

Module 4: I am ready!		Level: MLD/SEMH
Unit 4C: Knowing different people who can help me achieve at work		Preparation for Adulthood: Employment
Lesson 4C3: How do I build my network?		
Objectives	Learning Outcomes	
<p>To learn how to build and maintain a supportive network of people around them.</p> <p>To understand how to effectively ask for help when they are in the community.</p>	<p>Students will:</p> <p>Identify key individuals to provide support and demonstrate the ability to maintain relationships with these people.</p> <p>Articulate specific scenarios when they need help and practise clear communication strategies.</p>	
Activities	Resources	Assessment/Evidence
<p>Introduction: Begin with a group discussion to introduce the topic of building and maintaining a support network. The teacher will explain why it is important to have a network of supportive people around them and how these relationships can help them achieve their goals. Students will be encouraged to share their thoughts and experiences related to the topic.</p> <p>Support Network Puzzle: Explain that students will be creating a puzzle to represent their support network. Ask students to decorate each puzzle piece to represent a person in their support network. Once decorated, ask students to assemble their puzzles and discuss the different people students have featured in their puzzles. Encourage students to talk about how they can maintain and strengthen these relationships.</p> <p>Help-Seeking Toolkit: Provide each student with a small toolbox/bag and a set of 'Help-Seeking' cards. Include props in the toolbox that correspond to different community scenarios i.e. a map to ask for directions. Students will practice using the props and cards to role-play asking for help in various scenarios. Invite students to share their experiences using the toolkits. Discuss how they felt using them and if they found any phrases/steps particularly helpful.</p> <p>Community Visit: For a more immersive experience, the lesson could include a visit where students can practice asking for help in the community. The class could visit a local library, community centre, or workplace, where students can interact with staff and practise the communication strategies they have learned in class. This real-world application of their skills will help students build confidence and see the practical value of maintaining a support network.</p> <p>Plenary: Recap the key learning points from the lesson, highlighting the main takeaway from each activity. Ask students to share one thing they learned about maintaining relationships and how they can use their toolkits in the future.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • Work Experience Guide • Work-Related Independent Living cards • Transition cards • When I Am at Work cards <p>Materials Needed:</p> <ul style="list-style-type: none"> • Puzzle pieces • List of people who might be part of a support network • Pens/pencils • Toolboxes/bags • Props • Help-seeking cards 	<p>Suggested mediums:</p> <p>Evidence sheets: Take photos/videos of the students working together and acting out their scenarios.</p> <p>Observation notes: Take notes whilst the students are taking part in tasks.</p> <p>Direct questions: Keep asking different questions throughout the lesson with prompts and pauses.</p> <p>Prompting recall Knowledge through minimal verbal instructions.</p> <p>Student planner Lesson marked as introduced and dated.</p>
<p>Teacher Guidance Notes: This lesson uses a combination of discussion, role-playing, and creative activities to engage students. It is important to tailor each activity to meet the individual needs of the students, providing support and encouragement as needed. The activities are designed to be relevant and authentic, helping students understand the importance of building and maintaining a support network. Teachers should use clear, simple language and provide visual aids or prompts to help students stay focused and engaged. The optional community interaction field trip can be adapted based on the student's needs and the resources available.</p>		