

LESSON 7

What Is a Career Field?

60 minutes

Strand 1.2: Understanding my Progression Opportunities

Participating

Outcome LCW.M1.S2.PROG.2

WHAT THIS LESSON DOES

Sort career fields from job roles, see how one skillset can open more than one field, and shortlist 3-5 fields that fit your skillset and interests for your Strand 1.2 Digital Portfolio.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S2.PROG.2	explain the term career field and identify career fields of interest to them.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Say what a career field is: a broad category of related job roles
- Tell a career field apart from a specific job role
- Shortlist 3-5 fields linked to your skillset and interests

KEY TERMS

Term	What it means here	For example
career field	A broad category of work that groups many job roles sharing similar skills, expertise and qualifications.	Healthcare covers occupational therapy, nursing, radiography, pharmacy and many more roles under one umbrella
job role	A specific job with a named set of duties, entry routes and day-to-day tasks inside a career field.	Occupational therapist is one job role inside the healthcare field
skillset match	How well your mix of skills, aptitudes and interests lines up with the skills a career field tends to need.	Analytical thinking, people skills and Irish-language fluency can match healthcare (HSE and health and social care), education and public service in different ways

BEFORE THE BELL

- Prepare the Career Fields Shortlist template (or instruct students to create a blank Google Doc / Word file): filename Career Fields Shortlist , headings Field | Why it fits me (skill/aptitude/interest) . Students save it in the Strand 1.2 Digital Portfolio folder. Printed handouts are fine if devices are limited.
- Have physical sorting cards available as backup for the digital activity.
- On screen this lesson: card sort.

What Is a Career Field?

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Field or Role, Then Your Shortlist
8 min	content	Think About It
4 min	content	Take It Further
3 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open with a quick show of hands: who already has a single job title in mind for after school, and who only has a vague area? Name that both are normal at this stage. The lesson is about fields first so nobody freezes on one title too early.

5 min Key Terms

Two or three minutes is enough here, because the only distinction that has to land is broad versus specific, and the class needs the reading time later for their shortlist. If anyone confuses field with pathway, settle it with one line you can say aloud: a pathway is how you train or qualify (apprenticeship, FET, Higher Education), while a field is the category of work itself. Take that line and move on rather than opening up training routes now, because the class cannot sort cards and compare qualification routes in the same ten minutes, and the pathways come up in their own lessons later.

35 min Field or Role, Then Your Shortlist

On screen: card sort

SUGGESTED TIMING

- **0-10 mins:** card sort in explore mode. Invite a few challenges on borderline cards, then move to the model reveal so unfinished debates are resolved quickly rather than eating writing time.
- **10-15 mins:** skillset walkthrough on the board (analytical + people + Irish → three fields, anchored in HSE/health and social care, Teaching Council routes, and civil service or local authority work). Ask the class for a fourth field that could fit the same mix.
- **15-35 mins:** at minute 15, close down the sorting discussion even if cards are still being argued over, and have everyone open or create their Career Fields Shortlist and start writing. The shortlist needs the full twenty minutes, because three or four sentences that name a real personal link take longer to write than students expect. While they write, circulate and read the skillset-match sentences, and where one says only "I like helping people" with no personal hook, ask the student which of their own skills or subjects that comes from.

WHAT TO LOOK FOR AS YOU CIRCULATE

Check first that the shortlist entries are fields rather than single roles: healthcare rather than nurse, unless the student can name the wider field the role sits in. Then read the why-sentences, which should each name a skill, aptitude or interest, not only pay or prestige. If a student is stuck for anything to say about themselves, send them back to their Interests, Aptitudes or Skills Audit document from earlier in the strand and let them lift a line from it.

This shortlist feeds the next lesson on what drives interest in a field, and the job-role research that follows, so it is worth a moment at the end to see that everyone has something written down.

8 min Think About It

Paired talk for four to five minutes, then two quick share-backs. Push gently on prestige-only choices: ask what skill or interest the field would actually use. No need to collect written answers on the page.

4 min Take It Further

Useful for students who finish early or who already fixate on one title. Keep it optional so mixed-pace classes are not blocked. Point students to CareersPortal.ie field or career pages if they need a concrete place to start.

3 min What you covered

Thirty-second recap on the board. Confirm every student has a Career Fields Shortlist document started in their Strand 1.2 Digital Portfolio folder before they leave.

ANSWERS AND LOOK-FORS

- Career field (broad category) - Healthcare; Software and ICT; Built environment; Education; Hospitality; Creative media
- Job role (specific job) - Occupational therapist; Software developer; Quantity surveyor; Primary school teacher; Hotel receptionist; Video editor

TEACHING MOVES

- Model the first sorting card with the whole class before students start the card sort activity.
- At about 15 minutes into the main activity, stop sort debate and open Career Fields Shortlist so the write is protected.
- Circulate during the paired discussion to prompt use of key terms like 'career field' and 'job role'.
- After sorting, lead a whole-class check of the model to clarify any borderline cases quickly.
- Encourage justification for choices to reinforce the broad versus specific distinction.

WHAT TO WATCH FOR

- Placing a specific job role like 'nurse' in the career field column: remind students to ask if many jobs fit under the label.
- Shortlisting job roles instead of fields: redirect focus to the broader category and adjust the list.
- Choosing fields based on prestige alone: prompt reflection on how their skillset matches the field's requirements.
- Confusing field with pathway: a pathway is how you train or qualify (apprenticeship, FET, Higher Education); a field is the category of work itself.

DIFFERENTIATION

- Support: Reduce the number of cards to sort for students who need more time.
- Extension: Ask students to add three job roles under one shortlisted field via CareersPortal.ie in the Take It Further section.
- Support: Allow paired work for the shortlisting activity to build confidence.

WHAT STUDENTS ARE LEFT WITH

- Career Fields Shortlist: 3-5 fields with one sentence why each