

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. Hand those cards out only to the students who need them, so that the rest of the class works from Qualifax and Careers Portal as the step tells them to. If students do not yet have an Interests file in the Strand 1.1 folder, they create it at the start of the step. Earlier Unit 1 lessons may have mentioned interests in passing, but this lesson is where the dedicated file is built. If anyone freezes in front of a blank page, give them these headings to paste in: My interests / The two I combined / Named course or role / Day to day / Entry / If they meet nowhere. Before class, open Qualifax or Careers Portal yourself and pull one current listing that genuinely combines two interests, searching for something like 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. Check the listing again the morning you teach so it is still live.
- 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, because the point is to get them talking about their own lives rather than to settle the question here.

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 difference between a genuine interest and a hobby of convenience once, clearly, and then move on, because the class will argue the rest of it out for themselves on the opinion line in the next step.

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 the cut between genuine interests and hobbies of convenience
- **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 a named dead end with search terms). Keep these ten minutes clear of anything else, because the document is what the student leaves with

TEACHING TIPS

Leave the opinion line unscored and treat every position as arguable, so that students defend a view instead of guessing what you want. Push for arguments rather than slogans, and close the line at five minutes so Parts A to 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. Praise clean dead ends, because they are stronger portfolio evidence than a stretch.

What to look for in the document before the bell: a cleaned list, two named interests, and either a real titled course or role with its source, or a named dead-end search with the 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 recording the full six sections as complete for everyone.

DIFFERENTIATION

Students who finish early add a second pair and a second search. For 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. If the search stalls, hand over one of the pre-selected dual-interest course cards.

10 min Think About It

Give the class the 60 seconds first, so that anyone whose Part C is still thin gets day-to-day and entry down, or a clean dead-end note, before the talking starts. Then keep this as paired talk, and finish by taking two examples from the room: one meeting point somebody found and one clean dead end. Say out loud that both are good work, because students who found nothing need to hear that before they decide they failed. Remind them the Interests document is where any final line they want to keep belongs. If the period is tight, run a five-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

Before the period ends, spot-check each file for the essentials: a cleaned list, two named interests, and either a titled course or role with its source or a named dead-end search with the search terms used. Speak to anyone with an empty list straight away. 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 recording the work as finished. Nobody should leave with a blank Interests file in the Strand 1.1 folder.

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