

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 5B4: Practise interviewing for a job			
Objectives		Learning Outcomes	
<p>To provide students with further opportunities that mimic the steps of an interview.</p> <p>To encourage engagement in new social settings by using sensory tools and consistent routines.</p>		<p>Students will:</p> <p>Engage with sensory activities that represent the steps of an interview.</p> <p>Demonstrate awareness and responses (eye movement, sound, or body movement) to sensory cues related to interview concepts.</p> <p>Show increased comfort in interacting with unfamiliar adults or new stimuli through repetitive sensory practice.</p>	
Activities		Resources	Assessment/Evidence
<p>Introduction: Start the lesson in a calm environment with familiar sensory items, such as soft music, dim lighting, or a favourite tactile object. This helps to ease students into the session. Use a simple, repetitive greeting, paired with a gentle touch or sound, to introduce the idea of meeting someone new. For example, "Hello, it's nice to meet you!" accompanied by a soft, rhythmic tapping on the hand or shoulder.</p> <p>Sensory Storytime/My Interview Experience: Create a sensory-rich story that represents the steps of an interview. The story should be simple, with each part of the interview process linked to specific sensory experiences. Start the story with a tactile object like a soft brush or feather to represent getting ready for an interview. As you gently brush the student's arm or hand, narrate: "Getting ready for our interview."</p> <p>Use a small fan or a cool breeze to simulate the feeling of walking into a new place. Pair this with the sound of footsteps or doors opening. Narrate: "We are walking into the interview room."</p> <p>Introduce a friendly, soft object like a plush toy that represents the interviewer. Allow the student to touch or hold the toy while saying, "This is the person we are meeting today."</p> <p>Play a sound, such as a gentle bell or chime, to represent the interviewer asking a question. Encourage the student to respond by pressing a sound-making button or using a light-up toy.</p> <p>End the story with a soothing, warm object like a heated pad or a gentle vibrating pillow to signify the interview is over. Narrate: "The interview is finished, and we are leaving."</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"> • Soft fabrics, textured materials, vibrating toys • Light-up or sound-making sensory objects • Calm-down area setup (dim lights, gentle music) • Visual aids and sensory story materials 	<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>Multi-Sensory Interview Steps: Set up three sensory stations, each representing a different part of the interview process.</p> <p>Station 1: Introduction – Use a soft light or soothing sound to simulate the beginning of an interview. Pair this with a tactile experience, such as holding a soft object.</p> <p>Station 2: Simple Question and Response – Use a tactile cue, such as a vibrating toy, to represent a question. Encourage students to respond by touching or looking at a specific object that triggers a light or sound response.</p> <p>Station 3: Conclusion – Use a warm, comforting texture like a fleece blanket to signify the end of the interview. Pair this with a calming sound, like a gentle chime, to indicate the end of the interaction.</p> <p>Guide students through each station, allowing them to experience the sensory elements at their own pace. Encourage any form of engagement, whether it is a vocalisation, movement, or eye tracking. Use consistent verbal cues and repeat the process as needed to reinforce understanding and comfort.</p> <p>Plenary: Gather students together, using soft, calming lighting and a familiar sensory object to create a comforting environment. Summarise the activities using sensory cues (e.g., holding up a soft object used in the greeting station) and repeat simple phrases to reinforce the steps of the interview. Encourage students to respond to the summary in their way, whether through movement, sound, or other forms of communication. End the lesson with a consistent closing ritual, such as gently turning off the sensory lights or playing a familiar piece of music. This helps signal the end of the session and provides a smooth transition.</p>		
<p>Teacher Guidance Notes: This lesson aims to offer opportunities for students to experience a job interview through immersive, sensory-based activities. The focus is on creating a calm and supportive environment where students can explore and respond to stimuli at their own pace. Consistent routines, familiar sensory items, and positive reinforcement are key to helping students engage with the material. Adjust activities as needed based on individual student needs, ensuring that each student can participate in a meaningful way.</p>		