

First Year Induction

Title of Unit: First Year Induction

Duration: 20 hours approximately and 5 hours 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: To provide students with tools and skills to successfully transition to Post Primary

The aim should be:

- realistic and aspirational statement (two sentences max.) about what the unit is intended to achieve.
- about what students will achieve not what the teacher is going to be doing

The following tables show how this Induction Unit may be linked to the central features of teaching and learning in Junior Cycle.

Statement of Learning	Example of related learning in the unit
SOL 7 Values what it means to be an active citizen, with rights and responsibilities in their local community	Myself: traits, skills, hobbies, interests, challenges Communication: team building, listening, speaking Friendship: formation, school anti – bullying charter, RAK acts
SOL 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 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.

Statements of Learning:

- A maximum of 3.
- Should clearly relate to the aim of the unit.
- One example of related learning should be used and the focus should be on student learning

Key Skills

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

Key Skills:

- A selection of key skills
- Realistic and relevant and how they will be developed in this context
- One learning activity only should be outlined
- Highlight the elements associated with each key skill

The Wellbeing Indicators and Descriptors that this Learning Unit supports:

Indicator	Descriptor
Responsible	<ul style="list-style-type: none"> Students will develop appreciation of individuality and the uniqueness of others
Connected	<ul style="list-style-type: none"> Students receive an opportunity to engage in effective communication through listening and speaking activities.
Resilient	<ul style="list-style-type: none"> Students will engage in goal setting and tracking their own progress
Aware	<ul style="list-style-type: none"> Students develop awareness of their interests, strengths and challenges

Learning Outcomes

At the end of this learning unit, students will be able to:

- Recognise their own ways of learning and their learning habits, interests, strengths and challenges
- Recognise their own wellbeing journey and that of others
- Set goals and track their progress
- 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

Sample Learning Activities

- See sample of learning activities below

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 web 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

Learning Outcomes should:

- Outline important learning in this unit.
- Be broad, can be achieved in a variety of ways and may require a number of classes to achieve.
- Show consideration of action verbs - higher and lower order verbs
- Address knowledge, understanding, values and attitudes
- facilitate diverse teaching and learning strategies
- Please see an 'Action Verbs' supporting document on www.jct.ie

Learning activities should:

- provide a sample number of activities of what students will be *doing* as they are learning in this unit

Evidence of their learning:

- One assessment activity is sufficient for summative assessment purposes as part of a unit, two at the most.
- The 'end of unit' assessment is designed to allow students to show evidence of their important learning in this unit.
- The assessment should relate closely to the aim and learning outcomes of the unit.
- Where the assessment is completed in a group, ideally the group should not include more than three students.

Sample Learning Activities

Student worksheets and activities

Title: Who is it? - Student Worksheet 1:

Instructions:

Move around and find the person who matches the description in the box. Ask them to sign their name in the relevant box.

Has blue eyes:

Has a pet:

Watches Ireland's Got Talent:

Was in my Primary School:

Is wearing a ring:

Likes rap music:

Can swim:

Was not in my class last year:

Can play the piano:

Has more than one earring:

Follows Manchester United:

Has a part time job:

Is taller than me:

Does not live near me:

Is not yet on this sheet:

Title: The Card Tower (Team Building Activity) - Activity 2

The object of this exercise is to construct a tower using playing cards and paper clips.

Instructions:

1. Each group receives one pack of cards and fifty paper clips.
2. You have ten minutes to practice.
3. You have five minutes to construct the tower.

Rules governing the building of the card towers:

1. The card tower must be constructed within the five minute period.
2. All groups construct their towers at the same time.
3. Any number of group members can help in the actual construction.
4. If two towers are the same height on completion, the tower using the least number of cards wins.
5. No artificial props can be used. The tower must be free-standing.
6. Paper clips must only be used as fasteners; they cannot be bent or distorted in any way.
7. Cards cannot be mutilated or folded in any way.
8. If the tower falls during the five-minute construction time, continue to rebuild as you will be judged on your performance after the five minutes has elapsed.

Reflection of the Tower Building activity:

It is often worthwhile for students to evaluate an activity they have experienced. You can choose from the attached list of questions.

1. As a group, are you pleased with the finished tower?

2. What worked well in the group?

3. What could be improved on?

4. Did the group have a plan?

5. How well did the plan work?

6. How were tasks assigned to members of the group? (through delegation, volunteering, mutual consent, other)

7. Did a leader emerge in the group? If yes, how did this leader receive her/his authority?

8. What effect did the element of competition (competing against other groups) have on your group?

9. What effect did the time limit have on the performance of the group?

10. What did you learn from this exercise about working as part of a group?

Taking Ownership (Team Building) - Activity 3

Instructions:

- Divide group into 3's (people who know one another)
- Get 2 people to say something positive about the third
- Get the third person to add one more positive thing about themselves.

Teacher questions:

- Is it easier to give or receive compliments?
- How did this exercise feel?

Take a few minutes to discuss this.

Conclusion: Students discover how important it is to affirm themselves.

Student Reflection:

What did we learn from this activity?

Did we get the information we were looking for?

Did we follow up on our questions?

What worked well?

Were there any difficulties?

Did everyone participate actively?

Are there other questions we could have asked?

Is there anything we should remember for future activities?

How do we record what we have learned?

Who will issue the thank you letter/call?

How do we apply what we have learned to our courses/ modules/tasks?

Do we need to do more research on the topic?

Listening Exercise – Activity 4

Instructions:

1. Ask four students to leave the classroom explaining to them that they will be told a story when they re-enter the room.
2. Read the story below to the remaining class group.
3. Ask the first student to re-enter the room.
4. Choose one member of the class to re-tell the story they have just heard, asking the rest of the class to listen carefully.
5. Continue this process with student numbers 2, 3 and 4. It is probable that the story will sound very different at the last telling from the first version.
6. Re-read the story to the whole class group and proceed to the listening exercise work card.

Listening Exercise 1 Story:

John Griffin and Paula Healy were cycling to school on Monday 18 February. John was riding a black and silver Peugeot mountain bike and Paula had a yellow and green Raleigh racer. As they came around a corner Paula was knocked to the ground by a speeding motorist driving a Fiat Punto registration number 02 CE 2980. Paula lay bleeding – her Reflective Journal, her blue folder and her pencils scattered all around. Mrs Jones was passing and rang an ambulance. In the distance the siren could be heard as the dogs barked in the early morning rain.

Student Reflection:

1. How did the story change from the first version to the last?

2. What made the story difficult to remember?

3. List 3 core points of the story

(a)

(b)

(c)

Listening Exercise II – Activity 5

Control Tower

Instructions:

1. Blindfold one student
2. Choose one student to be the traffic controller.
3. Arrange remaining students as an obstacle course.
4. The blindfolded student is guided through the room only by the voice of the traffic controller at the other end of the room. The “obstacles” remain motionless and quiet.

Repeat the exercise with different students playing control tower and pilot – the other players being rearranged.

Follow up: in a circle discuss (with one person speaking at a time and the rest listening) the purpose of the game.

Students should realise that the success of the game depends upon clear verbal communication from one student and careful listening from the others, made possible by the silence and stillness of the group.

Giving and Receiving Instructions (Communications Exercise) – Activity 6

Students work in pairs using the following pictures provided or any other suitable graphic.

Preparation:

Sit back to back.

Instructions:

- One student calls out the instructions on how to draw the object without naming it.
- The second student draws the object, the student can only ask to repeat the instruction – they cannot ask for clarification.
- Reverse the roles with a different picture.

This exercise can be repeated using two way communication where the receiver of instructions can ask questions (use a different picture).

Student Reflection on Giving and Receiving Instructions activity 7:

What do you think of the picture you produced?

What made it difficult?

What words/phrases helped to clarify the image?

How could the instructions have been made clearer?

Code of Conduct - Activity 8

Teacher Guidelines:

By drawing up a code of conduct with the students rather than presenting it to them as a fait accompli, it is more likely that they will take on ownership of the rules and that the group norm will be to work with the agreed rules rather than against them.

There are various methods of negotiating ground rules:

- Divide students into small groups and ask them to suggest and come to an agreement on a small list of ground rules which would make working together and participating in the programme easier and more fruitful.
- Then get feedback from each group and reach consensus through discussion and/or voting on a final list of rules.
- Conduct a brainstorm with the whole class making suggestions.
- In each case, the teacher / co-ordinator can add suggestions to the list if s/he sees important issues being left out (e.g. listening to others, respecting different opinions).
- Alternatively, a pre-prepared list of suggested ground rules could be presented to the class for discussion and adaptation.

Aim for a short list of simple rules rather than a long, complicated document.

The final list could be displayed on a chart, possibly designed by students. It is also possible to use the list as a contract to be signed by students. However, remember that the list will need to be revisited with the class and possibly revised later on in the light of experience.

A code of conduct for interactions and acceptable interpersonal behaviour are particularly important for the Leaving Certificate Applied class, as they are going to be together in the same group every school day for the next two years – unlike most other classes which, through subject options, work with varying groups.