

## How a Transferable Skillset Supports Adaptation

60 minutes

Strand 1.1: Understanding Myself

Applying

Outcome LCW.M1.S1.SKL.4

### WHAT THIS LESSON DOES

You examine how transferable skills help with adaptation when roles change or disappear. You test predictions about skill durability, analyse a travel agent's story, and investigate an Irish job changed within living memory before connecting skills to your own.

### CURRICULUM OUTCOMES

| Outcome                | What the specification asks for                                                                        |
|------------------------|--------------------------------------------------------------------------------------------------------|
| <b>LCW.M1.S1.SKL.4</b> | describe the importance of developing a transferable skillset for a constantly evolving world of work. |

### WHAT STUDENTS SHOULD BE ABLE TO DO

- Explain how transferable skills support adaptation when roles change
- Investigate one Irish job reshaped or removed within living memory
- Link the skills that carried to one of your own transferable skills

### KEY TERMS

| Term                 | What it means here                                                                                                                                                           | For example                                                                                                                            |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Labour market change | Shifts in the kinds of jobs available, how work is done, and which skills employers still pay for, driven by technology, the economy, and how people buy goods and services. | High-street bank branches closing as customers move to apps, while customer-facing roles move into contact centres and digital support |
| Adaptation           | Adjusting what you offer when a role changes or disappears: keeping the skills that still have a market, dropping or reshaping the ones that do not.                         | A travel agent moving into corporate travel booking or customer experience work after walk-in holiday shops shrank                     |
| Skill durability     | How long a skill stays useful across different jobs and over time. Transferable skills tend to outlast highly specific technical ones tied to one tool or process.           | Cash-handling on a till fades when self-checkout arrives; calm problem-solving with frustrated customers still has a market            |

#### **BEFORE THE BELL**

- Prepare three vivid starter job titles for the board (branch banking, travel shop, checkout; print shop or photo counter as extras). Keep switchboard as optional colour only.
- Have the three skill-durability predictions ready for the opinion line.
- Prepare a 60-second bank-teller micro-example (job then / what changed / carried-stopped-reshaped) for students without a family source.
- Confirm where Strand 1.1 Digital Portfolio files live so students can open or create Transferable Skills Future.
- Bank teller then: cash, ID checks, lodgements, balancing the till, knowing regulars.
- What changed: apps and ATMs; counters shrank; complex queries and digital support remained.
- Carried: clear explanations, spotting errors, calm with worried customers. Stopped: pure till speed. Reshaped: learning each new screen.
- On screen this lesson: opinion line, document annotator, list builder.

## How a Transferable Skillset Supports Adaptation

### HOW THE LESSON RUNS

|               |              |                              |
|---------------|--------------|------------------------------|
| <b>5 min</b>  | introduction | Getting Started              |
| <b>7 min</b>  | activity     | What Do You Already Believe? |
| <b>15 min</b> | activity     | Skills That Carried          |
| <b>25 min</b> | activity     | Your Changed Irish Job       |
| <b>8 min</b>  | summary      | What you covered             |

### STEP BY STEP

#### 5 min Getting Started

Name the cycle phase out loud: *applying*. Link back briefly to the transferable-skill work from the previous lessons without retelling it. If anyone in the room has a parent or relative who lived through a role change, invite that as optional colour later; never force disclosure.

Board starters that still feel vivid for many Irish families: branch banking, high-street travel shop, supermarket checkout, print shop, retail film or photo counter. Treat older switchboard work as optional historical colour, not a default pick.

#### 7 min What Do You Already Believe? On screen: opinion line

Run in **predict** mode only: silent commit, then hear two or three short defences for each statement. Do **not** reveal model answers, and do **not** invite students to reposition markers. The annotator and write-up supply the evidence; the summary revisits one prediction against what they found.

Keep this block tight (about 7 minutes) so the portfolio write-up stays the centre of gravity.

#### 15 min Skills That Carried On screen: document annotator

Circulate while students place labels. On reveal, pause on disagreements, especially where a skill looks technical but actually carried as customer problem-solving. Stress: the method is what transfers.

Before opening the portfolio document, take 60 seconds for a pair-share: each student names one of Aoife's carried skills that looks like one of theirs. That primes the personal-link heading.

- **Look for:** students defending a label with the sentence, not with a gut feel.
- **Misconception:** "digital skills always carry", only if they are not locked to one dead system.

#### 25 min Your Changed Irish Job On screen: list builder

##### IN-CLASS BAR

- Non-negotiable before the bell: skills sort (carried + at least one stopped) and link to you with prediction revisit.
- Day-to-day tasks, not a job title alone, when they reach *The job then*.
- A real link to one of their own skills from earlier strand work.

Full four headings expected complete before next lesson if unfinished today.

#### 8 min What you covered

Close on two checks only: (1) ask two students to name the skill that carried in their write-up, not the whole job story; (2) ask one student whether an opening prediction held or changed. If the full four headings are unfinished, name homework explicitly: complete Transferable Skills Future before next lesson. Flag that later lessons keep building evidence for strong transferable skills, so today's personal link should stay findable in the portfolio for Portfolio in Action selection.

### ANSWERS AND LOOK-FORS

- "memorising brochure prices and filling paper booking forms" - Stopped mattering - Tied to one shop process and one format. When the channel died, the skill died with it.
- "talking a stressed customer through a messed-up connection without..." - Carried: still had a market - Interpersonal problem-solving under pressure. The employer changed; the need did not.
- "pick up a new platform every peak season" - Had to reshape - Not the old terminal skill. The durable part is learning the next system without freezing.
- "Cash handling and balancing the till at close of day" - Stopped mattering - Specific to a physical counter. Remote booking support did not need it.
- "explaining options in plain English" - Carried: still had a market - Communication that works on a phone or chat as well as across a counter.

### TEACHING MOVES

- Run predictions in predict mode only: commit, brief defences, no reveal, no reposition.
- Circulate during labelling; lead a short whole-class discussion on disagreements after the model reveal.
- Pair-share one carried skill of Aoife's before the portfolio document opens.
- Protect the write-up clock; this is the applying centre of gravity and the only portfolio artefact.

### WHAT TO WATCH FOR

- Students label technical skills as carried when they must be reshaped; emphasise underlying abilities.
- Selecting a job title with no day-to-day tasks; push for concrete work.
- Skipping the skill that stopped mattering; require at least one.
- Misunderstanding adaptation as only learning new skills; stress keeping useful ones.

### DIFFERENTIATION

- Support: sentence starters for the four headings; allow the bank-teller board pattern as the investigated job if needed.
- Extension: predict one further change to the chosen job in the next decade and which skill would carry again.
- Support: pair students for discussing skill categories in Aoife's story before independent write-up.

### WHAT STUDENTS ARE LEFT WITH

- Transferable Skills Future: changed Irish job, skills that carried, link to one of your own