

What Other People See

60 minutes

Strand 1.1: Understanding Myself

Reflecting

Outcome LCW.M1.S1.VAL.4

WHAT THIS LESSON DOES

Reflect on your strengths by building a script for specific answers, collecting feedback from people in different roles, and starting a What Others See portfolio entry that compares their view with your own aptitude and achievement lists.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S1.VAL.4	identify their aptitudes, achievements and interests, reflecting on how they have developed.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Build an asking script that gets usable answers rather than vague praise
- Name three people in different roles and record at least two specific answers in-period (finish any remaining ask before Lesson 13)
- Compare external view with your aptitude, achievement and interest lists and draft the two gaps

KEY TERMS

Term	What it means here	For example
External feedback	What other people say you are good at, based on times they have actually seen you work, help, train or show up, rather than on what you claim about yourself.	A coach saying you settle younger players when a match goes wrong, because they watched you do it last Saturday
Blind spot	A strength or habit other people notice about you that you have never claimed, or a claim you make that nobody else can see evidence for.	Three people name your calm under pressure, but it never appeared on your own aptitudes list
Asking script	A short set of questions you prepare before you ask someone for feedback, written so the answer has to be specific rather than vague praise.	Think of a time I was useful to you. What was I doing?

BEFORE THE BELL

- Ensure students have their previous documents on aptitudes, achievements and interests available, plus a 2-minute recovery pack (three-bullet templates or shared exemplars) for anyone missing a list.
- Brief a short staff/coach list for two-minute asks; decide who is fair game, whether students may step out, and a 2-3-at-a-time staggered rota (or written ask slips).
- Students need their Aptitudes, Achievements and Interests documents open (or the 2-minute recovery pack). Brief a short list of staff or coaches that students may ask a two-minute question. Decide in advance: who is fair game, whether students may step out, and how many leave at once (recommend 2-3 at a time). Written ask slips help if corridor traffic would snarl.
- On screen this lesson: list builder.

What Other People See

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
12 min	activity	Build the Asking Script
23 min	activity	Start What Others See
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open with a quick show of hands: who has ever been told they were good at something they had never noticed themselves? Name that this lesson is the first external check on eight lessons of self-report. Flag that home circumstances vary: a parent, aunt, coach or neighbour is fine; first name or role only in the portfolio.

Missing prior artefacts: keep a 2-minute recovery pack ready (blank three-bullet aptitudes / achievements / interests templates, or shared anonymised exemplars). Students with gaps use memory bullets today so the external-check lesson is not blocked; note names for catch-up before Lesson 13.

5 min Key Terms

Spend under five minutes. Stress the difference between "you're sound" and a usable answer: the script is what creates the gap worth writing about.

12 min Build the Asking Script On screen: list builder

SUGGESTED TIMING

Give the list builder ten to twelve minutes on the board, agreeing the wording of one line at a time with the class rather than collecting four lines at once. If a proposed line would only get "you're sound" back, say so and ask the room to rewrite it until it points at a moment.

TEACHING TIPS

Model one bad ask aloud (*What am I good at?*) and one good ask (*Think of a time I was useful to you. What was I doing?*). Keep the whole class on the board script before anyone starts collecting feedback.

LOOK-FORS

- Every line forces a specific moment or behaviour
- Students copy the shape, not only the class wording

23 min Start What Others See On screen: list builder

ARTEFACT

- **Filename:** your ****What Others See**** document (Strand 1.1) (or your school Digital Portfolio template with the same headings)
- **Folder:** Strand 1.1
- **Required headings:** Three people · What they said · Set against my Aptitudes / Achievements / Interests · Two gaps · One surprise sentence
- **What it shows:** external view of strengths plus blind-spot gaps for later self-assessment and personal statement (Portfolio in Action evidence)

SUGGESTED TIMING

- **20-23 mins:** create the document, name three people, run staggered in-building asks, record answers, start comparison and draft gaps.

STAGGERED ASK LOGISTICS

- Send two or three students at a time to the staff you have pre-briefed, and keep the rest of the class writing: naming their three people, drafting from answers they already hold, or preparing the home ask. Releasing the whole class to the corridor at once floods the staff you briefed and loses the writing time the document needs.
- Nobody is made to disclose difficult family circumstances; coach, neighbour, relative, or a staff member who knows them counts as the home/third role if needed.

LOOK-FORS (EXIT TICKET)

- your ****What Others See**** document (Strand 1.1) exists with the five headings
- Three roles named; at least two answers in their words, tied to a specific occasion where possible
- Draft gaps started (including the claim nobody else has mentioned yet, if visible)
- Clear note of any ask still to finish tonight

10 min Think About It

Keep this as paired talk for most of the ten minutes. Branch the room: pairs with draft gaps use the gap prompts; pairs still mid-collection talk script friction and tonight's ask. Invite two or three pairs to name a blind spot or a script fix without forcing personal detail. Remind anyone missing a response to finish that ask tonight so your **What Others See** document (Strand 1.1) is complete before Lesson 13.

5 min What you covered

Quick visual check that every student has your **What Others See** document (Strand 1.1) started with three names and at least two answers. Note who still needs an ask completed before Lesson 13 consolidates values, aptitudes, achievements and interests with this external view. Confirm staggered-ask follow-ups landed and no student was left without a workable third-role option.

TEACHING MOVES

- Build the asking script on the board as a whole-class activity before any collection.
- Gate the portfolio step clearly: the script is the tool; your **What Others See** document (Strand 1.1) is the evidence.
- Stagger in-building asks; never release the whole class at once.
- Use branched paired talk for reflection (gaps vs script friction).
- Emphasise specific examples over vague praise throughout.

WHAT TO WATCH FOR

- Using vague questions: redirect to the prepared script.
- Treating the list builder as the finished task: insist the document is started before exit.
- Not cross-referencing lists: prompt active comparison of each item.
- Accepting general feedback: encourage follow-up questions for examples.

DIFFERENTIATION

- Support: Offer sentence starters for the asking script and recovery bullets for missing lists.
- Support: Allow completion of remaining asks as homework; written ask slips if oral asks are high-anxiety.
- Extension: Invite a fourth person outside school using the same script.

WHAT STUDENTS ARE LEFT WITH

- What Others See: three people, what each said, two gaps, one sentence on which gap surprised you