

## APPENDIX I

### TITLE OF UNIT: **MAKING THE TRANSITION INTO FIRST YEAR**



#### **DURATION**

4 hours approx. (6 x 40 minute or 6 x 1-hour classes: pace can be determined by the teacher/ Guidance Counsellor).



#### **IDENTIFIED NEED**

Moving into post-primary education can be an exciting and challenging time. Many schools have identified a need to support students during this transition in order to help build new relationships and friendships and to enable success in learning. The National Centre for Guidance in Education (NCGE) responded to this need by co-creating this unit with teachers and consulting with students in its development.



#### **AIM OF THE UNIT**

This unit aims to guide students in their transition from primary to post primary school by facilitating students in developing self-management, personal and social skills to enable a positive transition.



## LEARNING OUTCOMES

Students will be able to:

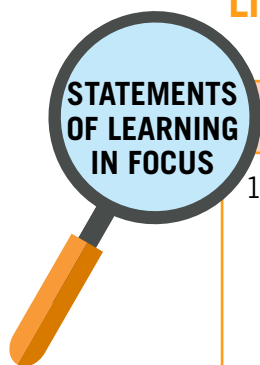
- Examine challenges and concerns associated with starting 1st year and identify ways to address these.
- Identify people they can ask for help and supports that are available to students in their new school.
- Set meaningful and appropriate learning goals and assess their progress towards achieving these goals.
- Practice self-management and time management skills to support them in managing school and other activities.
- Identify their values and how they can use their values in decision making.



## SAMPLE STUDENT LEARNING EXPERIENCES

- Think, Pair, Share – Who can support me in my new school?
- Personal reflection and guided discussion about goals and goal setting.
- Quiz – Understanding my Timetable.
- 'Survival' tips for other students starting into a new school

## LINKS TO JUNIOR CYCLE



Statements of Learning	Example of related learning in the Unit
11. The student takes action to safeguard his/her wellbeing and that of others.	The students will gain practical information to help them manage the transition to post primary school. They will also be supported in reflecting on their hopes, fears, expectations and goals within a safe space thus contributing to their overall sense of wellbeing.
7. The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.	The students will reflect on the importance of being kind to their fellow classmates during their transition into their new school. They will be encouraged to reflect on what makes them inspirational individuals. Students will be given the opportunity to explore how they can make a positive contribution to their class and the world.
5. Has an awareness of personal values and an understanding of the process of moral decision making.	The students will be given the opportunity to reflect on their own values and explore ways of using their values as a compass for decision making.

LINKS TO JUNIOR CYCLE *continued*KEY SKILLS  
IN FOCUS

There are opportunities to support many key skills in this unit but the following are particularly significant:

Key skill	Example of possible student learning activity
<b>Managing myself</b>	Students will learn how to manage themselves and their learning better through the practice of goal setting and other strategies.
<b>Communicating</b>	Students will develop communication skills as they listen to each others hopes, fears and expectations about post-primary school.
<b>Staying well</b>	Students will learn the importance of asking for help when needed and where/who to go to if support is needed.
<b>Working with others</b>	Through active and cooperative learning activities the students will get to know each other - thus building relationships and a sense of connection with each other and their new school.
<b>Managing information and thinking</b>	Through being curious about themselves, students will gather, record and organise information about their own person. Students will reflect on who they are and how they can be supported in post-primary school.

INDICATORS  
OF WELLBEING  
IN FOCUS

Wellbeing Indicator	Descriptor	Example of related learning in the Unit
<b>Resilient</b>	Do I know where I can go for help?	This unit includes two lessons on the topic of 'My School Supports.' Students have an opportunity to reflect on supports available within the school. Specific focus is paid to where students can go for help.
<b>Connected</b>	Do I appreciate that my actions and interactions impact on my own wellbeing and that of others, in local and global contexts?	In the lesson 'My Values,' students will learn how one's values can impact their own lives and their interactions with other people locally and globally.
<b>Aware</b>	Do I understand what helps me to learn and how I can improve?	Students are introduced to the topic of 'goal setting' and identify ways they can improve themselves.

The wellbeing indicators make explicit the hoped-for outcomes of learning in Wellbeing. The indicators that this unit specifically supports are highlighted.



## ASSESSMENT

**Formative:** Students maintain a portfolio of their learning.



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## USEFUL RESOURCES AND WEBLINKS

The NCGE in partnership with [careersportal.ie](https://www.ncge.ie) have developed resources to support teachers in facilitating this unit of learning which are available to download freely at <https://www.ncge.ie/resources> and [www.careersportal.ie](https://www.careersportal.ie)