



# **Short Course**

## **Keeping Well, Looking Good, Being Great**

**Level 1 Specification for Junior Cycle Short Course**



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# Short courses and Level 1 Learning Programmes

In the new junior cycle, students taking this short course should be following a personalised Level 1 Learning Programme (L1LP) alongside other curriculum components (from Level 1 and possibly one or two from Level 2). The L1LPs are planned around a number of Priority Learning Units (PLUs) which focus on developing the personal, social and practical skills of students. In addition to the Priority Learning Units, students can study short courses with learning outcomes broadly aligned with the level indicators for Level 1 of the National Framework of Qualifications (Appendix A).

The target group of students for whom L1LPs and Level 1 short courses have been developed are typically students presenting with significant learning needs. Some of them will have had a formal assessment by an educational psychologist which will have placed them in the low moderate to severe-profound categories of learning disability and they will have had a personalised learning plan while in primary school. In this context, the L1LPs and short courses are designed for students who would benefit from opportunities to improve learning and skills in areas such as elementary literacy and numeracy, language and communication, mobility and leisure skills, motor co-ordination, and social and personal development. The L1LPs also offer the chance for students to improve the length of time they can concentrate on activities, along with their capacity to generalise and transfer knowledge and skills across situations, and to process information from more than one sensory channel.

# Introduction to junior cycle

Junior cycle education places students at the centre of the educational experience, enabling them to actively participate in their communities and in society, and to be resourceful and confident learners in all aspects and stages of their lives. Junior cycle is inclusive of all students and contributes to equality of opportunity, participation and outcome for all.

Junior cycle allows students to make a strong connection with learning by focusing on the quality of learning that takes place and by offering experiences that are engaging and enjoyable for them, and relevant to their lives. These experiences are of a high quality, contribute to the physical, mental and social wellbeing of learners, and where possible, provide opportunities for them to develop their abilities and talents in the areas of creativity and enterprise. The student's junior cycle programme builds on their learning in primary school. It supports their further progress in learning. It helps students to develop the learning skills that can assist them in meeting the challenges of life beyond school.

# Rationale

This short course builds on and promotes the development of a range of personal, social and practical skills. This happens in the context of students learning how to take care of their physical, emotional and mental wellbeing. It encourages students to become more responsible and independent. There are opportunities throughout for students to explore the services available in the wider community and to actively participate in these services. Practical life skills such as using money, greeting people appropriately, making real-life choices and demonstrating appropriate social behaviour are also developed throughout the course. Knowledge, skills and attitudes for life are developed through links with the community, creative projects, numeracy, communication and literacy.

# Aim

This short course aims to expand the student's knowledge about and skills for developing a positive healthy outlook on their physical and mental wellbeing. It also provides students with the skills to engage with services and members of their community.

# Overview: Links

Tables 1 and 2 on the following pages show how the short course may be linked to central features of learning and teaching in junior cycle.

## Keeping well, looking good, being great and statements of learning

Table 1: Links between Keeping well, looking good, being great and the statements of learning

Statements of learning (SOL)	
Statement	Examples of related learning in the course
SOL 1: The student communicates effectively using a variety of means in a range of contexts in L1.	The student uses the correct terminology when engaging with people who look after our physical wellbeing and personal appearance. S/he communicates appropriately with others in school and in the community in informal and formal situations.
SOL 7: The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.	The student engages in active citizenship throughout the course, especially in strand 3, where participation in an activity within their community allows for the application of skills and knowledge learnt throughout previous strands.
SOL 11: The student takes action to safeguard and promote her/his wellbeing and that of others.	The student learns how to communicate effectively when feeling unwell and then identifies the steps involved for seeking appropriate treatment. The student also identifies the importance of healthy eating, maintaining a positive outlook and keeping physically fit.

# Keeping well, looking good, being great and key skills and Priority Learning Units

In addition to their specific content and knowledge, the subjects and short courses of junior cycle provide students with opportunities to develop a range of key skills. The junior cycle curriculum focuses on eight key skills.

Figure 1: Key skills of junior cycle





There is an overlap between the learning in the PLUs with the key skills of junior cycle developed for all students.

Table 2 below lists the PLUs, some elements of those PLUs and the sorts of associated learning activities that will support students in achieving the learning outcomes and elements of the PLUs. Teachers can also build many of the other elements of the key skills of junior cycle into their classroom planning.

Table 2: Links between the Priority Learning Units (PLUs), elements of the PLUs and student learning activity

<b>PLU</b>	<b>PLU element</b>	<b>Student learning activity</b>
Communication, language and literacy	Understanding  Reading	The student attends and responds to increased vocabulary in text <sup>1</sup> when recognising professionals who help our physical wellbeing and personal appearance.  The student shows recognition of symbols, signs, logos, familiar words, letters or visual representations of items.
Numeracy	Measure and data	The student <ul style="list-style-type: none"> <li>• responds to language and/or objects, symbols, signs, activities associated with times of the day, days of the week and significant personal events</li> <li>• uses instruments such as timers, visual timetables or clocks functionally</li> <li>• handles real money in everyday contexts.</li> </ul>
Personal care and wellbeing	Personal care and hygiene  Personal safety	The student identifies steps involved in taking care of self and participates in personal care routines.  The student: <ul style="list-style-type: none"> <li>• identifies or names body parts</li> <li>• follows agreed social rules</li> <li>• differentiates between familiar and unfamiliar people.</li> </ul>

<sup>1</sup> Throughout the short course, 'text' includes all products of language use: oral, gesture, sign, written, electronic and digital.

Being part of a community	<p>Relating to others</p> <p>Using local facilities</p> <p>Being safe in the community</p>	<p>The student responds to an interaction with another person both in the school environment and wider community.</p> <p>The student recognises local facilities in their environment that contribute to their physical wellbeing and personal appearance.</p> <p>The student:</p> <ul style="list-style-type: none"> <li>• observes rules of safety in different environments</li> <li>• shows recognition of places and people in the community who can help us.</li> </ul>
The arts	Drama	The student explores and reacts to props, costumes, actions and sensory stimuli whilst preparing for a visit to a medical professional or beauty service provider.
Physical education (PE)	Movement skills	The student participates in activities which promote cardiovascular exercise and fitness.

# Overview: Course

The specification for this junior cycle short course in Keeping well, looking good, being great focuses on developing cognitive, social and practical skills through three strands. The three strands presented here are: **Keeping well**, **Looking good** and **Being great**.

**Strand 1: Keeping well.** In this strand, students identify people, places and signs in the community that support their physical wellbeing and safety.

**Strand 2: Looking good.** This strand helps students to identify the importance of taking care of their personal appearance and the steps that are involved in doing so. The students also explore how a healthy diet can contribute to physical wellbeing and appearance.

**Strand 3: Being great.** This strand contributes to students developing a positive mental wellbeing. Students develop self-esteem, self-confidence and identify techniques which promote mindfulness. Students also have opportunities to learn about and demonstrate their awareness of appropriate social behaviour, including how to keep themselves safe.

Strands are to be completed in the order presented in this specification.

The first part of the Classroom-Based Assessment should be completed prior to commencing the short course. The Classroom-Based Assessment outlined below reflects the learning students undertake in this NCCA short course. Schools have the flexibility to adapt any NCCA-developed short course to suit their particular needs and school context, with the exception of the Classroom-Based Assessment, which all students taking this short course will complete. Schools may develop their own short course(s) and related Classroom-Based Assessment. Guidelines for schools who wish to develop their own short courses are available at [http://www.curriculumonline.ie/Junior-cycle/Junioy-cycle\\_Short-Courses](http://www.curriculumonline.ie/Junior-cycle/Junioy-cycle_Short-Courses).

The learning outcomes in this short course are broadly aligned with the level indicators for Level 1 of the National Framework of Qualifications (Appendix A).

The course has been designed for approximately 100 hours of student engagement.

# Expectations for students

*Expectations for students* is an umbrella term that links learning outcomes with annotated examples of student work. For NCCA-developed short courses, in some cases examples of work associated with a specific learning outcome or with a group of learning outcomes will be available. Schools who design their own short courses may wish to create a bank of examples of student work for discussion and for future reference.

## Learning outcomes

*Learning outcomes* are statements that describe what knowledge, understanding, skills and values students should be able to demonstrate having completed this junior cycle short course in Keeping well, looking good, being great. The learning outcomes set out in the following tables apply to all students and represent outcomes for students at the end of their period of study (approximately 100 hours).

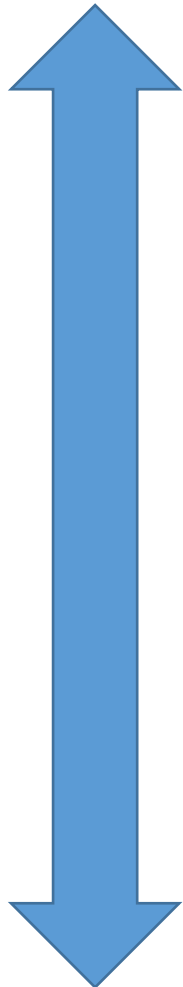
The outcomes are numbered within each strand. The numbering is intended to support teacher planning in the first instance and does not imply any hierarchy of importance across the outcomes themselves.

## The progression continuum for L1LPs

The progression continuum (below) consists of seven pathways, which describe, in broad terms, learning and development related to Level 1.

The pathways are written to reflect an order of progression, though these students do not always develop intellectually or functionally in a linear fashion. Teachers can use the continuum to help them understand how a student is functioning in respect of their learning. Students may be on different pathways for different areas of learning or learning outcomes. The continuum supports teachers in identifying the next appropriate pathway for students in their learning journeys.

## The progression continuum



PROGRESSION PATHWAYS	The student...
EXPERIENCING	is present during a learning activity. S/he is awake and/or exposed to the learning environment. S/he is beginning to acclimatise to the learning environment such as objects, people, sounds and other sensory experiences.
ATTENDING	becomes attentive to and/or engaged with the learning activities presented by changing gesture, posture, vocalisation, eye gaze, movement etc. S/he is acclimatised to the learning environment.
RESPONDING	demonstrates capacity to actively or purposefully take an interest in the learning environment. S/he begins to indicate likes, dislikes or preferences. S/he actively responds to a learning activity with or without support.
INITIATING	shows curiosity about the learning environment. S/he actively and independently seeks opportunities to engage with and/or influence that environment.
ACQUIRING	demonstrates that knowledge, a concept or a skill is being learned. S/he explores and participates in the learning.
BECOMING FLUENT	moves towards fluency and accuracy in familiar learning contexts. S/he independently and consistently demonstrates recall mastery of the skill/concept/knowledge learned.
GENERALISING	transfers and applies learned skills, knowledge or concepts to familiar and unfamiliar contexts.

<b>Strand 1: Keeping well</b>	
<i>Students learn about</i>	<b>Learning outcomes</b> <i>Students can</i>
<b>How am I feeling?</b>	1.1 identify and/or name parts of the body 1.2 recognise emotions in relation to personal experiences 1.3 use a range of texts to identify vocabulary related to physical health 1.4 communicate with a familiar adult when feeling unwell or in need of help
<b>People who help with my physical wellbeing</b>	1.5 identify medical professionals and list reasons for visiting them 1.6 identify instructors and therapists who also contribute to physical and mental wellbeing 1.7 link objects of reference, equipment, uniforms and sensory experiences with medical professionals, instructors, therapists and places 1.8 invite a medical professional and/or instructor and/or therapist into school
<b>What to expect when I get there</b>	1.9 practise preparing for a visit to a medical professional and/or instructor and/or therapist 1.10 identify appropriate behaviour when sitting in a waiting room 1.11 construct a timeline sequencing 'A visit to the...' 1.12 convey personal information using any form of expression <sup>2</sup> 1.13 show recognition and understanding of social sight signs (pharmacy or toilets, logos, exit, push, pull etc.) found in the local environment

<sup>2</sup> Throughout the course 'forms of expression' includes oral, gesture, sign, written, visual, electronic and digital.



<b>Strand 2: Looking good</b>	
<i>Students learn about</i>	<b>Learning outcomes</b> <i>Students can</i>
<b>Personal care</b>	<p>2.1 participate in discussion about why taking care of their physical appearance is important and name a number of ways to care for their appearance</p> <p>2.2 indicate personal care needs</p> <p>2.3 use a variety of text to create a personal care plan</p> <p>2.4 choose personal care products to be used and mark off tasks completed on personal care plan</p>
<b>Helping me look good</b>	<p>2.5 identify beauty/grooming service providers in the local community and list the different services they provide</p> <p>2.6 recognise that money is needed to pay for these services and calculate how much money will be required for the different services using any form of text</p> <p>2.7 participate in booking a real/imaginary appointment recording the appointment as preferred</p> <p>2.8 acknowledge the passing of time when waiting for their appointment</p> <p>2.9 sequence a variety of texts to represent what to expect at their appointment</p>
<b>Healthy eating and exercise</b>	<p>2.10 classify foods under healthy and unhealthy</p> <p>2.11 explain why a balanced diet is necessary</p> <p>2.12 carry out a survey of food eaten at lunchtime in their school and produce a pictogram of their findings</p>



	<p>2.13 participate in creating a daily exercise programme and use a timer or participate in counting activities when completing exercises</p> <p>2.14 outline simple ways to eat healthily and keep fit using any form of expression (poster, radio advert etc.)</p> <p>2.15 participate in a healthy physical activity in the wider community</p>
<b>What to wear</b>	<p>2.16 handle a variety of clothes and explore the different textures of clothes</p> <p>2.17 sort clothes into different categories (colour, age, weather, purpose etc.)</p> <p>2.18 recognise the types of clothes worn as they have grown, at different times of the year and for different occasions/purposes</p> <p>2.19 distinguish between dirty and clean clothes and identify steps to clean and maintain them</p>

<b>Strand 3: Being great</b>	
<i>Students learn about</i>	<b>Learning outcomes</b> <i>Students can</i>
<b>I'm great</b>	<p>3.1 identify their own features as being unique to them and recognise the similarities and differences between themselves and others</p> <p>3.2 recognise and celebrate their achievements, abilities and skills as well as those of others</p> <p>3.3 display their likes and interests using any form of expression</p> <p>3.4 reflect on the work created by their peers, recognising similarities and differences and respond appropriately</p>
<b>My mental wellbeing</b>	<p>3.5 identify what it means to have positive mental health</p> <p>3.6 appreciate that making mistakes and learning from them is part of life</p> <p>3.7 recognise the different types of challenges and stress they may experience in life</p> <p>3.8 identify and practise a range of strategies and techniques for coping with life's challenges and stress</p> <p>3.9 practise relaxation and mindfulness techniques</p>
<b>Being social</b>	<p>3.10 Recognise public/private places and behaviours</p> <p>3.11 Differentiate between familiar and unfamiliar people</p> <p>3.12 greet people appropriately both in school and in the wider community</p>

	<p>3.13 identify appropriate behaviour and etiquette when visiting amenities both in school and in the wider community</p>
<p><b>Contributing to my community</b></p>	<p>3.14 identify and demonstrate care and respect for themselves, their community and environment</p> <p>3.15 contribute to decision making within the class and/or group to decide on an aspect of their community they would like to contribute to</p> <p>3.16 discuss what is needed to ensure the activity takes place and implement these decisions</p> <p>3.17 gather photographic evidence to illustrate and reflect on their activity</p>

# Assessment and reporting

Essentially, the purpose of assessment and reporting at this stage of education is to support learning. This short course supports a wide variety of approaches to assessment. Some learning outcomes lend themselves to once-off assessment, others to assessment on an ongoing basis as students engage in different learning activities such as discussing, explaining, presenting, planning, taking action and, at an appropriate level, finding out information. In these contexts, students with their teachers and peers reflect upon and make judgements about their own and others' learning by looking at the quality of particular pieces of work (according to their ability). They plan the next steps in their learning, based on feedback they give and receive. Ongoing assessment can support the student in their learning journey and in preparing for the Classroom-Based Assessment related to this short course.

It is envisaged that students will provide evidence of their learning in a variety of ways, including digital media, audio recordings and written pieces.

Assessment is most effective when it moves beyond marks and grades and reporting focuses not just on how the student has done in the past but on the next steps for further learning. Student progress and achievement in short courses, both in ongoing assessments and in the specific Classroom-Based Assessment relating to this short course will be communicated to parents in interim reporting and in the Junior Cycle Profile of Achievement (JCPA). To support teachers and schools, an Assessment Toolkit is available online. The Assessment Toolkit will include learning, teaching, assessment and reporting support material.

# Classroom-Based Assessment

Classroom-Based Assessments are the occasions when the teacher assesses the students in the specific assessment(s) that are set out in the subject or short course specification. Junior cycle short courses will have one Classroom-Based Assessment.

## Classroom-Based Assessment: My personal profile

This Classroom-Based Assessment is a personal profile which outlines the progress made by students throughout the course. An earlier personal profile should be completed prior to the student commencing the Keeping well, looking good, being great short course. A second personal profile should then be created when the course has been completed.

The personal profiles provide an opportunity for students to reflect on what they have learned and the changes they have taken to develop a positive outlook on their physical, emotional and mental wellbeing. The title is open to wide interpretation and may include any format or mix of formats (photographic/video evidence, questionnaire, interview, role-play etc.) which allows the student to demonstrate their achievements in relation to knowledge learned and skills developed.

## Features of Quality

The Features of Quality support student and teacher judgement of the Classroom-Based Assessment and are the criteria that will be used by teachers to assess students' Classroom-Based Assessments.

More detailed material on assessment and reporting in this junior cycle short course, including Features of Quality and details of the practical arrangements related to assessment of this Classroom-Based Assessment, will be available in separate assessment guidelines for Keeping well, looking good, being great. The guidelines will include, for example, the suggested length and formats for the presentation and support in using an 'on balance' judgement in relation to the Features of Quality.

# Inclusive assessment

Inclusive assessment practices, whether as part of ongoing assessment or the Classroom-Based Assessments, are a key feature of teaching and learning in schools. Accommodations, e.g. the support provided by a special needs assistant or the support of assistive technologies, should be in line with the arrangements the school has put in place to support the student's learning throughout the year.

Where a school judges that a student has a specific physical or learning difficulty, reasonable accommodations may be put in place to remove, as far as possible, the impact of the disability on the student's performance in the Classroom-Based Assessment.

Accommodations which enable all students to access curriculum and assessment are based on specific needs. For example, a student who cannot speak may sign/draw/write/type/create visuals and subtitles to present and communicate ideas. A student with a specific learning difficulty may benefit from having learning tasks and activities presented in a different way. Comprehensive guidelines on inclusion in post-primary schools are available [here](#) and guidelines for teachers of students with general learning disabilities are available [here](#).

# Appendix A: Level indicators for Level 1 of the National Framework of Qualifications

This short course has been developed in broad alignment with the level indicators for Level 1 of the National Framework of Qualifications.

<b>Descriptor</b>	
<b>Title</b>	Level 1 Certificate
<b>Purpose</b>	This is a multi-purpose award-type. The knowledge, skill and competence acquired are relevant to personal development, participation in society and community, employment, and access to additional education and training.
<b>NFQ Level</b>	1
<b>Volume</b>	Small
<b>Knowledge - breadth</b>	Elementary knowledge
<b>Knowledge - kind</b>	Demonstrable by recognition or recall
<b>Know-how and skill - range</b>	Demonstrate basic practical skills, and carry out directed activity using basic tools
<b>Know-how and skill - selectivity</b>	Perform processes that are repetitive and predictable
<b>Competence - context</b>	Act in closely defined and highly structured contexts
<b>Competence - role</b>	Act in a limited range of roles
<b>Competence – learning to learn</b>	Learn to sequence learning tasks; learn to access and use a range of learning resources
<b>Competence - insight</b>	Begin to demonstrate awareness of independent role for self
<b>Progression &amp; Transfer</b>	Progression to programme leading to a Level 2 Certificate, or at a higher level if appropriate.