

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 2A2: How to ask for help at work		
Objectives	Learning Outcomes	
<p>To recognise and be able to explain specific situations within the workplace when they may need to ask for help.</p> <p>To practise effective and appropriate communication strategies when asking for help in the workplace.</p>	<p>Students will:</p> <p>Create a list of three specific situations where they might need help.</p> <p>Explain why it is important to ask for help.</p> <p>Create a plan on how to ask for help including phrases and steps which is demonstrated through role-play.</p>	
Activities	Resources	Assessment/Evidence
<p>Introduction: Explain the objectives for the lesson and start a discussion on how students could ask for help. What sentences and actions do they think are appropriate when asking for help at work?</p> <p>Reflective Journaling: Ask students to think about a time they have needed help in the past either in school or at home. Start a discussion about what the students have reflected on and link common themes that arise. Throughout the discussion create a list of the situations on a whiteboard or large paper to show the visual link between students' situations.</p> <p>Exploring different situations: Divide the class into small groups and provide them with a 'Scenario Card' and 'Solution Cards'. For example, the cards could include a new task that is unclear' and 'ask politely for the individual to repeat the task or explain it further'. Ask each group to act out their scenarios using the 'Solution Cards' as prompts. After each role-play, talk as a class about what was good about the scenario and what else they could do in the situation. Prompt students to share how they felt throughout the exercise and what they thought would help them the most in the future.</p> <p>Communication Plan: Explain the importance of having a plan on how to ask for help at work and show students a communication plan template. Ensure the plan includes sections such as, 'specific situations I might need help' or 'people I can ask for help'. Guide students through each section, relating to the role-playing activity. Provide examples and support to encourage students to think about their own experiences and preferences.</p> <p>Plenary: Gather students together to discuss what tactics they may use in the future when they need help.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • Jobs I Can Do • Job Families • Work Related Independent Living Task cards • Transition cards <p>Materials needed:</p> <ul style="list-style-type: none"> • Scenario cards • Solution cards • Tablets/computers • Communication plan template 	<p>Suggested mediums:</p> <p>Evidence sheets: Photographs of students engaging in activities.</p> <p>Visual records: Of each communication plan.</p> <p>Observation notes: On student participation and engagement.</p> <p>Direct questions: Throughout the session with the use of prompts and pauses.</p> <p>Prompting Recall: Of knowledge through minimal verbal instruction and signs.</p> <p>Student planner: Lesson marked as introduced and dated.</p>
<p>Teacher Guidance Notes: This lesson aims to encourage the use of strategies and tools to enable young people to recognise they need help and how to ask for support appropriately. Use engaging hands-on activities to maintain interest. Link activities to real-world situations to enhance relevance and understanding. Use clear, simple instructions and offer support when needed. Document progress through multimedia evidence and observation notes. This approach uses interactive, practical, and engaging activities to show students the importance of asking for help in the right way.</p>		