

**Kilkenny College
TY Journal 2019 – 2020**

Name:

Tutor:

Group:

Form Teacher:

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Chapter 1

Introduction

- Introduction
- School Calendar
- Student Induction into Transition Year

Introduction

The Transition Year aims to promote your personal, social, educational and vocational development and to prepare you for your role as an autonomous, participative and responsible member of society.

The overall aims of the Transition Year are:

- To provide the time and space to develop and mature without the pressure of examinations
- To build confidence and self-esteem
- To develop socially, personally, physically and academically through involvement in a broad range of activities
- To experience new subjects and activities
- To build interpersonal and leadership skills
- To experience the world of work and explore possible career choices for the future
- To develop life skills
- To develop greater independence of thought and capacity for decision
- To be better prepared for the demands of the Leaving Certificate
- To further develop I.T. skills
- To develop an environment of support and respect within the year

TY School Calendar 2019 - 2020

	August/September	October	November	December	January	February	March	April	May	June
Mon	26	7, 14, 21, 28	4, 11, 18, 25	2, 9, 16, 23	6, 13, 20, 27	3, 10, 17, 24	2, 9, 16, 23	6, 13, 20, 27	4, 11, 18, 25	1, 8, 15, 22
Tue	27	3, 10, 17, 24	5, 12, 19, 26	3, 10, 17, 23, 31	7, 14, 21, 28	4, 11, 18, 25	3, 10, 17, 24, 31	7, 14, 21, 28	5, 12, 19, 26	2, 9, 16, 23
Wed	28	4, 11, 18, 25	6, 13, 20, 27	4, 11, 18, 25	8, 15, 22, 29	5, 12, 19, 26	4, 11, 18, 25	8, 15, 22, 29	6, 13, 20, 27	3, 10, 17, 24
Thur	29	5, 12, 19, 26	7, 14, 21, 28	5, 12, 19, 26	9, 16, 23, 30	6, 13, 20, 27	5, 12, 19, 26	9, 16, 23, 30	7, 14, 21, 28	4, 11, 18, 25
Fri	30	6, 13, 20, 27	8, 15, 22, 29	6, 13, 20, 27	10, 17, 24, 31	7, 14, 21, 28	6, 13, 20, 27	10, 17, 24	8, 15, 22, 29	5, 12, 19, 26
Sat	31	7, 14, 21, 28	9, 16, 23, 30	7, 14, 21, 28	11, 18, 25	8, 15, 22, 29	7, 14, 21, 28	11, 18, 25	9, 16, 23, 30	6, 13, 20, 27
Sun	1	8, 15, 22, 29	10, 17, 24	8, 15, 22, 29	12, 19, 26	9, 16, 23	8, 15, 22, 29	12, 19, 26	10, 17, 24, 31	7, 14, 21, 28
Total	5	5	5	5	5	5	5	5	5	5
Week	1	2	1	2	1	2	1	2	1	2

Category	Event	Date		
Trips	Tramore	29th & 30th Aug		
	Achill	6th - 9th Sept		
	Venice	October		
	Barcelona	October		
	Possible Outdoor Pursuit Trip	April		
	Work Experience	Letter of application	24th Sept	
		Completed C.V.	24th Sept	
		2 possible placements	12th Nov	
		2 confirmed placements	7th Jan	
		Week 1	3rd - 7th Feb	
Week 2		10th - 14th Feb		
Diaries returned		25th Feb		
Oral presentation		27th Feb		
Project		Project outline	10th Dec	
		Project submitted	25th February	
	Gaice	Presentation	26th August	
		Books returned	21st April	
		Speaker sessions	4th yr P/T meeting	
		Prize Day	Work Experience	
		School exams	JCD day	
		Year Assemblies		
		Events	Workshops	29th & 30th Aug
			Ploughing Match	17th September
Quiz Night			Dragon's Den	
Dragon's Den			3rd March	
Exhibition	21st May			
Graduation	22nd May			
Other	TY Induction day		26th Aug	
	Tarmac Day		30th Sept	
	Prize day		7th Oct	
	Christmas Exams		4th Nov	
	Work Experience	6th Jan		
	4th Year Parent/Teacher meeting	24th Feb		
	Summer Exams	3rd Apr		
	Term ends	11th May		
	J.C. & L.C. Begin	1st June		

Student Induction into Transition Year

Teaching and learning in Transition Year can differ from what you have been used to in Junior Cycle. It is therefore important that you understand what is meant by the following terms. In your own words be able to give a **brief explanation or example** of each of the following 20 terms. Your teacher will explain whatever is unclear.

1. Project work
2. Learning from experience
3. Oral presentation
4. Maturity
5. Enterprise
6. Communication skills
7. Self-esteem
8. Social awareness
9. Assessment
10. Group work
11. Self-directed learning
12. Inter-disciplinary work
13. Learning beyond the classroom
14. Visiting speakers
15. Negotiated learning
16. Competence
17. Confidence
18. Homework in Transition Year
19. Intrinsic motivation
20. Self-development

Chapter 2

Personal Development

- What are you going to do in Transition Year?
- Personal and Social Development
- What do I do with my free time?
- The Multiple Intelligences Theory and Quiz

ACHIEVEMENTS 2019 – 2020

Week 1: 02/09/2019 • • •	Week 5: 30/09/2019 • • •
Week 2: 09/09/2019 • • •	Week 6: 07/10/2019 • • •
Week 3: 16/09/2019 • • •	Week 7: 14/10/2019 • • •
Week 4: 23/09/2019 • • •	Week 8: 21/10/2019 • • •

ACHIEVEMENTS 2019 – 2020

Week 9: 04/11/2019 • • •	Week 13: 02/12/2019 • • •
Week 10: 11/11/2019 • • •	Week 14: 09/12/2019 • • •
Week 11: 18/11/2019 • • •	Week 15: 16/12/2019 • • •
Week 12: 25/11/2019 • • •	Week 16: 23/12/2019 • • •

ACHIEVEMENTS 2019 – 2020

Week 17: 13/01/2020 • • •	Week 21: 10/02/2020 • • •
Week 18: 20/01/2020 • • •	Week 22: 24/02/2020 • • •
Week 19: 27/01/2020 • • •	Week 23: 02/03/2020 • • •
Week 20: 03/02/2020 • • •	Week 24: 09/03/2020 • • •

ACHIEVEMENTS 2019 – 2020

Week 25: 16/03/2020 • • •	Week 29: 27/04/2020 • • •
Week 26: 23/03/2020 • • •	Week 30: 04/05/2020 • • •
Week 27: 30/03/2020 • • •	Week 31: 11/05/2020 • • •
Week 28: 20/04/2020 • • •	Week 32: 18/05/2020 • • •

Personal and Social Development

Student
Rating

• Attendance	
• Punctuality	
• General Self Presentation (Dress, greeting, posture etc)	

• Courtesy	
• Enthusiasm	
• Reliability	
• Self Discipline	
• Creativity	
• Ability to listen	
• Ability to take criticism	
• Takes responsibility for actions	
• Uses initiative	

• Oral communication skills	
• Co-operation with others	
• Dealing with people in authority	
• Leadership skills	
• Interest in the welfare of others	
• Tolerance of difference	

5=excellent, 4 = very good, 3 = good, 2 = fair, 1 = poor

Student's comments in light of rating

I think I need to

What do I do with my Free Time

Name: _____

List the competitive sports you participate in both in school and at home

	Sport	College Team	Club Team	Inter-pro	International
1					
2					
3					
4					
5					

List any non competitive sports or health related activities you participate in at school or at home. For example, running, cycling, fishing, dance

	Activity
1	
2	
3	
4	
5	

Do you play a musical instrument? Yes / No If yes list instrument(s)

1		2	
3		4	

List other favourite free time activities, for example, computer games, film, listening to music, art, reading, etc.

1		2	
3		4	
5		6	

List any clubs or societies you are a member of, e.g. Greenpeace

1	
2	
3	

The Multiple Intelligences Theory

The Multiple Intelligences Theory as defined by Howard Gardner challenges the notion that human beings have a general capacity called intelligence which can be measured as a single value or quotient – IQ, but rather that people are born with an intelligence profile or biopsychological potential which manifests itself in many different ways. To date Gardner has identified 8 different intelligences or capacities based on research which indicates that intelligence is multiple and occurs in different parts of the brain and the mind system. This theory has implications for how teachers teach as well as for how learners learn and rather than asking “How intelligent is that student?” we should now ask “How is that student intelligent?” Since Transition Year embraces the nurturing of all the intelligences each student will have an opportunity to discover what combination best represents them, which in turn has implications for **how** best they learn, **where** best they learn, but most importantly **what** they learn best!!

Most people have a combination of different types of intelligences in varying amounts.

- **Linguistic intelligence** – the ability to use language. Being able to express what’s on your mind and to understand others. Used by poets, novelists, politicians and lawyers
- **Logical-mathematical intelligence** – the ability to understand cause and effect; to manipulate numbers. Used by scientists, mathematics and engineers
- **Spatial intelligence** – the ability to interpret space and to navigate. Use by pilots, artists, architects and racing drivers
- **Bodily – kinaesthetic intelligence** – the ability to control body movement and the capacity to handle objects skilfully. Used by athletes, actors and dancers
- **Musical intelligence** – the ability to think musically and to ear, recognise and remember patterns. Used by musicians, mathematicians, artists and dancers
- **Interpersonal intelligence** – the ability to understand and relate to others. Used by teachers, salespeople, politicians, human resource managers, doctors and psychologists
- **Intrapersonal intelligence** – the ability to understand yourself, to be reflective, knowing what you can or can’t do and where to go if you need help. Used by philosophers, psychologists and church ministers
- **Naturalistic intelligence** – the ability to discriminate between living things and be sensitive to the natural world. Used by botanists, ornithologists, beauticians and top chefs!

Quiz-To Profile your Intelligences

Read each sentence, then quickly tick true or false for you. Do not think too much about it. On completion, examine the intelligence descriptors provided.

Bodily-Kinesthetic Intelligence

True False

I use my hands a lot when talking		
I do at least one sport in my own free time on a regular basis		
I find it difficult to sit still for long periods of time		
I like working with my hands at concrete activities		
My best ideas come when I am out walking or active in some way		
I often like to spend my free time outdoors		
I need to touch things in order to learn about them		
I enjoy daredevil amusement rides or other thrilling physical experience		
I am pretty well co-ordinated, i.e. not clumsy or awkward in my movements		
I prefer to learn a new skill by doing it, rather than reading how to do it		

Total for which you have ticked true ___ / 10

Linguistic Intelligence

True False

Books are very important to me		
I can hear words in my head before I read or speak or write them down		
I get more out of listening to the radio or tapes than I do out of TV or films		
I am good at word games like scabble, Anagrams or Password		
I enjoy entertaining myself or others with tongue twisters or puns		
Others at times ask me to explain the words I use when writing or speaking		
English and History are easier for me than Maths or Science		
When out driving I notice words on the ad boards more than the scenery		
I often talk about the things I have read or heard		
I’ve written something recently that I am proud of, or others praised me for		

Total for which you have ticked true ___ /10

Interpersonal Intelligence

True False

People often come to me for advice		
I prefer group sports (volley ball) to solo sports (swimming, jogging)		
If I have a problem I’ll ask for help, and not try to solve it by myself		
I have at least three close friends		
I like social games/activities rather than individual ones that I do alone		
I enjoy the challenge of teaching others what I know and how to do it		
I consider myself a leader, or others have called me that		
I feel comfortable in the middle of a crowd		
I like to get involved in social activities connected with my community		
I prefer to be with a group at night rather than being on my own at home		

Total for which you have ticked true ___ /10

Intrapersonal Intelligence

True False

I like to spend time alone. Thinking about me		
I like sessions/classes that help me learn more about myself		
I have opinions that set me apart from the crowd		
I have a special hobby/interest that I keep to myself		
I have important goals for my life that I think about often		
I have a good idea of my strong points and my weak points		
I'd prefer to spend a weekend alone, rather than with crowds of people		
I consider myself strong willed and independent minded		
I keep a diary to record the events of my life		
I would like to be self- employed		

Total for which you ticked true ___ /10

Musical Intelligence

True False

I have a pleasant singing voice		
I can tell when someone sings off key or out of tune		
I spend a lot of time listening to music		
I play a musical instrument		
My life would be poorer if there was no music in it		
I often find a TV jingle or tune running through my mind as I work or walk		
I can keep time to a piece of music with sticks		
I know the tunes to many different songs or musical pieces		
If I hear a piece of music once or twice I can sing it back		
I often tap a tune or sing a tune while studying or working		

Total for which you ticked true ___/10

Spatial Intelligence

True False

I often see clear pictures/images when I close my eyes		
I'm sensitive to colour		
I like using a camera or camcorder to record what I see around me		
I enjoy doing jigsaw puzzles, finding my way through mazes or visual puzzles		
I have vivid dreams at night		
I can usually find my way around places that I don't know well		
I like to draw or doodle		
Geometry is easier for me than algebra		
I can imagine how something would look if I was right above it		
I prefer books that have lots of pictures in them		

Total for which you have ticked true ___/10

Logical Intelligence

True False

I can easily add and subtract numbers in my head		
Maths and science are my favourite subjects		
I enjoy playing games/solving puzzles that need logical thinking		
I like to set up little 'what if' experiments		
I'm always looking for patterns and logical sequences or order in things		
I'm interested in all new developments in science		
I believe almost everything has a rational explanation		
I sometimes think in clear, wordless, picture-less thoughts		
I always notice when people are not being logical in what they say		
I like it when things are measured, analysed and put into categories		

Total for which you ticked true ___ /10

Naturalist Intelligence

True False

I like to walks in the country		
I enjoy gardening		
I like to get to know the names of the plants and the trees around me		
Biology was/is on eof my favourite subjects		
I watch nature programmes on TV when I get the chance		
I am conscious of environmental pollution and try to avoid contributing to it		
When out for a walk I would stop to look at rocks, trees, wild flowers		
I recognize and can differentiate between types of car on the road		
When cooking I try to use fresh , natural ingredients as much as possible		
I think all gardens should keep a compost heap		

Total for which you have ticked true ___/ 10

Intelligence Descriptors

Linguistic Intelligence

- Enjoys language, likes word games, spells well
- Has a feel for a sentence structure
- A good story teller
- Enjoys puns and riddles
- Likes the sound and rhythm of words
- Enjoys reading

Logical / Mathematical Intelligence

- Sees connections
- Analyses/categorises
- Spots flaws in arguments
- Enjoys numbers
- Abstract thinker
- Systematic approach

Visual/Spatial Intelligence

- Perceives the visual world accurately
- Displays aptitude for drawing, painting, sculpture
- Sensitive to colour, pattern, texture
- Displays mind mapping capacities
- Think in 3D terms
- Reads maps/plans easily

Body-Kinesthetic Intelligence

- Needs to be active/play sports
- Learns best when hands on
- Likes to make or build things
- Uses hands when talking
- Well co-ordinated
- Uses tactile sense to communicate
-

Musical Intelligence

- Tends to hum/burst into song
- Responds to rhythm/taps etc
- Remembers melodies
- Remembers the words in songs
- Notices background sounds
- Sensitive to sound patterns

Interpersonal Intelligence

- Sensitive to the feelings and moods of others
- Energised when working with people
- Enjoys co-operative work/games
- Knows how to win over others
- Able to negotiate effectively
- Perceives the intentions/desires of others

Intrapersonal Intelligence

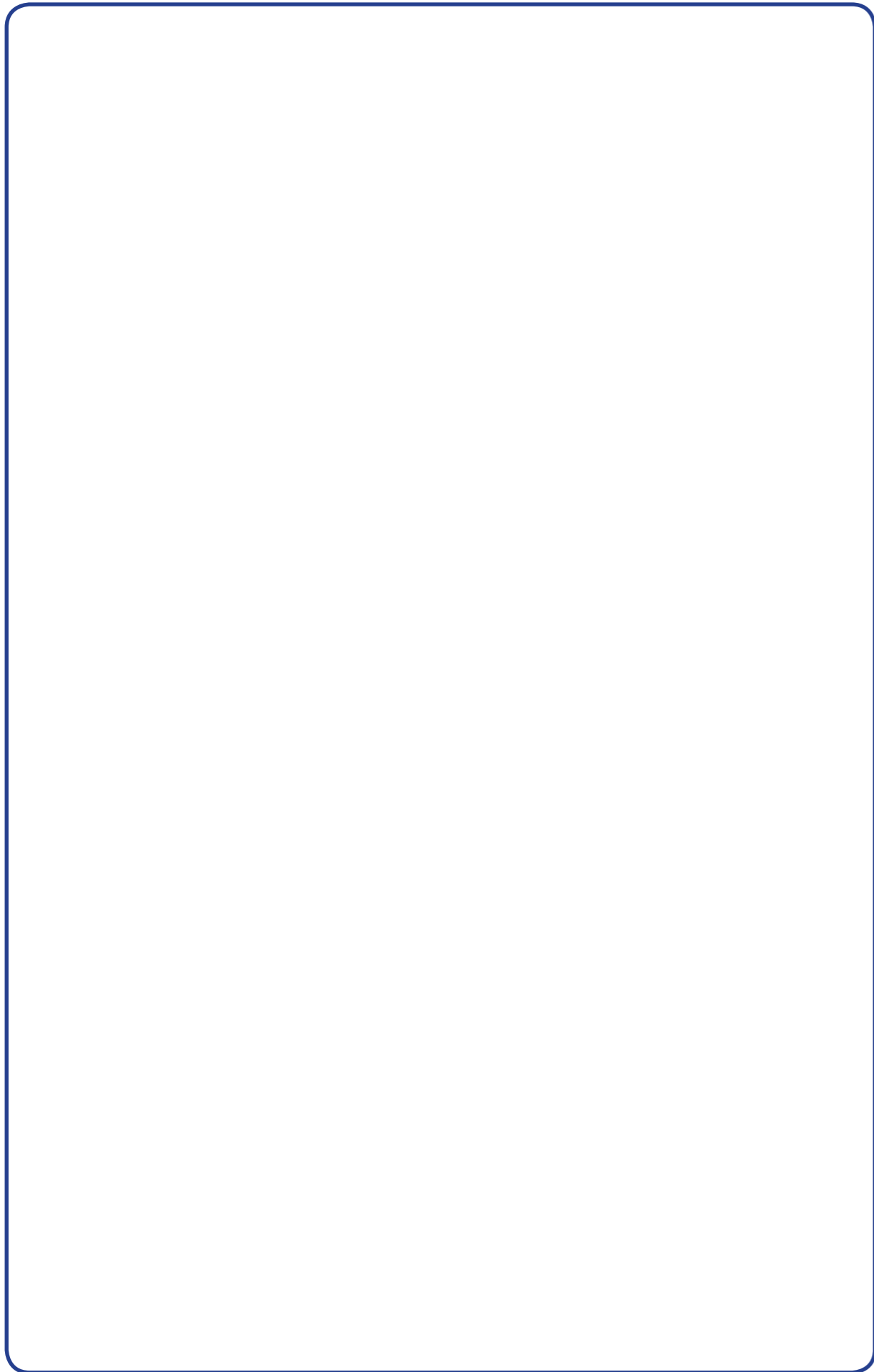
- In touch with one's own feelings
- Knows weaknesses and strengths
- Self-reflective/aware
- Comfortable alone/day dreams
- Seeks personal meaning/mindful
- Sets personal goals

Natural Intelligence

- Sensitive to the natural world
- Ability to recognise pattern or species in the natural and built environment
- Demonstrated by people with little or no sight
- Capacity to see things in relationship to one another
- Ability to classify and categorise types and models

Identify the Intelligence you scored highest in:

List two additional Intelligences you would like to improve during Transition year:



Chapter 3

TY Project and Fund Raising

- TY Project
- TY Project Process
- Social Awareness and Charity Presentation

TY Project

Project outline to be submitted by December 10th 2019.

Finished project to be submitted by February 25th 2020.

Your project title

The title of your project is to be in the form of a question. For example “ Why do athletes cheat?” To help you identify a question use the sheets marked TY Project Process

The project content

Word count: 2,000 words.

Double spacing.

Font size 12.

Cover page (Title information, name, date)

Table of Contents (list the items with appropriate page numbers)

Chapter 1 - Introduction

Chapter 2 - literature/research

Chapter 3 - Collecting data

Chapter 4 - Presenting and interpreting data

Chapter 5 - Conclusions

Appendices

References

Glossary

Chapter 1 - Introduction - leave this until the end to write

- Clearly describe the purpose (to answer a specific research question)
- Discuss how you came up with the question.
- Outline what you intend to discuss/present throughout the body of the project document.

Chapter 2 - Literature / Research

- Keeping your research question in mind find out what others have written or said about this topic.
- Present the information that you have gathered (from a variety of sources) that helped you form opinions about your research question.
- Remember to identify when you are paraphrasing/ quoting someone else:

Paraphrasing: When you write about someone else’s idea/opinion in your own words.

Quoting: When you use the exact words of someone else.

- Define any key terms that your reader might not understand. You only need to do this once the first time that you use the word in the text.

Chapter 3 - Collecting your own data

As part of your research you must ask questions of people in your environment (i.e. in school, at home, in your community).

Decide how you will collect this information.

- Survey/questionnaire?
- Interview individuals?
- Focus groups?

Chapter 4 - Presenting your findings

What are the outcomes of your survey/interview/ focus group?

In this chapter you will present these findings in writing (for interviews and focus groups) or in graphs/ charts for survey results.

This chapter has two main aims

1. To present that facts that you found.
2. To try to understand or interpret these answers.

Chapter 5 - Conclusions

This chapter is where you get to decide how you would answer your research question taking into account all the information you have gathered.

It is a good place to point out that your opinion has changed/identify things you have learned from doing the project that you did not expect to learn.

Appendices

Here you will put any documents that are relevant to the project for example:

Appendix A-might be an email sent to ask somebody if you could interview them

Appendix B-might be a copy of the questions for your interview/survey

Appendix C-might be an explanation of something that you didn’t want to include in the body of the text but somebody might be interested in reading to further understand the project topic.

References

This is where you make a note of websites, books, articles, films, TV programmes; that you may have used as part of your argument in the project.

The reason for including these is so the reader can find the source and read/watch/listen to more about the topic.

Glossary

A glossary of terms should be provided to explain any words that are specific to the area of research. For example if your project was about science you may use the word control.

Control: a person or thing used as a standard of comparison for checking the results of a survey or experiment.

The project will be assessed in the following areas:

- Presentation
- Evidence of research
- Structure of content
- Students own point of view
- Degree of difficulty
- Perceived effort of student

Warning

- Do not copy and paste huge chunks of information from the internet or from other sources.
- Make sure the material is presented in your own words and that you understand the content.
- Make sure to keep a backup copy of your project at all times.

Class presentation

On completion of the projects all students will made an oral presentation during the Facilitator Classes.

TY Project Process

The aim of this exercise is to help you reach a question that will form the basis of your TY project. You will be asked to list a number of topics, subjects or questions at each stage. Having listed them strike out all but one and move onto the next stage.

1. List 4 broad topics that you are interested in below. Consider things that you **enjoy doing or that fascinate you.**

Strike out 3 of your answers and move on to the next stage.

2. List 4 subjects within your selection that **interest you.**

Strike out 3 of your answers and move on to the next stage.

3. List 4 subjects within your selection that **interest you.**

Strike out 3 of your answers and move on to the next stage.

4. List 4 subjects within your selection that **interest you**.

Strike out 3 of your answers and move on to the next stage.

5. List 4 **questions** related to your selection that you would like **answers** too.

My TY Project is based on the question:

--

Social Awareness

An important element of Transition Year is the work the school undertakes to assist the wider community both in the locality, Ireland and abroad. This is sometimes referred to as Social Awareness which simply means opening the mind to other people and how they live.

TY Charity Presentation

All TY students will research and draft a 2 minute oral presentation to champion a charity which they feel should be supported by TY 2019 - 20. The presentation is to be prepared by October 3rd 2019 and will be presented during the facilitator sessions on October 3rd, 10th, 17th and 24th.

Before you start consider the following:

Step 1: Planning - Your presentation deadline is October 4th

Make a plan. Time management is very important in completing any task. Organise your time into sections to accommodate the following:

- Planning time
- Research time
- Drafting the presentation

Step 2: Researching, selecting a charity and gathering information

Identify where you will look for information on the topic:

- School or local library
- Family, friends and members of the local community
- Television and radio
- The internet
- Newspapers and magazines

Your presentation should include the following:

- The name of the charity you wish to sponsor
- What is the mission statement of the charity?
- A brief outline of the history and structure of the charity
- How does the charity achieve its goals?
- A conclusion explaining why you feel TY 2018 -19 should support the charity.

When all the students have made a presentation the class will vote on the 2 charities they feel TY 2019 - 20 should raise funds for. The 2 champions of each class will present again in front of the whole year on November 8th. TY 2019 - 20 will then vote on the charities to support.

Chapter 4

Academic Study and Careers

- Student Academic Details
- Study Tips
- Careers – Assessing my Motivation

TY Student Academic Details 2019 - 2020

Name: _____ TY Group: _____

	Subject	Teacher	Christmas exam result		Summer exam result	
			Target	Actual	Target	Actual
1						
2						
3						
4						
5						
Option line 1						
Option line 2						
Option line 3						
Option line 4						

Target results for Christmas exams to be set by 6th September 2018. Actual results to be recorded by 7th January 2019.

Indicate 3 ways you are going to study more effectively to achieve your target grades

1	
2	
3	

Study Tips

The following study tips have been compiled by Senior Students in Kilkenny College

1. Focus on your homework. You will be surprised how much it is worth.
2. Write up notes for each section/chapter as you finish them. Make sure they are short and to the point.
3. Before you start homework, set out what you are learning and how long it will take. Don't just dive aimlessly in.
4. Sometimes it is easier to write things out to learn rather than staring blankly at a book or notes. Alternatively test yourself after half an hour of study.
5. Find extra information online to support your answers.
6. Don't be afraid of failure. Face up to the challenges and remember by doing you are learning.
7. Don't let others stop you from succeeding. Who cares if you use the library during the week to get ahead, you're the one who will benefit in the long run.
8. Listen in class. This is the most important place to learn and makes homework so much easier.
9. Be organised. It is far easier to study from an organised folder than a disorganised one.
10. Cut out distractions when doing home work. Using your phone or listening to your Ipod will only distract you and waste study time.
11. Don't wait for others to start working. Take initiative and get on with it.
12. Don't compare yourself to others. Focus on your own qualities and abilities.
13. Don't give up. If something is hard try harder.
14. Work as hard on your weaker subjects as you do on your stronger ones.
15. Keep fit. Exercise provides the brain with oxygen helping you concentrate and improving memory.

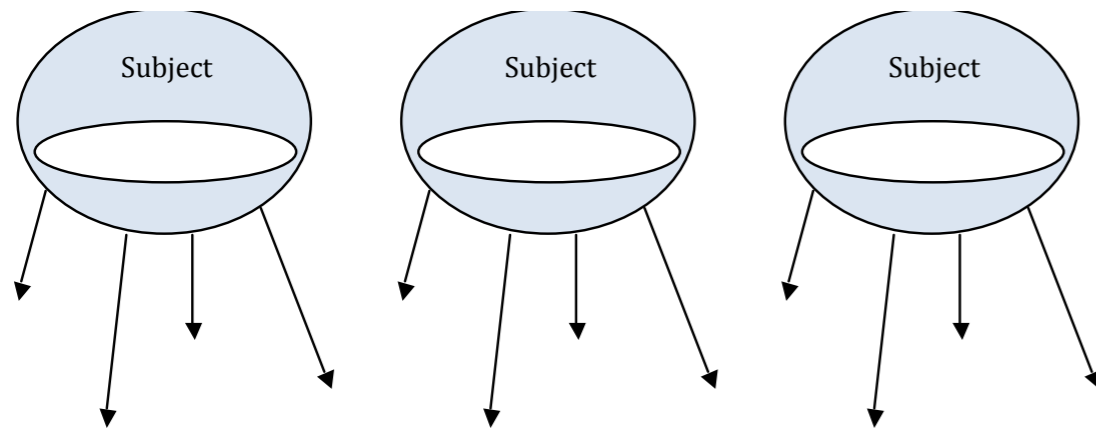
Careers

Assessing My Motivation

Identify your favourite subject(s) from the following list (not more than 3)

Accountancy	<input type="checkbox"/>	History	<input type="checkbox"/>
Art	<input type="checkbox"/>	Home Economics	<input type="checkbox"/>
Biology	<input type="checkbox"/>	Maths	<input type="checkbox"/>
Business Studies	<input type="checkbox"/>	Construction Studies	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	Music	<input type="checkbox"/>
Agricultural Science	<input type="checkbox"/>	Physical Education	<input type="checkbox"/>
English	<input type="checkbox"/>	Physics	<input type="checkbox"/>
French	<input type="checkbox"/>	Religious Education	<input type="checkbox"/>
Geography	<input type="checkbox"/>	Technical Graphics	<input type="checkbox"/>
German	<input type="checkbox"/>	Technology	<input type="checkbox"/>
Applied Maths	<input type="checkbox"/>	Irish	<input type="checkbox"/>
Economics	<input type="checkbox"/>	Engineering	<input type="checkbox"/>
Design/Graphics	<input type="checkbox"/>		

Fill in (using the spider diagrams below), the careers related to each subject identified



Identify the career choice which most appeals to you

Which of the following motivates you the most towards your choice of career (tick one only)

Ambition	<input type="checkbox"/>	Parents	<input type="checkbox"/>
Competition	<input type="checkbox"/>	Points System	<input type="checkbox"/>
Money	<input type="checkbox"/>	Job Satisfaction	<input type="checkbox"/>

Find out how you can qualify for this career, investigate courses available in Ireland and at least one suitable course in the UK.

You can use the following websites:

- www.ucas.com
- www.qualifax.ie
- www.careersportal.ie

	Course
1	<input style="width: 100%; height: 20px;" type="text"/>
2	<input style="width: 100%; height: 20px;" type="text"/>
3	<input style="width: 100%; height: 20px;" type="text"/>

What do you think could be the greatest obstacle to achieving your career objective? (Tick one only)

Distracted by friends	<input type="checkbox"/>
Unable to organise material – for revision	<input type="checkbox"/>
Part-time work demands	<input type="checkbox"/>
Points requirements	<input type="checkbox"/>
Time required for socialising	<input type="checkbox"/>
Economic Restriction	<input type="checkbox"/>

After Secondary School, which of the following would you prefer to do?

Apprenticeship	<input type="checkbox"/>
Get a full time job	<input type="checkbox"/>
Post Leaving Cert Course	<input type="checkbox"/>
Third Level Education	<input type="checkbox"/>
Travel	<input type="checkbox"/>
Gap Year	<input type="checkbox"/>
Defence forces/Gardai	<input type="checkbox"/>
Other (Please specify)	<input type="checkbox"/>

Show two routes into this career area, a main route and an alternative

Identify any skills/personal attributes which would be beneficial for your chosen career.

Which of the following do you think would influence you the most in relation to your future choice of career? (Tick one only)

Career Guidance	<input type="checkbox"/>
Financial rewards of job	<input type="checkbox"/>
Friends	<input type="checkbox"/>
Knowing someone who works in that area	<input type="checkbox"/>
Parents	<input type="checkbox"/>
Status associated with career	<input type="checkbox"/>
Teachers	<input type="checkbox"/>
Other (Please specify)	<input type="checkbox"/>

Exercise 1

Conduct an interview with someone involved in this career (or a related field of work). Before interviewing, develop a series of relevant questions.

Exercise 2

Draw conclusions regarding the suitability of this career for you, given your aptitudes, subjects you wish to study in Senior Cycle and your abilities.

NOTE: Using your own initiative is vital when searching for a suitable career path. Use the following websites to enable you in your search.

www.qualifax.ie
www.careersportal.ie
www.cao.ie
www.ucas.com (UK)

Chapter 5

Work Experience

- **What will I gain from Work Experience**
- **Planning for Work Experience**
- **Writing a Curriculum Vitae**
- **Work Experience Student Application Form**
- **Placement Details**
- **Copy of Work Experience Diary**
- **Work Experience Oral Presentation**

Work Experience

What will I gain from Work Experience

You will learn a lot from each stage of the work experience:-

Preparing for the placement, the actual placement itself, and debriefing after the placement is over!

Job Seeking Skills

- Researching
- Networking
- Letter writing
- Application forms
- CV's
- Making phone calls
- Preparing for interviews
- Presenting yourself

An Understanding of Working Life

- Travelling to and from work
- Timekeeping and punctuality
- Following instructions
- Meeting deadlines
- Relating to supervisors
- Dealing with customers
- Working as part of a team
- Health and Safety practice

First-Hand Knowledge of Careers

- The type of work involved
- Skills and qualities required
- Ups and downs of the job
- Related career areas
- Useful contact people

Planning for Work Experience

Work experience weeks start on:

- **3rd February - 7th February, 2020**
- **10th February - 14th February, 2020**

Name: _____ Group: _____

Tutor : _____

I am looking forward to work experience because:

Among the qualities I have to offer an employer are:

I would like to do my work experience in the following areas:

1

2

3

I have taken the following steps to acquire work experience

Planning for Work Experience Tasks

To do by **September 24th, 2019**

1. *Have completed a work experience letter of application*
- 2.
- 3.
- 4.

To do by **September 24th, 2019**

1. *Have compiled, typed and presented a C.V.*
- 2.
- 3.
- 4.

To do by **November 12th, 2019**

1. *Have established two possible placements for work experience*
- 2.
- 3.
- 4.

To do by **January 7th, 2020**

1. *Confirmed two weeks of work experience*
- 2.
- 3.
- 4.

Post Work Experience

1. Have completed **two weeks of work experience** by **24th February, 2020**.
2. Prepare a **2 minute oral presentation** on a work experience by **February 27th, 2020**.
3. Have completed and returned **work experience diaries** on **25th February, 2020** at Tutor meeting.

Curriculum Vitae

- A C.V. should always be typed
- It must be truthful
- It must never have spelling or grammatical errors

What do you include in your C.V?

1. Personal details. Name, address, email, contact number
2. Education and qualifications. Begin with the most recent and work back include grades and levels at which subject was studied
3. Work experience. Begin with the most recent and work back
4. Hobbies and interests. These say a lot about you so are usually of great interest to a potential employer. Avoid lists of hobbies, expand briefly upon each of them and emphasise any achievements
5. Personal statement
6. Referees (two or three)

Work Experience – Student Application

To Employer: _____ Company Name: _____

Dates required for Work Experience: _____

Students Name: _____ Date of Birth: _____

Home Address: _____
 Telephone: _____ Email: _____

School Address: _____
 Telephone: _____ Email: _____

Reason for seeking experience in this work area

Give brief details of Educational Qualifications

Previous work experience or part-time jobs:

Any other skills/interests/abilities which make you suitable for this work area:

Work Experience Teacher _____ Signature _____

Transition Year Work Experience

Tutor: _____ Student: _____
 Group: _____
 Week 2: From **February 10th** until **February 14th, 2020**
 Home Address: _____
 Home Tel No: _____ Mobile: _____
 Student Mobile: _____

Week 2:
 Company: _____
 Contact Person: _____ Telephone No: _____
 Company Address: _____

 Type of work: _____

Transition Year Work Experience

Tutor: _____ Student: _____
 Group: _____
 Week 1: From **February 3rd** until **February 7th, 2020**
 Home Address: _____
 Home Tel No: _____ Mobile: _____
 Student Mobile: _____

Week 1:
 Company: _____
 Contact Person: _____ Telephone No: _____
 Company Address: _____

 Type of work: _____

Work Experience Journal

Pre Work Experience: This section gives you an opportunity to think about why you have chosen this experience and will help you to set out clearly what you hope to achieve from it.

Name of Workplace:

Dates of placement:

Address of Workplace:

Contact Person:

Personal

Outline briefly why you chose this placement

Outline the steps taken to acquire this placement (e.g. C.V. letter of application, personal contact by parent etc)

What do you hope to gain from this particular work experience?

How does this placement tie in with your future career interests?

Work Place Details

What is the main activity in workplace? (School/engineering/company/hospital/factory)

Describe workplace under the following headings (in 5 – 6 sentences)

Dates of Company/ institution set up/number of employees/types of jobs/clientele/markets etc.

Research 3 of the job areas that exist within this workplace under the headings: type of work, training required, promotion opportunities within company

Job 1: _____

Job 2: _____

Job 3: _____

Name 3 qualities and 3 skills one would require for each job and explain why in your own words

Job 1: _____

Qualities (list and explain why):

Skills (list and explain why):

Job 2: _____

Qualities (list and explain why):

Skills (list and explain why):

Job 3: _____

Qualities (list and explain why):

Skills (list and explain why):

On the Job - The Actual Experience

Day 1

Describe how you felt heading out to work today (excited, nervous etc)

Why do you think you felt like this?

What were your first impressions of your workplace and of the people in it?

What is the code of dress? Does it reflect the nature of the work being done?

Describe the type of work activity you were involved in today

What did you learn today?

Evaluate your own contribution to the workplace today listing what you did well/badly

Personal reflections on Day 1

Day 2

Describe the area/working conditions that you work in

What extra information do you now know about the organisation?

Who did you work with today and what are their jobs in the organisation?

What skills do they need to do their jobs?

What qualifications do they need?

Do you think their job would suit you? Why?

How do you feel you are being treated in the workplace? Explain your answer

What have you learned about working with other people so far this week?

What was the best thing about work today? Why?

What was the worst thing about work today? Why?

Personal reflection on Day 2:

Day 3

Health and Safety: Name the main rules for staffing the organisation

Describe any Health and Safety precautions that are necessary for this placement (clothing etc)

Has anything in your workplace been adapted so that people with disabilities/special needs can work there? If so how?

What are the evacuation rules in case of emergency (fire etc)?

What personal qualities do you need to do the job you did today?

Would you like this work as a career? Explain your answer

What new skills have you learnt so far this week?

Personal Reflection on Day 3

Day 4

How are you doing so far? Tick the box to show how you feel.

1 = very good 2 = good 3 = fair 4 = poor

	1	2	3	4	Any Comment?
Timekeeping					
Attendance					
Willing to dress as expected					
Able to work with other people					
Willing to work hard					
Willing to learn					
Happy to accept rules					
Able to cope in a new situation					
Willing to take orders					
Able to understand instructions					
Willing to ask for help					
Prepared to accept advice					
Able to handle criticism					
Able to follow instructions					
Able to ask for instructions					
Able to show initiative					
Safety conscious					
What do you have to improve? How can you do this?					

Day 5: The End of the Week:

How did actual work experience compare with your expectations?

What are the differences between this experience and school?

Were you adequately prepared in school for Work Experience?

If Yes, what was well done? If No what was badly done or not done at all?

How do you feel you handled the following?

Actual work?

Dealing with people?

Learning new skills?

Describe the type of work activity you were involved in today

Are you still interested in this type of workplace as a career route?

If No why have you changed your mind?

What are your main impressions of work as a result of your experiences this week?

What was the most important thing you learnt this week?

What was the most enjoyable experience of the week in work?

Post Experience:

This section will be completed after you return to school. It gives you an opportunity to reflect on the experience and evaluate its value for you. It helps to set goals and created definite plans of action

What did you learn from your work experience?

What was the most valuable aspect of the week in your opinion and why?

What was the least valuable aspect of the week in your opinion and why?

What personal skills or qualities did you gain or improve?

Name of skill or quality:

- 1.
- 2.
- 3.

Explain how gained or improved:

- 1.
- 2.
- 3.

How do you think this experience will influence you in future both from a personal and career perspective?

Arising from your experience list 3 things you will do before the end of term to further your career research

- 1.
- 2.
- 3.

Student Evaluation of the Week

Give your personal evaluation of the work experience programme highlighting what you feel is good, bad, relevant, irrelevant etc.

What improvements could be made? (Please try to express your opinion as honestly and constructively as possible giving reasons and suggestions

Work Experience: Kilkenny College

Post Experience Summary

Student Name: _____

Week 1

Employer:

Type of work:

Week 2

Employer:

Type of work:

What was the difference between work experience and school?

Was work experience different from what you expected? (circle one) Yes No

If Yes in what way?

What did you learn about work from the experience?

What did you learn about yourself from the experience?

Name any new skills you have acquired

What was the most enjoyable part of the work experience?

What was the most difficult part of the work experience?

What impact if any will the work experience have on you career choice?

List three courses or career areas you might research before the end of the school year

1.

2.

3.

Overall what is your opinion on the value of work experience?

List any suggestions for improving the work experience part of Transition Year in Kilkenny College

Work Experience Presentation

All students are required to prepare and if necessary present a two minute oral presentation on a work experience on **27th February, 2020.**

The purpose of this exercise is to help students form their presentation. Students do not have to use this particular format

Name the company/organisation where you completed your work experience

What do they do?

Where are they located?

What was the name of your supervisor and what was their position?

Describe the types of work you did

What did you enjoy doing?

Did you dislike any of the work and if so what?

What qualities and skills does this type of work demand?

What were the highlights of your work experience?

Did you benefit from participating in this activity? Why?

Would you recommend this placement to another student?

Has this work placement influenced you with regard to a future career?

Chapter 6

TY Programme Review

TY Programme Review

Name: _____

Date: _____

Group: _____

Regarding the long and short courses consider the following questions

- What did I enjoy?
- What did I learn?
- How could they be improved?

Short Courses

Course Monday 1 Name of Course: _____

Course Monday 2 Name of Course: _____

Course Tuesday 1 Name of Course: _____

Course Tuesday 2 Name of Course: _____

Long Courses

Thursday Name of Course: _____

Friday Name of Course: _____

Speakers

- Naming the Speaker/s when answering consider the following questions
- What did I enjoy about the speaker?
- What did I learn?
- What did I think of the presentation?

Other Activities

Trips, workshops etc

Naming the activities, consider the following questions:

- What did I enjoy about them?
- What did I learn?
- Could the experience be improved?

Other Comments

Are there any activities or events you would suggest for inclusion in next years Transition Year?

Chapter 7

Gaisce – The President's Award

Gaisce - The President's Award

About The Award

The Award was launched in International Youth Year 1985. The challenges of the Award programme are designed to encourage initiative, self-discipline, leadership and caring skills in young people between the ages of 15 and 25.

What's it all about?

Gaisce - the Presidents Award works on the basis of a personnel challenge set by you with the support of a President's Award leader (PAL). The College's PAL is Mr Foley. You won't be competing with other participants, as each challenge is completely individual... so the only person you'll compete with is yourself.

How does it work?

There are three different Awards that you can earn:- Bronze, Silver and Gold.

	Minimum Age	Minimum Time	Merit System for
		Direct Entry	Previous Award Holders
Bronze	15 years	26 weeks	
Silver	16 years	52 weeks	26 weeks for Bronze Award holder
Gold	17 years	78 weeks	52 weeks for Silver Award holder

How do you earn an award?

There are 4 different challenge areas. To earn an award, you will need to participate in each of the 4 challenge areas. You might decide to build on an activity you've tried in the past, however you must participate in at least in at least one new activity to earn an award.

The 4 challenge areas are:

1. Community involvement
2. Personal Skill
3. Physical Recreation
4. Adventure Journey

Please note the Personal Challenge should not involve a physical/sport activity.

Bronze Award

A minimum of 1 hour a week is required in each of the first 3 areas

1. Community Involvement 13 weeks
2. Personal Skills 13 weeks
3. Physical Recreation 13 weeks
 - Additional activity 13 weeks
 - in any section of your choice in consultation with your PAL
4. Adventure Journey
 - Plan, prepare and undertake a 2 day, 1 night adventure journey

Suggested Personal Skill Activities

• Acting /Musical	• Arts and Crafts
• Bridge	• Literacy
• Calligraphy	• Metalwork
• Chess	• Woodwork
• Computers	• Musical Instrument (ongoing or new)
• Cooking/Baking	• Painting
• Dance Classes	• Photography
• Debating team	• Script Writing
• Driving, Learn to.	• Sewing/Cross stitch
• Film Editing	• Sign language
• First Aid	• Web Design
• Foreign Language	• Woodcarving
• Knitting	• Woodturning
• Life Saving	• Singing Lessons

Suggested Community Involvement Activities

• Big Brother/Big Sister Programme	• Running a school Credit Union
• Boys/Girls Brigade Leader	• Scouts Leader
• Dorm Prefect	• Singing in the Choir
• Environment Projects	• St John's Ambulance
• First Aid Course	• St Vincent de Paul Society
• Fundraising campaigns	• Student Council
• Guides Leader	• Sports Secretary
• Life Saving Course	• Tidy Towns
• Local Graveyard restoration	• Underage coaching
• Mentoring Programmes	• Visiting a nursing home
• Order of Malta	• Visiting elderly neighbour (not related)
• Organizing and Operating club/Amnesty etc	• Volunteer in a homework club
• Promotional Campaigns	• Volunteer in an animal shelter
• Re-cycling Programmes/Green Schools etc	• Volunteer in a charity shop
• Reserve Defence Forces	• Walking an elderly neighbours dog

To register go to www.gaisce.org

Appendix

- **People often found on Teams**
- **Generating Ideas in Groups**
- **Quotes and Proverbs**
- **Human Qualities**
- **Bill Cullen's Apples Acronym**
- **Extract from "Go Long" by Jerry Rice**
- **Benefits of regular exercise**
- **Ten steps to keeping stress under control**
- **French Exchange details**

PEOPLE OFTEN FOUND ON TEAMS (Based on Belbin)			
Role	Characteristics	Positive Qualities	Possible Weaknesses
Specialist	Single-minded, dedicated, supplies specialised knowledge, self centred, individualistic	Technically skilled, decisions are based on in-depth experience	Lacks interest in other people's work Operates from very narrow focus
Coordinator	Mature, trusting, confident Delegates readily Good chairperson	Motivates others towards common goal/objectives Tackles problems calmly	Not necessarily the brightest or most expert team member
Shaper	Headstrong, assertive Extrovert, dynamic Highly motivated	Generates positive action Can overcome obstacles and be relied on to effect necessary changes	Responds badly to frustration or disappointment Tends to challenge others Needs to win always
Plant	Innovative, inventive, highly creative, unorthodox, loner, introvert	Generates new ideas Solves complex problems Develops new products	React strongly to criticism Disregards practical details or protocol Poor communicator
Resource Investigator	Enthusiastic, extrovert, curious, Natural negotiator	Good communicator, makes plenty of contacts, skilled at sourcing information/people	Not great on original ideas Initial enthusiasm rapidly fades if not constantly stimulated
Team Worker	Mild, sociable, concerned with others Good listener Diplomatic, perceptive	Great capacity for flexibility Has lubricating effect on teams, promotes harmony	Indecisive in crunch situations May try to be too versatile
Monitor Evaluator	Serious minded, prudent, sober Critical, seldom wrong	High critical thinking ability Good at analysing problems Capable of evaluating ideas/suggestions	Lacks enthusiasm/inspiration Fails to inspire others
Implementer	Self-controlled, disciplined, Conservative, hardworking, organised, predictable	Practical common sense/ability Knowledge of organisation/rules Loyal to the company/group	Lacks spontaneity and flexibility Shows signs of rigidity Distrustful of new ideas
Completer Finisher	Conscientious, perfectionist, anxious, introverted	Aspires to very high standards Good at meeting deadlines A capacity for follow-through	Intolerant of sloppy work /effort Not good at delegating/letting go Suffers from internal anxiety

Generating Ideas in Groups

- **The five basic principles for group thinking:**

1. No criticism or judgement while ideas are flowing
2. Freewheeling-thinking in any direction is welcome
3. Quantity of ideas is more important than quality
4. All ideas must be recorded
5. A period of incubation should be allowed

- **A successful group thinking session needs:**

1. Someone to run it
2. Get someone who's not involved in the issue. If you can't, choose someone who has some skills in chairing or facilitating. Don't choose the boss. The facilitator should stay in that role.
- A clear purpose
3. Everyone present should know why they're there. Spend a few minutes at the start, hearing what everyone thinks the purpose is.
4. A clear time frame
5. A clear process
The facilitator gives everyone a rough outline of what will happen. It is also important to set out the five basic principles.

- **Procedures for running group sessions**

1. Welcome everyone and make sure that they're all comfortable.
2. Explain your role, the five basic principles and that all participants are equal partners in the process.
3. Explain what will happen and how long has been set aside.
4. Check everyone understands the purpose of the meeting. Write it on the board or flipchart.
5. Try one of the following to get as many solutions as possible:
 - Ask everyone to call out ideas. Make sure that you write exactly what they say.
 - Put people in two's or three's to think of as many solutions as they can. They write them on flip sheets around the room.
6. Ask people to write ideas on sticky notes and stick them on flip sheets. Everyone then reads them to trigger more new ideas.
7. Take a refreshment break.
8. Go back to the original problem and check that no one wants to rephrase it. (Sometimes one of the ideas that have generated makes the problem look a bit different)
9. Do one other technique to pull out more ideas. Put people into small groups and give each group a blank sheet of paper and lots of pens. Ask them to draw a picture of the problem as they see it being solved and the stages gone through to get there.
10. Make sure all ideas are visible to everyone. Give everyone a coloured pen and ask them to walk around and mark the ideas they like, honestly. They put three stars on their favourite and two on second favourite and one on third.
11. Look at the ideas that have come out on top and write them on a new flipchart sheet.
12. This will probably be the final product of this session. You will need another session to look at ways to implement the solutions.

Quotes and Proverbs

We are what we repeatedly do. Excellence therefore, is not an act but a habit.
Aristotle

You cannot plough a field by turning it over in your mind.
Author Unknown

Fall seven times, stand up eight.
Japanese proverb

Every artist was first an amateur.
Ralph Waldo Emerson

You miss 100 per cent of the shots you don't take.
Wayne Gretzky

Most of the shadows of this life are caused by our standing in our own sunshine.
Ralph Waldo Emerson

It is better to fall short of a high mark than to reach for a low one.
H C Payne

In the absence of clearly defined goals, we become strangely loyal to performing daily acts of trivia.
Author Unknown

There are three kinds of people in the world, the wills, the wongs, and the cant's. The first accomplish everything the second oppose everything, the third fail everything.
Ralph Waldo Emerson

There is only one success, to be able to spend your life in your own way.
Christopher Morley

You are never a loser until you quit trying.
Mike Ditka

If you can't accept losing, you can't win.
Vince Lombardi

You cannot dream yourself into a character; you must hammer and forge yourself into one.
Henry D Thoreau

If there is no wind, row.
Latin Proverb

It is better to light one candle than to curse the darkness.
Chinese Proverb

Anyone who has never made a mistake has never tried anything new.
Albert Einstein

The first and greatest commandment is; don't let them scare you.
Elmer Davis

Anyone can hold the helm when the sea is calm.
Author Unknown

Never lose a chance of saying a kind word.
William Thackeray

A failure is a man who has blundered, but is not able to cash in on the experience.
Albert Hubbard

The difference between a successful person and others is not a lack of strength, not a lack of knowledge, but rather a lack of will.
Vince Lombardi

The secret of success in life is for a man to be ready for his opportunity when it comes.
Earl of Beaconsfield

A willing helper does not wait until he is asked.
Danish Proverb

Human Qualities

Respect

Definition: A feeling of honour or esteem for something or someone.

Questions

- Do you want people to respect you?
- What are some of the ways you can earn respect?
- What makes you respect others?
- Can you respect property as well as a person?

Honesty

Definition: Truthfulness and trustworthiness, not lying, stealing, or cheating.

Questions

- Can you think of anyone you know who is completely honest?

Trust

Definition: To place confidence or firm belief in the honesty or dependability of someone or something

Questions

- Do you trust some people more than you trust others? Why?
- What makes people trustworthy?
- Is it important for your parents to trust you?
- How can you show trust in your teacher?

Judgement

Definition: The ability to reach decisions after careful consideration of evidence, the ability to choose wisely.

Questions

- What are some of the judgements you need to make during the school day?
- Do some judgements include thinking about the effect that your decisions have on other people?

Pride

Definition: A sense of one's own dignity or worth

Questions

- How do you cheat yourself if you do not do your best?
- How can students in Kilkenny College take pride in what they do?
- Can you take pride in your behaviour and treatment of others?
- How many of you have pride in your school? Why or why not?

Integrity

Definition: Strict personal honesty and independence

Questions

- How does the word integrity apply to you?
- What does the statement, "The integrity of the team has been maintained" mean to you?

Character

Definition: A person's normal nature or behaviour.

Questions

- Does your character include many different behaviors, such as honesty, good sportsmanship, respect and so on?
- What do you think is the best aspect of your character?
- What is the difference between having character and being a character?

Poise

Definition: Dignity and possession, or control, of your behaviour; composure.

Questions

- Have you ever seen someone lose their poise?
- What does it feel like to lose your poise?
- Do you think keeping your poise will you concentrate?
- Name a word that is the opposite to poise?

Loyalty

Definition: being faithful to a person, country, idea, or conduct

Questions

- What does the term "You can count on me" mean?
- What and whom should you be the most loyal to?
- How can you be loyal to friends or team-mates?
- Can you be loyal to something or someone you don't like or don't agree with?

Unselfishness

Definition: Being generous and thinking of others.

Questions

- When you help someone else achieve, how does that make you feel?
- Give an example of something you can say to someone in your team that will show you are an unselfish team mate.
- Does a team work better together if no one is concerned about who gets the glory?

Caring

Definition: To be concerned about others, to look after others or take charge of their welfare.

Questions

- How can you show your parents and teachers you are a caring person?
- How can you show your classmates?

Enthusiasm

Definition: Great interest in and excitement about something

Questions

- Think of things you are enthusiastic about.
- Do you find it hard to be enthusiastic about certain things? Can you do anything to overcome that lack of enthusiasm? Could you set goals?

- Can you be too enthusiastic about something? What could happen?
- Find something to be enthusiastic about this week.

Principles

Definition: A statement or set of statements describing the way someone acts or behaves

Questions

- What are some of the ways we believe people should act?

Courage

Definition: The quality of mind and spirit that helps one to take risks and face hardship with confidence and firm control of oneself.

Questions

- Why does it take courage to develop a strong character?
- What does "courage of your convictions" mean?
- Does it take courage to be the best you can be in a sport or activity?
- Does it take courage to participate in an activity that you know is going to be tough and may involve failure?

Confidence

Definition: A good feeling about yourself and your abilities.

Questions

- Does having confidence mean you will be the best at something?
- How can you gain more confidence?
- Can you have confidence in yourself and still lose or fail at something?
- Can you have confidence in your team? How can your team-mates have confidence in you?
- Do you have confidence that your everyday behaviour is promoting good character?

Commitment

Definition: A pledge or obligation to follow a certain course of action

Questions

- Do you know how to set goals? Should you write them down or keep them as dreams in your head?
- How can team-mates be committed to a team?
- How can you be committed to your school?
- Take the time to write down one dream or goal and think about how to reach it.

Discipline

Definition: Controlled behaviour formed by training or work that tends to develop a specific skill.

Questions

- How is self-discipline different from the discipline your parents or teachers use with you?
- Do we all have self-discipline? What makes us want to use it?
- How do you discipline yourself to achieve a physical skill like shooting a basket?
- How do you discipline yourself to work towards go grades in school?
- If you discipline yourself, will others have to discipline you?

The A.P.P.L.E.S. ACRONYM

Given to the College by Bill Cullen in 2010 and linked to his best-selling book "Golden Apples"

A is for **ATTITUDE** and it's essential that you have a can-do **POSITIVE** attitude. You have to believe in yourself and that comes from developing your mental and physical strength. By studying, reading and learning you will build mental capacity while sport and exercise will develop your physical strength. All of which brings self-confidence. **HENRY FORD**, the most famous name in car manufacturing, said very clearly that "**IF YOU BELIEVE YOU CAN, OR YOU CAN'T-YOU'RE RIGHT**". Always stay positive and let that positive thinking turn into positive actions. Don't let negative people hold you back. When you are strong and healthy and thinking positively you can be a terrific achiever, and one easy way to feel terrific is to keep a smile on your face.

P is for **PLAN**. Write down your plan outlining how to want to achieve your goals. If you want to make the **SENIOR CUP TEAM** you need to be stronger and faster than the other guys. So get on a programme in the gym and on the track to develop those skills. There's no use wishing you could make the team, no use dreaming you scored the winning try. You have to **GET REAL** and start a **PLAN** of **ACTIONS** that will build the skills and develop your potential to be a star player. Because **YOUR FUTURE DOESN'T JUST HAPPEN-YOU CREATE IT**. The great future you want for yourself will only happen when you focus on what you want, prepare the plan to achieve, and with determination work to the programme to get you there.

The second **P** is for **PEOPLE POWER**. Getting people to help achieve your goals is vital. You need your coach to help, your teachers and family to support you. You maximise your people power by getting people to like you. And people will like you when you help them and co-operate with them. When you keep your training commitments and acknowledge their help and say thanks. When you apply yourself a hundred percent to being the best you can be. When you act on the advice and are seen to be hardworking and anxious to learn and improve. The more you respond the more they will help. Be a good team player and the team will help you.

L is to **LEARN TO BE LUCKY**. We all need a bit of luck to achieve our goals. But luck is "**opportunity meeting preparation**", and the secret of being lucky is about being prepared. If a player drops off the team are you fully fit and ready if you are offered his place? The famous golfer, when hitting a ball 60 yards out of the bunker straight into the hole, said "**its strange the more I practise the luckier I get**". That's the secret. To be lucky-you must learn. Learn more, practise more, and prepare more than the other guy, and you'll always be **LUCKY**.

E is for the **ENERGY TO EXCELL**. If you want to be really excellent it's important you have the health and stamina to succeed. That comes from **ENERGY** and guess

what your energy comes from **EXERCISE**. When you get oxygen pumping around your system you are energised by endorphins. Stay fit and healthy by exercising and you will always be full of energy. Keep far away from the energy killers-the **DDC**. That stands for **DRINK, DRUGS, and CIGARETTES**, which don't just sap your energy but will actually kill you eventually. Every goal or ambition you have can easily be achieved by using your talents and abilities so don't destroy your health with the **DDC**.

S is for **SELLING SKILLS**. In every walk of life being able to sell yourself and your service or product gives you a huge advantage. Being able to articulate and communicate is a skill to learn at an early age. People buy into people they like and respect and you need to cultivate those characteristics to build rapport and empathy. In business, personal relationships and networking is the platform for success. So cultivate your communication skills by reading, debating and being nice to people.

So that's my **APPLES** for you:

A is your warrior's **ATTITUDE** for **ACHIEVING**

P is your dynamic **PLAN** of **ACTIONS**

P is your charismatic **PEOPLE POWER**

L is the way to **LEARN** and be **LUCKY**

E is your explosive **ENERGY** to **EXCEL**

S is your supercharged **SELLING SKILLS**

One last thing to pull the whole concept together is **LEE-A-ROADY** which I refer to as the Gaelic word for courage. You have to make things happen for yourself in this life. Don't end up a loser blaming others for your failures. Realise now, today, that with your potential and determination you can make your own dreams come true. **You're future doesn't just happen – you create it**. The first thing to do is to get my best-selling "Golden Apples" book which will take you step-by-step to the success you want.

Bill Cullen

Extract from the book, “Go Long”, about NFL Receiver Jerry Rice

No one else lives your life but you, so you might as well take hold of it and make it your own. Think about who you are and where you want to go, and then go there. We are all in charge of our own destinies, whatever they may be. Whether your destiny is in fashion design or catering, retail management or teaching, follow your dreams no matter what. Along the way in your journey, there will be those who want to disrupt your path; they will want to shape your destiny for you. They may be family and friends who doubt you or a jealous co-worker who doesn't want you to succeed, but you have to be able to put the negativity aside. Why should someone else get to choose your path? You can control what you accomplish. Are you willing to sacrifice to get there? Are you going to take the initiative and make it happen? Let me tell you the world won't wait for you and you can't wait for other people to get your life going. Go for it!

Jerry Rice is considered to be the greatest receiver in NFL history, and some football authorities believe he may have been the greatest player in any position. The records he holds for total receptions, total touchdown receptions, and total receiving yards are greater than the second-place totals by as much as 50 per cent.

BENEFITS OF REGULAR EXERCISE

Scientific studies are showing that exercise has the following benefits:

- Effective weight control
- Greater self confidence
- Better clarity of thought
- More enthusiasm
- Higher energy levels, more vitality
- More stable, happier emotions
- Increased stamina and endurance
- Better concentration and memory
- Increased resistance to disease
- Better digestion
- Deeper more satisfying sleep
- Lower stress levels
- Reversing the aging process

In order for man to succeed in life, God provided him with two means, education and physical activity. Not separately, one for the soul and the other for the body, but for the two together. With these two means, man can attain perfection.

Plato

TEN STEPS TO KEEPING STRESS UNDER CONTROL

Here are the **Mental Health Association of Ireland's** top ten management recommendations to reduce stress and to keep you on the road to good mental health and well-being.

1. **Knowledge:** Learn what stress is and its effects on the body. *Stress is the response of the body to the demands placed on it; the level of pressure will determine whether you can cope or not.* Learn to identify your own signs of stress and what causes stress.
2. **Diet:** The Romans had it right when they spoke of a health mind in a health body. A well-balanced diet enables the mind and body to cope better with the stress.
3. **Exercise:** A reasonable amount of exercise is essential to keep your mind in peak form.
4. **Sleep:** Before going to bed take at least a half an hour to unwind and avoid caffeine and a heavy meal last thing at night.
5. **Get Organised:** Plan your day and be realistic about what you can achieve in the day. When you know difficult situations are coming your way, think of positive ways you can get a bit of relaxation or leisure in as well.
6. **Problem Solving:** Think about how you deal with problems. Is your approach helpful or unhelpful? Do you put yourself under stress when you have problems to solve? Work on ways of improving your problem solving ability and don't be shy about asking for help in dealing with problems if you feel you need it.
7. **Support:** Make sure you have a few people around you that you can rely on as safety valves. People who can help with problems and help you relax and encourage you to participate in various leisure activities.
8. **Time for yourself:** This is called “me time” and may involve a book, bag of balls at the driving range, listening to music, some DIY or a soak in the bath.
9. **Leisure:** Life is to be enjoyed not endured. Develop interests and activities outside of study and school. This will help compensate for areas of your interests or personality not fulfilled through study.
10. **Relaxation:** The ability to relax does not necessarily come naturally. You may think you are relaxed and be unaware of a higher than average level of muscle tension in the body. Try to recognise the variation of tension in your body and then plan the best ways for you to develop relaxation.

NOTES

