



NCCA

An Chomhairle Náisiúnta
Curaclaim agus Measúnachta
National Council for
Curriculum and Assessment

SPHE Resources

To support 1st year students
as they return to school

2020





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Introduction

As students return to school, their extended absence will have impacted on their learning, wellbeing and overall connection to school. All aspects of wellbeing have been affected by recent events. For many young people, the unforeseen and rapid change in life has presented opportunities. Some will have enjoyed closer family bonds, rich learning experiences and a greater sense of community. For others the prolonged time at home, with the associated separation from peers, teachers and other supports, will have created significant challenges. While some students engaged well with remote learning, others will have had limited engagement for a variety of reasons, such as inadequate access to IT or Wi-Fi, minding younger siblings as parents worked, difficulty managing the loss of normal routines, lack of access to a quiet space to work.

All students have experienced Covid-19 differently. That said, all students have been away from school for a long time and will need time and support as they settle into learning.

This year's first years will be arriving with the usual range of emotions that children experience moving school – excitement, nervousness, anticipation – alongside feelings of loss associated with having missed out on the normal transition events that mark the final weeks in primary school. In addition, they will be adjusting to a range of changes to schooling brought about by the pandemic.

The purpose of these lessons is to create a safe space in which young people can get to know each other; feel safe and connected in their new school environment; have conversations about the impact of recent and current experiences of living with Covid-19; and build on their coping strategies so that they can manage learning and day-to-day living in the months ahead.

These lessons are designed for use within the SPHE class during the first weeks of term. Alternatively, they can be used to plan stand-alone workshops during the first days back to school, perhaps facilitated by the guidance counsellor, class tutor or school chaplain.

Some schools may already have developed a module or unit of learning to help students in transitioning into first year. These back to school lessons can be adapted to complement the school's transitioning module.

These lessons also complement and draw upon the SPHE teaching resources developed by the HSE to support teaching and learning linked to the [NCCA SPHE short course](#).

Overall aim of these lessons:

- to enable students **reflect** upon and talk about the impact of Covid-19 on their wellbeing
- to help them **connect** with their new school and with each other
- to **develop skills**, attitudes and dispositions needed for engaging successfully in learning.

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NOTES FOR THE TEACHER

5 KEY WELLBEING MESSAGES

In transitioning back to school, there are 5 key wellbeing messages that the Department of Education recommend embedding within the school community:

1. a sense of safety
2. calming
3. self and community efficacy
4. social connectedness
5. hope

These messages are embedded within this resource.



THE FOCUS OF THESE LESSONS IS TO

- promote a sense of safety (by sharing public health guidelines, explaining changes to the school environment, creating class rules)
- acknowledge and affirm different emotions and experiences that students may have as they return to school
- build connections, relationships and a sense of belonging with peers, teachers and the new school
- support students in identifying ways of managing their transition into post primary school
- build a sense of empowerment, hope and efficacy
- promote a sense of calm by introducing students to ways to relax and regulate emotions
- support students in planning and looking forward to the new school year.

Before meeting with your students, it is important to be aware of your own wellbeing and possible anxieties that you might be bringing back to school. Acknowledge your own concerns and support yourself or seek support to manage these concerns. While it is important to keep your own worries in check when facilitating dialogue with students, it is also helpful to share a little of your own experience, if you are comfortable doing so. In facilitating these learning activities, it is important to convey a calm and positive tone and to express hope and confidence in young people's resilience and capacity to cope. (See guidance for facilitating classroom conversations)

It will also be helpful to meet with other teachers to plan how you will use or adapt these lessons and how to pace and pitch them to suit your students. Some lessons may need to be revisited with a small cohort of students in smaller groups, e.g. with the SEN staff/care team/guidance counsellor.

While the majority of students will bounce back from any negative impacts of Covid-19 in time, a small percentage may have experienced particularly distressing events or show signs of long-term or serious distress and need targeted specialist support.

Schools can share these lessons with parents/guardians to enable them to understand what is being addressed in school and to continue the conversation at home with their children.

GUIDANCE

FOR FACILITATING CLASSROOM CONVERSATIONS

All students need time to process the experiences of the past few months and to adjust to the new 'normal'. So what can you do to help?

BE A GOOD LISTENER

Think about yourself as a child or young adult. Did anyone make you feel truly listened to? If so, what did they do? Copy this! Be open and interested. Imagine what life has been like for children and young people in many different circumstances. Show empathy but avoid intensely questioning or probing personal stories. Don't put anyone on the spot. Just listen attentively, be interested and show you care.



VALIDATE THEIR FEELINGS

Voice the feelings you pick up without targeting a specific student (e.g. 'It sounds like a number of you are worried about that.'). Remind them that worrying is normal and some stress can even be helpful – motivating us to be alert, focus or take actions to care for ourselves (e.g. it can help us to follow public health guidelines).

FOCUS ON THEIR STRENGTHS AND CAPABILITIES

Help students recognise the strengths they have developed and how these can help in challenging situations. Remind them of how they coped with managing tough bits during the lock-down and the ways they showed resilience.

UNDERSTAND FEELINGS

All emotions, pleasant and unpleasant are like waves, they come and go. They are not a permanent state. Being able to acknowledge our emotions and talk to someone about them can make it easier to cope with unpleasant emotions. Encourage them to talk to their parents or other trusted adults about their concerns.

OFFER REASSURANCE

Reassure students that there are many people looking after them, in school, at home and in the wider society. Keep the reassurance low key. Over-reassuring can make us think we need to be worrying more than we are! Also remind them that there'll be good days ahead and things to look forward to.

SOLUTIONS AND COPING MECHANISMS

Help students find solutions and coping mechanisms together. Brainstorm solutions and ways of coping together, resisting the urge to jump in or interrupt with prescribed solutions. Then encourage them to pick the best solution that might work for them. Allowing them to find mechanisms themselves or in groups will help them repeat it in the future and build efficacy.

DEALING WITH UPSET

If a student becomes upset, let them know that this is very normal and understandable. They may need a private space to avoid feeling embarrassed in front of their peers. Once calmed down, s/he might feel supported by reassurances that others are probably feeling like this too. If appropriate, it might be useful to ask the rest of the group - *Who else feels a bit like this* - a show of hands, or even a few head nods, can be reassuring. It can also be helpful to ask - *How can we look after each other today or what could make today a little better?*

As always, seek support from the school's structures such as the Student Support Team, if you have ongoing concerns about a particular student. If you have child protection concerns report to the designated liaison person (usually the principal) in the school.

ICEBREAKERS

Icebreakers are team-building exercises and fun ways to start the process of building class connections and positive relationships. They can allow students to get to know each other and laugh together and release tensions that may be present in the early days



NAME GAME

Form a wide circle with everyone standing up (following guidelines for physical distancing). The first person says their name and something they really like (it might be a hobby, a favourite food, a person, etc). The next person repeats the first person's name and the thing they said they liked, then says their names and something they like. Repeat until everyone in the circle has had a turn.

LINE UP

Take the class to a large space indoors or outdoors and instruct them that they are going to form a line according to their birthdays (beginning with January on one end of the line and December at the other). The challenge is to do this without talking and to maintain physical distancing. Once they manage to do this you can suggest that they form a line, this time

alphabetically, using their first names (again without talking and physically distanced).

4 CS TO BREAK THE ICE

Distribute pens/pencils and postits/cards to each student. Ask each student to write his/her favourite colour, country, cuisine and character. Collect the cards/postits and redistribute. Ask each student to read out loud and guess who wrote it.

M&M GETTING TO KNOW YOU GAME

Use a sterile glove to give each student one M&M and ask them not to eat it. Then in turns each person will call out their colour and answer the relevant question for that colour. You might like to do a couple of rounds of this game and you can change the questions. You can substitute coloured stickers!

Share...


- a favourite food
- a favourite movie or TV show
- something about yesterday
- favourite song or musician
- something you can't live without
- anything you like about yourself!

GOING A LITTLE DEEPER


Photocopy and cut out the question cards on the **next page**.

Form small socially distanced groups of 3-4 and give them each a set of questions on cards (facing down). Each person in turn picks up a card and answers the question. They can pass or pick up another card if they feel unable to answer the question on the 1st card they pick up.


<p>What's the biggest change about being in post primary school?</p>	<p>What's the best thing about being in post primary school?</p>
<p>What's challenging about being in post primary school?</p>	<p>If a song could express how you feel right now, which would you choose?</p>
<p>What are you most looking forward to in your new school?</p>	<p>How has your day been going so far?</p>
<p>What's your happiest memory of 6th class?</p>	<p>What do you miss most about leaving primary school?</p>




What's the biggest change about being in post primary school?




What's the best thing about being in post primary school?




What's challenging about being in post primary school?




If a song could express how you feel right now, which would you choose?




What are you most looking forward to in your new school?



How has your day been going so far?



What's your happiest memory of 6th class?



What do you miss most about leaving primary school?

GROUND RULES

Ground rules are most effective when they are negotiated and agreed with students, rather than imposed by the teacher. So when agreeing ground rules with the class it is important that:

- Students are actively involved in deciding the ground rules
- The ground rules are understood and accepted as an agreed basis for working together
- Students understand how keeping these rules will help everyone feel safe and respected in the classroom
- The ground rules are referred to regularly in order to positively reinforce them and revised, or if necessary, renegotiated.

GETTING STARTED

Explain to the students that you want this class to be a space where everyone feels comfortable and safe and can talk about things that really matter. So before getting started it might be helpful for the class to agree some ground rules. To prompt this process, first ask these questions

'What would help to make you feel comfortable and safe participating in this class?'

The ideas generated through this brainstorm can help feed into an agreed set of ground rules.

Openness while respecting boundaries

We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss general situations as examples but will not use names or descriptions which could identify anyone. We will not put anyone 'on the spot'. Neither will the teacher!

Keep the conversation in the room¹

We feel safe discussing things within this space, and we know that other students and our teacher will not repeat what is said in the classroom – except where the teacher is concerned someone is at risk. In this case they will follow the school's safeguarding policy.

Non-judgemental approach

It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We may 'challenge the opinion not the person'.

Right to pass

Taking part is important. However, we have the right to pass on answering a question or participating in an activity.

Make no assumptions

We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.

Listen to others

We will listen to the other person's point of view and expect to be listened to. Everyone deserves equal space and time to share their experience and emotions.

Using language

We will use the respectful language and the correct terms for the things we will be discussing rather than the slang terms, as some people can find that offensive. If we are not sure what the correct term is we can ask our teacher.

Asking questions

We know that there are no 'stupid' questions. We do not ask questions to deliberately try to embarrass anyone else. (You might also consider making a question box available for anonymous questions).

¹ When covering confidentiality, students should be clear that teachers cannot promise to keep information confidential, and that they will share information with staff members with safeguarding responsibilities if they think students are at risk or in danger.

LEARNING ACTIVITIES

Please use and adapt these activities to suit your particular students' needs and context.

Learning outcomes in focus - SPHE Short Course

2.3 describe what promotes a sense of belonging in school, at home and in the wider community and their own role in creating an inclusive environment

3.3 recognise their capacity to extend and receive friendship

4.8 practice a range of strategies for building resilience

4.9 use coping skills for managing life's challenges

4.11 outline the personal, social, emotional and physical responses to the experience of loss

SESSION 1

Getting to know each other and the new school

Framing the conversation: We are starting back to school after six months away that none of us planned on happening. It has been different for all of us, for you, your teachers, your families and friends. Some of you might have enjoyed the change, and even discovered strengths and skills that you didn't realise you had. For others, being away from school might have been difficult, lonely. We've all been living through strange times and dealing with a lot of new experiences – and

now here you are with another new experience of being in a new school. All of your teachers want to work to make this the best possible experience for each of you.

In these classes, you will get a chance to reflect on your time out of school, what you've learned from that and what you need now to help settle in during these first weeks back to school. As your teacher/tutor/guidance counsellor I will be listening carefully to what you are saying and we will agree at the end of each session if there are any ideas/suggestions that you think would be useful for other teachers to hear about so that they too can help you to settle in and flourish in your learning.

STEPS

Step 1: Getting ready!

Use a selection of ice-breakers to help students settle in and create connectedness.

Then agree the ground rules that will help make the classroom a safe place for everyone to participate.

Step 2: Brainstorm with the class:

Starting in first year, what's exciting? What might be a worry? Note all ideas on the board.

Step 3: Give each student a copy of the worksheet on page 14

(or if that's not possible display an image of the worksheet on the whiteboard). Ask the students to look at the emojis, and – if they want to – circle the emotion they're feeling right now and colour in how strongly they are feeling this. Invite them to include a sentence about why they chose the emotions they did. What other emotions are they feeling today?

Mark these too. Affirm that their feelings are normal, and that it's okay to feel a range of different things at any time, especially when they are dealing with a lot of new things. Acknowledge that their emotions will change, sometimes quickly and maybe even over the course of the day.

Suggested follow up discussion points (for small group or whole class discussion):

- Today, why might someone be feeling excited/happy?.
- Why might someone in this class be feeling worried/scared?
- What could they do to help themselves and what could we do to support or help them?

Use the white board to note the suggestions that the students offer for managing themselves/their emotions and for supporting each other.

Teacher note

It is important to support young people in finding their own coping strategies to help them in managing day-to-day challenges and to convey confidence that they have the resilience and coping skills to manage. Equally, it is also important to let young people know that they are not expected to deal with significant stress or anxiety on their own.

This may be a good opportunity to talk about the Student Support/Pastoral Care team and Guidance Counsellor in the school. If a student shows signs of significant worries or anxiety in the lives, it is important that you seek support from the school support system. Issues regarding child protection should always be referred to the principal or designated liaison person.

SESSION 1

Step 4:

Mention that one of the fears that some students may have is the fear of not staying well themselves or of catching the Corona virus and giving it to someone vulnerable. Reassure them that we can all do our bit to help stop or slow down the spread of the virus by following the hygiene and physical distancing guidance. So let's review the advice for how to keep safe while in school. Ask students to form pairs (socially distanced). Share with them the key points regarding guidance and arrangements that the school has put in place to protect everyone in the context of Covid-19.

Putting yourself on the continuum

On a line where 1 is the arrangements are not working to 5 where they are working very well, where do you think we are? Raise your hand and the number of fingers that you think match how things are working for us in this class/school. Probe their reasons for choosing a number.

Are there things you find difficult to do/remember? How can we help each other? What are the kinds of things each of us needs to work on? Invite the students to give each other a round of applause for what they're doing well.

Conclude this activity by asking them to form groups of three and design a greeting that they could use while still observing physical distancing. Have fun trying out different ideas! Consider selecting one greeting to be the 'class greeting'.

Step 5:







A common concern for students starting post-primary school, is not knowing their way around or who's who in the new school. This fun table quiz might be a useful way to address some common questions. You can add your own questions.

Step 6: Wrap up and check out

At the start we looked at how you were feeling on your first day back, let's check in now on how you're feeling at the end of this session. On post-its ask students to write one word to describe how they are feeling as they leave this class and one thing they are still worried or have a question about. Explain that you will be talking to their class tutor/year head and working to make sure that the next few weeks are easier to manage.

Sample table quiz questions

1. What should you do if you are feeling unwell at school?
 - a. Go to the office and tell the school secretary
 - b. Go to the staffroom and ask to see your class teacher
 - c. Go to your locker and phone someone to come take you home
 - d. Go to your teacher after a class and ask them to help you
2. What's the name of your class tutor and year head (without looking at your journals!)
3. Where is the school principal's office located?
4. How many sets of student toilets are in the school and where are they located?
5. What does SPHE stand for?
6. Name 3 clubs or after-school activities that you can join in this school.
7. On what day do you need to remember to bring your PE gear into school? (again no peeping!)
8. If you need to talk to a teacher should you
 - a. go to the staffroom and walk in and look to see if he/she is there?
 - b. go to the staffroom during break time and knock on the door and ask for him/her?
 - c. approach the teacher after class and ask to talk with them?

 Happy							
 Excited							
 Worried							
 Confused							
 Sad							
 Confident							
	1	2	3	4	5		

SESSION 2

How are you in this topsy turvy time?

Framing the conversation:

Begin by checking in on how the students are feeling today. You may wish to use an icebreaker or a relaxation exercise with audio soundtrack to help the class settle in. Then explain that in this lesson/workshop students will get a chance to talk about living with Covid-19 and what school closure was like for them. They will be able to share what were the tricky bits and what they did to manage these.

STEPS

Step 1:

Set up the students to work in pairs or small groups and give them 7-8 minutes to brainstorm these questions, (one person will need to do the notetaking)

- What was good about being out of school since March?
- What were the challenges during recent months?
- What did you do to make the tricky bits easier to manage?

When all groups have generated a list, ask them to agree in their groups the 3 best things and the 3 most difficult/challenging aspects of it all.

Suggested follow up discussion points

- What were the things that you liked? Why? Did anything surprise you? (e.g. liking spending more time with family or not feeling under pressure to go out and meet people)
- What things did you miss when you weren't in school?
- What was the most difficult or challenging thing? (e.g. loss of opportunity to say goodbye to primary school)
- What coping strategies worked well?
- What did you learn/notice about yourself?
- Are there coping skills you would like to develop?
- Are there things you did during school closure that you would like to continue? How might you keep it going?

Teacher note

It may be important to remind students about the boundaries and ground rules for discussion that have previously been agreed. For example, in talking about learning during school closure, it is important not to name specific teachers. It is also important to acknowledge that the situation wasn't ideal for students and teachers alike and focus on what we can learn from it.

Step 2:

Use the white board to record the things that students said helped them to deal with challenges during school closure.

Then give each group a copy of the 6 indicators of wellbeing explaining that when we talk about being 'well' it has many aspects and these 6 things sum up what's most important for our wellbeing.

In their small groups ask them to match the 6 wellbeing indicators with the different coping mechanisms that students mentioned that are on the white board.

Example

- face-timing friends = connected
- going for a walk = active
- making myself get out of bed = responsible and resilient
- doing something to help out at home = respected and responsible
- keeping a time-table or routine = responsible and resilient

JUNIOR CYCLE WELLBEING



SESSION 2

Step 3: Suggested follow up

You can facilitate a whole-class discussion examining all the indicators or break up the indicators and give one indicator to each small group to discuss with these questions:

- Looking at the one indicator that your group has been given, complete the sentence ... This is important for young people's wellbeing because
- Looking at this one indicator, what can you do to support or help yourself with this?
- How can we help each other with this? (e.g. Connecting - spending time with others, doing something kind for someone, etc.)

This is an opportunity to affirm students' sense of efficacy while also affirming the importance of getting help and support from a trusted adult, when needed (as help seeking is also a sign of efficacy). They can be encouraged to seek help from a member of their family or extended family, or a teacher in school.

Conclude by showing the following clip from Mental Health Ireland on the **Five Ways to Wellbeing** (2 mins 40 sec) and discuss how the five ways relate to what the students have already suggested when considering the 6 indicators of wellbeing.

Step 4: Reflection on learning

Invite student to reflect on their learning using these 3 questions:

1. **What** have I learned today?
What are the important ideas I'm taking away with me?
2. **So what** does this mean for me?
3. **Now what?** What small practical things will I do to support my overall wellbeing?

The Five Ways to Wellbeing are simple actions to practice each day to maintain or improve our wellbeing.

- Connecting with others
- Keeping active
- Learning new things
- Giving to others and
- Noticing the world around us
(e.g. practicing mindfulness or gratitude)



SESSION 3

How can we create connections even if we're learning at a distance?

ICEBREAKER

Blobs or Lines is a good icebreaker to help students get to know each other a little better now that they have been together for a while.

Invite students to create a blob, i.e. stand together, socially distancing, or simply stand up if any of the following sample statements are true for them:

- I prefer pizza to burgers
- I can speak more than one language
- I can play a musical instrument
- I like cooking
- I play on a team
- I have a brother/sister in the school
- I am an only child.

Framing the conversation:

Remind students that one of our most basic human needs is the need to feel connected, included and have a sense of belonging. Remind them of previous discussion about the 6 indicators of wellbeing and how being connected is an important one of these. In this lesson they will be sharing ideas on ways to build connections with each other and the new school.

Step 1: Exploring connections

Ask the students to think about a time when they felt a feeling of belonging or connection to a group of people. Quietly remember what did that feel like? Where were you? What were you doing? Who was with you? How did you feel?

Invite students to share some situation where they have felt connected.

Then explore with them:

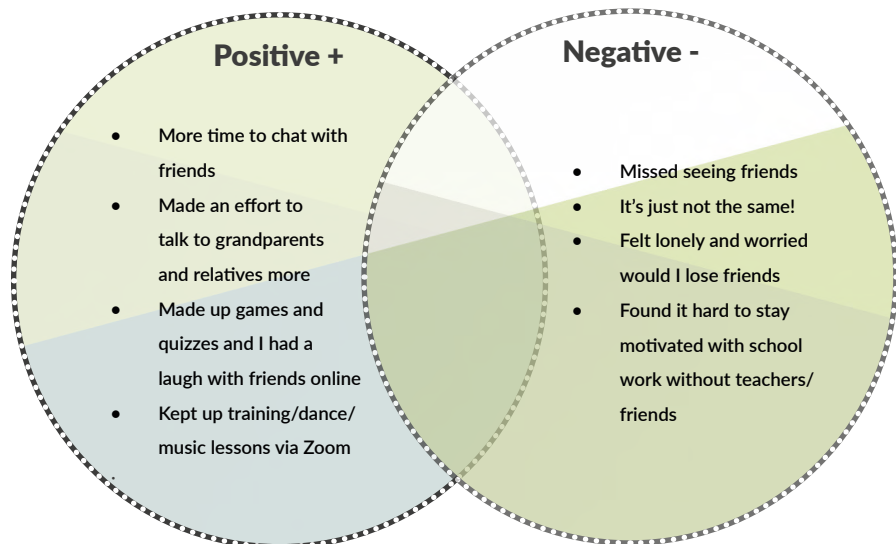
- What are the different places/situations where young people of your age can feel connected?
- What does it look like/feel like?
- In those different places where you feel connected, what is happening, i.e. what are others doing, saying, that helps you to feel part of the group/a sense of belonging?

- Why is connection important for all of us?
- What does it feel like when someone does something that makes you feel like you belong?

Step 2: Exploring connections under Covid-19

Invite students to think about the role that feeling connected plays during a challenging or difficult time and how their connections with people close to them were affected by the Covid-19 outbreak.

Ask students to create a venn diagram to show the positive impacts on connection and the negative impacts on connection. The overlap between the circles can show impacts which could be both positive and negative (e.g. increased use of technology).



Sample venn diagram showing positive and negative impacts of Covid-19 on connections.

SESSION 3

Possible homework activity

Create a poster or page entitled 'I made history' with a space for their photo or drawing of themselves. Imagine it's 2080 are you are telling a grandchild what it was like to start post primary school during the pandemic of 2020.

Step 3: Discussion

Suggested discussion points

- What would it feel like/look like if everyone felt a sense of belonging to this class/to this school?
- What are the little things we can do for each other to help create a sense of connection?

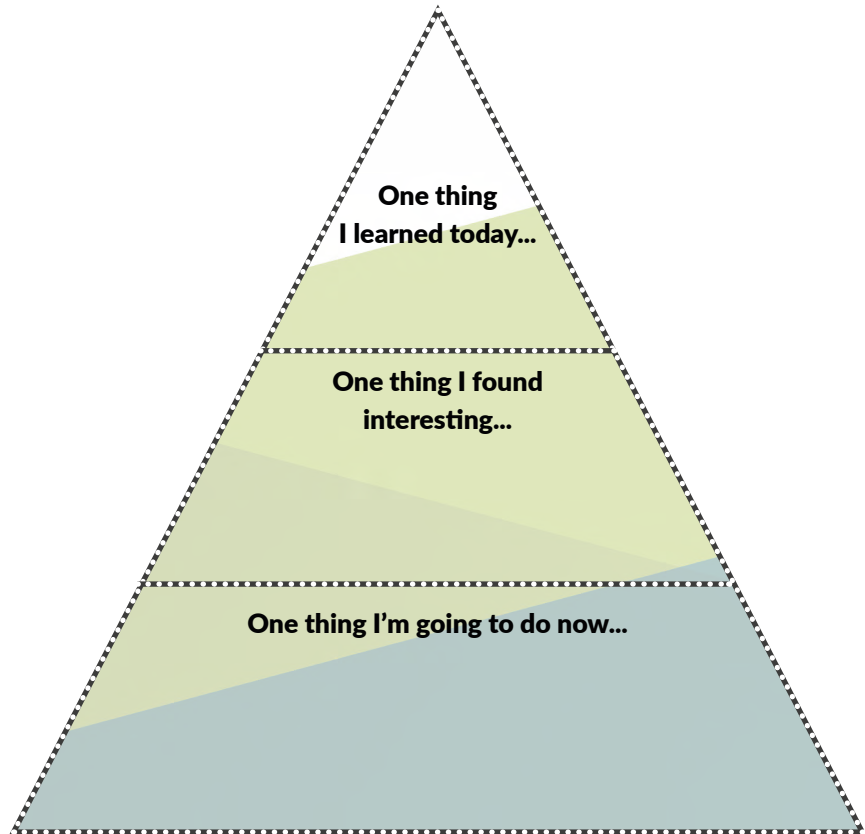
Possible extension activity

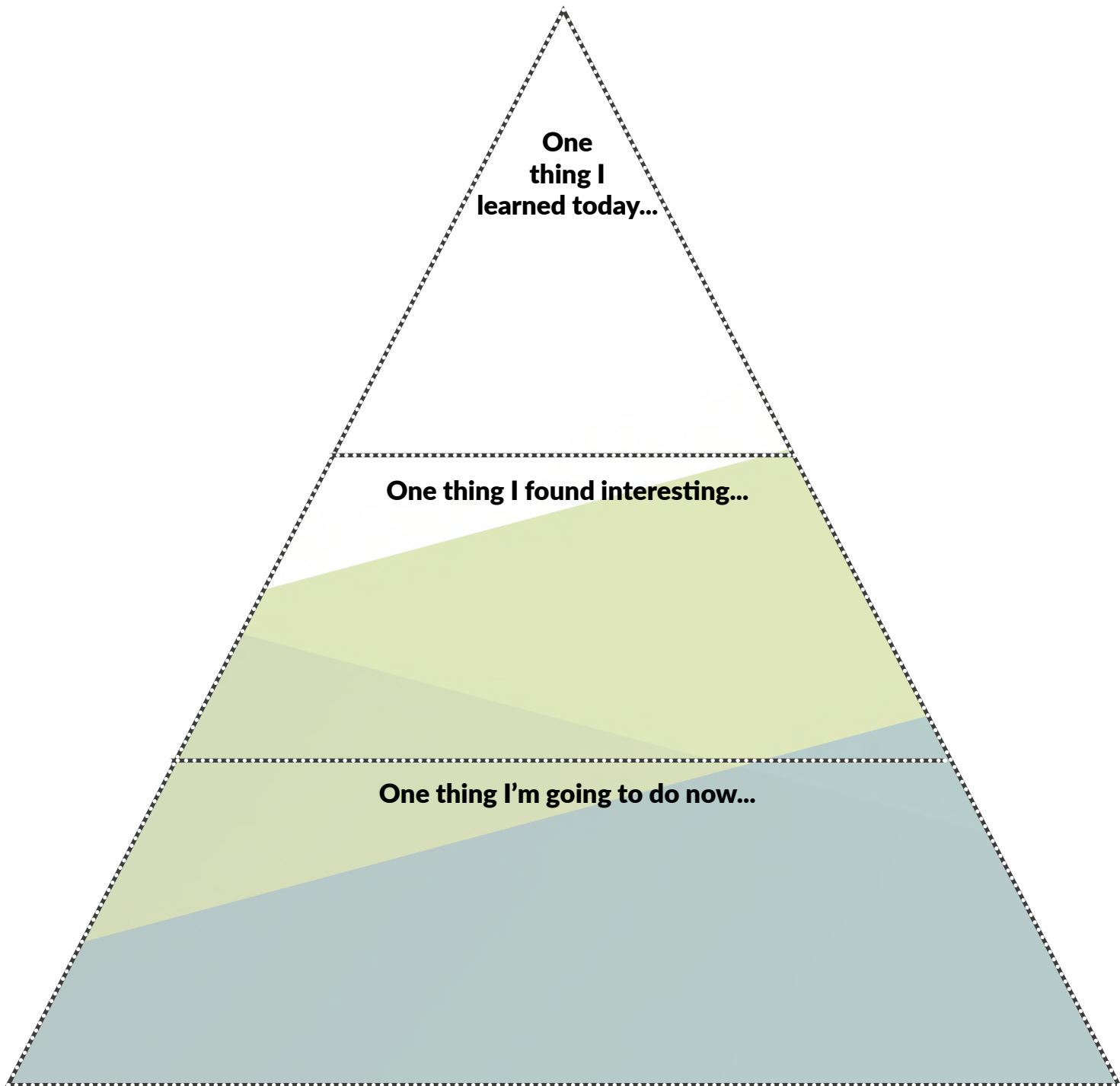
Design a class crest, poster or slogan that represents the class.

Step 4: Wrap up and reflection

- One thing I learned today ...
- One thing I found interesting...
- One thing I'm going to do now...

Conclude with a short reflection or breathing exercise





SESSION 4

Getting my head into the game for learning

Framing the conversation:

In this lesson students will be looking at what helps them to learn both in school and at home. Explain to the students that this is a chance for them to think about what helps them to learn and to begin to plan for how they can learn successfully. And if they think it would be helpful to let the other teachers know anything about what helps them to learn then you (the teacher) can pass that on for them.

STEPS

Step 1:

Think about something you're good at/enjoy doing (*fishing, dancing, playing an instrument, swimming, skateboarding, horse riding, making cupcakes, anything at all!*)

What is it that you are good at? How long did it take you to learn? What is good about being able to do this?

Remembering back, to when you first started what helped you to learn? How did you get good at it? Was there somebody in particular who helped you to learn? What did they do that helped you?

Brainstorm their answers – Some likely responses might be *'keep trying'*, *'practice'*, *'not give up'*, *'encouragement'*, *'learning alongside someone else'*, *'getting feedback on what I needed to do to improve.'* *'having a goal in sight'* (e.g. getting onto a team).

Discuss - What does this tell you about how you learn best? Does everybody learn the same way?

Step 2:

Use or adapt the learning profile worksheet to help students think more deeply about how they learn. When they have completed the questions invite student to share in small groups what helps them to learn.

Suggested follow up discussion points

- What did you notice from your discussion groups? (There are common things that help us all to learn and particular things that individuals may prefer or need to help them learn.)
- What are the things you can do to help yourself learn in school?
- What can others do to help you?
- Are there things it would be helpful for other teachers to know that would help them to support you as learners (either in the context of school learning or learning at home)?

Finally, discuss with the students if they would like to share information about what helps them to learn with the other teachers so that they can be aware of things they can do to help them learn better.

Step 3:

Conclude with a short relaxation or breathing exercise

YOUR LEARNING PROFILE

Spend some time with a parent, a teacher or a friend. Think about you and how you learn. Then complete the sentences in each box. This can help you to understand yourself a little better.

1	In school, I am really good at...
	Because....
2	In school, I am not very good at...
	Because..
3	I learn best...
4	I could learn better if
5	I learn better at school if my teachers ...
6	One thing that would be helpful for my teachers to know about me as a learner is ...

USEFUL WEBLINKS

Relaxation techniques for use with children and young people (DES/NEPS)

<https://www.education.ie/en/The-Department/Announcements/new-relaxation-techniques.pdf>

Five Ways to Wellbeing

www.mentalhealthireland.ie (scroll under resources)

www.yourmentalhealth.ie

Click on “Looking after your mental health”.

<https://www.walkinmyshoes.ie/campaigns/mindyourselfie/mindyourselfie-resources>

A website with resources for young people developed by St. Patrick’s Mental Health Services.

<https://schools.au.reachout.com/wellbeing-5s>

A website with lots of five-minute activities to help build relationships, connections and wellbeing.

Learning to Learn Guidance, Institute of Guidance Counsellors (IGC)

<https://www.stpaulscollege.ie/wp-content/uploads/2019/09/2ND-YEAR-STUDY-LEARNING-TO-LEARN-IGC-17.pdf>

Find out your learning preference

<https://vark-learn.com/the-vark-questionnaire/?p=questionnaire>

SPHE online resource portal site

<https://www.pdst.ie/pp/healthwellbeing/distance-learning>