

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 2A3: How I can help myself at work		
Objectives	Learning Outcomes	
<p>To identify and describe personal strengths and the supports they can use to manage tasks and challenges at work.</p> <p>To learn and practise strategies that assist in completing work tasks.</p>	<p>Students will: List/State three personal strengths and describe how these strengths can help them in the workplace. Demonstrate their ability to use two self-help strategies in a simulated work scenario.</p>	
Activities	Resources	Assessment/Evidence
<p>Introduction: Gather students together and use a visual/auditory aid to indicate this is a 'Careers' lesson.</p> <p>Self-Help Collage: Explain the importance of knowing your strengths and the supports you have, using visual aids to help with understanding. Invite students to share some ideas they have and relate these to real-life experiences. Provide students with magazines, printed images or drawing materials, large template stating, 'My Strengths' and 'My Supports.' Ask them to find/draw pictures representing their strengths and supports. Guide students through the activity and provide one-on-one support, when needed. Invite each student to share their collages with the class discuss what is good about them and provide praise.</p> <p>Interactive Task Management Game: Have a large display set up, either on a whiteboard or wall, showing a schedule with the sections: 'To Do,' 'In Progress' and 'Done.' Show students the display and explain what is and how it can help manage tasks. Ensure there are visual aids and examples of a completed schedule. Provide each student with two 'Task Cards' and invite them to add them to the display in the 'To Do' section. Have a timer for each task and encourage students to move their 'Task Card' through the display until they reach the 'Done' section. Provide support and guidance through the tasks and offer praise and small rewards for a completed task. After the game, ask students how the visual display helped them manage their tasks and invite students to share which strategies worked best for them.</p> <p>Plenary: Gather students together in a specific area for a quiet reflection on the lesson. Ask students simple questions i.e. 'Did you find the visual display useful?' and 'Why was it useful?' making 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"> • Collage template • Magazines • Printed images • Drawing materials • Large visual display • 'Task cards' • Blue tac • Large visual cues • Examples 	<p>Suggested mediums:</p> <p>Evidence sheets: Photographs of students engaging in activities.</p> <p>Visual records: Of completed Task Management Game and Self-Help Collages.</p> <p>Observation notes: On student participation and engagement.</p> <p>Direct questions: Throughout the session with 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>		