

Module 4: I am ready!		Level: SLD/ASD
Unit 4C: Knowing different people to help me achieve at work		Preparation for Adulthood: Employment
Lesson 4C4: Everyone can help each other		
Objectives		Learning Outcomes
<p>To learn how to connect with people and build a supportive network within the community.</p> <p>To understand when and how to ask for assistance in different community settings.</p>		<p>Students will:</p> <p>Students will identify key people in their community who can offer support.</p> <p>Students will understand how to ask for help in a variety of situations.</p>
Activities	Resources	Assessment/Evidence
<p>Introduction: Start the lesson by showing a visual schedule of the activities planned for the day. This helps students with autism understand the structure of the lesson and reduces anxiety. Briefly explain the objectives using simple, clear language and visual aids (e.g., pictures of community helpers, and symbols for asking for help). Use an interactive story (e.g., a social story) that illustrates a character needing help and finding the right person to assist them. Engage students by asking them questions about the story, such as "Who did the character ask for help?" and "Why was that person the right one to ask?"</p> <p>Match Me to Help You: Introduce a matching game where students will match pictures of community helpers (e.g., doctor, teacher, police officer) with the tasks or situations they can help with (e.g., feeling sick, needing to learn something, being lost). Provide each student with a set of picture cards. One set will have images of people who could help them, and the other set will show situations/problems. Ask the students to match the correct helper to each situation. Use Velcro boards or magnet boards to help students physically place the cards together. As students match the cards and walk around to offer guidance and positive reinforcement. Encourage them to verbalise why they matched each pair. Once completed, review the matches with the class to discuss further.</p> <p>Practice with Visual Cues: Explain that asking for help is a skill they will practice. Use a visual aid (e.g., a step-by-step chart) to outline the process: Identify the problem, find the right person, and ask for help. Provide students with visual cue cards that show different ways to ask for help, such as "I need help, please," "Can you help me with this?" or show a picture of the task they need help with. Role-play various scenarios with students where they need to ask for help, such as "You can't find your pencil," or "You need help opening a bottle." Use the cue cards during the role-play to guide them. Repeat the role-play with different scenarios, gradually reducing the visual cues as students become more confident in asking for help independently. Provide positive feedback and gently correct any mistakes, focusing on building confidence.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • When I Am at Work cards • Work Related Independent Living cards • Transition cards • Work Experience Guide <p>Materials Needed:</p> <ul style="list-style-type: none"> • Visual schedule and aids (e.g., pictures, symbols) • Interactive story or social story • Picture cards for matching game • Visual cue cards for asking for help • Calming routine poster/cards 	<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 using 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>

Activities	Resources	Assessment/Evidence
<p>Self-Regulation: Introduce a calming routine that students can use when they feel overwhelmed or need help to self-regulate. This routine might include deep breathing, counting to five, or using a fidget toy before asking for help. Explain and demonstrate each step using visual aids and physical modelling. Guide the students through the calming routine, practicing each step together. For example, practice deep breathing exercises as a group, then role-play a situation where they use the routine before asking for help. Use specific scenarios that might cause stress, like not understanding a task or feeling anxious in a new situation. Create a small poster or card for each student that outlines the calming routine steps. Encourage students to use the routine when needed and remind them that it's okay to ask for help after calming down.</p> <p>Plenary: Gather the students together to conclude the lesson with a brief review of the key concepts by using visual aids to reinforce understanding. Engage students in a simple Q&A, asking them to identify community helpers or describe what to do if they need help. Offer praise for their participation and encourage them to share something they learned. Finally, end with a calming activity from the routine practiced earlier to smoothly transition them back to their regular day.</p>		
<p>Teacher Guidance Notes: This lesson plan aims to reduce anxiety and promote understanding. Activities like the matching game, and visual cue practice, are tailored to their strengths in visual learning and repetition. The calming, self-regulating routine is introduced to help students manage emotions and facilitate successful help-seeking behaviour, reinforcing the connection between self-regulation and community support. Each activity is paced to allow for clear instruction, guided practice, and positive reinforcement, ensuring that students can successfully build their understanding of how to connect with and seek help from others in their community.</p>		