

Level  
1

Sample!



# Being Part of a Community

Student Worksheets



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- D. Taking Care of Earth
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6. Circle the correct answers for you.

I enjoy spending time with my family.

Never	Seldom	Sometimes	Often
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I enjoy having meals with my family.

Never	Seldom	Sometimes	Often
-------	--------	-----------	-------

I can talk freely to my family.

Never	Seldom	Sometimes	Often
-------	--------	-----------	-------

I feel good when I'm with my family.

Never	Seldom	Sometimes	Often
-------	--------	-----------	-------

I care about my family members.

Never	Seldom	Sometimes	Often
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I. Complete the sentences. Some words are used more than one time.

**aunt, uncle, sister, grandfather, mother, nephew, brother, grandmother, niece**



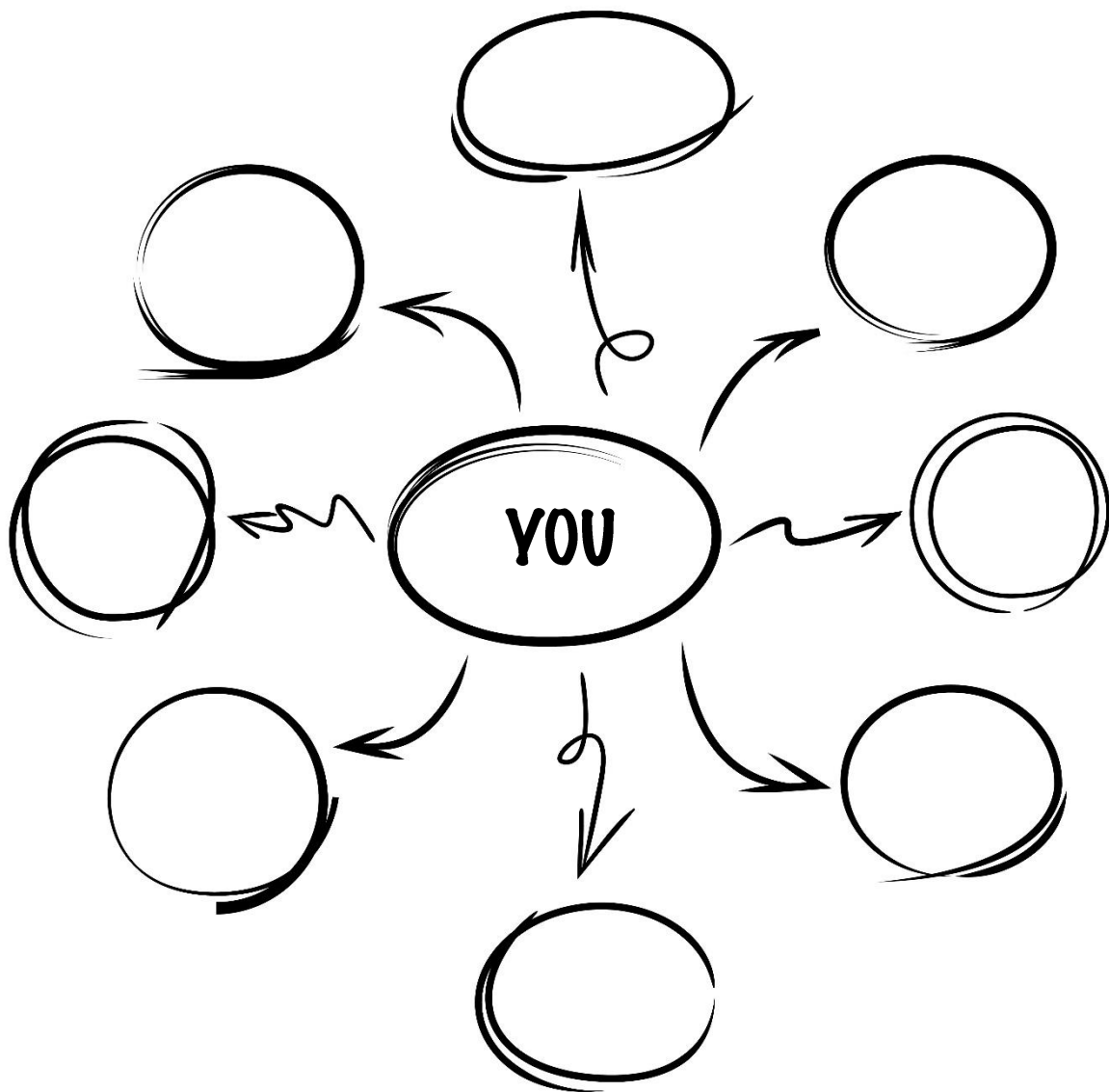
- a) My son is my daughter's \_\_\_\_\_.
- b) My father is my daughter's \_\_\_\_\_.
- c) My sister's daughter is my \_\_\_\_\_.
- d) My wife is my son's \_\_\_\_\_.
- e) My father's sister is my \_\_\_\_\_.
- f) My mother is my daughter's \_\_\_\_\_.
- g) My mother's brother is my \_\_\_\_\_.
- h) My sister's son is my \_\_\_\_\_.
- i) My daughter is my son's \_\_\_\_\_.

## B. People at School or the Centre

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I. Who is in your school or centre?

Write some names in the diagram below.



\*You can add more circles if you need to.

5. In pairs, each pick a conversation card. (Appendix I)

Have a conversation!

6. Rate each other's conversations.



Did your partner...?	YES	NO
Smile		
Stay friendly		
Make eye contact		
Talk about the topic		
Speak clearly		
Start the conversation		
End the conversation		

Signed: \_\_\_\_\_

7. Take part in other pair work activities. (Teacher Notes)

8. Use the Pair Work Template.



The form is titled "PAIR WORK ACTIVITY" and features a pair of socks icon at the top center. It is enclosed in a decorative border with diagonal stripes. The form is divided into five sections: "Activity", "Partner", "Task", "Done?", and "Review".

**Activity**  
What was the activity called?  
\_\_\_\_\_

**Partner**  
What was your partner's name?  
\_\_\_\_\_  
\_\_\_\_\_

**Task**  
What was your task?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Done?**  
Did you complete the task?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Review**  
★ ★ ★  
★ ★

\*You can print this page for a few pair work activities.

## C. Friends

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What are friends? Friends are people you feel close to. They have similar interests to you. Friends care about you. You can trust friends. Friends give support and understanding when you really need it.



1. Write a friend's name:

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2. Where did you meet them?

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3. Name 1 thing you have done together, e.g. have lunch, go to the park, etc.

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8. Would a good friend do these things? Write yes or no.

a) Talk to you about their feelings \_\_\_\_\_

b) Bully and make fun of you \_\_\_\_\_

c) Say they will hurt you \_\_\_\_\_

d) Be happy when you are happy \_\_\_\_\_

e) Respect your feelings \_\_\_\_\_

f) Have a bad temper with you \_\_\_\_\_

g) Be kind to you \_\_\_\_\_

h) Make you nervous or scared \_\_\_\_\_

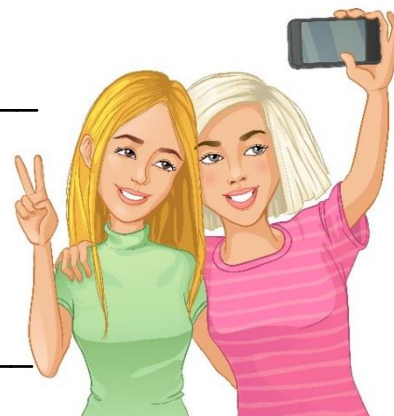
i) Help you when they can \_\_\_\_\_

j) Say bad things about you \_\_\_\_\_

k) Tells you what you can and cannot do \_\_\_\_\_

l) Be honest with you \_\_\_\_\_

*Life is  
better  
with  
friends*



Sometimes, you will meet strangers in safe situations, e.g. you might be with family or friends or a new teacher may join the school or centre.

Here are some greetings:

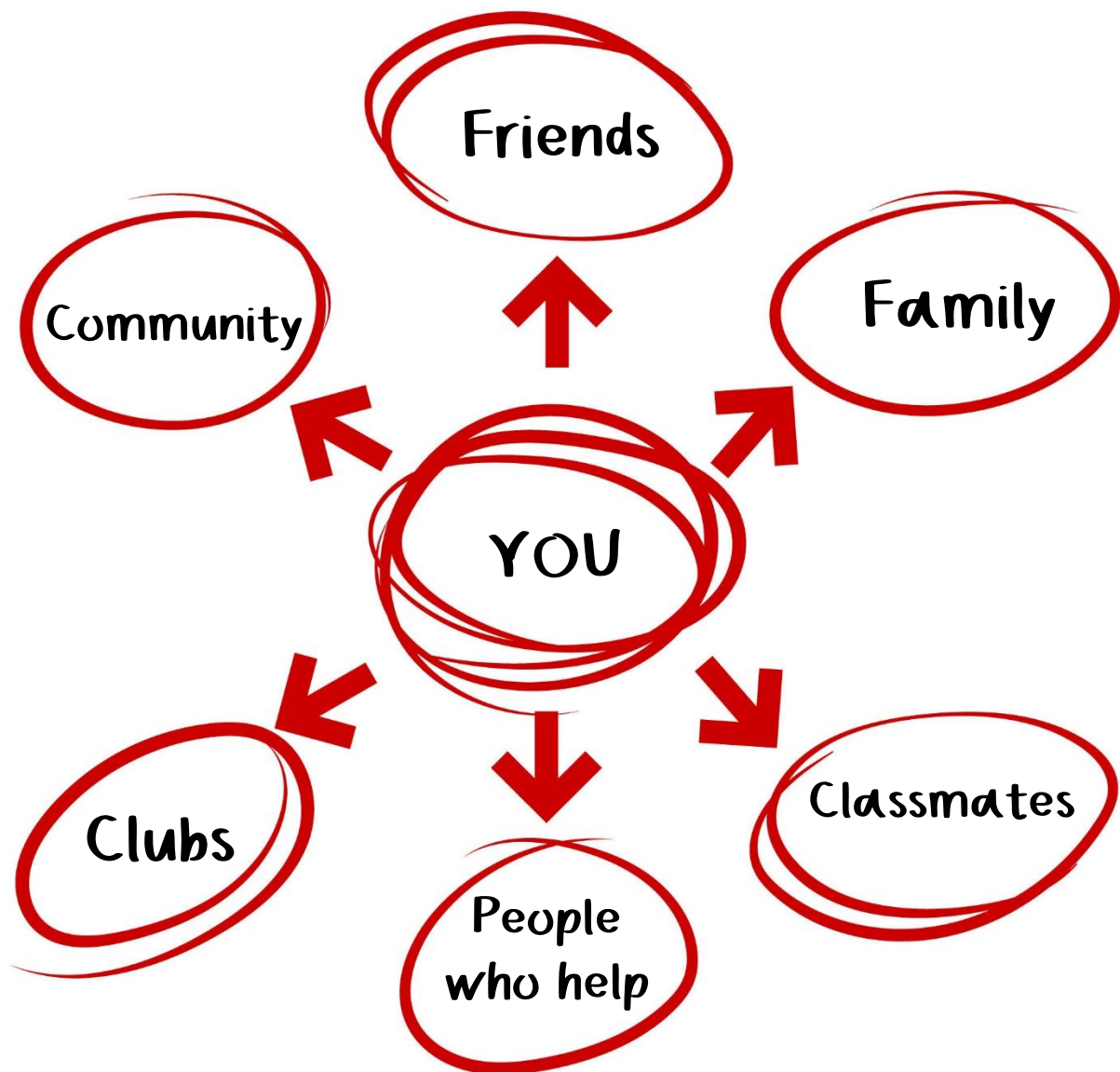
- Hello!
- Hi!
- It's a pleasure to meet you!
- It's nice to meet you!
- Good morning.
- Good afternoon.
- Good evening.
- How are you?



4. Fill in the speech bubbles:



2. Tick the people with whom you have relationships.



\*You can add more circles if you need to.

5. Who could help you?

**plumber, doctor, greengrocer, firefighter,  
vet, policeperson**

a) There is a fire in your shed.

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b) You have a sore throat, and you don't feel well.

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c) Your wallet was stolen.

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d) Your dog needs an injection.

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e) No water is coming out of your taps!

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f) You need some fresh vegetables.

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6. Look at this job. The teacher will interview you for the job!

## **Kitchen Assistant**

The Hill Hotel is looking for a kitchen assistant.

You need:

- Experience in a busy hotel kitchen
- Team working skills
- Communication skills
- To be honest
- To be helpful
- To work some late evening shifts
- Your own transport

**40 hours per week**

**Please apply below with an up-to-date CV.**



Some questions you might be asked:

- Have you worked in a hotel before?
- Would you enjoy working in a busy kitchen?
- Do you like cooking?
- What kitchen skills do you have?
- How do you handle stress?
- How will you get to work?
- Can you work evening shifts?



## Assessment Brief 2

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Course:	Being Part of a Community
Level:	LILP
Title:	<b>Using Local Facilities</b>
Assessment:	Collection of Work 100%

### Guidelines

You will be expected to:

1. Take part in using different areas or rooms in your environment
2. Visit and use facilities in your environment
3. Show where items can be found in your environment
4. Make choices when using facilities
5. Show respect for items that belong to others

### Assessment criteria

- Exercises and tasks must be complete and correct.
- Answers must be set out in a clear way.
- Name and visit different areas of the classroom and the school or centre.
- Find common items in the classroom.
- Show awareness of the facilities in the school or centre and name different activities.
- Name the places and facilities available in your local town or community.
- Name facilities and activities that you prefer.

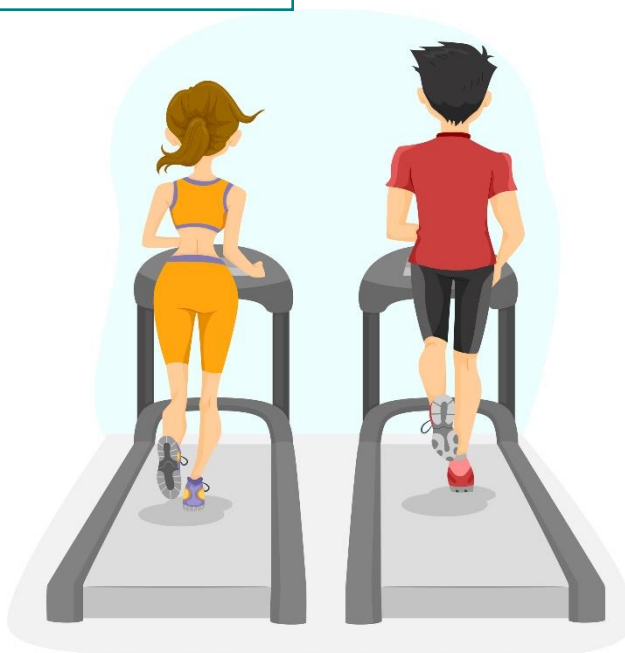
- Know where to go for different goods / services in the local community.
- Show respect for other people's things and places that you visit.
- Discussions may be recorded.
- Photographic and/or video evidence may be required.

Submission date:

I confirm that this is my own work.

Signed:

Date:



### 3. What areas do you have in your classroom?

- Student desks and chairs
- Teacher's desk and chair
- Whiteboard and pens
- Blackboard
- Interactive whiteboard
- Flipchart
- Computer station/s
- Cupboards
- Storage area/s
- Library
- Bin
- Door
- Windows
- Display area
- Printer
- Noticeboard
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_





2. Name some areas in your school or centre. Write one activity you do in this area.



Area 1: \_\_\_\_\_

Activity that is done here:

\_\_\_\_\_

Area 2: \_\_\_\_\_

Activity that is done here:

\_\_\_\_\_



Area 3: \_\_\_\_\_

Activity that is done here:

\_\_\_\_\_

Area 4: \_\_\_\_\_

Activity that is done here:

\_\_\_\_\_

3. What is your favourite place?

\_\_\_\_\_



5. Complete these names of places. Use words from the box.

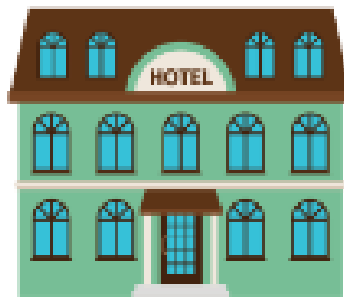
**phone, shopping, flea, post, train, car, swimming**

- a) \_\_\_\_\_ pool
- b) \_\_\_\_\_ station
- c) \_\_\_\_\_ shop
- d) \_\_\_\_\_ park
- e) \_\_\_\_\_ centre
- f) \_\_\_\_\_ office
- g) \_\_\_\_\_ market



6. Label the places:

**hotel, museum, factory**



## A. Places at Home

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I. Match the things you do and the places you do them. (There are no right or wrong answers – you choose your answers!)

- |                        |             |
|------------------------|-------------|
| a) Sleep.              | Living room |
| b) Brush your teeth.   | Kitchen     |
| c) Watch TV.           | Bathroom    |
| d) Make tea.           | Bedroom     |
| e) Have a bath.        | Garage      |
| f) Eat dinner.         | Dining room |
| g) Cook.               | Garden      |
| h) Send text messages. | Hallway     |



2. If you were going to a hospital appointment, and you know you will be waiting for hours, what could you take with you?



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3. If you were going for a jog with your friend, what would you take with you?

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4. If you were going to the shop to buy a few groceries, what would you take with you?



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## A. Asking for Help

1. Complete the sentences.

**say, adult, safe, go, need, help, rules**

- a) If you feel unsafe or uncomfortable, ask someone for \_\_\_\_\_.
- b) Get the attention of a trusted \_\_\_\_\_.
- c) Shout out if you \_\_\_\_\_ to.
- d) If you do not want to do something or go somewhere, just \_\_\_\_\_ 'No!'
- e) When you do not feel \_\_\_\_\_, move towards a trusted adult or another adult such as a shop worker, a garda or a teacher.
- f) Always follow safety \_\_\_\_\_, e.g. crossing the road, acting responsibly and obeying signs.
- g) Know places and people you can \_\_\_\_\_ to if you need help.

2. What is he shouting? Write it.



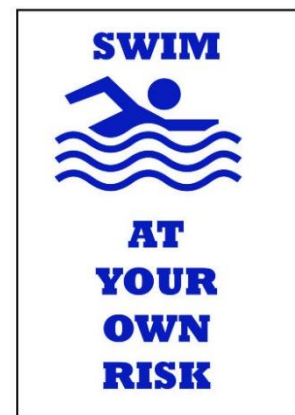
5. Match the signs and what they mean.



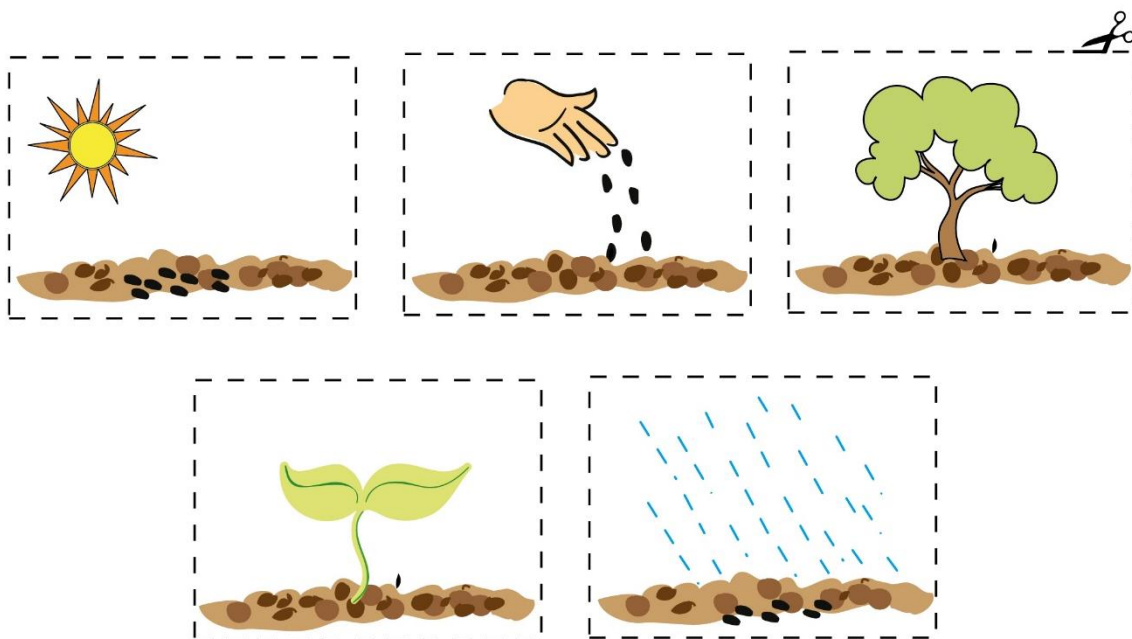
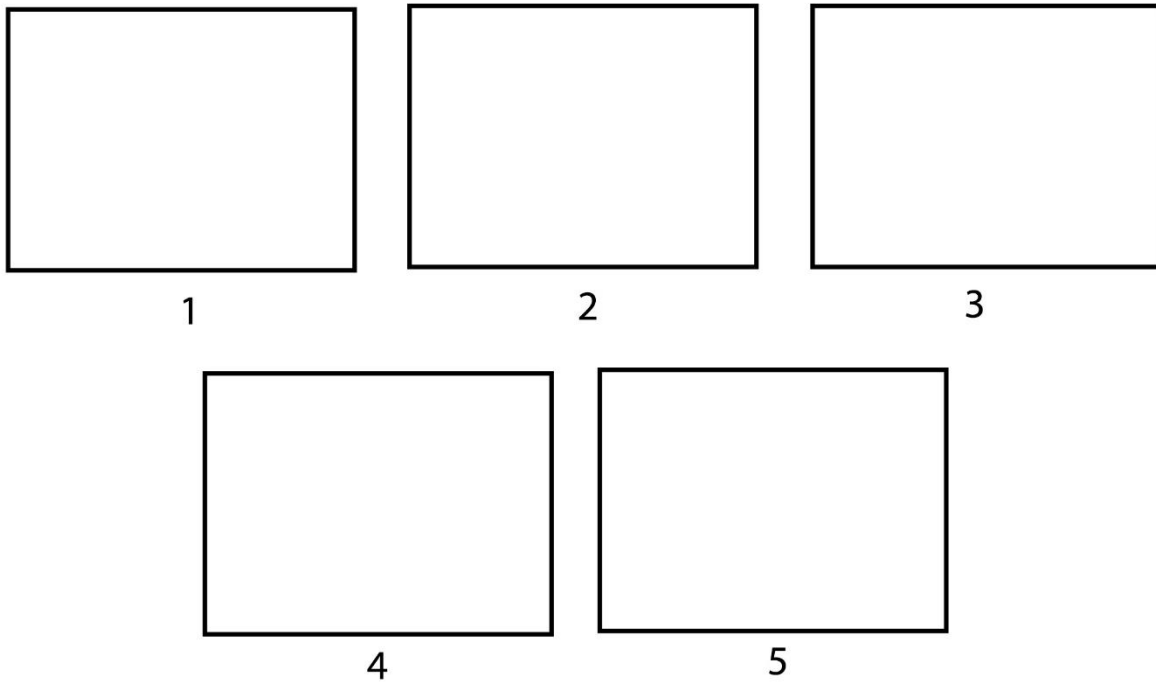
- No swimming
- Swim at your own risk
- Swimming facility
- Sharks!



- Windsurfing
- No diving
- Danger – High surf
- No jumping into water



4. Plant trees! This will help our planet. Cut the pictures out below and glue them in order to show how the plant grows from seed to tree.



\*As a group, plant a tree!

## Mapping of Learning Outcomes

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### RELATING TO OTHERS

4.1 Express contentment in the company of others Pages 8 to 10 (people in your family – attitudes and activities), Page 18 (reflection on relationships with teachers and other students), Page 23 (naming a good friend, activities you do), Page 29 (activities with friends), Pages 37 and 38 (trusted adults), Page 39 (spending time with others)

4.2 Acknowledge unfamiliar people Page 35 (meeting strangers)

4.3 Show enjoyment from an interaction with another person or other people, and show a desire for it to continue Pages 8 to 10 (people in your family – attitudes and activities), Page 13 (people in your family – pair work discussion), Page 18 (reflection on relationships with teachers and other students), Page 22 (group work activities), Page 30 (reflection on friendship), Pages 37 and 38 (trusted adults), Page 39 (spending time with others)

4.4 Respond consistently to familiar people Pages 8 to 10 (people in your family – relationships), Page 13 (people in your family – pair work discussion), Page 17 (class discussion), Pages 19 and 20 (pair work conversation / activities), Page 22 (group work activities), Pages 37 and 38 (trusted adults), Page 51 to 52 (being part of a group)

4.5 Indicate/choose preferred companion(s) for different activities Page 23 (naming a good friend, activities you do), Pages 37 and 38 (trusted adults), Page 39 (spending time with others), Page 51 to 52 (being part of a group, choosing groups of choice)



4.6 Communicate an ability to connect people with their roles Page 7 (people in your family), Pages 11 and 12 (people in your family – roles), Page 13 (people in your family – pair work discussion), Page 14 (family roles), Page 15 (people at school/centre – naming people), Page 21 (people’s roles in the school/centre), Page 22 (group work activities), Page 23 (naming a good friend), Pages 33 and 34, 36 (strangers and feeling unsafe), Pages 37 and 38 (trusted adults), Page 40 (relationships with others), Pages 41 to 45 (community roles)

4.7 Engage in supported activities on daily life skills Page 13 (people in your family – pair work discussion, conversation), Pages 16 and 17 (classroom rules, class discussion), Pages 19 and 20 (pair work conversation / activities), Page 22 (group work activities), Page 35 (meeting strangers), Page 39 (spending time with others), Page 45 (survey interview sheet), Pages 46 to 50 (daily skills), Page 51 to 52 (being part of a group), Page 86 (role-play – requesting to leave the classroom), Page 99 (discussion about safety and getting help), Page 99 (role-play – how to be safe), Pages 100 and 101 (role-play - saying no), Pages 125 and 126 (helping the community)

4.8 Be a member of one or more groups in or outside of school, actively participating where possible Pages 8 to 10 (people in your family – attitudes and activities), Pages 16 and 17 (classroom rules, class discussion, being part of the classroom community)Page 22 (group work activities), Page 24 (as a group, brainstorming the word ‘friend’), Pages 41 to 43 (being a member of a community), Page 51 to 53 (being part of a group), Page 86 (as a group, transition from one part of the school / centre to another), Page 124 (as a group, plant a tree)

4.9 Communicate ideas of what it means to be ‘a friend’ Page 24  
(as a group, brainstorming the word ‘friend’), Pages 25 to 32  
(qualities of a friend)

## USING LOCAL FACILITIES

4.10 Participate appropriately in using different areas/rooms in their immediate environment Pages 16 and 17 (classroom rules, class discussion), Pages 57 to 60 (the classroom – areas in the classroom, location of supplies), Page 73 (project about own town / area, visiting facilities), Pages 85 and 86 (at the school / centre, where different activities take place)

4.11 Visit and participate appropriately in using facilities in their environment Page 60 (activities in the classroom), Pages 61 and 62 (facilities at the school/centre), Page 73 (project about own town / area, visiting facilities), Pages 85 and 86 (at the school / centre, where different activities take place)

4.12 Demonstrate knowledge of where familiar items are stored/located in their environment Pages 57 to 60 (the classroom – areas in the classroom, location of supplies), Pages 61 and 62 (facilities at the school/centre), Page 63 (looking at a school’s facilities), Pages 64 to 70 (showing understanding of local facilities in own town/area), Page 73 (project about own town / area, visiting facilities)

4.13 Make choices when using facilities Pages 69, 71, 72 (choosing facilities)

4.14 Show respect for items belonging to others and use them appropriately Pages 74 to 77 (respecting places and people’s things), Pages 118 to 121 (care of your environments)

## TRANSITIONING BETWEEN ENVIRONMENTS

4.15 Show recognition of being in familiar places Pages 64 to 70 (showing understanding of local facilities in own town/area), Page 73 (project about own town / area, visiting facilities), Pages 81 to 84 (places at home), Pages 85 and 86 (at the school / centre, where different activities take place), Pages 87 and 88 (name familiar places in own town / area, draw rough map, signs)

4.16 Respond with curiosity to unfamiliar environments Page 86 (as a group, transition from one part of the school / centre to another, go to new areas if appropriate), Pages 89 and 90 (transitioning to a new environment)

4.17 Co-operate in preparing for and transitioning to a new location Page 86 (as a group, transition from one part of the school / centre to another), Pages 91 to 94 (preparation for moving / going to different environments), Community Project

4.18 Actively engage in transitioning to a new location Page 86 (as a group, transition from one part of the school / centre to another), Community Project

4.19 Respond to cues (visual, verbal, gesture, sound) to locate familiar places Page 84 (listening to sounds, identifying), Page 86 (as a group, transition from one part of the school / centre to another, talk about the environment, possible cues), Pages 87 and 88 (name familiar places in own town / area, draw rough map, signs), Pages 106 and 108 (safety signs)

4.20 Indicate a desire/request to leave a group or go to another place Page 86 (role-play – requesting to leave the classroom)

## BEING SAFE IN THE COMMUNITY

4.21 Gain attention from an adult if feeling unsafe or uncomfortable  
Pages 37 and 38 (trusted adults), Pages 33 and 34, 36 (strangers and feeling unsafe), Pages 98 and 99 (asking for help, role-play)

4.22 Communicate 'No' Page 36 (saying no), Pages 100 and 101 (saying no)

4.23 Move/remain near to a carer/guardian when in unfamiliar places Pages 37 and 38 (trusted adults), Pages 33 and 34 (strangers), Page 99 (role-play – how to be safe)

4.24 Observe rules of safety in different environments Pages 16 and 17 (classroom rules, class discussion), Page 99 (role-play – how to be safe), Pages 102 to 109 (safety rules)

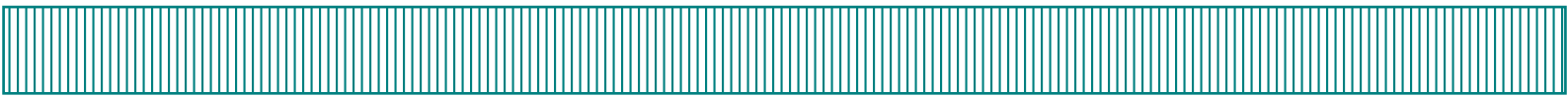
4.25 Show recognition of places and people in the community who can help us Pages 33 and 34 (strangers), Page 99 (role-play – how to be safe), Pages 100 and 101 (saying no)

## CONTRIBUTING TO THE COMMUNITY

4.26 Respond to positive reinforcement from others throughout the course – reinforcement from family members, friends, classmates, teacher, other members of staff, people in the community

4.27 Behave appropriately in familiar routine or special events and where possible play their expected role within it Pages 74 to 77 (respecting places and people's things), Pages 113 and 114 (appropriate behaviour)

4.28 Show awareness that actions have consequences Pages 115 to 117 (actions and consequences)



4.29 Participate in the care of the immediate and local environment  
Page 77 (throwing away garbage), Pages 118 to 121 (care of your environments), Pages 122 to 124 (taking care of Earth)

4.30 Engage in a task or job in the community Pages 125 and 126  
(helping the community), Community Project