

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 2A2: How to ask for help at work		
Objectives	Learning Outcomes	
<p>To identify and describe different situations when they may need to ask for help, using visual aids and guided discussion.</p> <p>To practise their communication skills for asking for help in the workplace.</p>	<p>Students will:</p> <p>List/state three situations when they may need help and explain the importance of looking for help.</p> <p>Participate in activities to practise asking for help, which includes phrases, visual aids, or assistive tools.</p>	
Activities	Resources	Assessment/Evidence
<p>Introduction: Gather students together and use a visual/auditory aid to indicate this is an 'Asking for Help' lesson.</p> <p>Sensory Exploration and Matching: Show students the different sensory items that they will be using for this activity. Ask students to look at each 'Work Environment' card and pick which sensory item will help them if they are completing tasks and working there. For example, the card could say 'A Busy Workshop' and the student may pick out noise-cancelling headphones to help them. Come back as a whole group and discuss what they have linked together and why it is important to ask for help when it is needed.</p> <p>Question: Can anybody suggest anything else to help in this workplace?</p> <p>Prompt students to interact with each other and guide them through the different sensory options they have chosen.</p> <p>Sensory Support Plan: Using Communication Boards and tablets/computers, ask students to make simple sentences explaining what they have done in the previous activity and how they would ask for this at work. Provide students with examples and support whilst they fill out their templates, making sure there are pictures and symbols to represent each section. Ensure you have a template for the students to easily follow and provide support for each section of the plan. If students feel comfortable, once their plans are complete, ask them to share how they plan to ask for help at work.</p> <p>Plenary: Gather students together in a specific area for a quiet reflection on the lesson. Ask students simple questions</p> <p>'Why is it important to have a communication plan when you need help at work?'</p> <p>Make sure you have picture cards to prompt responses. Offer praise to each student on their work today and ask them what they enjoyed about the lesson.</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"> • Sensory objects • Work environment cards • Communication boards • Tablets/computers • Picture prompts • Communication plan 	<p>Suggested mediums:</p> <p>Evidence sheets: Photographs of students engaging in activities.</p> <p>Visual records: Of sorted items and support plans.</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: Ensure each activity is tailored to the student's sensory needs. Use clear, simple language and repetitive cues to reinforce learning. Provide one-on-one support to help students fully engage with each activity. Document progress with photographs and notes to track understanding and engagement. This approach uses sensory-rich, engaging activities to introduce students with multiple learning needs to the importance of asking for help in the appropriate way in the workplace.</p>		