

Drafting Your ALT 3 Reflection

60 minutes

Strand 2.1: Appreciating my Community

Applying

Feeds ALT 3

Outcome LCW.M2.S1.ALT3.1

WHAT THIS LESSON DOES

In this lesson you annotate a sample reflection to distinguish deep evidence from vague claims. You then draft a complete first ALT 3 reflection on your own role in the collaborative task, aiming toward roughly 500 to 800 words and tying at least four transferable skills to real moments.

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

- Draft a complete first ALT 3 reflection aiming toward approximately 500-800 words on your role in the collaborative task
- Demonstrate at least four transferable skills with specific evidenced moments
- Distinguish strong from weak reflection by labelling evidence depth in a sample draft

KEY TERMS

Term	What it means here	For example
ALT 3 draft	Your first full written reflection on the collaborative problem-solving task: the role you played and the transferable skills you developed or showed, written as evidence for ALT 3.	A complete first draft titled ALT 3 Collaborative Reflection Draft in your Strand 2.1 folder, aiming toward roughly 500-800 words or enough length for at least four evidenced skills
Role reflection	Writing that shows what you actually did in the group, not only what the group achieved. A reader should see your moves, not a team brochure.	Naming that you ran the silent ideation round and captured every idea on the board, rather than saying 'we brainstormed well'
Evidence depth	How far a claim goes beyond a label. Deep evidence names a moment, what you did, and what changed. Shallow evidence only names a skill.	'I showed leadership' is shallow; 'I called time when we stalled on developing and asked each person for one risk' is deep

BEFORE THE BELL

- Confirm every student can open Strand 2.1 portfolio documents from the collaborative task: ALT 3 Transferable Skills, ALT 3 Framework Choice, and Collaborative Task Process Reflection
- Have spare copies of the class problem definition line on the board so nobody drifts from the task
- Confirm every student can open Strand 2.1 portfolio documents from the collaborative task. Have spare copies of the class problem-definition line on the board so nobody drafts without naming the issue. Remind the class that the sample community issue is illustrative; their draft should name the real-life community issue their group actually worked on.
- On screen this lesson: document annotator.

Drafting Your ALT 3 Reflection

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Annotate Then Draft ALT 3
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by naming ALT 3 out loud: this draft is the assessed reflection on the collaborative problem-solving task, not a diary about how the group felt. Students will need open: **ALT 3 Transferable Skills**, **ALT 3 Framework Choice**, and **Collaborative Task Process Reflection** from earlier lessons in this unit.

If anyone is missing those files, pair them with a partner who has a full set so they can still draft from shared memory of the same group work.

5 min Key Terms

Spend under five minutes here. The test line to put on the board is: *Could a stranger picture the day from this sentence?* That is the bar for evidence depth in the draft.

35 min Annotate Then Draft ALT 3

On screen: document annotator

SUGGESTED TIMING

- **0-8/10 min:** document annotator in challenge mode on the IWB; students annotate on devices; reveal model answer; two voices on where they differed (oral only).
- **10-35 min:** silent drafting. Circulate for claims with no moment. Prompt: *Underline every skill word. Does the next sentence put us in the room?*

LOOK-FORS

- Named role, not only "I was in the group".
- At least four transferable skills with occasions (stretch); floor of three evidenced moments plus a clear role paragraph if time is tight.
- Word count heading toward 500+, not a polished 200-word summary; short drafts still saved under the agreed name.
- Honest weakness or disagreement moment, not only success.

DIFFERENTIATION

Students stuck on openings can start from one moment in their process reflection and expand outward. Students who finish early add a paragraph linking one skill back to their Strand 1.1 skillset evidence.

ALT 3 checkpoint: complete first draft saved under the agreed name by the end of the period, even if short of 500 words.

10 min Think About It

Keep this oral and short. Protect drafting time: do not force pair talk for students still writing. Spot-check two pairs only among those who have already saved: ask them to read one marked thin claim aloud. Do not collect typed answers on the lesson page.

Remind the class that the next lesson is peer review of the ALT 3 Collaborative Reflection Draft, against clarity, evidence, depth, and transferable-skill range, so a complete draft today matters more than polished prose. Note who is under 300 words for catch-up support before that session.

5 min What you covered

Exit check: every student has a saved draft under the correct name, even if short of 500 words. Note who is under 300 words for catch-up support before the peer-review lesson (next lesson: peer review of ALT 3 Collaborative Reflection Draft).

ANSWERS AND LOOK-FORS

- "My main role was keeping the shared notes and making sure every idea..." - Role made clear - A reader can see what Sam actually did. This is role reflection, not a team slogan.
- "Teamwork is one of my strengths. I am a good team player and I always..." - Vague claim: no moment - Three claims, zero occasions. Anyone in the room could have written this. It would not survive peer review.
- "Communication also went well because I talked to people in the group..." - Vague claim: no moment - Talking during decisions is the minimum of being present. No moment, no result, no skill shown.
- "I suggested we each write for three minutes what problem we thought..." - Skill shown with proof - Action you can picture. This is problem-solving and facilitation shown, not labelled.
- "we realised we had been arguing about solutions while still..." - Specific evidence: a real moment - Named shift, named stage return, named result. This is the depth ALT 3 needs throughout, not once.
- "I also showed creativity during ideation by coming up with lots of..." - Vague claim: no moment - 'Lots of ideas' is not evidence. Which idea, which round, what happened to it?
- "I sometimes left my parts late and the others had to wait" - Specific evidence: a real moment - Honest and concrete. Weakness with a real effect on others is usable evidence if Sam then says what changes.
- "I will use these skills in future group projects and when I start..." - Next step missing or thin - A polite ending, not a plan. No skill named, no situation, nothing a reader could check.

TEACHING MOVES

- Model how to annotate the sample by thinking aloud about one phrase
- Circulate during the drafting phase to prompt students with the question Could a stranger picture the day from this sentence
- Protect drafting time in Think About It; pair talk is optional for those who have already saved
- Remind students to save the file with the exact name ALT 3 Collaborative Reflection Draft
- Name the follow-on clearly: next lesson is peer review of the ALT 3 Collaborative Reflection Draft

WHAT TO WATCH FOR

- Students writing only about the group outcome instead of their personal role: remind them to name their specific actions
- Using skill labels without moments: direct them back to the test line on the board
- Saving the file under the wrong name: check the portfolio folder at the end
- Switching reflection frameworks mid-draft: send them back to ALT 3 Framework Choice

DIFFERENTIATION

- Support: Provide sentence starters for the first paragraph of the draft
- Extension: Challenge students to include at least four different transferable skills with deep evidence
- Support: Pair weaker writers with a peer for the annotation part
- Floor if short at the bell: three evidenced skill moments plus a clear role paragraph, finish toward 500 words before peer review

WHAT STUDENTS ARE LEFT WITH

- ALT 3 Collaborative Reflection Draft: 500-800 words; evidence in progress