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| Module 1: Explore! | | Level: MLD/SEMH |
| Unit 1B: What might affect finding and having a job? | | Preparation for Adulthood: Employment |
| Lesson 1B1: Challenges that can be controlled | | |
| Objectives | | Learning Outcomes |
| <p>To identify challenges that can be controlled or managed in the workplace, such as punctuality, communication, and behaviours.</p> <p>To practise strategies to manage these challenges and develop skills for positive workplace behaviours.</p> | | <p>Students will:</p> <p>Recognise specific challenges they may face in the workplace and understand which can be controlled or improved.</p> <p>Demonstrate strategies for managing controllable challenges, focusing on improving workplace readiness and behaviours.</p> |
| Activities | Resources | Assessment/Evidence |
| <p>Introduction: Explain the topic of the lesson briefly and the outcomes expected and discuss students' communication skills and their levels of confidence in expressing themselves in a workplace setting if they needed help.</p> <p>Visual Schedules and Time Management: Use visual schedules to teach the importance of punctuality and time management. Students practice using clocks and timers to adhere to a daily routine, such as arriving on time and taking breaks appropriately.</p> <p>Communication Skills Role-Play: Set up role-play scenarios where students practise effective communication in the workplace. Use scripts and communication aids to help students practise asking for help, expressing needs, and handling conflicts.</p> <p>Managing Emotions and Behaviour: Demonstrate and discuss strategies for managing emotions and behaviours in challenging situations. Activities include practising deep breathing, using stress-relief tools, and role-playing appropriate responses to workplace stressors.</p> <p>Problem-Solving Workshop: Present real-life workplace scenarios that involve common challenges, such as misunderstandings with coworkers or managing workload. Guide students through problem-solving steps, encouraging group discussion and possible solutions.</p> | <p>Provided:</p> <ul style="list-style-type: none"> • Jobs I Could Do cards • Job Families cards • Transition cards <p>Materials Needed:</p> <ul style="list-style-type: none"> • Visual schedule cards, clocks, timers, and daily routine lists • Communication cards, scripts, role-play props, and a designated area for practise • Stress-relief tools (e.g., stress balls), emotion cards, and calming aids like soft music or quiet spaces • Scenario cards, problem-solving charts, and group discussion prompts | <p>Suggested mediums:</p> <p>Evidence sheets Photographs of students engaging in activities.</p> <p>Visual records of sorted items and matched tools.</p> <p>Observation notes on student participation and engagement.</p> <p>Direct questioning throughout the session with the use of pauses and prompts.</p> <p>Prompting recall of knowledge through minimal verbal instructions.</p> <p>Student planner Lesson marked as introduced and dated.</p> |
| <p>Teacher Guidance Notes: Maintain a structured and predictable environment using visual schedules and clear routines to help students feel secure and focused. Adapt activities to each student's communication and behavioural needs, providing individualised support, as necessary. Use consistent positive reinforcement to encourage participation and acknowledge achievements, especially in managing challenging behaviours. Communicate expectations and provide immediate feedback to guide students' learning and behaviours. Be patient and flexible, ready to adjust activities based on the student's responses and needs, ensuring all students can engage meaningfully. Create a supportive atmosphere where students feel comfortable exploring new skills and strategies and emphasise that mistakes are part of the learning process.</p> | | |