

Drafting Your Response Plan

60 minutes

Strand 2.2: Engaging with the Workplace

Applying

Feeds ALT 4

Outcome LCW.M2.S2.ALT4.1

WHAT THIS LESSON DOES

Apply feedback from your workplace to draft a response plan. You will create SMARTER goals for development areas, include milestones and evidence, and locate learning steps in LCW, other subjects, co-curricular life, and work or home.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S2.ALT4.1	create and assess a plan that will respond to feedback on their engagement with the workplace, that focuses on areas for further progress and development.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Draft SMARTER goals for each development area identified from workplace feedback
- Name at least one learning step inside LCW or another senior-cycle subject, and one outside class, for each development area
- Specify evidence, milestones and how progress will be assessed for every goal

KEY TERMS

Term	What it means here	For example
Response plan	A written plan that turns feedback and self-reflection into concrete next steps, with goals, milestones and evidence you can actually check.	ALT 4: a plan that answers workplace feedback rather than a general wish list
SMARTER	A goal shape: Specific, Measurable, Achievable, Relevant, Timebound, Evaluated and Revised so the goal can be checked and adjusted.	By the end of week 4 I will have completed two front-of-house shifts and written one note after each
Milestone	A dated checkpoint on the way to a longer goal that proves you are still moving, not just hoping.	Safe Pass booked this week; certificate in hand by mid-term break

BEFORE THE BELL

- Ensure students have access to their ALT 4 Areas for Development document from previous lessons.
- Prepare spare prompts for students absent from prior sessions, drawing from mock-interview or placement feedback (also stated on the student activity page).
- Students need ALT 4 Areas for Development available. Have a spare prompt ready for anyone who was absent: two development areas drawn from mock-interview or placement feedback already on file. The student page states that alternative directly.
- On screen this lesson: pathway planner.

Drafting Your Response Plan

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
40 min	activity	Draft Your ALT 4 Response Plan
5 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking students to have **ALT 4 Areas for Development** open before anything else. Anyone without it uses the resilience or placement feedback notes from earlier Strand 2.2 lessons, and the student page tells them that too.

Remind the room that ALT 4 is in progress: today's draft is evidence, and next lesson is when the plan gets assessed and tightened. Tell them what you will accept at the end of the period, which is two complete development-area sections rather than three headings with nothing under them, because a full section is what a reader can assess.

5 min Key Terms

Two or three minutes is enough here, since the terms are only there to be used while drafting. If someone still confuses a milestone with the goal itself, say that the goal is the finish line and the milestone is a dated marker you can fail or pass on the way.

40 min Draft Your ALT 4 Response Plan

On screen: pathway planner

SUGGESTED TIMING

- First, from 0 to 8 minutes, the pathway planner as a scratch spine only: one development area at a time, the nearest time column first, and empty cells left empty.
- Then, from 8 to 40 minutes, silent drafting of the full SMARTER sections in the portfolio document, with students copying milestones into the draft immediately after each area.

If the planner is still running at eight minutes, stop it there even if rows are unfinished, because the drafting is what the students take away and it needs the bulk of the period. The portfolio document is the ALT evidence; the planner is not saved for them.

WHAT COUNTS AS FINISHED

Two complete development-area sections (feedback link, full SMARTER goal, dated milestones, steps across more than one pathway, named evidence and date) are worth more than three headings with nothing written under them. A third section is stretch work for anyone who finishes early.

WHAT TO WATCH FOR AS YOU CIRCULATE

- Goals that still say "be more confident" or "communicate better" with nothing countable
- All milestones sitting on one row (only LCW, or only work), ask for at least two pathways
- Assessment lines that only promise a feeling or a monthly review with no artefact
- Milestones left only on the planner and never copied into the draft

TEACHING TIPS

Say the standard once, out loud: *every goal needs a piece of evidence and the date it will exist by*. Next lesson peers assess these drafts, so weak dates will be obvious.

If the class needs a demonstration, model one next-four-weeks cell on the board for a sample area in the first two minutes of Part 1, then send students to their own areas so the drafting still gets its full half hour.

5 min Think About It

Keep this oral and fast: one milestone each, evidence date and artefact only. Spot-check two pairs; if both partners still have "review monthly" as assessment, send them back to name an artefact and a calendar date on that single line.

Tell the class before they pack up that next lesson is peer assessment against the ALT 4 criteria, because unfinished sections will be the first thing their partner notices and most students would rather fix them tonight.

The optional portfolio paragraph is tonight's work, not an in-class requirement.

5 min What you covered

Exit check: every student should have a named file **ALT 4 Response Plan Draft** with at least two development-area sections drafted to SMARTER and evidence standard (not headings only). Note anyone still on headings only for follow-up before the assessment lesson.

TEACHING MOVES

- Circulate during drafting to prompt students stuck on turning intentions into specific tasks.
- Hard-stop the pathway planner at eight minutes; it is a scratch spine only and is not saved.
- Exit minimum: two complete SMARTER sections with dated evidence beat three headings.
- Use the five-minute pair spot-check for one milestone each; optional portfolio paragraph is homework.
- Remind students to copy planner milestones into the draft immediately and save ALT 4 Response Plan Draft as ALT 4 evidence.

WHAT TO WATCH FOR

- Students list vague intentions instead of specific experiences; direct them to name a concrete task or shift.
- Evidence lacks dates or artefacts; guide them to add calendar dates and specific documents.
- Confusing milestones with the overall goal; clarify that milestones are dated checkpoints along the way.
- Milestones left only on the unsaved planner; insist they are copied into the draft document.

DIFFERENTIATION

- Support: Provide a partially completed template for students struggling to start the planner.
- Support: Allow pair work for the initial drafting of one development area.
- Extension: Challenge students to add a third development-area section or integrate more contexts.

WHAT STUDENTS ARE LEFT WITH

- ALT 4 Response Plan Draft: 1-2 pages; ALT 4 evidence in progress