

How a Transferable Skillset Supports Adaptation

60 minutes

Strand 1.1: Understanding Myself

Applying

Outcome LCW.M1.S1.SKL.4

WHAT THIS LESSON DOES

You examine how transferable skills help with adaptation when roles change or disappear. You test predictions about skill durability, analyse a travel agent's story, and investigate an Irish job changed within living memory before connecting skills to your own.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S1.SKL.4	describe the importance of developing a transferable skillset for a constantly evolving world of work.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Explain how transferable skills support adaptation when roles change
- Investigate one Irish job reshaped or removed within living memory
- Link the skills that carried to one of your own transferable skills

KEY TERMS

Term	What it means here	For example
Labour market change	Shifts in the kinds of jobs available, how work is done, and which skills employers still pay for, driven by technology, the economy, and how people buy goods and services.	High-street bank branches closing as customers move to apps, while customer-facing roles move into contact centres and digital support
Adaptation	Adjusting what you offer when a role changes or disappears: keeping the skills that still have a market, dropping or reshaping the ones that do not.	A travel agent moving into corporate travel booking or customer experience work after walk-in holiday shops shrank
Skill durability	How long a skill stays useful across different jobs and over time. Transferable skills tend to outlast highly specific technical ones tied to one tool or process.	Cash-handling on a till fades when self-checkout arrives; calm problem-solving with frustrated customers still has a market

BEFORE THE BELL

- Prepare three vivid starter job titles for the board (branch banking, travel shop, checkout; print shop or photo counter as extras). Keep switchboard as optional colour only.
- Have the three skill-durability predictions ready for the opinion line.
- Prepare a 60-second bank-teller micro-example (job then / what changed / carried-stopped-reshaped) for students without a family source.
- Confirm where Strand 1.1 Digital Portfolio files live so students can open or create Transferable Skills Future.
- Bank teller then: cash, ID checks, lodgements, balancing the till, knowing regulars.
- What changed: apps and ATMs; counters shrank; complex queries and digital support remained.
- Carried: clear explanations, spotting errors, calm with worried customers. Stopped: pure till speed. Reshaped: learning each new screen.
- On screen this lesson: opinion line, document annotator, list builder.

How a Transferable Skillset Supports Adaptation

HOW THE LESSON RUNS

5 min	introduction	Getting Started
7 min	activity	What Do You Already Believe?
15 min	activity	Skills That Carried
25 min	activity	Your Changed Irish Job
8 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by saying that today the class puts the transferable-skill work from the previous lessons to use on a harder question, and link back to it in a sentence rather than retelling it. If anyone in the room has a parent or relative who lived through a role change, you can invite that later as optional colour, but never press a student to disclose anything about home.

Board starters that still feel vivid for many Irish families: branch banking, high-street travel shop, supermarket checkout, print shop, retail film or photo counter. Older switchboard work can come up as historical colour if a student raises it, but it is too distant to be a default pick.

7 min What Do You Already Believe? On screen: opinion line

Ask for a silent commit first, so that each student places all three markers before anyone speaks, then hear two or three short defences for each statement. There is no model answer to give here, and saying so keeps the defences honest: the annotator in the next step and the write-up after it are what supply the evidence, and the summary comes back to one prediction to test it against what they found.

Markers stay draggable all through, so if a defence changes someone's mind and they move a marker, that is the activity working. Ask them to say what moved them.

Allow about seven minutes here, because the portfolio write-up in step 4 is where the bulk of the lesson's time needs to go.

15 min Skills That Carried On screen: document annotator

Circulate while students place labels. On reveal, pause on disagreements, especially where a skill looks technical but actually carried as customer problem-solving. Stress: the method is what transfers.

Before opening the portfolio document, take 60 seconds for a pair-share: each student names one of Aoife's carried skills that looks like one of theirs. That primes the personal-link heading.

- **Look for:** students defending a label with the sentence, not with a gut feel.
- **Misconception:** "digital skills always carry", only if they are not locked to one dead system.

25 min Your Changed Irish Job On screen: list builder

WHAT HAS TO BE DONE IN CLASS

Before the bell, every student needs the skills sort finished, with at least two skills that carried and at least one that stopped, and the link to themselves written, including the sentence revisiting one opening prediction. When they reach *The job then*, push them past the job title to what the person actually did hour by hour, since the sort only works if there are real tasks to sort. The link should point to one of their own skills from the earlier strand work with a real occasion behind it, not a general claim.

If the four headings are not all complete today, they are finished for homework before the next lesson.

8 min What you covered

Close on two checks only: (1) ask two students to name the skill that carried in their write-up, not the whole job story; (2) ask one student whether an opening prediction held or changed. If the full four headings are unfinished, name homework explicitly: complete Transferable Skills Future before next lesson. Flag that later lessons keep building evidence for strong transferable skills, so today's personal link should stay findable in the portfolio for Portfolio in Action selection.

ANSWERS AND LOOK-FORS

- "memorising brochure prices and filling paper booking forms" - Stopped mattering - Tied to one shop process and one format. When the channel died, the skill died with it.
- "talking a stressed customer through a messed-up connection without..." - Carried: still had a market - Interpersonal problem-solving under pressure. The employer changed; the need did not.
- "pick up a new platform every peak season" - Had to reshape - Not the old terminal skill. The durable part is learning the next system without freezing.
- "Cash handling and balancing the till at close of day" - Stopped mattering - Specific to a physical counter. Remote booking support did not need it.
- "explaining options in plain English" - Carried: still had a market - Communication that works on a phone or chat as well as across a counter.

TEACHING MOVES

- Run predictions in predict mode only: commit, brief defences, no reveal, no reposition.
- Circulate during labelling; lead a short whole-class discussion on disagreements after the model reveal.
- Pair-share one carried skill of Aoife's before the portfolio document opens.
- Protect the write-up clock; this is the applying centre of gravity and the only portfolio artefact.

WHAT TO WATCH FOR

- Students label technical skills as carried when they must be reshaped; emphasise underlying abilities.
- Selecting a job title with no day-to-day tasks; push for concrete work.
- Skipping the skill that stopped mattering; require at least one.
- Misunderstanding adaptation as only learning new skills; stress keeping useful ones.

DIFFERENTIATION

- Support: sentence starters for the four headings; allow the bank-teller board pattern as the investigated job if needed.
- Extension: predict one further change to the chosen job in the next decade and which skill would carry again.
- Support: pair students for discussing skill categories in Aoife's story before independent write-up.

WHAT STUDENTS ARE LEFT WITH

- Transferable Skills Future: changed Irish job, skills that carried, link to one of your own