

<b>Module 2: My purpose, my work!</b>		<b>Level: SLD/ASD</b>
<b>Unit 2A: What sort of help do I need to ask for?</b>		<b>Preparation for Adulthood: Employment</b>
<b>Lesson 2A4: How we can help each other to get a job</b>		
<b>Objectives</b>		<b>Learning Outcomes</b>
<p>To learn and practise social communication skills to support each other in job-related activities.</p> <p>To understand and use cooperative strategies to assist each other in the job-seeking process.</p>		<p><b>Students will:</b></p> <p>Demonstrate improved social communication skills and encourage peers.</p> <p>Participate in job-seeking activities to show increased readiness for employment opportunities and an understanding of how to support each other.</p>
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Gather students together and use a visual/auditory aid to indicate this is a 'Career' lesson.</p> <p><b>Job Skills Role-Play:</b> Explain the importance of job skills i.e. communication, teamwork, and problem-solving in the workplace. Use visual aids to help with the explanations. Divide students into small groups and give each group a scenario card. These could include, 'Greeting a customer,' 'Asking a manager for help' and 'Working together as a team to complete a task.' Explain the scenarios clearly with visual aids to help students understand their role. Ask students to act out their scenarios, using props (toy phones, desk setup, work uniforms) and communication tools. Encourage them to practice good communication and cooperation and provide support when needed. After each role-play, discuss one thing that went well and one thing that could be improved. Prompt students to share their thoughts and feedback ensuring you have visual aids to guide the feedback and highlight positive behaviours. Ask students to come back together and share what happened during their scenarios. Emphasise the importance of the skills practiced and how it can help them in real workplace situations.</p> <p><b>Job Skills Bingo:</b> Provide each student with a bingo card that is made up of job-related vocabulary (Teamwork, Interview, Manager, Customer Service) with pictures/symbols to help with understanding the words. Explain the rules, ensuring students understand to cover a word when it is called. Draw calling cards one by one, showing the picture related to the word. Encourage students to find the word on their bingo cards and mark it off, providing support if needed. When calling each word, discuss what it means and why it is important to the workplace using simple, clear language and visual aids. Continue until someone gets BINGO! After the game, discuss the words and their importance, ensuring students know how these words can help in job settings.</p> <p><b>Plenary:</b> Gather students together in a specific area for a quiet reflection on the lesson. Ask students simple questions i.e. 'Which word will help you the most at work?' and 'What did you find helpful when you got feedback after your role-playing scenario?'. Offer praise to each student on their work today and ask them what they enjoyed about the lesson.</p>	<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>• Work-Related Independent Living Task cards</li> <li>• Work Experience cards</li> </ul> <p><b>Materials needed:</b></p> <ul style="list-style-type: none"> <li>• Scenario Cards</li> <li>• Props</li> <li>• Visual aids</li> <li>• Bingo Cards</li> <li>• Markers/pens</li> <li>• Calling cards</li> <li>• Small prizes (optional)</li> </ul>	<p><b>Suggested mediums:</b></p> <p><b>Evidence sheets:</b> Photographs of students engaging in activities.</p> <p><b>Visual records:</b> Of completed Task Management Game and Self-Help Collages.</p> <p><b>Observation notes:</b> On student participation and engagement.</p> <p><b>Direct questions:</b> Throughout the session with the use of prompts and pauses.</p> <p><b>Prompting Recall:</b> Of knowledge through minimal verbal instruction and signs.</p> <p><b>Student planner:</b> Lesson marked as introduced and dated.</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.