

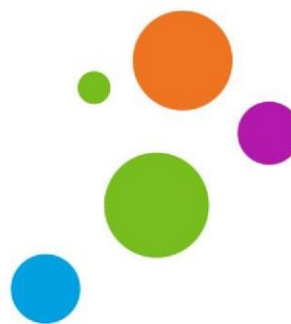
Name

Class

When I finish studying Living in a Community I will have learned to:

- ✓ Develop good relationships
- ✓ Resolve conflict
- ✓ Use local facilities
- ✓ Seek help and advice
- ✓ Make consumer choices

These are called Elements. Each element has steps (the teacher calls them learning outcomes) for me to follow. I can show my progress on the next pages. I can use a pen, stickers or colours to do this.



My Element: **DEVELOPING GOOD RELATIONSHIPS**

| | My learning outcome | I've started | I still need help | I can do it! | Location of Evidence |
|------------|--|---------------------|--------------------------|---------------------|-----------------------------|
| 4.1 | Recognise different kinds of relationships, e.g. <i>parent/child, student/teacher, student/student</i> | | | | |
| 4.2 | Identify situations where people speak differently depending on audience, e.g. <i>peers, teachers, parents, other adults</i> | | | | |
| 4.3 | List ways in which name calling and teasing can be hurtful 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, e.g. <i>identify traits which are/are not desirable in a friendship</i> | | | | |
| 4.6 | Participate co-operatively in a group situation | | | | |
| 4.7 | Recognise the importance of respect in relationships | | | | |

I have achieved this element!!

Student: _____

Teacher: _____

Date: _____

| | |
|--------------------------|--|
| Photographs | |
| Teacher designated tests | |
| Work portfolios | |
| Field trips | |
| Visiting speakers | |
| Concrete activities | |



My Element: **RESOLVING CONFLICT**

| | My learning outcome | I've started | I still need help | I can do it! | Location of Evidence |
|-------------|---|---------------------|--------------------------|---------------------|-----------------------------|
| 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, e.g. <i>role-play conflict situations between friends and how to resolve them</i> | | | | |
| 4.10 | Demonstrate an ability to negotiate with peers, e.g. <i>in the sharing of equipment</i> | | | | |
| 4.11 | Describe the characteristics of bullying behaviour | | | | |
| 4.12 | Identify the school's approach to dealing with bullying behaviour, e.g. <i>being sent to the principal's office, use of behaviour chart</i> | | | | |
| 4.13 | Identify the steps for dealing with conflict, e.g. <i>stop and do not react straight away, listen to advice from an adult</i> | | | | |

I have achieved this element!!

Student: _____

Teacher: _____

Date: _____

| | |
|--------------------------|--|
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| Work portfolios | |
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| Visiting speakers | |
| Concrete activities | |



My Element: **USING LOCAL FACILITIES**

| | My learning outcome | I've started | I still need help | I can do it! | Location of Evidence |
|-------------|---|---------------------|--------------------------|---------------------|-----------------------------|
| 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, e.g. <i>a litter campaign</i> | | | | |

I have achieved this element!!

Student: _____

Teacher: _____

Date: _____

| | |
|--------------------------|--|
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| Teacher designated tests | |
| Work portfolios | |
| Field trips | |
| Visiting speakers | |
| Concrete activities | |



My Element: **SEEKING HELP AND ADVICE**

| | My learning outcome | I've started | I still need help | I can do it! | Location of Evidence |
|------|--|--------------|-------------------|--------------|----------------------|
| 4.18 | Name the relevant agencies that offer support and advice to the public, e.g. <i>Citizen Advice Centre, local information centre</i> | | | | |
| 4.19 | Describe the school's procedure for reporting an incident, e.g. <i>if someone is bullying you</i> | | | | |
| 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 that can provide help and advice, e.g. <i>local Garda station</i> | | | | |
| 4.22 | Visit a local community organisation and ask for advice | | | | |

I have achieved this element!!

Student: _____

Teacher: _____

Date: _____

| | |
|--------------------------|--|
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| Visiting speakers | |
| Concrete activities | |



My Element: **MAKING CONSUMER CHOICES**

| | My learning outcome | I've started | I still need help | I can do it! | Location of Evidence |
|-------------|---|---------------------|--------------------------|---------------------|-----------------------------|
| 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 the most important signs and symbols on labels | | | | |
| 4.28 | Write a complaint or make a verbal complaint in a mock situation | | | | |

I have achieved this element!!

Student: _____

Teacher: _____

Date: _____

| | |
|--------------------------|--|
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