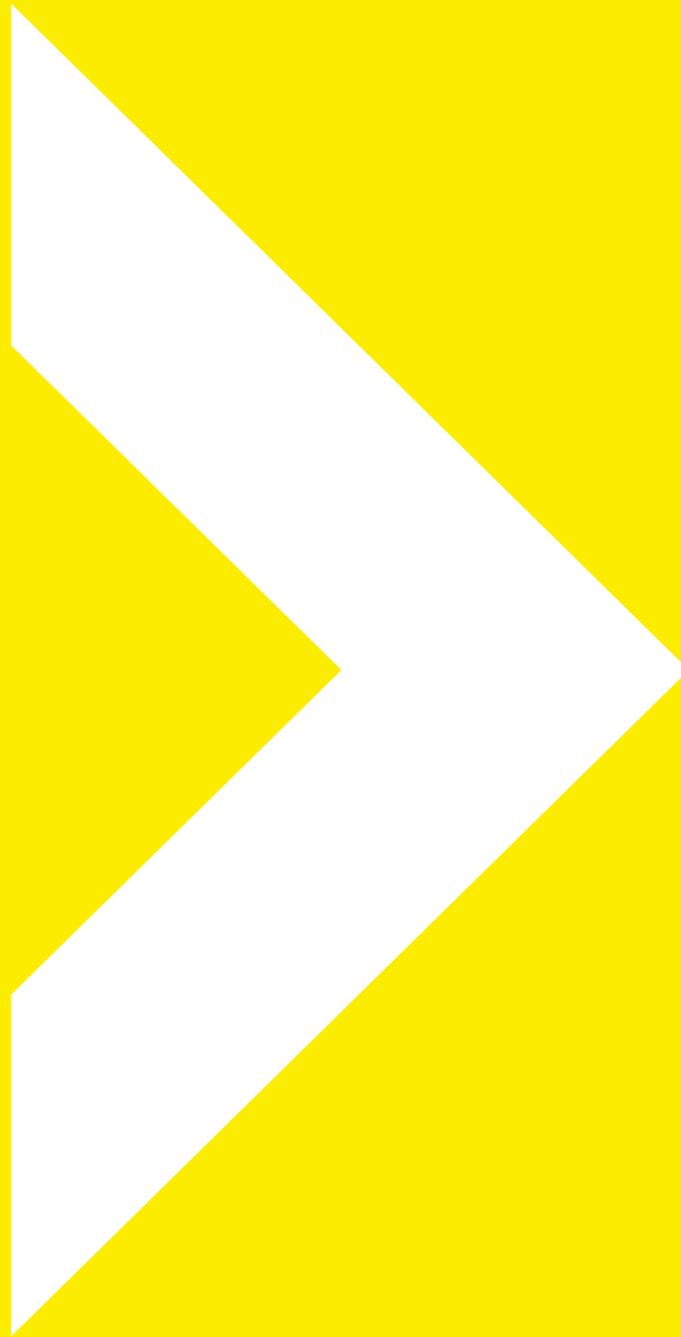
**[www.gov.uk/disabled-students-allowances-dsas](http://www.gov.uk/disabled-students-allowances-dsas)**

## **CAREERS ACTION PLAN**

More resources

**[www.ndcs.org.uk/youngpeople](http://www.ndcs.org.uk/youngpeople)**

# CONTACT US



For any questions on this toolkit, including resources available, please contact [\*\*dwe@ndcs.org.uk\*\*](mailto:dwe@ndcs.org.uk).

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[www.ndcs.org.uk/dwetoolkit](http://www.ndcs.org.uk/dwetoolkit)

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