

Section 3

Curriculum

Outlines and Reflections

Outlines

Introduction	3		
Art, Craft and Design	4	Horticulture	19
Astronomy	5	Italian	20
Business Studies	6	Lesiure Studies	21
Classical Studies	7	Media Studies	22
Computer Studies	8	Micro Electronics	23
Construction Studies	9	Music	24
Drama	10	Personal Development	25
Egyptian Studies	11	Practical Mathematics	26
Engineering	12	Religious Education	27
English	13	Science	28
French	14	Scientific Literacy	29
Gaeilge	15	Social and Environmental Studies	30
German	16	Social and Media Studies	31
History	17	Technical Drawing	32
Home Economics	18	World of Work	33

Reflections

Business Studies	34
English	36
Environmental Studies Award Scheme	40
European Studies	42
Forbairt Energy Pack	47
Gaeilge	49
Home Economics	51
Mathematics	53
Minicompany	57
Music	59
Tourism Awareness	61
Work Experience	63
Work Search	64
Work Placement - Student checklist	65
Employer's Report	66
Work Experience - Guide	67

Curriculum Outlines and Reflections

Subject to the Department's *Guidelines* for 1994-1995, the Transition Year curriculum may be quite different from one situation to another. The Outlines and Reflections presented here represent merely a random selection for consideration. They do not specify any particular priority, emphasis or definition.

While many approaches may naturally tend to originate from a subject basis, or other special interest, the Transition Year curriculum is not intended to be confined to traditional subject boundaries. It is hoped that the examples given in this Section will therefore help to stimulate other perspectives and possibilities for inter-disciplinary work through projects, assignments, themes, case studies, competitions, minicompanies, work experience, etc.

Transition Year offers major opportunities for a whole-school approach to curriculum development and the variation of teaching methods for optimum impact.

Art Craft and Design

What?

Batik	Calligraphy
Lino Printing	Screen Printing
Pottery / Ceramics	Puppetry
Sculpture	Woodwork
Metalwork	Video production
Fabric Painting	Photography
Weaving	Textile Art
Painting	Sketching
Stained Glass	Computer Graphics
Multi-media	

Why?

- To develop an awareness and appreciation of art, craft and design
- To facilitate the students' development and self-expression by interacting with the Arts
- To develop non-verbal languages
- To provide a basis for improving standards at Leaving Certificate level.
- To develop career options
- To develop future hobby choices

How?

- Adequate blocks of time
- Active participation
- Project work
- Exhibitions
- Group projects
- Visits to galleries and exhibitions
- History of Art.

Resources

- School art materials
- Recycled materials
- Artists in Residence
- Local artists /crafts people

Assessment

- Exhibitions
- Display of portfolios
- Self-assessment
- Peer assessment
- Practical tasks
- Teacher / student assessment

Astronomy

What?

Short seven-week module:
Basics of Physical Sciences
History of astronomy
Study of major constellations
Stellar fusion
Super novae, black holes, pulsars, galaxies
Possibility of life outside the solar system

Why?

An introduction to astrophysics
To help students appreciate the vastness
and complexity of the universe

How?

Use of video material
Charts
Diagrams
Visit to an observatory
Project work

Resources

Video material.
Texts / books
Charts.

Assessment

Written assessment
Projects
Display of projects

Business Studies

A Stock Exchange competition

Activity Homework Integration Resources

- Week 1** Simple overview. Two-page essay on same.
- Week 2** A more difficult overview. Write a detailed business report on same. English Department: How to write a business report.
- Week 3** An examination of companies on the Irish Stock Exchange
Exercise on Geography input: to be used on buying background notes. Geography Department: Input on Irish Economic Geography.
- Week 4** Forming teams and buying. Exercise on how to conduct a business meeting. Input from computer teacher on how to input buying information into the system.
- Week 5** How to read a stock exchange quotation. Also buying.
Exercise on business organisation terms: P/E ratio, dividends, yields, etc.
- Week 6** Sending away for information from PLC's. Also buying.
Exercise on different categories of company: used as background notes. English Department: How to write a formal letter. Computing Department: Get the letter onto computer.
- Week 7** Preparation and follow-up for outside speaker. Also buying.
Making up questions before visit. Write an essay on visit.
Updating buying and selling on computer.
- Week 8** Accountancy Trading and P&L, balance sheet. Also buying
Appropriate exercises. Updating buying and selling on computer.
- Week 9** Accountancy Ratios in final accounts, particularly in relation to shares. Also buying. Appropriate exercises.
Updating buying and selling on the computer.
- Week 10** Accountancy using information gained in Weeks 8 and 9 to examine accounts section of a PLC Report. Also buying.
Write an essay on the section of the Report studied.
Updating buying and selling on computer.
- Week 11** Careers work. Introduction to Financial careers. Essay on same
Careers teacher. Updating buying and selling on computer.

Classical Studies

What?

Roman and Greek Civilisations
Language
History
Latin
Topic chosen by students for personal study
Culture
Writers
Literature and Philosophy

Why?

To explore language
To make comparisons with other languages
To enrich the student's knowledge of Roman and Greek

- Theatre
- Family Life
- Education
- Architecture
- Housing
- Society
- Art

How?

Project work
Art
Comparisons with other languages
Reference books
History
Model making
School trips

Resources

Films
Museums
Art
Libraries
Television
Video

Assessment

Projects
Scale models (architecture)
Written assignments
Oral assessments

Computer Studies

What?

Keyboard skills
Word-processing skills
Data-base construction and reporting
Spreadsheet development
Computer graphics (Depending on what hardware and software is available)
Career possibilities related to Information Technology

Why?

To give the students a good introduction to Information Technology
To develop keyboard skills
To develop basic computer literacy
To equip students with skills which can be applied to the presentation of Transition Year projects and assignments
To demystify the computer
To open up career possibilities

How?

Hands-on experience
Responses to presentation requirements of other subjects and activities of the TY programme
Group and individual projects
Visits to workplaces where computers are in extensive use

Resources

Hardware
Software packages
Local companies

Assessment

On-going monitoring of progress by teacher
Student projects/assignments

Links

Any subjects where projects have to be presented
Computers also link in to any TYP activities where promotional advertisements, brochures etc. have to be produced.
Career Guidance in terms of producing CVs etc.

Construction Studies

What?

Planning control Foundations
Ground floors Walls
Upper floors Drawings
Model making Central heating
Computer Aided Design (CAD)
Painting and Decorating
Hot and cold water systems
Site investigation and selection

Why?

To develop practical skills relevant to construction
To develop problem-solving skills
To open up career possibilities
To assist in selection of subjects for Leaving Certificate programmes

How?

Visits to building sites
Experiments on and with building materials
Drawing and planning activities
Photography
Making models
Project work

Resources

Blocks of time on timetable
Woodwork/Construction Studies room
Building equipment
Local building sites
Computers
CAD software
Cameras and film
Plans from building and engineering companies and architects

Assessment

Assessment of students' portfolios of drawings
Individual and group practical and written assignments

Links

Various parts of the TY programme: Projects in Art, Science Technical Drawing and Engineering often benefit from Construction related skills. Painting and decorating components can link with Art and Home Economics. A dramatic performance or a musical, if part of the TY programme, offers practical opportunities for skills applications.

Drama

What?

Irish theatre and playwrights
Mime
Terminology of drama production
The art of script writing
Theatre craft: costumes, set design, props
Study of a play
Casting
Theatre lighting and sound
Theatre make-up
Publicity, sponsorship and printing
Designing posters
Designing and printing programme
Performing techniques

Why?

To develop the students' confidence and self-esteem
To help the students' awareness and appreciation of drama
To encourage students' creativity
To provide a basis for the development of community skills
To generate the students' enthusiasm and sense of fun in Transition Year
To encourage self-evaluation
To focus students on possible career opportunities in the world of theatre

How?

Role play
Group work
Mime
Writing
Production of a play or musical
Networking with another school
Visiting a theatre
Group work
Competitions
Interviews

Resources

Popular plays and musicals
Library
T.V. programmes
Films
Visiting speakers
Local theatre groups
Amateur dramatic societies
Young Playwright's programme
Arts Council
Local writers and musicians

Assessment

The planning and implementation of a play or musical
Self-assessment
Peer-assessment
Projects:
Individual / Group

Egyptian Studies

What?

Tutankhamen	Mummies
Architecture	Geometry
Myths	Rituals
Hieroglyphics	Art
Cleopatra	Geography
Battles	Lifestyles
Decline of Egyptian civilisation	

Why?

To expose students to an ancient culture

To explore comparisons between modern and ancient cultures

To enable students appreciate the achievements of a past civilisation

How?

Classroom input

Slide shows

Videos

Research

Artwork

Visiting speakers

Model-making

Project work

Resources

'The Discovery of the Tomb of Tutankhamen' and other books

Slides

Videos

Photographs

Local public library

Egyptian Tourism Board

Egyptian Embassy

Assessment

Oral presentation

Written and visual project work

Specific assignment

Practical project work - construction of a model pyramid

Costume design

Make-up

Engineering

What?

- Engineering terminology
- Workshop health and safety
- Basic skills in using materials
- Introduction to computer controlled lathes
- Introduction to control systems
- Introduction to computer-aided design
- Use of milling machines

Why?

- To develop practical skills relevant to engineering
- To develop problem-solving skills
- To assist students in seeing the direct links between school workshop practice and the workplace
- To open up career possibilities
- To assist in selection of subjects for Leaving Certificate programmes

How?

- Workshop practice
- Making models
- Project work, including small tools, trolleys, PE equipment repair, garden implements, ornamental items.
- Visits to workplaces
- Exhibitions of work

Resources

- Blocks of time on timetable
- Metalwork/Engineering room
- Metals
- Plastics
- Re-cycled materials
- Computers
- CAD software
- Local metal and engineering companies

Assessment

- Assessment of students' portfolios of drawings
- On-going assessment of workshop performance
- Individual and group practical and written assignments

Links

CAD opens up the possibilities of rich links with computer studies. There are also obvious links with Technical Drawing. Science and Art also offer possibilities. Some particular modules appropriate to Transition Year such as Horticulture and Electronics may also link very well with Engineering.

English

What?

An emphasis on Oral English through the appropriate use of

Project work Role play
Discussion Debates
Reporting Public speaking
School radio and video
Interdisciplinary learning
Word games to develop vocabulary

Modules:

Drama, poetry, the modern novel
Developing writing skills

See '*Transition Year Programmes: Guidelines 1994-95*' p23.

Why?

To enable the students to develop self-confidence through increased Oral English competency

To enable the students to combine the development of their language skills

To provide "a broad and solid foundation for the Leaving Certificate course and for life in general"

How?

'Negotiated learning' at the beginning of the course/module: students' reading levels might be assessed to help in agreeing realistic targets in developing personal reading, and the use of library services

Student participation in class and in the extended learning context, e.g. visits to the theatre, listening to radio, etc.,

Appropriate use of visiting speakers (including writers and poets)

Using both oral and written skills in project work

Where feasible, using a paired reading approach to stimulate interest

Seeking the collaboration of as many Transition Year teachers as possible to insist on the highest standards of oral English in all class work

Through effective team-teaching of skills in writing, in development of essay work and so on

Using a 'writer's workshop' approach - perhaps in conjunction with another Transition Year school

Resources

In addition to the students' own books and writing materials:

Personal dictionaries for language development

Membership of a public library

Video including video camera where possible (to encourage development of oral skills)

Access to class /Transition Year sets of materials - poetry, books and tapes, plays, novels, magazines

Crosswords and word puzzles

Assessment

Self-appraisal

Reading and spelling tests

Oral and written presentations of work

Project assessments - individual and group

French

What?

Introduce aspects of French culture through modern literature, cinema, theatre.
Study selected texts from earlier centuries.
Practical oral and written French.
Understand its structural development.

Why?

To acquaint students with French language and culture
To enable them to compare language structures
To improve their communication skills

How?

Focus on two basic components:

- 1 Cultural
film, theatre, literature
- 2 Linguistic
skills in listening, speaking, writing

Resources

Video, films, books, magazines, newspapers, audio cassettes, CDs
Materials from the Alliance Francaise, French Embassy, Air France, etc.
Meet French students in Ireland, etc.

Assessment

Students and teachers would experience success if they could

- At the end of the module have read one French novel (or part of it), are able to name five French authors and briefly outline their work.
- Identify some French Film Directors and Playwrights and outline their work.
- Sing a French song ... and want to learn more ...

Gaeilge

Cén Rud?

Comhrá faoi shaol na ndaltaí agus faoin saol an lá atá inniu ann
Díospóireacht (nuair is féidir leo!)
Litríocht - go mór mhór gearrscéalta agus filíocht nua aimseartha agus drámaí
Ceol - idir amhránaíocht, damhsaí agus éisteacht le ceol
Taisteal - deireadh seachtaine a chaith-eamh sa Ghaeltacht más féidir (Féach Lth. 22.)

Cén Fáth?

Chun suim na ndaltaí sa Ghaeilge a chothú
Chun an béim a chur ar labhairt na teanga
Chun go mbeadh na daltaí bródúil as an gcultúr atá againn mar Éireannaigh

Cén chaoi?

Tré labhairt na teanga a chothú - fiú amháin i measc na múinteoirí!
Na daltaí a spreaghadh chun Gaeilge a labhairt maidin amháin sa seachtain más féidir
Cúrsa modúlach a lorg má oireann an clár ama

Ábhair

Breis leabhair Gaeilge agus irisí sa leabharlann
Téipeanna agus téipthairfeadán
Físthairfeadán agus físthéipeanna

Lúcháil

Scrúdú cluaise
Scrúdú cainte - neamhfhoirmiúil agus foirmiúil
Scrúdú scríofa

German

What?

Study of life in Germany
Fashion, cuisine, sports, economics
Ability to master skills of social interaction through German
Study of films
Study of a novel / novels
Drama production
Exploring Irish links with German speaking communities
Music and songs

How?

Class activities
Concentration on aural, oral and writing skills
Study of films
Projects on Germany
Option of an exchange project with a German school
Individual work in a language laboratory
Problem solving
Class discussion
Class drama production
Significant Learning Days
School trip

Why?

To build upon the students' experience of German at Junior Certificate
To develop further the students' reading and writing skills
To help the student express herself/himself more easily in German
To enrich the students' knowledge of German culture
To develop skills needed to cope with possible situations when travelling, working and living in Germany
To develop student's skills of efficient communication, research analysis and learning
To lay a solid foundation for Leaving Certificate

Resources

German books
Magazines and newspapers in German
Videos
Audio tapes
Link with a German school
Exchange materials
Pen-friendships
Goethe Institute
Tourist / Travel companies
Other subject areas

Assessment

Practical assessment tasks	Special research project
Continuous tests throughout the year	Simple drama production
Short projects (Individual / Group)	Oral interviews
Peer assessment	

History

What?

The plantation of Ulster to 1969 including the battle of the Boyne, the siege of Derry, the Orange Order, the growth of Unionism, the new northern state, sectarianism and the civil rights movement.

'Punch' and late nineteenth and early twentieth century cartoons;

World War 1 and its origins.

Oral history of local people.

Why?

To build on the interest in history fostered during the Junior Cycle

To develop an interest in local history

To develop an appreciation of the historical origins of many current social and political tensions

To examine the historical background to the present day situation in northern Ireland

To assist students in selecting LC subjects

How?

Classwork

Video viewing

Interviewing local people

Project work on a topic of interest

Project work on a significant Irish person of the 20th century

Production of 'newspapers' re historical events

Developing a school archive

Resources

Books

Newspapers

Videos including documentaries

Local and national museums

Co-Operation North

Film 'Gallipoli'

Poetry from World War 1

People living in the immediate locality

Document packs, National Library, etc.

Assessment

Short, written question and answer tests throughout the year

Student projects/assignments

Individual oral reports on outings, visitors, interviews etc

End-of-year assessment

Links

Links with Media Studies can highlight the fact that media (mis)representations are not a 20th century phenomenon. Tapes and videos can be used to record interviews. Computers can be very useful for recording local historical data. A module on Drama can link with historical topics. Special topics can explore historical aspects of other subjects.

Home Economics

What?

Nutrition and practical cookery
Fashion
Design
Needlework technique
Creative textiles
Consumer studies and money management
Interior design
Child care
The local community

Why?

To give students a broad but specific knowledge of happier and healthier family and community living

To develop creative skills

How?

Student project work
Field trips
Practical participation
Encouragement to participate in cookery competitions
Practical cookery assignments
Research
Surveys
Catering for school functions
End of year display of work / items / projects

Resources

School kitchens/needlework rooms
Library facilities
Video
Magazines
Consumer Association of Ireland
Association of Teachers of Home Economics
Guest Speakers

Assessment

Informal class assessment
Continuous assessment
Project work
Group assignments
Teachers /Students meetings
Evaluation by student/teacher
Student feedback
Peer assessment.

Horticulture

What?

Propagation of Plants:

- From seeds and cuttings
- Layering - shrubs, indoor plants
- Leaf cuttings and root cuttings
- The Ornamental Garden
- Container growing/hanging baskets
- Spring and Summer bedding plants
- The Herb and Vegetable Garden
- Herbs, bulbs, tubers and corms from seed
- Vegetables
- Landscape and Design.
- Maintenance of the School Garden.
- Design a garden to include patio, pool or water feature, rockery, herbaceous border, pergola etc.

How?

- Active participation
- Problem solving tasks
- Working in a group
- Time management tasks
- Environmental awareness studies
- Expressing personal creativity
- Taking personal responsibility for a task
- Appreciating public facilities,
- Individual research projects

Assessment

- On-going monitoring by students and teachers of school garden, etc.
- Group / Individual projects

Why?

- To develop environmental awareness
- To develop reading, writing and numeracy
- To open up leisure-time possibilities

Re-sources

- Containers (from yogurt tubs to expensive trays)
- Seeds (collected - bought)
- Secateurs
- Warm, glazed area - (inside classroom windows - conservatories)
- Watering cans (e.g. recycled washing-up liquid containers)
- Plastic bags
- An area of school grounds for planting
- People who offer 'real' gardens for re-designing

Links

Horticulture can link with Business Studies, Mini-Company, Work Experience, Construction Studies, Latin, RE, History, Music, Information Technology, Biology, Chemistry, Maths, Irish, Environmental Studies, Home Economics, English, Art and Design, Development Education.

Italian

What?

Communication through the language - skills of listening, speaking, reading and writing

Italian culture, history, fashion, food and current affairs

Explore Irish links with Italy

Italian art, songs and music

An Italian novel / play / opera

Travelling through Italy

Preparing video and audio tape for exchange with link school

Why?

To give students a broader knowledge of the Italian language and culture.

To build upon the Junior Certificate foundation and develop a good basis for Italian at Leaving Certificate - aural, oral, and written skills

To develop the students' research, organisational, presentation and communication skills.

To further develop effective study skills

To develop the students' confidence when speaking the language.

How?

Active participation

Role play activities

Projects

Discussion

Language games

Debate

Student / school exchange

End-of-year exhibition

Writing an Italian page for the school magazine

Resources

Library - school and community

Linking with school in Italy

Visiting speakers

Video

Audio tapes

Pen-friendships

Tourist Board

Italian Cultural Institute

Universities in Ireland

National Gallery

Other subject areas

Assessment

Oral interviews

Individual research projects

Written assessments

End-of-term assessment

Projects (Individual / Group)

Audio / Video tapes for exchange with link school.

Leisure Studies

What?

Orienteering	Basketball
Aerobics	Hockey
Squash	Badminton
Bowling	Tennis
Resuscitation	Cricket
Horse riding	Athletics
Golf	Soccer
Swimming	Gaelic football
Hurling	Rugby
Health Education	Netball
Self defence	Volleyball
Lazer Drome	First Aid
Pitch & Putt	Coaching courses
Canoeing	Sailing
Outdoor pursuits	

Why?

- To promote healthy use of leisure time
- To heighten students' awareness of leisure activities available in their community
- To give students an introduction to activities available in school
- To develop co-operation and leadership
- For enjoyment

Resources

- School P.E. facilities
- Videos
- Minibus
- Community facilities
- Affiliation to R.L.S.S.

How?

- Active participation.
- Project work.
- Appropriate timetabling
- Participation in competitions
- 'Active For Life' programme
- Leisure surveys.

Assessment

- Internal and external assessment
- R.L.S.S. standard exam (External and Certificate)

- Assessment of participation
- Coaching: certificates
- Competencies: certificates

Media Studies

What?

Investigating the content and processes of newspapers, magazines, advertisements, photographs, cartoons, radio, television, video, cinema, popular music.

Exploring media agencies, categories, technologies, languages, audiences, and representations.

Why?

To foster awareness of the principles of communications

To promote visual literacy

To encourage a critical examination and appreciation of mass media

To appreciate the omnipresence of modern mass media

To realise students' creative potential

To provide cultural enrichment

To promote self-development

To demythologise the media

To develop communication skills

To open up career possibilities

How?

Reading, watching, listening, interpreting and responding to various media products.

Students generating and conveying their own meanings and messages.

Using role-play, drama improvisation, mime, poetry, public performances, photography, video-production, producing publications, exhibitions of work.

Writing TV and film reviews, poetry, drama scripts, critiques of advertising campaigns, commentaries on photographs etc.

Group discussions

Individual oral presentations

Researching the background to various aspects of media agencies, categories, technologies, languages, audiences, and representations.

Presenting findings from research assignments.

Students to produce and present their own media products

Resources

Collections of newspapers and newspaper cuttings

Collections of photographs

Scissors, glue, paste, paper etc.

Tape recorder

Video recording equipment

Editing facilities

Support books on Media Education for teachers

Student textbooks

Assessment

Continuous, based on oral presentations, essays, question and answer tests and project work.

Self-assessment and group assessment

On-going monitoring of oral communication skills, leadership, initiative and participation.

Micro Electronics

What?

It involves the student in using circuit boards containing a number of components and solving problems of an electronic nature

Why?

To develop an understanding of electronics

To provide basic skills in the use of electronic systems

To give the student experience in problem solving situations

How?

Practical work based on M.F.A. boards and work cards

Resources

M.F.A. folders

Circuit boards

Decision module

Counter module

Memory modules

Leads and batteries

Assessment

Teacher observation

Short written assessment

The assessment is diagnostic and formative

To assess the student's understanding and rate of progression so he/she can move to next stage

Music

What?

Music writing and basic notation
Recorder playing
Aural training
Learning an instrument
Instrument making
Music across the world - traditional and modern

Why?

To encourage constructive use of leisure time
To develop an appreciation of music for life beyond school
To foster an interest in music as a career
To encourage team work and active participation
To break away from passive learning
To develop a sense of Irish culture

How?

Active participation
Learning a musical instrument
Projects
Group work
Trips to concerts
Oral, aural and visual aids
Research
Assignments

Resources

Sheet music
Appropriate records, tapes
Percussion instruments
CDs / Records
Bamboo cane
Visiting speakers, musicians, choirs, groups
The concert halls

Assessment

Regular informal assessments
Self assessment
Oral, aural assessment
Project work
Continuous assessment

Personal Development

What?

- Effective communication skills
- Decision making
- Problem solving skills
- Building self-esteem
- Care of personal appearance
- Working with others
- Self-confidence and conflict
- Self-confidence and criticism
- Assertiveness
- Skills of appreciation of others
- Healthy lifestyle
- Taking responsibility for self
- Learning to listen

Why?

- To encourage a holistic approach to personal development
- To develop effective interpersonal communication skills
- To challenge students in all areas of their development
- To encourage the development of positive self-awareness and to foster independence
- To develop understanding, tolerance and acceptance of other people

How?

- Active participation
- Role play
- Projects
- Group discussion
- Class debates
- Voluntary community work
- Group work / projects
- Video documentaries

Resources

- Visiting speakers
- Library
- Local community
- Specific programmes
- Video
- Films

Assessment

Self-assessment Project work Assessment of voluntary work

Practical Mathematics

What?

Money management
Statistics and Probability
Mensuration
Equations
Problem solving
Model-making

Why?

To stimulate the interest and enthusiasm of students in identifying problems
To demystify maths
To develop computational skills
To promote practical applications
To encourage logical thinking
To develop an understanding of statistics and statistical methods
To develop skills of analysis and data presentation
To teach use of calculators
To identify and eliminate weakness in students' skills
To develop the confidence and attitudes of students for future studies

How?

Active participation
Practical application
Discovery
Learning methods
Project work
History of mathematics (National and International)

Resources

Pocket calculators
Mathematical instruments
Recycled materials
Photocopy materials
Overhead projector
Financial magazines and journals
Computers

Assessment

Periodic oral assessment through competitions and quizzes
Self-assessment
Formal written examinations
Students' folders
Projects
Overall evaluation

Religious Education

What?

Comparative Religion
Cara project on the mentally handicapped
Justice in Ireland
Suffering in the world
Liturgy and Ritual
Sects

Why?

To enrich the students' faith through practice and understanding
To develop a religious/ spiritual response to the weak and different in our society
To develop an understanding and tolerance of other denominations or philosophies

How?

Class discussions
Video material
Visits to centres
School visit from others
Social Work project

Resources

Sacred texts
Class texts
Scripture readings
Magazines
Audio and Video tapes
Information packs

Assessment

Reports on visits and visitors assessed
Class discussions
Some areas may not be suitable for assessment, e.g. Values and Spirituality

Guidelines

“The wishes of parents and their children will be vitally important with regard to the process and methodology to be used to develop Religion within the programme.”

Guidelines, Page 18.

Science

What?

Local water supplies
The school environment
Astronomy
Ecology
Diseases and medicine
Energy conversions and conservation
Experiments not conducted during the Junior Cycle course

Why?

To develop a scientific approach to problem-solving
To help students become more aware of the wonder, the possibilities and the limitations of the physical sciences
To bridge the gaps between JC and LC
To develop skills in using and applying scientific equipment
To explore topical environmental issues
To introduce some career areas in science
To assist students in selecting LC subjects

How?

Experimentation, individual and group
Project work, individual and group
Classroom learning
Trips to laboratories: research and development departments of local companies, the Armagh Planetarium, the sea shore, local places of scientific interest. Visiting speakers
Model-making and apparatus making
Oral and written presentations

Resources

Resources
Laboratories
Laboratory equipment
The immediate environment
Video tapes
ENFO

Assessment

Projects
Practical research tasks
Reporting back in class

Links

Inter-disciplinary work during Transition Year can link science courses and modules with many other aspects of the TY programme, including Work Experience, Mini Company, Health Education, Business Studies; Environmental and Social studies, Geography, Horticulture, Religious Education, and Computer Studies.

Scientific Literacy

What?

Genetic engineering
Big Bang theory
Chaos theory
Ozone layer depletion
Global warming
Human immune system
Quantum mechanics
Radioactivity
Lasers / Fibre optics

Why?

To familiarise students with scientific areas not studied at Junior Certificate Level
To challenge the students' view of the world
To develop the students' confidence
To develop written, oral and visual communication
To encourage effective use of problem-solving and decision making skills
To encourage students to research topics which might impinge on their adult lives

How?

Consultation and communication
Preparation of students
Work Experience placement
School contact with employers
Student contact with employers
School contact with parents
Briefing the student

Resources

Documentaries
Radio
Television
Video
Magazines
Newspapers
Scientific reports
Research materials
Library
'Inside Science', 'New Scientist'

Assessment

Open book assessment
Reporting back in class
Project seminars
Individual research projects

Social and Environmental Studies

What?

Four modules, 8 weeks each:

- 1 Human rights in the 20th century
- 2 Geopolitics (current affairs)
- 3 Political studies North and South
- 4 Environmental issues

Why?

To increase the students' social, political and environmental awareness

To develop in the student a knowledge of national and international affairs

To develop the caring and compassionate side of the students' character

To give the students a belief in their power to change the world for the better

How?

'Chalk and talk'

Use of newspapers

Individual folders, project work

Specialist books

Guest speakers

Letters of protest

Trips to Dáil etc.,

Videos

Resources

Slides

Videos

Money for speakers / trips

Video recorder and monitor folders

Assessment

Written assignments

Folders

Projects

Social and Media Studies

Why? _____

Teenagers are heavy consumers of films, in cinemas and on video. They are comfortable with the medium, its codes, styles and concerns. Film is rich in its potential for learning. Such a module can develop skills of observation, visual awareness, critical thinking, report writing, analysis, research and oral communication. It can sometimes succeed in stimulating students who have a negative attitude to classroom learning. It affirms the students' own leisure time activity. By selecting films which focus on particular social issues, important civic, social and political topics can be addressed in imaginative and engaging ways. Many films can effectively lead in to serious consideration of various social issues.

What? _____

Students view films inside and outside the classroom. They discuss them, compare and contrast different films and different genres, write responses to films and read film reviews. They make oral presentations, research the background to films and their social and political content, act out sections of film-scripts in class and re-write scenes. They video re-written scenes and make their own videos. The teacher directs selection for viewing, provides a framework for critique, including the language of visual literacy, and proposes possible links between particular films and social issues/topics.

Which films? _____

Select four, five or six major social themes for the year's work. Broad themes, such as Prejudice, Disability, Justice, War, Conflict, Gender, Romance, Youth, Ireland, Violence, Relationships, Northern Ireland etc can be selected. Then choose ONE film to illustrate some of the issues. Direct the students to view related films outside the classroom and report back to class. Acknowledge the students' own knowledge, experience and expertise re films. Teachers will have their own preferences about which films offer the best possibilities for exploring particular themes. Below is a selection, each of which offers challenging opportunities but teachers will usually find that the students themselves will have lots of additional suggestions.

Cry Freedom	My Left Foot	Rainman	Tootsie
Schindler's List	Twelve Angry Men	Shadowlands	The Field
The Commitments	Hope and Glory	The Snapper	Angel
Raining Stones	To Kill a Mockingbird	Mississippi Burning	Cal

What's Needed? _____

Various timetable arrangements can work. A double or even triple period once a week, throughout the year can be very useful. Occasional half-day sessions interspersed throughout the year can also be effective, provided the viewing is followed by well-planned, definite individual and/or group work.

Viewing on video in the classroom presents fewer practical problems than organising trips to the cinema, but the latter should not be ruled out. Recognise that not all students have access to a video recorder at home. Prior checking of upcoming screenings of films on television can solve some problems and provide interesting 'homework' possibilities!

Technical Drawing

What?

- Two-dimensional drawings of three dimensional solids
- Three-dimensional drawings of solids
- Orthographic projections
- Oblique projections
- Use of isometric scale
- Isometric drawings
- Architectural perspective drawings
- The computer as a drawing tool
- Introduction to CAD

Why?

- To develop an appreciation of the communication methods used in technology
- To develop practical drawing skills
- To develop problem-solving skills
- To assist students to see the direct links between school subjects and workplace
- To explore career possibilities
- To assist in the selection of subjects for Leaving Certificate programmes

How?

- Drawing in the classroom
- Making models
- Visits to local buildings
- Visits to workplaces
- Exhibitions of work

Resources

- A2 Drawing Paper
- Pencils
- Rulers
- Drawing equipment
- Selection of three-dimensional solids
- Computer
- CAD Software

Assessment

- On-going monitoring and assessment of students' portfolios of drawings
- A major individual project.

Links

If other technology modules are offered on the TY programme then Technical Drawing is an important link. Drawing skills can also link with other subjects, especially where projects involve accurate drawings.

The World of Work

What?

Concept and history of work
Local employment patterns
People's experience of working life
Trade Unions
Safety
Gender equality
Opportunities
Future trends
Subject choices for LC

Why?

To prepare students for working life
To give information about job/career possibilities and requirements
To assist students in becoming aware of their personal strengths and interests
To establish links between the school and local workplaces
To broaden and deepen the experiences gained in work experience placements
To develop skills which improve students' chances of getting and keeping work
To relate subject choices to career interests and course needs

How?

Regular classes plus contact with individual students
Contact with employers
Direct links with work experience programme
Interest tests
Aptitude tests
Assignments to interview working people
Assignments to survey particular career areas
Career exhibitions
Surveys
Visits to workplaces
Visiting speakers
Trips to 'open days'

Resources

Guidance Counsellor;
Career videos;
Career books;
Career leaflets and school careers library;
Ring binders;
Small box files;
Students' experiences!

Links

With almost every other component of the TY programme!

A module like this can be a focus for coherent understanding by students in work situations.

Visiting speakers and workplace visits link directly with other specific subjects.

Communication with colleagues is important

Links directly with the work experience programme

Assessment

Self-assessment by students
Assessment of assignments

Business Studies

This material is an extract from a longer outline by the Business Studies Teachers' Association of Ireland.

A. Resources and Activities

Current Affairs

TV + Radio programmes
Newspapers
Business magazines

Outside visits

to a club
to a UDC meeting
to a Court
to the Dáil
to a Business Unit e.g. farm/factory

Set up a Minicompany, e.g.

School Bank
Credit union
Magazine
Newsletter

Visiting speakers

Trade Union official
Employer(s)
Voluntary organisations representatives
Financial institutions e.g.
Credit Unions, Banks
Statutory bodies e.g. FÁS, Revenue Commissioners, Dept. of Social Welfare

Attend local and/or regional

Quizzes
Debates
Public speaking competitions

Simulation & role-plays

Young Entrepreneurs award

B. Issues in Development Education

Introduction

Survey students on what they know about the developing world.

The Developing World

- What is it?
 - Where is it?
 - What countries are part of it?
 - Figures:
 - Pop: % of total world pop.
 - GNP single income figures
 - Birth and death rates
- Compare with Ireland

The Third World

- Historical
 - Imperialism
 - Colonisation
 - Christianity
- Current problems
 - Product dependency
 - Infrastructure
 - Land & wealth distribution e.g. Brazil
 - Poverty
 - Political system: corruption
 - Education & health

Debt problems
Cultural differences
Environmental problems
 soil erosion
 depletion of forests
 desertification
Have DC's become net importers of
Food? Problems caused by this

Ireland: Links with her trading partners

Who do we import from/export to?

The Developing World

 their main trading partners/products
 importance of the product to the Third
 World country

Terms of trade

Effects of changing prices of their products
on their export earnings

Tourism and money transfers

Consultancy Services e.g. E.S.B.

Education Services e.g. APSO

**General Trade between 1st and 3rd
World**

CAP, Lome, GATT

Aid: Government & Non-Government

Target Aid for Government (as set by U.N.)

Our total actual contributions = Bilateral and
Multi-lateral Aid (EU/UN)

Practical examples of Aid given by the
government

Non-Government Aid (distinguish between
S/T & L/T aid)

What do they do?

Projects undertaken

Where do they get their money from?

Problems encountered by the agencies

Manpower, type of person who goes
abroad/recruitment

Multinationals

Examples of their role in the 3rd World e.g.
Nestlé, Coca-Cola

Wages paid

How they get their goods to 3rd World (i.e.
Who benefits from transport etc.)

Rights of workers, if any?

Resources

The Trading Game: Christian Aid,
Christ Church, Rathgar, Dublin 6.
Tel. (01) 4 966 184

Traidcraft plc., Kingsway, Gateshead
NE 11 ONE, England.

75:25 Ireland in an Unequal World: Congood
Development Education Support Centre,
Dublin. Tel. (01) 8 371 525

Concern: for videos of 3rd World countries

Radharc Documentaries: RTE TV

“Worlds Apart”: RTE Radio 1

English

“The Transition Year offers the opportunity to build and enlarge upon the experience of English in the Junior Certificate. Following the general principles of that syllabus, it aims at providing a broad and solid foundation for the Leaving Certificate course and for life in general.”

(Transition Year Programmes Guidelines 1994-95 : Department of Education.)

In order to embrace the spirit of the above aspiration, the English teacher must have the courage to break new ground even when it means tossing the idea of a prescribed syllabus out the window.

Challenges

This raises new challenges. No longer are students being prepared for competitive examination assessment at the end of a period of study, but rather are we being asked to draw on the resources of our imagination, experience, talent and memory in order to produce a student who is self-confident, articulate and literate, and who has the courage to engage with either further study or the world outside school.

This is not as difficult as it seems. As has been said, the only limits to Transition Year English are the limits of our own imaginations-teacher and pupil.

Case Study

An example can be seen in the following outline case-study:

Three years ago, a Transition Year class in a Dublin school decided with their teacher that the Very Special Arts Programme offered an ideal opportunity in both the areas of research and creative production. They had no idea of the range of skills which they would develop. The project brought them out of the classroom and into contact with people on the margins of

society. Because research was being done by the students themselves, they had to develop the skills of person-to-person interviews, person-to-group interviews, information retrieval from Government documents, national publications and political policy statements. They also had to learn the skills of reportage and of media analysis in terms of cinema, video, radio, advertisements, print media and the semiotics of the presentation of marginalised groups in the field of creative writing, e.g. poetry, the short story, the novel and drama.

Daring

A valuable lesson which was learned is that all personal creative endeavour must be refracted through the prism of personal experience. Because of this, some daring and controversial approaches were taken by the students, e.g. spending some days in wheelchairs, putting Vaseline on the lenses of spectacles to impair sight, putting pebbles in shoes to impair walking skills. These devices had to be discussed with the relevant interest groups, e.g. the Central Remedial Clinic, the Centre for Independent Living etc.

Such an approach served to develop the research skills of the student in a very ‘hands-on’ way. As such, it should be thought of as work-experience in the real sense that it requires a sustained period of work and develops linguistic, written and socio-co-operative skills. Why should work experience be limited to serving in a bar or café for two weeks!

Benefits

It has been found that students who participated in such programmes are better able to cope with elements of the Leaving Certificate paper such as textual analysis, information retrieval/comprehension, creative writing, report writing and dramatic appreciation. In fact, the

particular Transition Year students referred to won the Very Special Arts Young Playwrights Award and had the pleasure of seeing their play produced and performed by TEAM Theatre in a professional forum.

Such an end, however, should not be considered as the ultimate goal. It is the process which is of paramount importance.

Wide Scope

Although the case-study outlined above deals with the area of disability, the scope of the Transition Year is much wider. The project

orientated approach offers far more to the education of the whole person than the well-intentioned but unfortunately sterile and repetitive “form-filling” approach to “communications” English. Whether the student chooses to continue in the academic framework of Leaving Certificate English or to follow the alternative Vocational or other study paths, Transition Year English should have presented her/him with the basic skills of written and verbal communication, research and socio-cultural interaction, while fostering creativity.

The benefits are obvious.

Environmental Studies

Award Scheme

An Taisce pilot project

Introduction

An Taisce is very interested in promoting the study of all aspects of our environment. In order to encourage this study at Transition Year level, it is offering schools the option of having environmental projects assessed, and an appropriate certificate awarded.

It does not wish to encourage, however, any form of exam-orientated school work so that the emphasis is to be based on the students' own enthusiasm and involvement in the project. Evaluation will be informal and locally based, with the teacher recommending the projects for the various types of awards offered.

Objectives

The objectives of the programme from the point of view of the students would be to

- (a) Develop an appreciation of some aspects of their local heritage.
- (b) Study and acquire an in-depth knowledge of their topics.
- (c) Independently research and apply their own initiative.
- (d) Learn how to produce a detailed project.
- (e) Acquire a new insight into his/her locality which will be of benefit in the years to come.
- (f) Communicate their results to other interested schools and the public.

Possible topics could include:

- The water quality of a local river
- The Slieve Bloom Forests
- The planning of a sewage treatment works
- Agricultural pesticides
- The Mills of County Wexford
- The Ponds of Howth

There could even be a theme for the year, in fact all studies carried out in a systematic and scientific manner related to the environment would be suitable.

Scheme Outline

Projects may be presented as individual or group studies. The projects can be considered for three different Awards, the teacher choosing the most appropriate for his/her class. The three types of awards being offered are:

- 1 Local
- 2 National
- 3 European

Local Awards

In order to receive this type of an award a project would have to

- 1 Complete an approved project on any aspect of the environment in the locality of the school.
- 2 The students involved in the project

would be required to explain their study and its findings.

- 3 Display their project in a suitable venue e.g. library.

National Awards

- 1 Complete an approved project on any aspect of the environment in the school's locality.
- 2 With the aid of a computer and modem, compare the findings of the local study with the national situation, e.g. a mountain stream project compared to the streams of the Midlands.
3. Display their project in a suitable venue e.g. library.

Note: NITEC, the National Institute for Technology in Education attached to Dublin City University is very interested in helping schools to use modems as a powerful means of communication. Full details will be supplied on request, but it is hoped to pool project results and to encourage greater exchange of information and ideas.

European Awards

- 1 Complete an approved project which may or may not be of a more general nature e.g. The Greenhouse Effect.
- 2 The school joins the Young Reporters for the Environment programme and, using a computer modem, becomes connected to

their computer centre in Copenhagen.

- 3 The results and findings of the project are then shared with the other schools in Europe, an exchange of information and possibly students may follow. In some cases a student may be chosen to represent his/her school on scientific studies abroad.

Note: The Young Reporters programme is organised by the Foundation for Environmental Education in Europe. Their objective is also to promote environmental studies in conjunction with modem-based communication and journalistic skills.

Conclusion

At this stage, approximately twelve schools are needed to take part in a pilot project based on the format given. If successful this would then be offered to all schools in September '95. Please bear in mind that all suggestions and helpful criticisms are more than welcome. Funding for the project is presently being sought from private and public sources. Should such funding be forthcoming, the awards would hopefully be issued with the approval of An Taisce, NITEC, the Department of Education and the Sponsor. If you are interested in becoming involved either as a pilot project school or at a later stage please contact:

Frank Flood
c/o An Taisce
Tailors Hall
Back Lane
Dublin 8 Tel. (01) 840 836 2





European Studies

The European Studies Project reaffirms that 'Europe' is not only the European mainland but it also includes Ireland and Great Britain. The project's logo, of our islands located in the heart of the European Mainland, is a graphic representation of this philosophy. The project is supported by the Department of Education in Ireland, the Department of Education and Science through the local education authorities in Coventry and Sefton in England, the Department of Education in Northern Ireland, the European Commission, and the Ministries of Education in France, Belgium and the Länder of Berlin.

The development of a European dimension in the project hinges upon the principle that it should involve working with other Europeans as well as learning about them.

Aims of Project

- 1 To help young people to understand relationships between Ireland and Great Britain in the wider context of Europe.
- 2 To provide opportunities for participants to see the perspective of others in joint work.
- 3 To encourage young people to develop a range of information technology skills for inter-school communities.

Strategies for Achieving Project Aims

The project uses five broad strategies to achieve its aims:

- 1 Specially designed curriculum
- 2 School Links

- 3 Information Technology
- 4 Active Learning approaches
- 5 Residential courses.

Organisation

The project's aims are delivered through four programmes:

The 11-14/12-15 Programme

Pupils follow an agreed programme of study in History and Geography. The programme is designed to build upon common language links in Ireland and Great Britain, to enable young people to gain experience of working together as European neighbours.

The 14-16 Programme

Schools are linked together on a one-to-one basis by computer to provide a target audience for communication skills in English and French. The work is done as part of external examination requirements.

The 16-18 Programme

(Humanities)

Schools operate in five groups to provide a manageable network for joint school work. Students carry out research on contemporary European issues over a one year period, leading to the award of the Associated Examining Board's Certificate in Contemporary European Studies.

The 16-18 Programme

(Language, Industry & Trade - LIT)

The main focus of students' work in this programme is the use of language for business and

enterprise bodies to the Associated Examining Board's Certificate in Contemporary European Studies.

The 16-18 Curriculum (Humanities Programme)

In the 16-18 programme, students work over a ten month period, normally from September to June. They pursue a course of study beginning with an exchange of personal profiles, followed by joint investigation of agreed national and European issues. In 1994/1995 the topics are:

Section A

- 1 How do people in your area feel about the possibility of a common foreign policy across the European Union leading to a common defence policy?
What are the arguments for and against the creation of a military force designed to act on behalf of the European Union?
- 2 How does your country cope with economic migrants and seekers of political asylum coming from outside the European Union?
How do these policies compare with those applied in one or more member states?
- 3 What are the attitudes of young people and adults in your area towards the use of tobacco, alcohol and drugs?
How do these compare to the attitudes of people in one or more of the other member states of the European Union.
- 4 To what extent would implementation of the Social Chapter affect living and working conditions in your area?
Compare your findings with the position in one or more of the other member states of the European Union.
- 5 What barriers, real or imagined, prevent people in your area from working or studying elsewhere within the European Union?
What needs to be done to bring about the freedom of movement enshrined within the

Single European Act?

- 6 How do people in your area view the concept of European citizenship as it is defined in the Maastricht Treaty?
How do these views compare with those expressed elsewhere in the European Union and how might any differences be explained?

Section B

- 7 How are the changes in the Common Agricultural Policy affecting agriculture in your area?
How else might the problem of surplus production in a starving world be addressed?
 - 8 What elements of your cultural background would you describe as being particular to your own community?
To what extent do your contacts with fellow-Europeans lead you to feel part of a common European culture?
 - 9 How far do you think that public opinion in your area is influenced by the media?
Compare your findings with those of your partners in other areas of the European Union.
 - 10 How is the environment in your area affected by the need to provide energy?
Are these problems local or are they shared by other areas of the European Union?
 - 11 What do you consider are the major problems faced by young people in your area?
How do they compare with those identified by young people in other areas of the European Union?
 - 12 Would you consider that your area provides an efficient and reasonably-priced system of public transport?
Compare your facilities with those available in one or more of the other member states of the European Union.
- Participating schools in France, Belgium and Berlin use English lessons for this work

whereas in England, Northern Ireland and the Republic of Ireland, students follow this programme as part of a one year certificate in Contemporary European Studies. An additional Certificate, offered by the Associated Examining Board is available to candidates who complete three course work assignments and sit an externally set and marked terminal examination paper on contemporary Europe.

Each year, a list of course work topics is issued by the Associated Examining Board. Candidates are required to have studied collaboratively, and made a collaborative presentation of two of the topics prescribed in the examination syllabus. They are also required to have completed an individual assignment which may be either a third topic from the published list or another topic of the candidate's choice approved by the course tutor. The individual assignment may in some cases comprise an analytical account of work experience with a European element.

Further information regarding the Certificate in Contemporary European Studies may be obtained from:

The Associated Examining Board
Stag Hill House
Guildford GU2 5XJ
Surrey
England
Tel: (0483) 506 506

The 16-18 L.I.T. Programme (Language, Industry, Trade.)

The 16-18 programme on Language, Industry and Trade has a similar structure to its sister programme, but the curriculum is more strongly directed to enterprise and language for business and economic awareness.

Students carry out the following activities in the L.I.T. course:

A young enterprise scheme in each school/college

Work experience and joint investigation of a contemporary European economic

or financial issue

During the year, the students are asked to research and discuss some of these issues and to draw up reports. These reports are then exchanged with their own network of schools through electronic mail or alternative methods of communication. Exchanges have been through English, French and German.

School Links

In the developmental phase of the project, schools are linked together for joint work. Wherever possible schools are asked to try to ensure that the following conditions are met, to increase the chances of inter-school contact being successful:

- Contact should be long term rather than short term.
- It should be co-operative rather than competitive.
- It should be between participants of equal status.
- It should be purposeful and lead to a sense of shared achievement.
- It should be between groups rather than individuals.

In the 16-18 Programme students must have at least one partner from a different European country. There must also be evidence of use of at least one non-native language.

Information Technology

The project has taken the view that information technology should be seen in the context of communication and that it should include not only appropriate uses of computers but also other means of expressing information (photographs, audio tapes, video tapes etc.).

In the 16-18 Programme, there has been a focus on electronic mail, using Campus 2000 as the channel through which participating schools exchange reports on the topics they have researched.

Schools have also made considerable use of video material filmed by teachers and students.

These have either been sent as complete programmes to linked schools or as contributions to satellite broadcasts which the project has coordinated.

Active Learning

The project has encouraged a variety of approaches to learning which all emphasise student involvement and participation.

Resources produced by the project have been designed to promote group work, role play, simulation and student evaluation of their learning. Similar pedagogical methods are used in the residential courses.

Residential Courses

From the beginning of the project, it was felt that learning at a distance would need to be supplemented by face-to-face contact for participating pupils and students.

Residential courses have been very successful in enabling young people to meet and to get to know each other. Students in the 16-18 programme, for example, have attended courses at the Irish Institute for European Affairs in Leuven, Belgium.

This course has three principal goals. The first is to give the students the experience of working together in a European setting, using a variety of languages and active learning approaches. Secondly, through a series of lectures, workshops and visits students have studied the transition from Europe at War in 1939-1945 to an appreciation of how co-operation in Europe evolved from 1945 to the present day. Finally, the courses have provided manifold opportunities for facing real issues as young citizens of Europe and working out how compromises can be reached on questions such as broadcasting policy, agriculture or pollution control. These questions are handled through simulations of the Council of Ministers and the European Parliament.

Assessment and Certification

The Certificate in contemporary European Studies was developed by The Associated Examining Board in conjunction with the Euro-

pean Studies Project.

Assessment Objectives

Candidates are assessed on their ability to

- recall knowledge in relation to specified subject content.
- explain and use appropriate terminology and concepts in the context of the institutions of the European Union.
- read, interpret, and organise information in native tongue and at least one non-native European language.
- communicate in an accurate, logical and appropriate manner.
- work collaboratively and individually on defined tasks with a contemporary European theme.

Course Work Component

The course work provides opportunities for candidates to develop skills of collaboration, investigation and presentation in the context of contemporary Europe.

The following skills are assessed:

- Communication, using audio or audio-visual technology.
- Communication, using information technology.
- Group work.
- Investigation: planning and research.
- Presentation of written work.
- Drawing conclusions from information.
- Development of understanding and interest in contemporary Europe.
- Use of non-native European language.

Written Paper

- Outline knowledge of contemporary Europe.
- Institutions of the European Union: the location, function, and main effects on member states of
 - the Council of Ministers
 - the European Commission
 - the European Court of Justice

the European Parliament.

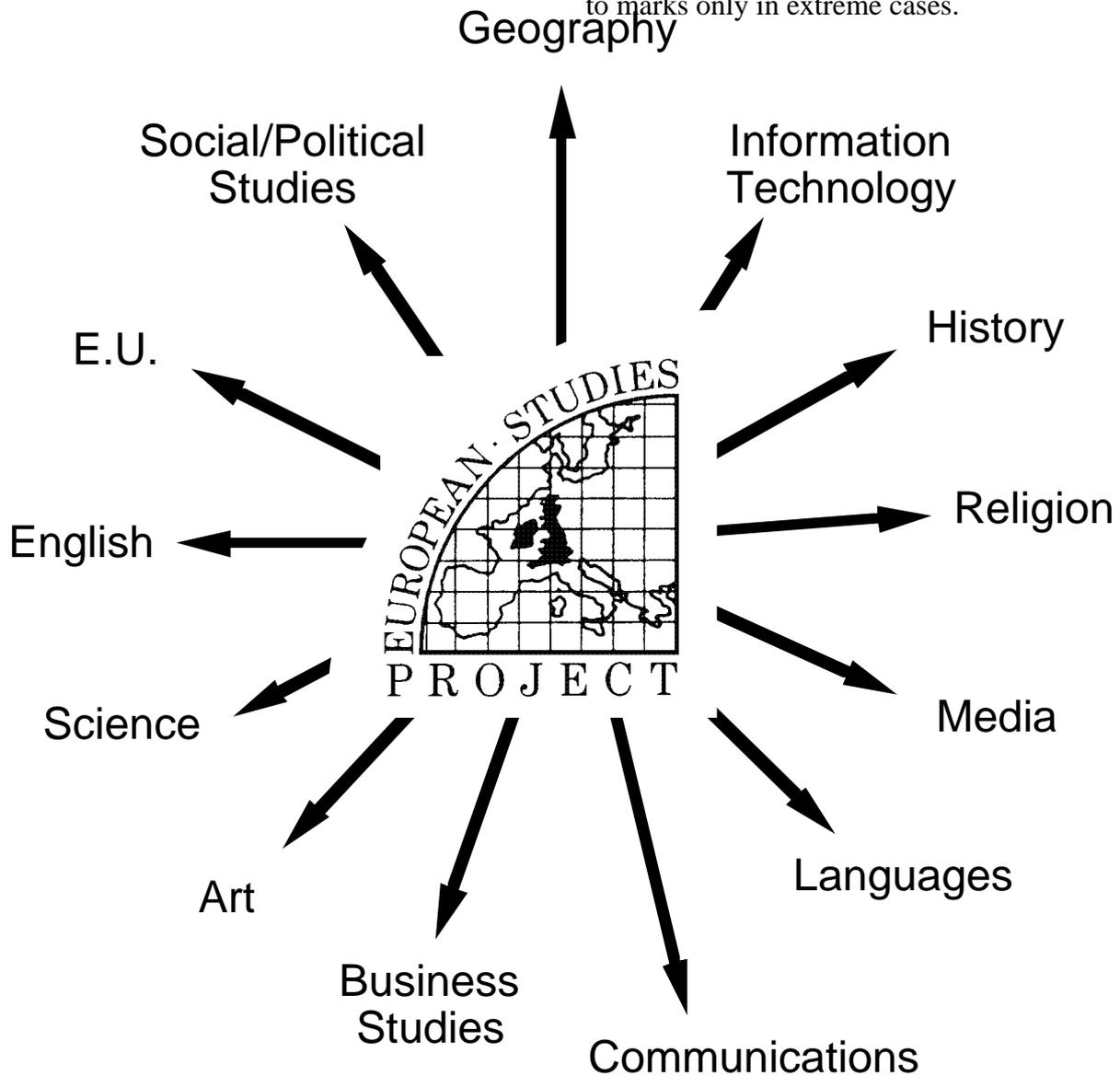
- The Rome Treaties 1957, the Single European Act 1986, the European Union Act 1992, (The Maastricht Treaty) and main effects on member states.
- E.U. policies (outline knowledge only) on
Agriculture
Industry
Structural funds

the Social Charter

Economic and monetary co-operation.

- Extension of Membership - the implications for the Union of extending membership with respect to political, economic, cultural, technological, environmental and social factors.
- Beyond the European Union - relationships with the rest of the world with reference to current European issues.

The written papers are marked externally by the Board and the course work is marked internally by the tutor according to guidelines given by the Board. Moderation of course work is by a statistical check with inspection and changes to marks only in extreme cases.



Forbairt Energy Pack

Energy Conservation and the Environment

Forbairt, formerly EOLAS, on behalf of the Department of Transport, Energy and Communications, has developed an Energy Resource Pack which is available free of charge to schools.

The EOLAS Energy Pack provides essential resources to introduce Energy Conservation and the Environment to pupils within different subject areas.

The aims of the pack are:

- To increase awareness in the young of the relevance and importance of energy to so many aspects of life.
- To promote energy conservation and efficiency among young people.
- To provide information to teachers and pupils on energy and environmental issues in general.

The Energy Pack

Resources are stored in a ring-binder and contain the following:

Teacher's Notes

- projects and practicals (compiled by teachers)
- syllabus links - for each of these subjects links are made between energy-related topics in the syllabus and the contents of the Energy Pack. In addition, projects and practicals are suggested for use in teaching each topic. These projects and practicals

are also provided in the Teacher's Notes.

Text Books

covering

- Fuels
 - Energy and Environment
 - Energy Conservation
- Energy sources and use in Ireland

Supplementary Material

- Papers reproducing articles and reports
- Posters and leaflets containing information from relevant companies
- Graphics for reproduction as overheads and/or handouts

Abstracts Service

- The Abstracts catalogue contains 125 abstracted articles, with an Order Form. You may apply to Forbairt for 1 copy of any article you are interested in, which may be reproduced freely for classroom use.

Energy Option for Transition Year

Transition Year modules for Geography and Science have been written by teachers for use with the EOLAS Energy Pack. Each module contains 6 units, providing plans for 3 classes, which reference materials in the Energy Pack and use specific exercises fully described in the

Geography Module Topics

Unit 1	Audit
Unit 2	Energy for heating and lighting
Unit 3	Industry and Transport
Unit 4	Pollution
Unit 5	Recycling and Purchasing
Unit 6	Audit

Science Module Topics

Unit 1	Energy: what is it?
Unit 2	Fuels and sources of energy
Unit 3	Energy and the environment
Unit 4	Energy conservation
Unit 5	Energy sources and use in Ireland
Unit 6	Summary: review and evaluation

For each unit there are

- Stated Objectives
- Suggested Pupil Activities
- References to Material in Pack
- List of Requirements for Class.

Certification: Forbairt provides Certification to students who successfully complete the modules.

Cross-curricular Theme Energy, Conservation, Environment.

Teacher's Notes.

Physics

Electricity
Atomic Physics
Light
Mechanics
Heat/Temperature
Wave Motion

Home Economics

Heating
Cooking
House Design
Lighting
Budgeting
Appliances
Insulation
Safety

Science

Earth Science
Greenhouse Effect
Acid Rain
Material Science
Electronics
Energy Conversions

Solar Cooker

Business Studies

Renewable Resources
Profit
Location of Industry
Exploration Finance
Employment
Imports/Exports
Balance of Trade

Biology

Litter
Ecology
Nutrition
Solar Energy
Respirations
Germination

Media

Oil Spillage
Oil Exploration
Middle East
Environmental Audit
Energy Code

Chemistry

Fossil Fuels
Organic Chemistry

Industrial Synthesis

Geography

Geology
Earth Movements
Vegetation
Climate
Energy
Wave/Tidal/Wind
HEP
Meteorology
Mining
Forestry
Energy
Industry
Environment
Conservation
Pollution
Acid Rain

Technology

Solar Energy
Generators
Water Wheel
Food Technology
Technology in Industry
Energy Conversion
Energy/Power

Gaeilge

Seo trí dhearcadh i leith na Gaeilge san idirbhliain:

- gur ceart díriú ar an teanga a chur chun cinn mar theanga bheo nua-aimseartha
- gur ceart díriú ar chúrsa i Léann Gaelach
- gur ceart díriú ar chúrsa na hArdteiste

ach feictear dom féin gur feidir freastal orthu siúd ar fad má thógtar gnéithe díobh go léir mar a fheicfear thíos.

Aidhmeanna na Bliana sa Ghaeilge

Grá don Ghaeilge agus suim inti a fhorbairt agus a chur chun cinn i measc daltaí, ag léiriú dóibh gur teanga nua-aimseartha bheo í.

Chuirge siúd, molaim úsáid a bhaint as na foinsí seo a leanas atá dílis d'aidhmeanna ginireálta na bliana maidir le héagsúlacht ábhar and mhodheolaíochta chomh maith le foghlaim thras-ábhar agus foghlaim féin-dírthe. Níl iontu seo ach nodanna. Cuireadh gach múinteoir a f(h) eoil féin ar na cnámha seo!

Na Meáin

A. Leictreonach

Ráitis Nuachta ó Raidió na Gaeltachta

Is leor na cinn ghearra cúig nóiméad mar ábhar ranga. Cuirtear na dalta ar an eolas faoi chúrsaí reaha agus faoin téarmaíocht go léir a bhaineann leo. Is féidir ranganna saor-chomhrá a bhunú ar ábhair atá spéisiúil dóibh, agus b'fhéidir díospóireachtaí foirmeálta a eagrú ar an an ábhar don lá dar gcionn. Ar ndóigh, Gaeilge bheo atá á cloisteáil acu.

An Clár "Cúrsaí"

Go minic bíonn ábhair an-oiriúnach agus an-spéisiúil do dhéagóirí á gcráoladh m.sh. cláir faoi scannáin nua, nó faoi phop-ghrúpaí.

Nuacht ó Network 2

Í a úsáid mar an Nuacht ó R na G.

Físeáin

Craoltar scannáin/cláir anois is arís gur fiú fíis-thaifeadadh a dhéanamh orthu agus iad a úsáid mar ábhar ranganna: Poitín, Raic, Rós na Rún srl., mar shamplaí. Is inmholta an rud é stóras díobh a bheith i ngach scoil. Muna bhfuil siad agat seans go bhfuil siad ag múinteoirí eile sa cheantar.

Físeáin le déanamh

Is fiú go mór ligint do dhaltaí a bhfíseáin féin a dhéanamh ar ábhar éigin a bhaineann lena saolta. Bíodh orthu an taighde a dhéanamh, an scríob a scríobh srl. Is féidir comh-oibriú tras-ábhair a dhéanamh le múinteoir na meán (más ann dó/di).

Caisíní

Tá neart caisíní tagtha chuig na scoileanna ó fhoilsitheoirí éagsúla sna blianta beaga anuas. Bain triail as na cinn nár úsáideadh i do scoil don Teastas Sóisearach. Nó an mbeadh na daltaí ábalta bréag-chlár radio a chur as chaisíní mar thionscnamh?

B. Foilseacháin

Do na múinteoirí ar mhaith leo go ndéanfadh na daltaí cuid mhór léitheoireachta i rith na bliana seo, níl aon ghanntanas ábhair taobh amuigh de théacsleabhair:

Mahogany Gaspípe.

Sleachta as an Irish Times, go háirithe an t-alt Beocheist Dé Máirt.

Anois

Amárach

An Dréimire

An tEolaí

An Gael Óg

Iris Scoile a Fhoilsiú

Is beag scoil nach bhfuil ríomhairí acu anois agus cumas ag na daltaí a leithéid a chur amach.

Rang léitheoireachta nó rang leabharlainne. Tabhair deis do na daltaí anois is arís suí go ciúin ag léamh dóibh féin. Tá neart úrscéalta nua-aimseartha ar fáil dóibh.

An bhféadfadh sé bheith mar aidhm go léifeadh gach dalta trí úrscéal ar a laghad i rith na bliana?

Imeachtaí Ranga

i) Drámaí a léiriú

ii) Ról - aisteoireacht

Mura mbíonn an t-am ag múinteoir dráma a léiriú, nach bhféadfaí ról-chluichí a úsáid go rialta?

iii) Díospóireachtaí

Iad a bheith ann go réasunta rialta chun féinmhuinín ina gcuid Gaeilge a chothú i measc na ndaltaí.

iv) Nuacht-ráitis na ndaltaí

Bíodh foirne triúr ann chun nuacht - ráiteas a chur os comhair an ranga gach seachtain ag ligint orthu go bhfuiltear ag craoladh beo ar an teilifís. Déanadh duine acu an nuacht áitiúil, duine eile an nuacht idirnáisiúnta, agus duine eile an nuacht spóirt.

v) Saor-chomhrá

Leis an tsaoirse atá ann sa bhliain, nach bheadfaí ábhar ar bith a phlé a bheadh i mbéal an phobail ag an am, am ar bith fad is a dhéanfaí trí Ghaeilge í, agus na daltaí ag foghlaim as?

vi) Clár ríomhairí

Má tá daltaí ann atá maith a ndóthain ag ríomhairí an bhféadfaí iad a chur ag scríobh cluichí ríomhairí a chabhródh le foclóir nó gramadach a fhoghlaim.

Ábhair Speisialta nach ndéantar i mbliana eile

i) Béaloideas

Taobh amuigh den bheagán scéalta atá ar chúrsa na hÁrdteiste ní fhaigheann daltaí aon

eolas ar an stóras mór de scéalta béaloidéasa atá ann. Iad a threorú i dtreo na scéalta úd nó b'fhéidir iad a léamh sa rang.

ii) Fiannaíocht

Taobh amuigh den eolas a chuireann daltaí áirithe ar an bhFiannaíocht sna bunscoileanna, ní dhéantar staidéar ar na scéalta seo de gnáth. Is breá le daltaí iad— déagóirí san áireamh. Is mór an fhaillí atá á dhéanamh mura gcuirtear aithne orthu sa bhliain seo.

iii) An Rúraíocht

Múra ndéantar i rith na bliana ach na daltaí a threorú chun aistriúchán Thomas Kinsella ar an Táin Bó Cuailnge a léamh, sílim gur fiú go mór é. Is den tábhacht é go dtuigfidís an difríocht idir an Rúraíocht agus an Fhiannaíocht. Ní bheidh sé seo riamh ach ag daltaí an ardchúrsa Ardteiste. Cén fáth nach bhféadfaí an t -eolas seo a roinnt ar gach dalta?

iv) Saol na Sean-Cheilteach

Tá lear mór eolais atá spéisiúil do dhaltai faoi nósanna maireachtála na sean Cheilteach, idir nósanna pósta, nósanna cogaíochta, nósanna itheacháin srl.

v) Logainmneacha

Is beag dalta a thuigeann cad is brí le logainmneacha na tíre. Cuirtear béim ar logainmneacha aitiúla, chomh maith le hainmneacha bhailte móra na tíre.

vi) Sloinnte

Mholfainn go dtabharfaí an leagan ceart Gaeilge ar shloinne gach dalta, chomh maith lena ciall agus beagán den stair a bhaineann leis, más féidir. B'inmholta an rud é freisin staidéar a dhéanamh ar chuid de na hainmneacha is coitianta sa tír.

vii) Stair na Teanga agus Stair na Litríochta

Muna ndéanann daltaí an cúrsa onóracha Ardteiste ní chuirfidh siad aithne riamh ar an eolas seo. Ní gá gur mar sin a bheadh. Is féidir ábhair áirithe a roghnú ina gcuirfeadh tromlach na ndaltaí suim.

Cuimhnítear gur féidir an - chuid taighde, tionscnaimh, foghlaim féin-dírthe srl. a bhunú go héasca ar aon cheann de na nodanna sin thuas. Ná maraíodh an múinteoir é / í féin!

Home Economics

Why?

- To develop everyday life skills
- To develop self-esteem while working as individuals and as part of a team or group using practical, problem-solving and communication skills
- To enable the students identify, develop and utilise their own creativity/abilities
- To enable the students to identify, develop and manage efficiently personal, family and community resources
- To demonstrate their planning, implementation and evaluation of tasks/themes/projects
- To further develop the skills of investigation, analysis and manipulation already studied at Junior Certificate level
- To encourage and foster interest in, enjoyment of, originality, creativity and academic excellence in the area of Home Economics chosen for the Transition Year
- To develop skills which will help the students cope with the increasingly rapid changes in both technology and the availability of knowledge in an information-based society

What?

A. Nutrition and Health

- Dietary goals and nutrients
- Nutritional requirements of adolescents
- Preparation, cooking and serving basic family meals
- International cookery based on languages taught in Transition Year
- Food problems in developing countries
- Serving food and beverages at home and in the workplace
- Food hygiene and safety

B. Interior Design

- Home options (assessment/evaluation)
- Colour, pattern, texture
- Organising a sample board
- Room planning
- Surface finishes
- Window treatments
- Lighting
- Finishing touches
- Historical interior styles

C. Crafts

- | | |
|-----------------|------------------|
| Irish crochet | Card making |
| Irish lace | Silk painting |
| Macramé | Batik |
| Patchwork | Embroidery |
| Dried flowers | Stained glass |
| Weaving | Textile collage |
| Appliqué | Pottery |
| Beadwork | Rush work |
| Knitting | Canework |
| Quilting | Rug making |
| Ribbon weaving | Decoupage |
| Fabric painting | Christmas crafts |
| Toy making | |

D. Furniture Restoration

- Historical styles
- Genuine or reproduction
- Sources for furniture
- Repairs
- Working safely
- Practical aspects

Cleaning the surface
Recognising the wood and finish used
Removing stains e.g. heat marks, alcohol, water, ink.
What to do about scratches, dents and burns
Removing the finish using traditional and modern methods
Stripping and sanding down
Staining
Surface finishes:
 Beeswax
 French Polishing
 Polyurethane
Modern paint finishes and stencilled designs
Simple upholstery methods

How?

Demonstrations
Active participation
Minicompany
Research projects
Group work
Activity-based learning
Discussion
Work experience
Field trips

Resources

Recycled material
Library
Magazines
Visiting speakers
Old furniture
Video
Other subject Departments

Assessment

Work in these areas could involve some of the following methods of evaluation and assessment:

Written exercises
Verbal discussion
Practical assessment during or after a topic has been studied
Worksheets
Projects
Display of work or projects

Mathematics

Views on the Mathematics syllabus for Transition Year

The Department's guidelines for Transition Year say that ...

“The **approach** taken to Mathematics ... is as important as the **content** itself”.

This statement is all-important! That learning mathematics helps one to be logical and think clearly is a widely held view. Is it true of our school mathematics? I submit that the students might learn the *content* but the *thinking* has already been done for them. They seem to be left with a set of disjointed ‘bits of maths’ which they learn to manipulate depending on the examination questions. They do no investigative work, where they express opinions on a mathematical problem and enter into a dialogue with their peers and the teacher. They do no mathematical modelling of real situations where they could be exposed to the power of the symbolic language of mathematics. They are given mathematical concepts *by definition* rather than made go through the inquiry/reasoning process that will help them to build up their own dynamic mental schema of concepts. In truth their grasp of how mathematics works and is used is negligible.

A good Transition Year programme will not cure all the problems but it should give an opportunity to the students to begin to develop a more positive feel for mathematics. From their own experiences teachers will already know where confusion and doubts lie and are thus well placed to design a programme based on student needs.

The Department's guidelines frequently use the word ‘activities’ and, I submit, that it is through interesting and intriguing ‘activity’ that we can begin to stimulate a greater level of enthusiasm, leading to motivation and success. (It sounds too easy!)

The problem is **what** activity: **why** choose a particular activity; **how** should it be done; what do we **need** to do it and how does one **start**? I hear so many teachers saying ...“but ‘they’ know so little that ‘they’ have to be told everything!” It is precisely because they know so little and cannot self-start that **we have to change** our approach.

In a few paragraphs it will be impossible to describe complete alternatives to the standard textbook approach, so perhaps the reader will be good enough for the moment to put up with a few ideas and some references.

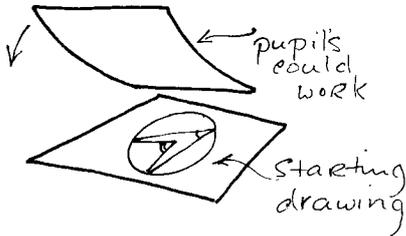
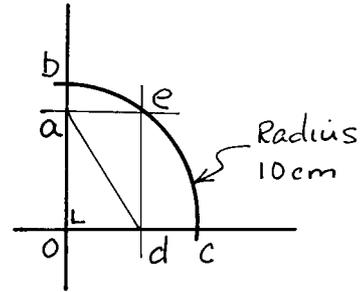
A Possible Programme

Geometry

This is an opportunity to allow the pupils to investigate **all** of the standard ideas in geometry. Often puzzles such as those that follow can be used as a lead.

- 1 What is the length of line **a d** ?

In this problem the students already know all the facts. Perhaps before they actually try to solve it they could write them all down.

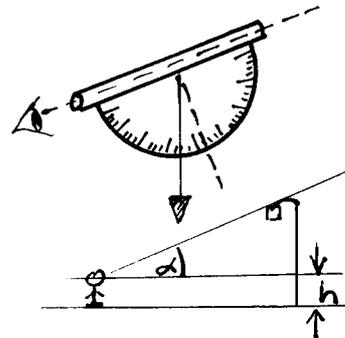


- 2 The use of two overlaid acetate sheets will allow the pupils to experiment with the 'theorems'. Let them learn the facts as facts rather than as 'theorems'. The acetate sheets will also allow you to use normal geometrical instruments: they show up very well on an OHP.

(Useful for the study of bearings)

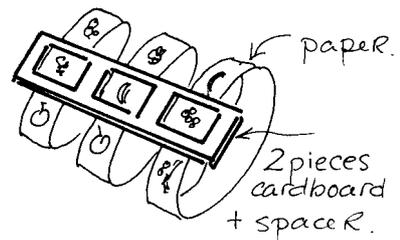
Trigonometry

A most useful little instrument that the pupils can **make** is a 'clinometer'. Angles of elevation, the tangent of an angle, etc. begin to have a 'real feel' if, for instance, the machine is used to calculate the height of a lamp post. A calculator soon proves to be a valuable asset when working with the inevitably awkward numbers that will arise.



Probability

Build your own Fruit Machine! This model helps the pupils with the ideas of permutations as well as combinations. The number of 'fruit' around the loops might vary from machine to machine. Questions such as the following can be investigated:



“What are the chances of getting 2 bananas and 1 cherry?”

“What about “1 banana, a cherry and another banana?”

“Are the two probabilities the same?”

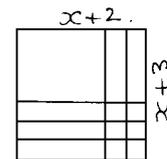
Algebra

Quadratics can be tackled in a practical way using cardboard cut-outs

$$\Rightarrow (x+1)(x+2) = x^2 + 3x + 2.$$

$$x^2 + 5x + 6 = (x+2)(x+3)$$

$$x^2 + 5x + 6 = (x+2)(x+3)$$



Simple equations may be done with the following cartoons:

$$\begin{matrix} \text{🍌} & \text{🍌} \\ x & x \\ x+1 & x-1 \end{matrix} \quad (x+3) + (x-2) = \begin{matrix} \text{🍌} & \text{🍌} \\ \text{🍌} & \text{🍌} \\ \text{🍌} & \text{🍌} \end{matrix} = \begin{matrix} \text{🍌} & \text{🍌} \\ & \end{matrix} = 2x + 1$$

The Calculator

The calculator proves to be an invaluable tool in introducing quite complex ideas in an easy, non-threatening way. In conjunction with the clinometer it was found necessary for the pupils to understand the \tan^{-1} notation: they got the idea in seconds! The priority of operations can be made quickly apparent and mental arithmetic along with estimations can take on an almost game-show quality (should you so wish!).

Without actual workshop-type experience of these sorts of methods it is very difficult to show their efficacy in giving the pupils some concrete explanations for the symbolic nature of mathematics.

Assessment

Frequent and simple. Either standard written form or a quick practical task in front of the teacher or set out around the room in stations. “Failure” should be difficult but improvement by repetition should be encouraged.

Investigations

One per fortnight is a manageable system. In order to stop the inevitable encyclopaedic transcriptions it should be a criterion that the finished product should ... ‘be able to be understood by First Year pupils’. The underlying rationale is that ‘if you can’t make it simple, you don’t know it!’ Try something like the following:

- 1 Is there any (or, what is the) link between the perimeter of a regular polygon and its longest diagonal? Does this question hint at a well known mathematical constant?
- 2 What latitude are we living at and how fast are we spinning?
- 3 100 prison cells are tended by 100 warders. The first warder opens all the doors. The second closes every 2nd door. The third changes the state of every 3rd, the fourth changes the state of every 4th, etc. When the hundredth warder has visited the last cell, how many prisoners can escape? (This is a typical Maureen Potter problem: comments on overcrowded prisons will be rife!)
- 4 Explain ‘inflation’.

These investigations should be of reasonable length and **very well** presented. What has been shown above can be quickly taken to quite a sophisticated level (ref IMS below) and the very able pupils will enjoy the ‘freedom’ and the challenge presented. It is worthwhile listening to the ‘more able’ trying to explain ideas to the ‘less skilled’!

Useful References

- 1 Calculators in the secondary school. The Open University, Cambridge University Press. ISBN 0 521 311268
- 2 IMS (Integrated Maths Scheme) Information from Kaner Educational Support, 36 Whitehall Park, London. N19 3TN
- 3 Martin Gardner (any books available in Penguin, Dover Press)
- 4 Mind Benders. (2 small volumes) Ivan Moscovich. Penguin ISBN 0 14 009824 0 and 0 14 009825 9
- 5 Vision in Elementary Mathematics WW Sawyer. Pelican (? in print)
- 6 The psychology of Learning Mathematics Richard Skemp. Pelican ISBN 0 14 022668 0

Minicompany

Mini Companies provide an opportunity to develop the following skills:

Responsibility	Initiative	Reliability	
Enterprise	Market Research	Information Technology	Re-
port Writing	Social Organisation	Interview	
Oral Presentation	Problem Solving	Design	
Group Work			

The students learn through

- Experience
 - Meeting adults
 - Group/Team work
 - An introduction to the world of work
-

Getting Started

Stage 1

An outsider may be brought in from the business community to act as “advisor” to guide, not to lead.

The advisor introduces himself/herself, explains a little about their own job/business.

The students introduce themselves and say a few words about their interests and aspirations for the future.

A good relationship and good communication is very important.

Stage 2

Brainstorm: List possible ideas for products and consider the resources available.

Choose the product or products.

Appoint a temporary secretary.

Stage 3.

Discuss the various jobs in the mini company and the role of each.

Applications for managerial positions are accepted and interviews may be set up.

Stage 4

New chairperson takes control of meeting.

Choose a name for the company.

Sell shares in the company, issue certificates.

Open a company bank account, cheques should need two signatures

Stage 5

Decide on market research.

Stage 6

Production should start **within four weeks** of commencement.

Emphasis should be placed on

- Health and safety in the workplace.
- Level of controls.
- Managerial understanding of their role.
- Accuracy of records kept.
- Regular meetings of directors.
- Interdisciplinary approach

Mini-Company packs are available from

Young Enterprises Ireland
Roskelton
50 Wilton Road
Cork

Tel. (021) 541 669

Stage 7

Liquidation Procedures

At the end of module:

- Remaining stocks and equipment are sold.
- Outstanding customer accounts are closed.
- Money due to creditors is paid.
- All managers prepare end of year reports.
- Final accounts prepared, dividends paid.
- End of year report should be presented to all shareholders and advisors.

Shannon Curriculum Development
Shannon
Co. Clare

Tel. (061) 361 993

Music

Why include music?

- Education is a preparation for adult life.
- Transition Year promotes an education for life and that emphasises personal and social development.
- Music forms an important and pleasurable part of life.
- Music has a universal appeal.
- Music is readily available.
- Music is very diverse.
- Music can be enjoyed at many different levels: sensual, emotional, intellectual.
- It invites participation in many ways: listening, composing, performing as individuals and in groups.
- It can open up the world of art music.
- It can lead to an appreciation of other areas of great art.
- It can offer a spiritually uplifting experience.
- Music is part of a cultural heritage that is two-fold:
 - a specifically Irish Culture
 - a broader European Culture
- the capacity to discover, develop, enjoy and appreciate music is part of the maturing process of the young adult.

Some Suggestions

Irish Music

As part of an Irish Studies Programme

- Irish songs, dances and instruments.
- Irish history through the songs, e.g. patriotism, famine, freedom.
- The harp and the harpers e.g. Hempson,

Ó Catháin, Carolan.

- The Irish music scene e.g. The Chieftains, Dónal Lunney, Sharon Shannon.
- Irish music festivals e.g. Féile, Slógagh, Fleadh Cheoil.

The Classical Journey

An Invitation to the World of European Art Music

- A group of composers from a particular era, e.g. Bach, Handel, Vivaldi, from the eighteenth century.
- A group of composers from a particular country, e.g. Verdi, Scarlatti, Palestrina, from Italy.
- A group of well known performers e.g. Luciano Pavarotti, Nigel Kennedy, James Galway.
- A group of well-known pieces such as those used in advertising, e.g. Air on the G-String by Bach (Hamlet Ad.), Piano concerto in A Minor by Grieg (Guinness Ad.), The Sorcerer's Apprentice by Dukas (Yoplait Ad.).

Popular Music

Attractive Music for the Mass Market

- A study of the scene to-day e.g. Country & Western, Rock & Pop in Ireland, in Europe.
- Music of the Sixties e.g. The Beatles, Bob Dylan, The Rolling Stones.
- Comparing the music of the Sixties/Seventies/Eighties with the Nineties e.g. Melody, Lyrics, Harmonies.
- The revival of dance in the promotion of popular music e.g. Michael Jackson.

A Musical Production

A Total Participation

- Cats, Oklahoma, The Pirates of Penzance, for example.
- A complete production
- An act or scene from a musical
- Involvement of almost every subject area in the production of sets and costumes, lights and props, make-up, invitations and programmes.

Some Methods and Approaches

- Learning through experience by active participation
- Taking personal responsibility for learning
- Project and research work

- Inter-disciplinary learning
- Visits to Concert Halls, Irish Music Sessions, Festival
- Visiting musicians and workshops
- Visits to recording studios

An Achievable Goal?

At the end of a unit/module/term or year the students could produce

- Single and group projects.
- Written and oral/aural accounts of their work.
- A series of short concerts completely planned and organised by the students.
- A musical quiz completely organised by the students.
- A radio programme on Music.
- A visitor's guide book to Irish Music.



Tourism Awareness

Programme

Introduction

This programme aims to promote the national importance of tourism among young people, to highlight the career opportunities in tourism and to develop students' inter-personal skills. It is specially designed for students within the second-level system by CERT, the Department of Education and the Travel and Tourism Programme in Ireland, which is a consortium of business partners within the tourism industry. The programme can act as a stand-alone course for Transition Year.

Programme Content

The programme is of 150 hours duration, comprising five components of 30 hours each: 120 hours are school-based with the remaining 30 hours allocated to work experience. The programme can be taught as a programme in its own right or as a cross curricular programme.

Support for Schools

Schools having sanction from the Department of Education for TYP can apply to CERT before the end of May each year for inclusion in the programme. On registration, schools will receive a copy of the comprehensive programme syllabus with a detailed guide to teaching resources. Some initial inservice training of teachers will be offered to schools joining

the programme. A Tourism Study Pack for teachers with assignments, worksheets and background information in a loose-leaf format has been specially developed to complement the syllabus. The Study Pack (in two volumes) is available from CERT Publications Sales Department.

Certification

There is a joint CERT/Department of Education certificate for students who, in the opinion of the school principal, have completed the programme satisfactorily. There is a registration fee payable by students to CERT.

Contact Agency

For an Information Pack with Registration Form, write or telephone to:

Curriculum Development Unit,
C.E.R.T.
Cert House
Amiens Street
Dublin 1

Telephone: 874 2555

Application must be made to CERT before the end of May each year.

Cross-Curricular Theme

Tourism Awareness Programme

Art

Irish Symbols
Irish Sculpture
Irish Art
Irish Artists
Cinema

Science

Ecology
Flora/Fauna
Dangers of Pollution
Water
Mining

Home Economics

Hotel
Catering
Foods
Working in Tourism
Infrastructure
Irish Fashion

History

Tourist Attractions
Historical Features
Genealogy
Local History
Heritage Tourism
The Irish Abroad

Modern Languages

Speaking
Listening
Social Conversation
Communication
Culture/Society
Advertising

Music

Irish Music
Irish Song
Irish Dance
Irish Theatre

Sport/Leisure

Activity Holidays
Sports Camps
Swimming
Water Sports
Jobs in Tourism

Geography

Air/Sea Access
Tourism Climate
Tourist Regions
Tourist Attractions
Transport
Traffic
Destinations

Irish

Irish Language
Irish Literature
Irish Traditions
Irish Qualities
Irish Jokes
Irish Placenames
Celtic Attractions

English

Anglo Irish Literature
Placenames
Folklore
Local Writers
Poetry Reading
Anglo Irish Poets
Contemporary Artists
Writers Week Etc.

Business Studies

Marketing
Advertising
Tourism Revenue
Telecommunications
The Product
Transport
Revenue

Work Experience

In Transition Year

What is it?

‘Work experience’ involves spending time as part of a school course, learning at first-hand about life in a workplace.

The employer agrees to co-operate with the school in taking on a student for a work experience placement, usually for about a week or two.

The employer knows that s/he is taking on a person, firstly, as part of a learning experience, not as some form of cheap labour.

The student needs to be aware that

- the placement is part of the school course and offers a great learning opportunity.
- the employer - who has an enterprise to run - is co-operating with the student with limited direct benefit to the enterprise.
- both employer and student will complete a report at the end of the placement. These reports will become important documents for future reference.

Getting the Best from Work Experience

To get the most from a work experience placement, it is worth thinking in terms of **three** stages. For a student to get maximum benefit, it is important that each stage goes well. The three stages are:

1 PREPARATION

- *searching* for a placement which will suit your interests.
- *presenting* yourself to the employer and making a good case for yourself.
- *understanding* what the employer expects from you.

2 PLACEMENT

- *turning up* in good time.
- *presenting* yourself appropriately.
- *following* the instructions given by your supervisor.
- *performing* the given tasks.
- *getting on* with the other workers.
- *dealing* with people in a friendly and courteous way.

3 REFLECTION

- *thinking* about the placement.
- *talking* about the placement with your family - and friends, if you wish!
- *writing* a report on your placement.
- *discussing* your work experience in class and with your teachers.
- *clarifying*, in the light of your placement, your plans for further work experience, for studying and for the future.

Work Search

Work Search

Work Search involves students attempting to find suitable 'work experience' placements for themselves. Work Search draws students' attention to certain job-finding skills in very practical ways. The importance of skills such as

- how to contact employers.
- how to present yourself - in person, on a telephone, in writing.
- how to perform at an interview.
- how to react in the face of disappointment can sometimes be learned through 'Work Search' in a very realistic manner.

Diary

Each student should keep a personal diary about the various attempts made to secure a 'work experience' placement. As well as recording details of work, employer's reaction, etc., you should also note your own feelings at the various stages.

Planning

Firstly, try to sort out the general area of employment which interests you. Draw up a priority list of possible employers, using telephone and other directories. Discuss the possibilities with your teachers and your family.

Next, organise your ideas on how best to present yourself. Rehearse what you want to say when you call to a company.

Before making a telephone call be clear on what exactly you wish to say. If, for example, you are asked some of these questions, think about the answers you might give:

- Why do you want 'work experience' here?
- What do you know about this business/organisation?
- Could you explain a little more about 'work experience'?
- What are the main qualities you have to offer?

Action

Make contact well in advance of the 'work experience' placement. (Some 'work experience' placements can take weeks to organise.) Call in person. Introduce yourself. Explain about 'work experience'. Bring the necessary documentation. Listen carefully to any questions asked of you. Leave your name, address, home and school phone numbers. Do not presume that 'we will be in touch' always means that! You may have to make telephone contact a few days later to follow up and remind the employer of your initial request.

Reflection

After each approach to an employer, try to sort out what went well and what didn't. Ask yourself: If I was to present myself to that employer again, what would I do or say differently?

Confirmation

When you do arrange a placement, make sure you have all the details. These should include:

- Name of company or organisation
- Address
- Telephone and Fax numbers
- Name of contact person or supervisor

A few days before the actual placement is due to start, you should telephone to confirm details about dates, starting times etc. Obviously, if - for whatever reason - you are unable to take up a placement that has been offered, you should inform the employer of this immediately, preferably in writing.

Report

Finally, when the various 'work searches' have been completed, you should write a report on the exercise. Based on your diary entries, the report should list the workplaces contacted and the reactions encountered; your observations on your own reactions and finally what you think you learned about yourself from Work Search.

Student Checklist

prior to work experience placement

- ★ What is the official name of the company/employer facilitating my placement?
- ★ What is the purpose of the company/organisation?
- ★ What is the exact address and telephone number?
- ★ How will I travel to the workplace?
- ★ How long will the journey to the workplace take me?
- ★ At what time am I expected to arrive each day?
- ★ What is the name and position of the person to whom I should report when I arrive?
- ★ Have I got all the documents which I was given in school to give to my employer?
- ★ What are the appropriate clothes to wear?
- ★ What will I do for lunch?
- ★ Have I got the school phone number in case I have to make contact or the employer asks me for it?
- ★ If I need to contact someone in school who should I get in touch with?
- ★ Do I need to bring any money?
- ★ Which safety regulations are likely to be highlighted in this workplace?
- ★ If, through illness or some other reason, I'm unable to attend the workplace on any day, how will I pass on my apologies?
- ★ At what time each day does my placement finish?
- ★ Can I answer the obvious questions which I am likely to be asked about myself, the course I am following, my school etc?

(Print your School Heading here.)

Work Experience - Employer's Report

This school appreciates very much the on-going co-operation of employers who provide work experience opportunities for our students. Such placements tend to be of great benefit to students. This form is an important record of their performance with your organisation. It will be much appreciated if it is completed as fully and as accurately as possible. Thank You.

Company/Organisation

Student

Company/Organisation Name

Student Name

Address

School

Tel

Fax

Placement

Placement Dates (From . . . to . . .)

Supervisor's Name

Please rate the student's performance under each of the following:

(4 - Excellent 3 - Good 2 - Fair 1 - Poor)

Attendance

Communication skills

Punctuality

Performance of tasks

Willingness to learn

Initiative

Co-operation with supervisors

Interest

Co-operation with other
members of the workforce

Use of equipment

Quality of work

Additional Comments

(Company Stamp)

Supervisor

Implementing A Work Experience Programme

A Decision-based Guide

