



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Oide Science Online Cluster Day

2022-2023



Science Cluster 2022/2023

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For cluster 2022 – 2023 all materials will be accessible online during the cluster day. However, if you prefer to have a printed copy to engage with on the day, you might like to print this booklet.

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These resources are designed to deepen understanding through discussion and engagement with colleagues, on your cluster day.

Session 1

Learning Intentions

1. To appreciate the importance of assessment as an integral part of everyday teaching and learning
2. To recognise the opportunities afforded by formative assessment in providing support, access and challenge for each learner
3. To develop our understanding of how our classroom approaches to teaching and learning can support all students, including students engaging with the L2LP

Breakout Room 1: Mix and Match



1. Open Jamboard using the link posted in the chat
2. Join your breakout room
3. Introduce yourselves to your colleagues
4. Go to the Jamboard with your breakout room number on it
5. Solve the mix-and-match puzzle
6. You have 7 minutes

Breakout Room 1 - Mix and Match - Instructions: Match the letter and resources to the location on the map. When placed in order this will reveal a word.

Resources and Letters:

- E: GAS
- X: Zinc
- T: Lithium
- R: Seaweed
- S: Turf
- C: Gold
- T: Limestone
- A: Marble

Map Locations: 1, 2, 3, 4, 5, 6, 7, 8

Order boxes:

1:	2:	3:	4:	5:	6:	7:	8:
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1	2	3	4	5	6	7	8

Space to Capture the Learning – Group Discussion

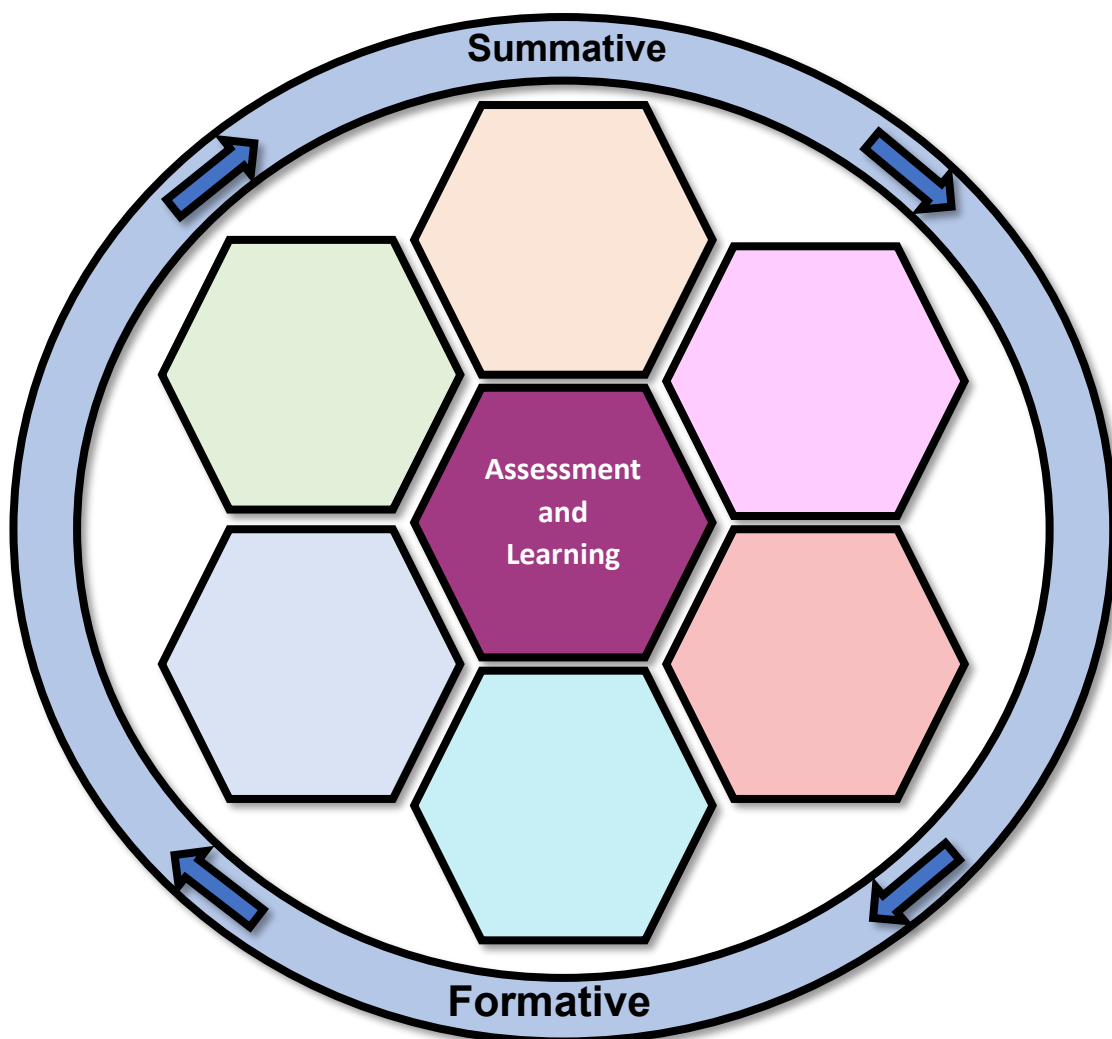


How could I extend this activity with my learners?



Reflection Space to Capture the Learning

Fill the hexagons with various assessment practices you engage with to assess learning in your classroom:





Reflection Space to Capture the Learning – Effective Questioning

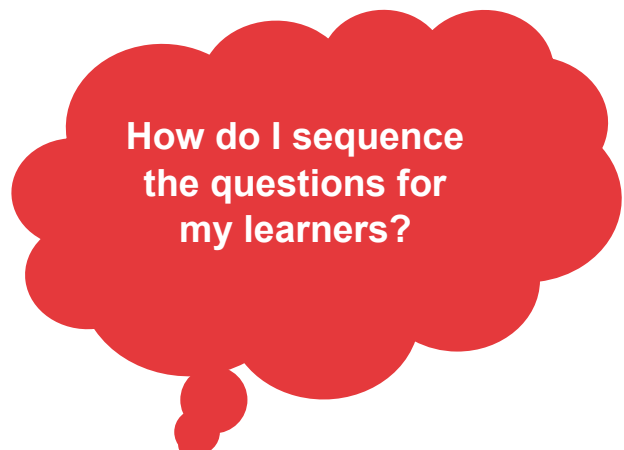
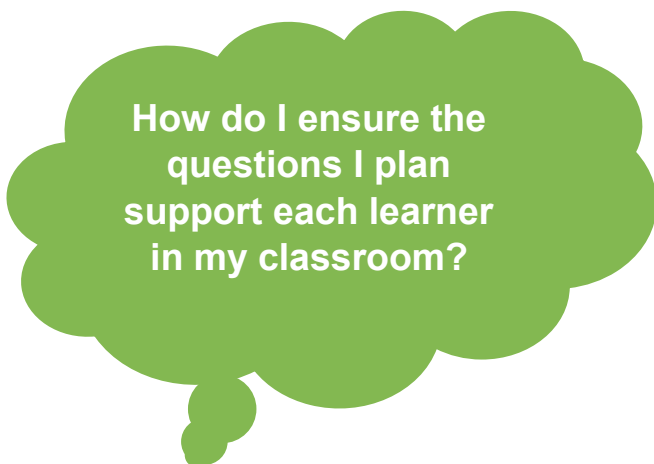
After reflecting on the teacher's voice consider the following questions:

1. How the teacher plans effective questions that provide:

Access	Challenge	Support

2. How the teacher sequences the questions they ask

Reflective Questions – Individual Reflection



Sample Unit of Learning

Snippets from a Sample Unit of Learning

An tSraith Shóisearach do Mhúinteoirí
JuniorCYCLE
 for teachers

Strand and LO	Prior Learning	Learning in focus	Teaching, learning and assessment ideas
<p>CW 10. Students should be able to evaluate how humans contribute to sustainability through the extraction, use, disposal, and recycling of materials</p> <p>CW2: Students should be able to develop and use models to describe the atomic nature of matter; demonstrate how they provide a simple way to account for the changes of state, physical change, chemical change, mixtures, and their separation</p> <p>CW4. Students should be able to classify substances as elements, compounds, mixtures, metals, non-metals, solids, liquids, gases and solutions</p> <p>PW4: Students should be able to research and discuss a technological application of physics in terms of scientific, societal and environmental impact</p>	<p>Students have engaged with:</p> <p>CW3: Students should be able to describe and model the structure of the atom in terms of the nucleus, protons, neutrons and electrons; comparing mass and charge of protons, neutrons and electrons.</p> <p>Students have an understanding of how particles are arranged in solids liquids and gases.</p>	<ol style="list-style-type: none"> 1. Identify and classify materials as elements, compounds or mixtures that are extracted on the Island of Ireland for use by humans. 2. To develop and use models to explain the changes of state and understand the separation techniques of mixtures and how they can be applied to the extraction of various materials. 3. To evaluate evidence to make judgements about how humans can contribute to the sustainability of the extraction of materials. 	<p>Mix and Match activity where students will match the places where mined materials are found in Ireland.</p> <p>Use particle theory to explain separation techniques in the extraction of materials- use lego, plasticine, simulators etc.</p> <p>Hexagon activity will allow students to show the connections between elements, compounds, mixtures, states of matter and solutions.</p> <p>Students engage with a stimulus material and then take part in some of the learning experiences below:</p> <ol style="list-style-type: none"> 1. Speak like a scientist 2. 5 Cs 3. Peer Questioning 4. Connect the pictures <p>Students present their findings from their research on how humans can contribute to the sustainable extraction of materials. These can be used as stimuli for class discussion using talking heads/debates etc.</p>

www.jct.ie

<p>NoS 7: Students should be able to organise and communicate their research and investigative findings in a variety of ways fit for purpose and audience using relevant scientific terminology and representations</p> <p>NoS 10: Students should be able to appreciate the role of Science in society; and its personal, social and global importance; and how society influences scientific research.</p>		<p>4. Research the technological use of the material and present their findings in a format of their choice.</p>	<p>Simple hands-on activity to show physical and chemical changes</p>
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The Learning Outcomes below from the L2LP poster may be engaged with throughout this unit. Space has been left to include any further Learning Outcomes after department reflection.

Communication and Literacy				
<p>ELEMENT: Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener</p> <p>1.1 Listen to obtain information relating to more than one option</p> <p>1.2 Ask questions to obtain information</p> <p>1.3 Follow a series of spoken instructions under supervision</p> <p>1.4 Express personal opinions, facts and feelings appropriately</p> <p>1.5 Participate in practical, formal and informal communications</p>	<p>ELEMENT: Reading to obtain basic information</p> <p>1.12 Read familiar words that are commonly used and personally relevant</p> <p>1.13 Use simple rules and text conventions that support meaning</p> <p>1.16 Use a range of reading strategies</p>	<p>ELEMENT: Using a range of writing forms to express opinions</p> <p>1.21 Use a range of different forms of writing to suit purpose and audience</p>	<p>ELEMENT: Using expressive arts to communicate</p> <p>1.22 Participate in a performance or a presentation</p> <p>1.24 Produce a piece of work for display</p>	<p>ELEMENT: Using suitable technologies for a range of purposes</p> <p>1.29 Use technology to communicate in an activity with others</p>
Numeracy		Living in a community		
<p>ELEMENT: Developing spatial awareness</p> <p>2.33 Use a simple map to find a given location</p>		<p>ELEMENT: Developing good relationships</p> <p>4.6 Participate co-operatively in a group situation</p>		

Action Verbs from this sample unit of learning:

Appreciate - recognise the meaning of; have a practical understanding of

Classify - group things based on common characteristics

Describe - develop a detailed picture or image of, for example, a structure or a process; using words or diagrams where appropriate; produce a plan, simulation, or model

Discuss - offer a considered, balanced review that includes a range of arguments, factors, or hypotheses: opinions or conclusions should be presented clearly and supported by appropriate evidence

Evaluate (data) - collect & examine data to make judgements & appraisals; describe how evidence does/does not support a conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgements about ideas, solutions, methods

Evaluate (ethical judgement) - collect & examine evidence to make judgements & appraisals; describe how the evidence supports or does not support a judgement; identify the limitations of evidence in conclusions; make judgements about ideas, solutions, or methods.

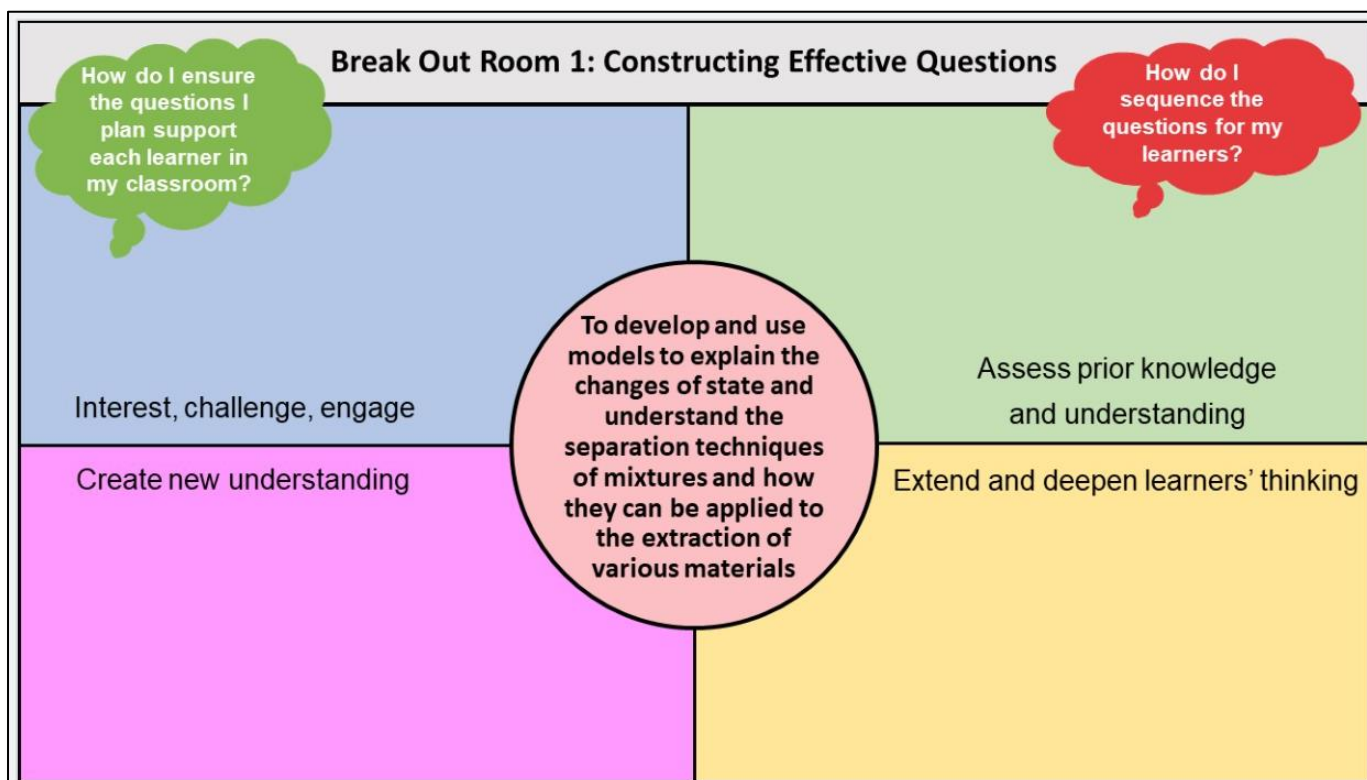
Organise - to arrange; to systematise or methodise

Research - To inquire specifically, using involved and critical investigation

Constructing Effective Questions

1. Open the link in the chat
2. Join the break-out room
3. Create your own questions relating to the learning in focus (point 2) in the sample unit of learning
4. Consider access, challenge and progression for all
5. You have 10 mins for this activity
6. Feedback to the main room

Learning in focus 2: To develop and use models to explain the changes of state and understand the separation techniques of mixtures and how they can be applied to the extraction of various materials.





Reflection Space to Capture Your Learning – Designing Effective Questions



Hexagonal Thinking

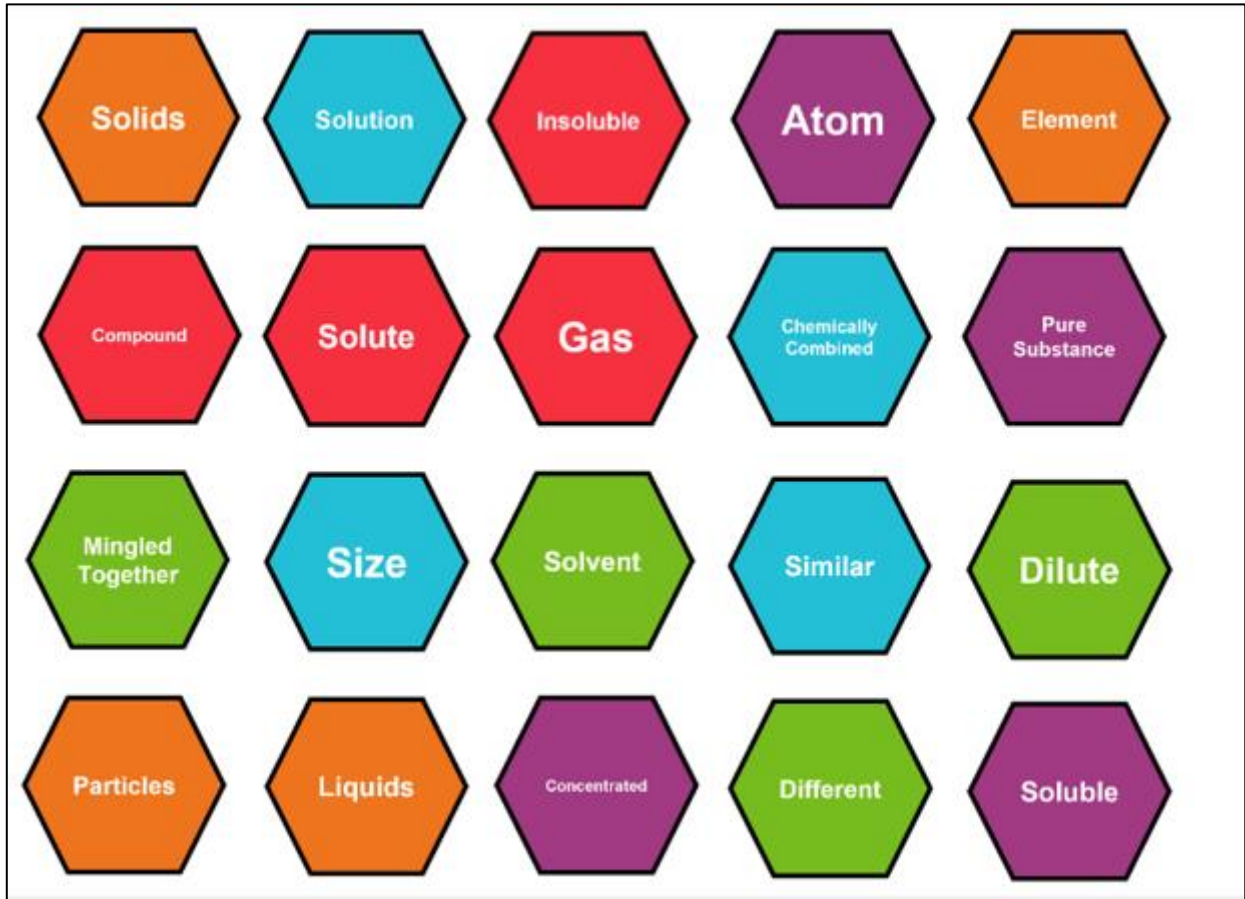
Instructions for Jamboard 3,2,1 activity



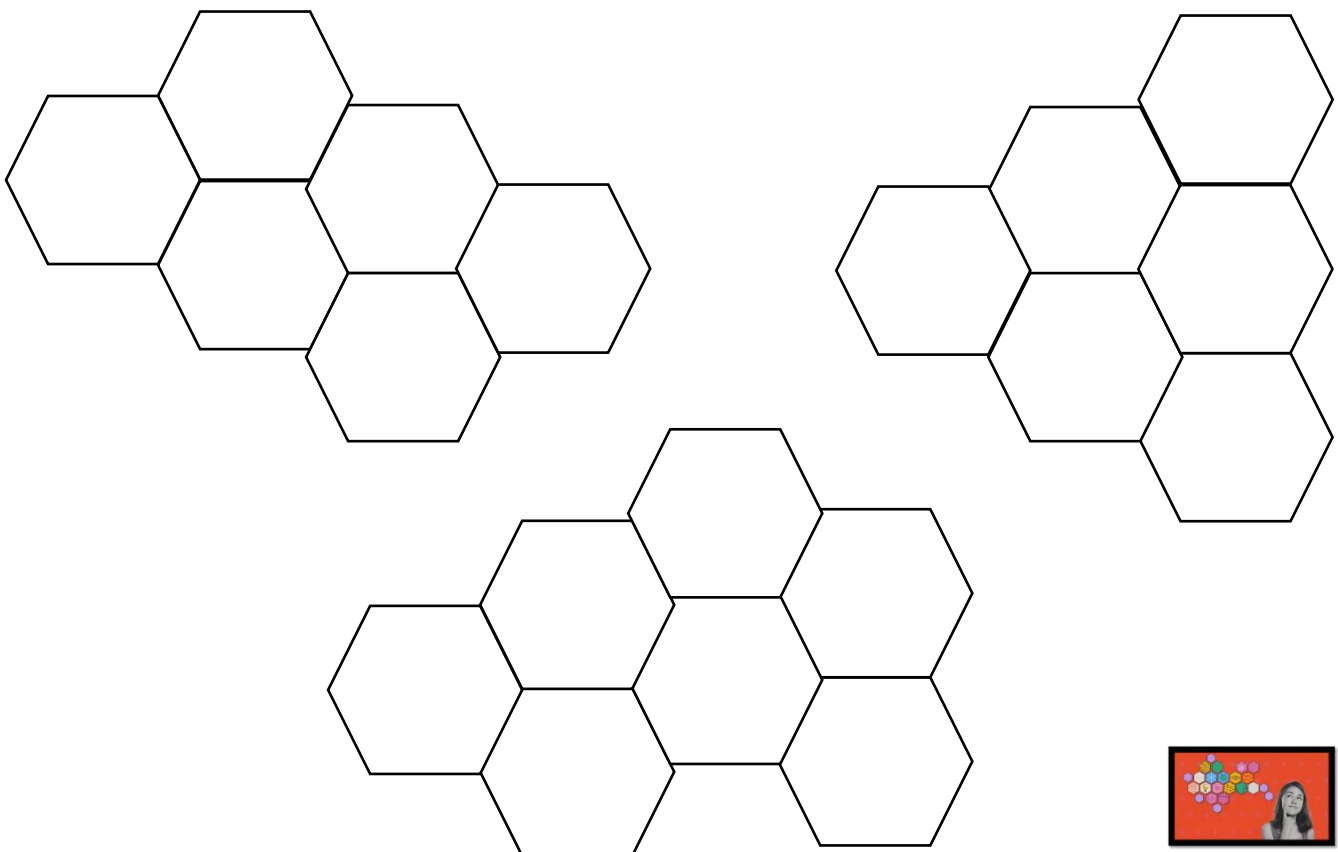
1. Open the link to Jamboard in the chat
2. Join your breakout room
3. Nominate one person to share their screen; they will move the items on the Jamboard
4. As a group make a hexagonal array
5. Individually consider the 3,2,1 activity
 - a. Justify **3** connections you made
 - b. Identify **2** new pieces of information
 - c. Choose **1** connection you would like to know more about
6. Discuss the focus question for 5 minutes

**Focus Question:**

How might this experience support each learner?



Reflection Space to Capture Your Learning – Connections Made





Reflection Space to Capture Your Learning –

Reflection on Focus Question

How might this experience support each learner?

Session 2

Learning Intention

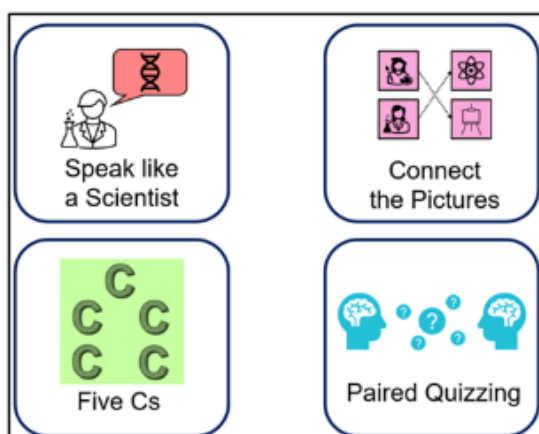
To recognise the opportunities afforded by formative assessment in providing support, access and challenge for each learner

Strategies for Student Learning

1. Open the link to the [Thinglink on Materials and Their Use](#)
2. Join a breakout room
3. Individually engage with **one** of the material options (Gold or Lithium) and review the **4** strategies for 15 minutes
4. Then discuss the 2 focus questions below



QR Code for Thinglink on Materials and their use



Focus Question 1: How might these strategies be used to build knowledge and deepen students' understanding of scientific concepts?

Focus Question 2: How might you adapt the strategies for your students?

The 5Cs – Structuring Discussion

Instructions:

Use the focus questions below to engage with this learning strategy:



Focus Question 1: How might these strategies be used to build knowledge and deepen students' understanding of scientific concepts?

Focus Question 2: How might you adapt the strategies for your students?

5Cs Recording Sheet

Write down your thoughts on the following 5Cs after reviewing the material.

Connections: What connections do you draw between the material and your own life or other learning?

Concepts: What key concepts, or ideas, do you think are important and worth holding on to from the material?

Compare: What key concepts or ideas do you think are similar to what you already know and understand?

Contrast: What ideas, facts, or assumptions do you want to challenge or argue within the material?

Changes: What changes in attitudes, thinking, or action are suggested by the material, either for you or others?

Paired Quizzing: Teacher Guidelines

Instructions:

Use the focus questions below to engage with this learning strategy:



Focus Question 1: How might these strategies be used to build knowledge and deepen students' understanding of scientific concepts?

Focus Question 2: How might you adapt the strategies for your students?

Summary – make notes to summarise the material - what did you see/read/observe?

Questions – think of questions from the material that you find unclear, puzzling and interesting. Connect these to other concepts.

Clarification – Pose your questions to your partner and attempt to answer each other's questions. Use ABC to answer the questions and develop the conversation.

Agree/Adapt

- I agree because....

Build

Challenge

- I disagree because....

Prediction – make predictions about what the implications or applications of your learning may have in the real world

Speak Like a Scientist (Gold Mining): Teacher Guidelines



Focus Question 1: How might these strategies be used to build knowledge and deepen students' understanding of scientific concepts?

Focus Question 2: How might you adapt the strategies for your students?

Instructions:

1. While watching/reading/listening to the stimulus material, make notes
2. Use the stems to talk to your partner/your group about the material
3. While you are talking, you will be given a tick for every word you use accurately from the table
4. Space has been left for you to add some words of your own
5. You can gain one tick for each word

Conversation stems:

<ul style="list-style-type: none"> • I think.... because.... • I agree with that statement because • I disagree with that statement because • Can you expand on that? • Can you explain that further? • The effect ofwas/is..... 	<ul style="list-style-type: none"> • reminds me of..... • surprised me because..... • Evidence that supports my argument is..... • What might happen if.....? • The evidence/data shows..... • The cause of.....was.....
--	--

Prompt words for gold mining: [ITV News Clip - Mining in Tyrone](#)

✓	✓	✓
Mining	Pollutants	Sustainable
Ingestion	Inhalation	Extraction
Pollution	Technology	Recycle
Vision	Exposure	Disposal
Use	Contaminated	Concentration
Factors		

Speak Like a Scientist (Lithium Mining): Teacher Guidelines



Focus Question 1: How might these strategies be used to build knowledge and deepen students' understanding of scientific concepts?

Focus Question 2: How might you adapt the strategies for your students?

Instructions:

1. While watching/reading/listening to the stimulus material, make notes
2. Use the stems to talk to your partner/your group about the material
3. While you are talking, you will be given a tick for every word you use accurately from the table
4. Space has been left for you to add some words of your own
5. You can gain one tick for each word

Conversation stems:

- | | |
|--|--|
| <ul style="list-style-type: none"> • I think.... because.... • I agree with that statement because • I disagree with that statement because • Can you expand on that? • Can you explain that further? • The effect ofwas/is..... | <ul style="list-style-type: none"> • reminds me of..... • surprised me because..... • Evidence that supports my argument is..... • What might happen if.....? • The evidence/data shows..... • The cause of.....was..... |
|--|--|

✓	✓	✓
Mining	Sun	Sustainable
Smartphones	Evaporation	Extraction
Element	Salts	Ponds
Flamingos	Lithium	Magnesium
Use	Water usage	Salt beds
Electric cars	Magnesium Chloride	Chile

Connect the Pictures (Gold Mining): Teacher Guidelines








Focus Question 1: How might these strategies be used to build knowledge and deepen students' understanding of scientific concepts?

Focus Question 2: How might you adapt the strategies for your students?

Instructions:

1. Watch/read/listen to the material on mining
2. Students view the table containing various pictures along with a title to describe the image
3. Students make the connection between the image (relating to some aspect of mining) and any claims/facts made in the material engaged with
4. Students justify their connection and reflect

Mercury (Element)	Scenic Views	Mining	Water Pollution	Environment
				

Connect the Pictures (Lithium Mining): Teacher Guidelines








Focus Question 1: How might these strategies be used to build knowledge and deepen students' understanding of scientific concepts?

Focus Question 2: How might you adapt the strategies for your students?

Instructions:

1. Watch/read/listen to the material on mining
2. Students view the table containing various pictures along with a title to describe the image
3. Students make the connection between the image (relating to some aspect of mining) and any claims/facts made in the material engaged with
4. Students justify their connection and reflect

Mercury (Element)	Scenic Views	Mining	Water Pollution	Environment
				

Reflection Space to Capture Your Learning – Assessment Strategies



How might these strategies be used to build knowledge and deepen students' understanding of scientific concepts?

How might you adapt the strategies for your students?

Reflection Space to Capture Your Learning – Assessment Strategies



Would the strategies support me in getting my students to achieve the level of understanding that is outlined in the Action Verb within this Learning Outcome?

What understanding do I want from my students when engaging with this Learning Outcome?



Reflection Space to Capture Your Learning – Designing an Assessment



Using your learning from today's conversations, create/outline an assessment that assesses the understanding within the Learning Outcome and Action Verb

CW 10. Students should be able to evaluate how humans contribute to sustainability through the extraction, use, disposal, and recycling of materials



Reflection Space to Capture Your Learning – Department Discussion



1. Share your group's assessment with your department
2. Discuss the rationale for your assessment



Reflection Space to Capture Your Learning – Department Discussion



As a department, consider all the learning from this morning's sessions and use this document to frame professional conversations.

Science Department Action Planning

Cluster 2022 - 2023

Title:

Date:

Teachers Present:

What is our department's current practice regarding _____?

What have we identified as a school/department need?

What action(s) will we implement?

What are our next steps?

Session 3

Learning Intention

To develop our understanding of how our classroom approaches to teaching and learning can support all students, including students engaging with L2LPs



Reflection Space to Capture Your Learning – Individual Reflection

How inquiry can be inclusive of each learner in my classroom, in particular, students engaging with L2LPs?

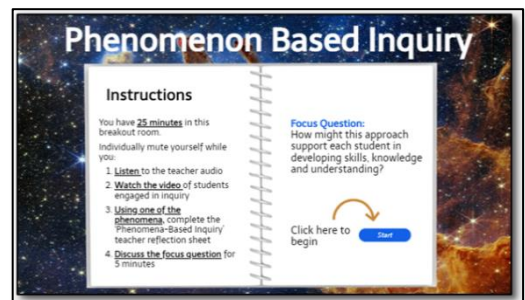
Phenomenon Based Inquiry

Instructions for Genially

1. Open the link to the [Phenomenon-Based Inquiry Genially](#)
2. Listen to the teacher's perspective of Inquiry using the phenomenon-based approach
3. Watch the video footage of phenomenon-based inquiry in action
4. Using one of the phenomena on the Genially page, complete the 'Phenomenon-Based Inquiry' teacher reflection sheet
5. In your breakout room engage in a discussion around the focus question



QR Code for Genially on Phenomenon Based Inquiry





Focus Question:

How might this approach to inquiry support each student in developing skills, knowledge and understanding?



Reflection Space to Capture Your Learning – Teacher Reflection Sheet

Teacher Reflection

Describe the phenomenon:

What Learning Outcomes and Action Verbs might this phenomenon align to?

What questions might your students generate from the phenomenon?

How might a model and explanation be developed from this phenomenon?

What key concepts can be engaged with?
How might you facilitate student learning?

What investigations might your students design to explore this phenomenon further?

Phenomenon Based Inquiry

2

Reflection Space to Capture Your Learning –

Discuss the Focus Question

How might this approach to inquiry support each student in developing skills and understanding?



Reflection Space to Capture Your Learning – Planning for Students Engaging with L2LPs



1. What key concepts can be engaged with?
2. How might you facilitate student learning?

A large, empty rectangular box with rounded corners, intended for students to write their reflections and plans. The box is outlined in black and occupies most of the page below the questions.

Junior Cycle – Level 2 Learning Programmes Priority Learning Units (PLUs)



PLU 1: Communicating and Literacy

ELEMENT: Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener

1.1 Listen to obtain information relating to more than one option
1.2 Ask questions to obtain information
1.3 Follow a series of spoken instructions under supervision
1.4 Express personal opinions, facts and feelings appropriately
1.5 Participate in practical, formal and informal communications
1.6 Listen to and respond to a range of stories

ELEMENT: Using non-verbal behaviour to get the message across

1.7 Identify a range of non-verbal communication methods
1.8 Use appropriate non-verbal behaviour in communicating a simple idea
1.9 Relay a response or request non-verbally
1.10 Respond to non-verbal signals and signs encountered in daily life
1.11 Follow the sequence of non-verbal instructions or directions for a frequent activity

ELEMENT: Reading to obtain basic information

1.12 Read familiar words that are commonly used and personally relevant
1.13 Use simple rules and text conventions that support meaning
1.14 Interpret different forms of writing and texts, including social signs and symbols
1.15 Find key information from different forms of writing
1.16 Use a range of reading strategies

ELEMENT: Using a range of writing forms to express opinions

1.17 Write/ type notes and messages needed for simple tasks
1.18 Write/type at least five sentences so that they convey meaning or information
1.19 Use the main rules of writing appropriately
1.20 Use a range of spelling patterns
1.21 Use a range of different forms of writing to suit purpose and audience

ELEMENT: Using expressive arts to communicate

1.22 Participate in a performance or a presentation
1.23 Create a range of images using a variety of materials
1.24 Produce a piece of work for display
1.25 Listen to a range of music and respond by discussing thoughts and feelings
1.26 Use drama or dance to explore real and imaginary situations

ELEMENT: Using suitable technologies for a range of purposes

1.27 Identify three everyday uses of technology
1.28 Use technology requiring less than three educational/homework uses
1.29 Use technology to communicate in an activity with others
1.30 Use a new piece of ICT equipment
1.31 Turn a personal computer on and off safely
1.32 Identify the information symbol on a desktop
1.33 Use frequently used keys appropriately
1.34 Use a browser package, involving opening a web page, saving files, printing and exit safely
1.35 Access a range of websites on the internet
1.36 Find information for a project on the web
1.37 Send and open an email



PLU 2: Numeracy

ELEMENT: Managing money

2.1 Recognise frequently used Euro notes and coins
2.2 Pay for an item correctly and count the change in a mock-up or real-life shopping transaction
2.3 Explain a shopping receipt, in relation to what was bought, money tendered and correct change given
2.4 Understand a common household bill in relation to the service provided, how much being charged and how can it be paid for
2.5 Recognise the difference between using money to buy essential and luxury items
2.6 Plan a personal budget for a week
2.7 Save a small amount of money each week to buy an item

ELEMENT: Developing an awareness of number

2.8 Recognise numbers up to 100 in N
2.9 Recognise place value in relation to units, tens and hundreds
2.10 Add two-digit whole numbers that total less than 100 in the context of an everyday situation
2.11 Subtract two-digit whole numbers in the context of an everyday situation
2.12 Estimate quantities to the nearest value in broad terms

ELEMENT: Developing an awareness of temperature

2.13 Use appropriate words to describe temperature
2.14 Identify instruments used for indicating and adjusting temperature
2.15 Relate temperatures to everyday situations
2.16 Locate appropriate temperatures on a cooker dial
2.17 Compare temperatures for the different times of the year

ELEMENT: Developing an awareness of weight and capacity

2.18 Use appropriate vocabulary to describe the units of weight and capacity
2.19 Identify the marks for the units of weight and capacity
2.20 List some examples of weight and capacity from daily life
2.21 Use a graduated vessel to work out the capacity of liquids
2.22 Use a weighing scales to work out the weight of powders and solids

ELEMENT: Developing an awareness of length and distance

2.23 Use appropriate vocabulary to describe the units in length and distance
2.24 Identify the units of length and distance on a ruler, metre stick and measuring tape
2.25 Use a ruler to draw and measure different lengths of lines
2.26 Estimate the length of common objects
2.27 Measure the length of common places

ELEMENT: Using a calculator

2.28 Find digits 0-9 and the decimal point and necessary operations buttons (+, -, ×, ÷, =) on a calculator
2.29 Use a calculator to solve simple problems
2.30 Use a calculator to correct work which has been completed without the use of a calculator
2.31 Find and use a calculator on a mobile phone to work out how much several items will cost in a shopping trip

ELEMENT: Developing spatial awareness

2.32 Use appropriate vocabulary to describe direction
2.33 Use a simple map to find a given location
2.34 Draw a simple map to give directions
2.35 Calculate the distance between two places on a map
2.36 Use the body or body parts to move in a given direction
2.37 Move a range of objects in given directions

ELEMENT: Using data for a range of different purposes

2.38 Identify uses of data in everyday life
2.39 Identify basic approaches to data collection
2.40 Collect a range of data using one of the following: a survey, record sheet, tally system or audio-visual records
2.41 Interpret basic data to two criteria
2.42 Construct basic representations to communicate data with two criteria
2.43 Talk about/discuss information from basic data

ELEMENT: Using shapes

2.44 Name common 2D and 3D shapes in everyday life
2.45 Divide a line into two equal segments without measuring
2.46 Find axes of symmetry of familiar 2D shapes and figures, by folding and marking them
2.47 List the properties of common 2D shapes and 3D forms
2.48 Sort 2D and 3D shapes and forms in relation to size

ELEMENT: Developing an awareness of time

2.49 Tell the time from an analogue clock for the hour, half hour and quarter hour
2.50 Tell the time from a digital clock for the hour, half hour and quarter hour
2.51 Identify key times during the day, on the hour, half hour and quarter hour
2.52 Solve problems to work out the passage of time
2.53 Find a specified day or date on a calendar or timetable
2.54 Match months or activities with their seasons



PLU 3: Personal Care

ELEMENT: Developing good daily personal care

3.1 Identify essential daily personal care practices
 3.2 Describe the most important ways of keeping the body clean
 3.3 Identify some benefits of good personal care
 3.4 Explain the benefits of a range of daily personal care products
 3.5 Maintain an agreed personal care plan
 3.6 List two or three reasons to care for personal appearance
 3.7 Identify appropriate clothing for a range of routine activities at home, at work and in the community

ELEMENT: Developing healthy eating habits

3.9 Sort familiar foods according to food group
 3.9 Describe typical foods and drinks associated with a well-balanced diet
 3.10 Describe common consequences of good diet
 3.11 Participate in the preparation of healthy meals
 3.12 Identify common safe practices associated with food preparation and storage
 3.13 Demonstrate appropriate food hygiene and safety practices

ELEMENT: Developing a healthy lifestyle

3.14 Identify three personal benefits of regular exercise
 3.15 Outline a personal weekly exercise plan
 3.16 Demonstrate the principles of safe exercise practice
 3.17 Maintain an exercise routine in a well-structured environment
 3.18 Explain how the food we eat contributes to our state of health
 3.19 Give two examples of lifestyle choices which protect our health
 3.20 Identify signs of emotional and physical stress

ELEMENT: Being able to manage stress

3.21 Describe school/personal/community situations that are stressful
 3.22 Recognise some of the signs of stress
 3.23 Identify some ways to relax
 3.24 Demonstrate a relaxation technique
 3.25 Practice a range of relaxation techniques in real life
 3.26 Identify a range of situations in which ability to relax has been helpful

ELEMENT: Knowing how to stay safe

3.27 Identify key safety risks in the workplace/home/community
 3.28 Recognise when personal safety is threatened
 3.29 Name daily practices that promote personal safety
 3.30 Describe appropriate response when a risk is identified

ELEMENT: Becoming aware of one's sexuality

3.31 Identify the standard names of the sexual organs
 3.32 Describe the functions of the sexual parts of the body
 3.33 Recognise the physical and emotional changes which occur in girls and boys during adolescence
 3.34 Recognise the difference between appropriate and inappropriate ways of expressing feelings
 3.35 Recognise the difference between a friendship and a more intimate relationship

ELEMENT: Recognising emotions

3.36 Identify common emotions and associated words used to express them
 3.37 Recognise their own emotional responses to a range of situations
 3.38 Describe appropriate ways of expressing their emotions
 3.39 Recognise the emotions of others
 3.40 React in an emotionally appropriate way in a given situation

ELEMENT: Making personal decisions

3.41 List the main values in the student's life
 3.42 Describe how values are linked to making decisions in a range of scenarios
 3.43 Make a list of what and who can influence decision-making
 3.44 Identify the choices and consequences involved in an imminent short-term decision
 3.45 Explain the consequences of decisions made, both while implementing and on conclusion



PLU 4: Living in a community

ELEMENT: Developing good relationships

4.1 Recognise different kinds of relationships
 4.2 Identify situations where people spend different periods on
 4.3 List ways in which name calling and teasing can be harmful to self and others
 4.4 Recognise/ list ways in which they would like to be treated
 4.5 Describe ways of making and keeping friends
 4.6 Participate co-operatively in a group
 4.7 Recognise the importance of respect in relationships

ELEMENT: Resolving conflict

4.8 Describe what peer pressure is, give examples of peer pressure and suggest ways of handling it
 4.9 Describe ways of handling peer pressure
 4.10 Demonstrate an ability to negotiate with peers
 4.11 Describe the characteristics of bullying behaviour
 4.12 Identify the school's approach to dealing with bullying behaviour
 4.13 Identify the steps for dealing with conflict

ELEMENT: Using local facilities

4.14 List ways of spending leisure time
 4.15 Identify familiar places and organisations in the local community
 4.16 Distinguish between what is free and what has to be paid for in the local community
 4.17 Participate in a school-based community project and record their participation

ELEMENT: Seeking help and advice

4.18 Name the relevant agencies that offer support and advice to the public
 4.19 Describe a helpful procedure for finding an adviser
 4.20 Compile a short list of people or groups who can provide support, including personal contacts and groups/organisations
 4.21 Describe how to contact a range of people or organisations in their local area
 4.22 Visit a local community organisation and ask for advice

ELEMENT: Making consumer choices

4.23 List two organisations that work on behalf of consumers
 4.24 Describe situations when an item needs to be brought back to a shop
 4.25 Describe what a guarantee is
 4.26 Identify labels on packages, clothes etc.
 4.27 Recognise what the most important signs and symbols are on labels
 4.28 Write a complaint or make a verbal complaint in a mock situation



PLU 5: Preparing for work

ELEMENT: Being able to set goals for learning

5.1 Set learning goals
 5.2 Create a learning plan which includes the necessary steps and time frame to complete it. Link the plan to an IEP
 5.3 Implement the plan
 5.4 Express opinions on how performance could be improved

ELEMENT: Finding out about work

5.5 Identify different jobs that people do in their school
 5.6 List three local employment opportunities
 5.7 Describe one way in which people get a job or course of their choice
 5.8 List possible jobs that they are interested in and find information on the requirements for the jobs
 5.9 Visit a local employer and review the visit
 5.10 Use a variety of ways to check for the advertisement of jobs

ELEMENT: Preparing for a work-related activity

5.11 Identify and list their own talents
 5.12 Create a curriculum vitae including personal profile, education and work experience details
 5.13 Participate in a short interview e.g. mock job interview with a teacher
 5.14 Keep a punctuality and attendance record for a month
 5.15 Carry out specific tasks in a range of roles in school
 5.16 Keep a record of tasks completed in a journal

ELEMENT: Developing an awareness of health and safety using equipment

5.17 Give examples of safe practices in three distinct workplaces
 5.18 Use all tools and equipment correctly and safely in a range of practical classes
 5.19 Describe and use electrical equipment correctly and safely in a range of practical classes
 5.20 Store all tools, materials and equipment safely
 5.21 List the different procedures for self-protection at work
 5.22 Identify the fire exits in a school
 5.23 Follow the instructions for a fire drill

ELEMENT: Taking part in a work-related activity

5.24 Gather background information to help plan and participate in the activity
 5.25 Sequence a number of steps to be taken to successfully complete the activity
 5.26 Assume a role in the activity and identify tasks linked with the role
 5.27 Use key words associated with the activity correctly
 5.28 Identify safety procedures and/or permissions required for the activity
 5.29 Learn how to use tools or equipment associated with the activity safely and correctly
 5.30 Participate in the activity
 5.31 Review the activity to evaluate its success
 5.32 Assess effectiveness of own role in the activity

Examples of work-related activities:
 Other vocational areas that can be chosen:
 Horticulture
 Take part in a mini-enterprise
 Plan a school function
 Organise a day trip

