

MY IDENTITY (WHO I AM) LESSON PLAN



MY IDENTITY (WHO I AM) - LESSON PLAN

LESSON TITLE:
**MY IDENTITY
(WHO I AM)**

AIMS

This lesson will:

- Help students to gain a greater understanding of 'self' and their stage of development.
- Introduce Erik Erikson's Stages of Human Development.
- Explore the meaning of 'identity.'



OUTCOMES

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

- Summarise Erik Erikson's Stages of Human Development.
- Explain what identity means.
- List and explain the aspects that make up a person's identity.



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 IDENTITY (WHO I AM) - LESSON PLAN

LINKS TO WHOLE SCHOOL GUIDANCE

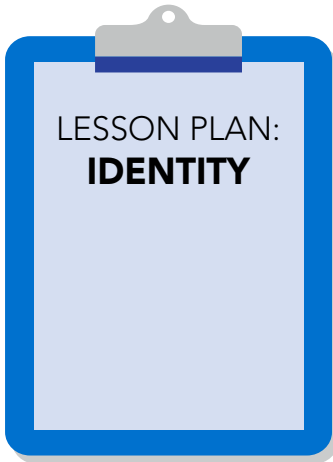


Developing Myself

In this lesson students will

- Develop & maintain self-esteem & a positive self-concept.
- Interact effectively with others.
- Develop & grow throughout life.
- 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.

MY IDENTITY (WHO I AM) - LESSON PLAN



MATERIALS NEEDED FOR THIS LESSON

BY TEACHER

- PowerPoint
- Worksheet

BY STUDENTS

- Worksheet

AIMS

This lesson will:

- Help students to gain a greater understanding of 'self' and their stage of development.
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- Summarise Erik Erikson's Stages of Human Development.
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- List and explain the aspects that make up a person's identity.



OPENING 'THE HOOK'

Ask Students: Have you ever wondered about the following?

Who am I?

Who am I, separate from my parents? Different from my siblings?

Am I someone people enjoy being with? How do I fit in with my friends?

How do I maintain my own values while still having others like me?

Who am I attracted to?

Will anybody ever be attracted to me?

How will I choose to earn a living?

What am I good at?

What are my strengths? How do I compensate for my limitations?

How will I contribute to the world?

What do I believe?

MY IDENTITY (WHO I AM) - LESSON PLAN

BODY OF LESSON

**TEACHER
ACTIVITIES**

**STUDENT
ACTIVITIES**

After introducing the lesson’s aims and outcomes introduce students to the work of Erik Erikson.	Students learn about Erik Erikson’s Stages of Development.
Tell students today’s lesson will focus on Stage 5: Identity . Explain Stage 5: Identity.	
Identity Word Cloud Students asked to: Pick out the words from the list that describe them and create an ‘identity word cloud’ of how they see themselves.	Students examine list of words and pick out what describes them. Students then create an ‘identity word cloud’ like the one given in the example.
Feedback on Identity Activity.	Feedback on Identity Activity.

CONSOLIDATION OF LEARNING



After the discussion on identity the teacher re-examines the lesson’s aims.

**MY IDENTITY
(WHO AM I?)**



HAVE YOU EVER ASKED YOURSELF THE FOLLOWING QUESTIONS



- Who am I?
- Who am I, separate from my parents? Different from my siblings?
- Am I someone people enjoy being with? How do I fit in with my friends?
- How do I maintain my own values while still having friends?
- Who am I attracted to?
- Will anybody ever be attracted to me?
- How will I choose to earn a living?
- What am I good at?
- What are my strengths? How do I overcome what's hard for me?
- How will I contribute to the world?
- What do I believe?

WHY DO YOU ASK THESE QUESTIONS?

- Have you ever wondered why you feel confused and why you are asking these questions?
- Adolescence is a period of discovery and a time to shape identity.
- This phase, through which we all pass in our journey from childhood to adulthood, is filled with questions to be answered and meanings to be found.
- It can be exciting and confusing at the same time.



AIMS



In this lesson you will:

- Gain a greater understanding of who I am (my identity).
- Learn a little about Erik Erikson's Stages of Human Development.
- Examine what makes someone's identity.

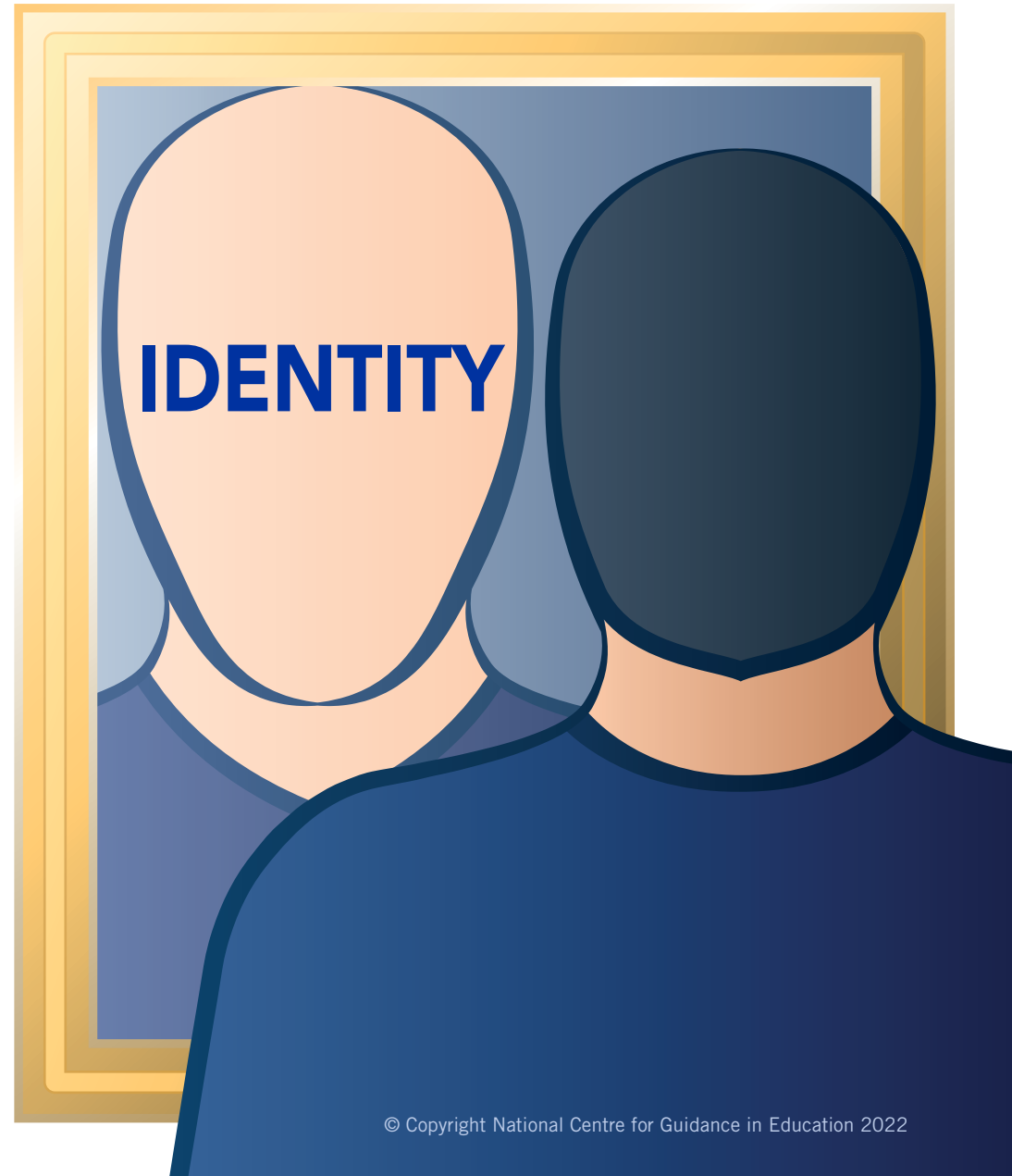
OUTCOMES



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

- Explain the term 'identity'.
- List and explain the things that make up a person's identity.

LET'S TAKE A
CLOSER LOOK AT....



WHAT DO WE MEAN BY IDENTITY?



- Our identity is who we are
- It is what makes us, us!
- The definition of identity is who you are, the way you think about yourself, the way you are viewed by the world and the characteristics that define you.
- In some ways we are all similar. Can you think of any examples?
- In some ways we are all different. Can you think of some examples?
- In our lesson we will be looking at our own identity and what things make up a person's identity.

ERIK ERIKSON: EIGHT STAGES OF DEVELOPMENT

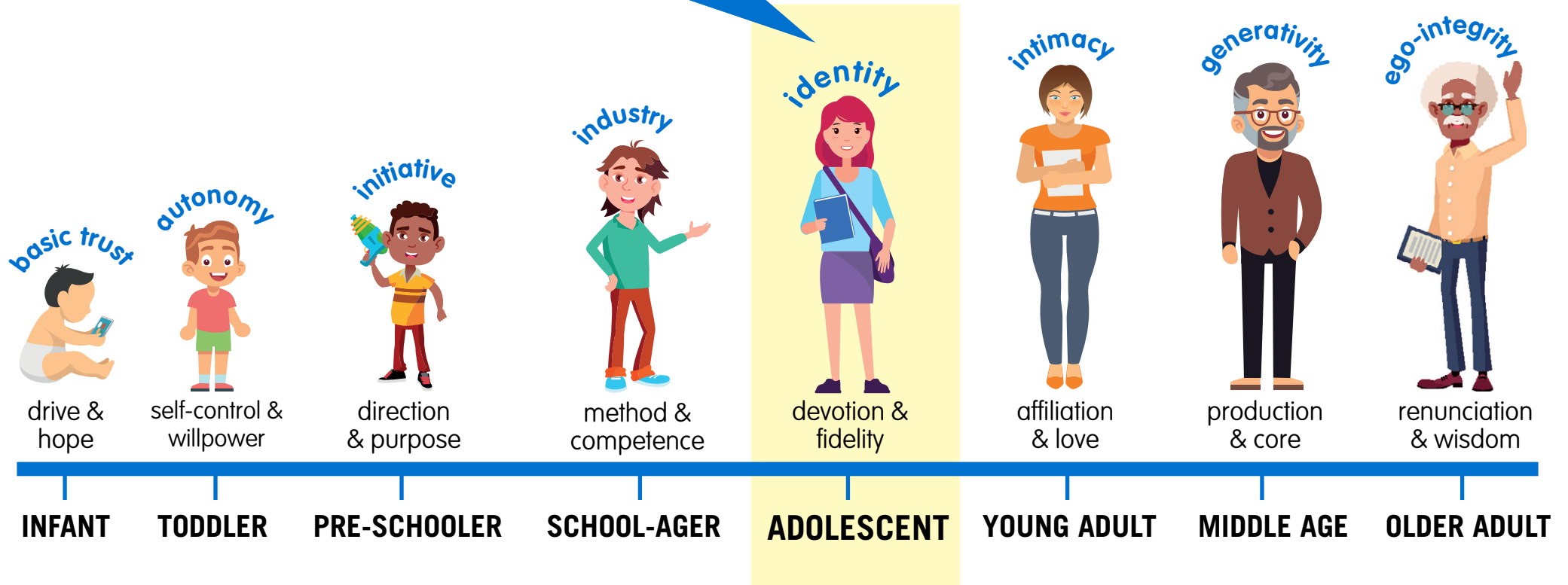


WHO WAS ERIK ERIKSON?



- A teacher from Austria who moved to America.
- Interested in society, culture, human development and psychology.
- Developed a theory about human development (8 stages)

ERIKSONS THEORY OF HUMAN DEVELOPMENT HAS 8 STAGES



8 STAGES OF LIFE:

STAGE 1: TRUST



The infant develops a sense of trust when interactions provide care and affection.

STAGE 2: AUTONOMY



The child begins to develop a sense of independence and personal control over physical skills.

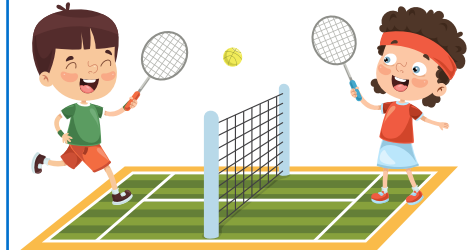
STAGE 3: INITIATIVE



Look Mom, I poured my own juice

The child begins to face challenges and plan activities. If the child is supported at this stage they will find a sense of purpose.

STAGE 4: INDUSTRY



The child starts to show cognitive abilities to enable task completion.

STAGE 5: IDENTITY



What are you going to do with your life?

I don't know

Teenagers seek to explore who they are and will experiment with different roles.

STAGE 6: INTIMACY



Teenager's main conflict is forming intimate loving relationships. Failure to do so makes the child isolate themselves.

STAGE 7: GENERATIVITY



I think we should have a baby

People around 40 experience the need to create or nurture things that will outlast them.

STAGE 8: INTEGRITY



This happens around age 65 and involves reflecting on one's life.

STAGE 5



12 – 18 years

Identity

Relationships
with peers and
role models
very important

Who am I?

Who can
I be?

IDENTITY

I'm going to be a doctor.



I'm going to be uhm....uhh....



Why don't I fit in?



Who am I?



IDENTITY QUIZ

Pick out the following words that describe you.
Copy them off the board and create an
'identity word cloud' of how you
see yourself:



Personality Adjectives

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	diligent	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				

EXAMPLE

fair-minded
DYNAMIC
artistic
agreeable
ambitious
considerate

dedicated

CAUTIOUS

FLEXIBLE

broad-minded

appreciative

CREATIVE

DECISIVE

athletic

IDENTITY

- When people talk about their identity they usually talk about friends; family; hobbies and interests; places; religions and cultures
- Did you think about these things?
- What else did you think about?
- How is your identity different to someone else's?



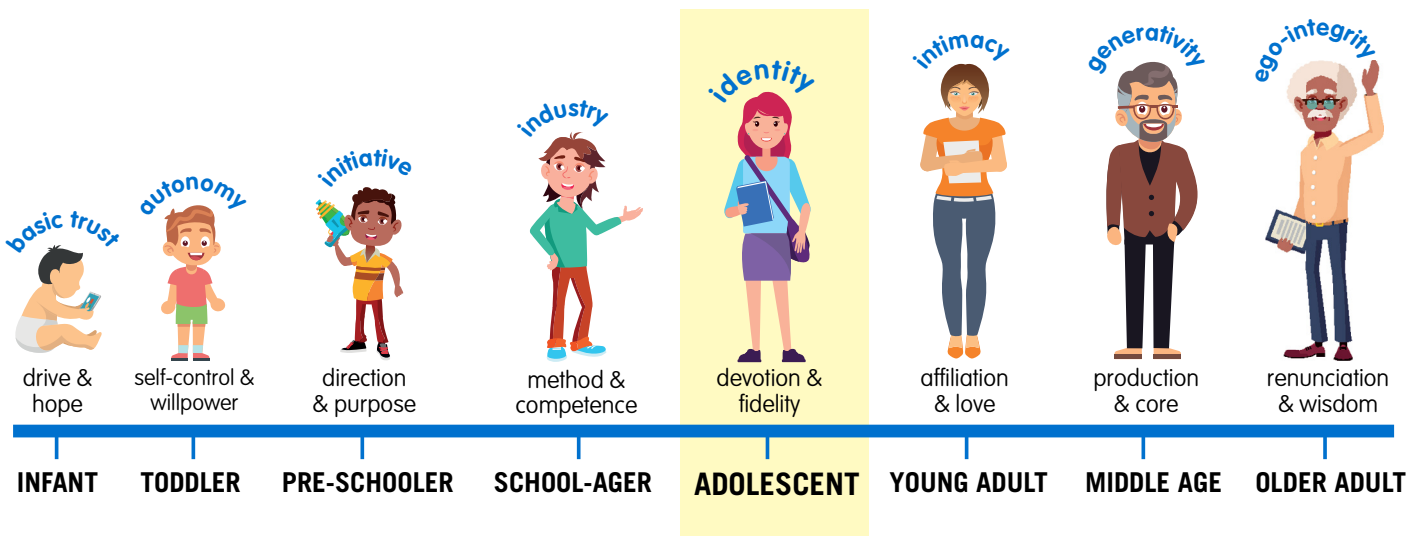
REVIEW

Can you...

- List and explain the things that make up a person's identity.
- Design your own identity word cloud.

MY IDENTITY (WHO I AM) - WORKSHEET

ERIKSON'S THEORY OF HUMAN DEVELOPMENT HAS 8 STAGES



'MY PATHWAYS'
(OPTIONS AFTER
POST-PRIMARY SCHOOL)
LESSON PLAN



'MY PATHWAYS' (OPTIONS AFTER POST-PRIMARY SCHOOL) - LESSON PLAN

LESSON TITLE:
**'MY
PATHWAYS'
(OPTIONS
AFTER
POST-PRIMARY
SCHOOL)**

AIMS

In this lesson students will:



- Learn WHY they are in School.
- Understand why the different stages of the education system are important.
- Understand what subjects are important for their future careers.
- Gain an insight into the skills needed for the world of work!
- Consider different decisions that are important in getting on to the next stage of their life.
- Reflect on their hopes and desires for this stage of their educational journey – post-primary school.

OUTCOMES

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



- Identify the necessary entry requirements for progressing on to the next level i.e college (from post- primary to further education and training).
- Discuss what subjects are important for their future careers.
- Identify the skills needed for the world of work.
- Students will understand the importance of linking in with the appropriate school supports e.g. the Guidance Counsellor / SEN Coordinator if they have any concerns about their learning.
- Write a letter to their future selves about their hopes and wishes for this stage of the educational journey.

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).
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'MY PATHWAYS' (OPTIONS AFTER POST-PRIMARY SCHOOL) - LESSON PLAN

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.

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.
- Be able to identify and describe their personal qualities, attitudes and strengths, interests and how they influence behaviour.
- Be able to demonstrate effective social skills when cooperating, collaborating & negotiating with peers and teacher.
- 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

In this lesson students will

- Explore the education requirements for further study & career interests.
- Recognise personal qualities & attitudes required for working life.
- Understand the career decision making process & the importance of making informed decisions.
- Describe how attitudes & motivation can affect career planning & decision making.

'MY PATHWAYS' (OPTIONS AFTER POST-PRIMARY SCHOOL) - LESSON PLAN



LESSON TITLE:
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MATERIALS NEEDED FOR THIS LESSON



BY TEACHER

- PowerPoint
- Worksheet



BY STUDENTS

- Worksheet

AIMS

In this lesson students will:



- Learn WHY they are in School.
- Understand why the different stages of the education system are important.
- Understand what subjects are important for their future careers.
- Consider different decisions that are important in getting on to the next stage of education.
- Reflect on their hopes and desires for this stage of their educational journey – post-primary school.

OUTCOMES

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



- Outline the Irish Education System.
- Write a letter to their future selves about their hopes and wishes for this stage of their educational journey.



OPENING 'THE HOOK'

Ask students 'Why are you in school today?'

Ask a few volunteers to share their reasons for being in school.

Write these answers on the board.

'MY PATHWAYS' (OPTIONS AFTER POST-PRIMARY SCHOOL) - LESSON PLAN

BODY OF LESSON

TEACHER ACTIVITIES

STUDENT ACTIVITIES

Teacher asks students “Why are you in School?” Feedback is given and written on the board.	Students respond with suggestions.
Teacher reads the Letter to David called “Advice from the Real World” to help students to understand WHY they are in School.	After listening to the letter to David, with the person beside them students are asked to re-read this letter. While they are reading it, they should circle any word or phrase that they think relate to a school subject.
Teacher notes answers and discusses the findings with the students.	In class discussion on the skills developed in school that were needed for the world of work.
	Following this a class discussion on: <ul style="list-style-type: none"> • What parts of the baker’s job description surprised you? • How did a college degree improve John’s career opportunities? • What advice would John have given his younger self?
School, It Matters. Teacher asks students to write a letter to their future selves. Teacher will keep this letter until graduation. It is aimed that students will be delighted to see how far they have developed along their pathway when this is opened in Sixth Year.	Students asked to write a letter to their future selves. In this letter they must think about their future goals and also spend some time reflecting on their pathway so far. In the letter students will: <ol style="list-style-type: none"> 1. Write about themselves at the moment – who is in their family – what their hobbies are, what is important to them – what are their favourite things – who do they look up to? 2. Write about school life – i.e. the subjects they like, the new friends they have met, etc. 3. Write about their dreams and hopes for the for the rest of your time in post-primary school (a subject they look forward to studying, sport ythey would like to join/ a musical instrument they would like to play or a club they would like to join) 4. Write about their dreams and hopes for the future (after school) 5. Finish with some advice to themselves!

'MY PATHWAYS' (OPTIONS AFTER POST-PRIMARY SCHOOL) - LESSON PLAN

CONSOLIDATION OF LEARNING



The teacher reminds the students of the importance of school. Teacher reminds them that this is an important and exciting stage on their pathway through life. Finally, the teacher re-examines the lesson's aims.

**'MY PATHWAYS'
(OPTIONS AFTER
POST-PRIMARY SCHOOL)**



HANDS UP!

Did you ever have a day when you wondered **“What is the point of going to school?”**

Why do you think we go to school?



AIMS



In this lesson you will

- Learn WHY you are in School.
- Understand why the different stages of the education system are important.
- Understand what subjects are important for your future careers.
- Gain an insight into the skills needed for the world of work.
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- Reflect on your hopes and desires for this stage of your educational journey – post-primary school.

OUTCOMES



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

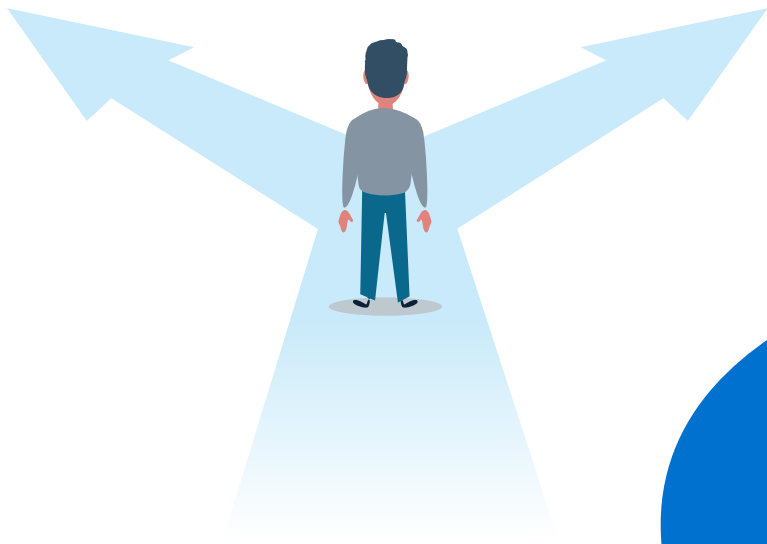
- Identify the necessary requirements for progressing.
- Discuss what subjects are important for your future careers.
- Identify the skills needed for the world of work.
- Write a letter to your future self about your hopes and wishes for this stage of your educational journey.

LET'S THINK ABOUT WHY YOU ARE HERE IN SCHOOL!

- Of course, most of us don't jump out of bed every morning and rush to school driven by a single, motivating purpose.
- But overall, it helps to remember why you're in school, whether you're studying for a test, choosing classes for next year, or because you want to have a good job when you are older!



- During your time in post-primary school you are going to be exploring many different pathways for your future.
- You will be researching careers and hopefully finding a few that interest you.



BUT!

Today we are going to discuss an essential step before you enter into any career and that step is **SCHOOL**, as this is your first step in your pathway to your future!

So let's look at that Question again!

"WHY ARE YOU IN SCHOOL?"

If you sometimes wonder what the purpose of school is or feel like you are not really sure about the purpose of school I hope you pay close attention to the next story!



- A few years ago there was a student in a school in Cork. His name was David.
- David felt he didn't need to finish school because he wanted to be a baker!
- He felt the whole school thing was a complete waste of time.
- David didn't really like school and didn't work very hard while he was in school.

DAVID'S STORY

- Luckily, his teacher contacted the local catering school and spoke with the director of the programme.
- In turn, the director wrote David a letter with some important advice.

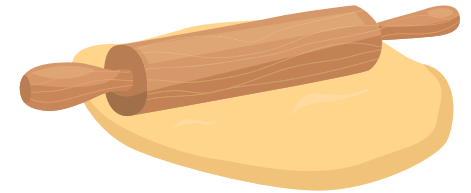


DAVID'S STORY

Dear David,

My name is John and I work at a college where we teach people how to bake. Your teacher sent me an email saying that you thought you might not need school. I really believe you need to consider a few things before you make a final decision.

Baking today is much different than it used to be.



DAVID'S STORY

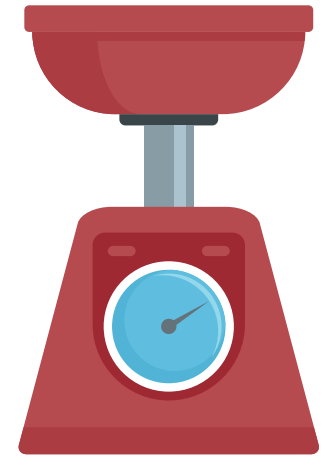
Ovens nowadays are very hi-tech. They have computers in them and you need to know how to work them properly in order for your business to run smoothly.

Also, bakers must have good maths skills. They have to be able to measure and combine ingredients using mixers, blenders and other equipment to make the baked goods. They must ensure that each item meets safety and quality controls. They have to keep very detailed log books, which keeps track of all of the deliveries, inventory and production levels. They have to know how to use fractions and decimals to calculate the quantities of the ingredients. They have to ensure there is an adequate supply of all prepared products on hand and ensure the proper storage and refrigeration. They must keep spoilage/waste to a minimum by ordering and utilizing proper quantities and rotating products.



DAVID'S STORY

Bakers must calculate the weight of their ingredients, figure out how the ingredients should be distributed and adjust the temperatures to ensure proper baking. Bakers need to be good at reading and following instructions to ensure that their produce is done correctly and safe to eat.



DAVID'S STORY

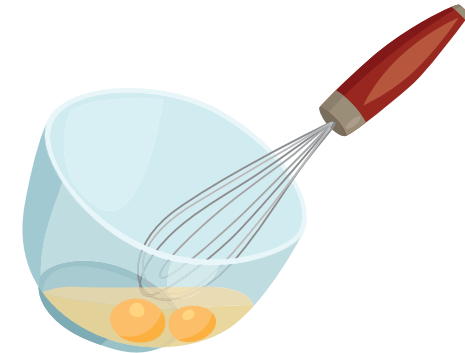
You know, when I was in school, I thought a lot like you seem to be thinking now. I often thought about quitting and just getting a job. But I stuck it out anyway and got my leaving cert. Then I worked in a bakery for a long time (about 17 years), and made thousands of cakes. I found the job very tiring because I had to stay up very late to ensure that cakes were baked for the next morning. I wished I had a 9 - 5 job. Then I decided that the leaving cert wasn't enough anymore, so I went back to school — this time to college. I was 36 when I was a first year in college and I spent 4 years there. I wish I had done this when I was younger!

Then I got a 9-4 job teaching people how to bake and now I'm in charge of many different departments at the college, including cake decorating, catering, and special events i.e. weddings, and I have lots of teachers working for me.

So, there are just a few things to think about, David. I really hope that whatever you decide to do, you start working hard in school. You will really and truly be glad you did, I absolutely guarantee it.

Sincerely,

John Lynch



DAVID'S STORY

- With the person beside you please re-read this letter.
- While you are reading, circle any words or phrases that you think relate to a school subject.
- What are some of the skills that bakers need that are learned in School?



DAVID'S STORY

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DAVID'S STORY

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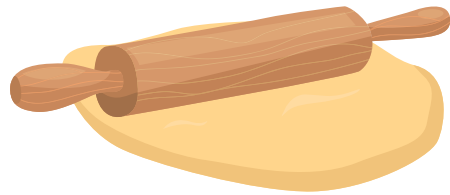
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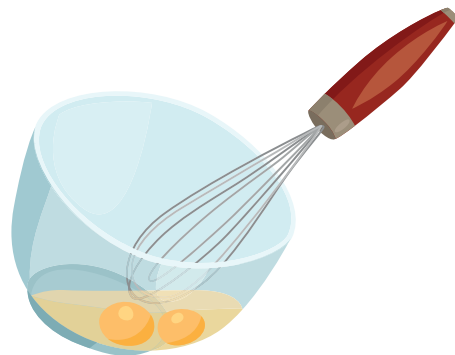
Let's talk about what we learned from John Lynch, the director of the baking and catering school.

As a class, discuss the following questions:

What parts of the baker's job description surprised you?

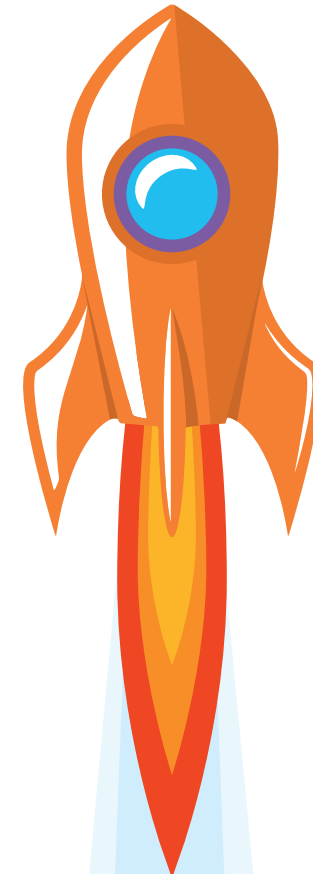
How did a college degree improve John's career opportunities?

What advice would John have given his younger self?



MY PLAN FOR SCHOOL

- How many of you want to graduate from school?
- Of course you all do!
- You all have hopes and dreams for your future!



WRAP UP: SCHOOL – IT MATTERS!

- I hope each of you come away from today's lesson having a clearer sense of the purpose of school. As you're going to see in the coming years, education plays a role in the careers you pursue and the opportunities you will be given!
- What you do in school will pave the way for your future, whether you're planning on pursuing a career or moving on to college or the world of work.



- School is a very important and exciting time in your lives!
- What you learn in school will carry you forward into the world of work or further education!
- No-one is going to ask for your primary school grades, but they may ask for your grades from this point forward.
- If you want to make the most of your time in school, you should get focused, work hard and enjoy the next six years!



OVER TO YOU....

Write a letter to your future self!

You will open this letter in sixth year.

In the letter:

1. Write about you at the moment – who is in your family – what your hobbies are, what is important to you – what are your favourite things – who do you look up to? about you at the moment – who is in your family – what your hobbies are, what is important to you – what are your favourite things – who do you look up to?
2. Write about your first year in school – i.e. the subjects you liked, the new friends you met, etc.
3. Write about your dreams and hopes for the rest of your time in post-primary school (a subject you look forward to studying, sport you would like to join/ a musical instrument you would like to play or a club you would like to join).
4. Write about your dreams and hopes for the future (after school).
5. Finish with some advice to yourself!

REVIEW

Can you...

- Identify the different stages of the educational system in Ireland.
- Identify the skills needed for the world of work.
- Identify the subjects you may need for your future careers.
- Write a letter to your future self about your hopes and wishes for this stage of your educational journey.

MY PATHWAYS (OPTIONS FOR AFTER POST-PRIMARY SCHOOL) - WORKSHEET



**LETTER: SCHOOL AND
FUTURE CAREERS**

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Baking today is much different than it used to be.

Ovens nowadays are very hi-tech. They have computers in them and you need to know how to work them properly in order for your business to run smoothly.

Also, bakers must have good maths skills. They have to be able to measure and combine ingredients using mixers, blenders and other equipment to make the baked goods. They must ensure that each item meets safety and quality controls. They have to keep very detailed log books, which keeps track of all of the deliveries, inventory and production levels. They have to know how to use fractions and decimals to calculate the quantities of the ingredients. They have to ensure there is an adequate supply of all prepared products on hand and ensure the proper storage and refrigeration. They must keep spoilage/waste to a minimum by ordering and utilizing proper quantities and rotating products.

Bakers also must calculate the weight of their ingredients, figure out how the ingredients should be distributed and adjust the temperatures to ensure proper baking. Bakers need to be good at reading and following instructions to ensure that their produce is done correctly and safe to eat.

You know, when I was in post-primary school, I thought a lot like you seem to be thinking now. I often thought about quitting and just getting a job. But I stuck it out anyway and got my leaving cert. Then I worked in a bakery for a long time (about 17 years), and made thousands of cakes. I found the job very tiring because I had to stay up very late to ensure that cakes were baked for the next morning. I wished I had a 9 - 5 job. Then I decided that the leaving cert wasn't enough anymore, so I went back to school — this time to college. I started college when when I was 36 years old, and spent 4 years there. I wish I had done this when I was younger!

Then I got a job teaching people how to bake and now I'm in charge of many different departments at the college, including cake decorating, catering, and special events i.e. weddings, and I have lots of teachers working for me.

So, there are just a few things to think about, David. I really hope that whatever you decide to do, you start working hard in school. You will really and truly be glad you did, I absolutely guarantee it.

Sincerely,

John Lynch

Write a letter to yourself

You will open this letter in sixth year

In the letter:

1. Write about you at the moment – who is in your family – what your hobbies are - what is important to you – what are your favourite things – who do you look up to?
2. Write about school i.e. the subjects you like and the friends you have met.
3. Write about your dreams and hopes for the remainder of your time in post-primary school (a subject you look forward to studying, sport you would like to join/ a musical instrument you would like to play or a club would like to join)
4. Write about your dreams and hopes for the future (after school)
5. Finish with some advice to yourself!

A LETTER TO MY FUTURE SELF

A large rectangular area with rounded corners, containing 25 horizontal blue lines for writing a letter.

IDENTITY WORD CLOUD

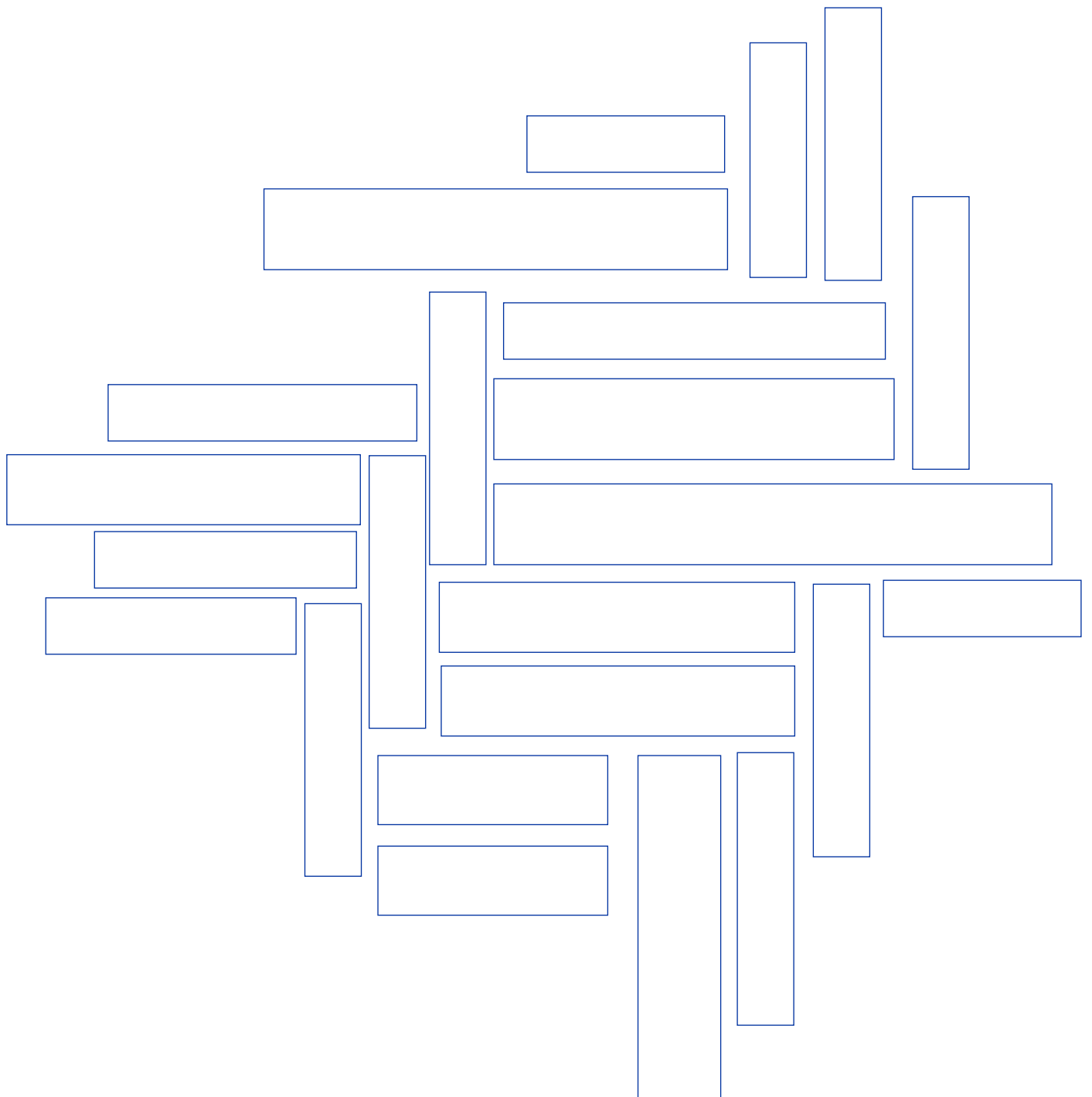
Look at this list of personality adjectives.

Pick out the words that describe you. Create an 'identity word cloud' of how you see yourself.

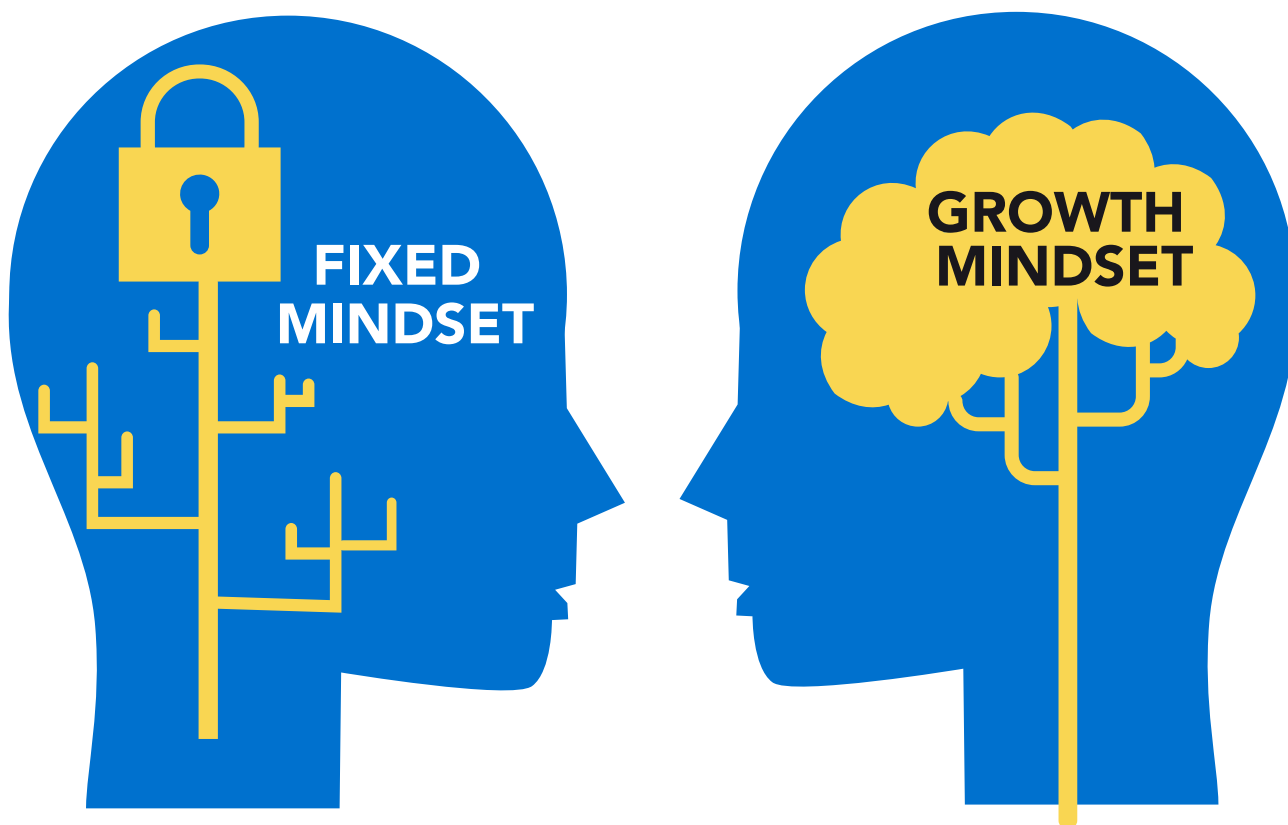


academic	brave	conservative	delightful	encouraging	forceful
accurate	bright	considerate	demented	endurable	formal
adaptable	broad-minded	contrary	deranged	emotional	frank
adorable	bungling	cool	detailed	empathetic	friendly
adventurous	calm	cooperative	determined	energetic	fun
affectionate	capable	courageous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

IDENTITY WORD CLOUD



MY MINDSET LESSON PLAN



MY MINDSET - LESSON PLAN

LESSON TITLE:
MY MINDSET

AIMS

This lesson will:



- Explore what a mindset is and the difference between a fixed and a growth mindset.
- Explore how a growth mindset can help students to succeed in school.

OUTCOMES

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



- Identify growth and fixed mindsets.
- Explain what it means to have a growth mindset.
- Apply this new learning to their studies.

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 MINDSET - 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.
- 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.

MY MINDSET- LESSON PLAN



MATERIALS NEEDED FOR THIS LESSON

BY TEACHER

- PowerPoint
- Worksheet
- Access to online video

BY STUDENTS

- Worksheet

AIMS

This lesson will:

- Explore what a mindset is and the difference between a fixed and a growth mindset.
- Explore how a growth mindset can help students to succeed in school/ life.



OUTCOMES

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

- Identify growth and fixed mindsets.
- Explain what it means to have a growth mindset.
- Apply this new learning to their studies/ life.



OPENING 'THE HOOK'

Display Slide Two and ask 'Does anyone know what the difference between a fixed and growth mindset might be?'



MY MINDSET- LESSON PLAN

BODY OF LESSON

**TEACHER
ACTIVITIES**

**STUDENT
ACTIVITIES**

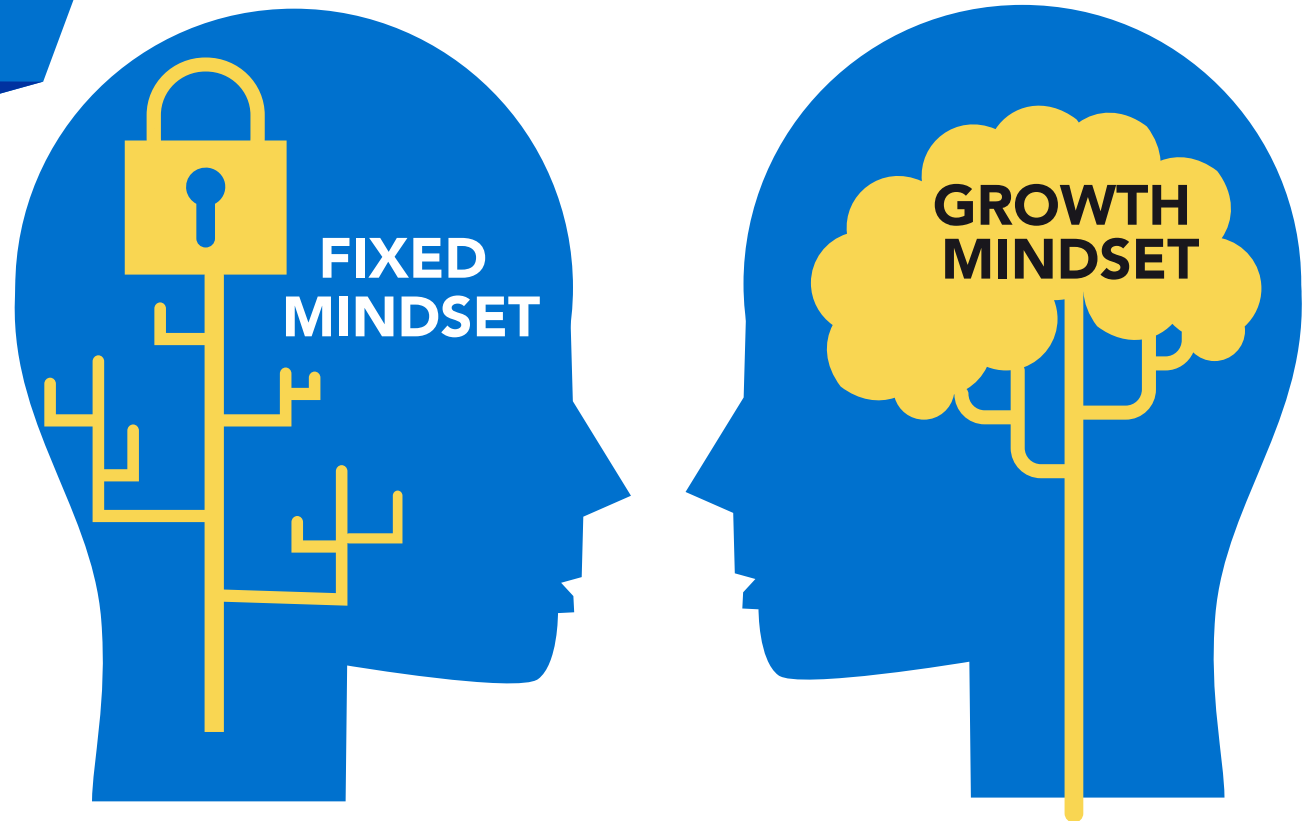
<p>Teacher defines what mindset is and demonstrates this using the video on Slide 7.</p>	<p>Students become aware that their brain can develop and learn more over time.</p>
<p>Teacher distinguishes the differences between fixed and growth mindsets and illustrates examples of famous people with a growth mindset.</p>	
<p>Teacher demonstrates how to use a growth mindset.</p> <ul style="list-style-type: none"> • Teacher asks students to select a subject/a life event where they could use their growth mindset. • What change will they make to the way they think about this? • What will they say to themselves? • How do they think they will feel when they use a growth mindset? 	<ul style="list-style-type: none"> • Students select a subject/a life event where they could use their growth mindset. • What change will they make to the way they think about this subject/life event? What will they say to themselves? • How do they think they will feel when they use a growth mindset?

CONSOLIDATION OF LEARNING

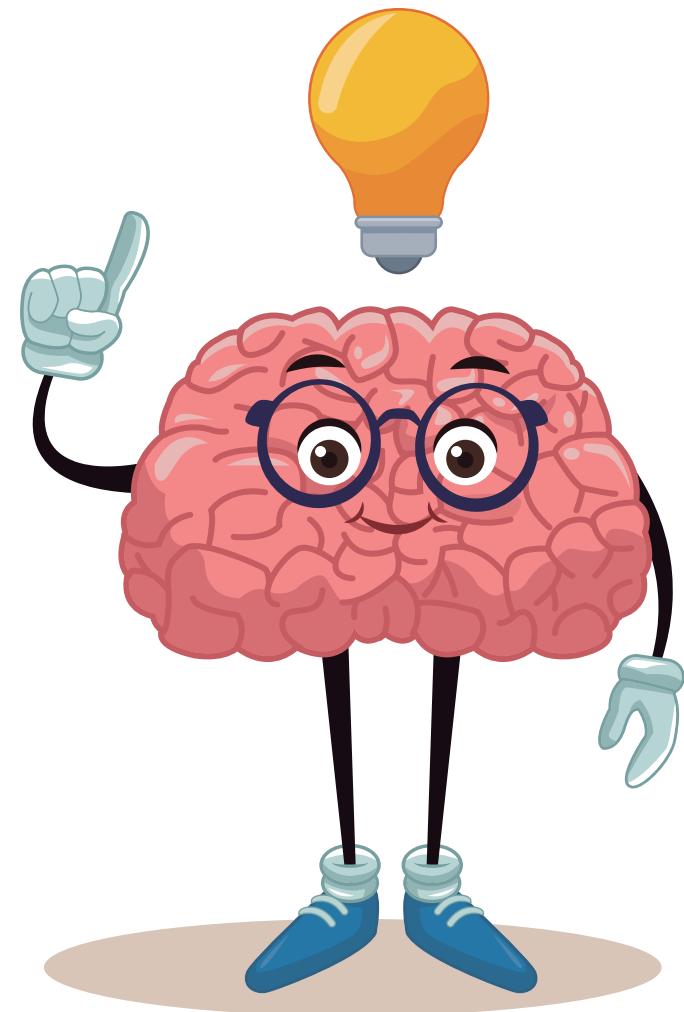
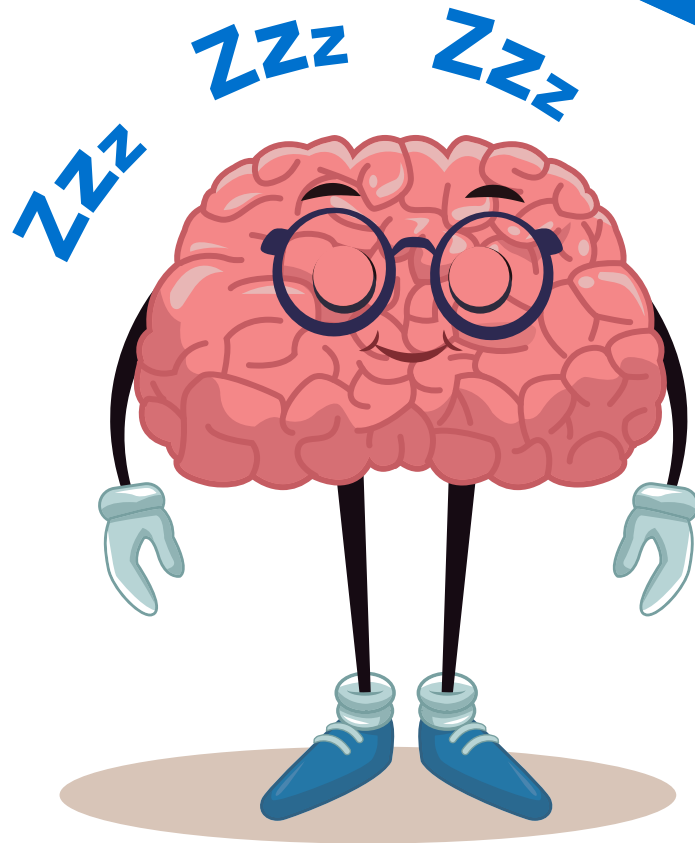
The teacher re-examines the lesson's aims



MY MINDSET



FIXED AND GROWTH MINDSET



AIMS



- To learn about what a mindset is and the difference between a fixed and a growth mindset.
- To learn how a growth mindset can help us succeed in school and in life.

OUTCOMES



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

- Identify growth and fixed mindsets.
- Explain what it means to have a growth mindset.
- Apply this new learning to your studies/your life.

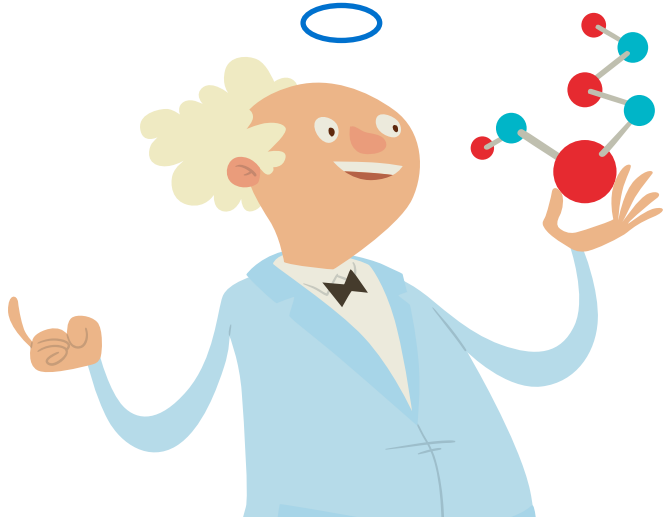
WHAT IS A MINDSET?

Put simply your
mindset is your
attitude



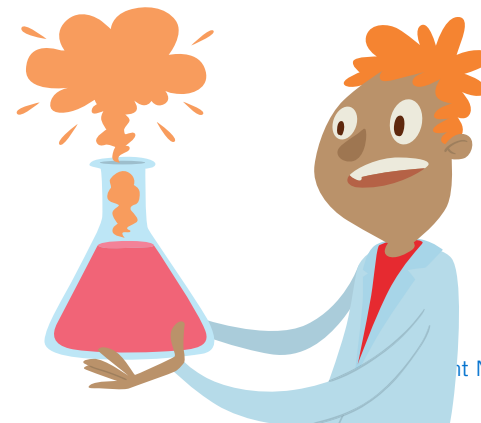
WHAT SCIENTISTS BELIEVE ABOUT OUR BRAINS...

In the past scientists believed that no matter how hard you worked your intelligence stayed the same! This attitude was called a 'fixed mindset'



Nowadays

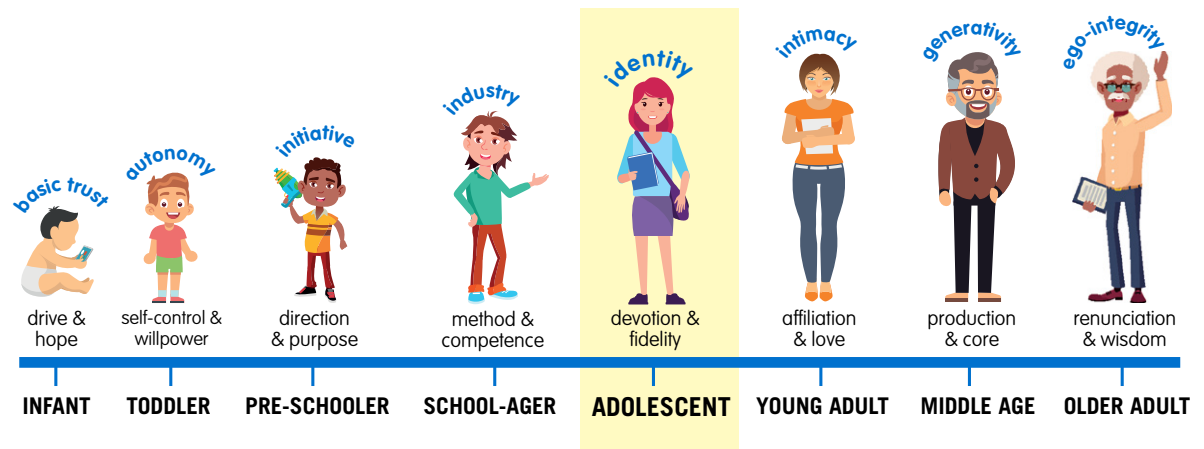
Scientists believe that our brain grows and that we all have the same chance of being as brilliant as each other. But! In order to do this they believe we must have the right attitude! This is called having a Growth Mindset!



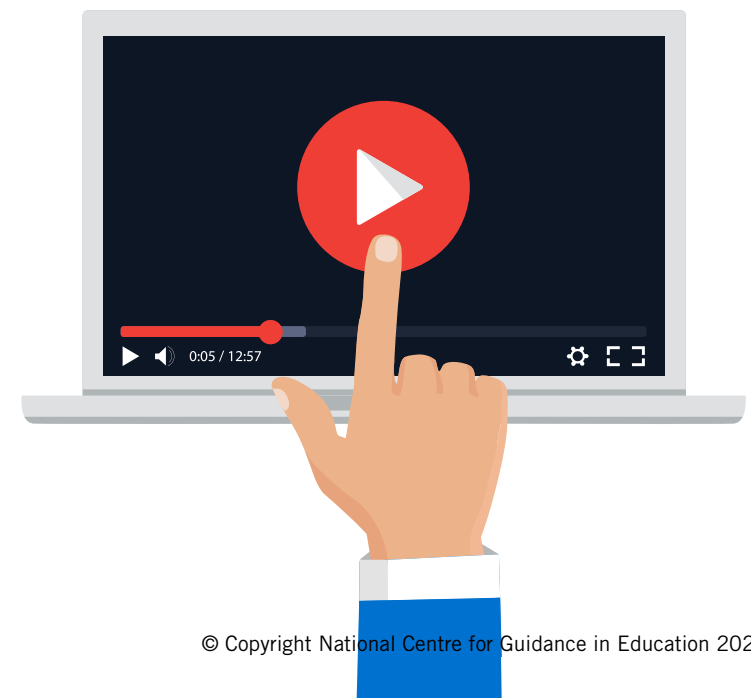
THE BIGGEST EXAMPLE OF BRAIN GROWTH IS YOU

- For a moment think about when you were a baby! There were many things that you could not do when you were a baby that you can do now! For example when you were a baby you weren't able to talk, to walk, to tie your shoelaces, to read, to write and yet you are able to do all of these now! This shows that your brain has grown to learn all of these new things! You can learn anything!

ERIKSONS THEORY OF HUMAN DEVELOPMENT HAS 8 STAGES



- Can you remember how hard it was when you started to read? The words seemed big and difficult and you may have even put your finger under the word to follow each word in the sentence! Everyone struggles with it; we all struggled with it but we have improved and now we can all talk, walk, tie our shoelaces, read etc. All of these tasks got easier and we became faster at them through practice.
- So, this shows that you can grow your brain by challenging yourself and working hard to learn new things.
- <https://www.youtube.com/watch?v=JC821l2cjqA&feature=youtu.be>



WHAT IS GROWTH MINDSET?

- A growth mindset is about believing people can develop and improve their abilities, while a “fixed mindset” is about believing intelligence and abilities are inborn and cannot change dramatically.
- A growth mindset is a belief that a person can get smarter or better; that effort makes someone stronger.
- Therefore, even when experiencing failure, with extra time and effort, someone can be successful.
- Our intelligence or skill level isn't fixed – it can grow or change.



“I give up easily”

“My potential is pre-determined”

“Failure is the limit of my abilities”

FIXED MINDSET

“Failure is the limit of my abilities”

“I avoid challenges”

“I stick to what I know”

“I will never improve”

“I am either good at it or I am not”

**“There is no point
trying it”**

“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”**

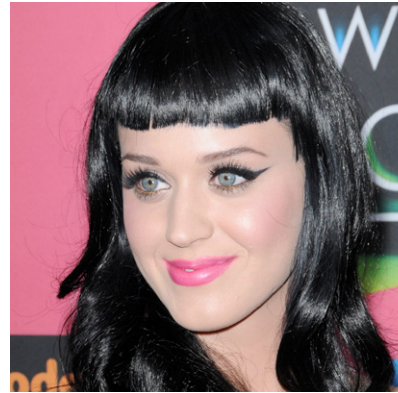
EXAMPLES OF PEOPLE WITH A GROWTH MINDSET.....

WHO ARE THEY AND WHAT WAS THEIR IMPACT....



Larry Page

Larry Page co-founded Google but at the start he struggled to convince others of its value... but he overcame this setback by “Having a healthy disregard for the impossible”.

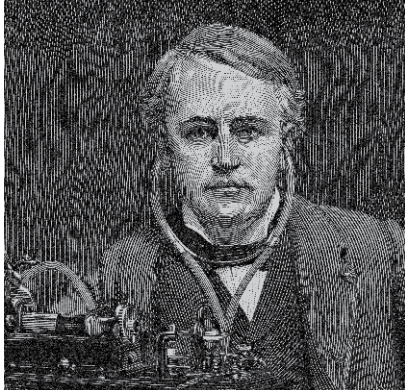


Katy Perry

When she was young, Katie Perry’s family relied on church foodstamps to survive.

Katy Perry became one of the “top-earning women” in the United States three years in a row.

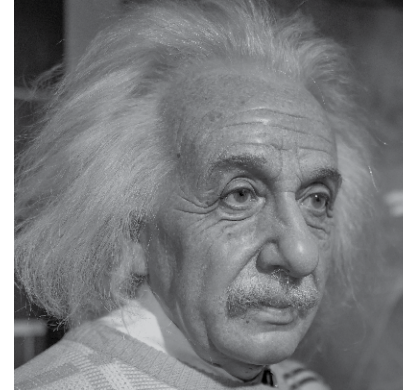
“I came from nothing and created this world on my own strength”.



Thomas Edison

Thomas Edison was an inventor of many things e.g. the light bulb.

Edison did not have an easy road to success. Of failure he said “I have not failed, I’ve just found 10,000 ways that won’t work.”



Albert Einstein

Albert Einstein was a German mathematician and physicist. He would often say ‘It’s not that I’m so smart; I just stay with problems longer.’



Michael Jordan

Michael Jordan is considered to be the greatest basketball player of all times.

“I’ve missed more than 9000 shots in my career. I’ve lost almost 300 games. 26 times, I’ve been trusted to take the game winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.”



Bethany Hamilton

Bethany lost her left arm and over 60% of her blood in a tiger shark attack. Despite the trauma of the incident, Bethany returned to surfing just one month after the attack, and just three months later entered a major competition.

“Life is a lot like surfing... When you get caught in the impact zone, you’ve got to just get back up. Because you never know what may be over the next wave.”

THE ICEBERG ILLUSION

SUCCESS

What people see

SUCCESS IS AN ICEBERG!

What people don't see

Persistence



Failure



Sacrifice

Disappointment

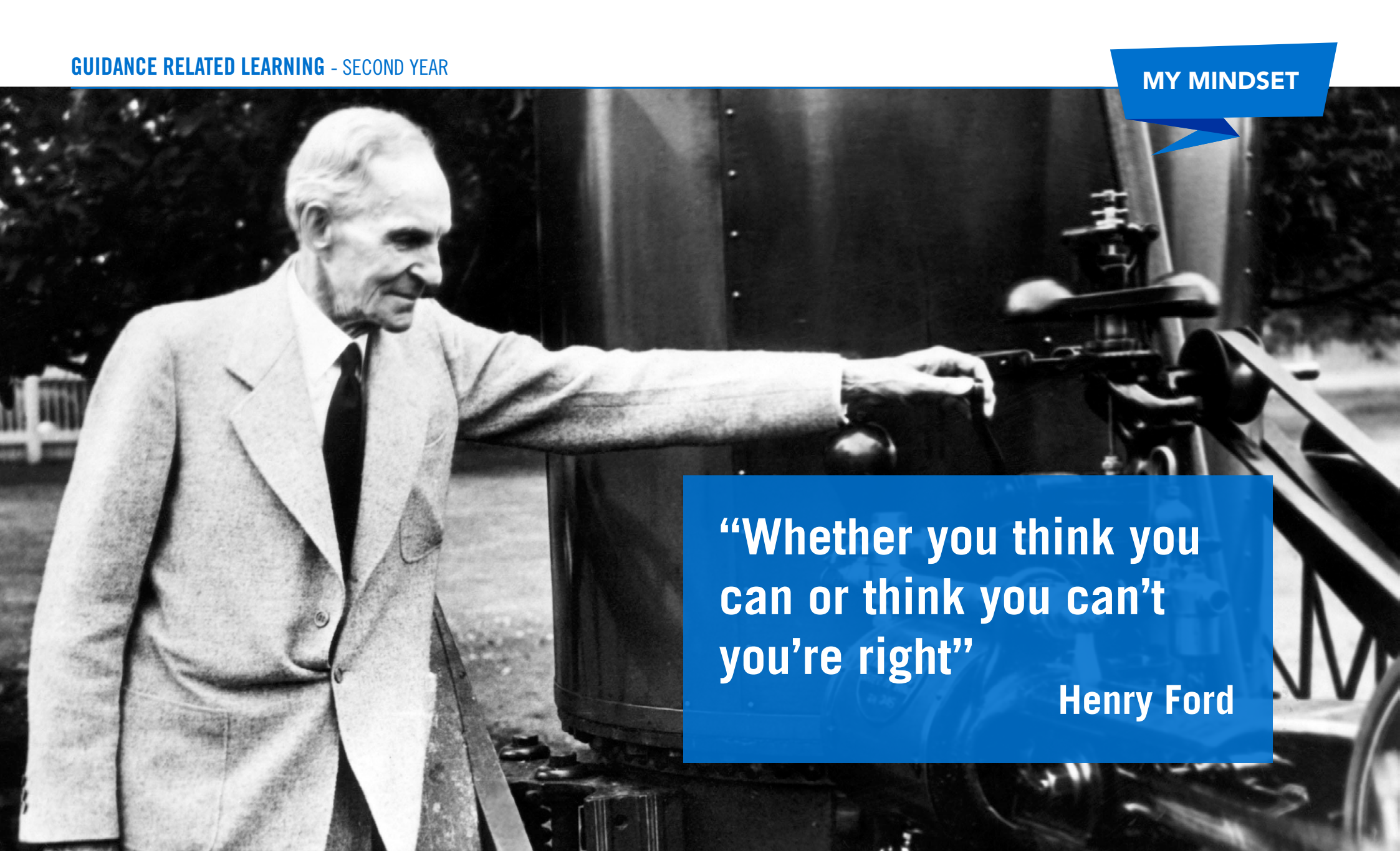
Dedication



Hard Work

Discipline



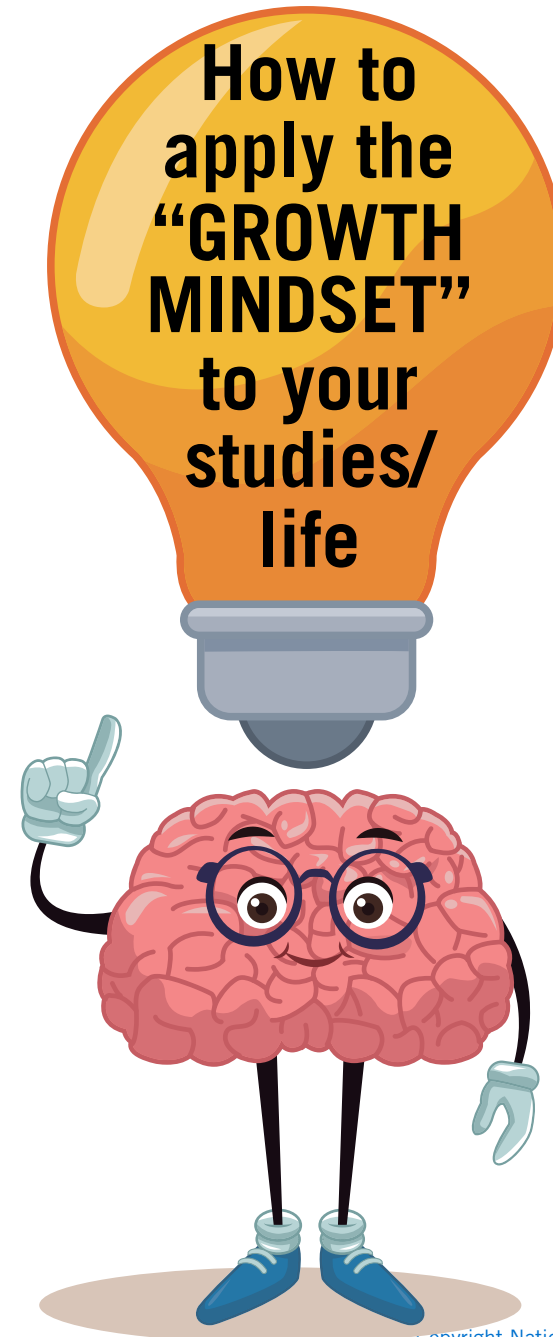
A black and white photograph of Henry Ford, an elderly man with white hair, wearing a light-colored suit jacket, white shirt, and dark tie. He is standing outdoors, leaning his right arm on the side of a large, dark-colored car engine. The background shows some foliage and a fence.

**“Whether you think you
can or think you can’t
you’re right”**

Henry Ford

Henry Ford developed a car company.... How many of you have seen a Ford car?

OVER TO YOU...



YOU CAN DO IT!

- Sometimes, when we are faced with something challenging or a problem we feel we cannot fix we can become upset and anxious and we sometimes give up without really trying.
- Instead of instantly turning on fixed mindset thoughts STOP take some deep breaths, calm down and approach your task with a growth mindset.

from
IMPOSSIBLE
to
I'MPOSSIBLE

HOW TO USE A GROWTH MINDSET

1.

Hear and acknowledge your fixed mindset voice.

For example:

I cannot do this maths equation.





2.
STOP! Choose to change your attitude and to adopt a growth mindset voice.





3.

Speak to yourself with a growth mindset.

For example:

I am going to try to do this maths equation



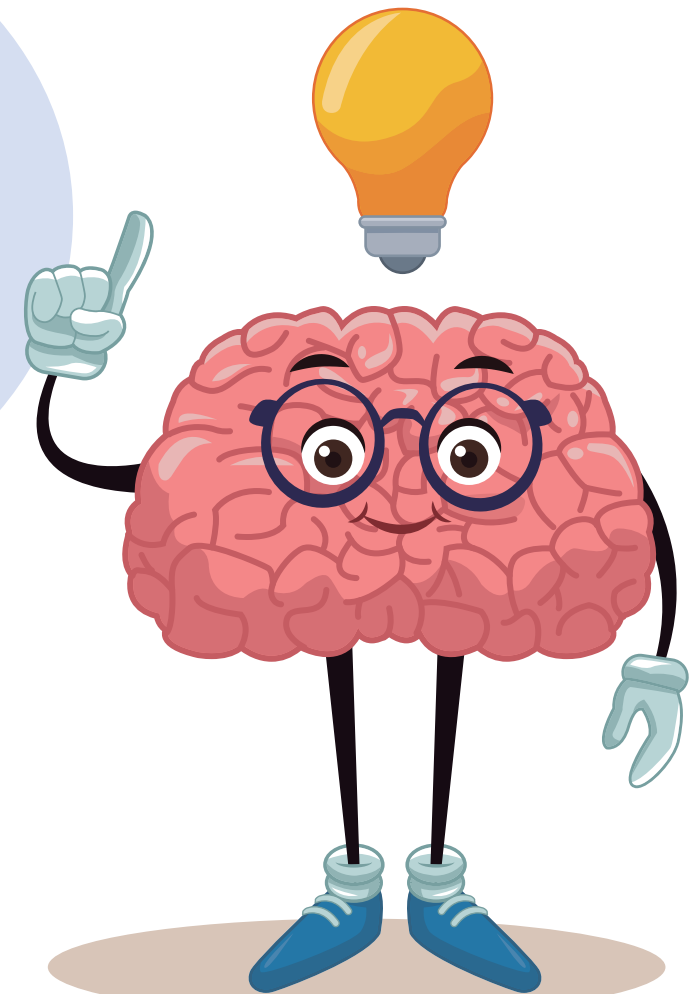


3.

Act with a Growth Mindset

For example:

Using the examples in the book, I will try to do this maths equation again.



WHICH VOICE WILL YOU HEAR?

At times it is common to have both a fixed mindset and a growth mindset talking to us and competing for our attention.

Sometimes we listen to our fixed mindset and think
“I give up”
“I can’t do this!”.



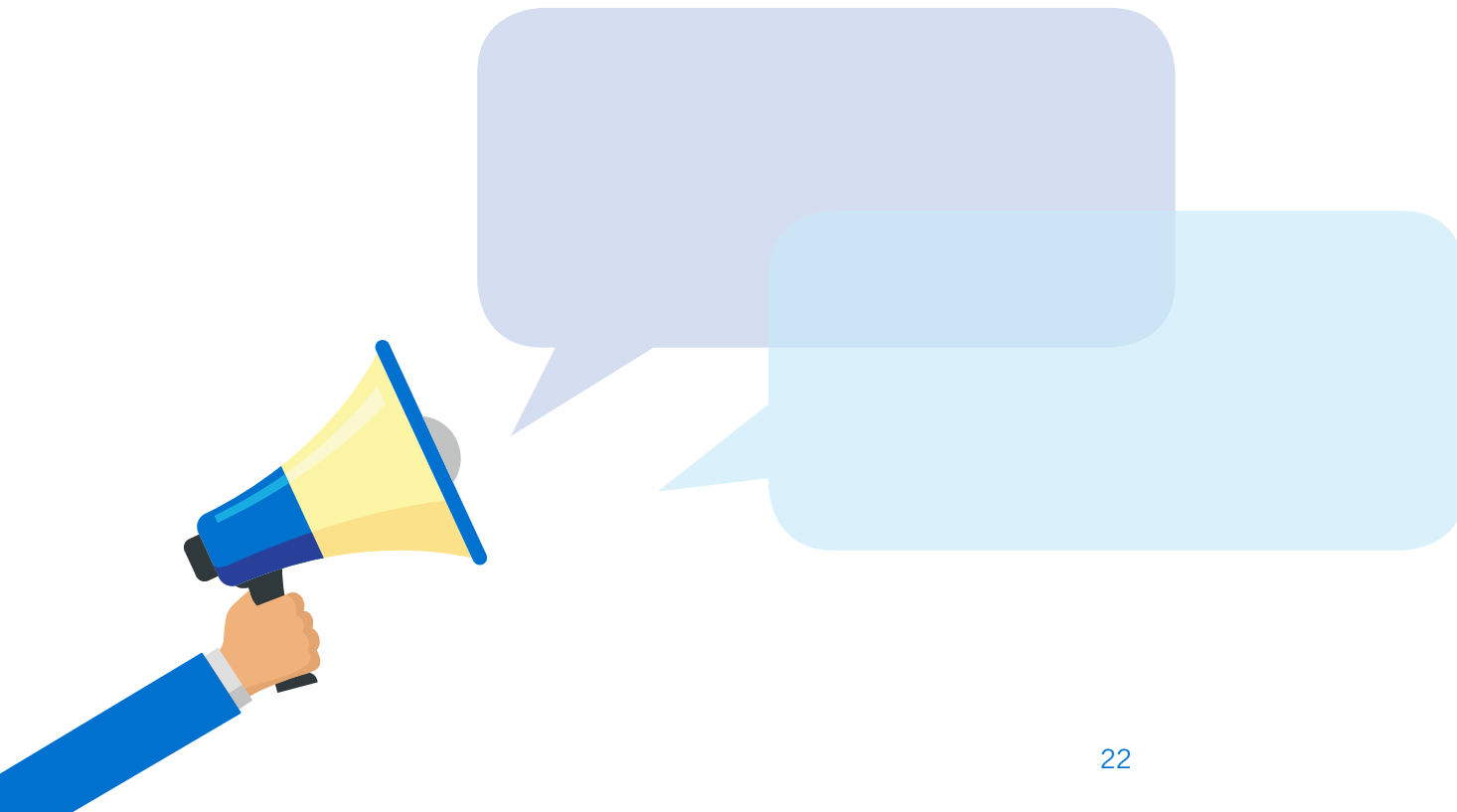
Other times we listen to our growth mindset. We say to ourselves,
“I can do this!”
 and think,
“I’m not giving up!”



It is important that we practice Growth Mindset Statements!

WORKSHEET....

Please fill in “My Growth Mindset Statements Worksheet”



**WORKSHEET
POSSIBLE ANSWERS:**

**MY GROWTH MINDSET STATEMENTS
I CAN CHANGE MY MINDSET WITH MY WORDS!**

Instead of saying:

I am not good at this

I can say:

I am not good at this YET but I will learn

Instead of saying:

I am not as smart as my friend

I can say:

I am in charge of how smart I am because I can change my brain by learning hard

Instead of saying:

I won't try because I might fail

I can say:

If I fail, I will try again until I succeed

Instead of saying:

This is too hard

I can say:

If something is hard it means I am learning

Instead of saying:

I can't do this

I can say:

I can do this but first I need some feedback and help from others

Instead of saying:

I made a mistake

I can say:

This is my first attempt in learning

Instead of saying:

I give up

I can say:

I will succeed if I put in more effort and use a better strategy

Instead of saying:

I am afraid I will make a mistake

I can say:

When I make a mistake, I will learn from it and get better

Instead of saying:

It's good enough

I can say:

Is this my best work yet?

Instead of saying:

I am really good at maths

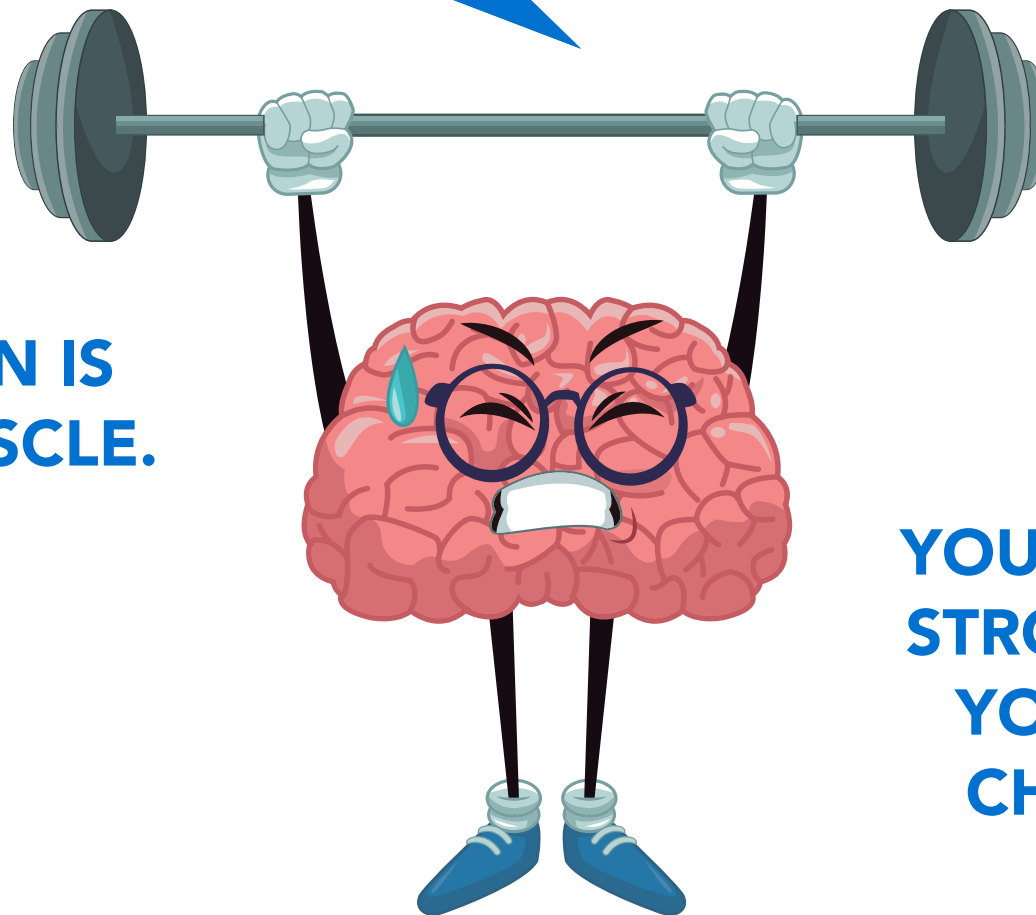
I can say:

I understand this because I have been practicing



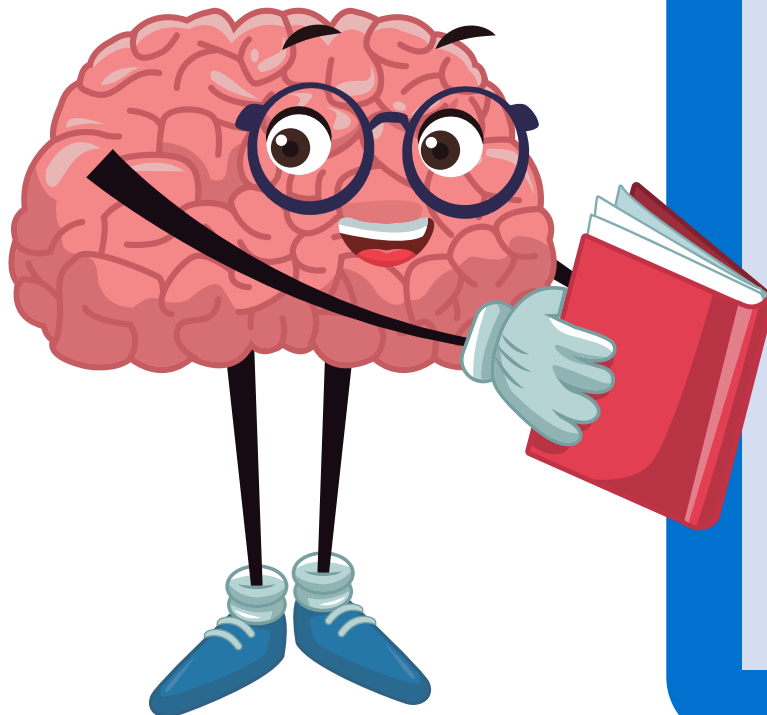
REMEMBER...

**THE BRAIN IS
LIKE A MUSCLE.**



**YOUR BRAIN GETS
STRONGER WHEN
YOU EMBRACE
CHALLENGES!**

OVER TO YOU...



Exercise 2:

- Select a subject/an event in your life where you could use your growth mindset.
- What change will you make to the way you think about this subject/this life event? What will you say to yourself?
- How do you think you will feel when you use a growth mindset?

REVIEW

Can you...

- Identify growth and fixed mindsets?
- Explain what it means to have a growth mindset?
- Apply this new learning to your studies/your life?

MY MINDSET - WORKSHEET

Please complete your Growth Mindset Statements worksheet.

MY GROWTH MINDSET STATEMENTS
I CAN CHANGE MY MINDSET WITH MY WORDS!

Instead of saying:

I am not good at this

I can say:

Instead of saying:

This is too hard

I can say:

Instead of saying:

I give up

I can say:

Instead of saying:

I am not as smart as my friend

I can say:

Instead of saying:

I am really good at maths

I can say:

Instead of saying:

I am afraid I will make a mistake

I can say:

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I won't try because I might fail

I can say:

Instead of saying:

I made a mistake

I can say:

Instead of saying:

It's good enough

I can say:



MY MINDSET - WORKSHEET

EXERCISE TWO:

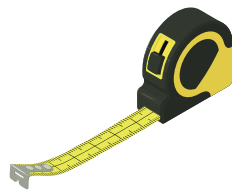
A subject/an event in my life where I could use my growth mindset:

What change will I make to the way I think about this subject/this life event?

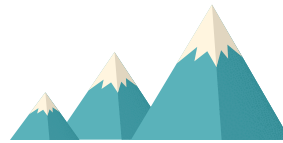
What will I say to myself?

How do I think I will feel when I use a growth mindset?

MY S.M.A.R.T. GOALS LESSON PLAN



MEASURABLE



ATTAINABLE



RELEVANT



SPECIFIC



TIMELY

MY S.M.A.R.T. GOALS - LESSON PLAN

LESSON TITLE:
**MY S.M.A.R.T.
GOALS**

AIMS

This lesson will:



- Build on 1st year Guidance Related Learning in the area of Goal Setting.
- Show students how to set S.M.A.R.T goals.
- Encourage students to identify a goal they want to achieve and show them how to take ownership of this goal and the process involved in achieving it.
- Assist students in creating a workable plan to guide them in achieving their goal.

OUTCOMES



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

- Link back to previous content covered in 1st year.
- Identify a goal they want to accomplish.
- Turn this goal into a S.M.A.R.T goal.
- Create a workable plan to guide them in achieving their goal.
- Recall how they will assess their progress.

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 S.M.A.R.T. GOALS - 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 (face-to-face: discussing goal with peer).
- Develop & grow throughout life (goal setting).
- 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.

MY S.M.A.R.T. GOALS - LESSON PLAN



MATERIALS NEEDED FOR THIS LESSON

BY TEACHER

- PowerPoint
- Worksheet
- Guidance Counsellors/ Teachers might also wish to remind themselves of first year content in this area.

BY STUDENTS

- Worksheet

AIMS

This lesson will:



- Build on 1st year Guidance Related Learning in the area of Goal Setting.
- Show students how to set S.M.A.R.T goals.
- Encourage students to identify a goal they want to achieve and show them how to take ownership of this goal and the process involved in achieving it.
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OUTCOMES

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



- Students will be able to link back to previous content covered in 1st year.
- Identify a goal they want to accomplish.
- Turn this goal into a S.M.A.R.T goal.
- Create a workable plan to guide them in achieving their goal.
- Recall how they will assess their progress.

OPENING 'THE HOOK'



Remind the students they are all uniquely talented. Some students are good at sport, others are good at art, music, being kind, being a good brother/sister etc. Today we are going to look at something in our lives we would like to improve or something new we would like to achieve. We are going to learn how to set a S.M.A.R.T. goal to achieve this.

MY S.M.A.R.T. GOALS - LESSON PLAN

BODY OF LESSON

**TEACHER
ACTIVITIES**

**STUDENT
ACTIVITIES**

<p>Teacher reminds the students about the ‘Story of Edmund’.</p> <p>Teacher asks “What is the difference between a Wish and a Goal?”</p>	<p>Students give feedback on the ‘Story of Edmund’ and the difference between a Wish and a Goal.</p>
<p>Teacher tells students that the class today will be about goal setting and outlines the lesson’s aims.</p>	<p>Students give feedback on the difference between a Wish and a Goal and their goals for Secondary School.</p>
<p>Teacher asks students to identify a goal they want to achieve.</p>	<p>Students identify a goal they want to achieve.</p>
<p>Teacher encourages students to check that their goal that they identified earlier is S.M.A.R.T (using the S.M.A.R.T Checklist). Teacher circulates the room assisting students.</p>	<p>In pairs the students discuss the purpose of goal setting and give feedback to the teacher.</p>
<p>Using the Example Worksheets (Thinking about my Goal and Action Plan) teacher demonstrates how this Goal can be developed into an Action Plan. Teacher circulates around the room assisting students in completing their worksheets.</p>	<p>After exploring the examples (Thinking about my Goal and Action Plan) students complete their own worksheets on Thinking about my Goal and Action Plan.</p> <p>Students then tick off the Checklist to ensure that their goal is S.M.A.R.T.</p>

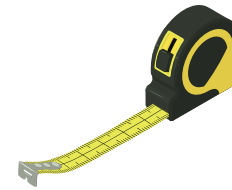
CONSOLIDATION OF LEARNING



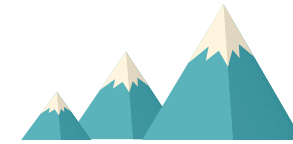
Students identify a date when they will reflect on their S.M.A.R.T. goal and review their progress.

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

MY SMART GOALS



MEASURABLE



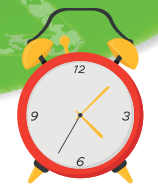
ATTAINABLE



RELEVANT



SPECIFIC



TIMELY

AIMS



In this lesson you will:

- Build on 1st year Guidance Related Learning in the area of Goal Setting.
- Be shown how to set S.M.A.R.T goals.
- Encouraged to identify a goal you want to achieve and shown how to take ownership of this goal and the process involved in achieving it.
- Assisted in creating a workable plan to guide you in achieving your goal.

OUTCOMES

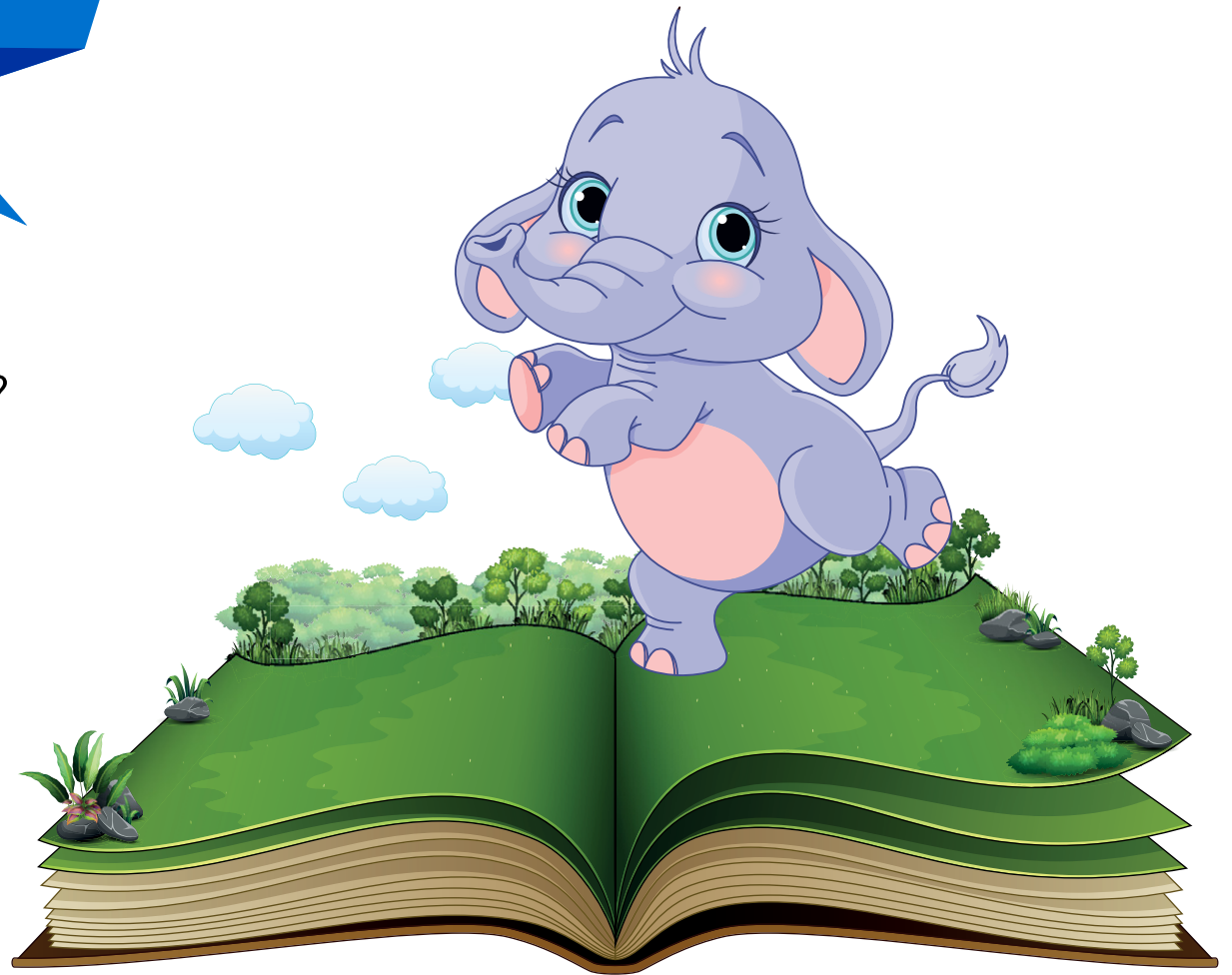


At the end of this lesson you will be able to:

- Identify a goal you want to accomplish.
- Turn your goal into a S.M.A.R.T goal.
- Create a workable plan to guide you in achieving your goal.
- Recall how you will assess your progress.

CAN YOU REMEMBER?

The story of Edmund the Elephant?



THE STORY OF EDMUND



- Edmund wanted to become a world famous artist!
- His friends thought his idea was funny and some were even embarrassed for Edmund.
- Edmund's goal wasn't S.M.A.R.T.
- His auntie Doris helped him make his goal S.M.A.R.T
- Edmund made his goal more specific, measurable, attainable, realistic and timely.
- Even thinking about his goal in this way made Edmund feel like he could achieve it!

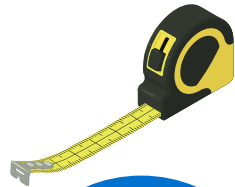


S.M.A.R.T GOAL



SPECIFIC

Specific means that your goal is detailed and exact.



MEASURABLE

Measurable means that you can track your progress and know exactly when your goal is met. It usually involves numbers.



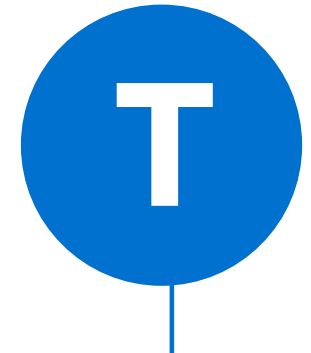
ATTAINABLE

Attainable means that your goal is reasonable and that it is not out of reach for you.



RELEVANT

Relevant means that your goal is worthwhile. It is something important to you.



TIMELY

Timely means your goal will be accomplished within a given timeframe.

OVER TO YOU...



**Think of a goal you
would like to achieve
this year.**

S.M.A.R.T GOAL

Is your GOAL S.M.A.R.T?



Maybe you need to break your goal into more manageable short-term steps.

An effective goal must be reasonably within reach. It should be neither too challenging nor too easy.

For example can you remember when you learned how to cycle a bike? The first step might have been watching someone older than you cycle a bike. The second step might have been learning to cycle a bike with training wheels. A step up from that could have been pedalling the bike while someone held on to help you balance. And finally, you may have practiced cycling on your own.

S.M.A.R.T GOAL

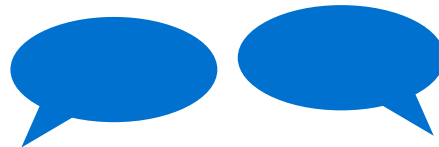
1

Using the S.M.A.R.T Goal worksheet check if your goal is S.M.A.R.T?



2

In pairs please discuss your goal with your partner and why you think your goal is S.M.A.R.T.



3

Once again, if your goal is still not S.M.A.R.T break it down to make it more specific.



DISCUSS THE PURPOSE OF YOUR GOAL

- In order to be truly motivated to reach your goal, you must understand your **“WHY.”**
- Why do you want to achieve this goal?
Why does it matter? What is your purpose?
- For example “I want to learn how to cycle a bike so that I can cycle to school.”
- In pairs discuss **“What you think is the greatest benefit to you achieving this goal?”**



BRAINSTORM POTENTIAL OBSTACLES

- If you don't plan in advance for potential obstacles, an unforeseen challenge or difficulty could derail your motivation.
- Are there any challenges in achieving your goal?
- How can you overcome these challenges?
- Discuss with your partner!



EXAMPLE

- You are now going to put your goals into **ACTION!**
- You will now create your own action plan.



YOUR PLAN

When you are ready to commit to your plan reflect on what is involved in achieving this goal and then sign and date it.

FOLLOW UP

**How often are you
going to reflect on your
goal and review your
progress?**

REVIEW

Can you...

- Identify a goal you want to accomplish.
- Turn your goal into a S.M.A.R.T goal.
- Create a workable plan to guide you in achieving your goal.
- Recall how you will assess your progress.

S.M.A.R.T GOAL SETTING

What is my goal?

Why is my goal important?

THINKING ABOUT MY GOAL



**Goal
Completion Date**

My Support System

Who can I ask for help?

What materials do I have or
can I ask for?

How often will I remind
myself of my plan?

S.M.A.R.T. GOAL SETTING

ACTION PLAN



What are three steps I need to take to achieve my goal?

STEP 1:



First I will,

When will I do it?



STEP 2:



Next,

When will I do it?



STEP 3:



After that,

When will I do it?

S.M.A.R.T. GOAL SETTING



CHALLENGE

What challenge might I encounter?

How can I overcome this challenge

Where can I get help?

Something I already have that can help me



HOW MOTIVATED AM I?

Please tick the answer that applies to you

How challenging is the goal for me?

- a. Not at all
- b. Somewhat
- c. Very

Can I do it?

- a. Yes, definitely
- b. Maybe
- c. Probably not

How much do I want to achieve it?

- a. Not at all
- b. Somewhat
- c. Very

Why?






Who else wants me to achieve this goal and why?

S.M.A.R.T. GOAL SETTING

What is your goal:

Is it S.M.A.R.T?

S.M.A.R.T GOAL CHECKLIST ✓

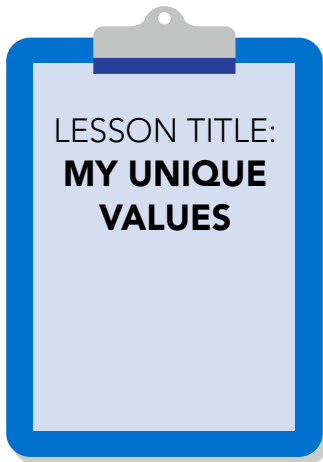
 S	 M	 A	 R	 T
SPECIFIC	MEASURABLE	ATTAINABLE	RELEVANT	TIMELY
Is the goal clearly written, with no ambivalence?	Can you track your progress and know exactly when your goal is met?	Is your goal a reasonable one? Can you get the support you need to achieve this goal by the target date? Do you have all the resources needed to achieve the goal? Are the results expected realistic?	Is your goal worthwhile? Will the goal make a difference/improvement to your life?	Does your goal state a clear and specific completion date?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MY UNIQUE VALUES LESSON PLAN



MY UNIQUE
VALUES
TREE

MY UNIQUE VALUES - LESSON PLAN



AIMS

This lesson will:



- Explore the term 'values.'
- Explore the work of an inspirational person in the student's life and examine their values.
- Examine our own values and consider how we are inspirational people.

OUTCOMES



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

- Explain what is meant by 'Unique Values'.
- Describe some of the values an inspirational person has.
- Evaluate how inspirational people impact on the lives of others.
- Identify their own values.
- Describe how they are role models/ inspirational.

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 UNIQUE VALUES - LESSON PLAN

LINKS TO WHOLE SCHOOL GUIDANCE

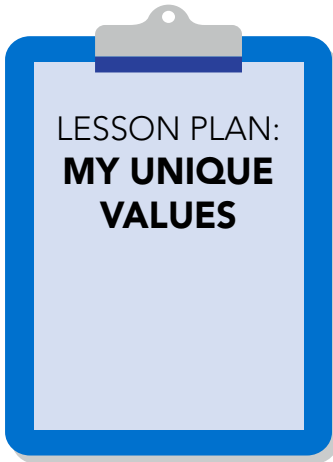


Developing Myself

In this lesson students will

- Develop & maintain self-esteem & a positive self-concept.
- Interact effectively with others.
- Develop & grow throughout life.
- 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.

MY UNIQUE VALUES - LESSON PLAN



MATERIALS NEEDED FOR THIS LESSON

BY TEACHER

- PowerPoint
- Worksheet
- Online Video
- There is reference to 'Identity Word Cloud' from 'My Identity' Lesson. It is suggested that the lesson on 'My Identity' could be taught prior to this lesson.

BY STUDENTS

- Worksheet

AIMS

This lesson will:

- Explore the term 'values.'
- Explore the work of an inspirational person in the student's life and examine their values.
- Examine our own values and consider how we are inspirational people.



OUTCOMES

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

- Explain what is meant by 'Unique Values'.
- Describe some of the values an inspirational person has.
- Evaluate how inspirational people impact on the lives of others.
- Identify their own values.
- Describe how they are role models/ inspirational.



OPENING 'THE HOOK'

Video. Teacher reminds students about what values are.



MY UNIQUE VALUES - LESSON PLAN

BODY OF LESSON

**TEACHER
ACTIVITIES**

**STUDENT
ACTIVITIES**

Teacher defines the term ‘value’ for the students and gives examples of various values.
(Definition: Values are principles or standards of behaviour; one’s judgement of what is important in life, i.e. Dependability. Reliability. Loyalty. Commitment. Open-mindedness. Consistency. Honesty).

Students receive clarity on the term ‘values’.

Teacher asks students to think about someone they know who is a role model/inspirational in their life (such as a family member, an older friend, a coach or a teacher – show PowerPoint slide with list of values). They should tell the person beside them about this person. Teacher can then encourage students to share their person with the class.
Next teacher asks students to discuss with the person beside them (and then the class) how this person’s positive qualities affects them personally.

In pairs, students tell the person beside them about this inspirational person.
They also discuss how this person’s positive qualities affects them personally. They think about how they feel when they are with someone who is trustworthy, or how they react to a person’s positive outlook.
For example:
“Someone who demonstrates patience influences me to be less irritable when things don’t go my way.”

Direct students to Worksheet on “Radiant Role Models”.

Students choose a personal role model to write about and record his or her name in the centre of the sun.
Next, describe the qualities the student appreciates about this role model inside the rays of the sun.
In the tree leaves, describe how his role model makes the student feel.
Upon completion, the student may colour the picture.
While they are doing this, they can think about the symbolism in this picture.
Compare the important effects of sunlight on leaves to a role model’s positive influence on others.

MY UNIQUE VALUES - LESSON PLAN

BODY OF LESSON continued

**TEACHER
ACTIVITIES**

Students then reflect on how they are inspirational people and complete the second part of the worksheet where they write their own names in the centre of the sun.

**STUDENT
ACTIVITIES**

Students repeat the first exercise EXCEPT they themselves are now the sunlight. Students describe their own qualities which have a positive impact on others and write these qualities in the sun's rays.

In the tree leaves, students describe how they make others feel.

Upon completion, the student may colour their picture.

While they are doing this, they can think about the symbolism in this picture.

CONSOLIDATION OF LEARNING



Optional Homework Task: Students may write a letter to their 'Role Model' or the person who is at the centre of the sun on their worksheet. A template is provided for this exercise on the worksheet

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

MY UNIQUE VALUES



MY UNIQUE
VALUES
TREE

AIMS



In this lesson you will:

- Explore the term 'values.'
- Explore the work of an inspirational person in your life and examine their values.
- Examine your own values and consider how you are an inspirational person.

OUTCOMES



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

- Explain what is meant by 'Unique Values'.
- Describe some of the values an inspirational person has.
- Evaluate how inspirational people impact on the lives of others.
- Identify your own values.
- Describe how you are a role model / inspirational.

PEOPLE OF VALUE!

- Think of a person you value.
- Choose a person you know, who has had a positive influence on your life.
- This 'role model' should be an individual in who you can confide in and trust, somebody who you can lean on for support in difficult times.
- What are this person's values?
- Why do you value them?



SOME QUALITIES TO DESCRIBE AN INSPIRATIONAL PERSON



FAIR
Kind
Generous
Honest
Loyal
Thoughtful
Compassionate
RESPONSIBLE
Courageous
Patient
Grateful
Positive
Dependable
Energetic
Cautious
HUMEROUS
Sensitive
TRUSTWORTHY

RADIANT SUNSHINE



Radiant sunlight helps a tree to grow.

In the same way, other people help US to grow.

Drawing a comparison, you could say, that 'sunlight' coming from other people helps us to grow. In this way, others can be 'Radiant Rolemodels' for us.

Thinking about this further, its important to remember that WE can have an impact on the lives of other people: we can help others to grow too! We can be 'Radiant Rolemodels' for others.



RADIANT SUNSHINE/ RADIANT ROLE MODELS

Let's think about this carefully by filling in our worksheet: the leaves and the sunshine



THE LEAVES AND SUNSHINE

- Please open the worksheet “Radiant Role Models”.
- Who is your role model?
Write this person’s name in the centre of the sun.
- Next, describe the qualities you appreciate about this role model inside the rays of the sun.
- In the tree leaves below, describe how his role model makes you feel.
- Upon completion, you may colour your picture.
- While you are doing this think about the symbolism in this picture.
- Compare the important effects of sunlight on leaves to a role model’s positive influence on others.



**YOU ARE ALSO
INSPIRATIONAL AND
HAVE GREAT QUALITIES**



- On the second page of this worksheet, complete the exercise with yourself in mind.
- Write your own name in the centre of the sun.
- Next, describe the qualities you appreciate about YOURSELF inside the rays of the sun (maybe your 'identity cloud' can help you with this task).
- In the tree leaves, write down the names of the people you have a positive impact on.
- Upon completion, you may colour your picture.
- While you are doing this think about the symbolism in this picture.

REVIEW

Can you...

- Explain what a value is.
- Describe some of the qualities/values an inspirational person has.
- Evaluate how inspirational people/ role models impact on the lives of others.
- Identify and describe how we are role models/ inspirational to other people.

MY UNIQUE VALUES - WORKSHEET

RADIANT ROLE MODELS

1.

In the centre of the sun write the name of your role model.

2.

In each of the sun's rays write one quality that you admire about that person.

3.

In the leaves of the tree write how this person makes you feel.

For example: My role model is patient and this helps me to be less frustrated when things don't go my way.



MY UNIQUE VALUES - WORKSHEET

I AM A ROLE MODEL

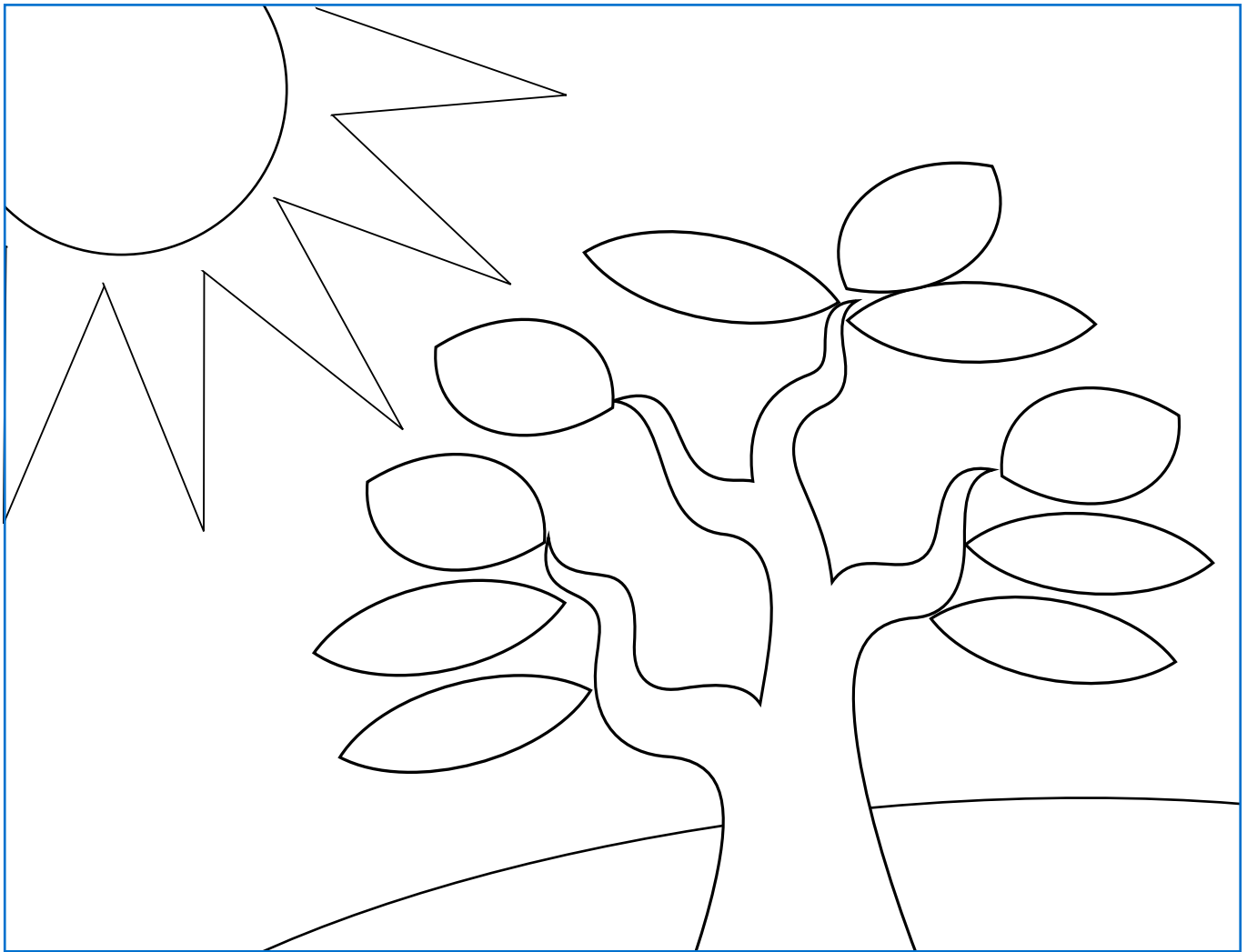
I am also an inspirational person and I can be a good role model for others.

What are my positive qualities?

Write your name in the centre of the sun and a positive characteristic on each of the sun's rays.

Write the names of the people who you impact in the leaves of the tree.

Colour this when you are finished.



A LETTER TO MY ROLE MODEL

Date:

Dear

You are an inspiration to me because:

You make me feel:

Something important I have learned from you:

You are important in my life because:

From

MY VOICE AND HOW I PRESENT MYSELF - WORKSHEET




**MY TOP TIPS FOR
GIVING A PRESENTATION**

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

MY VOICE AND HOW I PRESENT MYSELF LESSON PLAN




MY VOICE AND HOW I PRESENT MYSELF - LESSON PLAN



LESSON TITLE:
**MY VOICE
AND HOW
I PRESENT
MYSELF**


AIMS

This lesson will:



- Help students feel more relaxed and confident when speaking in front of people.
- Prepare students for giving a presentation.


OUTCOMES



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


- Feel more confident about giving a presentation to an audience.
- Identify how they can engage with their audience while speaking.
- Identify tips for giving a presentation

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

- Bring an idea from conception to realisation.

MY VOICE AND HOW I PRESENT MYSELF - LESSON PLAN

LINKS TO WHOLE SCHOOL GUIDANCE

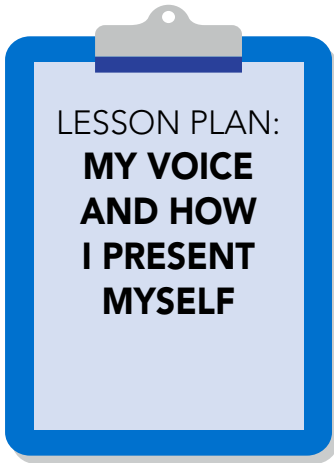


Developing Myself

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 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.


MY VOICE AND HOW I PRESENT MYSELF - LESSON PLAN



MATERIALS NEEDED FOR THIS LESSON

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


AIMS



This lesson will:

- Help students feel more relaxed and confident when speaking in front of people.
- Prepare students for giving a presentation.


OUTCOMES



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

- Feel more confident about giving a presentation to an audience.
- Identify how they can engage with their audience while speaking.
- Identify tips for giving a presentation

OPENING 'THE HOOK'



Teacher asks students to think of a time when they might have to speak to a group of people. Some examples might include:

- Thanking a group of people for coming to your birthday party.
- Taking part in a club/sport in school where you have to address a group of people e.g. being captain of a team.
- Presenting a Class Based Assessment.
- Making new friends.

MY VOICE AND HOW I PRESENT MYSELF - LESSON PLAN

BODY OF LESSON

TEACHER ACTIVITIES

STUDENT ACTIVITIES

<p>Teacher asks students: with the person beside you discuss the following:</p> <ul style="list-style-type: none"> • If you were told you had to give a speech to the class, how would you feel? • Think about: <ol style="list-style-type: none"> 1. Your initial feelings. 2. Your feelings as you walk up to the front of the class. 3. Your feelings just before you start your speech. 4. Your feelings after. 	<p>In pairs, students explore how they would feel if they were asked to give a talk in front of the class.</p>
<p>Teacher takes class feedback and writes the student's feelings/concerns on the board.</p>	<p>Students give feedback to the class.</p>
<p>Teacher tells students that today's lesson will help alleviate some of the worries they may have when speaking to a group/new people.</p>	<p>Students listen to tips.</p>
	<p>After going through the tips students must create a tip Sheet they could pass on to someone else who was worried about speaking to an audience.</p>

CONSOLIDATION OF LEARNING



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

MY VOICE AND HOW I PRESENT MYSELF



AIMS



This lesson will:

- Help you feel more relaxed and confident when speaking in front of people.
- Prepare you for giving a presentation.

OUTCOMES



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

- Feel more confident about giving a presentation to an audience.
- Identify how you can engage with their audience while speaking.
- Identify tips for giving a presentation

Discussion 1:

Can you think of a time when you had to speak in front of a group of people?



Discussion 2:

In pairs... can you answer the following:

If you were told you had to give a speech to the class, how would you feel?

Think about:

- Your initial feelings.
- Your feelings as you walk up to the front of the class.
- Your feelings just before you start your speech.
- Your feelings after.



CLASS FEEDBACK



HELPFUL TIPS

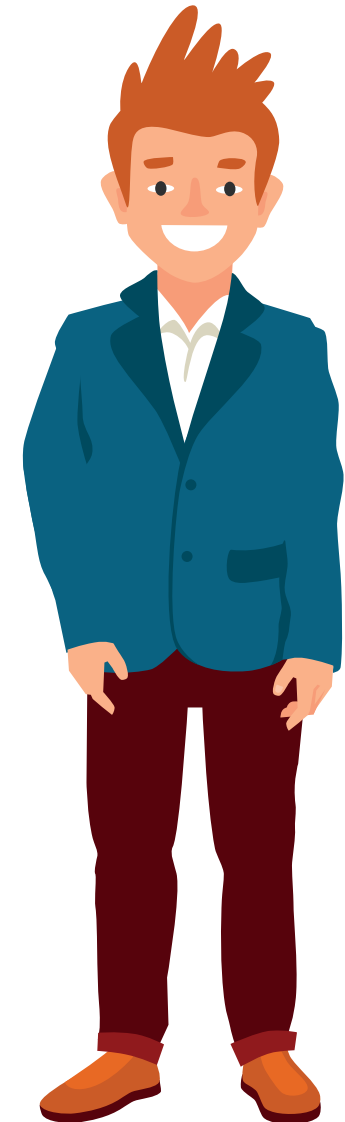


TIP 1: HOW TO STAND

- It's important to stand with the right posture.
- Stand with both of your feet on the ground (keep them still... this will keep you 'grounded').
- Space your feet about shoulder width apart (This should make you feel comfortable and stable).
- Make sure your shoulders are back, not hunched up behind your ears.
- By doing this you are standing tall, you are owning your full height and you are resonating confidence.

Be Careful!

- Don't stand with your feet too close together because this will cause you to sway or rock.

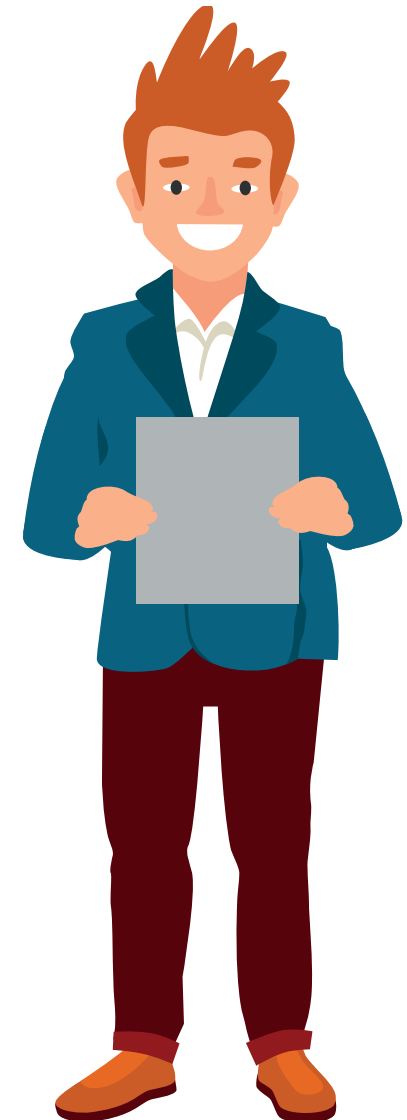


TIP 2: HOW TO HOLD MY NOTES

- Hold your notes at waist level and not in front of your face.

Be Careful!

- If you hold your notes in front of your face your audience won't hear you properly!



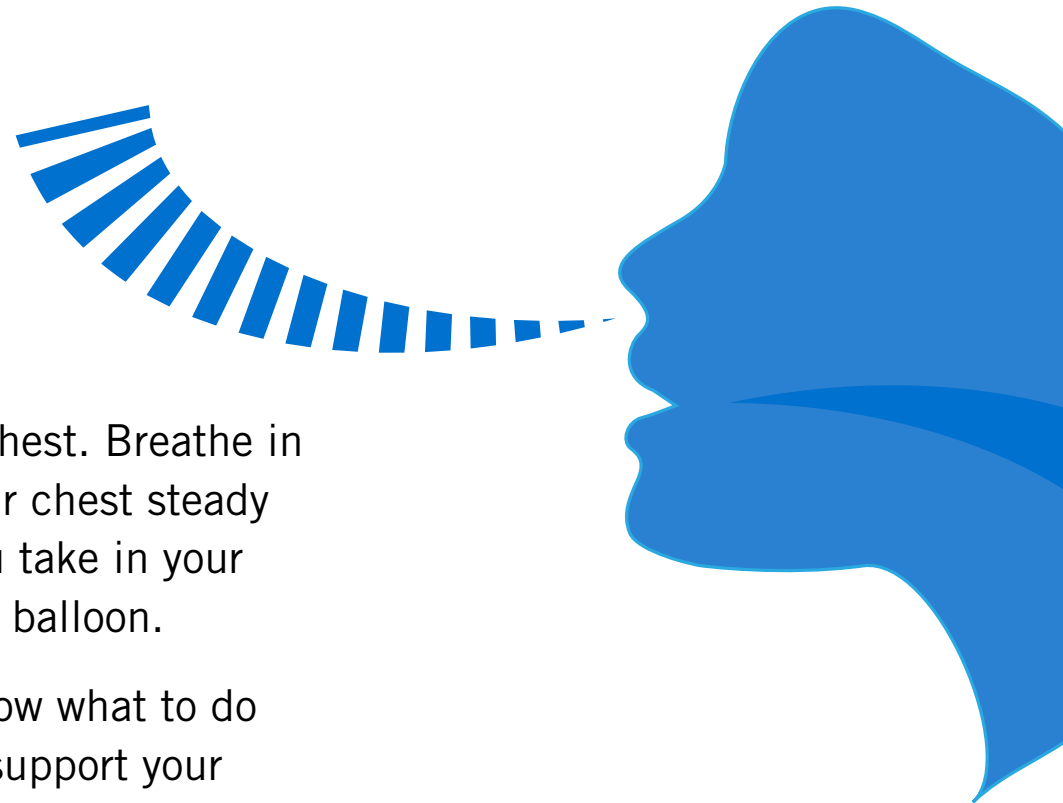
TIP 3: HOW TO RELAX

- If you find presenting difficult, it can be hard to be calm and relaxed about doing it.
- One option is to start by concentrating on your breathing. Slow it down and make sure that you're breathing fully. Make sure that you continue to pause for breath occasionally during your presentation too.
- If you can bring yourself to relax, you will almost certainly present better. If you can actually start to enjoy yourself, your audience will respond to that and engage better. Your presentations will improve a lot and so will your confidence. It's well worth a try.



TIP 4: HOW TO BREATHE

- Breathing correctly is very important!
- Before your talk practice deep breathing!
- Put one hand on your belly and one hand on your chest. Breathe in deeply, noticing which hand moves. Try to keep your chest steady and think about breathing into your stomach as you take in your breath. Then breathe slowly, like letting air out of a balloon.
- Once you take in that full breath, you might not know what to do with it. Instead of holding it in, use that breath to support your words, letting it out steadily while you are speaking.
- For the remainder of the speech breathe slowly in through your nose and out through your mouth.



TIP 5: SMILE

- A warm smile will show your audience that you are comfortable.
- Your smile will make you appear composed.

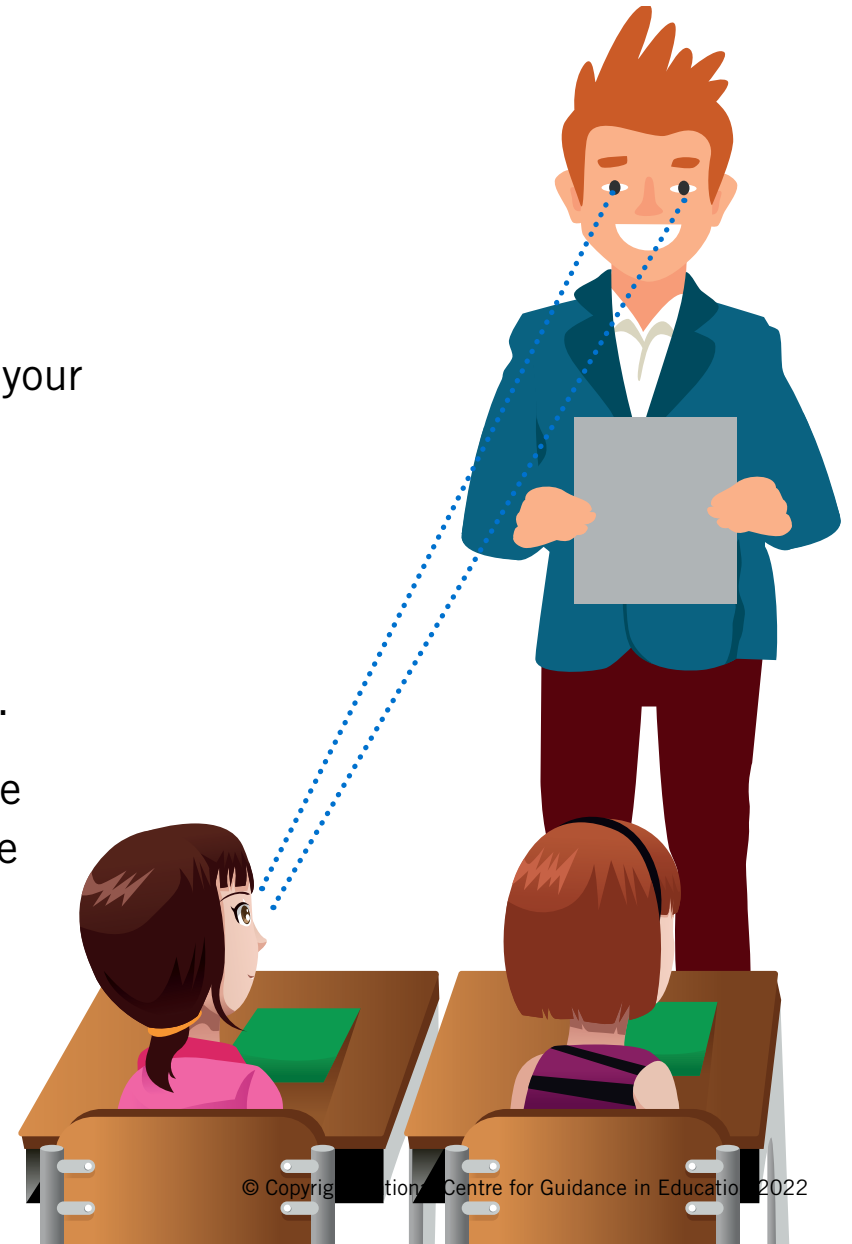
Did you know?

Smiling can help reduce anxiety, blood pressure, and your heart rate, all of which will put you at ease while giving your presentation!



TIP 6: MAKE EYE CONTACT

- If you smile and make eye contact, you are connecting with your audience and it makes you appear more confident.
- The audience will engage with you easier!
- During your presentation look up at your audience.
- Eye contact keeps people interested in what you have to say.
- This small tip helps you to feel less nervous, because you are talking to individuals, not to a great mass of unknown people and makes you look like a pro!
- If you find it very difficult to make eye contact, you don't have to focus on any one person, you can look out to the back of the room.



TIP 7: IF YOU LOSE YOUR TRAIN OF THOUGHT

- Don't worry – know that it happens to all of us. We all feel nervous sometimes, we all stumble over our sentences.
- If you lose your place in your speech or you get nervous take a deep breath and start again!
- Try to avoid using sounds such as 'mmm', 'errr', 'uhhh' etc! And don't use the word 'like' too much!
- Take a moment to have a look at your notes



TIP 8: NUMBER YOUR NOTES

- If you are using flashcards or pages number them!
- Then if a page falls you know where it belongs!
- Use large, clear writing in your notes (highlighting the important points).



TIP 9: SUMMARISE AND RESTATE

- At the end of your speech take a deep breath and summarise the most important points!



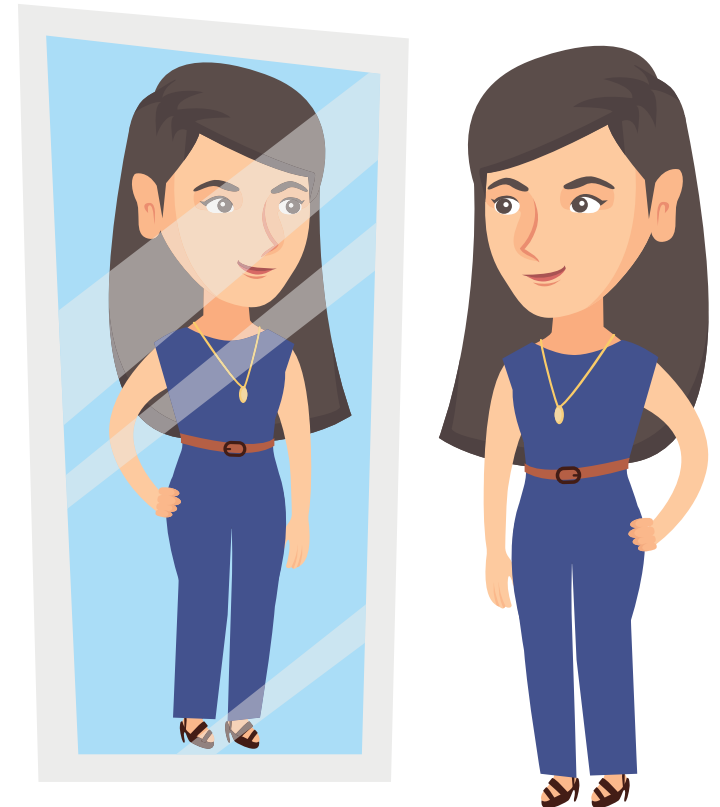
TIP 10: PRACTICE OUT LOUD

- Did you ever hear practice makes perfect! It's true!
- You will become more comfortable with your presentation if you practice it over and over again!
- Try finding a family member that will listen to you practice!



TIP 11: REHEARSE IN FRONT OF A MIRROR

- Stand in front of a mirror and practice giving your presentation.
- Make sure you stick to the time you have.
- Try to imagine that you are at the top of the classroom while speaking. This will allow you to practice your movements, your pace, your hand gestures, and it will remind you to smile during the speech.
- You will become more familiar with the material and the flow of the information. After several practice runs, you will be more comfortable and confident.



TIP 12: PLAN YOUR SPEECH

- Plan your speech ahead of time!
- People are programmed to respond to stories.
- Stories help us to pay attention, and also to remember things.
- If you can use stories in your presentation, your audience is more likely to engage and to remember your points afterwards.
- It is a good idea to start with a story, but there is a wider point too: you need your presentation to act like a story; therefore it must have a beginning, a middle and an end!



TIP 13: USE YOUR IMAGINATION

- If the nerves are getting the better of you try picturing your audience as bunny rabbits! This might make you giggle but will make you relax!



OVER TO YOU

What advice would you give someone if they if they were worried about speaking to an audience?

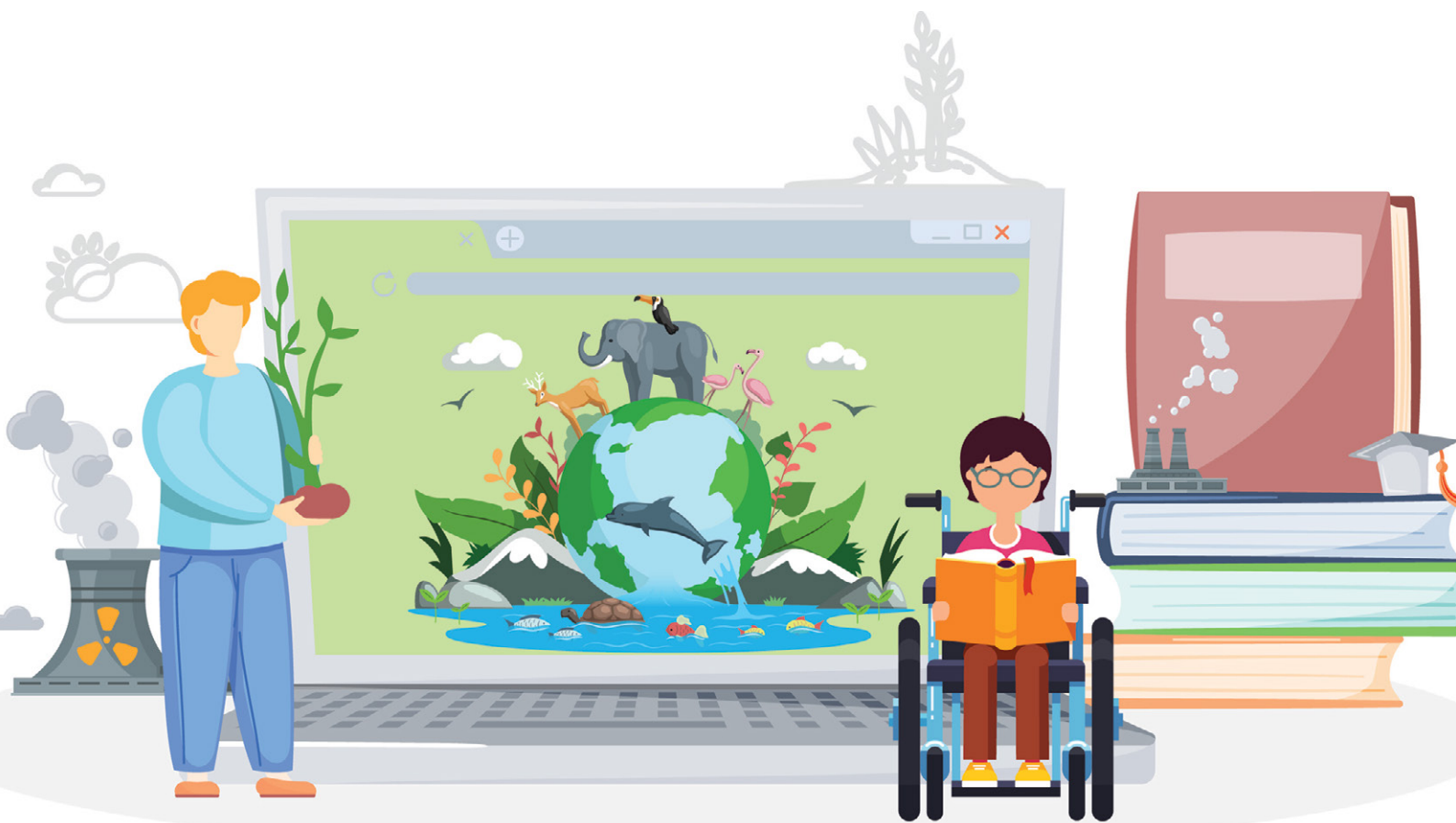
Create a Tip Sheet
for this person!

REVIEW


Can you...

- Identify how you can engage with your audience while speaking.
- Identify tips that can make giving presentations easier.

MY SUSTAINABLE LEARNING LESSON PLAN




MY SUSTAINABLE LEARNING - LESSON PLAN



LESSON TITLE:
MY SUSTAINABLE LEARNING


AIMS

This lesson will:



- Explore what sustainability is.
- Explore what the students school subjects teach them about sustainability.


OUTCOMES



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


- Explain what sustainability is.
- Identify where they can learn more about sustainability in each of their subjects at 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.
- Bring an idea from conception to realisation.

MY SUSTAINABLE LEARNING - LESSON PLAN

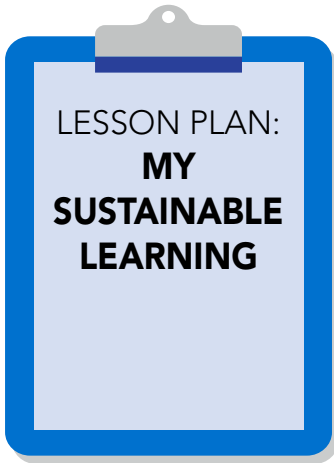
LINKS TO WHOLE SCHOOL GUIDANCE



In this lesson students will

- Explore subjects in junior cycle (in relation to sustainability).
- Recognise the link between subjects, extra-curricular activities & different career paths.
- Develop & maintain self-esteem & a positive self-concept.
- Interact effectively with others.
- Develop & grow throughout life.
- Recognise the link between subjects (&levels), extra-curricular activities & different career paths
- 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.

MY SUSTAINABLE LEARNING - LESSON PLAN




MATERIALS NEEDED FOR THIS LESSON

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

AIMS

This lesson will:


- Explore what sustainability is.
- Explore what your school subjects teach you about sustainability.



OUTCOMES


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

- Explain what sustainability is.
- Identify where you can learn more about sustainability in each of your subjects at school.



LINK TO SUSTAINABLE GOALS

- All Sustainable Goals are referred to in this lesson.



OPENING 'THE HOOK'

Ask students 'What is Sustainability?' Enter into a discussion about what students already know about sustainability: why it's important to be sustainable, the consequences of not being sustainable etc. Ask students where they get their information about sustainability. Then tell the students the aims of the class, which are based around the concept of 'My Sustainable Learning – Learning about Sustainability in My Subjects'.

MY SUSTAINABLE LEARNING - LESSON PLAN

BODY OF LESSON

TEACHER ACTIVITIES

STUDENT ACTIVITIES

<p>Teacher introduces students to the concept of 'Sustainability'. Teacher asks students to share what they already know about sustainability, why it's important to be sustainable, the consequences of not being sustainable etc. Then tell the students the aims of the lesson.</p>	<p>Students respond with suggestions.</p>
<p>Teacher asks students: What is Environmental Sustainability? What is Social Sustainability? What is Economic Sustainability?</p>	<p>Students give verbal feedback on What is Environmental Sustainability? What is Social Sustainability? What is Economic Sustainability?</p>
<p>Teacher explains these three aspects of 'Sustainability' (Environmental, Social and Economic)</p>	
<p>Think, Pair, Share! Teacher asks students which subjects teach us about sustainability? and what do they teach us? *Teacher records feedback on board!</p>	<p>In pairs students discuss which subjects teach us about sustainability and what they teach us. Feedback is given to the teacher!</p>
<p>Teacher goes through how each subject in the Junior Cycle teaches us about sustainability. (*If time allows the teacher can ask the students for feedback regarding how X subject teaches us about sustainability, before giving the information, to allow for student participation).</p>	<p>Students become aware of how each subject in the Junior Cycle teaches something about sustainability.</p>
<p>Over to you! Teacher asks students to pick one of the 'Fun things to Do' from the presentation above and complete it. *Please note students may choose another activity if they wish – the idea is to do something 'creative' to promote sustainability.</p>	<p>Students give verbal feedback on What is Environmental Sustainability? What is Social Sustainability? What is Economic Sustainability?</p>

MY SUSTAINABLE LEARNING - LESSON PLAN

CLOSING LESSON



The teacher reminds the students of the importance sustainability.
Finally, the teacher re-examines the lesson's aims.

MY SUSTAINABLE LEARNING



AIMS



This lesson will:

- Explore what sustainability is.
- Explore what your school subjects teach you about sustainability.

OUTCOMES



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

- Explain what sustainability is.
- Identify where you can learn more about sustainability in each of your subjects at school.

WHAT IS SUSTAINABILITY?



SUSTAINABILITY IS . . .



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.

It is our responsibility to take care of and protect our planet.

We must ensure that future generations of people and animals can live on Earth.

**WHAT ARE THE
BENEFITS OF
SUSTAINABILITY?**



**WHAT ARE THE
CONSEQUENCES
OF NOT LIVING
SUSTAINABLY?**

THERE ARE THREE ASPECTS OF SUSTAINABILITY



WHAT IS ENVIRONMENTAL SUSTAINABILITY?

Protecting and conserving biodiversity and ensuring natural resources are utilised efficiently.



WHAT IS SOCIAL SUSTAINABILITY?

The needs of individuals are identified and their wellbeing is considered.

Issues of social inclusion and eradicating poverty are pursued.



WHAT IS ECONOMIC SUSTAINABILITY?

Economic Sustainability is working within the capacity of the natural environment to ensure strong economic growth, stability and competitiveness.

Economic Sustainability involves identifying various strategies that make it possible to utilize available resources to best advantage.



WHERE CAN I LEARN MORE ABOUT SUSTAINABILITY?



THINK



PAIR



SHARE

**Which school subjects
teach you about
sustainability?**



**All of your subjects
at school can teach
you something about
sustainability.**



TAKE A CLOSER LOOK



**WHAT CAN APPLIED
TECHNOLOGY
TEACH US ABOUT
SUSTAINABILITY?**



APPLIED TECHNOLOGY & SUSTAINABILITY

Applied Technology

In Applied Technology you will explore sources of energy which, when changed or controlled, enable devices to perform tasks safely and efficiently.

You will be encouraged to recognise the need for economic and sustainable use of energy and materials.

TIME FOR SOME FUN

Explore and explain what the three most sustainable machines are in your household.

SUSTAINABLE
DEVELOPMENT
GOALS



WHAT CAN BUSINESS TEACH US ABOUT SUSTAINABILITY?



BUSINESS & SUSTAINABILITY

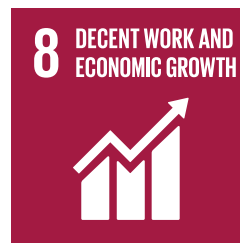
Business

- In Business you will focus on improving your understanding of the business environment and on developing skills for life, work and further study through the three inter-connected strands: Personal Finance, Enterprise and Our Economy.
- In Business you will explore the themes of globalisation, sustainable development and consumerism.
- You will reflect on the interconnectedness of business to the economy, society and environment.
- You will examine how economic growth can impact positively and negatively on society and the environment and justify the promotion of sustainable development

TIME FOR SOME FUN

Debate the ethical and sustainability issues that arise from your consumption of goods and services and evaluate how you can contribute to sustainable development through consumer behaviour.

SUSTAINABLE
DEVELOPMENT
GOALS



WHAT CAN CLASSICS TEACH US ABOUT SUSTAINABILITY?



CLASSICS & SUSTAINABILITY

TIME FOR SOME FUN

Compare how 'sustainable' people lived in ancient Greece and Rome to how sustainable you live today!

Classics

- In Classics you will have the opportunity to engage with the culture, literature, languages, art and material culture of ancient Greece and Rome.



WHAT CAN C.S.P.E. TEACH US ABOUT SUSTAINABILITY?



C.S.P.E & SUSTAINABILITY

C.S.P.E

- Through C.S.P.E you will learn about issues including Global Change and Global Citizenship.
- You will learn how you are connected to and dependent upon eco-systems, people and places, near and far.
- You will explore the concept of sustainable development and discuss sustainability strategies that individuals, communities, businesses, agriculture and governments can employ to address climate change.

TIME FOR SOME FUN

Examine a campaign for change in the area of sustainability and assess reasons why it has been successful or not.

SUSTAINABLE
DEVELOPMENT
GOALS



WHAT CAN ENGLISH TEACH US ABOUT SUSTAINABILITY?



ENGLISH & SUSTAINABILITY

English

- Sustainability raises the question about its relationship to economic, social, and ecological concepts of sustainability.
- In English you will further explore these themes (power, money, relationships, ecology etc.) through the literature you read (including poetry, novels, plays etc.)
- You will encounter diversity through wide reading and you will learn to appreciate the significance of diversity through discussion and reflection.

SUSTAINABLE
DEVELOPMENT
GOALS

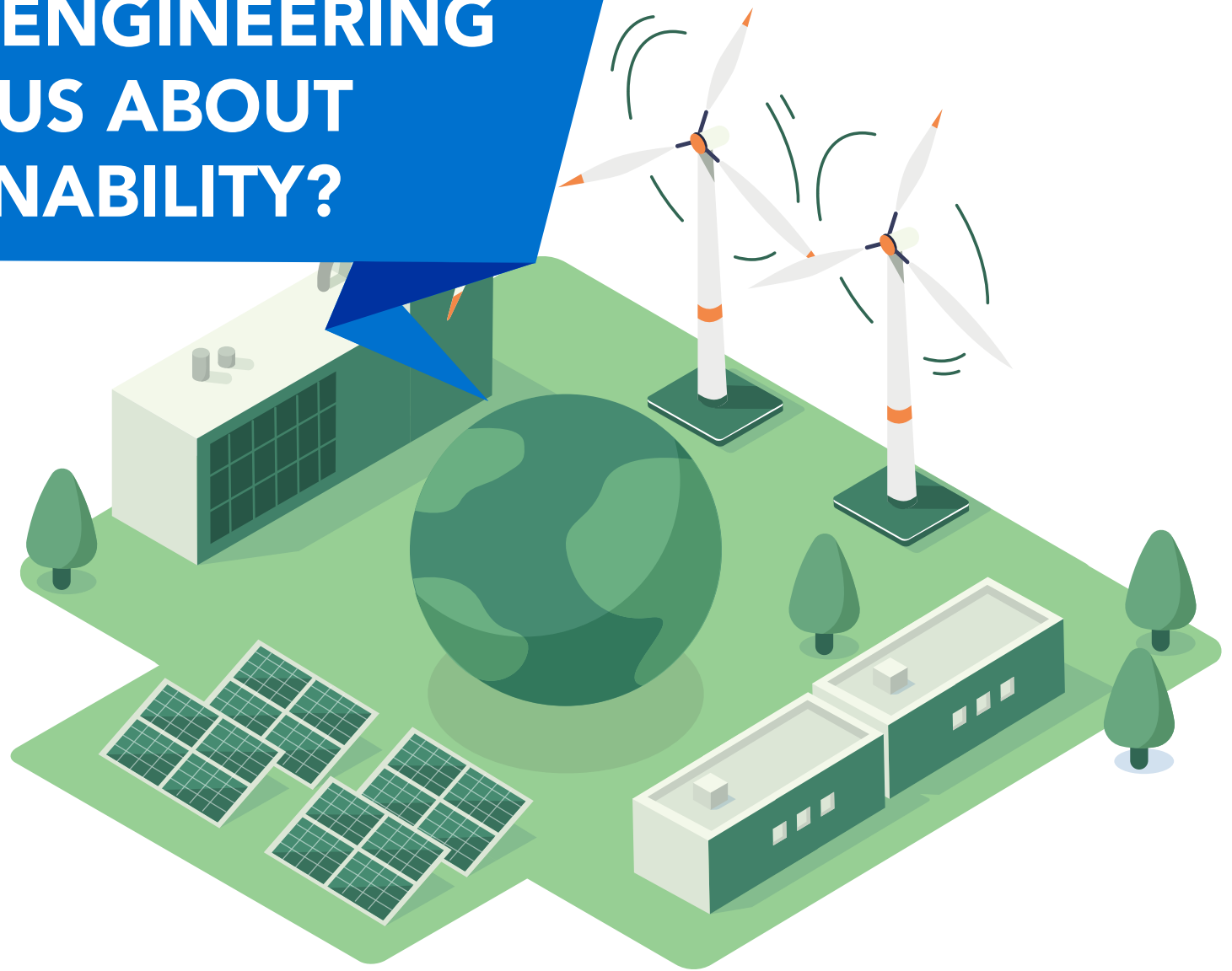


TIME FOR SOME FUN

Write a letter to the teenagers of 2050 to tell them what you did to help shape the more beautiful world we are all living in.



WHAT CAN ENGINEERING TEACH US ABOUT SUSTAINABILITY?



ENGINEERING & SUSTAINABILITY

Engineering

- Engineering offers you a lens through which you can view the role and impact of engineering within your classroom, community and the world.
- Through the study of engineering, you will have the opportunity to behave as engineers, and develop an engineering mindset.
- Through engineering you will use digital media tools to research, create and present engineering solutions that can impact positively on the environment and sustainability and contribute to a better future.

TIME FOR SOME FUN

Using the internet research a sustainable building and explore what makes this building sustainable.

- You will learn how high-tech manufacturing is performed and why it is becoming one of the fastest-growing career areas.
- You will develop an appreciation of how control systems operate on a much larger scale and consider how the design of control systems can impact positively on the environment and sustainability.

SUSTAINABLE
DEVELOPMENT
GOALS



GEOGRAPHY & SUSTAINABILITY

TIME FOR SOME FUN

Examine the causes and implications of climate change. Create a poster illustrating the effects of climate change!

Geography

- In Geography you will learn about the Earth's landscapes, peoples, places, and environments.
- This will help you to explore and understand the world around you.
- You will be able to study the physical landscape around you, observe climatic events with an informed eye and discuss world events in a knowledgeable manner.
- You will explore topics related to globalisation, development, population and interdependence.
- You will explore the balance between economic, environmental and social systems necessary for meeting the needs of the present without compromising the needs of the future.
- You will learn about how your decisions and actions impact on local and global sustainability.

SUSTAINABLE DEVELOPMENT GOALS



WHAT CAN GUIDANCE TEACH US ABOUT SUSTAINABILITY?



GUIDANCE & SUSTAINABILITY

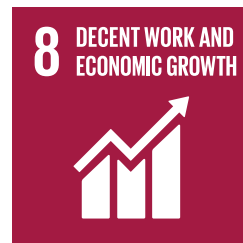


In Guidance you will learn about:

- Developing Yourself (your connection with nature).
- Developing your Learning (Where to find out more about sustainability).
- Developing your Career Path (Sustainable Careers).

TIME FOR SOME FUN

Choose a career or job within the sustainability industry that you feel is interesting or that you may potentially be interested in in the future, and create a fictional C.V that a qualified candidate would submit with an accompanying cover letter.



WHAT CAN GRAPHICS TEACH US ABOUT SUSTAINABILITY?



GRAPHICS & SUSTAINABILITY

Graphics

- Graphics is recognised as the underpinning language of the technology disciplines and is transferable across a wide range of subjects such as mathematics, science and art.
- You will use a variety of media to communicate your ideas and designs through this unique language.
- Throughout the course, you will explore the geometric world to gain an appreciation of the importance of graphics in the world around you.
- You will develop cognitive and practical skills such as graphical communication, spatial visualisation, creative problem-solving, design capabilities and modelling, both physically and through the use of computer-aided design.

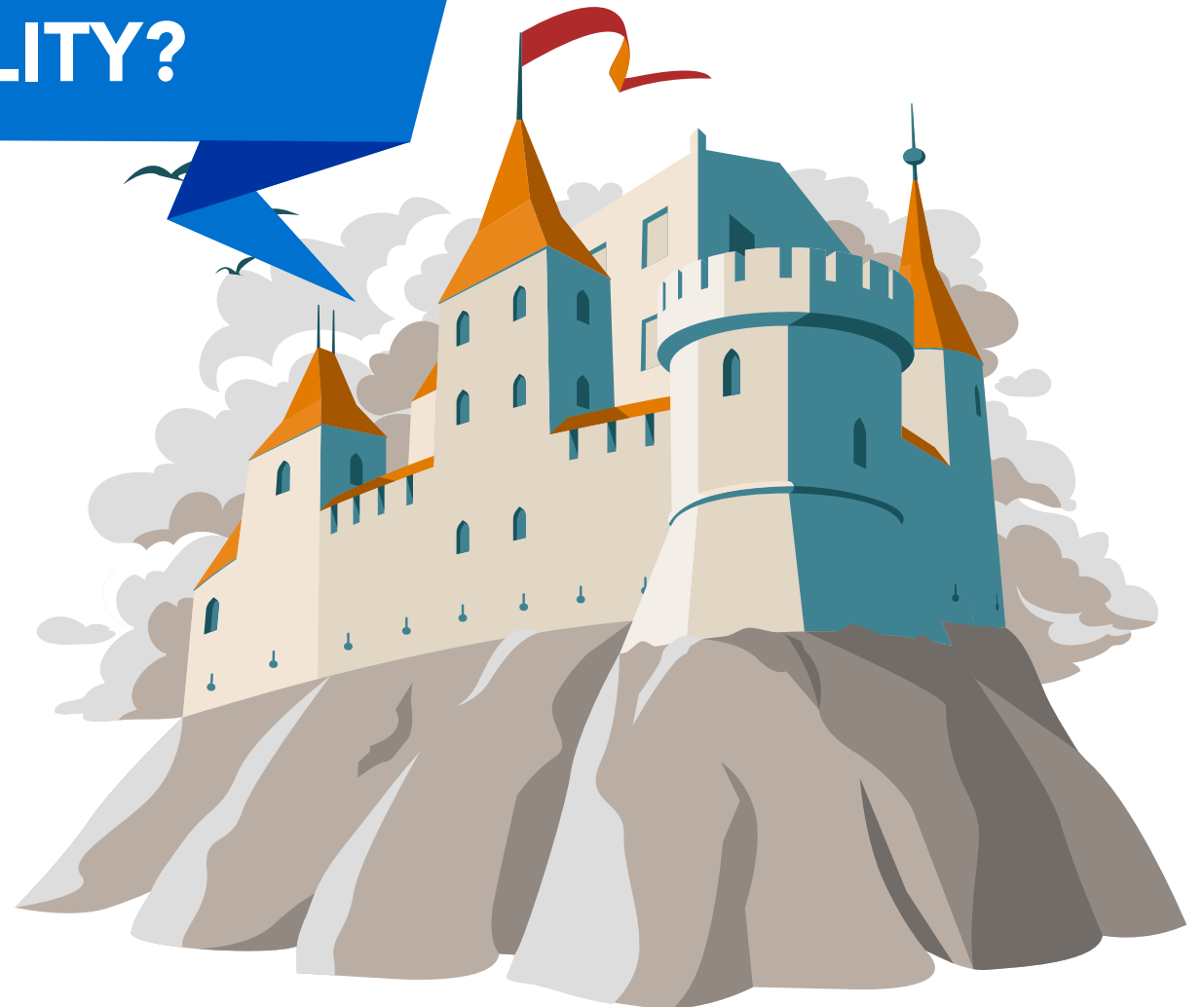
SUSTAINABLE
DEVELOPMENT
GOALS



TIME FOR SOME FUN

Design a 'sustainable' kitchen and explain what you have included i.e. sustainable materials, energy saving appliances etc.

WHAT CAN HISTORY TEACH US ABOUT SUSTAINABILITY?



HISTORY & SUSTAINABILITY

History

- History is about exploring human experience over time and how that experience has shaped the world we live in today.
- Through studying history you can make rational, informed judgements about human actions in the past and examine why people were motivated to act as they did and the effects of these actions.
- Studying history develops our historical consciousness, enabling us to orient ourselves in time and to place our experiences in a broader framework of human experience.

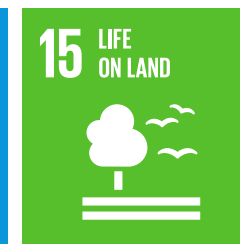
TIME FOR SOME FUN

'A Look into the Past'

Interview an older member of your family or community and compare the way he/she lived to how you live today (i.e. travel, work, climate, food, waste management etc.)!

- Being historically conscious transforms the way that we perceive the world and our place in it, and informs how we see the future development of the world.
- Having a 'big picture' of the past helps to develop our historical consciousness.

SUSTAINABLE
DEVELOPMENT
GOALS



WHAT CAN HOME ECONOMICS TEACH US ABOUT SUSTAINABILITY?



HOME ECONOMICS & SUSTAINABILITY

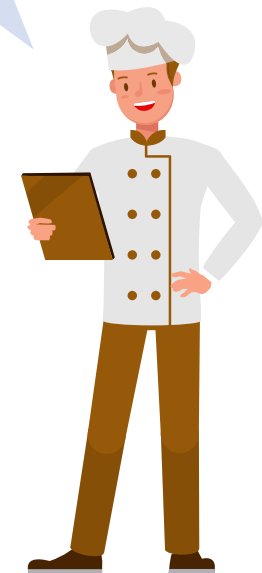
Home Economics

- The central focus of Home Economics is achieving optimal, healthy and sustainable living for individuals, families and society.
- Individuals and families in every society are continually faced with new and emergent issues that can impact on their wellbeing.
- Such issues include concerns relating to food, nutrition, diet and health; family and social concerns; consumer issues; sustainability in the home; responsible family resource management; and textiles and clothing.



TIME FOR SOME FUN

Cook a meat free dinner for everyone at home!
Start planning your recipe now!



IRISH & SUSTAINABILITY

TIME FOR SOME FUN

Let's make Ireland more Sustainable!

Create a poster illustrating how you could develop one of the sustainable goals at home or in your community.

Irish

- In Irish, you will deepen your understanding of the Irish culture and people.
- You will learn Irish words relating to sustainability!



WHAT CAN MODERN LANGUAGES TEACH US ABOUT SUSTAINABILITY?



MODERN LANGUAGES & SUSTAINABILITY

Modern Languages

- In Modern Languages you will learn about communicative competence, language awareness, socio-cultural knowledge and intercultural awareness.

TIME FOR SOME FUN

Travel Plan

Using the internet, plan a ten day trip to your chosen country. Integrate as many sustainable tourism activities as possible.

SUSTAINABLE
DEVELOPMENT
GOALS



WHAT CAN MATHS TEACH US ABOUT SUSTAINABILITY?



MATHS & SUSTAINABILITY

TIME FOR SOME FUN

Maths

- While the usefulness of mathematics for problem solving is well known, mathematics also has a fundamental role in both enabling and sustaining cultural, social, economic and technological advances and empowering individuals to become critical citizens.
- The role that mathematics plays is essential to sustainability.
- We must factor mathematics into any approach in addressing: climate change, protecting biodiversity, tackling pollution, controlling epidemics, ocean sustainability, averting natural disasters (volcanoes, earthquakes, tsunamis), and manmade disasters (fires) are all subject to equations.
- In short, the sustainability of planet Earth is highly dependant maths.

In Maths you can learn how to calculate your carbon footprint.

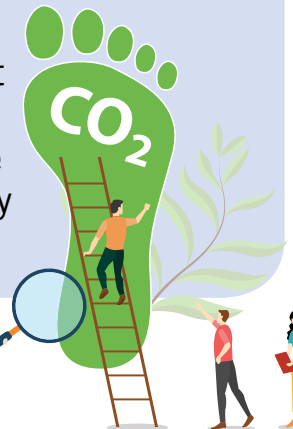
You can use a carbon footprint calculator to work out approximately how much carbon your lifestyle emits in a year.

Some calculators also give you specific suggestions of small lifestyle changes you could make in order to reduce your carbon footprint.

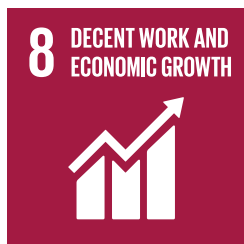
Your class could record, collate and compare the numerical data that they generate.

You could also plot individual, small group or class data in a graph or table.

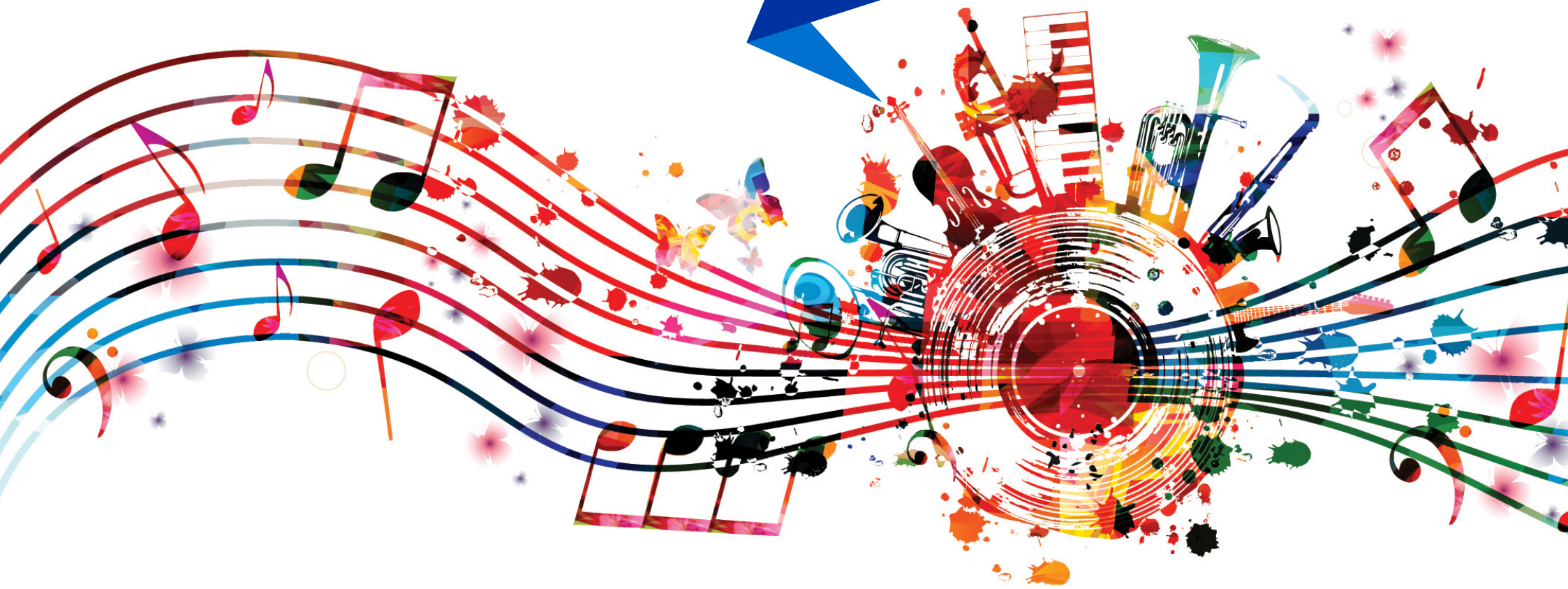
Establish what the average carbon footprint is for your entire class and set a goal to reduce it to a certain amount by the end of the term.



SUSTAINABLE
DEVELOPMENT
GOALS



WHAT CAN MUSIC TEACH US ABOUT SUSTAINABILITY?



MUSIC & SUSTAINABILITY

Music

- Music is a source of understanding history, reflecting the social and cultural context and the era of its creation.
- Music can portray the cultural identity of a country, the mood of the people or the thoughts of the individuals who live there.
- Music education brings you to an awareness and appreciation of your own unique cultural environment and ethos.
- In engaging with the rich background of our native musical traditions as well as other musical genres, music education contributes to your knowledge and understanding of yourself, others, cultures and traditions.

SUSTAINABLE
DEVELOPMENT
GOALS



TIME FOR SOME FUN

Create a musical statement (such as a rap or an advertising jingle) about a sustainable issue and share with others the statement's purpose and development.



WHAT CAN P.E TEACH US ABOUT SUSTAINABILITY?



P.E & SUSTAINABILITY

Physical Education

- In P.E. you will learn to appreciate the importance of regular health-enhancing physical activity and to make informed choices about how to include physical activity as part of a healthy lifestyle.

TIME FOR SOME FUN

Arrange to go for a walk outside with one of your friends or family members this week!

REMEMBER
Refill not Landfill!



SUSTAINABLE
DEVELOPMENT
GOALS



**WHAT CAN R.E.
TEACH US ABOUT
SUSTAINABILITY?**



R.E & SUSTAINABILITY

Religious Education

- Religious Education promotes the holistic development of the person.
- Religious Education provides a particular space for you to encounter and engage with the deepest and most fundamental questions relating to life, meaning and relationships.
- In Religious Education you will reflect, question, critique, interpret, imagine and find insight into your own life and the lives of others.

TIME FOR SOME FUN

Create an information leaflet about what we can do to protect our beautiful world!

- You will engage with life's big questions; and reflect on moral values for life.
- Your values and what it means to be an active citizen, with rights and responsibilities in local and wider contexts will also be explored.
- You will also learn about issues of concern to you and the wider world and you will be asked to consider how your response in local and wider contexts can contribute to creating a more just and sustainable world.

SUSTAINABLE
DEVELOPMENT
GOALS



WHAT CAN SCIENCE TEACH US ABOUT SUSTAINABILITY?



SCIENCE & SUSTAINABILITY

Science

- In Science you will gain more knowledge and motivation on how to live sustainably.
- You will learn about the importance of food and diet in making healthy lifestyle choices.
- You will develop an understanding of the concept of energy and how it is transformed from one form to another without loss.
- You will explore how earth processes and human factors influence the Earth's climate, evaluate effects of climate change and initiatives that attempt to address those effects

TIME FOR SOME FUN

Identify one animal behaviour and one plant behaviour that you feel is sustainable and explain why you feel that way.

- You will examine some of the current hazards and benefits of space exploration and discuss the future role and implications of space exploration in society.
- You will evaluate how humans contribute to sustainability through the extraction, use, disposal, and recycling of materials.
- You will evaluate how humans can successfully conserve ecological biodiversity and contribute to global food production; appreciate the benefits that people obtain from ecosystems.

SUSTAINABLE
DEVELOPMENT
GOALS



WHAT CAN S.P.H.E TEACH US ABOUT SUSTAINABILITY?



S.P.H.E & SUSTAINABILITY

Social, Personal and Health Education

- In S.P.H.E you will develop a positive sense of yourself and your physical, social and emotional health and wellbeing.
- You will have opportunities to revisit different themes which focus on developing self-awareness and respect for yourself and others, and the skills of self-management, communication, coping, decision-making.

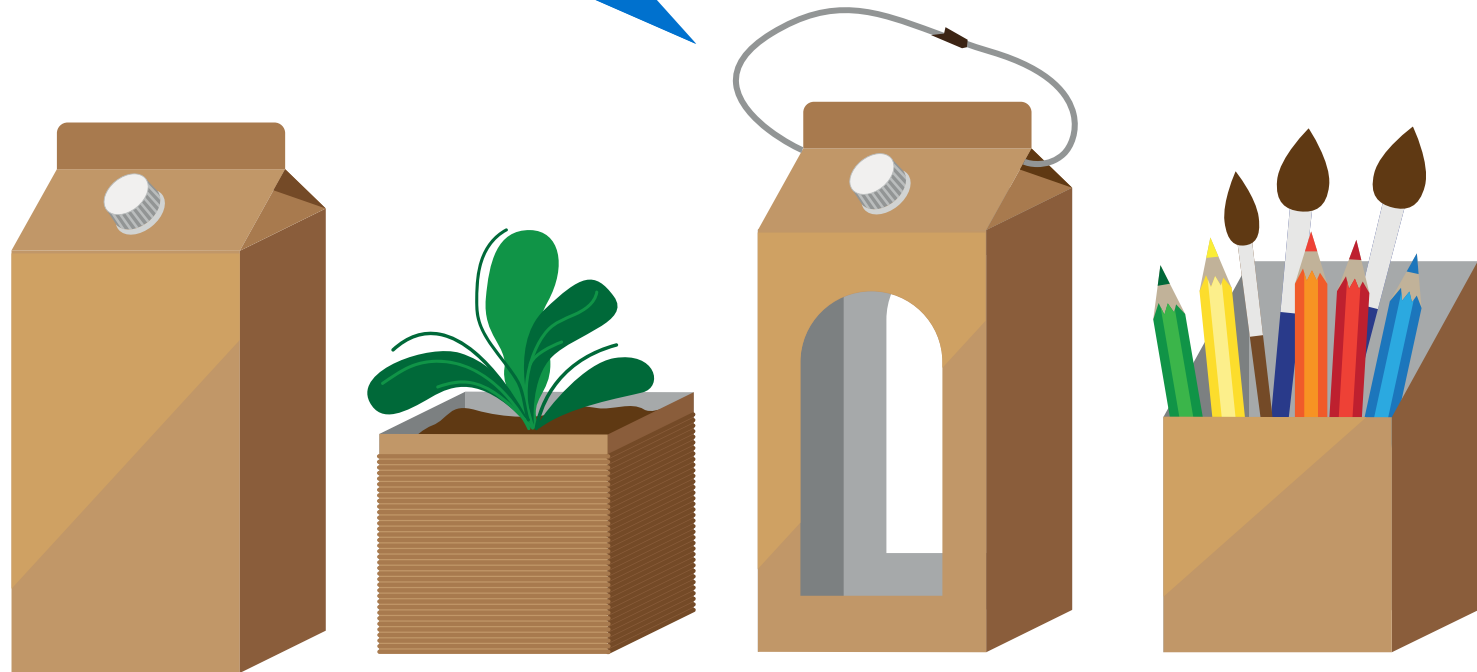
TIME FOR SOME FUN

Write 2-5 sentences for each of the following that describe what you feel a sustainable approach to it would be: physical health, social health and emotional health.

SUSTAINABLE
DEVELOPMENT
GOALS



WHAT CAN VISUAL ART TEACH US ABOUT SUSTAINABILITY?



VISUAL ART & SUSTAINABILITY

Visual Art

- Visual Art aims to provide you with a set of personal attitudes and qualities as well as skills and processes and a sense of the aesthetic.
- Through practical engagement in the areas of art, craft and design you will develop self confidence, inquisitiveness, imagination, and creativity.
- You will also develop authentic, real world problem-solving capacities and the capacity to work over time, as an individual and in groups, on the design and execution of artistic and aesthetic tasks.
- You will learn to understand the importance of the relationship between past and current events and the forces that drive change.

TIME FOR SOME FUN

Recycle or upcycle something from home and make it into something useful!



SUSTAINABLE
DEVELOPMENT
GOALS



WHAT CAN WOOD TECHNOLOGY TEACH US ABOUT SUSTAINABILITY?



WOOD TECHNOLOGY & SUSTAINABILITY

TIME FOR SOME FUN

Go outside and do some bark or leaf rubbings!

Wood Technology

- Wood Technology is a subject that will allow you to explore and learn about a key natural resource that nature has provided.
- Trees and wooden material have a unique relationship with nature and humankind.
- The sustainable use and management of this natural resource is important as the world faces the challenges of the 21st century.
- From habitats to construction or recreation to oxygen creation this resource can play a significant role in wellbeing of our planet.
- To this end it is important that citizens be given the opportunity to become knowledgeable about this resource, exploring its heritage and potential as a material for the future.
- In Wood Technology you will explore the natural and physical properties and characteristics of wood.
- You will learn how to use the natural aesthetics and properties of wood to enhance the appearance and function of artefacts.
- You will explore the role of forestation and wood in terms of local/global ecology and sustainability and recognise the importance of considering the impact on the natural environment when sourcing materials.
- You will learn about the environmental benefits and impacts of using wood as a natural and renewable resource, and to use sustainable practice throughout your learning.
- You will explore the role of forestation and wood in terms of global and local ecology and sustainability.
- You will investigate the environmental impacts of using wood as a natural and renewable resource

**SUSTAINABLE
DEVELOPMENT
GOALS**



OVER TO YOU . . .

- Pick one of the 'Fun things to Do' from the presentation above and complete it.

**Please note you may choose another activity if you wish – the idea is to do something 'creative' to promote sustainability.*



REVIEW

Can you...

- Explain what sustainability is.
- Identify where you can learn more about sustainability in each of your subjects at school.

APPENDIX I

TITLE OF UNIT: EXPLORING WHO I AM AND MY PERSONAL GOALS



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

Second year can be a challenging year for students. They have completed their first year in post-primary school and for some students, second year is a time when they are at risk of becoming unfocused/distracted. This unit of learning addresses this risk by helping students stay positive and focused on their learning by enabling them to explore their personal goals, hopes and dreams.



AIM OF THE UNIT

This unit aims to facilitate self-reflection, goal setting and discussion on how individuals can identify and achieve their personal goals.



LEARNING OUTCOMES

Students will be able to:

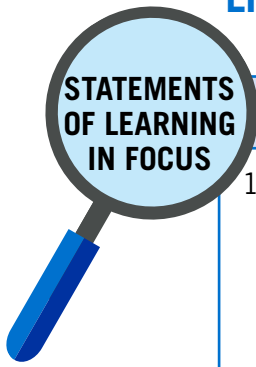
- Examine ‘who they are’, their identity, their values and their mindset to gain a greater understanding of themselves.
- Identify some of their personal goals and explore how to achieve them.
- Appreciate the importance of post-primary school for their training/employment in the future.
- Present themselves / their work in a confident and conscious manner.



SAMPLE STUDENT LEARNING EXPERIENCES

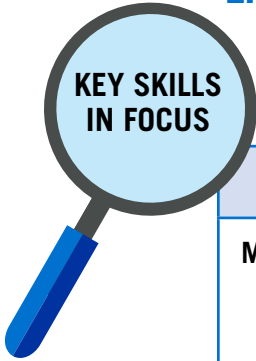
- Write a letter to their future selves. Students will write a letter to themselves which they will open in 6th year. They will note their goals and hopes for their time in post-primary school.
- Students will complete a detailed plan on setting and achieving their personal goals.
- Personal reflection and guided discussion about giving a presentation: students make a list of their ‘top tips’ for presenting.

LINKS TO JUNIOR CYCLE



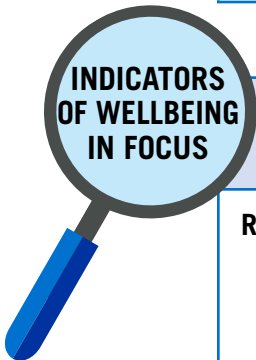
Statements of Learning	Example of related learning in the Unit
1. The student communicates effectively using a variety of means in a range of contexts	The students will gain practical information on how to communicate with others. For example, one lesson focuses on the student’s presentation skills and gives them an opportunity to reflect on how they communicate and present themselves in a number of different contexts.
6. The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives	The students will reflect on their unique values and will understand that their values may be different to those around them. They will understand that they can make a positive impact on the lives of others.
11. Takes action to safeguard and promote her/his wellbeing and that of others	The students will learn about having a ‘growth mindset’ and the positive impact that can have on their learning 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
Managing myself	Students will learn about their unique values and will begin to examine who they are as individuals (their unique identity). Students will apply this learning to their short term choices (such as goal setting) and longer term choices (understanding the pathways that are available after post-primary school).
Staying well	Students will learn to approach challenges (such as a presentation in front of others) one step at a time. By breaking a challenge into small, focused steps, students will learn they can grow to meet the challenge ahead.
Working with others	Through active and cooperative learning activities the students will get to know each other - thus building relationships and a sense of connection with each other and their school.



Wellbeing Indicator	Descriptor	Example of related learning in the Unit
Responsible	Do I take action to protect and promote my wellbeing and that of others?	Through the lesson on 'My Identity,' students explore who they are and embrace their own unique identity. This action helps them protect and promote their wellbeing. Students will know that not everybody's identity is the same and will respect the identity of others.
Connected	Do I appreciate that my actions and interactions impact on my own wellbeing and that of others in local and global contexts?	In the lesson 'My Unique Values,' students focus on the positive impact others can have on their wellbeing. In addition, students reflect on how they are connected to people around them and the impact they have on them.
Aware	Am I aware of my thoughts, feelings and behaviours and can I make sense of them?	The 'My Mindset' lesson explores how a student thinks, feels and reacts to situations. The become aware of how a 'growth mindset' can benefit them as they encounter life's challenges.



ASSESSMENT

Summative: Students create an action plan for S.M.A.R.T. goal setting. This action plan outlines all aspects involved in identifying and achieving goals. Students will create a personal goal for themselves. They will create an action plan which will guide them as they carry out their goal. A reflective worksheet supports all aspects of planning for the individualised goal. Students will note a date by which their goal will be met thus outlining their own individual criteria for success.



USEFUL RESOURCES AND WEBLINKS

The NCGE in partnership with [careersportal.ie](https://www.careersportal.ie) 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