

Drafting Your Response Plan

60 minutes

Strand 2.2: Engaging with the Workplace

Applying

Feeds ALT 4

Outcome LCW.M2.S2.ALT4.1

WHAT THIS LESSON DOES

Apply feedback from your workplace to draft a response plan. You will create SMARTER goals for development areas, include milestones and evidence, and locate learning steps in LCW, other subjects, co-curricular life, and work or home.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S2.ALT4.1	create and assess a plan that will respond to feedback on their engagement with the workplace, that focuses on areas for further progress and development.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Draft SMARTER goals for each development area identified from workplace feedback
- Name at least one learning step inside LCW or another senior-cycle subject, and one outside class, for each development area
- Specify evidence, milestones and how progress will be assessed for every goal

KEY TERMS

Term	What it means here	For example
Response plan	A written plan that turns feedback and self-reflection into concrete next steps, with goals, milestones and evidence you can actually check.	ALT 4: a plan that answers workplace feedback rather than a general wish list
SMARTER	A goal shape: Specific, Measurable, Achievable, Relevant, Timebound, Evaluated and Revised so the goal can be checked and adjusted.	By the end of week 4 I will have completed two front-of-house shifts and written one note after each
Milestone	A dated checkpoint on the way to a longer goal that proves you are still moving, not just hoping.	Safe Pass booked this week; certificate in hand by mid-term break

BEFORE THE BELL

- Ensure students have access to their ALT 4 Areas for Development document from previous lessons.
- Prepare spare prompts for students absent from prior sessions, drawing from mock-interview or placement feedback (also stated on the student activity page).
- Students need ALT 4 Areas for Development available. Have a spare prompt ready for absentees: two development areas drawn from mock-interview or placement feedback already on file. The student page now states that fallback directly.
- On screen this lesson: pathway planner.

Drafting Your Response Plan

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
40 min	activity	Draft Your ALT 4 Response Plan
5 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking students to have **ALT 4 Areas for Development** open before anything else. Anyone without it uses the resilience or placement feedback notes from earlier Strand 2.2 lessons (the student page now carries that fallback).

Remind the room that ALT 4 is in progress: today's draft is evidence, and next lesson is when the plan gets assessed and tightened. Exit bar for today: two complete development-area sections beat three headings only.

5 min Key Terms

Keep this tight. If someone still confuses a milestone with the goal itself, use: the goal is the finish line; the milestone is a dated marker you can fail or pass on the way.

40 min Draft Your ALT 4 Response Plan

On screen: pathway planner

SUGGESTED TIMING (HARD-STOP THE PLANNER)

- 0-8 min: pathway planner as scratch spine only; one area at a time; near-horizon cells first; empty cells allowed
- 8-40 min: silent drafting of full SMARTER sections in the portfolio document; students copy milestones into the draft immediately after each area

If the planner starts to overrun, stop it at eight minutes and protect drafting time. The portfolio document is the ALT evidence; the planner is not saved.

EXIT MINIMUM

Two complete development-area sections (feedback link, full SMARTER goal, dated milestones, cross-pathway steps, named evidence and date) beat three headings only. A third section is optional stretch if a student finishes early.

LOOK-FORS

- Goals that still say "be more confident" or "communicate better" with nothing countable
- All milestones sitting on one row (only LCW, or only work), push for at least two pathways
- Assessment lines that only promise a feeling or a monthly review with no artefact
- Milestones left only on the planner and never copied into the draft

TEACHING TIPS

Name the bar once: *every goal needs a piece of evidence and the date it will exist by*. Next lesson peers assess these drafts, so weak dates will be obvious.

Optionally model one near-horizon cell on the board for a sample area in the first two minutes of Part 1, then release students to their own areas so drafting time stays protected.

5 min Think About It

Keep this oral and fast: one milestone each, evidence date and artefact only. Spot-check two pairs; if both partners still have "review monthly" as assessment, send them back to name an artefact and a calendar date on that single line.

Flag that next lesson is peer assessment against ALT 4 criteria, unfinished sections will be the first thing partners notice.

The optional portfolio paragraph is tonight's work, not an in-class requirement.

5 min What you covered

Exit check: every student should have a named file **ALT 4 Response Plan Draft** with at least two development-area sections drafted to SMARTER and evidence standard (not headings only). Note anyone still on headings only for follow-up before the assessment lesson.

TEACHING MOVES

- Circulate during drafting to prompt students stuck on turning intentions into specific tasks.
- Hard-stop the pathway planner at eight minutes; it is a scratch spine only and is not saved.
- Exit minimum: two complete SMARTER sections with dated evidence beat three headings.
- Use the five-minute pair spot-check for one milestone each; optional portfolio paragraph is homework.
- Remind students to copy planner milestones into the draft immediately and save ALT 4 Response Plan Draft as ALT 4 evidence.

WHAT TO WATCH FOR

- Students list vague intentions instead of specific experiences; direct them to name a concrete task or shift.
- Evidence lacks dates or artefacts; guide them to add calendar dates and specific documents.
- Confusing milestones with the overall goal; clarify that milestones are dated checkpoints along the way.
- Milestones left only on the unsaved planner; insist they are copied into the draft document.

DIFFERENTIATION

- Support: Provide a partially completed template for students struggling to start the planner.
- Support: Allow pair work for the initial drafting of one development area.
- Extension: Challenge students to add a third development-area section or integrate more contexts.

WHAT STUDENTS ARE LEFT WITH

- ALT 4 Response Plan Draft: 1-2 pages; ALT 4 evidence in progress