

From Strand 1.2 findings to progression milestones

60 minutes

Strand 1.2: Understanding my Progression Opportunities

Reflecting

Outcome LCW.M1.S2.PROG.1

Outcome LCW.M1.S2.ALT2.1

WHAT THIS LESSON DOES

Reflect on your Strand 1.2 investigations by turning findings into conclusions. You will create three insights and position each as a dated milestone on an education or workplace pathway planner. Save Strand Synthesis Draft in your Digital Portfolio (Strand 1.2); it is the spine you will build into ALT 2.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S2.PROG.1	identify the diversity of progression opportunities available to them.
LCW.M1.S2.ALT2.1	create a career progression plan that incorporates various education, training and workplace opportunities and outline how it aligns to their personal statement.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Synthesise Strand 1.2 learning as conclusions, not summaries
- Place each insight as a dated milestone on an education or workplace pathway
- Start the first cut of your career progression plan

KEY TERMS

Term	What it means here	For example
Synthesis	Drawing a conclusion from several pieces of your own work, rather than restating what you already wrote.	Instead of 'I researched apprenticeships and FET', you conclude 'A QQI Level 6 traineeship is the bridge I need before an apprenticeship application'
Milestone	A concrete step with a rough date attached, sitting on a real pathway (education, workplace, or extra training).	Complete Safe Pass with a named ETB provider by next summer so site placements open
Career progression	The route from where you are now to where you intend to be, with education and workplace steps interleaved rather than treated as alternatives.	1-year: finish maths bridge and weekend retail hours → 3-year: QQI Level 6 traineeship → 5-year: apply for a named apprenticeship consortium role

BEFORE THE BELL

- Students need Strand 1.2 portfolio documents on their devices. Anyone without full material works from memory and marks gaps honestly.
- Model the summary-versus-conclusion distinction on the board before the main activity; the digital pathway planner is the visual, so a printed grid demo is optional only.
- On screen this lesson: pathway planner.

From Strand 1.2 findings to progression milestones

HOW THE LESSON RUNS

5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Place Three Insights on the Planner
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 concrete thing from Strand 1.2 that actually changed their mind. Keep it short. The planner is the lesson; do not let the opener eat the main step.

Students need their Strand 1.2 portfolio folder open (Pathways Map, investigations, job-role notes, rights and trend work). Anyone without material works from what they remember and marks gaps honestly.

5 min Key Terms

Spend under five minutes. Stress the test students will use next: *if an insight cannot sit on the grid as a dated milestone, it was a summary sentence.*

If ALT 2 has not been named formally yet in the unit, keep the gloss light and move on; the planner is the point of this slot.

35 min Place Three Insights on the Planner

On screen: pathway planner

SUGGESTED TIMING

- 5 minutes: summary versus conclusion example on the board
- 20 minutes: pathway planner in explore mode; circulate hard
- 10 minutes: copy three milestones plus source lines into Strand Synthesis Draft

LOOK-FORS

- Milestones that are still summaries ("learn more about healthcare") get sent back for a named action and horizon
- All three stuck in the 5-year column: push for at least one 1-year entry
- All three on one track only: ask what the education or workplace row would need
- Invented milestones with no source: send back to name a document or mark gap: [missing investigation]

TEACHING TIPS

The readout flags empty near horizons and single-pathway plans. Use that language with the class. Do not invent milestones for students; coach the test instead.

This is the first cut of ALT 2 shape. Full SMARTER goals come later; today is insights that can live on a grid.

10 min Think About It

Paired discussion for most of the ten minutes. Cold-call two pairs on the first prompt. The second prompt is for students whose planner still has thin cells: name the missing investigation rather than inventing a milestone.

5 min What you covered

Confirm every student has Strand Synthesis Draft saved with three milestones and a source line each. Spot-check one empty 1-year column before they leave and name it as unfinished work, not failure.

TEACHING MOVES

- Circulate hard during the planner: coach the test (can it sit on the grid with a date and a row?) rather than inventing milestones for students.
- Use the readout language on empty near horizons and single-pathway plans with the whole class.
- This is the first cut of ALT 2 shape. Full SMARTER goals come later; today is insights that can live on a grid.
- On exit, spot-check one empty 1-year column and name it as unfinished work, not failure.

WHAT TO WATCH FOR

- Summaries instead of conclusions: send back until the statement can become a dated milestone.
- All three stuck in the 5-year column: push for at least one 1-year entry.
- All three on one track only: ask what the education or workplace row would need.
- No source line: require a named Strand 1.2 document or an honest gap: [missing investigation].

DIFFERENTIATION

- Support: sentence starters such as 'This shows that I need to...' for formulating conclusions; pair talk before independent placement.
- Extension: a fourth milestone, or a short note on how one 1-year step unlocks the 3-year step on the same row.

WHAT STUDENTS ARE LEFT WITH

- Strand Synthesis Draft: three insights as dated milestones; first cut of ALT 2