Transition Year
Programme

2010 – 2011

Co – Ordinator: Rosario Martin
Assistant Co – Ordinator: Declan O’Toole
Introduction

Gorey Community School is the largest secondary school in the Republic of Ireland and for the academic year 2010-2011 we have 140 students partaking in the Transition Year Programme. As a community school it is intended that the school body reflect the local community. The catchment area includes the greater Gorey area and many small villages in the surrounding countryside. We currently have approx 50 teachers involved in the Transition Year Programme, incorporating the Transition Year Co-ordinator (Rosario Martin), the Assistant Co-ordinator (Declan O’Toole), the TY Core Team (Rosario Martin, Damien Marshall, Aoife Counihan, Tommy Conroy, Claire Kinsella, Declan O’Toole,). The role of the class tutor is seen as pivotal and this year the tutors are Sabrina Travers, Vincent Browne, Ronan Doyle, Edel McGrath, Annmarie Whelan.

Overall Aims

In Transition Year we aim to promote maturity in our students, assisting each and every student to develop as an individual, to become an independent and self motivated learner. We also aim to help prepare for adult life through contact with work places and career interest. In addition, we aim to develop a civic awareness in our Transition Year students through serving the local community on a voluntary basis, through fund-raising and a
variety of social awareness projects. We also aim to promote the needs of the less fortunate on our planet, with our annual mission awareness programme incorporating a 10 day trip for 13 of our students to the Gambia.

**Evaluation**

The Transition Year Programme is constantly evaluated, reviewed and modified by the Transition Year Core Team in accordance to consultation with school management, staff, pupils, parents, work providers, the Second Level Support Service as well as the community in general. The programme is regularly reviewed at staff meetings, Core Team meetings as well as formal and informal input from the community.

**Role of the Core Team**

The role of the Transition Year Core Team is simple. Regular meetings mean that the TY Programme is always focused on its aims, is always evolving according to the needs of the students, staff and community and that the support structure if evident for teachers of TY so that the best educational experiences are offered to the students and that they are reaching their full potential as learners.

**Introduction to the Transition Year Programme**

Both parents and students first come into contact with the Transition Year Programme during the information meetings held in March. These meetings relay information via the TY Co-ordinator, Assistant Co-ordinator and the Principal. Selection for the Transition Year Programme is based on the criteria outlined in Appendix I In September students undergo an Induction Day, where the underlying aims of the programme are presented to them. Parents attend a second school meeting in late September, in which they are familiarized with the TY calendar, the various subject areas, the Outdoor Education Trip, Work Experience, Community Work, Fund Raising, Workshops etc as well as any concerns they may have regarding any aspect of the Programme.
Transition Year Calendar

The Transition Year Calendar is formulated based on a total of 30 Academic Weeks. This best suits the purpose of accommodating three 10 week Modules (Lines A, B and C). It also approximately accommodates four 7 week Modules (Line D, Maths, Irish, English, Religion, Admin). The Galway Trip is not included in the 30 weeks. The Calendar for the 2006 / 2007 Academic Year is found in Appendix IV.

★ MODULES A,B,& C CHANGE 3 TIMES IN YEAR
  ○ MODULE 1 RUN FROM – 8TH SEP – 1st Dec
  ○ MODULE 2 RUN FROM – 11TH Dec – 9th March
  ○ MODULE 3 RUN FROM – 12TH March – 25th May

★ LINE D (NRA,COMM,CAR,KEY,SIGN) CHANGE 5 TIMES IN YEAR
  ○ 12th Sep – 10th Oct inclusive
  ○ 7th Nov – 19th Dec
  ○ 9th Jan – 6th Feb
  ○ 27th Feb – 27th March
  ○ 17th April – 22nd May

★ Religion will change 5 times in the year
  ○ 8th Sep – 13th Oct
  ○ 10th Nov – 22nd Dec
  ○ 12th Jan – 9th Feb
  ○ 2nd Mar – 30th March
  ○ 20th April – 25th May

★ Line 1,2,3,4,5, PD, Irish, Eng, Maths, TY Admin do not change, stay the same for the year.

★ Petersburg Outdoor Education Trip, Workshops and Trips will run between 15th Oct to Fri 27th Oct. Students will not attend normal classes during these dates.

★ Work Experience – 4th – 8th Dec
  12th – 16th Feb, Students will do work experience for 1 week

★ PT Meeting – TY 17th Jan.

★ Gambia run in February

★ Italian Exchange March and April
Programme Structure

The Transition Year structure is very different and far more flexible than the Junior and Leaving Certificate courses. The purpose of this structure is to provide the most suitable subject matter for each student. The following gives a brief summary of the subjects and modules for 2006/2007:

The Transition Year Timetable is formulated, based on the number of students picking each of the various subjects and modules. The Timetable for the 2006 / 2007 Academic Year is found in Appendix III.

<table>
<thead>
<tr>
<th>Transition Year Teachers.</th>
<th>Compulsory Subjects.</th>
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<tr>
<td><strong>Irish</strong></td>
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<td>F Casey</td>
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<td><strong>Maths</strong></td>
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<td>A Byrne</td>
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<td>A McDonald</td>
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<td>E Fairweather</td>
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| Personal Development       | M O'Grady  
|                          | M Finn     
|                          | L McEvoy   
|                          | S Cullen   
|                          | F Casey    |
| TY Administration         | R Martin   
| Be Real Game             | D Neary    
|                          | D Marshall 
|                          | C Kinsella |

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<thead>
<tr>
<th>Transition Year Teachers</th>
<th>Optional Subjects</th>
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| History                   | E Russell                          
|                           | D O’Malley Moore                   |
| Construction studies      | A Power                            
|                           | B Hendricks                        |
| P.E.                      | D Marshall                         
|                           | M McCarthy                         |
| Geography                 | A Traynor                          |
| ECDL                      | F Traynor                          
|                           | A Counihan                         
|                           | L Nangle                           |
| Art                       | Paul McCluskey                     
|                           | Paul Doran                         |
| Applied Maths             | M Considine                        |
| German                    | J Griener                          |
| French                    | S Crowe                            
<p>|                           | G Cahill                           |
|                           | F Conboy Yague                     |</p>
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<td>Spanish</td>
<td>M Spencer</td>
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<td>Engineering</td>
<td>D Doyle</td>
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<td>Classical Studies</td>
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<td>M O’Grady</td>
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<td>Music</td>
<td>M Walsh</td>
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<td>Technical Graphics</td>
<td>F Kemple</td>
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<tr>
<th>Transition Year Teachers</th>
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<tr>
<td>Keyboard</td>
<td>A Rouxton</td>
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<td>Communications</td>
<td>D Marshall</td>
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<td>Careers</td>
<td>D Neary</td>
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<tr>
<td>NRA</td>
<td>S Higgins</td>
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<td>Sign Language</td>
<td>C Stuart</td>
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<th>Transition Tear Teachers</th>
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<td><strong>Monday Modules</strong></td>
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<td>Classical Guitar</td>
<td>P. Large</td>
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<td>Creative Writing</td>
<td>V. Browne</td>
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<td>Blastbeat</td>
<td>N. Farrell</td>
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<td>Photography</td>
<td>J. Cadigan</td>
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<td>Health and Fitness</td>
<td>R. Martin</td>
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<td>Desk Top Publishing</td>
<td>F. Traynor</td>
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<td>U. Zimmermann</td>
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<td><strong>Tuesday Modules</strong></td>
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<tr>
<td><strong>Fashion</strong></td>
<td>M. Whelan</td>
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<td><strong>Spanish for beginners</strong></td>
<td>M. Spencer</td>
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<tr>
<td><strong>Music/ Guitar for beginners</strong></td>
<td>D. O’Malley Moore</td>
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<tr>
<td><strong>Drama</strong></td>
<td>C. Cecil</td>
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<tr>
<td><strong>Pottery/ Mask making</strong></td>
<td>G. Codd</td>
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<tr>
<td><strong>Italian</strong></td>
<td>M. Spencer</td>
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<td><strong>Interior Design</strong></td>
<td>A O’Donoghue</td>
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<tr>
<td><strong>Law</strong></td>
<td>M Byrne</td>
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<tr>
<td><strong>Soccer coaching course</strong></td>
<td>P. Sheridan</td>
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<td><strong>Friday Modules</strong></td>
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<td><strong>International Cuisine</strong></td>
<td>J Mehan</td>
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<td><strong>GAA coaching course</strong></td>
<td>J Furlong</td>
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<td><strong>Horticulture</strong></td>
<td>M Sinnott</td>
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<td><strong>Equestrian Studies</strong></td>
<td>C Kinsella</td>
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<td><strong>Self Defence</strong></td>
<td>D Boltan</td>
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<td><strong>Dance Irish/hip hop</strong></td>
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<td><strong>Film/ Media studies First Aid</strong></td>
<td>D Marshall/A Traynor</td>
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Assessment of Transition Year

Assessment is conducted within each subject by the subject teacher. The assessment, depending on the subject matter, can take varying forms, ranging from oral, aural, project, portfolio, written or practical work. Each student maintains a Folder of Achievements into which he / she places certificates of achievement, completed projects, assignments, reports on modules / subjects / visiting speakers etc, work experience evaluations and community service updates. At the end of the academic year, students are interviewed and their Folders of Achievement are assessed. This assessment is based on the Transition Year Assessment Guidelines found in Appendix II. The students can receive a Certificate of Participation, Merit or Distinction, depending on the criteria outlined in the above named form.

Transition Year Finances

The Gorey Community School TY Programme is supported by Student contributions of €150. In addition to these contributions, the students are asked to provide €220 to cover the cost of the Outdoor Education Trip in Petersburg OEC, Co. Galway. The students’ journal costs €6.50, insurance costs €7 and there is a Voluntary Contribution of €25. Some additional costs can be incurred e.g. ECDL costs an additional €135, Equestrian Studies costs approx €10 per session etc. There are facilities in place which allow prospective TY students with limited resources to benefit from the experiences of the TY Programme. This includes aid from the School Completion Program and from the James Kinsella Bequest Fund.

Transition Year Timetable 2006/2007

The Transition Year Timetable is formulated based on the number of students picking each of the various subjects and modules. The Timetable for the 2006 / 2007 Academic year can be found in Appendix 11. Class Lists are formulated by the Deputy Principal and the TY Co-Ordinator before the school term commences.
Transition Year Programme

Curriculum Outline for Academic Year 2010 / 2011

Compulsory Subjects

Mathematics Subject: Maths
Subject Co-ordinator: Aideen Byrne

Name of Teachers:
Higher Level: Rory McCarthy
Higher level: Magella Healy
Ordinary Level: Aideen Byrne
Ordinary Level: Brain Conway
Ordinary Level: Emmeline Fairweather

Time Allocation
Four Classes, 40 minutes per class.

Time tabling
All classes are on the same time. This allows for movement of pupils from one class to another. The topics are broadly covered at the same time.

Options Structure:
This is up to the individual teacher. Examples three classes of algebra and one class problem solving e.g. brain teasers, logic games, problem of the week, sudoko etc

Grouping and organisation of Pupils
There are two higher level maths classes and three ordinary level groups. The weakest class has very small number. Movement of pupils based on end of term assessment and teacher observation.
Aims of TY Maths Modules:

- To build on and develop students problem solving skills from junior certificate in preparation for leaving certificate maths
- To bridge the gap between junior certificate and leaving certificate
- To highlight pupils weaknesses and eliminate them where possible
- To build confidence and understanding in this subject
- To encourage problem solving skills
- To see the importance of maths in everyday learning
- To encourage group work
- To improve students presentation skills and research methods
- To highlight the relevance of maths in everyday life
- Familiarise students with calculators
- To develop the pupils knowledge of mathematical knowledge

Objectives

Students will be able to apply skills learned to aid approach of to leaving certificate. Students will also gain understanding and appreciation of these two modules overall.

Algebra

- Revision of junior certificate material
- To identifying and distinguish the different type of equation and solve it
- To apply the BIMDAS rule
- To be able to remove brackets, multiple, add, subtract
- To solve algebra fractions
- To identify and solve equations involving fractions.
- Solve cubic equations (links to functions and graphs, complex numbers)
- To identify and solve difference of two squares
- To identify and solve linear equations (links to graphs)
- To manipulate formulas and evaluate them

Trigonometry

- Revision of junior certificate material
- To use the calculator to find the cos, sin and tan of any given angle.
- Given a right angled triangle identify and find the cos, sin and tan of the angles.
- Identify opposite, hypotenuse and adjacent of an angle
- To solve practical examples of using the above information
• To find the area of a triangle
• Using the sine rule solve questions
• To identify problems and solve using the cosine rule

Effective Teaching Methodologies

• Chalk and talk
• Project work using ict
• Use of overhead projector and over head calculator
• Use of maths tutor DVDs
• Paired and group work
• Use of posters and 3d models
• Individual learning
• Problem solving in both groups and individuals
• Use of maths quiz, problems and games (sudoku etc)
• Discussions

List of Resources
Books
• A resource for transition year for Mathematics Teachers By Fiacre O Caibre, John McKeon, Richard Watson. Department of Education
• Book of Logic and brain teasers
• Practical Maths for ty OM Morris Celtic Press
• Maths Tutor DVD ROMs
• New Concise Maths 1 to 5 (leaving and junior cert maths books)
• Practical Equipment
• Field trip

Practical Equipment
• Probability Kit
• Geometry Sketch pad
• 3d measurement sets
• Fraction circles and square sets
• Geos
• Maths Logic Games
• Selection of Sudoku puzzles from magazines
• Fractions Tile
• Variety of posters and wall charts
• Selection of ict recourses and web sites

Guest Lecturer:
Dr. Paul Kirwan from Waterford institute of technology.
**Resource Centre:**

Resources area in staff study accessible by all teachers.
Contact Aideen Byrne Maths coordinator

**Availability/Use of ICT**
Computer rooms available for research topics and other uses (maths tutor)

**Curriculum Content- Long term Planning:**

Trigonometry and algebra were highlighted as key problem areas in fifth year in all levels. Therefore these two modules are emphasised in ty. There is also an emphasis on developing problem solving skills. Another key area to build on is the confidence level of all pupils in this area to be raised with the use of puzzles, games and brainteasers. Another key area is for all pupils to gain enjoyment in this area. Also to reward pupils and improve both attitude and confidence in this subject
English

Name of Teacher(s): John Barron, Mick Finn, Vincent Browne and Siobhan Cullen, Tom Garry
Level (if appropriate): All Levels are aspired to.
Brief Outline of Course:
The Transition Year English course is structured in modules, each lasting approx seven weeks. The means that all the teachers involved teach each and every student in the Year Group. Likewise, logically, the students get the chance to experience varying teaching strategies and learn vast new skills. Each teacher focuses on particular English topics, and is able to teach this topic at the appropriate level of the module group. The four modules are as follows:
- (a) Literary Vocabulary and Techniques, (b) Shakespeare Tragedy, special emphasis on Macbeth, King Lear and Hamlet and Othello (c) Characteristic of the modern novel.
- Drama studies, character development, stage production, improvisation. Film and Poetry studies.
- Mainly focused on the Novel: Northern Lights. (Study of the novel and looking into the fantasy genre more generally. Students writing own short stories, reviewing text and video productions)
- Musical appreciation and media studies. Using these topics to introduce essay writing skills, grammar and the writing of some short stories.
Texts Used:
Northern Lights by Philip Pullman, The Lord of the Rings (DVD), CD’s, Transition Year Times, Shakespearean Dramas
Other Resources:
Transition Times, CD Player, Student books
Where are the books and equipment stored?:
Teacher Lockers Staff Study
Gaeilge

Name of Teacher (s): Fionan Casey, Siobhan Costello, Damien Marshall, Louise Cosgrave, Ciara Walsh
Level (if appropriate): All Levels
Brief Outline of Course:
The Transition Year Irish course is structured in modules, each lasting approx seven weeks. The means that all the teachers involved teach each and every student in the Year Group. Likewise, logically, the students get the chance to experience varying teaching strategies and learn vast new skills. Each teacher focuses on particular Irish topics, and is able to teach this topic at the appropriate level of the module group. The four modules are as follows:

- Seanscéalta (including Clann Lír, Táin BóChuailtgne, Oisín I d’Tír na nÓg etc) An Gaeilge inár d’Timpeall agus Rince Céili.
- The Spoken Irish / Tin Whistle / Irish Dancing
- Irish Grammar and Listening skills – focusing mainly on the everyday Irish language.
- Irish Drama, students write and perform their own Irish play

Texts Used:
BLAS – Treasa Uí Riagáin, Irish Grammar texts,

Other Resources:
Newspaper articles, Computers, The Internet, School Library

Where are the books and equipment stored?:
Transition Year Office and School Library, staff study.
Religion

Name of Teacher (s): Eileen Tumulty, John Forrest, Avril Forrest and Fr. Tommy Conroy, Debra O’Donoghue
Level (if appropriate): Not Applicable
Brief Outline of Course:
The students are divided into five groups, which are rotated on a regular seven academic week period. The topics covered by each teacher are as follows:
– World Religions, Church Sacraments, Self Esteem, Relationships
– Human Rights, Charity Work and Organisations, Charity Awareness,
  _ Disease Awareness and Refugee Issues
  _ Rights of the Child, Rights of the Parents, Hostage Taking in Beslan
  _ Social Justice in Ireland, Prisoners, Travellers and the Unemployed
  _ Community service (students go out into the local community and help those less fortunate.)
(Where is God?) Question of Evil.
Texts Used:
Life Ways, World Religions, Amnesty International material, Trócaire material,
Newspaper articles, Websites etc.
Other Resources:
Videos
Where are the books and equipment stored?:
Various areas of the school, Chaplin’s office.
Personal Development

Name of Teacher(s): Eileen Tumulty, Michael Finn, Linda McEvoy, Fionan Casey, Marie O’Grady, Siobhan Cullen

Level (if appropriate): Appropriate for all levels.

Brief Outline of Course:
The course consists of a double period each week, with a relaxed teaching approach focused mainly on controlled discussion and includes the following topics.

- Group Building / Ground Rules / Listening Skills / Assertiveness
- Self Esteem / Decision Making / Peer Pressure / Environment
- Consumer Affairs / Media and Stereotyping.
- Relationships and Sexuality / Family and Parenting/ students given the opportunity to participate in the respect project. They receive 4 days tutoring
- Mental Health / Depression / Stress and Relaxation
- Personal Hygiene
- Healthy Eating / Body Image
- Make Up and Skin Care
- Cancer
- Smoking / Drinking and Substance Abuse
- Career Choices

Texts Used:
No prescribed student texts

Other Resources:
SPHE Resources, Newspaper Articles, The Internet

Where are the books and equipment stored?:
SPHE Department Resources Area in Staff Study
Optional Subjects

Art, Craft and Design
Name of Teacher (s): Paul Doran, Paul McCluskey
Level (if appropriate): Suitable for all levels
Brief Outline of Course:
The students are taught about the colour wheel and must create their own. The students learn the basic skills of colour mixing and experiment with different techniques in painting. Students learn about various painters and the techniques used by them. Throughout the course of the year, the students also create their own paintings to add to their portfolio, applying the theory to the practical. The second part of the course is drawing skills. Students will create their own self portraits and learn the basics of drawing (shading, perspective etc)
Exhibition: Students doing this subject have to organize an exhibition for charity. This includes organizing a venue, framing the exhibits and sending out the invites.

Texts Used:
No prescribed student text book.

Other Resources:
- Paints
- Paint Brushes
- Drawing materials
- Digital Camera
- Painting Text Books.

Where are the books and equipment stored?:
The equipment is stored in Rooms 68, 16 and 18.
Construction Studies

Name of Teacher (s): Brendan Hendricks and Adrien Power
Level (if appropriate): All Levels are accounted for.
Brief Outline of Course:
Students are divided into groups of two or three at the beginning of the year. Each group must choose a project on various construction topics. While carrying out the project the student must each write a written brief, a prototype / model and give a presentation to the class on their chosen topics. The more practical side of woodwork and construction are also dealt with and students get a chance to design and build a model of a house. Through completion of various craft projects the students will solidify the theory.

Texts Used:
No prescribed student texts

Other Resources:
The Internet, Books from local and school library, Leaving and Junior Cert Texts and general woodwork / construction tools and equipment

Where are the books and equipment stored?:
Wood Work Rooms and staff study
European Computer Driving License (EDCL)

Name of Teacher(s): Aoife Counihan, Fran Traynor, Lisa Nangle
Level (if appropriate): Syllabus 4
Brief Outline of Course:
The course covers seven modules:
- Information Technology
- File Management
- Microsoft Word / Word Processing in general
- Spreadsheets using Microsoft Excel
- Database using Microsoft Access
- Presentation using Microsoft PowerPoint
- The Internet
Students sit prescribed exams at the end of each of the modules. The students must get at least 75% to complete the course.
Texts Used:
Training manual for ECDL – Syllabus 4
Online ECDL Training
CD ROM for ECDL prescribed to each and every student
Other Resources:
Teachers own exercises and notes
Where are the books and equipment stored?:
Staff study and computer rooms
Engineering

Name of Teacher(s): Doni Doyle  
Level (if appropriate): Non specific to any level  
Brief Outline of Course: 
The Engineering Course for Transition Year is aimed both at students whom have taken the subject to Junior Cert, but also those students with no experience of engineering at all. The focus is the principles of Design and Manufacture, and student involvement in the overall content of the course is essential. The focus is at development of basic skills, e.g. Drawing, Design, Development, Production and Evaluation. The course consists of the following stages:

- Electronics Project Design and Production 
- Basic Electronic Circuits including Calculations and Theory 
- Group Engineering Project 
- Student designated projects, design, manufacture and evaluations

Texts Used:  
- No prescribed student texts. 
- Intel Design Guidelines for Transition Year students. 
- Teacher handouts / photocopies

Other Resources:  
- Videos and Other Textbooks

Cross-curricular  
Working in conjunction with the NRA module and construction studies, car maintenance road worthiness with a practical element will be taught

Where are the books and equipment stored?  
Staff study
Enterprise Education

Name of Teacher(s): Siobhan Crowe, Lisa Nangle
Level (if appropriate): Level not applicable

Brief Outline of Course:
The Enterprise course is based around the Young Entrepreneur’s Scheme (YES) and is primarily focused on students setting up their own mini company. The students arrange themselves into groups and set up their own mini company. The students must decide on a product, market it, advertise, sell it and compete in the school YES competition. Winners from this category go on to represent the school regionally, nationally and internationally. The students must prepare a comprehensive business plan along with their company. They learn about Irish entrepreneurs, how to fill out job applications, CV’s etc. In all the students get a real experience for what it feels like to run their own company.

Texts Used:
The texts used include resource materials from the LCVP programme for schools and also enterprise booklets provided by the YES scheme.

Other Resources:
Computers equipment etc.

Where are the books and equipment stored?:
School and Office areas and staff study.
French

Name of Teacher (s): Siobhan Crowe, Geraldine Cahill
Level (if appropriate): Common Level
Brief Outline of Course:
The objectives of the Transition Year French course are:
1. To improve their spoken French. This is achieved by working in the school Language laboratory using computers and by conversing with teachers and themselves.
2. To improve their reading and writing in French, students work from textbook.
3. Aural work completed on tape / CD in the school language laboratory.
4. Grammar work done from textbook and from teachers won class notes.
In all, the functions of the French classes are to improve the students overall capabilities in the language and to facilitate the higher level required at Leaving Cert.
Texts Used:
Other Resources:
☐ Rosetta Stone Programme in the Language Laboratory
☐ Videos
☐ CD Players
☐ Computer equipment
Where are the books and equipment stored?:
☐ Transition Year Office
☐ Student have texts
☐ Language Laboratory
Geography

Name of Teacher(s): Aoife Traynor
Level (if appropriate): Common Level
Brief Outline of Course:
Topics covered include the following:
1. Physical Geography
   a. Study of Feature including Rivers, Ice and the Sea
   b. Map Reading
   c. Field Work
2. European Geography
   a. Project Based
   b. Political and EU History
   c. Oral Presentation
3. Development Geography
   a. 3rd World Issues
   b. Role Play
   c. Case Studies
   d. Guest Speakers
Texts Used:
No prescribed student texts and stored in Geography room 201
Other Resources:
Videos, Info Packs, Leaving Certificate Text Books, 3rd Level texts, Maps etc
**German**

**Name of Teacher(s):** J Greiner  
**Level (if appropriate):** Common Level  
**Brief Outline of Course:**  
In general the course is divided into four categories from which it hopes to improve student’s ability in German:  
1. Conversation – starting with basic themes, families, hobbies etc …. To encourage students to speak in target language  
2. Grammar – most difficult aspect of Leaving Cert German so in TY one tries to incorporate some basic grammar and give students numerous exercises.  
3. Culture – students generally take some aspect of German culture and complete a project (This can range from sport to music)  
4. Computer Programme – Completed in language lab – students start at basic programme and advance at their own pace (practicing grammar, vocal, accent, listening etc)  
The students also have the option of taking part in the annual German student exchange programme.  
**Texts Used:**  
- Texts for student are to be purchased by the TY Co-ordinator for coming years.  
- Downloaded articles from the Language site to do with music, tourism, sport etc.  
- Various grammar books (Basic German Grammar), news magazines, cut outs from articles etc.  
**Other Resources:**  
- Books and photocopies for students, magazines from Germany.  
**Where are the books and equipment stored?**  
Books and equipment are stored in Language Lab and TY Office.
Home Economics

Name of Teacher(s): Marie Dunne, Anna O’Donoghue
Level (if appropriate): Suitable for all levels

Brief Outline of Course:
The aims of the course are as follows:
1. To give the students a general grounding in learning “how to live” in today’s society. Students primarily learn how to assess their own diets through basic nutrition and through practical cookery. They receive an opportunity to change their own eating habits. They study the history of Irish eating habits.
2. Students learn how to cook a range of dishes suitable for different occasions, medical and dietary needs. Seasons are also taken into consideration.
4. Students are given the opportunity to participate in the “Safe Food for Life Course”, the aim of which is to provide students with training in the basic principles of food hygiene. On completion of the course, students who successfully take an exam are awarded a Certificate from the Environmental Health Officers Association, optional from year to year.
5. Students are given the opportunity to participate in the Irish Heart Foundation. Journey for Life programme for health eating and fitness.

Texts Used:
Smart Cooking (1 and 2 Recipe Books)
Safe Food, Food Safety Promotion
Journey of Exploration

Other Resources:
Students are expected to provide their own ingredients.

Where are the books and equipment stored?
Room 402, Student Folders are kept with student.
History

Name of Teacher(s): Liz Russell and Derville O’Mally Moore
Level (if appropriate): All Levels

Brief Outline of Course:
This is the first year in which a History course has been introduced as a full year subject for Transition Years, and saying that is in its development stage. The course is divided into a number of various topics including:
1. International History including WWI and WWII, the battles, impact on society, changing role of women.
2. Racism and how it has affected history, politics and society during the 1920’s and 1930’s.
3. Ireland – Role of women in Irish History
4. Emerging self confidence in Ireland
5. Medicine through the ages.
6. Local History project.

Texts Used:
- Various texts from Junior and Leaving Certificate
- Women in Irish History Pack!
- Various other books, articles, newspapers, letters etc.

Other Resources:
- Computer resources
- Internet

Where are the books and equipment stored?:
- Storage presses in History room and around the school
- Library and staff study
Science

Name of Teacher(s): Michael O’Reilly, Emiline Fairwaether
Level (if appropriate): Course suitable for all levels.

Brief Outline of Course:
The Transition Year Science course has a wide ranging content including many topics included in the Leaving Certificate Biology, Chemistry, Physics and Agricultural Science syllabi. It also features topics not contained in any of the Leaving Certificate Syllabi including Aerodynamics and Flight, Palaeontology, Local Industrial Studies, Social Science etc. It focussed on management of Laboratory equipment and proper laboratory techniques. It also aims to focus students’ perception of science as an enjoyable subject and provides students with information on science careers. The course involves a wide degree of practical work, and aims to promote students research skills. The students must complete a mini project and a major project. The use of IT is encouraged when carrying out the projects. The content of the course changes from year to year and input from the students into the topics is encouraged.

Texts Used:
Various Leaving Certificate Texts for all areas, Self produced notes are provided to the students as a record.

Other Resources:
- Internet, in particular the use of The X-Ploring Science Website, produced by Humphrey Jones, is used as a project research tool (www.teachnet.ie/hjones/x-ploringscience)
- Videos and DVD’s
- Acetates on various subjects in Science
- Models
- Posters
- Educational Packs (e.g. INFO, EPA, Safe Food)

Where are the books and equipment stored?:
All equipment is stored in the Science Resource area and in various science laboratories in the school.
Physical Education

**Name of Teacher(s):** Damian Marshall and Muireann McCarty  
**Level (if appropriate):** Common Level

**Brief Outline of Course:**
The students are offered a wide range of physical endeavors and sports including:
- Outdoor Education Trip – All students are required to attend a four day Outdoor Education Trip in Petersburg OEC in Galway in October for physical and team building skills
- Games including invasion and non invasion
- Swimming in Coral Park Swimming Pool (Some students also swim with St Aidan’s Day Care Centre and the Irish Wheelchair Association)
- HRF Components
- Resistance Training
- Athletics Training
- Movement to Dance
- Various other sports including Soccer, Basketball, Hockey, Hurling / Camogie, Volleyball etc.

**Texts Used:**
No student text. Use of TY digital camcorder and lab-top for viewing drills and practical work completed in class

**Other Resources:**
Component of Fitness – Corben and Lyndsey  
Coral Park Leisure Centre, School Gym and Weights Room

**Where are the books and equipment stored?:**
PE Office and Storeroom
Spanish

Name of Teacher (s): Freda Conboy-Yague
Level (if appropriate): Common Level
Brief Outline of Course:
The course follows GCSE Practice tests, 4 book prepared by “Authentik”. These allow for

Free use and are non copyrighted i.e. they can be photocopied. There are two reading practice books, one listening practice book and one writing practice book. We also watch one film by Pedro Almodovair with subtitles and complete some oral work. The books cover a wide range of Spanish Vocabulary, Culture, Grammar and listening tests. They are valuable preparation for the senior cycle.

Texts Used:
“Authentik” Books for GCSE Spanish

Other Resources:
Videos, Spanish Music etc

Where are the books and equipment stored?:
Room 304 Storage areas.
Technical Drawing

Name of Teacher(s): Fintan Kemple
Level (if appropriate): Common

Brief Outline of Course:
The course is divided into the following sections:
1. Technical Drawing:
   a. Orthographic Projection
   b. Isometric Projection
   c. Perspective Projection
2. Construction Studies
   a. Wall Types
   b. Roof Types
   c. Alternative Materials
   d. New Technology
3. Alternative Energy
   a. Solar / Geothermal Heating / Background Solar Gain
   b. Alternative Electricity Generation
4. Computer Aided Design
   a. 2 and 3 Dimensional Drawing on the Computer of Engineering Components
   and Buildings
5. Model Making
   a. Use of Cardboard and other materials to produce scaled models of
   buildings.
6. Project
   a. Design a building to a given brief
   b. Produce a scaled model

Texts and Resources Used:
No prescribed textbooks, standard materials for drawing, Computer (CAD)

Where are the books and equipment stored?
Room 307
Transition Year Programme

Curriculum Outline for Academic Year 2010 / 2011

Compulsory Modules

Communications

Name of Teacher (s): Damian Marshall
Level (if appropriate): Common Level
Brief Outline of Course:
The course is a means for which students can get an opportunity for public speaking. Tasks might include speech writing, debating, short essays / stories etc. The overall aim of the module is to improve the students’ confidence and competence in public speaking, thus allowing a student use these skills in the work place during work experience.
We also aim to promote and mature clear communication skills, responsibility, accountability, punctuality, thorough preparation, integrity, honesty, honour and other general life skills, especially those applicable to the work place.
Texts Used:
No texts used.
Other Resources:
Video and Audio Equipment, The Internet etc
Where are the books and equipment stored?
General Classroom storage areas.

Careers

Name of Teacher (s): Davnet Neary
Level (if appropriate): Common to all students
Brief Outline of Course:
The main thrust of the careers class is to assess the students’ career interests using a Careers Interest Test. The students must choose one career to investigate extensively, following a list of guidelines including university placements and qualification required.
The module concludes with options for senior cycle and subject choice information.
Texts Used:
No prescribed texts used for students.
Other Resources:
Career Tests purchased by the TY Funds.
University Prospectus
Student Yearbook and Career Directory
Internet
Career Interest Inventory.
Where are the books and equipment stored?:
Career Guidance Offices

Work experience

Name of Teacher (s): Claire Kinsella
Level (if appropriate): Common Level
Brief Outline of Course:
The aims of the Work Experience Module are as follows:
This year it has been incorporated into the TY Admin classes.
1. To give students an insight into the world of work related to their personal career interests.
2. To introduce students to skill that will prepare for applying for jobs including CV preparation, letter writing skills, telephone communication, fax, e-mail and introducing themselves.
3. To direct and promote appropriate presentation and grooming.
4. To advise and direct students when seeking placements appropriate to their needs.
5. To reinforce the learning aspect of work experience, students and employers will be invited to evaluate student performance during their placement.
Students must complete at least one weeks work placement in a time slot allocated to them. Students may organise additional work experience on different dates with the permission of the Year Head or Assistant Year Head.
Texts Used:
No prescribed Student Texts
Other Resources:
Computer facilities and the Internet
Career Guidance equipment
Where are the books and equipment stored?: Computer Rooms and Room 47

Road Safety (NRA Certificate)

Name of Teacher (s): Sharon Higgins
Level (if appropriate): Common
Brief Outline of Course:
The students are taught the basic principles of Road Safety. A trip to Mondello is organized. The course includes:
☐ Awareness of road deaths and the increasing numbers each year.
☐ Analysis of the causes of these deaths and discussion on how these can be avoided.
☐ Risk Assessment
☐ The Car and the principles of driving.
☐ Recognition of the huge responsibility of driving.
Pedestrian and Cyclist safety
- The driver theory test.

Texts Used:
- Resources Folder and CD ROM provided by the National Road Authority
- The Internet, Newspaper articles etc.
- Where are the books and equipment stored?
- Staff study

Transition Year Administration Class

Name of Teacher (s) Rosario Martin, Davnet Neary, Damian Marshall and Claire Kinsella

Level (if appropriate): Not applicable

Brief Outline of Course:
The purpose of the Transition Year Administration class is to relay information to students in relation to current activities and everyday matters of concern. The admin class is the prescribed time for the numerous assemblies but also allows the Core Team meet the students on a regular basis. The admin class changes with Line D and all members of the core team will meet each student at some point throughout the year in this class. The admin class also allows the members of the core team continually assess and monitor the Folder of Achievement and journal. Any issues that need to be dealt with in any week can be dealt with during this period.

Texts Used:
- None used – Folder of Achievement

Other Resources:
- Presentation resources
- TY Laptop

Where are the books and equipment stored?
- TY Office

Sign Language class

Name of teacher: Catherine Stuart

Level (if applicable): Not Applicable

Brief outline of course: The purpose of this module is to give the students an experience of a different language. This module also aims to promote the aims of Transition year. To give the students an appreciation of this language so that they may respect it and help in promoting it. Students are given a knowledge of the alphabet and everyday phrases using the ISL and the BSL.

Texts used: Students keep a folder of the handouts they are given and refer to these in class and when revising for each week’s class.

Other resources: These are stored at the teachers own resource base.
Transition Year Programme

Curriculum Outline for Academic Year 2010 / 2011

Optional Modules

Contemporary Music

Name of Teacher (s): Derval O’Malley Moore
Level (if appropriate): Common

Brief Outline of Course:
The purpose of the course is to introduce the students to various types of contemporary music i.e. Jazz, Rock, Rock n Roll, Rhythm and Blues, Metal, Pop, Classic etc. We aim to examine the influences of one music type on another. We also examine the following:

- Recording Techniques
- Production Techniques
- Marketing Techniques
- Instrumental techniques

Each student must make a thirty minute visual and audio presentation to the class on a chosen topic. One of the main thrusts of the course is on all inclusive performance using various types of instruments, including guitar, percussion etc. All students are expected to take part. The students finish the module by conducting a performance for the entire year group.

Texts Used:
Leaving Certificate Notes on Queen

Other Resources:
Internet, Magazines, Newspaper articles, Videos, CD’s and tapes, TY Resource handbook etc. and of course musical instruments.

Where are the books and equipment stored?:
The equipment is stored in the music room 106.
Crafts
Name of Teacher (s): Maggie Harding
Level (if appropriate): No level prescribed
Brief Outline of Course:
The course runs for one module (Oct – December). The crafts course allows students to use their skills to produce crafts of all kinds using common everyday materials and fabrics. The materials produced are often associated with the time of year, for example in October students would work on Halloween wreaths, decorations and novelties while in November and December the students would predominantly work on Christmas wreaths and decorations. Most of the produce can be used for personal use, used in conjunction with the Young Entrepreneurs Scheme or sold at a craft fair for charity.
Texts Used:
No texts used by students
Other Resources:
Fabrics, paints, and various other bits and pieces.
Where are the books and equipment stored?:
Teachers home mainly. Some materials are located in the art rooms in 127 and 125.

Creative Writing
Name of Teacher (s): Vincent Browne
Level (if appropriate): Common Level
Brief Outline of Course:
The creative writing module is organised in conjunction with the “Writer in Residence” programme for schools, established by Poetry Ireland. This involves inviting a published poet / author or playwright into the school to work hands on with the students. The main objectives of the course are decided between the teacher and writer according to the writer’s background and literary style.
Texts Used:
No prescribed texts.
Other Resources:
Computer facilities, newspapers, writers work.
Where are the books and equipment stored?:
Writer’s own storage facilities.

Dance
Name of Teacher (s): Laura Kitt
Level (if appropriate): Not applicable
Brief Outline of Course:
The dance course lasts ten academic weeks and there is a two hour session each week. The course is designed to include the following aspects:
1. Basic steps of dance
2. Various dance styles
3. Skill development
4. Learning of Routines
5. Performances
6. Dance Appreciation
7. Technique and Movement Awareness

**Texts Used:**
Texts are not required as the course is a practical, experience based programme.

**Other Resources:**
- Videos
- DVD’s
- CD’s
- Stereo etc

*Where are the books and equipment stored?*
The materials are stored at the teacher’s home.

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**Drama**

**Name of Teacher(s):** Clodagh Cecil

**Level (if appropriate):** Suitable for all levels

**Brief Outline of Course:**
With each module I aim to give the students in the group an opportunity to really experience drama. The emphasis is on the “doing”, the creating and experiencing rather than the theory. All participants are encouraged to push their own boundaries. It is important that it is enjoyable as well as challenging so they feel a sense of achievement. Some tips and approaches to public speaking and speech writing are included in the course outline. Students also take part in the All Ireland Drama festival and also produce their own plays and perform locally. The basic principles are:

- Stage craft
- Role development
- The voice
- Movement
- Breathing
- Stage management
- Characterisation

**Texts Used:**
No prescribe student text, but the students are provided with excerpts from various texts including those from Anna Scheur, Marsh Cassidy, Augusto Boal, Keith Johnstone, Viola Spoolin, Chris Johnston and Lisa Bank Winthers.

**Other Resources:**
- The Internet
- Regular updating and attending workshops
- IDAC

*Where are the books and equipment stored?*
Teacher’s home.
Equestrian

Name of Teacher (s): Claire Kinsella
Level (if appropriate): None
Brief Outline of Course:
The course obviously involves students becoming aware of the world of the horse. The module is geared at developing the students bodily, kinaesthetic, naturalist and spatial intelligences. It is a challenging new skill for the students and this helps to promote self confidence and a sense of responsibility in the students.
The objective is to learn or improve on basic riding skills. The students visit an equestrian centre for instruction and consolidate the learning experience in the classroom through discussion, viewing of videos, quizzes and debates.
The various equestrian sports are also examined.
Texts Used:
None
Other Resources:
Butterfly Farm Riding Stables
Where are the books and equipment stored?:
Butterfly Farm Riding Stables

FAI Soccer Coaching

Name of Teacher (s): Paul Sheridan
Level (if appropriate): All levels
Brief Outline of Course:
The course is run over a 10 week period, 2 of which form the theory part of the course and the remainder is very much a practical experience. The aim of the course is to teach the students the basics of training techniques in soccer, referee skills, rules of the sport, drills, skill development, working with disabled players.
At the end of the course the students are expected to be able to organise a series of training sessions for a team, know all the rules of the sport and be able to referee a game competently and effectively.
On successful completion of the course, the students receive a Certificate to acknowledge their participation.
Texts Used:
FAI Produced texts
Other Resources:
Videos, Training equipment (i.e. Soccer balls, cones etc)
Where are the books and equipment stored?:
Equipment is stored in the FAI equipment stores.
Fashion

Name of Teacher (s): Mary Whelan
Level (if appropriate): Suitable to all levels.

Brief Outline of Course:
The purpose of the course is allow the students explore their creative side, and design and build a dress or costume, which be entered into the Coca Cola, Form and Fusion National Competition. The school will hold a heat for the regional final in February, which means that this module is run for two sessions in the year. The course includes topics such as various methods of building materials. The course is wide ranging and the function of the teacher is to allow for advice and direction. The module is completely student focused, and the students must come up with the concept themselves, keep a folder of progress and of course build this costume themselves. There is a different theme each year, but the costume must be made of “non conventional” materials. The top three projects from the school, will represent the school at regional levels and may then go on to represent the school in the national finals.

Texts Used:
No prescribed student textbook.

Other Resources:
Various art materials, and anything the students wish to use (e.g. there have been costumes made from belts, rashers and many more)

Where are the books and equipment stored?:
Various areas in the school, mainly in the Art rooms. However there is a significant problem with storage in the school at the moment.

First Aid

Name of Teacher (s): No Teachers at Time of Print
Level (if appropriate): Suitable to all students

Brief Outline of Course:
The course is an introduction to Basic First Aid, incorporating the diagnosis and initial treatment of common ailments and injuries that may occur in school, at home or in various situations. Ailments such as Cardiac Arrest, Stroke, Shock, Fractures, Strains and Sprains are involved to name but a few. The course includes methods of bandaging and slings, Cardio Pulmonary Resuscitation (CPR) and the Recovery Position.
Another aspect of the course is Health Education. This includes issues that are relevant to students of this age with special emphasis on taking charge and managing sexual health.

Texts Used:
First Aid Manual of Irish Red Cross and the Order of Malta Ambulance Corps.

Other Resources:
Teacher’s own recourses, CPR Dummy etc

Where are the books and equipment stored?
Senior Library and Teacher’s own home.
Film Studies

Name of Teacher (s): Damien Marshall  
Level (if appropriate): Common Level  
Brief Outline of Course: 
Throughout the length of the course, the students view a series of films ranging from all genres. The students must learn to compare and contrast styles of each genre and of some major directors. Students learn to read film as narrative texts as preparation for the Leaving Certificate film course. The students learn the “language” of film, new vocabulary, cinematography, camera angles etc.  
Texts Used: 
Various Films e.g. Strictly Ballroom, Kill Bill, Excerpts from Pulp Fiction and many more.
Other Resources: 
Photocopies, scripts etc  
Where are the books and equipment stored?: 
Stored in teachers locker and in other locations in the school.

Horticulture & Garden Design

Name of Teacher (s): Mark Sinnott  
Level (if appropriate): Suitable to all levels  
Brief Outline of Course: 
The course is a multi faceted course designed to instil in the students an appreciation for gardening, plants and garden maintenance. The course includes areas such as Plant Structure and Function, Plant Classification and taxonomy, soil science, garden design, fertilizers (natural and artificial), garden maintenance and tool use. The module is divided into both theory and practical. The students must first design their own garden, and then as a group, design and build a garden from a budget of just €200. The garden must also be maintained throughout the year.

Texts Used:  
- Various garden texts although there is no prescribe student textbook. 
- Excerpts from newspapers, gardening magazines 
- Teacher produced notes etc.
Other Resources:  
- The Internet 
- Various videos and DVD’s of gardening programs  
- Garden tools including spades, forks, gloves, lawnmower, harrows etc.
Where are the books and equipment stored?: 
The materials are stored in the Agricultural Science laboratory and in the TY Office as well as the teacher’s home.
International Cuisine

Name of Teacher (s): Jackie Meahan  
Level (if appropriate): Suitable for all levels  
Brief Outline of Course:  
The purpose of this course is to allow students discover that good, healthy nutritious food can be easy, fun and beneficial to prepare and eat. Each week throughout the module, the students are asked to bring in ingredients and prepare food dishes from all over the world. Examples include pizzas, curries, various breads, Irish stew, haggis, burgers, fajitas and many more.  
The focus of the module is “hands on”. Full participation is expected and we find that all students are generally very enthusiastic about the course. We promote safe, clean and responsible use of the kitchen and its utensils.  
Texts Used:  
Various recipe books  
Other Resources:  
Ovens, Blenders, Mixing material and other common household kitchen utensils.  
Ingredients are of course also required.  
Where are the books and equipment stored?:  
The Home Economics Rooms

Italian for Beginners

Name of Teacher (s): Mercedes Spencer  
Level (if appropriate): All Levels  
Brief Outline of Course:  
This course is run in conjunction with the Italian Exchange Programme, and it allows students that are travelling to gain a very basis knowledge of how to ask simple every questions and respond to everyday scenarios.  
The course is run over 10 weeks, and does not focus on verbs, tenses etc, but mainly on common phrases and expressions.  
Another aspect of the course focuses on areas of Italian culture that may differ from Irish culture. This allows for students not to get into situations that they may feel uncomfortable with, while in Italy.  
The course is essentially a preparatory course for students attending an Italian home for two week.  
Texts Used:  
Basic Italian Phrase books  
Other Resources:  
Maps, Charts, The Internet.  
Where are the books and equipment stored?:  
Language Labs
**Interior Design**

Name of Teacher (s): Anastasia O’Donohoe  
Level (if appropriate): All Levels  
Brief Outline of Course:  
The purpose of the course is to allow hands on experience in room design. The students must plan a design either a room in a school, or a miniature room. The main thrust of the course is the understanding of basic design principals. The students are taught to appreciate good design features such a light, lack of clutter etc.  
Using a variety of crafts the students are responsible for “reinventing” a particular room in the school. A theme is generally used and the finished product must be both functional and aspire to the basic principles of interior design.  
The students work in a given budget of €150.  
Texts Used:  
No prescribed student textbook.  
Other Resources:  
Paints, design books, television programmes (e.g. House Doctor)  
Where are the books and equipment stored?  
Home Economics rooms

**Law**

Name of Teacher (s): Malcolm Byrne  
Level (if appropriate): Common  
Brief Outline of Course:  
The course is overseen by the Public Access to Law Programme, which is now under the aegis of a Dublin Law Firm. The course includes a visit to the Four Courts and participation in a “mock trial” competition later in the year.  
The course covers the basic tenets of criminal and civil law and is designed to give students an overview of due process, evidence, the relationship between common law and statutory / civil and legislative law. Also a broad outline of the judiciary and the courts is given to students with emphasis upon the Irish Courts in context with the International judiciary.  
The course also incorporates a trip to Garda Stations, Mountjoy and the Dáil  
Texts Used:  
Main text used: “KNOW YOUR RIGHTS”  
Other Resources:  
Photocopies, extracts from legal books, court cases as reported in the press, the Internet etc.  
Videos, publicity material from the Four Courts.  
Where are the books and equipment stored?  
Teachers own home, TY Office
Media Studies / Classical Studies

Name of Teacher(s): Eleanor O’Reilly, Damien Marshall, Aoife Traynor
Level (if appropriate): Common

Brief Outline of Course:
The course varies from year to year, and can often change according to interschool competitions or general interest from students:
The Media Studies module has been run in conjunction with various inter school competitions over the last number of years. 2004 the focus was on participation in the TY Radio Project with 2fm, while this year, it is focused on a documentary for the green schools which will be entered into the film festival 2007/2008. The course is altered to suit the needs of the students but contains basic elements of media, advertising etc.
The Classical Studies module aims to build students’ understanding and knowledge of the ancient world, some will have taken Classical studies at JC. The course looks at basics of Ancient Rome and Greece, pagan religions as precursor to Christianity, the “Gods” of the ancient worlds. In the course of the module the students’ must undertake a project focusing on either Gladiators, Roman Emperors or Greek and Roman Gods. The students will also partake in a Greek Tragedy.

Texts Used:
No prescribed textbook.

Other Resources:
Videos, maps, the Internet etc.

Where are the books and equipment stored?:
The Classical Studies room, teacher’s locker and various locations around the school.

Pottery
Name of Teacher (s): Grainne Codd
Level (if appropriate): All Levels

Brief Outline of Course:
The pottery course last ten weeks and is designed to give each students the practical and theoretical base for producing pots, models etc. The course includes topics such as:
- Basic Ceramic techniques
- Coil Pots
- Slab pots
- Construction in clay
- Clay modelling
- Throwing on the wheel
- Fining and glazing.

Texts Used:
No prescribed student textbook

Other Resources:
- Clay
- Kiln
- Various tools
- Wheel

Where are the books and equipment stored?:
All resources for the Pottery module are stored in Room 68 in the Mary Ward Building.
Self Defence

Name of Teacher(s): Darragh Bolton (3rd Degree Black Belt)
Level (if appropriate): Suitable for students of all levels.

Brief Outline of Course:
The course aims to improve the participant’s personal protection skills on a number of levels. We aim to improve their awareness, physical ability and mental strength to be able to protect themselves if the need ever arises. Various exercises and techniques are used and the course is predominantly based on Martial Arts and Kick Boxing.

Texts Used:
Level 1 Manual – Self Defence as outlined by Focus Martial Arts and Fitness.

Other Resources:
Video Instruction Class also other classes are physical, role play, drills, team training etc.

Where are the books and equipment stored?:
All materials are brought to class by instructor.

Spanish for Beginners

Name of Teacher(s): Mercedes Spencer
Level (if appropriate): Common but not for students whom have studied Spanish.

Brief Outline of Course:
The course is targeted to students who wish to gain a basic knowledge of Spanish for use when holidaying or maintaining a conversation in a given situations. The course does not focus on tenses or grammar but mainly focuses on common phrases, road signs, menus and common foods, basic questions (e.g. where is the toilet etc), how to ask directions and understand responses, politeness and manners in Spanish. The course also introduces elements of Spanish culture which are important for visitors to understand.
The course is run over 10 weeks.

Texts Used:
Junior Certificate Spanish textbooks, Spanish newspapers, the Internet.

Other Resources:
Videos, CD’s etc.

Where are the books and equipment stored?:
The material is stored in the language lab as well as the teachers own locker.
Web Design

Name of Teacher(s): Fran Traynor
Level (if appropriate): Common Level
Brief Outline of Course:
The course is designed to provide students with a basic knowledge of web design, both aesthetic and technological. The course provides information on:
- Basic principles of HTML
- Use of Microsoft FrontPage ® as a “What You See is What You Get” web design tool.
- Project: Mini – Personal Page
- Project: Major – Production and maintenance of the Transition Year web space on the Gorey Community School website (www.goreycs.ie)
The module aims to allow students publish their own website on a free spaced area of the web, thus allowing them see the practical side of the course.
The course also asks the pupils to assess the design of some common Irish websites for usability, design and practicality.
Texts Used:
Microsoft FrontPage for Dummies
ECDL Material
Web Design Books
The Internet
Other Resources:
Various website
Where are the books and equipment stored?:
All materials for this module are stored in the computer room 410.

Health related fitness Module

Name of Teacher : Rosario Martin
Level : common
Brief outline of Course:
Student learning outcomes:
Unit 1
1.1 Identify the motivational factors which are essential for the participation in regular exercise
1.2 Identify the role of exercise in the promotion of good health.
1.3 List the factors of coronary heart disease (CHC) and identify the factors which can and cannot be modified
1.4 Define each health related fitness component.
1.5 Identify the general principles of training underlying the development of all exercise programmes
1.6 Explain the principle of warm up and cool-down and its importance
Unit 1 Student task: Keep a fitness logbook for 4 weeks
Unit 2 Cardiovascular endurance
2.1 Describe the function of the heart
2.2 Describe the oxygen pathway to and from the muscles
2.3 Locate and take the heart rate
2.4 Explain the term cardiovascular endurance
2.5 Explain what happens to the heart, lungs, muscles and body temperature during exercise
2.6 Identify the F.I.T.T. principle in improving cardiovascular endurance
2.7 Identify the benefits of regular exercise
2.8 Explain the effects of smoking on the body
2.9 Explain the effects of smoking on exercise ability
Unit 2 Student task: Complete cardiovascular fitness test.
   Design an aerobic dance/circuit training class
   Group assignment-Demonstrate a dance/circuit class in groups of 4
Unit 3 Muscular strength and endurance
3.1 Define muscular strength and endurance
3.2 Explain the structure of a muscle
3.3 Explain muscle function
3.4 Identify the main muscle groups in the body
3.5 Explain the FITT principle in relation to muscular strength and endurance
3.6 Explain correct body alignment
3.7 Explain the main postural problems
Unit 3 Student assessment
   Demonstrate the appropriate body alignment for standing, sitting, lifting and carrying.
   Demonstrate exercises which contribute to the prevention or correction of common postural problems.
   Demonstrate a muscular endurance/strength circuit.
Unit 4 Body Composition
4.1 Explain the difference between a fashion body and a healthy body
4.2 Identify body features which can be modified
4.3 Explain the three categories of body types
4.4 Explain body image and how it impinges on self-esteem
4.5 Explain body composition
4.6 Explain LBW and FBW
Unit 4 Assessment
   Keep a 3 week log on food intake for each day
   List the daily requirements of teenagers.
   Draw the food pyramid

Cross Curricular: Work in conjunction with the home economics department. Promotion of healthy eating week.
Texts used and resources: Use of the coral gym. Student’s are tested in the following areas: % body fat, blood pressure, CV fitness test and given an individual programme to work on. Use of computer room to research topics. Use of school gym. Guest speakers.
Photography and digital editing

Name of teacher: Julie Cadigan
Level: Common

Brief outline of course:
The aim of this module is to give the students an understanding of the basic principles involved in taking successful photographs. The students will be able to manipulate their photographs digitally in a variety of ways using appropriate software. They will understand the functions composition, light/tone, focus, depth of field, texture pattern and other elements of digital photography. They will also get the chance to exhibit the weekly work they have completed.

Where are the texts / resources stored?
Room 409, TY office and the teachers locker.

Links with other subjects:
I.T, English and Art.

Blastbeat

Name of teacher: Nola Farrell
Level: Common

Brief outline of the module:
This module provides an opportunity for each student to research his/her chosen area. To provide an opportunity for each student to learn about the operation and dynamics involved in multi-media related company. Every student is given the opportunity to give feedback and to ask answers about the challenge. The students are in liaison with the following people who have there individual input into the students company with regard to helping the students to learn along the way.

1. The MD. 8. Marketing Manager
2. Sales 9. PR Manager
3. IT Managers 10. Photographers
7. Art and design

Where resources / texts stored:
Teachers office and school library
Transition Year Programme

Additional Information

Academic Year
2010 / 2011

Transition Year Folder of Achievement
The Transition Year student Folder of Achievement is of major importance in the overall assessment of the student. It also allows Class Tutors, Admin Teachers and Coordinator’s monitor a student’s performance over a given period. It also includes the Student Contract, a document designed to allow the student set his / her own goals for their Transition Year. Please find a copy of the contract and a document outlining the minimum contents of the Folder of Achievement in Appendix 1V.

Community Awareness
Every student in Transition Year must undertake at least one hour of Community Work each week. The TY Core Team, along with the Religion Dept set up or use existing community projects including the ISPCA, Homework and Lunchtime Clubs, Elderly Outreach, Hospital Visits, St Aidan’s Day Care Centre, Irish Wheelchair Association or any other project the students themselves have an interest in. The community service is monitored by the Religion teachers and the Administration teachers.

Charity Work
Throughout the year, TY students in Gorey Community School get involved in numerous charity fund raising projects including Bag Packing, Raffle Ticket selling, Badge, Sticker selling etc. In the academic Year 2006/2007 we hope to support the following Charities; Santa Bear Appeal for the central remedial clinic, Daffodil Day, St. Aidans day care centre, ISPCA, Irish Heart Foundation. However, it is imperative that charity does not become too intrusive to a students performance in the year.
The Gorey Gambia Youth Project
The Gorey Gambia Youth Project is a Mission Awareness Project designed to provide 10 – 18 Transition Year students with the experience of a lifetime, to travel to The Gambia and witness first hand the work of the missions. The project incorporates a widespread Fund Raising Campaign by all the students in Transition Year. To date, the Gorey Gambia Youth Project has raised enough money to build three schools, a community centre and a garden project as well as cover the wages of the teachers there. The selection of the students who wish to travel is based on the criteria outlined in Appendix V.

The Transition Year Office and Equipment
The Transition Year Office is found on corridor D and is the hub of all Transition Year activities. It is also the area in which much of the administrative work is carried out, where parents / visiting speakers are met etc. This room also contains all the relevant information re: class list, timetable etc. The Transition Year co-ordinators only have access to this room and to the Transition Year computer, which contains all personal information about the Transition Year Students.

The Italian Exchange
Students from Gorey Community School travel to our partner school in Italy each year, with the Italian students returning in the spring. The focus of the trip is on culture and collaboration.

Class Representative System
This has been introduced this year. The students meet with the TY Co-ordinator once a month or more frequently if need be. This is a forum where the Co-ordinator can relay information to this group of students and in effect they can relay it back to there class tutor group. Any student issues can also be discussed at this meeting. The structure consist of 2 representatives from each class tutor group and the class reps change twice during the year. The system they use to elect the class representatives is the PR system of election.
Work Experience

Work experience is an important element of the Transition Year Programme. It helps to give the students an insight into working life and assists them in making career decisions later in life. During 2006/2007 one half of the students went out on work experience in December and the other half in February. The work placements range from working in the local Primary school to working in the lab in Trinity researching Zoology. The students who are not on work experience Participate in workshops such as health related issues, salsa, team building activities, aromatherapy, golf lessons, beauty therapy, and reflexology.
Appendix I

Transition Year Programme 2010 / 2011

Application and Selection Process

Students and Parents are addressed in March and introduced to the concept and philosophy of Transition Year. Interested students are invited to fill out the Application Form and Subject Choice Form (enclosed). These must be returned by March 27th, for the 2006 / 2007 Academic Year. Late applications will not be accepted.

Selection Criteria:

☐ All students are eligible for Transition Year. Any student with difficulty in paying fees should not be discouraged from applying. A fund will be made available for students with economic difficulties to cover the cost of fees and trips.

☐ Students are admitted based on the following criteria:

☐ All students who apply will either be admitted on application or interviewed to assess suitability.

☐ Interview with TY Core Team, should any question arise over suitability.

☐ Likelihood of early school leaving during or immediately after TY will debar entry.

☐ Consultation with Year Head, Class Tutors and Subject Teachers will be used to assess suitability.

☐ The qualities required are that a student be a good team-worker, friendly, well mannered and has an ability to interact in a respectful manner with all the people with whom they will come in contact during the year.

☐ Students, who accept their place, must then pay a non refundable deposit of €50.

Any comments or questions should be addressed to the Transition Year Co-ordinator or Assistant Co-ordinator.
Appendix II

TIMETABLE
Appendix 111

Transition Year 2006 / 2007

Student Contract

Today I begin Transition Year, and by the end of this year I hope to have achieved the following goals:

1. ........................................................................................................................................

2. ........................................................................................................................................

3. ........................................................................................................................................

4. ........................................................................................................................................

5. ........................................................................................................................................

In order to get the most from and to make a success of Transition Year I fully understand that …

☐ I must be open to all new experiences.
☐ I must participate to the best of my ability in all activities set out for me.
☐ I must follow the directions, and show full respect for all members of staff in Gorey Community School.
☐ I must show all members of Transition Year the utmost respect.
☐ I must observe fully and abide by all rules and regulations of Gorey Community School or anywhere I am an ambassador for the school.
☐ Failure to abide by this contract may result in me receiving serious penalties and the possibility of being removed from the year.
☐ I am responsible for reaching my goals and for the overall enjoyment and success of Transition Year for all students.

Signed: ................................................................. Date: .........................

Parent / Guardian:
.................................................................................................................................

Class Tutor:
.................................................................................................................................

Year Head
.................................................................................................................................
APPENDIX 1V

Transition Year 2006 / 2007
Folder of Achievement

~ Index of Contents ~

Below are items that are required to be included in your Folder of Achievement, which will contribute to your overall mark for the year. You should complete these items as they occur, and not at the end of the year. Additional reports, photos, projects or anything relevant can also be included.

September
- Index of Contents
- Contract
  o Signed by Student, Parent / Guardian, Class Tutor and Year Head
- Reports on any visiting speakers
- Preparations for Galway
- Induction Material

October
- Report on outdoor pursuits trip to Petersburgh outdoor education centre
- Booklet from Petersburgh outdoor education centre
- Report and Assessments of Work Experience if applicable.
- Report on each workshop
- Report on school trip (if applicable).

November
- Line D Reports
- Module report (Careers Project, Work Experience, NRA report or Communications)

December
- Christmas update on Community Service
- Module 1 Assessments on Line A, B and C

January
- Line D Reports
- Module report (Careers Project, Work Experience, NRA report or Communications)
- Report and Assessments of Work Experience if applicable.

February
- Gambia Report (if applicable)
- School Tour Report (if applicable)

March
- Line D Reports
- Module report (Careers Project, Work Experience, NRA report or Communications)
- Report and Assessments of Work Experience if applicable.
- Module 2 assessments for
- Line A, B and C

April
- Easter update on Community Work

May
- Assessments on Module 3
- Line A, B and C
- Final Assessments of Community work.

- Line D Reports
- Module report (Careers Project, Work Experience, NRA report or Communications)

*Students are expected to use their own initiative to include their projects, reports and any other relevant material in their Folder of Achievement.*
Appendix V

Gorey Gambia Youth Project Policy
Transition Year

Gorey Gambia Youth Project is a Mission Awareness Project which commenced in 2001 and runs annually.

Aims
- To raise awareness of conditions in the Third World
- To create a sense of solidarity with the less prosperous communities in the world.
- To help students realise that they can make a difference in this world.
- To enable students to respond directly to the call. ‘To act humbly, love tenderly and to walk humbly with God’. Prophet Micah.
- To raise student understanding of the concepts of justice and injustice.
- To help students to appreciate the advantages and opportunities available in their own lives.

Criteria for Selection
- A student will have to show that they have worked, in a voluntary capacity, on community based projects.
- The committee will, as far as possible, try to accommodate students from as many parishes as possible within the school catchment area and also encourage interdenominational participation.
- The behaviour of the student in the school will have a bearing on their chance of selection.
- Serious medical conditions may hinder a student’s selection chances for fear of being unable to provide them with the necessary medical assistance in the Gambia itself and while in transit.
- Students must show a commitment to fundraising for the project, before, during and after the trip.
- The qualities required are that a student be a good team-worker, friendly, well mannered
and an ability to interact with all the people with whom they will come in contact on the project.

Selection Process
1. Students are invited to submit an essay to show their understanding of what the project has achieved to date and to explain their reasons for getting involved in the project.
2. Students are given an appointment for an interview. One interview board, made up of the school Chaplain, an independent assessor and another adult involved in the Gorey Gambia Youth Project will shortlist the applicants.
3. The names of the students on the shortlist will be announced publicly to the general body of TY students.
4. Students will be informed of how many students will travel, and how many of each gender will be involved. The proportion of male/female candidates will be governed by the proportion of gender balance amongst the applicants.
5. The names of the females short listed will go into one lottery while the names of the males will go into another. The names of the successful applicants will be drawn by their classmates in a public gathering.
6. There will be one male and one female substitute lined up in the event of a candidate’s inability to participate.
7. If a candidate is unwilling or unable to give 100% commitment to all the aspects involved in this project, especially fundraising, they may be asked to step down and to allow the substitute to take their place.

Projects to date; include
1. Building a Nursery school in Soma and employing three teachers, providing uniforms for and feeding approximately 70 students on a daily basis.
2. Building a Nursery school in Kololi and employing two teachers and again providing uniforms for and feeding approximately 70 students.
3. Building a Nursery school in St. Kizitu’s in Banjul, and again employing 2 teachers and educating and feeding approximately 70 students.
4. Garden Project in Farafeni. We have taken on the responsibility of irrigating approximately 2 acres of land, to create a community garden from which the proceeds will be used to send young people to college.
5. We bring medicines, clothing and other supplies to the orphanage run by the Sisters of Charity in Banjul.
6. We bring school supplies, such as copies, pencils and educational aids to all the schools in our project.
7. Any funds left over after the above projects have been financed for the year, will be allocated to projects deemed deserving by the students and adults on the trip, e.g. In 2004, 8 bicycles were purchased for catechists who had to travel to outlying regions in the course of their work.

_The above projects are being funded on an on-going basis by the Gorey-Gambia youth project._

_Students must give a commitment to continue their fundraising after they have returned._

_Full accounts are available after the trip has ended._