

Module 5: My next best step!		Level: Sensory/Exploration
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 further explore the interview stages.</p> <p>To provide further opportunities for students to respond to stimuli that represent various aspects of an interview.</p> <p>To experience a different environment through a sensory-rich simulated work visit.</p>	<p>Students will:</p> <p>Engage with sensory materials that represent different stages of an interview, showing reactions or preferences.</p> <p>Demonstrate awareness of different sensory stimuli associated with the interview process.</p> <p>Experience a simulated work environment.</p>	
Activities	Resources	Assessment/Evidence
<p>Introduction: Begin with a calming sensory activity to help students transition into the lesson. Use soothing lights, gentle music, or tactile objects that students can explore with their hands. Introduce the concept of the lesson using simple, repetitive language and sensory cues.</p> <p>Multisensory Interviews: Present the idea of an interview through sensory experiences. For example, play a recorded sound of a gentle knock on the door, followed by a greeting, to represent the start of an interview. Allow students to listen and feel the vibrations through a speaker or tactile surface. Show students an object associated with an interview, like a soft fabric (representing formal clothes) or a smooth object (like a pen), allowing them to explore these textures.</p> <ul style="list-style-type: none"> • Sequencing of Interview Stages: Create a sensory sequence that represents different stages of an interview. For example: • Greeting: Use a warm, vibrating cushion to simulate a handshake. • Sitting Down: Introduce a different texture like a smooth or padded surface, representing the act of sitting down for the interview. • Answering Questions: Use a switch-activated voice recorder that plays a question, allowing students to hear a voice and explore the vibration or sound of the recording. • Leaving: Use a breezy fan to simulate the sensation of leaving the interview room. <p>Guide students through the sensory sequence, allowing them to explore each step at their own pace. Observe their responses to different stimuli, noting any preferences or reactions. For students with limited movement, provide hand-over-hand support to help them touch or interact with the sensory materials. After completing the sequence, repeat it to reinforce understanding. Use consistent language and sensory cues to help students recognize and anticipate each stage.</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"> • Vibrating cushions or soft tactile objects • Switch-activated voice recorder • Textured materials representing different interview stages • Fan or breezy sensory item • Comfort items like blankets or toys • Sensory storyboard with textured images or objects • Sensory tools for the planned work environment visit (e.g., noise-cancelling headphones) 	<p>Suggested mediums:</p> <p>Evidence sheets: Photographs of individual/group discussions/activities with annotation.</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>Questions and answers can be recorded:</p> <ul style="list-style-type: none"> • Written • Witness statement • Audio • Video <p>Student Journal: Lesson marked as introduced and dated.</p>

Activities	Resources	Assessment/Evidence
<p>Interactive Role-Play: Create a small, controlled environment that simulates an interview room. Use soft lighting, calming sounds, and familiar scents to make the space comfortable and inviting. Introduce a simple role-play where the student is “interviewed” by an adult or a familiar staff member. The interviewer could use simple, repetitive questions delivered in a soothing tone. Throughout the role-play, use sensory cues to represent different parts of the interview. For example, a light tap on the hand, or a gentle sound can signal the start of the interview. Provide opportunities for students to respond in their way, whether through facial expressions, body movements, or sounds. Celebrate any form of communication or reaction as successful participation.</p> <p>Planning a Work Environment Visit: Use a sensory storyboard to guide students through the planning process for a visit to a work environment. The storyboard can include textured images or objects representing different stages of the visit, like the mode of transportation (a soft cushion for a bus seat) or the environment (a fabric swatch representing the work uniform). Involve students by allowing them to touch and explore the storyboard as you describe the visit in simple terms. Bring in sensory elements from the actual work environment, such as a sample of the work uniform fabric, a tool, or a sound from the environment (like the hum of machinery). Let students explore these elements and observe their reactions. Create a sensory-friendly plan for the visit, ensuring that students will have access to comforting sensory tools (like noise-cancelling headphones or a familiar scent) during the trip.</p> <p>Plenary: Gather students in a circle and play a soothing sound or piece of music to signal the start of the reflection. Use a tactile object, like a soft ball, to pass around the circle, giving each student a chance to hold it. As each student holds the object, reflect on the lesson by summarising the activities using simple, consistent language and sensory cues. For example, “Today, we felt the soft cushion when we talked about meeting someone new.” Acknowledge each student’s participation, whether through movement, sounds, or facial expressions. Use positive reinforcement, such as a gentle touch or a favourite sound, to reward their involvement. Conclude with a calming sensory activity, such as dimming the lights and playing soft music, to help students transition out of the lesson.</p>		
<p>Teacher Guidance Notes: This lesson plan is designed to focus on sensory engagement. The activities are structured to provide a predictable, sensory-rich experience that aligns with the student’s communication and movement abilities. The use of consistent sensory cues and language throughout the lesson is crucial for helping students understand and anticipate what is happening. Flexibility is key; adjust the sensory stimuli and pacing to suit the individual needs of each student, ensuring that the environment remains calming and supportive.</p>		