

Module 5: My next best step!		Level: SLD/ASD
Unit 5A: What Do I Do When I Apply for a Job?		Preparation for Adulthood: Employment
Lesson 5A2: What are employers looking for?		
Objectives		Learning Outcomes
<p>To understand the basic qualities and behaviours employers value in job applicants.</p> <p>To engage in activities that simulate work-related tasks.</p>		<p>Students will:</p> <p>Demonstrate knowledge of the qualities employers look for.</p> <p>Practise work-related tasks in a new setting, interacting with unfamiliar people.</p>
Activities	Resources	Assessment/Evidence
<p>Introduction: Begin by explaining in clear, simple language that employers look for certain qualities in people when hiring them, such as being reliable (showing up on time), working well with others, and trying their best. Use visual schedules and icons to introduce each quality. For example, a clock icon for reliability, a group of people icon for cooperation, and a thumbs-up icon for effort. These visuals will be used consistently throughout the lesson to reinforce understanding.</p> <p>Work Task Simulation: Create a series of simple, structured work tasks that reflect qualities employers value:</p> <ul style="list-style-type: none"> • Punctuality Task: Students are asked to complete a task (e.g., sorting coloured blocks) within a set time limit, with a timer visible to help them understand the concept of being on time. • Cooperation Task: Pair students with a partner to complete a task together, such as building a simple structure using blocks or handing items to each other. • Effort Task: Set up a task where students can show persistence, such as completing a puzzle or organizing materials, with encouragement to keep trying if they find it challenging. <p>Social Stories: Use social stories to introduce students to the idea of preparing for a job interview or starting a new job. The story can include visuals showing appropriate behaviour, dressing for the job, and interacting with an employer.</p> <p>Structured Role Play: After the social story, engage students in a role-play activity where they practise these behaviours. For example, they can take turns “dressing for work” with simple props (like a vest or name tag) and greeting a staff member acting as an employer.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • Work experience Guide • Work Experience cards • Transition cards • Good Things About Working cards • Jobs I Can Do cards • Job Families cards • Pathways and Options poster <p>Materials Needed:</p> <ul style="list-style-type: none"> • Social Stories • Role Play Props • Visual supports and simple props • Visual schedules and icons • Timers, blocks, and simple puzzles for work task simulations • Props like vests or name tags for role-play activities • Calming tools such as sensory items or soft music for the plenary 	<p>Suggested mediums:</p> <p>Evidence sheets Photographs of students engaging with sensory activities.</p> <p>Completed sensory sentences displayed on boards.</p> <p>Observation notes on student participation and engagement.</p> <p>Direct questioning throughout the session with the use of pause, prompting, and Makaton/BSL signs.</p> <p>Prompting recall of knowledge through minimal verbal instructions and signs.</p> <p>Student planner Lesson marked as introduced and dated.</p>

Activities	Resources	Assessment/Evidence
<p>Work Simulation with Unfamiliar People: Set up a “work environment” in a different area of the classroom or school. Invite a staff member unfamiliar to the students to help simulate interacting with new people in a workplace setting. Explain the task clearly, using visual supports and social stories to help students understand what to expect. Tasks could include simple activities like handing out materials or organising items in a different room. Provide support throughout the task, using consistent language and visual prompts to help students navigate the new environment and interact with unfamiliar staff members.</p> <p>Plenary: Use a visual board to recap the key qualities employers look for, revisiting the icons introduced at the beginning of the lesson (clock, group, thumbs-up). Discuss how the activities practiced these qualities. Encourage students to reflect on what they did well or enjoyed, using visual aids, communication devices, or simple verbal prompts. This helps them process their experiences and reinforce learning. End with a calming activity, such as deep breathing exercises, listening to soothing music, or using sensory tools to help students relax and transition smoothly out of the lesson.</p>		
<p>Teacher Guidance Notes: This lesson is designed to help students understand what employers look for in job applicants, focusing on qualities like reliability, cooperation, and effort. By engaging students in structured, visual, and predictable activities, the lesson aims to make abstract concepts more concrete and accessible. The use of social stories, role play, and work task simulations helps students practice these skills in a safe environment, while also preparing them for real-world experiences. Positive reinforcement and consistent routines are used throughout to support students in maintaining emotional regulation and positive behaviour, ensuring that they feel confident and supported as they explore these important life skills.</p>		