

Transferable Skills: The Core Concept

60 minutes

Strand 1.1: Understanding Myself

Reflecting

Outcome LCW.M1.S1.SKL.3

Outcome LCW.M1.S1.SKL.5

WHAT THIS LESSON DOES

You will test whether one of your skills travels across three contexts: school, part-time work or home, and a workplace or job-advert bridge. You map real occasions to decide if the skill is transferable.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S1.SKL.3	explain the concept of transferable skills and appreciate the highly valued nature of them.
LCW.M1.S1.SKL.5	identify transferable skills they demonstrate particular strengths in, and those that require further development, illustrating how these skills have developed.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Define transferable skills as skills demanded in multiple contexts
- Map one skill across three named contexts with real occasions
- Decide whether a skill that only works in one context is transferable

KEY TERMS

Term	What it means here	For example
Transferable skill	A skill that is demanded in more than one setting, so the same ability can travel with you from school to a part-time job to a future role.	Communication used in a group project, behind a shop counter, and as worded in a customer-service job advert
Context	The specific place and situation where a skill is actually used: who is there, what the task is, and what success looks like.	Explaining a task to a teammate in Business class versus explaining a product to a customer at work
Adaptation	The small changes you make so the same skill still works when the setting, the audience, or the stakes change.	Keeping your tone calm in both places, but swapping classroom language for plain customer language

BEFORE THE BELL

- Ensure students have their annotated job advert (Job Description Annotation 1) ready for reference during the activity.
- Prepare to pair students who do not have the annotation with a peer who does.
- Students will create or open Transferable Skills: [Your Name] in the Strand 1.1 Digital Portfolio folder.
- Students need Job Description Annotation 1 open. If anyone missed it, pair them with a neighbour who has a completed annotation.
- On screen this lesson: list builder.

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HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	One Skill, Three Contexts
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who can name one skill from the job advert they annotated without looking it up. Then ask: *where else have you already used that skill?* Use the answers to preview the three-context build.

Remind students to have their **Job Description Annotation 1** document open from Strand 1.1, and that today's output lands in **Transferable Skills** in the same folder.

5 min Key Terms

Spend under five minutes here. The load-bearing idea is **context**: if students leave this step still writing "communication at school", the main task will collapse into a second skills list.

35 min One Skill, Three Contexts On screen: list builder

SUGGESTED TIMING

- 0-10 mins: list builder on communication across three contexts; starters are pre-loaded; only accept lines with a named occasion or a clear adaptation bridge; hard stop at 10 minutes
- 10-28 mins: protected silent or individual writing; each student maps one of their own skills into Transferable Skills (aim for 15-18 minutes of real writing time)
- If the board build runs long, skip in-step volunteer share and use the two-volunteer cold-call inside Think About It instead

TEACHING TIPS

Block second skill-lists. The task is **one skill, three contexts**. Push for dates, places, and people. For the third context, students may use a lived workplace, placement, or volunteering occasion, or a bridge that quotes their annotated advert (or a similar role) and states the adaptation; advert text alone does not count.

Look-fors: specific occasions; third line is lived or a genuine bridge; honest "not transferable yet" conclusions; a clear same/changed closing sentence already in the document.

OCCASION SENTENCE STARTERS (SUPPORT)

- In [class/place] I had to [verb] when [specific people/task]...
- At [home/work] I [verb] so that [named person] could [outcome]...
- During [shift/match/rehearsal] I [verb] after [specific problem]...
- The advert asks for [quoted wording]; I would keep [what stays the same] and change [what adapts]...

10 min Think About It

Keep this as pair talk, not a write-on-the-page step. Cold-call two pairs: one whose skill cleared all three contexts, one whose skill failed a context. Name the failed context as useful evidence. If the main activity overran, use this window for the two-volunteer share as well.

Confirm every student has the required same/changed closing sentence in Transferable Skills before the summary scan.

Link forward lightly: later lessons will use strong transferable skills with Situation / Action / Result evidence, so thin occasions today will cost them later.

5 min What you covered

Quick scan: every student should have a Transferable Skills entry started in Strand 1.1 with three concrete lines and a same/changed closing sentence. Anyone with three vague lines stays for two minutes and adds one concrete occasion before leaving.

TEACHING MOVES

- Use whole-class discussion at the start to model how to name specific occasions for the skill of communication.
- Circulate during the individual writing window to check that students are using real occasions rather than general statements, and that the third line is lived or a genuine advert bridge.
- Facilitate pair talk in the Think About It step and cold-call pairs to share findings.
- End with a quick scan to confirm all students have begun their Transferable Skills document entry with the required same/changed sentence.

WHAT TO WATCH FOR

- Writing vague descriptions such as 'communication in school' without a specific occasion; direct students to name the exact task and people involved.
- Treating quoted advert wording alone as a third occasion; require a lived workplace, placement, or volunteering moment, or a bridge that states the adaptation.
- Viewing an incomplete map as a failure; explain that this provides useful evidence about the skill's current range.
- Repeating the same context across lines; prompt students to select distinct settings for each occasion.
- Leaving out the same/changed closing sentence; it is required, not optional.

DIFFERENTIATION

- Support: Use the ready occasion sentence starters in step 3 teacher notes (also offer them verbally or on the board).
- Extension: Challenge students to map a second skill after completing the first.
- Support: Allow paired work for the main activity to encourage discussion of real examples.

WHAT STUDENTS ARE LEFT WITH

- Transferable Skills: one skill in three named contexts with occasions, plus what stayed the same and what changed