

Module 2: My purpose, my work!		Level: MLD/SEMH
Unit 2A: What sort of help do I need to ask for?		Preparation for Adulthood: Employment
Lesson 2A1: What sort of help will I need at work?		
Objectives		Learning Outcomes
To understand their own needs in the workplace and express them. To practise different strategies to get the support they need.		Students will: Identify three types of support they might need at work. Create a personal action plan for accessing support in the workplace.
Activities	Resources	Assessment/Evidence
<p>Introduction: Explain the activities for the lesson and start with a discussion about the different things they may need while at work.</p> <p>Key question: What helps you to focus/complete work?</p> <p>Card Matching: Using 'Feelings/Emotions cards,' with pictures, ask the students to find 3 emotions they might feel at work. Discuss why they might feel this way and how they can tell people about it.</p> <p>Scenario Teamwork: Split the class into small groups and give them a scenario card. Let them talk to each other about how they would feel if they had this task at work and how they would ask for help to deal with the situation. Discuss with each group individually why the task is hard, and why it made them feel a certain way. Ask students to explain the solutions they produced. Then discuss why they think it is important to ask for help.</p> <p>Come back as a whole group and ask the students to act out their scenarios for the whole group.</p> <p>Questions:</p> <ul style="list-style-type: none"> • Can we tell which emotion this is? • How could we change the emotion? <p>Plenary: Gather students to discuss the activities they have taken part in during the session. Ask the students to record their scenarios using tablets/computers so they can see each step clearly and how to solve each problem.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • Jobs I Can Do cards • Job Families cards • Transition cards <p>Materials needed:</p> <ul style="list-style-type: none"> • Feelings/Emotions cards • Scenario sheets • Template document for the students to access and create an action plan • Tablets/computers 	<p>Suggested mediums:</p> <p>Evidence sheets: Take photos/videos of the students working together and acting out their scenarios.</p> <p>Visual records: Print out each student's action plan so they can see it whenever they need it.</p> <p>Observation notes: Take notes while the students are role-playing their scenarios.</p> <p>Direct questions: Keep asking different questions throughout the lesson with prompts and pauses.</p> <p>Prompting Recall: Knowledge through minimal verbal instructions.</p> <p>Student planner: Lesson marked as introduced and dated.</p>
<p>Teacher Guidance Notes: Use engaging hands-on activities to keep the students engaged and interested in each task. Make sure each instruction is clear, precise, and short ensuring support is given when needed. Link each activity with real-life problems to show students these issues are relevant and allow understanding. Document each activity with multimedia evidence and observation notes. This approach uses interactive, hands-on and engaging activities to introduce students to the importance of being able to ask for help in the correct way when it is needed ensuring an accessible and enjoyable learning experience.</p>		