

Module 5: My next best step!		Level: SLD/ASD
Unit 5B: What Do I Do When I Interview for a Job?		Preparation for Adulthood: Employment
Lesson 5B1: What is an interview?		
Objectives	Learning Outcomes	
To understand what an interview is and why it is important. To practise asking questions.	Students will: Students will be able to identify the purpose of an interview and recognise its importance in job applications. Students will practice formulating and asking simple questions.	
Activities	Resources	Assessment/Evidence
<p>Introduction: Begin with a clear and structured introduction using a visual schedule. Show a sequence of images or icons that outline the day’s activities to help students understand what to expect. For example, “First, we will learn about interviews. Then, we will practice asking questions, and finally, we will play a game.” Use visual aids such as a short, straightforward video or a social story that depicts an interview scenario. Choose a story with clear, step-by-step actions showing a simple interview process. Discuss the video or story with the class, using visual aids to emphasise that an interview is a conversation where people ask questions to learn more about each other and decide if someone is right for a job or task.</p> <p>Interview Practice with Sensory Stations: Create sensory stations with different textures, sounds, and visual elements that represent various aspects of an interview. For example, a station with a soft texture might represent a comfortable interview setting, while a station with the sound of a bell might simulate an interviewer’s introduction. At each station, provide a visual cue or picture showing a typical interview-related action (e.g., asking a question, or responding to a question). Guide students through each station, allowing them to interact with the sensory elements while explaining how each relates to an interview scenario. Use simple language and visual supports to help students connect the sensory experiences with the concept of an interview.</p> <p>Interactive Interview Question Board: Set up an interactive board with various visual question cards (e.g., “What is your favourite hobby?” “What do you like to do?”) and answer cards that students can use to practice asking and answering questions. Each card should have a visual symbol or image to support understanding. Have students take turns selecting a question card and practicing asking the question to a peer or teacher. Provide support with communication cards or visual aids as needed. Encourage students to use the answer cards to formulate responses and practice speaking or using alternative communication methods. After the practice, review the question board as a group. Discuss which questions were easy or difficult and how students felt about the practice. Use visual aids to summarise the key points and reinforce learning.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • Work Related Independent Living Task cards • Work experience Guide <p>Materials Needed:</p> <ul style="list-style-type: none"> • Visual schedule or sequence of images • Short video or social story about interviews • Sensory station materials (textures, sounds) • Interactive question board with visual cards • Visual feedback sheets • Visual recap board 	<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>

Activities	Resources	Assessment/Evidence
<p>Plenary: Gather students in a circle and use a visual recap board to review what was learned about interviews. Highlight the main points using images or symbols, such as the purpose of an interview and how to ask questions. Ask students simple questions, using visual prompts to help them answer. For example, “What did we learn about interviews today?” and “Can you show me how to ask a question?” Encourage students to share their feelings and experiences from the activities. Use visual aids to prompt responses, such as pictures of happy or thoughtful faces.</p>		
<p>Teacher Guidance Notes: This lesson plan aims to introduce students with to the concept of interviews through structured, visual, and sensory-rich activities. By using clear visual supports, sensory experiences, and interactive practice, the lesson aims to make the concept of interviews more accessible and engaging. Activities are tailored to address the needs of students with autism, providing a predictable structure and opportunities for positive reinforcement. The plenary reinforces learning with a focus on visual aids and sharing experiences, ensuring that students leave the lesson with a clear understanding of interview basics and confidence in their ability to ask questions.</p>		