

Module 2: My purpose, my work!		Level: SLD/ASD
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 and be able to communicate their needs relating in a workplace setting. To practise effective communication strategies for seeking help at work.	Students will: Identify their own needs and what types of support will benefit them the most through group discussions. Create a plan to communicate their needs.	
Activities	Resources	Assessment/Evidence
<p>Introduction: Explain, clearly and simply, the lesson objectives and what they will be doing today. Start with a group discussion about what they find hard to do and what helps them to do this task when they are struggling.</p> <p>Card matching: Using the 'Jobs Cards' and 'Feelings Cards' ask the students to find jobs they find hard and match a feeling to that job. Come back as a group and talk about the different jobs and feelings that have been identified. As a group ask students if they can think of any solutions to the problems using prompts and pauses.</p> <p>Action Plan: Using sensory materials, support the students in creating an Action Plan relating to the scenarios they made from the card-matching activity. Ensure the sensory materials have different visual supports and symbols as well as textures to encourage students to stay engaged and allow them to understand what they are trying to achieve.</p> <p>Plenary: Gather the students in a circle with their sensory action plans. Ask them to share their scenarios, ensuring you give prompting questions such as 'Can you tell me what feeling this is with words?' or 'Would you like to share how you could ask for help when you are feeling this?' Use prompts and visual aids.</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"> • Emotions/Feelings images/symbols • Action Plan Template • Yes/No images/prompts 	<p>Suggested mediums:</p> <p>Evidence sheets: Photographs/videos of students engaging with sensory items.</p> <p>Visual records: Of the action plans made.</p> <p>Completed: Sensory exploration is shown through action plans.</p> <p>Observation notes: Regarding student participation and engagement.</p> <p>Direct questions: Throughout the session using prompts/pauses and Makaton/BSL signs.</p> <p>Prompting recall Of knowledge through simple verbal instruction and signs.</p> <p>Student planner Lesson marked as introduced and dated.</p>
<p>Teacher Guidance Notes: Use simple, clear language and repetitive sensory cues to reinforce learning. Ensure each activity is tailored to the sensory preferences and needs of the students. Provide one-on-one support to help students stay engaged fully with each activity. Document progress made through photos and notes to track understanding and engagement. This approach uses sensory-rich, engaging activities to introduce students with multiple learning needs to the concepts of understanding their own needs and how to ask for help.</p>		