

Appendix I: Template to support schools in planning shorter units of learning in Wellbeing

Title of unit:

Duration:

Aim of the unit

The aim should be:

- realistic and aspirational statement (two sentences max.) about what the unit is intended to achieve.
- about what students will achieve not what the teacher is going to be doing

Links

Statements of Learning:

- a maximum of 3.
- should clearly relate to the aim of the unit.
- One example of related learning should be used and the focus should be on student learning

Statement of learning

Example of related learning in the unit

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 Skills:

- A selection of key skills
- Realistic and relevant and how they will be developed in this context
- One learning activity only should be outlined
- Highlight the elements associated with each key skill

Key skill	Element	Student learning activity

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...

Learning Outcomes should:

- Outline important learning in this unit.
- Be broad, can be achieved in a variety of ways and may require a number of classes to achieve.
- Show consideration of action verbs - higher and lower order verbs
- Address knowledge, understanding, values and attitudes
- facilitate diverse teaching and learning strategies
- Please see an 'Action Verbs' supporting document on www.jct.ie

Sample learning activities

Learning activities should:

- provide a sample number of activities of what students will be *doing* as they are learning in this unit

Assessment

Students will show evidence of their learning when they...

Evidence of their learning:

- One assessment activity is sufficient for summative assessment purposes as part of a unit, two at the most.
- The 'end of unit' assessment is designed to allow students to show evidence of their important learning in this unit.
- The assessment should relate closely to the aim and learning outcomes of the unit.
- Where the assessment is completed in a group, ideally the group should not include more than three students.

Useful resources, web links and community links