

Module 5: My next best step!		Level: MLD/SEMH
Unit 5A: What Do I Do When I Apply for a Job?		Preparation for Adulthood: Employment
Lesson 5A4: Practise applying for a job		
Objectives	Learning Outcomes	
<p>To effectively apply for a job that aligns with their career interests.</p> <p>To seek support in arranging a supported experience at a local employer.</p>	<p>Students will:</p> <p>Demonstrated the ability to identify job opportunities that match their career aspirations.</p> <p>Complete a job application, with support.</p> <p>Request support to arrange a work experience placement.</p>	
Activities	Resources	Assessment/Evidence
<p>Lesson Introduction: Begin with a discussion that introduces the concept of applying for jobs and its significance in pursuing a career path. Use simple language and visual aids, such as posters or a whiteboard, to outline the steps involved in finding a job, applying for it, and securing a position. Present real-life examples of jobs that are relevant to the student's career interests, such as roles in retail, hospitality, or manual labour, depending on the student's preferences. Discuss the idea of seeking support when needed, emphasising that it is okay to ask for help during the application process.</p> <p>Job Search and Selection: Ask students to actively search for job opportunities that align with their career interests. To make this engaging and practical, provide students with a variety of job advertisements from newspapers, online job boards (printed out for accessibility), or flyers from local businesses. These job listings will be simplified and tailored to suit the students' reading levels. Encourage the exploration of these job ads, identifying key details such as job titles, responsibilities, and required skills. They will then choose one or two jobs that interest them. This activity will help them connect their interests and skills to real-world job opportunities, making the learning experience both practical and relevant.</p> <p>Completing a Job Application: Ask and support students to practise filling out a simplified job application form based on the job they selected earlier. The application form will include sections such as personal information, a brief description of their skills, and a short personal statement explaining why they are interested in the job. For students who struggle with writing or organising their thoughts, provide templates and sentence starters to make the task more manageable. The focus will be on encouraging students to express their strengths and interests confidently, even if they require significant support to do so.</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"> • Simplified job advertisements (printouts) • Simplified job application forms • Sentence starters and writing templates • Communication cards and visual aids • Role-play scripts for requesting support 	<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 questioning throughout the session with the use of pauses and prompts.</p> <p>Prompting recall of knowledge through minimal verbal instructions.</p> <p>Student planner Lesson marked as introduced and dated.</p>

Activities	Resources	Assessment/Evidence
<p>Requesting a Supported Work Experience: Encourage students to take part in a role-playing scenario where they practise asking an adult, such as a teacher or a careers adviser, to help them arrange a supported work experience at a local employer. Model the process by demonstrating a simple conversation where they request help in setting up a work placement. Then, students will be encouraged to practise this conversation with a partner or with another adult. For students who find verbal communication challenging, alternative communication methods can be provided, such as using communication cards, visual aids, or pre-written scripts. The aim is to empower students to advocate for themselves by asking for the support they need in a way that feels comfortable to them. This activity will not only help students develop communication skills but also instill a sense of independence and self-advocacy.</p> <p>Plenary: Gather the students for a brief reflection session. Recap the key steps they have practised: searching for jobs, filling out an application, and requesting support for a work experience placement. Students will be encouraged to share how they felt during the activities, what they found easy or challenging, and what they learned.</p>		
<p>Teacher Guidance Notes: This lesson aims to help students to develop practical skills for applying for jobs. The lesson focuses on making the job application process accessible and engaging by using real-world scenarios and interactive, hands-on activities. The rationale behind this approach is to provide students with the tools and confidence they need to pursue employment opportunities that are relevant to their interests and abilities. By incorporating supportive strategies, such as simplified materials, one-on-one assistance, and role-playing, the lesson aims to empower students to take an active role in their career development, while also addressing their unique learning and behavioural needs. The activities are designed to be flexible and adaptable, ensuring that each student can participate in a way that suits their strengths and challenges.</p>		