



A Career Exploration Programme for Senior Cycle Students

Acknowledgements

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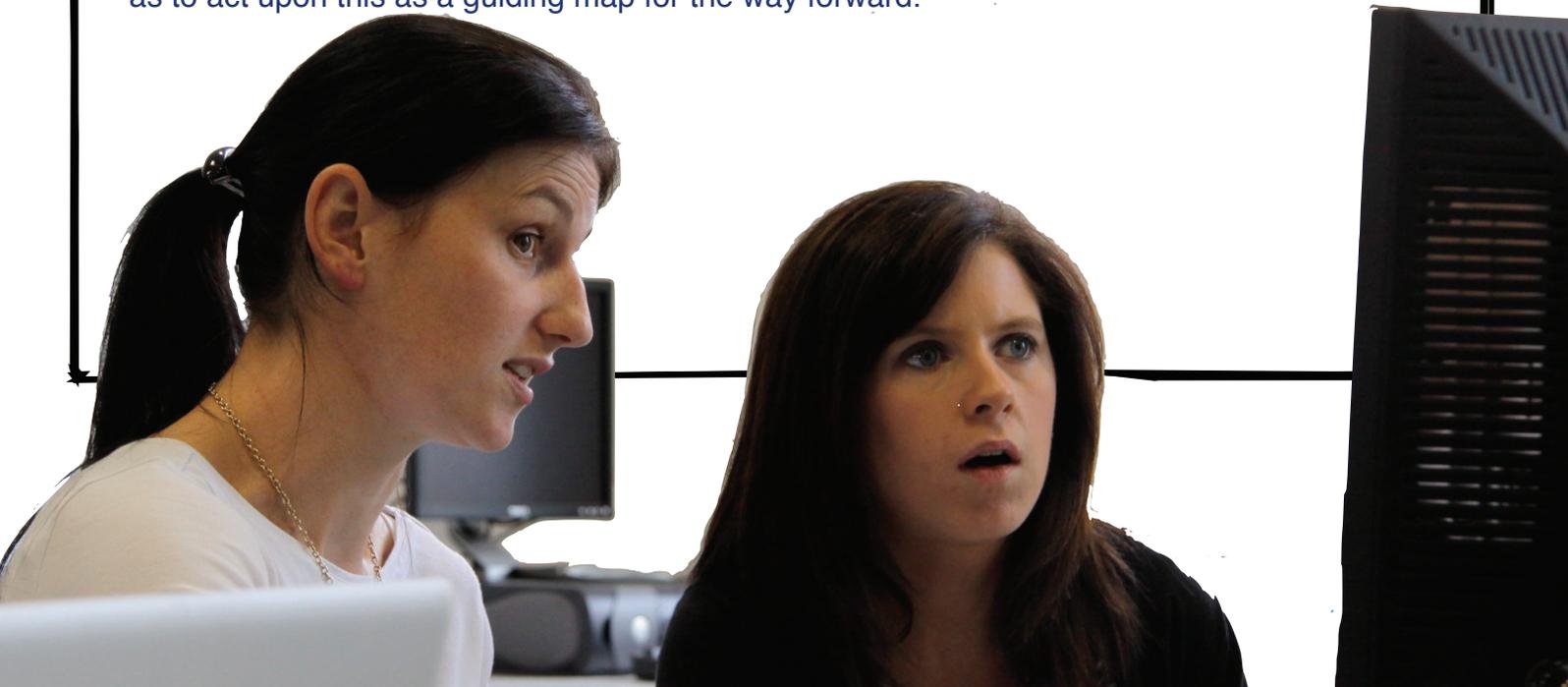


Introduction

Consider asking family or friends what they understand by the term 'career'. Responses will invariably reflect the different subjective expectations and experiences of each person's career narrative. In conversations on career other terms may emerge - 'work', 'occupation', 'job', 'vocation', 'profession' - and are often used interchangeably yet each embrace distinctive meanings. Objective realities including the changing social and economic context, the rapidity of technological change especially in social media, and the rise of globalisation are some of the other influences which are radically changing the career landscape. As far back as the 1950s, Donald Super, a major figure in career studies, challenged the narrow definition of career as paid work and formulated a broader meaning of career to include the many different life roles we perform simultaneously over our life span. Today, this broad perspective on lifelong career development has shifted further leading to a new career paradigm. Contemporary understandings of career acknowledge the 'boundaryless' nature of career where individuals move with ease between organisations, the 'protean' career reflecting adaptability, identity, self-direction and the movement from employment to 'employability' where transferable skills are essential for the individual.

Preparing students for a lifetime of learning, working and living in an unpredictable world is an onerous responsibility. The overall aim of the programme is to facilitate young people to begin to explore their future career options and the challenges and opportunities presented in an increasingly complex and uncertain world. The programme seeks to equip students not necessarily to choose the right career path at this point in their lives but with the skills to make many choices throughout their lives to become healthy individuals, and to develop attributes in the broader life career context.

Career is not just a means for living. It is a personal choice; an expression of who we are. Sometimes people talk of their career as a 'path' or a 'journey'. It is neither a path chosen by others nor a journey travelled alone. Together with their guidance counsellor, parents/guardians, fellow students, and the experience of current pilgrims on the career journey this programme provides students with a context to reflect, review and to build on their profile so as to act upon this as a guiding map for the way forward.



A Note to Guidance Counsellors

Thank you for your participation in this joint Citibank Foundation and DCU programme '**Guiding the way Forward**' designed to facilitate career exploration with senior cycle students.

The current economic and social context has induced a sense of insecurity and instability. We are preparing students to live and work in a period of constant change and uncertainty which presents challenges and opportunities. The provision of a holistic education to engage students to develop as whole persons to lead lives of potential and value is more crucial than ever. The professional guidance counsellor and the service they provide are pivotal to nurturing and shaping how students will respond in these circumstances.

The emphasis in this programme is on the career aspect of overall student development. As a guidance counsellor you are aware that interpersonal issues often arise in career discussions with a group or individual. Our own career path reminds us that rarely are career decisions removed from the context of our personal lives. This programme reflects the principle that every career choice is personal. Personal, educational and career concerns are intertwined and a whole person approach is the most effective way to address the concerns of students in a radically changing career landscape.

This programme consists of the following framework:

1. Self-discovery
2. FutureProspects
3. College/UniversityApplication
4. TheWorld of Work

Each section contains relevant resources and utilises various methodologies to explore particular themes. It is expected that the guidance counsellor will supplement any material with their professional knowledge and expertise. The joint involvement of student, guidance counsellor and parents/guardians in the programme recognises the need to engage collaboratively with all partners as an essential part of the process in assisting young people with career exploration. It is also intended that classes avail of the opportunity to invite recent graduates or employees to come to their schools to share their career experiences with students.

We would also encourage you to *co- create* a space with your students where they will share relevant **YOU TUBE or VIMEO** links that have been of benefit to them in their career decision making process. We would urge you to use technology as a tool to enhance the career process but not as an end in itself.

Students, classes and schools are diverse representing a breadth of experiences, abilities, personalities and interests. Societal factors such as family influences on career choice, gender, educational opportunity, financial resources, presence or absence of positive role models also impact on career decision making. Accordingly, this programme is not intended to be prescriptive or linear but is adaptable in structure and design to account for working with a range of students. The content provides a medium to be facilitated rather than a rigid curriculum to be 'taught'. The qualified professional guidance counsellor can be a significant influence for young people to creatively support them in *guiding the way forward!*

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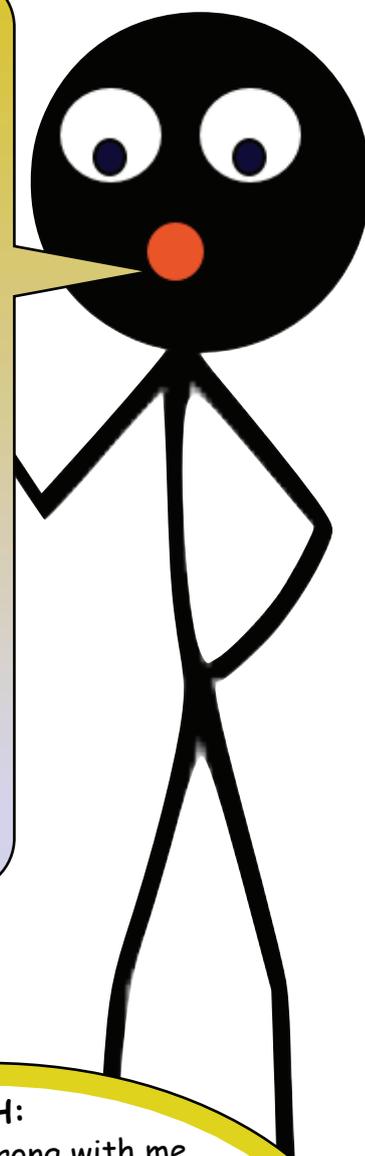
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Hey there students !

It may be that some people in your class already know what they want to do when they leave school. Others are less sure, admitting, "I haven't got a clue". Choosing a career is a not once off decision we make in life. In fact, today career experts state that the idea of a 'career or job for life' will become even rarer in the future. The chances are that most of us will have 3-4 careers in a lifetime. Even the very word 'career' can mean different things to different people. Does it mean having a job or going to work or the means to making money for a living? This programme is designed to help you reflect on some of these issues and where you might like to go after you leave school.

It will help you think about who you are (your personality), what you are good at (your abilities), what you enjoy doing (your hobbies, passions, interests) and what is important to you (your values). Having some of idea of these factors will help you begin the journey of discovering the many options open to you. It will also help you to consider the practical side of career choice or going to college, for example, financing your options. Before you begin, here are some myths that are worth examining:



MYTH:

"There is only ONE career for me."

FACT: We all have many abilities, skills, and talents and the combination of these can help us find an enjoyable career across a range of areas. For example, if you are a talented musician you might become a professional musician or you might like to become a music teacher.

MYTH:

"If I choose a career, I'll be stuck with it forever."

FACT: No matter what career you begin with it most prepare you for a variety of careers and a stepping stone if you wish to change. Most people have many careers and jobs during their work lives.

MYTH:

"I've failed if I make the wrong choice."

FACT: You only fail when you do not adapt. If you discover that your choices after school are not right for you then you can change these.

MYTH:

"Something is wrong with me if I don't know what I want to do."

FACT: Most second level students don't have a clear idea of what they want to do for a career. This is normal! Programmes like this and the support of your guidance counsellor, parents/guardians and the experience of others can help you make decisions that are right for you

MYTH:

"The guidance counsellor in my school ought to be an expert and tell me what to do with the rest of my life."

FACT: Only you know what is best for yourself. There are people including your guidance counsellor, parents/guardians or others who along with other resources you can use for support. But in the end you make your own decisions.

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MYTH:

"Happiness is impossible without the perfect career."

FACT: Finding a career you enjoy will bring satisfaction to your life but it is not everything. A career in terms of the paid work we do is only one part of who we are. No one career or person can lead us to perfect happiness.

You will return to some of the material covered in this programme many times in your lifetime, for example, your dreams and ambitions, or preparing for a job interview or financing a career change. You are on a journey. In fact you have already begun since you already know a lot about yourself. This programme is to help guide you forward. As you begin this part of the journey here are some tips to help you get the most out of the programme:

1. **Get stuck in !** This is not "a tell you how to find a career" programme. Your guidance counsellor will help you to begin to look at yourself and how you might think and plan for the next stage of your life's journey after school. Being present in class and becoming involved - taking notes, asking questions, completing the exercises, discussing topics in pairs or groups, sharing your views - will all help you to benefit from the programme.
2. **Take the risk to share.** This programme is not like studying maths! There are no right or wrong answers. It is more about teasing out ideas about where you might go after school and choosing what suits you. Part of finding out means having the courage to speak your mind and having the respect to listen to others even if you do not agree! By working together we come to know who we are and what we believe. Seek the support of you guidance counsellor, share your experience of the programme with your parents especially the parent activities and learn from each other. Why not start and write your own blog about your decision making process. The reflective process will help you and also might be of help to someone else in your position next year. In fact it you might even make some money for you in the future if enough people are interested in what you have to say! A real entrepreneur in the making! However if want to keep your thoughts private , secure your blog with a password. Perhaps you could make a facebook group with your classmates for similar career interests.
3. **Know yourself - shape your own future.** One of the tasks we find most difficult is to describe who we are. Self awareness is not just important for choosing a career but it is also vital to living a happy life. Knowing your personality, abilities, skills and talents are all parts of the jigsaw of who we are and come into play in our career choices. And remember - all of these factors can change over time as we grow and develop.

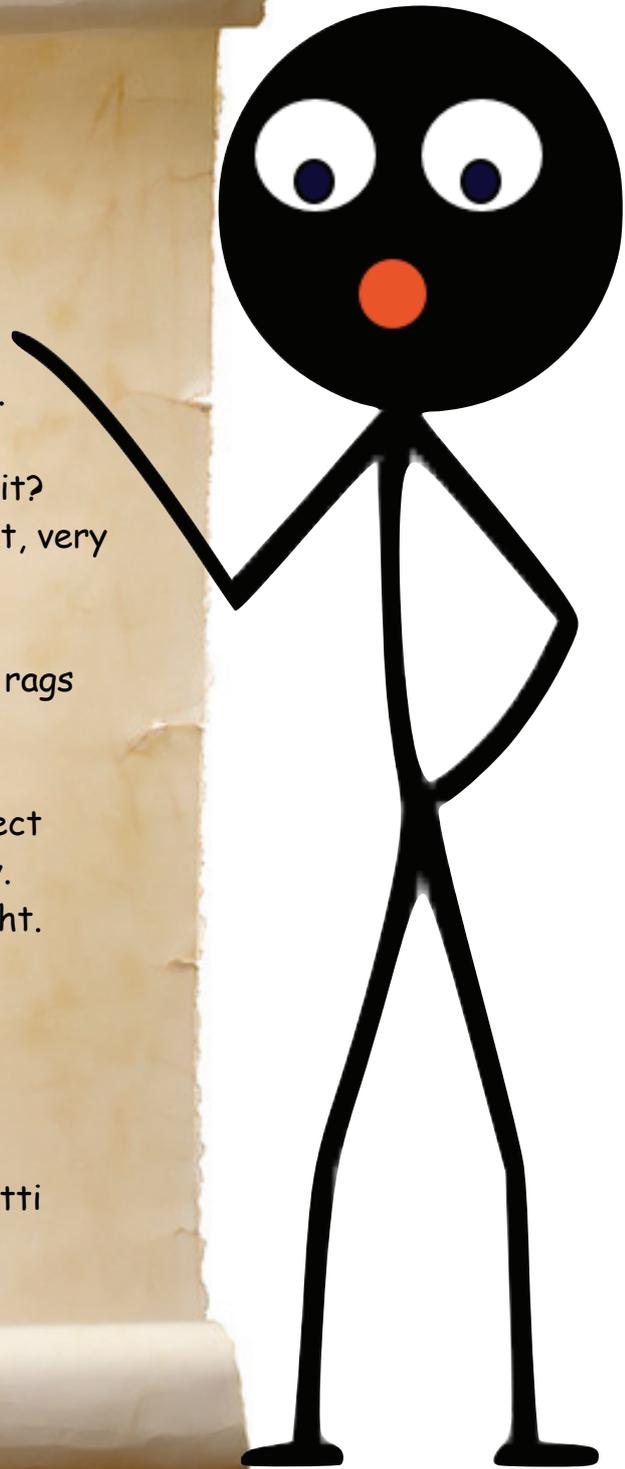
Finally, whatever career you choose remember to follow your heart and believe in yourself.

Enjoy the journey!

"A Piece of Good News"

That's what's needed, don't you see? that!
nothing else matters half so much.
To reassure one another. To answer each other.
Perhaps only you can listen to me and not laugh.
Everyone has, inside himself ... what shall I call it?
A piece of good news! Everyone is ... a very great, very
important character!
Yes, that's what we have to tell them up there!
Every man must be persuaded — even if he's in rags
—
that he's immensely, immensely important!
Everyone must respect him; and make him respect
himself too. They must listen to him attentively.
Don't stand on top of him, don't stand in his light.
But look at him with deference.
Give him great, great hopes, he needs them...
especially if he's young. Spoil him!
Yes, make him grow proud!

Ugo Betti





Dreams & Ambitions

Inspirations

My Personality

My Profile

Goal Setting

A letter to Myself

Parent Time

1. Topic: Dreams and Ambitions - Teachers



Purpose: To explore the student's current dreams and ambitions.

Learning Objective: As a result of this activity students will have explored some of their dreams and ambitions and examined whether they are realistic.

Time Required: 40/45 minutes

Materials: 1 Worksheet

Instructions for Conducting the Activity:

'The Pursuit of Happiness.'

<http://www.youtube.com/watch?v=GQlzz6jGCfl>

Steve Jobs' 2005 Stanford University

Commencement Address

<http://www.youtube.com/watch?v=UF8uR6Z6KLc>



- **Class Discussion:** Invite the class to reflect on the difference between our dreams and our ambitions. Write down examples on the blackboard e.g. dreams maybe like winning the lottery while an ambition maybe going to college. Some dreams may also be ambitions e.g. my dream maybe to work as a nurse and this may also be my ambition. Ask students to explore how are able to gain their talents/skills.
- **Individual Student Work:** Distribute the handout "Dreams and Ambitions" to students. Invite students to read each sentence and to mark where they choose the spaces in each section . Walk around and help students where necessary. Next ask students to write down other personal ambitions or dreams and to examine whether they are realistic, unlikely or unrealistic checking each section when appropriate.
- **Pair-Work:** Ask students to compare their scores with the person sitting next to them.
- **Discussion and Learning Time:** Ask students if some of their 'unrealistic' or 'unlikely' dreams and ambitions could became a reality and how this might happen. Show students a clip of the movie '*In Pursuit of Happiness*' - *Basket Ball Scene*. This is the scene where Chris (Will Smith) takes his son to play basketball and tells him to never give up on his dreams. Explain to students that the movie is based on a true story of Chris Gardner who pursued his dreams against all odds to become a stockbroker with no college degree or experience and now owns a multimillion dollar brokerage firm in New York
- **Individual Student Work (if time permits):** Show students the YouTube clip of *Steve Jobs' 2005 Stanford University Commencement Address*. Drawing from some of the most pivotal points of his life, the late Steve Jobs urges graduates to pursue their dreams and see opportunities in life's setbacks
Give students a worksheet which to be completed while they are watching the clip. Check in with the students with regards what they thought of the speech. Explore the questions on the sheet with the class.

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.

Discuss these questions with a partner



Do you have any of the following ambitions? Check the appropriate box.

Ambition	Yes	No
to be a film star		
to go to university		
to own a car		
to visit Africa		
to get married		
to buy a house		
to write a book		
to live by the sea		
to be famous		
to work abroad		

What other ambitions or dreams do you have? List them below.

1	
2	
3	
4	
5	

Dreams and Ambitions

Think about all these different ambitions.
For you, which ones do you
think you are.
Check the appropriate box.

- (a) Realistic; quite likely to be achieved
- (b) Unlikely but possible
- (c) Unrealistic; nearly impossible

Dream/Ambition	Realistic	Unlikely	Unrealistic
1			
2			
3			
4			
5			

2. Topic: Inspirations -Teachers

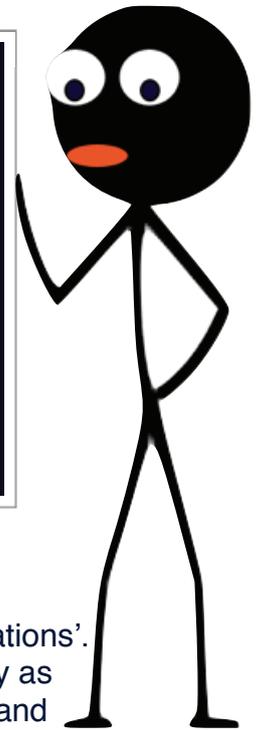
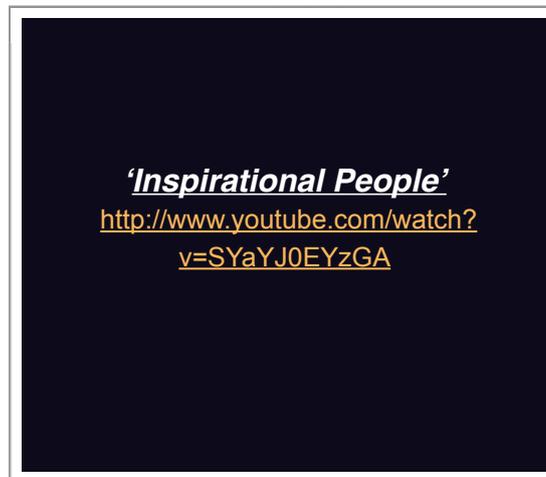


Purpose: To introduce students to the idea that many people in our community and in our world can inspire us to do great things with our lives.

Learning Objective: As a result of this activity students will realise that the example and lives of others can inspire us to be great ourselves.

Time Required: 35 minutes

Materials: 1 Worksheet



Instructions for Conducting the Activity:

- ***Class Discussion:*** Ask the class what they understand by the word 'inspirations'. Write down some of their ideas on the blackboard. Invite students to identify as role models today for young people and ask what have these people done and why are they an inspiration to them. Ask students if someone has to be famous to inspire us.

Show students a clip from YouTube entitled '*Inspirational People*'. Let the clip run and when it is complete ask students if they know all the people in the clip and what each of them may have achieved in their life. You may need to go through the clip again stopping along the way to highlight who each person is and their achievements.

- ***Discussion and Learning Time:*** Distribute the handout 'Inspirations' to students. Read through the explanation with the class.
- ***Individual Student Work:*** Ask students to think of two people who are an inspiration to them. The person can be someone close to them or someone who is famous but unrelated.
- ***Pair-Work:*** Ask students to share with their partner who they choose and why.
- ***Class Discussion:*** Ask students what qualities are needed to be an inspiration to/for other people. Write down students ideas on the blackboard. Ask students how such qualities can be achieved.

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.

Inspirations

Choose two people in your own life or someone who is important to you and write down what it is that inspires you about them. They can be someone close to you or someone from outside of your life, like a sports person, a movie star, a person from history etc.

1. The Person is:

This person does/did:

What is inspiring about this person is:

2. The Person is:

This person does/did:

What is inspiring about this person is:

1. The Person is:

This person does/did:

What is inspiring about this person is:

2.The Person is:

This person does/did:

What is inspiring about this person is:

3. Topic: My Personality - Teachers

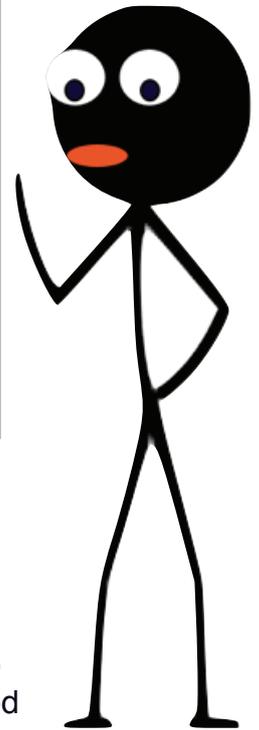


Purpose: To facilitate students to begin to reflect on their personality including their strengths, weaknesses, likes and dislikes.

Learning Objective: As a result of this activity students will have started looking at the positive and negative aspects of their personality

Time Required: 25/30 minutes

Materials: 1 Worksheet



Instructions for Conducting the Activity:

- **Class Discussion:** Ask the class what they understand by personality. Brainstorm the following questions with the class: Why is our personality so important? Does everyone have a personality? Is there such thing as a good personality versus a bad personality?

Ask students what are the various aspects to our personality. Write down their ideas on the blackboard. Ask students what do we mean by strengths versus weaknesses and write down some ideas on the blackboard.

- **Discussion and Learning Time:** Give out a handout to students. Read through the explanation with the class going through examples with them.
- **Individual Student Work:** Ask students to write down their own strengths and weaknesses and their likes and dislikes.
- **Pair-Work:** Ask students to compare with their partner what they have written.
- **Class Discussion:** Ask students if it would be possible to change their weaknesses into strengths and what they would need to do to achieve that if achievable.

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.

Take a few minutes to think about yourself and answer the following questions.

What are your strengths and weaknesses?

Strengths	Weaknesses

What are your likes and dislikes?

Likes	Dislikes

4. Topic: My Profile - Teachers



Purpose: To introduce students to the importance of looking at their personal and academic achievements. The student will explore some of their achievements to date.

Learning Objective: As a result of this activity students will understand what they have achieved to assist their choice of college courses and career options.

Time Required: 40/45 minutes.

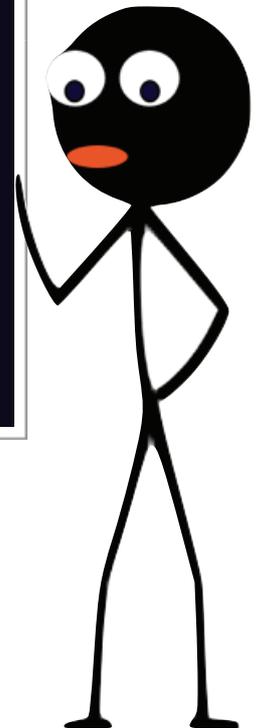
Materials: 2 Worksheets.

Instructions for Conducting the Activity:

- ***Discussion and Learning Time:*** Inform students that today's lesson will involve reflecting on themselves and on their achievements to date. Distribute the handout 'Personal Profile' to students. Read through the explanation with the class and explore some of the examples provided.
- ***Individual Student Work:*** Ask students to fill in their hobbies, personal achievements (for example, if they have won a competition, a medal, a trophy or a certificate of award) and any previous work experience (paid part-time/evening/weekend work, volunteer work, TY work experience, LCA/LCVP work experience). Walk around helping students who might be having difficulty filling in any information required.
- ***Discussion and Learning Time:*** Give out the second handout 'My School Profile' to students. Read through the explanation with the class and explore the examples provided.
- ***Individual Student Work:*** The DATs results can be filled in by the guidance counsellor on each student's sheet. Explanation of DATs results should be completed with each student prior to this exercise.
Ask students to include: their Junior Certificate results, Christmas and Summer results, their chosen for the Leaving Certificate and the level they intend choosing for subjects each subject. Students are also invited to identify any lunchtime or after school club activities for example, membership of a creative writing club or sports club. Walk around to help students who might be having difficulty. Students may need to finish this activity for homework to complete all information required

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.



Name: _____ Class: _____ Year: _____

Hobbies

Personal Achievements

Achievement	Award	Year

Previous Work Experience

Date	Employer	Work

Name: _____ Class: _____ Year: _____

My Academic Record

Differential Aptitude Test Results

Year _____

Test	Percentage Rank
Verbal Ability	
Numerical Ability	
Clerical Speed and Accuracy	
Abstract Reasoning	
Mechanical Reasoning	
Space Relations	
Spelling	
Language Usage	

My Junior Certificate Results

Year _____

Subject	Level	Grade

My Leaving Certificate Subjects

Subject	Level (Honours or Pass)

Exam Results Christmas 4/5th Year

Subject	Level	Grade

Exam Results Summer 4/5th Year

Subject	Level	Grade

Favourite Subject: _____ Least Favourite Subject: _____

School Activities

After School Activities

Achievement	Award	Year

5. Topic: Goal Setting - Teachers



Purpose: To introduce students to the importance of goal setting goals and planning steps to help achieve these goals.

Learning Objective: As a result of this activity students will be able to start the process of setting a goal and developing steps towards achievement.

Time Required: 35 minutes.

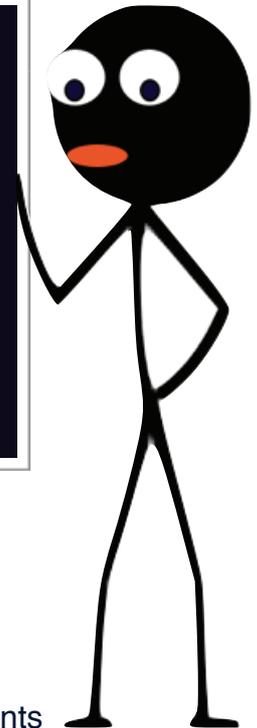
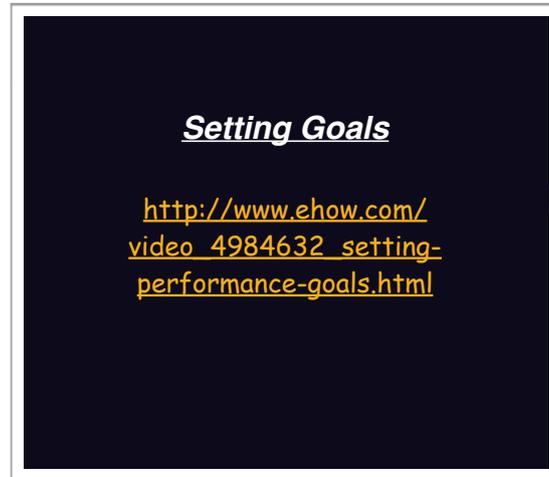
Materials: 1 Worksheet.

Instructions for Conducting the Activity:

- ***Class Discussion:*** Invite the class to explore what they understand by “goal-setting.” Take feedback in writing on some of their ideas. Invite students to identify some possible goals that young people might set for themselves and how they might go about achieving such goals. Ask students if they have ever set goals for themselves and how they went about achieving these goals.
- ***Discussion and Learning Time:*** Distribute the handout on “Goal setting” to students. Read through the explanation with the class and identify some examples.
- ***Individual Student Work:*** Invite students to think of an achievable goal for this year and to write down how they might achieve this goal.
- ***Pair-Work:*** Ask students to share their goal with the person sitting next to them.
- ***Individual Student Work:*** Ask students to think about what would help and block them from achieving their goals and to write their thoughts down on the worksheet.
- ***Class Discussion:*** Invite students to give some feedback on what they think would help and block achieving their goals. Write up some examples on the blackboard.

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the ‘parent section’ of the activity.



We can achieve more and be successful by setting targets or goals. A goal is something that you want to achieve that requires planning and effort.

For example, you want to buy an iPad for yourself for Christmas. You plan to save a certain amount of money per week from your pocket money so by Christmas you have achieved your goal of having an iPad.

1. Write down a goal you want to achieve this year:

2. Write down the steps you will need to take to achieve this goal:
(You may not need each step to achieve your goal)

Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

Purpose: To introduce students to the importance of reflection and looking back on things they have learned that will benefit them in the future and also setting goals for the near future.

Learning Objective: As a result of this activity students will be able to look back on what they have achieved to help understand the importance of reflection.

Time Required: 25/30 minutes.

Materials: 1 Worksheet and paper.

Instructions for Conducting the Activity:



You could suggest that each student set up a personal 'Career Guidance Blog' to document their thinking around Careers over their time in school. They could scan in their letters and add photographs of their journey.

Ensure you tell them to put a password on the blog for their eyes only.

NOTE: You DO NOT know how to set up blogs. It is part of their research!
<http://edublogs.org/>

- ***Class Discussion:*** Inform the class that today's lesson will involve reflecting back on the past year and looking towards their future. Explore with students the concept of reflection and how important it is to reflect at the end of everyday. Invite students to explore what was good about the day and how it was of benefit and to reflect on what happened during the day which didn't go so well. Emphasise that we can learn equally from the mistakes and mishaps in life as much as from the good aspects of our lives.
- ***Discussion and Learning Time:*** Give out the handout A Letter to Myself to students. Read through the explanation with the class and cite some examples.
- ***Individual Student Work:*** Give a page to every student and ask them to write a letter to themselves. Let students know that each letter will be placed in a sealed envelope and filed away at the end of class and that students will be given their letter again at the end of the programme.

Homework:

Parent Time: Students are encouraged to talk to their parent/guardian about today's activity and to complete the 'parent section'.

Write a letter to yourself that describes everything you have learned about yourself over this past year. Include in your letter areas such as the following:

- What areas you have improved in this past year?
- What new things have you learned in the past year?
- What are you planning to improve in the future?
- Why is it important for you to improve these areas?
- I am most proud of....
- I am least proud of.....

Once you have completed the letter, place it in an envelope and the guidance counsellor will store it away until the end of the module and return it to you then to see if you feel differently and what things have changed for you.

Dreams & Ambitions

Discuss with your child any dreams and ambitions you may have had when you were their age. Discuss what helped you to fulfill these dreams and ambitions and what you have not yet fulfilled. Discuss with your child how your dreams and ambitions have changed since you were their age.

Inspirations

Discuss with your child any dreams and ambitions you may have had when you were their age. Discuss what helped you to fulfill these dreams and ambitions and what you have not yet fulfilled. Discuss with your child how your dreams and ambitions have changed since you were their age.

My Personality

Discuss your strengths and weaknesses with your child. Talk to them about a weakness that you may have overcome in your life and what you did to overcome your weakness. Also discuss your likes and dislikes and compare these with your child's likes and dislikes. Are some similar or very different to your own?

My Profile

Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.

A letter to Myself

Go through the different statements above and talk with your child about each one, your ideas and how they may differ to your child. Speak with your child about the importance of learning from good and bad aspects of our lives and how both are valuable in helping us grow into better people.



What the Future Holds

What is a Career /Job?

Career Awareness

Career Interest Groups

Plan to Succeed

Parent Time

1.Topic: What the Future Holds? Why Study Further.- Teachers

Purpose: To encourage students to start thinking about college/university as an option.

Learning Objective: As a result of this activity students will begin to think more about college/university and what is on offer if they decide to take choose this option.

Time Required: 30/35 minutes

Materials: 2 Worksheets

Instructions for Conducting the Activity:

- **Discussion and Learning Time:** Give out the handout 'Why go to college/university' to students. Read through with the class examining some of the reasons why people choose to go to college.
- **Individual Student Work:** Ask students to think of other ways in which a college education could benefit their life.
- **Pair-Work:** Ask students to talk to their partner about their ideas and see how they differ.
- **Discussion and Learning Time:** Get feedback on what ideas students came up with and write these on the blackboard. Distribute the handout on 'Why should I do further studies' to students. Read through with the class looking at some of the reasons why people don't choose further studies. Ask students if they can think of other reasons why some people don't continue with further studies.
- **Individual Student Work:** Ask students to fill in the questions on the sheet.
- **Class Discussion:** Ask students to give some feedback on their answers.:

Home Work:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.





Opens new doors

College will allow you to meet many different types of people. You will try new things, choose a course you are attracted to, join a club or society, socialise with new friends and take responsibility for yourself and your studies. It allows you the change to start managing your own life for the

Learning is power

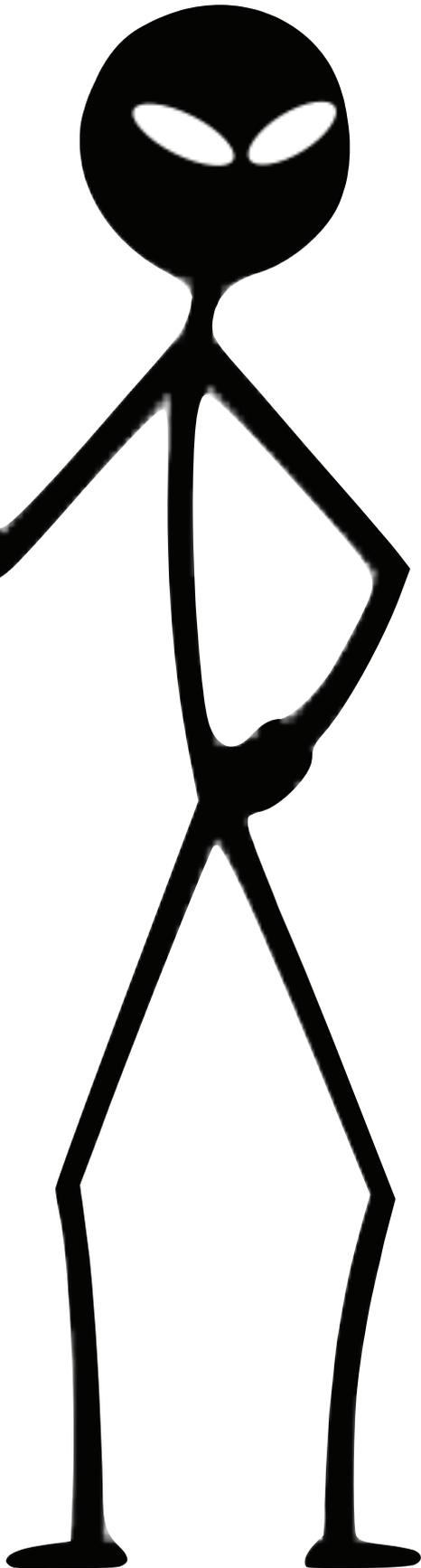
You will gain a knowledge in a specialised field that most interests you. You will learn how to take charge of your own study and will have the opportunity to learn so much and acquire new skills.

Get a better job and keep it

The skills and knowledge you'll gain from college can help you in all areas of your life by making you a more desirable employee.

More money

With the course from college you will be able to gain employment and for the first time ever be able to be financially independent and have the money to travel, study more, invest in the future and have fun! You will earn more money with a college education rather than going straight into the workplace with just a second level qualification.



Self Reflection

Think of 4 more ways in which college education will benefit your life.

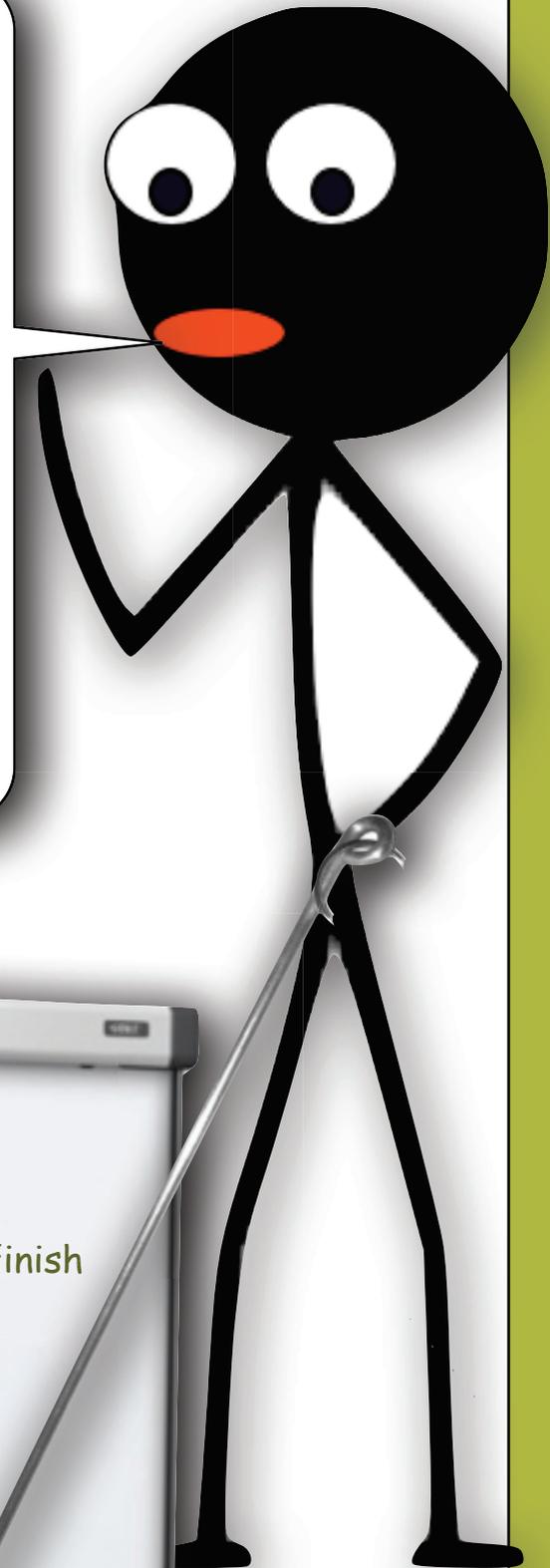
1. _____

2. _____

3. _____

4. _____

No matter what you think about your future, education plays a very important part. As a secondary school student, you should know it is never too early to start looking ahead. Secondary school is just the stepping stone towards the rest of your life. Your success now and all through your time at second level will help you as you enter the next phase of life. Right now it is probably hard to imagine where you'll be in a year or two, much less ten or twenty years from now. By going on to do further studies through an apprenticeship, college or university, you can get a head start on answering those important questions. **Look at the board below** and see some common reasons why students don't want to go onto further studies.



- I don't like school, so I won't like going on to do further studies.
- I don't know what I want to do after I finish secondary school.
- I am only in secondary school, why think about the future so soon?
- None of my family went on to further studies, why should I?.
- It may not suit me.

No matter what you think about your future, education plays a very important part. As a secondary school student, you should know it is never too early to start looking ahead. Secondary school is just the stepping stone towards the rest of your life. Your success now and all through your time at second level will help you as you enter the next phase of life. Right now it is probably hard to imagine where you'll be in a year or two, much less ten or twenty years from now. By going on to do further studies through an apprenticeship, college or university, you can get a head start on answering those important questions.

Here are some common reasons why students don't want to go onto further studies:

I don't like school, so I won't like going on to do further studies.

I don't know what I want to do after I finish secondary school.

I am only in secondary school, why think about the future so soon?

None of my family went on to further studies, why should I?

It may not suit me.

What concerns do you have about going onto further studies?

Why do some people decide to go to college/university?

Why do some people decide not to go to college/university?

Would you consider going to college/university outside Dublin? Yes/No

Why? _____

2. Topic: What is a Career/ Job? -Teachers



Purpose: To look at careers and jobs and examine if there is a difference between the two.

Learning Objective: As a result of this activity students will have a greater understanding of the terms 'career' and 'job' and their importance in life.

Time Required: 25/30 minutes

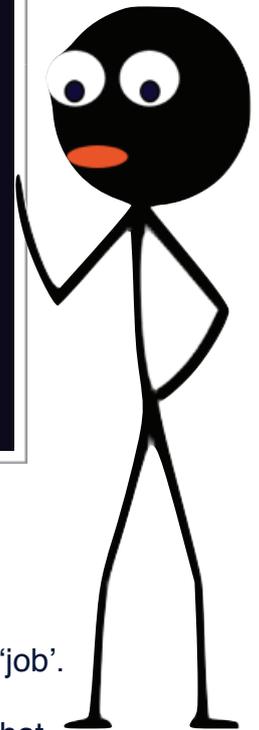
Materials: 1 Worksheet

Instructions for Conducting the Activity:

- **Class Discussion:** Ask the class if they understand the terms 'career' and 'job'. Ask students if they can identify any differences between both terms. Record these on the blackboard. Ask students if, at this stage, they know what career/job they may like to pursue when they are older. Invite students who have an idea of their intended career/job what has influenced their choices.
- **Discussion and Learning Time:** Distribute the handout **What is a career/job?** to students. Read through the explanation with the class.
- **Individual Student Work:** Invite students to complete the sheet. Indicate that they may not know all the answers but to make an attempt.
- **Pair-Work:** Students share their answers and explore unanswered questions with their partner.
- **Class Discussion:** Go through the worksheet answering each question and discussing answers with the class.

Homework:

Parent Time: Students should take the worksheet home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.



1. What does it mean to be 'employable'?

2. Approximately how many hours are worked in a year on a full-time job?

3. What is a job?

4. What is the difference between a job and a career?

5. What is a career path?

6. Name two benefits of working in different jobs of a specific career path.
 - (i)

 - (ii)

7. Should a student of only 13 years old begin to plan for a career? Yes/ No
Why?

8. Name three actions you should take to begin thinking and planning for a career?

(i)

(ii)

(iii)

9. How many Career Paths are there?

10. Do most part-time jobs require a lot of skill and special training?
Yes/No

11. Can you think of two subjects in school that would help you prepare for a business career?

(i)

(ii)

12. A doctor and paramedic are in the Scientific Career Path. What other Career Path might a Doctor or Paramedic be associated with? Why?

13. Why are good maths skills important with Technical Careers?

Purpose: To encourage students to start thinking about their career and what is important when it comes to choosing college and career options.

Learning Objective: To realise what is important and what helps students when making decisions on college and career options.

Time Required: 35 minutes

Materials: 1 Worksheet



Instructions for Conducting the Activity:

- ***Class Discussion:*** Ask the class what steps they would now take as second level students when starting to plan their career. Write down their ideas on the blackboard. Ask students what would help them to make good career choices and what barriers might exist when making career choices.
- ***Discussion and Learning Time:*** Distribute the handout to students. Read through the explanation with the class.
- ***Individual Student Work:*** Ask students to answer each question with true/false or 'I don't know'. Some questions may be challenging to answer.
- ***Pair-Work:*** Invite students to share answers with their partner.
- ***Class Discussion:*** Invite student feedback on chosen answers and explain each statement clearly. Answer any query which arises as some students may ask for clarification on some of the statements.
- ***Discussion and Learning Time:*** Share with students your career experience as a teacher and a guidance counsellor. Explain your role in the school and the value of availing of the guidance counselling service in the school. Outline what the procedure is in your school for making appointments; getting access to the prospectus library; career guidance and personal counselling, what is the difference and how one compliments the other. Ask students what their needs are and what would be useful for them to gain from you.

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.

**Answer the following questions:
O for True X for False ? for I don't know.**

1	My Guidance Counsellor is a good person to talk to about career choice and options.	
2	Choosing a career with a large salary will bring me happiness.	
3	The career path I choose now will be the one I follow for life.	
4	I should choose the same career path as my friends.	
5	I should choose a career that my parents want me to do.	
6	I should choose a career based on the best course or college I can get into.	
7	I don't need advice or help from anyone.	
8	If I change my career along the way, everything I have learned will go to waste.	
9	The college course I choose must lead me directly into a career/job.	
10	Choosing a career is something I shouldn't think about until I finish college.	
11	Most students know what career they want before they leave secondary school.	
12	If I don't do accountancy for the Leaving Certificate I won't be able to do accountancy in college.	

Purpose: To introduce students to the idea that selecting careers involves reflecting on their personal interests.

Learning Objective: As a result of this activity students will gain some insight into the different career interest groups. The activity will also serve to motivate students to compile a career investigation.

Time Required: 35 minutes

Materials: 2 Worksheets

Instructions for Conducting the Activity:

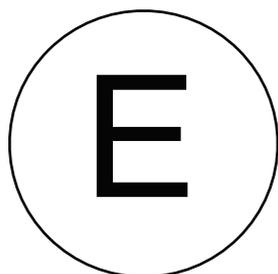
- **Class Discussion:** Invite the class to share the talents/skills among the group. Write down examples on the blackboard e.g. minding children, baking, writing poetry, taking photos etc. Ask students how they were able to gain their talents/skills.
- **Individual Student Work:** Distribute the handout to students. Ask students to read each sentence and mark the relevant spaces in each section. Walk around and help students where necessary.
- **Individual Student Work:** Distribute the second handout and request students to fill in their scores for each interest group.
- **Pair-Work:** Ask students to compare their scores with the person sitting next to them.
- **Discussion and Learning Time:** Ask students to listen while you through the explanation of each letter, making sure students understand. Ask students if they can think of any additional careers that fit under each letter.
- **Individual Student Work:** Ask students to fill in the 'Self-Reflection' section on the handout. Once complete ask the students for feedback on what they wrote.

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.

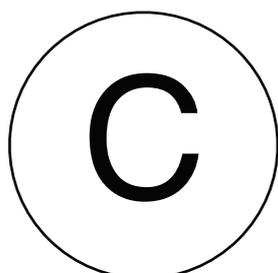
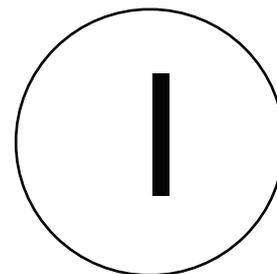


Perhaps you can suggest to your students setting up career interest groups on facebook



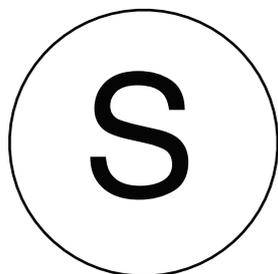
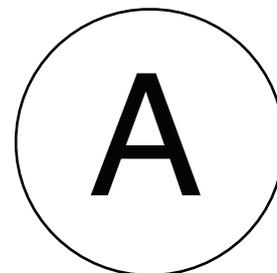
- Supervising people
- Managing money
- Being elected class captain
- Selling something
- Convincing people to do things your way
- Talking to people

- Studying flowers and plants
- Learning about the solar system
- Solving hard maths problems
- Reading about art or music
- Asking questions
- Participating in a science exhibition



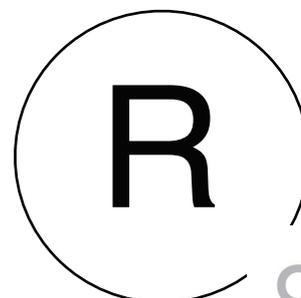
- Being organised
- Creating a filing system
- Using a cash register
- Paying attention to details
- Following directions
- Working with numbers

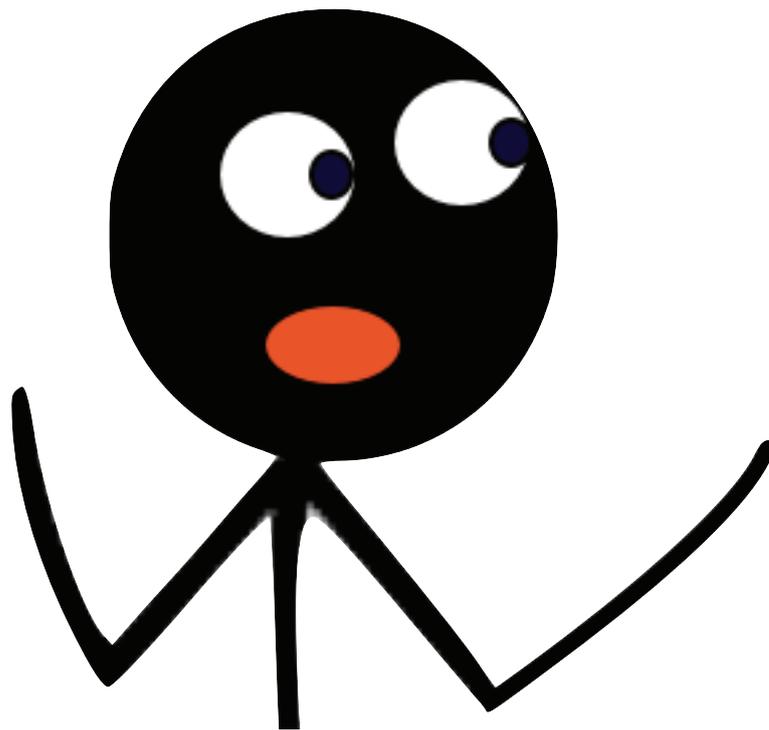
- Performing in front of an audience
- Decorating your room
- Drawing or painting a picture
- Learning a foreign language
- Helping people solve problems
- Using your imagination



- Volunteering with a charity
- Making people laugh
- Babysitting or teaching children
- Joining a club
- Working with older people
- Planning events or activities

- Building things with your hands
- Doing outdoor activities
- Running a race
- Studying animals
- Painting a piece of furniture
- Playing with a chemistry set



E**I****C****A****S****R**

Look back at your worksheet and count how many times you checked something in each of the categories and then record your answers above

Each of the letters stands for an interest group. Each interest group has jobs that tend to go along with it. The letter that has the highest score represents your primary interest group.

E stands for

enterprising. If you chose activities in this category you're a **persuader** who's competitive and a natural leader. You might enjoy working where you can start projects or develop new products or ideas. You like action and enjoy persuading people to do things your way. Consider exploring sales, consultancy, law, management, politics or owning your own business.

I is for investigative. If you

mostly chose these activities, you're a **thinker** who probably likes finding facts, exploring and figuring out problems. You might enjoy working in finance, computers or maths, being a teacher, scientist, dietician, doctor or engineer.

C

is for conventional. Conventional people are **organisers** who may like working with information, numbers and details. Accounting, business or banking may be just the trick for you.

A

is for artistic. Artistic people are **creators** who like things to be unique and original. If "A" is your primary interest group, consider working in an environment where you're free to use your imagination. Art therapy, animation, music, fashion design, photography, graphic design, make-up artistry or acting may be areas of interest for you.

R

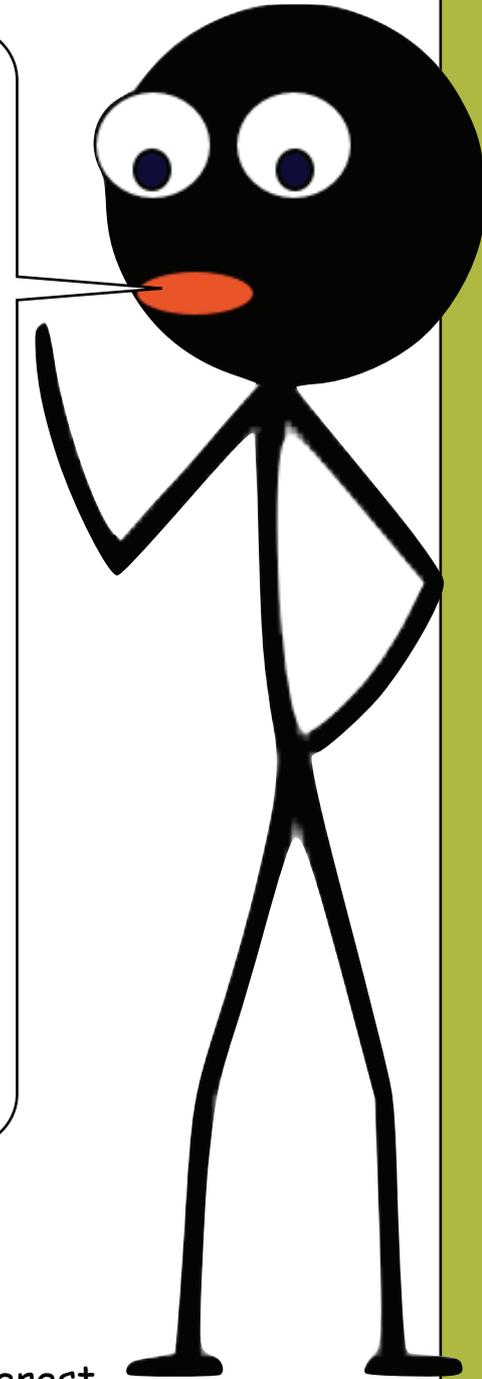
is for realistic. Realistic people are **doers** who are hands-on, practical people. You may be a natural athlete or you might enjoy being outdoors. Doers make good veterinarians, engineers, paramedics, plumbers, mechanics, architects or landscapers.

S

is for social. Being social means you're a **helper** who's probably cooperative and supportive, and you like to take care of people or things. Helpers tend to make good nurses, athletic trainers, counsellors, primary school teacher, childcare, garda or social workers.

Just because you score highest in one primary interest group doesn't mean you have to choose a career that relates to this interest. You may also score high in a number of groups. In this case you might choose a career that combines two or more interests. For example if score high in the R and S groups your career choice might be a paramedic since you like working with and helping people. These are simply ideas to point you in the direction of careers you might enjoy.

So how do you find out if you'll really like a job or not? If you think you'd like to work with animals, consider volunteering at an animal shelter or walk a neighbour's dog for extra money. If you're drawn to art as a hobby, you could make birthday cards for your family and friends or learn to make jewellery. You have a lot of time to explore your interests before you have to make a decision, so have fun with it!



Self- Reflection

1. According to the scores you just wrote down, what interest group(s) do you fit into?
2. Do you think these results are accurate? Why or why not?

5. Topic: Plan to Succeed-How do I get There?- Teachers



Purpose: To introduce students to the importance of setting and planning goals and taking steps to make these attainable.

Learning Objective: As a result of this activity students will choose one of their goals and set out a plan of action on how to realistically achieve their goal.

Time Required: 35 minutes

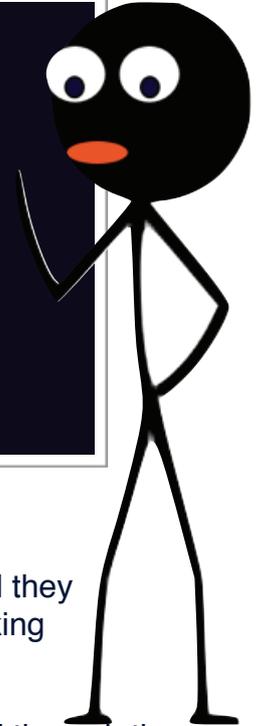
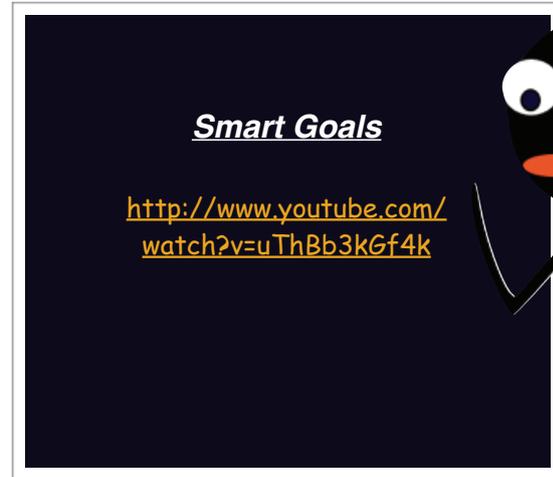
Materials: 1 Worksheet

Instructions for Conducting the Activity:

- **Class Discussion:** Ask the class if any of them have ever achieved a goal they set for themselves and how they achieved it. Explain the importance of taking realistic steps towards achieving a goal.
- **Discussion and Learning Time:** Distribute the handout to students. Read through the explanation with the class going through examples with them. Clarify each SMART goal ensuring all students understand.
- **Individual Student Work:** Ask students to think of a goal that they might be able to achieve this year and write down how they might achieve this goal under each category.
- **Pair-Work:** Ask students to talk about their goal with the person sitting next to them and the SMART steps they would take to achieve the goal.
- **Class Discussion:** Invite student feedback on their goals and their SMART approach to it. Highlight as before factors that will help students achieve their goals and ways of overcoming barriers to goal setting.

Homework:

Parent Time: Students should take the worksheet home and with their parent/guardian discuss the activity and complete the 'parent section'.





It is important to set your goal and plan the steps you will take to reach it. As you begin setting your goals, remember to think **SMART!** Look at my Smartphone to see what A **S M A R T** goal is!! It is Specific, Measurable, Attainable, Relevant and

SPECIFIC

The goal must clearly state what is to be achieved, by whom, where and when it is to be achieved.

Example: I want to save 250 EURO by the end of next year.

MEASURABLE

Measurability applies to your goal at the end and the steps to be taken along the way to reaching the goal. It answers the question of quantity: How much? How often? How many?

Example: I need to save 5 EURO from my allowance each week and save 5 EURO by doing extra jobs around the house, or babysitting.

TIME-BASED

If you have got a deadline, you can break your goal down into smaller steps that will be much easier to accomplish. If you keep reaching the smaller goals, it will be much easier to reach the big one at just the right time.

Example: By making monthly deposits into my savings account, I plan to save 250 EURO by Dec. 31.

ATTAINABLE

You should be sure that the goals you set are achievable or you will get discouraged, and you probably won't reach them.

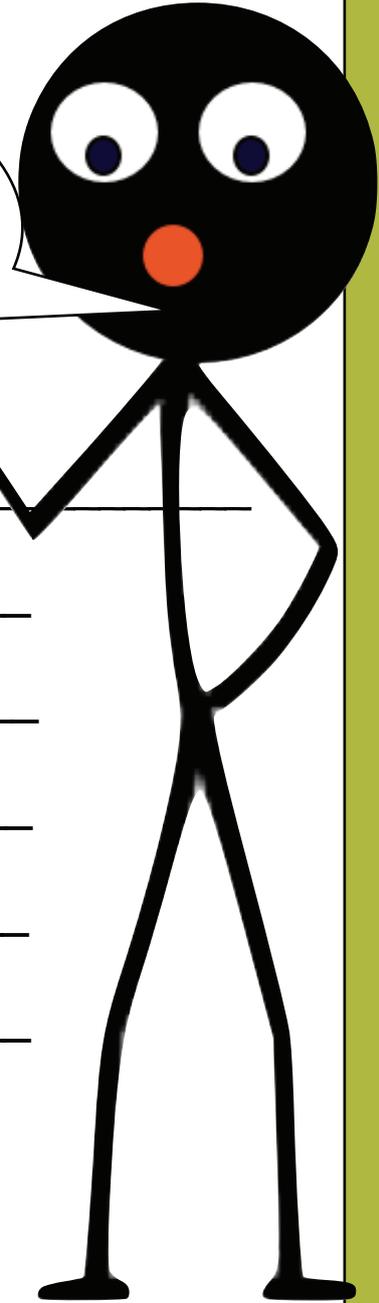
Example: If my allowance is 5 EURO a week and I save 3 EURO a week, I will just have enough money left over to spend on other things that I need but I will have to budget carefully.

RELEVANT

Your goals must be related to what you want to achieve not only right now but further on down the road.

Example: Saving 250 EURO or more each year will be a huge step in helping towards me when I go to college.

Now that you have a goal in mind, think of how you can apply the SMART principles to your goal. In the spaces below think how you can make your goal **SPECIFIC, MEASURABLE, ATTAINABLE, RELEVANT** and **TIME-BASED.**



GOAL: _____

S _____

M _____

A _____

R _____

T _____

Write down what will help you achieve your goal and what will block you from achieving it:

Helps To Achieve My Goal	Blocks To Achieving My Goal

What the Future Holds and Why do Further Studies?

Did you go to college? Talk with your child about some of the experiences you have while you were there. If for some reason you were unable to go to college talk with your child about what you did instead and about how going to college could benefit them.

Ask your child if she has ever thought about what she wants to do after she finishes secondary school. Discuss the importance of college in gaining employment and having a future.

What is a Job?

Talk with your child about your job/career and about the difference between the two. Talk with you child about your work and how you came to be working in that area and the ups and downs to the job.

Career Awareness

Talk to your child about the importance of gaining as much knowledge as possible in preparation for applying for college/university in 6th year. Talk to your child about your career/jobs choice. If you have a job at present talk about the steps you took when choosing that job.

Career Interest Groups

Take a look at your child's score for each interest group. Are the scores about what you would have expected or did you learn something new about your child? Discuss their scores and ask him/her why he picked the career he thinks he would enjoy.

Ask your child if she saw an activity listed in any of the interest groups that sounded particularly fun or exciting. Discuss with your child the idea of trying something new and the steps that would need to be taken for him/her to feel more confident in that area.

Plan to succeed

Share the following thoughts with your child. Think of a time when you set a goal in your own life. Were you able to achieve it? What were the challenges involved in trying to achieve your goal? Did you have to make sacrifices? What were the rewards of achieving the goal?



Universities & College
Admissions Service
(UCAS)

National Framework
Qualifications (NFQ)

Central Applications
Office (CAO) Systems

Further Education &
Training Awards
Council (FETAC)
Systems

College Research

College Finance

Purpose: To introduce students to the UCAS system and to understand the application procedure and assist students to think about whether they will apply to the UK colleges to study.

Learning Objective: As a result of this activity students will have a greater knowledge of the UK college application procedure and an will have an opportunity to think about applying for UK colleges.

Time Required: 35 minutes

Materials: 1 Worksheet, PowerPoint Presentation (included)

Instructions for Conducting the Activity:
(Ideally in a computer room)



- **Class Discussion:** Ask the class what countries are part of the UK. What colleges in the UK do they know? Would any of the students consider applying for colleges in the UK?

Show a **PowerPoint presentation** on the UCAS system. Explain as you go from slide to slide and answer any questions students may have. If you have access to a computer room ask students to log on to www.ucas.com. Go through the website highlighting how to search for information; how to search for courses and have a look at the application procedure. If you don't have access to a computer room show the students the website and show how to navigate the site.

- **Individual Student Work:** Distribute the handout to students. Ask them to read each sentence and state whether the sentence is true/false or not sure. Walk around and help students where necessary.
(Students will ideally need access to a computer to find the information)
- **Pair-Work:** Ask students to compare their answers with the person sitting next to them.
- **Discussion and Learning Time:** Go through the answers with students and explain each sentence as you go along. Answer any queries they may have.

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.

Check out www.ucas.com to answer the following questions
 O for True X for False ? for I don't know.

Discuss answers in class

1	1st October is the deadline for dentistry, medicine, veterinary science and veterinary medicine and for all courses at the University of Oxford and the University of Cambridge.	
2	16 th January is the deadline for all other courses except those above and art and design courses with a 24th March deadline.	
3	Payment can be made by credit or debit card.	
4	My referee can be a parent/guardian.	
5	I need to complete my application all at once.	
6	I can apply for a maximum of five choices on my application, but there are restrictions on the amount of choices for some courses.	
7	I can't apply to the same university or college for more than one course .	
8	I can use my CAO points when applying for UCAS.	
9	I can apply to the CAO for colleges in Northern Ireland.	
10	Irish students don't have to pay tuition fees for courses in Scotland.	
11	Queens University in Belfast is a UCAS college.	

2.Topic: What is the National Framework of Qualifications? - Teachers

Purpose: To introduce students to the National Framework of Qualifications to enable an understanding of the levels and how progression works.

Learning Objective: As a result of this activity students will understand each level and understand how they can progress from one level to another.

Time Required: 35 minutes

Materials: 1 Worksheet

Instructions for Conducting the Activity:

- **Class Discussion:** Show the class the umbrella diagram of the National Framework of Qualifications up on a screen: See http://www.nfq.ie/nfq/en/FanDiagram/nqai_nfq_08.htm and go through each level from Level 1 at the bottom to Level 10 at the top. Explain that levels can include different types of qualifications for example, Certificates, Diplomas, Degrees, Masters Degrees and Doctorates. Explain that the system of levels is so arranged that completion of one level can mean you are able to move up to the next level or jump several levels. It is possible, for example, to go from a Level 5 (Leaving Certificate) to a Level 8 (Honours Degree). Go through the explanation answering any queries students may have along the way.
- **Individual Student Work:** (Ideally students should be able to have access to a computer to complete the worksheet) Distribute the handout to students. Ask students to read each sentence and look online at the website indicated to find answers to the questions asked. Walk around and help students where necessary.
- **Pair-Work:** Ask students to compare their answers with the person sitting next to them.
- **Discussion and Learning Time:** Go through the answers with students clarifying any queries they may have.



Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.



Check out <http://www.nfq.ie/nfq/en/faq.html> to help you answer the following questions.

1. How many levels are part of the NFQ? _____
2. An Advanced Certificate is an award-type Level _____?
3. The Junior Certificate is a Level _____ qualification.
4. An Honours degree is a Level _____ qualification.
5. A Level 7 qualification is called a _____.
6. A student will spend ____ year(s) in college to obtain a Level 5 qualification.
7. A Masters degree is a Level _____ qualification.
8. The Institutes of Technology offer NFQ Levels 6- _____.
9. The Universities make awards at NFQ Levels ____ to 10.
10. The highest qualification available to students is called _____
11. I obtained a National Diploma - can it now be called an Ordinary Bachelor Degree?
Yes /No
12. What is the difference between an Ordinary and Honours Bachelor Degree?
13. What does Access, Transfer and Progression (ATP) mean?



Purpose: To introduce students to the colleges and universities that are part of the CAO system.

Learning Objective: As a result of this activity students will know what colleges/ universities are part of the CAO system, their locations and the difference between fee-paying and non-fee paying colleges.

Time Required: 30/35 minutes

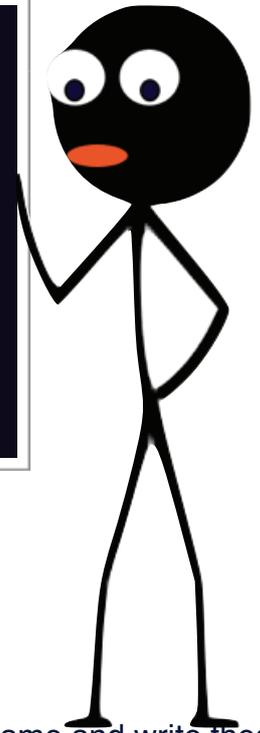
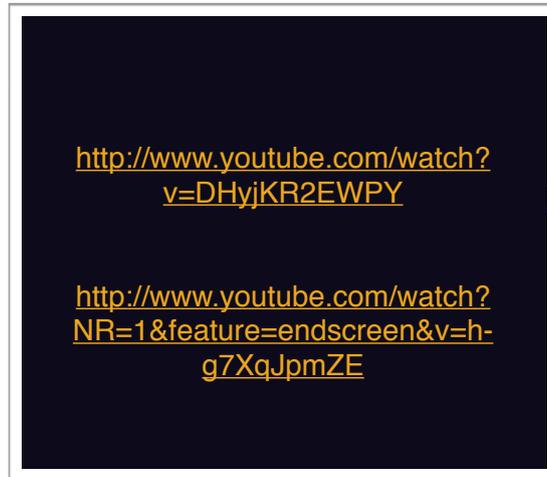
Materials: 1 Worksheet

Instructions for Conducting the Activity:

- **Class Discussion:** Ask the class what universities and colleges they can name and write these up on the blackboard. Explain the difference between an IT College, a university, fee-paying colleges and institutes of education. Ask students to name colleges under those categories.
- **Individual Student Work:** Give out a handout to students. Ask students to fill in the answers.
- **Pair-Work:** Ask students to compare their answers with their partner.
- **Class Discussion:** Ask students to give some feedback on their answers and explain some information on colleges along the way. Clarify any questions students may have.

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section'.



1. What does NUI stand for? _____
2. Name two NUI colleges. _____

3. What does DCU stand for? _____
4. St. Patrick's College of Education is a college of:

(a) TCD (b) UCD (c) DCU
5. Where is Mary Immaculate College?

(a) Galway (b) Limerick (c) Cork
6. What does IT stand for? _____
7. Name two IT colleges in Dublin? _____

8. To study at a private college you have to pay tuition fees. T or F
9. Name a private college in Dublin. _____
10. What does DKIT stand for? _____
11. Which county is LIT and UL located in? _____

Purpose: To introduce students to the CAO application process.

Learning Objective: As a result of this activity students will know more about how the CAO system works and what details they need to know prior to applying for college.

Time Required: 20 minutes

Materials: 2 Worksheets

Instructions for Conducting the Activity:



- **Class Discussion:** Explain to students certain requirements for CAO colleges and how the application process works.
- **Individual Student Work:** Distribute the handout (1) to students and ask them to check if the statements are true, false or not sure.
- **Pair-Work:** Check answers with their partners.
- **Class Discussion:** Ask students to give some feedback on their answers and explain each statement, answering any questions students may have. Show the PowerPoint presentation on the CAO system. Explain each slide.
- **Individual Student Work:** Distribute handout (2) and ask students to check if the statements are true, false or not sure.
- **Class Discussion:** Invite students to give some feedback on their answers and explain each statement, answering any questions students may have.

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.

Answer the following questions.

O for True X for False ? for I don't know.

Discuss answers in class

1	The best five results in one Leaving Cert exam will be counted for points.	
2	One sitting of the Leaving Cert exam will be counted for points.	
3	From 2013 onwards, students who receive a D grade or higher in higher level Maths will be awarded an additional 25 points for their exam.	
4	Points for foundation level Maths is awarded by all colleges.	
5	Some colleges/universities will not reward points for certain subjects like foundation level Irish or maths.	
6	N.U.I. colleges require almost all applicants to have passed Irish and a foreign language for entry into most courses.	
7	Three higher level subjects are required for entry to TCD.	
8	Students applying to NCAD may now present Art instead of a foreign language.	
9	Engineering and Science courses at DCU require a foreign language.	
10	Art courses normally require the submission of a portfolio of work.	
11	The HPAT Aptitude Test is a requirement for students who wish to apply for courses in Dentistry.	

Answer the following questions

0 for True X for False ? for I don't know.

Discuss answers in class

1	You can apply online or on paper.	
2	Applicants who submit an online application by 5:15pm on 20th January 2012 may avail of a 15 EURO discount.	
3	The CAO website is www.cao.ie .	
4	You are allowed to choose up to ten Level 8 courses.	
5	Be sure to rank your courses in order of points and not in order of preference.	
6	The application closing date is 1st of March.	
7	You can alter your CAO choices as many times as you want once you have paid your application fee up to February 1st.	
8	Choose a course because your brother/sister did it.	
9	Change of mind takes place between May 1st and July 1st.	
10	You can use a Laser card to pay the application fee.	

3.Topic: Grade Points -Teachers

Purpose: To introduce students to CAO points.

Learning Objective: As a result of this activity students will become familiar with the Leaving Certificate points system and course points requirements.

Time Required: 40 minutes

Materials: 2 Worksheets

Instructions for Conducting the Activity:



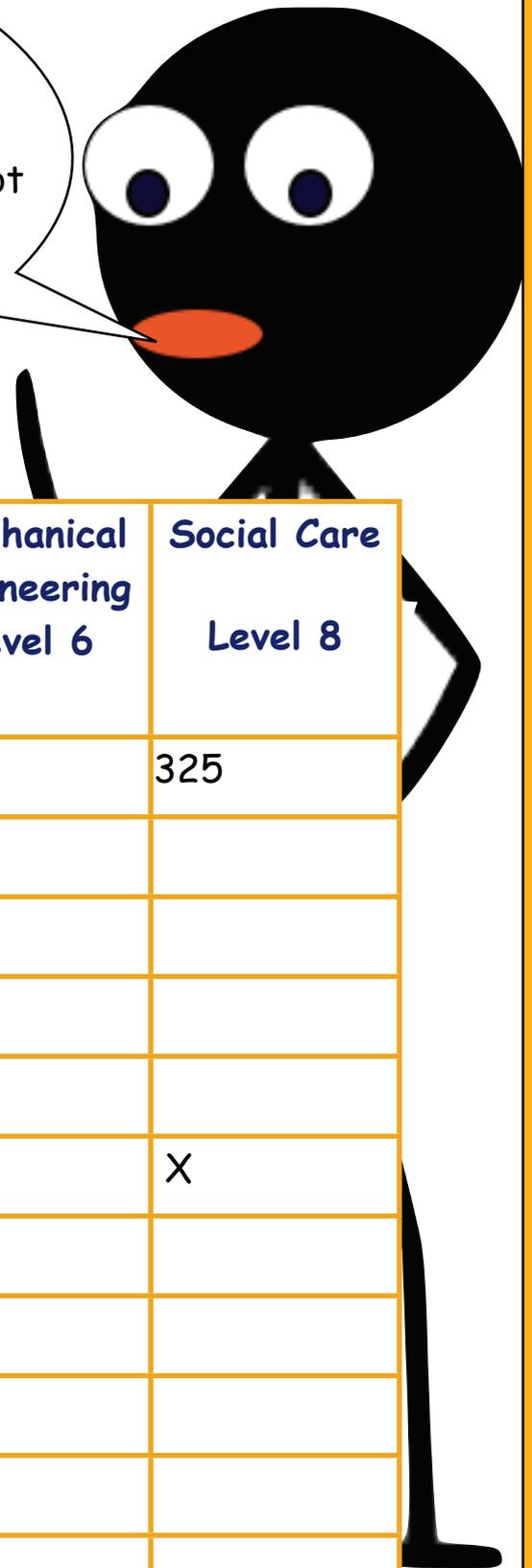
- **Discussion and Learning Time:** Put up a slide of the points table and go through the difference in points from higher to ordinary level. Take the slide away and do a memory activity.
- **Individual Student Work:** Distribute the handout and ask student to fill in the missing information from memory. Give a time limit of 5/6 minutes to complete the task.
- **Discussion and Learning Time:** Put back up the slide and allow students to correct and ask how many got all the correct information on their sheet. Distribute the handout on the Level 6/7/8 points requirement from the previous year, downloaded from the CAO website www.cao.ie for each student. Alternatively, if you have access to the computer room students could go directly to the CAO website and have a look at the Leaving Certificate points for the previous year.
- **Individual Student Work:** Distribute the handout whereby students must find the points that match the course at the various colleges. Give a time-limit of 15/20 minutes for this activity.
- **Class Discussion:** Go through the worksheet checking answers with students and ask them if they have any queries about course points. A good general rule of thumb is to inform students to aim for 10 points above the course points for the year previous.

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.

Grade Points

Check the CAO website www.cao.ie or www.qualifax.ie and insert some of your findings into the blank columns below. X indicates that the course is not available in that college. Place X in the box below if the course is not available in that college.



University/IT College	Medicine Level 8	Arts Level 8	Mechanical Engineering Level 6	Social Care Level 8
Athlone IT	X	X	130	325
Cork IT	X	X		
UCC	575	360		
DIT	X	X		
RCSI		X	X	
St.Patrick's, Drumcondra	X	415		X
TCD		335-570		
UCD				
NUIG				
UL	X	445		
NUIM				
Waterford IT	X	300	200	340

Leaving Certificate Points Memory Game

Fill in the missing information in the table below.

Grade	Higher Level	Ordinary Level
A1	100	
A2		50
	85	45
B2	80	
B3		35
C1	70	
C2		25
C3	60	
	55	15
D2		10

Purpose: To help students start learning about college courses.

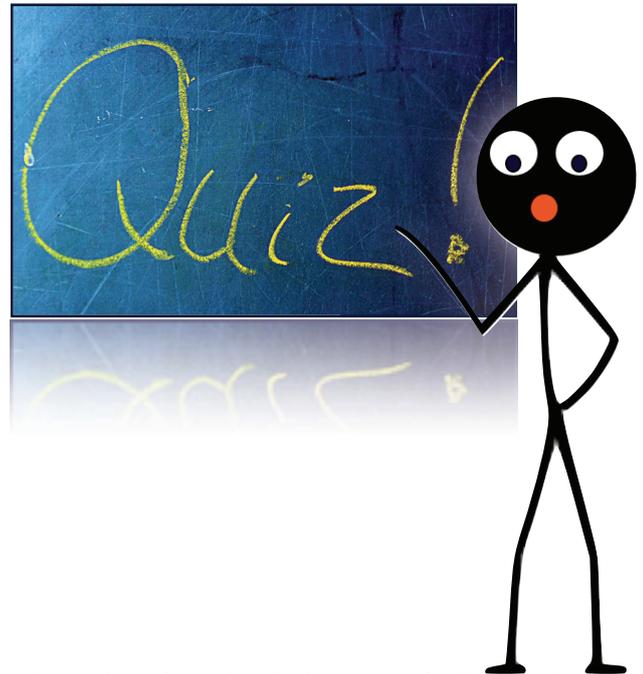
Learning Objective: As a result of this activity students will have some knowledge of college courses and information for college application.

Time Required: 35 minutes

Materials: 2 Worksheets

Instructions for Conducting the Activity:

- **Class Discussion:** Inform the class that you will be giving two handouts to see what knowledge they may already have in relation to courses and some review of information already covered in class.
- **Individual Student Work:** Ask students to answer each multiple choice question. If they don't know the exact answer, ask them to try and guess what they think the correct answer might be. Work in pairs. Give a time limit of 10/12 minutes.
- **Class Discussion:** Go through each question asking for feedback on the possible answers. Some questions may have more than one answer. Give students out a second handout and give a time limit to see what they know. You may want to put them into small groups this time to and have the groups compete against each other! After students have completed the worksheet go through the answers and the group(s) with the most right answers wins a prize!



1. Put in order from least salary expectations to most in regard to career.
 - A. Landscape architect
 - B. Caretaker for hospitals
 - C. Radiologist
 - D. Psychologist
2. What is the study of psychology?
 - A. To study social customs and cultures
 - B. To study the body and its functions
 - C. To study the brain and functional patterns of behaviour
 - D. To study language and communication
3. What course do you have to take to be able to prescribe contact lenses?
 - A. Podiatry
 - B. Pharmacy
 - C. Optometry
 - D. Occupational Therapy
4. Out of _____ people who want to be an artist, only _____ will have the raw talent.
 - A. 10, 1
 - B. 200, 4
 - C. 1000, 1
 - D. 100, 1
5. What are the qualities necessary to be in advertising and public relations?
 - A. Clever and creative
 - B. Well organised
 - C. Good public speaker
 - D. Musically inclined
6. What does a radiologist do?
 - A. Repair radios
 - B. Study animal parts
 - C. Read x-rays
 - D. Mend broken bones

7. How many years in college does it take to become a psychologist?
 - A. 2
 - B. 4
 - C. 6
 - D. 8

8. Which two universities offer Pharmacy?
 - A. NUIG
 - B. UCC
 - C. TCD
 - D. UCD

9. What does a massage therapist do?
 - A. Talk to people about massages
 - B. Give massages
 - C. Talk to people about therapy
 - D. Talk to people and refer them to a therapist.

10. Forensics can be studied in which two colleges?
 - A. DCU
 - B. DIT
 - C. Cork IT
 - D. Sligo IT

11. Aeronautical Engineering can only be study at one university in Ireland.
 - A. UCC
 - B. UL
 - C. NUIM
 - D. TCD

12. What is another name for the study of Humanities?
 - A. Communications
 - B. Biotechnology
 - C. Arts
 - D. Art

13. Which course do you need to study to become a primary school teacher?
 - A. B.A
 - B. M.A
 - C. Bed

1. Which course would you study if you want to learn how to plan, design and oversee the construction and creation of buildings, structures or projects?
 - A. Civil Engineering
 - B. Construction Studies
 - C. Architecture
 - D. Structural Engineering

2. Which course would you study at undergraduate level if you plan to be a history teacher at second level?
 - A. Applied Archaeology
 - B. Arts
 - C. History
 - D. International Relations

3. What course would you study if you are interested in forestry and floristry?
 - A. Landscape Architecture
 - B. Agriculture
 - C. Horticulture
 - D. Agricultural Science

4. Which two colleges/universities can you study Dental Nursing?
 - A. UCD
 - B. TCD
 - C. Athlone IT
 - D. Carlow IT

5. What does a Speech Therapist do?

6. Which two colleges/universities can you study Speech Therapy?
 - A. NUI Maynooth
 - B. UCC
 - C. UCD
 - D. NUI Galway

7. Explain what the 'Graduate Entry into Medicine' is?

8. Which three colleges/universities offer Journalism at an honours degree standard?

- A. NUIG
- B. DCU
- C. DIT
- D. UL

9. Which college/university can you study to work in PR?

- A. Waterford IT
- B. DCU
- C. Dundalk IT
- D. Letterkenny IT

10. Which college/university can you study Event Management?

- A. DCU
- B. DIT
- C. GMIT
- D. Cork IT

11. What four colleges/university offers Physiotherapy?

- (a)
- (b)
- (c)
- (d)

12. Which three colleges offer courses for PE teaching at second level?

- A. UL
- B. DCU
- C. UCD
- D. UCC

13. How many years does it take to be a general nurse?

- A. 2 years
- B. 4 years
- C. 3 years
- D. 5 years

Purpose: To highlight to students that they must observe the points and entry requirements when researching courses of interest to them.

Learning Objective: As a result of this activity students will be familiar with the entry and points requirements for courses that interest them.

Time Required: 40 minutes (Make take 2 classes)

Materials: 2 Worksheets

Instructions for Conducting the Activity:

● **Class Discussion:** It is preferable to do this activity in a computer room so that students can access the CAO website and college websites. Students will also need their CAO handbook. If, however, you are confined to a classroom give each student a photocopy of the points and entry requirements for all colleges.



Photocopy 'The Directory of Leaving Certificate Entry Requirements from the IGC' which includes course names, codes, entry requirements and points).

● **Individual Student Work:** Firstly, students should go through the CAO handbook and highlight any courses of interest. (Most students will only look at non-fee paying colleges in Dublin and surrounding counties). After students have highlighted courses of interest they should write these out on the handout with the relevant course codes. When this is completed they should go the CAO website or college websites to find out what are the course and points requirements for the courses they have chosen. If you don't have access to a computer room students should use the booklet you have photocopied from the IGC. Walk around monitoring and helping out students who are having difficulties.



Take back the photocopies of the IGC booklets from the students at the end of class as these can be used for future class activities.

Homework:

Parent Time:

Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.

Select 10 courses that interest you from Level 6/7 including specific entry requirements and points.

Check the CAO booklet and college websites for details.

	Course Code	Course Name	Specific Requirements	Points 2011
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Select 10 courses that interest you from Level 8 including specific entry requirements and points.

Check the CAO booklet and college websites for details.

	Course Code	Course Name	Specific Requirements	Points 20__
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Purpose: To introduce students to the FETAC application process.

Learning Objective: As a result of this activity students will know more about how the FETAC system works and what details they need to know prior to applying for college.

Time Required: 35/40 minutes

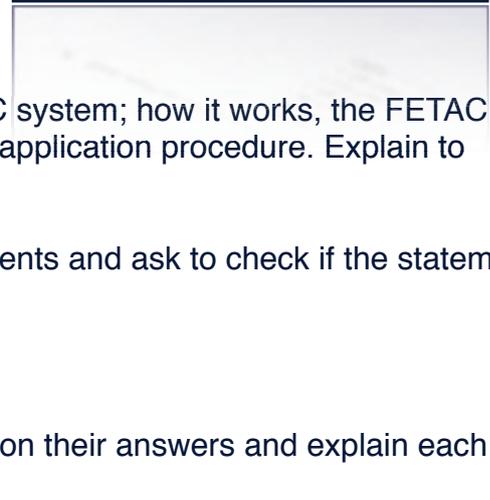
Materials: 1 Worksheet, 1 PowerPoint

Instructions for Conducting the Activity:

- **Class Discussion:** Show the **PowerPoint** on the FETAC system; how it works, the FETAC colleges in Dublin, the type of courses available and the application procedure. Explain to students certain requirements for FETAC colleges.
- **Individual Student Work:** Distribute the handout to students and ask to check if the statements are true, false or not sure.
- **Pair-Work:** Check answers with their partner.
- **Class Discussion:** Ask students to give some feedback on their answers and explain each statement, answering any questions students may have.

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.



How much do you know about studying FETAC courses?

Answer the following questions by circling:

O for True X for False ? for I don't know.

Discuss answers in class

1	FETAC courses are only for students who are not interested in applying for CAO courses.	
2	I can only apply for one FETAC course in each college.	
3	Each course includes a work placement module.	
4	FETAC courses usually focus on skills needed for work.	
5	I don't need points to get in to all FETAC courses.	
6	The points needed for entry to FETAC courses are lower than the points needed for entry to CAO.	
7	Most applications to FETAC courses include an interview.	
8	I apply to all FETAC colleges on one application form.	
9	Senior College of Further Education, Dun Laoghaire is a FETAC college.	
10	I can study pre-nursing at FETAC colleges.	
11	I may be eligible for a means tested grant which will help me to pay for the course.	
12	I can only apply to FETAC or CAO.	
13	Some third level colleges set aside places for applicants using the FETAC route.	
14	When I complete the course at this level I will get a FETAC award Level 6 or 7.	
15	This qualification is recognised by employers throughout the country.	

Purpose: To introduce students to the colleges and universities that are part of the FETAC system.

Learning Objective: As a result of this activity students will know what colleges/universities are part of the FETAC system, their locations and the courses on offer in each institution.

Time Required: 30/35 minutes

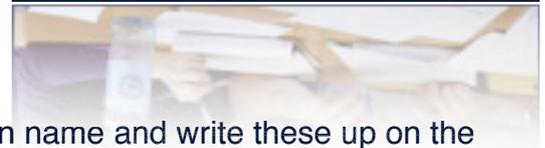
Materials: 1 Worksheet

Instructions for Conducting the Activity:

- **Class Discussion:** Ask the class what colleges they can name and write these up on the blackboard. Go through where each is located in the Dublin area. Discuss what courses are on offer. You may refer back to the PowerPoint from the previous class and revise the information they picked up from that class.
- **Individual Student Work:** Give out a handout to students. Ask students to fill in the answers. If you have access to computers, students should easily find them online. Students could use QUALIFAX to assist with the activity. If you don't have access to a computer room give each a copy of the Dublin VEC booklets which contain all the Dublin FETAC colleges and courses.
- **Pair-Work:** Ask students to compare their answers with their partner.
- **Class Discussion:** Invite student feedback and provide some information on the colleges identified. Clarify any questions students may have.

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.



1. Name a college where you can study to become a professional footballer.

2. Name two colleges where you can study Drama Performance.
(a) _____ (b) _____
3. Where is Liberties College located?

4. How long is the Social Care course at Colaiste Dhulaigh?
5. Which two colleges offer a course in Theatre Make Up?
(a) _____ (b) _____
6. Name two colleges that offer a Pre-Nursing course
(a) _____ (b) _____
7. Which college offers a course in Fashion Styling?
8. Name two FETAC Colleges in Dun Laoghaire.
(a) _____ (b) _____
9. Which college has campuses in Raheny and Coolock?

10. Which college offers a course in Veterinary Assistant?

Purpose: To highlight to students that they must observe the entry requirements when researching courses of interest.

Learning Objective: As a result of this activity students will be familiar with the entry requirements of courses of interest.

Time Required: 40 minutes

Materials: 1 Worksheet

Instructions for Conducting the Activity:

● **Class Discussion:** It is preferable to do this activity in a computer room so that students can access the college websites and/or QUALIFAX. If, however, you are confined to a classroom, give each student a Dublin VEC FETAC handbook which contains all the colleges and courses in the Dublin area. (Suggestion - make copies of the handbook if you don't have enough and let students share in pairs).

● **Individual Student Work:** Firstly, students should go through the Dublin VEC handbook or college websites/QUALIFAX and highlight any courses of interest. Next they should write these out on the handout with the course codes. Once this is completed they should then go the college websites to find out what are the course requirements and if an interview is required. If you don't have access to a computer room students should use the VEC booklet or a photocopied version. Walk around monitoring and helping out students who are having difficulties.

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.



Select **10 courses** of interest to you from FETAC College Courses. Include specific entry requirements and if an interview is required. Check the FETAC prospectus and college/university websites.

	Course Code	Course Name	Specific Requirements	Interview Yes /No
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Purpose: To introduce students to a set of questions for preparation for FETAC interviews.

Learning Objective: As a result of this activity students will be prepared to attend a FETAC interview.

Time Required: 40 minutes

Materials: 1 Worksheet

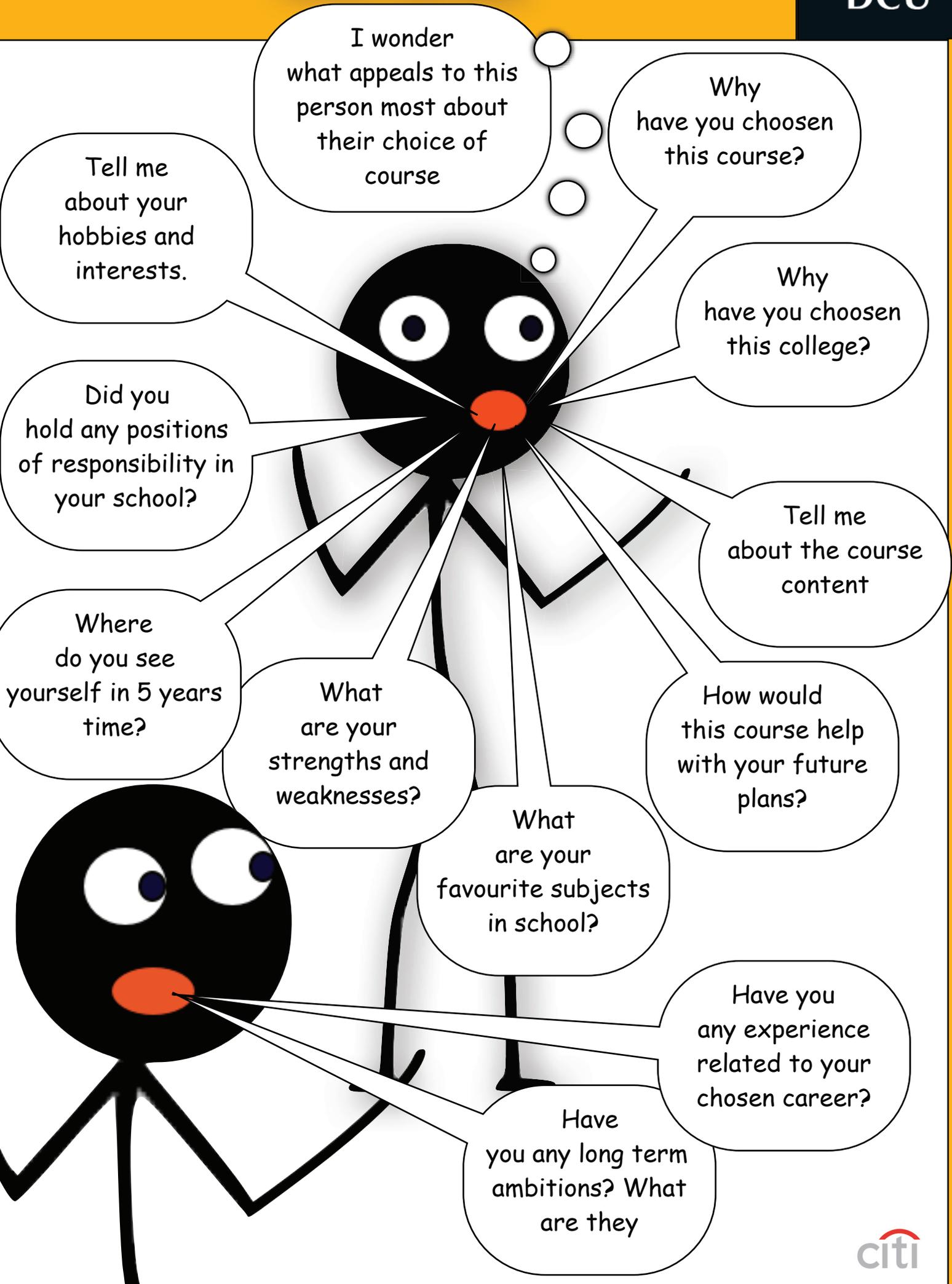


Instructions for Conducting the Activity:

- **Class Discussion:** Ask the class if anybody has ever done an interview and if so, how the interview went and the type of questions asked. Show the students the **PowerPoint** of interview tips. Explain how best to prepare before the interview; what to do on the day of the interview and during the interview and how to follow up after an interview.
- **Discussion and Learning Time:** Distribute the handout to students. Read through the explanation with the class going through examples with them.
- **Individual Student Work:** Ask students to think of a course they are interested in applying for and to fill in the answers to the questions with this course in mind.
- **Pair-Work:** Ask students to practise their interview questions with their partner, changing roles after a given time.
- **Class Discussion:** Invite feedback on any concerns around interviews and go through the grading scheme of interviews.

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.



I wonder what appeals to this person most about their choice of course

Why have you chosen this course?

Tell me about your hobbies and interests.

Why have you chosen this college?

Did you hold any positions of responsibility in your school?

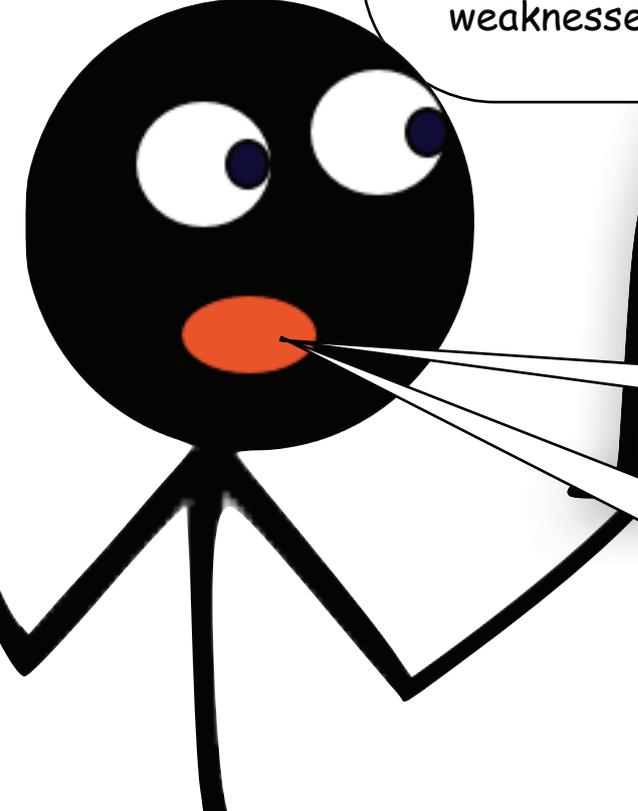
Tell me about the course content

Where do you see yourself in 5 years time?

What are your strengths and weaknesses?

How would this course help with your future plans?

What are your favourite subjects in school?



Have you any experience related to your chosen career?

Have you any long term ambitions? What are they

Purpose: To help students start the process of deciding what is important when choosing a college and a course.

Learning Objective: As a result of this activity, students will start to narrow down their college and course choices based on what is important to them e.g. a student won't consider going to UCC if commuting is an issue.

Time Required: 35 minutes

Materials: 1 Worksheet

Instructions for Conducting the Activity:



- ***Class Discussion:*** Explore with the class the career concept of decision-making and how it is important as young adults to start making decisions for themselves. Ask students what is important when they are booking a holiday or choosing a car or buying a new computer. How do they make decisions on what is best for them?
Making a decision about what colleges/courses to apply for is probably the first big decision students have had to make to date. It is important that they look at all options, be aware of what is available and reflect on what is important to them.
- ***Individual Student Work:*** Distribute the handout to students. Ask students to rank what is personally most important in each of the two sections on the worksheet. Tell them not to make a rash decision about the options but to think hard about what is important to them.
- ***Pair-Work:*** Ask students to share answers with their partner.
- ***Class Discussion:*** Invite student feedback. Do a quick survey with the class on each statement and ask students if they can think of other important factors when making choices on college and courses.

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.

What's important when choosing a college and a course.

Rank 1-8 what important to you. Discuss answers.

1 = Most Important 8 = Least Important

	Deciding on a College Course	
A.	Course Modules	
B.	Work Experience	
C.	Study Abroad	
D.	Class Size	
E.	Employment Potential	
F.	FETAC Progression Route	
G.	Continuous Assessment rather than exams	
H.	Links with Careers Department	

Rank 1-10 what important to you. Discuss answers.

1 = Most Important 10 = Least Important

	Choosing a College	
A.	Accommodation	
B.	Clubs & Societies	
C.	Scholarships	
D.	Financial Aid	
E.	Social Life	
F.	Restaurants on Campus	
G.	Location	
H.	Close to public transport	
I.	Gym Facilities	
J.	Reputation	

Purpose: To help students prepare in advance of a college exhibition to obtain maximum benefit from the experience.

Learning Objective: As a result of this activity students will have made greater use of their visit to a careers exhibition.

Time Required: 40 minutes

Materials: 1 Worksheet

Instructions for Conducting the Activity:

- ***Class Discussion:*** Inform the class on the value of a careers exhibition they will be attending. Let students know what colleges will be in attendance and if there will be talks of interest to be held on the day.
- ***Individual Student Work:*** Give out a handout to students. Go through the worksheet. Some of the worksheet can be completed in class and the rest must be completed at and after the exhibition. This activity maybe best done in a computer room where students have access to college websites or if this is not possible allow access to the careers library. Walk around monitoring students helping out with queries from individual students.
- ***Class Discussion:*** Inform students that they will be using the worksheet at the exhibition and in class following the event. Answer any questions students may have about the exhibition.



Look up the website and download a map of the exhibition layout. The list of seminars and talks may also be available. They are usually available before the event. Get the students to plan their time at the exhibition.

To get the most of a college exhibition it is useful to prepare in advance. To ensure you don't miss out on anything, follow the guidelines below.

	CAO Courses I am interested in:
1	
2	
3	
4	
5	

	FETAC Courses I am interested in:
1	
2	
3	
4	
5	

	Venue/Location	Title of Talks/Workshops I want to attend
1		
2		
3		
4		

Questions to ask about each college course

- | | |
|----|---|
| 1 | What are the specific entry requirements? |
| 2 | What Leaving Cert. subjects do I need for the course? |
| 3 | What points do I need for the course? |
| 4 | Do I need to complete an interview/submit a portfolio/do an aptitude test? |
| 5 | If I don't get the points, are there alternative routes that would help me get into the course? |
| 6 | What are the fees for the course? |
| 7 | How do I apply for this course? |
| 8 | How do I apply for grant assistance? |
| 9 | Is there accommodation on offer? |
| 10 | Does the course have work experience or an internship? |
| 11 | Can I study abroad as part of the course? |

Purpose: To prepare students for a college open day so that they obtain maximum benefit from the day.

Learning Objective: As a result of this activity students will make greater use of their time at a college open day.

Time Required: 40 minutes

Materials: 1 Worksheet

Instructions for Conducting the Activity:

- **Class Discussion** This activity can be used in a number of ways. You may want to bring the students to one particular college open day or you may allow the student to choose an open day they want to attend in their own time. Talk to the class about college open days and their purpose.
- **Individual Student Work:** Distribute the handout to students. Go through the worksheet. This activity maybe best done in a computer room where students have access to college websites or if this is not possible allow access to the careers library. Some of the worksheet can be completed in class and the rest must be completed at and after the exhibition. Walk around monitoring students helping out with queries from individual students.
- **Class Discussion:** Inform students that they will be using the worksheet at an open day and in class following the event. Answer any questions students may have about the exhibition.



To get the most of college open days, prepare in advance. To ensure you don't miss out on anything, follow the guidelines below.

	What do I want to achieve on the day
1.	
2.	
3.	

	What questions would I like answered on the day
1.	
2.	
3.	

	Venue/Location	Title of Talks/Workshops I will attend
1.		
2.		
3.		
4.		

	Courses which interest me
1.	
2.	
3.	

	Further information I need to find out on the day
1.	
2.	
3.	

Purpose: To introduce students to the different aspects of college life.

Learning Objective: As a result of this activity students will have a greater understanding of college life and the design of a college prospectus/website.

Time Required: 35/40 minutes

Materials: 1 Worksheet

Instructions for Conducting the Activity:



- ***Class Discussion:*** Ask the class to discuss what represents a good college life in their opinion and what aspects of college life are important to them e.g. does the college have restaurants or good social activities?
- ***Discussion and Learning Time:*** Distribute the handout to students. This activity is best completed in a computer room where students have access to college websites or if this is not possible allow access to the careers library. Each student must choose a college they are interested in researching. Read through the explanation of the worksheet with the class and go through some examples.
- ***Individual Student Work:*** Ask students to choose a college and fill in the information by finding the answers online or with the help of a college prospectus.
- ***Pair-Work:*** Ask students to share their college choice with the person sitting next to them.
- ***Class Discussion:*** Obtain feedback on the information gained. Ask students if there is other information that is important to know when looking at a college. Is there a difference in how colleges give information? Is one college website/prospectus better than another? Is there a difference between a CAO college prospectus/website to a FETAC college prospectus/website?

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.

Choose a college/university and with the help of an online prospectus answer the following questions.

1. Name the college: _____
2. Name the president of the college. _____
3. Name two sports clubs in the college. _____
4. Are there sports scholarships on offer? Yes/No
If yes: Name two sports associated with this scholarship programme

5. Is there a counselling service in the college? Yes/No
6. Do you have to pay tuition fees? Yes/No
7. What is the college's website? _____
8. Where is the college located? _____
9. What mode of transport can you use to travel to the college?

10. Name two course in the college that offer work placements as part of their courses. _____
11. Do international students attend the college? Yes/No
12. Are there opportunities to participate in exchange programmes abroad?
Yes/No
13. Do you apply directly to the college or through the CAO system?

14. Is there on campus accommodation offered? Yes/No
15. How many restaurants are on campus? _____

Purpose: To enable students to start researching college courses.

Learning Objective: As a result of this activity students will learn how to research college courses and what information they need to focus on.

Time Required: 35/40 minutes

Materials: 1 Worksheet

Instructions for Conducting the Activity:

- ***Class Discussion:*** Ask the class what is important when researching a college course. What information do they need to help consider a choice of college after second level?
- ***Discussion and Learning Time:*** Distribute the handout to students. This activity is best done in a computer room where students have access to college websites or if this is not possible allow access to the careers library. Each student must choose a college course they are interested in researching. Read through the explanation of the worksheet with the class noting the examples.
- ***Individual Student Work:*** Ask students to choose a college course from a particular college and fill in the information by finding the answers online or with the help of a college prospectus. Walk around monitoring and assisting students who may have queries.
- ***Pair-Work:*** Ask students to share with a partner their intended college course.
- ***Class Discussion:*** Invite feedback on the information gained. Ask students if there is other information that is important to know when looking at a college course. Is this course available in other colleges? Is the course available through the CAO and FETAC systems? Is there in the course at CAO and FETAC level? Do you have the entry requirements to gain access to the course? Are the points realistic to achieve?

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section'.



Choose a course and complete the worksheet

Basic Course Details:

Course Title: _____ Name of College: _____

Course Code: _____ Qualification Awarded: _____

Duration of Course: _____ Work Placement Opportunity: _____

Entry Requirements: _____

Open Day: _____ Apply to: _____

FETAC Courses to gain entry to this course: _____

Course Content- Modules

Year 1	Year 2
Year 3	Year 4

What skills/knowledge do you expect to gain from this course?

What are the costs involved in taking such a course e.g. fees/ materials etc

Why do you think this course is suitable for you?

What other courses offer similar opportunities?

Purpose: To prepare students for what is ahead in terms of college finances.

Learning Objective: As a result of this activity students will have a greater understanding of the expenses involved in going to college.

Time Required: 40 minutes

Materials: 4 Worksheets.

Instructions for Conducting the Activity:



- **Class Discussion:** Discuss with students the expenses involved in going to college. Ask students what expenses they envisage when going to college and write them on the board. Distribute the handout on 'How much does it cost to be a student?' Go through the handout and compare the costs of a student living away from home with the cost of students living at home.
- **Pair-Work:** Distribute the handout 'Getting Started' to students. In pairs students must estimate how much they would spend weekly and then think about how their estimates could be revised depending on their budget or by spending more or less on certain expenses. If you have access to the computer room ask students to log on to www.studentfinance.ie or www.dcu.ie/students/advice to have a look at grants and assistance that will help students with gaining finances for college. Ask students to try and estimate how much money they would have each week/month to get by.
- **Individual Student Work:** Give out the handout 'Analysing Your Expenditure' to students and ask them to look at their weekly/monthly income and calculate how much they might spend in each category. This can follow on as homework with their parents.

These figures are based on a 32 week academic year (8 months) and there maybe additional costs excluded such as:

-  Travelling and staying over to search for accommodation prior to college commencing.
-  Staying longer to complete assignments and exams.

Monthly Cost of Living at Home	Euro €
Books and other Academic items	€50
Costs for food, bills at home	€50
Food on Campus	€140 (Average €7.00 per day)
Travel (monthly commuter tickets)	€82 (30 Day Bus & Luas)
Extra-curricular activities, other travel etc.	€140
Total	€462 per month
	€3, 696 for 8 months

*These figures do not include registration fees which are €2, 318 for 2012/2013. (DCU Student Support & Development)

Getting Started

Before you arrive at college, make a list of all you can expect to pay out, and then look at realistic options for meeting these costs. Here is a sample of costs that you may incur. Try to estimate expected costs, revising where you see an opportunity to save yourself some money.

	Estimate	Revised
Registration Fees	€	€
Travel Card/Ticket	€	€
Books	€	€
Food	€	€
Stationary	€	€
Mobile Phone	€	€
Joining a Club	€	€
Entertainment	€	€
Clothes	€	€
Total	€	€

Identifying Your Income

Identify how much money you will have each week to get by. Remember you will have 16 weeks in each college semester, which includes two weeks of study and two weeks of exams. You will also need to budget for Christmas and Easter holidays.

Weekly Income	
Source	Amount €
Work Wages	€
Student Grant	€
Scholarship	€
Assistance from Parents/Guardians	€
Other	€
Other	€
Total Income	€



Check out **student advice** on college websites for more information. Also check out www.studentfinance.ie

Now that you have your income sorted out, you need to look at your weekly/monthly outgoings and **Analyse Your Expenditure**. This will help you to see if there is a shortfall in your finance or if you have enough for the year.



Weekly Outgoings			
Source	Amount	Source	Amount
Household		College	€
Rent	€	Registration Fees	€
Food	€	Books	€
Electricity	€	Printing	€
Gas/Oil	€	Photocopying	€
Mobile Phone	€	Lab Equipment	€
Broadband	€	Sports Equipment	€
TV License	€	Uniforms	€
Bin Charges	€	Other	€
Clothes	€		
Travel		Other Expenses	€
Public Transport	€	Health Insurance	€
Car Insurance	€	Savings	€
Car Tax	€	Doctor/Hospital	€
Car Maintenance	€	Dentist	€
Petrol	€	Social	€
NCT Test	€	Holidays	€
Taxis	€	Other	€
		Total Expenditure	

Applying for UCAS

Talk with your child about applying for college in the UK and if that is a possibility for them. Talk to them about the application procedure, fees, colleges and courses. Is applying for a college course in the UK possible for you with the increase in fees in England? Are there scholarship programmes and are all courses in Scotland still available? It is advisable to look at the website www.ucas.com with your child to become familiar with the system.

What is the National Framework Qualifications (NFQ)?

Go through the NFQ umbrella on the NFQ website http://www.nfq.ie/nfq/en/FanDiagram/nqai_nfq_08.html with your child, making sure your child understands the progression route. Also read through the questions and discuss the answers your child wrote down.

CAO Colleges

Talk with your child about colleges associated with the CAO, where each college is located and how they differ. Take a look at the websites of colleges your child may have an interest in.

CAO Application

Ask your child to explain the importance of each statement on the two worksheets. Ask your child if they are looking at any particular college and course. Ask your child what college requirements are needed for the course, the application procedure and colleges they are most interested in. It is useful to go through college prospectus and college websites with your child to look at college requirements for courses.

CAO Points

Go through both worksheets with your child. Look at the points for the previous year on the CAO website to see what points are required for the courses your child may have an interest in. Discuss with your child what points they can achieve based on their Christmas/ Summer test results. Discuss with your child what grades they would need in order to achieve the points for the courses they are hoping to apply for.

Career and College Quiz

Go through the questions on both quiz sheets. Clarify any questions with your child asking them to explain some answers.

Level 6/7/8

Go through the courses your child has written down on the worksheets and go through the entry requirements and points required for the courses and talk with your child about how attainable the points and requirements are for them and what grades and levels they would need to achieve the courses on their lists.

FETAC Colleges

Go through the FETAC colleges and their locations around Dublin. Talk with your child about how easy it would be for them to get to the colleges and check out a number of websites of colleges your child is particularly focused on.

FETAC Courses

Go through the courses your child has written down on the worksheet and go through the entry requirements required for the courses and talk with your child about how attainable the requirements are for them and what grades and levels they would need to achieve the courses on their list.

FETAC Interviews

Talk with your child about interview techniques and how they prepared for job interviews. Go through the type of questions asked at FETAC interviews and refer back to the prospectus and websites for information and talk with your child about what they should do to prepare for the interview.

Career Exhibition Preparation

Talk with your child about a career exhibition they recently attended and what they gained from the day. Go through the information they gathered and the talks they attended. Was there particular colleges you child focused on and what courses did they ask about. Ask your child to tell you about the talks they attended and what they learned from them.

College Open Day

Talk with your child about a college open day they attended recently. Go through the worksheets they filled out and talk with them about the information they gathered and what they thought about the college. Would they like to attend more open days? What do they feel they can learn from attending such open days?

College Profile

Talk with your child about the college they choose for this activity and why they choose it. Go through the information and also have a look at that particular college website/prospectus. If you went to college share with your child your own college experience or perhaps a family member who has attended college would be willing to chat with your child

Course Research

Go through the college course with your child. Talk about the course requirements and what is involved in the course. Take a look at other courses similar to the course he/she has chosen at other CAO and FETAC colleges. Talk with your child about the progression route to this course if the points are very high to achieve.

College Finance

Go through these exercises with your parents so that they are aware of your situation.



CV's

Skills

The world of work

Career Investigation

Parent time

Purpose: To introduce students to the CV, what it contains and how to begin compiling one's own CV.

Learning Objective: As a result of this activity students will have created their own CV.

Time Required: 40 minutes

Materials: PowerPoint, 2 CV Handouts

Instructions for Conducting the Activity:

- ***Class Discussion:*** Enquire if students know what a CV is and what it contains. Ask students what a CV is used for and why it is very important.
- ***Discussion and Learning Time:*** Distribute the handout of a sample CV. Read through the handout answering any queries from students.
- ***Individual Student Work:*** Students will create their own CV. Distribute the handout with the layout of the CV. This activity is best done in a computer room where students have access to computers. If this is not possible ask students to write out a handwritten version of their CV and then to type it up at home.
- ***Class Discussion:*** Ask students if they think there is anything else they would include on a CV. Ask students to print out a copy to keep on file and also to keep a copy on their computer at home if they want to use it for applying for part-time jobs or for future use.

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity with them.



Kate Jones

Address: 23 Kingston Drive, Glasnevin, Dublin 11

Tel Home: 01-23456

Mobile: 085-4567892

Email: phjones@vacapp.com

Date of Birth: 4th June 1996

Education

- St. Mary's Secondary School, Glasnevin, Dublin 11.
2002 – 2006
- St. Mary's Primary School, Glasnevin, Dublin 11.
1996 – 2002

Work Experience - Sales Associate, Next

June 2011– Present

- Maintain and restock inventory.
- Provide customer service.
- Operate computerized cash register system.

Child Care

June 2002 - Present

- Provide child care for several families after school, weekends and during holidays

Achievements

- Irish Dancing: 2004, 2005, 2006
- Dublin Basketball League: 2002 – 2006

Volunteer Experience

- St. Vincent De Paul
- Ballymun Literacy Program
- Run for Life

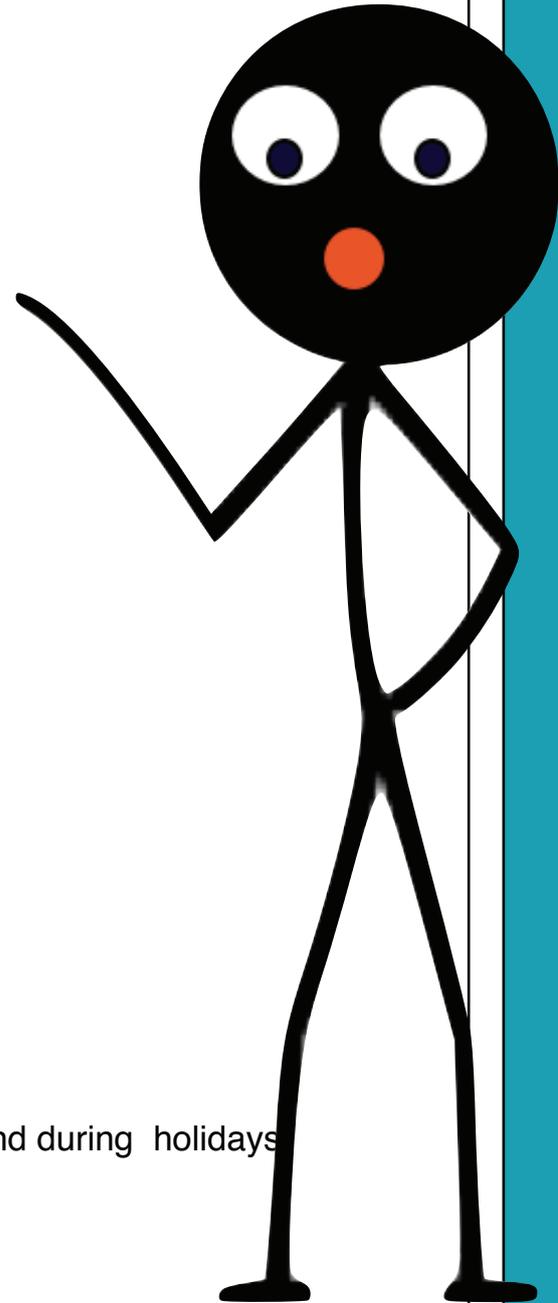
Interests / Activities

- Member of St. Mary's Basketball Team
- Girl Scout
- Piano.

Computer Skills

- Proficient with Microsoft Word, Excel, and PowerPoint, and Internet

References • On Request



(Name)

Address:

Tel Home:

Mobile:

Email: xxxxxxxxxxxxx

Date of Birth: xxxxxxxxxxxxxxxx

Education

- (secondary school name and address)
(dates)
- (primary school name and address)
(dates)

Work Experience

(work position and location)

(dates)

- (work skills)
- (work skills)

(work position and location)

(dates)

- (work skills)
- (work skills)

Achievements

- (anything you won a certificate, medal or trophy in)

Volunteer Experience

- (location and work position)

Interests / Activities

- (sports/music/etc)

Computer Skills

- (proficient in any computer programme)

References

- (on request)

Purpose: To introduce students to what is important when putting together a CV and the importance of marketing oneself.

Learning Objective: As a result of this activity students will have a greater understanding of what an employer is looking for from a CV.

Time Required: 35 minutes

Materials: 3 handouts, 1 Worksheet



Instructions for Conducting the Activity:

- **Discussion and Learning Time:** Distribute the handout to students. Read through the job advertisement with the class going through the examples. Ask students to highlight what the employer is looking for and discuss what is important to include in their CV for potential employers.

Distribute the two additional handouts of the CVs of two people applying for the position. Read through both CVs and ask the group in pairs to decide which candidate, based on their CV, is suitable for the position advertised.

- **Pair-Work:** Give out a worksheet and ask students to work in pairs to answer the questions based on the two CVs.
- **Class Discussion:** Invite student feedback for each question. Ask students what questions they choose for asking at interviews. Review what is important in preparing for interviews.

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.

The following job advertisement was in a national newspaper. The HR manager received a large number of CVs for the position. Two candidates were chosen from the pile of CVs as been most impressive. Read through the two CVs and decide which candidate is most suitable for the position answering the questions provided.



NOW HIRING

Grafton Street, Part-time Cosmetic Sales Assistant for Boots Pharmacy Boots Pharmacy is Ireland's largest pharmacy group in Ireland and is currently recruiting for a part-time Cosmetic Sales Assistant for our Pharmacy in Grafton Street. Previous experience in a similar role is very desirable.

Duties include Cosmetic Sales and Customer Skills. Must have excellent communication skills and be able to deal with customers in a friendly, professional manner.

Apply with CV to Cathy Higgins at hr@boots.ie by 20th June.

Jade Casey**Personal Details:****Address:** 30 Connolly Close, Maynooth, Kildare**Date of Birth:** 1st May 1993**Mobile:** 086-4576883**Email:** jcasey@hotmail.com**Education**

- Secondary Education: St. Patrick's Secondary School, Maynooth, Kildare.
- Primary Education: St. Jude's Primary School, Maynooth, Kildare.

Subject	Level	Grade
English	H	C1
Irish	O	C1
Maths	O	B2
History	H	C1
Economics	H	C2
German	O	B2
Chemistry	O	D2

Work Experience:**HMV - December 2007/2008/2009****Achievements:**

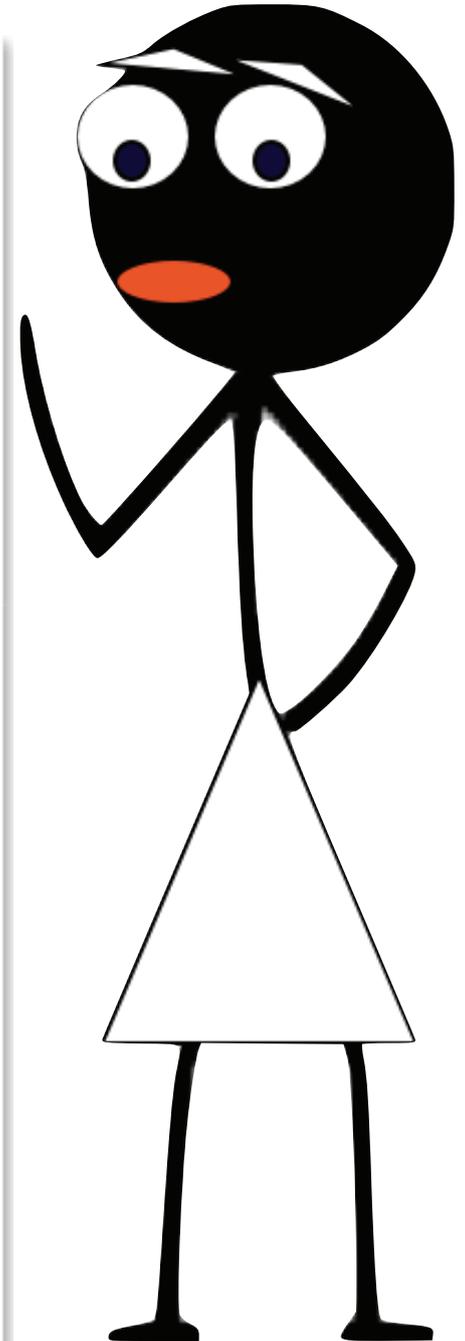
- Irish Dancing

Hobbies and Interests:

Going to the cinema, cycling, computers

References

- Ms. Paul Henry, HMV Grafton Street, Dublin Tel: 01-8976654



Louise Joyce

Personal Details:

Address: 2 Woodview Drive, Coolock, Dublin 2

Date of Birth: 4th July 1993

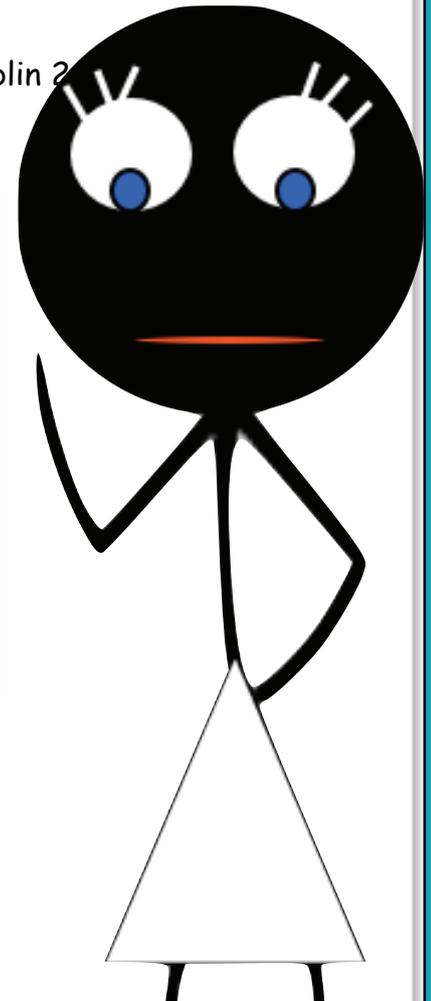
Home Phone: 01-246878 **Mobile:** 085-4567952

Email: phjones@vacapp.com

Education

- Secondary Education: St. Ciaran's Secondary School, Coolock, Dublin 2
- Primary Education: St. Mary's Primary School, Coolock, Dublin 2.

Subject	Level	Grade
English	H	C2
Irish	O	B1
Maths	O	C1
Geography	H	B3
Biology	H	C3
French	O	C2
Business	H	B1



Work Experience

Sales Associate, Next

June 2011- Present

- Maintain and restock inventory.
- Provide customer service.
- Operate computerized cash register system.

Child Care

June 2002 - Present

- Provide child care for several families after school, weekends and during school vacations.

Achievements

- Irish Dancing: 2004, 2005, 2006
- Dublin Basketball League: 2002 - 2006

Interests / Activities

- Member of St. Mary's Basketball Team
- Girl Scout
- Piano

Computer Skills

- Proficient with Microsoft Word, Excel, and PowerPoint, and Internet

References: On Request

1. Give two reasons why you think one of the candidates best suits the job:

Reason 1: _____

Reason 2: _____

1. If you were to interview the candidates what questions would you ask. These questions can come from what you read in their CVs or what is not included in their CVs.

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

Question 6:



Purpose: To introduce students to the concept of skills awareness.

Learning Objective: As a result of this activity students will be able to identify what a skill is and what skills they have already acquired.

Time Required: 40 minutes

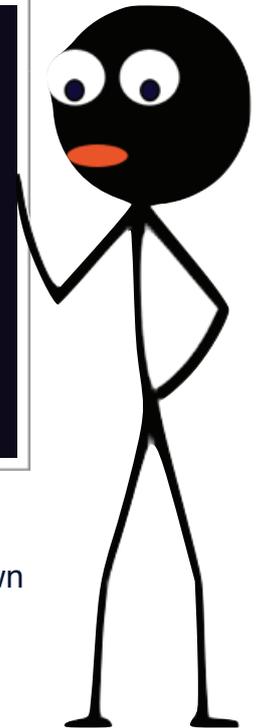
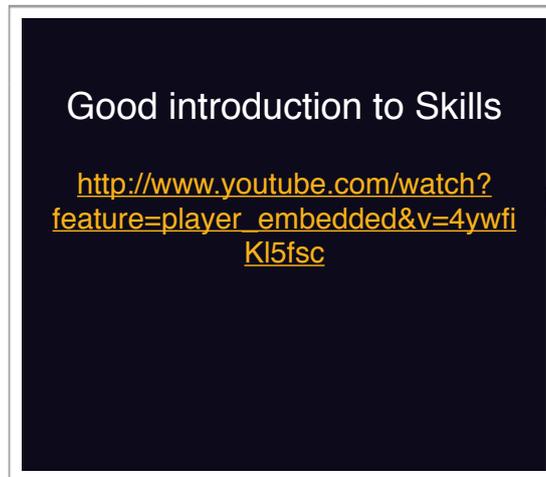
Materials: 2 Worksheets

Instructions for Conducting the Activity:

- **Class Discussion:** Ask the class if they know what a skill is and write down some examples on the blackboard.
- **Discussion and Learning Time:** Distribute the handout to students. Read through the explanation with the class and the examples.
- **Individual Student Work:** Distribute the worksheet and ask students to write down things they can do well. Some students may only be able to fill in five or six. Encourage them to write as many as they can think of. Ask for feedback and write some of the examples on the blackboard.
- **Pair-Work:** Distribute the second worksheet to students in pairs. Ask students to match the simple phrases to the business phrases. Obtain feedback asking students which description matches which skill.
- **Class Discussion:** Ask students where they can acquire skills and what current opportunities exist to learn new skills.

Homework:

- **Parent Time:** Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.



Every person has skills. Everyone is unique and has something to contribute. We need to keep reminding ourselves of all the things we can do. The more things we can do, the more confidence we become.

We can do things for ourselves and for others. We can write, ride a bicycle, play soccer (maybe not so well but that doesn't matter!) etc.

Fill out the following activity with 10 things you can do.

	10 THINGS I CAN DO
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Match the simple phrases to the business phrases.
(The first one has been done as an example).

		Description		Skill
H	1	Has a good imagination; artistic	A.	Results-oriented
	2	Gets others to do things	B.	Self-motivated
	3	Always gets places on time	C.	Leader
	4	Likes to investigate; likes solving puzzles	D.	Meets Deadlines
	5	Likes to get things done	E.	Analytical
	6	Has inner desire to do things	F.	Takes initiative
	7	Catches on to new things easily	G.	Good communication skills
	8	Works well with other people	H.	Creative
	9	Finishes work on time	I.	Punctual
	10	Does things without being asked	J.	Team player
	11	Speaks clearly; can get a point across	K.	Quick learner

Purpose: To introduce students to the concept of transferable skills.

Learning Objective: As a result of this activity students will be able to identify what transferable skills are and what skills they have.

Time Required: 40 minutes

Materials: 2 Worksheets

Instructions for Conducting the Activity:

- **Class Discussion:** Ask the class if they know what a transferable skill is and write down on the blackboard some examples of a skill they may acquire in school that could be later transferred to the workplace.
- **Discussion and Learning Time:** Distribute the handout to students. Read through the explanation with the class.
- **Individual Student Work:** Distribute the worksheet and ask students to look at each category and check the box ranked from 0-5 rating their skill ability. 5 refers to something they can do very well and 0 is for something they can't do at all. Encourage students to tick as many skills as they can. Walk around monitoring students completing the activity and help out students when needed. Ask for feedback.
- **Discussion and Learning Time:** Distribute the second handout to students. Read through the explanation with the class.
- **Individual Student Work:** Ask students to fill in the self reflection aspect of the worksheet and to finish at home with a parent/guardian.

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.



Rank the following activities 0-5.

0 = I cannot do it.

5 = I can do it very well.

I can work with my hands	0	1	2	3	4	5
- I fix things						
- I make things (prepare; cook)						
- I use tools						
- I build things						
- I run equipment						
I can work with numbers	0	1	2	3	4	5
- I calculate numbers						
- I can make a budget						
- I can balance cheque book						
- I conduct money transactions						
- I check for accuracy						
I can solve problems	0	1	2	3	4	5
- I identify problems						
- I improve things (adjust; change)						
- I recommend solutions						
- I solve problems						
I work well with people	0	1	2	3	4	5
- I get along well with others						
- I enjoy meeting new people						
- I like to help others						

- I have been on a team						
- People count on me						
I am a creative person	0	1	2	3	4	5
- I look for different ways to do things						
- I have new ideas						
- I like to try new things						
- I create things						
- I like to draw						
I am a leader	0	1	2	3	4	5
- People ask me for help (advice)						
- I initiate activities						
- I have supervised						
- I run meetings						
- I make decisions						
I communicate well	0	1	2	3	4	5
- I ask a lot of questions						
- I enjoy talking with people						
- I can give speeches						
- I can write reports						
- I can explain things						
I am a good organizer	0	1	2	3	4	5
- I plan events or parties						
- I schedule activities						
- I coordinate things						
- I schedule my time						
- I am detailed about things						

This activity shows how school and work expectations are similar. Work habits and employability skills learned now will help later in life. Complete the following activity by yourself in class and then with your parent/guardian at home. Review your questions together looking how expectations are similar or different. Where there are differences discuss why there are those differences.

Student	Parent
What is expected at school?	What is expected at work?
Attendance	Attendance
Punctuality	Punctuality
Completing Homework	Completing work based assignments
Dependability	Dependability
Teamwork	Teamwork
Co-operation	Co-operation
Respect for Authority	Respect for Authority

Self-Reflection

What are the rewards for fulfilling your work or school responsibilities?

What are the consequences for not fulfilling such responsibilities?

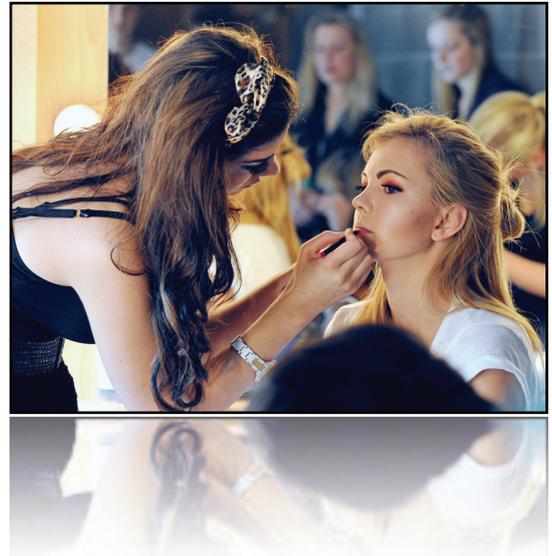
Purpose: To reinforce the definition of transferable skills and to help students identify their own transferable skills

Learning Objective: As a result of this activity students will be able to recognise their own transferable skills.

Time Required: 40 minutes

Materials: 3 Worksheets

Instructions for Conducting the Activity:



- ***Discussion and Learning Time:*** Distribute the handout 'Transferable Skills on the Job' to students. Read through the explanation with the class. Ask students to identify the transferable skills in each case and write these on the blackboard.
- ***Individual Student Work:*** Distribute the worksheet 'Identifying Your Transferable Skills' and ask students to use their previous worksheet on the skills inventory to complete the first section. Students should then explain how they came to choose each of the transferable skills identified.
- ***Discussion and Learning Time:*** Obtain feedback from students on how they acquired the skills they wrote down.
- ***Individual Student Work:*** Distribute the worksheet on 'Discussing Your Transferable Skills'. Ask students to fill in the information based on a job application. The job can be a part-time job or job they would like to have in the future. Walk around to monitor the activity and help out students when needed. Students should finish this activity at home with their parent/guardian.

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.

Read

the following descriptions of Sean and Jessica's experiences. As you read, circle the transferable skills you can see in each case..



Sean is a cashier at Tesco's. He works as a cashier, balances his till at the end of the day, and stocks inventory. Sean works part-time, but his schedule varies from week to week. He has a perfect attendance record and has never been late. He is a member of a staff of 12 and he works well with other employees. Anthony has won an "Employee of the Month" award and he helped organise the Christmas party last year.

- Team Player
- Creative Cash
- Handling skills
- Punctual
- Organizational skills
- Leadership skills
- Works with customers
- Flexible
- Good communicator

Jessica is unemployed at the moment. She has only had one job in her life, working in a Summer programme cleaning up parks and parking lots. She worked with a crew of 5 people and was responsible for writing reports on the crew's progress on each assignment. In secondary school, Jessica studied Accountancy, French, Biology and Geography and she was the captain of the Basketball Team. Her hobby is designing clothes. In past summers, Lisa has volunteered at a day care centre, where she coordinated the daily activities of the preschool children.

- Can work with numbers
- Leadership abilities
- Problem solving skills
- Good verbal communicator
- Team Player
- Creative
- Written communication skills
- Very Dependable
- Organizational skills

You will need to know your Transferable Skills when you fill in job applications, complete a CV, make out a cover letter, and go for interviews.

Which 5 skills did you check the most on your "Transferable Skills Inventory" worksheet? These are your strongest transferable skills. Write them in the spaces below.

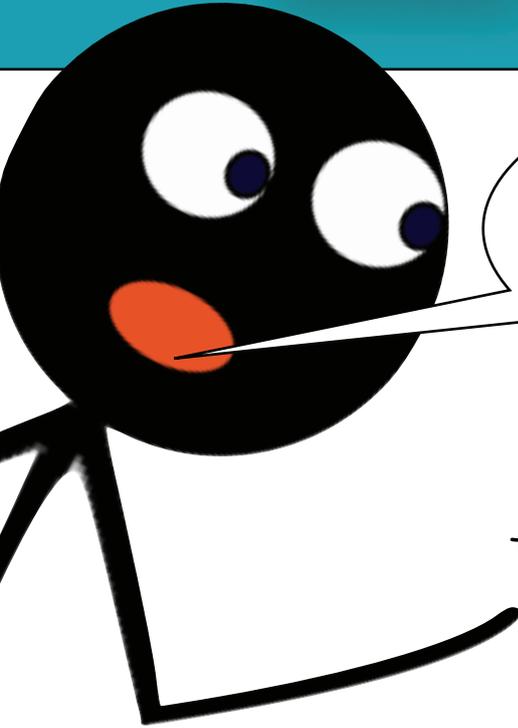
1	
2	
3	
4	
5	

Now, explain how you got each of these transferable skills. Use the following layout:

I write the skill here . **I have done it** in a (name it) / on a job (name the job) / at school (name the school) , **and I** really liked it / did it well .

EXAMPLE: I can work with my hands. I took it as a subject when I was in secondary school, and I really liked it.

1	
2	
3	
4	



Answer
the following questions, keeping your Transferable Skills in mind. These are the kinds of questions you might get a job interview. Write down one of the jobs you want to pursue after you finish your Leaving Cert and complete college/ university. Make your answers relate to the job you choose.

The Job: _____

1. What are some of your strengths?

2. Do you work well with others? If so, give an example.

3. Name 3 things a past employer or teacher would say about you.

4. Why should I hire you?

(Tell about the skills you have learned in the past that could help you on any job.)

5. What areas do you need to improve in?

Purpose: To introduce students to the reasons why people work and types of work conditions that are preferable.

Learning Objective: As a result of this activity students will have thought more about the work environment and what is important when choosing a career.

Time Required: 40 minutes

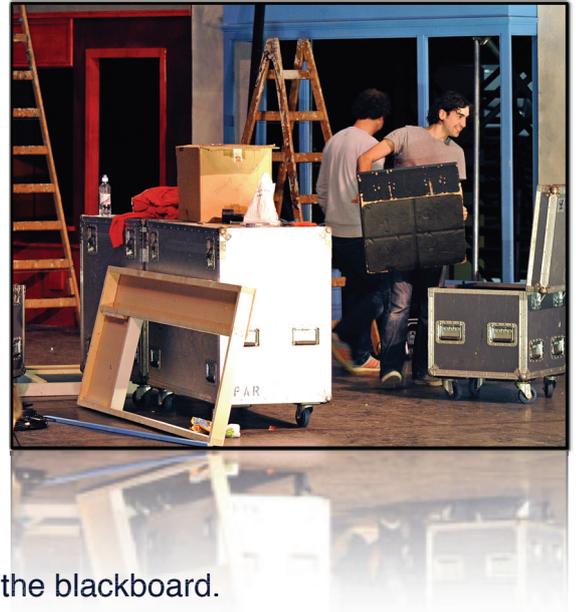
Materials: 2 Worksheets

Instructions for Conducting the Activity:

- **Class Discussion:** Ask the class to think of reasons which motivate us to work. Write down their ideas on the blackboard.
- **Class Discussion:** Obtain feedback on how they ranked the reasons and why they choose one of their reasons as more important than others. Ask students what type of work conditions would be important for them when choosing a job. Brain-storm ideas and write these on the board.
- **Individual Student Work:** Distribute the worksheet 'How would I like to work?' and ask students to go through each section, mark areas of importance and fill in areas that are important to them but not highlighted in each section. Finish up the worksheet by taking five important points and listing these as the most important aspects when looking at a career option.
- **Class Discussion:** Obtain feedback on the information filled out and discuss how important each one is when it comes to choosing a career/job in the future.

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.



Rank 1-12 what important to you. Discuss answers.

1 = Most Important 12 = Least Important

	Reasons	
1	To earn money	
2	Allows me to travel	
3	Parents want me to	
4	For mental well-being	
5	Ambition	
6	To meet people	
7	To pay bills	
8	Professional development	
9	Keeps me busy	
10	I can contribute positively to society	
11	Lets me use my college qualification/skills/training	
12	I can learn new skills	

Choose one of your top reasons from the list above and explain why you feel that is so important to you.

How would I like to work? What type of work conditions are important to you?

In each of the five categories below, rank the working conditions that most appeal to you.

1. I would like my work hours to be:

(a) Fulltime 9 to 5 - 5 days a week	
(b) Part-time	
(c) Self-employed	
(d) Flexible hours	
(e) Shift-work	

2. I would like to work:

(a) alone	
(b) with other people	
(c) with people my own age	
(d) with both men and women	
(e) with only men or women	
(f) with younger people	
(g) with older people	
(h) with people from other countries	
(i) with people from my own culture	
(j)	
(k)	

3. The working conditions I would most value are:

(a) working indoors	
(b) working outdoors	
(c) working in a quiet place	
(d) working around other people	
(e) working as a member of a team	
(f) in my own office	
(g) in a busy place	
(h)	

4. The work challenges I feel I need are:

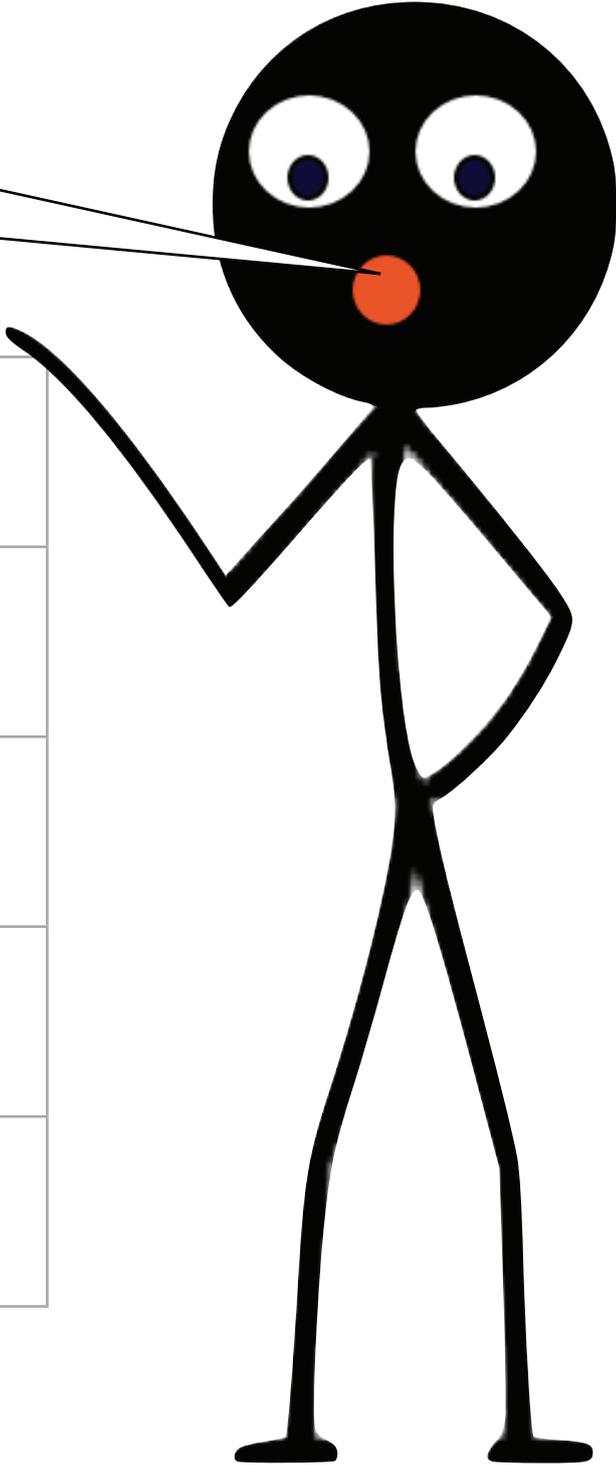
(a) routine work	
(b) working towards deadlines	
(c) plenty of variety	
(d) challenges	
(e) allowed to be creative	
(f)	
(g)	

5. The rewards aspects of my job that I need are:

(a) a good salary	
(b) a regular bonus	
(c) plenty of holidays	
(d) overtime pay	
(e) travelling a lot with the job	
(f) staff discounts	
(g) working on commission	
(h) promotional opportunity	
(i) further training and education	
(j) travel expenses	
(k)	

Select
5 important points from the
five categories and list them
below:

1	
2	
3	
4	
5	



Adapted from:
It's your life - Social, Personal & Health
Education - Fiona Chambers & Anita Stackpoole

Purpose: To introduce students to the idea that most people will change their jobs a number of times during their lifetime.

Learning Objective: As a result of this activity students will start to understand that what they study in college is only a step towards a better future and a career/job but that their career/job may change as time goes on.

Time Required: 35 minutes

Materials: 2 Worksheets

Instructions for Conducting the Activity:

- **Class Discussion:** Talk to the class about job changes and how important it is that students know that they may change their career/job two to three times in their lifetime. In later life opportunities as a mature students or to pursue night classes or through Open University can assist with making a career change .

Review with the students the progression route from the FETAC system and explain that similarly there are many routes towards achieving the career you want.

Ask students if they can give any example, perhaps of someone they know who went the 'long route' to achieving their career and how it was achieved.

- **Pair Work:** Distribute the handout to students and ask them to create a sequence of 4 jobs and that the sequence needs to tell a story of how a person moves from the first of the jobs to the last through two other jobs. Students need to say what helped the person to make each move e.g. training, education, promotion, buying a business etc...
Give a time limit.

- **Class Discussion:** Ask each pair to give an example of the exercise and write on the blackboard the four jobs in each case.
Remind students that it is important to think of this activity when making career choices as there is not just one way to achieve your dream career/job.

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.



Hotel Manager	Student Nurse	Graphic Designer
Beauty Therapy	Administration Assistant	Receptionist
Shop Assistant	Special Needs Assistant	Event Manager
Laboratory Assistant	Sales Representative	Computer Programmer
Marketing Manager	Human Resources Manager	Small Business Owner
Teacher	Crèche Owner	Museum Curator
Midwife	Scientist	Fashion Designer
Nursing Home	Retail Buyer	Payroll Clerk
Sewing Machinist	Gardener	Nurse
Bartender	Accountant	Laundry Assistant

Purpose: To introduce students to the concept of reflecting back on their completed work experience.

Learning Objective: As a result of this activity students will have gained an insight in the world of work and reflected on what they gained from their work experience.

Time Required: 35 minutes

Materials: 1 Worksheet

Instructions for Conducting the Activity:

- **Class Discussion:** Ask the class about work experience they may have done in TY/LCVP/LCA or a part-time/weekend/evening job they may have done or even some volunteer work. Ask about how they enjoyed their experiences and what they learned.
- **Individual Student Work:** Distribute the worksheet to students. They must fill the worksheet out based on some work experience they have completed to date. Go through the worksheet explaining each aspect of the activity. Walk around as the students are filling out the worksheet helping out if students have difficulty.
- **Class Discussion:** Ask students about what positive and negative aspects they experienced in their work experience and what was learned that could be of benefit later in life either in college or in their future career/job.

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.



The following questions will help you reflect on your work experience.

Name:

Name of Employer:

Dates:

Name of Supervisor:

Description of the work you did:

What personal qualities and skills does this type of job demand:

Training/instruction given in the course of the work experience:

Highlights of the work experience:

Disappointments of the work experience:

What have you learned from the work experience?

Would you consider this job for your future career option? Yes / No
Why?

How would you rate your work placement?

Excellent	
Good	
Fair	
Poor	

(Adapted from Careers Portal)

Purpose: To review all learning from previous classes and examine suitable career options.

Learning Objective: As a result of this activity students will have a more concrete idea of where their career options. This provides a solid platform for 6th year where students will have a great self awareness and suitable choices of college courses and career options.

Time Required: 35/40 minutes

Materials: 1 Worksheet

Instructions for Conducting the Activity:

- **Class Discussion:** Talk to students about what they felt they learned from previous classes that they may not have known when they started these activities. Ask students if they have a greater sense of what college courses they are suitable for and career options they may consider.
- **Individual Work:** Distribute the worksheet to students and ask them to use the information they have from previous activities to help them fill in the the information required. It is best if this activity takes place in a computer room where students have access to computers for further information required. Walk around the class helping out when students find some aspect of the worksheet difficult.
There may not be enough time in class to finish this activity so it could be finished at home with a parent.

Homework:

- **Parent Time:** Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.



1. Career Investigated: _____

2. Describe this career e.g. the type of work the person would be doing, the main tasks and responsibilities

3. What are the most important skills for the job?
e.g. communication skills / IT skills / social skills / practical skills / numerical skills / problem solving skills etc.

4. What are the most important personal qualities or attributes required for this position?
e.g. what personality characteristics, interests and aptitudes are needed

5. Identify 2 different courses that may lead to this career:

Course Name & Code:

College Name:

Course Entry Requirements: e.g. Minimum Irish: OD3, English: OD3, Mathematics: HC3

Admission Procedure: e.g. through CAO. Last years points were 360

Course duration: e.g. 3 years full-time

Qualification awarded: e.g. Degree - Honours Bachelor (Level 8 NFQ) from NUI

Course Name & Code:

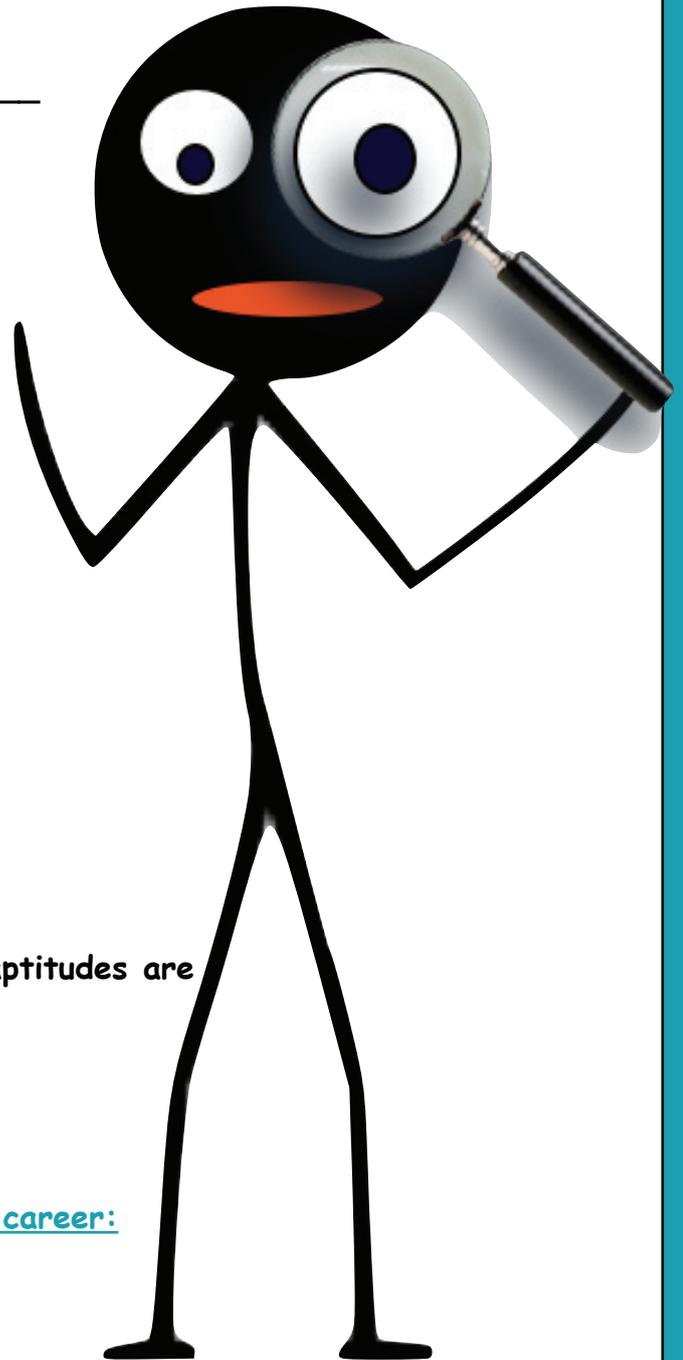
College Name:

Course Entry Requirements:

Admission Procedure:

Course duration:

Qualification awarded:





6. Discuss this career in terms of your personal aptitude and interests:

how well do your personal aptitudes and interests match what is needed for the job?

7. Discuss this career in terms of the subjects you are studying for the Leaving Cert: how relevant are your subjects in terms of preparing you for this career, or courses required for this career?

8. Note three things you discovered about this career that you would regard as Pros:

9. Note three things you discovered about this career that you would regard as Cons:

10. What other careers would you now consider worthwhile investigating?

11. Resources used for this investigation: List any books, articles, websites, interviews etc., taken during the course of this investigation

Purpose: To review all learning from previous classes and examine suitable career options.

Learning Objective: As a result of this activity students will have a more concrete idea of suitable career options so that by 6th year students will have great self awareness and suitable college courses and career options.

Time Required: 35/40 minutes

Materials: 1 Worksheet

Instructions for Conducting the Activity:

- ***Class Discussion:*** Talk to students about their learning from previous classes and their development since programme commencement. Ask students if they have a greater sense of personally suitable career options to consider.
- ***Individual Work:*** Distribute the worksheet to students and ask them to use the information they have from previous activities to help them fill in the the information required. It is best if this activity takes place in a computer room where students have access to computers for further information required. Walk around the class helping out when students find some aspect of the worksheet difficult. There may not be enough time in class to finish this activity so it could be finished at home with a parent.

Homework:

Parent Time: Students should take the worksheets home and with their parent/guardian discuss the activity and complete the 'parent section' of the activity.



1. Career Investigated: _____
2. Describe the type of work the person would be doing including the main tasks and responsibilities
3. What are the most important skills for the job?
Tick the box if you feel you have any of the following skills.

People Skills	
Communications Skills	
Research Skills	
Computer Skills	
Interpersonal Abilities	
Leadership	
Multicultural Sensitivity	
Planning/Organizing	
Problem-Solving	
Creativity	
Teamwork	
Honesty	
Adaptability	
Responsibility	
Reliability	
Positive Attitude/Motivation/Energy/Passion	
Professionalism	
Self-Motivated/Ability to Work Alone	
Willingness to Learn	
Time Management	
Flexibility	
Punctual	
Results-oriented	

4. What are your personal achievement and interests/hobbies that maybe helpful when applying for a job in the career you have choosen?

Interests/Hobbies	Achievements

5. Identify a college course that may lead to this career:

Course Name & Code:

College Name:

Course Entry Requirements:

Admission Procedure:

Course duration:

Qualification awarded:

6. Discuss this career in terms of the subjects you are studying for the Leaving Cert: how relevant are your subjects in terms of preparing you for this career, or courses required for this career?

Subject	Level	Grade Expected
Irish		
English		
Maths		

7. Note three things you discovered about this career that you would regard as Pros:

1	
2	
3	

8. Note three things you discovered about this career that you would regard as Cons:

1	
2	
3	

9. What other careers would you now consider worthwhile investigating?

10. Resources used for this investigation: List any books, articles, websites, interviews etc., taken during the course of this investigation

Writing Your CV

How is your CV different to your child's? Talk with your child about the importance of a good CV. Talk to them about jobs you applied for in the past and how your CV was useful for getting you the jobs you wanted. Go through your child's CV and help them include some details they may have forgotten to include.

Evaluating CV's

Go through the job advertisement and point out aspects of the advertisement to your child that you feel is important. Ask your child which CV they choose and why they choose that particular CV and say which CV you would have chosen and why. Talk to your child about how you found jobs and what preparation you did for the jobs you applied for.

Skills Part 1. My Skills

Talk with your child about skills you have and what 10 things you can do and compare your list with your child's list. Go through the meaning of the skills and talk with your child which skills were important for jobs you had in your life to date.

Skills Part 2. Transferable Skills Inventory

Go through the skills list and look to see what your child has chosen and talk with your child about transferable skills you have gained from one job or life experience that have helped in other jobs you have had. Discuss with your child skills that they may have acquired in school that may help them in part-time jobs or future career choices.

Skills Part 3. Transferable Skills on the Job

Go through the worksheets with your child and look at what your child wrote about the skills and where they achieved those skills. Talk about a job/career they have chosen and how the skills they have learned now will impact on that career/job choice in the future.

Why we work and the best type of work conditions.

Talk with your child about why you took the job you are presently in or a job you would like to be in. Go through the worksheets and explain what other work conditions are important when choosing a job/career.

Job Changes

Talk with your child about their work experience and go through the worksheet with your child asking questions along the way. Talk about the ups and downs of the job and what skills they learned that could be transferred to other jobs in their lives.

Work Experience

Talk with your child about their work experience and go through the worksheet with your child asking questions along the way. Talk about the ups and downs of the job and what skills they learned that could be transferred to other jobs in their lives.

Career Investigation 1

Talk with your child about what they now know about themselves that they didn't before they started this project and what courses and colleges they are most interested in and what careers they would now like to take a look at. Go through the worksheet and discuss what your child filled in on the sheets.

Career Investigation 2

Talk with your child about what they now know about themselves that they didn't before they started this project and what courses and colleges they are most interested in and what careers they would now like to take a look at. Go through the worksheet and discuss what your child filled in on the sheets.