SECOND CLASS

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
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 talking’, ‘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'.

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'.

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)


*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:**
- Me and My Decisions
- Looking After our Bodies
- Managing Feelings
- Standing Tall
- Being Good Citizens
- Advertising
- Looking Back, Looking Forward

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
UNIT ONE
ME AND MY DECISIONS

STRAND  MYSELF
Strand Unit  Self-identity
                Self-awareness
                Developing confidence
                Making decisions

INTRODUCTION TO THE UNIT
The materials in this unit focus on self-esteem and influences. The first lesson in this unit addresses children’s awareness of influences on their decision-making. Reinforcing a positive sense of self-esteem helps children to cope with these influences. Children are given an opportunity to reflect on how to handle situations in which they are being invited or urged by friends to participate.

Coping with peer pressure to smoke is the subject of Lesson 2. The children tease out reasons why children smoke or why others refuse to smoke, in the hope that they will gain more clarity and be able to take responsibility for making informed and healthy decisions later in their own lives.

In the final lesson of this unit, the children learn about the importance of choosing whom they trust and how to begin to trust their own judgement.

LESSONS IN THIS UNIT
Lesson 1
Friends Influence Each Other
Lesson 2
Smoking and Cigarettes
Lesson 3
I’m Learning to Trust
CORE CONCEPT
Reinforcing a positive sense of self-esteem can help children cope with influences from peers and make good choices for themselves.

Content Objective
Explore how friends can influence personal actions and decisions.

INTEGRATION
English
Strands: Competence and confidence in using language
Emotional and imaginative development through language

TEACHER'S NOTE
This lesson, in total, could require two-three sessions.

In this lesson children need to move around to interact with each other in pairs. Consideration needs to be given to the arrangement of furniture to allow for the activity and the discussion.

RESOURCES
- Speaking Object
- Paper Plates
- Piece of yellow card/heavy paper
- Drawing Materials
- Space for movement
- Worksheet: Favourite Things
- Music
LESSON 1
FRIENDS INFLUENCE EACH OTHER

PROCEDURE AT A GLANCE

Session 1
• Circle Work
• Affirmation Game
• Art Activity
• Looking and Responding

Session 2
• Worksheet
• Changing Partners – Discussion
• Circle Work
• Thumbs Up and Thumbs Down
• Role Play
Circle Work

In the circle, ask the children to name a person they think is really great. Tell the children that when you think something or someone is really great you hold them in high esteem. Self-esteem is when you value yourself. It’s not boasting or bragging; it’s knowing that you are you, and quietly knowing that you and your thoughts and opinions should be respected, and that you are accepted as you are by everyone.

Tell the children, when you feel good about yourself like this, you manage any negative or bad thoughts you might have e.g. if you make a mistake in class, you can think:
- **OK I made a mistake, everyone makes them sometimes, I can learn not to make the same mistake again.**

If you say something to another person that upsets them, after you apologise, you can say:
- **OK, I shouldn’t have said that to that person, I know now not to say that to them again. I’ll do better next time.**

Tell the children we’re going to do a sharing round in the circle of favourite things at school. Remind the children that good listeners show they are listening to the person who is speaking by looking at that person. You could start off by saying:
- **My favourite thing to do at school is to…**

The children then could complete the sentence stem: **My favourite thing to do at school is…**

Next tell the children they can name something they think they are good at in school. It can be anything at all - making friends, being kind, doing sums, speaking Gaeilge, or drawing trees. Be conscious that some children may not know or want to say what they think they are good at. In this instance, you could ask the children’s permission to say something for them, or ask other children to contribute. Affirm all the children’s contributions and good listening behaviours.

Art Activity

Tell the children they are going to make a flower - a sunflower is good because it has a big face and lots of petals, but they could do any flower they like. On the face of the sunflower, they can write their name. On some of the petals, they can write things that they are good at school and at home, such as making friends, being kind, doing sums, speaking Gaeilge, drawing trees, sharing, football, helping clean up at home, doing homework. If they’re not sure or they need help to think of things they are good at, they can turn to a friend at their table or ask you to help.

Distribute the plates and card and have them first write their name on their plate and decorate it.

Then show them how to cut out some large petal shapes from the card. Next, tell them to write things they are good at on the petals. When each child has 3 or more petals with writing on them, the children can start to glue-stick their petals to the face of their sunflower. They can continue to write and stick until they run out of ideas. If each child wishes, a friend or partner in the class could do a petal for their flower, stating something they think that child is good at.

Reflection

The children could then make a display of their art work and say what they like about the flowers.
Worksheet: My Favourite Things
Write the statements from the first half of the worksheet on the blackboard, or display them on the IWB. Read through these with the children to ensure that they can read them. Discussion should not be necessary at this stage but the word ‘favourite’ should be reinforced if children do not understand it. Ask the children to complete the first half of the sheet in silence. Tell the children to stop at the stop sign and wait for further instructions.

Changing Partners – Discussion
The children leave their work at their tables. Play some music. While the music is playing, the children move about the room in an orderly way without talking. When the music stops, each child finds a partner and each pair discuss their responses to the statements.

After a minute or so, play the music again and the children move off around the room. The process is repeated about eight times. Instruct the children to find a new partner each time the music stops.

Encourage the children to try to recall what others have said as they walk around during the playing of the music. Ask the children to go back to their seats. Explain that they are going to respond to the same statements again as some of them may have changed their minds about some of the answers. Tell them that it is OK to change their mind and that it is also fine if they want to keep the same answers. Give the children a chance to fill in their responses again. Finally the children could count the number of responses they have changed and fill in that number at the bottom of the page.

Circle Work
The children gather into a circle, and the speaking object is passed around. Each child could answer the question:
- Did you change your mind about any of the questions, and if you did why was that?

Comment on any trends you notice in terms of patterns within the class. The children could then be asked the following questions:
- Do you think children change a lot just to be like other children?
- If your friend asked you to try something new would you do it?
- Would you ever say no?

Identify with the children the types of decisions that they make every day.

Using the speaking object, the children could explore whether we should do what our friends suggest, or whether we should stick with what we feel ourselves if it is different from what our friends suggest, and whether there are limitations on that or not.

Thumbs Up and Thumbs Down
The children could be taught how to make thumbs up and thumbs down signals for a number of everyday decisions that arise for them. The children should indicate if they would do as their friend suggests by giving a thumbs up sign. If they feel they would not do as their friend suggests, they should give a thumbs down sign.
Read out the following suggestions:
- I have a new computer game. Will you come to my house to play it?
- Let’s play knock-a-door-and-run-away on that old lady’s door!
- There is a lovely new ice-cream in the shops and it only costs 75c. Will you buy one with your pocket money?
- Ask your Mammy to get you the same dress as me and we’ll be matching.
- Let’s jump off that big wall!
- Will you do your homework straight after school and then call for me?

(Include examples, both positive and negative, taking local features and environment into account.)

Role Play

Finally, some of the situations where children want to say no could be dramatised. It is important to teach children that to say ‘no’ to a friend is not breaking the friendship. The children could practise giving a reason for saying ‘no’, for example:
- No, I don’t want to jump off a wall because my brother broke his leg doing that and I don’t want that to happen to me.
- No, I don’t think we should knock on that lady’s house because she is not well and it is not fair.

The children may suggest that saying ‘no’ to a friend may mean that the friend walks away. If so, the children could be asked to consider if that child is being a real friend. End by encouraging the children always to think for themselves and to trust their own brain.

Summarise by saying that there are a lot of decisions that we can be faced with every day. Friends give us lots of ideas for ways to change, many good ones and some bad ones. We have to choose which changes we make. We should trust ourselves to think it through and be able to value our own choices.
My name is: 

My favourite TV programme is 

My favourite food is 

My favourite team or group is 

My favourite game is 

My favourite clothes are 

My favourite colour is 

Wait for the teacher to tell you what to do!

My favourite TV programme is 

My favourite food is 

My favourite team or group is 

My favourite game is 

My favourite clothes are 

My favourite colour is 

Number of answers I have changed: 

LESSON 2
SMOKING AND CIGARETTES

CORE CONCEPT
Smoking involves consequences, some of which are perceived by children as positive and others negative. It is helpful to reflect on these consequences before children are at an age when they have to make these decisions.

SPHE CURRICULUM

Strand: Myself
Strand Unit: Safety and protection
Content Objectives
Explore how other people can persuade them to engage in unsafe behaviour and how this may be counteracted.
Identify risky behaviour and examine its positive and negative consequences.

Strand: Myself
Strand Unit: Growing and changing
Content Objectives
Become more independent and self-reliant.

INTEGRATION

English
Strands: Competence and confidence in using language
Developing cognitive abilities through language
Strand Unit: Oral

TEACHER’S NOTE
This lesson, if used in total, could require more than one session.
A letter home detailing work in this lesson would be important. (See sample parent letter in the General Introduction).
Children with EAL and SEN may need support during this lesson.
Children may find it easier to relate to the short-term effects of smoking than the longer-term effects. Sensitivity is needed if children have close experience of the effects of smoking on a family member or an older friend.

RESOURCES
- Picture: Niamh
- Activity Sheet: A Note to Niamh
- Pencils, crayons
- Useful websites for parents and teachers on discussing smoking with children:
  - http://www.nobuttsaboutit.net/
  - https://www.quit.ie/

PROCEDURE AT A GLANCE
- Picture: Looking and Responding
- List and Discuss
- Activity Sheet: Note to Niamh
Give each child a copy of the Picture: Niamh and the Activity Sheet: Note to Niamh. Ask them to look closely at the picture. This is a very good opportunity to clarify the difference between facts and assumptions.

First, ask the children to tell you what they see in a strictly factual way first by using the words: what I see is...

Then, invite the children to interpret the picture by asking:
- What do you think is happening here?

Instruct the children to answer using the words: I think...

In this way, they own their personal interpretation of the picture. However, it’s most likely that the children will draw the same conclusions.

Finally, tell the class that the girl’s name is Niamh and that this is the first time anyone has ever offered her a cigarette. Ask them if they think this sort of scenario happens sometimes and allow a few children to share their opinions.

Ask the children to close their eyes for a minute and imagine how Niamh feels. Then, ask them to think about and answer these questions:
- Why do you think the girl is offering the cigarettes to Niamh?
- What do you think is going on in Niamh’s head?
- How do you think she feels?
- What do you think is happening in her body?
- What decision does she have to make?
- Are they easy decisions to make?

Ask the children to go back to the picture of Niamh and write some text in the speech callouts and the thought bubble. Remind them to think about what has just been discussed.

The following decision-making process can be explained to the children:

Draw or display a set of traffic lights on the blackboard or IWB.

Ask the children to explain the rules about traffic lights and what actions drivers should take when each light is showing. Explain to them that, just like drivers, each of us can use the same steps when we are faced with a decision we have to make - we can stop, take some time to think, and then decide what we are going to do. You could use the following explanation:
- It takes lots of practice to become a good decision-maker. As we get older we have to make more and more decisions. Some decisions are very easy to make (ask for some examples), while others require us to think. It’s great if we can ask someone we trust for advice, but sometimes we have to make a choice on our own - that’s when it’s really helpful to have some steps to help us. Think of some times when it would be really useful to follow the traffic lights steps for making decisions.

Now say that you can tell the children more about the bigger girls. They have been smoking for a few years and they are addicted to nicotine now. The children may know what this means. If not it could be explained as follows:
- There is a drug in cigarettes called nicotine. When a person smokes their body gets used to having that drug. Then after a while their body feels it has to have that nicotine. Even if the person doesn’t smoke anymore their body keeps on wanting the nicotine, so it is hard to stop. Making a choice to say no to smoking is much harder when you are addicted to nicotine.
The children will possibly have comments on this and will want to talk about adults they know who have tried to give up smoking and failed. This helps to make the idea of addiction concrete for them. Tell the children that some adults, who started smoking when they were young, did not know that cigarettes were bad for their health.

**List and Discuss**

Explain to the children that not long ago people used to think smoking was great because they would see people in movies and on television smoking, a bit like when we see adverts for products nowadays. People who made cigarettes made a lot of money because so many people wanted to buy cigarettes to smoke.

Now we know a lot more about cigarettes and smoking and how bad it is for your health. Can you think of reasons why it would be good not to get addicted to nicotine? (Examples might include: smoking is expensive, it can give you bad breath, yellow or stained teeth, smelly clothes, and more coughs and colds than those who do not smoke.)

List the reasons the children give and ask:

- Which of these is a short or immediate effect?
- Which is a long-term effect?
- Are there effects we don’t see?

Children may also know of longer-term effects of smoking through, for example, a family member with smoking-related health problems. Sensitivity needs to be shown if this issue emerges.

**Activity Sheet: Note to Niamh**

The children are asked to write a letter to Niamh telling her something about smoking and giving her some advice on how to handle the situation she is in now. They could be invited to read their notes aloud to the children and/or the notes could be displayed.

**Reflection**

Ask the children for feedback on whether they think the traffic lights is useful for making choices and when else they might use this kind of thinking in the future. Over the following weeks you could model the traffic lights approach in class, applying it to different situations.
This is Niamh...
A Note to Niamh
Take time to think

Decide what you’re going to do

STOP
LESSON 3
I'M LEARNING TO TRUST

CORE CONCEPT
The ability to trust is essential for all close relationships and group participation. The children need to learn to trust but they must also learn a degree of caution to guard against dangers.

SPHE CURRICULUM
- **Strand:** Myself
- **Strand Unit:** Safety and protection
  - Personal safety

**Content Objective**
Explore how other people can persuade them to engage in unsafe behaviour and how this may be counteracted.

- **Strand Unit:** Self-identity
  - Making decisions

**Content Objective**
Discuss the factors that may influence personal decisions or choices.

INTEGRATION
- **English**
  - **Strands:** Competence and confidence in using language
  - Developing cognitive abilities through language

- **Strand Unit:** Oral

TEACHER'S NOTE
In this lesson we play a game in which there is a ‘baddy’ or someone who tries to lead the child astray. If the children are unlikely to be able to sustain the roles in the Obstacle Game, it may be useful to bring in two or three older children to play the roles, or other appropriate people. Consider what would work best in your situation. It is essential that the ‘baddy’ de-role and apologise to the child each time.

A large circle formation is best for this lesson as everyone can see everyone else and the obstacles used in the game. It is also best for the discussion part of the lesson.

This lesson could be linked with the lesson on bullying (Unit 4, Lesson 6)

RESOURCES
- Large sheet of card or paper on which a target is drawn (as in archery or darts)
- A few counters
- Obstacles such as schoolbags and extra chairs
- Speaking Object
- Blindfold
- Interlocking Cubes or drawing materials
- Fair Pair Cards (resource in 1st Class materials)

PROCEDURE AT A GLANCE
- Game: Bull's Eye
- Game Extension: Obstacle Game
- Construction or Drawing Exercise
- Circle Work
- Reflection
**Game: Bull’s Eye**

The children sit in a circle and the Game: **Bull’s Eye** is introduced. One child is blindfolded and given a counter. The target is placed on the floor anywhere within the circle. The child must place the counter in the centre of the target and then return to their seat. The other children guide the child by calling out hot if they are near, and cold if they are not near the target.

The game is repeated several times with the target being moved each time after a child has been blindfolded. Following this game, the children who have taken part are asked how it felt:

- Were you scared or worried?
- Did you believe that the others were guiding you correctly?
- Did it get easier or harder to follow the instructions?
- Were you able to trust the others?

**Game Extension: Obstacle Game**

A number of obstacles are placed in the circle on the floor. School bags, cones and boxes are all suitable. Place a vacant chair in the circle. A volunteer child is blindfolded and someone moves into the vacant chair and leaves another chair vacant so that the blindfolded child does not know where it now is.

The child is to be guided into the vacant chair without tripping on any obstacles. The child is asked to move slowly to ensure safety. Two children are appointed by you to give instructions - a ‘goody’ and a ‘baddy’. The ‘goody’ is told quietly to guide the child as was done in the last game. The ‘baddy’ is told quietly to give different directions to confuse the child. The child is told they can only trust one of the people, but we cannot tell at this stage which is which.

After a short time the child realises who they can trust and completes the task by sitting on the chair. The ‘baddy’ must then de-role by saying something like: I’m not the baddy anymore and I would not really lead you the wrong way. I’m sorry. The child is then asked to say how they made the choice about whom to trust. The game can be repeated several times.

**Construction or Drawing Exercise**

Divide the children into pairs using the Fair Pair Cards. Give nine interlocking coloured cubes to each pair. Ask them to name one child A, and the other B.

Blindfold child A. Explain that they must work together to form a cuboid, using the coloured cubes. Child B must give instructions, but cannot touch the cubes or their partner. When the pairs have constructed the cuboid, ask them to change roles and repeat the task.

Alternatively, child A could have a simple picture in their hand (for example, a drawing of a house or a tree, or a geometrical design). Child B has to draw the object with instructions from Child A. The roles can be reversed with another picture.

Afterwards, invite the children to say how they felt being the helper or the person being helped.
Circle Work
A speaking object can be used to structure a discussion on trust. Children who wish to contribute can use an agreed signal (e.g. thumbs up, hands up). The following questions could be asked:
- Why is it that we trust some people and not others?
- What do we mean when we say, ‘I trust someone’?
- How do you know when you can trust someone?
- What do they do or say to show they are trustworthy?

Reflection
Ask the children to imagine that they have to wear a blindfold for a whole day. Ask them to think of four people that they could trust to get them safely through the day. Invite volunteers to share their choices with the rest of the class and give a brief explanation for each.

To help the children think about those they already trust in their lives, invite them to complete the sentence stem: I trust (name of person) because/when I (action)...
UNIT TWO
LOOKING AFTER OUR BODIES
UNIT TWO
LOOKING AFTER OUR BODIES

INTRODUCTION TO THE UNIT
This unit aims to help children develop an understanding of the work done by the important parts of their bodies - heart, brain and lungs, and the need to care for their bodies. The emphasis is on the correct anatomical names for both the visible and private parts of the body. 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 SPHE Teacher 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 this unit, the children also explore the need for balance in food and drinks to promote health and they learn about the power of medicines. They discuss what they take into their bodies and how something which is good can be harmful when taken in excess. In Lesson 1, the children acknowledge the wonderful things the body can do and name particular body parts. In Lesson 2, the children explore the function of the heart and lungs through movement and discussion. The importance of the brain as a control centre is highlighted in Lesson 3. Different types of food and the reasons for a balanced diet are discussed using the food pyramid in Lesson 4. The effects of eating or drinking to excess are the subject of Lesson 5. The focus of Lesson 6 is on the value of drugs and medicines when used appropriately. The unit concludes by looking at childhood illnesses and by exploring safety with regard to syringes.

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 http://www.staysafe.ie/
UNIT TWO
LOOKING AFTER OUR BODIES

LESSONS IN THIS UNIT
Lesson 1
Our Amazing Bodies
Lesson 2
My Heart and My Lungs
Lesson 3
My Brain
Lesson 4
My Body Needs Different Types of Food
Lesson 5
Too Much of a Good Thing
Lesson 6
Medicines are Powerful Drugs
Lesson 7
Injections
LESSON 1
OUR AMAZING BODIES

CORE CONCEPT
Helping children to realise the wonderful things we can do with our bodies promotes care and respect for them.

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

Content Objectives
Recognise the importance of treating the body with respect and dignity.
Explore the various things the body can do.
Name parts of the male and female body, using appropriate anatomical terms, and identify some of their functions.

INTEGRATION

English
Strands: Receptiveness to language
Competence and confidence in using language
Developing cognitive abilities through language
Emotional and imaginative development through language

Strand Units: Oral
Writing

TEACHER'S NOTE
Additional materials are available in the RSE programme at http://www.pdst.ie/node/811

Children may have other names for parts of the body rather than the correct anatomical names. However, the use of correct terms for parts of the body and bodily functions should be encouraged from the earliest age, so that these factual, biological terms are given status and acceptability. If this is done, children will be less likely to resort to inappropriate or vulgar language when referring to the body or bodily functions.

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.

RESOURCES
• Worksheet: Our Amazing Bodies (one copy per child)
• SPHE copy or blank page

PROCEDURE AT A GLANCE
• Introduction
• Worksheet: Our Amazing Bodies
• Quiz
• Discussion
Introduction

Explain to the children that over the next few weeks we are going to be talking about our bodies, how they work, how important it is to look after them and ways we can take care of our bodies. Ask the children:

- Can anyone name their five senses? (This has been covered at Infant level in the programme)
- What does our sense of sight allow us to do? Hearing? Taste? Touch? Smell?
- How do people cope if they don’t have one of these senses?

Worksheet

Using the Worksheet: Our Amazing Bodies, ask the children to identify some things they can do using each of the senses (Section A). The second part will be used to record their answers to the quiz questions in the next section.

Quiz

Read out each question to the children in turn, and ask them to write their answers beside the same number on the worksheet. Tell the children not to worry if they don’t know some of the answers - these will be explained later! There are more questions than spaces for answers - this allows you to choose which questions to ask.

Questions:

1. This part of my body helps me to taste delicious food! (tongue)
2. I need this part of my body to tell me when something smells good (nose)
3. This part of my body I need to digest my food (stomach)
4. If I want to have a pee, this part of my body is essential (clue: it's different for boys and girls!) (penis, urethra)
5. When I want to dance, this part of my body helps me to move (feet)
6. I always use this part of my body when listening to music (ears)
7. After I eat, I get rid of the waste later through this part of my body (clue: it’s the same for boys and girls!) (bottom)
8. When I want to learn something, I use this part of my body (brain)
9. I can sing using this part of my body (mouth)
10. When I want to breathe, a part of my body fills with air (lungs)
11. If I want to show I’m happy, I use this part of my body (face)
12. If I were sad, I might use this part of my body to show it (eyes)
13. When I’m playing an instrument, this part of my body helps (hands)
Discussion

Some of the answers may not have been known to the children. Ask:

- Were there parts of your body you didn’t know the name of or had a different name for?
- Why do you think this is?

Explain: When we go to the swimming pool or beach what do we wear? The parts of our body that swimsuits or swimming trunks cover are our private parts and we have respect for our private parts as part of our wonderful bodies.

People use different names sometimes instead of the correct names for these parts, but it’s good to use the correct names just in case you have to go to the doctor some time with a pain there!

Some people think it’s rude to use these names and use other names instead - it’s not rude to use the correct names for all of our bodies even when we are talking about private parts.

At this stage the children may be encouraged to ask questions if you feel it is appropriate, or to comment.

Conclusion

Using the back of the worksheet, or their SPHE copy, the children can work in pairs to draw a body outline and label as many parts of the body as they know, both internally and externally. You can explain that some of these parts will be explored in subsequent lessons. Children should be encouraged to talk to their parents about what they have learned in the lesson.
Section A
Write or draw some things you can do using your five senses

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Section B - Quiz
Use the mixed up words in the box to answer the questions in this body quiz. Don’t worry if you are not sure of some of the answers - you will find out later!

machots  yese  shand
tefe  enpis  tombot
thoun  sungl  efac
noguet  banir  thraure

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
CORE CONCEPT
Awareness of how the body works and the functions of organs helps children to make healthy choices in relation to looking after themselves.

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.
Explore the various things the body can do.

TEACHER'S NOTE
If the lesson takes place in the hall, the visual showing the heart and lungs could be brought to the hall so that the children can consult it during the lesson. If not, the children could reflect on the lesson using the visual and/or websites on the IWB in the classroom after the lesson.

Resources
• The following link is an excellent interactive website where children or teachers can use a virtual stethoscope to locate a heart on-screen and activities such as make a simple stethoscope to listen to their own heartbeat. It also includes visuals and activities for the lungs.
  http://www.smm.org/heart/heart/top.html
• Hall or other large space
• Chart of heart and lungs (see web link above and/or visual)
• Adhesive address labels, crayons, pencils

Procedure at a Glance
• Warm-up Exercise
• Discussion
• Breathing Exercise
• Quiz
• Labelling

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

SESE - Science
Strand: Living Things
Strand Unit: Myself

PE
Strand: Games
Strand Unit: Creating and playing games
Warm-up Exercise

Bring the children to the hall. Begin with a simple warm-up exercise. Call: Touch hands, and the children move about the room. Each time they meet a child, they stop and clap their two hands with the two hands of the other child. After a while, change it to elbows or knees or wrists.

Discussion

Gather the children and sit them down. Ask them to recall all the body parts mentioned in the game or to suggest others that would work for this game. Now ask them:

- Are there body parts that would be impossible to touch?

Encourage them to begin to name all the internal organs they know. When someone mentions the heart, stop and say that you would like to talk about the heart. Ask the children what they know about the heart: Where is it in our bodies? If they don’t have this information, explain it to them:

- The heart is a muscle which pumps blood all around our bodies. A car needs petrol to drive. We need energy (food and oxygen) to move and the blood brings the energy around to the place we need it.

The heart is pumping blood all around our body all the time, but sometimes it needs to work harder. If I am kicking, my leg needs energy so my heart pumps lots of blood to my foot. If I am waving (demonstrate), where does the heart pump lots of blood to? If I am working out a hard maths problem, where do you think the heart needs to pump lots of blood to? If I am skipping, where do you think the heart needs to pump lots of blood to?

Ask the children to stand up and feel their chest to find their heart. Now ask them to jump as if touching the ceiling 5-10 times. Now ask them again if they can find their heart. Allow them a few minutes to feel their own and their friend’s hearts. They could also feel their pulse in their wrist or at the side of their neck.

- How is it that we can feel our hearts now and we couldn’t a few minutes ago?

Jumping was a very big movement and we needed a lot of energy to do it so our heart had to pump faster and stronger to give us that energy.

Ask the children what other activities need a lot of energy. Tell them the heart facts listed below.

Amazing Heart Facts

• Your heart is about the same size as your fist.
• All the blood vessels in the body joined end to end would stretch 62,000 miles or go two and a half times around the earth.
• The heart circulates the body’s blood supply about 1,000 times each day.

Breathing Exercise

Ask the children if they noticed a change in any other part of their bodies when they jumped. Someone might answer: my breathing, or my lungs. If not, ask them if they felt any change in breathing. It may help at this stage to have the children lie down and simply notice their breathing. The following words could be used:

- Lie down on your back and be very quiet. Notice your breathing, notice the air going in and out of your nose or mouth. Don’t try to change it, just notice it. Put your hand on your chest and tummy and see what happens when you breathe.
Now roll on to your side and stand up very slowly. Now we will try jumping to the ceiling 20 times again…

Now lie down again and notice if your breathing is different. How is it different? (Allow the children to say what they notice from the lying position.) See how long it takes for your breathing to get back to normal. What about your heart? Now, ever so slowly, roll onto your side and sit up slowly.

It is essential that children get up slowly. Jumping up suddenly may cause dizziness and could be dangerous.

The children will have noticed that with increased activity there is deeper breathing, along with the increase in heart activity. Show the children the chart of the heart. Using the chart, explain:

- When lots of energy is needed, the heart must send blood full of oxygen. When we breathe we put oxygen into our blood through our lungs. Blood full of oxygen is bright red. When that blood has done its job and given the oxygen to our muscles, it is dark red and it comes back to the heart. The heart then has to send the blood to the lungs for more oxygen. It comes back with more oxygen and is ready to be pumped around the body for another job. So if we are jumping, the heart is busy pumping, but the lungs are busy too, putting plenty of oxygen into the blood.

Tell them the lung facts listed below:

**Amazing Lung Facts**

- The lungs are the only organ in the body that can float on water.
- At rest, a person breathes about 14 to 16 times per minute.
- After exercise it could increase to over 60 times per minute.

**Quiz Time**

Divide the class into two or four groups (depending on numbers), and ask them the questions below. The team who gives the most correct answers can choose a game for the whole class before going back to the classroom e.g. choose between ‘O’Grady Says’ and ‘Musical Statues’:

- How do we get oxygen into our blood?
- Where does it come from?
- What colour is blood that has lots of oxygen?
- What about blood that has very little oxygen?
- What pumps the blood around the body?
- When does the heart have to work hard?
- When the heart works hard, what happens to the lungs?
- What do you think happens when we are asleep?

**Labelling**

Return to the classroom. Give each child a white address label on which they write: I found my heart, and/or draw a heart and stick it on their clothes in the place where their heart is.

**Extension**

On the IWB, either of the websites mentioned above could be used for interactive explorations of the heart and lungs.
The Heart and Lungs

Heart

Lungs
LESSON 3
MY BRAIN

CORE CONCEPT
The brain is a control for the body. Sensory messages pass to and from the brain to all other body parts.

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

INTEGRATION
SESE - Science
Skills development: Working scientifically

Arts Education - Drama
Strand: Drama to explore feelings, knowledge and ideas, leading to understanding
Strand Unit: Co-operating and communicating in making drama

PE
Strand: Games
Strand Unit: Creating and playing games

TEACHER’S NOTE
Children with SEN may need additional support during this lesson.
This lesson could be done over two or more sessions.

RESOURCES
• Space for movement

Option 1
• Jigsaw (12 pieces maximum, depending on ability) per pair
• Alternatively, use any image cut into maximum 12 pieces as a jigsaw for each pair. Each pair can have the same jigsaw for this investigation.
• Timer (if you have an IWB, using a clock with a second-hand will be fine for this activity)

Option 2
• Play: Going to the Bus - children could learn these in preparation for performing it.
• Joystick or another symbol of control
• Five large sheets of paper on which the pictures of brain, heart, lungs, feet and eyes are drawn. (These sheets are worn by the children to identify them as a single body part in the play.)
• Crayons and pencils
• Worksheet: My Brain is My Control Centre
• Visual: X-ray of the Brain (optional)

PROCEDURE AT A GLANCE
• Game
• Discussion
• Game
• Option 1: Brain Experiment
• Option 2: Drama and Worksheet
• Visualisation
**Game**

Play O’Grady says. Then ask: *what was the rule?* (Only do what O’Grady says.)

**Discussion**

Ask the children what a control centre is. From their experience of watching films or playing computer games they may have many examples. You could then explore control centres in a machine, for example:

- What makes a car go in the right direction?
- What happens in the cockpit of a plane?
- Where is the control centre for a television?

Ask them where they think the control centre is in our bodies. Give the following information:

- The control centre for our bodies is our brain. We have five senses; sight, hearing, taste, smell and touch. (These have been explored in the infant classes and will be familiar to the children.) *The job of our senses is to send messages to the brain about what is in the world, and the job of the brain is to send messages back to all the parts of the body to tell them what to do. The messages are sent to the brain and from the brain along nerves. This is called the ‘nervous system’, because it is a network of nerves all through our bodies.*

Tell the children some Brilliant Brain Facts:

- In our nervous system the brain sends messages down our spinal cord at speeds of up to 200 miles per hour - over two times faster than a cheetah running at top speed.
- Getting enough sleep helps your brain function the way it should.
- Eating healthy food helps your brain function the way it should.
- Getting enough sleep helps your brain function the way it should.

Ask the children what messages the brain would send, and to what body parts if:

- The ears send a message to the brain that the front doorbell is ringing. (The message the brain sends is get up and move towards the door.)
- The taste buds in my mouth send a message to the brain that the milk I am drinking is sour. (The message the brain sends is spit it out or stop drinking it.)
- The nose sends a message that there is a burning smell coming from the toaster. (The message the brain sends is get up quickly and switch off the toaster.)
- The eyes send a message to the brain that they are sore and tired. (The message the brain sends might be to rub them or stop reading.)

Note: these examples are oversimplified and therefore inaccurate in terms of perception. However the complexity of perception is not what we are trying to teach.

**Game**

Explain to the children that our brain is a bit like O’Grady in the game we just played. It tells us what to do. Play O’Grady, using ‘The Brain Says’.
Option 1: Brain Experiment

Divide the children into pairs. Tell the children they are going to do an investigation where they find out about how quickly our brilliant brains can learn and send messages around our bodies. The purpose of this activity is to show how the brain learns quickly as an action is repeated.

In each pair allocate a ‘Timer’ and a ‘Maker’.

Tell the Timers that they will time the Makers doing the jigsaw three times, one after the other. Ask the children what they think will happen. *Do you think the time it takes the Makers to do the jigsaw will get faster or slower? Why?*

Give the pairs the same amount of time each round on the timer (e.g. 60 seconds) to make it a fair test. When the investigation is over, ask the children what did they notice about doing it for the third time? Did they have to make the jigsaw exactly the same way from the start or were their brains able to take ‘short cuts’ from the first and second time they had done it?

Tell the children this is because the brain is processing messages it sees through the eyes and organises them correctly more quickly each time they do the jigsaw. So while doing something the first time is hard, it gets easier the more you do it, because your brain is always learning and improving on how you do things.

Option 2: Drama

Five children are selected to play the parts of brain, heart, lungs, eyes and feet. The one who is the brain sits in an important place (e.g. on teacher’s chair, behind teacher’s table, on a raised chair) and is given the joystick. The others stand on the floor. Each child wears the large sheet which identifies which body part they represent.

The scenario is that the child is walking to the bus stop to catch a bus, and on the way they see the bus coming and have to run. Give copies of the script to those taking part. The one rule is that all body parts must communicate with the brain and not with each other.

The children could mime actions to represent the activity of the body part, for example:

- Feet: marching
- Heart: arms with closed fists, pumping up and down
- Lungs: arms wide, then pulled into chest to represent lungs expanding and contracting
- Eyes: scanning room with eye and head movements.

The play could be performed over and over with different children playing the parts until the children become clear about the idea of the brain as a control centre. New plays could also be made up.
<table>
<thead>
<tr>
<th>Actor</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Play: Going to the bus</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Brain:</strong></td>
<td>Lungs! Breathe in oxygen for the blood. We are going on a walk.</td>
</tr>
<tr>
<td><strong>Lungs:</strong></td>
<td>Yes, Boss.</td>
</tr>
<tr>
<td><strong>Brain:</strong></td>
<td>Heart! Pump lots of blood down to the feet. They have a lot of walking to do.</td>
</tr>
<tr>
<td><strong>Heart:</strong></td>
<td>Yes, Boss.</td>
</tr>
<tr>
<td><strong>Brain:</strong></td>
<td>Feet! Start walking to the bus stop.</td>
</tr>
<tr>
<td><strong>Feet:</strong></td>
<td>Yes, Boss.</td>
</tr>
<tr>
<td><strong>Brain:</strong></td>
<td>Yes, Boss.</td>
</tr>
<tr>
<td><strong>Eyes:</strong></td>
<td>Brain! The bus is coming around the corner now.</td>
</tr>
<tr>
<td><strong>Brain:</strong></td>
<td>Thank you, eyes, for that message. Now we all need to work a bit harder here. Feet! Speed it up! Move as fast as you can! Heart! Pump more blood down there to the feet. Lungs! Breathe in more oxygen!</td>
</tr>
<tr>
<td><strong>Lungs:</strong></td>
<td>Yes, Boss.</td>
</tr>
<tr>
<td><strong>Heart:</strong></td>
<td>Yes, Boss.</td>
</tr>
<tr>
<td><strong>Eyes:</strong></td>
<td>The bus has stopped. We are right beside it.</td>
</tr>
<tr>
<td><strong>Brain:</strong></td>
<td>Thank you, eyes. Now find an empty seat!</td>
</tr>
<tr>
<td><strong>Eyes:</strong></td>
<td>Yes, Boss.</td>
</tr>
<tr>
<td><strong>Brain:</strong></td>
<td>Feet! Stop running now and climb up the three steps. Then wait.</td>
</tr>
<tr>
<td><strong>Feet:</strong></td>
<td>Yes, Boss.</td>
</tr>
<tr>
<td><strong>Brain:</strong></td>
<td>Eyes! Have you found an empty seat?</td>
</tr>
<tr>
<td><strong>Eyes:</strong></td>
<td>Yes, at the very end on the back seat.</td>
</tr>
<tr>
<td><strong>Brain:</strong></td>
<td>Thank you, eyes. Feet, turn to the right. Take ten steps forward. Then turn around, bend your knees and sit down. Then you can take a rest.</td>
</tr>
<tr>
<td><strong>Feet:</strong></td>
<td>Yes, Boss.</td>
</tr>
<tr>
<td><strong>Brain:</strong></td>
<td>Heart! Take it easy for a few minutes. Lungs! Take it easy. You don’t have to breathe quite so deeply for a while. Eyes! Do your job. Watch out for the shopping centre and let me know when we are near it!</td>
</tr>
<tr>
<td><strong>Eyes:</strong></td>
<td>Yes, Boss.</td>
</tr>
</tbody>
</table>
Worksheet
Distribute the Worksheet: My Brain is My Control Centre.

Write in the messages that the brain sent to different parts of the body as the child walked to catch the bus.

Visualisation
The following script could be used or adapted:

Close your eyes… sit comfortably on your chair… Feel yourself breathing in and out…

Feel your lungs grow bigger and bigger as you breathe in the air…

Feel your lungs grow smaller and smaller as you breathe out the air…

Think about your ribs and muscles that protect your lungs… Breathe in and out slowly…

Can you feel your chest rising and falling as you breathe?… Can you feel your heart going thump, thump?…

Your heart is doing its important work… It is carrying blood to your lungs and all over your body… Your heart is very important… Take a little time to think about your heart…

In your mind, to yourself, say thank you, heart…

(pause)

Let’s move up now to our heads… Inside your head you have a brain… Your brain sends messages out to all parts of your body… What message is your brain sending out now?…

You can think… You can remember… You can learn to read and write because you have a brain…

Your brain is your control centre… Your brain is taking care of you now and always… Listen…

Can you hear your brain’s messages? Your brain is sending a message now, to listen carefully…

(pause)

Now I’m going to ask your brain to send a message to slowly, slowly open your eyes…

Ask the children what was the most interesting thing they learned about their brains today. They could record this in their SPHE/Walk Tall copy book and illustrate it.
The Human Brain
My Brain is my Control Centre
LESSON 4
MY BODY NEEDS DIFFERENT TYPES OF FOOD

CORE CONCEPT
Along with air, our bodies also need nutrients from a balanced diet.

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

Content Objective
Become aware of their immediate world through the senses.

Strand: Myself
Strand Unit: Taking care of my body
Food and nutrition

Content Objectives
Explore the importance of food for promoting growth, keeping healthy and providing energy.
Appreciate that balance, regularity and moderation are necessary in the diet.
Identify some of the foods that are derived from plant and animal sources.
Recognise and practise good hygiene when dealing with food.

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

SESE - Science
Strand: Living things
Strand Unit: Myself

TEACHER'S NOTE
This lesson could be done over two or more sessions.

Children with EAL could be encouraged to name each food in their own language first before learning its name in English.

Be aware that some children may come from backgrounds where consistent healthy eating may not be a priority.

It is also important to be aware of sensitivities around children’s body image when talking about food. Highlight to children the importance of healthy foods, particularly fruit and vegetables, while not laying too much emphasis on foods that are ‘fattening’.
RESOURCES

• A copy of the Food Pyramid. Versions can be obtained/downloaded from http://www.nourishinteractive.com/hco/free_printables.

• A shopping bag with some fruit and vegetables, and wrappers from potatoes, rice, spaghetti, sugar, biscuits, bread, milk, meat, cheese, eggs, crisps, can of cola and a few bars.

• By writing to parents, (see sample letter provided) each child could bring one wrapper of an item to school and some of their favourite fruit and vegetables. In this way parents are aware of what is happening in the class and can play their own part in educating the child about diet.

• Activity Sheet: Donal’s Diet

• Pencils and Crayons

• Teacher Material: The Food Pyramid

• Tables to lay out the food wrappers

• Large flipchart or A2 paper or wall paper as backing for collage

• Glue-sticks

• Kebab Skewers

• Chopping Boards and Knives

PROCEDURE AT A GLANCE

• Discussion

• Sorting Exercise

• Collage

• Activity Sheet: Making Kebabs

• Reflection
Discussion
Recall Lesson 1 in which we talked about air and how we needed to breathe it in to stay alive. Ask the children what else we need to survive. Invite the children to bring all the food and put it out on a table. Ask them to see if they can identify everything. (Some fruit and vegetables may not be familiar, especially if there is a lot of variety, this can lead into further work in SESE, where children can trace the origin of different fruits and vegetables.)

Elicit from the children different reasons why we need different types of food:

1. Energy
   We need food for energy and we get energy from starchy and sugary foods like potatoes, rice, bread and spaghetti. This group is called carbohydrates.

2. Growing strong
   Because we are growing all the time, our body has to grow bigger bones, new teeth, hair and skin, and to have healthy bones and teeth and hair we need protein. We get this from eggs, fish, meat and pulses.

3. Staying healthy
   You all know that there are lots of germs in the world and germs can make us sick. Fruit and vegetables help our bodies fight off germs, as they are full of vitamins. Milk is a very good food as it can help our body do all three jobs. That is why milk is the first food given to babies.

4. As a treat
   Some foods, such as sweets, are not much use at all except that children (and adults!) really like them. They are nice for a treat every now and then.

So different foods do different jobs and it is important to eat some from each group.

No one food can supply all the nutrients or good things that the body needs - that’s why variety is a good thing.

Sorting Exercise
Introduce the Food Pyramid Chart and explain the food groups. Explain that to stay healthy we need different amounts of each group. (See Teacher Material: The Food Pyramid.) Ask the children to sort out the food wrappers into groups by allocating one table for each of the food groups.

Collage
Next, make a collage of the food pyramid. For the fruits and vegetables section, the children can either draw their own favourite fruit and vegetables, or use cut-outs from supermarket brochures, or use a mixture of both cut-outs and their own drawings.

Activity Sheet
The children are given the Activity Sheet: Donal’s Diet. They are to read it and place each item within the correct section of the triangle. (This could be done all together as a class, on the IWB or board, in pairs or individually.)

At the end, the children could be asked to comment on what was good about Donal’s diet, what was missing from his diet and what changes he needs to make to his diet to become more healthy.
Making Fruit and Vegetable Kebabs

Ask the children what should we always do before preparing or eating food? Affirm any child who suggests washing hands and/or cleaning a workspace.

Using the children’s favourite fruit and vegetables, and any fruit and vegetables you have used as examples for the food pyramid, show the children how to cut and arrange the fruit and vegetables onto their kebab skewer, as a healthy snack.

The children could be photographed doing this activity and the photographs displayed with their Food Pyramid Collage.

Reflection

Ask the children to name the three foods they like best and to see which group they belong to in the food pyramid.
Date ______________

Dear Parent/Guardian,

In class this week we will be discussing the different foods that we need in order to grow in a healthy way. I hope it will help the children to think about having a balanced diet. The Food Pyramid is a poster of a balanced diet which is being promoted by the Department of Health and Children. You may have seen it in the health centre or in your doctor’s surgery. It is very easy to understand and I will introduce it to the children.

I will be asking the children to bring home some work to be signed. This is an opportunity for you to discuss your child’s diet with them. I will also ask each child to bring home a copy of the Food Pyramid which you might display on the fridge for a while as a reminder.

To help the learning we need to have a lot of food in the classroom. I am asking each child to bring in one item of food. We will have this lesson on ______________ and I would like ______________ to bring in some ______________ on that day. All the food will be returned on the same day.

Thank you for your cooperation.

____________________________
Class Teacher
Donal’s Diet

Breakfast
Cornflakes

Little Lunch
Chocolate and Cola

Big Lunch
Milk and a Bun

After School
Crisps and Yoghurt

Dinner
Chicken, Potatoes and Milk

Supper
Tea and Toast
The Food Pyramid

Not every day: Foods and drinks high in fat, sugar and salt

Sparingly: Reduced-fat spreads and oils

2: Meat, poultry, fish, eggs, beans and nuts

3-5: Milk, yogurt and cheese
- 5-8 year olds need 3 servings every day
- 9-18 year olds need 5 servings every day

5+: Fruit and vegetables

6+: Breads, cereals, rice, pasta and potatoes

For children aged 5 and up
CORE CONCEPT
Energy-giving foods are good in themselves when taken in moderation, but if taken in excess they cause an imbalance in our diet.

SPHE CURRICULUM

Content Objectives
Realise that each individual must take some responsibility for self-care. Recognise and examine some of the substances that are taken into the body and the purpose and function of each one.

Content Objective
Appreciate that balance, regularity and moderation are necessary in the diet.

TEACHER'S NOTE
There may be children from backgrounds where alcohol abuse is a problem. Adapt the lesson if necessary. The questions about adults and alcohol abuse, including the activity sheet, are anonymous to protect confidentiality.

RESOURCES
• Speaking Object
• Pencils, crayons
• Activity Sheet: Too Much of a Good Thing
• Food Pyramid Chart (see previous lesson)
• A balance scales and cubes, counters or other suitable items (optional)

RESOURCES
• Discussion
• Activity Sheet

INTEGRATION

English

SESE - Science

LESSON 5
TOO MUCH OF A GOOD THING
Discussion
If desired, use the balance scales to show how too many cubes, blocks or other suitable items throw the scales off balance.

Ask the children to name the food that children eat at parties. Then ask them to look at the Food Pyramid and see if the food served at parties is a balanced meal. It is likely that the children will realise that party food is energy-giving food. They also may come to the conclusion that the food at parties belongs in the ‘treat’ section of the Food Pyramid. Hopefully they will realise that this food is meant to be eaten sparingly and not in large amounts at one sitting.

Ask the children the following questions:
- Do children at parties have a lot of energy? Why?
- What happens if you overeat with party food?
- Do some children do that?
- Were you ever sick after a party? Why?
- Would it be a good idea to eat only party food? Why?
- What might be helpful to remember when you are eating food at a party?

Tell the children that sometimes a food is good when you take a little of it. A bar of chocolate can give you energy:

If I was going on a very long walk I might bring a bar of chocolate. But I would not bring four bars. If I ate four bars of chocolate, I would feel sick and I would not be able to eat my dinner and then I would be missing out on my protein and my vegetables. I would not have a balanced diet. So a little bit is good, but too much is bad. Can any of you think of other foods or drinks that are OK if you just have a little?

Allow time for the children to give examples, and record them on a flipchart or IWB. They may also suggest names of alcoholic drinks, which can be recorded in a separate part of the flipchart or IWB under the heading: For Grown Ups.

Explain as follows:
Sometimes we see grown-ups drinking beer, wine or whiskey, or other alcoholic drinks. For grown-up, drinking a little bit of these drinks is fine. When a person drinks too much beer and gets drunk, all the messages going to the brain and coming from the brain get mixed up. We know how important the brain is from previous lessons. It is our control centre. If our control centre is not working well, we are in danger. When a person drinks too much alcohol, it means that they cannot think clearly and have problems making the right decisions, moving safely and even talking.

Continue with the following questions:
- If a person has too much to drink, what could we see?
- What is it like for children to see grown-ups like that?
- How do children feel?
- Why do you think we have a rule in Ireland (and other countries) about drinking and driving?
- Do you think it is a good rule?
- When the people made that rule, what do you think they cared about?
Too Much of a Good Thing

Draw a picture for each situation. Write how the person could have acted in a different way.

Too much party food means this child is feeling sick

What could they have done differently?

Too many sweets and bars mean this child can’t eat dinner

What could they have done differently?

Too many sugary drinks mean this child is ‘hyper’

What could they have done differently?

Too much alcohol means this adult can't walk straight

What could they have done differently?
LESSON 6
MEDICINES ARE POWERFUL DRUGS

CORE CONCEPT
Medicines/drugs are powerful substances which can save lives and cure sickness when used under the supervision of a doctor or a pharmacist.

SPHE CURRICULUM

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

Content Objective
Recognise and examine some of the substances that are taken into the body and the purpose and function of each one.

Strand: Myself
Strand Unit: Safety and protection
Safety issues

Content Objectives
Become familiar with and understand the need to adhere to safety rules that apply in school, at home, on the farm, in water, for their own safety and that of others.
Recognise and explore occasions where medicines are needed.
Distinguish between substances in the home or school that are safe and those that are dangerous and seek permission before exploring them.

TEACHER’S NOTE
There may be a few children with asthma, diabetes or other conditions in your class. There may be others who have just returned after being ill. There may be others on medication for another reason. Insofar as these children can be involved in telling their story it will help. Parents could be asked if the children with asthma could bring their inhalers and show them in the class, if they are willing.

RESOURCES
• A head of broccoli.
• Rules for Safety with Medicines
• Medicines Visuals (included)
• The following website shows interactive models of lungs working http://www.smm.org/heart/lungs/top.html

RESOURCES
• Introduction
• Story
• Drawing

SESE - Science
Strand: Living things
Strand Unit: Myself

INTEGRATION

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

Introduce the lesson by asking the children to remember all they have learned about the lungs in previous lessons.

Show the broccoli and explain that it is similar in structure to the lungs in the way it branches out and out until it is down to hundreds of small tips. Explain, however, that our lungs are not green. The lungs of most people are pink but become black if the person is a smoker, because inhaling smoke damages the lungs. Explain how the air is taken in at the tips when we breathe in, but we must really breathe in deeply to open up all of our lungs.

Story

Read the following story:

Keith was six. He lived with his Mammy and his little sister Rachel who was two. Keith was a Liverpool fan and had the jersey. He loved to play football on the green space in front on his house. His Mam had said he could join a team and start training when he was seven.

Not long after Keith went into first class, he started coughing. The coughing was really bad when he woke up in the morning and sometimes he felt he could not breathe. Then, later in the day when he was playing football, he would sometimes get out of breath and have to stop. He began to worry that he would never be a real footballer after all.

One day his Mam took him to see Dr. Daly. Keith liked going to see her because she had a fish tank in the waiting room and the last time he was there she had given him a free pen. That was when he had a bad earache. Dr. Daly had given his Mam a prescription for pink medicine in a bottle and the earache had gone away. ‘Will Dr. Daly give me that medicine again to stop the coughing?’ he asked Mam on the way. ‘I don’t know,’ answered his Mam. ‘I don’t know much about sickness and medicine. Dr. Daly had to learn all about how our body works, all about sickness and all about drugs before she could work as a doctor. I think she had to study for about seven years. This is how she knew that the pink medicine would cure your earache. She might want to give you a different drug now because you have a different sickness.’ ‘What’s a drug?’ asked Keith. ‘I thought drugs were bad.’ ‘No,’ said Mam. ‘A drug is a powerful thing we put into our body and it changes our body in some way. That pink medicine was a drug and it made a change, didn’t it? It took away your earache. So that drug was good for you then. But if you took it in the wrong way it might be bad for you. But that was a good question, Keith. There are people who take other drugs. They buy them from people in the street and take them because they think the drugs will make them feel good. The drugs are very powerful and they can be very dangerous. That’s where you got the idea that drugs were bad. But the drugs Dr. Daly gives are medicines and help us if we are ill. We can trust her to give us what we need.’

By this time Keith had reached the surgery. He enjoyed watching the fish. He was allowed to feed them too. Before too long the buzzer sounded and he went in to see Dr. Daly. Mam explained about the coughing and how Keith could not always finish his football game. Dr. Daly examined his chest, ears and throat. She asked him to blow very hard into a tube a few times. Then she sat him down and talked to him. ‘You have asthma,’ she said. ‘Do you understand what your lungs do?’ she asked. ‘Yes,’ said Keith, ‘we learned in school that they are for breathing in air.’ ‘That’s right,’ she said ‘The problem is that your lungs are not opening up fully. That is why you are short of breath.’
'Will I always be like this?' asked Keith. 'No,' said the doctor. 'I am going to give you medicine that will help your lungs to open up better.' ‘That's not the pink medicine I got before, is it?’ asked Keith. ‘No,’ she said. ‘It is not pink. It is clear like water. But I am not giving you a bottle. I am giving you an inhaler. I want you to breathe it in,’ Dr. Daly took out a small blue inhaler and taught Keith how to use it. He had to press the end to make a puffing sound and breathe in at the same time. He soon got the hang of it. Dr. Daly explained that he was to take two puffs in the morning, two after school and two at night. If he got out of breath he could take two puffs also, but he was to check with Mam each time. Dr. Daly told Mam to explain all this to Keith’s teacher in case he got out of breath in PE class. She also asked Mam to phone her in a few days to tell her how things were going. She gave Mam a prescription for the chemist.

Mam thanked the doctor and off they went. They left the prescription in the chemist’s shop and did a little shopping before collecting it. The instructions were written on the box just as the doctor had explained them. Keith was pleased. How he hoped he would be able to finish a game of football!

When they got home they collected Rachel from the neighbour who was minding her. Keith showed her his inhaler and he took his first two puffs just as the doctor had shown him. Rachel wanted to take a puff too. She was very cross when Mam said no. She cried and cried. But Mam did not change her mind. ‘A drug is very powerful,’ she said to Keith. ‘If I gave that to Rachel without a doctor’s order I could be doing her a lot of harm. She doesn’t understand that, but you do.’ From then on, Mam kept Keith’s inhaler high up in the medicine cabinet. She took it down each time he needed it, but it was well out of Rachel’s reach.

Ask the following questions:
- Why did Keith need to see a doctor?
- Did Keith and Keith’s Mam trust the doctor? Why?
- Keith asked his Mam a lot of questions on the way - do you remember what they were?
- What did Keith’s Mam say when he asked her if drugs were bad?
- Why did Mam say no to Rachel when she wanted a puff of the inhaler?

The children in the class who have inhalers could be invited to show them to the other children and explain the directions the doctor has given them about their use. Other medication currently being taken by the children could also be discussed. Explain that some people need to take medicines to keep them healthy.

Drawing
In their SPHE or Walk Tall copy the children could draw a picture of some aspect of the story and write as a caption: *Drugs are powerful.*
*We need a doctor or chemist to tell us when to take them.*

Next, revise the Rules for Safety with Medicines, introduced in First Class. They are provided here with visual aids.

**Rules for safety with medicines:**
1. Don’t take any medicines unless they are given to you by your parents, a nurse, a doctor or a trusted adult.
2. Never take more than it says on the bottle or box.
3. Never play with medicines.
5. Don’t touch, taste or take anything just because someone tells you.
An inhaler can be used when people need medicine to help them to breathe.
The Pharmacist / Chemist

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

The chemist takes the prescription from the doctor and gives the medicine to your parents or to your carers. 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.
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, or children who have been specially trained.

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.
CORE CONCEPT
Our immune system helps to protect us from disease. As a result of the development of immunisation, many of the childhood illnesses which were common one or two generations ago can be avoided today.

SPHE CURRICULUM

Strand: Myself
Strand Unit: Safety and protection
Safety issues

Content Objective
Recognise and explore occasions where medicines are needed.

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

Content Objective
Become aware of how infection spreads easily and the importance of adhering to a code of hygiene.

INTEGRATION

English

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

SESE - Science

Strand: Living things
Strand Unit: Myself

TEACHER'S NOTE
If the Area Medical Officer is visiting the school to administer immunisation injections, this lesson could take place around that time, as children’s natural curiosity will be aroused. However, this lesson can be taught at any time.

The Extension involves a survey about childhood diseases. The children may need to do it over a weekend so that they get a chance to see Granny or another older person.

RESOURCES

• Activity Sheet: Picture Story
• It would be helpful to bring in age appropriate medical guides for the children to investigate.
Nikki’s Story

(This story is taken from Living Learning Together 4, Strand 1, Unit 3: Growing Means Changing at http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year4/yr4_unit3.pdf)

Tell the children that we are going to learn a little bit about our immune system. Our immune system is like a special shield that helps protect us from catching illnesses that can pass from person to person, like coughs, colds and tummy bugs. These illnesses can be passed on when people sneeze or cough without covering their mouth and when people do not wash their hands regularly.

Sometimes, our immune system needs even more help. You could mention the ‘flu vaccine here, or when small babies get injections, as a point of reference for the children.

Read the following story:
Nikki was five when she got measles. She was the fifth child in her class to get it that week. It started with a hard dry cough and watery eyes. Her mum thought it was just a cold at first until she talked to some of the other mums and heard that there was an outbreak of measles in the class.

Mum told Nikki to stay indoors so she would not pass it on to other children. That night Nikki woke up with a nightmare. She was so hot that her Mum had to sponge her down with water to cool her. The next day spots began to appear. The first ones were at the back of her neck. Soon they spread right across her tummy and down to her feet. There were spots inside her mouth too and she couldn’t eat. Nikki felt miserable.

The doctor called later that day and he told Nikki that she definitely had measles. He told her to rest and not to go out to play for a week. Nikki wanted a medicine to cure the measles but the doctor said that there was none. The measles would just go away after a week. He gave her mum a prescription for a cough medicine.

The rest of that week was terrible. Nikki’s body felt sore and itchy and she was very cranky. She was angry that she had to stay indoors, and wasn’t allowed to hold her little brother. She didn’t want to eat or drink, but her Mum spent lots of time trying to coax her into taking little glasses of water.

All the time her Mum worried that her little brother, Samuel, would get the measles too. Luckily he didn’t.

Towards the end of the week, Nikki began to feel better and the spots began to away. Her cough stopped too. She was able to go out to play. A few days later she returned to school, but six children were still off sick in her class.

Now Nikki is a Mum and has children of her own. She knows the importance of giving children vaccines for infectious diseases. She was able to bring each of her children to the doctor when they were the right age to get a vaccination for the measles and mumps, and other childhood illnesses. Hopefully she will never have to worry about her children getting these diseases and being sick for a long time. She explained it all to her daughter Cora: ‘I wish they had that vaccine when I was a baby. I remember clearly that the measles were really terrible.’
Discussion

The following questions could be used to initiate discussion:

- What was the name of the disease that Nikki got?
- How did she get it?
- Did you ever have the measles?
- How did she feel?
- What symptoms did she have?
- Why was she so cranky?
- Can you name all the things she was not allowed to do?
- What was her Mum worried about?
- Why did Cora never get the measles?

Allow time for the children to talk about times when they, or someone they know, had an injection. Ask children to think about the people who gave these injections (doctors, nurses, dentists).

Emphasise that they must take care when handling needles or syringes. Highlight the message that they should never touch or play with syringes, broken glass or other sharp objects. Discuss why picking up used needles or syringes is dangerous. Inform them of the danger of pricking yourself or someone else and catching infections. The visual of a syringe from the previous lesson could be used here again.

Activity Sheet

Distribute the Activity Sheet: Picture Story. The children could complete the story, using approximate spelling, if necessary, on their own or in small groups. The following questions could be used to stimulate discussion prior to the writing of the story:

- Where were the children?
- What were they doing?
- How did they find the syringe?
- What did they say?
- What did they do?
- What happened next?

The children read their stories. Highlight the message that they should never touch or play with syringes, broken glass or other sharp objects. Discuss why picking up used needles or syringes might be dangerous (danger of pricking yourself or someone else, danger of infections).
Finish the story
INTRODUCTION TO THE UNIT

Children will change dramatically over the course of their primary school years, both physically and emotionally. Recognising that this is a normal part of growing up, and that people change in different ways and at different rates, helps them to accept what is happening to them over time. While the main focus in this unit is on developing emotional competency, children also explore in Lesson 1 the physical changes that have occurred since they were in infant classes.

Lesson 2 explores the positive feeling of happiness through music and artwork.

In Lesson 3, children identify feelings and discuss a range of feelings vocabulary.

Being able to share feelings, even those that are uncomfortable for us, is the focus of Lesson 4.

Finally, in Lesson 5, children identify a special person in their lives and celebrate their relationship with them through the creation of a special person booklet.
LESSON 1
I CHANGE AS I GROW

CORE CONCEPT
All living things are constantly changing. As we grow, we are continually changing in our appearance, activities, likes, dislikes, and relationships.

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

Content Objectives
Begin to recognise the physical, emotional, social and spiritual factors that promote growth.
Realise that growth takes place in many different ways and is unique to each individual.
Realise that growing up brings increased responsibility for themselves and others.

Strand Unit: Growing and changing
Feelings and emotions

Content Objective
Explore the various feelings that change as one grows.

INTEGRATION
English
Strand: Emotional and imaginative development through language
Strand Unit: Reading

Maths
Strand: Measures
Strand Unit: Time

TEACHER'S NOTE
Be aware that some children may not have grown significantly since Junior or Senior Infants and could be sensitive about this.

If you wish, you could adapt the number of visual sequencing images to suit the abilities of your class.

Resources
• Speaking Object
• Junior Infants child’s school jumper or shoe and 2nd class jumper or shoe
• Growing and Changing visuals, enough sets cut up for each group
• Poem: As I Grow, I Change
• Crayons, pencils
• Space for mime

Procedure at a Glance
• Circle Work
• Group Work
• Mime
• Poem
• Reflection
**Circle Work**

Form a circle. Show the children the Junior Infant piece of clothing or footwear and then show them a ‘2nd Class’ jumper or piece of footwear. Ask the children:

- **How are the items different - they may look the same in some ways, but what is the most obvious way they are different?**
- **Why are the 2nd class clothes bigger?**

Ask them about how they may have changed since Junior Infants both physically and emotionally:

- **Is there one thing you can do now that you couldn’t do then?**
- **Are there any things you can do now on your own that you couldn’t then?**
- **Have you changed in appearance?**
- **Are you physically stronger now? Why?**
- **Have you lost and grown any new teeth? Why has this happened?**
- **What is it like to grow and change?**
- **How does it feel?**
- **Is it easy/hard? Why?**

Affirm any and all answers the children volunteer.

**Group Work**

**Sequencing**

Divide the children into groups using the fair pair method (see 1st Class materials for this resource). Tell the children we are going to look at some pictures of how people change as they grow.

Their challenge, within their group, is to put the pictures in the right order or sequence. Distribute the pictures and allow the children to investigate them, and then give the groups 30 seconds to sequence the pictures.

A volunteer from each group can report back on how they sequenced the pictures. Ask the children:

- **Who do you think is youngest, oldest in their pictures?**
- **Who do you think is about your age?**

**Mime**

Ask the children to find a space and to curl up on the floor. Lead a mime of a sunflower seed growing. The following words may be used:

I want you to imagine that you are a seed that has just been planted. The soil is moist and warm. You begin to grow. Gradually you peep up above the ground. The sun is shining. You feel its heat. You get bigger and bigger and bigger. After some time you are fully grown.

The people in the house admire you. They see how much you have grown. Petals begin to form. They get bigger and open a little bit. Then they open a little bit more. Soon you have a number of beautiful petals.

You enjoy feeling the heat of the sun, the moisture of the rain and the gentle breeze. You feel proud, as you are a beautiful sunflower.

Having discovered that the plant is always changing, children could be asked to discuss the following questions:

- **Do all living things change?**
- **How?**
- **Can you think of any living thing that never changes?**
Poem

Read the Poem: As I Change, I Grow with the class.

Poem: As I Grow, I Change

A baby grows to toddler,
And toddler grows to child,
Sunflowers start as seeds,
Then grow up straight to greet the sun,
Change will come in lots of ways,
To everything and everyone.

The weather changes everyday
The seasons change through the year,
Toys have changed since olden days
And new toys will appear!

Classes change and teachers change,
Even schools can change too,
Growing is changing
And that is what we do!

- By Audrey Devereux©

Reflection

Finally the children gather once more into the circle and the speaking object is passed around. Each child is encouraged to answer the questions:

- When you were in Junior Infants do you remember the feelings you felt?
- What kind of feelings do you have now that you are in 2nd class?
- Are they the same or different from when you were in Junior Infants?
- Would you know what sort of feelings grown-ups have?
- Can you name some?
- Are they the same or different to the ones children have?
- In what way would you like to change in the next year?
- Is there something you would like to be able to do differently?
- Is there something you would like to learn?
- What helps us to change and grow?
- Who helps us when we are growing and changing?

Extension

The children sit in a circle. A plant or some bulbs in flower are placed in the centre of the circle.

The children are invited to describe what they see and then to imagine what they would have seen if the same plant had been shown to them one week or one month ago.

They could then imagine what the plant might be like in one week or one month from now. The speaking object could be used as a way of structuring the discussion in the circle.
Growing and Changing

[Images of four individuals]
Growing and Changing
Growing and Changing
LESSON 2
TIMES WHEN WE ARE HAPPY

CORE CONCEPT
The children learn that there are many ways to describe happiness and link this to their own experiences.

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

INTEGRATION
- **English**
  - **Strand:** Emotional and imaginative development through language
  - **Strand Unit:** Oral

- **Arts Education - Music**
  - **Strand:** Listening and responding
  - **Strand Unit:** Listening and responding to music

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

RESOURCES
- CD or audio clip of Beethoven’s Ode to Joy, or other suitable music
- Flipchart or IWB

PROCEDURE AT A GLANCE
- Listening to Music
- Talk and Discussion (can be done in a circle formation, if desired)
- Drawing or Painting
- Picture Presentation
Listening to Music

The children can be sitting in a circle or in pre-arranged groups or at their desks for this listening and responding activity. Tell the children they are going to hear a piece of music and that they are going to try to guess how the composer felt when he wrote the music, and think about how the music makes them feel.

In order to be able to guess accurately, they must listen to the whole excerpt, to see if they can get the composer’s ‘message’ in the music. Play the excerpt. Encourage the children to mime playing instruments along to the music.

Talk and Discussion

When the excerpt ends, tell the children that we are going to be talking and listening to each other. Remind them of the class rules for talking and listening. You may want to use a speaking object if you are in a circle formation.

Some of the children may be familiar with the piece, recognising it from a film or TV. Ask them to share where they heard it. Ask the children to suggest how they think the composer felt when writing the piece. Elicit feeling words like happy, excited, thrilled etc., and record these on a flipchart or IWB.

Tell the children that the piece is called ‘Ode to Joy’, which means ‘a musical poem to being joyful’. Ask them can they think of a time they felt like the composer did, maybe when they were so happy they just wanted to jump and sing. Some examples could be when they won a race, get a sticker in class, on their birthday, when their little sister or brother was born.

Divide the children into groups and appoint a reporter. The reporter’s job is to listen to each child. Give the children about 2 minutes to think about and say when they felt really happy, then ask the reporters to report back to the class on when each child in their group felt really happy.

Drawing or Painting

Distribute drawing or painting materials to the children. They can do this in any medium (paint, crayon, pencil, chalks etc.) Tell the children they can have some ‘thinking time’ about a time they felt very happy, or joyful. Ask them to make an image of the time in their heads. Tell them they can now draw or paint this image. Alternatively, they can draw any image that the music makes them think of. Ask the children if they would like to hear the music as they work.

Picture Presentation

Once the children have completed their responses, ask the children, if they wish, to talk about what they have painted or drawn. Display the work in the SPHE or Music or Art area.

Extension

Using the children’s words collated on the flipchart or IWB in the lesson, make a simple grading system for each word - for example one smiley face for a word denoting happy, two smiley faces for joyful and three smiley faces for delighted. Read the words back to the children and ask the children to grade each word using a show of hands. This chart could be displayed in the English language area.
<table>
<thead>
<tr>
<th>One Smiley Face</th>
<th>Happy</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Smiley Faces</td>
<td>Joyful</td>
<td>Cheerful</td>
</tr>
<tr>
<td>Three Smiley Faces</td>
<td>Delighted</td>
<td>Thrilled</td>
</tr>
</tbody>
</table>
CORE CONCEPT
Emotions are central to all human experiences. Our well-being benefits from our ability to understand, express and regulate our emotions and our ability to empathise with 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 different situations.
Realise and explore the various ways feelings can be expressed and dealt with and choose which are the most appropriate and acceptable.
Explore the various feelings that change as one grows.

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

TEACHER’S NOTE
Children with EAL or SEN may need extra support for this activity.

RESOURCES
• Copies of ‘Feelings Faces’ (resource in 1st Class), one for each child
• Speaking object
• Photocopied labels of feelings
• Age appropriate magazines, comics, pictures

PROCEDURE AT A GLANCE
• Talk and Discussion
• Game
• Pair Work and Art Activity
• Reflection
**Talk and Discussion**

If you have done the previous lesson with the children ask them:

- What do you remember from the previous lesson?
- What did we do?
- What was the secret message in the composer’s music?

Ask them to name the feeling the composer had been telling us about in his music. Tell them we are going to talk about more feelings today.

**Game**

**Option 1**

Pass out the feelings faces to each child, and ask them not to show their feeling face. Hold up a label and ask the child with that feeling face to match the face to the label. Assemble the correctly named feelings words and faces on a flip chart or A2 sized piece of paper for display.

**Option 2**

Divide the class into pairs, using the fair pair method if desired. Draw a large circle and write the word Feelings inside the circle. In pairs, ask the children to pick one feeling they would like to talk to their partner about. They could discuss whether they have ever felt this feeling themselves, or if it was a TV or movie character who experienced the feeling.

Write their feeling words around the circle. Read the words with the children, explaining any new terms. Categorise the responses into:

1. Feeling emotion, for example, sad, angry, or happy
2. Body Feelings, for example, tired, tense, or shivery.

**Pair Work and Art Activity**

Distribute a Feelings Face to each pair, with some age appropriate images of people or characters experiencing a range of feelings - comics and magazines can also be used here. Ask the children to cut out and match some pictures of people who have the same feeling as their feelings face. Lots of talk and discussion will be needed as some children may find it hard to discern some feelings. Ask the children questions such as:

- Why do you think this person is feeling this feeling?
- What words could they use to say how they are feeling?
- What could have happened?
- What could happen to make them feel differently?

**Reflection**

When the art activity has been completed, ask each pair to report on the feeling they were given and what pictures they chose that matched that feeling. Encourage them to say why. Ask them also to suggest words the characters in the picture could use to say how they are feeling. Each pair’s work could be displayed in the SPHE area.

**Extension**

During work in other curricular areas e.g. English story time or History, you could ask the children to surmise how characters in stories might be feeling, referring to the children’s feelings display. This will help the children to become more fluent in identifying feelings.
LESSON 4
TRUE FEELINGS

CORE CONCEPT
Sometimes adults and children find it difficult to identify and express the feelings they experience. Sometimes we mask our feelings instead of identifying and owning them.

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

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

RESOURCES
- Bella’s Story
- Feeling Words labels or flash cards

PROCEDURE AT A GLANCE
- Story
- Discussion
- Drama
- Reflection
Read Bella’s Story aloud to the class:

Everyone at home was really excited, it was time for the new baby to come. Mum was going to the hospital for a few days, and when the baby came she would return home. Gran had called over to help get dinner ready for Bella and her older brother Jonas. Jim, Bella’s step-dad, was packing the car. Jonas was helping Mum down the stairs. Everyone seemed to have something to do, except for Bella. She stood in the hall, feeling a bit left out. She wanted to help too. Also, she was going to miss Mum, she had never been away from Mum for longer than a sleepover at Gran’s. Jim was waiting at the door. ‘Hey Bella, you OK there?’ he said. Bella put on a brave face. ‘I’m fine,’ she said.

Ask the children what does ‘putting on a brave face mean’.
- Does this mean that she really feels brave?
- What else is she feeling?
- Is she telling her true feelings?

It was time for Mum to go. Jonas, Gran and Bella stood at the door. Jim and Mum gave everyone a hug. Bella felt like crying but she worked hard to keep her tears in. ‘OK everyone, Jim will phone home as soon as we have any news’, said Mum. ‘Bella, I think the new baby might have a special present for you when I get home’, said Jim. ‘Oh, that sounds exciting!’ said Gran. Bella suddenly felt really angry with everyone. She was really upset that Mum had to go and she was trying not to cry. ‘I don’t want any presents!’ she shouted at Jim. ‘And I don’t want any new baby!’ She ran off to the kitchen.

Ask the children:
- Why did Bella suddenly get so angry?
- What else could she have done if she felt angry?
- Who could she have told?
- How might everyone else be feeling now - Mum, Jim, Gran and Jonas?

Continue the story:
In the kitchen, she really started to cry. She realised she did really want a new baby, she had helped Mum pack all the tiny Babygros, and now she felt really bad for what she said and for shouting at Jim. But maybe it was too late, maybe they had gone and she wouldn’t be able to say sorry for how she had acted. Thinking this made her cry even harder.

Ask the children to name the feelings you experience when you feel very bad about something you have done. Ask them: What could Bella do not to feel this way?

Bella felt a hand on her back and heard Mum’s voice. ‘Bella, can you tell me what’s really wrong?’ Bella turned round and her Mum gave her a big hug. ‘I don’t want you to go away, Mum,’ she said. Bella’s Mum explained to her that she was only going for a short while and soon she would come back with a new baby brother or sister. Then they would all be together again. ‘Is there anything else bothering you, Bella?’ Bella said she felt really bad for shouting at Jim.

Ask the children do they think Bella is being truthful about her feelings now? How might this make her feel?

Mum said that Jim would understand and she could always say sorry for something that she felt bad about doing. Mum asked Bella if she felt a bit better now. Bella smiled and nodded. Mum dried away
Bella’s tears and they both went back out to the hall together. Bella took a big deep breath; she was going to see a new brother or sister soon!

Ask the children to say how they think Bella might be feeling now about herself and the new baby. Ask them how they think Mum might be feeling now.

Discussion
Distribute the flash cards or labels between the children. Ask them to name the feeling on their card and to see if they can name a point in the story where Bella felt like this. Encourage them to give a reason for their answers.

Drama
Create groups of 5 children and give each group the following scenes to make freeze frames from the story:

Scene 1:
Bella shouts at Jim at the doorway

Scene 2:
Bella comes back to the doorway after talking with Mum.

If time permits, allow each group to do both scenes for the class.

Reflection
Ask the children how they think the characters felt just before Bella ran off. Then ask them how the characters felt after Bella came back with her Mum. Ask the children who played ‘Mum’, ‘Jim’, ‘Bella’, ‘Gran’ or ‘Jonas’ to comment on how their characters felt in Scene 2, if they wish to.

Conclusion
Finish with a happy freeze frame of Mum and the baby coming home, or Bella doing a simple task for the baby for the first time.
LESSON 5
MY SPECIAL PERSON AND ME

CORE CONCEPT
Children identify someone who is special to them, with whom they like to spend time and talk.

SPHE CURRICULUM

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

Content Objectives
Appreciate their 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
Strand Unit: Growing and changing
Feelings and emotions

Content Objectives
Realise and explore the various ways that feelings can be expressed and be dealt with and choose the most appropriate and acceptable.
Identify people with whom they can discuss feelings and emotions.

INTEGRATION

ENGLISH

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

TEACHER'S NOTE
This lesson could be covered over a 2 week period to allow the children time to interview their special person.

Sending a note home to inform parents or carers of the work in this lesson would be helpful (see sample letter in the General Introduction).

If the template provided is not used, you need to instruct the children what to put on each page of their A4 booklet.

RESOURCES

• My Special Person book template for each child or a booklet made from two A4 sheets, divided into 8 pages with space for writing and drawing pictures. Instructions given in the lesson refer to the template - you may need to adapt some of the activities if using blank pages, or ask the children to write headings from the template.

PROCEDURE AT A GLANCE

• Talk and Discussion
• Writing
• Interview
• Celebration
Talk and Discussion

Explain to the children that they are going to celebrate someone that they really enjoy spending time with. They could be:

• an older person
• someone who looks after them from time to time
• someone who takes an interest in them
• someone who is fun to be with
• someone who is not their parent.

Give the children some time to decide who their special person will be and what makes them special.

Writing

Using either the Special Person Template (Print double sided on A4, flipping on short edge and then fold in half) or some A4 sheets of paper make a booklet: My (name/relationship of person) and Me Booklet and give a copy to each child.

Ask them to begin their booklet by writing:

This is a book about my... and me.

Then have them write:

By... and Date...

Tell them that when they have finished the booklet you will ask them to decorate the cover and present it to their chosen person at a class celebration. Continue with the next pages of the booklet as follows:

In school (Pages 1 and 2)

Ask the children to turn to pages 1 and 2 of the booklet. Ask them to use the first page to record information, such as name, hair colour, favourite colour, favourite food etc. of their special person and to use the second page to record similar information about themselves. Also, ask the children to write what the relationship is with their chosen person. For example, they might write friend, Gran, Papa, Auntie or another relative. Explain that some people may not wish to disclose their age and may just want over 21 to be written down, if the children want to include this information.

At Home: First Activity

Ask the children to turn to pages 3 and 4 of the booklet. In these pages the children and their chosen person should complete a drawing of each other in the boxes provided. Then they should use the boxes to record two things they like doing together. Inform the children that they can use symbols, a drawing, a photograph or words to describe the activities. The children can decorate the pages using stickers or their own designs.

At Home: Second Activity

Ask the children to turn to pages 5 and 6. Have them ask their special person to complete the list on page 5 of things that they like doing with them. Then invite the children to complete page 6 and to use the data on the two pages to complete the final activities at the bottom of pages 5 and 6. They should decorate the pages with stickers or small drawings of the activities listed.

At Home: Third Activity

Ask the children to turn to pages 7 and 8 of the booklet. Ask them to interview their chosen person using the suggested questions on page 7. They should then invite their chosen person to interview them using the suggested questions on page 8.
Celebration

When the children have completed their books have them gather in a circle. Invite them to talk about their books with each other, explaining whom it is about and why they chose that person. Ask everyone to reflect on what they learned from the activities. Use the following questions to encourage discussion, or adapt as necessary:

- How did you feel when you were completing your book?
- Was it easier to do it alongside your chosen person or separately?
- Did you have different feelings when you were working together?
- What did you learn about your chosen person that you didn’t know before?
- What did you learn about yourself?
- How will you feel when you present your book to your chosen special person?
- How might this help you talk to those who mean a lot to you?

Extension

Children could invite their parents and special people to class to show them their completed booklet. You could photograph the class with their special people.
My special person interviews me!

About My Special Person:
Things I like to do with my special person:

A Drawing of my Special Person and Me!
Two things we like to do together:

Things my special person likes to do with me:
UNIT FOUR
STANDING TALL

STRAND  MYSELF AND OTHERS
Strand Units  Myself and my family
            Relating to others
            My friends and other people

INTRODUCTION TO THE UNIT
The lessons in this unit focus on the children’s interactions with others.
In Lesson 1, children learn to listen to and respect the opinions of others.
Basic assertiveness skills are practised in Lesson 2.
The children learn about their rights and responsibilities in Lesson 3.
Assertiveness skills are reinforced in Lesson 4.
Assessing situations in terms of personal safety is the subject of Lesson 5.
In Lesson 6, children explore what bullying is and learn that bullying behaviour is always wrong.

LESSONS IN THIS UNIT
Lesson 1
I Have Opinions
Lesson 2
I’m Learning to Ask for What I Want
Lesson 3
I’m Learning about My Rights
Lesson 4
I’m Learning to Say No
Lesson 5
I’m Learning to Use My Own Brain
Lesson 6
Bullying
CORE CONCEPT
We meet many people in life who do not share our viewpoints or opinions. We need to listen to and respect the opinions of others, just as we would like our own opinions to be respected.

SPHE CURRICULUM

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

**Content Objectives**
Express and record experiences, opinions, feelings and emotions in a variety of ways.
Explore and practise how to handle conflict without being aggressive.

INTEGRATION

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

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
- Speaking Object
- Questions written on cardboard, in a box
- Blank Cards
- Writing Materials

PROCEDURE AT A GLANCE
- Circle Work
- Discussion
- Partner Interview
Circle Work

The children are seated in a circle. Begin by explaining that some questions have one correct answer and other questions have no definite answer. Taking the following questions out of a box, read them out and allow the children to decide if there is one correct (factual) answer or if the question leaves room for opinions. They could be placed in two separate piles on the floor.

- Who is the principal of this school?
- What are the colours on the Irish Flag?
- Who are the best pop group?
- What day comes after Thursday?
- What is the nicest ice-cream you can buy?
- What is the best children’s TV programme?
- What is the best food?

Separate the questions with the correct answers. Spread out the remaining questions on the floor and put an opinion written on a card beside each one, e.g.

- Who are the best pop group?
  JLS (or alternative name)
- What is the best TV programme?
  SpongeBob (or alternative)
- What is the nicest ice-cream you can buy?
  Cornetto (or alternative)

Discussion

Explain the words agree and disagree. Read the first question and opinion. Pass the speaking object around and offer each child an opportunity to say: I agree, or I disagree. Then read each of the other questions and opinions in turn and ask those who agree to stand and those who disagree to remain sitting. A show of hands could also indicate agreement or disagreement. A number of children could be invited to walk to each opinion and say: I agree with this one, but I disagree with this and this. The children could talk to each other in pairs and compare opinions.

Encourage the children to use the language: In my opinion I think that… Reflect on the variety of opinions in the class and on how often we find ourselves disagreeing with our friends on such things without that causing any problems.

Partner Interview

In pairs, in their SPHE or Walk Tall copy, the children could interview each other, recording their partner’s likes or dislikes and opinions, using approximate spelling if necessary. You could display some of the results on the whiteboard or IWB. This will be a record of opinions for the children to refer back to at a later date in the year. The ‘Interview’ and other activities could be revisited during the year, and the children could then compare how their likes and opinions have changed in the intervening weeks or months.

Extension

Self-portrait: The children make body outlines using rolls of wallpaper. They decorate them, showing things they like and things they are good at. The children write a positive statement on slips of paper for all the other children (or a group of children). They then write a positive statement for themselves. These are stuck on to the posters. The posters may be taken home and family members and friends are invited to write a positive statement for the poster. Alternatively, the posters are displayed in the classroom e.g. ten posters for a week. They could then be taken home to be displayed.
‘I Like’ Mobile
Cut out different shapes from paper (circle, triangle, square, diamond). Have the children draw or stick a picture of something they like on each shape. Tie the shapes on hangers and display.

Debate
Once the children realise that they can disagree with a friend and can have different opinions, but still respect each other, they can continue to explore a variety of issues. The following work could form the basis of many lessons.

Write each topic on a card. Put the cards into a box and have a child pick a card at random. Topics such as the following could be explored:

• What if all cars were painted black?
• Keeping animals in cages - is it cruel?
• A change I would like to make in this school.
• Afternoon television - should it be scrapped?
• Homework is bad for children
• It is good to wear uniforms.
CORE CONCEPT
Assertiveness involves being able to ask for what you need and want in a way that respects the rights of others.

SPHE CURRICULUM
Strand: Myself and others
Strand Unit: Relating to others
Content Objective
Explore and practise how to handle conflict without being aggressive.

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

English
Strands: Competence and confidence in using language
Developing cognitive abilities through language
Strand Units: Oral Writing

TEACHER’S NOTE
This lesson may require more than one session.

RESOURCES
- Fifty cent piece
- A space for playing hopscotch
- Paper for a chart, markers
- Copies of the dialogue are needed if children are asked to act the story.

PROCEDURE AT A GLANCE
- Game
- Story and Drama
- Discussion
- Group Work
- Poem
**Game**

The children are seated in a circle. Walk over to the desk and take the fifty cent. Ask the children to watch carefully. Sit down and slowly reveal the fifty cent. Then clench your fist tightly. Ask the children who would like the fifty cent.

- Put your hand up if you would like to try to get the fifty cent out of my hand. You can use any way you like to get it but you must not be rough.

Choose a child to try. The children may try bargaining, tickling, or forcing the hand. Only allow a child fifteen seconds or so. Then choose another child to try.

The first child who comes up and asks clearly and directly without aggression for the fifty cent gets it to keep. This may be the first child, of course, but usually it is not.

**Story and Drama**

The children remain in a circle. Ask the children to listen to this story:

Jackie was in second class when she moved house. Her grandfather had died and her Granny was living alone. So Jackie’s Mam decided they would move in with her Granny and look after her. Jackie was quite excited about the move and liked the house because it was near town and near the cinema. The new teacher was nice to her and the work was easy. It was yard time she hated most. All the children seemed so happy and they all seemed to have so many friends. Jackie knew nobody and she would just wander around the yard feeling miserable. She really wanted to join in the skipping or the hopscotch but the other children seemed to own the yard. It seemed like they had been playing there forever. Each day she felt worse.

Invite six or seven children to walk around inside the circle as if they were Jackie for a minute or two. Alternatively, ask a few children to play hopscotch and have one play the part of Jackie. The children could then take turns at acting this out.

By Friday she was so fed up that she kicked another girl who bumped into her by accident. Jackie soon found herself outside the office. She stood there waiting for the principal to return from lunch.

Some children could strike a pose to convey how Jackie might be feeling as she waits outside the office. Look for volunteers to act out a possible dialogue between Jackie and the Principal. Alternatively, the children could work in pairs and each could act spontaneously.

The principal was a very understanding person and when she saw the new girl in the school in trouble, she guessed what the problem was.

The rest of the story is in dialogue. It could be read aloud using voice or gesture to differentiate or you could act it out with a child.

**P.** You’re Jackie, the new girl, aren’t you?

**J.** Yes, Mrs. Brady.

**P.** So how come you are outside my office?

**J.** ’Cos I kicked a girl.

**P.** What did you do that for?

**J.** I didn’t mean it, but she bumped into me by accident.

**P.** You must have been in an angry mood, Jackie.

**J.** (Silence)
P. Do you like the yard?
J. Not really.
P. What have you been doing all week in the yard?
J. Walking around.
P. And is that what you want?
J. No, I’d like to play hopscotch or skipping.
P. So what have you done so far to get into the skipping or hopscotch game?
J. Nothing.
P. So walking around didn’t help?
J. No.
P. And what about kicking? Did that help get you into the skipping or hopscotch?
J. That was worse. They probably hate me now.
P. I don’t think so. Except for Yvonne whom you kicked. She might dislike you for a little while. In this school we expect children to apologise and do something small to be nice to the person who is hurt. Do you think you could do that?
J. Yes, yes, ‘cos I didn’t really mean it. I was just left out of everything.
P. I see. Who knows that you like hopscotch?
J. Nobody.
P. Do you think they are going to find out that you would love to play if you keep walking around on your own?
J. No.
P. And who knows you love skipping and would like to join in?
J. Nobody.
P. And do you think they will find out if you kick? Does that help?
J. No, I’ll have to tell them.
P. I think so.
J. Well, they might not let me play.
P. They might not, but then they might. It’s a risk isn’t it?
J. Yes… I could try asking.
P. Will you try then?
J. Yes.
P. Okay. I need you to say sorry to Yvonne and explain to her what happened. I don’t think she will dislike you then. And I want you to come back to me next Wednesday and tell me how you are getting on in the yard.
J. You are not a very cross teacher.
P. I can be. If you continue to kick you might see how cross I can be. But I don’t think you will do that again now that you have a better plan for the yard.

Discussion
Ask the following questions:
- What did Jackie want?
- What was she doing to get what she wanted?
- Did it help? What was she forgetting to do?
- Do you think her new plan will work?
- Can you show me how she could ask the others to let her play? (Allow several children to try this).

Continue with the following questions:
- How did Jackie get into the games in the end?
- How did (child’s name) get the fifty cent?
- What is the first thing we can do when we want something?
- What way do we need to ask?
Group Work

Ask the children to get into groups of three or four. Ask each group to write down all the things that children really need (not all they want). Give them four minutes or more if they seem to continue working. Finally ask each group to call out some of the things they have listed. Record the list on a chart or on a blackboard where it will not be rubbed off. You will need this list for the next lesson.

Poem

Read the poem aloud to the child and invite them to reflect on the message it conveys.

Poem: Ask for what you want!

If you’re feeling left out,
If you’re feeling blue,
Don’t sit on the sidelines,
Here’s what you can do:

Use your words to speak out,
Say what’s on your mind,
Speak out, say what you want,
You’ll be amazed at what you’ll find!

Others will understand you,
And maybe help you out,
If you calmly say what you want,
That’s what communication is all about!

- By Audrey Devereux
LESSON 3
I’M LEARNING ABOUT MY RIGHTS

CORE CONCEPT
Children are dependent on the adults in their lives for many things. Children need to be able to identify their needs and communicate them assertively to the adults around them.

SPHE CURRICULUM
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.

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

Content Objective
Appreciate their own family and identify ways in which members of families can help, support and care for each other.

INTEGRATION
Arts Education – Visual Arts
Strand: Paint and colour
Strand Unit: Painting

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

RESOURCES
• Speaking Object
• Paint, Brushes
• Large sheets of paper
• List of needs from previous lesson
• UNICEF poster: The Rights of the Child (optional).

PROCEDURE AT A GLANCE
• Circle Work
• The Rights of the Child - Poster (optional)
• Discussion
• Art Work
**Circle Work**

The children sit in a circle. Ask the children to try to think of any house, flat, or caravan they know where children live on their own without any grown-ups. Hopefully, they will not have an example.

Now, ask them if they can think of a house, flat, or caravan where there are grown-ups but no children. They will think of lots of examples. Ask the children to think about this for a moment:

- *Why is it that adults live on their own but children do not live on their own?*

or

- *Why do children need an adult living with them?*

Pass around the speaking object in the circle and ask each child to give an answer to the chosen question. Encourage the children to imagine every reason for this.

Display the list of needs which the children drew up at the end of the last lesson and ask them if they want to add to it. They could also be asked if they want to delete anything e.g. unreasonable wants.

**The Rights of the Child – Poster (optional)**

Show the children the UNICEF Poster: *The Rights of the Child* and explain that the countries of the world have a place where they meet and decide on important things about the world. This is called the United Nations, and at a UN meeting they agreed that all children deserved to have certain rights. Go through the rights on the poster and leave it on display in the classroom. Ask the children to compare their list of wants and needs to their rights. Encourage comments and questions.

**Discussion**

Ask: *Where do you think you get most of the things you need?* Hopefully the children will answer ‘at home’.

Draw a large outline of a house and ask the children which needs are met at home e.g. food, love, safety. These words could be written inside the frame. Needs which are generally met outside the home (for example, friends or exercise) could be written outside the frame. Some words may need to be inside and outside the frame. This should be left on the blackboard, as it will be needed for the artwork.

Recall Jackie in the last story who did not know how to ask for what she needed. Tell the children you want to introduce two more children who do not know how to ask for what they need. Read out the following scenarios:

1. Anthony’s parents go out on Friday night. His two big brothers mind him and they usually watch videos. Sometimes the videos are good. Other times they are scary and give Anthony nightmares. One Friday night Anthony makes a fuss when his Mam is leaving and pretends to be sick.

2. Jenny’s Mammy has a new baby and she is very busy with him. Sometimes when Jenny comes home her Mammy is asleep and her dinner is late. Sometimes she misses her story at night because the baby is crying to be fed. One day Jenny shouts: *I hate you* to the baby.

Ask the following questions:

- *What do Anthony and Jenny want?*
- *What do they really want?* (Attention or safety)
- *How are they trying to get what they want?*
- Is it working?
- What is the first thing to do when you need something?
- Are Jenny and Anthony asking for what they want?
- Do you think you could help them ask?

The children could act out the scene where the child asks directly for what they want. The observers could affirm the child for what they are doing well and offer suggestions. Sum up by recalling all the needs which are met at home. Explain that sometimes we need to ask for what we want. The following is provided as a guide:

The grown-ups at home can’t always read our minds. Sometimes we have to ask for help, and asking clearly in the way we have just practised is best. We have been learning a lot about ourselves and our bodies and our feelings in these lessons. We have been learning how to trust and cooperate, how to deal with bullying, how to make up our own minds about things. But we are still children and sometimes we need help to figure things out. (Recall some of what was said in the discussion on why children need adults.)

Soon we are going to invite someone from home to come and hear about all the work we have been doing here. We will be explaining to them how we still need their help with all these things while we are growing up. And then you will all bring home your folders so that you can show all your work to everyone at home.

**Art Work**

Using paper and paint, the children recreate the work on the blackboard (i.e. the outline of the house shape with the words inside and outside). This should be displayed on the wall and, along with the UNICEF poster, left there for the final lesson.

**Extension**

**Project Work: Children Around the World**

This lesson could be further extended by doing a project on the lives of children around the world. Ask the children if they think that all the children in the world have their rights upheld. Refer to the UNICEF Poster: The Rights of the Child. Discuss if there are places in the world where children do not have all the things on the chart. Draw up a list with the children of places where they think children have or do not have their rights.

During the following week, ask the children to find pictures of children from different countries (use magazines) and help them gather information about them. List the food eaten, clothes worn, housing. How are the children the same or different? This will open up the area of Development Education which uses similar methodologies to the Walk Tall Programme.

Development Education resources for primary schools are available from a number of development education organisations, including:

- [https://www.irishaid.ie/teaching-and-learning/primary/](https://www.irishaid.ie/teaching-and-learning/primary/)
- [http://www.developmenteducation.ie/](http://www.developmenteducation.ie/)
- [www.diceproject.ie](http://www.diceproject.ie)
- [www.trocaire.ie](http://www.trocaire.ie)
Trust Walk
Form pairs, (A and B). A has their eyes closed and B gently leads them around the room. Discuss: How did it feel to lead or to be led with eyes closed?

Non-verbal Assertion Activities
The children work in pairs (A and B). They need space. Encourage the children that they are to be gentle with each other. A walks on hands and feet for a few moments and then freezes in this position. B tries to unbalance A (allow about 20 seconds).

Change roles and discuss what it was like to take part in the activity. The children sit back to back, in pairs. A pushes against B, while B pushes against A, for about 20 seconds. Discuss.

Saying No Exercises
1. Ask the children to form two lines, A and B. Line A faces line B, with each child standing opposite a partner. Line A says No to their partner and line B says Yes. Continue for one minute then reverse the roles.

Ask the children to form a circle. Discuss:
- What was it like to say ‘No’?
- Was it difficult to keep saying ‘No’?
- Was it difficult not to smile while saying ‘No’?

2. Sit the children in a circle. Ask one child to request something from their neighbour (going clock wise).

You may start. The neighbour says ‘No’ and explains why - and so on around the circle - each child has an opportunity to ask and to say ‘No’.

The following questions could be used:
- How did it feel to refuse?
- How did it feel to be refused?
- What would make it easier to refuse?
- What have we learned from this?
CORE CONCEPT
Sometimes we need to refuse requests or invitations. It is important to know how to do this in a way that respects oneself and the other person.

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

**Content Objective**
Explore and practise how to handle conflict without being aggressive.

INTEGRATION

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

**English**
- **Strands:** Competence and confidence in using language
  Developing cognitive abilities through language
- **Strand Units:** Oral Writing

TEACHER'S NOTE
This lesson can be linked with Lesson 6: Bullying (in this unit).

Children should be encouraged not to name names in a negative way in the discussion.

Some children take every ‘No’ as a personal insult. The children need to realise that a ‘No’ from a friend is not the end of the friendship.

RESOURCES
- Speaking Object
- Crayons
- Worksheet: Everyone is Saying Something Different to Tommy

PROCEDURE AT A GLANCE
- Circle Work
- Role Play
- Discussion
- Movement
- Worksheet
Circle Work

The children sit in a circle. Ask them to think about times when they are asked to do things by their friends (for example, go out and play, visit a friend’s house, do something they haven’t done before).

Ask the question: **what happens when you say No to your friend?** It might be helpful to pass around the speaking object and have each child give an answer beginning with: *I think…*

It is important to listen to what the children are saying about saying No. If the children are secure in themselves, saying no may not pose great difficulty. However, children who are insecure may fear saying No for fear of losing friendship. Explain that sometimes you have to say No to a friend, but that is OK because you explain a little, your friend understands and doesn’t fall out with you. You could give some simple examples from your own life. By sharing like this, you are modelling an assertive attitude for the children, and this is essential, especially if they do not have good role models elsewhere in their lives.

Role Play

Now tell the children that we are going to act out some situations where children need to say No and learn how to do that in a way that doesn’t hurt a friend.

Choose a few of the situations below or create better ones that reflect the local situation or area. It may be helpful to do a warm up such as a mirroring exercise in pairs, or you could repeat some of the A and B games from the previous lesson.

**Situations**

1. Siobhán is finding the take-away tens and units very hard. She is getting all mixed up in school. Her Mam and Dad tried to help her but they did it a different way to the teacher and Siobhán got more mixed up. Her big cousin Mandy said she would come over on Monday and show her how to do them. Siobhán is glad because Mandy is deadly at maths and she helped her before. On the way home from school on Monday Siobhán’s friend Amy asks if she will come to her house to play. Siobhán needs to say No because Mandy is coming, but how does she do it without hurting Amy’s feelings?

2. Derek meets his friend James who has taken one of his Mum’s cigarettes and is going to smoke it. James asks Derek to have a go. James says it will be a laugh. But Derek is confused. He doesn’t know what it’s like to smoke a cigarette and he is afraid it will make him sick. What does he say?

3. It is a summer’s day. Keith’s Mam said she would bring him swimming for a treat and he is allowed to bring a friend with him. He rushes over to David’s house. David had an operation on his ears last week and the doctor warned him not to go swimming before his next check-up. What does he say to Keith?

4. It is snowing and Nikita’s friend Denise is throwing snowballs at the passing cars. She calls to Nikita to join in. Nikita knows it is dangerous and she is afraid she might cause an accident. What does she say?

5. Liam got a new set of markers from his aunt. He brings them into school. Jonathan wants to use them and asks can he, even though he has markers himself. Liam is not ready to share his markers. He just wants them all for
himself for a few days because they are new and a present from his aunt. He hasn’t even used them himself yet. What does he say to Jonathan?

6. Natasha is going to the shop for a message. She asks Wendy to come with her. Wendy hates that shop because there are gangs who hang around it who are rough and noisy. Anyway it’s a bit far. What does she say to Natasha?

In each situation two children volunteer to act out the conversation. The other children are to listen to see if the child says No clearly, but without aggression or hurting the other child. The observers are to affirm what the child does well and along with the teacher make suggestions for better communication. Other children can act out the scenes. It is important to de-role after each play by saying something like: I’m not really Natasha. I’m Fiona.

Children generally love role play and will want to repeat and repeat these plays. It is a good idea to involve every child in one of the role plays.

Discussion
Pose the question:
- What about a child who sulks or calls you names when you say No even if you explain and have good manners? Ask the children for comments.
- Are there children where you live who try to boss you around?
- What is that like for you?
- Who do you think is the boss of you? (The answer to look for is: I am the boss of myself. However parents and teachers do have authority over children, so they can be included also.)

Movement
Explain that you would like the children to practise saying No to a bossy child who thinks they can boss people around. Practise this in a game situation.

The children stand up and move around (this can be to music or to a drum beat or whatever other sound you want to make). When the music stops each child finds a partner. The one nearest the door is YES and the other child is NO.

Each child is to look the other child in the eyes directly and say their word as if they mean it but without being aggressive - you can model this or ask a child to give an example. After a minute, the children reverse words. Then the music begins and they move around and find a new partner.

Worksheet
Finally the children are given the Worksheet: Everyone is Saying Something Different to Tommy. The children are to read what each child is saying in the picture and decide who the real friends are. These are to be coloured with green clothes.

The children who are being bossy rather than friendly are coloured in red. Ask the question: what should Tommy do?

Conclude by giving the children an opportunity to reflect on what they have learned about saying No in this lesson.
Everyone is saying something different to Tommy.

- Colour in **green** the people who care about Tommy.
- Colour in **red** the people who only care about themselves.

You'd better ask Mammy if you can go

Come with me and we'll go down to the river. It's deadly

Go on, go on. Then I'll have the ball to myself

You'd better stay here. It could be dangerous, even if it is fun
CORE CONCEPT
The children need to have the ability to assess potential risky situations and make decisions, rather than following blindly the requests of those around them.

SPHE CURRICULUM
- Strand: Myself
  Strand Unit: Safety and protection
  Safety issues

  Content Objectives
  Develop and practise strategies for keeping safe when travelling.
  Recognise places where it is safe to play and the importance of adopting responsible and equitable behaviour when playing.
  Recognise how accidents might be caused and what can be done in order to prevent accidents happening.

- Strand: Self-identity
  Strand Unit: Developing self-confidence

  Content Objective
  Become more independent and self-reliant.

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

English
- Strands: Competence and confidence in using language
  Developing cognitive abilities through language

  Strand Units: Oral
  Writing

TEACHER’S NOTE
There may be children in the class who are skilled at swimming or rollerblading, or who have experience of singing to a large crowd, or who are unafraid of heights. You can use this experience to clarify with the children how the degree of risk depends on the skill and experience of the child.

It is not necessary to use all the situations illustrated. Select as appropriate.

RESOURCES
- Blackboard, chalk, blu-tack, pencils and crayons
- Six pictures or posters of risky situations
- Worksheet: Is This Too Risky?

PROCEDURE AT A GLANCE
- Talk and Discussion
- Thoughtshower
- Discussion
- Freeze Frames and Thought-tracking
- Worksheet
Talk and Discussion
Remind the children of the way they have been working in pairs for role play and games in recent lessons. When we work together there is a word that describes that:

- Does anyone know what word we use to describe when people help one another and work or play together? (cooperation)

Ask them to think of ways that they cooperate with their friends - skipping games, street games, cycling, football and so on. Now ask if any child can remember a time when they did not want to cooperate with friends or did not want to join in what they were doing - this may have come up in the previous lesson around saying No to a friend. Allow the children to talk about these times without naming names. These generally fall into four categories:
1. The child is uninterested in the activity.
2. The child considers the activity dangerous.
3. The child thinks the activity is wrong (on moral grounds).
4. The child believes they are unskilled and opts out because of embarrassment.

Thoughtshower
If one of the children has contributed a story where danger is the issue, use this as a stepping stone for the next part of the lesson. Continue:

Yes, ____ is a bit risky isn’t it? Does everyone understand what a risk is? A risk is something you do maybe for fun or for adventure, but there is some danger in it. Let’s think of all the games children play or the things children do which are risky.

Invite children to generate ideas on this and record the activities on the blackboard or IWB.

Discussion (Posters)
You can display the posters on the IWB or blackboard one by one. Read out the information for each one as follows:

Posters:
1. Isaac’s friends have been rollerblading down a slope. They ask him to join in.
2. Bahira’s friends swam out to the deepest part of the pool last week. They want her to come with them this week.
3. There are traffic lights at the corner of Nathan’s road and his big brother sometimes runs out between cars without waiting for the green man. He tells Nathan to hurry up and wants him to run between the cars too.
4. There is a Karaoke competition on in the scout’s den. Mae’s friends want her to enter because she has a good voice.
5. Eric’s friends want him to come cycling out on the main road where there is lots of traffic and lots of noise.
6. Rachel’s friends call to her from the top of a high tree: Look where we are, come and join us.

The children answer the following questions about each poster in turn:
- What is good about doing this?
- What is the risk?
- What is the danger?
- Is it a high risk or a low risk?
- Do you think ____ (child’s name) needs to stop and use their brain?
- Why?
- What is the best way to act in this situation to keep safe?
It is not necessary to use all the posters - choose the most relevant to the children’s experiences as recounted in the earlier discussion.

**Freeze Frames and Though-tracking**

Divide the children into groups and have them ‘make the poster’ (create a freeze frame) using themselves. You can allocate roles from the posters. Each group can take turns to thought-track (say out loud) what their character is feeling in the freeze frame. By using this drama technique, the children make a stronger connection with the characters and dilemmas in the pictures.

**Worksheet**

Give out the *Worksheet: Is This Too Risky?* Ask the children to think about these situations for a moment and to rank them from one to six, one being the least risky and six being the most risky. The children are to write the numbers in the boxes. Walk around and observe differences in opinion, and comment on this, if appropriate.

Explain that the risks are greater or smaller depending on our skills and preferences. On the right side of the worksheet the children are asked to use their own brain to decide what they would do in each case (would you take this risk?). They are to answer the question with the words:

- Yes, because…
- No, because…
- Only if…

The worksheets could be displayed. The lesson could be completed by assuring the children that their own brain is their best helper and that they must wait and listen to their own brain before deciding whether or not to do something risky, especially if there is no one around to give advice.

Explain to them that sometimes when they don’t know if something is risky or not, they need to ask an adult that they trust.
Risky Situations!
Risky Situations!

Deep End
Risky Situations!
Risky Situations!
Risky Situations!
Risky Situations!
Risky Situations!

Would you take this risk?
Yes because...  No because...  Only if...

- [ ] .................................................................
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CORE CONCEPT
Encountering bullying behaviour can be a very intimidating experience. The children need to know how to seek support if they are to handle bullying in their environment.

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

**Content Objectives**
- Recognise and explore bullying behaviour, who is involved and the effects on different people.
- Know that bullying is always wrong and what should be done if one is being bullied or sees it happening to someone else.

TEACHER’S NOTE
This lesson, if used in total, could require more than one session. This topic is covered more extensively in the *Stay Safe Programme* and integrating the material from both programmes would be beneficial.

It would be helpful to refer to the Unit on Feelings at this level and in Walk Tall 1st Class to remind children of work already completed.

It is advisable to consult the school’s policy on bullying before beginning this lesson, particularly in relation to how bullying is defined in your school.

Be aware that some children may be being bullied or be bullying in your class. Children should be encouraged not to mention names, but to say *Someone*…

RESOURCES
- Worksheet: How Karl Coped with Bullying
- Pencils, crayons, IWB or flipchart
- Picture of bullying incident

PROCEDURE AT A GLANCE
- Discussion
- Picture and Story
- Worksheet
**Discussion**

Begin by asking the children:
- **Who are the people who usually tell you what to do? Make a list, e.g. parents, teachers, minders, the lollipop lady.**
- **Do we usually do what they say?**
- **Do we trust them to tell us the right thing to do?**

Then ask the children:
- **What kind of people do you not trust?** (reminding them not to mention specific names)
- **How do we know we cannot trust them?**
- **Do we do what they say?**
- **What would we call it if they tried to force us to do something? Or if they make us feel bad about ourselves?** (Some children may know that this could be bullying.)
- **What is bullying anyway?** Encourage children to think of various answers and record these on the blackboard, clarifying which suggestions are bullying and which are not.

Ask the following questions:
- **When people bully, what do they usually want?**
- **Is this the same as what we want?**
- **Do you think we should cooperate with people who bully and do what they tell us?**
- **How do you feel when someone tries to bully you?**
- **What happens in your body?**
- **Where do you feel the feelings?** (This is covered in Walk Tall 1st Class materials.)

Ensure the children realise that bullying is nasty behaviour towards another person or people that doesn’t stop. Bullying is not the same as friends falling out, because friends who fall out can always make it up and get along again. Tell the children that when bullying happens we should always tell an adult, as bullies need help to change their behaviour.

**Picture and Story**

Invite the children to look at the Picture: **Bullying.** In the picture some older children are jeering Jason, a small boy. They are inviting Karl to join in the jeering. Karl looks confused. The children are asked to name what they see (factual), and to guess what might be happening in the picture.

Tell the children the names of the two boys, Jason and Karl, and explain that they are in the same class in school. Continue with the following questions:
- **How do you think Jason feels? Why?**
- **How do you think Karl feels? Why?**
- **What do the big boys want?**
- **Do they want Karl to change?**
- **What change do they want him to make?**
- **Do you think Karl wants to make this change?**
- **Do you think he will cooperate with the big boys?**

Allow the children to discuss what might happen next. Then tell them what really happened:

*Karl felt really scared of the boys. He wished he had never met them. But he liked Jason from school and no way was he going to tease someone he liked, just to please those boys. So he just looked at the biggest boy and said ‘No’, and then he ran home quickly.*
The boys shouted after him and called him names, but he didn’t care. He wasn’t going to bully Jason or join their gang. He felt really awful though, and at dinner time his tummy was a bit sick and he didn’t want to eat.

Stop and ask the children why he might be feeling like this. Then continue with the story below:

His Mam guessed something was wrong and asked what happened. When Karl told her she was very proud of him. ‘You were very brave,’ she said. ‘You said No to those boys and did what you wanted to do.’ ‘I know,’ said Karl, ‘but now I’m afraid they will tease me the way they tease Jason.’ ‘How do you think you can stop them?’ asked Karl’s Mam. ‘I could tell the teacher, but she can’t do anything if it is on the way home from school.’ ‘I think it is a good idea to tell her anyway,’ said Mammy, ‘and I’ll have a chat with Jason’s Mammy too. Maybe we can take it in turns to watch out as you come home from school.’

Stop and ask the children what they think happened next day. Then continue with the story below:

The next day Karl went to school nice and early. He went up to teacher’s table and told her he had something important to tell her. She listened very carefully and called Jason up to hear his side of the story. Jason explained that he was being bullied for about two weeks now. ‘You never told us’, said teacher. ‘People who bully love to keep their bullying a secret. That is how they continue to do it. But, thanks to Karl, the secret is broken now.’

Karl’s teacher spoke to the principal and the boys were called to the office. They had to apologise to Jason and Karl in front of the principal. They were warned that their parents would be called in if it ever happened again. The principal then asked Jason and Karl to knock on his door each morning for a week and let him know if there was any more trouble. Each day at home time Karl’s Mam or Jason’s Mam stood in the front garden just to keep an eye on the boys coming down the road from school. The boys left them alone after that.

Worksheet

Ask the children if they liked the ending or if anything surprised them. Explore any changes that the children might suggest and what their own experiences have been. Discuss the school’s anti-bullying policy, whether the children think it is working or not, and what changes need to be made to make it more effective. The children could then complete the Worksheet: How Karl Coped with Bullying.

Extension

The children could be encouraged to experiment with assertive ways of counteracting bullying behaviour - this could be linked to Lesson 4: I’m Learning to Say No, but extended into a role play.

Children will use different strategies to assert themselves - for example, some might use humour, others might be more comfortable with a catch phrase (e.g. sticks and stones may break my bones, but names will never hurt me) or with removing themselves from the situation without saying anything.

As long as the strategies are assertive and not aggressive, children should be allowed to exercise creativity and autonomy in their responses.
How Karl Coped with Bullying

What do you think Karl said to the older children?

What would you say to them?

Who helped Karl and Jason?

Who might help you if you were being bullied?

Why do bullies like secrets?

How can you help stop bullying in your school?
Bullying!
UNIT FIVE
BEING GOOD CITIZENS
UNIT FIVE
BEING GOOD CITIZENS

STRAND        MYSELF AND THE WIDER WORLD
Strand Units  Developing Citizenship
               My school community
               Living in the local community
               Environmental care

INTRODUCTION TO THE UNIT
The materials in this unit address a number of key issues that encourage the children to see themselves as part of a local and wider community.

The importance of adhering to a set of agreed rules in cooperation with their classmates is underlined in Lesson 1. They explore the concept of cooperation in Lesson 2 with a series of exercises and games. In Lesson 3 the children examine part of their immediate school environment - the yard. They plan and follow through on realistic improvements they, and others, can make that will benefit the whole school community. In Lesson 4 they move beyond making physical improvements in the yard to creating a more caring and helpful atmosphere in the classroom through a focus on random acts of kindness.

Using the process of a whole class project, the children learn about the similarities and differences in cultures in their communities and in the world in Lesson 5.

LESSONS IN THIS UNIT
Lesson 1
We Can help Make Rules

Lesson 2
I’m Learning to Cooperate

Lesson 3
Taking Care of our Yard

Lesson 4
Random Acts of Kindness

Lesson 5
Nationalities Day, Christmas or Festivals Around the World
LESSON 1
WE CAN HELP MAKE RULES

CORE CONCEPT
All groups of people need rules to work and live together as a group. Children take more ownership of and cooperate far more with rules into which they have had input.

SPHE CURRICULUM
Strand: Myself
Strand Unit: Safety and protection
Content Objective
Become familiar with and understand the need to adhere to safety rules that apply in 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
Content Objective
Be involved in making classroom rules and recognise the importance of adhering to these rules for the safety of all.

Content Objective
Begin to appreciate how people depend on each other in many aspects of life.

INTEGRATION
English
Strand: Competence and confidence in using language
Developing cognitive abilities through language
Strand Units: Oral Writing

TEACHER'S NOTE
This class is best done at the start of the school year, by mid-September, so the children can refer to their own classroom rules or 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, such as a visual of sample classroom rules. This lesson could be done over two sessions or during the course of two days.

RESOURCES
• IWB or Flipchart Sheets
• Writing Materials
• Speaking object, if desired
• Strips of paper
• Gold and silver sticker for each child

PROCEDURE AT A GLANCE
Session 1
• Talk and Discussion
• Pair Work
• Reflection

Session 2
• Talk and Discuss
• Voting Process
• Reflection
**Session 1: Talk and Discussion**

This could be done in a circle. Ask the children to name some rules they know, either in school, at home, or in the community. Note them on the IWB or Flipchart.

Tell the children they are going to have some time to imagine what it would be like in a world with no rules. Tell them to close their eyes and to imagine being in a world where no one had to go to bed at any particular time; no one had to use the traffic lights to cross the road; no one had to do homework; no one had to take turns to speak; no one had to wait in line at the shops; no one had to brush their teeth.

Give them a moment or two to think about this. Then ask them, if they wish, to say one good thing and one bad thing about not having rules. The speaking object could be used for this purpose. They could start off with the sentence stems: *One good thing about no rules would be... One bad thing about no rules would be...* Affirm good listening behaviours.

Put their suggestions into either of the following categories on the IWB or Flipchart: ‘Good Things about No Rules’ and ‘Bad things about No Rules’. If the children do not suggest anything under either category, write up a few yourself.

Then ask them: *why do you think we have rules?* If some of the children suggest fairness, safety and happiness as reasons, affirm this. Tell them that because we want a fair, safe and happy classroom, we are going to make some rules together.

**Pair Work**

Divide the children into pairs. Ask the pairs to think of a rule together. They could write it down on strips of paper using approximate spelling, if necessary. When everyone has written a rule, select one child to stand up and read or say their rule, if they wish.

Collect all the rules and stick them on a large piece of paper. When the children see this it will look like a lot of rules. Tell them that they seem like an awful lot of rules: *how will we be able to remember them easily?* The children might suggest only taking a few, or getting rid of some. Ask them: *how could we decide which ones to leave out and which ones to take, when everyone has worked to come up with a rule?* If a child suggests that they could vote for the rules, affirm this. If not, tell the children that a fair way to decide could be to take a vote. Tell them to make it easier for them you will colour code all the rules that are similar, to make them easier to vote on (e.g. yellow for rules that would help us to be happy, green for rules that would keep us safe, and so on ). This needs to be done before the next session.

**Session 2: Talk and Discussion**

Ask a child to volunteer to recount the steps the class took to come up with some rules, and, if necessary, ask other children to help them recount what happened.

At this point you will use the previously colour coded rules e.g. green for safety, yellow for happiness and blue for fairness. Go through the rules in each section and clarify them for the children. If there are any stand-alone rules, leave these in too.
Voting Process
During the day, help each child to affix a gold sticker to the rule they think is most important and a silver sticker to the second most important.

Children may end up voting for what friends vote for or what the majority votes for, this does not matter here, as it is the process of voting and analysing that they are learning about.

Reflection
When all the votes have been cast, tell the children that the rules which got the most gold and silver stickers will be included. At this point there will probably be 3 or 4 clear favourites.

Ask the children to say, from looking at the voting stickers, which appear to be the most important rules in the class. If you feel there is a glaring omission, you might tell the children that because you have taught 2nd Class before you are going to add a rule that you think is very important too. Display the rules in large print on a flipchart page; the children could help decorate them.

Display the rules where they can easily be seen by all in the class. The children could also make a copy of the classroom rules to be kept in their homework journal or homework folder, if appropriate.

Extension
The rules should be monitored by the teacher and the children to see how they are being implemented and everyone should get a chance to make suggestions for any additions or refinements needed during the term or year.
LESSON 2
I'M LEARNING TO COOPERATE

CORE CONCEPT
Living and working harmoniously with others involves cooperation.

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.
- Living in the local community.
- Begin to appreciate how people depend on each other in many aspects of life.

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

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

TEACHER'S NOTE
In the first game, the children need some space to move around. Any mirrors in the room should be covered for the game. The floor should be uncluttered as there will be a lot of movement.

For the second activity the children need to sit in groups of four, ideally at a rectangular table. If you have fixed furniture you may have to adapt the lesson somewhat.

RESOURCES
- Space for movement
- Small coloured stickers or address labels prepared in advance for the game
- A4 sheets of paper and a box of crayons for each small group

PROCEDURE AT A GLANCE
- Game
- Discussion
- Cooperative drawing
- Reflection
**Game**

The children are told that they are going to play a game in which nobody may talk. The only sound they may make during the entire game is *mmmm*.

As soon as the children agree to this they all stand. (If there is enough room they may come to the top of the classroom and stand in a circle.) Walk around and put a sticker on the back of each child. The stickers may be colours (e.g. five greens, five reds, five yellows, five blues) or symbols, Greek letters or shapes.

Each child can see that there are several groups but nobody can see their own sticker, so they don’t know which group they belong to. Explain to the children that they have to find their groups - these are children who have the same colour or symbol on their sticker. The only sound that should be heard is children saying *mmmm* to help one another to find their group. When all the children in a group have found each other, they are to hold hands in a circle as if playing Ring a Ring a Rosy. Wait until the task is completed and all the groups have been formed.

Then ask everyone to remove their sticker - hopefully they are all in the right group. The game is based on trust and cooperation as nobody can help themselves and everyone is relying on someone else to show them where to go. If there are children who have been particularly helpful in the game, this could be noted by the teacher.

Initiate a short discussion by asking questions like:

- **How did you find your group?**
- **Who helped you?**
- **And you?**

- **Did you trust the other children when they showed you where to go?**
- **If nobody helped anyone else what would happen?**
- **If nobody trusted anyone else in the class, what would happen in the game?**
- **What sort of class would play this game quickly?**
- **Is that us?**

The children may want to play the game again and it is wise to let them do so as it helps them internalise the idea of cooperation. If the game goes wrong the first time, it is essential to allow them a second chance to complete the task successfully. Make sure to put away all the old stickers from the first game to avoid confusion, or use different symbols the second time. (If you wish to make the game more challenging, put out only two of each symbol and ask the children to find their twin.)

**Discussion**

Allow the children to sit down and explain to them that there is a word for what they have just done. When a group of people work together to get something done, we say they cooperate. The word could be written on the blackboard. You should give some examples of cooperation.

When heavy furniture is being lifted, a few people must cooperate as nobody could do it on their own. When children are playing skipping, two must turn the rope for others to skip. Then everyone must take a turn at the rope. When the baby is going to sleep, everyone in the house might cooperate to keep the noise down for a few minutes.

The children will think of more examples. You could ask them for examples of
times when children in the class cooperate. They could learn the following song:

Cooperation, cooperation,
Together we will get a job well done.
Cooperation, cooperation,
Helping each other is always much more fun.

(Sung to the tune of Congratulations)

Cooperative Drawing

Explain that you would like the children to make a cooperative drawing. The group works like a cooperative conveyor belt, with each member working individually.

Decide a theme for the drawing, for example, a garden, a playground, a creature from outer space, a new and strange plant, an abstract shape. The children form groups of four. Give each child a sheet of paper and ask them to put their initials in the corner. Each child will begin their own drawing. After a minute or two give a signal and each child will pass their drawing to the right and continue drawing for a further two minutes, adding to the new one they have received. This process continues until each child gets their own picture back and spends the final two minutes on their own.

It is important to explain the procedure to the children in advance and practise passing the pictures to the right as a change in the order causes confusion. An interesting way of giving the stop and start signal is to play appropriate music. When the music stops, the pages must move. However, a simple bell or other sound effect will suffice.

On completion of the pictures, ask the following question:

- How hard was it to cooperate with others and to trust other children to continue your work?

For some children, it is very difficult to let go control of their drawing. For others, it is very stimulating. The children’s responses to the question should be heard and respected. You can expect a great deal of variety. Comment, when it is relevant, on the difficulty of trusting and cooperating and also on the rewards which can result from taking that risk. The group drawings can be displayed together with the four names under each group, and titled appropriately (e.g. Cooperative Creatures).

Reflection

Ask the children to reflect on what they have learned about cooperation. If time permits, they could write down one thing they could do to practise cooperation in the classroom, in school or at home.

Extension

Cooperative Drama

Divide the children into groups of 4-6 children. Show the children a selection of everyday objects, ideally objects that must be manufactured in a factory. You could use a plastic bowl, a wooden spoon, a toy car, doll, or plastic cubes. Give one object to each group. Tell them they are going to imagine that each group is a well-oiled machine that made each object. Ask them to think about a machine and its parts, how it looks, what it sounds like, whether all the parts work separately or together? Give the children some time to practise moving together like a machine to produce their object. Encourage the children to use as many
different formations as possible. For safety, include the rule that each machine-member must either be standing on two feet or kneeling. Have each group perform their ‘cooperation machine’ for the class.

Ask the groups what they learned about working as a machine.
- What made it easier to work?
- Did anything make it more difficult?
- What did they like best about doing the drama?
LESSON 3
TAKING CARE OF OUR YARD

CORE CONCEPT
Children can learn that when we belong somewhere we should take some responsibility for its care. Making an effort in this regard can also strengthen our feeling of belonging.

SPHE CURRICULUM

| Strand: | Myself and the wider world |
| Strand Unit: | Developing citizenship |
| Content Objective | Appreciate the environment and realise that there is a community and individual responsibility in caring for and protecting the environment. |
| Strand Unit: | Developing citizenship |
| Content Objectives | 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. Engage in group activities in the class and learn how to share, cooperate, listen to, work and play together. |

| Strand: | Myself and the wider world |
| Strand Unit: | Living in the local community |
| Content Objective | Begin to appreciate how people depend on each other in many aspects of life. |

INTEGRATION

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

SESE - Science and Geography

| Strand: | Environmental awareness and care |

TEACHER’S NOTE
This lesson is a natural progression from the Classroom Survey lesson in First Class Walk Tall (Unit 5, Lesson 3)
Children with EAL or SEN may benefit by using some visuals with this lesson, and a selection of visuals has been included here.
If you choose to photograph the children at work, ensure parental permission is sought prior to photographing, and that the school policy is followed.
You should ensure that there is no unsafe litter in the yard before the children do the survey or start the Action Plan.

RESOURCES
- Drawing and writing materials
- Plastic gloves for each child if picking up litter or handling soil
- Yard Survey Template

PROCEDURE AT A GLANCE
- Discussion
- Pair Work
- Action Plan
- Reflection
Discussion

This activity could take place in a circle, if preferred. Ask the children to name the places to which they feel they belong, e.g. 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, or if your parents or carers didn’t 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 in any way.

- What do you do?
- What is your favourite way to help, or your least favourite?

Pair Work

Yard Survey

Ask the children to think about the school yard.

- Who uses the yard?
- Who sees the yard every day?
- Do you like being in the yard, what do you like best about it?

For the next part, you may want to take the children to the yard area. You could use the Yard Survey Template provided.

Ask the children, in pairs, to suggest how their class could make the yard a better place - this could include tidying, planting flowers or shrubs, painting a mural etc. Each pair could offer one suggestion, and common ideas could be noted. Next, ask them who we would need to ask before we made changes to the yard and who could help us make those changes? If the children don’t suggest these themselves, elicit responses like the principal, the parents, the school caretaker.

Action Plan

Approach the ideas from the ‘most do-able’ to ‘least do-able’. When they are narrowed down to a manageable number, ask the class to make some suggestions about how they could be done, and who we should ask first before the class begins any of their action points. The children could draw pictures of their plans for the yard, and label them with details of the plan. Once a checklist has been made, the class could ask the principal or a parent from the Board of Management (or similar body) and the school caretaker to the class to ask them for advice or help on how to make their changes to the yard. Ideally you should take a photograph of the yard before and after the Action Plan. The children could be photographed making the various changes to the yard.

Reflection

Once the Action Plan has been carried out, and referring to photographs, ask the children to say how they think they improved the yard. Also ask them who will benefit or get enjoyment for their work. Tell the children you are proud of a job well done!

Extension

The children may want to celebrate their achievement by mounting a display in a prominent place in the school. This could show the ‘before’ and ‘after’ pictures and how they went about implementing the change. Other classes could be invited to do a similar project. If there were two classes at the same level they could jointly agree actions and work together to complete them.
Making our yard better

<table>
<thead>
<tr>
<th>How the yard looks now</th>
<th>What we could do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw some pictures of some areas you think could be improved</td>
<td>Draw some pictures of how you think they could look better</td>
</tr>
</tbody>
</table>

Who can we ask before we make changes?

Who could help us make those changes?
LESSON 4
RANDOM ACTS OF KINDNESS

CORE CONCEPT
The positive contributions of each individual can make the classroom or school a better place.

SPHE CURRICULUM

Strand: Myself and the wider world

Strand Unit: Developing citizenship
My school community

Content Objective
Discuss and appreciate how the positive contributions of each person can make the class or school a better place for everyone.

Strand: Myself

Strand Unit: Growing and changing
Feelings and emotions

Content Objectives
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.

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: Emotional and imaginative development through language

Strand Units: Oral
Writing

RESOURCES
- A copy or diary for recording SPHE work would be useful for this lesson, if the children do not already use one.

PROCEDURE AT A GLANCE
- Talk and Discussion
- Visualisation
- Recording
**Talk and Discussion**

In a circle (if wished) talk about any of the positive attributes in the class that make the classroom or school a nice place to be - this could be showing good manners to each other and to visitors, sharing materials, making sure no-one is left out at play time etc. It is not necessary to name any children who do this specifically, but ensure you refer to recent or repeated examples of positive behaviour. Ask the children to volunteer examples if they wish to.

**Visualisation**

Ask the children to sit quietly, close their eyes and listen to your voice. Ask the children to think of the last time someone in the class did something kind for them. This could be lending a pencil; helping in PE; a compliment on a job well done; a compliment on work well done; someone saying thank you for something you did; listening carefully.

Ask the children to think about how little acts of kindness make them feel - usually when people are kind it could make us feel happy, warm, relaxed, appreciated, or content.

Next, ask them to think about something kind they could do for someone in their class. Ask them to imagine themselves doing it and how it will make them feel and how the person to whom they are being kind will feel. Let them dwell on this image for a moment or two. Now ask them to think of another way of being kind. Ask them to imagine this as well, where they will be, how they will stand, what they will say…

Tell them that from now on we are going to make sure to do lots of acts of kindness for those in our class. We’ll try to be kind to someone different every day so that everyone takes part. Ask the children to take a deep breath and open their eyes.

**Recording**

Distribute a page to each child, or distribute their SPHE copies. Tell them they are going to record a kind thing someone does for them each day and a kind thing they do for someone else. They can do this in pictures and words or use words only.

This activity could be kept up for a term or for a school year. They can begin by recording the most recent kind thing a person in their class did for them.

Allocate some writing time during the day or week for the children to record acts of kindness - 5 to 10 minutes should be sufficient.

**Extension**

If children wish, they could share a selection of their recordings weekly with the class. This work could also be extended into their homes and communities. Children could plan to do one random act of kindness for someone in their home, and feedback the response.

This could also be imagined on a global level. Asking children to imagine small things they could do to help others could allay some of the helplessness felt by children when global issues are in the news.
LESSON 5
NATIONALITIES DAY, CHRISTMAS OR FESTIVALS AROUND THE WORLD

CORE CONCEPT
Celebrating diversity helps children appreciate difference and value the contributions different cultures can bring to our communities

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

Content Objectives
- 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.
- Develop an awareness of people in other places.

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

Content Objectives
- Recognise and appreciate the similarities and differences between people.
- Become aware of their immediate world through the senses.

INTEGRATION
- English
  Strand: Competence and confidence in using language
  Strand Units: Reading, Writing

SESE - Geography
- Strand: Human Environments

Strand Unit: People and places in other areas

TEACHER’S NOTE
This lesson will span over several sessions as the project progresses, ideally culminating in an opportunity for parents, teachers or significant adults in the children’s lives to come together and experience the work. This could be done in an ‘open day’, or even ‘open hour’.

This activity is adaptable to any class level and could be a whole-school activity.

It is for the class teacher to decide if a ‘Nationalities Day’ or ‘ Festivals Day’ or ‘Christmas around the World’ would be the most appropriate project for their class.

Be sensitive to the fact that some children of different nationalities may or may not be eager to share information or experiences with the class. A way around this is to affirm their nationality by including the nationality in the project, but not having a reluctant child working on that part of the project.

RESOURCES
- Plentiful supply of visual resources pertaining to the topic of your choice, covering all nationalities, different festivals or Christmases around the world in your classroom. Pamphlets, booklets, information and images from the internet, and children’s encyclopaedias are all useful here.
- Drawing and writing materials
- Display materials or areas
- Invitations (can be made by children)

PROCEDURE AT A GLANCE
- Talk and Discussion
- Project Work
- Planning Open Day
- Hosting Open Day
- Reflecting or Reporting on Open Day
Talk and Discussion
This could be done sitting in a circle, if you wish. Tell the children that they are going to be working on an important project about everyone in the class and hosting an event for parents and people who are important to us. Tell the children the focus of the project – Nationalities Day, or Christmas or Festivals around the world. You may, at this stage, allow the children to choose which project they would to work on. Ask them what we need to think about when doing a project, what we need to think about when inviting people to the class. Ask them for any thoughts or questions they might have, record these on an IWB or flipchart. Refer to these thoughts or questions as they arise during the sessions.

Project Work
Divide the work amongst groups in your class. Depending on class size and nationalities, you may need to allocate more than one nationality or festival or Christmas celebration per group. Spend some time reading and analysing the information with the children. This could happen over a period of weeks. The children then select information and pictures they think are interesting for their display. You may choose to limit the amount of material they include by giving each group an A2 sheet and telling them they must select only enough information and pictures to fill the sheet. Depending on ability, they can transcribe information or type it or simply cut and paste it onto their poster. As long as the children can read the content with some fluency and justify why they chose it, how it is included in the display is up to the class teacher.

Planning the Open Day
Once the project work is completed and ready for display, refer to the children’s ideas or thoughts on inviting guests to the classroom which had been discussed earlier. Make a checklist on the IWB or flipchart of what the class needs to do, including their ideas. This could include:
- Make a list of invitees
- Make invitations
- Person or people from the class to welcome the guests and introduce the project work
- Preparation and distribution of refreshments, perhaps from each nationality, if appropriate
- Budget money for refreshments such as drinks or snacks, if necessary (for example, you could allocate a budget of €20 for refreshments)
- Photographers to record the event
- Person or people from the class to say thank you and goodbye to guests.

Allocate groups or pairs, as appropriate, to be in charge of the different areas. Tick off each item on the check-list as the children prepare and complete the tasks. Parents could also be asked to help by bringing or making some national dish for children, parents and teachers to sample, and/or by wearing traditional dress, if they so wish.

Hosting the Open Day
Decide on the best place available or appropriate to host the event. Aim to run the event for 45 minutes to an hour. The children could invite the Principal to speak at the start of the event. Ensure that all those with tasks, photographers, welcomers and speakers, are on-task. Enjoy the event!
Reflecting or Reporting on Open Day

After the event, the children can make a display reporting on the event itself, using any photographs from the day to tell the story.

All of the children can reflect on the event by writing about ‘What I Learned About Nationalities or Festivals on Open Day’ (sample title), this can be included in the display.

They could also reflect on the process by making a ‘How to Do an Open Day’ chart, as a whole-class activity.

Extension

A video recording could be made of the open day or project work and shown at a later stage to the children.
UNIT SIX
ADVERTISING
INTRODUCTION TO THE UNIT

A great deal of advertising is now aimed at children. The purpose of the lesson in this unit is to raise their awareness of how adverts are intended to influence an audience.

In this lesson the children develop a deeper awareness of advertising and how an advert might be constructed.

There is one lesson in this unit: Adverts are Influences
LESSON 1
ADVERTS ARE INFLUENCES

CORE CONCEPT
Children discern that adverts are aimed at different audiences and age groups and become aware of how adverts are intended to have influence over an audience.

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 personal responsibility.

Strand: Myself and the wider world
Strand Unit: Media education

Content Objectives
Begin to distinguish between fact and fiction in stories or situations in different media forms.
Discuss and explore advertising that is specifically aimed at children.

TEACHER’S NOTE
http://42explore.com/advertis.htm gives links to websites with advertising clips and information for children on how advertising works. This lesson could be done over two or more sessions.

This activity is adaptable for any age group. Children with EAL could name products and adverts from their own language first. Children with SEN may need extra support identifying the purpose of an advert.

This lesson, if used in total, could require more than one session. It is very suitable for the period before major religious holidays such as Christmas, Ramadan or Diwali, when it is topical and the materials are readily available. However, it can be used successfully at any time of year. The children also could be asked to write down the names of different toys that they have seen advertised over a weekend period.

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

Arts Education - Music
Strand: Listening and responding
Strand Unit: Listening and responding to music
LESSON 1
ADVERTS ARE INFLUENCES

Resources

- Age and content appropriate selection of adverts (pictures of adverts, film or TV clips) aimed at children and adults
- It could be useful to have an appropriate selection of ‘jingle music’ for the children’s advert, pre-selected by you.
- Toy catalogues (approx. one between 3-4 children)
- Art materials - paper, scissors, Pritt sticks, glue or paste, small adhesive stars or spots
- Digital camera or visual recording device
- Speaking Object

Procedure at a Glance

- Collage
- Discussion or Circle Work
- Designing and Making an Advert
- Making a Choice
Collage

Examine some of the picture or media clip adverts for children and adults, and ask the children to identify the children’s adverts, and to give reasons for their answers.

Divide the children into groups. Give each group of children a sheet of paper, some glue and a catalogue to share. Ask the children:
- What do all the catalogues have in common?
- What are they advertising?

Ask the children to go through the catalogues and cut out pictures of toys they would like and stick them onto the page. The children may swap the catalogues among themselves to make sure they include as many toys as possible.

Discussion or Circle Work

This may be done the next day. The children sit in a circle. The collages could be displayed on the wall or in the centre of the circle where they are clearly visible.

The children are asked how many of the toys on their collage have been advertised on television. The children could be asked to recall the advertisements. If advertisements have been recorded, they could be shown at this stage. The following questions could be used to stimulate thinking:
- At what time of the year do you see the most toy advertisements?
- Why is that?
- Who makes the advertisements and shows them on TV? Why?
- How do you feel when you see an advertisement for a toy?
- What do you think?
- Who benefits or gets something good from the advertisements?

Explain that the people who make the toys want lots of children to buy their toys so that they will make a lot of money. Each company will try to make their toy sound like the best in the world to try to get children to want that toy.

Adverts are messages from the manufacturer or people who make the product to try to make you buy that product.
- Do you think that children get confused if they see a lot of advertisements for different toys?
- Do the advertisements help you?
- Do they help you make up your mind about Christmas, special times or birthdays?
- If they do, how do they help?
- If not, how do you make up your mind?
- Do you listen to what your friends say?
- Do you listen to what your parents say?

Ask the children to think for a minute and decide what they believe is the best toy in the world.

Pass around the speaking object and invite each child to complete the sentence: I think ____ is the best toy in the world because...

Encourage them to agree and disagree with each other and clarify what has been said. Remind the children of the discussion in Unit Four (e.g. Lesson 4) in which we thought about friends and saying No. The following could be used:
We said that sometimes we do what our friend says, but at other times we say No to our friend because we don’t like what they are saying, or we feel what they are asking us to do is dangerous.

We have to make up our own minds about what we do. Advertisements also try to persuade us to buy toys. It can be very confusing because we want so many things, but nobody can have them all. So it is important to think about the toys we want for Christmas, other special times or birthdays when there are no advertisements on, so that we listen to our own thoughts and make up our own minds.

Designing and Making an Advert
In pairs, the children devise a very short (no longer than a few seconds) advert for a favourite product. Encourage them to play around with funny accents and characters.

They must include an important piece of information about the product and a snappy slogan that the characters could say. Give the children a short time to think, rehearse and practise. If available, they could choose a ‘jingle’, which could be edited onto the advert later by computer or simply played on cd in the background as children are acting. If facilities are available, you could film the adverts and show them to the class and perhaps to other classes as well.

Making a Choice
Ask the children to look again at the collages they have made. The children are asked to choose which toy they would pick if they could only have one toy for a whole year. Each child is to decide on one toy and stick a star or spot on that toy.

Display the collages in the classroom with the heading: We Have to Make Choices.

Finally, ask the children to think of a friend or relative they would like to give one of the toys to. Tell them they can choose any of the toys, but they must try to choose the one that their friend or relative would really benefit from having. Invite the children to talk about their choices and explain why.
INTRODUCTION TO THE UNIT

This lesson, appropriate for the end of the year, develops children’s self-confidence by encouraging them to reflect on and evaluate their learning during the course of the Walk Tall Programme.

LESSON

I’m Celebrating All I’ve Learned
LESSON 1
I’M CELEBRATING ALL I’VE LEARNED

CORE CONCEPT
Reflecting on and evaluating our learning is an essential part of the learning process.

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:** Self-identity
- Developing self-confidence

**Content Objective**
Express personal opinions and preferences and acknowledge those of others and comment on them.

INTEGRATION
- **English**
  - **Strands:** Competence and confidence in using language
  - **Strand Units:** Oral Writing

TEACHER NOTES
Parents are invited to this session. The children will talk about the work they did during the year. Time needs to be given in advance to preparing children to talk about the different units, to show samples of the work and perhaps to demonstrate some skills they learned through role play.

A double circle of chairs, the inner circle for the children and the outer one for the parents, may be the most suitable arrangement of furniture. This may prove difficult if space is limited in the classroom. The hall or another room could also be used, which would involve bringing the children’s art work there for display.

If possible, organise a cup of tea for parents and a glass of orange for the children - it would greatly add to the celebration.

**Resources**
- Speaking Object
- Pencils
- Letter to Parents
- Worksheet (completed in advance of lesson)
- Refreshments if possible
- Certificates

**Procedure at a Glance**
- Demonstration
- Circle Work
- Presentation
Demonstration

Parents are invited to sit in a circle behind the children. The children have their folders on their knees with the Worksheet: What I Learned in the Walk Tall Programme on top. Introduce the session. (Use your own style but a sample introduction is given here.)

Good morning everyone! I would like to welcome all of you here this morning to the last lesson in an important programme we have been working through over the last year. You are already aware of some aspects of the programme because you were involved in the lessons about diet and I really appreciate your cooperation with all of that. Now, a number of children will tell you about the work they did during the year.

A number of children explain the different units. This could be done by talking, by showing samples of work, and by role play. Some children may have also developed an e-portfolio during the year and may wish to present their work on the IWB.

Now the children will say what the most important thing they learned from the programme was. You will see us using a speaking object and 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 parents, to keep this rule. Please keep silent while the children are talking. We will give any parent who wishes to take the speaking object a chance to speak at the end.

Circle Work

Each child takes the speaking object in turn and answers the question: what was the most important thing you learned from this programme? 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 parents’ circle and anyone who wishes to make a comment may do so. Parents are told that it is OK to pass if they do not want to say anything.

Finally, you (the teacher) could say something you have learned from the programme and finish by presenting the certificates to the children.

Presentation of Work

The children are given some time to sit with their parents and show them their certificate and the work in their folders. If tea is available, this could follow. The children bring their folders home that day.
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 Second Class Year

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

SPHE FIRST AND SECOND CLASS CONTENT OBJECTIVES
## APPENDIX
### SPHE FIRST AND SECOND CLASS CONTENT OBJECTIVES

<table>
<thead>
<tr>
<th>Strand: Myself</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></td>
<td></td>
</tr>
<tr>
<td>Develop an appreciation of and talk about personal strengths, abilities and characteristics</td>
<td>✔️</td>
<td>1st</td>
<td>Unit 1 Lesson 2&lt;br&gt;Unit 7 Lesson 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd</td>
<td>Unit 1 Lesson 1&lt;br&gt;Unit 7 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 4&lt;br&gt;Unit 5 Lesson 5</td>
</tr>
<tr>
<td><strong>Self-Identity (Developing self-confidence)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Become more independent and self-reliant</td>
<td>✔️</td>
<td>2nd</td>
<td>Unit 1 Lesson 2&lt;br&gt;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&lt;br&gt;Unit 7 Lesson 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd</td>
<td>Unit 7 Lesson 1</td>
</tr>
</tbody>
</table>
### Strand: Myself

<table>
<thead>
<tr>
<th>Covered</th>
<th>Class Level</th>
<th>Unit / Lesson</th>
</tr>
</thead>
</table>

#### Self-Identity *(Making Decisions)*

- **Recognise and reflect on choices that are made every day**
  - 1st: Unit 6 Lesson 3
  - 2nd: Unit 1 Lesson 1
  - Unit 6 Lesson 1

- **Discuss the factors that may influence personal decisions or choices**
  - 1st: Unit 6 Lesson 3
  - 2nd: Unit 1 Lesson 1/2/3
  - Unit 6 Lesson 1

- **Realise that being involved in decision-making demands more personal responsibility**
  - 1st: Unit 6 Lesson 3
  - 2nd: Unit 1 Lesson 1
  - Unit 6 Lesson 1

#### Taking care of my body *(Knowing about my body)*

- **Appreciate the need and understand how to care for the body in order to keep it strong and healthy**
  - 1st: Unit 2 Lesson 2/3
  - 2nd: Unit 2 Lesson 2/3

- **Recognise the importance of treating the body with respect and dignity**
  - 2nd: Unit 2 Lesson 1/2/3

- **Explore the various things the body can do**
  - 2nd: Unit 2 Lesson 1

- **Name parts of the male and female body, using appropriate anatomical terms, and identify some of their functions**
  - 2nd: Unit 2 Lesson 1

- **Develop and practise basic hygiene skills**
  - 1st: Unit 2 Lesson 4

- **Realise that each individual must take some responsibility for self-care**
  - 1st: Unit 2 Lesson 2
  - 2nd: Unit 2 Lesson 5

- **Become aware of how infection spreads easily and the importance of adhering to a code of hygiene**
  - 1st: Unit 2 Lesson 4
  - 2nd: Unit 2 Lesson 7

- **Recognise and examine some of the substances that are taken into the body and the purpose and function of each one**
  - 2nd: Unit 2 Lesson 5/6
<table>
<thead>
<tr>
<th>Food and Nutrition</th>
<th>Covered</th>
<th>Class Level</th>
<th>Unit / Lesson</th>
</tr>
</thead>
<tbody>
<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 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)                                      |         |             |               |
| Begin to recognise the physical, emotional, social and spiritual factors that promote growth | ✔️      | 2nd         | Unit 3 Lesson 1 |
| Realise that growth takes place in many different ways and is unique to each individual | ✔️      | 1st         | Unit 1 Lesson 2 |
|                                                                                  | ✔️      | 2nd         | Unit 3 Lesson 1 |
| Realise that growing up brings increased responsibility for themselves and others | ✔️      | 1st         | Unit 3 Lesson 5/6 |
|                                                                                  | ✔️      | 2nd         | Unit 3 Lesson 1 |
## Strand: Myself

<table>
<thead>
<tr>
<th>New life</th>
<th>Covered</th>
<th>Class Level</th>
<th>Unit / Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin to understand that reproduction, birth, life, growth and death</td>
<td>✔️</td>
<td>1st</td>
<td>Unit 2 Lesson 1</td>
</tr>
<tr>
<td>and all part of a life cycle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appreciate what is necessary in order to provide and care for new-born</td>
<td>✔️</td>
<td>1st</td>
<td>Unit 2 Lesson 1</td>
</tr>
<tr>
<td>babies in both the animal and human world</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Realise the various roles parents and other family members have in</td>
<td>✔️</td>
<td>1st</td>
<td>Unit 2 Lesson 1</td>
</tr>
<tr>
<td>providing for new-born babies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Feelings and emotions

<table>
<thead>
<tr>
<th></th>
<th>Covered</th>
<th>Class Level</th>
<th>Unit / Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and identify a wide range of feelings and talk about and</td>
<td>✔️</td>
<td>1st</td>
<td>Unit 3 Lesson 1/2/3/4</td>
</tr>
<tr>
<td>explore feelings in different situations</td>
<td></td>
<td>2nd</td>
<td>Unit 3 Lesson 2/3/4</td>
</tr>
<tr>
<td>Realise and explore the various ways feelings can be expressed</td>
<td>✔️</td>
<td>1st</td>
<td>Unit 3 Lesson 2/4/5/7</td>
</tr>
<tr>
<td>and dealt with and choose which are the most appropriate and</td>
<td></td>
<td>2nd</td>
<td>Unit 3 Lesson 3/4/5</td>
</tr>
<tr>
<td>acceptable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify people with whom they can discuss feelings and</td>
<td>✔️</td>
<td>1st</td>
<td>Unit 3 Lesson 4/6</td>
</tr>
<tr>
<td>emotions</td>
<td></td>
<td>2nd</td>
<td>Unit 3 Lesson 5</td>
</tr>
<tr>
<td>Become aware of and be able to choose healthy ways of</td>
<td>✔️</td>
<td>1st</td>
<td>Unit 3 Lesson 7</td>
</tr>
<tr>
<td>feeling good about themselves</td>
<td></td>
<td>2nd</td>
<td>Unit 1 Lesson 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit 3 Lesson 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit 5 Lesson 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit 5 Lesson 4</td>
</tr>
<tr>
<td>Explore the various feelings that change as one grows</td>
<td>✔️</td>
<td>2nd</td>
<td>Unit 3 Lesson 1</td>
</tr>
<tr>
<td>Recognise that individual actions can affect the feelings of</td>
<td>✔️</td>
<td>1st</td>
<td>Unit 3 Lesson 4/5/7</td>
</tr>
<tr>
<td>others</td>
<td></td>
<td>2nd</td>
<td>Unit 5 Lesson 4</td>
</tr>
</tbody>
</table>
### Safety and Protection (Personal safety)

<table>
<thead>
<tr>
<th>Task</th>
<th>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>1st</td>
<td>Unit 3 Lesson 6</td>
</tr>
<tr>
<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>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>2nd</td>
<td>Unit 1 Lesson 2/3</td>
</tr>
<tr>
<td>Identify risky behaviour and examine its positive and negative consequences</td>
<td>2nd</td>
<td>Unit 1 Lesson 2</td>
</tr>
</tbody>
</table>

### Safety and Protection (Safety issues)

<table>
<thead>
<tr>
<th>Task</th>
<th>Level</th>
<th>Unit / Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and practise strategies for keeping safe when travelling</td>
<td>2nd</td>
<td>Unit 4 Lesson 5</td>
</tr>
<tr>
<td>Become familiar with and understand the need to adhere to safety rules that apply in school, at home, on the farm, in water, for their own safety and that of others</td>
<td>1st</td>
<td>Unit 4 Lesson 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 4 Lesson 2</td>
</tr>
<tr>
<td></td>
<td>2nd</td>
<td>Unit 2 Lesson 6</td>
</tr>
<tr>
<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>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>2nd</td>
<td>Unit 4 Lesson 5</td>
</tr>
<tr>
<td>Recognise and explore occasions when medicines are needed</td>
<td>1st</td>
<td>Unit 4 Lesson 3</td>
</tr>
<tr>
<td></td>
<td>2nd</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>1st</td>
<td>Unit 4 Lesson 3</td>
</tr>
<tr>
<td></td>
<td>2nd</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 enjoys 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>
</tr>
<tr>
<td></td>
<td></td>
<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>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 5 Lesson 5</td>
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<tr>
<td></td>
<td>✓</td>
<td>2nd</td>
</tr>
</tbody>
</table>
## Living in the local community

<table>
<thead>
<tr>
<th>Topic</th>
<th>Covered</th>
<th>Class Level</th>
<th>Unit / Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin to appreciate how people depend on each other in many aspects of life</td>
<td>✓</td>
<td>2nd</td>
<td>Unit 5 Lesson 1/2/3</td>
</tr>
<tr>
<td>Develop a sense of belonging to their own local community</td>
<td>✓</td>
<td>1st</td>
<td>Unit 5 Lesson 4</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>
<td>Unit 5 Lesson 5</td>
</tr>
<tr>
<td>Develop an awareness of people in other places</td>
<td>✓</td>
<td>2nd</td>
<td>Unit 5 Lesson 5</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>
<td>Unit 4 Lesson 2</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>2nd</td>
<td>Unit 4 Lesson 3</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
- Become aware of and learn about the different ways in which information can be communicated
- Begin to distinguish between fact and fiction in stories or situations in different media forms

**Media education**

- Discuss and explore advertising that is specifically aimed at children
- Discuss and explore advertising that is specifically aimed at children
- Discuss and explore advertising that is specifically aimed at children

- Discuss and explore advertising that is specifically aimed at children
- Discuss and explore advertising that is specifically aimed at children
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