

<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 5B4: Practise interviewing for a job</b>		
<b>Objectives</b>		<b>Learning Outcomes</b>
<p>To understand the structure of a job interview.</p> <p>To develop communication skills necessary for interacting with unfamiliar adults in a controlled setting.</p> <p>To reduce anxiety about interviews.</p>		<p><b>Students will:</b></p> <p>Participate in a simplified mock interview, demonstrating an understanding of basic interview steps.</p> <p>Practise answering simple questions and greeting unfamiliar adults using visual supports.</p> <p>Engage in sensory-friendly activities to reinforce the concepts learned and reduce interview-related stress.</p>
<b>Activities</b>	<b>Resources</b>	<b>Assessment/Evidence</b>
<p><b>Introduction:</b> Begin by showing the students a visual schedule of the lesson to help them understand the structure and what to expect. Go through each part of the lesson, using simple language and visual aids (such as pictures or symbols) to explain what they will be doing. Introduce the concept of an interview through a social story, which explains what an interview is, what happens during an interview, and why it is important. The story should include images and simple sentences. Discuss the key points of the social story with the students, asking simple questions like, "What do we do when we meet someone new?" and "How do we answer a question?"</p> <p><b>Interview Steps:</b> Provide students with a set of large visual cards representing each step of the interview process (e.g., greeting, sitting down, answering questions, saying goodbye). As a group, go through each step, placing the cards in the correct order on a board or table. Encourage students to participate by asking them to help place the cards. Repeat the sequence a few times to help reinforce the order of the steps. Use clear, repetitive language and gestures to support understanding.</p> <p><b>Role-Play with Visual Prompts:</b> Pair up students or have them work with a teaching assistant to practise the interview steps using the visual prompts. For example, one student or assistant can act as the interviewer, while the other practises saying hello, answering a simple question, and saying goodbye. Provide immediate positive reinforcement, such as a thumbs-up or a small reward, to encourage participation.</p> <p><b>Plenary:</b> Gather the students together in a circle and review what they learned today using visual aids and simple language. Ask questions like, "What do we say when we meet someone new?" or "How did you feel today?" Encourage students to share their thoughts, using gestures, or verbal communication. Offer praise for their participation and effort. End the lesson by revisiting the social story from the beginning, reinforcing the key points about interviews. Emphasise that practicing these steps will help them feel more comfortable and confident in real situations. Provide a small reward or certificate for participation to acknowledge their hard work.</p>	<p><b>Provided:</b></p> <ul style="list-style-type: none"> <li>• Work-Related Independent Living Task cards</li> <li>• Work Experience Guide</li> <li>• Before I Go To Work cards</li> <li>• Transition cards</li> </ul> <p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>• Visual schedule cards</li> <li>• Social story about interviews</li> <li>• Large visual sequence cards for interview steps</li> <li>• Sensory-friendly materials (e.g., textured mats, soft objects, dim lighting)</li> <li>• Calm-down corner setup</li> <li>• Small rewards (e.g., stickers, sensory objects)</li> </ul>	<p><b>Suggested mediums:</b></p> <p><b>Evidence sheets</b> Photographs of students engaging with sensory activities.</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.</p>

**Teacher Guidance Notes:** This lesson plan is designed to support students in practising the interview process through structured, sensory-friendly activities. The focus is on creating a calm, predictable environment where students can learn and practice interview skills at their own pace. Visual supports, clear instructions, and repetitive practise are essential for helping students understand and engage with the lesson. Be flexible and responsive to each student's needs, providing encouragement and positive reinforcement throughout the session.