

LESSON 8

What Drives Interest in a Career Field?

60 minutes

Strand 1.2: Understanding my Progression Opportunities

Reflecting

Outcome LCW.M1.S2.PROG.2

Outcome LCW.M1.S2.WORK.7

WHAT THIS LESSON DOES

Reflect on what really pulls you toward a career field. Examine key drivers like earnings and local demand. Take a stance on following money or interest, then write an honest analysis of your top field choice.

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.
LCW.M1.S2.WORK.7	investigate trends in the labour market and employment opportunities on a local, national and international level.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Identify drivers of career-field interest including earnings, subjects, experience and local need
- Take a position on follow-the-money versus follow-the-interest
- Write honestly about what is driving your top field choice

KEY TERMS

Term	What it means here	For example
Driver	A real force pulling you toward a career field: not a polite reason you invent after the fact, but the thing that would still pull you if nobody was listening.	Prior experience on a TY placement in a hospital ward pulling someone toward healthcare
Earnings	What people in a field actually get paid over time, including starting pay, typical progression, and how secure that pay tends to be, not the highest salary you once saw quoted online.	Comparing starting pay and progression in nursing, software development, and early years care using Careers Portal figures
Local need	A shortage or demand for certain work in your own area, county or region that can shape which fields have openings near you.	Checking Careers Portal or your local ETB for apprenticeship notices in a trade, or HSE and nursing-home ads for healthcare-assistant openings in your county

BEFORE THE BELL

- Ensure students have their Career Fields Shortlist open or to hand (digital or printed).
- Clear floor or wall space for a physical agree/disagree line to run alongside the digital opinion line interactive; if space is tight, plan digital-only with hand signals or desk tokens.
- Optional: share a blank Career Field Driver Analysis template in the Strand 1.2 folder.
- Students need the Career Fields Shortlist open. Have a spare minute for anyone who must pick a field cold.
- On screen this lesson: opinion line.

What Drives Interest in a Career Field?

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Money, Interest, and Your Top Field
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by naming the two bits of advice without taking a side. Ask who has been told each one, and by whom (parent, coach, teacher, older sibling). Keep it light; the line in step 3 carries the real argument.

Students need their **Career Fields Shortlist** open or to hand. If anyone does not have a shortlist, they pick one field they are genuinely considering before the line starts.

5 min Key Terms

Spend no more than five minutes here. The point is a shared vocabulary before the line, not a lecture on labour economics. Flag that **earnings** is allowed as an honest driver in this subject: students often think they must pretend money does not matter.

35 min Money, Interest, and Your Top Field

On screen: opinion line

OPINION LINE SETUP

Students place the digital marker on the platform **and** stand on a physical agree/disagree line in the room so bodies can be seen to move. If space is tight, run digital-only and have students hold up left/right hands or move a desk token instead. Brief both modes before statement 1 so nobody is guessing the format.

SUGGESTED TIMING

- **0-3 min:** place markers on statement 1 in silence
- **3-10 min:** hear two or three voices from each end; invite moves; tap *think about* if the room goes thin
- **10-18 min:** statement 2 the same way; push for one person who moved and one who did not
- **18-35 min:** write the Career Field Driver Analysis; circulate for honesty on earnings and for concrete (not slogan) driver sentences

TEACHING TIPS

Do not resolve the money-versus-interest tension for them. Both positions are defensible. The learning is naming the real driver, not picking the virtuous answer.

Look-fors in the write: field named; at least two drivers with concrete anchors; line position stated; earnings named plainly if present; a move explained if it happened. Vague lines like "I just find it interesting" get a prompt for a moment, subject, or person behind that interest. Labour-market claims need a named Irish source, not "AI is the future".

DIFFERENTIATION

If a student freezes on drivers, ask: *What would still pull you toward this field if the pay were average?* and *What would still pull you if you had never met anyone in it?* Those two questions usually unlock something real.

10 min Think About It

Run all three beats so that the ten minutes on this step are used as they are set out for the students: about three minutes of pair talk, five minutes of silent revision of the analysis, and two minutes for the show of hands on earnings. Normalise naming earnings without praising or shaming either choice. If time is tight, keep the first pair prompt and the silent revision, and drop the second pair prompt before you drop the revision.

5 min What you covered

Confirm every student has a Career Field Driver Analysis started in the Strand 1.2 folder before they leave. Spot-check two or three for concrete drivers rather than slogans. Flag the optional stretch only for students who finish early or want a homework hook into the next research lessons.

TEACHING MOVES

- Name the two pieces of advice without taking a side at the start.
- Limit key terms discussion to five minutes to build shared vocabulary.
- Brief the hybrid line setup (digital marker plus physical stand) before statement 1.
- Circulate during the write for concrete driver sentences and honest earnings naming.
- Normalise naming earnings as a driver without judgment.

WHAT TO WATCH FOR

- Students use polite invented reasons instead of real drivers: remind them to write what would still pull them if no one was listening.
- Students refuse to change position after discussion: encourage them to explain what moved others.
- Students dress up earnings in other terms: use the Think About It prompts and silent revise to push honesty.
- Labour-market claims land as slogans: require a named Irish source the student has actually seen.

DIFFERENTIATION

- Support: Offer sentence starters for the driver analysis writing; allow pair discussion before the individual write.
- Extension: Ask students to add one cited line from Careers Portal, a live Irish job advert, or a CSO/sector note on pay or local demand.

WHAT STUDENTS ARE LEFT WITH

- Career Field Driver Analysis: top field, real drivers, position on the money-versus-interest line