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The National Behaviour Support Service (NBSS) is now part of the National Council for Special Education (NCSE). Any reference to the NBSS should be read as NCSE.

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Introduction

The move from primary to post-primary has been noted as a crucial stage in a young person’s educational career. Hargreaves (1996) highlighted how transfer is a time of triple transition as students negotiate the move from childhood to adolescence, from one institutional context to another and from established social groups into new social relations. Research also highlights how transitions and transfers can make a difference to students’ progress. For example, Rudduck et al. (1999) points out that the social upheavals of the move to post-primary are “…so preoccupying that it is difficult for students, unless the school intervenes in a positive way, to focus on the ‘seriousness of learning’. If students are not helped during the early period of their new school to sustain their excitement about learning and develop individual routines for managing learning, then they may have difficulties with progress later.” The decline in progress, and in commitment to and engagement with learning and school, can occur not just at the point of transfer from one school to another but also at points of transition within a school, from one year to another.

In Ireland, ‘Moving Up: The Experiences of First Year Students in Post-Primary Education’, (Smith et al., 2004) examined the experiences of over 900 students in their first year at post-primary school and highlighted how schools can ease the transition to post-primary education. For example by:

- Developing links with feeder primary schools so that students become familiar with their new school.
- Having an induction day, specific personnel (such as class tutors) and student mentors who act as a ‘buddy’ for younger students, to help students to settle into the new school and progress academically.
- Having effective anti-bullying policies and structures to involve teachers and students in decision-making within the school in order to bring about a positive school climate – the research showed that many first year students reported being bullied by other students.
- Developing greater links between the primary and post-primary sectors through common elements of teacher training, transfer of information on the curriculum covered, co-operation in curriculum development and the transfer of good practice relating to teaching methods.
- Providing ‘taster’ programmes to incoming 1st years.
- Providing a range of subjects with a more practical emphasis to promote student interest in school.
- Monitoring progress and targeting support in the early phase of first year.

The NBSS works with schools to develop comprehensive transition and transfer programmes to support students successful transition from primary to post primary. The following is an example of some of the modules NBSS partner schools implement as part of their transition and transfer induction programme.
Belonging Plus+
Transition and Transfer Programme:
Modules and Activities
EXAMPLES
Module: Homework & Study Skills...EXAMPLE
A Good Start To Second Level Notes
Making An Honest Effort With School Work & Homework Notes
The ABC of Homework Notes
Top 10 Tips For Homework Notes

Module: Finding My Way Around...EXAMPLE
Principal & Deputy Principal
Year Head & Assistant Year Head
SEN Department
Staff
School Staff & Uniform
My School Day

Module: Organisation & Time Management...EXAMPLE
Talk About Primary School
My Great School
Student Expectations – My School Bag
What Are All These Classes?
Learning About my New Subjects
Student Expectations – My School Journal
My Brilliant Homework Journal
My Homework Journal Needs Work
Time Management
Being on Time Questionaire
What’s the Missing Word?
Being Prepared for School – Word Search
My Locker
My Desk Layout
Behaviour for Learning!
Module: Behaviour for Learning Skills...EXAMPLE
Class Rules
School Rules
Skills for Learning
My Skills for Success
Where Do I Use This Skill in my Life?
What Would the Skill Look Like?
Skills Stories
Listening INSIDE OUT!
A Listening Class
Liam is Listening
Student Expectations - Using my Voice
What I Liked & Learned Today
Things That I’ll Be Proud of at the End of First Year

Module: Making New Friends... EXAMPLE
The Things That I am Good At.
My Thoughts & Feelings About My New Subjects
Making Good Choices
Choices We Make
Mapping My Choice
What’s Respect?
Circle of Friends
Introducing Friends
Important Qualities of a Friend
To Have Good Friends
Recipe for a Friend

Module: Keeping Well....EXAMPLE
Being Safe in School
What Makes Us All Alike?
Names of my Classmates Test
What Do You Think? Student Stories

Module: Learning & Thinking Skills....EXAMPLE
3-2-1 Activity Sheet
5-4-3-2-1 Activity Sheet
Take a Textbook Tour
Textbook Scavenger Hunt
Textbook Scavenger Hunt
What’s in your Textbook TRIFLE?
Skimming & Scanning
5Ws + 1H Activity Sheet
EXAMPLE
Module: Organisation and Time Management
Talk about Primary School

Each student takes turns to answer each question. The same answer cannot be given each time. Use your listening skills.

What’s Different?

I miss...

I liked it when...

My best class was...

My School Journal...

Homework in primary school was...

Some feelings in primary...

What I found difficult...

One Voice

Listen

Hands Up

Wait
## My Great School

As part of learning about being in a new school it is important that we see what is good and helpful. Workings alone or in a group see how many things you like or find interesting about school. You can write a word or draw a picture in the boxes. Remember when you are giving an answer use the class rules.

<table>
<thead>
<tr>
<th>Moving around the school all day</th>
<th>The best teachers</th>
<th>New Friends</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Student Expectations

My School Bag

In Class

On the Corridor

Outside the Building
# What Are All These Classes?

<table>
<thead>
<tr>
<th>Subject</th>
<th>What is the Subject?</th>
<th>Number of classes</th>
<th>Who is my teacher?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ir</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eng</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Maths</td>
<td></td>
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<td></td>
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<td>Sci</td>
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<td></td>
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<td>Bus</td>
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<td>Hist</td>
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<td>Geog</td>
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<td></td>
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<tr>
<td>Wk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home ec</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Re</td>
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<td></td>
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<tr>
<td>CSPE</td>
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<tr>
<td>SPHE</td>
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<tr>
<td>TD</td>
<td></td>
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</tr>
</tbody>
</table>

What are the subjects that might be a challenge for you?

________________________________________________________

How can you get help?

________________________________________________________
Learning About my New Subjects

My Teacher

What does our class already know about this subject?

Classroom

What class materials will I need each day?

What will I learn in the first month?

Homework information

Subject: _____________________
Learning About my New Subjects

My Teacher

Classroom

What does our class already know about this subject?

What class materials will I need each day?

What will I learn in the first month?

Homework information
Learning About my New Subjects

My Teacher

What does our class already know about this subject?

What class materials will I need each day?

What will I learn in the first month?

Homework information

Classroom
Learning About my New Subjects

My Teacher

Classroom

What does our class already know about this subject?

What class materials will I need each day?

What will I learn in the first month?

Homework information
Learning About my New Subjects

My Teacher

Classroom

What does our class already know about this subject?

What class materials will I need each day?

What will I learn in the first month?

Homework information

Subject: _____________________
# My Brilliant Homework Journal

Working in pairs and using your timetable on Monday, fill in what your homework journal should look like:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Homework</th>
<th>Due</th>
<th>Est./Time Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
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<td>4</td>
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<tr>
<td>5</td>
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<td>6</td>
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<td>7</td>
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<td>8</td>
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<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Parent’s Signature*

Don’t Forget:

**Know & Improve** - Be sure to know what you did well on and what you need to improve.
Can you give any advice to this student? What else they could have written to help them to get their work done?

<table>
<thead>
<tr>
<th>Monday • Dé Luain • Montag • Lundi</th>
<th>Tuesday • Dé Máirt • Dienstag • Mardi</th>
<th>Wednesday • Dé Céadaoin • Mittwoch • Mercredi</th>
<th>Subject</th>
<th>Homework</th>
<th>Due</th>
<th>Est./Time Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 English</td>
<td>No Work</td>
<td></td>
<td>1</td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Maths</td>
<td>Page 47</td>
<td></td>
<td>2</td>
<td>Maths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Home Ec.</td>
<td>Ingredients and learn work from class</td>
<td></td>
<td>3</td>
<td>Home Ec.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Irish</td>
<td>No Work</td>
<td></td>
<td>4</td>
<td>Irish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Geography</td>
<td></td>
<td></td>
<td>5</td>
<td>Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 History</td>
<td></td>
<td></td>
<td>6</td>
<td>History</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
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<td>Study 1</td>
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<td>Study 1</td>
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<td>Study 2</td>
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<td>Study 2</td>
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</tbody>
</table>

Parent’s Signature

Don’t Forget:

Know & Improve - Be sure to know what you did well on and what you need to improve.
### Time Management

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time During Day</th>
<th>Week (Multiply number of days by time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleeping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ever wondered how much time you spend on activities over a year?

3 hours a day watching TV
= 1095 hours a year
= 45 days watching TV non-stop
PART 1:

1. Are you usually on time for things, like meeting your friends, going to the cinema, going training for sports or watching programmes on television?

__________________________________________________________________________

2. What number would you give yourself for being on time, out of ten?

__________________________________________________________________________

3. Can you remember a time that you had to wait for someone or something that was late, how did you feel and what happened?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

PART 2:

4. Do you find it hard to get up in the morning for school?

__________________________________________________________________________

5. How do you wake up in the mornings?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

6. What number would you give yourself for being on time for school, out of ten?

__________________________________________________________________________
7. What happens when you, or other students are late for school?

8. What number would you give yourself for being on time for class, out of ten?

9. What do you do when you have to go into one of your classes and you are late?

10. What excuses are given when people are late for class? Write down as many as you can think of like “I didn’t know where to go” or “I had to go to see another teacher” or “I had to go to the toilet”.

PART 3:

11. Add up all the numbers out of thirty, what did you get?

12. What would help you to get better at being on time for school or class?
What’s the Missing Word?

| empty       | tick        | journal   |
| list | homework | do | done | timetable | paper | bag | home |
| need |

1. When you come ___________ from school, ___________ your school bag.

2. Check your ___________, what ___________ do you have?

3. Decide in which order you want to ___________ your homework.

4. Write a ___________.

5. After you ___________ each piece of homework, ___________ it off the list.

6. Say to yourself ‘ ___________ ___________’. 

7. Now look at your ____________

8. What will you _____________ to take tomorrow?

9. Put everything you need in your ____________

10. Check that you have put your h _____________ in your bag.

Remember _____________ and _____________ too!
Being Prepared for School

Word Search

BAG
CHECK
HOMEWORK
JOURNAL

LIST
PAPER
PENS
TIMETABLE
What should I have in my locker?

What if someone else wants to use my locker?

When can I go to my locker?

What do I feel about having a locker?

What if I forgot something?

If students are messing at the lockers, what should I do?
My Desk Layout

My Materials

My Journal

My Text Book

My Copy
EXAMPLE
Module: Behaviour for Learning Skills
Behaviour for Learning!

This banner is to help us to do our very best in school. It will remind us of important rules and the skills we need to develop to learn well in school.

Over the next few days we will learn together how to use the information in the banner to settle into our new class, make friends and enjoy learning.

Our teachers will help us to remember and understand what is on the banner and they will practice the skills with us.

Organised:
Having all I need for class

Punctual:
Being on time for all classes

Co-operative:
Helping others in a positive way

Attentive:
Concentrating on my learning

Hardworking:
Doing my best work

Persistent:
Working hard even when the going gets tough

Thoughtful:
Thinking of others and their feelings

Optimistic:
Finding the best in every situation

“I feel ... because...”

Happy
Delighted
Enthusiastic
Proud
Believed
Cheerful
Pleased
Content
Positive

Sad
Disappointed
Worried
Upset
Unhappy
Moody
Silly
Anxious

Angry
Hurt
Fed up
Angry
Wound up
Unright
Puzzled
Unsolved

Orgnised: Having all I need for class
Punctual: Being on time for all classes
Co-operative: Helping others in a positive way
Attentive: Concentrating on my learning
Hardworking: Doing my best work
Persistent: Working hard even when the going gets tough
Thoughtful: Thinking of others and their feelings
Optimistic: Finding the best in every situation

Listen
Hands up
and wait

1 2 3 4 5 6 7 8 9 10
What are Rules?

List some activities/places in which rules are used.

Why do you think we have rules in these activities/places?
Why do you think we have rules in school?

What happens if we don’t follow the rules?

If I don’t understand a rule, what should I do?
Class Rules

The three rules below will be used in all classes and it will take time to learn your new behaviour. How can each of these rules help us in school? In the space beside the image write at least two reasons why this rule is important.

1. One Voice

How would you rate yourself on the scale in class for each of these rules?

1 = I never do it      10 = I do it all the time

<p>| | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

One voice: ________________
Waiting: ________________

Hands Up: ________________
Listening: ________________
## School Rules – How Do I Rate?

Rate yourself for each of the following rules:

1 = could improve  
2 = okay  
3 = very good

<table>
<thead>
<tr>
<th>Rule</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend school every day</td>
<td></td>
</tr>
<tr>
<td>Attend each class on time</td>
<td></td>
</tr>
<tr>
<td>Have all equipment needed for each class – including journal, books, copies, pens etc</td>
<td></td>
</tr>
<tr>
<td>Listen to what others say</td>
<td></td>
</tr>
<tr>
<td>Speak one at a time/take turns</td>
<td></td>
</tr>
<tr>
<td>Don’t slag others</td>
<td></td>
</tr>
<tr>
<td>Stay in your seat</td>
<td></td>
</tr>
<tr>
<td>Concentrate</td>
<td></td>
</tr>
<tr>
<td>Do the work given in class</td>
<td></td>
</tr>
<tr>
<td>Do all homework given on time</td>
<td></td>
</tr>
<tr>
<td>Eating and drink at break and lunch times only</td>
<td></td>
</tr>
<tr>
<td>Put my hand up and wait for attention</td>
<td></td>
</tr>
<tr>
<td>Look after materials and furniture</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL:**
What does each of the words mean? Can we make a simple definition of the word? No more than 10 words at the most, the shorter the better.

<table>
<thead>
<tr>
<th>Organised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctual</td>
</tr>
<tr>
<td>Co-operative</td>
</tr>
<tr>
<td>Attentive</td>
</tr>
<tr>
<td>Hardworking</td>
</tr>
<tr>
<td>Persistent</td>
</tr>
<tr>
<td>Thoughtful</td>
</tr>
<tr>
<td>Optimistic</td>
</tr>
</tbody>
</table>
My Skills for Success

Can you match the skill to the picture?

Organised

Punctual

Co-Operative

Optimistic

Thoughtful

Persistent

Hard working

Attentive
Think of examples where the skills below are very important. They can be about things that you are good at or others. Three examples of each skill and we will share at the end.

**Attentive**

**Co-operative**

**Determined**

**Hardworking**

**Punctual**

**Organised**

**Persistent**

**Optimistic**

**Thoughtful**
Think of examples where the skills below are very important. They can be about things that you are good at or others. Three examples of each skill and we will share at the end.

<table>
<thead>
<tr>
<th>Attentive</th>
<th>Co-operative</th>
<th>Determined</th>
<th>Hardworking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Characteristic</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Punctual</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Organised</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persistent</td>
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<td></td>
</tr>
<tr>
<td>Optimistic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoughtful</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Skills Stories

Take a few minutes to look at the Blobs. What is the story here?
Write at least one sentence on each of the different pictures to explain the story? Try to use some of the feelings words on the banner to help. Be as adventurous with the story as you want. Have fun.
Listening INSIDE OUT!

What inside me helps me listen? – Write inside the person.

Write outside the person what helps us to hear?
A Listening Class

What will you see?

What will you hear?

My feelings.
Liam finds it difficult to listen in class; he is always in trouble for talking out of turn. He just can’t resist when he has to talk. Other students in the class talk to him and he keeps getting caught. He does try but he just keeps getting in trouble. Now he is on report and it is very hard to stay out of trouble.

How might Liam feel?

What is the problem?

How would Liam feel and behave if this problem was gone?

How would Liam know that he no longer had this problem?

What would be different?

What 3 things can Liam do now to make things easier?
Student Expectations

Using my Voice

In Class

On the Corridor

Outside the Building
What I Liked & Learned Today

It is important that we tell and share what we like about school and being a student in secondary school. Taking five – write some of the things you enjoyed today. Even the little things matter e.g. remembering more names! When giving your feedback don’t forget to put your hand up.
Things That I’ll Be Proud of at the End of First Year

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
EXAMPLE
Module: Making New Friends
The Things That I am Good At.

Read all the boxes and if there are any that need to be explained, just ask. Circle the ones that best describe you, and add in others that are not here.

<table>
<thead>
<tr>
<th>Funny</th>
<th>Maths</th>
<th>Video games</th>
<th>Gardening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making up stories</td>
<td>Making things</td>
<td>Being a friend</td>
<td>Working with Horses</td>
</tr>
<tr>
<td>Kind</td>
<td>Fix things</td>
<td>Cooking</td>
<td>Sports</td>
</tr>
<tr>
<td>Directions</td>
<td>Problem solving</td>
<td>Calming friends down</td>
<td>Talking</td>
</tr>
<tr>
<td>Dancing</td>
<td>Concentrating</td>
<td>Helping at home</td>
<td>Art – Drawing</td>
</tr>
<tr>
<td>Handwriting</td>
<td>Singing</td>
<td>Following a team</td>
<td>Timekeeping</td>
</tr>
<tr>
<td>Board Games</td>
<td>Standing up for friends</td>
<td>Fit and sporty</td>
<td>Playing football</td>
</tr>
<tr>
<td>Staying calm</td>
<td>Asking for help</td>
<td>Tidy</td>
<td>Science</td>
</tr>
<tr>
<td>Languages</td>
<td>Managing money</td>
<td>Saying thank you</td>
<td>Acting</td>
</tr>
<tr>
<td>Running</td>
<td>Explaining things to others</td>
<td>Music</td>
<td>Minding younger family</td>
</tr>
<tr>
<td>Shopping</td>
<td>Playing cards</td>
<td>Asking questions</td>
<td>Arguing a point</td>
</tr>
<tr>
<td>Using the computer</td>
<td>Using the Internet</td>
<td>Woodwork</td>
<td>Sharing with friends</td>
</tr>
<tr>
<td>Saving money</td>
<td>Funny</td>
<td>Planning activities</td>
<td>Caring for animals</td>
</tr>
</tbody>
</table>
My Thoughts & Feelings About My New Subjects
Making Good Choices

Describe a time when you made a good choice.

Did anyone help you make this decision, if so who?

How did you feel after you made this decision? (Remember to use your words)
**Choices We Make**

**WIN**
- One person gets what they want.

**LOSE**
- Both people will not compromise and both lose.

**WIN**
- One person gets what they want.

What if you are in class and as you go to sit in a chair someone is going to sit in it too. They say “That’s my seat, get out!” What would happen if we tried each of the strategies above?
What's Respect?

What things do I think of when I hear the word respect?

When I am treated with respect, how do I feel?

How do we show disrespect in school? Actions? Words? Behaviour? Attitude?

What things could a student do in school and class to show respect for learning?

How do we show our class mates that we respect them?
Circle of Friends

Consider all of your friends. Add their names to the circle, starting in the middle with those that are closest to you, then work your way out to the less important ones.
Introducing Friends

Choose one friend from your circle of friends. Firstly think: what is it about them that you like? Then, what is it about you that you think they like?

I like ___________ because...

___________ likes me because...
Important Qualities of a Friend

Consider the qualities below – how important is it that your friends have them? There are also two blank spaces for you to add any qualities that you think need to be included.

<table>
<thead>
<tr>
<th>Quality</th>
<th>Very Important</th>
<th>Quite Important</th>
<th>Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. They are kind to me</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. They are good fun</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. They are nice looking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. They are thoughtful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. They help me when I need it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. They give me things</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I can trust them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. They are cool and fashionable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. They have the latest gadgets/games</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. They often say nice things to me</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. They value our friendship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. They are a bit of a rebel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. We have the same interests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. They are a good listener</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. They are sensitive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. They are honest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. They are funny and make me laugh</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. They are popular</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. We can talk about anything</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. We can work through difficulties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The 3 most important qualities are:

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
To Have Good Friends

Read these two quotes – what do you think they mean?

“To have good friends, you must firstly be a good friend”

“Our Thoughts:
___________________________
___________________________
___________________________

“Friendship isn’t a big thing... it’s a million little things”

“Our Thoughts:
___________________________
___________________________
___________________________
Recipe for a Friend

What are the most important ingredients of an ideal friend? And how much of each ingredient do you need? Take all the ingredients below and mix well. You will then have the perfect friend for you! You can decorate your friend with sweets if you want!!

INGREDIENTS - You Will Need...  Quantity 1 - 10

1. ____________________________  _________
2. ____________________________  _________
3. ____________________________  _________
4. ____________________________  _________
5. ____________________________  _________
6. ____________________________  _________
7. ____________________________  _________
8. ____________________________  _________
9. ____________________________  _________
10. ____________________________  _________

What is your most important ingredient?
EXAMPLE

Module: Keeping Well
Being Safe in School

It is difficult to settle into a new group of friends. Learning about everyone takes time. Being part of a group can mean that someone is left out. This is not ok.

Every student has a right to feel safe in school. You have that right. Look at the pictures and as a class and name the different types of behaviour that is not allow in school.
Understanding & Recognising Anxiety

When you become anxious, hormones are released and the involuntary nervous system sends signals to various parts of your body to produce the changes shown below.

- Your blood clotting ability increases to prepare you for possible injury.
- Your heart beat speeds up and your blood pressure rises.
- Sweating increases to help cool your body.
- Blood is diverted to the muscles. You can become ‘pale’ with fright.
- Your muscles tense and you’re ready for action.
- Your mind becomes alert.
- There is less saliva, so you have a dry mouth.
- Your breathing rate speeds up. Your nostrils and air passages open wider to get in air more quickly.
- Your digestion slows down.
- Your liver releases sugar to provide quick energy.
- The sphincter muscles contract to avoid openings of bowel and bladder.
Check it Out!

What kinds of things trigger feelings of anxiety or worry? Survey your classmates to find out about situations where they have felt anxious or worried. Write down these triggers in the spaces provided. When you have collected different types of situations, draw a line between each and the type of trigger that you think it best fits. Some situations will match up to more than one type of trigger. Add some extra types of triggers on the spare lines if you wish.

Situations That Can Trigger Anxiety:  

- Changing schools.
- Physical Threat
- Trouble with Authority
- Uncertainty
- Embarrassment

Types of Triggers:

- Performance
- Others Angry, Upset or Disappointed with You.
- Trouble with Authority
- Uncertainty
- Embarrassment
What if this happened?

What would you do?

You are sitting class. The student behind you hits your chair and you tell him to get lost. The teacher gives out to you and you try to say it was not your fault.

A teacher is trying to help another student to answer a question. You have had your hand up for a while and you get tired waiting. You start chatting to a friend and the teacher asks you to keep quite.

You are asked to move seat in class when there were loads of other students talking. You say “no, it’s not fair, they were talking too.” You are told to speak respectfully to the teacher.

This guy in class had been slagging and messing with you all day. You are put on report and he is not. In a class where he knows you will get in trouble if you say anything, he starts slagging your family.
Let's Relax Those Muscles!

1. Lie down or sit so that you are feeling really comfortable.

2. Concentrate on the feelings in your muscles as we try tensing or relaxing them.

3. Starting with your hands and arms, clench your fist tightly and tense the muscles in your arms. Very slowly relax them. Repeat several times.

4. Now think about your shoulder. Hunch them up tightly, nearly touching your ears, slowly let them relax. Repeat a number of times.

5. Keeping your eyes closed screw them up tightly then gradually release your eyelids until they are totally relaxed. Repeat.

6. Tighten up your eyebrows by drawing the together then slowly release the tension in your forehead. Repeat.

7. Tense your jaw by biting your back teeth together tight then ley your jaw get heavier and heavier until totally relaxed. Repeat.

8. To relax your neck let you chin fall forward onto your chest until the muscles in your neck feel quite tight. Slowly pull it back until you feel relaxed. Repeat. Pull you stomach in as much as you can then gradually relax those muscles and repeat.

9. Using your heels push down hard against the floor until you feel the tops of your legs are as tight as possible. Slowly relax and then repeat for the bottom half of your legs point your toes as hard as you can then slowly release and repeat.

*Go through the whole sequence again.*
Relaxing in Other Ways!

There are no right or wrong ways to relax. Over time we all develop our own strategies for winding down and making ourselves less tense. Sometimes it might be:

- spending time with our friends
- being by ourselves
- reading a book
- watching a good movie
- going for a walk
- going on a spending spree
- playing computer games
- drawing a picture
- listening to music

It’s important to be aware of our own methods of relaxation. Have a go at listing the things that you have found help to wind you down when you are feeling tense or angry.

My Relaxation Recipe

1. 

2. 

3. 

4. 

5. 
Optimistic Thinking

**Optimistic**
seeing the possible

- I hate this class, it is too difficult for me and I can’t do the work.

- I am so excited about the trip, it will be a lot of work but great fun too I think.

- I think that I will try to do the higher level paper in this subject; I will have to work hard to do well. Joan is great at this stuff she will a great help.

**Pessimistic**
seeing the problems

- She is giving me dirty looks, I know it. I saw her looking over here and then they were laughing; I am going to get her after school.
What Makes Us All Alike?

How many ways can you think of?

How are we different?
Names of my Classmates Test
What Do You Think? Student Stories

Mary

I find it hard to concentrate and understand all the work that we do in class, but I work hard and manage to keep up with the class. My aim is to pass my Junior Cert. I know that if I do it will make it easier for me to plan for the future. I am interested in other things as well. I play on the school Gaelic Team and I dance and listen to music.

How would you describe Mary’s life?

_________________________________________________________________________

Why?

_________________________________________________________________________

What steps do you think Mary is taking to do well in her exams?

_________________________________________________________________________

What helps Mary do well?

_________________________________________________________________________

Do you think that Mary gets into trouble in school?

_________________________________________________________________________

What personal qualities does Mary have that will help her to succeed?

_________________________________________________________________________

Where do you think Mary will be in 5 years time?

_________________________________________________________________________
John

I think things just happen and that there's not much that you can do to influence them. I did OK in my end of term exams at Christmas and I guess I'll do O.K. in my summer tests. I'm not really bothered. There are times I seem to get into trouble and teachers are always at me. I'd like to pass my exams but you have to just take life the way you find it. If things go well, fine, if not, at least you're not disappointed.

How would you describe John’s life?

Why?

Name 2 things John could do to be more successful in school.

Does John know why he gets into trouble?

Is John motivated?

Can you name one thing that John might be interested in?

Name one thing that John could do to take more control of his life.

Where do you think that John will be in 5 years time?
What Do You Think? Student Stories

Mike

I know what I like to do and I don't care what others think or say, I'll do what I want. If I want to smoke or drink, its no-one else's business. I hang around with a group of lads and its great when we get into fights. One of my mates even carries a pen-knife. I want to leave school as soon as I can and then I'll just do what I want, when I want. I'm sick of other people telling me what to do.

How would you describe Mike’s life?

________________________________________________________________________

________________________________________________________________________

Why?

________________________________________________________________________

Can you name two problems that Mike will face when he leaves school?

________________________________________________________________________

________________________________________________________________________

What do you think that Mike will be doing in 5 years time?

________________________________________________________________________

________________________________________________________________________

Can you name 2 things that might help Mike to get ‘back on track’?

________________________________________________________________________

Can you name 2 people who might help Mike?

________________________________________________________________________

Which of the characters is most like you?

________________________________________________________________________

Why?

________________________________________________________________________

________________________________________________________________________
EXAMPLE

Module: Learning and Thinking Skills
When you finish reading a piece of text write down your 3-2-1 points to help you sum up the main ideas and to figure out anything you don’t totally understand.

**Important things I found out:**

**Interesting things:**

**Questions I still have:**
5-4-3-2-1

After reading a piece of text complete the chart below to sum up what you learned.

Five keywords from the text

•
•
•
•
•

Four facts relating to the main topic

•
•
•
•

Three new words

•
•
•

Two facts you already knew

•

One question you still have

•
1. Using the Table of Contents, find the chapter number for the topic _______.

2. In the Index at the back of the text, find and list all the pages that deal with _______________.

3. On page _____, what is the purpose of the coloured box (e.g. highlights a key or main idea).

4. What diagram appears on page ______? How is it connected to other information on that page?

5. In the Table of Contents, which topic is covered in Chapter____, Section ___?

6. On page _____, what special feature helps you to identify the definition of ____________?

7. In the Index, how many page references are there for _________________? Which reference provides you with the most complete information on the topic?

8. In Chapter _____, how many subheadings appear throughout the chapter? Where is the subheading that identifies ____________ (e.g. summary, activity)?

9. Where would you go in the textbook to (quickly) find information about ____________?

10. Turn to page ______. Read the first paragraph and find the words in italics. What is the purpose of this feature?

11. Open the text to pages _____and _____. Scan the words in boldface type. Why did the writers use this feature?

12. Open the text to page ______. Look at the graphic (e.g. map, photograph, graph). What is the purpose of this feature?
Textbook Scavenger Hunt

How do we use the text features of books to find and understand information?

**Directions**: You and your partner are on a quest to find examples of the text features below in your textbooks by completing the chart on the next page. But this is a TIMED exercise – you are against the clock! Before you start, look at some of the features you will be searching for below.

Do you know what these features look like? Before you and your partner start make sure you ask the teacher to explain any of the text features below that you’re not 100% sure about.

- Photographs
- Pictures/drawings
- Captions
- Maps
- Charts
- Timelines
- Chapter titles
- Headings
- Subheadings
- Index
- Glossary
- Highlighted/bolded words
- Contents page
- Diagrams
- Coloured boxes
- Icons
- Bullet points
Textbook Scavenger Hunt

With your partner find as many of the following features as you can in your textbook. For each feature you find, write the page number (if you’re using different books write the title or subject).

<table>
<thead>
<tr>
<th>Print features help you pay attention to important words.</th>
<th>Graphic aids help you visualise or make pictures in your mind.</th>
<th>Informational aids help you understand new or important information.</th>
<th>Organisational Aids</th>
</tr>
</thead>
</table>

Belonging Plus+ NCSE Support Service Transition and Transfer
What’s in your Textbook TRIFLE?

Topic Title: ____________________________

Textbook Page/s: ___________

| T | R | I | F | L | E | S |
Skimming & Scanning

Skimming means to read quickly to get the general gist or idea.

Scanning means to look quickly for one thing in particular.

Directions: Would you most likely skim or scan to do each of the following?

1. I would __________ through the table of contents to see what information a book contained.

2. I would __________ through the index of a textbook to look for a certain topic.

3. I would __________ through the glossary to find the meaning of word from the textbook.

4. I would __________ through the headings of a chapter before I read it to see if I know anything about it.

5. I would __________ to search for an unanswered question on an exam paper or test.

6. I would __________ to find a location on a map.

7. I would __________ to find a number in a chart.

8. I would __________ to refresh my memory about a topic I’d studied before.
5Ws + 1H

What did you learn today? Complete the 5Ws and 1H organiser and see can you pick out the main ideas of the topic.
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