

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 5A4: Practise applying for a job		
Objectives	Learning Outcomes	
<p>To understand how to apply for a job that aligns with their career interests.</p> <p>To develop the skills to navigate the job application process.</p> <p>To arrange a supported experience at a local employer.</p>	<p>Students will:</p> <p>Demonstrated the ability to identify job opportunities that align with their career interests.</p> <p>Complete a job application with support.</p> <p>Practise seeking assistance in arranging a supported work experience placement.</p>	
Activities	Resources	Assessment/Evidence
<p>Lesson Introduction: Begin with a brief, structured introduction to the concept of applying for jobs, using visual aids such as a PowerPoint presentation or printed cards that outline the steps involved in finding and applying for a job. The teacher will use simple, concise language and visual schedules to introduce the session's activities, ensuring that students know what to expect. Each step will be clearly explained, with opportunities for students to ask questions or seek clarification if needed. To reduce anxiety, the teacher will maintain a calm and supportive tone, emphasizing that the lesson is about learning and trying new things, with no pressure to get everything perfect.</p> <p>Job Search and Selection: Provide students with a selection of visually appealing, simplified job advertisements. These could be presented as laminated cards or on a tablet, with clear images and minimal text to reduce cognitive overload. Encourage students to look through the job ads and identify one or two roles that interest them. They could use a "Job Interest Checklist," which would be a simple, visual tool where they can mark or place a sticker next to the jobs they like. For students who prefer a more structured approach, guide them through the process, asking specific questions about their interests and helping them choose appropriate job roles. The goal is to create a positive, stress-free environment where students feel comfortable exploring their options.</p> <p>Completing a Job Application: Support students to practise filling out a simplified job application form. This can be presented in a highly structured, step-by-step format with visual supports. The application form should include sections such as personal information, a brief description of their interests, and a short personal statement, all of which will be supported by visual cues and, where appropriate, fill-in-the-blank prompts. For example, the form might have pictures of different hobbies or activities that students can circle or check off as their interests. Students who find writing challenging can use pre-written choices or picture cards to help them complete the form. The focus will be on encouraging students to take their time, follow the steps, and ask for help if they need it.</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"> • Visual job advertisements (simplified and laminated) • Job Interest Checklist with visual aids • Simplified job application forms with visual supports • Communication cards, apps, or pre-written scripts for role-play • Visual story or social script for requesting support • Feelings Board or Success Chart for reflection • Calming music or sensory toys for plenary 	<p>Suggested mediums:</p> <p>Evidence sheets Photographs of students engaging with sensory activities.</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>Requesting a Supported Work Experience: Students to practise asking an adult for help in arranging a supported work experience. This activity will be introduced with a visual story or social script that models the process of requesting support, showing the steps involved in a simple, visual format. Students will then practise this scenario with a partner, teacher, or teaching assistant. For those who are non-verbal or prefer not to speak, alternative communication methods will be available, such as using a communication app, picture cards, or a simple pre-written script that they can hand to the adult.</p> <p>Plenary: End with a brief reflection session. Use a visual aid, such as a “Feelings Board” or a “Success Chart,” to help students express how they felt about the activities. Students will be encouraged to share their thoughts using whatever communication method is most comfortable for them, whether that is speaking, using a communication device, or pointing to pictures that represent their feelings. Complete the session with a calming activity, such as listening to soft music or engaging with a favourite sensory toy, to help students transition smoothly out of the lesson.</p>		
<p>Teacher Guidance Notes: This lesson is designed to support students to practise the skills needed to apply for a job that aligns with their interests and career aspirations. The rationale behind this lesson is to provide a highly structured and visually supported environment where students can engage with the job application process in a way that feels safe and manageable. By using clear instructions, visual supports, and predictable routines, the lesson aims to reduce anxiety and build confidence, helping students feel more in control of their learning experience. The activities are designed to be accessible and engaging, with plenty of opportunities for students to ask for help and practice self-advocacy in a supportive setting. This approach ensures that each student can participate in a meaningful way, regardless of their individual needs or communication preferences.</p>		