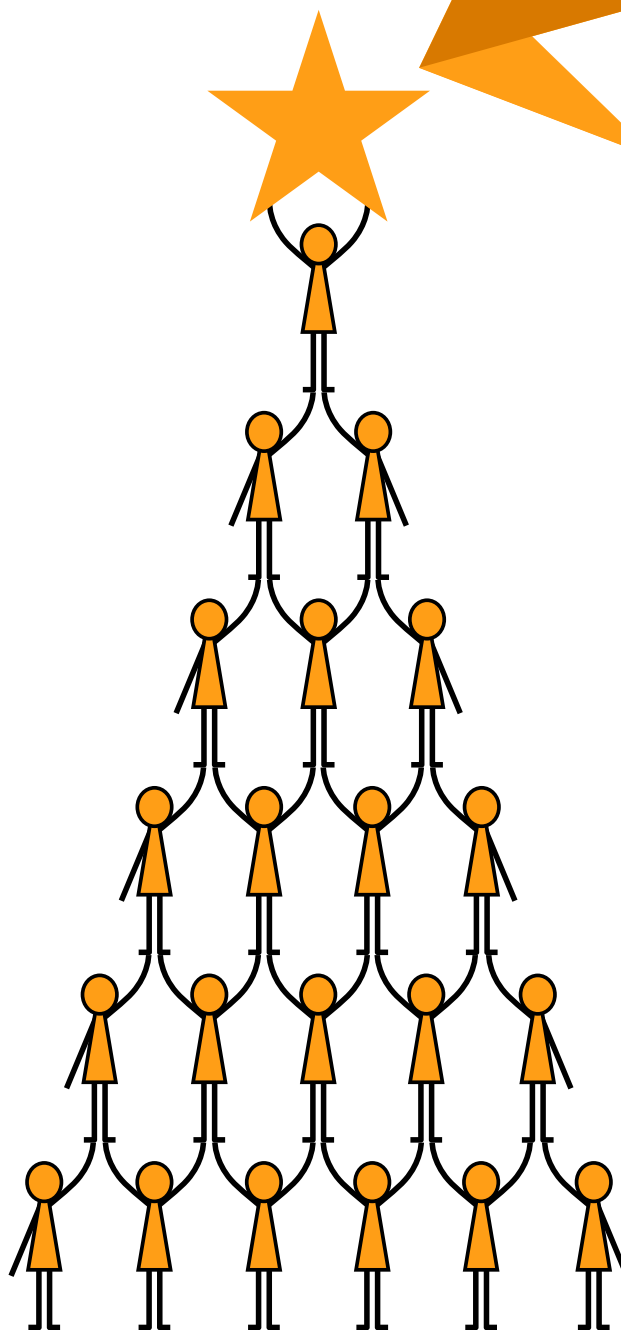


MY SCHOOL SUPPORTS (PART 1) LESSON PLAN



MY SCHOOL SUPPORTS (PART 1)
- AN OVERVIEW

LESSON TITLE:

**MY
SCHOOL
SUPPORTS
(PART 1)**

AIMS

This lesson will:



- Explore worries students may have starting post-primary School.
- Explore supports that are available in school.
- Describe resources which can be used during times of change and transition.
- Participate in an activity that will enhance student's emotional and social development.
- Identify people students can ask for help from when required.
- Examine how students can respond to change and transition.
- Introduce students to effective strategies for coping with change and transition.

OUTCOMES



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

- Select a worry they have at the moment.
- Identify supports that are available to the students in school.
- Identify 'key' members of the school community who can help students in school.
- Describe how each support can help students in school.
- Identify a person the student can contact to help them to alleviate their worry.

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).

MY SCHOOL SUPPORTS (PART 1)
- AN OVERVIEW

**LINKS TO JUNIOR
CYCLE STATEMENTS
OF LEARNING**



- Takes action to safeguard and promote his/her wellbeing and that of others.
- Values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.
- Appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which he/she lives.

**LINKS TO WHOLE SCHOOL
GUIDANCE**

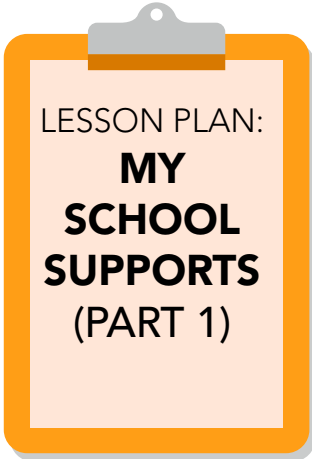


Developing Myself

In this lesson students will

- Identify and explore feelings and emotions and how they influence behaviour.
- Attend to their own wellbeing.
- Join networks to enhance their own personal, educational and career opportunities.
- Demonstrate social/ other networking skills.
- Identify transition points to be made in school.
- Describe personal strengths and resources which can be used during times of change and transition.
- Participate in activities and tasks to enhance emotional and social development.
- Ask for help when required.
- Examine how they respond to change and transition.
- Adopt effective strategies for coping with change and transition.

**MY SCHOOL SUPPORTS (PART 1)
- LESSON PLAN**



MATERIALS NEEDED FOR THIS LESSON

BY TEACHER

- PowerPoint
- Worksheets (attached)
- Paper for students to write their worry on

BY STUDENTS

- Worksheets (on-line or hard copy)

AIMS

This lesson will:

- Explore worries students may have starting post-primary School.
- Explore supports that are available in school.
- Describe resources which can be used during times of change and transition.
- Participate in an activity that will enhance student's emotional and social development.
- Identify people students can ask for help from when required.
- Examine how students can respond to change and transition.
- Introduce students to effective strategies for coping with change and transition.



OUTCOMES

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

- Select a worry they have at the moment.
- Identify supports that are available to the students in school.
- Identify 'key' members of the school community who can help students in school.
- Describe how each support can help students in school.
- Identify a person the student can contact to help them to alleviate their worry.



OPENING 'THE HOOK'

Tell the students you are going to tell them the Story of Peter, a young man who, like them, has just started post-primary School.



**MY SCHOOL SUPPORTS (PART 1)
- LESSON PLAN**



BODY OF LESSON


**TEACHER
ACTIVITIES**

**STUDENT
ACTIVITIES**

<p>The teacher outlines the aims and objectives of the class.</p>	
<p>The lesson opens with the teacher reading “The Story of Peter.” In this story Peter is after starting post-primary School and he has many worries about his new school.</p>	<p>Students listen to The Story of Peter – a boy who has started post-primary School and is worried about this transition.</p>
<p>After the story the teacher asks the students to reflect on the Story of Peter. How do they feel after hearing the story? Do they think other students feel like this starting a new school? Teacher takes feedback from students.</p>	<p>Students respond to the Story of Peter.</p>
<p>The students are then asked to brainstorm some worries students may have starting school. The teacher thanks students for sharing these worries.</p>	<p>Students brainstorm worries they may have starting post-primary school.</p>
<p>Students are now asked to work individually. They must identify a worry they have starting school (they do not share this worry verbally). As the students are identifying a worry the teacher distributes a piece of paper to each student. The students write their worry and their name on this piece of paper and place it in the worry bag (The teacher will take these worries away and then address them in the next class. It is important that the teacher reads through these worries before the next class and if necessary, reaches out to students whose worries may be extremely difficult).</p>	<p>Students think of a worry they have. Each student writes their worry and name on the piece of paper and then put it in the ‘Worry Bag’.</p>
<p>The teacher tells students there are many people in the school that can help them. Teacher asks them if they know anyone who can help them in school and asks what their job may be.</p>	<p>Students identify members of the school community that can help them!</p>

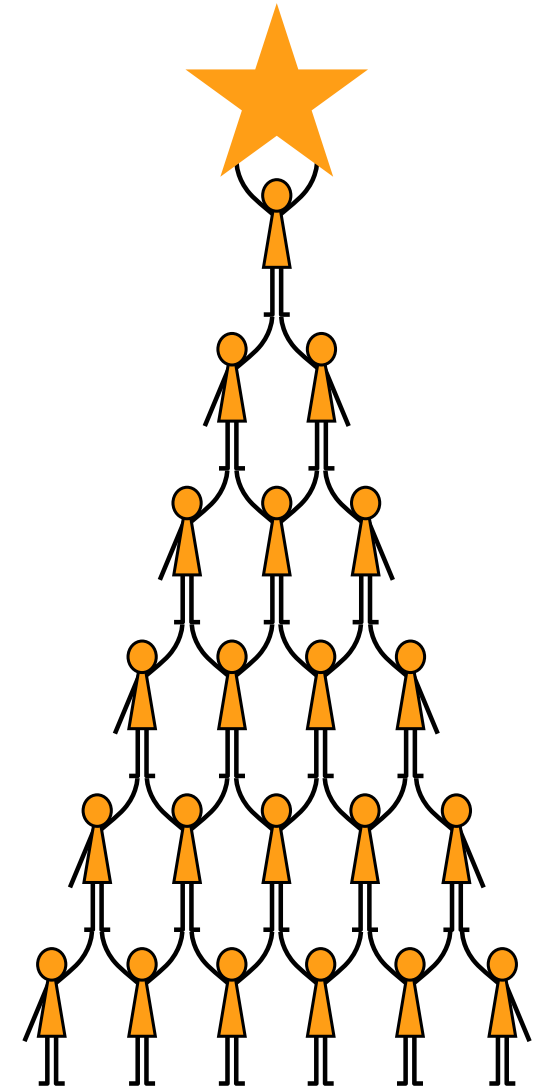
**MY SCHOOL SUPPORTS (PART 1)
- LESSON PLAN**

 TEACHER ACTIVITIES	 STUDENT ACTIVITIES
<p>Teacher tells the students that in this lesson they will find out about all of the people who can help them in school: their name, their role and how they can be contacted. Direct students to Worksheet One and ask them to fill in the answers as the teacher goes through the PPT.</p>	<p>As teacher is discussing each member and their role the students record the member's name on their worksheet (i.e. Our Principal's name is Mr. Wilson)</p>
<p>During this activity students are also given the opportunity to respond verbally to questions like Do you know your principal's name? Where is his/her office?</p>	<p>Students respond verbally to questions like Do you know your principal's name? Where is his/her office?</p>
<p>Teacher explores other members of the school community who can support them i.e. extra-curricular teachers i.e. person in charge of hurling, football, debating, chess, drama etc. (This needs to be individualised to each school; please feel free to add extra).</p>	<p>Students make a note of extra members of staff who can support them. Students verbally respond to the name of each person and their duties in the school.</p>

CLOSING LESSON 

Teacher re-examines the lesson's aims. Teacher checks that each student can identify someone in the school who can help them if they are worried.

MY SCHOOL SUPPORTS (PART 1)



AIMS

In today's lesson you are going to.....

- Explore worries you may have starting post-primary School.
- Explore supports that are available in school.
- Understand who can help you in school.
- Understand the roles and responsibilities of members of the school community.



OUTCOMES

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

- Select a worry you have at the moment.
- Identify supports that are available to you in school.
- Identify 'key' members of the school community who can help you in school.
- Describe how each support can help you in school.



THE STORY OF PETER....



- Let me introduce you to Peter...
- Peter was a very happy boy.
- He lived with his Mam Maria, his Mam's boyfriend Kevin, his brother Sean and his sister Grace.
- He had a lovely Auntie called Anne and a very nice neighbour called Mr.Smyth.
- Peter loved his primary school, he was very happy there!
- In school Peter liked his teacher and enjoyed playing with his friends!
- He loved playing hurling and football and computer games.

THE STORY OF PETER....

Peter



**Peter's Mam
Maria**



Kevin



Sean and Grace



**Peter's Auntie
Anne**

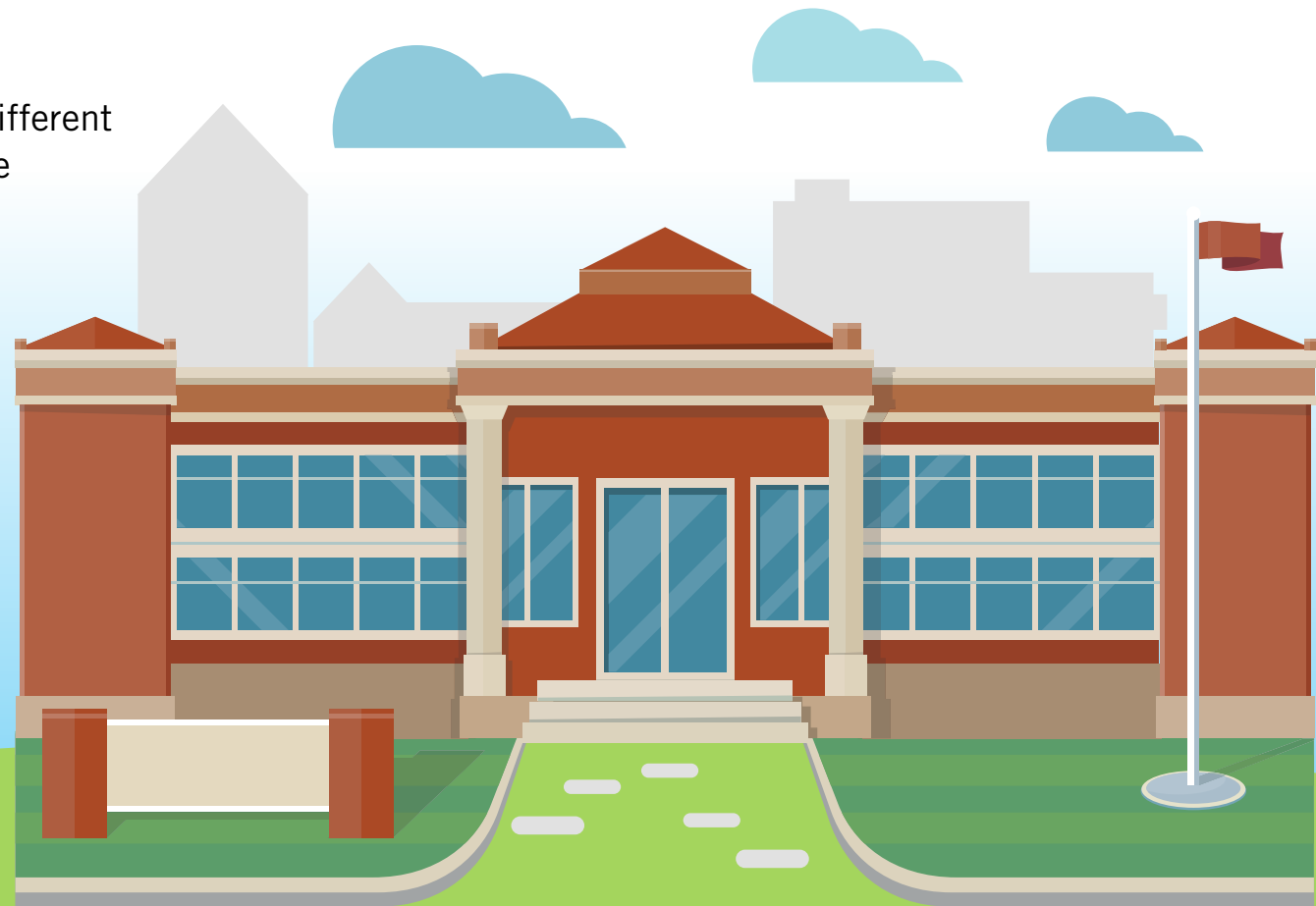


**Peter's neighbour
Mr. Smyth**



THE STORY OF PETER....

- When Peter went to post-primary School he found things very different.
- Unlike his Primary School his post-primary School was really big!
- He was nervous he would get lost easily!
- In post-primary School there were loads of different classrooms and loads of new teachers and he didn't know all of the students in his class.



THE STORY OF PETER....

- Peter started to feel a little bit worried.
- He worried about how he would get to the different classrooms, who he would sit beside and what the teacher would be like.
- Suddenly he started to worry more and more about school.
- He began to worry about what the new school would be like;
Would the homework be difficult?
What if he forgot to do his homework?
What would breaktime be like?
Where would he eat his lunch?
Where would he leave his books?
How would he find his locker?
What would happen if he lost his locker key?
What would he do if he felt sick?

**What if I forget
my locker key?**

**Where will I
eat my lunch?**

**What if I forget
my homework?**

**Who will I
sit with?**



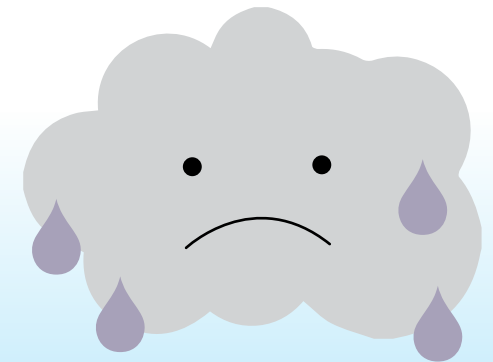
THE STORY OF PETER....

- Suddenly a little cloud appeared over Peter's head!
- Peter's worries were in this cloud.
- As Peter's worries grew so too did the cloud! It started getting bigger and **bigger and BIGGER!!**
- This cloud followed Peter everywhere; it followed Peter home; to training; to his cousin's house and to school.



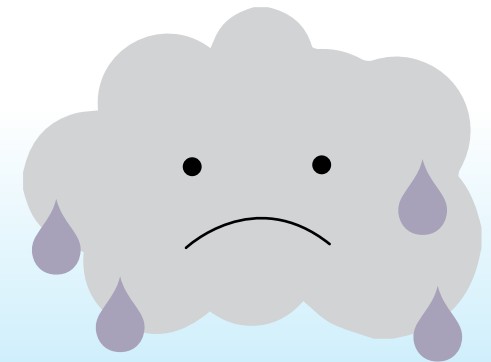
THE STORY OF PETER....

- Peter tried to talk to his Auntie Anne about this cloud full of worries about school but she just told him not to worry!!
- She said “Oh Peter don’t be so foolish worrying about little things!”
- Peter felt his Auntie could not see or understand his worries!
- This made Peter feel worse because he felt that no-one understood him!
- Peter felt very sad!



THE STORY OF PETER....

- Peter thought his friendly neighbour Mr. Smyth might be able to help. He told Mr. Smyth about the cloud of worries but he was dismissive. He said “Don’t think about those worries Peter, just forget them!” But no matter how much Peter tried he could not forget them.



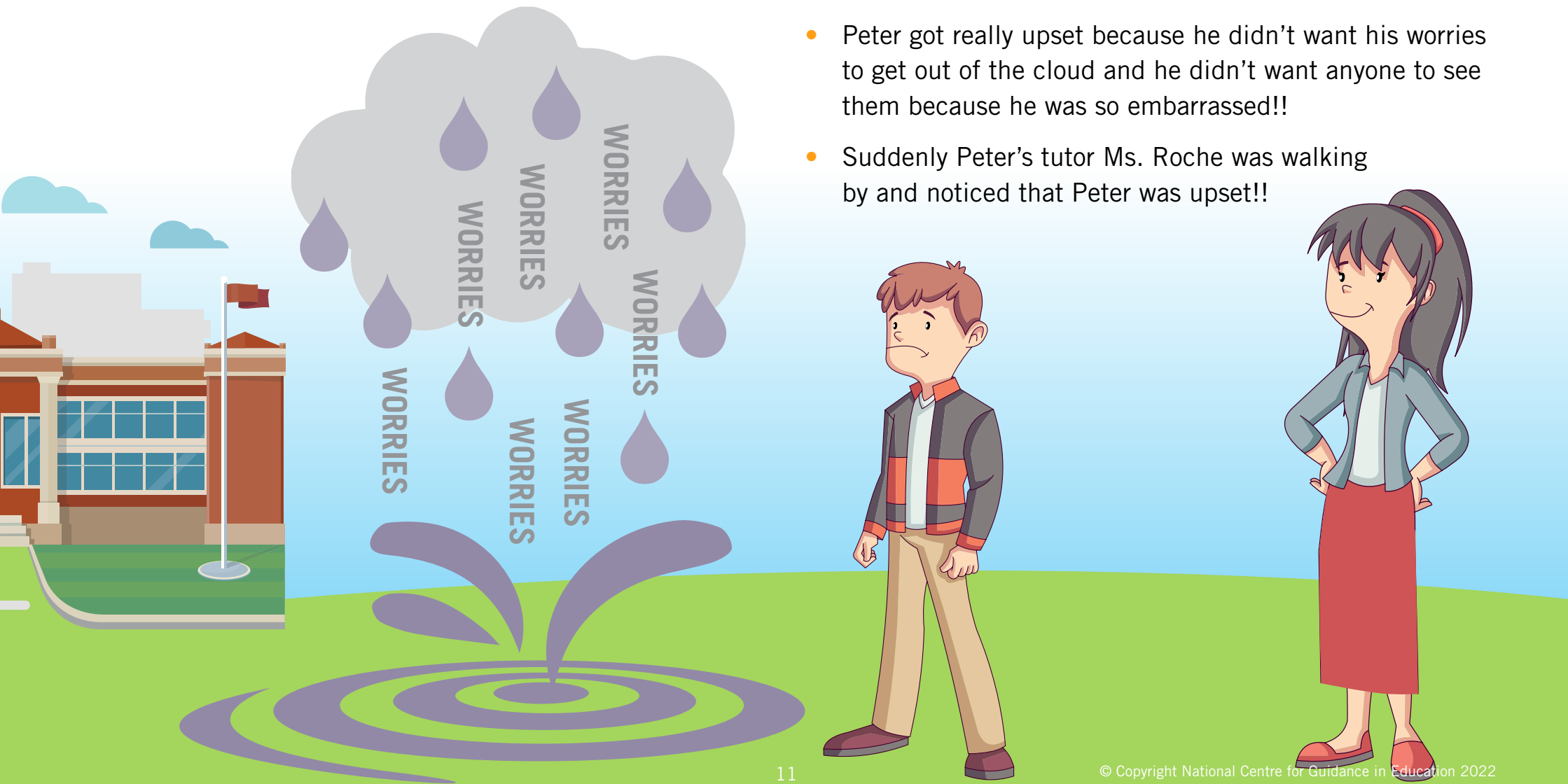
THE STORY OF PETER....

- This cloud kept following Peter and was growing bigger everyday!
- Suddenly! One morning when Peter arrived at school the cloud got so big **it burst!!**



THE STORY OF PETER....

- Next thing all of his worries started to drop from the cloud and they landed on the school yard!!



- Peter got really upset because he didn't want his worries to get out of the cloud and he didn't want anyone to see them because he was so embarrassed!!
- Suddenly Peter's tutor Ms. Roche was walking by and noticed that Peter was upset!!

THE STORY OF PETER....

- Peter told Ms. Roche about the cloud of worries that kept following him around and he asked Ms. Roche if he could tell her about some of them.
- Together they talked about some of the worries Peter had about post-primary school.
- As Peter talked to Ms. Roche about his worries he started to realise that they weren't as big as he had thought.
- Once he had spoken about them they actually seemed a lot smaller.
- Peter started to feel much better now that he had spoken about his worries– he was beginning to feel less worried already!



THE STORY OF PETER....

- Ms. Roche was really nice and kind.
- She said to Peter:
“It’s okay Peter we all have worries; me, you, your classmates, your teachers...everyone!”
- She continued... “it can be difficult starting in a new school and everyone feels nervous and worried about this big change but it’s very important not to keep our worries to ourselves because they will only get bigger and bigger.....the best thing you can do is say them out loud to someone who can help”
- She asked Peter:
“Do you know Peter, there are loads of people working in this school that are there to help and support you, do you know who they are?”
- Peter didn’t know who they were. He didn’t know he had people to talk to.

There are loads of people in this school who are here to help and support you.



THE STORY OF PETER....

- Ms. Roche had an idea. She said: “In class later I am going to tell you about all of the supports you have in school.”
- She continued... “I am also going to bring in a big bag and everyone can put their worries into it. At the end of the class we can empty the bag and share the things we are worried about and find some solutions!”
- Peter thought this was a great idea!



THE STORY OF PETER....

- Peter was really shocked to find out that everyone in his class had worries – some were big worries and some were small but what he found most surprising was that a lot of their worries were the same as his.
- Peter felt relieved that others were feeling like he was!
- He even learned that his teacher had worries – she was worried about taking over a new class of first years and worried she would get the student's names confused!!
- Peter felt much better after the class – it felt good to share and talk about his worries!!
- Walking home from school that day Peter suddenly noticed something! The cloud above his head had disappeared and was replaced with sunshine!! Peter felt very happy indeed !



SOME OF THE WORRIES YOU MAY HAVE

What are you worried
about?

All the
new
subjects

Meeting
new
friends

The
timetable

Getting
lost in the
school

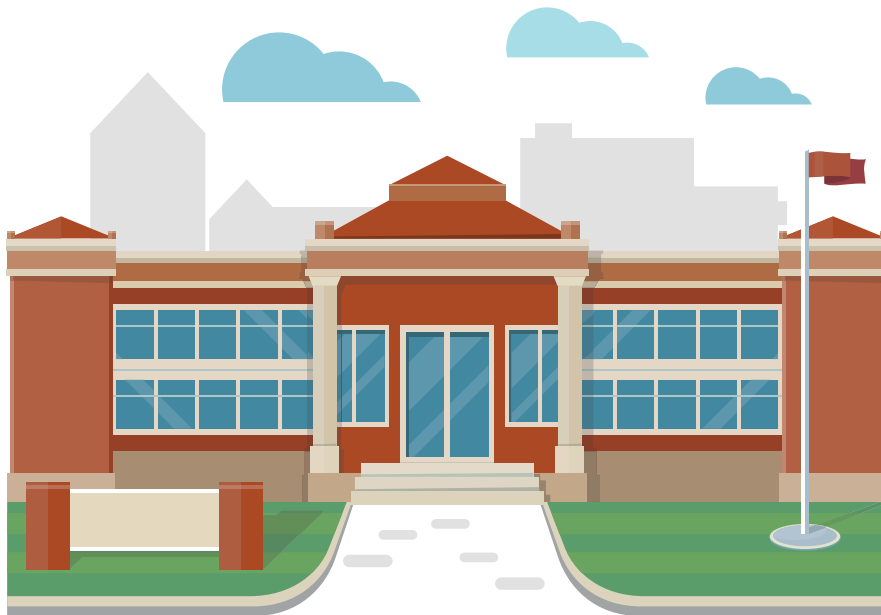
Getting
to know
the new
teachers

Please write your worry on the
note of paper!

Please put your name on the
piece of paper



PEOPLE AT SCHOOL



There are lots of people who can help you in school!

- Can you think of someone?
- Do you know what their job is?

PEOPLE AT SCHOOL



THE PRINCIPAL

- The Principal is the person who in charge of the school.
- You may visit the principal or someone else if you have done something special, to get an award or if something has gone wrong.
- The principal is there to support all members of the school community; the teachers, parents, pupils and all other members of staff!

Who is your school Principal?

Where is the Principal's Office?

PEOPLE AT SCHOOL



- Deputy principals or vice principals help the principal.
- They do loads of important jobs in the school to help you and your parents and teachers.

Who is your Deputy Principal?

Where is the Deputy Principal's office?

PEOPLE AT SCHOOL



YEAR HEAD

- Your Year Head is a teacher who is responsible for all first year students.
- The Year Head wants all of you to settle into school well.
- They are there to stop any bullying in the year and ensure that you all feel safe and happy in school.

Who is your Year Head?

How can you contact your Year Head?

PEOPLE AT SCHOOL



CLASS TUTOR

- The Class Tutor helps the Year Head.
- They look after one group of students.
- You will see your class tutor at least once per week.
- If you were absent from school or you need to leave school early you can bring your note to your class tutor.
- If you feel sick during the school day you can tell your class tutor and they can help you.
- You can also tell your tutor if anything is upsetting you (or someone else) in school and they can help you!

Who is your Class Tutor?

How can you contact your Class Tutor?

PEOPLE AT SCHOOL



- Teachers teach you and they encourage you to learn!
- They prepare lessons and correct your classwork and homework.
- Teachers want the best for their students.
- Your teachers will be kind and caring.
- If you don't understand something in class put up your hand and your teacher will be happy to explain it to you!
- If you find your homework difficult you should tell your teacher before class.

Can you name some of the teachers you have met so far?

What have you enjoyed learning about?

PEOPLE AT SCHOOL



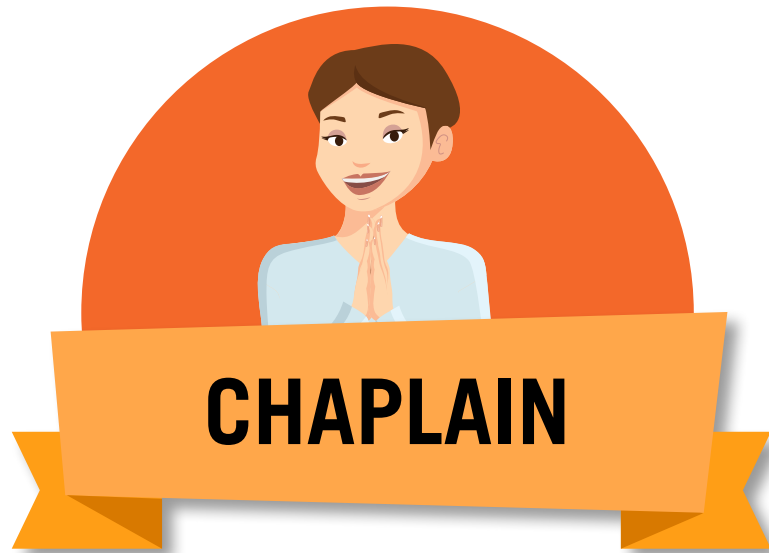
GUIDANCE COUNSELLOR

- The guidance counsellor is there to help you!
- Your guidance counsellor will help you understand your goals in school and help you decide what you would like to do after school.
- Your guidance counsellor is also there to help you if you experience any problems in school or outside of school.
- The guidance counsellor works closely with the principal, deputy principals, year heads, class tutors, and classroom teachers to promote a nice and caring school environment for the wellbeing of all students.

Who is your Guidance Counsellor?

Do you know where the Guidance Counsellor's Office is?

PEOPLE AT SCHOOL



- Like the Guidance Counsellor the School Chaplain is there to help you.
- The School Chaplain is a faith presence in the school community who is available to you, your parents and other teachers and staff in the school.

Who is your School Chaplain?

**Do you know where the
Chaplain's Office is?**

PEOPLE AT SCHOOL



- There is a whole team of teachers in the school that meet on a regular basis to explore ways of helping students in the school.
- The Pastoral Care Team are particularly there to help students who are having a difficult time at home or in school.
- They are there to support students and to set up support services to help any students who are experiencing difficulties.
- If you ever have a problem in school you could tell any member of staff or a member of the Pastoral Care Team.

Who do you think might be on the Pastoral Care Team in the School?

PEOPLE AT SCHOOL



SPECIAL NEEDS ASSISTANTS

- Special Needs Assistants are very kind people in the school.
- They help students who need some extra support in school.
- They help students get organised and help them through their lesson and sometimes at lunchtime too.
- They also help the teachers and some other students in the classroom.

Can you name a Special Needs Assistant in your school?

PEOPLE AT SCHOOL



SPECIAL NEEDS CO-ORDINATOR

- The Special Educational Needs Co-Ordinator is the teacher who is responsible for assessing, planning and monitoring the progress of children with special needs.

Do you know who the Special Needs Co-Ordinator is?

Do you know where the Special Needs Co-Ordinator's Office is?

PEOPLE AT SCHOOL



- The School Secretary works in the Office.
- There may be more than one secretary in the school.
- The secretary helps everything run smoothly in the school.
- They answer the phone if your mum or dad rings the school, they greet people who come into the school, send your reports home and sort out lots of other jobs.
- If you ever need to ring home you can ask your secretary to help you.

Have you met the school secretary?

What is the secretary's name?

PEOPLE AT SCHOOL



CARETAKER

- If anything is broken or needs fixing in the school the caretaker looks after this.
- The caretaker also helps keep the school looking nice by cutting the grass, planting flowers and cutting the hedges!

Who is the School Caretaker?

**Where can you find the
Caretaker?**

PEOPLE AT SCHOOL



CLEANERS

- When you look around your school you will see that it's nice and clean and tidy.
- The school cleaners have been doing loads of work to get the school ready for you.
- They do many jobs including sweeping and washing the floors, cleaning the tables, the sinks, toilets, rooms and hall.

Who are your school cleaners?

Have you ever said thank you for cleaning up a big mess in your classroom?

PEOPLE AT SCHOOL



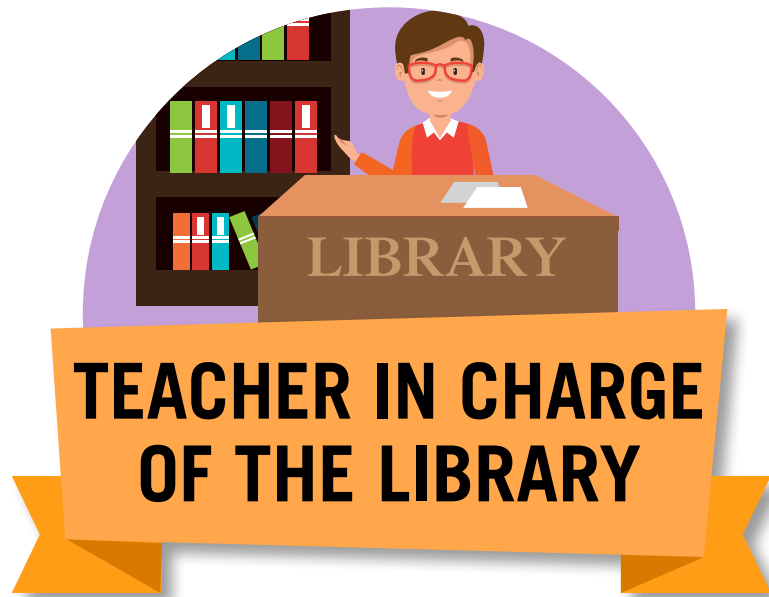
TEACHER IN CHARGE OF THE LOCKERS

- You all have your own locker this year.
- There is one teacher who specifically helps you get a locker.
- This person will be there for you if you lose or forget your key!

Do you know the teacher's name who assigned you your locker at the start of the year?

Where might you find this teacher if you lost your key?

PEOPLE AT SCHOOL



- There is one teacher who is responsible for the library.
- You can ask this teacher if you wish to borrow some books to read!

Do you know where your school library is?

Who is the teacher in charge of the library?

PEOPLE AT SCHOOL



- A school prefect is a senior student in the school who is a role model for other students in the school.
- There is one prefect assigned to your class.
- The prefect is there to help you with any questions you might have about school, for example how to get to a classroom etc.

Who is the prefect assigned to your class?

PEOPLE AT SCHOOL



- There is a team of students in the school who are called the Student Council.
- These students represent the student voice in the school.
- They can become involved in the affairs of the school, working with the Year heads, Deputy Principals and Principal for the benefit of the school and the students.
- There are two Student Council members per year.
- If you would like an issue brought to management you could say it to the School Council representative in your year.

If you would like to be a school council representative who could you ask about it?

PEOPLE AT SCHOOL



CANTEEN STAFF

- The people who work in the school canteen have very important work to do.
- They prepare the food you have at lunchtime.
- While you are in class they are getting your food ready.

Who is your school cook?

What is your favourite food to eat?

PEOPLE AT SCHOOL



- The school shopkeeper runs the shop.
- If you want to buy something for your lunch or you forgot your pencil or pen you can get new ones in the school shop.

**Who is the shopkeeper
in your school?**

**Do you say please and thank you
when you are buying something
from the shop?**

PEOPLE AT SCHOOL



BUS DRIVER

- Some schools have bus drivers and minibus drivers who help take you to school, home and on trips

**Does your school have
a bus or minibus driver?**

Who are they?

**Where have they helped
you get to?**

PEOPLE AT SCHOOL



OUR CLASSMATES AND FRIENDS

- Our classmates and friends are a great source of help and support in school!
- It is important that we are also a good friend to our classmates: be kind, be helpful, be encouraging!

**Can you think of a classmate/
friend who can support you
in school?**

PEOPLE AT SCHOOL



EXTRA CURRICULAR CO-ORDINATOR

- 'Extra Curricular Activities' are activities that take place when you are not in class.
- These include different sports, music groups, the drama group etc.
- If you would like to get involved in any of these activities you can contact the following people:

Who can you ask about extra curricular activities like sports teams, clubs and societies?

PEOPLE AT SCHOOL

EXTRA PERSONNEL



OVER TO YOU...



- How are you feeling about post-primary school now?
- Can you identify supports that are available to you in school?
- Can you identify 'key' members of the school community who can help you?
- Can you describe how each support can help you in school?
- Can you identify a person you can contact to help you with your worry?



WHO CAN SUPPORT ME IN SCHOOL?



Our Principal's Name is:



Our Deputy Principal's Name is:



Our Year Head's Name is:



Our Tutor's Name is:

A large orange speech bubble with a white border and a tail pointing towards the bottom right. Inside the bubble, the text 'MY SCHOOL SUPPORTS (PART 2) LESSON PLAN' is written in white, bold, uppercase letters.

MY SCHOOL SUPPORTS
(PART 2)
LESSON PLAN



MY SCHOOL SUPPORTS (PART 2)
- AN OVERVIEW



AIMS

This lesson will:



- Explore worries students may have starting post-primary School.
- Explore supports that are available in school.
- Understand who can help students in school.

OUTCOMES

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



- Select a worry they have at the moment.
- Identify a person they can contact to help alleviate their worry.
- Identify supports that are available to them in school.
- Identify 'key' members of the school community who can help them in 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 & thinking (gathering and recording information, being curious, thinking critically, using digital technology to access, manage and share knowledge).

MY SCHOOL SUPPORTS (PART 2)
- AN OVERVIEW

**LINKS TO JUNIOR
CYCLE STATEMENTS
OF LEARNING**



- Takes action to safeguard and promote his/her wellbeing and that of others.
- Values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.
- Appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which he/she lives.

**LINKS TO WHOLE SCHOOL
GUIDANCE**

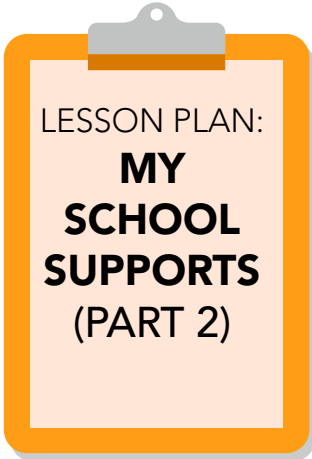


Developing Myself

In this lesson students will

- Identify and explore feelings and emotions and how they influence behaviour.
- Attend to their own wellbeing.
- Join networks to enhance their own personal, educational and career opportunities.
- Demonstrate social/ other networking skills.
- Identify transition points to be made in school.
- Describe personal strengths and resources which can be used during times of change and transition.
- Participate in activities and tasks to enhance emotional and social development.
- Ask for help when required.
- Examine how they respond to change and transition.
- Adopt effective strategies for coping with change and transition.

MY SCHOOL SUPPORTS (PART 2)
- LESSON PLAN



MATERIALS NEEDED FOR THIS LESSON

BY TEACHER

- PowerPoint
- Worksheet (attached)

BY STUDENTS

- Worksheets (on-line or hard copy)

AIMS

This lesson will:

- Explore worries students may have starting post-primary School.
- Explore supports that are available in school.
- Understand who can help students in school.



OUTCOMES

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

- Select a worry they have at the moment.
- Identify a person they can contact to help alleviate their worry.
- Identify supports that are available to them in school.
- Identify 'key' members of the school community who can help them in school.



OPENING 'THE HOOK'

Ask students what they can remember about The Story of Peter (from Lesson One).



MY SCHOOL SUPPORTS (PART 2)
- LESSON PLAN

BODY OF LESSON

**TEACHER
ACTIVITIES**

**STUDENT
ACTIVITIES**

The lesson opens with the teacher reminding the students of “The Story of Peter.”
In this story Peter was after starting post-primary School and he had many worries about his new school.

Students re-cap on The Story of Peter; recounting what they can remember about the story.

Students answer questions including:

- Who was Peter?
- What was he worried about?
- Who was able to help Peter?
- Name some of the people who could help you in school.

Teacher places the bag full of worries (from Lesson One) on the desk.
Teacher tells students she will read the worries to the class (anonymous).
For each worry the students must (see across)

- For each worry the students will:
1. Identify someone this person could contact to help alleviate their worry.
 2. Identify supports that are available to this person in the school.
 3. Identify ‘key’ members of the school community who could help this person in school.

Teacher asks students to recall their worry and using the worksheet identify five people who can help them with their worry.

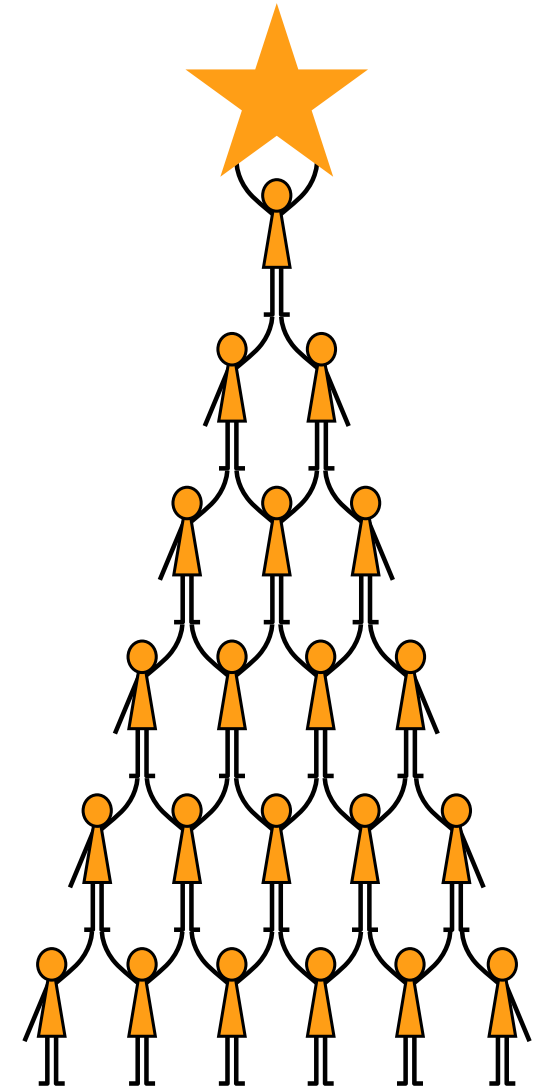
Students fill in worksheet – High Five

CLOSING LESSON



Teacher re-examines the lesson’s aims. Teacher checks that each student can identify someone in the school who can help them if they are worried.

MY SCHOOL SUPPORTS (PART 2)



AIMS

In today's lesson you are going to.....

- Explore worries you may have starting post-primary School.
- Explore supports that are available in school.
- Understand who can help you in school.



OUTCOMES

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

- Select a worry you have at the moment.
- Identify a person you can contact to help alleviate your worry.
- Identify supports that are available to you in school.
- Identify 'key' members of the school community who can help you in school.



DO YOU REMEMBER THE STORY OF PETER?

- Who was Peter?
- What was he worried about?
- Who was able to help Peter?
- Name some of the people who could help you in school.
- Do you remember the bag full of worries?



LET'S OPEN THAT BAG!



INSTRUCTIONS

- For each worry you will:

Identify someone this person could contact to help alleviate their worry.

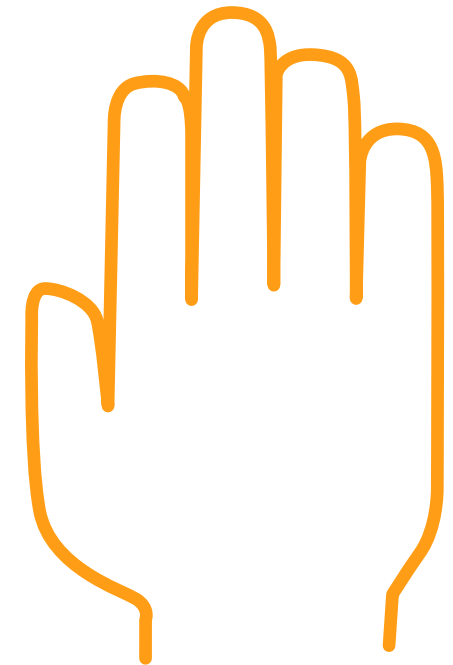
Identify supports that are available to this person in the school.

Identify 'key' members of the school community who could help this person in school.

HIGH FIVE!



- Please fill in worksheet **'HIGH FIVE'**
- Write the name of five people who can help and support you in post-primary School on each finger!



OVER TO YOU...

Can you identify supports that are available to you in school?

Can you identify 'key' members of the school community who can help you?

Can you identify a person you can contact to help alleviate your worries?

HIGH FIVE!!



Please write the name of five people who can help and support you in post-primary School on each finger below:



**FIVE PEOPLE
WHO CAN
HELP ME IN
SCHOOL ARE?**

WHO CAN SUPPORT ME IN SCHOOL?



Our English Teacher's Name is:



Our Guidance Counsellor's Name is:



Our Chaplain's Name is:



One Teacher on the Pastoral Care Team is:



The Name of one of the Special Needs Assistants in our school is:



The Special Educational Needs Co-ordinator's Name is:

WHO CAN SUPPORT ME IN SCHOOL?



Our School Secretary's Name is:



Our Caretaker's Name is:



The Cleaner's Name is:



The person who looks after our lockers is called:



The person who looks after the library is called:



Our Prefect's Name is:

WHO CAN SUPPORT ME IN SCHOOL?



Our student council representative is:



One of the people working in the Canteen is called:



Our Shopkeeper's Names is:



My Bus Driver's Name is:



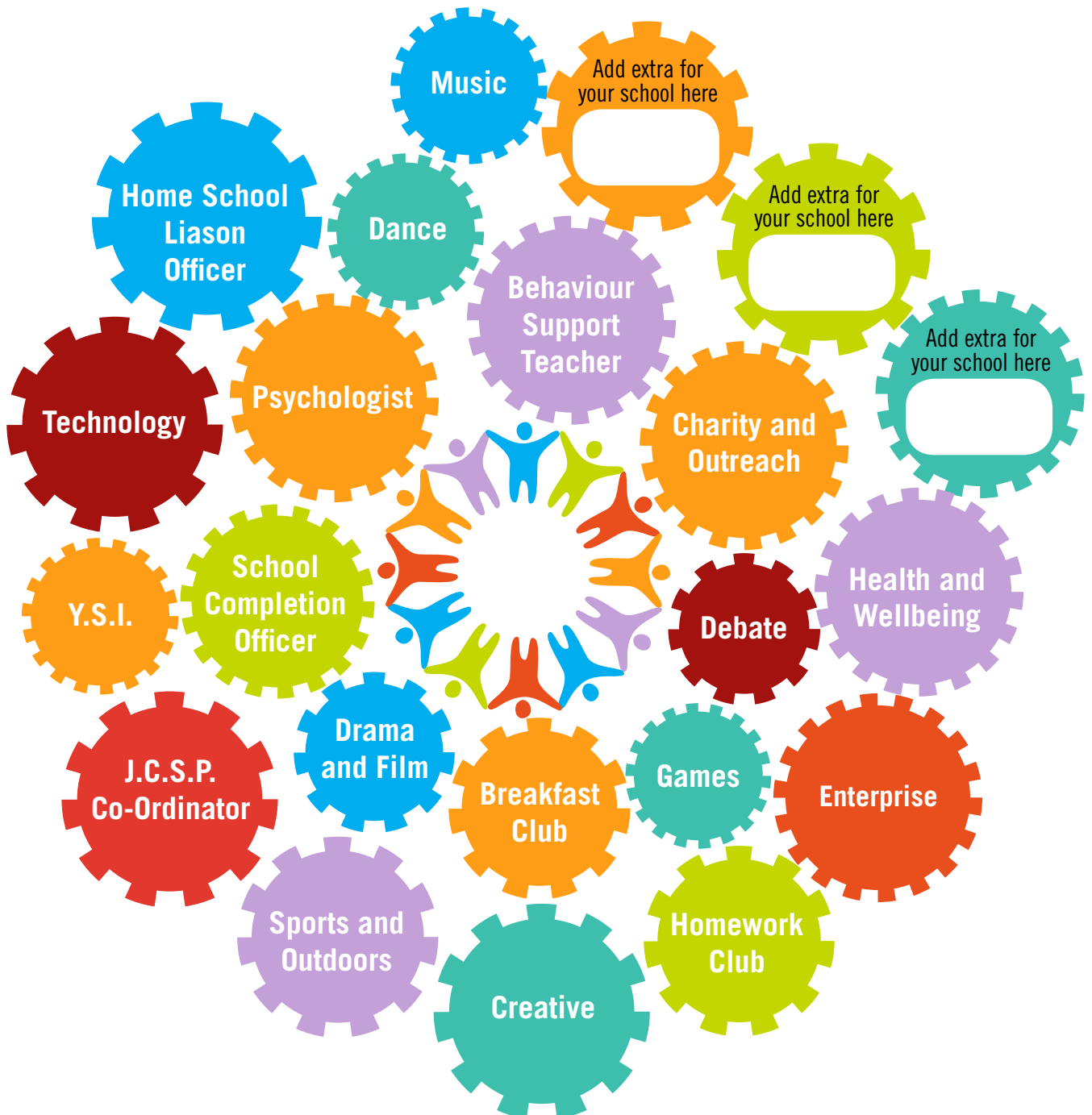
A classmate/friend who can help and support me is:



Extra-curricular co-ordinator:

WHO CAN SUPPORT ME IN SCHOOL?

Extra Personnel



MY SCHOOL YEAR LESSON PLAN

**Now that I am in
Post-primary School,
what exactly happens?**



MY SCHOOL YEAR - AN OVERVIEW

LESSON TITLE:

MY SCHOOL YEAR

AIMS

This lesson will:



- Give an overview of the structure of the year ahead.
- Give students an indication when to expect holidays, exams, careers day etc. by examining the School Calendar
- Gain an overview of the school day by getting a greater understanding of the school timetable.
- Explore what is needed for class each day.

OUTCOMES



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

- List the important dates in the school calendar.
- Describe the activities in their weekly timetable.
- List equipment needed for class each day.

LINKS TO JUNIOR CYCLE KEY SKILLS



- Being numerate (estimating, predicting and calculating, gathering, interpreting and representing data)
- Working with others (Learning with others, developing good relationships, co-operating).
- Communicating (Using language, using numbers, listening and expressing myself, discussing and debating).
- Managing myself (Using digital technology to manage myself and my learning).
- Managing information & thinking (Gathering and recording information, using digital technology to access, manage and share knowledge).

LINKS TO JUNIOR CYCLE STATEMENTS OF LEARNING



- Describes, illustrates, interprets, predicts and explains patterns and relationships.
- Brings an idea from conception to realisation.
- Uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner.

LINKS TO WHOLE SCHOOL GUIDANCE



Developing Myself

- In this lesson students will - Identify transitions points to be made while in school.
- Adopt effective strategies for coping with change and transition.
- Know to ask for help when required.

Developing my Career Path

- In this lesson students will record when the school's Career Day/ Week takes place and any other important career related events in the school

MY SCHOOL YEAR - LESSONPLAN



MATERIALS NEEDED FOR THIS LESSON

BY TEACHER

- PowerPoint
- Worksheets (attached)
- Class Timetable

BY STUDENTS

- Worksheets (on-line or hard copy)
- Timetable

****Please note teachers will need to adapt dates for each new school year.*

Please also note the teacher must individualise this lesson in regards the first day of school, date of school closing and other important dates i.e. date for exams, Sports Day etc.

AIMS

This lesson will:

- Give an overview of the structure of the year ahead.
- Give students an indication when to expect holidays, exams, sports day etc. by examining the School Calendar
- Gain an overview of the school day by getting a greater understanding of the school timetable.
- Explore what is needed for class each day.



OUTCOMES

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

- List the important dates in the school calendar.
- Describe the activities in their weekly timetable.
- List equipment needed for class each day.



OPENING 'THE HOOK'

Ask the students what their favourite holiday time is! Halloween or Christmas or Easter or Summer. Then ask students if they know when they get their holidays during the year? Let them guess. Then tell them that this lesson is about the structure of the school year (the school calendar) and understanding the structure of the school day (the timetable)!



MY SCHOOL YEAR - LESSONPLAN

BODY OF LESSON

**TEACHER
ACTIVITIES**

**STUDENT
ACTIVITIES**

After gleaning information from the students about their favourite holiday time the teacher shows them the school calendar and goes through it term by term..bringing attention to holidays and special events during the school year!

Students gain an overview of school calendar.

After giving an overview of the school calendar direct the students to Activity Sheet One: School Calendar.

Students complete Activity Sheet One. They highlight the different holidays and important days in the school calendar.

When students have completed Activity One teacher shows the highlighted calendar on the PPT and students check their answers.

Students check their answers.

Teacher instructs students to work in pairs on Activity Two.

Students work in pairs and complete Activity Two.

When students have completed Activity Two teacher puts answers on screen.

Students correct their answers.

Teacher instructs students to complete Activity Three: How many days in the school year. After this task students are given time to reflect on the structure of the school year.

Students complete Activity Three. Students reflect on the school year and how it is divided. Students are given the opportunity to ask questions.

Next the students are going to examine the structure of their school day. Teacher goes through the student's timetable (day by day) to ensure that they understand their timetable.

Students go through their timetable with their teacher and ensure that they understand all aspects of their timetable. Students have an opportunity to ask questions.

Teacher tells students what time break is, what happens during this time and where they can go. They do the same for lunchtime. After going through the class timetable and break/lunch -times the teacher holds a fun quiz based on the timetable (see slides 19-20).

Using the timetable students answer questions!

Teacher directs students to Activity Four: What do I need for class each day.

With the person beside them the students discuss what they need for school each day and then together they complete Activity Number Four – Packing my School Bag!

MY SCHOOL YEAR - LESSONPLAN

CLOSING LESSON



Teacher re-examines the lesson aims. Teacher checks that students understand the structure of the school year, the structure of their school day and what they need each day! Students reflect on the lesson and ask any outstanding questions they may still have.

MY SCHOOL YEAR

**Now that I am in
post-primary school,
what exactly happens?**



HAVE YOU WONDERED ABOUT ANY OF THE FOLLOWING?

What happens at lunchtime?

What happens each day?

**Do I have exams?
When?**

When do I get my holidays?

What do I need for each class?



**HAVE YOU WONDERED
ABOUT ANY OF
THE FOLLOWING
QUESTIONS?**

- How is the School Year structured?
- When will I get my holidays?
- When will I have my exams?
- How is my day structured?
- Do I really understand my timetable?
- Do I know what I need for each class?

AIMS

In today's lesson you are going to.....

- Gain an overview of the structure of the year ahead.
- Understand when to expect holidays, exams, careers day etc. by examining the School Calendar.
- Gain an overview of your school day by getting a greater understanding of our school timetable.
- Explore what is needed for each class.



OUTCOMES

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

- List the important dates in the school calendar.
- Describe the activities in your weekly timetable.
- List equipment needed for class each day.





SCHOOL CALENDAR

Example



AUGUST

Mo	Tu	We	Th	Fr	Sa	Su
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2	3	4	5	6	7	8
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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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JANUARY

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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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AUGUST

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SEPTEMBER

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OCTOBER

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- You will be in school from the end of August until end of October.
- Check with your teacher for the dates this year.**



NOVEMBER

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DECEMBER

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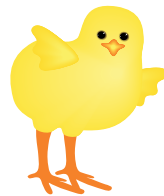
JANUARY

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FEBRUARY

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- You will be in school from January to mid-February.



FEBRUARY

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MARCH

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APRIL

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- You will be in school from mid-February until Easter.
- You will be off for St. Patrick's Day on 17th March.
- You will be off for two weeks for Easter holidays.



APRIL

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MAY

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JUNE

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- You will normally be in school from after Easter until the end of school term (April to the start of June)

SCHOOL CALENDAR

ACTIVITY ONE

Highlighting our School Breaks



Highlight your Halloween Holidays.



Highlight your Christmas Holidays.



Highlight your February Mid-term.



Highlight St. Patrick's Day.



Highlight your Easter Holidays.



Highlight the May Bank Holiday.

SCHOOL CALENDAR
ACTIVITY TWO
Question Time!

**Based on the school calendar
please answer Activity Two.**



SCHOOL CALENDAR ACTIVITY THREE Question Time!

Based on the school calendar
please answer Activity Three.



TIMETABLE



- Your timetable is a really important source of information because it informs you when and where all of your lessons will take place.
- You will need to check your timetable each night in order to know what you will need to bring to school with you the following day.
- It would be a good idea take a picture of your timetable to have it on your phone and to put a copy of your timetable inside your locker so that you can check it.
- You will need to keep an eye on the time and listen carefully for the school bell so that you are not late for class.



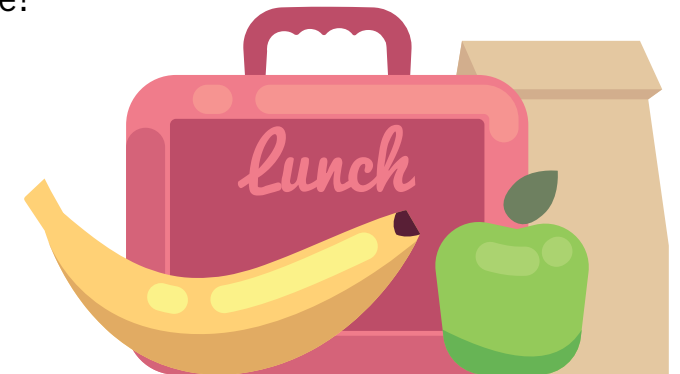
TIME FOR A BREAK



- What happens at Breaktime?
- What time is Break?
- Where do I go?
- What can I do?



- What happens at Lunchtime?
- What time is Lunch?
- Where do I go?
- What can I do?



QUIZ TIME!



Looking at your timetable let's answer the following questions!!

- How long are the classes?
- How often do you do Maths during the week?
- Which days do you have History?
- What subjects do you study every day? Why do you think you study these every day?
- List any special equipment you might need for school on Monday? On Friday?
- Where will you study Irish during the week?

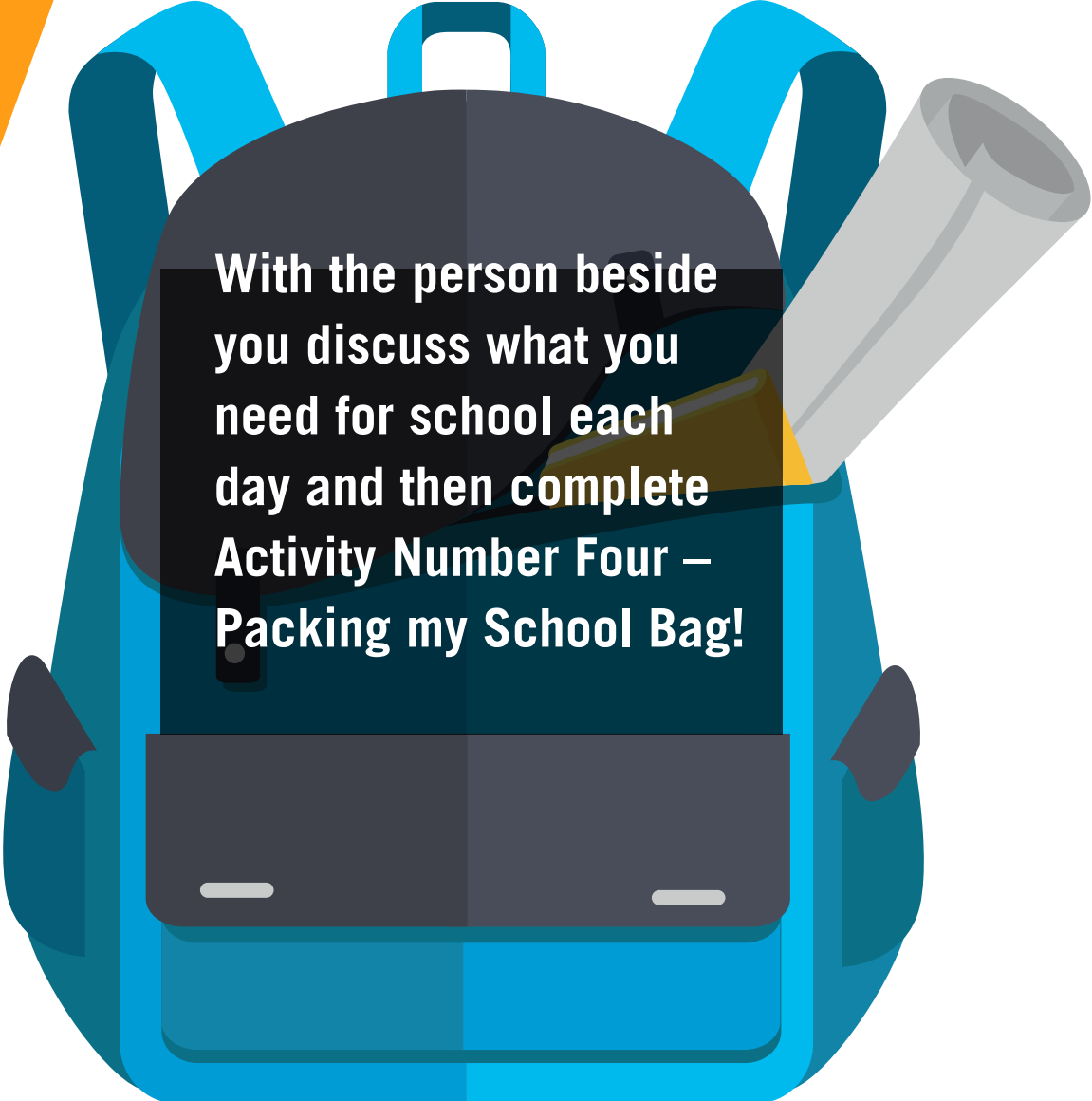
QUIZ TIME!

Continued



- Where will you study Science during the week?
- What day do you need to bring to your PE gear?
- What subject has a double class?
- If you had a problem and wanted to talk to your tutor or year head what time would you be able to talk to them during the week?
- What class are you looking forward to during the week? Why?
- What new subjects you will be studying that you did not study in primary school.
- What day are you most looking forward to? Why?
- Which teacher will you have for English and Maths?

WHAT DO I NEED?



With the person beside you discuss what you need for school each day and then complete **Activity Number Four – Packing my School Bag!**

CAN YOU...

**List the
important dates
in the school
calendar**

**Describe the
activities in
your weekly
timetable**

**List
equipment
needed for class
each day**

SUGGESTED ANSWERS TO WORKSHEETS

SCHOOL CALENDAR

AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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JANUARY

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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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- Highlight your Halloween midterm Break in Red
- Highlight your Christmas holidays in Yellow
- Highlight your February midterm Break in Blue
- Highlight school exams in Orange
- Highlight your Easter holidays in Grey
- Highlight Bank holidays in Green
- Highlight any other days off in Purple
- Highlight important Career Dates in Pink

**SUGGESTED ANSWERS
TO WORKSHEETS**

**USE THE CALENDAR TO ANSWER THE
FOLLOWING QUESTIONS:**

	What date did you start first year?	Depends on the school
	When will you get your Halloween midterm Break?	23rd October
	What date will you return to school after your Halloween midterm Break?	2nd November
	When will you get your Christmas holidays?	22nd December
	What date will you return to school after your Christmas holidays?	6th January
	When will you get your February midterm?	12th February
	What date will you return after the February midterm?	22nd February
	What day will St. Patrick's Day fall on next year?	Wednesday
	When will you get your Easter holidays?	26th March
	What date will you return after the Easter holidays?	12th April
	What date will you get your Summer holidays?	Depends on school

**SUGGESTED ANSWERS
TO WORKSHEETS**



**HOW MANY SCHOOL DAYS
ARE THERE IN EACH MONTH?**

AUGUST

Number of school days

SEPTEMBER

Number of school days

OCTOBER

Number of school days

NOVEMBER

Number of school days

DECEMBER

Number of school days

JANUARY

Number of school days

FEBRUARY

Number of school days

MARCH

Number of school days

APRIL

Number of school days

MAY

Number of school days

JUNE

Number of school days



How many days
are you going
to be in school
this year?

167 days

****August and June are not marked in as this varies from school to school. Please also note there may be additional dates the teacher will have to tell the students (i.e. in-service teacher training days etc..)*

MY SCHOOL YEAR: ACTIVITY ONE

AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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JANUARY

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FEBRUARY

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MARCH

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14	15	16	17	18	19	20		
21	22	23	24	25	26	27		
28	29	30	31					

APRIL

						1	2	3
4	5	6	7	8	9	10		
11	12	13	14	15	16	17		
18	19	20	21	22	23	24		
25	26	27	28	29	30			

MAY

							1
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31						

JUNE

				1	2	3	4	5
6	7	8	9	10	11	12		
13	14	15	16	17	18	19		
20	21	22	23	24	25	26		
27	28	29	30					

- Highlight your Halloween midterm Break in Red
- Highlight your Christmas holidays in Yellow
- Highlight your February midterm Break in Blue
- Highlight school exams in Orange
- Highlight your Easter holidays in Grey
- Highlight Bank holidays in Green
- Highlight any other days off in Purple
- Highlight important Career Dates in Pink

MY SCHOOL YEAR
ACTIVITY TWO

USE THE CALENDAR TO ANSWER THE
FOLLOWING QUESTIONS:



What date did you start first year?



When will you get your Halloween midterm Break?



What date will you return to school after your Halloween midterm Break?



When will you get your Christmas holidays?



What date will you return to school after your Christmas holidays?



When will you get your February midterm?



What date will you return after the February midterm?



What day will St. Patrick's Day fall on next year?



When will you get your Easter holidays?



What date will you return after the Easter holidays?



What date will you get your Summer holidays?

**MY SCHOOL YEAR
ACTIVITY THREE**



**HOW MANY SCHOOL DAYS
ARE THERE IN EACH MONTH?**

AUGUST

Number of school days

SEPTEMBER

Number of school days

OCTOBER

Number of school days

NOVEMBER

Number of school days

DECEMBER

Number of school days

JANUARY

Number of school days

FEBRUARY

Number of school days

MARCH

Number of school days

APRIL

Number of school days

MAY

Number of school days

JUNE

Number of school days



How many days
are you going
to be in school
this year?

**MY SCHOOL YEAR
ACTIVITY FOUR**

**PACKING MY SCHOOL BAG
FOR MONDAY!
WHAT DO I NEED?**

Using your timetable make a list of all of the items you need to pack for school on Monday!

Don't forget your lunch!!



Period 1	
Period 2	
Period 3	
Period 4	
Period 5	
Period 6	
Period 7	
Period 8	
Period 9	

- Books and Copybooks
- Sports Gear
- Extra-curricular Equipment
- Lunch
- Practical Equipment (for subjects like Home Economics, Art and Science etc)
- Notes for my teacher
- Signed permission slips
- Money



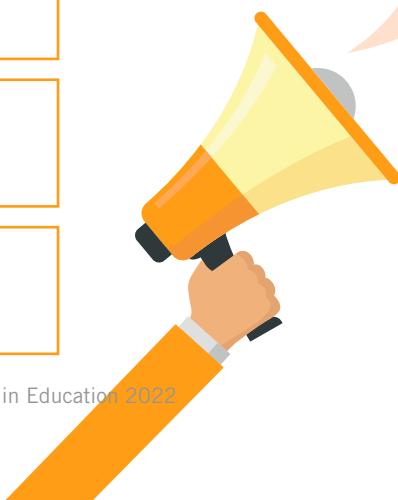
MY SCHOOL BAG FOR TUESDAY! WHAT DO I NEED?

Using your timetable make a list of all of the items you need to pack for school on Tuesday!
Don't forget your lunch!!



Period 1	
Period 2	
Period 3	
Period 4	
Period 5	
Period 6	
Period 7	
Period 8	
Period 9	

- Books and Copybooks
- Sports Gear
- Extra-curricular Equipment
- Lunch
- Practical Equipment (for subjects like Home Economics, Art and Science etc)
- Notes for my teacher
- Signed permission slips
- Money



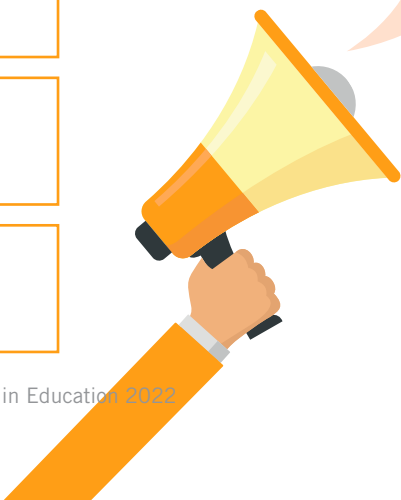
MY SCHOOL BAG FOR WEDNESDAY! WHAT DO I NEED?

Using your timetable make a list of all of the items you need to pack for school on Wednesday!
Don't forget your lunch!!



Period 1	
Period 2	
Period 3	
Period 4	
Period 5	
Period 6	
Period 7	
Period 8	
Period 9	

- Books and Copybooks
- Sports Gear
- Extra-curricular Equipment
- Lunch
- Practical Equipment (for subjects like Home Economics, Art and Science etc)
- Notes for my teacher
- Signed permission slips
- Money



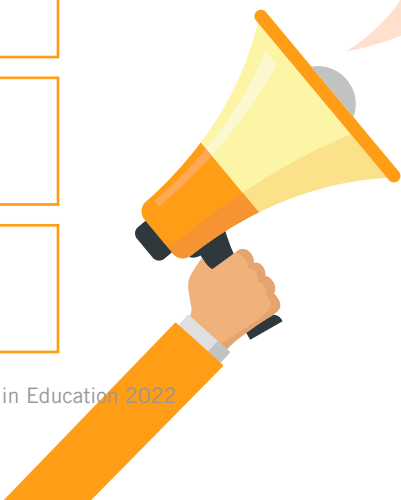
MY SCHOOL BAG FOR THURSDAY! WHAT DO I NEED?

Using your timetable make a list of all of the items you need to pack for school on Thursday!
Don't forget your lunch!!



Period 1	
Period 2	
Period 3	
Period 4	
Period 5	
Period 6	
Period 7	
Period 8	
Period 9	

- Books and Copybooks
- Sports Gear
- Extra-curricular Equipment
- Lunch
- Practical Equipment (for subjects like Home Economics, Art and Science etc)
- Notes for my teacher
- Signed permission slips
- Money



MY SCHOOL BAG FOR FRIDAY! WHAT DO I NEED?

Using your timetable make a list of all of the items you need to pack for school on Friday!

Don't forget your lunch!!



Period 1	
Period 2	
Period 3	
Period 4	
Period 5	
Period 6	
Period 7	
Period 8	
Period 9	

- Books and Copybooks
- Sports Gear
- Extra-curricular Equipment
- Lunch
- Practical Equipment (for subjects like Home Economics, Art and Science etc)
- Notes for my teacher
- Signed permission slips
- Money



MY VALUES - LESSON PLAN

LESSON TITLE:
**MY
VALUES**

AIMS

This lesson will:



- Explore the work of inspirational people/ role models and examine their values.
- Consider WHY these people are inspirational and HOW they have impacted on our lives.
- Examine the values of an inspirational you know and how they positively impact on your life.

OUTCOMES

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



- Define 'Values'.
- Identify what an inspirational person is.
- Describe some of the values an inspirational person has.
- Evaluate how inspirational people/ role models 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)



MY VALUES - LESSON PLAN

**LINKS TO JUNIOR
CYCLE STATEMENTS
OF LEARNING**



- 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**

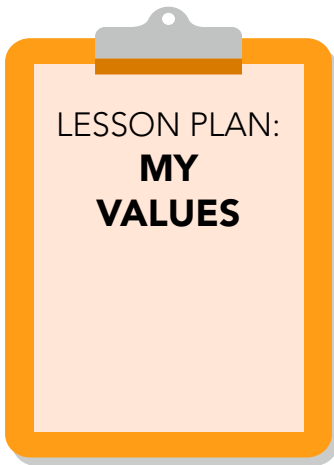


Developing Myself

In this lesson students will

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



MATERIALS NEEDED FOR THIS LESSON

BY TEACHER

- PowerPoint
- Worksheets

BY STUDENTS

- Worksheets (on-line or hard copy)

AIMS

This lesson will:



- Explore the work of inspirational people/ role models and examine their values.
- Consider WHY these people are inspirational and HOW they have impacted on our lives.
- Examine the values of someone you know and consider how they are an inspirational person.

OUTCOMES

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



- Define 'values'.
- Identify what an inspirational person is.
- Describe some of the values an inspirational person has.
- Evaluate how inspirational people/ role models impact on the lives of others.
- Describe the values of an inspirational person you know and they impact they have on the student's lives.

OPENING 'THE HOOK'



Ask the students to think about someone they admire. Ask them to think about why they admire/ respect this person so much. What are the values/qualities this person has that makes them so admirable? Tell the students that they are going to look at the lives of some inspirational people today and examine what their 'values' are that made them so inspirational. Tell them we are also going to explore the values of someone we know to examine what makes them an inspirational person.

MY 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).

Teacher defines an 'Inspirational Person' and how their "Values" make them inspirational.

Students receive clarity on the term 'values'.

There are images of eight inspirational people located around the classroom.

In pairs teacher instructs the students to walk around the room and identify who the inspirational person is, what they did and suggest why they are inspirational people (what do these people value).

In pairs students walk around the room filling in the worksheet My Name is and I...?:

1. Identifying the inspirational person,
2. Identifying what they did
3. Why they are an inspirational person (what their values are).

On completion of this exercise students return to their seats.

Teacher asks for feedback from this exercise. (Teacher gives clarity on who the people are in case it is needed.)

As students give feedback, write key words or phrases on the board, for example, "brave", "cares about people" or "hard-working".

Encourage students to get to the characteristic rather than just talking about what the person has done.

So rather than saying "Barack Obama was President of the USA", say "Barack Obama valued hard-work and commitment".

Create a word cloud on the board with these personality adjectives and values.

Students give feedback

MY VALUES - LESSON PLAN

BODY OF LESSON continued

**TEACHER
ACTIVITIES**

**STUDENT
ACTIVITIES**

Ask students to discuss in their pairs/groups if there are similarities between the different role models. What are they?

Teacher tells the students that we meet people at different stages of our lives that have a positive impact on our lives. Now that students have entered into their new school, they will meet people who will have a positive impact on their lives- these people are also role models. We must also remember the people we have already met that have affected us positively!

Teacher asks students to think about someone they already know who is a role model/ inspirational in their life (such as a family member, an older friend, a coach or a teacher – give words on slide 14 to assist with this). They then interview the person beside them about their inspirational person. Teacher can then encourage students to share their person with the class.

Students discuss the similarities / differences between the role models.

In pairs, students interview the person beside them about their 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.”

CLOSING LESSON



For homework the teacher asks the students to thank their role model for being such a positive influence in their lives.

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

AIMS

In this lesson you will:

- Think about inspirational people/ role models and examine their values.
- Consider WHY these people are inspirational and HOW they have impacted on our lives.
- Examine the values of another person you know and how he/she is an inspirational person.



OUTCOMES

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

- Define 'Values'.
- Identify what an inspirational person is.
- Describe some of the values an inspirational person has.
- Evaluate how inspirational people/ role models impact on the lives of others.
- Describe an inspirational person you know.



WHAT ARE VALUES?

Values are principles or standards of behaviour; one's judgement of what is important in life.

Examples:

Dependability

Reliability

Open-mindedness

Consistency


Loyalty

Commitment

Kindness

Honesty

WHAT IS AN INSPIRATIONAL PERSON?



An inspirational person is an individual whose values and actions set a positive example for others. An inspirational person has set admirable goals and has worked hard to achieve them. This person is admired for his or her positive qualities and contributions.

INSPIRATIONAL PEOPLE

There are images of eight inspirational people located around the classroom.

In pairs (with the person beside you) identify

- 
1. Who the inspirational person is.
 2. What they did
 3. Why they are inspirational people.

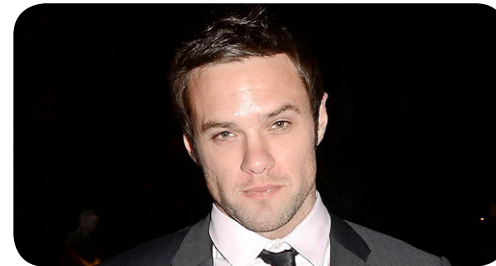
Complete Worksheet
“My Name is and I...?”
as you are circulating around
the classroom.

FEEDBACK FROM STUDENTS



WHO'S WHO?

Consider these pictures – why might these people be considered inspirational?



MY NAME IS & I.....?



**I am Michael D Higgins.
I am the President of Ireland.**



**I am Niall Breslin (Bressie)
I am a musician and mental health awareness activist.**



**I am Stephen Hawking,
theoretical physicist,
cosmologist, and author.
Having motor neuron disease,
I am a role model for
disabled people.**



**I am Katie Taylor.
I am a two-weight world
boxing champion.**

MY NAME IS & I.....?



**I am JK Rowling.
I am an author who has
turned rejection into
success.**



**I am Sir David Attenborough
I showcase the natural world
in the hope we might be
inspired to preserve it.**



**I am Greta Thunberg.
I am an environmental activist
on climate change and my
campaigning has gained
international recognition.**



**I am Barack Obama.
I was the first black
person to be the President
of the United States of
America.**

OVER TO YOU....

Think about someone you know who is a role model/inspirational in your life (such as a family member, an older friend, a coach or a teacher).

OVER TO YOU.... INTERVIEW

In pairs (with the person beside you) please interview your partner, asking your partner questions about their inspirational person.



- Who is your inspirational person?
- What words describe this person best?
- Why is this person inspirational?
- Give an example of when this person's values/ qualities were most seen.
- What can you learn from this person?
- How do you feel when you are with this person?
- Have you ever thanked this person for being such a good role model?

**SOME QUALITIES
TO DESCRIBE AN
INSPIRATIONAL
PERSON**



Loyal
FAIR
Kind
Thoughtful
Compassionate
RESPONSIBLE
Generous
Honest

Courageous
TRUSTWORTHY
Positive
Dependable
Cautious
Energetic
HUMEROUS
Patient
Grateful
Sensitive

REVIEW

Can you

- Define 'Values'.
- Identify what an inspirational person is.
- Describe some of the values an inspirational person has.
- Evaluate how inspirational people/ role models impact on the lives of others.
- Describe an inspirational person you know

MY VALUES MY NAME IS AND I...?

My name is

Why am I Inspirational?



What do you think my values are?

My name is

Why am I Inspirational?

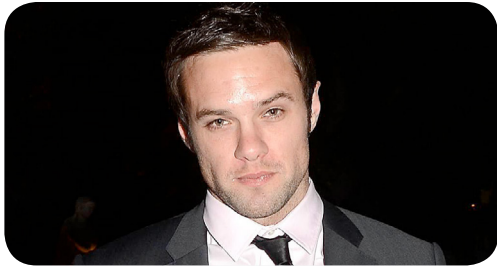


What do you think my values are?

MY VALUES

MY NAME IS AND I...?

My name is



Why am I Inspirational?

What do you think my values are?

My name is



Why am I Inspirational?

What do you think my values are?

My name is



Why am I Inspirational?

What do you think my values are?

MY VALUES

MY NAME IS AND I...?

My name is



Why am I Inspirational?

What do you think my values are?

My name is



Why am I Inspirational?

What do you think my values are?

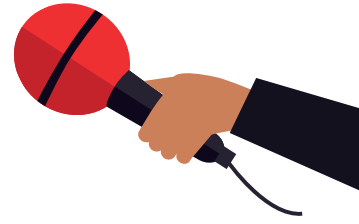
My name is



Why am I Inspirational?

What do you think my values are?

**MY VALUES
INTERVIEW**



1. Who is your inspirational person?

2. What words describe this person best?

3. Why is this person inspirational?

4. Give an example of when this person's values/ qualities were most seen.

5. What can you learn from this person?

6. How do you feel when you are with this person?

7. Have you ever thanked this person for being such a good role model? If not, when and how could you thank this person?

MY PATHWAYS LESSON PLAN



PRE-SCHOOL



PRIMARY SCHOOL



POST-PRIMARY SCHOOL



THE NEXT STEP

MY PATHWAYS - AN OVERVIEW

LESSON TITLE:
**MY
PATHWAYS**

AIMS

This lesson will:



- Explore stages of Education in Ireland
- Reflect on students 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 different stages of the educational system in Ireland.
- Write a letter to their future self about their hopes and wishes for this stage of their 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).
- 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 PATHWAYS - AN OVERVIEW

LINKS TO WHOLE SCHOOL GUIDANCE



Developing Myself

In this lesson students will

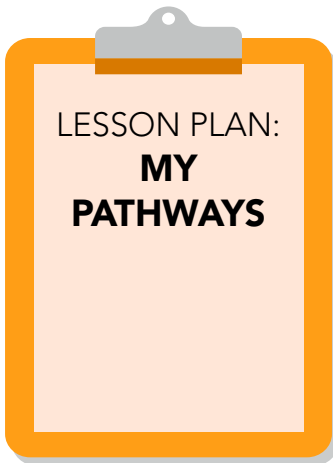
- Develop & maintain self-esteem & a positive self-concept.
- Interact effectively with others.
- Develop & grow throughout life.
- Students will be able to identify and describe their personal qualities, attitudes and strengths, interests and how they influence behaviour.
- Students will be able to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

Developing My 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 - LESSON PLAN



MATERIALS NEEDED FOR THIS LESSON

BY TEACHER

- PowerPoint
- Worksheets

BY STUDENTS

- Worksheets (on-line or hard copy)

AIMS

This lesson will:

- Explore stages of Education in Ireland
- Reflect on students 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 different stages of the educational system in Ireland.
- Write a letter to their future self about their hopes and wishes for this stage of their educational journey.



OPENING 'THE HOOK'

Ask students "Why are you in post-primary school today?"

Students may provide some of the following answers

- a. First year follows sixth class.
- b. I wasn't allowed to stay in bed this morning.
- c. I'm too young to earn a living.
- d. Other.

Ask a few volunteers to share their reasons for being in post-primary school. Write these answers on the board. Answers will vary, such as: to get a better job after high school; to get into college; to learn new things.

Then tell the students the Aims of the class, which is based around the concept of "Pathways".

MY PATHWAYS - LESSON PLAN

BODY OF LESSON

**TEACHER
ACTIVITIES**

**STUDENT
ACTIVITIES**

Teacher introduces students to the concept of 'Pathways'.

Teacher asks students "What happens after Post Primary school?"

Teacher clarifies some of the different pathways after school including work, further and higher education and travel

Open floor discussion on 'Pathways'.

Students respond with suggestions.

Teacher focuses in on what happens in Post Primary school, paying attention to some important subjects in Post Primary school (requirements for college).

Post Primary school, It Matters. The teacher asks students to write a letter to their future selves. Teacher will keep this letter until graduation. Students will be delighted to see how far they have has 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:

1. Write about their life at the moment – who is in their family – what their hobbies are?, what is important to them – what their favourite subject is - who they look up to?
2. Write about their first month in School – i.e. the subjects they like, the new friends they have met, etc.
3. Write about their dreams and hopes for the next six years (a subject they look forward to studying, sport they 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 - LESSON PLAN

CLOSING LESSON



The teacher reminds the students of all of the pathways available to them after Post Primary 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
POST-PRIMARY SCHOOL
AND BEYOND . . .



**YOU ARE ON
A JOURNEY**

**AND POST-PRIMARY
SCHOOL IS AN
IMPORTANT PART OF
THAT JOURNEY!**



AIMS

In this lesson you will:

- Pathways: Learn about the stages of Education in Ireland.
- 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 different stages of the educational system in Ireland.
- Write a letter to your future self about your hopes and wishes for this stage of your educational journey.



WARM UP: WHY AM I HERE?

Welcome, everybody! Before we begin today, I have a very important question for all of you:

Why are you in post-primary school today?

a.

First year follows sixth class.

b.

I wasn't allowed to stay in bed this morning.

c.

I'm too young to work

d.

Other.

Raise your hand if you said a...b...c.
And who chose d, another reason?

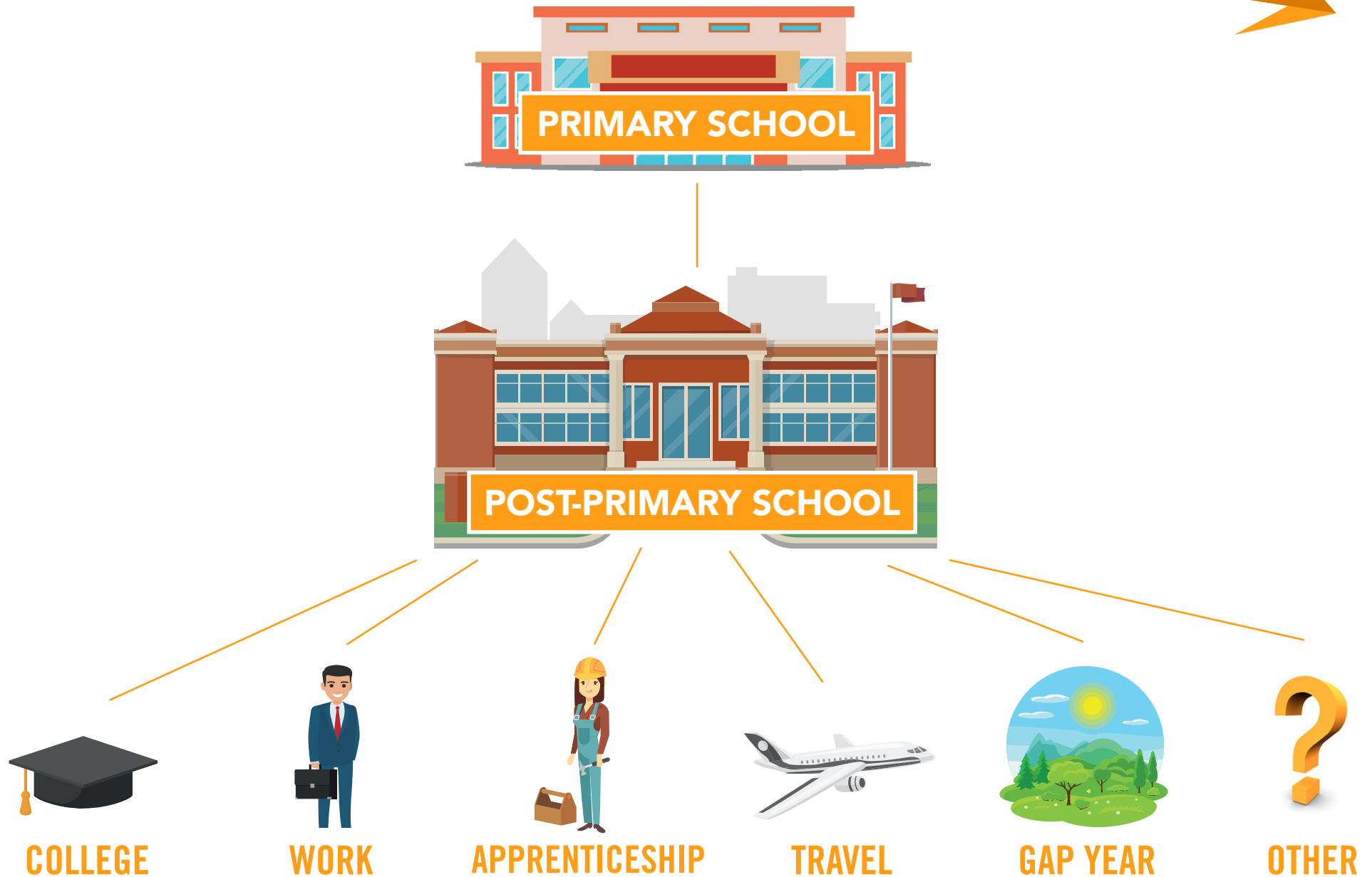


MY PATHWAYS



WHAT HAPPENS AFTER POST- PRIMARY SCHOOL?



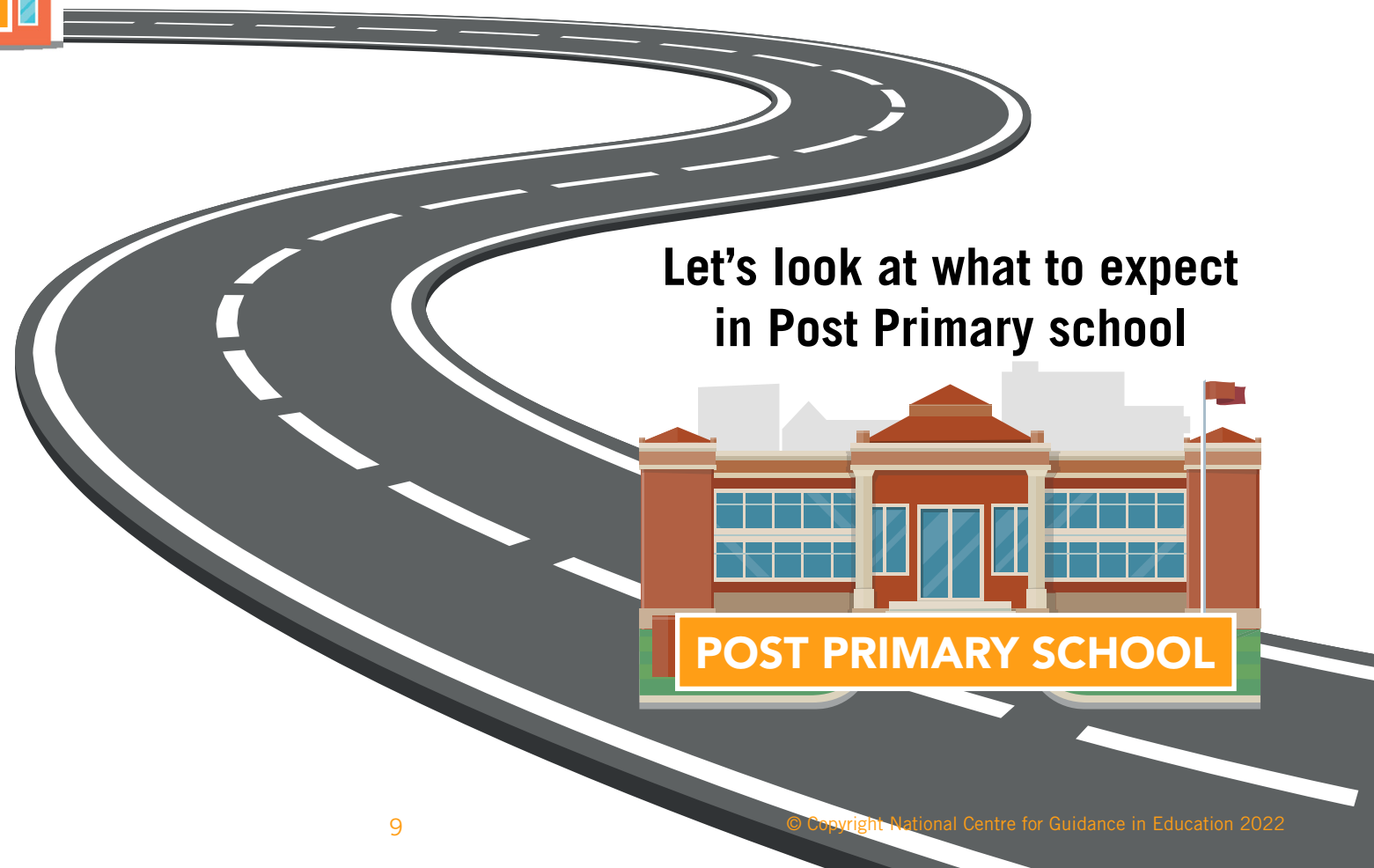


DISCUSSION





**Primary School
is Complete** 



**Let's look at what to expect
in Post Primary school**



WHAT TO EXPECT



FIRST YEAR: In First Year I am going to settle in to my new school.

SECOND YEAR: In Second Year I will be doing some Classroom Based Assessments i.e. important projects.

THIRD YEAR: In Third Year I will be doing my Junior Cycle Projects and assessments.

TRANSITION YEAR: In Transition Year I will try new subjects and I will do work experience. I will also select what subjects I will do for my Leaving Cert.

FIFTH YEAR: In Fifth Year I will start some of my Leaving Cert Projects. I will start going to college open days and finding out more information about careers.

SIXTH YEAR: In Sixth Year I will sit my Leaving Certificate Examination. I will choose my next pathway.

OVER TO YOU....

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 are your hobbies?, what is important to you – what are your favourite things – who do you look up to?
2. Write about your first month in school – i.e. the subjects you like, the new friends you have met, etc.
3. Write about your dreams and hopes for the next six years (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!

Worksheet

MY PATHWAYS

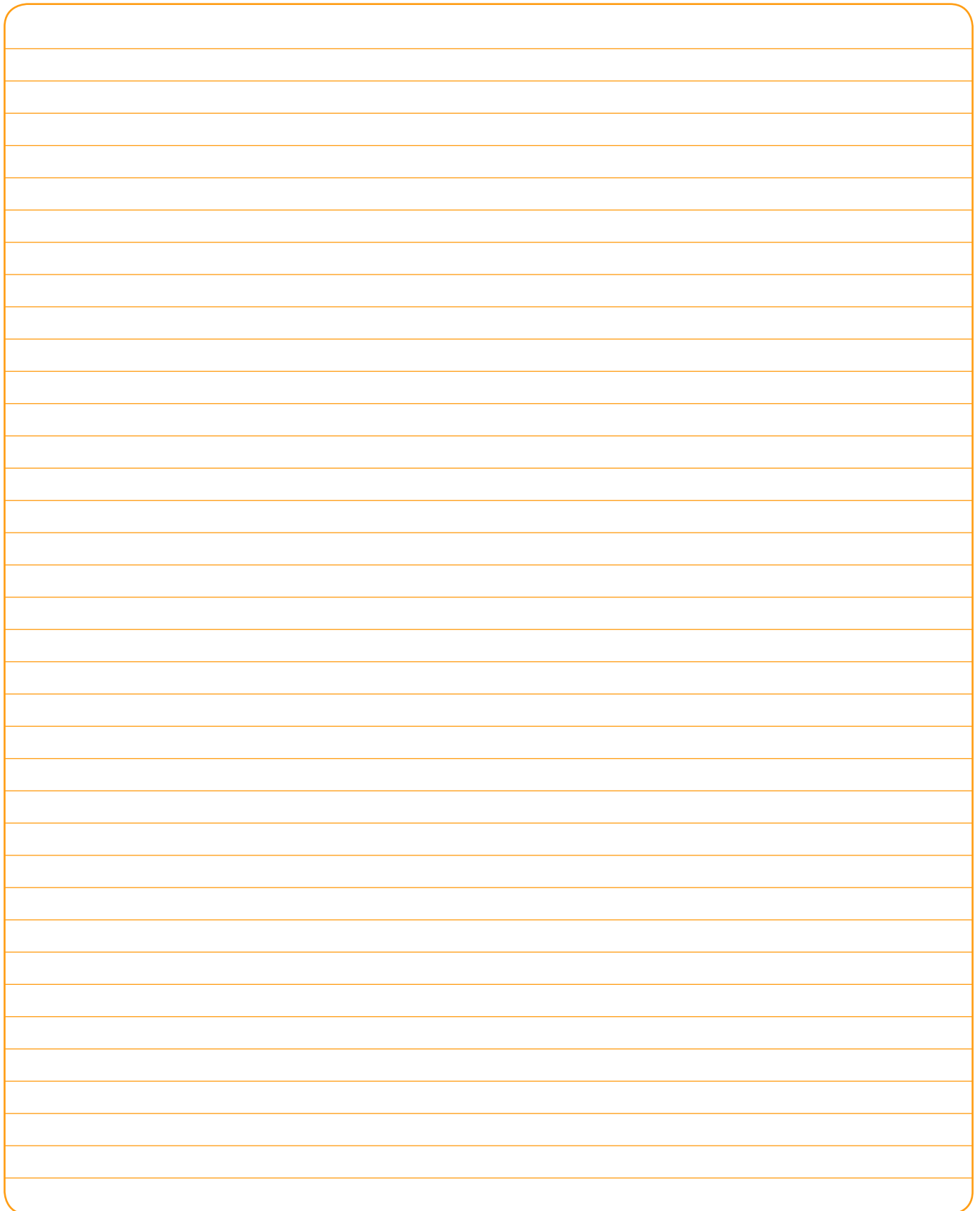
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You will open this letter in sixth year

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 your first month in School – i.e. the subjects you like, the new friends you have met, etc.
3. Write about your dreams and hopes for the next six years (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!

LETTER TO MYSELF



LETTER TO MYSELF

A large rectangular area with rounded corners, containing 25 horizontal orange lines for writing. The lines are evenly spaced and extend across the width of the page, providing a space for the student to write their letter to themselves.

MY GOAL SETTING LESSON PLAN



MY GOAL SETTING - LESSON PLAN

LESSON TITLE:
MY GOAL SETTING

AIMS

This lesson will:



- Explore the difference between a wish and goal.
- Explore how to set a meaningful, appropriate and challenging goal.
- Explore how to make a goal S.M.A.R.T.

OUTCOMES

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



- Distinguish between a wish and goal.
- Identify what they want to accomplish (goal).
- Identify how to set a S.M.A.R.T goal.

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 GOAL SETTING - LESSON PLAN

LINKS TO WHOLE SCHOOL GUIDANCE



Developing Myself

In this lesson students will

- Develop & maintain self-esteem & a positive self-concept (3 Stars and a Wish).
- Interact effectively with others (face-to-face: discussing goal with peer).
- Develop & grow throughout life.
- Students will be able to identify and describe their personal qualities, attitudes and strengths, interests and how they influence behaviour.
- Students will be able to demonstrate effective social skills when cooperating, collaborating & negotiating with peers and teacher.
- Students will be able to participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development.
- Ask for help when required.

MY GOAL SETTING - LESSON PLAN



MATERIALS NEEDED FOR THIS LESSON

BY TEACHER

- PowerPoint
- Worksheets

BY STUDENTS

- Worksheets (on-line or hard copy)

AIMS

This lesson will:

- Explore the difference between wishes and goals.
- Show students how to set S.M.A.R.T goals.
- Encourage students to identify a goal they want to achieve, take ownership of this goal and the process involved in achieving them.



OUTCOMES

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

- Distinguish between a wish and a goal.
- Identify a goal they want to accomplish.
- Know how to turn their goal into a S.M.A.R.T goal.



OPENING 'THE HOOK'



Tell 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 some of the things we do well and we are also 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 'goal' to achieve this.

MY GOAL SETTING - LESSON PLAN

BODY OF LESSON

**TEACHER
ACTIVITIES**

**STUDENT
ACTIVITIES**

The lesson opens with “3 Stars and a Wish” Activity. In the introduction the teacher reminds the students that they all have positive qualities (to build self-esteem). In this activity they will identify three things they are already doing well and identify one thing that they want to work on/ achieve (the wish); they will write this down in the Worksheet.

Students complete “My 3 Stars and a Wish” Worksheet and in pairs they talk to the person beside them about HOW they became so good at these “Stars.” Next they come up with a “Wish” - something they want to achieve.

Teacher asks “What is the difference between a Wish and a Goal?”
 Teacher asks students: ‘Now that you have moved from primary to post primary school, what goals might you have for post-primary school’
 Teacher gives definition of a goal and clarifies the difference between a wish and a goal.

Students give feedback on the difference between a Wish and a Goal and their goals for Post-primary School.

Teacher tells students that the class today will be about goal setting.
 Teacher asks students to work in pairs to discuss the purpose of setting goals (feedback is recorded on the board).
 (Some of the reasons for setting goals:
1. You take control of your life
 A goal is like a GPS in life. It gives you direction and helps you choose where to go in life. It makes you envision your ideal future and helps you turn it into reality. When you have achieved the goal, you improve your life and become a better version of yourself.
2. You focus on the important things
 Goals help us to sort out what is important and what isn’t. You will only focus on the things that you want to achieve and spend precious time on them.

In pairs the students discuss the purpose of goal setting and give feedback to the teacher.

MY GOAL SETTING - LESSON PLAN

BODY OF LESSON continued

**TEACHER
ACTIVITIES**

**STUDENT
ACTIVITIES**

3. You will make good decisions
Goals help you identify and establish your priorities and make the right choices based on the long-term view of what is most important to you.

4. You can finish the task efficiently
You will focus and concentrate your time and energy on the task. This will keep away all the distractions which will make you more efficient.

5. You will be self-confident and enthusiastic
When you set a goal and measure the achievement, you are able to see what you have done and what you are capable of. This process of achieving goals gives you confidence, enthusiasm, and a belief in yourself.

6. You will make progress
After you have achieved one goal, you will try to achieve higher goals. When you look back you will see all of the progress you have made.

7. You are closer to success
Goals are the starting point of success. A good start makes for half the success.)

Students discuss the similarities / differences between the role models.

Teacher tells students the story of “Edmund’s Goal” to demonstrate the difference between wishes and goals.

Students listen to the story of “Edmund’s Goal”.

After the story the teacher asks students to discuss the following in pairs:

1. How do you think Edmund felt about setting his goal?
2. How do you think he felt after other people’s reactions?
3. How did Edmund change his goal into a S.M.A.R.T Goal?
4. Do you think Edmund will achieve his goal? Why?
5. Is your goal S.M.A.R.T? How could you make it smart?

Students reflect on and discuss the following:

1. How do you think Edmund felt about setting his goal?
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MY GOAL SETTING - LESSON PLAN

BODY OF LESSON continued

**TEACHER
ACTIVITIES**

After reflecting on and discussing above with their partner the teacher facilitates a classroom discussion on the feedback.

**STUDENT
ACTIVITIES**

Students give feedback to the class.

CLOSING LESSON



Teacher closes with asking the students what is the difference between a wish and a goal. Teacher reminds students of the definition and closes the class.
Finally, the teacher re-examines the lesson's aims.

MY GOAL SETTING LESSON PLAN



MY GOAL SETTING - LESSON PLAN

LESSON TITLE:
MY GOAL SETTING

AIMS

This lesson will:



- Explore the difference between a wish and goal.
- Explore how to set a meaningful, appropriate and challenging goal.
- Explore how to make a goal S.M.A.R.T.

OUTCOMES

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



- Distinguish between a wish and goal.
- Identify what they want to accomplish (goal).
- Identify how to set a S.M.A.R.T goal.

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.
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MY GOAL SETTING - LESSON PLAN

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MY GOAL SETTING - LESSON PLAN

BODY OF LESSON

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BODY OF LESSON continued

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MY GOAL SETTING - LESSON PLAN

BODY OF LESSON continued

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Students give feedback to the class.

CLOSING LESSON



Teacher closes with asking the students what is the difference between a wish and a goal. Teacher reminds students of the definition and closes the class.
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MY GOALSETTING



AIMS

In this lesson you will:

- Explore the difference between a wish and goal.
- Explore how to set a meaningful, appropriate and challenging goal.
- Explore how to make a goal S.M.A.R.T



OUTCOMES

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

- Distinguish between a wish and goal.
- Identify what you want to accomplish (goal).
- Identify how to set a S.M.A.R.T goal.



WARM UP ACTIVITY

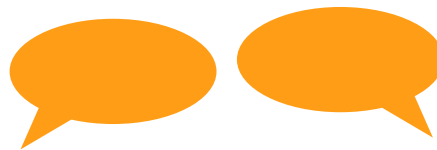
3 STARS AND A WISH



First, you must think of
3 **“Stars”**,
or things you already do well.



This can be anything from
running fast to solving a maths
problem to comforting a friend
when they’re feeling sad.



In pairs talk to the person
beside you about HOW
you became so good at
these **“Stars”**.

Did you have to practice?
Did it take time to learn?

Next, come up with a realistic
“Wish”. The **“Wish”** is something
that you need or want to work on or
something new you want to be able
to do (a goal).

Your wish might be something
you would like to achieve or
work on now that you are in
post-primary school.

WHAT IS A GOAL?

Based on that activity please talk to the person beside you about what you think a **'goal'** is.

What is the difference between a **'wish'** and a **'goal'**?

Now that you have moved from Primary into Post-primary school, what goals might you have for Post-primary School?

DEFINITION

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



WHAT IS THE DIFFERENCE BETWEEN A WISH AND A GOAL?

A Goal isn't chance;
it's choice.

Effort is Key.



A wish is a desire, hope, or longing for something or for something to happen while a goal is a result of choosing to take steps that will lead to the fulfilment of that wish.

It involves ACTION!!



**TODAY WE ARE
GOING LEARN HOW
TO SET GOALS!**



WHY SET GOALS?

In pairs discuss with the person beside you the purpose of setting goals.



HOW CAN I CHANGE MY WISH INTO A GOAL

We need to get

S M A R T

...but first let me tell you a little story
about how to achieve your goals using
the **S.M.A.R.T** technique.



EDMUND'S GOAL



**HOW AN ELEPHANT
MADE HIS DREAM
COME TRUE**

EDMUND'S GOAL....

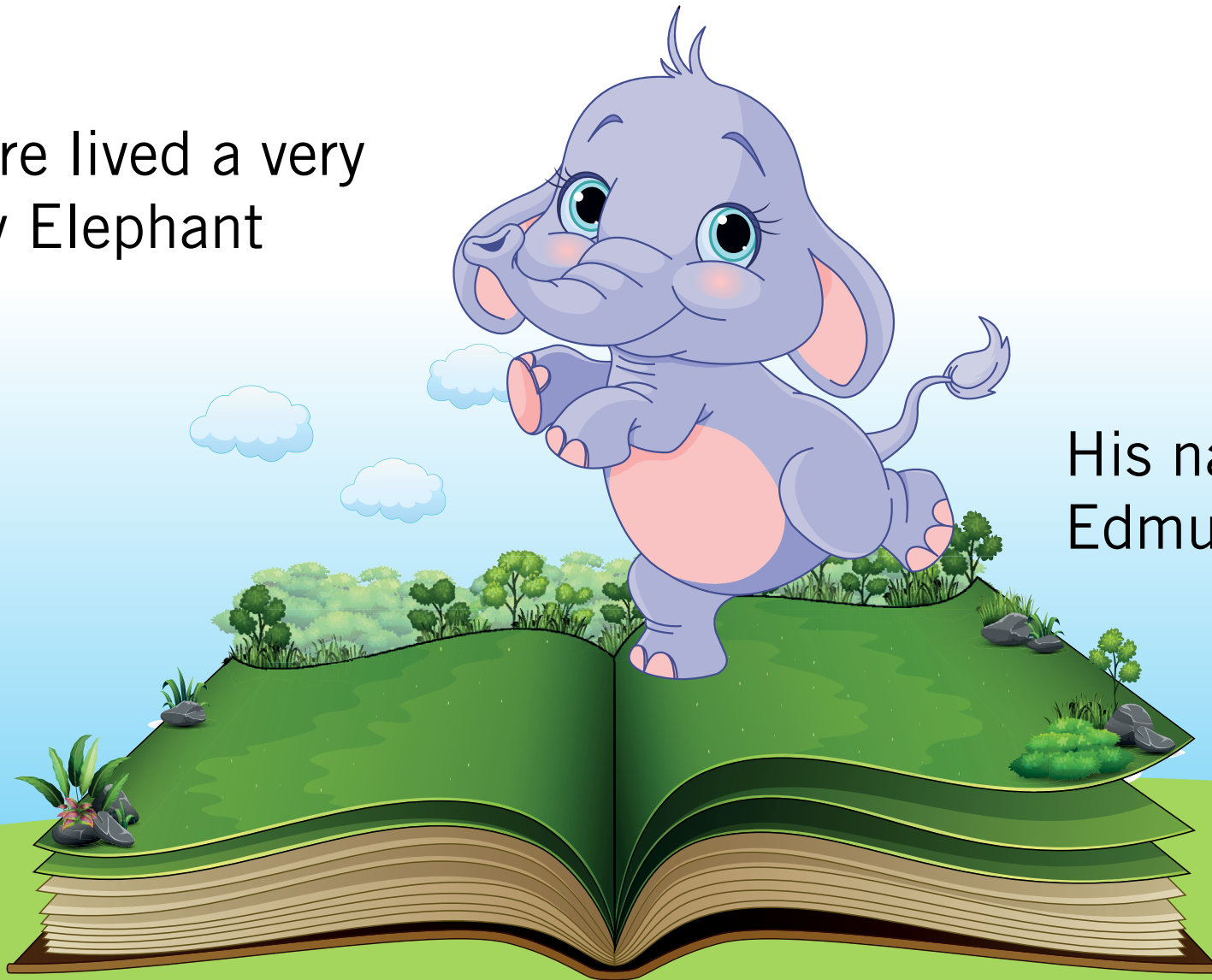
Once upon a time

Many years ago,
in a distant land...



EDMUND'S GOAL.....

There lived a very
jolly Elephant



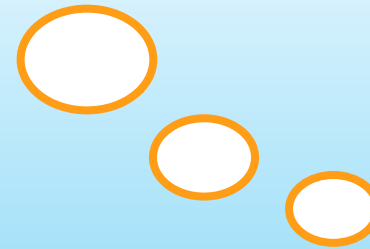
His name was
Edmund

EDMUND'S GOAL....

Edmund had a wish....

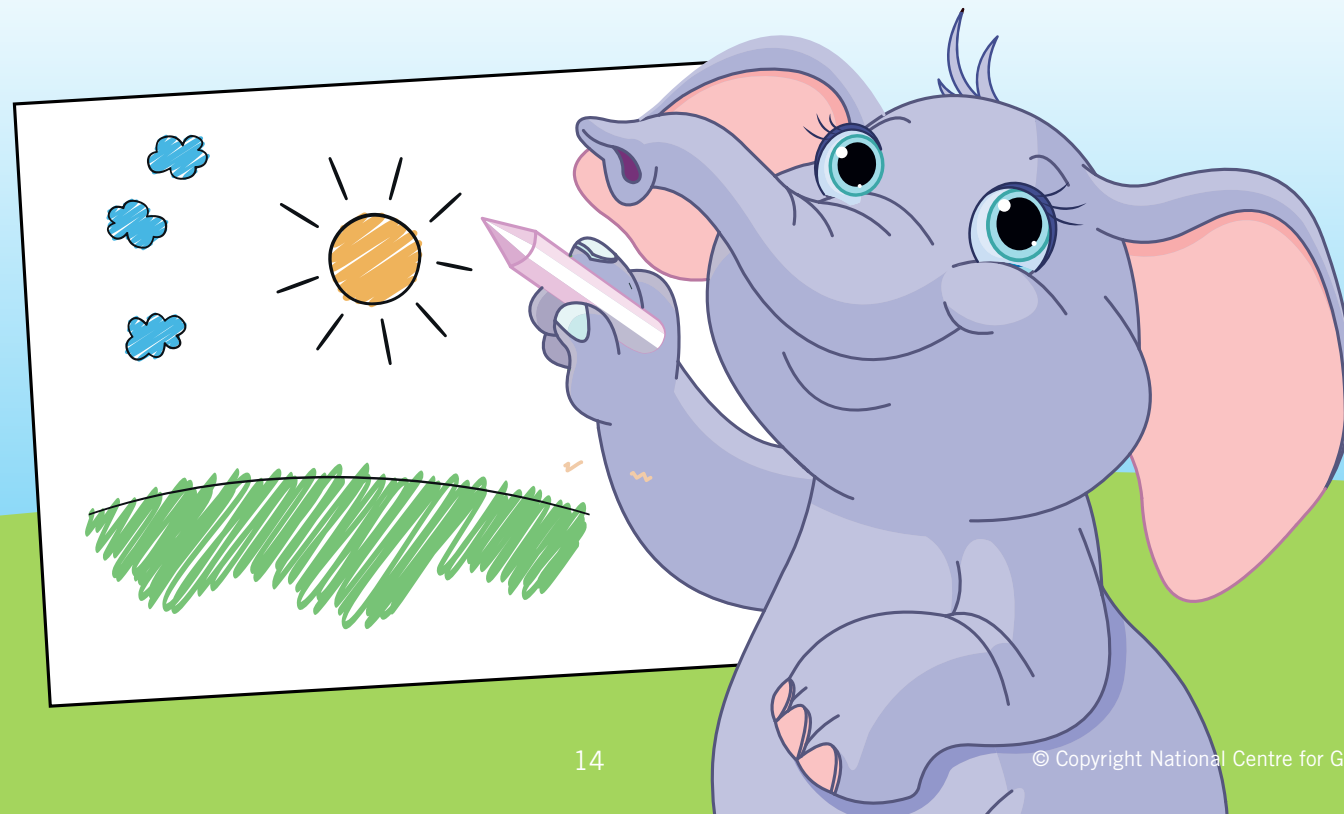


He wanted to become
a world-famous artist



EDMUND'S GOAL....

Edmund loved to draw.....
On paper...
on cardboard...
and even on the walls at home!



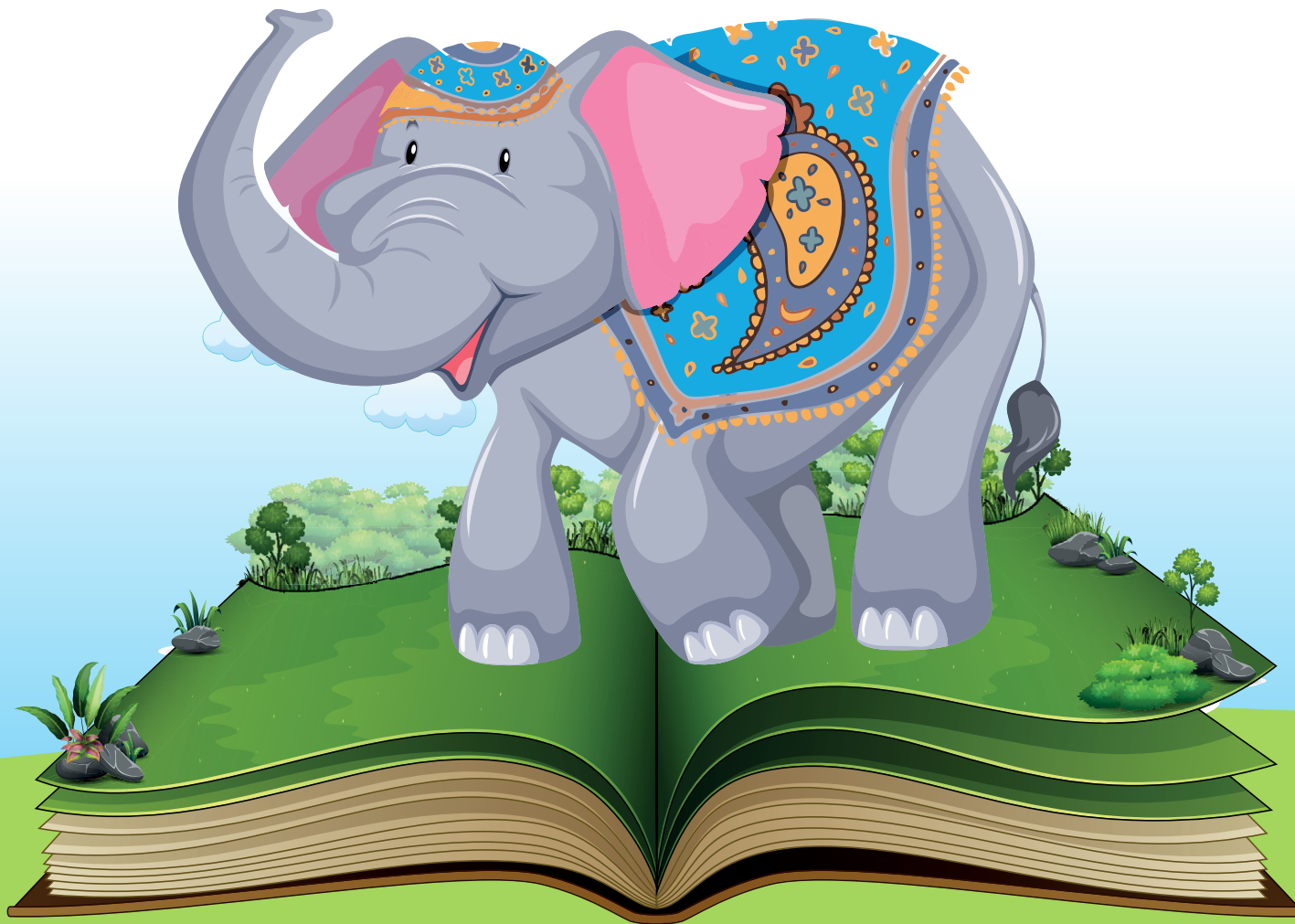
EDMUND'S GOAL....

Edmund was upset by this



EDMUND'S GOAL....

However Edmund had a fairy god-mother called Doris.



EDMUND'S GOAL....

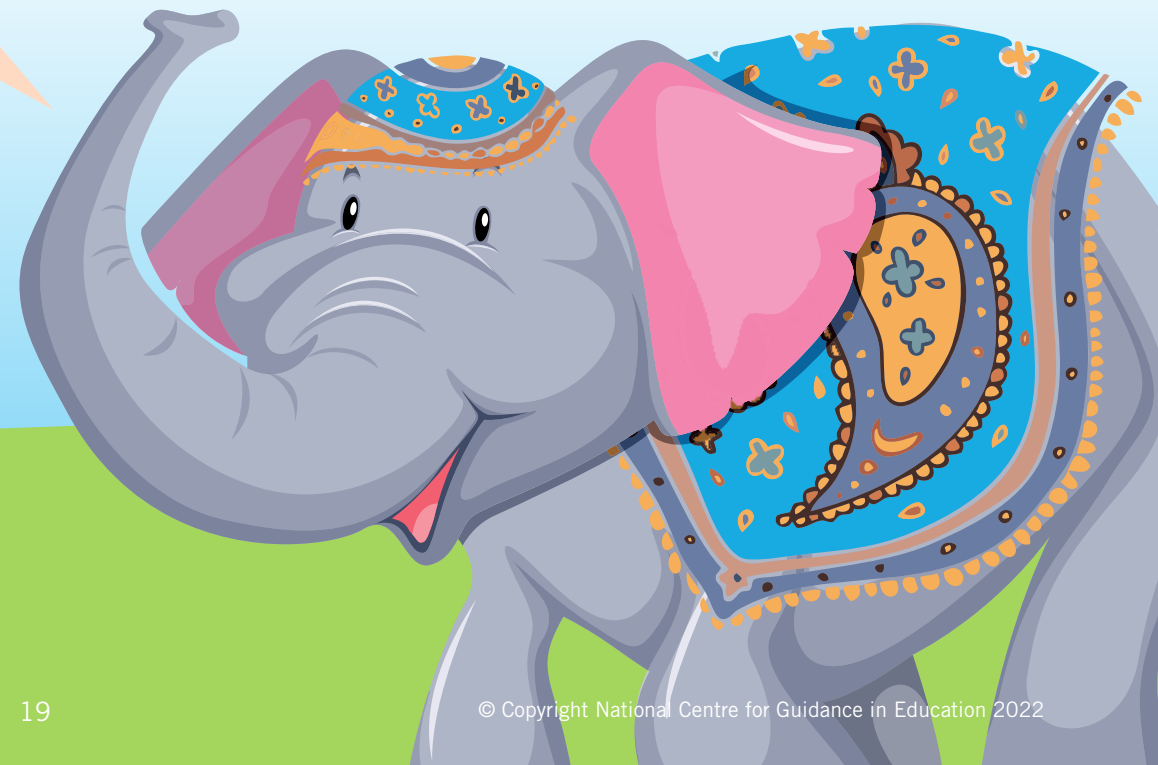
Like Edmund, Doris was very artistic.... She liked to wear nice bright clothes and loads of jewellery



EDMUND'S GOAL....

Doris told Edmund

“If you want to be a world famous artist you have got to be smart!”



EDMUND'S GOAL....

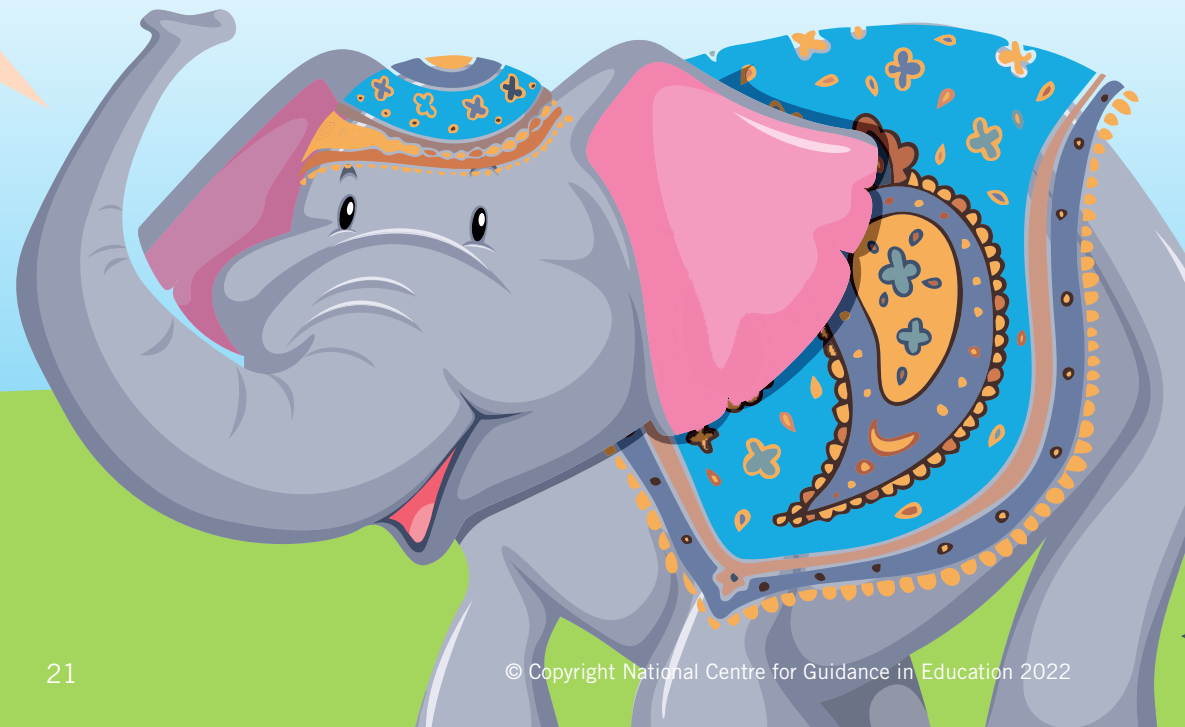
So.....
Edmund started reading
more books!!



EDMUND'S GOAL....

Doris said

“not that sort of smart Edmund!
S.M.A.R.T”



EDMUND'S GOAL.....

Doris told edmund to achieve his goal it must be S.M.A.R.T



SPECIFIC



MEASURABLE



ATTAINABLE



RELEVANT

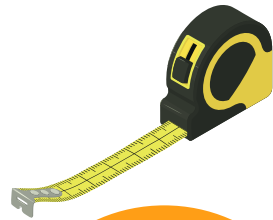


TIME-BOUND



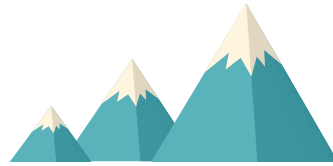
SPECIFIC

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.



TIME-BOUND

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

EDMUND'S GOAL....

So! Edmund went away and thought about his goal again.



His goal to be a World Famous Artist was not a **S.M.A.R.T** goal.



EDMUND'S GOAL....

Edmund made his dream more **specific**

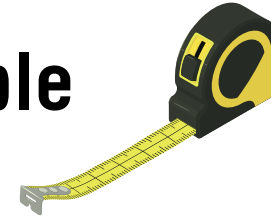


“I want to learn
how to draw”



EDMUND'S GOAL....

Edmund made his dream more **measurable**

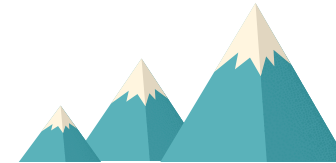


“I want to pass my drawing exam”



EDMUND'S GOAL....

Edmund made his dream more **achievable**



“Ok. Maybe not world-famous ... yet ... just an artist.”

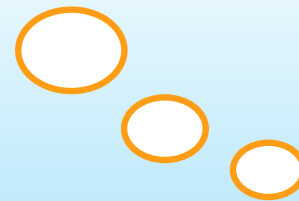


EDMUND'S GOAL....

Edmund made his dream more **relevant**



“I get great joy out of being creative; I really love it and would like to be an artist when I am older”



EDMUND'S GOAL....

Edmund made his dream more **time-focused**



“I want to get at least 70% in my drawing exam in May.”



EDMUND'S GOAL....

So this:

“be a world famous artist”

Had become this:

**“get at least 70%
in my drawing
exam in May!”**



EDMUND'S GOAL....

Anyway, just thinking about his dream like this made Edmund feel like he could do it



I can do it



EDMUND'S GOAL....

And with time, he did indeed achieve his dream.



OVER TO YOU...



With the person beside you discuss the following:

- How do you think Edmund felt about setting his goal?
- How do you think he felt after other people's reactions?
- How did Edmund change his goal into a S.M.A.R.T Goal?
- Do you think Edmund will achieve his goal? Why?
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A wish is a desire, hope, or longing for something or for something to happen while a goal is a result of choosing to take steps that will lead to the fulfilment of that wish.

It involves ACTION!!

REVIEW

Can you...

- Distinguish between a wish and goal.
- Set a meaningful, appropriate and challenging goal.
- Know how to make a goal S.M.A.R.T.

MY GOAL SETTING

3 STARS AND A WISH

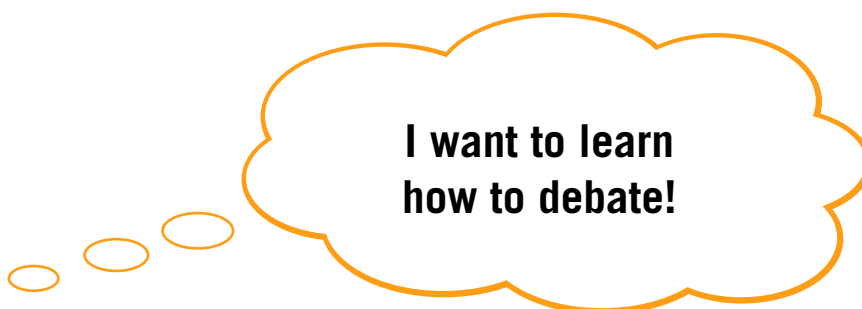
- Come up with 3 **“Stars”**, things you do well
- Come up with a **“Wish”**, something to work on (a goal!)

EXAMPLE

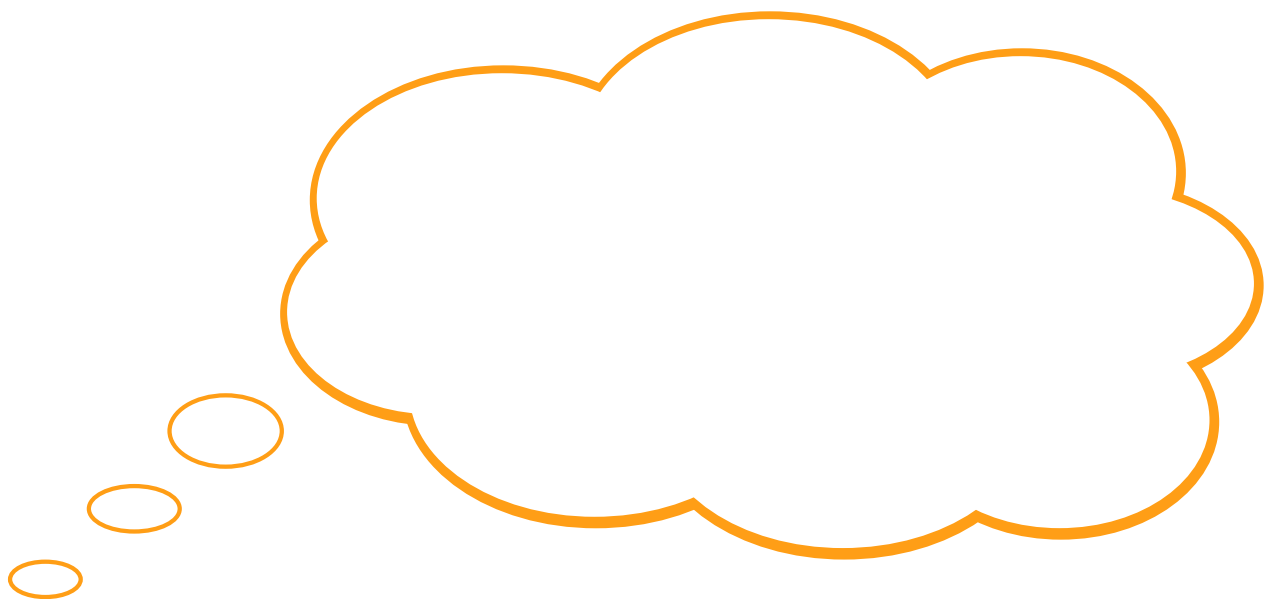
I am a star at..



My wish



MY 3 STARS AND A WISH



S.M.A.R.T. GOAL



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MY CONNECTION WITH NATURE

How can we connect with Nature at home?



How can we connect with Nature at school?



How can we connect with Nature in the Outdoors?



One thing I will do this week to connect with someone in Nature:



MY CONNECTION WITH NATURE



AIMS

This lesson will:

- Explore the meaning of 'nature' and how we can connect with nature.
- Consider WHY nature is important for our mental health.
- Examine how we can integrate nature into our lives at home and at school.



OUTCOMES

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

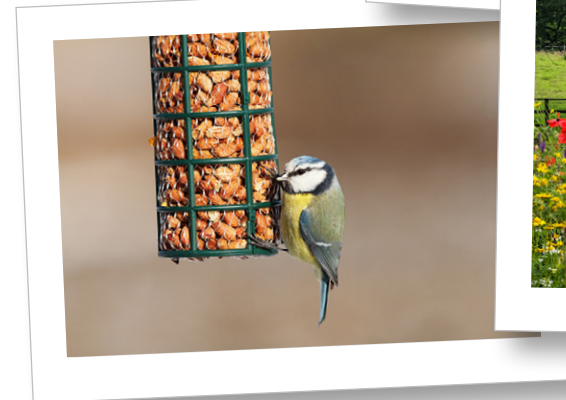
- Define 'Nature'.
- Describe the mental health benefits of connecting with nature.
- Identify how can we build a connection with nature.
- Describe Five Ways to Wellbeing in Nature!



NATURE IS...

- Birds
- Animals
- Flowers
- The seaside
- Mountains
- A vegetable patch
- Somewhere outdoors to play sports

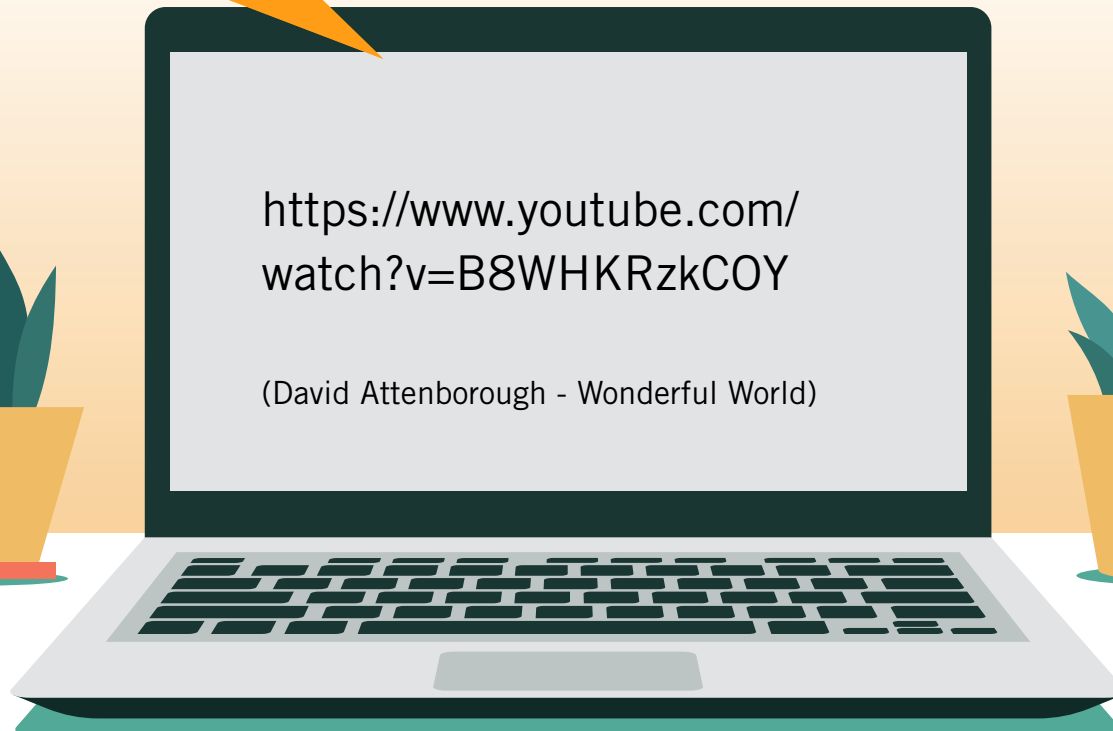
- And more.....



WHAT IS NATURE?

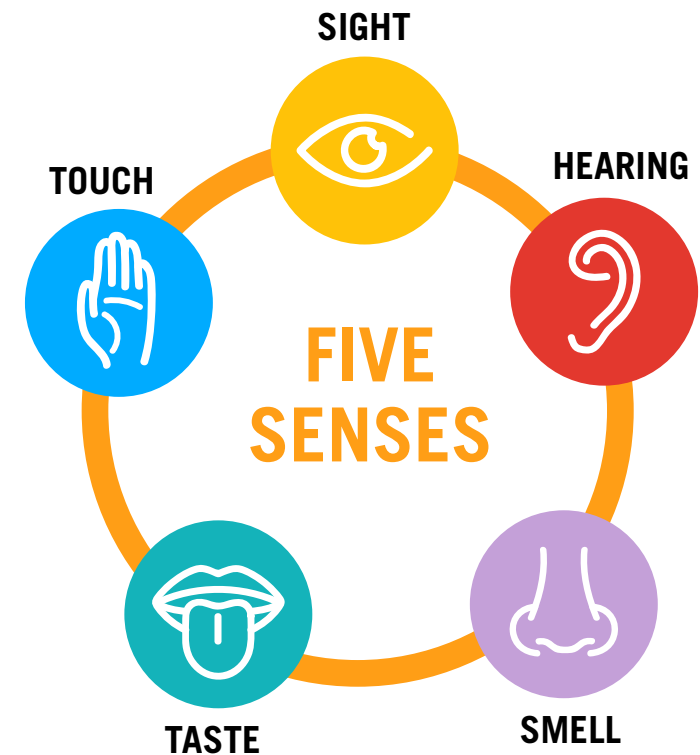
<https://www.youtube.com/watch?v=B8WHKRzkCOY>

(David Attenborough - Wonderful World)



'CONNECT WITH NATURE' WHAT DOES THIS MEAN?

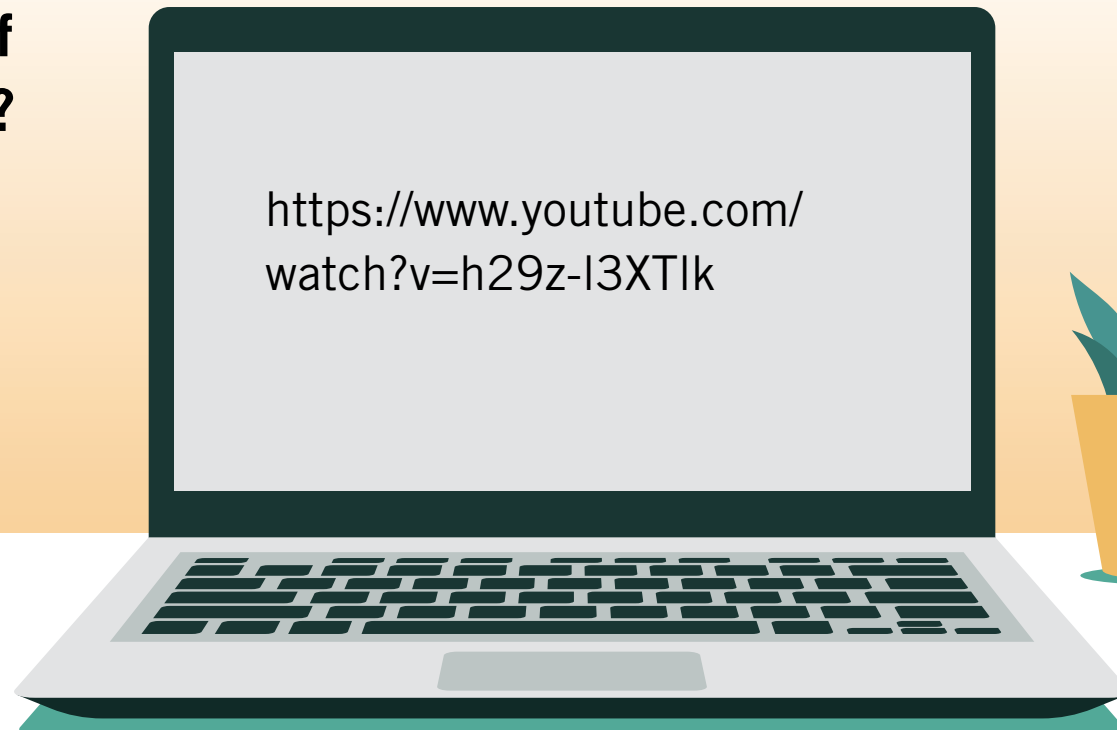
- Connecting with nature is about building a meaningful relationship with nature by noticing and becoming sensitive to what is around you.
- We use our senses to connect with nature.



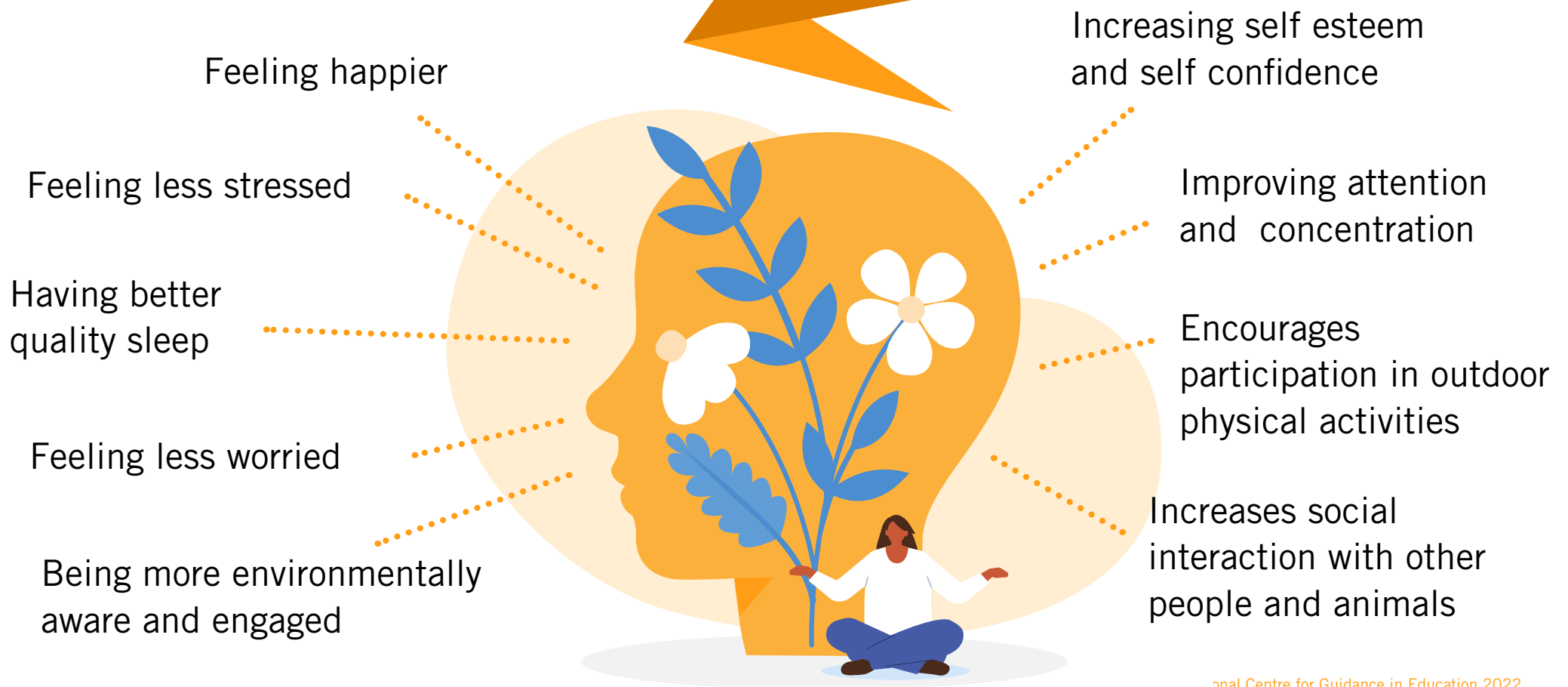
WHY SHOULD WE CONNECT WITH NATURE?

**What are the benefits of
connecting with nature?**

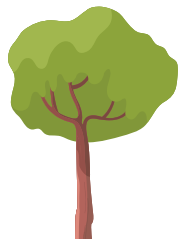
[https://www.youtube.com/
watch?v=h29z-l3XTIk](https://www.youtube.com/watch?v=h29z-l3XTIk)



WHAT ARE THE MENTAL HEALTH BENEFITS OF CONNECTING WITH NATURE?



HOW CAN WE BUILD A CONNECTION WITH EACH OTHER AND WITH NATURE?



Bring nature inside together



Explore green and blue spaces in your local area together



Get active outdoors together



Get creative together



Connect with others in nature

5 WAYS TO WELLBEING IN NATURE!



CONNECT

Making a connection with people in Nature can make you feel AMAZING!

Connecting with others makes you feel like you belong, you are important, and you are valued.

Belonging raises your self-esteem! You can connect with people in nature in lots of different ways.

Try to connect with someone in nature everyday.

Instead of texting or calling go for a walk with someone in nature.

Play a game with your sister or brother or friends outside.

Walk to a friend or family member's house to connect with them.

Join a club or group and get to know people who like the same things as you do.

Why not suggest an outdoor activity for you and your friend to try?

Do indoor or outdoor gardening with your family/ friends.



BE ACTIVE

When you get physically active it can make you feel GREAT! People who exercise regularly have lower rates of sadness and depression and feel less anxious. It is a great way to reduce any anxiety you are feeling. You don't have to do anything intense or difficult.

Try and exercise everyday! You can fit exercise into your day in many ways.

- Take up a sport
- Go for walk or a run
- Do a silly dance
- Make up an exercise routine
- Try gardening

- Try yoga
- Skateboard
- Take a picture of what nature means to you.
- Collect natural objects and make a handmade card for a loved one.

- Find your own space in nature
- Go on a bike ride
- Go outdoor swimming
- Have a picnic with friends or family
- Feed the ducks in the local pond



TAKE NOTICE



- Taking notice is about appreciating the things around you.
- This means being in the present moment, right now!
- No worries about the future, no thoughts about the past, just observing and seeing what is here right now!
- Go for a walk in nature and notice:
 - The birds singing
 - The wind
 - The sun on your face
 - The feel of rain
 - Notice the colours of nature
 - Notice the smells of nature (smell a flower)

- Try and use all your senses when exploring your environment – this will help you feel more connected to nature.
- Use your eyes, nose, ears, mouth and hands to see things around you!
- Get a camera and use it to take photographs of some of the beautiful things you see in nature.
- Run your hand along the bark of a tree, smell the scent of a rose, listen to the hiss of a grasshopper, notice the way the tree branches move with the wind or even catch a raindrop on your tongue and see what it tastes like!

- Sometimes we forget to slow down and appreciate the nature around us.
- Try and be in the moment when you are going for a walk or sitting on a bench.
- This is known as being mindful – the skill of paying attention to what is happening in your mind and body right now, without judgement.
- Sometimes we can miss the wonders of nature simply by not paying attention or giving ourselves the time to look.

LEARN NEW THINGS

Learning new things feels great! It doesn't have to be much, just a little thing each day that you have learnt to do. You can learn new things in many ways. Try and learn new things every day!



- Read a book about nature, animals or the universe
- Research about birds or nature on the computer
- Research about birds or nature on the computer
- Ask parents or grandparents about what they like about nature

- Watch documentaries on the TV
- Find out more about an aspect of nature that interests you!
- Learn how to draw or paint something in nature!
- Try a bark rubbing
- Take a picture of what nature means to you

- Write some creative sentences.
- Do a quick sketch of a natural object or your surroundings.
- Write a poem or song lyrics about your favourite nature spot
- Collect natural objects and make a handmade card for a loved one

GIVE

Giving or helping others feels great! Have you noticed how you feel when you help someone?

Try to give or help everyday!



- Ask someone who is alone in the school yard to hang around with you
- Do some chores outside at home (cut the grass, put out the bins, help with gardening, water the flowers)
- Offer to do some gardening for your grandparents
- Be kind to someone
- Help raise money for a charity event

- Give someone a gift of seeds or a plant to grow and care for in their house
- Organise a big litter clean-up of the school grounds or a local park
- Put out a birdfeeder in your garden or leave seeds on the windowsill for the birds
- Use reusable drink bottles instead of buying plastic bottled drinks
- Recycle as much as possible, whether at home, in school or outdoors.

- Grow flowers on your window-sill that are good for bees
- Pick up litter when you are out for a walk
- Sign up and share a petition or campaign about protecting our environment
- Volunteer at a local community garden
- Take part in or organise a community clean up

REMEMBER



OVER TO YOU . . .



THINK



PAIR



SHARE



How can we connect with Nature?

- At Home
- In School
- Outdoors

REVIEW

Can you...

- Define 'Nature'.
- Describe the mental health benefits of connecting with nature.
- Identify how can we build a connection with nature.
- Describe Five Ways to Wellbeing in Nature!

MY CONNECTION WITH NATURE LESSON PLAN



MY CONNECTION WITH NATURE - LESSON PLAN

LESSON TITLE:

MY CONNECTION WITH NATURE

AIMS

This lesson will:



- Explore the meaning of 'nature' and how we can connect with nature.
- Consider WHY nature is important for our mental health.
- Examine how we can integrate nature into our lives at home and at school.

OUTCOMES

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



- Define 'Nature'.
- Describe the mental health benefits of connecting with nature.
- Identify how can we build a connection with each other and with nature.
- Describe Five Ways to Wellbeing in nature.

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 CONNECTION WITH NATURE
- LESSON PLAN

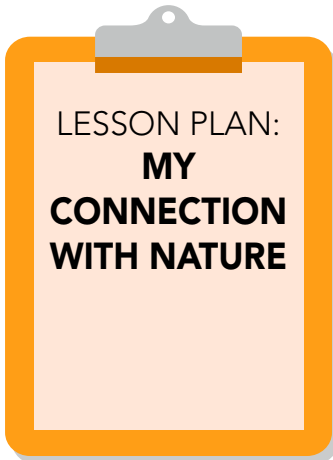
LINKS TO WHOLE SCHOOL GUIDANCE



In this lesson students will

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

MY CONNECTION WITH NATURE - LESSON PLAN



MATERIALS NEEDED FOR THIS LESSON

BY TEACHER

- PowerPoint
- Internet
- Worksheets

BY STUDENTS

- Worksheets (on-line or hard copy)

AIMS

This lesson will:

- Explore the meaning of 'nature' and how we can connect with nature.
- Consider WHY nature is important for our mental health.
- Examine how we can integrate nature into our lives at home and at school.



OUTCOMES

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

- Define 'Nature'.
- Describe the mental health benefits of connecting with nature.
- Identify how can we build a connection with each other and with nature.
- Describe Five Ways to Wellbeing in nature.



LINK TO SUSTAINABLE GOALS

- Goal 3: **Good Health and Wellbeing**

OPENING 'THE HOOK'

Ask students "What is Nature?" Ask a few volunteers to share their experiences of connecting with nature (How it makes them feel). Write these answers on the board. Then tell the students the aims of the class, which are based around the concept of "Connecting with Nature".



**MY CONNECTION WITH NATURE
- LESSON PLAN**

BODY OF LESSON

**TEACHER
ACTIVITIES**

**STUDENT
ACTIVITIES**

Teacher introduces students to the concept of 'Nature'.

Teacher asks students to share their experiences of connecting with nature (How it makes them feel).

Teacher writes these answers on the board.

Teacher tells the students the aims of the class, which are based around the concept of 'Connecting with Nature'.

Students respond with suggestions.

Teacher defines 'Nature'.

Teacher shares 2 minute clip of David Attenborough's 'What a Wonderful World' to help the students to recognise the beauty of nature.

Students watch David Attenborough clip: 'What a Wonderful World'

Teacher clarifies what 'Connecting with Nature' means.

Teacher asks, 'Why should we connect with nature?'
'What are the benefits?'

Students respond to feedback with suggestions on 'why we should connect with nature' and 'what the benefits are'

Teacher shows clip on the benefits of nature for our mental health and wellbeing.

Students watch clip on the benefits of nature for our mental health and wellbeing.

Teacher asks, 'How can we build a connection with each other in nature?'

Students respond to the teacher's question 'How can we build a connection with each other in nature?'

Teacher introduces and goes through the 5 Ways to Wellbeing in Nature.

Students listen to the 5 Ways to Wellbeing in Nature.

Teacher asks students to work in pairs to complete their worksheet 'Connecting with Nature'

In pairs students complete their worksheet on how to connect with nature: at home, in school and in the outdoors.

Teacher takes students' feedback.

Students give feedback to the class on the ideas they generated.

MY CONNECTION WITH NATURE
- LESSON PLAN

CLOSING LESSON



The teacher reminds the students of the importance of nature and the benefits of connecting with each other and nature. Finally, the teacher re-examines the lesson's aims.

APPENDIX I

TITLE OF UNIT: MAKING THE TRANSITION INTO FIRST YEAR



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

Moving into post-primary education can be an exciting and challenging time. Many schools have identified a need to support students during this transition in order to help build new relationships and friendships and to enable success in learning. The National Centre for Guidance in Education (NCGE) responded to this need by co-creating this unit with teachers and consulting with students in its development.



AIM OF THE UNIT

This unit aims to guide students in their transition from primary to post primary school by facilitating students in developing self-management, personal and social skills to enable a positive transition.



LEARNING OUTCOMES

Students will be able to:

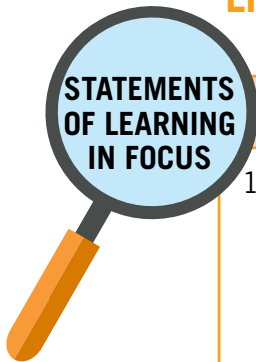
- Examine challenges and concerns associated with starting 1st year and identify ways to address these.
- Identity people they can ask for help and supports that are available to students in their new school.
- Set meaningful and appropriate learning goals and assess their progress towards achieving these goals.
- Practice self-management and time management skills to support them in managing school and other activities.
- Identify their values and how they can use their values in decision making.



SAMPLE STUDENT LEARNING EXPERIENCES

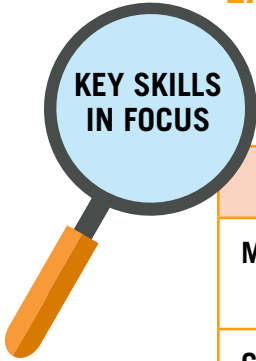
- Think, Pair, Share – Who can support me in my new school?
- Personal reflection and guided discussion about goals and goal setting.
- Quiz – Understanding my Timetable.
- ‘Survival’ tips for other students starting into a new school

LINKS TO JUNIOR CYCLE



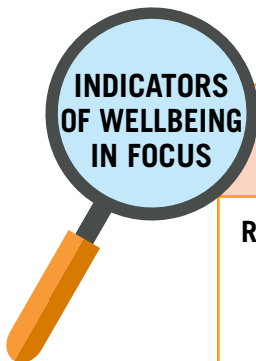
Statements of Learning	Example of related learning in the Unit
11. The student takes action to safeguard his/her wellbeing and that of others.	The students will gain practical information to help them manage the transition to post primary school. They will also be supported in reflecting on their hopes, fears, expectations and goals within a safe space thus contributing to their overall sense of wellbeing.
7. The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.	The students will reflect on the importance of being kind to their fellow classmates during their transition into their new school. They will be encouraged to reflect on what makes them inspirational individuals. Students will be given the opportunity to explore how they can make a positive contribution to their class and the world.
5. Has an awareness of personal values and an understanding of the process of moral decision making.	The students will be given the opportunity to reflect on their own values and explore ways of using their values as a compass for decision making.

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 how to manage themselves and their learning better through the practice of goal setting and other strategies.
Communicating	Students will develop communication skills as they listen to each-others hopes, fears and expectations about post-primary school.
Staying well	Students will learn the importance of asking for help when needed and where/who to go to if support is needed.
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 new school.
Managing information and thinking	Through being curious about themselves, students will gather, record and organise information about their own person. Students will reflect on who they are and how they can be supported in post-primary school.



Wellbeing Indicator	Descriptor	Example of related learning in the Unit
Resilient	Do I know where I can go for help?	This unit includes two lessons on the topic of 'My School Supports.' Students have an opportunity to reflect on supports available within the school. Specific focus is paid to where students can go for help.
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 Values,' students will learn how one's values can impact their own lives and their interactions with other people locally and globally.
Aware	Do I understand what helps me to learn and how I can improve?	Students are introduced to the topic of 'goal setting' and identify ways they can improve themselves.

The wellbeing indicators make explicit the hoped-for outcomes of learning in Wellbeing. The indicators that this unit specifically supports are highlighted.



ASSESSMENT

Formative: Students maintain a portfolio of their learning.



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