

# Career Guidance

CG

Statement Code no: 1

Student:

Class:

At Junior Certificate level the student can:

Use relevant information to research and plan for future school/study/career decisions

Date Commenced: / /

Date Awarded: / /

## Learning Targets - This has been demonstrated by your ability to:

- 1 Use the index in a career dictionary to identify career(s) of interest to you
- 2 Outline the educational steps necessary for you to achieve your career goal
- 3 Define goal setting and give examples of career goals that you would like to set for yourself
- 4 Explain how you could get an apprenticeship/job/course of your choice and give examples of apprenticeships/jobs/courses that might be of interest to you
- 5 List the subjects that you are studying to identify a link between your subjects and your future career plans
- 6 Draw a sketch of a brick wall (5 rows high, 3 blocks across ...call it "My Hope Wall) and fill the blocks with your hopes for the future (use words or pictures)
- 7 Outline the options open to you on completion of your Junior Cert., mentioning the advantages and disadvantages of these options
- 8 List different types of work and describe what you hope to get from work
- 9 Make out a study plan for yourself and list ways of preparing for term exams, for "mock" exams and for the Junior Certificate exams.
- 10 There are many different types of intelligence and abilities. List examples

Work begun    | Work in progress    | Work completed

# World of Work

CG

Statement Code no: 2

Student:

Class:

At Junior Certificate level the student can:

Use relevant knowledge about the world of work to make informed choices and develop life skills

Date Commenced: / /

Date Awarded: / /

## Learning Targets - This has been demonstrated by your ability to:

- |    |   |  |
|----|---|--|
| 1  | Identify the most dangerous and risky types of work   | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2  | Make a list of different types of work under a variety of headings                            | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3  | Give examples of voluntary work and discuss each  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4  | Brainstorm and discuss the stresses associated with work                                      | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5  | Identify what an exciting, boring and stressful job might be and write about each             | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6  | Discuss the changes in working life over the years and compare work now to working in the 50s | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7  | Discuss what employers expect from employees when they hire them to do a job                  | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8  | Discuss and write down the advantages and disadvantages of being an entrepreneur              | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 9  | Identify the qualities that young people need to cope with the changing nature of work        | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 10 | Determine the important qualities required to do specific jobs                                | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

Refer also to: All subjects except Physical Education

Work begun    | Work in progress    | Work completed