

<b>Module 5: My next best step!</b>		<b>Level: MLD/SEMH</b>
<b>Unit 5B: What Do I Do When I Interview for a Job?</b>		<b>Preparation for Adulthood: Employment</b>
<b>Lesson 5B1: What is an interview?</b>		
<b>Objectives</b>	<b>Learning Outcomes</b>	
To understand what an interview is and why it is important. To practise asking a question to someone unfamiliar.	<b>Students will:</b> Recognise the purpose of an interview and its significance in the job application process. Ask someone they do not know a simple question.	
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Begin with a simple, interactive game to introduce the concept of asking questions. Use a set of picture cards showing different types of questions (e.g., "What's your favourite colour?" or "What do you like to eat?"). Students take turns picking a card and asking a question from it to a peer. This activity helps them practice formulating and asking questions in a low-pressure environment. Use a short, engaging video or a visual story that depicts a simple interview scenario, such as a character meeting someone for the first time and answering questions. Ensure the video or story is straightforward and uses clear language. Discuss the video or story with the class, highlighting that interviews are conversations where people ask questions to learn more about each other, often to decide if someone is a good fit for a job or position.</p> <p><b>Interview Role-Play:</b> Create a simple role-play scenario where students can practice interviewing. Use props like hats, name tags, and simple signs that say "Interviewer" and "Interviewee" to make the activity engaging and visually clear. Assign roles to students, with one student playing the interviewer and another playing the interviewee. Provide each student with a prompt card that has a basic question or answer to help guide the role-play. Conduct the role-play in pairs or small groups, where students take turns asking and answering questions. Encourage the interviewer to ask questions about the interviewee's interests or simple preferences, and the interviewee to respond with basic answers. Rotate roles so each student has a chance to practice both asking and answering questions. *Repeat the activity and introduce an 'interviewer' unfamiliar to students.</p> <p><b>Interview Bingo:</b> Prepare bingo cards with various interview-related actions or responses (e.g., "Asked a question," "Answered," "Used eye contact," "Smiled"). Use simple symbols or pictures to represent each action. Distribute the bingo cards and markers to the students. Conduct a series of mini-interviews within the classroom, where students practice asking and answering questions based on the bingo card prompts.</p> <p>As students complete each action or response, they mark it on their bingo card. Encourage them to interact with multiple classmates during the game. After the game, gather students and review their bingo cards. Discuss which actions were practiced and what was learned from the activity.</p>	<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>• Work Related Independent Living Task cards</li> <li>• Work experience Guide</li> </ul> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Picture cards with different types of questions</li> <li>• Short video or visual story about interviews</li> <li>• Props for role-play (hats, name tags, signs)</li> <li>• Prompt cards for role-play</li> <li>• Bingo cards with interview-related actions</li> <li>• Markers for bingo</li> </ul>	<p><b>Suggested mediums:</b></p> <p><b>Evidence sheets:</b> Photographs of students engaging in activities.</p> <p><b>Observation notes</b> on student participation and engagement.</p> <p><b>Direct questioning</b> throughout the session with the use of pauses and prompts.</p> <p><b>Prompting recall</b> of knowledge through minimal verbal instructions.</p> <p><b>Student planner:</b> Lesson marked as introduced and dated.</p>

Activities	Resources	Assessment/Evidence
<p><b>Plenary:</b> Gather the students in a circle and briefly recap the key points of the lesson, emphasizing the importance of interviews and the role of asking questions. Ask students simple questions like, “What did we learn about interviews today?” and “How did it feel to ask someone a question?” Encourage students to share their experiences from the activities. Ask them how they felt during the role-plays and the bingo game, and if they found it easier to ask questions as they practiced.</p>		
<p><b>Teacher Guidance Notes:</b> This lesson aims to introduce students to the concept of interviews in a structured, engaging, and supportive way. Activities are tailored to promote interaction through role-play, sensory engagement, and visual aids, addressing the students’ needs for clear guidance and positive reinforcement. By incorporating games and interactive elements, the lesson aims to make learning about interviews enjoyable and accessible, helping students understand and practice the skills needed for real-life job interviews.</p>		