LEAVING CERTIFICATE APPLIED

Student Induction

A Resource for Teachers and Students

DRAFT MATERIAL
About the Induction Pack

This pack is designed to help students to become familiar with the new programme they are undertaking and also to commence the process of working together as a team.

The pack contains:
- general information on the Leaving Certificate Applied Programme;
- Induction Activities – student handouts and teacher guidelines including teambuilding activities, communication exercises and a negotiated acceptable code of conduct.
- a set of overheads to be copied as required.
Student Induction

Why student induction?

The Leaving Certificate Applied offers students a very different challenge in terms of structure and learning methods. Many schools support their students by running an induction programme. A planned induction programme will greatly enhance the perception of the programme in the minds of the students and may well prevent problems from arising during the course.

- It will give a focus and motivation to the students
- It will give them opportunities to question and deal with uncertainties.
- It provides an opportunity to agree parameters of behaviour for the needs of the programme with work experience, out-of-school activities, visitors, group work, enterprise etc.
- It will help to develop an environment for active methodologies and student responsibilities as individuals and as part of a team.
- It will inform students of the requirements of the programme, the continuous assessment evaluation procedures, reflective process and awards of credits.

When should the induction take place?

Many schools hold induction at the end of August or beginning of September before formal classes begin. It is perhaps too ambitious to try to cover everything in one day. Holding it over two days (not necessarily consecutive) may give students more time to assimilate what they have learned. Induction however should be completed very early on in the programme.
Can any preparatory work be done before the induction takes place?

The induction of students probably begins when they first hear about the programme. It is therefore important that the school culture supports and promotes the programme at every opportunity.

A carefully planned selection process can also help clarify issues for students before they commence the programme. Profiling of all students can identify and clarify strengths and weaknesses in advance and help teachers prepare for the various learning styles they will need to support.

Where should the induction be held?

Choosing a venue other than the normal classroom can create a very positive atmosphere. The following might be considered:

- a local centre (hotel, community hall, retreat centre)
- a room within the school that offers a refreshing change to the students
- the room should be spacious to allow room for activity
- the room should be comfortable (bright, pleasant and well ventilated)
- facilities could be made available to make tea or provide refreshments
- an overnight trip can be effective in building a positive group atmosphere
Who should facilitate the induction?

Any of the following suggestions are worth considering in the context of the particular student group

- the coordinator
- the coordinator supported by the class teacher
- the coordinator supported by members of the teaching team
- the coordinator supported by relevant members of staff (e.g. guidance counsellor, CSPE teacher, year head, principal)
- the coordinator supported by an outside facilitator e.g. youth officer etc.
What should be included in the induction programme?

Programme Details
- Aims of the Leaving Certificate Applied (p.28)
- Leaving Certificate Overview (p.29)
- Leaving Certificate Applied Structure (p.31)
- Outline of Assessment Procedures (p.32)
- Leaving Certificate Applied Terminology (p.8)
- Progression (p.34)
- Calendar (p.33)

Group Dynamics
It is important to generate a sense of group identity, as the students will be working together over two years on a co-operative basis on individual modules and on task.

Some of the following activities may help generate this:

- **Ice breakers**
  - *Who Is It?* (p.9)
- **Team building exercises**
  - *Card tower* (p.10)
  - *Taking ownership* (p.12)
  - *Code of conduct* (p.26)
- **Reflective exercises**
  - *Now and the Future* (p.13)

Issues for Students
As the Leaving Certificate Applied is a student centred programme, it is important to highlight the new approaches to learning, and the freedoms and responsibilities that come with them. These include:

- active learning
- quality of work
- self motivation
- accountability
- team work
- out of school activity
- work experience
- integration
**INDUCTION ACTIVITIES**

**STUDENT HANDOUTS & TEACHER GUIDELINES**

Student Worksheet 1  **Leaving Certificate Applied Terminology**  
*P.8*

Student Worksheet 2  **Who Is It?**  
*P.9*  
This activity can be a useful ice breaker in helping students get to know each other, particularly if they have come from different classes or schools.

Student Worksheet 3  **The Card Tower**  
*P.10*  
(Team Building Activity)  
This exercise can be helpful in introducing group work. It is important that the teacher allocates students to each group (perhaps by assigning a number to each student).  
**Teacher/Student Evaluation**  
*P.11*

Student Worksheet 4  **Taking Ownership**  
*P.12*  
This exercise is appropriate where the students already know one another well.  

Some students have great difficulty in using the 'I' word. They don't like taking ownership of their feelings. They don't want to take responsibility for accepting themselves, so they need a lot of encouragement.  

Before using the 'Now and the Future' sheet with the students a small group exercise something like this could be done.

Student Worksheet 5  **Now and the Future**  
*P.13*  
The following exercise helps to introduce the idea of reflection. It can be stored in a folder.
or diary and may be useful when students write their reflective statements at the end of the year.

**Teacher Guidelines for Worksheet 6**

**Using a Visitor in the Preparation for Work Experience**  
*P.15*

A visitor can be invited to the classroom because of his/her expertise in a given area and to interact with the young people. It is advisable to brief the visitor about the class group e.g. what they are studying, how far they have gone, the age group etc.. The visitor will want to know the format of the visit e.g. question and answer, presentation etc.

**Student Worksheet 6**  
**Student Discussion Points**  
*P.16*

**Teacher Guidelines for Worksheet 7**

**Listening Exercise 1**  
*P.18*

Listening is a skill that is required in all of the Leaving Certificate Applied Methodologies. Here you are given two active listening ‘games’ that involve the whole class group.

**Student Worksheet 7**  
**Evaluation of Listening Exercise 1**  
*P.19*

**Teacher Guidelines for Worksheet 8**

**Giving and Receiving Instructions**  
(Communications Exercise)  
*P.21*

**Student Worksheet 8**  
**Giving and Receiving Instructions**  
*P.22*

**Teacher Guidelines for Worksheet 9**

**Freedom and Responsibility**  
*P.23*

**Student Worksheet 9**  
**Freedom and Responsibility**  
*P.24*

**Teacher Guidelines for Worksheet 10**

**Code of Conduct**  
*P.25*

The activity of drawing up a code of conduct could follow very suitably the ‘Freedom and Responsibility’ exercise. It is a good idea to involve the class in discussing and
negotiating the norms of behaviour which should be acceptable in the group.

Student Worksheet 10 **Code of Conduct**

**Student Worksheet 1**

**Leaving Certificate Applied Terminology**

**Session**
For the purpose of the Leaving Certificate Applied the school year is divided into two sessions
Session I - September to the end of January
Session II - February to June.
The full two year programme has four sessions altogether.

**Courses**
A course is an area of study made up of a number of modules.

**Modules**
A module is a topic within a course and will be taught in 3-4 class periods per week over one session.

**Key Assignments**
Key Assignments are important areas from each module. To gain credits for each module you must complete usually 4 Key Assignments and attend the course for at least 90% of the time.

**Task**
A task is a practical activity. It can be the development of a product, the investigation of an issue or the provision of a service. To gain credit for your tasks you must
1. Conduct the task
2. Write a report on the task
3. Engage in an interview with an external examiner
For the **Personal Reflection Task** you complete a report - written, taped or on video at the end of each year. This is corrected by the Department of Education and Science. There is no interview for the Personal Reflection Task.

Student Worksheet 2

**Who Is It?**

Move around and find the person who matches the description in the box. Ask them to sign their name in the relevant box.

<table>
<thead>
<tr>
<th>Has blue eyes</th>
<th>Has a pet:</th>
<th>Watches Coronation Street:</th>
<th>Was in my Primary School:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Is wearing a ring:</th>
<th>Likes rap music:</th>
<th>Can swim:</th>
<th>Was not in my class last year:</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Smokes:</th>
<th>Has more than one earring:</th>
<th>Follows Manchester United:</th>
<th>Has a part time job:</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Watches Coronation St:</th>
<th>Is taller than me:</th>
<th>Does not live near me:</th>
<th>Is not yet on this sheet:</th>
</tr>
</thead>
<tbody>
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</table>
The Card Tower
(Team Building Activity)

The object of this exercise is to construct a tower using playing cards and paper clips.

What To Do
1. Each group receives one pack of cards and fifty paper clips.
2. You have ten minutes to practice.
3. You have five minutes to construct the tower.

Rules governing the building of the card towers
1. The card tower must be constructed within the five-minute period.
2. All groups construct their towers at the same time.
3. Any number of group members can help in the actual construction.
4. If two towers are the same height on completion, the tower using the least number of cards wins.
5. No artificial props can be used. The tower must be free-standing.
6. Paper clips must only be used as fasteners; they cannot be bent or distorted in any way.
7. Cards cannot be mutilated or folded in any way.
8. If the tower falls during the five-minute construction time, continue to rebuild as you will be judged on your performance after the five minutes has elapsed.
It is often worthwhile for students to evaluate an activity they have experienced. You can choose from the attached list of questions.

**EVALUATION OF TOWER BUILDING EXERCISE**

1. As a group, are you pleased with the finished tower?

2. What *worked* well in the group?

3. What could be improved on?

4. Did the group have a plan?

5. How well did the plan work?

6. How were tasks assigned to members of the group—through delegation, volunteering, mutual consent, other?

7. Did a leader emerge in the group? If yes, how did this leader receive her/his authority?

8. What effect did the element of competition (competing against other groups) have on your group?

9. What effect did the time limit have on the performance of the group?

10. What did you learn from this exercise about working as part of a group?
Taking Ownership
(Team Building Activity)

- Divide group into 3s (people who know one another)
- Get 2 people to say something positive about the third
- Get the third person to add one more positive thing about themselves.

Is it easier to give or receive compliments?
How did this exercise feel?

Take a few minutes to discuss this.

Result:
Students discover how important it is to affirm themselves.
Name: ____________________________

I am doing the Leaving Certificate Applied because:

________________________________________________

________________________________________________

I am good at:_____________________________________

________________________________________________

I like to:__________________________________________

________________________________________________

I would like to improve in the following:

________________________________________________

________________________________________________
From doing Leaving Certificate Applied I hope to gain:

_________________________________________________________________

_________________________________________________________________

My possible career choice is

_________________________________________________________________

_________________________________________________________________

*This can be the beginning of reflection as part of the process towards developing a Personal Reflective Statement at the end of Year 1. File and store safely.*
Using a Visitor in the Preparation for Work Experience

Preparation for work experience needs to be part of the induction of students where a one-day-per-week work placement is in operation. Students should not go out on placement until this preparation has taken place.

A visitor to the classroom as part of the induction of students is a very useful way of clarifying some of the issues involved, and of giving students practice at asking questions and processing information.

The visitor could be one of the employers, a past pupil of the school, an actively retired person, a parent or a member of the office staff.

The procedure for a visitor to the classroom is outlined on the following pages. Students should prepare specific questions related to any workplace e.g. hours of work, dress, lunch arrangements, procedure for absences etc. Careful consideration should be given to what employers will expect from the students. The employer's report should be used as a basis for the type of questions to be asked. Students could then seek advice from the visitor as to how they can positively display the qualities listed on the report.
A Visitor to the Classroom

The following are some of the points that the class may want to discuss:

Planning
- Who do we invite and for what purpose?
- How do we issue the invitation – phone, letter etc.?
- Who is responsible for the invitation?
- Does the visitor require any prior information about the class e.g. how much they already know about the subject?
- Where do we meet – room?
- What time suits the class and the visitor?
- Who meets the visitor on entering the school?
- How do we arrange the seating in the room?
- Do we offer refreshments? If so, who is responsible?

During the Visit
- Who asks the questions? In what order?
- Can we make sure everyone says something, even the shy members? How do we help them to do this?
- How do you prevent certain members dominating the occasion?
- Can we ask personal questions? Dare we ask about …?
- Do we make notes while the visitor is speaking?
- Do we record/video/audio the exchange?
Evaluation

- What did we learn from this activity?
- Did we get the information we were looking for?
- Did we follow up on our questions?
- What worked well?
- Were there any difficulties?
- Did everyone participate actively?
- Are there other questions we could have asked?
- Is there anything we should remember for future activities?
- How do we record what we have learned?
- Who will issue the thank you letter/call?
- How do we apply what we have learned to our courses/modules/tasks?
- Do we need to do more research on the topic?
LISTENING EXERCISE 1

Listening Exercise I

1. Ask four students to leave the classroom explaining to them that they will be told a story when they re-enter the room.

2. Read the story below to the remaining class group.

3. Ask the first student to re-enter the room.

4. Choose one member of the class to re-tell the story they have just heard, asking the rest of the class to listen carefully.

5. Continue this process with student numbers 2, 3 and 4. It is probable that the story will sound very different at the last telling from the first version.

6. Re-read the story to the whole class group and proceed to the listening exercise work card.

Listening Exercise I Story

John Griffin and Paula Healy were cycling to school on Monday 18 February. John was riding a black and silver Peugeot mountain bike and Paula had a yellow and green Raleigh racer. As they came around a corner Paula was knocked to the ground by a speeding motorist driving a Fiat Punto registration number 02 CE 2980. Paula lay bleeding – her Reflective Journal, her blue folder and her pencils scattered all around. Mrs Jones was passing and rang an ambulance. In the distance the siren could be heard as the dogs barked in the early morning rain.
Student Worksheet 7

Evaluation of Listening Exercise I

1. How did the story change from the first version to the last?

2. What made the story difficult to remember?

3. List 3 core points of the story
   (a)
   (b)
   (c)

4. Could you have used any of the following techniques to help you remember the story?

   Mental Mapping
   By doing/making
   Storyline
   Bullet points
   Visualising
   Verbalising
   Other

   __________________________________________
   __________________________________________
Teacher guidelines for Listening Exercise 2

Listening Exercise II

Control Tower

1. Blindfold one student

2. Choose one student to be the traffic controller.

3. Arrange remaining students as an obstacle course.

4. The blindfolded student is guided through the room only by the voice of the traffic controller at the other end of the room. The “obstacles” remain motionless and quiet.

Repeat the exercise with different students playing control tower and pilot – the other players being rearranged.

Follow up

In a circle discuss (with one person speaking at a time and the rest listening) the purpose of the game.

Students should realise that the success of the game depends upon clear verbal communication from one student and careful listening from the others, made possible by the silence and stillness of the group.
Teacher Guidelines for Student Worksheet 8

Giving and Receiving Instructions
(Communications Exercise)

Students work in pairs using the following pictures provided or any other suitable graphic.

Preparation
• Sit back to back.

• One student calls out the instructions on how to draw the object without naming it.

• The second student draws the object. The student can only ask to repeat the instruction – they cannot ask for clarification.

• Reverse the roles with a different picture.

This exercise can be repeated using two way communication where the receiver of instructions can ask questions (use a different picture).
Student Worksheet 8

Evaluation of Giving and Receiving Instructions

- What do you think of the picture you produced?

- What made it difficult?

- What words/phrases helped to clarify the image?

- How could the instructions have been made clearer?
Freedom and Responsibility

The student worksheet on Freedom and Responsibility is designed to allow the student and teacher to negotiate acceptable practices while undertaking many of the activities involved in the Leaving Certificate Applied.

A brainstorming approach is suggested where generate ideas on the freedoms and responsibilities associated with each activity.

The teacher can bring up any extra activities that are specific to their own school/centre. Other activities can also be added as appropriate.
### FREEDOM & RESPONSIBILITY

<table>
<thead>
<tr>
<th></th>
<th>Freedom</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td>Work Experience</td>
<td></td>
<td></td>
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<tr>
<td>Visits</td>
<td></td>
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<tr>
<td>Visitors</td>
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<tr>
<td>Investigations</td>
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<td>Outings</td>
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<td>Attendance</td>
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<td>Deadlines</td>
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<tr>
<td>Credits</td>
<td></td>
<td></td>
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<tr>
<td>Group/Team Work</td>
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Teacher Guidelines for Student Worksheet 10

Code of Conduct

By drawing up a code of conduct with the students rather than presenting it to them as a fait accompli, it is more likely that they will take ownership of the rules and that the group norm will be to work with the agreed rules rather than against them.

There are various methods of negotiating ground rules:

- Divide students into small groups and ask them to suggest and come to an agreement on a small list of ground rules which would make working together and participating in the programme easier and more fruitful. Then get feedback from each group and reach consensus through discussion and/or voting on a final list of rules.
- Conduct a brainstorm with the whole class making suggestions.

In each case, the teacher/co-ordinator can add suggestions to the list if s/he sees important issues being left out (e.g. listening to others, respecting different opinions).

- Alternatively a pre-prepared list of suggested ground rules could be presented to the class for discussion and adaptation.

Aim for a short list of simple rules rather than a long complicated document.

The final list could be displayed on a chart, possibly designed by students. It is also possible to use the list as a contract to be signed by students. However, remember that the list will need to be revisited with the class and possibly revised later on in the light of experience.

A code of conduct for interactions and acceptable interpersonal behaviour are particularly important for the Leaving Certificate Applied class, as they are going to be together in the same group every school day for the next two years – unlike most other classes which, through subject options, work with varying groups.
Code of Conduct

Name: ___________________________ Date: __________

Acceptable conduct for me:

________________________________________________________________________

________________________________________________________________________

Acceptable conduct in relation to others:

________________________________________________________________________

________________________________________________________________________

Acceptable conduct in class:

________________________________________________________________________

________________________________________________________________________

Acceptable conduct in out of school activities:

________________________________________________________________________

________________________________________________________________________

Signed: ___________________________________________________________________
OVERHEADS

Overhead 1: Leaving Certificate Applied Aims

Overhead 2: Leaving Certificate Applied Overview

Overhead 3: Leaving Certificate Applied Structure

Overhead 4: Leaving Certificate Applied Assessment

Overhead 5: Leaving Certificate Applied Calendar

Overhead 6: Opening up New Options
Leaving Certificate Applied

Aims

• Prepares you for adult and working life

• Recognises your talents

• Helps you to communicate better and make decisions for yourself

• Lets you use your knowledge and skills to solve real problems
OVERHEAD 2

LEAVING CERTIFICATE APPLIED OVERVIEW

➤ A two year programme

➤ Four sessions, 2 each year

➤ Three elements

<table>
<thead>
<tr>
<th>No. of modules</th>
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<tbody>
<tr>
<td>TOTAL 44</td>
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</table>

1. VOCATIONAL PREPARATION
   - Vocational Preparation and Guidance X 8
   - English & Communications X 4

2. VOCATIONAL EDUCATION X 4
   - Mathematical Applications
   - 2 x Vocational Specialisms
     (i) X 2
     (ii) X 2
   - Information Technology X 2

3. GENERAL EDUCATION
   - Arts Education X 2
   - Social Education X 6
   - Leisure & Recreation X 2
   - Languages:
     - Gaeilge X 2
     - Modern European Language X 2
   - Elective modules X 4

   i.
   ii.
   iii.
   iv.

TOTAL 44
➤ Seven tasks to be completed over the 2 years:
  1 in Session I Year I
  2 in Session II Year I
  3 in Session III Year II
  Personal Reflection Task to be completed over the two years.
  *(Two reflective statements – one at the end of Year I and one at the end of Year II)*

➤ Credits awarded for modules and tasks at the end of each session

➤ 90% Attendance

➤ An interview for six tasks

➤ 200 credits over the 2 years

44 modules 62 credits (31%)
7 tasks x 10 credits 70 credits (35%)
Final examination 68 credits (34%)

200 credits (100%)

Overall Leaving Certificate Applied

Pass 120 credits
Merit 140 credits
Distinction 170 credits
Leaving Certificate Applied

Structure

<table>
<thead>
<tr>
<th>CURRICULUM</th>
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<tbody>
<tr>
<td>Vocational Preparation</td>
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<tr>
<td>Vocational Preparation &amp; Guidance</td>
</tr>
<tr>
<td>English &amp; Communications</td>
</tr>
<tr>
<td>Mathematical Applications</td>
</tr>
<tr>
<td>Vocational Specialisms</td>
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<tr>
<td>Information Technology</td>
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<tr>
<td>Arts Education</td>
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<tr>
<td>Social Education</td>
</tr>
<tr>
<td>Languages</td>
</tr>
<tr>
<td>Leisure &amp; Recreation</td>
</tr>
<tr>
<td>Elective Modules</td>
</tr>
</tbody>
</table>
# Leaving Certificate Applied

## Assessment

<table>
<thead>
<tr>
<th>3 Types</th>
<th></th>
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<tbody>
<tr>
<td>Satisfactory completion of Modules</td>
<td>62 credits</td>
</tr>
<tr>
<td>7 Student tasks</td>
<td>70 credits</td>
</tr>
<tr>
<td>Final examinations</td>
<td>68 credits</td>
</tr>
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</table>

## Certificate awarded at three levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Pass</td>
<td>(120-139 credits)</td>
</tr>
<tr>
<td>Merit</td>
<td>(140-169 credits)</td>
</tr>
<tr>
<td>Distinction</td>
<td>(170-200 credits)</td>
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</table>
Leaving Certificate Applied Calendar

Some of the more important dates can be flagged for students early on. Further dates can be added as the session progresses.

Useful dates that might be included:

- Sessions – start and finish
- Task schedules
- Task examinations and interviews
- Visits/field trips
- Work experience
- Enterprise
- Visiting Speakers
- Holidays
- Etc.
Opening up New Options

The Leaving Certificate Applied Route Map

Leaving Certificate Applied
• Vocational Preparation
• Vocational Education

Further Education
Post Leaving Certificate Course

Further & Higher Education

FAS Apprenticeships

Careers

SUPPORT SERVICE

CF