Classroom materials to support social, personal and health education (SPHE) curriculum
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INTRODUCTION

Background
The original Walk Tall classroom materials were devised in the mid-1990s on foot of a Ministerial Task Force Report (1996) which recommended that substance misuse preventative strategies should be put in place as early as possible in the classroom, and before children begin to experiment with drugs. At that time, the classroom materials were piloted, and feedback from teachers contributed to cycles of review, prior to their finalisation and dissemination to primary schools.

The current edition of Walk Tall has been informed by feedback from teachers gathered at a series of one-day reviews held around the country during 2009/10. While teachers were happy with the overall content, structure and features of the Programme, they suggested that an update was timely, both in terms of tailoring the classroom materials to a more diverse pupil population, updating some of the content (for example, stories), and making a more explicit link between Walk Tall and the content objectives of the 1999 Social Personal and Health Education (SPHE) curriculum in order to assist classroom planning. Teachers were also looking for a comprehensive programme for implementing the SPHE Curriculum. All of this feedback informed the revision of the Walk Tall Programme.

New Features in the Walk Tall Programme
This latest version of the Walk Tall Programme retains all that is best from the 1999 edition, but with some important new features. The layout of lesson plans is similar, with detailed notes for teachers on the content and delivery of the lessons. Stories have been updated to take account of the diverse student population in Ireland. Use of technology in classrooms is included, and possibilities for whiteboard activities are made easier by the layout and format of materials.

A significant feature of the revised Programme is the explicit link made with the strands and strand units of the SPHE Curriculum (1999), as well as links in each lesson to specific content objectives. This, it is hoped, will help teachers to plan for SPHE with a clear idea of what Walk Tall addresses in the curriculum. It will also be evident that the Walk Tall Programme has the potential to deliver much of the SPHE Curriculum (1999), making it an ideal base programme for instruction in this area. For the first time, lessons are included which cover the Growing and Changing strand unit in the curriculum. Schools will exercise discretion as to how and when to use these lessons in line with their own school ethos and particular policies, for example, their policy on Relationship and Sexuality Education (RSE).

An overview of the content objectives that are addressed at each level of the revised Walk Tall Programme is contained in an appendix which teachers can use to check what is covered in any lesson/class. This will be very useful for planning purposes.

Relevance of the Walk Tall Materials
One might ask whether the need for an SPHE programme that incorporates substance misuse prevention is still as pressing as it was perceived to be in the mid-1990s. While research indicates that there has been some success in relation to drug use among young people (ESPAD 2012; HBSC Survey, 2010), this should not lead to complacency. Every
A generation faces new challenges in relation to substance misuse, (for example, on-line and over-the-phone ordering of alcohol), while the continued incidence of binge-drinking is worrying. It appears that as soon as one threat to children’s safety around drugs is tackled, others emerge to take their place. For this reason, substance misuse prevention education will remain relevant. The new Walk Tall Programme delivers this and much more.

**Aims**

The original aims of the Walk Tall Programme still hold true. These were to give children the confidence, skills, attitudes and knowledge to make healthy choices in their lives. This has been broadened to include aspects of children’s lives, not only around substance misuse prevention but also around, for example, personal safety and development towards puberty. The Walk Tall Programme is designed for use with all children in a class, and will also complement any additional interventions with a social/emotional skills focus which are targeted at individual children.

**Role of the School in SPHE**

The importance of school climate and ethos is stressed in the SPHE Teacher Guidelines (1999). Schools are encouraged to create a positive climate and atmosphere where individuals ‘are valued, cared for and respected’ (SPHE Teacher Guidelines, 1999: 22). Building relationships internally and externally is crucial to the promotion of this positive climate, and in many communities schools are valued as a communication hub and a resource that extends beyond the walls of the school.

In recent years, schools have been encouraged to plan in particular ways for the teaching of SPHE. Guidelines have been issued to schools for policy development around substance use, bullying, sexuality (RSE) and personal safety education, all of which fall within the SPHE curriculum. Recent DES circulars (Circulars 0022/2010, 0065/2011, 0045/2013) have provided further guidance to schools in this area. In particular, a whole school approach to the implementation of SPHE is advocated, which will be facilitated by a carefully articulated and documented plan for each class level. A balanced approach is emphasised, where pupils have an opportunity to develop skills as well as attitudes and understandings in a health-promoting context. Schools are encouraged to plan for ‘age and stage appropriate’ interventions on an on-going basis (DES Circular 0022/2010), rather than once-off activities which have limited effect.

Partnership with parents is essential in relation to the promotion of key life skills contained in the SPHE curriculum. Many schools have in the past provided access to the Walk Tall classroom materials for parents who are interested. It may be possible from time to time to inform parents and guardians in a more substantial way through parent meetings. This would be particularly useful at the beginning of the school year before the Programme is implemented. Such meetings could have inputs from educators with responsibility for personal safety or sexuality education, as well as experts on drugs, or local providers of services such as guards, Health Service Executive (HSE) personnel, or drug and alcohol task force members. Parents and guardians (who may not have experienced the SPHE Curriculum themselves) will be interested in its content and the opportunity can be used to discuss with them how they can work with schools to promote children’s knowledge, skills and understanding. Where schools have provided this service, it has been valued by parents and guardians, who are often unsure of what they can do to prevent children misusing substances.

A sample letter to parents and guardians is provided in each level of the Walk Tall Programme. These outline the Programme’s aims and themes and may be useful for schools that are implementing the Programme.
Role of the Home in SPHE

Parental concerns in relation to substance misuse prevention are often articulated when they initially hear about the implementation of the Walk Tall Programme in a school. Some parents may view substance misuse as the use of illegal drugs. It is important to underline that the first drugs that children may misuse are generally alcohol and nicotine. Surveys of parents highlight the seriousness with which parents view under-age drinking, and the consequences it can have for the young person. It is important to stress to parents and guardians that, as the primary educators, they are in a strong position to influence children’s attitudes to drugs. Recent studies also identify protective factors associated with good parenting. These include strategies such as monitoring social activity (particularly evening social activity), and rule-setting, both inside and outside the home (Brand, 2009). If young people feel that their parents or guardians are knowledgeable about what they are doing socially, this deters them in many instances from engaging with substance misuse.

The addition of lessons to cover the Growing and Changing strand unit in the SPHE Curriculum will provide further opportunities to engage with parents and guardians, and may facilitate discussion in children’s homes about the physical and emotional changes at the onset of puberty and how to manage these in a positive way.

Parents/guardians should be encouraged to talk to their children about the work they are doing throughout the Walk Tall Programme – indeed many parents and guardians will welcome the opportunity provided by the Programme for discussion around these issues. A sample letter outlining the themes covered in the Programme is included at the beginning of each level of the Programme. These letters provide a valuable means of engaging parents and guardians in the work that is being undertaken in school. In addition, there are sample letters around specific themes provided at some levels, and the teacher can choose to use these at their discretion.

A generic sample letter for parents is also provided at the end of this Introduction which teachers can use if they wish to communicate with parents and guardians about a particular topic or activity. This can be amended or adapted as necessary.

In a number of lessons, reference is made to children talking with their ‘safe person’ or ‘trusted adult’. In most instances, this will be somebody with whom they are living in their own homes. This kind of discussion is to be encouraged.

Role of the Teacher in SPHE

Most teachers have undergone pre-service education or in-career inputs on the principles and philosophy underpinning the SPHE Curriculum, within which Walk Tall is an official DES Programme. The SPHE Teacher Guidelines (1999: 55) stress the teacher’s role is as ‘a guide, a facilitator and a resource, providing a variety of appropriate opportunities for children to engage in their own learning’. The content objectives of the SPHE Curriculum are written in a format that underlines this enabling role of the teacher. That teachers have taken this role on board can be seen in the reviews of the SPHE Curriculum (1999) conducted by the National Council for Curriculum and Assessment (NCCA) in 2008 and the Inspectorate (2009). Both reviews point out that the role of facilitator is one that requires key skills of teachers, particularly in relation to facilitating discussion.

Prendiville (2004) describes facilitation as enabling and empowering. Tasks are carried out in a process ‘which allows the individuals/group reach their decision/set their goal/learn a skill’ (Prendiville, 2004: 13). The following may be helpful pointers to creating and maintaining a facilitative learning environment for children:
• Safety
When working with class groups it is important that the children feel secure in order to maximise their participation and learning. Many teachers establish ground rules to help in this regard. Common ones are: ‘no put-downs’, ‘no names mentioned in a negative way’, ‘listen when someone is speaking’, ‘we can choose to speak or not’. Teachers are recommended to only implement rules that can be monitored in the classroom. More problematic rules (such as confidentiality) are not deemed appropriate for classroom settings, for a variety of reasons, including the reality that they cannot be guaranteed. Privacy of the child (and their family) is a right that is specifically mentioned in the SPHE Teacher Guidelines (1999: 14). This should be balanced with the desirability of encouraging children to take part in active learning activities such as circle time and drama, while upholding their right to choose to participate or not.

• Using Different Approaches
While the research linking effective teaching and learning styles is challenged by some (for example, Scott, 2010), it makes sense that using different approaches will allow for greater enjoyment and engagement. With this in mind, subsequent sections outline the varied methods used in the Walk Tall Programme to capture children’s interests and make the learning enjoyable.

• Relationship Building
Trust is essential in the learning context, both in terms of participants trusting the teacher to be consistent, for example, but also the teacher trusting that the children can indeed help each other to learn if the right conditions are created. Children also need to trust that their classmates will respect their contributions. This requires that issues of inappropriate behaviour, safety and security are dealt with. It may take some time for children to learn the skills and specific rules around listening, and respect will be helpful, as will modelling of appropriate behaviours by the teacher.

Active Learning
The SPHE Teacher Guidelines (1999) stress the importance of active learning when working with children. This is advocated to maximise the transfer of learning so that they are ‘able to use what they have learned in a variety of situations’ (SPHE Teacher Guidelines 1999: 5). Through active learning it is hoped that children will ‘take increasing ownership of and responsibility for their own learning.’ The importance of adult mediation in learning is stressed by Vygotsky (1962), who suggested that, with assistance, children can perform at a higher level than if left to their own devices. He called this the zone of proximal development. Teachers, as mediators of children’s learning, scaffold the learning in such a way so as to facilitate children to progress from one level of learning to the next. Effective feedback also accelerates children’s learning (Scott, 2010), and allows the children to assess their own learning before moving on to the next level.

As has been outlined earlier, the role of the teacher is significant in active learning strategies such as those advocated in the Walk Tall Programme. The following sections give a short description of each of the main methods used in the Walk Tall Programme, with reference to particular lessons in the classroom materials.

Circle Work
Circle work is a group listening system where children or adults sit in a circle to discuss issues, feelings and opinions in a structured and democratic way (this is also called circle time). In Mosley (1996, 1998), it is suggested that regular circle work can:

- enhance children’s self-esteem in the classroom setting
- promote positive behaviour in classrooms and schools
- give children practice in social skills
- promote collective responsibility for classroom climate
- allow children to explore feelings in a safe environment.
Typically, children or adults sit on chairs or cushions in a circle, which facilitates making eye contact. The circle formation is also symbolic of the equality and democracy inherent in circle work. A listening stick or object is often used to emphasise the need for good listening skills. Many of the discussion activities in the Walk Tall Programme could be explored through circle work. See Quality Circle Time (1996) and More Quality Circle Time (1998) by Jenny Mosley for ideas and advice. A typical circle work session would have some or all of the following activities:

- games/icebreakers
- rounds
- open forum/discussion
- celebration
- closing activities/visualisations.

Teachers will plan their circle work sessions taking into account the age, experience and capabilities of the children. Ideas for circle work are provided throughout the Walk Tall Programme at each level. In addition, the DVD Circle Work, developed by the Walk Tall Support Service and available from the Professional Development Service for Teachers, provides general guidance on using circle work in the classroom context.

Cooperative Games
Games can be used to foster competitive or cooperative behaviours. In the classroom materials, the emphasis is on cooperative games, where there are no winners or losers.

There are numerous reasons for using games, some of which are:

- as a warm up or to raise energy levels in the group, or to restore a sense of calm and allow children to wind-down
- to introduce or explore particular topics
- to create an atmosphere of cooperation in the class
- to provide a simulated experience of a particular skill.

A number of games can be found throughout the Walk Tall Materials at different class levels (Bear Hugs in Junior Infants Unit 1 Lesson 7, Non-competitive Simon Says in 3rd Class, Unit 1 Lesson 3, the Birthday Line game in 5th Class, Unit 8 Lesson 2). Some games lend themselves to frequent use by the teacher, while others may be ‘once-off’ exercises to introduce a particular topic. Initially, children may find it hard to adjust to non-competitive games, but experience suggests that, in the long term, they may help to increase confidence and foster good relations in a classroom.

Drama - Role Play
Role play is a simulation of real-life situations in a controlled and safe environment. It has a number of advantages as a teaching technique:

- children or adults can simulate challenges and experiences that confront them, anticipate how they will handle them, and explore different ways of managing the same situation
- multiple viewpoints can be explored and appreciated
- for some children, acting out is easier than explaining what they might do in a given situation
- it can be an active and enjoyable way of learning.

When using role plays from the Walk Tall Programme, the following framework may be helpful:

1. Give information to participants
Some type of warm up activity or trust game is useful for setting the right atmosphere. Tell the participants what is going to happen, work out safeguards (ground rules), decide who takes part and how, emphasise that there is no ‘right way’, and allow for opting out.

2. Run the role play
This involves distributing the roles, giving reminders of ground rules,
outlining the role of the observers or audience, sorting out costumes and role cards if necessary. With those who have had little role play experience it may be useful to introduce it gradually, for example, starting with mime of facial expressions, then gestures, leading to whole body movement and then taking on of roles.

3. **Stop the role play**
   It may not be necessary to go to the end of the role play. The teacher or participants may stop the role play. It is useful to agree a clear signal to end it in advance.

4. **De-role the players**
   This should take place before the processing or discussion phase. It could be done by moving players around, allowing them to become 'present' by introducing their real self to the group (i.e. my name is and I live in... or my name is and I'm not like... because...), or by removing a badge or physical sign of their role.

5. **Process**
   Discussion can take place after the role play:
   - What happened?
   - How did you feel?
   - What might have happened?

The process or discussion stage is a very important part of the role play. It is where children's experiences, awareness and learning can be teased out and enhanced. This processing may lead to alternative role plays. Observers may be asked to give feedback using ground rules worked out in advance to protect players, for example, not confusing the person with their role.

It should be remembered that participants who have not had previous experience of role play might have anxieties about participation. A gradual, non-threatening approach is advised (see 2. above) where children are introduced incrementally to role play and encouraged, not forced, to participate.

The power of role play should not be underestimated, and teachers may find it helpful to follow the role plays provided in the classroom materials before adopting an experimental or improvisational approach to their use.

Other drama techniques used in the Walk Tall Programme include 'teacher in role' and 'conscience alley'.

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**Drama - Teacher in Role**

The teacher in role as leader, expert or group member may move the role play or drama along from within the drama. The taking on of a role may be supported by some simple props (for example, a particular hat) and allows the teacher to model positive participation in the role play or drama. The teacher in role can also ask clarifying questions to move the drama or role play along if children are stuck. It is important to remember that it is the children who make the final decision as to where the role play or drama will go. See 6th Class, Unit 6 Lesson 5 for an example of the use of 'teacher in role'.

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**Drama**

**Conscience Alley or Thought Tunnel**

This is a useful technique where a moral dilemma arises, or where there are conflicting views on what a particular character or child should do in a drama or real-life situation. Two lines of children are formed which take opposing views of a particular dilemma or choice to be made. One child volunteers to be the character in the dilemma and walks down the tunnel made by the two lines, with children in both lines trying to influence the character's decision by giving reasons why they should choose a particular option. The character may then decide on a particular option based on what they have heard in the tunnel. An example of this technique is found in the Walk Tall materials in 6th Class (Unit 9 Lesson 4), which teachers might like to read if they wish to use the technique in other lessons.
**Visualisations**

Visualisations have been likened to 'journeys of the imagination' where past, future or imaginary events can be recalled or created. In the Walk Tall Materials there are some guided visualisations where the teacher invites the children on an imaginary journey using a prepared script (see, for example, 4th Class, Unit 7 Lesson 3).

Visualisation is a teaching strategy that can be used to:

- explore fears or anxieties in a non-threatening way
- create a vision of what we want to achieve to help commit ourselves more fully to goals
- prepare for stressful or challenging situations by imagining our success in advance
- increase self-awareness and maintain self-esteem by visualising past successes
- open or close a session by creating a sense of calm and relaxation.

Visualisations need to take place in a relaxed, interruption-free environment, which is not always easy to achieve in classrooms. For guided visualisations, the teacher needs to be familiar with the script and deliver it in a clear, calm voice. When closing a visualisation exercise, give the children time to gently 'come back' to the present. Sometimes it's helpful to count from five to one to signal the end of the visualisation, and to allow children to make eye contact with other children before moving on.

**Group Work**

Children work in pairs or groups in many of the lessons in the Walk Tall Programme. This is to allow for their full participation, and it may promote particular skills such as cooperation, chairing, note-taking, time-keeping and reporting.

Group work can be used for:

- creative sharing and generation of ideas

- promoting particular skills such as cooperation, collaboration or communication skills

- particular activities which lend themselves to group work.

Group work can be structured or unstructured. Groups can be formed randomly, be self-selected or teacher-selected. For development of social skills (and variety), it is recommended that group membership be changed from time to time. It is often useful to start work in pairs, then have pairs join together to form fours, and so on. Ground rules may need to be worked out in advance. Tasks should be clear, well-defined, and timed where appropriate. It may help to have specific roles in the group task, for example, reporter. Sometimes it is useful to record the outcome of the discussions. The classroom materials contain a multitude of ways of conducting group work with children. The DVD *What is a Drug?* which was developed by the Walk Tall Support Service, models the use of group work in a senior class setting and may provide ideas for teachers who wish to use this approach in their teaching.

**Cross-curricular Links**

As can be seen from the list of active learning methods, the Walk Tall Programme lends itself to integration with other curriculum areas. Role play and mime activities underline its links with arts curricula such as drama. Discussion, circle time and group work are all useful in language development, while the use of games links to the PE curriculum. Each lesson details cross-curricular links. All lessons link with strands in the English Curriculum, emphasising the Walk Tall Programme's significant contribution to oral and literacy skills.

**Assessment**

The *SPHE Teacher Guidelines* (1999: 27) underline that assessment 'is as essential to SPHE as it is to any other subject'. Assessment can be formative or summative. Formative assessment, either by tests or observations, is useful when
trying to tailor programmes such as Walk Tall to suit individual and group needs. Summative assessment allows teachers to evaluate what the child or children have learned after a particular lesson, unit, or year’s work.

Recent reviews of the implementation of the SPHE Curriculum by both the NCCA (2008) and the Inspectorate (2009) point to reluctance on the part of teachers to assess in this area because of the sensitive nature of the some of the content and a perception that a longer-term view needs to be taken of its benefits. The Inspectorate Report (2009: 65) identified teacher questioning and observation as the main assessment strategies, and they recommend that teachers record their findings systematically and focus on the 'aspects of the SPHE programme that can be realistically assessed during the pupil's time in school'.

With this in mind, the Walk Tall Programme recommends that teachers focus on the skills, attitudes and knowledge that are contained in the materials at each class level. A number of assessment approaches can be used, including the following:

- teacher observation
- teacher-designed tasks and tests
- projects and folders
- feedback from parents.

Teacher observation is probably the most effective way of assessing attitudes and skills development. Teachers are constantly observing children in and out of the classroom. This can be done informally, for example, while children are engaged in a group task, to assess levels of cooperation and participation. It may also help to pinpoint difficulties that a child or group of children might have with some methods in the classroom materials. A simple observation schedule can help to focus the observation and facilitate a written record of key observations. This might include the following pointers for observation of an individual child:

- engagement with other children
- engagement with the task
- ability to keep a focus.

Teacher-designed tasks and tests are particularly useful for assessing the knowledge and skills children have gained through the Programme. The classroom materials include some examples of quizzes to assess knowledge. A specific task (role play for example) could be set up from time to time to assess a skill such as assertiveness or conflict management.

Project work, SPHE folders or copies, and classroom displays, as suggested in the classroom materials, can complement both the teacher’s observations and the tests and tasks mentioned above. Having a dedicated folder or copy for children’s work can be a very useful way of monitoring and assessing what has been learned on an on-going basis. This also provides a record of progress written in the child’s own hand, which can be a useful basis both for the child’s own self-evaluation and for dialogue with parents and guardians, or with other professionals if necessary.

Feedback from parents and guardians happens informally in many schools, particularly with the younger children where their parents or guardians may be in the school more frequently than when the children get older. Parent teacher meetings may facilitate more structured feedback from parents which teachers can use to tailor the Programme to individual needs. It is a significant help if parents and guardians are aware of the aims of the Programme so that they can identify where the strengths of their child are, and where additional experiences and learning might be needed.

Finally, it is suggested in the SPHE Teacher Guidelines (1999) that children are encouraged to self-assess. This can only happen if the children are aware of the aims and goals of lessons and schemes of work. Self-assessment could be a source of satisfaction for children,
and may help to promote responsibility, motivation and independence.

Approaches to Substance Misuse Prevention

While there are many drugs problems, which can be associated with a variety of factors (including deprivation and relationships within the family, among other things), the focus in primary schools is on educating young people about the dangers of the misuse of the more common drugs, in particular alcohol and nicotine. These are generally the first drugs young people experiment with. They are readily available and used in many homes and communities, and early use is sometimes a predictor of problematic drug use at a later stage, although this is not inevitable.

In substance misuse prevention education, a number of school-based approaches are used. These are categorised by Morgan (2001) as follows:

- knowledge and information
- fearful messages
- general self-esteem and values clarification
- social influences.

In a wide-ranging review of substance misuse prevention approaches, Morgan (2001: 65) concludes that there should be ‘a continuation of approaches that emphasise personal and social development, stressing social skills and decision-making’, and that these approaches should be delivered in the context of active learning by participants. The use of fearful messages is specifically mentioned as not appropriate. This is reinforced in DES Circular 0022/2010, where it states that ‘information that induces fear, and exaggerates negative consequences, is inappropriate and counterproductive’.

This Circular also lists ‘sensationalist interventions’, ‘testimonials’ and ‘normalising young people’s risky behaviour’ as other unhelpful approaches. The importance of age-appropriate interventions and the ineffectiveness of ‘once-off/short term interventions’ are also emphasised. Of most interest in both Morgan (2001) and the DES Circular 0022/2010 is the underlining of the importance of the role of the class teacher in delivery of substance misuse prevention programmes.

Where, then, does the Walk Tall Programme fit in the context of these approaches? The Programme combines skills, knowledge, values and attitudes in an age-appropriate, developmental set of materials which is both practical and comprehensive. As seen earlier, the content is delivered through a variety of active learning strategies, all of which facilitate engagement and enjoyment by pupils. Detailed lesson plans are provided to support the class teacher in the delivery of the Programme. The Programme now covers all aspects of the SPHE curriculum, making it the most comprehensive programme available to schools at this time.

However, while the approach outlined in Walk Tall is in line with best practice, this in itself does not guarantee success in the school setting. Morgan (2001) cited a number of reasons why substance misuse prevention programmes fail. Among these, ineffective implementation (such as inconsistency across levels), unrealistic expectations, and environmental and cultural factors need to be considered by schools. A programme will not benefit children if it sits on shelves, nor will sporadic implementation facilitate the development of skills, values, and attitudes which might help to counter individual difficulties, negativity in the environment, or the culture of a group of children. Furthermore, while it might be desirable to aspire towards a drug-free environment, it is much more helpful to focus on delaying the age at which children begin experimentation, particularly in relation to alcohol and nicotine. This is a primary aim of substance misuse prevention education and the Walk Tall Programme.
In tandem with the Programme, a number of DES and Walk Tall publications will assist schools and teachers in their implementation of the Programme. These include books such as:

- **Understanding Substances and Substance Use: A Handbook for Teachers** which provides details on drugs and related issues

- **Best Practice Guidelines in Substance Misuse Prevention Education** which provides information to Boards of Management, school principals and teachers on best practice in the delivery of substance misuse prevention education in primary schools and on related issues.

The new Walk Tall Programme still has a substance misuse prevention focus, but it is now a comprehensive SPHE resource which, it is hoped, will become the programme of choice in many Irish primary schools.

**Conclusion**

The importance of schools in facilitating children’s acquisition of skills, values and attitudes such as those outlined in the SPHE curriculum is acknowledged in the development of school-based programmes such as Walk Tall. It is hoped that this new edition of Walk Tall will be positively received and implemented in primary schools and will enable young people to make positive lifestyle choices and to take their place as healthy and active citizens of the 21st Century.
REFERENCES

Best Practice Guidelines in Substance Misuse Prevention


Circle Work (DVD). Walk Tall Support Service (now within PDST)


REFERENCES


What is a Drug? (DVD). Walk Tall Support Service (now within PDST).
Date ______________

Dear Parent/Guardian,

We are beginning a programme called **Walk Tall** over the coming weeks. This programme is part of the Social, Personal and Health Education (SPHE) curriculum. It will support teachers in developing children's personal, emotional, social and health knowledge and skills. One of the main aims of this particular programme is substance (drugs, legal and illegal) misuse prevention. It also aims to give children confidence in themselves and the skills and knowledge to make healthy choices. The emphasis is on helping children to develop life skills that will serve them well over time.

**The themes covered at this level are:**
- Self-identity
- Taking Care of My Body
- Growing and Changing
- Keeping Safe
- Myself and Others
- Media
- Celebrating our Learning

As parents and teachers cannot be with children all the time, children will need to become increasingly independent and manage the challenges of their lives in modern society, particularly as they grow older. At the end of the programme, we anticipate that children will be better equipped to deal with any difficult situations they may face in the future.

You may be asked to participate in your child’s learning as we work through the various activities in the programme, for example, by providing photographs, information or materials for art work. You may also wish to discuss the content of particular lessons in the programme with your child from time to time. Your interest, support, cooperation and participation in your child’s learning and development will contribute to achieving the aims of the programme.

A copy of the materials being used is available for viewing if you wish. If you have any questions, please feel free to discuss these with me.

Thank you for your cooperation.

____________________________
Class Teacher
INTRODUCTION TO THE UNIT
This unit builds children’s sense of self and also explores the similarities and differences between peers. In the first lesson, the children spend some time reflecting on their names and how each name is unique to them, for different reasons.

This is followed by a lesson which celebrates our diverse abilities and talents. Sharing information about favourite objects allows children to develop a sense of belonging. Good listening is emphasised as a way of enhancing communication skills, self-esteem and helping children to feel part of the class group. While we are all unique, we also share a lot in common with each other. In the culturally diverse classrooms of today these lessons foster belonging and awareness of commonality and difference in a positive way.

In this unit and other units in First Class a method of dividing children into pairs called fair pairs is used. This method is to ensure that pairing is done on a random basis to maximise children’s opportunities to interact with as many of their classmates as possible and to minimise any tendency for children to interact only with familiar classmates.

Cards to facilitate the fair pair method are contained in Appendix 1 at the end of this manual.

TEACHER’S NOTE
The final unit in these materials is a celebration of children’s learning.

It would be very helpful to record this learning as is suggested in the units, and to keep the children’s work in a safe place for use at the celebration.
LESSON 1
MY NAME

CORE CONCEPT
Understanding the stories and traditions behind a child’s name can contribute to a developing sense of identity and self-esteem.

SPHE CURRICULUM

Strand: Myself and Others
Strand Unit: My friends and other people

Content Objective
Know how to treat people with dignity and respect.

Strand: Myself and the wider world
Strand Unit: Developing citizenship My school community

Content Objective
Engage in group activities in the class and learn how to share, cooperate, listen to, work and play together.

INTEGRATION

English
Strand: Competence and confidence in using language
Strand Unit: Oral

TEACHER’S NOTE
Sending home for simple background information on each child’s name may be helpful for this lesson, as not all children are familiar with the history of their names. A letter home would also be useful to inform parents or guardian of the work in this unit - see sample letter in the General Introduction to the classroom manual which can be adapted as appropriate. In culturally diverse classrooms, affirming and researching a child’s name helps build a sense of self-esteem and belonging.

You could also prepare an information bank on names in the class using www.behindthename.com which has a comprehensive list of names, meanings and pronunciations in most languages.

Children with EAL and SEN may need extra support in Circle Work.

This lesson could be done at the start of the new school year.

RESOURCES
- A4 or A3 paper
- Selection of Art materials, including glue stick
- Collection of appropriate magazines (for images)
- Speaking Object
- Bean Bag

PROCEDURE AT A GLANCE
- Warm up Activity
- Game
- Circle Work
- Art Activity
- Reflection
Warm up Activity
If the children know each other’s names already, they can stand or sit in a circle and throw or pass the bean bag to each other, calling each other by name as they do so. If they are unfamiliar with each other’s names, each child can call out their name first, and then throw the bean bag. Ensure each child is included in the game and gets a chance to both throw or pass and catch the bean bag.

Game: My Neighbours
In the next round, children must say the name of their neighbours to the left first and then right before passing the bean bag to another person in the circle. Continue the game until each child has had a turn at naming their neighbours and each child has had the beanbag passed to them.

Circle Work
If this is the first circle work the children have done since last term, ask them to suggest one or two simple rules, for example, the person with the speaking object is the speaker and people in the circle are the listeners. Record these on the IWB or on a sheet of paper for display in classroom. Tell the children:
- We are going to tell stories we know about our names, but not everyone has to tell a story if they don’t want to, they could just say their name out loud and proud.

You can introduce the round by modelling:
- My name is John/Mary Hogan and I was called after my grandfather/grandmother; or my surname is a Dublin name.

You then pass on the speaking object to the child seated next to you, or you could give the speaking object to an eager child to start the process. Continue until everyone has had the speaking object.

Art Activity
The children can now write or make a collage of their names and decorate them using the art materials. If the children wish, some or all of these could be displayed in the classroom. They might make a diversity wall by designing their names on similarly-shaped paper ‘bricks’ and the bricks could be displayed as a wall. A wall is solid and all bricks have to be together for it to work. Explain to the children that we all need to help each other for the class to work.

The names could be used later to decorate a folder in which the child’s Walk Tall/SPHE work for the year could be kept.

Reflection
The children can present their artwork to the class and you can ask open-ended questions to assess learning and participation, for example:
- What was the most important thing you think we learned today?
- Did anyone find out anything very interesting today?
- What was the most enjoyable thing we did in Walk Tall/SPHE today?
I AM GOOD AT LOTS OF THINGS

CORE CONCEPT
Everyone has diverse abilities and talents and awareness of them will help children develop a positive sense of identity.

SPHE CURRICULUM
- **Strand:** Myself
  - **Strand Unit:** Self-identity
  - **Self-awareness**

**Content Objective**
Develop an appreciation of and talk about personal strengths, abilities and characteristics.

**Strand Unit:** Growing and changing
- *As I grow I change*

**Content Objective**
Realise that growth takes place in many different ways and is unique to each individual.

**Strand:** Myself and others
- **Strand Unit:** Relating to others

**Content Objective**
Listen, hear and respond to what is being said by others.

INTEGRATION
- **English**
  - **Strand:** Competence and confidence in using language
  - **Strand Unit:** Oral

- **SESE: History**
  - **Strand:** Myself and my family
  - **Strand Unit:** Myself

TEACHER’S NOTE
Some children may not be able to identify things that they are talented at or good at. The teacher should be prepared to help each child and encourage other children to name a talent.

Depending on the level of ability and of discussion arising in the class, this lesson could be done over two sessions.

RESOURCES
- Bean Bag
- Speaking Object
- Poem
- Drawing Materials

PROCEDURE AT A GLANCE
- Circle Work
- Thoughtshower
- Poem
- Art Activity
- Reflection
**Circle Work**

Seat the children in a circle. Tell them they are going to think about the person on their right hand side. Check all children are familiar with their right hand. Tell the children they are going to think of something that person is good at - it could be something in school, or making friends, or being helpful to people at school or at home.

The teacher could start by modelling:

- *The person to my right is Pradeep. I think Pradeep is good at singing.*

Continue until all children have had the speaking object.

**Thought shower**

In the circle, tell the children they are going to think about all the new things they have learned since they started school, what might seem a long time ago now, in Junior Infants. Tell them that new things that we can do are called ‘skills’. Tell the children they can name any new skill at all, it could be a skill they use at home or at school or playing with their friends. An example could be:

- *When I started school, I didn’t know how to write my name, now I can write my name and my surname…*

or:

- *When I started in school I only knew how to say ‘hello’ in one language, now I know how to say ‘hello’ in lots of languages.*

Using the speaking object, encourage each child to give an example of a new skill they have acquired. Many skills the children mention will overlap. You can record the skills on a flipchart page or on the board. The list could be used later in the year when the children review further new skills acquired.

**Display**

The portraits can either be attached back-to-back and suspended from the ceiling, or displayed alongside each other.

**Poem**

Display the Poem: *Everyone Has Talents*, or distribute the poem to each child. Read the poem to the children.

**Faces**

*My best friend can make cupcakes,*  
*My sister can score goals,*  
*My neighbour speaks three languages,*  
*My cat can climb up poles,*  

*My Nan can mend a puncture,*  
*My uncle can shine cars,*  
*My brother is good at drawing,*  
*My aunt can name the stars.*

*All of these people have talents,*  
*talents I can see,*  
*But none of them have quite the same talents as me!*  

- *Audrey Devereux*

Using the speaking object or an agreed signal, ask each child, if they wish, to name something they are good or talented at, and affirm each child’s contribution.
Art Activity

Distribute some drawing materials to the children, and encourage them to draw a picture of themselves using the talent that they named or that the teacher or their friend named for them during circle work. They could write a caption under the picture, using approximate spelling, if they wish.

Reflection

Reflect on the activities in the lesson by asking the children to comment, if they wish, on anything new that they learned about themselves today.
LESSON 3
OUR FAVOURITE THINGS

CORE CONCEPT
Children experience a sense of belonging in an environment where they can talk and be listened to about themselves and their interests.

SPHE CURRICULUM
- **Strand**: Myself
- **Strand Unit**: Self-identity
  *Developing self-confidence*
- **Content Objective**: Express personal opinions and preferences and acknowledge those of others and comment on them.
- **Strand**: Myself and others
- **Strand Unit**: Relating to others
- **Content Objectives**: Distinguish between verbal and non-verbal behaviour and know how they are used in performing social functions. Listen, hear and respond to what is being said by others.

INTEGRATION
- **English**
  - **Strand**: Competence and confidence in using language
  - **Strand Unit**: Oral

TEACHER’S NOTE
A note could be sent home when looking for favourite objects for this lesson (see sample parent letter in the General Introduction). Be conscious of any children with EAL needs when sending a note home, as a translation may be necessary.

Be aware that eye contact may be difficult for children from some cultural backgrounds and for children with SEN.

RESOURCES
- Favourite Objects (Option 1)
- Bell or Chime
- Fair Pairs Picture Cards (Appendix 1)
- Large flipchart page, or permanent method of recording thoughtshower (for example, IWB)

PROCEDURE AT A GLANCE
- Thoughtshower
- Game
- Pair Work
- Circle Work
- Reflection
Thought shower
On a large piece of paper, or on the IWB, write down the following:
- *I am really listening when…*

Ask the children to give an example of when someone was really listening to them or to choose a time when they knew they were listening to someone. Accept all children’s suggestions and record them on the paper or IWB.

Game
Tell the children that they are going to play a game to show how well they can listen. It’s a little bit like musical statues. They have to move round the room any way they like, but must listen for the bell. When they hear it, they must freeze and show the teacher that they are listening by looking, as really good listeners always look at the person who is talking. Encourage them to make eye contact with you when the bell rings. Play the game with the children, highlighting any particularly good listeners.

Pair Work
Divide the children into pairs by using fair pairs picture cards. Once in pairs, tell the children to get their favourite object (Option 1) or to think about three things they can say about their favourite place, hobby or TV programme (Option 2).

Give the children examples of sentence starters, for example:
- *My object or place is special because…*
- *I have had it since…*
- *I keep this object in my…*
- *The thing I like best about this object or game, toy or place is…*

When they hear the bell or chime, the child with the number 1 on their card will begin to tell their partner three things about their object or place. When they hear the bell a second time the child with number 2 on their card will begin to tell their partner three things about their object or place. Noise levels will rise, but as long as the children are on task, listening and talking in pairs about their objects or places, this is to be encouraged.

Circle Work
Sitting in a circle, encourage the pairs to sit beside each other, although this is not absolutely necessary. Using the speaking object, ask each of the children to say one thing they learned about their partner’s object (option 1), their favourite place or TV programme (option 2).

When the children have spoken, compliment them on their good listening skills as appropriate. Ask the children which they enjoyed most, speaking or listening and why. Ask them which they feel is the most important skill, listening or speaking and ask them to give reasons for their view.

Help the children to see that both listening and speaking are very important social functions that they will continue to use to learn and to make friends throughout their lives.
Reflection
Ask the children what was the thing they liked best about being listened to by their partner.

Extension
Option 1
The children could share a ‘freeplay’ time, using their favourite objects with their partner or in small groups.

Option 2
The children could draw a picture of themselves playing with their favourite objects, or in their favourite place.
LESSON 4
ALIKE AND DIFFERENT

CORE CONCEPT
Everyone is unique, as a person, but we all have many things in common. This is an important concept in promoting empathy.

SPHE CURRICULUM
Strand: Myself
Strand Unit: Self Identity
Self-Awareness

Content Objective
Recognise and appreciate the similarities and differences between people.

Strand: Myself and Others
Strand Unit: My Friends and Other People

Content Objective
Know how to treat people with dignity and respect.

INTEGRATION
Maths
Strand: Data
Strand Unit: Representing and interpreting data

English
Strand: Competence and confidence in using language
Strand Unit: Oral

PE
Strand: Games
Strand Unit: Understanding and appreciation of games

TEACHER’S NOTE
Younger children may not notice diversity in skin colour, accent, or disability, or alternatively, they may be very aware of it. Ensure that any diversity is referred to in a respectful manner. For example, if a child says: Raffi can’t walk like us, respond positively to what the child has said by saying: That’s right, Raffi uses his wheelchair to move around.

Children with EAL and SEN may need extra support.

This lesson could be done over two lessons.

If the school doesn’t have a parachute, the teacher could just call the children into the middle of the circle.

RESOURCES
• Bean Bag
• Fair Pairs Picture Cards (Appendix 1)
• Activity Sheet

PROCEDURE AT A GLANCE
• Circle Work
• Game
• Activity Sheet
• Reflection
Circle Work

Organise the children in a circle and tell them they are going to see if they can say who is like them in some way. The teacher can start off by modelling, for example:

- Lara, I am like you because you and I have long hair.

Then throw the bean bag to Lara who says:

- Nirvan, I am like you because you and I can speak another language.

Continue until all the children who wish to take part have had an opportunity.

Congratulate the children on their observations and listening skills.

Game

The children sit or stand in a circle. Begin by explaining:

- We have been talking about our names and about some special things that we all have. Today we are going to look and see what we have in common. There are people in the class who are like me in some ways. For example, John and Sarah have both got black hair like mine. So we are alike in that way. I am different to the rest of you in that way. I am wearing runners today, so in that way I am like most of you, but I am different to Peter and Sandra. I know that Mary has three sisters and so have I, so that makes us alike. I was born very far away from here and that makes me different to most of you. Let’s see if we can find some groups of people who have things in common.

Invite two children to stand in the middle of the circle. Ask them to name two ways in which they are the same and two ways in which they are different. (The other children can help if they are stuck.) The children can then move or skip around and, on a signal (clap, whistle, or music) pick a partner at random. With this partner, they name one similarity and one difference.

Then stand in the middle of the circle and continues the game by saying:

- I have brown hair; any children with brown hair come into the circle with me!

You could then say:

- I have brown hair and brown eyes. Everyone with brown hair and brown eyes come into the circle with me.

Then say:

- Some of us have brown hair and some of us have brown hair and brown eyes - we are alike and we are different.

Ask the children

- Did everyone who had brown hair stay in the middle of the circle?

Not everyone stayed because while the group had brown hair, not all of them had brown eyes too. The game can be extended by saying:

- Anyone with blue/black/brown shoes come into the middle of the circle
- Anyone with a pet at home
- Anyone who likes salami
- Anyone who can speak another language ..... 

You can adjust the criteria or children can suggest criteria themselves.

Acknowledge any children who show they are listening.
**Activity Sheet: Alike and Different**

Tell the children they are ready to be ‘Reporters,’ reporting on how the class are alike and different in lots of ways. Using the Fair Pair Cards, allow the children to pair off with an Activity Sheet: Alike and Different each. Tell them they have 5 minutes to be ‘Reporters’, gathering information about their partner.

**Conclusion**

On completion of their activity sheet, each pair can report back to the class on some things they learned about their partner (with their partner’s agreement).

With each child’s permission, the activity sheets could be displayed in the class in the SPHE or English Area, or in the hall or assembly area where parents and visitors could see them.
Alike and Different

<table>
<thead>
<tr>
<th>Your Name:</th>
<th>Partner’s Name:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>My Favourite</th>
<th>Your Favourite</th>
<th>Alike or Different?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Colour</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Toy</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Music</strong></td>
<td></td>
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<td><strong>T.V. Show</strong></td>
<td></td>
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<tr>
<td><strong>Language</strong></td>
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</tr>
</tbody>
</table>
UNIT TWO
TAking Care of My Body

STRAND  MYSELF
Strand Units  Taking care of my body
Knowing about my body
Food and Nutrition
Growing and changing
New life

INTRODUCTION TO THE UNIT
In these lessons children first of all explore the life cycle, and discuss what is required to grow and develop as a human. Birth and end of life are presented through the children’s own experiences, and in story. It is important that children learn the appropriate vocabulary for discussing aspects of life related to sexuality, growing up and their bodies’ physical changes so that they can communicate confidently about themselves. For First and Second classes, the following terms in relation to this aspect of the curriculum are contained in the SPHE Curriculum Guidelines (1999).

My Body
How my body works. Name and identify external parts of the male and female body and their associated function.

Navel
The proper name for the part of the body where a baby was joined to their mother before being born.

Penis
The proper name for the part of a body of a boy that passes urine.

Urethra
The proper name for the part of the body of a girl that passes urine.

Vagina
Opening where a baby leaves a mother’s womb.

Vulva
The vulva is external and is the correct name for the opening of the vagina which is internal.

New Life
Caring for a new born baby. A baby grows in the mother’s womb until ready to be born.

In Lesson 2, children define what ‘being healthy’ means. They also learn about healthy choices and balance in eating and drinking. The importance of different food groups is highlighted. The role of good hygiene in staying healthy is explored, particularly in relation to washing hands and cleaning teeth properly. Children are encouraged to show creativity in designing posters with specific health messages for their class.

LESSONS IN THIS UNIT
Lesson 1
All Shiny and New
Lesson 2
What Does Healthy Mean?
Lesson 3
Types of Food We Need to be Healthy
Lesson 4
Being Clean Helps Us to be Healthy
CORE CONCEPT
Young children have an innate capacity for curiosity and caring which can be nurtured in this lesson.

SPHE CURRICULUM
- **Strand:** Myself
- **Strand Unit:** Growing and changing
  - New Life

Content Objectives
- Begin to understand that reproduction, birth, life, growth and death are all part of a life cycle.
- Appreciate what is necessary in order to provide and care for new-born babies in both the animal and human world.
- Realise the various roles parents and other family members have in providing for new-born babies.

INTEGRATION
- **English**
  - **Strand:** Receptiveness to language
  - Competence and confidence in using language
  - Developing cognitive abilities through language
  - Emotional and imaginative development through language
  - **Strand Units:** Oral
  - Writing
  - Arts Education - Drama
    - **Strand:** Drama to explore feelings, knowledge and ideas, leading to understanding
    - **Strand Units:** Exploring and making drama
    - Reflecting on drama

TEACHER’S NOTE
Teachers can find additional materials in the RSE programme available at [http://www.pdst.ie/node/811](http://www.pdst.ie/node/811)

Each school will have an RSE Policy which will give guidance on what terminology to use for body parts in the various classes and should make clear the teacher’s role when opportunities to clarify language arise informally in class or the school yard.

Depending on the time of year, this lesson would fit in very well with nature walks or a visit to a farm (for example).

There are many stories available that explore the life cycle of both humans and animals in a child-friendly way. Some possible choices are listed at the end of this lesson. The teacher will be in the best position to decide which, if any, are appropriate at a given time.

If children are going to be asked to bring in baby dolls and baby animal toys this will need to be flagged well in advance of this lesson.
RESOURCES

• Pictures of various young animals, babies, or plants (these could be sourced in the classroom or school or downloaded from the internet)

• Baby dolls, baby animal toys (in classroom or brought in by children) - some schools may have anatomically correct dolls which can be used

• SPHE copies or blank pages

PROCEDURE AT A GLANCE

• Discussion

• Mime

• Conclusion
**Discussion**

Explain to the children that today we are going to talk about new life. Ask:
- Does anyone have a new baby sister or brother?
- Can you remember when your new baby was born?
- What happened?
- How did you feel?
- How old is the baby now?
- What are they able to do?
- Does anyone have a new pet?
- Where did you get the pet?
- Did you get it as a baby or was it already grown?

Show the children various pictures of new babies, pets such as puppies, kittens and foals.

Continue the discussion:
- Who looks after new babies?
- How do they do that?
- What about new pets?
- What do new babies need to make them grow strong and healthy?
- Is it the same for new animals?

**Mime**

Divide children into pairs and distribute the baby dolls and/or baby toy animals (or children can use their own). Explain that they are going to mime for their partner looking after either a human baby or an animal baby - they can choose how they are going to demonstrate caring for a human or baby animal. Encourage the children to think individually about this at first, and then take turns to do their mime, with their partner trying to guess how they are caring. You can monitor the mimes and comment afterwards on the type of care displayed. If there are any obvious gaps, you could spend some time exploring these with the children - for example nutrition, sleep, exercise, play, grooming or hygiene could all be explored as aspects of caring for new life. (Note: if children suggest bathing a doll, you should emphasise the importance of an adult always being present and that children do not bathe a baby by themselves.)

**Story**

Explain to the children:
- Humans and animals grow and develop if they are well looked after or can forage for themselves. Eventually, humans and animals grow old.

Ask:
- Has anyone had a pet that grew old?
- What happened?
- Do you know any older people? Tell us about them.
- What about plants like flowers - what happens to them when they get older? Is that the same as humans or animals?

Any of the following stories would be age-appropriate for the children to explore the life cycle. They could be used over a number of weeks and might be helpful if there was a child in the class who had an experience of bereavement in the past, or if a child had a loss (such as a pet dying).
Possible Stories

The Fall of Freddie the Leaf by Leo Buscaglia (SLACK Incorporated, 1982).

Goodbye Pappa by Una Leavy and Jennifer Eachus (Orchard Picture Books, 1996).

Gentle Willow by Joyce Mills (Magination Press, 1993)

Is Cuimhin Liom Róíó by Jennifer Moore-Mallinos (Futa Fata, 2009)

Waterbugs and Dragonflies by Doris Stickney (Continuum Books, 1982)


Conclusion

The children could be encouraged to draw a picture in their SPHE copies of something they think they would be good at looking after - this could be human, animal or plant. If time permits, they could write a sentence or two about how they would look after the object they have drawn.

The children could bring home their pictures and talk to their parents or guardian about when they were babies.
LESSON 2
WHAT DOES ‘HEALTHY’ MEAN?

CORE CONCEPT
Allowing children to come to their own understanding of being healthy makes the concept of health more meaningful for them.

SPHE CURRICULUM

Strand: Myself
Strand Unit: Taking care of my body
Knowing about my body

Content Objectives
Appreciate the need and understand how to care for the body in order to keep it strong and healthy.

Realise that each individual must take some responsibility for self-care.

TEACHER’S NOTE
A letter for parents or guardian giving a brief outline of this unit’s work could be helpful. A letter which can be adapted as appropriate is provided in the General Introduction.

It is important that the children do not personalise any depiction of healthy or unhealthy people in a disrespectful way. They should be encouraged to talk in general terms during this lesson rather than about people in particular.

The teacher will need to be aware of any differently-abled children or children with SEN in the class and to gently challenge any misconceptions any children might have of associating ‘unhealthy’ with ‘differently-abled’.

INTEGRATION

English
Strand: Competence and confidence in using language
Strand Units: Oral
Writing

Arts Education - Visual Arts
Strand: Drawing
Strand Unit: Making drawings

Maths
Strand: Measures
Strand Unit: Time

Resources
• Art/drawing Materials
• Fair Pairs Picture cards (Appendix 1)

Procedure at a Glance
• Drawing Activity
• Survey/Talk and Discussion
• Make a Storyboard Diary
• Reflection
**Drawing Activity**
Remind the children of the discussion in the previous lesson about what babies need to grow and thrive. Explain that today we are going to focus on people as they get older and can begin to make choices for themselves. Give two blank pages to each child. On one page have them draw a picture of what they think a healthy person looks like. Ask them to add some words and phrases to describe things the person might do to stay healthy. Next, ask the children to use their other page and to draw a person who is not so healthy. Again, encourage them to add words and phrases to describe things the person might or might not do.

**Survey/Talk and Discussion**
When the children have completed their drawings, invite them to bring their pictures together into an open space (either floor or table) and display them. First, look at all the pictures of healthy people. As a class, discuss any similarities in the pictures, for example references to exercise, rest taken, diet (food and drink), personal hygiene, playing and friends. Use open-ended questions to encourage the children to think more deeply about all of the aspects of keeping healthy for example:
- **What does a healthy person eat?**
- **What kind of things does a healthy person like to do?**

Talk about the words or slogans that the children may have included on their pictures. Agree on the main characteristics of a healthy person. Collate these responses (as a list or perhaps as a pictogram) so that you have a record of what the class perceive to be a healthy person.

Next, look at the pictures of the not so healthy person. Discuss any similarities in the children’s responses. Collate all the pictures into two booklets called Healthy and Not so Healthy. Display these in the classroom with the characteristics of a healthy person and any healthy messages that the children may already know. Finally, ask the children to say who they think is responsible for keeping themselves healthy and discuss why. Ask them who or what can help us make good choices to stay healthy.

**Make a Storyboard Diary**
Ask the children to recall what a healthy person looks like and how they behave. Next, ask the children to think about all the healthy things they did yesterday, from the time they woke up until they went to bed. Have them record all their healthy actions in a storyboard format. Encourage them to think about all the things a healthy body needs to function well throughout the day. Elicit some examples from the children like:

- Drinking enough water
- Eating fruits and vegetables
- Drinking milk
- Eating breakfast, lunch and dinner
- Brushing teeth, showering, having a bath, washing face and hands
- Getting enough sleep
- Being active, getting exercise and moving about.
Also, encourage children to use pictures and key words or phrases for their healthy actions. Next, using the fair pair method, organise the children into pairs and have them share their storyboard work with each other. Encourage them to use the following reporting format: *I know that I am keeping myself healthy when I*...

**Reflection**

Ask the children if there is anything more they could do to keep healthy, or is there anything they might like to try to do less of, in order to keep healthy? Have each child share a healthy goal that they will try to keep. Encourage them to complete the statement: *I am going to try...* Be aware that not all children may want to be included. The healthy goals could be reviewed from time to time, and children could be encouraged to think of further healthy goals when one has been achieved.

**Extension**

The children could keep a section in a SPHE/Walk Tall copy or folder for a Healthy Diary, where each day for a week or ten days they could record examples of one healthy thing they did each day, using approximate spelling, if necessary. This activity could be done in class or as a homework activity and reviewed by parents, who could look at it with the children and sign it each day.
LESSON 3
TYPES OF FOOD WE NEED TO BE HEALTHY

CORE CONCEPT
Children need to know the many factors that contribute to a healthy lifestyle. This will help them to recognise that some of the choices they make may impact on their health and well-being.

SPHE CURRICULUM
Strand: Myself
Strand Unit: Taking care of my body
Knowing about my body

Content Objective
Appreciate the need and understand how to care for the body in order to keep it strong and healthy.

Strand Unit: Food and Nutrition

Content Objectives
Explore and discuss the different things the body can do.
Appreciate that balance, regularity and moderation are necessary in the diet.

INTEGRATION
SESE - Science
Strand: Living things
Strand Unit: Myself

English
Strand: Developing cognitive abilities through language.
Strand Unit: Oral

TEACHER'S NOTE
Be aware of any food allergies children in the class might have - this could be highlighted in a letter home at the start of the unit, as mentioned in the previous lesson.

In the days previous to the lesson, you could ask the children to name their favourite sandwich filling. They also need to be prompted to bring in some empty food containers or wrappers from food that they think helps them grow.

Children with EAL may benefit by being asked to name each foodstuff in their own language. Children with SEN may need extra support in this lesson.

RESOURCES
• Empty food packets or boxes, wrappers
• Brown or white sliced bread, butter, selection of healthy sandwich fillings for example, ham, lettuce, cheese, tomato, tuna etc.
• Plates, knives (plastic preferably), napkins.
• Visual of the Food Pyramid
• An Bord Bia website has a useful resource for this lesson http://www.fooddudes.ie/html/kids_health.html

PROCEDURE AT A GLANCE
• Sorting and Classifying
• Make a Sandwich
• Introduce your Sandwich and Eat It!
Tactile Activity

Sorting and Classifying

Ask the children if they have brought in the empty packaging of foods that they think help them grow. Provide some additional items yourself, to ensure you have samples of packaging from protein rich foods, carbohydrate rich foods and vitamin rich foods. Sort the packaging into the major food groups and tell the children about the importance of the different foods. (The vocabulary in brackets is for the teacher - you can decide if you want to use it as part of the lesson with the children.)

Inform the children of the following food facts:
- Foods that help you grow (proteins) are milk, yoghurt, cheese, eggs, fish, and meat. These foods are rich in calcium, which is needed for healthy bones and teeth.

Ask the children if they can guess where we get milk, cheese and yoghurt from? Can they name any types of meat, for example, beef, mince, bacon or rashers, chicken etc.? If they are unclear where these come from, tell them the animals we get them from.

Foods that help you to be active (carbohydrates) are bread, cereals, potatoes, rice and pasta.

Again, ask the children to name cereals and give them examples. Explain to them that these are crops we can grow in the ground.

Other foods that help you to be healthy (vitamins and minerals) are fruit and vegetables.

Again, ask the children to name fruits and vegetables, and identify what their favourite food is, or what fruit or vegetable they don’t like, and if there are any fruit or vegetables they have heard of and would like to try?

Show the children The Food Pyramid and highlight that balance, regularity and moderation are necessary in the diet. Have the children complete a round of: I need to eat food so I can...

Make a Sandwich

Ask the children what important thing they should do before preparing any food. Demonstrate washing hands before you start making the sandwich. Take some bread and talk through and demonstrate how to make your sandwich. Tell the children the bread will give you lots of energy, the ham and cheese will make you strong and the tomato has lots of vitamins. Show them how to cut the sandwich in half and place it on a plate.

Tell the children they are going to make their own sandwiches, but that they will wait until everyone is ready before eating. Divide the children into groups of 4 and distribute the sandwich materials, cutlery and napkins. Allow time for washing of hands. Encourage the children to show good manners when passing food around the table, and praise anyone who is showing good listening skills.
Introduce your Sandwich and Eat it!

Ask the children, if they wish, to say what they chose to put in their sandwich and what good thing it will do for their bodies. When the children have done this, if appropriate to your school, you could say grace or give thanks and tell everyone to enjoy eating their healthy sandwich!

Extension

If you wish, you could photograph the children at the different stages of making their sandwich and use these visuals as images for Procedural Writing: How to Make a Sandwich.
CORE CONCEPT
Children learn that having a regular hygiene routine helps to keep us healthy.

SPHE CURRICULUM
Strand: Myself
Strand Unit: Taking care of my body
Knowing about my body

Content Objectives
Develop and practise basic hygiene skills. Become aware of how infection spreads easily and the importance of adhering to a code of hygiene.

INTEGRATION
SESE: Science
Strand: Living things
Strand Unit: Myself

TEACHER'S NOTE
Visuals may be useful for children with EAL or SEN. See websites below.

RESOURCES
• Toothbrush, toothpaste and water
• Basin, water, soap and towel
• Fair Pairs Picture Cards (Appendix 1)
• Drawing/art materials
• Useful, interactive website all about preventing spread of germs
  http://symbolworld.org/articles/89-Brushing-your-Teeth

PROCEDURE AT A GLANCE
• Discussion
• Design a Poster
• Reflection
Discussion
Tell the children they are going to talk about keeping clean, and ask them how we do this.
- How do we keep our bodies clean?
- What do you know about keeping your hands clean?
- What do you know about keeping your teeth clean?
- What do you think might happen if we didn’t keep our teeth clean?
- What do you think might happen if we didn’t keep our hands clean?

Elicit as much as you can through questioning and then go through the rules for keeping hands clean and brushing teeth with children:

Hands
Ask the children to suggest rules for washing hands. The list below can be used to add to the children’s list:
- Wash your hands after using the toilet
- Wash your hands before eating
- Wash your hands after handling pets
- Wash your hands after playing outside

Ask children the reasons for washing your hands in the above situations. The following may be added as necessary:
- After using the toilet lots of germs can be on your hands, these germs can make you or other people sick.
- When we eat we often use our hands to put food into our mouths, germs that can live on hands can get into your mouth this way.

• Pets are great to have but they also carry germs on their fur and in their saliva/spit.
• Playing outside is fun, but getting hands muddy or dusty can make a good home for germs on your hands.

Tell the children they should wash their hands in warm water. If there is no warm water, then cold water will suffice.

Use any kind of soap or liquid and rub the lather or suds all over your hands, not forgetting your wrists, in between your fingers and under your nails, for about 15 seconds. If you sing ‘Happy Birthday’, while you are washing your hands, you will wash for about 15 seconds. Rinse all soap off hands and dry with a clean towel.

You could demonstrate this to the class using the basin, soap and towel or ask a child to volunteer to demonstrate.
Clean Teeth
Ask the children to suggest rules for cleaning teeth. Add in the list below as necessary:
• Brush your teeth twice a day
• Floss your teeth every day
• Brush after meals and before bed
• Eat a healthy balanced diet and avoid sugary snacks every day
• Visit your dentist twice a year
• Replace your toothbrush at least every three months.

Ask children the reasons for brushing your teeth in the above situations. The following can be added in:
• To remove plaque and keep teeth healthy
• To remove food deposits and to remove bacteria before you sleep
• Sweet sticky foods are especially harmful for teeth because they stick to the teeth and cause decay (rotting)
• A dentist or dental hygienist can remove the build-up of plaque and tartar, check for cavities (holes) and ensure that your whole mouth is healthy
• A worn toothbrush is less effective at cleaning than a new one.

Ask the children to suggest strategies that they could use at home to ensure they spend enough time brushing their teeth. Examples might include saying a poem or song in their head while brushing, using an egg timer or counting to a certain number.

The following strategy can be outlined:
• Use a pea sized amount of toothpaste on your toothbrush
• Moving the brush in little circles, brush the outside of your upper set of teeth, then the inside of your upper set of teeth, then the biting surfaces
• Brush the outside of the lower set of teeth, the inside of the lower set of teeth and the biting surfaces
• Spit out the toothpaste and rinse your mouth out with clean water

You could demonstrate this to the class using the toothpaste, brush and water, or ask a child to volunteer to demonstrate.

Design a Poster
Divide the children into groups of four-six.

Brushing Teeth Poster
Inform the groups that their challenge is to design a tooth care poster. Each poster must include three tips for taking care of your teeth and one super tip that would encourage a young child to brush their teeth in the morning and evening.

Or........

Washing Hands Poster
Inform the groups that their challenge is to design a hand washing poster. Each poster must include three tips for washing hands and one super tip that would encourage a young child to wash their hands regularly.

The children could decide themselves which poster they would prefer to design, or you could assign posters to the groups. Encourage the children to make the poster colourful and to include at
least one picture. Give groups access to a variety of classroom art materials so they can create their poster. Also, allow them to use the internet (as appropriate) to source information and pictures. Advise the children on appropriate websites for use in school. It may be useful to write the guidelines for making the posters on the board to help children remember them.

**Reflection**

Over a few days, invite each group to share their work with the rest of the class. Ask about their top tips and ask them to explain their choices. They could read out their super tip and explain why they included this.
UNIT THREE
GROWING AND CHANGING

Strand Unit: Growing and changing
As I grow I change
Feelings and emotions

INTRODUCTION TO THE UNIT
In the previous unit, the children have learned how to keep themselves physically healthy. Equally important is the concept of emotional health. In these lessons, the children learn how to name, express and deal with feelings such as happiness, sadness and frustration. They learn that acknowledging and communicating their feelings is an important part of growing up.

It is not the aim of the exercises in the lessons in this unit to elicit expressions of deep feelings from children. When eliciting responses from children around feelings (or more generally to sensitive topics) it can be useful, in terms of children’s safety and privacy, to encourage them to respond using ‘someone could feel’ rather than ‘I felt...’, or ‘someone could say’ rather than ‘I said’ or ‘my Mammy or Daddy said...’.

Always encourage children to talk to you individually if they are upset about something or if someone or something is bothering them. The limits of confidentiality in the context of the school’s Child Protection Policy can be explained to children in an age appropriate way.

It is possible that a topic may touch a child in such a way that they may talk about some painful experience or cry. When dealing with this, accept how the child feels and give reassurance if the child is crying - for example, indicate that it is a natural thing to cry when we feel sad and acknowledge the child’s situation. Give time for others to express support for them as appropriate. Making eye contact with two or three others in the class before the focus is moved may help the child to feel OK.

As was noted in the General Introduction, teachers need to be mindful of children’s right to privacy which should be balanced with their right to participate in these lessons.

LESSONS IN THIS UNIT
Lesson 1
Name That Feeling
Lesson 2
Feelings Are Good
Lesson 3
Being Happy
Lesson 4
It’s Okay to Cry When I’m Sad
Lesson 5
Letting Off Steam
Lesson 6
When I’m Scared I Can Look for Help
Lesson 7
I Can Think Positively
LESSON 1
NAME THAT FEELING!

CORE CONCEPT
Being able to name and recognise feelings through visual clues helps to build emotional literacy.

SPHE CURRICULUM
Strand: Myself
Strand Unit: Growing and changing
Feelings and emotions

Content Objective
Name and identify a wide range of feelings and talk about and explore feelings in different situations.

INTEGRATION
Music
Strand: Listening and responding
Strand Unit: Listening and responding to music

TEACHER’S NOTE
A letter could be sent home detailing the work about to take place in this unit (see sample letter in the General Introduction which can be adapted).

Children with SEN may find it hard to read feelings from people’s faces and may need more support during the activity. Children with EAL should be encouraged to name the feelings in their own language also, if they wish.

Cartoon faces and ‘real’ people have been included to give children a chance to interpret feelings in a variety of representations and contexts.

RESOURCES
• Feelings Visuals Resource (included). Copy enough for each child to have one picture, there are four images for each feeling
• Box or Container
• Short pieces of music suggestive of happy, sad, and scared feelings e.g. Music for a Found Harmonium (happy), Mise Éire (sad), music from Jaws (scary), music from the film The Mission (angry) and/or music from age appropriate films or cartoons could be used. You should use their judgement in choosing appropriate pieces for this lesson
• A chime or bell, or teacher’s own method for calling attention
• Selection of drawing materials

PROCEDURE AT A GLANCE
• Game
• Circle Work
• Listening and Responding
• Reflection
**Game: Name that Feeling**

This game can be played in a circle or the children can move round the classroom. Put the cut up feelings pictures in a box and allow each child to pull one out, without looking at the image. When all the children have a picture, tell them their challenge is to find other children in the class who have a similar feelings picture to theirs. Explain that people in their feelings group may not have exactly the same picture as them, but all their pictures will show the same feeling.

You should move round, helping children find their groups, if necessary. After a minute or two, and when each group has accurately come together and named their feeling, tell the children to put their pictures back in the box or container. Play the game a few more times, the only stipulation being that children don’t take the same picture twice. At the last round of the game, tell the children to keep their picture for the time being as it will be used in Circle Work.

**Circle Work**

Sound the chime or bell (or use some other method to call the children to the circle).

Sitting in a circle, ask each child, if they wish, to hold up their picture and name the feeling the picture shows. Ask the children how they know their picture shows that feeling:

- *Is the picture a real person or a cartoon?*
- *How might you or someone you know look if they felt like this?*
- *Could there be any other way to show that the person is feeling that feeling?*

The children could mime a ‘feeling face’ and/or suggest a way to say how the person is feeling in words.

**Listening and Responding**

Tell the children they are going to be ‘Listening Detectives’ and listen to some music. They will need to guess which feeling the composer was trying to communicate, and then, if their feelings card matches the music, hold up their card. You may need to play the four pieces several times over.

When children have accurately matched the feeling to the music, stop and ask the children for the reasons they think their music is happy, sad, scary or angry:

- *Is it the instruments the composer used?*
- *Is it because he chose a fast or slow tempo?*
- *If you heard this music during a film, what might be happening/about to happen?*

**Reflection**

The children can then draw an image to go with the music they heard today and liked best. They should write the feeling word under the image. This image could be an abstract response, or it could tell a story. If the children wish, they could present their picture to the class and explain it.
Happy
Sad
Angry
Scared
LESSON 2
FEELINGS ARE GOOD

CORE CONCEPT
Emotional literacy is built as children name and recognise feelings in themselves and others.

SPHE CURRICULUM
Strand: Myself
Strand Unit: Growing and changing
Feelings and emotions

Content Objectives
Name and identify a wide range of feelings and talk about and explore feelings in a range of situations.
Realise and explore the various ways feelings can be expressed and dealt with and choose which are the most appropriate and acceptable.

INTEGRATION
English
Strand: Competence and confidence in using language
Strand Unit: Oral

TEACHER'S NOTE
Visuals for this lesson are included. The visuals from the previous lesson may also be useful for this lesson.
Children with SEN may find it hard to interpret feelings by reading visual cues alone.
Depending on ability, you should select which feelings words are most appropriate to use with your class. At least three alternative feelings words per feeling are recommended.

RESOURCES
• Feelings Faces Cards
• Feelings Words Labels, cut up
• Blu-tak
• Flipchart Page or IWB

PROCEDURE AT A GLANCE
• Discussion and Thoughtshower
• Labelling
• Mime
• Talking
• Reflection
Discussion and Thoughtshow

Tell the children they are going to be talking about feelings today. Ask them to name some feelings they know about already. Record any feeling words the children suggest.

Labelling Feelings Faces

Show the children the feelings faces and ask them to name the feeling each face shows. Next, ask the children if they know any other words that mean the same as happy, sad, angry and scared.

Pass round a container with the feelings words that have been cut up. Ask the children, one at a time, to take a feelings word out of the container and to hold it up. Some children may be able to read the word - if not, you should read the word to the class and ask them to guess which feelings face it should be matched with. If a child is having difficulty, encourage others to help. The feelings faces and words should be displayed where children can readily see them.

Mime

Ask for a volunteer to mime. Whisper the name of a feeling to the child (or ask another child to do so) and ask the volunteer to mime the feeling for the rest of the children. The other children have to guess the feeling being mimed. Before moving on, ask the volunteer if they want to tell about a time when they felt that feeling, or when someone else felt that feeling - a character in a book or television show for example. Repeat this a number of times. Discuss the different expressions used to show the feelings.

Talking about Feelings

Ask the children how they could let someone know that they were feeling happy or excited. Ask them how we could say how we are feeling. Suggest sentence starters to them for example:

- I’m really happy/delighted about...
- I’m so excited about...
- I can’t wait for...

Tell them it’s also important to tell someone they trust when they are feeling scared or worried or sad. They could use words like:

- I’m feeling worried now because...
- I’m so sad about...
- I’m frightened about...
- I’m terrified of...
- I’m afraid of...

Tell them that talking about how they feel will help them and others understand how they are feeling.

Reflection

Ask the children to reflect on what they have learned by asking them to name another feeling word they learned for happy, scared etc.

Extension

You could start a circle work activity by telling the class how you are feeling on a particular day. Using the speaking object, the children may also want to say how they are feeling that day. This process could also be ongoing as you could model communicating how you are feeling by regularly referring to the display of faces and words during the week.
Happy is...

pleased
chuffed
excited
delighted
glad
cheerful
thrilled
Sad is...

miserable
upset
hurt
down
troubled
unhappy
fed up
Scared is...

anxious
nervous
uneasy
worried
frightened
tense
fearful
Angry is...

mad
bothered
irritated
outraged
annoyed
cross
furious
Happy is...
Sad is...
Scared is...
Angry is...
LESSON 3

BEING HAPPY!

CORE CONCEPT
Feeling happy contributes greatly to our sense of well-being.

SPHE CURRICULUM

Strand: Myself

Strand Unit: Growing and changing
Feelings and emotions

Content Objective
Name and identify a wide range of feelings and talk about and explore feelings in different situations.

TEACHER’S NOTE
Children with SEN may need extra support in this lesson.

RESOURCES
• Appropriate magazines / newspapers / brochures from which to source images for collage (Option B)

PROCEDURE AT A GLANCE

Option A
• Circle Work or Talk and Discussion
• Visualisation
• Reflection and Drawing

Option B
• Circle Work or Talk and Discussion
• Collage
• Reflection
Circle Work/Talk and Discussion

Tell the children that being happy is also like being pleased, delighted, chuffed, glad and cheerful. Ask the children if they can name a time when they have been happy - it can be any time, any place. You could suggest a sentence stem such as:
- I/someone could feel pleased when...
- I/someone could feel glad when…etc.

Be aware that some children may choose not to speak. Affirm anyone in the circle who is contributing and showing they are listening by looking.

Visualisation

If the children are familiar with doing visualisations or relaxations, remind them of any rules you may have in regard to this kind of work. If the children are not familiar, you could tell them that they are going to close their eyes and listen to your voice. You are going to tell them a story and they will imagine the images/pictures for the story in their mind. Tell them it is important that they don’t talk but to follow your voice all the way through the story until you stop speaking at the end.

Script for Visualisation
(read in a slow, clear, rhythmic voice)

- Make sure you are sitting with your two hands on your lap and your two feet on the floor (pause)

Roll your shoulders back and notice the back of your chair touching your back (pause)

Take a deep breath in through your nose and fill your lungs up with new air (pause)

Now, slowly, breathe out that air through your nose. (pause)

You don’t have to think about your breathing anymore now, just let it happen (pause)

You can close your eyes now, or find a spot to look at on the wall or floor of the classroom, but I’m not going to close mine because I need to be able to read the story (pause)

Using your imagination, imagine that you are in your favourite quiet place right now. (pause)

It could be at home, or at school (pause)

It could be in a garden or a park (pause)

It could be somewhere you go to a lot, your minder’s or grandparents’ or aunt’s or uncle’s house, or maybe even a quiet place you went to on holidays. It’s your quiet place and it’s special to you (pause)

It’s warm and peaceful in your quiet place and you notice that your body feels warm and comfy.

Now imagine that you see something new in your quiet place. It could be a person or a thing or a photograph (pause)

It could be about something that happened a while ago or something you would like to happen (pause)

See it, in your imagination, with your eyes closed. It is amazing. It is really brilliant. As you look at it you feel even happier in your quiet place (pause for a few moments longer this time)…
Take a picture of it with your pretend camera and put the picture in your pocket (pause)

It’s time now to leave your quiet place. Take a deep breath in through your nose and fill your lungs up with new air (pause)

Now, slowly, breathe out that air through your nose (pause)

Roll your shoulders back and notice the back of your chair touching your back (pause)

And when you are ready, open your eyes, take a little stretch, and look at the other children in the class.

Reflection

Affirm any good listening skills you have seen. Next ask the children if they enjoyed their story.

- What did you like about it?
- Did you remember to take a photo in your imagination of your happy thing/person?

If each child wishes, encourage the children to talk about what made them happy in their quiet place.

Using a selection of art materials, the children could draw the photo they took in their quiet place or draw a time when they felt happy. These drawings could be displayed in a public place in the school, or kept as part of a class book about Feelings.
**Circle Work, Talk and Discussion**

Ask the children if they can name a time when they were happy - it can be any time, any place. You might give them an example of a time you felt happy when you were their age. Tell them that being happy is also being pleased, chuffed, ecstatic, glad and cheerful. You could then ask each child in the circle to use any of those words to talk about their happy time.

**Collage**

Using collage materials, encourage the children to cut or tear out pictures to make a collage about their happy time or things/activities/people that make them happy.

**Reflection**

Each child can, if they wish, present their collage to the class and talk about the pictures they chose and why.
LESSON 4
IT’S OK TO CRY WHEN I’M SAD

CORE CONCEPT
Learning how to express sadness and to seek support is an important life skill.

SPHE CURRICULUM
Strand: Myself
Strand Unit: Growing and changing
Feelings and emotions

Content Objectives
Name and identify a wide range of feelings and talk about and explore feelings in different situations.
Realise and explore the various ways feelings can be expressed and dealt with and choose which are the most appropriate and acceptable.
Identify people with whom they can discuss feelings and emotions.
Recognise that individual actions can affect the feelings of others.

INTEGRATION
Arts Education - Drama
Strand: Drama to explore feelings, knowledge and ideas, leading to understanding
Strand Unit: Exploring and making drama

English
Strand: Competence and confidence in using language
Strand Unit: Oral

TEACHER’S NOTE
Before delivering this lesson read the introduction to the unit and the guidance given about discussing feelings with children.

Children with EAL may find it useful to use the visuals from the previous lessons during this lesson.

RESOURCES
• Feelings Visuals (see previous lessons), and words, in container
• Speaking Object
• All Shining in the Spring by the Children’s Laureate Siobhán Parkinson (O’Brien Press, 1995), addresses loss for young children and could be a useful resource for this lesson.

PROCEDURE AT A GLANCE
• Mime Game
• Story
• Circle Work
**Mime Game**

Ask two volunteers to stand outside the classroom door. While they are outside, ask another volunteer to take a feeling word from the container and read it aloud. Ask all the children to act as if they all feel that way. Invite the two volunteers to return to the classroom and ask them to guess how the class is feeling. Repeat this game a number of times. This is an enjoyable way to help build the children’s observation skills and vocabulary around feelings.

**Story**

When Adam was four he got a surprise present of a puppy. Adam called him Ginger and he was Adam’s best friend. Every day, Adam brought him for a walk after school. Adam fed him and made sure he had water to drink. Whenever his Dad took Ginger to the vet for an injection, Adam went too. Sometimes Adam’s friend Lorenzo came over to play with Ginger. One day, when Ginger was three and Adam was seven, Adam came down for breakfast. His Mum and little sister were very quiet. Adam knew something was wrong. Then his Dad told him the terrible news. Ginger had been knocked down by a car the previous night. Adam’s dad had taken him to the vet, but it was too late. Ginger was dead. Adam could not speak. He could not believe it. He went out to the back garden to look for Ginger, but he wasn’t there. Adam wanted to be alone. He didn’t want to talk to anyone.

It felt like the worst day of Adam’s life. He could not eat. He begged his Mum for a day off school. He wanted to be on his own and he didn’t want to face everyone at school, but his Mum felt it would be better if he went. On the way to school his little sister tried to talk to him but he wouldn’t answer her. At school that morning the children were doing maths. Adam could not keep his mind on the sums. He kept staring out the window thinking about Ginger. The teacher was cross when his work was not finished. At break time the boys wanted to play ball, but Adam would not play. He just walked around the playground on his own.

After a while, Adam’s friend Lorenzo came over to him. “Can I come to your house today to play with Ginger?” he said. Adam burst into tears. Lorenzo asked him what was wrong and Adam told him what had happened. When they went back into class, Lorenzo told the teacher all about it. She set the children a task to do and sat down beside Adam. “I’m really sorry about Ginger”, she said. “It’s very sad to lose your pet. Losing something is very hard to deal with. Now I understand better why you couldn’t do your maths this morning. I’m sorry I wasn’t more understanding.” The teacher asked Lorenzo to sit beside Adam for the rest of that day.

After school, Lorenzo came to Adam’s house to check on how he was feeling. He had asked his mum if he could stay longer because he thought Adam might need a friend. Later that evening, when Adam was ready, his Dad began to dig a hole at the back of the garden. His Mum wrapped Ginger in a sheet and his sister gathered some flowers in a jam jar. Together they buried Ginger beside the cherry tree in the garden. (Teachers can alter this part to say Ginger died and the vet kept him and buried/cremated him, if deemed more appropriate.)

Everyone shed a tear or two. Adam felt the lump in his throat would never go away. He tried hard not to cry out loud, but, when he looked, up he saw that everyone’s eyes were red.
His Mum reassured him that when the cherry tree blossomed in spring time it would act as a reminder of all the happy times he had spent with Ginger.

As they walked back to the kitchen, Lorenzo began to recall how Ginger used to run away with their things and how they would chase him around the garden. When they thought about this, their tears turned to laughter. After dinner, Adam and Lorenzo went outside to visit Ginger’s grave. Lorenzo put his arm around Adam’s shoulder and told him that he missed Ginger too. Adam was glad Lorenzo was his friend.

Circle Work

In a circle, the children could talk about the different feelings people in the story experienced. Invite the children to answer the following questions:
- What was Adam feeling?
- How did he show he was feeling sad?
- What did he do and not want to do?
- What do you think Adam was thinking to himself in the playground? (What might he have been saying in his head?)
- What do you think he was feeling in his body? (for example, heavy chest, sick tummy, headache, shaky knees.)
- What happened when Adam cried?
- Do you think crying helps and if so, how?
- Which helps more – crying on your own or crying with someone you are comfortable with?

Explain to the children that sadness in our everyday lives can be caused by, for example, someone saying hurtful words or being left out of a group. Explain that some sadness goes quickly, while sometimes it can take a long time to fade. Ask the children to consider if Adam will be ‘right as rain’ the day after his pet dies.

Emphasise to the children that talking about how you feel can help a lot. Inform them that it is a good idea to tell a trusted adult how they are feeling. Remind the children that it also important for them to be sympathetic when they see someone sad, lonely or down. Ask the children for practical things that they could do to help someone who was feeling sad. Explain ‘Random Acts of Kindness’, little things we can do for each other every day, for just about anyone. Invite the children to give examples of little things we could do in school which might be classed in this way. Ask the children to practise these in class and in the playground.

Using the speaking object ask the children to think about who they would go to if they needed to talk about something sad. You could begin by modelling: I can speak to…. when I’m sad. Lastly, ask the children to finish this sentence stem: When I am sad I like someone to….

Extension

Depending on the ability of the children, use small paper plates to make cut-out hearts, or show the children how to cut out heart shapes.

The children can write and decorate the name of their special person on this and stick it into their homework journal or diary, where it will be seen daily. You could also remind the children that you are always there for them to talk to, as well as their special person.
**CORE CONCEPT**
If children are aware of, can accept anger and talk about it, they can make decisions about its appropriate expression.

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**SPHE CURRICULUM**

**Strand:** Myself

**Strand Unit:** Growing and changing

**Feelings and emotions**

**Content Objectives**
Realise that growing up brings increased responsibility for themselves and others.
Feelings and emotions.

**Content Objectives**
Realise and explore the various ways feelings can be expressed and dealt with and choose which are the most appropriate and acceptable.
Recognise that individual actions can affect the feelings of others.

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**INTEGRATION**

**Arts Education - Drama**

**Strand:** Drama to explore feelings, knowledge and ideas, leading to understanding

**Strand Unit:** Exploring and making drama

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**English**

**Strand:** Competence and confidence in using language

**Strand Units:** Oral

**Writing**

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**TEACHER’S NOTE**

A puppet of a boy/girl could be used in the drama activity here, instead of ‘Teacher in Role’ activity.

You could change the names of the children in the story to more suitable ones for your class.

This lesson could be done over two consecutive sessions.

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**RESOURCES**

- A Balloon
- Elena’s Story (Adapt the name and theme of story to suit an all-boys or mixed class)
- Boy or Girl Puppet (optional)
- Board/Flipchart

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**PROCEDURE AT A GLANCE**

- Story
- Talk and Discussion
- Teacher in Role/Puppet Play
- Reflection on Drama
- Writing
- Reflection

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Story

It was Saturday morning and it was raining outside. Elena sat staring out the window. She wanted to play on her new rollerblades, but it was no weather for skating. She got dressed, had her breakfast and tidied her room. There was a knock at the door. It was Louise from next door. ‘Can I come in?’ she asked. ‘I wanted to play on the computer ‘cos it’s wet and we can’t go rollerblading, but my Dad is using it and he’ll be on it for ages’. ‘I know’, said Elena. ‘I hate that rain, but we can play in my room.’

Louise and Elena started to play shop. They opened Elena’s wardrobe and pinned price tags on all her clothes. Then they modelled all the clothes. Elena modelled first and Louise described what she was wearing. Then it was Louise’s turn. Elena’s Mum put her head around the door. ‘What are you doing?’ she asked. ‘Just playing fashion shop’, said Elena. ‘Ok’, said Mum, ‘but I want that room tidy when you are finished’. ‘Don’t worry Mum! We’ll tidy it’, said Elena. The girls played for hours. They had a lot of laughs. By the end of the morning there were clothes and hangers all over the room, and bits of paper everywhere. The girls were getting tired of the game. Suddenly, from outside came the sound of a car. Louise rushed to the window. ‘It’s my Dad’, she said. ‘He’s going out. Now I can have the computer. I have to go’. ‘But what about my room?’ called Elena as Louise ran down the stairs. ‘We were supposed to tidy it.’ ‘I can’t stay’, said Louise. ‘If I don’t hurry, Darren will get the computer first.’ She was gone. Elena was cross.

Elena watched Louise racing into her house. Then she looked around at her room. ‘It’s not fair’, she thought. ‘Louise did the same thing last week when we played office. I’m not tidying this up myself.’ She stormed out and slammed the door. ‘What’s wrong with you?’ asked her brother Karl. ‘I hate Louise’, she said. ‘I’m never playing with her again. She’s not my friend anymore.’ Elena was angry.

Later that day, when the rain cleared up, Louise called for Elena to see if she wanted to play on her rollerblades. ‘No’, answered Elena. ‘I’m busy, and anyway I’m not your friend.’ Elena closed the door with a loud bang.

She peeped through the blinds and saw Louise call for Sharon and soon they were out playing and having a great time together. Elena was furious. They were out there having the time of their lives and she was stuck inside. Just then she heard her Mum shout, ‘Elena, come up here at once and tidy this room! You promised you were going to tidy it’. Elena stormed up the stairs stamping on every step. She banged the door loudly. She grabbed her pillows and smashed them onto the bed. Then she threw herself on top of her bed and kicked her legs in the air. She screamed loudly into her pillow...

Talk and Discussion

Ask the children to answer the following questions:

- How was Elena feeling in the story?
- What happened to her when she felt angry?
- What happens in your body when you feel really angry?
- What thoughts are in your head when you are angry?
- When you are angry do you have a little energy or a lot of energy?
- What did Elena do with all her energy?
Blow up a balloon. Ask the children what would eventually happen if you kept on blowing up the balloon. Next, ask them for ways of letting the air out of the balloon (if no-one says bursting the balloon, mention it). Then burst the balloon. Ask the children if they think this was a good way to let the air out.

Invite the children to talk about how Elena is feeling and what they think might be happening inside her body. Explain that sometimes when people are very angry they have so much angry energy that it feels a bit like they are going to explode. Describe some things that people do when they are angry. Explain that people sometimes say things they don’t mean when they are very angry. They sometimes hurt other people or break things when they are angry (uncontrolled and hurtful anger). We all need to learn how to recognise when we are angry and be more in control. Ask the children how they would get rid of their angry energy safely so that no one would get a fright or be afraid?

**Teacher in Role or Using Girl/Boy Puppet**

Tell the children you are going to be Teacher in Role as ‘Elena’ or use a boy/girl puppet (depending on the names you have used in the story). Begin with:

- *This is/I am Elena, I am really angry, I feel like I am going to burst! What can I do to help myself?*

Then ask the children how the angry energy could be released out of Elena and affirm and act out any suggestions they might have, for example, jumping up and down. If they suggest telling an adult, say that that’s a good idea, but you want to do something right now. If no child suggests stopping and taking a breath, you as Teacher in Role or the puppet should suggest it and act it out for the class. Once Teacher in Role/Puppet has stopped, taken a breath, you should tell the children Elena can think better now. Then suggest maybe they could use words, to say what is wrong, to tell someone what is making them feel angry. Other suggestions might be to go for a walk, listen to your favourite music, write down how you’re feeling etc.

As Teacher in Role/Puppet, thank the class for their suggestions and de-role by using a simple strategy such as saying:

- *I am now Miss _____ again, I’m not Elena anymore*, or by using a gesture such as turning a full circle.

**Reflection on Drama**

Ask the children what did Elena do to manage her anger in the drama? Elicit from the children that she stopped, took a breath, and used words to say what was wrong.

Record this process as a coping strategy on the board or flipchart.

**Writing**

Tell the children that we’re going to go back to Elena’s story and write an ending where she manages her anger, like she did in the role play. Ask the children:

- *What could Elena do after screaming into her pillow?*

- *Who would be a good person to go to talk to?*

- *How could she tell Louise what was wrong and make up with her?*

You and the children could write the ending together, and you could record it.
Reflection
Ask the children open-ended questions, for example:
- What did we learn about being angry today?
- What is a good way to manage our anger?
- What did you think was most important about our work today?

Extension
The children could draw or paint their anger management strategy on balloons, for example:
1. Stop
2. Take a deep breath
3. Say what is wrong
4. Decide what you need to do next.

The balloons could be displayed.
LESSON 6
WHEN I’M SCARED I CAN LOOK FOR HELP

CORE CONCEPT
Everyone experiences fear in their lives. Children need to be able to identify a supportive adult who can listen to their fears and with whom they can talk through their anxieties.

SPHE CURRICULUM

Strand: Myself
Strand Unit: Growing and changing
As I grow I change

Content Objectives
Realise that growing up brings increased responsibility for themselves and others.
Feelings and emotions.

Content Objective
Identify people with whom they can discuss feelings and emotions.

Strand Unit: Safety and protection
Personal safety

Content Objectives
Recognise and explore situations where children feel safe, and those where safety might be at risk.
Discuss and practise appropriate strategies for dealing with these situations.

TEACHER’S NOTE
If this story appears to be too close to the experiences of any of the children in the class, you may wish to choose another example from a picture book or class novel.

You may already have a ‘Worry box’ or ‘Bubble Time’ or similar system in the classroom. If so, draw attention to it and its use again in this lesson.

RESOURCES
• Speaking Object
• Feelings Faces
• Chime or Bell
• Shoebox or any type of lidded box which allows a slit to be cut into the lid

PROCEDURE AT A GLANCE
• Game
• Story
• Circle Work
• ‘The Worry Box’
• Reflection

INTEGRATION

English
Strand: Developing cognitive abilities through language
Strand Unit: Oral
Game: Name That Feeling
This game is outlined in the previous lesson. After the game, sound the chime or bell (or use some other method to call the children to the circle).

Story
Tell the children you’re going to read a story to them about a boy who gets a big fright one day. Ask the children to suggest what might give children their age a ‘big fright’. It may be appropriate to tell the children about a similar time when you were scared, or got a fright, either as an adult or a child.

James was nearly seven years old. He lived down the road and around the corner from the shop. Ever since he was six he had been sent to do messages for his Mum. It was very safe, he had no roads to cross and the shopkeeper knew him well. He was really proud that his Mum asked him to do messages like this every now and again.

Sometimes the shopkeeper would guess what he needed. ‘I guess you are looking for bread today!’ he’d say sometimes and James would say, ‘How do you know?’, or ‘Nope! It’s milk we need today!’ On the way, James would pass his friend Amara’s house and wave hello. It made him happy when Amara or her brother would see him and wave back.

One day he saw a big sign on Amara’s house that said ‘For Sale’. He asked his Mum about it and she told him that the Gomez family were moving to Wexford and a new family would be moving in. Sure enough, a few weeks later a big van arrived with all the new family’s furniture and boxes of things. James really hoped another boy or girl his age would be in the family too, so he would have another friend to play with.

A few days later, James was on his way home from the shop with milk. It was late in the afternoon, and getting a little bit dark. As James passed by the house on the corner, he jumped! Right out of nowhere, it seemed, a huge black dog came barking and running at the gate. He seemed much bigger than James and James was scared that the dog might jump over the gate and bite him. James dropped the milk, but it didn’t burst. He picked it up and moved away very slowly, in case the dog wanted to chase him. He just walked quickly away, but his legs felt wobbly, like jelly. The barking stopped.

James’ heart was beating very fast and his knees and hands were shaking now! When James got home, his Mum was upstairs, putting the baby to sleep. He left the milk on the table and watched TV. He didn’t want to say he was scared in case people would laugh at him.

The next day Mum asked James to go to the shop for tea bags, James would not go. ‘I’m playing my computer game’, he said. Mum waited for a few more minutes and said, ‘You’re finished your game now, off you go and get those tea bags for me’. He made another excuse, ‘I’m doing my homework’. After James had put away his homework things, Mum said, ‘Could you go and get the teabags now, please?’ James said, ‘No, you go yourself, Mum’. His Mum thought James was being very cheeky and got cross. ‘James, I can’t leave the house when the baby is asleep and if we don’t have tea bags, no-one will be able to have their tea!’ James’ face got red and hot and he felt like crying. ‘Why don’t you buy everything at the supermarket? Why do I always have to go to the shops?’
Stop here and ask the children what is happening in the story.
- How had James been feeling at the start?
- How did he feel when he heard the dog?
- What happened to his body?
- Why doesn’t he want to go to the shops now?
- What is happening between his Mum and himself?
- Why do you think this is happening?

Ask the children if they ever got a bad fright or if they know of a child their age who got a big fright? Ask them to share it, if they wish. Be aware that some children may not wish to share. Next ask them what could James or his Mum do to change what is happening between them?

Return to the story:

James’ Mum was cross but she stopped, took a deep breath in and thought for a minute. ‘I’m surprised at you,’ she said. ‘I thought you loved going to the shop for me’. James’ Mum waited for James to reply. After a while he said, ‘Well, I used to, but not any more’. His Mum noticed James was speaking very quietly now. ‘James, is there something wrong?’ she asked. ‘Did someone hurt or frighten you?’ James decided he’d better tell. ‘It’s the people who moved into Amara’s house’, he told her. ‘They have a huge dog and he scared me. I don’t want to go by there anymore’.

Mum listened and said, ‘Let’s see what we can do about this big dog’. The next day, after school, she asked her neighbour to mind the baby, while she and James took a walk to the shop. They walked on the far side of the road so that they would not be near the dog. The dog barked alright, but James felt safe because he was holding his Mum’s hand and because they were far enough away from the dog. He knew he’d be OK. Mum talked to him about the dog, she asked James to look at him carefully. Then they went to the shops. On the way home, they stayed on the far side of the street.

Mum went with James to the shops a few times more. He soon realised that although the dog was very noisy he would not harm him. After a while James was able to stay on the same side of the road if Mum was with him. After about a month, he wasn’t afraid anymore and could do messages again.

‘If anything ever frightens you again’, said his Mum, ‘tell me straight away. That way I can help you. Everyone gets scared now and again but it’s always better to talk about it’.
Circle Work
Tell the children it’s always good to be able to go to someone and talk about things that scare them or make them worried. You could start by passing round the speaking object saying: *When I feel scared or worried I tell...* The children could name an adult they could tell.

Some children may not wish to name a person. Remind the children that you are an adult they can always come and talk to if they are worried or scared about anything.

The ‘Worry Box’
Using a shoe box with a slit in the lid, cover it in plain paper. Tell the children that this is a box that they can put their name in if they are worried about something. You will check it every day and if you find a name in the box, you will know that they want to have a quiet chat with you and you will find time to talk to them.

Reflection
Ask the children to tell you what they learned about what they can do if they are feeling scared.
LESSON 7
I CAN THINK POSITIVELY!

CORE CONCEPT
Enabling children to manage negative remarks from others or from themselves helps to foster positive self-esteem.

SPHE CURRICULUM
Strand: Myself
Strand Unit: Growing and changing Feelings and emotions

Content Objectives
Realise and explore the various ways feelings can be expressed and dealt with and choose which are the most appropriate and acceptable.

Become aware of and be able to choose healthy ways of feeling good about themselves.

Recognise that individual actions can affect the feelings of others.

INTEGRATION
English
Strand: Developing cognitive abilities through language
Strand Unit: Oral

Arts Education - Visual Arts
Strand: Drawing
Strand Unit: Making Drawings

Strand: Paint and colour
Strand Unit: Painting

TEACHER’S NOTE
You should be aware that children may give examples of times when their own parents, family or friends said negative things to them. It may be helpful for you to read the introduction to the unit containing guidelines on how best to work with difficult feelings or experiences. There are guidelines in the General Introduction also that may be useful. Reinforce the idea that we don’t have to believe negative comments that others say to us.

This lesson could be done over two sessions or during Visual Arts time, depending on which option is chosen.

RESOURCES
• Sam’s Stories
• Option 1: roll of wallpaper, paint or colouring materials
• Option 2: 2 flipchart pages, coloured markers

PROCEDURE AT A GLANCE
• Story
• Talk and Discussion
• Story
• Group Art Activity or Make a List
• Reflection
Story

Draw an outline or ‘stick figure’ of a child on the board. Read the following story to the children:

Part 1: Invisible Sam
Sam is a boy in 1st Class. It is morning time in Sam’s house and Sam is still fast asleep in bed. He didn’t hear his Mum call him the first time around. ‘You lazy thing, you never get up in time. Why can’t you be more like your brother?’ said his Mum as she walked into his room for the second time. Sam thought to himself, ‘I am lazy’.

Teacher erases one limb from the body outline.

At breakfast, Sam’s Mum told him to be careful where he put his elbows. Sam accidentally knocked over a cup of tea. ‘You awkward fool!’ said his Mum. Sam thought to himself, ‘I am clumsy. I always knock stuff over’.

Teacher erases one limb from the body outline.

Sam went to look for his bag but he couldn’t find it, he asked his Dad if he knew where it was. ‘Shhh! You little pest! Can’t you see I’m busy? Go look for it yourself!’ said his Dad. Sam tiptoed away from his Dad and thought to himself, ‘I’m bad for bothering Dad’.

Teacher erases one limb from the body outline.

Just as he was walking out the door, Sam realised he had forgotten his lunchbox. ‘You never get it right’, said Sam’s sister. ‘You’re going to make us all late’. Sam felt awful. He thought to himself, ‘I’m not good enough. I forget things’.

Teacher erases one limb from the body outline.

While waiting in the playground for school to begin, Sam ran over to talk to a group of boys and girls from his class. He bumped into a child from Senior Infants and accidentally knocked him over. ‘You bad boy! Don’t you ever look where you are going?’ said the other child’s parent. Sam was lying on the ground. He thought, ‘I am no good’.

Teacher erases the torso from the body outline.

Sam felt really bad about himself. He wished he hadn’t even bothered to get up that morning.

Erase the last portion of the body outline.

Talk and Discussion
Ask the children to say what has happened to Sam.

- Why do you think this has happened?
- Is he really invisible or does he just feel as if he is?
- Have you ever felt like this?

Ask the children to think about times when they heard hurtful comments or words. Ask them how they felt. Were they thinking about things they were good at then? Then ask them to think about times when they said hurtful words to another person. Ask them how they think it affected others?

Tell them that Sam got so wrapped up in what he heard others say that he forgot about all his talents and skills. Ask the children to think of any ways to help Sam. Tell them that adults have a responsibility to make sure that they don’t just use words that make children feel bad about themselves when they are asking or telling children to do something. Sam also can decide how to manage these comments and not let negative remarks make him feel bad about himself.
Part 2: Positive Sam

Sam is a boy in 1st Class. It is morning time in Sam’s house and Sam is still fast asleep in bed. He didn’t hear his Mum call him the first time around. Sam’s Mum walked into his room the second time and said…

Invite the children to say what Sam’s Mum might say that would be encouraging and positive, for example, ‘Sam, I want you to get up now and get dressed as quickly as you can so we aren’t late for school’. Sam thought to himself: ‘I can get up and be ready in time for school’.

Teacher draws the torso.

At breakfast, Sam’s Mum told him to be careful where he put his elbows. Sam accidentally knocked over a cup of tea. Sam’s Mum said…

Invite the children to say what Sam’s Mum could say that would be encouraging and positive, for example, ‘I get so upset when I see something spilt all over the table. Will you please clean it up’? Sam thought to himself: ‘I can be more careful at the table. I can be helpful for Mum’.

Teacher draws one limb onto the body outline.

Sam went to look for his bag but he couldn’t find it. He asked his Dad if he knew where it was. Sam’s Dad said…

Invite the children to say what Sam’s Dad could say that would be encouraging and positive, for example: ‘Try and think where you last had it. That usually helps me find things that I have lost’. Sam thought to himself, ‘I will find my bag and I will remember to leave it at the front door at night time’.

Teacher draws one limb onto the body outline.

Just as he was walking out the door, Sam realised he had forgotten his lunchbox. Sam’s sister said…

Invite the children to say what Sam’s sister could say that would be encouraging and positive, for example, ‘It’s sitting on the bench, I should have given it to you when I got mine. Go quickly and get it’. Sam felt bad for forgetting it. He thought to himself, ‘I will remember to put my lunchbox in my bag tomorrow morning’.

Teacher draws one limb onto the body outline.

While waiting in the playground for school to begin, Sam ran over to talk to a group of boys and girls from his class. He bumped into a child from Senior Infants and accidentally knocked him over. The boy’s mother said…

Invite the children to say what the boy’s mother could say that would be encouraging and positive, for example, ‘Is anybody hurt? Let’s all be more careful in future’, said the other child’s parent.

Sam was lying on the ground. He thought about what he had just heard. ‘It was an accident. We were both running at the same time. I will check and see if the boy is OK’.

Teacher draws one limb onto the body outline.

Sam walked into school thinking, ‘I like myself. I have my own strengths. I feel good about what I can do. I am me and I am good at making things better’.

Teacher draws the head, adds facial features and finishes with a smile.
Group Art Activity (Option 1)

Using suitably sized paper (a roll of wall paper would be ideal), ask two children to volunteer to be ‘traced’ onto the paper by other children. When you have two clear, life-sized outlines of two children, talk to the class about warm colours and cold colours. Explain that we sometimes associate cold colours with feelings of sadness and negativity and warm colours with brightness and happiness and positive feelings.

Separating the class into two groups, ask one group to colour or paint the child’s outline in cold colours, and the other group to colour or paint the other outline in warm colours.

When the outlines are coloured, use the ‘cold’ coloured outline to record samples of ‘negative self-talk’ as volunteered by the children, use the warm coloured outline to record examples of positive self-talk, also as suggested by the children. These visuals could be displayed either inside or outside the classroom, preferably somewhere where they can be easily referred to throughout the school day and appreciated by other classes and visitors to the school.

Make a List (Option 2)

Using two large, flipchart-sized sheets of paper, ask a child to draw a large smiley face on one sheet and another child to draw a large, sad face on the other. On the smiley face, record examples of positive self-talk, as suggested by the children; on the sad face record examples of negative self-talk as suggested by the children. These visuals could be displayed either inside or outside the classroom, preferably somewhere where they can be easily referred to throughout the school day.

Reflection

Tell the children they are going to be their own ‘Thought Detectives’ for the next few days or weeks. Whenever they find themselves thinking like ‘Invisible Sam’, they should look at the chart to see how they could make it a positive thought. If they need help to do this, they can always come and have a quiet word with you.
INTRODUCTION TO THE UNIT

In this unit the children devise and develop an appreciation for class rules. Through working together on the rules, children develop an understanding of the values behind rules and the need for rules. They also build commitment to upholding them and learn about personal responsibility. Rules are important in many areas of our lives, both at home and in the community. Rules are especially important when medicines are involved. Children learn the importance of adhering to safety rules about medicines.

The concept of a trusted adult, sometimes referred to as their ‘safe adult’, (parent, guardian, family member or professional) is referred to in this unit to enhance children's awareness of safety and to help them keep themselves safe.

Circular 0065/2011 Child Protection Procedures for Primary and Post-Primary Schools outlines that 'all primary schools must fully implement the Stay Safe Programme'.

The Stay Safe programme is a personal safety skills programme designed for use with primary school children from Junior Infants through to 6th class. For more information visit www.staysafe.ie
LESSON 1
OUR CLASSROOM RULES ARE IMPORTANT

CORE CONCEPT
Children take more ownership of and cooperate better with rules which they help to create.

SPHE CURRICULUM

- **Strand:** Myself
- **Strand Unit:** Safety and protection
  - Safety issues

**Content Objective**
Become familiar with and understand the need to adhere to safety rules that apply in the school, at home, on the farm, in water, for their own safety and that of others.

- **Strand:** Myself and others
- **Strand Unit:** My friends and other people

**Content Objective**
Know how to treat people with dignity and respect.

- **Strand:** Myself and the wider world
- **Strand Unit:** Developing citizenship
  - My school community

**Content Objective**
Be involved in making the classroom rules and recognise the importance of adhering to these rules for the safety of all.

INTEGRATION

- **Arts Education - Visual Arts**
  - **Strand:** Drawing
  - **Strand Unit:** Making drawings

**TEACHER’S NOTE**
This lesson is best done at the start of the school year, by mid-September, so that the children can refer to their own classroom rules/contract as necessary.

The rules could be revised at the start of each term, as rules may need to be updated or revisited.

Children with EAL and SEN may need extra support, for example, a visual of classroom rules.

The word ‘rules’ is interchangeable with ‘contract, ground rules or promise’. These should be stated positively, for example, ‘We will be kind’.

RESOURCES

- Fair Pairs Picture Cards (Appendix 1)
- Flipchart sheets
- Speaking Object
- Chime or Bell
- Rules from a previous 1st or 2nd Class
- Worksheet (optional)

PROCEDURE AT A GLANCE

- Thoughtshower
- Group Work
- Talk and Discussion
- Reflection
Thoughtshower
Ask the children to suggest situations or places where they have come across rules before, and to say what those rules were. Accept all children’s suggestions and record on the flipchart. Ask the children to suggest why we need to have rules, and record these responses also.

Tell the children they have an important job to do today as they are going to make some important rules for their class; rules are an agreement between people so everyone can be safe and work well in the classroom. We could call them ‘Our Classroom Rules’ or ‘Classroom Contract’. At this point you could refer to the sample classroom rules, read them to the children, and ask them what was important to that class when they made those rules/that contract. Ask the children did they have the same or different rules in a previous class?

Group Work
Divide the children into groups of four. The children can sit or stand in their groups. Tell them they will have five minutes for a group discussion, during which each of them will suggest ways of making everyone feel safe and able to work well in the classroom. It is important to note that some children may not want to suggest a rule.

After five minutes or so, ring the chime or bell and ask for a short report back from each group.

Circle Work
Using the speaking object, ask all the children to say something that would be important to them in class: Something that is important for me in class is... for example, being safe, no kicking. Listen to all the children’s feedback, recording each suggestion and affirming good listening skills when children show they are listening by looking and taking turns. Include a rule that you would like in the class also (if appropriate) and add it to the list.

Talk and Discussion
Some of the children’s suggestions will overlap, so highlight similar suggestions in one colour for each category, for example, rules about not bullying and being kind in orange. Then tell the children you are going to use their suggestions to make our classroom rules/contract. Show the children that you are doing this by modelling the thinking aloud and modelling the writing process, editing if necessary, e.g. Tara and lots of people say that they would like a classroom where everyone shares, so that would be a good rule, and write it down.

This affirms children’s suggestions and also models the decision-making and writing process to the children.

When the classroom rules have been condensed into 4 or 5 key sentences, ask the children for a show of hands to name it either ‘classroom contract’ or ‘classroom rules’. The children, teacher and SNA (if there is one) can then sign the bottom of the rules or contract before it is displayed in a prominent place in the classroom.
Reflection

This will be ongoing for the school year - tell the children that you are going to acknowledge them when you see them putting their rules into action. Also, encourage other children to point out to each other when they are remembering classroom rules. Alternatively, you could link this in with your own reward system in the classroom, if you or the school have one.

Tell them you will all look at the rules over the next weeks and months and see if they need to be added to or changed in any way, as things can happen which might require changes or a new rule.

Extension

Each child can select their favourite rule and draw an illustration of it. Encourage them to write a caption underneath their illustration, explaining the picture (using approximate spelling, if necessary).

These pictures could be displayed in the classroom or in a public area in the school. The Worksheet: Our Classroom Rules could also be completed. If you choose to use the worksheet, it would be ideal if it was brought home and discussed with parents or guardian, signed by them and brought back to school for display.
## Our classroom rules

<table>
<thead>
<tr>
<th>My picture of classroom rule 1</th>
<th>My picture of classroom rule 2</th>
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<table>
<thead>
<tr>
<th>My picture of classroom rule 3</th>
<th>My picture of classroom rule 4</th>
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</table>

My name is: _____________________________________________________________
LESSON 2
RULES HAVE REASONS

CORE CONCEPT
As adults we make rules for children. If the values behind these rules are clear to children, it will help children to accept and comply with rules.

SPHE CURRICULUM

Strand: Myself
Strand Unit: Safety and protection
Personal safety

Content Objectives
Recognise and explore situations where children feel safe and those where safety might be at risk.
Safety issues.

Content Objective
Become familiar with and understand the need to adhere to safety rules that apply at school, at home, and in water for their safety and that of others.

Strand: Myself and the wider world
Strand Unit: Developing citizenship
Living in the local community

Content Objective
Identify those who have special responsibilities for looking after people in the community and the importance of the contribution of each individual to community life.

INTEGRATION

English
Strand: Developing cognitive abilities through language
Strand Unit: Oral

Arts Education-Drama
Strand: Drama to explore feelings, knowledge and ideas, leading to understanding
Strand Unit: Exploring and making drama

TEACHER’S NOTE
This lesson could be delivered over a number of sessions. It is not necessary to use all of the visuals included, you should feel free to adapt for your class.

RESOURCES
- Poster/IWB Visuals of Lifeguard, Cinema Steward and Referee
- Post-its or Flash Cards and Blu-Tack

PROCEDURE AT A GLANCE
- Introduction
- Talk and Discussion
- Drama Activity
- Story
- Drawing and Writing
Introduction
Remind the children about the discussion when they devised the classroom rules. Ask them to remember some of the good things they discovered about rules. Ask them:
- *Is there any downside to having rules?*
- *Is there any situation where rules might not be helpful?*

Ask the children to think about where else they need to observe rules, in what kinds of places. The children may suggest crossing the road, at the shop, in a place of worship, at the doctor’s. Affirm all responses the children may suggest. They could also be asked to suggest other places, for example, airport security, playgrounds, on platforms at train stations.

Talk and Discussion
Display the visual of ‘The Lifeguard’ on the board or use the poster and ask the children to have a good look at all of the things going on in the picture.

- *What do you see happening in the picture?* The picture shows two children playing in an unsafe way in the swimming pool; a male lifeguard has seen the children and is blowing his whistle.
- *A rule has been broken. Can you guess which rule it is?*
- *Why do we have that rule?*
- *Is it a good rule?*
- *What would happen if nobody kept it?*
- *Whose job is it to make sure everyone in the pool keeps the rule?*

Drama Activity
This activity can be adapted to suit any or all of the situations depicted in the posters/visuals. Divide the children into groups of six. Tell them they are going to explore what it feels like to be in that picture (or pictures) by making a freeze frame of it.

Explain to the children what a freeze frame is (a still image). Establish with the children that in a freeze frame no one moves, speaks or touches. Have the children make a freeze frame or still image of the action in the poster, by allocating roles to each child, e.g. lifeguard picture: lifeguard, children swimming, children breaking the rule.

The children may suggest others, such as adults with very small children, or perhaps someone who is differently-abled.

Incorporate the children’s suggestions as much as possible. Give the group a few minutes to rehearse, and then invite each group to do their freeze frame or still image for the class. After all the freeze frames have been viewed, reflect on the drama with the children by asking:
- *How did it feel to be the lifeguard?*
- *What were they thinking?*
- *How did it feel to be other people in the pool?*
- *How did it feel to be the children who were breaking the rule?*
- *Is it a good rule?*
- *What would happen if nobody kept it?*
- *Whose job is it to make sure everyone in the pool keeps the rule?*
You could then ask the groups to freeze frame the action again, this time with everyone obeying the rules in the pool.

- How do we feel when the lifeguard is doing a good job and everyone is keeping the rule?

Affirm the word ‘safe’ when the children mention it, write it on a post-it or flash card and put it on the poster.

Show the picture of the cinema steward. You could repeat the freeze frame process and afterwards ask these questions:

- What do you see happening in the picture?
- What rule is being broken here?
- What would happen if everybody tried to break that rule?
- Whose job is it to make sure that rule is being kept?
- What is the cinema steward’s job?
- What do people think about the queue when the cinema steward does a good job/everyone keeps the rule?

Affirm the word ‘fair’ when the children mention it, write it on a post-it or flash card and put it on the visual/poster.

Show the picture of the referee giving a red card to a player. The freeze frame process could also be used here and the following questions asked:

- What do you see happening here?
- What might that player have done to get a red card?
- What would happen if everyone on the pitch did those things?
- If you have a good referee, or if everyone keeps the rules, what kind of game is it?

The children might say it’s more fun or enjoyable, fair or safe. A number of value words may be put on the visual/poster with a post-it or flash card.

Story

Ayesha, Kelly and Mi-Ching were really excited. It was Friday afternoon, right after school, and Ayesha’s mum had asked Kelly’s Grandma and Mi-Ching’s Mum if she could take all three of them to play in the new playground. It was a big playground, just for children aged 6 to 9 years old. Everyone was allowed to go, so at 2.30, Ayesha’s Mum collected them at the school gate. ‘Are you ready?’ she asked the children. They all giggled, they were so excited.

The new playground had a new climbing area, three different types of swings, a curly slide and a special wobbly swing that moved around like a flying saucer. They had heard all about it, as they had seen a flyer for the playground last time they had gone to the community centre. It was a lovely day and the children skipped alongside Ayesha’s Mum and the buggy until they got to the entrance to the playground.

Ayesha’s Mum stopped and said, ‘OK, we’re going in now and I want you to have lots of fun. We can stay here for a half an hour, so I’ll tell you when it’s time to leave.’ She pointed to the sign that had some rules on it, she read them out loud: ‘This sign says no running around the swings, no sitting at the bottom of the slide, and put your litter in the bin’.

Ayesha nodded and said they would all follow the rules. Ayesha’s Mum sat down on the bench, where she could see them, and took the baby out of the buggy for a cuddle.
Everyone ran quickly to the swings. There were some other children on the swings, so they waited until the swings were free and got on. They were great swings, especially the big one made out of an old tyre. Next, Mi-Ching said, ‘Let’s go on the curly slide’. They made their way over and began to get ready to climb the ladder to the slide. Kelly noticed her runner was undone, so she sat on the end of the slide to fix it. Suddenly she heard Ayesha’s Mum call out, ‘Kelly, look where you are sitting, you could get knocked over!’ Kelly got up quickly, she was a bit embarrassed that she forgot the rule, but she thought, ‘It’s OK, I’ll remember next time’. She waved over at Ayesha’s Mum, who said, ‘That’s better, Kelly!’

The curly slide was great; it turned round 4 times before you got to the ground, so the children were pretty dizzy when they got to the end. There was a soft spongy area where you could flop down afterwards.

Just then, the group of children who were playing on the flying saucer got ready to leave. ‘Quick!’ said Ayesha, ‘The flying saucer is ready, let’s go!’ She ran quickly, close to the swings, and the others got up to follow her. Just then, they heard a shout - Ayesha had run past the swings and gotten kicked by a child who was swinging on the old tyre. ‘Sorry!’ he called out. Ayesha rubbed her arm and her Mum came over. ‘Ayesha, are you OK?’ she said. Ayesha said yes but her arm was sore. Ayesha’s Mum wasn’t angry, but she was very serious. She said, ‘Ayesha, the rule is you shouldn’t run round swings, why do you think that rule is there?’ Ayesha said, ‘Maybe that rule is there so I won’t get kicked if I pass by?’ ‘Exactly’, said Ayesha’s Mum.

Ayesha’s Mum gave her arm a rub and the children went to play on the flying saucer. When they had finished, they were very thirsty. Kelly had brought cartons of juice for them all to drink. They drank them down quickly, and then put their cartons in the bin beside the bench. Ayesha’s Mum looked at her watch and told them it was time to get ready to go home. Everyone had had a fun time at the playground.

Ask the children if they can they name a rule that Ayesha and her friends remembered. Ask them which rules did the children not remember.

- What happened then?
- What else might have happened if Kelly hadn’t heard Ayesha’s Mum calling?

Explain to the children that a good rule always has a good reason. Safety, fairness and fun are reasons for rules.

Reflection

Ask the children to name two important things they learned in their session today. If time permits, the children could draw and write about the important things in their SPHE or Walk Tall copy or on paper for their SPHE or Walk Tall folder.
Lifeguards
Cinema Steward
Referee
LESSON 3
RULES ABOUT MEDICINES

CORE CONCEPT
It is important that children know the rules about medicines, both in terms of their use and storage.

SPHE CURRICULUM

Strand: Myself
Strand Unit: Safety and protection

Safety issues

Content Objectives
Recognise and explore occasions where medicines are needed.

Distinguish between substances in the school or home that are safe and those that are dangerous, and seek permission before exploring them.

INTEGRATION

English
Strand: Developing cognitive abilities through language
Strand Unit: Oral

Arts Education – Drama
Strand: Drama to explore feelings, knowledge and ideas, leading to understanding
Strand Unit: Exploring and making drama

TEACHER’S NOTE
A letter home detailing the content of this lesson may be helpful (see sample in the General Introduction).

Be sensitive to any child who may need to take daily medication and who may or may not wish to discuss it.

Be sensitive also to children whose parents or family members may be ill, or who have had or currently have substance use problems themselves.

This lesson is intended to be done over two sessions.

RESOURCES
• School First Aid Kit (or visual)
• Worksheet: The First Aid Box
• Medicines Visuals (resource included)
• Chime or bell, as needed

PROCEDURE AT A GLANCE

Session 1
• Discussion/Circle Work
• Drama Activity
• Pair Work and Worksheet
• Reflection

Session 2
• Discussion/Circle Work
• Rules for Medicine
• Drama Activity
• Reflection
**Discussion/Circle Work**

This could be done in a circle with a speaking object. Begin by displaying the First Aid Box or Visuals of medicines. Ask the children what they can see, if they know what the First Aid Box is for and if they know or recognise any of the contents or rules for medicines that might be displayed on it. Ask the children if they have ever been given any of these medicines and to share about their experiences if they like. Ask them if they know where the First Aid Box is kept in school.

- Where would a first aid box or medicine box be kept at home?
- Can you think why?
- What types of things might be in a medicine box or medicine cabinet?
- Who uses them?
- When are they used?

Tell them that medicines are very powerful as they can help cure, treat and heal people from all sorts of pain and sickness. However, we have to be very careful about which medicines we take and how much we take. If we do not follow the rules we could become very sick. Ask the children if they know any rules about medicines.

Record the rules suggested by the children. The following rules could then be discussed:

1. Never take medicines unless they are given to you by your parents, a nurse, a doctor or a trusted adult.
2. Never play with medicines.
3. Never take more than you are told to take.
4. Medicines must be stored in a safe place out of the reach of young children.
5. Never touch, taste, or take anything you think could be dangerous or if you don’t know what it is.

**Drama Activity**

Divide the children into groups of four. Present each group with the following scenario and give them roles to play.

**Scenario**

A group of children are playing. One takes a biscuit tin from the cupboard that is filled with medicines. They start to explore the contents.

You could assign other roles in the groups, for example, the child who took the biscuit tin from the house and wants to play nurses and doctors with the contents, the child who wants to sample the medicines, the child who wants to close the tin and return the box home, the child who is not sure what should happen.

Give the children 5 minutes to rehearse, then ring the chime and ask each group to perform their role play or freeze frame for you and the other groups. Ask the rest of the groups (the audience) which rules for medicines do they think are important to remember in this role play or freeze frame?

**Pair Work and Worksheet**

Distribute the Worksheet: The First Aid Box to the children, being mindful that children with EAL or SEN may need extra support. Encourage the children to work in pairs and to use approximate spelling, if necessary.
Reflection

When the children have had sufficient time to complete their worksheets, ask them to come back to the circle (if previously formed) and to sit with their partner. Ask each pair to report back on their worksheets. Start with some open ended questions, for example, *Farah, you chose to draw a packet of sticking plasters/box of cotton buds, would you like to tell us why?*

Next, ask each pair to say what they learned about medicines, referring to their worksheet. Affirm each pair's contribution. The worksheet could then be sent home for discussion and signing by parents or guardian.

If the use of and precautions around syringes haven’t come up previously, mention that a syringe is one way of delivering medicine into our bodies. Discuss the importance of safety around handling sharp objects such as syringes.
Discussion/Circle Work

This could be done in a circle with the speaking object. Remind the children about rules around medicines, and also about the First Aid Box. Ask the children if they know where or how their parents or guardian get medicines. Some children may have quite detailed knowledge about this topic, others may have less.

Tell the children that most of the time, you have to go to the doctor who will prescribe medicine for you and that the chemist is the person who can sell the medicine to you.

Talk about the work of a pharmacist or chemist, using the Medicines Visuals (included). Ask the children what they know about them:

- Have you ever been to the pharmacy/chemist?
- How do you know which person is the pharmacist?

Talk about the fact that person needs to train for a number of years to become a pharmacist and the important roles that the doctor and the pharmacist together have in the community.

Rules for Medicines

Inform the children of the following:

- Most medicines can only be sold to a person who has a doctor’s prescription
- The pharmacist must only give out the amount of medicine that the doctor says
- The pharmacist must write instructions on the medicine about when to take the medicine
- We can buy also medicines that we do not need a prescription for from the chemist/pharmacy, supermarket or other shops. We also need to be very careful about taking these medicines and carefully follow the directions written on them.

Pharmacists usually sell things in their shop that are not medicines, for example, toothbrushes, hair brushes, clips, scrunches, sweets, baby toys, nappies, make-up and perfume. These are not medicines, so we do not need a doctor’s prescription to buy them.

Go through the children’s rules for medicines with the class again:

1. Never take medicines unless they are given to you by your parents, a nurse, a doctor or your safe adult.
2. Never play with medicines.
3. Never take more than you are told to take.
4. Medicines must be stored in a safe place out of the reach of young children.
5. Never touch, taste, or take anything you think could be dangerous or if you don’t know what it is.

Drama

For the following activity it does not matter if there are more groups than scenarios, as different groups will interpret the same scenarios in different ways.

Distribute the scenarios, making sure that children can read and understand each one.

Give the children five minutes to rehearse, then ring the chime or bell and ask each group to perform their allocated role play for you and the other groups.

After each scenario is performed, ask the rest of the groups (the audience) which rule for medicines they need to remember.
Scenario 1
A group of older children approach and offer a blue ‘sweet’ from their hand.

Scenario 2
An adult reads from the box: Take two tablets twice a day. They think their headache is very sore and decide to phone the pharmacist to check if they can take more.

Scenario 3
Someone feels sick at home. An adult suggests they take some medicine to make them feel better.

Scenario 4
Your friend has their asthma inhaler, eczema cream or junior Disprin in their bag for use in school. They offer it to you just to see what it is like.

Scenario 5
A group of children are crossing the yard before school when they spot a syringe on the ground. You and your friends are unsure what to do.

Reflection
Ask the children open-ended questions, for example:
- What was the most important thing we learned from our drama today?
- How did your character feel during the drama?
- Can you say why?
- What could that character have done next?
- What did you learn today that you didn’t know before?
- What was the most important thing you learned today?

Extension
Set up an imaginative play corner and include the doctor’s surgery and the pharmacy/chemist.

A visit to the class from a chemist or pharmacist would also be beneficial.
My Name is:

My Partner is:

Draw and label some of the things you saw in the First Aid Box:

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
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<tbody>
<tr>
<td>Write down some of the things you learned about medicines:</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>4.</td>
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</tbody>
</table>
The Pharmacist/Chemist

The Pharmacist/Chemist is a person who has gone to college to learn about medicines.

The pharmacist/chemist takes the prescription that the doctor has written and gives the medicine to your parents or guardian.

The chemist will write down rules for taking the medicine so your parents or carers know how to give the medicine to you.
Types of Medicine

Medicine comes in different ways, here are some examples.

Medicine for children can be in a bottle, like a cough bottle.

Medicine can also be in tablets or capsules.

Medicine can also be a cream to put on the body or face.
Always be careful

Sometimes people need to have injections with a syringe. Syringes can give you medicine or they can give you some medicine to stop you from getting sick, for example, the 'flu vaccine. Syringes are sharp and dangerous. Only adults can use them.

Medicines can look like sweets but they are not. Taking medicine when you are not sick can make you very ill.

Syringes are sharp and dangerous. Always stop, move away and tell an adult if you see a syringe or any medicine lying around.
UNIT FIVE
MYSELF AND OTHERS
UNIT FIVE
MYSELF AND OTHERS

INTRODUCTION TO THE UNIT

This unit combines material from a number of strands and strand units of the SPHE Curriculum around the theme of belonging.

In the first lesson, the children explore their own family and develop an appreciation for home and the people who constitute their family.

They then move outwards into the environment of the school and explore what it means to belong to the class and school community. Belonging to any community brings with it responsibilities to care for and maintain that community.

In the third lesson, the children identify improvements in the school environment and work together to achieve named goals.

This fosters a sense of responsibility and the need for cooperation. This lays the groundwork for exploring what it is like to be a member of a particular community, and how each of us can make a real contribution to our environment.

Finally, the children project forward and identify hopes and dreams for when they are older, helping them to visualise a goal for the future.

As with all social skills learning, the teacher will be a positive role model for creating a secure and supportive classroom environment for all the children.

LESSONS IN THIS UNIT

Lesson 1
I Belong in My Home

Lesson 2
I Belong With My Class

Lesson 3
Taking Care of our Classroom Environment

Lesson 4
I Belong in My Community

Lesson 5
When I’m Older I Would Like to Belong…
LESSON 1
I BELONG IN MY HOME

CORE CONCEPT
The family provides the first opportunity for children to experience love, belonging and security. Children learn that ‘family’ can be constituted in many ways and can mean different things to different people.

SPHE CURRICULUM

Strand: Myself and others
Strand Unit: Myself and my family

Content Objectives
Identify and talk about those who live at home and recognise that homes and families can vary.
Recognise their role and place in family unit and the contribution made by each member to the family.
Appreciate his/her own family and identify ways in which members of families can help, support and care for each other.
Explore many of the things that are learned in families, both practical and otherwise.

Strand: Myself and the wider world
Strand Unit: Developing citizenship
My school community

Content Objective
Explore what it means to belong and recognise some of the different groups to which they can belong.

INTEGRATION
English
Strand: Developing cognitive abilities through oral language
Strand Units: Oral
Written

Teacher’s Note
A letter to parents could be helpful, as children may need to consult at home for background information for this unit (see sample parent letter in the General Introduction).

Be aware that children may have varying concepts of what their ‘family’ is - it will be very specific to them and their particular circumstances. Be sensitive to the fact that not all children may come from a stable or happy family background.

Some children with EAL, or children new to the class, may wish to say they have two homes: where they came from before and where they live now.

RESOURCES
• Speaking Object
• Worksheet: I Belong in My Home
• Colouring or Drawing Materials
• ‘Homes’ Visuals*

PROCEDURE AT A GLANCE
• Circle Work/Discussion
• Worksheet

*The photos of Caravans and Group Houses are used with permission from Cena. Culturally Appropriate Homes. See www.cena.ie
**Circle Work/Discussion**

Gather the children into a circle. Tell them they are going to think about their homes today.

Show them the ‘Different Types of Homes’ visual. Ask the children to see if they can name the type of home that they live in, and if they can see something like it in the picture.

Talk about how there are many different types of home and name them, using the visual. Tell the children that some people live in the same home for a very long time, while others can live in many different places in the course of their lifetime.

Children could participate in a round, telling their name, family name, what type of home they live in and who they live with. You could start off by saying:

- *My name is Gina, my family name is Foran and I live in a flat. I live with my sister.*

Tell the children what you feel is appropriate (or what you are comfortable sharing) about your family and your life out of school.

Share with them the sort of information you are asking them to give to you. This will give a sense of trust.

Then ask the children to close their eyes for a moment and to think of a particularly happy time with their family. Explain that it can be with their whole family or it can with one parent, a godparent, a brother or sister, aunt or uncle, grandparent etc.

Ask them to think about what they were doing, who was there, was it in the house or outside, do they remember was it a weekday or a weekend. Invite volunteers to describe their happy family moment. Don’t worry if the children talk generally about their family, as this is just the starting point.

Initiate a discussion with the questions:

- *Why do you think we live in families?*
- *What are the good things about living in a family?*
- *What are the hard or difficult things about living in a family?*

On a flipchart or IWB, list positive and hard or difficult things about living in a family, using age appropriate language. Review and summarise the discussion and ideas.

As a closure to the discussion, ask the children to think of a person in their family and to say what they like about that person and why.

- *I like my... because...*

**Worksheet**

Distribute the *Worksheet: I Belong in My Home* and explain it. This can be completed in part in school and at home or given as an assignment to do at home. Explain that babies can make a squiggle or fingerprint and even their dog or cat can make a paw print too.
Lots of different types of homes

Flats and Apartment Blocks

Houses

Caravans and Group Houses

Bungalows and Cottages
I belong in my home...

Here I am at home with my family!

The best thing about my family is

My family say I am and

My home address is

Here are my family’s autographs!
LESSON 2
I BELONG WITH MY CLASS

CORE CONCEPT
It is important that children feel secure and accepted in the classroom environment by the teacher and by other children to enable them to gain most benefit from school.

SPHE CURRICULUM

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<th>Strand:</th>
<th>Myself and others</th>
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<tbody>
<tr>
<td>Strand Unit:</td>
<td>My friends and other people</td>
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Content Objectives
Discuss personal friends and why they enjoy being with them.
Identify, explore and discuss qualities and skills associated with friendship.

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<th>Strand:</th>
<th>Myself and the wider world</th>
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<tr>
<td>Strand Unit:</td>
<td>Developing citizenship</td>
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<tr>
<td>My school community</td>
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Content Objectives
Explore what it means to belong and recognise some of the different groups to which they can belong.
Recognise and write the name and location of their own school and identify those who constitute the school community.
Discuss and appreciate how the positive contributions of each person can make the class or school a better place for everyone.

INTEGRATION

<table>
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<th>English</th>
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<td>Strand:</td>
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Strand Units: Oral Reading

TEACHER’S NOTE
This lesson is designed to be delivered over 2 sessions.

Teachers should consult their school policy on bullying and use any specific language or terms about bullying in this lesson, if necessary. During this lesson it is important to make a rule about not saying anything nasty or unkind to anyone.

It should be noted that children who are new to the class or school may not feel they belong yet and may wish to communicate this in the discussion. You should respond with empathy.

RESOURCES
- Poem: I Belong With My Class
- Bag or container with children’s names
- Flipchart Sheet/IWB
- Visual: Roxanna and Síofra
- Worksheet: I Belong With My Class
- Speaking Object
- Children’s BBC http://news.bbc.co.uk/cbbcnews/hi/static/guides/bullying/bullying.stm
LESSON 2
I BELONG WITH MY CLASS

PROCEDURE AT A GLANCE

Session 1
- Introduction
- Circle Work
- Poem
- Circle Work

Session 2
- Circle Work
- Thoughtshower
- Worksheet
Introduction

Have the children sit in a circle. Talk a little about families and how we belong with them. Explain that you are going to talk about belonging together as a class.

First, invite the children to imagine what it would be like if there was no school. Ask everyone in the circle to complete the sentence stem: *if there was no school...*

Ask the children to imagine what it would be like if you visited them all individually in their homes to teach them. Help them to identify what they would miss if school didn’t exist. It is likely that the social aspect of school will be discussed.

At the end, talk with them about how difficult it would be to teach lessons individually to all children and explain how time-consuming it would be. Explain that even if they were all taught by e-learning they would only see words and pictures and would not be able to interact in the same way with people. They would not be part of a class in the way that they are now. Help the children to see that they may not have met one another and become friends if they were not coming to school.

Circle Work

Explain to the children that in order to help each other we have to try to be honest when telling each other how we are feeling.

If someone feels they don’t belong or they feel left out, you want to think of ways to make that situation better, but to do so you need them to be honest and tell you how they feel. Ask the children to close their eyes and think of a time when:

- they really felt they belonged with the class
- they felt very happy to be in the class
- they felt that they were included, valued and highly thought of
- they felt that they made a positive contribution to the class.

Explain that if there hasn’t been such a time for them, you need to know so that you can do something about it. Remind children that they can always have a word with you about anything that upsets them.

You could then ask them:

- *If you woke up tomorrow morning and felt you didn’t belong in the class, what would have changed?*
- *What would be different?*
- *What would be happening?*

It is vital not to allow any put-downs when any child is sharing their thoughts.

Having listened to the feedback from children, ask the class to focus on what it would be possible to do to make things better in such situations. Some children may be able to provide helpful suggestions for individual children in a given situation by completing the sentence stem: *It might help if...*

The individual child can then be invited to respond to suggestions by saying: *Yes, I think it would help,* or *No, I don’t think so, but thanks for making the suggestion.*

They could be encouraged to think of another way in which the other children in the class could help in that situation.
Poem

Read the poem with the children.

I Belong With My Class

Every day, bright and early
When the bell rings,
I come to my classroom,
With all of my things,
My bag, pencil case, my books
And my lunch,
Then in the classroom,
I’m one of the bunch!

I’m part of the group,
In the circle or at my table,
We all help each other,
As best as we are able.

Like the things in my bag
That all go together,
I belong in my class
With my friends, all together

- By Audrey Devereux©

Circle Work

Staying in the circle, ask the children to think of all the friends they have made in the class, ask them to imagine their faces in their minds.

Ask them to think of two friends in particular and think of the reasons they like being with/talking to/playing with them. Pass the speaking object around the circle and give each child an opportunity to say the reasons they like being with their friends.

After the round teacher can summarise the reasons shared by children and ask children if they wish to say anything about all the reasons they have heard.

Then have a child pull out a name from the name bag. Discourage put-downs of self or others by saying something like:

- We all have faults, including me, but today we are focusing on our many good points. Choose a good point about (name).

The children might say things like:

______ is a good singer
______ is funny
______ can run fast
______ draws lovely pictures
______ shares their colours
______ smiles a lot
______ plays with everyone.

Finish with the person who was chosen affirming themselves by completing the following sentence stem: People in my class say I am...

If people have difficulty in thinking of something to say about themselves, you could invite someone else to provide a suggestion or do so yourself.
Circle Work
Invite the children into the circle. Using the speaking object, ask the children:
- What did we learn about being in our class the last time we were talking?
- What was the most important thing we learned about being in the class?

Encourage everyone to make a contribution, being mindful that not all children may wish to say something.

Thoughtshower
Tell the children we’re going to think about the way we make friends. Record all the words and phrases the children suggest, for example:

• We help one another
• We have fun together
• We share with one another
• We sit beside one another
• We live near one another
• We are in the same class
• We play together
• Our mammies know one another
- We go to dancing or football together.

Encourage them to be very specific about what they say. The children may want to give examples and may affirm each other in the process. This should be encouraged.

Circle Work
Show the children the Visual: Roxanna and Síofra. Explain the scenario:

- Roxanna and Síofra are very angry. Roxanna took Síofra’s pencil parer without asking. Síofra was looking for it and couldn’t find it but then she saw it on Roxanna’s desk. Roxanna and Síofra usually play together every day in the yard, but today Síofra said to Roxanna, ‘I’m so angry/really cross that you took my parer, I wish you weren’t in my class!’ Roxanna didn’t know what to say and she felt very hurt...

Ask the children which girl they think is Roxanna?
- Why?
- What can you tell from the way the girls are holding their bodies?

Ask the children:
- What do you think should happen next?
- Who could help them solve their problem?
- What do you think of what Síofra did?
- What do you think of what Roxanna did?

Tell the children that Síofra and Roxanna are falling out, like friends and classmates sometimes do. Falling out happens sometimes and usually when classmates or friends say sorry, it is over very quickly. Ask the children:
- How could these classmates make friends again?

Next tell the children:
- If someone is fighting or being unkind to you every day, and causing you to feel like you don’t belong every day, then that is bullying behaviour. The person who is using a bullying behaviour needs to get help to change their behaviour. It is very important that if this is happening that you tell your teacher or another trusted adult, as everyone has the right to feel like they belong in their class.

Tell them that, as their teacher, you want your class to be a place where everyone feels they are safe and they belong.
You could read the Poem: I Belong With My Class with the class at this point (see Session 1 this lesson).

**Worksheet**

Go through the Worksheet: I Belong With My Class with the children and ask them to complete it.

Encourage the children to move around to collect the autographs of everyone in the class.

With each child's permission to use their work, these worksheets could be displayed in a public place in the school along with a recent class photo of the children.
Roxanna and Síofra
Here I am in my classroom with my teacher and friends!

My name is _______________________________. I am in _______________________________ class.

My teacher is ________________________________________________________________

There are __________________ children in our class.

I sit beside ____________________________________________________________

The best thing about my class is ______________________________________________

My friends say I am _______________________________ and _______________________

My teacher says I am good at ________________________________________________

My school address is ________________________________________________________

I have lots of friends in my class and here are some of their autographs!
LESSON 3
TAKING CARE OF OUR CLASSROOM ENVIRONMENT

CORE CONCEPT
Children learn that with belonging comes responsibility for taking care of the environment to which they belong.

SPHE CURRICULUM

- **Strand:** Myself and the wider world
- **Strand Unit:** Developing citizenship
  - My school community

Content Objectives
Engage in group activities in the class and learn how to share, cooperate, listen to, work and play together.
Environmental care.

Content Objective
Appreciate the environment and realise there is a community and individual responsibility in caring for and protecting the environment.

TEACHER’S NOTE
Children with EAL or SEN may benefit in this lesson from the use of visuals, a selection of which have been included here.

RESOURCES
- Flip Chart pages/Board/Markers
- Fair Pairs Picture Cards (Appendix 1)
- Children’s names on pieces of card/paper in container
- Drawing Materials

PROCEDURE AT A GLANCE
- Discussion
- Pair Work (Option A)
- Group Work (Option B)
- Reflection

INTEGRATION

SESE - Science and Geography

- **Strand:** Environmental awareness and care
- **Strand Unit:** Caring for my locality
Discussion

Ask the children to name the places they belong to: home, school, clubs, parks, library, places of worship...

Ask them to think about who takes care of those places, in the library, at home, at school.

What would it be like:
- if no-one kept the books in order in the library?
- if our classroom wasn’t swept every day?
- if their parents or carers didn’t care for the house, water plants or tidy the garden at home?
- What would those places be like then?

Ask them who usually does these jobs at home? Ask them if they help.

- If so, what do you do?
- What is your favourite thing to do to help, your least favourite?

The children may or may not be familiar with jobs and a job roster or rota in the class. Ask them what would happen if copies weren’t collected or if no-one emptied the bins?

Show them the ‘Jobs We Can Do’ visuals and ask them:
- What are the children doing?

Explain to the children that as we grow, we take on more responsibility for the places we belong in. Tell them today we are going to think of some new ways to make our classroom environment a bit better for everyone.

Option A:
Making a Class Rota of Jobs
Pair Work

Talk to the children about all the things that need to be done in the classroom, yard or play areas every day to keep the areas nice to be in. Record children’s suggestions on the flipchart or board.

Divide the children into pairs. Ask them if they can name some jobs that need to be done a few times every day, for example, collecting copies, wiping the whiteboard; jobs that are done once a day, for example, emptying bins, tidying the book area, watering plants; and jobs done once a week, for example, cleaning paintbrushes, changing art, English, maths or other displays. Make a list of daily and weekly jobs.

Then ask the children if there some jobs that are best done in pairs or on their own. Identify from the list which jobs are best done in pairs or individually. Having gathered all the information about jobs that need to be done daily or weekly, individually or in pairs or groups, explain to the children you are going to draw up a Class Rota of Jobs.

Explain to the children that the people doing the jobs will change every week, so that everyone gets a chance to help out and no-one is doing a job more often than another person - this is being fair. Tell them that to make it even fairer, you are going to pull names out of a container, so that the job they get will always be a surprise.
Option B:

Updating our Class Rota of Jobs

Group Work

Depending on the needs of the teacher and the class, this could be done for the yard or play area, or any green area in the school. Divide the children into pairs, then into groups of four. In their groups, ask them to think of another way to make the classroom better for all - maybe they’d like more plants or more posters; maybe they’d like to change how the rota is organised.

Appoint a reporter in the group. Give the children some individual ‘thinking time’ (around 2 minutes) then give them 5 minutes to share ideas. After five minutes group discussion, ask the ‘Reporters’ to report back on ideas, saying the name of the person and their idea. You should record ideas on the flipchart or board. Accept all ideas, no matter how fanciful.

Next, review the ideas with the children, and help them to analyse them by selecting a very fanciful idea, for example, we should have beds in our classroom, and talk it through in terms of how you might do this, where would you fit the beds, would everybody have beds? Should children be asleep in the classroom, like at crèche, or should they just have ‘quiet time’, where they can rest for a few minutes or listen to music?

Sort the ideas from the most do-able, practical or useful to least do-able, useful or practical.

When they are narrowed down to a manageable number, ask the class to make some suggestions as to how they could be done:

- Will we need to add jobs on to the rota, or do we need to make a new rota?
- Will the job need to be done every day or once or twice a week?
- How will people remember it’s their turn?

Update the rota accordingly, using a fair method to allocate the jobs.

Reflection

This will be ongoing, as the needs of the class may change over time and so the jobs may need to be changed. Every few weeks you could ask the children how they any new, quicker or better way to do their job they have learned and/or what do they think might happen if their job was never done.

Extension

If appropriate, you could print and enlarge the attached rota template, Important Jobs in Our Classroom, for the class. Working in pairs, the children could draw pictures for each of the jobs, cut them out and stick them on the rota, making a ‘picture rota’ for the class.
Important jobs in our classroom

<table>
<thead>
<tr>
<th>Job</th>
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Jobs we can do

- Sweeping
- Wiping the board
- Cleaning paintbrushes
- Tidying books
- Watering plants
- Collecting Pencils
CORE CONCEPT
It is helpful for children to become aware that their needs for friendship and belonging can be met in a wide variety of situations in their community.

SPHE CURRICULUM
- **Strand:** Myself and the wider world
- **Strand Unit:** Developing citizenship
  - *Living in the local community*

**Content Objective**
Develop a sense of belonging to their own local community.

INTEGRATION
- **English**
  - **Strand:** Developing competence and confidence in using language
  - **Strand Units:** Oral Reading

TEACHER'S NOTE
It may be best to give several days for the homework in this lesson, possibly even over a weekend. As some children will need support and encouragement to complete this task, it would be useful to send a note home explaining the work. See sample letter to parents or guardian in the General Introduction.

RESOURCES
- Worksheet: I Belong in my Community
- Small cards with the children’s names on them

PROCEDURE AT A GLANCE
- Introduction
- Thoughtshower
- Circle Work
- Worksheet
**Introduction**

Have the children sit in a circle. Introduce the lesson by saying: *Today we are going to talk more about belonging.* We have talked about belonging in your home and people have explained that they really feel they belong at mealtimes or on birthdays or when everyone watches a video together. (Use whatever examples the children gave in the previous sessions). We talked about school and you said that you feel you really belong when we sing together or when we have a laugh or when we go on an outing. (Again, use the children’s examples.)

**Thoughtshower**

You say:

- *I’m wondering what feelings you have when you feel that you belong?* The words happy, safe, relaxed may come up.

Continue:

- *I’m wondering are there other places where you feel happy and safe?* Let’s record all the places where you feel safe and happy and you feel you belong.

Display the list in the classroom. The children’s answers will probably include things like granny’s house, cubs, my childminder’s, my auntie’s, after school club or football training lessons.

**Circle Work**

Explain to the children that they are going to listen to each other telling a little bit about the places where we belong. Ask them to listen very carefully to each other because at the end they are going to play a memory game to see who was listening well.

Pass round the speaking object and invite each child to tell about one place outside of school or home where they belong. When all children have contributed, pass around the cards with the children’s names on them.

Each child picks out the name of one other child. If they can remember the place that child spoke about, the class could give them a round of applause or a ‘pat on the back’, or the child could earn a sticker or star for their good listening skills, depending on your rewards system in the classroom.

**Worksheet**

Explain the **Worksheet: I Belong in My Community** and assign it for homework over the next few days.
I belong in my community

Here is a picture of a place in my community that I belong to!

When I go to this place I

My happiest day here was

The people I meet here are

They say I am

Here are some of their autographs!
LESSON 5
WHEN I’M OLDER I’D LIKE TO BELONG…

CORE CONCEPT
It is good for children to have positive dreams and aspirations for the future. Having a chance to articulate these dreams helps reinforce their sense of identity, uniqueness and purpose.

SPHE CURRICULUM

Strand: Myself
Strand Unit: Self-identity
Self-awareness

Content Objective
Identify and talk about personal preferences, dreams for the future and hopes.

Strand: Myself and others
Strand Unit: Relating to others

Content Objective
Listen, hear and respond to what is being said by others.

INTEGRATION

English
Strand: Developing cognitive abilities through language
Strand Unit: Writing

Arts Education - Visual Arts
Strand: Drawing
Strand Unit: Making drawings

TEACHER’S NOTE
It is important that all children’s hopes, dreams and ambitions are listened to with respect by everyone in the session, no matter how far-fetched or unusual they may seem.

RESOURCES
- Flipchart/Board
- Children’s names on small cards/paper
- Dreaming Clouds Worksheet (Option A)
- A4/A3 sugar paper or card and drawing materials (Option B)
- Magazines, scissors, glue

PROCEDURE AT A GLANCE
- Thoughtshower or Circle Work
- Listening Game
- Option A: Worksheet
- Option B: Art Activity
Thoughtshower or Circle Work
Sitting in a circle, ask the children to think of all the places where they belong. Write their responses on the flipchart or board. Ask them to look at all the places and decide if they belonged there when they were three years old - circle those places in yellow; if not, circle them in red.

Then ask the children to identify places or groups to which they might like to belong when they are older. This can be any place or group the children suggest.

Record the children’s suggestions on the flipchart or board.

Listening Game
Explain to the children that they are going to listen to each other telling a little bit about the places where they would like to belong. Ask them to listen very carefully to each other because at the end they are going to play a memory game to see who was listening well (this is similar to the memory game in the last lesson).

Pass round the speaking object and invite each child to tell about one place outside of school or home where they would like to belong. At the end, pass around cards with the children’s names on them. Each child picks out the name of one other child. If they can remember the place that child spoke about, the class could give them a round of applause or a ‘pat on the back’, or the child could earn a sticker or star for their good listening skills, depending on your rewards system in the classroom.

Option A: Worksheet
All the children complete the Worksheet: Dreaming Clouds by drawing and listing places they would like to belong to, using approximate spelling if necessary.

The children could share their worksheets in pairs and or present their worksheet, telling about their hopes and dreams to the class, if they wish.

Option B: Art Activity
The children, with or without your assistance, draw clouds on large pieces of sugar paper or card and cut them out.

Give a cloud to each individual or group. Ask the children to write their names on the clouds.

Then ask them to write words, draw pictures or stick cut out magazine or newspaper pictures to show their hopes and dreams for now and for the future, for example, holidays, school, games, or friends.

The children could share their work in pairs or small groups and/or present their dreams to the other children.
Dreaming Clouds

My Name is: ____________________________________________

Some of the places I would like to belong to:

When I am older I would like to belong to:
INTRODUCTION TO THE UNIT

Given the power of media in the society and culture within which they live, it is important that children become discerning of the influence of media in their lives, in an age appropriate way.

The lessons in this unit aim to help children discern fact from fiction. They learn how to locate and find information by undertaking a class project. Through project work, the children practise cooperation and research skills.

In this unit, children also learn that advertising sends messages about a product, and that advertisers are selective in the information they provide on their products because they want to sell them.

It is hoped that, as a result of these lessons, children will become more discerning in their choices, will be more aware of the influence of media, and will make more informed choices for themselves.
CORE CONCEPT
It is important that children begin to develop the ability to discern between fact and fiction in order to become discerning media users.

SPHE CURRICULUM
Strand: Myself and the wider world
Strand Unit: Media education
Content Objective
Begin to distinguish between fact and fiction in stories or situations in different media forms.

INTEGRATION
English
Strand: Developing cognitive abilities through language
Strand Unit: Reading

TEACHER'S NOTE
A note could be sent home informing parents of the work in this unit (see sample parent letter in the General Introduction).

Be aware that not all children will be familiar with newspapers or other types of information texts.

If possible, parents of children with EAL could be asked to lend storybooks and examples of information writing in their own language to the class teacher for this lesson.

RESOURCES
• Selection of age appropriate fiction and non-fiction books
• Selection of newspapers

PROCEDURE AT A GLANCE
• Introduction
• Talk and Discussion
• Sorting and Classifying
• Reflection
Introduction

A starting point for this lesson could be the children’s own ‘News’ for the day. Tell them that when they tell news in school they are usually talking about things that really happened, for example, Samira had her birthday yesterday or It is raining today.

Talk and Discussion

Next, show the children a recent newspaper. Ask them:

- Who do you know who reads newspapers?
- What do people use a newspaper for?
- What kinds of information are in this type of medium?

Use words like front page, pictures, headlines and listings with the children.

- Do you think all the things that are written about in newspapers really happened?

Tell them that newspapers are a type of information writing, telling us facts about real things.

Next show them a favourite class big book or other storybook, use words like title, author and illustrator. Ask them:

- What happens in this story?
- Do you think it really happened?
- Why?
- Why not?

Ask them to name other similar fiction stories.

Explain to the children that storybooks are often fictional; this means that the author used their imagination to make up the story, to pretend these events in the story happened. Explain that some books are fact (stories about things and people that really happened), but a lot of books are fiction (stories that the author/writer made up, using their imagination).

Sorting and Classifying

Ask the children how the newspapers and storybooks are different from each other?

- How do they look different?
- Is the writing different?
- How is it organised on the page?

Ask them if they can say what kind of language/words a storywriter uses?

How do they start the story, for example, ‘once upon a time’, ‘long ago’, or finish the story, for example, ‘they lived happily ever after’?

Can they suggest what words a news or information writer would use, for example, ‘today is _____’, ‘yesterday _____’.

Divide the children into small groups. For each group have a selection of fiction and non-fiction books and some newspapers, as appropriate. Ask the children to look at them carefully and sort them into stories, and fact and information writing. Move around the groups and guide as necessary.

When the children have had enough time to classify and talk through the selections, review each group’s work. Ask them to each select a book or text and give one reason why they think it is a story or a fact and information book - they could use the sentence stem: I know this is a story book because the writer starts, ‘once upon a time...’ or, I know this is information writing because it gives instructions, or tells about something that happened.
Reflection
Ask children to volunteer the most interesting things they learned during the lesson today.

Extension
Each time a new text is introduced to the class, ask them if they can classify it as a story or fact/information writing.
CORE CONCEPT
By engaging children in a media project they become more competent users of information and information technology.

SPHE CURRICULUM
- **Strand:** Myself and the wider world
- **Strand Unit:** Media education

Content Objective
Become aware of and learn about the different ways in which information can be communicated.

INTEGRATION
- **English**
- **Strand:** Developing cognitive abilities through language
- **Strand Units:** Oral Writing

TEACHER'S NOTE
This will be an ongoing lesson through a series of sessions while the project is being completed.

In advance, carry out a class survey on what the children would like to do a project on, based on either the children’s own suggestions that they could vote on, or having the children look through their SESE or other information books and selecting a topic this way. You could then collect newspapers, magazines etc. and could take the children to the reference section of the local library before this lesson starts.

You will be modelling research skills, thinking aloud, and writing.

If using the internet, refer to the school Internet Policy before beginning the work.

RESOURCES
- A selection of information sources on the project topic chosen by the children, for example, age appropriate information books, posters, charts, text books and suitable approved websites.
- Flipchart, Board and Markers

PROCEDURE AT A GLANCE
- Circle Work
- Planning Research
- Displaying Research
- Reflection
**Circle Work**

Tell the children they are going to do a class project on (pre-agreed topic). Tell them that long ago explorers travelled the world to find out things. Nowadays, we have other ways of finding out things. Ask them:

- *How will we find out things that we want to know?*

Record all suggestions the children have. They may include: internet, books, newspapers, DVDs, library, CDs, ask an adult, or asking an expert.

List all the different options as to who can help us use these information tools, for example, parents or guardians, teachers or SNAs.

Refer to the rules about the internet at home and school and how it is important to always check with a trusted adult first before you use the internet.

If you have an IWB you can use this to model internet research as the project progresses.

**Planning Research**

Assign aspects of the topic to groups of children. Each group can do different aspects of the same topic, for example, if your class would like to do a project on ‘Goldfish’ then group work could be done on ‘Care of Goldfish’; ‘Where do Goldfish Come from?’ ‘Lifecycle of a Goldfish’; ‘Types of Goldfish’. The learning outcomes at the end of the project could be that each child will be able to recall 4 facts about goldfish.

With the whole class, draw the following table on a flipchart or board, using the four headings provided:

<table>
<thead>
<tr>
<th>What we know</th>
<th>What we’d like to know</th>
<th>How we’ll find out</th>
<th>What we’ve learned</th>
</tr>
</thead>
</table>

Next, complete a copy of the chart with each group to focus their reading or information search.

Each child finds an interesting fact or picture in information materials for their topic. They write and draw about it, using approximate spelling if necessary.

If appropriate, the children could be recorded presenting their project. Also, if appropriate, the children could type up their work. This part of the project may take some time, but it would be useful to put a limit on the time, as interest may wane if it goes on for too long - a week might be a suitable time-frame.

**Display**

Collect all the work the children have done on the topic, and show each piece to the class. Ask the children to think about what would be the best way to display the project, for example, in a scrapbook, as a Big Book type project, or on the wall as a chart? Ask the children where would be the best place to display it.

- *Who would you like to see the work?*
- *Would that make us change where we might display it?*
Reflection

After the project is displayed, ask the children what they did to find all the information for their project.

Return to the flipchart or board table (What we know, What we’d like to know, How we will find out and What we learned), and assess with the children what they learned during the process.

Tell the children we may not have answers to all our questions, but that we can continue to find answers and add them to the chart.

This shows the class that learning is an on-going process. Congratulate the children on the project work, which will hopefully have given them skills in both independent and cooperative learning.
Lesson 3
Adverts Are Messages

Core Concept
It is important to help children become aware of the aims of advertisers and some of the factors that influence their choices so that they can become discerning consumers.

SPHE Curriculum

Strand: Myself
Strand Unit: Self-identity
Making decisions

Content Objectives
Recognise and reflect on choices that are made every day.
Discuss the factors that may influence personal decisions or choices.
Realise that being involved in decision-making demands more responsibility.

Strand: Myself and the wider world
Strand Unit: Media education

Content Objective
Discuss and explore advertising that is specifically aimed at children.

Integration
Arts Education - Visual Arts
Strand: Drawing
Strand Unit: Making drawings

Teacher's Note
This lesson could be done over two or more sessions.
Children with EAL could name products and adverts from their own language.
Children with SEN may need extra support in identifying the purpose of an advert.
It could be useful to have an appropriate selection of jingle music related to advertising, which you have pre-selected.

Resources
- The following website gives links to other websites with advertising clips and information for children on how advertising works.
http://42explore.com/advertisements.htm
- Age and content appropriate selection of adverts (pictures of adverts, film or TV clips) aimed at children.
- Art materials

Procedure at a Glance
- Introduction
- Talk and Discussion
- Worksheet
- Art Activity
- Reflection
**Introduction**

Use pre-selected advertisement clips for cereals, toys or other products aimed at children, or use picture advertisements from magazines, comics or similar print media. Ask:

- Where do we usually see these advertisements?
- Are they the same as programmes?
- How are they different from cartoons or programmes you might watch?

Explain to the children that lots of things that are made and that we buy in shops are called ‘products’.

**Talk and Discussion**

**Advertisements**

Watch or display a children’s advertisement to the class. Ask the children to name what they are watching and to notice whether or not anyone in it uses the word advertisement. Talk about the advertisement and what the children notice about it.

- Do you like the colours, the music, the characters, would you like to have this product?
- Why? (Use the word product for something that is made and for sale.)
- Are there any famous people in it?
- Are there any characters you recognise in it?
- Where have you seen those characters before?
- Do you recognise the slogan?

Explain to the children that a slogan is anything people or characters say that makes you remember the product.

- Do you know where you could get it?
- What would you need to get the product?
- Why would it be good for the makers if they influence you to want to buy this product?

Ask the children to name all the choices they are able to make on a daily basis. Record children’s responses on the flipchart or board. Help them to see that every day they make some choices about: what they do and the products they use, ranging from food to toys to comics, games, programmes and even to the clothes they wear.

Help them to reflect on what influences their choices. Ask for suggestions from the children as to what influences the choices they identified they make on a daily basis:

- Why do you watch the television programmes you do?
- Why do you eat the foods you do?
- Why do you like the toys you do?
- Why do you play the games you do?
- Why do you ask your parents to buy the clothes they do for you?

Help the children to become aware of how the media and other things influence their likes and choices. Ask the children to look forward and imagine the choices or decisions that they cannot make now but will be able to make when they are in 6th class.

- What decisions will you be able to make in 2nd, 3rd, 4th, 5th or 6th class that you cannot make now?
- Why do you think you will be able to make more decisions as you get older?
Help children to become aware that being involved in decision-making demands more personal responsibility.

**Worksheet**

Children can complete the *Worksheet: Decisions Now and Later: What Influences Me?* by using words and phrases or by drawing or cutting and pasting pictures.

When completed, they can share their work in pairs, then in fours. You can also invite children to present their worksheets. You can ask the children to note the similarities and differences in the work of their peers and these can be discussed.

**Art Activity**

The children design an advertisement individually or pairs or small groups for their favourite food, game, toy, book or film. The main elements for them to include would be:

- selecting colours that are bright and attractive
- creating a character to ‘sell’ the product
- composing a snappy slogan for the character to say which will make you want to buy the product.

Give the children sufficient time to think about, plan and develop their advertisement. Children can present their advertisements to the class. The class should be encouraged to give feedback on the advertisements presented. The following questions will help generate feedback:

- What did you like about this advertisement?
- What would make this advertisement even better?
- Would this advertisement influence you to buy or use the product?
- Why?

**Reflection**

Children could be invited to identify the most important things they learned about decision-making.

**Extension**

Following presentation and feedback the children could present their work to an older class and/or to parents.
Decisions now and later: What influences me?

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<th>My daily choices or decisions in First Class</th>
<th>What influences me?</th>
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<th>Future decisions or choices</th>
<th>What influences me?</th>
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UNIT SEVEN

CELEBRATING OUR LEARNING
UNIT SEVEN
CELEBRATING OUR LEARNING

STRAND  MYSELF
Strand Unit  Self-identity

INTRODUCTION TO THE UNIT
This unit aims to bring together the learning the children have experienced over the whole programme and to celebrate it.

Children will get an opportunity to say what they felt was the most important learning for them and the presentations will allow them to build confidence in speaking out in front of visitors and expressing their own opinion.

Various types of work completed during the year will be displayed and this will help children to focus on their own personal strengths and abilities and those of their peers.

LESSON
Bringing it All Together
LESSON 1
BRINGING IT ALL TOGETHER

CORE CONCEPT
Reflecting on and evaluating learning is an essential part of the learning process.

SPHE CURRICULUM

Strand: Myself
Strand Unit: Self-identity
- Developing self-confidence
- Self-awareness

Content Objectives
Develop an appreciation of and talk about personal strengths, abilities and characteristics.
Express personal opinions and preferences and acknowledge those of others and comment on them.

TEACHER NOTES
Parents or the school principal or another class in the school could be invited to this session or it could be done at a school assembly.

The children will talk about the work they did during the year. Time will need to be given in advance to revising the learning in the units covered during the year, and looking back at samples of the work done.

If using the classroom, a double circle of chairs could be used, the inner circle for the children and the outer one for the visitors. The hall or another room could also be used, if space is an issue. This would involve bringing art work there and displaying it. If possible, some refreshments could be organised for the children and any visitors.

Resources
- Speaking Object
- Worksheet (completed in advance of presentation)
- Samples of work from each unit
- Refreshments
- SPHE Folders or Copies
- Certificates for children

Procedure at a Glance
- Preparation
- Presentation
- Circle Work
- Presentation
Preparation

In advance, children can be reminded of the units that have been covered in the programme, and any work completed within the units can be gathered and reviewed. Decisions can be made as to what will be displayed on the presentation day. The children can also complete the Worksheet: What I Enjoyed in the Walk Tall Programme.

You can use these sheets to script some sentences about each of the units in preparation for the presentation. These can be given to pairs of children to rehearse in advance of the presentation.

Ideally, each child should have a sentence to say. Other children could be involved in highlighting art work, showing pictures, doing a freeze frame - anything that will give the visitors a flavour of the work that has been done. This aspect may need to be rehearsed in advance.

Presentation

Visitors are invited to sit in a circle behind the children. The children have their completed worksheet on their knees or under their chairs for consulting. Their SPHE folder or copy could also be available in the room. Either you or the pupils introduce the session.

Good morning everyone. I/We would like to welcome all of you here this morning to celebrate what we have learned over the last year using the Walk Tall Programme in SPHE. We are delighted to have this opportunity to show and tell you what we did during the year. You can see that we have decorated the room/hall/space with work we did during the year.

A number of children come forward in pairs. One reads out the name of the unit, another reads a summary, prepared in advance, of what the children have learned from it. While this is happening, other children display samples of the work done in that unit (art work, worksheets, collage, freeze frame etc.)

Alternatively, if you have been able to scan samples of work or children working, they could be shown on the IWB.

1. In Unit One we learned about Self-identity…
2. In Unit Two we learned about Taking Care of My Body…
3. In Unit Three we learned about Growing and Changing…
4. In Unit Four we learned about Keeping Safe…
5. In Unit Five we learned about Myself and Others…
6. In Unit Six we learned about Media…
7. And today we are Celebrating Our Learning…

Circle Work

You or the children can use the following script:

Now each child in the class is going to tell you what they have decided was the most important thing they learned during the year. You will see us using a speaking object. There are rules about using this speaking object. The person who has the speaking object has the power to speak and everyone else has the power to listen. I would ask you, the visitors, to keep this rule. Please keep silent while the children are talking. We will give any visitor who wishes to take the speaking object a chance to speak at the end.
Each child takes the speaking object in turn and answers the question:

*What was the most important thing you learned during the year?*

If, at the end of the round, some children want to say more, the speaking object can be passed to them individually.

At the end, the speaking object is passed around the visitors’ circle and anyone who wishes to make a comment may do so. Visitors are told that they can pass if they do not want to say anything.

**Presentation of Certificates**

You or another appointed person presents the certificates to the children. As each child’s name is called out, they step forward to receive their certificate.

At the end, there could be a general round of applause. The children are given some time to sit with their peers and visitors and show them their certificate and the work in their folders, if they wish to do so. Refreshments can follow.

The children bring their folders and certificates home that day to show to their parents or guardian.
What I enjoyed in the Walk Tall Programme

Think about and complete the following sentences:

1. Some things I enjoyed...

2. Some things I learned...

3. One way I have changed in the last year...

4. One way I would like to change next year...
Congratulations!

This Certificate is awarded to

....................................................

For completion of the First Class Year

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

SPHE FIRST AND SECOND CLASS CONTENT OBJECTIVES
Divide the children into pairs by distributing fair pair cards. Children can choose a card or take one from a container. Children with the same cards form a group - you can decide the size of the group in advance and give out an appropriate number of cards.

A number is also written on each fruit, so that if the activity involves one child doing something first and another second, the number is already on the card they have chosen.
<table>
<thead>
<tr>
<th>Kiwi 1</th>
<th>Mango 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peach 1</td>
<td>Mango 2</td>
</tr>
<tr>
<td>Kiwi 2</td>
<td>Peach 2</td>
</tr>
<tr>
<td>Plum 1</td>
<td>Plum 2</td>
</tr>
<tr>
<td>Pineapple 1</td>
<td>Pineapple 2</td>
</tr>
<tr>
<td>Apricot 1</td>
<td>Apricot 2</td>
</tr>
</tbody>
</table>
FAIR PAIR CARDS

Cherry 1
Cherry 2

Grapes 1
Grapes 2

Lemon 1
Lemon 2

Lime 1
Lime 2

Raspberry 1
Raspberry 2

Strawberry 1
Strawberry 2
## APPENDIX 2
### SPHE FIRST AND SECOND CLASS CONTENT OBJECTIVES

<table>
<thead>
<tr>
<th>Strand: <strong>Myself</strong></th>
<th>Covered</th>
<th>Class Level</th>
<th>Unit / Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Identity (Self-awareness)</strong></td>
<td>✓</td>
<td>1st</td>
<td>Unit 1 Lesson 2</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>2nd</td>
<td>Unit 1 Lesson 1</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>2nd</td>
<td>Unit 1 Lesson 1</td>
</tr>
<tr>
<td>Recognise and appreciate the similarities and differences between people</td>
<td>✓</td>
<td>1st</td>
<td>Unit 1 Lesson 4</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>2nd</td>
<td>Unit 5 Lesson 5</td>
</tr>
<tr>
<td>Identify and talk about personal preferences, dreams for the future and hopes</td>
<td>✓</td>
<td>1st</td>
<td>Unit 5 Lesson 5</td>
</tr>
<tr>
<td>Become aware of their immediate world through the senses</td>
<td>✓</td>
<td>2nd</td>
<td>Unit 2 Lesson 5</td>
</tr>
<tr>
<td><strong>Self-Identity (Developing self-confidence)</strong></td>
<td>✓</td>
<td>2nd</td>
<td>Unit 1 Lesson 2</td>
</tr>
<tr>
<td>Become more independent and self-reliant</td>
<td>✓</td>
<td>2nd</td>
<td>Unit 4 Lesson 5</td>
</tr>
<tr>
<td>Explore different ways of coping with change</td>
<td>✓</td>
<td>2nd</td>
<td>Unit 3 Lesson 1</td>
</tr>
<tr>
<td>Express personal opinions and preferences and acknowledge those of others and comment on them</td>
<td>✓</td>
<td>1st</td>
<td>Unit 1 Lesson 3</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>2nd</td>
<td>Unit 7 Lesson 1</td>
</tr>
<tr>
<td>Covered</td>
<td>Class Level</td>
<td>Unit / Lesson</td>
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<td></td>
<td>1st</td>
<td>Unit 6 Lesson 3</td>
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<td>2nd</td>
<td>Unit 1 Lesson 1</td>
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<td>Unit 6 Lesson 1</td>
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<tr>
<td></td>
<td>1st</td>
<td>Unit 6 Lesson 3</td>
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<td>2nd</td>
<td>Unit 1 Lesson 1</td>
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<td>Unit 6 Lesson 1</td>
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<td>1st</td>
<td>Unit 6 Lesson 3</td>
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<td>2nd</td>
<td>Unit 1 Lesson 1</td>
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<td>Unit 6 Lesson 1</td>
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<td></td>
<td>1st</td>
<td>Unit 2 Lesson 2/3</td>
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<td>2nd</td>
<td>Unit 2 Lesson 2/3</td>
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<td>Unit 2 Lesson 1</td>
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<td>Unit 2 Lesson 1</td>
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<td>1st</td>
<td>Unit 2 Lesson 4</td>
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<td>1st</td>
<td>Unit 2 Lesson 2</td>
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<td>2nd</td>
<td>Unit 2 Lesson 5</td>
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<td></td>
<td>1st</td>
<td>Unit 2 Lesson 4</td>
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<tr>
<td></td>
<td>2nd</td>
<td>Unit 2 Lesson 7</td>
<td></td>
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<tr>
<td></td>
<td>2nd</td>
<td>Unit 2 Lesson 5/6</td>
<td></td>
</tr>
<tr>
<td>Covered</td>
<td>Class Level</td>
<td>Unit / Lesson</td>
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</tr>
<tr>
<td>Explore the importance of food for promoting growth, keeping healthy and providing energy</td>
<td>✓</td>
<td>1st</td>
<td>Unit 2 Lesson 3</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>2nd</td>
<td>Unit 2 Lesson 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓</td>
<td>Unit 2 Lesson 4</td>
</tr>
<tr>
<td>Appreciate that balance, regularity and moderation are necessary in the diet</td>
<td>✓</td>
<td>1st</td>
<td>Unit 2 Lesson 3</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>2nd</td>
<td>Unit 2 Lesson 4</td>
</tr>
<tr>
<td>Identify some of the foods that are derived from plant and animal sources</td>
<td>✓</td>
<td>2nd</td>
<td>Unit 2 Lesson 4</td>
</tr>
<tr>
<td>Recognise and practise good hygiene when dealing with food</td>
<td>✓</td>
<td>2nd</td>
<td>Unit 2 Lesson 4</td>
</tr>
</tbody>
</table>

**Growing and changing (As I grow I change)**

<table>
<thead>
<tr>
<th>Covered</th>
<th>Class Level</th>
<th>Unit / Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin to recognise the physical, emotional, social and spiritual factors that promote growth</td>
<td>✓</td>
<td>2nd</td>
</tr>
<tr>
<td>Realise that growth takes place in many different ways and is unique to each individual</td>
<td>✓</td>
<td>1st</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>2nd</td>
</tr>
<tr>
<td>Realise that growing up brings increased responsibility for themselves and others</td>
<td>✓</td>
<td>1st</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>2nd</td>
</tr>
<tr>
<td>Strand: Myself</td>
<td>Covered</td>
<td>Class Level</td>
</tr>
<tr>
<td>---------------</td>
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</tr>
<tr>
<td><strong>New life</strong></td>
<td></td>
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</tr>
<tr>
<td>Begin to understand that reproduction, birth, life, growth and death and all part of a life cycle</td>
<td>✔️</td>
<td>1st</td>
</tr>
<tr>
<td>Appreciate what is necessary in order to provide and care for new-born babies in both the animal and human world</td>
<td>✔️</td>
<td>1st</td>
</tr>
<tr>
<td>Realise the various roles parents and other family members have in providing for new-born babies</td>
<td>✔️</td>
<td>1st</td>
</tr>
<tr>
<td><strong>Feelings and emotions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name and identify a wide range of feelings and talk about and explore feelings in different situations</td>
<td>✔️</td>
<td>1st</td>
</tr>
<tr>
<td></td>
<td>✔️</td>
<td>2nd</td>
</tr>
<tr>
<td>Realise and explore the various ways feelings can be expressed and dealt with and choose which are the most appropriate and acceptable</td>
<td>✔️</td>
<td>1st</td>
</tr>
<tr>
<td></td>
<td>✔️</td>
<td>2nd</td>
</tr>
<tr>
<td>Identify people with whom they can discuss feelings and emotions</td>
<td>✔️</td>
<td>1st</td>
</tr>
<tr>
<td></td>
<td>✔️</td>
<td>2nd</td>
</tr>
<tr>
<td>Become aware of and be able to choose healthy ways of feeling good about themselves</td>
<td>✔️</td>
<td>1st</td>
</tr>
<tr>
<td></td>
<td>✔️</td>
<td>2nd</td>
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<tr>
<td>Explore the various feelings that change as one grows</td>
<td>✔️</td>
<td>2nd</td>
</tr>
<tr>
<td>Recognise that individual actions can affect the feelings of others</td>
<td>✔️</td>
<td>1st</td>
</tr>
<tr>
<td></td>
<td>✔️</td>
<td>2nd</td>
</tr>
</tbody>
</table>
### Safety and Protection (Personal safety)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Covered</th>
<th>Class Level</th>
<th>Unit / Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise and explore situations where children feel safe and those where safety might be at risk</td>
<td>✓</td>
<td>1st</td>
<td>Unit 3 Lesson 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit 3 Lesson 2</td>
</tr>
<tr>
<td>Discuss and practise appropriate strategies for dealing with these situations</td>
<td>✓</td>
<td>2nd</td>
<td>Unit 3 Lesson 6</td>
</tr>
<tr>
<td>Explore how other people can persuade them to engage in unsafe behaviour and how this may be counteracted</td>
<td>✓</td>
<td>2nd</td>
<td>Unit 1 Lesson 2/3</td>
</tr>
<tr>
<td>Identify risky behaviour and examine its positive and negative consequences</td>
<td>✓</td>
<td>2nd</td>
<td>Unit 1 Lesson 2</td>
</tr>
</tbody>
</table>

### Safety and Protection (Safety issues)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Covered</th>
<th>Class Level</th>
<th>Unit / Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and practise strategies for keeping safe when travelling</td>
<td>✓</td>
<td>2nd</td>
<td>Unit 4 Lesson 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit 4 Lesson 1</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Unit 4 Lesson 2</td>
</tr>
<tr>
<td>Develop and practise strategies for keeping safe when travelling</td>
<td>✓</td>
<td>2nd</td>
<td>Unit 2 Lesson 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit 5 Lesson 1</td>
</tr>
<tr>
<td>Recognise places where it is safe to play and understand the importance of adopting responsible and equitable behaviour when playing</td>
<td>✓</td>
<td>2nd</td>
<td>Unit 4 Lesson 5</td>
</tr>
<tr>
<td>Recognise how accidents might be caused and what can be done in order to prevent accidents happening</td>
<td>✓</td>
<td>2nd</td>
<td>Unit 4 Lesson 5</td>
</tr>
<tr>
<td>Recognise and explore occasions when medicines are needed</td>
<td>✓</td>
<td>1st</td>
<td>Unit 4 Lesson 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit 2 Lesson 6/7</td>
</tr>
<tr>
<td>Distinguish between substances in the home or school that are safe and those that are dangerous and seek permission before exploring them</td>
<td>✓</td>
<td>1st</td>
<td>Unit 4 Lesson 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit 2 Lesson 6</td>
</tr>
</tbody>
</table>
## Strand: Myself and Others

<table>
<thead>
<tr>
<th>Covered</th>
<th>Class Level</th>
<th>Unit / Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Myself and my family</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and talk about those who live at home and recognise that homes and families can vary</td>
<td>✓</td>
<td>1st</td>
</tr>
<tr>
<td>Recognise their role and place in the family unit and the contribution made by each member to the family</td>
<td>✓</td>
<td>1st</td>
</tr>
<tr>
<td>Appreciate their own family and identify ways in which members of families can help, support and care for each other</td>
<td>✓</td>
<td>1st</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>2nd</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 4 Lesson 3</td>
</tr>
<tr>
<td>Explore many of the things that are learned in families, both practical and otherwise</td>
<td>✓</td>
<td>1st</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>2nd</td>
</tr>
<tr>
<td><strong>My friends and other people</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss personal friends and why they enjoy being with them</td>
<td>✓</td>
<td>1st</td>
</tr>
<tr>
<td>Identify, explore and discuss qualities and skills associated with friendship</td>
<td>✓</td>
<td>1st</td>
</tr>
<tr>
<td>Explore how friends can influence personal actions and decisions</td>
<td>✓</td>
<td>2nd</td>
</tr>
<tr>
<td>Know how to treat people with dignity and respect</td>
<td>✓</td>
<td>1st</td>
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<td></td>
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<td>Unit 4 Lesson 1</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>2nd</td>
</tr>
<tr>
<td>Recognise and explore bullying behaviour, who is involved and the effects on different people</td>
<td>✓</td>
<td>2nd</td>
</tr>
<tr>
<td>Know that bullying is always wrong and what should be done if one is being bullied or sees it happening to someone else</td>
<td>✓</td>
<td>2nd</td>
</tr>
<tr>
<td><strong>Relating to others</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinguish between verbal and non-verbal behaviour and know how they are used in performing social functions</td>
<td>✓</td>
<td>1st</td>
</tr>
<tr>
<td>Listen, hear and respond to what is being said by others</td>
<td>✓</td>
<td>1st</td>
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<tr>
<td></td>
<td></td>
<td>Unit 5 Lesson 5</td>
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<tr>
<td></td>
<td>✓</td>
<td>2nd</td>
</tr>
<tr>
<td><strong>Strand: Myself and the wider world</strong></td>
<td><strong>Covered</strong></td>
<td><strong>Class Level</strong></td>
</tr>
<tr>
<td>----------------------------------------</td>
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</tr>
<tr>
<td><strong>Relating to others</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Express and record experiences, opinions, feelings and emotions in a variety of ways</td>
<td>✓</td>
<td>2nd</td>
</tr>
<tr>
<td>Explore and practise how to handle conflict without being aggressive</td>
<td>✓</td>
<td>2nd</td>
</tr>
<tr>
<td><strong>Developing citizenship: My school community</strong></td>
<td></td>
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</tr>
<tr>
<td>Explore what it means to belong and recognise some of the different groups to which they can belong</td>
<td>✓</td>
<td>1st</td>
</tr>
<tr>
<td>Recognise and write the name and location of their own school and identify those who constitute the school community</td>
<td>✓</td>
<td>1st</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>2nd</td>
</tr>
<tr>
<td>Discuss and appreciate how the positive contributions of each person can make the class or school a better place for everyone</td>
<td>✓</td>
<td>1st</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>2nd</td>
</tr>
<tr>
<td>Be involved in making the classroom rules and recognise the importance of adhering to these rules for the safety of all</td>
<td>✓</td>
<td>1st</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>2nd</td>
</tr>
<tr>
<td>Engage in group activities in the class and learn how to share, co-operate, listen to, work and play together</td>
<td>✓</td>
<td>1st</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>2nd</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>2nd</td>
</tr>
<tr>
<td><strong>Living in the local community</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begin to appreciate how people depend on each other in many aspects of life</td>
<td>✓</td>
<td>2nd</td>
</tr>
<tr>
<td>Develop a sense of belonging to their own local community</td>
<td>✓</td>
<td>1st</td>
</tr>
<tr>
<td>Be aware of and appreciate the diversity of cultures and people in the local community, recognise their contributions and be aware of how differences can enrich their experiences</td>
<td>✓</td>
<td>2nd</td>
</tr>
<tr>
<td>Develop an awareness of people in other places</td>
<td>✓</td>
<td>2nd</td>
</tr>
<tr>
<td>Identify those who have special responsibilities for looking after people in the community and the importance of the contribution of each individual to community life</td>
<td>✓</td>
<td>1st</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>2nd</td>
</tr>
</tbody>
</table>
### Strand: Myself and the wider world

<table>
<thead>
<tr>
<th>Covered</th>
<th>Class Level</th>
<th>Unit / Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
<td>Unit 5 Lesson 3</td>
</tr>
<tr>
<td>✔</td>
<td>2nd</td>
<td>Unit 5 Lesson 3</td>
</tr>
</tbody>
</table>

### Environmental care

- **Appreciate the environment and realise that there is a community and individual responsibility in caring for and protecting the environment**
  - ✔
  - 1st
  - Unit 5 Lesson 3

### Media education

- **Become aware of and learn about the different ways in which information can be communicated**
  - ✔
  - 1st
  - Unit 6 Lesson 2

- **Begin to distinguish between fact and fiction in stories or situations in different media forms**
  - ✔
  - 1st
  - Unit 6 Lesson 1

  - ✔
  - 2nd
  - Unit 6 Lesson 1

- **Discuss and explore advertising that is specifically aimed at children**
  - ✔
  - 1st
  - Unit 6 Lesson 3

  - ✔
  - 2nd
  - Unit 6 Lesson 1
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