

From Strand 1.2 findings to progression milestones

60 minutes

Strand 1.2: Understanding my Progression Opportunities

Reflecting

Outcome LCW.M1.S2.PROG.1

Outcome LCW.M1.S2.ALT2.1

WHAT THIS LESSON DOES

Reflect on your Strand 1.2 investigations by turning findings into conclusions. You will create three insights and position each as a dated milestone on an education or workplace pathway planner. Save Strand Synthesis Draft in your Digital Portfolio (Strand 1.2); it is the spine you will build into ALT 2.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S2.PROG.1	identify the diversity of progression opportunities available to them.
LCW.M1.S2.ALT2.1	create a career progression plan that incorporates various education, training and workplace opportunities and outline how it aligns to their personal statement.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Synthesise Strand 1.2 learning as conclusions, not summaries
- Place each insight as a dated milestone on an education or workplace pathway
- Start the first cut of your career progression plan

KEY TERMS

Term	What it means here	For example
Synthesis	Drawing a conclusion from several pieces of your own work, rather than restating what you already wrote.	Instead of 'I researched apprenticeships and FET', you conclude 'A QQI Level 6 traineeship is the bridge I need before an apprenticeship application'
Milestone	A concrete step with a rough date attached, sitting on a real pathway (education, workplace, or extra training).	Complete Safe Pass with a named ETB provider by next summer so site placements open
Career progression	The route from where you are now to where you intend to be, with education and workplace steps interleaved rather than treated as alternatives.	1-year: finish maths bridge and weekend retail hours → 3-year: QQI Level 6 traineeship → 5-year: apply for a named apprenticeship consortium role

BEFORE THE BELL

- Students need Strand 1.2 portfolio documents on their devices. Anyone without full material works from memory and marks gaps honestly.
- Model the summary-versus-conclusion distinction on the board before the main activity; the digital pathway planner is the visual, so a printed grid demo is optional only.
- On screen this lesson: pathway planner.

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HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Place Three Insights on the Planner
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 concrete thing from their earlier investigations that actually changed their mind. Take two or three answers and no more, because the planner in step 3 needs the bulk of the time and this opener is only there to get their own material back in mind.

Students need their Strand 1.2 portfolio folder open in front of them (Pathways Map, investigations, job-role notes, rights and trend work). Anyone without material works from what they remember and marks the gaps honestly.

5 min Key Terms

Spend under five minutes here. What they need to carry into the next step is the test they will apply to their own sentences: if an insight cannot sit on the grid as a dated milestone, it was a summary sentence.

If the class has not met ALT 2 formally yet, say only that it is the career progression plan they will hand up later in the strand and leave it there, since they will meet the full requirements when they build it and today they need the time on the planner instead.

35 min Place Three Insights on the Planner On screen: pathway planner

SUGGESTED TIMING

- First, about 5 minutes on the summary versus conclusion example at the board.
- Then about 20 minutes on the pathway planner, with you moving between screens the whole time rather than watching from the front.
- Finally about 10 minutes for them to copy their three milestones and the source line under each into Strand Synthesis Draft.

WHAT TO LOOK FOR AS YOU CIRCULATE

- Milestones that are still summaries, such as "learn more about healthcare", go back to the student for a named action and a horizon.
- If all three sit in the 5-year column, push for at least one entry in the 1-year column.
- If all three sit on one row, ask what the education row or the workplace row would need before it could carry a milestone.
- If a milestone has no source behind it, send it back to have a document named or the line marked gap: [missing investigation].

TEACHING TIPS

The planner's readout flags empty near horizons and single-pathway plans, so use the same wording with the class and they will start reading it themselves. Resist writing milestones for students when they stall, because the point of the twenty minutes is that they apply the test from step 2 to their own sentences; ask them which document the insight came from and what date it could carry instead.

Today is only the beginning of the career progression plan they will hand up for ALT 2. Full SMARTER goals come in the lessons that follow, so what you are after now is insights concrete enough to live on a grid.

10 min Think About It

Paired discussion for most of the ten minutes. Cold-call two pairs on the first prompt. The second prompt is for students whose planner still has thin cells: name the missing investigation rather than inventing a milestone.

5 min What you covered

Confirm every student has Strand Synthesis Draft saved with three milestones and a source line each. Spot-check one empty 1-year column before they leave and name it as unfinished work, not failure.

TEACHING MOVES

- Circulate hard during the planner: coach the test (can it sit on the grid with a date and a row?) rather than inventing milestones for students.
- Use the readout language on empty near horizons and single-pathway plans with the whole class.
- This is the first cut of ALT 2 shape. Full SMARTER goals come later; today is insights that can live on a grid.
- On exit, spot-check one empty 1-year column and name it as unfinished work, not failure.

WHAT TO WATCH FOR

- Summaries instead of conclusions: send back until the statement can become a dated milestone.
- All three stuck in the 5-year column: push for at least one 1-year entry.
- All three on one track only: ask what the education or workplace row would need.
- No source line: require a named Strand 1.2 document or an honest gap: [missing investigation].

DIFFERENTIATION

- Support: sentence starters such as 'This shows that I need to...' for formulating conclusions; pair talk before independent placement.
- Extension: a fourth milestone, or a short note on how one 1-year step unlocks the 3-year step on the same row.

WHAT STUDENTS ARE LEFT WITH

- Strand Synthesis Draft: three insights as dated milestones; first cut of ALT 2