LESSON 1

Welcome to LCW: Tell Me About Yourself

60 minutes | Strand 1.1: Understanding Myself | Participating | Outcome LCW.M1.S1.ALT1.1

WHAT THIS LESSON DOES

Set up your Digital Portfolio for the LCW course and draft a personal answer to Tell me about yourself. Learn about the course strands and Applied Learning Tasks while reflecting on what makes your response unique.

HANDLE WITH CARE

- If a draft or a discussion raises something heavy, follow the school's own pastoral procedures and guidance counsellor route, and keep external support services off the student page so that the referral goes through the school.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S1.ALT1.1	create and develop a personal statement.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Set up a four-folder Digital Portfolio that will run across both years of LCW
- Draft a specific 150-200 word spoken-style answer to 'Tell me about yourself'
- Name what you cut from a first draft and why the cut improved it

KEY TERMS

Term	What it means here	For example
Digital Portfolio	A folder of digital evidence, text, audio, photos, video, that you build across the two years of LCW. It is the raw material you will draw on for the Portfolio in Action brief at the end of Sixth Year.	Four strand folders on your school cloud account, starting with a Tell Me About Yourself document in Strand 1.1
Applied Learning Task	A sustained, multi-lesson artefact in each strand of LCW. There are four in total; the first is your Personal Statement, which grows from the baseline answer you write today.	ALT 1 is your Personal Statement; ALT 2 is your Career Progression Plan
Personal development	The process of getting better at something that is genuinely yours to improve, not a to-do list set by someone else, and not a vague wish with nothing to check.	Choosing to be the person who speaks first in group work, and tracking when you actually do it

BEFORE THE BELL

- The opinion line runs on screen through the interactive in step 4, so there is nothing to set up in the room; physical markers and a floor line are only needed if the devices fail.
- If it helps you, copy the two statements to the board as a backup (they are in the step 4 teacher notes).
- Confirm the school cloud route (Google Drive or OneDrive) before the lesson, and, if you can, prepare a blank LCW Portfolio folder template that students copy instead of building from scratch.
- On screen this lesson: opinion line.

Welcome to LCW: Tell Me About Yourself

HOW THE LESSON RUNS

5 min	introduction	Getting Started
8 min	content	Your Course Journey
5 min	content	Key Terms
27 min	activity	Tell Me About Yourself
8 min	content	Think About It
4 min	content	Take It Further
3 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open with a quick show of hands: who has ever been asked ‘tell me about yourself’ in an interview, a form, or an open day? Name that this lesson is the start of a two-year record, not a soft icebreaker.

Confirm how students will store their Digital Portfolio on the school’s cloud (Google Drive or OneDrive) before step 4. If your school uses a shared class folder or a pre-made template students can copy, have that link ready.

8 min Your Course Journey

Keep this to eight minutes. Put the four strands and four ALTs on the board once; do not expand into content that later lessons will teach. Stress that Portfolio in Action draws on the portfolio, the portfolio itself is not submitted.

Use these exact strand folder titles for both years (do not rename later): Strand 1.1 Understanding Myself; Strand 1.2 Progression Opportunities; Strand 2.1 Community; Strand 2.2 Workplace.

5 min Key Terms

Spend no more than five minutes. Check that Digital Portfolio is understood as continuous evidence, not a scrapbook of worksheets.

27 min Tell Me About Yourself On screen: opinion line

MODE

This step is **platform-led** via the opinion line interactive. Physical markers and a floor line are optional offline fallback only, not required prep.

BOARD COPY (STATEMENTS)

1. By seventeen, most of what happens to you next is already decided.
2. Schools are good at telling you who you are.

SUGGESTED TIMING

- **Opinion line (~6 mins):** Run both statements. After each, take one voice from Disagree and one from Agree before anyone moves a marker again. If time is tight, one full round is enough.
- **Portfolio set-up (~5 mins):** Circulate and confirm every student has the four folders with the exact names above. These folder names stay fixed for both years, do not rename. If your school allows it, share a blank folder template students can copy instead of building from scratch. **Fallback:** if cloud set-up slips past 5 minutes, finish folders at the start of Lesson 2; still save today’s Tell Me About Yourself document somewhere durable (school cloud root, email to self, or USB) so the baseline is not lost.
- **Sam vs Aoife (~4 mins):** Ask what only Aoife could have written. Push past ‘she has more detail’ to naming the specific moment and the job-shaped ending.
- **Draft and cut (~12 mins):** Silence for the draft. The two cut-justification lines are the exit ticket, half the learning. Do not skip them for a longer first draft.

LOOK-FORS

- Specific place, person, or moment, not ‘I like helping people’
- Something a stranger could picture
- A real cut with a reason, not ‘I shortened it’

SENTENCE STARTERS (SUPPORT)

- Last [month], when [specific thing happened], I was the one who…
- Outside school I [weekly responsibility], and that is where I learnt…
- The kind of work I like is fixing / building / explaining… when…
- I am not sure yet whether I want X or Y. What I do know is…
- A stranger watching my Saturday would see me…

Absent students can complete the whole step from the page; pair share is enrichment, not required.

If something heavy surfaces in a draft or discussion, follow the school’s own pastoral procedures and guidance counsellor route, do not send students to external services from this page.

8 min Think About It

Writing comes first here, so leave this page on the board and let the room work rather than opening a whole-class discussion. Anyone whose draft is unfinished keeps writing the 150 to 200 words and the two cut lines. Early finishers talk through one cut they have already made with the person beside them, rather than re-editing the whole piece, because a fresh diagnosis at this stage tends to undo a draft that is nearly done.

Two or three pairs can then name one concrete cut for the room and say why it improved the answer; keep it to that rather than a round of general praise, so the class hears real examples of cutting. The optional two extra sentences belong in their own Tell Me About Yourself document after class, not on this page.

4 min Take It Further

Optional only. Do not hold the class for it. Anyone still finishing Part D stays on the draft. The spoken pass foreshadows later interview and spoken-introduction work without teaching that skill fully today.

3 min What you covered

Thirty-second check: every student can open Tell Me About Yourself in Strand 1.1 Understanding Myself before they leave (or show a durable save if cloud folders spill to Lesson 2). Note any student still without cloud access and fix it before Lesson 2.

TEACHING MOVES

- Model the four strand folders on the board using the exact names, which stay the same for both years.
- Circulate during the opinion line discussion; one voice from each side per statement is enough.
- Ask the room which sentences in the sample answers only that writer could have written.
- Push for specific personal examples rather than general statements in the drafts.

WHAT TO WATCH FOR

- Producing a generic answer, steer students towards one detail only they could provide.
- Failing to create all four folders, check each strand folder before moving on, or leave the folders until Lesson 2 while saving today's document somewhere durable.
- Keeping too much from the first draft, the two cut lines are what you are collecting, so if a student is stuck, talk through one cut and what it improved.

DIFFERENTIATION

- Support: offer the spoken-style sentence starters in the step 4 teacher notes (concrete moment, weekly responsibility, job-shaped ending).
- Extension: early finishers time their spoken response and adjust it to sit between 60 and 90 seconds, as set out in Take It Further.
- Support: allow paired talk only once both students have a draft and their cut lines; unfinished writers keep drafting.

WHAT STUDENTS ARE LEFT WITH

- Tell Me About Yourself: 150-200 word baseline answer plus two lines on what you cut and why