

Module 4: I am ready!		Level: SLD/ASD
Unit 4B: Different skills to help me at work		Preparation for Adulthood: Employment
Lesson 4B2: Feeling good about myself at work		
Objectives		Learning Outcomes
<p>To understand why confidence and self-esteem are important and find simple ways to build them.</p> <p>To understand why it is important to feel good about yourself and how to practice self-acceptance.</p>		<p>Students will:</p> <p>Recognise that feeling confident and having a positive self-image are important.</p> <p>Explain why feeling happy about themselves is important</p> <p>Identify one way they can practice self-acceptance and positivity.</p>
Activities	Resources	Assessment/Evidence
<p>Introduction: Explain, clearly and simply, the lesson objectives and what they will be doing today. Start with a group discussion about what self-worth is and why it is important to feel good about yourself.</p> <p>Confidence Building Chart: Discuss why confidence and self-esteem are important using clear, simple language and visual aids. Provide students with materials to make a 'Confidence Building Chart' to show ways they can feel more confident and positive about themselves. Ask students to write/draw different activities on the Post-it notes that they think can help build confidence. Invite students to place the notes on the large chart template. Discuss how each activity students have thought of can help them feel more confident and build their self-esteem.</p> <p>Feel-Good Sensory Box: Explain that feeling good about yourself is important. Show students a range of different sensory items and talk about how these items can help them feel happy and relaxed. As students explore the items, give them a mirror, and provide them with simple positive affirmations to reinforce the idea of self-acceptance. Give students a small box/container each and ask them to choose some of the items to put in their boxes for them to have with them when they need it. Discuss how the items in their boxes made them feel and how these positive feelings can help them practice self-acceptance and happiness.</p> <p>Plenary: Gather students together and recap the activities of the lesson, showing visual aids to remind them of the different activities. Ask students simple questions, such as, 'What do you like about this item?' or 'Which activity makes you feel happiest?'. Encourage students to share their thoughts and listen to each other's ideas. Offer praise and support for their effort and participation in today's lesson.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • Jobs I Can Do cards • When I am at Work cards • The Good Things About Work cards <p>Materials Needed:</p> <ul style="list-style-type: none"> • Paper/Chart template • Post-It notes • Pens/pencils • Glue stick/Celo tape • Small box/container • Sensory items • Mirrors • Visual aids 	<p>Suggested mediums:</p> <p>Evidence sheets: Photographs/videos of students engaging with sensory items.</p> <p>Observation notes: Regarding student participation and engagement.</p> <p>Direct questions: Throughout the session use prompts/pauses and Makaton/BSL signs.</p> <p>Prompting Recall: Of knowledge through simple verbal instruction and signs.</p> <p>Student planner: Lesson marked as introduced and dated.</p>
<p>Teacher Guidance Notes: This lesson aims to introduce students to different ways they can make themselves feel happy and boost their self-worth. Use simple, clear language and repeat key points to ensure understanding. Offer praise to motivate students and acknowledge their efforts. Ensure each activity is appropriate for students' needs and provide support and guidance when needed. Encourage students to look at their posters often to reinforce the lesson they have completed.</p>		