

Linking Junior Cycle Wood Technology with Level 2 Learning Programmes

	Elements of the Priority Learning Unit	Level 2 Learning Outcomes	Curriculum Specification for Junior Cycle: Suggested Links to Learning Outcomes
Communication and literacy	Speaking appropriately for a variety of purposes	<p>1.1 - Ask questions to obtain information, <i>e.g. Ask questions relating to material choice for a project, the completion of tasks or to a design problem presented</i></p> <p>1.3 - Follow a series of spoken instructions under supervision, <i>e.g. Observe a skills demonstration from a teacher or peer</i></p> <p>1.5 - Participate in practical, formal and informal communications, <i>e.g. Show a practical skill by demonstrating it to another person such as a teacher or peer</i></p>	<p>1.2 justify the selection of plans, processes and materials for the completion of tasks</p> <p>1.10 apply recognised health and safety practices in the use of tools, equipment and materials</p> <p>1.9 demonstrate principles of craft excellence through the design and realisation of tasks and artefacts</p>
	Using non-verbal behaviour to get the message across	<p>1.8 - Use appropriate non-verbal behaviour in communicating a simple idea, <i>e.g. Use drawings/sketches or a model to communicate an artefact or idea</i></p> <p>1.9 - Relay a response or request non-verbally</p>	<p>1.6 create sketches and working drawings to recognised standards using a variety of media</p> <p>2.6 produce sketches, drawings and models/prototypes to explore design ideas</p>
	Reading to obtain basic information	<p>1.13 - Use simple rules and text conventions that support meaning, <i>e.g. Demonstrate the principles/criteria of a working drawing of an artefact</i></p>	<p>1.6 create sketches and working drawings to recognised standards using a variety of media</p>
	Using a range of writing forms to express opinions	<p>1.17 - Write/type notes and messages needed for simple tasks, <i>e.g. Compile a folio outlining the steps involved in making an artefact using written notes and reflections</i></p> <p>1.18 - Write/ type at least five sentences so that they convey meaning or information</p> <p>1.19 - Use the main rules of writing appropriately</p>	<p>1.6 create sketches and working drawings to recognised standards using a variety of media</p> <p>2.8 compile a folio through appropriate media</p>
	Using expressive arts to communicate	<p>1.23 - Create a range of images using a variety of materials, <i>e.g. Capture the processing of designing and making an artefact in a folio</i></p>	<p>2.8 compile a folio through appropriate media</p>

		1.24 - Produce a piece of work for Display, <i>e.g. Display a made artefact for others to see at an end of year event</i>	1.9 demonstrate principles of craft excellence through the design and realisation of tasks and artefacts
	Using suitable technologies for a range of purposes	1.27 - Identify three everyday uses of technology, <i>e.g. Identify three uses for technology used in a practical room such as electrical tools</i> 1.36 - Find information for a project on the web, <i>e.g. Research materials/finishes on the internet in order to select a suitable finish for a project</i>	1.9 demonstrate principles of craft excellence through the design and realisation of tasks and artefacts 2.1 explore design problems 2.2 manage information and thinking to support an iterative design process
Numeracy	Developing an awareness of number	2.8 - Recognise numbers up to 100 in N 2.10 - Add two-digit whole numbers that total less than 100 in the context of an everyday situations, <i>e.g. Measure and cut material based on instruction from a teacher</i> 2.11 - Subtract two-digit whole numbers in the context of an everyday situation	1.8 apply knowledge of and skills in a range of appropriate existing and emerging principles, processes and techniques
	Developing an awareness of length and distance	2.23 - Use appropriate vocabulary to describe the units in length and distance 2.24 - Identify the units of length and distance on a ruler, metre stick and measuring tape, <i>e.g Use a ruler/measuring tape to measure accurately a material length</i> 2.25 - Use a ruler to draw and measure different lengths of lines 2.26 - Estimate the length of common objects	1.8 apply knowledge of and skills in a range of appropriate existing and emerging principles, processes and techniques 1.6 create sketches and working drawings to recognised standards using a variety of media

	Using a calculator	<p>2.28 - Find digits 0-9 and the decimal point and necessary operations buttons (+, -, ÷, =)</p> <p>2.29 - Use a calculator to solve simple maths problems</p>	<p>1.8 apply knowledge of and skills in a range of appropriate existing and emerging principles, processes and techniques</p> <p>1.2 justify the selection of plans, processes and materials for the completion of tasks</p>
	Developing Spatial Awareness	<p>2.32 - Use appropriate vocabulary to describe direction, <i>e.g. Describing gear direction in a drill, describing the direction saw teeth cut</i></p> <p>2.36 - Use the body or body parts to move in a given direction, <i>e.g. Demonstrating appropriate body stance when sawing/chiselling</i></p>	<p>1.8 apply knowledge of and skills in a range of appropriate existing and emerging principles, processes and techniques</p>
	Developing an awareness of time	<p>2.52 - Solve problems to work out the passage of time, <i>e.g. Write a workplan for the steps involved in a practical task, including estimated time required for each step</i></p> <p>2.54 - Match months or activities with their seasons, <i>e.g. Create a poster showing the growth cycle of trees in the various seasons</i></p>	<p>2.12 create an artefact having considered factors such as materials, cost, time resources and skills</p> <p>3.10 appreciate the role of forestation and wood in terms of local/global ecology and sustainability</p>
Personal care	Developing good daily personal care	<p>3.1 - Identify essential daily personal care practices, <i>e.g. Demonstrate hand washing techniques after applying a finish to a piece</i></p> <p>3.2 - Describe the most important ways of keeping the body clean</p> <p>3.6 - Give two or three reasons to care for personal belongings</p> <p>3.7 - Identify appropriate clothing for a range of routine activities at home, at work and in the community, <i>e.g. Use of Personal Protective Equipment (PPE) and appropriate clothing when using electrical equipment like a drill</i></p>	<p>1.4 manage themselves and their resources</p> <p>1.3 collaborate effectively in a workshop learning environment</p> <p>1.10 apply recognised health and safety practices in the use of tools, equipment and materials</p>

	Knowing how to stay safe	<p>3.27 - Identify key safety risks in the workplace/home /community</p> <p>3.28 - Recognise when personal safety is threatened</p> <p>3.29 - Name daily practices that promote personal safety</p> <p>3.30 - Describe appropriate response when a risk is identified</p>	<p>1.10 apply recognised health and safety practices in the use of tools, equipment and materials</p>
	Making personal decisions	<p>3.45 - Explore the consequences of decisions made, both while implementing and on conclusion, e.g. Reflect on areas of improvement when designing/making a project or evolve an idea for a project based on feedback</p>	<p>2.3 evaluate their own progress to inform future learning</p> <p>2.9 evolve their solutions based on critical reflection</p>
Living in the community	Developing good relationships	<p>4.4 - Recognise/list ways in which they would like to be treated, e.g. <i>List appropriate group norms when working with others on a task</i></p> <p>4.6 - Participate co-operatively in a group situation, e.g. <i>A group task such as a stock check of tools/materials</i></p>	<p>1.3 collaborate effectively in a workshop learning environment</p>
	Using local facilities	<p>4.15 - Identify familiar places and organisations in the local community, e.g. <i>Identify a forestry/park in their local area</i></p> <p>4.17 - Participate in a school-based community project and record their participation, e.g. <i>Participate in a nature walk to identify tree types</i></p>	<p>3.10 appreciate the role of forestation and wood in terms of local/global ecology and sustainability</p> <p>3.11 investigate the journey of wood from forest to end use</p> <p>1.12 appreciate sustainable practice throughout their learning</p>
	Seeking help and advice	<p>4.19 - Describe the school's procedure for reporting an incident, e.g. <i>Describe what procedure should be followed if a student has an accident when using a tool</i></p> <p>4.22 - Visit a local community organisation and ask for advice, e.g. <i>Visit a local garden centre and ask for advice on planting a tree</i></p>	<p>1.10 apply recognised health and safety practices in the use of tools, equipment and materials</p> <p>1.11 investigate the environmental impacts of using wood as a natural and renewable resource</p> <p>3.12 consider the impact on the natural environment when sourcing materials</p>

	Making Consumer choices	4.27 - Recognise the most important signs and symbols on labels, <i>e.g. Recognize safety signage at electrical equipment such as PPE signage or recognise important symbols/graphics on hazardous liquids such as paint/varnish</i>	1.10 apply recognised health and safety practices in the use of tools, equipment and materials 1.11 investigate the environmental impacts of using wood as a natural and renewable resource
Preparing for work	Being able to set goals for learning	5.1 - Set learning goals, e.g. Set out a work plan for making a project 5.4 - Express opinions on how performance could be improved, <i>e.g. A piece of work that they have completed and explain what aspects they did well and what they could improve on</i>	1.4 manage themselves and their resources 2.3 evaluate their own progress to inform future learning 2.9 evolve their solutions based on critical reflection
	Finding out about work	5.6 - List three local employment opportunities, <i>e.g. List three jobs that could be associated with forestry/wood</i> 5.7 - Describe one way in which people get a job or course of their choice, <i>e.g. Research online or ask advice from a career guidance teacher how a person can become involved in a forestry/wood related career</i> 5.8 - List possible jobs that they are interested in and find information on the requirements for the jobs, <i>e.g. Create a graphical poster to show possible careers in the forest/wood industry</i>	3.10 appreciate the role of forestation and wood in terms of local/global ecology and sustainability 3.11 investigate the journey of wood from forest to end use 2.5 communicate relevant information 1.5 represent key information graphically
	Preparing for a work- related activity	5.11 - Identify and list their own talents, <i>e.g. List what skills they excel at in Wood Technology</i> 5.16 - Keep a record of tasks completed in a journal, <i>e.g. Gather and compile written and visual evidence of a design and make artefact that they have worked on</i>	2.3 evaluate their own progress to inform future learning 2.8 compile a folio through appropriate media
	Developing an awareness of health and safety using equipment	5.17 - Give examples of safe practices in three distinct workplaces, <i>e.g. Give examples of safety precautions that would need to be followed by a forest worker, a sawmill worker and a carpenter</i> 5.18 - Use all tools and equipment correctly and safely in a range of practical classes	1.1 explore key elements required for the completion of tasks 1.10 apply recognised health and safety practices in the use of tools, equipment and materials 1.3 collaborate effectively in a workshop learning environment 1.4 manage themselves and their resources

		<p>5.19 - Describe and use electrical equipment correctly and safely in a range of practical classes</p> <p>5.20 - Store all tools, materials and equipment safely</p> <p>5.21 - List the different procedures for self-protection at work</p> <p>5.22 - Identify the fire exits in a School</p> <p>5.23 - Follow the instructions for a fire drill</p>	<p>1.7 explain the function and application of a range of tools, equipment, fixtures and fittings</p>
	<p>Taking part in a work- related activity</p>	<p>Gather background information to help plan and participate in the activity</p> <p>Sequence a number of steps to be taken to successfully complete the activity</p> <p>Assume a role in the activity and identify tasks linked with the role</p> <p>Use key words associated with the activity correctly</p> <p>Identify safety procedures and/or permissions required for the activity</p> <p>Learn how to use tools or equipment associated with the activity safely and correctly</p> <p>Participate in the activity</p> <p>Review the activity to evaluate its success</p> <p>Assess effectiveness of own role in the activity</p>	<p>1.1 explore key elements required for the completion of tasks</p> <p>1.3 collaborate effectively in a workshop learning environment</p> <p>1.4 manage themselves and their resources</p> <p>2.3 evaluate their own progress to inform future learning</p> <p>1.9 demonstrate principles of craft excellence through the design and realisation of tasks and artefacts</p> <p>1.10 apply recognised health and safety practices in the use of tools, equipment and materials</p> <p>2.1 explore design problems</p>

* Links are described as 'possible' as teachers/subject departments are best placed to make the relevant direct links to the L2LP Learning Outcomes which they deem appropriate to their students.