



**NCCA**

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

# Senior Cycle Level 1 Learning Programme: Being Part of the Community

Elective Module

Draft for consultation



## Introduction

The Senior Cycle Level 1 Learning Programme (SCL1LP) consists of a range of curriculum areas, each designed on a modular basis. There are four curriculum areas at the heart of the SCL1LP: Numeracy; Communication and Literacy; Personal Care; and Electives. Being part of the community is an Elective Module.

Being Part of the Community consists of one module. It is designed for a minimum of 60 hours of teaching time/class contact time over two years.

Module title	Recommended time in hours
Being Part of the Community	60

## Rationale

Being Part of the Community is an elective module that provides students with meaningful opportunities to participate and interact socially as valued members of their community. Community within the context of this module can refer to a student's family, home, school, local or wider community.

This module emphasises every day functional, adaptive skills and interacting with others in everyday settings. Students are supported in their development towards independence through learning activities such as making choices, following routines or completing tasks. Community based learning helps students to experience and develop their independent skills<sup>1</sup> in real-world settings. Work experience activities within and outside of school, provide real world contexts for practising these skills, ensuring that learning is transferable, relevant and can be practised in everyday settings.

## Continuity and progression

The module progresses and builds upon students' learning and experiences with their Primary curriculum and their junior cycle PLU Being Part of the Community. It supports the development and progression of the junior cycle key skills of managing self, staying well, communicating, being creative, working with others, and managing information and thinking. This module also promotes development and learning in areas such as literacy, numeracy, language, motor coordination, and mobility.

The elective aims to support students' development of the senior cycle key competencies of participating in society, working with others, communicating, cultivating wellbeing and managing learning and self, and promotes greater independence, as well as providing students with a sense of achievement and confidence in their learning. Students are given opportunities to demonstrate how learning acquired here can be linked to prior learning, to other modules and curriculum areas, wider school activities and life outside of school, applying their learning in areas such as Communication and Literacy, Numeracy, Personal Care, Looking after my Environment, Cookery and Area of Special Interest.

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<sup>1</sup> Independent skills, in this context, refer to the acquisition and application of functional abilities that enable students to participate as autonomously as possible in daily life activities. These skills encompass domains such as personal care, communication, mobility, social interaction, and engagement with the community through structured teaching, adapted resources, and individualised support.

Learning acquired here can be applied across multiple areas of learning. This helps to reinforce learning and progress students' ability to communicate, interact, be social to express themselves, to explore their feelings and ideas, the perspectives and worldview of others in a variety of ways. This supports students beyond school and provides them with a sense of achievement and confidence as they transition to the world of work, study or further services beyond school.

## Teaching and learning

This elective module sees students engage with their community through hands on, real world learning, experiences where students' key competencies in participating in society, working with others and communicating are cultivated.

Teachers can promote student engagement with this elective at a level appropriate to their strengths, interests and needs through providing guidance and support to the extent that each student requires. Schools have the flexibility to adapt activities, with varying levels of assistance for the student, to suit their unique school context, their community's context and the student's interests. Adaptations should consider each student's physical needs including learning, sensory and communication needs. Adaptations, where necessary, enhance accessibility and increase participation and are unique to each student and school context.

In addition to adaptations, pre-teaching and habitual learning may be required. Examples include, but are not limited to:

- Role-play, role modelling, rehearsing interactions using visual or verbal cues, symbols or Augmentative and Alternative Communication (AAC) devices as appropriate
- Choice-making activities: selecting tasks, jobs or community outings
- Engaging in decision making processes about aspects of life in their community
- Working alongside classmates to complete group tasks such as assembling packs, planting a school garden, or preparing snacks
- Practising wearing or choosing appropriate clothing such as aprons, gloves
- Packing a bag for an outing, keeping track of belongings, understanding the visual schedule of the journey
- Choosing a leisure activity
- Sensory role-play: using real community materials (coins, uniforms, food items)
- Multi-sensory community visits: experiencing the smells of a bakery, the sounds of a café, the textures in a garden centre
- Experience different community settings
- Cause-and-effect work tasks may need to be practised such as pressing a switch to start a blender during cooking, operating a button to open a shop door.

Providing real-world learning opportunities offers accessible and meaningful experiences of community living and the world of work in real-world settings. Every engagement with the community is a potential learning opportunity. This helps students apply their learning beyond the classroom and gain exposure to different aspects of their community. This, in turn, supports the development of social skills and increases their ability to express needs and preferences effectively.

Examples include, but are not limited to:

- Visiting local shops
- Using school or public transport
- Community walks
- Library visits and engaging in library based story time
- School based work experience
- Supported work placements in the community
- Partnership activities: working with local businesses to host students for “experience days” or “behind the scenes” days
- Enterprise projects: making crafts, cards or baked goods to sell at a school sale day/coffee morning, engaging in packaging, production and sales
- Recycling schemes: collecting paper/plastic around school, sorting materials, delivering them to recycling points
- Volunteering
- Inviting and welcoming visitors/guests to the school.

## Module: Being part of the community

### Module descriptor

This module is built upon classroom-based preparation for structured community engagement and supported work experience. Students are enabled to live more independently and prepare for the transition to life beyond school. Examples included in the module are provided to prompt thinking. They may not be appropriate for every context or student. Schools have the autonomy to provide learning activities appropriate to the context of their students.

Students learn about	Students should be able to
Wellbeing, safety and enjoyment when in their community	<ul style="list-style-type: none"> <li>a. agree a set of tasks necessary to prepare for a local journey</li> <li>b. gather necessary items for a local journey</li> <li>c. identify or recognise own name or photo, when presented in community settings (e.g., library card, bus pass, name badge)</li> <li>d. know trusted community members (e.g., principal, Garda, security guard, bus driver) by photo or uniform</li> <li>e. demonstrate safe behaviour when crossing a road (e.g., stopping on the footpath, waiting for the green signal)</li> <li>f. follow a short, familiar route within the community</li> <li>g. board and disembark from a mode of transport (e.g., bus, school bus)</li> <li>h. recognise a familiar community destination (e.g., shop logo, park sign)</li> <li>i. recognise familiar community services (e.g., GP clinic, post office, local shop)</li> <li>j. demonstrate conventions of community interactions (e.g., queueing, waiting to cross the road)</li> <li>k. demonstrate responsibility in a community activity (e.g., placing litter in a bin, helping to tidy a picnic area)</li> <li>l. participate in shopping tasks (e.g. choose snack or drink)</li> <li>m. select one activity over another when in a community environment (e.g. café, swimming pool)</li> <li>n. participate in a payment process</li> </ul>
Home, school and wider community interaction	<ul style="list-style-type: none"> <li>o. participate in structured workplace activities or tasks (e.g., greeting people, helping to set a table )</li> <li>p. demonstrate decision making between two assigned tasks (e.g. choosing which customer to serve first)</li> <li>q. demonstrate responsibility for a work activity/task (e.g., carrying tools to a workspace, returning equipment)</li> <li>r. recognise familiar work colleagues and their roles (shop assistant, manager)</li> <li>s. engage with a group decision making process</li> <li>t. express preference for a specific work activity or role</li> <li>u. identify trusted adults or supervisors for help or guidance</li> <li>v. engage in basic health and safety routines (e.g., washing hands before a food activity, wearing gloves for gardening)</li> <li>w. identify appropriate clothing and safety work wear for a job or task</li> <li>x. indicate discomfort or refusal if an activity or situation feels unsafe.</li> </ul>

