



# PROSPER

The Professional Student Programme for  
Educational Resilience

Teacher Manual  
Junior Cycle SPHE



School of  
Education



IRISH RESEARCH COUNCIL  
An Chomhairle um Thaighde in Éirinn

## Acknowledgements

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# PROSPER

## The Professional Student Programme for Educational Resilience

### Teacher Manual

### Junior Cycle SPHE

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**Educational resilience** is the personal skill of overcoming challenges to stay engaged in education, school, and school work. 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. 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

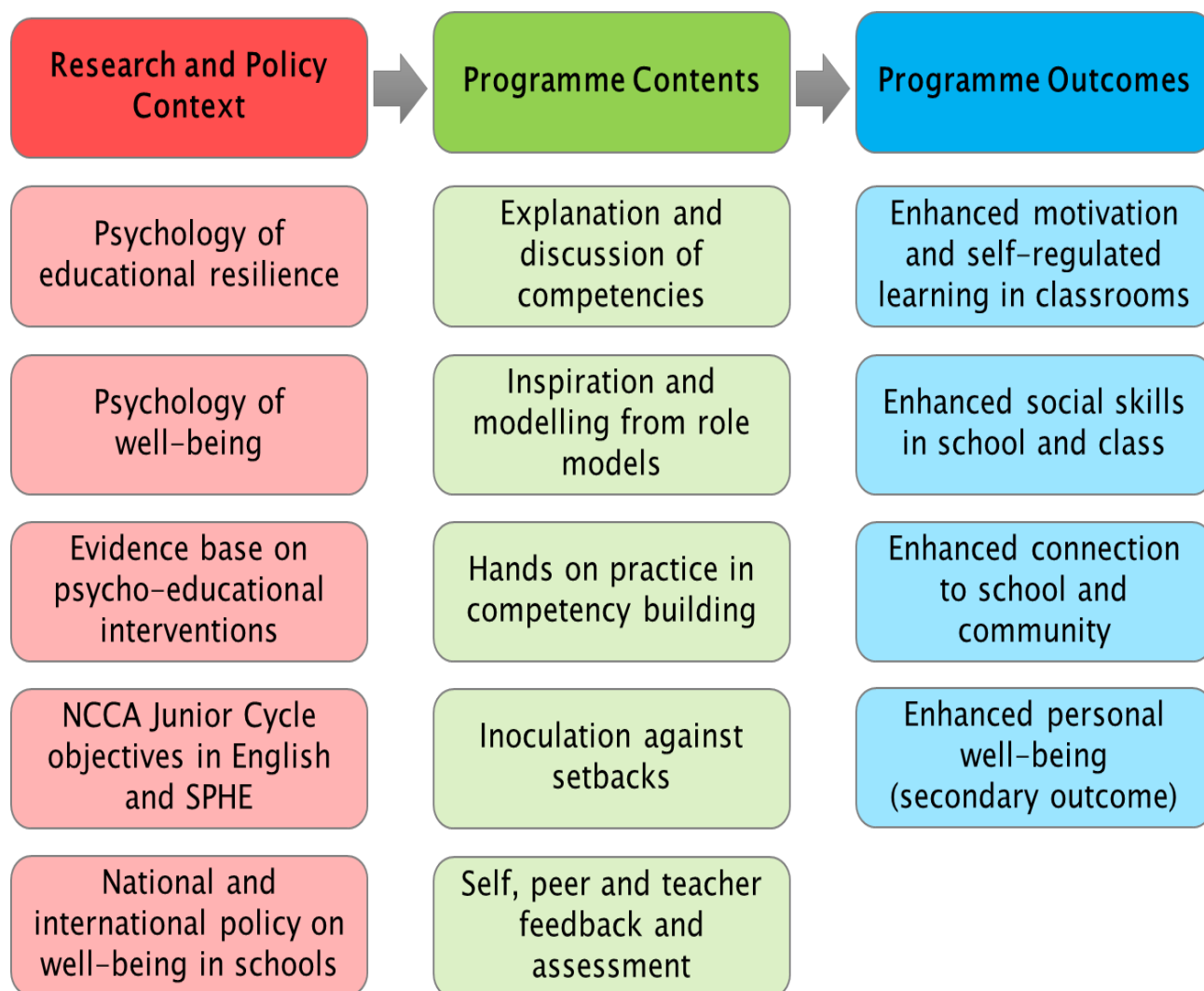
### Developed for educational professionals by teachers and educational psychologists

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.







### Using this manual

PROSPER can be delivered either as a 6-week or a 12-week program. If taught as a 6-week program, each competency is separated into two year groups: one for first year and one for second year students. For each lesson, competencies have been designed for each year group based on developmental age. If taught as a 12-week program, each competency will account for two class periods (6 competencies x 2 class periods = 12 classes). Below is an outline of how PROSPER can be delivered.

Delivery Method	Year Group
6-Week Program	Year 1: Receive lessons 1a–6a Year 2: Receive lessons 1b –6b
12-Week Program	Receive each of the 12 lessons (1a–6a and 1b–6b)

### 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



## 1. STUDENT IDENTITY

### Student identity: what is it?

Identity can be defined as the way people perceive themselves and the way others perceive them.<sup>1,2</sup> In a school setting, it can make sense to refer to identity as a person's emerging individualization.<sup>3</sup> The school context provides 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.<sup>4</sup>

### 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.

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

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

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

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

Identity: Year 1 Lesson 1a – Role Models and Mindsets	
<b>PROSPER objectives</b>	<ul style="list-style-type: none"> <li>Students will understand that intelligence is malleable and can be developed</li> <li>Students will understand that challenging themselves can help develop their abilities</li> <li>Students will identify an interesting role model</li> </ul>
<b>SPHE objectives</b>	Self-management: a sense of purpose (organising myself); Influences and decisions (my heroes)
<b>Lesson summary</b>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Changing your brain</li> <li>3. Neuroplasticity</li> <li>4. Working harder</li> <li>5. Meet the role models</li> </ol>
<b>Resources</b>	Internet connection and visual display, or growing your mind and neuroplasticity videos

<b>Introduction</b>	
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"> <li>Hand out the workbooks and let students look at them.</li> <li>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.</li> <li>Please stress that students are not expected to become millionaires or football stars, although they should aim high in a realistic way.</li> <li>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.</li> </ul>

<b>Activity 1</b>	<b>Changing your Brain</b>
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><b>Watch</b> Kahn Academy video <i>Growing your Mind</i> (3:04) - <a href="https://www.youtube.com/watch?v=WtKJrB5rOKs&amp;vl=en">https://www.youtube.com/watch?v=WtKJrB5rOKs&amp;vl=en</a></p> <p>If the link is broken, please search for the video or replace with a different video on growth mindsets.</p> <p><b>Whole class discussion</b> How do people become more intelligent? How does the diagram of the neurons demonstrate this? How are our brains like muscles? 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><a href="https://www.mindsetkit.org/topics/teaching-growth-mindset/growth-mindset-lesson-plan">https://www.mindsetkit.org/topics/teaching-growth-mindset/growth-mindset-lesson-plan</a></p>
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<b>Activity 2</b>	<b>Neuroplasticity</b>
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><b>Watch</b></p> <p>Sentis video <i>Neuroplasticity</i> (2:03) - <a href="https://www.youtube.com/watch?v=ELpfYCZa87g">https://www.youtube.com/watch?v=ELpfYCZa87g</a></p> <p>If the link is broken, please search for the video or replace with a different video on neuroplasticity</p> <p><b>Whole class discussion</b></p> <p>What is neuroplasticity? How does neuroplasticity work? 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><a href="https://www.mindsetkit.org/topics/teaching-growth-mindset/growth-mindset-lesson-plan">https://www.mindsetkit.org/topics/teaching-growth-mindset/growth-mindset-lesson-plan</a></p>

<b>Activity 3</b>	<b>Working Harder</b>
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><b>Individual work</b></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><b>Whole class discussion</b></p> <p>Ask students to volunteer to tell their stories of challenge. 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>

<b>Activity 4</b>	<b>Meet the Role Models</b>
Time	10 minutes
Dialogue	<ul style="list-style-type: none"> <li>▪ In the front of your workbooks are fact sheets about each role model in the PROSPER programme.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul>
Instructions to students	<p><b>Whole class reading</b> Review Paddy Holohan's fact sheet with the students.</p> <p><b>Individual listening</b> Listen to the Paddy Holohan mindset audio file (1:35).</p> <p><b>Whole class discussion – martial arts to English</b> Ask the students:</p> <ol style="list-style-type: none"> <li>1. Does Paddy have any problems when he is learning Brazilian Jiu Jitsu?</li> <li>2. How does he overcome those problems?</li> <li>3. Does Paddy give up on learning Brazilian Jiu Jitsu?</li> <li>4. What does he do instead of giving up?</li> </ol> <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"> <li>1. Would this be an easy or a difficult task to do?</li> <li>2. How could we break it into smaller steps to make it easier to do?</li> <li>3. What could you do to stop yourself from giving up on this task?</li> <li>4. If you managed to achieve this task, do you think it would help you improve your skills in English?</li> </ol>

## Identity: Year 2 Lesson 1b – Valuing Diversity

<b>PROSPER objectives</b>	<ul style="list-style-type: none"> <li>▪ Students will develop an understanding of the term ‘diversity’</li> <li>▪ Students will identify diverse groups in society</li> <li>▪ Students will improve their writing and comprehension skills</li> <li>▪ Students will think about how diversity can make them a better learner</li> </ul>
<b>SPHE objectives</b>	Belonging and integrating (group work)
<b>Lesson summary</b>	1. Brainstorming diversity 2. Diverse role models 3. How can understanding diversity make me a better learner?
<b>Resources</b>	Access to YouTube and AV equipment, worksheets, pens

<b>Activity 1</b>	<b>Brainstorming Diversity</b>
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) -  <a href="https://www.youtube.com/watch?v=hfO82z29hWg">https://www.youtube.com/watch?v=hfO82z29hWg</a></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 spidegram 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"> <li>▪ 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.</li> </ul> <p>Students fill out the spidergram.</p>

<b>Activity 2</b>	<b>Diverse Role Models</b>
Time	15 minutes
Dialogue	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.



Instructions to students	<p><b>Whole class or individual reading</b> Students read the statements on the worksheet and watch the YouTube clip.</p> <p>David Norris (2:38) - <a href="https://www.youtube.com/watch?v=tTXV1nFipKU">https://www.youtube.com/watch?v=tTXV1nFipKU</a></p> <p><b>Individual work</b> 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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<b>Activity 3</b>	<b>How can Understanding Diversity make me a better Learner?</b>
Time	2 minutes
Dialogue	Teacher facilitates a brief discussion on how understanding diversity can make students better learners referring to the worksheet.

<b>Optional homework</b>	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.<sup>5</sup> 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.<sup>6</sup> Non-emotional investment in school includes valuing school for its importance and usefulness, and thinking about the drawbacks of attending school.<sup>7</sup> 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.

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

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

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

Attitudes: Year 1 Lesson 2a – Valuing Learning	
<b>PROSPER objectives</b>	<ul style="list-style-type: none"> <li>▪ Students will evaluate what is important about learning</li> <li>▪ Students will identify potential reasons why learning is important for their futures</li> <li>▪ Students will understand the definition of the word value</li> <li>▪ Students will identify values they have as a learner</li> <li>▪ Students will understand the relationship between task values and attitudes</li> </ul>
<b>SPHE objectives</b>	Self-management: a sense of purpose (organising myself, organising my work at home and in school)
<b>Lesson summary</b>	<ol style="list-style-type: none"> <li>1. Introduce value</li> <li>2. Values flashcards</li> <li>3. Scales</li> <li>4. Explain your reasoning</li> <li>5. Read and Discuss <i>Who are they</i> by Chaya</li> </ol>
<b>Resources</b>	Worksheets, value audio file

Introduction	Introduce 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><b>Listen</b></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><b>Think and Discuss</b> 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><b>Read</b> 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><b>Discuss</b> 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><b>Read</b> 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"> <li>1. I think learning and school are important so I can get a good job in the future.</li> <li>2. The more I learn, the more I can help my community.</li> <li>3. I can help others outside of my community the more I learn.</li> <li>4. I will become a more confident person the more I learn.</li> <li>5. I will become a more independent person the more I learn.</li> <li>6. I will live a happier life the more I learn.</li> <li>7. I will have access to new opportunities in my life outside of my neighbourhood and Dublin the more I learn.</li> <li>8. People who don't think learning and school are important can still succeed.</li> </ol>

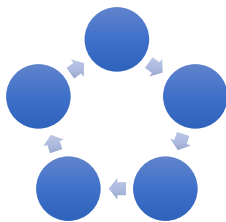
Activity 3	Why did you Choose your Response?
Time	10-15 minutes
Dialogue	We are going to build on the previous activity for this next activity. I want to know why you chose the ratings you did.
Instructions to students	<p><b>Write</b></p> <p>In your workbooks, please write one sentence for each item 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><b>Read</b></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><b>Discussion</b></p> <p>Here are some questions to consider when you are done:</p> <ul style="list-style-type: none"> <li>▪ What do we think the poem is saying/what is the theme?</li> <li>▪ How do our values (what's important to us) affect our behaviours?</li> </ul>

<b>Optional Homework</b>	Take two verses from the poem by Chaya, and re-write them using your imagination.
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## Attitudes: Year 2 Lesson 2b – Cycle of Attitude Formation

<b>PROSPER objectives</b>	<ul style="list-style-type: none"> <li>Students will understand how their long-term attitudes toward learning affect their short-term attitudes toward learning and vice versa</li> <li>Students will learn how to take positive short-term attitudes towards school</li> <li>Students will identify what they like about school and think hypothetically about how that could be used long-term</li> </ul>
<b>SPHE objectives</b>	Emotional health (self-confidence); Influence and decisions (making decisions)
<b>Lesson summary</b>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. <i>Attitudes</i> rap by Soup</li> <li>3. Watching the cycle begin</li> <li>4. Breaking the bad cycle</li> </ol>
<b>Resources</b>	Workbooks, access to YouTube

<b>Introduction</b>	
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> <div style="text-align: center;">  </div> <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>

<b>Activity 1</b>	<b><i>Attitudes - Rap by Soup</i></b>
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><b>Read</b> Read the lyrics to <i>Attitudes</i> by Soup.</p> <p><b>Think, pair share</b> 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"> <li>▪ What cycle is Soup trying to break?</li> <li>▪ What does the rap say about our ability to choose our own attitudes? What if we don't choose our own attitudes?</li> <li>▪ How can other people influence our attitudes?</li> </ul>
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<b>Activity 2</b>	<b>Watching the Cycle begin</b>
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><b>Whole class reading</b> Read through the scenarios with the students, or have them read them individually.</p> <p><b>Paired ranking activity</b> In pairs, students rank the cycle of attitude formation statements for James and David.</p>

<b>Activity 3</b>	<b>Breaking the bad Cycle</b>
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><b>Write</b> 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>

<b>Optional Homework</b>	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
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	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.<sup>8</sup> They also remember their emotional reactions, such as feeling frustrated or blocked when working, which adds to their feelings of competence.<sup>9</sup> 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.<sup>10</sup>

#### 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.<sup>11</sup> Therefore, it is important for both students' academic and personal flourishing to have ample opportunities to feel competent at school.

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

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

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

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

### Competence: Year 1 Lesson 3a – Feeling (In)Competent

<b>PROSPER objectives</b>	<ul style="list-style-type: none"> <li>▪ Students will understand the meaning of the word competence</li> <li>▪ Students will empathize with other students who don't feel competent enough</li> <li>▪ Students will plan for adaptively managing feelings of incompetence</li> <li>▪ Students will work imaginatively on changing a negative academic self-concept into a positive academic self-concept</li> </ul>
<b>SPHE objectives</b>	Belonging and integrating (coping with change, appreciating difference); Emotional health (recognising feelings, respecting my feelings and the feelings of others)
<b>Lesson summary</b>	<ol style="list-style-type: none"> <li>1. What is competence?</li> <li>2. Feeling incompetent roleplay</li> <li>3. Fight against the feeling personal plan</li> <li>4. Text-message flash fiction story</li> </ol>
<b>Resources</b>	Worksheets and audio recordings

<b>Introduction</b>	<b>What is Competence?</b>
Time	5 minutes
Dialogue	<p>Today we are going to learn about 'competence'.</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><b>Discussion</b></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>

<b>Activity 1</b>	<b>Feeling Incompetent</b>
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	<b>Roleplay</b>

	<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><b>Individual writing</b> 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><b>Paired writing</b> 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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<b>Activity 2</b>	<b>Fight Against the Feeling</b>
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><b>Individual writing</b> 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><b>Whole class discussion</b> After everyone is done writing, you will turn to your neighbour and discuss what you wrote and listen to what they wrote.</p>

<b>Activity 3</b>	<b>Flash Fiction</b>
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><b>Read</b> Student will read the text message conversation between a mother and her child and a father and his child</p> <p><b>Think</b> 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><b>Paired writing activity</b> In complete sentence, students convert the text message writing to proper grammar. They may work in pairs if suitable.</p>

<b>Optional Homework</b>	Teacher's choice or activity from the lesson that was not completed.
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<b>Competence: Year 2 Lesson 3b – Ability Beliefs</b>	
<b>PROSPER objectives</b>	<ul style="list-style-type: none"> <li>▪ Students will be able to comprehend and articulate the meanings of ability beliefs and expectancies for success</li> <li>▪ Students will identify the subjects and academic tasks where they feel they can succeed</li> <li>▪ Students will identify the subjects and academic tasks where they do not feel like they will succeed</li> <li>▪ Students will understand the negative and potentially demotivating effects of social comparison</li> </ul>
<b>SPHE objectives</b>	Belonging and integrating (looking back, looking forward); Emotional health (self-confidence)
<b>Lesson summary</b>	<ol style="list-style-type: none"> <li>1. Summary of competence</li> <li>2. I believe in myself</li> <li>3. Social comparison vignettes</li> <li>4. Poem and the past</li> <li>5. Expectations for success</li> </ol>



<b>Resources</b>	Worksheets, access to YouTube
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<b>Introduction</b>	<b>Summary of Competence/Ability Beliefs</b>
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><b>Review</b> Teacher writes <i>ability</i> on the board and circles it.</p> <p>Do we remember what competency or ability beliefs are?</p> <p><b>Discuss</b> 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>

<b>Activity 1</b>	<b>I Believe in Myself</b>
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><b>Watch</b> Paddy Holohan reflects on his career (5:54) - <a href="https://www.youtube.com/watch?v=ZIHsaEm4UIM">https://www.youtube.com/watch?v=ZIHsaEm4UIM</a></p> <p>You can emphasize when Paddy talks about giving it his all. This is around the 2:40 mark.</p> <p><b>Write</b> 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"> <li>1. Name 3 things I'm good at</li> <li>2. Name 3 things I find interesting</li> <li>3. Name 3 academic areas where I can improve</li> </ol>

<b>Activity 2</b>	<b>Social Comparison Vignettes</b>
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Time	10-15 minutes
Dialogue	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.
Instructions to students	<p><b>Think</b> How does social comparison happen in school? To whom do you compare yourself?</p> <p><b>Paired reading</b> 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><b>Paired discussion</b> In pairs, students answer the 3 questions about the vignettes.</p> <p><b>Whole class discussion</b> Ask some students to give their answers, and explain their reasoning, to the whole class.</p>

<b>Activity 3</b>	<b>Poem and the Past</b>
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><b>Listen</b> Students listen to the poem.</p> <p><b>Write</b> After reading the poem, please complete the 4 questions on the worksheet.</p>

<b>Activity 4</b>	<b>Expectations for Success</b>
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	<b>Write</b> 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:  <ol style="list-style-type: none"><li>1. If you are good, kind of good, or not good at a certain subject</li><li>2. If you expect to do well in the subject</li><li>3. Last you will write why you are not good and how they can get better.</li></ol>
<b>Optional Homework</b>	Teacher's choice or activity from the lesson that was not completed.



## 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.<sup>12</sup> Students who learn successfully often set harder educational goals for themselves, and carefully enact strategies to attain those goals.<sup>13</sup> 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.

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

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

Goals: Year 1 Lesson 4a – Goal Hierarchies	
<b>PROSPER objectives</b>	<ul style="list-style-type: none"> <li>▪ Students will be introduced to educational goals</li> <li>▪ Students will think about the impact a goal hierarchy could have on their academic success</li> <li>▪ Students will learn certain goals are more likely to be sought if they are desirable and easily attained</li> <li>▪ Students will learn that it is reasonable to have several goal hierarchies activated at once</li> </ul>
<b>SPHE objectives</b>	Belonging and integrating (coping with change); Self-management: a sense of purpose (organising myself, balance in my life)
<b>Lesson summary</b>	<ol style="list-style-type: none"> <li>1. What is a Goal?</li> <li>2. What do goals look like?</li> <li>3. Goal hierarchy: Sean Harrington's design process</li> <li>4. Goal Planning</li> <li>5. Goal Synonyms</li> </ol>
<b>Resources</b>	Worksheets, setting goals audio files

<b>Introduction</b>	<b>What is a Goal?</b>
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><b>Write</b></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><b>Discuss</b></p> <p>When we are finished, I am going to call on a few students to share what they wrote with the class.</p>

<b>Activity 1</b>	<b>What do Goals look like?</b>
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><b>Watch</b></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) - <a href="https://www.youtube.com/watch?v=46NfFdxWpTQ">https://www.youtube.com/watch?v=46NfFdxWpTQ</a></p>

	<p>Bridge pictures - <a href="http://www.bridgesofdublin.ie/gallery/bridge/millennium-bridge">http://www.bridgesofdublin.ie/gallery/bridge/millennium-bridge</a></p> <p><b>Whole class discussion</b></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><b>Discuss</b></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 (*write components on the board*):</p> <ol style="list-style-type: none"> <li>1. Speak with the client and find out what they want</li> <li>2. Turn what the client wants into clear instructions to myself</li> <li>3. Create a draft sketch of what I want to do</li> <li>4. Finish the sketch and present it to the client</li> <li>5. Get permission from the city to build what I have sketched</li> <li>6. Give the plans to the builder and watch the builder build what I have drawn</li> <li>7. Observe the finished product</li> </ol> <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><b>Write</b></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 many 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><b>Listen</b></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 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</i></p>



	<p><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><b>Discuss</b>          Why did Lydia set her goals?          Why did Paddy set his goals?          Why did Emmett set his goals?</p>
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<b>Activity 4</b>	<b>Goal Synonyms</b>
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><b>Write</b>          For this next activity, you will be given a list of ten synonyms with their definitions:</p> <ul style="list-style-type: none"> <li>• Ambition</li> <li>• Intention</li> <li>• Mission</li> <li>• Objective</li> <li>• Target</li> <li>• Aim</li> <li>• Dream</li> <li>• Aspiration</li> <li>• Desire</li> <li>• Hope</li> </ul> <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>

<b>Wrap-up</b>	<b>Share one Word</b>
Time	5 minutes
Instructions to students	<p><b>Discuss</b>          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>

<b>Optional Homework</b>	Teacher's choice or activity from the lesson that was not completed.
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Goals: Year 2 Lesson 4b – Short-Term and Long-Term Goals	
<b>PROSPER objectives</b>	<ul style="list-style-type: none"> <li>▪ Students will understand what a short-term goal is</li> <li>▪ Students will understand short-term goals in terms of the goal hierarchy, or the goals at the bottom of the hierarchy</li> <li>▪ Student will understand short-term goals as micro goals that can be used strategically to keep students on track</li> <li>▪ Students will explain how long-term goals can influence their learning</li> <li>▪ Students will think about barriers to attaining their long-term goals, and how they might cope with those barriers</li> </ul>
<b>SPHE objectives</b>	Belonging and integrating (looking back, looking forward); Influence and decisions (making decisions)
<b>Lesson summary</b>	<ol style="list-style-type: none"> <li>1. Emailing Emmet</li> <li>2. Short-term goals for next class</li> <li>3. Letter to my future self video</li> <li>4. Letter to my future self</li> </ol>
<b>Resources</b>	Computer, workbook, audio clips

<b>Activity 1</b>	<b>Accomplishing Goals Piece by Piece</b>
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><b>Listen</b> 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</i></p>

	<p><i>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><b>Think</b></p> <p>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>
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<b>Activity 2</b>	<b>Emailing Emmet</b>
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><b>Read</b></p> <p><b>Emmet:</b></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</i></p>

	<p><i>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><b>Write</b> 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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<b>Activity 3</b>	<b>Short-term Goals for Next Class Worksheet</b>
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><b>Write</b> 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>

<b>Activity 4</b>	<b>Letter to my Future Self Video</b>
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><b>Watch</b> These videos are letters of young women reading letters they wrote to their future selves.</p> <p>Teenage girl (2:43) - <a href="https://www.youtube.com/watch?v=F3hyyWp951M">https://www.youtube.com/watch?v=F3hyyWp951M</a></p>

	<p>New Balance ad (2:27) -  <a href="https://www.youtube.com/watch?v=Xw-NcY5CBM8">https://www.youtube.com/watch?v=Xw-NcY5CBM8</a></p> <p><b>Think</b>          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>
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<b>Activity 5</b>	<b>Letter to my Future Self</b>
Time	10-15 minutes
Dialogue	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.
Instructions to students	<p><b>Write</b></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>

<b>Optional Homework</b>	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 engagement<sup>14</sup>, although students may feel less support from secondary teachers than from their primary teachers because of less opportunity to interact.<sup>15</sup>

### **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.

<sup>14</sup> 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.

<sup>15</sup>Symonds, 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: Year 1 Lesson 5a –Working in Teams	
<b>PROSPER objectives</b>	<ul style="list-style-type: none"> <li>▪ Students will learn what it means to work well in a team</li> <li>▪ Students will learn how to keep each other on track in classrooms</li> <li>▪ Students will transfer their new ability to learning contexts outside of classrooms</li> </ul>
<b>SPHE objectives</b>	Belonging and integrating (joining a new group, appreciating difference); Self-management: a sense of purpose (teamwork), Relationships and sexuality (changes at adolescence)
<b>Lesson summary</b>	<ol style="list-style-type: none"> <li>1. Working in teams</li> <li>2. Who's on the team spidergram?</li> <li>3. Being a good team player synonyms</li> <li>4. Teamwork in classrooms roleplay</li> <li>5. Friends who helped me learn</li> </ol>
<b>Resources</b>	Worksheets

<b>Introduction</b>	<b>Working in Teams</b>
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.

<b>Activity 1</b>	<b>Who's on the Team Spidergram?</b>
Time	10 minutes
Dialogue	<p><b>Listen</b> 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><b>Think</b> 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><b>Write (Record)</b> 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><b>Reflect</b> Ask students to reflect on working as part of a team in English class.</p> <ul style="list-style-type: none"> <li>• Do you each bring something unique to class with you?</li> <li>• Is there something, or some things that makes you all similar in this class?</li> <li>• How can we imagine our class as a team?</li> </ul>
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Activity 2	Being a good Team Player Synonyms
Time	10 minutes
Dialogue	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.
Instructions to students	<p><b>Individual listen and evaluate</b> 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 Sadlier: "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><b>Whole class brainstorm</b> What are some alternative words or phrases for the qualities in the table?</p> <p><b>Paired work with timer</b></p> <ul style="list-style-type: none"> <li>▪ Write down what you think is a key quality of being a good team player.</li> <li>▪ 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.</li> </ul>
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<b>Activity 3</b>	<b>Teamwork in Classrooms Roleplay</b>
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><b>Small group preparation</b></p> <ul style="list-style-type: none"> <li>▪ Students are to form groups of 3 (minimum) or 4 people.</li> <li>▪ One student takes on the role of the learner.</li> <li>▪ The other students take on the role of helpful friend, or disruptive friend. A third ‘type’ of friend may be added.</li> <li>▪ In their group, they write down on the worksheet what each roleplayer will do in the roleplay.</li> </ul> <p><b>Small group roleplay practice</b> The class are given 5 minutes to practice their roleplay.</p> <p><b>Selected roleplay for whole class</b> The teacher selects 1 or 2 roleplays to be performed.</p>

Relationships: Year 2 Lesson 5b – School Connectedness	
<b>PROSPER objectives</b>	<ul style="list-style-type: none"> <li>Students will envision their school as a social system made up of networks of relationships</li> <li>Students will understand that feeling connected to school hinges on having good quality relationships at school</li> <li>Students will identify barriers to school connectedness</li> <li>Students will imagine how they can overcome a barrier to connectedness, using other types of social resources</li> </ul>
<b>SPHE objectives</b>	Belonging and integrating (group work); Self-management: a sense of purpose (what motivates me?); Relationships and sexuality education (managing relationships)
<b>Lesson summary</b>	<ol style="list-style-type: none"> <li>Schools as social networks</li> <li>Editing Roundhouse of Connections to School</li> <li>Feeling disconnected</li> <li>School connectedness letter</li> <li>School connectedness rap</li> </ol>
<b>Resources</b>	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><b>Whole class discussion</b></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><b>Individual writing activity</b></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><b>Roundtable editing</b> 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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<b>Activity 2</b>	<b>Feeling Disconnected</b>
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><b>Video clip – Mac Lethal</b> Watch Mac Lethal video clip about bullying.</p> <p><b>Whole class discussion</b> 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>

<b>Activity 3</b>	<b>School Connectedness Letter</b>
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><b>Individual poetry writing</b> Write your own poetry letter to Isaak, telling him about all the other relationships he can have to support him at school.</p>

<b>Wrap-up</b>	<b>Connectedness Rap</b>
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>

<b>Optional Homework</b>	Practice rapping your connectedness rap. Re-write the lyrics if you need to.
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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.<sup>16</sup>

### 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.

<sup>16</sup> Dikker, S., Wan, L., Davidesco, I., Kaggen, L., Oostrik, M., McClintock, J., ... & Poeppel, D. (2017). Brain-to-brain synchrony tracks real-world dynamic group interactions in the classroom. *Current Biology*, 27(9), 1375-1380.

## Attention: Year 1 Lesson 6a – Think About What You Are Doing

<b>PROSPER objectives</b>	<ul style="list-style-type: none"> <li>▪ Students will identify what attention is and how it can be focused</li> <li>▪ Students will metacognize about their own attention during a task</li> <li>▪ Students will recognise the value of thinking about thinking</li> </ul>
<b>SPHE objectives</b>	Self-management: a sense of purpose (organising myself, organising my work at home and school); Communication skills (learning to listen);
<b>Lesson summary</b>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Where is your attention now?</li> <li>3. Focusing attention</li> <li>4. Thinking about thinking</li> <li>5. Checking in on yourself</li> <li>6. Selective attention task</li> </ol>
<b>Resources</b>	Emmet Kirwan attention audio file, access to YouTube (optional)

<b>Introduction</b>	
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.

<b>Activity 1</b>	<b>Where is your Attention now?</b>
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"> <li>▪ Three 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>.</li> <li>▪ Instruct Group A to clap their hands as loud as they can when you say 'go'.</li> <li>▪ 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'.</li> <li>▪ Tell the rest of the students they are to focus their attention on whatever group name you call out in the next 2 minutes.</li> <li>▪ Play the game for 2 minutes.</li> <li>▪ Discuss with the students whether they could focus their attention only on that one group.</li> </ul>

<b>Activity 2</b>	<b>Focusing Attention</b>
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	<p>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> <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"> <li>1. Think about what your object feels like.</li> <li>2. What does your object look like?</li> <li>3. What does your object smell like?</li> <li>4. What might your object taste like?</li> <li>5. What might your object sound like?</li> <li>6. What size is your object?</li> <li>7. What is your object used for?</li> </ol> <p>Ask the students</p> <ol style="list-style-type: none"> <li>1. Why might it be useful to slow down when we are thinking about things?</li> <li>2. Are there times when you are doing your schoolwork when you could be more mindful about what you are doing?</li> </ol>
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<b>Activity 3</b>	<b>Thinking about Thinking</b>
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"> <li>▪ Ask the students to listen to Emmet, and use the bingo score card to check each word that they hear Emmet say.</li> <li>▪ Prompt them to think about what they are thinking, when they are playing the bingo game.</li> <li>▪ Play the audio recording (or read out Emmet's dialogue).</li> <li>▪ After it has finished, ask the students to compare their results with a partner to see how many words they heard.</li> <li>▪ Next, ask the students to spend 5-minutes filling out the sentences about what they were thinking during bingo.</li> </ul>

<b>Activity 4</b>	<b>Checking in on Yourself</b>
Time	5 minutes
Dialogue	
Instructions to students	<p><b>Whole class discussion</b></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"> <li>1. Who checks in on you when you are doing schoolwork?</li> </ol>

	<p>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?</p> <p>3. Would it be useful to check in on yourself, do you think?</p>
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<b>Wrap-up</b>	<b>Selective Attention Game</b>
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><b>Watch</b></p> <p>See if you can count how many times the players in white catch the ball.</p> <p><a href="https://www.youtube.com/watch?v=vJG698U2Mvo">https://www.youtube.com/watch?v=vJG698U2Mvo</a> (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>

<b>Optional homework</b>	Alternatively, the teacher can select 5 words that are appropriate for the students to learn.
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### Attention: Year 2 Lesson 6b – Coping with Distractions

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

<b>Introduction</b>	
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>

<b>Activity 1</b>	<b>Lessons from the Experts</b>
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><b>Individual / paired activity</b> 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><b>Whole class feedback and voting</b> 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>

<b>Activity 2</b>	<b>Let me tell you my Secrets Blog</b>
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><b>Individual reading</b> Ask students to read the blog post on the worksheet.</p> <p><b>Whole class discussion</b> 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"> <li>1. Title says what is in the blog</li> <li>2. Speaks directly to the reader</li> <li>3. Includes first person</li> <li>4. Humorous</li> <li>5. Narrow topic</li> <li>6. Tells a true story and/or addresses a problem</li> <li>7. Interesting introduction (grabs the reader's attention)</li> </ol> <p><i>Please keep the role model advice on the board from Activity 2</i></p> <p><b>Individual writing activity</b> 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><b>Extension activity</b> 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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<b>Activity 3</b>	<b>What most Distracts you?</b>
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.

<b>Homework</b>	<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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