

LESSON 19

Young Worker Protections

60 minutes

Strand 1.2: Understanding my Progression Opportunities

Participating

Outcome LCW.M1.S2.WORK.3

Outcome LCW.M1.S2.WORK.2

WHAT THIS LESSON DOES

Work three under-18 job scenarios under the Protection of Young Persons (Employment) Act, check current figures via Citizens Information, and write a Young Worker Rights note for your Strand 1.2 portfolio covering age category, protection types, and a response plan that can escalate to the Workplace Relations Commission if needed.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S2.WORK.3	identify different categories of young workers, outlining extra protections afforded to young people.
LCW.M1.S2.WORK.2	describe how employment rights and entitlements offer protection for all workers.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Identify child and young person employment categories and protections
- Identify the types of under-18 protections (hours, night work, term-time, records) and where to check current figures
- Plan a response if you saw a breach of young-worker protections

KEY TERMS

Term	What it means here	For example
Young worker	In Irish employment law, a young person is usually a worker aged 16 or 17. A child worker is usually aged 14 or 15. Both groups have extra protections that adult workers do not.	A 16-year-old on Saturday café shifts is a young person under the Protection of Young Persons (Employment) Act
Maximum hours	Legal caps on how long under-18s may work in a day or week, with tighter limits during term time than in school holidays. The exact figures change, so you check current rules rather than memorise a number forever.	Before you accept a fourth midweek shift in term time, you check Citizens Information for the current weekly maximum for your age, not the manager's version of what is fine
Protection of Young Persons	The Protection of Young Persons (Employment) Act is the main Irish law that sets age categories, working-time limits, night-work restrictions and employer record-keeping duties for under-18s.	An employer must keep proof of age and working-time records for staff under 18

BEFORE THE BELL

- Prepare to connect the content to student part-time job experiences with a show of hands.
- Have references ready for current under-18 working limits from Citizens Information, and a short projected summary if device access is limited.
- Confirm Strand 1.2 portfolio folders are available so students can create or open Young Worker Rights without stalling.
- Have Citizens Information language ready for current under-18 hour and night-work figures if students ask. Do not treat any figure you quote as permanent course content. Be ready to project a short current summary for the 3-4 minute check if devices or bandwidth are tight.
- On screen this lesson: scenario cards.

Young Worker Protections

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
40 min	activity	When the Rota Crosses the Line
5 min	content	Polish the Rights Note
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Quick show of hands: who currently has a part-time job, or had one last summer? Keep it light. The point is that this lesson is not abstract for much of the room.

If a student discloses a live breach at their own workplace, follow the school's pastoral and safeguarding procedures rather than handling it as class content.

5 min Key Terms

Do not put specific hour totals on the board as permanent facts. Point students to Citizens Information for current figures. What matters today is categories, types of limit, and response when a limit is ignored.

40 min When the Rota Crosses the Line On screen: scenario cards

SUGGESTED TIMING

- Scenarios 1-3 with class discussion and first-message requirement: about 20 minutes
- Whole-class debrief (durable moves; Citizens Information; WRC): about 2 minutes inside that block
- Current-source check (types of limit + dated figures): about 3-4 minutes
- Portfolio write-up against the checklist: about 15 minutes

TEACHING TIPS

Cards are warm-up only. Require one spoken or written first message or conversation per card before options are treated as settled. The thinkAbout bullets bridge into the portfolio response plan.

Two of the stronger options on a card can both be right depending on order. Push pairs to defend sequence (check then refuse; raise on the floor then get outside advice), not to hunt for a single green answer. The weak options exist to open argument, not to shame anyone who names real pressure at work.

On each card, press for *who else* besides the manager: parent or guardian, trusted teacher, Citizens Information, Workplace Relations Commission. The lesson fails if the only answer is "talk to the person who caused the problem".

Invented employers only. Do not name a real local business as the one in the wrong.

Filename and format: **Young Worker Rights** in the Strand 1.2 folder; doc or notes entry; half a page prose or clear subheadings. Create-or-continue is explicit so nobody stalls on a missing file.

Look-for in the write-up: named age category, at least two protection types (with dated current figures if checked), realistic breach, concrete first message, who outside the manager, and where to escalate.

5 min Polish the Rights Note

Keep paired talk to three or four minutes, then silent edit. If anyone describes a live unsafe situation in their own job, stop class handling and follow school procedures.

Optional stretch for early finishers: add a three-line script for the first conversation with a supervisor, still inside the same Young Worker Rights document.

5 min What you covered

Spot-check three portfolio documents before the bell: age category named, two protection types (ideally with a dated current-source check), and a concrete first-message response step.

TEACHING MOVES

- Begin with a show of hands about part-time jobs to make the lesson relevant.
- Treat scenario cards as warm-up only; require a first message or conversation per card before options are settled.
- Two stronger options can both be right depending on order; push sequence, not a single green answer.
- Close the cards with the durable moves: check current rules, name the age-based protection, get advice outside the person who wrote the rota.
- Stress that hour figures change and students should check official sources and date the check.
- If a student discloses a live workplace breach, follow school pastoral and safeguarding procedures.

WHAT TO WATCH FOR

- Memorising fixed hour numbers instead of understanding the types of limits. Direct students to Citizens Information for updates.
- Overlooking that protections apply specifically because the worker is under 18. Remind students of the age-based rules.
- Immediately suggesting to confront the manager. Discuss consulting home, school or public sources first.
- Finishing the cards without producing the checklist-quality write-up. Protect the 15-minute write block.

DIFFERENTIATION

- Support: Offer sentence starters for the portfolio response plan and the first-message line.
- Extension: Have students note current limits from Citizens Information with the check date, or add a three-line supervisor script.
- Support: Allow paired work on scenarios before individual writing.

WHAT STUDENTS ARE LEFT WITH

- Young Worker Rights: protections that apply to you and response if breached