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AN INTRODUCTION TO TRANSITION YEAR

MILLSTREET COMMUNITY SCHOOL

Transition Year was first introduced to students in Millstreet Community School in 1997. Initially, the Programme was compulsory for all students but the decision was taken in 2007 to make the Programme optional in the School. Currently there are fifty two students in Transition Year.

AIMS

It is an excellent Programme as it enables students to make the transition from the type of learning associated with the Junior Cycle to the more independent learning environment experienced at Leaving Certificate level. It encourages social and personal development and recognises the need for students to grow in independence. Transition Year fosters academic achievement as students prepare for Leaving Certificate, Third Level Colleges and indeed working life. It encourages critical thinking and creative problem solving skills.

Students are made aware from the beginning that it involves different ways of teaching and learning. Certainly methodologies used in the classroom are often more active than what they have been used to. The area of study will be broader and will include new subjects. It is our experience in Millstreet Community School that our students are making a much more informed choice when it comes to choosing subjects for the Senior Cycle. Such activities as Work Experience, Mini Company, and Youth for Justice Programmes will feature and are hugely beneficial.

Almost all our teachers are involved in Transition Year. Teachers expect students to demonstrate characteristics of maturity and independent learning e.g. completing projects and meeting deadlines. A key feature is the wide range of teaching methods used in Transition Year.

These include:

- Activity based Learning
- Group Work – discussion, debates
- Project Work and Research
- Visiting Speakers
- Study Visits and Field Trips
- Personal Responsibility for Learning
- Work Experience and Community Work
- Computer based learning
- Oral Presentations and Demonstrations

ASSESSMENT IN TRANSITION YEAR

Assessment is an integral part of the teaching and learning process at all stages within the School. We try to provide accurate information with regard to pupil strengths and weaknesses so as to improve pupil performance through effective programme planning and implementation. The Transition Year Curriculum is a balance between the academic and the non-academic and is regularly being reviewed. As a result, there can be changes on what is being provided from year to year.

There is no State Examination at the end of Transition Year. However, we do have written examinations in November and May of each year as well as school based assessment of projects and practical work. Evaluation of Work Experience is carried out by means of a questionnaire to the employer, a diary being completed by the student and where possible, each student will be visited by the co-ordinator or some other teacher at the place of employment.

Since the year 2000, the Department of Education and Skills has issued an official Transition Year Certificate to participants. However, it is now up to the School to provide such certificates.

Appropriate methods of assessments are chosen to compliment the variety of approaches used in implementing the Programme. These include:

- Written. Practical, Oral and Aural Examination
- Reports of Work Experience
- Projects and Exhibition of Work
- Parent/Teacher Meeting
- Transition Year Graduation Night

EVALUATION OF TRANSITION YEAR

The Transition Year Programme is subject to ongoing internal review as we strive to maintain a vibrant and meaningful Programme for our students. Staff evaluation of the Programme takes place at all Staff Meetings but particularly towards the end of the year. Since we have a relatively small staff and since all staff are involved in Transition Year, we feel this is the best forum for decision making. All Transition Year activities are reviewed and evaluated each week during tutorial time by the Co-Ordinator and the students. If an event has taken place during the previous week, a pre-prepared Evaluation Sheet is completed by each student. An end of year Evaluation Sheet is also completed by each student.

The Work Experience and Community Care Programmes are evaluated annually by School management, T.Y. Co-Ordinator, Guidance Counsellor and Chaplain.

GLOBAL CITIZENSHIP EDUCATION (DEVELOPMENT EDUCATION)

Development education is an active and creative educational process in increasing awareness and understanding of the rapidly changing and unequal world in which we live in.

- It challenges perceptions and stereotypes by encouraging participation and action for a more just world.
- It is skills-based and learner-centred which makes it very relevant to the Junior Cycle and Senior Cycle curriculum.
- It provides a structure for cross-curricular learning and whole-school community participation.

Development education is very much a cross-curricular approach to learning about the interdependent and unequal world in which we live.

Millstreet Community School receives funding from WorldWide Global Schools (WWGS) with a view to making development education an integral part of school life, both through the curriculum and extra-curricular activities.

Events undertaken have included:

- **Climate Change Seminars** held in Millstreet Parish Centre and Green Glens Arena involving TY students from six other local post-primary schools.
- **Fair Trade Fest** held during Fairtrade Fortnight, highlighting the value of buying products marked with the Fairtrade stamp.
- Participating in workshops on Fair Trade, Global Migration and Environmental Sustainability.

Other development education related projects:

Language and Culture Night

This event has run in various forms each year in the school since 2006 and the part played by the Transition Years is integral to its success. It is a chance to celebrate the different nationalities in the Millstreet area both in and out of school, through music, song, and an opportunity to taste food from different countries. Apart from being an enjoyable evening, the **Language and Culture Night** makes a strong statement about inclusivity. This is particularly important as there are a number of families from the other countries who have found work and settled in the Millstreet area. There are also many people of different nationalities living in Drishane. It is a great chance to break down barriers and dispel some prejudice that might exist.

Transition Years co-ordinate this event, from inviting students to take part, designing greetings in different languages, and preparing presentations about each country to accompany every performance.

Trócaire

1. Trad for Trócaire

This event is held in September/October every year in the school library and is a great opportunity for students from all year groups to sing, dance or play traditional music, and to raise money for Trócaire's work with poor communities in developing countries. This event is co-ordinated by Transition Years and is open to the public.

2. Lenten Campaign

Since 2003 Transition Years have had the chance to get involved with each of Trócaire's Lenten campaigns in some way, Each year students can take part in the 24

hour sponsored fast and every second year an all-night 'sleep out' is held outside Millstreet Parish Church to raise public awareness about what the theme of the campaign might happen to be. TY students will also explore the issues raised in the classroom and share what they have learnt with younger students.



Irish Aid

Department of Foreign Affairs
An Roinn Gnóthai Eachtracha

Drama

The role of Drama in Transition Year is to promote teamwork throughout the year and to foster and develop talent within the student.

For the last sixteen years our students have delighted audiences with their inimitable adaptations of the major authors.

Drama promotes a sense of community within the School as all of the Year get involved from the designing and making of the stage to the organisation of all the hall and sale of tickets.

Overall it is a very worthwhile experience for any student.

GEOGRAPHY

- To develop an awareness and sense of location and interaction with the world around us.
- To have a greater awareness of the complex relationships between physical, economic, and human Geography
- To understand the development and expansion of the European Union.
- To have a greater awareness of the characteristics of the Country in which we live.
- To further develop skills of map and photographic interpretation, patterns and processes, figure drawing, mathematical and statistical analysis.

- To be aware of the inter-relationship between humans and the environment.
- Project work and research.
- Activity based learning.
- Personal responsibility in learning.
- Individual, pair and group work i.e. self-directed, peer and collaborative learning.

HISTORY

Aims:

- To develop students' knowledge and understanding about human activity in the past and understand the contemporary world through the study of the past.
- To develop conceptual understanding and the ability to think independently.
- To develop a range of skills essential for the study of history.
- To encourage students to develop positive attitudes such as commitment to objectivity and fairness, and an acceptance that people and events must be judged in the context of their values and time.
- To develop in students an appreciation of the society in which they live and of other societies, past and present.

Course Content:

1. History and the Historian
 - What is History?
 - Investigate the meaning of the word "History"
 - Discuss the benefits of studying History
 - Sources
 - Primary and Secondary Sources
 - Written, Visual and Oral Sources
 - Problems with Sources: Bias, Propaganda, Prejudice
 - Evaluating Sources
2. Census Study
 - Relevance of the census to the study of History
 - Study of the census of the Collins Family
 - Compiling a report on the Helson family from the evidence given in their census return.
 - **Special Study: Dunlavin** – from information gathered in the 1901 and 1911 Census.
3. Project Work – 1916 Rising



- Students will undertake a project on different aspects of the Easter Rising in small groups and present their findings to the class.

4. Key Concepts – “isms” Definitions

- Students will examine and learn about the following:

Capitalism
Communism
Fascism
Imperialism
Marxism
Nazism
Socialism

Colonialism
Conservation
Feminism
Liberalism
Nationalism
Pluralism
Totalitarianism

5. World War 1

- Background and causes that led to WW1
- Trench Warfare
- The Battle of the Somme
- Results of WW1
- The treaty of Versailles

Home Economics

(Tíos)

Aims:

- To develop students' life skills and help develop and sustain healthy and personal and family relationships.
- To instill the importance of healthy eating and wellness.
- To develop culinary and nutritional knowledge.

Content:

- Study of dietary goals and nutrients in relation to good health.

- Study the nutritional requirements of adolescents.
- Food hygiene and safety, both for home and industry.
- Study and discussion of current social issues.
- Outline of sub-cultures in Ireland.



Assessment:

1. Practical work
2. Project work

3. **S.M.A.R.T.**

4. **Magazine**

- 5.
6. Smart Magazine is a school publication started by Transition Year students, it is for both the students and teachers. Topics in the magazine include school events, interviews, sports, school trips, past plays, music, competitions and artwork as well as providing an important showcase for creative writing.
7. Students find it an exciting and challenging experience that brings out a fresh new side of the students' talents and creativity.
8. As well as writing, the students are involved in research- finding interesting people to interview and preparing questions for these interviews.
9. Like everything in Transition Year you only get out what you put in and students have found that hard work led to a very rewarding experience which they can recommend to future Transition Years.
10. In the past, students were also involved in the design, production and assembly of S.M.A.R.T. magazine. However, in recent years production has been simplified by sending the magazine to a printer.

11. Students will develop skills in I.T., compiling the magazine on Publisher, editing page content, adding photos and building content, deciding on layout and working as a team in assembling all the separate elements while working to a deadline. The class also has to decide on pricing and quantity.
12. The class also records school events on video and makes copies available for students. A photo record of school events is compiled by the class over the year and photos are selected for display in the school and the school website. This is also archived, so the records the class create will be available into the future.
13. So, if you are interested in writing, photography, video, I.T. or working as part of a team, this is the module for you. And if you want to develop any of these skills, it's definitely for you!

CAREERS

1. To raise students' awareness of their own skills and abilities, interests and strengths

Before looking at careers, each student needs to be aware of what skills and abilities they already possess. Three types of skills essential in the world of work will be examined:

- Personal skills
- Transferable skills
- Technical skills

Choosing a pathway that interests you helps to keep you motivated and focused. Each student will fill out a Career Interests Profile which has been designed to help the student assess their interests and to identify the kind of career pathway that might suit their needs. Whether you think you can do the type of work mentioned in the profile is not important in this assessment. Simply the items on the profile are rated in terms of your level of interest.

2. To encourage students to spend time and effort in planning and sourcing work experience relevant to their specific interests

To facilitate students in exploring possible work placements relevant to areas that interest them. As students get two opportunities in the year to engage in work experience, it gives them a chance if they are not happy in their first work experience to explore different areas that may interest them for their second placement. Students are encouraged strongly to try and get work experience in areas where they may see their future career path.

3. To inform the students of the various courses that are available to them

To organise visiting speakers and career exhibitions representing diverse career areas. Universities, I.Ts, Colleges of Further Education, the Defence Forces and SOLAS Apprenticeships will be included. Students will prepare a questionnaire handout prior to the event and reflection work will be carried out after the event as a form of assessment.

4. Each student will have an accumulation of invaluable resources to file in their career folder so they can refer to it when making career choices in the future

This file will include things like career interest results, work experience diary, Question and Answers sheets from the various speakers, resources on different third level courses in their areas of interest, CAO application, minimum subject requirements, specific subject requirements, HEAR, DARE, UCAS. It would be the intention that the student can return to this resource when carrying out a career investigation which will be part of their senior cycle course.

Science

Aims:

- ✓ To encourage the uptake of the Sciences in the Senior Cycle by flavouring some new experiments and concepts
- ✓ To increase student participation by promoting group work
- ✓ To use the Scientific Method to practise problem-solving techniques
- ✓ To keep a folder of all tasks/experiments carried out
- ✓ To follow recognised safe practice procedures when carrying out experiments
- ✓ To research areas of interest that time-constraints of Leaving Certificate curriculum doesn't usually permit.

Methodologies:

Experiment by discovery

Group work

Research.

Assessment:

Research projects

Experiment Write-ups

Typical Topics Covered:

Physics	Ag Science	Chemistry	Biology
Forms of Energy Electricity and Circuit building	Ecological Studies Biodiversity project linked with the Tidy Towns	Separation Techniques Acid/Base Titrations Qualitative Water Analysis	Food Tests Microbiology Physiology Plant Anatomy

NOTE: Course content may vary from year to year

Art



Idea Based

Pupils will choose a topic or theme of their own on which to base their work, e.g., happiness, war, loneliness, myself and my surroundings. While they are developing their ideas through the medium of drawing the pupils will be encouraged to explore the various art elements – form, line, texture, patterns, shape and colour.

These art elements will be explored individually and together, using a wide variety of media – paint, clay, charcoal, oil pastels, chalk pastels, pen and ink and collage. Pupils will also examine how their chosen topic has been treated by artists of the past.

Media Based

This gives pupils the opportunity to enjoy exploring and experimenting with a wide variety of media. Looking at how artists in history expressed themselves through a particular medium.

Observation

This helps the pupils to develop their visual awareness and drawing skills by studying the various aspects of nature and the world around them, i.e. landscape, building, trees, animals, etc..

Outcome

Each pupil should have at the end of the course a body of work which will show an imaginative response to the theme and the materials used.

Construction Studies

The Course will include:

- Design and manufacture of project work – developing craft skills.
- Development in research, presentation skills and IT based on modern building methods.
- The study of drawings and documents relating to construction and a visit to a building site.
- Development of teamwork and problem solving skills.

Mini – Company (Materials)

This will include:

- The design and manufacture of innovative saleable items which can be produced using a variety of materials.
- Development of practical skills and teamwork.
- Health and safety in hand tools and power tools.
- Learning the basic skills necessary to run a small business.

Football

Aims:

- To learn and develop the skills of Gaelic Football.
- To develop co-operation and leadership skills.
- Pupils will complete the Coach Education Programme and will be given a Participation Certificate with the opportunity of obtaining a Coaching Certificate in 5th Year.



Gaeilge na hIdirbhliana

Aidhmeanna:

1. Gach gné den Ghaeilge agus den chultúr a bhlaiseadh chomh maith agus is féidir.
2. Taitneamh agus tairbhe a bhaint as an mblilian speisialta seo.
3. Meas ar an nGaeilge a chothú sna daltaí.

Cur Chuige:

1. Béim ar an nGaeilge labhartha
2. Léargas ar stair na litríochta
3. Filíocht na hArdteiste
4. Seanfhocail
5. Logainmneacha
6. Scríobh na teanga
7. Cluastuisicint



An Cultúr:

Gach dalta a bheith ábalta rince a dhéanamh agus amhrán nó dhó a chanadh ag deireadh na bliana.

1. Rince
 - Fallaí Luimnigh

- Ionsaí na hInse
 - An Stacín Eorna
 - Bhaint an Fhéir
2. Amhránaíocht
- An tAnhrán Náisiúnta
 - Amhrain tradisiúnta
 - Amhráin nua-aimseartha
3. Breathú ar fhíseáin a bhaineann le saíocht na Gaeilge agus na daltaí a chur ar an ealos faoi TG4 agus Raidió na Gaeltacht.

Learning Support

Aims:

- ❖ Improve language while giving Literature an enhanced meaning for pupils with special emphasis on oral English through the medium of discussion and oral work.
- ❖ Help pupils develop problem solving strategies towards increasing attainment in Leaving Cert Maths.
- ❖ It is hoped that through the medium of working in smaller groups:
 - i. Pupil's self-esteem would improve.
 - ii. Pupils would have increased confidence and attainment in Mathematics and English.

Course Content:

English:

- ❖ Reading Novels
- ❖ Media Studies
- ❖ Creative Writing
- ❖ Spellings

Mathematics:

- ❖ Algebra
- ❖ Co-ordinate Geometry
- ❖ Statistics
- ❖ Area and Volume

Peer Mentoring Programme

Peer mentoring is a provision **provided by young people for young people**. Research has shown that young people more often than not turn to their peers with their difficulties, rather than adults. Peer support **does not replace the role of the adult and professional services**, but is an additional system that can provide an opportunity for listening and interaction.

Peer mentoring programmes give young people the opportunity to develop their personal and social skills. For both TY students involved and for the 1st Years involved, the Programme can contribute to a caring and supportive environment within MCS.

The Programme uses the experience of older students to assist younger pupils as they make the transition from Primary to Secondary school. **It aims to help make this transition as smooth, friendly and positive as possible. Peer mentors also act as a role for the new pupils, setting standards of behaviour and attitudes.**

Mentors are trained in a range of skills, including communication, group work and team work skills. Once trained they work with fixed groups of 1st years, holding meetings with them or planning activities for them during the first half term of the school year. The final decision regarding who becomes a mentor rests with the co-ordinator in the school (Mr. Magee) and the Principal/Deputy Principal.

Aims of the Peer Mentor Programme:

- To help address the needs of pupils transferring from national to secondary school.
- To allow older students to play an active part in the induction of new pupils.
- To promote personal development amongst the TY students involved.
- To have a positive impact on the life of the school.
- To improve the self-esteem and self-confidence of all the students involved.

Responsibilities of Transition Year mentors:

- To attend all training, planning and evaluation sessions
- To prepare for sessions with 1st Years thoroughly, with plans written up fully and checked by the project co-ordinator. A short evaluation must be written up after each session.

- To work with and support the 1st Years involved in the programme.
- To show commitment to equal opportunities to everyone involved.
- To respect the opinions, feelings and lifestyles of the 1st years.
- To show a non-judgemental and open-minded approach.
- To explain the role of a mentor to the 1st Years you work with.
- To stick to all the boundaries of confidentiality, recording and reporting, and to those regarding your role in the groups.
- To ensure information is passed on to staff when necessary.

• **TY Religious Education**

• **Young SVP**

- This project encourages students to engage with a range of contemporary issues including mental health, homelessness and poverty in Ireland. They then develop projects to present to their peers.

•

• **Developmental Education Module**

- Students will explore global justice issues that have relevance locally and nationally, for example, debt, Fairtrade/trade injustice, environmental sustainability and media representation of the Global South (developing countries).

•

• **School Liturgies**

- TY students will be involved in planning and running liturgies to mark the seasons of the Church's year, for example, Advent, Lent, November Remembering.

•

• **World Religion**

- Students will be given an introduction to Islam in preparation for a visit to Cork Mosque.

•

• **TY Graduation**

- Students will be actively engaged in the preparation for their Graduation Mass.

ACCOUNTING

Part 1

- ❖ A review of Business Documents – Invoices, Credit Notes, etc.
- ❖ How documents are recorded in the Day Books – Purchases Book, Sales Book, Returns Book, Cash Receipts and Cheque Payments.
- ❖ Posting the Day Books to the Ledger and the Rules of Double Entry.
- ❖ Review of the Trial Balance.

Part 2

- ❖ A closer look at the Rules of Double Entry and how they apply to the following accounts:
 - Asset Accounts
 - Liability Accounts
 - Expense Accounts
 - Revenue Accounts

Part 3

- ❖ An introduction to the Accounts of the Sole Trader.
- ❖ Trading, Profit and Loss Accounts.
- ❖ Balance Sheet.
- ❖ Adjustments to the Accounts.

COMPUTERS

Transition Year Pupils follow a training programme provided by GMetrix which enables them to train for a Microsoft Office Certification called Microsoft Office Specialist. Pupils will concentrate on achieving a Microsoft Word Specialist Certificate. The GMetrix system provides course material for the pupils and student files for them to work on. The main feature of the system is the online training component. Students register with GMetrix and can work at their own pace online and get instant feedback from their progress. The main features of the systems are as follows:

- ❖ Practice tests map to the Microsoft Office Specialist (MOS) exam objectives.
- ❖ All tests are in application or performance based simulations to provide the best assessment of real-world experience.
- ❖ All tests have both a testing and a training mode providing step-by-step help on each question.
- ❖ Progress at own pace, save test to resume later, return to skipped questions.
- ❖ Detailed, printable score report highlighting areas requiring further review.

Transition Year Computers Course Content

Lesson	Content
Lesson 1	Getting Started Looking at the screen, the quick access toolbar, using the ribbon, moving around the document, saving and creating a document, switching between windows, saving in other file formats, compatibility mode and finally opening and closing documents.
Lesson 2	Manipulating Text Changing a document view and adjusting the zoom. Working with multiple windows, splitting the window and using arrange all. Selecting text and editing text – undo, repeat, cut, copy, paste, using the clipboard, finding and replacing items.
Lesson 3	Formatting content Formatting characters, using the dialogue box, aligning text, spacing and indents, using the format painter.
Lesson 4	Working with Tabs Setting tabs on a ruler and setting tabs using the dialogue box. Creating multi-level lists and creating outlines.
Lesson 5	Formatting Documents

	Changing paper size and orientation. Changing margins. Inserting page breaks and selection breaks. Working with columns. Headers and footers – inserting date and time, changing headers and footers, alternating headers and footers. Working with backgrounds – page colour and watermarks. Applying page border. Applying themes.
Lesson 6	Getting ready to Print Proofing your document, checking spelling and grammar, using autocorrect. Using comments. Printing
Lesson 7	Using Tables Inserting tables – Drawing a table, creating quick tables. Selecting items in a table. Adjusting height and width. Inserting rows and columns. Deleting rows and columns. Merging and splitting cells. Converting text to tables. Using table styles. Borders and shading on a table. Manipulating text in a cell. Converting a table to text.
Lesson 8	Working with Illustrations Inserting pictures and manipulating pictures. Working with shape objects. Flowcharts. Customising shapes – using word art, using drop caps and text boxes. Inserting smart art, adding captions, screenshots.
Lesson 9	Creating Mass Mailing Documents What are mailings, looking at main documents and data sources? Using the mail merge wizard.
Lesson 10	Sharing Documents Building blocks – using quick parts and inserting fields. The navigation pane. Creating a table of contents. Using footnotes and endnotes. Using passwords. Marking a document as final. Restricting access to a document.



ENGLISH

The movement of the Department of Education towards a three year Leaving Certificate has caused us, in the English Department to re-think our strategy which, up to now, offered Transition Year students a Pre-Leaving Certificate Course.

We have decided to directly introduce Leaving Certificate Course work to the incoming Transition Year Group. The emphasis will be on meeting the needs of Paper 1 which is the Language Paper – comprising of Comprehension, Functional Writing and Personal Writing. The Leaving Cert. English Syllabus for the incoming Transition Years will not be available until mid-year but the changes only refer to Paper 11, not Paper 1.

Language is broadly studied within five genres: language of information, of persuasion, of argument, of narration and the aesthetic use of language. Students will be gently eased into familiarising themselves with the main characteristics of these headings and, as the year progresses, the aim is that they will grow in confidence in relation to their writing skills. Students will learn from a wide range of material including all aspects of media – newspapers, magazines, novels, cinema, T.V., etc...

Once the Syllabus is available, teachers will introduce the students to reading texts for Paper 11.

French

General Aims:

1. Basic Communicative Proficiency.
2. Language Awareness.
3. Cultural Awareness.

Basic Communicative Proficiency

1. Meeting and getting to know people and maintaining social relations. Developing an awareness of appropriateness of register. Developing correct usage of question forms and appropriate replies.
2. Making plans and discussing future action. Mastery of forms expressing the future.
3. Understanding, seeking and giving information about climate and weather. Mastery of forms expressing the future.
4. Understanding, expressing feelings and attitudes. Moving from short to full expressions.
5. Managing a conversation. Developing sensitivity to use of register.

Language Awareness:

1. Talking and writing about the students' experience of French, e.g. how long he/she has been learning it, what is easy and difficulty about it.

2. Consulting reference materials (dictionaries and grammar) relating to the vocabulary and grammar of French Language. Using vocabulary correctly with the help of dictionaries. Learning to cope with simple grammatical terminology.

Cultural Awareness:

Understating the main elements of French language material on contemporary aspects of French community life such as:

- ❖ Everyday activities (shopping, getting to work, eating and drinking, etc.)
- ❖ Customs and Traditions.
- ❖ The Arts and Entertainment.
- ❖ The range and role of mass media.

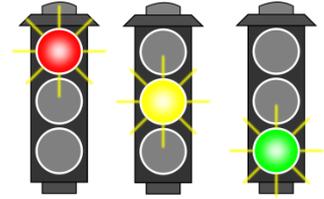
- A module on French Film.

Law Programme

The Course will be drawn from the following areas:

- An introduction and definition of Law
- Source of Law
- Concept of Justice

- Life as a practising barrister, how to qualify as a lawyer, and the differences between etiquette and traditions of the Bar
- The main Courts in Ireland
- The Judiciary
- Irish Law Offices
- Jury Service
- Bunreacht na hÉireann 1937
- Fundamental rights, obligations and some constitutional case Law
- Burden of proof in Criminal Law
- Burden of proof in Civil Law
- Evidence
- Rules, techniques of direct examination and cross-examination
- Criminal Law
- Tort Law
- Employment Law
- Family Law
- Contract Law
- European Law
- Advocacy
- Alternative Dispute Resolutions
- Fundamental rules of Law
- Case Explanations and discussions of current law cases & topical legal issues



The Course will conclude with an examination that will be corrected and certified externally.

Pre-Driving

Aims:

- To improve road safety by creating an awareness of all aspects of car-handling and road use *before* the trainee is let loose in a car.
- The content and method of the Course have been developed in response to the findings of recent research, showing that:
 - Young drivers have a greater accident frequency

- Most accidents result from attitude and behaviour rather than a lack of physical skill
- Inexperienced drivers often have poor risk perception
- Historical methods of driver training have placed too much emphasis on physical skill and too little in attitude and knowledge.



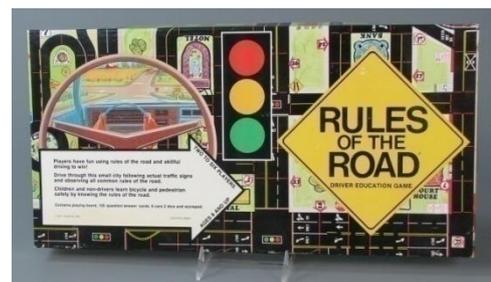
dreamstime.com

Benefits:

- Students can start at an earlier age.
- The early stages of learning and skills are achieved in safety and without the distractions of the public road.
- These stages are achieved without risk or inconvenience to the public.
- The messages ingrained in the classroom can be carried into the car when the trainee is ready to take to the road.

Style, Make-up and Image

Class will include the following topics:



❖ Make-up, Nails, Tan, Eyebrow Shaping, applying false eyelashes.

❖ Style and image – the different body shapes, the appropriate clothes and accessories to suit each body shape.

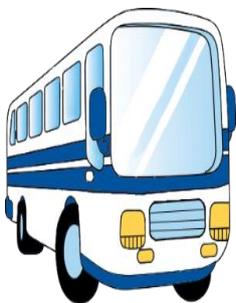
❖ Face Shapes – the right glasses and hair styles for each face shape.



TECHNICAL DRAWING

Aims:

- To develop graphical communication ability
- To develop two dimensional and three dimensional problem solving skills.
- To introduce Computer Aided Drawing.
- To develop practical drawing skills
- To link Technical Drawing with other subjects on the Transition Year Programme e.g., Engineering, Mini-Company and Construction Studies.



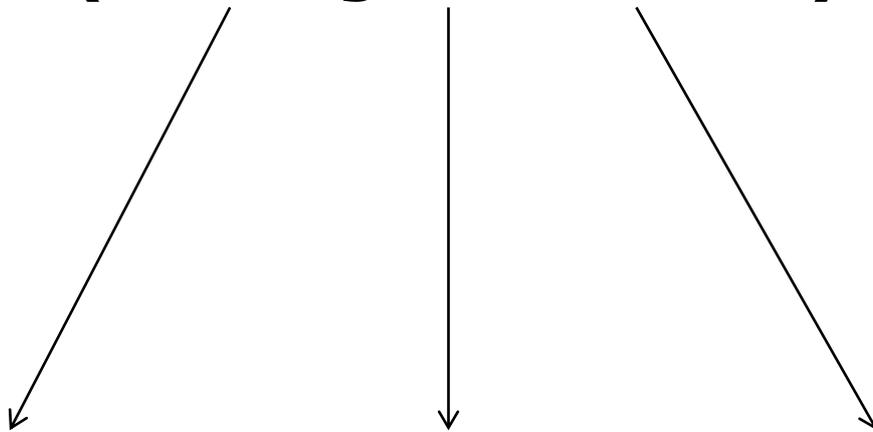
TRIPS

Trips to various locations.



First Aid

(1 Day Module)



Raise awareness of basic First Aid

Give Students the confidence not to panic in a situation requiring First Aid.

Help the student to recognise some of the procedures to be followed.



Help them to know when to get help.

Maths

Aims:

- To guide students towards increased confidence and attainment in Mathematics.
- To catch up on any skills missed in Junior Cycle, e.g. rules of algebra.
- To teach the use of calculators.
- To develop problem solving ability.

Syllabus: Ordinary Level

- Algebra
- Functions and Graphs
- Trigonometry
- Statistics
- Co-ordinate Geometry of the Line
- Co-ordinate Geometry of the Circle
- Problem Solving
- Area and Volume
- Arithmetic – Simpson's Rule.
- Permutations, Combinations Probability

Syllabus: Higher Level

- Algebra
- Co-ordinate Geometry
- Calculus
- Trigonometry
- Problem Solving
- Statistics

• **Physical Education**

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- To promote Healthy use of Leisure Time
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- To Develop Co-operation and leadership skills
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- The contents include Health Education, Fitness Training, Swimming Lessons and a wide variety of games.

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ENGINEERING

Aims:

- To develop an understanding of Engineering Materials and processes.
- To promote design skills and creativity.
- To develop problem-solving skills.
- To learn the necessary manual skills and use of basic tools.

Programme:

- Use of bench tools.
- Use of machinery tools.
- Knowledge of safety procedures and regulations.
- Visits to workplaces.
- Workshop practice.
- Making Models.
- Repair of school furniture.
- Repair and manufacture of PE equipment.
- Manufacture of ornamental items.
- Possible visit to ploughing match.

Assessment:

Ongoing assessment of workshop performance and items produced. (All items produced will be marked and those reaching a worthwhile standard will be put on display at an exhibition at the end of the year).

GERMAN



Aims:

- ❖ To develop communicative skills through reading, oral, aural and written work.
- ❖ To enhance a cultural awareness.
- ❖ To lay a solid foundation for Leaving Certificate.

Methods:

- ❖ Studying German textbook, newspapers, magazines, films and German series.
- ❖ Variety of activities focusing on the four language skills; reading, writing, listening and speaking.
- ❖ Revise and develop grammar points introduced during Junior Cycle.
- ❖ Initiation of individual projects for Leaving Certificate on aspects of life in German speaking countries.
- ❖ Linking with German schools through pen-friendship and an organised exchange (if numbers allow).

Assessment:

- ❖ Continuous assessment throughout the year (written, oral and aural)
- ❖ Project assessment

Transition Year Hospital Visiting Programme

This programme involves groups of Transition Year students going to St. Patrick's Community Hospital on a weekly basis to interact with the residents of the hospital.

The initiative began in during the academic year 2010-2011 following an approach made by the matron of the hospital to the school enquiring about the possibility of establishing a visitor programme involving Transition Year pupils. It was a great idea as it was clear that it would be mutually beneficial: the residents of the hospital would have the company for two hours of committed, enthusiastic TYs on a weekly basis; the students would gain great life skills and confidence from the interaction.

Each year has begun with a presentation by the Clinical Nurse Manager in the hospital to all the TYs to explain what the programme involves. Following this the students interested are asked to complete an adapted application form and to get permission from their parents/guardians via a letter drafted by the Chaplain.

Once the application forms have been completed and permission granted, a member of staff from the hospital then speaks to the interested students about health and safety issues and what's expected of them while they are in the hospital. If they are 16 years old or older they need to complete forms in order to gain Garda clearance before they can begin visiting. This is a requirement of the hospital.

During the visits, the TYs undertake a variety of roles. These include playing bingo and cards, singing, taking the residents for short walks and simply sitting and chatting with them.

The volunteers are divided into groups of four. They attend the hospital from 2.00 until 3.30pm on Tuesdays on a rota basis through the year. The students take part in a hospital Christmas party and an end of year celebration.

The programme is proving to be a very rewarding experience for all involved.



Development Education in Millstreet Community School

Q. What is Development Education?

- Development Education is an active and creative educational process to increase awareness and understanding of the rapidly changing and unequal world in which we live in

Q. Why is development education important?

- It challenges perceptions and stereotypes by encouraging participation and action for a more just world.
- It is skills-based and learner-centred, which makes it very relevant to the junior cycle and senior cycle curriculum
It provides a structure for cross-curricular learning and whole-school community participation.

Q. Is it another subject on the curriculum?

No. Development Education is very much a cross-curricular approach to learning about the interdependent and unequal world in which we live.

Millstreet Community School had received funding from WorldWide Global Schools (WWGS) with a view to making development education an integral part of school life, both through the curriculum and extra-curricular activities.

Transition Years have the opportunity to get involved in a range of Development Education activities.

Events undertaken have included:

- **Climate Change Seminars** held in Millstreet Parish Centre involving TY's from other local post-primary schools, facilitated by Trócaire.
- **Fair Trade Fest** held during Fairtrade Fortnight, highlighting the value of buying products marked with the Fairtrade stamp.
- Participation in workshops on Fair Trade, Global Migration and Environmental Sustainability.
- Marking International Women's Day (8th March)

Other Development Education related projects

Language and Culture Night

This event has run in various forms each year in the school since 2006 and the part played by the Transition Years is integral to its success. It is a chance to celebrate the different nationalities in the Millstreet area represented both in our school, through music, song, and an opportunity to taste food from different countries. Apart from being an enjoyable evening the **Language and Culture Night** makes a strong statement about inclusivity. This is particularly important as there are a number of families from other countries who have found work and settled in the Millstreet area. There are also many people of different nationalities living in Drishane. It's a great chance to break down barriers and dispel some prejudices that might exist.

Transition Years co-ordinate this event, from inviting students to take part, designing greetings in different languages, and preparing presentations about each country to accompany every performance.

Trócaire

1. Trad for Trócaire

This event is held in September/October each year in the school library and is a great opportunity for students from all year groups to sing, dance or play traditional music, and to raise money for Trócaire's work with poor communities in developing countries. This event is co-ordinated by Transition Years and is open to the public.

2. Lenten Campaign

Since 2003 Transition Years have had the chance to get involved with each of Trócaire's Lenten campaign in some way. Each year students can take part in events to raise public awareness about what the theme of the campaign might happen to be. TY's will also explore the issues raised in the classroom and share what they have learnt with younger students.



Irish Aid

An Roinn Gnóthaí Eachtracha agus Trádála
Department of Foreign Affairs and Trade