



# PROSPER

The Professional Student Programme for  
Educational Resilience

## **Student Workbook**

First Year SPHE



School of  
Education



**IRISH RESEARCH COUNCIL**  
An Chomhairle um Thaighde in Éirinn

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# PROSPER

## The Professional Student Programme for Educational Resilience

### Student Workbook

### First Year SPHE

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**Educational resilience** is the personal skill of overcoming challenges to stay engaged in education, school, and schoolwork. You can develop this skill throughout your childhood and teenage years and after that time. Students who have educational resilience have control over their motivation, a positive sense of self, and can regulate their learning while alone and in social contexts. PROSPER aims to teach these skills to you through an interrelated set of lessons.

**Educational psychologists** have studied educational resilience for a long time. Dozens of programmes internationally target individual components of the educational resilience process, such as building self-esteem, forging good study habits and regulating behaviour in classrooms. PROSPER builds on advances in educational psychology where increasingly, positive adaptation in schools is understood as a complex interaction between individuals, the social world, space and time. Accordingly, PROSPER will teach you how to engage in schooling more deeply by drawing on a web of personal and social resources, as you learn and explore your life in classrooms, at home and in your community.

**Each lesson in PROSPER** introduces a specific competency that is part of the educational resilience process, explains it to you, then offers you opportunities to practice that competency through activities that are fun, challenging, and age-appropriate. Your learning through PROSPER may be assessed through oral, reading and writing options that include a Role Model Talk Show and a Student Time Capsule.

**PROSPER will teach you** how to enhance your:

1. Learner identity	2. Attitude towards learning	3. Self-perceived competence
4. Educational and career goals	5. Relationships for learning	6. Attention

**Adult role models** are key to young people's perceptions of education, and can influence how young people choose to engage in schoolwork and schooling. A unique feature of PROSPER is that the lessons are based on the experiences of 10 outstanding Irish career role models who have each overcome some sort of challenge to succeed in their education and life pathway. The role models were interviewed for the programme and contributed additional resources such as pieces of creative, instructional and persuasive writing. The role models in PROSPER are:

Role model	Gender	Qualities for PROSPER
Aoife McLysaght	Female	Professor of Genetics
David Norris	Male	Senator (politician) and human rights activist
Emmet Kirwan	Male	Poet
Eugene O'Shea	Male	Managing Director of Walls Construction
Lydia Lynch	Female	Professor of Immunology and Biochemistry
Matthew Nevin	Male	Artist, MART art gallery director and entrepreneur
Paddy Holohan	Male	Mixed martial artist
Sean Harrington	Male	Award-winning architect
Richard Sadlier	Male	TV pundit, psychotherapist and former professional soccer player







## ROLE MODEL FACT SHEETS

### Aoife McLysaght

#### Profession

Lecturer in Genetics  
at Trinity College Dublin



Aoife McLysaght was born and raised in Dublin. Aoife is one of the foremost leaders in Genetics research in the world, and at age 27, she was made the youngest ever professor at Trinity College Dublin. Aoife has had many successes in her career. For instance, Aoife is one of the researchers credited with sequencing the human genome. Although she did not face much adversity growing up, and says she was 'pretty lucky', she has worked hard to become one of the leading women in science in Ireland.

Aoife's advice for students is: *Follow your curiosity.*

## David Norris

### Profession

Senator representing Trinity College,  
LGBTQ and civil rights activist,  
university lecturer,  
scholar of James Joyce



Senator David Norris was the first openly gay politician in Ireland. Originally from the Congo, Senator Norris has called Ireland home since he was a child. Senator Norris' stance on LGBTQ and civil rights has been a source of struggle and power in both his personal and professional life. As an advocate for LGBTQ and civil rights, Senator Norris was a key component in overturning Ireland's anti-gay laws.

Senators Norris' advice to students is: *What I will say is get it over with. Get it done through gritted teeth, and then you can go on to the bits that you really like. I would say do the nasty ones first. Get them out of the way, and then you can relax and enjoy yourself.*

## Emmet Kirwan

### Profession

Actor, playwright, poet, scriptwriter,  
screenwriter



Emmet Kirwan is a poet, playwright, and actor from Tallaght, a suburb to the west of Dublin. Emmet became interested in the arts as a teenager participating in his local community theatre program. Coming from Tallaght, and attending Trinity College Dublin, Emmet explained that he felt 'like a fish out of water'. However, his experience at Trinity was transformative and opened him up to new 'books, plays, and ideas'. Emmet's most recent work has been as an actor in the show RIOT. Emmet has accumulated critical acclaim for his short film *Heartbreak* and for his play *Dublin Old School*.

Emmet's advice to students is: *Learning things, just to know them, can be its own reward and actually can make a better person, a more empathetic person. A more well-rounded person and emotionally stable person.*



## Eugene O'Shea

### Profession

Managing Director for Walls Construction



Eugene was born and raised in Dundalk on the east coast of Ireland near Northern Ireland. Eugene is a graduate of UCD in civil engineering. Since graduating from University College Dublin, Eugene has held many positions at Walls Construction. Eugene has worked his way through the ranks to get to his current position as Managing Director.

Eugene's advice to students is: *Nothing that is ever worthwhile comes through inspiration only, it comes through starting and being prepared to fail and working again and again. So, I would take a chunk at a time and you'll find that if you stick with that after half an hour you'll have a page full.*

## Lydia Lynch

### Profession

Lecturer of Innate Immunity  
at Trinity College Dublin



Lydia was born and raised in Dublin and attended University College Dublin for both her undergraduate and graduate degrees. Before moving to Trinity College Dublin, Lydia was a professor at Harvard University in the United States. Lydia's research focuses on cells in our immune systems that can protect us against obesity and diabetes. Lydia has overcome many challenges in her life, including having a baby when she was a teenager and working many jobs to put herself through school. Lydia, like Aoife, is one of Ireland's leading female scientists.

Lydia's advice to students is: *Think of the big picture. School is just one step. Even if it's something that you don't like doing, it's leading to something that you will like doing eventually, and then you're going to be so happy. Rather than dropping out, or rather than stopping or not doing well, you don't want to look back and have regrets.*

## Matthew Nevin

### Profession

Visual artist, designer, curator,  
and the co-director of  
The MART Gallery & Studios Dublin



Matthew Nevin is an inspirational visual arts curator who has engineered his own set of galleries and studios for artists in Dublin. Matthew has been the recipient of many grants to exhibit art from his studios around the world and has been chosen to design pieces for Ralph Lauren. Matthew did, however, endure struggles as a young student. Matthew attended many different schools when he was younger, which he explained, made learning difficult.

Matthew's advice to students is: *The harder you work the more likely you will overcome those struggles and get to where you want to be.*

## Paddy Holohan

### Profession

Retired Mixed Martial Arts (MMA)  
athlete, coach



Paddy was born, raised, and still lives in Tallaght, a suburb to the west of Dublin. A self-proclaimed 'very positive person', Paddy had to overcome many obstacles as a child and in his career to become the person he is today. Paddy made a name for himself fighting in the Flyweight division of the Ultimate Fighting Championship (UFC). Unfortunately, Paddy was forced into early retirement due to medical reasons. Since Paddy's retirement, he has been a positive voice in the Tallaght community and a MMA coach.

Paddy's advice to student is: *Ignite your passion, find it and chase it. It could be in all different directions, it's not always in books. But the books are the training for the marathon.*

## Richie Sadlier

### Profession

Retired football player,  
Pundit RTÉ Sports,  
psychotherapist



Richie was born and raised in Dublin. Richie's professional career began as a football standout in both Ireland and England. However, Richie had to prematurely retire from football due to medical reasons. Upon retiring from football, Richie went through a period of depression and struggling with his identity. Richie overcame these mental health difficulties and is now a pundit for RTÉ Sports and a psychotherapist for adolescents.

Richie's advice for students is: *Eat the dinner that's on the plate in front of you. Yesterday's is in the bin, and tomorrow's isn't made yet. You just do the thing you can do now, and do it as well as you can.*

## Sean Harrington

### Profession

Architect



Sean was raised in Berlin, Germany, and then Northern Ireland. Sean is an award-winning architect responsible for the designs of the Millennium Bridge, the Rosie Hackett Bridge, and Meeting House Square in the Temple Bar area of Dublin. Sean's motivation to do well in school, which helped him on his pathway to becoming an architect, was spurred on by his difficulties being a Catholic child going to a Protestant school in Northern Ireland during the Troubles.

Sean's advice to students: *I think it's important to work hard at school from primary school level onwards. In primary school, even though you think the homework you're doing is useless, and not of any use to you in your life, you're learning something else when you're doing homework, you're learning self-discipline.*



# 1. STUDENT IDENTITY

## Student identity – what is it?

Identity can be defined as the way a person perceives oneself and the way others perceive that person in a social context.<sup>1,2</sup> In a school setting, it can make sense to refer to identity as a person's emerging individualization.<sup>3</sup> The school context provides you with many experiences to form your identity. At school, you have opportunities to become more autonomous, meet new friends with similar interests, and have deeper academic and social interactions that lead to identity formation. Also, because your cognitive development is becoming more sophisticated in adolescence, you are becoming more able to reflect on what makes you an individual.<sup>4</sup>

## Why is it important to learn about student identity?

Identity is a key influence on your learning and engagement. Students tend to be more engaged with learning when the content they are learning fits with their identity. Thus, it is possible to see students disengage with certain academic material that they do not connect with. With this idea in mind, it is helpful for you to understand how your identity can be a powerful tool for shaping action in school contexts. This includes developing an awareness of how what happens in school helps shape students' identity. Students can alter or fit their identities to protect from the challenges of school, in order to remain engaged with schooling.

<sup>1</sup> Eccles, J. (2009). Who am I and what am I going to do with my life? *Personal and collective identities as motivators of action. Educational Psychologist*, 44(2), 78-89. doi:10.1080/00461520902832368

<sup>2</sup> Côté, J. E., & Levine, C. (2015). *Identity formation, youth, and development: a simplified approach*. Psychology Press.

<sup>3</sup> Flum, H., & Kaplan, A. (2012). Identity formation in educational settings: A contextualized view of theory and research in practice. *Contemporary Educational Psychology*, 37(3), 240-245.

<sup>4</sup> Cole, M., & Cole, S. R. (1989). *The development of children*. New York: Scientific American.

## Identity - Working Harder

### Write your story below

*About a time you found something difficult to learn or do, for example, learning how to use a new computer programme or mastering a new sports move*

**Something that I have found difficult to learn or do**

**What I found most difficult about it**

**What I did about it**

**What happened next**

If you finish this activity and need more to do, on a separate page, please re-write the story so that it has an alternative ending.

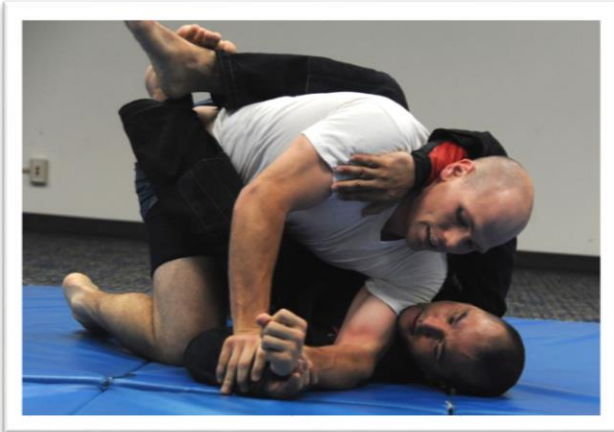


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## Identity - Meet the Role Models

### Paddy Holohan



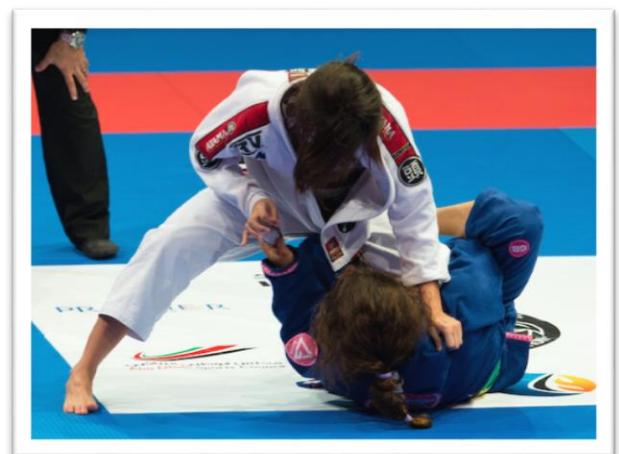
Brazilian Jiu Jitsu to me is one of the most medically good sports for you. It makes you fit, mentally it makes you good, mentally it makes you really strong, you lose your ego, there's no such thing as that anymore! The reason is that when you keep doing something the wrong way, you get choked or you get an arm bar and you have to tap out.

The frustration builds up and you have to deal with this frustration. The way you deal with this frustration is you go away, you correct the wrong things that you are doing and then when you come back, you're not getting choked any more. You are not in that position because you have improved your posture and you're not putting your head in there or you are making simple little adjustments.

Anybody that's into mixed martial arts, if you have an under hook, if my palm is facing towards me someone can crush my underhook. If I face my palm away, someone can't and this is a tiny difference of a thing that you have learnt.

So, for years we would be in a clinch, somebody could crush my underhook if they were bigger than me but then if I turned my hand away, now they can't because my elbow is pointing up and now I can just hand that to you now and you know that, but that took me days on the sofa drinking tea, like 'I can't do this, I can't do that', and I figured out each little section, little piece at a time and put it back together.

You get stuck, everybody gets stuck, but Brazilian Jiu Jitsu to me is one of the best tools in the world for letting you realise that you have to be able to criticise yourself. You have to be able to change things, because if not you just get choked and choked over and over again.



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## 2. EDUCATIONAL ATTITUDES

### Educational attitudes – what are they?

Educational attitudes are your judgements or evaluations of something educational, such as learning, school work, teachers, classmates or schooling. These attitudes are not set in stone, and continue to develop over time. Your educational attitudes include the beliefs, values and feelings (i.e., emotional evaluations) that you might have about your school.<sup>5</sup> Your feelings about school often begin as emotional responses such as being bored or interested in class, and these feelings can develop over time into more stable evaluations of schooling.<sup>6</sup> You might also have non-emotional investment in school such as valuing school for its importance and usefulness, and thinking about the drawbacks of attending school.<sup>7</sup> Your educational attitudes can help motivate you to be engaged or disengaged in class.

### Why is it important to learn about my educational attitudes?

If you have negative experiences at school, such as feeling bored or being bullied, you can subconsciously turn these memories into longer-term negative attitudes towards education. This in turn can impact your well-being and effort at school, and shape what happens to you later in life. Like the other competencies in PROSPER, you will learn that your educational attitudes are flexible and that you can change them if you want to. Having control over your educational attitudes is an important skill for helping you maintain a positive outlook towards school, which can help you learn.

<sup>5</sup> Symonds, J., & Hargreaves, L. (2016). Emotional and motivational engagement at school transition: A qualitative stage-environment fit study. *The Journal of Early Adolescence*, 36(1), 54-85.

<sup>6</sup> Symonds, J., & Hargreaves, L. (2016). Emotional and motivational engagement at school transition: A qualitative stage-environment fit study. *The Journal of Early Adolescence*, 36(1), 54-85.

<sup>7</sup> Eccles, J. S., Fredricks, J., & Baay, P. (2015). Expectancies, values, identities, and self-regulation. In G. Oettingen & P. M. Gollwitzer (Eds.), *Self-regulation in adolescence* (pp. 30-56). Cambridge, UK: Cambridge University Press.

## Attitudes - Values Flashcards

### Values Flashcards

**Instructions:** I want you to think about each of these values. These values will help us to think about the kind of learners and people we want to become. It may even give us an idea of what might be important to us in our future.

### Values Flashcards

Make a lot of friends (personal)	Be a good person in my community (family)
Be creative (personal)	Look after my family (family)
Take responsibility for my actions (personal)	Respect my parents (family)
Be an honest person (personal)	Be grateful for what I have (family)
Try my hardest at my school work (school)	Teach the younger kids (community)
Get good grades (school)	Respect the elders of the community (community)
Be a kind person at school (school)	Don't cause trouble (community)
Respect my teachers and other school staff (school)	Support people who need help (community)

## Attitudes - Scales

### Scales

**Instructions:** I am going to put phrases on the board associated with learning. You are going to rate these phrases on a scale from 1-4 (strongly disagree to strongly agree). Please circle the answer you agree with for each item.

A	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
B	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
C	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
D	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
E	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
F	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
G	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
H	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree
I	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly agree

### Items to be displayed on the board:

- A. I think learning and school are important so I can get a good job in the future.
- B. The more I learn, the more I can help my community.
- C. I can help others outside of my community the more I learn.
- D. I will become a more confident person the more I learn.
- E. I will become a more independent person the more I learn.
- F. I will live a happier life the more I learn.
- G. I will have access to new opportunities in my life outside of my neighbourhood and Dublin the more I learn.
- H. People who don't think learning and school are important can still succeed.

## Attitudes - Explain Your Reasoning

### Explain Your Reasoning

**Instructions:** Please explain why you chose that rating. For example, if you circled a rating of agree for the item *I think learning and school are important so I can get a good job in the future*, please explain why you did that. Please complete the following sentence frames for each item you rated:

*For example, I chose the rating of **strongly agree** for item 1 because **learning skills like reading, writing, and math, can help me get a job in the future.***

1. I chose the rating of \_\_\_\_\_ for item 1 because

2. I chose the rating of \_\_\_\_\_ for item 2 because

3. I chose the rating of \_\_\_\_\_ for item 3 because

4. I chose the rating of \_\_\_\_\_ for item 4 because

5. I chose the rating of \_\_\_\_\_ for item 5 because

6. I chose the rating of \_\_\_\_\_ for item 6 because

7. I chose the rating of \_\_\_\_\_ for item 7 because

8. I chose the rating of \_\_\_\_\_ for item 8 because

## **Attitudes - *Who Are They* by Chaya**

### **Who Are They?**

Who are they, those boys stepping aside  
For the man with the walker. He be crippled  
But they honor his courage  
Imagine how strong he still is.

Who are they, those girls opening the door  
For the mother struggling with her baby  
The toddler is hungry and cranky  
And so is the poor mother.

Who are they, the people cheering  
For the disabled kids playing football  
Screaming their names  
Urging them to do their best.

Who am I, standing, holding, celebrating  
Knowing that some lessons come from books  
While others come from learning  
Imagining the lives of others.



### 3. COMPETENCE

#### Competence: what is it?

The word competence as it is used in PROSPER, refers to your feelings about how well you can do a task such as reading, or making friends with your classmates. Your feelings about your competence are formed through observation. For example, you may gain or lose competence by comparing yourselves to your classmates, or reading feedback from a teacher on your work.<sup>8</sup> You might also remember your emotional reactions, such as feeling frustrated or blocked when working, which can impact your feeling of competence.<sup>9</sup> Feeling competent is often closely linked with how good you feel about yourself overall. However, you may feel competent in one area, such as maths, and not in another, such as English. Often, people compensate for feelings of incompetence for example by devaluing or disengaging from certain tasks.<sup>10</sup>

#### Why is it important to learn about competence?

It is easier to stay engaged in what you are doing, if you believe in your abilities. Through PROSPER, we want to help you defend against the detrimental effects of feeling incompetent at school. Instead, we want you to feel okay if you do not understand something, like a literary term or a mathematical formula: you are not less intelligent than your classmates, and not knowing is part of the learning process. To be successful you must be unafraid to fail. Feeling competent is viewed as a basic human need that motivates people to search for stimulating and challenging experiences.<sup>11</sup> Therefore, it is important for your school success, and life in general, to find ways to feel competent at school.

<sup>8</sup> Gniewosz, B., Eccles, J. S., & Noack, P. (2015). Early adolescents' development of academic self-concept and intrinsic task value: the role of contextual feedback. *Journal of Research on Adolescence*, 25(3), 459-473. doi:10.1111/jora.12140

<sup>9</sup> Symonds, J., & Hargreaves, L. (2016). Emotional and motivational engagement at school transition: a qualitative stage-environment fit study. *The Journal of Early Adolescence*, 36(1), 54-85. doi:10.1177/0272431614556348

<sup>10</sup> Dweck, C.S. (1986). Motivational processes affecting learning. *American Psychologist*, 41, 1040-1048.

<sup>11</sup> Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.



## Competence - Feeling Incompetent 1

**Daniel (give up):**

Ms. Sully:	Daniel, can I speak to you?
Daniel:	Yes, Ms. Sully. What can I do for you?
Ms. Sully:	I want to talk about your science grade.
Daniel	I know it's not good.
Ms. Sully:	Let's try to make it better.
Daniel	I would try to make it better, but I'm not good at science. Why try to make it better if I'm not good at it.
Ms. Sully:	You want to try to make it better because you never know when you'll need science in the future. Maybe one day you will become a chemist or a biologist.
Daniel	Hmm. Maybe. I would rather play rugby professionally for my job. It's a lot more fun than science.
Ms. Sully:	I think playing rugby is a grand idea. However, you may want to think about something other than rugby. Learning subjects, even the ones you don't like, is important for your future.
Daniel	Honestly, Ms. Sully, I'm just not good at science, and I don't think I ever will be. Eoin is really good at science. I'll never be as good as Eoin, and I don't know if anyone can tell me differently. I think to myself, what's the point in trying if I'm going to be the worst person in the class at science.
Ms. Sully:	We are going to have to change the way you think.

## Competence - Feeling Incompetent 2

**Claire (give effort):**

Ms. Sully:	Hi, Claire. How are you today?
Claire:	I'm well thank you for asking, Ms. Sully.
Ms. Sully:	We should talk about your maths grade. I noticed you are having some trouble. Your last two assignments needed a lot of work, and you almost failed your last exam. We should figure out a way to make it better.
Claire:	Yeah, you're right. My grades have not been that good. I'm just not good at maths. I like English and Irish, but maths is too hard.
Ms. Sully:	I know it's hard, but that's OK. Just because you don't understand something right now doesn't mean you won't understand it in the future. I need you to keep trying.
Claire:	But I'm not as good as some of the other students, and I don't even want to do maths when I get older. They are so much better than me at maths. I like to read books, not do maths problems.
Ms. Sully:	I understand that, Claire, but I need you to understand the importance of trying hard in maths. It's important to do things you don't want to. Learning is important. You may even see a connection between maths and English someday. I promise, they are there. Also, don't compare yourself to the other students. We all learn at different times. Just because you don't understand something now doesn't mean you are stupid.
Claire:	OK, Ms. Sully. I understand. I'm not going to give up. I'll keep trying. I understand what you are saying. Even though I'm not good at maths now, I could be in the future. I need to at least try and not give up.
Ms. Sully:	Exactly, Claire. Feel free to come to me for help at any time.

### Competence - Feeling Incompetent 3

Identify	Reason
I identify with Daniel because...	
I identify with Claire because...	

Sometimes we can feel like Daniel and give up, and sometimes we feel like Claire and want to keep trying. With a little bit of positive self-talk, we can change how we feel.

## Competence - Fight Against the Feeling



### What's the assignment?

I find this assignment may be difficult because...


### Why don't I think I will do well?

I feel I might not do well because....

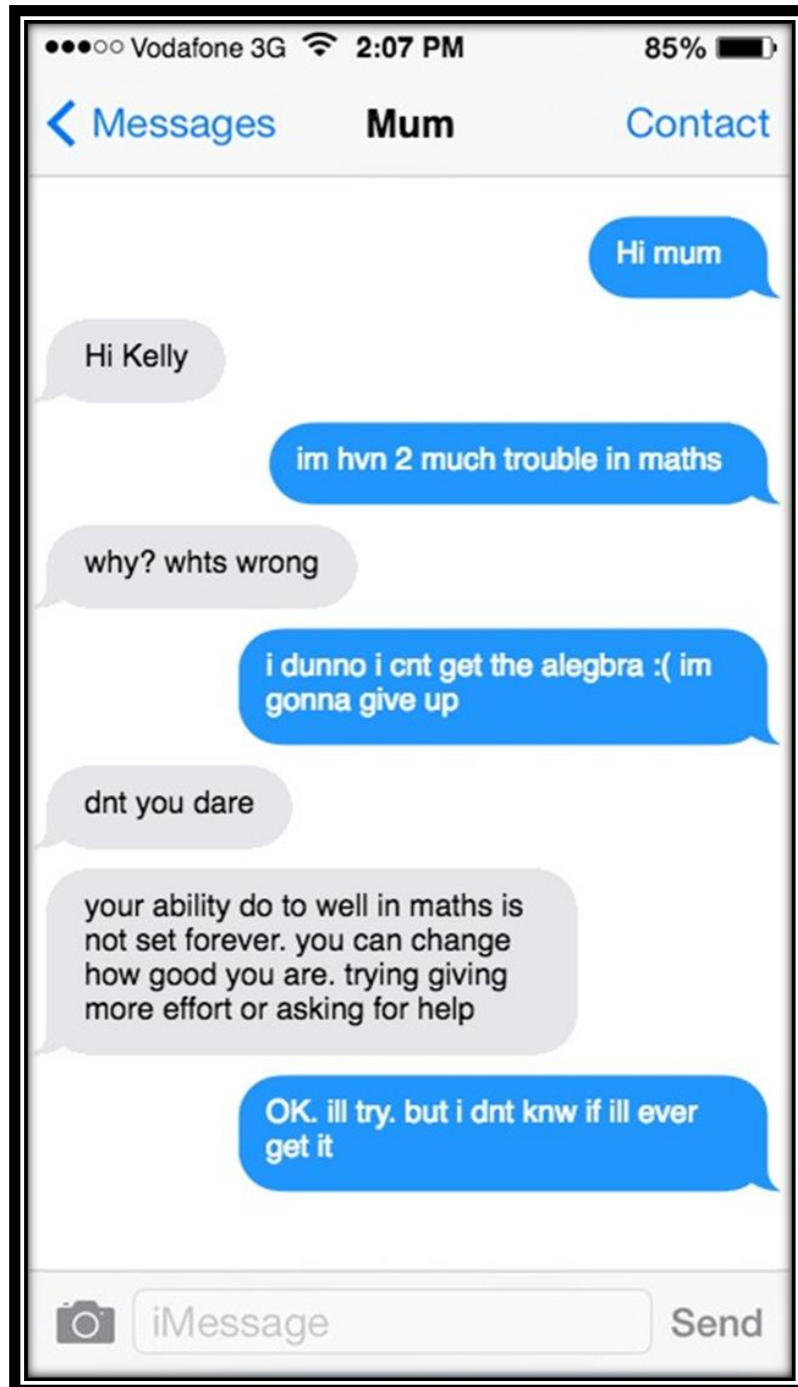

### Here are three ways I will fight against the feeling that I won't do well

1.

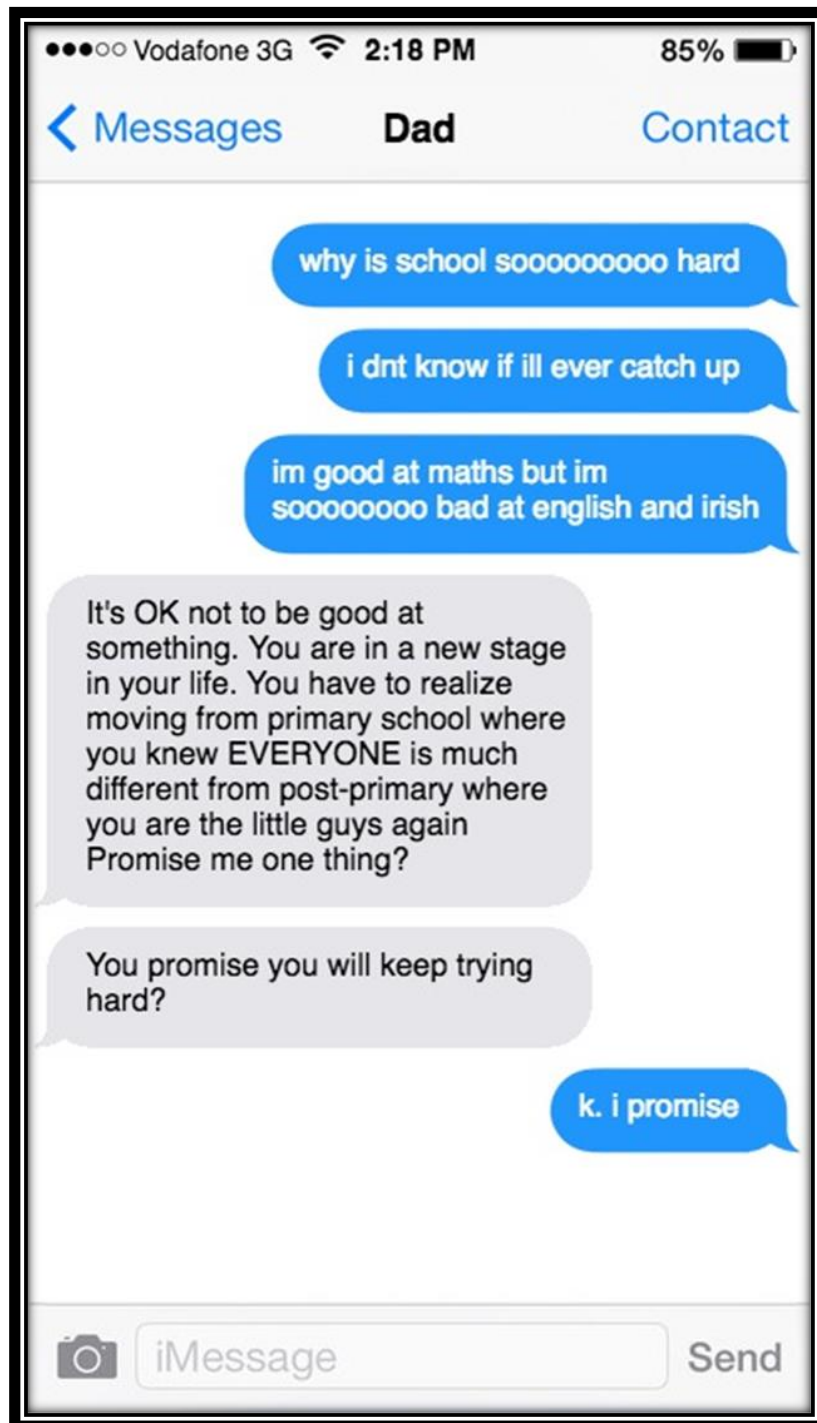

2.


3.


## Competence - Flash Fiction 1



## Competence - Flash Fiction 2





## Competence - Flash Fiction 3

Rewrite the following sentences so they use correct grammar.

Look specifically at spelling and punctuation:

1. im hvn 2 much trouble in maths	
2. why? whts wrong	
3. i dunno I can get the algebra	
:( im gonna give up	
4. OK. ill try. but i dnt knw if ill ever get it	
5. why is school soooooooooo hard	
6. ok. i promise	



## 4. EDUCATIONAL AND CAREER GOALS

### Educational and career goals – what are they?

A goal is where you set a desired future outcome. Your goals may be short-term. For example, you might set daily short-term goals to help you concentrate on your schoolwork. You might also set longer-term goals. For example, you might have a longer-term goal of passing your Leaving Certificate. Long- and short-term goals can form a goal hierarchy<sup>12</sup>, with short-term goals acting as the platform on which long-term goals can be obtained. People learn better at school when they set realistic yet challenging educational goals for themselves, and then carefully figure out how to obtain those goals.<sup>13</sup> However, sometimes other types of goals can compete with your educational and career goals, such as not doing your homework in favour of playing football. It is up to you to learn how to prioritise your different goals so that you can do the best you can do at school.

### Why is it important to learn about educational and career goals?

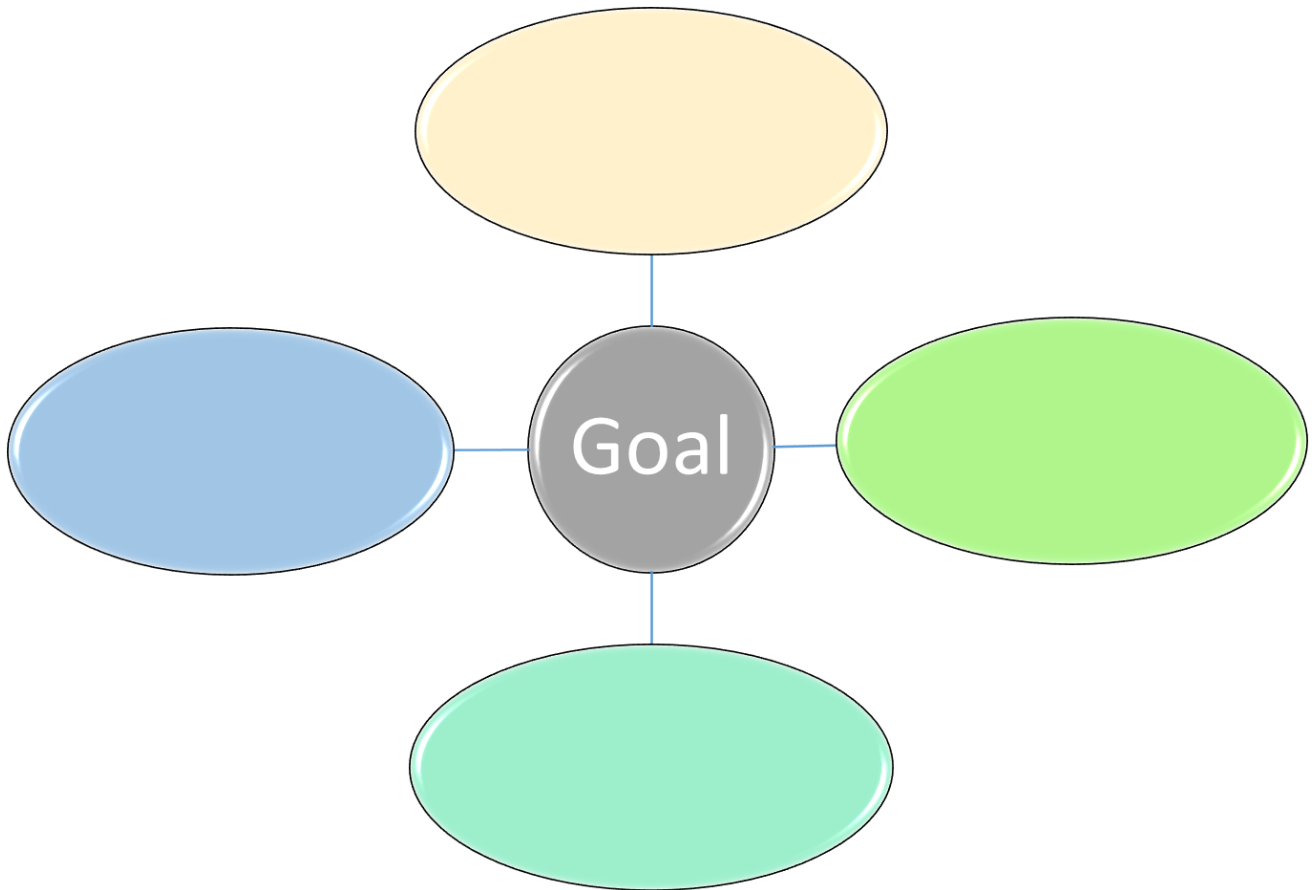
Sometimes we work towards goals without really knowing what we are doing or why. It is better to think clearly about your goals so that you can figure out how to achieve them. Through PROSPER you will work on setting educational and career goals, which should help you follow those goals through to achievement in the future.

<sup>12</sup> Duckworth, A., & Gross, J. J. (2014). Self-control and grit: Related but separable determinants of success. *Current Directions in Psychological Science*, 23(5), 319-325.

<sup>13</sup> Zimmerman, B., Bandura, A., & Martinez-Pons, M. (1992). Self-Motivation for Academic Attainment: The Role of Self-Efficacy Beliefs and Personal Goal Setting. *American Educational Research Journal*, 29(3), 663-676.

## Goals - Word Association

Please write 4 words or phrases that are associated with the word 'goal'. You can write those words in the circles or outside of the circles.



## Goals - Sean Harrington's Goal Hierarchy

Please order the goals from 1 – 7, with 1 being the goal that happens first, and 7 being the goal that happens last.

Observe the finished product

Finish the sketch and present it to the client

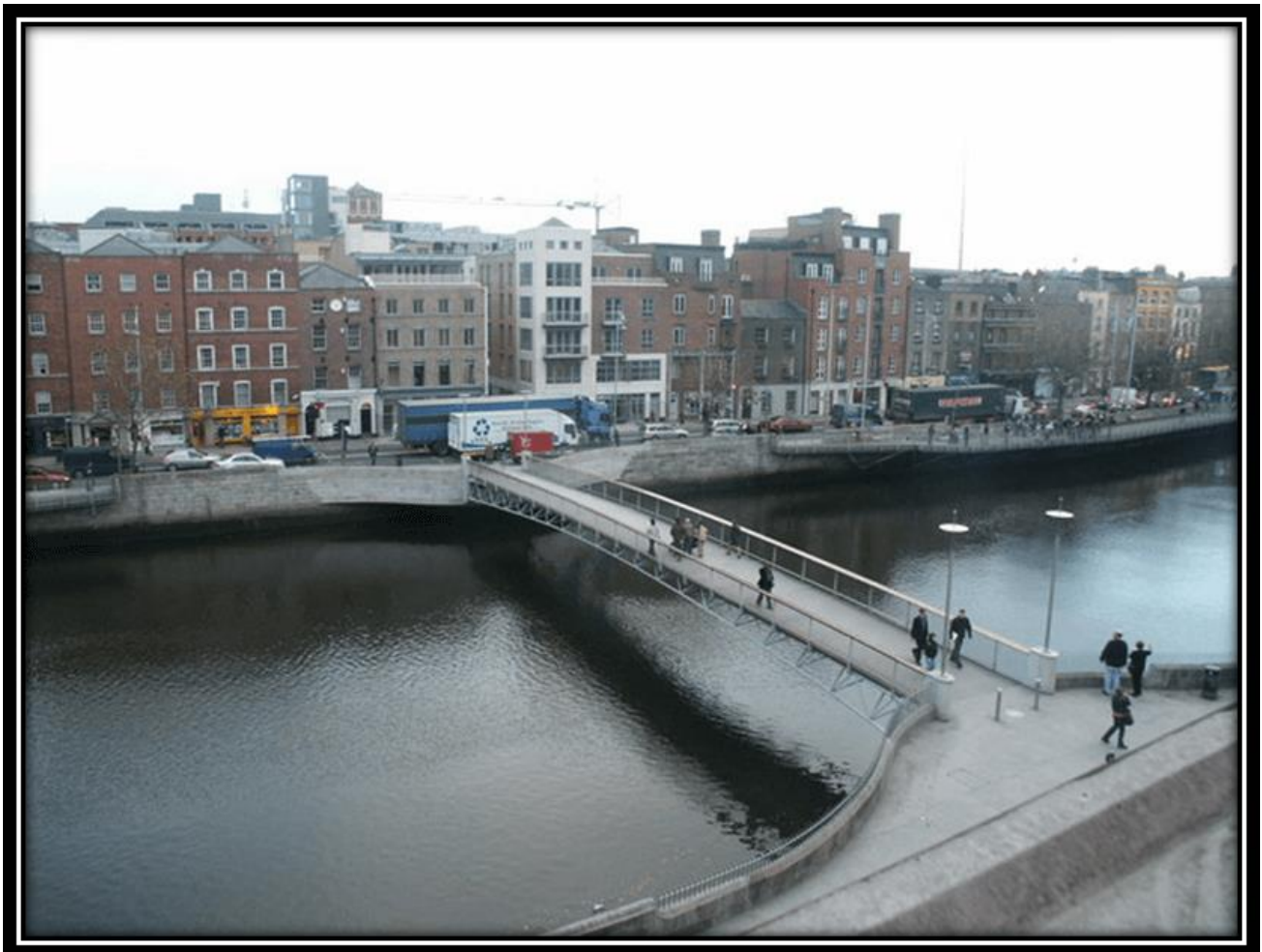
Create a draft sketch of what I want to do

Speak with the client and find out what they want

Give the plans to the builder and watch the builder build what I have drawn

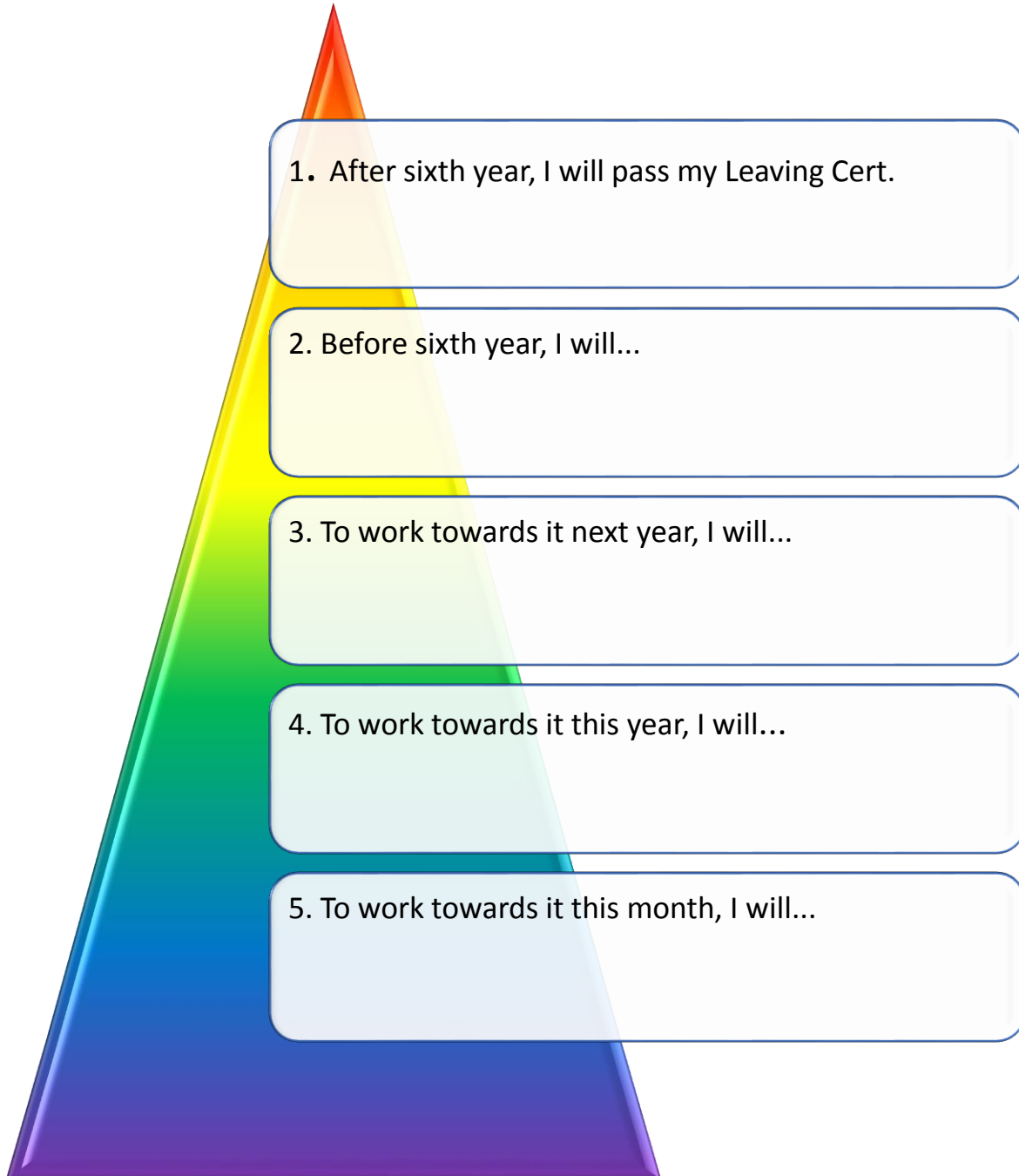
Turn what the client wants into clear instructions to myself

Get permission from the city to build what I have sketched



## Goals - Planning our Goal Hierarchy

In this activity, you will create a part of your goal hierarchy that will guide you to your Leaving Cert. You will notice how accomplishments you obtain in your first year and second year will influence your accomplishment for the following years.



## Goals - Using Goal Synonyms in a Sentence

Please choose 5 words from the word bank below to create 5 sentences about your goals for education. An example sentence is: My **aim** for school is to try my hardest in all of my classes. Another example is: I **hope** to be in college after completing my Leaving Certificate.

<b>Ambition</b>	Wanting to succeed
<b>Intention</b>	Purpose of your actions
<b>Mission</b>	Working towards a goal where you have strong feeling about that thing
<b>Objective</b>	The results of one's effort
<b>Target</b>	A goal to be reached
<b>Aim</b>	A goal to strive towards
<b>Dream</b>	Something you desire to have or become in the future
<b>Aspiration</b>	A lasting goal to become something or do something in the future
<b>Desire</b>	To wish a certain goal will happen
<b>Hope</b>	The feeling that the goal you are striving for can be accomplished

1.
2.
3.
4.
5.





## 5. RELATIONSHIPS FOR LEARNING

### **Relationships for learning – what are they?**

Relationships are the interactions that you have with another person, group of people, or institution, for example a friend, classmates, and school. Relationships can help you be more motivated and help you learn at school. For example, when your family, friends and teachers are helping you develop your educational and career goals, you are building your skills for learning. We also learn in groups, and there, you can learn better when everyone in the group is helpful and committed to doing the task well. Support from your teachers is also important for your learning, and from other people in the school such as your home-school liaison officer and school completion officer and guidance counsellor, if your school has these people working there.

### **Why is it important to learn about relationships for learning?**

You might not be aware that you have a relationship with every person you encounter in school, and with groups of people such as your classmates and year group. Within this wide network, there are many opportunities for you to receive and give support for learning. In PROSPER, you will learn about the importance of positive relationships, how best to form them, how to maintain them, and how to deal with negative relationships by drawing on support from other people at school. If we can manage to have better relationships at school, our school experience will be more positive now and in the longer-term.

## Relationships - Who's on the Team Spidergram?



Our Class

## Relationships - Being a Good Team Player Synonyms

Perseverant	Flexible	Pessimistic	Disruptive	



## Relationships - Teamwork in Classrooms Roleplay

Write down what each person will do in the roleplay

**CHALLENGE:** Try to use the team player synonyms

<b>Learner</b>	
<b>Unhelpful friend</b>	
<b>Supportive friend</b>	
<b>Third friend (optional)</b>	

## Relationships - Friends Who Help Me Learn

Complete the following paragraph, writing between 4 and 8 full sentences. Your mission is to use at least 4 of the *Being a Good Team Player* synonyms from the previous worksheet.

Think about both the **qualities** of your friends (what they are like) and the **things they do** to help you learn (how they behave).

I have a friend in class who helps me learn...





## 6. ATTENTION

### Attention to learning – what is it?

Attention is where you concentrate on one or more things, while ignoring other things happening around you. Being attentive to schoolwork has many implications for your academic success. For example, if you can be more attentive, you may be able to understand and remember your schoolwork better than if you don't pay attention to it. Not paying attention can happen if you are easily distracted, and this can have a negative impact on your learning. You can practice maintaining your attention by applying your educational goals to keep yourself motivated in what you are doing, and by working well with others to help you concentrate. You can also improve your attention by managing your emotions in class. We can think of attention as something that we do individually, and as something we do as a group, when we work together.<sup>14</sup>

### Why is it important to learn about attention?

It is important to recognise that attention is a skill you can learn. You can learn to pay attention in class even if there are things distracting you, or if your schoolwork bores you. Paying attention is often hard, but it is very rewarding when you can master this skill. Learning about attention can help you both at school and outside of school, for example to develop yourself in your hobbies, sports and interests. Furthermore, if you can pay attention more in class, this will help other people around you learn.

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<sup>14</sup> Dikker, S., Wan, L., Davidesco, I., Kaggen, L., Oostrik, M., McClintock, J., ... & Poeppel, D. (2017). Brain-to-brain synchrony tracks real-world dynamic group interactions in the classroom. *Current Biology*, 27(9), 1375-1380.

## Attention - Thinking About Thinking

### Attention Bingo

1	Loads	<input type="checkbox"/>
2	Silence	<input type="checkbox"/>
3	Quiet room	<input type="checkbox"/>
4	Ubiquitous	<input type="checkbox"/>
5	Opportunity	<input type="checkbox"/>
6	Technological	<input type="checkbox"/>
7	Netflix	<input type="checkbox"/>
8	Airplane	<input type="checkbox"/>
9	Brain	<input type="checkbox"/>
10	Cacophony	<input type="checkbox"/>
11	Distracted	<input type="checkbox"/>
12	Concentration	<input type="checkbox"/>
13	Super Nintendo 2	<input type="checkbox"/>
14	Sleep	<input type="checkbox"/>

### During the bingo game,

I was thinking....
I was wondering...
I was noticing...
I was feeling...



## Attention - Emmet Kirwan on Paying Attention

Ben Torsney: How about distractions? How do you handle things that distract you?

Emmet Kirwan: Yeah, that's really tough. And actually, that's really tough, and it wasn't like it was when I was younger because the distractions when I was younger were just comic books or books or something like that, or television. That was it, and maybe computer games. But, you know - Super Nintendo. You know, that was all there was. So, Super Nintendo was kind of it. Or, you know... But now, and I've found that as I get older, the ubiquitous nature of smart phones, internet, gaming systems, television, Netflix, you know - it's increasingly becoming harder. So, what's happening is - and I can only imagine what it's like for young people like that - this kind of cacophony of noise that's kicking off in their heads around them so... It's very hard so... That thing - I have to get a quiet room and kind of pull myself away and turn off my phone, put it on airplane mode for a while. But, as I said, even if you get an hour of absolute silence and, that kind of thing, that can be enough. Well, not enough - but you can get something done. And I think you get two, three hours in absolute kind of technological silence with no phones, no anything, you know - you're doing well. That's hard for people though. You might live in a house where you don't have that opportunity. Maybe there's loads of people in a house, maybe your friends are over, you've got your life - you know, that kind of way. Study's hard. Sleep is a big thing though. Just like getting enough sleep is - because if you don't sleep, your brain is not kicked in, you know what I mean. And it's, I suppose I'm just thinking all the time - what would be the most salient points for young people. Yeah, sleep is a huge thing. Coz if you're not sleeping then it's very easy to get distracted if you're tired. And you'll just tune out.



## Attention - Checking in on Yourself

### 1. Child learning to ride a bicycle



### 2. Student learning in class

