An tSraith Shóisearach do Mhúinteoirí

# Junior CYCLE
## for teachers

L2LPs

# Priority Learning Units (PLUs)

Ionad Oideachais Mhuineacháin

AN ROINN | DEPARTMENT OF
OIDEACHAIS | EDUCATION
AGUS SCILEANNA | AND SKILLS

# Priority Learning Units

There are five Priority Learning Units at the heart of every Level 2 Learning Programme. These prepare students for the opportunities, responsibilities and experiences of adult and working life and lifelong learning. The five PLUs are Communication and literacy, Numeracy, Personal care, Living in a Community and Preparing for work. They are presented as self-contained units but when used in learning programmes will be integrated and developed in a wide range of learning contexts.

Each PLU is described in general terms, followed by a summary list of the main elements of each PLU set out in a table. This is followed by more detailed learning outcomes associated with each of the elements. The learning outcomes describe what students will be able to do to demonstrate evidence of achieving the learning.

The learning outcomes for each PLU are aligned with the Level Indicators for Level 2 of the NFQ (Appendix 1).

The PLUs are clearly interconnected; they overlap and interlink in many ways. Fostering awareness in the student of the interdependence of these areas is an integral element of personal growth and contributes significantly to the ultimate aim of lifelong learning.

*…There are five Priority Learning Units (PLUs) at the heart of every Level 2 Learning Programme. These prepare students for the opportunities, responsibilities and experiences of adult and working life and lifelong learning. The five PLUs are Communication and literacy, Numeracy, Personal care, Living in a Community and Preparing for work.*

L2LPs

# Communication and Literacy

Communication underpins all learning and is fundamental to the capacity to transfer learning. Learning in this unit covers both verbal and non-verbal ways of receiving and giving information.

Communication may take the form of listening and responding using augmentative or alternative communication systems.

Literacy is fundamental to learning, as it unlocks access to the wider curriculum and is underpinned by the idea of students developing competence in reading and writing as a goal in itself and as a means through which new learning is acquired and communicated. The unit looks at developing reading and writing skills and includes reference to how ICT is used in communication. The term *communication* is used in a broad way in this unit, which also considers how students can communicate through the expressive arts such as music and dance.

## Elements of the PLU Communication and Literacy

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

Using non-verbal behaviour to get the message across

Reading to obtain basic information

Using a range of writing forms to express opinions

Using expressive arts to communicate

Using suitable technologies for a range of purposes

# Communication and Literacy

| Elements | Code | Learning Outcomes |
|---|---|---|
| | | Students should be able to: |
| Speaking appropriately for a variety of purposes and demonstrating attentiveness as a listener | A1 | Listen to obtain information relating to more than one option, *e.g. listen to school related announcements, using a speaking timetable to get a train arrival and departure time* |
| | A2 | Ask questions to obtain information, *e.g. to check dates/prices (face to face and by telephone), booking a meal over the telephone* |
| | A3 | Follow a series of spoken instructions under supervision, *e.g. go to teacher's room, local shop, or post office, top up a mobile telephone* |
| | A4 | Express personal opinions, facts and feelings appropriately, *e.g. expressing an opinion on a television programme, relate news from their weekend* |
| | A5 | Participate in practical, formal and informal communications, *e.g. an interview or a parent teacher meeting, an interview with peers on interest related topics, chatting while out with friends, making announcements on the school intercom* |
| | A6 | Listen to and respond to a range of stories |
| Using non-verbal behaviour to get the message across | B1 | Identify a range of non-verbal communications methods, *e.g. facial expression, tones of voice, symbols, clothing, colours to signal mood/appropriate action* |
| | B2 | Use appropriate non-verbal behaviour in communicating a simple idea, *e.g. disappointment or joy, tone of voice to seek assistance/complain* |
| | B3 | Relay a response or request non-verbally, *e.g. signalling a phone call* |
| | B4 | Respond to non-verbal signals and signs encountered in daily life, *e.g. road signs, traffic signs, hazardous materials* |
| | B5 | Follow the sequence of non-verbal instructions or directions for a frequent activity, *e.g. using household equipment with three or more operations, putting a battery in a toy, finding safety exits/following firedrill* |
| Reading to obtain basic information | C1 | Read familiar words that are commonly used and personally relevant, *e.g. read a list of items relating to a personal interest/sport/hobby, names of family members* |
| | C2 | Use simple rules and text conventions that support meaning, e.g. pause at a full stop |
| | C3 | Interpret different forms of writing and text, including social signs and symbols, *e.g. common formats of bills, menus, forms, timetables, road and other signs, simple food preparation instructions (boil an egg, make a sandwich, make a cup of tea), short piece of personally relevant writing* |
| | C4 | Find key information from different forms of writing, e.*g. locate factual information in forms/bills, times and dates of appointments, menus, timetables, newspapers* |
| | C5 | Use a range of reading strategies, *e.g. clues, context, sound, prediction and decoding* |

# Communication and Literacy

| Elements | Code | Learning Outcomes |
|---|---|---|
| | | Students should be able to: |
| Using a range of writing forms to express opinions | D1 | Write/type notes and messages needed for simple tasks, *e.g. address an envelope* |
| | D2 | Write/type at least five sentences so that they convey meaning or information, *e.g. arrange a meeting with a friend, give directions* |
| | D3 | Use the main rules of writing appropriately, *e.g. use capitals and full stops* |
| | D4 | Use a range of spelling patterns, *e.g. add 'ing' to a word – drop, double or nothing* |
| | D5 | Use a range of different forms of writing to suit purpose and audience, *e.g. write a cheque, fill a simple form, complete a diary entry* |
| Using expressive arts to communicate | E1 | Participate in a performance or a presentation, *e.g. presentation of a short drama piece to members of the class, performance of dance or music to parents* |
| | E2 | Create a range of images using a variety of materials |
| | E3 | Produce a piece of work for display |
| | E4 | Listen to a range of music and respond by discussing thoughts and feelings, *e.g. favourite singer and say why they like their music* |
| | E5 | Use drama or dance to explore real and imaginary situations |
| Using suitable technologies for a range of purposes | F1 | Identify three everyday uses of technology, *e.g. for learning, working and for fun* |
| | F2 | Use technology requiring not more than three functions, for personal, home and educational/workplace use, *e.g. assistive technologies, mobile phone (pre-programmed numbers), photocopier, computer, camera, DVD/video player* |
| | F3 | Use technology to communicate in an activity with others |
| | F4 | Use a new piece of ICT equipment |
| | F5 | Turn a personal computer on and off safely, *e.g. following the steps to shut down a computer* |
| | F6 | Identify the information symbols on a desktop, *e.g. internet explorer symbol* |
| | F7 | Use frequently used keys appropriately |
| | F8 | Use a software package, involving opening a package, entering and manipulating text/image/data, save to file, print and exit safely, *e.g. clipart, word document, electronic presentation* |
| | F9 | Access a range of websites on the internet *e.g. Scoilnet, websites of personal interest to the student* |
| | F10 | Find information for a project on the web. |
| | F11 | Send and open an email |

## Numeracy

Numeracy is not simply a subset of mathematics. It is also a life skill that focuses on reasoning and sense making. It permeates and supports learning across the curriculum.

This unit looks at how students can develop an awareness of patterns and relationships in shape and number, as well as skills in estimation and measurement. The student's ability to solve problems is also seen as central to the unit.

Numeracy is a daily living skill, with significant applications to home and community life, as well as in the area of academic progress and achievement.

This unit draws on a broad range of real life experiences, helping students develop knowledge and understanding in a range of topics such as number, shapes, space, money, time, and measurement.

### Elements of the PLU Numeracy

Managing Money

Developing an awareness of number

Developing an awareness of temperature

Developing an awareness of weight and capacity

Developing an awareness of length and distance

Using a calculator

Developing spatial awareness

Using data for a range of different purposes

Using shapes

Developing an awareness of time

# Numeracy

| Elements | Code | Learning Outcomes |
|---|---|---|
| | | Students should be able to: |
| Managing money | A1 | Recognise frequently used Euro notes and coin |
| | A2 | Pay for an item correctly and count the change in a mock-up or real life shopping transaction |
| | A3 | Explain a shopping receipt, in relation to what was bought, money tendered and correct change given |
| | A4 | Understand a common household bill in relation to the service provided, how much being charged and how it can be paid for |
| | A5 | Recognise the difference between using money to buy essential items and luxury items |
| | A6 | Plan a personal budget for a week |
| | A7 | Save a small amount of money each week to buy an item |
| Developing an awareness of number | B1 | Recognise numbers up to 100 in N, *e.g. knowing how many zeros for tens, hundreds* |
| | B2 | Recognise place value in relation to units, tens and hundreds, *e.g. knowing how many zeros for tens, hundreds* |
| | B3 | Add two digit whole numbers that total less than 100 in the context of an everyday situation |
| | B4 | Subtract two digit whole numbers in the context of an everyday situation |
| | B5 | Estimate quantities to the nearest value in broad terms, *e.g. to the nearest quantity in 10s or 100s as appropriate* |
| Developing an awareness of temperature | C1 | Use appropriate words to describe temperature, *e.g. hot and cold* |
| | C2 | Identify instruments used for indicating and adjusting temperature, e*.g. thermometer, marked oven dials* |
| | C3 | Relate temperatures to everyday situations, *e.g. heating in a classroom* |
| | C4 | Locate appropriate temperatures on a cooker dial, *e.g. gas mark 4, 200 degrees Celsius* |
| | C5 | Compare temperatures for the different times of the year, *e.g. hot in summer and cold in winter, keep a simple weather log* |

| Elements | Code | Learning Outcomes |
|---|---|---|
| | | Students should be able to: |
| Developing an awareness of weight and capacity | D1 | Use appropriate vocabulary to describe the units of weight and capacity, *e.g. litres, 500ml, kilograms, grams (pictorial or concrete)* |
| | D2 | Identify the marks for the units of weight and capacity, *e.g. using a measuring jug, using a weighing scale* |
| | D3 | List some examples of weight and capacity from daily life, *e.g. knowing own weight, a litre of milk* |
| | D4 | Use a graduated vessel to work out the capacity of liquids, *e.g. using a jug to measure litre of milk* |
| | D5 | Use a weighing scales to work out the weight of powder and solids, *e.g. weighing the ingredients for a cake* |
| Developing an awareness of length and distance | E1 | Use appropriate vocabulary to describe the units in length and distance, *e.g. kilometres, metres, centimetres* |
| | E2 | Identify the units of length and distance on a ruler, metre stick and measuring tape |
| | E3 | Use a ruler to draw and measure different lengths of lines |
| | E4 | Estimate the length of common objects, *e.g. the length of a book* |
| | E5 | Measure the length of common places, e.g. bathroom, kitchen, classroom using measuring tape |
| Using a calculator | F1 | Find digits 0-9 and the decimal point and necessary operations buttons (+, -, ÷, =) on a calculator |
| | F2 | Use a calculator to solve simple problems, e.g. add two items |
| | F3 | Use a calculator to correct work which has been completed without the use of a calculator |
| | F4 | Find and use a calculator on a mobile phone to work out how much several items will cost in a shopping trip |
| Developing spatial awareness | G1 | Use appropriate vocabulary to describe direction, *e.g. clockwise, anti-clockwise, horizontal, vertical* |
| | G2 | Use a simple map to find a given location |
| | G3 | Draw a simple map to give directions |
| | G4 | Calculate the distance between two places on a map |
| | G5 | Use the body or body parts to move in a given direction |
| | G6 | Move a range of objects in given directions |

# Numeracy

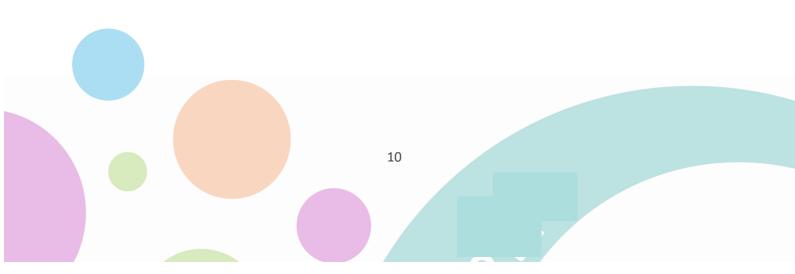| Elements | Code | Learning Outcomes<br>Students should be able to: |
|---|---|---|
| Using data for a range of different purposes | H1 | Identify uses of data in everyday life, e.g. class survey on the most popular movie for teenagers |
| | H2 | Identify basic approaches to data collection, e.g. record sheets, tally system |
| | H3 | Collect a range of data using one of the following: a survey, record sheet, tally system or audio-visual records |
| | H4 | Interpret basic data of two criteria, *e.g. more/less of one class than another, bigger/smaller* |
| | H5 | Construct basic representations to communicate data with two criteria, *e.g. drawing a pictogram /bar chart* |
| | H6 | Talk about /discuss information from basic data *e.g. a pictogram, bar chart, or trend graph* |
| Using shapes | I1 | Name common 2D and 3D shapes in everyday life, e.g. *circles, rectangles, cubes, cylinders and spheres* |
| | I2 | Divide a line into two equal segments without measuring, *e.g. by folding* |
| | I3 | Find axes of symmetry of familiar 2D shapes and figures by folding, and mark them |
| | I4 | List the properties of common 2D shapes and 3D forms, *e.g. number of faces, edges* |
| | I5 | Sort 2D and 3D shapes and forms in relation to size |
| Developing an awareness of time | J1 | Tell the time from an analogue clock for the hour, half hour and quarter hour |
| | J2 | Tell the time from a digital clock for the hour, half hour and quarter hour |
| | J3 | Identify key times during the day, on the hour, half hour and quarter hour, *e.g. lunch breaks, use of visual schedule* |
| | J4 | Solve problems to work out the passage of time, *e.g. use the start and finish time to calculate duration of journey or programme, calculate the duration of a specific programme* |
| | J5 | Find a specified day or date on a calendar or timetable, *e.g. my birthday* |
| | J6 | Match months or activities with their seasons, *e.g. matching pictures of the seasons to the relevant months* |

# PLU  Personal Care

This unit is concerned with the personal development of the students. It deals with their health and wellbeing covering areas such as healthy eating habits and healthy lifestyles. It is concerned with enabling students to be as independent as possible in catering for their personal care needs. This includes becoming aware of their sexuality, managing stress, and knowing how to stay safe in a range of contexts.

## Elements of the PLU Personal care

Developing good daily personal care

Developing healthy eating habits

Developing a healthy lifestyle

Being able to manage stress

Knowing how to stay safe

Becoming aware of one's sexuality

Recognising emotions

Making personal decisions

## Personal Care

| Elements | Code | Learning Outcomes |
|---|---|---|
| | | Students should be able to: |
| Developing good daily personal care | A1 | Identify essential daily personal care practices, *e.g. brushing my teeth* |
| | A2 | Describe the most important ways of keeping the body clean, *e.g. taking a shower or a bath* |
| | A3 | Identify some benefits of good personal care, e.g. brushing my teeth will make them last longer |
| | A4 | Explain the benefits of a range of daily personal care products, *e.g. dental care products, anti-perspirants, hair care, foot care* |
| | A5 | Maintain an agreed personal care plan, *e.g. every day I will brush my teeth twice (morning and evening)* |
| | A6 | Give two or three reasons to care for personal belongings, *e.g. if I wash my clothes, they will last longer* |
| | A7 | Identify appropriate clothing for a range of routine activities at home, at work and in the community, *e.g. highlight times during the school week where specific clothing is required, matching pictures of outfits to a list of activities* |
| Developing healthy eating habits | B1 | Sort familiar foods according to food group, *e.g. fruit/vegetable, meat/fish, dairy* |
| | B2 | Describe typical foods and drinks associated with a well-balanced diet, *e.g. eating fruit and vegetables* |
| | B3 | Describe common consequences of good diet, *e.g. healthy heart, strong bones, clear skin, dental health* |
| | B4 | Participate in the preparation of healthy meals, *e.g. breakfast and lunch/dinner* |
| | B5 | Identify common safe practices associated with food preparation and storage, *e.g. washing your hands, separating raw/cooked meat in a domestic fridge* |
| | B6 | Demonstrate appropriate food hygiene and safety practices, *e.g. using a hair net, cleaning a worktop before using it again* |

## Personal Care

| Elements | Code | Learning Outcomes Students should be able to: |
|----------|------|-----------------------------------------------|
| Developing a healthy lifestyle | C1 | Identify three personal benefits of regular exercise, e.g. *healthy weight, feeling good and having fun* |
| | C2 | Outline a personal weekly exercise plan, *e.g. walking to school daily, playing a sport, keeping a weekly exercise log of activities* |
| | C3 | Demonstrate the principles of safe exercise practice, *e.g. warming up, cooling down, wearing appropriate footwear and clothing* |
| | C4 | Maintain an exercise routine in a well-structured environment, e.g. complete a exercise during a PE class |
| | C5 | Explain how the food we eat contributes to our state of health |
| | C6 | Give two examples of lifestyle choices which affect our health, *e.g. eating too much fat will make you gain weight* |
| | C7 | Identify a range of emotional and physical states, *e.g. using a range of images to identify a range of emotional and physical states* |
| Being able to manage stress | D1 | Describe school/personal/community situations that are stressful |
| | D2 | Recognise some of the signs of stress |
| | D3 | Identify some ways to relax, *e.g. go for a walk, watch a movie* |
| | D4 | Demonstrate a relaxation technique, *e.g. taking a deep breath* |
| | D5 | Practise a range of relaxation techniques in real life circumstances, *e.g. taking time to actively enjoy the immediate environment, breathing exercises when queuing* |
| | D6 | Identify a range of situations in which ability to relax has been helpful, *e.g. not knowing what is happening next in class* |
| Knowing how to stay safe | E1 | Identify key safety risks in the workplace/home/community, *e.g. trailing leads, plugs, TV and electrical equipment* |
| | E2 | Recognise when personal safety is threatened, *e.g. bullying/harassment* |
| | E3 | Name daily practices that promote personal safety, *e.g. using pedestrian crossings, disconnecting electrical equipment at night, pouring hot liquids in after cold, wearing protective clothes/gloves, seeking advice* |
| | E4 | Describe appropriate response when a risk is identified, *e.g. find a safe exit, contact person/ organisation, respond to a fire drill, talk about / list the steps that you should follow if you see a fire* |

## Personal Care

| Elements | Code | Learning Outcomes<br>Students should be able to: |
|---|---|---|
| Becoming aware of one's sexuality | F1 | Identify the standard names of the sexual organs, e.g. *using the body board or other appropriate visual aids* |
| | F2 | Describe the functions of the sexual parts of the body, *e.g. using the body board or other appropriate visual aids* |
| | F3 | Recognise the physical and emotional changes which occur in girls and boys during adolescence |
| | F4 | Recognise the difference between appropriate and inappropriate ways of expressing feelings |
| | F5 | Recognise the difference between a friendship and a more intimate relationship |
| Recognising emotions | G1 | Identify common emotions and associated words used to express them |
| | G2 | Recognise their own emotional responses to a range of situations, *e.g. happy, sad, impatient, angry, upset* |
| | G3 | Describe appropriate ways of expressing their emotions |
| | G4 | Recognise the emotions of others, *e.g. know what upsets him/her, be aware that if he/she is upset, others in the room may become upset* |
| | G5 | React in an emotionally appropriate way in a given situation, *e.g. a friend receives bad news* |
| Making personal decisions | H1 | List the main values in the student's life |
| | H2 | Describe how values are linked to making decisions in a range of scenarios, *e.g. consider peer pressure, possible consequences, having reliable information, physical/emotional state, social expectations* |
| | H3 | Make a list of what and who can influence decision-making |
| | H4 | Identify the choices and consequences involved in an imminent short term decision |
| | H5 | Explore the consequences of decisions made, both while implementing and on conclusion, *e.g. stopping smoking, losing weight, saving money* |

# PLU

## Living in a Community

This unit assists students in developing strategies to establish and maintain positive relationships with people around them. The elements include knowing how to deal with conflict and how to seek help and advice. It also considers the student's local community and the use of local facilities available to them.

### Elements of the PLU Living in a community

Developing good relationships

Resolving conflict

Using local facilities

Seeking help and advice

Making consumer choices

# Living in a community

| Elements | Code | Learning Outcomes |
|----------|------|-------------------|
| | | Students should be able to: |
| Developing good relationships | A1 | Recognise different kinds of relationships, *e.g. parent/child, student/teacher, student/student* |
| | A2 | Identify situations where people speak differently depending on audience, *e.g. peers, teachers, parents, other adults* |
| | A3 | List ways in which name calling and teasing can be hurtful to self and others |
| | A4 | Recognise/list ways in which they would like to be treated |
| | A5 | Describe ways of making and keeping friends, *e.g. identify traits which are/are not desirable in a friendship* |
| | A6 | Participate co-operatively in a group situation |
| | A7 | Recognise the importance of respect in relationships |
| Resolving conflict | B1 | Describe what peer pressure is, give examples of peer pressure and suggest ways of handling it |
| | B2 | Describe ways of handling peer pressure, *e.g. role-play conflict situations between friends and how to resolve them* |
| | B3 | Demonstrate an ability to negotiate with peers, *e.g. in the sharing of equipment* |
| | B4 | Describe the characteristics of bullying behaviour |
| | B5 | Identify the school's approach to dealing with bullying behaviour, *e.g. being sent to the principal's office, use of behaviour chart* |
| | B6 | Identify the steps for dealing with conflict, *e.g. stop and do not react straight away, listen to advice from an adult* |
| Using local facilities | C1 | List ways of spending leisure time |
| | C2 | Identify familiar places and organisations in the local community |
| | C3 | Distinguish between what is free and what has to be paid for in the local community |
| | C4 | Participate in a school-based community project and record their participation, *e.g. a litter campaign* |

## Living in a community

| Elements | Code | Learning Outcomes |
|----------|------|-------------------|
| | | Students should be able to: |
| Seeking help and advice | D1 | Name the relevant agencies that offer support and advice to the public, *e.g. Citizen Advice Centre, local information centre* |
| | D2 | Describe the school's procedure for reporting an incident, *e.g. if someone is bullying you* |
| | D3 | Compile a short list of people or groups who can provide support, including personal contacts and groups/organisations |
| | D4 | Describe how to contact a range of people or organisations in their local area that can provide help and advice, *e.g. local Garda station* |
| | D5 | Visit a local community organisation and ask for advice |
| Making consumer choices | E1 | List two organisations that work on behalf of consumers |
| | E2 | Describe situations when an item needs to be brought back to a shop |
| | E3 | Describe what a guarantee is |
| | E4 | Identify labels on packages, clothes etc. |
| | E5 | Recognise the most important signs and symbols on labels |
| | E6 | Write a complaint or make a verbal complaint in a mock situation |

## PLU

# Preparing for work

The unit Preparing for Work assists students in making the transition from school to further education, training or employment. It focuses on preparing students for working life through activities ranging from developing a curriculum vitae and identifying the different services in their local community to attaining new independent skills, for example the ability to use public transport. It also looks at how students can develop health and safety skills and set goals for their learning.

### Elements of the PLU Preparing for work

| Being able to set goals for learning |
| Finding out about work |
| Preparing for a work related activity |
| Developing an awareness of health and safety - equipment |
| Taking part in a work related activity |

# Preparing for work

| Elements | Code | Learning Outcomes |
|---|---|---|
| | | Students should be able to: |
| Being able to set goals for learning | A1 | Set learning goals, *e.g. by the end of this week I will finish my book* |
| | A2 | Create a learning plan which includes the necessary steps and timeframe to complete it. Link the plan to an IEP, *e.g. each night I am going to read a page of my book* |
| | A3 | Implement the plan, *e.g. for a week* |
| | A4 | Express opinions on how performance could be improved, *e.g. next time I will give myself more time to reach the target* |
| Finding out about work | B1 | Identify different jobs that people do in their school, *e.g. the role of the teacher, caretaker and the school secretary* |
| | B2 | List three local employment opportunities |
| | B3 | Describe one way in which people get a job or course of their choice, *e.g. from a newspaper, information from a college* |
| | B4 | List possible jobs that they are interested in and find information on the requirements for the jobs |
| | B5 | Visit a local employer and review the visit, *e.g. name two new things learned* |
| | B6 | Use a variety of ways to check for the advertisement of jobs, *e.g. local newspapers, websites, TV ad* |
| Preparing for a work related activity | C1 | Identify and list their own talents |
| | C2 | Create a curriculum vitae including personal profile, education and work experience details |
| | C3 | Participate in a short interview, *e.g. mock job interview with a teacher* |
| | C4 | Keep a punctuality and attendance record for a month, *e.g. using a scale 1-10, students can record if they are on time for school, class and if they attend school regularly* |
| | C5 | Carry out specific tasks in a range of roles in school, *e.g. bringing attendance registers to the office, arrange classroom materials appropriately* |
| | C6 | Keep a record of tasks completed in a journal, *e.g. start and finish times for a task, describe what the steps are in the task* |

## Preparing for work

| Elements | Code | Learning Outcomes |
| --- | --- | --- |
| | | Students should be able to: |
| Developing an awareness of health and safety using equipment | D1 | Give examples of safe practices in three distinct workplaces, *e.g. wearing protective eyewear in metalwork class* |
| | D2 | Use all tools and equipment correctly and safely in a range of practical classes, *e.g. replace the lid on any liquids* |
| | D3 | Describe and use electrical equipment correctly and safely in a range of practical classes, *e.g. use a mixer in home economics* |
| | D4 | Store all tools, materials and equipment safely |
| | D5 | List the different procedures for self-protection at work, *e.g. wearing protective clothing or a hair net* |
| | D6 | Identify the fire exits in a school, *e.g. draw a map of the school, locating the fire exits* |
| | D7 | Follow the instructions for a fire drill, *e.g. participate in a fire drill* |
| Taking part in a work related activity | E1 | Gather background information to help plan and participate in the activity |
| | E2 | Sequence a number of steps to be taken to successfully complete the activity |
| | E3 | Assume a role in the activity and identify tasks linked with the role |
| | E4 | Use key words associated with the activity correctly |
| | E5 | Identify safety procedures and/or permissions required for the activity |
| | E6 | Learn how to use tools or equipment associated with the activity safely and correctly |
| | E7 | Participate in the activity |
| | E8 | Review the activity to evaluate its success |
| | E9 | Assess effectiveness of own role in the activity |

**Examples of work-related activities. Other vocational areas can be chosen**

### Horticulture

- Identify some common trees and shrubs
- Use a range of common gardening tools and equipment
- Keep a gardening diary, logging the tasks
- Name the conditions that help plants grow and flourish
- Describe the four main stages of the life cycle of a plant
- Describe some functions of a plant leaf
- Demonstrate safe working practice in the garden

### Take part in a mini-enterprise

- Decide on a product or service
- Identify the tasks and assign roles
- Raise funds for real materials by selling shares
- Record financial transactions
- Produce a product or render a service
- Create an advertisement for the product or service
- Sell the product or service
- Complete a review of the enterprise

### Plan a school function

- Identify the various tasks involved in planning the function
- Design invitations and posters advertising the function
- Establish a budget and work within it
- Plan and prepare the refreshments

### Organise a day trip

- Identify a destination
- Seek permission from the Principal
- Get permission from parents/guardians Create an itinerary for the day
- Identify an emergency procedure if someone gets lost
- Call the venue and make arrangements for the visit
- Organise transportation for the day
- Record the events of the day using a camera or video camera
- Write up a review of the day trip

**Notes**

**Notes**

Notes

# Our journey with you so far

## 2014- 2015
Nearly 1000
Teachers
Over 80 Special
Schools visited

## 2015 – 2016
Revisiting Teachers and
Schools for Day 2 CPD.
Meeting new Teachers
and Schools

## 2016 – 2017
Revisiting Teachers
and Schools
Presenting Day 2 and Day 3
CPD

# Steps for Getting Started

1. Familiarise yourself with the Guidelines

2. Identify your target students

3. Attend CPD Day 1

4. Register your School for the L2 e-Planning Tool

5. Avail of School Visits

Sarah Nally – sarah.nally@jct.ie

An tSraith Shóisearach
Junior CYCLE

2016 - 2017
Junior Cycle Profile
of Achievement

www.jct.ie