

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 5B3: What do I need to know for an interview?		
Objectives	Learning Outcomes	
<p>To understand the key skills required during each stage of an interview process.</p> <p>To plan a trip to a work environment, reinforcing work-related experiences and interview preparation.</p>	<p>Students will:</p> <p>Demonstrate understanding of the stages of an interview.</p> <p>Contribute to planning a trip to a work environment, applying skills learned in the unit.</p>	
Activities	Resources	Assessment/Evidence
<p>Introduction: Begin the lesson by gathering students in a circle. Use this time to discuss what they already know about interviews and the importance of preparing for each stage. Ask open-ended questions like, "What do you think happens in an interview?" and "Why do you think it's important to prepare for an interview?" Use visual aids or a whiteboard to jot down key points from the discussion, ensuring that students can see and refer to them. Provide a brief overview of what the lesson will cover, explaining that they will explore the stages of an interview and then work together to plan a trip to a real work environment.</p> <p>Interview Prep Stations: Set up different stations around the classroom, each dedicated to a specific aspect of interview preparation:</p> <p>Station 1: Dress for Success – Students explore what to wear for an interview using visual aids, fabric samples, and clothing examples. They can practice choosing appropriate attire.</p> <p>Station 2: Question Time – Students practise answering common interview questions using a question deck. Provide visual or verbal prompts to help guide their responses.</p> <p>Station 3: Mock Interview Setup – Students arrange a mock interview setting, focusing on how to sit, where to place their belongings, and how to maintain eye contact.</p> <p>Station 4: Dealing with Nerves – Students learn techniques to manage interview anxiety, such as breathing exercises, visualisation, or using stress-relief tools (e.g., stress balls, fidget toys).</p> <p>Rotate the students through each station, allowing them to spend 5 minutes at each one. Ensure that students engage actively, providing support and guidance where necessary. Encourage students to reflect on what they learned at each station and how they can apply these skills during an actual interview.</p>	<p>Provided:</p> <ul style="list-style-type: none"> • Work-Related Independent Living Task cards • Work Experience Guide • Before I Go To Work cards • Transition cards <p>Materials Needed:</p> <ul style="list-style-type: none"> • Role-play props (e.g., briefcase, notepad, cue cards) • Visual aids and prompt cards for interview questions • Dress-up materials for the "Dress for Success" station • Stress-relief tools (e.g., stress balls, fidget toys) • Internet access or brochures for trip planning • Maps, transportation details, and planning materials 	<p>Suggested mediums:</p> <p>Evidence sheets Photographs of students engaging in activities.</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>Interview Role Twist: Create a role-play activity that involves acting out each stage of an interview, but with a twist. Incorporate unexpected challenges that might occur during an interview (e.g., the interviewer arriving late, being asked an unusual question, etc.) to test students' adaptability. Divide the students into pairs or small groups. Assign roles, with one student acting as the interviewee and the other as the interviewer. Rotate roles to ensure everyone gets a turn. Start with the introduction stage, where students practice greeting the interviewer. Next, move to answering questions, handling unexpected challenges, and closing the interview. Introduce props or visual prompts to make the activity more engaging and to help guide students through each stage. For example, use cue cards with potential interview questions, or props like a briefcase or a notepad. After each role-play, pause to discuss what went well and what could be improved. Encourage students to reflect on how they handled the unexpected challenges. Use positive reinforcement to highlight effective communication, good posture, and confidence. Provide constructive feedback on areas where students can improve.</p> <p>Planning a Trip to a Work Environment: Introduce the idea of planning a trip to a work environment, such as a local business, office, or workshop. Explain that this trip will give them a chance to see what a workplace looks like and to practice some of the skills they have learned. Divide the class into small groups and give each group a specific task related to planning the trip:</p> <ul style="list-style-type: none"> • Group 1: Research and choose a potential work environment to visit. • Group 2: Plan the questions they want to ask during the visit (related to job roles, interview processes, etc.). • Group 3: Organise the logistics, such as transportation, what to bring, and what to wear. <p>Provide each group with the necessary resources (e.g., internet access, brochures, maps) to complete their task. Once the groups have completed their tasks, bring the class back together to present their findings. Encourage discussion and help the class make decisions about the trip details. Finalise the trip plan, ensuring everyone understands what will happen and how they will use the experience to reinforce their interview skills.</p> <p>Plenary: Gather students back in a circle to reflect on the lesson. Ask them to share what they learned about the interview process and how they felt during the activities. Encourage students to discuss how they might use these skills in the future, both in interviews and in other situations where they need to make a good impression.</p>		
<p>Teacher Guidance Notes: This lesson aims to build on the students' understanding of the interview process by breaking it down into manageable stages and incorporating a variety of activities that cater to different learning styles. The inclusion of unexpected challenges in the role-play is meant to help students develop adaptability and problem-solving skills. The interview prep stations allow for hands-on practise and reinforcement of key skills. The final activity, planning a trip to a work environment, ties the lesson content to a real-world experience, helping students see the relevance of their learning and prepare for actual job interviews in the future. The lesson is structured to engage students with opportunities for active participation, collaboration, and reflection.</p>		