

What Strand 2.1 Taught You, and What You Take into Work

60 minutes

Strand 2.1: Appreciating my Community

Reflecting

Outcome LCW.M2.S1.CPS.1

Outcome LCW.M2.S1.COM.1

Outcome LCW.M2.S1.ENT.3

WHAT THIS LESSON DOES

Reflect on your completed Strand 2.1 by synthesising your learning about community, enterprise and collaborative problem-solving. Connect these skills to workplace engagement and identify specific curiosities and anxieties ahead of Strand 2.2.

HANDLE WITH CARE

- If placement anxiety or other personal difficulty surfaces, follow the school's pastoral procedures and guidance counsellor. Do not improvise external service referrals from the student page.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S1.CPS.1	recognise the importance of critical thinking and problem-solving across a range of contexts.
LCW.M2.S1.COM.1	explain what community means from a local, national and global perspective.
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

- Synthesise what you now know about community, enterprise and collaborative problem-solving
- Connect transferable skills from this strand to workplace engagement
- Name your curiosity and your anxiety heading into Strand 2.2

KEY TERMS

Term	What it means here	For example
Strand synthesis	A short, honest write-up that draws conclusions from the work of a whole strand rather than restating every task you completed.	Naming that clarifying a community problem twice taught you more than the final presentation did
Workplace bridge	The deliberate link between skills you practised in community and collaborative work and the behaviours you will need on a real placement or job.	Turning a group disagreement into a calm proposal is the same move as handling a messy hand-over on day two of work experience
Transferable skill	A skill that works in more than one setting: school, community, home and workplace, with only small adjustments to how you use it.	Listening carefully in a design-thinking group, then listening carefully to a supervisor's instructions

BEFORE THE BELL

- Pre-push or confirm the blank Strand 2-1_Synthesis file in each student's Strand 2.1 Digital Portfolio folder.
- Prepare Niamh's example synthesis for board display during the annotation step.
- Plan this as a single full 60-minute LCW period with protected in-class write time; the synthesis is not optional homework.
- The class marks each statement true or false and the activity holds those answers without showing anyone a correct column, so nobody can hide behind the screen's verdict. When you pick up the statements afterwards, use them to open talk rather than to deliver a verdict of your own; take the two where the room split most and ask a student on each side to say what they were picturing.
- Put a blank template named Strand 2-1_Synthesis into each student's Strand 2.1 folder in advance, or check that students know how to create that exact file there themselves. The quiet writing block is the centre of this lesson, so plan to have the artefact finished in class rather than set as homework.
- On screen this lesson: before-and-after check, document annotator, scenario cards.

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HOW THE LESSON RUNS		
5 min	introduction	Getting Started
8 min	activity	What Do You Expect From the Workplace?
10 min	activity	Annotate a Strand Synthesis
18 min	content	Write Your Strand Synthesis
12 min	activity	Skills on a Real Floor
7 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by saying plainly that this lesson looks back across the whole strand rather than adding anything new to it. Remind the class that ALT 3 is already finished and stored, and that what they write today goes into the Digital Portfolio as a reflection piece, not as another ALT.

Aim the talk at what comes next rather than at happy memories of finished lessons, because the synthesis they write has to end with a forward look into workplace engagement, and a nostalgic opening tends to produce a list of things they enjoyed instead.

This is a full 60-minute period, and the quiet writing time in step 4 is the centre of it, so keep the opening short and write the artefact in class rather than sending it home.

8 min What Do You Expect From the Workplace? On screen: before-and-after check

LOOK-FORS

- Students who change a marker after hearing a peer are doing the work.
- Watch for the claim that placement skills are totally separate from community work, and challenge that gently with examples from their own collaborative task.

10 min Annotate a Strand Synthesis On screen: document annotator

HOW TO RUN IT

Run the annotator on the board for this whole step. Pause before you reveal the model and ask where people disagreed, because the disagreements are where the difference between a conclusion and a restatement gets argued out.

Hold the class off opening their own portfolio files here, even if some are keen to start. Step 4 gives them a quiet block for the writing, and the planning they do now is worth more than a rushed first paragraph.

WHAT GOOD LOOKS LIKE

- Students can say why a line is a conclusion rather than a task list.
- They spot the bare restatement and can explain why it fails as synthesis.
- They notice that the forward look names both a curiosity and an anxiety, and that both are specific.

18 min Write Your Strand Synthesis

HOW TO RUN IT

Keep the full block silent so that the writing actually happens, and circulate rather than sitting down. Look at the quality of the evidence as you go: conclusions should rest on a named moment, skills should be shown rather than claimed, and the forward look should carry a real curiosity and a real anxiety.

WATCH FOR

- Students rewriting their ALT 3 reflection. This piece is shorter and wider: it covers the whole strand and then bridges into workplace engagement.
- Generic nerves such as "I hope it goes well". Ask the student to picture a concrete workplace situation and write about that instead.

SUPPORT

Offer sentence starters for the three sections to anyone who needs them. For students who finish early, ask them to connect one evidenced skill to a named local workplace setting they researched earlier in the strand.

12 min Skills on a Real Floor

On screen: scenario cards

TEACHING TIPS

The community sports hub in the scenario, along with Oisín and Aisha, is a **fictional composite** written for teaching and is not a real placement partner, so say so if a student asks where it is. Keep the discussion on the transferable moves he could make, rather than on whether he chose a good placement. A useful question to put to the room is: *Where did Strand 2.1 already rehearse this exact awkwardness?*

DIFFERENTIATION

If a student has no placement lined up yet, have them answer as if day one is next month at a named local organisation they researched earlier in the strand.

PASTORAL NOTE

If talk about workplace anxiety becomes personal or heavy for a student, follow the school's own pastoral procedures and guidance-counsellor route rather than improvising external referrals from the lesson page.

7 min What you covered

Give this a clear two minutes at the end rather than letting it slip. Every student saves **Strand 2-1_Synthesis** with a date at the top, and then reads their own forward look back to confirm that a curiosity line and an anxiety line are both actually there, since one of the two is usually missing. Dismiss only once those checks are done, because a file left unsaved on a school machine is the piece that goes missing before Portfolio in Action.

Finish by telling the class what is coming, which is job application methods and preparation for placement, including Garda Vetting where that applies to them.

ANSWERS AND LOOK-FORS

- Before-and-after check: True: On a three-day placement, the skills you used in a design-thinking group often matter as much as, or more than, technical skills you only touch briefly there. - Three days is rarely long enough to master a technical craft. Supervisors notice listening, reliability, asking good questions and recovering from a...
- Before-and-after check: False: Feeling anxious about work experience means you are not ready for it. - Anxiety often means you care about doing it well. Naming the anxiety is useful; pretending you have none is not. Strand 2.2 will ask you to write expectations before you go.
- Before-and-after check: False: Learning how community and social enterprises work is only useful if you plan to start a business. - Ownership, surplus and who decides still shape every workplace you will enter. Spotting how a place creates value helps you read a rota, a team and a customer problem faster.
- Before-and-after check: False: On placement you should wait for your supervisor to offer feedback rather than asking for it. - Most short placements do not automatically produce detailed feedback. Asking well is a skill this course teaches, and it starts with knowing what you want feedback on.
- Before-and-after check: False: A strong strand synthesis is mainly a complete list of every task you finished. - A list restates the folder. A synthesis draws a conclusion: what changed in how you see community, enterprise or collaboration, with one real moment underneath it.
- Document annotator: "community as any set of people joined by a shared purpose" - Real conclusion - This is a changed understanding, not a task list. It answers what she now knows that she did not know at the start of the strand.
- Document annotator: "Ownership and where surplus goes stopped being definitions" - Real conclusion - Enterprise learning lands as a shift in how she reads real places. That is the strand outcome made personal.
- Document annotator: "supporting a group decision I did not prefer, without sulking or..." - Transferable skill with evidence - Names the skill and the moment. A workplace supervisor could recognise this behaviour on a busy floor.
- Document annotator: "design thinking as a loop, not a poster with four boxes" - Real conclusion - Critical and creative problem-solving shows up as a changed mental model, tied to a real return to clarifying.
- Document annotator: "curious whether a supervisor will value the same listening I..." - Forward look to workplace - Curiosity and anxiety are both specific. This is the bridge paragraph Strand 2.2 needs, not a vague 'I hope it goes well'.

TEACHING MOVES

- Lead a whole-class discussion after the true or false activity to explore differing opinions without moral-lecturing the keys.
- Keep annotation and writing as separate beats so the portfolio page actually lands.
- Harbour Sports Hub is a fictional composite for discussion only.
- Circulate during pair work on the scenario to prompt connections to personal strand evidence.

WHAT TO WATCH FOR

- Writing a list of completed tasks rather than drawing conclusions; redirect to what changed in their understanding.
- Making generic statements about curiosity or anxiety; push for specific strand or workplace referents.
- Failing to evidence transferable skills; prompt with moments from the collaborative task or enterprise work.

DIFFERENTIATION

- Support: sentence starters for the three synthesis sections.
- Extension: connect one evidenced skill to a named future workplace scenario.
- Support: pair less confident students for the scenario discussion.

WHAT STUDENTS ARE LEFT WITH

- Strand Synthesis for 2.1 plus one-paragraph forward look at Strand 2.2