

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 2A4: How can we help each other to get a job?		
Objectives		Learning Outcomes
<p>To practise communication skills to support each other in job-related activities.</p> <p>To participate in simple strategies to support the job-seeking process.</p>		<p>Students will:</p> <p>Demonstrate communication skills with preferred communication tools/gestures.</p> <p>Engage in activities with others.</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>Collaborative Job-Themed Sensory Play: Set up accessible sensory bins with hidden job-related items i.e. tools, office supplies, and uniforms. Explain the activity to students using simple language and visual aids. Show students different job roles and tools, explaining these can be found in the sensory bins. Invite students to the sensory bins, finding and identifying the job-related items. Use preferred communication tools to help students express what they find. Encourage teamwork to find and identify the items showing students simple phrases/gestures i.e. ‘I found it.’ or ‘Can you help me?’. Once items are found, gather as a group to share what objects were hidden. Use visual aids to reinforce the names and functions of the items and how they are used in different jobs.</p> <p>Assistive Technology Job Skills Practise: Have different stations set up for job-related tasks i.e. coloured-shape sorting, matching pictures, and placing items in containers. Explain the importance of job skills and how students’ preferred communication tools can help. Use visual aids to show the steps of the tasks students will practise. Guide each student through each station and encourage them to use their communication tools to work with peers, asking for help or offering praise. Offer support and praise when needed. Once completed, gather as a group to discuss the different experiences each student had at their station. Ask students how they supported each other with the tasks and why it was helpful.</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 object to find?’ or ‘Did you feel happy when you got supported by your peers?’. 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"> • Work-Related Independent Living Task cards • Work Experience cards <p>Materials needed:</p> <ul style="list-style-type: none"> • Sensory bins • Job-related tools • Visual aids • Communication tools • Job-related tasks 	<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>		