

LESSON 6

Using Authentic Examples to Illustrate Competencies

60 minutes

Strand 2.2: Engaging with the Workplace

Applying

Outcome LCW.M2.S2.APP.3

Outcome LCW.M2.S2.APP.5

WHAT THIS LESSON DOES

Learn to prove competencies with authentic examples from school, community and work. Apply the STAR structure to turn claims into checkable evidence and bank three strong triplets for applications.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S2.APP.3	demonstrate an understanding of a competency-based application form, identifying competencies that reflect their chosen career and/or job role.
LCW.M2.S2.APP.5	complete a competency-based application form for a job in a chosen career field.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Use authentic examples from school, community and work to prove competencies
- Apply STAR structure to competency evidence
- Bank three strong triplets for applications

KEY TERMS

Term	What it means here	For example
STAR	A four-part structure for proving a competency with evidence: Situation (when and where), Task (what you were responsible for), Action (what you did), Result (what changed because of it).	Situation: Saturday rush at a café. Task: Keep the queue moving. Action: Split orders with a colleague and restocked the counter. Result: No customer left without being served.
Competency evidence	Concrete proof that you can do something an employer values, drawn from a real occasion rather than a claim about your personality.	Naming the day you ran a peer-study session, what you organised, and who turned up, instead of writing 'I am a good leader'.
Authentic example	A real moment from your own school, community, part-time work, volunteering or placement that only you could have written, because the details are yours.	The October fundraiser when the card reader failed and you switched the stall to cash, not a generic line about 'handling pressure'.

BEFORE THE BELL

- Students create or open a document named Competency Evidence Bank in their Strand 2.2 Digital Portfolio folder (Google Doc, Word, or school portfolio format)
- Structure reminder: three competency-name headings; Situation / Task / Action / Result under each
- Prepare to run the on-screen guided list builder for the shared STAR build (board mirror optional)
- Ask students to create (or open) a document named Competency Evidence Bank in their Strand 2.2 Digital Portfolio folder before or at the start of the activity. Accepted formats: Google Doc, Word, or the school's portfolio file type. Structure: three competency-name headings; under each, four labelled blocks (Situation / Task / Action / Result). Have students open Strand 1.1 Strong Skills Evidence and any earlier competencies extraction work if they have them. Those files are raw material, not a copy-and-paste source.
- On screen this lesson: list builder.

Using Authentic Examples to Illustrate Competencies

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Build Your Competency Evidence Bank
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who has already filled a form that asked for an example rather than a tick-box skill. Link briefly to any competencies extraction work students already hold and to the Strong Skills Evidence work from Strand 1.1: same idea, tighter structure, written for an employer.

5 min Key Terms

Spend the five minutes on the difference between a claim and evidence. Invite one student to offer a vague line ("I'm a team player") and have the class shout the missing STAR pieces. Do not let the table become a read-aloud of definitions alone.

35 min Build Your Competency Evidence Bank On screen: list builder

SUGGESTED TIMING

- 7 minutes: guided on-screen list builder, one shared STAR (board mirror optional)
- 20 minutes: silent writing of three labelled triplets
- 5 minutes: pair swap of one Result line only; partner says whether they can picture the outcome
- Remainder: polish weakest Result; incomplete third triplet is short homework into the same bank

CLASS-BUILD FALL-BACK MODEL (REVEAL ONLY IF THE CLASS FREEZES)

- Situation: Saturday of the TY bake sale, 11am, queue building and only six buns left on the tray
- Task: Keep the stall open and stop customers leaving empty-handed while the kitchen restocked
- Action: I held the queue with samples, texted the kitchen for an emergency tray, and split serving with a classmate
- Result: We lost nobody from the queue, sold out the restock within twenty minutes, and raised an extra €40 after the scare

TEACHING TIPS

Push back on Action lines written as "we". Employers need the applicant's moves. If a student freezes, ask: *What did your hands or mouth do in that moment?*

Watch for Results that are feelings only. Ask for a number, a delivery, a decision someone else made, or a problem that stopped recurring.

CAPTURE CONTRACT (END-OF-STEP CHECK)

- File title: Competency Evidence Bank (Strand 2.2 folder)
- Each triplet headed with the competency name
- All four STAR lines present under each heading
- Result includes a checkable fact (number, delivery, decision, or stopped problem)

DIFFERENTIATION

Students with thinner experience banks can take two school examples and one community example, provided each occasion is specific. Students with rich placement material should still keep one non-work example so the bank stays usable across different applications. Offer sentence starters for each STAR part where needed.

10 min Think About It

Keep this as paired talk, not a write-on-the-page task. Lead with today's bank so missing Strand 1.1 files do not stall the pair. Listen for students who discover earlier evidence was all claim and no occasion; that realisation is the win. Optional portfolio note is homework-speed, not a second production task in class.

5 min What you covered

Confirm every student has three labelled triplets saved under **Competency Evidence Bank** in the Strand 2.2 folder. End-of-period checklist: competency name on each triplet; all four STAR lines present; Result includes a checkable fact. Spot-check one Result line per row if time allows. Incomplete third triplets are short homework into the same file. Flag that later lessons in the unit will pull from this bank when completing a full competency-based form and preparing interview answers, and that the bank feeds Portfolio in Action AAC evidence.

TEACHING MOVES

- Model the STAR structure during the class build with whole-class discussion; keep starters partial so co-construction is genuine
- Circulate during silent writing to prompt specific details and "I" Action lines
- Run the pair Result-line swap as written in the student copy
- Spot-check result lines in the summary against the capture contract

WHAT TO WATCH FOR

- Using vague claims instead of specific occasions. Solution: Require naming exact situation and task.
- Omitting the Result section. Solution: Always ask what changed because of the action.
- Choosing generic examples. Solution: Insist on personal details only the student could know.
- Triplets with no competency label. Solution: Require the skill name as the heading before STAR lines.

DIFFERENTIATION

- Support: Offer sentence starters for each part of STAR
- Extension: Ask students to link triplets to specific job or course requirements
- Support: Allow paired work for rewriting weak lines
- Fallback: two solid in-class drafts plus one short homework triplet still counts as a complete bank for next lesson

WHAT STUDENTS ARE LEFT WITH

- Competency Evidence Bank: three STAR triplets for strong competencies