



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

Title of unit:

First Year Induction

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)

Aim of the unit

To provide students with tools and skills to successfully transition to Post Primary

Links

The following tables show how First Year Induction may be linked to the central features of learning and teaching in junior cycle.

Statement of learning

Example of related learning in the unit

SOL 7

7. values what it means to be an active citizen, with rights and responsibilities in local and wider contexts

Myself: traits, skills, hobbies, interests, challenges

Communication: team building, listening,

speaking

Friendship formation, school anti – bullying

charter, RAK acts,

SOL 11

11. takes action to safeguard and promote her/his wellbeing and that of others

New Surroundings and Change

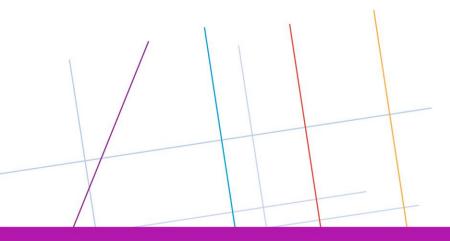
Coping with the challenges of a new school environment and structure of day.

SOL 5

5. has an awareness of personal values and an understanding of the process of moral decision making

Goal Setting

Behaviour and skills for success, rules, routines, respect.







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.juniorcycle.ie

www.jct.ie

www.youngsocialinnovators.ie

www.curriculumonline.ie

www.pdst.ie

www.sess.ie

