



An Roinn Oideachais
agus Óige
Department of Education
and Youth

Being part of a community

Junior Cycle Level 1

Priority Learning Unit (PLU)

Prepared by the National Council for Curriculum and Assessment (NCCA)

PLU 4: Being part of a community

This unit enables students to develop positive relationships with others in their community, whether that community be their family, school or the wider community in which they live. The core elements of socialising requires a process-based way of teaching. In this context, this PLU offers opportunities for students to spend curriculum time learning outside of school and to further work on the processes of communication they develop in the PLU Communication, language and literacy. They have opportunities to contribute to and participate in their community, use the facilities within it safely and appropriately, and to take care of it.

A key aspect of learning in this area takes students out into their communities. Supporting students who find change and transition difficult is essential here. Developing social scripts¹ for the students in advance, accompanied by photographs and/or audio or video recordings reduces anxiety and reassures them by making the unfamiliar less so. Some students find social interaction particularly challenging so where collaborative work or socialising with others present difficulties, they could work in parallel with or alongside their peers and not forced to participate. This unit consists of 5 elements:

- Relating to others
- Using local facilities
- Transitioning between environments
- Being safe in the community
- Contributing to the community.

A student will work on learning outcomes based on their strengths, interests and needs as indicated in their SSF. A student may achieve a learning outcome at any one of the eight progression pathways. Curriculum content from any curriculum area can be used to achieve the learning outcomes.

Element	Students should be able to...
Relating to others	4.1 express contentment in the company of others
	4.2 acknowledge unfamiliar people
	4.3 show enjoyment from an interaction with another person or other people, and show a desire for it to continue
	4.4 respond consistently to familiar people
	4.5 indicate/choose preferred companion(s) for different activities
	4.6 communicate an ability to connect people with their roles
	4.7 engage in supported activities on daily life skills
	4.8 be a member of one or more groups in or outside of school, actively participating where possible
	4.9 communicate ideas of what it means to be 'a friend'

¹Social scripts describe the physical environment students will visit, and include details of what the excursion will involve. They are often written in the first person, e.g. When we climb the steps to the entrance I will be able to leave my bag in a room, where it will be safe until I get back.

Element	Students should be able to...
Using local facilities	<p>4.10 participate appropriately in using different areas/rooms in their immediate environment</p> <p>4.11 visit and participate appropriately in using facilities in their environment</p> <p>4.12 demonstrate knowledge of where familiar items are stored/located in their environment</p> <p>4.13 make choices when using facilities</p> <p>4.14 show respect for items belonging to others and use them appropriately</p>
Transitioning between environments	<p>4.15 show recognition of being in familiar places</p> <p>4.16 respond with curiosity to unfamiliar environments</p> <p>4.17 co-operate in preparing for and transitioning to a new location</p> <p>4.18 actively engage in transitioning to a new location</p> <p>4.19 respond to cues (visual, verbal, gesture, sound) to locate familiar places</p> <p>4.20 indicate a desire/request to leave a group or go to another place</p>
Being safe in the community	<p>4.21 gain attention from an adult if feeling unsafe or uncomfortable</p> <p>4.22 communicate 'No'</p> <p>4.23 move/remain near to a carer/guardian when in unfamiliar places</p> <p>4.24 observe rules of safety in different environments</p> <p>4.25 show recognition of places and people in the community who can help us</p>
Contributing to the community	<p>4.26 respond to positive reinforcement from others</p> <p>4.27 behave appropriately in familiar routine or special events and where possible play their expected role within it</p> <p>4.28 show awareness that actions have consequences</p> <p>4.29 participate in the care of the immediate and local environment</p> <p>4.30 engage in a task or job in the community</p>



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