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I Acknowledgements

This *Bridges to Higher Education Resource Pack* was produced by the Access Services in the Dublin Institute of Technology. It draws inspiration from material already produced in this area as well as new material. It is particularly informed by the following sources:

NCCA, Transition Unit, *It's Your Future! Exploring Options in Further and Higher Education*, Resource Handbook, 2010

Games For Actors and Non-Actors, Augusto Boal, Routledge, 2002

USA & Canada, *Schoolbook 2*, Goat Island, The School of the Art Institute of Chicago, Chicago, 2000

as well as the following websites:

www.insight.typed.co.uk

www.usersrider.edu

www.youthwork.com

www.careermatters.ie

www.eycb.coe.int

www.careersteer.org

www.wilderdom.com

www.careersportal.ie

www.foe.co.uk

www.cao.ie

www.heai.ie/en/HEAR

www.spunout.ie

www.questforlearning.org

www.gotocollege.ie

www.headstrong.ie

www.campus.ie

www.careersportal.ie

www.careerdirections.ie

www.heai.ie

www.nfq.ie/

www.wilderdom.com

www.foe.co.uk

www.insight.typepad.co.uk

www.dit.ie/ace

We hope you find this pack a useful addition to your work.

DIT Access Service, DIT Access and Civic Engagement Office, Grangegorman Lower, Dublin 7 (2013)

II Introduction

DIT currently provides a programme of pre-entry supports for students in 13 second-level DEIS schools in Dublin inner city and 16 DEIS schools in counties Louth, Meath, Cavan, Longford and Roscommon. These programmes include awareness and aspiration-raising initiatives with students, which include awards, visits to DIT, academic support, college taster programmes and awareness-raising and information sessions in schools about higher education and access entry. This pre-entry work plays an important role in supporting students in accessing higher education.

However, a review of this access work to date as well as consultation with stakeholders, including second-level students and third-level access students, and an analysis of national and international research on access reveals a clear gap in relation to pre-entry work. This gap relates to the more subtle factors affecting participation in higher education for students from socio-economically disadvantaged backgrounds, particularly in areas and schools with low levels of participation in higher education. Research shows that these factors include:

- issues associated with sense of identity and confidence
- coping with transition and decision-making
- gap between the culture of school and the culture of home and area
- impact of parents' own educational experience
- gap between knowledge and understanding of higher education in families with no experience of higher education and the format and content of information provided by schools and higher-education institutions

Research shows that these factors affect students' experience of schooling and academic attainment, whether or not they apply higher education, and the type of higher education courses they choose. This in turn can determine whether or not students receive and accept offers. The pre-entry work that DIT currently delivers is important. However, to support students, parents and teachers in acknowledging and addressing these more subtle factors associated with making the transition from a family and area with little experience of higher education to successfully accessing higher education, a different type of pre-entry access work is required, involving facilitated developmental sessions with students, parents and teachers. The material in this resource pack will

help to address some of these factors that affect the participation in higher education of students from socio-economically disadvantaged backgrounds, particularly from areas and schools with low levels of participation in higher education.

This resource pack provides a range of material for sessions that explore these issues. The key features of the sessions in this pack are:

- Use of local understanding and knowledge where relevant, including input from local people such as students, graduates, family and key people in the local community
- Recognition and harnessing the skills, talents and resources that a person, family and community possess
- Encouragement of the idea that people can acquire new learning and skills, and that change can occur
- Recognition of the impact of structures and disadvantage but also of the fact that individuals can take action to enable them to access higher education
- Emphasis on the unique benefits of going on to higher education

III Research of relevance to DIT Bridges to Higher Education Resource Pack, on factors affecting participation in higher education by young people from working-class backgrounds

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Reay D, David M E and Ball S (2005), *Degrees of Choice: Social Class, Race and Gender in Higher Education*, Stoke-on-Trent: Trentham.

Webb S (2001), ' "I'm doing it all for us": Gender and identity in the Transition to Higher Education' in P Anderson and J Williams (eds) (2001), *Identity and Difference in Higher Education 'Outsiders Within'*, Hampshire: Ashgate.

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IV Module Content

Module 1:

1.1	Acting on Your Aspirations	110 minutes	Individual, Group Work and Creative
1.2	Debbie and Rebecca	85 minutes	Creative Storytelling and Discussion
1.3	Empowerment	55 minutes	Interactive, Creative and Discussion
1.4	Celebrating Personal Heroes	90 minutes	Individual, Creative and Group Work
1.5	Dinner Time	60 minutes	Role Play and Discussion

Module 2: Understanding Self

2.1	Change	45 minutes	Brainstorm, Questions Et Answers and Discussion
2.2	We Learn As We Grow	80 minutes	Brainstorm, Individual, Group Exercises and Discussion
2.3	I am, We Are	80 minutes	Creative, Individual and Group Work
2.4	My Potential	45 minutes	Interactive Game, Individual Exercise and Discussion

Module 3: Opportunities and College

3.1	The World has Changed	50 minutes	Brainstorm and Discussion
3.2	Your Local Area and the Work/Labour Market	Half Day	Group project and Presentation
3.3	Where You Live and Participation in Higher Education	30 minutes	Information and Discussion
3.4	People in My Life	2 x 30 minutes	Interview, Discussion and Interactive
3.5	A Picture of My Life Now	60 minutes	Creative and Interactive
3.6	My Life in the Future: Fly my Flag for the Future	65 minutes	Creative and Written
3.7	Understanding Higher Education Routes	45 minutes	Problem-solving
3.8	Understanding Links between Higher Education and the Labour Market	Half Day	Information and Interactive

**Module 4:
Benefits of Going to Higher Education and Having a Qualification**

4.1	Fears of Leaving School and Going to Higher Education	30 minutes	Written and Discussion
4.2	Designing My Own College Experience	25 minutes	Brainstorm and Discussion
4.3	Real-Life Stories part I	30 minutes	Group Work and Discussion
4.4	Real-Life Stories part II	30 minutes	Group Work and Discussion
4.5	Real-Life Stories part III	50 minutes	Presentations and Q&A session
4.6	Taking Charge of My Life	155 minutes	Creative, Interactive and Written
4.7	Where You Are, Where You Would Like to Be	20 minutes	Written
4.8	Employment through Education	90 minutes	Information Relay and Class Activity
4.9	Benefits of Going to College	90 minutes	Brainstorm, Questions & Answers and Discussions
4.10	Money, Money, Money	60 minutes	Interactive Game

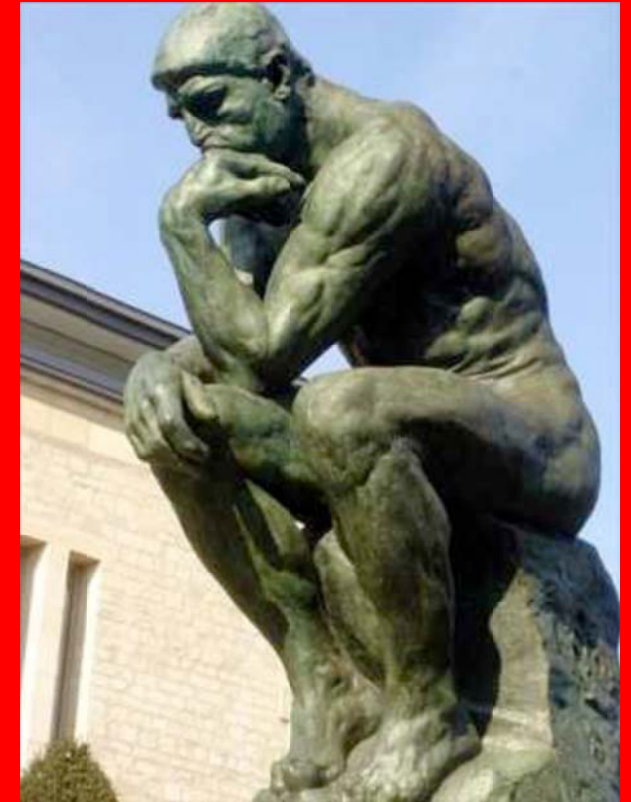
**Module 5 :
Identifying Sources of Supports and Different Types of Support Given**

5.1	What I Feel and How Others See Me	50 minutes	Creative
5.2	What I See in Others and How they Support Me	30 minutes	Written and Discussion
5.3	Life After School	60 minutes	Interactive Game and Discussion
5.4	Decision-making	60 minutes	Interactive and Written
5.5	Who Wants to Be a Millionaire?	Half Day	Game Construction

**Module 6:
What Do People Do to Get into College?**

5.1	Setting Goals and Introduction to Time Management	50 minutes	Brainstorm and Discussion
5.2	Sharing Study Skills Styles	90 minutes	Interactive, Discussion and Interview.
5.3	Study and Time Management	45 minutes	Informative and Written
5.4	Learning Styles, Tips, Multiple Intelligence	70 minutes	Online

All PowerPoint presentations can be found online at www.dit.ie/ace/resources
Some workshops include the use of PowerPoint presentations.



Module 1:

What Type of Life Do I Want?

- | | |
|-------------------------------|-------------|
| • Acting on Your Aspirations | 110 minutes |
| • Debbie and Rebecca | 85 minutes |
| • Empowerment | 55 minutes |
| • Celebrating Personal Heroes | 90 minutes |
| • Dinner Time | 60 minutes |

Individual, Group and Creative
Creative Storytelling and Discussion
Interactive, Creative and Discussion
Individual, Creative and Group Work
Role-Play and Discussion

Module 1.1: What Type of Life do I want?

Workshop Title *Acting on your Aspirations*

Workshop Structure Individual, Group and Creative

Rough Time-frame **110 mins**

Workshop Objectives

- Promote equality among different social groups
- Identify individual and group aspirations
- Identify individual and collective ways to act towards achieving aspirations
- Build confidence through group work and communication skills

Check List

1. Materials

- A3 paper
- Markers
- Pens
- Flipchart

2. Handouts required

- Handout 1
- Handout 2

Workshop Plan

1. Introduction	<p>Through a series of individual, group work and creative exercises, this session explores individual and collective aspirations and identifies concrete ways to act upon them.</p>	<p>2 mins</p>
2. Activities	<p>Step 1</p> <ul style="list-style-type: none"> • Give out Handout 1 (see below). Read through and explain the task. • Each young adult should complete Handout 1 individually. <p>Step 2</p> <ul style="list-style-type: none"> • Split the group into groups of four. • Give each group a large sheet of paper and markers. • Ask each group to discuss together how they imagine their lives will be in five years' time and the reasons why. • Ask each group to write down and/or draw at least 3 aspirations they have in common. • Ask each group in turn to give feedback to the overall group and facilitate a brief discussion around the findings. <p>Step 3</p> <ul style="list-style-type: none"> • Ask each group to identify and write down on a separate sheet 3 concrete things that might prevent them from achieving their aspirations. • Ask each group to give feedback to the overall group, and facilitate a brief discussion. 	<p>8 mins</p> <p>10 mins</p> <p>8 mins</p>

	<p>Step 4</p> <ul style="list-style-type: none"> Ask each group to identify and write down on a separate sheet 3 things they can do to achieve their aspirations. Ask each group to give feedback to the overall group, and facilitate a brief discussion. <p>Step 5</p> <ul style="list-style-type: none"> Give out Handout 2 (see below). Read through and explain the task. Each group should complete Handout 2 together. Feedback to the larger group, and brief discussion. <p>Step 6.</p> <ul style="list-style-type: none"> Each group designs a poster that looks like the front page of a newspaper, adding a large overall headline and small headlines that convey the group's aspirations and the actions they can take to achieve them. Give each group an A3 sheet of paper and markers. 	8 mins
		20 mins
		45 mins
3. Wrap-up	<ul style="list-style-type: none"> Use the finished posters and the headlined aspirations and actions to facilitate a reflective discussion on the session. 	10 mins

Handout 1	Module 1.1
Module Title	What Type of Life Do I Want?
Workshop Title	Acting on your Aspirations
<p>“One characteristic that we, as human beings, all share is the ability to dream and imagine a better future.”</p> <p>1. With this quote in mind, write about what you would like your life to be like in five years’ time. Include things like family, friends, education, job, hobbies, housing, etc, and give reasons for why you would like your life to be like that in five years.</p>	

Handout 2	Module 1.1
Module Title	What Type of Life Do I Want?
Workshop Title	Acting on your Aspirations

"It is not enough to only dream and have aspirations. The future will come by itself, but progress requires effort. Dreams don't come through by themselves: you have to act on them."

1. What do you think of this statement? Do you agree or disagree? Why, or why not?

2. Do you think everyone has the right to pursue his or her dreams and aspirations? Why, or why not?

3. Do you think that some people have more chances in life than others? If so, who and why? And is this fair?

4. Think of examples of people you know who overcame a barrier in life to achieve what they wanted to achieve?

5. Are there practical ways that you can support each other in overcoming the barriers that you outlined earlier, to make your aspirations and dreams come true? Give three examples.

¹ Module 1.2: What Type of Life Do I Want?**Workshop Title** Debbie and Rebecca**Workshop Structure** Creative Storytelling and DiscussionRough Time-frame **85 mins****Objectives**

- Explore young adults' stereotyped images of socio-economic disadvantage and relationship to higher education
- Encourage young adults towards pro-active decision-making and action
- Build confidence through group work
- Improve communication skills

Check List**1. Materials**

- Ball
- Pens
- Paper

2. Handouts required

- Handout 1

¹ This workshop is adapted from 'All Different, All Equal' Education Pack, 'Guess Who's Coming to Dinner': www.eycb.co.uk

1. Introduction	Through creative storytelling methods and discussion, this session will explore and challenge young adults' stereotyped images of the type of people who go to college.	2 mins
2. Activities	<p>Step 1</p> <ul style="list-style-type: none"> • Ask everyone to sit in a circle. • Ask two volunteers to sit aside from the group and document everything that is said and happens. • Explain that together the group is going to co-create a story, using a ball. <p>Step 2</p> <ul style="list-style-type: none"> • Announce the start of the game of co-creating a story. • Begin the game: "This is a story about Debbie Read, a sixth-year student from Ballybough in Dublin. Nobody in her family knows about college, never mind has been to college." • Pass the ball to someone in the group and invite him or her to add one or two sentences to the story. • This person then passes the ball to someone else and the story continues. • Continue with this exercise until the story has been gradually built up and a pattern has been established. 	<div>5 mins</div> <div>25 mins</div>

	<p>Step 3</p> <ul style="list-style-type: none"> • After around 12 turns, ask for the ball back. • Continue the story: “Debbie Read has a friend, Rebecca Horthorn, a sixth-year student from Templeogue. Both her parents and her three brothers all went to college.” • Pass the ball to someone in the group and invite them to add one or two sentences to the story. • This person then passes the ball to someone else and the story continues. • Continue for twelve or so rounds so the story builds up gradually, and a pattern is established. • When the story comes to a natural ending, thank everyone for composing an interesting story, and then move on to Step 4. <p>Step 4</p> <ul style="list-style-type: none"> • Split the class into groups of four and distribute Handout 1 (see below). • Ask the two volunteers to read out their notes (the story of Debbie and Rebecca). • Referring to Handout 1, ask the groups to think among themselves about the stories of Debbie and Rebecca and to answer the questions in Handout 1. • Ask each group to give feedback to the overall group, and allow time for discussion. 	<p>30 mins</p> <p>10 mins</p>
<p>3. Wrap-up</p>	<p>Organise everyone into a circle, and facilitate a reflective discussion on the session. Begin by asking everyone to share one thing that surprised them and that they will take away from the session.</p>	<p>10 mins</p>

Handout 1	Module 1.2
Module Title	What Type of Life Do I Want?
Workshop Title	Debbie and Rebecca
<p>While the volunteers read out their notes (the story of Debbie and Rebecca) ...</p> <ol style="list-style-type: none">1. Think about the stories of Debbie and Rebecca and if they relate to your lives in any way? If so, how?2. Did the story of Debbie and Rebecca tell us anything about stereotypes, and who does and who does not go to college? Do we agree/disagree?3. If Debbie were living in Rebecca's world, how would she feel being part of a majority?	

4. If Rebecca were living in Debbie's world, how would she feel being part of a minority?
5. Do you know anyone who has tackled disadvantage in any way? Give examples.
6. Do you know anyone who has tackled *educational* disadvantage in any way? Give examples.
7. What do you think of these people? How and why do you think they decided to tackle education disadvantage?

¹ Module 1.3: What Type of Life Do I Want?**Workshop Title** Empowerment**Workshop Structure** Interactive, Creative and Discussion**Rough Time-frame** **55 mins****Workshop Objectives**

- Identify the benefits of progressing to further or higher education
- Identify the obstacles that might prevent young adults from progressing to further or higher education
- Identify ways to overcome these obstacles through an empowering, fun exercise
- Encourage individual and collective thinking on decision-making, fears and the benefits of going to further or higher education
- Build confidence through group work
- Improve communication skills

Check List**Materials**

- Post-it notes
- Pens
- Blue-tack
- Balloons
- String
- Markers
- Blank A4 paper

Handouts required

- Handout 1 & 2

¹ This workshop is adapted from 'All Different, All Equal' Education Pack, 'Guess Who's Coming to Dinner': www.eycb.co.uk

1. Introduction	Through interactive, creative and discussion, the young adults identify the positive effects of progressing to further or higher education, and the obstacles that might prevent them from progressing.	2 mins
2. Activities	<p>Step 1</p> <ul style="list-style-type: none">• Give out 3 post-its to each young adult.• Ask each person to imagine that they have definitely decided to progress to further or higher education.• “On your post-it, write down 1 positive effect you think this decision will have on your life.” each young person to stick their post-it on a wall and return to their seat, one at a time.• Everyone should look briefly at all the post-its.• Give out one more post-it to each young adult.• “On the post-it, write down 2 reasons that would prevent you from making the decision to progress to further or higher education to achieve these positive elements in your life.” <p>Step 2</p> <ul style="list-style-type: none">• Give out a marker, 2 balloons, and 2 pieces of string to each person.• Ask each person to blow up the 2 balloons, write on both balloons the factors that would prevent them from making the decision to progress to further or higher education.• Explain that these ‘reasons’ are like chains that can stop us from achieving our potential.• Ask everyone to stand in a circle. In rotation ask each person to read allow the two reasons	<p>10 mins</p> <p>15 mins</p>

	<p>that would prevent him or her from making the decision to go to Further or Higher Education.</p> <ul style="list-style-type: none"> • Ask each person to tie a piece of string to each balloon, and tie each balloon to each of his or her ankles. • Announce to the group that they all as individuals have the power to break these chains and achieve their full potential and progress to further or higher education if they wish too. • Announce that, when you say 'start!', each person should break one of their chains by bursting one of their own balloons – and then burst someone else's balloon. • Give the signal for the game to finish. <p>Step 3</p> <ul style="list-style-type: none"> • Ask the young adults to return to their seats. Split the group into groups of 4/5 and give each group out Handout 1 (see below). Read through Handout 1 and explain the task to be completed. • Ask each group to give feedback backs to the overall group and facilitate a brief discussion. 	10 mins
3. Wrap-up	<p>Step 1</p> <ul style="list-style-type: none"> • Give out Handout 2 and a blank sheet of paper and markers, and ask the young people to complete it individually. • Ask each person to put their image on the ground and to say one thing about their image and one thing about someone else's image. • Give some brief, closing, affirmative comments. 	20 mins

Handout 1	Module 1.3
Module Title	What Type of Life Do I Want?
Workshop Title	Empowerment
<ol style="list-style-type: none">1. What are the reasons/worries/fears that make it so hard to take certain decisions in our life?2. Where do these reasons/worries/fears come from?3. Do some people have more worries than others? Who are these people? Why do you think this is so?	

Handout 2	Module 1.3
Module Title	What Type of Life Do I Want?
Workshop Title	Empowerment

Instruction: Think about today's session. Did you like the activities? Why? Why not? What did you feel while you were taking part?

Draw a picture of yourself walking away from today's activity, with a rucksack on your back. The rucksack is open; there are things inside the rucksack, but some of them are falling out of it and on to the ground, and trailing behind you.

Fill the rucksack with things you have learnt today, and leave on the ground things you will behind.

The drawing can take any form and can include words/sentences in any language.

Module 1.4: What Type of Life Do I Want?		
Workshop Title	Celebrating Personal Heroes	
Workshop Structure	Interactive, Creative, Individual and Group Work	Rough Time-frame: 90 minutes + morning in school as arranged
Workshop Objectives <ul style="list-style-type: none"> • Acknowledge the importance of inspirational people in young adults' lives • Celebrate people who are inspirational for young adults • Encourage young people to seek support from people in their lives • Acknowledge the different forms of knowledge (lived knowledge or life experience) that can be drawn from for inspiration and guidance • Improve social skills through group work • Improve communication skills through group work • Encourage individual thinking 		Check List 1. Materials and preparation <ul style="list-style-type: none"> • Flipchart • Markers • A3 paper • Ask school beforehand about planning a session to which personal heroes would be invited 2. Handouts required <ul style="list-style-type: none"> • Handout 1

Workshop Plan

1. Introduction	Through individual, collective, interactive and creative methods, this session will ask young people to identify and acknowledge their personal heroes, and through celebrating these heroes encourage the young people to draw on the lived experience of their personal heroes for guidance, support and inspiration.	2 mins
2. Activity	<p>Step 1</p> <ul style="list-style-type: none"> • Split the class into groups of four. • Give each group pens and paper. • Ask the groups to make a list of people that inspire them • Ask them to list the reasons why these people are inspirational. • Ask the groups to give feedback to the overall group. Are there any heroes that surprise us? That we have in common, etc? <p>Step 2</p> <ul style="list-style-type: none"> • Give out Handout 1, and read and explain the task to be completed. • Give out some blank sheets of paper. 	<p>10 mins</p> <p>20 mins+ 30/45 min follow-on session for poster creation</p>

	<p>Step 3</p> <ul style="list-style-type: none"> A Personal Hero Morning could be organised in the school by the students. It could be a tea & cake event to which the student's personal heroes are invited to the school. The students' posters could be displayed on a wall. One or two students could speak about their personal heroes, and one or two personal heroes could speak about their lives, and offer advice they would offer to young people embarking on their careers (they could be briefed beforehand). 	Tea/coffee morning in school
3. Wrap-up	<p>Step 1</p> <ul style="list-style-type: none"> Ask people to sit in a circle. Recap on the project Choose one of the pairs of statements below. Go round the circle, ask each person in turn to complete their statement. No comments or discussion are allowed. <p>Statements:</p> <ul style="list-style-type: none"> <i>The best thing about the activity was ... And the worst was ...</i> <i>The most interesting thing was ... The most boring thing was ...</i> <i>What I resented most was ... What I appreciated most was ...</i> <i>The funniest thing ... The most serious thing ...</i> <i>I would have liked more of ... and less of ...</i> <i>The thing I enjoyed doing most ... the thing that I least liked doing ...</i> <i>I felt most confident doing ... I felt least confident doing ...</i> 	20 minutes

Handout 1	Module 1.4
Module Title	What Type of Life Do I Want?
Workshop Title	Celebrating Personal Heroes
<p>'We all have respect and admiration for people who inspire us.'</p> <ol style="list-style-type: none">1. Write about three people who you know in your life that inspire you, and the reasons why they inspire you and are your personal heroes.2. Why is it that you appreciate these people so much?3. Create a poster that includes pictures and some information about your heroes.	

Module 1.5: What Type of Life Do I Want? ¹			
Workshop Title	Dinner Time		
Workshop Structure	Role-Play and Discussion	Rough Time-frame	60 minutes
Workshop Objectives <ul style="list-style-type: none"> • Explore the role of family in transmitting ideas about what people in their social group do • Encourage young adults to identify and challenges perceptions of what people in different social groups do when they leave school • Explore family pressure • Improve communication and social skills through group work 		Check List Materials <ul style="list-style-type: none"> • Pens • Paper • Markers Handouts required <ul style="list-style-type: none"> • Role-Play Situation Sheet 	

¹ This workshop is adapted from 'All Different, All Equal' Education Pack, 'Guess Who's Coming to Dinner': www.eycb.co.uk

Workshop Plan

1. Introduction	Through role-play, this session explores the role of family in transmitting ideas about what people in their social group do.	2 mins
2. Activity	<p>Step 1</p> <ul style="list-style-type: none"> • Explain that this is a role-play activity that explores the role of family in transmitting ideas about what people in their social group do. • Ask for 8 volunteers: 4 to be involved in the role-play, and 4 to be notetakers. • The rest of the class will be actively observing audience members. • Bring the four students acting the roles outside the door. • Tell each of them their role-play situation (see role-play cards below). • They should know each other's characters but not how they are going to react. • They should read the cards for 2 or 3 minutes to get to know their character. • Instruct the students to know the cards and how to improvise the situation. • Leave the students outside the door to read the cards. • Go back into the room, and set 4 chairs around a table. • Direct the notetakers into position. • Ask the rest of the group to observe closely how a family expresses ideas about what people in their social group do. • Advise the group to be respectful to their fellow students. • Go back outside, bring in the students and direct them to their positions. • Clap your hands as a signal to start. 	25 mins

	<ul style="list-style-type: none"> • The role-play should last a maximum of 15 minutes. • Clap again to indicate the end. <p>Step 2</p> <ul style="list-style-type: none"> • Sit in a circle, and begin an open discussion. • Ask the actors how they felt. • Ask the notetakers to read out some of the main arguments. • <i>Guiding questions:</i> “Were the arguments familiar to anyone? Have you heard similar things before in their own family? “Would it have been different if the girl had said she was going to work in a bank after school? “Does anyone think this situation might occur for you in the future? “How do you think we could support each other in being prepared for this kind of situation?” 	20 mins
3. Wrap-up	<p>Step 1.</p> <ul style="list-style-type: none"> • Ask everyone to spend a few minutes thinking about today’s session. “Did you enjoy it? What did you get out of it? Was it useful?” <p>Step 2</p> <ul style="list-style-type: none"> • Give everyone a sheet of paper to describe how they feel about the session, described in terms of a weather report. They can draw it or write it. • <i>For example:</i> "My day started dull and overcast ... then I had to put up my umbrella to keep me from the downpour ... but many of you helped me hold up the umbrella ... showers are also forecast for tomorrow, but next week I foresee it will be bright and sunny." “This could mean that you started off not too sure, then things got really bad and 	20 mins



	<p>you were glad of people’s support. You are not too sure about immediate plans but you think you will get there in the end.”</p> <p>Step 3</p> <ul style="list-style-type: none">• Ask each person (or a selection) to share their weather report with the rest of the group.	
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Handout 1 Module 1.5	
Module Title	What Type of Life Do I Want?
Workshop Title	Dinner Time
DAUGHTER The situation: You have decided to tell your family that you have decided to go college to study Social Science after you leave school. You know that your dad will be very angry because he wants you to work in his friend's accounting business. Role-play: When you start to role-play, you announce your decision to your family. Try to defend your decision, and argue that you are going to make a good life for yourself, and be the first person in your family to go to college.	
MOTHER The situation: Your daughter is leaving school in 6 months, and has decided to go to college to study Social Science. You hope she will change her mind, start working straightaway and bring some money into the house as you're on a low wage. Role-play: You love your daughter very much, but you don't understand her decision to go to college. You think college is for posh people and that your daughter won't fit in, and that she won't be earning her keep while she'll be in college. You think that if she's not earning her keep she shouldn't be living under your roof.	

**OLDER BROTHER**

The situation:

Your younger sister has decided that when she leaves school she will go to college to study Social Science.

Role-play:

You don't really care what your sister does. You think college is for hippies and that your sister might turn into a hippy.

FATHER

The situation:

Your daughter has decided that when she leaves school she is going to college to study Social Science.

Role-play:

You are really against this idea, as you have promised a friend that your daughter will go and work for him in his accountancy business as a receptionist. You don't have the money to put your daughter through college and neither has she, so you have decided that she can't go. You think that people have to work hard in life, rather than going to college and reading about life in books.



Module 2:

Understanding Self

- | | | |
|-----------------------------------|------------|--|
| • Change | 45 minutes | Brainstorm, Questions & Answers, Discussion |
| • As We Grow We Continue to Learn | 80 minutes | Brainstorm, Individual and Group Exercises, Discussion |
| • I Am, We Are | 80 minutes | Creative, Individual and Group Work |
| • My Potential | 45 minutes | Interactive Game, Individual Exercises, Discussion |

Module 2.1: Understanding Self

Workshop Title [Change](#)

Workshop Structure Brainstorm, Question & Answers, and Discussion

Rough Time-frame **45 minutes**

Workshop Objectives

- Explore the concept of change
- Help the young adults to understand that a person does not remain the same and that change occurs
- Develop confidence through expression of opinion in group scenarios
- Develop teamwork, communication and presentation skills

(NB: might go nicely with the 'fears' exercise in Module 6)

Check List

Materials

- Pens and markers
- A4 Paper
- Flipchart/Blackboard/Whiteboard
- Marker/Chalk

Handouts required:

- Handout 1
- Blank sheets of A4 paper

Workshop Plan

1. Introduction	<p>Through a series of exercises, this workshop explores ideas of change and that a person does not remain the same as they progress through life.</p>	<p>2 mins</p>
2. Activities	<p>Step 1</p> <ul style="list-style-type: none"> Ask the class to brainstorm ideas of what change might be, what change means to them, and examples of change. Write examples they offer down on a flipchart. <p>Step 2</p> <ul style="list-style-type: none"> Ask the young adults how they have changed (as a group) since starting second-level and to shout out examples. Writes examples on the flipchart. Briefly discuss these changes, and how the class experienced them. <p>Step 3</p> <ul style="list-style-type: none"> Give out Handout 1 along with blank sheets of A4 paper, and ask each young adult to complete the handout individually. 	<p>5 mins</p> <p>15 mins</p> <p>15 mins</p>

3. Wrap-up	Step 1 <ul style="list-style-type: none">• Facilitate a reflective discussion on the session. Begin by asking for positive feedback about all the diverse skills in the classroom, and then ask “What new things will you take away from this session?”	15 mins
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Handout 1	Module 2.1
Module Title	Understanding Self
Workshop Title	Thinking about Changes in my Life
<p>1. Write about a time when you experienced change in your family life, like the arrival of a new baby. Think about what that change was, how it affected you and people close to you; then how you dealt with the change as it occurred, how you feel about that change now, and how it has shaped you as a person.</p> <p>2. Write about a time when you experienced change in your school life, like moving from primary school to secondary. Think about what that change was, how it affected you and people close to you, then how you dealt with the change as it occurred, how you feel about that change now, and how it has shaped you as a person.</p> <p>3. Write about a time when you experienced change in your social life, like having a boyfriend, girlfriend. Think about what that change was, how it affected you and the people who are close to you, then how you dealt with the change as it occurred, how you feel about that change now, and how it has shaped you as a person.</p>	

Module 2.2: Understanding Self

Workshop Title *As We Grow We Continue to Learn*

Workshop Structure Brainstorm, Individual and Group Exercises, and Discussion

Rough Time-frame

80 minutes

Workshop Objectives

- Understand what a skill is, and different types of skills
- Understand that knowledge is gathered and learned as we grow
- Develop individual thinking and planning skills
- Develop communication skills through discussion

Check List

Materials

- Pens and markers
- A4 Paper
- Flipchart/blackboard/whiteboard marker/chalk

Handouts required:

- Handouts 1- 5

Workshop Plan

[illegible]

	<table><tr><th>Skills you have learned in past year</th><th>Skills you want to learn in next year</th></tr><tr><td></td><td></td></tr></table> <ul style="list-style-type: none">Ask each young adult to come up (one at a time) to the blackboard/whiteboard or flipchart and to write down 1 skill they have learned in the past year and 1 skill they would like to learn in the next year. (This should happen very quickly to keep momentum going).The students should refer to Handout 2 if they would like ideas for skills.Give positive feedback about the skills the students have mentioned and any others they might have. <p>Step 3</p> <ul style="list-style-type: none">Give out Handout 4 and ask everyone to complete it individually.	Skills you have learned in past year	Skills you want to learn in next year			10 mins
Skills you have learned in past year	Skills you want to learn in next year					
3. Wrap-up	<p>Step 1</p> <ul style="list-style-type: none">Get everyone sitting in a circle, and facilitate a reflective discussion around the session.Ask each person to share one thing with the group that they have learnt and will take away with him or her today.	10 mins				

Handout 1

Module 2.2

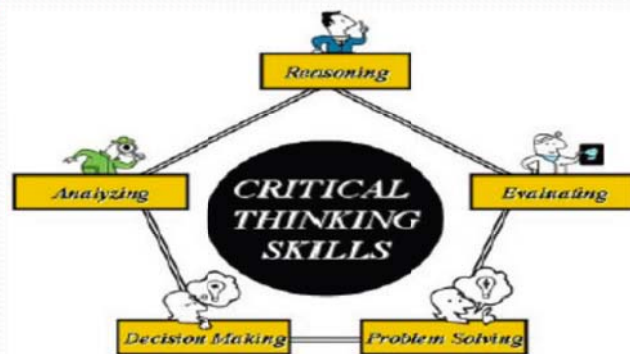
Module Title

Understanding Self

Workshop Title

As We Grow We Continue to Learn

Activity 1



What is a skill?

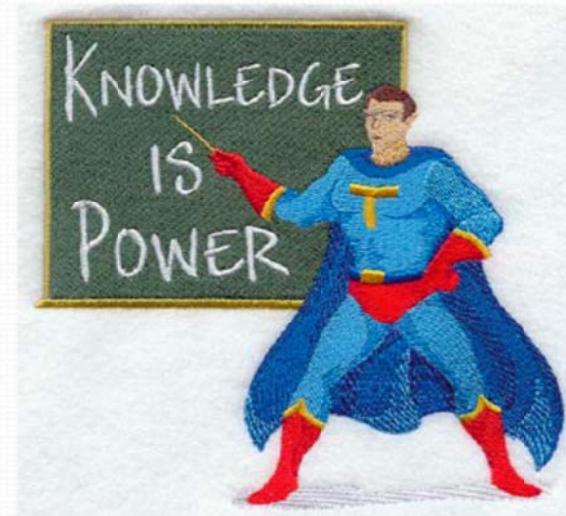
Definition: A skill can be defined as a proficiency, facility, or dexterity that is acquired or developed through training or experience.

What is Knowledge?

Definition: Information and skills acquired through experience or education; the theoretical or practical understanding of a subject.

Knowledge:

- Is something that people need to keep moving forward in life, it doesn't necessarily have to be intelligence.
- Helps people know what is going on. The knowledge of learning what is good for your physical body, social and mental health can help you survive without a life full of problems.



Handout 2	Module 2.2
Module Title	Understanding Self
Workshop Title	As We Grow We Continue to Learn

List of Skills...

skills	skills	skills
<ul style="list-style-type: none"> •Ambition •Commitment •To be flexible •Career aspiration •Career direction •Ability to cope with change •Initiative & drive •Positive personality •Sales motivated & driven •Enthusiasm & energy 	<ul style="list-style-type: none"> •Communication skills •Ability to sell themselves well •Many of our opportunities are sales therefore, good communication is essential •A desire to take on any task & succeed •A willingness to work hard & a desire to learn •Attitude & keenness to continue to learn •Hard work ethics, a desire to succeed/progress •Passion & enthusiasm for the role they are pursuing •A particular drive & ambition •Self-motivation & organisation 	<ul style="list-style-type: none"> •Ability to carry out tasks unaided •Having researched the company & understanding our business •Evidence of deep interest in the subject e.g. computing •Willingness to learn & develop •Self-motivated, driven individual •Skills & evidence of skills •An understanding that goes beyond the theoretical •Analytical thinking with strong interpersonal skills •Bright, ambitious with a willingness to push themselves forward

Handout 3

Module 2.2

Module Title

Understanding Self

Workshop Title

As We Grow We Continue to Learn

Sam, 18, Science student

Sam is in his first year of college, studying for a science degree.

"I love learning about everyday life and how things work, especially the human body, so eventually I want to become a biologist. But right now I am concentrating on finishing this degree! It's difficult but I find my analytical skills have improved a lot since I started this course. I have also met some great friends and we love discussing our lab experiments. It's good having other similar-minded people around me." Sam has joined the college's swimming team and trains 2-3 times a week.



Julie, 22, Fine Arts graduate

Julie finished her Bachelor of Arts degree in Fine Art and will begin studying for her Master's shortly.

"I have always been a strong-minded person and know exactly what I want to do with my life. I have always loved art since I could paint with my fingers – but I use a brush these days! My skills as an artist are developing well and I am learning new techniques every day." However Julie is not one to limit herself and has begun learning graphic design in her spare time. "I have used a personal computer (PC) all my life but a friend recommends using design software on a Mac. It's a bit different using a mouse instead of physical tools but it is something I have wanted to try for a while and may use in my future projects."



Eoin, 24, PhD student in English

Eoin admits he struggled through his degree when he started college, and he had to resit his exams.

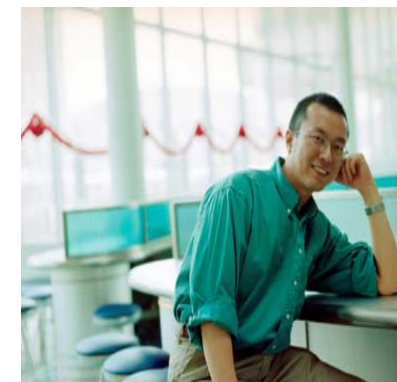
“I was so happy when I passed – it took lots of revision and help from my tutors, who were very supportive. I found balancing my personal and college life difficult but I took everything I had learnt and went on to do my Master’s. I could never have imagined I would start a PhD so I don’t regret trying harder. I am learning to plan my studies better and have joined several groups, including a debate team and a book club. Both have helped me communicate better and also make new friends – I was never much of a socialiser! I hope to finish my doctorate and become a lecturer myself. I know I have a lot to give back.”

**Ken, 29, Primary School teacher**

Ken never intended to go into state education, but that’s where his path took him.

“When I was much younger I trained in IT – that’s where the money was at the time. But then I changed my mind and went back to college and did a Science degree! Yes it was a change but I found myself enjoying it more and went on to complete my Higher Diploma in Education afterwards. Now I teach Science, Maths and French in my local primary school. I am enjoying teaching the future generation and I find myself learning more about what I can do every day.”

But Ken has not completely forgotten his roots: “I work four days a week so I spend one extra day teaching IT in a community centre to the disadvantaged, unemployed and even the elderly. I am glad I found a way to do both things I love and have developed new skills all the way.”



Siobhan, 32, A+E doctor

Siobhan graduated from medical school two years ago so is quite a junior doctor in comparison to her colleagues.

"I couldn't believe it when I finally finished medical school – the hard work involved in becoming a doctor is not something you can explain but it is absolutely worth it when you get to help save someone's life. There are people here with decades of experience – so you can only imagine what I learn from them every day. I have to keep on top of new medical practices, manage a team of nurses, deal with hospital equipment, speak to families and diagnose patients when they come in to us."

But more than just a doctor, Siobhan is also a wife, charity volunteer and budding gardener: "I like to leave 'Dr Siobhan' in the hospital when I leave work. I spend time growing my own fruit and vegetables at home which I joke are more difficult than examining some patients! I also do lots of volunteering – I guess I am just one of those people who can't sit still."

Siobhan is thinking about returning to medical school in the next few years to become a surgeon: "I wanted to get some field experience before continuing on this route and I believe the new techniques I am learning every day will be very beneficial."



Maeve, 28, Wife and Full-Time Mother

Maeve used to work for a small law firm as a secretary but gave it up to become a full-time mother to her newborn child.

"I was learning a lot from my job, I was more than just the secretary – I was part of a 'family' and I enjoyed learning about the legal system which is a developing interest of mine. But then just a year after I married my husband I was blessed with Betsy – our daughter. I have found there are many skills involved in raising a newborn and it is quite a learning process. Having to be responsible for someone who is dependable on you is a full-time job in itself!"

Betsy is now a year old and Maeve has decided to take up a part-time evening course in Law: "By the time I get my degree Betsy will be much older and I will feel less of a need to stay at home. My husband now takes her in the evenings whilst I am in college. It is a very challenging course but I am starting to understand law much better now. I have also made a few new life-long friends and we usually go for a coffee afterwards. They are all mothers too so we have lots to talk about!"



Declan, 49, Unemployed

Declan is unfortunately one of the recession's many casualties; he found himself let go as a foreman in one of Ireland's biggest construction companies.

"At my time of life when you're still too young to retire but too old for most jobs out there, suddenly becoming unemployed is a frightening shock."

Declan could not find a new job as the construction sector has not been hiring. "I thought this was it for me until I saw a Springboard programme for reskilling. With all the new technologies out there I decided to retrain as a software programmer. Luckily I am quite good with computers anyway so this seemed like the best option. I am learning so much about software development, something called 'cloud computing' and I have even had a go at developing my own basic 'app' for mobile phones.

"My kids are shocked that I now know more about computers and modern technology than they do! But don't get me wrong, it is still a very difficult time for us, but at least I am confident there will be a job for me out there at the end of this."

**Mary, 82, Retired & Edna, 90, Retired**

Mary and Edna have lived on the same street and been neighbours for over 50 years.

"We have seen a lot of changes over the years, people coming and going ... this street is where we raised our families together."

Edna has just celebrated her 90th birthday: "Mary came in to see me and she showed me this mobile telephone thing her nephew had bought for her – although I wouldn't have a clue how to work it!"

Mary has been learning how to call and text for the past six months: "My nephew said it would help us keep in touch and it really has. I have become quite good at it. He said he got it 'online' for me cheaper than in the shops ... yes he had to explain the Internet to me! So I asked him to show me his computer. I was amazed at the things it could do so I decided 'why not?' and I enrolled myself and Edna on a computer course for the elderly. We have both learned how to turn on a computer and use the Internet, although Edna is better at typing than me." Edna laughs at how her grandchildren call her a 'silver surfer': "You're never too old to learn something new. Now I have my own little laptop which Mary and I use every day. I may try that mobile phone thing next!"



Handout 4**Module 2.2****Module Title**[Understanding Self](#)**Workshop Title**

As We Grow We Continue to Learn

Instruction

- Take out Handout 2 from earlier. On the table, circle any skills that you have, and note down the skills you have that you didn't realise you had before looking at this table.

Handout 5	Module 2.2
Module Title	Understanding Self
Workshop Title	As We Grow We Continue to Learn
<p>Instruction</p> <p>Think about the next five years of your life. What would you like it to be like? What would you like to achieve, know, and do? You might like to learn a new sport, go to New York, do well in your exams, improve your Maths skills, apply for college, start your career ...</p> <p>Think about the next five years as a series of stages, or episodes in your life. Now, in the space provided below, write the main things you would like to achieve in each year.</p> <ul style="list-style-type: none"> For each year write down the skills you already have that will help you achieve this goal, and the skills you need to learn and where you can learn this new skill in order to achieve this goal. 	
<p>1. In one year's time I would like to have achieved:</p>	

2. The skills and knowledge I already have that will help me achieve these goals are:

3. The skills and knowledge I don't have but that would help me achieve these goals are:

4. The people I can ask for help with acquiring the skills and knowledge I need to move forward are:

1. In two years' time I would like to have achieved:
2. The skills and knowledge I already have that will help me achieve these goals are:
3. The skills and knowledge I don't have but that would help me achieve these goals are:
4. The people I can ask for help with acquiring the skills and knowledge I need to move forward are:

1. In three years' time I would like to have achieved:

2. The skills and knowledge I already have that will help me achieve these goals are:

3. The skills and knowledge I don't have but that would help me achieve these goals are:

4. The people I can ask for help with acquiring the skills and knowledge I need to move forward are:

1. In four years' time I would like to have achieved:
2. The skills and knowledge I already have that will help me achieve these goals are:
3. The skills and knowledge I don't have but that would help me achieve these goals are:
4. The people I can ask for help with acquiring the skills and knowledge I need to move forward are:

1. In five years' time I would like to have achieved:

2. The skills and knowledge I already have that will help me achieve these goals are:

3. The skills and knowledge I don't have but that would help me achieve these goals are:

4. The people I can ask for help with acquiring the skills and knowledge I need to move forward are:

Module 2.3: Understanding Self		
Workshop Title		I Am, We Are!
Workshop Structure		Creative Individual and Group Work
		Rough Time-frame 80 minutes
<p>Workshop Objectives</p> <ul style="list-style-type: none"> • Build confidence through class discussion • Encourage individual thinking • Show that jobs can be fun and enjoyable • Highlight personal attributes and talents 		<p>Check List</p> <p>Materials</p> <ul style="list-style-type: none"> • Pens and Markers • Coloured Pencils • A4/A3 Paper • Projector & Connected Computer • Microsoft PowerPoint Presentation 1: Presentation can be downloaded from www.dit.ie/ace/resources • Whiteboard/Chalkboard or Flip-Chart <p>Handouts required:</p> <ul style="list-style-type: none"> • Handout 1

Workshop Plan

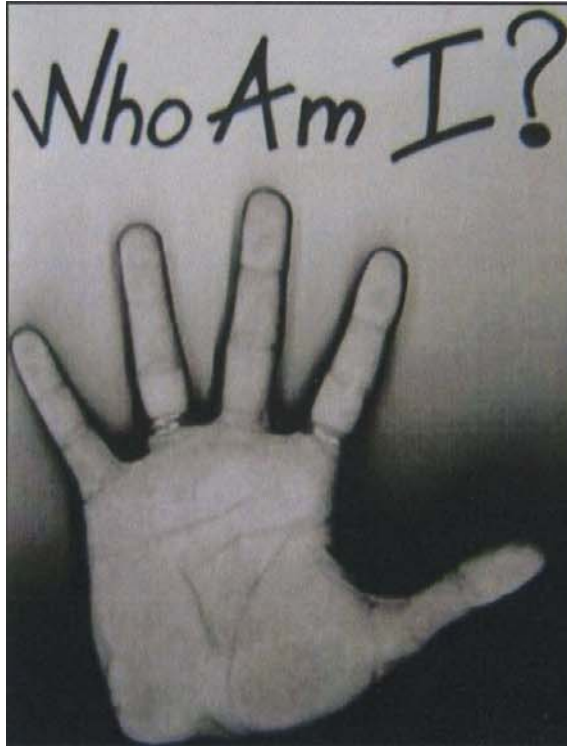
1. Introduction	The workshop encourages students to think about personal talents and how they can use these talents in thinking about their future and future career.	
2. Activities	<p>Step 1</p> <ul style="list-style-type: none"> • Introduce the workshop to the group. • Start playing a slideshow of the 'Motivational Who Am I?' PowerPoint. Note that each slide relates to a following step (as indicated below); click only when moving on to the next step. <p>Slide 1</p> <ul style="list-style-type: none"> • Show slide 1 and facilitate a class brainstorm on the theme 'Who Am I?'. This is to gauge their understanding of the question and encourage ideas to flow about them as people and their particular talents. <p>Step 2</p> <ul style="list-style-type: none"> • Give each student a blank piece of paper and a pen, and then show slide 2. <p>Step 3. Slide 2 & Slide 3. Refer to slide 2 and explain:</p> <ul style="list-style-type: none"> • Write a personal statement about who you are. • The statement should be 10 sentences long. • Each sentence should begin with 'I Am'. 	<p>2 mins</p> <p>5 mins</p> <p>1 min</p> <p>15 mins</p>

	<ul style="list-style-type: none"> • The first sentence should be 'I Am' and then your name. • You can include your personality, hobbies, talents, etc. • Some of these statements will be read aloud. • When finished fold up the piece of paper. • Collect the folded-up pieces of paper and mix them up. <p>Step 4. Slide 4</p> <ul style="list-style-type: none"> • Show slide 4. Read out about 5 statements and ask the class to guess who wrote them. (Do not read out the student's name!) • This helps to challenge the students' conceptions of each other and see if they know each other as well as they think. <p>Step 5</p> <ul style="list-style-type: none"> • Split the class into groups of four. • Give out Handout 1 to each group. • Give each group gets a sheet of A3, markers and pencils. • Ask each group to design an A3 poster on the theme of 'We Are'. • 'Use your "I Am" statements and the images below as a starting point.' • The poster can be text, images, lines from songs, famous quotes ... • Each person in the group must be represented in some form in the poster. • There will be a prize for the team with the best 'We Are' poster. 	45 mins
3. Wrap-up	<ul style="list-style-type: none"> • Collect and lay all of the posters out together and facilitate a discussion on the contents of the posters. Ask two external people (e.g. two teachers) to choose the best poster. 	10 mins

Handout 1	Module 2.3
Module Title	Understanding Self
Workshop Title	I Am, We Are
Instructions <ul style="list-style-type: none">• Each group should design an A3 poster on the theme of 'We Are'.• 'Use your "I Am" statements and the images below as a starting point.'• The poster can be text, images, lines from songs, famous quotes ...• Each person in the group must be represented in some form in the poster.• There will be a prize for the team with the best 'We Are' poster.	



Motivational 'Who Am I?' PowerPoint



Class Brainstorm:
'Who are YOU'?

Think about what
makes you the person
you are.

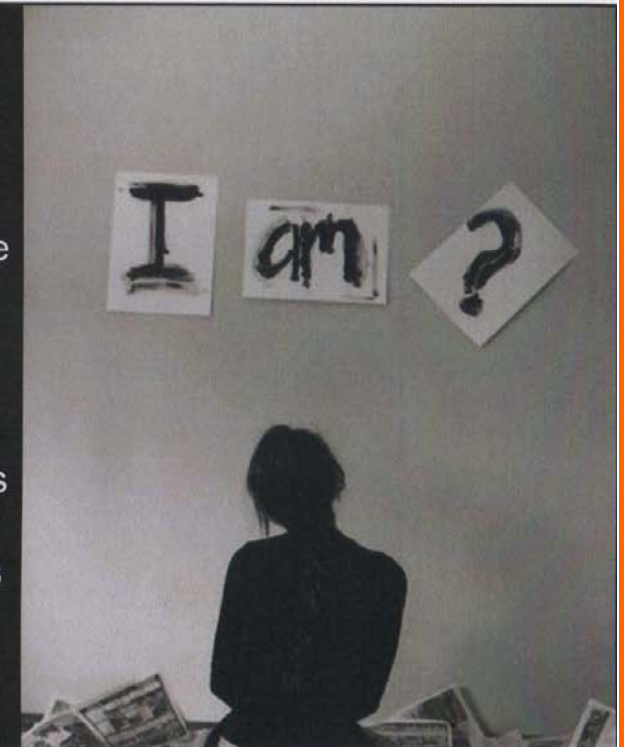
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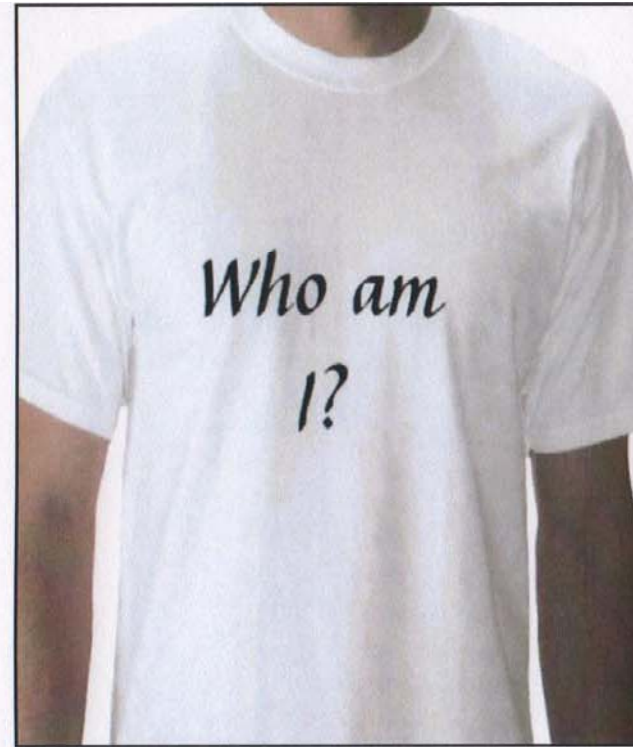
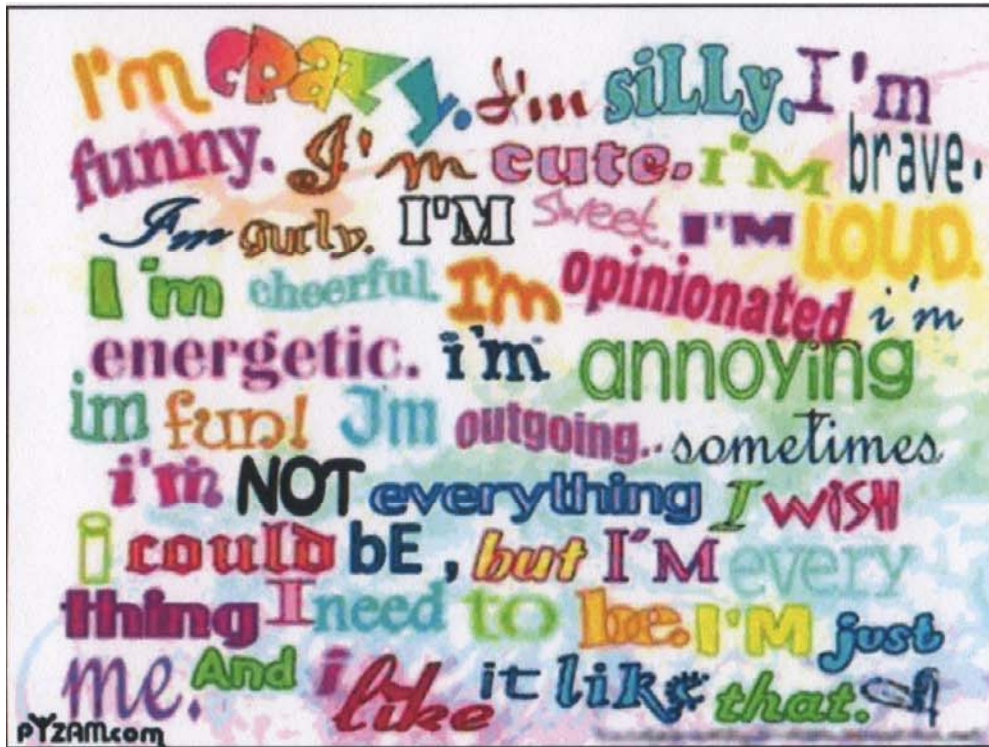
Personality
Appearance
Intelligence
Skills or Talents
Interests or Hobbies

Personal Statement:
'I Am...'?

Starting off with these
two words, write a
paragraph about
yourself.

Describe what makes
'you' – be as simple
or as adventurous as
you like!





Guess Who?

So do you think you know your fellow students pretty well?

Could you tell from someone else's statement who they were?

Let's find out...

Module 2.4: Understanding Self		
Workshop Title	My Potential	
Workshop Structure	Interactive Game and Individual Exercise	Rough Time-frame: 45 minutes
Workshop Objectives <ul style="list-style-type: none"> • Encourage individual thinking • Highlight personal talents • Improve social and communication skills through group work 		Check List Materials <ul style="list-style-type: none"> • Pens and Markers • Projector & Connected Computer • Microsoft PowerPoint Presentation 2: Presentation can be downloaded from www.dit.ie/ace/resources • Whiteboard/Chalkboard or Flip-Chart Handouts required: <ul style="list-style-type: none"> • Printout Slide 8 from PowerPoint presentation 2 • Handout 1

Workshop Plan

1. Introduction	This workshop is a brief look at where celebrities with high-paid jobs started out, and further to ask students to get to know their individual talents and encourage them to consider these talents when thinking about career choices and plans.	2 mins
2. Activity 1	<p>Step 1</p> <ul style="list-style-type: none"> • Ask the class to brainstorm for ideas for fun jobs they would like to be paid to do. • Write these jobs down on a flipchart. <p>Step 2</p> <ul style="list-style-type: none"> • Activate the 'Celebrity Jobs' PowerPoint, which is an animated and interactive game. (make sure the animation is working before you begin). • Slide 1 will play automatically; click to advance after the rules have been fully displayed. • Slides 2-7: Click only to reveal the celebrity, and then <i>after</i> the animation has finished to move on to the next slide. • Slides 8-9: Simply click to advance to next slide. (Provide a copy of slide 8 to anyone who wishes to have a copy of the courses listed.) • Slide 10: Click only to reveal the person's details after their name has appeared, and to move on to the next slide. • Slide 11: End. <p>Step 3</p>	<p>5 mins</p> <p>15 mins</p> <p>15 mins</p>

	<ul style="list-style-type: none"> Give each student a copy of Handout 1 – Know Your Potential. Allow them to work through this on their own. <p>Step 4</p> <ul style="list-style-type: none"> Ask for the students' feedback on their scores. Ask who got low scores, or high scores. Discuss the exercise with the students. 	
3. Wrap-up	<ul style="list-style-type: none"> Ask each student to come to the board and write down one word that describes their best talent or skill. Follow this with a reflective discussion on the game and on the talents mentioned. 	10 Mins

Handout 1	Module 2.4
Module Title	Understanding Self
Workshop Title	Know Your Potential
<p>Know Your Potential</p> <p><i>Read each of the following quotes and then think about which one you like most, and why:</i></p> <p>“To find out what one is fitted to do, and to secure an opportunity to do it, is the key to happiness.” - John Dewey</p> <p>“People of talent resemble a musical instrument more closely than they do a musician. Without outside help, they produce not a single sound, but given even the slightest touch, a magnificent tune emanates from them.” - Franz Grillparzer</p> <p>“We are each gifted in a unique and important way. It is our privilege and our adventure to discover our own special light.” - Mary Dunbar</p> <p>“The intuitive mind is a sacred gift and the rational mind is a faithful servant. We have created a society that honours the servant and has forgotten the gift.”- Albert Einstein</p> <p>“The artist is nothing without the gift, but the gift is nothing without work.” - Emile Zola</p>	

“Great talents are the loveliest and often the most dangerous fruits on the tree of humanity. They hang upon the most slender twigs that are easily snapped off.” – Carl Gustav Jung

Everyone can do some things easier than others ... things like:

- being able to quote movie dialogue word for word
- knowing when it is going to rain
- sensing what a plant needs in order to thrive
- knowing the right words to say
- understanding how to win an argument
- spotting when fruit is ready to be picked
- sensing how to heal someone
- understanding how to bring a group of people back into harmony
- knowing where the fish are schooling
- being able to read the weather and predict storms and freezing conditions
- sensing when things are not straight and level

In fact, most people have at least 5 and more often 10 things they are great at. If you can figure out what yours are, you will know what careers you can excel at.

Quiz 1: How Much Do I Know About My Potential?

Below are three simple questions which quickly reveal how much you already know, and that will get you thinking about your potential. At the end of the quiz, we will help you to create a score and put your score into real-world terms.

Write down your initial response to each question no matter how silly or strange it sounds. Then, take a few moments to think about the question more deeply, and write until you feel comfortable with your response.

Do not worry if you find it hard to answer or you do not have much to say. These are deceptively simple questions that probe into the heart of who you are and who you want to become. *Instructions: Write down in the space below whatever comes to you when you are asked:*

Question 1: Do you know what your gifts and talents are? If so, can you list your top 5 or 10?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Question 2: Do you know what you really want to do with your life? If so, Can you put it into words?

Question 3: Do you know how to create the life you want to live? If so, Can you write down the path you intend to take?

Score your Answers

Now it is time to look at what you wrote and see what it reveals about you. For each question, give yourself:

- 2 points if you wrote anything down
- 5 points if you wrote a few words
- 15 points if you wrote several meaningful sentences
- 25 points if you wrote specific, detailed answers
- 33 points if you wrote comprehensive and complete answers
- Next, add up the scores from all three answers (0 to 99). Write this total score in the space below.

Total Score: _____

Now choose the option below that completes the sentence and best expresses how well you know your potential, based on your score and your own gut feelings:

I Have _____ What My Potential Is!

- No Idea: score of 1 - 24
- A Vague Idea: score of 25 - 49
- Some Idea: score of 50 - 74
- A Detailed Idea: score of 75 - 100

So were you surprised at your result? Or maybe even your answers to each question?

Now, just briefly, write down if you were happy with your score or not, and why?

Quiz 2: How Much Have I Developed My Potential?

“The discipline of writing something down is the first step toward making it happen.” - Lee Iacocca

If you know what your personal potential is, how much have you developed it? Are you a novice, apprentice, professional or expert at what you do? Take this second quiz and find out how well you have developed your gifts and talents – the most visible aspect of your potential.

In this quiz, you start by listing your top talents or areas of excellence. Then you evaluate how much you have developed each area or talent based on the skill level you have achieved. At the end of the quiz, we will help you score your answers and put your results into real-world terms.

Since this quiz is based on knowing your top talents, you can use the list you made in Quiz One.

Once you have written down your list of talents, you will need to assess the level of skill to which you have developed each gift and talent. If you have never had to assess your skill level before, this can be a challenging exercise – to honestly look at how well you do what you do.

Instruction: First write down your top 5 - 10 talents. Then use the list below to identify the level you have taken each skill to. Assign a score from zero to 10 for each skill and write the number next to each skill.

Level of Development and Score

- No Development: 0
- Novice or Hobbyist: 1
- Apprentice or Amateur: 4
- Craftsman or Professional: 7
- Master or Expert: 9

My Top 5-10 Talents Score

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Score Your Answers

Now it is time to add up all your scores and write your total below.

Total Score: _____

Next, choose which option below best describes how much you have developed your set of gifts and talents.

I Have _____ My Gifts and Talents

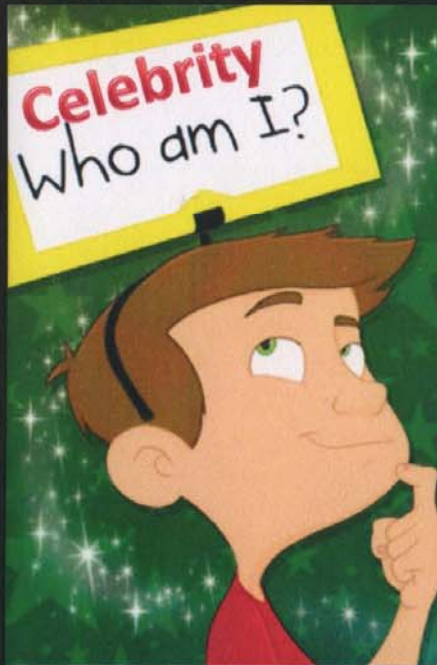
- Not Developed Any Of: score of 0 - 9
- Developed A Few Of: score of 10 - 49
- Developed Some Of: score of 50 - 79
- Fully Developed All Of: score of 80 - 100

'Celebrity Jobs' PowerPoint

Celebrities

They once sat where you are now thinking about their future careers.

Thanks to the world of newspapers, magazines and the Internet, everyday we see famous faces doing the jobs they love to do!



Rules of the Game

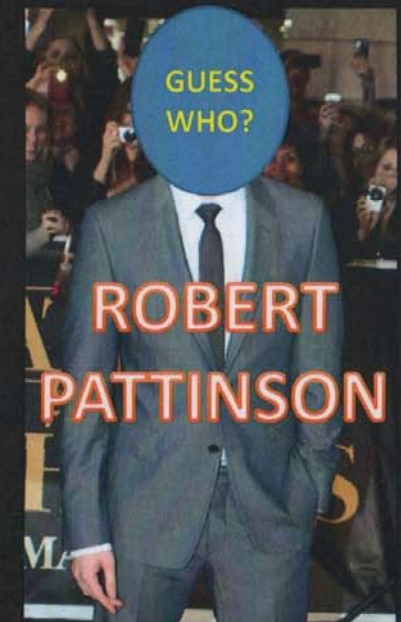
It's simple!

You will be given a description of a celebrity and you have to guess who it is.

Then we'll see what jobs they used to have before they reached stardom.

Who Am I?

I was born 13 May 1986 and I am an English actor, model, musician, and producer. Born and raised in London, I started out my career by playing the role of Cedric Diggory in *Harry Potter and the Goblet of Fire*. Later, I landed the leading role of Edward Cullen in the film adaptations of the *Twilight* novels by Stephanie Meyer, and came to worldwide fame. I was ranked as one of the highest paid actors in Hollywood based on 2009 earnings. In 2010, I was named one of *TIME* magazine's 100 Most Influential People in The World, and also in the same year *Forbes* ranked me as one of the most powerful celebrities in the world in the Forbes Celebrity 100.



Who Am I?

I was born 21 March 1972, in Dublin and I am an Irish celebrity chef, known most widely for my work on television and as a writer.

I went to the Ballymaloe Cookery School at the age of 18. After graduating from the school I cooked at the Ballymaloe House Hotel, eventually returning first to test recipes and then to teach at the school. I worked for a while as a caterer in Vancouver before returning again to teach at Ballymaloe.

In September 2004 RTE broadcast my first series in Ireland, which has also been broadcast in Australia, Italy, and elsewhere.



Who Am I?

I was born 10 February 1960 and I am a newscaster with RTÉ in Ireland.

I was raised in Sandymount. I attended Newpark Comprehensive School, Blackrock, Dublin. It was one of the first schools to introduce the Transition Year programme. In it, I presented a half-hour radio programme. When I finished school, I attended a media course in the Rathmines College of Commerce.

I currently live in Dublin with my wife and our two children.

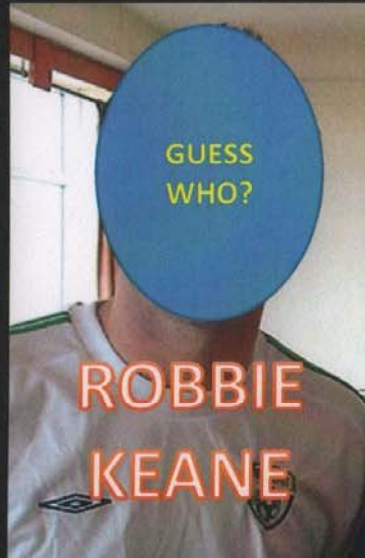
I previously worked for the Dublin pirate station Radio Nova, hosting their nightly Dublin Today programme



Who Am I?

I was born 8 July 1980 and I am a Republic of Ireland international player who plays as a striker for Los Angeles Galaxy in Major League Soccer. I am the current captain of the Irish national team. I have scored 51 goals for the national side making me Ireland's all-time record goal scorer, having become the first Irish player to score 50 international goals in June 2011. With 111 full caps, I am their second most capped player of all time.

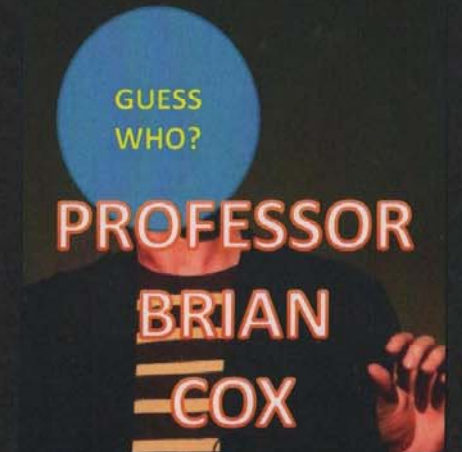
I am also the ninth highest goal scorer in Tottenham Hotspur history and the tenth highest goal scorer in the history of the Premier League with 123 goals (as of 18 April 2011).

Who Am I?

I hold an OBE and was born 3 March 1968. I am a British particle physicist, a Royal Society University Research Fellow and a professor at the University of Manchester.

I work on the ATLAS experiment at the Large Hadron Collider (LHC) at CERN, near Geneva, Switzerland. I am working on the R&D project of the FP420 experiment in an international collaboration to upgrade the ATLAS and the CMS experiment by installing additional, smaller detectors at a distance of 420 metres from the interaction points of the main experiments.

I am best known to the public as the presenter of a number of science programmes for the BBC. I also had some fame in the 1990s as the keyboard player for the pop band D:Ream.



Who Am I?

I was born 20 January 1971 and am an English singer-songwriter, pianist and record producer. I am the frontman and lead vocalist of British pop group Take That and the the head judge on The X Factor. I am one of Britain's most successful songwriters. I have had two Number 1 singles and a Number 1 album as a solo artist, and have had sixteen top 5 hits, eleven Number 1 singles and seven Number 1 albums with Take That. I am also a five-time recipient of the Ivor Novello Award and have sold over 40 million records worldwide with Take That.



Related DIT CAO Level 6-8 Courses

We cant promise you'll be famous but you will probably end up doing something you enjoy!

DT081	Computer and Communications Engineering
DT112	Geomatics (Surveying and Mapping)
DT222	Physics Technology
DT401	International Hospitality Management
DT408	Hospitality Management
DT411	Leisure Management
DT501	Music
DT504	Film & Broadcasting
DT505	Film & Broadcasting with a Language
DT506	Commercial Modern Music
DT527	Music Foundation
DT529	Drama (Performance)
DT533	Visual & Critical Studies
DT545	Design - Visual Communication
DT553	Journalism with a Language
DT559	Photography
DT582	Journalism
DT596	Print and Digital Media Technology Management
DT597	Creative and Cultural Industries

Before They Were Famous

So how did you do? Did you manage to guess who each 'celebrity' actually was?

As you have seen these are people who pursued a career in the industries that they enjoyed or where their talents were. And not all are actors and singers but also scientists and newscasters as well!

Now just for fun, can you guess what each of these celebrities did before they were famous? Bet you cant...



WHOOPI GOLDBERG

Whoopi Goldberg actually used to work as a bricklayer and a bank teller.



MADONNA

Madonna worked at a Dunkin' Donuts restaurant at one time.



ASHTON KUTCHER

Ashton Kutcher once pursued a career in biochemical engineering at the University of Iowa. During summers, Kutcher worked in the cereal department for a General Mills plant.



MICK JAGGER

Mick Jagger used to be a porter in a mental hospital. As a child, he also had a summer job selling ice cream from a refrigerated trolley.



COLIN FARRELL

In a 2000 interview, Colin Farrell said he once spent eight months touring Ireland with a dance troupe - teaching line dancing.

Thanks for playing!

There are thousands of courses available (see careersportal.ie) that are sure to involve doing something you like.

Whether you want to be an actor, enjoy sport or think being a scientist is fun – then take a look at what is available.

You never know, you could be on a game like this very soon 😊



Module 3:

Opportunities and College

- The World of Work has Changed
- Your Local Area and the Labour Market
- Where you Live and Participation in Higher Education
- People in My Life
- A Picture of My Life Now
- Fly the Flag for Your Future!
- Understanding Higher Education Routes
- Understanding the Links between Higher Education and the Labour Market

50 minutes

Half day

30 minutes

2 x 30 minutes

60 minutes

65 minutes

45 minutes

Half day

Brainstorm, Discussion

Group Project, Presentations

Information, Discussion

Interview, Discussion, Interactive

Creative, Interactive

Creative, Written

Problem-solving

Information, Interactive

Module 3.1: Opportunities and College			
Workshop Title		The World of Work has Changed	
Workshop Structure		Brainstorm and Discussion	Rough Time-frame 50 minutes
Workshop Objectives <ul style="list-style-type: none"> • Understand the labour market • Having a basic grasp of how the labour market relates to learning and higher education • Develop confidence through expression of opinion in group scenarios • Develop teamwork skills • Develop communication skills through discussion 		Check List Materials <ul style="list-style-type: none"> • Pens and Markers • A4 Paper • Flipchart/Blackboard/Whiteboard • Marker and Chalk Handouts required <ul style="list-style-type: none"> • Handout 1 • Handout 2 	

Workshop Plan

1. Introduction	<p>Through a series of brainstorm activities and discussion, this workshop explores young adult's perception of the labour market in Dublin and acts as an introduction to how the labour market affects young adults.</p>	<p>2 mins</p>
2. Activity	<p>Step 1. Split the class into four groups.</p> <p>Step 2</p> <ul style="list-style-type: none"> • Ask each group to brainstorm, coming up with as many examples as possible of manual-labour jobs. • After 3 minutes, facilitate feedback from each group to the larger group. • Write ideas on flipchart sheet/blackboard/whiteboard and allow time for brief comments. <p>Step 3</p> <ul style="list-style-type: none"> • Ask each group to brainstorm, coming up with as many examples as possible of technology-related jobs. • After 3 minutes, facilitate feedback from each group to the larger group. • Write ideas on flipchart sheet/blackboard/whiteboard and allow time for brief comments. 	<p>1 min</p> <p>5 mins</p> <p>5 mins</p>

Downloaded from <http://ajph.org/> on November 10, 2015

3. Wrap-up	<p>Step 1. With the young adults still in their groups, ask them to answer the following questions on Handout 2, in writing:</p> <ol style="list-style-type: none">1. Think about the information we have covered and discussed today. Does it surprise you in any way? Why/why not?2. Will this information inform your thinking about higher education in any way? Why/why not? <p>Step 2. After 4 minutes:</p> <ul style="list-style-type: none">• Ask the young adults to finish answering the questions.• Facilitate feedback from each group to the larger group.• Write ideas on the flipchart sheet/blackboard/whiteboard and allow time for comments.	10 mins
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Handout 1	Module 3.1
Module Title	Opportunities and College
Workshop Title	The World of Work has Changed
<ol style="list-style-type: none"> 1. <i>"The world of work has changed."</i> 2. <i>"The service sector is expanding, manufacturing is in decline. The service sector ranges from catering, financial services and leisure to health and social care."</i> 3. <i>"Computing, information and other forms of technology have developed very rapidly."</i> 4. <i>"The world of learning has changed."</i> 	
<p>In your group:</p> <ul style="list-style-type: none"> • Read the four statements above. • Discuss what each of these statements means. • Write down one example for each statement. 	



1.
2.
3.
4.

Handout 2	Module 3.1
Module Title	Opportunities and College
Workshop Title	The World of Work has Changed
1. Think about the information we have covered and discussed today. Does it surprise you in any way? Why/why not?	
2. Will this information inform your thinking about higher education in any way? Why/why not?	

Module 3.2: Opportunities and College

Workshop Title Your Local Area and the Labour Market

Workshop Structure Group Project and Presentation

Rough Time-frame: half day

Workshop Objectives

- Gain knowledge of the history and current labour market in the local area and surrounding areas
- Relate knowledge of the labour market to learning
- Develop communication skills through discussion
- Develop communication and teamwork skills through a group project
- Learn to use the Internet as a research tool
- Develop group presentation skills
- Build confidence-

Check List

Materials

- Access to Internet
- Access to Microsoft Word (optional)
- A2 size paper, Pritt Stick, Scissors, Markers, Pens, Pencils

Handouts required

- Handout 1
- Handout 2
- Handout 3

Workshop Plan

<p>1. Introduction</p>	<p>Through group research projects, the young adults will explore the history of labour market in the local area (to the school/training centre). Each group will research and collate information on a specific employer in a local post-code area, including the history that employer has of employing local people from the past to the present day.</p> <p>Each group will be asked to look at changes in employment locally and to consider how these changes will affect them as young adults now and in their future. They will be asked to relate these changes to their current learning, and to future choices after school, such as Leaving Certificate subjects and progression to further and/or higher education.</p> <p>The outcome of the project will take the form of a group research presentation poster and an oral presentation. - There will be a prize for the best research project and best group presentation.</p>	<p>5 mins</p>
<p>2. Activity</p>	<p>Step 1. Split the class into four groups and give each member of each group copies of Handouts 1 and 2, stapled together.</p> <p>Step 2. Explains the project brief and answer initial questions from the young adults.</p> <p>Step 3. The groups research and complete their projects and presentations with your aid.</p> <p>Step 4. The groups give presentations on their project to the class. Prizes may be given to the best project and best presentation.</p>	<p>3 mins</p> <p>15 mins</p> <p>3 hours (with break)</p> <p>30 mins</p>

3. Wrap-up	<p>Step 1. Give out Handout 3 to each person. It has two activities:</p> <ol style="list-style-type: none">1. Write about two things that you learnt today.2. Write about one thing you learnt that surprised you. <p>Step 2. After 4 minutes, ask the young adults to finish writing. Arrange everyone in a circle, and facilitate a discussion based on the things learnt, and the things learn that were surprising.</p>	10 mins
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Handout 1	Module 3.2
Module Title	Opportunities and College
Workshop Title	Your Local Area and the Labour Market
Project Brief 1. Each group designs an A2 poster that portrays a local employer and the history that employer has of employing local people from the past to the present day.	
Project Steps <ol style="list-style-type: none"> 1. Choose a postal-code area in Dublin that is near your school (see Handout 2 for a list of the postal codes). 2. Research an employer in that postal-code area. 3. Find information about the employer and what they do. 4. Prepare a brief history of the employer and their history of employing people living in the area close to the business or factory, etc. 5. Research their present-day employment of local people. 6. What has changed between the past and the present trends in employment? Why do you think this is so? 7. Give two examples of how these changes will affect you and your future as young adults? 8. Give two examples of how these changes relate to your current learning, future subject choices, and progression to further/higher education. 9. Give a presentation of your project to the class. 	

Include:

1. Map of the area
2. Images of the area
3. Images of the employer's company and related images
4. Text pieces on the 8 items listed above.

Example of a local employer in Dublin 8

Guinness, St. James's Gate, Dublin 8.

Guinness in Dublin used to employ a large percentage of the people living in the local area to work on manual jobs in their factory, from making barrels to brewing Guinness. The company employed so many workers locally that they bought up local lands and properties and rented them to their workers. Nowadays, with new technologies having emerged so rapidly, Guinness no longer need a workforce based on manual skills. They require different kinds of skills and they hire people from all over the world who have these skills.

Handout 2

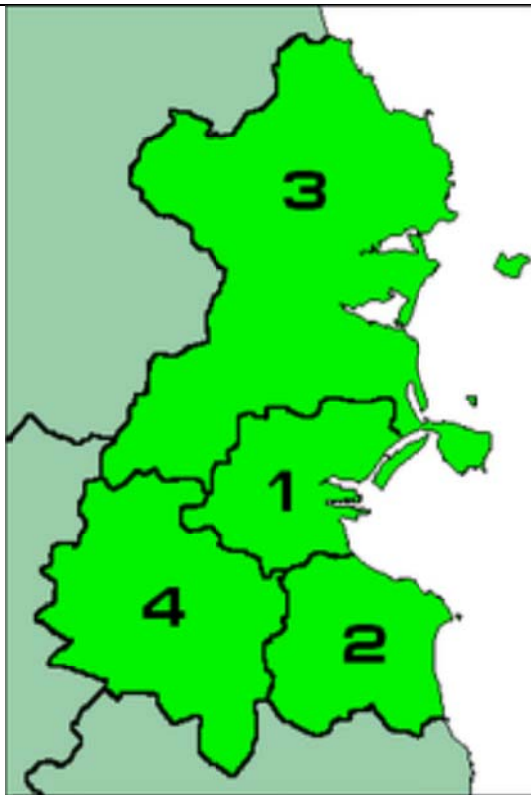
Module 3.2

Module Title

Opportunities and College

Workshop Title

Your Local Area and the Labour Market



Map of Dublin:

1. Dublin City
2. Dun Laoghaire-Rathdown
3. Fingal
4. South Dublin

Dublin is also divided into 12 constituencies: Dublin Central, Dublin Mid West, Dublin North, Dublin North Central, Dublin North East, Dublin North West, Dublin South, Dublin South Central, Dublin South East, Dublin South West, Dublin West and Dún Laoghaire.

Locate your school on the regional map of Dublin. Now find out what postal codes are in that region. Find those postal codes on the list below and start researching an employer in that area.

In the Republic of Ireland, only Dublin City has postal codes, and they are really postal districts. You will notice that all Dublin city-centre establishments are in Dublin 1 or Dublin 2, etc. The areas outside the city are simply in County Dublin. The postal-code system for Dublin is relatively simple. Odd numbers are addresses on the north side of the River Liffey. Even numbers are on the south side (except for parts of Dublin 8, which encompasses part of the Phoenix Park).

- Dublin 1 Abbey St, Amiens St, St, Capel St, Dorset St, Henry St, Mountjoy Sq, Marlboro St, North Wall, O'Connell St, Parnell Sq, Talbot St.
- Dublin 3 Ballybough, Clonliffe, Clontarf, Dollymount, East Wall, Fairview, Marino
- Dublin 5 Artane, Harmonstown, Raheny
- Dublin 7 Arbour Hill, Cabra, Phibsboro, Four Courts
- Dublin 9 Beaumont, Drumcondra, Griffith Avenue, Santry, Whitehall
- Dublin 11 Ballygal, Cappagh, Cremore, Finglas, Jamestown, Kilshane, Wadelai
- Dublin 13 Baldoyle, Bayside, Donaghmede, Sutton, Howth
- Dublin 15 Blanchardstown, Castleknock, Clonee, Clonsilla, Corduff, Mulhuddart

- Dublin 17 Belcamp, Balgriffin, Clonshaugh, Priorswood, Darndale, Riverside, North City Centre (Dublin 2 is the South City Centre)
- Dublin 2 Baggot St Upper and Lower, College Green, Fitzwilliam Square, Harcourt Street, Kildare Street, Lord Edward Street, Merrion Square, Mount Street Upper and Lower, Nassau Street, Pearse Street, St. Stephen's Green, South Great George's Street, Leeson Street Upper and Lower
- Dublin 4 Ballsbridge, Donnybrook, Irishtown, Merrion, Pembroke, Ringsend, Sandymount
- Dublin 6 Dartry, Ranelagh, Rathmines, Rathgar, Sandyford (part)
- Dublin 6W Harold's Cross-, Templeogue, Terenure
- Dublin 8 Dolphin's Barn, Inchicore, Islandbridge, Kilmainham, Merchants Quay, Portobello, South Circular Road, The Coombe
- Dublin 10 Ballyfermot
- Dublin 12 Bluebell, Crumlin, Drimnagh, Walkinstown
- Dublin 14 Churchtown, Dundrum, Goatstown, Roebuck, Windy Arbour, Clonskeagh
- Dublin 16 Ballinteer, Ballyboden, Knocklyon, Sandyford (part)
- Dublin 18 Cabinteely, Carrickmines, Foxrock, Kilternan, Sandyford (part), Ticknock, Stepaside, Leopardstown

Handout 3	Module 3.2
Module Title	Opportunities and College
Workshop Title	Your Local Area and the Labour Market
1. Write about two things that you learnt today.	
2. Write about one thing you learnt that surprised you.	

Module 3.3: Opportunities and College¹

Workshop Title Where you Live and Participation in Higher Education

Workshop Structure Information/Discussion/Interaction

Rough Time-frame 31 minutes

Workshop Objectives

- Gain awareness of and explore the relation between postal code and who goes to college
- Explore perception of those who go to college and those who do not
- Develop confidence through expression of opinion in group scenarios
- Develop communication skills in a group
- Develop communication skills through discussion

Check List

Materials

- A4 paper
- Pens and Markers
- Blue tack

Handouts required

- Handout 1
- Handout 2
- Handout 3
- Handout 4
- True/false/not sure signs

¹ This workshop is adapted from 'Transition Unit: It's Your future! Exploring options in further and higher education', NCCA.

Workshop Plan

<p>1. Introduction</p>	<p>This workshop explores the links between postal districts and participation in higher education.</p>	<p>1 min</p>
<p>2. Activity</p>	<p>Step 1 Split the group into four groups and give each young person a copy of Handout 1 (see below).</p> <ul style="list-style-type: none"> • Explain the information in the handout and confirm that it is the most up-to-date information available on the percentage of school-leavers going to college per postal district in Dublin. • Explain that the information shows a direct link between home address and who goes to college. <p>Step 2 Ask the groups to discuss the information on the sheet. Give out Handout 2, and ask the groups to fill it in during the discussion. Handout 2 contains the following questions:</p> <ol style="list-style-type: none"> 1. Look at the big difference in the rate of school-leavers going to college in Ballyfermot versus Rathfarnham and in Rathmines versus Clondalkin. Why do you think this is? 2. Does this information surprise you? Why/why not? 3. Consider where you live at the moment, and your city/town. Do you think there might be similar differences in terms of where people live and who goes to college? 	<p>5 mins</p>

101

<p>3. Wrap-up</p>	<p>Step 1. Give everyone a copy of Handout 3, with its true and false statements. Clarify which statements are true and which are false, providing additional facts from Handout 4. Then give each person a copy of Handout 4.</p> <p>Additional Activity: Young adults can be asked to produce a video for YouTube, using their mobile phones. The video should highlight the statistics on participation in higher education and should campaign for changes to tackle educational disadvantage.</p>	<p>10 mins</p>
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Handout 1 Module 3.3																															
Module Title	Opportunities and College																														
Workshop Title	Where You Live and Participation in Higher Education																														
Admission rates to higher education by postal districts in Dublin (2004) Source: Who went to college in 2004? – Higher Education Authority (HEA), 2006.																															
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7 (Cabra, Phibsboro, Four Courts, Arran Quay)	28.0
11 (Finglas, Cremore, Wadelai, Ballymun)	27.6
20 (Palmerstown, Chapelizod)	24.4
22 (Clondalkin, Bawnogue, Neilstown)	22.8
1 (North Inner City)	22.0
17 (Priorswood, Balgriffin, Clonshaugh, Darndale)	16.6
10 (Ballyfermot)	11.7
Dublin County	70
Dublin City and County	50.8

This is the most up-to-date information available on the percentage of school-leavers going to college per postal district in Dublin. It shows a direct link between home area and who goes to college.

Handout 2	Module 3.3
Module Title	Opportunities and College
Workshop Title	Where You Live and Participation in Higher Education
1. Look at the big difference in the rate of school-leavers going to college in Ballyfermot versus Rathfarnham and in Rathmines versus Clondalkin. Why do you think this is?	
2. Does this information surprise you? Why/why not?	
3. Consider where you live at the moment, and your city or town. Do you think there might be similar differences in terms of where people live and who goes to college?	

Handout 3	Module 3.3
Module Title	Opportunities and College
Workshop Title	Where You Live and Participation in Higher Education
<p>Going to college: TRUE OR FALSE</p> <ul style="list-style-type: none"> • People who go to college are rich and brainy. • Far more boys go to college than girls. • You don't need a college education to get a good job. • People who go to college earn more money later on. • You need at least 400 points in your Leaving Cert to go to college. • People in college are broke all the time. 	

Handout 4	Module 3.3
Module Title	Opportunities and College
Workshop Title	Where You Live and Participation in Higher Education
<p>People who go to college are rich and brainy</p> <p>The most recent report on who goes to college in Ireland (HEA, 2006) shows that there is a wide diversity in the socio-economic background of students. Regular studies since the 1980s show a steady increase in diversity, but some groups are over-represented. The student cohort includes the sons of daughters of small farmers and manual workers as well as those from professional backgrounds. Also, about a third of current students have qualified for financial support from the State, in the form of a grant or other funding.</p>	
<p>Far more boys go to college than girls</p> <p>In fact, more girls go to college than boys. Figures on the university sector compiled by the Higher Education Authority show that, overall, 59% of students are girls compared to 41% of boys. This trend is replicated in other countries. The Organisation for Economic Co-Operation and Development (OECD) states that in 2007 an average of 59% of college graduates across OECD countries were women.</p>	
<p>You don't need a college education to get a good job</p> <p>Numerous international surveys (OECD, Universities UK, etc) show that those who have continued their education after school have a much wider choice in the work that they do; have much better opportunities for promotion and/or change of career during their working life, and have a much higher rate of job satisfaction and sense of a good quality of life. There are exceptions to the rule; famous examples include Bill Cullen and Richard Branson, but, overall, you are creating a lot more options and opportunities for yourself by continuing your education.</p>	

People who go to college earn more money later on

Again, survey after survey shows that those who continue their education earn more money than those who stop after school (OECD, etc). A recent report commissioned from the accountancy firm PricewaterhouseCoopers by Universities UK estimates that, over the course of their working lives, graduates earn 20-25% more than non-graduates.

You need at least 400 points in your Leaving Cert to go to college

A wide range of courses are available to students who achieved less than 400 points in their Leaving Certificate, and further education is a route for students who have completed the Leaving Certificate Applied. Often students can enter a particular course with a relatively low entry requirement and then progress to a degree and/or post-graduate course afterwards.

People in college are broke all the time

Most students work part-time when they are in college; although money is not that plentiful, they generally still have enough to enjoy themselves. There are lots of ways for students to keep their costs down (see www.spunout.ie) and also lots of things that are subsidised or where special student rates are offered; for example, food, drink, travel, sports facilities, nights out.

True

False

**Not
Sure**

Module 3.4: Opportunities and College		
Workshop Title	People in My Life	
Workshop Structure	Discussion and Interaction	Rough Time-frame 1 x 30 minute and 1 x 60 minute sessions over two days
Workshop Objectives <ul style="list-style-type: none"> • Acknowledge personal/life experience as forms of knowledge • Recognise life experience as a learning tool for young adults • Use interviewing as a research method • Use creative methods to understand and display information • Develop confidence through expression of opinion in pairs and group scenarios. • Develop communication skills through discussion. 		Check List <ul style="list-style-type: none"> • Access to computer lab with Microsoft Word for second part of session • Knowledge of importing photos to PC and inserting images into Microsoft Word • Access to printer • A-4 paper for printer Materials <ul style="list-style-type: none"> • Glue • Coloured paper • Scissors Handouts required <ul style="list-style-type: none"> • Handout 1 • Handout 2 (2 copies per person)

Workshop Plan

1. Introduction	Through various methods including creative, discussion, group work and interviewing, young people will reflect upon people in their lives and how they made their journey so far.	
2. Activity	<p>Step 1. Split the group into sets of pairs and give out Handout 1 and read through it. Handout 1 refers to:</p> <ol style="list-style-type: none"> 1. Someone you know who is in higher education now 2. Someone you know who went to higher education in the past 3. Someone you know who wished they had stayed in school and/or went to higher education 4. Someone you know who is working 	15 mins
	<p>Step 2</p> <ul style="list-style-type: none"> • Ask each pair to come up with 5 questions they would like to ask each of these people about their life journey so far. • After 6 minutes, ask each pair to join a second pair to discuss their questions and look for crossovers. • After 2 minutes, facilitate feedback from each group of four to the overall group. • Write the questions on the flipchart sheet/blackboard/whiteboard and allow time for brief comments. 	15 mins

	<p>Step 3 Ask everyone to return to his or her seat. Gives out Handout 2 and read through it. Go through the interview project sheet in Handout 2. It asks the young adults to select two of the following people in their lives to interview:</p> <ul style="list-style-type: none"> • Someone you know who is in higher education now • Someone you know who went to higher education in the past • Someone you know who wished they had stayed in school and/or went to higher education • Someone you know who is working and then to: <ol style="list-style-type: none"> 1. Use the 5 questions from the previous exercise as a starting point, and ask other questions too 2. Use the interview sheets provided for the interview 3. Take one photograph during the interview with a mobile phone 4. Bring a copy of the interview and a digital copy of the photo with you to school/training centre the next day (if the photo is on your mobile phone bring in the cable that allows you to put the photo onto a computer) <p>The next day ...</p> <p>Step 4. Deliver the session in a computer lab, with access to a printer.</p> <p>Step 5 Ask each young person to take out his or her interviews and photos. Ask everyone to read carefully through both interviews and to choose one inspiring line from each interview.</p>	<p>5 minutes 40 minutes</p>
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	<p>Step 6. Each young person imports their two photographs into a Microsoft Word document, and types in the two inspiring lines (in whatever way they like, in terms of size, font or position). The images and text can then be printed and displayed on coloured paper in the classroom, with the title 'People in our Lives' over them, or something similar that the young adults think appropriate.</p>	
<p>3. Wrap-up</p>	<p>Step 1. When the project is complete and the images with text are displayed on the walls, facilitate a general discussion on the interview process and what the young adults learnt from the process. Take notes on the flipchart.</p>	<p>15 mins</p>

Handout 1	Module 3.4
Module Title	Opportunities and College
Workshop Title	People in my Life
<p>Project Brief Select two of the following people in your life to interview;</p> <ol style="list-style-type: none"> 1. Someone you know who is in higher education now 2. Someone you know who went to higher education in the past 3. Someone you know who wished they had stayed in school and/or went to higher education 4. Someone you know who is working 	
<ul style="list-style-type: none"> • Use the 5 questions that you came up with in your pair group, to start from. Ask other questions too! • You can use the interview sheets to record your interview on. • Take one photograph during the interview. • Bring a copy of the interview and a digital copy of the photo with you to school/training centre the next day. (If the photo is on your mobile phone bring in the cable that allows you to put the photo onto a Computer.) 	

Handout 2	Module 3.4
Module Title	Opportunities and College
Workshop Title	People in my Life
Interview 1 Put your interview questions here:	

Put your interview answers here:

Handout 2	Module 3.4
Module Title	Opportunities and College
Workshop Title	People in my Life
Interview 2 Put your interview questions here:	

Put your interview answers here:

Module 3.5: Opportunities and College		
Workshop Title A Picture of My Life Now		
Workshop Structure Creative and Interactive		Rough Time-frame 60 minutes
Workshop Objectives <ul style="list-style-type: none"> • Encourage personal reflection • Promote personal development • Build confidence 		Check List Materials <ul style="list-style-type: none"> • Flipchart and marker • Pens Handouts required <ul style="list-style-type: none"> • Handout 1 • Handout 2 • Handout 3 • Handout 4 • Handout 5

Workshop Plan

1. Introduction	Through a series of creative and reflective exercises, young adults uncover and reflect on the positive aspects of their lives.	2 mins
2. Activity	Step 1 <ul style="list-style-type: none"> Split the class into groups of four. Gives out <u>Handout 1</u> to each person and read it out aloud. Handout 1 contains the following quote from Dr Harry Stopes-Roe. "Life stance is the style and content of an individual's or a community's relationship with that which is of ultimate importance." 	5 mins
	Step 2 <ul style="list-style-type: none"> Ask the groups to write down some ideas on what they think the meaning of the quote is. Facilitate feedback from each group and write down the comments on the flipchart/blackboard/whiteboard. 	5 mins
	Step 3 <ul style="list-style-type: none"> Expand on the meaning of the quote, suggesting that it touches on the idea that every person has an individual life stance and that this is about who you are as an individual, what is important to you in your life (people, events, interests, etc), and how all of these things affect the kind of life you live. Then refer back to some of the suggestions made by the young people to support the expansion of the quote, allowing time for brief comments. Explain that the rest of the workshop will be about uncovering and understanding each person's individual life stance. 	5 mins

	<p>Step 4</p> <ul style="list-style-type: none"> • Gives out Handout 2. • Explains that this handout will help to create an individual picture of your life now, or what Dr Harry Stopes-Roe calls a 'life stance'. • Handout 2 reads: • A picture of my life now. My life stance. <i>Finish the following sentences or answer the questions:</i> • 1. The most important people in my life now are ... (e.g. siblings, parents). • 2. The things I spend my time doing are ... (e.g. school, studying, hobbies, part-time job). • 3. What I really need in my life is ... (e.g. eating, sleeping, time alone, headspace). • 4. The things and people that inform my decisions are ... (e.g. music, friends, guardians). • 5. What do you like most about yourself? ... • 6. What is interesting about you? ... • 7. What kind of life would you like to have in the future? ... <p>Step 5</p> <ul style="list-style-type: none"> • Ask the young adults to read over their 'Life Stance' sentences. • Give out Handout 3 and Handout 4. • Referring to Handout 2, ask the young adults to think about their 'life stance' sentences and to look at a tree as a representation of their life. A tree has roots, a bark, branches and leaves. It blows in the wind. Some trees bear fruit. For example, the roots of a tree could be a person's roots (family). Refer to the example of the tree in Handout 3. Ask each person to follow the instruction in Handout 3, which is to draw a tree with roots, a bark, branches and leaves. 'Write your life-stance sentences where you think they belong.' (There is no right or wrong way to complete this exercise.) 	<p>10 mins</p> <p>10 mins</p>
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	<p>Step 6</p> <ul style="list-style-type: none"> • Ask the group if they know what an affirmation is? • Write down some ideas on what they think the meaning of the word is, and then give the following definition: An affirmation is a true positive statement. • Explain that this part of the workshop will be exploring personal affirmations. Give an example of a personal affirmation, such as 'I am a friendly person' or 'I am kind to others'. • Ask if everyone understands what a personal affirmation is, and provide further explanation if necessary. <p>Step 7</p> <ul style="list-style-type: none"> • Give out Handout 5. • James Joyce, the famous Irish writer, wrote: "I will not serve that in which I no longer believe ... and I will try to express myself in some mode of life or art as freely as I can and as wholly as I can ..." (<i>A Portrait of the Artist as a Young Man</i>). • Think about what James Joyce is saying here and your life-stance sentences 5, 6, and 7 as a starting point. • Write down 10 affirmations about yourself. For example: I am friendly, I am a good friend to myself, I am kind to others and they are kind to me, I am helpful, I am a good listener ... 	15 mins
3. Wrap-up	<p>Step 1. Reflect with the group on the activities of the session, the life-stance sentences, the life-stance tree and the affirmations, in the uniqueness of each person's voice and position in the world, and affirm and encourages each person to be aware of these special attributes and to draw on them when thinking about future choices and career. Facilitate a group discussion on each aspect of the workshop.</p>	10 mins

Handout 1	Module 3.5
Module Title	Opportunities and College
Workshop Title	A Picture of My Life Now
<p>"Life stance is the style and content of an individual's or a community's relationship with that which is of ultimate importance."</p> <p>Dr Harry Stopes-Roe (b. 1924), British philosopher and humanist</p>	

Handout 2	Module 3.5
Module Title	Opportunities and College
Workshop Title	A Picture of My Life Now
A picture of my life now. My life stance. <i>Finish the following sentences or answer the questions:</i>	
1. The most important people in my life now are ... (e.g. siblings, parents)	
2. The things I spend my time doing are ... (e.g. school, studying, hobbies, part-time job)	
3. What I really need in my life is ... (e.g. eating, sleeping, time alone, headspace)	
4. The things and people in my life that inform my decisions are ... (e.g. music, friends, guardians)	
5. What do you like most about yourself?	
6. What is interesting about you?	
7. What kind of life would you like to have in the future?	

Handout 3	Module 3.5
Module Title	Opportunities and College
Workshop Title	A Picture of My Life Now
<p>Draw and write your tree of life</p> <p>A tree has roots, a bark, branches and leaves. It blows in the wind. Some trees bear fruit. Think about your answers to the previous questions. Think about the tree as a representation of your life. For example, the roots of a tree could be your roots (like your family). Think about where you might place your answers on a tree. On a blank page, draw a tree with roots, a bark, branches and leaves. Write your answers where you think they belong. There is no right or wrong way to complete this exercise. Please see an example below.</p>	

Example of 'Life Stance Tree'



Handout 4

My Life Stance Tree

Handout 5	Module 3.5
Module Title	Opportunities and College
Workshop Title	A Picture of My Life Now
<p>I will not serve that in which I no longer believe and I will try to express myself in some mode of life or art as freely as I can and as wholly as I can ...</p> <p>— James Joyce (<i>A Portrait of the Artist as a Young Man</i>)</p>	
<p>Think about what James Joyce is saying. Using questions 5, 6, and 7 from the last exercise as a starting point, write down 10 affirmations about yourself. For example: I am friendly, I am a good friend to myself, I am kind to others and they are kind to me, I am helpful, I am a good listener ...</p>	
<p>My 10 affirmations:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	

- 6.
- 7.
- 8.
- 9.
- 10.

Module 3.6: Opportunities and College ¹**Workshop Title** Fly the Flag for Your Future!**Workshop Structure** Creative and WrittenRough Time-frame **66 minutes****Workshop Objectives**

- Raise aspirations
- Build confidence in understanding and knowledge of self
- Develop ability to express oneself

Check List**Materials**

- A2 paper
- Cello tape
- Short bamboo sticks and bbq skewers
- Markers and pencils

Handouts required

- Handout 1
- Handout 2
- Handout 3

¹ This workshop is adapted from: Grahame Knox, '40 Icebreakers for Small Groups', at www.insight.typepad.co.uk

Workshop Plan

<p>1. Introduction</p>	<p>Through a series of creative and written activities, this workshop explores young adults' perception of self and of their abilities, with a view to uncovering and raising aspirations about their future lives.</p>	<p>2 mins</p>
<p>2. Activity</p>	<p>Step 1 Announce the title of the activity: Fly the Flag for Your Future! Explain that each person will design a special, individual flag indicating what they imagine they will be proud to have achieved in 5 years' time. Hand out an A2 sheet of paper to each person and tell them to divide it into 6 segments. Explain that each segment of the flag should contain something that they will proud to have achieved in 5 years' time; for example a good Leaving Certificate, the completion of training or a college course, travel to a particular place, etc. The elements in each segment can be drawings, words, symbols or anything else they might think of!</p> <p>Step 2. When all the flags are completed, ask some of the young adults to discuss their flag and then encourage a general group reflection through discussion on the theme of the exercise.</p> <p>Step 3 Announce a move to a new exercise. Gives out Handout 1, read through it and ask if there are any questions. Handout 1 reads:</p>	<p>30 mins</p> <p>10 mins</p> <p>3 mins</p>

	<p>1. Write down one strength you admire in someone who is close to you.</p> <p>2. Write down one skill you admire in someone who is close to you.</p> <p>3. Write down one ability you admire in someone who is close to you.</p> <p>Step 2 Split the group into pairs and ask them to share what they wrote. Ask each pair to join a second pair and share again. Ask for feedback from each group and brief time for comments.</p> <p>Step 3. Ask everyone to return to his or her seat and give out Handout 2, which reads:</p> <p>1. Write down three strengths you see in yourself.</p> <p>2. Write down three skills you see in yourself.</p> <p>3. Write down three abilities you see in yourself.</p> <p>Step 4. Stress the importance of everyone recognising these things in them. Ask the students to hold on to these sheets and to bear these strengths, skills and abilities in mind when thinking about their future subject, college and career choices.</p>	<p>5 mins</p> <p>5 mins</p> <p>3 mins</p>
3. Wrap-up	<p>Step 1.</p> <ul style="list-style-type: none"> Ask the young adults to reflect on their flags, the strengths, skills and abilities they admire in others, and the strengths, skills and abilities they see in themselves. Ask them to look over the material they have produced so far. Gives out Handout 3, which reads: <p>1. Write down 5 things that you would like to achieve in the next 5 years.</p> <p>2. Write down 5 ways that you think you can achieve these 5 things.</p>	10 mins

Handout 1	Module 3.6
Module Title	Opportunities and College
Workshop Title	Fly the Flag for Your Future!
Write down one strength you admire in someone who is close to you.	
Write down one skill you admire in someone who is close to you.	
Write down one ability you admire in someone who is close to you.	

Handout 2	Module 3.6
Module Title	Opportunities and College
Workshop Title	Fly the Flag for Your Future!
Write down three strengths you see in yourself.	
Write down three skills you see in yourself.	
Write down three abilities you see in yourself.	

Handout 3	Module 3.6
Module Title	Opportunities and College
Workshop Title	Fly the Flag for Your Future!
<p>Write down 5 things that you would like to achieve in the next 5 years.</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	
<p>Write down 5 ways that you think you can achieve these 5 things.</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	

Module 3.7: Opportunities and College		
Workshop Title	Understanding Higher Education Routes	
Workshop Structure	Problem-solving	Rough Time-frame 45 minutes
Objectives <ul style="list-style-type: none"> Understand different access routes to higher education 	Check List Access to Computer Lab Materials <ul style="list-style-type: none"> Paper Pens Handouts required <ul style="list-style-type: none"> Map to college (front and back) Handout 1 	

Workshop Plan

1. Introduction	Through an exercise in problem-solving, this workshop will help the young adults to explore and understand the various possible routes to higher education.	1 min
2. Activity	<p>Step 1. Read and explain the map to college</p> <p>Step 2. Split the group into four groups.</p> <p>Step 3. Give each group one scenario from Handout 1, and ask them to work out the best route to higher education for each of the young adults portrayed.</p> <p>Step 4. Tell the groups to use the HE map and the links provided at the back to research the best route.</p>	<p>15 mins</p> <p>15 mins</p>
3. Wrap-up	<p>Step 5. Ask each group to present to the overall group their scenario and the best route to higher education for the person concerned.</p> <p>Ask the group to give feedback on what they have researched and learnt.</p>	15 mins

Handout 1	Module 3.7
Module Title	Opportunities and College
Workshop Title	Understanding Higher Education Routes

Sarah Byrne

Sarah Byrne is 17 and is a 6th year student. She goes to school and lives in Dublin 8 with her mother and her brother David, who is 5 years old. While Sarah is at school her mam looks after her little brother. Sarah's favourite subject is Science. She would like to go to college and study something science related, and when she gets older maybe work in a laboratory. No-one in Sarah's family has been to college before, so she has no idea what it might be like. She is afraid she will not have enough money to live on when she gets into college, but she really wants to go to college.

Can you suggest the best route to higher education for Sarah?

Siobhan Daly

Siobhan Daly is 18 and is a 6th year student. She goes to school and lives in Dublin 1 with her father and her three brothers –Sean (6), Robert (10) and Joey (14). Her dad has trouble with his back so can't work or even get out much. Siobhan's favourite subject is Art. She would like to go to college and study Visual Communication, and when she gets older work as a graphic designer. She knows that she is brilliant at art and will do well in her portfolio assessment but she is nervous about her other subjects – and not doing well in subjects like Irish and Maths. She thinks these subjects will bring her overall Leaving Certificate points down and affect her chances of going to college.

Can you suggest the best route to higher education for Siobhan?

Sarah Piper

Sarah Piper is 18 and lives in Dublin 1. She did her Leaving Cert last year. -She thought she wanted to go to Dublin Institute of Technology (DIT) to study Business, but she didn't get enough points, and now she is not sure what she wants to do next - get a job or look for another course she can do. She doesn't really know what her options are?

Can you suggest some options for Sarah?

Colm Simon

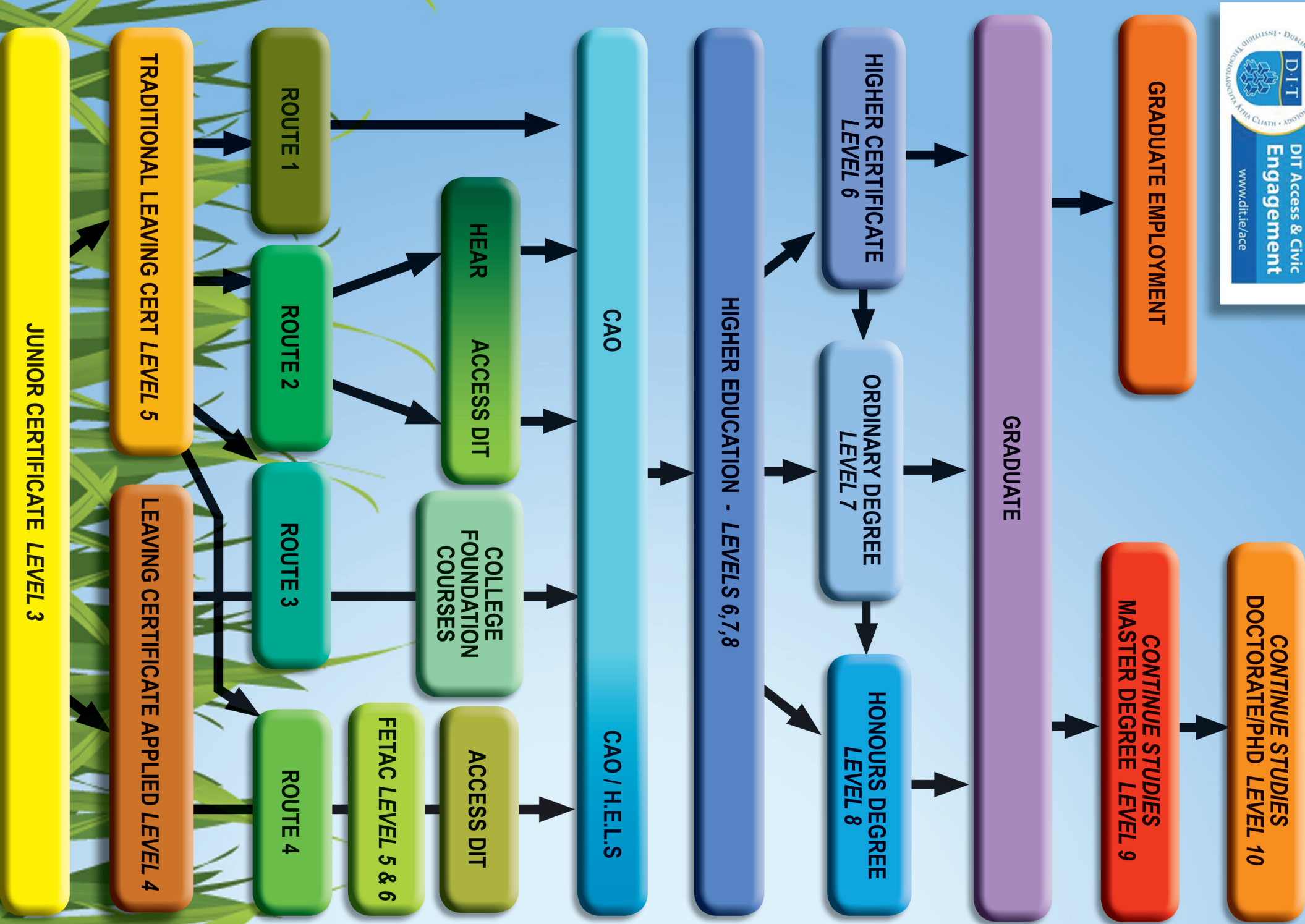
Colm Simon is 17 and is a 6th year student. He goes to school and lives in Dublin city centre with his mam and dad. Both his parents lost their jobs two years ago, and have not been able to get new jobs since. Colm's favourite subject is Business and Accountancy. He would like to go to college and study Business and Accountancy and maybe work as an accountant later on. Colm is the first person in his family to go to college and is wondering what his best route to higher education might be?

Can you suggest the best route to higher education for Colm?

Anthony Byrne

Anthony Byrne is 16 and is a 6th year student. He goes to school and lives in Dublin 1 with his dad. His dad lost his job three years ago and hasn't been able to get a new job since. Anthony's favourite subject is Technical Drawing. He would like to go to college and study Architecture and work as an architect when he gets older. - But he feels he is a bit young to go to college just yet.

Can you suggest what Anthony might do?



WHAT ARE MY OPTIONS WHEN I GRADUATE?

On graduating from your studies you have many options. You can go straight into graduate employment in your field of study or go on to continue your studies further at level 9 and/or level 10.

WHAT IS AN HONOURS DEGREE LEVEL 8?

The Honours degree is awarded after completion of 3-4 years duration in a recognised higher education institution. After this you can transfer to level 9 or in some cases level 10 programmes of study.

WHAT IS AN ORDINARY DEGREE LEVEL 7?

The Ordinary Bachelor Degree is awarded after completion of a programme of three years duration in a recognised higher education institution. After this you can transfer to a level 8 programme of study.

COLLEGE FOUNDATION COURSES

A college foundation course is another access route into Higher Education. It is a one year foundation course for school leavers, young adults and mature students that prepares participants both personally and academically to go on to study for a degree. Examples of college foundation courses are the DIT foundation course (see www.dit.ie/ace) and the Trinity Access Programme (TAP) (see www.tcd.ie/Trinity_Access/)

CAO: CENTRAL APPLICATIONS OFFICE

You will apply for your first year undergraduate programme on-line through the Central Applications Office. www.cao.ie

WHAT IS A HIGHER CERTIFICATE LEVEL 6?

The Higher Certificate is awarded after completion of a programme of two years duration in a recognised higher education institution. After this you can transfer to a level 7 programme of study.

ACCESS ROUTES FOR HIGHER EDUCATION WHAT IS AN ACCESS ROUTE?

An access entry route is an entry route into higher education for school leavers from socio-economically disadvantaged backgrounds and communities where there is little tradition of participation in higher education. Access entry routes offer the following benefits to eligible applicants:

- Opportunity to compete for reduced points places in college
- Places reserved on every course in participating colleges
- Academic, social, personal and group support when in college
- Financial support when in college (if available)

H.E.L.S HIGHER EDUCATION LINKS SCHEME

Progression from FETAC Level 5 Certificates and Level 6 Advanced Certificates to Higher Education Courses. For more information about the Higher Education Links scheme go to: www.fetac.ie/fetac/learners/hels/hels.htm

WHO CAN HELP YOU?

If you need more information about your path to college talk to your career guidance counsellor.

HERE ARE TWO ACCESS ENTRY ROUTES THAT YOU CAN APPLY FOR

1. HEAR: A route run by 16 colleges and universities to give all leaving cert students a fair and equal opportunity to progress to third level education. You apply through the CAO. For further information check out

www.accesscollege.ie/hear

2. Access DIT: This route is aimed at young adults/school leavers who would benefit from extra help in applying to college. It is for young adults/school leavers applying to DIT. For further information check out

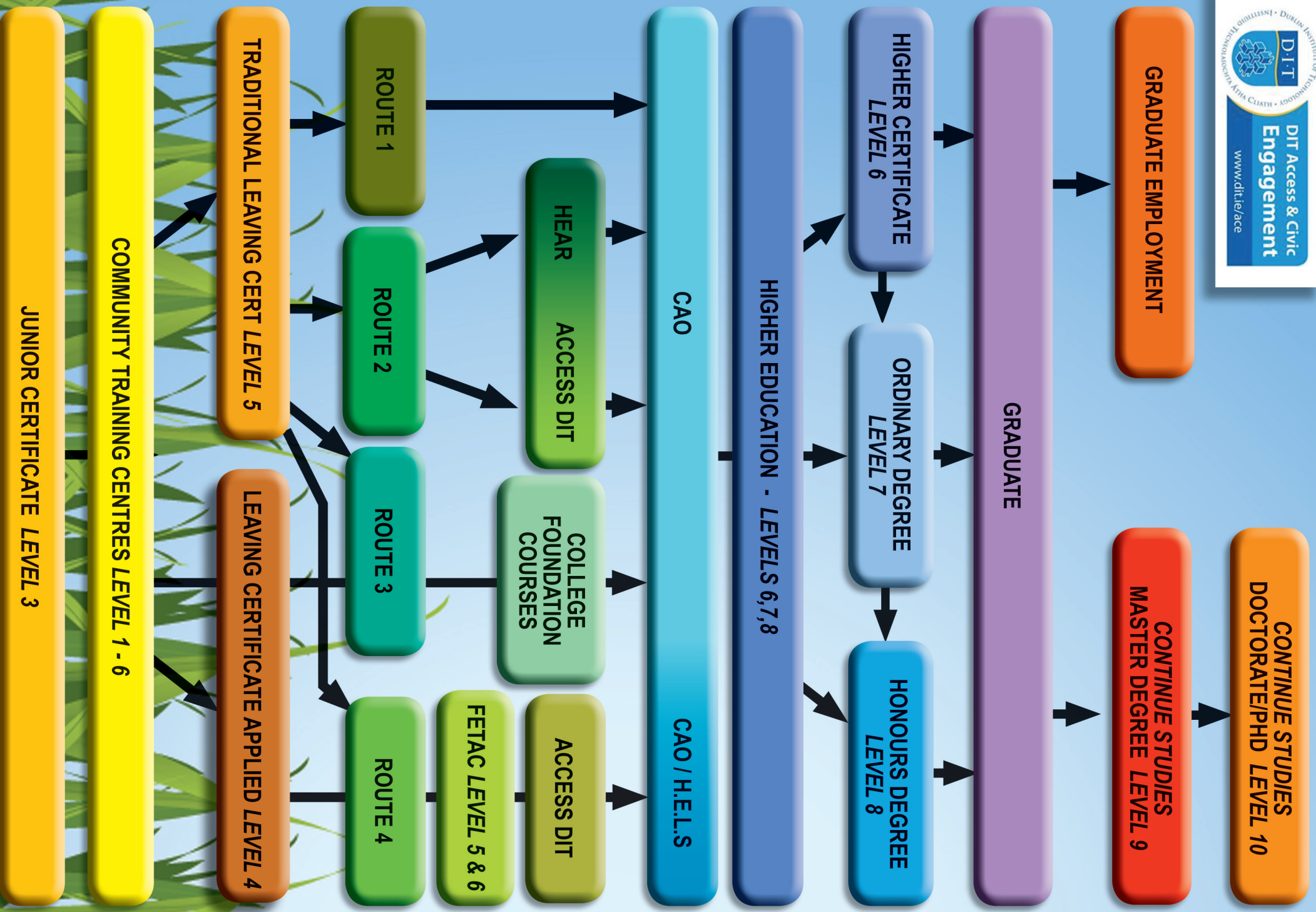
www.dit.ie/ace/access

NATIONAL QUALIFICATIONS FRAMEWORK EXPLAINED LEVEL 1-10

The National Framework of Qualifications (NFQ) is a system of ten levels and is used to describe the Irish qualifications system from FETac Certificate Level 3 right up to Doctorate level. The levels are indicated on the back of this page. Research the levels further at: www.nqi.ie

WHICH ROUTE WILL YOU TAKE?

You have various routes that you can take to access higher education. There are 4 routes marked on the map on the other side of this page. *Which route will you take?* Have a look at the routes; then research them further with the information and website links provided on this page and see which route is the best route for you.



WHAT IS AN ORDINARY DEGREE LEVEL 7?

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The Honours degree is awarded after completion of 3-4 years duration in a recognised higher education institution. After this you can transfer to level 9 or in some cases level 10 programmes of study.

WHAT IS A HIGHER CERTIFICATE LEVEL 6?

The Higher Certificate is awarded after completion of a programme of two years duration in a recognised higher education institution. After this you can transfer to a level 7 programme of study.

WHAT ARE MY OPTIONS WHEN I GRADUATE?

On graduating from your studies you have many options. You can go straight into graduate employment in your field of study or go on to continue your studies further at level 9 and/or level 10.

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- Places reserved on every course in participating colleges
- Academic, social, personal and group support when in college
- Financial support when in college (if available)

23 OR OVER?

Third-level colleges reserve a small number of places for mature students. If you are over 23 you can apply for one of these places.

ACCESS ROUTES FOR MATURE STUDENTS

As a mature student you can apply to college foundation courses. You can find out more about these programmes at www.dit.ie/ace and www.tcd.ie/Trinity_Access

NATIONAL QUALIFICATIONS FRAMEWORK EXPLAINED

LEVEL 1-10

The National Framework of Qualifications (NFQ) is a system of ten levels and is used to describe the Irish qualifications system from FETac Certificate Level 3 right up to Doctorate level. The levels are indicated on the back of this page. Research the levels further at: www.qqi.ie

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Module 3.8: Opportunities and College		
Workshop Title	Understanding the Links between Higher Education and the Labour Market	
Workshop Structure	Question, Answers, Discussions, PowerPoint session, Student Speaker.	Rough Time-frame Half day: 3.5hrs
Workshop Objectives <ul style="list-style-type: none"> • Help young adults to better understand the links between higher education and the labour market, while considering what education is and why it's becoming increasingly important • Develop an understanding of the role of lifelong learning and realise that higher education is not just a once-off opportunity at 18 • Develop confidence through expression of opinion in group scenarios • Develop an appetite for learning • Develop teamwork skills • Develop communication skills through discussion 		Check List 1. Materials <ul style="list-style-type: none"> • Pens and markers • A4 paper • Flipchart/Blackboard/Whiteboard • Marker and chalk • Empty envelopes • Access to PowerPoint • Past student / recent graduate 2. Handouts required: <ul style="list-style-type: none"> • Handout 1, 2, 3 & 4 • Qualifications sheet • Job advertisements 1-9 • Presentation 3 & 4: Presentations can be downloaded from www.dit.ie/ace/resources

Workshop Plan

1. Introduction	<p>Through a series of activities this workshop highlights the importance of education, progression to higher education, and the links between higher education and the labour market. It serves as an introduction to how the labour market affects young adults.</p>	<p>2 mins</p>
2. Activity	<p>Activity 1. Exploring Education</p> <p>Step 1. Number the young adults 1, 2, 3 and 4 and ask them to form four groups based on their numbers.</p> <p>Step 2. Ask each group to name their group and then distribute Handout 1.</p> <p>Step 3. Ask each group to answer the questions as best they can.</p> <p>Step 4: Proceed with PowerPoint 1:</p> <p>Slide 1. Opening slide</p> <p>Slide 2. Albert Einstein quote: <i>"Education is what remains after one has forgotten everything else learned at school."</i></p> <p>Slide 3. Ask the groups to discuss what they think <i>Albert Einstein</i> meant by his quote.</p> <ul style="list-style-type: none"> • Ask the groups to come up with an inspirational quote on the theme of what education means and to write it on Hand out 2. • Next: <ul style="list-style-type: none"> ○ Inform the class that there will be a prize for the most inspiring quote. ○ Ask each group to pass their quote to another group. ○ Ask each group to read aloud the quote they have. 	

	<ul style="list-style-type: none"> ○ Discuss each group's inspirational quote, one by one. ○ Ask each group how and why they came up with their quote. ○ Ask each group to vote for the most inspiring quote by way of a show of hands. • The prize is handed out at the end of the session. <p>Step 5. With the students still in their groups, show Slide 4, which lists the questions below. Ask the young adults to respond to the questions on each slide:</p> <p>Slide 5. What do you think education is?</p> <p>Slide 6. Do you think it's important to have an education? If so, why?</p> <p>Slide 7. Do you know the structure of the Irish education system?</p> <p>Slide 8. What are Higher Education and Further Education?</p> <p>Slide 9. What is the labour market?</p> <p>Slide 10. What is the importance of the labour market?</p> <p>Slide 11. Do you know what the National Qualifications Framework is?</p> <p>Slide 12. <i>The National Qualifications Framework fan (give out Handout 3)</i></p> <p>Slide 13. What is a Qualification? <i>Ask the young adults to write 3 examples on Handout 3.</i></p> <p>Slide 14. What are your options when</p> <ul style="list-style-type: none"> • You leave second-level with a Leaving Cert? • You leave third-level with your qualification? <p>Slide 15. <i>Useful links</i></p> <p>Slide 16. <i>References</i></p> <p>Activity 2. <i>Understanding Higher Education Qualifications and their Links with the Labour Market.</i></p> <p>Purpose: To allow the young adults to explore work/education links and available opportunities. They should be able to see what opportunities match a certain qualification level.</p> <p>Step 1: Places a series of job advertisements on the wall around the room.</p> <p>Step 2: Give each young adult a qualification sheet that matches one or more of the job</p>	
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	<p>advertisements.</p> <p>Step 3: Ask everyone to view the advertisements and write their name in the space below each of the job advertisements for which they think they can apply, with the qualification they have.</p> <p>Step 4: Through a group discussion, explore what choices the young adults made and why.</p> <p>Note: During the discussion, give those who got a lesser qualification the option of upskilling through further education or higher education. You might highlight the fact that competition for jobs can be an issue for job-seekers.</p> <p>Activity 3. Experiencing College First-hand</p> <p>Purpose: With the help of a past student or recent graduate, this activity will help the students understand the role of education in preparation for work. They can also ask the guest relevant questions.</p> <p>Step 1. Identify a past student or a recent graduate who can come in to spend some time with the group and do the following:</p> <ul style="list-style-type: none"> • Share his/her experience of what college was like for him/her (academic and social aspects). • Tell of any difficulties he/she had with the transition from second-level and how s/he dealt with it (may want to stress the transition from junior cycle to senior cycle). • Share any difficulties while at college and how they were overcome. • Highlight what opportunities s/he had while at college (e.g. travel). • Inform the group of the opportunities he/she had once graduated (whether academic or employment-related). (<i>Hard work pays off!</i>) • Say if he/she is undergoing continuous training. • Mention anything else that he/she feels relevant. <p>Step 2. Ask the class if they have any questions for the guest.</p>	
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	<p>Activity 4 <i>It's Written in the Cloud!</i></p> <p>Purpose: Taking cloud-computing as an example, it is hoped that the young adults will understand the links between higher education and the workforce through an information and activity PowerPoint.</p> <p>Step 1. Introduce the 'It's Written in the Cloud' PowerPoint.</p> <p>Step 2. Introduce the concepts of cloud-computing and app building.</p> <p>Step 3. Slides 1-8: Give a background to cloud-computing and app building. Slide 9. Ask the class to brainstorm the everyday uses of cloud-computing in their own lives. Write down their ideas on a whiteboard/blackboard or flipchart.</p> <p>Step 4. Split the class into 5 groups. Slide 10. Ask the groups to: <i>'Think of an idea for a simple iPhone/Mobile app and give it a name.'</i> The class writes their Group name, App name and iPhone/mobile app idea on an A4 page. Slide 11. Ask the groups to explain how their idea fits into 'the Cloud', using the examples provided. Slide 12. Ask each group to present their idea to everybody else. Slide 13-15. The information slides are intended to (a) inform the young adults how they may study app building and cloud-computing and (b) show that market demand, education and industry are linked.</p> <p>Step 5. Discuss each group's idea and presentations.</p> <p>Step 6. End the activities with some concluding remarks.</p>	
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3. Wrap-up	<p>Activity 5. <i>Setting Goals</i></p> <p>Purpose: To help set young adults some goals for their future.</p> <p>Step 1</p> <ul style="list-style-type: none">• Give out Handout 4 and an empty envelope to each young adult.• Ask everyone to put their name on the front of the envelope.• Ask them to write a short letter to themselves 5-10 years on.• Ask them to fold up and place their letter in their envelope and seal it.• Tell them to open this letter in 5-10 years and compare with what they have achieved. <p>Tell the young adults they can include:</p> <ul style="list-style-type: none">• What you hope to achieve during your next 5-10 years.• What qualification you would like to get and what you would like to study.• What job you would like to be doing.• What places you would like to visit.• What places you would like to work.• Why you would like to do this.• What fears you have about the years ahead.• Anything else you would like to put in your letter.	(30mins approx)
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Handout 1	Module 3.8
Module Title	Opportunities and College
Workshop Title	Understanding the Links between Higher Education and the Labour Market
<ol style="list-style-type: none"> 1. What do you think education is? 2. Do you think it's important to have an education? If so, why? 3. Do you know the structure of the Irish education system? 4. What are higher education and further education? 5. What is the labour market? 6. What is the importance of the labour market? 7. Do you know what the National Qualifications Framework is? 8. What is a qualification? Give three examples. 9. What are your options when ... <ul style="list-style-type: none"> o You leave second-level with a Leaving Cert? o You leave third-level with your degree? 	



To do!

In your group:

- Read all questions above.
- Briefly discuss each question.
- Write down a short answer to each question (use back of page if necessary).

1.

2.

3.

4.

5.

6.

7.

8.

9.

-
-

Handout 3

Module 3.8

Module Title

Opportunities and College

Workshop Title

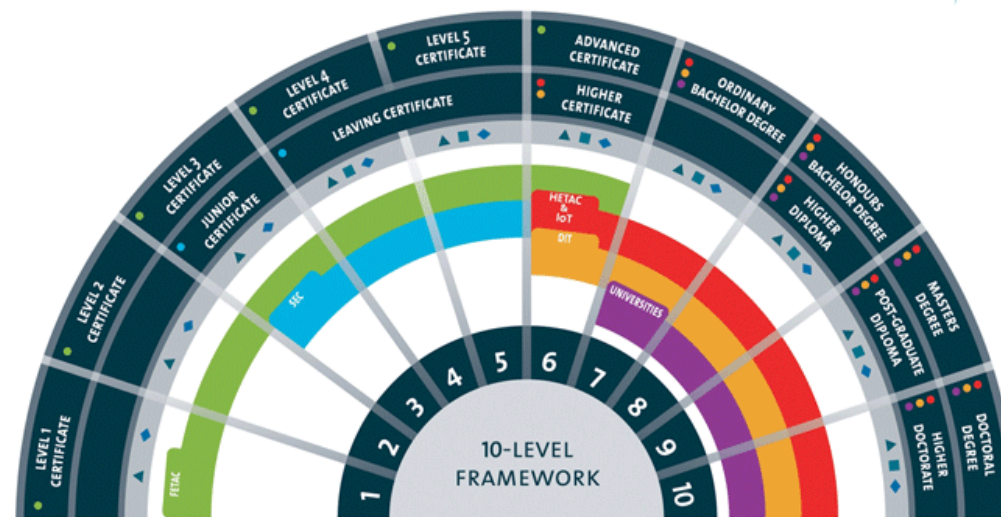
Understanding the Links between Higher Education and the Labour Market

Activity title: *We're All Inspiring People*

What is a qualification? Give 3 examples from the Framework below.

NATIONAL FRAMEWORK OF QUALIFICATIONS

Údarás Náisiúnta
Cáilíochtaí na hÉireann
National Qualifications
Authority of Ireland



Write down your examples in the space provided below.

Qualification

Example 1.

Example 2.

Example 3.

Handout 4	Module 3.8
Module Title	Opportunities and College
Workshop Title	Understanding the Links between Higher Education and the Labour Market
<p>Wrap-up activity 5: Setting Goals</p> <p>Write a short letter to yourselves in 5-10 years time.</p> <p>You may like to include in your letter:</p> <ul style="list-style-type: none">• What you hope to achieve during your next 5-10 years.• What qualification you would like to get and what you would like to study.• What job you would like to be doing.• What places you would like to visit.• What places you would like to work.• Why you would like to do this.• What fears you have about the years ahead.• Anything else you would like to put in your letter. <p>Sign your letter, put it in your envelope and seal it up.</p> <p>Come back to it in 5-10 years' time and review what you wrote.</p>	

Name:

Age:

Qualifications Sheet Module 3.8**Directions:**

Print the required number of copies of these qualifications – to give one to each student.

Fold and tear on the dotted line.

Hand one qualification to each student.

Proceed with Activity 2.

----- Fold & Tear here -----

Qualification	Description
Junior Certificate, Level 3	For the purposes of this exercise you have any relevant work experience relating to the advertisement.

----- Fold & Tear here -----

Qualification	Description
Leaving Certificate, Level 4	For the purposes of this exercise you have any relevant work experience relating to the advertisement.

----- Fold & Tear here -----

Qualification	Description
Leaving Certificate, Level 5	For the purposes of this exercise you have any relevant work experience relating to the advertisement.

----- Fold & Tear here -----

Qualification	Description
Higher / Advanced Certificate, Level 6	For the purposes of this exercise your qualification is in any relevant area.

----- Fold & Tear here -----

Qualification	Description
Higher / Advanced Certificate, Level 6	For the purposes of this exercise your qualification is in any relevant area.

----- Fold & Tear here -----

Qualification	Description
Honours Bachelor Degree / Higher Diploma, Level 8	For the purposes of this exercise your qualification is in any relevant area.

----- Fold & Tear here -----

Qualification	Description
Master's Degree / Postgraduate Diploma, Level 9	For the purposes of this exercise your qualification is in any relevant area.

----- Fold & Tear here -----

Qualification	Description
Doctorate Degree / Higher Doctorate, Level 10	For the purposes of this exercise your qualification is in any relevant area.

----- Fold & Tear here -----

Qualification	Description
Leaving Certificate (any level) plus completed 1 year PLC course after school	For the purposes of this exercise you have any relevant work experience relating to the advertisement.

----- Fold & Tear here -----

Qualification	Description
Any qualification	For the purposes of this exercise you have recently become unemployed at the age of 40 and are finding it difficult to get any job.

----- Fold & Tear here -----

Qualification	Description
Arts degree at any level, specialising in subject area of youth or community work.	For the purposes of this exercise you are recently qualified and want to gain experience in your field.

----- Fold & Tear here -----

Job Advertisements

Module 3.8

JOB ADVERTISEMENT: ECONOMIST (€75,010.50 pa)

To analyse financial information to forecast future economic trends

Duties

- Study economic and statistical data
- Provide advice and consultation on economic relationships to businesses, public and private agencies, and other employers
- Compile, analyse, and report data to explain economic phenomena and forecast market trends, applying mathematical models and statistical techniques
- Formulate recommendations, policies or plans to solve economic problems or to interpret markets
- Develop economic guidelines and standards and prepare points of view used in forecasting trends and formulating economic policy
- Testify at regulatory or legislative hearings concerning the estimated effects of changes in legislation or public policy and present recommendations based on cost-benefit analyses
- Supervise research projects and students' study projects
- Forecast production and consumption of renewable resources and supply, and of consumption and depletion of non-

renewable resources

Specification:

Education

A post-graduate qualification is required – for example, a master's degree or PhD.

Related experience

Extensive skills and knowledge are needed, as well as more than five years of experience.

Job training

Some on-the-job training will be required, but the candidate should already have the required skills, knowledge, work-related experience and/or relevant training.

Qualifications required?

- Level 9 Award in related subject area

JOB ADVERTISEMENT: INVESTMENT ANALYST (€26,351.00 pa)

To search for trends in stock markets and decide where to invest funds, to minimise risk and maximise profit

Typical tasks undertaken:

- Maintain knowledge and stay abreast of developments in the fields of business, finance, economic theory and industrial technology
- Interpret data affecting investment programmes, such as price, yield, stability, future trends in investment risks, and economic influences
- Monitor fundamental economic, industrial and corporate developments by analysing information obtained from financial publications and services, investment banking firms, government agencies, trade publications and other company sources.
- Recommend investments and investment timing to companies, investment firm staff, or the investing public
- Determine the prices at which securities should be syndicated and offered to the public
- Prepare plans of action for investment based on financial analyses
- Evaluate and compare the relative quality of various securities in industry

Specification:

Education

A qualification at NFQ Level 7 or 8 (ordinary / honours degrees) is required.

Related experience

A considerable amount of work-related skills, knowledge and experience is needed.

Job training

Several years of work-related experience, on-the-job training and/or vocational training will be needed.



Qualifications required?

- Level 7/8 Degree or greater

JOB ADVERTISEMENT: LAWYER (€109,520.00 pa)

To give specialist advice on complex legal issues and represent people in court

Typical tasks undertaken:

- Analyse client records for presentation to courts and other legal entities
- Operate ethically at all times, providing a discreet service and client confidentiality
- Follow established law practices and operate within the law at all times
- Prescribe sound legal advice to all clients, researching law documents if necessary
- Examine evidence for and against all instances of prosecution or defence
- Diagnose a course of action for the client on any matters raised
- Direct and coordinate court staff to obtain any material needed to carry out duties
- Provide consultation to all, regardless of gender, sexual orientation, race or ethnicity
- Refer clients to other legal entities when needed

Person Specification:

Education

A post-graduate qualification is required – for example, a master's degree, PhD

Related experience

Extensive skills and knowledge are needed, as well as more than five years of experience.

***Job training***

Some on-the-job training will be required, but the candidate should already have the required skills, knowledge, work-related experience and/or relevant training.

Qualifications required?

- Degree + further training.

JOB ADVERTISEMENT: MANAGING DIRECTOR (€130,375.00 pa)

Responsible for the overall business performance of the company

Typical tasks undertaken:

- Run the entire business
- Manage company staff and their departments
- Follow established work practices
- Market company to investors and new business
- Examine all records on a continuous basis to ensure smooth operations
- Diagnose, if necessary, where the company is going wrong and provide appropriate solutions
- Direct and coordinate all personnel, as seen fit

Person Specification:

Education

Preferably a post-graduate qualification – for example, a master's degree, PhD

Related experience

Extensive skills and knowledge are needed, as well as more than five years of experience.

Job training

Some on-the-job training will be required, but the candidate should already have the required skills, knowledge, work-related experience

and/or relevant training.

Qualifications required?

- No formal educational requirements

JOB ADVERTISEMENT: OFFICE CLERK (€22,620.00 pa)

To work in the administration office, performing day-to-day office duties

Typical tasks undertaken:

- Collect, count, and disburse money, do basic bookkeeping, and complete banking transactions
- Communicate with customers, employees and other individuals to answer questions, disseminate or explain information, take orders, and address complaints
- Answer telephones, deal with direct calls, and take messages
- Compile, copy, sort and file records of office activities, business transactions and other activities
- Complete and mail bills, contracts, policies, invoices and cheques
- Operate office machines, such as photocopiers and scanners, fax machines, voice mail systems, and personal computers
- Compute, record and proofread data and other information, such as records and reports

Specification:

Education

Preferably the Leaving Certificate or equivalent

Related experience

Some previous work-related skills and knowledge are needed.

Job training

Anywhere from a few months to one year of working with experienced employees will be needed, as appropriate. A recognised apprenticeship programme may be offered.

Qualifications required?

- No formal educational requirements

JOB ADVERTISEMENT: RECYCLING OFFICER (€50,000.00 pa)

Responsible for planning and developing local environmental and waste reduction policies, and running recycling schemes

Typical tasks undertaken:

- Study waste and consumption in the local area
- Provide advice and consultation on developing new initiatives to reduce waste and increase recycling
- Compile, analyse and report data to explain waste management within the year and any trends between years
- Formulate recommendations, policies or plans to solve waste problems
- Develop economic guidelines and standards for local businesses
- Testify at hearings concerning those charged with irresponsible waste dumping in public spaces
- Supervise research projects
- Forecast production and consumption of renewable resources and supply, and consumption and depletion of non-renewable resources

Specification:***Education***

Job-specific training (vocational training) related to the occupation (NFQ Levels 5 and 6 or higher) is required, as well as related on-the-job experience or a relevant professional award.

Related experience

Previous work-related skills, knowledge and or experience is required.

Job training

One or two years of training, involving both on-the-job experience and informal training with experienced workers, will be needed. A recognised apprenticeship programme may be offered.

Qualifications required?

- Minimum Level 6 Cert + specialist training

JOB ADVERTISEMENT: SURGEON (€161,101.50 pa)

A qualified medical doctor who specialises in performing surgery for patients who need an operation; for example, when the patient has sustained an injury, or developed a disease or degenerative condition

Typical tasks undertaken:

- Analyse patient's medical history, medication allergies, physical condition and examination results to verify operation's necessity and to determine best procedure
- Operate on patients to correct deformities, repair injuries, prevent and treat diseases, or improve or restore patients' functions
- Follow established surgical techniques during the operation
- Prescribe preoperative and postoperative treatments and procedures, such as sedatives, diets, antibiotics, and preparation and treatment of the patient's operative area
- Examine patient to obtain information on medical condition and surgical risk
- Diagnose bodily disorders and orthopaedic conditions and provide treatments, such as medicines and surgeries, in clinics, hospital wards and operating rooms
- Direct and coordinate activities of nurses, assistants, specialists, residents and other medical staff
- Provide consultation and surgical assistance to other physicians and surgeons
- Refer patient to medical specialist or other practitioners when necessary
- Examine instruments, equipment and operating room to ensure sterility

Person Specification:**Education**

Post-graduate qualifications are required – for example, a master's degree and a PhD or MD

Related experience

Extensive skills and knowledge are needed, with the completion of four years of college and an additional five to seven years of specialised medical training.

Job training

Some on-the-job training will be required, but the candidate should already have the required skills, knowledge, work-related

experience and/or relevant training.

Qualifications required?

- Level 8 Honours Degree in medicine + professional qualifications

JOB ADVERTISEMENT: WAITER / WAITRESS (€18,217.00 pa)

To prepare tables, take orders, serve food and drink, and clear tables

Typical tasks undertaken:

- Write patrons' food orders on order slips, memorise orders, or enter orders into computers for transmittal to kitchen staff
- Take orders from patrons for food or beverages
- Check with customers to ensure that they are enjoying their meals and take action to correct any problems
- Serve food or beverages to patrons, and prepare or serve specialty dishes at tables as required
- Prepare checks that itemise and total meal costs and VAT
- Collect payments from customers
- Remove dishes and glasses from tables or counters, and take them to kitchen for cleaning.
- Present menus to patrons and answer questions about menu items, making recommendations upon request

Specification:**Education**

Preferably Leaving Certificate or equivalent.

Related experience

Little or no previous work-related skills, knowledge or experience are needed.

Job training

Employees will need anywhere from a few days to a few months of training.

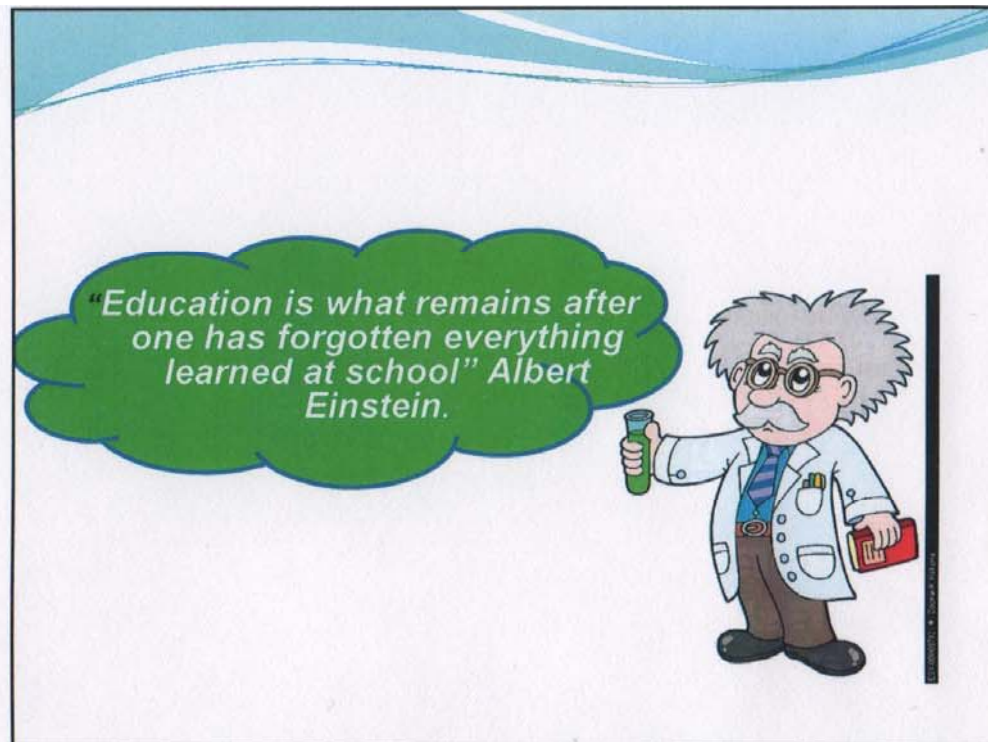
Qualifications required?

No formal educational requirements

Opportunities and College PowerPoint

Module 3: Opportunities and College.

Title: "Understanding links between Higher Education and the Work/Labour market".



Reflecting on the past

Question:

If you were *Albert Einstein*, what would you say about education?

To do:

Design an inspirational quote which you would like people to remember in the future.

Reward:

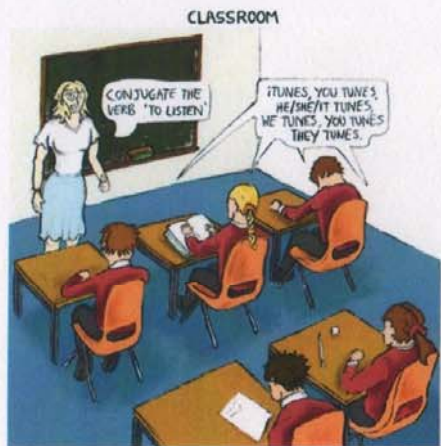
Prize for the group with the most inspiring quote.

Exploring Education

We will explore education together by discussing these questions you answered earlier:

1. What do you think education is?
2. Do you think its important to have an education? If so, why?
3. Do you know the structure of the Irish education system?
4. What is Higher Education and Further Education?
5. What is work/labour market?
6. What is the importance of the work labour market?
7. Do you know what the National Qualifications Framework is?
8. What is a Qualification? Give three examples.
9. What are your options when....
 - You leave Second level with a leaving-cert?
 - You leave third level with your higher qualification?

1. What do you think education is?



Education is the process by which:

Knowledge or skills are developed by a learning process.

Where?

The process of learning usually takes place in a place of academic excellence e.g. School, College, University .

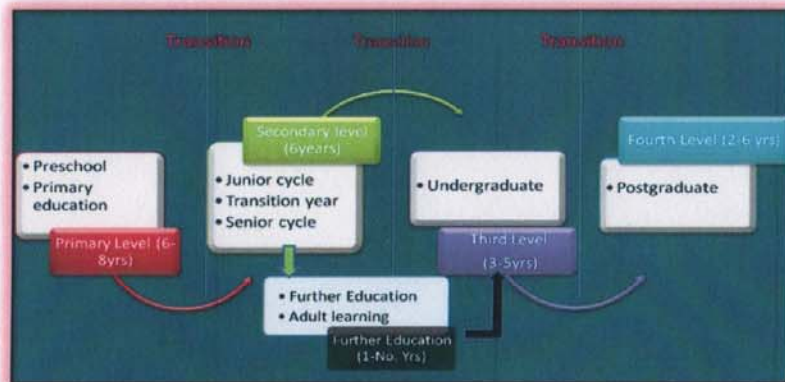


access service
for the disabled

2. Do you think having an education is important? If so, why?

Besides educational development, the experience of education creates an environment allows you to develop skills that will be useful to you later in your life. You will also identify transferable talents you never thought you had before.

3. Do you know the structure of the Irish education system?



Education system can become a stepwise process for you, it is a continuous process and has endless opportunities available to you at every level.

4. What is Higher Education?

- Higher education is a form of non-compulsory stage of learning that occurs at Institutes of Technology, Universities, Colleges.
- Award types: Higher Certificate, Ordinary degrees, Honours degrees, Masters or PhDs through a range of different taught or research courses.

What is Further Education?

Further education is also non-compulsory education and is in addition to education received at secondary school. Education received in a further education institute is different to that offered at a Higher Education institute such as a university. Award types such as a FETAC award.

5. What is work/labour market?

- Is a market where workers find paid work and employers find willing workers. The labour market can be a local, national or even international markets which are made up of smaller interacting labor markets competing for individuals with different qualifications, skills and locations.

6. What is the importance of the work labour market?

- Creates Jobs,
- Increases affluence.
- Provides financial security to individuals.
- Provides a society with skills and knowledge
- Can reduce crime rates through application of knowledge.
- Companies compete for employees.
- Increases demand for skilled labour.
- Influences the Education curriculum.
- Increases the availability of different course types

8. What is a Qualification?

- Is a document obtained after a certain level of training, education or similar. It implies a quality, an ability or an accomplishment and makes a person suitable for a particular position or task.

Shout out some examples from the framework

Examples:

Certificate (level 1, 2)
 Junior Certificate (level 3),
 Leaving Certificate (level 4),
 Certificate (level 5),
 Higher Certificate (level 6),
 Ordinary Degree (Diploma) (level 7),
 Honours Degree (level 8), Higher Diploma (Level 8)
 Masters (level 9),
 Doctorate (level 10)

9. What are your options when....?

You leave second level with a leaving-cert?

- Find a job,
- Apprenticeship,
- Go to Higher education,
- Go to Further education,

You leave third level with your degree?

- Find a specific job you always wanted,
- Progress to postgraduate education,
- Travel worldwide with qualification.

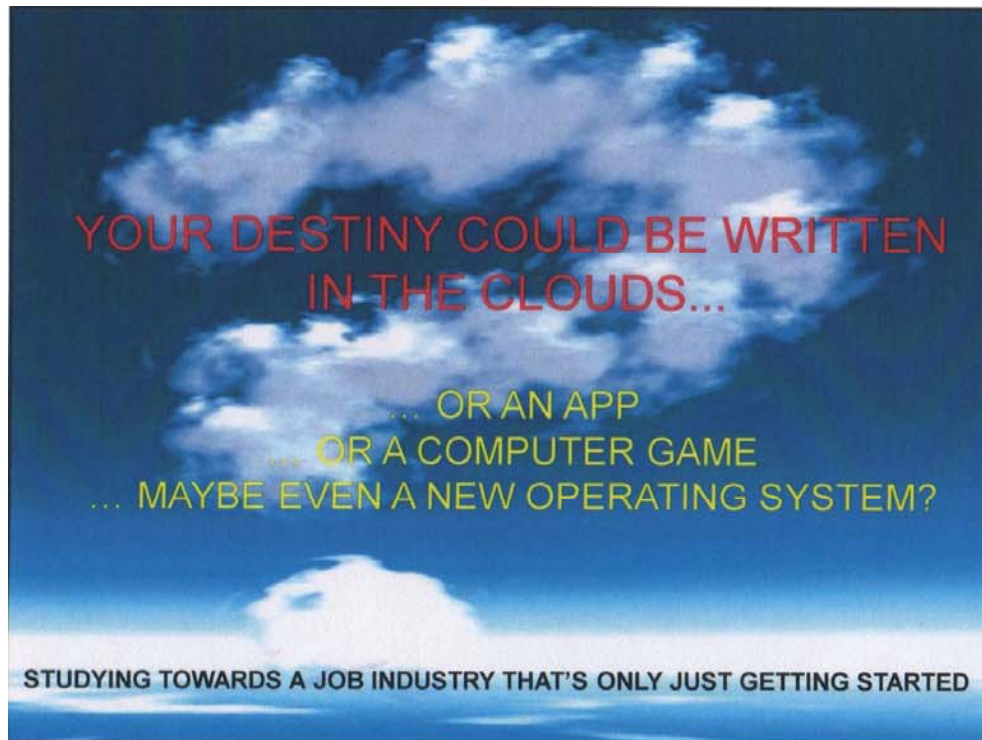


Useful links

- <http://www.dit.ie/>
- <http://www.heai.ie/>
- <http://www.nqai.ie/>
- <http://www.educationireland.ie/>
- <http://www.careersportal.ie/>
- <http://www.cao.ie/>

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- <http://www.agefotostock.com/en/Stock-Images/Low-Budget-Royalty-Free/ESY-001109792>
- <http://www.theimportanceofeducation.com/>
- http://en.wikipedia.org/wiki/Higher_education
- http://en.wikipedia.org/wiki/Further_education
- <http://www.businessdictionary.com/definition/labor-market.html>
- http://www.nfq.ie/nfq/en/about_NFQ/about_the_NFQ.html
- <http://www.thefreedictionary.com/qualification>
- <http://www.prompt-communications.com/techtoons/labels/music.html>
- <http://alntv.wordpress.com/category/konversations-with-kids/>

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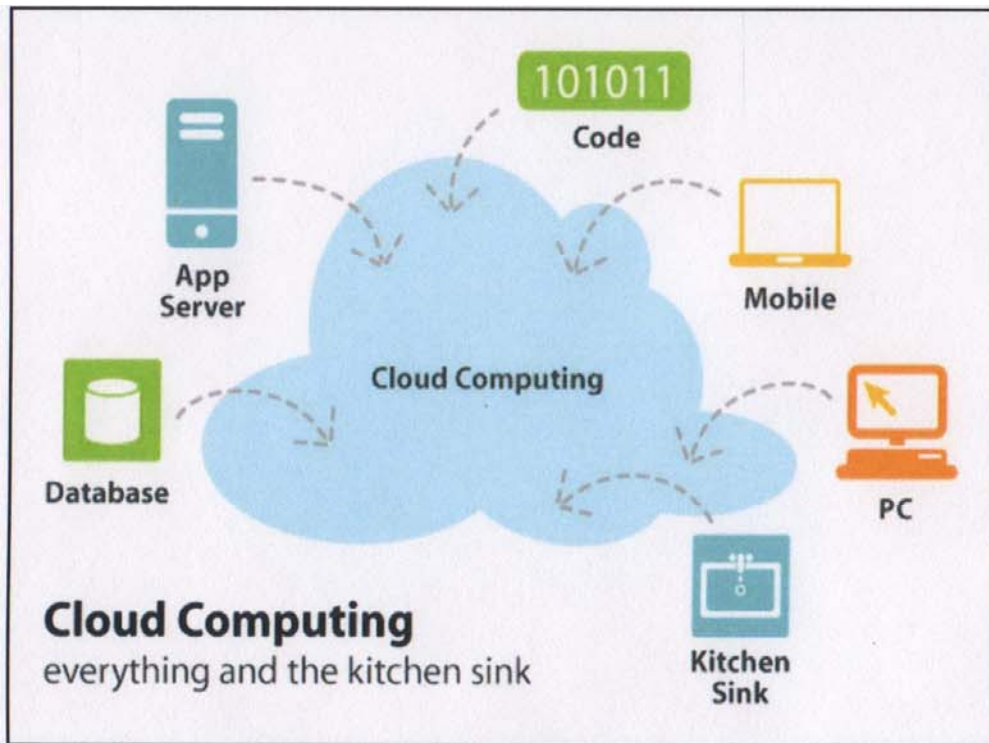
INTRODUCTION

Recent technological developments have seen an upsurge in students taking up places in Software Programming, Cloud Computing or Application Design.

Most of you will have a phone that you've downloaded 'apps' on and use everyday. You may also have heard of data being stored in 'the cloud' for access wherever you are. But what does this mean for your future?

As we move beyond the physical realm of hardware, the more that companies like Apple, Google, Microsoft, Facebook etc. require skilled professionals in these areas.

Let's explore just a small sample of this concept and take a look at what we call 'The Cloud' – our most recent advancement!

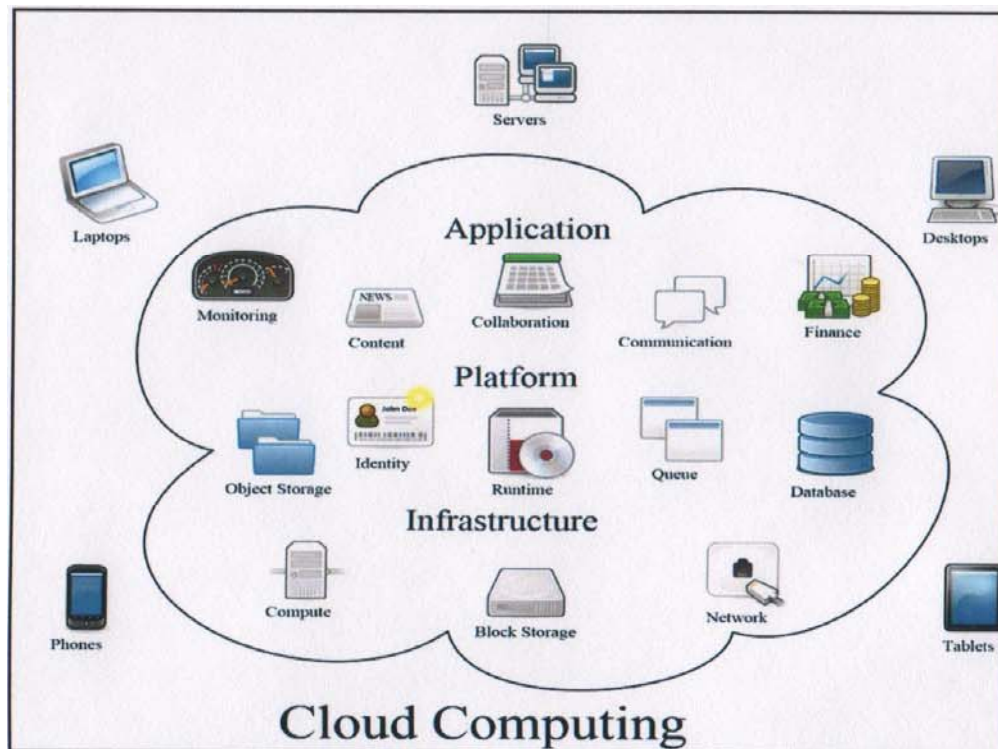


WHAT IS CLOUD COMPUTING?

Delivery of computing as a service rather than a product
Resources, software and information provided to computers and other devices as a utility (like the electricity grid)
Access to cloud is made over a network (typically the Internet).
Companies like Apple, Google & Nokia deliver applications via the internet, which are accessed from a Web browser
Businesses or consumers can store software and data on servers at a remote location held by their service provider – accessible from any location at any time.

Do you own a **Phone, Laptop, PC, Tablet or iPad?**
Have you ever **sent an email, a text, downloaded a song or movie, or used an app on your phone like Facebook?**

Then you have already used the cloud and probably didn't even realise it!



SO DOES THIS SOUND GOOD?

Well it should do!

About 37 percent of companies are already using cloud infrastructure, or web-connected data centers, to run their information technology operations, according to a survey by Advanced Micro Devices.

About 63 percent said they are already seeing benefits from cloud deployments. Therefore this is a sector that requires and will require graduates in software programming for some time to come.

However, there are some companies that are refusing to deploy the cloud. For those, security and loss of data are the biggest concerns. Recent incidents such as Amazon's big cloud outage and Sony's PlayStation Network attack are likely to stoke those fears.

So not everyone likes the cloud...



ACTIVITY 1

Class brainstorm of the types of apps or forms of 'cloud-computing' that students use regularly.

Class splits in to 5 different groups and carries out the following tasks.

ACTIVITY 2

1. Think of an idea for a simple iPhone/Mobile 'app' (can be anything) and give it a name. To help, here are a few of the most downloaded apps:

Angry Birds	Movies by Flixster – with Rotten Tomatoes
WhatsApp Messenger	Bump
TuneIn Radio	Sky News
Flight Control	Labyrinth
Traffic Rush	Flick Kick Football
Tap Tap Revenge 2.6	Internet Radio Box
Facebook	Backbreaker Football
eBay Mobile	Pocket Universe: Virtual Sky Astronomy
Google Mobile App	IM+ Pro
Shazam	Tube Map
Google Earth	Solitaire
Skype	iBooks
Twitter	Remote
	BBC News

ACTIVITY 2

2. How would this fit in with 'the cloud'? To help we have listed the top ten reasons of storing data in the cloud:

1. Automatic Back Up – store your data without having to manually back it up.
2. New Device – Transfer all of your information from the cloud to your new PC or Laptop.
3. Security – Cannot be accessed without a password, handy if your device is stolen.
4. Universal Hardware – Access the same data from your computer, tablet or phone
5. Login Anywhere – Have the information when you need it, wherever you are.
6. Synced - Everything is automatic, constantly updating all your devices.
7. Get In, Get Out – Quick and easy to access like a normal hard drive.
8. Working Together – Colleagues, friends or family can view the same data.
9. Broken Computers – Don't lose that valuable information!
10. Data is Priceless – Always keep every ounce of data you want, no need to delete anything again.

ACTIVITY 2

3. Now Present your idea to the rest of the class and think about:

1. What could this be used for?
2. Who would use it?
3. Which company would benefit most from developing it?
4. Why would anyone buy your idea?

REFLECTION

Well done on developing your first 'app in the cloud'. You've learned that:

'The cloud' & 'app development' are now key areas of the jobs markets.

Big name companies such as Apple, IBM, Microsoft & Zynga have invested heavily in cloud computing along with the rest of the world.

Jobs exist for skilled professionals graduating from college in these types of areas.

There are courses available with all the major educational establishments.

Visit

www.CAO.ie, www.gotocollege.ie or www.careersportal.ie

For course information. Don't forget to check out each institution directly!

STUDY THE CLOUD FOR A JOB ON THE GROUND

"National College of Ireland (NCI) has launched an initiative, which aims to get the message across that whatever your background you can get a job in cloud computing."

ARUBA**Microsoft**

"Dell recently announced Dublin as the site for its first Cloud Research and Development Centre with 150 jobs. *Farmville* creator Zynga, the world's largest social game developer, announced a major office in Dublin with more than 100 staff. Aruba Networks announced it is establishing in Cork. IBM and Microsoft have also made several announcements in the cloud area in recent times"

Would you like to study App Building or cloud computing?

Here is a list of related Further/Higher Education Courses for you to think about:

- **Level 6** - Higher Certificate in Science in Computing (with Options in Computer Applications & Commercial Programming, Computer Networking)
- **Level 6** - Higher Certificate in Computing Applications and Support
- **Level 7** - Bachelor Of Science in Computing (incorporating 3 award options)
- **Level 7** - Bachelor Of Science in Computing with Business Applications
- **Level 7** - BSc in Multimedia Applications Development
- **Level 8** - B.Sc. in Computer Applications (Bachelor Honours Degree)
- **Level 8** - BA (Hons) Marketing with Digital Media & Cloud Computing
- **Level 8** - BA (Hons) Business Information Systems with Cloud Computing
- **Level 8** - BSc (Hons) in Cloud Computing
- **Level 9** - MSc in Cloud Computing

Module 4:

Benefits of Going to Higher Education



- | | | |
|---|----------|--------------------------------------|
| • Fears of Leaving School and Going to Higher Education | 30 mins | Written and Discussion |
| • Designing My Own College Experience | 25 mins | Group Work and Discussion |
| • Real-Life Stories Part 1 | 30 mins | Group Work and Discussion |
| • Real-Life Stories Part 2 | 30 mins | Group Work and Discussion |
| • Real-Life Stories Part 3 | 50 mins | Presentations and Q&A Session |
| • Taking Charge of My Life | 155 mins | Creative, Interactive and Written |
| • Where You Are Now, Where You'd Like to Be | 20 mins | Written |
| • Employment through Education | 90 mins | Information Relay and Class Activity |
| • Benefits of Going to College | 90 mins | Brainstorm, Q&A and Discussion |
| • Money! Money! Money! | 60 mins | Interactive Game |

Module 4.1: Benefits of Going to Higher Education		
Workshop Title	Fears of Leaving School and- Going to Higher Education	
Workshop Structure	Written, Spoken, and Discussion	Rough Time-frame 35 minutes
Objectives <ul style="list-style-type: none"> • Acknowledge individual fears of leaving school • Acknowledge individual fears of going to higher education • Raise awareness of collective fears of leaving school and going to higher education 		Check List <ul style="list-style-type: none"> • Flat room where chairs can be set up in a circle. Materials <ul style="list-style-type: none"> • Pens • Flipchart/marker, or blackboard/ chalk • Envelope Handouts required <ul style="list-style-type: none"> • Handout 1

Workshop Plan

1. Introduction	<p>Through a written, spoken and discussion exercise, this workshop explores individual and collective fears of leaving school and going to higher education.</p> <p>The workshop will cover how people often feel certain fears when thinking about how life might be in the future. Fear of things we do not know about and about our future in general is quite normal. This workshop will allow students to acknowledge some of their fears about leaving school and going to higher education.</p>	2 mins
2. Activity	<p>Step 1. Ask the group to arrange their seats in a circle. Give out Handout 1, which reads:</p> <ol style="list-style-type: none"> 1. In leaving school I am afraid that ... 2. In life after school I am afraid that ... 3. In going to college I am afraid that ... <p>Step 2. Ask the young adults to complete each sentence.</p> <p>Step 3. Ask:</p> <ul style="list-style-type: none"> • Each person to rip the page in three, so the three sentences are separated. • When everyone has done this, collect all of the sentences in an envelope and shake it well. 	<div>1 min</div> <div>5 mins</div> <div>2 mins</div> <div>12 mins</div>

	Step 4 <ul style="list-style-type: none"> • Pass the envelope round. • In rotation each person pulls three strips from the envelope, reads them aloud and expands upon them a little. • Encourage each person to elaborate on the fears they have read; asks one or two questions to encourage them. The group should listen to each person. Keep things moving quickly. 	
3. Wrap-up	Step 1. When all the fears have been read out, facilitate a group discussion on how the young adults felt about the exercise and what they noticed about other people's fears.	10 mins

Handout 1	Module 4.1
Module Title	Benefits of Going to Higher Education
Workshop Title	Fears of Leaving School and Going to Higher Education
1. In leaving school I am afraid that ...	
2. In life after school I am afraid that ...	
3. In going to college I am afraid that ...	

Module 4.2: Benefits of Going to Higher Education		
Workshop Title	Designing My Own College Experience	
Workshop Structure	Brainstorm and Discussion	Rough Time-frame 25 minutes
Objectives <ul style="list-style-type: none"> • Encourage young adults to imagine what an ideal college experience might be like – as a collective • Encourage young adults to imagine what an ideal college experience might be like for them as individuals • Raise aspirations about going to college • Build confidence expressing opinions in a group scenario • Group work skills <p>NB: This workshop may follow the workshop on Fears of Leaving School and Going to Higher Education.</p>		Check List Materials <ul style="list-style-type: none"> • A2 paper • Markers Handouts required <ul style="list-style-type: none"> • Handout 1 • Handout 2

Workshop Plan

1. Introduction	Through group work and questionnaires, this workshop encourages young adults to imagine what their ideal college experience might be like.	2 mins
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2. Activity	<p>Step 1</p> <ul style="list-style-type: none"> Split the group into four groups and gives out Handout 1, <i>Designing My Own College Experience</i>. It reads: <i>Imagine your experience of college (use the following questions to help)</i>:- <ol style="list-style-type: none"> 1. What would the building look like on the inside and the outside? What kind of rooms would you find there? 2. What kind of course and programmes could you study there? 3. What would you do there? 4. What does it feel like there? 5. Who are the people there? What are they like? What are they doing there? 6. What would you study there? 7. What kind of sports and social activities can you do there? 8. What kind of supports can you avail of there? <p>Read through the handout.</p>	10 mins
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	<p>Step 2</p> <ul style="list-style-type: none"> • Ask for 5 examples from each group. • Note these on a flipchart. • Ask for feedback from each group and note down on the flipchart, allowing time for brief comments. • Give brief feedback to the overall group. <p>Step 3</p> <ul style="list-style-type: none"> • Ask everyone to return to their seat and give out Handout 2. It's the same activity as in Handout 1 but this time each person is to fill it in individually. 	8 mins
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3. Wrap-up	<p>Step 1</p> <ul style="list-style-type: none"> • Lead a discussion around the young adults' experience of the difference between the <i>group</i> and the <i>individual</i> exercise of designing a college experience. Go on to discuss if they believe that these ideal experiences are achievable and realistic. 	5 mins
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Handout 1	Module 4.2
Module Title	Benefits of Going to Higher Education
Workshop Title	Designing My Own College Experience
Imagine your experience of college (use the following questions to help)	
1. What would the college building look like on the outside and inside? What kind of rooms would you find there?	
2. What kind of courses and programmes could you study there?	
3. What would you do there?	

4. How would you feel there?

5. What is it like there?

6. Who are the people there? What are they like? What are they doing there?

7. What kind of sports and social activities can you do there?

8. What kind of supports can you avail of there?

Any other ideas? Add here!

Handout 2	Module 4.2
Module Title	Benefits of Going to Higher Education
Workshop Title	Designing My Own College Experience
Imagine your experience of college (use the following questions to help).	
1. What would the college building look like on the outside and inside? What kind of rooms would you find there?	
2. What kind of courses and programmes could you study there?	
3. What would you do there?	

4. How would you feel there?

5. What is it like there?

6. Who are the people there? What are they like? What are they doing there?

7. What kind of sports and social activities can you do there?

8. What kind of supports can you avail of there?

Any other ideas? Add here!

Module 4.3: Benefits of Going to Higher Education**Workshop Title** Real-Life Stories Part 1**Workshop Structure** Group Work and Discussion

Rough Time-frame 30 minutes

Objectives

- Raise awareness of current access students' experience of college
- Address anxieties or questions young adults might have about what the college experience is like
- Raise aspirations
- Build confidence through expressing opinions in a group scenario
- Develop communication skills

Check List**Materials**

- Pens
- Flipchart and marker, Blackboard/Whiteboard etc

Handouts required

- Handout 1
- Handout 2
- Handout 3

Workshop Plan

1. Introduction	Through reading, interpreting and reflecting on real-life stories through written testimonias from access students in DIT on their experience of college life, this workshop will raise awareness of what it is like to be a student in college.	2 mins
2. Activity	Step 1 <ul style="list-style-type: none"> Split the class into four groups and give everyone a copy of Handouts 1 and 2. Ask each group to read the access students' testimonials and to answer the questions in Handout 3: <ol style="list-style-type: none"> Write down three things that strike you most about these stories. Write down three things that surprise you most about these stories. 	15 mins
3. Wrap-up	Step 1. Ask for feedback from each group on both questions, and note down on a flipchart. Then facilitate a general discussion on the points noted by each group.	10 mins

Handout 1	Module 4.3
Module Title	Benefits of Going to Higher Education
Workshop Title	Real-Life Stories Part I
<p>Alan</p> <p>I am from Crumlin on the south side of Dublin City and I am currently in my second year of study in DIT Cathal Brugha St. I am studying Leisure Management but I previously studied Computer Science in DIT Kevin St, which I dropped out of because I felt that it wasn't for me.</p> <p>I couldn't be happier in college and genuinely don't want to leave! This is mainly due to the subject I study, which is one I'm very interested in, and the people in my course. I am also doing my placement in TCD Sports Centre as part of my second semester. I have gained valuable experience of my chosen industry and am enjoying it immensely.</p> <p>I usually get a bus to and from college so it's not that much different from school in that sense, but there are many ways in which it is different. I am not required to come in for every lecture but, if I don't, at the end of the day the only person I am cheating is myself because nothing is worse than having to repeat an exam!</p> <p>With regard to fun and having the craic, college is the best place for it. The societies are great, and everyone is friendly – not to mention the numerous nights out! College is worth getting into for that alone. It's a whole new level in comparison to school but you do need to find a line between going out and finding time to study and sleep!</p> <p>Sports in college get a lot more competitive and there are sports scholarships as well for elite athletes, but there is still loads of room for anyone who just wants to mess around!</p>	

My favourite modules in my course have been Occupational First Aid, Lifeguard Training and Leadership in Health Activity and Nutrition.

The Access service is a huge support both financially and to give you the feeling that there is someone there to answer all your questions and offer advice and guidance. I can't speak highly enough of them!

The most important thing is choosing a course you are interested in, so go and research it beforehand because it makes a huge difference doing something you actually enjoy. That way it barely feels like work at all.

Ali

The first day in college is a happy memory permanently embedded in my mind. It is a day I will never forget. I am the first person in my family to go to college. A dream comes true. All the sleepless nights and hard work in school have at last paid off.

College – a new and fresh part of my life – was about to start. I was so excited. I felt that I had accomplished something. New people, new friends, lectures and a totally new environment awaited me. The first semester flew by so fast and this made me realise that I was responsible, I was an adult. No-one would question you if you showed up for lectures or not, or if your assignments were up to date. It was up to me. My efforts did count and I did my utmost best to hold up my end of the bargain.

Even though the semester went by so fast, I had to face up to a range of challenges, from financial difficulties to finding a good balance between college life and my private life. In the beginning, it wasn't easy to set priorities because I had to work twice a week in the evening and look after myself as my family isn't around. I had to grow up very fast. Sometimes I came home so exhausted I did not even think about tomorrow. But my mother once told me 'If it doesn't kill you, it only makes you stronger'. I settled in to my new reality. I don't think I would be in college to even finish the first year if it wasn't for the support from my friends, my Access project officer and the Access programme itself. Life totally changed with their help and now I can concentrate better on my studies. I know that I am on the right track as my results for the first semester were good. I now feel that semester two has been fairly easy as I put more effort into my studies. I had to push myself.

I also recently joined the gym and found a good equilibrium between my studies and personal life. Now I look back at the whole year and feel that I have achieved my goal. I know that I should take this experience step by step and it will eventually pay off. My dream is now a reality. I just can't believe it.

But I have to stress that without all the support and guidance from my Access Project officer and the Access Programme as a whole, I wouldn't be here sharing my experiences with all of you. Thanks to them, I am pursuing a long-standing ambition of mine and I am so thankful for all the people who have offered me this golden opportunity and a helping hand when I truly needed it.

Cathy

I remember the day well, driving to school to pick up my Leaving Certificate results. That was four years ago now, and here I am in my first year of college studying in the course I have always wanted to. So what happened in those four years?

When I left school, unlike so many of my peers, I had no idea what I wanted to do afterwards. That said, I applied to HEAR and the CAO and picked, at random, a few courses which I thought looked interesting. At the time I had little if any motivation to attend third-level education. It was something my mam really wanted me to do. To my surprise I got accepted into Journalism with a Language in DIT Aungier Street. I decided to give it a go, mostly to please my mam. The problem back then was my heart just wasn't in it. On the first day of college the head of Journalism gave the class a speech and said: "If anyone in here is not serious about becoming a journalist they should leave right now." I was 17 at the time and very naïve, and had never even picked up a newspaper, let alone read one. I thought to myself, 'What am I doing here?!' I decided to stick it out for a while to see how I got on. That day, I talked to some Media Arts students. We talked about what our courses entailed and I was envious as their course sounded so much more fun and interesting to me. I wished I had chosen it instead. Later that day I checked the points and they were far too high so I just put it to the back of my mind. After a couple of months of not going to lectures I decided to drop out of my course. I just decided I had no desire to go to college at the time and needed some time out. I met with the people from Access to tell them. Although they were disappointed, they were very supportive of my decision and said if I ever wanted to return to college they would help me again. Bearing that in mind I left college feeling a bit lost and confused. Where would I go from here?

In the next year I worked full-time which was fun, but most of the time I felt like I was time-wasting. In the back of my mind I knew I wanted to do something worthwhile with my life, I just didn't quite know what.

I applied through the CAO again, but this time without the help of HEAR. I got into a Communications course in Tallaght but at the last minute decided to go and live with my boyfriend in Amsterdam instead. That lasted two months. When I came back I started working at a make-up counter. I enjoyed doing makeovers so much that I decided to do a course the following year in Make-Up Artistry out in Dun Laoghaire. It lasted a year, and although I enjoyed it I knew deep down that it was not something I would want to pursue as a career. It was more of a hobby than anything else. It was summer 2005 and I was back to square one.

I got a job as a customer service agent. During that time I decided to apply for college again!! 'Third time lucky', I thought to myself.

This time around I did a lot of research into many courses. I called Access to see if they would help me, even though it was four years later. They remembered me and said that it would be no problem. I chose Media Arts for my first choice, remembering the envy I had felt that first day in college, but in the back of my mind I never thought I would get accepted as the points were so high.

In April that year I moved from my family home with my sister. I come from a large family and the house was becoming overcrowded so we thought it would be for the best. I started to enjoy the freedom, but financially it was difficult. I began to realise that if I wanted to attend full-time college and pay the rent, it would be impossible. I tried to make out a few different budgets but I just couldn't see it working out. So I decided to put the idea to the back of my mind and instead concentrate on doing an evening course. That way I could keep my job and afford to live. It wasn't ideal, but at the time I didn't think I had much of a choice.

In the summer of 2005 things started to go downhill in work. The company was taken over by a massive corporate English company. As a result, a lot of things changed and I became very unhappy in my job. At this stage I had completely forgotten about my college application. Then one day everything changed ...

During a meeting I had an argument with my manager and I stormed out of work. I knew it was the right thing to do as I had been very unhappy working there and things weren't looking any brighter. I walked down the street without looking back once. An enormous sense of relief hit me which was quickly replaced by panic and dread as I realised that, once again, I was completely lost in life.

The next day I woke up early and headed into town with my CVs to look for a new job. The rent wasn't going to pay itself! Walking around town in a daze, I thought to myself, 'I don't want to work in another office job; the monotony of it would just kill me'. This left me with few options and I became confused and anxious. I was walking around in circles on Grafton Street when my phone rang. It was a girl from the Access office asking me if I had checked my CAO offers. Feeling guilty, I lied and said they were in my family home and I hadn't been able to check them as my family were away on holiday. The reality of it was I had totally given up on the idea of full-time college as financially I didn't see it as an option. She then asked me if I would like to know what course I had got into. She told me Media Arts! My heart started pounding with excitement. I couldn't believe I had been accepted. I explained to her that I had moved out of home and that I really didn't think I could afford it. She reassuringly explained that Access would help me in every way possible and that I needn't worry about the money. I said I would need some time to think about it. It was the final day for the CAO acceptance so I had one hour to decide. I hung up and that was it. My gut instinct was telling me that I had to accept my

place on this course and given the fact I had just walked out of my job it felt like it was fate. I called back the Access office and accepted. I would be starting college in a week!!! They were happy with my decision and so was I!

It's now nearly the end of my first year and for the first time ever I feel like I am on the right track in my life. I have never been happier. It's taken me four years to get here. Access have been amazing, providing all the support I have needed, both financially and morally. If it wasn't for the crucial service that they provide I would not be here today realising my dreams! For that, I am very thankful.

Handout 2	Module 4.3
Module Title	Benefits of Going to Higher Education
Workshop Title	Real-Life Stories Part I
<p>Write down three things that strike you most about this story.</p> <ol style="list-style-type: none">1.2.3. <p>Write down three things that surprise you most about this story.</p> <ol style="list-style-type: none">1.2.3.	

Module 4.4: Benefits of Going to College		
Workshop Title	Real-Life Stories Part 2	
Workshop Structure	Interaction	Rough Time-frame 48 minutes
Objectives <ul style="list-style-type: none"> • Raise awareness of college by meeting and talking with current students • Raise awareness and answer questions about 'What it is like to be in college' (travel, finance, study, courses, making friends, social life, etc) • Raise awareness of what supports are available to students • Improve communication skills through expressing opinions in a group scenario • Develop group-work skills 		Check List <ul style="list-style-type: none"> • Allow time for set-up before young adults arrive • Flat room • Bell Materials <ul style="list-style-type: none"> • Paper • Pens • Blue tack, sellotape Handouts required <ul style="list-style-type: none"> • Handout 1

Workshop Plan

1. Introduction	This is an interactive workshop, where young adults interact directly with four current students.	3 mins
2. Activity	<p>Step 1</p> <ul style="list-style-type: none"> • Prepare the room: set up four tables, with enough places for everyone. • Ask one student guest to host each table. • Make a sign for each table, indicating the name of the college the student guest is from. • There will be four tables, with four signs. • Each student will have prepared a 5-minute presentation. <p>Step 2</p> <ul style="list-style-type: none"> • The young adults arrive. • Split the class into four groups. • Ask each group to sit around a table. <p>Step 3</p> <ul style="list-style-type: none"> • Explain how the activity will work: • Each group will spend 10 minutes at each table. The guest student will give the group a 5-minute presentation on what it is like to be in college. The young adults will have 5 minutes to talk to the student about what college is like. After 10 minutes, you will ring a bell, and everyone must move to the next table. This activity will repeat until everyone has heard all four guest students' presentations. 	40 mins

3. Wrap-up	Step 4 Give out Handout 1, which asks: <ol style="list-style-type: none">1. What was the most enjoyable part of today?2. Write down three things that you learnt today.3. Write down three things you learnt today that surprised you.	5 mins
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Handout 1	Module 4.4
Module Title	Benefits of Going to Higher Education
Workshop Title	Real-Life Stories Part 2
1. What was the most enjoyable thing about today?	
2. Write down 3 things that you learnt today. 1. 2. 3.	
3. Write down three things you learnt today that surprised you. 1. 2. 3.	

Module 4.5: Benefits of Going to Higher Education		
Workshop Title	Real-Life Stories Part 3	
Workshop Structure	Presentation and Questions & Answers	Rough Time-frame 45 minutes
Objectives <ul style="list-style-type: none"> • Raise awareness of the unique benefits of going to college and having a qualification • Raise awareness of the world of graduate employment • Raise awareness of life after college • Improve communication skills through expressing opinions in a group scenario • Develop group-work skills 		Check List <ul style="list-style-type: none"> • Flat room • Circle of chairs with speakers at the top. No tables if possible. • Allow time for room set-up. Materials <ul style="list-style-type: none"> • Pens Handouts required <ul style="list-style-type: none"> • None

Workshop Plan

1. Introduction	The workshop is a suite of four five-minute presentations by graduates who are currently in employment in their chosen field. The presentation will be followed by questions & answers.	2 mins
2. Activity	<p>Step 1</p> <ul style="list-style-type: none"> • Introduce each graduate briefly. • Each graduate presents for 5 minutes. • Keep this session moving quickly and on time. <p>Step 2. After all the graduates have presented, a questions & answers session follows. Encourage individuals to voice their thoughts or ask questions.</p>	30 mins
3. Wrap-up	Step 1. The group remain sitting in a circle. Ask each person to make one comment on the session. Lead a 10-minute discussion and reflection on the session.	10 mins

Module 4.6: Benefits of Going to Higher Education		
Workshop Title	Taking Charge of My Life	
Workshop Structure	Creative, Interactive and Written	Rough Time-frame 155 minutes
Objectives <ul style="list-style-type: none"> • Raise awareness of practical actions that can be taken to realise college and career aspirations • Identify what empowerment is, and acknowledge previous experiences of feeling empowered • Identify what a support community is, and acknowledge previous experiences of support communities • Develop the ability to work in a team • Improve communication skills • Build confidence through expressing opinions in a group scenario • Reflect on life experiences and learn from these 		Check List Materials <ul style="list-style-type: none"> • Sheets of A4 paper • 2 sheets of A2 paper for the tree bark • Markers, pens • Blue tack • Pritt stick • Scissors • Pins Handouts required <ul style="list-style-type: none"> • Handout 1 • Handout 2

Workshop Plan

1. Introduction	<p>Through a series of creative, written, interactive, reflective and discussion-based exercises, young adults explore:</p> <ul style="list-style-type: none"> • College and career aspirations and practical actions that can be taken to realise them • Empowerment and experiences of feeling empowered • What is a support community and experience of previous support communities 	5 mins
2. Activity	<p>Step 1</p> <ul style="list-style-type: none"> • Explain that together you are going to create a tree of Wishes and Actions. • Each person in the class will have a leaf and an apple on the tree. The leaf represents one wish about future study or career, and the apple will represent one thing that one can do to make that wish come true. <p>Step 2</p> <ul style="list-style-type: none"> • Hand out two blank sheets of A4 paper to each person. • ‘On one page draw a big leaf. Inside the leaf write down one wish you have about your future study and career.’ • ‘On the second page draw a big apple. On the apple write down one way that you can make the wish come true.’ • Everyone should now design their leaves and apples in whatever way they like. <p>Step 3. While the group are working, draw bark for the tree on A2 paper and colour it; ask students who have finished or like art to help with this if you wish.</p>	50 mins

	<p>Step 10</p> <ul style="list-style-type: none"> Introduce the idea of a community and ask people to give an example of a community they are part of. Give an example: 'I am a member of the cycling community.' Respond to suggestions positively and provide further examples if needed: family, friends, club ... <p>Step 11</p> <ul style="list-style-type: none"> Ask the young adults to hold on to the idea of community for the rest of the workshop. Give out Handout 2, which defines a community as follows: <i>A social, religious, occupational, or other group sharing common characteristics or interests, and perceived or perceiving itself as distinct in some respect from the larger society within which it exists, such as the arts community, the football community, the dance community ...</i> Ask the young adults to do the three exercises in Handout 2. <p>actualize the imagined community if it is different from the community you are part of now.</p>	
3. Wrap-up	<p>Step 1</p> <ul style="list-style-type: none"> Ask the students to arrange their seats in a circle. Explain that for 15 minutes the group will reflect on the activities of the session through discussion. Begin the conversation by asking each person to make a comment about any element of the workshop. 	15 mins

Handout 1	Module 4.6: Benefits of Going to College
Module Title	Benefits of Going to Higher Education
Workshop Title	Taking Charge of My Life
<p>If you are empowered, you have confidence in yourself and in what you are able to do. For example: <i>I had 15 driving lessons and I felt empowered to take my test. I passed it.</i></p>	
<p>Locate in your memory an example of when you felt empowered. Try to remember it in lots of detail ... the time, place, who was there?</p> <p>When you have it clear in your mind, write about it in as much detail as you can. No-one will see this – only you.</p>	

Handout 2	Module 4.6: Benefits of Going to College
Module Title	Benefits of Going to Higher Education
Workshop Title	Taking Charge of My Life
<p>One definition of community is: ‘a social, religious, occupational or other group sharing common characteristics or interests, and perceived or perceiving itself as distinct in some respect from the larger society within which it exists, such as the arts community, the football community, the dance community ...’</p> <p>For example: <i>I am a member of the cycling community.</i></p>	
<p>Step 1</p> <ol style="list-style-type: none"> 1. Write about a community of which you are a part that offers you support in your life now and helps you make choices. 2. Write about the main features of the community. What and who in this community gives you support? <p>Step 2</p> <ol style="list-style-type: none"> 2. Think about your life when you leave school and go to college. 3. Write about an imagined community that you would need to support you in your life and help you make choices as you move forward into college life. 	

Step 3

Describe the steps you can take to actualise the imagined community if it is different from the community you are part of now.

Module 4.7: Benefits of Going to Higher Education		
Workshop Title		Where You Are Now, Where You'd Like To Be
Workshop Structure		Written
		Rough Time-frame 20 minutes
Objectives <ul style="list-style-type: none"> • Reflect on current life • Project one's life 10 years into the future • Identify practical ways to progress towards the desired future. 		Check List Materials <ul style="list-style-type: none"> • Paper • Pens Handouts required <ul style="list-style-type: none"> • Handout 1 • Handout 2 • Handout 3

<p align="center">Workshop Plan</p>	
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1. Introduction	<p>Through three written exercises, this workshop encourages young adults to reflect on what their life is like now, how they would like their life to be in the future, and to look at ways they can ensure their future happens the way they envision it.</p>	2 mins
2. Activity	<p>Step 1. Hand out Handout 1. <u>Go</u> through it and provide clarification if necessary. It reads:</p> <ol style="list-style-type: none"> 1. Write about what your life is like now. 2. Write about the people in your life ... family, siblings, friends. 3. Write about your school. What is it like? What subjects do you like? 4. Write about what you like to do in your free time... interests, hobbies, relationships. <p>Step 2. Do the same with Handout 2, which reads: Imagine yourself in 10 years' time.</p> <ol style="list-style-type: none"> 1. Write about your life in 10 years' time 2. Write about how things have changed. 3. Write about the people in your life ... family, siblings, friends. 4. Write about your job. What are doing? Do you enjoy it? 5. Write about what you like to do in your free time ... interests, hobbies, relationships. 	<div>6 mins</div> <div>6 mins</div>

3. Wrap-up	Step 1. Go through Handout 3. Go through it and clarify if necessary. It reads: <i>Write down three things you can do to ensure your vision happens.</i>	6 mins
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Handout 1	Module 4.7
Module Title	Benefits of Going to Higher Education
Workshop Title	What My Life Is Like Now
<ol style="list-style-type: none">1. Write a paragraph about what your life is like now.2. Write about the people in your life ... family, siblings, friends.3. Write about your school. What is it like? What subjects do you like?4. Write about what you like to do in your free time ... interests, hobbies, relationships.	

Handout 2	Module 4.7
Module Title	Benefits of Going to Higher Education
Workshop Title	What My Life Is Like Now
<p>Now, imagine yourself in 10 years' time.</p> <ol style="list-style-type: none">1. Write about your life in 10 years' time2. Write about how things have changed.3. Write about the people in your life ... family, siblings, friends.4. Write about your job. What are doing? Do you enjoy it?5. Write about what you like to do in your free time ... interests, hobbies, relationships.	

Handout 3	Module 4.7
Module Title	Benefits of Going to Higher Education
Workshop Title	What My Life is Like Now
<p>Write down three things you can do to ensure your vision happens.</p> <p>1.</p> <p>2.</p> <p>3</p>	

Module 4.8: Benefits of Going to Higher Educationⁱ

Workshop Title [Employment through Education](#)

Workshop Structure Information Relay and Class Activity

Rough Time-frame: **1 hr, 30 mins**

[Workshop Objectives](#)

- Gain understanding of the labour market in Ireland of how the labour market relates to learning and higher education
- Understand the opportunities available to qualified students after higher education
- Understand the pay scales relating to a skilled and diverse workforce
- Develop confidence through class discussion
- Develop self-belief in making informed choices
- Encourage independent location of informational resources

[Check List](#)

[Materials](#)

- Pens and markers
- A4 paper
- Projector & connected computer
- Microsoft PowerPoint (essential)
- Whiteboard, chalkboard or flipchart

[Handouts required:](#)

- Handout 1
- Handout 2
- Microsoft PowerPoint Presentation 5 & 6: Presentations can be downloaded from www.dit.ie/ace/resources
- Jobs & Pay Scales spreadsheet

Workshop Plan

1. Introduction	<p>The idea of this workshop is to introduce the students to the workforce which lies ahead after higher education, by showing them the types of occupations and salaries available to them after qualifying in their area of study.</p> <p>Step 1: Introduce workshop to the group.</p> <p>Step 2: Give out Handout 1. Ask the students to write down what job they want to be doing in 5 or 10 years' time, what qualification they will have, and how much they expect to be earning annually. Tell them when they are finished to fold up their paper a few times and put it at the front of their desk.</p>	<p>2 mins</p> <p>5 mins</p> <p>(7 mins)</p>
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2. Activities	<p>Activity 1 This activity is to see what the students' perception of the workforce is and how much they think a job is worth.</p> <p>Step 1: Group brainstorm on what the students think are the highest-paying jobs in Ireland.</p> <p>Step 2: Repeat group brainstorm on what they think are the lowest-paying jobs in Ireland</p> <p>Step 3: Give out Handout 2 and ask them to look at the list of jobs and salaries. Discuss if anything surprises them.</p>	<p>5 mins</p> <p>5 mins</p> <p>5 mins</p> <p>(15 mins)</p>
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	<p>Activity 2</p> <p>Step 1: Split class into groups of four and give Handout 3 to each group. Allow them to discuss these questions in preparation for group discussion.</p> <p>Step 2: As a class, brainstorm:</p> <ul style="list-style-type: none"> • Examples of types of part-time or weekend jobs (if any) that they do. • What someone they know does and how much they think they earn (per hour or yearly). • Who would consider working while in college and what they think they would do. • How much do they think they could earn? <p>Step 3: Play 'The Job Is Right' PowerPoint (as a slideshow presentation). This activity is a fun way of finding out and discussing the different types of occupations and salaries from the 'Jobs & Pay Scales' spreadsheet. It is meant to challenge the students' ideas of how much a job pays.</p> <p>Slide 1: 'Title' – will animate automatically, click to proceed to next slide.</p> <p>Slide 2: 'How To Play' – will animate automatically. Click to animate first example card. Click again to reveal second answer card. Will animate further; click to proceed to next slide.</p> <p>Slide 3: 'Pre-Game' – will animate automatically. Click to proceed to next slide after 'Here we go'.</p> <p>Slide 4: 'Game' – this slide will change from level 1 to 3, with pictures/occupations appearing and then disappearing. The aim is for the students to guess if the first occupation is worth more or less than the second occupation on the right. The entire slide is automatic but you must click to reveal the answer when ready, and to progress to the next occupation. The answers can be discussed as a class and/or shouted out (as in the original game show 'The Price Is Right'). However, if you prefer you can nominate a student at random to give an answer. There should also be a brief discussion as to whether the answer is surprising or expected.</p> <p>Slide 5: 'Reflection' & 'Prize Round' – slide will animate automatically and show a few 'reflection' points. Click after the text box with the bulletpoints when ready to show the introduction to the prize round. Click to proceed to next slide.</p>	<p>10 mins</p> <p>10 mins</p> <p>0.5 mins</p> <p>0.5 mins</p> <p>0.5 mins</p> <p>12 mins</p> <p>1 min</p>
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	<p>Slides 6-10: These will animate automatically. Click to reveal the answer only after details about 'occupation' under picture has appeared and click to move on to next slide. Students must guess how much the worker would earn per year or per hour. The closest answer given wins a prize. The idea would be for the students can call the answer out to generate excitement and competition (or write down the answer if you prefer).</p> <p>Slide 11: End</p>	<p>5 mins</p> <p>0.5 mins</p> <p>(30 mins)</p>
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3. Wrap-up	<p>This section will be used to show students where the information shown was obtained and where they can go to get the information themselves, which encourages independent research. They will also be asked to reflect on what they have learned and if they now think any differently thanks to this new information.</p> <p>Step 1. Class discussion ask the students their thoughts on what they have learned:</p> <ul style="list-style-type: none"> • Are they surprised at the levels of pay for some jobs? • Do they think differently about any of these jobs now? • Are there any jobs they now feel they wouldn't do, based on this information? • Similarly, are there any jobs they would now consider doing? 	10 mins
	<p>Step 2: Ask the students to open up the folded piece of paper they wrote on at the beginning.</p>	2 mins

	<p>How do they feel about this job now and do they still think the salary is appropriate? Would anyone now change their mind if they could – and why?</p> <p>Step 3: Informational Websites PowerPoint: This presentation consists of a simple series of slides (no animations) until you reach the ‘gender’ slide, with two comparisons; click to bring up the pay of the professions and again to proceed to the next set.</p> <p>As a final piece of information for the students to take away, hand out a printed copy of ‘Jobs & Pay Scales’ at the end of this workshop.</p>	<p>15 mins</p> <p>(27 mins)</p>
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Handout 1	Module 4.8
Module Title	Benefits of Going to Higher Education
Workshop Title	Employment through Education
<p>1. At the peak of your career in 5, 10 or even 15 years' time, what job do you <u>want</u> to be doing?</p> <hr/>	
<p>2. What level of qualification will you <u>need</u> to do this (if any)?</p> <hr/>	
<p>3. How much do you <u>think</u> you will earn per year/hour in this Career?</p> <hr/>	
<p><i>Now fold this paper up a few times, put it as far in front of you as possible and forget about it until the end of the workshop.</i></p>	

Handout 2	Module 4.8	
Module Title	Benefits of Going to Higher Education	
Workshop Title	Employment through Education	

15 OF THE HIGHEST-PAYING JOBS IN IRELAND (based on median/average salary)

OCCUPATION	ANNUAL	HOURLY
Surgeon	€ 161,101.50	€ 87.40
Managing Director	€ 130,375.00	€ 70.73
Dentist	€ 110,657.50	€ 60.04
Lawyer	€ 109,520.00	€ 59.42
Veterinary Surgeon	€ 85,931.00	€ 46.62
Pilot (Civil Aviation)	€ 84,371.50	€ 45.77
Financial Adviser	€ 82,000.00	€ 44.49
Lecturer, 3rd Level	€ 79,000.00	€ 42.86
Psychologist	€ 75,761.50	€ 41.10
Bank / Financial Manager	€ 75,718.00	€ 41.08
Economist	€ 75,010.50	€ 40.70
Doctor	€ 67,199.50	€ 36.46
Computer Applications Programmer / Analyst	€ 66,368.00	€ 36.01
Statistician	€ 65,720.50	€ 35.66
Physicist	€ 65,571.00	€ 35.57

15 OF THE LOWEST-PAYING JOBS IN IRELAND (based on median/average salary)

OCCUPATION	ANNUAL	HOURLY
Waiter	€ 18,217.00	€ 9.88
Childcare Worker	€ 20,807.50	€ 11.29
Nanny	€ 21,048.50	€ 11.42
Receptionist – Office	€ 21,346.50	€ 11.58
Hairdresser	€ 21,560.50	€ 11.70
Beautician	€ 21,757.50	€ 11.80
Company Secretary	€ 22,427.50	€ 12.17
Clerk (General)	€ 22,620.00	€ 12.27
Customer Adviser	€ 23,507.00	€ 12.75
Wholesaler	€ 24,621.00	€ 13.36
Butcher	€ 24,933.50	€ 13.53
Investment Analyst	€ 26,351.00	€ 14.30
Security Guard	€ 26,587.50	€ 14.42
Residential Care Worker	€ 26,782.00	€ 14.53
Mechanic	€ 27,199.50	€ 14.76

¹ Information for salaries taken from www.careersportal.ie and www.careersdirections.ie

Handout 2	Module 4.8
Module Title	Benefits of Going to Higher Education
Workshop Title	Employment through Education
<p>In your groups, discuss the following:</p> <ol style="list-style-type: none"> 1. What is the difference between a part-time job and a full-time job? 2. Why might someone do a part-time job instead of a full-time one? (e.g. other commitments) 3. Do you have a part-time or weekend job and if so, what is it? 4. What jobs (part-time or full-time) do you know other people have (friends, family, etc)? How much do you think they get paid for this (per hour or yearly)? 5. Will you consider working part-time alongside your studies should you choose to go to college? If so, what types of jobs? 	


The Job is Right PowerPoint



HOW TO PLAY

The aim of this game is to guess whether the next occupation's salary is higher or lower than the one currently in play.

For example, if you are a 'Display Artist' earning an average salary of €28,718 (€15.58ph), would you be earning more or less than a 'Lighting Technician' also on an average salary?

SALES ASSISTANT		CLEANER
€22,099.50	HIGHER	€17,510.40
€11.99ph	OR	€9.50ph
	LOWER?	

Did you guess correctly?

To make things a little more challenging and to highlight the difference in pay based on qualifications, there are three different levels of salary:

Low
Average
High

The idea here is for you to learn about the different types of jobs you can work in and how much money you could earn!

HERE WE GO...

LEVEL 3

COMPANY SECRETARY	→	NANNY
€31,374.00	HIGHER	€31,627.00
€17.02ph	OR	€17.68ph
	LOWER?	

TOP SALARIES

What have we learned?

- A tiny snippet of the types of jobs available to you
- Different levels of pay based on how qualified you are, from low to highly paid
- That you probably cannot judge how much someone earns based on their job!

Shall we try it a little differently?

Now that you have a better idea of how much different jobs could pay, we'll show you a set of occupations and the person who guesses the closest to the correct figure will win a prize!

But of course the real reward is the knowledge you will obtain ☺

HOW MUCH WOULD THESE PEOPLE EARN PER YEAR OR PER HOUR?



CARPENTER ON ENTR-LEVEL PAY?

€20,164.00
(€10.94ph)

HOW MUCH WOULD THESE PEOPLE EARN PER YEAR OR PER HOUR?



ELECTRICIAN ON AVERAGE PAY?

€35,176.00
(€19.08ph)

HOW MUCH WOULD THESE PEOPLE EARN PER YEAR OR PER HOUR?



SECURITY GUARD ON TOP PAY?

€34,023.00
(€18.46ph)

HOW MUCH WOULD THESE PEOPLE EARN PER YEAR OR PER HOUR?



BAR MANAGER ON AVERAGE PAY?

€31,119.00
(€16.88ph)

LAST CHANCE! HOW MUCH WOULD THIS PERSON EARN PER YEAR OR PER HOUR?



SINGER ON LOW PAY?

€22,500.00
(€12.21ph)

Thank you for playing



Informational Websites PowerPoint



&



**EXPLORE THE WORLD OF WORK WITH
THESE INFORMATIONAL WEBSITES**



<http://www.careersportal.ie/sectors/>

What are Industry Sectors?

Industry sectors contain a collection of occupations that have something in common – for example, the type of work they do or their role in the economy. People are often attracted to the products or services provided by a particular sector, and seek to find employment in that area.

Careers Portal provides information on over 30 sectors that make up the Irish labour market. These are divided into 6 categories to make it easy to explore and help career seekers to make informed choices.



ARTISTIC &
CREATIVE



BUSINESS &
ADMINISTRATION



LIVING
ENVIRONMENT



MEDICAL &
CARING



SCIENCE &
ENGINEERING



SOCIETY &
GOVERNMENT

INDUSTRIES

[Career Planning](#) | [Work and Employment](#) | [Education and Training](#) | [School](#) | [College](#) | [Work](#)

Industry Sectors

What are Industry Sectors?

Industry sectors contain a collection of occupations that have something in common, for example, the type of work they do or their role in the economy. Very often people are attracted to the products or services provided by a particular sector, and seek to find employment close to the essence of that area.

We provide information on over 30 sectors that make up the Irish Labour market. These have been divided into 6 main categories to make it easy to explore.

Where possible we bring you the most up-to-date information directly from the experts that oversee the different sectors. These organisations provide detailed information from which career seekers can make their most informed choices.

<p>Living Environment</p> <ul style="list-style-type: none"> Agriculture, Horticulture, Forestry & Food Animals & Veterinary Science 	<p>Science & Engineering</p> <ul style="list-style-type: none"> Building, Construction & Property Computers & Software Mechanical Engineering & Manufacturing Earth Science & Environment 	<p>Medical & Caring</p> <ul style="list-style-type: none"> Medical & Healthcare 	<p>Artistic & Creative</p> <ul style="list-style-type: none"> Art, Craft & Design Fashion & Beauty 	<p>Society & Government</p> <ul style="list-style-type: none"> Public Service, Local Government & Politics Tourism & Hospitality Leisure, Sport & Fitness Security, Defence & Law Enforcement 	<p>Business & Administration</p> <ul style="list-style-type: none"> Advertising, Marketing and Public Relations Clerical & Administration Sales, Retail & Purchasing Accountancy & Taxation
<p>Maritime, Fishing & Aqua-culture</p>	<p>Chemical, Biomedical & Pharmaceutical Sciences</p> <ul style="list-style-type: none"> Electrical & Electronic Engineering Physical & Mathematical Sciences Medical Devices 	<p>Social & Caring</p>	<p>Entertainment & Performing Arts</p>	<p>Education</p> <ul style="list-style-type: none"> Law & Legal Media & Publishing Classic Arts, Languages and Culture 	<p>Business Organisation & Business Management</p> <ul style="list-style-type: none"> Banking, Insurance & Financial Services Transport & Logistics

MAIN INDUSTRIES COVERED SECTORS CONTAINED WITHIN THOSE INDUSTRIES

SECTORS

[Career Planning](#) | [Work and Employment](#) | [Education and Training](#) | [School](#) | [College](#) | [Work](#)

Industry Sectors > Living Environment

Industry Sectors

Living Environment

Ask the Experts

about their sector?
about education & training?
about career opportunities?
about global opportunities?
their advice for career seekers?

Agriculture, Horticulture, Forestry & Food

Coillte
Teagasc

Maritime, Fishing & Aqua-culture

Bord Iascaigh Mhara

Employment Trends

FAS Expert Group on Future Skills Needs

Agriculture, Horticulture, Forestry & Food

Working with the land, managing livestock, crops, and the environment. Working with the production and distribution of food, and its safety.

Maritime, Fishing & Aqua-culture

Fishing in the open seas or farming them in fish farms. Looking after the sale and promotion of all seafood.

Animals & Veterinary Science

Looking after the health and welfare of animals.

Featured Interview

Name: Alan O'Neill
Occupation: Fisherman

Alan O'Neill is a Skipper working out of Castletownbere in Cork and has his final Skippers Licence. This entitles him to skipper a boat up to 50m and allows him to skipper any fishing vessel worldwide. This ticket allows you more career pathways as you have a wider boat base to choose from.

[Go to Interview](#)

Related Videos

- Environmental Officer
- Farmer - Dry Stock
- Horticulturist
- Event Rider

SEE PROFILES ON COMPANIES WITHIN THESE AREAS, AS WELL AS A REPORT BY FAS & FUTURE SKILLS NEEDS OF THIS INDUSTRY TURNING THE SPOTLIGHT ON TO ONE PARTICULAR WORKER AND THEIR AREA – HEAR THEM TALK ABOUT THEIR JOB

SEE WHAT JOBS ARE LACKING SKILLED PROFESSIONALS – USEFUL TO KNOW IN AN OVERPOPULATED WORKFORCE (STUDY TOWARDS AREAS WHERE JOBS EXIST)

OCCUPATIONS

MORE SPECIFIC VIDEO PROFILES FOR THIS SECTOR. HERE YOU CAN FIND OUT A BIT MORE ABOUT A JOB YOU'RE INTERESTED IN – HEAR IT FROM THE HORSES MOUTH (SO TO SPEAK)

HERE IS AN EXTENSIVE LIST OF THE OCCUPATIONS WITHIN THIS SECTOR. SEE WHAT JOBS FALL UNDER THIS CATEGORY FOR A MORE DETAILED LOOK

CONTINUING DOWN THE PAGE, WE SEE THIS 'JOB SEARCH' BOX ON THE LEFT HAND SIDE. IT SHOWS ONLINE JOB SEARCH DATABASES SUCH AS 'IRISH JOBS' AND 'MONSTER' – WHO ARE ADVERTISING VACANCIES WITHIN THIS SECTOR UNDER DIFFERENT CATEGORIES. USE THIS TO SEE WHAT'S CURRENTLY AVAILABLE OUT ON THE WEB AND THE TYPES OF JOBS COMPANIES / ORGANISATIONS ARE RECRUITING FOR.

FULL DESCRIPTION OF THIS AREA. FIND OUT THINGS ABOUT THIS SECTOR YOU NEVER KNEW

LINKS TO OTHER ONLINE MATERIAL YOU MAY FIND USEFUL ABOUT YOUR CHOSEN SECTOR

HERE YOU WILL FIND ALL THE LATEST NEWS & ARTICLES TO KEEP YOU UP-TO-DATE WITH WHAT'S HAPPENING AT THE MOMENT

ON THE ENTIRE RIGHT HAND SIDE OF THE PAGE YOU WILL SEE COURSES AVAILABLE TO STUDY AREAS WITHIN THIS SECTOR, FROM THE LIKES OF UCD, DCU, NUI, DIT AND SO ON. COURSES INCLUDED ARE THOSE LISTED ON CAO, HETAC, PLC & FETAC. HERE YOU WILL FIND PLENTY OF OPTIONS FOR FURTHER STUDY WITHIN YOUR CHOSEN SECTOR AND INFORMATION ON THE CREDITS NEEDED FOR THE PREVIOUS YEAR (IN THIS CASE, 2010). CLICK ON ANY COURSE TO SEE MORE DETAILS.

ONCE YOU'VE SELECTED YOUR OCCUPATION, YOU WILL SEE INTERESTS RELATED TO YOUR CHOSEN CAREER

OCCUPATION INFORMATION

UNDER THIS HEADING WILL LIST SPECIFIC JOB ADVERTISEMENTS RELATED TO THIS TYPE OF JOB. CLICK THROUGH TO SEE DESCRIPTION

Occupation information - In brief...

Return to List

Career Interests

Interest categories related to this occupation:

This occupation is associated with the following interest categories. These categories can be explored by clicking on the titles.

Naturalist
Investigative
Administrative

Job Search

Search employment opportunities for this occupation from leading Irish Jobs sites

[IrishJobs.ie](#)
[Monster](#)
[IndeedJobs.ie](#)
[Recruitment-Ireland](#)

Note: search results are updated daily and may also include related jobs.

Course Suggestions - CAO

Courses related to this or similar occupations:

If you are interested in this occupation, then these CAO courses may also be of interest. Note that these course suggestions are not intended to indicate that they lead directly to this occupation, only that they are related in some way and may be worth exploring.

47 courses found.

Food and Agribusiness Management
Landscape Architecture
Agricultural Science

In Brief... Agricultural Adviser

Brief Description:

Supervises departmental staff and monitors the implementation of various Government schemes relating to Agriculture, Food and Forestry.

JobZone

JOB ZONE: 4
Considerable Preparation needed

Education:
Most of these occupations require qualifications at NFQ Levels 7 or 8 (Ordinary / Honours Degrees) but some do not.

Related Experience:
A considerable amount of work-related skill, knowledge, or experience is needed for these occupations. For example, an engineer must complete four years of college and work for several years in engineering to be considered qualified.

Job Training:
Employees in these occupations usually need several years of work-related experience, on-the-job training, and/or vocational training.

Job Zone Examples:
Many of these occupations involve coordinating, supervising, managing, or training others. Examples include accountants, sales managers, computer programmers, teachers, chemists, environmental engineers, criminal investigators, and financial analysts.

Qualifications required?

Degree with work experience.

Typical entry routes:

A level 8 degree in Agricultural Science with relevant work experience.

Sectors related to this occupation:

This occupation is typically found in the sectors below. You can explore information relating to sectors by clicking on the titles below.

[Agriculture](#) [Horticulture](#) [Forestry & Food](#)

More information...

Links to online databases

Job Title Website

[Agricultural Adviser/Consultant](#)
[Career Directions](#)

THE COURSE SUGGESTIONS DOES THE HARD WORK FOR YOU – IT SELECTS CAO COURSES DESIGNED TO WORK WITH THIS JOB IN MIND, SO YOU START A QUALIFICATION THAT WILL ULTIMATELY LEAD TO THIS TYPE OF CAREER ROLE. CLICK THROUGH TO SEE THE COURSE & POINTS REQUIRED

THE ENTIRE MIDDLE OF THE PAGE DESCRIBES THE JOB SELECTED, EDUCATIONAL REQUIREMENTS, EXPERIENCE & TRAINING NEEDED, AS WELL AS THE TYPICAL ENTRY ROUTES YOU CAN FOLLOW TO OBTAIN THIS POSITION. A USEFUL GUIDE TO WHAT IS IN STORE FOR YOU SHOULD YOU SELECT THIS JOB.



<http://www.payscale.com/research/IE/Country=Ireland/Salary>

What is a Pay Scale and what is PayScale.com?

A pay scale is the range of money typically paid for a job, between an average minimum amount and an upper limit. Various factors are taken into consideration when offering appropriate remuneration for a skilled job – including qualifications and experience. The more you have of each the higher you are likely to be paid.

On the PayScale website you can find out some of the following interesting facts:

- Precise salary for exact position
- The most 'Popular Employers' and 'Top Degrees'
- 'Pay by City' and 'the city most people work in'

There is an interesting comparison which we can make – the difference in pay based on gender (more on this later) In the long-running struggle for pay equality, who earns more? We will also show the gender percentages in particular jobs.





ACCOUNTS ASSISTANTS

Jack is an enthusiastic 22-year-old with a passion for maths and comes from Dublin. Jill is a naturally smart 23-year-old and also comes from Dublin. Both recently finished similar accounting courses in two different colleges; both achieved 2.1 honours degrees. Neither has much experience but just gained entry-level positions in a top accounting firm. The pay bracket for this type of job depending on qualifications and experience is **€20,963.00 pa (11.37ph)** to **€36,174.00 pa (19.63ph)**. But who earns more? Statistics show **72%** of women in this job and just **28%** of men.

€21,586.00 (11.71)



€25,741.00 (13.97)



PRIMARY SCHOOL TEACHERS

Mr Copeland has been working as a Maths teacher in the same primary school since he qualified almost 7 years ago. Mrs O'Leary has been a Science teacher in a nearby school for 4 years but prior to this spent 2 years teaching Maths in a special-needs school. The average pay for primary school teachers is between **€20,660 pa (11.21ph)** and **€52,642 pa (28.70ph)**. Both of these teachers are highly experienced and are about to be offered the same senior position in their respective schools. But who earns more? Statistics show a whopping **89%** of women in this job and just **11%** of men.

€64,000.00 (34.72)



€58,000.00 (31.47)

Let's spend 5 minutes discussing why there are differences in pay based on gender. Are women better at some jobs than men and vice versa?

The 'exact' reporting function allows you to input specifics for a position to get a more accurate scale of what you should be paid. **SALARY FOR: IRELAND**

Make sure your country is set to the correct location (Ireland) or if you want to see how much you could earn abroad, change the country to match. Use the search box below to find a job you're interested in.

Salary for Country: Ireland
Updated: 11 Aug 2011

Salary | Hourly Rate | Bonus | Vacation Weeks | Popular Tallies | More ▾

By Job | By Years Experience | By Employer Name | By City | By Company Size | By State or Province | More ▾

Country: Ireland Overview > Ireland Salary

Find Out Exactly What YOU Should Be Paid
Get a more precise salary range for your exact position.

Job Title:

Country:

State:

City:

Experience:

Continue

Country: Ireland
Median Salary by Job

Job	National Salary Data (?)
Sr. Software Engineer / Developer / Programmer	€50,311
Office Administrator	€25,895
Software Engineer	€35,334
Software Developer	€34,239
Project Manager, Information Technology (IT)	€52,418
Operations Manager	€43,661
Information Technology (IT) Manager	€57,639

Country: Ireland | Currency: EUR | Updated: 11 Aug 2011 | Individuals Reporting: 30,551

Key Statistics for Ireland Jobs

Popular Employers	Salary Range	Top Degrees	Salary Range
International Business Machines (IBM) Corp.	€22,527 - €76,054	QFA	€28,000 - €47,377
Hewlett-Packard Company	€18,246 - €60,235	Business Degree (BS/BSc/BB)	€20,557 - €40,288
Ericsson	€17,617 - €69,321	Bachelor of Science (BS/BSc/BB)	€34,392 - €63,000
Bank of Ireland	€22,555 - €57,359	MIATI	Not enough data
		LIB	Not enough data

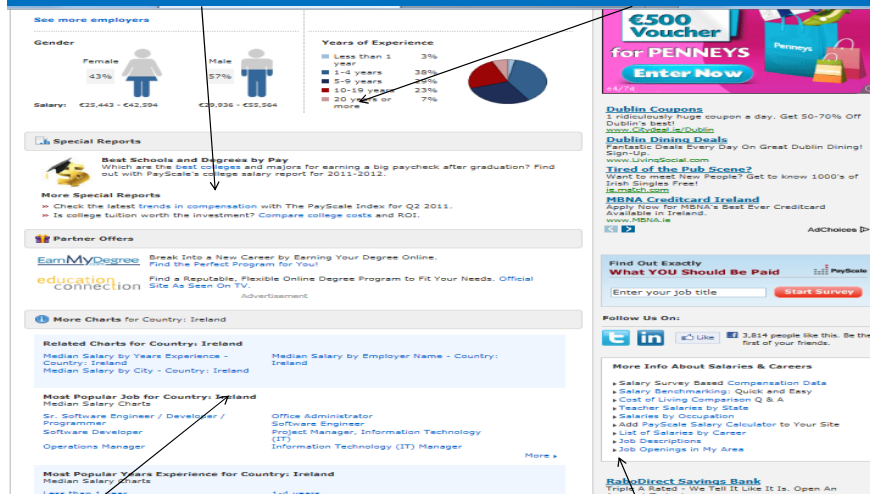
Doing Salary Benchmarking?
PayScale can match your company's unique positions to specific market data.
► **HR Professionals Start Here**

WIN

The main chart on this page shows a selection of jobs and the average salary for each. Click for more accurate detail!

Special reports who related articles which may be of use to you when looking at education & pay scales. This includes reports on college costs, trends in compensation and any other useful articles that may be helpful.

These statistic charts give you a little more information. The 'Gender' chart shows how much percentage of men or women are earning the average salary. The pie chart shows the percentage of people who have experience within the workforce, from less than a year to more than 20.



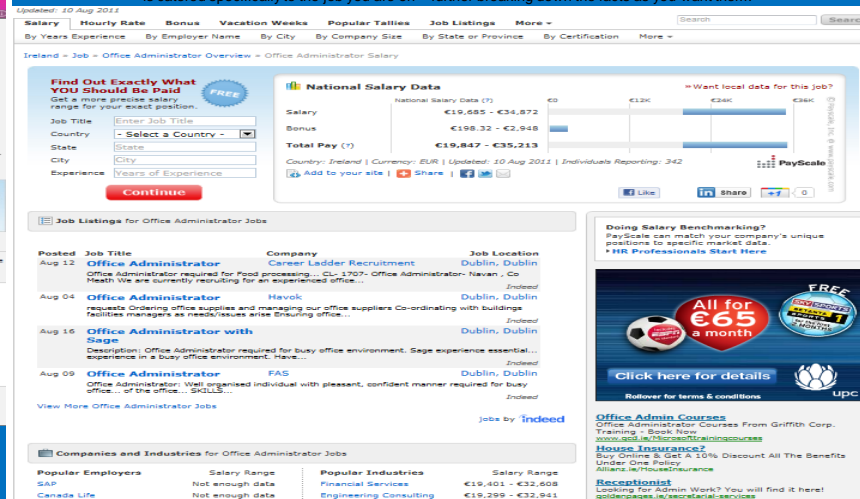
Here you will find more charts to further breakdown the country-wide statistics. These include everything from median salaries between cities and the most popular jobs in Ireland. Good if you want to know a lot more information on your chosen career or what the current figures are.

As you can never be 'too informed' about a job, industry or salary, there is yet another section dedicated to bringing more information about salaries and careers. Click for more articles and reports.

EXAMPLE JOB PAGE (OFFICE ADMINISTRATOR)

After selecting a job (either by clicking on one or using the search box to find all related occupations) you are given a rather long and detailed 'job page' containing everything you need to know about that chosen career. In this case we chose an average job from the most popular – Office Administrator.

This page has far too much on it to show you everything here, so on the following slide you will find a breakdown of what you can expect to find – including more reports, charts, advertisements, statistics and maps. But best of all, just like the first page, everything is catered specifically to the job you are on – further breaking down the facts as you want them.



JOB PAGE BREAKDOWN

NATIONAL SALARY DATA

A bar chart shows the pay-scale range for your job, from the minimum you can expect to the highest. The chart is broken down into 'basic pay', 'bonus pay' and the total for the year. Here you can see how much you can earn, the lowest being entry level and the highest being achievable through having relevant qualifications and experience.

JOB LISTINGS

This section lists current vacancies for this job. Clicking on a link will take you to the recruiter's advertisement and provide you with a job description, etc. A useful tool for job hunting or as a guide to what is available.

COMPANIES & INDUSTRIES

If you want to know which popular employers hire for these positions and who you could be working for, here you will find a list of them. In addition, there is a list of the most popular industries where this job exists and what salary range is paid.

KEY STATISTICS

As seen on the first page, here we have the same gender-based percentages and years of experience the current workforce has in this occupation. In addition, we have more data to look at, including top degrees studied towards gaining this job and even what type of benefits can come with the job – such as medical, dental and eyecare (there is also a percentage who do not get these!).

CAREER PATH

This section gives you a glimpse of the most common *past jobs* that were available and, better, the most common *future jobs* you can expect to be recruited for under this category. So if you want to see what kind of positions were and are likely to be available, have a look.

SALARY MAP

Would you relocate for the right job if it meant a higher salary? This map of Ireland will show you markers/cities which pay the highest for this particular job. So you could find yourself being paid more for working in Dublin than if you worked in Cork.

JOB DESCRIPTION

It is important to know what kind of jobs you are likely to be doing. This section lists a few of the most common occupations and their job categories. For example, working as an Office Administrator may also fall under the category of Secretarial, Brokering and Support.

MORE CHARTS

Finally, if you still haven't quite found the piece of information, data or chart you're looking for, it might be here. Charts specific to this job would include: Median Salary by Employer, by City and by Company Size, as well as Experience.

FINAL COMMENTS

WHY ARE THESE WEBSITES IMPORTANT?

Simply put, they are comprehensive guides for gaining the most knowledge about a chosen profession, the educational requirements of each and the broad salary range. They are not the only source of information out there; much more can be found if you search the web. However, our information was compiled from these two sites as they provide the most accurate, informative sources of information.

IMPORTANT LINKS:

<http://www.careersportal.ie> – The main webpage contains much more than just job sectors. It also includes guides on education.

<http://www.careersportal.ie/sectors> – If you want to skip straight to finding out more about a job, start here and choose your industry sector.

<http://www.payscale.com/research/IE/Country-Ireland> – This will take you directly to the Irish page. Just change the country if you wish.

<http://www.payscale.com/research/IE/Country-Ireland/Salary> – There are many tabs of research to choose from, but we started from here.

<http://www.jobs.ie> – If you want to see what vacancies exist at the moment and who are recruiting, get a better idea here. (There are many other job sites available, including Monster, adminjobs, Loadzajobs, and so on).

ONE FINAL ACTIVITY:

Pick a couple of careers and go through Careers Portal and Payscale yourself. See what you could earn, what you would need to study and where you could be in 5 or even 10 years' time. You can even see if there is any need for your chosen skill or where you could best focus your efforts for the future!

¹ Information for salaries taken from www.careersportal.ie and www.careersdirections.ie

JOBS & PAY SCALES FOR IRELAND

INDUSTRIES (6)	SECTORS (29)	OCCUPATIONS (94)	PAY SCALES					
			LOW		AVERAGE		HIGH	
			ANNUAL	HOURLY	ANNUAL	HOURLY	ANNUAL	HOURLY
Artistic & Creative	Art, Craft & Design	Display Artist	€ 20,599.00	€11.18	€ 28,718.00	€15.58	€ 36,837.00	€ 19.99
Artistic & Creative	Art, Craft & Design	Graphic Artist	€ 20,599.00	€11.18	€ 28,718.00	€15.58	€ 36,837.00	€ 19.99
Artistic & Creative	Art, Craft & Design	Interior Designer	€ 13,962.00	€ 7.57	€ 30,165.50	€16.37	€ 46,369.00	€ 25.16
Artistic & Creative	Entertainment & Performing Arts	Computer Games Designer	€ 26,000.00	€14.11	€ 33,000.00	€17.90	€ 40,000.00	€ 21.70
Artistic & Creative	Entertainment & Performing Arts	Computer Games Tester	€ 24,666.00	€13.38	€ 36,476.00	€19.79	€ 48,286.00	€ 26.20
Artistic & Creative	Entertainment & Performing Arts	Entertainment / Sports Manager	€ 32,248.00	€17.50	€ 41,424.00	€22.47	€ 50,600.00	€ 27.45
Artistic & Creative	Entertainment & Performing Arts	Lighting Technician	€ 29,000.00	€15.73	€ 45,021.00	€24.43	€ 61,042.00	€ 33.12
Artistic & Creative	Entertainment & Performing Arts	Performing Artist	€ 35,659.50	€19.35	€ 47,546.00	€25.80	€ 59,432.50	€ 32.24
Artistic & Creative	Entertainment & Performing Arts	Singer	€ 22,500.00	€12.21	€ 30,000.00	€16.28	€ 37,500.00	€ 20.35
Artistic & Creative	Fashion & Beauty	Beautician	€ 15,573.00	€ 8.45	€ 21,757.50	€11.80	€ 27,942.00	€ 15.16
Artistic & Creative	Fashion & Beauty	Fashion	€ 20,000.00	€10.85	€ 27,500.00	€14.92	€ 35,000.00	€ 18.99
Artistic & Creative	Fashion & Beauty	Hairdresser	€ 14,807.00	€ 8.03	€ 21,560.50	€11.70	€ 28,314.00	€ 15.36
Business & Administration	Accountancy & Taxation	Accountant	€ 19,866.00	€10.78	€ 35,432.00	€19.22	€ 50,998.00	€ 27.67
Business & Administration	Accountancy & Taxation	Accounts Administrator	€ 21,786.00	€11.82	€ 34,382.00	€18.65	€ 46,978.00	€ 25.49
Business & Administration	Accountancy & Taxation	Accounts Assistant	€ 20,963.00	€11.37	€ 28,568.50	€15.50	€ 36,174.00	€ 19.63
Business & Administration	Accountancy & Taxation	Auditor	€ 24,088.00	€13.07	€ 39,643.00	€21.51	€ 55,198.00	€ 29.95
Business & Administration	Accountancy & Taxation	Business Consultant	€ 28,733.00	€15.59	€ 51,643.50	€28.02	€ 74,554.00	€ 40.45
Business & Administration	Accountancy & Taxation	Credit Controllers	€ 21,863.00	€11.86	€ 31,243.00	€16.95	€ 40,623.00	€ 22.04
Business & Administration	Accountancy & Taxation	Fund Accountant	€ 22,409.00	€12.16	€ 32,095.50	€17.41	€ 41,782.00	€ 22.67
Business & Administration	Accountancy & Taxation	Tax Accountant	€ 21,649.00	€11.75	€ 38,072.50	€20.66	€ 54,496.00	€ 29.57
Business & Administration	Advertising, Marketing and Public Relations	Advertising / PR manager	€ 27,716.00	€15.04	€ 37,858.00	€20.54	€ 48,000.00	€ 26.04
Business & Administration	Advertising, Marketing and Public Relations	Events and Promotions Manager	€ 22,000.00	€11.94	€ 28,500.00	€15.46	€ 35,000.00	€ 18.99
Business & Administration	Advertising, Marketing and Public Relations	Market Researcher	€ 32,717.00	€17.75	€ 52,565.50	€28.52	€ 72,414.00	€ 39.29
Business & Administration	Advertising, Marketing and Public Relations	Marketing / Communications Manager	€ 32,556.00	€17.66	€ 46,278.00	€25.11	€ 60,000.00	€ 32.55
Business & Administration	Banking, Insurance & Financial Services	Bank / Financial Manager	€ 42,712.00	€23.17	€ 75,718.00	€41.08	€ 108,724.00	€ 58.99
Business & Administration	Banking, Insurance & Financial Services	Bank Teller	€ 19,609.00	€10.64	€ 34,272.50	€18.59	€ 48,936.00	€ 26.55
Business & Administration	Banking, Insurance & Financial Services	Customer Advisor	€ 15,425.00	€ 8.37	€ 23,507.00	€12.75	€ 31,589.00	€ 17.14
Business & Administration	Banking, Insurance & Financial Services	Financial Adviser	€ 29,000.00	€15.73	€ 82,000.00	€44.49	€ 135,000.00	€ 73.24
Business & Administration	Banking, Insurance & Financial Services	Insurance Broker	€ 19,406.00	€10.53	€ 33,952.00	€18.42	€ 48,498.00	€ 26.31
Business & Administration	Banking, Insurance & Financial Services	Insurance Salesperson	€ 21,867.00	€11.86	€ 47,293.00	€25.66	€ 72,719.00	€ 39.45
Business & Administration	Banking, Insurance & Financial Services	Investment Analyst	€ 19,763.25	€10.72	€ 26,351.00	€14.30	€ 32,938.75	€ 17.87
Business & Administration	Banking, Insurance & Financial Services	Pensions Administrator	€ 22,355.00	€12.13	€ 28,489.00	€15.46	€ 34,623.00	€ 18.78
Business & Administration	Banking, Insurance & Financial Services	Recruitment Team Leader	€ 25,258.00	€13.70	€ 37,433.00	€20.31	€ 49,608.00	€ 26.91
Business & Administration	Business Organisation & Business Management	Company Secretary	€ 13,481.00	€ 7.31	€ 22,427.50	€12.17	€ 31,374.00	€ 17.02
Business & Administration	Business Organisation & Business Management	Economist	€ 30,201.00	€16.39	€ 75,010.50	€40.70	€ 119,820.00	€ 65.01
Business & Administration	Business Organisation & Business Management	Health & Safety Manager	€ 26,553.00	€14.41	€ 55,762.00	€30.25	€ 84,971.00	€ 46.10
Business & Administration	Business Organisation & Business Management	Human Resources & Personnel Management	€ 28,123.00	€15.26	€ 53,646.00	€29.10	€ 79,169.00	€ 42.95
Business & Administration	Business Organisation & Business Management	IT Consultant	€ 27,822.00	€15.09	€ 56,562.00	€30.69	€ 85,302.00	€ 46.28
Business & Administration	Business Organisation & Business Management	Managing Director	€ 31,094.00	€16.87	€ 130,375.00	€70.73	€ 229,656.00	€124.60
Business & Administration	Business Organisation & Business Management	Restaurant/Catering Manager	€ 24,681.00	€13.39	€ 43,540.50	€23.62	€ 62,400.00	€ 33.85
Business & Administration	Business Organisation & Business Management	Retail Manager	€ 23,551.00	€12.78	€ 31,353.50	€17.01	€ 39,156.00	€ 21.24
Business & Administration	Clerical & Administration	Bookkeeper / Numerical Clerk	€ 17,754.00	€ 9.63	€ 29,444.00	€15.97	€ 41,134.00	€ 22.32
Business & Administration	Clerical & Administration	Clerk (General)	€ 15,044.00	€ 8.16	€ 22,620.00	€12.27	€ 30,196.00	€ 16.38

Business & Administration	Clerical & Administration	Database Administrator	€ 25,114.00	€13.63	€ 50,437.00	€27.36	€ 75,760.00	€ 41.10
Business & Administration	Clerical & Administration	Personal Assistant	€ 23,390.00	€12.69	€ 34,237.50	€18.58	€ 45,085.00	€ 24.46
Business & Administration	Clerical & Administration	Receptionist - Office	€ 15,521.00	€ 8.42	€ 21,346.50	€11.58	€ 27,172.00	€ 14.74
Business & Administration	Sales, Retail & Purchasing	IT Helpdesk Manager	€ 37,126.00	€20.14	€ 64,244.50	€34.85	€ 91,363.00	€ 49.57
Business & Administration	Sales, Retail & Purchasing	Pharmacist	€ 24,688.00	€13.39	€ 48,284.50	€26.20	€ 71,881.00	€ 39.00
Business & Administration	Sales, Retail & Purchasing	Telesales worker	€ 23,285.00	€12.63	€ 38,557.00	€20.92	€ 53,829.00	€ 29.20
Business & Administration	Sales, Retail & Purchasing	Wholesaler	€ 18,642.00	€10.11	€ 24,621.00	€13.36	€ 30,600.00	€ 16.60
Business & Administration	Sales, Retail & Purchasing	Sales Assistant	€ 15,746.00	€ 8.54	€ 22,099.50	€11.99	€ 28,453.00	€ 15.44
Business & Administration	Transport & Logistics	Heavy Goods Vehicle Driver	€ 20,546.00	€11.15	€ 37,216.00	€20.19	€ 53,886.00	€ 29.24
Business & Administration	Transport & Logistics	Pilot (Civil Aviation)	€ 36,243.00	€19.66	€ 84,371.50	€45.77	€ 132,500.00	€ 71.89
Business & Administration	N/A	Cleaner	€ 13,132.80	€ 7.13	€ 17,510.40	€ 9.50	€ 21,888.00	€ 11.88
Living Environment	Agriculture, Horticulture, Forestry & Food	Butcher	€ 16,948.00	€ 9.19	€ 24,933.50	€13.53	€ 32,919.00	€ 17.86
Living Environment	Agriculture, Horticulture, Forestry & Food	Pastry Chef	€ 30,000.00	€16.28	€ 42,315.50	€22.96	€ 54,631.00	€ 29.64
Living Environment	Animals & Veterinary Science	Clinical Trials Scientist	€ 25,400.00	€13.78	€ 42,700.00	€23.17	€ 60,000.00	€ 32.55
Living Environment	Animals & Veterinary Science	Veterinary Surgeon	€ 20,608.00	€11.18	€ 85,931.00	€46.62	€ 151,254.00	€ 82.06
Medical & Caring	Medical & Healthcare	Care Assistant	€ 20,233.00	€10.98	€ 33,216.50	€18.02	€ 46,200.00	€ 25.07
Medical & Caring	Medical & Healthcare	Dentist	€ 37,095.00	€20.13	€ 110,657.50	€60.04	€ 184,220.00	€ 99.95
Medical & Caring	Medical & Healthcare	Doctor	€ 12,255.00	€ 6.65	€ 67,199.50	€36.46	€ 122,144.00	€ 66.27
Medical & Caring	Medical & Healthcare	Microbiologist	€ 18,106.00	€ 9.82	€ 32,826.50	€17.81	€ 47,547.00	€ 25.80
Medical & Caring	Medical & Healthcare	Nurse - General	€ 20,781.00	€11.27	€ 39,776.50	€21.58	€ 58,772.00	€ 31.89
Medical & Caring	Medical & Healthcare	Radiographer	€ 25,000.00	€13.56	€ 38,000.00	€20.62	€ 51,000.00	€ 27.67
Medical & Caring	Medical & Healthcare	Social Worker - Health Care	€ 27,181.00	€14.75	€ 42,892.50	€23.27	€ 58,604.00	€ 31.79
Medical & Caring	Medical & Healthcare	Surgeon	€ 24,215.00	€13.14	€ 161,101.50	€87.40	€ 297,988.00	€161.67
Medical & Caring	Social & Caring	Childcare work	€ 16,786.00	€ 9.11	€ 20,807.50	€11.29	€ 24,829.00	€ 13.47
Medical & Caring	Social & Caring	Nanny	€ 10,470.00	€ 5.68	€ 21,048.50	€11.42	€ 31,627.00	€ 17.16
Medical & Caring	Social & Caring	Psychologist	€ 26,723.00	€14.50	€ 75,761.50	€41.10	€ 124,800.00	€ 67.71
Medical & Caring	Social & Caring	Residential Care Worker	€ 18,383.00	€ 9.97	€ 26,782.00	€14.53	€ 35,181.00	€ 19.09
Medical & Caring	Social & Caring	Youth Worker	€ 13,591.00	€ 7.37	€ 32,621.00	€17.70	€ 51,651.00	€ 28.02
Science & Engineering	Building, Construction & Property	Architect	€ 24,658.00	€13.38	€ 43,096.00	€23.38	€ 61,534.00	€ 33.38
Science & Engineering	Building, Construction & Property	Carpenter / Joiner	€ 20,164.00	€10.94	€ 35,082.00	€19.03	€ 50,000.00	€ 27.13
Science & Engineering	Building, Construction & Property	Engineer - Structural	€ 16,154.00	€ 8.76	€ 33,527.00	€18.19	€ 50,900.00	€ 27.62
Science & Engineering	Building, Construction & Property	Plumber	€ 24,997.00	€13.56	€ 35,875.00	€19.46	€ 46,753.00	€ 25.37
Science & Engineering	Chemical, Biomedical & Pharmaceutical Sciences	QA (Quality Assurance) Analyst	€ 19,866.00	€10.78	€ 31,039.00	€16.84	€ 42,212.00	€ 22.90
Science & Engineering	Civil/Public Service, Local Government & Politics	Prison Officer	€ 29,427.00	€15.97	€ 39,236.00	€21.29	€ 49,045.00	€ 26.61
Science & Engineering	Civil/Public Service, Local Government & Politics	Recycling Officer	€ 37,500.00	€20.35	€ 50,000.00	€27.13	€ 62,500.00	€ 33.91
Science & Engineering	Classic Arts, Languages and Culture	Translator	€ 20,000.00	€10.85	€ 30,000.00	€16.28	€ 40,000.00	€ 21.70
Science & Engineering	Computers & Software	Computer Applications Programmer / Analyst	€ 31,000.00	€16.82	€ 66,368.00	€36.01	€ 101,736.00	€ 55.20
Science & Engineering	Computers & Software	Engineer - Telecommunications	€ 27,277.00	€14.80	€ 55,920.00	€30.34	€ 84,563.00	€ 45.88
Science & Engineering	Computers & Software	Multimedia Developer	€ 36,748.00	€19.94	€ 56,842.00	€30.84	€ 76,936.00	€ 41.74
Science & Engineering	Computers & Software	Web Developer	€ 19,923.00	€10.81	€ 34,122.50	€18.51	€ 48,322.00	€ 26.22
Science & Engineering	Education	Lecturer, 3rd Level	€ 48,000.00	€26.04	€ 79,000.00	€42.86	€ 110,000.00	€ 59.68
Society & Government	Education	Primary School Teacher	€ 20,660.00	€11.21	€ 36,651.00	€19.88	€ 52,642.00	€ 28.56
Society & Government	Education	Secondary School Teacher	€ 30,805.00	€16.71	€ 39,576.00	€21.47	€ 48,347.00	€ 26.23
Society & Government	Electrical & Electronic Engineering	Electrician	€ 22,567.00	€12.24	€ 35,176.00	€19.08	€ 47,785.00	€ 25.93
Society & Government	Law & Legal	Lawyer	€ 23,297.00	€12.64	€ 109,520.00	€59.42	€ 195,743.00	€106.20
Society & Government	Leisure, Sport & Fitness	Physiotherapist	€ 24,020.00	€13.03	€ 45,310.00	€24.58	€ 66,600.00	€ 36.13
Society & Government	Mechanical Engineering & Manufacturing	Mechanic	€ 19,081.00	€10.35	€ 27,199.50	€14.76	€ 35,318.00	€ 19.16
Society & Government	Media & Publishing	Public Relations Officer / Press Officer	€ 30,009.00	€16.28	€ 55,551.50	€30.14	€ 81,094.00	€ 44.00
Society & Government	Medical Devices	Statistician	€ 21,433.00	€11.63	€ 65,720.50	€35.66	€ 110,008.00	€ 59.68
Society & Government	Physical & Mathematical Sciences	Physicist	€ 33,271.00	€18.05	€ 65,571.00	€35.57	€ 97,871.00	€ 53.10

Society & Government	Security, Defence & Law Enforcement	Security Guard	€ 19,152.00	€10.39	€ 26,587.50	€14.42	€ 34,023.00	€ 18.46
Society & Government	Tourism & Hospitality	Bar Manager	€ 21,059.00	€11.43	€ 31,119.00	€16.88	€ 41,179.00	€ 22.34
Society & Government	Tourism & Hospitality	Waiters / Waitresses	€ 12,651.00	€ 6.86	€ 18,217.00	€ 9.88	€ 23,783.00	€ 12.90

Module 4.9: Benefits of Going to Higher Education

Workshop Title **Benefits of Going to College**

Workshop Structure Brainstorm, Question & Answers, Discussion

Rough Time-frame **1. 30 mins**

Workshop Objectives

- Explore the benefits of going to higher education
- Explore the benefits of having a qualification and the job opportunities
- Reinforce the importance of having a qualification
- Develop confidence through expression of opinion in group scenarios
- Develop teamwork skills
- Develop communication skills through discussion

Check List

1. Materials

- Pens and markers
- A4 paper
- Flipchart/blackboard/whiteboard
- Marker/chalk

2. Handouts required:

- Handout 1, 2, 3, 4

Workshop Plan

1. Introduction	This workshop will inform the young adults of the benefits of going to higher education and of having a qualification. It will also provide an understanding of the job opportunities available to those with a qualification.	2 mins
2. Activity	<p>Activity 1: <i>Consider this ...</i></p> <p>Purpose: To gauge how many students would consider higher education</p> <p>Step 1. Give out Handout 1 to everyone.</p> <p>Step 2. Ask everyone to answer the question on the handout honestly by circling <u>two</u> of the numbers beside the relevant answer.</p> <p>Question: “Have you considered going to higher education or further education?”</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. I have considered going to higher education or further education. 2. I haven’t considered going to higher education or further education but I would like to go. 3. I haven’t heard of higher education or further education. 4. I have heard of higher education or further education but haven’t given it much thought. 5. I will be going to higher education or further education after my Leaving Cert. 6. Higher education in my view is not for me. 	5 mins

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	<p>Step 6. Look out for answers such as:</p> <ul style="list-style-type: none"> Better job options A college graduate with a qualification has a better chance of getting a job than an individual with a school qualification. A college graduate also has a better chance of promotion or progression. Better financial benefits Individuals with higher qualifications are sometimes higher-paid for doing the same job as individuals with a lesser qualification. Education as a security against unemployment With the exception of a recession, in general it is individuals with lesser qualifications who lose their jobs while individuals with a higher qualification tend to be promoted and survive better. Generally it is the knowledge and skills learned at college that give this security. Increased marketability to employers Employers will look for individuals with a higher qualification and can give such people preference over lesser-qualified individuals. Better living standards Generally, individuals educated to a higher standard will have better understanding about health and exercise. Higher pay and better job prospects may also allow graduates to enjoy a better living standard. Better social networking College is the place for hard study, but it is also a place to meet new people and make friends. College is a chance to improve your academic profile but it is also a chance to make lifelong friends and have fun. With the option of working/travelling in the summer, it is also a chance to gain life experience in another country (e.g. J1 work summer visa in America). Students can also take part in extracurricular activities such as sports. This leads to a larger network of friends and contacts for life. 	
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	<ul style="list-style-type: none"> • Better skills A college education builds on the academic skills learned in school, and also develops life skills. In addition to gaining more knowledge on a subject of your choice, the college environment provides opportunities for you to develop your communication, social interaction, analytical and reasoning skills. <p>Step 7. Ask each pair to read out what they wrote.</p> <p>Step 8. Discuss and elaborate on each statement above and the paragraphs that each group read out.</p> <p>Activity 3: Take charge, it's your future Purpose: To reinforce everything learned in Activity 2 by way of graduate testimonials</p> <p>Step 1. Outline the number of students that graduate in DIT every year (approx 4,000 graduates across all disciplines).</p> <p>Step 2. Introduces the next exercise: graduate testimonials from DIT students.</p> <p>Step 3. Split everyone into 5 groups.</p> <p>Step 4. Ask each group to read out one testimonial from Handout 3 and to pick 3 important points relating to the benefits listed in Activity 2.</p> <p>Step 5. Ask each group to place their points into the category they think it they relate to. e.g. 'Students may continue on to further study, set up their own practice or can travel abroad with their degree' may be placed with 'Better job options'.</p>	30 mins
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	<p>Step 6. Ask each group to think about any other benefits in going to higher education and about having a qualification. One example would be: making life-long friends.</p> <p>Step 7. Discuss each category, each group's points, and why they chose the category they did.</p>	
3. Wrap-up	<p>Activity 4: Rewind</p> <p>Purpose: To see if the young adults' views of higher education have changed as a result of this workshop</p> <p>Step 1. Give out Handout 4.</p> <p>Step 2. Ask each young adult to answer the questions in the handout honestly, by circling their answer.</p> <p>Question: At the end of this module, are you considering going to higher education or further education?</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. I will now be considering going to higher education or further education. 2. I will not be considering going to higher education or further education. I will do something else. 3. I understand more clearly, but I need to think about it. 4. I will/intend to _____ <p>Step 3. Ask everyone to write down, in the space under their answer, if their opinions have changed since Activity 1 and, if so, why.</p> <p>Step 4. Ask for a show of hands for each answer to the questions put to the young adults in</p>	20 mins

	<p>Handout 1.</p> <p>Step 5. Discuss the answers from the young adults.</p> <p>Step 6. Wrap up the session.</p>	
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Handout 1	Module 4.9
Module Title	Benefits of Going to Higher Education
Workshop Title	Benefits of Going to College
Question: Have you considered going to higher education or further education?	
To do! <ul style="list-style-type: none"> • Read the question above and honestly answer by circling the number beside the answer which is most relevant to you. • Circle up to <u>two</u> numbers beside the answers below. • Fold up your answer and hold on to it until the wrap-up session. 	
Name: Answers: <ol style="list-style-type: none"> 1. I have considered going to higher education or further education. 2. I haven't considered going to higher education or further education but I would like to go. 3. I haven't heard of higher education or further education. 4. I have heard of higher education or further education but haven't given it much thought. 5. I will be going to higher education or further education after my Leaving Cert. 6. Higher education in my view is not for me. 	

Handout 2	Module 4.9
Module Title	Benefits of Going to Higher Education
Workshop Title	Benefits of Going to College
<p>Question: How can having a higher education qualification give you:</p> <ul style="list-style-type: none">• Better career and job options• Better financial benefits• Possible insurance against unemployment• Increased marketability to employers• Better living standards• Better social networking• Better skills	
<p>To do!</p> <p>Each pair should:</p> <ul style="list-style-type: none">• Answering the question above, write a short paragraph on <u>one</u> of the benefits listed.	

Group number:

Title: Better career and job options

Group number:

- Title: Better financial benefits

Group number:

- Title: Possible insurance against unemployment

Group number:

- Title: Increased marketability to employers

Group number:

- Title: Better living standards

Group number:

- Title: Better social networking

Group number:

Title: Better skills

Handout 3	Module 4.9
Module Title	Benefits of Going to Higher Education
Workshop Title	Benefits of Going to College

Testimonial 1: DIT Optometry Graduate

As a secondary school student I was mainly interested in science subjects. However, I also found that healthcare appealed to me. I was, as with many other people, unsure as to which course I wished to pursue. I looked at many options and decided to study Optometry at DIT, and I am very happy I did so.

Optometry gave me the opportunity to study an area which involves being highly trained to perform skilled and specialised techniques. It also involves a great deal of interaction with the public, which I very much enjoy. The course consists of both practical and theoretical material taught by lecturers who are experts in their fields, adding to the knowledge base available to students.

I am a final-year student and I have enjoyed work placement with a qualified optometrist in practice and a number of hospital placements, not to mention the day-to-day exposure to the National Optometry Centre which is located directly next to the campus in Kevin Street. It is an absolutely great facility available to students and provides the latest research equipment available to enable the best training possible.



The modules [in my course] are very engaging, combining elements of both theory and practical work. Material taught covers a wide range of eye-care topics and it has given me the option to pursue specialist practice such as contact lenses, low vision or sports vision in future should I wish to do so.

I cannot speak highly enough of the staff who are at all times approachable and always willing to assist in any way they can.

With an Optometry degree, the opportunities are vast. Students may continue on to further study, set up their own practice or travel abroad with their degree.

To do! In your groups:

- Read the DIT graduate testimonial above
- Draw out 3 important points from the text and write them down in the space provided below.
- Link your points to any of the benefits listed below.
- In the space provided below, add any other benefits you can think of, other than those listed.

Note: Your points may be related to more than one benefit from Activity 2.

<p>Group number:</p> <p>Points:</p> <p>1.</p> <p>2.</p> <p>3.</p>	<ul style="list-style-type: none"> ○ Better career and job options ○ Better financial benefits ○ Possible insurance against unemployment ○ Increased marketability to employers ○ Better living standards ○ Better social networking ○ Better skills
<p>List other benefits here</p>	

Testimonial 2: DIT Biosciences Student

If you had told me three years ago that today I would consider myself a proud DIT student I would have laughed! At the start it was daunting but this was the start of a new life – and it really is! It takes a few days to get used to the college, whatever site you are in, but over the first few weeks you will start to recognise faces you have seen before. In my first week I managed to get to know all the barmen in the local! In fairness my course is difficult but once I got a balance between work and partying I was fine. Of course you are not expected to be the genius who knows everything but it doesn't matter – there are plenty of resources, including students and staff who are always happy to answer questions and lend a hand to make your time in DIT as enjoyable as they can. If you do get offered a place in DIT I would take it seriously. That's not just my opinion, as many employers will employ students from DIT rather than a university because DIT students get more of a 'hands on' experience. I can honestly say that my time in DIT has been brilliant and I will recommend DIT to any student choosing a college course.

To do! In your groups:

- Read the DIT graduate testimonial above
- Draw out 3 important points from the text and write them down in the space provided below.
- Link your points to any of the benefits listed below.
- In the space provided below, add any other benefits you can think of, other than those listed.

Note: Your points may be related to more than one benefit from Activity 2.

<p>Group number:</p> <p>Points:</p> <p>1.</p> <p>2.</p> <p>3.</p>	<ul style="list-style-type: none"> ○ Better career and job options ○ Better financial benefits ○ Possible insurance against unemployment ○ Increased marketability to employers ○ Better living standards ○ Better social networking ○ Better skills
<p>List other benefits here</p>	

Testimonial 3: DIT Transport Management student

I heard a saying in one of my first weeks of college which I did not understand fully until looking back on my college life so far after four years in college. It goes: 'College is 20% study and 80% life.' I have never heard a truer statement about what have been to me the best years of my life. Going to college in Dublin is an experience which I think most people should have, if just to survive such a large bustling environment and find your own niche. DIT has helped me develop from a naïve young lad to a relatively streetwise, mature and educated person, through the academic programmes and services it provides.

To do! In your groups:

- Read the DIT graduate testimonial above
- Draw out 3 important points from the text and write them down in the space provided below.
- Link your points to any of the benefits listed below.
- In the space provided below, add any other benefits you can think of, other than those listed.

Note: Your points may be related to more than one benefit from Activity 2.

Group number:

Points:

1.

2.

3.

- Better career and job options
- Better financial benefits
- Possible insurance against unemployment
- Increased marketability to employers
- Better living standards



	<ul style="list-style-type: none">○ Better social networking○ Better skills
<p>List other benefits here</p>	

Testimonial 4: DIT Social Care student

I applied for this course through CAO. I applied for it because I felt that it was something which I wanted to do. However, I didn't really know much about DIT at the time. I believe that it is easier to get to know others in your class due to small class sizes.

BA Social Care is a degree that includes work placement. Having placement as part of the course has benefited me greatly. It gives you the opportunity to apply the theory that you learn in college to the workplace. It also gives you the opportunity to experience a wide range of workplaces and environments.

I am going into my final year of the degree in September and am looking forward to it. I have thoroughly enjoyed the years I have spent in DIT.

I was elected as class rep for my class for the past two years and have been elected again for next year. I am also a counsellor in the Students Union. I would recommend to students to play a part in their students union. You are automatically a member of it when you start college. The Students Union organises many events and activities and it is a great way of meeting people and you are guaranteed many enjoyable nights out! The Students Union also offers a wide range of services and students should familiarise themselves with these early in the year.

Overall DIT provides a wide range of courses with lecturers that are approachable and very supportive.

I am very proud to be a DIT student and I would hope that, should you choose to come to DIT, you would feel the same!

To do! **In your groups:**

- Read the DIT graduate testimonial above
- Draw out 3 important points from the text and write them down in the space provided below.
- Link your points to any of the benefits listed below.
- In the space provided below, add any other benefits you can think of, other than those listed.

Note: Your points may be related to more than one benefit from Activity 2.

Group number:

Points:

1.

2.

3.

- Better career and job options
- Better financial benefits
- Possible insurance against unemployment
- Increased marketability to employers
- Better living standards
- Better social networking
- Better skills

List other benefits here

Testimonial 5: Postgrad Diploma in Fashion Buying and Management

There were a number of things I really enjoyed about this course. In the first semester we went to Premier Vision in Paris to witness firsthand a buyer's real experience at a live tradeshow. This was very exciting as the trade show represented what was coming in for the forthcoming season. At the time I was working in Warehouse and it was fascinating to see these trends coming into the store a few months later. While in Paris, we also went to Mod'Art International where we attended lectures on Buying and Merchandising from two fashion industry experts. This was a very interesting part of the module.

I really enjoyed the Visual Merchandising module as the lecturer got us involved in a practical way. Finance is also an important part of this programme as we learnt a large part of a buyer's work involves calculations. This course really helped me as it provided me with knowledge in accounting and formulas that are needed in the business world.

Following on from completing this course in 2009, I am currently working as a Merchandising Administration Assistant on the product team in Karen Millen in London.

To do! In your groups:

- Read the DIT graduate testimonial above
- Draw out 3 important points from the text and write them down in the space provided below.
- Link your points to any of the benefits listed below.
- In the space provided below, add any other benefits you can think of, other than those listed.

Note: Your points may be related to more than one benefit from Activity 2.

<p>Group number:</p> <p>Points:</p> <p>1.</p> <p>2.</p> <p>3.</p>	<ul style="list-style-type: none"> ○ Better career and job options ○ Better financial benefits ○ Possible insurance against unemployment ○ Increased marketability to employers ○ Better living standards ○ Better social networking ○ Better skills
<p>List other benefits here</p>	

Handout 4	Module 4.9
Module Title	Benefits of Going to Higher Education
Workshop Title	Benefits of Going to College
Question: At the end of this module, are you considering going to higher education or further education?	
<p>To do!</p> <ul style="list-style-type: none"> • Read the question above and answer honestly. • Circle the number beside the answer below that is <u>most</u> relevant to you. • If the answers below do not apply to you, write down what you intend in point 4 below. • Fill in the space provided if your opinion of higher education/further education has changed from earlier. 	
<p>Name:</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. I will now be considering going to higher education or further education. 2. I will not be considering going to higher education or further education. I will do something else. 3. I understand more clearly, but I need to think about it. 4. I will/intend to: <hr/> <hr/>	

Have your opinions changed since the question in Activity 1 earlier? If they have changed either way, explain why.

Module 4.10: Benefits of Going to Higher Education ⁱ**Workshop Title** Money! Money! Money!**Workshop Structure** Interactive Game**Rough Time-frame** **60 minutes****Objectives:**

- Explore the link between level of education and occupation by looking at yearly and hourly pay
- Understand the value of money

Check List**Materials**

- Printout of cards (five types, (printed on both sides)
- Calculators
- Pens
- Flipchart paper, markers and blue tack

Handouts required

- Handout 1

Workshop Plan

1. Introduction	This exercise is an interactive game, where we will look at the very direct link between the levels of education you receive and your hourly rate of pay, and how this affects the way you live your life.	1 min
2. Activity	<ul style="list-style-type: none"> • Split the Class into 6 groups. • Group A, B, C, D, E, F • Group A/B: High Earners • Group C/D: Middle Earners • Group E/F: Low Earners • Set the Cards: High, Middle, and Low Earners Cards, and a pile of Personal Circumstances cards in four different piles at the top of the class, with the names of the cards facing upwards (as in Monopoly, so the details of the card cannot be seen). (The cards need to be printed on both sides.) <p>Ask one person from each group to:</p> <ul style="list-style-type: none"> • Choose a card from the relevant pile along with one card from the Personal Circumstances pile from each group. <p>Give the students Handout 1</p> <ul style="list-style-type: none"> • Ask them, in their groups, to work out a basic monthly spend based on the detailed information on their cards along with the information in Handout 1. 	30 mins

	<ul style="list-style-type: none"> • When they have finished, hand out unplanned cards, and ask them to try to incorporate it into their monthly budget. • Ask each group to present details to the class: including all information on the occupational card, Personal Circumstances card, and the budget. 	
3. Wrap-up	<p>Lead reflection on the exercise through a discussion:</p> <ul style="list-style-type: none"> • Ask everyone to sit in a circle, and place the cards and budgets used and made by the students in the centre on the floor. • Ask each person to say one thing that they learned from the session. • Write down notes on a flipchart. • Use the points mentioned to encourage a discussion and ask questions such as: • Were you surprised by what different occupations earn per hour, by rent costs, etc? • From the exercise, can you see the relationship between your level of education and the hourly rate in a job that you might get, and the impact this might have on the kind of life that you lead? What do you think about this? • From doing the exercise, has your perception of education, money, life, etc changed? If so, how? 	30 mins

Handout 1	Module 4.10
Module Title	Benefits of Going to Higher Education
Workshop Title	Money! Money! Money!

Calculate the household income	Tax / Yearly income	Tax / Monthly income	TOTALS
Tax See details below to work out the tax you will pay based on your personal circumstances and occupation cards	Higher rate	20%	
	Lower rate	40%	
Health Insurance Pension Scheme Personal Insurance	Allow €50 per month for each of these		
Rent/Mortgage Monthly figures	One bedroom (sharing)	500	
	One Bedroom (individual)	1000	

	Two bedrooms (sharing)	600	
	Two bedrooms (individual)	1200	
	Three bedrooms (sharing)	400	
	Three bedrooms (individual)	1200	
Utilities Monthly minimum figures	Phone/Internet/Cable/TV License	35	
	ESB (per person)	35	
	Gas (per person)	30	
	Mobile phone	40	
Car not including purchase of car	Petrol Licence, Insurance, Maintenance	250 per month	
Motor bike	Petrol and maintenance	60	
Bike	Maintenance	20	
Buses / public transport	Tickets	80	
Food	Basic shopping	80 per week for one person (multiply for more than one person.	

Disposable income: How much do you have? (Entertainment, Leisure, Holidays, Clothes, Shopping, etc)		
Other costs		

TAX DETAILS

		20%	41%
Single person		€32,800	Balance
Married couple/civil partners, one income		€41,800	Balance
Married couple/civil partners, two incomes		Up to €65,600 (increase limited to the amount of the second income – see example below)	Balance
One parent family		€36,800	Balance

Example of standard rate cut-off point for a married couple or civil partners with two incomes

In 2011, the standard rate cut-off point for a married couple/civil partnership was €41,800. If both are working, the lower of the following increases this amount: €23,800 in 2011 **or** the amount of the income of the spouse/civil partner with the smaller income.

If one person is earning €48,000 and their spouse/civil partner is earning €24,000: The standard rate cut-off point for the couple is €41,800 plus €23,800.

This means €65,600 ($€41,800 + €23,800$) is assessed at 20%. A total of €6,400 ($€72,000 - €65,600$) is assessed at 41%.

ⁱ Information for salaries taken from www.careersportal.ie and www.careersdirections.ie

**HIGH INCOME
EARNER**



QUALIFICATION BACKGROUND

Leaving Certificate

BEngTech (Aviation Technology) Ordinary Degree

Airline Pilot's Licence

NFQ QUALIFICATION LEVELS

NFQ Level 5 (min required)

NFQ Level 7 (Ord. Degree)

CAREER PATH

Airline Pilot

COURSES STUDIED

Aviation Technology DT011

JOB DESCRIPTION

Flies a passenger aircraft, supervising crew, operating and monitoring flight controls.

PAY

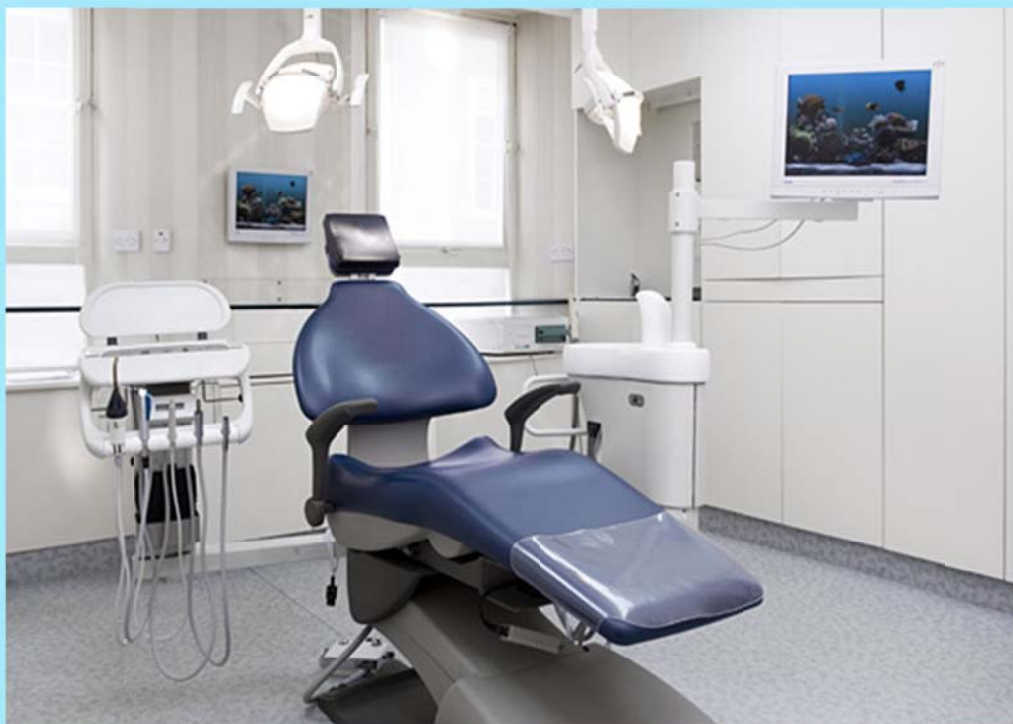
YEARLY

€84,371.50

HOURLY

€45.77

**HIGH INCOME
EARNER**



QUALIFICATION BACKGROUND

Leaving Certificate (High Points)
B.Dent.Sc Honours Bachelor Degree

NFQ QUALIFICATION LEVELS

NFQ Level 5
NFQ Level 8

CAREER PATH

Dentist

COURSES STUDIED

Dental Science TR052

JOB DESCRIPTION

Treats patients with problems and diseases of the mouth and of the teeth

PAY

YEARLY

€110,657.50

HOURLY

€60.04

**HIGH INCOME
EARNER**



QUALIFICATION BACKGROUND

Leaving Certificate

BArch (Architecture) Honours Degree

NFQ QUALIFICATION LEVELS

NFQ Level 5 (525 points)

NFQ Level 8 (Hons Degree)

CAREER PATH

Architect

COURSES STUDIED

Architecture DT101

JOB DESCRIPTION

Designs, plans and directs the construction of buildings of all kinds and sizes. They also design changes to existing buildings.

PAY

YEARLY

€61,534.00

HOURLY

€33.38

**HIGH INCOME
EARNER**



QUALIFICATION BACKGROUND

Leaving Certificate (540 Points)
B.Sc. (Pharm.) Honours Degree

NFQ QUALIFICATION LEVELS

NFQ Level 5
NFQ Level 8

CAREER PATH

Pharmacist

COURSES STUDIED

Pharmacy TR072

JOB DESCRIPTION

Works in a chemist shop dispensing and advising people on the appropriate medicine to use.

PAY

YEARLY

€71,881.00

HOURLY

€39.00

**HIGH INCOME
EARNER**



QUALIFICATION BACKGROUND

Leaving Certificate (565 Points)
MVB Honours Degree

NFQ QUALIFICATION LEVELS

NFQ Level 5
NFQ Level 8

CAREER PATH

Veterinary Surgeon

COURSES STUDIED

Veterinary Medicine DN300

JOB DESCRIPTION

Examines and treats all kinds of sick and injured animals and advises on animal health and welfare.

PAY

YEARLY

€85,931.00

HOURLY

€46.62

**HIGH INCOME
EARNER**



QUALIFICATION BACKGROUND

Leaving Certificate

BSc Accounting & Finance Honours Degree

Chartered Accountants Ireland (CAI)

NFQ QUALIFICATION LEVELS

NFQ Level 5 (Minimum Required)

NFQ Level 8

CAREER PATH

Accountant

COURSES STUDIED

Accounting & Finance DT366

JOB DESCRIPTION

Analyses financial information and prepares financial reports to determine or maintain a record of assets, liabilities, profit and loss, tax liability, or other financial activities within an organisation.

PAY

YEARLY

€50,998.00

HOURLY

€27.67

**MIDDLE
INCOME
EARNER**



CAREER PATH

Computer Game Designer

JOB DESCRIPTION

Comes up with ideas for new video games, and makes design choices during their development to improve the player's overall experience.

QUALIFICATION BACKGROUND

Leaving Certificate

BSc in Multimedia and Computer Games Development

NFQ QUALIFICATION LEVELS

NFQ Level 5

NFQ Level 8 (Honours Degree)

COURSES STUDIED

Multimedia and Computer Games Development LM110

PAY

YEARLY

€33,000.00

HOURLY

€17.19

**MIDDLE
INCOME
EARNER**



QUALIFICATION BACKGROUND

Leaving Certificate

NFQ QUALIFICATION LEVELS

NFQ Level 5

CAREER PATH

Retail Manager

COURSES STUDIED

None, but has relevant retail experience.

JOB DESCRIPTION

Supervises and manages the running of a retail outlet or shop.

PAY

YEARLY

€31,353.50

HOURLY

€17.01

**MIDDLE
INCOME
EARNER**



QUALIFICATION BACKGROUND

Junior or Leaving Certificate

NFQ QUALIFICATION LEVELS

NFQ Level 3-5

CAREER PATH

Nanny

COURSES STUDIED

None, but has relevant childcare experience.

JOB DESCRIPTION

Works in private homes caring for their employers' children. They are responsible for all aspects of childcare, however, their duties will vary depending on the number and ages of the children in their care.

PAY

YEARLY

€31,627.00

HOURLY

€17.16

**MIDDLE
INCOME
EARNER**



QUALIFICATION BACKGROUND

Junior & Leaving Certificates
FAS Apprenticeship

NFQ QUALIFICATION LEVELS

NFQ Level 5-6

CAREER PATH

Electrician

COURSES STUDIED

None, but has received on the job training through an apprenticeship

JOB DESCRIPTION

Installs and repairs electrical wiring and connects to power in all type of buildings.

PAY

YEARLY

€35,176.00

HOURLY

€19.08

**MIDDLE
INCOME
EARNER**



CAREER PATH

Bar Manager

JOB DESCRIPTION

Responsible for the entire operation of the bar including stock, cash, recruiting and training staff.

QUALIFICATION BACKGROUND

Leaving Certificate

NFQ QUALIFICATION LEVELS

NFQ Level 5

COURSES STUDIED

None, but has relevant experience within bars & pubs

PAY

YEARLY

€31,119.00

HOURLY

€16.88

**MIDDLE
INCOME
EARNER**



QUALIFICATION BACKGROUND

BTEC Higher National Diploma in
Graphic Design.

NFQ QUALIFICATION LEVELS

NFQ Level 6

CAREER PATH

Graphic Artist

COURSES STUDIED

HND Graphic Design

JOB DESCRIPTION

Designs graphics for use in media and multi-media products like magazines, labels, CD-ROMs, advertising and signage.

PAY

YEARLY

€36,837.00

HOURLY

€19.99

**LOW
INCOME
EARNER**



QUALIFICATION BACKGROUND

Leaving Certificate

NFQ QUALIFICATION LEVELS

NFQ Level 5

CAREER PATH

Receptionist

COURSES STUDIED

European Computer Driving Licence (ECDL)

JOB DESCRIPTION

Works in the front office of a company or organisation meeting, greeting and helping clients.

PAY

YEARLY

€21,346.50

HOURLY

€11.58

**LOW
INCOME
EARNER**



QUALIFICATION BACKGROUND

Junior Certificate

NFQ QUALIFICATION LEVELS

NFQ Level 4

CAREER PATH

Unemployed/Single Mother

COURSES STUDIED

None

JOB DESCRIPTION

None, full-time mother and
job-seeker

PAY

YEARLY

€11,310.00

HOURLY

€4.95

**LOW
INCOME
EARNER**



QUALIFICATION BACKGROUND

Junior Certificate

NFQ QUALIFICATION LEVELS

NFQ Level 4

CAREER PATH

Sales Assistant

COURSES STUDIED

None, but has minimal retail experience

JOB DESCRIPTION

Works in a retail shop selling products to customers and helps with the general upkeep of the shop.

PAY

YEARLY

€22,099.50

HOURLY

€11.99

**LOW
INCOME
EARNER**



QUALIFICATION BACKGROUND

None

NFQ QUALIFICATION LEVELS

None

CAREER PATH

Cleaner

COURSES STUDIED

None

JOB DESCRIPTION

Employed by private house owners or businesses to carry out general cleaning duties.

PAY

YEARLY

€17,510.40

HOURLY

€9.50

**LOW
INCOME
EARNER**



CAREER PATH

Hairdresser

JOB DESCRIPTION

Works in a hairdressing salon, washing, cutting and styling hair.

QUALIFICATION BACKGROUND

None, but will begin City & Guild's Diploma in near future.

NFQ QUALIFICATION LEVELS

None

COURSES STUDIED

None, but completed apprenticeship in salon

PAY

YEARLY

€21,560.50

HOURLY

€11.70

**LOW
INCOME
EARNER**



QUALIFICATION BACKGROUND

Leaving Certificate

NFQ QUALIFICATION LEVELS

NVQ Level 5

CAREER PATH

Security Guard

COURSES STUDIED

None

JOB DESCRIPTION

Provides security for all kinds of premises and businesses and their staff.

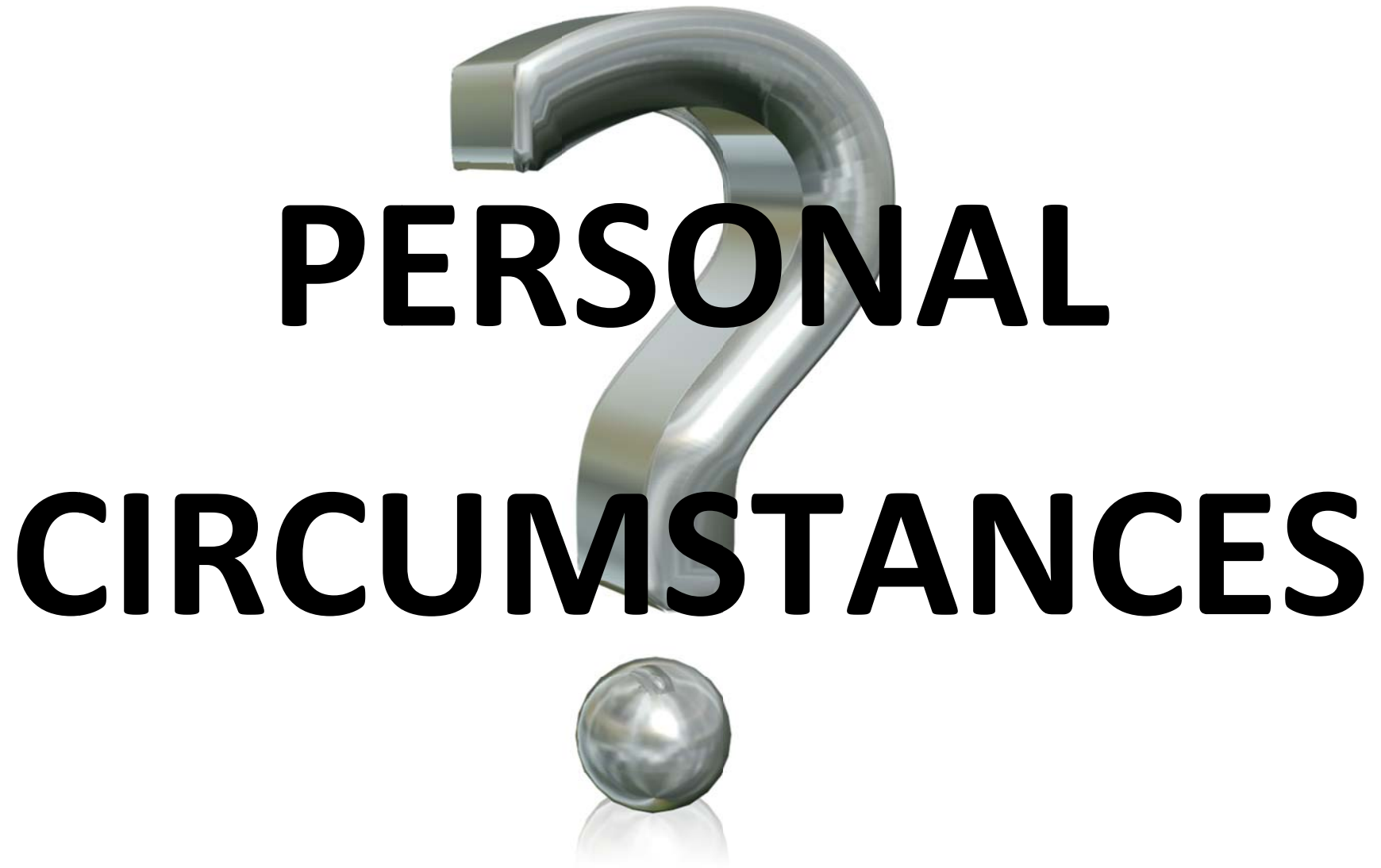
PAY

YEARLY

€19,152.00

HOURLY

€10.39





MARITAL STATUS

Single



CHILDREN

None



PROPERTY

Rented



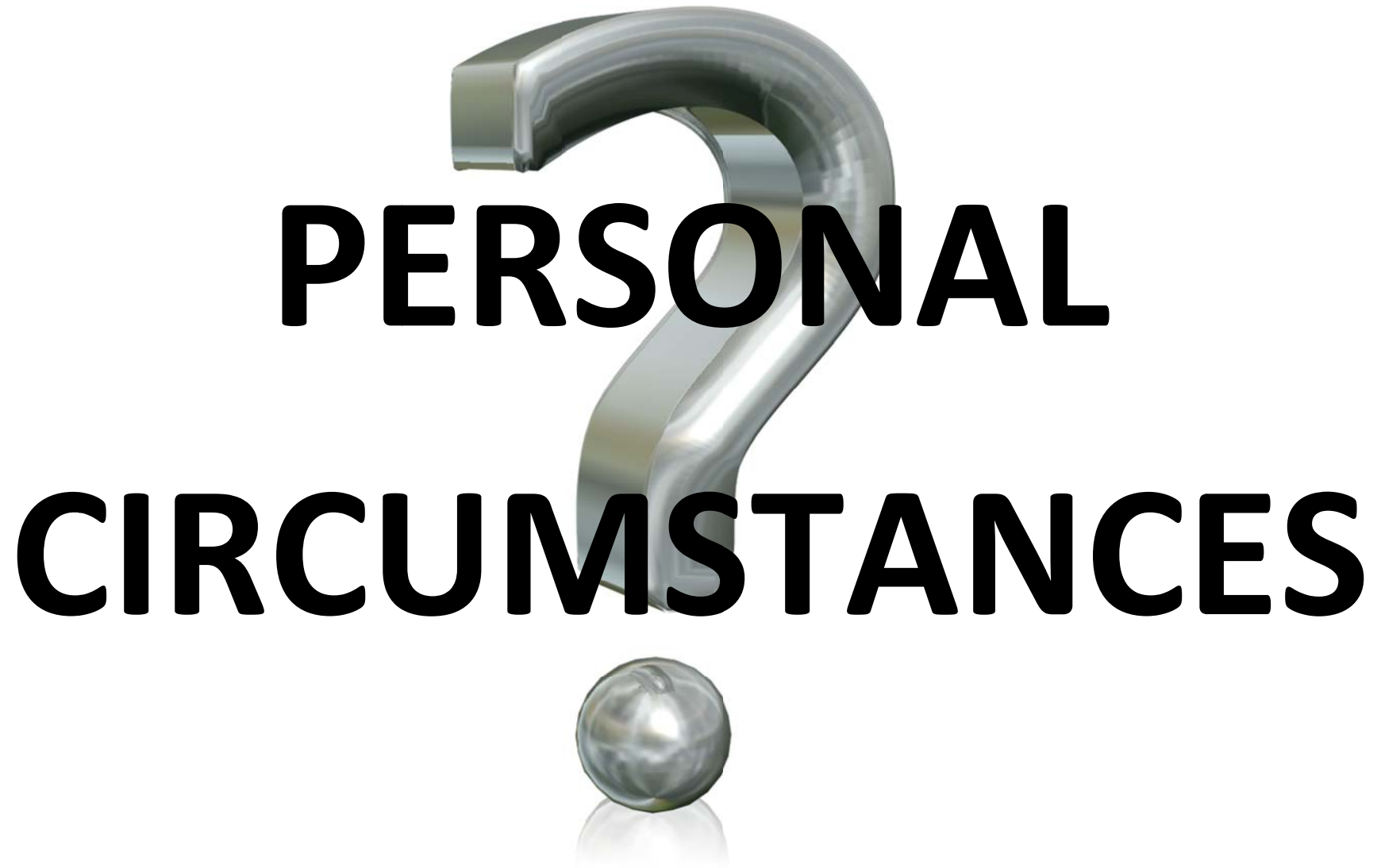
MEDICAL CONDITIONS

None



BACKGROUND

No particular
hobbies or
interests





MARITAL STATUS

Married – Doctor (€67,199.50 yearly /
€36.46 hourly)



CHILDREN

3 Boys, 3 Girls



PROPERTY

Mortgaged



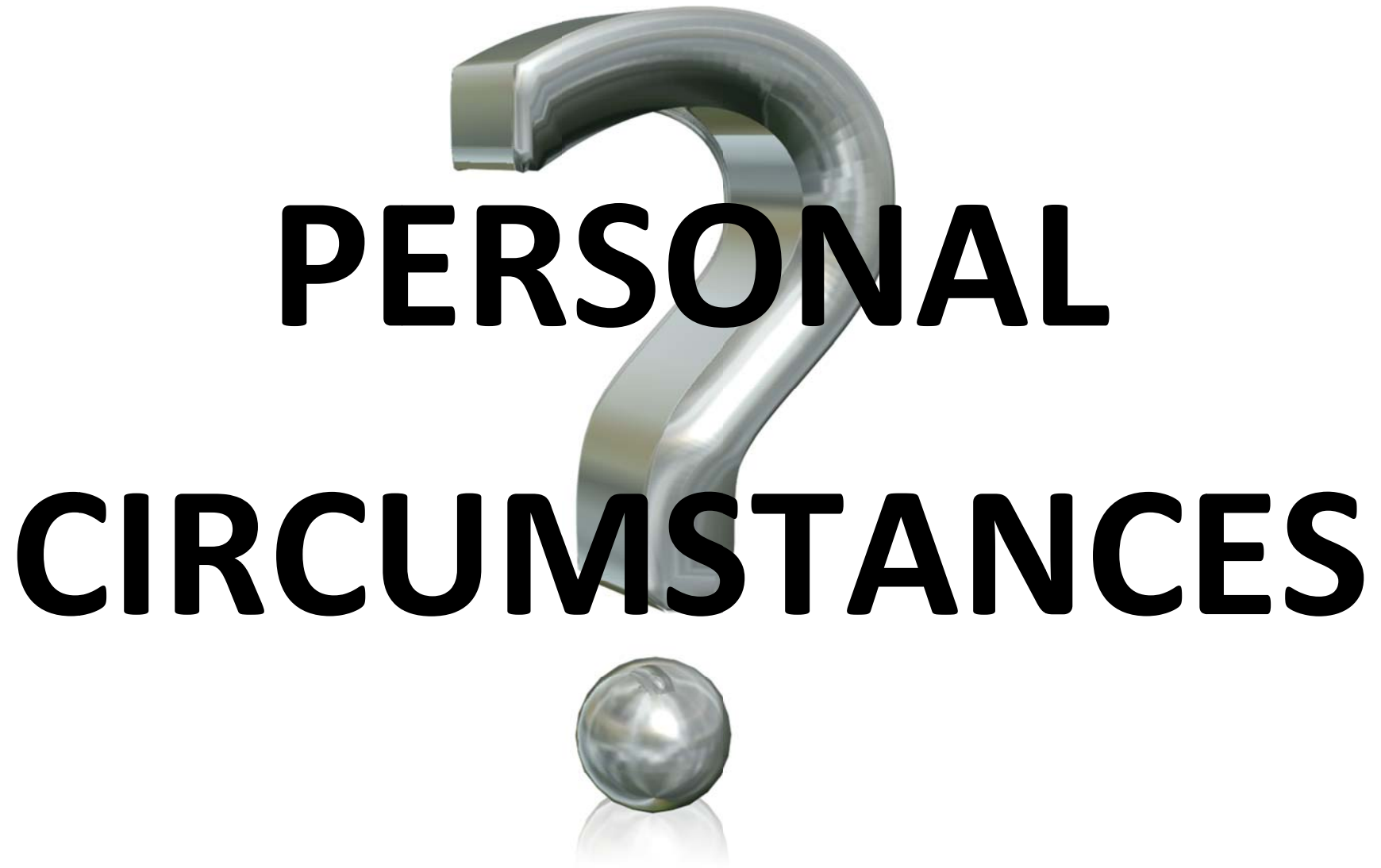
MEDICAL CONDITIONS

None



BACKGROUND

Yearly gym
membership €300
for both adults,
football/
swimming
classes for
children €500
each yearly





MARITAL STATUS

Single



CHILDREN

2 Boys



PROPERTY

Rented



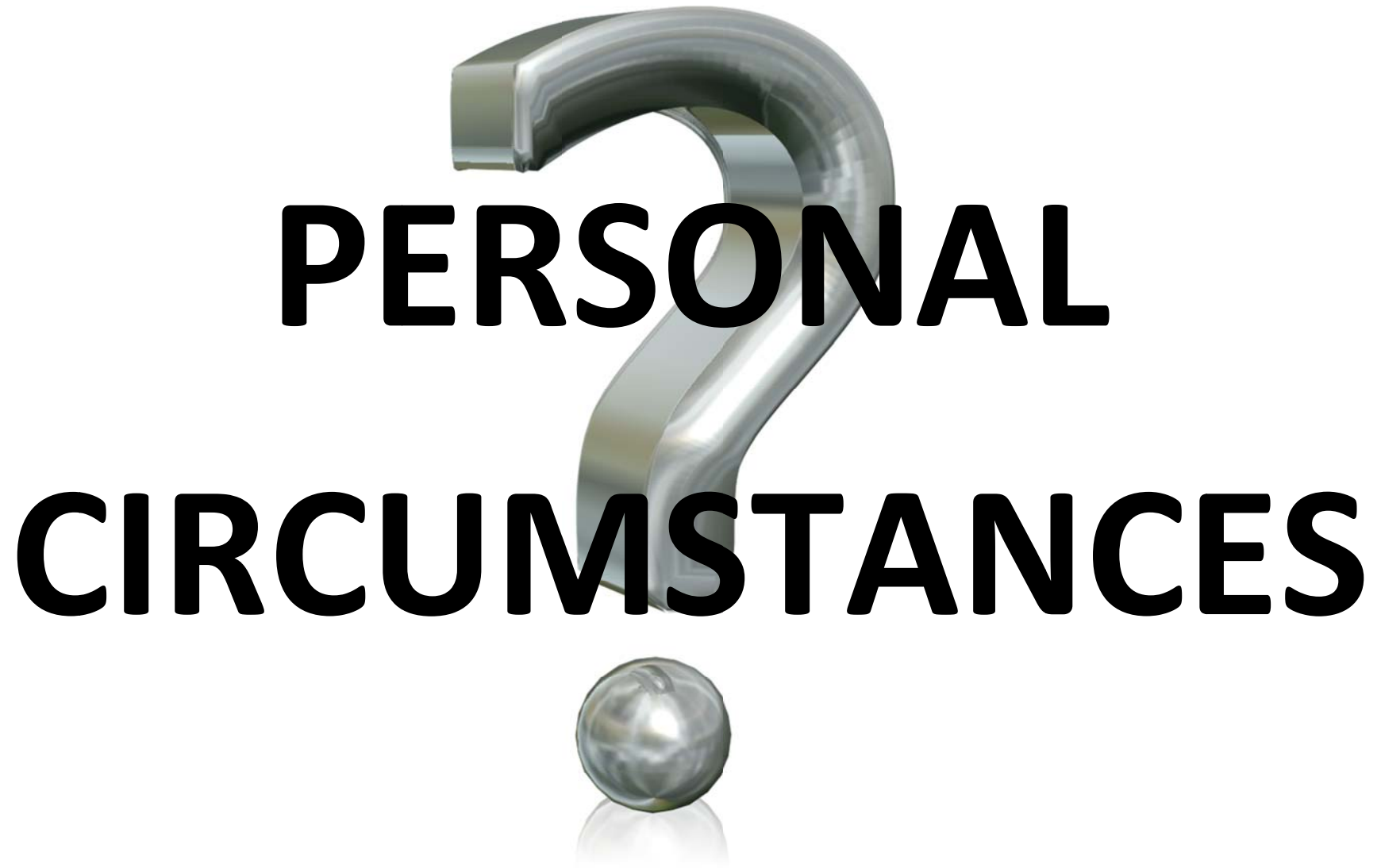
MEDICAL CONDITIONS

High Blood Pressure, Diabetes (total
cost: €50.00 monthly)



BACKGROUND

Aerobics twice a
week, €5.00 a
session





MARITAL STATUS

Cohabiting – Plumber (€35,875.00
yearly / €19.46 hourly)



CHILDREN

1 Boy, 1 Girl



PROPERTY

Mortgaged



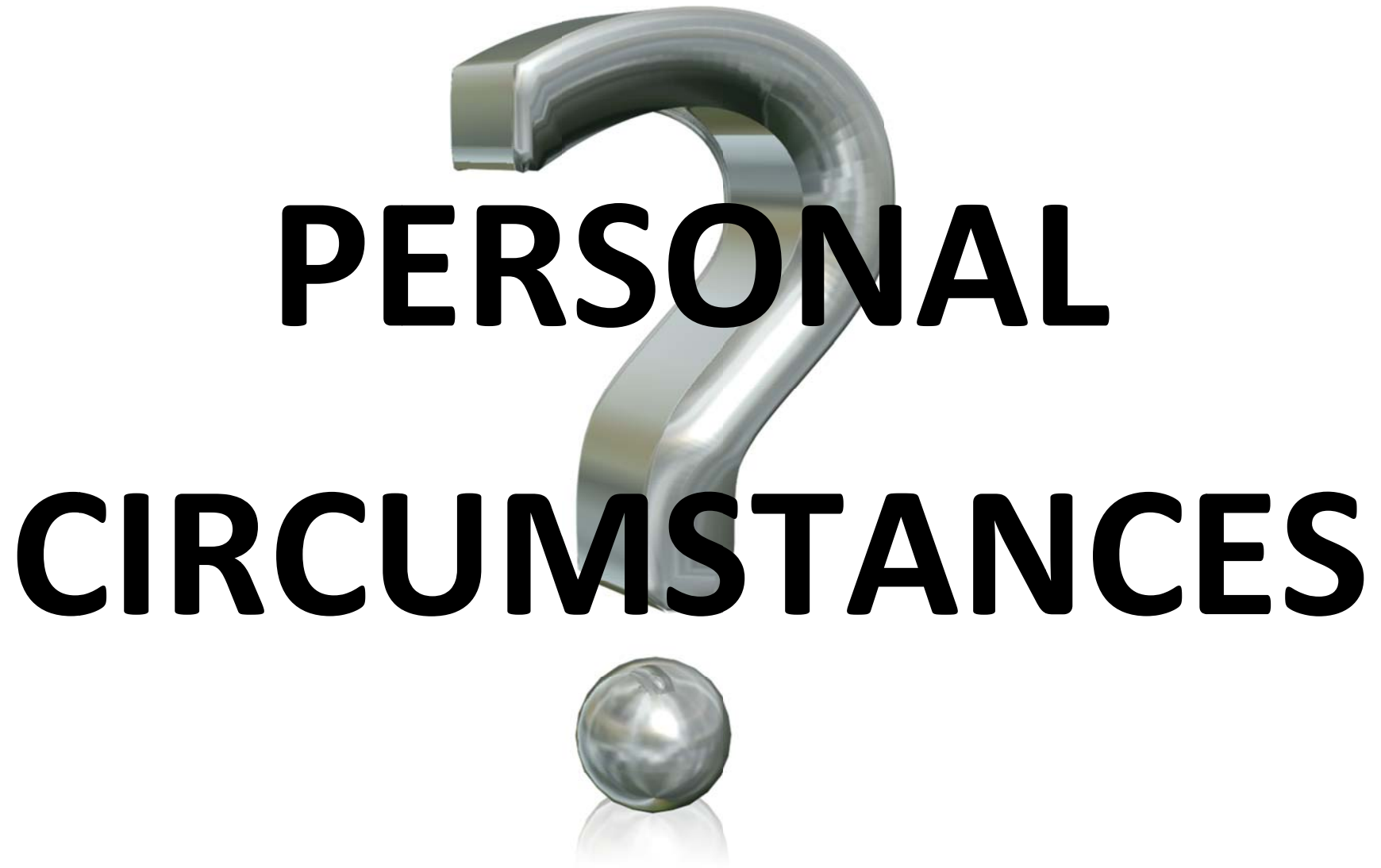
MEDICAL CONDITIONS

You have a heart condition. Monthly
medication costs €60.00



BACKGROUND

Goes to cinema
once a week with
partner at €10.00
per ticket. One
child takes dance
lessons at
€120.00 monthly.





MARITAL STATUS

Married – Unemployed Jobseeker
(€9,776.00 yearly / €3.92 hourly)



CHILDREN

Pregnant – 7 Months



PROPERTY

Rented



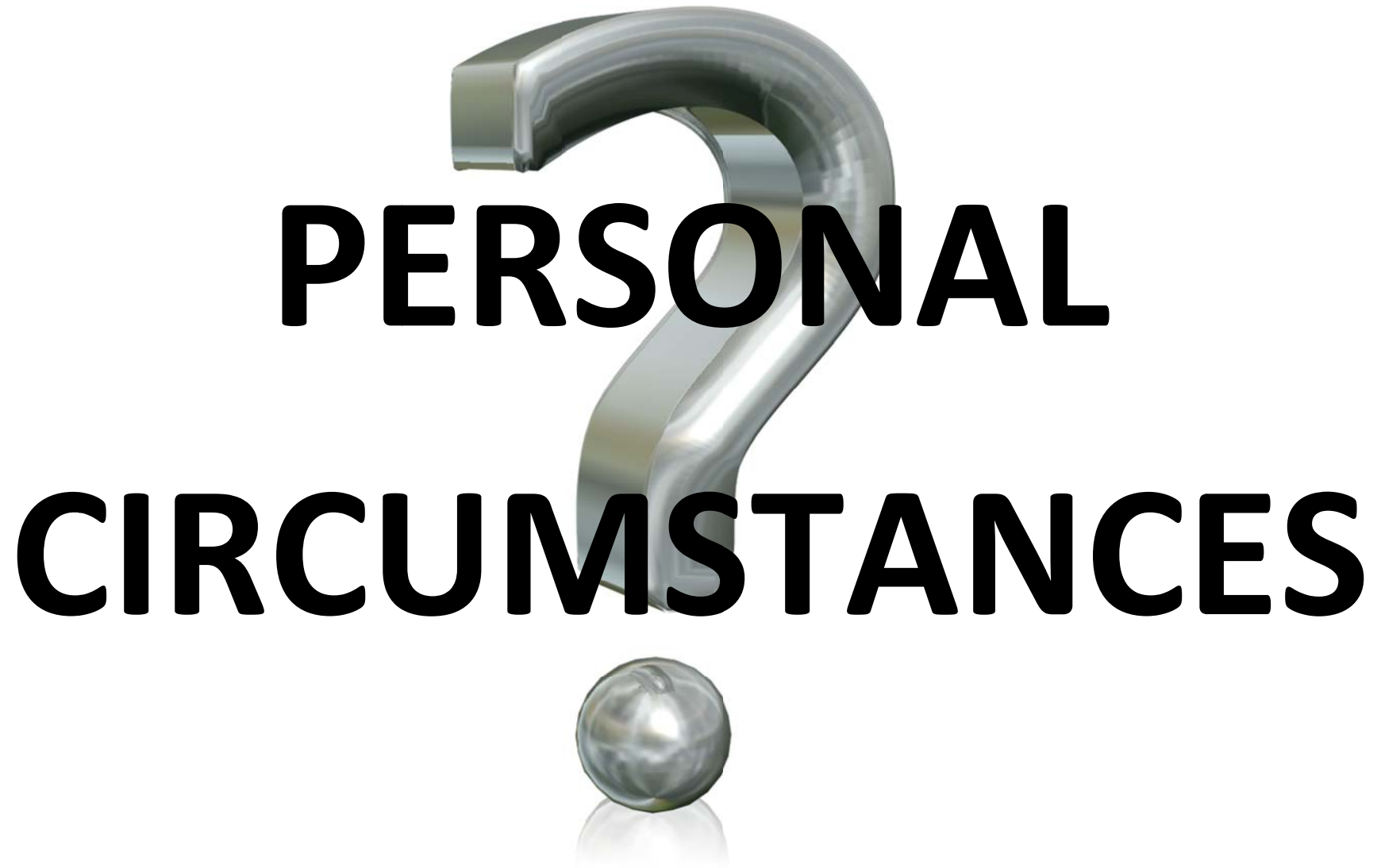
MEDICAL CONDITIONS

None, although total hospital costs
€375.00 over next two months



BACKGROUND

No interests or
hobbies





MARITAL STATUS

Widowed – Life Insurance (€12,000.00
over 1 year / €4.17 hourly



CHILDREN

None



PROPERTY

Inherited, no mortgage (3 bedroom
house)



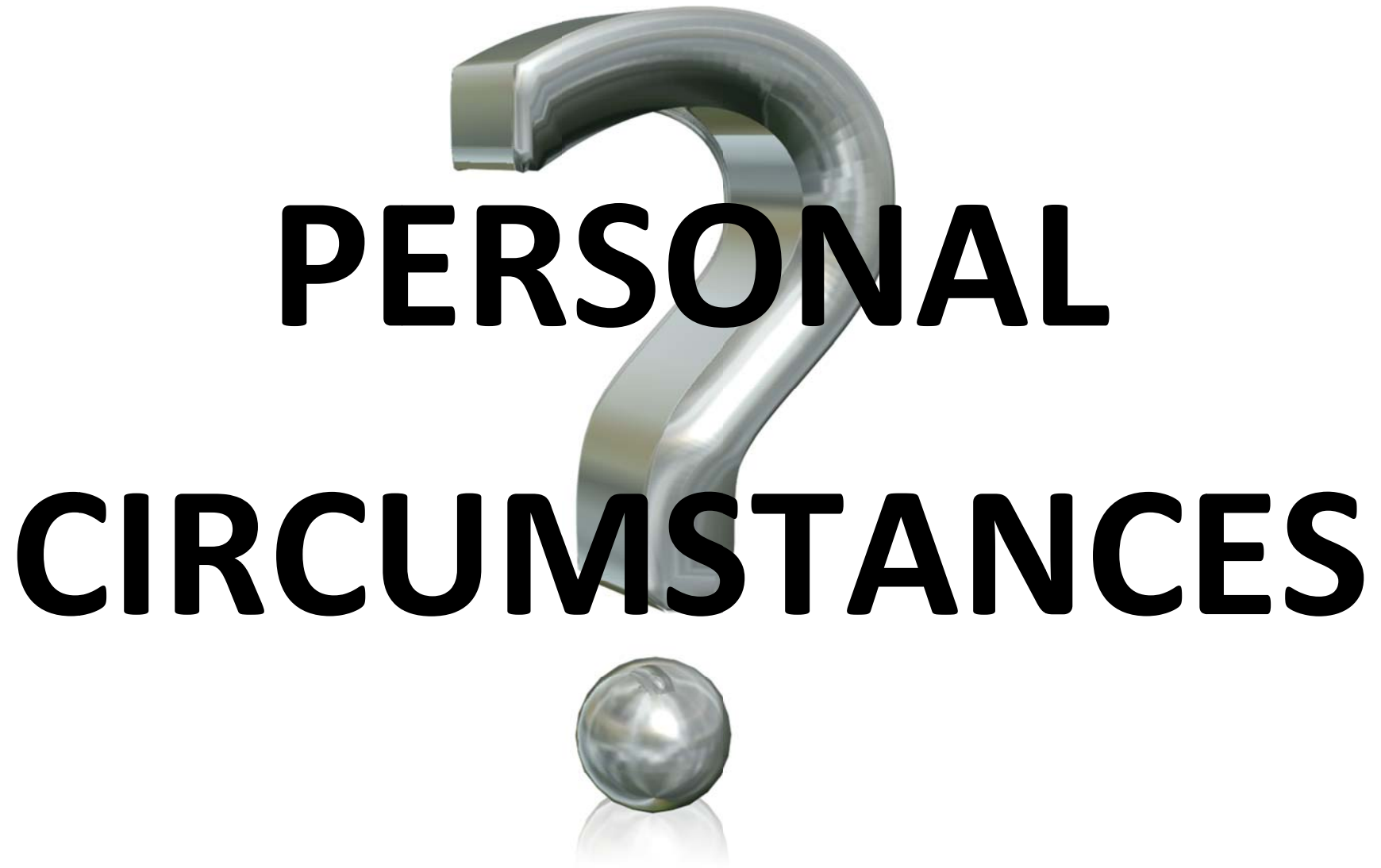
MEDICAL CONDITIONS

None



BACKGROUND

Smoking habit
costs €8.00
per day in
cigarettes





MARITAL STATUS

Cohabiting – Accounts Assistant
(€28,568.50 yearly / €15.50 hourly)



CHILDREN

None



PROPERTY

Rented



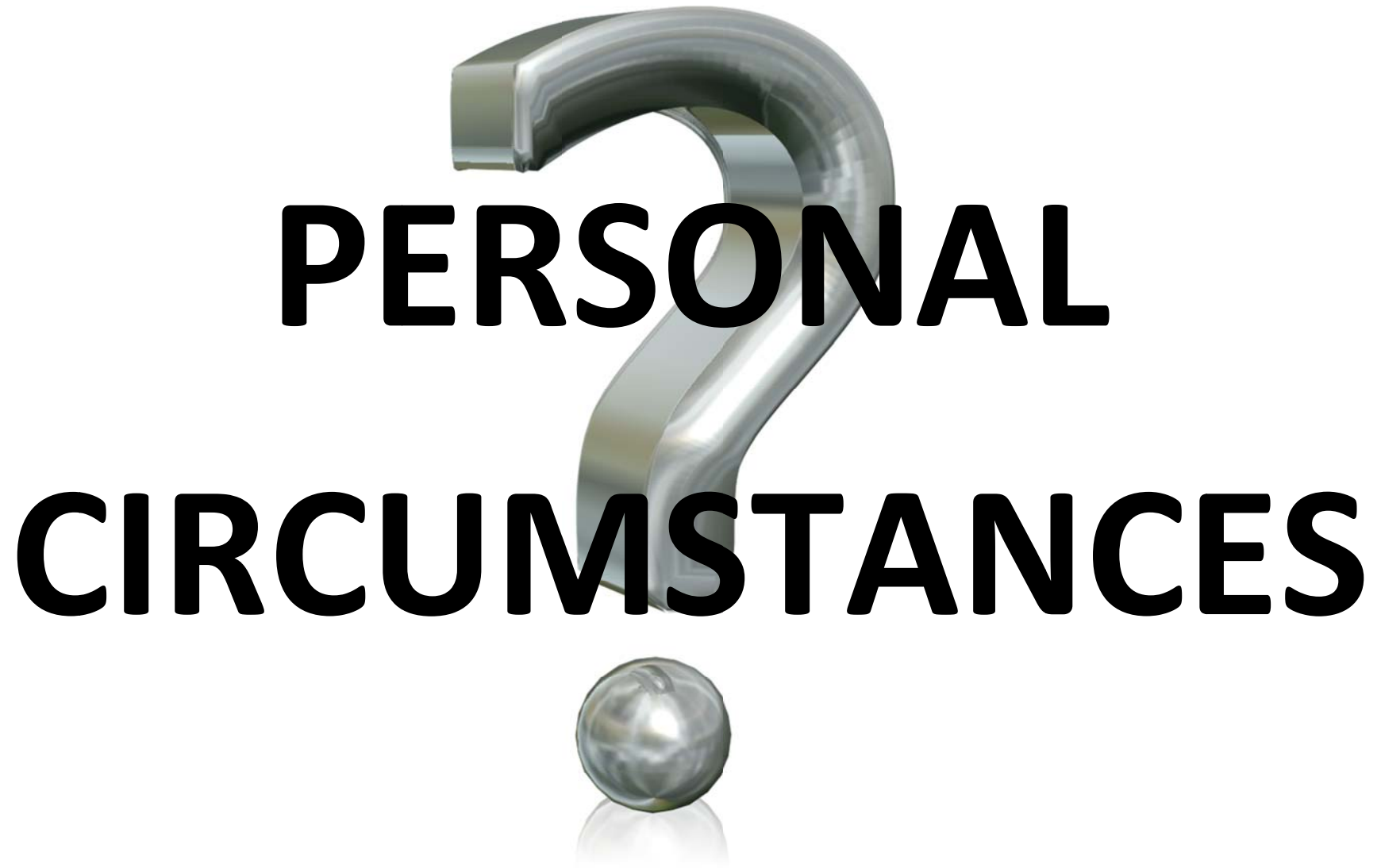
MEDICAL CONDITIONS

None



BACKGROUND

Donates about
€30.00 to
charity every
month.
Socialises with
friends once a
week at €40.00
a night.





MARITAL STATUS

Married – Bank Manager (€75.718.00
yearly / €41.08 hourly)



CHILDREN

4 Boys, 1 Girl from previous marriage
(€125.00 weekly maintenance)



PROPERTY

Mortgaged



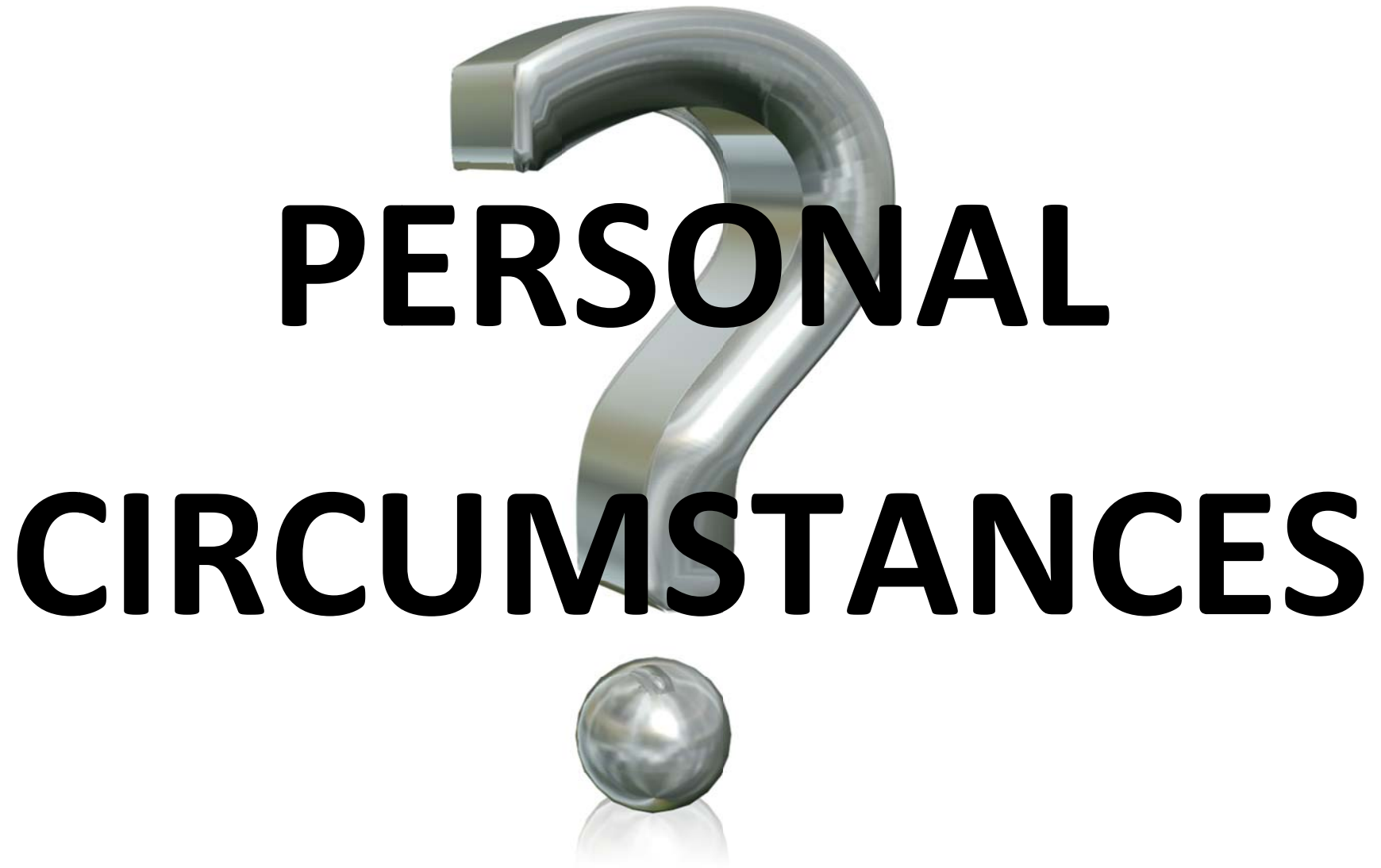
MEDICAL CONDITIONS

None, but pays €2,200.00 yearly for
Health Insurance



BACKGROUND

Has gym
membership
(€525.00 yearly), 3
boys play weekly
football (€20.00
each) and couple
hosts monthly
dinner party
(€300.00)





MARITAL STATUS

Civil Partnership – Human Resources Officer
(€28,123.00 yearly / €15.26 hourly)



CHILDREN

None



PROPERTY

Rented – Apartment, Building house
(€175,000.00 mortgage over 40 years)



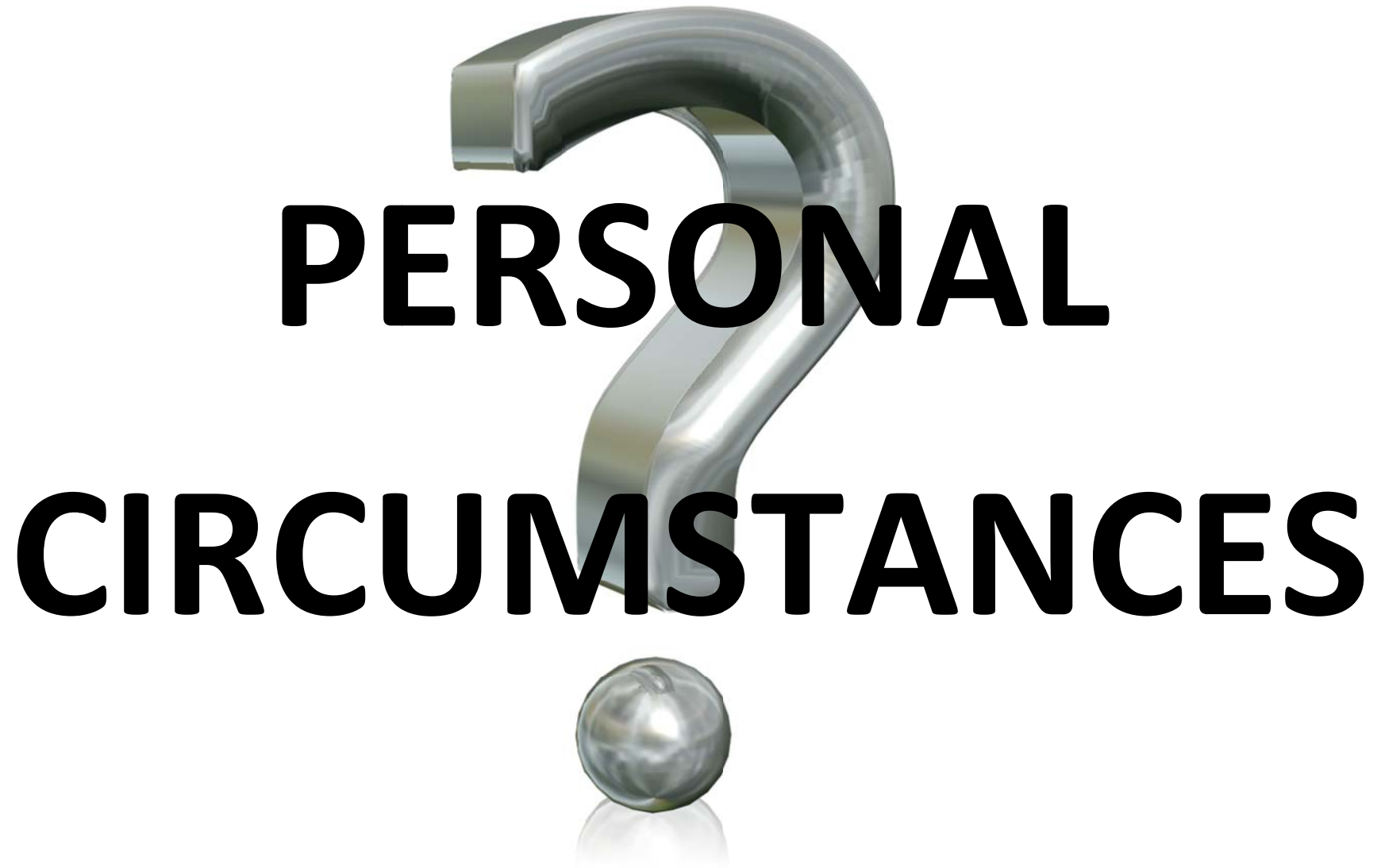
MEDICAL CONDITIONS

None



BACKGROUND

Two gym memberships
(€60.00 monthly each) and a holiday costing €2,000.00 a year





MARITAL STATUS

Single, but dating someone



CHILDREN

None



PROPERTY

Mortgaged



MEDICAL CONDITIONS

None



BACKGROUND

Recently won
€25,000.00 on
the lotto



Module 5:

Identifying Sources of Support and Different Types of Support Available

- How I Feel, How Others See Me
- What I See in Others and How They Support Me
- Life after School
- Decision-making
- Who Wants to Be a Millionaire?

50 minutes

30 minutes

60 minutes

60 minutes

Half day

Creative

Written and Discussion

Interactive Game and Discussion

Interactive and Written

Game Construction

Module 5.1: Identifying Sources of Support and Different Types of Support Available		
Workshop Title	How I Feel, How Others See Me	
Workshop Structure	Creative	Rough Time-frame 45 minutes
Objectives	<div>Check List</div> <div>Materials</div> <div>Handouts required</div>	
	<ul style="list-style-type: none">Identify and acknowledge -personal identityFind creative ways to explore and discuss identityBuild confidence through manipulating materials and realising ideas	<ul style="list-style-type: none">A 4 white cardboardPencils, markers, paintScissors <ul style="list-style-type: none">None

Workshop Plan

1. Introduction	This is a creative workshop that explores ideas of identity through making masks.	5 mins
2. Activity	Step 1. Gives each person a piece of white card and asks them to draw and cut out a life-sized shape of a face. They can also cut out eyes and mouth if they wish. Ask them to then decorate the card face. One side represents what they feel about themselves (things going on inside, what people do not know or see). The other side represents what they think people see, know and believe about them.	30 mins
3. Wrap-up	Step 1. Round up the session with a discussion, using the masks as an aid, on the theme of what we know and see about the self and what others see and know about us.	10 mins

Module 5.2: Identifying Supports and Different Types of Supports		
Workshop Title	What I See in Others and How They Support Me	
Workshop Structure	Written and Discussion with some Follow-up	Rough Time-frame 30 minutes
Objectives <ul style="list-style-type: none"> • Identify role models who support, encourage and inspire • Acknowledge life experience as a form of learning • Build confidence through expression of opinion in group scenario • Develop communication skills 	Check List Materials <ul style="list-style-type: none"> • Pens • Flipchart/blackboard etc Handouts required <ul style="list-style-type: none"> • Handout 1 	

Workshop Plan

1. Introduction	Through written and discussion exercises, this workshop will ask the young adults to identify and acknowledge people/role models in their lives who provide encouragement, support and inspiration.	2 mins
2. Activity	Step 1. Hand out Handout 1, which reads: <ul style="list-style-type: none"> Identify a person that you admire and that you feel is a good influence in your life and supports you in your decisions. Write a paragraph about what it is about that person that influences you most. 	5 mins
	Step 2 <ul style="list-style-type: none"> Splits the class into four groups. Each person shares their story with the group. As a group, find common things about the people in the stories. 	5 mins
	Step 3. Each group gives feedback to the overall group. Allow time for brief comments.	5 mins
3. Wrap-up	Step 1. Ask all the groups to make a list of local people or people they know who they admire and/or find inspiring.	3 mins 10 mins

	<p>Step 2. Ask each group to give feedback to the overall group.</p> <p>Step 3. Ask the young adults if they would find it of benefit to have such people come in and speak to them about their life journey so far.</p> <p>Step 4. Depending on the level of engagement, you can organise a follow-up session at which the suggested local people would come in to the school to talk to the group. The students could prepare letters to send to them with your help.</p>	
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Handout 1	Module 5.2
Module Title	Identifying Supports and Different Types of Supports
Workshop Title	What I See in Others and How They Support Me
Identify a person that you admire and that you feel is a good influence in your life, and supports you in your decisions. Write a paragraph about what it is about that person that influences you most.	

Module 5.3: Identifying Sources of Support and Different Types of Support Available		
Workshop Title	Life after School	
Workshop Structure	Interactive Games, Group Work, Questionnaires, Discussion	Rough Time-frame 50 minutes
Objectives <ul style="list-style-type: none"> • Raise awareness of what life will be like after school and deal with thoughts, questions and worries relating to this transition • Encourage forward-thinking about the future • Reflect on previous transition experiences and identify supports needed and given then • Identify people who can give support during transition from school and moving on • Raise aspirations about their future • Build confidence through group work and expressing opinions in a group scenario • Improve communication skills 		Check List <ul style="list-style-type: none"> • A flat room where chairs can be set up in a circle • Time for room set-up Materials <ul style="list-style-type: none"> • Print off set of pictures (see note) • Pens • Flipchart/blackboard/whiteboard • Markers/chalk Handouts required <ul style="list-style-type: none"> • Handout 1

Note:

Course facilitators can print photos from the Internet that relate to how students might feel about leaving school. Alternatively they may use a resource such as the Photospeak images resource pack.

Workshop Plan

<p>1. Introduction</p>	<p>Through a series of interactive activities, questionnaires and discussion, this workshop explores the theme of Life after School.</p> <p>Step 1. Before the young adults arrive, lay on the floor a series of printed images and set chairs in a circle.</p> <p>Step 2. Introduce the workshop.</p>	<p>10 mins</p>
<p>2. Activity</p>	<p>Step 1. The young adults arrive and take a seat.</p> <ul style="list-style-type: none"> • Ask the group to walk around and look at all the pictures. • Ask each person to choose a picture that relates to how they feel about leaving school and to pick the picture up and hold it in their hand. <p>Step 2. Ask each person to turn to another person and tell them the reason for the chosen picture.</p> <p>Step 3. Ask each person to comment on the reason for the picture choice to the main group.</p> <p>Step 4. Give out Handout 1, go through the questions and provide further explanation if necessary.</p>	<p>10 mins</p> <p>15 mins</p>

	<ol style="list-style-type: none"> 1. How do you feel about moving on? 2. What things have you enjoyed the most about school? 3. What will you miss the most about school? 4. What opportunities will finishing school bring you? 5. Some people like the idea of starting over, of reinventing oneself. What do you think? 6. What are you looking forward to? 7. You are going to have more freedom. How do you think this will feel? 8. You will be out and about more. How you think this will feel? 9. Some of you will be moving home. How do you think this will feel? 10. How will leaving school affect your relationships (parents, siblings, friends, etc)? 11. Name a time when you went through a transition in your life. For example, primary to secondary school, moving house. 12. Who did you receive support from then? How did this help you make your transition? 13. If you did not receive support, what kind of support do you think would have helped you? 14. Make a list of people that you think can support you in your transition after leaving school and moving on. 15. Have you any other thoughts or questions on what life might be like after school? 	
3. Wrap-up	<p>Step 5</p> <ul style="list-style-type: none"> • Split the group into pairs to discuss their questionnaires. • Ask the pairs to join another pair to discuss their questionnaires and note crossovers and similarities. • Ask for feedback from each group and make notes on a flipchart/blackboard/whiteboard. • Facilitate a general discussion on the findings. 	15 mins

Handout 1	Module 5.3
Module Title	Identifying Supports and Different Types of Supports
Workshop Title	Life after School
Answer the following questions to help you think about what life after school will be like.	
1. How do you feel about moving on?	
2. What things have you enjoyed the most about school?	
3. What will you miss the most about school?	
4. What opportunities will finishing school bring you?	

5. Some people like the idea of starting over, of reinventing oneself. What do you think?

6. What are you looking forward to?

7. You are going to have more freedom. How do you think this will feel?

8. You will be out and about more. How do you think this will feel?

9. Are you thinking of moving home? How do you think this will feel?

10. How will leaving school affect your relationships (parents, siblings, friends, etc)?

11. Name a time when you went through a transition in your life. For example, primary to secondary school, moving house.

12. Who did you receive support from then? How did this help you make your transition?

13. If you did not receive support, what kind of support do you think would have helped you?

14. Make a list of people that you think can support you in your transition after leaving school and moving on.

15. Have you any other thoughts or questions on what life might be like after school?

Module 5.4: Identifying Sources of Support and Different Types of Support Available		
Workshop Title	Decision-making	
Workshop Structure	Interactive, Written and Discussion	Rough Time-frame 55 minutes
Objectives <ul style="list-style-type: none"> • Learn about decision-making in daily life • Identify decision-making processes in daily life • Learn a practical example of a decision-making process • Develop the use of decision-making processes when planning for the future • Develop teamwork skills • Build confidence • Improve communication skills 	Check List <ul style="list-style-type: none"> • Flipchart sheet written on before session • Flat classroom where chairs can be set in a circle Materials <ul style="list-style-type: none"> • Flipchart and marker • Pens Handouts required <ul style="list-style-type: none"> • Handout 1 • Handout 2 • Handout 3 • Handout 4 	

Workshop Plan

1. Introduction	Through a series of questions and written and discussion exercises, young adults explore decision-making in everyday life, decision-making processes and decision-making about their future.	2 mins
2. Activity	Step 1. Ask the following: <ul style="list-style-type: none"> • What is a decision? Look for examples and write them on the flipchart. • What do we do after we make a decision? Look for examples and write them on the flipchart. • How do we make decisions? Look for examples and write them on the flipchart. 	5 mins
	Step 2 <ul style="list-style-type: none"> • Explain that the first exercise is to get everyone thinking about decisions we make in our lives everyday • Gives out Handout 1. • When everyone has completed the handout, ask them to read over what they have written and to keep those examples in the back of their minds for the rest of the session 	5 mins
	Step 3. Offers the following definitions, displayed on flipchart (written up before session). <ul style="list-style-type: none"> • What is a <i>decision</i>? A decision is a process of deciding to move into the future by following a particular course of action. • What is a <i>course of action</i>? A course of action is the steps taken to make the decision happen. 	5 mins

	<ul style="list-style-type: none"> • <i>How do we make a decision? We research, experience and plan.</i> <p>After reading these aloud, expand and provides further clarification if necessary.</p> <p>Step 4</p> <ul style="list-style-type: none"> • Explain that the next exercise is about looking at decision-making in the everyday life of a Leaving Certificate student called Jessica. • Split the group into pairs. • Give out Handout 2 to each person. • Read through the handout, answer questions and offer explanations. • Allow time for brief feedback and comments. <p>Step 5</p> <ul style="list-style-type: none"> • Announce the move to the next exercise. • Explain that the next exercise is still about Jessica, but now you will look at decisions she needs to make about her future. • Keep people in pairs. • Gives out Handout 3 to each person. • Read through the handout, answer questions and offer explanations. • Allow time for brief feedback and comments. <p>Step 6</p> <ul style="list-style-type: none"> • Announce the move to the next exercise. • Explain that the next exercise is to be done individually. • Gives out Handout 4 to each person. • Read through the handout, answer questions and offer explanations. • Allow time for brief feedback and comments. 	<p>10 mins</p> <p>10 mins</p> <p>10 mins</p>
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3. Wrap-up	Step 1. Facilitate a reflective discussion. To start, ask each person to offer one comment on the session.	10 mins
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Handout 1	Module 5.4
Module Title	Identifying Supports and Different Types of Supports
Workshop Title	Decision-making
<p>Write something down for each of the following, to get us thinking about when and where we make decisions in our lives.</p> <ol style="list-style-type: none"> 1. A time when you had to think on your feet. 2. A time when you surprised someone with something you did. 3. Something you did that was funny. 	

4. Something you did that others got excited about.

5. A conflict that you resolved.

6. A tough situation that you got through.

7. An emotional situation you got through.

Handout 2	Module 5.4
Module Title	Identifying Supports and Different Types of Supports
Workshop Title	Decision-making
<p>1. What is a decision? A decision is a process of deciding to move into the future by following a particular course of action.</p> <p>2. What is a course of action? A course of action is the steps taken to make the decision happen</p> <p>3. How do we make a decision? We Research, Experience and Plan.</p>	
<p>Example: Jessica wants to go to the cinema</p> <p>Jessica wants to go to the cinema at 7.30pm with her friend Paddy. They both finish school at 4pm. Jessica says she will hurry home from school to get home at 4.30pm, get her homework finished by 5.45p, have dinner over by 6.15pm, change her clothes, leave her house by 6.30pm, and call around to Paddy by 6.45pm. They will walk to the cinema and get there by 7.10pm, buy their tickets and head straight in to see the film by 7.30pm.</p>	

1. What was Jessica's decision?

2. Write down her course of action – the steps she took to make her decision happen.

- Step 1.
- Step 2.
- Step 3.
- Step 4.
- Step 5.

3. How did Jessica make her decision? What parts of her decision did she:

- Research?
- Have experience of?
- Plan?

Handout 3	Module 5.4
Module Title	Identifying Supports and Different Types of Supports
Workshop Title	Decision-making
<p>Read the following paragraph:</p> <p>Jessica is in 6th year. Her favourite subjects are Art and Maths. In the future she wants to work in a job where she can do Art and Maths because she really enjoys them. She definitely wants to go to college after she finishes her Leaving Certificate. She is thinking about studying Architecture but has not done any research yet.</p> <p>Answer the following questions to help advise Jessica what to do next:</p> <ol style="list-style-type: none"> 1. What is Jessica's decision? 	

2. Write down a course of action (step by step) that she can take to make her decision happen.

- Step 1.
- Step 2.
- Step 3.
- Step 4.

Write down one thing to answer each of the following:

- What will she research?
- What experience has she already
- What would her plan be?

3. Write down a list of the people and supports she will need to help make her decision happen.

Handout 4	Module 5.4
Module Title	Identifying Supports and Different Types of Supports
Workshop Title	Decision-making
<p>1. Decide on one thing that you would like to do when you leave school? For example, go to college, get a qualification.</p>	
<p>4. Write down a course of action (step by step) you can follow to make your decision happen:</p> <ul style="list-style-type: none"> • Step 1. • Step 2. • Step 3. • Step 4. • Step 5 	

3. Write one thing for each of the following:

- What will you research?
- What have you got experience in already?
- What is your plan?

5. Write down a list of the people and supports you will need to help your decision happen.

Module 5.5: Identifying Sources of Support and Different Types of Support Available		
Workshop Title	Who Wants to Be a Millionaire?	
Workshop Structure	Interactive Game	Rough Time-frame Half day
Objectives <ul style="list-style-type: none"> • Identify the supports needed in making the transition from school to college • Clarify these supports and share them with teachers and parents • Young adults challenge teachers and parents around their perception of the young adults needs verse the statements identified by the young adults in a fun way • Confidence building • Team work skills • Organisational/Planning skills • Communication skills 		Check List <ul style="list-style-type: none"> • This game requires the participation of teachers and parents. Alternatively, deliver this workshop and do a follow-up session a week later where the game is played – allowing time for teachers and parents to organise and participate. • May need access to the Internet for demonstration Materials <ul style="list-style-type: none"> • Packet of at least 40 small white cards (like presenter's note cards) • Packet of at least 40 envelopes • Pritt stick, scissors, sellotape Handouts required <ul style="list-style-type: none"> • Handout 1

Workshop Plan

1. Introduction	Through an interactive workshop and the construction of a game modelled on 'Who Wants to Be a Millionaire?', young adults ask teachers and parents questions about issues facing them as they leave school and go to college.	2 mins
2. Activity	<p>Step 1 Ask if people are familiar with the game 'Who Wants to Be a Millionaire?' If the level of knowledge is limited, you might take the group to a computer lab to demonstrate the game online. If, say, 20% of the group have a good idea of the game format, when dividing the groups make sure that those who have some knowledge are mixed with those who do not.</p> <p>Step 2</p> <ul style="list-style-type: none"> • Split the group into four. • Gives out Handout 1, the project brief. <p>Step 3 The groups begin to work; provide encouragement, advice and assistance.</p> <p>Step 4</p> <ul style="list-style-type: none"> • Ask each group to survey the class about the answers to their questions (see handout brief below for further info). <p>Step 5. Ask each group to continue with the project brief.</p>	<p>10 mins</p> <p>40 mins</p> <p>20 mins</p> <p>30 mins</p>

<p>3. Wrap-up</p>	<p>Step 6. When all of the above is completed, ask the class to:</p> <ul style="list-style-type: none"> • Nominate a presenter and co-presenter – the presenter will read out the questions and possible answers; the co-presenter will read out the final answer and check the audience's option. • Invite contestants – maybe 6 teachers and parents. Decide on a suitable time and venue. • Think about anything else the group might need. • Plan for the game. 	<p>30 mins</p>
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Handout 1	Module 5.5
Module Title	Identifying Supports and Different Types of Supports
Workshop Title	Decision-making
<p>Project brief</p> <p>Who Wants to Be a Millionaire? Game where young adults ask teachers and parents questions about issues facing them as they leave school and go to college.</p> <p>Each individual group:</p> <ul style="list-style-type: none">• Each group devises 10 questions and 4 possible answers to each question about issues facing them as they leave school and go to college, and the support they will need while making this transition.• Each group checks the views of the rest of the class by putting their questions and their four answers to them. They then ask the class to indicate what they think is the best answer through a show of hands. Each group writes each question and the four possible answers on the cards provided clearly and neatly for the presenter to read out during the game.• Each group writes the majority answer on a separate card and puts it in an envelope, clearly marked with the question number on the front.	

The overall class:

The class nominates a presenter and co-presenter. The presenter will read out the questions and possible answers. The co-presenter will read out the final answer, and check the audience's option. The presenter informs the contestants that each of the four answers they can choose from could be correct. In order to win, the contestant must guess the answer that the majority of the class voted on.

Invite contestants – teachers and parents (say 6 in total).

Examples of questions

- What support do I need when I am making my decision about my future and what I will do next?
- *Example answers:*
 - o 1. Being asked every day 'What are you going to do with your life?'
 - o 2. I can help you one hour a week to do some research on college courses and colleges.
 - o 3. Let's go to all the open days and see what is on offer.
 - o 4. I want to be left alone to do my own research and I will ask if I need support.
- What support do I need when I am planning my course of action to make my decision happen?
- What support do I need when I am researching and deciding what college I will go to?
- What support do I need when I am researching and deciding what course I will study?
- What kind of supports do I need most during this process?
- What is the young adult's number one worry about going to college?
- What is the young adult's second biggest worry about going to college?



Module 6:

What do People Do to Get into College?

• Setting Goals and Introduction to Time Management	50 mins	Brainstorm and Discussion
• Sharing Study Skills Styles	90 mins	Interactive, Discussion and Interview
• Study and Time Management	45 mins	Informative and Written
• Learning Styles, Tips and Multiple Intelligences	70 mins	Online
• Understanding CAO Points and Minimum Entry Requirements	60 mins	Group Work and Research

Module 6.1: What Do People Do to Get into College?		
Workshop Title	Setting Goals and Time Management	
Workshop Structure	Brainstorm, Written and Discussion	Rough Time-frame 45 minutes
Objectives <ul style="list-style-type: none"> • Learn to plan for the future and set goals • Raise awareness of recommended hours for homework/study in Junior and Senior Cycle • Learn of organisational tools to help with organising work/study • Learn basic time management 		Check List <ul style="list-style-type: none"> • Notes for Step 1, written prior to session on flipchart paper Materials <ul style="list-style-type: none"> • Blue tack • Flipchart paper • Pens Handouts required <ul style="list-style-type: none"> • Handout 1 • Handout 2 • Handout 3

Workshop Plan

1. Introduction	Through practical methods, this workshop explores ideas of setting goals, and organisational strategies.	1 min
2. Activity	Step 1 <ul style="list-style-type: none"> From the flipchart (on which the following information is written down in advance), read out the average time that Junior and Leaving Certificate students should spend on homework and study each evening. Junior Cycle third-years should spending a minimum of 2.5 hours per night. Leaving Cert sixth-years should spend a minimum of 3 hours per weekday night and 6-8 hours at the weekend. Ask the young adults for brief comments. Ask them to keep those percentages at the back of their minds during the session. 	5 mins
	Step 2. Explain that the first exercise looks at setting goals.	3 mins
	Step 3. Ask: <ul style="list-style-type: none"> What is a goal? Listen to the feedback and respond. Offer the following definition: 'A goal is something you want to achieve in the future'. Ask for examples of goals from the group, and offer further examples if necessary. 	6 mins

	<p>Step 4</p> <ul style="list-style-type: none"> • Gives out Handout 1. • Read through and explain it. Allow time for questions or comments and provide further explanation if necessary. <p>Handout 1 reads:</p> <p><i>1. Personal Goals</i></p> <p>Finish the following sentences:-</p> <ul style="list-style-type: none"> • In my personal life, in the next week or so I want to achieve_... • I believe I can do this because ... • My plan to make this happen is ... <p><i>2. School/Study Goals Finish the following sentences:</i></p> <ul style="list-style-type: none"> • In school and study, in the next week or so I want to achieve ... • I believe I can do this because ... • My plan to make this happen is ... <p>Step 5</p> <ul style="list-style-type: none"> • Announce the move to the next exercise, which will look at how to achieve the goals set. • Tell everyone to put their goals to one side and say you will return to them later. <p>Step 6</p> <ul style="list-style-type: none"> • Ask the group to brainstorm on 'What are the Top Ten Time-Wasting Activities that can prevent people from achieving their study goals (we all know them! Twitter, Facebook ...) • Write these on a flipchart page <p>Step 7</p>	<p>5 mins</p> <p>3 mins</p> <p>5 mins</p>
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	<ul style="list-style-type: none"> • Ask the group to read over the list of goals they made. • Consider if they think they are achievable. <p>Step 8</p> <ul style="list-style-type: none"> • Give out Handout 2, which reads: Look at the goals you set for your personal life and school/study earlier. Write a to-do list of all the things you need to do to achieve those goals. Study time, homework time, etc. <p>Step 9. When everyone has the previous task completed:</p> <ul style="list-style-type: none"> • Give out Handout 3. • Read and explain the task — to organise your to-do list so as to work towards achieving your goals. 	5 mins
3. Wrap-up	<p>Step 1. When everyone has the previous task completed:</p> <ul style="list-style-type: none"> • Ask each student to take out their homework diaries. • ‘Put in time each day to complete your to-do list, based on the organisational chart you just completed.’ • Encourage and help students during this process. 	10 mins

Handout 1	Module 6.1
Module Title	What Do People Do to Get into College?
Workshop Title	Setting Goals
<p>1. Personal Goals. Finish the following sentences:</p> <ul style="list-style-type: none"> • In my personal life, in the next week or so I want to achieve • I believe I can do this because • My plan to make this happen is 	

2. **School/Study Goals.** Finish the following sentences:

- In school and study, in the next week or so I want to achieve
- I believe I can do this because
- My plan to make this happen is

Handout 2	Module 6.1
Module Title	What Do People Do to Get into College?
Workshop Title	Setting Goals
Look at the goals you set for your personal life and school/study earlier.	
<ol style="list-style-type: none"> 1. Write a to-do list of all the things you need to do to achieve those goals. Study time, homework time, baby sitting, reading, music practice, etc. 	

Handout 3	Module 6.1
Module Title	What Do People Do to Get into College?
Workshop Title	Setting Goals
Urgent and important	Urgent and not important
Not urgent and important	Not urgent and not important

Module 6.2: What Do People Do to Get into College		
Workshop Title	Sharing Study Styles	
Workshop Structure	Interaction, Interview and Discussion	Rough Time-frame 42 minutes
Objectives <ul style="list-style-type: none"> • Reflect on one's approaches to study • Share different approaches to study • Draw up a practical list of various approaches to study • Build confidence through communication in a group scenario • Improve communication skills 		Check List Materials <ul style="list-style-type: none"> • Pens • Paper • Envelope Handouts required <ul style="list-style-type: none"> • Handout 1 (3 copies of the same handout)

Workshop Plan

1. Introduction	Through questionnaires and discussion, this workshop asks the students to reflect on their approaches to study and to share these approaches by way of interview with peers.	2 mins
2. Activity	<p>Step 1</p> <ul style="list-style-type: none"> • Introduce the idea of study, and study styles. • Ask each person to think about how he or she studies, and what he or she does when they study. • Explain that this exercise involves each person sharing their study style. • Ask everyone to write their name on a piece of paper and put them all together in an envelope. • Each person picks out three names. • Each person gets three sheets of paper. • Each person has to interview the three other people they have picked from the envelope over the course of the session. Ring a bell every five minutes to change over. <p><i>Questions:</i></p> <ol style="list-style-type: none"> 1. How do you motivate yourself to study/do homework? 2. Do you set study aims or goals every time you sit down to study? If so what are they? 3. How do you reward yourself when you have a section covered? 4. How do you focus on study goals? 5. How do you compare what you set out to do and what you actually do in each session? And what do you do about this? 	20 mins

	<p>6. How do you recognise when your study pays off? How does this feel? How do you reward yourself?</p> <p>7. When you study, what are the reasons why you might stop studying? (tired, phonecall, finished a chapter, etc)</p> <p>8. Why is it important to look at the reasons that might make you stop studying?</p>	
3. Wrap-up	<p>Step 3. After the three interviews are completed:</p> <ul style="list-style-type: none"> • Ask everyone to share their study skills, etc with the class and allow brief time for discussion. • Make a master list and hand these out to everyone after the group session. 	20 mins

Handout 1	Module 6.2
Module Title	What Do People Do to Get into College
Workshop Title	Sharing Study Styles
Interview three people in your class on their study styles, using the following questions. Each interview should last five minutes.	
<ul style="list-style-type: none">• How do you motivate yourself to study/do homework?	
<ul style="list-style-type: none">• Do you set study aims or goals every time you sit down to study? If so can you give examples?	
<ul style="list-style-type: none">• How do you reward yourself when you have a section covered?	

- | |
|--|
| <ul style="list-style-type: none">• How do you focus on your study goals? |
| <ul style="list-style-type: none">• How do you compare what you set out to do and what you actually do in each session? And how do you deal with this? |
| <ul style="list-style-type: none">• How do you recognise when your study pays off? How does this feel? How do you reward yourself? |
| <ul style="list-style-type: none">• When you study, what are the reasons why you might stop studying? (tired, phonecall, finished a chapter, etc) |
| <ul style="list-style-type: none">• Why is it important to look at the reasons that might make you stop studying? |

Module 6.3: What Do People Do to Get into College?**Workshop Title** Study and Time Management**Workshop Structure** Brainstorm, Written and DiscussionRough Time-frame **45 minutes****Objectives**

- Learn about time management
- Learn how to plan homework and study

Check List

Prepared text on flipchart (see below)

Handouts required

Handout 1

Handout 2

Handout 3

Workshop Plan

1. Introduction	<p>Through brainstorming, written exercises and discussion, this workshop introduces the young adults to time management and shows them how they can plan their homework and study.</p>	<p>2 mins</p>
2. Activity	<p>Step 1</p> <ul style="list-style-type: none"> Ask ‘How do you think people get into college?’ Brainstorm. <p>Step 2. Explain that the first exercise will look at time management.</p> <ul style="list-style-type: none"> Give out Handout 1 – a blank weekly template. Ask everyone to fill in their normal week, including school time, homework time, study time, social time, sport, etc. ‘Be realistic.’ Ask them to draw generalisations on how they spend their time (5 hours at dancing, etc). <p>Step 2</p> <ul style="list-style-type: none"> On a flipchart page, show the students how many hours a night they should be studying. Junior Cycle third-year: minimum of 2.5 hours a night on study/homework. Senior Cycle sixth-year: minimum of 3 hours a weeknight on study/homework and 6-8hrs at weekends. (This should be written on the page prior to session.) Ask: Is this a surprise? Ask everyone to look at the template they have filled out and compare with these minimum study times. Ask them to note if there is a gap between how much they study and the recommended minimum time to be spent on homework/study. ‘Think about things that you could do to close that gap.’ 	<p>2 mins</p> <p>10 mins</p> <p>5 mins</p>

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Handout 1	Module 6.3
Module Title	What Do People Do to Get into College?
Workshop Title	Study and Time Management

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

If you are a Junior Cycle student (third-year), you should be spending a minimum of 2.5 hrs a night on study/homework. If you are a Senior Cycle student (sixth-year) you should be spending a minimum of 3 hrs a weekday night on study/homework and 6-8hrs at weekends.

Handout 2	Module 6.3
Module Title	What Do People Do to Get into College?
Workshop Title	Study and Time Management

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

If you are a Junior Cycle student (third-year), you should be spending a minimum of 2.5 hrs a night on study/homework.
 If you are a Senior Cycle student (sixth-year) you should be spending a minimum of 3 hrs a weekday night on study/homework and 6-8hrs at weekends.

Handout 3	Module 6.3
Module Title	What Do People Do to Get into College?
Workshop Title	Study and Time Management
<ol style="list-style-type: none"> 1. Did you stick to your study timetable this week? Why/why not? 2. What did you achieve from your study plan this week? How does this make you feel? 3. How will what you have done affect the greater task ahead? 	

Module 6.4: What do People Do to Get into College? ¹**Workshop Title** Learning Styles and Types of Intelligence**Workshop Structure** OnlineRough Time-frame **70 minutes****Objectives**

- Gain awareness of learning styles and learn practical tips to use learning styles
- Discover different types of intelligence and the related career paths

Check List

- Access to computer lab

Materials

- Flipchart and marker

Handouts required

- Handout 1
- Handout 2
- Handout 3
- Handout 4

¹ This workshop draws from explanations of different learning styles found at: <http://www.ldpride.net/learningstyles.MI.htm#Learning%20Styles%20Explained>

Workshop Plan

1. Introduction	<p>In this workshop, students will discover the various learning styles and learn practical tips that will help them to apply their particular learning style to best effect. They will also learn about the different types of intelligence and the career paths that they tend to lead to.</p>	<p>1 min</p>
2. Activity	<p>Step 1. Ask: ‘Does anyone know what a learning style is?’</p> <p>Step 2. Wait for answers and respond.</p> <p>Step 3. Give out Handout 1, read through and explain the different learning styles.</p> <p>Step 4. Ask: ‘How would you benefit from knowing what learning style suits you?’</p> <p>Step 5. Write answers on flipchart paper.</p> <p>Step 6. Direct students to the following website, to do a learning style test. http://www.ldpride.net/learningstyles.MI.htm#Learning%20Styles%20Explained</p> <p>Step 7. Give out Handout 2: Top Tips for Learning Styles.</p> <p>Step 8. Give out Handout 3; read through and explain Howard Gardner’s theory of Multiple Intelligences, and the various career paths that these lead to.</p> <p>Step 9. Ask the students to complete the online version of the test.</p>	<p>60 mins</p>

3. Wrap-up	Give out Handout 4, which reads: <ul style="list-style-type: none">• Write down 3 ways that you can apply what you have learnt today to school and study.• Write down 3 ways that you can enjoy your strengths and build on them.	10 mins
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Handout 1	Module 6.4
Module Title	What do People Do to Get into College?
Workshop Title	Learning Styles
<p>What are learning styles?</p> <p>Learning styles are different approaches to learning, or ways of learning.</p> <p>What are the types of learning styles?</p>	

Visual Learners

Learn through seeing...

These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays, including: diagrams, illustrated textbooks, overhead transparencies, videos, flipcharts and handouts. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

Auditory Learners

Learn through listening ...

They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch (the highness or lowness of voice), speed and other nuances. Written information may have little meaning for them until they hear it spoken out. These learners often benefit from reading text aloud and using a tape recorder.

Tactile/Kinaesthetic Learners

Learn through, moving, doing and touching ...

Tactile/kinaesthetic people learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

To Do!

Visit the following website to do a learning style test.

<http://www.ldpride.net/learningstyles.MI.htm#Learning%20Styles%20Explained>

Handout 2	Module 6.4
Module Title	What do People Do to Get into College?
Workshop Title	Learning Styles
Tips for your Learning Style will help you take notes better, and remember and recall information more easily.	

Visual Learners

- * Use visual materials such as pictures, charts, maps, graphs, etc.
- * Have a clear view of your teachers when they are speaking so you can see their body language and facial expression.
- * Use colour to highlight important points in text.
- * Take notes or ask your teacher to provide handouts.
- * Illustrate your ideas as a picture or brainstorming bubble before writing them down.
- * Write a story and illustrate it.
- * Use multi-media (e.g. computers, videos and filmstrips).
- * Study in a quiet place away from verbal disturbances.
- * Read illustrated books.
- * Visualise information as a picture to aid memorising.

Auditory Learners

- * Participate in class discussions/debates.
- * Make speeches and presentations.
- * Use a tape recorder during lectures instead of taking notes.
- * Read text out aloud.
- * Create musical jingles to aid memorising.
- * Create mnemonics to aid memorising.
- * Discuss your ideas verbally.
- * Dictate to someone so they can write down your thoughts.
- * Use verbal analogies and storytelling to demonstrate your point.

Tactile/Kinaesthetic Learners

- * Take frequent study breaks.
- * Move around to learn new things (e.g. read while on an exercise bike, mould a piece of clay to learn a new concept).
- * Work in a standing position.
- * Chew gum while studying.
- * Use bright colours to highlight reading material.
- * Dress up your workspace with posters.
- * If you wish, listen to music while you study.
- * Skim through reading material to get a rough idea what it is about before settling down to read it in detail.

Handout 3	Module 6.4
Module Title	What do People Do to Get into College?
Workshop Title	Learning Styles
<p>What is Multiple Intelligence?</p> <p>Conceived by Howard Gardner, Multiple Intelligences are seven different ways to demonstrate intellectual ability.</p>	
<p>1. Visual/Spatial Intelligence</p> <ul style="list-style-type: none"> Ability to perceive the visual. These learners tend to think in pictures and need to create vivid mental images to retain information. They enjoy looking at maps, charts, pictures, videos and movies. <p>Their skills include: puzzle-building, reading, writing, understanding charts and graphs, a good sense of direction, sketching, painting, creating visual metaphors and analogies (perhaps through the visual arts), manipulating images, constructing, fixing, designing practical objects, interpreting visual images.</p> <ul style="list-style-type: none"> Possible career paths: navigator, sculptor, visual artist, inventor, architect, interior designer, mechanic, engineer. 	

2. Verbal/Linguistic Intelligence

- Ability to use words and language. These learners have highly developed auditory skills and are generally elegant speakers. They think in words rather than pictures.
- Their skills include: listening, speaking, writing, story-telling, explaining, teaching, using humour, understanding the syntax and meaning of words, remembering information, convincing someone of their point of view, analysing language usage.
- Possible career paths: poet, journalist, writer, teacher, lawyer, politician, translator.

3. Logical/Mathematical Intelligence

- Ability to use reason, logic and numbers. These learners think conceptually in logical and numerical patterns, making connections between pieces of information. Always curious about the world around them, these learners ask lots of questions and like to do experiments.
- Their skills include: problem-solving, classifying and categorising information, working with abstract concepts to figure out the relationship of each to the other, handling long chains of reason to make logical progressions, doing controlled experiments, questioning and wondering about natural events, performing complex mathematical calculations, working with geometric shapes.
- Possible career paths: scientist, engineer, computer programmer, researcher, accountant, mathematician.

4. Bodily/Kinaesthetic Intelligence:

- Ability to control body movements and handle objects skilfully. These learners express themselves through movement. They have a good sense of balance and eye-hand co-ordination (e.g. ball play, balancing beams). Through interacting with the space around them, they are able to remember and process information.
- Their skills include: dancing, physical co-ordination, sports, hands-on experimentation, using body language, Crafts, acting, miming, using their hands to create or build, expressing emotions through the body.
- Possible career paths: athlete, physical education teacher, dancer, actor, fire-fighter, artisan.

5. Musical/Rhythmic Intelligence

- Ability to produce and appreciate music. These musically inclined learners think in sounds, rhythms and patterns. They immediately respond to music, either appreciating or criticising what they hear. Many are extremely sensitive to environmental sounds (e.g. crickets, bells, dripping taps).
- Their skills include: singing, whistling, playing musical instruments, recognising tonal patterns, composing music, remembering melodies, understanding the structure and rhythm of music.
- Possible career paths: musician, disc jockey, singer, composer.

6. Interpersonal Intelligence

- Ability to relate to and understand others. These learners try to see things from other people's point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions and motivations. They are great organisers, although they sometimes resort to manipulation. Generally they try to maintain peace in group settings and encourage co-operation. They use both verbal (e.g. speaking) and non-verbal language (e.g. eye contact, body language) to open communication channels with others.
- Their skills include: seeing things from other perspectives (dual perspective), listening, using empathy, understanding other people's moods and feelings, counselling, co-operating with groups, noticing people's moods, motivations and intentions, communicating both verbally and non-verbally, building trust, peaceful conflict resolution, establishing positive relations with other people.
- Possible career paths: counsellor, salesperson, politician, business person.

7. Intrapersonal Intelligence

- Ability to self-reflect and be aware of one's inner state of being. These learners try to understand their inner feelings, dreams, relationships with others, and strengths and weaknesses.
- Their skills include: recognising their own strengths and weaknesses, reflecting and analysing themselves, being aware of their inner feelings, desires and dreams, evaluating their thinking patterns, reasoning with themselves, understanding their role in relationship to others.
- Possible career paths: researcher, theorist, philosopher.

To Do!

Do your multiple intelligence test at the following website:

<http://www.ldrc.ca/projects/miinventory/miinventory.php>

Handout 4	Module 6.4
Module Title	What do People Do to Get into College?
Workshop Title	Learning Styles
<ol style="list-style-type: none">1. Write down 3 ways that you can apply what you have learnt today to school and study.2. Write down 3 ways that you can enjoy your strengths and build on them.	

Module 6.5: What do People Do to Get into College?			
Workshop Title	Understanding CAO points, and minimum entry requirements		
Workshop Structure	Group work and research	Rough Time-frame	60 minutes
Objectives <ul style="list-style-type: none"> • Encourage young adults to get to know the CAO application and points system, and the minimum entry requirements for college • Develop research and comprehension skills 		Check List Materials <ul style="list-style-type: none"> • Blank paper and pens Handouts required <ul style="list-style-type: none"> • Handout 1 • Handout 2 • Handout 3 	

Workshop Plan

1. Introduction	Through the students working in pairs and carrying out research, this workshop develops young adults' awareness of the CAO application and points system, and the minimum entry requirements for college.	2 mins
2. Activity	<p>Step 1</p> <ul style="list-style-type: none"> • Split the group into pairs. • Give each pair Handout 1 and Handout 2. • Read through and explain Handout 1 & 2, stressing that each pair, working together, must complete the handouts independently. <p>Step 2</p> <ul style="list-style-type: none"> • Distribute Handout 3 along with blank sheets. • Read through and explain the task, and that each pair, again working together, must complete it independently. 	30 mins
3. Wrap-up	<p>Step 1</p> <ul style="list-style-type: none"> • Facilitate a general feedback discussion of the session and ask each young adult to share one thing that they will take from the session that will be useful for them in the future. 	10 mins

Handout 1	Module 6.5
Module Title	What do People Do to Get into College?
Workshop Title	Understanding Minimum Entry Requirements

These are Carol's Leaving Certificate results:

English	Ordinary Level	C1
Irish	Ordinary Level	B1
Maths	Higher Level	A1
Geography	Higher Level	D1
French	Ordinary Level	A1
Economics	Ordinary Level	C1

1. Using the CAO points calculator, how many points did Carol get?

2. Carol's favourite subject at school was Business. When she was filling out her CAO, she focused on a Business course in DIT. Have a look at Carol's CAO choices below.

Level 8 by order of Carol's preference:

1. DT 366 Accounting and Finance
2. DT 365 Business and Management
3. DT 341 Marketing

Level 6 & 7 by order of Carol's preference:

1. DT 303 Marketing
2. DT 324 Business and Management
3. Using the DIT prospectus, find out if Carol met the minimum entry requirements for each course that she applied for.

Handout 2	Module 6.5	
Module Title	What do People Do to Get into College?	
Workshop Title	Understanding Minimum Entry Requirements	
These are Tony's Leaving Cert results:		
English	Higher Level	A1
Irish	Higher Level	C2
Maths	Ordinary Level	Fail
Business	Higher Level	B1
Biology	Ordinary Level	A1
Chemistry	Ordinary Level	A1
Home Economics	Higher Level	C3
1. Using the CAP points calculator, find out how many points Tony got in his Leaving Cert.		

2. Tony's favourite subject in school was Home Economics. He was interested in becoming a chef or working in the tourism industry. He put down courses in DIT that relate to this area on his CAO form. Have a look below:

Level 8 by order of Tony's preference:

1. DT 407 Culinary Arts
2. DT413 Event Management

Level 6 & 7 by order of Tony's preference:

1. DT 444 Health and Nutrition for Culinary Arts
2. DT 411 Leisure Management

3. Using the DIT prospectus, find out if Tony met the minimum entry requirements for each course that he applied for.

Handout 3	Module 6.5
Module Title	What do People Do to Get into College?
Workshop Title	Understanding minimum entry requirements
<p>In pairs:</p> <ol style="list-style-type: none"> 1. Make a list of four career options that you are interested in. 2. Research higher-education courses and colleges where you can study a course that is related to your career. 3. What are the entry requirements for that course? 4. How many points in the Leaving Cert are needed to get on to this course? 5. Find out if there are any special entry requirements for the course, such as an audition, portfolio or interview? 6. Where, when and how can you apply for this course? 	