

## Transferable Skills: The Core Concept

60 minutes

Strand 1.1: Understanding Myself

Reflecting

Outcome LCW.M1.S1.SKL.3

Outcome LCW.M1.S1.SKL.5

### WHAT THIS LESSON DOES

You will test whether one of your skills travels across three contexts: school, part-time work or home, and a workplace or job-advert bridge. You map real occasions to decide if the skill is transferable.

### CURRICULUM OUTCOMES

| Outcome                | What the specification asks for                                                                                                                                  |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LCW.M1.S1.SKL.3</b> | explain the concept of transferable skills and appreciate the highly valued nature of them.                                                                      |
| <b>LCW.M1.S1.SKL.5</b> | identify transferable skills they demonstrate particular strengths in, and those that require further development, illustrating how these skills have developed. |

### WHAT STUDENTS SHOULD BE ABLE TO DO

- Define transferable skills as skills demanded in multiple contexts
- Map one skill across three named contexts with real occasions
- Decide whether a skill that only works in one context is transferable

### KEY TERMS

| Term               | What it means here                                                                                                                          | For example                                                                                                  |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Transferable skill | A skill that is demanded in more than one setting, so the same ability can travel with you from school to a part-time job to a future role. | Communication used in a group project, behind a shop counter, and as worded in a customer-service job advert |
| Context            | The specific place and situation where a skill is actually used: who is there, what the task is, and what success looks like.               | Explaining a task to a teammate in Business class versus explaining a product to a customer at work          |
| Adaptation         | The small changes you make so the same skill still works when the setting, the audience, or the stakes change.                              | Keeping your tone calm in both places, but swapping classroom language for plain customer language           |

### BEFORE THE BELL

- Ensure students have their annotated job advert (Job Description Annotation 1) ready for reference during the activity.
- Prepare to pair students who do not have the annotation with a peer who does.
- Students will create or open Transferable Skills: [Your Name] in the Strand 1.1 Digital Portfolio folder.
- Students need Job Description Annotation 1 open. If anyone missed it, pair them with a neighbour who has a completed annotation.
- On screen this lesson: list builder.

# Transferable Skills: The Core Concept

| HOW THE LESSON RUNS |              |                           |
|---------------------|--------------|---------------------------|
| 5 min               | introduction | Getting Started           |
| 5 min               | content      | Key Terms                 |
| 35 min              | activity     | One Skill, Three Contexts |
| 10 min              | content      | Think About It            |
| 5 min               | summary      | What you covered          |

## STEP BY STEP

### 5 min Getting Started

Open by asking who can name one skill from the job advert they annotated without looking it up. Then ask: *where else have you already used that skill?* The answers give you a way in to today's task, which is taking one skill and finding it at work in three different settings, so pick up two or three of them and say that this is exactly what they will be doing on paper in a few minutes.

Remind students to have their **Job Description Annotation 1** document open, and that today's writing goes into a **Transferable Skills** document in the same folder.

### 5 min Key Terms

Spend under five minutes here. The idea everything else rests on is **context**: if students leave this step still writing "communication at school", the main task will collapse into a second skills list, so make sure they can name a place, the people and the task before you move on.

### 35 min One Skill, Three Contexts

On screen: list builder

#### SUGGESTED TIMING

- First, from 0 to 10 minutes, run the list builder on communication across three contexts. The starter suggestions are already loaded. Only put a line on the board if it names a real occasion or spells out how the skill would be adapted for the advert, and close the board build at 10 minutes even if hands are still up, because the writing needs the rest of the time.
- Then, from 10 to 28 minutes, keep the room silent or at least individual, and take no whole-class questions, so that each student gets 15 to 18 minutes of genuine writing time on their own skill in **Transferable Skills**.
- If the board build runs long, drop the volunteer share here and take two volunteers during Think About It instead.

#### TEACHING TIPS

If a student starts writing a second list of skills, stop them and bring them back to one skill in three contexts, because the whole point of the lesson is the one skill moving. Push for dates, places, and people. For the third context, students may use a lived workplace, placement, or volunteering occasion, or a bridge that quotes their annotated advert (or a similar role) and states the adaptation; advert text alone does not count.

As you circulate, the things worth checking on each screen are that the occasions are specific, that the third line is either lived or a genuine bridge with an adaptation in it, that any "not transferable yet" conclusion is honest rather than a shrug, and that the same/changed closing sentence is already written into the document rather than promised.

#### OCCASION SENTENCE STARTERS (SUPPORT)

- In [class/place] I had to [verb] when [specific people/task]...
- At [home/work] I [verb] so that [named person] could [outcome]...
- During [shift/match/rehearsal] I [verb] after [specific problem]...
- The advert asks for [quoted wording]; I would keep [what stays the same] and change [what adapts]...

### 10 min Think About It

Let this stay talk between pairs and ask them to keep their hands off the keyboard until the end, so that the wording they settle on has been said aloud and tested by a partner first. Cold-call two pairs: one whose skill cleared all three contexts, one whose skill failed a context. Treat the failed context out loud as useful evidence rather than a wrong answer, or nobody else will admit to one. If the main activity overran, use this window for the two-volunteer share as well.

Confirm every student has the required same/changed closing sentence in Transferable Skills before the summary scan.

Mention briefly that later lessons will use strong transferable skills with Situation / Action / Result evidence, so thin occasions today will cost them later.

### 5 min What you covered

Quick scan: every student should have a Transferable Skills entry started in Strand 1.1 with three concrete lines and a same/changed closing sentence. Anyone with three vague lines stays for two minutes and adds one concrete occasion before leaving.

### TEACHING MOVES

- Use whole-class discussion at the start to model how to name specific occasions for the skill of communication.
- Circulate during the individual writing window to check that students are using real occasions rather than general statements, and that the third line is lived or a genuine advert bridge.
- Facilitate pair talk in the Think About It step and cold-call pairs to share findings.
- End with a quick scan to confirm all students have begun their Transferable Skills document entry with the required same/changed sentence.

### WHAT TO WATCH FOR

- Writing vague descriptions such as 'communication in school' without a specific occasion; direct students to name the exact task and people involved.
- Treating quoted advert wording alone as a third occasion; require a lived workplace, placement, or volunteering moment, or a bridge that states the adaptation.
- Viewing an incomplete map as a failure; explain that this provides useful evidence about the skill's current range.
- Repeating the same context across lines; prompt students to select distinct settings for each occasion.
- Leaving out the same/changed closing sentence; it is required, not optional.

### DIFFERENTIATION

- Support: Use the ready occasion sentence starters in step 3 teacher notes (also offer them verbally or on the board).
- Extension: Challenge students to map a second skill after completing the first.
- Support: Allow paired work for the main activity to encourage discussion of real examples.

### WHAT STUDENTS ARE LEFT WITH

- Transferable Skills: one skill in three named contexts with occasions, plus what stayed the same and what changed