

Build Your Placement Skill Log

60 minutes

Strand 2.1: Appreciating my Community

Applying

Feeds ALT 3

Outcome LCW.M2.S1.ALT3.1

Outcome LCW.M2.S1.ENT.3

WHAT THIS LESSON DOES

You will create a daily skill log to record evidence of transferable skills during placement. Pre-load your skills from your ALT 3 Transferable Skills document and agree on prompts that capture specific moments rather than vague feelings. The log works even after long days.

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.
LCW.M2.S1.ENT.3	demonstrate competencies associated with entrepreneurship, and discuss the importance of their transferable nature in school, life, community and the workplace.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Design a daily skill log you will physically use on placement
- Pre-load 5-8 transferable skills from your ALT 3 Transferable Skills document
- Agree prompts that force specific moments rather than vague verdicts

KEY TERMS

Term	What it means here	For example
Skill log	A simple daily record you carry into the workplace, with your transferable skills listed and one line of real evidence written against them each day.	A one-page table with skills down the side, a row per placement day, and a fixed prompt at the top of each day
Placement preparation	The practical work you do before you walk through the door, so the placement produces evidence instead of only memories.	Printing a skill log with your ALT 3 skills already filled in, rather than hoping you will remember what happened that evening
Prompt	A short question designed to pull a specific moment out of you, not a general opinion about how the day felt.	What did somebody ask you to do today that you had not done before?

BEFORE THE BELL

- Students need their ALT 3 Transferable Skills document from the earlier transferable-skills audit in this module (Digital Portfolio, same area as other ALT 3 work).
- Paper grid templates ready for anyone without a device.
- On screen this lesson: list builder.

Build Your Placement Skill Log

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Build Your Placement Skill Log
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who has ever meant to keep a diary on a busy week and stopped by day two. Name the point: the artefact today is the log they will physically hold, not another paragraph about reflection. Before step 3, confirm students can open their **ALT 3 Transferable Skills** document from the earlier transferable-skills audit in this module (same Digital Portfolio area as their other ALT 3 work). Anyone stuck flags you now and builds structure only.

5 min Key Terms

Spend under a minute on the table. Stress the third row: weak prompts are why most placement diaries fail. The list builder will make the class prove that with real wording.

35 min Build Your Placement Skill Log On screen: list builder

SUGGESTED TIMING

- **0-12 mins:** run the list builder on the interactive whiteboard. Keep asking the room whether a proposed line would still get a true answer at the end of a long shift, and take the weak ones back off the list when the answer is no. If "How did today go?" is still standing after a few minutes, reject it yourself in front of them and say why: it invites a mood, not a moment.
- **12-32 mins:** students build their own log. Circulate and check skills are lifted from the ALT 3 Transferable Skills document, not rewritten from memory as vague labels. Anyone without five skills banks the structure and flags the gap.
- **32-35 mins:** quick show of one strong day-section on the board. Confirm all four agreed elements (day prompt, evidence rule, skill-catch, close-check) appear on the template.

LOOK-FORS

- Day prompt names a moment or an action, not a mood
- Evidence rule, skill-catch and close-check all present on the log (mirroring the four list builder headings)
- Five to eight skills, specific enough to recognise on a real floor, or a clear highlighted gap with homework to lift from ALT 3
- At least three day rows ready before they leave

TEACHING TIPS

If someone has fewer than five skills banked from ALT 3, let them complete the log structure and flag the gap for homework rather than inventing skills under pressure. Remind the room this log is what they *carry in*, so print or phone access matters more than pretty formatting.

10 min Think About It

Two minutes pair-share, then take two voices on the first prompt only. Push for concrete answers: if a student says "I'd write anything," ask which starter they would actually ignore at 5pm. Do not collect written answers on the lesson page.

5 min What you covered

Exit ticket before the bell: everyone saves a named **Transferable Skill Tracking Plan** with the class day prompt, evidence rule, skill-catch and close-check plus at least three day rows. Skills are either fully lifted from the ALT 3 Transferable Skills document, or the skill side is left blank/highlighted with homework to lift them before the next Strand 2.2 lesson. Anyone without the structure saved does not leave that gap unflagged. Strand 2.2 will assume this log exists.

TEACHING MOVES

- Force the class to kill weak prompts on the board; model rejecting "How did today go?" if it hangs around.
- Print or phone access matters more than pretty formatting.
- Pair-share in Think About It: probe for concrete answers, not "I'd write anything."

WHAT TO WATCH FOR

- Vague prompts such as "how did the day feel?", redirect to moment-specific questions like "what task were you asked to do today?"
- Skipping skill-catch on the personal log while it was agreed in the list builder, all four headings must land on the template.
- Inventing skills under pressure instead of lifting from ALT 3 or flagging the gap for homework.
- Overly complex logs that would never get filled at 5pm, keep it simple and testable after a long day.

DIFFERENTIATION

- Support: paper grid and, if needed, a prompt sheet with the class-agreed lines already printed.
- Support: pair students who have ALT 3 skills banked with those still retrieving the document.
- Extension: one extra evidence rule or a second skill-catch line, still kept short enough for end-of-day use.

WHAT STUDENTS ARE LEFT WITH

- Transferable Skill Tracking Plan: ready-to-use daily skill log for placement