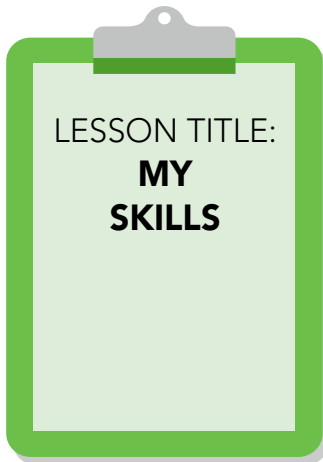


# MY SKILLS LESSON PLAN



MY SKILLS - LESSON PLAN



**AIMS**

This lesson will:



- Identify what skills are and why they are important.

**OUTCOMES**



At the end of this lesson students will be able to:

- Explain what skills are.
- Give examples of how their skills can be transferred to different settings.

**LINKS TO JUNIOR CYCLE KEY SKILLS**



- Communicating (Listening and expressing myself, discussing and debating, using language).
- Managing myself (Knowing myself, making considered decisions, using digital technology to manage myself and my learning).
- Staying well (Being healthy, being social, being safe, being responsible).
- Being creative (Exploring options and alternatives, implementing ideas and taking actions).
- Working with others (Learning with others, respecting difference, developing good relationships, co-operating).
- Managing information and thinking (Gathering and recording information, being curious, thinking critically, using digital technology to access, manage and share knowledge)

**LINKS TO JUNIOR CYCLE STATEMENTS OF LEARNING**



In this lesson students will

- Take action to safeguard and promote her/his wellbeing and that of others.
- Has an awareness, knowledge, skills, values and motivation to live sustainably.
- Bring an idea from conception to realisation.



**MY SKILLS - LESSON PLAN**

**LINKS TO WHOLE SCHOOL GUIDANCE**



**Developing Myself**

In this lesson students will

- Develop & maintain self-esteem & a positive self-concept.
- Interact effectively with others.
- Develop & grow throughout life.
- Students will be able to identify and describe their personal qualities, attitudes and strengths, interests and how they influence behaviour.
- Students will be able to demonstrate effective social skills when cooperating, collaborating & negotiating with peers and teacher.
- Students will be able to participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development.
- Ask for help when required.

**Developing My Learning:**

- Identify transferable skills.

**MY SKILLS - LESSON PLAN**




**MATERIALS NEEDED FOR THIS LESSON**

BY TEACHER	BY STUDENTS
<ul style="list-style-type: none"><li>• PowerPoint</li><li>• Worksheet</li></ul>	<ul style="list-style-type: none"><li>• Worksheet</li></ul>

**AIMS**

This lesson will:


- Identify what transferable skills are and why they are important.



**OUTCOMES**


At the end of this lesson students will be able to:

- Explain what skills are.
- Give examples of how their skills can be transferred to different settings.



**OPENING 'THE HOOK'**

First the teacher asks students what 'skills' are. Teacher takes class feedback and discussion. Teacher then tells the students what 'skills' are.



**MY SKILLS - LESSON PLAN**

**BODY OF LESSON**

**TEACHER  
ACTIVITIES**

**STUDENT  
ACTIVITIES**

Teacher asks students what they think 'skills' are.	Students give feedback on what they think 'skills' are.
Teacher defines 'transferrable skills' and follows with an example. Teacher explains why transferrable skills are important and gives students examples of transferrable skills they already have.	
Teacher then directs students to worksheet on 'transferrable skills.' After matching the skills to the categories, the teacher goes through the answers.	Students complete activity on matching skills to the categories.

**CONSOLIDATION OF LEARNING**



Finally, the teacher re-examines the lesson's aims.

# MY SKILLS

WHAT THEY ARE AND  
WHY THEY ARE IMPORTANT



## AIMS



In today's lesson you are going to explore:

- What skills are and why they are important.

## OUTCOMES



At the end of this lesson you will be able to:

- Explain what skills are.
- Give examples of how your skills can be transferred to different settings.

# MY SKILLS

First of all....  
What are Skills?



# WHAT ARE SKILLS?

Skills are things you are good at:

This may include skills:

- you have had training for.
- you have from volunteering.
- you have from involvement in social activities.



**For  
Example:**

I am good at communicating. I speak to my parents and friends in a respectful way; I listen and speak in a way that others can understand me.

# WHAT ARE TRANSFERABLE/ SOFT SKILLS?

- Transferable skills are skills that you have developed that can transfer from one situation to another.
- All skills and abilities can be transferable – depending on where they are being transferred to and from.
- This can include: skills you have developed at home, during school, at sports, at music, at drama, while volunteering, while enjoying your hobbies; in anything that you have done can be transferred.
- If you are able to use a skill in one situation, you should be able to use it in another, for example in a job, even if the work appears completely unrelated to your past employment or educational experience.



**THE  
PORTABILITY OF  
TRANSFERABLE  
SKILLS**



EXAMPLE

MY SKILLS

Transferable Skill:  
TEAMWORK



Where I have used/developed this skill?



**Participating in a team sport**



Where can I transfer this skill to?



**Groupwork for my C.B.A.**

Where I have used/developed this skill?



**Providing care and support to my family at home**



Where can I transfer this skill to?




**Being a good friend at school**

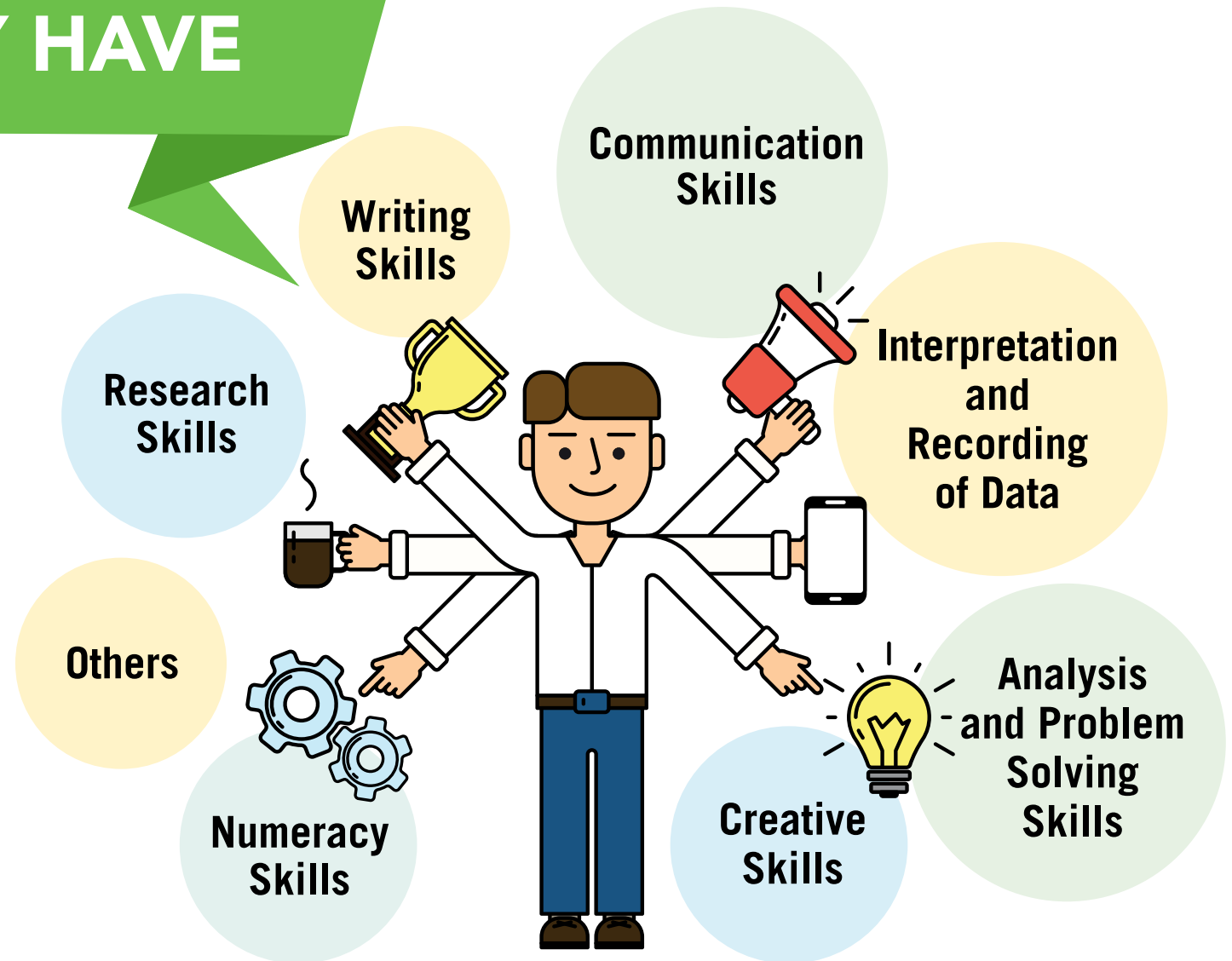
# WHY IS IDENTIFYING OUR SKILLS IMPORTANT?

- When applying for a job you should remember to refer to your skills in your letter of application or in your CV.
- These skills should be related to the position you are applying for.
- You all have experience and skills that go beyond the skills necessary for a specific job...you need to identify your skills and articulate how they can be used in any occupation.
- Remember that employers will be looking at your potential. Think carefully about the type of skills you wish to emphasise and pick examples you can demonstrate your variety of skills.

**If you can use  
a skill now -  
chances are  
you can use it  
later**



# SKILLS YOU ALREADY HAVE



# SOME OF THE SKILLS EMPLOYERS LOOK FOR:

## Verbal Communication:

The exchange, transmission and expression of information and ideas.

## Initiative:

Doing what needs to be done without being told; being a Leader.

## Strong Work Ethic:

Practices that promote efficient and effective work environments.

## Teamwork:

Positive human relationships in group interactions.

## Analytical:

Ability to visualise, and solve complex problems and concepts.





**LET'S TAKE A  
CLOSER LOOK AT  
TRANSFERABLE  
SKILLS**

**Please open worksheet on  
'TRANSFERABLE SKILLS'**



**How to identify your  
transferable skills and  
discover your hidden  
talents**

# REVIEW

## Can you...

- Explain what skills are.
- Give examples of how your skills are transferable to different settings.

**MY SKILLS - WORKSHEET**

**SKILLS**

As you begin your career search it is important that you are aware of the transferable skills that you have developed over time. This begins by reflecting on all of the skills you already have which may include skills you have learned in school, at home, when volunteering, in sports, creatively etc. You can transfer these skills into your working environment.

The top five categories are:

**Verbal Communication:**

The exchange, transmission and expression of information and ideas.

**Teamwork:**

Positive human relationships in group interactions.

**Analytical:**

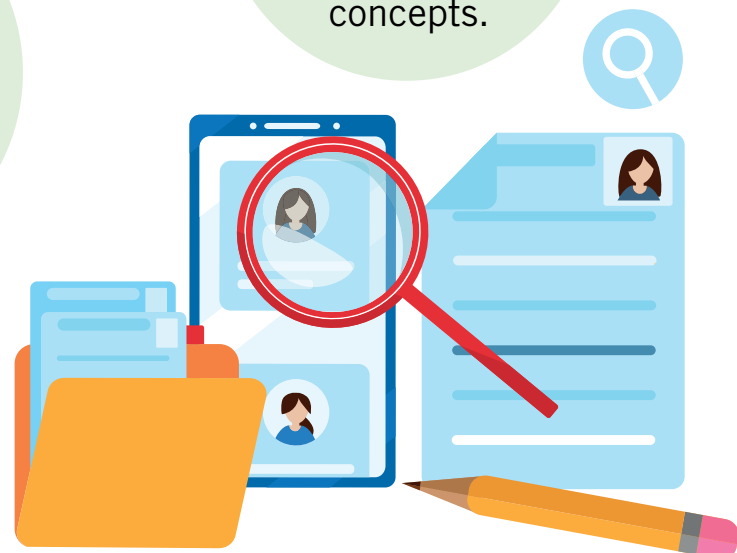
Ability to visualise, and solve complex problems and concepts.

**Strong Work Ethic:**

Practices that promote efficient and effective work environments.

**Initiative:**

Doing what needs to be done without being told; being a Leader.




# MY EXPLORATION OF CAREERS LESSON PLAN






# MY EXPLORATION OF CAREERS - LESSON PLAN



LESSON TITLE:  
**MY EXPLORATION OF CAREERS**


### AIMS

This lesson will:



- Investigate different jobs and the skills needed for them.
- Expand the student's thinking by being exposed to a range of different jobs and the skills, qualifications and work experience that may be required for these positions.


### OUTCOMES



At the end of this lesson students will be able to:


- Identify various job roles in charitable organisations.
- List the skills that are necessary for these jobs.
- Identify a qualification which may be needed for a job role.
- Give examples of why work experience can be useful.

### LINKS TO JUNIOR CYCLE KEY SKILLS



- Communicating (Listening and expressing myself, discussing and debating, using language).
- Managing myself (Knowing myself, making considered decisions, using digital technology to manage myself and my learning).
- Staying well (Being healthy, being social, being safe, being responsible).
- Being creative (Exploring options and alternatives, implementing ideas and taking actions).
- Working with others (Learning with others, respecting difference, developing good relationships, co-operating).
- Managing information and thinking (Gathering and recording information, being curious, thinking critically, using digital technology to access, manage and share knowledge)

### LINKS TO JUNIOR CYCLE STATEMENTS OF LEARNING



In this lesson students will

- Take action to safeguard and promote her/his wellbeing and that of others.
- Has an awareness, knowledge, skills, values and motivation to live sustainably.
- Bring an idea from conception to realisation.

**MY EXPLORATION OF CAREERS - LESSON PLAN**

**LINKS TO WHOLE SCHOOL GUIDANCE**



**Developing Myself**

In this lesson students will

- Develop & maintain self-esteem & a positive self-concept.
- Interact effectively with others.
- Develop & grow throughout life.
- Students will be able to identify and describe their personal qualities, attitudes and strengths, interests and how they influence behaviour.
- Students will be able to demonstrate effective social skills when cooperating, collaborating & negotiating with peers and teacher.
- Students will be able to participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development.
- Ask for help when required.

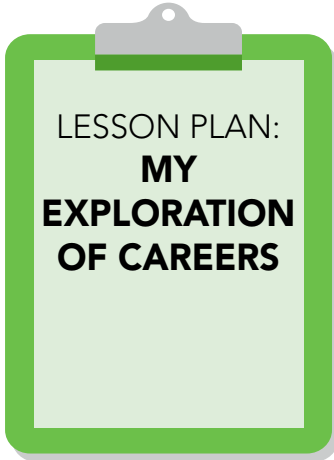
**Developing My Learning:**

- Explore the education requirements for further study & career interests.

**Developing My Career Path:**

- Understanding the world of work and life roles.
- Managing career development and decision making.


# MY EXPLORATION OF CAREERS - LESSON PLAN



### MATERIALS NEEDED FOR THIS LESSON

BY TEACHER	BY STUDENTS
<ul style="list-style-type: none"><li>• PowerPoint</li><li>• Worksheets</li></ul>	<ul style="list-style-type: none"><li>• Worksheets</li></ul>


### AIMS



This lesson will:

- Investigate different jobs and the skills needed for them.
- Expand the student’s thinking by being exposed to a range of different jobs and the skills, qualifications and work experience that may be required for these positions.


### OUTCOMES



At the end of this lesson students will be able to:

- Identify various job roles in charitable organisations.
- List the skills that are necessary for these jobs.
- Identify a qualification which may be needed for a job role.
- Give examples of why work experience can be useful.

### OPENING 'THE HOOK'



Lesson’s aims and outcomes are outlined by teacher and they are given the brief of the class exercise which is contained in the pdf presentation.

**MY EXPLORATION OF CAREERS - LESSON PLAN**

**BODY OF LESSON**



<p>Teacher divides the class into groups of five.</p>	
<p>Teacher gives students the following brief:</p> <ul style="list-style-type: none"> <li>• You and your group have decided to set up and run a new charity together.</li> <li>• You're going to get five people with the right qualifications, skills and knowledge then launch your charity.</li> <li>• You have a generous benefactor who is going to provide the money you need in the first few years so you can get the charity up and running and pay yourselves a salary.</li> <li>• However, after that you'll need to raise the money needed to keep the charity going and pay your salaries.</li> <li>• There are different job roles involved in running a charity.</li> <li>• You and your friends have decided that you will each take on a different one.</li> <li>• Each friend will get the qualifications and/or training they need to do that job and get a few years' experience in the job working for a different employer before you set up your charity.</li> </ul>	<p>Students given brief.</p>
<p>Teacher gives students insight into some of the charities they could set up and leads a class discussion on the job roles that may be needed within each charity.</p>	<p>Class discussion on the job roles that may be needed within each charity.</p>
<p><b>Task One:</b> teacher asks students to decide what sort of charity they would like to set up and give it a name.</p>	<p>In their groups the students decide on their charity.</p>

MY EXPLORATION OF CAREERS - LESSON PLAN

BODY OF LESSON *continued*

**TEACHER  
ACTIVITIES**

**STUDENT  
ACTIVITIES**

**Task Two:** Teacher asks students to decide what job roles they will need to run their charity. Each student must then pick a role to explore (worksheet).

**Task Two:** Students pick various roles and each student researches one role each.

Teacher walks around helping students complete their worksheet.

Students present their charity and job roles at the end of the class.

**CONSOLIDATION OF LEARNING**



Finally, the teacher re-examines the lesson's aims.

# MY EXPLORATION OF CAREERS



## AIMS



In this lesson you will:

- Start investigating different jobs and the skills needed for them.
- Expand your thinking by being exposed to a range of different jobs and the skills, qualifications and work experience that may be required for these positions.

## OUTCOMES



At the end of this lesson you will be able to:

- Identify various job roles in charitable organisations.
- List the skills that are necessary for these jobs.
- Identify a qualification which may be needed for a job role.
- Give examples of why work experience can be useful.

# PLEASE NOTE

## **Please note**

students could benefit from internet access for this lesson!





## BRIEF FOR STUDENTS



- You and your group have decided to set up and run a new charity together.
- You're going to get five people with the right qualifications, skills and knowledge then launch your charity..
- You have a generous benefactor who is going to provide the money you need in the first few years so you can get the charity up and running and pay yourselves a salary.
- However, after that you'll need to raise the money needed to keep the charity going and pay your salaries.
- There are different job roles involved in running a charity.
- You and your friends have decided that you will each take on a different one.
- Each friend will explore the skills and qualifications which may be needed to work in this role.

# TASK 1

Decide what sort of charity  
you'd like to set up and  
give it a name.



Some ideas in the  
following slides....



**The Peter McVerry Trust  
caters to the homeless  
people in Dublin city**

What roles are  
needed in the Peter  
McVerry Trust?





**The ISPCA are at the forefront of animal welfare in Ireland. They respond to allegations of cruelty, neglect and abuse and also to aid sick and injured animals. In the vast majority of cases, our animal welfare officers find a solution to most problems by working with the owners of the animal(s) involved.**



What roles are needed in the ISPCA?



## Caring for people with Cancer

What roles are needed in the Irish Cancer Society?





**Down Syndrome Ireland offers support and services to people with Down syndrome and their families throughout Ireland**

What roles are needed in Down Syndrome Ireland?



## SAMARITANS

**Samaritans offer an emotional support service, notably with its round the clock, seven-days-a week coverage.**



What roles are needed in the Samaritans?







Society of St Vincent de Paul



What roles are  
needed in the Society  
of St.Vincent de Paul?





## TASK 2

- Below is a list of job roles commonly found in charities.
- Decide what different job roles you will need to run your charity.
- Depending on what your charity is, there will probably be some job roles you need that aren't covered in the list below.
- For example, if your charity treats sick animals whose owners can't afford to pay, you will need a vet. If your charity develops new renewable energy technologies, you will need an engineer.



## JOB ROLES

You're free to choose what job roles you would like in your charity, but the following roles might be useful to have.

**Manager**

**Social  
Worker**

**Communications  
Worker**

**Human  
Resource**

**Accountant**

**Administration**

**Community  
Worker**

**Events  
Manager**

**Psychologist**

**Vet**

**Marketing**

**Computer/  
IT Support  
Specialist**

**Researcher  
i.e scientist**

**Advertising**

**Policy  
Officer**

**Teacher**

## TASK 3



For each job role discuss:

- What skills (3) might be needed for this role?
- What qualifications (if any) might you need for this role?
- What work experience might be useful for this role?

# SHARE

Share your decisions and findings with the rest of the class, and let them know if any of the careers you've discussed interest you personally.



# EXPLORING CAREERS - HELPFUL TIPS

## Job roles you might need for your charity – hints



- **Fundraiser** – to raise the money you need to run the charity and pay your wages and other costs
- **Accountant** – to look after the money once you have it
- **IT roles** – for example IT support analyst (to keep your technology up and running) or web developer (to write the code behind your website)
- **Marketing manager** – to promote your charity

# CONSOLIDATION OF LEARNING

## Can you...

- Identify various job roles in charitable organisations.
- List the skills that are necessary for this job.
- Identify a qualification which may be needed for a job role.
- Give examples of why work experience can be useful.

**MY EXPLORATION OF  
CAREERS - WORKSHEET**

**THINKING ABOUT  
CAREERS**

**BRIEF**

- You and your group have decided to set up and run a new charity together.
- You're going to get people with the right qualifications, skills and knowledge then launch your charity.
- You have a generous benefactor who is going to provide the money you need in the first few years so you can get the charity up and running and pay yourselves a salary.
- However, after that you'll need to raise the money needed to keep the charity going and pay your salaries.
- There are different job roles involved in running a charity.
- You and your friends have decided that you will each take on a different one.
- Each friend will get the qualifications and/or training they need to do that job and get a few years' experience in the job working for a different employer before you set up your charity.



**MY EXPLORATION OF CAREERS - WORKSHEET**

**TASK 1**

Decide what sort of charity you'd like to set up and give it a name.



The illustration shows two hands, one orange and one light green, cupping a red heart. Below the heart is a white rounded rectangular box for writing a name. The entire scene is set within a green circular frame.

**TASK 2**

**Decide what different job roles you will need to run your charity.**

Five horizontal rounded rectangular boxes for writing job roles.

Five horizontal rounded rectangular boxes for writing job roles.



MY EXPLORATION OF CAREERS - WORKSHEET

TASK 3

For each job role you need explore the following:

Job Role:

A. What Skills are necessary for the job?

Skill:

Why?

Skill:

Why?

Skill:

Why?

B. What qualifications (if any) might you need for this role?

C. What work experience might be useful for this role?

Job Role:

A. What Skills are necessary for the job?

Skill:

Why?

Skill:

Why?

Skill:

Why?

B. What qualifications (if any) might you need for this role?

C. What work experience might be useful for this role?

**MY EXPLORATION OF CAREERS - WORKSHEET**

**Job Role:**

**A.** What Skills are necessary for the job?

Skill:

Why?

Skill:

Why?

Skill:

Why?

**B.** What qualifications (if any) might you need for this role?

**C.** What work experience might be useful for this role?

**Job Role:**

**A.** What Skills are necessary for the job?

Skill:

Why?

Skill:

Why?

Skill:

Why?

**B.** What qualifications (if any) might you need for this role?

**C.** What work experience might be useful for this role?

**MY EXPLORATION OF CAREERS - WORKSHEET**

**Job Role:**

**A.** What Skills are necessary for the job?

Skill:

Why?

Skill:

Why?

Skill:

Why?

**B.** What qualifications (if any) might you need for this role?

**C.** What work experience might be useful for this role?

**Job Role:**

**A.** What Skills are necessary for the job?

Skill:

Why?

Skill:

Why?

Skill:

Why?

**B.** What qualifications (if any) might you need for this role?

**C.** What work experience might be useful for this role?

**MY EXPLORATION OF CAREERS - WORKSHEET**

**Job Role:**

**A.** What Skills are necessary for the job?

Skill:

Why?

Skill:

Why?

Skill:

Why?

**B.** What qualifications (if any) might you need for this role?

**C.** What work experience might be useful for this role?

**Job Role:**

**A.** What Skills are necessary for the job?

Skill:

Why?

Skill:

Why?

Skill:

Why?

**B.** What qualifications (if any) might you need for this role?

**C.** What work experience might be useful for this role?

**MY SKILLS - WORKSHEET**

**UNDERSTANDING TRANSFERABLE SKILLS**

**Match the skills to the correct categories below**

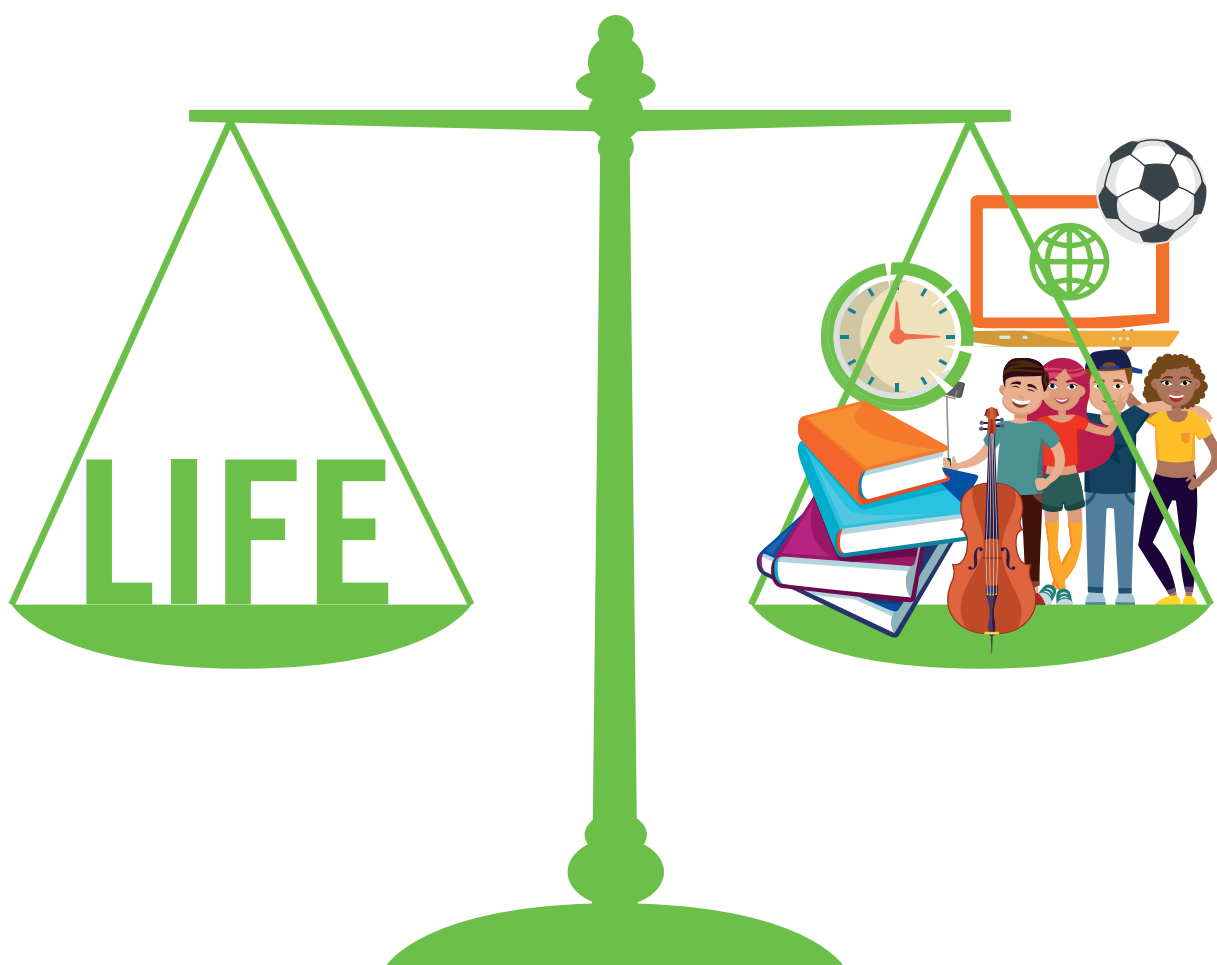
**SKILLS:**

Speaking Effectively	Generating Ideas	Managing Conflicts	Thinking Critically	Accepting Responsibility
Resolving Problems	Managing Time	Collaborating	Expressing Ideas	Investigating
Meeting Goals	Providing Support and Care	Reporting Information	Thinking Critically	Managing and Supervising
Setting and Meeting Deadlines	Calculating and Comparing	Motivating	Making Presentations	Delegating Responsibility
Evaluating	Identifying Improvement Areas	Making Decisions	Cooperating	Writing Concisely

**CATEGORIES:**

<b>Verbal Communication</b>	<b>Teamwork</b>	<b>Analytical</b>	<b>Strong Work Ethic</b>

# MY BALANCED LIFE LESSON PLAN



## MY BALANCED LIFE - LESSON PLAN

LESSON TITLE:  
**MY  
BALANCED  
LIFE**

### AIMS

This lesson will:



- Reflect on important aspects of the student's life and explore if they are living a well 'balanced' life.
- Reflect on areas that the students want to change/enhance in their life in order to become happier and more successful.
- Reflect on **why** aspects of their life are going well or need more attention and **how** they can be improved.

### OUTCOMES



At the end of this lesson students will be able to:

- Identify which areas in their life that are off balance.
- Identify how satisfied they are in each aspect of their life.
- Identify areas that they want to change or enhance in their life in order to become happier and more successful.

### LINKS TO JUNIOR CYCLE KEY SKILLS

- Communicating (listening and expressing myself, discussing and debating, using language).
- Managing myself (knowing myself, making considered decisions, using digital technology to manage myself and my learning).
- Staying well (being healthy, being social, being safe, being responsible).
- Being creative (exploring options and alternatives, implementing ideas and taking actions).
- Working with others (learning with others, respecting difference, developing good relationships, co-operating).
- Managing information and thinking (gathering and recording information, being curious, thinking critically, using digital technology to access, manage and share knowledge)

### LINKS TO JUNIOR CYCLE STATEMENTS OF LEARNING

In this lesson students will

- Take action to safeguard and promote her/his wellbeing and that of others.
- Value what it means to be an active citizen, with rights and responsibilities in local and wider contexts.
- Bring an idea from conception to realisation.

**MY BALANCED LIFE - LESSON PLAN**

**LINKS TO WHOLE SCHOOL GUIDANCE**



**Developing Myself**

In this lesson students will

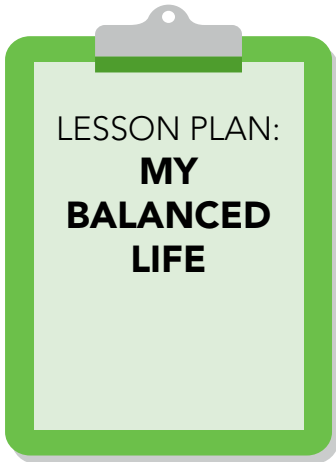
- Develop & maintain self-esteem & a positive self-concept.
- Interact effectively with others.
- Develop & grow throughout life.
- Students will be able to identify and describe their personal qualities, attitudes and strengths, interests and how they influence behaviour.
- Students will be able to demonstrate effective social skills when cooperating, collaborating & negotiating with peers and teacher.
- Students will be able to participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development.
- Ask for help when required.

**Developing My Learning:**

- Recognise the importance of learning for achieving educational & career goals.



# MY BALANCED LIFE - LESSON PLAN



### MATERIALS NEEDED FOR THIS LESSON


#### BY TEACHER

- PowerPoint
- Worksheets

#### BY STUDENTS

- Worksheets


### AIMS



This lesson will:

- Reflect on important aspects of the student’s life and explore if they are living a well ‘balanced’ life.
- Reflect on areas that the students want to change/enhance in their life in order to become happier and more successful.
- Reflect on **why** aspects of their life are going well or need more attention and **how** they can be improved.


### OUTCOMES



At the end of this lesson students will be able to:

- Identify which areas in their life that are off balance.
- Identify how satisfied they are in each aspect of their life.
- Identify areas that they want to change or enhance in their life in order to become happier and more successful.

### OPENING ‘THE HOOK’



Ask the students to discuss the concept of a ‘balanced life’ with the person beside them and explore whether or not they feel like they live a balanced life.

**MY BALANCED LIFE - LESSON PLAN**

**BODY OF LESSON**

**TEACHER ACTIVITIES**

**STUDENT ACTIVITIES**

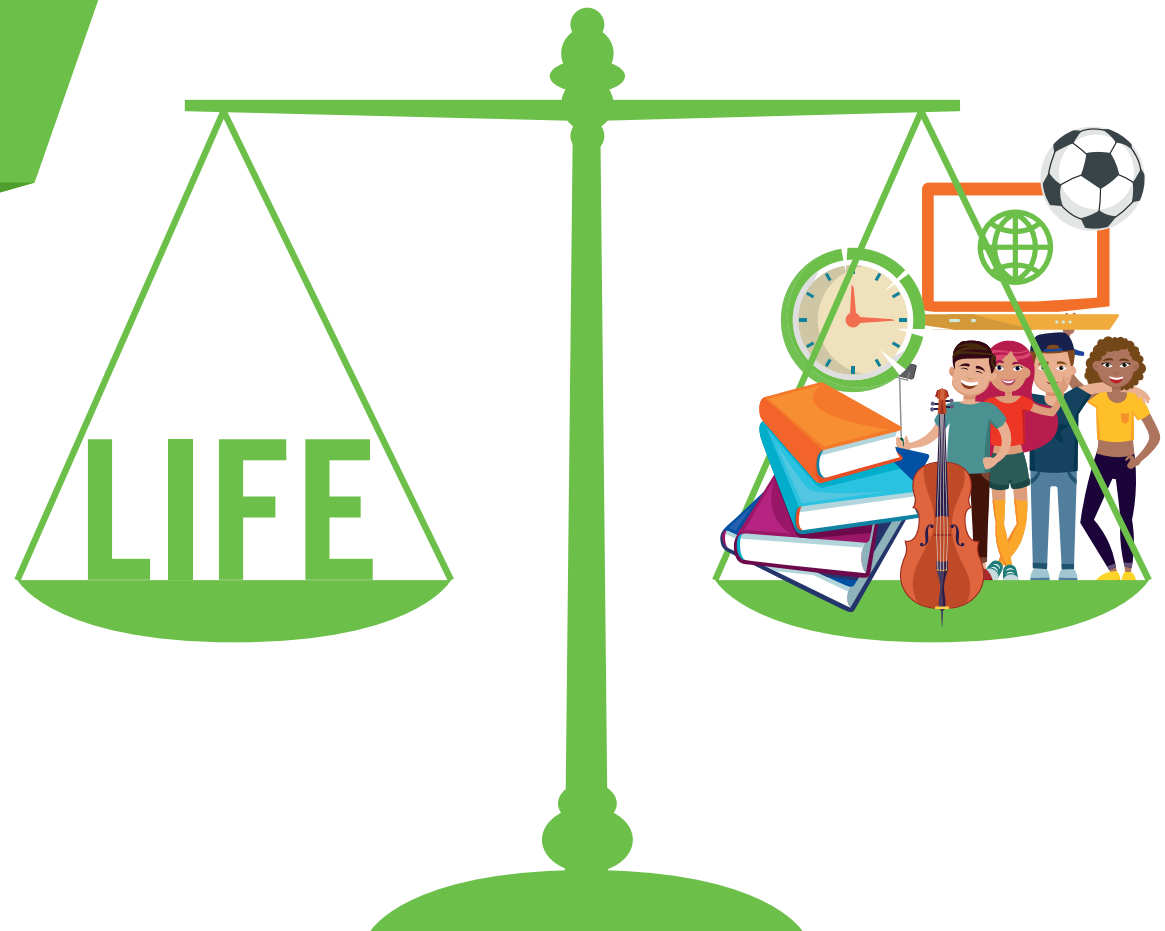
<p>After students have examined the concept of a 'balanced life' with their partner the teacher puts up the pdf slide: "Did you Know: Rarely do students, or anyone for that matter take sufficient time out of their day to step back and assess the broader picture of their lives" and asks the students if they agree or disagree with this statement.</p>	<p>Students enter classroom discussion on whether they agree/disagree with this statement.</p> <p>Students respond to this statement in a classroom discussion.</p>
<p>Teacher defines "balanced life". Definition available on the pdf presentation.</p>	
<p>Teacher introduces students to the "Wheel of Life" exercise. Teacher explains that this is a great tool to help students to understand which areas of their lives they might need to work on - and which they are already happy with.</p>	
<p>Teacher demonstrates example of Wheel of Life exercise and then asks students to complete their own (see worksheet).</p>	<p>Students complete Wheel of Life exercise and reflect on this exercise.</p>
	<p>Students reflect on one area of their lives they could improve (worksheet).</p>

**CONSOLIDATION OF LEARNING**

Finally, the teacher re-examines the lesson's aims.



# MY BALANCED LIFE



## AIMS



In this lesson you will:

- Reflect on important aspects of your life and explore if you are living a well 'balanced' life.
- Reflect on areas that you want to change/enhance in your life in order to become happier and more successful.
- Reflect on why aspects of your life are going well or need more attention and how they can be improved.

## OUTCOMES

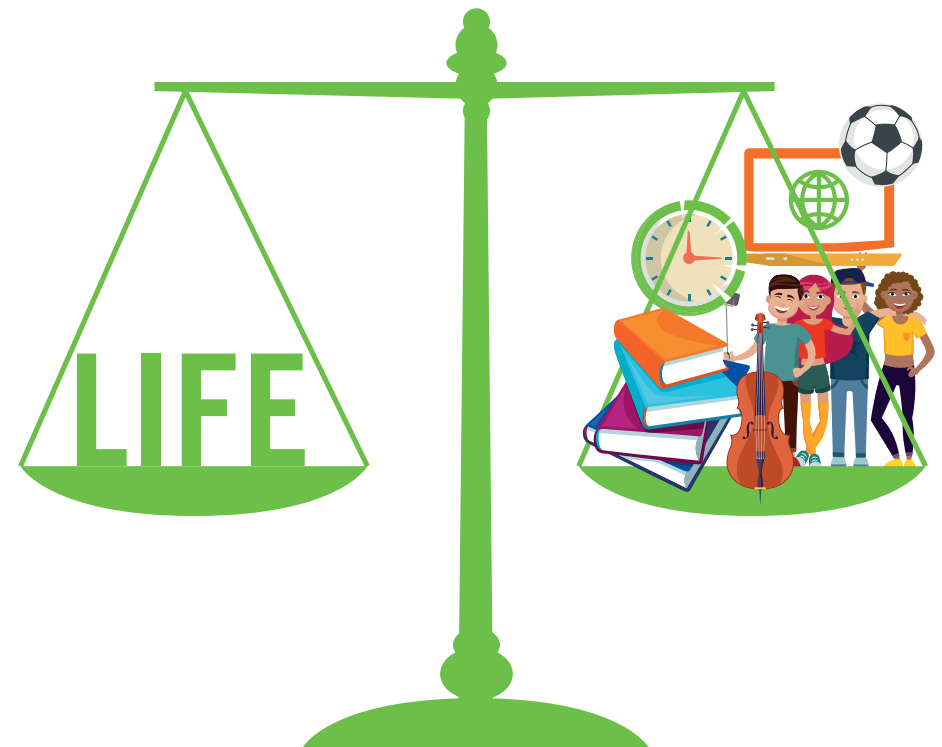


At the end of this lesson you will be able to:


- Identify which areas in your life that are off balance.
- Identify how satisfied you are in each aspect of your life.
- Identify areas that you want to change or enhance in your life in order to become happier and more successful.

# WARM UP QUESTIONS

With the person beside you discuss the concept of a 'balanced life' and whether or not you feel you live a balanced life.



## DID YOU KNOW?



Rarely do students, or anyone for that matter, take sufficient time out of their day to step back and assess the broader picture of their lives.

**TODAY WE ARE  
GOING TO LOOK  
AT THAT BROADER  
PICTURE**



# WHAT ARE THE IMPORTANT AREAS OF YOUR LIFE?

For example:



Friends

Hobbies  
etc.







Today we are going to look at these areas and see which areas you are satisfied with and identify some areas that might need some attention!

# WHEEL OF LIFE



- In this busy world, it can be hard to know how we really feel. We tend to look at our lives - and say “Oh yes, I’m happy”. But when we get into the detail of our lives, there are often dissatisfactions and areas that can be improved. The Wheel of Life is a great tool to help you understand which areas you might need to work on - and which are already great.
- This tool works because it gives a fast, visual overview of how satisfied you are with your life.
- The scoring for each segment on the wheel enables you to see which life areas you feel good about - and which areas may need some work.
- The next step is to create an action plan, prioritising the areas of your life that have the lowest scores. The goal is to identify actions that will raise your satisfaction levels and lead to a more fulfilled life.

# WHEEL OF LIFE

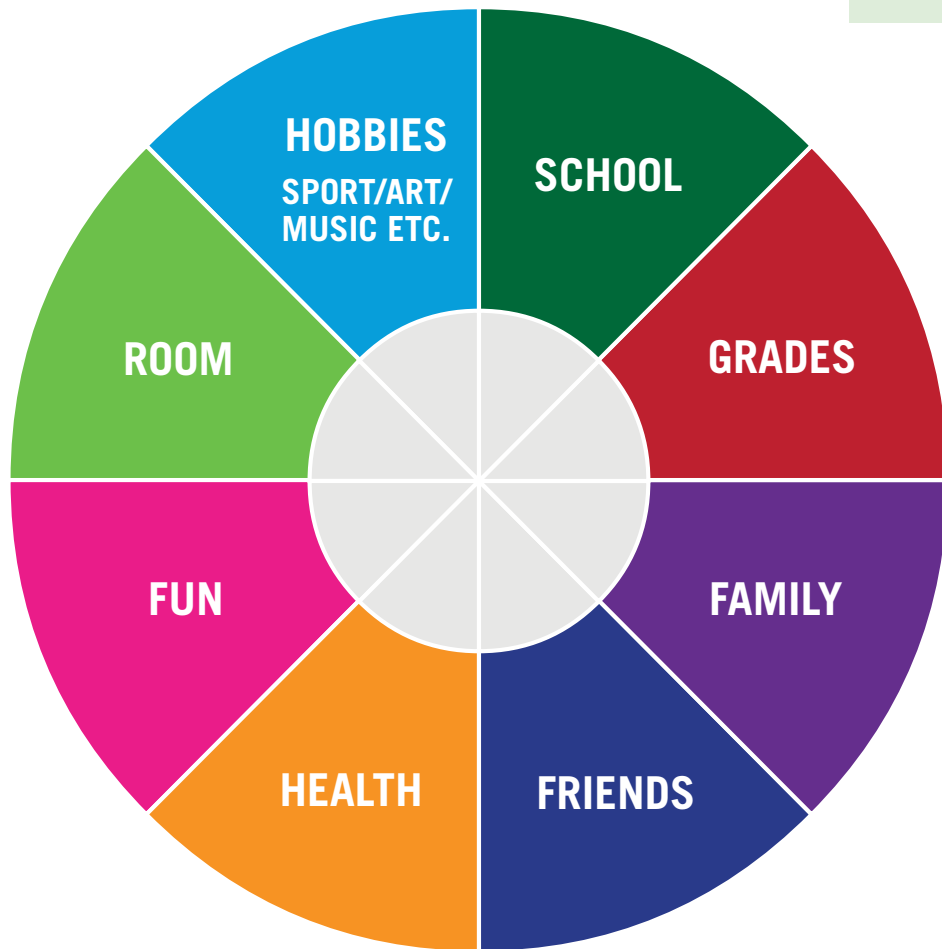
Rate your level of satisfaction in each of these areas.



1 = extremely unhappy

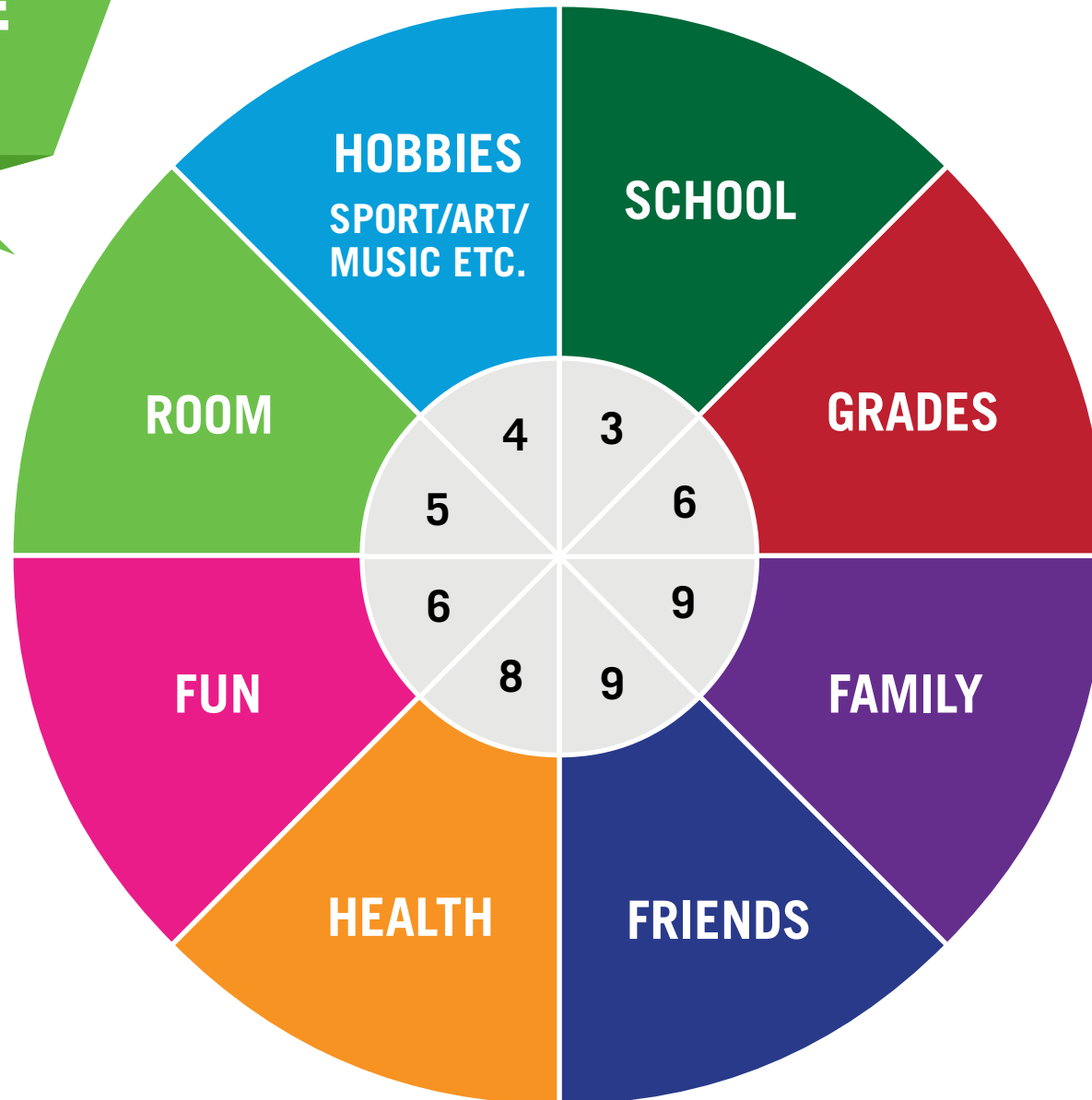


10 = extremely happy



- School:** Your overall experience of being in class and being with your friends
- Grades:** How happy (or unhappy) are you with your grades?
- Family:** The people you live with
- Friends:** Have you good friends.
- Health:** How healthy you feel, how much you exercise and your diet.
- Fun:** How much fun you are having.
- Room:** How clean or messy your room is and how happy you are with it.
- Hobbies:** Have you a hobby and are you happy with this hobby?

WHEEL OF LIFE  
EXAMPLE



**NEXT....  
A TIME FOR SOME  
REFLECTION**

Reflect on WHY each category got each number and HOW each category can be improved.



# A CALL TO ACTION



In order to have a more balanced, more fulfilled life you must select one goal from each category and create an action plan of how you are going to achieve this goal!



# CONSOLIDATION OF LEARNING

## Can you...

- Identify how satisfied you are in each category of your life.
- Identify which areas in your life that are off balance.
- Identify areas that you want to change/improve in your life in order to become happier and more successful.

**MY BALANCED LIFE - WORKSHEET**

**WHEEL OF LIFE**

Rate your level of satisfaction in each of these areas.



**1 = extremely unhappy**



**10 = extremely happy**



**School:**

Your overall experience of being in class and being with your friends

**Grades:**

How happy (or unhappy) are you with your grades?

**Family:**

The people you live with.

**Friends:**

Have you good friends.

**Health:**

How healthy you feel, how much you exercise and your diet.

**Fun:**

How much fun you are having.

**Room:**

How clean or messy your room is and how happy you are with it.

**Hobbies:**

Have you a hobby and are you happy with this hobby?



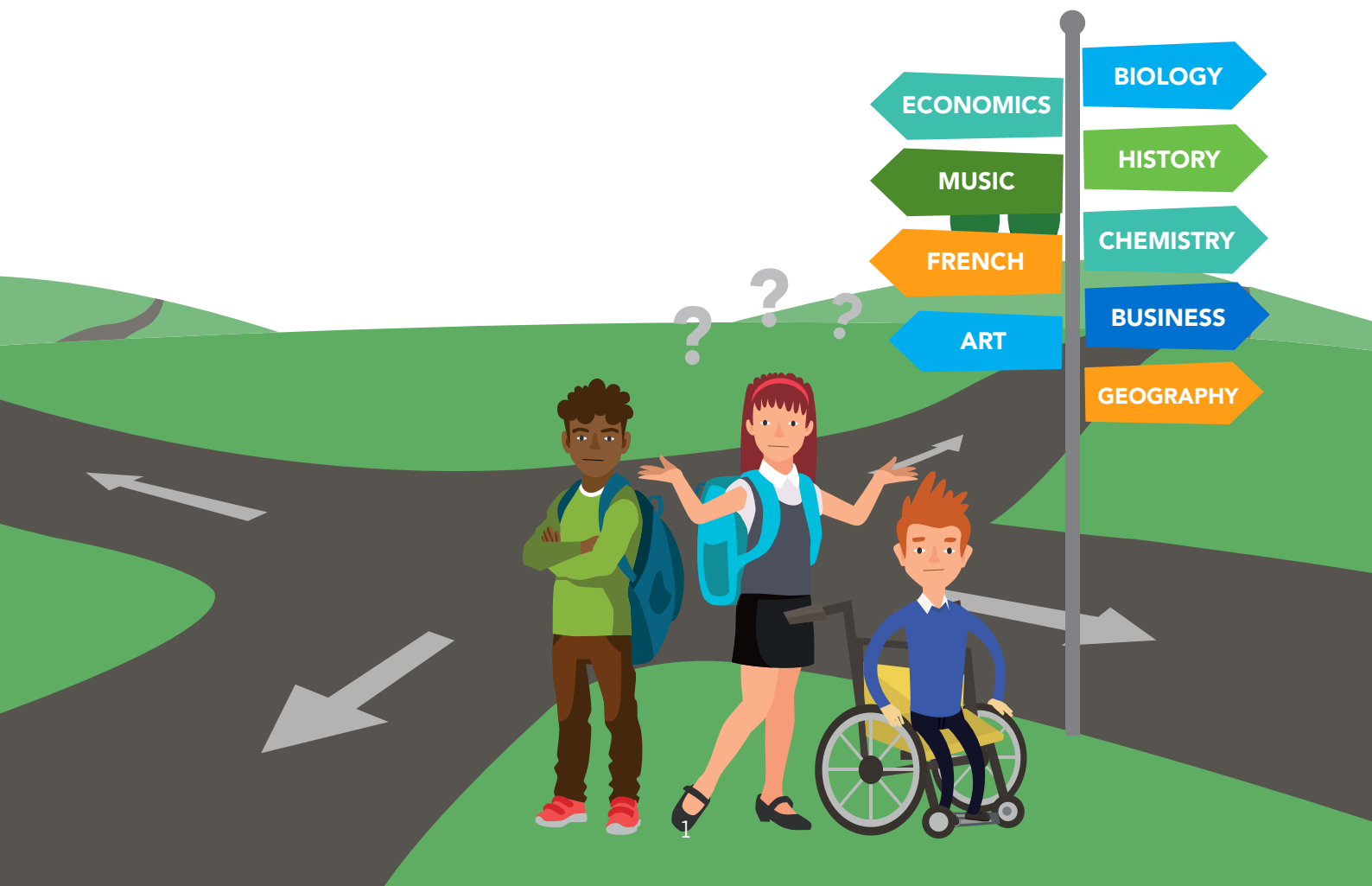
MY BALANCED LIFE - WORKSHEET

EXAMPLE  
WHEEL OF LIFE





# MY SUBJECT CHOICE LESSON PLAN



## MY SUBJECT CHOICE - LESSON PLAN

LESSON TITLE:  
**MY SUBJECT CHOICE**

### AIMS

This lesson will:



- Explore subject choice in senior cycle.
- Examine what needs to be considered when choosing subjects in senior cycle.
- Find out where one can get more information on all of the subjects.

### OUTCOMES

At the end of this lesson students will be able to:



- Make a more informed decision in relation to subject choice.
- Identify what needs to be considered when choosing senior cycle subjects.
- Find where they can get more information on senior cycle subjects.

### LINKS TO JUNIOR CYCLE KEY SKILLS

- Communicating (Listening and expressing myself, discussing and debating, using language).
- Managing myself (Knowing myself, making considered decisions, using digital technology to manage myself and my learning).
- Staying well (Being healthy, being social, being safe, being responsible).
- Being creative (Exploring options and alternatives, implementing ideas and taking actions).
- Working with others (Learning with others, respecting difference, developing good relationships, co-operating).
- Managing information and thinking (Gathering and recording information, being curious, thinking critically, using digital technology to access, manage and share knowledge)



### LINKS TO JUNIOR CYCLE STATEMENTS OF LEARNING

In this lesson students will

- Take action to safeguard and promote her/his wellbeing and that of others.
- Bring an idea from conception to realisation.



## MY SUBJECT CHOICE - LESSON PLAN

### LINKS TO WHOLE SCHOOL GUIDANCE



#### Developing Myself

In this lesson students will

- Develop & maintain self-esteem & a positive self-concept.
- Interact effectively with others.
- Develop & grow throughout life.
- Students will be able to identify and describe their personal qualities, attitudes and strengths, interests and how they influence behaviour.
- Students will be able to demonstrate effective social skills when cooperating, collaborating & negotiating with peers and teacher.
- Students will be able to participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development.
- Ask for help when required.

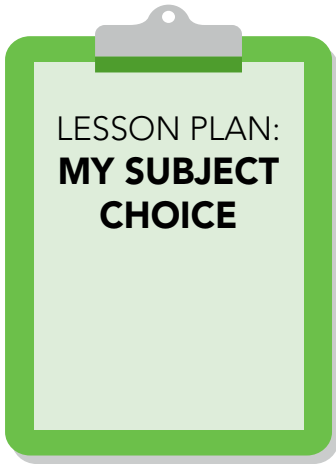
#### Developing My Learning:

- Choose subjects (& level) in line with their own interests & abilities - Explore subjects in terms of the knowledge & skills associated with different areas of study/careers
- Choose subjects (& levels) & educational options in line with further/higher education
- Analyse the knowledge & skills one is acquiring from taking specific subjects

#### Developing my Career Path:

- Describe the importance & ways of accessing career related information (e.g. online, parents, teachers, school personnel, community workers etc)

# MY SUBJECT CHOICE - LESSON PLAN



### MATERIALS NEEDED FOR THIS LESSON


#### BY TEACHER

- PowerPoint
- Worksheets

#### BY STUDENTS

- Worksheets


### AIMS



This lesson will:

- Explore subject choice in senior cycle.
- Examine what needs to be considered when choosing subjects in senior cycle.
- Find out where you can get more information on all of the subjects.

### OUTCOMES



At the end of this lesson students will be able to:

- Make a more informed decision in relation to subject choice.
- Identify what needs to be considered when choosing senior cycle subjects.
- Find where they can get more information on senior cycle subjects.



### OPENING 'THE HOOK'

Teacher introduces the lesson's aims and outcomes.

**MY SUBJECT CHOICE - LESSON PLAN**

**BODY OF LESSON**

**TEACHER  
ACTIVITIES**

**STUDENT  
ACTIVITIES**

<p>Teacher informs students what needs to be decided regarding subject choice.</p> <p>Teacher highlights the subjects that are available in their school.</p>	<p>Students given information on subject choice.</p>
<p>Teacher informs students what needs to be considered when choosing subjects and how to do their own research on subject choice.</p>	
<p>Teacher gives tips to help students when choosing their subjects and directs them towards websites that are useful for more information.</p>	
<p>Teacher directs students to fill in their worksheet on subject choice.</p>	<p>Students fill in 'Worksheet My Subject Choice'</p> <p>Which subjects might you consider choosing and why?</p>

**CONSOLIDATION OF LEARNING**



Finally, the teacher re-examines the lesson's aims.

# MY SUBJECT CHOICE HOW TO CHOOSE?

ECONOMICS

MUSIC

FRENCH

ART

BIOLOGY

HISTORY

CHEMISTRY

BUSINESS

GEOGRAPHY





## AIMS



In this lesson you will:

- Explore subject choice in senior cycle.
- Examine what needs to be considered when choosing subjects in senior cycle.
- Find out where you can get more information on all of the subjects.

## OUTCOMES



At the end of this lesson you will be able to:

- Make a more informed decision in relation to subject choice.
- Identify what needs to be considered when choosing senior cycle subjects.
- Find where you can get more information on senior cycle subjects.



# SUBJECT CHOICE

Most students will take seven leaving cert subjects... but, there are many different pathways through senior cycle.

Core subjects for students include:

- English
- Maths
- \*Irish  
(unless a student has a DoE exemption)

You will then choose additional options.

# WHAT SUBJECTS WILL I BE CHOOSING FROM?

- Art
- Arabic
- Accounting
- Agricultural Science
- Applied Maths
- Ancient Greek
- Biology
- Business
- Construction Studies
- Chemistry
- Computer Science
- Classical Studies
- Design & Communications Graphics
- Economics
- French
- Geography
- German
- Hebrew Studies
- History
- Home Economics
- Italian
- Japanese
- Latin
- LCVP Link Module
- Music
- Physics
- Physics & Chemistry
- Physical Education
- Politics & Society
- Religious Education
- Russian
- Spanish
- Technology
- Your school might have other options also.



**WHAT DO I NEED  
TO CONSIDER  
WHEN CHOOSING  
SUBJECTS?**

# THREE FACTORS TO CONSIDER



## 1. INTEREST

You should choose subjects that you are genuinely interested in as you are most likely going to enjoy studying those subjects and do well in them.



## 2. WHAT I AM GOOD AT

Which are the subjects you do best in?



## 3. FUTURE OPTIONS

In addition to the core subjects (English, Irish and Maths) there are other subjects that are essential for some college courses and the world of work.

**LET'S LOOK AT 1 & 2**



# MAKING A WISE CHOICE

## QUESTIONS YOU SHOULD ASK YOURSELF

What subjects are you most interested in?

What subject are you likely to be best at?



- Remember that the senior cycle requires a great amount of work over two years.
- It will be easier to work hard if you have chosen, in so far as possible, subjects you like.



# 1. CONSIDER SUBJECTS YOU ARE ACTUALLY INTERESTED IN



- Do you love culture and speaking different languages? Well then studying a foreign language is an obvious choice. Are you interested in how the human body and other living organisms work? Do Biology!
- Try to avoid subjects you are not interested in because there is no point doing a subject that you'll end up falling asleep in and not bother studying because you don't particularly like it.
- There's absolutely no point in choosing a subject just because your buddy is doing it.
- For example, if you didn't like a subject at junior cycle, you might regret doing it if you choose it in senior cycle.
- Decide what is right for YOU!

## 2. CONSIDER SUBJECTS YOU ARE GOOD AT



- If there is a certain subject you loved in junior cycle and you were strong at it you should do that subject in senior cycle.
- You will feel confident in this subject in senior cycle and you can be almost certain that you'll do well in it.
- You will feel confident in this subject in senior cycle and you can be almost certain that you'll do well in it.
- How do I know if I'm good at a subject?
- However only do this subject if you like it! There is no point in doing a subject that you're really good at if you absolutely hate it; in this case, there is no point in you being unhappy in a class for two years.

# CONSIDER THE FOLLOWING



## 1. INTEREST

You should choose subjects that you are genuinely interested in as you are most likely going to enjoy studying those subjects and do well in them.



## 2. WHAT I AM GOOD AT

Which are the subjects you do best in?



## 3. FUTURE OPTIONS

In addition to the core subjects (English, Irish and Maths) there are other subjects that are essential for some college courses and the world of work.

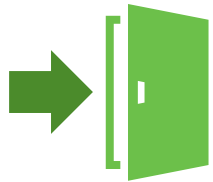
# SUBJECT CHOICE AND YOUR FUTURE

If you are applying for opportunities in the future, you might need certain subjects....



# ENTRY TO FUTURE OPTIONS

## 3 FACTORS TO CONSIDER



1.

**MINIMUM ENTRY REQUIREMENTS**



2.

**SPECIFIC COURSE/ENTRY REQUIREMENTS**

(may involve interviews, portfolios etc.).



3.

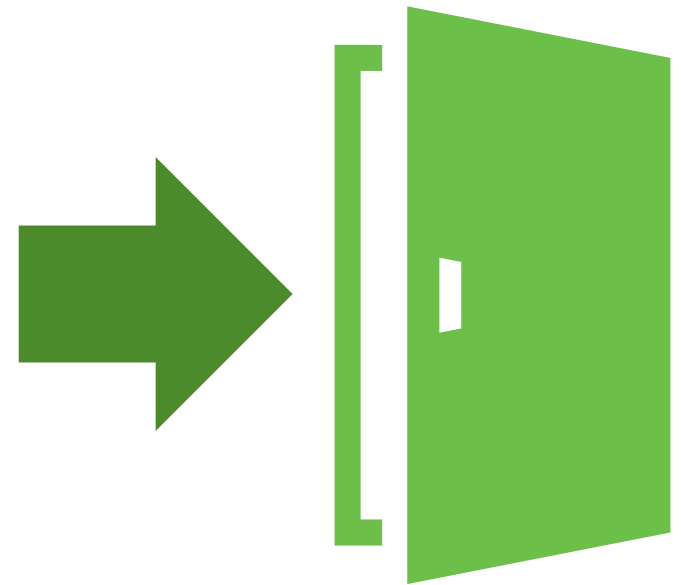
**POINTS**

(points are not required for many options after post-primary school).

# 1. MATRICULATION (MINIMUM ENTRY REQUIREMENTS FOR H.E.I.S)

The Matriculation Requirement is the minimum academic requirements for entry that a Third Level College requires from a student.

So, what subjects do I need to be doing for my Leaving Cert before I can apply to X college?



## 2. REQUIREMENTS

Particular options may require grades certain subjects:

Some examples are:

- Primary Teaching requires H4 in Irish (60%)\*
- Engineering in Trinity requires a H4 in HL Maths (60%)\*
- Business in DCU requires an O4 or H6 in Maths (60% or 40%)\*
- Maths might be required for some apprenticeships or PLCs.

\* subject to change





HOW DO I FIND  
OUT IF I NEED  
A SPECIFIC  
SUBJECT?



# REQUIREMENTS

There are many websites where you can find information about what subjects are required for different options.

They include:



College Websites



[www.qualifax.ie](http://www.qualifax.ie)



[www.careersportal.ie](http://www.careersportal.ie)



**WHAT IF I DO NOT  
KNOW WHAT  
I WANT TO DO IN THE  
FUTURE?**

**IF YOU DO NOT KNOW  
WHAT YOU WANT TO  
DO IN THE FUTURE**

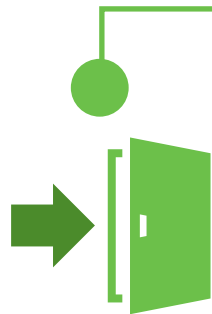
Speak to your Guidance Counsellor and discuss your options.



# WHAT NEEDS TO BE CONSIDERED FOR THE FUTURE?



## 3 FACTORS TO CONSIDER



1.

**MINIMUM ENTRY REQUIREMENTS**



2.

**SPECIFIC COURSE/ENTRY REQUIREMENTS**

(may involve interviews, portfolios etc.).



3.

**POINTS**

(points are not required for many options after post-primary school).

# TAKE YOUR TIME

## Helpful Tips

- Choosing the right subjects is an important decision that should not be taken lightly.
- You need to research your options and find out as much as you can about each option before choosing it.
- Don't be afraid to ask teachers, senior students, siblings, parents, friends etc. for help! They will give you a great insight into what the subject is really like!



# BAD REASONS FOR CHOOSING



## Helpful Tips

- Who you expect will be teaching the subject.
- What your friends are doing.
- Rumours from older brothers/sisters or friends about what is an “easy” subject - a subject is only easy if you are good at it.
- Be wary of biased advice.

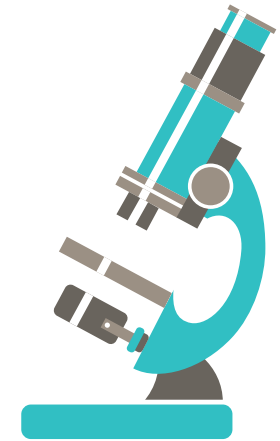
# FOREIGN LANGUAGES



## Helpful Tips

- Many students will study a continental language.
- Students often choose a third language because it is a requirement for matriculation for many of courses in the N.U.I colleges.

# A NOTE ON SCIENCE SUBJECTS



## Helpful Tips

- Choosing a subject in the field of science is also a popular choice.
- Having a science subject is a requirement for some courses so it is good to be aware of these before dropping science from your list.
- Be aware that most courses in healthcare professions require a science subject e.g. nursing, physiotherapy, occupational therapy. Additionally some medical courses require two science subjects such as Dentistry and some courses in medicine.

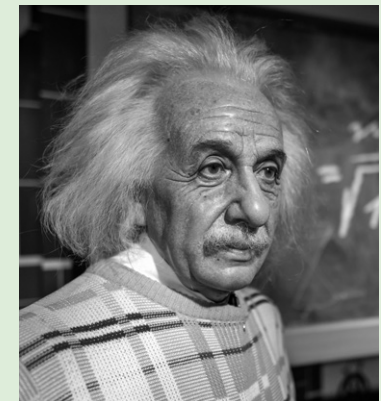


**GIVE YOURSELF A FAIR  
CHANCE TO SUCCEED....**

**Remember**

**“ Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid. ”**

A. Einstein



**WHERE CAN I GET MORE  
INFORMATION ON ALL  
OF THE SUBJECTS?**

[www.examinations.ie](http://www.examinations.ie)

[www.curriculumonline.ie](http://www.curriculumonline.ie)

[www.careersportal.ie](http://www.careersportal.ie)

[www.qualifax.ie](http://www.qualifax.ie)

[www.studyclix.ie](http://www.studyclix.ie)

# CONSOLIDATION OF LEARNING

## Can you...

- Make a more informed decision in relation to subject choice.
- Identify what needs to be considered when choosing options for senior cycle.
- Find where you can get more information on senior cycle subjects.

**MY SUBJECT CHOICE**  
- WORKSHEET

**MY SUBJECT CHOICE**

**Which subjects might you consider choosing and why?**

Subject:

Why:

Subject:

Why:

Subject:

Why:

Subject:

Why:



# MY OPTIONS LESSON PLAN



## MY OPTIONS - LESSON PLAN

LESSON TITLE:  
**MY  
OPTIONS**

### AIMS

This lesson will:

- Explore what options are available to the students when they finish post-primary school.



### OUTCOMES

At the end of this lesson students will be able to:

- List and explain a variety of pathways students could follow when they finish post-primary school.



### LINKS TO JUNIOR CYCLE KEY SKILLS

- Communicating (Listening and expressing myself, discussing and debating, using language).
- Managing myself (Knowing myself, making considered decisions, using digital technology to manage myself and my learning).
- Staying well (Being healthy, being social, being safe, being responsible).
- Being creative (Exploring options and alternatives, implementing ideas and taking actions).
- Working with others (Learning with others, respecting difference, developing good relationships, co-operating).
- Managing information and thinking (Gathering and recording information, being curious, thinking critically, using digital technology to access, manage and share knowledge)



### LINKS TO JUNIOR CYCLE STATEMENTS OF LEARNING

In this lesson students will

- Take action to safeguard and promote her/his wellbeing and that of others.
- Has an awareness, knowledge, skills, values and motivation to live sustainably.
- Bring an idea from conception to realisation.



**MY OPTIONS - LESSON PLAN**

**LINKS TO WHOLE SCHOOL GUIDANCE**



**Developing Myself**

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- Students will be able to participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development.
- Ask for help when required.

**Developing my Career Path:**

- Explore the education requirements for further study & career interests - Access information re further study/employment/apprenticeships
- Explore different career/occupational search tools & resources
- Describe the importance & ways of accessing career related information (e.g. online, parents, teachers, school personnel, community workers etc)
- Identify how to access information sources
- Make informed decisions on future education/training opportunities using career related information taking account of their interests & abilities


**MY OPTIONS - LESSON PLAN**



**MATERIALS NEEDED FOR THIS LESSON**

BY TEACHER	BY STUDENTS
<ul style="list-style-type: none"><li>• PowerPoint</li><li>• Worksheets</li></ul>	<ul style="list-style-type: none"><li>• Worksheets</li></ul>


**AIMS**



This lesson will:

- Explore what options are available to the students when they finish post-primary school.


**OUTCOMES**



At the end of this lesson students will be able to:

- List and explain a variety of pathways students could follow when they finish post-primary school.

**OPENING 'THE HOOK'**



THINK PAIR SHARE! Students discuss 'What options they think are available after school?'



**MY OPTIONS - LESSON PLAN**

**BODY OF LESSON**

**TEACHER  
ACTIVITIES**

**STUDENT  
ACTIVITIES**

Teacher informs students of the options available to them after school. These options include:

- Third Level Education
- Post Leaving Cert Courses (PLCs)
- Apprenticeships
- Graduate Programmes
- Employer Sponsored Programmes
- Study Abroad
- Work
- Work Experience
- Volunteering
- Gap Year
- Repeat Leaving Certificate

Students given information on options after they finish school.

Teacher directs students to their worksheet where they must think about some of the options they would like to explore when they finish school.

Students complete their worksheet on exploring some of the options they would like to explore when they finish school.

**CONSOLIDATION OF LEARNING**



Finally, the teacher re-examines the lesson's aims.

# MY OPTIONS

NAVIGATING MY PATH AFTER  
POST-PRIMARY SCHOOL



## AIMS



In this lesson you will:

- Explore what options are available when you finish post-primary school.

## OUTCOMES



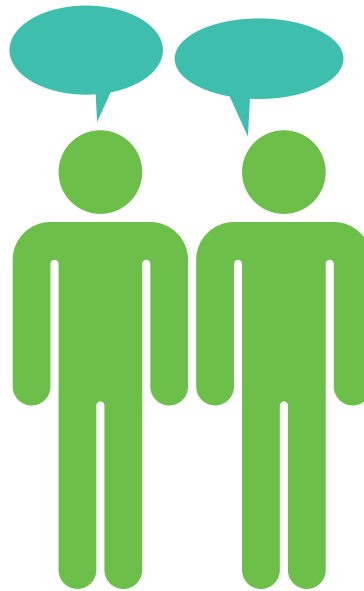
At the end of this lesson you will be able to:

- List and explain a variety of pathways you could follow when you finish post-primary school.

**THINK**



**PAIR**



**SHARE**



# AT A GLANCE

Many paths can lead to a happy life.  
Some of your options include:

**Third Level Education**



**Post Leaving Cert Courses (PLCs)**



**Apprenticeships**



**Graduate Programmes**



**Employer Sponsored Programmes**



**Study Abroad**



**Work**



**Work Experience**



**Volunteering**



**Gap Year**



**Repeat Leaving Certificate**

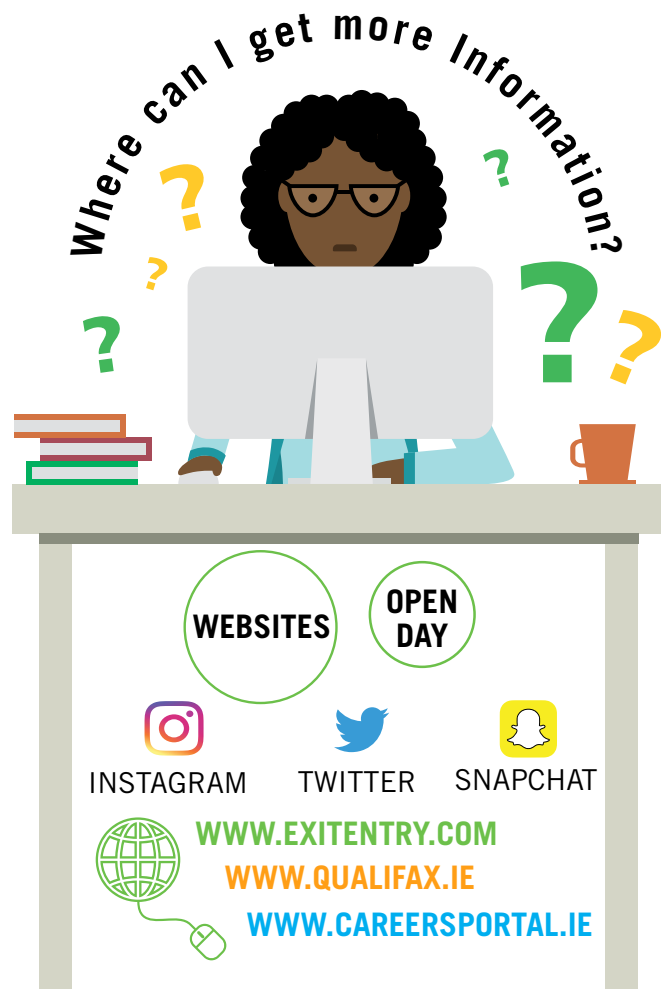


# THIRD LEVEL EDUCATION



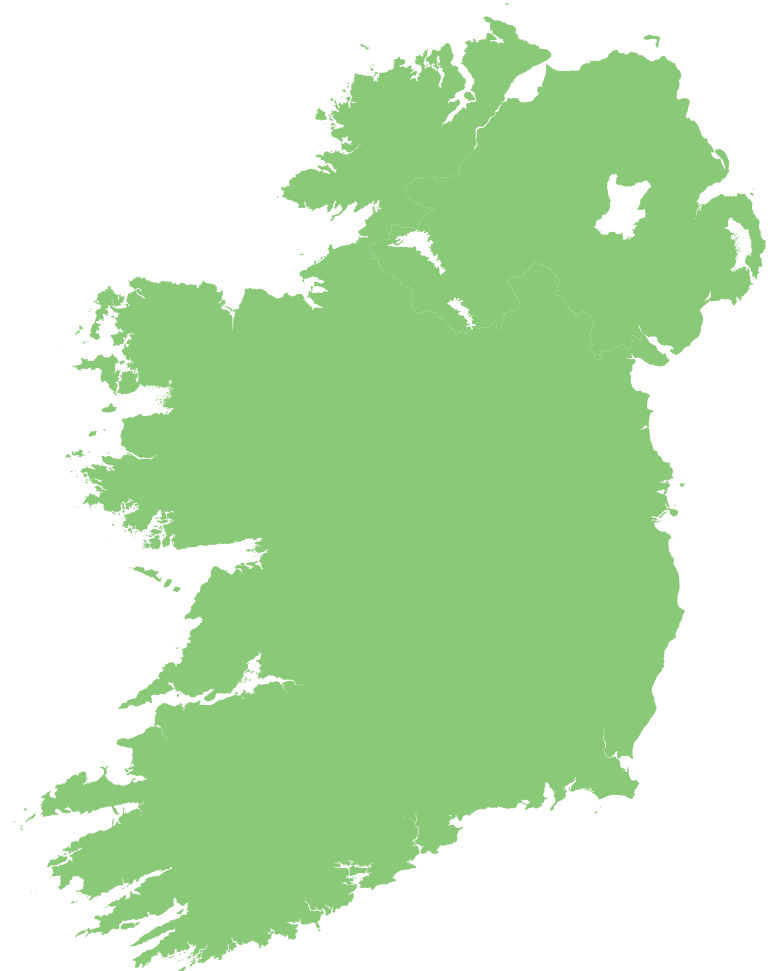
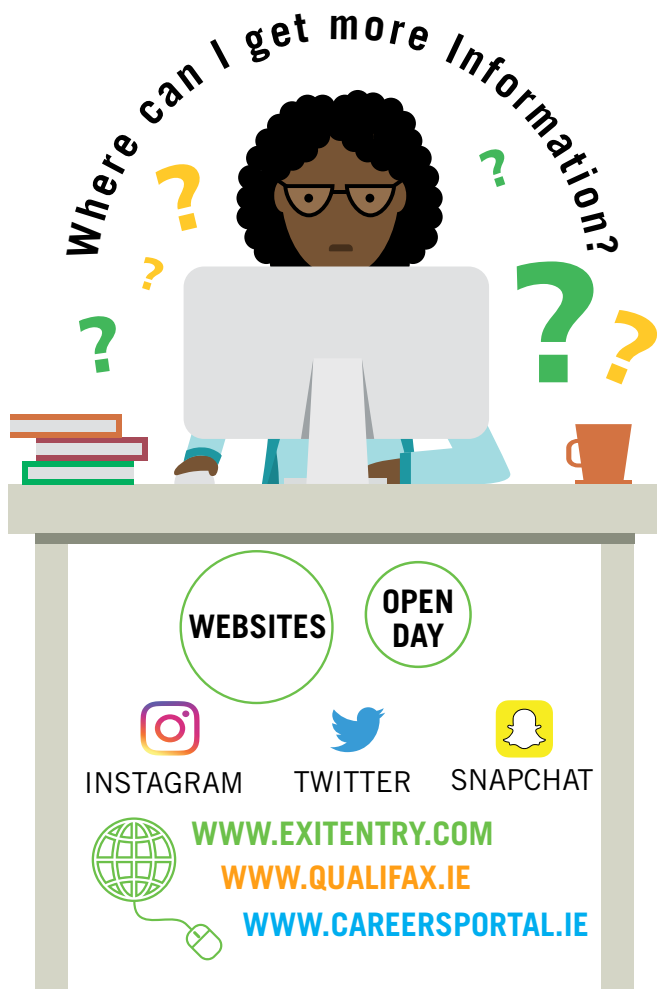
The third-level education sector in Ireland consists of universities, institutes of technology, and colleges of education - collectively known as higher education institutions or HEIs.

# UNIVERSITIES AND INSTITUTES OF TECHNOLOGY



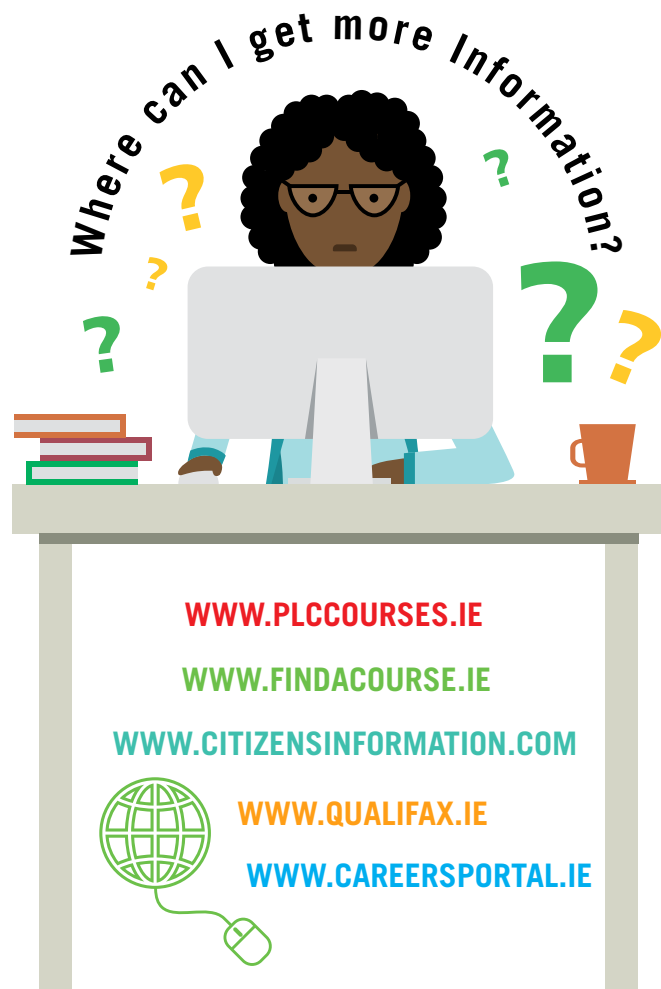
# MANY OTHER OPTIONS

There are a number of other places in Ireland where you can further your education. For example, Mary Immaculate College is based in Limerick. Please discuss other options with your teacher.





# POST LEAVING CERT COURSES (PLCS)



- Post Leaving Certificate courses are a popular option for many students.
- Many of these courses offer the option of progression to University or Institutes of Technology.
- PLCs are fantastic gateways into third level institutions and also provide qualifications of their own that will stand to you in later life.
- PLCs can help you prepare for the world of work.



# APPRENTICESHIPS



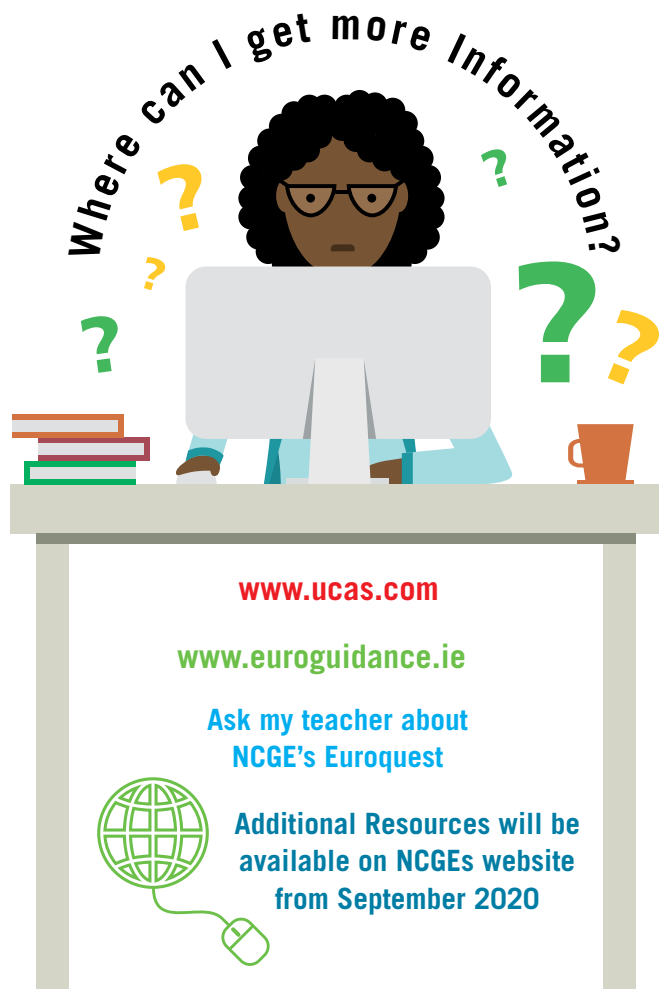
- Apprenticeships combine paid work with training.
- Apprenticeships offer a way into craftsmanship professions like carpentry, plumbing, metalworking, electrical works etc.
- There are also many new and evolving apprenticeships in the areas of accounting, banking, insurance etc.



# STUDY ABROAD

Many Irish students decide to study abroad!

- There are many options available in Europe... you can study a course, through English, in lots of European Countries including Belgium, the Netherlands, Norway... and many others.



# EMPLOYER-SPONSORED PROGRAMMES



- In Sponsored Programmes the candidate works for the company, while also getting trained (i.e in University).
- For example [www.centralbank.ie](http://www.centralbank.ie)

# WORK



- While a course, an apprenticeship or a PLC will lead you to a job, you might want to go straight into the workforce.



The following websites are good for looking for a job in Ireland:

[WWW.JOBS.IE](http://WWW.JOBS.IE)

[WWW.JOBSIRELAND.IE](http://WWW.JOBSIRELAND.IE)

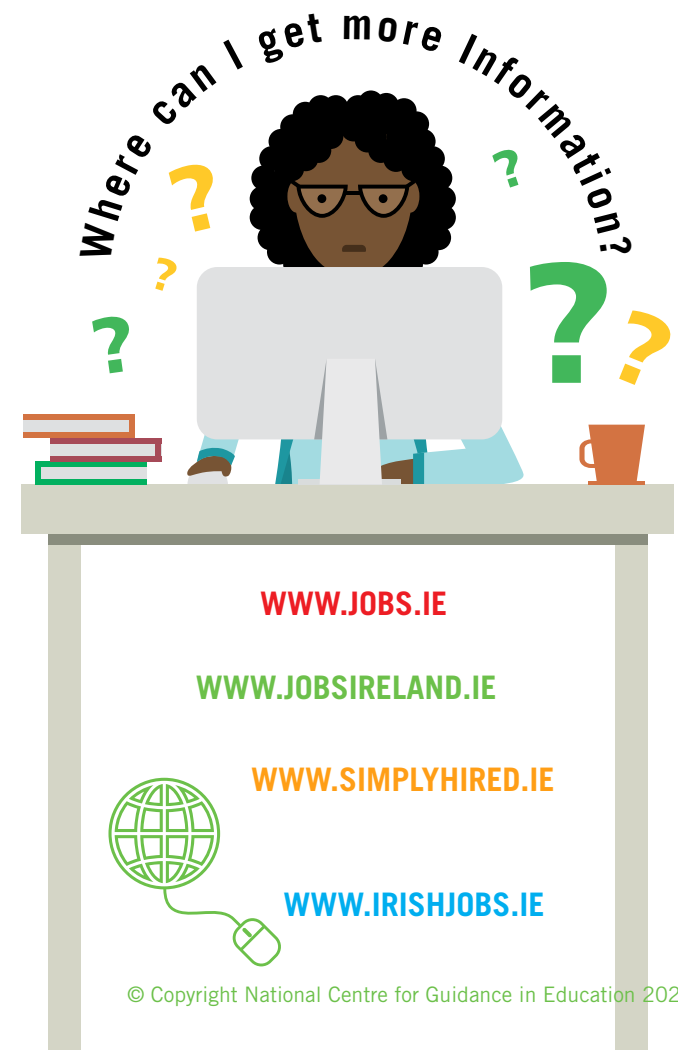
[WWW.SIMPLYHIRED.IE](http://WWW.SIMPLYHIRED.IE)

[WWW.IRISHJOBS.IE](http://WWW.IRISHJOBS.IE)

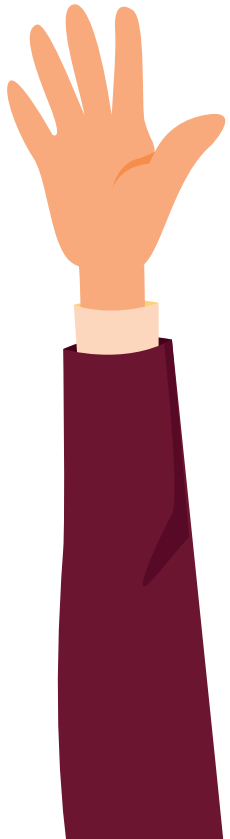


# WORK EXPERIENCE

- It can sometimes be tough to get a job after post-primary school so gaining some work experience can help.
- As well as giving you an insight to working life, it also helps you to build connections.



# VOLUNTEERING



- You can volunteer locally, nationally or internationally.
- Volunteering can help you learn new skills and make contacts.



# GAP YEAR

- Some students don't feel ready for the next step in their education directly after post-primary school.
- One option for them is a "gap year" - taking a year between school and the next step.
- During this year you could explore your interests through volunteer experiences, get a job or travel.
- During this year you may learn a lot of different skills and a lot about yourself.





# REPEAT LEAVING CERT



If you didn't get the Leaving Cert results you wanted or needed, you have the option of repeating the Leaving Cert. You may be able to repeat your Leaving Cert in your own school or in other specialised colleges or schools.



[WWW.CAREERSPORTAL.COM](http://WWW.CAREERSPORTAL.COM)

[WWW.SPUNOUT.COM](http://WWW.SPUNOUT.COM)



# OVER TO YOU...

- Please think about some of the options you would like to explore when you finish school (see worksheet).



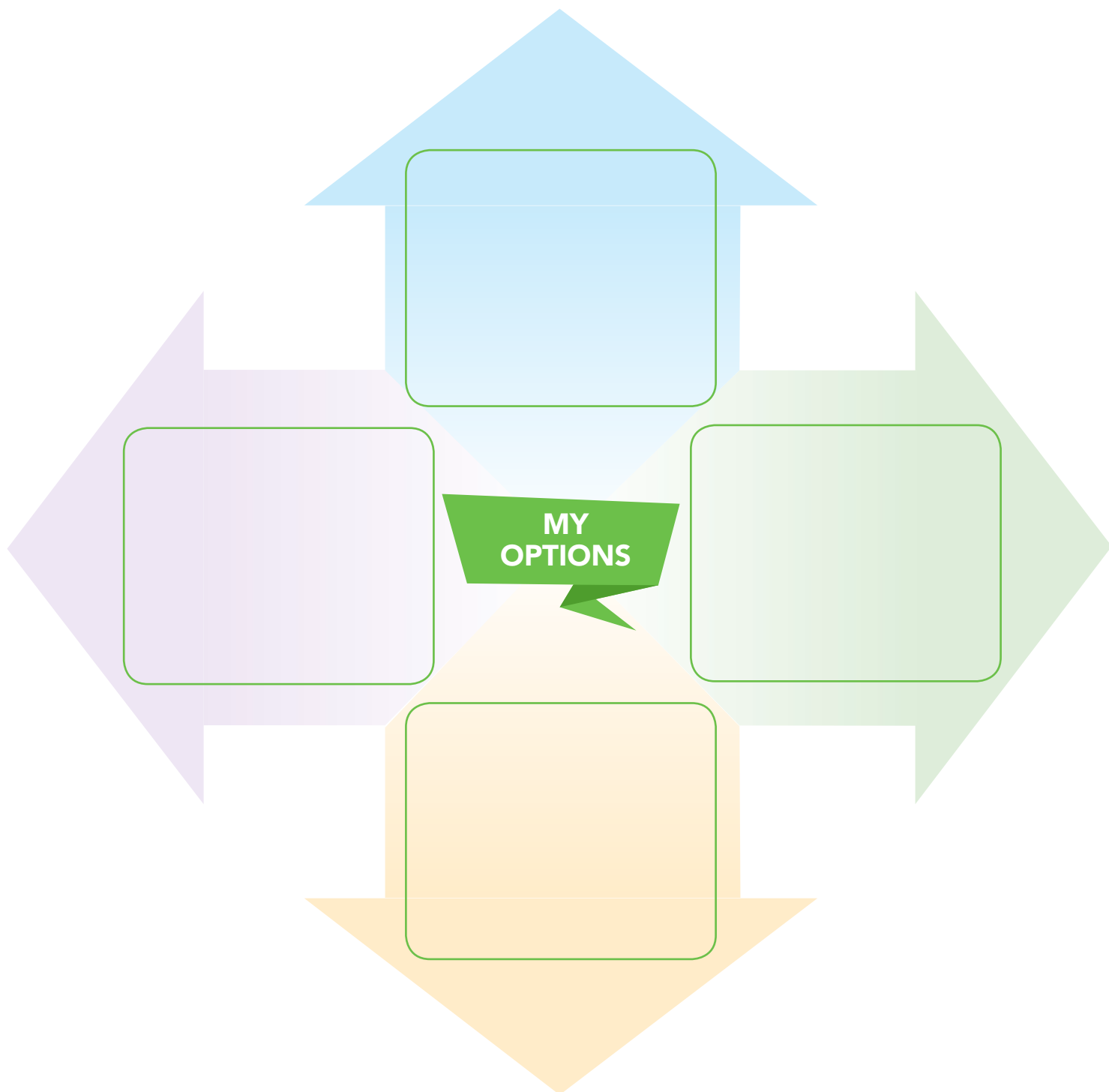
# CONSOLIDATION OF LEARNING

## Can you...

- List and explain some of pathways you could follow when you finish post-primary school.

**MY OPTIONS**  
- REFLECTION SHEET

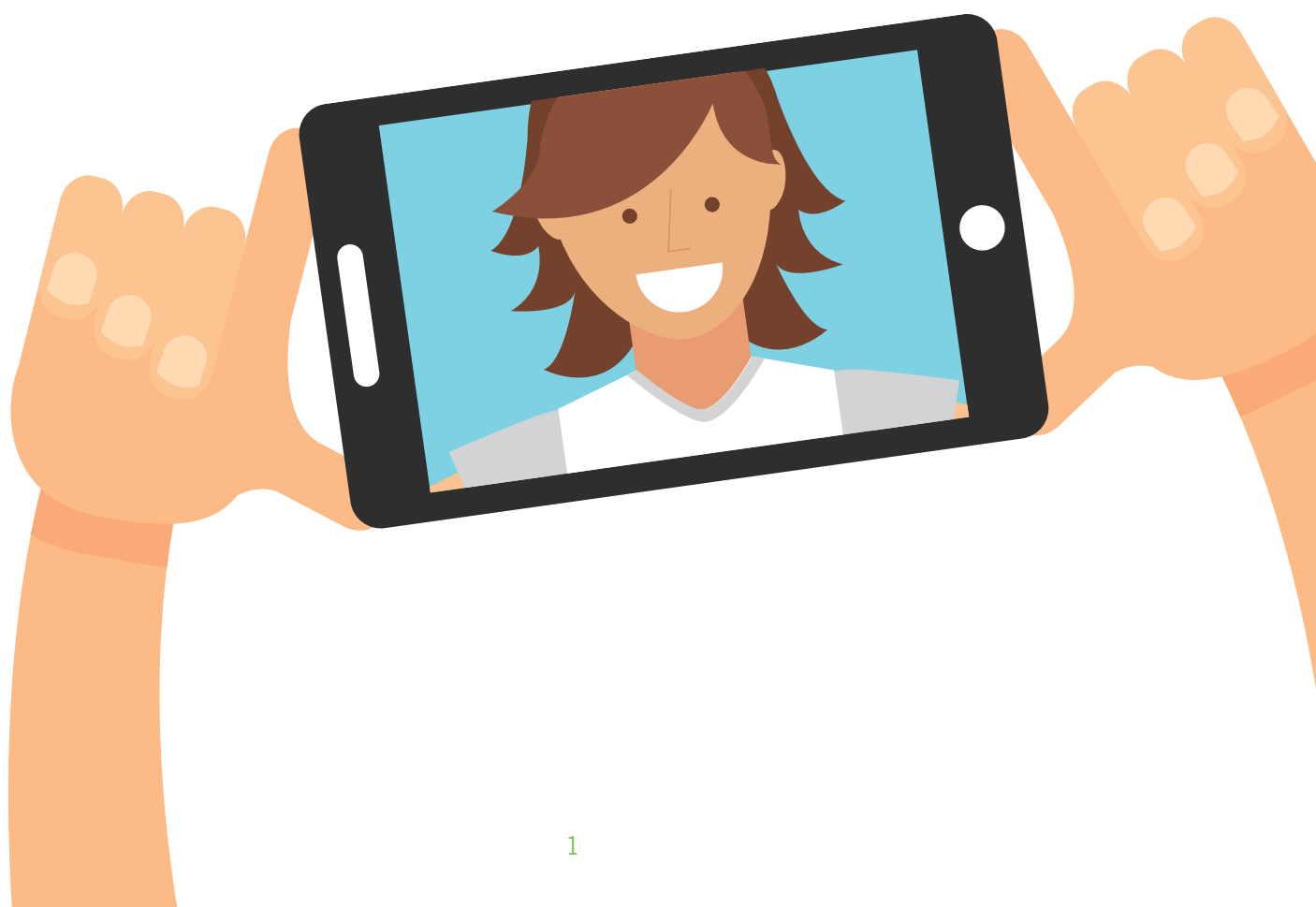
Please write down some of the options you would like to explore when you finish school in the spaces below and state why! Also include where you can get more information on these options!



**MY OPTIONS**

# PRESENTING ME!

## LESSON PLAN



**PRESENTING ME! - LESSON PLAN**



**AIMS**

This lesson will:



- Reflect on all of the Guidance Related Learning so far.
- Facilitate students in creating a poster of themselves including all that they have learned in their guidance classes over the past three years: their supports, skills, values, goals, identity, role model, subjects, options and growth mindset.

**OUTCOMES**



At the end of this lesson students will be able to:

- Create and present a poster presenting themselves.

**LINKS TO JUNIOR CYCLE KEY SKILLS**



- Communicating (Listening and expressing myself, discussing and debating, using language).
- Managing myself (Knowing myself, making considered decisions, using digital technology to manage myself and my learning).
- Staying well (Being healthy, being social, being safe, being responsible).
- Being creative (Exploring options and alternatives, implementing ideas and taking actions).
- Working with others (Learning with others, respecting difference, developing good relationships, co-operating).
- Managing information and thinking (Gathering and recording information, being curious, thinking critically, using digital technology to access, manage and share knowledge)

**LINKS TO JUNIOR CYCLE STATEMENTS OF LEARNING**



In this lesson students will

- Take action to safeguard and promote her/his wellbeing and that of others.
- Value what it means to be an active citizen, with rights and responsibilities in local and wider contexts.
- Bring an idea from conception to realisation.

## PRESENTING ME! - LESSON PLAN

### LINKS TO WHOLE SCHOOL GUIDANCE



#### **Developing Myself**

In this lesson students will

- Develop & maintain self-esteem & a positive self-concept.
- Interact effectively with others.
- Develop & grow throughout life.
- Students will be able to identify and describe their personal qualities, attitudes and strengths, interests and how they influence behaviour.
- Demonstrate effective social skills when cooperating, collaborating & negotiating with peers and teacher.
- Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development.
- Ask for help when required.

#### **Developing My Learning:**

- Recognise the importance of learning for achieving educational & career goals.

#### **Developing My Career Path:**

- Managing career development and decision making.

# PRESENTING ME! - LESSON PLAN



## MATERIALS NEEDED FOR THIS LESSON

### BY TEACHER

- PowerPoint
- Worksheet
- Poster Paper
- Colouring pens/pencils
- Glue

### BY STUDENTS

- Poster Paper
- Colouring pens/pencils (students can be asked to bring pictures into this class to make their poster more creative and colourful!)
- Glue
- Worksheets

*\*\*\*Please note students should be encouraged to create their own poster, however if the teacher prefers, the 'Presenting Me!' worksheet can be printed out and the students can fill it in accordingly.*

## AIMS

This lesson will:



- Reflect on all of the Guidance Related Learning so far.
- Facilitate students in creating a poster of themselves including all that they have learned in their guidance classes over the past three years: their supports, skills, values, goals, identity, role model, subjects, options and growth mindset.

## OUTCOMES

At the end of this lesson students will be able to:



- Create and present a poster presenting themselves.

## OPENING 'THE HOOK'



Ask the students what they have remembered most about the guidance related learning classes over the past three years.



**PRESENTING ME! - LESSON PLAN**

**BODY OF LESSON**

**TEACHER  
ACTIVITIES**

**STUDENT  
ACTIVITIES**

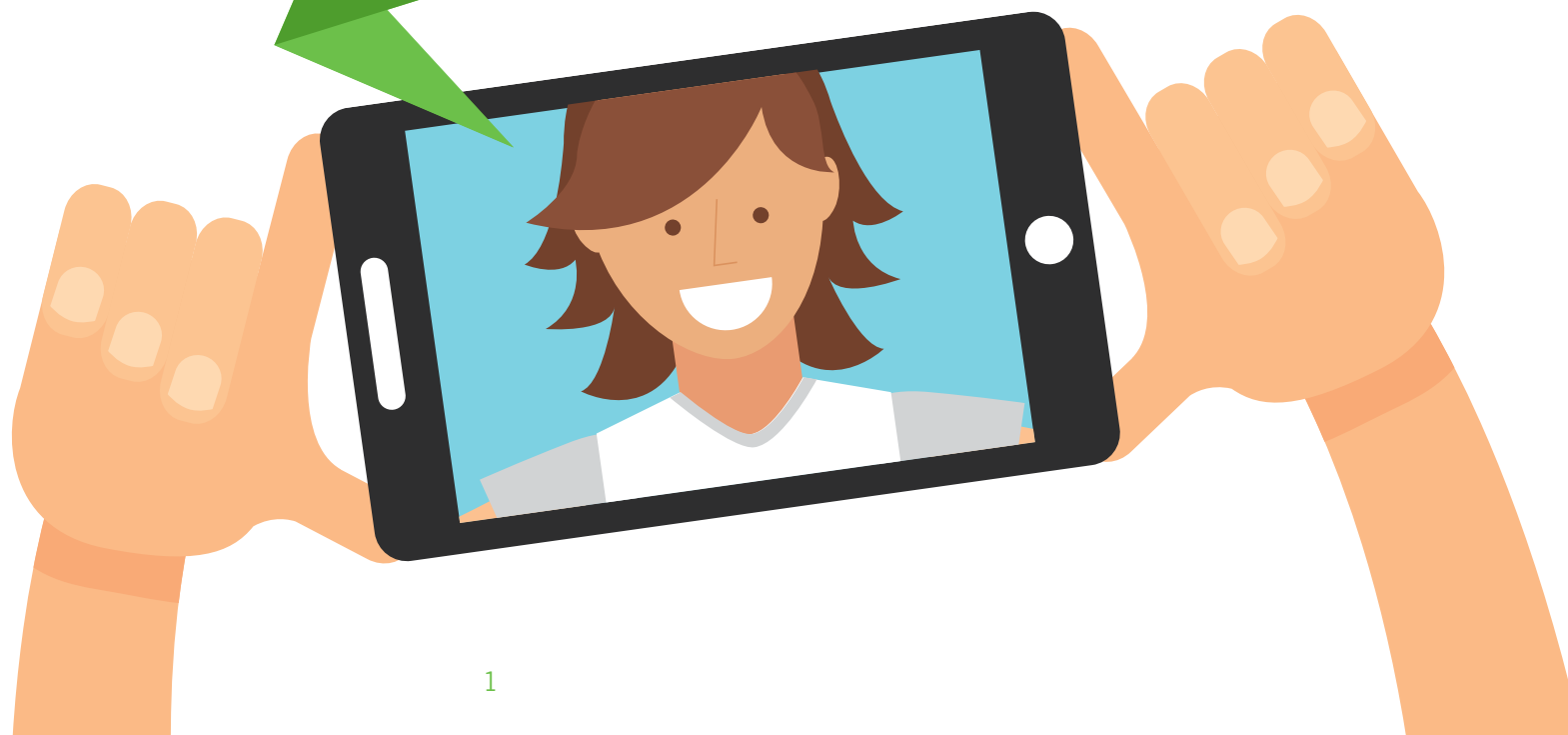
After the teacher has revisited what has been taught in guidance related learning classes, the teacher outlines the class aims and outcomes.	
Teacher tells the students that they will be creating a poster presenting themselves in this class.	
Teacher outlines the brief to the class and re-caps on the meaning of i.e. skills, values etc.	Students listen to Poster Brief and re-cap of the meaning of i.e skills, values etc.
Teacher divides students into groups to work on their poster and gives poster paper (or template attached), colour pens, pencils and glue to each group.	Students divided into groups to work on their poster.
	After completing their poster the students present it in their groups.
Class Feedback and Reflection.	Class Feedback and Reflection. Students reflect on their activities.

**CONSOLIDATION OF LEARNING**



Finally, the teacher re-examines the lesson's aims.

**PRESENTING  
ME!**



## AIMS



In this lesson you will:

- Reflect on your Guidance Related Learning so far.
- Create a poster all about you and what you have learned about yourself.

## OUTCOMES



At the end of this lesson you will be able to:

- Create and present a poster presenting you!

PRESENTING ME!

# MY GUIDANCE RELATED LEARNING



## FIRST YEAR

- My School Year
- My School Supports
- My Goals
- My Values
- My Pathways
- My Connection to Nature

## SECOND YEAR

- My Identity
- My Mindset
- My Unique Values
- My S.M.A.R.T Goals
- My Pathways
- My Sustainable Learning
- My Voice & How I Present Myself

## THIRD YEAR

- My Balanced Life
- My Skills
- My Subject Choice
- My Exploration of Careers
- My Options
- My Sustainable Options
- Presenting Me!

# PRESENTING ME!



## Create a Poster Presenting You!

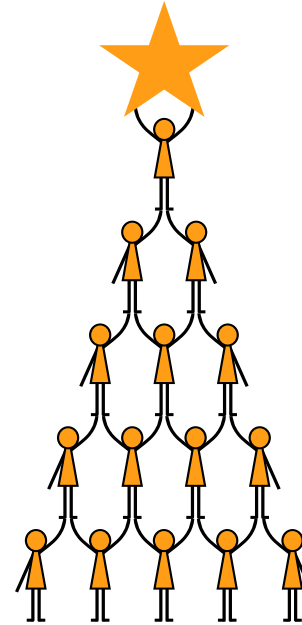
Be as creative as possible!

In your poster you should include the following:

<b>People who can support you</b>	<b>Your Skills</b>	<b>Your Goals</b>	<b>Your Values</b>	<b>Your Identity</b>	<b>Your Role Model</b>	<b>Subjects you like</b>	<b>Your Options</b>	<b>Your favourite Growth Mindset Statement</b>	<b>Your Sustainable Learning</b>
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Afterwards you will present this poster in your small groups!

# MY SUPPORTS



## Reminder!

### WHAT ARE SUPPORTS?

- Your supports are people who care about you.
- These can be people in school, at home or anywhere!
- For example: a class tutor, a year head, a certain teacher, people at home or in your neighbourhood.

### To do!

Write the names of three people who can support you.

# MY SKILLS



## Reminder!

### WHAT ARE SKILLS?

Skills are things you are good at:

This may include skills:

- you have had training for.
- you have from volunteering.
- you have from involvement in social activities.
- For Example: I am good at communicating. I speak to my parents and friends in a respectful way; I listen and speak in a way that others can understand me.

### To do!

Write about some of your skills!

# MY GOALS



## Reminder!

### WHAT IS A GOAL?

- A “**Goal**” is a desire/wish that is put into action through a plan.
- A **Goal** is like a target or something you shoot for.

### To do!

- Write about a goal you achieved over the last three years!
- Write about a goal you would like to achieve before you finish post-primary school!



# MY VALUES



## Reminder!

### WHAT ARE VALUES?

- Values are principles or standards of behaviour; one's judgement of what is important in life.
- Examples: Dependability, Reliability, Loyalty, Commitment, Open-mindedness, Consistency, Honesty.

## To do!

Write about some of your values

# MY IDENTITY



## WHAT IS IDENTITY?

Identity is who I am!

- |              |              |               |               |              |              |             |              |
|--------------|--------------|---------------|---------------|--------------|--------------|-------------|--------------|
| academic     | attractive   | charming      | courteous     | deranged     | efficient    | exclusive   | funny        |
| accurate     | beautiful    | cheerful      | crazycreative | detailed     | elated       | exuberant   | generous     |
| adaptable    | boastful     | clean         | credible      | determined   | eminent      | fair-minded | gentle       |
| adorable     | bold         | comfortable   | cultured      | devoted      | enchanting   | fanatic     | good-natured |
| adventurous  | boundless    | confident     | curious       | dignified    | encouraging  | faithful    | great        |
| affectionate | brave        | clever        | daring        | dilligent    | endurable    | fashionable | gregarious   |
| aggressive   | bright       | competent     | dashing       | disagreeable | emotional    | feminine    | gorgeous     |
| agreeable    | broad-minded | composed      | dazzling      | dynamic      | empathetic   | firm        | haggard      |
| alert        | bungling     | confident     | debonair      | discreet     | energetic    | flexible    | handsome     |
| alluring     | calm         | conscientious | decent        | dominant     | entertaining | fool        | happy        |
| ambitious    | capable      | conservative  | decisive      | dynamic      | enthusiastic | forceful    | healthy      |
| amused       | carefree     | considerate   | decorous      | eager        | ethical      | formal      | helpful      |
| appreciative | careful      | contrary      | dedicated     | earnest      | excellent    | frank       | hermetic     |
| artistic     | caring       | cool          | deliberate    | easygoing    | exciting     | friendly    | high-flier   |
| assertive    | casual       | cooperative   | delightful    | eccentric    | excited      | fun         | hyperactive  |
| athletic     | cautious     | courageous    | demented      |              |              |             |              |

**To do!**

List five words that describe who you are!

# MY ROLE MODEL

**Reminder!**

## WHAT IS A ROLE MODEL?

A role model is a person who you admire and think is inspirational.



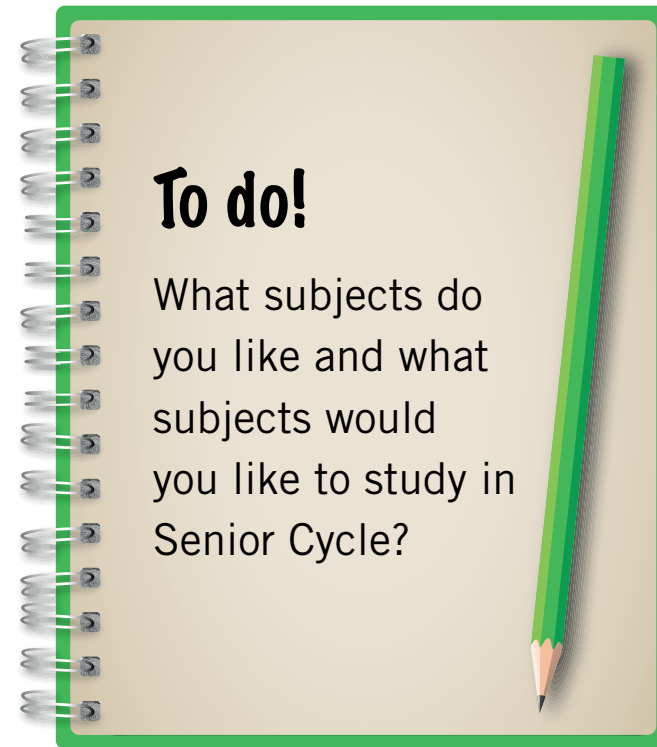
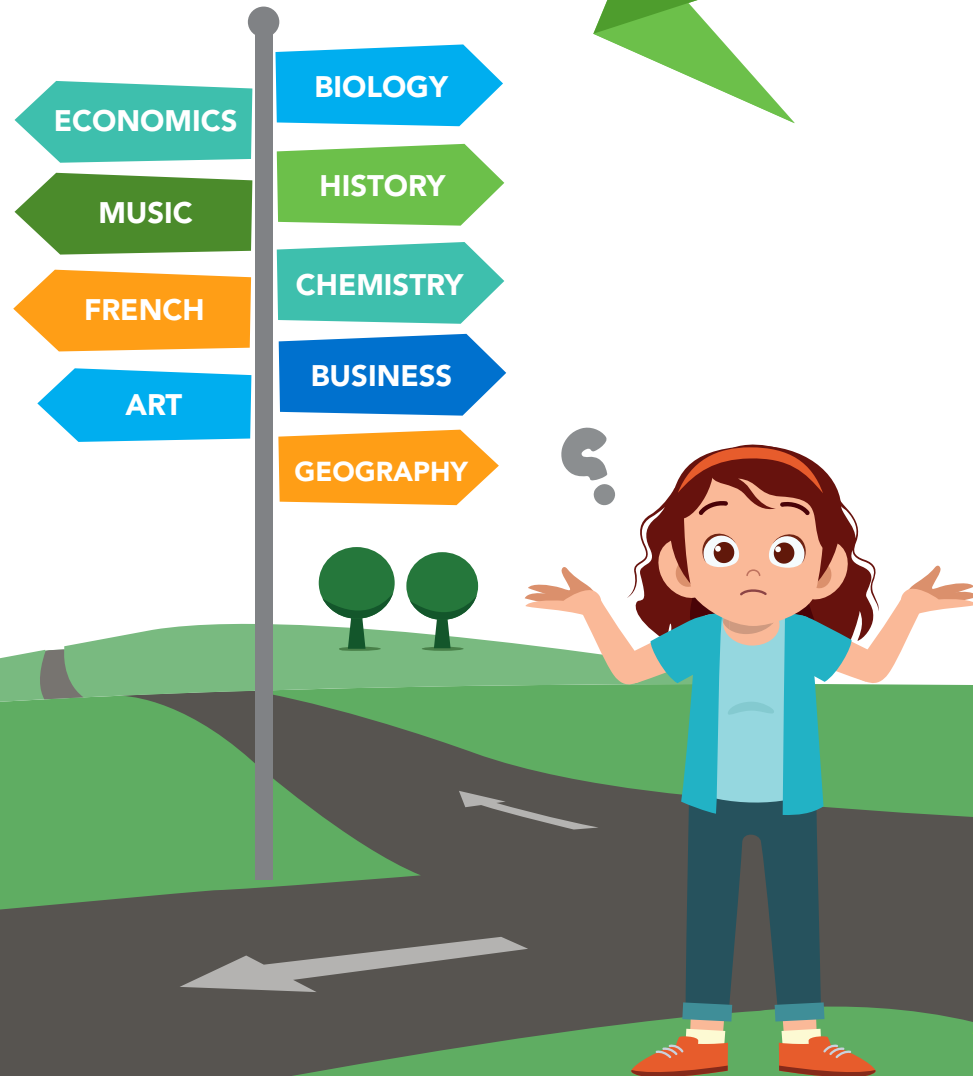
## To do!

Write about your Role Model.

- Why this person is an inspiration to you.
- What you have learned from this person.
- Why this person is important in your life



# MY SUBJECTS



# MY OPTIONS



## Reminder!

### WHAT ARE SOME OF MY OPTIONS?

- Third Level Education
- Post Leaving Cert Courses (PLCs)
- Apprenticeships
- Graduate Programmes
- Employer Sponsored Programmes
- Study Abroad
- Work
- Work Experience
- Volunteering
- Gap Year
- Repeat Leaving Certificate

## To do!

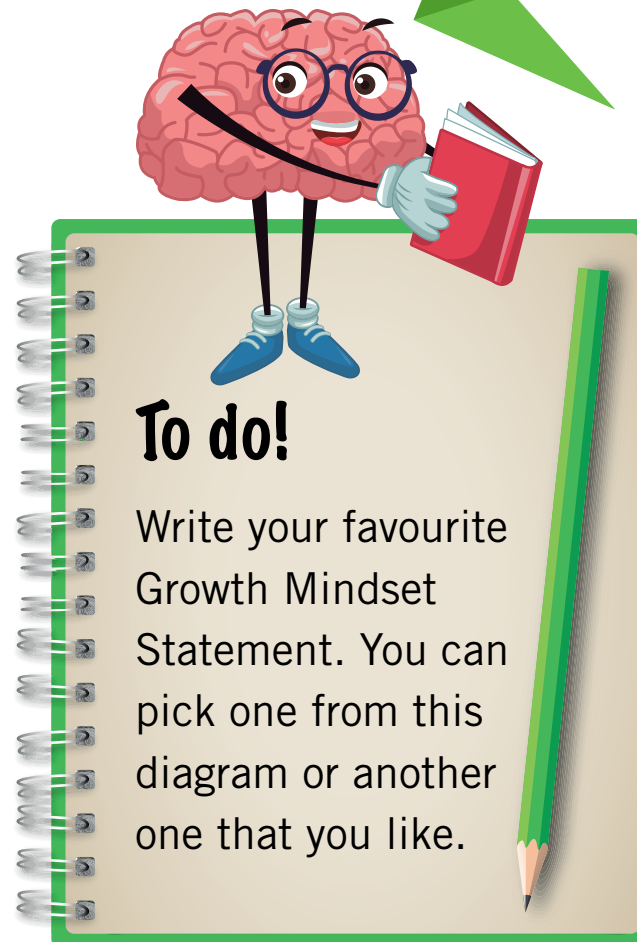
What are some of the options you would like to pursue after post-primary school?

# MY FAVOURITE GROWTH MINDSET STATEMENT

**Reminder!**

## WHAT ARE GROWTH MINDSET STATEMENTS?

Statements based around a belief that a person can get smarter or better; that effort makes someone stronger.



“I like to try new things”  
“I can learn to do what I want”  
“Failures offer opportunity & growth”

## GROWTH MINDSET

“My intelligence can be developed”

“I embrace challenges”

“I learn from feedback”

“I keep trying and never give up”

“I am inspired by other people’s success”

“I know this will help me even though it is difficult”

“My mistakes help me grow”

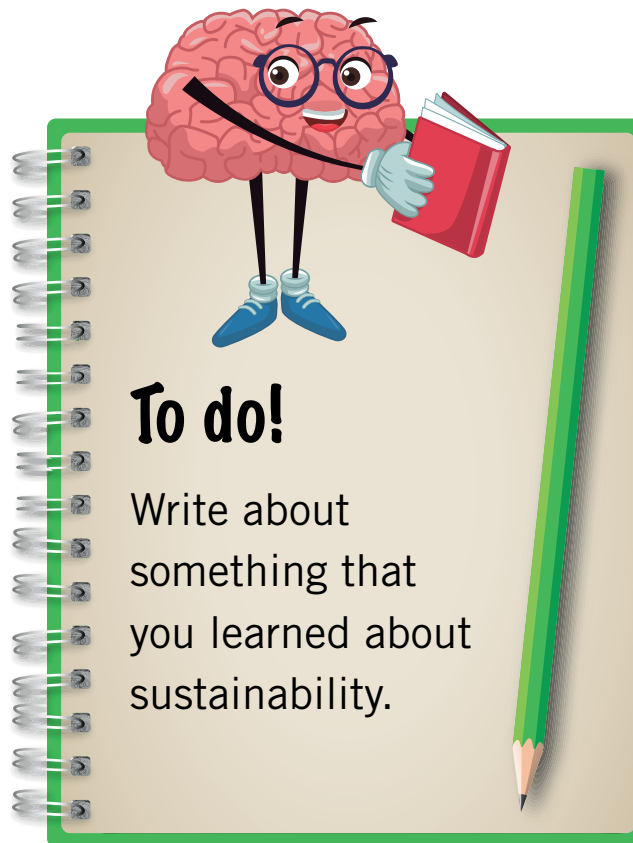
# MY SUSTAINABLE LEARNING

**Reminder!**

## WHAT IS SUSTAINABILITY?

Sustainability is about making the world a better place for everyone.

It involves ensuring that our planet and all of the resource on our planet continue to provide a home for the humans, animals and plants that live here.



### To do!

Write about something that you learned about sustainability.



# PRESENT YOUR POSTER TO YOUR GROUP!

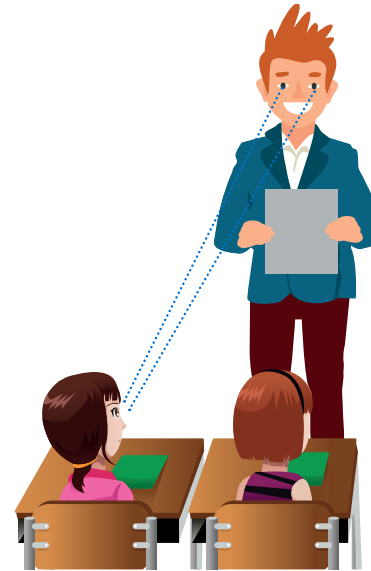
- Do you remember the lesson in Second Year on 'My Voice and How I present Myself?'
- This might help you when you are presenting your poster in your group!



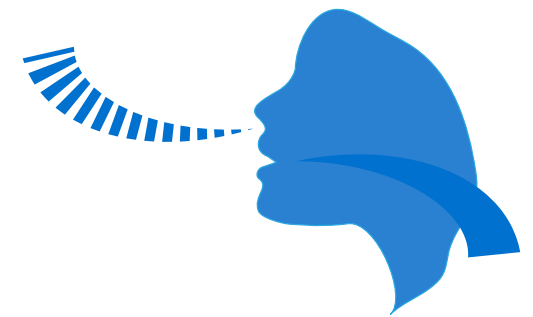
**Smile**



**Stand with your feet still and apart**



**Make Eye-contact!**



**Breathe Slowly and Deeply**



# PRESENTING ME!



## Create a Poster Presenting You!

Be as creative as possible!

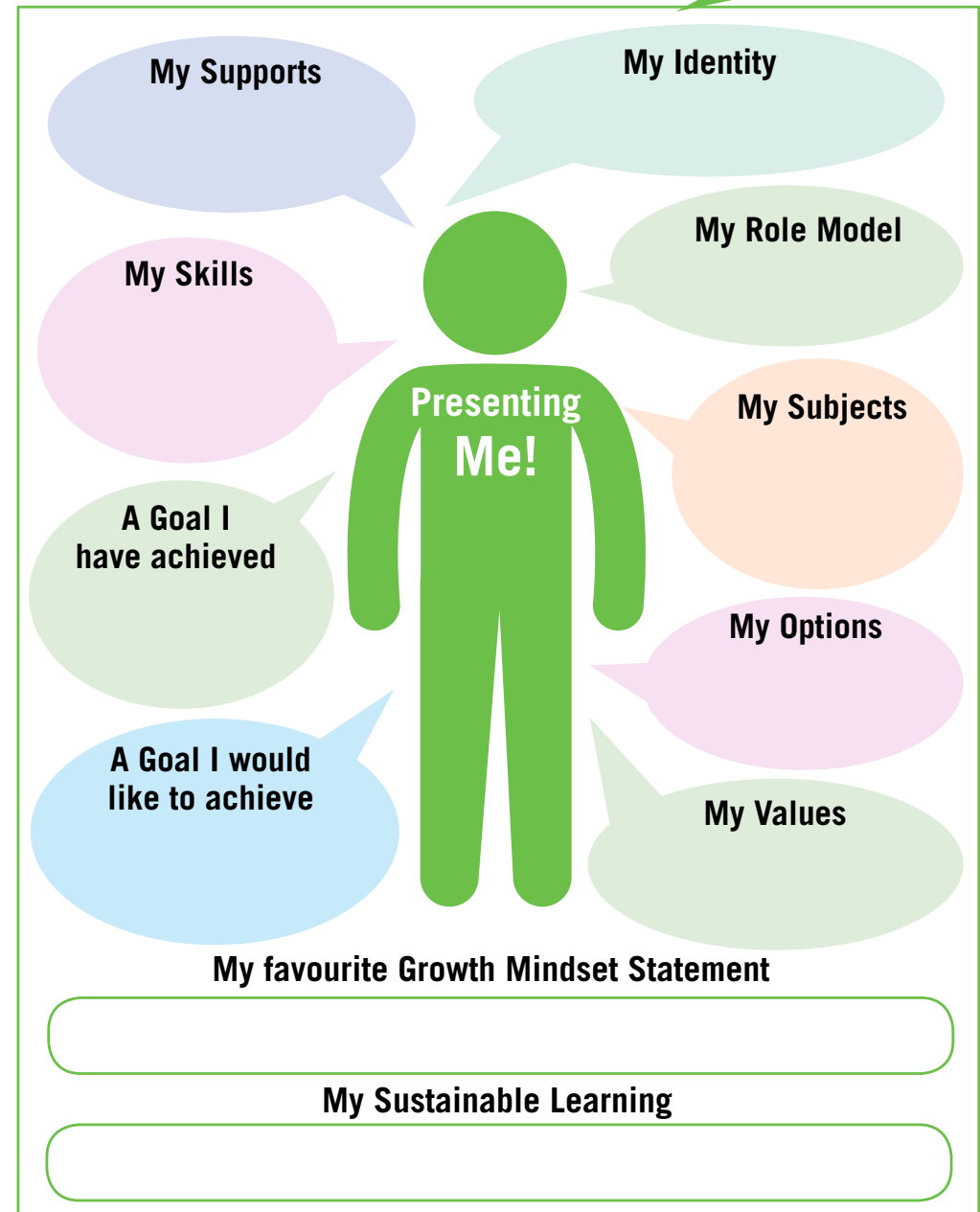
In your poster you should include the following:

<b>People who can support you</b>	<b>Your Skills</b>	<b>Your Goals</b>	<b>Your Values</b>	<b>Your Identity</b>	<b>Your Role Model</b>	<b>Subjects you like</b>	<b>Your Options</b>	<b>Your favourite Growth Mindset Statement</b>	<b>Your Sustainable Learning</b>
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Afterwards you will present this poster in your small groups!

# HOW DO I PRESENT THE POSTER?

AN IDEA OF HOW IT MIGHT LOOK



# CLASS FEEDBACK AND REFLECTION!

- How did you find this exercise?
- Did you like talking about yourself?
- Did you like listening to others talking about themselves?
- What have you learned in your Guidance Related Learning that has had the greatest impact on you?
- What else would you like to learn in your Guidance Related Learning Classes?



# CONSOLIDATION OF LEARNING

## Can you...

- Create a poster about yourself and present it to your group

**PRESENTING ME!**  
- WORKSHEET

**CREATE A POSTER  
PRESENTING YOU!**

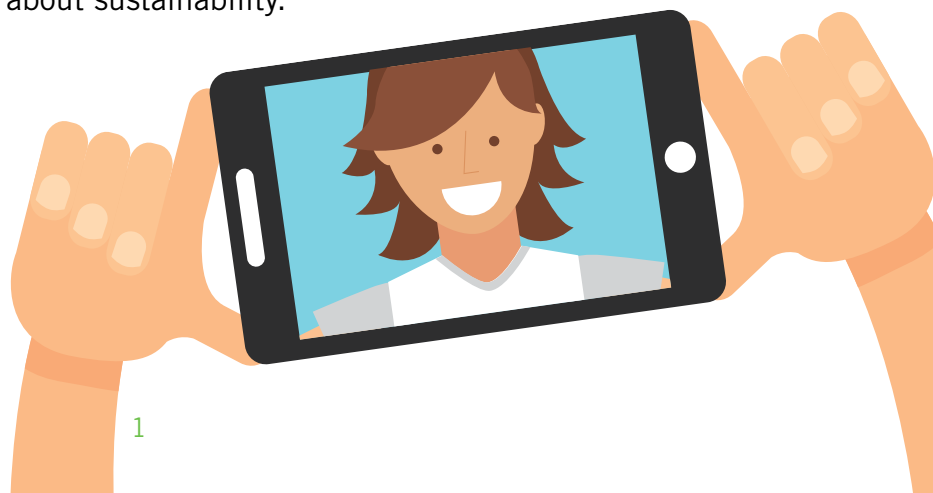
**BRIEF**

In your poster please include the following:

- Write the names of three people who can support you.
- Write about some of your skills!
- Write about a goal you achieved over the last three years!
- Write about a goal you would like to achieve before you finish post-primary school!
- Write about some of your values.
- List five words that describe who you are!
- Write about your Role Model.
  - Why this person is an inspiration to you.
  - What you have learned from this person.
  - Why this person is important in your life.
- What subjects do you like and what subjects would you like to study in Senior Cycle?
- What are some of the options you would like to pursue after post-primary school?
- Write your favourite Growth Mindset Statement.
- Write about something you learned about sustainability.



Afterwards you will present this poster in your small groups!



**PRESENTING ME!**  
- WORKSHEET

**My Supports**

**My Identity**

**My Skills**

**My Role Model**

**Presenting Me!**

**My Subjects**

**A Goal I have achieved**

**My Options**

**A Goal I would like to achieve**

**My Values**

**My favourite Growth Mindset Statement**

**My Sustainable Learning**

# MY SUSTAINABLE OPTIONS LESSON PLAN



## MY SUSTAINABLE OPTIONS – LESSON PLAN

LESSON TITLE:  
**MY  
SUSTAINABLE  
OPTIONS**

### AIMS

This lesson will:



- Introduce the United Nations (UN)
- Explore the UN sustainability goals
- Support students to reflect on what goal means most to them and particular jobs that may be linked to that goal

### OUTCOMES

At the end of this lesson students will be able to:



- Explain what the UN is
- Explain what sustainability goals are
- Identify future careers that promote some of the goals.

### LINKS TO JUNIOR CYCLE KEY SKILLS



- Communicating (listening and expressing myself, discussing and debating, using language).
- Managing myself (knowing myself, making considered decisions, using digital technology to manage myself and my learning).
- Staying well (being healthy, being social, being safe, being responsible).
- Being creative (exploring options and alternatives, implementing ideas and taking actions).
- Working with others (learning with others, respecting difference, developing good relationships, co-operating).
- Managing information and thinking (gathering and recording information, being curious, thinking critically, using digital technology to access, manage and share knowledge)

### LINKS TO JUNIOR CYCLE STATEMENTS OF LEARNING



In this lesson students will

- Take action to safeguard and promote her/his wellbeing and that of others.
- Bring an idea from conception to realisation.



## MY SUSTAINABLE OPTIONS – LESSON PLAN

### LINKS TO WHOLE SCHOOL GUIDANCE

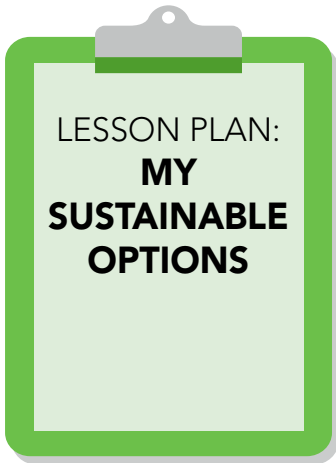


#### **Developing my Career Path:**

In this lesson students will

- Explore different career/occupational search tools & resources
- Describe the importance & ways of accessing career related information (e.g. online, parents, teachers, school personnel, community workers etc)
- Identify how to access information sources
- Recognise the link between subjects (&levels), extra-curricular activities & different career paths
- Analyse & synthesise career related information in line with their career aspirations
- Make informed decisions on future education/training opportunities using career related information taking account of their interests & abilities

# MY SUSTAINABLE OPTIONS – LESSON PLAN



LESSON PLAN:  
**MY SUSTAINABLE OPTIONS**

### MATERIALS NEEDED FOR THIS LESSON


#### BY TEACHER

- Presentation and worksheets

#### BY STUDENTS

- Worksheet and colouring pencils/ markers


### AIMS



This lesson will:

- Introduce the United Nations
- Explore the United Nations Sustainability Goals
- Explore future careers that promote some of the goals.

### OUTCOMES




At the end of this lesson students will be able to:

- Explain what the UN is
- Explain what sustainability goals are
- Identify future careers that promote some of the goals.



### LINK TO SUSTAINABLE GOALS

- All Sustainable Goals are referred to in this lesson.



### OPENING 'THE HOOK'

Think, Pair, Share! Students are asked to think about what 'Sustainability' is and discuss what they know about 'sustainable options'.

**MY SUSTAINABLE OPTIONS – LESSON PLAN**

**BODY OF LESSON**

**TEACHER  
ACTIVITIES**

**STUDENT  
ACTIVITIES**

<p>Teacher introduces students to ‘Sustainability’. Think, Pair, Share. Teacher asks students to share what they already know about sustainability and asks them to discuss what they know about ‘sustainability goals’. Teacher then tells the students the aims of the lesson.</p>	<p>Think, Pair, Share. Students respond with suggestions.</p>
<p>Teacher asks students: What is the ‘United Nations’ (UN)?</p>	<p>Students give feedback on: What is the ‘United Nations’ (UN) is.</p>
<p>Teacher explains what the United Nations is.</p>	<p>Students gain information about the UN.</p>
<p>Teacher introduces students to the Sustainability Goals.</p>	<p>Students gain information about the Sustainability Goals.</p>
<p>Teacher asks: Which sustainability goals mean something to you?</p>	<p>Students respond.</p>
<p>Think, Pair, Share Teacher asks students “What jobs link with the goals you are interested in?”</p>	<p>Students discuss this question in pairs before responding in the class.</p>
<p>Teacher gives examples of goals linked with Careers.</p>	<p>Students listen to examples of careers.</p>
<p>Teacher asks students to:</p> <ul style="list-style-type: none"> <li>• Pick one of the sustainability goals they are interested in and list the jobs that link with the goal.</li> <li>• Pick one of the jobs listed and research a little about the job (see student worksheet).</li> </ul>	<p>Students complete tasks and worksheet.</p>

**CLOSING LESSON**



Finally, the teacher re-examines the lesson’s aims.

# MY SUSTAINABLE OPTIONS



## AIMS



This lesson will

- Introduce the United Nations
- Explore the United Nations Sustainability Goals
- Explore future careers that promote some of the goals.

## OUTCOMES



At the end of this lesson you will be able to:

- Explain what the United Nations is.
- Identify the United Nations Sustainability Goals.
- Identify future careers that promote some of the goals.

# WHAT IS THE 'UNITED NATIONS' (UN)



**What do you know  
about the UN?**



# THE UNITED NATIONS

- Formed in 1945
- 193 member states in 2022
- The UN has evolved over the years to keep pace with a rapidly changing world.
- But one thing has stayed the same: it remains the one place on Earth where all the world's nations can gather together, discuss common problems, and find shared solutions that benefit all of humanity.
- One focus of the UN: Sustainability Goals.



# UNITED NATIONS SUSTAINABILITY GOALS

## SUSTAINABLE DEVELOPMENT GOALS





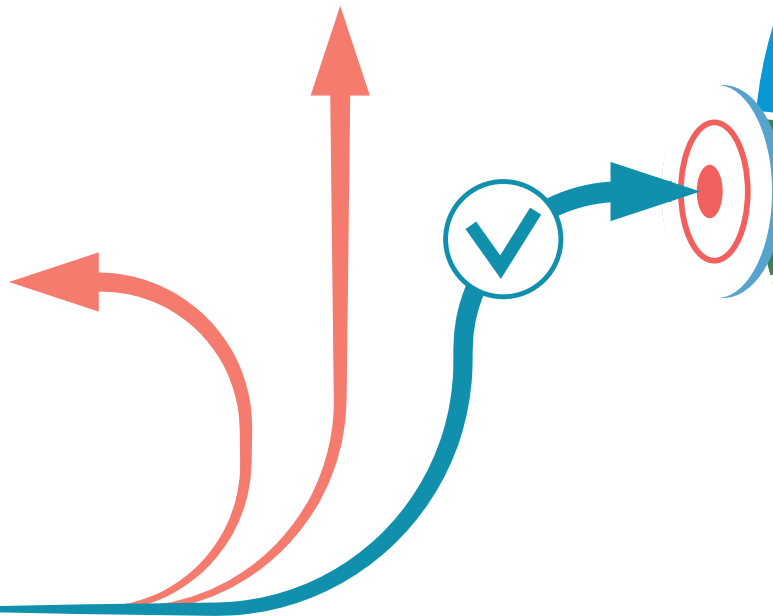
# WHICH SUSTAINABILITY GOALS MEAN SOMETHING TO YOU?

## MY SUSTAINABLE OPTIONS

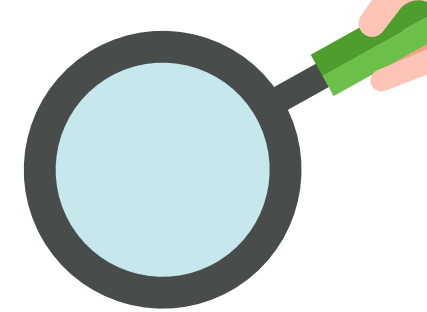


- No poverty
- Zero Hunger
- Good health and wellbeing
- Quality Education
- Gender Equality
- Clean water and sanitation
- Affordable and clean energy
- Decent work and economic growth
- Industry innovation and infrastructure
- Reduced inequalities
- Sustainable cities and communities
- Responsible consumption and production
- Climate Action
- Life below water
- Life on land
- Peace, justice and strong institutions
- Partnerships for the goals

WHAT JOBS LINK WITH THE GOALS I AM INTERESTED IN?



LETS LOOK AT  
SOME EXAMPLES



# GOAL 3: GOOD HEALTH AND WELLBEING



## 3 GOOD HEALTH AND WELL-BEING



- Personal Trainer
  - Midwife
  - Nurse
  - Medical doctor
  - Yoga instructor
  - Nutritionist
  - Dietitian
  - Dentist
  - Counsellor or Psychotherapist
  - Paramedic
  - First Aid Instructor
  - Lifeguard
  - Ski Instructor
  - PE Teacher
  - Home Economics Teacher
  - Scientist
  - Radiologist
- And there are many more

# GOAL 7: AFFORDABLE AND CLEAN ENERGY



## 7 AFFORDABLE AND CLEAN ENERGY



- Engineering (there are many types of engineers working in this area)
  - Science (Physicist / Chemist / Geographer / Geologist)
  - Solar Energy
  - Wave Energy
  - Wind Energy
  - Recycling Industry
  - Sustainable forestry
  - Bio-Energy
  - Nuclear Energy
- And there are many more

# OVER TO YOU



- Pick one of the sustainability goals you are interested in and list the jobs that link with the goal.
- Pick one of the jobs listed and research a little about the job (see student worksheet).

# CONSOLIDATION OF LEARNING



## Can you

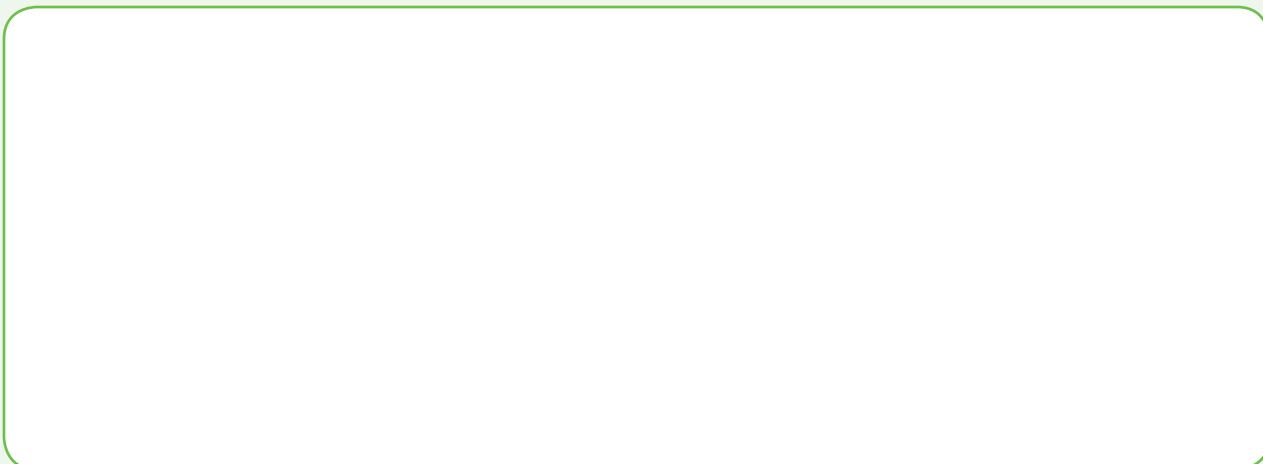
- Explain what the United Nations is.
- Identify the United Nations Sustainability Goals.
- Identify future careers that promote some of the goals.

**MY SUSTAINABLE OPTIONS - WORKSHEET**

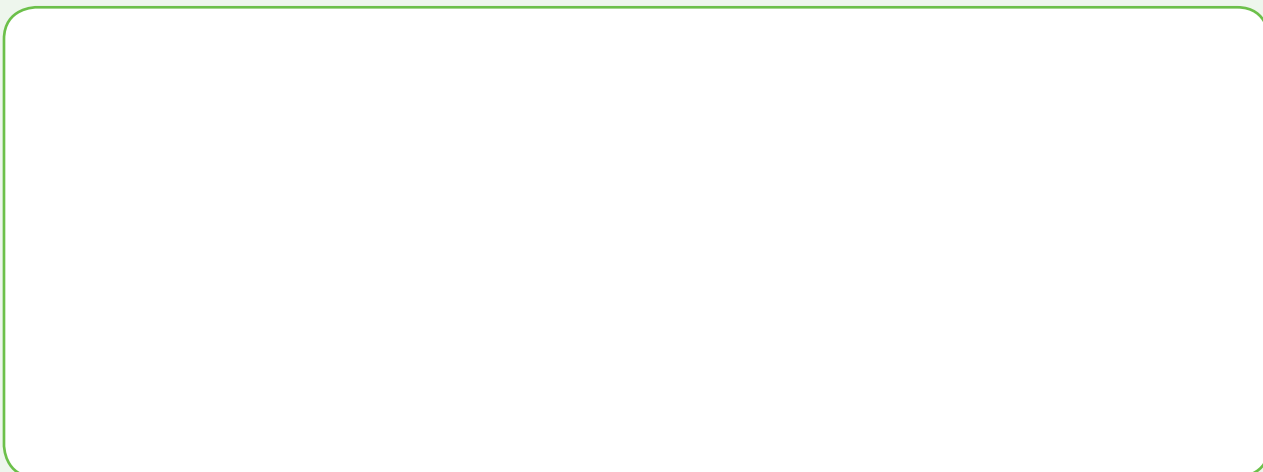


The Sustainability Goal I am most interested in is:

Draw the symbol for your chosen goal in the box below:



Write down a list of jobs that link with this sustainability goal  
(think about the jobs yourself first, then ask other students, your teacher, parents,  
friends etc to get a full list of jobs)





# APPENDIX I

## TITLE OF UNIT: **CONSIDERING MY PRESENT AND MY FUTURE**



### **DURATION**

7 hours approx. (7 x 40 minute or 7 x 1-hour classes: pace can be determined by the teacher/ Guidance Counsellor).



### **IDENTIFIED NEED**

In third year, students are beginning to come to an age where their decisions will impact on their future. This unit of learning introduces students to a number of topics including subject choice for leaving certificate and an exploration of careers. In addition, as the focus on assessment increases in third year, this unit enables students to reflect on what a balanced approach to living and learning looks like for them.



### **AIM OF THE UNIT**

This unit aims to guide students through the initial steps in understanding their choices and pathways to the future. Students reflect on who they are at the present time and the different aspects/activities they have going on in their lives. They also explore the options they have in the short term and in the longer term.



**LEARNING OUTCOMES**

Students will be able to:

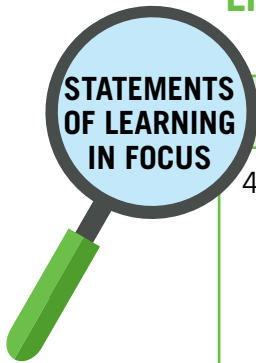
- Examine the paths available to them after school and identify which of the paths might be suitable for them.
- Identify what senior cycle subjects are offered in their school and what needs to be considered when choosing subjects. They will also begin to discern what subjects are suited to them.
- Reflect on all of the important aspects of the student’s life and ways of managing a well balanced life amid competing demands and individual goals.



**SAMPLE STUDENT LEARNING EXPERIENCES**

- Students will reflect on the ‘Wheel of Life’ and will take note of the different aspects of their lives and how each aspect is going.
- Students will list future options that interest them in general. They will note why these particular options interest them and will note where and how they can find out more information on these options
- Students will complete a ‘Presenting Me’ poster incorporating their unique values, goals, skills and choices etc which the student has identified. This will inform their career pathways/life-choices.

**LINKS TO JUNIOR CYCLE**



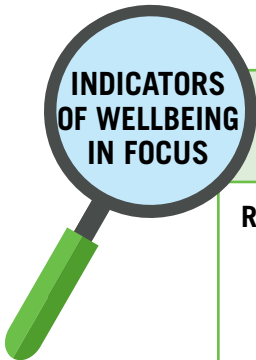
Statements of Learning	Example of related learning in the Unit
4. Creates and presents artistic works and appreciates the process and skills involved.	Students are invited to create a poster representing themselves and their Guidance Related Learning. They are encouraged to use a variety of means to express their unique attributes. In creating a poster representing their unique selves, students will be able to understand that they are individuals and have their own path in life.
23. Brings an idea from conception to realisation.	The students will discuss the myriad of options open to them after school and will begin to make choices based on this understanding. For example, students will understand the importance of subject choice on their pathways after school.
11. Takes action to safeguard and promote her/his wellbeing and that of others	The students will learn about having a balanced approach to life and the positive impact that will have on their development and wellbeing,

**LINKS TO JUNIOR CYCLE *continued***



There are opportunities to support many key skills in this unit but the following are particularly significant:

Key skill	Example of possible student learning activity
<b>Managing myself</b>	Students will learn about the skills they have and the skills they may like to develop into the future.
<b>Staying well</b>	Students will learn the importance of having a balanced approach to life. They will understand that not all aspects of life go well all the time and that it is normal for choices and changes to be made at times.
<b>Managing Information and Thinking</b>	Through being curious about themselves, students will gather, record and organise information about their own person. Students will reflect on who they are and on what this means for their pathways and choices.



Wellbeing Indicator	Descriptor	Example of related learning in the Unit
<b>Resilient</b>	Do I believe with effort I can achieve?	The lesson on 'My Options' provides students with an opportunity to reflect on the multiple pathways available after post-primary school. They will learn that there is not a 'one size fits all' approach and that, with effort, they can achieve in the option they select for themselves.
<b>Responsible</b>	Do I take action to protect and promote my wellbeing and that of others?	In the lesson on 'My Balanced Life' students reflect on how they can create more balance in their lives. It looks at the broader picture: what areas are going well and what areas might need some attention to help promote their wellbeing and that of others.
<b>Respected</b>	Do I feel that I am listened to and valued?  Do I show care and respect for others?	In the 'Presenting Me' Lesson, students create a poster presenting themselves. They present this poster in small groups and this gives them an opportunity to feel listened to and valued for who they are. They must also show care and respect for others who are presenting.



## **ASSESSMENT**

**Summative:** Students reflect on the subject options they may choose for senior cycle. Students are able to explain why they have chosen these particular subjects with reference to their personal skills / interests and future interests or goals.



## **USEFUL RESOURCES AND WEBLINKS**

The NCGE in partnership with [careersportal.ie](https://www.ncge.ie/resources) have developed resources to support teachers in facilitating this unit of learning which are available to download freely at <https://www.ncge.ie/resources> and [www.careersportal.ie](https://www.careersportal.ie)