



Trinity College Dublin
 Coláiste na Tríonóide, Baile Átha Cliath
 The University of Dublin

TRINITY ACCESS



ACCESS21



COURSE BOOK



Erasmus+



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On the cusp of my second decade in teaching, I found myself facing into new Junior Cycle specifications, the rise of technology in the classroom and increasing despondence at how few of my wonderful students were progressing to third level education. These felt like insurmountable barriers. Luckily, that same year, Trinity College Dublin were introducing their new PGCert in 21st Century Teaching and Learning and launching their version of the College for Every Student programme, called Trinity Access 21 (or TA21). Taking part didn't change my circumstances, but absolutely altered my place within them.

The use of innovative, student-centred pedagogies in my classroom, combined with a whole school drive to implement the core practices of Mentoring, Pathways to College and Leadership in Learning, had a palpable and dynamic effect. My students and I worked together as a team and we experimented with learning styles and lesson plans; combining their confidence in technology with my knowledge of the curriculum opened new perspectives for us all. They became more actively engaged in their own learning, while I developed new skills in facilitating these opportunities for them. Teaching and learning became fun again.

After five years working with Trinity Access, our college progression more than doubled to 68%. I feel empowered by the work that I am doing and so proud to be part of a growing Community of Practice. My relationships with teachers, support staff, parents, management and pupils are now built on solid foundations of shared goals, common experience and mutual respect. I know that I can adapt, grow and develop in my classroom to meet any and all changes within the education system and wider society. I now see those barriers as hurdles that are easily overcome.

- Claire, Project Lead, Ardscoil la Salle

Trinity Access works with students, teachers and schools to help empower every young person to reach their full academic potential. Our programmes and resources are designed and tested to positively impact educational aspirations, as well as develop the skills, networks and knowledge base required to meet them. Our work is based on three core practices: **Pathways to College**, **Mentoring** and **Leadership in Learning**.

Trinity Access has 25 years of experience working in the areas of widening participation and educational innovation with a track record of building, scaling and sustaining programmes aimed at underrepresented groups. The resources and guidelines in this handbook are based on a five-year pilot initiative which began in 2014 called Trinity Access 21. This pilot was a collaboration between Trinity Access and the US-Based NGO College For Every Student (CFES). CFES has been working with students from low-income families in over 1,500 school districts across America for the last 25 years, helping to create college-going cultures in schools.

Over 1,100 students from 11 partner secondary schools took part in activities across all three core practices with student and teacher outcomes measured through a longitudinal research project. The main findings of this research to date are summarised on the next page. This handbook is a practical guide to adapting and implementing the three Trinity Access core practices for your own school context. The benefits of each core practice are discussed, along with sample activities, tips on how to maximise impact and advice on how to overcome some of the challenges you'll face along the way.

Trinity Access 21 Core Practices

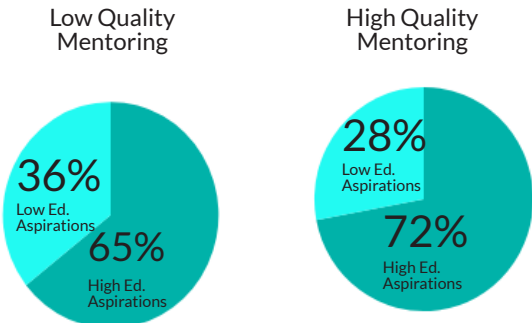
3863 students completed the research survey



17 Dublin post-primary schools participated in the survey

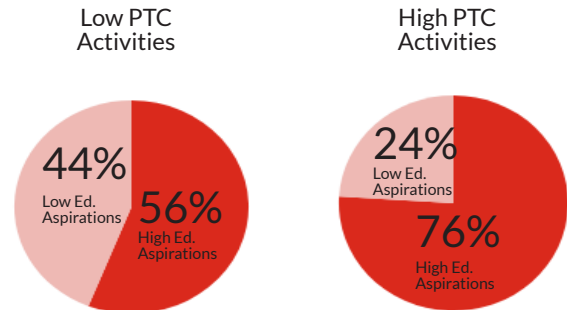
Mentoring

Students who experience high quality mentoring report higher educational aspirations & goals



Pathways to College

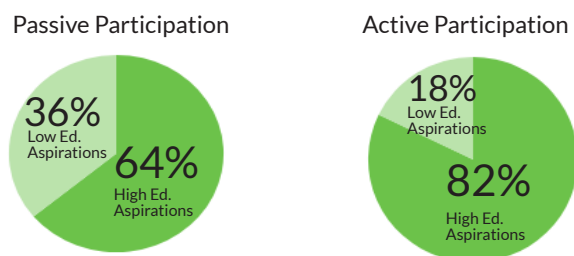
Students who engage in a high amount of pathways to college activities report higher educational aspirations & goals



Leadership in Learning

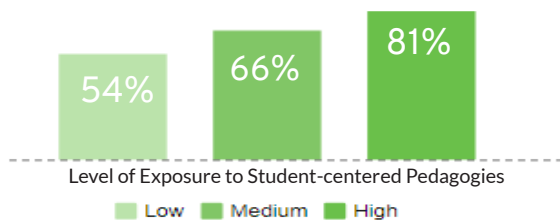
Student-led Community Service Projects

Students with high levels of active participation report higher educational aspirations & goals



Student-Centered Teaching & Learning within the Formal Curriculum

% Students with High Ed. Aspirations



Students with an increased level of exposure to student-centred pedagogies, report higher educational aspirations & goals

Research findings suggest that student-centred pedagogies within the formal curriculum positively predict higher:

- Educational Aspirations & Goals
- Wellbeing
- Student Voice
- Confidence in College Success
- Student-Teacher Relationship
- Active Engagement in Learning



CORE PRACTICE 1

PATHWAYS TO COLLEGE

PATHWAYS TO COLLEGE

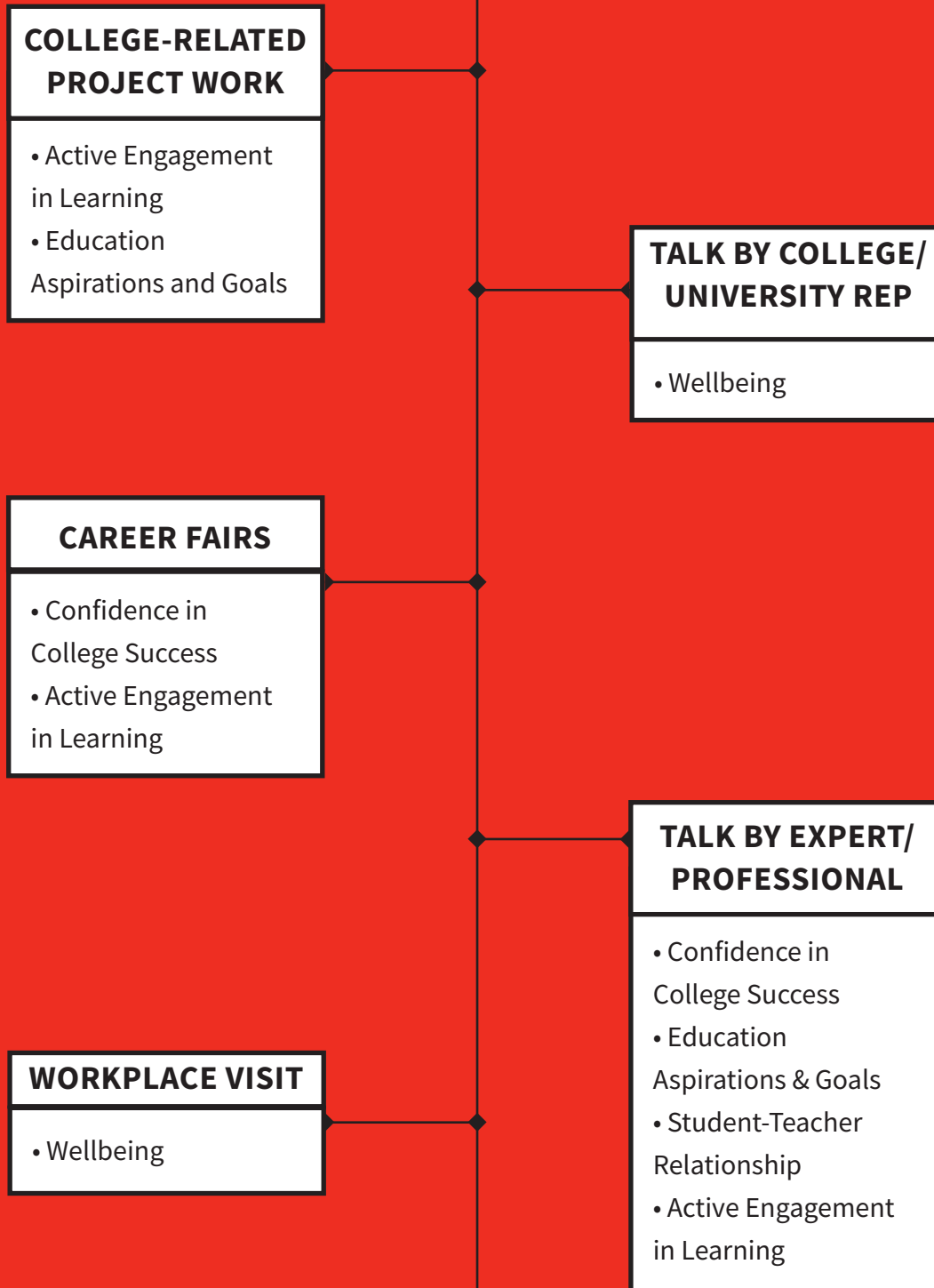
INTRODUCTION

The Pathways to College core practice involves coordinating activities that provide students with a chance to explore post-secondary options. Engagement in this core practice equips students with the knowledge to make informed choices regarding subjects and subject levels for junior and senior cycle in the context of exploring post-secondary educational and career options. Activities include, for example, projects relating to college/courses choices, mock applications, campus visits, careers fairs, talks by professionals and workplace visits.

In TA21 schools, all students, from 1st to 6th year, consistently engage in activities that promote college-going. They create and adapt materials that promote college in an inclusive way so that students of diverse backgrounds are encouraged to consider college as an option for them. Thus, the idea of progressing to college is promoted and highly visible in the school and community.



PATHWAYS TO COLLEGE: STUDENT REPORTED IMPACT OF EACH ACTIVITY



These research findings are based on data collected by Trinity Access.

PATHWAYS TO COLLEGE

DESIGNING YOUR PATHWAYS PROGRAMME

Pathways to College covers a range of activities designed to increase awareness of, as well as share specific information on, third-level options for students. The Pathways programme is intended to support the current guidance programme, given that most traditional career guidance activities align with Pathways to College activities.

Thus, it is essential to include the career guidance staff on the TA21 team: their knowledge, experience and established practices are key to building a whole-school suite of activities.

There are two main categories of pathways activities: (1) Whole Cohort Activities, for all students within a specific year group, and (2) Specific Cohort Activities, for smaller cohorts within the year group with specific interests, such as Maths and Science, Medicine, or Law.

It is important to have a good balance of both of these types of activities (whole and specific cohort) for each year group in order to ensure all students are adequately prepared for and informed on progression to third-level education.

Below is a sample Pathways plan, with descriptions and resources for each activity, for a whole school approach. TA21 encourages schools to align their Pathways activities with College Awareness Week (CAW) — the national campaign aimed at celebrating and promoting the benefits of going to college, preparing students of all ages to become college-ready, and celebrating local role models.

Many events are organised through CAW. To find out more and get your school involved in CAW activities, visit collegeaware.ie.

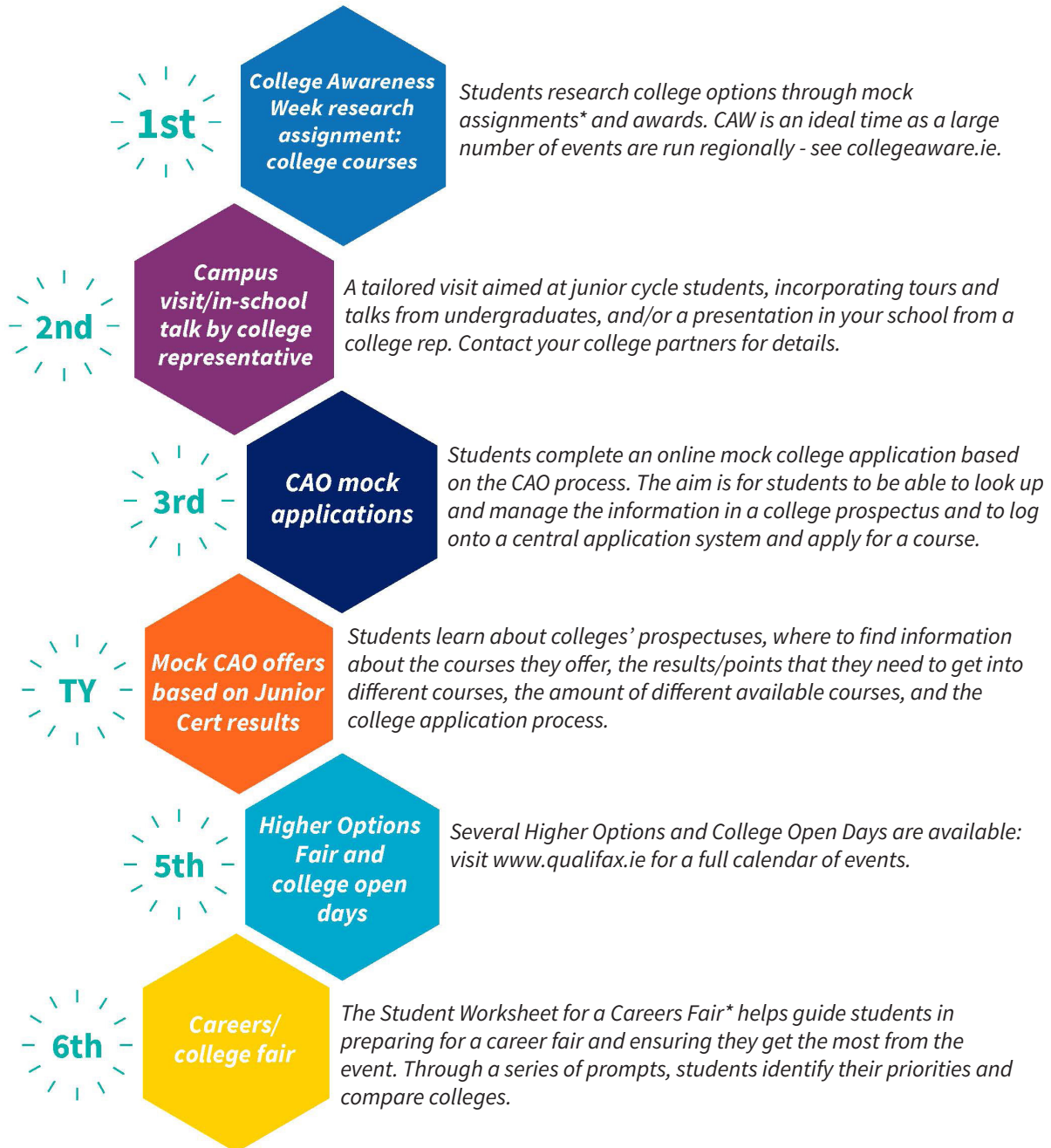
PATHWAYS TO COLLEGE

EXAMPLES OF ACTIVITIES



PATHWAYS TO COLLEGE

WHOLE COHORT ACTIVITIES

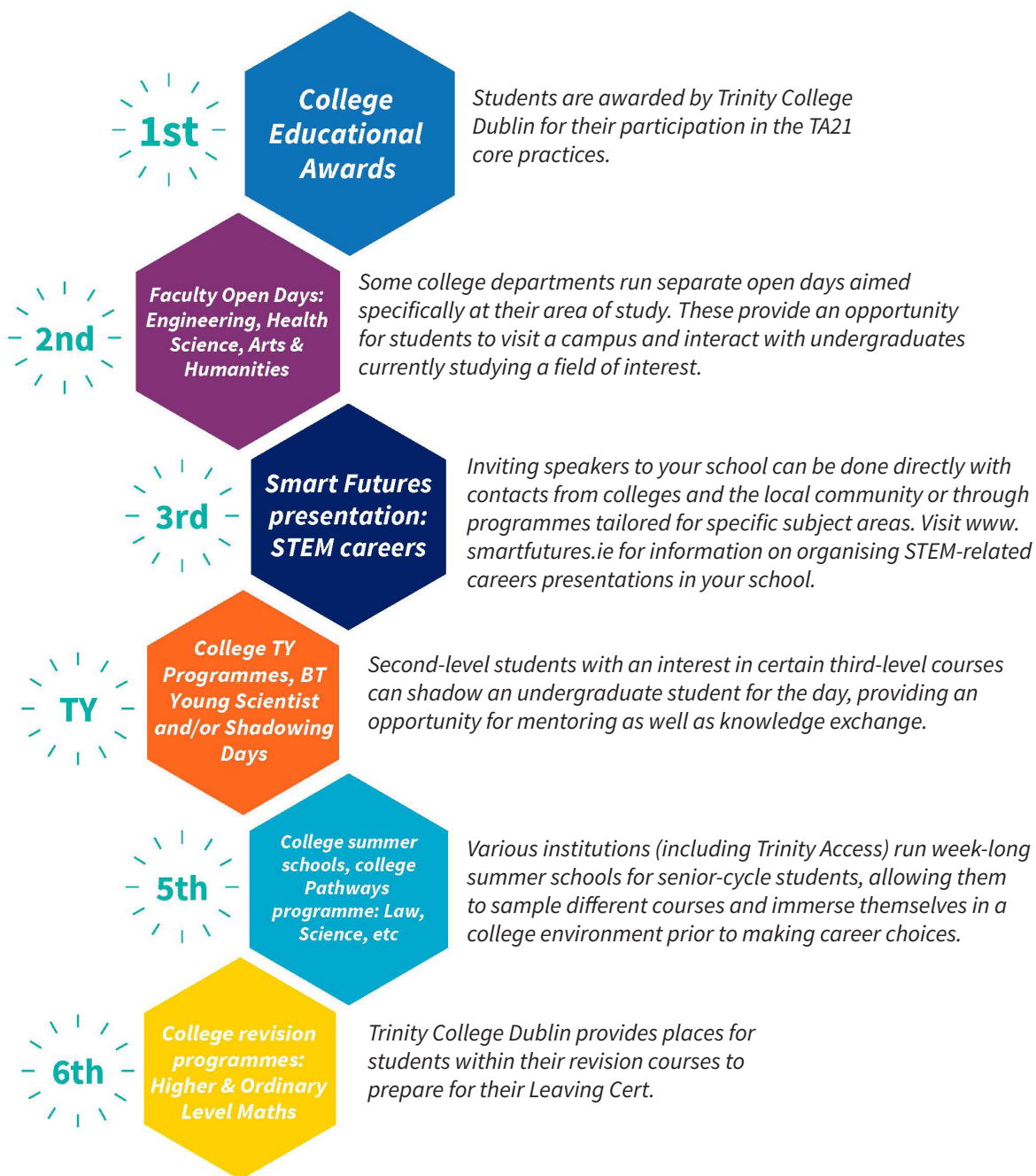


* Additional resources (e.g. worksheets and handouts) are included in the appendix of this handbook and/or on the online TA21 Teacher Toolkit at www.thestaffroom.ie.

These activities are aimed at increasing general knowledge and awareness of options at third level. In many cases, these activities can be done in multiple different year groups.

PATHWAYS TO COLLEGE

SPECIFIC COHORT ACTIVITIES



These activities are aimed at smaller cohorts with specific interests such as Maths and Science, Medicine, Law, and many others. Activities are run through college admissions and access departments, as well as organisations such as Science Foundation Ireland. Contact your college partners or visit their websites for a full list of events/activities.

PATHWAYS TO COLLEGE

EXPANDING YOUR REACH

PARENTS

Keeping parents informed on third-level options is crucial. Hosting information evenings on the CAO, HEAR and DARE application processes can be especially useful to parents with no experience of third-level education. Inviting parents to career events and open days can also help expand their knowledge base. Research assignments/mock applications can also be designed to include feedback from parents, encouraging further discussion on student pathways.

ALUMNI/LOCAL BUSINESSES

Keeping an up-to-date alumni database as well as cultivating links with local businesses will enable you to recruit for and run your own careers fairs in school. With greater control over content and format, these events can be tailored to your students' specific circumstances and interests.

MENTORS

Involving mentors in the delivery of Pathways activities is a great way to combine core practices and cut down on students' time away from curriculum-related academic activities. Mentor sessions can be used to help students with career investigations or mock applications. Mentors from specialised areas can give careers talks to larger groups while mentors from specific colleges are ideally placed to give campus tours. The more embedded mentors are in the overall TA21 programme, the better the experience for both the mentors and mentees.





CORE PRACTICE 2

MENTORING

MENTORING

INTRODUCTION

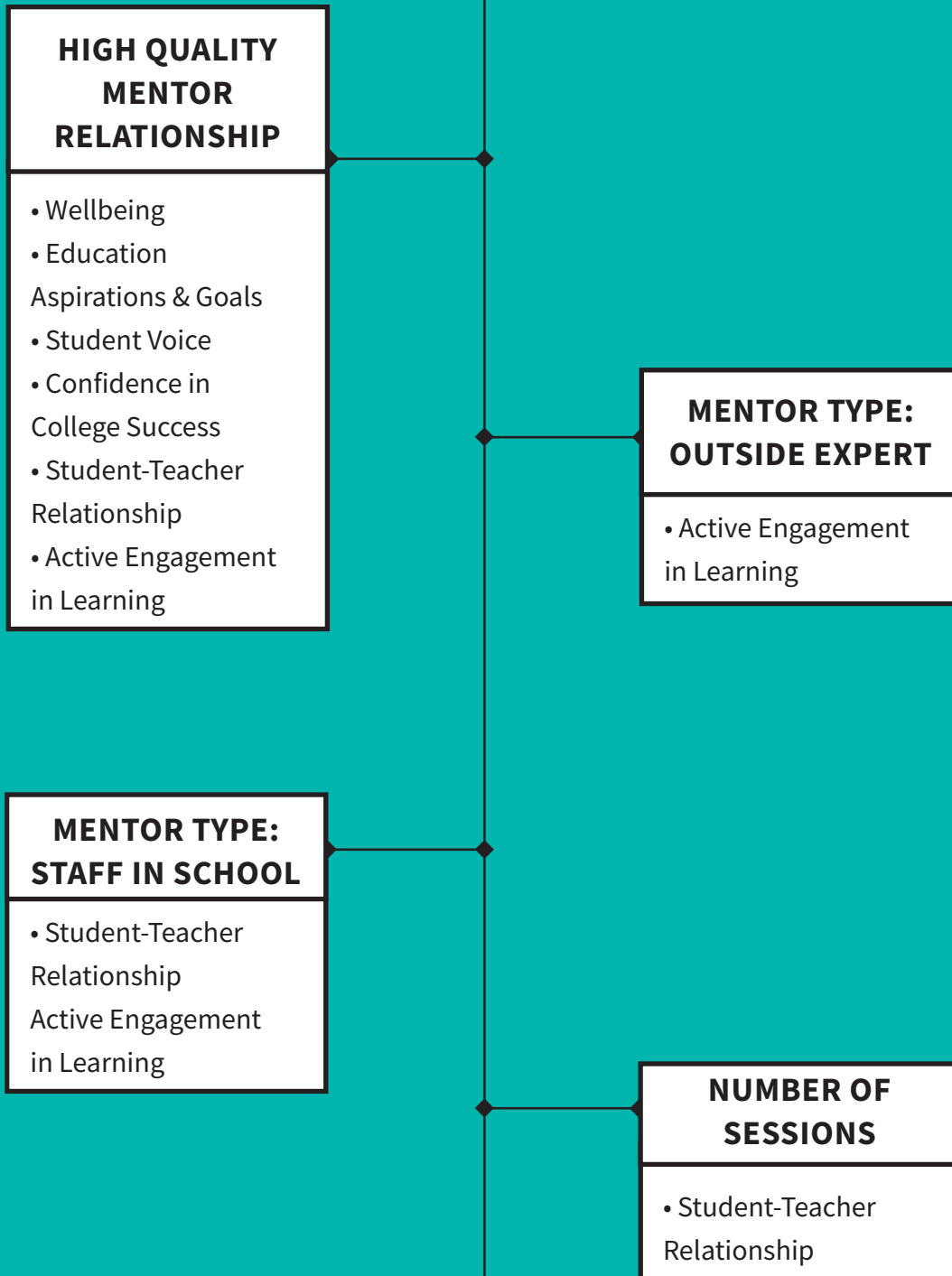
The Mentoring core practice in TA21 schools involves various types of mentoring programmes, designed to foster academic and personal growth among all students. It includes, for example, college-focused mentoring, peer-to-peer mentoring, and career-focused mentoring.

Mentoring provides all students with a supportive relationship with a more experienced individual who can serve as a role model — such as teachers, community leaders, peers, adults, and/or college students.

Good mentoring programmes are well structured, build relationships through which information can be transferred, and enable students to develop self-esteem and confidence. Mentoring is not a once-off activity; it involves a mentor engaging with a mentee/small group of mentees over a length of time. In TA21 schools, all students participate in long-term mentoring programmes as both mentees and mentors, mentoring becomes integrated in school planning, and community partners form part of the mentoring structure.



MENTORING: STUDENT REPORTED IMPACT OF EACH ACTIVITY

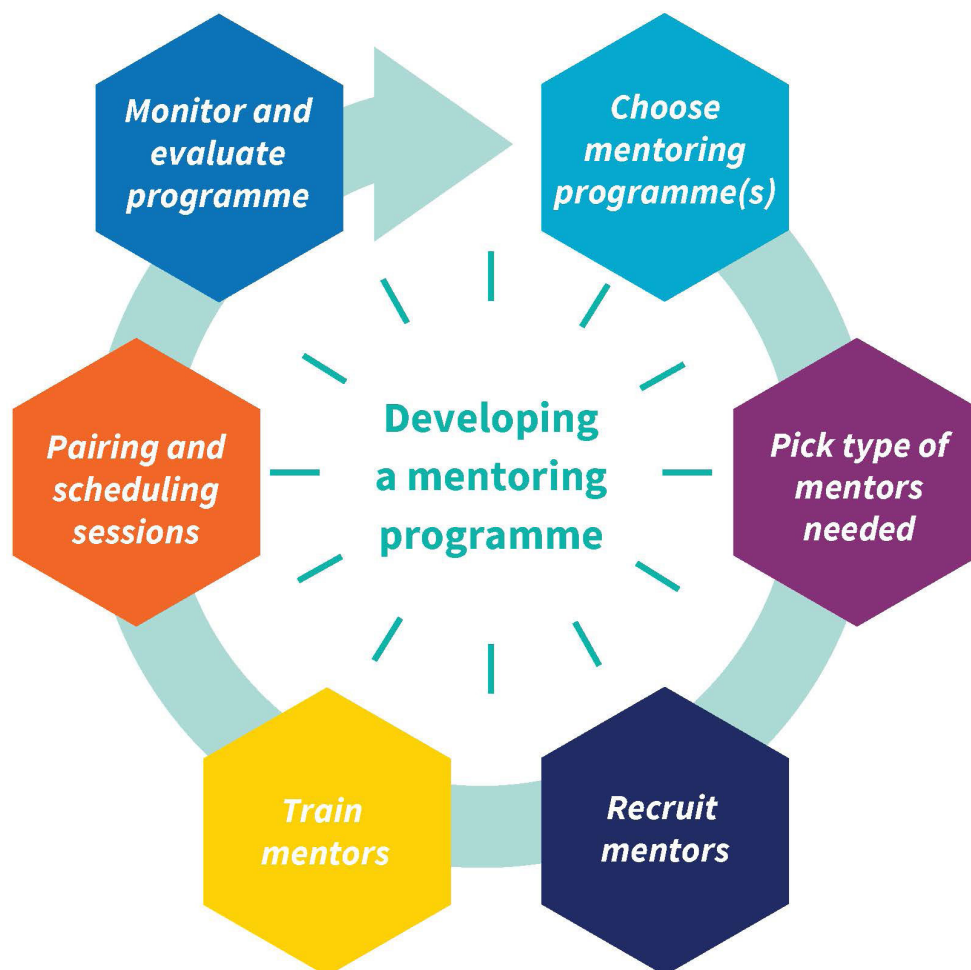


These research findings are based on data collected by Trinity Access.

MENTORING

DEVELOPING YOUR MENTORING PROGRAMME

Building a quality, effective mentoring programme involves multiple steps and coordination among many people in the school and wider community. In a nutshell, it involves a cyclical process of deciding on the type of mentoring you believe your students need; determining the type of mentors needed; recruiting; training; developing a schedule, and monitoring and evaluating the success of the programme.



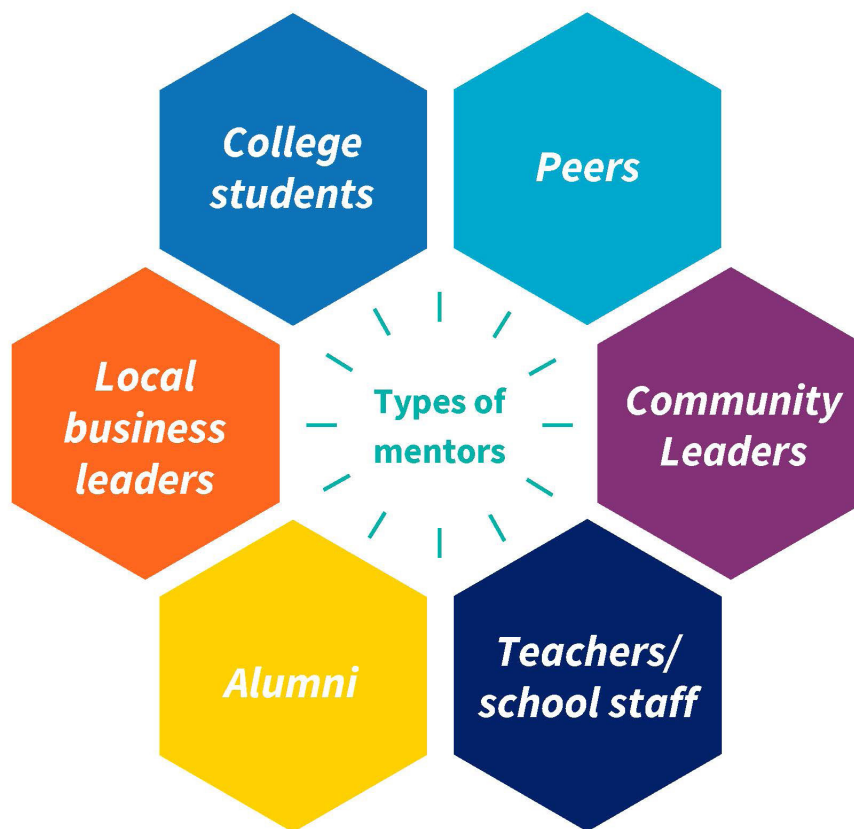
MENTORING

CHOOSING A MENTORING PROGRAMME

TYPE	DESCRIPTION	ADVANTAGES	CHALLENGES
Peer Mentoring	Older students (usually senior cycle) mentor younger students (usually junior cycle) to both help incoming students transition to their new environment and to develop their own skills	<ul style="list-style-type: none"> • Easiest to organise • Creates opportunities for year groups to mix • Promotes a more open and collaborative atmosphere in the school • Impacts a greater number of students 	<ul style="list-style-type: none"> • No college/further ed experience in mentors • Poor mentoring relationship can have a negative impact on students' self-esteem • Risk of bad role-modelling e.g. exams, behaviour
College Mentoring	Current college undergraduates/postgraduates mentor second-level students	<ul style="list-style-type: none"> • Sharing of recent experience of the application and progression processes • Mentors can help clear up misconceptions and relieve anxieties about the financial and social aspects of college 	<ul style="list-style-type: none"> • Recruitment and training of mentors can be time consuming • Can be challenging to timetable sessions
Community/ Adults/ Local Business Mentoring	Residents and professionals from the local community with experience of third-level education as mentors	<ul style="list-style-type: none"> • Mentees access supportive network outside of school • Forms links between your school and the community • Students get a deeper understanding of the links between college and professional opportunities 	<ul style="list-style-type: none"> • Recruitment and training of mentors can be time consuming • Can be challenging to timetable sessions • Some adults may not be as familiar with working with young people
Teacher/ Staff Mentoring	Teachers/staff members of the school are paired with students/small groups to mentor on school issues, college/career choices, etc	<ul style="list-style-type: none"> • Relatively easier to organise • Helps to strengthen student-teacher relationship • Mentor-mentee ratio is small (1:3) • Mentors are comfortable working with young people 	<ul style="list-style-type: none"> • Mentees might be reluctant to get involved based on existing relationships • Might clash with other activities like sports training or music practice
Alumni	Current students are linked with past pupils who have experience in third-level education, and who can mentor on school issues, college/career choices, etc	<ul style="list-style-type: none"> • Alumni are familiar with the specific school environment and local community • Continuous engagement with past pupils can also increase overall alumni involvement in other school events 	<ul style="list-style-type: none"> • Recruitment and training of mentors can be time consuming • Can be challenging to timetable sessions

MENTORING

TYPES AND NUMBERS OF MENTORS



Depending on the type of mentor programme(s) you want to create in your school, you will need to determine which people will most suit your needs. In many TA21 schools, there are multiple types of mentoring programmes, with different kinds of mentoring taking place simultaneously.

You'll also need to determine the ratio of mentees to mentors you wish to have for your sessions. This may vary depending on the type of mentoring, the age of the mentees and the number of mentors available. The smaller the ratio of mentees to mentors, the more time the mentor will be able to spend with each mentee. However, having a group of mentees rather than one-to-one mentoring can allow for group-based activities and the incorporation of collaborative learning into the mentoring experience. Having between two and five mentees to each mentor can help strike a balance between these two considerations. The ratio you decide will determine the types and number of mentors you need to recruit.

MENTORING RECRUITMENT AND TRAINING

Finding and recruiting quality mentors both within and outside of the school environment is critical to developing an effective mentoring programme. Here are some tips for recruitment:

- Develop and manage an up-to-date alumni database.
- If your school is linked with a third-level institution, it is advisable to recruit some of your mentors through those links.
- Contact colleges in your area with recruitment proposals.
- Draw upon your alumni base, enrolled in third-level courses, to help ensure your mentors come from a range of courses and institutions.
- Send letters or emails to local parents' associations, community groups such as VDP, and local businesses with information about your mentoring programme.
- Use a centralised application system, so you have all your mentor details in the same place and format.
- Use free tools, such as Google Forms, to create custom applications, allowing you to collect and store information on your mentors, such as background, availability and contact details.

Once you have recruited for your programme, you will need to train and manage all of your mentors.

Even though some of your mentors might be teachers, older students, and other school staff, it is critical to develop a strong training programme for all people wishing to act as mentors.

It is essential to emphasise the differences between the student-teacher/peer-to-peer/student-staff relationships and the mentor-mentee relationship in order to have an effective mentoring programme. It is good practice to assign more than one staff member for this, as dealing with numerous mentors and mentees can be time consuming.

MENTORING RECRUITMENT AND TRAINING

A good training programme:

- Introduces mentors to the school and sets out the expectations of the programme.
- Clearly defines the mentors' roles and responsibilities.
- Gives mentor trainees a chance to ask questions and discuss their own thoughts on the programme with each other.
- Has multiple staff members available to lead a training sessions.
- Provides suitable scaffolding for the mentors: written instructions, worksheets and activities/assignments can help. See some sample materials provided in the appendix.

CHILD PROTECTION CONCERNS

It is critical that you familiarise your mentors with the specific child protection policies within your school. Mentors should be given a copy of these guidelines during training and should be Garda vetted.

Additionally, Túsła, the Child and Family Agency, provide a universal e-learning training programme called 'Introduction to Children First'. We suggest that mentors go through this course before commencing their mentoring duties. This training can be found at tusla.ie/children-first/children-first-e-learning-programme.



MENTORING

SELECTION, PAIRING AND SCHEDULING SESSIONS

SELECTING MENTORS

After interviewing/gathering information about mentors, suitable mentors should be selected. It may help to keep in mind what your mentees need when thinking about which mentors to select. When TA21 students were asked to rank the characteristics of a good mentor, a knowledgeable person came out on top, while having someone of the same gender was ranked lowest. The characteristics of a good mentor are shown below.



PAIRING/GROUPING

Pairing mentors and mentees can be logistically challenging, but TA21 schools do it in a variety of ways. For example, they've been paired based on:

- Schedules/availability
- Subject/career interest
- Knowledge of pupils' personalities
- Hosting a speed-meet event and asking about preferences

MENTORING

SELECTION, PAIRING AND SCHEDULING SESSIONS

Mentors should be assigned to an individual/a group for the duration of the programme. The mentor-mentee pairs/groups will then also need to be assigned to a school staff member, who will supervise the mentoring sessions, and will be available to help answer questions or address any issues that may arise.

SCHEDULING SESSIONS

Deciding on an appropriate format and timetable for your mentoring programme is one of the biggest factors that will affect its success and help ensure consistent engagement in the programme. There are no right or wrong answers to these approaches, as each school and community will have different needs and circumstances. When using e-mentoring, it can be beneficial to adopt a blended approach by organising some sessions in person.

WHEN	ADVANTAGES	CHALLENGES
During school hours (class time or lunch breaks)	<ul style="list-style-type: none"> • Ensures good attendance • Easier to find staff for supervision of sessions • Useful for peer and staff mentoring programmes 	<ul style="list-style-type: none"> • Can be difficult for college or community mentors to find time away from work or study during the school day • Takes away from class time for curriculum
Before/after school	<ul style="list-style-type: none"> • Ensures the maximum number of mentors are available • Reduces the amount of class time used to run the programme 	<ul style="list-style-type: none"> • Reduces the number of students who engage with the programme as attendance can be variable • More difficult to organise adequate staff supervision
Online (email, live video or audio conferencing)	<ul style="list-style-type: none"> • College- and community-based mentors may find it easier to log in online at work or in college rather than travel to the school • Can link people internationally 	<ul style="list-style-type: none"> • Difficult to timetable when access to IT equipment in the school is limited • Often a less preferable way to communicate for students and mentors • In-person interaction important in developing a relationship

MENTORING

EVALUATING THE PROGRAMME

SUPERVISION

Adequate supervision from staff is essential for your mentors as well as mentees. The number of staff required to supervise the mentoring sessions will depend on the venue (i.e. number of rooms), type (online/in-person) and the mentor background (peer, community/college-based).

Assigning staff members to be responsible for the same number of mentor/mentee groups can be a good way to share workload. It is also important that a staff member be contactable outside the sessions to address any issues that might arise for mentors around child protection, behaviour and scheduling.

TIPS FOR KEEPING EVERYONE ENGAGED

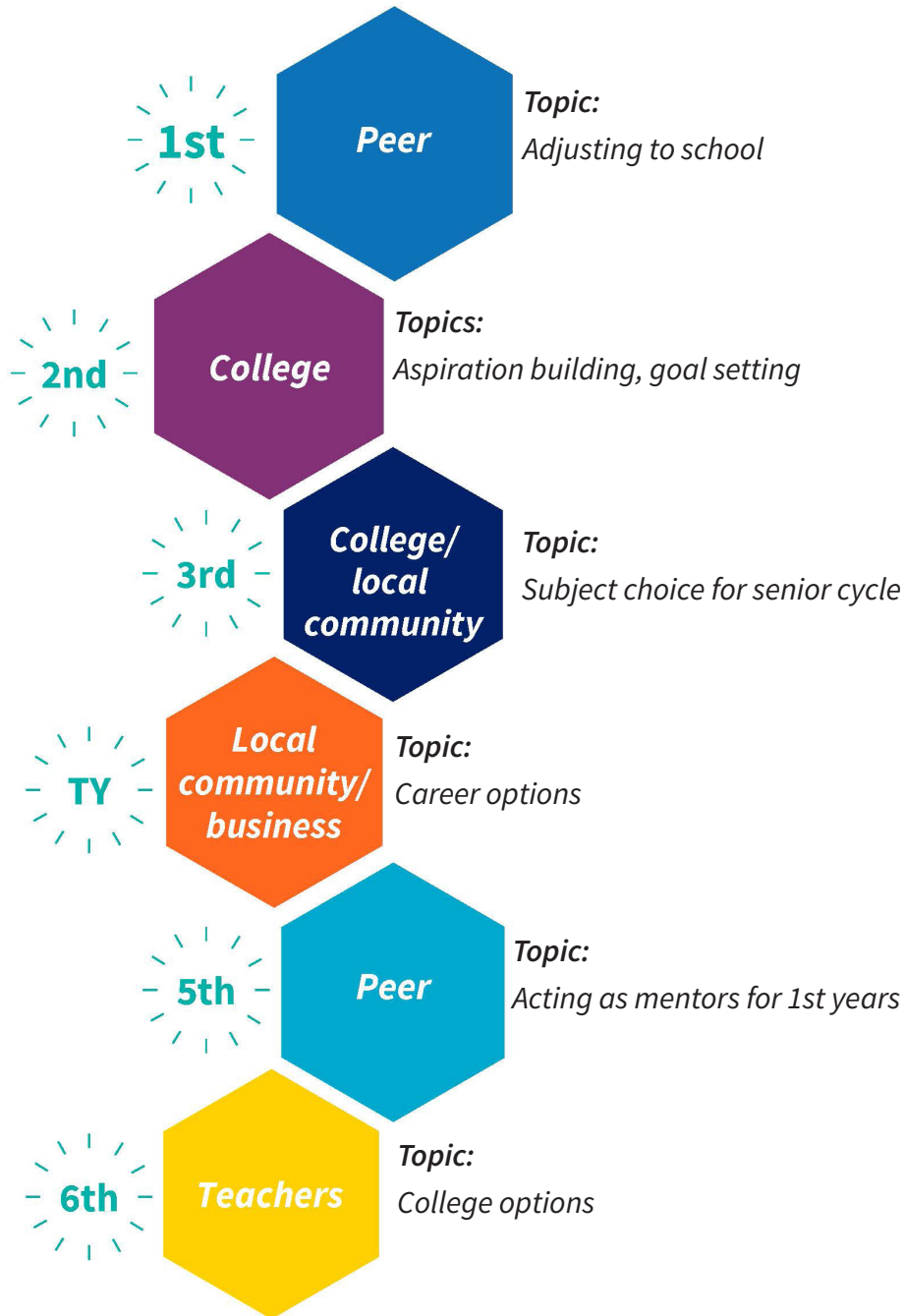
MENTORS	MENTEES
<ul style="list-style-type: none"> • Regular contact by phone or email to check on progress • Invite mentors to school events such as graduation, awards, etc • Host celebrations to help to thank mentors • Gather mentor feedback through online polling or focus groups to improve programme • Check in with mentors when they visit school 	<ul style="list-style-type: none"> • Make mentoring mandatory • Gather feedback to improve programme • Co-design mentoring activities • Let students choose own mentor • Have an awards ceremony or day out planned at the end

RECOGNITION

Recognising and celebrating the contribution of your mentors to the school is an important part of maintaining a strong programme. Having an end-of-year celebration for your mentors and mentees can be a great way to achieve this. Inviting mentors to other schools events such as awards ceremonies, open days and graduations can also help encourage further participation.

MENTORING

SAMPLE PROGRAMME



In this example, peer mentoring between the 5th and 1st year students is used to help new students integrate into their new environment and to help the older students develop leadership skills. College and community mentors are used in 2nd and 3rd year to raise student aspirations, develop key skills and help with more informed decision-making regarding subject choice. TY students are linked with mentors from local businesses by integrating the mentoring and work experience programmes. Finally, teachers act as mentors for 6th year students, allowing for more frequent meetings and feedback on progress and college options in an exam year.



CORE PRACTICE 3

LEADERSHIP IN LEARNING

LEADERSHIP IN LEARNING

INTRODUCTION

The Leadership in Learning core practice involves teachers guiding students in ways that help develop students' autonomy and self-direction, as well as skills such as collaboration, communication, creativity and critical thinking/problem-solving.

In TA21 schools, teachers use an innovative, student-centred pedagogy — the Bridge21 model — to provide a framework for students to develop skills within the context of both:

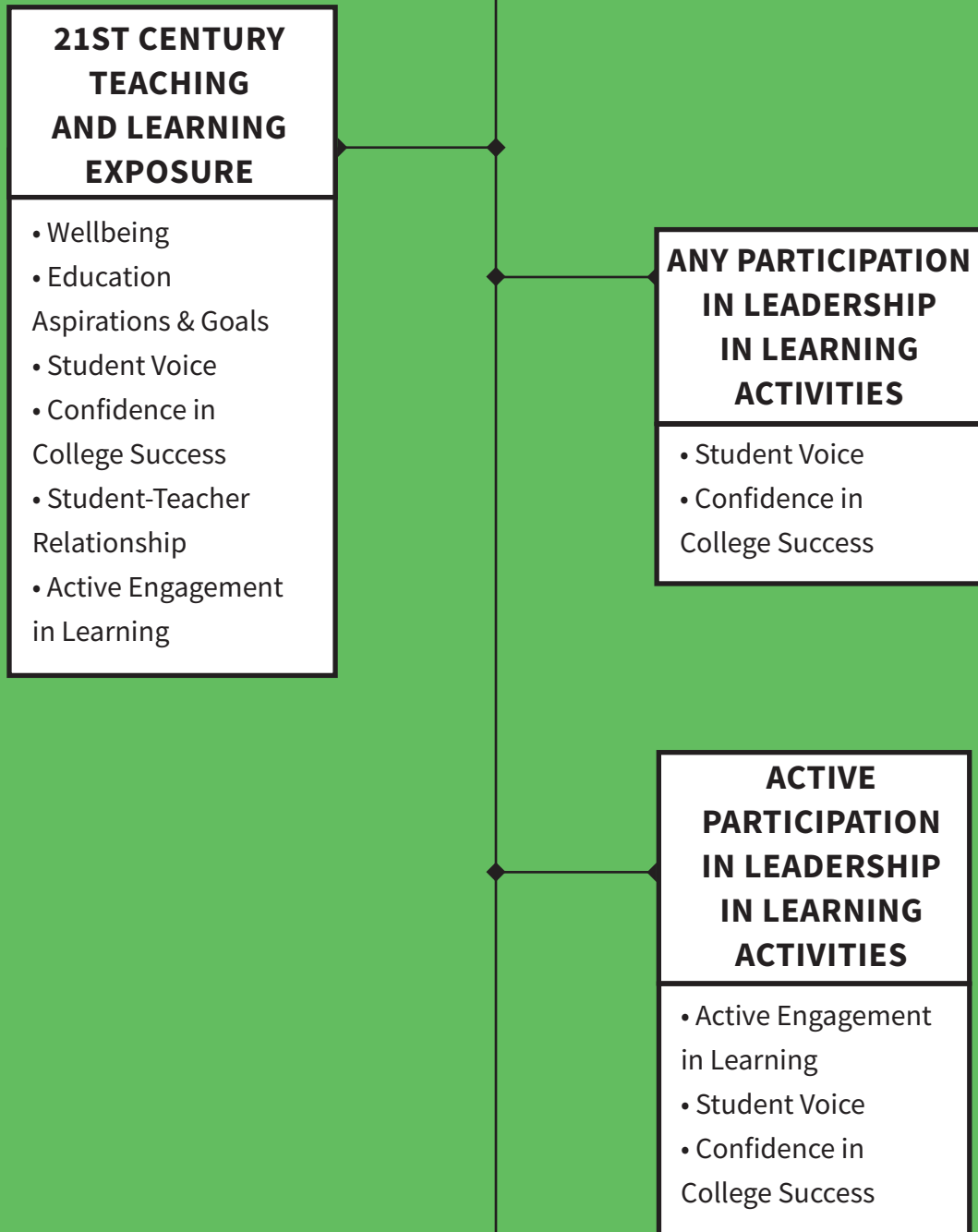
- Teaching and learning in the formal curriculum
- Engagement in student-led community service projects

The Leadership in Learning core practice is distinct from Pathways and Mentoring in that it has components aimed both directly at students and at supporting teacher professional development.

Our research shows that the Leadership in Learning core practice has had a positive impact on students' intentions to pursue post-secondary education, as well as their engagement with education, their feelings of self-worth, and their sense of having a voice in decisions that influence them.



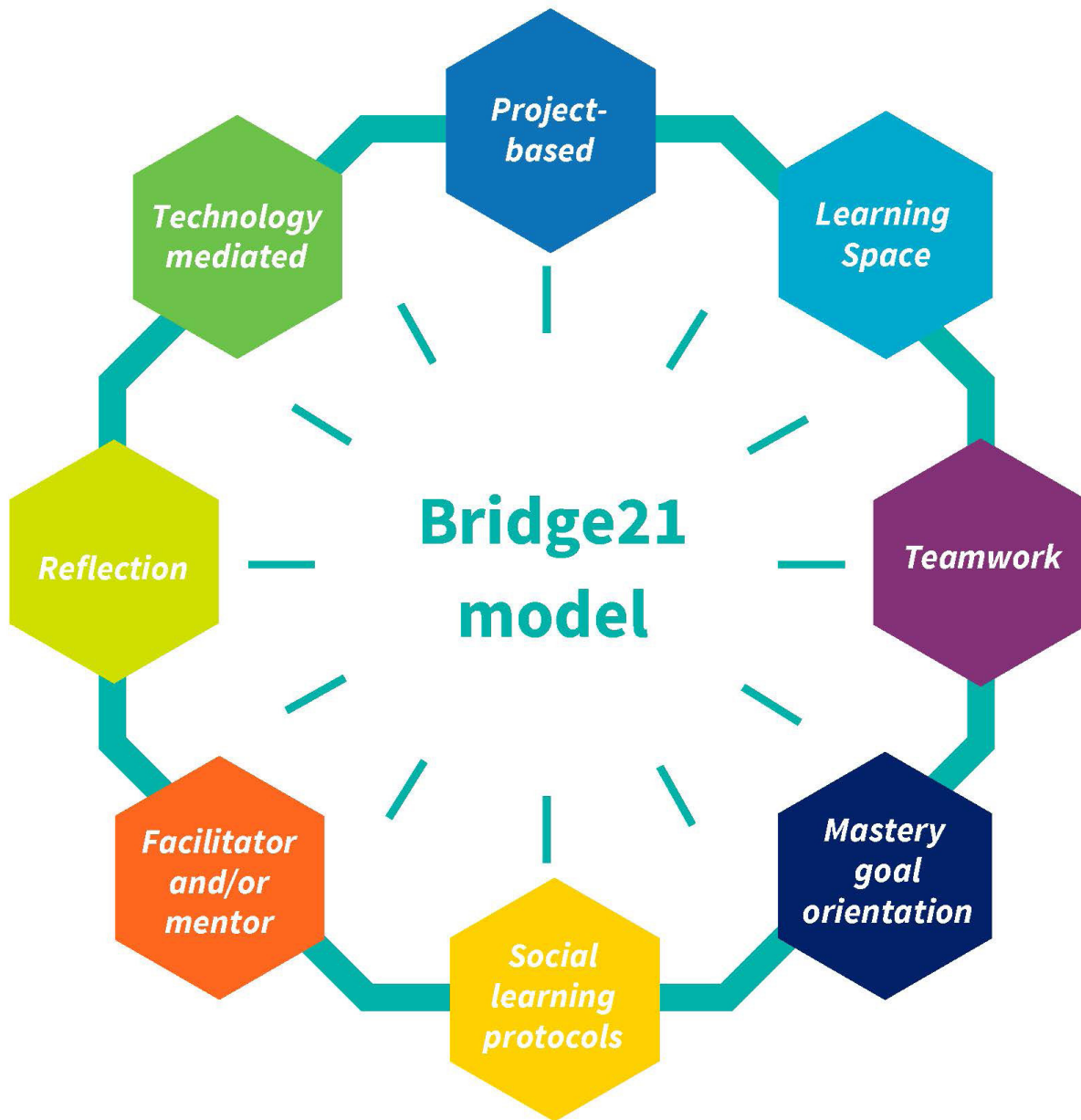
LEADERSHIP IN LEARNING: STUDENT REPORTED IMPACT OF EACH ACTIVITY



These research findings are based on data collected by Trinity Access.

LEADERSHIP IN LEARNING

THE BRIDGE21 MODEL



Bridge21 is an innovative, student-centred pedagogical approach that is used for teaching and learning within formal curriculum and activities that extend beyond the classroom. The Bridge21 approach encourages learners to build knowledge together and discover principles from their own experience. Students engage in student-led projects — involving a process of research, analysis and synthesis — and take ownership of their learning. It is a well-scaffolded environment in which the teacher functions more as a facilitator who coaches, prompts, and assists the students.

LEADERSHIP IN LEARNING

THE BRIDGE21 APPROACH

CHECKLIST <input checked="" type="checkbox"/>	ELEMENT	DESCRIPTION
<input type="checkbox"/>	Teacher acts as a facilitator or mentor	<ul style="list-style-type: none"> • Acts as a supporter and co-learner to teams, intervening where necessary • Designs — or guides the students in designing — the projects/ activities/tasks to be completed • Helps teams stay on task and meet deadlines, where necessary
<input type="checkbox"/>	Teamwork	<ul style="list-style-type: none"> • Recommended mixed gender, ability, schools, age, etc. • Teams of 4-5 students that stay together for the duration of the project(s) • The team leader acts as the main point of contact between the team and the teacher • Assigned team roles (e.g. timekeeper, scribe) can be useful
<input type="checkbox"/>	Project-based learning	<ul style="list-style-type: none"> • Projects are challenging and complex, require collaboration among team members, have time limits, and are situated in real-world scenarios • Projects require the production and presentation of an artefact
<input type="checkbox"/>	Technology-mediated environment	<ul style="list-style-type: none"> • Students learn with, rather than about, technology • Technology is shared to encourage collaboration: teams of 4-5 share 2-3 devices
<input type="checkbox"/>	Mastery goal orientation	<ul style="list-style-type: none"> • No competition or prizes awarded to teams – each team’s level of success looks different • Encourage participants to do their best – rather than establish whom among the group is the best
<input type="checkbox"/>	Social learning environment	<ul style="list-style-type: none"> • People collaborate to learn together (peers, mentors and facilitators) • A more informal learning atmosphere, underlined by trust, respect, and personal responsibility
<input type="checkbox"/>	Learning space	<ul style="list-style-type: none"> • Furniture is arranged for collaborative learning: students can easily and comfortably work together, share resources and interact
<input type="checkbox"/>	Reflection	<ul style="list-style-type: none"> • Students can reflect both in teams and individually on skills development, content knowledge, teamwork, etc. • Structured questionnaires can be used to guide reflections

The Bridge21 pedagogic model involves the following elements: Teacher as a Facilitator/ Mentor; Teamwork; Project-based learning; Technology-mediated environment; Mastery Goal Orientation; Social Learning Environment; Learning Space; and Reflection.

Today, these components are commonly considered essential for learning. However, Bridge21 uniquely combines them and offers a structured approach for the creation and delivery of activities that embody these fundamental elements.

LEADERSHIP IN LEARNING

BRIDGE21 ACTIVITY MODEL

The Bridge21 approach also includes an activity model (Byrne, Fisher & Tangney, 2015). This step-by-step process can be considered the “recipe” or the “how to” guide for implementing a successful Bridge21 Activity. Combining both the pedagogic model and the activity model can produce an effective learning experience.



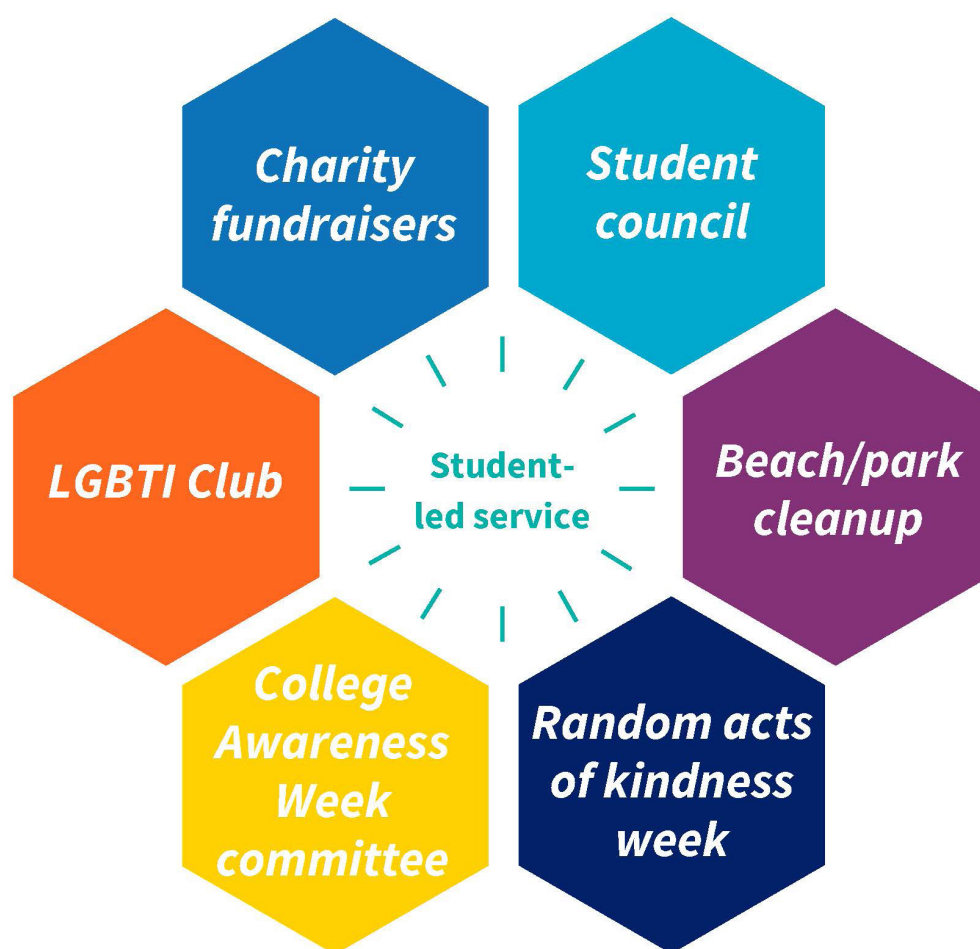
* Additional resources (e.g. worksheets and handouts) are included in the appendix of this handbook and/or on the online TA21 Teacher Toolkit at www.thestaffroom.ie.

LEADERSHIP IN LEARNING

ENGAGEMENT IN STUDENT-LED COMMUNITY SERVICE PROJECTS

The TA21 programme involves guiding students to develop and lead service projects that contribute positively to the school and/or local community. Through organising and taking responsibility for others within a school or community, students gain leadership skills; develop key skills such as collaboration, problem-solving and communication, and build their self-confidence. These activities encourage personal aspirations for college and help develop resilience that contributes to college success.

In TA21 schools, students have the opportunity to both participate in service activities/projects and engage in all phases of the process – including planning, implementation, and reflection. Students also create ongoing, self-sustaining service activities that have an enduring impact on an inclusive and diverse community/school. These projects can range widely. Below are some examples of projects.



LEADERSHIP IN LEARNING

ENGAGEMENT IN STUDENT-LED COMMUNITY SERVICE PROJECTS

“Leading a service project gives students a sense of achievement, satisfaction and accomplishment. It makes them feel like they’re part of something and that they’ve made a difference to whatever that something is. It shows them that they can do something selflessly, not just for the reward or end result. I suppose serving other people just helps them to become better kids overall!”

- Jennifer, Teacher

A PRACTITIONER’S GUIDE

In TA21 schools, teachers guide their students in the process of leading a service project, from conception to implementation and, ultimately, reflection. This process can take place within the formal school curriculum, such as Junior Cycle Wellbeing or Senior Cycle LCA. It can also happen before or after school and/or within the context of existing student organisations and club meetings.

The TA21 programme also supports using the Bridge21 pedagogic model to structure the development of the service project in order for learners to develop key skills and to ensure all students are taking active roles in this process.

Step 1: Preparing Students to Complete a Service Project

Before embarking upon a service project, it is recommended that students participate in a preparation workshop based on the Bridge21 approach. The purpose of the workshop is for students to:

- Identify opportunities to lead in their schools and communities, based on the challenges that exist: equality, discrimination, bullying, etc
- Prepare students for the realities and challenges of managing a service project
- Scaffold the development of practical skills (organisation, communication, time management, etc) required of students to sustain a service project
- Encourage students to reflect on their personal skills development — leadership, responsibility, maturity — at all stages of their service projects

LEADERSHIP IN LEARNING ENGAGEMENT IN STUDENT-LED COMMUNITY SERVICE PROJECTS

“The Brain Game” Preparation Workshop

The “Brain Game” is a Bridge21-based simulation activity in which students model the process of planning and implementing a four-month leadership project. Each “month” of activity is completed in 30 minutes and each team will have tasks to complete each month. Students use email and web-research to complete their tasks. Many of these tasks will include the students contacting various stakeholders or potential contributors to the project. All external communication throughout the activity is done by emailing the “Brain”. A team of teachers or older students are needed to answer the “Brain” emails. One adult acting as a “Brain” can support up to three teams of students. They will reply, in character, as the various stakeholders in the project.

An outline of predetermined tasks is provided to teams (see appendix), but additional tasks can come to teams via the Brain. The activity is designed to help students develop a sense of what it is like for the team to manage a project from start to finish. They should experience what it’s like to communicate in a formal fashion via email communication, to be put under pressure, to adapt to changes and to solve problems that arise within a project. See the appendix for more detailed directions for teachers and students.



LEADERSHIP IN LEARNING

ENGAGEMENT IN STUDENT-LED COMMUNITY SERVICE PROJECTS

“The Brain Game” Sample Running Order

	TIME	ACTIVITY	RESOURCES
SET UP	15 min	Welcome and team formation. Each student is provided with a section of a photograph of a famous leader. Teams are formed when students holding pieces of the same leader find one another. (Teacher chooses mixed ability teams and can assign photograph pieces accordingly.)	Name tags Pictures of famous leaders
WARM UP	30 min	Leadership activity e.g. “Famous Leaders”: A short activity in which each team researches their assigned leader and makes a presentation telling their story and discussing what type of leader they are.	Devices with Internet access Google Slides/ Powerpoint
INVESTIGATE	30 min	Begin activity by providing each team with their prompt sheets and supplies. By the end of this ‘month’ students should... 1. Decide on three activities (concerts, parades, guest speakers, other events) that will happen in this project 2. Decide on a budget for their project 3. Write a project proposal to the Board of Management with information on their project	Prompt Sheets for Brain Game* - Month 1
PLAN	30 min	By the end of this month students should... 1. Contact the relevant people who need to get involved with this project 2. Write a parental consent form for all students involved with the project giving details of activities 3. Decide on dates and venues for each activity and check this out with relevant people	Prompt Sheets for Brain Game* - Month 2
CREATE	30 min	By the end of this month students should... 1. Make a poster for their school building using Paint or similar 2. Write a progress report to the Board of Management	Prompt Sheets for Brain Game* - Month 3
CREATE	30 min	By the end of this month students should prepare a presentation of their project using these prompts: 1. What three activities did you propose to do? 2. Why did you choose these? 3. What challenges did you face during the brain game? 4. What do you need to do now to make these activities happen?	Prompt Sheets for Brain Game* - Month 4
PRESENT	30 min	All members of each team take part in presentation to the entire group	Laptop, projector
REFLECT	30 min	Team reflection, group discussion, debrief and A.O.B.	Team reflection sheet Questionnaires*

* Additional resources (e.g. worksheets and handouts) are included in the appendix of this handbook and/or on the online TA21 Teacher Toolkit at www.thestaffroom.ie.

LEADERSHIP IN LEARNING ENGAGEMENT IN STUDENT-LED COMMUNITY SERVICE PROJECTS

Step 2: Planning and Delivering the Leadership through Service Project

After students complete a preparation workshop, teachers should work with their students to find opportunities to apply these skills in a real-world setting. Opportunities can arise from modules within Junior YSI, BT Young Scientist and Development Education, as well as students' own clubs and organisations in the school. Inexperienced students should be heavily supported in using the Bridge21 model to design, plan and deliver their activity. With more experienced students, the teacher's role will be much more that of facilitator, often simply providing space, time and encouragement to the students.

Step 3: Monitoring and Completing the Service Project

The Leadership in Learning core practice aims to enable students to be able to identify a problem or issue, brainstorm and identify solutions, and participate in carrying out those solutions in the form of a service activity.

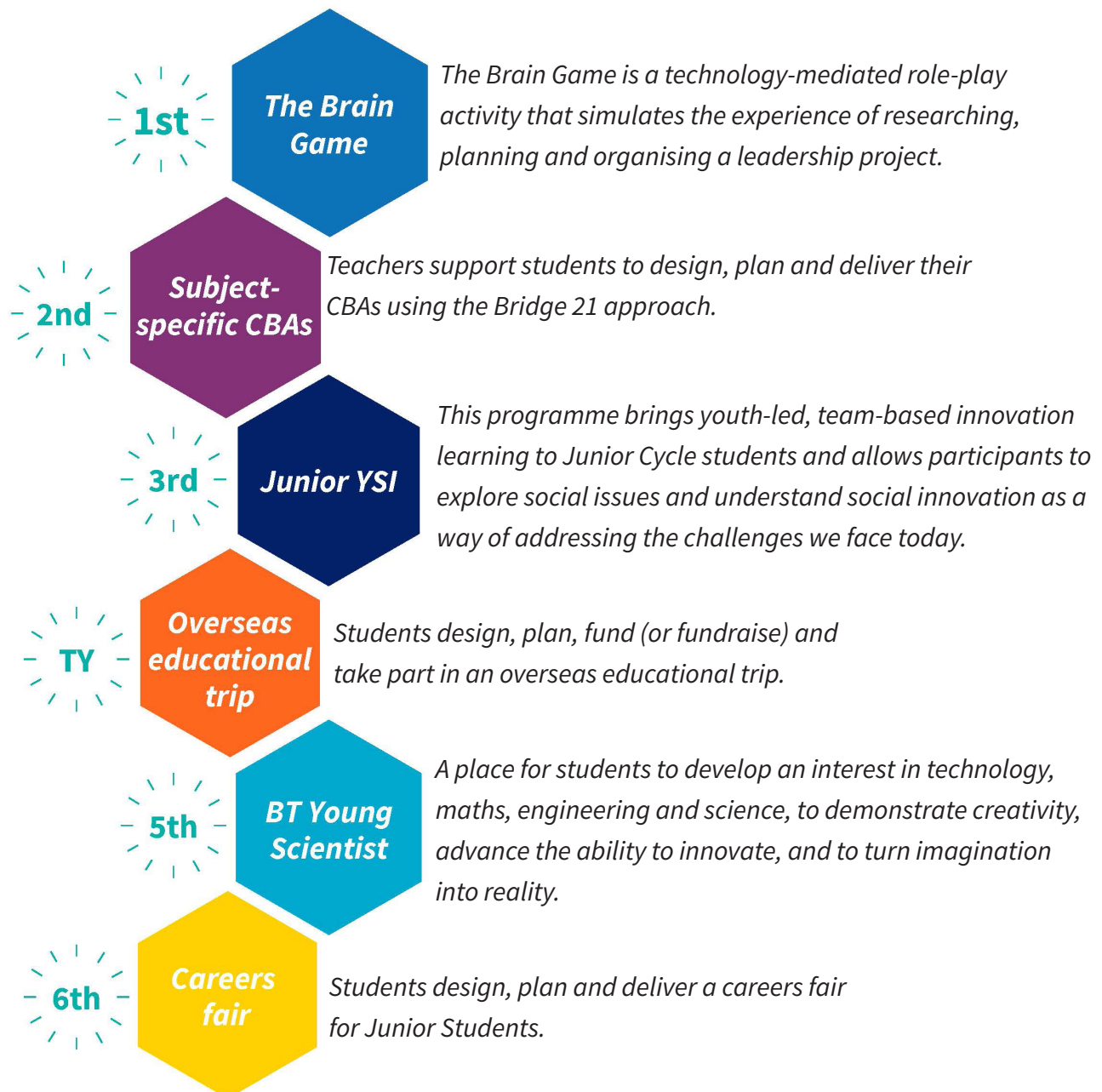
The goal is for students to be actively involved in the process of a service project, from conception to completion; the more actively students are engaged in this process, the more they learn and grow.

Accordingly, in evaluating the success of students, emphasis is placed on the process — rather than the outcomes — of the students' involvement in the service project. In TA21 schools, and in line with the Bridge21 model, students complete a presentation of their service projects once they are complete.

This often involves a slideshow presentation, delivered by all members of the team, in which students explain how they completed the various steps of the project, the roles they played, and their challenges/successes along the way. After their presentations, students engage in individual, team and/or whole group reflection (see appendix for reflection worksheets).

LEADERSHIP IN LEARNING

SAMPLE PROGRAMME



LEADERSHIP IN LEARNING

TEACHING AND LEARNING IN THE FORMAL CURRICULUM

In TA21 schools, teachers are encouraged to develop their own skills to use pedagogies that support students' development of key skills, both within and beyond the classroom. Teachers aim to create inclusive learning situations where all students are allowed to create new ideas in a collaborative environment; reflect upon, evaluate and analyse materials presented; apply knowledge across the curriculum, and use technology as an integral tool in the learning process.

The Bridge21 activity model can be a useful guide to help teachers structure the teaching and learning of the formal, traditional curriculum in ways that build both students' content knowledge and key skills. The following two pages are an example of a cross-curricular lesson based on the English and Art curriculum. It is possible to adapt to multiple year groups, as well as different subject areas.

The appendix contains a blank sample lesson planning template and additional example lesson plans, structured by the activity model.



LEADERSHIP IN LEARNING

Sample Activity: Digital Storytelling with Art

Topic/Theme: Art-Inspired Digital Narratives

Class/Year Group: 3rd-6th Year (Ages 14-18)

Subject(s): English/Art

Outline

What is the **challenge** your students will tackle?

Students use art (in this case from the National Gallery of Ireland) as inspiration to storyboard, script, and write short digital narratives: they work in teams to tell the 'story' (creative or historically accurate) behind the images.

Why is this **meaningful** to the students - what's the hook?

The art hooks students into an English activity. Using fun apps such as ShadowPuppet Edu and Mematic - apps and activities they'd use in their own lives - draws them in.

What "enduring understanding" will be developed by students?

Links between English and other disciplines, such as art and history. How the concept of the 'styles of language' applies in the real world.

Learning Objectives

What **curriculum content** will be addressed?

The styles of language;
Creative writing;
Literature (this sample uses excerpts from *Lines of Vision: Irish Writers on Art*)

By the end of this activity, students *will be able to*:

- Create a digital story
 - Identify/use narrative & aesthetic language.
- Develop their understanding of significant cultural texts and art

How are four key **21st Century Skills** addressed?

Creativity: Students will write an original multimodal story, combining image, audio, video, and/or text.

Communication: Students need to clearly express their story

Collaboration: Students work in teams to create the story.

Critical Thinking: Students deeply analyse/research the painting to tell a story behind it or a spinoff

Reflection

How will you know that they are learning?

Regular meetings with teams/team leaders and observation of teamwork.

Student reflections will indicate what they believed they've learned.

Digital narratives can be assessed for demonstration of skills developed.

In what ways will students reflect on progress?

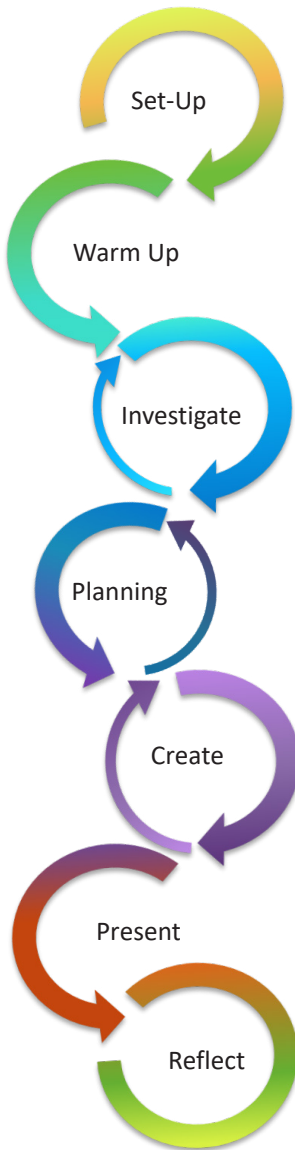
Plenary session: individual contributions and team success in completing the project.

Teams complete a written reflection about their learning and skill development.

LEADERSHIP IN LEARNING

Digital Storytelling: Activity Plan

Possible Aspects	Description	Time
	Set-up: team formation (teacher's choice)	
Set-Up	Warm-up <ul style="list-style-type: none"> • <i>Brainstorm:</i> How many things can you do with this painting (<i>The Dolls' School</i>)? • After viewing sample, students create their own memes, using Mematic app and share on Padlet 	15 min
Warm Up	Investigate: <ul style="list-style-type: none"> • All together: Review styles of language with powerpoint presentation • In teams: Identify the styles of language in excerpts (see handout on website) • Explain Activities and view examples. Provide hand out, detailing expectations 	30 min
Investigate	Planning: <ul style="list-style-type: none"> • Students browse and choose their painting(s); take photos, make notes, begin brainstorming • Students decide how to divide tasks 	30 min
Planning	Create: <ul style="list-style-type: none"> • Storyboard • Write scripts • Record and edit digital stories 	60 min
Create	Present: Groups present their digital stories and answer questions such as: <ul style="list-style-type: none"> • What was your individual contribution? • What was the story inspiration? • How well did you meet the goals of the task? 	15 min
Present	Reflect: Teams complete a written reflection: <ul style="list-style-type: none"> • How well did you work together? • What were some of your challenges and how did you handle them? • How well did you use the styles of language? 	10 min
Reflect		



LEADERSHIP IN LEARNING

SUPPORTING TEACHER PROFESSIONAL DEVELOPMENT

To support teachers in implementing these practices, it is essential that schools create a culture where continuous professional development (CPD) is encouraged and enabled. TA21 schools, for example:

- Facilitate whole-staff CPD in innovative, student-centred pedagogic approaches
- Encourage teachers to incorporate these practices into the classroom through appropriate timetabling and reporting
- Strive to make innovative teaching practices highly visible in the school
- Facilitate regular meetings for teachers to share best practices and provide cross-curricular lessons for students

POSTGRADUATE CERTIFICATE IN 21ST CENTURY TEACHING AND LEARNING

Trinity Access 21 works with teachers through accredited and non-accredited CPD programmes. A key feature of the Leadership in Learning core practice is the Level 9 Postgraduate Certificate in 21st Century Teaching and Learning (PG Cert), accredited by Trinity College Dublin.

The Postgraduate Certificate in 21st Century Teaching and Learning was initiated in 2014 and over the last five years has involved a total of 477 participants across Ireland. For more information on the course, please see tcd.ie/Education/programmes/certificate-21Century-Teaching-Learning.

Participating in the Postgraduate Certificate has helped our school introduce and embrace 21st century skills in our classrooms. We have developed a team of teachers and students that are engaged in project-based learning in the Arts, Sciences and Technology using the Bridge21 model of teaching and learning. Personally, I am enjoying a more facilitatory, creative role in my classroom, and my students have become more active learners.

- Deirdre, PG Cert student 2016-2017

LEADERSHIP IN LEARNING

SUPPORTING TEACHER PROFESSIONAL DEVELOPMENT

Any of the PG Cert modules can be 'audited', i.e. educators can attend and participate on an à la carte basis (no assessment will be given).

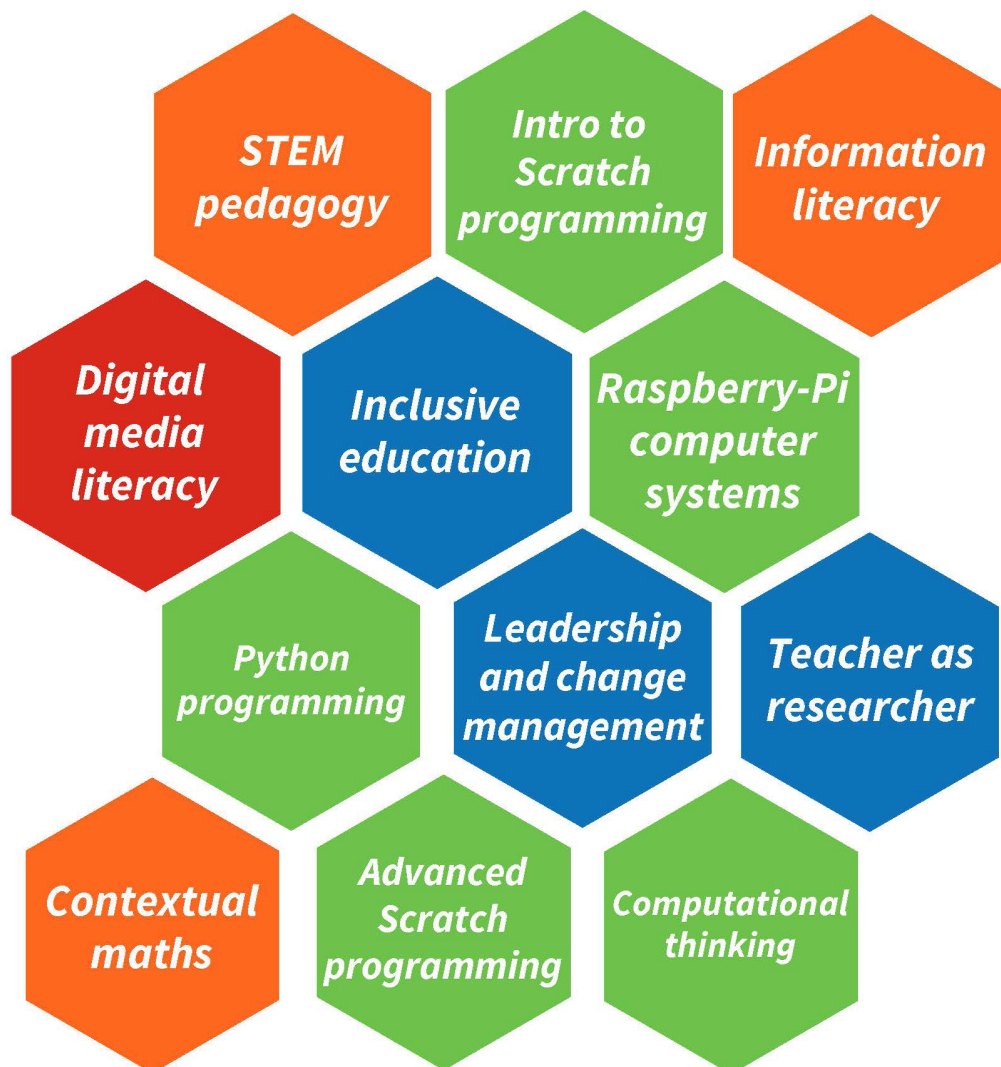
Modules are colour coded as follows:

Red: Core module which gives grounding in Bridge21 method and model

Orange: Discipline-specific modules e.g. History, Maths, STEM

Green: Programming modules

Blue: Changing Culture in Schools modules





APPENDIX

INTRODUCTION

The following pages contain resources, lesson plans and worksheets for each of the three Trinity Access practices: **Pathways to College**, **Mentoring**, and **Leadership in Learning**.

For more resources, or to share your own, you can visit our online resource hub at thestaffroom.ie at any time. This online toolkit has been created for teachers hoping to support the development of an innovative learning culture within schools.

The toolkit includes examples of successful practice from pilot schools, as well as resources for teachers in all three core practices.

In-service teachers can use these resources to develop in-school programmes that address the specific needs of their students, at their own pace and during their own time. Resources are grouped by level (Junior Cycle, Transition Year and Senior Cycle), subject or core practice, and include worksheets that can be downloaded and printed for each student.

You can access these resources at www.thestaffroom.ie.



PATHWAYS TO COLLEGE

INVESTIGATING A COLLEGE COURSE

This activity will help guide you in investigating possible college courses — and related careers — in order to help set targets, reach your goals and be successful. You can use Careersportal.ie (www.careersportal.ie/school) or individual college websites to find information on possible career paths and college courses.

Course title	
CAO code	
College	
Number of places	
Duration	
CAO points	

What are the subject requirements for the course you have chosen?

Leaving Cert subject	Minimum grade

Are there any other colleges that offer the same course or a similar one?

College	Course Title	Course Code

PATHWAYS TO COLLEGE

What subject studied on this course is most attractive to you and why?

What subject studied on this course is least attractive to you and why?

Give two examples of possible careers this course could lead to. For each career, try to find/estimate the average yearly salary.

Give one reason you would choose to study this course.

Give one reason you would not choose to study this course.

Discuss this course choice with your parents/guardians. What do you/they think of this course choice for you in the future? Explain your answer.

PATHWAYS TO COLLEGE

PREP FOR A CAREERS/COLLEGE FAIR

Part 1: Identifying Your Areas of Priority

It is important to plan what you want to ask before visiting college stands at a careers fair. Based on the list below, tick [√] three to five areas that are of priority to you. Course Choices must be one of your areas of priority.

Tip: Everyone has different needs in selecting a college to attend. For example, one student may like a large campus with a busy social calendar, while another student may prefer a smaller campus size with reduced class sizes.

Area	√
1. Course Choices	
2. Location/Transport	
3. Societies/Clubs	
4. On Campus Accommodation	
5. Campus Size/Class Size	
7. Financial Aid	
8. Access Routes	
9. Support Services	

Below is a set of questions that you could possibly ask related to the areas you ticked above.

1. Course Choices

- How many years is this course?
- What Leaving Cert subjects do I need to study this course?
- Am I able to do Erasmus (study abroad)?
- Does this course involve work placements?
- How will I be assessed on this course - examinations, continuous assessment (assignments, presentations or group projects) or a combination of both?

PATHWAYS TO COLLEGE

PREP FOR A CAREERS/COLLEGE FAIR

2. Location/Transport

- How long does it take to travel to the city centre (for nights out!)?
- Are there free parking spaces?

3. Societies/Clubs

- What type of societies can I participate in?
- What is the most popular society in your college?
- Has any society achieved something significant?
- Can you tell me about your sport facilities?

4. On-Campus Accommodation

- Do you have on-campus accommodation?
- How many spaces are reserved for first year students?
- What is the price?
- Is there a high demand for rooms?
- Do you recommend alternative accommodation?

5. Campus Size/Class Size

- How many students attend this college?
- What is the average class size for lectures and tutorials?

6. Financial Aid

- Do you offer financial assistance?

7. Access Routes

- What access routes (HEAR/DARE) are available in your college?
- Do you have a foundation course? What are the entry requirements?

8. Support Services

- What supports are available for students with a disability?
- Do you offer health services?
- Do you offer any academic support to students?
- Do you have a counselling service?

PATHWAYS TO COLLEGE

PREP FOR A CAREERS/COLLEGE FAIR

Part 2: Comparing Colleges

- Fill in your choice of colleges across the first row of the table.
- After speaking to a college representative, rank each college based on your areas of priority identified in the previous activity - for example, course choices, location/transport and so on.
- Based on the answers to your questiona, rank each college using Excellent, Good or Fair.
- Add any factors relevant to you in the blanks spaces at the end of this table.

	College	College	College	College	College
Areas of priority					
Course choices					
Location/transport					
Societies/clubs					
On-campus accommodation					
Campus size					
Financial aid					
Access courses					
Support services					

Reflection

After you've completed this table, identify the college that you gave the highest number of 'Excellents' to and reflect on the reasons for this result.

MENTORING



Goal setting: the 'SMART' way

The 'big WHY':

Using SMART goals helps to ensure that goals are concrete, specific, and well-structured, leading to higher completion and success rates.

In this mentoring session, you will work with your mentee/s to set at least 1 academic SMART goal for themselves to achieve by the end of the academic year.

Take 5/10 minutes before this session to review SMART goals so you can confidently break down the acronym with your mentee/s.

Goals for this session:


You have 3 main goals as a mentor for this session:

1. Reinforce previous session by first talking about what you spoke about on your last visit.
2. Help mentees understand what SMART goals are, and how to apply them towards their own goals.
3. Encourage mentees to consider how they manage their time, and ways how they can improve

MENTOR RESOURCE: SMART GOALS AND TIME MANAGEMENT

MENTORING

Activity 1: SMART Goals

 25 mins total
for activity


(15 mins left)

Materials Needed:

- Mentee Toolkits
- Chart Paper
- Markers



Step 1 SETTING A GOAL

 5 min

Mentees will need to select a goal that they would like to complete by the end of the academic year, and in the space provided at the top of their **SMART Goals Worksheets**, write it down.



This activity works best if it is an academic goal.

Step 2 DISCUSS HOW TO MAKE IT SMART

 10 min

Have someone volunteer their goal and write it on the chart paper. As a group, go through each letter, asking the students if the goal is:



Specific?

Is your goal easy to understand? Is it clear what you are hoping to achieve?

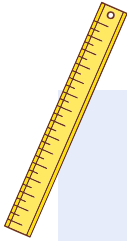
Consider the following 2 example goals:

- I want to be a better swimmer.
- I want to swim 100 metres per minute by the end of August.

Try having the mentees explain the difference!

WHY does it matter? Option b) is much more specific, making it easier to track your progress and hold yourself more accountable!

MENTORING



Measurable?

Is your goal easy to measure? How will you know when you have achieved your goal? What can you do to check your progress along the way?

Hint: Success can be measured by timing yourself and recording your increased speed/length at the end of each week.



Achievable?

Is your goal achievable? For example, if you currently cannot swim, it is not likely you will swim 100m per minute by the end of August.



Relevant?

Why does your goal matter to you? Are you training for a big race or a Sea swim? Whatever your reasoning is, your goal should be important to you!



Timely?

Is your goal time-oriented? Your goal needs to have a time constraint on it: If there is no sense of urgency, you are less likely to achieve it!

MENTORING

Step 3

FILLING IN WORKSHEETS

10 min

Give your mentees 10 minutes to fill in their SMART Goals worksheets. If there is any time left over, you can have a brief discussion/ answer any questions.

Activity 2: Wheel of Productivity

10 min

The 'big WHY': A key aspect of good time management is being mindful and strategic when it comes to how you spend your time.

Explain to your mentees that the following activity will help them to better understand how their time is currently being spent.

With their SMART goal in mind, have them fill in the second sheet that will encourage them to think about how their time could better be spent.

The Activity: Your mentees will have a total of **four** worksheets titled 'Wheel of Productivity', two will be highlighted in **yellow**, two will be highlighted in **red**.

- The yellow worksheets represent how mentees are **currently spending their time** (One sheet for weekdays, one for weekends)
- The red worksheets represent how mentees **would LIKE to be spending their time in order to achieve their goal**. (One for weekdays, one for weekends)

Allow your mentees 10 minutes to fill in the yellow and red sheet for **weekdays**, and encourage them to do the "weekend" sheets at home.

Wrap-Up Discussion and Q&A

5 min

Ask your mentees what they thought about the activities, and if they have any questions. Remind them of the date of your next visit, and loosely what you will cover.

MENTORING RESOURCE: SMART GOALS

MENTORING

COMMUNITY MENTORING SMART GOALS

Worksheet

WHAT IS YOUR GOAL?

[Blank space for writing the goal]

S
PECIFIC

WHAT EXACTLY DO YOU WANT TO ACHIEVE?

[Blank space for writing the specific goal]

M
EASURABLE

HOW WILL YOU MEASURE
PROGRESS/SUCCESS?

[Blank space for writing how to measure progress]

A
CHIEVEABLE

WHAT DO YOU NEED TO ACHIEVE YOUR
GOAL?

[Blank space for writing what is needed to achieve the goal]

R
ELEVANT

WHY IS THIS GOAL IMPORTANT RIGHT NOW?

[Blank space for writing why the goal is important]

T
IMELY

WHEN CAN YOU EXPECT TO SLAY THIS GOAL?

[Blank space for writing when to expect to achieve the goal]

STAYING THE COURSE AND KEEPING ON TRACK CAN BE DIFFICULT,
DON'T FORGET R & R WHILE WORKING ON YOUR SMART GOALS

REMINDERS FOR
SMART GOALS

[Blank space for writing reminders for smart goals]

REWARDS FOR
SMART GOALS

[Blank space for writing rewards for smart goals]

MENTORING

WEEKDAY

WHEEL OF PRODUCTIVITY

Worksheet

HOW DO YOU SPEND YOUR TIME CURRENTLY?

1

GIVE EACH TYPE OF ACTIVITY A UNIQUE COLOUR OR PATTERN BY FILLING IN THE BOX NEXT TO IT

2

COLOUR IN EACH HOUR OF THE DAY BASED ON WHICH ACTIVITY YOU USUALLY FILL THAT TIME WITH



SLEEP

SCHOOL

STUDY

EXERCISE

COMMUTE

RELAXING / FUN

WORK

OTHER

MENTORING

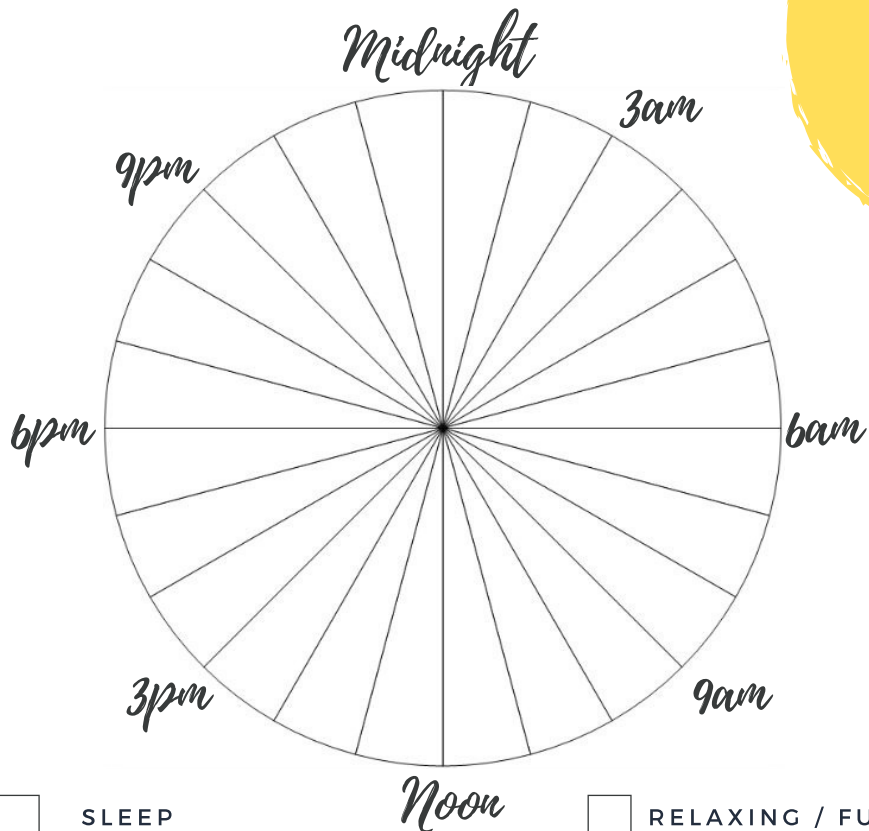
WHEEL OF WEEKEND PRODUCTIVITY

Worksheet

HOW DO YOU SPEND YOUR TIME CURRENTLY ?

1 GIVE EACH TYPE OF ACTIVITY A UNIQUE COLOUR OR PATTERN BY FILLING IN THE BOX NEXT TO IT

2 COLOUR IN EACH HOUR OF THE DAY BASED ON WHICH ACTIVITY YOU USUALLY FILL THAT TIME WITH



SLEEP

SCHOOL

STUDY

EXERCISE

COMMUTE

RELAXING / FUN

WORK

OTHER

MENTORING

WEEKDAY

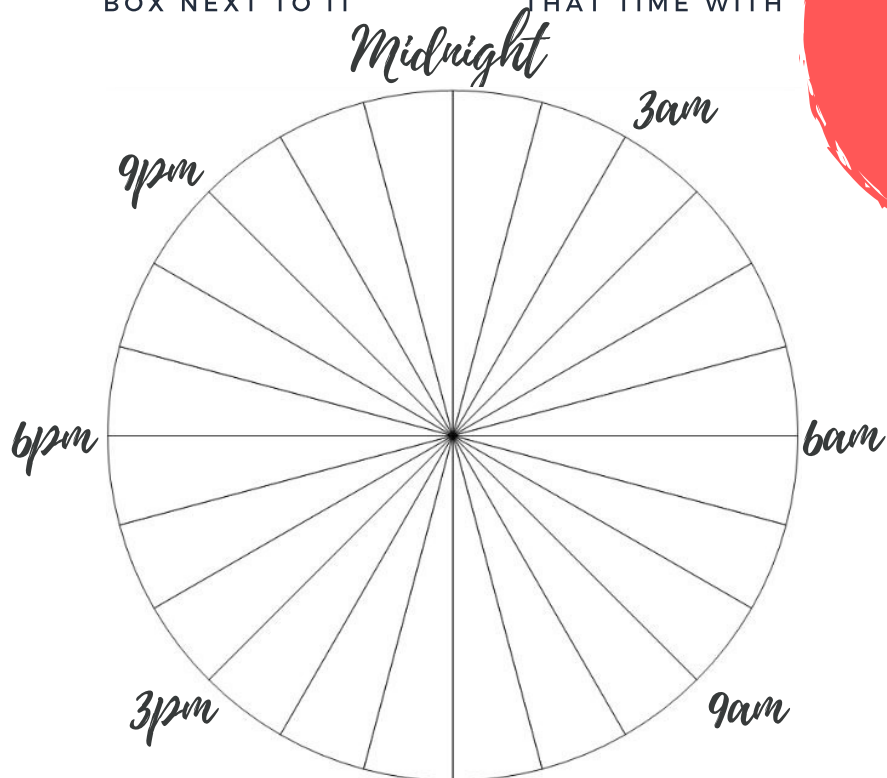
WHEEL OF PRODUCTIVITY

Worksheet

HOW DO YOU WANT TO SPEND YOUR TIME?

1 GIVE EACH TYPE OF ACTIVITY A UNIQUE COLOUR OR PATTERN BY FILLING IN THE BOX NEXT TO IT

2 COLOUR IN EACH HOUR OF THE DAY BASED ON WHICH ACTIVITY YOU WANT TO FILL THAT TIME WITH



SLEEP

SCHOOL

STUDY

EXERCISE

COMMUTE

RELAXING / FUN

WORK

OTHER

MENTORING

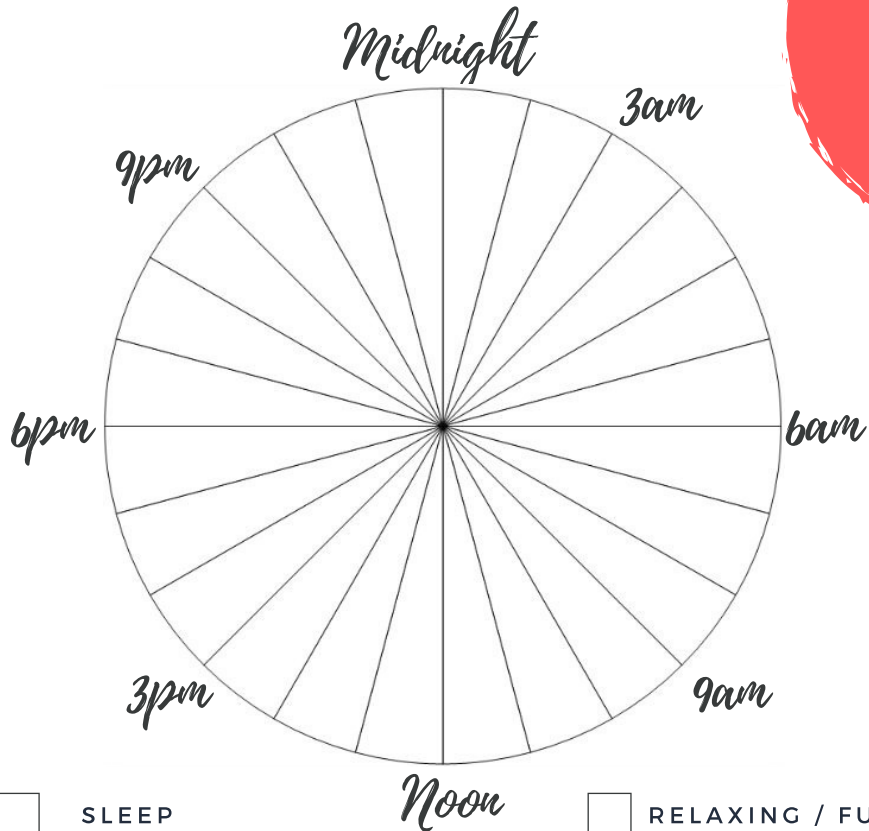
WHEEL OF WEEKEND PRODUCTIVITY

Worksheet

HOW DO YOU WANT TO SPEND YOUR TIME?

1 GIVE EACH TYPE OF ACTIVITY A UNIQUE COLOUR OR PATTERN BY FILLING IN THE BOX NEXT TO IT

2 COLOUR IN EACH HOUR OF THE DAY BASED ON WHICH ACTIVITY YOU WANT TO FILL THAT TIME WITH



SLEEP

SCHOOL

STUDY

EXERCISE

COMMUTE

RELAXING / FUN

WORK

OTHER

MENTORING



Putting the 'extra' in extracurricular

Extracurricular activities have been linked to greater self confidence, time management skills, sociability, an increase in mental health, well-being, as well as many other positive outcomes. Yet, students from our schools are less likely to value extracurricular activities, engage in them, and as such, commonly do not get to reap the benefits.

In this mentoring session, you will work with your mentees to identify types of extracurricular activities, as well as any barriers, benefits, and stereotypes that go along with them. You will also help to encourage and inspire your mentees to continue or pick up new extracurricular activities.

Take 5/10 minutes before this session to think of the any extracurricular activities you have involved in and what the benefits have been


Goals for this session

You have 3 main goals as a mentor for this session:

1. Reinforce the previous session by first talking about what you spoke about last session.
2. Break down any perceived barriers to taking part in extracurricular activities.
3. Encourage students to consider / continue their extracurricular activities as an important part of their lives.

MENTORING

Activity 1: Brainstorming

 10 mins for
activity
(30mins left)

To get started with this mentoring session you are going to want your mentees to brainstorm as many extracurricular activities as they can in the time frame of 3 - 5 minutes. You can record the brainstorm session on a whiteboard, chalkboard, or your mentees can use the sheet provided in their pack.

The goal of this exercise is to get mentees thinking more creatively about types of extracurricular activities, rather than just the ones they know. It will also help students get thinking and talking about activities they might like to try and get involved in.

During the brainstorm, help mentees consider things other than sports such as playing an instrument, Being involved in a student council or clubs like the Order of Malta or St. John's Ambulance count as extracurricular activities too!



Feel the energy in the room

If things are feeling a bit low make the brainstorming activity into a competition. If energy is too high make the brainstorm a more collaborative effort.

Did you know...

Research proves that team sports have a direct and positive effect on self-confidence and mental well-being, but girls in Ireland are 3x more likely than boys to drop out of sports entirely by age 13.




Linda Djougang,
Trinity Student & Ireland Rugby Player

MENTOR RESOURCE: EXTRACURRICULAR ACTIVITIES

MENTORING

Activity 2: Barriers & Benefits

 10 mins for
activity
(25mins left)

Now that your mentees have brainstormed as many extracurricular activities as possible, have a conversation with them about any barriers they think might stop them or others from taking part in extracurricular activities.

Try to steer the conversation away from barriers such as cost or location, Although these can be real barriers to participation, there are usually always low-cost or free extracurricular activities nearby, Try to have your mentees focus more on barriers to participation such as confidence, lack of experience, stereotypes or friend groups/social factors.

Some questions that could start the conversation:

Are there any extracurricular activities you think are gendered?

Do you think someone would feel like they could join a club even if you didn't know anyone in it?

Does level of experience matter? If you have never played chess /football/ etc. before, do you think you could/would join a club?

After the discussions, go back and push your mentees to come up with a solution for any barrier to participation they think may exist. For example, if they think it would be too difficult for someone to join a club where they didn't know anyone, what could they do to help that?


The last part of this activity is to have your mentees think of the benefits of extracurricular activities. Think of this as the pro side to the con list you just discussed. It is also a great time for them to talk about their own extracurricular activities that they are involved in or would like to be involved in, and some of the benefits.



MENTOR RESOURCE: EXTRACURRICULAR ACTIVITIES

MENTORING

Activity 3: Make a Plan

 15 mins for
activity
(5mins left)

Bring all the students in the classroom together to see if there are several students who are interested in doing the same extracurricular activity. Once you find 2 to or more students who want to try the same thing, encourage them to try it out together. Or, if a student is already involved in an extracurricular that another classmate has always wanted to try, they could welcome them in.

Before the session comes to an end, work with your mentees to make a plan on how to integrate a new extracurricular activity into their daily lives, or, if they are already involved in extracurricular activities, have them each write down 2-3 benefits that they get out of it, and share with the class.

Final 5 mins

 Last 5 mins

For the final 5 minutes of the session, remind your mentees when the next session will be, and loosely, what it will be about.

This is also a great time to see if your mentees have any questions in general for you that they weren't able to ask earlier.



Don't Forget...

Now that you know your mentees' extracurricular activities, make sure to ask them how they are getting on, and take an interest in their hobbies during the rest of your mentoring sessions.

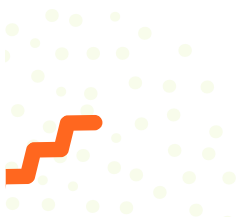
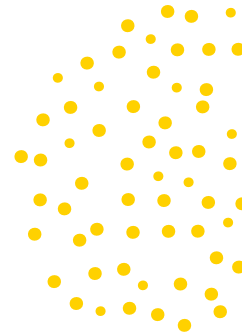
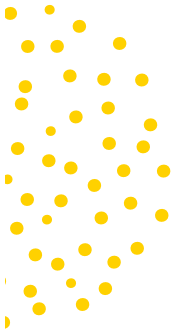
MENTOR RESOURCE: EXTRACURRICULAR ACTIVITIES

MENTORING



EXTRACURRICULAR ACTIVITIES

HOW MANY EXTRACURRICULAR ACTIVITIES CAN YOU THINK OF? LIST THEM BELOW



CIRCLE THE ONES OFFERED IN YOUR SCHOOL



MENTORING



EXTRACURRICULAR ACTIVITIES

POSITIVE REASONS FOR GETTING INVOLVED IN EXTRACURRICULAR ACTIVITIES

REASONS WHY YOU WOULDN'T GET INVOLVED IN EXTRACURRICULAR ACTIVITIES

MENTORING



EXTRACURRICULAR ACTIVITIES

WHAT EXTRACURRICULAR ACTIVITY DO YOU WANT TO TRY OUT?

Blank area for writing the answer to the question above.

WHY DO YOU WANT TO GET INVOLVED WITH THIS EXTRACURRICULAR ACTIVITY?

Blank area for writing the answer to the question above.

DO YOU KNOW ANYONE INVOLVED ALREADY OR WOULD WANT TO GET INVOLVED?

Blank area for writing the answer to the question above.

WHERE IS IT ON / WHEN?

Blank area for writing the answer to the question above.

WHO TO CONTACT ABOUT IT

Blank area for writing the answer to the question above.

LEADERSHIP IN LEARNING

ICEBREAKERS

	RESOURCES	INSTRUCTIONS	OBJECTIVES
Autograph bingo	<ul style="list-style-type: none"> • one autograph bingo card per player 	The card contains a grid full of statements. The player must find somebody within the group about whom each statement is true and get them to sign beside that statement. Each player can only sign each card once. Go for four corners, a full line or a full house!	The objective of the game is to get the group talking to each other and to learn a little bit about each other. Some interesting discussions can result from checking that the signatories really do match the statements they have signed.
Magic bridge	<ul style="list-style-type: none"> • piece of string long enough for the full group to stand on 	Each player must stand on the “bridge”. They can safely take one foot off the bridge. If they take both feet off the bridge, they fall off! To be allowed cross the bridge, the group must arrange themselves in a specified order (e.g. alphabetically,) without anybody falling off the bridge.	This game encourages communication and teamwork. A follow-up discussion about thinking about their team-mates as well as themselves (e.g. stepping back to let people pass) and a second attempt at the game is worthwhile.
Pole game	<ul style="list-style-type: none"> • long tent pole or similar • stopwatch 	The group arrange themselves along both sides of the pole so that everyone is holding it at waist height. They let the pole rest on the backs of their hands. Their task is to place the pole on the ground. If anyone’s hands come away from the pole the whole group must start again. If anyone pushes down on the pole with any part of their body, the whole group must start again.	This game requires communication, collaboration and patience. And it only takes one person to ruin it for everyone! This simple task becomes more difficult with every extra player. A follow-up conversation about why it was so difficult is worthwhile.

LEADERSHIP IN LEARNING

ICEBREAKERS

	RESOURCES	INSTRUCTIONS	OBJECTIVES
Introduce a teammate	Optional whiteboard/pen and paper	Each member of the team must introduce one of their teammates to the rest of the group. They must include at least three pieces of information about their teammate and name, age or school do not count!	This game helps a team to get to know each other and is a very simple introduction to planning and delivering a presentation.
Rock paper scissors	None	Everybody plays one game of Rock Paper Scissors against a random opponent. The winner becomes a Champion and the loser a Supporter. Each Champion finds another Champion for another game, while the Supporters must cheer and chant the name of their Champion. We soon have two Champions left, each with half the class shouting for them.	This game is really about the Supporters. As part of a team, you may not always get your own way but you will have to join in and work hard for the team whether your idea got chosen or not.
Winter survival game	<ul style="list-style-type: none"> • One winter survival info pack per team. • One winter survival answer sheet per person. • One set of expert answers for the teacher 	Each player must rank the items in order of importance on their own. Then, each team must agree a set of team rankings. The rankings are compared to the expert rankings to determine a team score. An exact match with the expert ranking scores 0. If the team are out by 1, they get 1 point. If they are out by 5, they get 5 points. Lowest score wins.	This game introduces elements of planning, logic and critical thinking as well as negotiation. Forcing each player to write down their individual answers first gives a clear starting point for each player in the team discussion.
Stepping stones	• 2/3 planks of wood/ cardboard	Teams have to get from starting point to finish without touching grass, carpet etc using just the planks they have to stand on.	Allow teams time to discuss a plan first and use their initiative to get across the river.

LEADERSHIP IN LEARNING

STUDENT REFLECTIONS

Three things I learned about myself and how I learn during the Bridge21 workshop:

1. _____

2. _____

3. _____

Has the Bridge21 workshop impacted on you in any of the following ways?

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
Improved my ability to work with others					
Developed my research skills					
Increased my confidence using technology					
Allowed me to make new friends					
Improved my communication skills					
Allowed me to be creative					
Helped me learn and explore new topics and information					

LEADERSHIP IN LEARNING

STUDENT REFLECTIONS

How well did you work with your team during the Bridge21 workshop?

	Never	Only now and again	Sometimes	Nearly always	Always
I enjoyed working with my team					
I contributed to my team's ideas and work					
I trusted my teammates					
I had a clear role to play in my team					
I helped my teammates when they needed it					
I got on well with my teammates					
I was bossy with some teammates					
I made a good contribution to my team					
I listened to my teammates' ideas					
I liked working with my team					

Three things I would like to improve about how I work with others:

1. _____

2. _____

3. _____

LEADERSHIP IN LEARNING

TEAM REFLECTIONS

Overall, how would the team rate their performance today?

Excellent	Good	Average	Fair	Poor

Why does the team feel this way?

What was the team's best achievement today?

How often did the following happen in your team today?

	Never	Only now and again	Sometimes	Nearly always	Always
We took turns when talking to each other					
We were sensitive to the needs of one another					
We discussed things and did not argue					
We were well organised					
We were interrupting and cutting each other off when speaking					
We got on well together					
We all did our fair share of the work					

LEADERSHIP IN LEARNING

TEAM REFLECTIONS

List three skills the team have learned today.

1. _____

2. _____

3. _____

List three skills the team would like to develop/improve on.

1. _____

2. _____

3. _____



LEADERSHIP IN LEARNING

THE BRAIN GAME: OVERVIEW FOR TEACHERS

The Brain Game is a Bridge21-based simulation activity in which students model the process of planning and implementing a four-month leadership project. Each “month” of activity is completed in 30 minutes and each team has tasks to complete each month. Students use email and web research to complete their tasks, including contacting various potential contributors. All external communication is done by emailing “the brain”.

Each “month” has a number of deadlines. For example, if the students were planning a coffee morning for a local hospice, their tasks for one month might include:

- Get permission from their principal
- Secure sponsorship from a local business
- Inform parents of the event

They do this by sending emails to the brain and addressing whomever they wish to contact. They will send several emails to the same address but they will begin “Dear Principal”, “Dear Local Business Owner” or “Dear Parents”.

A team of teachers or older students are needed to answer the “brain” emails. One adult acting as a “brain” can support up to three teams of students. They will reply, in character, as the various stakeholders in the project. Some replies will be prompt. Others may take more time. Some will give positive responses, such as permission to proceed or agreement to take part. Others will be more negative, such as the respondee not being available or requesting more information. For example, a “local business owner” may agree to provide prizes for a raffle if their logo is included in the posters for the event. They may ask students to mock up these posters, and share them by email, by a certain deadline before agreeing to help out.

An outline of predetermined tasks is provided to teams, but additional tasks can come to teams via the brain. Tasks not completed in one month will roll over into the next. The activity is designed to help students develop a sense of what it is like for the team to manage a project from start to finish. They should experience what it’s like to communicate in a formal fashion via email communication, to be put under pressure, to adapt to changes and to solve problems that arise within a project. These skills should be of benefit to the students when running their own Leadership projects, Junior YSI and CBAs.

LEADERSHIP IN LEARNING

THE BRAIN GAME: DIRECTIONS FOR STUDENTS

You and your teammates must plan and manage a community service project including making a budget, communicating with teachers, local businesses/ organisations, students, setting and meeting deadlines, etc.

You have four months to do this. Each month is equal to roughly 30 minutes of real time. You should try to complete the tasks prescribed for each month (or you'll have to catch up on it the next). All communication should go through "the brain" — that is all teachers, parents, sponsors, guest speakers, etc. who are using the email address.

Your project theme is "Anti Social Behavior".

November

- Decide on three actual activities (concerts, parades, guest speakers, other events)
- Decide on a budget for your project
- Write a project proposal to the Board of Management with information on the above (a word document)

December

- Contact the relevant people (teachers, guests) who you need to get involved with your project (use email)
- Write a parental consent form for all students involved with the project giving details of activities (a word document)
- Decide on dates and venues for your activities and check this out with relevant people (use email)

January

- Make a poster for your school building using Paint or similar (email file to the brain)
- Write a progress report to Board of Management (a word document)

February

- Prepare a presentation of your project (Using the guide questions provided)

LEADERSHIP IN LEARNING

REFLECTION ON THE SERVICE PROJECT

This reflection can be completed by students on an individual basis, in small groups, or as a whole class. They can complete these worksheets, or this can be done on the whiteboard with post-its - for example, each student writes one skill and one way it might help them in the future.

The Community Service Project that I carried out was (please give a small description of what the activities involved).	
I think I developed the following skills during this project:	I think these skills can help me – in school/college/life/jobs/etc. – in the following ways:
My favourite memory from this activity was....	

LEADERSHIP IN LEARNING



Activity Design Template



Topic/Theme: _____

Class/Year Group: _____

Subject(s): _____

Outline

What is the **challenge** your students will tackle?

Why is this **meaningful** to the students - what's the hook?

What are the **key ideas** that the students will remember?

Learning Objectives

What **curriculum content** will be addressed?

How are four key **21st Century Skills** addressed?
Creativity

By the end of this activity students *will be able to*:



Communication

Collaboration

Critical Thinking

Reflection

How will you know that they are learning?

In what ways will students reflect on progress?



LEADERSHIP IN LEARNING

BRIDGE²¹ Activity Design Template 

Possible Aspects	Description	Time
		

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LEADERSHIP IN LEARNING



Activity Design Template



Topic/Theme: Rectangles, Linear and Quadratic graphs and formulae

Class/Year Group: Ages 15-17

Subject(s): Mathematics

Outline

<p>What is the challenge your students will tackle?</p> <p>Students are redesigning the school yard and building a separate enclosure for 1st years. Given 200m of fencing, what is the maximum rectangular shaped area that can be enclosed?</p>	<p>Why is this meaningful to the students - what's the hook?</p> <p>The hope is that this if a entertaining context for a common problem. The context will be referred to throughout the lesson, giving relevance to the work.</p>	<p>What are the key ideas that the students will remember?</p> <p>Scale, perimeter and area of a rectangle, tabulating data, graphing linear and quadratic functions, generalizing data into functions.</p>
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Learning Objectives

<p>What curriculum content will be addressed?</p> <ul style="list-style-type: none"> • Linear and quadratic relationships in real-life contexts • The various representations of these relationships including tabular, graphical and algebraic formats; converse statements <p>By the end of this activity students <i>will be able to</i>:</p> <ul style="list-style-type: none"> • explore patterns and formulate conjectures • explain findings • justify conclusions • communicate mathematics verbally and in written form • apply knowledge and skills to solve problems in familiar and unfamiliar contexts • devise, select and use appropriate mathematical models, formulae or techniques to process information and to draw relevant conclusions 	<p>How are four key 21st Century Skills addressed?</p> <p>Creativity Brainstorming to identify converse statements, how to measure the space of a 1st year student.</p> <p>Communication Students will need to communicate mathematics verbally and in written form throughout.</p> <p>Collaboration Students will need to work together in order to accomplish the task and answer the assigned questions in the given time.</p> <p>Critical Thinking Finding solutions, discussing options, converse statements.</p>
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Reflection

<p>How will you know that they are learning?</p> <p>Through observation of student activity, discussions with the groups and team leaders, and analysis of their results and finished presentations.</p>	<p>In what ways will students reflect on progress?</p> <p>Students will engage with their peers and teacher throughout the activity, allowing them to reflect on their progress. When they present their results at the end of the activity, they will receive feedback on their progress.</p> <p>Assessment rubrics and feedback forms can be used to provide further summative and formative assessment for the students.</p>
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LEADERSHIP IN LEARNING



Activity Design Template



Possible Aspects	Description	Time
	Set up: Ice-breaker and Team-formation if required. Introduce the challenge.	5-10 mins
	Warm up: Experiment: How can you create the largest possible rectangle using 20 lollipop sticks?	5-10 mins
	Plan: Following on from the experiment, fill in the width x length = area table	5-10 mins
	Plan: How much space does an average 1 st year take up? (Standing? Sitting? Lying down? With/without bag?) How many 1 st years are there in your school?	10 - 15 mins
	Create: <ol style="list-style-type: none"> 1. Read from table. Identify that a square is the best combination. 2. Make graphs. Both Linear and Quadratic. 3. Generalise. Find formulas showing the relationships between Width versus Length and Width versus Area. 	30 mins
	Create: create a presentation of your results, which includes answers to your assigned questions	20 mins
	Present: Each team presents their results as well as their answers to their assigned questions. (5 mins per team)	25 -30 mins
	Reflect: General, whole group reflection, focusing on what was learned and where the challenges lay.	10 mins

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School Case Studies

1. Pathways to College,
Mercy Secondary School,
Dublin, Ireland
2. Mentoring,
Istituto Comprensivo Val
Rendena, Pinzolo, Italy
3. Leadership in Learning,
Institut Ribera Baixa, El
Prat de Llobregat, Spain

Access21 Case Study: Pathways to College STEM Passport for Inclusion



Mercy Secondary School, Inchicore, Dublin

The Access21 project centred around the three core practices of Leadership in Learning, Mentoring and Pathways to College. As one the of the three international schools lucky enough to be involved in Access21, the core practice we focused on primarily was Pathways to College. This core practice has always been at the heart of Mercy Inchicore, being a Trinity Access school and having run many projects and initiatives to promote student engagement and progression to college. Therefore we felt this would be a perfect opportunity to explore Pathways to College more within our school while also sharing our experiences with both the Pinzolo and Barcelona teams. As we reflected on Pathways to College and the school's experiences so far, while there are a number of factors that do influence a student's progression, it was noted that subject choice was of particular relevance to our school. That students were making decisions on subjects to sit for their Leaving Certificate resulting in them missing out on many career opportunities. This became the main aim of our Pathways to College Project, specifically in the area of science subjects and STEM careers.



Aim of Pathways to College Project

As our core practice within the Access21 project was Pathways to College it was decided to look into our students progression rates and see if any patterns were visible from students' choices in post secondary education. From this research it was discovered that while our progression rates to further education were and continue to be high (approx. 70%), there was a noticeable lack of STEM courses being chosen by students as a preferred career choice. Therefore the following was developed as our aim;

To increase our students' uptake of science subjects within school and provide opportunities for students to become more aware of science careers as an option after school.



How did we meet this Aim? - STEM Passport for Inclusion

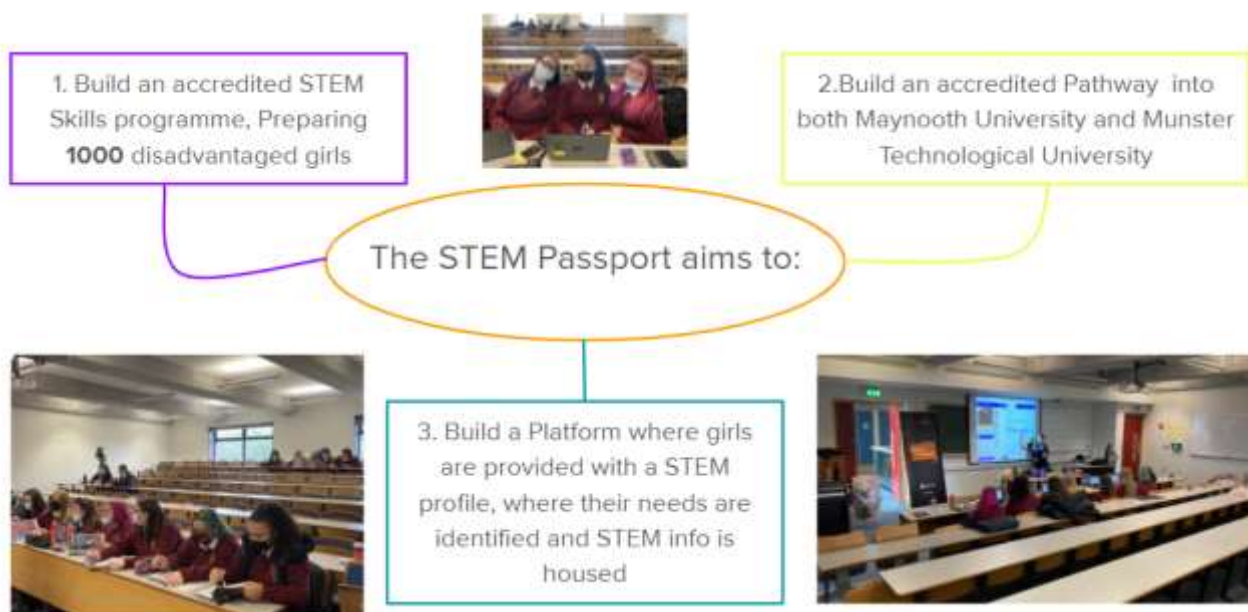
In identifying the low numbers of our students progressing to STEM courses in third level education we questioned how student awareness might be increased for these courses. Our first step was to research and reach out to various universities to see if they offered any programmes or initiatives to help increase STEM uptake in third level. Through this initial communication Maynooth University informed us of a programme they were piloting called, 'The STEM Passport for Inclusion' (STEM Passport Inc.). This Passport aims to support 1000 girls from working class communities across Ireland to move into STEM courses and careers.

STEM Passport for Inclusion are making three key changes to the existing systems to change the future of 1000 girls, they will:

- ❖ Build an accredited STEM skills programme, Preparing 1000 disadvantaged girls from Munster and Leinster for STEM courses

- ❖ Build an accredited Pathway into both Maynooth University and Munster Technological University - facilitating entry to STEM degree courses for disadvantaged girls who do not meet University matriculation requirements who have participated in the STEM skills programme
- ❖ Build a Platform where girls are provided with a STEM profile, where their STEM needs are identified and where all STEM activities, courses and career opportunities are housed.

We felt this pilot fit perfectly for our students' needs and had similar outcomes to what was hoped to be achieved with our students. Considering this our 5th year students were signed up to get involved over a period of three days of visits and activities in Maynooth University.



Background Information - Inchicore

Inchicore is located just under 5 kilometres from Dublin City centre and has a population of 4,610 (2016, Census). Within the Inchicore area there are five primary schools and just one secondary school, Mercy Secondary School. It is predominantly a working class area, which has had an impact on the uptake of science subjects in our school. Many parents would not have studied science themselves and therefore have a negative impact on their idea of what science is. Furthermore this influenced our students' perception of science and their own confidence in the subject. As science teachers would often hear students remark “science

isn't for them" and "I'm not able or smart enough for science". Which further highlighted the need for student interaction with STEM increasing their awareness and confidence. .



Inchicore is a history rich area with Kilmainham Goal and Richmond Barracks in the locality. Being in such proximity to Dublin City centre gives our students a great number of third level institutions for them to progress to within 5 kilometres, Trinity College, Inchicore College of Further Education and DIT Aungier Street, for example.

Background Information - Irish Post Primary System (A Brief Overview)

Post Primary School begins with 1st year where students are generally around 13 years of age. The first three years students complete Junior cycle, which takes them to the end of 3rd year, where they complete continuous assessments and final year examinations. Following Junior Cycle, students go into 4th year, also known as Transition Year, where they have the opportunity to develop new skills and explore possible careers paths. At the end of 4th year students choose which subjects they want to study for Senior Cycle. 6th Year students sit around 7 State Examinations as part of their Leaving Certificate. The results of these exams provide students with a specific number of Points depending on their results. Students fill out the CAO (Central Applications Office) Form of possible college courses in order of preference. Students are offered college places not exceeding the points they have received from these exams.

Mercy Inchicore - Our School Context

Mercy Secondary School is a co-educational (both male and female students) Catholic voluntary school in Dublin 8 that serves the community of Inchicore and surrounding areas. Guided by the vision of Catherine McAuley our school empowers and provides opportunities to the 180 students attending the school.

Mercy Inchicore is a DEIS school. DEIS or 'Delivering equality of Opportunity in Schools' is a system the government has put in place to support students and families in a low socioeconomic status. Families who have little or no financial support to send their children to school will have support from a DEIS school in terms of financial support for books, uniform, technology or/and lunches. As mentioned previously we have been involved with Pathways to College for a number of years and we are a Trinity Access school. This programme offers a range of access programmes for people with the enthusiasm, motivation, and ability to succeed at third-level and engage with communities and schools in low progression areas to encourage a positive mindset and support real steps towards going to University.



The Project Itself - 7 Step Process

To understand and outline the running of this project we have undertaken, it has been broken down into 7 steps to highlight the important factors that influenced the project and also the carrying out of the project itself. The 7 steps are as follows and are sub divided;

Project Background - giving an insight into how science has been promoted in our school so far and how this influenced this project. **Our Question** or what we hoped to achieve. **Project Undertaking** - what we did to fulfil our aim.

Project Background - Why are we doing this project?

1. In September 2017 science as a subject was not compulsory for students to study for their Junior Certificate or Junior Cycle. In this case students would make their subject choices before beginning in Mercy as a first year student. This resulted in a very low uptake of students studying science with only 6 in the 2nd year science class during the 2017/18 academic year. This had a huge knock on effect down the line as this 2nd year group are now in their Leaving Certificate this year (2021/22) and not one of these students are sitting a science subject in their exams.
2. Considering this low uptake and recognising that students are limiting their options in third level resulted in a decision made by the science department and school management to make Junior Cycle science compulsory beginning September 2018.
3. The school also took part in a Schools Excellence Fund, named Surprise of Science, to promote science in Mercy and a cluster of 3 local primary schools. This project ran a number of successful initiatives and events such as regular lab visits to Mercy by primary school students and STEM Careers day held in Mercy November 2019.



Project Background - Our Question?

4. Over those two to three years of Surprise of Science we successfully engaged students at both primary and post primary levels in science and increased their awareness of the importance of science but also that it is accessible to them. This made us question how we as a school could now go beyond what we achieved so far and promote science progression to further education?

Project Undertaking - Timeline

5. In May 2021 we as a team contacted universities and colleges to find out if they offered any programmes they may run to facilitate science promotion in college or possible activities for students to become engaged in.

6. Maynooth responded to our email and informed us of a pilot programme that they offered to girls from disadvantaged areas. The programme is called STEM Passport for Inclusion which on completion would reduce points required for science courses in specific third level colleges. We felt that this programme fit perfectly with what we were hoping to achieve and so decided to join up for the pilot programme.



7. 5th year students were chosen as the group to pilot the passport. It was felt that this cohort of students would benefit the most from taking part in the pilot as they were the last year group where science was not compulsory for Junior Cycle.



As the project was being completed in September 2021 it also gave students the possibility of changing subject choice early in 5th year if they felt that a STEM career was an option for them. Sixteen 5th year students took part in this pilot. Over the course of 3 day visits to Maynooth University they were involved in a range of activities including engaging with members of Microsoft Dreamspace, completing tasks with coding and scratch as well as mentoring. They were integrated in the college experience and life, by being on campus and working in a lecture hall.



Student and Teacher Feedback

“Doing STEM Passport made me aware of the science courses and those areas in college, I am now thinking of having a future in science”

“By participating in STEM it has opened possible career paths for us”

“It showed me that I can use different programmes and projects to get into college”

“The Passport was a great opportunity for students to become engaged in STEM in a meaningful way outside of the usual classroom environment, while showing them that science beyond school can and is an option for them despite their past experiences.”



Learning & Outcomes for BOTH students and teachers

Due to past experiences in the school, open day now caters more and inclusive of promoting science since 2018, beginning the conversation about STEM as early as possible.

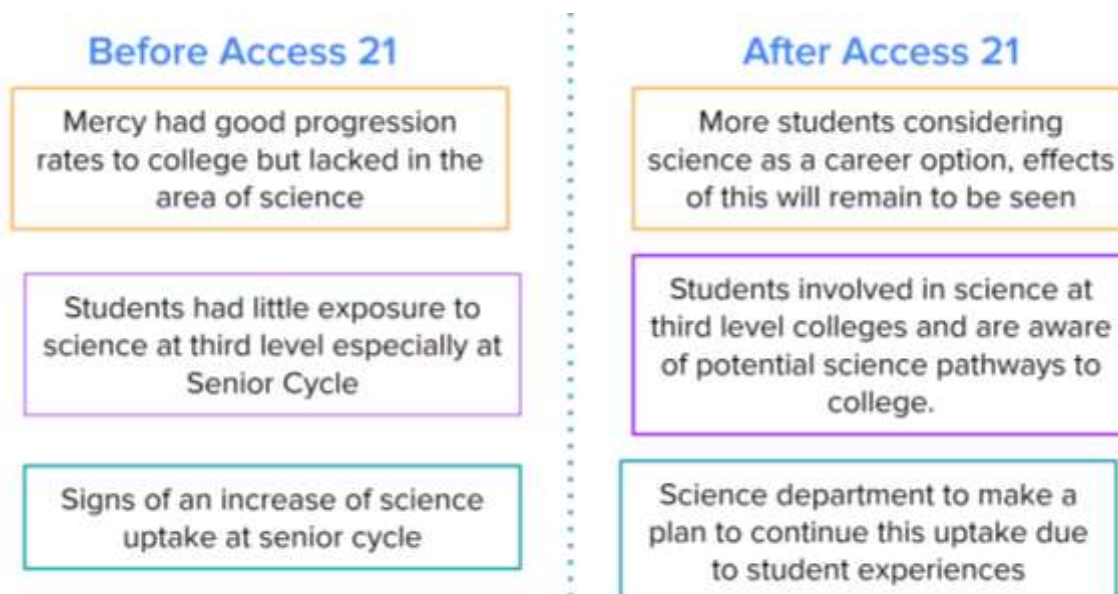
Students' experience of undertaking the pilot in Maynooth University increased their awareness of pathways to science courses through STEM Passport.

Current 6th Year versus 5th year science uptake; ten 5th year students are studying science subjects, Biology and Phys/Chem, for their Leaving Certificate, including four students who didn't study science for Junior Cycle.

Teachers are more knowledgeable of course requirements and mentoring needs of students in future STEM promotion.

Conclusion

Through undertaking this Access21 Project a number of benefits were identified.





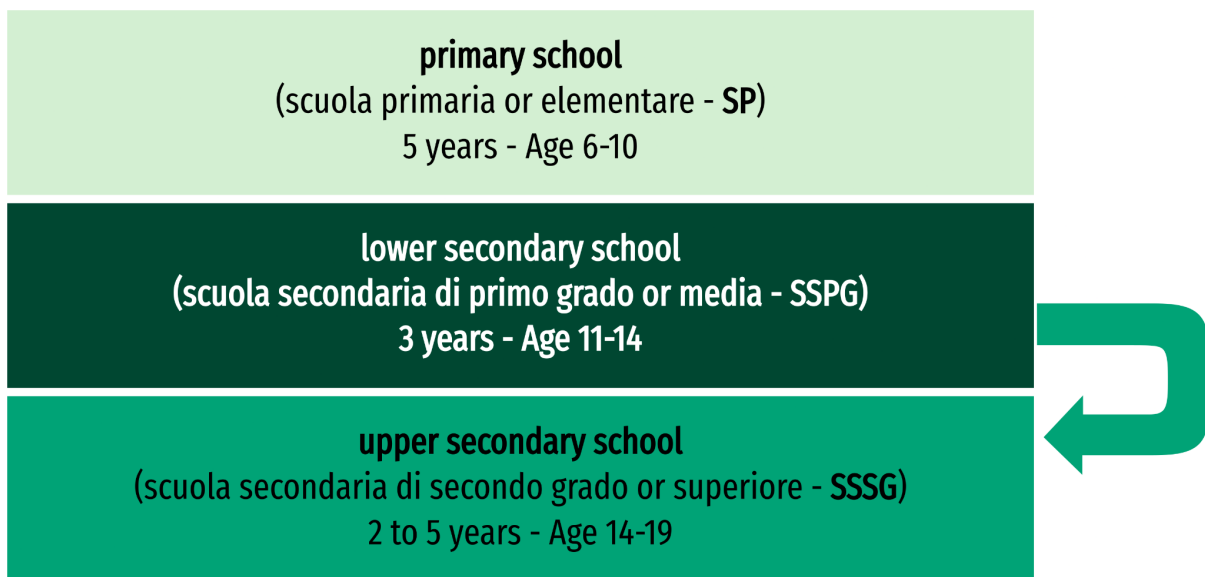
ORIENTAMENTO

Helping students choose their upper secondary school

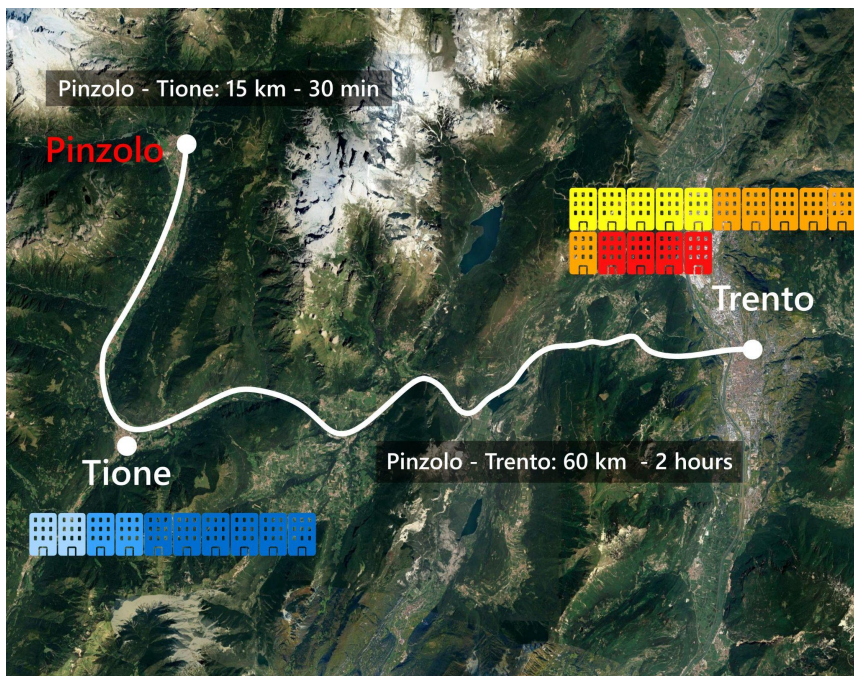
Istituto Comprensivo Val Rendena, Pinzolo

INTRODUCTION

When students in Italy are 14 years old, they are attending the third and last year of lower secondary school and need to choose their future upper secondary school.



There are different types of upper secondary schools: vocational and technical schools, but also specialized academic courses preparing students for university. Some of these schools are available in a small town nearby (Tione, about 15 km far) while others are farther away (for example in Trento, about 60 km away).

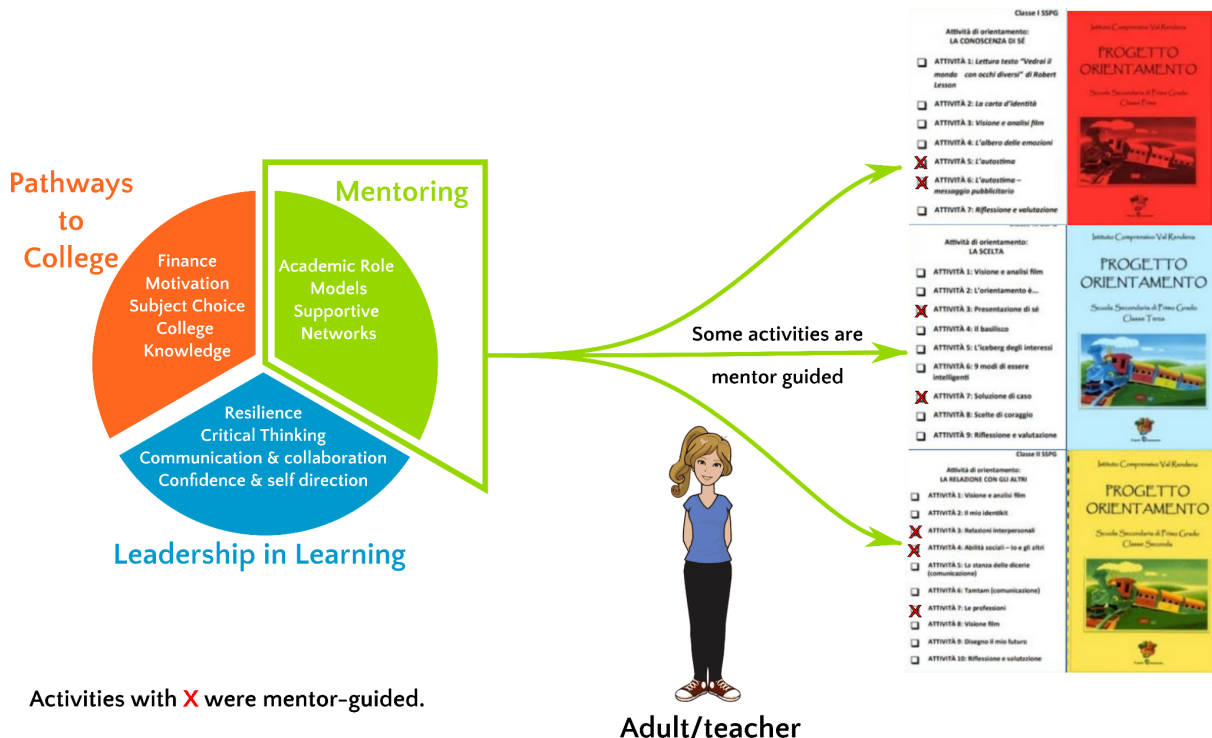


Choosing the future school that best suits students is of paramount importance because it builds up their motivation. If students are not looking forward to going to their future school, they are not going to put much effort into schoolwork and might feel they are wasting their time, thus increasing the probability of dropping out in the following years. On the other hand, students who are determined to follow a certain career path are more focused and more “engaged” with school.

Hence our school has always put a lot of effort in supporting and advising students when it comes to choosing their future school. In fact, it has got a long-standing cross curricular project called “Orientamento” (literally “Orientation”) which develops throughout the three years of lower secondary school and aims to help students choose their upper secondary school during the third.



Therefore we decided to implement a mentoring programme that could enhance our “Orientamento” project.



“Orientamento” starts in the first year of lower secondary school with self-knowledge activities, continues in the second year with interpersonal relationship activities and ends at the beginning of the third year, when students have to choose the upper secondary school they are going to attend the following year.

Before Access 21, “Orientamento” activities in our school were usually carried out by different teachers working with one whole class at a time.

Thanks to Access 21, we decided to carry out the seven sessions in groups of four or five students, with one teacher working with the same group throughout the programme.

TARGET GROUP AND SCHEDULING

This programme addresses second year students and follows them on to their third year. It is important for them to start thinking about themselves and their interests in order to be ready to choose their future upper secondary school by December/January of the following school year.

This case study was carried out on the two second year classes in Pinzolo Lower Secondary school:

- Class 2A (21 students)
- Class 2B (20 students)

Seven sessions from the “Orientamento” project were chosen to be mentor-guided. The programme developed during school lessons and was carried out by a team of teachers/mentors, each of them working simultaneously with one small group of students from the same class. The team of teachers/mentors was led by Erasmus+ teachers Catturani Monica and De Toni Stefano.

The programme started in March 2021, when students were in the second year and finished in November 2021 with the now third year students. The programme was divided into three different steps:

1. **self-knowledge**
2. **interpersonal relationships**
3. **informed decision-making** regarding the Upper Secondary school they are going to attend the following year.

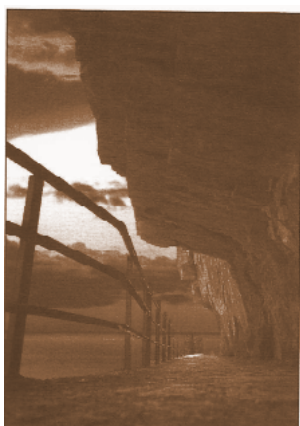
OUTLINE OF THE PROGRAMME

Mentees are divided into groups of four to five based on their aptitudes and interests. They work individually or in groups depending on the activity.

SESSION #1 IDENTITY POSTCARDS

This is an introductory, 'getting to know you' activity based on postcards or any other type of pictures. The mentor invites mentees to sit around a table. Then he/she lays about fifty postcards on the floor in random order. The postcards can depict all sorts of subjects: landscapes, flowers, animals, objects. In the first part of the activity, mentees take turns to choose a postcard which represents something about themselves. After picking their postcard, each mentee introduces him/herself using that picture. The other mentees in the group can ask questions, and he/she can choose whether to answer or not. Then, in the second part of the activity, mentees put their first postcards back on the floor and choose a second picture representing at least one characteristic that they wish they had. Again, mentees present their choice, comment on them and - if they feel like it - answer their group mates' questions.

THE WAY I AM



I often feel lonely, I find it hard to be with other people. Sometimes I feel like being on my own and having company annoys me... So I become nasty and I tell everyone to go to hell...



THE WAY I WOULD LIKE TO BE



I wish I lived in castle. I would feel more protected, then... and maybe invite my friends over, if I wanted to!

SESSION #2 MEASURE YOUR SELF-ESTEEM

Mentees complete a questionnaire (handout "Measure your self-esteem") to find out about their self-esteem both in general and at school.

SESSION #3 DESCRIBING MYSELF

In the handout “Describing myself”, in the first box mentees tick in red the adjectives that describe their own personality (What am I like?); in the second box they tick in blue the adjectives that describe personality traits they would like to acquire in future (What would I like to be?).

Mentees then write a text using the adjectives they have chosen to describe themselves: (What am I like? and What would I like to be?). The mentor asks mentees to enrich their description by adding experiences and examples.

SESSION #4 MEASURE YOUR SELF-EFFICACY

Mentees complete a questionnaire (handout “Measure your self-efficacy”) to find out about their self-efficacy both in general and at school.

SESSION #5 INTERPERSONAL RELATIONSHIPS

Out of a list of personality adjectives, mentees choose three which they think can help building relationships in class, with friends and family and three which can hinder them.

Then they discuss the characteristics they chose and why.

SESSION #6 SOCIAL SKILLS

First of all, mentees reflect on their social skills answering the questions in the handout “Are you socially skilled?” and compare their answers.

Then they complete a self-evaluation questionnaire (“Me and the others” handout) and compare results.

Next, mentees learn about behavioural styles (aggressive, assertive, passive) through the handout “My social skills”. Mentees complete the questionnaire and discuss results.

Lastly, students complete the handout “Take stock of yourself” to wrap up the activity.

SESSION #7 SOLVING A CASE (DIFFERENT SITUATIONS)

Mentees read the descriptions of four 13-year-old students (“Different situations” handout) containing information about their families, their hobbies and interests, and their personality. For each student, mentees choose two Upper Secondary schools they should apply to and give reasons for their choices, thus reflecting on their own decision-making process.



Here's one of the cases:

CASE 1 Anna

	Subject	Father	Mother	Brother	Sister
Name	Anna				
Age	13 years old			12 years old	7 years old
Education		degree	economics upper secondary school diploma	First Year lower secondary school student	Second Year primary school student
Job		traumatologist	housewife		

Anna lives with her family in a provincial town. She joins nature camps organized by her school every year, she volunteers for WWF to observe and study animals. She likes to record, select and collect nature documentaries, showing the most interesting to her friends, and she also likes to take photos and make videos. Among her interests are a weekly acting and scenic design course. During this activity she proves proactive and creative. She easily engages her mates, firing her enthusiasm onto them. These activities occupy most of her free time, but they do not interfere with her studies. Sometimes, her mother helps her with costume finishing and school homework, especially maths which she struggles with. She really likes science and humanities.

RESULTS AND OUTCOMES

Results were assessed through teacher and student questionnaires at the end of each activity.

Students were overall very happy with the programme and they asked for more “Orientamento” activities to be mentor-guided. They found most of the activities engaging and useful in terms of decision-making. One student suggested a follow-up activity for Session #7 (Solving a case): writing a text about themselves following the examples, which may help them analyse their own case in an analytical way.

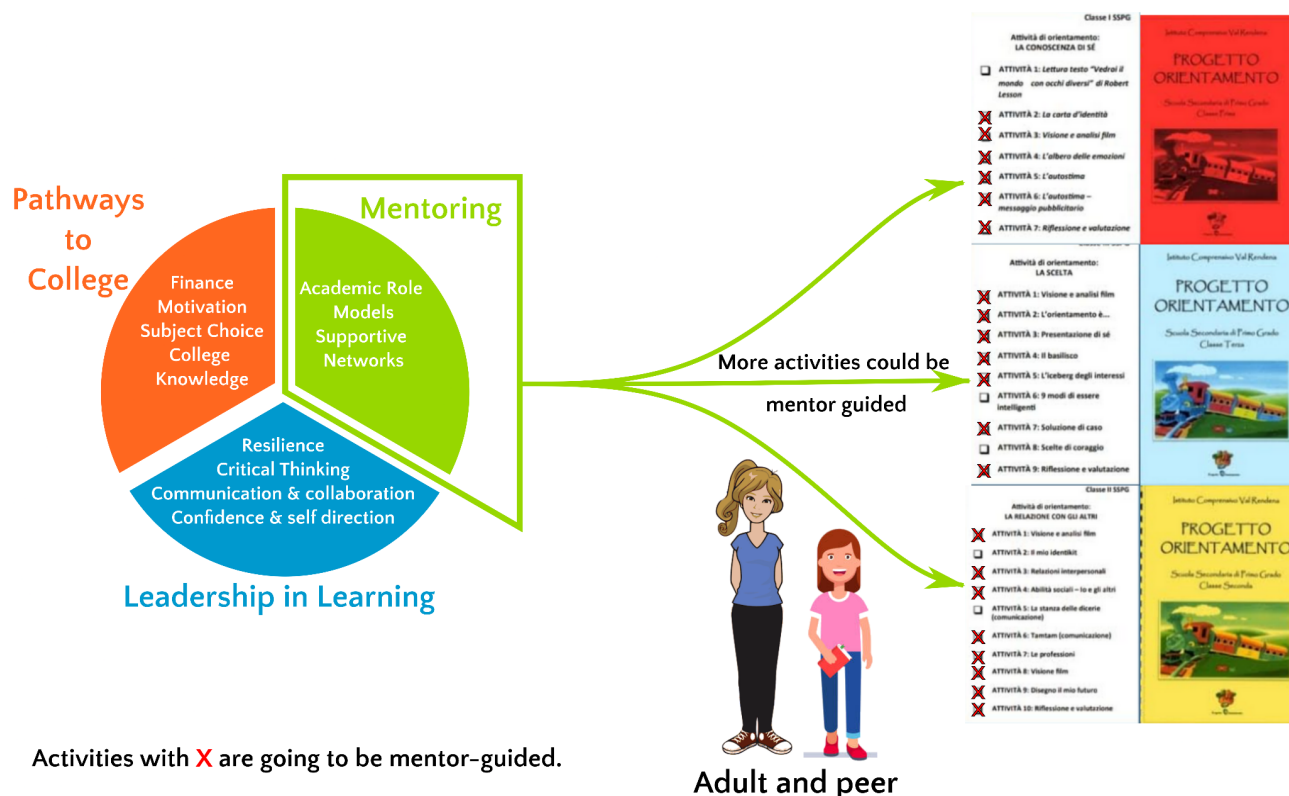
One of the positive aspects was the fact that working in small groups made it easier for everyone to express their own ideas and they felt they were genuinely listened to. On the other hand, a student found that her group mates were not always cooperative during group work activities.

As for teachers, they noticed how students felt the attention on them during the mentor-guided activities. It made them willing to listen and to reflect on themselves. Small groups improved participation, and shy students could open up more easily.

On the negative side, one of the teachers involved thought it was very difficult to find the time to carry out the activities and another one worried that continuity may not be guaranteed because of turnover.

Finally, it would be interesting to ask for feedback from the upper secondary schools our former students are going to attend next year, in order to really understand whether our programme made our students choose the best school for them or if they had to change schools during the first months (September to December).

WHAT'S IN FOR THE FUTURE?



First of all, more “Orientamento” activities will be mentor-guided in the future.

One of the issues in implementing this programme was the difficulty to organize the mentoring sessions with five mentors (i.e. five teachers) working with the same class at a time. This issue could be partially overcome by training a small group of suitable students to become peer mentors. Not only would this be less demanding for the school in terms of staff, but it could also benefit mentees as they would find it easier to open up with a peer rather than with an adult.

Another addition will be a series of extra sessions only for students who are still unsure about their future school at the end of the standard programme.

Please scroll on to the next section to see the full suite of Orientamento Mentoring Resources!

MENTORING RESOURCES for ORIENTAMENTO

SESSION #1 IDENTITY POSTCARDS

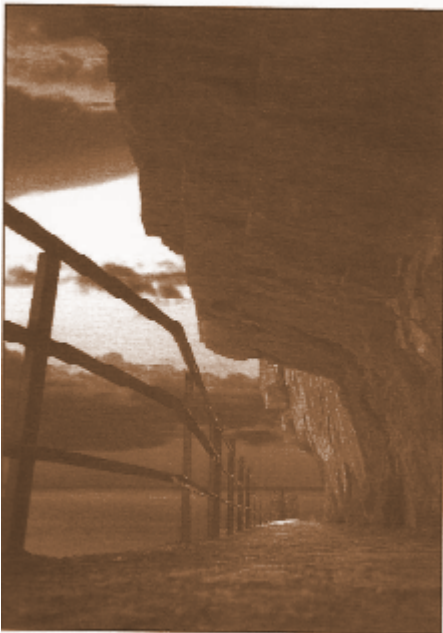
A POSTCARD FOR MY IDENTITY

Identity

It is an introductory, 'getting to know you' activity based on postcards or any other type of pictures. The mentor invites mentees to sit around a table. Then he/she lays about fifty postcards on the floor in random order. The postcards can depict all sorts of subjects: landscapes, flowers, animals, objects. In the first part of the activity, mentees take turns to choose a postcard which represents something about themselves. After picking their postcard, each mentee introduces him/herself using that picture. This introductory activity helps create a relaxed atmosphere. All mentees introduce themselves. The other mentees in the group can ask questions, and he/she can choose whether to answer or not. Then, in the second part of the activity, mentees put their first postcards back on the floor and choose a second picture representing at least one characteristic that they wish they had. Again, mentees present their choice, comment on them and - if they feel like it - answer their group mates' questions.

ELISA

The way I am



I often feel lonely, I find it hard to be with other people. Sometimes I feel like being on my own and having company annoys me... So I become nasty and I tell everyone to go to...

The way I would like to be



I wish I lived in castle. I would feel more protected, then... and maybe invite my friends over, if I wanted to!

SESSION #2 MEASURE YOUR SELF-ESTEEM

How's your self-esteem these days?

Complete this questionnaire and find out! Once you are finished, add up your marks and check your score using the table below.

		Almost always	Sometimes	Hardly ever
1.	I like almost everything about myself.			
2.	I'm quite good at Italian/English.			
3.	I'm happy to be the way I am.			
4.	I do my homework every day.			
5.	At home I try and help.			
6.	I'm proud of the way I work at school.			
7.	I'm worthy.			
8.	I'm happy for my school results.			
9.	I'm an interesting person.			
10.	I can do my homework without spending all afternoon on it.			
11.	I'm a nice person.			
12.	I'm satisfied with myself when I'm at school.			
13.	If I lose at a game at school, I don't get upset.			
14.	I understand what my teachers explain.			
15.	I succeed in many things.			
16.	I think my school report is good.			
17.	I tidy my bedroom without being reminded of it.			
18.	I'm good at PE/sports.			
19.	I'm a good student.			
20.	I'm proud of myself.			
21.	I'm good at maths.			

SCORE	Almost always	Sometimes	Hardly ever
What I think about myself in general Questions no. 1 / 3 / 5 / 7 / 9 / 11 / 13 / 14 / 15 / 17 / 20	2	1	0
What I think about myself in general Questions no. 2 / 4 / 6 / 8 / 10 / 12 / 14 / 16 / 18 / 19 / 21	2	1	0

Have you calculated your score?

Total score for the scale: What I think about myself in general

Total score for the scale: What I think about myself at school

- If your score in both scales is around 16 points, then you have a high self-esteem, so you are quite satisfied with what you do.
- If your score is between 7 and 14 points, it means you are not satisfied with everything you do.
- If your score is up to 6 points, it means you are too hard on yourself. Ask yourself why and remember that you can improve your self-esteem!

What did you learn from the results of the questionnaire?

SESSION #3 DESCRIBING MYSELF

Purpose

Help mentees reflect on themselves and on aspects of their personality.

Procedure

1 In the worksheet "Describing myself", in the first box mentees **tick in red** the adjectives that describe their own personality (**What am I like?**); in the second box they **tick in blue** the adjectives that describe personality traits they would like to acquire in future (**What would I like to be?**).

2 Mentees write a text using the adjectives they have chosen to describe themselves: (**What am I like?** and **What would I like to be?**) The mentor asks mentees to enrich their description by adding experiences and examples.

Material

1 Worksheet - Describing myself

2 Sheets of paper

DESCRIBING MYSELF: WHAT AM I LIKE? WHAT WOULD I LIKE TO BE?

Read the adjectives in the list carefully. In the first box, **tick in red** the adjectives that describe your own personality (**What am I like?**). In the second box, **tick in blue** the adjectives that describe personality traits you would like to acquire in future (**What would I like to be?**). Then write a text using the adjectives in the list to create a self-portrait of **what you are like** and **what you would like to be**. In your description, try to give examples, talk about your experiences and behaviours.

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> <input type="checkbox"/> Affable | <input type="checkbox"/> <input type="checkbox"/> Excitable | <input type="checkbox"/> <input type="checkbox"/> Methodical | <input type="checkbox"/> <input type="checkbox"/> Restrained |
| <input type="checkbox"/> <input type="checkbox"/> Affectionate | <input type="checkbox"/> <input type="checkbox"/> Exigent | <input type="checkbox"/> <input type="checkbox"/> Meticulous | <input type="checkbox"/> <input type="checkbox"/> Romantic |
| <input type="checkbox"/> <input type="checkbox"/> Aggressive | <input type="checkbox"/> <input type="checkbox"/> Extroverted | <input type="checkbox"/> <input type="checkbox"/> Moody | <input type="checkbox"/> <input type="checkbox"/> Self-assured |
| <input type="checkbox"/> <input type="checkbox"/> Annoying | <input type="checkbox"/> <input type="checkbox"/> Fascinating | <input type="checkbox"/> <input type="checkbox"/> Muddling | <input type="checkbox"/> <input type="checkbox"/> Sensitive |
| <input type="checkbox"/> <input type="checkbox"/> Anxious | <input type="checkbox"/> <input type="checkbox"/> Fearful | <input type="checkbox"/> <input type="checkbox"/> Mischievous | <input type="checkbox"/> <input type="checkbox"/> Sentimental |
| <input type="checkbox"/> <input type="checkbox"/> Arrogant | <input type="checkbox"/> <input type="checkbox"/> Friendly | <input type="checkbox"/> <input type="checkbox"/> Naive | <input type="checkbox"/> <input type="checkbox"/> Serious |
| <input type="checkbox"/> <input type="checkbox"/> Bad-tempered | <input type="checkbox"/> <input type="checkbox"/> Fussy | <input type="checkbox"/> <input type="checkbox"/> Nervous | <input type="checkbox"/> <input type="checkbox"/> Shy |
| <input type="checkbox"/> <input type="checkbox"/> Bored | <input type="checkbox"/> <input type="checkbox"/> Generous | <input type="checkbox"/> <input type="checkbox"/> Nice | <input type="checkbox"/> <input type="checkbox"/> Slow |
| <input type="checkbox"/> <input type="checkbox"/> Boring | <input type="checkbox"/> <input type="checkbox"/> Good | <input type="checkbox"/> <input type="checkbox"/> Nosy | <input type="checkbox"/> <input type="checkbox"/> Smart |
| <input type="checkbox"/> <input type="checkbox"/> Bossy | <input type="checkbox"/> <input type="checkbox"/> Gossipy | <input type="checkbox"/> <input type="checkbox"/> Obedient | <input type="checkbox"/> <input type="checkbox"/> Sociable |
| <input type="checkbox"/> <input type="checkbox"/> Brave | <input type="checkbox"/> <input type="checkbox"/> Happy | <input type="checkbox"/> <input type="checkbox"/> Obstinate | <input type="checkbox"/> <input type="checkbox"/> Spendthrift |
| <input type="checkbox"/> <input type="checkbox"/> Calm | <input type="checkbox"/> <input type="checkbox"/> Hard-working | <input type="checkbox"/> <input type="checkbox"/> Optimist | <input type="checkbox"/> <input type="checkbox"/> Sporty |
| <input type="checkbox"/> <input type="checkbox"/> Capricious | <input type="checkbox"/> <input type="checkbox"/> Helpful | <input type="checkbox"/> <input type="checkbox"/> Organized | <input type="checkbox"/> <input type="checkbox"/> Strong |
| <input type="checkbox"/> <input type="checkbox"/> Cautious | <input type="checkbox"/> <input type="checkbox"/> Honest | <input type="checkbox"/> <input type="checkbox"/> Peaceful | <input type="checkbox"/> <input type="checkbox"/> Stubborn |
| <input type="checkbox"/> <input type="checkbox"/> Cheerful | <input type="checkbox"/> <input type="checkbox"/> Imaginative | <input type="checkbox"/> <input type="checkbox"/> Pessimist | <input type="checkbox"/> <input type="checkbox"/> Studious |
| <input type="checkbox"/> <input type="checkbox"/> Combative | <input type="checkbox"/> <input type="checkbox"/> Impatient | <input type="checkbox"/> <input type="checkbox"/> Playful | <input type="checkbox"/> <input type="checkbox"/> Submissive |
| <input type="checkbox"/> <input type="checkbox"/> Controversial | <input type="checkbox"/> <input type="checkbox"/> Impulsive | <input type="checkbox"/> <input type="checkbox"/> Polite | <input type="checkbox"/> <input type="checkbox"/> Taciturn |
| <input type="checkbox"/> <input type="checkbox"/> Conscientious | <input type="checkbox"/> <input type="checkbox"/> Independent | <input type="checkbox"/> <input type="checkbox"/> Protester | <input type="checkbox"/> <input type="checkbox"/> Tactful |
| <input type="checkbox"/> <input type="checkbox"/> Creative | <input type="checkbox"/> <input type="checkbox"/> Individualist | <input type="checkbox"/> <input type="checkbox"/> Proud | <input type="checkbox"/> <input type="checkbox"/> Talkative |
| <input type="checkbox"/> <input type="checkbox"/> Determined | <input type="checkbox"/> <input type="checkbox"/> Insecure | <input type="checkbox"/> <input type="checkbox"/> Punctual | <input type="checkbox"/> <input type="checkbox"/> Thoughtless |
| <input type="checkbox"/> <input type="checkbox"/> Disciplined | <input type="checkbox"/> <input type="checkbox"/> Intelligent | <input type="checkbox"/> <input type="checkbox"/> Quarrelsome | <input type="checkbox"/> <input type="checkbox"/> Tidy |
| <input type="checkbox"/> <input type="checkbox"/> Disorganized | <input type="checkbox"/> <input type="checkbox"/> Introverted | <input type="checkbox"/> <input type="checkbox"/> Quick-tempered | <input type="checkbox"/> <input type="checkbox"/> Tireless |
| <input type="checkbox"/> <input type="checkbox"/> Doubtful | <input type="checkbox"/> <input type="checkbox"/> Intuitive | <input type="checkbox"/> <input type="checkbox"/> Quiet | <input type="checkbox"/> <input type="checkbox"/> Touchy |
| <input type="checkbox"/> <input type="checkbox"/> Dynamic | <input type="checkbox"/> <input type="checkbox"/> Jealous | <input type="checkbox"/> <input type="checkbox"/> Reasonable | <input type="checkbox"/> <input type="checkbox"/> Troublemaker |
| <input type="checkbox"/> <input type="checkbox"/> Easily influenced | <input type="checkbox"/> <input type="checkbox"/> Kind | <input type="checkbox"/> <input type="checkbox"/> Reckless | <input type="checkbox"/> <input type="checkbox"/> Uncaring |
| <input type="checkbox"/> <input type="checkbox"/> Eccentric | <input type="checkbox"/> <input type="checkbox"/> Lazy | <input type="checkbox"/> <input type="checkbox"/> Reflective | <input type="checkbox"/> <input type="checkbox"/> Undecided |
| <input type="checkbox"/> <input type="checkbox"/> Efficient | <input type="checkbox"/> <input type="checkbox"/> Liar | <input type="checkbox"/> <input type="checkbox"/> Reserved | <input type="checkbox"/> <input type="checkbox"/> Unruly |
| <input type="checkbox"/> <input type="checkbox"/> Emotional | <input type="checkbox"/> <input type="checkbox"/> Lively | <input type="checkbox"/> <input type="checkbox"/> Resourceful | <input type="checkbox"/> <input type="checkbox"/> Vain |
| <input type="checkbox"/> <input type="checkbox"/> Enthusiastic | <input type="checkbox"/> <input type="checkbox"/> Melancholic | <input type="checkbox"/> <input type="checkbox"/> Respectful | <input type="checkbox"/> <input type="checkbox"/> Wise |
| <input type="checkbox"/> <input type="checkbox"/> Envious | <input type="checkbox"/> <input type="checkbox"/> Messy | <input type="checkbox"/> <input type="checkbox"/> Restless | <input type="checkbox"/> <input type="checkbox"/> Witty |

SESSION #4 SELF-EFFICACY

MEASURE YOUR SELF-CONFIDENCE

Complete the questionnaire and tick the box which best describes the frequency of your behaviour.

HOW OFTEN DO YOU HAPPEN TO THINK OR BEHAVE THIS WAY?		1 never	2 rarely	3 almost always	4 always
1.	I'm good at decision-making.				
2.	I don't get upset when I make a mistake.				
3.	I get on well with others.				
4.	I do things without others pushing me to do them.				
5.	I can face difficult situations.				
6.	I'm determined to achieve my goal.				
7.	I always finish the things I have to do, even the most difficult ones.				
8.	I think I'm good at school.				
9.	Once I set my mind to something I get down to work straight away to do it.				
10.	I can come to an agreement with others in difficult situations.				
11.	I'm sure I will learn lots of things.				
12.	I face things I do not understand.				
13.	When I face difficult situations, I stay calm.				
14.	I'm a person who knows what he/she wants.				
15.	I finish things even when I don't enjoy them.				
16.	I'm sure I will be able to do lots of things.				

Now evaluate your self-confidence. Add up the points of your answers in the questionnaire and write them in the table.

	Score close to 0 Tendency to have issues with this competence.	Score close to 16 Tendency to have no issues with this competence.
Being confident in your ability to make decisions and choices (1, 6, 9, 14)		
Being confident in your ability to handle difficult situations (2, 5, 10, 13)		
Being confident in your ability to succeed (8, 11, 16)		
Being confident in your ability of making decisions and choices (4, 7, 12, 15)		

SESSION #5 INTERPERSONAL RELATIONSHIPS

Purpose

Help mentees reflect on the qualities that are useful to get on well with other people, in class, with friends and family.

Procedure

1 Mentees complete handout "Characteristics". Out of a list of personality adjectives, mentees choose three which they think can help building relationships in class, with friends and family and three which can hinder them.

2 Then they discuss the characteristics they chose and why.

Material

Handout "Characteristics"

INTERPERSONAL RELATIONSHIPS - CHARACTERISTICS

What are the characteristics of one’s personality which are useful to get on well with others in class, with friends and family? Out of this list of personality adjectives, choose three which can help building relationships and three which can hinder them.

funny
risk-loving
insistent
the best
reflective
tolerant
honest
curious
competitive
sociable
fickle
intelligent

good
different
cautious
aggressive
deductive
confident
collaborative
quiet
talkative
generous
good listener
charismatic

messy
ambitious
reserved
creative
productive
obedient
studious
sincere
self-assured
spontaneous
sensitive
helpful

IN CLASS

Helps

Hinders

WITH FRIENDS

Helps

Hinders

WITH FAMILY

Helps

Hinders

SESSION #6 SOCIAL SKILLS - THE OTHERS AND ME

Purpose

Help mentees reflect on their social skills.

Procedure

1 Mentees reflect on their social skills by completing the handout “Are you socially skilled?” and compare their answers.

2 Mentees complete a self-assessment questionnaire (handout “Me and he others”). Mentees compare results and discuss their social skills.

3 Mentees learn about behavioural styles (aggressive, assertive, passive) through the handout “My social skills”. Mentees complete the questionnaire and discuss results. Mentees complete the questionnaire, compare results and discuss them.

4 Students complete the handout “Take stock of yourself” to wrap up the session.

Material

1 Handout - Are you socially skilled?

2 Handout - Me and the others.

3 Handout - My social skills.

4 Handout - Take stock of yourself.

ARE YOU SOCIALLY SKILLED?

HANDOUT 1

Feeling gratified when you are with friends is one of the components of the so-called social or interpersonal skill. Other social competences are being able to identify others' characteristics, being able to judge others' actions, being able to walk in others' shoes, being able to solve difficult situations and conflicts, being able to express and defend your point of view in an assertive way.

When referring to social skills, at your age, you can think for instance to your ability to: - make new friends - keep existing friends - maintain relationships with other groups without arguing

In general, do you think you possess these social skills?

- Yes Quite No I don't know

Why do you think so?

.....

.....

.....

Compare your answers and those of your mates.

Complete the self-assessment questionnaire on social skills to learn about a very important aspect of a person’s life. Tick the box which best describes the frequency of your behaviour.

HOW OFTEN DO YOU HAPPEN TO BEHAVE THIS WAY?		1 never	2 rarely	3 often	4 always
1.	I am the first to greet a classmate or a friend.				
2.	If I agree with my classmates/friends I tell them.				
3.	I compliment my classmates/friends when they are good.				
4.	When I don’t want to answer people I let them know respectfully.				
5.	When others point out a mistake I acknowledge it.				
6.	I tell teachers positive things that happen to me.				
7.	I use kind expressions with my classmates/friends (e.g. thanks, please, sorry)				
8.	If I don’t agree with my classmates/friends I tell them.				
9.	I answer kindly when people ask me questions.				
10.	I tell teachers negative things that happen to me.				
11.	I acknowledge my teachers’ remarks without being offended.				
12.	I don’t get angry with people if I have to say no, but I try to explain why.				
13.	I answer adequately when adults ask questions about me.				
14.	I accept to stay out of the game if I have to.				
15.	I participate in a discussion without raising my voice.				
16.	When I want to say no, I do it without yelling.				

Now evaluate your self-confidence.

	Score close to 0 Tendency to have issues with this competence.	Score close to 16 Tendency to have no issues with this competence.
Being able to maintain positive friendships (1, 3, 7, 13)		
Being able to accept criticisms (5, 11, 14, 15)		
Being able to say no without aggressiveness (4, 8, 12, 16)		
Being able to have good relationships with significant people (6, 10, 2, 9)		

What are your social skills?

You may often have experienced that it is not enough to talk when you want to make yourself understood, to be accepted or to make a good impression; the others are not always ready to meet your wishes, your expectations, your feelings. Communicating with others is a skill that can be developed. During this activity you will reflect on your behaviours, become aware of them and identify those you can improve.

There are different behavioural styles

A person's behaviours vary depending on the interlocutor and on the situation. However, we tend to reproduce certain behaviours rather than others. Some people want to impose their will at all costs, resorting to threats; others are shy and insecure, they're afraid to take the initiative and to expose themselves to judgement. These behaviours depend on one's habits, character, education and can create situations that are not very productive in a relationship.

How good are you? Imagine you are in the following situations and complete the questionnaire "My social skills".

QUESTIONNAIRE "MY SOCIAL SKILLS"

Tick the answer closest to your reaction.

- 1) During a discussion in class, a classmate continues to interrupt you while you're talking and contradicts you on everything. In the end you say:
 - a) "If you don't stop, I'll punch you in the face" (and you may do)
 - b) "I'm sorry but I would like to end my talk; if you don't agree, you can tell us when it's your turn"
 - c) "Can you stop interrupting me? ... Now I can't remember what I was going to say"
 - d) At the third interruption you stop talking and sit down...

- 2) It's time for you to buy a new pair of jeans; you get in a shop and:
 - a) You know exactly what you want: if you don't find it, you won't buy it
 - b) "These are too tight, too loose, too ripped, too blue..."
 - c) You know too well your size and you buy them without thinking twice: when you get home, you try them on and realize they won't ever fit
 - d) "How nice was that assistant!" You buy a hoodie you didn't need that you didn't need.





- 3) You've been invited to a party and the girl/boy you like is there, so:
 - a) You sit next to him/her and say: "What's your shoe size? Do you like music? What do you think of the new maths teacher?"
 - b) You take a slice of cake to her.
 - c) You get her a coke, but trip on the carpet and...
 - d) You hide in the farthest corner and try to go unnoticed.









- 4) Maths test:
 - a) You don't understand a thing and nudge your desk mate to go unnoticed.
 - b) To draw the attention of the classmate sitting in front of you, you throw something at him/her but you hit your teacher.
 - c) You do not write anything and in the end, you hand in a blank page.
 - d) You desperately try to remember what you studied.

- 5) One of your friends wants to borrow your moped, you tell him/her:
 - a) "I'll lend it to you but don't damage it or else I'll have to walk"
 - b) "No way, last time you brought it back with a flat tire."
 - c) "Well... I'm not sure, I might not need it today; but the brakes don't work very well..."
 - d) "Yeah, take it!" (But you've already lent it to your sister)

ANALYSIS OF THE QUESTIONNAIRE

Circle your answers and check your score. The results are “standardized” types of behaviours, but they can be of some help.

Situations				
1.	A	D	B	C
2.	C	D	A	B
3.	A	D	B	C
4.	A	C	D	B
5.	B	C	A	D

Mostly  <i>aggressive behaviour</i>		Typical of those who face situations in an impulsive way and put their own needs first; they fear they're not holding their own enough.
Mostly  <i>passive behaviour</i>		They are afraid to express their own ideas and needs; they usually let others choose and decide for them. They often give excuses or say they're sorry even when it is not necessary.
Mostly  <i>assertive behaviour</i>		They're usually honest and kind towards others. They try to achieve their goals without overbearing anyone, they feel quite sure about their own ideas and ability.
Mostly  <i>assertiveness trainee</i>		They're usually honest and kind towards others. They try to achieve their goals without overbearing anyone, but... results are not always those expected: being still unsure about their ideas and ability, they try and learn, but sometimes make mistakes.

In this session you learned that:

social skills include the ability to relate to others;
you can learn and improve your social skills while growing up;
The more you have social skills, the more you are likely to find peaceful solutions to conflicts.

What are your goals at this point in life regarding your social skills? Choose two of these goals, finding those that best suit you:

- Get new friends.
- Be more helpful with adults who take care of myself.
- Express my ideas to other people (e.g. teachers)
- Help those who can't come to an agreement.
- Defend my own ideas without fighting.
- Be able to listen.
- Be able to compliment others.
- Be able to work in a group.
-
-
-

Do not deal with more than two goals at a time, as it is important for you to learn to work on yourself and your behaviour.

SESSION #7 SOLVING A CASE

Purpose

Help mentees reflect on the decision-making process and on the variables that may influence a choice through a simulation of a decision-making experience.

Procedure

- 1 Mentor gives each mentee a case study (“Solving a case” handout). For each situation, mentees find the most suitable upper secondary schools they should apply to.
- 2 Mentees read their case study carefully and review the information material on different upper secondary schools.
- 3 For each situation, each mentee chooses two upper secondary schools they should apply to and gives reasons for his/her choices (interests, skills, environment, school results, ...).
- 4 Mentees discuss their choices and reflect on their reasons.

Material

- 1 “Solving a case” Handout
- 2 Information material on upper secondary schools.

SOLVING A CASE (DIFFERENT SITUATIONS)

Read your case study and find two suitable upper secondary schools they should apply to.

CASE 1 Anna

	Subject	Father	Mother	Brother	Sister
Name	Anna				
Age	13 years old			12 years old	7 years old
Education		degree	economics upper secondary school diploma	First Year lower secondary school student	Second Year primary school student
Job		traumatologist	housewife		

Anna lives with her family in a provincial town. She joins nature camps organized by her school every year, she volunteers for WWF to observe and study animals. She likes to record, select and collect nature documentaries, showing the most interesting to her friends, and she also likes to take photos and make videos. Among her interests are a weekly acting and scenic design course. During this activity she proves proactive and creative. She easily engages her mates, firing her enthusiasm onto them. These activities occupy most of her free time, but they do not interfere with her studies. Sometimes, her mother helps her with costume finishing and school homework, especially maths which she struggles with. She really likes science and humanities.

1st choice.....

2nd choice.....

Why? (give reasons for your choices)

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CASE 2 Chiara

	Subject	Father	Mother	Sister
Name	Chiara			
Age	13 years old			7 years old
Education		mechanical drafter (vocational qualification)	socio-pedagogic upper secondary school diploma	artistic upper secondary school student
Job		mechanical craftsman	public office worker	

Chiara lives in a village 15 km away from the town centre. She plays in the volleyball team with her sister, even though she would rather have chosen gymnastics or dance. In her bedroom she listens to all kinds of music; her heroes are U2. She has all their CDs and all the lyrics to their songs (downloaded from the Internet) which she translates. She would love to travel and visit new places. She doesn't like to go to school, and she would like to have more free time to spend with her friends. Her marks are average; she especially likes English. She hates D&T and Maths and she leaves them until the last moment, and she often asks her father's help after dinner. Lately she's been taking guitar lessons and she meets up with one of her friends to practice and to prepare an end-of-year music show.

1st choice.....

2nd choice.....

Why? (give reasons for your choices)

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CASE 3 Alessandro

	Subject	Father	Mother	Sister
Name	Alessandro			
Age	13 years old			8 years old
Education		surveyor	language degree	Third Year primary school student
Job		art dealer (art shop)	translator (publisher)	

Alessandro attends a lower secondary school in the outskirts of the town. He often spends time with his schoolmates, sometimes to do homework but mostly to play basketball. When model-making, he wants to be left alone and focus on parts for his planes. He doesn't like going to school very much, because he feels it doesn't have enough time for his hobbies. He likes drawing and creating things: that's why he likes best D.&T. and Art, which are easy for him. He struggles with mathematics, so he's taking afternoon lessons. Sometimes, when needed, he helps his father in his art shop. His schoolmates think he's weird. He doesn't always get on well with the others, but he usually imposes his ideas on others'. He like being admired by friends, and he is surly when they do not agree. He can't stand being interrupted while he's working on his favourite hobby, above all when it is his little sister (he thinks she's his parents' pet): he's not very patient with her. When he is drawing, he wants to be left alone as well: he can be very precise and patient.

1st choice.....

2nd choice.....

Why? (give reasons for your choices)

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CASE 4 Simone

	Subject	Father	Mother	Brother	Sister
Name	Simone				
Age	13 years old			24 years old	20 years old
Education		lower secondary school diploma	vocational school (tailoring)	surveyor diploma	kindergarten teacher
Job		specialized worker	home worker	traffic warden	baby-sitter (occasionally)

Simone lives in a small provincial town. His great passion is computers, which he uses not only to play, but also to do research, to write texts and above all to surf the Internet. He reads specialized magazines, and he's always up to date with new software and hardware. He actively takes part in activities organized by the youth club of his neighbourhood (plays, music days, collect days, etc.) He's interested in sport, football in particular, even though he does not practise any sport. At school he gets good marks, particularly in maths, his favourite subject. In class he enjoys group work activities more than individual ones. When they have to do a project, he often asks classmates to work in group dividing tasks. He can organize his school quite easily and after school activities, and he's autonomous. He hardly ever asks for his parents' or his siblings' help even if they are willing to help him.

1st choice.....

2nd choice.....

Why? (give reasons for your choices)

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Access21 Case Study: Leadership in Learning

**LIBERTAS – A student-led initiative for gender equality
Institut Ribera Baixa, El Prat de Llobregat, Spain**

LIBERTAS – A student-led initiative for gender equality

Handling leadership as a paramount issue in our students' progress is nothing new at our school. There has been a really wide range of activities focused on boosting and encouraging our adolescents to take control of their learning, thus maturing process. At age 15, they are asked to carry out some volunteering actions, such as taking care of elders as well as entertaining them at their respective retirement places, teaching English to primary school peers or leading day trips in Llobregat Delta to tourists and visitors in order to raise awareness about their environment, among others.

May all these seem very valuable initiatives in order to get our students in motion to reach their own path of knowledge and autonomy at learning, but the major 'but', risking being too insistent, is that all these projects are teacher/adult-led, within a very clear frame, stated by the education authority and devoid of the freshness that one would assume from a project involving motivated, developing youngsters. How could one get the treadmill going? In such a heterogeneous ambience and background, so clung so often to traditional, cultural (often religious), mindsets, how could our students themselves think out of the box in order to achieve a meeting space of their own, where they can think of their problems, interests, desires or simply feel safe from what they experience 24/7/365?

Difference and facing the status quo is perceived as something negative in some contexts. Considerations such as tolerance, empathy, equality, wellbeing, understanding, cooperation, and such, sometimes have a rough time in order to be acquired or just to become familiar concepts to a huge number of our students. Besides, tackling the fact of thinking 'different' also involves being harassed, bullied and tagged. There are at least 15 nationalities at our school, each one of whom has different approaches when it comes to considering the role of male and female individuals, what to expect from them or how to take into account any divergences. Fortunately, times have changed and our young fellows seem more open to re-think some aspects of sexuality or gender. Unfortunately, the mentality of the natural environment where we live is still strong with regards to cultural baggage, so even if a change about the general mindset is wanted, needed and sought, it becomes hard labour that cannot come along in the short term. Fear of being different, prejudice, mockery, etc. are

commonplace. It was no surprise that a group of our 3rd and 4th year students (about 15-16 years old) who are concerned about feminism and gender-related issues, have started their own initiative to raise visibility, awareness and reclaim a change of perception of their peer students. This is how *Dijous Liles* (Purple Thursdays, which evolved finally to *Libertas*) was born: A student initiative in order to achieve a meeting point and space for joint efforts whose backbone is the struggle for gender equality.

Teachers do not have any other role than facilitating: Space, time framework, infrastructural support, etc. At some points we also aim to involve students at other age ranges so this becomes a transversal, cross-generational initiative that keeps active, up and running in the long run.

The precedents of this educational work in the centre are diverse. They have been dealt with in small batches in the last courses, as an important topic of the mentoring action project. The 18-19 academic year, for the first time, the International Day for the Elimination of Violence Against Women was commemorated on November 25th, doing various activities led by 3rd year ESO students (currently in 4th grade).

The motivation and concern of students towards the feminist movement and the struggle for equal rights between women and men is growing and so are the demands for active student participation. To respond to this educational need, a regular space is offered accompanied by aiming at the following objectives:

- Offer a meeting space between students.
- Develop a mutual help group, a space to share experiences and improve self knowledge and social skills.
- Promote educational activities to raise awareness of women's and LGBTBI rights for all the educational community.

In order to get a clear picture of the slate in which this initiative has started, here's a brief depiction of the contextual circumstances in Ribera Baixa, so one can make an idea about which facts are determining:

<p style="text-align: center;">Strengths</p> <p>Teachers in the mid-long term are committed, hard-working, talented, resourceful and possessing a high range of different abilities</p> <ul style="list-style-type: none"> - Wide experience regarding project work and student-led projects - Maturity in some sections of the students is outstanding - Support, cooperation and involvement from local institutions - Eagerness to evolve as professionals - Resilience 	<p style="text-align: center;">Weaknesses</p> <ul style="list-style-type: none"> - Sometimes there are cuts in the flow of information - Poor involvement from many families - Humble sociocultural level - Excessive bureaucracy that must depict every single bit of activity carried out - Sometimes more attention is paid to external agents' opinions rather than focusing on our own everyday work
<p style="text-align: center;">Opportunities</p> <ul style="list-style-type: none"> - Multitasking teacher profiles sought - Improving (both teachers and students') performance is a constant aim - Creating networks with different non local institutions in order to create growing opportunities (both teachers and students) - In general terms, every year academic results are inclined towards an increasing trend 	<p style="text-align: center;">Threats</p> <ul style="list-style-type: none"> - Our school has traditionally been tagged as conflictive in the eyes of the town - Very varying and unstable staff - Students' disinterest towards the school and lack of motivation - Baccalaureate, even if result-wise the academic results are very satisfying, is quite limited in terms of offer. Thus, many of our compulsory students move to other schools that can offer different Bac branches, such as arts. - In the community mindset, our Bac is traditionally 'poor' (which is in no ways true)



Taking all the facts into consideration, ours is not the optimal melting pot in which student-led initiatives could be created. Even if we have solid past experiences in creating student led/focused activities, as the ones above-mentioned, our relative humidity does not (or did not) encourage students to identify or approach their own issues from the school context. However, a wide sector of students is proving themselves as permeable to many issues that were quite unnoticed in the past by them, which is leading to observation, discussion and awareness in many different levels and many different ages. Somehow, this has been during these last years a meeting point to many restless youngsters who needed a little push in terms of orientation or guidance to step forward and be empowered to create their own student-led, genuine initiatives, as the one we are about to describe in depth.

1. THE WHOs

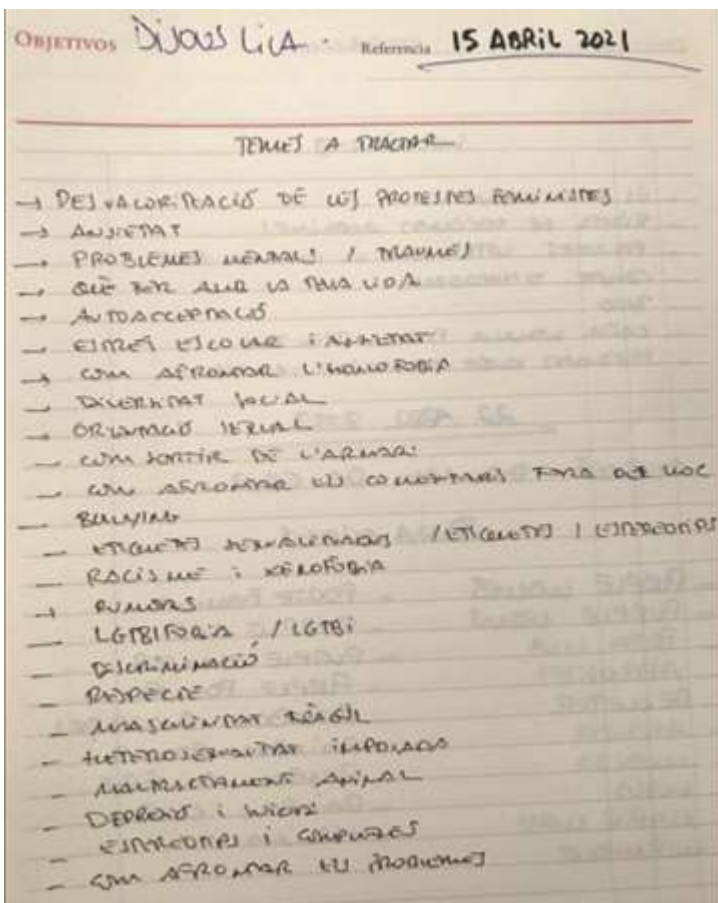
As we mentioned at the beginning, there has always been many teenagers at school whose gender or sexual orientation concerns were far from being approached. Moreover, even if inclusive messages have always been in the order of the day, students mostly perceive it as a speech that does not belong to them in many cases. Nevertheless, as a reaction to dealing with bullying in many aspects, students in general have raised in the past years a more than noticeable awareness about different issues and concerns that were not much paid attention to: Multiculturalism, social and economical hardship among peers, inequality, and, of course, genre and sexual orientation and the discrimination that it involves.

A group of 3rd year and 4th year students (age 15-16) started up *Libertas* in a sort of spontaneous combustion burst. These sensitive minds gathered from time to time to discuss in the corridors and the school ground some of these issues. They simply decided to create, somehow, a space oriented to support and give visibility to all these subjects. From then on, they have been working to reach cohesion so they could opt to settle their own workgroup within the school in the shape of a student-led institution. Named at the very beginning *Dijous Liles* (Purple Thursdays), they showed a high level of maturity at understanding the steps that their aim involved: *Motu proprio*, they sought the involvement of their mentors and those teachers who they knew that shared the same interest and concerns.

2. THE WHATs AND WHYs

El Prat de Llobregat, in spite of its progressive and inclusive DNA, sometimes offers our students a rather complex field in order to tackle with or develop some topics. Our school is glad to host huge numbers of foreign students (about 15 nationalities), which also holds a non-negligible weigh when applied to cultural nuances about gender, sexual education, diversity, etc. Despite multiculturalism is perceived as something natural and inherent to everyday life, sometimes the sensitivity regarding feminism and LGBTI concerns differs from a culture to another.

For such reasons, the original *leitmotiv* of this group of students, from different nationalities and origins, is to raise awareness among the students about gender equality so this speech transcends cultural bonds and becomes normal. From this starting point, many other issues came along.



Excerpt from the Libertas agenda on 15th Apr. 2021:

‘Topics to deal with:

- Feminist protests depreciation
- Anxiety
- Mental issues / Trauma
- Self-acceptance
- School stress
- How to face homophobia
- Social diversity
- Sexual orientation
- How to leave the closet
- How to face derogatory comments
- Bullying
- Tagging
- Racism and xenophobia
- Gossip and rumours
- LGTBiphobia
- Discrimination
- Respect
- Fragile masculinity
- Forced heterosexuality
- Animal abuse
- Depression and suicide
- Stereotypes and insecurity
- Problem solving

3. THE HOWs

Teachers' role in all this process has been eminently testimonial. Their very first steps were done without any assistance, which depicts a high level of commitment and understanding of the context, both social and educational, at reaching to those adults who they believed might support them, seeking complicity from their mentors and expressing their concerns and intentions in a structured and mature way. All this in mind, the Leadership scheme has been carried out in a very natural and logical way, and the results have been (and will be in the long run) surprisingly rich in different levels:

- Creating awareness and interest among peers.
- Defending their own stand both at school and in the eyes of the community. - Dealing with the board of directors in order to obtain their support in the shape of a specific space for their meetings and activities solely within an established time range.
- Involving adult agents without giving away decision making or leadership in any way. - Carrying out a conscious thinking process that brings in other topics that need to be considered.

Just to mention the most evident ones. At this very moment, Libertas is an open group, mostly girls, who gather every Thursday during the break in order to discuss issues regarding sexual identity, feminism and many other topics that hang from these. So, after these meetings, the main actions that are to be carried out in the short term are:

- Using the PA system for announcements.
- Anonymous questions mailbox.
- Creating rainbow bracelets.
- Starting an Instagram profile and a blog.
- Dealing with the topics above mentioned and
- Organizing a roundtable each week for discussing and sharing views.

Teachers attend each meeting just to advise the group on any needs or doubts that may arise. The consolidated actions carried out so far and to be carried out are:

- Choosing a name that represents their intent, sensitivity and identity (After much brainstorming, they chose *Libertas*, over the initial name, *Dijous Liles*. *Libertas*, in Latin, refers to the Roman goddess of freedom as well as to those women who had broken the bonds of slavery.
- Creating a range of representative logotypes
- Organising a visual campaign all over the school to make the group known (which has led the initiative to a cross-generational dimension)
- Making the group known and present before local institutions at the first LGTBI table in El Prat de Llobregat
- Setting a course of different actions, activities and outcomes

4. THE WHENs

This year has had a paramount hurdle, which has been the COVID-19 pandemic, hence some of the meetings could not be carried out in the regular way they were intended to, but this has not stopped *Libertas* to stick to a planned schedule and to fulfil it. So in, a more detailed insight, the timeline for this year has been as follows:

APRIL:

- 15th: Subsequent topics debate, suggestions for future actions / activities / outcomes.
- 22nd: Brainstorming for a final name 1st session.
- 29th: Decision making about the name.

MAY:

- 6th: Logo discussion.
- 15th: Attendance to the first LGTBI table ever organized in El Prat de Llobregat.
- 22th: Logo proposals submissions.
- 20th: Proposals and task design I – Choosing a logo / Planning visual campaign.
- 27th: Proposals and task design II – Designing murals for the visual campaign.



JUNE:

- 3rd: Launch the visual campaign all over the school.
- 10th: Decision making about the topics debated on 15th April and the physical outcome they want to create.
- 17th: Decision making about the outcomes: Other than setting a whole space for discussion, support and meeting, the group has decided to edit a magazine on their own in which all the students can find a way of expressing themselves regarding contents from many different areas (culture, arts, politics, etc.) but with gender issues, feminism, etc, as its backbone. At that same session, roles were assigned and assumed.



<p>RELLATS I POEMES REFLEXIONS - Montse, Cristina - LGBTI - Pen - LIBRES - - PEL·LIS - Berta - MÚSICA - Alexandra - ENTREVISTES - Claudia, Diego - ART - Noelia, Ana - QUESTIONARI - TIPA CÒMICA - ESPORTS - Cristina - FIG. HISTÒRIQUES - VOCABULARI FEMINISTA - Anna</p>	<p>SECCIONS REVISTA</p> <p>EDITORES Irene, Marina + Claudia + HOROROSCOPO</p>	<p>Sections:</p> <ul style="list-style-type: none">- Poetry and narrations / Reflexions- LGTBI- Books- Films- Music- Interviews- Arts- Questionnaire- Comic strip- Sports- Historical figures- Feminist vocabulary- Horroscope
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CHECKLIST FOR THE BEGINNING OF SEPTEMBER ONWARDS:

- Start choosing the contents of the magazine and discuss about any technical aspects involving its edition.
- Carry out a Brain Game (project management) session in order to assess their communicative skills when dealing in different communicative situations.
- Get and keep in contact with local institutions. Sketch possible work, communication and support networks that might help Libertas to plan and carry out their actions within their community.
- Keep boosting an interest in their peers so the project grows in a cross-generational way so its continuity in the long run is guaranteed.
- Make Libertas visible on social networks and local media.
- Take part actively in LGTBI events in El Prat de Llobregat
- Offer support and shelter to all those peer students who feel in risk of judgement because of their sexual orientation by means of an anonymous mailbox.

5. THE WOWs

So far, our students are learning and boosting in a very solid way the following key skills:

WORKING WITH OTHERS

- Developing good relationships and dealing with conflict
- Co-operating
- Respecting – *and celebrating* – difference
- Contributing to make the world a better place
- Learning with / from others – *mainly peers' experiences and abilities that remain unnoticed within the classroom and lesson plans* –
- Working through digital technology

BEING CREATIVE

- Exploring options and alternatives
- Implementing ideas and taking action

BEING LITERATE

- Reading for enjoyment and critical understanding
- Writing for different purposes
- Expressing ideas clearly and accurately
- Developing spoken language
- Exploring and creating a variety of texts, including multi-modal texts

COMMUNICATING

- Using language
- Listening and expressing themselves
- Performing and presenting
- Discussing and debating
- Using digital technology to communicate

MANAGING THEMSELVES

- Knowing themselves
- Making considered decisions
- Setting and achieving personal goals



STAYING WELL

- Being social
- Being spiritual
- Being confident
- Being safe – *and make others feel safe too* –

MANAGING INFO AND THINKING

- Being curious
- Gathering, recording, organising and evaluating info and data
- Thinking creatively and critically
- Using digital technology to access, manage and share content


6. THE SOs

Not only Libertas are engaged in a process of leadership, empowerment and both personal and academic growth. By being there, observing, assessing, contrasting and helping when needed we the teachers involved have also acquired good knowledge and several resources in order to boost our students' interests as well as to encourage them to think out of the box and gradually take the reins of their learning journey.

We also have been able to notice how rich and assorted the range of resources and abilities that our students are in possession of, and how frustrating it can be to them not being able to display their whole potential within a curricular lesson plan in a regular classroom. It is not new to us the fact that many of these skills are often overlooked in such a particular learning context, but one in our position may also share and feel their disappointment. However, being conscious that their skills are very appreciated and synergic switches students to a different position and mindset in which they find that learning is much more of a gathering of their very own talents applied to a particular or several fields of knowledge and how they build their tools to interact with their learning context. Students induced and oriented in a non-invasive way, the gains in their development as responsible, accomplished individuals are countless. Besides, on a more personal level, it is shocking to notice the amount of concerns that our youngsters share with us. It is a truly humbling, unexpected result that reinforces our role as teachers not just as knowledge conveyors but also as an active, also learning, piece of the huge puzzle that our students' learning process constitutes.

Also, switching from the classical teaching-learning situation to a more relaxed, interactive space in which other means – technology, meaningful worksheets that instil students' personality, different required skills, different roles, and so on – are basic, has some other further effects: A correctly stimulated and oriented student in a different learning situation is able to perform with little to none intervention from the teacher's side. In such a situation, our work becomes much more important on a personal level that moves us, and, in the end, turns out to be quite simpler and appealing.

But on the humble side, apart from all the drawbacks that the COVID-19 pandemic has brought along with it, there is an obstacle that we should overcome to the success of the



Libertas group: Time constraints. Even if the Board of Directors supports in any ways possible this student-led initiative, it cannot be to the detriment of the regular daily schedule. However, students involved in Libertas came up with some proposals that, luckily enough, will let them carry out all of their actions in a more efficient and intense way (i.e. using the 30' before the break committed to reading and the break as a single time unit, for instance. Also, if the COVID-19 situation allows us to do so, using their assigned space in the afternoon those days that the school remains open in that time range).

Besides, even if technology has been broadly used in the sessions, the equipment to be used is common to other students, so one should think of the actual need of purchasing sufficient and able technological tools to perform properly. Tablets and laptops have limitations in order to achieve some of the outcomes that the group aims for. Also, a higher sophistication in these tools, would allow them to learn about more resources students can take advantage of and, therefore, push the quality of their productions one step beyond. Unfortunately, in the current economic situation, from the side of school, families and environment, this is a milestone not soon to be achieved.

Trinity Access
Goldsmith Hall
Trinity College Dublin
Pearse Street
Dublin 2