

Module 4: I am ready!		Level: Sensory/Exploration
Unit 4A: What do I tell employers about myself?		Preparation for Adulthood: Employment
Lesson 4A3: Activities that help me stand out when I interview		
Objectives	Learning Outcomes	
<p>To experience making a positive impression in a job interview/conversation, using their preferred method of communication.</p> <p>To engage in sensory exploration activities related to key aspects of an interview.</p> <p>To express preferences for personal presentation in their preferred method of communication, using sensory-based methods.</p>	<p>Students will:</p> <p>Respond to different sensory stimuli associated with making a good impression in an interview, such as textures, sounds, and scents.</p> <p>Participate in sensory activities that simulate aspects of preparing for an interview.</p> <p>Indicate their preferences for specific elements of personal presentation.</p>	
Activities	Resources	Assessment/Evidence
<p>Introduction: Begin by gathering the students in a comfortable, familiar environment. Introduce the concept of an interview in simple, sensory-friendly terms, such as “meeting new people” or “showing who we are.” Play soft, welcoming music and show large, clear visuals or objects of reference related to interviews (e.g., a tie, a friendly smile image, or a handshake gesture).</p> <p>Sensory Exploration of Appearance: Set up a sensory station where students can explore different textures and items related to personal appearance. This station could include soft fabrics (representing clothing), brushes (representing grooming), and simple accessories (e.g., a clip-on tie or a soft scarf). Encourage students to touch, feel, and interact with these items while gently guiding them to understand their significance in “looking good” for an interview. Use hand-over-hand guidance if necessary and observe their reactions to different textures and items. Reinforce the connection between these items and make a good impression by using simple phrases like, “This helps us look nice when we meet someone.”</p> <p>Posture and Presence Simulation: Create a second station focused on posture and presence. Use soft cushions, bean bags, or supportive seating to help students experience different postures. Gently guide students into sitting positions that reflect confidence, such as sitting up straight with a gentle smile (where relevant/accessible). Use mirrors if appropriate, so students can see themselves in these positions and their facial expressions. Introduce a sensory element by playing soft, upbeat music that conveys positivity and confidence. Encourage students to hold a simple “greeting pose” while playing the music, using non-verbal communication, such as a raised hand or a nod, to simulate a greeting. This activity helps students associate certain postures and gestures with making a positive impression.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • Jobs I Can Do card set • Work Experience cards • Before I Go To Work cards • Work Related Skills for Independent Living Task cards <p>Materials Needed:</p> <ul style="list-style-type: none"> • Soft, textured fabrics and accessories • Cushions, bean bags, or supportive seating • Mirrors (optional) • Symbols or objects of reference for greetings • Soft hand-shaped objects or other sensory items • Light cologne, lavender, or citrus scents • Calming sensory items (soft toys, blankets, massage tools) • Soothing music playlist 	<p>Suggested mediums:</p> <p>Evidence sheets: Photographs of students engaging in activities/discussions with annotation.</p> <p>Observation notes: On student participation and engagement.</p> <p>Direct questions: Throughout the session with use of prompts, pauses and Makaton/BSL signs.</p> <p>Prompting Recall: Of knowledge through minimal verbal instruction and signs.</p> <p>Questions and answers can be recorded:</p> <ul style="list-style-type: none"> • Written • Witness statements • Audio • Visual <p>Student planner: Lesson marked as introduced and dated.</p>

Activities	Resources	Assessment/Evidence
<p>Greeting and Communication Cues: Set up a third station where students can practice non-verbal communication cues that are important in an interview. Use simple, clear symbols or objects of reference for greetings (e.g., a hand for a handshake, a smiley face for a smile). Provide sensory cues like soft hand-shaped objects that they can touch or squeeze to simulate a handshake. Encourage students to use eye gaze, gestures, or other non-verbal methods to “greet” others at this station. For example, they might look toward a picture of a person and then toward a symbol of a handshake, indicating their understanding of the greeting process. Provide plenty of positive reinforcement for any engagement, using calm, encouraging language.</p> <p>Personalised Scent Exploration: Introduce a selection of pleasant, mild scents associated with personal grooming, such as light cologne, lavender, or citrus. Allow students to explore these scents, which can be sprayed on soft cloths or diffused lightly in the air. Guide them to associate these scents with the idea of “smelling nice” for an interview. Observe their responses and help them choose a scent they prefer, reinforcing their sense of individuality and personal choice in how they present themselves.</p> <p>Plenary: Play soothing music and offer simple verbal prompts or cues that summarise the lesson, such as “We learned how to meet new people,” or “We felt nice clothes and good smells.” Revisit the key sensory elements they explored during the lesson, textures, postures, greetings, and scents using the actual items. Ask simple, sensory-based questions like, “Which fabric felt nice?” or “Did you like the smell?” Encourage any form of communication they use to express their preferences.</p>		
<p>Teacher Guidance Notes: This lesson aims to support students to engage with the concept of making a positive impression in a job interview. The activities are tailored to their sensory preferences and needs, focusing on touch, scent, and non-verbal communication cues. The goal is to create a calm, supportive environment where students can explore elements of personal presentation in a way that is meaningful to them. Each activity should be adapted to the individual needs and abilities of the students, with one-on-one support provided, as necessary. The lesson is intended to be flexible, allowing students to engage at their own pace and according to their unique sensory profiles. Progress should be documented through observation, photos, and annotations to track each student’s engagement and responses.</p>		