

LESSON 1

The Eight Pathways After School

60 minutes

Strand 1.2: Understanding my Progression Opportunities

Participating

Outcome LCW.M1.S2.PROG.1

WHAT THIS LESSON DOES

This lesson introduces eight post-school pathways with Irish examples. You commit to baseline predictions about apprenticeships, further education and higher education. You produce a dated pathways map as Digital Portfolio baseline evidence to rewrite later in the strand.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S2.PROG.1	identify the diversity of progression opportunities available to them.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Identify eight post-school pathways with Irish examples
- Commit to baseline predictions about apprenticeships, FET and Higher Education
- Produce a dated pathways map marked as a baseline to rewrite later in the strand

KEY TERMS

Term	What it means here	For example
Pathway	A recognised route from school into further learning, work, community life or a mix of these, not a ranking of better and worse options.	An apprenticeship, a PLC course, a degree, direct employment, or a year of travel with a clear purpose
Apprenticeship	A structured earn-while-you-learn programme where you train on the job with an employer and study off the job, usually over several years.	Craft, ICT, finance, hospitality and other apprenticeships available in Ireland through Generation Apprenticeship and employers
Further Education and Training	Post-school education and skills programmes outside the traditional degree route, including PLCs, ETB courses and QQI Level 5 and 6 awards.	A one-year PLC that can lead into work, specialisation, or progression into Higher Education

BEFORE THE BELL

- Create a Strand 1.2 portfolio folder for anyone missing one; default artefact name S1.2_Pathways_Map_Baseline if folder structure is not standardised.
- One-line catch-up for new joiners: they still build today's Pathways Map; Strand 1.1 personal-statement catch-up can wait.
- Confirm school cloud access, or have a local/offline template ready.
- Confirm the anticipation interactive is in predict mode with no on-submit scoring or explanations. If it reveals answers, run the four statements on paper or the board instead.
- Have students ready to open a new document in their Strand 1.2 portfolio folder. Confirm the school cloud is available, and if it is not, use a local or offline template named S1.2_Pathways_Map_Baseline . Create the Strand 1.2 folder on the spot for anyone missing it. New joiners still complete today's map, and the Strand 1.1 catch-up is a separate matter.
- On screen this lesson: before-and-after check.

The Eight Pathways After School

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
3 min	content	Key Terms
37 min	activity	Predict, Then Map the Eight Pathways
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by naming the strand for yourself: this is the first lesson of Strand 1.2, following on from the personal-statement work of Strand 1.1. Tell the class that today's map is a **baseline** rather than a decision, because they will rewrite it later in the strand once six of the eight pathways have been taught in detail.

Before the lesson

- First, check that everyone has a Strand 1.2 portfolio folder, and create one on the spot for anyone who does not, either on the school cloud or as a clearly named local folder if the cloud is down.
- Then, if anyone is new or missed Strand 1.1, tell them in a line that they still open Strand 1.2 and build today's Pathways Map, and that the personal-statement catch-up can wait until another day.
- Finally, if your folders are not standardised, give the whole class the default file name `S1.2_Pathways_Map_Baseline` so the work is easy to find later.

In the third step the class commits to four true-or-false statements about post-school options before anything has been taught. Leave those commitments uncorrected today, because the value of them is that students can look back at what they assumed once they know more.

3 min Key Terms

Keep this to a quick skim of about three minutes. Read the three rows and take one clarifying question, then move on, because the Irish examples for each of the eight pathways come in the board walk in the next step and the class will lose interest if they hear two rounds of definitions back to back.

KEEPING THE FOUR PREDICTIONS UNMARKED

Leave the true-or-false answers unrevealed today, however much the class presses you for them, because later lessons in the strand come back to each of these four claims and the comparison only works if students can still see what they committed to before they knew anything. Check before the class that the activity is set to **predict**, so that it does not mark correctness or show explanations when students submit; the stored answers and explanations are there for the later lesson that reveals them. If the platform does score or explain today, run the four statements on paper or on the board instead so the predictions stay uncorrected.

SUGGESTED TIMING

- **2 mins:** open, title, date and mark the Pathways Map document
- **8 mins:** the four predictions; students write each answer under My opener predictions as they go
- **10 mins:** walk the eight pathways on the board; names only on the student page; one concrete Irish picture each from the list below
- **15-17 mins:** independent writing of eight personal sentences

BOARD WALK: ONE IRISH PICTURE PER PATHWAY

This eight-fold list is the LCW course framing of common routes promoted in the NCCA-aligned strand, not a claim that one official national statute names exactly eight. Keep each item to one concrete picture, not a lecture:

- **Apprenticeships:** earn while you learn with an employer; e.g. craft electrician, plumbing, or software developer routes listed on generationapprenticeship.ie; typically paid from the start (rates vary by sector and year).
- **Traineeships:** shorter, often classroom-led, employer-linked programmes run through ETBs that build job-ready skills for a specific role.
- **FET:** PLCs and ETB courses at QQI Levels 5 and 6; e.g. a one-year QQI Level 5 PLC at a local Education and Training Board college that can lead to work, specialisation, or progression into Higher Education.
- **Higher Education:** universities, technological universities and private colleges, usually through the CAO, with alternative entry routes as well.
- **Entrepreneurship:** starting or growing a venture; e.g. student enterprise in school, or early support through a Local Enterprise Office when someone is ready to test a real idea.
- **Travel:** a structured period away used as a development step (working holiday, purposeful year out, organised volunteer placement), not an open-ended escape.
- **Community:** paid or structured community roles with training attached (local youth work, care-support pathways, community development); Garda Vetting applies where the role involves children or vulnerable people.
- **World of work:** direct entry to employment straight from school, with or without day-release or part-time training alongside the job.

TEACHING TIPS

Watch for definition-sentences instead of personal ones, such as "An apprenticeship is when you...". When you see one, ask the student what that route would actually look like for them: where they would be, what they would be doing on a Tuesday morning, and who they would be working with. A sentence like "I could be training as an electrician with a local contractor while studying at the ETB" is what you are after.

If a student cannot picture themselves on a pathway, one honest sentence saying so is better than a forced fantasy. Note it and move on.

LOOK-FORS

- Document titled Pathways Map (or S1.2_Pathways_Map_Baseline), dated, marked baseline
- Eight personal sentences, not eight definitions
- Four opener predictions recorded underneath
- File saved in the Strand 1.2 Digital Portfolio folder

10 min Think About It

Keep this to a quick pair-share. The second prompt is the one that matters: students who treat today's map as finished will resist the rewrite later.

Optional: ask two pairs to name the pathway the room collectively knows least about. That often becomes a useful steer for which deep-dive lessons need extra energy.

5 min What you covered

Before dismissal, spot-check that every student has a dated Pathways Map document saved in Strand 1.2, because this file is the baseline the strand returns to.

If students ask now which of the four statements were true, keep the answers back and tell them the later lessons will settle each one, so that they can compare what they assumed with what they find out. Finish by telling them that the coming lessons dig into the individual pathways in detail.

ANSWERS AND LOOK-FORS

- False: You need the Leaving Certificate to start an apprenticeship. - Entry requirements vary by apprenticeship. Many routes accept a Junior Cycle qualification or equivalent, and some have specific entry paths that do not require a full Leaving Certificate.
- False: A PLC course cannot lead to a degree. - Many FET and PLC programmes offer progression into Higher Education, including advanced entry to later years of some degrees. A PLC is often a bridge, not a dead end.
- False: Further Education is what you do if you do not get the points. - FET is a recognised pathway chosen for the training it offers (skills, QQI awards, employer links), not only a fallback when Higher Education points fall short.

TEACHING MOVES

- Model honest prediction answers based on current knowledge only.
- Use the board walk for one concrete Irish picture per pathway (Generation Apprenticeship examples, local ETB PLC, technological university/CAO, Local Enterprise Office, structured year out, community roles with training/vetting where relevant, direct employment).
- Remind students the map is Digital Portfolio baseline evidence for Strand 1.2, not a final plan and not separately weighted.
- Optional pair-share steer: which pathway does the room know least about?

WHAT TO WATCH FOR

- Ranking pathways as superior or inferior. Solution: keep the side-by-side map; none is only for if something else falls through.
- Treating the map as a final decision. Solution: baseline label and later rewrite are explicit.
- Looking up answers during predictions. Solution: predict mode only; paper fallback if UI scores.
- Writing eight definitions instead of eight personal sentences. Solution: circulate with the "for you" prompt.

DIFFERENTIATION

- Support: sentence starters for the Pathways Map ("On this route I could...", "I cannot yet picture myself on this route because...") and for recording the four T/F predictions.
- Support: extra time, or allow names-plus-notes first then finish personal sentences for homework if writing pace is slow.
- Extension: one extra line naming a real Irish source to check for the pathway they know least about; or one personal reason beside each opener prediction.

WHAT STUDENTS ARE LEFT WITH

- Pathways Map: one sentence per pathway plus four opener predictions, marked baseline