

## 3.9 Wellbeing Policy and Programme

### Introduction

Loreto Secondary School seeks to promote healthy lifestyles and the wellbeing of our school community, in a safe, supportive and non-threatening environment. Through its policies, procedures, activities and structures the school aims to create an environment in which:

- People feel valued
- Self-esteem is fostered
- There is respect, tolerance and fairness
- People in difficulty are supported
- There is open and honest communication
- Effort is recognised
- Difference and diversity are valued
- Conflict is handled constructively
- Social, moral and civic values are promoted
- Initiative and creativity are stressed.

These aims are implemented in the daily transactions between management, staff, students and the wider school community.

### Mission Statement

Truth, freedom, justice, sincerity and joy – as relevant today in Loreto, Wexford as for Mary Ward in 1609.

### Ethos and Aims

A number of key principles and values determine the ethos, characteristic spirit and practices in our school.

- We are Christian educators who aim to communicate to our students by word and by deed what it means to be a fully human person in the light of Christ.
- We aim to work in a spirit of close co-operation with each girl's home as we take a shared responsibility for her overall formation and development
- We place considerable emphasis on the importance of a happy working atmosphere in the school that is based on mutual respect amongst all who study and work here.
- We recognise that each girl in the school has strengths, weaknesses, needs and wants that are particular to her. Within the confines of a school system that deals with a student population of 810, we do all in our power to both recognise and cater for individuality and diversity. It is for this reason that we attach great importance to providing a broad curriculum, a wide range of extra- curricular activities and comprehensive support structures for all students.

## Philosophy

Loreto schools aim to create a ‘dynamic community where every student is valued equally and has a real sense of belonging’ (*Loreto Education: Continuing the Journey, 2017, p. 9*). The school is a welcoming school and commits to using its resources to ensure and promote the care and wellbeing of our students. The *Continuing the Journey* document outlines how the ideal of Loreto education today will be enshrined in:

- Courteous relationships within the school
- The wide and well-chosen curriculum provided
- Promotion of understanding of global issues
- The extra-curricular activities organised
- The systems, structures and policies
- Communications
- Interest and concern for the students
- Loyalty and gratitude (p.15)

The eight points above are central to how our school operates. They are also central to ensuring the wellbeing of the whole school community.

## Rationale

In line with *The Framework for Junior Cycle 2015, The Guidelines for Wellbeing in Junior Cycle 2017, The Wellbeing Policy Statement and Framework for Practice 2018 – 2023* and Circular Letter 0015/2017, the school has devised a programme, which will provide junior cycle students, entering in September 2019, with over 400 hours of wellbeing related learning.

In the context of Junior Cycle reform, there is an increased focus on the need to ensure that the wellbeing of our students is at the forefront of school life. Accordingly, the NCCA (National Council for Curriculum and Assessment) have developed *Wellbeing Guidelines*. These guidelines govern what we, as a school, now set out to achieve. Wellbeing is commonly seen ‘as a combination of sustained positive feelings and attitudes- happy, healthy and confident young people who feel safe, secure, cared for, included, involved, and engaged and so on’ (*The Guidelines for Wellbeing in Junior Cycle 2017, p. 18*). The World Health Organisation defines how wellbeing is present ‘when a person realises their potential, is resilient in dealing with the normal stresses of their life, takes care of their physical wellbeing and has a sense of purpose, connection and belonging to a wider community. It is a fluid way of being and needs nurturing throughout life’ (*The Wellbeing Policy Statement and Framework for Practice 2018 – 2023, p.10*).

## Context

This is a whole school policy which is informed by other school policies, including the following;

- Code of Behaviour
- SPHE Policy
- RSE Policy
- Homework Policy

- Internet Acceptable Use Policy
- Anti- Bullying Policy
- Child Protection Policy
- Critical Incident Policy
- Dignity in the Workplace Policy

## Covid - 19

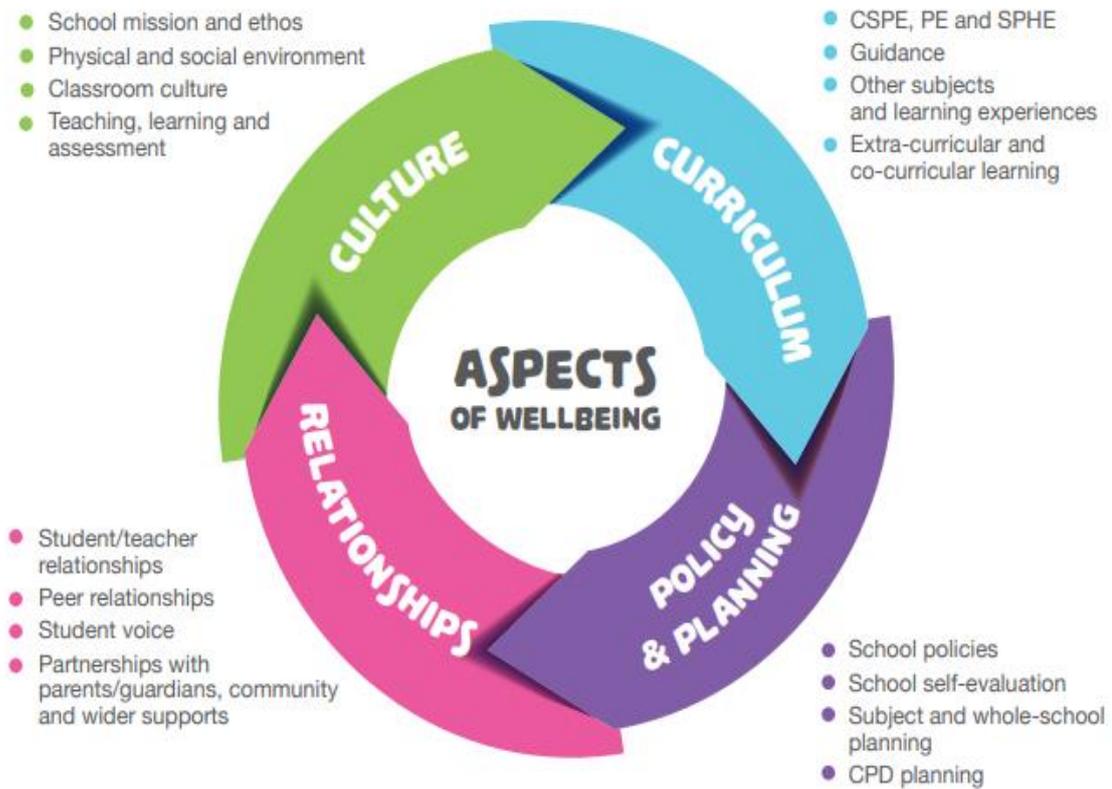
The school has published its Covid – 19 Response Plan for 2020/21, in line with guidance issued by the Department of Education and Skills. All members of the school community have a responsibility in relation to Covid – 19 prevention measures. Details of all the measures put in place can be found under the dedicated tab on our website, Covid-19 – School Re-opening.

## Wellbeing in Schools

The school recognises the important role it plays in promoting and ensuring the wellbeing of our students and staff. The *Wellbeing Guidelines* identify four key aspects of wellbeing within the school setting: They are:

- **Curriculum:** This aspect refers to the subjects we provide and how we cater for wellbeing in the curriculum.
- **Policy and Planning:** This aspect refers to how we as a school endeavour to look after the wellbeing of the school community. Simply put, through policies, planning and school self-evaluation, we should make decisions with due regard to the wellbeing of our students and staff.
- **Relationships:** Strong relationships amongst all members of the school community form the backbone of a positive working environment. As a school, we endeavour to make sure that all interactions between students and staff are positive and affirming.
- **Culture:** Culture refers to our ethos, mission statement and the prevailing atmosphere in our school. We strive to make sure our school is a happy place to study and work.

The following image, taken from the *Guidelines for Wellbeing in Junior Cycle 2017*, summarise the points above.



Six indicators of wellbeing have also been identified. They are:

- **Active:** Being physically active is an important element in staying well.
- **Responsible:** Each person must take responsibility for their own choices and make decisions which promote their own wellbeing and the wellbeing of others.
- **Connected:** It is important, for our wellbeing, to be connected to other people and to interact with others in a positive way. We should also appreciate the implications of our actions for those around us and further afield.
- **Resilient:** Everyone goes through challenges in their life. By building resilience, we hope to give our students the skills to cope with difficult situations.
- **Respected:** Feeling respected, listened to and cared for are key aspects of feeling well. Positive, respectful relationships are also central to maintaining our wellbeing.
- **Aware:** To stay well, we need to be aware of our thoughts, our emotions and our limitations. We should also be aware of those around us, conscious of how our actions might impact on their wellbeing.



The school has always placed a strong emphasis on the wellbeing of the school community. The introduction of a formal wellbeing programme at junior cycle will now complement the support structures already in place to support wellbeing. Through its policies and procedures, the school seeks to provide a safe, caring environment for all.

The school recognises the importance of addressing all educational needs through the Continuum of Support:

- Support for All
- Support for Some
- Support for Few

In this school, the following procedures are in place to support the wellbeing of our students:

- **Subject Teacher:** The subject teacher is responsible for maintaining a safe environment in which to work. The subject specific teacher is also responsible for monitoring the progress of each student in his/her care, providing assistance where needed.
- **Class Teacher:** Each base class has a dedicated class teacher. This teacher is asked to take a particular interest in the welfare of the students' in his or her class. The Class Teacher will monitor attendance and sign the school journal of students in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year on a weekly basis.
- **Year Head:** The school has assigned three teachers to the role of Year Heads in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year. Year Heads monitor the students in their year group, ensuring that they are supported throughout their time in the school. Year Heads will also monitor attendance within the year group, contacting home where necessary. Year Heads will work closely with Class Teachers to ensure the wellbeing of the students in their care.
- **Guidance Counsellors:** Ms. Foley, Ms. Kelly and Mr. O' Sullivan deliver timetabled guidance classes to senior cycle students. In the first term of the year, they meet with every 1<sup>st</sup> year student. Furthermore, they are also available to meet students on an individual basis, should the need arise.
- **Student Care Co-ordination Team (SCCT):** The SCCT meet weekly to discuss individual cases of concern, as well as general, school-wide initiatives. This group is made up of the Principal, Deputy Principals, Guidance Counsellors and the Learning Support team. In the event of a critical incident, the SCCT will convene as soon as possible to consider the appropriate response, in line with established guidelines.
- **Student Support Team (SST):** Where there is a confirmed case of bullying behaviour and the issue has not been resolved, the SST will meet to investigate the matter further and consider its response. The SST will support those involved and seek to ensure a satisfactory resolution.
- **Child Protection:** New child protection procedures came into effect from December 2017. As a result, the school has prepared a comprehensive Student Safeguarding Statement. More detailed information on child protection can be found on our website, under the 'Child Protection' tab.
- **Special Education Teaching (SET) Team:** The SET team coordinate the SET timetable and liaise with parents of those children with additional needs. The SET team also work closely with feeder primary schools, to identify students who may need additional care upon entering Loreto, Wexford.
- **Meitheal/Cara:** Following an interview process, 15 senior cycle students are appointed as Meitheal leaders. They support, encourage and help first year students throughout their initial year in the school. The Cara system entails all Meitheal leaders carrying on a pastoral role in 6<sup>th</sup> year for 2<sup>nd</sup> year students.

In addition to the procedures outlined above, the school organises a number of events each year, aimed at the wellbeing of our school community. These events are organised by various subject departments and teachers over the course of the year. The following summarises some of these initiatives:

- School visit for incoming first year students, normally held in May
- 1<sup>st</sup> year Retreat to Ballyvaloo
- Study Skills seminars for students and parents
- Two general meetings of parents are held each year. This is an opportunity to update the parent body about school developments and discuss any issues of concern
- Internet Safety. The school will organise workshops for 1<sup>st</sup> year students around the area of internet safety
- Guest speakers. The school organises visits from various guest speakers. These vary from year to year and can be on a range of different topics. Guest speakers will be invited to the school in line with circular

letter 0043/2018 'Best practice guidance for post primary schools in the use of programmes and/or facilitators in promoting wellbeing consistent with the Department of Education and Skills' Wellbeing policy statement and framework for practice'

- Friendship week. This week is organised to promote the importance of friendship and inclusiveness.
- Wellness week. This week is organised by the Students' Council to promote the wellbeing of the student body.
- 6<sup>th</sup> year Wellbeing Day
- 6<sup>th</sup> year Glendalough Retreat
- Prize-giving Ceremony
- Multicultural Week.

In addition to the above, the school seeks to promote an environment, which is positive, affirming and true to our ethos. The school will endeavour to provide as many co and extra-curricular activities as possible, thereby giving our students the opportunity to enhance their wellbeing outside of the classroom. Students from all year groups are also encouraged to become involved in the numerous sporting teams representing the school.

In 2020/21, many of the events will be unable to proceed as a result of the Covid – 19 pandemic. The school will examine alternatives as the year progresses.

## **Staff Wellbeing**

The wellbeing of school staff is also of extreme importance. As a school, we aim to support staff wellbeing through our policies, procedures and practices. For example,

- The promotion of a safe, comfortable teaching environment
- An open door policy whereby staff can discuss issues of concern with the Principal and/or Deputy Principals in a confidential manner
- Regular staff and departmental meetings
- An Assistant Principal (AP2) with a focus on staff wellbeing
- The use of school sports facilities
- CPD is provided, encouraged and supported by the Board of Management
- Subject departments are resourced as well as possible. Requests for extra resources are considered and authorised, as appropriate
- Staff have the opportunity to develop their leadership capacity through various initiatives, committees and groups.

## **Student Voice**

The school has structures in place to facilitate the student voice. Listening and responding to feedback from students is central to the wellbeing of the student body. The school places an emphasis on hearing the student voice, through the following channels:

- Students' Council
- Prefects' Council
- Justice and Peace Group
- Class Teachers
- Year Heads
- Special Education Teaching (SET) Team
- Guidance Counsellors

- SCCT
- Close cooperation with home
- Amber Flag committee
- Green Schools committee
- School Planning Group
- Head Girls
- Regular classroom visits by the Principal
- Regular assemblies
- Focus group meetings
- School Self Evaluation – surveys

### Wellbeing and School Self Evaluation (SSE)

The school keeps its policies, curriculum and procedures under ongoing review. The school will use the SSE process to reflect on how we promote wellbeing in the school. The SSE process will allow us examine our strengths and weaknesses in this area and consider areas for improvement. This will involve the views of all stakeholders. Our School Plan has more detailed information in this regard.

### Wellbeing in Junior Cycle

In line with guidelines set down by the Department of Education and Skills, the school will provide 400 hours of wellbeing related learning at junior cycle level. From September 2020, students will study the following:

Year Group	Wellbeing Classes	Total number of periods per week	Total time allocation
1 <sup>st</sup> Year	SPHE (1) PE (2) Choir (1) I.T/CSPE (1)	5	112 hours
2 <sup>nd</sup> Year	CSPE (1) SPHE (1) PE (2) My Friends Youth (1) Communications (1) I.T (1)	7	155 hours
3 <sup>rd</sup> Year	CSPE (1) SPHE (1) PE (2) Choir (1) Communications – new subject for this cohort (1)	6	133 hours
<b>Total:</b>			400 hours

### Wellbeing in Senior Cycle

At senior cycle, the school continues to promote the wellbeing of its students through its taught curriculum. In addition to the points mentioned above, the school also provides:

- A comprehensive Transition Year programme which includes wellbeing classes, a mindfulness module, guest speakers, work experience, first aid training and a timetabled wellbeing class.
- Relationships and Sexuality Education (RSE)
- Information about subject choices and career paths
- Timetabled Guidance classes

## Junior Cycle Wellbeing Modules: Aims and Objectives

**Title of unit:** Choir (1<sup>st</sup> and 3<sup>rd</sup> Year students)

**Duration:** 33 weeks x 40 mins: 22 hours in each year, 44 in total.

**Aim of the unit:** To encourage all students to sing and foster a love of music. To encourage students to perform in a group and on their own, where possible.

**Links:** As a school, choir has always formed part of the timetable in Loreto, Wexford. With regard to the ethos of the school, choir has particular importance as it helps foster relationships, promote friendships, promote inclusivity in 1<sup>st</sup> year and develop singing talent.

It has been proven that singing can improve wellbeing, as the following article confirms:

<https://www.irishexaminer.com/lifestyle/features/joining-a-choir-the-pitch-perfect-way-to-improve-wellbeing-460109.html>

Statements of Learning	Example of related learning in the unit
SOL 4: Creates and presents artistic works and appreciates the process and skills involved.	Sings a range of different songs, appreciating differences in rhythm, tone, pitch and sound.
SOL 16: Describes, illustrates, interprets, predicts and explains patterns and relationships	Can interpret and predict musical patterns and relationships through singing.

**Key skills.** (The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.

Key skill	Element	Student learning activity
Staying Well	Being social	Singing as a group, mixing with their peers and performing with and in front of fellow students.
	Being confident	
Being Creative	Exploring options and alternatives	Working with the teacher to explore different sounds, musical varieties and different ways of singing various songs.
Working with others	Learning with others	Working as part of a class group, fostering relationships through singing.
	Developing good relationships	

Communicating	Using language  Listening and expressing myself  Performing and presenting	Using the language of music to communicate, perform and express oneself as part of a group and individually.
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The wellbeing indicators make explicit what is important learning in Wellbeing. (The Wellbeing Indicators are: Active, Aware, Connected, Resilient, Respected, Responsible)

### Suggested learning outcomes

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

- Participate in a choir, singing in harmony with others (**Active, Connected**)
- Understand the importance of musical timing, pitch and tone (**Active, Connected**)
- Have the confidence to perform with their class group, in front of an with others (**Resilient, Active**)

### Sample Learning Activities:

- Students will have the opportunity to perform with their peers
- Students will have the opportunity to listen to and interpret various musical tones and sounds.

**Assessment:** Students will show evidence of their learning when they:

- Engage with other students through song.
- Are able to perform as a class group or on their own
- Work collaboratively on harmonies, rhythm and song
- Recognise how the learning in this module connects to the wellbeing indicators.

### Useful resources, web links and community links:

**Title of unit:** I.T/CSPE (1<sup>st</sup> Year students)

**Duration:** 33 weeks x 40 mins: 22 hours

**Aim of the unit:** To enable students use digital technology in a competent, safe and responsible way. Through the use of digital technologies, this module will explore strand 1 of CSPE, Rights and Responsibilities.

**Links:** This unit links with elements of SPHE and Technology. It also includes elements of the junior cycle short course in Digital Media Literacy and the CSPE short course specification (strand 1 only)

Statements of Learning	Example of related learning in the unit
SOL 7: The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts	Use of the internet to research topics and issues at a local and national level. Prepare assignments using their Office 365 account.
SOL 11: The student takes action to safeguard and promote his/her wellbeing and that of others	Students can prepare projects/assignments and share their learning with their classmates. Students will learn about digital wellbeing and take action to ensure the proper use of digital technologies.
SOL 19: Values the roles and contribution of science and technology to society, and their personal, social and global importance	Students will learn about digital technologies and consider the importance of technology in the modern world.
SOL 24: Uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner	Students will use Office 365 and all its applications to carry out school work, collaborate with fellow students and teachers

**Key skills.** (The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.

Key skill	Element	Student learning activity
Staying Well	Being safe Being responsible, safe and ethical in using digital technology	Classroom discussion on the importance of being secure and responsible online. Students will be required to create strong passwords. Students will receive a number of dedicated lessons from <a href="http://www.webwise.ie">www.webwise.ie</a> and other sources in the area of online safety. Students will recognise their rights and responsibilities when it comes to social media, sharing of images and the use of digital media.
Being Numerate	Using digital technology to develop numeracy skills and understanding	Students will learn how to use applications, such as PowerPoint and Excel to develop numeracy skills. In this context, they should be able to create graphs/bar charts etc.

Working with others	Working with others through digital technology	Using Class Notebook and Office Teams, students will be able to interact with their classmates and submit work to their teachers.
Communicating	Using digital technology to communicate	Students will be able to communicate via their Office 365 platform.
Managing Myself	Making considered decisions  Using digital technology to manage myself and my learning	Students will consider the dangers of digital technology. They will be asked to reflect on their online conduct and act in a respectful, sincere manner.  Students will use their Office 365 accounts to prepare presentations and projects. They will use the internet to conduct research.

The wellbeing indicators make explicit what is important learning in Wellbeing. (The Wellbeing Indicators are: Aware, Connected and Responsible)

### Suggested learning outcomes:

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

- Demonstrate a basic capability is using Office 365, the internet and Class Notebook (**Aware, Connected**)
- Use all of the applications available on Office 365, especially Microsoft Word and PowerPoint. (**Aware, Connected**)
- Understand the importance of responsible, mature use of digital technologies (**Aware, Connected, Responsible**)
- Be aware of the dangers of the irresponsible use of digital technologies (**Aware, Connected, Responsible**)
- Take steps to ensure their safety and security online (**Aware, Connected, Responsible**)
- Use the internet to conduct research, sourcing information reliably (**Aware, Connected, Responsible**)
- Discuss what it means to be human and live in a community with rights and responsibilities (**Aware, Connected, Responsible**)
- Create a visual representation to communicate a situation where human dignity is not respected (**Aware, Connected**)
- Create a hierarchy of their needs, wants and rights (**Aware, Responsible**)
- Assemble a 'basic needs basket' representing the needs of a family living in Ireland (not just their economic needs) (**Connected, Aware, Responsible**)
- Access and interpret numerical data showing local and global distribution of basic resources and patterns of inequalities (**Aware, Connected**)

### Sample Learning Activities:

- Students will prepare documents/presentations using Microsoft Word and PowerPoint
- Students will learn how to carry out basic functions in all applications.
- Using resources prepared by Webwise, students will examine case studies around internet safety
- Students will have the opportunity to present their work in front of their peers.
- Students will use digital technology to carry out research and complete projects based on the CSPE short course specification.

**Assessment:** Students will show evidence of their learning when they:

- Are able to successfully navigate their Office 365 account

- Are able to recognise the dangers of the digital world
- Research, prepare and present work using their school accounts
- Carry out research on human rights and responsibilities, preparing reports summaries using digital technology
- Demonstrate, through formative assessment, an ability to competently use the digital technology at their disposal

**Useful resources, web links and community links:**

[www.webwise.ie](http://www.webwise.ie)

Make a Difference, 4<sup>th</sup> edition.

<b>Title of unit:</b> My Friends Youth (2 <sup>nd</sup> year students)	<b>Duration:</b> 33 weeks x 40 mins: 22 hours
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**Aim of the unit:** My Friends Youth is an evidence based programme which aims to improve resilience and decrease anxiety among young people

**Links:** This module has links to SPHE. It also links with some of the themes explored in the first-year retreats.

Statement of learning	Example of related learning in the unit
SOL 5: Has an awareness of personal values and an understanding of the process of moral decision making	Students will discuss the key attributes in being a good friend, recognising the importance of making considered and careful choices.
SOL 11: Takes action to safeguard and promote her wellbeing and that of others	Learners will develop skills to recognise challenging situations and deal with them in a calm, rational manner. They will look at problem solving exercises and ways to build resilience.

**Key skills** (The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.

Key skill	Element	Student learning activity
Staying Well	Being confident Being safe	Group discussions and role plays looking at anxiety provoking situations, exploring ways to overcome any anxiety and depression.
Managing Myself	Knowing myself Making considered decisions	Through student reflection and their activity book, students will reflect on scenarios, their decision making process and look at ways to better develop life skills.
Working with others	Developing good relationships and dealing with conflict	Students will look at the qualities of a good relationship and how to overcome challenges through honesty, dialogue and empathy.

The wellbeing indicators make explicit what is important learning in Wellbeing. (The Wellbeing Indicators are: Active, Aware, Connected, Resilient, Respected, Responsible)

**Suggested Learning outcomes:** At the end of this unit, students will be able to...

- Better develop life skills to effectively cope with challenging and/or anxiety-provoking situations (**Aware, Resilient**)
- Normalise the emotional state of anxiety (**Resilient**)
- Build emotional resilience and problem-solving abilities (**Aware, Resilient and Responsible**)
- Engage in peer learning (**Aware, Connected**)

- Build peer and other support networks (**Responsible, Connected**)
- Develop self-confidence when dealing with challenging and/or anxiety-provoking situations (**Aware, Respected**)
- Better prevent anxiety and depression in themselves (**Active, Aware, Responsible**)
- Manage their emotional wellbeing better (**Aware. Resilient**)
- Develop positive relationships between all living beings (**Connected**)
- Understand the importance of having empathy and the benefits of helping others/volunteering (**Aware, Connected and Responsible**)
- Inadvertently use the concepts of cognitive behavioural therapy in their everyday lives (**Resilient**)

#### **Sample Learning Activities:**

- Individual journaling and reflection
- Group discussion and role plays
- Project work to embed ideas and thoughts learned throughout the course.

**Assessment:** Students will show evidence of their learning when they:

- Contribute to group discussions using information learned in the sessions
- Actively engage in a variety of activities which involve a range of learning styles, e.g. asking/answering questions, role-plays, games, creative art etc.
- Keep a gratitude journal/personal diary
- Complete a project on one aspect of the programme and present it at the end of the year.

#### **Useful resources, web links and community links:**

- [www.pathwayshrc.com.au](http://www.pathwayshrc.com.au)
- [www.hse.ie](http://www.hse.ie)
- [www.mymentalhealth.ie](http://www.mymentalhealth.ie)
- On my own two feet – Irish SPHE resource
- YouTube for mindfulness clips, videos etc.
- [www.thehappymovie.com](http://www.thehappymovie.com)
- Chocolate sweets for the mindful eating exercise
- Activity Book for each student

**Title of unit:** I.T (2<sup>nd</sup> year students)

**Duration:** 33 weeks x 40 mins: 22 hours

**Aim of the unit:** This module, created as a result of feedback from teachers during 2018/19, aims to support students in their use of digital technology and their ability to create content online. Furthermore, the unit aims to educate students further on the importance of ethical and responsible online conduct.

**Links:** This module links to sections of the SPHE programme. It also uses elements of the Digital Media Literacy short course.

**Statement of learning**

**Example of related learning in the unit**

SOL 24: Uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner

Students will learn how to use all elements of their Office 365 accounts. They will work, independently and collaboratively, on researching, editing and presenting work via Office 365. Students will, through the use of Case Studies and examples, reflect on the importance of appropriate online conduct.

**Key skills.** (The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.

Key skill	Element	Student learning activity
Staying Well	Being safe	Students will learn about safe conduct online, using case studies and examples of responsible behaviour.
Managing Myself	Using digital technology to manage myself and my learning	Students will have the opportunity to use technology to submit, complete and share assignments using Microsoft Teams/Class Notebook.
Working with others	Working with others through digital technology	Students will work with their classmates on small, collaborative projects such as PowerPoint presentations.
Communicating	Using digital technology to communicate	Students will communicate with each other and their teacher via e-mail and Classroom Notebook.

The wellbeing indicators make explicit what is important learning in Wellbeing. (The Wellbeing Indicators are: Active, Aware, Connected, Resilient, Respected, Responsible)

**Suggested learning outcomes:** At the end of this unit, students will be able to...

- Demonstrate a basic capability is using Office 365, the internet and Class Notebook (**Aware, Connected**)
- Be aware of the dangers of the irresponsible use of digital technologies (**Aware, Connected, Responsible**)
- Take steps to ensure their safety and security online (**Aware, Connected, Responsible**)
- Use the internet to conduct research, sourcing information reliably (**Aware, Connected, Responsible**)

**Sample Learning Activities:**

- Create, edit and share documents using Office 365
- Compose, send and receive e-mails
- Through video clips and class discussion, students will discuss the importance of digital safety.

**Assessment:** Students will show evidence of their learning when they:

- Demonstrate an understanding of the importance of appropriate online conduct via classroom discussion.
- Show that they can create, edit and share work using Office 365.

<b>Title of unit:</b> Communications (2 <sup>nd</sup> and 3 <sup>rd</sup> Year)	<b>Duration:</b> 33 weeks x 40 mins: 22 hours approx
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**Aim of the unit:** This module aims to explore different methods of communication. Students will explore varied means of communication and practise them in varied situations. This course will also encourage students to read aloud, reflect on current affairs issues, prepare speeches and participate in debates/public – speaking competitions.

**Links:** This module links to Junior Cycle English, elements of CSPE/SPHE

Statement of learning	Example of related learning in the unit
SOL 1: Communicates effectively using a variety of means in a range of contexts in L1.	Students will have the opportunity to consider different methods of communication including body language. Students will consider strategies for dealing with conflict appropriately, how to manage challenging conversations and how converse with an adult.
SOL 23: Brings an idea from conception to realisation	Students will prepare speeches and debates, brainstorming ideas before putting them together into a final piece of work.
SOL 24: Uses technology and digital media to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner	Students will consider the role the media play in communicating a message. Topics such as the role of social media, fake news and advertising will be considered.

**Key skills:** (The elements and the learning outcomes for the eight key skills in junior cycle are set out in detail in Key Skills for Junior Cycle. Select the four key skills that this unit is particularly significant in supporting.

Key skill	Element	Student learning activity
Staying Well	Being confident	Students will have the opportunity to present, deliver speeches and read aloud amongst their peers. This will help to build confidence.
Working with others	Developing good relationships and dealing with conflict	Students will work with classmates to consider how best to resolve conflict.
Communicating	Listening and expressing myself Discussing and debating Using Language	Students will prepare speeches, use roleplay, deliver presentations and discuss different means of communication over the course of the module.  Students will learn how to communicate effectively in a range of scenarios.

The wellbeing indicators make explicit what is important learning in Wellbeing. (The Wellbeing Indicators are: Active, Aware, Connected, Resilient, Respected, Responsible)

**Suggested learning outcomes:** At the end of this unit, students will be able to...

- Uses various communication techniques to present, debate and deliver speeches (**Active, Resilient**)
- Deal with conflict in a responsible, mature manner (**Responsible, Resilient**)
- Express greater confidence when speaking in front of others (**Resilient, Active**)

- Understand how the media use various different methods to communicate a particular point of view (**Aware, Connected**)
- Distinguish between reliable sources of information and misinformation (**Aware, Connected**)

**Sample Learning Activities:**

- Draft, re-draft and present speeches on certain topics
- Complete class exercises on communication styles
- Research topics and prepare debates
- Participate in classroom discussions around various aspects of communication, the role of the media and the influence of social media
- Role plays involving different situations where clear communication is required

**Assessment:** Students will show evidence of their learning when they:

- Demonstrate an understanding of the importance of clear and effective communication
- Are able to speak in front of others with confidence
- Show an understanding of the importance of appropriate communication within the working world
- Take part in classroom discussions, role plays and debates