



NCCA

An Chomhairle Náisiúnta
Curraclain agus Measúnachta
National Council for
Curriculum and Assessment

Senior Cycle Level 2 Learning Programme: Preparation for Life after School

Elective Module

Draft for consultation



Introduction

The Senior Cycle Level 2 Learning Programme (SCL2LP) consists of a range of curriculum areas, each designed on a modular basis. There are four curriculum areas at the heart of the SCL2LP: Numeracy; Communication and Literacy; Personal Care; and Electives. Preparation for Life after School is an Elective Module.

Preparation for Life after School is designed for a minimum of 60 hours of teaching time/class contact time over two years.

Module title	Recommended time in hours
Preparation for Life after School	60

Rationale

Preparation for Life after School is an elective module that is designed to help prepare students for the transition from school to life after school. Through practical activities, this module aims to support the development of students' knowledge, skills, values and dispositions, building the confidence required to participate meaningfully in adult and community life. This includes preparing for further education, training, employment, volunteering and more independent living.

This elective module supports students in making informed choices about their futures by enabling them to identify their own strengths, interests and areas for growth and linking these to potential pathways such as work, further study or community participation. Learning can be connected to real-life contexts wherever possible, through work or school-based work experiences, enterprise activities, and through links with local employers or community projects. In this way, students will gain important experience to help them make a positive transition to life beyond school in ways that are meaningful and engaging.

Preparing students for life after school contributes to the development of the key competencies of senior cycle and vice-versa. When this happens, all learning across senior cycle is supported and the development of important life skills that are essential to student independence are promoted. Students stand to benefit in many ways as they progress in learning pathways and as they transition to life beyond school.

Continuity and progression

This module progresses and builds upon students' learning and experiences at junior cycle. The Preparation for Life after School module supports the progression of the student's junior cycle key skills of managing self, staying well, communicating, being creative, working with others, and managing information and thinking. This module also promotes development and learning in areas such as literacy, numeracy, language, and motor coordination.

Students are given opportunities to demonstrate how learning acquired here can be linked to prior learning, to other senior cycle modules, curriculum areas, wider school activities and life outside of school. Students can extend their learning from the Priority Learning Unit (PLU) Preparing for Work/Skills for Life¹, the PLU Living in the Community and their junior cycle experience, and apply their learning across senior cycle modules such as Looking after my Environment, Area of Special Interest, Communication and Literacy, Numeracy, Drama, The Past in my Place and Cookery.

¹ The revised Junior Cycle Level 2 Learning Programmes Programme Statement will include Skills for Life when published, replacing Preparing for Work.

This module helps to reinforce learning and progress students' ability to communicate, interact, be creative, to express themselves, to explore their emotions, feelings and ideas and the perspectives of others in a variety of ways. This helps to provide a continuous learning experience for students throughout senior cycle. This supports students beyond school and provides them with a sense of achievement and confidence as they transition to the world of work, study or further services.

Teaching and learning

The Preparation for Life after School module supports student learning by connecting school-based learning and work-based practical learning to real-life contexts. Activities may be based on incremental and habitual learning to build upon students' strengths, interests and areas of need. While some examples are listed, schools have the flexibility to provide their own activities depending on their own unique contexts. Examples of activities may include but are not limited to:

- Compile an individual profile of student strengths and interests which demonstrates tasks student can undertake successfully
- Play matching games of hobbies/interests with possible jobs, areas of study and leisure activities
- Invite past students or guest speakers to talk about their work, pathways taken and/or community engagement
- Organise visits to local further education institutions, workplaces, community and/or other organisations
- Role play scenarios such as interviews, asking for help, self-advocacy, customer service, reporting a problem
- Play Right and Wrong quizzes to identify pro-social behaviour in the community e.g., being on time, not dropping litter
- Practise reading common safety and hazard signs
- Engage with a mini enterprise project
- Engage with school-based or community-based work experience
- Use videos/photos/stories of different jobs to spark discussion and show a job *in action*
- Create a display of local jobs/roles (paid and non-paid) and workplaces
- Create a CV or fill in an application form template and keep it updated
- Practise greetings, handshakes, introductions
- Do "dress for success" activities identifying suitable work clothes, including safety wear
- Practise teamwork through group projects (e.g., organising a class event)
- Model or role play expected community and work related behaviours
- Use IT to support timetabling, schedules, maps, planners
- Set a short-term, work-related goal and review it regularly with support.

Students can be supported to the extent that they require. Where appropriate, digital and assistive technology may also be used to support learning and participation. Visual aids, adaptive tools and communication devices, electronic devices, visual and object cues, enhance learning and students' ability to engage with and enjoy the learning activity.

Module: Preparation for Life after School

Module descriptor

This module develops students' independence and confidence to prepare them for life after school. They engage in experiences such as interview preparation, travelling, and safe work practices, as well as developing their time management and planning, and an awareness of work etiquette. Students are encouraged to recognise their strengths and interests as they explore different progression pathways and transitions into further education, employment, volunteering and community life.

Students learn about	Students should be able to
Their personal strengths, qualities and talents and how they can be applied beyond the classroom	<ul style="list-style-type: none"> a. identify personal interests and skills b. describe how personal interests and skills influence future choices c. compile a personal profile highlighting interests, skills and achievements d. identify areas for development and set long/short term goals e. link interests and strengths to possible areas of further learning or work f. identify different pathways post school for further areas of learning or work g. access information on different pathways such as via individuals, websites, agencies, guidance services h. match strengths, interests and achievements to potential pathways i. identify local workplace(s), voluntary/community organisations and the types of roles within them j. identify basic role(s) and responsibilities of employees within various workplaces k. recognise basic employee rights within workplaces l. identify basic manager role(s) and responsibilities within workplace m. describe basic manager rights within various workplaces
Working towards independent living	<ul style="list-style-type: none"> n. prepare a CV or application form highlighting skills, experience and personal qualities o. create a weekly work schedule to balance responsibilities and pastimes p. manage daily financial transactions such as purchasing an item, checking change q. undertake a local journey using public or community transport safely r. demonstrate safe travel such as managing pedestrian crossings, use of cycle lanes s. recognise community health and safety rules such as hazard signs and emergency exits t. identify strategies to maintain a safe home or work environment such as fire safety, emergency contacts u. identify appropriate clothing, including safety work wear v. express personal needs and preferences in different situations such as meetings, appointments

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| | <ul style="list-style-type: none">w. demonstrate understanding of personal rights and responsibilities as a young adult, such as votingx. demonstrate self-advocacy such as asking for help, respectfully disagreeing, expressing concerns. |
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