

Module 5: My next best step!		Level: MLD/SEMH
Unit 5B: What Do I Do When I Interview for a Job?		Preparation for Adulthood: Employment
Lesson 5B2: What happens at an interview?		
Objectives	Learning Outcomes	
<p>To understand the individual steps that make up an interview process.</p> <p>To practise appropriate responses for the interview process.</p>	<p>Students will:</p> <p>Identify and understand the key steps in an interview process.</p> <p>Demonstrate appropriate responses and interactions through structured activities.</p>	
Activities	Resources	Assessment/Evidence
<p>Introduction: Use a large visual chart or poster with clear, simple images and text to outline the steps of an interview. Steps might include "Greeting," "Answering Questions," "Asking Questions," and "Closing the Interview." Explain each step using brief, straightforward language and demonstrate with role-play or a short video clip. Engage students in a discussion about their experiences with meeting new people. Use a talking stick or another turn-taking method to ensure every student can share.</p> <p>Interview Steps Puzzle: Prepare a large, tactile puzzle with pieces representing different steps of the interview process. Each piece should include a visual and simple text description of a specific step (e.g., "Greet with a smile," "Answer clearly," "Ask a question," "Thank them for their time"). Ensure puzzle pieces are large and easy to handle, with textured elements to engage students. Have students work in small groups to assemble the puzzle on a large board. Guide with the matching of each piece to its corresponding step in the interview process. As students place each piece, discuss what that step involves and why it is important. Use visual prompts and role-play to reinforce understanding. Ask students to describe each step and its significance in a simple manner. Offer praise and support as needed.</p> <p>Interview Simulation with Sensory Cues: Create a sensory-rich interview simulation area with different stations that include visual, auditory, and tactile elements related to interview settings (e.g., a "greeting" station with soft textures and welcoming sounds). Each station should have a simple task related to the interview process, such as practicing a greeting, responding to a question, or asking a question. Guide students through each station, allowing them to experience the sensory cues while practicing each part of the interview process. Use clear instructions and provide hands-on support to help students engage with the tasks. Encourage students to use communication aids or prompts to interact with each station effectively. After completing the stations, gather students for a feedback session. Use visual aids to review what they did at each station and discuss their experiences. Offer praise and reinforcement for their efforts.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • Work-Related Independent Living Task cards • Work experience Guide Transition cards <p>Materials Needed:</p> <ul style="list-style-type: none"> • Visual chart or poster of interview steps • Tactile interview steps puzzle • Sensory-rich interview simulation stations • Visual summary board • Feelings board with visual emotions • Reward stickers or tokens 	<p>Suggested mediums:</p> <p>Evidence sheets Photographs of students engaging in activities.</p> <p>Visual records of completed puzzle.</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>Plenary: Gather students in a circle and use a large visual summary board to recap the steps of an interview. Include images and simple descriptions of each step, reinforcing the day’s learning. Ask students to share their favourite part of the lesson or one thing they learned about interviews. Use visual prompts and supportive language to facilitate their responses. Use a feelings board with visual emotions (happy, nervous, excited) to help students express how they felt during the activities. Encourage students to point to or touch the emotions that reflect their experience. Conclude with positive reinforcement, acknowledging each student’s participation and progress. Use visual rewards, such as stickers or tokens, to celebrate their achievements.</p>		
<p>Teacher Guidance Notes: This lesson aims to introduce students to the concept of an interview through structured, engaging activities. By focusing on clear, visual, and sensory-rich experiences, the lesson aims to make the interview process accessible and understandable. Activities are tailored to address the specific needs of the students, providing opportunities for positive reinforcement and reflection. The plenary session reinforces learning and offers students a chance to express their feelings and experiences, ensuring a supportive and inclusive learning environment.</p>		