

Identifying Your Transferable Skills From the Task

60 minutes

Strand 2.1: Appreciating my Community

Reflecting

Feeds ALT 3

Outcome LCW.M2.S1.ALT3.1

WHAT THIS LESSON DOES

Reflect on your collaborative task to identify five to eight transferable skills, each backed by a specific moment. Connect them to your Strand 1.1 skillset work and create evidence for ALT 3.

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

- Identify transferable skills you developed or demonstrated in the collaborative problem-solving task
- Connect those skills back to the skillset work you built in Strand 1.1
- Write skill-evidence-impact triplets that feed ALT 3

KEY TERMS

Term	What it means here	For example
Transferable skill	A skill that works in more than one setting (school, community, workplace), such as communication, teamwork, problem-solving or time management.	The same listening skill you used when your group disagreed can show up in a shop, a pitch meeting or a placement
Skill evidence	One specific moment that proves the skill, not a claim about it. A day, a task, what you did, and what changed.	When the cost line blew up, I rewrote the budget overnight and brought three options to the group next morning
ALT 3	Applied Learning Task 3: your reflection on the collaborative problem-solving task, showing the transferable skills you developed or demonstrated.	

BEFORE THE BELL

- Ensure students can access their collaborative task materials and any Strand 1.1 skill documents.
- Know the school path for Digital Portfolio / Strand 2.1 folders so students can create the ALT 3 file without delay.
- Students need access to their collaborative-task materials and, if they have them, Strand 1.1 skill documents. Decide where Digital Portfolio / Strand 2.1 folders live on your school system so you can point to the path once.
- On screen this lesson: list builder.

Identifying Your Transferable Skills From the Task

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
40 min	activity	Build Your ALT 3 Skills List
5 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by naming ALT 3: today's list is the first banked evidence for the reflection they will draft next. Ask each group for one moment from the task that still sticks (thirty seconds each) so the room is already thinking in moments, not skill labels. Tell them they will **create** the ALT 3 Transferable Skills portfolio document in this lesson if it does not exist yet.

5 min Key Terms

If anyone still confuses technical skills with transferable ones, use one quick contrast: "coding the slides" is technical; "getting the group to agree what the slides were for" is transferable.

40 min Build Your ALT 3 Skills List On screen: list builder

DOCUMENT SETUP (SAY THIS OUT LOUD)

Every student **creates** (or opens) a file titled exactly **ALT 3 Transferable Skills** in a Strand 2.1 / ALT 3 folder (create the folder if needed). This is the first ALT 3 portfolio artefact: filename `ALT 3 Transferable Skills`, format whatever your class uses for portfolio text (e.g. .docx or .txt), location Strand 2.1 / ALT 3, includable for ALT 3 and later Portfolio in Action.

SUGGESTED TIMING (40 MINUTES)

- 3 minutes: reopen task materials and jot five messy moment bullets; create or open the portfolio document
- 7 minutes: list builder, one shared skill-evidence-impact triplet agreed on the board
- 25 minutes: independent writing of at least five triplets (aim 5-8); Strand 1.1 two-part note at the bottom
- 5 minutes buffer: catch students still on document setup or thin evidence

MINIMUM FOR DISMISSAL

At least **five** skill-evidence-impact triplets with personal moments, plus the two-part Strand 1.1 note. Students short of eight may finish remaining entries before the next lesson.

TEACHING TIPS

Push back on "we worked well as a team". Ask *what did you personally do on the day the group stuck?* Look for named stages (clarifying, ideating, developing, implementing), named disagreements, and named recovery moves. Students who carried quiet work (note-taking, contacting outsiders, rewriting) often under-claim, name that out loud.

STRAND 1.1 FALLBACK

If files are missing, students still complete the two-part note from memory. The connection LO is met at note level either way.

ALT 3

Confirm every student has a document titled **ALT 3 Transferable Skills** saved in the Strand 2.1 / ALT 3 area. This is the first ALT 3 artefact.

5 min Think About It

Keep this oral and short. Lead with the sceptical-reader prompt, because students often pad their lists with soft skills they cannot evidence, and that test usually cuts two weak lines and strengthens one real one. The comparison with Strand 1.1 is there so they can reread and tighten the two-part note they already wrote in the main activity, not so they open a new piece of research. Spot anyone still without five solid triplets and tell them clearly how many they need to add before the next lesson.

5 min What you covered

Spot-check three documents before dismissal: every entry needs a moment; the file must be titled **ALT 3 Transferable Skills**; the two-part Strand 1.1 note must be present. Flag anyone with fewer than five skills or with only group-level claims and no personal action. Remind the class that ALT 3 is now open and this file is the first piece of portfolio evidence.

TEACHING MOVES

- State create-or-open language out loud: document title ALT 3 Transferable Skills , Strand 2.1 / ALT 3 folder, first ALT 3 portfolio artefact.
- Model the skill-evidence-impact shape on the board with a real example from the collaborative task.
- Circulate during the main writing activity to check for specific moments in each entry.
- Minimum for dismissal: five triplets with personal moments plus the two-part Strand 1.1 note; remaining entries toward eight can finish before next lesson.
- Highlight the difference between technical and transferable skills using the key terms section.
- Lead Think About It with the sceptical-reader test; keep Strand 1.1 as a quick bonus sharpen of the note already written.

WHAT TO WATCH FOR

- Writing vague claims without evidence moments. Solution: Insist on one specific task moment for each skill; start with the messy moment bullets.
- Producing fewer than five entries or only group-level claims. Solution: Review documents at the end and prompt for personal examples; set a top-up homework if needed.
- Stalling on "open the document" when the file does not exist yet. Solution: Create-or-open instruction and folder path stated once at the start of the activity.
- Skipping Strand 1.1 connection when files are missing. Solution: Two-part note from memory is still required.
- Mixing technical skills with transferable ones. Solution: Use the contrast example from the Key Terms step.

DIFFERENTIATION

- Support: Display example triplets on the board; allow Strand 1.1 documents for reference; accept five strong triplets as the in-class target.
- Extension: Push toward eight triplets and a sharper explanation of how the collaborative task strengthened a Strand 1.1 skill.
- Support: Pair students for the Think About It sceptical-reader check.

WHAT STUDENTS ARE LEFT WITH

- ALT 3 Transferable Skills: 5-8 skills each with one specific moment