



**NCCA**

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

# Skills for Life

Priority Learning Unit (PLU)

Draft for consultation

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## Skills for Life

The PLU *Skills for Life* focuses on fostering students' competencies and interpersonal skills to support their journey through education. It focuses on enabling students to develop strategies to manage themselves and their learning more effectively and apply these strategies to different areas of their daily lives. There is a particular emphasis on encouraging students' independence, and this is enacted through their engagement with classroom, school and community-based activities.

*Engagement with activities is the medium through which students achieve the learning outcomes. Teachers should endeavour to provide a variety of activities where possible. Students should participate in individual activities and as part of a group or team.*

Students learn about	Students should be able to
<b>1. Goal setting</b>	<p>1.1 Set personal goals.</p> <p>1.2 Create a personal learning plan which includes the necessary steps and timeframe to achieve their personal goals.</p> <p>1.3 Identify one person who might support them to achieve their goals.</p> <p>1.4 Implement the plan within an agreed timeframe.</p> <p>1.5 Discuss potential challenges that may arise in the course of implementing the plan and explore ways in which these challenges can be overcome.</p> <p>1.6 Reflect on how their progress could be maintained or improved.</p>
<b>2. Participating in and reflecting on activities</b>	<p>1.7 Recognise and communicate their personal interests, strengths, skills, talents and leisure pursuits.</p> <p>1.8 Discuss the opportunities and challenges of undertaking activities as a team and as an individual.</p> <p>1.9 Identify and discuss a leisure pursuit, work or activity that is of personal interest to them.</p> <p>1.10 Research relevant information to help plan and participate in an activity.</p> <p>1.11 Assume a specific role in an activity and identify responsibilities linked with the role.</p> <p>1.12 Use key words associated with an activity appropriately.</p> <p>1.13 Compile a portfolio to organise and record their activities.</p>

	<p>1.14 Give and receive constructive feedback on their progress.</p> <p>1.15 Reflect on the main steps taken to complete these activities.</p>
<p><b>3. Developing an awareness of health and safety</b></p>	<p>1.16 Give examples of safe practices within the school community and develop an awareness of the importance of health and safety precautions in various settings and/or during activities.</p> <p>1.17 Identify and understand safety symbols.</p> <p>1.18 Safely use and store tools, materials and/or equipment in various settings and/or during activities.</p> <p>1.19 Know the different procedures for personal safety in various settings and/or during activities.</p> <p>1.20 Demonstrate how to call for help in an emergency within school and outside school.</p> <p>1.21 Identify the fire exits in a school, the assembly point in the event of an emergency and experience a fire drill.</p>
<p><b>4. Managing transitions</b></p>	<p>1.22 Successfully transition from one setting to another.</p> <p>1.23 Identify scenarios that may cause stress and create a plan to manage this.</p> <p>1.24 Identify key staff members and peers to form part of their support network.</p> <p>1.25 Identify strategies that support self-regulation.</p> <p>1.26 Identify safe areas that can be used to self-regulate.</p> <p>1.27 Plan out a journey to a different setting, identifying the main steps to complete the journey successfully.</p>



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