

Classifying Skills: Technical, Interpersonal, Intrapersonal

60 minutes

Strand 1.1: Understanding Myself

Participating

Outcome LCW.M1.S1.SKL.1

Outcome LCW.M1.S1.SKL.2

WHAT THIS LESSON DOES

In this lesson, you will learn to classify skills as technical, interpersonal or intrapersonal. You will sort example skills into these categories, apply them to a sample ward clerk role, and create your own Skills Audit with up to four skills listed in each category.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S1.SKL.1	classify skills based on whether they are technical, interpersonal or intrapersonal.
LCW.M1.S1.SKL.2	appraise a job role description, recognising skills required for different careers and job roles.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Classify skills as technical, interpersonal or intrapersonal
- Apply the three categories to a sample job role description
- List up to four current skills in each category at any level

KEY TERMS

Term	What it means here	For example
Technical skill	A skill focused on a specific task or occupation: something you do with tools, systems, materials or specialised knowledge.	Wiring a socket, cutting hair, building a spreadsheet formula, sewing a hem
Interpersonal skill	A skill that operates between you and other people: how you listen, negotiate, lead, mentor or work in a team.	Chairing a meeting so everyone gets a turn; talking a nervous customer through a refund
Intrapersonal skill	A skill that operates inside yourself: self-awareness, focus, emotional regulation, getting yourself started when you would rather avoid something.	Noticing when you are about to lose your temper; staying focused for a full hour of study

BEFORE THE BELL

- Open with the 30-second show of hands: who can name three skills without thinking? The gap is the hook.
- Confirm every student can open the Strand 1.1 Digital Portfolio folder for the Skills Audit save.
- Keep the ward clerk answer key off the board until after the class attempt.
- Confirm students can open their Strand 1.1 Digital Portfolio folder. Have the sample ward clerk text ready on the board if anyone's device lags.
- On screen this lesson: card sort.

Classifying Skills: Technical, Interpersonal, Intrapersonal

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
12 min	activity	Sort the Skill Cards
23 min	activity	Sample Role, Then Skills Audit
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open with a 30-second show of hands: *Who could name three skills they have right now without thinking?* Most hands go down quickly. That gap is the lesson.

Name the cycle phase out loud: participating. The sort and the audit are new material, not a revisit.

This lesson has no Applied Learning Task landing. The Skills Audit is foundation material for later skills evidence and personal-statement work.

5 min Key Terms

Spend only two or three minutes here. The three definitions make more sense to the class once they see them on the sort cards in the next step, so read them through and move on rather than working through extra examples now.

Watch for the common mix-up: students put *teamwork* under technical because a coach once called it a "skill set". Push them back to the who-is-it-acting-on test.

12 min Sort the Skill Cards On screen: card sort

SUGGESTED TIMING

Sort and class argument: about 12 minutes.

TEACHING TIPS

Run the card sort in **explore** mode so borderline cards can be talked through. Strong pause points: *Listening without interrupting* (almost always interpersonal) versus *Noticing when you are about to lose your temper* (intrapersonal). If a student puts chairing a meeting under technical, ask who the skill is mainly acting on.

The argument about borderline cards will run as long as you let it, so close it at about twelve minutes even if two cards are still in dispute. The sample ward clerk role and the quiet audit writing that follow need their full time, and the audit is the piece students carry into later lessons.

23 min Sample Role, Then Skills Audit On screen: card sort

SUGGESTED TIMING

- Ward clerk card sort and class check: 8 minutes
- Skills Audit writing and circulate: 15 minutes quiet

ANSWER KEY

The key below is for you only; it is not on the student page, so show it on the board once the class has attempted all nine duties.

- **Technical:** update patient records on the ward system; book follow-up appointments; prepare admission packs
- **Interpersonal:** greet families at the desk; pass clear messages between nurses and consultants; calm people who are waiting under stress
- **Intrapersonal:** manage your own queue of tasks; stay accurate when the ward is busy; flag a mistake the moment you spot one

Borderline: if students argue that *flag a mistake the moment you spot one* is interpersonal (integrity toward colleagues or patients), accept a defended case. What you are teaching is the who-is-it-acting-on test rather than a fixed key, so a reasoned placement is worth more than a matching one. The suggested placement treats it as self-management and honesty under pressure.

LOOK-FORS ON THE AUDIT

Look for concrete verbs, for skills drawn from more than one context, and for plain naming rather than praise language such as "excellent communicator". A student with four technical skills and one interpersonal has learned something real about where their evidence currently sits, so do not push them into a false balance. A thin or blank column with a one-line reason beside it is good evidence of learning. When you circulate, spot-check that a file is saved rather than counting four entries in every column.

DIFFERENTIATION

Students stuck on intrapersonal: prompt with focus, starting hard tasks, calming down after a row, sticking at revision when phones pull them away. Students who finish early: star their strongest skill in each column and add one sentence of when it showed up, or apply the three categories to a second short role of their own choosing (a part-time job, GAA coach, café shift).

10 min Think About It

Use the first prompt as a quick pair-share. Collect two or three answers on the board. Expect interpersonal or intrapersonal to dominate the "hardest to fill" answers; technical often comes easiest from sport, part-time work or practical subjects.

The second prompt previews later work on transferable skills and on Situation/Action/Result evidence, where students learn to prove a skill by telling the situation they were in, the action they took and the result it had. Do not teach that structure in full today; it is enough that students leave knowing an intrapersonal claim needs a moment behind it, not an adjective.

5 min What you covered

Spot-check that every student has a saved Skills Audit before they leave. A blank intrapersonal column is acceptable if they have named the gap; an empty file is not.

Flag for next lesson (Reading a Job Role Description): students will annotate a real Irish job advert for essential, desirable and underlying competencies, using today's three categories as background.

ANSWERS AND LOOK-FORS

- Technical: a task or an occupation - Wiring a socket; Building a spreadsheet that adds itself up; Cutting hair
- Interpersonal: between you and other people - Listening without interrupting; Talking a nervous customer through a refund; Chairing a meeting so everyone gets a turn
- Intrapersonal: inside yourself - Noticing when you are about to lose your temper; Getting yourself started on something you have been avoiding; Staying focused for a full hour

TEACHING MOVES

- Name the cycle phase: participating. The sort and audit are new material.
- Drive every borderline with the who-is-it-acting-on test (task/tool, another person, or self).
- Run both card sorts in explore mode so the room can argue edge cases.
- Protect 15 quiet minutes for the audit after the talk energy of the sorts.
- Spot-check a saved Skills Audit file before exit. Thin columns with a one-line reason are fine; empty files are not.
- No ALT lands this period. Say that plainly if students ask. The audit feeds later evidence and the personal statement for Portfolio in Action.

WHAT TO WATCH FOR

- Teamwork filed as technical: it acts on people, so interpersonal.
- Intrapersonal left empty: prompt focus, starting hard tasks, calming after a row, revision when phones pull away.
- Interpersonal and intrapersonal mixed: ask whether another person is mainly involved.
- Flag a mistake argued both ways: accept a defended interpersonal case; the LO is the test, not the key.

DIFFERENTIATION

- Support: pair for the first sort; intrapersonal prompts as above; keep the sample role text on the board.
- Extension: star strongest skill per column plus one-sentence occasion, or apply the three categories to a second short role of their own choosing.

WHAT STUDENTS ARE LEFT WITH

- Skills Audit: 4 technical, 4 interpersonal and 4 intrapersonal skills you currently have