

MY SCHOOL SUPPORTS (PART 2) LESSON PLAN



MY SCHOOL SUPPORTS (PART 2) - AN OVERVIEW

LESSON TITLE:

MY SCHOOL SUPPORTS (PART 2)

AIMS

This lesson will:



- Explore worries students may have starting post-primary School.
- Explore supports that are available in school.
- Understand who can help students in school.

OUTCOMES

At the end of this lesson students will be able to:



- Select a worry they have at the moment.
- Identify a person they can contact to help alleviate their worry.
- Identify supports that are available to them in school.
- Identify 'key' members of the school community who can help them in school.

LINKS TO JUNIOR CYCLE KEY SKILLS



- Communicating (listening and expressing myself, discussing and debating, using language).
- Managing myself (knowing myself, making considered decisions, using digital technology to manage myself and my learning).
- Staying well (being healthy, being social, being safe, being responsible).
- Being creative (exploring options and alternatives, implementing ideas and taking actions).
- Working with others (learning with others, respecting difference, developing good relationships, co-operating).
- Managing information & thinking (gathering and recording information, being curious, thinking critically, using digital technology to access, manage and share knowledge).

MY SCHOOL SUPPORTS (PART 2) **- AN OVERVIEW**

LINKS TO JUNIOR CYCLE STATEMENTS OF LEARNING



- Takes action to safeguard and promote his/her wellbeing and that of others.
- Values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.
- Appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which he/she lives.

LINKS TO WHOLE SCHOOL GUIDANCE



Developing Myself

In this lesson students will

- Identify and explore feelings and emotions and how they influence behaviour.
- Attend to their own wellbeing.
- Join networks to enhance their own personal, educational and career opportunities.
- Demonstrate social/ other networking skills.
- Identify transition points to be made in school.
- Describe personal strengths and resources which can be used during times of change and transition.
- Participate in activities and tasks to enhance emotional and social development.
- Ask for help when required.
- Examine how they respond to change and transition.
- Adopt effective strategies for coping with change and transition.

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LESSON PLAN:

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MATERIALS NEEDED FOR THIS LESSON

BY TEACHER

- PowerPoint
- Worksheet (attached)

BY STUDENTS

- Worksheets (on-line or hard copy)

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OPENING 'THE HOOK'

Ask students what they can remember about The Story of Peter (from Lesson One).



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BODY OF LESSON

TEACHER ACTIVITIES

The lesson opens with the teacher reminding the students of "The Story of Peter."

In this story Peter was after starting post-primary School and he had many worries about his new school.

Teacher places the bag full of worries (from Lesson One) on the desk.
Teacher tells students she will read the worries to the class (anonymous).
For each worry the students must (see across)

Teacher asks students to recall their worry and using the worksheet identify five people who can help them with their worry.

STUDENT ACTIVITIES

Students re-cap on The Story of Peter; recounting what they can remember about the story.

Students answer questions including:

- Who was Peter?
- What was he worried about?
- Who was able to help Peter?
- Name some of the people who could help you in school.

For each worry the students will:

1. Identify someone this person could contact to help alleviate their worry.
2. Identify supports that are available to this person in the school.
3. Identify 'key' members of the school community who could help this person in school.

Students fill in worksheet – High Five

CLOSING LESSON

Teacher re-examines the lesson's aims. Teacher checks that each student can identify someone in the school who can help them if they are worried.

