

AI in the Workplace

60 minutes

Strand 1.2: Understanding my Progression Opportunities

Participating

Outcome LCW.M1.S2.WORK.8

Outcome LCW.M1.S2.WORK.7

Outcome LCW.M1.S2.PROG.2

WHAT THIS LESSON DOES

Investigate one specific AI use in your chosen career field. Use brief white-collar, creative and technical examples of task change, then judge which skills become more or less valuable and name a next training step.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S2.WORK.8	discuss the influence of digital technology on workplace trends.
LCW.M1.S2.WORK.7	investigate trends in the labour market and employment opportunities on a local, national and international level.
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

- Recognise realistic AI task-change with examples from white-collar, creative and technical work
- Investigate one specific AI use in your chosen career field
- Judge which skills become more or less valuable

KEY TERMS

Term	What it means here	For example
Artificial intelligence	Computer systems that can perform tasks that used to need human judgement, pattern-spotting or language, such as drafting text, reading scans or recommending next steps.	A hospital system that flags possible fractures on an X-ray for a radiographer to check
AI-augmented skills	Human skills that become more valuable when you use AI well: deciding what to ask it, checking its output, and taking responsibility for the final call.	A trainee solicitor who uses AI to summarise case notes, then verifies every citation before a senior sees the brief
Task change	When the day-to-day work inside a job shifts because AI takes some tasks, reshapes others, or creates new ones, even if the job title stays the same.	A graphic designer still designs, but spends less time on first mock-ups and more time on client direction and quality control

BEFORE THE BELL

- Ensure students have their career shortlist from earlier Strand 1.2 work ready.
- Have the teacher-only fallback bank to hand for stuck researchers (care/health, business/admin, creative, technical/trades, public service).
- Students should already have a career-field shortlist from earlier Strand 1.2 work. If someone has none, let them pick any field they can research honestly today rather than inventing interest.
- On screen this lesson: opinion line.

AI in the Workplace

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
10 min	activity	Where Do You Stand?
30 min	content	Investigate AI in Your Field
5 min	content	Sharpen Your Closing Line
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open with a 30-second show of hands on whether students have used any AI tool this week for school or work. Keep it light. The point is that AI is already ordinary, not sci-fi.

Then tell them what today asks of them: they take a position of their own and then go and find out what is actually happening in a field they care about. If the class did the labour-market trend work or the digital workplace lesson recently, link back to it in a sentence, because today builds directly on what they found there.

5 min Key Terms

Spend no more than five minutes here. Stress **task change**: students often jump straight to "will my job exist?" and miss the more accurate question about which tasks inside the job move.

Point at the three-column snapshot once so the "across white-collar, creative and technical" idea is visible before the opinion line. Do not expand into a second lecture.

10 min Where Do You Stand? On screen: opinion line

SUGGESTED TIMING (ABOUT 10 MINUTES)

Reveal the statements one at a time and let students place their markers silently before anyone speaks, so that the first position on the line is their own rather than their friend's. Once the first placements are in, reveal the think-about prompts, which give the quieter students something to hold on to before they argue.

Invite two voices per side on each statement, then allow a second move of the markers so that the class can see who shifted. Keep your own tone precise rather than apocalyptic: humans are already redesigning jobs around these tools, and the lesson only works if students believe that.

LOOK-FORS

- Students distinguishing whole jobs from the tasks inside jobs.
- Willingness to move a marker after hearing a peer.

30 min Investigate AI in Your Field

SUGGESTED TIMING (ABOUT 30 MINUTES)

- **0-2 mins:** model one strong half-page sentence on the board using a field nobody in the room owns (e.g. radiography or logistics) so you do not do their homework for them. Name a source type (professional body page, CareersPortal, Irish news feature).
- **2-28 mins:** silent or low-talk research and writing. Circulate for vague claims with no named use of AI.
- **28-30 mins:** two volunteers read one sentence naming their specific AI use only.

LOOK-FORS

- A named use, not "AI is used a lot in healthcare".
- Skill value framed as task change, not extinction.
- A training implication that a real person could act on this term.

FALLBACK BANK (TEACHER ONLY: NUDGE, DO NOT DICTATE THEIR FIELD)

If a student is stuck after two minutes, offer one prompt from a neighbouring band and insist they still name a source:

- **Care / health:** speech-to-text drafting clinical or GP visit notes for a clinician to edit (source type: HSE digital-health material, professional body, or clinic placement contact).
- **Business / admin:** software that drafts reconciliations or summarises long documents; human verifies figures and citations (source type: accountancy body CPD page, careers profile, employer skills blog).
- **Creative:** generative tools for first visual or copy mock-ups; human owns client brief, brand fit and final quality (source type: design course handbook, Irish creative-industry feature, professional network).
- **Technical / trades / logistics:** computer-vision damage or scan checks; demand-forecasting that reshapes pick lists; diagnostic aids in motor or facilities work (source type: trade body, manufacturer training page, logistics careers profile).
- **Public service / customer-facing:** chat tools that draft first citizen or guest replies with human escalation for tone, entitlement and edge cases (source type: public-service digital page, hospitality careers profile, recent Irish news feature).

Generic search pattern students can reuse: "[field] AI tool OR automation site:.ie" or "[professional body] digital skills" plus "who checks the output?"

TEACHING TIPS

Keep the tone hopeful and precise: humans are already redesigning jobs around these tools. Steer away from apocalyptic framing. If a student only finds marketing hype, ask them what a worker still has to verify.

5 min Sharpen Your Closing Line

HOW THE FIVE MINUTES RUNS

- **0-2 mins:** students talk through the two prompts with the person beside them.
- **2-3 mins:** take two voices back to the room and push for a concrete next step rather than "I will upskill".
- **3-5 mins:** a silent edit, in which every student sharpens the closing training-choice line in **AI in Career Field** so that the half-page is finished before the summary step.

If energy is low, cold-call the second prompt only, then go straight to the silent edit.

5 min What you covered

Confirm every student has a named file in Strand 1.2. Spot-check three half-pages for a concrete AI use. Flag anyone who only wrote generalities to add one named example before next lesson.

TEACHING MOVES

- Begin with a show of hands to see who has used AI tools recently.
- Emphasise task change over complete job replacement during discussions.
- Keep the opinion line short; the half-page investigation is the main output.
- Circulate during the investigation to support students with their research; insist on one named use plus a nameable source.
- Use the final pair-share to sharpen the existing closing training line, not to set homework on a second file.

WHAT TO WATCH FOR

- Focusing on whether jobs will disappear rather than how tasks change: Guide students back to task-level questions.
- Writing general comments without naming a specific AI tool or use: Insist on at least one concrete example in the portfolio piece.
- Refusing to adjust position on the line: Prompt students to consider arguments from peers before finalising.
- Leaving the closing training line vague ("I will upskill"): Push for a module, short course, placement focus or deliberate practice they could start this term.

DIFFERENTIATION

- Support: Permit choice of any field if no shortlist is available.
- Support: Offer one item from the fallback bank and the reusable search pattern without writing the half-page for them.
- Extension: Compare AI effects in two different career areas in a short extra paragraph.

WHAT STUDENTS ARE LEFT WITH

- AI in Career Field: half-page on uses and skill value shifts in your field