

## LESSON 11

# Interests: Things You Enjoy

60 minutes

Strand 1.1: Understanding Myself

Reflecting

Outcome LCW.M1.S1.VAL.4

Outcome LCW.M1.S1.VAL.3

### WHAT THIS LESSON DOES

Reflect on what you truly enjoy doing and separate those interests from convenient hobbies. Combine two interests to search for matching Irish courses or roles on Qualifax or Careers Portal, then record the work involved and entry requirements, or an honest dead-end search.

### CURRICULUM OUTCOMES

| Outcome         | What the specification asks for                                                              |
|-----------------|----------------------------------------------------------------------------------------------|
| LCW.M1.S1.VAL.4 | identify their aptitudes, achievements and interests, reflecting on how they have developed. |
| LCW.M1.S1.VAL.3 | recognise the unique nature of aptitudes, achievements and interests.                        |

### WHAT STUDENTS SHOULD BE ABLE TO DO

- Distinguish genuine interest from a hobby of convenience
- Test two interests against Qualifax or Careers Portal and record either a named meeting-point course or role, or a named dead-end search
- Record day-to-day work and entry requirements for that route

### KEY TERMS

| Term         | What it means here                                                                                                                | For example                                                                              |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Interest     | Something you enjoy doing, studying or experiencing, whether or not you are already skilled at it.                                | Following match tactics for pure enjoyment, even if you never play                       |
| Career field | A broad category of work that groups roles sharing similar skills, knowledge and qualifications.                                  | Healthcare, media production, construction, hospitality                                  |
| Pathway fit  | How well a real course or role matches more than one of your interests at once, and whether the entry route is realistic for you. | Music plus organising pointing toward event management rather than either interest alone |

#### BEFORE THE BELL

- Confirm students can access Qualifax or Careers Portal on school devices. If internet access is limited, prepare printed course or role cards that combine two interests. Fallbacks stay with you; the student page names Qualifax and Careers Portal only.
- Students who lack an Interests file in Strand 1.1 create your **\*\*Interests\*\*** document (Strand 1.1) (or .docx) in this lesson. Have the six section headings ready as a starter skeleton.
- Pull one live dual-interest listing before class and write the exact title and provider on the board as a model of a named meeting point.
- Confirm students can reach Qualifax or Careers Portal on school devices. If access is weak, print three short course or role cards that genuinely combine two interests so the search still has real material. Keep fallback sources and printed cards in your hands only; the student page names Qualifax and Careers Portal as the defaults. If students do not yet have an Interests file in Strand 1.1, they create your **\*\*Interests\*\*** document (Strand 1.1) (or .docx) now. Earlier Unit 1 lessons may have mentioned interests in passing; this lesson is where the dedicated file is built. Starter skeleton headings to paste if anyone is blank: My interests / The two I combined / Named course or role / Day to day / Entry / If they meet nowhere. Live model before class: open Qualifax or Careers Portal and pull one current dual-interest listing (for example search event management, sports development, or health data) and write the exact title and provider on the board so students see what a named meeting point looks like. Verify the listing on the day you teach so it is not stale.
- On screen this lesson: opinion line.

# Interests: Things You Enjoy

| HOW THE LESSON RUNS |              |                          |
|---------------------|--------------|--------------------------|
| 5 min               | introduction | Getting Started          |
| 5 min               | content      | Key Terms                |
| 35 min              | activity     | Where Two Interests Meet |
| 10 min              | content      | Think About It           |
| 5 min               | summary      | What you covered         |

## STEP BY STEP

### 5 min Getting Started

Open with a quick show of hands: who has been told to turn a hobby into a career? Keep it light. Name the cycle phase out loud: *today is reflecting*.

If devices have limited internet, have three printed Qualifax or Careers Portal course or role summaries ready as a fallback so nobody is stuck without material.

### 5 min Key Terms

Spend under five minutes here. Stress the genuine-interest versus hobby-of-convenience line once; the opinion line will carry the rest of the argument.

### 35 min Where Two Interests Meet On screen: opinion line

#### SUGGESTED TIMING (35 MINUTES TOTAL; CLOCKS MATCH THE STUDENT PAGE)

- **0-5 min:** opinion line, one statement only; hear both sides; allow marker moves
- **5-12 min:** Part A interests list (4-6 items) and genuine-versus-convenient cut
- **12-25 min:** Part B search for a named meeting point on Qualifax or Careers Portal
- **25-35 min:** Part C write-up (day-to-day and entry, or named dead-end with search terms). Protect this block; the artefact is the main event

#### TEACHING TIPS

Do not score the line. Push for arguments, not slogans. Cap the line at five minutes so Parts A-C get the bulk of the step. When students search, watch for forced fits: a course that only needs one of the two interests is not a meeting point. Celebrate clean dead ends; they are stronger portfolio evidence than a stretch.

**Look-for in the document (minimum viable exit ticket):** cleaned list + two named interests + either a real titled course or role with source, or a named dead-end search with search terms. Day-to-day and entry should be in the file if time allows; if a student is still thin on those two bullets at the bell, set them as short homework in the same Interests file rather than claiming the full six sections are complete for everyone.

#### DIFFERENTIATION

Students who finish early add a second pair and a second search. Students stuck on a pair: start from one strong interest and ask which second interest would have to sit beside it for a full week of work to feel worth turning up for. Support: hand a pre-selected dual-interest course card if the search stalls.

### 10 min Think About It

Open with the 60-second salvage so thin Part C files get day-to-day/entry or a clean dead-end note before talk starts. Then keep this as paired talk, followed by a short whole-class harvest: one meeting-point find and one clean dead end. Name both as successful reflecting. Remind students the Interests document is the portfolio home for any final line they want to bank. If the period is tight, run a 5-minute stand-and-share of one meeting point and one dead end instead of extended pair talk, and set any deeper annotation as homework in the same Interests file.

### 5 min What you covered

Spot-check the minimum viable exit ticket before the period ends: cleaned list + two named interests + either a titled course/role with source OR a named dead-end search with search terms. Flag empty lists immediately. If day-to-day or entry is missing for a few students, set those two bullets as short homework in the same Interests file rather than over-claiming full completion. Do not send anyone out with a blank Strand 1.1 Interests file.

### TEACHING MOVES

- Open with a show of hands on turning hobbies into careers and keep the discussion light.
- Stress the difference between genuine interest and convenience once during key terms.
- Run one opinion line statement only and cap it at five minutes so the portfolio build is the main event.
- During the main activity, circulate to support searches and model effective use of Qualifax if needed.
- Protect the final ten minutes of Step 3 for Part C. A named dead end with search terms is a complete artefact.
- Harvest one successful meeting point and one dead end in Think About It to normalise both outcomes.

### WHAT TO WATCH FOR

- Students may list hobbies of convenience instead of genuine interests; remind them to focus on enjoyment without a skill requirement.
- Searching for single interests rather than combinations; encourage trying different pairings.
- Forced fits that only use one interest; send those back to search or to a clean dead-end note.
- Leaving the document incomplete; spot-check the minimum viable exit ticket before the end of the lesson.

### DIFFERENTIATION

- Support: Provide pre-selected dual-interest course cards for students struggling with searches.
- Support: Pair students for the opinion line and discussion activities.
- Extension: Challenge students to find a second pathway option and compare entry requirements.

### WHAT STUDENTS ARE LEFT WITH

- Interests: your interests plus two combined into a named course or role, or an honest dead-end search