

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 5B4: Practise interviewing for a job		
Objectives	Learning Outcomes	
<p>To consolidate knowledge of the interview process by practicing in a realistic setting.</p> <p>To demonstrate their ability to communicate appropriate responses and behaviour during an interview.</p> <p>To build confidence and reduce anxiety related to interviews through role-play and simulation exercises.</p>	<p>Students will:</p> <p>Participate in a mock interview, demonstrating an understanding of the interview process.</p> <p>Communicate effectively with unfamiliar adults, using appropriate language, tone, and body language.</p> <p>Reflect on their interview performance, identifying areas of strength and areas for improvement.</p>	
Activities	Resources	Assessment/Evidence
<p>Introduction: Begin with a brief recap of what students have learned about interviews so far. Use simple, direct questions such as, "What is the first thing you do when you go into an interview?" or "How should you greet the interviewer?" Address any concerns or anxieties students might have about the interview process, reassuring them that today's lesson is about practicing and improving, not about being perfect. Quickly review the key components of an interview: introduction, answering questions, asking questions, and closing. Use visual aids or a whiteboard to map out these steps. Discuss the importance of first impressions, body language, and clear communication, using examples or role-play to illustrate each point.</p> <p>Mock Interviews: Set up a mock interview area in the classroom, complete with a table, chairs, and a name badge for the "interviewer" (who could be a teacher, teaching assistant, or a trusted unfamiliar adult). Assign each student a role in the interview, either as the interviewee or as an observer who provides feedback afterward. For students with high anxiety, they can start as observers before trying the role of the interviewee. Conduct the mock interviews one at a time. The interviewer asks questions tailored to the student's potential career interests and skill level. The student practices responding clearly and respectfully. Remind them that this is a learning experience, and it is okay to make mistakes. After each mock interview, have the group provide feedback to the interviewee, focusing on what went well and what could be improved. Encourage positive language and specific examples. The teacher or assistant can also offer guidance and praise, reinforcing the skills practised during the 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"> • Interview preparation stations materials (e.g., mirrors, cue cards with common questions, name badges) • Mock interview setup (table, chairs, name badges) • Visual aids or images of workplaces • Planning materials for the simulated work environment trip (e.g., workplace images, question lists) 	<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>Simulated Work Environment Trip: Explain that the class will be planning a trip to a local workplace to observe and learn more about different jobs. This visit will also give them another opportunity to practice the skills on which they have been working. Discuss the types of workplaces the students might want to visit and what they hope to learn. Use visual aids or images of different workplaces to help with decision-making. As a class, decide on the specific workplace to visit. Consider places that align with the student’s interests or that offer a variety of roles to observe. Discuss what students should expect during the visit, including how to interact with employees and what questions to ask. Create a list of potential questions together.</p> <p>Role-Play Preparation: Role-play some of the scenarios students might encounter on the visit, such as introducing themselves to an employee or asking a question about the job. This will help reduce anxiety and prepare them for the experience.</p> <p>Plenary: End the lesson with a reflection circle where each student shares one thing they learned or one thing they did well during the mock interview. Encourage students to think about how they felt before and after the interview practise. Highlight any growth in confidence or communication skills. Discuss the upcoming workplace visit, reinforcing that it will be another opportunity to practise these skills in a real-world setting. Remind students that practising these skills will make them more comfortable and successful in real interviews in the future.</p>		
<p>Teacher Guidance Notes: This lesson plan is designed to help students consolidate their interview skills in a supportive, realistic setting. The activities are structured to build confidence and communication skills while managing anxiety and behavioural challenges. Flexibility is essential; be prepared to adjust the pacing and content based on the students’ needs and responses. Encouragement and positive reinforcement are key to creating a sense of achievement and readiness for real-world interview situations.</p>		