

<b>Module 4: I am ready!</b>		<b>Level: MLD/SEMH</b>
<b>Unit 4C: Knowing different people to help me achieve at work</b>		<b>Preparation for Adulthood: Employment</b>
<b>Lesson 4C4: Everyone can help each other</b>		
<b>Objectives</b>	<b>Learning Outcomes</b>	
To learn how to connect with people and build a supportive network within the community. To understand when and how to ask for assistance in different community settings.	<b>Students will:</b> Students will identify key people in their community who can offer support. Students will understand how to ask for help in a variety of situations.	
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Begin with a brief, calm introduction, explaining the day's objectives. Emphasise the importance of knowing how to connect with others and seek support when needed. Facilitate a short discussion about what students already know about asking for help and networking within the community. Encourage students to share their thoughts and experiences, using positive reinforcement to encourage participation. Share a personal or fictional story about a time when you needed help and how you found the right person to assist you. Ask students to think about a time they needed help and who they turned to. Allow each student to share but allow them to pass if they prefer.</p> <p><b>Job and Role Exploration:</b> Introduce a role-play activity where students act out different community roles (e.g., librarian, bus driver, shop assistant). Provide students with simple props (e.g., a book for the librarian, a toy bus for the bus driver). Pair students up and let them take turns asking each other for help based on their assigned roles. For example, "I need a book about animals, can you help me?" or "How do I get to the park?" Lead a group discussion after each role play, asking students to identify how the person in the role was able to help and why it is important to know whom to ask for help. Discuss how these roles relate to the students' everyday lives and future work settings.</p> <p><b>Who Can Help?:</b> Hand out pre-prepared scenario cards to each student or small group. Each card describes a common situation where help might be needed (e.g., "You are lost in a shopping mall," "You need help with homework," or "You feel unwell at school"). Briefly explain that they will think about who could help them in each situation. Ask the students to discuss the scenarios in pairs or small groups, identifying who they could ask for help and how they would approach the person. After a few minutes, bring the class back together and ask each group to share their scenario and who they identified as a helper. Discuss as a class why the chosen person is appropriate and explore alternative options if needed.</p>	<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>• When I Am at Work cards</li> <li>• Transition cards</li> <li>• Work-Related Independent Living cards</li> <li>• Work Experience Guide</li> </ul> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Props for Role Play (e.g., books, toy bus)</li> <li>• Large sheets of paper and coloured markers</li> <li>• Scenario cards</li> </ul>	<p><b>Suggested mediums:</b></p> <p><b>Evidence sheets:</b> Take photos/videos of the students working together and acting out their scenarios.</p> <p><b>Observation notes:</b> Take notes whilst the students are completing tasks.</p> <p><b>Direct questions:</b> Keep asking different questions throughout the lesson with prompts and pauses.</p> <p><b>Prompting Recall:</b> Knowledge through minimal verbal instructions.</p> <p><b>Student planner:</b> Lesson marked as introduced and dated.</p>

Activities	Resources	Assessment/Evidence
<p><b>Plenary:</b> Ask students to think about one situation where they might need help in the future. Encourage them to set a personal target to remember whom they would ask for help in that scenario. Have each student write down or draw their target on a piece of paper, which can be kept in their student planner. Ask for any final questions or comments on the session and what they have learned today.</p>		
<p><b>Teacher Guidance Notes:</b> This lesson aims to ensure that all students can actively engage and understand the content. The interactive, hands-on activities, are specifically designed to cater to various learning styles, making the learning experience more accessible and relatable. Additionally, the lesson connects each activity to real-life situations, reinforcing the relevance of the skills being taught and helping students understand the importance of building a supportive network within their community. Providing extra support and guidance as needed, and adapting activities to meet individual student needs, are key strategies to foster participation and ensure that every student can succeed.</p>		