

Junior Cycle – Level 2 Learning Programmes

Priority Learning Units (PLUs)

PLU:
Communicating and Literacy

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

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

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

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

ELEMENT: Reading to obtain basic information

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

ELEMENT: Using a range of writing forms to express opinions

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

ELEMENT: Using expressive arts to communicate

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

ELEMENT: Using suitable technologies for a range of purposes

- Identify three everyday uses of technology
- Use technology requiring not more than three functions, for personal, home and educational/workplace use
- Use technology to communicate in an activity with others
- Use a new piece of ICT equipment
- Turn a personal computer on and off safely
- Identify the information symbols on a desktop
- Use frequently used keys appropriately
- Use a software package, involving opening a package, entering and manipulating text/image/data, save to file, print and exit safely
- Access a range of websites on the internet
- Find information for a project on the web
- Send and open an email

PLU:
Numeracy

ELEMENT: Managing money

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

ELEMENT: Developing an awareness of number

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

ELEMENT: Developing an awareness of temperature

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

ELEMENT: Developing an awareness of length and distance

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

ELEMENT: Using a calculator

- Find digits 0-9 and the decimal point and necessary operations buttons (+, -, ×, ÷, =) on a calculator
- Use a calculator to solve simple problems
- Use a calculator to correct work which has been completed without the use of a calculator
- 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

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

ELEMENT: Using data for a range of different purposes

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

PLU:
Personal Care

ELEMENT: Developing good daily personal care

- Identify essential daily personal care practices
- Describe the most important ways of keeping the body clean
- Identify some benefits of good personal care
- Explain the benefits of a range of daily personal care products
- Maintain an agreed personal care plan
- Give two or three reasons to care for personal belongings
- Identify appropriate clothing for a range of routine activities at home, at work and in the community

ELEMENT: Developing healthy eating habits

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

ELEMENT: Developing a healthy lifestyle

- Identify three personal benefits of regular exercise
- Outline a personal weekly exercise plan
- Demonstrate the principles of safe exercise practice
- Maintain an exercise routine in a well-structured environment
- Explain how the food we eat contributes to our state of health
- Give two examples of lifestyle choices which affect our health
- Identify a range of emotional and physical states

ELEMENT: Being able to manage stress

- Describe school/personal/community situations that are stressful
- Recognise some of the signs of stress
- Identify some ways to relax
- Demonstrate a relaxation technique
- Practise a range of relaxation techniques in real life circumstances
- Identify a range of situations in which ability to relax has been helpful

ELEMENT: Knowing how to stay safe

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

ELEMENT: Becoming aware of one's sexuality

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

ELEMENT: Recognising emotions

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

ELEMENT: Making personal decisions

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

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

PLU: Living in a community

ELEMENT: Developing good relationships

- Recognise different kinds of relationships
- Identify situations where people speak differently depending on audience
- List ways in which name calling and teasing can be hurtful to self and others
- Recognise/list ways in which they would like to be treated
- Describe ways of making and keeping friends
- Participate co-operatively in a group situation
- Recognise the importance of respect in relationships

ELEMENT: Resolving conflict

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

ELEMENT: Using local facilities

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

ELEMENT: Seeking help and advice

- Name the relevant agencies that offer support and advice to the public
- Describe the school's procedure for reporting an incident
- Compile a short list of people or groups who can provide support, including personal contacts and groups/organisations
- Describe how to contact a range of people or organisations in their local area that can provide help and advice
- Visit a local community organisation and ask for advice

ELEMENT: Making consumer choices

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

PLU: Preparing for work

ELEMENT: Being able to set goals for learning

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

ELEMENT: Finding out about work

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

ELEMENT: Preparing for a work related activity

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

ELEMENT: Developing an awareness of health and safety using equipment

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

ELEMENT: Taking part in a work related activity

- Gather background information to help plan and participate in the activity
- Sequence a number of steps to be taken to successfully complete the activity
- Assume a role in the activity and identify tasks linked with the role
- Use key words associated with the activity correctly
- Identify safety procedures and/or permissions required for the activity
- Learn how to use tools or equipment associated with the activity safely and correctly
- Participate in the activity
- Review the activity to evaluate its success
- 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