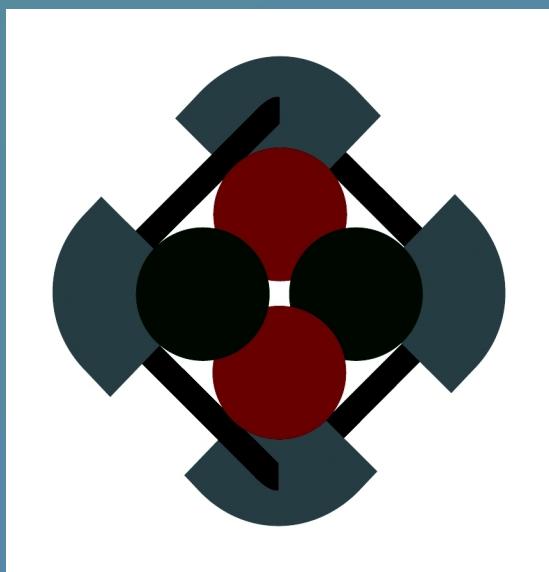


Guidance Related Learning

2nd Year Resources



THE STORY OF YOUR LIFE

You're a star! You're center stage in life, you have the leading role in your own story.



If someone wrote the story of your life, would it be a comedy? Tragedy? Romance? Adventure? Documentary? Cartoon? Drama? Or.....?

If you could trade places with anybody (rock star, athlete, famous person or someone you know) who would it be?

Are there any people, real or fictional, who remind you of yourself?

What would you most like to be remembered for?

It's *your* script in life—how would you like to change it?





ADVENTURE (risk, excitement, new experiences)

ARTISTIC APPRECIATION (enjoying the beauty of art, music, design, etc.)

APPEARANCE (dressing in a way you like which is attractive and makes you feel good)

CREATIVITY (using your imagination, coming up with ideas, finding new ways to do things)

FLEXIBLE SCHEDULE (setting your own hours, deciding which days to work)

FRIENDSHIP (having close relationships with other people, socializing)

HELPING OTHERS (serving others, wanting to improve social conditions)

INDEPENDENCE (working alone, being responsible for your own schedule, self-direction)

INTELLECT (using your mind, acquiring knowledge, thinking)

LEADERSHIP (being in charge, persuasiveness, having other people look to you for decisions)

LOCATION (living and working in the area of the country—or world—which you prefer)

MASTERY (excellence in what you do, being considered an expert, feeling pride in your achievements)

PERSONAL GROWTH (developing and using potential, adapting to life, learning from experience)

PHYSICAL WORK (being active, using your body, building strength)

PLAY (having fun, finding humor in situations, leisure time activities, sports, games, hobbies)

PRESTIGE (gaining fame, admiration, respect, feeling important)

PROMOTIONS (career advancement, moving up in your job)

RESPONSIBILITY (being accountable for your actions, dependable, reliable)

SPIRITUAL GROWTH (faith, religious or spiritual practice, expressing your beliefs through your life)

STABILITY (few unexpected changes, order, predictability)

TEAMWORK (working as part of a group, cooperating with others to accomplish your tasks)

VARIETY (many changing duties, a non-routine schedule, doing lots of different things)

WEALTH (making large sums of money to buy luxuries)

OTHER _____ (add one which is important to you which is not listed)

What would you *absolutely have to have* in order to be happy in a job?

Some items are so important for any job that they are not even listed as options, for example:

Safety (not having health or life endangered on the job although some jobs do routinely involve hazards)

Justice (fair treatment by supervisors, not being discriminated against or harassed)

Self-esteem (being able to feel good about yourself and to be respected for your talents and abilities)

Economic security (being able to cover basic needs such as food, housing, medical care)

Have you ever heard anyone talk about his or her job who was really unhappy with it?
What were the reasons?

Think about people you know who are happy with their jobs — why?



GOAL

"Success" means different things to different people.
What does it mean to you?

I think people are successful when:

The person I think is most successful is _____
because:

I'd know I was really a success when I:

My biggest success so far has been:

I want to be a success in these roles
(check which are most important to you):

<input type="checkbox"/> Student	<input type="checkbox"/> Worker
<input type="checkbox"/> Family member	<input type="checkbox"/> Consumer
<input type="checkbox"/> Spouse	<input type="checkbox"/> Citizen
<input type="checkbox"/> Parent	<input type="checkbox"/> Volunteer
<input type="checkbox"/> Friend	<input type="checkbox"/> Hobbyist
<input type="checkbox"/> Athlete	

YOUR PAST AND YOUR FUTURE

Even in grade school you had skills and interests which you were using. These may be clues to your future. For example, match these childhood activities with possible adult job titles.

- | | |
|-------------------------------------|---------------------|
| A. Put together 500 piece puzzles. | 1. Geologist |
| B. Sold lemonade at a stand. | 2. Fashion designer |
| C. Did craft projects. | 3. Professor |
| D. Collected rocks. | 4. Mechanic |
| E. Put model planes together. | 5. Nurse |
| F. Played school with younger kids. | 6. Coder |
| G. Coordinated doll outfits. | 7. Salesperson |
| H. Built a birdhouse. | 8. Secretary |
| I. Wrote letters to friends. | 9. Carpenter |
| J. Assembled a first aid kit. | 10. Artist |

[Answers below.]



What did you enjoy doing when you were younger?

How might these activities relate to occupations?

SO FAR, SO GOOD

What kind of work have you done so far, with or without pay?

Volunteer:

School projects:

Family chores:

Part-time jobs:

Local groups:

Hobbies:

Sports:

Band/ Choir/ Drama:

School prefect:

Scout troops:

Many of the things you've already done are actually work experience. They'll look great on your first resume!

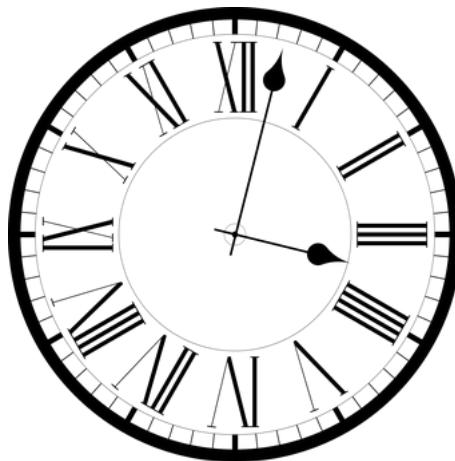
What do you do with your *own* time and money? Are you known for your roller blade skating? The parties you plan? Finding bargains at the mall? Your talent with animals? Each can become a career where **people pay you to do what you want to be doing anyway.**



FIT FACTORS

It takes three things all working together for you to get a job and keep it:

- Your skills plus ability to get along with people
- A job which requires those skills
- An economy which needs those jobs



Maybe you think it's early to start thinking about careers. But let's take a look at where you'll spend your time:

The year is now 20____ and I'm _____ years old.

In the year 2031, I'll be _____ years old.

In the year 20____ I'll be 65 years old.

It's never too early to start thinking about what makes you happy and planning for it.
Being in the wrong job is like being in your least favorite class, only for eight hours a day, year after year.

6 AM

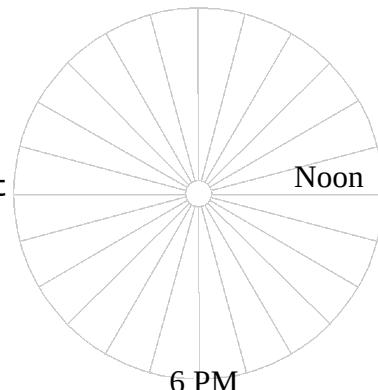
How do you think you'll spend your time when you get a job? Enter the hours on the pie chart

- _____ work/lunch/commuting
- _____ home/family/leisure
- _____ sleep
- _____ other _____

Midnight

Noon

6 PM



RESOURCES

There are two main ways to find out more about a career field or a specific occupation: through networking or written resources, including the Internet.

PEOPLE

Observation
Direct questioning
Informational interviews
Shadowing
Videotapes of people
Job interviews
Guest speakers
Association representatives
Recruiters
Family examples

PRINT

Future Skills Ireland Publications
Computerized systems, software
Internet websites
College Open Days
Yellow pages
Newspapers, books, magazines
Biographies
Local Chambers of commerce
Government reports

Have you done the interest survey on careersportal.ie...? If so, you'll have information from Different careers with suggested job titles in each. Choose a job title that interests you then plan which resources you'll use to get more information.

I want to know more about _____
and I plan to use:

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

The three things I'm most interested in learning about this job are:

- 1.
- 2.
- 3.

What I discovered in my research is:



FINDING A JOB

A lot is written on finding a job yet you may already be familiar with one of the very best techniques. It's so simple, people think "there must be more to it than that!" and just confuse themselves. It works like this:

It's autumn and Jane decides she'd like to earn some money for a new bicycle. She carries her rake from door to door at any house where there are lots of leaves in the yard. When the homeowner answers her knock, she says "I know you're a busy person—can I help make your life easier by raking your leaves? I only charge €10.00 for a garden this size, I supply the bags and I'll set them at the gate." If the people agree, she does a good job and then asks if they'd like to schedule for her to come back the next week. If they say no, they don't want their garden raked, she doesn't take it personally, she just goes to the next house and knocks on the door.

Why did Jane decide to work?

How did she identify a need?

How did she approach the people who could hire her?

What did Jane say to make her offer particularly appealing?

What extras did she offer?

She also planned for future income by asking for what?

Jane showed a lot of _____.

Other words you'd use to describe her approach to earning money would include:

She didn't wait to see an ad in the paper then mail a C.V.—she saw a need and directly approached the people who might be willing to hire her.



WINNING A JOB

Being hired is a lot like being chosen for a side on teams. Ever see better players passed over because the team captain chose his or her friends first? In some ways it's like that when an interviewer is thinking of hiring you. She asks herself,

- "Will he fit in our team?"
- "Does he have the skills we need?"
- "Will people like to be around him?"

Congratulations, you've just been promoted to manager and you need to hire a new employee for your department. Circle which words describe someone you'd hire, put a line through words that would make you not want to hire that person.

On time	Neat
Arrogant	Prepared
Interested	Reliable
Honest	Bored
Poor grooming	Slouches
Skilled	Experienced
Enthusiastic	Bad grades
Loner	Nervous
Vague	Co-operative
Confident	Sloppy



As an employer, why does it make a difference to you which type of person you hire?

Now, go back and put a star by each word that you think describes YOU. Are there any traits you'd like to improve? What are your best points?

EMPLOYERS TYPICALLY LOOK FOR PEOPLE WHO HAVE:

- Good communication skills (reading, writing, speaking)
- Good math skills and a grasp of science
- Computer skills (for almost every field)
- Interpersonal skills, able to get along with people
- Positive work habits and attitudes

MAKING CHANGES

In 1900, 80% of people worked on farms but by 2020, less than 6% will. New jobs are being created all the time and many require “high tech” skills. Employers are looking for people who are flexible and can adapt because new technology is coming into the workplace at a faster and faster rate. Nothing is certain except change.



One form of change is **recycling** which is increasingly important—not just for newspapers and plastic bags, but for YOU. You will almost certainly have to “recycle” yourself by deciding, over and over again, “What do I enjoy doing? What’s fun? What do I do best? Where does it fit into the world of work? Who needs my skills? How can I benefit an employer—or work for myself? What steps do I take next to make my career move?” There are four stages you’ll go through for each change:

EXPLORING, having daydreams about what you’d like to do.

EVALUATING, figuring out if it really is a good fit for your needs and values by getting more information.

DECIDING, choosing which option is really best for you and making a commitment to your plan of action.

IMPLEMENTING, actually doing it, making it happen.

Remember the example of Jane and her garden service? She had a dream of having a new bicycle and imagined herself raking leaves. She evaluated whether she had the skills, the equipment, the time to do it. Then she decided that she would go ahead with it and found which households to approach (ones with lots of leaves in the garden)! She implemented her plan by going door to door and offering to do the work then making sure she did the best job she could for each customer. Repeat business made her bicycle a reality—and gave her valuable experience in running her own company.

What have you chosen to do, work-related or not, which used this planning cycle?

I daydreamed about:



TIME TRAVEL

You are living today with the result of choices you've made up to this point. Choices can open doors—or close them. They also tend to snowball over time so that it becomes harder and harder to change once you're rolling on a certain course of action. Whether that's good or bad depends on if you like the results of your choices.

One of the biggest secrets that no one has probably told you is this: when you are "grown up" you won't feel too much different than you do now. You'll still be the same person inside. Sure, you'll mature, you'll add experience and develop skills to deal with situations—but you'll still be very much the *you* that you are now. Many people say they wish they'd known that the actions they took when younger really did have important consequences.

Close your eyes and travel in your mind to the future. You are 80 years old and looking back at your life. Ask your older self these questions:

What are you proudest of having accomplished in your life?

Did you stay in Kells?

What kind of places have you lived in?

What kind of jobs did you do?

What did you like about them?

How much education did you complete?

How did you deal with the obstacles you encountered?

What was your biggest disappointment?

If you had it to do over, what would you change?

Other questions _____?



COUNTDOWN 9,8,7... CAREER INTEREST SURVEY

Making a career choice involves gathering information about your interests. One way to do that is to think about work activities and whether or not you'd like to do them. For each of the 70 activities below, mark how you think you would feel about doing them. At this point, don't worry about whether you *can* do them, just whether you'd *like* to be able to work at such jobs. Circle the letter that matches your opinion:

V=Like very much L=Like D=Dislike N=Not sure

- | | |
|---------|--|
| V L D N | 1. Write short stories or plays. |
| V L D N | 2. Conduct chemical experiments. |
| V L D N | 3. Operate a greenhouse or nursery. |
| V L D N | 4. Investigate crimes and make arrests. |
| V L D N | 5. Pilot a commercial airplane. |
| V L D N | 6. Analyze problems in aircraft design. |
| V L D N | 7. Set up and check production machines. |
| V L D N | 8. Take dictation and type letters. |
| V L D N | 9. Call on businesses to sell computers. |
| V L D N | 10. Greet and seat customers in a restaurant. |
| V L D N | 11. Counsel students about careers. |
| V L D N | 12. Coordinate services and personnel of a hospital. |
| V L D N | 13. Manage a department for a large business. |
| V L D N | 14. Coach a professional sports team. |
| V L D N | 15. Paint or sketch landscapes. |
| V L D N | 16. Research causes of animal disease. |
| V L D N | 17. Supervise forestry workers. |
| V L D N | 18. Make sure people obey hunting and fishing laws. |
| V L D N | 19. Drive a tractor-trailer, truck. |
| V L D N | 20. Measure land or water boundaries. |
| V L D N | 21. Operate a drilling machine. |
| V L D N | 22. Calculate wages for payroll records. |
| V L D N | 23. Buy clothing for a department store. |
| V L D N | 24. Cut and style hair. |
| V L D N | 25. Conduct sermons or other religious activities. |
| V L D N | 26. Teach in primary or secondary school. |



- V L D N 27. Review requests for bank loans.
- V L D N 28. Referee athletic games.
- V L D N 29. Act in a play.
- V L D N 30. Perform heart surgery.
- V L D N 31. Feed and care for animals in a zoo.
- V L D N 32. Guard prison inmates.
- V L D N 33. Operate a railroad train.
- V L D N 34. Repair electrical appliances.
- V L D N 35. Look for flaws in tires that are being made.
- V L D N 36. Operate a cash register.
- V L D N 37. Work as a sales assistant in a store.
- V L D N 38. Drive a taxi or bus.
- V L D N 39. Provide nursing care to hospital patients.
- V L D N 40. Gather information and write news stories.
- V L D N 41. Plan a publicity program for a company.
- V L D N 42. Conduct tennis lessons at an athletic club.
- V L D N 43. Compose music for a band.
- V L D N 44. Conduct tests on oil drilling samples.
- V L D N 45. Pick fruit in an orchard.
- V L D N 46. Fight fires.
- V L D N 47. Operate a bulldozer.
- V L D N 48. Check meters and gauges of a refrigeration system.
- V L D N 49. Work on a factory assembly line.
- V L D N 50. Operate a telephone switchboard.
- V L D N 51. Sell refreshments at sporting events.
- V L D N 52. Total bills and make change.
- V L D N 53. Provide physical therapy treatments.
- V L D N 54. Collect and analyze data about jobs.
- V L D N 55. Manage a store that sells compact discs or other items.
- V L D N 56. Perform stunts for movies or television.
- V L D N 57. Dance in a variety show.
- V L D N 58. Analyze data to predict weather conditions.
- V L D N 59. Operate a beef or dairy farm.

Could This Be YOUR LIFE?

Worksheet



Choices After Secondary School:

List one advantage and one disadvantage of each of the options listed in the side bar:

University: _____

PLC College _____

I.T. _____

Taking Time Off: _____

Finding a Job: _____

Skills & Knowledge:

Define a nontraditional career: _____

What is one advantage of pursuing a nontraditional career?

List the five skills and the three areas of knowledge you chose:

Skills:

1. _____
2. _____
3. _____
4. _____
5. _____

Knowledge:

1. _____
2. _____
3. _____

Briefly describe three of the career choices that fit your skills and knowledge:

1. _____

2. _____

3. _____

Which career did you select? _____

Is this a nontraditional career for you? Yes No (circle one)

Answer the questions below about your chosen career:

What are some of your work activities? _____

Give some examples of the knowledge and skills required for this job: _____

What are 2 occupations related to the career you chose?

1. _____ 2. _____

Explore those careers. How were those careers different? Did you like any better?

What was the average annual salary in your chosen career? _____

Life Choices:

Did you choose to have a life partner? Yes No (circle one)

What was your family like? _____

Where did you choose to live? _____ town _____ county

What were the qualities that attracted you to that area? _____

Spending your Money:

Fill in how much it cost you for:

Housing	_____	Miscellaneous	_____
Health Care	_____	Food	_____
Transportation	_____	Taxes	_____
Child Care	_____		

What are two things you need to think about in terms of child care costs?

What would be included in the miscellaneous category for spending?

What might be included in your transportation costs?

The Final Results:

Did you make enough money to cover your expenses? Yes No (circle one)

If yes, what should you do with the extra money?

If no, what can you do to correct the situation?

Where Am I Headed?

Do you ever daydream about the future? Ever think about what you'd like to do after secondary school? Maybe you like to imagine the life you're going to lead, the house where you'll live or the car you'll drive. Maybe you picture yourself as a doctor, mechanic, electrician, artist, entertainer or truck driver.

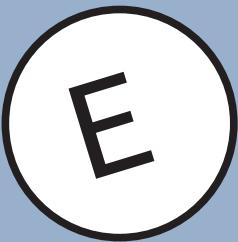
If you have a goal, congratulations! You're one step ahead of the game. If you haven't decided on one yet, no problem. The great news is you don't have to plan out the rest of your life right now. You have plenty of time to make those decisions. But it's never too early to start imagining the things you'll do and the places you'll go.

One way to get started is to think about your hobbies or special interests. What do you like to do with your free time? It's possible these activities could lead you to a career that you'd enjoy.

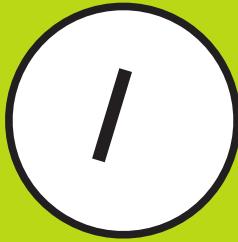
Check out the following pages to identify activities that you think sound interesting. You don't have to be good at the activities—just check them if you think they're something you'd like to explore or learn more about.

After some exploration, you'll be able to see if you're a persuader, thinker, organizer, creator, helper or doer. By identifying your interests and figuring out which category fits you best, you just might find a career that can help make your dreams come true.

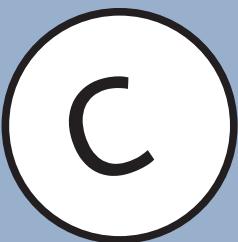




- Supervising people
- Being elected to Student Council
- Convincing people to do things your way
- Saving and managing money
- Selling something
- Talking to people at a party



- Studying insects or plants
- Solving hard math problems
- Asking questions
- Learning about the solar system
- Reading about art or music
- Participating in a Young Scientist Fair



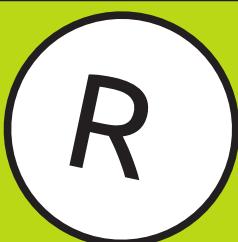
- Being organized
- Using a cash register
- Following directions
- Creating a filing system
- Paying attention to details
- Working with numbers



- Performing in front of an audience
- Drawing or painting a picture
- Helping people solve problems
- Redecorating your room
- Learning a foreign language
- Using your imagination

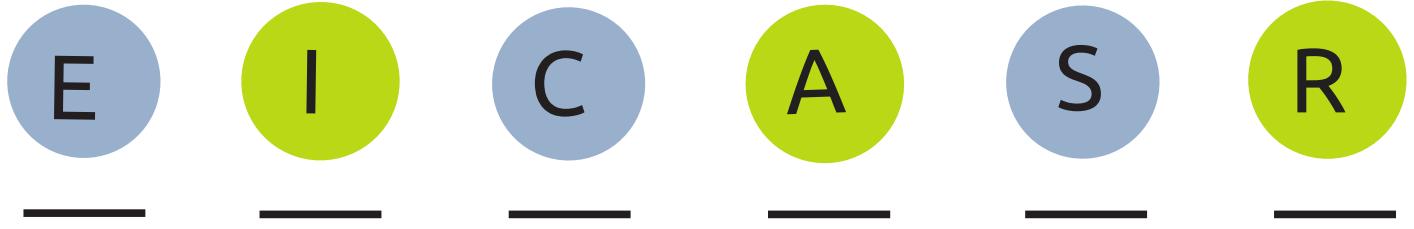


- Volunteering with a charity
- Baby-sitting or teaching children
- Working with older people
- Making people laugh
- Joining a club
- Planning events or activities



- Building things with your hands
- Running a race
- Painting a piece of furniture
- Doing outdoor activities
- Studying animals
- Playing with a chemistry set

Count your marks



Each of the letters stands for an interest group. Each interest group has jobs that tend to go along with it. The letter that has the highest score represents your primary interest group.

E stands for enterprising. If you chose activities in this category you're a persuader who's competitive and a natural leader. You might enjoy working where you can start projects or develop new products or ideas. You like action and enjoy persuading people to do things your way. Consider exploring sales, property, politics or running your own business.

I is for investigative. If you mostly chose these activities, you're a thinker who probably likes finding facts, exploring and figuring out problems. You might enjoy working in finance or math, being a teacher, nurse or engineer.

C is for conventional. Conventional people are organizers who may like working with information, numbers and details. Accounting, business or banking may be just the trick for you.

A is for artistic. Artistic people are creators who like things to be unique and original. If "A" is your primary interest group, consider working in an environment where you're free to use your imagination. Art therapy, animation, music, painting or acting may be areas of interest for you.

S is for social. Being social means you're a helper who's probably cooperative and supportive, and you like to take care of people or things. Helpers tend to make good nurses, coaches, counsellors or social workers.

R is for realistic. Realistic people are doers who are hands-on, practical people. You may be a natural athlete or you might enjoy being outdoors. Doers make good police officers, veterinarians, mechanics, architects, farm managers or landscapers.

Just because you score highest in one primary interest group doesn't mean you have to take a job that relates to that interest. These are simply ideas to point you in the direction of careers you might enjoy.

So how do you find out if you'll really like a job or not? Get involved in activities that relate to your interests. For example, if you think you'd like to work with animals, consider joining volunteering at an animal shelter or pet-sitting for extra money. If you're drawn to art as a hobby, you could make birthday cards for your family and friends or learn to make jewelry. You have a lot of time to explore your interests before you have to make a decision, so have fun with it!

Students

According to the scores you just wrote down, what interest group(s) do you fit into?

Do you think these results are accurate? Why or why not?

Right at this moment, what sounds like a career you'd enjoy?

Parents

Read the scores your child has written for each interest group. Are the scores about what you would have expected, or did you learn something new about your child? Discuss his scores with him/her and ask why s/he picked a particular career.

Ask your child if s/he saw an activity listed in any of the interest groups that sounded particularly fun or exciting. If s/he's hesitant about trying something new, discuss steps that would need to be taken for him/her to feel more confident in that area.

Why Should I Go?

Third Level? Why Not?

Here are some common reasons secondary school students don't want to go to Third Level. Do any of these reasons sound like something you might say?

- ✓ I don't like school, so why go to Third Level?
- ✓ I don't know what I want to do after high school.
- ✓ I'm just in first/second/ third year at school—why think about Third Level now?
- ✓ No one in my family has ever gone to Third Level, so why should I?
- ✓ What if I don't fit in?

What other concerns do you have about going to Third Level?

Why Should I Go?

Do you ever wonder what Third Level will be like?

Do you think about where you'll go to Third Level?

Do you have plans for a fun job or a great place to live?

No matter what you think about your future, education plays a very important part! As a Junior Cycle student, you should know it's never too early to start looking ahead. Secondary school is a steppingstone into Third level. Your success now and all through your secondary years will help as you enter your next phase of life, – Third Level! Right now it's probably hard to imagine where you'll be in a year or two, much less 10 or 20 years down the road. By attending Third Level immediately after school, you can get a head start on answering those important questions.

{

For most students Junior Cycle is a steppingstone into Senior Cycle which is a steppingstone into Third level, whether that is a PLC Course, an Institute of Technology, a University or an Apprenticeship.

}

What Does Your Future Hold?

Have you started to think about Third Level yet? If not, you might want to start exploring what the future may hold for you. Here's why:

Open new doors.

Third Level is very different from what you've experienced in secondary school. It can be fun and exciting and offer you all kinds of new experiences. Third Level will allow you to meet new people, try new things, choose your own classes and even offer you work experience. It allows you the chance to manage your own life.

Knowledge is power.

A Third Level education helps you gain knowledge in many subjects, and you'll pick courses so you can earn a degree in the subject area you like most. It also increases your ability to think in many different ways and to express your thoughts clearly in speech and writing. It will help you learn to make wise decisions. These skills are useful both on and off the job.

Get a better job and keep it.

The economy changes quickly and many jobs will require you to have skills in the newest fields of technology. That means education after school is definitely a must. The skills and knowledge you'll gain from Third Level can help in all areas of your life by making you a more desirable employee.

Make more money.

Your chances to make more money in just about any job out there will increase if you have a Third Level degree, specialized training or qualifications in your field of study. Graduates earn a lot more money during their working years than people who stop their education at Secondary school level.

Parents

Did you go to Third Level? Tell your child about some of the experiences you had while you were there. If you didn't go to Third Level, express your support if your child decides that Third Level is the right choice for him/her.

Ask if your child has ever thought about their plans after graduating from high school.

Discuss the amount of education or training necessary in order to realise his/her dream.

Let's Be Practical: Money Talks

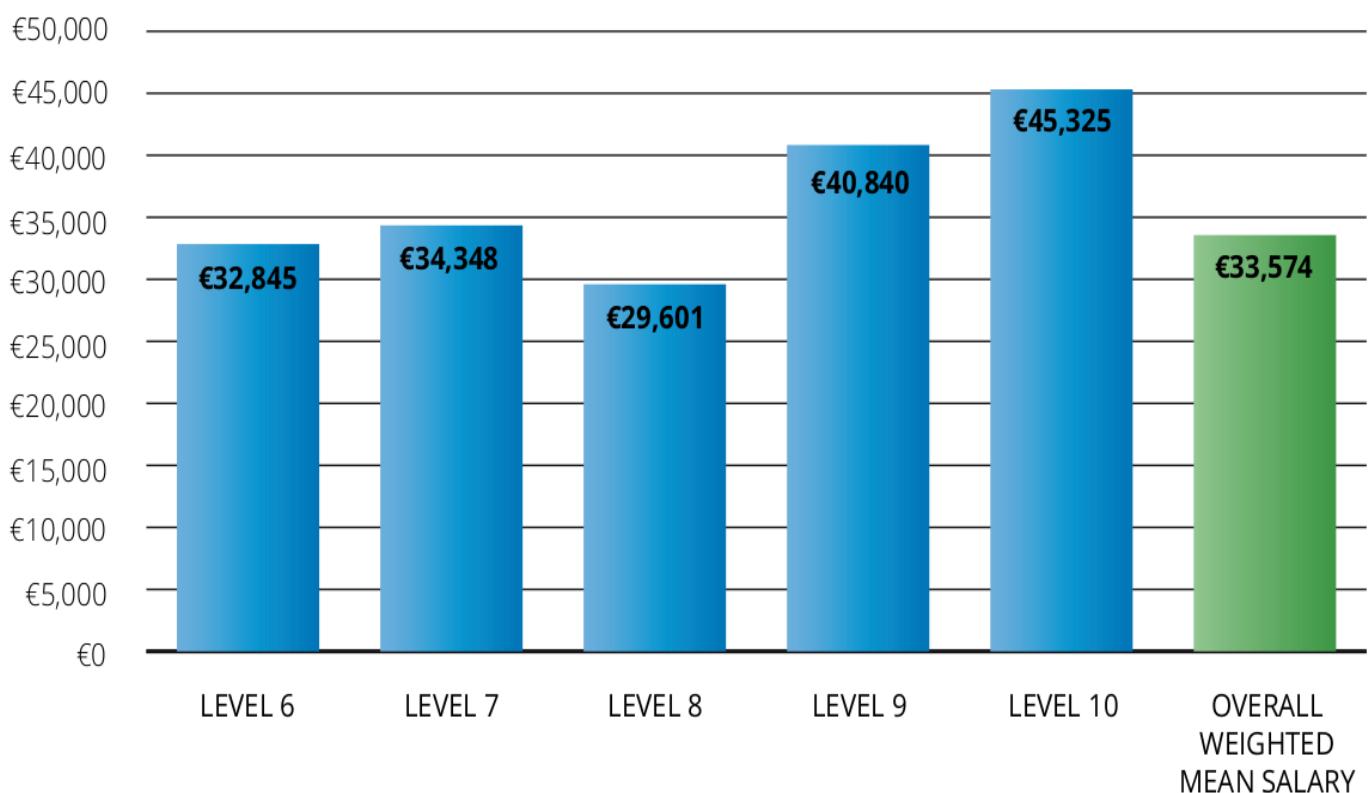
Write down what you think each of these items might cost each month. Then ask a parent or another adult what they believe the figures should be.

	You say:	Adult says:
Food	_____	_____
Transport	_____	_____
Rent/house payment	_____	_____
Utilities (for example, gas, electricity)	_____	_____
Mobile	_____	_____
Totals:	_____	_____

Now take a look at the totals. Are you surprised? Keep in mind there are often more expenses during the month that aren't even listed here; Netflix, text books and other expenses are some good examples. To be able to meet expenses every month, adults have to earn at least enough to pay their bills.

Don't be discouraged by the totals above. This is where it pays to start planning for your future. Now you'll get a chance to see how education after school can increase your earning power!

Figure 8.2: Weighted Mean Salary by NFQ Level



Where Do I Start?



You've thought about going to Third Level after you finish school, so you're on the right track. Now it's time to decide how you will get there. Third Level may seem like it's still a long way off, but each step you take in your education from now on is a step toward Third Level. It's important to set your goals and plan the steps you'll take to reach them. As you begin setting your goals, remember to "Think SMART!"

A SMART goal* is a goal that's **Specific, Measurable, Attainable, Relevant** and **Time-based**. It's a goal that's very clear and easily understood.

SPECIFIC

The goal must clearly state what is to be achieved, by whom, where and when it is to be achieved.

Example: I want to save €250 by the end of next year.

MEASURABLE

Measurability applies to your goal at the end and to the steps taken along the way to reaching the goal. It answers the question of quantity: How much? How often? How many?

Example: I'll need to save €3 from my pocket money each week and save €94 by eating less junk food and by doing extra jobs around the house.

ATTAINABLE

You should be sure the goals you set are achievable or you'll get discouraged, and you probably won't reach them.

Example: If my allowance is €10 a week and I save €7 a week, I won't have much money left over to spend on other things that I need.

RELEVANT

Your goals must be related to what you want to achieve—not only right now, but further on down the road.

Example: Saving €250 or more each year will be a huge step in paying for Third Level.

TIME-BASED

If you've got a deadline, you can break your goal down into pieces that will be much easier to accomplish. If you keep reaching the smaller goals, it'll be much easier to reach the big one at just the right time.

Example: By making monthly deposits into my savings account, I plan to save €250 by Dec. 31.

Now that you have a goal in mind, think of how you can apply the SMART principles to your goal. In the blanks at the right, write down ways to make your goal Specific, Measurable, Attainable, Relevant and Time-based.

S	_____
M	_____
A	_____
R	_____
T	_____

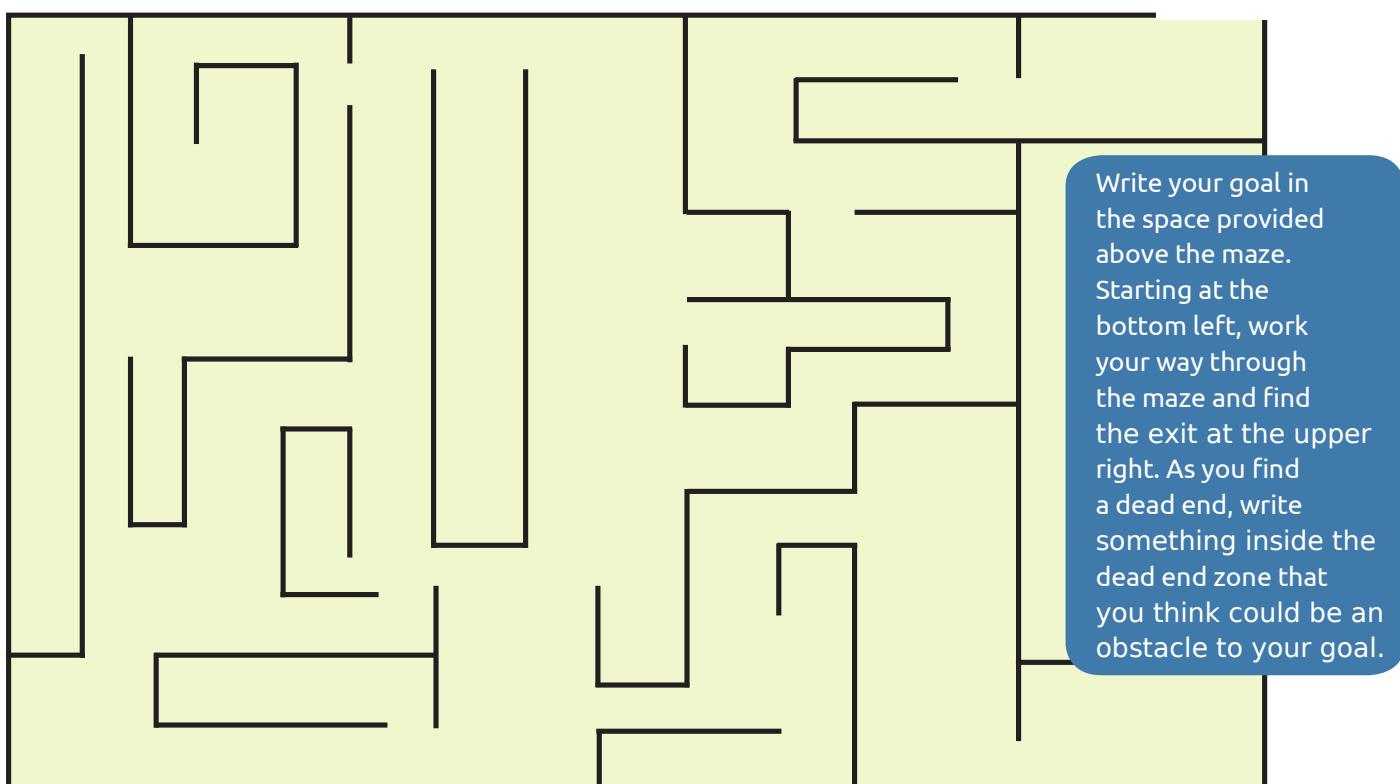
Parents

Think of a time when you set a goal in your own life. Were you able to achieve it? What were your challenges? Did you have to make sacrifices? What were the rewards? Share these and other thoughts with your child.

A~~M~~AZE-ing Results

Your Goal: _____

You Made It!



Start Here

Study Habits

Since you're already "thinking smart," let's talk about your study habits. Whether the school year has just begun or you're somewhere in the middle, you can start practicing good study habits right now. Here are some ways to help you improve your study time and your grades.



1. Find the best place to study. You need a place with good lighting, which will reduce eyestrain and keep you from getting tired too fast. Some people need absolute quiet when they study; some need music in the background. The key is to have an area that allows you to see well, to concentrate and to spread out your books and papers so you can get organized. Find a desk, kitchen table or bed, and keep away from distractions like food, TV, phones or pets.
2. Don't wait until the last minute. Study a little every night instead of cramming late the night before a test.
3. Study more frequently, for shorter time periods. Four half-hour study sessions are much better than one two-hour session.
4. Begin study time with your most challenging subject. Start with your most difficult assignment since this is when you have the most mental energy. It may also require the most effort from you.
5. Take a break. If you find you're losing concentration, get up and move around. Stretch or get a drink. You'll be more alert when you start studying again.
6. Organize every class. Use a separate binder, folder or notebook for each of your classes. You need a place for notes, handouts and homework assignments for each class. Stuffing all of your papers together into one folder or inside your school bag is a sure way to misplace an important homework assignment.

7. Get organized each night for the next day. Put all of your papers in their correct place and review your weekly calendar and goals.
8. Make the most out of your classroom time. A lot of new information is introduced in your classes, so don't expect to learn everything later on your own.
 - ✓ Listen carefully to the teacher and ask questions when you don't understand.
 - ✓ Avoid talking to friends or day-dreaming during class time.
 - ✓ Write down assignments and due dates carefully.
 - ✓ When taking notes, drawing pictures or diagrams may help you memorise certain facts.
 - ✓ Use free time in class to study or begin another assignment.
9. Study with your friends. Talking with each other or with a group can help you grasp new information. Studying together can be helpful as long as everyone involved is focused on the right subject. Quiz each other by using flashcards or asking questions. Working together, you can help fill in the gaps for each other and understand the subject better.
10. Ask for help. If you need help in a subject, don't wait to ask for it! Sometimes getting one question answered can make everything else fall into place. Start by talking to your teacher.

Students

Review the 10 study habits provided and pick one or two of them to focus on this week. Write your observations below.

Parents

Ask your child to think about her current study habits. Does s/he see room for improvement? Offer your help in making any changes, like helping to eliminate distractions or quizzing him/her with questions to prepare for a test. Remind him/her you're there to help him/her succeed.

Paying for Third Level



Third Level is an important investment in your future. Yes, it can be expensive, but you may not be aware that tuition (the cost of attending Third Level) in Ireland is paid for by the State. There is however a student contribution cost. Don't let the cost of higher education keep you from reaching your goals. Here are three important things to remember when planning for Third Level expenses:

Save whatever you can

It's not too late to start saving for Third Level!

Do **YOU** have a savings account? Look at what can happen when you save just €20 a month from now to age 18.

Third Level Savings Forecast

Age you begin saving	€20 per month to age 18	€30 per month to age 18	€50 per month to age 18	€100 per month to age 18
Birth	€4,320	€6,480	€10,800	€21,600
5 Years Old	€3,120	€4,680	€7,800	€15,600
10 Years Old	€1,920	€2,880	€4,800	€9,600
15 Years Old	€720	€1,080	€1,800	€3,600

Students

Review the Third Level Savings Forecast chart and write down about how much you could save each month if you started now. By setting up a savings plan, how much would you have by the time you enter Third Level?

Parents

Talk with your child about the amount s/he's decided to save each month and how much you may be able to add to those savings. Talk about setting up a savings plan together with a Credit Union or Bank.

Junior Cycle Career Exploration Worksheet



Name of Occupation: _____

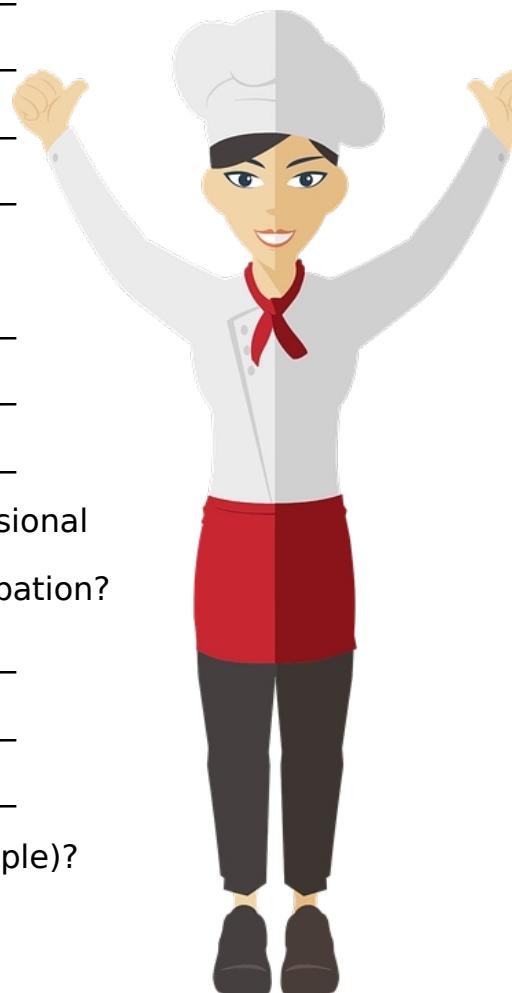
What do workers in this job actually do? What are the tasks, responsibilities, risks, and physical demands of this occupation?

What skills are required?

What training, education, or other qualifications (professional registration, and certification) do you need for the occupation?

What is the work environment like (workload, pace, people)?

How does it look, sound and smell?



What is the work schedule like? (Hours per week, hours per day, overtime, travel) _____



What are the earnings or salary ranges?

What is the employment outlook for this occupation?

What are the possibilities for advancement or promotion?

What are some related occupations?



What are some sources of additional information (colleges, people, web sites)?

- architect
- architectural engineer
- brick layer
- building services engineer
- carpenter
- civil engineer
- cloud computing engineer
- computer programmer
- electrical engineer
- electronic engineer
- environmental engineer
- manufactory engineers
- mechanical engineer
- mechatronic engineer
- painter
- plaster
- plumber
- robotic engineer
- structural engineer
- Tiler

Intel wishes to extend their production plant in Lexlip, Co. Kildare. They employ an _____¹ to design both the interior and exterior of their new building. The _____² is consulted to ensure the proposed designs are structurally feasible. In order to access the site for the new building, a new road and bridge has to be built. This requires the services of a _____³. As construction on the new building begins, the foundations and exterior and interior walls are constructed under the supervision of a _____⁴. In order for the air conditioning units, the lift shafts, piping for water and cabling for electricity, a _____⁵ is employed. There are nearby electricity pylons. In order to connect the new extension to the mains grid the services of an _____⁶ are used. In constructing the outer walls that will be visible a _____⁷ is used. To install the plumbing for heating and water supplies, a _____⁸ is used. A number of rooms within the new building need tiles on both the walls and floor. A _____⁹ is used to carry out these jobs. The internal walls and ceiling have to be covered in plaster. A _____¹⁰ is retained to carry out this work. Following this, the plaster work needs to be painted. The _____¹¹ is then employer to carry out this work. Some of the new rooms within the structure are used for coffee and lunch breaks by the staff. These rooms require kitchen cabinets to be installed. This work is carried out by a _____¹². Once the exterior and interior structures are completed the machines to produce the new products have to be installed. The machines where assembled off site by another company. This work was overseen by _____¹³. Some of the parts for these machines are mechanical moving parts. This work was carried out by a _____¹⁴. Other parts of are electronic and this work was overseen by an _____¹⁵. Some of the parts use both mechanical moving parts in conjunction with electronics. This work was taken on by a _____¹⁶. As some of the products that will be produced in the new factory cannot be touched by human hands during assembly robots and robot machines are also used. A _____¹⁷ is employed to oversee these machines. Some of the waste products produced by the plant are toxic to the environment. In order to safely dispose of the waste an _____¹⁸ is employed. In order for these machines to operate computer systems need to be programmed. This work is done by a _____¹⁹. These computers also have to be connected to Intel's main offices in the United States. This work is carried out by a _____²⁰.

C.S.I.

Complete the following story in your own words incorporating the jobs/occupations listed below. (Tick them off as they are used.)

- Garda
 - Water unit
 - Traffic corps
 - Air support unit
 - Firefighter
 - Ballistic unit
 - Press unit
 - Forensics unit
 - Under cover Unit
 - Paramedic
 - Nurse
 - Doctor
 - Surgeon
 - Radiographer
 - Physiotherapist
 - Occupational therapist
 - Solicitor
 - Barrister
 - Judge
 - Prison officer
 - Psychiatrist

Four armed robbers raid a bank while it is full of customers. One customer is shot as the robbers are escaping. The alarm is raised as they drive away from the scene...

Entrepreneur

- Accounting**
- Actors**
- Advertising**
- Animator**
- Camera technicians**
- Credit controller**
- Entrepreneur**
- Graphic designer**
- Human resources manger**
- Marketing Models**
- Photographer**
- Receptionist**
- Sales representatives**
- Secretary**
- Sound technician**
- Web designer**

An _____¹ decides to become her own boss and opens advertising agency. This company makes advertisements for businesses who want to sell the products using adverts on radio, T.V., on the web and in print media.

In order to staff the company she needs to employ the most suitable people and match their skills to the different jobs that need to be carried out. To help her with this recruitment drive she employed the services of a _____². In order to let potential clients know she is open for business she employs several _____³ to go out and meet potential clients.

Once business starts to come in she employs experts in _____⁴ and _____⁵. Some clothing companies want to advertise in the print media using _____⁶. This requires the services of a _____⁷. Other companies want to build up their presence on the internet using a website. They use the services of the advertise company to build the website. This job is given to the _____⁸ and the _____⁹.

Some companies want to advertise their produce on YouTube using short cartoons. This task is handed to the _____¹⁰.

An indigenous Irish company wish to move from just print advertising to radio. They commission radio adverts to be made. The advertising company then recruit the services of _____¹¹ to make there adverts.

A large multinational company commissions the advertising agency to make T.V. adverts to increase the profile of their new range of soft drinks. This requires the services of _____¹², and _____¹³.

As the work load increase the advertising agency needs somebody to ensure that companies that own them money pay their bills within one month. A _____¹⁴ is used to carry out this job. To ensure the money coming in and out is producing a profit and that the tax returns are made an _____¹⁵ is employed.

As business increases a _____¹⁶ is employed to take care of the office paperwork and a _____¹⁷ is employed to answer the telephone.

Finish The Story...

Complete the following story in your own words incorporating the jobs/occupations listed below. (Tick them off as they are used.)

- Play writer
 - Actors
 - Costume design
 - Hairdresser
 - Make-up artist
 - Painter
 - Lighting technician
 - Sound technician
 - Singer
 - Musician
 - Director
 - Producer

You are the director of the Abbey Theatre and ...

The Sick Cow

- Botanist**
- Chemical engineer**
- Molecular biologist**
- Molecular modelling chemist**
- oncologist**
- pharmaceutical scientist**
- pharmacist**
- Toxicologist**
- Vet**

A farmer owed land of the west coast of California overlooking the Pacific Ocean. There he farmed cows. He began to notice some of his cows seemed unwell. He called the _____¹.

After some investigation, the vet concluded that it was something in the plants that cows were eating that was causing the illness. The vet consulted a _____² who specialised in studying plants.

The plant was then analysed to determine what chemical in it might be causing the illness. This was done by a _____³.

One particular chemical was identified. It was concluded that this chemical was interfering with the metabolism of the cattle. However, although this interference was negative for the cattle, it does not necessarily mean that it could not interfere with the metabolism of other mammals (humans) in a positive way.

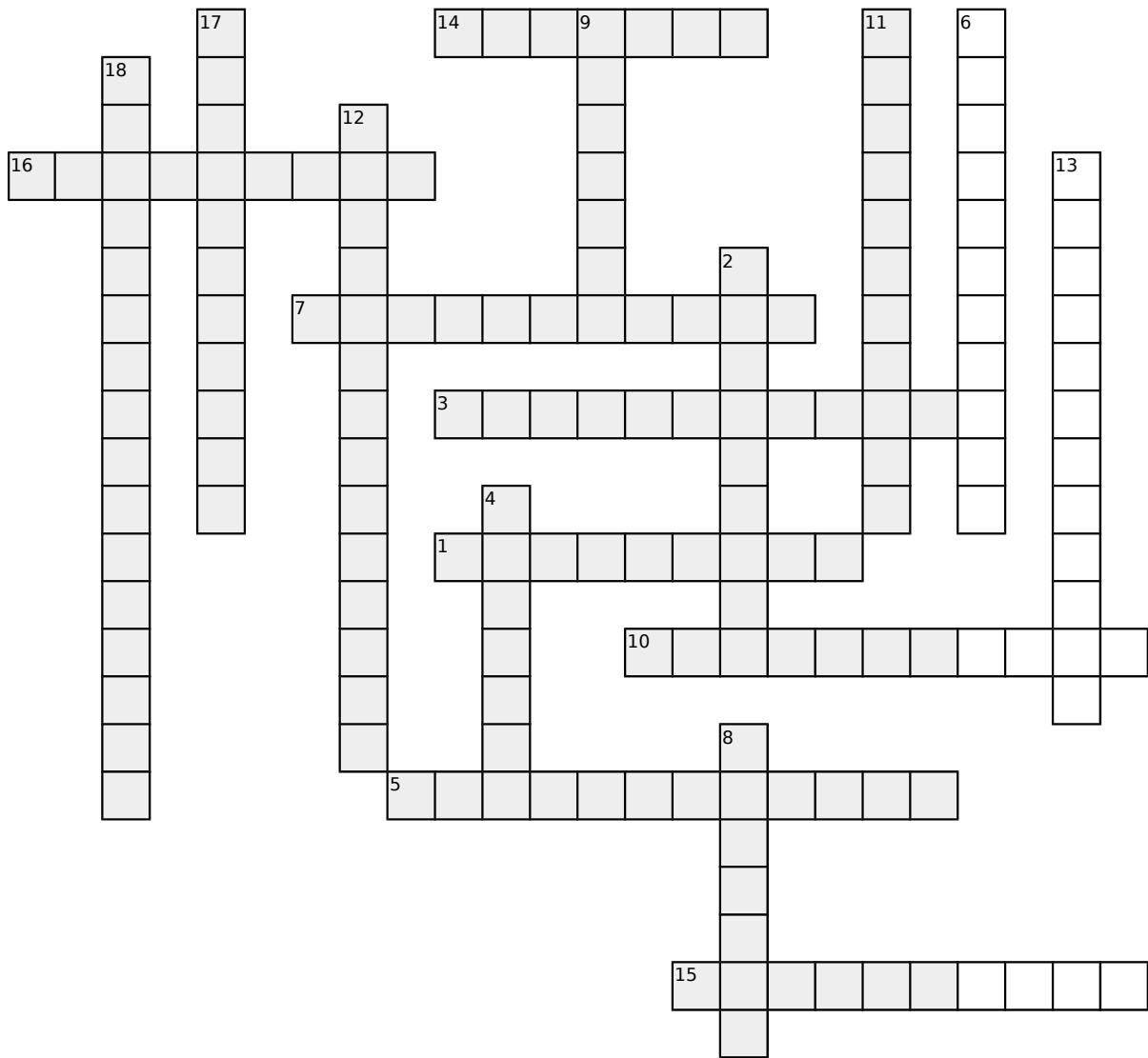
The chemical was passed onto a _____⁴ who also worked on researching cancer. This scientist discovered that the interference caused by the chemical in the plant had similarities to some types of cancer cells. Further tests and trials showed that this plant based chemical had the ability to kill some types of cancer cell.

In order to mass produce this chemical in the lab a _____⁵ was consulted.

He developed a chemical process to allow this chemical to be manufactured artificially. A _____⁶ was then consulted to design machines and processes that a production factory would need. During the production process the purity and effectiveness of the drug produced is analysed by a _____⁷.

This drug is prescribed to patient by an _____⁸ and that prescription is brought to a _____⁹ for dispensing. This drug is now one of the most effective ways to cure a particular type of breast cancer. (This is a true story)

Career Crossword

**Across:**

1. Tells us how to fix the economy
3. Studies old things in the ground
5. Works with the mind
7. Buy and sell shares
10. I need glasses
14. Filling
15. D.N.A.
16. What should we eat?

Down:

2. Rocks
4. How much should I pay for my car insurance
6. My spine hurts
8. Protects us
9. The job you have witnessed since 4
11. My feet ace
12. Very small things
13. Studies the weather
17. Studies aspects of society
18. Teaches us to speak (again)

Match The Degrees

- Works with families in difficulty
- Works in the horse industry
- Works in the zoo
- Designs and builds gardens
- Works with the sports team
- Cooks your dinner in a restaurant
- Looks at times past
- Designs and maintains planes
- Studies languages
- Works for the U.N.
- Works for a transport company
- Studies why?
- Studies aspects of religion
- Study of societies and its cultures
- Works in the waste industry
- Works for the fisheries board

1. A degree in Aeronautical engineer
2. A degree in Animal Science
3. A degree in Anthropology
4. A degree in Culinary Arts
5. A degree in Environmental Engineer
6. A degree in Equine Science
7. A degree in History
8. A degree in Landscape Gardening
9. A degree in Linguistics
10. A degree in Marine Biology
11. A degree in Philosophy
12. A degree in Politics & International relations
13. A degree in Social Worker
14. A degree in Sports Science
15. A degree in Theology
16. A degree in Logistics

P.L.C.s

Post Leaving Certificate courses are courses students can do without needing points. They need to pass subjects in their Leaving Certificate. Having a P.L.C. course completed can increase the chances of getting a job ahead of somebody who only has the Leaving Certificate. Indeed, a lot of P.L.C. courses offer a chance to get into college without the necessary Leaving certificate points. Here is a list of some P.L.C. courses available.

- Accounting
- Adventure leadership
- Adventure Management
- Advertising
- Animated Drawing
- Architectural Studies
- Art, Graphics, & Print Making
- Auctioneering
- Beauty Therapy
- Business Studies
- Carpentry
- Child Care
- Cinematography Studies
- Classroom Assistance training
- Community Care
- Computer Aided Design (CAD)
- Computer Animation
- Computer Applications
- Computer Programming
- Construction Technician
- Construction Technology
- Counselling
- Creative Writing
- Criminology & Social Studies
- Cultural & Heritage Studies
- Dental Nursing
- Drama & Art Portfolio Preparation
- Electronic Engineering
- Estate Agency & Evaluation
- Exercise Studies
- Family Studies
- Fashion & Textile Design
- Film Operations
- Fire & Ambulance Service Access Course
- Floristry
- Food Science & Safety
- Forensic Psychology
- Games Design
- Hairdressing
- Health Sector Studies
- Hotel Studies
- Hotel, Catering Studies
- Insurance & Banking
- Interior Design
- Interior Furnishings
- International Aid & Development Studies
- International Event Management
- Journalism
- Landscape Design
- Makeup and Fashion
- Marketing
- Mechanical Engineering
- Media Production, Radio & Print
- Media Studies
- Medical Laboratory Science
- Montessori Studies
- Motor Technology
- Multimedia
- Music Management
- Music Technology
- Office Management
- Office Systems
- Outdoor recreation
- Pharmaceutical & Toxicological Studies
- Photography
- Preliminary Engineering
- Pre-Nursing
- Pre-University Science
- Radio Production
- Recruitment an H.R. studies
- Retail Sales
- Security Studies
- Sign Language
- Special Needs Care
- Sports Coaching
- Sports Therapy
- Television Operations
- Theatre Studies
- Three Dimensional Studies
- Tourism
- Travel Agency Studies
- Veterinary Studies
- Web Authoring
- Working with the Elderly
- Youth & Community Work

Brief Career Investigation

Find out some information about your a specific career choice that you are thinking about at the moment. Try and ensure you have as much information as possible. Remember the more information you have the more likely you are to make a good career decision. You can write your answers in a separate copy book.

Useful Websites:

www.careersportal.ie

www.monster.ie

www.qualifax.ie



Career / Job Title: _____

How would you describe the work involved? (What do they do?)
What duties / responsibilities are involved in the job?

What are the main advantages to this job?
What are the main disadvantages to this job?

What are the educational requirements for this job? (Do I need certain subjects in Leaving Certificate, do I have to go to college, if so for how long?)

Occupational Outlook (Are there any job openings for this career, what does the future of this job look like?):

What do you think are the Personal Characteristics / Abilities / Skills that are required for this Career:

Wages / Salary (On the average how much does this job pay?):
What are the working conditions like? (office, outside; physical or not; hours; alone or as a member of a team etc.):

Would I be suited to this job and consider it as a career possibility? If so why?

Can I name at least one web address where I could find further information?

Discovering Your Interests

Start here:



Take this path and learn how your interests will help you on your journey!

There are many paths you can take when deciding on a career. This interest activity will help you to narrow down your choices and start thinking about careers that match your interests.

INTEREST CHECKLIST

To discover your top interests, use this scale to mark each set of activities.

5

like very much

4

like

3

not sure

2

dislike

1

dislike very much

What do you like to do?



- Manage a beef, dairy, poultry, or fish farm
 - Set up traps to catch crabs, lobster, or shellfish
 - Feed, groom, or care for animals
 - Maintain planted areas of trees, flowers, or shrubs
 - Manage the use and development of forests
-



- Write stories or plays
 - Design a web page
 - Play in a band, orchestra, or music group
 - Broadcast programs on TV or radio
 - Install cable TV or telephone cables
-



- Design, build, or remodel homes
 - Survey roads, property lines, and bridges
 - Build roads or bridges
 - Operate machines to power, heat, or cool buildings
 - Install electrical wiring in a home
-



- Type or write reports
 - Prepare tax records for individuals or companies
 - Manage a store
 - Work with computers
 - Answer the phone and greet customers
-



- Teach students to read
 - Take care of young children
 - Research test data
 - Be a physical trainer
 - Coach a team
-



- Keep track of money
 - Manage a bank department
 - Prepare financial records for people or companies
 - Sell insurance to people
 - Help people invest their money
-



- Develop bills to become laws
 - Participate in the army
 - Study legal documents to find information
 - Make regulations to protect the environment
 - Serve as a T.D.
-



- Examine people and give them medical treatment
 - Give first aid to patients in an ambulance
 - Help an injured person learn to walk again
 - Process medical records and correspondence
 - Read an X-ray
-



- Escort groups of people on tours
 - Serve meals and beverages to people
 - Umpire or referee a sporting event
 - Plan activities and trips for tourists
 - Manage a hotel
-



- Counsel people in hospitals, clinics, or schools
 - Help youth, couples, and families resolve conflicts
 - Advise people about their nutritional needs
 - Hold parenting classes
 - Plan activities for community centers
-



- Follow blueprints for electronic systems
 - Use computer applications
 - Repair computers
 - Design programs for computers
 - Write technical directions for engineers
-



- Protect lives and property from hazards
 - Uncover details of a crime and arrest suspects
 - Study legal documents to find information
 - Guard money or valuables in an armored car
 - Defend someone in court / advise them about laws
-



- Use small or large power tools to build or repair items
 - Use precision devices to make parts
 - Use machines to shape, cut, or mold metal, fabric, or wood
 - Install electrical equipment
 - Configure computers
-



- Buy clothing and accessories for a department store
 - Sell advertising space for a magazine
 - Provide beauty treatments for hair, faces, or nails
 - Run your own business over the Internet
 - Sell houses or land
-



- Conduct experiments in a lab
 - Use math to solve complex problems
 - Study causes of animal diseases
 - Study space and the solar system
 - Find alternate power sources
-



- Drive a truck to deliver products
 - Pilot a ship or airplane
 - Drive a bus or taxi
 - Operate a train
 - Manage a distribution warehouse
-

Now, total your score in each set of questions. Then play the match game and find the career cluster that matches the symbol on the checklist where you scored the highest!

Career Clusters



Agriculture and Natural Resources
Do you have an interest in growing, raising, or producing food, animals, or wood?



Arts, Audio/Video Technology and Communications
Is creative expression such as singing, dancing, acting, or painting your "thing?" Or would you prefer to use technology in this field?



Education and Training
Do you think you have a knack for training or teaching other people? Do you see yourself as a future principal?



Government and Public Administration
How about leading your fellow citizens? You could write laws, collect taxes, defend our country, or work to save the environment.



Hospitality and Tourism
Would you like to run Tayto Park? Perhaps cooking, arranging tours, or professional sports appeals to you.



Information Technology
Do you speak "computer-eese?" Then you could design software, install networks, or troubleshoot technical problems.



Manufacturing
If your interests are sparked by electricity, machines, tools, Or managing production, you have a future here.



Scientific Research and Engineering
Does studying the stars, analyzing chemical compounds, Or inventing alternate power sources grab you?



Architecture and Construction
Would you like to design, build, or maintain buildings, or bridges?



Business and Administration
Do you feel comfortable in an office setting? If so, organizing reports, billing, or information processing might suit you. Or would you rather be in charge of the whole office?



Finance
If handling cash interests you, then this area is the one! You could manage a bank or be a financial planner.



Health Science
Do you want to save lives, or operate medical equipment,?



Human Services
Does counselling young people, directing community activities, or providing personal services interest you?



Law and Public Safety
If enforcing laws and regulations, putting out fires, or working in the legal system is your thing, then this is the place for you.



Retail/Wholesale Sales and Service
Are you a shopaholic? Do you have a flair for making a sales pitch; or would you rather own the store?



Transportation, Distribution, and Logistics Services
This is all about trains, boats, planes, and automobiles and the stuff that is moved in them.

Top 3 Career Clusters

1. _____
2. _____
3. _____

WHAT'S YOUR

PREFERRED LEARNING STYLE?

People learn in different ways. You can discover more about your own personal learning style, or the way you learn, by taking the inventory below. By discovering HOW you learn best, you can use strategies to help you learn MORE! Give points to the following items to determine your score.

OFTEN (3)

SOMETIMES (2)

SELDOM/NEVER (1)

VISUAL STYLE

- I remember information better if I write it down.
 - Looking at the person helps keep me focused.
 - I need a quiet place to get my work done.
 - When I take a test, I can see the textbook page in my head.
 - I need to write down directions.
 - Music or background noise distracts my attention
 - I doodle in the margins of my notebook pages.
 - I have trouble following lectures.
 - I react very strongly to colors.
- TOTAL

VISUAL LEARNERS USUALLY:

- Need to see it to know it.
- May have trouble following lectures.
- May have artistic ability.

VISUAL LEARNERS SHOULD:

- Use graphics to reinforce learning; films slides, illustrations, diagrams, and doodles.
- Ask for written directions.
- Visualize spelling of words or facts to be memorized.

AUDITORY STYLE

- My papers and notebooks always seem messy.
 - I do not follow written directions well.
 - If I hear something, I will remember it.
 - Writing has always been difficult for me.
 - I often misread words from the text (them for that, etc.).
 - I would rather listen and learn than read and learn.
 - It's hard for me to interpret other's body language.
 - Pages with small print are difficult for me to read.
 - My eyes tire quickly, even though my vision check up is OK.
- TOTAL

AUDITORY LEARNERS USUALLY:

- Need to hear it to know it.
- May have difficulty following written directions.
- May have difficulty with reading.

AUDITORY LEARNERS SHOULD:

- Use tapes for reading and class lecture notes.
- Learn by interviewing or participating in discussions.
- Have test questions read aloud.

KINESTHETIC/TACTILE STYLE:

- I start a project before reading the directions.
 - I hate to sit at a desk for long periods of time.
 - I prefer to see something done and then do it myself.
 - I use the trial and error approach to problem solving.
 - I like to read my textbook while riding an exercise bike.
 - I take frequent study breaks.
 - I have a difficult time giving step by step instructions.
 - I enjoy sports and do well at several types of sports.
 - I use my hands when describing things.
- TOTAL

KINESTHETIC LEARNERS USUALLY:

- Prefer hands on learning.
- Often can assemble parts without reading directions.
- Learn better when physical activity is involved.

KINESTHETIC LEARNERS SHOULD :

- Engage in experiential learning (making models, doing lab work, role playing).
- Use computers to reinforce learning by touch.

Total the score for each section. A score of 20 or more indicates a strength in that area. Your LEARNING STYLE with the highest score indicates the most efficient method of information intake. Check on the right above for clues and learning tips that fit your strongest learning style.

NAME: _____ DATE: _____

S A E B E F F F K Z I R U O R S O N F R U M I Q U F F B H T D U B X T
 Q X C B L N Y E F K W M R P B W O K V Q T T R K W J T M K U U U Y N Q
 F H U L K L B S M A T G E X F N E L A Y G P W N M C B C T P D G T T U
 C V S N A O L P F B C A H B L R C T Y M I I X E O X G J C U A Z M O C
 U I U B V A D H F U J N Z T A Q N X G Y I H H L C L O I N V C Z G U R
 B A M E H O O C J P O F E A J E T U G S O S L E R B Z D G Q L T T I S
 K W A O W N I A Q P O C G P M A R V E G O E Y O S V A M Q T P T N L R
 S S E K O L Q V U P H H C Y N N I D Q F G C T R S L S H I C O J L B P
 J U N U Y O R A V N I B O U O K A F R E T I R Q K U M T A U B E T T F
 V W R B M N B N I Q T L F H P R H N T G S T A N M U Y T U F K K X S N
 B S N F U F E C Y O P A C K G A Z E B E R N P T D Y E Q F C C O P P P
 F Q U R O K A E A M M M E A E H T P T C K E E Z I F X D E W L P J E G
 B J P B A L H J E O R P S D M U E I Q N K R R X T K D Q U W W C Q B X
 H B M M K U N T W E K D I M V G Z F O A L P A Z C N Q R O K V X M I R
 C C E B P O I N T S V D Q E Q G S E A N L P D U I W P A D Z T L K T N
 K Y T I S R E V I N U X U D F W M J B I S A S N E P W E A R I F E G J
 G C I O N T B N T L K M N H H A Z G M F U X G E N F A F P F G K A P Y
 M L A I R O T U T B B C G T K S C A X T F D W O S G F H R T E V A S R
 L F A E H Q K G H G X O H U R H Y T X N T Y I T L Y Y K W U T O P W J
 U O P L D F G U V J A O X G I N Z H V E W T C K X V W D F J C I V N F
 N Z E E L D G W G G R B S L O H N E U D C W U C S Z L T L B H U A T V
 N C C C O S G F X W S S R O H C C X J U N B B X W G T O Y S E D Q T M
 B V E T V O A V V X C B T I U N E M R T R Z G C F E M E R N M W U I J
 O T R I N M O L T Z S H X E H F E T L S P O J Z W R M A W P I D A M D

I S E T A O G V Z T O P R E A D J A G V S C L V U A T M J G T
 Z X W G C A R E E R S P O R T A L R X A J V H R E U N I C A S
 A J S P E Y N F I N S T I T U T E S C Z D S B V E D Z H I K N
 N C G D A O A Q S F M Y R S T E S U Q V O A D K M Q O D L Z E

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DARE	LCVP	STUDENTFINANCE
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ELECTIVES	LOANS	TUTORIAL
EMPLOYMENT	MATHS	UCAS
EUNICAS	MAYNOOTH	UNIVERSITY
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GUIDANCE	OCCUPATIONS	
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