

Mid-Strand Personal Statement Revisit

60 minutes

Strand 2.1: Appreciating my Community

Reflecting

Outcome LCW.M2.S1.ALT3.1

WHAT THIS LESSON DOES

Reflect on how community and collaboration experiences have shaped your understanding of yourself. Revise your personal statement to include this new evidence and note the specific changes along with their reasons.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S1.ALT3.1	reflect on the role they played during the collaborative problem-solving task to address a real-life community issue, demonstrating the development of a broad range of transferable skills.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Revisit the personal statement through a community and collaboration lens
- Incorporate Strand 2.1 learning into Personal Statement V3
- Document what changed and why

KEY TERMS

Term	What it means here	For example
Personal statement revisit	A planned return to your personal statement with new evidence from later learning, so the statement stays true to who you are now rather than who you were when you first wrote it.	Updating a statement after the collaborative community task to include teamwork and design-thinking evidence
Community learning	What you now know about yourself because of real engagement with community, volunteering, enterprise, and collaborative problem-solving in this strand.	Noticing you lead quietly in a group when a community project stalls
Version control	Keeping each draft of a document labelled and dated so you can see what changed, why it changed, and which version is current.	Saving Personal Statement V3 beside earlier drafts instead of overwriting them

BEFORE THE BELL

- Confirm students have their current personal statement available from prior work (V2 or latest banked draft). Anyone without a file starts from the Lesson 1 Tell Me About Yourself baseline.
- Prepare Aoife's worked example for the main activity. You may swap her illustrative youth-space brief for your class's actual collaborative-task brief so evidence stays local.
- Students need their current personal statement open, which will be V2 or the latest banked version from Strand 1.1 or 1.2. Anyone without a file uses their Lesson 1 Tell Me About Yourself baseline and builds from there. If your class did its own collaborative task, you may swap Aoife's illustrative youth-space brief for that brief instead, so the evidence students are reading about stays local and real.
- On screen this lesson: worked example.

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HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Revise for Community and Collaboration
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who last opened their personal statement file. Many will not have touched it since Strand 1.2. Tell them plainly what today asks for: the community and collaboration evidence they have gathered since then goes into V3, and the change note makes the gap between the old version and the new one visible, so nobody can simply retype what they had. Keep this opening to about three minutes so that the writing in step 3 gets its full time.

5 min Key Terms

Spend under five minutes here. Read the three terms with the class and move on, because the table is there to be looked back at while they are writing in the next step rather than to be discussed now.

35 min Revise for Community and Collaboration On screen: worked example

SUGGESTED TIMING

- First, six to eight minutes walking the worked example through its annotations on the board, after which you close the worked example and tell the class to open their own file now.
- Then twenty-two to twenty-five minutes while students revise into V3.
- Finally five minutes for the change note, including the sentence to future-you.

WHAT A BASELINE-ONLY STUDENT SHOULD MANAGE

If a student is starting from the Lesson 1 baseline rather than a banked draft, one evidenced community or collaboration paragraph is enough, along with one earlier line they have kept because it is still true and a short change note that names the file they started from. Both labelled files should still leave the room.

LOOK-FORS

- Evidence tied to a named moment from this strand, not generic community language
- A change note that names cuts and additions, rather than saying "I improved it"
- The version saved as V3, with the earlier draft left intact
- For students working from the baseline, the starting source named in the change note

Circulate and watch for students who paste a new community paragraph on the end without rewriting anything above it. The rewrite is meant to work the new evidence through the whole statement, so say so to those students individually rather than to the room. Make the change of task clear when it comes: close the worked example, and have everyone open their own file.

10 min Think About It

A concrete routine for the full ten minutes:

- First, two minutes of silent re-reading of V3 against the two prompts.
- Then three minutes of pair-share.
- Then three minutes taking two voices to the room, pushing on the "which line falls apart" test.
- Finally two minutes checking that both files are labelled and saved.

Students who only appended a community paragraph will struggle on the second prompt, and that is useful diagnosis before they leave. Keep this step to talk rather than more writing, because the change note is finished and the ten minutes are for hearing whether the new evidence has actually changed how they describe themselves.

5 min What you covered

Before anyone leaves, confirm that both files exist, Personal Statement V3 and the change note, and spot-check three of the change notes to see that each names a specific moment from this strand rather than talking in general terms. If you find anyone who has overwritten a single file instead of saving a new version, ask them to restore the version labels tonight so the earlier draft is still there for the workplace-strand revisit.

ANSWERS AND LOOK-FORS

- "I enjoy helping others and I am interested in working in the..." - Claim with no occasion - Anyone could write this. There is no place, no moment, and nothing only Aoife could evidence.
- "went back to clarifying when our first idea for a weekend youth hub" - Strand 2.1 moment named - She names a real stage of the collaborative task and a concrete decision. That is community learning on the page, not a slogan.
- "Sitting with two of them for twenty minutes in the library foyer" - Specific scene - A reader can picture this. Specificity is what separates a revisit that works from one that only adds the word community.
- "checking who is missing before we lock a plan" - Skill drawn from the work - She translates the moment into a transferable habit in her own words, which is what a personal statement is for.
- "I still coach under-12 camogie on Saturdays" - What stayed true - A revisit does not throw out earlier evidence. She keeps what is still true and shows what the new strand added.
- "I have already tested it on a real local issue, not only imagined it" - Fit without hype - The closing links who she is to where she is going using Strand 2.1 proof, not a generic 'I want to make a difference'.

TEACHING MOVES

- Model integrating community experiences using the worked example, then call the transition: close the worked example, open your own file now.
- Circulate during revision; watch for append-only community paragraphs.
- Lead the Think About It routine (silent re-read, pair-share, two voices, file check).
- Remind students to save V3 as a distinct document so version control stays intact.

WHAT TO WATCH FOR

- Appending community content without weaving it into the statement: prompt students to revise existing sections instead.
- Overwriting the previous file rather than creating V3: insist on saving as a distinct document.
- Writing vague change notes: require naming at least one specific Strand 2.1 activity.

DIFFERENTIATION

- Support: sentence starters for the change note tied to "what I cut", "what I added", and "Strand 2.1 moment that drove it".
- Support (baseline-only): minimum viable V3 is one evidenced community or collaboration paragraph, one retained earlier truth, and a short change note that names the starting file.
- Extension: map one V3 line to a workplace-strand evidence gap the student still needs to gather.

WHAT STUDENTS ARE LEFT WITH

- Personal Statement V3 plus half-page change note