

Module 4: I am ready!		Level: SLD/ASD
Unit 4C: Knowing different people to help me achieve at work		Preparation for Adulthood: Employment
Lesson 4C1: What is my network?		
Objectives	Learning Outcomes	
<p>To understand what a support network is and the key people in their network.</p> <p>To understand when they need help and learn how to request support.</p>	<p>Students will: Visually represent their support network and identify individuals who assist in their daily lives. Recognise when they need help and practice communicating their needs.</p>	
Activities	Resources	Assessment/Evidence
<p>Introduction: Begin the lesson by clearly and simply stating the objectives for the day, using visual aids or symbols to support understanding. Explain to the students that today they will be learning about the people in their lives who help them, which is called a "support network." Start with a group discussion, using concrete examples and familiar people in their lives to introduce the concept of a support network. Use visuals, such as pictures of family members, teachers, or friends, to help students connect with the idea. Encourage students to think about who helps them at home and school, and why it is important to know when and how to ask for help.</p> <p>Support Network Bracelet: Show students the beads and explain that the different colours represent different people who help them in various ways. Ask students to make a bracelet by selecting beads to represent the key people in their support network. Invite students to share what they have put on their bracelet and why these people are important to them.</p> <p>Help Signal Practise: Give students a set of coloured cards and matching textured objects. Discuss how each colour represents a different level of need. Practice different scenarios when students might need to use the signals such as feeling confused during a task. Prompt students to hold up the appropriate card/object to express their needs. Encourage students to work in pairs and keep practicing using their signals in different role-play situations. After the activity, discuss how it felt to use the signals and how it helped them communicate their needs.</p> <p>Plenary: Gather the students in a circle and recap the main points of the lesson using visual aids. Encourage students to ask questions they may have about the lesson. Ask students simple questions such as, 'Who is in your network?' and 'Why is it important to ask for help?'. Thank students for their participation and efforts throughout the lesson.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • Work-Related Independent Living Task cards • When I Am at Work cards • Transition cards • Work Experience Guide <p>Materials Needed:</p> <ul style="list-style-type: none"> • Colourful Beads • Elastic String • Coloured cards • Textured objects 	<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 help students recognise and understand the concept of a support network, which includes the key people who assist them in their daily lives. By engaging in interactive activities that are tailored to their needs, students will learn to identify when they need help and practice how to communicate their needs effectively. The lesson aims to reinforce these concepts through clear, simple language and structured activities that break down instructions into manageable steps. This approach ensures that students can actively participate and gain practical skills that are essential for their independence and success in both school and future work environments. Progress will be monitored through observations, notes, and visual evidence of student engagement.</p>		