

Recognising Your Strong Transferable Skills

60 minutes

Strand 1.1: Understanding Myself

Applying

Outcome LCW.M1.S1.SKL.5

WHAT THIS LESSON DOES

You turn three strong transferable skills into evidence by writing Situation, Action, Result entries. First you test claims about skills evidence, then you annotate a sample before drafting your own in a portfolio document.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
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

- Recognise strong transferable skills through evidence rather than opinion
- Write one clear Situation, Action and Result sentence for each of three skills (nine lines total)
- Build mini-portfolio evidence an application could use

KEY TERMS

Term	What it means here	For example
Situation/ Action/Result	A three-line evidence structure: the Situation sets when and where, the Action shows what you did, and the Result names what changed because of it.	Situation: ticket seller sick an hour before doors. Action: I ran the door and handled cash. Result: €420 taken and the queue kept moving.
Skills evidence	A checkable record of a skill in use, written so a stranger could picture the moment and verify the claim.	A SAR entry about leading a fundraiser door, not the bare claim 'I am a team player'.
Strength	A transferable skill you can already show with a real occasion, not only a skill you hope to grow later.	Communication shown when you explained a refund to a stressed customer on a Saturday shift.

BEFORE THE BELL

- Print the Aoife SAR sample if any students lack device access
- Check Strand 1.1 folder access so students can open or create Strong Skills Evidence
- Have students open their Transferable Skills notes from Lesson 16 on their devices, or a quick three-skill shortlist if that file is missing.
- Project the three-line shape once: Situation / Action / Result. Remind them the portfolio document is ordinary cloud work, not a special file type. Confirm anyone missing Strong Skills Evidence creates the file in Strand 1.1 before drafting.
- On screen this lesson: before-and-after check, document annotator, list builder.

Recognising Your Strong Transferable Skills

HOW THE LESSON RUNS

5 min	introduction	Getting Started
8 min	activity	What Counts as Evidence?
12 min	activity	Annotate a Strong SAR Entry
28 min	activity	Write Three SAR Entries
7 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who has ever written *I am a hard worker* on an application. Frame today as the fix: evidence, not slogans. Point students to their Transferable Skills document from Lesson 16 before step 2. If anyone has no L16 notes, have them jot three candidate skills from work, sport, class projects, or volunteering before the predict activity.

8 min What Counts as Evidence? On screen: before-and-after check

RUNNING THE STEP

Use predict mode. Do not reveal answers until most of the room has committed. After the last statement, take two student justifications only, then move on; the document annotator step will settle the same points with a real sample.

LOOK-FORS

- Students who mark every claim true without hesitation may still be treating slogans as evidence
- Watch for the false belief that only trophies count as Results

12 min Annotate a Strong SAR Entry On screen: document annotator

SUGGESTED TIMING

Five minutes silent annotate, four minutes pair compare, three minutes model reveal on the board.

TEACHING TIPS

Pause before revealing the model. Ask: *Where is the skill actually visible?* Push the room to point at verbs in the Action line, not adjectives.

COMMON MISTAKE

Students often tag the whole paragraph as Action. Force the three-way split: when/where, what I did, what changed.

28 min Write Three SAR Entries On screen: list builder

DURING WRITING

- Circulate for slogan Action lines such as *I showed leadership* and push for a verb you could film
- If a student has no moment, send them back to Lesson 16 contexts or a real shift, match, or class project
- Quality over polish: three honest short entries beat one perfect paragraph
- Protect the full block of writing time; this is the applying-phase artefact

IN-CLASS EXPECTATION

Require all nine SAR lines plus the strongest-entry note in the period. Spot-check three portfolios before the summary: three headed skills, nine short lines, no slogans.

7 min What you covered

Spot-check three portfolios before the bell: each should have three headed skills and nine short lines. Flag any entry that still reads as a slogan. Optional pair share: read only your strongest Action line aloud.

ANSWERS AND LOOK-FORS

- Before-and-after check: False: Writing 'I am a hard worker' or 'I am a team player' is enough skills evidence for an application. - Those are slogans. Skills evidence needs a checkable moment written as Situation, Action, Result.
- Before-and-after check: False: Only trophies, medals, or certificates count as a Result. - A Result is anything a stranger could verify: money taken, a queue that kept moving, a finished shift, or a teacher naming what would have gone wrong.
- Before-and-after check: True: A strength is a transferable skill you can already show with a real occasion, not only a skill you hope to grow later. - If you cannot name a when and where yet, it is a growth target, not a strength you can evidence today.
- Before-and-after check: True: The Action line must show what you did with clear verbs a stranger could picture, not claim the skill with adjectives. - Verbs such as took, set up, ran, or explained show the skill. Phrases such as 'I showed leadership' only claim it.
- Before-and-after check: False: Situation lines can skip the date and place if the story feels obvious to you. - A stranger is reading. Every Situation needs a when and a where so they can picture the pressure without guessing.
- Document annotator: "Last October our Transition Year fundraising night almost fell apart..." - Situation: when and where - Names a real night and a concrete problem. A stranger can picture the pressure without any slogan about communication.
- Document annotator: "I took the cash box, set up a simple table by the entrance, and ran..." - Action: what you did - Three clear moves by Aoife, not the whole committee. The skill shows up in the verbs: took, set up, ran, answering.
- Document annotator: "We still took in the planned door money, and the organising teacher..." - Result: what changed - Two checkable outcomes: the money still came in, and a teacher named what would have gone wrong. That is stronger than I communicated well.

TEACHING MOVES

- Run step 2 in predict mode and reveal only after the room has committed
- Model the first annotation on the board for whole-class discussion
- Circulate during the writing step to prompt real examples and kill slogan Actions
- Pause after pair compare on the annotator to highlight differences in labelling
- Remind students that Action must show the skill in action, and that drafting happens in Strong Skills Evidence

WHAT TO WATCH FOR

- Writing slogans like 'I am a team player' instead of specific actions: replace with what was done
- Leaving out when and where in the Situation: add a dated occasion
- Making entries too long: keep each SAR line to one clear sentence (nine lines total)

DIFFERENTIATION

- Support: Offer sentence starters for Situation, Action and Result lines
- Extension: Ask students to connect one skill to a specific job or course application
- Support: Allow paired discussion for choosing which skills to evidence

WHAT STUDENTS ARE LEFT WITH

- Strong Skills Evidence: three SAR entries for your strongest transferable skills