

APPENDIX I

TITLE OF UNIT: **EXPLORING WHO I AM AND MY PERSONAL GOALS**



DURATION

7 hours approx. (7 x 40 minute or 7 x 1-hour classes: pace can be determined by the teacher/ Guidance Counsellor).



IDENTIFIED NEED

Second year can be a challenging year for students. They have completed their first year in post-primary school and for some students, second year is a time when they are at risk of becoming unfocused/distracted. This unit of learning addresses this risk by helping students stay positive and focused on their learning by enabling them to explore their personal goals, hopes and dreams.



AIM OF THE UNIT

This unit aims to facilitate self-reflection, goal setting and discussion on how individuals can identify and achieve their personal goals.



LEARNING OUTCOMES

Students will be able to:

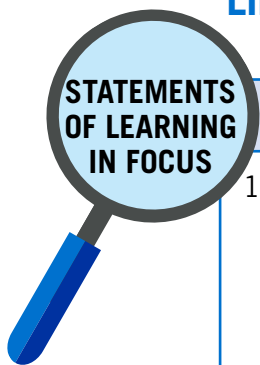
- Examine 'who they are', their identity, their values and their mindset to gain a greater understanding of themselves.
- Identify some of their personal goals and explore how to achieve them.
- Appreciate the importance of post-primary school for their training/employment in the future.
- Present themselves / their work in a confident and conscious manner.



SAMPLE STUDENT LEARNING EXPERIENCES

- Write a letter to their future selves. Students will write a letter to themselves which they will open in 6th year. They will note their goals and hopes for their time in post-primary school.
- Students will complete a detailed plan on setting and achieving their personal goals.
- Personal reflection and guided discussion about giving a presentation: students make a list of their 'top tips' for presenting.

LINKS TO JUNIOR CYCLE



STATEMENTS OF LEARNING IN FOCUS

Statements of Learning	Example of related learning in the Unit
1. The student communicates effectively using a variety of means in a range of contexts	The students will gain practical information on how to communicate with others. For example, one lesson focuses on the student's presentation skills and gives them an opportunity to reflect on how they communicate and present themselves in a number of different contexts.
6. The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives	The students will reflect on their unique values and will understand that their values may be different to those around them. They will understand that they can make a positive impact on the lives of others.
11. Takes action to safeguard and promote her/his wellbeing and that of others	The students will learn about having a 'growth mindset' and the positive impact that can have on their learning and wellbeing.

LINKS TO JUNIOR CYCLE *continued*KEY SKILLS
IN FOCUS

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

Key skill	Example of possible student learning activity
Managing myself	Students will learn about their unique values and will begin to examine who they are as individuals (their unique identity). Students will apply this learning to their short term choices (such as goal setting) and longer term choices (understanding the pathways that are available after post-primary school).
Staying well	Students will learn to approach challenges (such as a presentation in front of others) one step at a time. By breaking a challenge into small, focused steps, students will learn they can grow to meet the challenge ahead.
Working with others	Through active and cooperative learning activities the students will get to know each other - thus building relationships and a sense of connection with each other and their school.

INDICATORS
OF WELLBEING
IN FOCUS

Wellbeing Indicator	Descriptor	Example of related learning in the Unit
Responsible	Do I take action to protect and promote my wellbeing and that of others?	Through the lesson on 'My Identity,' students explore who they are and embrace their own unique identity. This action helps them protect and promote their wellbeing. Students will know that not everybody's identity is the same and will respect the identity of others.
Connected	Do I appreciate that my actions and interactions impact on my own wellbeing and that of others in local and global contexts?	In the lesson 'My Unique Values,' students focus on the positive impact others can have on their wellbeing. In addition, students reflect on how they are connected to people around them and the impact they have on them.
Aware	Am I aware of my thoughts, feelings and behaviours and can I make sense of them?	The 'My Mindset' lesson explores how a student thinks, feels and reacts to situations. The become aware of how a 'growth mindset' can benefit them as they encounter life's challenges.



ASSESSMENT

Summative: Students create an action plan for S.M.A.R.T. goal setting. This action plan outlines all aspects involved in identifying and achieving goals. Students will create a personal goal for themselves. They will create an action plan which will guide them as they carry out their goal. A reflective worksheet supports all aspects of planning for the individualised goal. Students will note a date by which their goal will be met thus outlining their own individual criteria for success.



USEFUL RESOURCES AND WEBLINKS

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