



An Roinn Oideachais
agus Óige
Department of Education
and Youth

Skills for Life

Junior Cycle Level 2

Priority Learning Unit (PLU)

Prepared by the National Council for Curriculum and Assessment (NCCA)

PLU 5: Skills for Life

The PLU *Skills for Life* focuses on fostering students' competencies and interpersonal skills to support their journey through education. It focuses on enabling students to develop strategies to manage themselves and their learning more effectively and apply these strategies to different areas of their daily lives. There is a particular emphasis on encouraging students' independence, and this is enacted through their engagement with classroom, school and community-based activities.

Engagement with activities is the medium through which students achieve the learning outcomes. Teachers endeavour to provide a variety of activities where possible. Students should participate in individual activities and as part of a group or team if appropriate.

Element	Students should be able to...
Goal setting	<p>5.1 identify and set personal goals</p> <p>5.2 create a personal learning plan which includes the necessary steps and timeframe to achieve their personal goals</p> <p>5.3 identify one person who might support them to achieve their goals</p> <p>5.4 implement the plan within an agreed timeframe</p> <p>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</p> <p>5.6 reflect on how their progress could be maintained or improved</p>
Participating in and reflecting on activities	<p>5.7 recognise and communicate their personal interests, strengths, skills, talents and leisure pursuits</p> <p>5.8 discuss the opportunities and challenges of undertaking activities as a team and as an individual</p> <p>5.9 identify and discuss a leisure pursuit, work or activity that is of personal interest to them</p> <p>5.10 research relevant information to help plan and participate in an activity</p> <p>5.11 identify responsibilities associated with a specific role in an activity and take on this role within an activity</p> <p>5.12 use key words associated with an activity appropriately</p> <p>5.13 compile a portfolio to organise and record their activities</p> <p>5.14 give and receive constructive feedback on their progress</p> <p>5.15 reflect on the main steps taken to complete these activities</p>
Developing an awareness of health and safety	<p>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</p> <p>5.17 identify and understand safety symbols</p> <p>5.18 safely use and store tools, materials and/or equipment in various settings and/or during activities</p> <p>5.19 describe the different procedures for personal safety in various settings and/or during activities</p> <p>5.20 demonstrate how to call for help in an emergency within school and outside school</p> <p>5.21 identify the correct procedures to follow in the event of an emergency</p>

Element	Students should be able to...
Managing transitions¹	<p>5.22 recognise and describe different examples of transitions</p> <p>5.23 recognise what can cause potential stress during the different types of transitions</p> <p>5.24 identify key people, school staff and peers to support transitions and form part of their support network</p> <p>5.25 identify strategies or tools that can be used to support transitions</p> <p>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</p> <p>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</p>

¹Transitions in this document refers to the broad spectrum of transitions that occur in a student's life, such as moving from one class to another or moving from junior to senior cycle and beyond.



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