

Junior Cycle Level Two Learning Programme (2026) Work Experience Mapping Example

Curricula Priority Learning Unit	Year One and Two Learning Outcomes
L2LP Personal Care	Developing good daily personal care 3.7 identify appropriate clothing for a range of routine activities at home, at work and in the community Example – visiting local community to identify people that wear specified clothing, e.g. butcher, painter, dentist, tradespeople. Knowing how to stay safe 3.27 identify key safety risks in the workplace/home/community Example – identifying safety protocols for using machinery in butchers, clothing requirements such as steel toe capped boots for tradespeople, hygiene practices for dentists.
Living in a Community	Using local facilities 4.15 identify familiar places and organisations in the local community 4.17 participate in a school-based community project and record their participation Project based work, gathering information on their local businesses – recording and presenting them in podcast format, digital imagery or text based. Creating a booklet of the information on each business which can be used for students planning work experience activities in other classes.
Skills for Life	Developing an awareness of health & safety 5.16 describe examples of safe practices and develop an awareness of the importance of health and safety precautions in various settings and/or during activities 5.17 identify and understand safety symbols 5.18 safely use and store tools, materials and/or equipment in various settings and/or during activities Example, engage with the Woodwork & Cookery/Home Economics teachers to demonstrate safe use and storage of equipment. 5.19 describe the different procedures for personal safety in various settings and/or during activities 5.20 demonstrate how to call for help in an emergency within school and outside school 5.21 identify the correct procedures to follow in the event of an emergency See example in the Guidelines on following a fire drill – identify who the fire warden in potential work experience settings and the designated assembly points

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	Participating in and reflecting on activities • 5.7 recognise and communicate their personal interests, strengths, skills, talents and leisure pursuits Example: using Widgitonline.com or similar tool, build a profile of skills acquired (academic, leisure, personal care, independent living, communication, technology) e.g. Appendices 1 & 2 • 5.8 discuss the opportunities and challenges of undertaking activities as a team and as an individual • 5.9 identify and discuss a leisure pursuit, work or activity that is of personal interest to them Example, from the research on local businesses, identify one role within a local business that interests them – explore what this role might involve, which skills already developed would align, which skills might need to be practiced/modelled within the school/home setting before engaging in work experience • 5.10 research relevant information to help plan and participate in an activity Example: job shadow – engage in job shadowing, exploring first, if a similar role exists within the school community to shadow. Using Zoom, meet with local business people in the desired role. • 5.11 identify responsibilities associated with a specific role in an activity and take on this role within an activity Create a task that would mirror one to be undertaken on work experience – e.g. stocking shelves, sorting stock, clerical tasks, cleaning – prepare for the activity, use task analysis to gather all relevant materials needed to complete the task, undertake the task with decreasing assistance. • 5.12 use key words associated with an activity appropriately • 5.13 compile a portfolio to organise and record their activities Continue to revisit and update Appendix 1 Profiling Sample to build up their CV • 5.14 give and receive constructive feedback on their progress Using the task analysis and rubric to self-check how well they completed each step in the activity e.g. Appendix 5 • 5.15 reflect on the main steps taken to complete these activities Identify which aspects of the task they need to continue to develop (Appendix 9)
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Curricula Priority Learning Unit	Year Three Learning Outcome
L2LP Skills for Life	Aim to apply the skills learned during Year One and Two within the school context to a real-world Work Experience. Goal setting 5.1 identify and set personal goals e.g. Appendices 1 & 2 – building on the community based research, choose a preferred work experience setting and role within the setting. 5.2 create a personal learning plan which includes the necessary steps and timeframe to achieve their personal goals Example, adaptation of Appendix 8 – Engage with the host setting to share the learning plan – work to identify tasks that might support that skill development. 5.3 identify one person who might support them to achieve their goals Identify within the host setting, the link person who will support the student/s. If SNAs are attending the work experience, plan what level of support, modelling, prompting will be provided. 5.4 implement the plan within an agreed timeframe 5.5 discuss potential challenges that may arise in the course of implementing the plan and explore ways in which these challenges can be overcome Using social stories or other suitable communication format for the learner, prepare for challenges beforehand – practice and rehearse how to ask for a break, where to take a break, finding designated staff toilet, washing and eating facilities. Identify who to discuss a problem with a rehearse sample scripts for this. 5.6 reflect on how their progress could be maintained or improved, e.g. Appendix 9 Managing Transitions 5.24 identify key people, school staff and peers to support transitions and form part of their support network Identify key person in the workplace setting who can provide support 5.25 identify strategies or tools that can be used to support transitions Practice a range of anxiety/stress reducing strategies before the work experience, using visual prompt/reminder within the setting if required.

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Personal Care	• 5.26 discuss what strategies or tools that can be used to help during times of transition in a variety of settings including new and unfamiliar environments Use visual strategies to create clarity and predictability for the learner to understand: - Where they engage in their work - How much work is to be completed - In what order - What to do with the completed product - What happens when the task is completed • 5.27 plan out a journey to a different setting, identifying the main steps to complete the journey successfully and apply supportive strategies or tools as appropriate Rehearse the journey to/from home or school to the setting. Rehearse transitions with the setting between the task area, leisure area, toileting area, etc. Use visual supports where appropriate such as transition cards to support understanding. Revisit the Personal Care learning outcomes from Year 1 & 2 Developing good daily personal care • 3.7 identify appropriate clothing for a range of routine activities at home, at work and in the community Example – Using a photo/visual template of the uniform/clothing required for the work experience, support the learner with the application of the fine/gross motor skills for buttons/fastenings, checking in the mirror that their outfit is appropriate for the workplace. Knowing how to stay safe • 3.27 identify key safety risks in the workplace/home/community Apply this key learning goal to the specific work setting and task – identify specific machinery that they are permitted/not permitted to use, practice fire drill and assembly in the workplace.
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