

<b>Module 5: My next best step!</b>		<b>Level:</b> SLD/ASD
<b>Unit 5B: What do I do when I interview for a Job?</b>		<b>Preparation for Adulthood:</b> Employment
<b>Lesson 5B2: What happens at an interview?</b>		
<b>Objectives</b>	<b>Learning Outcomes</b>	
<p>To understand the basic steps of an interview through structured and visual activities.</p> <p>To practise appropriate ways of interacting in a controlled environment.</p>	<p><b>Students will:</b></p> <p>Identify and sequence the key steps in an interview process using visual aids and role-play.</p> <p>Practise greeting, answering, and asking questions in a supportive, structured setting.</p>	
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Present a visual schedule outlining the steps of an interview using clear, simple images and text. Steps may include "Greeting," "Answering Questions," "Asking Questions," and "Thanking." Explain each step with concise language and show a brief video or animation that illustrates a basic interview scenario. Engage students in a discussion about meeting new people. Use social stories or visual aids to help students understand and discuss the concept of an interview. Allow students to ask questions and express their thoughts.</p> <p><b>Interview Steps Sorting:</b> Prepare a set of cards, each depicting a different step of the interview process. Each card should include an image and a simple, clear description of the step (e.g., "Introduce yourself" with a picture of a handshake). Include cards that represent different parts of the interview, such as greeting, answering questions, and closing. Have students work individually or in pairs to sort the cards into the correct sequence of an interview. Provide a visual guide or example to help them understand the correct order. Offer support and prompts as needed to help students complete the sorting activity accurately. After sorting, review the sequence with the students. Use a large visual aid to reinforce the order of the steps and discuss why each step is important. Encourage students to verbalize or use communication aids to express their understanding.</p> <p><b>Interactive Interview Simulation:</b> Create an interactive simulation area with different stations representing parts of the interview process. Each station should include visual supports, tactile elements, and simple prompts related to interviewing (e.g., a station for greeting with a visual cue for shaking hands). Prepare simple, clear instructions for each station to help students engage with the tasks. Guide students through the stations, allowing them to interact with each part of the interview process. Use visual supports and gentle prompts to assist them in completing tasks such as greeting, answering questions, and closing the interview. After the simulation, gather students for a debriefing session. Use a visual summary board to review each station and discuss their experiences. Encourage students to use visual aids or communication tools to express their understanding and feelings.</p>	<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>• Work Related Independent Living Task cards</li> <li>• Work experience Guide Transition cards</li> </ul> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Visual schedule of interview steps</li> <li>• Interview steps sorting cards</li> <li>• Interactive interview simulation stations</li> <li>• Visual summary board</li> <li>• Comfort level board with visual scales</li> <li>• Visual rewards (stickers or certificates)</li> </ul>	<p><b>Suggested mediums:</b></p> <p><b>Evidence sheets</b> Photographs of students engaging with sensory activities.</p> <p><b>Visual records</b> of sorted items and matched cards.</p> <p><b>Observation notes</b> on student participation and engagement.</p> <p><b>Direct questioning</b> throughout the session with the use of pause, prompting, and Makaton/BSL signs.</p> <p><b>Prompting recall</b> of knowledge through minimal verbal instructions and signs.</p> <p><b>Student planner</b> Lesson marked as introduced and dated.</p>

Activities	Resources	Assessment/Evidence
<p><b>Plenary:</b> Use a large visual summary board to recap the steps of an interview. Include images and simple descriptions of each step and review them with the class. Ask students to identify and discuss their favourite part of the lesson or one thing they learned about interviews. Provide visual prompts and encourage verbal or non-verbal responses. Use a comfort level board with visual scales (e.g., happy, neutral, anxious) to help students indicate how they felt during the lesson. Support them in discussing any concerns or successes they experienced. End the lesson with positive reinforcement, acknowledging each student's participation and progress. Use visual rewards, such as stickers or certificates, to celebrate their achievements.</p>		
<p><b>Teacher Guidance Notes:</b> This lesson aims to introduce students to the interview process through structured, visual, and interactive activities. The focus is on making the concept of an interview accessible and understandable using clear visual supports and hands-on experiences. Activities are tailored to the student's learning levels and include opportunities for positive reinforcement and reflection. The plenary session reinforces the lesson content and provides a supportive environment for students to express their understanding and feelings.</p>		