



# PROSPER

The Professional Student Programme for  
Educational Resilience

## **Student Workbook** Junior Cycle English



School of  
Education



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

## Acknowledgements

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# PROSPER

## The Professional Student Programme for Educational Resilience

### Student Workbook

### Junior Cycle English

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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:

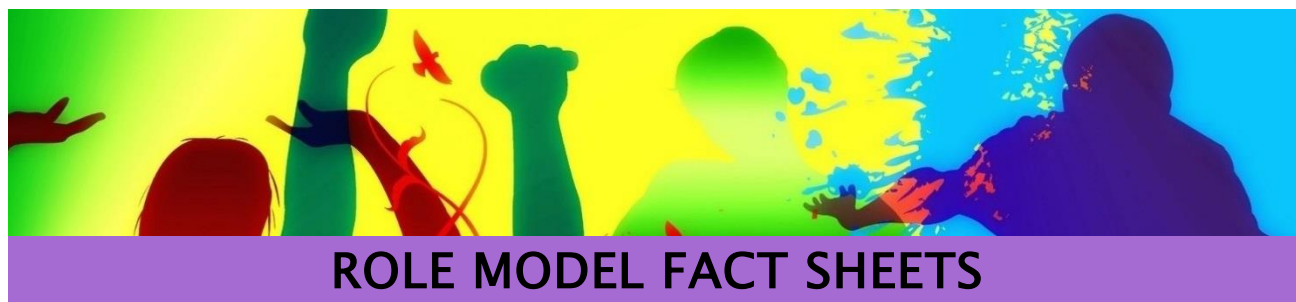
1. Learner identity	2. Attitude towards learning	3. Self-perceived competence
4. Educational and career goals	5. Relationships for learning	6. Attention

**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







## 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 people perceive themselves and the way others perceive them.<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 teach 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 1:1 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.

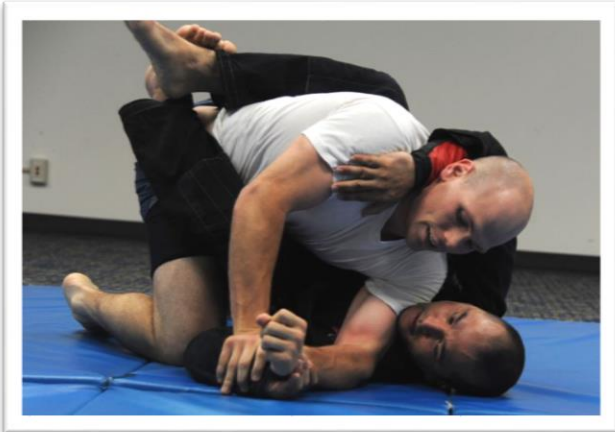


Imaged sourced from Nick Youngson: <http://nyphotographic.com/>



## Identity 1:1 Meet the Role Models

### Paddy Holohan



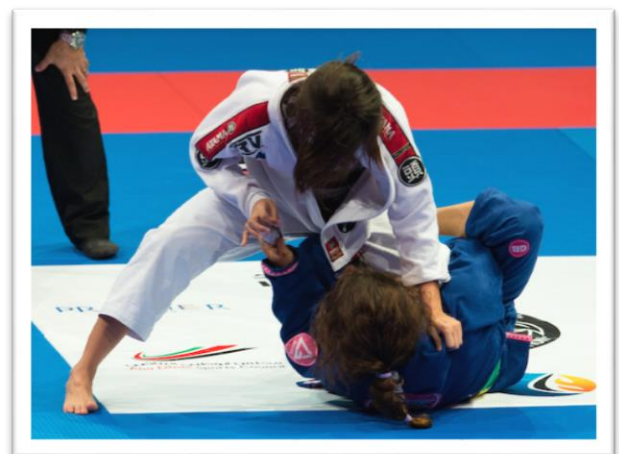
Brazilian Jiu Jitsu to me is one of the most medically good sports for you. It makes you fit, mentally it makes you good, mentally it makes you really strong, you lose your ego, there's no such thing as that anymore! The reason is that when you keep doing something the wrong way, you get choked or you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

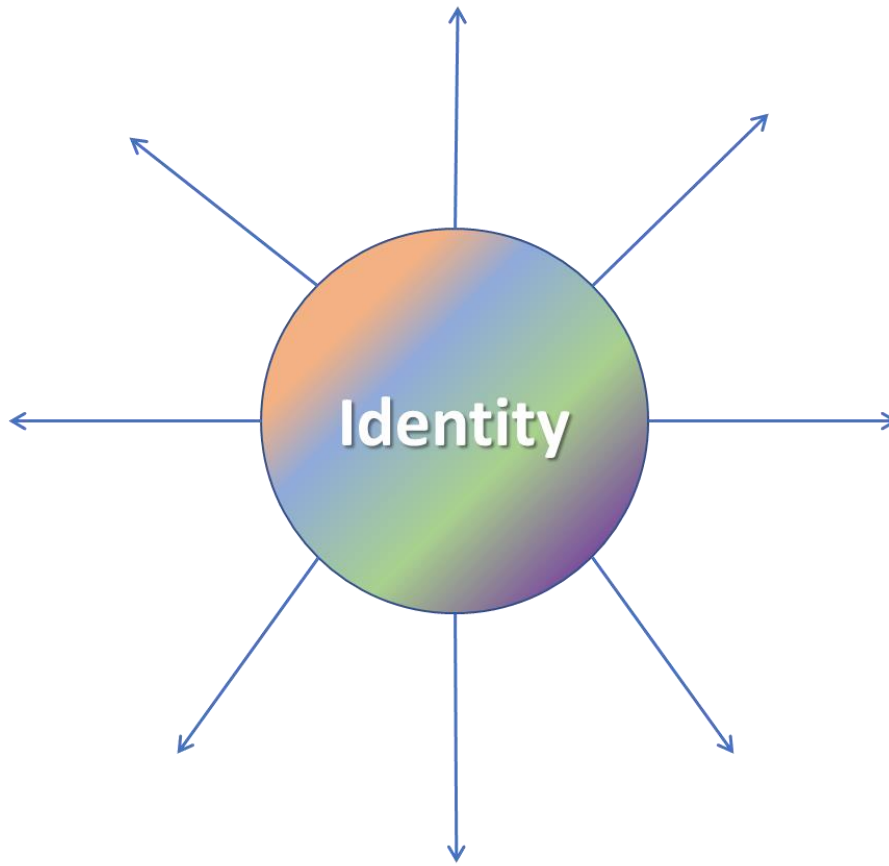
You get stuck, everybody gets stuck, but Brazilian Jiu Jitsu to me is one of the best tools in the world for letting you realise that you have to be able to criticise yourself. You have to be able to change things, because if not you just get choked and choked over and over again.



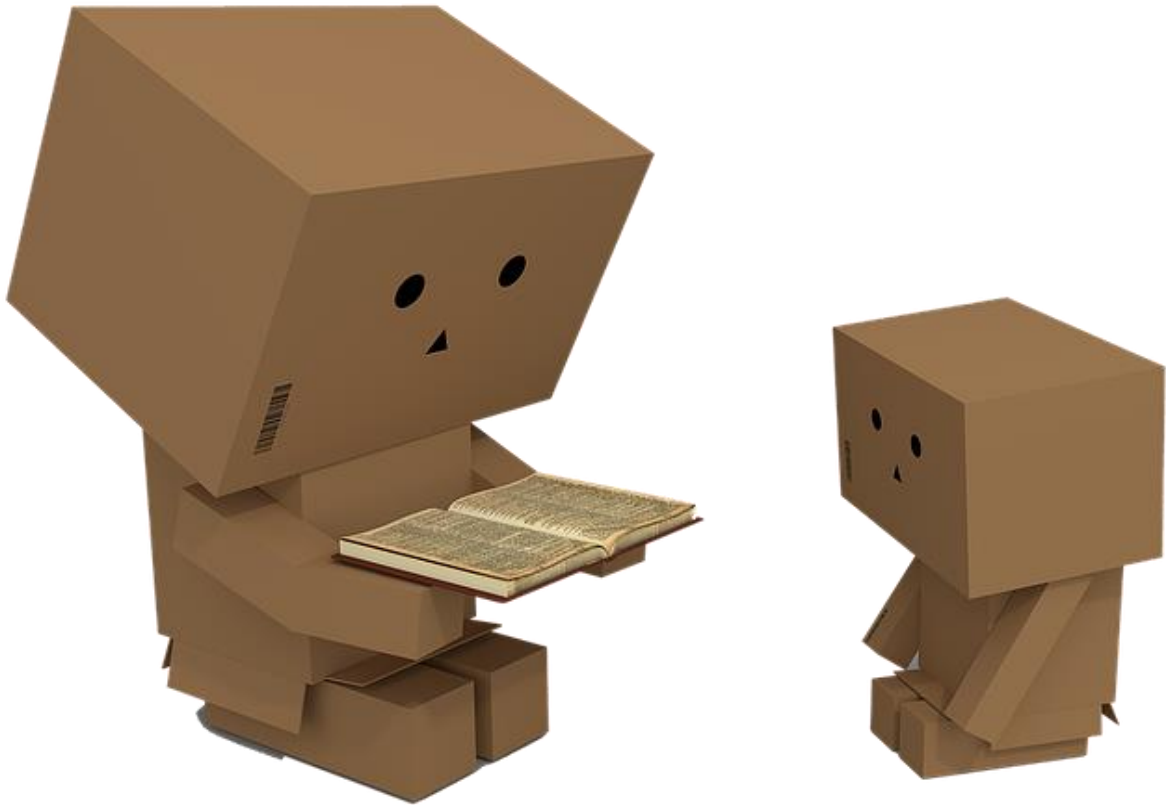
Photos labelled for reuse and sourced from Jonathan Gibbons Photography and <http://www.vance.af.mil/News/Photos/igphoto/2000828490/>



## Identity 1:2 Spidergram



## Identity 1:2 Prop Box



1

2

3

4

5

## Identity 1:2 Developing Your Identity Through Failure

**Read the following and underline any word you don't understand:**

Richie Sadlier is one of our role models on the PROPER programme. He is a former professional footballer who played for Milwall FC and Ireland. His football career ended early and in disappointment when at the age of 24 he had to quit due to injury. He is now a successful football pundit on RTE and a qualified psychotherapist. He also teaches mental well-being to secondary school students. Here he discusses how he felt after that and what his options were after football.

"It was a real struggle, (you're right to touch on the whole area of identity, I didn't even know that was a thing before I went through what the experience that I did), but when I look back over my life, since the age of about 6 or 7 or 8, the world interacted with me in terms of my football ability. If I went to family events, uncles and aunts would ask 'how is training going', if there was any interaction with teachers outside of schoolwork, it would be 'how did your game go at the weekend?'. All my clothes were football jerseys or tracksuits. I spent all my time playing football and when I was in my teens, it was the thing I spoke about and I began to talk about it being an ambition.

Then when I got the job of course, it's one of those jobs where nobody separates you from the job once you have it. You are never off work, you are never out of hours and I was totally consumed by the idea of 'well that's who I am, that's what I am, its why I emigrated, it's how I pay the bills, it's what I do, it's what people speak to me about' and it's how I saw myself.

So, when I then got to the point where I realised that my career was finished and I didn't have a body any more that could sustain being in full time training or any kind of training, I really struggled. I was like 'football's all I am and now I can't do that, there's nothing left'. And it wasn't just employment wise what could I do, it was deeper than that. It was just a deep sense of 'well this is who I am and now this has been totally taken away from me, so as a person there isn't that much left'. It was that kind of a thing. I really struggled with that for years and years and years so I got a lot of help in therapy to help me deal with that."



### How can Richie Bounce Back?

What advice would you give to Richie Sadlier to help him come to terms with having to retire from football at age 24?

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Identity 1:2 Personal Fact Sheet

Name:	
Age:	
School:	
Class:	
Hair colour:	
Eye colour:	



People who live in my house:

Some things I like to do:

My favourite subjects are:

My least favourite subjects are:

After leaving school I would like to be:



## Identity 1:3 At School I Am Statements



1. At school I am

2. At school I am

3. At school I am

4. At school I am

5. At school I am

6. At school I am

7. At school I am

8. At school I am

9. At school I am

## Identity 1:3 Classroom Identities

### Sam on the outside

Sam is a joker in class. He likes to entertain his friends. Sometimes he works hard, but most of the time he clowns around. Although his antics often annoy the teacher, Sam never gets into any serious trouble.



**Joker**

### Sam on the inside

Sam is very capable and could do well in school if he tried. However, Sam is worried that if he works too hard, his friends won't like him very much. He thinks that clowning around is a good way to becoming popular. So Sam's schoolwork is suffering even though he knows his teacher and parents would prefer it if he concentrated more in class.

### Natasha on the outside

Natasha has a firm group of friends in class. Like them, she works hard and never gets into trouble. Natasha does very well in her school tests.



**Good Student**

### Natasha on the inside

Natasha enjoys feeling good about herself when she does well at school work. She also enjoys producing tidy, completed work. She feels supported by her friends who help her stay on task.

### Malachy on the outside

Malachy hardly ever tries hard at school. His schoolwork is incomplete and he often messes it up on purpose. Malachy is constantly trying to disrupt the class. Sometimes the teacher is so busy paying attention to Malachy's disruptive behaviour that the lesson cannot go as planned.



**Messer**

### Malachy on the inside

Malachy is afraid of failing at school so he never puts in any effort. He doesn't want anyone else in class to do well either, so he tries to disrupt everyone all the time so that they cannot work. Malachy feels good about himself when he gets attention from the teacher, even if this is when he is being told off.

### Helping Sam and Malachy Overcome Their Fears



What advice can you give to either Sam or Malachy about overcoming their fears and becoming a better student?

1	
2	
3	

## Role Model Educational Identities

Listen closely to the extracts from the interviews with the PROSPER role models and fill in the missing words:

1. Richie Sadler grew up in a family where education was \_\_\_\_\_ or seen as a priority.
2. Richie didn't know what job he would end up getting but he knew that he would have a better chance of getting it by \_\_\_\_\_ in school because it would get him to college.
3. Richie's mind would wander to mind would wander to 'Jesus maybe one day I'll be scoring a \_\_\_\_\_ in such and such a stadium'
4. Paddy Holohan actually \_\_\_\_\_ school.
5. Paddy was very good at \_\_\_\_\_.
6. Paddy liked to make his English stories \_\_\_\_\_ and \_\_\_\_\_.
7. David Norris was sent to \_\_\_\_\_ secondary schools.
8. David was determined \_\_\_\_\_ his dysfunctional secondary school.
9. David's new teachers were \_\_\_\_\_ by their love of the subject and David absolutely \_\_\_\_\_ his new secondary school.



## **Educational Identities Interview Extracts**

### **Richie Sadlier**

So I grew up in a family where education was respected or seen as a priority. I know a lot of guys grow up in houses where that's just not the case. I would have had older cousins who go to college, I would have been in social circles where people go to college, I was in that world where 3<sup>rd</sup> level was something you aspire to doing and in order to get there you need to do as well as you can at 2<sup>nd</sup> level. I was reasonably comfortable academically. But in saying all that, while I knew that, I didn't know what job I would end up getting but I knew that I would have a better chance of getting it by doing well in school because it would get me to college.

So it was all kind of, a lot of gaps in the story, I figured doing as well as I could in school would be a good thing but alongside that, I made the decision early on the job that I want, geography exams and history exams and economic exams are of absolutely no use to me, so there were days where I would get demotivated where I would have an exam coming up or if we would be in a class and my mind would wander to 'Jesus maybe one day I'll be scoring a goal in such and such a stadium' or 'I had training last night and I'm a bit sore' or 'I've a match next week and I can't wait for it, what's the point in any of this because I won't need any of it'.

Of course those thoughts come in but again just stick with it, show up every day, get your arse in the seat and just be there because nothing can happen if you don't show up. It was that, it was just a case of going in all the time doing as well as I could. There was always times where I could have done better than I did but I did as well as I could. One of the things that made my secondary school experience all the more positive, I was in a class where, if I had a group of 10 or 12 friends, maybe 7 of them were in my class. It was amazing, just looking around left and right and all of my best friends are there in that classroom learning the same topics. So it was a fun place to be, quite apart from the academic stuff which can be a challenge at times.

### **Paddy Holohan**

I actually loved school. I really enjoyed school. To be honest, I probably wasn't the most dedicated in school, I was more dedicated to stuff that was physical. There's a great saying or a post I've seen that says 'Don't judge a fish on its ability to climb a tree'. I think this is great, if he lived his whole life thinking he's stupid but then if you put a monkey there, he's a professor. But then if you put a monkey in the sea, he's stupid. You have to figure where the section is that you lie in life. To me it was always the physical side, it was always P.E. and building construction and engineering. Then I was into stuff I was interested in, intellectual wise I was able to be clever as well. History, I loved history, geography, I was very good at English. Then things like maths and stuff like I was really poor at, anything that dealt with dates or stuff that I didn't figure out by just looking at it. If I could read a story, I would be able to elaborate that story and make it bigger and better and visualise it and be creative with it.

### **David Norris**

Well, I was in two secondary schools. After my father died, the trustees wanted to send my brother and myself to his public school in England. And we refused. So we were sent to an appalling boarding school. And it was really dysfunctional. Lot of bullying. A lot of violence from the masters. And I went from coming first in every subject to being apathetic. But I was determined to escape, and I did. And I went to high school Harcourt street, which is a day school. And the difference there was astonishing because the teachers were motivated by the love of the subject, and a desire to communicate that love to the students. And they gave extra time out of their own free time and everything else. It was absolutely wonderful. I loved it. Absolutely loved it.

## Identity 1:4 My Social Groups



“A social group is a collection of people who interact with each other and share similar characteristics and a sense of unity.”

My definition  
of a social group:



Can you think of some examples of different types of social groups that you or people you know might belong to?

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	



## Identity 1:4 Primary and Secondary Social Groups

Can you name three primary and three secondary social groups that you identify with?



Primary

Primary

Primary

Secondary

Secondary

Secondary

## Identity 1:4 Jokers, Good Students and Messers Snakes and Ladders

55	56 Malachy and Sam mess around and are late to class	57	58 Natasha think Malachy cannot do well at school	59	60 <b>Home</b>
49	50	51	52	53	54
43 Sam is so busy joking around he forgets his equipment	44	45	46	47 Sam helps another Joker to stay calm in class	48
37	38	39 The Good Students and the jokers play soccer together	40		42
31	32 Natasha and Malachy work together in class	33	34	35	36 41 Natasha helps Sam with his homework
25 Natasha plays a prank with Sam in class	26	27	28 Sam makes friends with Natasha	29	30
19	20	21 Natasha pretends she is bad at doing schoolwork	22	23	24 The Messers graffiti the neighbourhood after school
13	14 The Messers bully the Jokers on the field	15	16	17 Malachy helps Natasha in the lunch queue	18
7	8	9	10 Malachy finishes his Science homework	11	12
1 <b>Start here</b>	2	3 Sam asks a Good Student for help in class	4	5	6

**Identity 1:5 Spelling Quiz**

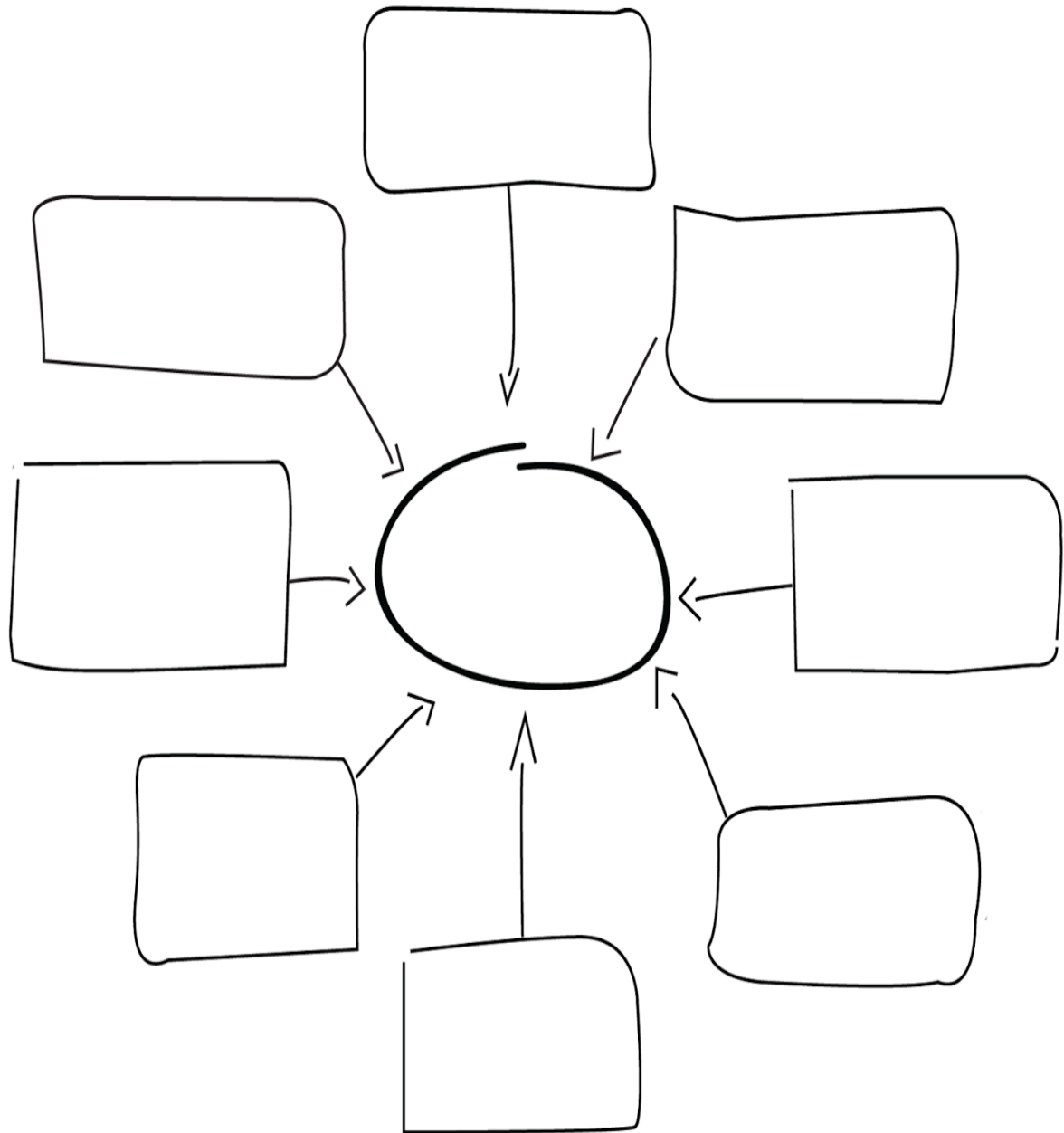
1	
2	
3	
4	
5	
6	
7	
8	

I scored \_\_\_\_\_ out of 8. My percentage is \_\_\_\_\_%

To work out your percentage: Divide your score by 8 and then multiply by 100.  
Use your calculator if you wish.

## Identity 1:5 Brainstorming Diversity

Brainstorm what you think of when you hear the word *diversity*



## Identity 1:5 Diverse Role Models

Read the following two statements and watch the YouTube clip from some of our role models. Then answer the tasks that follow.

## Emmet Kirwan

"Youth theatre was really great because I was from a working class area and I went to Dublin Youth Theatre and for the first time I met kids from different backgrounds. So I met kids from middle class backgrounds, I met kids from more deprived backgrounds, I met traveller kids, I met kids from, you know, different race, different sexuality, you know what I mean. so it was great like so your kind of in this big house with a load of other young people and Dublin youth theatre was really great because they took people from all over and they got you together and make plays so I kind of went well look when I leave school I want to pursue this"

**David Norris**

“Well, this is a rather long process, because as a gay man, I didn't see myself as completely real. I mean real people, a boy and a girl went to the pictures, and sat in the back row, and they went to the cricket club dances. They got married, and that was real. And this is what legislation dealt with. So I felt alienated from politics.”

<https://www.youtube.com/watch?v=tTXV1nFipKU> (2:38)

1. After reading and listening to David Norris's outline why you think he once didn't see himself 'as completely real'?

2. Why do you think David Norris comes across as angry in the speech you watched?


3. Without using the word 'angry' fill in the following sentence

David Norris sounds \_\_\_\_\_ in his speech to Parliament.

4. You have been asked to welcome a group of refugees who are moving to a house in your neighbourhood. Write out the short welcome speech you would give to them.


5. List the diverse groups that Emmet Kirwan met in youth theatre.


6. Do you notice anything missing from the last two sentences of Emmet Kirwan's extract? Rewrite the sentence using the correct punctuation.


Now compare your work with your neighbour  
and see how similar or diverse your answers are.

## Identity 1:5 How Can Diversity Make Me a Better Learner?

### Bullet points – diversity helps me learn because / how?



### Paragraph – how can diversity make me a better learner?





## 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 2:1 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 2:1 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 2:1 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 2:1 *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.



## Attitudes 2:2 School Values Card Sort

**Instructions:** You are going to take the cards we are handing out, and you and your partner are going to take turns putting them into three piles: (1) one pile will be for things you think are most important about school, (2) one pile for things you think are kind of important about school, and (3) one pile for things you don't think are very important about school.

Or you can just write (1) most important, (2) kind of important or (3) not very important on the cards.

Having the freedom to develop my own ideas	Feeling safe at school
Behaving how I want	Maintaining the tradition of the school
Having new, exciting school work	Following school rules
Learning for the future	Not upsetting people
Being able to control the things that happen to me at school	Being a reliable and trustworthy friend
Being liked and respected by my teachers and school staff	Caring for other around you
Having a lot of friends	Accepting others who are different from me
Having more school work	Being liked and respected by my friends



## Attitudes 2:2 Picture Prompts 1

**Instructions:** Please describe each picture with 3 sentences. Your sentences should be on the topic of how you feel about school. For example, for the first picture you could write: I have felt confused since my transition from primary to post-primary school. For the second picture, you could write: I enjoy school because I have met new friends that I play video games with after school.



Picture 1

1.

2.

3.

## Attitudes 2:2 Picture Prompts 2



Picture 2

1.


2.


3.


## Attitudes 2:2 Importance of School

Please complete the following sentences, thinking about the things that school impacts in your life and in the lives of other people you know, today and tomorrow and in the future.

Reason 1	School is important because...
Reason 2	School is important because...
Reason 3	School is important because...
Reason 4	School is important because...
Reason 5	School is important because...

## Attitudes 2:3 Choosing Your Reactions

**Instructions:** You did not do well on your first English test this year. First, please rank your 5 most likely reactions from 1<sup>st</sup> place to 5<sup>th</sup> place. Second, circle all the negative reactions in your top five. Negative reactions are those that are not going to help you do well at school. Giving each reaction 20% out of 100%, what percentage of your top 5 reactions were positive and what percentage were negative?

Responses	Place (e.g., 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , etc.)
I'm going to blame the teacher for not being good.	
I'm going to blame myself for not being smart enough.	
I'm going to blame my friends for distracting me.	
I'm going to ask for help from the teacher.	
I decided school isn't for me, and I'm thinking about quitting.	
I'm going to be the class clown.	
I'm going set goals for myself that can me keep track of what I'm learning.	
I'm going to study a little bit more on the weekends, and I'm going to try harder on the next test.	
I am only going try hard at the subject where I did well.	
I don't care. I'm not going to change anything.	

## Attitudes 2:3 Choosing Your Own Attitude Roleplay

**Instructions:** Please read the roleplay then afterwards discuss the following questions:

- Do Stacy and Kelly have different attitudes?
- Why do they feel differently?
- Can Kelly change her attitudes?
- Can you change your attitudes toward school?

Stacy:	Hey, Kelly. What's wrong?
Kelly:	*sniffles and wipes her eyes* I just failed my maths test. I have never done that before. I usually get good grades on my maths test. I think the lowest grade I have ever gotten on a maths test is an 89! I'm so stupid!
Stacy:	You know, it's OK. It's really not the end of the world, and you are NOT STUPID! I have failed a maths test before. It made me feel terrible, but I learned a lot from it. Do you want to know what I did?
Kelly:	*sniffles again* Yes, please tell me.
Stacy:	So, instead of getting down on myself and thinking that I couldn't do maths, I did a lot of thinking. I asked myself, I mean, actually talked to myself, what I thought went wrong. I said, "Stacy, what's the what's going on? Why did you do so poorly? Did you not study enough? Did you not get help with things that might be on the test that you didn't know?" What I found by asking myself these questions is that I didn't study hard enough. I should have asked the teacher or you for help. You always help me, Kel. We could have studied together.
Kelly:	I think you're right, Stacy. I thought about blaming the teacher. I thought, "Stupid Mr. McCool is always out to get students." But he isn't. He just makes his tests hard so we can learn better.
Stacy:	Exactly. You can choose how you want to act in school, even though they don't teach us this in school. They really should. SMH!
Kelly:	What do you mean by that? What do you mean, you can choose how to act in school?
Stacy:	What I mean is that we can choose to be mad or sad when something bad happens in school. But we can also choose to work harder or approach that bad thing with a positive attitude. We can, with help from our friends, teachers, and family, of course, change how we feel from our first feeling after something bad happens.
Kelly:	Oh, I think I get it. It's OK to feel bad after doing poorly on this test, but I can choose whether that will keep making me sad, or I can turn my bad test grade into something good. I mean, a bad test grade is never good, but I can learn from that mistake. It doesn't necessarily mean I'm stupid. It could mean I studied the wrong thing or didn't try hard enough or just messed up. I'll have to think about it like you told me.
Stacy:	Yes! Exactly.
Kelly:	OK. That makes me feel a lot better. Thanks a bunch.
Stacy:	Of course.
Kelly:	See you tomorrow.

## Attitudes 2:3 Paddy Holohan Letter 1

### Paddy Holohan

The place I grew up in I think had a little bit of a say in how people kind of look at me now, I think where I come from would be considered as a disadvantaged area. I wouldn't think so, I think it's a great area, I still live there. I was raised by my mother and my sister in this area. When I was very young I would have experienced a lot of kind of, I wouldn't say bullying but a lot of you had to toughen up very quick. You had to grow up very quick so I think I overcame a lot of obstacles. I think people look at me as a very positive person now. I get annoyed like the rest of people but I have this little thing in me that every time I come down on my luck it ignites an engine again and this motivation comes into me and it spurs me on, so I always lean on that. So, when times are going good I cruise a little bit but when times are going bad this engine starts again and I always have that feeling that no matter what I have, no matter what I lose I'll always come back from it.

I didn't know I loved fighting until I realised that was what was going on. I thought I was a bit rowdy, that's what we call it over here, rowdy would be igniting fights, but I never really ignited fights, I never started fights, it was never about hurting people but I was never the one to run away first. I know that in my family; there is a thing called the Leaving Cert over here which is kind of like your final exams in school; so, I would have been the 1st Holohan to complete them.

To complete the Leaving Cert. So, in my little section of family, which would be small, I remember that being my first motivation and this was my small goal. So, I wanted to be the first one to get a car at 17 years of age and drive. I got a job and I saved and I got a car. I wanted to be the first one to complete the Leaving Cert and I didn't know why I wanted to do the Leaving Cert but that became my goal to get it. So, I ended up getting the Leaving Cert and then I wanted to be the first one to go into college, then I wanted to be the 1st one to open a successful business and Holohans, my family go back, my uncle says this to me all the time, have been known as being scrappers. All the way through to my grandad, my grandad's grandad, they would fight after a pub or they would always be scrappers, they would always fight. But he told me, you're the only that is going to use this for good and did something clever with it, while everyone else just got into trouble with it. I remember he kept me on the road to use these things also, to motivate myself to get them little goals accomplished and head in a direction. Going in a direction is key.

## Attitudes 2:3 Paddy Holohan Letter 2

- Second, write a letter to a student who feels bad about learning, to encourage them to feel better about learning.
- Help them feel better by telling them about Paddy. In the letter, please explain (1) who Paddy Holohan is, (2) what he was like when he was younger, (3) how Paddy feels about education (4) why this is a good example for the student.

Dear...

Paddy Holohan is....

When he was younger, Paddy Holohan...

Paddy tried hard in his education because...

This is a great example for you, because I know you feel badly about school...

Sincerely,



## Attitudes 2:3 Stories Without Endings

**Instructions:** Please finish these three stories about students.

**Billy** came to school angry from the night before. His mother and his stepfather were fighting most of the night. Billy couldn't get any sleep. As Billy was leaving the house, he forgot his umbrella, and the rain poured down on him. When Billy got to school, his teacher was waiting for him at the front door to ask him about three homeworks he has yet to turn in.

So, Billy has decided to tell his teacher...

--

--

[finish the story here]

--

--

**Caitlin** has been having a rough couple of weeks with one of her friends who is spreading rumours about her and a male classmate. Caitlin has felt the looks of her classmates as she walks down the hall. Caitlin also notices her classmates passing notes and laughing about her in class. Caitlin is beginning to feel really bad about herself.

So, Caitlin has decided to ...

--

--

[finish the story here]

--

--


**Richie** has really been enjoying geography class since he made started post-primary school. Richie has even been getting up early in the mornings to restudy the homework he has been given before school. But a couple of days ago, Richie's mother told Richie that education really isn't that important. She tells him, "Look, I didn't get my Leaving Cert, and I have a job." This has made Richie feel bad about studying so much.

So, Richie has decided to ...

[finish the story here]

## Attitudes 2:4 My Self Control Tool Kit

**Instructions:** For this activity, you will write in the boxes. These boxes will be a reference for you when you need to remember that you have the ability to control how you act.

<p>Why is self-control important?</p>	<p>How will it help me in the future?</p>
<p>Experiences with self-control</p>	
<p>Ways in which I control myself well?</p>	<p>Feelings I don't control well?</p>
	

## Attitudes 2:4 Who Handled it Better?

Please visit each station and rank each person on how well they are controlling themselves in maths class.

1 = not very well, 2 = okay, 3 = very well

Scenario	Rating (1-3)
1. <b>Dylan</b> really does not like maths. Before maths test, Dylan begins to sweat and his hands become clammy and cold. Dylan often forgets the material on tests once he begins. He gets so anxious that he just starts circling answers, even if they are wrong. Dylan's maths grades are suffering because of his anxiety.	
2. <b>Liam</b> feels the same way about maths as Dylan. Liam does not like maths much either. When Liam finishes his maths test, he quickly reads back over his maths test to check his work. Even though he reads back through his work, he is only look for mistakes that are clearly visible. He does not put much thought into his corrections.	
3. <b>Amani</b> is indifferent to maths, but she still tries hard. Similar to Dylan, Amani has had trouble in the past with anxiety when she takes test. However, her sister taught her a new strategy to help when taking maths test. Amani's sister told her to talk to herself and ask herself how she is doing while she is talking the test. If she is having trouble, Amani will answer the questions she asks herself. Amani seems to be feeling better after learning this strategy.	
4. <b>Aparna</b> is also indifferent to maths. She would much rather be studying Irish or English. Aparna's maths grades have been getting better over the last year because of a strategy she has learned. Like Amani, Aparna also uses self-talk, but she does so when answer test questions. She will ask herself, "Does this make sense?" or "What if I tried this another way?" After Aparna finished her test, she goes back through the test to review. She also uses self-talk during this process. She will talk to herself about how she did the problem, and will check to make sure she did it correctly.	
5. <b>Julia</b> really likes maths, but she is also a perfectionist. When Julia gets questions wrong on a maths test she tends to get very angry. She also tends to blame everyone others rather than herself. For instance, she will blame the teacher for making the test too hard or her parents for not leaving her alone while she studied or her friends for texting her throughout the day of test. Julia still gets good grades, but when she messes up on test it takes a while for her teachers and friends to calm her down. They call these <i>Julia meltdowns</i> .	

## Attitudes 2:4 Emotional Vocabulary

On the right is a list of 12 words<sup>8</sup>.

I would like you to pick 5 of those words, look up their definition in the dictionary, and write a sentence using those words, about how you feel in school. These can be serious or silly sentences, as you choose.

Please underline the vocabulary word you used, in each sentence.

Anxious  
Awe-inspiring  
Despondent  
Disconcerted  
Egocentric  
Elated  
Gratified  
Inspired  
Jovial  
Mortified  
Satisfied  
Spiteful

### My sentences

1.

2.

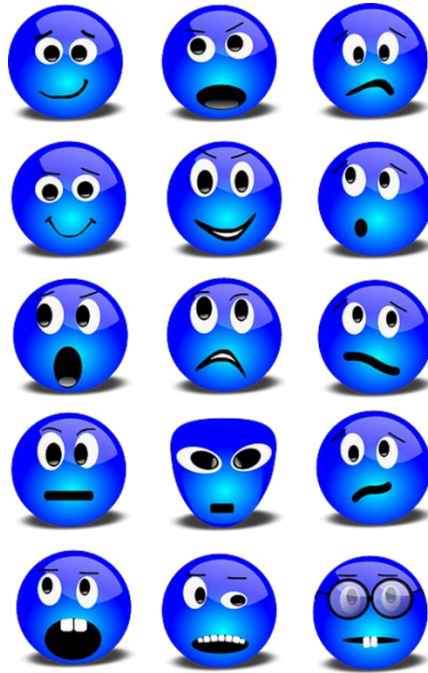
3.

4.

5.

<sup>8</sup> Words taken from <https://karlamclaren.com/emotional-vocabulary-page/>

## Attitudes 2:4 Controlling my emotions



Write two ways in which you could better control your emotions at school:

1.

2.

## Attitudes 2:5 Attitudes Rap by Soup

Please read the following rap. After reading the rap, think, pair, share about:

1. What does it say about our ability to choose our own attitudes?
2. What if we don't choose our own attitudes?
3. Do we need people to help us along our way?

Most days I sit and think to myself  
 Is it worth it?  
 Do I deserve it?  
 School's the last thing on my mind  
 Teachers and parents are stressing me  
 I must be one of a kind  
 I try to navigate my ship  
 Through the murky waters  
 Filled to the tip  
 There's no turning back  
 I'm going to end up like the other lads  
 Sitting in the park smoking a pack

But then one day  
 One day recently  
 I met my mentor  
 My mental senator  
 To help me guide my thoughts  
 He said to me  
 "Soup, you have the right to choose."  
 You don't have to fall  
 But you do have to adjust  
 Because if you don't  
 You are going down a road with the shadowed souls  
 I see your potential  
 Run towards it, my friend  
 I guarantee if you change your attitude  
 It will be worth it in the end.

From that day on  
 On and on and on  
 I've changed  
 I've seen the light  
 I come to school with my Superman S fully exposed  
 Now everyone knows  
 That I broke that cycle  
 Sad days  
 And bad day  
 Are now just days  
 That I conquer  
 Like a lion  
 A tiger  
 A bear  
 Oh my!



## Attitudes 2:5 Watching the Cycle Begin 1

Examine the following two profiles of James and David. Think about how each person will react to feeling bored in a geography classroom.

**James**



**Unimaginative**  
**Doesn't really like school**  
**Uncomfortable with new ideas**  
**Rarely seeks answers**  
**Dislikes taking risks**  
**Tries hard sometimes**

**David**



**Imaginative**  
**Curious**  
**Open-minded**  
**Always asks questions**  
**Enjoys school**  
**Tries hard in school**

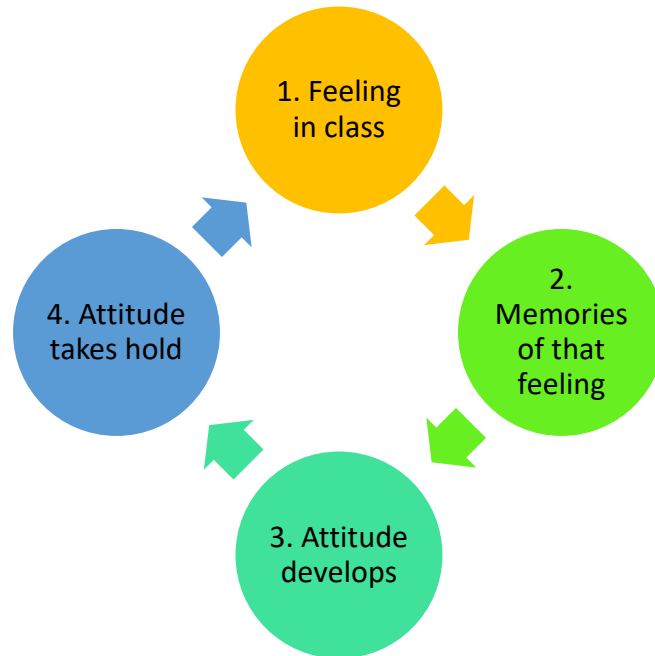
### Scenario

James and David are students at O'Tarsney Community School. James and David have different attitudes when it comes to school. Both students are in Ms. Richie's geography class. Unfortunately, Ms. Richie is one of O'Tarsney's most boring teachers. Students often fall asleep in her classes. Because Ms. Richie is so boring, learning geography is difficult for James and David.

Tomorrow is the big geography test where students have to write the names of all of the North and South American countries on a blank map. Studying for this test has been one of the hardest assignments James and David have had to do this year. Each of these students have taken a different approach to studying. David, has been thinking about the long-term benefits of knowing the countries. While studying these countries, he has thought about and written down the places he wants to visit. James, on the other hand, thinks geography is boring and doesn't know why he has to do it. James has spent most of his time taking Snap Chats where he is used the hashtag #studyingistheworst #dontcareififail.

## Attitudes 2:5 Watching the Cycle Begin 2

In the table below are reactions from James and David to being bored in geography. These reactions can be placed around a cycle of attitude formation – how attitudes to school form from how you react to your emotions in class.



Can you put the reactions in order, from 1 – 4 for James and David?

Order	James	David	Order
	I'm not doing well in geography because I have given up	I'm still doing well in geography because I've kept trying	
	I can't stand geography	I am so bored in this class that I want to cry	
	I am so bored in this class that I want to cry	Even though I've been getting bored I still want to do well in geography because it's important to do well in school	
	If I'm bored in geography, then why am I doing it? It's not important to me to do things I'm bored with.	I like geography because I can make it interesting for myself	

## Attitudes 2:5 Mad Lib: Changing Your Attitude

Please complete the following Mad Lib by writing in the right type of word in each blank space.

I have a bad attitude, and I need to fix it. This is what my \_\_\_\_\_  
<insert noun> tells me. My \_\_\_\_\_<insert noun> told me my attitude  
could lead me down a bad \_\_\_\_\_<insert noun>.

\_\_\_\_\_<insert any words you like> is not anything I want to be in my  
life. I want to be a \_\_\_\_\_<insert adjective> student and a  
\_\_\_\_\_<insert adjective> person in the future.

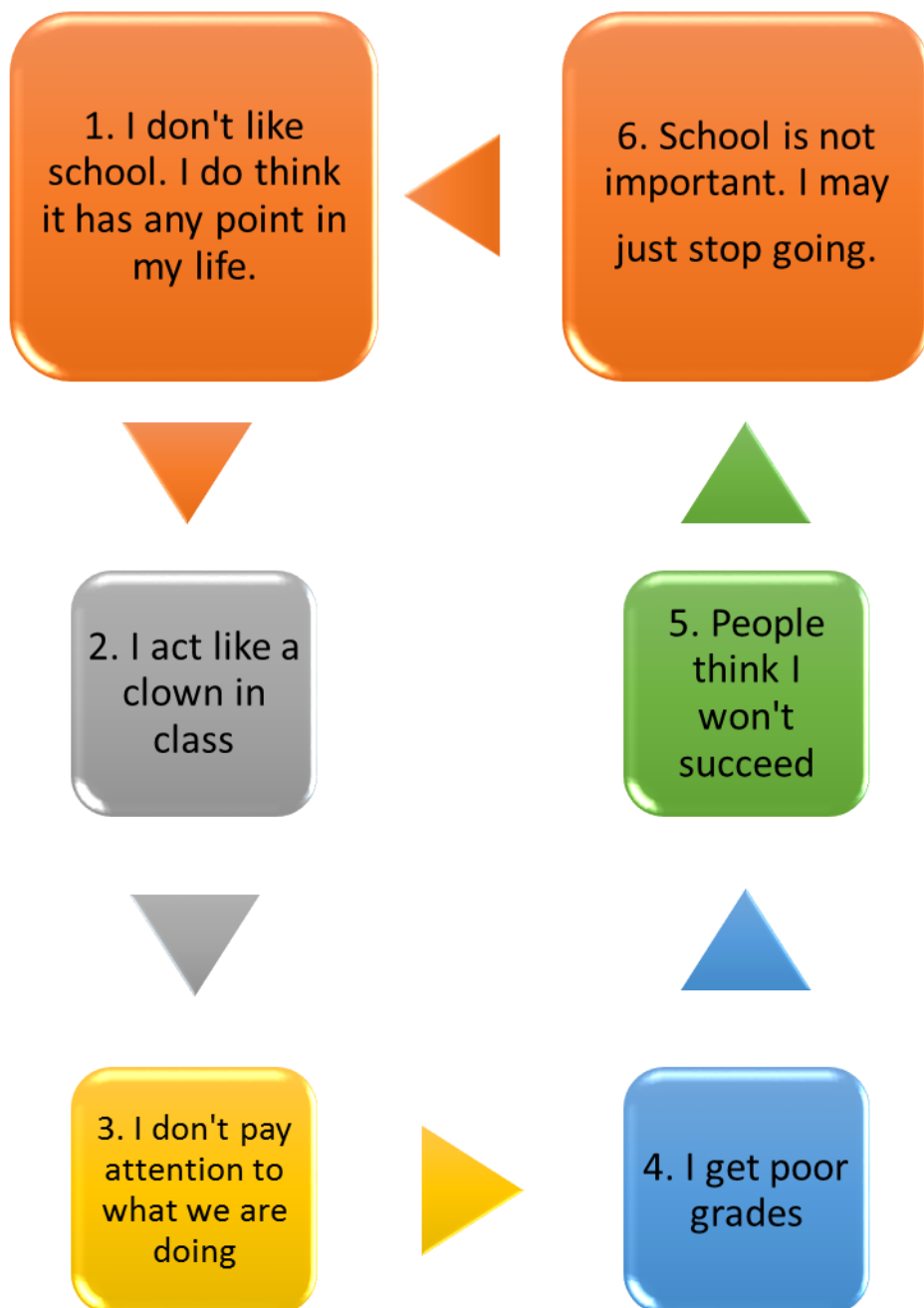
My \_\_\_\_\_<insert noun> talked to me about things that happened  
with them in the past. They told me they used to \_\_\_\_\_<insert verb>  
at the teachers in their classes, and \_\_\_\_\_<insert verb> to the other  
students. They said they feel \_\_\_\_\_<insert noun> that they never  
received their Leaving Cert.

This is why I'm going to work hard in school and go to school every day with a  
\_\_\_\_\_<insert adjective> attitude. I don't want to be a  
\_\_\_\_\_<insert noun> when I'm older. No, I want to be a  
\_\_\_\_\_<insert noun>.

## Attitudes 2:5 Breaking the bad cycle

Read the flow chart below. After reading the flow chart, complete the following sentence:

I can break away from this negative cycle of thinking by...





### 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>9</sup> You might also remember your emotional reactions, such as feeling frustrated or blocked when working, which can impact your feeling of competence.<sup>10</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>11</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>12</sup> Therefore, it is important for your school success, and life in general, to find ways to feel competent at school.

<sup>9</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>10</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>11</sup> Dweck, C.S. (1986). Motivational processes affecting learning. *American Psychologist*, 41, 1040-1048.

<sup>12</sup> Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.

### Competence 3:1 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 3:1 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 3:1 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 3:1 Feeling Incompetent 4

Insert the following words into the blank spaces provided:

strategies

hard

really

learn

A

maths

great

improve

smart

Instead of saying...	Try thinking...
I'm not good at this.	What am I missing?
I'm _____ at this.	I'm on the right track!
I give up.	I'll use some of the _____ we have learned.
This is too _____.	This may take some time.
I can't make this any better.	I can always _____ so I will just keep trying.
I just can't do _____.	I'm going to train my brain in maths.
I made a mistake.	Mistakes help me to _____ better.
She's so _____. I will never be that smart.	I'm going to figure out how she does it so I can try it!
It's good enough.	Is it _____ my best work?
Plan _____ didn't work.	Good thing the alphabet has 25 more letters.

## Competence 3:1 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....

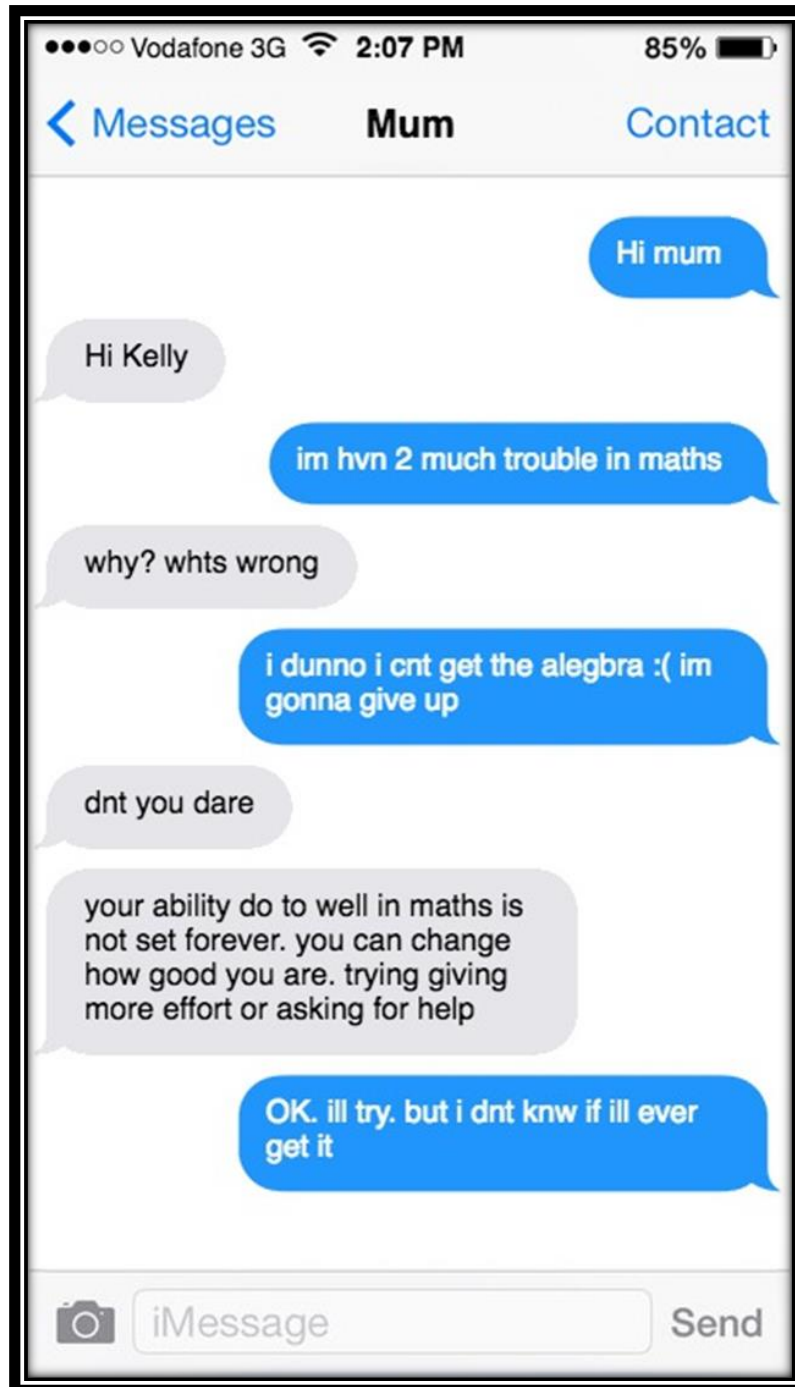

### Here are three ways I will fight against the feeling that I won't do well

1.


2.


3.


### Competence 3:1 Flash Fiction 1



## Competence 3:1 Flash Fiction 2



## Competence 3:1 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	

## Competence 3:2 I Believe in Myself Worksheet

### 3 things I am good at in school

1.

2.

3.

### 3 things I find interesting in school

1.

2.

3.

### 3 academic areas where I can improve in school

1.

2.

3.

## Competence 3:2 Social Comparison Vignettes

Scenario	Student
Isabelle's mother and father both did not finish secondary school, and Isabelle's father does not think she is smart enough to go to university after she finishes secondary school. Isabelle is very capable, but her exam scores in geography are some of the lowest in the class. She constantly compares herself to Linda. Isabelle loves to read and write, but has trouble with geography. Isabelle is beginning to think that she is not good at school, and she is beginning not to try hard in her classes.	
Kieran is one of Isabelle's friends at school. They tend to read the same books and watch the same television shows. Kieran gets very good grades and has told Isabelle that he would help her with any subject that might be giving her trouble.	
Linda scores the highest in the class, and she wants everyone to know. She questions the intelligence of her classmates if they do not do well on assignments. She is constantly walking around the school thinking to herself, "Mirror Mirror on the wall, who is the smartest of them all? Me!"	
Lauren is also having trouble in school, but she knows one day she will do better. Lauren tries very hard in her classes, but at times struggles understanding the material. Lauren's father stays with Lauren while she does her homework to help her understand it better.	

### Questions:

1. Why do you think Isabelle feels like she is not good enough at school?
2. What should Isabelle do when she comes in contact with Linda?
3. In your opinion, who do you think is the best person for Isabelle to ask for help?

## Competence 3:2 Poem and the Past 1

### A poem by Chaya

Every Sunday like clockwork before supper  
 He erupted, angry over who knows  
 Football, perceived slights, lack of respect  
 A do-as-I-say-not-as-I-do role model  
 I was not the daughter he wanted  
 Not cute not sweet but pressing for answers  
 Learning how to talk back  
 A too-smart-for-her-own-good bad girl

Ma was behind closed doors  
 First at home and then in the loony bin  
 She returned a zombie, over-medicated  
 The-apple-doesn't-fall-far-from the tree me

I got lost in safe places like libraries  
 Where Margaret Baxter who knew stories  
 Recognized my reader's soul and sent me  
 On a there-is-no-frigate-like-a-book voyage  
 That has landed me in worlds of words  
 That challenge and question and teach  
 And guide and comfort and encourage  
 The grown-up little-girl-with-the-little-curl  
 Who now knows success



## Competence 3:2 Poem and the Past 2

Think about the poem by Chaya, where the person in the poem speaks about past influences on who she is today.

Please respond in complete sentences:

My parents shaped how I feel about my ability in English, school, and learning by...


My community shaped I feel about my ability in English, school, and learning by...


My friends shaped I feel about my ability in English, school, and learning by...


My primary school shaped I feel about my ability in English, school, and learning by...


### Competence 3:2 Expectations for Success

Subject	How well I am doing in this subject?	Do I expect to do well in this subject?	How can I get better at this subject? <i>Name SPECIFIC things you can do</i>
Maths			
English			
Science			
Geography			
History			
Physical Education			
Irish			

### Competence 3:3 Caption This! Meme Graffiti:

Please caption the 5 pictures with a meme. For example:

- And they say I can't do what women do, Ha! I'll show them.
- Sometimes I put on my uniform just to watch people's reactions.



## Competence 3:3 Living by Gender?

Jennifer: And how did you come to be in this role?

Lydia: Well I think, in a way by accident I didn't always want to be a scientist, I wanted to be a detective, a private detective because I thought I was kind of good at that. Like I felt like I liked spy things and you know my parents brought me to the spy museum, I had like spy code books when I was young.



And then as I got older and older I thought, 'being a spy isn't the best job for the bigger picture in the world' but I wanted something that I could still solve puzzles you know, yeah, puzzles I suppose. And the more I got into science the more I loved it because...so 1st to 3rd year in secondary school I kind of liked it but 5th and 6th year I really loved it because we did biology and I was like 'oh my god this is really happening in our body' it wasn't like economics or things like that which I thought were fake to me, but biology was really real and I kind of felt like 'wow there's lots things to be learned' and I was thinking about being a nurse or being a doctor but I thought, that's just learning and remembering and treating people. You have to be very smart but I would like to be ahead of that at the forefront with cures to think of new cures. Because that was the big puzzle, being a doctor there was little puzzles there in finding what's wrong with the person, but cures were something that were much more you know, difficult to find or tricky so I really liked that part.

And so, I put a lot of effort into biology then, I loved my biology teacher Sister Elizabeth and then I got enough points; you know I wrote for Science on my CAO, got enough points. Went to college, didn't like college, didn't like UCD that much, I felt kind of an outsider in UCD but I knew I had to finish it so, finished it. And I planned to never ever do anymore college ever again and then on our finals when we went to collect our results I got 1st and I came 1st in the class, I didn't think I would because in the first year I came like last in the class and the person in charge said 'what are you going to do now?' and I said I was going to get a job and he was like 'but you came first you should do a PhD so I said, I'd do a PhD.

And the second I started the PhD I just loved it because I felt like it was mine, that the project was mine, I could work out the puzzle myself, I could put as much time into it as I wanted, I'd get the benefits from it and blah blah blah. And then after the PhD I did a Post Doc, went to Harvard, that went very well, got my own lab over there and for lots of different reasons; missing home, wanted to set up my research in Ireland, we came home.

### Competence 3:3 Teaching Others About Stereotypes

On this page, write down two methods you intend to use if one of your friends says something that is a gender stereotype.

Rather than just tell them ‘you are wrong’, think about giving them some **evidence** that proves them wrong. Try to remember the things you have seen and heard.

For example, if your friend says that ‘men cannot be tailors’ you could tell them ‘men in the army sew their own clothes’.

What have you learned in this class about gender?

What have you seen with the role models?

What have you seen in your school?

What have you seen in your community?

If I heard my friend saying that women cannot be scientists,	I would tell them...
If I heard my friend saying baking is too girly for men,	I would tell them...

### Competence 3:4 Remembering Feedback:

Please answer the following statements. These statements should help to think about feedback you have received in the past.

1.

- I remember \_\_\_\_\_ told me I should...
- It made me feel like...
- How this feedback could help me...

2.

- I remember \_\_\_\_\_ told me I should...
- It made me feel like...
- How this feedback could help me...

3.

- I remember \_\_\_\_\_ told me I should...
- It made me feel like...
- How this feedback could help me...

## Competence 3:4 Role Model Criticism 1

### Audio Extract Richie

Immediately my mind goes to the emotions that I would describe as negative or unhelpful or problematic. In the world of football whether it would be in training or in matches or in the buildup to matches self-doubt would be a big thing. Am I good enough, am I going to be found out, is this the day they are going to realise that there's someone else out there who will do this job better than me? Then there were occasions in my sporting life where I would be on the pitch and the crowd would be singing my name and it would be amazing, as warm and fuzzy as a person could possibly feel and you just stand there and go 'I belong here, this is as good an experience as life will give me because this is me doing what I love doing and its going well as well as it can go, that's every box ticked and this is brilliant'. And then you might score a goal and there's the elation or the joy or the pride, you look up and your mum and dad are watching you or your sisters are over or whatever. All of those things are amazing and then I have had experiences where on the same pitch playing for the same team and the entire crowd or supporters are booing me or jeering me and I am the one they are singling out, if my name is called out before the game I am booed, if I touch the ball I am booed and jeered and then when I go to the shop or a restaurant or walking around the local town someone will come up and remind me of how shit they think I am. So, you are embarrassed or ashamed, really low self-esteem and that feeds in then to the voice going 'maybe I'm not good enough, who do I think I am to think I am good enough to do this?' So that's an ongoing thing.

## Competence 3:4 Role Model Criticism 2

### Audio Extract Lydia

I mean there's lots of struggles kind of along the way. If I go back to the beginning when I was in school, I had a baby when I was in transition year so I was 15 when I got pregnant and then, after that, I suppose maybe 1<sup>st</sup> to 3<sup>rd</sup> year I was kind of on the wrong track I was kind of in with the wrong crowd I was, you know I didn't know where life was going to go I kind of felt a bit lost I was drinking, doing things that I shouldn't have been doing, and then I got pregnant. And then after I got pregnant I decided I'd make it a purpose that I'd be able to look after the child so I decided to do better in school and to give it a little bit more effort. Then, just by being pregnant I suppose was a bit of a struggle, the school didn't want me to be in school when I was pregnant, I was shown to be a bad example to other people and it was that kind of attitude that made me really want to do it because it really made me want to say, 'you're wrong'; wrong about me but you're wrong about your attitude as well. Anybody can achieve something if they really want to. And then there was other teachers who, and some neighbours, who were like 'oh my god the shame' and other neighbours were like, 'Lydia will be fine' and I really wanted to prove them right. So that was a little bit of motivation to do, to get going. But really the motivation was to...I felt at the time in school if I do well in school, if I get a good Leaving Cert and I go to UCD and I get a degree I'll be rich at the end of it. And then we'll be sorted because then I'll be able to buy a house for me and the baby.



## Competence 3:4 Role Model Criticism 3

**Richie being criticised for not having a good football match:**

**Fan:** Hey, Richie! What was with that game this weekend?

**Richie:** I'm sorry?

**Fan:** Yeah, you missed three easy goals. I think my dog could have made those. Those crosses were right there for you to put in.

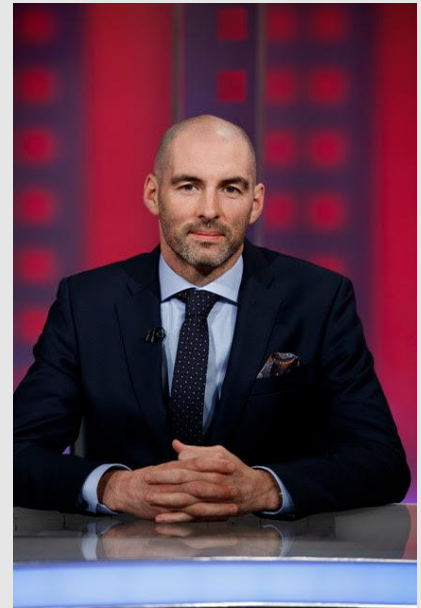
**Richie:** All I could do was go out there and play my best.  
\*thinks to himself\* I wonder if I'm not good enough. Maybe he's right.

**Fan:** Listen, you better get your game together or those boos you heard today in the stands will only get worse. You hear me?

**Richie:** Thank you, sir. Have a nice day.

**Fan:** \*walks away without saying anything\*

**Richie:** <insert your own words here>



**Lydia being criticised for getting pregnant young:**

**Neighbour:** Hi, Lydia. I heard a rumour that you might be pregnant. Is this true?

**Lydia:** Yes, it is.

**Neighbour:** Why would you go and do such a thing? You know how the church feels about being pregnant before you are married. Also, you are only 15 years old!

**Lydia:** Well this is what has happened.

**Neighbour:** What are you going to do now?

**Lydia:** I am going to focus myself. I'm going to finish secondary school and pursue biology. I really like biology, and I think I can become a biologist. Then I am going to university, and I'm going to graduate. I am going to get a good job and buy a house for my child and me.

**Neighbour:** I hope you're right about that, Lydia.

**Lydia:** <insert your own words here>



### Competence 3:4 Response Ranking Task

Circle the 5 responses that you would be most likely to have, if your teacher gave you negative feedback on an essay.

How many of these responses would help you get better at essay writing? How many would stop you from getting better at essay writing?

Work out what percentage of your top 5 were positive versus negative.

Ranking	
	Do nothing
	Not try hard in the class anymore
	Question how smart you are
	Ask your parents or a family member for help
	Be excited that you have the chance to get better
	Check the grades of your friends
	Check the grades of the smartest person in your class
	Work harder in the class
	Work hard to correct all the mistakes on the essay
	Correct only the easy mistakes that don't take a lot of time
	Ask your teacher for help
	Ask your classmates for help
	Copy your friend's work
	Think hard about your mistakes

### Competence 3:4 You've Got Talent!

With your partner, please write a 5-7-5 Haiku using the vocabulary words. Once you have finished, please read it to your partner or group.

Please give constructive feedback to the others in your group by saying 1 thing they did well, and 1 thing they could improve.

#### Vocabulary list:

Criticize  
Process  
Engineer  
Specialization  
Intrinsic  
Adversity  
Dispel  
Muster  
Ignite  
Foresight



#### First draft of Haiku

Haiku Title:

Line 1 (5-syllables)

Line 2 (7-syllables)

Line 3 (5-syllables)

#### Second draft of Haiku

Haiku Title:

Line 1 (5-syllables)

Line 2 (7-syllables)

Line 3 (5-syllables)



## 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>13</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>14</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?

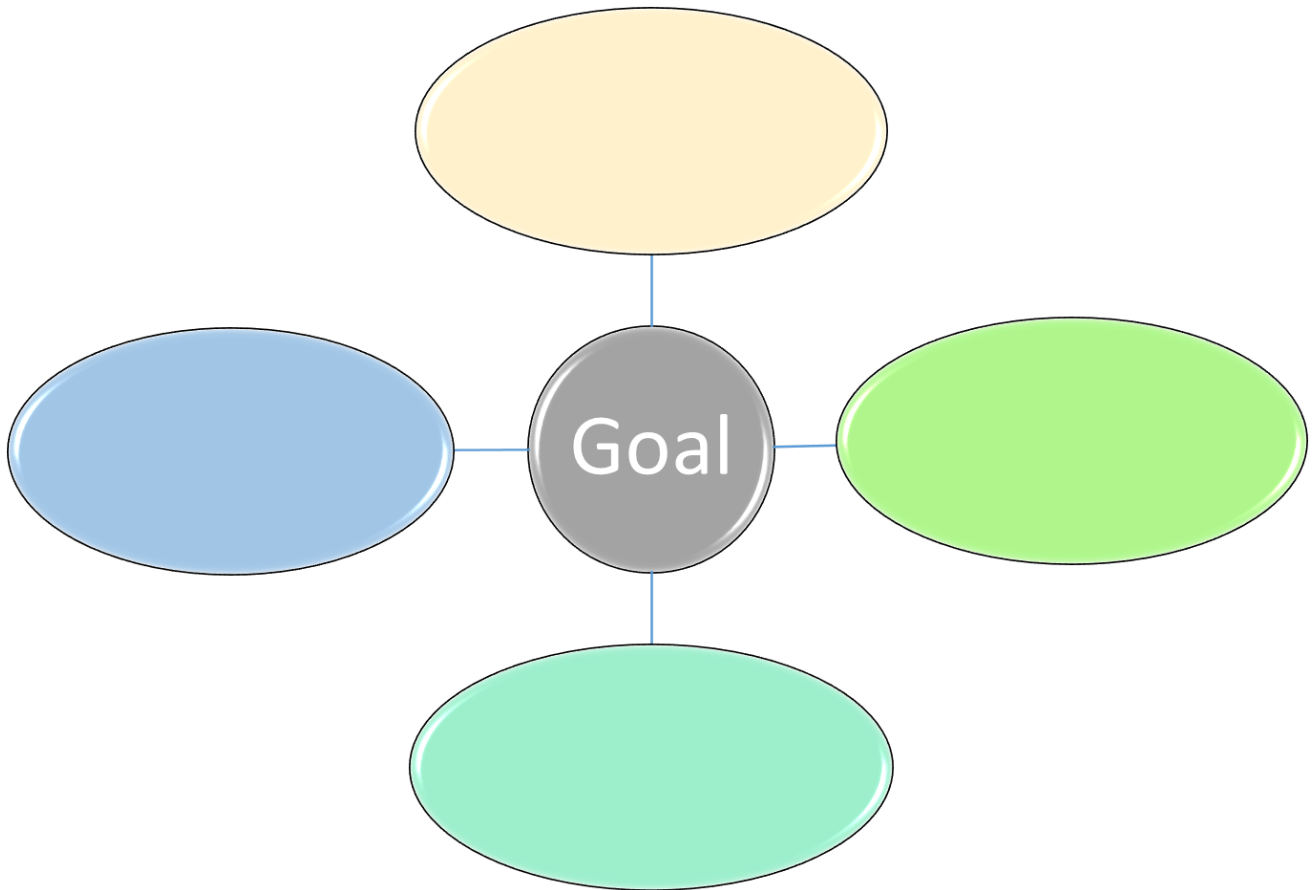
Sometimes we work towards goals without really knowing what we are doing or why. It is better to think clearly about your goals so that you can figure out how to achieve them. Through PROSPER you will work on setting educational and career goals, which should help you follow those goals through to achievement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

<sup>13</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>14</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 4:1 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 4.1 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

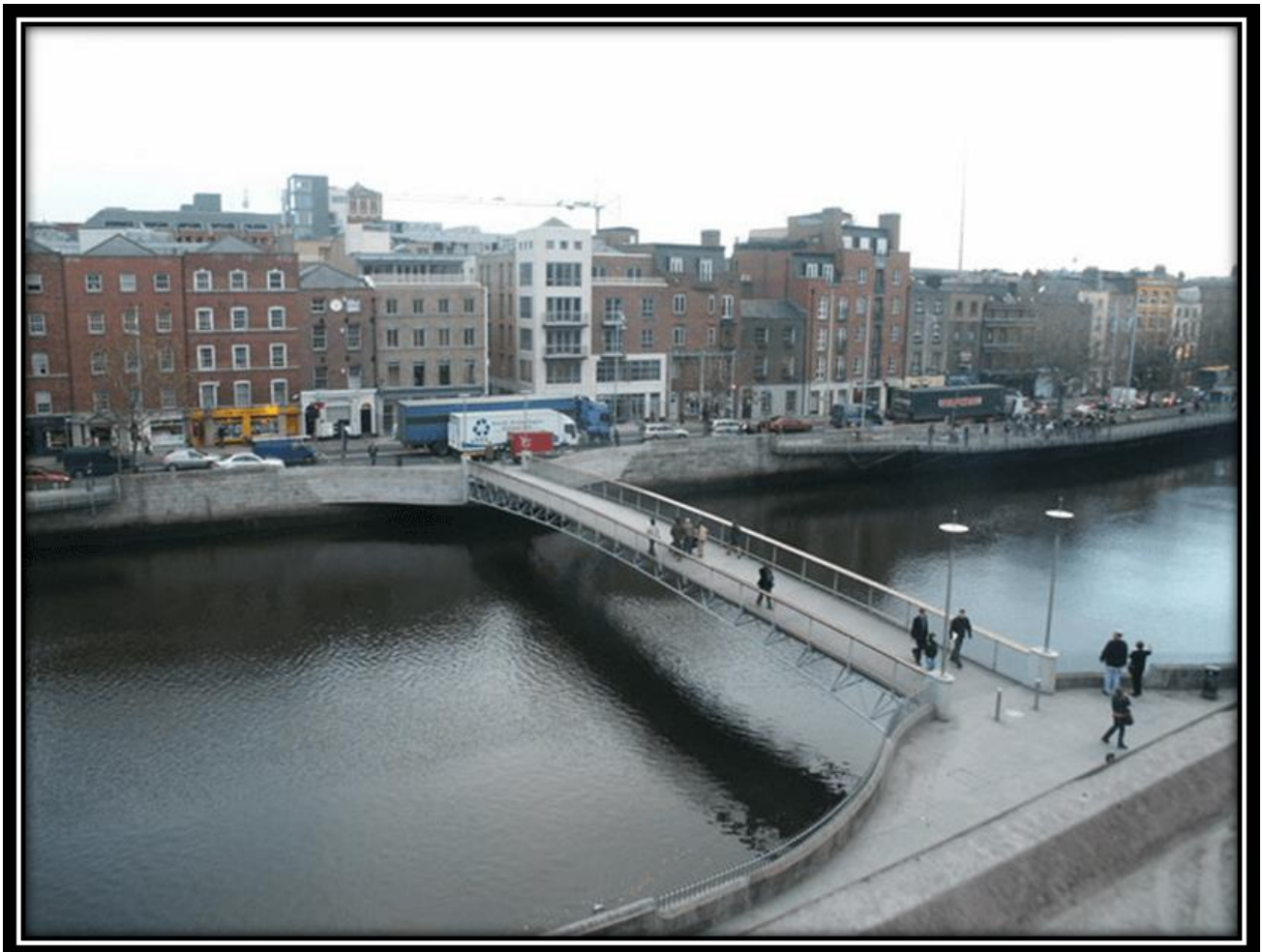
Create a draft sketch of what I want to do

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

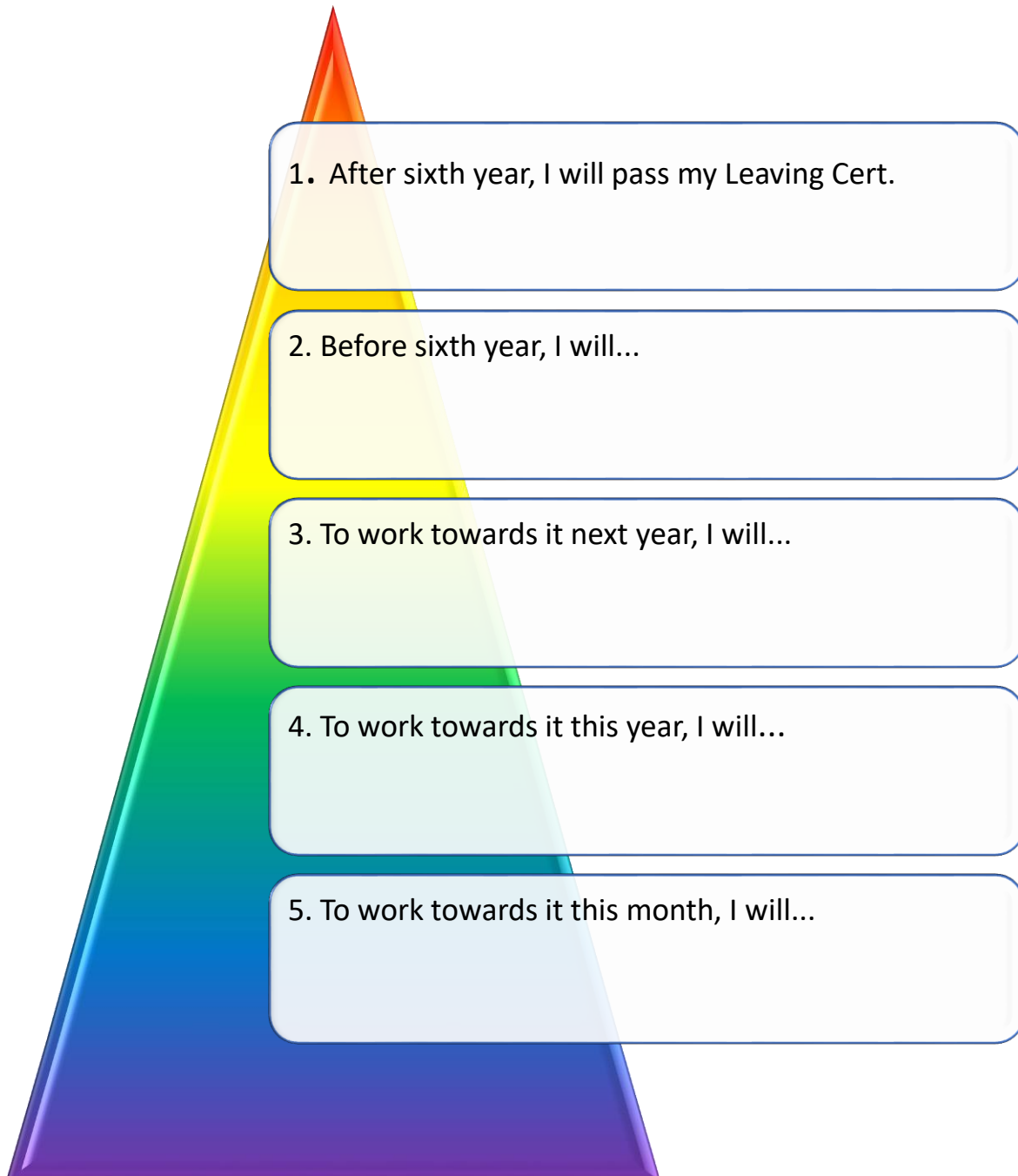
Turn what the client wants into clear Instructions to myself

Get permission from the city to build what I have sketched



## Goals 4.1 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 4:1 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.



# Goals 4:2 Workbook Pass – Answer like you’re Eugene

Please write a question to Eugene about setting short-term goals in the first box. For example, you may ask Eugene what are good short-term goals to set in school. After you have written your question, you are going to pass your workbook to the person on your right. That person will pretend they are Eugene and answer the question. Each person will get one minute to write their response. We will repeat this activity until you receive your workbook back. Once you receive your workbook, you will read the answers from the member in your group.

Question and Response	Answer
1. Question to Eugene	
2. Student 1 pretends they are Eugene to answer the question	
3. Student 2 pretends they are Eugene to answer the question	
4. Student 3 pretends they are Eugene to answer the question	
5. Student 4 pretends they are Eugene to answer the question	

## Goals 4:2 Email to Emmet

Now that you have read the excerpt from Emmet's interview, I want you to pretend that you are writing an email to Emmet. Please write your email on the template provided below.

Your email should be formal. That means that you should have a salutation (e.g., Dear Emmet or Hi Emmet or Dear Mr. Kirwan) and a closing (e.g., Kind regards or All the best).

Untitled - Message (HTML)

Message Insert Options Format Text Adobe PDF

Cut Copy Paste Format Painter Clipboard

Times New 12 A A B I U

Address Book Check Names Attach File Attach Item Business Card Calendar Signature Follow Up Spelling

Send To Cc Bcc Subject Attached: Printwiz Output.tif (17 KB)

Dear Emmet,

I thought the excerpt I read from your interview was

\_\_\_\_\_.

After reading to your interview, I wanted to tell you three short-term goals that I had for this year. First, this week I want to accomplish

\_\_\_\_\_.

Next, this month I want to accomplish

\_\_\_\_\_.

Last, this year I want to accomplish

\_\_\_\_\_.

I hope to hear from you soon.

Kind regards,

### Goals 4:2 Short-term Goals for Next Class

Below, please write down the 5 short-term goals you want to want to accomplish for next class. Please make sure you are writing down goals that you will able to accomplish. For example, you may write something like 'I can pay attention for 10 ten minutes without being distracted', or 'I will try as hard as I can for 5 minutes on an assignment', etc.

Goal	How will you get there?
1.	
2.	
3.	
4.	
5.	

### Goals 4:3 Strengths, Weaknesses, Opportunities and Threats (SWOT) Chart

I want you to complete your SWOT chart by writing 3 items per box. Then I want you to share it with your neighbour. Some examples of what you might put in your boxes are:

- Strengths – I'm a hard worker. I like to read. I like maths. I pay attention.
- Weaknesses – I'm not good at P.E. I get frustrated with other people.
- Opportunities – After school program. My family can help me. My teachers want to work closely with me.
- Threats – My family doesn't believe in education. My friends don't like to learn. My teachers don't help me. I get bullied. I don't have a computer at home.

The diagram is a large rectangle divided into four equal quadrants by a horizontal and a vertical line. The quadrants are labeled as follows:

- Top-left quadrant: Strengths
- Top-right quadrant: Weaknesses
- Bottom-left quadrant: Opportunities
- Bottom-right quadrant: Threats

In the center of the chart, overlapping all four quadrants, is a grey rounded square. Inside this square, the text "My SWOT CHART" is written in a bold, sans-serif font.



## Goals 4:3 Personal Mission Statement

Please write your personal mission statement in the box below.



# Goals 4:4 Creating Dialogue Between Nia and Stacy

What you are going to do is finish the dialogue between Nia and Stacy. Nia is trying to convince Stacy about the benefits of school and that what she is doing after school could cause her harm in the future. Nia needs to tell Stacy that she should not be hanging out in the park drinking alcohol.

Nia:	Hi, Stacy. How are you doing? I have something to talk to you about. I noticed you have been having some trouble since we switched schools. Your marks seem to be going down, and you are hanging out with some new friends in the park. Is everything OK?
Stacy:	Kind of. Secondary school is so much harder. I don't think I'll ever get it. I like my new friends. They aren't worried about grades or anything else in the future. It's just easier.
Nia:	
Stacy:	
Nia:	
Stacy:	
Nia:	
Stacy:	

## Goals 4:4 Goal Choice

Please circle the goal that you would choose over the other. Remember that choosing one goal means you are giving up on the other goal. Then provide an explanation about why you chose that goal over the other.

Goal 1	Goal 2	Please explain your answer
Do my English homework for tomorrow.	Play video games against my friends online.	
Send snaps on Snapchat.	Study for my English test tomorrow.	
Tidy my room to make my mother happy.	Plan my essay for my English assessment.	
Check Instagram and see what my friends are doing.	Make a plan for getting a part-time job over summer.	
Write down words I don't know from the novel I'm reading.	Read through the novel as quickly as possible to say I got it done.	





## Goals 4:4 Quick Autobiography

For this activity, please remember a time when you had to choose one goal over another. For example, maybe you chose playing football over doing homework. Using the template below, please write about that time.

## Model

In my life, I have had to choose between two competing goals. Those goals were \_\_\_\_\_ and \_\_\_\_\_. I liked both goals because of \_\_\_\_\_. In the end, I had to choose \_\_\_\_\_ because of \_\_\_\_\_. I think this was a good decision because \_\_\_\_\_

## Autobiography

### Goals 4:5 Becoming a Master

Name 5 skills a person must have to become an expert in English. After you are done, explain why you choose those skills. For example, you may write that a person must have 'good reading skills' or 'be able to work well with their friends in class'.



1.

2.

3.

4.

5.

## Goals 4:5 Snap Chats

For this activity, you are going to use the Snap Chat template in your workbook to compose captions for two snaps about how these people are going to approach doing a maths test, and how these people would feel if they fail.



Student	Caption
Eric	<p>I will do my best not to fail this maths test by...</p> <p>But if I do fail this maths test then...</p>
Wendy	<p>I will do my best not to fail this maths test by...</p> <p>But if I do fail this maths test then...</p>

## Goals 4:5 Modelling Beliefs About Success

Please listen to this clip from Paddy Holohan and underline any things that Paddy says which you can really identify with.

### Paddy Holohan

As I say, Conor McGregor would be a huge influence but he would probably be a small part of an influence for me compared to other people now. So, what people see now in Conor, I saw that a long time ago. I was motivated by Conor, I would lend Conor books and he would lend me books. Growing up I always watched his skill. His skill was always something I could learn from. I could watch 30 seconds of him and suddenly I was better in that section already. He was very good for advice and sheer belief. If you were ever going to believe in belief, this was a guy who believed from the start.

But as I said there are so many interactions with people and figures through history that has formed me in who I am. A good thing that I always say and what I will always say is I am my own man, I think my own way, I make my own decisions even though other people would say things, if I believe that I'm right or going the correct way, I will go that way.

What I have seen through relationships over the last 10 years, through martial arts, through anything, people change. That is what happens. They might not change, they might just be revealed. This can happen, so as you move forward, everything can change because we are all moving forward. We all might start on the same road together and as we move along, one person gets a little further than the other, one person gets a little further than that person and that creates change and a whole ripple effect.

Like everything you must be embracing that. If you get upset and annoyed that somebody else isn't ringing you as much anymore or doesn't talk to you as much anymore, well then, you're stopped. They are still moving. You must embrace that, and not let that come in as a negative energy or have a negative effect on you, because people have this thing, everyone must think of themselves as well. There is a certain amount of selfishness in your life. So, when it comes to relationships, a lot of people spend time worrying about how they are going to lose the relationship. Like some guys get paranoid about their girlfriends cheating on them or whatever, it will be whatever it will be, no matter what. Your girlfriend might not cheat on you for the 1<sup>st</sup> 5 years but sometimes things can change and maybe then she will and maybe it will be ok and you will get back together but you must be able to make these decisions in your head, are you going to torture yourself for your whole life worrying about these relationships, while these relationships don't really worry about you sometimes.

You have to go on your own path, take one day at a time, be yourself, and always stay yourself no matter what. That's one thing I am so proud of myself for being able to do. I am the same man who started off as I am now, and anybody will vouch for that.

# Goals 4:5 Ranking

Please rank your most important goals for secondary school from 1-10 with 1 being the most important and 10 being the least important.

Goals	Order
• Gaining teacher approval	1. _____
• Gaining peer approval	2. _____
• Obtaining a good grade	3. _____
• Gaining as much knowledge as I can	4. _____
• Making friends	5. _____
• Becoming popular	6. _____
• Obtaining your Leaving Cert	7. _____
• Going to university	8. _____
• Being respected as a student	9. _____
• Being a leader	10. _____

## Goals 4:5 Wrap-up One-Minute Paper

Please write for one minute about what you learned today.





## 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 5:1 Who's on the Team Spidergram?



Our Class



Relationships 5:1 Being a Good Team Player Synonyms

Perseverant	Flexible	Pessimistic	Disruptive	



## Relationships 5:1 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 5:1 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...



## Relationships 5:2 11 am on a Friday Morning

It is 11 am on a Friday morning. I am sitting in Mr Monahan's science classroom. The slight tang of chemicals and pen scraped desk top smell anchor me. I am Sandra.

This morning my mother offered Niall six week's work experience in her office, after school. She wants Niall to help her with a project she is managing. She is going to teach him simple accounts, and have him walk around the neighbourhood with her to ask people to sign up for the project.

I complained that it wasn't fair that I didn't get to go. I know I'm only thirteen, but at fifteen Niall is just not that much older than me. He has floppy red hair, and a cheesy grin, and is always goofing around. Mum likes it that I'm more serious than Niall when it comes to my schoolwork. So why did she choose him and not me? I left the house feeling mad at Mum and Niall, and I'm still annoyed about it as I sit here in class, fiddling with the pens in my lime green plastic case.

Mr Monahan waits patiently until the last of us come in. Ryan is the last, he has an old beaten up pale blue backpack and I see the side of it settle over his chair as he sits down. Mr Monahan is wearing his usual clothes: navy blue suit pants and a shirt tucked in at the waist. He has sat still without talking for so long now, I am beginning to wonder if there is something wrong. Perhaps he has been given Instructions by the principal to tell us all off? Mr Monahan unfolds his ankles and sits up straight in his chair. In the hush of twenty-two curious students, he leans further forwards still, and then -

YELLLLLLLLLLLLLLLLLLLLLLLLLLLLLSSSSSSSSSSSS!

Reaching his hands towards us he springs out of the chair and races around the classroom banging on people's desks. He keeps roaring like a baboon on steroids. We are completely shocked. Everyone sits there uncomfortably. Has he gone totally nuts?

Anne looks at me, we giggle nervously. I can feel butterflies dancing under my pressed white school shirt. The palms of my hands are a little sweaty. It feels like the stick of marmalade on the roof of your mouth after eating toast.

Mr Monahan sits down again and smooths his ever-tidy hair. Everyone is still, then Callum asks from the back of the room "what were you doing sir?"

"Tell me *kiddies*" Mr Monahan said. He always calls us kiddies, even though we're far too old for that. We've all just gotten used to it. "Tell me, did you feel angry at me, or afraid when I ran around the room?"

"That was annoying sir" said Callum. Grainne and Zia agreed.

"I think Sandra and I were a little afraid of you sir" said Anne, speaking *for* me as usual.

"What you have experienced *kiddies*, is called the fight or flight response" he continued. "That is when your body reacts to a threat, by feeling scared which gives you the urge to run away to protect yourself, or by feeling angry which gives you the energy you need to fight if you needed to defend your life".

“Our lesson today is going to be on the evolution of emotions, and why the human species has evolved to have certain emotions, like anger, fear and love, that help us survive”. He looked at us quizzically. “Although, is it always a good thing that we feel anger or sadness?” he asked. “Do you ever feel angry about things because you feel threatened, when they’re not actually going to hurt you at all?”

The rest of the lesson was enjoyable. Dana and Clíodhna joined with me and Anne to solve a puzzle about which parts of the brain are responsible for generating emotions.

As we were working, I felt something nagging at the back of my mind. Something that Mr Monahan had said was connecting with how I was feeling this morning about Mum and Niall. But I couldn’t figure out what.

Mr Monahan is a really great teacher. He is always there to answer questions if we have them, even after class has finished. So today, at 11:45 am when I should have been walking with Anne and Calum to the hall to have lunch, I found myself lingering near the front of the room after all the others had disappeared.

“How can I help you Sandra?” Mr Monahan asked. “Here, come and take a seat” he patted one of our steel framed wooden classroom chairs that was lodged neatly against the wall beside his desk.

“I was feeling a little angry this morning sir” I said, hesitantly. “But I can’t understand exactly why I was angry, if anger is meant to help us fight against a threat that could hurt us. Nothing happened to me that was going to actually hurt me”.

“Sometimes” he replied, “threats don’t have to be physical. They can be the threat of something taken away, or a threat to how you feel about yourself.” He spun a pen between his neatly manicured fingers. “Sometimes” he repeated, “the threat is something we invent”.

At that moment, something changed in me. It was like a cloud moving away from the sun, the light rippling for the first time on water. Mum asking Niall to work with her was taking away from time I could be spending with Niall. I suddenly realised I wasn’t angry with Niall, or jealous of him for having a part-time job. I was worried that my fun afternoons with my brother would be gone, and that I would miss him while he was at work.

“If you want to talk to me some more I’m always here to help” said Mr Monahan. He waited patiently, silently stacking the worksheets from today into a pile and sliding them into his book bag.

I just smiled at him and raced towards the hall, hoping I wouldn’t have missed out on all the fresh pasta.

## Relationships 5:2 Who Teaches Us?



**People who teach me in my life, for better or for worse**  
*You can use fake names if you prefer*


## Relationships 5:2 Sentences on Ways in Which We Teach

*I teach my younger sister that she can be messy, when I don't clean up my room.*

*When I don't clean up my room, I teach my younger sister that she can be messy.*



Write your sentence here, about what you teach someone in your life, through something that you do. Write *what you teach* in one part of the sentence, and *how you teach it* in the other part.

Swap sheets with your partner, and ask them to re-write your sentence with the parts the other way around.

What I teach	How I teach it
e.g. <i>I teach my younger sister that she can be messy...</i>	<i>when I don't clean up my room.</i>

My sentence:


My partner's revision:


### Extra Challenge

Write 2 – 5 sentences on what you teach other people in class, and how you teach those things. Think about all the ways in which other people learn from you. Use extra paper if you need to.



## Relationships 5:3 Richie Sadlier's Learner Support Network

### Audio transcript

Ben Torsney

How do relationships with other people in your career factor into your career success?

Richie Sadlier

This jumped out at me, this question when I read it the other day when you sent it on. They are crucially important. I think back to when I was an aspiring footballer, the support or connection you have with your coach or the support or comradery you have with your team-mates. The encouragement or support of parent. You remove any one of them and there is no way I would have gone on to make a career. Even going up to the school to enquire about doing a teaching job, immediately I got support and encouragement from the staff. The principal and the vice principal more or less said 'yes we think that is a great idea, what can we do to help you achieve it?'

In the training phase in particular of becoming a psychotherapist the support that you get from the other people that are on the same training journey as you was crucial. At one point or another we were all at the jumping off point 'that's it this is all too much' and everyone kind of just rallies around and keeps you in it. And even teachers, I referred to it earlier, in school, there were certain teachers that you just connect with, who inspire you or who want you to be as good, in your head you go 'well I want to be as good a student for that bloke's class as I can be because he's my teacher'. So, I was always really kind of aware that relationships and the support of other people mattered greatly to me all the time, right up to today that hasn't changed.



### Your notes

Who has helped Richie in his education and career?


### Relationships 5:3 My Learner Support Network

Beginning at the circle, draw a spidergram of people (by themselves or in groups) in your life, who support you with your learning at school and outside of school.





## Relationships 5:4 Schools as Social Networks



## Relationships 5:4 Roundtable of Connections to School

I feel connected to school when...

1. ...*I hang out on the field with my friends.*
2. ...*I relax with my friends on the field at lunch time.*
3. ...*I sit on the breezy, daisy splattered field with Jim and Sarah, sharing news about new music and what we did last weekend.*
4. ...*I sit on the field with Jim and Sarah.*

## Relationships 5:4 Feeling Disconnected

Isaak K. (author)  
Mac Lethal (rapper)  
Danny Grooves (beats)

Dear Thomas, you and me used to be best friends  
We used to ride bikes and go to the pool and swim  
You used to come to my house and play PS4  
I don't understand why you don't like me anymore

Yesterday you kicked me and said mean things to my sister  
You pushed me off my bike now I now I have a huge blister  
You used to be my best friend in the world  
Now you don't like me cuz you say I throw like a [edited]

I'm sorry that I don't like sports  
That doesn't mean u can call me names and snort  
I'm not as strong as you when you punch me it hurts  
I'm still mad at you for ripping my new shirt

I lied about how it got ripped to my mom  
You said that you want to hit my house with a bomb  
Your friendship is something that I cherish  
But why do you want me to feel so embarrassed?

I'm different I know that I'm different  
I'm different I know that I'm different  
I'm different I know that I'm different  
But I still care about you and our friendship

## Relationships 5:4 School Connectedness Letter

Isaak wrote his poem by rhyming the last two words of each pair of lines, in a four-line stanza (called a quatrain).

A  
A  
B  
B

Write your own poetry letter to Isaak K., telling him about all the relationships that can support him at school. You can use the aabb rhyme, or your own style.

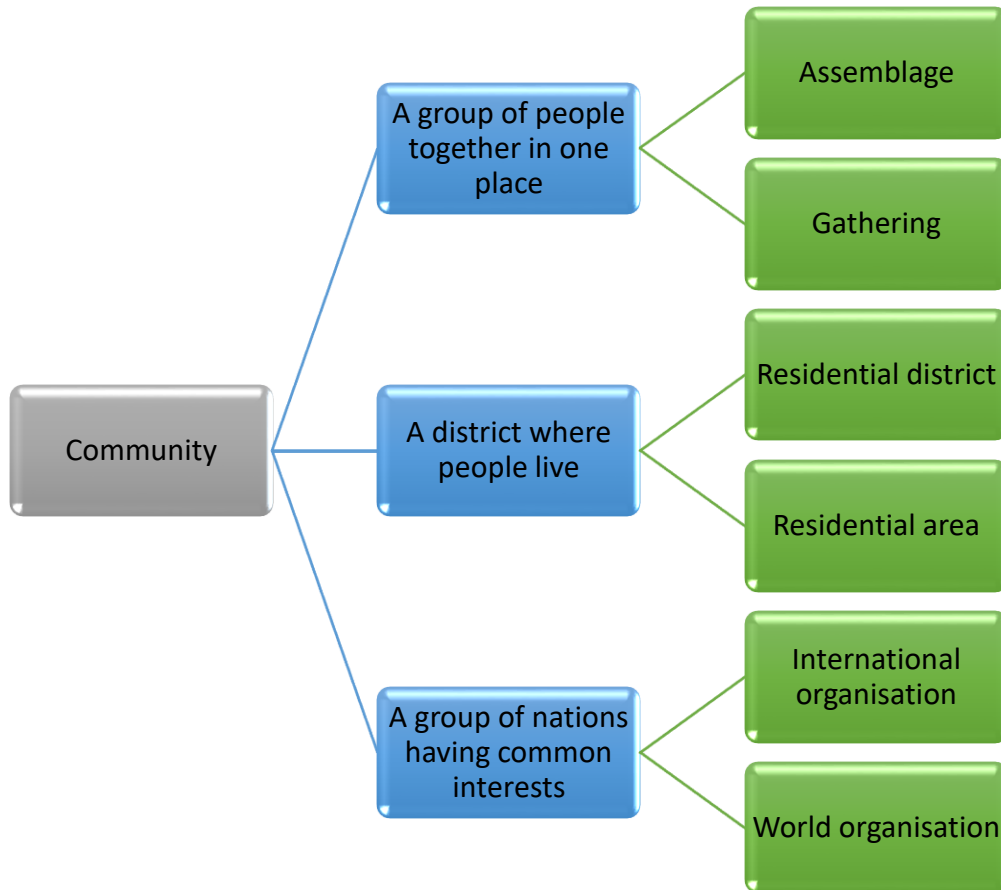
Dear Isaak, you and Thomas used to be best **mates**

But now he's a bully and thinks he's so **great**

Don't worry, he's not the only one in this **school**

Who can hang with you and help you feel **cool**

## Relationships 5:5 Definitions of Community



Definitions of community were sourced from Visual Thesaurus ([www.visualthesaurus.com](http://www.visualthesaurus.com))



## Relationships 5:5 Contributing to the Community 1

### Sean Harrington, Architect

What has Sean contributed to his community?



#### Interesting Words

- 1.
- 2.
- 3.
- 4.
- 5.

Well I'm an architect, that's the official name. And the role of an architect is to design buildings and bridges and public places like streets and squares and so on.

When something is finished that I really like it's a euphoric pleasure it's really fantastic that you've contributed something to the city or somebody's life, or you've done some social housing that somebody has improved their lives that's a really fantastically rewarding feeling and that's emotional as well.

## Relationships 5:5 Contributing to the Community 2



### David Norris, Senator

What has David contributed to his community?

I see it as a responsibility on us as citizens of the world to take an interest in human rights issues. For example, I led the campaign about East Timor at a time when the Indonesians were really behaving quite disgracefully in East Timor. There were bombings. There were shootings. Torture. And all of this kind of thing. And Ireland played quite a significant role in the recognition of East Timor. So, I do feel there are these kinds of obligations on us.

I also think it's important that we're there to speak out on issues. I mean, for example with the gay situation, it has been very largely resolved now, but we're in the minority on the planet. I mean, there are many other countries where it is extremely dangerous, and I think it's important to raise these issues with the representatives of those countries, and make them aware of the fact that we have very different opinions.

### Interesting Words

- 1.
- 2.
- 3.
- 4.
- 5.

## Relationships 5:5 Contributing to the Community 3

### Matthew Nevin, Art Organisation Director

What has Matthew contributed to his community?



#### Interesting Words

- 1.
- 2.
- 3.
- 4.
- 5.

I'm one of the directors for an art organisation called MART. And we provide art exhibitions and run art studios in Dublin across 8 buildings. So, we're generally here to support the creation of art projects such as exhibitions and also create spaces for artists to work and they're called art studios. We're not for profit, what that means is that all the money that we generate through our activities or through funding gets put back into the organisation and our aim is to make our organisation run better.

In the last two or three years, we've been working with a gallery called Rua Red in Tallaght and that's the county Dublin arts centre. So, their focus is to bring art to the local community in Tallaght and they had a really amazing art centre with a big gallery and we were very interested in trying to bring art work to an audience that we haven't engaged with previously.

## Relationships 5:5 Contributing to the Community 4



### Lydia Lynch Professor of Immunology

What has Lydia contributed to her community?

I'm a scientist. My job title is Associate Professor. And my field is immunology. What that means is I do scientific research or research into the immune system with the hope that we can discover something that we can...some part of the immune system which protects us from cancer and infection, with the hope that we'll be able to help lives.

My lab investigates the immune system, immunology; the immune system in humans. And particularly we're interested in how to use our immune system to fight cancer and what goes wrong in the immune system in cancer because you know, parts of our immune system are designed to see cancer and kill cancer but it doesn't always work so we want to work out what goes wrong there. A big part of the lab is studying obesity because obese people get much more cancer they get much more infection.

### Interesting Words

- 1.
- 2.
- 3.
- 4.
- 5.

## Relationships 5:5 Me in My Community Placemats

Write one or more sentences in each box.  
Transfer these to a larger placemat if one is available.

### **The skills I can bring to my community**

*e.g. I can bring my skills in Irish dancing to my community.*

### **The interests I can bring to my community**

*e.g. I can bring my interest in nature to my community.*

### **One hope I have for personally helping my community**

*e.g. I hope that I can help my community raise funds to build a new art centre.*

### **One thing that I am learning in school and how this might help my community in the future**

*e.g. I am learning about maths in school and this could help my community if I work in a shop there, and need maths to count the change in the till.*



## 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>15</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>15</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 6:1 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 6:1 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 6:1 Checking in on Yourself

### 1. Child learning to ride a bicycle



### 2. Student learning in class















## Attention 6:3 Pushing the Pedals

You are cycling up a steep hill.

Write down the thoughts that you could have, to help you keep cycling.

	Example	My thoughts
Things that will happen in 5-minutes' time if I keep cycling	<i>I will pass by my friend's house</i>	
Things that will happen in 1-hour's time if I keep cycling	<i>I will make it to the shop before it closes</i>	
Things that will happen later today or tomorrow if I keep cycling	<i>My mother won't be upset that I am late home</i>	
The things I feel about myself that can help me keep cycling	<i>I did this yesterday and I was okay afterwards</i>	
The emotions that I feel that can help me keep cycling	<i>I will feel happy when I get up the hill</i>	



## Attention 6:3 Keep on Working

You are working on a piece of school work that you don't like. Choose from the following options: doing a spelling test in English, doing algebra in maths, doing a biology worksheet in Science.

Write down the thoughts that you could have, to help you keep on working.

	Example	My thoughts
Things that will happen in 5-minutes' time if I keep working	<i>I will finish these sums</i>	
Things that will happen in 1-hour's time if I keep working	<i>I won't have to do this activity again</i>	
Things that will happen later today or tomorrow if I keep working	<i>I will have learned how to do these sums</i>	
The things I feel about myself that can help me keep working	<i>I am good at maths</i>	
The emotions that I feel that can help me keep working	<i>Finishing a sum makes me feel relaxed</i>	





## Attention 6:3 Voices in the Head Roleplay

Role	What you are going to say
<b>Student</b> The student's role is to introduce the topic to the class. <ul style="list-style-type: none"> <li>Choose one of the four topics given below.</li> <li>Tell the class what the topic is, and why you are feeling demotivated about the topic.</li> </ul>	
<b>Motivator</b> The motivator's role is to say things to the student that can encourage them to keep working on the topic <ul style="list-style-type: none"> <li>Write 1 or more things that you can say to the student to help them keep working</li> </ul>	
<b>Demotivator</b> The demotivator's role is to say things to the student that will make them want to stop working on the topic <ul style="list-style-type: none"> <li>Write 1 or more things that you can say to the student to make them feel that they don't want to keep working</li> </ul>	

### Topics

1. Your friend has asked you to help them with their maths' homework at lunchtime	2. You need to finish a piece of homework in time to watch your favourite TV show
3. You need to collect 5 different types of paper from home for a science experiment tomorrow	4. You need to do some research on one of the role models, using an encyclopaedia or the Internet



# **Attention 6:3 Motivation Homework**

Read the extract from architect Sean Harrington and answer the comprehension questions.

Sean Harrington

Almost, no matter what you draw, you think it's terrible. You have to go through a very painful process where you draw something and you look at it and think 'that's just useless how did I do that' and then you doubt yourself and then you think 'Oh God, what am I going to do next?' so there's a massive amount of pain you go through in order to get something which is worthwhile. If you just draw something once and give it to the builder it's not going to be good enough you've got to push yourself to keep repeating the exercise until it's good enough and only you can judge if it is. So, you know in your heart if what you've done is good enough and that's the time to let it go and let somebody else build it. So, pain is quite a big part of it but you know the expression no pain no gain it actually is the case. Unless you go through that process you won't get anything worthwhile. Unless you're a genius but I don't think there's such a thing I think that everybody who's done anything worthwhile puts the work in to make it happen and that's really really important.

1. What emotion does Sean feel often when he is drawing and working?	
2. Does Sean give up on his drawings?	
3. Why / why not?	
4. What expression does Sean use to keep himself motivated? Use quotation marks and write the exact words Sean uses in the text.	

## Attention 6:4 Look, Don't Look! 1

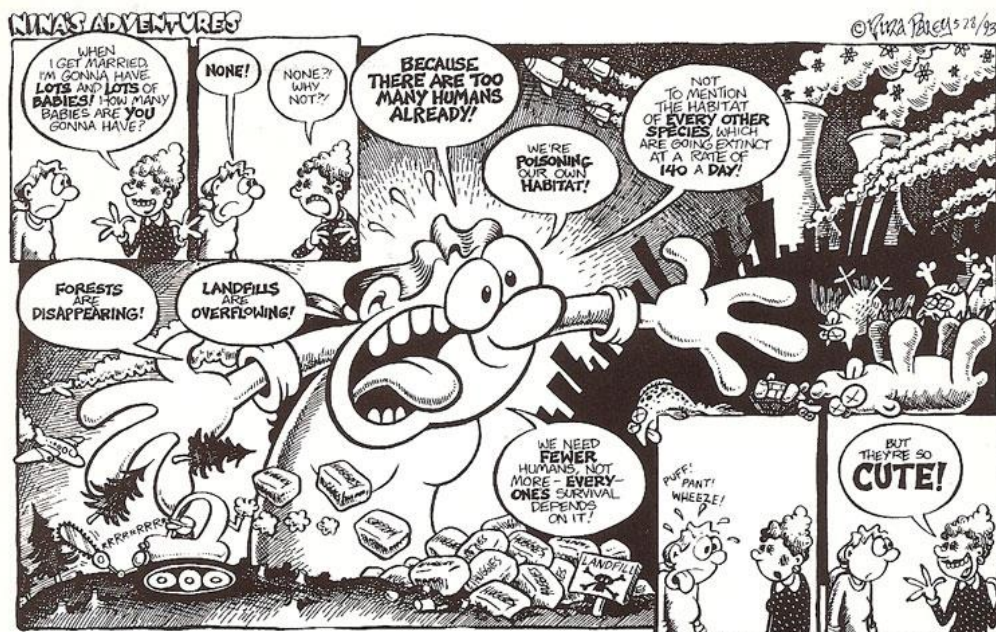
### Task 1. Reading comprehension

Read the passage and answer the following questions:

1. What good habit is Eugene talking about? Write 1 – 2 full sentences.
2. Write down the piece of advice from Maeve Binchy using quotation marks.
3. List 2 other types of feelings that Eugene might have, when he is trying to write.

CEO of Walls Construction Eugene O'Shea

*I remember hearing that Maeve Binchy - the writer - she said that Step Number One is put ass in chair. Sit down with a blank page and start... And so, 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. And even if you stop at that stage, you'll have more than if you'd never started at all. So, it is a bit like going to the gym as well - you put yourself through that torture, pain. But your body then gets used to it and trains itself. Young people today have resilience, and the ability to adapt to anything, so now's the time to develop those good habits.*



## Attention 6:4 Look, Don't Look! 2

### Task 2. Spelling quiz

Complete the spellings from the below text

1. Wor \_\_ whi \_ e
2. Re \_ \_ \_ ence
3. \_ \_ \_ ture
4. Pre \_ \_ \_ ed
5. In \_ \_ \_ \_ a \_ \_ \_ n

CEO of Walls Construction Eugene O'Shea

*I remember hearing that Maeve Binchy - the writer - she said that Step Number One is put ass in chair. Sit down with a blank page and start... And so, 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. And even if you stop at that stage, you'll have more than if you'd never started at all. So, it is a bit like going to the gym as well - you put yourself through that torture, pain. But your body then gets used to it and trains itself. Young people today have resilience, and the ability to adapt to anything, so now's the time to develop those good habits.*

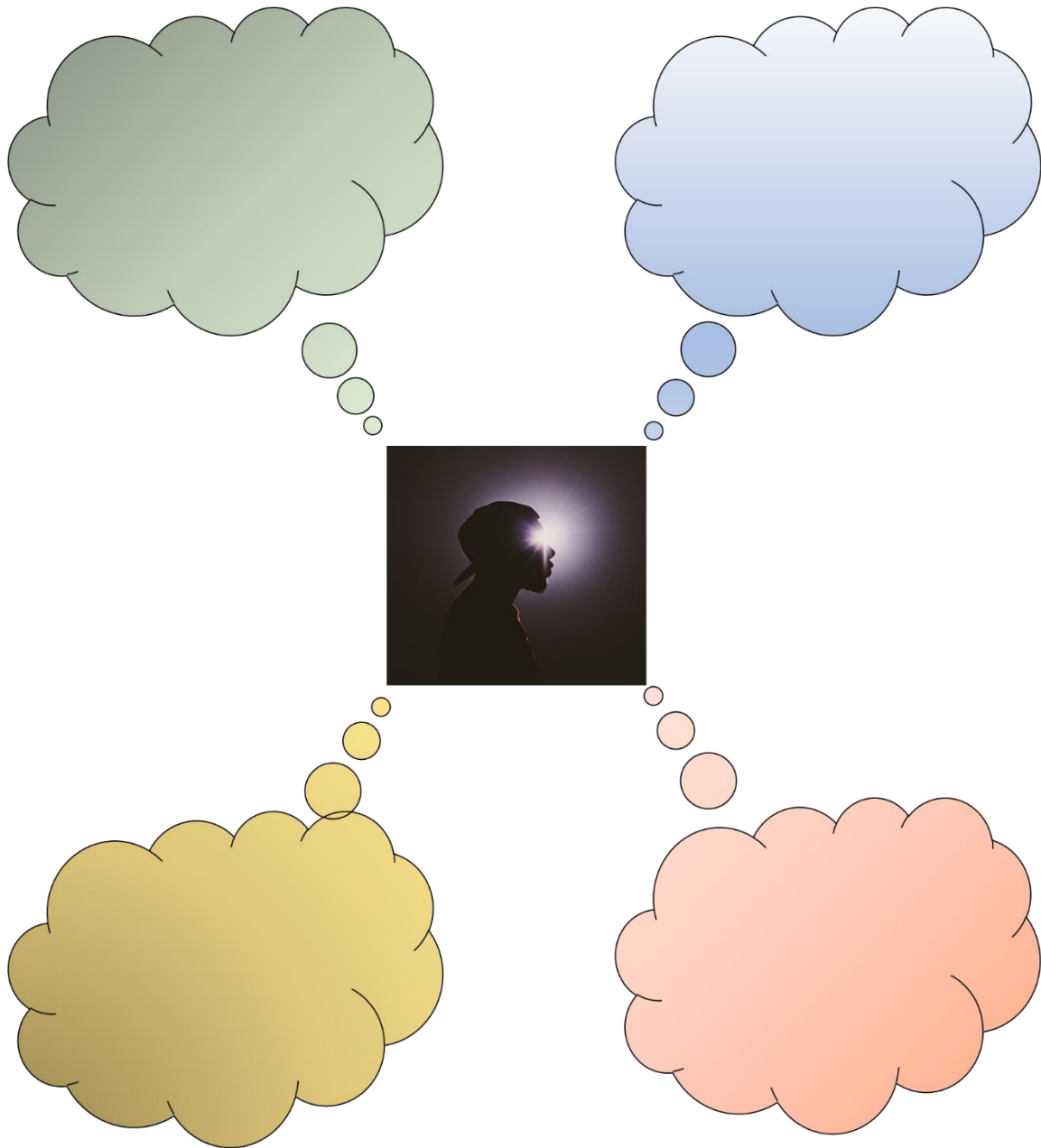


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### Attention 6:4 Think Aloud Speech Bubbles

Using imperative command words (e.g. think, work, focus, make, look, use, consider, try), write some advice for another student doing the 'Look, don't look' attention test.

Think about what they can do to avoid looking at the cartoons.





## Attention 6:4 One Step at a Time

Sean Harrington

When I come in every morning I write a list of everything I need to do that day, that's achievable, what I have to do and what I would like to do. And a 'have to do' thing might be that I have to ring that client at half past 11 to ask him if I can get more money to design a bigger window or something. Or say I'm chasing somebody for money who hasn't paid their bill, that's a horrible thing to do but you have to do it. So those things are on the *Have to Do* list. Then you do the second list which is what are the really nice things you want to do, so I want to design that bridge this afternoon and I want to have the first sketches, I want to make a model of a bridge, I want to do a computer animation of the design, I want to work with my friend in the office doing something fun, I want to work with my other friend in the office doing something else, so you figure out things to do that are really nice to do, and that's the *Fun to Do* list.

Sean's lists

Have to Do	Fun to Do



## Attention 6:5 Being a Professional Student 1

1. Working hard at your job even when you don't want to be doing it
2. Turning up on time for work
3. Being nice to other people at work
4. Following Instructions from your employer, boss or group leader
5. Finishing important tasks
6. Producing quality work or performing well
7. Treating everyone at work fairly
8. Not cheating at work
9. Learning to work better by listening to other people's advice

### Discussion

- Which behaviours are most important do you think?
- Are these behaviours important for all the jobs in the photo or only for some jobs?



## Attention 6:5 Being a Professional Student 2

Which professional behaviours can you do at school? Draw lines linking the professional behaviours with the image of the school students



Working hard at your schoolwork even when you don't want to be doing it

Turning up on time for school

Being nice to other people at school

Following Instructions from your principal, teacher or classmates

Finishing important tasks

Producing quality work or performing well

Treating everyone at school fairly

Not cheating at school

Learning to work better by listening to other people's advice



## Attention 6:5 Learning for Later 1

### Richie Sadlier

There were certain things, and again I'm sure most students can relate to this, now sometimes I would be studying geography and I would be learning about cloud formations or rock formations and in my head going 'I will probably never use this information again, why am I learning this?!'

I suppose I have completely changed my view now. I realise that it's not so much knowing about cloud formations and rock formations but the practice of learning things and the practice of focusing on something and concentrating on something and being able to perform in an exam which is a pressured situation and being able to work to a deadline because you know it's going to finish at 2 o'clock or whatever. Being able to manage all the emotions that come with doing an exam and to be able to deal with all the distracting thoughts that come in in class or deal with problematic relationships with teachers or classmates.

What a rich learning environment for life rather than the blinkered view I would have had on some days going 'why should I care about rock formations'. There was a much bigger thing there that I didn't grasp at the time, there, you're learning a set of skills and strategies and patterns that will absolutely be drawn on later in life.



### Your notes

## Attention 6:5 Learning for Later 2

### Lydia Lynch

I liked my friends I liked the fun parts of school, I didn't like being told what to do, I still don't like being told what to do. My son doesn't like being told what to do and you just have to get past that. I had to realise, he has to realise that this is the stepping stones to get what you need.

So basically, there's things that you'll like in school, there's things that you don't like in school, you have to do them all, you can't just do the things that you like because, even though you think it's pointless or you're never going to use that or it's just a stupid thing to learn, the fact is it's on the curriculum so you have to do it, you have to do well in it so that you can get your goal of going to college, whatever your goal is.

Even if you don't want to go to college, just to finish school so that you're not a quitter, or, you know you've finished, I think is on your way to getting what you want in the end. And if you get what you want in the end job wise, that's happiness for life.



### Your notes

## Attention 6:5 Learning for Later 3

### Paddy Holohan

To me, school is preparation for life and how you're going to react. You have to go to school, so use this as a training for a marathon, because when you leave school most of the stuff you won't use but your reaction to it is already a habit and a routine that you have created in your body.

So, you need to be able to figure out; if you say, 'ah that's stupid I'm not going to do it because I can't get it', guess what; when other stuff comes down the road and you don't know how to figure it out, you're going to say it's stupid and start at the first road of quitting in - not trying at all. You'll be half through the question, and second road of quitting 'ah it's too hard, I'm not doing it', and then the third one is when you literally figure out that 'this doesn't work for me, I can't get this, I need help' and you'll access help.

So that's the things I kind of found through school, its preparation for everything else. Use while you are in school to find your passion, whether it's a sport, a hobby, gaming or making apps, or whatever you want to do. And then when you leave school chase that.



### Your notes

## Attention 6:5 Then, Now and Next 1

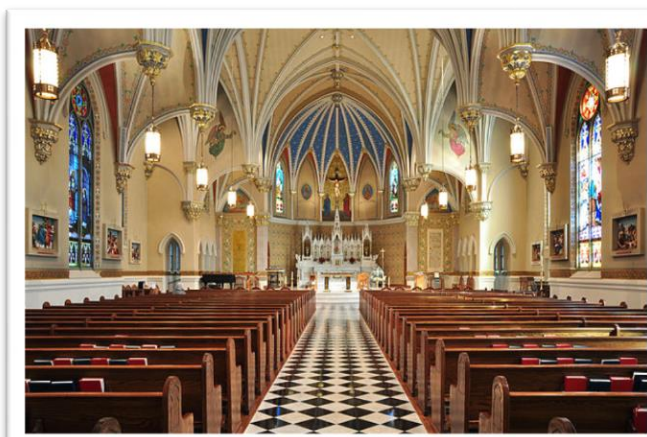
### Sean Harrington's school story

Well both my parents were from working class backgrounds, they recognised that it was really important to move into a job which was enjoyable and well-paid if I could and they recognised that the way of doing that was to get a good education, to do my school work well and to push myself to get to university if I could and they didn't know whether I could achieve that because they didn't know what you needed to get into university. They'd never been, in that sense they didn't really know.

My father is a very disciplined man. Being a musician he's focused on organising and also about the importance of something expressive or artistic in what you do, so he understood that he needed to push me in that organisational, disciplined kind of way to try and get my homework finished on time and so on. And my mother is a fantastic communicator and I think she understood the importance of being able to explain what you're doing to the right people and in the right way and I think she was a huge help in that way.



So, I went to school, failed my 11 Plus which was, 11 Plus is whether you are chosen to go into a Grammar school at that time or a Comprehensive school. And you really had to get into a Grammar school to get to university in those days to get the right education to pass the exams and so on. So, I failed this 11 Plus so my parents pushed it further and they found a system where I could do another exam when I was 13 so I did that exam and passed that and got into a Grammar school.



Another very important part of my education, I'm from Northern Ireland and my mother is a Protestant and my father was a Catholic and that's a very unique position because I don't belong to one tribe or the other. So, most of my friends outside school were Catholics and I played traditional music so I mixed with lots of people in that kind of sense. But my parents made a very clear choice to send me to a Protestant school even though I was brought up as a Catholic. And the reason they did that is to make sure that I

wasn't associated with one 'tribe' or the other, Catholic or Protestant, that I mixed with both.





But this was the height of the 'Troubles' Northern Ireland, I was subject to phenomenal bullying and racism and discrimination at school from the teachers as well as from other pupils. And that made me extremely determined to win. So, in other words it made me work really hard. That adversity looking back made me a very determined person to try and get through that whole system of discrimination.

The other thing that was interesting was at that all-boys school if you were a Catholic you were expected

to be useless at science and mathematics because those were seen as rational, "male" subjects. If you were a Catholic you were expected to write poetry and do art which were seen as kind of "female", Catholic subjects. Because I was good at both, I was good at the Protestant, rational thing and the Catholic, irrational thing, there is how they judged it, pupils as well as staff. It put me in a very unique position of wanting to beat these other kids in exams, I wanted to make sure I got a higher mark than them in order to prove myself to them all the time. And that meant I worked very hard. So, I did lots of O Levels, normally kids in Grammar schools do 9 O Levels, I did 12.

I: Can you explain briefly what an O Level is?

S: O Level is Junior Certificate. And because of my determination in school and wanting not to be discriminated against I got As in all my subjects and I did more than anybody else. And I came on to A Levels and A Levels was Leaving Cert and in Leaving Cert I did 5 A Levels instead of the normal 3 and exactly the same I got 5 As in that.



And that was because there was an atmosphere at home that encouraged me to work, but also at school there was a determination from me to make sure that these people who were bullying me and discriminating against me and calling me a stupid Catholic, that I was going to show them. So, it was quite an interesting process to go through that and it made me very determined at school, and actually I quite enjoyed it.

## Attention 6:5 Then, Now and Next 2

### Comprehension questions

1. What was Sean like as a boy at school?
2. What types of qualities do you think Sean had?
3. What key things influenced Sean to try hard at school?
4. How do you think Sean's school experiences contributed to his career today as an architect?

## True / False quiz

Answer the following questions by ticking true or false, without looking at Sean's story.

1. Sean came from a Catholic family
2. Sean's father is a musician
3. Sean failed the school examination he sat at age 11
4. Sean went to a school with boys and girls (mixed gender)
5. Sean was bullied because he was a boy
6. Sean used his experience of being bullied to motivate himself at school
7. Sean did 11 O Levels
8. Sean is a politician
9. Sean is from Northern Ireland

[illegible]

## ASSESSMENT: TELL ME WHY

Read the two written contributions from the PROSPER role models. As you are reading think about the purpose of each piece of writing.

Return to the top of this worksheet to answer the following questions:

What is the writer describing? Name the main topic and some smaller topics	
Sean	Eugene
For what purpose are they writing? Consider the following uses: <i>describe, explain, explore, synthesise, argue, persuade, instruct, inform.</i>	
Sean	Eugene
List some words that helped you identify the purpose of the writing	
Sean	Eugene



### **Sean Harrington (Architect): A Tale of Two Bridges**

No design happens in isolation. It is always influenced by what has gone before. When we designed the Millennium Bridge in 1998, our foremost intention was to design a bridge that sat comfortably in its historic and urban context – in time and place.

The River Liffey in the city centre is arguably Dublin's greatest public space. It is defined by the almost continuous terrace walls of 4 and 5 storey buildings along the quays. The river is sufficiently wide to give clear distinction between north and south, yet narrow enough to be able to look across and recognise a face. It's both of a city and human scale.

Between Ormond and Wellington Quays the river is about 55m wide, flows eastwards towards Dublin Bay, and is tidal with a range of about 4m between the lowest and highest water marks. The dominant object in this stretch of the river is the Ha'penny Bridge. Given its great cultural, artistic and social significance we were inspired to design the new bridge to sit comfortably and be "in polite conversation" with its older relative, yet have a confident, contemporary and appropriate expression of its own.

The question was; how could we achieve this?

The Ha'penny Bridge is a beautiful iconic design that has become an instantly recognisable symbol of Dublin. It is a bridge built using the most advanced technology of its day, crossing the river with a single elegant span that jumps off one stone abutment and lands on another. It theatrically arches across the river, allowing boats to pass beneath and people to walk up and over.

Structurally, it is an arch made of cast iron with the depth of the truss decreasing towards the middle of the span, elegantly thinning out in the centre of the river. All structure is below the walking-deck.

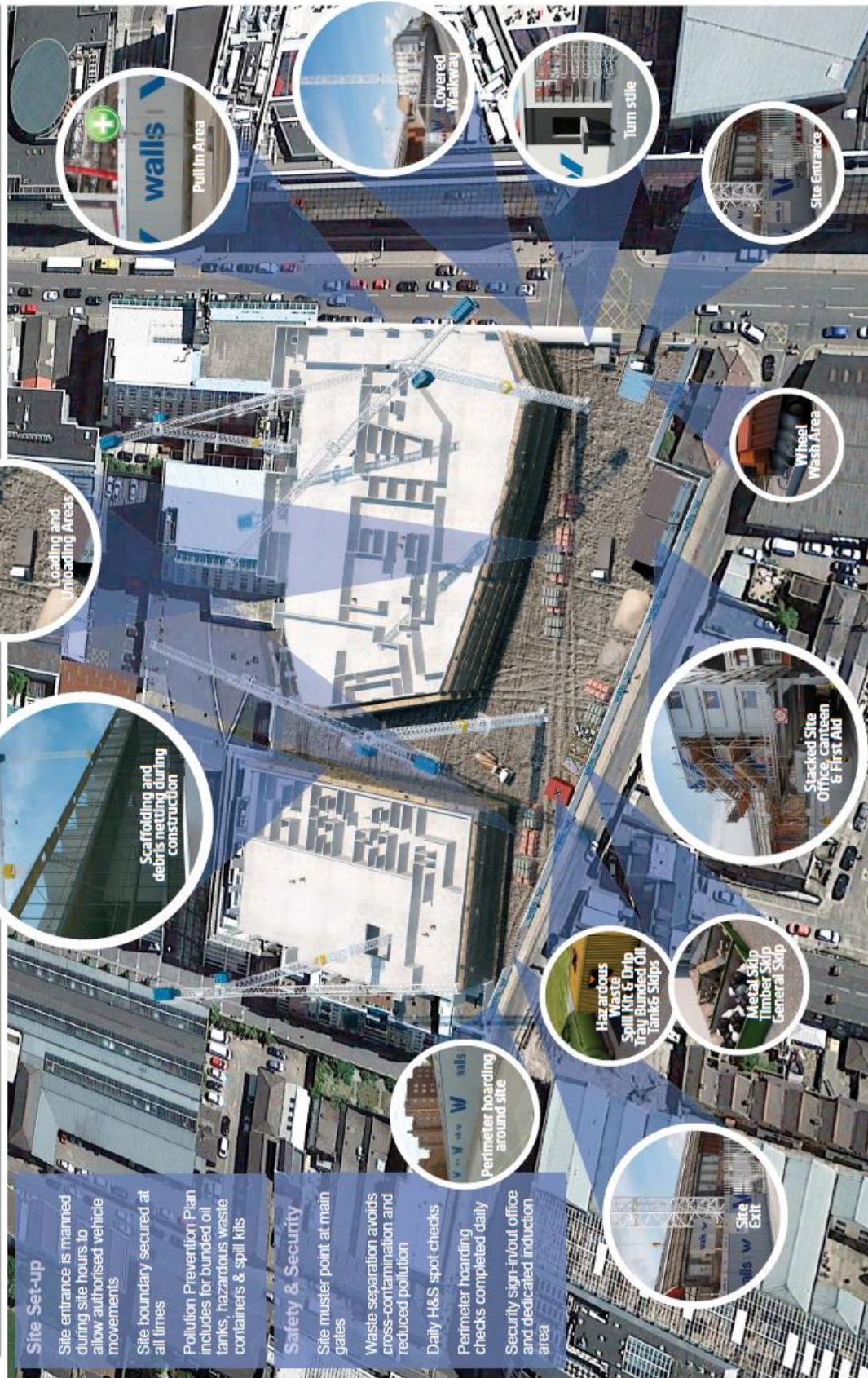
For the Millennium Bridge, our initial design decision was also to have a single span bridge, with the structure below deck. This simple move would start the aesthetic conversation between Ha'penny and Millennium bridges, and would avoid extravagant and unnecessary structural gestures like masts, cables or above-deck arches that would distract from its illustrious neighbour.



## Eugene O'Shea (Walls Construction): Cardiff Lane Site Setup

Cardiff Lane Mixed use Development

### D Works Execution



for Marlet Property Group (Ltd.)

walls | w

# ASSESSMENT: TIME CAPSULE PORTFOLIO PART A

## My Learner Identity and Educational Goals

Please complete the following statements:

I enjoy learning about...	
I enjoy learning about this thing because...	
One challenging thing I am learning at school is	
I find it challenging because...	
If I were to give three words to describe myself as a learner they would be:	1. 2. 3.
In the future, I would like to learn more about: (Name three things)	1. 2. 3.
I would like to learn more about these things because...	



# ASSESSMENT: TIME CAPSULE PORTFOLIO PART B

## My Learning Community

The five people who help me to learn the most are:

- 1.
- 2.
- 3.
- 4.
- 5.

The things I can teach other people about are:

- 1.
- 2.
- 3.
- 4.
- 5.

I feel connected to school when:

Write as many emotions as you can, that you have when you are learning in a group:



# ASSESSMENT: TIME CAPSULE PORTFOLIO PART C

## Controlling My Learning

Please complete the following statements:

Controlling my learning is like...  
*write a metaphor if you can*

I get the most distracted in class when...

I find it easiest to focus on what I am learning when...

Name 5 goals of your own, for becoming a better learner in class

- 1.
- 2.
- 3.
- 4.
- 5.

Imagine you are your future self, in control over your own learning. Give your current self some advice on how to be a better learner.



## ASSESSMENT: ROLE MODEL RESEARCH PORTFOLIO

Choose a person from your community or who you have learned about through the media, who you can relate to as a role model for learning and career success.

Using the library, Internet or by speaking directly with that person if it is suitable to do so, create the following three pieces of writing using your own materials:

1. Write a Role Model Fact Sheet, in the style of the fact sheets in PROSPER. You do not need to use Microsoft Word or worry about the formatting. A simple page with clear writing will do.

2. Write a detailed paragraph or two about 1 challenge that your role model had to overcome, to get to where they are today.

3. Write a letter to your role model, outlining (1) why they inspire you and (2) what you hope to achieve in your life based on their advice or good example

