

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 2A3: How I can help myself at work			
Objectives		Learning Outcomes	
<p>To use tools/aids with support to manage tasks and challenges at work.</p> <p>To engage in self-regulation techniques with support to support focus during work tasks.</p>		<p>Students will:</p> <p>Demonstrate the ability to use one self-help tool or aid during a work-related activity.</p> <p>Demonstrate the ability to engage in self-regulation techniques during a work task.</p>	
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>Interactive Self-Help Station: Set up an interactive station with different tools and sensory items. Each tool needs to be clearly labelled with a picture/symbol showing its purpose. Invite students with their support staff member to the station and let them explore the tools. Encourage students to touch, manipulate, and experience the tools to understand how they can help them focus and manage stress. Have students use these tools to aid them in completing a task i.e. coloured blocks/matching picture card. Observe how each student uses the tool to aid them in the task and talk about how they are doing this.</p> <p>Visual Task Board: Show students a pre-made visual task board with Velcro/magnetic strips and picture cards representing different tasks. Compete a full sequence as a class, guiding students through each step</p> <ul style="list-style-type: none"> • i.e. ‘Task: I have rubbish’ • ‘Process: What should I do?’ • ‘Done: Put the item in the bin.’ <p>Ensure you use simple and clear language and visual aids. Provide each student with a visual task board and picture cards and support them in completing the tasks in the correct order. Encourage students to use their self-help tools from the previous activity to aid them in completing this board.</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. ‘What was your favourite self-help tool?’ Ask what they enjoyed from today’s lesson, minimalising questions to a ‘Yes’ or ‘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"> • Music/visual aids • Communication tools • Sensory tools • Pictures/symbols • Visual task boards • Picture card for tasks • Self-help station 	<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>			