

LESSON 6

Travel, Community, and the World of Work

60 minutes

Strand 1.2: Understanding my Progression Opportunities

Participating

Outcome LCW.M1.S2.PROG.1

Outcome LCW.M1.S2.WORK.6

WHAT THIS LESSON DOES

You work three post-school doors (working holidays, community routes with paid or qualified roles, and direct entry to work), argue real consequences on three scenarios, and write one concrete twelve-month step into your Pathway Investigation.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S2.PROG.1	identify the diversity of progression opportunities available to them.
LCW.M1.S2.WORK.6	describe the role of entrepreneurship within the labour market.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Choose one of travel, community, or direct-entry work and write a concrete twelve-month first step with contact, cost plan, and what you need ready
- Argue through real consequences for three eighteen- and nineteen-year-old scenarios
- Treat travel, community and direct-entry work as legitimate post-school pathways beside apprenticeships, FET and Higher Education

KEY TERMS

Term	What it means here	For example
Direct entry	Starting paid work straight after school without a full-time college course first, often with training built into the job.	A hospitality group school-leaver or operations intake, a main-dealer or independent garage taking you with day release, or a facilities firm linking site work to a QQI or apprenticeship pathway (live roles on Careers Portal, Apprenticeship.ie, and employer careers pages)
Community pathway	Building skills and a career through community, voluntary or public-service roles, sometimes with a funded qualification attached.	In some areas, a paid part-time youth-work assistant role linked to a QQI Level 5 and advertised through a local youth service or Education and Training Board (ETB); always check live local offers
Working holiday	A time-limited visa that lets you live and work in another country for a set period, usually aimed at young adults.	An Irish eighteen-year-old checking the Australia Working Holiday visa (subclass 417) or Canada's International Experience Canada (IEC) working-holiday category on the relevant government visa page, plus current Irish DFAT or immigration guidance

BEFORE THE BELL

- Prepare physical scenario cards for the three eighteen- and nineteen-year-old examples.
- Confirm the canonical file name with the class: Pathway Investigation in Strand 1.2 (one file; earlier pathways maps are renamed or continued, not duplicated).
- On screen this lesson: scenario cards.

Travel, Community, and the World of Work

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Three Doors, Then Your First Step
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by naming the three doors on the board: travel, community, direct entry. Give entrepreneurship one line only, saying that it has a lesson of its own later, so that nobody tries to force a start-up idea into today's write.

There is one file for this lesson and everything goes into it: **Pathway Investigation**, saved in the Strand 1.2 folder. It is pathway evidence that will feed later Portfolio in Action work, and it is not one of the Applied Learning Tasks, so it does not get logged as one. If a student only has the earlier pathways map, they rename or save it as Pathway Investigation and continue in that one file. Missing the earlier map is fine; they start the investigation from scratch.

5 min Key Terms

Keep this brisk. Stress that travel is not a gap year with no plan: a working holiday still needs a named scheme (for example subclass 417 or IEC), money, and paperwork. Community is not only unpaid help: paid and qualification-linked routes count where they exist locally; point students at their county ETB and local youth service rather than assuming every town has the same post.

35 min Three Doors, Then Your First Step On screen: scenario cards

SUGGESTED TIMING (PROTECT THE WRITE)

- Scenarios: about 12 minutes total. Run two cards whole-class with consequence calls; assign the third as a quick pair read if time is tight (any card can be the pair one).
- Independent write: about 20 minutes. This is the non-negotiable artefact.

TEACHING TIPS

Push for *consequences*, not slogans. On the working holiday card, ask who pays the flight and the first month of rent, and whether the passport window still works for the named scheme. On the community card, ask whether the qualification is funded, what hours the role needs, and whether the post actually exists locally this year. On direct entry, ask what day release costs in time and whether the job still works if the training falls through.

Look-fors on the portfolio write: dated section headed Twelve-month step with door name; named contact or scheme; cost or cost-finding plan; something the student would need ready. Vague lines such as "I might travel" fail the task.

DIFFERENTIATION

Students who freeze on a door can start from the scenario that felt closest and adapt it to their own county. Students racing ahead add a backup door with a weaker twelve-month step for comparison.

10 min Think About It

Short pair-share, then freeze the room on one honest rewrite in the same Pathway Investigation file: a student who still has "maybe travel" on the page should leave with a named scheme or a named search. No need to collect the optional belief-shift note in class.

5 min What you covered

Spot-check three Pathway Investigation files before the bell: dated Twelve-month step section, named contact or scheme, cost or cost-finding plan, and something the student must have ready. Flag anyone still writing category summaries with no step. Do not mark this lesson as ALT-complete on the strand map; log it as participating pathway evidence that feeds a later ALT or Portfolio in Action piece.

TEACHING MOVES

- Circulate during the write to insist on named schemes or contacts (subclass 417, IEC, local ETB, named employer) rather than category labels.
- Model arguing consequences for one scenario as a whole-class activity first.
- Use the summary to spot-check investigations for named steps before the bell.
- Keep the entrepreneurship mention to one sentence to focus on the three doors.
- For community routes, point students at their county ETB and local youth service; availability is local and uneven.

WHAT TO WATCH FOR

- Students treat travel as an unplanned gap year; remind them to name a specific working holiday scheme (for example Australia subclass 417 or Canada IEC) and prepare paperwork.
- Students view community roles as only unpaid; clarify that paid positions with qualifications exist in some areas through ETBs and youth services, and must be checked live.
- Students leave first steps vague; insist on a named employer, scheme or search plan, plus cost or cost-finding plan and an item ready.
- Students create a second file beside an old pathways map; keep one Pathway Investigation document.

DIFFERENTIATION

- Support: Provide sentence starters for discussing consequences in scenarios.
- Extension: Ask students to research costs or contacts for their chosen pathway in more detail, or add a weaker backup door for comparison.
- Support: Pair students for the scenario activity to share ideas.

WHAT STUDENTS ARE LEFT WITH

- ALT Pathway Investigation: chosen door, fit, and first real twelve-month step with contacts and costs