

Module 4: I am ready!		Level: SLD/ASD	
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 understand the key elements that make a positive impression during an interview.</p> <p>To develop students' ability to identify and practise positive behaviours.</p> <p>To express their strengths using structured, familiar routines.</p>		<p>Students will:</p> <p>Identify two key behaviours or actions that can help them make a positive impression in an interview.</p> <p>Practise these behaviours using role-play or guided scenarios.</p> <p>Demonstrate an understanding of their strengths and how to communicate them during an interview.</p>	
Activities		Resources	Assessment/Evidence
<p>Introduction: Begin the lesson by using a clear visual schedule to outline the lesson's activities. Introduce the concept of an interview as a "special meeting" where they can show what they are good at and how they can help others. Use visual aids, such as pictures of people in interviews, and simple, direct language to explain the purpose of the lesson.</p> <p>Practising Greetings and Introductions: In this activity, students will practise how to greet someone in an interview setting. Start by modelling a simple, friendly greeting, such as "Hello, my name is [Name]. It's nice to meet you." Use visual prompts, like cue cards with pictures of people shaking hands or smiling, to reinforce the greeting process. Students will then practise these greetings in pairs or with a trusted adult. Encourage them to make eye contact, smile, and use a clear, calm voice. For students who are non-verbal or uncomfortable with direct communication, provide alternative methods, such as using a pre-recorded greeting on a communication device, or a simple nod combined with a visual card.</p> <p>Identifying and Expressing Strengths: Introduce a selection of visual cards or objects that represent different strengths or skills, such as a book for reading, a paintbrush for creativity, or a tool for problem-solving. Explain that in an interview, it is important to tell the interviewer at what you are good. Allow students to choose the cards or objects that represent their strengths. If possible, guide them to use simple sentences to describe these strengths, like "I am good at painting" or "I like to solve puzzles." For non-verbal students, encourage the use of communication devices, sign language, or pointing to express their choices. This activity helps them prepare to talk about their strengths during an interview.</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"> • Visual schedule and cue cards • Communication devices or cards with pre-recorded messages • Visual cards or objects representing strengths and skills • Booklet materials (pre-printed pages, drawing supplies, stickers) • Sensory tools (stress balls, weighted blankets, fidget toys) • Calming music or visual aids for relaxation exercises 	<p>Suggested mediums:</p> <p>Evidence sheets: Photographs of students engaging in activities.</p> <p>Observation notes: On student participation and engagement.</p> <p>Direct questions: Throughout the session with use of prompts and pauses.</p> <p>Prompting Recall: Of knowledge through minimal verbal instruction and signs.</p> <p>Student planner: Lesson marked as introduced and dated.</p>

Activities	Resources	Assessment/Evidence
<p>Creating a Personal Strengths Booklet: Guide and support students to create a small booklet that highlights their strengths and interests. Provide pre-printed pages with prompts like “I am good at...” and “I like to...” along with spaces for students to add drawings, stickers, or photos. Encourage students to personalize their booklets with their favourite colours or decorations. Once completed, these booklets can be used as a tool to help them prepare for interviews, serving as a visual reminder of what they want to share. This activity helps reinforce the importance of self-awareness and personal strengths in an interview setting.</p> <p>Plenary: Gather the students in a quiet, comfortable space. Review the key points of the lesson, using the visual schedule to recap each activity. Ask students to share what they liked best about the lesson or what they feel most confident about doing in an interview. Use visual prompts or communication devices to facilitate their responses. Provide positive feedback and praise for their participation, emphasising that they did a great job preparing for an interview.</p>		
<p>Teacher Guidance Notes: This lesson aims to support students in developing the skills they need to make a positive impression in a job interview. The activities are structured and predictable, reducing anxiety and helping students focus on key behaviours that will help them stand out in an interview. Visual supports, clear language, and repetitive routines are essential for reinforcing learning and ensuring that students feel comfortable and confident during the lesson. The role-playing activity provides a safe environment for students to practise interview scenarios, while the strengths booklet helps them prepare to communicate their abilities effectively. Sensory-based relaxation techniques are included to help students manage any anxiety they may feel about the interview process. Throughout the lesson, positive reinforcement is crucial to building their confidence and encouraging active participation.</p>		