

Mid-Strand Personal Statement Revisit

60 minutes

Strand 2.1: Appreciating my Community

Reflecting

Outcome LCW.M2.S1.ALT3.1

WHAT THIS LESSON DOES

Reflect on how community and collaboration experiences have shaped your understanding of yourself. Revise your personal statement to include this new evidence and note the specific changes along with their reasons.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S1.ALT3.1	reflect on the role they played during the collaborative problem-solving task to address a real-life community issue, demonstrating the development of a broad range of transferable skills.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Revisit the personal statement through a community and collaboration lens
- Incorporate Strand 2.1 learning into Personal Statement V3
- Document what changed and why

KEY TERMS

Term	What it means here	For example
Personal statement revisit	A planned return to your personal statement with new evidence from later learning, so the statement stays true to who you are now rather than who you were when you first wrote it.	Updating a statement after the collaborative community task to include teamwork and design-thinking evidence
Community learning	What you now know about yourself because of real engagement with community, volunteering, enterprise, and collaborative problem-solving in this strand.	Noticing you lead quietly in a group when a community project stalls
Version control	Keeping each draft of a document labelled and dated so you can see what changed, why it changed, and which version is current.	Saving Personal Statement V3 beside earlier drafts instead of overwriting them

BEFORE THE BELL

- Confirm students have their current personal statement available from prior work (V2 or latest banked draft). Anyone without a file starts from the Lesson 1 Tell Me About Yourself baseline.
- Prepare Aoife's worked example for the main activity. You may swap her illustrative youth-space brief for your class's actual collaborative-task brief so evidence stays local.
- On screen this lesson: worked example.

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HOW THE LESSON RUNS

5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Revise for Community and Collaboration
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who last opened their personal statement file. Many will not have touched it since Strand 1.2. Name this as the Strand 2.1 revisit: community and collaboration evidence goes into V3, with a change note that makes the gap visible. Keep the hook short so step 3 has time.

5 min Key Terms

Spend under five minutes here. The table is reference for the main step, not a discussion sink.

35 min Revise for Community and Collaboration On screen: worked example

SUGGESTED TIMING

- 6 to 8 minutes: walk the worked example beats on the board, then close the worked example and open your own file now
- 22 to 25 minutes: students revise into V3
- 5 minutes: change note (including the future-you sentence)

MINIMUM VIABLE V3 (BASELINE-ONLY STUDENTS)

One evidenced community or collaboration paragraph, one retained earlier truth, and a short change note that names the starting file. Both labelled files still leave the room.

LOOK-FORS

- Evidence tied to a named Strand 2.1 moment, not generic community language
- Change note that names cuts and additions, not "I improved it"
- Version saved as V3, earlier draft left intact
- Baseline-only students: starting source named in the change note

Circulate for students who paste a new community paragraph on the end without rewriting. The revisit is integration, not append-only. Call the transition clearly: close the worked example, open your own file now.

10 min Think About It

Concrete routine for the full 10 minutes:

- 2 minutes: silent re-read of V3 against the two prompts
- 3 minutes: pair-share
- 3 minutes: two voices to the room, with a teacher push on the "which line falls apart" test
- 2 minutes: final check that both files are labelled and saved

Students who only appended a community paragraph will struggle on the second prompt; that is useful diagnosis before they leave. The future-you sentence already sits in the step 3 change-note brief, so keep this step discussion-only.

5 min What you covered

Confirm both files exist before dismissal: Personal Statement V3 and the change note. Spot-check three change notes for a named Strand 2.1 moment. Flag anyone still on an overwritten single file to restore version labels tonight.

ANSWERS AND LOOK-FORS

- "I enjoy helping others and I am interested in working in the..." - Claim with no occasion - Anyone could write this. There is no place, no moment, and nothing only Aoife could evidence.
- "went back to clarifying when our first idea for a weekend youth hub" - Strand 2.1 moment named - She names a real stage of the collaborative task and a concrete decision. That is community learning on the page, not a slogan.
- "Sitting with two of them for twenty minutes in the library foyer" - Specific scene - A reader can picture this. Specificity is what separates a revisit that works from one that only adds the word community.
- "checking who is missing before we lock a plan" - Skill drawn from the work - She translates the moment into a transferable habit in her own words, which is what a personal statement is for.
- "I still coach under-12 camogie on Saturdays" - What stayed true - A revisit does not throw out earlier evidence. She keeps what is still true and shows what the new strand added.
- "I have already tested it on a real local issue, not only imagined it" - Fit without hype - The closing links who she is to where she is going using Strand 2.1 proof, not a generic 'I want to make a difference'.

TEACHING MOVES

- Model integrating community experiences using the worked example, then call the transition: close the worked example, open your own file now.
- Circulate during revision; watch for append-only community paragraphs.
- Lead the Think About It routine (silent re-read, pair-share, two voices, file check).
- Remind students to save V3 as a distinct document so version control stays intact.

WHAT TO WATCH FOR

- Appending community content without weaving it into the statement: prompt students to revise existing sections instead.
- Overwriting the previous file rather than creating V3: insist on saving as a distinct document.
- Writing vague change notes: require naming at least one specific Strand 2.1 activity.

DIFFERENTIATION

- Support: sentence starters for the change note tied to "what I cut", "what I added", and "Strand 2.1 moment that drove it".
- Support (baseline-only): minimum viable V3 is one evidenced community or collaboration paragraph, one retained earlier truth, and a short change note that names the starting file.
- Extension: map one V3 line to a workplace-strand evidence gap the student still needs to gather.

WHAT STUDENTS ARE LEFT WITH

- Personal Statement V3 plus half-page change note