

Additional Education and Training Opportunities

60 minutes

Strand 1.2: Understanding my Progression Opportunities

Participating

Outcome LCW.M1.S2.PROG.4

WHAT THIS LESSON DOES

Research short certificates such as Safe Pass and first aid that can help school leavers gain paid work quickly. Build a personal shortlist with providers, costs, hours and the workplace door each option unlocks.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S2.PROG.4	recognise how additional education and training opportunities available to senior cycle students support future progression pathways.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Identify short certificates that unlock paid work for school leavers
- Cost each option with a provider, fee, hours, and the workplace door it unlocks
- Choose which certificate you would do first and why

KEY TERMS

Term	What it means here	For example
Safe Pass	A one-day SOLAS Safe Pass health and safety awareness programme that many construction and site employers require before you can work on a building site. Site-access rules still depend on the employer and the role.	A fifth-year student completes Safe Pass on a Saturday so they can take summer labouring work with a local contractor
Short course	A brief, focused training programme (often hours or a few days rather than years) that teaches a specific workplace skill or safety requirement.	A one-day manual handling course, a barista skills weekend, or a food hygiene certificate
Certification	A formal record that you have completed recognised training and can show an employer you meet a named standard.	A QQI minor award, a first-aid card, or a lifeguard qualification held on file for a leisure-centre application

BEFORE THE BELL

- Print or display the sample research bank. If your ETB or a local trainer has current leaflets, put them on the desk so students can swap a sample card for a real local opportunity.
- Project a blank S1.2/Additional Training model entry before the write block.
- Print or display the sample research bank. If your ETB or a local trainer has current leaflets, put them on the desk so students can swap a sample card for a real local option. Project a blank model entry (the one-entry Safe Pass shape on the page) before the 25-minute write so nobody asks what file to open.
- On screen this lesson: card sort.

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

STEP BY STEP

5 min Getting Started

Cycle phase: participating. Students build a real shortlist artefact, not a discussion-only lesson.

Open with a quick show of hands: who already holds any short certificate (Safe Pass, first aid, food hygiene, barista, lifeguard)? Name what it unlocked. That frames the lesson before the sort.

Have local ETB / private-trainer leaflets or a printed provider list ready if your school can supply them. The lesson includes sample research cards so the class can finish without external sites.

5 min Key Terms

Keep this tight. Stress the third column idea: a certificate only counts today if it unlocks a **named door**.

35 min Build Your Additional Training Shortlist

On screen: card sort

SUGGESTED TIMING

- **7 minutes:** card sort on the board. Pause on borderline cards (first aid, manual handling). Ask *who owns the door this key opens?*
- **25 minutes:** independent shortlist writing into **S1.2/Additional Training**.
- **3 minutes:** pair check: partner hunts for any entry missing fee, hours, provider, or door.

TEACHING TIPS

Push back on vague doors like "gets me a job". Demand a workplace type: building site, hotel kitchen, leisure centre pool, café counter.

Provider field: sample names on the bank are practice labels. Accept "sample + confirm with GC/leaflet" when no local leaflet is to hand; do not accept bare "various providers".

Garda Vetting: flag only that childcare and roles with children or vulnerable adults will need it later in Strand 2.2. Do not turn this lesson into a vetting briefing.

LOOK-FORS

- File exists at S1.2/Additional Training in the Digital Portfolio
- Every entry has provider, fee, hours, and one specific door
- The "do first" paragraph names fit, cost, or timing, not "it sounds useful"
- Students who already hold a cert still shortlist the *next* key, not the one they have

10 min Think About It

Keep this as paired talk first, then two written lines in the same Additional Training file. Cold-call two pairs on the budget cut: the answer usually reveals real priorities faster than the full shortlist.

Spot-check that the two lines are present before students close the file.

5 min What you covered

Spot-check three portfolios before the bell: every shortlist should have fees and doors, plus the two budget lines. Note anyone still writing "various providers" so you can unblock them next lesson with a local leaflet.

Dates remain optional stretch only; do not mark today's LO incomplete for missing start dates.

ANSWERS AND LOOK-FORS

- Creche / after-school - Occupational first aid; QQI childcare module
- Office / retail / admin - Basic digital / office skills; Manual handling; Occupational first aid

TEACHING MOVES

- Begin with a show of hands to identify students who already hold certificates and what they unlocked.
- During the sorting activity, circulate the room to facilitate discussion on borderline cases.
- Model how to complete one entry in S1.2/Additional Training using the on-page Safe Pass shape.
- Use paired talk in Think About It, then insist on the two written lines in the same file.
- Sample fees are classroom practice data only; point students to GC, ETB leaflets, or solas.ie before any real booking.

WHAT TO WATCH FOR

- Students list certificates without providers: direct them to sample labels plus “confirm with GC/leaflet”, or to local leaflets for real names.
- Shortlists lack fees or specific workplace doors: prompt with questions about budget and job targets.
- Overlooking multiple doors per certificate: encourage arguing borderline cases aloud during the sort.
- Treating the budget reflection as optional chat: check the two lines are under the shortlist before the bell.

DIFFERENTIATION

- Support: Provide a partially completed example shortlist with one option filled in (use the on-page model).
- Support: Allow students to work in pairs for the initial sorting activity.
- Extension: Challenge students to research an additional certificate beyond the provided cards, or to add a next-start-date line under one entry after checking with GC/ETB.

WHAT STUDENTS ARE LEFT WITH

- Additional Training: three or four costed certificates each with the job door it unlocks