

LESSON 12

Why Broad Workplace Engagement Matters

60 minutes

Strand 2.2: Engaging with the Workplace

Applying

Outcome LCW.M2.S2.ENG.1

Outcome LCW.M2.S2.ENG.7

Outcome LCW.M2.S2.ENG.9

WHAT THIS LESSON DOES

This lesson shows how using placements, interviews and reflections together gives a richer view of work options. You will examine a student's case and create your own plan that covers all three forms of engagement.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S2.ENG.1	appreciate the benefits of broad engagement with the workplace.
LCW.M2.S2.ENG.7	engage with a work experience or work shadowing experience.
LCW.M2.S2.ENG.9	conduct an interview with a member/(s) of a workplace organisation of interest.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Draft a Broad Engagement Plan covering placement or shadowing, a workplace interview, and prior-work reflection
- Explain what each form uniquely contributes using a worked case
- Tighten plan lines against a concrete sample so each heading has a next action

KEY TERMS

Term	What it means here	For example
Work experience or shadowing	A short placement where you take on supervised tasks, or a day following a worker through routines and decisions you cannot see from outside.	Three days helping on reception and stock in a local clinic, with a named supervisor
Workplace interview	A planned conversation with someone in a role you care about, focused on their pathway, challenges and day-to-day reality.	Five questions for a veterinary nurse about training, hard days and what they wish they had known at 17
Prior-work or voluntary reflection	Turning paid or unpaid hours you already have into specific evidence plus a named limit of what that experience did not teach you.	One page on Saturday café shifts naming a rush-hour moment and the limit that it was retail, not clinical care

BEFORE THE BELL

- Ensure students can access their Strand 2.2 folder and create a cloud document named Broad Engagement Plan (S2.2/Broad Engagement Plan).
- This plan is Strand 2.2 portfolio evidence that feeds later first-contact, conditions and placement-day lessons. It is not bound to a numbered ALT in this lesson, but treat the file as Portfolio in Action material: named contact, three interview questions, prior-work limit.
- Have students open their Strand 2.2 folder. Anyone without Broad Engagement Plan creates one now as an ordinary cloud document. That file is the sole write surface; nothing is drafted on the lesson page and copied later.
- On screen this lesson: scenario cards, worked example, document annotator.

Why Broad Workplace Engagement Matters

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
8 min	activity	What You Already Believe
27 min	activity	Aoife's Three Forms
12 min	activity	Check Your Plan Against a Strong Sample
8 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who already has part-time or voluntary hours, who has a placement target, and who has spoken to someone in a role they care about. Keep it light; the point is that most of the room already holds at least one of the three forms.

Say once that today is about putting what they know to use rather than another pass over why work experience matters, so that they expect to be writing a plan and not taking notes.

Before step 3, check that every student can open or create a cloud document called **Broad Engagement Plan** in their Strand 2.2 portfolio folder.

8 min What You Already Believe On screen: scenario cards

Run this in explore mode. While the cards are open, let the class argue the calls out among themselves and hold your own view back, because once you give the answer nobody changes their mind in front of you. After everyone has committed, take one or two statements that split the room and hear one voice from each side. Note those split lines for yourself and leave them unresolved for now; you will come back to them against Aoife's case in step 3 and Rory's sample plan in step 4.

Keep the focus on the three engagement forms. Rights, rota rules and payslips belong in a conditions lesson, not here.

27 min Aoife's Three Forms On screen: worked example

SUGGESTED TIMING (ABOUT 27 MINUTES)

- Worked example of Aoife's case: about 5 minutes
- Pair talk on the four analysis questions, including one link back to a split belief from step 2: about 4 minutes
- Silent drafting of the three-part plan: about 18 minutes

TEACHING TIPS

Circulate for empty interview sections and "TBC" placement lines with no next action. Push for a first contact method and a realistic week.

Students with no prior work still complete heading three: they name one reachable voluntary or part-time door, or they state the gap honestly and what they will do about it. Do not invent hours they do not have.

Watch for: students treating prior part-time or voluntary work as irrelevant to LCW. Push gently that unpaid and paid hours both count if the reflection is specific and includes a named limit.

Once the case is finished, ask out loud about one of the beliefs that split the room in step 2, for example "Does Aoife change Cian's 'placement only' call?", so the class can hear their own earlier position tested against real evidence rather than against your opinion.

Look-fors in a strong plan: named or specific target organisation; interview questions that ask about pathway, challenge or unseen parts of the role; prior-work moments with a limit named, not only praise.

Portfolio artefact: [S2.2/Broad Engagement Plan](#) (cloud doc). It feeds later first-contact, conditions and placement-day lessons. Quality evidence: named contact or next action, three non-generic interview questions, prior-work moments plus an honest limit (or a reachable door if hours are still zero).

12 min Check Your Plan Against a Strong Sample On screen: document annotator

Run in explore mode. Give the class time to place labels before you reveal the model regions.

After the model, allow focused in-class time for students to patch their own plans: especially interview questions and a named limit in the prior-work section. Keep this editing inside the period rather than setting it for homework, because the sample is fresh in front of them now and the lines they rewrite tonight from memory are always vaguer than the ones they rewrite with Rory's plan on screen.

Reopen one step-2 belief against Rory if the room still splits (e.g. prior hours as part of the set, not a hobby list).

If placement logistics are live this week, use the end of the step to note who still needs a first-contact email drafted next lesson.

8 min What you covered

Quick show of hands: who has a named first contact for placement, who has three interview questions written, who has two prior-work moments named (or a reachable door if hours are zero). Note anyone missing all three and agree a catch-up before the contact lesson.

Do not collect plans in; they live in the student portfolio. Spot-check quality while circulating rather than taking books in.

Remind students what quality evidence looks like for later Portfolio in Action use: named contact or next action, three non-generic interview questions, prior-work moments plus an honest limit.

ANSWERS AND LOOK-FORS

- Worked example: "helped set out activities, supported a reading corner, and sat in on..." - Placement: real tasks - The placement put Aoife inside supervised tasks and staff routines. An interview alone could not give her that hands-on feel of the room.
- Worked example: "how much of the job is writing brief notes for parents" - Interview: unseen work - The interview surfaced admin and judgement she would not fully grasp just by watching activity set-up.
- Worked example: "how often the team changes a plan mid-session when a child is..." - Interview: hard-day judgement - Pathway and pressure questions reveal decisions you cannot photograph from the edge of the room.
- Worked example: "organising a wet-day indoor session when the coach was late" - Prior work: concrete moment - The GAA reflection turned existing voluntary hours into specific evidence, not a vague 'I volunteer' line.
- Worked example: "the GAA setting taught her group energy and fairness, not..." - Prior work: named limit - A named limit keeps the reflection honest and shows why the club placement was still needed.
- Worked example: "None of the three sources alone would have given her that paragraph" - Why the set matters - Placement, interview and prior-work reflection each cover a blind spot in the others. Drop any one and the portfolio evidence thins.
- Document annotator: "email the practice manager this week to request dates in the first..." - Concrete and usable - Named next action and rough timing. This is a door he can knock on, not a wish.
- Document annotator: "including the less visible admin and client calls" - Concrete and usable - He already knows what he wants to notice beyond the obvious animal-care tasks.
- Document annotator: "what a hard day looks like in practice" - Concrete and usable - Interview questions aimed at unseen judgement, not generic 'what do you enjoy'.
- Document annotator: "the shop taught me reliability and customer handling, not clinical..." - Concrete and usable - A named limit makes the reflection honest. Examiners and employers trust this more than pure praise.
- Document annotator: "The placement shows the real tasks. The interview explains decisions..." - Shows why forms combine - This is the point of broad engagement: each form covers a blind spot in the others.
- Document annotator: "stops me pretending the clinic is my only experience of work" - Shows why forms combine - Prior hours are part of the set, not a separate hobby list. Use this against any step-2 claim that café or shop work 'does not count'.

TEACHING MOVES

- Step 2 is a short predict on the three engagement forms only. Park one split statement and reopen it against Aoife and Rory so the arc is visible.
- Circulate during plan writing to prompt all three headings; use sentence starters for students with no prior hours.
- Keep step 4 in the period so students leave with tightened lines, not TBC placeholders.

WHAT TO WATCH FOR

- Students may focus only on placement; prompt them to add interview questions and prior reflection.
- Plans may stay vague; encourage naming at least one specific contact or organisation and a first action this week.
- Students might skip case analysis; remind them to note what each form uniquely provided Aoife.

DIFFERENTIATION

- Support: Offer sentence starters for each section of the Broad Engagement Plan (including the "none yet" starters in step 3).
- Extension: Invite students to add deadlines and first-action emails to their completed plan.
- Support: Allow paired discussion of the case before students begin writing their own plans.

WHAT STUDENTS ARE LEFT WITH

- Broad Engagement Plan: placement, workplace interview and prior-work reflection plan