

Recognising Transferable Skills That Need Work

60 minutes

Strand 1.1: Understanding Myself

Applying

Outcome LCW.M1.S1.SKL.5

Outcome LCW.M1.S1.PD.2

WHAT THIS LESSON DOES

You will identify two transferable skills that require deliberate growth and attach a dated occasion in the next six weeks to each. Finally, complete the keep, adjust or replace review of SMARTER Goal 1.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S1.SKL.5	identify transferable skills they demonstrate particular strengths in, and those that require further development, illustrating how these skills have developed.
LCW.M1.S1.PD.2	create goals for personal development and reflect on their progress.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Identify two transferable skills that need deliberate growth
- Attach a dated occasion in the next six weeks to each development plan
- Complete the keep/adjust/replace review of SMARTER Goal 1 booked in Lesson 5

KEY TERMS

Term	What it means here	For example
Skills development	Deliberate practice of a transferable skill you have already named as weaker, with a real occasion where you will use it and something concrete to notice afterwards.	Practising time management on a named Saturday shift by deciding the order of jobs before the rush starts
Goal review	The Evaluated and Revised part of SMARTER: looking at the evidence you actually have and deciding keep, adjust, or replace.	Reopening SMARTER Goal 1 on the review date you booked and writing the decision with the proof you used
Practice occasion	A specific, dated moment in the next six weeks where the skill will be used for real, not a vague intention to 'try harder'.	The Geography presentation on 12 March, or the Friday café shift on 21 March

BEFORE THE BELL

- Students need access to their SMARTER Goal 1 document from Lessons 2 and 5.
- Prepare a one-page paper backup: Goal 1 reconstruct prompts plus a Skills Development Plan blank (two skills with date, occasion, notice line; keep/adjust/replace + evidence line).
- Students need access to their SMARTER Goal 1 document, which they wrote and then booked this review into in earlier lessons. Have a one-page paper backup ready in case cloud access fails. It needs two halves: first, the Goal 1 reconstruct prompts (the original goal in two lines, the evidence since the booked review date, and the keep, adjust or replace call with a proof line); then a blank Skills Development Plan with room for two skills, each with a date, an occasion and a notice line, plus a space for the Goal 1 decision.
- On screen this lesson: self-audit, scenario cards, document annotator.

Recognising Transferable Skills That Need Work

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
10 min	activity	Honest Rating of Six Transferable Skills
25 min	activity	Three Reviews, Then Your Own Call
12 min	activity	Annotate a Plan That Almost Works
8 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who can name the date they wrote into their goal file in Lesson 5 for this review. That date is today. Keep the tone practical: growth plans fail when they stay vague, not when students are honest about weak spots.

10 min Honest Rating of Six Transferable Skills On screen: self-audit

Coach honesty on the ratings and the evidence boxes. A rating without a specific time is noise.

- Watch for students who rate every skill as already strong, and invite one concrete counter-example from school or part-time work.
- Look ahead to the choice they make later: the two skills should be ones they would not defend as well developed today, rather than a repeat of the three strongest skills they evidenced last day.
- You can allow an optional pair swap on the first your-turn prompt, but hold it to a minute so the ratings stay individual work.
- Dates are not the question yet. Students meet the problem with undated plans in the next two steps, when they have to name their own occasions, so here keep the focus on honest ratings and specific evidence.

25 min Three Reviews, Then Your Own Call On screen: scenario cards

SUGGESTED TIMING (25 MINUTES)

- Two minutes: model Case A at the board, taking keep as the fair call with an optional adjust on the setting.
- Six minutes: pairs work Cases B and C on the scenario cards.
- Eight minutes: silent individual work on the Goal 1 decision and its evidence.
- Nine minutes: the two weaker skills, their dated occasions and notice lines, saved into the Skills Development Plan document.

WHAT TO LOOK FOR AS THEY WORK

- Case C is the hardest judgement in the set, because the problem is that the goal itself was the wrong one rather than that progress was slow. Give it the most discussion time.
- Send back undated occasions such as 'sometime in March' or 'during projects', and say why: a plan with no date is a wish.
- If a student's two skills are simply the three they evidenced most strongly last day, ask them to go back to their lowest ratings instead.
- Check that both dates a student writes fall inside the next six weeks counting from today.

The personal write-up is the part of the lesson that must be finished, so if the scenario discussion is running long, cut it rather than the write-up. Students who finish the cases early should move straight on to Goal 1.

12 min Annotate a Plan That Almost Works On screen: document annotator

Run the annotator from the board, and let students place their labels before you show the model, because the comparison only teaches anything if they have committed to a label first. The two things to draw out are the lines with no date on them and the empty 'try harder' phrases that nobody could ever check.

Sam's Saturday 4 April garden-centre shift is there as an illustration only. Students' own occasions have to fall inside the next six weeks from today's date, so watch that nobody copies Sam's date across as a decorative calendar line.

After the model, give at least three silent minutes for students to edit their own portfolio document, and spot-check as you go that both occasions name a real event rather than a mood. If anyone still has nothing from the previous step, hand them the paper Skills Development Plan blank and have them complete the minimum, two skills, two dates and the Goal 1 call, before they label Sam.

8 min What you covered

Exit check: every student can show two dates inside six weeks and a written Goal 1 decision in Skills Development Plan. Use any remaining minutes for peer date-checks and teacher spot-checks of evidence lines. Note anyone still holding only strengths from Lesson 18 and schedule a short catch-up. No new homework beyond living the first dated occasion when it arrives.

ANSWERS AND LOOK-FORS

- "speak up more in group work and try to explain my ideas clearly" - Vague noticing - Sounds responsible, but there is no countable act and no moment on a calendar. This is the kind of line that dies after a week.
- "if people seem to understand me" - Vague noticing - Noticing has to be checkable. 'Seem to understand' cannot be reviewed honestly later.
- "sometime in the next month" - Missing date - A window is not an occasion. Without a named class, shift, or deadline there is nothing to turn up to.
- "On Saturday 4 April (inside his next six weeks) I have a four-hour..." - Solid commitment - Named place, named date inside a real six-week window, real work. This is what a practice occasion looks like.
- "write the order of jobs for the first hour and check the list at break" - Solid commitment - Specific behaviour on the day, not a personality claim. Sam will know whether it happened.
- "whether I still jump to the easiest task first" - Solid commitment - The notice line matches the skill. It is honest about the failure pattern, which makes the practice worth doing.
- "be more organised in general and maybe revise my study timetable if I..." - Wish disguised as a plan - 'In general' and 'if I feel like it' cancel the plan. Nothing here could survive a bad week.

TEACHING MOVES

- Run the self-audit as an honesty pass with evidence boxes; the two weaker skills later should come from low ratings, not Lesson 18 strengths only.
- Board-model Case A quickly, then let pairs work Cases B and C on the scenario cards.
- Protect silent individual time for Goal 1 and the two dated skill plans; that block is the portfolio artefact.
- Drive the annotation from the board and let students label before revealing the model.
- Allow silent minutes after the model annotation for students to tighten their own Skills Development Plan.
- Undated plan = wish is the spine of Steps 3 and 4: reject 'sometime in March' and 'during projects'.

WHAT TO WATCH FOR

- Students leave practice occasions undated or vague; require a specific date inside six weeks from today and an observable action.
- Goal reviews are made without referencing actual evidence; insist on writing the proof used for the decision.
- Students focus only on strengths; prompt them to name areas needing deliberate growth.
- Students copy Sam's sample date instead of choosing a date they will actually meet.

DIFFERENTIATION

- Support: Provide the paper template with prompts for identifying evidence in the goal review.
- Support: Allow students to discuss Cases B and C in pairs before making their own Goal 1 call.
- Extension: Ask students to suggest an additional practice occasion for one of their skills.

WHAT STUDENTS ARE LEFT WITH

- Skills Development Plan: two skills with dated occasions, plus keep/adjust/replace on SMARTER Goal 1