

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 2A3: How I can help myself at work		
Objectives	Learning Outcomes	
<p>To identify strategies, they can use to manage challenges and tasks at work independently.</p> <p>To practise self-regulation techniques to manage emotions and stress levels at work.</p>	<p>Students will:</p> <p>Demonstrate increased confidence in their ability to independently use self-help strategies.</p> <p>Implement one self-regulation technique in a challenging workplace scenario.</p>	
Activities	Resources	Assessment/Evidence
<p>Introduction: Explain the objectives of the lesson and start a discussion on what the students think are the best ways to help themselves at work. Ask questions like, 'If you're feeling stressed, what is the best thing you can do to help yourself in that situation?'</p> <p>Strategy and Planning: Divide students into small groups and provide them with a large piece of paper and pens. Ask students to work together to discuss self-help strategies they can use at work. After 10 minutes, come back as a whole group and ask them to shout out their ideas one by one. Write all ideas on the whiteboard. Discuss and categorise the strategies as a class and highlight key ideas. Provide each student with a template to create their self-help strategy plan, choosing three ideas from the discussion activity and adding any personal strategies. Provide support when needed and guide students through the template.</p> <p>Self-Help Toolkit: Provide each student with a DIY kit for this 'toolbox,' including sensory items (i.e. fidget spinners, stress balls), craft supplies, index cards, box/small container, and pens/pencils. Explain the concept of the toolkit and how it can be used in challenging situations, giving examples of how they can use each item. Ask students to design their toolkits, making it something they will go back to and enjoy using. Ask students to transfer their self-help plan onto small notes for each strategy/technique. Once all toolkits are assembled, encourage students to share what they have included and ask them questions such as, 'How will this help you when you are in a challenging situation at work?'. Get students to practise their new techniques so they know they can do this and emphasise the importance of doing this independently.</p> <p>Plenary: Gather students together to discuss the importance of their toolkits and how it can them feel more confident and prepared. Allow students to give feedback on their thoughts on the lesson and how they are going to use the strategies/techniques included.</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"> • Large paper • Pens/pencils • Boxes/containers • Whiteboard • Self-help plan template • Sensory items • Index cards • Craft supplies 	<p>Suggested mediums:</p> <p>Evidence sheets: Photographs of students engaging in activities.</p> <p>Visual records: Of each self-help toolkit.</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: 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>		