

Lesson 2: Who I Am Right Now: Identity Warm-Up and Journal Launch

60 minutes · reflection lesson · KA1

WHAT THE CLASS SHOULD LEAVE ABLE TO DO

- Explore the theme of identity in response to short spoken and written prompts
- Write a first Reflective Journal entry about starting the LCA programme
- Compare a strong and a weak journal entry to spot what honest reflection looks like

TERMS THE CLASS MEETS

Term	What it means
Identity	Who you are right now: the roles, places, people and hopes that shape how you show up.
Reflective entry	A short piece of writing that names what happened, what it meant, and what you will do next, not a list of the day.
Six-word memoir	A whole story of yourself told in exactly six words (optional warm-up, not the KA piece).

BEFORE YOU TEACH IT

Before the Lesson

- Optional: printed copies of Entry A and Entry B if devices are limited.
- Confirm how your school files Communication Portfolio pieces (paper, shared drive, or VLE) and tell the class before Write It filing.

Suggested Timing (60-minute path)

- Getting Started: 5 minutes
- What a Good Entry Does: 7 minutes
- Look Back: 12 minutes
- Write It: 24 minutes
- Say It Out Loud: 7 minutes
- What You Covered: 5 minutes

Teaching Tips

- Read the strong line aloud and discuss what makes it land before naming the qualities.
- Treat Look Back as ungraded craft prep, not a passage-with-questions test; notes are private and not marked.
- Circulate during writing for first true sentences; mark tags are optional.
- Pair students for the oral; live delivery is the default; accept live sign-off when the room cannot finish everyone; mic is optional only.

- If an entry tracks Entry A too closely, ask for one detail only that student could have written.

Common Mistakes

- Students may accept the weak entry as adequate because it is short; ask what they actually learn about the person.
- Entries may list events rather than reflect on meaning; prompt for what it meant and what comes next.
- Students might read their entry word for word instead of speaking the heart of it; model summarising orally first.
- Students may try to file craft notes or the delivery log as KA1; only the written journal entry banks KA1.

Differentiation

- Support: Provide sentence starters such as 'Right now I am...' and 'From these two years I want...'.
- Extension: Encourage adding an optional six-word memoir as a header to the journal entry.
- Support: Allow paired discussion before writing to generate ideas.

RUNNING THE LESSON

Step 1: Getting Started · 5 min

Optional warm-up only: a quick show of hands on six-word lines, then at most three examples aloud. Do not spend more than two minutes here. The journal entry is the point of the period and the only KA1 evidence.

If anyone finds identity prompts heavy, stay with the writing task and follow the school's own pastoral procedures.

Suggested Timing (60-minute path)

- Getting Started: 5 minutes
- What a Good Entry Does: 7 minutes
- Look Back (craft prep): 12 minutes
- Write It: 24 minutes (protect this)
- Say It Out Loud: 7 minutes (cut or homework first if the period is shorter)
- What You Covered: 5 minutes

Default cut order: protect Write It (20+ minutes) → trim Look Back → drop or homework Say It Out Loud first. If your period is 40 minutes, run intro and craft prep lightly and give Write It the bulk of the time.

Step 2: What a Good Entry Does · 7 min

Read the strong line aloud, then ask what makes it land before you name the answer. Keep this to about 7 minutes: one idea, one example, then into the craft prep.

Step 3: Look Back · 12 min

This is ungraded craft prep for the journal entry, not a scored comprehension test. Circulate while they work. The common wobble is calling the weak entry fine because it is short. Ask: *what do you actually know about this person after reading it?*

Collect one or two opening ideas from the room before you move on. If an entry later tracks Entry A too closely, ask for one detail only that student could have written.

Step 4: Write It · 24 min

This is the KA1 artefact. Protect the full writing block. Circulate for stuck starters: ask for one true sentence about right now, then one sentence about the next two years.

Mark tags are optional craft tools, not a second full essay. One cleaned final under My entry is enough to bank KA1.

If an entry tracks Entry A too closely, ask for one detail only that student could have written.

At the end, verify each student has a copy in their journal or portfolio folder. Note KA1 as bankable when the entry is complete and filed. Confirm for the class where the Communication Portfolio lives (paper, shared drive, or VLE).

This literacy habit feeds every other LCA course that asks for a reflection, proposal or Personal Reflection Task later.

Step 5: Say It Out Loud · 7 min

Pair students where you can. One speaks, one listens for a single clear hope. Live pair or teacher delivery is the default; accept live sign-off for the whole room. Mic or transcript is optional enhance only when headphones exist. You do not need a recording rota: live delivery to a partner is the default. Remind them audio is not stored as KA evidence: only the written entry banks KA1.

If the period is tight, cut this step or send it as homework/next lesson. Never steal time from Write It.

This is early practice for the SEC oral examination: talking about their own work in their own words.

Step 6: What You Covered · 5 min

Spot-check that Entry 1 is filed and mark KA1 bankable where it is complete. A one-line reminder about the journal continuing lightly across the module is enough for the close.

MODEL ANSWERS AND WHAT TO LOOK FOR

Students' wording will differ. These are the points a full answer reaches, not the only correct form.

Step 3: Look Back

Copy how one sentence in Entry A pairs a real feeling with a reason. Put that pattern in your own words.

names a mixed or specific feeling (e.g. jumpy, half glad / half waiting)

gives a concrete reason tied to the writer's life

sounds like a person, not a slogan

Look for: Point at feeling + reason together, not a vague mood word on its own.

Name one thing Entry B never does that your entry must do.

it lists the day without saying what anything meant

it has no specific detail about who the writer is

it does not look forward with a real goal

Look for: Say what it fails to do, not only that it is short.