

APPENDIX I

TITLE OF UNIT: **CONSIDERING MY PRESENT AND MY FUTURE**



DURATION

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



IDENTIFIED NEED

In third year, students are beginning to come to an age where their decisions will impact on their future. This unit of learning introduces students to a number of topics including subject choice for leaving certificate and an exploration of careers. In addition, as the focus on assessment increases in third year, this unit enables students to reflect on what a balanced approach to living and learning looks like for them.



AIM OF THE UNIT

This unit aims to guide students through the initial steps in understanding their choices and pathways to the future. Students reflect on who they are at the present time and the different aspects/activities they have going on in their lives. They also explore the options they have in the short term and in the longer term.



LEARNING OUTCOMES

Students will be able to:

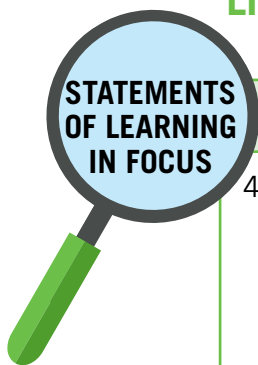
- Examine the paths available to them after school and identify which of the paths might be suitable for them.
- Identify what senior cycle subjects are offered in their school and what needs to be considered when choosing subjects. They will also begin to discern what subjects are suited to them.
- Reflect on all of the important aspects of the student's life and ways of managing a well balanced life amid competing demands and individual goals.



SAMPLE STUDENT LEARNING EXPERIENCES

- Students will reflect on the 'Wheel of Life' and will take note of the different aspects of their lives and how each aspect is going.
- Students will list future options that interest them in general. They will note why these particular options interest them and will note where and how they can find out more information on these options
- Students will complete a 'Presenting Me' poster incorporating their unique values, goals, skills and choices etc which the student has identified. This will inform their career pathways/life-choices.

LINKS TO JUNIOR CYCLE



Statements of Learning	Example of related learning in the Unit
4. Creates and presents artistic works and appreciates the process and skills involved.	Students are invited to create a poster representing themselves and their Guidance Related Learning. They are encouraged to use a variety of means to express their unique attributes. In creating a poster representing their unique selves, students will be able to understand that they are individuals and have their own path in life.
23. Brings an idea from conception to realisation.	The students will discuss the myriad of options open to them after school and will begin to make choices based on this understanding. For example, students will understand the importance of subject choice on their pathways after school.
11. Takes action to safeguard and promote her/his wellbeing and that of others	The students will learn about having a balanced approach to life and the positive impact that will have on their development and wellbeing,

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
Managing myself	Students will learn about the skills they have and the skills they may like to develop into the future.
Staying well	Students will learn the importance of having a balanced approach to life. They will understand that not all aspects of life go well all the time and that it is normal for choices and changes to be made at times.
Managing Information and Thinking	Through being curious about themselves, students will gather, record and organise information about their own person. Students will reflect on who they are and on what this means for their pathways and choices.

INDICATORS
OF WELLBEING
IN FOCUS

Wellbeing Indicator	Descriptor	Example of related learning in the Unit
Resilient	Do I believe with effort I can achieve?	The lesson on 'My Options' provides students with an opportunity to reflect on the multiple pathways available after post-primary school. They will learn that there is not a 'one size fits all' approach and that, with effort, they can achieve in the option they select for themselves.
Responsible	Do I take action to protect and promote my wellbeing and that of others?	In the lesson on 'My Balanced Life' students reflect on how they can create more balance in their lives. It looks at the broader picture: what areas are going well and what areas might need some attention to help promote their wellbeing and that of others.
Respected	Do I feel that I am listened to and valued? Do I show care and respect for others?	In the 'Presenting Me' Lesson, students create a poster presenting themselves. They present this poster in small groups and this gives them an opportunity to feel listened to and valued for who they are. They must also show care and respect for others who are presenting.



ASSESSMENT

Summative: Students reflect on the subject options they may choose for senior cycle. Students are able to explain why they have chosen these particular subjects with reference to their personal skills / interests and future interests or goals.



USEFUL RESOURCES AND WEBLINKS

The NCGE in partnership with careersportal.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