

Planning for Wellbeing in Griffeen Community College

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Wellbeing Rationale

According to the NCCA guidelines for wellbeing (2021), Wellbeing is present when students realise their abilities, take care of their physical wellbeing, can cope with the normal stresses of life, and have a sense of purpose and belonging to a wider community

Wellbeing planning in Griffeen Community Colleges focuses on holistic development with an emphasis on the role of the whole school community in the wellbeing programme. Wellbeing planning in GCC also takes into consideration a number of policies that have been developed for the community. These include, but are not limited to:

- Code of Behaviour
- Assessment Policy
- SPHE Policy
- Anti-bullying Policy
- Child Protection Policy
- Intimate Care need Policy
- Critical Incident Policy
- Acceptable usage policy

Continuum of Support Model

We continue to develop the wellbeing programme in our school year on year in the hope of making wellbeing visible to, and inclusive of, all students and staff in the school as well as to improve communications with all stakeholders about Wellbeing. Wellbeing is supported through our Continuum of Support.

Planning for students with special educational needs

Links are made with the SEN department in connection with Wellbeing Planning at the discretion of the teacher/SEN department.

Co-teaching for SEN support is also in place to allow for uptake at differentiated levels. This serves to promote a sense of democracy and a sense of community in all class. This structure is central to the promotion of student self-esteem.

Wellbeing week takes a prominent place in the school calendar and includes wide and varied activities as well as support from a range of stakeholders. During Wellbeing week in particular, we promote the initiative via social media and our school website [News/Wellbeing-Week-2024/745646/Index.html](https://www.gcc.ac.uk/news/wellbeing-week-2024/745646/index.html)

Systems and Structures:

Wellbeing in GCC is supported by a number of structures and systems which have been implemented:

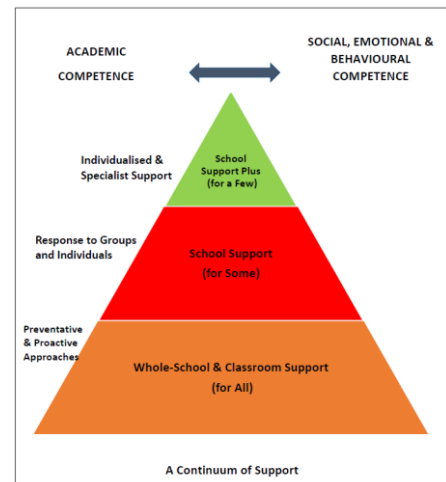
- **Tutor**

Each class group has a tutor. The role of the tutor is crucial to the successful implementation of the student support system. The work done by tutors can help ensure that student welfare is looked after, and that good communication is kept up between home and school. Students meet with their tutor each morning and they follow a weekly plan closely linked to the Wellbeing, SSE and Digital Targets of the school.

- **Year Head**

Each year group has an assigned Year Head. The role of the Year Head is also crucial to the successful implementation of the student support system. They monitor the students in their year group, ensuring that they are supported throughout their time in the school. Year Heads

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work closely with the Senior Leadership Team, the Student Support Team and Tutors to ensure the wellbeing of the students in their care.

- **Student Support Team**

The Student Support Team consists of the Guidance Counsellors, the SENCO, SET teacher and SLT. The team meets weekly to discuss any students that have been raised as a concern academically, emotionally or in terms of behaviour. Students may come to attention of the team in a variety of ways. Staff members can refer students to the team by filling out a Student Support Team referral form or through conversations with the SST. They work with the student and offer feedback to the team and to the staff member who referred the student (while keeping within the confines of confidentiality. Students discussed in SST meetings frequently become ‘Care Bears’ which means that they will be identifiable by all staff members as individuals in need of special attention. All staff are notified that students are part of the Care Bear list on a weekly basis, or as the need arises. Students may or may not know that they are on this list, dependent on the concern.

- **Guidance Counsellors**

The Guidance councillor assists students to develop self-management skills leading to effective choices and decisions about their lives. Guidance encompasses the three separate but interlinked areas of Personal and Social Guidance, Educational Guidance and Career Guidance. The Guidance Counsellor works in conjunction with Senior Leadership Team, teachers and SNAs in support of the care system and policies which aim to deal with student support issues.

- **SEN Department**

The SEN Department is committed to supporting students with special educational needs in the school. It provides support through early identification, tuition and comprehensive liaison with parents and staff. The department ensures that the diverse needs and learning differences of all students are adequately accommodated and that appropriate structures are put in place to support them.

- **Child Protection**

The Child Protection Safeguarding Statement and Risk Assessment is prominently displayed in the reception. The Principal is the Designated Liaison Person (DLP) and the Deputy Designated Liaison Person (DDL) is the Deputy Principal. The Child Protection Safeguarding Statement and Risk Assessment is reviewed annually and ratified by the Board of Management.

- **Wellbeing Captains**

Introduction:

In 2022 the Wellbeing Captains group was established in Griffeen Community College. These students take on the responsibility of looking after and promoting positive mental health and wellbeing amongst their peers in school. In GCC wellbeing permeates all aspects of school life and is important to our whole school community. Our Wellbeing Captains work hard to make positive contributions throughout the school year through activities and initiatives.

What are Wellbeing Captains?

The Wellbeing Captains are a group of students who volunteer to represent the student body, providing a voice for their peers and working collaboratively to make positive contributions to school life with a focus on wellbeing and positive mental health.

Wellbeing Captains Key Objectives:

- To periodically plan for and execute activities, events and initiatives that promote positive mental health and wellbeing for students and staff.
- Foster communication between students, staff, and school management on wellbeing and mental health in our school community.
- Organize events and initiatives that benefit the school community.
- Promote a positive school environment and student well-being.

Who can join?

- Students from all year groups are welcome to get involved.
- All students are informed of the Wellbeing Captains at the start of the school year and all are welcome to attend the first meeting to decide if they would like to join.

How do the Wellbeing Captains operate?

- Meetings: Held regularly at lunchtime (typically every second week) to discuss ideas, plan events, make decisions, prepare materials...etc.
- Decision-Making: Votes are taken to decide on initiatives and proposals.
- Collaboration: Wellbeing Captains are a collaborate group of students representing all year-groups. Wellbeing Captains work with students, school staff and management to implement initiatives that promote positive mental health and wellbeing throughout our school community.
- Communication: Through the Wellbeing Captains TEAM, students can stay in touch, share ideas and be notified of meetings and events.

Key Activities and Achievements

- Annual Wellbeing Week
- Amber Flag
- Exam Treat Bags (3rd/6th/LCA Mocks)
- Positive Quotes Alley
- Quote of the Week/Day
- PostiviTree
- GCC Hero Awards
- Whole School Activities such as Wellbeing Bingo, Aerobics and Meditation
- Attendance Prizes
- Random Acts of Kindness
- Cake Sale to raise money for Pieta House
- Involvement with annual Christmas Market Day
- Some of our ideas for the future:
- “You’ve been mugged!”
- ‘Real’ PositiviTree for our permanent building
- Renew and retain our Amber Flag

Why students get involved?

- Develop leadership, teamwork, and communication skills.
- Make a positive impact on wellbeing and mental health in our school community.
- Gain valuable experience for future opportunities.

How to recognise a Wellbeing Captain?



- All of our Wellbeing Captains wear a red or blue ‘smiley face’ badge.

- **Student Council**

The school encourage students to play a positive role in the effective running of the school. Students in the Student Council are voted in by their peers in the tutor groups. The student council meet regularly. Opportunities are sought to meet with the Senior Leadership Team and the Board of Management. The Student Council provide a platform for student opinion, to enable their voices to be heard and ultimately, to be communicated to the School Community.

- **Prefect System**

The prefects in Griffeen Community College are selected through an interview process by an external interviewer. Those wishing to become prefects, self-select and they are interviewed based on a written application which is submitted. Prefects help in the day to day running of the school, supporting staff and acting as role models to the younger students. They ensure that the student voice is heard by being the link between students and SLT, including the Board of Management.

They meet the First Years at the beginning of the school year and show them around the school. They also have a fun activity morning in early September where they play games together in the sports hall. The Prefects are there to help students settle into the school, answer any questions or concerns they may have and to generally be a friendly face around the school.

- **Anti-Bullying**

Griffeen CC has an Antibullying Policy which is ratified by the Board of Management. This Policy was compiled in association with all stakeholders prior to finalisation.

The Antibullying Policy has been made visible to all student in a summarised version in their Journal, it is available to all stakeholders via the school website and it is reviewed on a yearly basis in line with the changing needs of our growing school community. Antibullying is reported to the BOM at every bi-monthly meeting.

From a curricular viewpoint, antibullying in Griffeen CC has been supported through implementation of the FUSE programme and the Zeeko Seminars for first year students and parents:

FUSE

The Dublin City University, Anti-bullying Centre's FUSE programme is being completed by students through SPHE lessons. The FUSE programme is a:

Research-based anti-bullying and online safety programme for primary and post-primary schools. The goal of the programme is to connect everyone in a school community to work together to tackle <https://antibullyingcentre.ie/fuse/>

Zeeko

Each year we provide an internet safety seminar for all first-year students. The workshops to date have been run by Zeeko <https://zeeko.ie/secondary-school/>

Zeeko Seminars provide evidence-based content featuring cyberbullying, digital footprint, inappropriate content, online relationships, and excessive internet use. These seminars are available to both students, parents and staff.

This Zeeko Seminar benefits young people by:

- Empowering young people through education to safely benefit from the Internet and technology
- Reducing school management time dealing with online issues
Engaging pupils, teachers and parents to contribute to a positive online culture
- Contributing to young peoples' positive mental health

Curricular Wellbeing

Teachers in Griffeen Community College embed wellbeing into their curriculum and ensure it is visible to students. Wellbeing is inclusive of all and appropriate students are offered Level 2 priority learning units including wellbeing.

Wellbeing is embedded into the school curriculum through the three key subject areas: CSPE, SPHE, PE. Griffeen Community College provides a minimum allocation for PE, CSPE and SPHE as follows:

- PE: 135 hours spread out across first, second and third year
- CSPE: 100 hours spread out across first, second and third year
- SPHE: 100 hours spread out across first, second and third year

All first-year students are taking part in a Wellbeing Programme based on an 8-week rotation cycle. Each area of study is afforded 1 hour per week. This programme consists of:

- Learning to Learn (Appendix 1)
- Art Appreciation (Appendix 2)
- Typing (Appendix 3)
- Leadership Skills (Appendix 4)

Aims of Curricular Wellbeing Programme

In planning for Wellbeing, GCC aims to provide for the development and support of wellbeing for all in the school community. We aim to:

- Outline the policies, procedures, culture, ethos and the activities which serve to assist the wellbeing of everyone and to make wellbeing visible to students.
- To enable students to build life skills and develop a strong sense of connectedness to their school and to their community.
- Recognise the interplay between the positive experience of school life, student achievement and long-term wellbeing and to recognise the central role, we play in supporting and promoting students' learning about wellbeing in the classroom and all school activities.
- Offer a coordinated structure in supporting our young people through the creation of a wealth of opportunities both within and outside the classroom focused on the promotion of wellbeing.



LAOS & Wellbeing

Wellbeing is intrinsic to learning, both as an *outcome of learning and as an enabler of learning*. Teachers nurture student's well-being through their practices in the classroom

Wellbeing, SSE & Digital Strategy

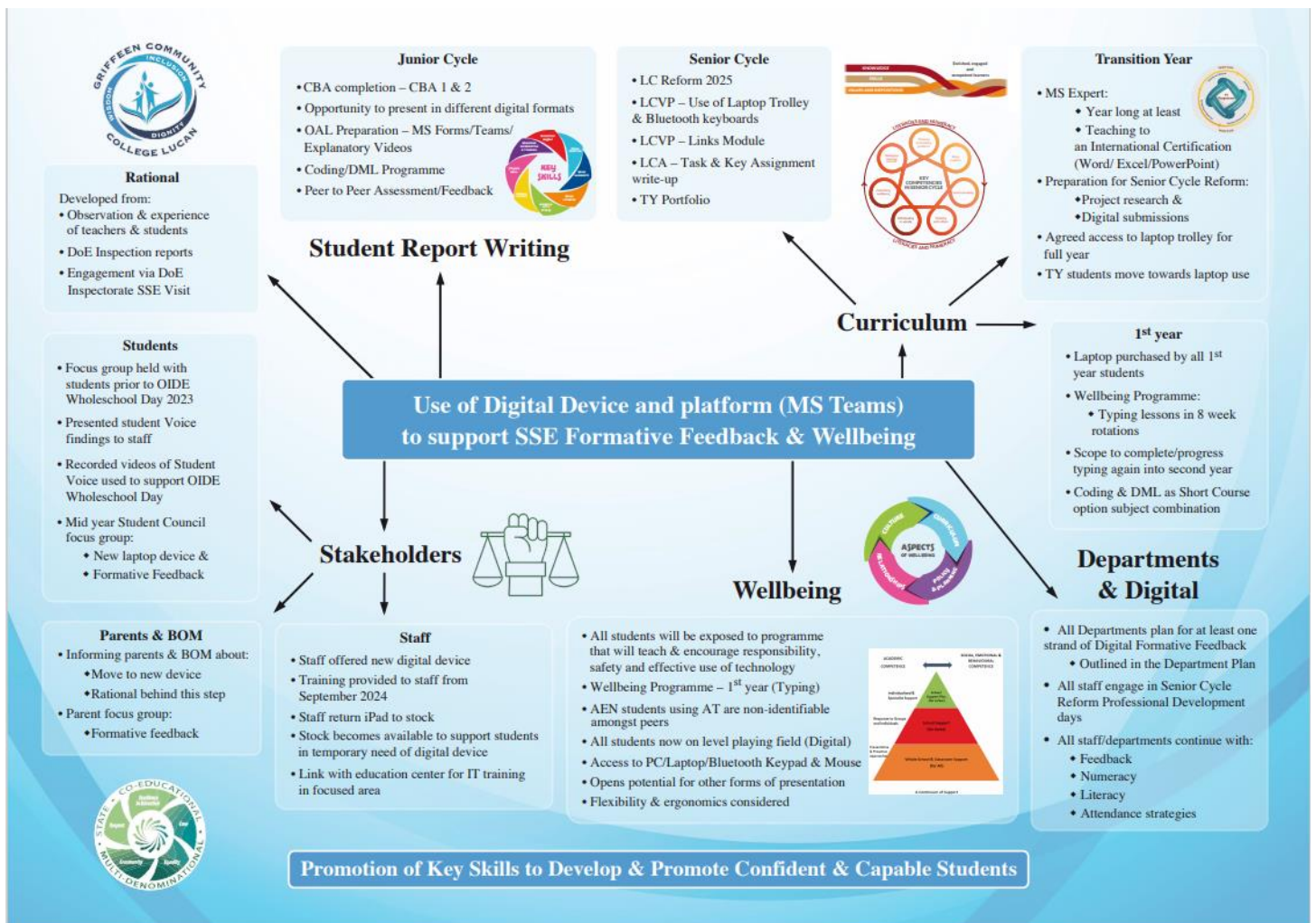
Griffeen Community Colleges' Wellbeing Programme is a Whole School endeavour. As such, our planning for wellbeing has taken into consideration the four aspects of wellbeing: Culture, Relationships, Policy & Planning, and the Curriculum.

In developing our Wellbeing Plan, we have adopted the approach outlined under the School Self Evaluation (SSE) 6 step process. The SSE guidelines promote the process of planning, reviewing and reflecting and it is intended that these fundamentals are taken into consideration as we roll out our Wellbeing Plan. To further strengthen the quality of our Wellbeing plan and SSE Process, we have merged these with our Digital Strategy. This marriage of strategies is crucial due to the nature of our context as a one – one device school.

Our SSE focus on effective feedback aims to address wellbeing by increasing student confidence when completing tasks and applying knowledge in their curricular subjects. Our SSE /School improvement plan aims to build student wellbeing and confidence so that teaching and learning may be enhanced.

Our SSE focus on Attendance ensures student wellbeing in remaining connected, responsible and aware by maintaining a punctuality and attendance records that they can be proud of achieving.

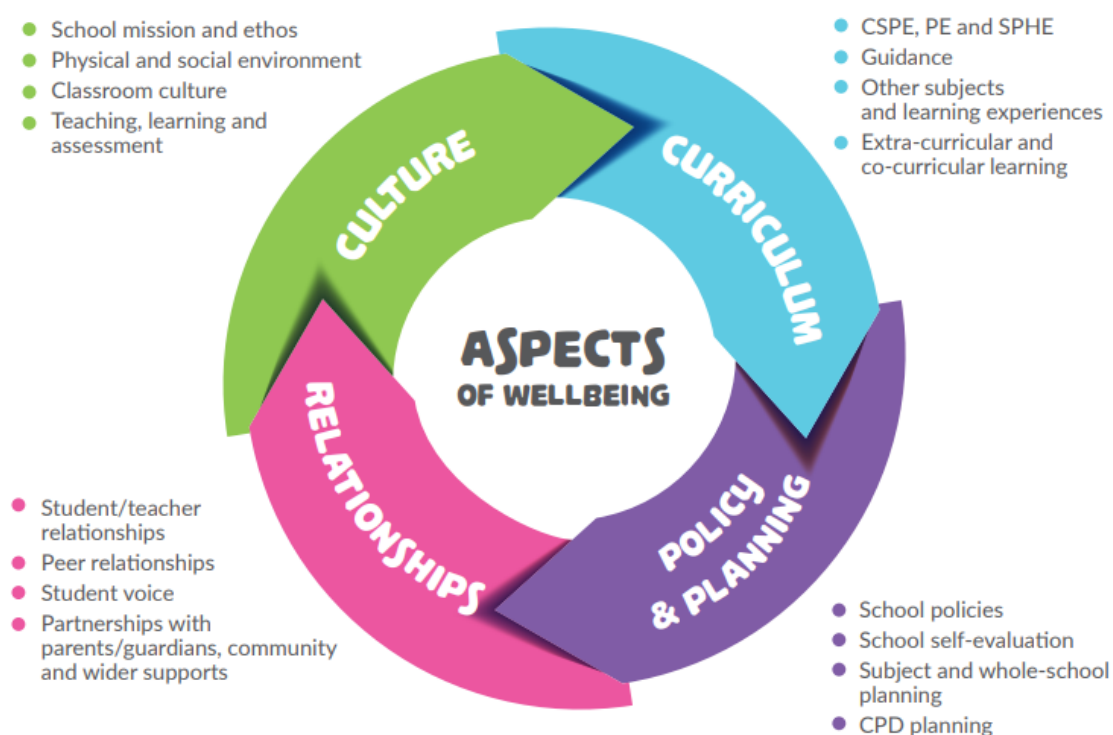
Our planning for Wellbeing as part of the SSE and Digital Strategy can be viewed in the following graphic.



Aspects of Wellbeing

Each of the four aspects of wellbeing has been considered in the development of the Wellbeing Plan and the feedback and information gained is incorporated into our wellbeing programme

Wellbeing Framework for Practice Indicators of Success (DES, 2019)



These four aspects align with the four key areas of wellbeing promotion set out in the Department of Education's Wellbeing Policy Statement and Framework for Practice. Griffeen CC is working towards adaption of the four key areas of wellbeing promotion and their indicators of success as set out in The Wellbeing Framework for Practice. We are using these to form the basis of our school's self-evaluation of its Wellbeing Promotion Process

Key Area 1: Culture & Environment

Indicators of Success:

1. Children, young people and staff experience a sense of belonging and feel safe, connected and supported.

As we align our Wellbeing process with our SSE and Digital Strategies, we are in the process of implementing a number of elements that will help children feel safe connected and supported. For example, we have purchased Laptop

trolleys to be used by students that to this point were limited to iPad access. The purchase of Bluetooth, Keypad & Mice have all increased accessibility allowing student flexibility and ease of use through a more ergonomic feature. The flexibility offered opens potential for other forms of presentation.

2. Systems are in place so that the voice of the child/young person, teacher and parent are heard and lead to improvements in school culture and ethos.

We regularly seek input of the student voice and the teacher voice through the use of MS Form which allow participants to express views, give opinions and to inform feedback. We hold focus groups discussions with parents and students.

Key Area 2: Curriculum (Teaching & Learning)

Indicators of Success:

1. Children and young people experience positive, high-quality teaching, learning and assessment, which provides opportunities for success for all.

All students are exposed to a programme that teaches & encourages responsibility, safety and effective use of technology. As such students are becoming digital citizens and learn to appreciate the strengths and limitations of technology.

As part of our digital strategy the introduction of laptops to first year has opened up the flexibility that will be afforded to students when completing their classroom-based assessments as well as other research and presentation moments throughout their education. Students will be supported with opportunities to present in different digital formats. While teacher and Peer to Peer Assessment and Feedback can be achieved with increasing ease using the variety of digital formats. The compilation and tracking of Other Areas of Learning (OAL) is much easier through the use of the Microsoft platform used (MS Forms/Teams/ Explanatory Videos).

2. Children and young people access curricular activities to promote their physical, social and emotional competence to enhance their overall wellbeing.

As part of the Wellbeing Plan for 1st year students, there is an 8-week rotation of four modules which focus on the wellbeing of the student: Learning to Learn, Leadership skills, Typing and Art appreciation (See Appendix).

The 1st to 6th yr SPHE, PE and 1st to 3rd yr CSPE programmes all fulfil this indicator of success.

The school is a participant in the FUSE antibullying programme and the ZEEKO Seminar which addresses many areas of digital wellbeing including cyberbullying, digital footprint, inappropriate content, online relationships, and excessive internet use.

Key Area 3: Policy & Planning

Indicators of Success:

1. Schools and centres for education use a Self-Evaluation Wellbeing Promotion Process to develop, implement and review wellbeing promotion.

In the academic year 2023-24 the decision was made that following review of digital devices in GCC, that there would be an introduction of laptops instead of iPad for all first-year students. This move has improved wellbeing of students none more so than AEN students who previously used Assistive Technology. These students are now are non-identifiable amongst peers in the classroom setting. Since the commencement of the academic year 2024-25, students that previously used AT in the form of laptops instead of iPads no longer present as outliers in the class setting as all students now have laptops.

2. Schools and centres for education incorporate wellbeing promotion into whole school policies and practices.

In all of our end of term Awards Ceremonies, we promote certification based on the Wellbeing Indicators. This gives the opportunity for all staff to nominate students in these wellbeing categories. Students are acknowledged for being Active, Aware, Respected, Resilient, Connected, Respected and Responsible. All students now on level playing field from a digital point of view. Those who may not have had access to laptop devices due to limited access at home now have their own school device on which they can work.

Key Area 3: Relationships & Partnerships

Indicators of Success:

1. Children and young people, their parents and other external partners are actively involved in wellbeing promotion within the school community.

Prior to the OIDE Whole school Day in September 2023 a focus group was held with students. The findings of this Student Voice focus group were

presented to staff with video recordings forming part of the OIDE Whole school Day.

Students of the student council and parents were also consulted in focus group format to assess knowledge on laptop devices & our SSE Formative Feedback Strategy.

Students have the opportunity to join the breakfast club in the mornings before tutorial. This provides an opportunity for students to meet with friends before school, to check in with trusted adults and to ease their way into the day when feeling overwhelmed.

2. All adults in schools and centres for education have an increased awareness of the importance of wellbeing promotion, including listening to children and young people, and signposting them to internal or external pathways for support when needed

Information evenings are regularly held to appraise parents of the systems and structure involved in curricular and social activities central in the running of the school. These evenings give the opportunity for parents to ask questions and voice their opinions as well as to give input on improvements that can be made. This information provided at these meetings is also disseminated via the website and social media and relayed to the BOM during bi-monthly meeting.

Outline of some areas complimenting Wellbeing Planning in GCC

- **Subject weeks:** Help to build positive relationships. For example, during Science Week Transition year students are given the opportunity to improve self- esteem and develop transferable skills through their Primary School Lab skills initiative. Students from local primary schools are invited to participate in lab activities with the transition year students. This has helped to build positive relationships with the primary school, the teachers and students as well as the parents of these students. It also helps to alleviate concerns that young students may have in transferring from primary school to secondary and for the transition year students who may feel apprehensive when taking responsibility for others.

Other subject weeks such as Seactain Na Gaeilge, Maths Week, Language Connect Week and World Book Day, all contribute strongly to the overall wellbeing planning within the school. They contribute to the wellbeing of the students by giving them the opportunity to learn in many ways. By interacting with their classmates and teachers,

and by taking part in activities inside and outside the classroom, each student is challenged to problem solve outside of their comfort zone promoting positive supportive relationships within the school

- **Mentoring Programmes:** Prefects
- **Student Council:** Enhances student voice and promotes a sense of involvement in the development of the school and a sense of partnership between students and teachers
- **Parents Association:** Fundraises, organises events, assists policy development in order to sustain and enhance wellbeing in the school community
- **Extra-curricular activities**
- **Transition programme** from Primary to Secondary – enhanced by Open day in October and Incoming Student school tour for 6th class students and their parents.
- **Intercom:** Used to acknowledge achievements and encourage students
- **Media:** Either digital or print formats highlight student and community achievement and progress
- **Class/Year assembly:** Held prior to Christmas and at the end of the school year to support students and to acknowledge achievements and talent.
- **Tutor Time:** 1 hour per week provide consistent contact time with tutors
- **Study seminars:** Study skills workshops have been organised to support and enhance student attainment and wellbeing
- **School Internal Supports:** Guidance Counsellor, Pastoral Care Team (Tutor/Yearhead) Student Support Team
- **School Tours:** Students develop intercultural skills and enhance cultural awareness.

Staff development

All staff members engage in professional development on an ongoing basis. Teachers with an expressed interest in Wellbeing are provided with the opportunity to teach an aspect or aspects of the programme whether in the prescribed areas of CSPE, SPHE, PE or school developed short courses/units.

Teaching Methodologies

Use of a variety of learning & teaching methodologies and strategies. These methods are student-centred and appropriate to the age and stage of development of the student and reflect the aims and ethos of the school.

Mindful of the mixed ability settings in most classes staff utilise a variety of teaching approaches and methodologies to maintain student engagement and maximise learning and achievement.

ICT is integrated into teaching and learning in the school where its effectiveness is perceived most beneficial to the student. A class atmosphere of respect, dignity and inclusion, in line with our school's ethos, is encouraged in order to support the implementation of these strategies.

Some of the methodologies employed include, but are not limited to:

- Group Discussions, Debates
- Case Studies
- Brainstorming
- Role Play
- Narrative Expression
- Games – Icebreakers, Simulation
- Project Work
- Assignments

8-Week Program Plan 24/25

Rationale: The transition from primary to secondary school is a significant milestone in a student's educational journey. This 8-week program is designed to support first-year students as they adapt to the demands of the Junior Cycle. By focusing on key skills such as reading timetables, time management, empathy, behaviour, following rules, completing homework, and managing complex feelings, this program aims to empower students to navigate their new environment with confidence. The learner-centred approach and reflection components encourage students to take ownership of their learning while fostering personal growth and development.

Week 1: Transitioning to Secondary School

Focus: Understanding timetables and managing time effectively.

Objective: Students will learn how to read their timetables and plan their day effectively.

Activities:

- Group activity: Decoding a sample timetable.
 - Discussion on the importance of punctuality and preparation.
 - Reflection discussion: "What strategies will help me be on time and organized?"
-

Week 2: Building Empathy

Focus: Understanding and appreciating others' perspectives.

Objective: Students will explore the concept of empathy and practice listening skills.

Activities:

- Pair work: Sharing a time they felt misunderstood and discussing how it felt.
 - Role-playing scenarios to practice empathetic responses.
 - Reflection discussion: "How can I show empathy in my daily interactions?"
-

Week 3: Understanding Behaviour and Consequences

Focus: Linking behaviour to outcomes and understanding school rules.

Objective: Students will recognize how their actions affect themselves and others.

Activities:

- Brainstorm: Why do schools have rules?
 - Case study: Analysing a fictional story where rules are followed or broken.
 - Reflection discussion: "How do my actions shape my school experience?"
-

Week 4: Learning to Do Homework Effectively

Focus: Developing good homework habits.

Objective: Students will understand the purpose of homework and learn how to approach it effectively.

Activities:

- Discussion: Why is homework important?
 - Practical exercise: Breaking down a homework task into manageable steps.
 - Reflection discussion: "What can I do to stay focused and complete my homework on time?"
-

Week 5: Managing Time for Studies and Leisure

Focus: Balancing schoolwork with relaxation and hobbies.

Objective: Students will learn how to use the Study Journal to manage their time.

Activities:

- Guided activity: Filling out a weekly schedule in the Study Journal.
 - Discussion: How to avoid procrastination.
 - Reflection discussion: "What does a balanced schedule look like for me?"
-

Week 6: Understanding and Managing Complex Feelings

Focus: Emotional regulation and coping strategies.

Objective: Students will identify and manage feelings such as stress, frustration, and excitement.

Activities:

- Group discussion: Naming and normalizing feelings.
 - Practical exercise: Learning breathing techniques and mindfulness practices.
 - Reflection discussion: "What helps me manage strong emotions?"
-

Week 7: Reviewing Rules and Responsibilities

Focus: Reconnecting with classroom and school expectations.

Objective: Students will reflect on their responsibilities as part of the school community.

Activities:

- Small group activity: Creating a "Responsibility Charter" for the class.
 - Poster-making activity: Designing a poster on key classroom rules and responsibilities.
 - Reflection discussion: "How do I contribute to a positive school environment?"
-

Week 8: Reflection and Goal Setting

Focus: Reflecting on learning and setting goals for the future.

Objective: Students will evaluate their progress and set goals for continued growth.

Activities:

- Guided activity: Completing a personal reflection verbally in group discussion.
 - Goal-setting exercise: Identifying one short-term and one long-term goal.
 - Group sharing: Celebrating achievements and supporting peers' goals.
 - Final Reflection discussion: "What have I learned about myself, and how will I apply it moving forward?"
-

Key skills in focus

The following key skills are particularly significant.

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Managing myself

Being able to reflect on my learning. Through the activity's students will reflect on how they learn and ways to improve it

Managing information and thinking

Gathering, recording, organising and evaluating information and data. Students will learn how to use a range of tools to help record, organise and manage their learning

Staying well

Being positive about learning Students will become more positive and engaged in learning as they develop their awareness of themselves as learners and take more responsibility for their learning

Being creative

Learning creatively Students will explore and create ways that help them learn.

Indicators of Wellbeing:

Resilient Do I believe that with effort I can achieve?

Respected Do I feel that I am listened to and valued?

Aware Do I understand what helps me to learn and how I can improve?

Assessment and Feedback:

- Weekly reflection discussions will provide insight into students' understanding and growth.
- Observations during activities and discussions will guide ongoing adjustments to meet student needs.
- Final reflections and goals will be used to evaluate the program's impact and inform future planning.

[Appendix 2](#)

Subject: Art Appreciation

Year: 1st Year

Level: Mixed Ability

Curriculum Content Planning – Academic Year 2024 - 2025

Scheme Plan: *Exploring Artists and Their Works: A Focus on Picasso, Banksy, and the Delaunay's*

Title of Scheme: Introduction to Artists and their Work

'Learn with Pride and Progress With Confidence'

Number of lessons: 8 weeks
Total Time: 40 minutes per week
Number of Students: 21

Cross-curricular

History

- Picasso: Explore the historical context of his works, such as the Spanish Civil War and *Guernica*. Discuss how art reflects political and social upheaval.
- Banksy: Examine contemporary political issues and events like the role of graffiti in activism.

Mathematics

- **Explore** the geometric shapes in Picasso's Cubism
- Discuss spatial awareness and scale in the artists' works.

Introduction to Artists and their work

Students explore three artists, Picasso, Banksy and Delaunay

Aims:

Artistic Techniques and Styles:

- Develop an understanding of the distinct techniques and styles used by Picasso, Banksy, and Delaunay, focusing on Cubism, Street Art, and Orphism.

Art Movements and Contexts:

- Explore the historical, cultural, and social contexts that influenced each artist and their work.

Critical Thinking:

- Analyze and evaluate the visual elements and themes present in the works of Picasso, Banksy, and Delaunay.

Learning Outcomes

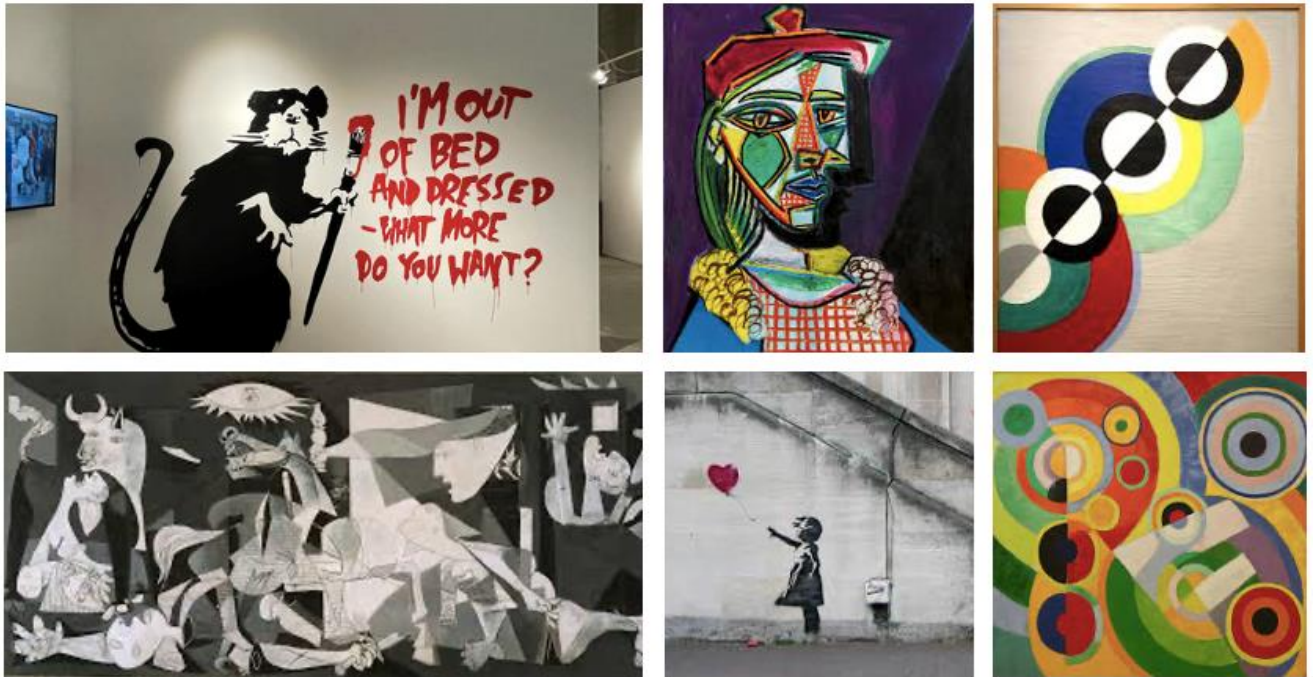
Specific Objectives:

1. **Week 1–3 (Picasso - Cubism):**
 - Introduce Cubism.
 - Aim: Students will create a Cubist-inspired artwork, focusing on breaking objects into geometric shapes.
2. **Week 4–6 (Banksy - Street Art):**
 - Discuss the role of Street Art in social and political commentary.
 - Aim: Students will design a Graffiti name tag inspired by the work of Banksy
3. **Week 7–8 (Delaunay - Orphism):**
 - Explore how Delaunay used vibrant colours and abstract forms to represent movement and light.

- Aim: Students will produce an abstract composition using bold colours and circular forms.

Cross-Curricular Aims:

- **History:** Understanding historical events influencing Picasso and Banksy.
- **Mathematics:** Exploring the geometric forms in Delaunay's works.
- **Civics:** Discussing the ethical implications of Street Art.



Keywords

Colour, shape, composition, geometric, primary colours, secondary colours, harmonious colours, contrasting colours, rotated, Abstract Art, opaque, cubism, graffiti art, tag, symbol

Teaching/Learning Strategies

Visual:

PowerPoints
 Demonstrations
 Guided research
 Handouts

Auditory

Class discussion
 Peer Work

Kinaesthetic:

Practical tasks Drawing

Materials

Variety of paper, markers, colouring pencils, pencils

Safety precaution

Recap over the health and safety rules, bag under desk, how to use the sink and water spills

Reference to whole school Health and Safety Policy

Differentiation

By Task Complexity

- **For Higher-Ability Students (Stretch and Challenge):**
 - Extension Challenge Create a mixed-media piece combining elements of all three artists' styles (e.g., Cubism, street art, and Orphism).
- **For Lower-Ability Students (Scaffolded Support):**
 - Focus on one artist at a time and identify key features of their work (e.g., Picasso's use of geometric shapes, Banksy's stencils, or Delaunay's vibrant colours).
 - Use templates, such as pre-drawn outlines of shapes, to help create artwork.

Students Requiring Support:

- Regular check-in's and support throughout the lesson (Ref SSF)

Homework

- Research and development
- **Assessment:**
- Class work continuously assessed and notebooks regularly marked by teacher.
- Formative assessment:
 - Self-assessment is ongoing in student notebooks and on evaluation sheets.
 - Peer assessment during group discussions.
 - Peer assessment in pairs
 - Feedback given throughout both verbally and in student notebooks.
- Summative assessment:

Assessment Task:

Students will create a comprehensive portfolio that demonstrates their understanding of the artistic techniques, styles, and historical contexts of Picasso, Banksy, and Delaunay.

Resources

Students use A4 notebooks for research, planning and self-assessment. Students use ICT for research

ICT - digital projector and apple TV, Handouts, Art Materials, Teams

Appendix 3

Typing Programme

Year and Class - 1st Year 2024-2025 Programme Overview

This 8-week programme is designed for students to develop the following key skills through the online programme called "**typing.com**",

- Touch typing
- Proper typing technique
- Accuracy and typing speed
- Use of digital technology
- Effective communication
- Working independently

By the end of the 8 weeks, students will have improved their typing abilities, which they can apply across all subjects over the Junior cycle programme.

Rationale

Griffen community college is a digital post primary school whereby all students have access to a device, the current first year students use laptops. Students are encouraged to use their device as often as they can to help them improve their digital skills, literacy and enhance their learning experience.

Typing is a crucial part of all junior cycle CBA's where students use Microsoft packages such word and PowerPoint to write up their projects and reports. Additionally, students sometimes use their devices to complete homework and other classroom assignments and activities.

Touch typing is a crucial skill in the digital age, enhancing student efficiency and productivity. It helps students save time, reduce errors, and concentrate better on tasks by eliminating the need to look at the keyboard. Additionally, learning to type can be highly beneficial for students who struggle with literacy and have mild learning difficulties. Touch typing, when introduced effectively reduces cognitive load, encourages independent learning which results in enhanced student confidence and encourages multisensory learning.

The programme of choice known as "**typing.com**" offers a user-friendly platform with interactive lessons and personalised feedback, making it easier for students to practice and improve. This 8-week module will help students establish strong typing habits, improve accuracy, and gradually increase their typing speed.

Resources

- Online platform called Typing.com - <https://www.typing.com/>

- Laptop

Demonstration of Junior cycle key skills within this module

Staying well

- Students must practice safe online practices when using the internet.
- Students gain confidence through learning how to touch type.

Managing information and thinking

- Students must navigate their way around an online platform.
- Students must engage with demonstration videos before practising different touch typing techniques.
- Students must follow a step by step procedure.

Communicating skills

- Students develop their literacy skills through touch typing.
- Students learn from one another.
- Students listen to others and express themselves through questioning and answering.

Managing myself

- Student sets up their own profile and must record their credentials accurately for future access.
- Students work independently.
- Students take responsibility for their own goals.
- Students save their work weekly.

Being Creative

- Students learn creatively through an online platform.

Working with others

- Students learn from one another through questioning.
- Students learn from one another through the use of digital technology.

Links to wellbeing within the module

- Students engaging in a learning environment that is safe and inclusive.
- Students are being safe when engaging with an online learning programme.
- Students gain confidence in the areas of typing and digital technology.

Learning Objectives and Aim

Aim- Students engage in the beginners level of the “typing.com” online learning programme within an 8 week time period.

By the end of this programme, students will be able to:

1. **Master the home, top, and bottom rows of the keyboard** using proper finger placement and technique.
2. **Increase typing speed** to at least 25 words per minute.
3. **Improve accuracy** in typing through repetitive practice and self-assessment.

4. **Utilise touch typing for real-world tasks**, such as writing, taking notes, writing reports and essays for CBA'S.
5. **Understand the importance of posture while typing to prevent injury.**
6. **Track individual progress** through "**typing.com**" which encourages students to work independently.

Week-by-Week Breakdown

This programme is student led and therefore students are encouraged to move through the lessons once they feel that they have mastered each set of keys.

Week 1: Introduction to Touch Typing – Beginners

Topic- "Getting Started"

- **Focus:** Home row keys and finger placement.

Activities:

- Introduce the "**typing.com**" platform.
- Set up login details and record accurately.
- Identification of the home row keys.
- Lessons on the **keys J,F & Space and U, R and K keys**
- Focus on proper finger placement and posture.
- Practice drills and short typing tests emphasizing accuracy over speed.

Teacher Guidance:

- Demonstrate the correct posture and finger positioning.
- Encourage students to look away from the keyboard while typing.
- Offer encouragement and positive reinforcement for good technique.

Topic- "Getting Started"

Week 2: D,E and I keys & C,G and N keys

Focus: Reinforce J,F & Space and U, R and K keys and master D,E and I keys & C,G and N keys

Activities:

- Review home keys (J,F & Space and U, R and K) by watching demonstration videos and engaging in practice run.
- Use interactive lessons on "**typing.com**" to reinforce new keys & D,E and I keys & C,G and N keys .
- Start with simple sentences and words using home row keys.

Teacher Guidance:

- Provide individual feedback on finger positioning and posture.
- Offer additional practice for students who struggle with key accuracy.

Topic- "Getting Started"

Week 3: Beginners review

Focus: Participate in the beginners review.

Activities:

- Practice drills incorporating all keys covered keys.

Teacher Guidance:

- Observe students' hand movements and suggest improvements where necessary.
- Continue to stress the importance of correct hand and body posture.

Topic - Reaching out

Week 4: T, S & L , O,B & A

Focus: Strengthen coordination between the home and top and bottom rows.

Activities:

- Drills combining home , top and bottom row keys
- Students type short paragraphs that include letters from all rows.
- Encourage students to start timing their exercises, with a focus on accuracy.

Teacher Guidance:

- Remind students to take breaks if they experience any discomfort.
- Provide feedback on areas where students may be struggling (e.g., incorrect finger placement or slow speed).

Week 5:

Topic – Reaching out

Focus: V, H & M keys & period and comma

Activities:

- Complete exercises incorporating both home, top, and bottom rows with punctuation.
- Students type short paragraphs using all rows and punctuation.

Teacher Guidance:

- Monitor students' posture and finger placement to ensure they are applying good technique with the bottom row.
- Encourage students to practice typing with different punctuation marks in context.

Week 6: Focus – Beginners review

Topic-Reaching out

Focus: Review all sections of reaching out. Increase accuracy while maintaining proper posture.

Activities:

- Accuracy-focused typing tests (with timed drills).
- Introduce ergonomic principles, such as sitting posture, hand alignment, and keyboard positioning.
- Revisit challenging keys from previous weeks and provide focused practice.

Teacher Guidance:

- Remind students about taking regular breaks to avoid strain.
- Provide specific feedback on how to increase typing accuracy through consistent practice.

Week 7:

Topic- The Home Stretch**Focus: W, X & Q, Y, P and Z keys****Activities:**

- Accuracy-focused typing tests (with timed drills).
- Introduce ergonomic principles, such as sitting posture, hand alignment, and keyboard positioning.
- Revisit challenging keys from previous weeks and provide focused practice.

Teacher Guidance:

- Encourage students to set personal speed goals.
- Help students prioritize accuracy over speed at this stage.
- Offer support for students who struggle to maintain focus or speed.

Week 8:**Topic – Wrapping up****Focus:** Revisit all keys on all rows. Carry out the beginners assessment.**Activities:**

- Revisit all keys by engaging with the beginner wrap.
- Engage in assessment.

Teacher Guidance:

- Provide individual feedback on progress.
- Celebrate achievements and encourage lifelong practice.

Links to Literacy

- Students following instruction by listening to oral instruction
- Students following instruction by reading written procedures.
- Students improve their typing skills.
- Students learn new key words.

Links to Numeracy

- Students are managing their time.
- Students are analysing their speed
- Students are analysing their accuracy

Differentiation

- Provide one-on-one support
- Encourage student to repeat keys as many times.
- Encourage short, focused practice sessions of 5-10 minutes to build stamina gradually.
- Encourage students to take breaks.

For Advanced Students:

- Encourage students to work through intermediate and advanced levels.

Feedback

- Students are given regularly oral feedback from teacher.
- Students receive generated feedback from online platform including accuracy and speed.

After the completion of this programme the following changes should be implemented:

- Ensure students record their credentials accurately during lesson one.
- Spend time showing students how to navigate the platform during lesson one.
- Record if students have any previous typing experience, this will help me to encourage students to set their individual goals and targets.
- Ensure all students review the demonstration videos during all classes.
- Prepare spare laptops for students who do not have access.

Appendix 4 Leadership Skills

8-week Leadership Programme

Year and Class - 1st Year 2024-2025

Programme Overview

This 8-week programme is designed for students to develop the following key skills through teamwork

- Discover leadership skills students already possess
- Recognise challenges in leadership
- Public speaking skills
- Debating skills
- Effective communication
- Critical thinking skills

By the end of the 8 weeks, students will have improved their leadership skills and discover strengths and weaknesses in their leadership skills

Rationale

Griffen community college is a school with a strong ethos. The ethos of the school captures inclusion, wisdom and dignity. These three pillars of the ethos are ingrained in all aspects of the school. In leadership skills the focus is on all three pillars of the ethos.

Leadership skills are an important part of the student s wellbeing as students will discover their strengths in decision making increasing the students feeling of self-worth which is linked to dignity. Students develop decision making skills which allows the student to make decisions thus feeling in control increasing their dignity.

Through the active learning in class the students feel more included. The activities are in groups or whole class activities. Students must work together and no student is left out.

Leadership skills is part of the wellbeing programme in Griffeen Community College. To enhance student wellbeing this program is delivered through activities. There is no use of PowerPoints or written work to set the topic apart from mainstream classes. The students enter the classroom and take a seat. Students then are taken through the activity. Students then partake in the activities. Once the activity is completed the activity is linked to Leadership.

The aim of this program is to deliver leadership skills in such a way that students feel relaxed and happy. It is an important link between primary and secondary education. The activities are designed to give students an opportunity to move and interact with each other without having to follow the restrictions of classes that are academic. This allows the class to feel closer to primary education as in primary learning through play is an integral part of their day.

Demonstration of Junior cycle key skills within this module

Staying well

- Students must stay in control of their actions in the classroom to prevent getting hurt
- Students gain confidence through partaking in the activities

Managing information and thinking

- Students must engage with the activities through processing instructions
- Students must think about the problems given in class
- Students must solve problems and make decisions
- Students develop critical thinking skills

Communicating skills

- Students develop peer to peer communication skills
- Students learn from other students through discussions
- Students listen to others and express themselves through questioning and answering.
- Students learn to express themselves through giving instructions to peers

Managing myself

- Student set their own boundaries in the classroom
- Students keep themselves safe during activities
- Students take responsibility for their own actions

Being Creative

- Students create their own solutions
- Students create questions

Working with others

- Students learn from one another through questioning.
- Students work in teams
- Students participate in whole class activities

Links to wellbeing within the module

- Students engaging in a learning environment that is safe and inclusive.
- Students are being safe when engaging with peers
- Students gain confidence in forming their own opinions and leading others

Learning Objectives and Aim

Aim- Students engage with leadership activities and develop confidence within an 8 week time period.

By the end of this programme, students will be able to:

1. Form their own opinions by critically thinking about questions asked
2. Address their peers through leading peers in activities
3. Improve public speaking by standing in front of the class to lead
4. Think critically through making judgements about ethical questions
5. Lead peers needed for group work in other areas of learning
6. Listen to instruction through listening to peers

Week-by-Week Breakdown

This programme is activity based with active participation in class. The tasks involve movement around the classroom, critical thinking and communicating skills.

Week 1: Introduction to leadership skills

Focus: Listen to instructions and be able to give clear instructions

Activities: draw and listen

- Student gives instruction in front of class
- Students follow instructions
- Students check if they were able to follow the instructions

Teacher Guidance:

- Give student space to draw image away from other students
- Discuss the results of the drawing
- Outline that to lead you need to be able to give clear instructions

Week 2:

Focus: critical thinking

Activities:

- Student formulate a right or wrong question
- Students stand up if they feel answer is wrong
- Students take turn and ask question
- Teacher Guidance:
 - Explain that students have to formulate answer individually
 - Explain that as a leader you need to be able to make decisions

Week 3:

· Focus: working as a team

· Activities:

- Create a pyramid using cups
- Students progress from 13 to larger numbers of cups
- Students work in groups of 3

· Teacher Guidance:

- Demonstrate how to build a pyramid
- Place students in groups of 3
- Explain that turns have to be taken

Week 4:

Focus: decision making

· Activities:

- o Right or wrong game
- o Students are given a short scenario and asked if it is right or wrong in their opinion
- o Students go to right of the room if they feel it is right
- o Students move to the left if it is not right

· Teacher Guidance:

- o Explain the rules
- o Organise room in two halves
- o Encourage students to be honest and not be led by others
- o Explain that as a leader you need to make ethical decisions

Week 5:

Focus: team work

· Activities:

- o Student read scenarios and discuss the questions on the worksheet
- o Students have a role within the group
- o Students discuss their answers with the class

· Teacher Guidance:

- o Divide class into groups
- o Give each member a role
- o Guide end discussion
- o Explain that in leadership you have to work in groups

Week 6:

· Focus: group discussion

· Activities:

- o Students are given a scenario
- o Students are in groups
- o Students have to decide who is allowed on the life raft
- o Students have to be able to give reason for their decision

· Teacher Guidance:

- o Explain scenario
- o Allow discussion in groups to take place
- o Have class discussion about results
- o Explain that leaders sometimes have to make difficult decisions

Week 7:

Focus: listening skills

· Activities:

- o Simon says
- o Students have to listen carefully to instructions
- o Students have to be able to be 'Simon'

· Teacher Guidance:

- o Encourage students to be 'Simon'
- o Engage in the activity
- o Keep students from cheating
- o Explain that listening is very important as a leader

Week 8:

Focus: teamwork

Activities:

- o Survival game
- o Students have to discuss which items to take on a life raft
- o Students do this as pairs
- o Class discussion on list

Teacher Guidance:

- o Write items on board
- o Allow time for discussion
- o Explain that communicating and decision making are important

Differentiation

- o Provide guidance
- o Allow students extra time if needed
- o All activities are all inclusive, no student is left out

· For Advanced Students:

- o Encourage students to assist other students in their class

Appendix 5

DCU FUSE Anti-Bullying Program (Junior Cycle)

Scheme of Works

Firs Year

Rationale:

To educate students on identifying bullying, understanding its impact, and empowering them to respond effectively. Students will learn how to foster an inclusive and supportive environment and take active steps against bullying.

This is in line with the anti-bullying policy for Griffeen Community College. The program has been adopted in the 23-24 school year and will be reviewed annually.

This programme is run in conjunction with the SPHE programme of Griffeen CC.

Session 1: Introduction to Bullying and Its Types

'Learn with Pride and Progress With Confidence'

Duration: 1 Hour

Aim: To raise awareness about bullying and identify its various forms (physical, verbal, cyber, social exclusion).

Learning Outcomes:

Students can define bullying and identify different types of bullying.

Understand the difference between bullying and conflict.

Recognize the emotional and psychological impact of bullying on individuals.

Activities:

Warm-Up Discussion:

Ice-breaker activity: "What is Bullying?"

Group discussion: "What do you think bullying looks like?"

Presentation:

Types of bullying (physical, verbal, social, cyber) with real-life examples.

Case Studies:

Small group activity analysing bullying scenarios. Groups discuss the type of bullying in each case and suggest solutions.

Reflection:

Students reflect on personal experiences or scenarios where they may have witnessed bullying.

Session 2: The Impact of Bullying

Duration: 1 Hour

Aim: To help students understand the emotional, social, and psychological consequences of bullying.

Learning Outcomes:

Students can describe the effects of bullying on both victims and perpetrators.

Understand the role of empathy in reducing bullying behaviours.

Activities:

Empathy Exercise:

"Walk in Their Shoes" activity: Students discuss how a bullied person might feel using the image provided in the program

Group Discussion:

How does bullying affect self-esteem, mental health, and relationships?

Discuss the power dynamics in bullying situations.

Reflection:

Students reflect on the impact of bullying in the lesson

Session 3: Prevention Strategies and the Role of Bystanders

Duration: 1 Hour

Aim: To equip students with strategies to prevent bullying and empower bystanders to take positive action.

Learning Outcomes:

Students understand the importance of bystanders in stopping bullying.

Learn strategies for preventing and intervening in bullying situations.

Activities:

Group Discussion:

The role of bystanders in bullying. Discuss how bystanders can either contribute to bullying or intervene in a positive way.

Interactive Presentation:

Prevention strategies: Standing up for others, reporting bullying, creating a supportive environment

Class Agreement:

Create a classroom agreement to promote positive behaviour, respect, and kindness among peers.

Reflection:

Students journal about a time when they witnessed bullying and what they could have done differently.

Session 4: Digital Citizenship and Cyberbullying

Duration: 1 Hour

Aim: To teach students about the risks of cyberbullying and the importance of respectful online behaviour.

Learning Outcomes:

Students can define cyberbullying and understand its unique characteristics.

Learn strategies for preventing and responding to cyberbullying.

Activities:

Introduction to Cyberbullying:

What is cyberbullying? Discuss different forms (e.g., online harassment, exclusion, spreading rumours).

Group Discussion:

Discuss the differences between bullying in person vs. bullying online.

Why is cyberbullying harder to escape from?

Case Studies:

Analyse real-world cyberbullying cases and discuss appropriate responses.

Digital Citizenship Pledge:

Students take a pledge to be respectful and responsible digital citizens. They will commit to standing against cyberbullying and promoting kindness online.

Additional Resources:

DCU FUSE Anti-Bullying resources, including videos and worksheets

Access to the school's pastoral care and counselling teams for follow-up support.

FUSE

Scheme for second year students

Lesson 1: Bullying and the importance of noticing

Learning Outcomes

Students will develop a better understanding of bullying behaviours

Students will spot the signs to notice bullying behaviour

Students will learn why a bullying related incident should never be ignored

Students will recognise if they possess bullying characteristics

The SPHE learning outcomes of this lesson are as follows:

- 4.6 recognise different kinds of abusive and bullying behaviour that can occur in interactions online and in person
- 4.7 explain why noticing and responding to different kinds of abusive or bullying behaviour that can occur in person and online is important and discuss appropriate responses including why, how, where and when to report
- 4.8 identify actions young people can take, without putting themselves at risk, in situations where they are aware of incidents of abusive behaviour or bullying happening and explore the barriers to standing up

Key Concepts

Students will learn the following concepts:

- Bullying
- Types of bullying
- why is noticing important
- Signs of bullying
- Bullying behaviour

Creating a safe space

- Revisit the class rules
- Students will be reminded that they do not have to share personal information if they do not feel comfortable doing so

Defining bullying

- What is bullying?
- The students will share the definition of offline/online bullying
- Students will be asked to examine the main features of offline/online bullying and why it is important to tackle it through image on screen

Understanding the different types of bullying

- What different types of bullying
- What is the difference between the types of bullying
- Is any type of bullying worse than another
- Discuss that all types of bullying are deemed to cause the same harm

Evaluating learning from the lesson in relation to:

- Key concepts
- Key skills and principles
- Application of the learning to students' lives

Key skills

- Working with Others: Learning with others through discussion and group activities. Developing good relationships and dealing with conflict
- Managing Information and Thinking: Gathering and evaluating information when confronted with offline/online bullying incidents; that is, being able to notice incidents of bullying both offline and online
- Inclusive Education: The educational experience is inclusive of all students and contributes to equality of opportunity, participation, and outcomes for all
- Engagement and participation: The FUSE lessons encourage participation, generate engagement and enthusiasm, and connect with life outside the school.
- Wellbeing: The FUSE programme aims to contribute to students' physical, mental, emotional, and social wellbeing and resilience. Learning takes place in a climate focused on the collective wellbeing of school, community, and society

Formative assessment

Assessment through

- Teacher ongoing feedback
- Self-assessment
- Pair-work
- Group work

Lesson 2: Cyberbullying and the importance of noticing

Learning Outcomes:

Students will develop a better understanding of cyberbullying behaviours

Students will learn to spot the signs to notice cyberbullying behaviour

Students will learn why a cyberbullying related incident should never be ignored

Students will identify if they possess cyberbullying characteristics

The SPHE learning outcomes of this lesson are as follows:

- 4.4 discuss ways to support themselves and others in challenging times and where/how/when to seek support, if needed
- 4.6 recognise different kinds of abusive and bullying behaviour that can occur in interactions online and in person
- 4.8 identify actions young people can take, without putting themselves at risk, in situations where they are aware of incidents of abusive behaviour or bullying happening and explore the barriers to standing up

The lesson will enable students:

- To reflect on the possible unsafe spaces where bullying incidents could potentially take place both offline and online
- To understand bullying as a situation that requires a timely response

Key Concepts

Students will learn about the following concepts:

- cyberbullying behaviour
- types of cyberbullying
- Why it is important to notice bullying
- Signs of cyberbullying

Examining what cyberbullying is and how someone can feel if bullied online:

- Intention to harm.
- Imbalance of power
- How would you feel if you are cyberbullied
- The target of bullying is being harmed (physically; emotionally; socially)

What types of cyberbullying are there?

- Students reflect on the types of cyberbullying and try to determine if some are worse than others
- Students should realise that all types are deemed harmful

Evaluating learning from the lesson i:

- Key concepts
- Key skills and principles
- Application of the learning to students' lives

Key skills

- Working with Others: Learning with others through discussions and group activities. Developing good relationships and dealing with conflict
- Managing Information and Thinking: Gathering and evaluating information when confronted with offline/online bullying incidents; that is, being able to notice incidents of bullying both offline/ online

Key principles

- Inclusive Education: The educational experience is inclusive of all students and contributes to equality of opportunity, participation, and outcomes for all
- Engagement and Participation: The FUSE lessons encourage participation, generate engagement and enthusiasm, and connect with life outside the school
- Wellbeing: Learning takes place in a climate focused on collective wellbeing within the school community

Assessment

- Group brainstorming to check on prior learning
- Reflective questions
- Checkpoint questions
- Q&A

Lesson 3: Bystanders and responsibility

Learning Outcomes:

Students will learn what a bystander is and that there are different types of bystander

The lesson aims to enhance students' sense of accountability in front of cyberbullying incidents.

This will be achieved by providing key concept definitions and by actively engaging students in activities

Teachers will share the learning intentions and success criteria with students at the beginning of the lesson.

The SPHE learning outcomes of this lesson are as follows:

- 4.6 recognise different kinds of abusive and bullying behaviour that can occur in interactions online and in person
- 4.8 identify actions young people can take, without putting themselves at risk, in situations where they are aware of incidents of abusive behaviour or bullying happening and explore the barriers to standing up

This lesson will enable students to:

- Reflect on the role of a bystander in online bullying
- Discuss the challenges and concerns that may prevent an appropriate response online
- Construct the reasons why everyone should assume responsibility when they see cyberbullying incidents

Key Concepts

The students will learn about the following concepts:

- How to identify the bystander online
- The different bystanders
- What bystanders can do to help

Engaging with the online setting:

Students will be able to:

- Identify and reflect on the main challenges related to being a bystander in online bullying
- Understand the challenges of using digital technologies Offline/online bullying in post-primary school

Evaluating learning from the lesson in relation to:

- Key concepts
- Key skills and principles
- Application of the learning to students' lives

Key skills

- Working with Others: Learning with others through discussion and group activities. Developing good relationships and dealing with conflict
- Managing Information and Thinking: Gathering and evaluating information when confronted with offline/online bullying incidents; that is, being able to notice incidents of bullying both offline/online

Key principles

- Inclusive Education: The educational experience is inclusive of all students and contributes to equality of opportunity, participation, and outcomes for all.
- Engagement and participation: The FUSE lessons encourage participation, generate engagement and enthusiasm, and connect with life outside the school

- Wellbeing: The FUSE programme aims to contribute to students' physical, mental, emotional, and social wellbeing and resilience. Learning takes place in a climate focused on collective wellbeing of school, community, and society

Assessment

- Group brainstorming to check on prior learning
- Reflective questions
- Checkpoint questions
- Q&A

Lesson 4: Online safety privacy and sharing online

Learning Outcomes:

Students will learn what privacy is

Students will learn why it is important not to share personal information with everyone

Students will learn what to do in order to maintain their privacy online

Students will learn tips for staying safe online

Teachers will share the learning outcomes with students at the beginning of the lesson.

The SPHE learning outcomes of this lesson are as follows:

- 1.7 communicate in a respectful and effective manner and listen openly and sensitively to the views/feelings of others
- 2.4 demonstrate skills and strategies to help make informed choices that support health and wellbeing and apply them in real-life situations that may be stressful and/or involve difficult peer situations
- 4.7 explain why noticing and responding to different kinds of abusive or bullying behaviour that can occur in person and online is important and discuss appropriate responses including, why, how, where and when to report
- 4.8 identify actions young people can take, without putting themselves at risk, in situations where they are aware of incidents of abusive behaviour or bullying happening and explore the barriers to standing up

Students will be able to :

- Look at what a policy is
- Explain what privacy online is
- Reflect on what privacy means to themselves
- Look at tips for staying safe online

Key Concepts

- Online privacy
- Sharing online
- Increase online safety

Evaluating learning from the lesson in relation to:

- Key concepts.
- Key skills and principles.
- Application of the learning to students' lives.

Key Skills:

- Working with Others: Learning with others through discussions and group activities.

Developing good relationships and dealing with conflict.

- **Managing Information and Thinking:** Gathering and evaluating information when confronted with non-consensual image sharing, that is, being able to respond effectively to this behaviour.
- **Communicating:** Using digital technology to communicate. Using language, listening and expressing yourself while discussing and debating.

Key Principles:

- **Inclusive Education:** The educational experience is inclusive of all students and contributes to equality of opportunity, participation, and outcomes for all
- **Engagement and participation:** The FUSE lessons encourage participation, generate engagement and enthusiasm, and connect with life outside the school.
- **Wellbeing:** The FUSE programme aims to contribute to students' physical, mental, emotional, and social wellbeing and resilience. Learning takes place in a climate focused on the collective wellbeing of school, community, and society

Assessment

Group brainstorming to check on prior learning

Reflective questions

Checkpoint questions Q&A

Creation of FUSE class project