



PROSPER

The Professional Student Programme for
Educational Resilience

Teacher Manual
Junior Cycle English



School of
Education



IRISH RESEARCH COUNCIL
An Chomhairle um Thaighde in Éirinn

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PROSPER

The Professional Student Programme for Educational Resilience

Teacher Manual

Junior Cycle English

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Educational resilience is the personal skill of overcoming challenges to stay engaged in education, school, and schoolwork. This skill can be developed by young students throughout their childhood and adolescence. 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 11 – 14-year old students 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 teaches students how to engage in schooling more deeply by drawing on a web of personal and social resources, as they learn and explore their lives in classrooms, at home and in their communities.

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

PROSPER teaches students how to enhance their:

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





Can we teach PROSPER?

PROSPER is an independently designed programme for educational resilience that can be taught in any country, by any educational professional. The lessons are highly structured and all core resources of worksheets, audio and visual files are provided with the programme. Simply download the version you want to teach, photocopy or print the worksheets from the student manual for the students, and begin.

PROSPER in Ireland

PROSPER has been designed to align with the Irish National Council for Curriculum and Assessment's Junior Cycle, and can be taught as a full unit of work in well-being, Social, Personal and Health Education (SPHE) or English. The 30-lesson programme fulfils objectives for the English curriculum, and the 12-lesson programme fulfils objectives for SPHE. Alternatively, either version can be taught as a stand-alone short course in well-being that has the additional benefit of improving students' literacy.

Version	Number of weeks	Number of lessons	Lesson duration	Total hours
English / Well-Being	6	30	40 minutes	20
SPHE / Well-Being	6 per year 12 in 2-years	6 per year 12 in 2-years	40 minutes	4 per year 8 in 2-years

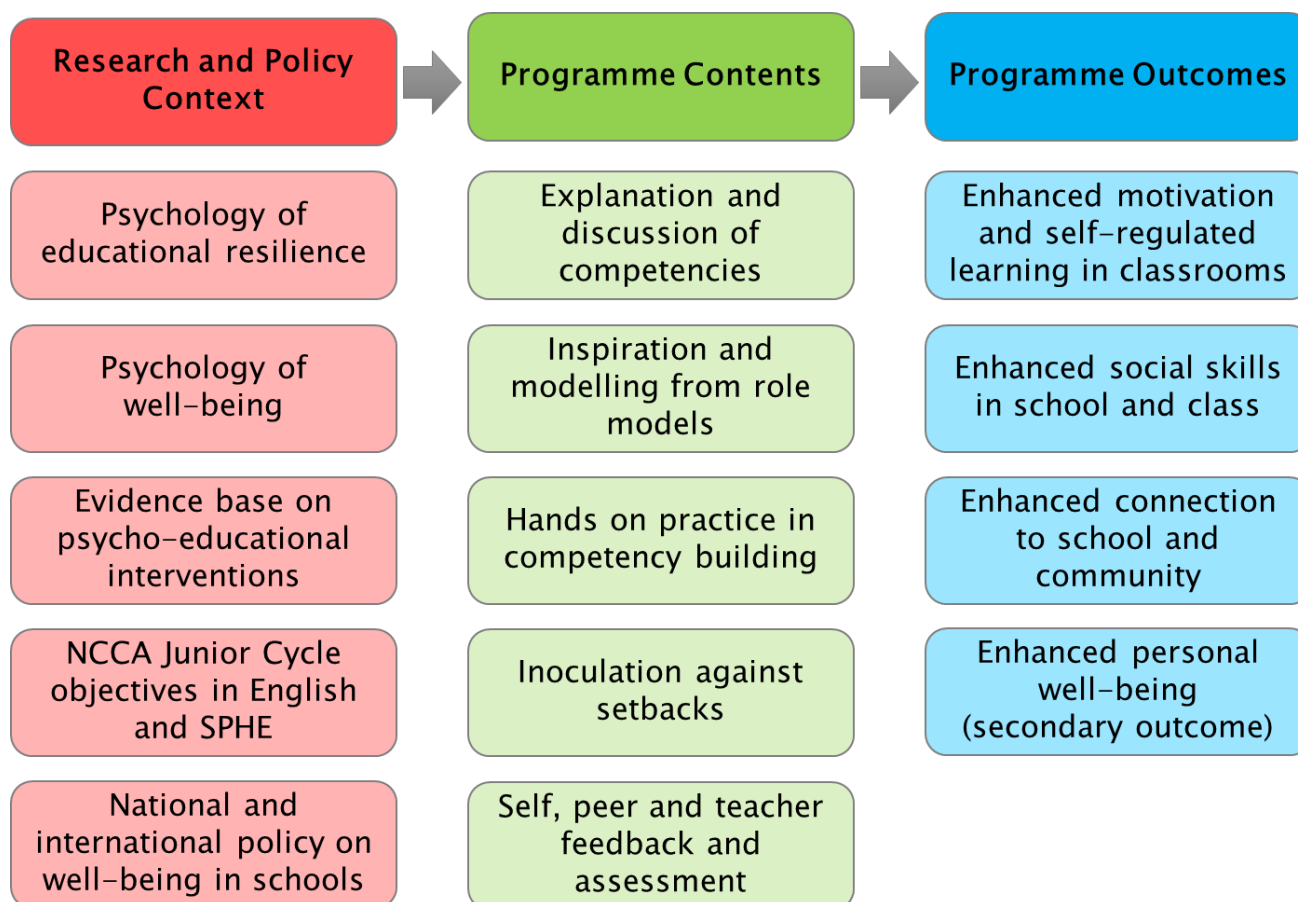
Developed for educational professionals by teachers and educational psychologists

The PROSPER lessons were designed collaboratively by school teachers and educational psychologists with funding from the Irish Research Council. The initial programme was piloted in two schools, systematically evaluated using research methods, and refined to create the final manuals.



HOW DOES PROSPER WORK?

PROSPER combines a vital set of ingredients to effect change in individual students, and, in turn, in peer-groups and classrooms.





English / Well-being 30-lesson version

WEEK	LESSON	Monday	Tuesday	Wednesday	Thursday	Friday	Optional Assessment
1 Identity		Mindsets and role models	Who am I?	Social group identities	My school identity	Valuing learner diversity	Tell me why (reading)
2 Attitudes		Valuing learning	Attitude to school	Choosing your own attitude	Controlling feelings at school	Cycle of attitude formation	Biography hunt / vocabulary (reading)
3 Competence		Feeling (In) Competent	Ability beliefs and expectancies	Gender stereotypes	Handling criticism	Role model talk show (oral)	Portfolio activity a (writing)
4 Goals		Learning goal hierarchies	Short-term goals	Long-term goals	Competing goals / goal disengagement	Goal orientation	Portfolio activity b (writing)
5 Relationships		Communities of learners	Learners as teachers	Learner support networks	School connectedness	Learners in the community	Portfolio activity c (writing)
6 Attention		Metacognition of attention	Coping with distractions	Self-regulated motivation	Time on task	Being a Professional Student	–

SPHE / Well-being 6- or 12-lesson version

Week	Lesson	First Year	Second Year
1 Identity		Mindsets and role models	Valuing learner diversity
2 Attitudes		Valuing learning	Cycle of attitude formation
3 Competence		Myself as a learner	Ability beliefs and expectancies
4 Goals		Learning goal hierarchies	Short & long-term goals
5 Relationships		Self-regulated communities of learners	School connectedness
6 Attention		Metacognition of attention	Coping with distractions



Both the 30-lesson and 12-lesson versions of PROSPER have optional daily homework, which is included in the lesson plans. There are also three assessment options for the 30-lesson version of PROSPER that align with the NCCA Junior Cycle English curriculum. These can be assigned during class or for homework each week.

Assessment of oral skills

Option	Activity	Feedback	Objectives
1	<p>Role model talk show</p> <p>Roles:</p> <ol style="list-style-type: none"> 1. Talk show host 2. Role model 3. Argumentative guest 4. Peacemaker guest <p>Students work in groups of 2 – 4.</p> <p>They must devise a talk show (5 minutes) where the host interviews the role model, asking for advice on staying on task at school.</p> <p>The group must choose one of the PROSPER role models for Role 2. They may refer to the role model fact sheets to help them choose.</p> <p>A third student is an argumentative guest, and has to argue against that advice.</p> <p>A fourth student is a supportive guest, and counters the arguments with logical reasons for why they are not sound.</p>	<p>Generative feedback</p> <p>Every other group of students names 1 good thing, and 1 thing for improvement, after watching the roleplay.</p> <p>Teacher feedback</p> <p>Names 2 good things, 2 things for improvement.</p> <p>Incorporate feedback</p> <p>Repeat presentation for the whole class informed by feedback, if time permits.</p> <p>Blind teacher grading</p> <p>See oral rubric below. Teacher blind grades for each student. Grades do not need to be released to students. Instead, they will have assessed their performance through the oral feedback from peers and the teacher.</p>	<p>OL1, OL3, OL5, OL4</p>

Assessment of reading skills

Option	Activity	Feedback	Objectives
1	<p>Tell me why</p> <p>Students compare the 2 role model texts from the Tell Me Why worksheet.</p> <p>They compare the texts on the 4 indicators outlined in the worksheet.</p>	<p>Peer-feedback</p> <p>Students offer their comparison findings to the whole class. Hearing other people's comparisons enables each student to evaluate their own comparison.</p> <p>Teacher feedback</p> <p>Discusses the set of shared comparisons in relation to the indicators in the worksheet.</p> <p>Blind teacher review</p> <p>Teacher reviews written answers to evaluate each student at the start of the programme.</p>	R6, R12, R13

Option	Activity	Feedback	Objectives
2	<p>Option 2 a</p> <p>Biography hunt</p> <p>Students check out a biography or a true story from the school or local library or borrow from a friend or family member. They read the first chapter and discuss it with a friend in class.</p> <p>Option 2 b</p> <p>Biography vocabulary</p> <p>Students create a list of 10 words from the first chapter of a biography (provided by teacher) to share with a friend. They look up the meanings of these words using a dictionary.</p>	<p>No feedback required – activity for pleasure and personal development only.</p>	R2, R5, R10

Assessment of writing skills

Option	Activity	Feedback	Objectives
1	<p>Time Capsule Portfolio</p> <p>Students complete the time capsule worksheets (a, b and c).</p> <p>In those, students describe their identity as a learner and educational goals, their attachment to their learning communities, and their ability to control their learning behaviours.</p>	<p>Peer feedback</p> <p>Students exchange their portfolios with a friend. The friend says 2 things that they learned from reading the other's portfolio.</p> <p>Teacher feedback</p> <p>The teacher provides constructive written feedback for each portfolio including a minimum of 2 positive comments, and 3 learning targets (one each for paragraph, sentence and word level).</p> <p>Blind teacher grading</p> <p>See writing rubric below</p>	W2, W5, W9, W10, W11

Option	Activity	Feedback	Objectives
2	<p>Role Model Research Portfolio</p> <p>Students complete the role model research task, guided by the worksheet.</p> <p>To do those, the students must research a person from their community or who they have learned about through the media, who is, or could be a role model to them, for their education and career.</p> <p>In the worksheets, students will record and write about the role model's gender, occupation, life history, and any challenges they have had to overcome to get to where they are today.</p>	<p>Peer feedback</p> <p>Students exchange their portfolios with a friend. The friend says 2 things that they learned from reading the other's portfolio.</p> <p>Teacher feedback</p> <p>The teacher provides constructive written feedback for each portfolio. This should include a minimum of 2 positive comments, and 3 learning targets (one each for paragraph, sentence and word level).</p> <p>Blind teacher grading</p> <p>See writing rubric below</p>	W2, W5, W9, W10, W11

Oral assessment rubric

Please use the following rubric for blind grading of students' oral work

1. Demonstrates rudimentary competence	2. Demonstrates adequate competence	3. Demonstrates secure competence	4. Demonstrates advanced competence
<p>The presentation is characterised overall by several of the following criteria: hesitation, inconsistency, a lack of verbal and linguistic clarity</p> <p>Style and content may be inappropriate to the task.</p>	<p>Delivers a spoken presentation using basic language and oral conventions that is complete and appropriate to the task.</p> <p>There may be aspects of rudimentary competence (see previous column).</p>	<p>Delivers a spoken presentation with purposeful control over tone, pacing and content of language.</p> <p>Style and content are appropriate to the task.</p>	<p>Delivers a spoken presentation with demonstrated control over tone, pacing and content of language.</p> <p>Creative efforts that are appropriate to the task engage the listener.</p>



Written assessment rubric

Please use the following rubric for blind grading of students' written work

1. Demonstrates rudimentary competence	2. Demonstrates adequate competence	3. Demonstrates secure competence	4. Demonstrates advanced competence
A basic effort has been made to complete the task.	The writing is presented in a readable format.	The text is written generally or explicitly for the stated purpose.	The text is written explicitly for the stated purpose.
There are consistent errors in structure, syntax and spelling.	A variety of descriptive words and phrases are used to add interest to the text.	A variety of descriptive words and phrases are used to add interest to the text.	An engaging variety of complex descriptive words and phrases are used to add interest to the text.
Some or most of the task may be incomplete.	There may be some errors in structure, syntax and spelling.	There are no or few errors in structure, syntax and spelling.	There is an identifiable arc in the writing.
	The majority or all of the task has been completed.	All of the task has been completed unless by misunderstanding.	There are a few if any errors in structure, syntax and spelling.
			All of the task has been completed unless by misunderstanding.



1. STUDENT IDENTITY

Student identity: what is it?

Identity can be defined as the way people perceive themselves and the way others perceive them.^{1,2} In a school setting, it can make sense to refer to identity as a person's emerging individualization.³ The school context provides students with many experiences to form their identities. There, students have opportunities to become more autonomous, meet new friends with similar interests, and have deeper academic and social interactions that contribute to identity formation. Also, because their cognitive development is becoming more sophisticated in adolescence, students can better reflect on what makes them an individual as they move through their schooling.⁴

Why is it important to teach student identity?

Identity is an important influence on student learning and engagement. Students tend to be more engaged with learning when the lesson content fits with their identity. Thus, it is critical to see when students disengage with certain academic material that they do not connect with. With this idea in mind, it is helpful for students to understand how their identities can be a powerful tool for shaping action in school contexts. In PROSPER, students will develop a greater awareness of how their school experiences impact their identities, and how they can alter or fit their identities in relation to the challenges of schooling, with a focus on school engagement.

¹ 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

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

³ 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.

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

Identity 1.1 Role Models and Mindsets	
PROSPER objectives	<ul style="list-style-type: none"> ▪ Students will understand that intelligence is malleable and can be developed ▪ Students will understand that challenging themselves can help develop their abilities ▪ Students will identify an interesting role model
NCCA objectives	OL8, OL10, W3
Lesson summary	<ol style="list-style-type: none"> 1. Introduction 2. Changing your brain 3. Neuroplasticity 4. Working harder 5. Meet the role models 6. Wrap-up
Resources	Internet connection and visual display, or growing your mind and neuroplasticity videos

Introduction	
Time	2 minutes
Dialogue	Over the next 6 weeks we are going to have a series of lessons from the Professional Student Programme for Educational Resilience (PROSPER). The aim of PROSPER is to help you learn how to succeed in school and in life.
Instructions to students	<ul style="list-style-type: none"> ▪ Hand out the workbooks and let students look at them. ▪ Tell students that the theme of PROSPER is career role models – people who have struggled against the odds to do extremely well in their careers. ▪ Please stress that students are not expected to become millionaires or football stars, although they should aim high in a realistic way. ▪ Instead, the career role models have useful advice for how to do well at whatever you are doing, at school, at home, and later in life.

Activity 1	Changing your Brain
Time	5 minutes
Dialogue	In the first PROSPER activity, we are going to learn about how we can use our brains to do well at school and in our careers.
Instructions to students	<p>Watch Kahn Academy video <i>Growing your Mind</i> (3:04) - https://www.youtube.com/watch?v=WtKJrB5rOKs&vl=en</p> <p>If the link is broken, please search for the video or replace with a different video on growth mindsets.</p> <p>Whole class discussion How do people become more intelligent? How does the diagram of the neurons demonstrate this? How are our brains like muscles?</p>

	<p>When do our brains grow the most?</p> <p><i>Material for this activity has been sourced from the Kahn Academy Mindset Kit</i></p> <p>https://www.mindsetkit.org/topics/teaching-growth-mindset/growth-mindset-lesson-plan</p>
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Activity 2	Neuroplasticity
Time	5 minutes
Dialogue	In this next video, we will see how the brain makes new connections between synapses to learn new behaviours and habits. By making new connections in your brain, especially by doing hard work, you can develop your mind and your intelligence.
Instructions to students	<p>Watch</p> <p>Sentis video <i>Neuroplasticity</i> (2:03) - https://www.youtube.com/watch?v=ELpfYCZa87g</p> <p>If the link is broken, please search for the video or replace with a different video on neuroplasticity</p> <p>Whole class discussion</p> <p>What is neuroplasticity?</p> <p>How does neuroplasticity work?</p> <p>How can you rewire your brain?</p> <p><i>Material for this activity has been sourced from the Kahn Academy Mindset Kit</i></p> <p>https://www.mindsetkit.org/topics/teaching-growth-mindset/growth-mindset-lesson-plan</p>

Activity 3	Working Harder
Time	10 minutes
Dialogue	Next we will apply what we have just learned about the brain, to our everyday experiences of learning new things.
Instructions to students	<p>Individual work</p> <p>Ask the students to write about, or make some notes on, something they found difficult to learn or do, using the worksheet.</p> <p>Whole class discussion</p> <p>Ask students to volunteer to tell their stories of challenge.</p> <p>Prompt students to reflect on how they overcame that challenge, or, if they gave up, how they could go back in time and overcome the challenge.</p>

Activity 4	Meet the Role Models
Time	10 minutes
Dialogue	<ul style="list-style-type: none"> ▪ In the front of your workbooks are fact sheets about each role model in the PROSPER programme. ▪ You can see that the role models have come from a range of occupations, including architecture, science, martial arts, television, art, mathematics, poetry, politics and football. ▪ Despite their different careers, one thing that connects all of our role models is that they have had to put in a lot of hard work to get to where they are today. ▪ Many of the role models have come from families where education was not a priority, or where their parents had lower incomes, which meant they had to work especially hard. ▪ Each role model was interviewed for PROSPER and the programme creators recorded those interviews. In this activity we are going to listen to an extract from one of those interviews, where a role model had to work especially hard to learn how to do something new.
Instructions to students	<p>Whole class reading Review Paddy Holohan's fact sheet with the students.</p> <p>Individual listening Listen to the Paddy Hohohan mindset audio file (1:35).</p> <p>Whole class discussion – martial arts to English Ask the students:</p> <ol style="list-style-type: none"> 1. Does Paddy have any problems when he is learning Brazilian Jiu Jitsu? 2. How does he overcome those problems? 3. Does Paddy give up on learning Brazilian Jiu Jitsu? 4. What does he do instead of giving up? <p>Write on the board:</p> <p><i>Write a short story about Paddy Holohan's life</i></p> <p>Ask the students:</p> <ol style="list-style-type: none"> 1. Would this be an easy or a difficult task to do? 2. How could we break it into smaller steps to make it easier to do? 3. What could you do to stop yourself from giving up on this task? 4. If you managed to achieve this task, do you think it would help you improve your skills in English?
Wrap-up	
Time	2 minutes
Instructions to students	Ask the students to challenge themselves not to give up on the next task they find difficult to do.

Identity 1.2 Who am I?	
PROSPER objectives	<ul style="list-style-type: none"> ▪ Students will be introduced to the concept of 'Identity' ▪ Students will identify important objects in their own lives ▪ Students will learn to develop a collective identity ▪ Students will be able to understand the importance of learning from failing
NCCA objectives	OL1, OL2, OL10, R10, W3, W4
Lesson summary	<ol style="list-style-type: none"> 1. Introduction to identity 2. Creating a personal prop box 3. What we have in common 4. Learning from failing 5. What did I learn today?
Resources	Worksheets, pens, dictionary

Introduction	Introduction to Identity
Time	10 minutes
Dialogue	Teacher writes the word 'Identity' on the board and asks students to give examples of what their understanding of the word 'Identity' is. Teacher fills in a spidergram on the board with the students' examples.
Instructions to students	Students give examples and write them into their spidergram worksheets.

Activity 1	Creating a Personal Prop Box
Time	5 minutes
Dialogue	<p>Teacher explains to students that they are now going to select five physical items that they believe reflects who they are. Teacher gives examples such as;</p> <ul style="list-style-type: none"> • Football jersey/boots • Reading glasses • Picture of their home or street • Picture of their family • Mobile phone • Laptop • Pet dog • School jumper • Favourite film/book
Instructions to students	Students write out their five items using worksheet 2. Once the worksheet is completed, students share their prop box with their partner. Teacher concludes this piece of the lesson by explaining to students that their prop box gives a good insight into who they are as people and that he/she would imagine that of the 30 students in the room it is unlikely that two students have exactly the same five items in their prop box, thus emphasising the point that we are all unique individuals with a unique identity.

Activity 2	What we have in Common
Time	5 minutes

Dialogue	Teacher breaks students up into groups of three/four
Instructions to students	<p>In groups, students try to identify what they all have in common as 11-14-year-olds. While they may come up with some creative examples, essentially, they should conclude that they are all students learning in secondary school and this is their common identity. The teacher should guide groups to come to this conclusion if they are finding the activity too abstract.</p> <p>The teacher explains that while they all have individual identities, this is their collective identity.</p>

Activity 3	Developing your identity through Failure
Time	15 minutes
Dialogue	<p>Teacher asks students what kinds of things worry them most about school. Expect students to state some of the following.</p> <ul style="list-style-type: none"> • Being bullied • Getting in trouble • Forgetting homework • Not understanding a question • Not being able to answer • Having to speak or read aloud • Failing an exam • Etc. <p>Once failing an exam has been identified the teacher should focus the conversation on this by asking students what personal emotions we might feel when we fail at something? Exams, sport, an interview etc. These words are written on the white board.</p> <p>Teacher then reads out the following.</p> <p>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 RTÉ and a psychotherapist. He also teaches mental well-being to secondary school students. Here he discusses how he felt after his injury and what his options were after football.</p> <p>“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</p>

	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."
Instructions to students	<p>Individual Work Underline words in this extract that you do not understand. Look them up in a dictionary and write out the explanation. Worksheet provided.</p> <p>Group Work In groups of three or four write out three pieces of advice you would give to Richie to help him bounce back from this setback in his life. Worksheet provided.</p>

Wrap-up	What did I Learn Today
Time	2 minutes
Dialogue	Teacher should ask students what they have learned today and guide the discussion towards the important outcomes of today's lesson.
Instructions to students	Students outline what they learned today by answering the teacher's questions.

Optional Homework	For homework they complete a fact sheet on their own identity. Worksheet provided.
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Identity 1.3 My School Identity	
PROSPER objectives	<ul style="list-style-type: none"> Students will make explicit aspects of their identity that tie to schooling Students will develop an understanding of positive and negative self-concepts at school Students will create strategies to overcome identity-related fears about doing well in school Students will learn to deal more effectively with emotions in school
NCCA objectives	OL1, OL2, OL4, OL10, R1, R2, W4, W7, W10
Lesson summary	<ol style="list-style-type: none"> What we learned yesterday At school 'I am' statements Classroom identities Interview – listening activities
Resources	Worksheet; pens; identity audio files (educational identity 1, 2 and 3)

Introduction	What we Learned Yesterday
Time	3 minutes

Dialogue	Teacher asks students to summarise what they learned yesterday and outlines what students will learn today by writing the lesson objectives on the board.
Instructions to students	Students recap verbally what they learned yesterday.

Activity 1	At School 'I am' Statements
Time	10 minutes
Dialogue	<p>Students will fill out a personal worksheet on themselves. This should be done individually as it could contain both positive and negative information.</p> <p>However, students should be encouraged to share some of the information in a plenary session at the end of the activity.</p>
Instructions to students	<p>The teacher explains to students that they are to fill in the 9 'At School I Am Statements' about themselves on the worksheet.</p> <p>Teacher gives examples of 'At School I Am Statements'</p> <ul style="list-style-type: none"> • I am in Mrs Jones' class for English • I am 12 • I am good at football • I am a good singer • I am tall/short • I am good at science • I am not good at maths • I am a friend to Stacy • I am growing up • Etc. <p>Once this is completed the teacher asks the students to count how many statements they would regard as positive and count the statements they believe to be negative.</p> <p>Then they are asked to work out the percentage of positive versus negative statements. This activity complements the development and encourages numeracy in students. If they do not know how to work out percentages the teacher should give a short demonstration on the board.</p>

Activity 2	Classroom Identities
Time	15 minutes
Dialogue	<p>The way we act in class and the way our classmates see us is called our 'social learner identity'. Sometimes we try to act a certain way in class to look good in front of our friends, or to make us feel better about ourselves.</p> <p>Read the three descriptions of students.</p> <p>Think privately about which description fits you the best. Which description fits your classmates the best?</p>
Instructions to students	Whole class discussion

	<p>Which of these students has fears about doing schoolwork? (Sam and Malachy). Why is Sam afraid? Why is Malachy afraid? Why is Natasha not afraid of doing schoolwork?</p> <p>Group Work In groups of three or four, students come up with five pieces of advice to help either Sam or Malachy overcome their fears and become a better student.</p>
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Activity 3	Interview - Listening Activity
Time	12 minutes
Dialogue	Students should listen to the relevant sections of the interviews by Richie Sadlier, Paddy Holohan and David Norris.
Instructions to students	<p>Listen to the following extracts and fill in the missing words as you listen (4:41).</p> <p><i>Missing words are given below in bold:</i></p> <ol style="list-style-type: none"> Richie Sadlier grew up in a family where education was respected or seen as a priority. 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 doing well in school because it would get him to college. Richie's mind would wander to mind would wander to 'Jesus maybe one day I'll be scoring a goal in such and such a stadium' Paddy Holohan actually loved school. Paddy was very good at English. Paddy liked to make his English stories bigger and better. David Norris was sent to two secondary schools. David was determined to escape his dysfunctional secondary school. David's new teachers were motivated by their love of the subject and David absolutely loved his new secondary school. <p>Whole class discussion</p> <ul style="list-style-type: none"> Do you think Richie, Paddy or David might have messed around at school? If so, which person might have messed around the most? Do you think they messed around all of the time? Did any of them not try hard at school eventually? Why do you think they tried hard at school?

Optional Homework	<p>Tell me why assessment activity. The 3-page worksheet for this activity is provided in the assessment section of the manual.</p> <p>Please review this activity with the students before assigning it.</p>
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Identity 1.4 Social Group Identity	
PROSPER objectives	<ul style="list-style-type: none"> Students will learn what a social group identity is Students will be able to identify with particular social groups Students will get to know other students in their class Students will begin to understand that their educational or school identity can be reflected and reproduced by their social group affiliations
NCCA objectives	OL1, OL2, OL3, W3
Lesson summary	<ol style="list-style-type: none"> What is a social group? My social groups Primary and secondary groups What we have in common Jokers, good students and messers snakes and ladders
Resources	A3 size copy of a placemat setting; worksheets; pens, dice and counters for snakes and ladders game

Introduction	What is a Social Group?
Time	2 minutes
Dialogue	<p>The teacher writes the following on the board</p> <p>“A social group is a collection of people who interact with each other and share similar characteristics and a sense of unity.”</p> <p>The teacher explains this definition for the students.</p>

Introduction	My Social Groups
Time	5 minutes
Dialogue	<p>We often have more than one social group who we feel that we’re a part of. It can sometimes be possible to identify these social groups through something specific, for example the clothes they wear, the things they do, their age, or their personal relationship to each other.</p>
Instructions to students	<p>The students are asked to <u>think, pair and share</u> some examples of social groups that they might identify with. Expect some of the following.</p> <ul style="list-style-type: none"> My friends My football team My class My family My club My social media profile My work colleagues

Activity 2	Primary and Secondary Groups
Time	5 minutes
Dialogue	<p>The teacher explains to students that social groups can be broken down into two types: primary and secondary groups. Primary groups are people you share a close relationship with for example your family and close friends. Secondary groups are people you know and spend time with on a regular basis for example your work colleagues or your year group.</p>

Instructions to students	<p>Individual work</p> <p>Students now list three primary and three secondary groups they identify with.</p> <p>Whole class discussion</p> <ul style="list-style-type: none"> ▪ Did anybody list some social groups where group members overlapped, for example a person you know is in both groups? ▪ Is it okay to belong to identify with more than one social group? <i><u>The answer to this question should be yes</u> – please help students understand that they are never stuck inside a single group and that group membership is fluid.</i>
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Activity 3	What we have in Common
Time	10 minutes
Dialogue	<ul style="list-style-type: none"> ▪ Break students up into teams of about five. Make sure each team has the same number of people in it and make sure you have at least four separate groups. ▪ Try to keep close friends in separate groups.
Instructions to students	<ul style="list-style-type: none"> ▪ Instruct each team to talk amongst themselves and find out at least six things that every group member has in common with the other members. ▪ You could consider not allowing teams to use simple things like height, hair colour, school uniform, etc. Limiting the similarities to non-physical things helps the students to learn more about each other and engage in active, more meaningful conversations which should promote inclusion and lasting connections between team members. ▪ This game is played as a race and each team is competing to come up with their six similarities before the others. The game ends once every team has come up with the six things they have in common, or once the time set aside for the game has expired. ▪ The winning group then outlines to the rest of the class what six things they all have in common.

Activity 4	Jokers, Good Students and Messers - Snakes and Ladders
Time	10 minutes
Dialogue	Ask the students to remember yesterday's lesson on classroom identities.
Instructions to students	<p>Whole class discussion</p> <ul style="list-style-type: none"> ▪ Do people with similar classroom identities (e.g., joker, good student, messer) tend to hang around with each other? ▪ Why do the students think this is the case? ▪ Can we be friends with people in different social groups? ▪ Do we need to have individual social groups or can we all just get along with each other? <p>Paired activity</p> <p>In pairs or small groups, students play snakes and ladders. <i>You will need to provide dice and counters for this activity.</i></p>

Wrap-up	Homework Assignment – Spelling Quiz
Time	2 minutes

Instructions to students	<p>Give students Worksheet 5 and tell them they will have a spelling quiz on these words in the next class.</p> <ol style="list-style-type: none"> 1. Social group 2. Friends 3. Emotions 4. Relationship 5. Identity 6. Occasions 7. Brilliant 8. Nervousness <p>Students are informed that they will have a spelling text on these words in the next class.</p>
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Homework	Students learn to spell the words they have been assigned for the next class.
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Identity 1.5 Valuing Diversity	
PROSPER objectives	<ul style="list-style-type: none"> ▪ Students will develop an understanding of the term 'diversity' ▪ Students will identify diverse groups in society ▪ Students will improve their writing and comprehension skills ▪ Students will think about how diversity can make them a better learner
NCCA objectives	OL1, OL2, OL3, OL4, OL8, R1, R2, R3, R12, W2, W3, W4, W5, W6, W10
Lesson summary	<ol style="list-style-type: none"> 1. What we learned yesterday 2. Spelling quiz and peer assessment 3. Brainstorming diversity 4. Diverse role models 5. How can understanding diversity make me a better learner?
Resources	Access to YouTube and AV equipment, worksheets, pens

Introduction	What we Learned Yesterday
Time	3 minutes
Dialogue	Teacher asks students to summarise what they learned yesterday and he/she outlines what students will learn today by writing the lesson objectives on the board.
Instructions to students	Students recap verbally on what they learned yesterday.

Activity 2	Spelling Quiz and Peer Assessment
Time	10-minutes
Dialogue	Teacher informs students that they will be tested on the spelling words they had for homework.
Instructions to students	<p>The teacher reads out the words:</p> <ol style="list-style-type: none"> 1. Social group 2. Friends

	<ol style="list-style-type: none"> 3. Emotions 4. Relationship 5. Identity 6. Occasions 7. Brilliant 8. Nervousness <p>Students write them on a blank page or on worksheet 1. Once completed, the worksheets are swapped with another student and corrected by them. The teacher helps by calling out the correct spelling for each word. The corrected tests are returned to the students. Finally as part of their numeracy development, students are encouraged by the teacher to work out the percentage they received in the test.</p>
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Activity 3	
Brainstorming Diversity	
Time	10 minutes
Dialogue	<p>The teacher explains to students that we live in what we call a diverse society. We have many different people and groups of people living around us. They may look different or look like you, they may speak differently or speak like you. As you have learned already this week we have similar and different identities and social groups. This makes us all diverse people living in a diverse world. We are all different in our own way and ultimately that is what makes us unique and interesting as people.</p> <p>Watch the following clip (2:22) - https://www.youtube.com/watch?v=hfO82z29hWg</p> <p>If this clip is not available, please find an alternative relevant and useful clip on diversity from YouTube.</p> <p>The teacher should draw a spidergram on the board and ask students to brainstorm what they think of when they hear the word 'diversity'.</p>
Instructions to students	<p>Students brainstorm the word 'diversity'. Expect some of the following examples.</p> <ul style="list-style-type: none"> ▪ Different, Change, Like me / not like me, Male / female, Equality, Non-national (Polish, Chinese etc.), Gay, Respect, Disabled, Refugee, Traveller, Youth, Working class, Religion, Rich, Racism, Sexism, Homophobia, Ageism, Different ability levels, etc. <p>Students fill out the spidergram.</p>

Activity 4	
Diverse Role Models	
Time	15 minutes
Dialogue	<p>The teacher reads out the statements for the students and plays the YouTube clip. The teacher then explains to students that they are to answer the questions on their worksheet.</p>

Instructions to students	<p>Whole class or individual reading Students read the statements on the worksheet and watch the YouTube clip.</p> <p>David Norris (2:38) - https://www.youtube.com/watch?v=tTXV1nFipKU</p> <p>Individual work Students answer the question on the worksheet. When they are done, ask them to compare their work with their neighbour's and see how similar or different their answers are.</p>
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Wrap-up	How can Understanding Diversity make me a better Learner?
Time	2 minutes
Dialogue	Teacher facilitates a brief discussion on how understanding diversity can make students better learners referring to the worksheet.

Optional homework	Students participate in the class discussion and write a paragraph on the statement for homework.
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2. EDUCATIONAL ATTITUDES

Educational attitudes – what are they?

Educational attitudes are a judgement or evaluation of something educational, such as learning, school work, teachers, classmates or schooling, that continues to develop over time. This includes the beliefs, values and feelings (i.e., emotional evaluations) that students have about their school.⁵ Feelings about school often begin as emotional responses such as being bored or interested in class, that develop over time into more sustained evaluations of schooling.⁶ Non-emotional investment in school includes valuing school for its importance and usefulness, and thinking about the drawbacks of attending school.⁷ Educational attitudes can help motivate students to be engaged or disengaged in classrooms.

Why is it important to teach educational attitudes?

Students can have negative experiences at school, such as feeling bored or being bullied, which they turn subconsciously into longer-term negative attitudes towards education. This, in turn, can impact their mental health and effort at school, shaping their longer-term educational and life opportunities. Like the other competencies in PROSPER, educational attitudes can be shaped by students' experiences, for example doing this programme. Also importantly, students can change their own attitudes if they have the will and ability to do so. Teaching students that attitudes are malleable and they can control their educational attitudes is critical to helping them develop positive attitudes towards school.

⁵ 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.

⁶ 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.

⁷ 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 Valuing Learning	
PROSPER objectives	<ul style="list-style-type: none"> ▪ Students will evaluate what is important about learning ▪ Students will identify potential reasons why learning is important for their futures ▪ Students will understand the definition of the word value ▪ Students will identify values they have as a learner ▪ Students will understand the relationship between task values and attitudes
NCCA objectives	OL4, W3, W4, R2, R13
Lesson summary	<ol style="list-style-type: none"> 1. Introduce the word value 2. Values flashcards 3. Scales 4. Why did you choose your response? 5. Read and Discuss <i>Who are they</i> by Chaya 6. Talk to a neighbour
Resources	Worksheets, value audio file

Introduction	Introduce the Word Value
Time	5 minutes
Dialogue	<p>Today we are going to learn more about the word 'value.'</p> <p>Teacher writes the word 'value' on the board.</p> <p>Does anyone know what the word 'value' means? The word value means something that is important to you. During this class, we are going to talk about what you value about school and education.</p> <p>Before we get started, I want you to listen to an excerpt from Matthew Nevin, one of our role models. Matthew Nevin is a visual artist and one of the directors for an art organisation called MART.</p>
Instructions to students	<p>Listen</p> <p>Excerpt by Matthew Nevin (1:22) :</p> <p><i>Education is the most important thing in all our lives and...every young person should focus on their education, focus on using this information to be a better person and, it will help you in life, in all areas from figuring out how much your shopping bill is to finding out how much money you have to buy clothes or sweets at the end of the week, to your career and life and decisions on what you want to do with your life and understanding that education is a tool to allow you to explore different opportunities. I think there's a lot of pressure on people to choose one stream of education when that might work for someone for 5 to 10 years and they might want to completely change their career. The only way to understand that is to have a wide range of education, and, I suppose, to listen to your teachers and your professors who are hopefully there to guide you. And I suppose seek out teachers who you</i></p>

	<p><i>can relate to and you can talk to and to seek their information or advice.</i></p> <p>Think and Discuss Please think about one thing that you learned from the excerpt and share the thing you learned with your neighbour.</p>
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Activity 1	Values Flashcards
Time	10-15 minutes
Dialogue	For this activity, we are going to study the values flashcards. This will allow you to describe what values are most important to you in your life, in school, to your family, and to your community.
Instructions to students	<p>Read 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.</p> <p>Discuss After you have read through the values flashcards, I want you to ask your partner why they think the values listed on the cards are important.</p>

Activity 2	Scales
Time	10-15 minutes
Dialogue	This activity is like filling out a survey. This activity will show me what you find important about school.
Instructions to students	<p>Read I am going to put a sentence on the board which I will then ask you to rate like a survey. You can circle your choice in your workbooks. You will want to circle your answer for each sentence. You will rate your answers on a 4-point scale from strongly disagree to strongly agree.</p> <p>Items to be displayed on the board:</p> <ol style="list-style-type: none"> 1. I think learning and school are important so I can get a good job in the future. 2. The more I learn, the more I can help my community. 3. I can help others outside of my community the more I learn. 4. I will become a more confident person the more I learn. 5. I will become a more independent person the more I learn. 6. I will live a happier life the more I learn. 7. I will have access to new opportunities in my life outside of my neighbourhood and Dublin the more I learn. 8. People who don't think learning and school are important can still succeed.

Activity 3	Why did you Choose your Response?
Time	10-15 minutes
Dialogue	We are going to build on the previous activity for this next activity. I want to know why you chose the ratings you did.
Instructions to students	<p>Write</p> <p>In your workbooks, please write one sentence for each item you rated. Please explain why you chose that rating. For example, if you circled a rating of agree for the item <i>I think learning and school are important so I can get a good job in the future</i>, please explain why you did that. Please complete the following sentence frames for each item you rated:</p> <p>For example, I chose the rating of <u>strongly agree</u> for item 1 because <u>learning skills like reading, writing, and math can help me get a job in the future.</u></p>

Activity 4	Read and Discuss <i>Who are they</i> by Chaya
Time	10-15 minutes
Dialogue	This poem is about the impact that learning can have on our values. Learning has the potential to have a positive impact on our values and make us better people in our communities.
Instructions to students	<p>Read</p> <p>I would like a volunteer to read the poem out loud to the class. After reading the poem, I would like to discuss the poem.</p> <p>Discussion</p> <p>Here are some questions to consider when you are done:</p> <ul style="list-style-type: none"> ▪ What do we think the poem is saying/what is the theme? ▪ How do our values (what's important to us) affect our behaviours?

Wrap-up	Talk to a Neighbour
Time	5 minutes
Instructions to students	<p>Discuss</p> <p>To finish this class, I want you to turn to your neighbor/partner and explain one thing you learned today. But, I want you to explain it as if you were talking to a very young child, so that you will have to simplify the language.</p>

Optional Homework	Take two verses from the poem by Chaya, and re-write them using your imagination.
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Attitudes 2.2 Attitudes to School	
PROSPER objectives	<ul style="list-style-type: none"> ▪ Discuss with students the difference between primary and post-primary school (e.g., new relationships, new sense of autonomy, the impact it has on students' attitudes) ▪ Students will assess how they feel about their transition in an emotional sense and a non-emotional sense (i.e., motivation) ▪ Students will assess the impact of teachers, peers/friends, and school staff on their attitudes toward school
NCCA objectives	OL2, R1, R3, W3, W7
Lesson summary	<ol style="list-style-type: none"> 1. Discussion about school purpose 2. School purpose profile 3. School values card sort 4. Picture prompts 5. Importance of school worksheet 6. Wrap-up
Resources	Workbooks, cards for card sort, school purpose audio files

Introduction	Discussion on School Purpose
Time	5-10 minutes
Dialogue	You have all recently moved from primary school to post-primary school, and you are in the process of growing as both students and people. One idea you will develop as you move through post-primary school is that of the wider purpose for why you are at school.
Instructions to students	<p>Discuss</p> <p>What does it mean to have a wider purpose? A wider purpose means that what you do at home or at school or in your community is bigger than the immediate action. For example, you may want to be respectful to everyone you come in contact with in your community because you know that attitude will help make the community a better place now and in the future.</p> <p>Listen</p> <p>I want you to listen to a couple of passages from our role models about having a wider purpose. <i>I will read the following aloud:</i></p> <p>David Norris:</p> <p><i>I see a wider purpose particularly in the area of human rights and foreign affairs. I see it as a responsibility on us as citizens of the world to take an interest in human rights issues in other places. 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</i></p>

	<p><i>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.</i></p> <p>Matthew Nevin:</p> <p><i>So I suppose we're constantly discussing how we can engage with different communities and engage with the public and the different types of public, and also what kind of charity work we can bring from our organisation but beyond that, our primary aim is to create this space for artists, currently we have about 130, 140 artists in 8 buildings and it's hearing those little stories for artists to have this space that they can come and close the door behind them and have their own thinking space or creating space and how that affects their own mental health is huge in a positive way and that's a really beneficial purpose to what we do.</i></p> <p>Discussion</p> <ul style="list-style-type: none"> ▪ What wider purpose does David Norris and Matthew Nevin have? ▪ What does it mean to have a wider purpose in your job? ▪ What can school do to help us have a sense of a wider purpose in life?
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Activity 1	School Purpose Profile
Time	5-10 minutes
Dialogue	For this activity, I want you to think about the wider purpose that school fulfils in your life. We will talk about what you wrote once you are done.
Instructions to students	<p>Individual writing Students fill out the 8 categories on their worksheet.</p> <p>Whole class discussion</p> <ul style="list-style-type: none"> ▪ How can school help you in the future? ▪ How can school help you help others? ▪ How does who you are impact your attitude toward school?

Activity 2	School Values Card Sort
Time	5-10 minutes
Dialogue	We are trying to figure out what you like and don't like as students during your transition. We want you to consider how your attitude plays a role in your goals.
Instructions to students	<p>Activity</p> <p>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 like about school, (2) one pile for things you kind of like about school, and (3) one pile for things you don't like about school.</p> <p>Discuss</p> <p>When you are both finished, I want you to discuss with your partner why you put certain cards in certain piles.</p>

Activity 3	Picture Prompts
Time	5-10 minutes
Dialogue	For this activity, I want you to think how you and other students felt during your transition from primary to post-primary school. I want you to write about transition based on the two pictures.
Instructions to students	<p>Discuss</p> <p>How does person in picture 1 feel? How does person in picture 2 feel?</p> <p>Write</p> <p>In your workbook, please describe each picture with 3 sentences. Your sentences should be on the topic of transition from primary to post-primary school.</p>

Activity 4	Importance of School Worksheet
Time	10-15 minutes
Dialogue	For this activity, we want you to think about why school is important. As we talked about earlier, school is not a means to an end; rather, school offers wider purpose to our lives.
Instructions to students	<p>Individual writing</p> <p>In your workbooks you will see the <i>School is Important</i> Worksheet. In this worksheet, I want you to give 5 reasons why school is important. You can think about why it's important now or in the future. You can also think about the wider purpose school offers. What you will do is finish the sentence: School is important because _____. You will also want to include why you said that.</p>

Wrap-up	Beat the Clock
Time	5 minutes
Dialogue	For this game, I am going to ask 3 questions.

Instructions to students	<p>Discuss</p> <p>You then have 10 seconds to confer with the students around you before I call on a random student to answer.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What does it mean to have a wider purpose? 2. Who is David Norris? 3. Name 3 people I can talk to about developing a wider purpose in school.
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Optional Homework	Write 6 feelings that you had when you were moving to this school.
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Attitudes 2.3 Choosing Your Own Attitude	
PROSPER objectives	<ul style="list-style-type: none"> ▪ To teach students how they can choose their behaviours ▪ To teach students how to interpret their school environment in a way that would promote a positive attitude ▪ Teach students the learning benefits of having a positive attitude ▪ Student will understand how the transition from primary to post-primary school can affect one's agency and efficacy in school ▪ Student will understand that they are free to choose their identity as a person and as a learner, but will also understand that these identities are fluid
NCCA objectives	OL4, OL6, OL10, R2, W1, W3, W8, W9
Lesson summary	<ol style="list-style-type: none"> 1. Introduction 2. Choosing your reactions 3. Choosing your own attitude roleplay 4. Letter to a student in another school 5. Stories without an ending 6. Hotline to Home
Resources	Workbooks, Paddy attitude audio file

Introduction	
Time	5 minutes
Dialogue	<p>Before we get started today, I want to review the lesson from yesterday. Remember, we talked about the wider purpose that school can serve in our lives.</p> <p>Can a few people give me a reason why school and learning are important, and how they will help us in the future?</p> <p>Today we are going to discuss a very special word.</p> <p>Teacher writes 'agency' on the board.</p>

	Does anyone know what this means? Agency is the freedom to choose something. This could be your own behaviour, attitude, values, etc. For the purposes of this lesson, agency refers to your freedom to choose your own attitude towards school. Many people can impact our attitudes towards school (parents, friends, teachers, etc.), and the feelings that we have in class can also impact what we think about school, but inside you is the power to feel the way you want about school.
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Activity 1	Choosing your Reactions
Time	10-15 minutes
Dialogue	We are going to begin by practicing choosing our reactions to what happens to us in school. For this activity, a scenario has been picked for you (not doing well on your first English test this year), and you are going to have to rank order the reactions provided.
Instructions to students	<p>Individual work</p> <ul style="list-style-type: none"> Instructions: You did not do well on your first English test this year. First, please rank your 5 most likely reactions from 1st place to 5th place. Second, circle all the negative reactions in your 5 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? <p>Whole class discussion</p> <ul style="list-style-type: none"> Ask students if they could swap a positive reaction for a negative reaction on their top 5? Ask students to volunteer their top 5 reactions, and compile a list on the board, comparing students' responses.

Activity 2	Choosing your own Attitude Roleplay
Time	10-15 minutes
Dialogue	<p>For this activity, I want you and a partner to read the following roleplay on choosing your own attitudes toward school.</p> <p>This roleplay involves Stacy and Kelly. Stacy and Kelly are both in their second year of post-primary school and have the same classes. Kelly just received a poor grade on one of her maths test. Kelly never receives poor grades on her maths test. She doesn't know how to handle getting a low grade. She has never been in this position before. After school Stacy sees Kelly crying on her way home from school. Stacy stops to talk to Kelly. The conversation between Kelly and Stacy can be seen below.</p>

Instructions to students	<p>Individual reading Please read the roleplay found in your workbooks.</p> <p>Small group roleplay In small groups or pairs, students perform the roleplay at the front of the class.</p> <p>Whole class discussion Do Stacy and Kelly have different attitudes? Why do they feel differently? Can Kelly change her attitudes? Can you change your attitude toward school?</p>
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Activity 3	Letter to a Student in another School who feels badly about Learning
Time	10-15 minutes
Dialogue	In this activity, we are going to first read an excerpt from one of our role models. After we read that excerpt, we are going to write a letter to a friend of a family member about what we read.
Instructions to students	<p>Listen and read Students will listen to and read an excerpt from Paddy Holohan (2:40):</p> <p>Individual writing After listening to the excerpt, students will write a letter to a student in another class who has a bad attitude towards learning or school, encouraging that student to change their attitude based on Paddy's story and advice.</p> <p>In the letter, students will tell the person they are writing to (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.</p>

Activity 4	Stories without Endings
Time	10-15 minutes
Dialogue	For our last activity we are going to write the ending to stories. This will allow you to think through possible decisions. How will you act? Remember, you have the freedom to behave any way you want. You make the decision as to which attitude you want to bring to school every day. Sometime there are situations that make us mad, but we have to think hard about why they make us mad and correct them. And other times, there are situations that make us happy and don't need much correction.
Instructions to students	<i>This activity can be used as an alternative to the Paddy Holohan activity if time is limited or if your students need more guidance with their writing.</i>

	Paired writing In pairs, I want you to write the ending to the three stories provided. You only need to write one or two sentences to complete the stories. I will walk around to help.
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Wrap-up	Hotline to Home
Time	5 minutes
Dialogue	To wrap up, we are going to do a quick activity call the <i>Hotline to Home</i> .
Instructions to students	Write In this activity, you will write one question about today's/lessons that you would like to discuss with your parent/s or guardian(s)

Optional homework	Write a copy of your Paddy Holohan letter, editing it to improve it. Alternatively, write a letter about Paddy Holohan (activity 2).
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Attitudes 2.4 Controlling Your Feelings At School

PROSPER objectives	<ul style="list-style-type: none"> ▪ Student will be introduced to the idea of self-regulation and what it means ▪ Students will learn how to handle situations that may produce negative emotions that would affect learning ▪ Student will understand how the school environment can have an effect on their attitudes and emotions
NCCA objectives	OL2, OL4, W4, R1, R2, R3, R6, R10
Lesson summary	1. Introduction to self-control 2. My self-control tool kit 3. Who handled it better? 4. Emotional regulation clips for <i>Inside Out</i> 5. Emotional vocabulary 6. Exit ticket
Resources	Workbooks, access to YouTube

Introduction	Introduction to Self-Control
Time	5 minutes
Dialogue	Teacher writes the word 'self-control' on the board. What is self-control? Self-control is your ability to remain as your normal self when you start to feel angry, mad, upset, sad, depressed, and so on. Being able to remain as your normal self is important for learning and doing well in school. Let's look at what Dublin architect Sean Harrington says about self-discipline/self-control.
Instructions to students	Read aloud Sean Harrington:

	<p><i>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 which is you're learning self-discipline, you're learning to sit there for two hours when you might be watching TV or playing computer games. And you're actually disciplining yourself not to do those other things. So, you're learning self-discipline.</i></p> <p>Discuss What do you think Sean is saying? Can anyone think of a time when they have had to use self-control?</p>
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Activity 1	My Self-Control Tool Kit
Time	10-15 minutes
Dialogue	This activity will help students think about the importance of self-control, when they have used it, why it is useful for the future, and their strengths and weaknesses using self-control.
Instructions to students	Individual writing Students should write 1-2 responses per section on their worksheets.

Activity 2	Who Handled it Better?																								
Time	10-15 minutes																								
Dialogue	I want you all to see how we can potentially handle our emotions when we are at school, and when we are working on an assignment or test. We call this regulating or controlling our emotions. The next activity will help us understand some ways in which we can do that.																								
Instructions to students	<p><i>Preparing for the activity</i></p> <p>If you have time, please photocopy and cut out the 5 vignettes and put one on each of 5 tables or in 5 places in the room (e.g., taped to the walls).</p> <p>Write this table on the board</p> <table><tr><td></td><td>1 =Not very well</td><td>2 =Okay</td><td>3 =Very well</td></tr><tr><td>Dylan</td><td></td><td></td><td></td></tr><tr><td>Liam</td><td></td><td></td><td></td></tr><tr><td>Amani</td><td></td><td></td><td></td></tr><tr><td>Aparna</td><td></td><td></td><td></td></tr><tr><td>Julia</td><td></td><td></td><td></td></tr></table> <p>DO NOT ALLOW STUDENTS TO LOOK AT THEIR WORKBOOKS</p>		1 =Not very well	2 =Okay	3 =Very well	Dylan				Liam				Amani				Aparna				Julia			
	1 =Not very well	2 =Okay	3 =Very well																						
Dylan																									
Liam																									
Amani																									
Aparna																									
Julia																									

	<p><i>Alternatively, you can read the vignettes with students and have them rank them in their workbooks.</i></p> <p>Individual ranking activity (stations) Students move around to each station, read the vignette, then rank whether the person handled the situation 1 = not very well, 2 = okay, 3 = very well on a piece of paper.</p> <p>After they have ranked each person, they go to the board and put a mark in the cell for their ranking for each person (like a tally chart).</p> <p>Whole class discussion</p> <ul style="list-style-type: none"> ▪ Count up the tallies in the chart ▪ Ask the students about the characters who had the highest and lowest collective rankings. ▪ How did they handle the situation well / poorly? ▪ Did the students <u>have</u> to react in that way? ▪ Could they have reacted differently? ▪ Can you choose how you are going to react at school?
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Activity 3	Emotional Regulation Clips for <i>Inside Out</i>
Time	10-15 minutes
Dialogue	I want us to watch these two clips from <i>Inside Out</i> .
Instructions to students	<p>Watch <i>Inside Out</i> clip 1 (3:19) - https://www.youtube.com/watch?v=t4okAfKCwRk&list=PL2yRU0zqN4eqNbYiqXrl_m2i9uH554CuV</p> <p>If there is time,</p> <p><i>Inside Out</i> clip 2 (1:20) - https://www.youtube.com/watch?v=2okrVHFkOoA&list=PLK28nqoJ1IGX7pX57_uF0-nj2ofSuz2o2</p> <p>Individual writing When we are finished, I want you to answer the following questions in whole sentences:</p> <ul style="list-style-type: none"> ▪ What does this clip say to you about how people's minds work? ▪ How is the daughter handling her emotions in the clips? ▪ What could the daughter have done differently? <p>Whole class discussion Ask students to read and discuss their answers.</p>

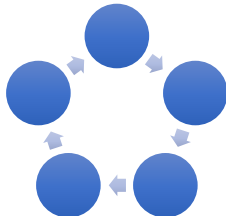
	They should have learned that people can manage their emotions in different ways, and that they have the power to choose how they will react.
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Activity 4	Emotional Vocabulary
Time	10-15 minutes
Dialogue	For our last activity, I want to introduce you to some vocabulary words. These words go along with our theme of controlling our emotions at school.
Instructions to students	<p>Define In your workbooks you will see a list of 10 words. I would like you to look up these words in the dictionary if you are unsure of their meaning.</p> <p>Write I would like you to pick 5 of those words and write a sentence about how you feel in school using those words.</p>

Wrap-up	Exit Ticket
Time	5 minutes
Dialogue	Teacher puts the following prompt on the board: Name three things you would do during a test to would help you get the best grade possible. For example, I will ask myself if I am doing OK.
Instructions to students	<p>Write Take out a piece of paper and write these things down. Please write your name on the paper. Turn in the paper before leaving the room</p>

Homework	Students write two ways they could control their emotions better at school, using the worksheet <i>Controlling my emotions</i> .
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Attitudes 2.5 Cycle Of Attitude Formation	
PROSPER objectives	<ul style="list-style-type: none"> Students will understand how their long-term attitudes toward learning affect their short-term attitudes toward learning and vice versa Students will learn how to take positive short-term attitudes towards school Students will identify what they like about school and think hypothetically about how that could be used long-term
NCCA objectives	OL4, OL8, W3, R4, R12
Lesson summary	<ol style="list-style-type: none"> 1. Introduction 2. <i>Attitudes</i> rap by Soup 3. Watching the cycle begin 4. Mad Libs - Changing your attitude 5. Breaking the bad cycle 6. Talk to your neighbour
Resources	Workbooks, access to YouTube

Introduction	
Time	2 minutes
Dialogue	<p>Ask students to recall some emotional vocabulary words from yesterday's lesson.</p> <p>In today's lesson we are going to work on the idea of attitude cycles.</p> <p>Do we remember what an attitude is? We have been talking about attitudes for the last 4 classes. Attitudes are opinions and presumptions we hold that influence how we approach a task. Today we are going to talk about how our short-term attitudes can affect our long-term attitudes.</p> <p>Draw a cycle diagram like this on the board:</p>  <p>Who knows what a cycle is? Have we heard of the water cycle? Or any other cycles? They are actions that happen over again in the same series.</p>

Activity 1	<i>Attitudes</i> - Rap by Soup
Time	10-15 minutes
Dialogue	For our first activity, I want you to read the lyrics to <i>Attitudes</i> by Soup. I want you to think about what the song is saying. What does it say

	about our ability to choose our own attitudes? What if we don't choose our own attitudes? It is also possible we need people to help us.
Instructions to students	<p>Read Read the lyrics to <i>Attitudes</i> by Soup.</p> <p>Think, pair share After reading the rap, I want you to think, pair, share.</p> <p>Write the following prompts on the board:</p> <ul style="list-style-type: none"> ▪ What cycle is Soup trying to break? ▪ What does the rap say about our ability to choose our own attitudes? What if we don't choose our own attitudes? ▪ How can other people influence our attitudes?

Activity 2	Watching the Cycle begin
Time	10-15 minutes
Dialogue	<p>For this activity, we are going to talk about how the cycle of short-term attitudes becoming long-term attitudes gets started. We start this cycle based on the way we act at a certain place or time. For example, if we are in a lesson and we think that lesson is a waste of time, that attitude may begin to stick with us for other lessons.</p> <p>Our role models have indicated that school is NOT a waste of time. Rather, just being in school and doing the work can have positive long-term effects.</p>
Instructions to students	<p>Whole class reading Read through the scenarios with the students, or have them read them individually.</p> <p>Paired ranking activity In pairs, students rank the cycle of attitude formation statements for James and David.</p>

Activity 2	Mad Libs – Changing your Attitude
Time	10-15 minutes
Dialogue	<p>Mad Libs are fun games where you can make up your own stories by adding in different parts of speech. A part of speech is a word that goes in a specific place in a sentence. Nouns, verbs, and adjectives are all parts of speech.</p> <p>A noun is a person, place, or thing. A book is noun. A television is a noun. An idea that you had is noun. Time is a noun.</p>

	<p>A verb is an action. Run, jump, skip, sit. These are all verbs.</p> <p>Last, adjectives are words that describe nouns. For example, the black cat. The word black is an adjective. My friends are smart. Smart is a way to describe your friends.</p>
Instructions to students	<p>Individual writing Please complete the Mad Lib seen below.</p> <p>Discuss After you have completed the Mad Lib, I would like some of you to read them.</p>

Activity 3	Breaking the bad Cycle
Time	5 minutes
Dialogue	This chart maps out what could possibly happen if you come to school with a negative attitude.
Instructions to students	<p>Write After reading the flow chart, please write about how you can break away from being trapped in that negative cycle.</p> <p>Complete the following sentence: I can break away from this negative cycle of thinking by... _____.</p>

Wrap-up	Talk to your Neighbour
Time	5 minutes
Instructions to students	<p>Discuss For this activity, I want you to turn to your neighbour and tell them one thing you learned today. Can you apply that at school? If so, how? Can you will apply that thing when they are not at school? If so, how?</p>

Optional Homework	Using the 'breaking the bad cycle' worksheet, rewrite the cycle so that it is a positive cycle (students can use the blank space at the edges of the pages to indicate what should go in the boxes, or use their own paper to draw a new, positive cycle).
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3. COMPETENCE

Competence: what is it?

The word competence as it is used in PROSPER, refers to students' perceptions of how well they can do a task such as reading, or making friends with their classmates. Competence perceptions are formed through observation. Students identify their visible successes and failures, internalise feedback about their efforts from peers, teachers and parents, and compare themselves to others in their class, for example.⁸ They also remember their emotional reactions, such as feeling frustrated or blocked when working, which adds to their feelings of competence.⁹ Students' competence perceptions are closely linked with their self-esteem and overall perception of themselves, with positive thinking in one area often tied to that in another. However, competence also varies across domains. For example, a student may feel competent in maths and not in English. Often, people compensate for feelings of incompetence, for example by devaluing or disengaging from certain tasks.¹⁰

Why is it important to teach about competence?

Part of keeping students engaged is having them believe in their abilities. Through PROSPER, we want to help students defend against the detrimental effects of feeling incompetent at school. Instead, we want students to feel okay if they do not understand something, like a literary term or a mathematical formula: they are not less intelligent than their classmates, and not knowing is part of the learning process. To be successful students must be unafraid to fail, which is easier in classrooms that promote effort and not performance. Feeling competent is viewed as a basic human need that motivates people to search for stimulating and challenging experiences.¹¹ Therefore, it is important for both students' academic and personal flourishing to have ample opportunities to feel competent at school.

⁸ 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

⁹ 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

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

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

Competence 3.1 Feeling (In)Competent	
PROSPER objectives	<ul style="list-style-type: none"> ▪ Students will understand the meaning of the word competence ▪ Students will empathize with other students who don't feel competent enough ▪ Students will plan for adaptively managing feelings of incompetence ▪ Students will work imaginatively on changing a negative academic self-concept into a positive academic self-concept
NCCA objectives	OL2, OL4, OL8, R1, W4, W8
Lesson summary	<ol style="list-style-type: none"> 1. What is competence? 2. Feeling incompetent roleplay 3. Fight against the feeling personal plan 4. Text-message flash fiction story 5. I don't feel competent, now what?! Worksheet
Resources	Worksheets and audio recordings

Introduction	What is Competence?
Time	5 minutes
Dialogue	<p>Today we are going to learn about <i>competence</i>.</p> <p>Teacher writes 'competence' on the board</p> <p>Competence means a person has the skills to do or complete some task. Let's talk about the word 'competence'.</p>
Instructions to students	<p>Discussion</p> <p>Has anyone heard this word before? Where did you hear it? How was it used?</p> <p>Let's think about competence in terms of <u>superheroes</u>. What things are certain superheroes competent at? What is Iron Man's special ability? Spiderman's? Superman's? Wonder Woman's? Name some superheroes and their powers.</p> <p>So, what does competence mean?</p>

Activity 1	Feeling Incompetent
Time	15 – 20 minutes
Dialogue	For this activity, you will think about times when you feel like you are not good enough at something. We want to make sure that this feeling does not stop us from learning. Just because we do not understand something, does not mean we are stupid. Sometimes learning takes time. Just because we don't know something initially, does not mean we will never know it.
Instructions to students	Roleplay

	<p>Students will read the roleplay to the class (worksheets 1 and 2). This roleplay features a teacher and two students: (1) one student who quits when they do not feel like they have the ability to be good in science and (2) one student who gives effort and tries hard even when she does not understand a lesson or an assignment.</p> <p>Individual writing After reading the roleplay in their workbook, students will write about which student they identify with the most. Student will use full sentences during this exercise (worksheet 2).</p> <p>Paired writing Individually or in pairs, students will fill in the missing words to convert negative feelings into positive feelings about competence (worksheet 4)</p>
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Activity 2	Fight against the Feeling
Time	10-15 minutes
Dialogue	For this activity, you will create a personal plan for approaching a task where you don't feel like you have the ability to succeed. A personal plan is important because it will help you prepare for encountering a tough situation.
Instructions to students	<p>Individual writing For this activity, you will find three sections where you are to write your plan. First, you will write down an activity where you do not feel competent. Second, you will write down your doubts about that activity (Why do you feel this way?). Third, you will think of 3 strategies to help you fight against the feeling of not being competent.</p> <p>Whole class discussion After everyone is done writing, you will turn to your neighbour and discuss what you wrote and listen to what they wrote.</p>

Activity 3	Flash Fiction
Time	10-15 minutes
Dialogue	<p>For this activity, we are going to discuss how we will keep trying even when we don't feel like we can succeed.</p> <p>For this activity, we will read two brief text message conversations between a mother and her child, and a father and his child. One child is having trouble figuring out her algebra homework, and the other child does not seem to be confident in his ability to do well in English and Irish.</p>

	<p>In summary, you have to keep working, even if it's only a little progress. You can't let not knowing or not being good enough stop you from succeeding.</p> <p>After we are finished reading the conversation, we will think about what the daughter is saying to the mother, and what the father is saying to his son.</p> <p>Once we are finished with that activity, we will rewrite a part of the text messages so they use proper grammar.</p>
Instructions to students	<p>Read Student will read the text message conversation between a mother and her child and a father and his child</p> <p>Think Think about what could happen to the daughter if she does not try hard in algebra.</p> <p>What should the mother say to her daughter to make sure she will continue to try hard in algebra?</p> <p>What does it mean work through struggles and not to quit?</p> <p>Paired writing activity In complete sentence, students convert the text message writing to proper grammar. They may work in pairs if suitable.</p>

Wrap-up	Thumbs up, Thumbs down
Time	5 minutes
Dialogue	To wrap up our lesson, I am going to ask you statements about what we learned, and you are going to respond with either a thumbs up or a thumbs down.
Instructions to students	<p>After I make a statement, I want you to respond with either a thumbs up or a thumbs down.</p> <p>Statements:</p> <ul style="list-style-type: none"> ▪ I understand what competence/ability is. ▪ I will know what to do next time I feel like I do not know something in school. ▪ I can support my classmates when they feel like they lack competence.

Optional Homework	Teacher's choice or activity from the lesson that was not completed.
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Competence 3.2 Ability Beliefs	
PROSPER objectives	<ul style="list-style-type: none"> ▪ Students will be able to comprehend and articulate the meanings of ability beliefs and expectancies for success ▪ Students will identify the subjects and academic tasks where they feel they can succeed ▪ Students will identify the subjects and academic tasks where they do not feel like they will succeed ▪ Students will understand the negative and potentially demotivating effects of social comparison
NCCA objectives	OL4, W3, W7, W8, R1, R2, R7, R8
Lesson summary	<ol style="list-style-type: none"> 1. Summary of competence 2. I believe in myself 3. Social comparison vignettes 4. Poem and the past 5. Expectations for success 6. One minute paper
Resources	Worksheets, access to YouTube

Introduction	Summary of Competence/Ability Beliefs
Time	5-10 minutes
Dialogue	<p>Today we are going to continue to learn about ability beliefs and also talk about our expectations for succeeding academically. We talked a little about ability beliefs last class, but today we are going to add in expectations for success. Who knows what those words mean? Let's break it down. What does expectation mean? It means a student believes something will happen in the future. For example, a student expects to do well on a maths test. That's an expectation for success.</p> <p>Before we do that, let's quickly review what we learned last class.</p>
Instructions to students	<p>Review Teacher writes <i>ability</i> on the board and circles it.</p> <p>Do we remember what competency or ability beliefs are?</p> <p>Discuss Teacher asks students to quickly define and provide an example of the word ability. Students definitions and examples will be connected to the definition by a line and circled. This will look similar to concept map.</p>

Activity 1	I Believe in Myself
Time	10-15 minutes
Dialogue	<p>I want to explain to you what it means to believe in yourself, and how those beliefs can influence how you approach doing your schoolwork. I want to play you a video of an interview with Paddy Holohan. Does everyone know Paddy Holohan? Paddy Holohan is a former professional mixed martial arts (MMA) fighter.</p>

Instructions to students	<p>Watch Paddy Holohan reflects on his career (5:54) - https://www.youtube.com/watch?v=ZIHsaEm4UIM</p> <p>You can emphasize when Paddy talks about giving it his all. This is around the 2:40 mark.</p> <p>Write I now want you to complete the <i>I believe in myself</i> worksheet. On the worksheet, you will write in complete sentences the following:</p> <ol style="list-style-type: none"> 1. Name 3 things I'm good at 2. Name 3 things I find interesting 3. Name 3 academic areas where I can improve
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Activity 2	Social Comparison Vignettes
Time	10-15 minutes
Dialogue	<p>Now that the second activity is over, I want to talk about the negative and demotivating results of comparing ourselves to others. This is called <i>social comparison</i>. Who can tell me what social comparison is? Let's break it down. First, what does social mean? Social means being around or in contact with people. Second, what does comparison mean? It means when you put two things against each other. If we combine the two definitions, social comparison means we compare ourselves to our classmates. This could be in sports (She is better than me at football) or academically (she is better than me at English) or socially (she has more friends than me). Social comparison can cause negative and demotivating results.</p>
Instructions to students	<p>Think How does social comparison happen in school? To whom do you compare yourself?</p> <p>Paired reading For this activity, we will read and discuss what happens when we compare ourselves with other students at school. You will read small vignettes (or brief descriptions) about Isabelle and her classmates.</p> <p>Paired discussion In pairs, students answer the 3 questions about the vignettes.</p> <p>Whole class discussion Ask some students to give their answers, and explain their reasoning, to the whole class.</p>

Activity 3	Poem and the Past
Time	10-15 minutes

Dialogue	In this activity, we will be to read a <i>Growing Up</i> , a poem by Chaya. This activity is meant to show that where you grow up and who you grow up with can impact your beliefs about your ability and your expectancies for success.
Instructions to students	<p>Listen Students listen to the poem.</p> <p>Write After reading the poem, please complete the 4 questions on the worksheet.</p>

Activity 4	Expectations for Success
Time	10-15 minutes
Dialogue	Now let's think about how you can feel like they have the ability and expect to do well in different academic subjects, like maths, science, Irish, English, etc.
Instructions to students	<p>Write I now want you to complete the <i>Doing Well in School worksheet</i>. For each subject on this worksheet, you will write in the following boxes:</p> <ol style="list-style-type: none"> 1. If you are good, kind of good, or not good at a certain subject 2. If you expect to do well in the subject 3. Last you will write why you are not good and how they can get better.

Wrap-up	One minute paper
Time	5 minutes
Dialogue	To end the class, you will have to complete the 1 minute paper activity. In this activity, you will have 1 minute to write as much as you can, either positive or negative, on the following prompt: Comparing myself to others in school has made school _____.
Instructions to students	You can begin writing when I start the timer and finish when I say stop.

Optional Homework	Teacher's choice or activity from the lesson that was not completed.
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Competence 3.3 Gender Stereotypes	
PROSPER objectives	<ul style="list-style-type: none"> ▪ Students will be able to articulate what a gender stereotype is ▪ Students will be able to articulate what learned helplessness is ▪ Students will learn to inoculate themselves against the negative effects of these stereotypes
NCCA objectives	OL1, 04, W1, W3, W7, R1, R2
Lesson summary	<ol style="list-style-type: none"> 1. Gender stereotypes: What are they? 2. Stereotypes videos 3. Caption this! Meme graffiti 4. Living by gender? 5. Teaching others about gender stereotypes 6. Elevator speech
Resources	Worksheets, access to YouTube, printed out pictures of women in non-traditional jobs

Introduction	Gender Stereotypes: What are they?
Time	10 minutes
Dialogue	Today we are going to learn about gender stereotypes. I'm guessing some of you have probably heard the word stereotype.
Instructions to students	<p>Discuss</p> <p>Teacher writes the word 'stereotype' on the board</p> <p>Does anyone know what that word means?</p> <p>It means a simplified image or idea of a person or group of people.</p> <p>Does anyone have an example?</p> <p>Please raise your hand if you want to give an example.</p>

Activity 1	Stereotypes Videos
Time	10-15 minutes
Dialogue	Now we are going to watch 3 short videos on stereotypes.
Instructions to students	<p>Watch</p> <p>Please watch and listen to the following videos. After we see these things I want to first hear your thoughts in small groups, then I want to hear your thoughts in a large group.</p> <p>Kids' assumptions about gender roles in school (2:07) - https://www.youtube.com/watch?v=G3Aweo-74kY</p> <p>Aoife McLysaght (1:29) - https://www.youtube.com/watch?v=HfYSA9UsGtE</p> <p>Lydia Lynch (1:25) - https://www.youtube.com/watch?v=OgCiNoqCujY</p>

	<p>Discussion – Whole Class</p> <p>Please raise your hand and answer the following questions</p> <ol style="list-style-type: none"> 1. Can men and women have the same jobs? Why or why not? 2. Are there certain jobs only men or only women should have?
Activity 2	Caption this! Meme Graffiti
Time	10-15 minutes
Dialogue	<p>For our first activity, we are going to add captions to some pictures. Think of captioning these pictures like a meme.</p> <p>Does everyone know what memes are? Here is an example.</p> <div data-bbox="721 712 1104 1167" data-label="Image"> <p>The image is a meme showing a man in a kitchen. He is wearing a dark long-sleeved shirt and a light-colored apron with a floral pattern. He is standing in front of a kitchen counter, looking down at something he is doing. The background shows a living room with a patterned curtain and a blue sofa. The text 'BREAKING GENDER ROLES' is written in white capital letters on a black background at the top. The text 'WHILE BAKING DINNER ROLLS' is written in white capital letters on a black background at the bottom.</p> </div> <p>You are going to write phrases like these. These phrases are to empower people who are in roles that defy stereotypes.</p>
Instructions to students	<p>Groups</p> <p>Break into groups of 5. In your groups, please caption the 5 pictures in your workbooks (or these pictures could be photocopied and hung on the wall).</p> <p>An example might be: Sweetheart! Who are you calling sweetheart? And they say I can't do what men do, Ha!</p> <p>Write</p> <p>Think about what you are writing. Complete the following questions on your worksheet after you have finished writing your captions.</p> <p>If you can, try to include at least 2 of the following vocabulary words:</p> <ul style="list-style-type: none"> ▪ Capable ▪ Accomplished ▪ Sweetheart ▪ Dismiss

	<ul style="list-style-type: none"> ▪ Inadequate ▪ Weak ▪ Useless ▪ Worth ▪ Adept
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Activity 3	Living by Gender?
Time	5 minutes
Dialogue	Now we are going to listen to one of our role models, Lydia Lynch, talk about how she became a Professor of Immunology.
Instructions to students	<p>Listen and underline (3:03)</p> <p>Listen to Lydia talk about how she became a science professor. Listen very carefully, and underline or highlight anything she says that has to do with her being a woman and not a man. I want you to identify if there is anything in what Lydia says that shows how gender impacted her career pathway.</p> <p>Whole class discussion</p> <p>Did anyone find anything?</p> <p>No? Why not?</p> <p>What does this teach us about gender stereotypes and gender influence on career pathways?</p>

Activity 4	Teaching Others about Stereotypes
Time	10-15 minutes
Dialogue	For this next activity, we are going to write what we would do in a situation where someone we know is using gender stereotypes.
Instructions to students	<p>Write</p> <p>Please write two methods for what you would do if one of your friends was using gender stereotypes. For example, you could write: If I saw my friend saying that women cannot be scientists, I would tell them that they are wrong, and women can do anything men can do. I would also show them articles of women scientists at UCD and Trinity who are doing important research and making all kinds of important discoveries for society. I would also ask them why they think these stereotypes exist. My friend's answer would help me understand why they think that way about gender. Maybe I'll be able to help better if I know what they are thinking.</p>

Wrap-up	Elevator Speech
Time	5 minutes
Dialogue	To wrap up, we are going to do an elevator speech. An elevator speech is a quick speech that give a summary of something. It is called an elevator speech because you should be able to explain this thing to someone in the length of time you are in the elevator with that person.

Instructions to students	<p>Think</p> <p>Students will get 60 seconds to think of an elevator speech that will explain to someone what stereotypes are and why they are limiting?</p> <p>Discuss</p> <p>Students will summarize stereotypes to another student in 60 seconds or less.</p>
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Optional Homework	Teacher's choice or activity from the lesson that was not completed.
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Competence 3.4 Handling Criticism, Feedback, and Rejection

PROSPER objectives	<ul style="list-style-type: none"> ▪ Students will understand the importance of criticism/feedback ▪ Students will inoculate themselves against criticism ▪ Students will offer constructive criticism to their classmates
NCCA objectives	OL2, W2, W8, R1, R2, R4, R12
Lesson summary	<ol style="list-style-type: none"> 1. Introduction to feedback 2. Remembering feedback 3. Role model criticism 4. Response ranking 5. You've got talent! 6. Songify
Resources	Worksheets, audio files

Introduction	Introduction to Feedback
Time	10 minutes
Dialogue	<p>Teacher writes the word 'feedback' on the board</p> <p>Today we are going to work on the importance of giving and receiving feedback. You may not know the word feedback, but you have taken part in giving and receiving feedback many times in your life. For example, one form of feedback is when I write comments on your homework. I do this because I am trying to help you correct mistakes. My corrections are not to make you feel like you can't do it, but they are meant to help you with your work. Another example may be when your football coach told you to do something differently because they did not like what you were originally doing. Again, this was not meant to be mean, but, rather, to help you get better at football.</p>
Instructions to students	<p>Listen</p> <p>I am going to read you an excerpt from Paddy Holohan discussing how he handles feedback:</p> <p><i>You get stuck, everybody gets stuck, but Brazilian Jujitsu to me is one of the best tools in the world for letting you realise that you have to be</i></p>

	<p><i>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. The thing is, it's not aggressive, it's a guy looking at you or a girl, smiling up at you, touching your hand, boom, twist and they choke you out again.</i></p> <p><i>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</i></p> <p>Discussion</p> <ul style="list-style-type: none"> ▪ What do you think Paddy is saying? ▪ Can you tell me about a time when you received feedback? ▪ How is Paddy handling the feedback on his performance?
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Activity 1	Remembering Feedback
Time	10-15 minutes
Dialogue	For this first activity, we are going to write down times in the past when we have received feedback.
Instructions to students	<p>Write</p> <p>In your workbook, I want you to write down a list of 3 comments you remember from your past. These comments could be from teachers, parents, coach, family members, etc. After you write these things, describe how they made you feel.</p>

Activity 2	Role Model Criticism
Time	10-15 minutes
Dialogue	In this activity, we are going to learn about situations where two of our role models were faced with negative criticism.
Instructions to students	<p>Listen</p> <p>Play students the audio extract from Richie Sadlier (1:52) and Lydia Lynch (1:34). Students can read along with the audio in their worksheets.</p> <p>Roleplay</p> <p>Ask students to read the roleplays in pairs. Encourage students to make up their own ending to the roleplay, to manage the criticism well.</p> <p>Invite students to perform their roleplays in front of the class.</p>

Activity 3	Response Ranking
Time	10-15 minutes

Dialogue	In this activity we will imagine that we have been given some negative feedback on an essay. For example, your teacher may have written that you didn't try hard enough, and highlighted all the mistakes in your essay. Look at the following reactions and please choose the 5 reactions you would be most likely to have after receiving this negative feedback. Rank these in order of 5 = most likely, to 1 = least likely.
Instructions to students	<p>Individual ranking Each student completes the ranking task by ranking 5 statements in order from what they would be most likely to do, to what they would be least likely to do, after receiving negative feedback on an essay.</p> <p>Paired comparison Ask pairs of students to compare their results. Then ask students to work out what percentage of positive versus negative reactions they had in their top 5.</p> <p>Discuss After the card ranking activity, ask students to discuss why they chose their ranking in pairs. Ask the class to identify what the most positive reactions would be.</p>

Activity 4	You've got Talent!
Time	10-15 minutes
Dialogue	This activity is based on the idea of the TV show <i>Britain's Got Talent</i> . Students will write haikus. A haiku is a poem that is three lines long and has 5 syllables for the first line, 7 syllables for the second line, and 5 syllables for the third line. The poem does not have to rhyme; however, the poem needs to follow the 5-7-5 scheme. The other students in the groups will then give constructive (non-malicious) feedback.
Instructions to students	<p>Write In pairs or small groups, students have 5 minutes to write a haiku that includes at least two words from the list of vocabulary words.</p> <p>You've got talent feedback show After students have written their haikus, they will then read them to the panel of judges (the other students in their group). Just like in Britain's got talent, the judges will offer constructive criticism by saying what they did well at and what they could do better. Students will practice responding to the feedback by saying things like 'thank you for your suggestions'.</p>

Wrap-up	Songify
Time	5 minutes
Dialogue	In the tune or style of your favourite song, I want you to write one thing you learned.

Instructions to students	<p>Write First think of the song you want to model. Second, you write the first three lines of the song.</p> <p>Discuss Last, I will pick a someone to tell me the style of song they chose and then either read it or sing it.</p>
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Optional homework	Choose either Lydia Lynch or Richie Sadlier as a role model. Using the roleplays as a guide, write 2 pieces of advice from your role model about how to handle criticism from other people well.
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Competence 3.5 Role Model Roleplay (assessment lesson)	
Lesson summary	Please refer to the oral assessment section of this manual
Resources	Assessment instructions You may want to provide paper for helping students plan their roleplays



4. EDUCATIONAL AND CAREER GOALS

Educational and career goals – what are they?

A goal refers to the cognitive activity of setting a desired future outcome. Goals may be short-term. For example, a student might set daily short-term goals to help them concentrate on their work, or long-term goals. For example, a newly hired teacher may have the long-term goal of becoming a school principal. Long- and short-term goals can form a goal hierarchy, with short-term goals that are more readily achievable acting as the platform on which long-term goals can be reached.¹² Students who learn successfully often set harder educational goals for themselves, and carefully enact strategies to attain those goals.¹³ Goal setting and striving occur in the context of both daily classroom activities, and long-term educational career pathways, for example going to college. However, students can be distracted by non-educational goals that compete with their educational goals, for example the goal to sustain popularity winning over the goal to finish a piece of schoolwork. Therefore, setting, striving towards and maintaining educational goals are all skills central to learning.

Why is it important to teach about educational and career goals?

Although many students have educational goals, these can be fleeting or vague. Setting goals is not necessarily intuitive, and there is a large difference between people as to how goal-directed they are. In PROSPER, we want students to further develop the skills mentioned above of setting realistic educational goals, working towards them and maintaining them. Ideally, once they have better control over this process, they can use those goals to motivate their efforts towards learning, even in situations where learning is a challenge.

¹² 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.

¹³ 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 Goal Hierarchies	
PROSPER objectives	<ul style="list-style-type: none"> ▪ Students will be introduced to educational goals ▪ Students will think about the impact a goal hierarchy could have on their academic success ▪ Students will learn certain goals are more likely to be sought if they are desirable and easily attained ▪ Students will learn that it is reasonable to have several goal hierarchies activated at once
NCCA objectives	W3, W7, OL4, R4, R8
Lesson summary	<ol style="list-style-type: none"> 1. What is a goal? 2. What do goals look like? 3. Goal hierarchy: Sean Harrington's design process. 4. Why do we set goals? 5. Goal Synonyms 6. Share one word
Resources	Worksheets, setting goals audio files

Introduction	What is a Goal?
Time	5 minutes
Dialogue	Today I am going to introduce you to the concept of goals. A goal is an achievement we set for ourselves in the future. Setting goals at school gives us something to work towards.
Instructions to students	<p>Write</p> <p>The word 'goal' is circled. You will have two minutes to write as many things as you can think of next to that circle that you associate with the word 'goal'. For example, you might write 'football' or 'hurling' or 'field goal' or 'goal line'. We are trying to learn how the word goal is used and what it means to work towards a goal.</p> <p>Discuss</p> <p>When we are finished, I am going to call on a few students to share what they wrote with the class.</p>

Activity 1	What do Goals look like?
Time	10-15 minutes
Dialogue	One of the role models, Sean Harrington, is responsible for building the Millennium Bridge here in Dublin's City Centre. I want you to watch Sean talk about his vision for the Millennium Bridge, and how that vision came to fruition.
Instructions to students	<p>Watch</p> <p>I'm going to show you a video of Sean. In this video, Sean describes how he felt after making the bridge and seeing people using it. His vision of his goal was fulfilled. I also want to show you some pictures of the bridge as it was being constructed.</p> <p>Video of Sean talking about seeing people on the bridge (2:46) - https://www.youtube.com/watch?v=46NfDxWpTQ</p>

	<p>Bridge pictures - http://www.bridgesofdublin.ie/gallery/bridge/millennium-bridge</p> <p>Whole class discussion</p> <p>Can you identify some goals that Sean Harrington talked about, or had, in order to design the Millennium Bridge?</p> <p>If you were asked to design the Millennium Bridge, what goal might you have had?</p>
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Activity 2	Goal Hierarchy: Sean Harrington's Design Process.
Time	10-15 minutes
Dialogue	<p>For this activity, we are going to learn about goal hierarchies. Who knows the definition of the word hierarchy? I'll say it again, "hi-er-arc-ee." A simple definition is a structure, like a ladder or a pyramid, with the most important or biggest thing at the top. In this way, we can also think of it as levels of importance for a task, assignment, or goal. We can apply this hierarchy to our learning and what we want to accomplish in the future.</p> <p>This will also be an introduction to long-term and short-term goals.</p>
Instructions to students	<p>Discuss</p> <p>If we want to achieve a longer-term, or large goal, we have to get there by making shorter-term goals.</p> <p>To demonstrate this, let's look at Sean Harrington's design process. There are 7 components that build on one another. These 7 components are</p> <p>Teacher writes components on the board</p> <ol style="list-style-type: none"> 1. Speak with the client and find out what they want 2. Turn what the client wants into clear instructions to myself 3. Create a draft sketch of what I want to do 4. Finish the sketch and present it to the client 5. Get permission from the city to build what I have sketched 6. Give the plans to the builder and watch the builder build what I have drawn 7. Observe the finished product <p>You will notice how the goals go from being simpler to being more complicated and difficult to reach. This is because we can't achieve a complicated, long-term goal straight away. We need lots of little goals that come before it to make it work. This is why it is called a goal hierarchy.</p> <p>Write</p> <p>For this activity, I want you to think about passing your Leaving Certificate. This is your top goal. You now need to think of the four short-term goals that will get you there.</p>

Activity 3	Why do we set Goals?
Time	5-10 minutes
Dialogue	<p>Now that we have learned what goals are and what they look like, we are going to discuss why we set goals. People have a many of reasons for setting goals. We are now going to explore some of these reasons.</p> <p>I am going to read a couple of passages to you from our role models. After I read a passage, I am going to call on you to tell me why you think these role models set these particular goals. This will be a small reading comprehension activity.</p>
Instructions to students	<p>Listen</p> <p>Emmet Kirwan:</p> <p><i>I did theatre because I needed to - there was like... I did it because I was creative and I needed a creative outlet and I wasn't sure necessarily when I was young how that... So it started out as acting but increasingly, when I was in school I was always writing but I wanted to do something that essentially wasn't quotidian, you know, it wasn't something that was the everyday. I wanted to maybe live a life that was slightly different than the one that maybe even my ancestors, my family had lived or my friends were living so I said, you know, I'd really like... Because, coming from a working-class background you don't really, people from our neighbourhood weren't really given the opportunities...</i></p> <p>Lydia Lynch:</p> <p><i>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. That wasn't realistic but at the time I thought it was good that I really believed that because if I hadn't been told 'oh there'll be another struggle for 20 years' I may not have done it. But at the time it was nice that I believed that at the end of having a degree that there'd be success. It just wasn't immediate.</i></p> <p>Paddy Holohan:</p> <p><i>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 1st 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</i></p>

	<p><i>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.</i></p> <p>Discuss Why did Lydia set her goals? Why did Paddy set his goals? Why did Emmett set his goals?</p>
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Activity 4	Goal Synonyms
Time	10-15 minutes
Dialogue	For this activity, we are going to learn synonyms for the word "goal" and use them in a sentence. What is a synonym? A synonym is a word that has a similar, but not exact, meaning as another word.
Instructions to students	<p>Write For this next activity, you will be given a list of ten synonyms with their definitions:</p> <ul style="list-style-type: none"> • Ambition • Intention • Mission • Objective • Target • Aim • Dream • Aspiration • Desire • Hope <p>I want you to create 5 sentences, each containing at least one of these synonyms. The topic for each of your sentences should be about reaching a short-term or long-term goal.</p>

Wrap-up	Share one Word
Time	5 minutes
Instructions to students	<p>Discuss To end today's lesson, I am going to call on students to share one word that comes to their mind about goals or what we have learned today.</p>

Optional Homework	Teacher's choice or activity from the lesson that was not completed.
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Goals 4.2 Short-Term Goals	
PROSPER objectives	<ul style="list-style-type: none"> ▪ Students will understand what a short-term goal is ▪ Students will understand short-term goals in terms of the goal hierarchy, or the goals at the bottom of the hierarchy ▪ Student will understand short-term goals as micro goals that can be used strategically to keep students on track
NCCA objectives	OL2, OL4, W3, W5, W7
Lesson summary	<ol style="list-style-type: none"> 1. Recap 2. Accomplishing goals piece by piece 3. Workbook Pass - Answer like you're Eugene 4. Emailing Emmet 5. Short-term goals for next class 6. Rate the Lesson
Resources	Computer, workbook, audio clips

Introduction	Recap
Time	5 minutes
Dialogue	<p>To introduce short-term goals, I am going to start by revisiting the goal hierarchy. Do we remember what 'hierarchy' means?</p> <p>Teacher draws a hierarchy or pyramid on the board.</p> <p>The foundation for the hierarchy—or the lowest level—are our short-term goals, or our goals that take the least amount of time and are the easiest to achieve. These are goals we build on. For example, these goals could be paying attention for 10 minutes in class, finishing all of your work in class so you don't have extra homework, or asking one question per class.</p>
Instructions to students	<p>Discuss</p> <p>I want you now to turn towards your neighbour and name three short-term goals you have as a student for today or for the week. Make sure these goals are easy to achieve.</p> <ol style="list-style-type: none"> 1. In school today/this week, I want to accomplish... 2. In school today/this week, I want to accomplish... 3. In school today/this week, I want to accomplish...

Activity 1	Accomplishing Goals Piece by Piece
Time	10-15 minutes
Dialogue	I want you all to understand the short-term goals you set today will one day lead to a larger goal. In other words, by setting short-term goals, we are moving towards a bigger goal. I want us to listen to

	this audio clip by Eugene O'Shea. Eugene is the CEO of Walls construction. He talks about how he works towards bigger goals by accomplishing short-term goals.
Instructions to students	<p>Listen I want you to listen to the audio clip (2:05).</p> <p><i>Well, I'm not an expert in this area. I suppose... They... It is about, I think, about biting it off in small chunks that you don't see. That even if you have a whole essay to do - and I find myself, if I have a letter to write to somebody, you know, I find it hard to do it because I'm thinking of the finished product as opposed to what you should be thinking of which is what's the first line and write the first line and then think about the second line. Because otherwise, if you think about the whole lot of it you almost defeat yourself before starting and I'm struck by people who are really good writers and I find writing a challenge, coming from a maths background. I remember hearing that Maeve Binchy - the writer - she said step number one is put yourself in a 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 and, given we're talking young people today, their resilience, their ability to adapt to anything is well documented so that's the time to develop those good habits.</i></p> <p>Think After we are done listening to the audio clip, I want you to think of questions you would ask Eugene. A question could be something like this: Eugene, how should I begin to set short-term goals? Or: Eugene, what are some good short-term goals to set in school?</p>

Activity 2	Workbook Pass – Answer like you're Eugene
Time	10-15 minutes
Dialogue	For this activity, I am going to break you into groups of 5.
Instructions to students	<p>Write You will write a question to Eugene about your short-term goals in the first box. For example, you may ask Eugene how you can concentrate better on this activity (model this question on the board), or how you can play better at soccer at lunchtime. Please make sure these questions are relevant to the things you learn every day at school.</p> <p>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 to answer the question. Each person will get one</p>

	<p>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.</p> <p><i>If you have a timer or a bell, you could let students know when it is time to pass to the right, in 1-minute periods.</i></p> <p>Discuss Ask students to share one of their goals, and what their classmates wrote in response, and what they learned from their classmates' responses.</p>
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Activity 3	Emailing Emmet
Time	10-15 minutes
Dialogue	You are going to read a short snippet from Emmet Kirwan's interview. Emmet is one of Dublin's important poets and playwrights. He wrote and performed in <i>Dublin Old School</i> and was one of the stars of <i>Sarah and Steve</i> .
Instructions to students	<p>Read</p> <p>Emmet:</p> <p><i>I used to set goals I think... I think I was quite, when I was in school, in college, I was quite loose about what my goals were because I was young I wasn't really thinking that far into the future – no one does. As I got older then, those kinds of things where people say, 'I've got a five-year plan', that doesn't work because you're a different person now than you will be in five year's time. So, what I found for me is that's only kind of solidified in the last, maybe since my late twenties and early thirties, is that very small goals that I can achieve and that are achievable. So, if I have a play that I need to write - because I've found myself starting things and then never finishing them, or trying to take on two or three things at the same time and trying to get them done. So now what I do is I'll allocate a very short period time - or sometimes longer, you know, six months maybe or three months - to write something and I'll work on that slowly. And, that will be the only thing to do.</i></p> <p><i>So, this year at the start of the year I went to London, we did the play. Then I had to write the film script so I took a month to do that. Then I had to write a play so I took three months to write that. And then for this theatre show now, add a month. So, you know, I allocate everything in kind of small things that I can do. And also, it's about I suppose - this would be kind of helpful to the students - it's about deep thought. So, if I need to write a play or write a poem and have to actually take myself away and basically turn off everything - television, phone, internet. And delve kind of deep and do deep thinking in order to get the product or the thing that I want...</i></p>

	<p><i>So, I put all of my concentration into that one thing. Which I used to not do. Especially in school coz it's very hard coz your brain's quite chaotic when you're a teenager, you know what I mean, you've a lot of things going on. A lot of friends going on, a lot of things that you just think are more important. And they are more important to you in that world and in that time. So now what I do is I'll just kind of allocate a period of time to do something and that's the only thing I'm doing. Now, you still have to make money and pay the bills so I'll kind of... But I'll genuinely try to put...</i></p> <p>Write Now that you have read the excerpt from Emmet's interview, I want you to pretend that you are writing an email to Emmet about what you want to accomplish with your life in the short-term. You will write your email on the template provided in your workbooks.</p> <p>In your email, I want you to tell Emmet three things: (1) something you want to get accomplished this week; (2) something you want to get accomplished this month; and (3) something you want to get accomplished this year.</p> <p>Your email should also be formal. That means that you should have a salutation (e.g., Dear Emmet or Dear Mr. Kirwan) and a closing (e.g., Yours truly or Kind regards) with your name.</p>
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Activity 4	Short-term Goals for Next Class Worksheet
Time	10-15 minutes
Dialogue	For this activity, you will write out 5 short-term goals you want to accomplish for next class. Remember, these are small goals that you can accomplish in a 40-minute class period.
Instructions to students	<p>Write For this activity, you will 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 can accomplish in a class. For example, you can pay attention for 10 ten minutes without being distracted, try as hard as you can for 5 minutes on an assignment, etc. You just have to make sure these goals are attainable.</p>

Wrap-up	Rate the Lesson
Time	5 minutes
Dialogue	Now we are going to wrap up our lesson. I want to know how you felt about the lesson.
Instructions to students	<p>Think On a scale from 1 to 5 (1 being the worst and 5 being the best), I want you to think how you think the lesson went. I will call on students to give their answers.</p>

Optional Homework	Teacher's choice or activity from the lesson that was not completed.
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Goals 4.3 Long-Term Goals	
PROSPER objectives	<ul style="list-style-type: none"> ▪ Students will set academic goals for something they can attain in the future ▪ Students will write 1-year plans, 5-year plans, post-Leaving Certificate plans ▪ Students will explain how long-term goals can influence their learning ▪ Students will think about barriers to attaining their long-term goals, and how they might cope with those barriers
NCCA objectives	OL2, OL3, OL4, W1, W4, W7, W11
Lesson summary	<ol style="list-style-type: none"> 1. SWOT Analysis 2. Letter to my Future Self Video 3. Letter to my Future Self 4. Personal Mission Statement 5. Quick goals
Resources	Workbooks, slips of paper for the wrap-up activity

Activity 1	SWOT (Strengths, Weaknesses, Opportunities, Threats) Chart for Long-Term Goals
Time	10-15 minutes
Dialogue	Long-term goals take a lot of thought. One way to think through our long-term goals and make sure they are attainable is by making a Strengths, Weaknesses, Opportunities, and Threats (SWOT) chart. By identifying the four components of a SWOT chart, we can plan how different aspects in our lives can help us or hinder us as we work towards our long-term goals.
Instructions to students	<p>Think I want you to take a couple minutes to think about your SWOT chart. What will you write in each box?</p> <p>Write 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:</p> <ul style="list-style-type: none"> ▪ Strengths – I'm a hard worker. I like to read. I like maths. I pay attention. ▪ Weaknesses – I struggle in 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.

Activity 2	Letter to my Future Self Video
Time	5-10 minutes

Dialogue	<p>Your future self is the person you want to be in the future. Essentially, what you are doing is predicting who you will be at a certain point in the future.</p> <p>Before we write our own letter to our future selves, I want you to watch these two videos. These videos are letters two young women have written to their future selves.</p>
Instructions to students	<p>Watch</p> <p>These videos are letters of young women reading letters they wrote to their future selves.</p> <p>Teenage girl (2:43) - https://www.youtube.com/watch?v=F3hyyWp951M</p> <p>New Balance ad (2:27) - https://www.youtube.com/watch?v=Xw-NcY5CBM8</p> <p>Think</p> <p>After the video, I want you to think about what these girls are saying. I also want you to think about what your future self might look like.</p>

Activity 3	Letter to my Future Self
Time	10-15 minutes
Dialogue	<p>For this activity, I want you to write a letter to your future self at age 18 in the year after you finish school. This letter should include specific long-term goals you will accomplish by that age. For example, you may write that you want to obtain your Leaving Certificate and how you plan to do that. After obtaining your Leaving Certificate, you might want to get a certain job, do an apprenticeship or go to college. Or you may have other ideas.</p>
Instructions to students	<p>Write</p> <p>This exercise will help you draft a letter. You first want to write one sentence that mentions both goals. Then you want to write a couple sentences about each goal individually. Finally, you will explain how you will achieve them, and you will feel once you get there.</p>

Activity 4	Personal Mission Statement
Time	10-15 minutes
Dialogue	<p>In this activity, you will write your personal mission statement. A mission statement is a few sentences that talks about your aims and values as person. As you may have noticed, most companies and organizations have mission statements. For example, Google's mission statement is: <i>To organize the world's information and make it universally accessible and useful.</i> As you can see, a mission statement includes the long-term goals of the company.</p> <p>People can also have mission statements. A hypothetical mission statement for Sean Harrington may be: <i>To work every day in a job I</i></p>

	<p><i>like doing, with people I enjoy, so we can design structures that make our clients happy.</i></p> <p>And Aiofe McLysaght's personal mission statement may be: <i>To conduct rigorous research in field of genetics, to move the field forward, and to be a mentor to my current and future students so they can be successful as the new leaders in the field of genetics.</i></p>
Instructions to students	<p>Write</p> <p>Now it is your turn to create a personal mission statement. Your personal mission statement should identify: (1) what's important to you and (2) where you want to be in the future. Your personal mission statement might look something like this: <i>To be the best possible son or daughter I can be, and work my hardest in school to succeed in my life.</i></p>

Wrap-up	Quick goals
Time	5 minutes
Dialogue	To exit the class, you need to do the following quick goal exercise. This will also act as a quick review. ¹⁴
Instructions to students	<p>Write</p> <p>On the slip of paper I will hand out, I want you all to think about goals you would to set. Please put your name on the slip of paper. This goal can be about school or a personal goal outside of school. Here are the questions I want you to answer:</p> <p><i>Tomorrow, in class I will be ready to _____. Tonight, I will accomplish _____. By the end of the semester, I will accomplish _____.</i></p> <p>Please hand in your slips of papers on your way out the door.</p>

Optional Homework	Teacher's choice or activity from the lesson that was not completed.
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Goals 4.4 Competing Goals	
PROSPER objectives	<ul style="list-style-type: none"> ▪ Students will learn about how goals can compete with each other ▪ Students will learn how to prioritize certain goals ▪ We will also teach students how to identify unattainable goals and how to disengage from certain goals. We want to help students retain their well-being following the decision to disengage from a goal
NCCA objectives	OL1, OL5, W3, W4, W9, R7

¹⁴ Alber, R. (2016). 6 Opening and Closing Routines for New Teachers. Retrieved 5 August 2017, from <https://www.edutopia.org/blog/6-opening-and-closing-routines-new-teachers-rebecca-alber>

Lesson summary	<ol style="list-style-type: none"> 1. Introduction to competing goals 2. Creating a dialogue 3. Presenting your dialogue 4. Goal choice 5. Quick biography 6. Role models talk
Resources	Workbooks, role model goals audio

Introduction	Introduction to Competing Goals
Time	5 minutes
Dialogue	<p>Today we are going to talk about competing goals.</p> <p>Teacher writes the word competing goals on the board</p> <p>Let's think about that for a minute. What does it mean to compete? It means two or more things going against each other. This also means one of those things has to win. Let's think about that in terms of goals. It means that one goal has to win (or take priority) and another goal loses (and we must deprioritize that goal).</p>
Instructions to students	<p>Discussion</p> <p>Please raise your hands if you can think of a time where you had two goals you wanted to do at the same time. What were they? Which one did you choose?</p>

Activity 1	Creating a Dialogue
Time	10-15 minutes
Dialogue	<p>For this activity, you and a partner will create a dialogue between Nia and Stacy. Nia and Stacy are two classmates at a secondary school in Galway. Stacy has been having trouble in school since she started post-primary school. Secondary school seems to be more difficult for Stacy. Stacy has started receiving poor marks and is beginning to disengage in her classes. She is also beginning to hang out with new friends who like to drink alcohol in the park on the weekends.</p>
Instructions to students	<p>Write</p> <p>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 her current behaviour could be detrimental to her future. Nia needs to tell Stacy that she should not be hanging out in the park drinking alcohol.</p>

Activity 2	Presenting your Dialogue
Time	10-15 minutes
Instructions to students	<p>Present</p> <p>Now you will read your dialogue in front of the class. One person will be Nia and one person will be Stacy. Please feel free to act the dialogue.</p>

Activity 3	Goal Choice
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Time	10-15 minutes
Dialogue	For this activity, you will choose one of two options. One option has to do with completing school work and the other option is social. This activity demonstrates potential competing goals you may face.
Instructions to students	<p>Read</p> <p>For this activity, you are going to decide which path you want to follow when faced with choosing between doing school work and a social activity. Please circle the choice that resonates with you. Then provide an explanation of why you chose that path.</p> <p>Write</p> <p>You will decide which one you will follow and why you chose that route.</p>

Activity 4	Quick Biography
Time	10-15 minutes
Dialogue	Who knows what an autobiography is? An autobiography is history of you that you write about yourself. This is what we are going to do for this activity.
Instructions to students	<p>Write</p> <p>For this activity, we are going to write a short autobiography about a time when we had to pursue one goal over another. Maybe the one goal become unobtainable, or maybe the other goal was not in our best interest (or wasn't going to help us succeed). For example, maybe you had to choose homework over football. I want you to explain why you chose one goal over another. Please use the model to write your autobiography.</p>

Wrap-up	Role Models Talk
Time	5 minutes
Dialogue	I want you to listen to a of couple excerpts from our role models about competing goals as I read them.
Instructions to students	<p>Listen</p> <p>I want you to think about these excerpts throughout the rest of the day.</p> <p>Think</p> <p>What are these role models saying? How can I apply them to my life?</p> <p>Lydia Lynch:</p> <p><i>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 1st to 3rd 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</i></p>

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.

Paddy Holohan:

I could have always been that person. That probably goes back to being a kid as well. There are certain types of people in the world, and I used to be the type of kid that, if you're one of my friends and we were in a fight and, say we were 10, 11 years old and it was over say a game of football or something like that and it's not going your way, I'm coming in with a flying sidekick. I was the type of guy to embrace that feeling of the heart rate and your palms being sweaty and your mouth going dry. I used to always say it's buzzing off body chemicals. It's the feeling of a fight coming up, that's what made me love fighting. 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.

Optional Homework

Teacher's choice or activity from the lesson that was not completed.

Goals 4.5 Goal Orientation	
PROSPER objectives	<ul style="list-style-type: none"> ▪ Students will learn what a goal orientation is ▪ Students will learn how social comparisons can negatively affect their academic motivation ▪ Students will learn that taking academic risks is OK. The goal of taking academic risks is to learn from failure rather than be hindered by it
NCCA objectives	OL4, OL10, W3, W4, W7
Lesson summary	<ol style="list-style-type: none"> 1. Unit summary 2. Becoming a master 3. Snap Chat 4. Modelling beliefs about success 5. Ranking importance 6. 1-minute paper
Resources	Projector/audio, workbooks, goal orientation audio file

Introduction	Unit Summary
Time	5 minutes
Dialogue	<p>Before we get started we are going to recap what we learned.</p> <p>Teacher draws the goal hierarchy on the board.</p>
Instructions to students	<p>Discuss</p> <p>Again, what is a goal hierarchy? What are competing goals? Can someone please tell me?</p> <p>Now that we have discussed that, I want to tell you about goal orientations. Does anyone know what the word 'orientation' means? It means the way you approach something. You orient yourself toward something. Think of a compass. A compass has an orientation toward some direction. You have an orientation towards a specific goal. You might be motivated to pursue that goal based on how important it is to you or if you want to master the path to that goal or if you want to reach that goal so you look good to your friends.</p>

Activity 1	Becoming a Master
Time	10-15 minutes
Dialogue	<p>One orientation to learning is that of mastery. Does anyone know what the word 'mastery' means? It means we are more concerned with how much we know about a subject, instead of how well we do in a subject. We can think about this orientation as becoming a master. Think of Yoda from <i>Star Wars</i>. The question we need to ask ourselves: What does it take to become a master?</p>
Instructions to students	<p>Write</p> <p>For this assignment, you will work with a partner and write 5 things you need to do to become a master or an expert in your English class.</p>

Activity 2	Snap Chat
Time	10-15 minutes
Dialogue	Another aspect of goal orientation is the idea of avoiding tasks. What does it mean to avoid something? It means to stay away from it. Often students stay away from certain academic tasks, to avoid looking like they don't have the ability to do well on the that task. This kind of orientation can limit students to subjects where they feel comfortable and can stop students from taking academic risks where they can learn more through failure than by not taking academic risks.
Instructions to students	<p>Write</p> <p>For this activity, you are going to use the Snap Chat template in your workbook to compose captions for two snaps about how to approach a maths test. A question to keep in mind is: How would these people would feel if they failed? Think about this question as you write your captions. You should write 3 captions for each of the two people. You should have two captions per picture. Your captions should start:</p> <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>

Activity 3	Modelling Beliefs about Success
Time	10-15 minutes
Dialogue	For this activity, we are going to talk about believing in ourselves. When I say 'believing in ourselves', I am talking about having confidence in our abilities to successfully complete an activity or task. One of the ways we can become confident in our abilities is by watching others complete tasks we know we can complete. We can turn to Paddy Holohan for this. In this excerpt, which you will listen to Paddy Holohan discusses his relationship with MMA superstar Conor McGregor. Does everyone know Conor McGregor?
Instructions to students	<p>Listen (2:51)</p> <p>I want you to listen to this audio clip of Paddy Holohan. I want you to think about who you surround yourself with on a daily basis and the affect that could have on the orientation you take towards your goals. Ask yourself and answer yourself, "Who do I surround myself with, and are they good for me?"</p>

Activity 4	Ranking Importance
Time	10-15 minutes
Dialogue	Our last activity will be used to think about our most important goals in school. Is it ¹⁵ :

¹⁵ Schunk, D. H., & Zimmerman, B. J. (Eds.). (2012). *Motivation and self-regulated learning: Theory, research, and applications*. Routledge.

	<ul style="list-style-type: none"> • Gaining teacher approval • Gaining peer approval • Obtaining a good grade • Gaining knowledge • Making friends • Becoming popular • Obtaining your Leaving Cert • Going to university • Being respected as a student • Being a leader <p>The importance we place on goals can have an effect on the orientation we have towards those goals. For example, if earning a good grade is most the important goal for a student, then the grade at the end of the course could take precedence over what students actually learn.</p>
Instructions to students	<p>Write For this activity, please rank your most important goals for post-primary school from 1-10 with 1 being the most important and 10 being the least important.</p> <p>Discuss After you have finished, you will turn to your neighbour and compare list. You will discuss why you chose the order you did.</p>

Wrap-up	One Minute Paper
Time	5 minutes
Dialogue	To wrap up, I want you to write for one minute.
Instructions to students	<p>Write I am going to give you 1 minute to write in your workbooks what you learned today.</p> <p>Discuss If we have time, we will discuss this as a class.</p>

Optional Homework	Teacher's choice or activity from the lesson that was not completed.
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Relationships for learning – what are they?

Relationships can be thought of as the interactions a person has with another person, group of people, or social entity, for example a friend, classmates, and school. Relationships are important conduits of motivation and learning, with family, friends and teachers helping students develop their educational (or competing) goals, and build their skills for learning. Learning also occurs in groups, and there, the quality of interactions among students is vital to how individual students learn. Feeling emotionally supported by teachers and peers is also essential for student engagement¹⁶, although students may feel less support from secondary teachers than from their primary teachers because of less opportunity to interact.¹⁷

Why is it important to teach relationships for learning?

Sometimes, students might not be aware that they have a relationship with every person they encounter in school, and more abstractly, with groups of people such as classmates and year groups. Within this wide social network, there are many opportunities to receive and give emotional support and practical help for learning. In PROSPER, students will learn about the importance of positive relationships, how best to form them, how to maintain them, and how to combat negative relationships by drawing on other types of social support. This competency is especially conducive to students having positive learning experiences with their classmates and teachers.

¹⁶ Lynch, A. D., Lerner, R. M., & Leventhal, T. (2013). Adolescent academic achievement and school engagement: An examination of the role of school-wide peer culture. *Journal of youth and adolescence*, 1-14.

¹⁷Symonds, J. E., & Galton, M. (2014). Moving to the next school at age 10–14 years: An international review of psychological development at school transition. *Review of Education*, 2(1), 1-27.

Relationships 5.1 Working in Teams	
PROSPER objectives	<ul style="list-style-type: none"> ▪ Students will learn what it means to work well in a team ▪ Students will learn how to keep each other on track in classrooms ▪ Students will transfer their new ability to learning contexts outside of classrooms
NCCA objectives	OL4, OL5, W10
Lesson summary	<ol style="list-style-type: none"> 1. Working in teams 2. Who's on the team spidergram? 3. Being a good team player synonyms 4. Teamwork in classrooms roleplay 5. Helping each other learn
Resources	Worksheets

Introduction	Working in Teams
Time	2 minutes.
Dialogue	Discuss with students that many role models in this module work in teams. Today we are going to learn about teamwork, and how we can apply this in the classroom.

Activity 1	Who's on the Team Spidergram?
Time	10 minutes
Dialogue	<p>Listen The teacher reads out this script:</p> <p>Eugene O'Shea is the executive manager of Walls Construction company. Walls build large buildings like hospitals, universities, banks, office blocks and apartment blocks. They also fit out older buildings to make them new on the inside. Eugene had some great advice about why people at Walls were generally very happy in their job. This is what he said:</p> <p>"The great thing about construction is that it's an absolute leveller. That you can be really smart, you can get a first-class honours degree or you can be really good with your hands and be a carpenter who can produce superb joinery. Or you can be somebody who is a really good crane driver, who has good hand-eye coordination but didn't get maths but can still be part of that team. If you talk about sport - it's almost like rugby. There's a place for everybody on the team."</p>
Instructions to students	<p>Think Each student thinks of something that interests them, or that they can bring to the group. This can be a skill outside of school (e.g., computer gaming, sports or drama), a personal competence (e.g., being supportive) or an interest (e.g., rock music).</p> <p>Write (Record)</p>

	<p>In pairs or individually, using a spidergram, students try to map each student's interest/skill, joining those that are more similar to each other, and starting from a centre point of 'our class'.</p> <p>Reflect Ask students to reflect on working as part of a team in English class.</p> <ul style="list-style-type: none"> • Do you each bring something unique to class with you? • Is there something, or some things that makes you all similar in this class? • How can we imagine our class as a team?
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Activity 2	Being a Good Team Player Synonyms
Time	10 minutes
Dialogue	<p>In this activity we are going to learn more about synonyms which are words that mean the same thing as other words. First, we are going to listen and choose the correct adjective to describe the person. Second, we are going to brainstorm as many synonyms for those adjectives as we can, using a timer.</p>
Instructions to students	<p>Individual listen and evaluate Using your worksheets, read the adjectives that describe the positive or negative qualities of a team player (discuss word meaning if necessary).</p> <p>Listen to what our role models had to say about being a good team player. Which word fits with what the role model is saying?</p> <p><i>Read aloud:</i></p> <p>Richie Sadler: "if you're surrounded by people who constantly talk themselves down or are quite hopeless about the things that they are about to do or are cynical about the world or they are very downbeat about "what's the point of exams, what's the point in going to college, what's the point in getting job, what's the point of life" I find after a while it just rubs off on me."</p> <p>Eugene O'Shea: "In any walk of life, whether it's playing on a sports team or working or playing in a band people always want somebody who is prepared to stick at it and work hard. No matter how brilliant or not they are. We've all been on football teams or looked at football teams and the person who tries hard will always get picked. And even if you're not brilliant and you try hard, people will reward that and recognise that."</p> <p>Sean Harrington: "Deep frustration with lazy people or people who are not doing their jobs properly but who are part of the chain you need to work with."</p>

	<p>People who are trying to stop you doing what you want to do for their own reasons which is nothing to do with your own work.”</p> <p>Matthew Nevin: “The more time you spend in an open office or working with different people or people with different types of habits it’s just about accepting those and trying to work through it and that will make you work a bit better”.</p> <p>Whole class brainstorm What are some alternative words or phrases for the qualities in the table?</p> <p>Paired work with timer</p> <ul style="list-style-type: none"> ▪ Write down what you think is a key quality of being a good team player. ▪ After you are done, I will give everybody 2 minutes using a timer to brainstorm as many synonyms for that word or phrase as you can.
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Activity 3	Teamwork in Classrooms Roleplay
Time	15 minutes
Dialogue	During the last half of this lesson we are going to roleplay what it is like to help others with learning, or distract others from their learning.
Instructions to students	<p>Small group preparation</p> <ul style="list-style-type: none"> ▪ Students are to form groups of 3 (minimum) or 4 people. ▪ One student takes on the role of the learner. ▪ The other students take on the role of helpful friend, or disruptive friend. A third ‘type’ of friend may be added. ▪ In their group, they write down on the worksheet what each roleplayer will do in the roleplay. <p>Small group roleplay practice The class are given 5 minutes to practice their roleplay.</p> <p>Selected roleplay for whole class The teacher selects 1 or 2 roleplays to be performed.</p>

Wrap-up	Helping Each Other Learn
Time	2 minutes
Dialogue	Ask the students as they are leaving the class today, when they are in other classes, and when they are at home, to think about how other people help and distract them from learning, and how they can be a good team player in class.

Optional Homework / Assessment	Portfolio activity 3 (worksheet is in the assessment section of the manual)
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Relationships 5.2 Learners as Teachers	
PROSPER objectives	<ul style="list-style-type: none"> ▪ Students will explore the notion of teaching ▪ Students will evaluate the importance of teachers in people's lives ▪ Students will consider the ways in which they teach others
NCCA objectives	R1, R6, W1, W10
Lesson summary	<ol style="list-style-type: none"> 1. Learning to teach 2. 11 am on a Friday morning short story 3. Who teaches us? 4. Sentences on ways in which we teach 5. Thanks for teaching me!
Resources	Worksheets

Introduction	Learning to Teach
Time	1 minute
Dialogue	Today we are going to learn about teaching, which can be more than what you might think it is. Also, have you ever considered yourself as a teacher? Today is the day you are going to find out what you teach, and how!

Activity 1	11 am on a Friday Morning Short Story
Time	15 minutes
Dialogue	To begin, we are going to read a short story about a teacher. This story is modelled from a real teacher who one of our role models, Aoife McLysaght, Professor of Evolutionary Genetics, had when she was at school.
Instructions to students	<p>Listen and read individually Listen carefully to the story / read the story carefully, and think about all the ways that Mr Monahan teaches Sandra.</p> <p><i>Teacher and/or students read the story</i></p> <p>Whole class discussion Ask the students the following:</p> <ol style="list-style-type: none"> 1. What things did Mr Monahan teach Sandra? <i>Expect answers about evolution of emotions, fight or flight response, anger</i> 2. Are there any other things that Sandra learned from Mr Monahan, that he taught her just by being himself? <i>Try to prompt answer about the way he dressed tidily, how he was there to support her, how he willingly gave up his time to her, that he was funny and serious at the same time (i.e., in control of his emotions and behaviour).</i>

	3. What things did Sandra learn about herself, after her discussion with Mr Monahan? <i>Ask if needed to bring out understanding of not reacting blindly to things, considering why our bodies act in certain ways, thinking rationally about our feelings.</i>
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Activity 2	Who Teaches Us?
Time	5 minutes
Dialogue	Think about all the people in your life, at school and outside of school, who teach you things. These things might not be the best examples of how to behave or feel. Or they may be wonderful or helpful things. The role models talked about many people in their lives including people in their families and communities who helped them learn little things, and important things as they grew.
Instructions to students	Individual brainstorm Spend the next five minutes writing down the names of people who teach you things in your life. You can use fake names if you prefer.

Activity 3	Sentences on Ways in Which We Teach
Time	5 minutes
Dialogue	The last activity today is about how we teach other people, with a focus on sentence structure. Complete sentences contain at least one independent clause. An independent clause contains a subject and a verb and expresses a complete thought: "I threw the ball into the air." "Into the air" is a phrase that adds to the meaning of the sentence. In this activity we are going to write about what we teach other people and how we do this using sentences that have two parts: an independent clause with a subject, verb, and complete thought, and a phrase, which gives more information. So, "I like to teach by giving examples to my friends." "I like to teach" is an independent clause and "by giving examples" and "to my friends" are phrases.
Instructions to students	Paired writing activity Individually, write a two-part sentence about what you teach people and how you teach it to them. Swap sheets with your partner and ask them to write your sentence the other way around. Do the same for them. If you have time, write as many sentences as you can on the ways in which you teach other people in class. You may need extra paper for this.

Wrap-up	Thanks for Teaching Me!
Time	1 minute
Dialogue	As they are leaving, ask the students to thank one person today or this week, who has taught them something positive in their life.

Optional Homework	Highlight the 5 sentences you like the best in the story <i>11 am on a Friday Morning</i> . Be prepared to explain why you like these sentences in class tomorrow.
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Relationships 5.3 Learner Support Networks

PROSPER objectives	<ul style="list-style-type: none"> ▪ Students will understand that their learning is supported by a wide network of individuals and groups ▪ Students will identify those individuals and groups ▪ Students will prioritise 1 – 2 individuals or groups who most help them learn
NCCA objectives	OL4, W3
Lesson summary	<ol style="list-style-type: none"> 1. Recap from yesterday 2. Richie Sadlier's learner support network 3. My learner support network 4. Who inspires me to learn 1? 5. Who inspires me to learn 2
Resources	Worksheets, Richie Sadlier Relationships audio file (or read the text on the worksheet).

Introduction	Recap on Yesterday
Time	1 minute
Dialogue	<p>Ask the students to remind you what they learned yesterday.</p> <p>If you set the optional homework, ask for volunteers to read one of the 5 sentences they highlighted and explain why they liked those sentences the best.</p>

Activity 1	Richie Sadlier's Learner Support Network
Time	5 minutes
Dialogue	<p>The purpose of today's lesson is for us to consider who in our lives helps us learn and gives us support so that we can do well at school.</p> <p>By the end of today's lesson, we should all be thinking about ourselves as existing within a network of people, and that we don't ever have to face anything entirely alone.</p> <p>Now we are going to listen to an audio clip from Richie Sadlier, who spoke about all the people who have been important to him at school and in his career.</p> <p>Richie is one of the role models for PROSPER and his fact sheet is in your workbooks.</p>
Instructions to students	<p>Listen and make notes (1:54)</p> <p>Listen to what Richie has to say. Write down all the types of people who have helped Richie at school and in his career.</p>

Activity 2	My Learner Support Network
Time	10 minutes
Dialogue	<p>Like Richie, there are many people in our lives who can help us learn. For example, people who give us a place to study, who teach us, who</p>

	help us when we get stuck, and who inspire us. These people can be anyone at school, home and in our communities.
Instructions to students	Using the worksheet, create a spidergram of your learner support network. You can write names of individual people, or of groups of people.

Activity 3	Who Inspires Me to Learn 1?
Time	15 minutes
Dialogue	All of the role models in PROSPER have gotten to where they are today by learning new things. You can't just <u>be</u> an architect, a scientist or a footballer: you have to <u>learn</u> how to be one.
Instructions to students	<p>Paired role model research</p> <p>In pairs, select one role model who has inspired you. Using their fact sheet, think about all the things they might have had to learn to get to where they are today.</p> <p>Level 1 option</p> <p>Write a list of all the things the role model might have had to learn to get to where they are today. You can be as creative as you like.</p> <p>Level 2 option</p> <p>Using first person (I), write a paragraph as if you were the role model. For example, "My name is Richie Sadlier. To get where I am today I have had to learn...."</p>

Wrap-up	Who Inspires Me to Learn 2?
Time	2 minutes
Dialogue	As well as role models from this programme, there are many people in your lives who might, or could, inspire you to keep learning. Before we leave today, I would like you to identify one or two of them from your learner support network.
Instructions to students	<p>Identification task</p> <p>Circle 1 or 2 names or groups of people on your learner support network spidergram, who most inspire you to keep learning.</p>

Optional Homework	Write a good copy of your paragraph 'who inspires me to learn'.
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Relationships 5.4 School Connectedness	
PROSPER objectives	<ul style="list-style-type: none"> Students will envision their school as a social system made up of networks of relationships Students will understand that feeling connected to school hinges on having good quality relationships at school Students will identify barriers to school connectedness Students will imagine how they can overcome a barrier to connectedness, using other types of social resources
NCCA objectives	OL1, W4, W6, W10
Lesson summary	<ol style="list-style-type: none"> Schools as social networks Editing Roundhouse of Connections to School (optional) Feeling disconnected School connectedness letter School connectedness rap
Resources	Access to YouTube or Mac Lethal bullying MP4 file, worksheets.

Introduction	Schools as Social Networks
Time	5 minutes
Dialogue	Ask students to look at the diagram of schools as social networks.
Instructions to students	<p>Whole class discussion</p> <p>Yesterday we learned about support networks. Today we are going to look at the different networks of relationships that exist in general within school.</p> <p>What does the word 'social' mean?</p> <p>What does the word 'network' mean?</p> <p>What is a social network?</p> <p>What are the different sets of relationships that you have at school?</p> <p>Do you have a relationship with classmates, teachers, the principal, people in extracurricular activities?</p>

Activity 1	Editing Roundtable of Connections to School
Time	10 minutes
Dialogue	We can feel connected to school through our relationships with other people at school. Relationships can help us feel that we belong somewhere.
Instructions to students	<p>Individual writing activity</p> <p>Write 1 sentence about feeling connected to school, choosing one set of relationships to focus on from the schools as social systems diagram.</p> <p>PLEASE ENSURE STUDENTS DO THIS ON PLAIN A4 – paper is provided in the worksheet</p> <p>Model the sentence on the board if necessary:</p> <p><i>I feel connected to school when...</i></p> <p>Roundtable editing</p>

	<p>Students hand in their sentence(s) to the teacher. The teacher randomly distributes the sentences so nobody knows who has written what.</p> <p>Students are to re-write the original sentence in a different way, adding more information if it is not detailed enough, or making the sentence simpler if it is too complicated.</p> <p>Time the students so that they have 1 minute to re-write / edit the original sentence.</p> <p>Students pass their sentence page to the person on their right after each minute. Do this 3 – 6 times as suited to the class.</p>
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Activity 2	Feeling Disconnected
Time	5 minutes
Dialogue	Just as we feel connected when relationships are good, there are things that can stop us from feeling connected to school.
Instructions to students	<p>Video clip – Mac Lethal Watch Mac Lethal video clip about bullying.</p> <p>Whole class discussion How can other people make you feel disconnected to school? Expect examples such as unfriendly teachers, aggressive staff and students, friends who dislike school, people outside of school who draw you away from school, etc.</p>

Activity 3	School Connectedness Letter
Time	10 minutes
Dialogue	<p>Isaak K. used the aabb rhyming structure to make each stanza of his poem rhyme. This is where the last words of the first two sentences rhyme, and the last words of the last two sentences rhyme. Essentially, these are rhyming pairs of sentences.</p> <p>We are going to write our own response to Isaak, using this structure.</p>
Instructions to students	<p>Individual poetry writing Write your own poetry letter to Isaak, telling him about all the other relationships he can have to support him at school.</p>

Wrap-up	Connectedness Rap
Time	5 minutes
Instructions to students	<p>If time permits, invite the students to rap their poetry letters.</p> <p>Note that Mac Lethal turned Isaak's poem into a rap by using iambic pentameter, i.e., an unstressed syllable followed by a stressed syllable, e.g., da DUM da DUM da DUM.</p>

Optional Homework	Practice rapping your connectedness rap. Re-write the lyrics if you need to.
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Relationships 5.5 Learners in the Community	
PROSPER objectives	<ul style="list-style-type: none"> Students will understand their relationships with their larger community outside of school Students will understand how they can contribute to their communities Students will identify the things in their communities that can distract or hinder them from learning
NCCA objectives	<p>Reading 1: Read texts with fluency, understanding and competence, decoding groups of words/phrases and not just single words</p> <p>Reading 2: Read for a variety of purposes: learning, pleasure, research, comparison</p> <p>Reading 10: Know how to use language resources (e.g., dictionary, thesaurus and online resources) in order to assist their vocabulary development</p>
Lesson summary	<ol style="list-style-type: none"> Welcome to the community Definitions of community Contributing to the community Me in my community placemats Me in my community presentations
Resources	Dictionaries or thesauruses for each pair of students if available, A4 paper and Post-It notes if available, worksheets

Introduction	Welcome to the Community
Time	2 minutes
Dialogue	In today's lesson we are focusing on how you can contribute to your community, in relation to the things you are learning at school.

Activity 1	Definitions of Community
Time	5 minutes
Dialogue	Read the definitions of community with the students
Instructions to students	<p>Whole class discussion</p> <p><i>According to the definitions of community...</i></p> <p>Is your school a community?</p> <p>Is this classroom a community?</p> <p>Is your neighbourhood a community?</p> <p>Are your school or home friends a community of friends?</p> <p>Is Ireland a community?</p> <p>Is the world a community?</p>

Activity 2	Contributing to the Community
Time	10 minutes
Dialogue	<p>In this activity we will be using dictionaries / thesauruses to explore some of the words the role models have used in describing themselves.</p> <p>We will also be considering what they have brought to the community through their work.</p>

Instructions to students	Paired reading and language resource task <ul style="list-style-type: none"> Choose 2 of the role models to read about. By yourselves, read 1 of the 2 extracts and select between 2 and 5 interesting words that you would like to look up the meaning of in a dictionary, or look for synonyms for in a thesaurus. Together, discuss what the 2 role models have contributed to the community, and explain this in one or two sentences. As an extra challenge, try using 1 or 2 of your interesting words in the sentences.
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Activity 3	Me in My Community Placemats
Time	10 minutes
Dialogue	In this next activity, we will consider what we bring to our communities, with a focus on our interests, skills, hopes and things we will be learning at school.
Instructions to students	Small group placemat exercise In groups of 4, fill in each section of the placemat, with at least 1 statement from each person. Try to write those statements in full sentences (you can use the interesting words from the role model activity if these suit).

Wrap-up	Me in My Community Presentations
Time	5 minutes
Dialogue	Each placemat represents what 4 of you can bring to your communities. Let's share with the class what we can bring.
Instructions to students	Give each group a chance to present their most interesting ideas from the placemat to the class.

Optional Homework	At the bottom of one of the contributing to the community role model boxes, use the 5 interesting words to write 5 sentences about what that role model has contributed to the community.
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6. ATTENTION

Attention to learning – what is it?

Attention is the cognitive process of concentrating on one or more activities (or targets), while inhibiting other irrelevant input from the environment. Being attentive to schoolwork has many implications for academic success. For example, students who sustain attention may be better able to synthesise and remember class material, and may show higher levels of interest in a subject as they have paid more attention to it and understand it better. The reverse is true for learners who become easily distracted. Maintaining attention on schoolwork is the outward expression of how students use their motivation and other resources such as social support, and emotional control, to stay engaged. Attention is both individual, and social, with groups of students helping each other be more attentive in classrooms.¹⁸

Why is it important to teach attention?

Students might not recognise that attention is a skill they can learn. Paying attention in class is also dependent on the classroom environment and types of learning activities provided. With this in mind, it is important to help students develop and practice attention through training programmes such as PROSPER. Through this training, students should have more control over their attention when learning subjects that they like, but also when they are faced with distractions in class or activities that do not appeal to them. Furthermore, if individual students can be more attentive, this should also help to regulate the attention of groups of learners. Developing the competence of attention can not only help students with their learning at school, but should also be of help in other contexts, for example when they need to ignore distractions and concentrate on a hobby or necessary task.

¹⁸ 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 Think About What You Are Doing

PROSPER objectives	<ul style="list-style-type: none"> ▪ Students will identify what attention is and how it can be focused ▪ Students will think about how they focus their attention during a task ▪ Students will recognise the value of thinking about thinking
NCCA objectives	OL4, W10
Lesson summary	<ol style="list-style-type: none"> 1. Introduction 2. Where is your attention now? 3. Focusing attention 4. Thinking about thinking 5. Checking in on yourself 6. Selective attention task
Resources	Emmet Kirwan attention audio file, access to YouTube (optional)

Introduction	
Time	2 minutes
Dialogue	Today we will learn about and practice attention, the act of staying focused on something. This is especially important for concentrating on your schoolwork in this class and in other lessons.

Activity 1	Where is your Attention now?
Time	5 minutes
Dialogue	In this game, we will practice switching our attention from one thing to another.
Instructions to students	<p>Ask for 6 volunteers.</p> <ul style="list-style-type: none"> ▪ 3 students (Group A) are to stand on one side of the classroom, and the other three (Group B) on the other. You can give the groups interesting names like <i>the Hummingbirds</i>, or <i>the Trance Dancers</i>. ▪ Instruct Group A to clap their hands as loud as they can when you say 'go'. ▪ Instruct Group B to walk around with each other in a circle (this can be at the front of class or they can move around the room) when you say 'go'. ▪ Tell the rest of the students they are to focus their attention on whatever group name you call out in the next 2 minutes. ▪ Play the game for 2 minutes. ▪ Discuss with the students whether they could focus their attention only on that one group.

Activity 2	Focusing Attention
Time	5 minutes
Dialogue	In this short activity we will practice focusing on just one thing, but in a much slower, calmer way than before. During the task we are going to use all of our senses to pay attention to a single object.
Instructions to students	Ask the students to choose a small object and hold it in their hands. This could be something from their pencil case, or you could give them an object (e.g., a raisin, a pencil).

	<p>Tell the students that this is a silent, 1-minute thinking activity where they need to practice concentration.</p> <p>Read the following to the students:</p> <ol style="list-style-type: none"> 1. Think about what your object feels like. 2. What does your object look like? 3. What does your object smell like? 4. What might your object taste like? 5. What might your object sound like? 6. What size is your object? 7. What is your object used for? <p>Ask the students</p> <ol style="list-style-type: none"> 1. Why might it be useful to slow down when we are thinking about things? 2. Are there times when you are doing your schoolwork when you could be more mindful about what you are doing?
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Activity 3	Thinking about Thinking
Time	10 minutes
Dialogue	Now we are going to listen to Emmet Kirwan, one of our role models who is a poet, talk about focusing his attention (2:00).
Instructions to students	<ul style="list-style-type: none"> ▪ Ask the students to listen to Emmet, and use the bingo score card to check each word that they hear Emmet say. ▪ Prompt them to think about what they are thinking, when they are playing the bingo game. ▪ Play the audio recording (or read out Emmet's dialogue). ▪ After it has finished, ask the students to compare their results with a partner to see how many words they heard. ▪ Next, ask the students to spend 5 minutes filling out the sentences about what they were thinking during bingo.

Activity 4	Checking in on Yourself
Time	5 minutes
Dialogue	
Instructions to students	<p>Whole class discussion</p> <p>Look at the picture of the person learning to ride a bicycle. What are some of the things you might ask them, if you were checking in on them, to see how they were doing?</p> <p>Look at the picture of the student doing schoolwork. What are some of the things you might ask them, if you were checking in on them, to see how they were doing?</p> <ol style="list-style-type: none"> 1. Who checks in on you when you are doing schoolwork? 2. Do you ever check in on yourself when you are doing schoolwork, to see how well you are paying attention to what you are doing? 3. Would it be useful to check in on yourself, do you think?

Wrap-up	Selective Attention Game
Time	3 minutes
Dialogue	To end the lesson we are going to practice paying attention, which can teach us just how easy it is for us to miss out on things when we are not focusing on them.
Instructions to students	<p>Watch See if you can count how many times the players in white catch the basketball.</p> <p>https://www.youtube.com/watch?v=vJG698U2Mvo (1:21)</p> <p>If the video link does not work, please look for another age-appropriate <i>selective attention test</i> on YouTube.</p>

Optional homework	<p>Ask students to select 5 of the 14 words from the bingo, to learn for homework, for a spelling test in the next class.</p> <p>Alternatively, the teacher can select 5 words that are appropriate for the students to learn.</p>
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Attention 6.2 Coping With Distractions

PROSPER objectives	<ul style="list-style-type: none"> ▪ Students will identify distractions in their everyday life and at school ▪ Students will learn strategies to help them cope with/inoculate against distractions
NCCA objectives	W3, W4
Lesson summary	<ol style="list-style-type: none"> 1. Introduction 2. Spelling quiz 3. Lessons from the experts 4. Let me tell you my secrets blog 5. What most distracts you?
Resources	Extracts from the role models on separate pages (you may need to photocopy these or cut them out of the teacher manual).

Introduction	
Time	1 minute
Dialogue	<p>In today's class, we will learn about how to manage the things that can distract us from learning.</p> <p>What types of things distract you when you are trying to do homework? When you are trying to concentrate in class? When you are trying to concentrate on playing sports or music?</p>

Activity 1	Spelling Quiz
Time	5 minutes
Instructions to students	<p>Read out the list of bingo words from the last class, or the selected words that the class learned.</p> <p>Students swap tests with a partner to mark.</p> <ol style="list-style-type: none"> 1. Super Nintendo 2

	2. Ubiquitous 3. Netflix 4. Cacophony 5. Quiet room 6. Airplane 7. Silence 8. Technological 9. Opportunity 10. Concentration 11. Loads 12. Sleep 13. Brain 14. Distracted
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Activity 2	Lessons from the Experts
Time	15 minutes
Dialogue	In this activity, you are going to examine four pieces of advice from the role models, on how to manage the things that can distract you from concentrating on what you are doing.
Instructions to students	<p>Set up 4 stations around the room, each with a different role model extract visible and secure on the station (e.g., taped to the wall or desk).</p> <p>Individual / paired activity Ask the students in pairs (or individually), to take their workbooks to each station and read the advice from that role model. Then they need to write down in their workbooks 1 thing that they learned from reading the role model's advice.</p> <p>Whole class feedback and voting After the students have visited each station, ask the class to share some 'take-home' advice for each role model.</p> <p>To prepare for the next activity, write these messages as sentences on the board so students can see the advice.</p> <p>Ask the class to vote on which role model gave the best advice, and to explain why they thought that.</p>

Activity 3	Let me tell you my Secrets Blog
Time	10 minutes
Dialogue	Next we will look at how to write a blog, on the topic of how to manage the things that can distract us while we are learning.
Instructions to students	<p>Individual reading Ask students to read the blog post on the worksheet.</p> <p>Whole class discussion Ask the students to describe features of the way the blog is written, thinking about the way that language is used, who the author is writing to, and what they are writing about. Students may identify some of the following qualities of the blog post:</p>

	<ol style="list-style-type: none"> 1. Title says what is in the blog 2. Speaks directly to the reader 3. Includes first person 4. Humorous 5. Narrow topic 6. Tells a true story and/or addresses a problem 7. Interesting introduction (grabs the reader's attention) <p><i>Please keep the role model advice on the board from Activity 2</i></p> <p>Individual writing activity Ask the students to complete the blog post (revealing 'secrets' of how to manage distractions), by using the advice from the role models (the sentences should still be on the board)</p> <p>They need to take the advice from the role models, and re-phrase it using first person, as though it is their secrets they are telling the reader, e.g., <i>I turn off my phone and ignore all social media.</i></p> <p>Extension activity Write their own blog post in the style of the distraction blog, about how to pay attention to a school subject that they are not very interested in. This is also the second homework option.</p>
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Wrap-up	What most Distracts you?
Time	1 minute
Instructions to students	As students are leaving, ask them to think about the thing that distracts them the most when they are doing homework, and to try to manage that thing better after today.

Homework	<p>Option 1. Keep a distraction diary, of all the things that distract you while you are doing your homework tonight.</p> <p>Option 2. Write your own blog post in the style of the distraction blog, about how to pay attention to a school subject that you are not very interested in.</p>
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Attention 6.3 Be Ignited

PROSPER objectives	<ul style="list-style-type: none"> ▪ Students will recognise the types of things they can say to themselves to keep them motivated on a task ▪ Students will apply this learning to staying motivated with schoolwork
NCCA objectives	OL1, OL2, OL3, R7
Lesson summary	<ol style="list-style-type: none"> 1. Introduction 2. Pushing the pedals 3. Keep on working 4. Voices in the head roleplay
Resources	Worksheets

Introduction	
Time	1 minute
Dialogue	In today's class we are going to discover the ways that we can motivate ourselves to concentrate on our schoolwork

Activity 1	Pushing the Pedals
Time	5 minutes
Dialogue	Being motivated to do work is like finding the energy to push the pedals of your bike around. Sometimes it is easy and you are cycling on the flat or even downhill. Sometimes it is harder, for example cycling uphill.
Instructions to students	<p>Whole class discussion</p> <p>Ask the students to suggest some of the things they could tell themselves, to find the energy to ride their bikes up a hill, or keep cycling when they are tired. You might need to invent a scenario, for example cycling to a friend's house to hang out, or cycling to a football or dance practice.</p> <p>Point out how each suggestion could fit with one part of the <i>pushing the pedals</i> worksheet.</p> <p>Individual work</p> <p>Ask students to fill in the worksheet, using the suggestions from the class, and suggestions of their own.</p>

Activity 2	Keep on Working
Time	5 minutes
Dialogue	Now we are going to turn our minds to how we can find the motivation to stay engaged with our schoolwork. Just like riding a bicycle uphill or when we are tired, sometimes we need to dig deep to find the motivation to stay engaged.
Instructions to students	<p>Paired work</p> <p>Ask students to fill in the <i>keep on working</i> worksheet, using their own suggestions for how to stay motivated when doing school work.</p>

Activity 3	Voices in the Head Roleplay
Time	20 minutes
Dialogue	Here we will act out some advice from 'voices in our head' about how to stay motivated when doing a piece of school work you don't like.
Instructions to students	<p>In groups of 3 – 5, ask students to select 1 of the 3 demotivating scenarios on the worksheet.</p> <p>Each student must have a role, either: student, motivator (x 2), or demotivator (x 2).</p> <ul style="list-style-type: none"> ▪ The person in the role of the student must say something about why they are finding it difficult to stay focused on the task, e.g., <i>"oh my gosh, this worksheet is soooo boring! I don't know how I am ever going to finish it!"</i> ▪ The students in the roles of the motivator(s) and demotivator(s) must stand behind the student, and say one thing each to either motivate or demotivate the student. <ol style="list-style-type: none"> 1. Give students 5 minutes to note down what they are going to say. 2. Give students 5 minutes to practice the roleplay. 3. Take 10 minutes for students to perform their roleplays. 4. Ask the class to give constructive feedback on each roleplay. <p>Alternatively ask for different students to volunteer to step into their classmates' roleplay in the role of motivator or demotivator, keeping the person playing the student the same. This will give students an opportunity to 'edit' their classmates' roleplay, by giving alternative ideas.</p>

Wrap-up	
Time	1 minute
Instructions to students	Ask students to write down 2 things that they can say to themselves to keep motivated in tomorrow's class.

Homework	Read the extract from Sean Harrington and answer the comprehension questions.
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Attention 6.4 Time on Task	
PROSPER objectives	<ul style="list-style-type: none"> ▪ Students will practice remaining on task ▪ Students will identify ways that they and others can remain on task ▪ Students will categorise different types of tasks into lists ▪ Students will order a list of tasks regarding which tasks need to be done first ▪ Students will break a larger task into smaller components
NCCA objectives	W6, W7, R1
Lesson summary	<ol style="list-style-type: none"> 1. Introduction 2. Look, don't look! 3. Think aloud speech bubbles 4. One step at a time 5. Wrap-up
Resources	Worksheets

Introduction	
Time	1 minute
Dialogue	Today we will practice staying on task and not getting distracted, and will learn some techniques for managing the tasks we are given to do.

Activity 1	Look, don't look!
Time	10 minutes
Dialogue	This game will test whether you can concentrate on doing English tasks, or whether you are distracted by reading cartoons.
Instructions to students	<p>Individual concentration task Give students 5 – 10 minutes to complete the English questions on the worksheet. Ask them to try to concentrate on the questions, and not on the cartoons.</p> <p>Whole class discussion Ask the class the following questions:</p> <ol style="list-style-type: none"> 1. When did you look at the cartoons the most? 2. Did anyone not look at the cartoons? 3. Why not? 4. How did you keep yourself from looking at the cartoons?

Activity 2	Think Aloud Speech Bubbles
Time	10 minutes
Dialogue	Thinking about your experience of doing the attention test, what is some advice that you would give to another student attempting the same thing?
Instructions to students	<p>Whole class discussion and modelling Ask students to share some advice for how to concentrate on the English tasks and not on the cartoons.</p>

	<p>Model on the board, writing this advice in single statements, using imperative commands (e.g., think, work, focus, make, look, use, consider, try).</p> <p>Individual or paired work Ask the students to complete the <i>think aloud</i> worksheet by themselves or in pairs. When they are finished, ask them to swap worksheets, underline the imperatives, and proof read the sentences</p>
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Activity 3	One Step at a Time
Time	5 minutes
Dialogue	In the last activity we are going to learn about how to keep track of the tasks we need to do.
Instructions to students	<p>Individual listening Read aloud the extract from Sean Harrington Ask students to take notes on the worksheet <i>one step at a time</i> Then, ask the students to add 2 imaginary examples to the lists, of their own, for Sean to do.</p> <p>If there is time, use the following extension activities from the worksheet:</p> <ul style="list-style-type: none"> Put the tasks on Sean's lists in the order of which tasks he should do first. Order these so that Sean gets the hardest work done first in his day. Take a 'Have to Do' task from the list (Sean's or an imaginary task), and with a friend, break it into smaller tasks (e.g., find phone number, pick up phone).

Wrap-up	
Time	2 minutes
Instructions to students	<p>Walking comprehension Nominate one side of the room to be the 'Have to Do' list, and the other side of the room to be the 'Fun to Do' list. Read out tasks from Sean and that you invent, that are either 'Have to Do' or 'Fun to Do'. Ask students to move to the side of the room they think each task should be listed in. Discuss that some tasks can be both necessary (Have to Do) and fun (Fun to do) Ask students how they can make Have to Do tasks into fun.</p>

Homework	
Instructions to students	<p>Make a 'have to do' and 'fun to do' list of all the tasks you will do when you get home. Using a watch or clock, record how long it takes you to do your homework tonight.</p>

Attention 6.5 The Professional Student

PROSPER objectives	<ul style="list-style-type: none"> ▪ Students will think about how school can prepare them for life ▪ Students will consider how school experiences can shape their life pathways ▪ Students will identify one major thing that inspires them to do well at school
NCCA objectives	R6, R7
Lesson summary	<ol style="list-style-type: none"> 1. Introduction 2. Being a professional student 3. Learning for later 4. Then, now and next 5. Professional student role model
Resources	Sean Harrington story audio file

Introduction	
Time	2 mins
Dialogue	Today we are going to think about all of the things we need to do to be professional at school, the same way that a person can act professionally at work.

Activity 1	Being a Professional Student
Time	5 minutes
Dialogue	When we think of the word 'professional', some people think of a profession like an architect or a doctor. However, the idea of being professional is about taking responsibility for your own behaviour at work. In this activity we will explore some of the ways in which people can behave professionally.
Instructions to students	<p>Whole class discussion</p> <p>Ask the students:</p> <ul style="list-style-type: none"> ▪ Which behaviours are most important do you think? ▪ Are these behaviours important for all the jobs in the photo or only for some jobs? <p>Encourage the students to become aware that all the behaviours are important for all the jobs in the photo.</p> <p>Individual or paired work</p> <p>Ask the students to draw a line on their worksheets to indicate which professional behaviours make sense for students at school (Being a Professional Student worksheet 2).</p>

Activity 2	Learning for Later
Time	10 minutes
Dialogue	Being a professional student sometimes means we have to think wider than our everyday experiences at school, and think about school as a pathway to the future for us, where we are learning important skills to bring back to our communities.

Instructions to students	<p>Whole class listening and note taking</p> <p>Listen to the audio recording 'learning for later'. This recording is of 3 role models giving their thoughts about why it is important for students to take a professional attitude towards going to school. (1:34, Richie; 1:03, Lydia; 1:13, Paddy)</p> <p>Ask students to take notes on their worksheets next to each recording, about the advice that they find useful. They can also underline the advice as they are listening.</p> <p>Pause between each recording, and ask students to discuss what the role model is advising, and what they think of the advice.</p> <p>After the recordings have all played, ask the class to vote on which person's advice they found most helpful.</p> <p>Discuss the top piece of advice with the students:</p> <ul style="list-style-type: none"> ▪ Why did most people like this advice? ▪ What was most useful about this advice?
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Activity 3	Then, now and next
Time	20 minutes (or set for homework)
Dialogue	In the last activity, we are going to learn from an important thing that happened to one of our role models, Sean Harrington. In this story, Sean will tell you about what motivated him to take school more seriously when he was a teenager.
Instructions to students	<p>Individual listening</p> <p>Listen to the audio file of Sean Harrington's school story (5:05).</p> <p>Individual or paired activities</p> <p>Complete the comprehension worksheet and true / false quiz</p>

Wrap-up	Professional Student Role Model
Time	1 minute
Instructions to students	Choose one role model from the front of your workbooks, who has taught you the most during the last few weeks, and underline their name.

Homework	<p>Biography</p> <p>Write a biography about something that inspires you to work hard at school.</p>
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