

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 5B3: What do I need to know for an interview?		
Objectives	Learning Outcomes	
<p>To understand the key steps in an interview process through structured activities and clear visual supports.</p> <p>To practice responding to questions.</p> <p>To plan a visit to a work environment, applying skills learned in the unit.</p>	<p>Students will:</p> <p>Identify the steps of an interview using visual aids and role-play.</p> <p>Responses to interview questions and social interactions with others.</p> <p>Contribute to planning a trip to a work environment, reinforcing work-related experiences.</p>	
Activities	Resources	Assessment/Evidence
<p>Introduction: Briefly explain the purpose of the lesson, emphasizing that they will be learning about what happens in an interview and practicing how to respond during one. Engage students in a simple discussion about what an interview is. Use visual aids, such as pictures of people in an interview setting, to help them understand the concept. Ask specific, concrete questions like, "What do you think happens when someone goes for a job interview?" Use a whiteboard or interactive board to display their answers.</p> <p>Interview Sequencing: Provide students with a set of picture cards that depict each step of the interview process, from greeting the interviewer to saying goodbye. Go through each card with the class, discussing what happens at each stage. Use clear, simple language and visual supports to aid comprehension. Give students individual or paired tasks to arrange the cards in the correct order. Use Velcro boards, magnetic boards, or large floor mats where students can physically place the cards in sequence. For students who may need more support, provide partially completed sequences and ask them to fill in the missing steps. After completing the sequencing activity, review the correct order with the entire class.</p> <p>Social Script Role-Play: Introduce the concept of social scripts, which are pre-written responses or actions that students can use during specific parts of an interview (e.g., how to say hello, how to answer a question). These scripts provide predictability and reduce anxiety. Provide each student with a personalised social script that matches their communication level. These can include visual cues, written prompts, or simple verbal phrases. In pairs or small groups, students will practice their social scripts in a controlled role-play setting. One student act as the interviewee, while another plays the role of the interviewer. Provide clear, structured prompts for each part of the role-play. For example, "Now we are going to practice saying hello. What do you say when you meet someone new?" During the role-play, use visual prompts or cue cards to guide students through each step. For non-verbal students, encourage the use of AAC devices or other communication aids. Rotate roles and repeat the activity to ensure each student has multiple opportunities to practise.</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"> • Visual schedule and picture cards for sequencing • Social scripts tailored to individual student needs • Role-play props (e.g., chairs, a table) • Sensory tools (e.g., fidget toys, noise-cancelling headphones) • Visual aids for planning the work environment visit • Interactive whiteboard or projector for visual supports 	<p>Suggested mediums:</p> <p>Evidence sheets Photographs of students engaging with sensory activities.</p> <p>Visual records of sorted items and matched cards.</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> <p>Student planner Lesson marked as introduced and dated.</p>

Activities	Resources	Assessment/Evidence
<p>Planning Work Environment Visit: Explain that the class will plan a visit to a work environment that is sensory-friendly and aligned with the skills they have been learning. Use a visual storyboard to illustrate what this trip might look like. Highlight important aspects, such as quiet spaces, familiar routines, and clear expectations. Divide the students into small groups, each tasked with a different part of the planning process:</p> <p>Group 1: Choose the location. Use pictures or videos of potential work environments to help students make a decision.</p> <p>Group 2: Plan the route. Use maps and visuals to determine how they will get there and back.</p> <p>Group 3: Prepare sensory tools. Decide what sensory tools or strategies they might need during the visit (e.g., noise-cancelling headphones, fidget toys, or a visual schedule of the day).</p> <p>Bring the class back together to share their group decisions. Use visual aids to summarize the plan and ensure that every student understands what will happen during the visit. Make adjustments as needed based on student feedback, ensuring the plan meets their sensory needs.</p> <p>Plenary: Gather students in a circle and use a talking stick or similar object to encourage each student to share one thing they learned or enjoyed during the lesson. Use visual aids or social stories to help students reflect on their experiences. Recap the steps of the interview process using the picture cards from the sequencing activity. Encourage students to verbalise or use their communication aids to explain what they remember.</p>		
<p>Teacher Guidance Notes: This lesson is designed to accommodate the unique learning needs of students by incorporating structured, predictable activities with strong visual and sensory supports. The focus on sequencing, social scripts, and sensory-friendly planning helps students understand and practise the interview process in a way that reduces anxiety and builds confidence. The use of visuals throughout the lesson is crucial for helping students follow along and engage meaningfully with the content. Activities are designed to be concrete, with clear expectations and opportunities for repetition, ensuring that all students can participate and succeed.</p>		