

Appendix I: Template to support schools in planning shorter units of learning in Wellbeing

<p>Title of unit: First Year Induction</p>	<p>Duration: 20 hours approximately and 5 hour bonding day=25 hours Week 1: 8 hours induction Week 6: Bonding Day with mentors Week 2: Week 19 (18 weeks X 40 mins =12 hours)</p>
<p>Aim of the unit To provide students with tools and skills to successfully transition to Post Primary</p>	
<p>Links The following tables show how First Year Induction may be linked to the central features of learning and teaching in junior cycle.</p>	
<p>Statement of learning</p>	<p>Example of related learning in the unit</p>
<p>SOL 7 7. values what it means to be an active citizen, with rights and responsibilities in local and wider contexts</p>	<p>Myself: traits, skills, hobbies, interests, challenges Communication: team building, listening , speaking Friendship formation, school anti – bullying charter, RAK acts,</p>
<p>SOL 11 11. takes action to safeguard and promote her/his wellbeing and that of others</p>	<p>New Surroundings and Change Coping with the challenges of a new school environment and structure of day.</p>
<p>SOL 5 5. has an awareness of personal values and an understanding of the process of moral decision making</p>	<p>Goal Setting Behaviour and skills for success, rules, routines, respect.</p>

Key skills. (The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.)

Key skill	Element	Student learning activity
Staying Well	Being confident	Making new friends- Activity- Who is It, Taking Ownership. Bonding Day booklet and activities
Working with others	Develop good relationships Dealing with conflict	Coping with Change, Stress Management, Anxiety Activity- The Card Tower, Taking Ownership
Managing Myself	Knowing Myself Setting and Achieving Personal Goals	Activity: Finding my way Activity: multiple intelligences Goal setting and tracking Skills for Learning
Communicating	Listening and expressing	Behaviour skills for success including rules and routines. Communications exercise 4,5,6,7.

The wellbeing indicators make explicit what is important learning in Wellbeing. (The Wellbeing Indicators are: Active, Aware, Connected, Resilient, Respected, Responsible)

Suggested Learning outcomes

- At the end of this unit, students will be able to...
- Recognise their own ways of learning and their learning habits, interests, strengths and weaknesses- **Aware**
- Recognise their own wellbeing journey and that of others- **Connected**
- Be able to goal set and track their progress- **Resilient**
- Recognise skills, attitudes and values of friendship- **Respected**
- Appreciate individuality my own and others- **Responsible**
- Understand what effective communication is including listening and speaking- **Respected, Connected**

Assessment

Students will show evidence of their learning when they...

Reflect on what they have learned about wellbeing and for wellbeing using reflection journal

Recognise the wellbeing indicators that students are making the most progress in

Recognise the indicators that need more attention

Use appendix E and self-assessment

Useful resources, web links and community links

www.Toastmasters.org - Youth leadership

www.nbss.ie -Friends for Life Programme

www.juniorycycle.ie

www.ict.ie

www.youngsocialinnovators.ie

www.curriculumonline.ie

www.pdst.ie

www.sess.ie