

Module 1: Explore!		Level: MLD/SEMH
Unit 1A: What is a job and what is good about having one?		Preparation for Adulthood: Employment
Lesson 1A4: How would I feel when I work?		
Objectives	Learning Outcomes	
<p>To explore and identify different emotions associated with various work-related activities.</p> <p>To engage in activities to experience and reflect on the positive aspects of working.</p>	<p>Students will:</p> <p>Express how they might feel during different work scenarios using words, gestures, or visual aids.</p> <p>Demonstrate an understanding of the positive aspects of work, such as developing skills, earning rewards, and feeling accomplished.</p>	
Activities	Resources	Assessment/Evidence
<p>Introduction: Explain what you are going to explore, discuss different jobs, and ask them to think about how they might make us feel. Highlight this is a great way to learn about different types of work and the emotions they can bring, like happiness or feeling proud.</p> <p>Job Stations: Set up multiple job stations where students can try out simple tasks related to different professions. Examples include a “Chef Station” with play food for preparing a meal, a “Gardener Station” for planting seeds, and a “Shopkeeper Station” for organising items and handling pretend money.</p> <p>Emotion Charades: Play a game of charades where students act out different emotions that one might feel in various work situations. For example, acting out “happy” after completing a task or “frustrated” when something is challenging. Peers guess the emotion and the potential work scenario.</p> <p>Role-Play and Reflection: Students take turns role-playing different jobs using props and costumes. After each role-play, the group discusses what the role involved and how the person might feel doing that job.</p> <p>Team Task Challenge: In small groups, students are given a simple task to complete, such as building a small structure with blocks or preparing a mock order in a pretend cafe.</p> <p>Plenary: Gather the students to signify the end of the session and discuss the activities they have taken part in today. Encourage each students to express an opinion and highlight the things they have enjoyed and learned.</p>	<p>Provided:</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> • Play food, gardening tools, pretend money, shopping items, aprons, and other related props • Emotion cards, scenario cards, and a space for acting • Costumes, job props (e.g., construction hat, teacher’s pointer, etc.), and a comfortable discussion area • Building blocks, mock food items, order slips, and any relevant props 	<p>Suggested mediums:</p> <p>Observation: Observe students’ participation, noting their ability to engage with the activities and express emotions.</p> <p>Interaction: Assess students’ interactions with peers during activities, particularly in teamwork and communication tasks.</p> <p>Feedback: Use informal feedback methods, such as thumbs up/down, happy/sad faces, or verbal check-ins, to gauge students’ understanding and feelings.</p>
<p>Teacher Guidance Notes: Create a supportive and inclusive environment that caters to the needs of your students use positive reinforcement and clear instructions to guide activities. Emphasise hands-on learning experiences over written tasks to accommodate students’ strengths and preferences. Ensure a safe space for students to express emotions, provide support and guidance in recognising and managing feelings, and be prepared to adapt activities based on students’ engagement levels and needs, ensuring each student can participate fully and meaningfully. This lesson plan is designed to help students explore the concept of work, understand the emotions involved, and appreciate the positive aspects of engaging in various job roles.</p>		