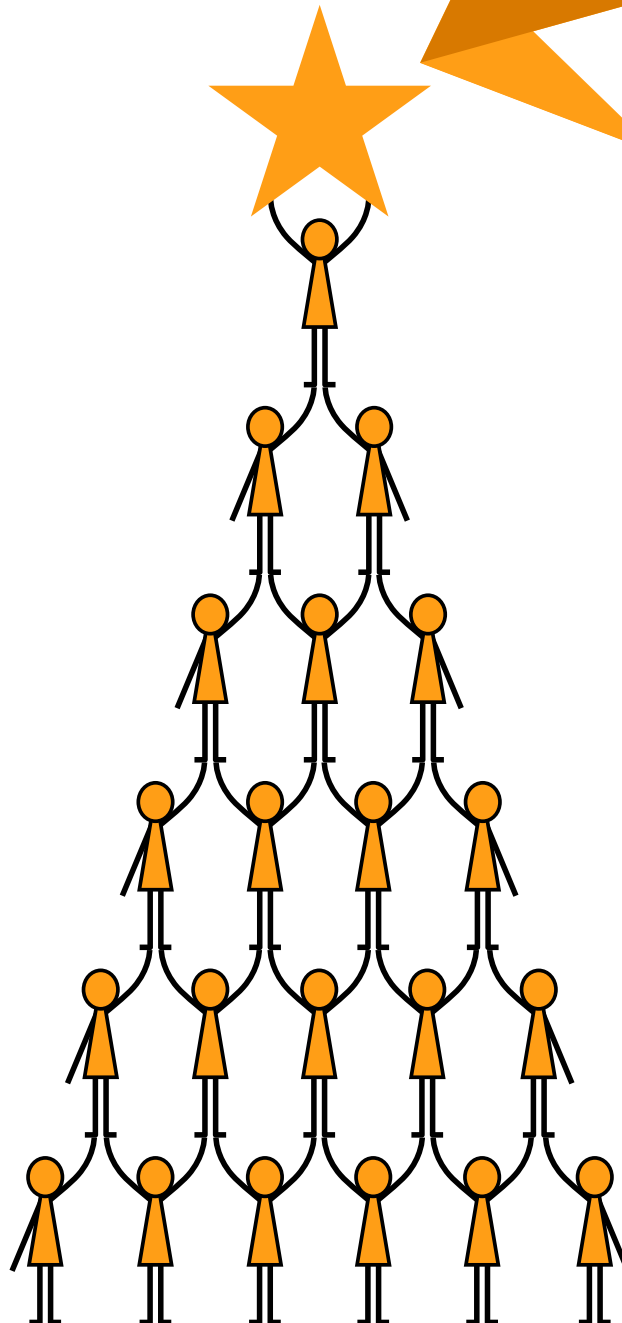


MY SCHOOL SUPPORTS (PART 1) LESSON PLAN



MY SCHOOL SUPPORTS (PART 1) - AN OVERVIEW

LESSON TITLE:

MY SCHOOL SUPPORTS (PART 1)

AIMS

This lesson will:



- Explore worries students may have starting post-primary School.
- Explore supports that are available in school.
- Describe resources which can be used during times of change and transition.
- Participate in an activity that will enhance student's emotional and social development.
- Identify people students can ask for help from when required.
- Examine how students can respond to change and transition.
- Introduce students to effective strategies for coping with change and transition.

OUTCOMES



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

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

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 and thinking (Gathering and recording information, being curious, thinking critically, using digital technology to access, manage and share knowledge).

MY SCHOOL SUPPORTS (PART 1) **- 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.

MY SCHOOL SUPPORTS (PART 1) - LESSON PLAN

LESSON PLAN:

MY SCHOOL SUPPORTS (PART 1)

MATERIALS NEEDED FOR THIS LESSON

BY TEACHER

- PowerPoint
- Worksheets (attached)
- Paper for students to write their worry on

BY STUDENTS

- Worksheets (on-line or hard copy)

AIMS

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- Describe how each support can help students in school.
- Identify a person the student can contact to help them to alleviate their worry.



OPENING 'THE HOOK'

Tell the students you are going to tell them the Story of Peter, a young man who, like them, has just started post-primary School.



MY SCHOOL SUPPORTS (PART 1)
- LESSON PLAN

BODY OF LESSON

**TEACHER
ACTIVITIES**

**STUDENT
ACTIVITIES**

The teacher outlines the aims and objectives of the class.

The lesson opens with the teacher reading “The Story of Peter.”

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

After the story the teacher asks the students to reflect on the Story of Peter. How do they feel after hearing the story? Do they think other students feel like this starting a new school?

Teacher takes feedback from students.

The students are then asked to brainstorm some worries students may have starting school. The teacher thanks students for sharing these worries.

Students are now asked to work individually. They must identify a worry they have starting school (they do not share this worry verbally). As the students are identifying a worry the teacher distributes a piece of paper to each student. The students write their worry and their name on this piece of paper and place it in the worry bag (The teacher will take these worries away and then address them in the next class. It is important that the teacher reads through these worries before the next class and if necessary, reaches out to students whose worries may be extremely difficult).

The teacher tells students there are many people in the school that can help them.

Teacher asks them if they know anyone who can help them in school and asks what their job may be.

Students listen to The Story of Peter – a boy who has started post-primary School and is worried about this transition.



Students respond to the Story of Peter.

Students brainstorm worries they may have starting post-primary school.

Students think of a worry they have. Each student writes their worry and name on the piece of paper and then put it in the ‘Worry Bag’.

Students identify members of the school community that can help them!

MY SCHOOL SUPPORTS (PART 1)
- LESSON PLAN

 TEACHER ACTIVITIES	 STUDENT ACTIVITIES
<p>Teacher tells the students that in this lesson they will find out about all of the people who can help them in school: their name, their role and how they can be contacted. Direct students to Worksheet One and ask them to fill in the answers as the teacher goes through the PPT.</p>	<p>As teacher is discussing each member and their role the students record the member's name on their worksheet (i.e. Our Principal's name is Mr. Wilson)</p>
<p>During this activity students are also given the opportunity to respond verbally to questions like Do you know your principal's name? Where is his/her office?</p>	<p>Students respond verbally to questions like Do you know your principal's name? Where is his/her office?</p>
<p>Teacher explores other members of the school community who can support them i.e. extra-curricular teachers i.e. person in charge of hurling, football, debating, chess, drama etc. (This needs to be individualised to each school; please feel free to add extra).</p>	<p>Students make a note of extra members of staff who can support them. Students verbally respond to the name of each person and their duties in the school.</p>

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.