

LESSON 9

How to Research a Job Role: Methods

60 minutes

Strand 1.2: Understanding my Progression Opportunities

Participating

Outcome LCW.M1.S2.PROG.3

WHAT THIS LESSON DOES

You select one job role from your shortlist and create a research plan using at least three methods. You order the methods logically and note specific learning aims for each before starting the investigation.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S2.PROG.3	identify and research job roles within a chosen career field, demonstrating how aspects of their personal statement may support further exploration of a particular job role.

WHAT STUDENTS SHOULD BE ABLE TO DO

- List methods for researching job roles including interview, shadowing, careers fairs and Irish careers sites
- Weigh strengths and limits of each method
- Plan research of one role with three methods and learning aims

KEY TERMS

Term	What it means here	For example
Job role research	A deliberate plan for finding out what a specific job actually involves, using more than one method so you are not relying on a single source or a guess.	Reading three Careers Portal profiles, interviewing a local occupational therapist, and attending an open day before deciding the role is a fit
Work shadowing	Spending time watching someone do their real job, usually for a short period, so you see the day as it is rather than as a prospectus describes it.	A morning spent with a pharmacy technician as they prepare prescriptions, speak to customers and restock the dispensary
Guidance Counsellor	The teacher in your school whose job is to help you explore pathways, courses and roles, and to point you toward reliable sources and people you can talk to.	A short appointment to test whether your shortlisted role matches the subjects and skills you already have

BEFORE THE BELL

- Prepare a list of research methods for display on the board.
- Ensure students have access to their Strand 1.2 folder for writing the plan.
- Have the target research sequence ready to reveal after class discussion.
- Have the partial support template ready (one method pre-filled from a Careers Portal or GradIreland advert) for students who stall on layout.
- On screen this lesson: flow builder.

How to Research a Job Role: Methods

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Build Your Research Plan
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who has ever chosen a course or job from a single brochure or one conversation. Name that today's plan is deliberately multi-method so next lesson's research notes have something solid underneath them.

Students need their Career Fields Shortlist from earlier in this unit. If anyone is missing it, they pick one role from a field they named aloud and write the plan against that. The student page now carries the same fallback so nobody feels stuck before they start.

5 min Key Terms

Keep this brisk. The methods table in the main step carries the real teaching weight; these three terms just need to be named before students meet them in the plan.

35 min Build Your Research Plan On screen: flow builder

SUGGESTED TIMING

- **8-10 min:** flow builder on the IWB if you want a shared run-through first, then students complete it on their own devices. Let the class argue the order before revealing the target sequence. Push on why desk research comes before shadowing. Keep board/IWB language here; the student page already points them at the flow builder.
- **5 min:** quick class call on strengths and limits using the methods menu on the page. One strength and one limit per method is enough, then students restate those in their own words inside the plan.
- **18-20 min:** students write the Job Role Research Plan. Circulate for vague roles ("something in healthcare") and push them to name a real job title.

LOOK-FORS

- Three methods that are genuinely different, not three websites.
- Each method has a strength, a limit, and a learning aim that a source could actually answer, written in the student's own words.
- A practical next step, not "I will research more".

DIFFERENTIATION

If a student cannot name a role, have them pick one job title from a single current Irish advert on Careers Portal or GradIreland in a field they already shortlisted and plan against that. If someone already has a placement contact, one method can be a real email draft they will send this week.

Support scaffold (partial template): Role: [from one live Careers Portal or GradIreland advert] / Method 1: Careers sites and job ads, Strength: current entry routes, Limit: polished copy, Aim: list entry routes and typical tasks, Next step: open one live advert in my field today / Method 2: ___ / Method 3: ___.

10 min Think About It

Paired talk for four to five minutes, then take two or three answers on the method you cannot skip. Listen for students who only chose easy desk methods; nudge them to keep at least one human contact on the plan even if the date is later.

5 min What you covered

Thirty-second recap from the board. Confirm every student has a named role and three methods saved before they leave. Flag that Lesson 10 is execution, not another planning lesson.

TEACHING MOVES

- Model the research sequence on the board allowing class input before showing the target order; students still complete the flow builder themselves.
- Circulate the room during the activity to prompt inclusion of human contact methods and own-words strengths and limits.
- Facilitate paired talk in the Think About It step to draw out reflections on method gaps.
- End with a quick check that every student has named their role and methods.

WHAT TO WATCH FOR

- Choosing only desk research methods; encourage at least one involving people.
- Copying strengths and limits word-for-word from the menu instead of restating them.
- Failing to specify learning aims; prompt students to state what they want to find out.
- Ignoring logical order; discuss why desk research comes before shadowing.

DIFFERENTIATION

- Support: Offer the partial plan template in the activity teacher notes (Method 1 pre-filled from a live Irish careers advert).
- Extension: Ask students to add reasons for their chosen method order based on knowledge gaps.
- Support: Allow paired discussion before independent writing of the plan.

WHAT STUDENTS ARE LEFT WITH

- Job Role Research Plan: one role, three methods, what you hope to learn from each