

Module 2: My purpose, my work!		Level: Sensory/Exploration
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	
To begin to respond to different cues indicating the need to ask for help in the workplace. To practise using their preferred communication tools, to request help.	Students will: Demonstrate their ability to recognise and respond to two cues that indicate a need for help. Use one communication tool to ask for help in a stimulated workplace scenario with the support of staff.	
Activities	Resources	Assessment/Evidence
<p>Introduction: Gather students together, ensuring they can all see and hear you, and use a piece of music/large picture to reference the lesson of 'Careers.'</p> <p>Sensory Storytelling: Gather students together, making sure they can see and hear you. Show students the large sensory book about someone who asks for help at work. Invite each student to feel each sensory item and ask simple questions to reinforce understanding. For example, 'What should our character do when they are feeling confused?'</p> <p>After the story, talk about the key points using simple language and visual aids. Reinforce that it is a good idea to ask for help</p> <p>Asking for Help Practise: Provide each student with their preferred communication tool i.e. tablet, Makaton, BSL sign. Allow the students to familiarise themselves with these tools. Create different stations, which are clearly labelled with large visual cues, for work scenarios when help may be needed. For example, working at a desk and not understanding the task. Guide students through each station allowing them to take turns practising how they can ask for help using their communication tools. Provide support when needed and praise when the student is successful.</p> <p>Plenary: Gather students together in a specific area for a quiet reflection on the lesson. Ensure you have visual aids to help understanding when asking students questions. Prepare questions to prompt students' reflection time i.e. 'How can you ask for help if you feel confused?' Ask what they enjoyed from today's lesson, minimalizing questions to a 'Yes' 'No' response using their preferred communication tool.</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"> • Communication tools • Scenario stations • Sensory objects • Large 'Asking for Help at Work' sensory book • Visual aids • Music 	<p>Suggested mediums:</p> <p>Evidence sheets: Photographs of students engaging in activities/discussions with annotation.</p> <p>Observation notes: On student participation and engagement.</p> <p>Direct questions: Throughout the session with the use of prompts, pauses, and Makaton/BSL signs.</p> <p>Prompting Recall: Of knowledge through minimal verbal instruction and signs.</p> <p>Questions and answers can be recorded:</p> <ul style="list-style-type: none"> • Written • Witness statements • Audio • Visual <p>Student planner: Lesson marked as introduced and dated.</p>
<p>Teacher Guidance Notes: This lesson sets the stage for students to understand the importance of knowing how to ask for help when in a workplace setting. Ensure each activity is tailored to the sensory preferences and needs of the students. Use clear, simple language and repetitive sensory cues to reinforce learning. Provide one-on-one support when needed to encourage engagement in each activity. Document progress with photos and annotations throughout the lesson to track progress and understanding.</p>		