THIRD 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.
Best Practice Guidelines in Substance Misuse Prevention


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


REFERENCES


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

Dear Parent or 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:

- Setting the Scene
- Valuing Self and Others
- Relating to Others
- Safety and Protection
- Media
- 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 1

SETTING THE SCENE
INTRODUCTION TO THIS UNIT

The lessons in this unit help to foster a positive working atmosphere for the implementation of the Walk Tall Programme. The focus is on drawing up classroom rules and practising good listening skills. Involving the children in the drawing up of rules helps them to take ownership of and responsibility for upholding them. Reviewing the rules from time to time keeps them relevant and alive for the children. Rules apply outside the classroom as well, and the idea of gradually assuming more responsibility for safety is explored in Lesson 2.

The lessons use a variety of methods to engage the children. In Lesson 1, group work is used to draw up the classroom rules, while individual and paired activities in Lessons 2 and 3 allow children to practise good listening skills.

Children are introduced to the idea of a portfolio for their SPHE work. A copy of the classroom rules is put into everyone’s portfolio. Copies or photos of the posters may be included also.

LESSONS IN THIS UNIT

Lesson 1
Rules of the Classroom

Lesson 2
Rules Help Us to Keep Safe

Lesson 3
Listening
LESSON 1
RULES IN THE CLASSROOM

CORE CONCEPT
Establishing boundaries and rules helps to create a supportive, respectful and esteemng environment for all.

SPHE CURRICULUM
Strand: Myself
Strand Unit: Making decisions
Content Objective
Discuss why and how adults can make decisions and set boundaries for young people.

Strand: Myself and others
Strand Unit: My friends and other people
Content Objective
Practice and recognise the importance of care and consideration, courtesy and good manners with others.

Strand: Myself and the wider world
Strand Unit: Developing citizenship
My School Community
Content Objective
Play a role in deciding classroom rules and examine the importance of adhering to school discipline codes.

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

TEACHER’S NOTE
Ideally, this lesson is best done within a fortnight of the beginning of the school year.

RESOURCES
• Paper and Pencils
• Large Sheet of Paper
• Small Sheet of Paper (for each child) – or SPHE Copy

PROCEDURE AT A GLANCE
• Introduction
• Circle Work
• Group Consensus
• Discussion and Display
• Discussion
**Introduction**

Begin by asking the children what rules are. Ask them to describe situations where rules are necessary. Ask them if there should be rules for the classroom – *why/why not?* (If safety isn’t suggested as a reason for rules, make reference to it.) Ask for examples of helpful rules set by adults and what values lie behind the rules adults set for them.

**Circle Work**

Explain that we are going to think together about what rules we should have for the classroom. Ask the children to share in a circle their answer to this question:

- *What rules could we make in class that would allow everyone to feel safe and learn lots this year?*

Write all of the answers down, without comment or question. Clarify any rules which may be unclear to you or to the other children.

**Group Consensus**

Distribute a sheet of paper to each child (or they could use their SPHE copy) and ask them to select the three rules which they think are the most important from the ones already listed. Then divide the children into groups of three or four and ask them, as a group, to come up with three rules which are important to their group, using their individual lists as a starting point. (You might explain to them that this process is known as reaching a consensus.) Ask one child in each group to present their set of three rules and their reasons for choosing these three to the rest of the class. Record all the rules chosen.

**Discussion and Display**

Discuss the suggestions and ask if there is anything missing or if they have questions about any of them. See if any of the rules can be integrated, in order to have a list of not more than six rules. When this is done, write them up on a large sheet of paper and display in a prominent place in the classroom for reference. The children might like to write down the rules and decorate or illustrate them.

**Discussion**

Explore the activity with the children:

- *Were your ideas listened to in the small group?*
- *How did you arrive at your list of three rules?*
- *Was there much discussion?*
- *What would make it easier to work in small groups again?*

You could ask the children to imagine what value they will learn to practise when everyone observes a particular rule. You could also ask them to identify other places where this value is important. This list could be the basis of a weekly or monthly review by the children of how things are going for them. It could be done at a special meeting time where the speaking object is used (See General Introduction on Circle Work on page 7).

**Extension**

In groups, children could take one rule each and make a poster to explain the rule.
CORE CONCEPT
As children grow older they can begin to understand the need for rules and regulations to keep themselves and others safe, and take increasing responsibility for their own safety.

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

**Content Objectives**
Explore the rules and regulations that exist in school, at home and in society and the importance of adhering to these rules for keeping themselves and others safe.

Begin to realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe with people has to be developed and adhered to by each individual.

INTEGRATION
- **SESE - Science**
  - **Strand:** Living things
  - **Strand Unit:** Human life

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

RESOURCES
- Picture of a baby and an older child (ideally 8-9 years) for display on board

PROCEDURE AT A GLANCE
- Introduction
- Discussion
- Drawing
- Conclusion
Introduction
You can remind the children about the rules for the classroom and school that were agreed in the last lesson. Today’s lesson is about rules that affect other areas of our lives which help to keep people safe. Ask the children about their favourite games.
Ask the children:
- Why is this game your favourite game?
- What are the rules of the game?
- Does everyone follow the rules?
- What would happen if someone (or a few people) didn’t follow the rules – would you be able to play the game?
- Would it be as enjoyable?
- Would it be safe?
- Why? Why not?

Discussion
Explain to the children that there are many places where rules apply, and not just in games.
Ask:
- Can you think of other times or places where there are rules? (for example, school, home, swimming pool, library).
- What rules operate in school?
- At home?
- What about the swimming pool? Playground?
- What would happen if people ignored the rules in school/at home/in the pool?

Explain the following:
Sometimes rules are made by people in a school, home or community, and they just apply in that school/home/community.

But sometimes the rules need to apply to everyone in a country and then the Government has to decide on the rules with help from experts or the people in the country if they vote.

Ask:
Can you think of any rules that would need to apply all over Ireland and not just in (local area)?

If not mentioned by the children, you can suggest driving as a good example of the need for national rules or regulations. Ask:
Do you know how the Government helps to make sure that people follow the driving rules?

Explain that the Government makes laws which politicians have to agree on, which means that if people don’t obey the rules they may be penalised or even go to jail.

Drawing
Draw a picture of a baby on the board (or display a picture). Ask the children: who do you think is responsible for keeping the baby safe? Write down the children’s suggestions and if necessary, the following can be added: parents, older brothers and sisters, other adults (e.g. babysitter). Ask:
- Do you think the baby could look after themselves?
- Why? Why not?

Now display or draw a picture of an older child (ideally the same age as the children in the class). Ask the children:
- Who do you think is responsible for keeping this child safe?
- Do you think this child could help to look after themselves at all?
What could they do to keep safe that they couldn’t do when they were a baby?

Explain that as children get older, they can help to keep themselves safe more and more, but that they should always remember to ask their safe adults if they are not sure of anything. With the children, write up a list of things that 8-9 year olds could do to keep safe. It might look like this:

- Know the safe cross code and use it when they are out on the road
- Make sure they know the rules in the playground/yard and follow them
- Always ask if they are not sure of whether something is safe or not.

Now ask the children to think of things that an 8-9 year old would not be expected to do or know about in terms of safety (for example, drive a car, go shopping on their own, stay home alone, travel to an area they don’t know on their own).

Explain:
As we get older we can take more and more responsibility for our own safety. Your parents will be the best judge of when you are allowed to do things, so you should listen to their advice and keep safe.

Conclusion

The children can complete the following sentence in their SPHE copy or on a page: Some ways that I can take responsibility for staying safe are...
LESSON 3
LISTENING

CORE CONCEPT
Listening and speaking are essential aspects of language development and are vital for personal and social development.

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

**Content Objective**
Listen carefully and reflectively to others.

INTEGRATION

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

TEACHER’S NOTE
For the first part of the exercise, it is important to have reasonable quietness. It is also important that there is nothing for the children to fidget with, so a clear table is a good idea.

While it is desirable that all the children close their eyes for the first listening activity, some may find this difficult. If this is the case allow them to keep their eyes open, but ask them to focus on a fixed spot.

RESOURCES
- A Large Sheet of Paper
- CD - teachers could make a CD with a variety of sounds e.g. kitchen sounds such as a washing machine, kettle boiling, outside sounds e.g. traffic. You may already have an appropriate resource in other curriculum areas (e.g. English).

PROCEDURE AT A GLANCE
- Listening Activity
- Discussion
- Listening Activity
- Thoughtshower
Listening Activity

Children listen to a CD. There could be a number of sounds to choose from:

- walking in a park with football training going on and children in a playground
- people at a bus stop in the rain in heavy traffic
- kitchen sounds – washing machine; someone putting dishes away, kettle boiling, fridge door opening.

Ask the following questions:
- What did you hear?
- Did you find it easy to hear things?
- Did some of us notice sounds that others did not?
- Why /why not?
- How do you listen carefully?
- What is involved?
- Do you think people always listen carefully to each other? (Look for examples)

Discussion

Ask the children what are some things they need to do in order to listen well to somebody. The following should appear among their suggestions:

- facing in the direction of and looking at the person
- concentrating on what the person is saying
- not looking around and fidgeting
- showing that you’re interested, e.g. nodding
- being quiet.

Listening Activity

Ask the children to pair up with someone near them and try out some of the suggestions. To do this, one of them will be A and the other B. A begins talking for one minute (about their holiday, or a TV programme, or a favourite pastime). B is to listen, using the behaviour described above. At the end B has to tell A what they said. They then reverse roles. Afterwards discuss the activity with the children. You could try the opposite of this to show them what bad listening is e.g. face away from the speaker, don’t look at them, fidget with a pencil or ruler.

Thoughtshower

Generate a list of the benefits of listening – for the listener and the speaker. List them on a large sheet of paper for future reference. Ask the children what they have learned about listening.

Extension

Chinese Whispers

The children sit in a circle. The first child whispers a sentence to the child on their right. The whisper is passed around the circle until it reaches the last child. This child says the sentence aloud and then the first child says the original sentence. Compare the two sentences.

This activity may be best used in small groups as the time delay with a whole class may be too much. If children have a hearing loss this needs to be explained to the class (with their permission). This activity can also alert teachers to hearing loss in pupils.
Non-competitive Simon Says

Two games begin simultaneously, each with its own leader. If a child follows when a leader says *Do this* and not *Simon says*, that child transfers to the second game and joins in. There is no elimination, only movement between two parallel games.
UNIT 2

VALUING SELF AND OTHERS
UNIT TWO
VALUING SELF AND OTHERS

STRAND        MYSELF
Strand Units  Self-identity
               Self-awareness
               Taking care of my body
               Knowing about my body
               Food and nutrition

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

STRAND        MYSELF AND THE WIDER WORLD
Strand Unit   Developing citizenship
               Local and wider communities
               Environmental care

INTRODUCTION TO THIS UNIT
This unit encourages the children to become aware of what makes them special or different, and to value and accept themselves and others. Positive affirmation can often be lacking in our lives. It is important to formally teach the importance, from the mental health perspective, of valuing ourselves and others.

The lessons in this unit focus on the uniqueness of each individual. In Lesson 1, children’s names are explored from a historical perspective. Lesson 2 allows the children to identify strengths they already have, and ones they would like to develop. Lesson 3 focuses on what makes each of us unique, and allows the children to create a profile of themselves which is positive. Lesson 4 explores our interconnectedness with other nationalities and unique aspects of culture in Ireland and Europe. Lesson 5 explores balance in food consumption and the benefits of a healthy diet. The final lessons create awareness about individual and community consumption in the face of the challenges of dwindling resources and environmental damage.

LESSONS IN THIS UNIT
Lesson 1
My Name is Special

Lesson 2
My Strengths

Lesson 3
Everyone is Unique

Lesson 4
It’s a Wonderful World

Lesson 5
Balancing Our Food

Lesson 6
I Want … I Need

Lesson 7
I Want … I Need (Wider World Context)
CORE CONCEPT
Focusing on the children’s names can be very affirming, and can connect children with their uniqueness and with families and friends in new ways.

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

Content Objective
Explore the factors that influence their self-image.

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

Content Objective
Recognise that each member has a place and role in the family and contributes to the effective functioning of the family unit.

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

TEACHER’S NOTE
There may be children who are not living with the person who gave them their names (due to death, adoption, fostering, separation, illness or imprisonment), so a teacher will have to decide on the best approach for that child, given their unique circumstances. There can be loss associated with these name stories, so sensitivity is needed in working through this lesson. Clarification on children’s current situations from the parent or guardians may be sought if you have any concerns about the impact of some of the activities in this lesson on particular children.

This lesson is spread across two sessions and incorporates a homework activity.

RESOURCES
• Worksheet: The History of My Name
• Soft Ball

PROCEDURE AT A GLANCE
Session 1
• Circle Work
• Structured Interview/Internet Research

Session 2
• Circle Work
**Circle Work**

At the beginning of the circle work, the children could play a name game. One child throws a soft ball to another child in the circle, saying their name before they throw. Children fold their arms when they have received the ball once – this ensures that no one gets the ball twice before each child has got it once.

This can be followed by a round starting with: *What I like most about my name is...* (this can be about any part of their name). Each child is invited to finish the sentence if they wish. You can ask the children if they notice any similarities about what has been said, or anything that surprises them.

**Structured Interviews Or Internet Research**

Children are invited as a homework exercise to interview someone at home about their name. They should be encouraged to pick a time when the person is not too busy. The completed worksheet will be part of the child’s SPHE portfolio (see General Introduction pages 10-11 for more details on this and other assessment and recording methods). You can prepare the children for this by going through the **Worksheet: The History of My Name**.

You can invite the children to research the meaning of their name in books or on the Internet as an alternative to the interview. You should provide some guidance as to what sites or books are suitable for this, or ask children to do the research with a parent or guardian.

Children write down what they have found out about their names and bring it in to class. They can then share the information they got in pairs, small groups or with the whole class. This could be done over the two sessions of this lesson if you choose.

**Session 2**

**Circle Work**

This session could start with another name game. Standing in the circle, the children are invited to create a personal gesture to go with their name – this can be a simple movement of the hand, body or feet, or a facial expression. The child says their name while doing the gesture – all the children repeat the gesture and name of the child in unison. It is not necessary for every child to create a gesture, but they should all be encouraged to take part by saying the name and repeating the gestures of others. Alternatively, the children could continue telling the story of their names in small groups or with the whole class if this has not been completed previously.

Invite the children to share in an open forum the answers to the following questions:

- *What did you discover when you researched the history or meaning of your name?*
- *Is your name an ancient or a modern name?*
- *Who was most helpful to you in your search? How?*
- *Is there anything else you would like to find out about your name?*

You may also invite them to share what they found interesting about the stories of others.
Conclusion

Children take a page and some art materials. They take some time to write or paint their name and draw around it ideas about themselves that came to them from the research. The names can be displayed for a time and/or they may be attached to the front of their SPHE portfolio.

Alternatively, children could use the letters in their name to write a poem about themselves (an acrostic poem). For example, Emer might write as follows:

Emer!
E - eating her favourite dinner of chicken curry
M - making her brother laugh with her jokes
E - energetic on the camogie pitch
R - really a special person
Emer!
The History of my Name

Who decided to give me my name? ______________________
________________________________________________________________________

Why was that name chosen? ___________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Was I called after anyone in particular? If so, what was it about that person that people liked or admired? _________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Has my name changed over time? 
Has it been shortened or translated into a different language or changed in any other way?___________________
________________________________________________________________________
________________________________________________________________________

Was there a special day when my name was given to me? 
What happened on that day? ___________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
LESSON 2
MY STRENGTHS

**CORE CONCEPT**
A positive identity can be fostered by encouraging children to identify personal areas of strength, and areas where new strengths are possible to develop.

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

**Content Objectives**
- Recognise, describe and discuss individual personality traits, qualities, strengths, limitations, interests and abilities.
- Identify personal preferences, dreams for the future, and hopes.

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

**Content Objective**
- Listen carefully and reflectively to others.

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

**TEACHER’S NOTE**
The school is a significant site where children’s identity construction occurs and we must be attentive to the stories we allow to emerge.

You will need to alert the children in advance of this lesson to source positive stories about local, national or international figures in newspapers, and encourage them to have gender balance in their selection.

This lesson is quite long and could be done over two sessions.

**RESOURCES**
- Newspapers with positive stories (gender balanced) - children can bring in hard copies or these could be sourced on the Internet and displayed on the IWB
- Record Cards
- Markers and Crayons
- Photocopied Interview Sheets

**PROCEDURE AT A GLANCE**
- Newspaper Activity
- Thoughtshower
- Structured Interviews
- Circle Work
Newspaper Activity
Ask the children to share their research on positive stories in the newspapers. These could refer to local, national, or international figures, but ideally these should come from different walks of life. The children can bring in actual copies of the newspaper articles relating to these people, or it may be possible to source these on the Internet and display them on the IWB. Children in pairs, small groups or whole class (depending on availability of newspapers) are asked to identify the strengths of these people and to imagine how these strengths have been developed.

Thoughtshower
Ask the children to randomly form groups of about five and ask them to come up with a list of all the strengths they believe people can have. They write each one in bold letters on a record card. You should be mindful of the idea of Multiple Intelligences and prompt the children if necessary to extend their ideas if they are too confined. Strengths could include academic (writing, spellings), physical (sporting prowess), people strengths (friendly, kind), or artistic (creative, imaginative). There will be duplication of strengths on the cards - encourage the children to place these similar strengths together on the floor rather than separately, otherwise the space to move around may be limited. The record cards are placed on the floor at a distance from each other to allow for movement around them. You could indicate the strengths that are on the record cards in the different locations before moving to the next step.

Ask the children to move as follows:
- Stand beside a strength that many of your family show.
- Stand beside a strength that you have had to work hard to develop.
- Stand beside a strength that you would like to develop more.

At each point children can have a brief sharing with one or two other children they find in the same place. It might be useful to have an audible signal when you want children to move to the next strength – a bell or a chime would be ideal.

Structured Interviews
Ask the children to randomly form groups of three. They choose who is A, B and C. Give out the Interview Sheets. Children must conduct the three interviews in the order given: A, B, C. Each child will end up with a page with their strength on the top and a sentence about what the listener learned. The page stays with the interviewee and can be added to their SPHE portfolio. This process will take a while and you need to ensure that everyone gets their turn in each role.

Circle Work
Sit together with the children in a circle to discuss what they have learned about strengths. This could be structured by doing one or two rounds using a speaking object:
One strength I think is important in a friend is…
One strength I would like to develop is…

Alternatively, pairs could be formed and children could identify what TV character displays the same strengths as they have identified on their own Interview Sheet, or which actor they would like to play themselves in a film about their life.
Conclusion

The record cards with the strengths written on them can be displayed and illustrated. Children could identify two strengths they would like to develop more and write their initials on those record cards.
Interview Sheet: My Strengths

Choose a strength which you believe you have and write it down here in large letters!

Follow these instructions exactly! A interviews B while C listens and learns something, which A will then ask them about. B interviews C while A listens and learns something which B will then ask them about. C interviews A while B listens and learns something which C will then ask them about.

Interview questions for the interviewer/questioner (starting with A asking B):

Tell me a story about a time when you showed this strength.

Can you tell me another story earlier than that when you showed that strength?

Can you tell me one person who has noticed this strength? How? What did they say to you?

Do you think you have learned this strength from others or by yourself?

How does this strength help you in school?

Does this strength help you be a friend to others?

If you keep showing this strength in your life what do you hope will happen?

Is there anything else you would like to tell me or say about this strength?

Interviewing the listener (listener C in the first round is asked by A)

What did you like most about the stories you heard?

Is there something you have learned from listening to the interview? Write it down here and sign it!

Listener 1:

Listener 2:

Listener 3:

Round Two: B interviews C while A listens and afterwards A is asked by B about their learning which they write in the box.

Round Three: C interviews A while B listens and afterwards is asked by C about their learning which they write in the box.
CORE CONCEPT

Different situations offer us possibilities for making unique contributions to the lives of our communities. We need to check for assumptions we make about others, which may or may not be helpful.

SPHE CURRICULUM:

<table>
<thead>
<tr>
<th>Strand</th>
<th>Myself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand Unit</td>
<td>Self-identity</td>
</tr>
<tr>
<td></td>
<td>Self-awareness</td>
</tr>
</tbody>
</table>

**Content Objective**

Realise that each person has a unique contribution to make to various groups, situations and friendships.

<table>
<thead>
<tr>
<th>Strand</th>
<th>Myself and others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand Unit</td>
<td>My friends and other people</td>
</tr>
</tbody>
</table>

**Content Objective**

Respect and show consideration for the views, beliefs and values of others.

INTEGRATION

<table>
<thead>
<tr>
<th>English</th>
</tr>
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<tbody>
<tr>
<td>Strand</td>
</tr>
<tr>
<td>Strand Units</td>
</tr>
</tbody>
</table>

TEACHER’S NOTE

Some of the profiling work may be assigned for homework in situations where the children have the technology and support at home.

RESOURCES

- Photos/Pictures and Stories (Alternative stories can be accessed online if necessary)
- Worksheet: People Hunt
- Questions for group work on sheet or IWB
- Cameras for taking photos of children

PROCEDURE AT A GLANCE

- People Hunt
- Story
- Group Work
- Profiling
People Hunt

Children move around and collect signatures from others in the class who fit each item on their Worksheet: People Hunt. There should be an emphasis on cooperation rather than finishing first.

Story

Show the photo/picture of the child as each of the four stories is narrated.

Story 1: Svetlana

Hi! My name is Svetlana and I live near Drogheda. I was born in Manchester where my Mam and Dad met. They worked together in the same company. My Mam is from Moscow and My Dad is from Dublin. I am unique in my school as I am the only one who speaks fluent Russian. My Mam always speaks Russian to me so I will keep learning. I have translated some words into Russian for the principal as she likes to put signs up in several languages to make everyone welcome. The best thing about moving to Ireland is that now I am learning Irish. My Dad speaks a bit of Irish but, he is not fluent. My aim is to be fluent in three languages and maybe when I go to secondary school I can make that four.

I like playing piano, skateboarding and playing with my friends.

Story 2: James

My name is James and I live in Limerick. I am the eldest in my family and I bring my small sister to school in the morning. This helps my Mam get everything done at home before she goes to work. I like to help Mam as she has a lot to do.

I love football and I am captain of the school team this year. We lost the final recently, but all the teachers said I was a great captain and a good sport and the whole school was proud of me. I don’t think winning is everything and my coach says I am a bit unique in thinking that.

On Saturdays I visit my Dad who lives one bus journey away. The great thing about Dad is that he has two dogs, Rusty and Brandy. I love to play with them and my Dad and I bring them walking. My Mam does not want pets. She says she does not have time to look after them. Maybe I would like to work with animals someday.

Story 3: Pete

My name is Pete and I live in County Galway. I love the village I live in as everyone is so friendly. We have a new playground now next to the school so we are never bored if we arrive early. I have to work hard at maths as I missed school for six months in second class and I was a bit lost when I came back. But my teacher says I am doing well and I will have caught up with everyone by the end of this year.

The teacher says our class is unique because we have such a good atmosphere. She says that when I was ill everyone in the class was so busy thinking about the cards and the messages to send me that it helped everyone get on better. I suppose I should believe that ‘cos they did send me lots of cards.

Oh by the way, I am better now. I want to stay healthy.
Story 4: Tara
My name is Tara and I live in the centre of Dublin. Do you know the Spire on O’Connell Street? I can walk to the Spire from my place in five minutes. I live with my Granny and my auntie and my cousin who is the same age as me. We go to kick boxing together and we watch DVDs together on Friday and Saturday nights. We are in the same school but not the same class, which is good because I would be tempted to copy her homework. She is really clever but she can never run as fast as me. My granny says we are like chalk and cheese and that is why we get on so well. She likes how we are both unique.

My cousin wants to go to college and I want to run in the Olympics. My teacher wants me to represent the school in races and make everyone proud.

Group Work
Divide the children into groups of 4-5 and assigned each group one of the stories to think about. They have to answer the following questions as a group and report back. The questions can be displayed on the IWB or blackboard as they work, or on a large sheet. If there are more groups than stories, two groups may focus on each child, as the responses and assumptions of the groups may be different.

Questions:
- What have we learned about…?
- What do we admire most about…?
- What strengths would we say they show?
- In what unique way do they make life better for others?
- What do we not know about the child?
- What questions would we like to ask them to learn more about their life?
- What imaginary answers could we make up to our questions?
- What might be wrong about our make-believe answers?
- What do we hope for their future?

Profiling
Each child writes a few sentences about themselves. The text must include the word ‘unique’. The children work in groups to take photos of each other. When children have computer time they can use these to create a profile.

Conclusion
The profiles should be included in the SPHE portfolio, but may also be sent home for parents or guardians to see and display.

Extension
Children may be interested in researching profiles of famous people – both historical and modern, men and women. This could be tied in with work in many curricular areas such as English, History, Geography, Science, Visual Arts etc. The children should be guided to choose someone who is a good role model for young people – for this reason this research may be best done under supervision by you or a parent or guardian.

ICT provides an opportunity for children to type their own stories, insert a photograph and create a profile for themselves. These may be displayed in the classroom or school.
# PEOPLE HUNT

Nobody can sign your sheet more than once!

<table>
<thead>
<tr>
<th>Find someone who............ here!</th>
<th>Collect one signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>plays on a sports team</td>
<td></td>
</tr>
<tr>
<td>has the same number of sisters/brothers as you have</td>
<td></td>
</tr>
<tr>
<td>was born in a different country to you</td>
<td></td>
</tr>
<tr>
<td>has been a good friend to you in some way</td>
<td></td>
</tr>
<tr>
<td>lives near you</td>
<td></td>
</tr>
<tr>
<td>has an unusual hobby or pet</td>
<td></td>
</tr>
<tr>
<td>makes you laugh</td>
<td></td>
</tr>
<tr>
<td>loves books</td>
<td></td>
</tr>
<tr>
<td>you would like to know better</td>
<td></td>
</tr>
</tbody>
</table>
Story 1: Svetlana

dobro pozhalovatb
Story 2: James
Story 3: Pete
Story 4: Tara
CORE CONCEPT
Giving children an opportunity to focus on and celebrate diversity in their own classroom can help lay the foundations for appreciation and acceptance of diversity in the wider world context.

SPHE CURRICULUM:
<table>
<thead>
<tr>
<th>Strand:</th>
<th>Myself and the wider world</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand Unit:</td>
<td>Developing citizenship</td>
</tr>
<tr>
<td></td>
<td>Local and wider communities</td>
</tr>
</tbody>
</table>

Content Objectives
Become aware of their own culture and recognise traditions, festivals and celebrations that are unique to the locality, region or country.
Begin to develop an awareness of the lives and culture of some people in the European Union.

INTEGRATION
SESE - Science
<table>
<thead>
<tr>
<th>Strand:</th>
<th>Living Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand Unit:</td>
<td>Human life</td>
</tr>
</tbody>
</table>

English
<table>
<thead>
<tr>
<th>Strand:</th>
<th>Developing cognitive abilities through language</th>
</tr>
</thead>
</table>

Strand Units: Oral
Writing
Maths
<table>
<thead>
<tr>
<th>Strand:</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand Unit:</td>
<td>Representing and interpreting data</td>
</tr>
</tbody>
</table>

Resources
- Worksheet: People Hunt (copy for each child)
- Map of Europe for display

Procedure at a Glance
- People Hunt
- Discussion
- Group Work
- Discussion
- Map Work
- Conclusion
People Hunt
Give out the Worksheet: People Hunt to the children and explain how it is to be filled in. The children then move around the room trying to find others who can contribute to the completion of their sheet.

Discussion
Ask the children:
- What kinds of events or occasions have you celebrated recently with your families?
- In your communities?
- What about nationally? In Ireland we celebrate St. Patrick’s Day every year does anyone know why?
- Do you know of celebrations that are held in other countries that are like the Irish St. Patrick’s Day?

Group Work
With the children, draw up a list of all the nationalities represented in the classroom and the countries they come from (including Ireland). Using the following headings, encourage the children to identify the following for each country listed:
- national celebrations
- food
- music
- flag
- language
- famous people.

Discussion
The groups can present the information they have gathered back to the whole class group, and you can record the answers given under each heading. A discussion can follow on the diversity that is evident in the responses:
- Are there things about other countries that you would like to know more about?
- Would anybody like to speak a different language?
- If you were to pick a country to eat in regularly which one would you pick?
- Why?
- Did you hear about any celebrations in another country that you would like to attend?
Map Work

You can display a map of Europe on the board or IWB and ask the children to identify the countries that are in the European Union. Ask:

- Does anyone know what the European Union is?
- Why do you think countries would agree to come together to cooperate with each other on various issues?
- Can you think of any advantages for Ireland to be part of the European Union?
- Would there be disadvantages?

Using post-its or similar-sized pieces of paper, invite the children to write the names of the countries they have been to so far in their lives. These could be used to create a bar graph of countries visited. Ask:

- What did you enjoy about the countries you visited?
- Food? Music? Pastimes? Climate?
- If you could live somewhere else in the world, where would that be?

You could explain that being so close to Europe has many advantages for those living in Ireland, and that we can experience different cultures very easily. Ask:

- Are there countries that you have not yet visited that you would like to go to in the future?
- Why?
- Why do you think someone might like to come to Ireland?

Conclusion

The children could write a short description of one country (their own or a country they know about or would like to visit) which would encourage someone to visit there. Encourage them to write about things like celebrations, festivals, food, scenery etc. The children could read these descriptions to one or two of their classmates, and hear other children’s descriptions read to them.
People Hunt

Find people in the class that can help you fill in the answers to the following questions.

You can only ask each person once so try to get around as many people as you can in the time given!

Find someone who...

has had a celebration in their family recently

has had a celebration in their area recently

has gone to another area in the country for a celebration or festival

has attended a St. Patrick’s Day festival or parade

has celebrated Christmas in another country

who speaks a different language to you

who knows the colours of the Irish flag

who doesn’t eat turkey on Christmas Day

who knows the colours of a flag of another country

who knows one national dish of France
CORE CONCEPT
Giving children information that allows them to assess their diet encourages them to take responsibility for healthy food choices.

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

Content Objectives
- Recognise the wide choice of food available and categorise food into the four main food groups and their place on the food pyramid.
- Examine the dietary needs of their own age group and other groups in society.
- Differentiate between a healthy and unhealthy diet and appreciate the role of balance and moderation.

INTEGRATION
- SESE - Science
  - Strand: Living things
  - Strand Unit: Human life

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

TEACHER’S NOTE
Sensitivity is required if there are children or family members who have issues in relation to food.

In this lesson the focus is on healthy eating rather than weight or other health-related issues.

RESOURCES
- Copy of the Food Pyramid (available to download from http://www.safefood.eu/SafeFood/media/SafeFoodLibrary/Images/Healthy%20Eating/Food%20and%20Diet/H7168-SAFEFOOD_Food-Pyramid-Graphic_A4.pdf)
- Worksheet: Daily Diet (one per pair)
- Crayons or markers

PROCEDURE AT A GLANCE
- Introduction
- Interview
- Discussion
Introduction

Ask the children:

- Have any of you ever grown a plant at home or in school?
- What kind of plant did you grow?
- What did it need to grow well?
- How well did you plant grow?
- Why do you think that?

You can explain to the children that, just as plants need soil, water, light and heat to grow well so do we need certain things to grow up strong and healthy. Ask: what kinds of things do humans need to grow up strong and healthy? Record the children’s answers on the board and tell them that today the focus is on eating healthy food.

Interview

Divide the children into pairs and explain that they are going to take turns to interview their partner on what they ate yesterday. Each pair uses the Worksheet: Daily Diet to record the answers in turn. Encourage the children to ask questions about the main meals in the day (breakfast, lunch, and dinner) and also any snacks that were eaten. These worksheets are used in the next activity.

Food Pyramid

Display the Food Pyramid on the board or IWB. Invite children to identify the types of food they see on the shelves of the Food Pyramid, starting at the bottom and moving up to the top. Ask:

- Which foods do you think are good for your health?
- Which are not so good for your health?
- Why do you think you should eat more of the foods from the bottom than the top?
- What would happen if we ate too much of the food from the top rather than the bottom?

In the same pairs, tell the children that they are going to look at the foods they listed earlier on their worksheet and see where they appear in the Food Pyramid. Using a green marker or crayon, ask the children to draw a circle around all the foods on their worksheet that are on the bottom two shelves of the Food Pyramid (e.g. bread, potatoes, cereals, fruit, vegetables, beans, juices). Now, using an orange marker or crayon, ask them to circle the items from the middle two shelves (e.g. yogurts, milk, cheese, eggs, fish, meat, nuts). Finally, using a red marker or crayon, ask them to circle all the foods that are on their list that appear at the top of the Food Pyramid (e.g. spreads, oils, crisps, sweets, fizzy drinks).

Discussion

You can ask the children to add up how many of each type of food is eaten. They can then compare their diet to that illustrated on the Food Pyramid and decide whether it would be a good idea to make some changes. Ask:

- In 3rd Class, do we need to be careful about eating healthy foods? Why?
- What about a baby’s diet – would that be different to yours?
- Why? Why not?
- What would happen if a baby ate the same food as a child in 3rd Class?
- What about adults – do they need different food to a child in 3rd Class?
- What would be similar in an adult’s diet to yours?
- **What would be different?**

- **What about your Gran (dad) – would their diet be different to yours?**

- **Why? Why not?**

**Conclusion**

Still in their pairs, encourage the children to identify one change (if appropriate) they would like to make in their diet to make it healthier. They can use the Food Pyramid as a guide.

Invite one or two children to share their changes in diet with the class, and encourage all the children to pay attention to what they eat and to share their knowledge of healthy eating with their parents or guardians.
With your partner, take turns to fill in all the food you ate yesterday. Don’t forget to include snacks as well as drinks!

<table>
<thead>
<tr>
<th>Person 1:</th>
<th>Person 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>Breakfast</td>
</tr>
<tr>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>Dinner</td>
<td>Dinner</td>
</tr>
<tr>
<td>Snacks and drinks</td>
<td>Snacks and drinks</td>
</tr>
<tr>
<td>Totals:</td>
<td>Totals:</td>
</tr>
<tr>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>Orange</td>
<td>Orange</td>
</tr>
<tr>
<td>Red</td>
<td>Red</td>
</tr>
</tbody>
</table>
CORE CONCEPT

Children need to be aware of the rights of all children and begin to reflect on how their actions can be an expression of justice.

SPHE CURRICULUM:

- **Strand:** Myself and the wider world
- **Strand Unit:** Developing citizenship
  - Environmental care

**Content Objective**

Appreciate and respect the environment and learn that there is an individual and community responsibility in caring for the environment and protecting it for future generations.

INTEGRATION

- **English**
  - **Strand:** Developing cognitive abilities through language
  - **Strand Units:** Oral, Writing, Mathematics
  - **Strand:** Data
  - **Strand Unit:** Representing and interpreting data

TEACHER’S NOTE

This lesson takes place over two days, and includes a homework assignment. The days need not be consecutive but should be close.

RESOURCES

- Assignment Worksheet: How much Electricity do I use in a Day?

PROCEDURE AT A GLANCE

- Pair or Group Work
- Homework
- Reviewing Homework
- Group Work
Pair or Group Work

Write the words: *I need…* and *I want…* on the board, flipchart or IWB, and ask the children in groups of two or three to explain the difference in the meaning of these words. Various groups can contribute their thoughts. Ask the children to work in the same groups and to list ten things they really need and ten things they really want. These lists should be kept. You may decide to collate them and display them under the headings: *What we believe we need* and *What we believe we want.*

Homework Assignment

You could set the following assignment. Assignment: documenting all the electricity I/we use in a day (see worksheet). Children need to bring back their completed worksheet to the next lesson.

Reviewing Homework

Ask the children to examine their assignment worksheet and to add up all the hours of electricity they have used in a day.

Returning to the list of needs and wants compiled in the first lesson, ask them to look at their homework assignment and decide if any of the items should be moved from needs to wants or from wants to needs. Ask if any new items should be included on either list.

Some of the data collected on the assignment sheet could be represented in chart form – for example a chart could show use of electricity.

Group Work

Present the following scenario and asks the children: *If a storm or flood came to this area and you had to leave in fifteen minutes and carry only what would fit in your school bag, what would you take? Remember you may be walking for two days and may not be given food for three days. The storm or rain is likely to continue. Your group will stay together for the three days and plan together, so different children may bring different things. Plan so that each of you can bring something different that the group will need.*

The children could be given an opportunity to think about this individually before engaging in the group work. Assign children to the groups randomly. Children discuss their thoughts and make decisions in the group about what are the best items for each child to bring with them. They then report back on the decisions they have made to the whole class group. These decisions are recorded and kept in their SPHE portfolio.

Extension

This lesson provides an opening into further work on nutrition or conservation of energy if you want to follow up now or later. For example, children could set themselves weekly targets for improving their diet (based on the previous lesson), or lowering their consumption of electricity. Surveys could be done by the children in relation to what they bring to school in their lunchboxes. The results could be displayed in chart form and a discussion could ensue about how lunches could be made healthier. Or children could do a survey of electricity use around the school and make recommendations for reducing the school electricity bill.
How much electricity do I use in a day?

We all use electricity every day. On this sheet you are to write down all the electrical items you use in one day. Then write down how long you used them for.

In the first list write things you use on your own. Include things like hairdryers, TV, radios, I-pods, mobile chargers, computers and anything with batteries.

In the second list, write down any electrical item used by a number of people together. Include the cooker to cook food, lights, the fridge, hoover, TV and radio. In school the teacher might use a computer or projector or CD player to teach everyone or a group. Don’t forget heaters!

<table>
<thead>
<tr>
<th>Write down all the items you use on your own here!</th>
<th>Write down how long you use them for</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Write down all the electricity used by a number of people together!</th>
<th>Write down how long they are used for</th>
</tr>
</thead>
</table>
CORE CONCEPT

Children need to engage in critical reflection on the imbalances in consumption on the Planet if they are to make responsible decisions in future generations.

SPHE CURRICULUM:

- **Strand:** Myself and the wider world
- **Strand Unit:** Developing citizenship
- **Environmental care**

**Content Objective**

Appreciate and respect the environment and learn that there is an individual and community responsibility in caring for the environment and protecting it for future generations.

INTEGRATION

- **SESE - Geography**
  - **Strand:** Human environments
  - **Strand Unit:** People and other lands
- **Strand:** Environmental awareness and care
  - **Strand Unit:** Environmental awareness

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

TEACHER’S NOTE

Children express great empathy for children in other places and often express outrage at the imbalances that exist in relation to resources in the world.

Many teachers fear that children will be burdened by guilt when they discover the extent of want in the world. Children can be reassured that they are children and none of this is their fault.

Children’s outrage is to be welcomed. However, it must be directed to some simple action on the part of the children or they may be left feeling hopeless. The action should be simple and ‘do-able’ and ideally it should be a group decision.

RESOURCES

- You will need to source a story about a child in a developing country. The Trócaire resource: *Food for Thought* (2010) is suggested.

- It is important that the child in the story chosen is depicted in a positive, active way in the context of family and community.

- Further email addresses and websites where resources may be sourced include:
  - http://www.oxfam.org.uk/education/resources/search-results?i=1;m_sort_education_resource=resource_date;q=;q1=Resources;q2=English;q3=7-11;show_all=education;x1=page_type;x2=pub_language;x3=age_range
  - info@actionaidireland.org
  - http://www.hrw.org
  - http://www.ihrec.ie/

- See other resources listed under **Extension** at the end of this lesson.
LESSON 7
I NEED..... I WANT (WIDER WORLD CONTEXT)

PROCEDURE AT A GLANCE

• Introduction
• Story
• Group Work
• Reflection
• Discussion
• Action Plan
Introduction

You can ask the children if anyone has had thoughts about the difference between needs and wants since the last day. They can ask if anyone has done anything different or talked to anyone about what we learned. They can affirm or challenge these reflections.

Domitille’s Story


Using photographs or the IWB, children see the pictures and read about Domitille’s day.

Ask the children to list the food Domitille eats in a typical day. Ask the children if they can guess how many hours of electricity she consumes in a day.

Using the same questions we used in a previous lesson explore the children’s ideas in relation to Domitille’s life. This may be done as a whole class lesson or in groups.

- What have we learned about Domitille?
- What do we admire most about her?
- What strengths would we say she shows?
- In what unique way does she make life better for others?
- What do we not know about her life?
- What questions would we like to ask her to learn more about her life?
- What answers could we make up to our questions?
- What might be wrong about our made-up answers?

Reflection: Needs and Wants

Returning to the list of needs and wants from the previous lesson, ask the children to look at their homework assignment and see if any of the items should be moved from needs to wants or from wants to needs. Ask if any new items should now be included on either list.

Discussion

Ask the children: When you think about our lives and Domitille’s life what thoughts or feelings or ideas come into your head?

Following this, you can clarify that there is enough food and energy on the planet for everyone to have enough. However, for this to happen, some countries have to consume more and some less. Ireland is a country that needs to consume less.

Action Plan

Generate ideas with the children about how they could take the first step to consuming less junk food or energy by doing a thoughtshower with the whole class or by asking children to work in pairs or small groups to come up with ideas. They could then discuss in groups some of these suggestions:

- Discuss and agree a simple idea for an individual to eat more healthily.
- Discuss and agree as a class a plan so that the class could consume less energy.

Set a time frame and review the plans in a few weeks allowing the children to reflect on what they learned.

Each child can individually review their own healthy eating plan with their parents or guardians at home and report in school...
whether they are happy or otherwise with their progress. The electricity/energy consumption plan can be discussed and reviewed by the class and amended as agreed.

**Extension**

This lesson offers an opening into the topic of children's rights. Teachers can develop this topic by accessing the resources produced by Amnesty International. They are:


Free hard copies of these resources are available by emailing info@amnesty.ie An Irish language version of *Lift Off* is also available.

**Evaluation of this unit**

You could ask the children to write a short essay with the title *Three Children I Admire*, directing them to write about three children, one of whom may be themselves. As a result of reading these essays, you will be able to evaluate how much learning has occurred in terms of the children’s ability to value themselves, their peers and children from other places. These essays may be displayed for a time, but should then be included in children’s’ SPHE portfolio.
UNIT THREE
FEELINGS AND FRIENDSHIP

INTRODUCTION TO THIS UNIT

Working in education, we strive to create a happy environment for the children we teach as we know that such an environment supports their security, curiosity, enthusiasm, learning and skills development. These efforts on our part have very positive outcomes. We should not however confuse our very valid efforts with an expectation that children should always be happy. Events both inside and outside of school can bring a whole range of feelings into their lives: loss, sadness, anger, disappointments, fear, anxiety and exclusion, to name but a few. Events in school, despite our best efforts, can also bring uncomfortable feelings. As teachers, we can support children a great deal by acknowledging these difficult feelings. The child knows that they are not expected to be happy all the time, as this would be impossible, and that they are cared for, even on the tough days.

In these lessons we want to challenge the idea that everyone is always happy or that everyone should always be happy. We want to open space for conversations where all feelings, both comfortable and uncomfortable, can be appreciated for what they tell us about ourselves and what is important to us. We want to explore how feelings can be expressed in appropriate ways and at different times. We want children to understand how our words and actions can influence the feelings of others.

Most children in Third Class are able to understand the finality of death, but some may not fully grasp this. Children need to know facts, but this needs to be balanced with age appropriateness. A death for this age group is often associated with a strong sense of unfairness, for which there is no solution. Children of this age, on hearing of the death of a friend’s parent, may often fear the death of their own parent, so while the impossibility of this can never be guaranteed, reassurance that it is very unlikely may be needed.

Children of this age can feel very self-conscious after bereavement and knowing that ‘I am not the only one’ is very helpful.

Support groups for children who have been bereaved through death or separation are organized by Rainbows Ireland and a school can become a Rainbows site, with a number of teachers and parents training as facilitators (www.rainbowsireland.ie). Barnardos (http://www.barnardos.ie/) also offer a bereavement service to children and advice on services for bereaved children in your area.

Teachers also need to be mindful of and take into account their own experience of and attitudes towards death and loss. If you have had a recent loss, it might
be helpful to defer this lesson for an appropriate length of time.

With talk of death and bereavement, may come talk about the afterlife. Children may have been told different things about the afterlife (or not) by parents. Teachers will be guided in their responses to such issues by the ethos of the school i.e. Catholic, Multidemonational, Muslim etc.

**ASSESSMENT**

The assessment tool for completing these lessons is a simple Agree/Disagree exercise. There are no right answers as such, as the children will interpret the questions in their own way. The explanations they give for their answers will reveal something of their attitudes and values and this will allow teachers to assess whether the lessons have been useful in allowing the children to learn to accept the normality of changing emotions, to question ‘taken for granted’ ideas about popularity, and step away from racism.

If you are concerned about the attitudes revealed in the reply, you can use that concern to focus your SPHE lessons in the direction you feel is needed.

**LESSONS IN THIS UNIT**

- Lesson 1  
  Feeling Proud

- Lesson 2  
  Our Actions Affect the Feelings of Others

- Lesson 3  
  Feeling Left Out

- Lesson 4  
  When Someone Special Dies

- Lesson 5  
  Success

- Lesson 6  
  All the Feelings along the Way
CORE CONCEPT

Pupils may need to be challenged to shift any tendency towards being negative to being positive and to build an appreciative climate in the school and class.

SPHE CURRICULUM:

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

Content Objective
Realise that growing and changing are continuous throughout life.

Feelings and emotions

Content Objective
Talk about and reflect on a wide variety of feelings and emotions and the various situations where these may be experienced and how they may be expressed.

INTEGRATION

| English |
| Strand: | Emotional and imaginative development through language |
| Strand Unit: | Oral |

TEACHER’S NOTE

A circular seating arrangement is best for this lesson. It is preferable that the children themselves choose who will pay them the compliments in this lesson, as they are best placed to know who will be the most positive about them. However, if there are children in your class that you feel at this point in time may not be seen positively by their peers, you may organise this lesson so that you, as teacher, give a positive comment first and then another child or children in the class are invited to follow up with other compliments.

RESOURCES

- A hat with each child’s name in it (on a badge or piece of paper)
- Compliments Page

PROCEDURE AT A GLANCE

- Game
- Circle Work
- Thoughtshower
- Compliments Activity
**Game: Stand Beside Someone!**

This game requires movement around the circle. It is a non-verbal exercise for the children. The teacher calls out the following statements and children walk to stand beside a person who meets the description.

- Stand beside someone who has a good sense of humour!
- Stand beside someone who works hard in school.
- Stand beside someone who comes early to school.
- Stand beside someone who has been helpful to you in some way.

(You may improvise here if you want to highlight some positive contribution made by a child or highlight a positive quality of a child who may be struggling at present or who may not be seen in a positive light by some peers in the classroom). If you deem it appropriate, children could be invited to call out statements to prolong the game.

**Circle Work: Sometimes I Feel...**

Invite the children to sit in a circle. Tell them that they are each going to say a sentence beginning with *I feel...* The first child uses the letter ‘a’ at the beginning of their word, e.g. *sometimes I feel amazing.* The next child has to change the feeling to one beginning with the letter ‘b’, e.g. *sometimes I feel bored.* This continues around the circle following the letters of the alphabet until everyone has a chance. If a child gets stuck, or gets an awkward letter (q, x, z), the other children can help, or they can say pass. You can discern from this exercise how rich the vocabulary of feelings is among the children.

The speaking object is passed around and each child has a chance to finish the sentence: *I felt proud of myself when...* If they choose. If you feel it would be of benefit, prior to the round the children could be invited to buzz in pairs or small groups on how they might complete the sentence stem. This may help some children who might find it difficult to think of what to say and it might also ease any anxiety when they hear what other children might say.

When everyone has spoken, you can invite the children to notice and say how they felt when they were listened to.

**Thoughtshower**

Then ask the children what they think the word compliment means. The children will offer ideas, these can be recorded on a flipchart, blackboard or IWB, and a definition can be constructed from their words. Then invite the children to become aware of giving a compliment each day at school and to try and include a wide range of children in the compliments, so that, over time, everyone is affirmed. They should be encouraged to make the compliment relevant and specific to the person – general statements do not have the same affirming potential.

**Compliments Activity**

Pull a child’s name from the hat – if these are on badges the chosen child can wear the badge. Invite the children to raise their hand if they have a compliment to pay to the child. The child chooses three people to give the compliments. You also give one and invite the child to give one to themselves. You or a designated child in the class can record these on the Compliments Sheet supplied. Finally, the child is given the sheet to bring home for their family to add two more compliments to those already on the sheet.
The sheet could become part of the child's SPHE portfolio, or be stored in whatever is the usual way in the class.

**Extension**

This exercise can continue over the year with each child having a chance to be the focus of the compliments activity. This could be organized once a week after SPHE class. It is vital that each child receives the same focus, and that no one is left out of the compliments activity. Children could also be asked to review from time to time how they are progressing with the giving of compliments to their classmates and also what (if any) impact the giving of compliments has had on themselves and their classmates.
Compliments Sheet: Some Compliments for Me!

A compliment from a classmate

A compliment from a classmate

A compliment from a classmate

A compliment from my teacher

A compliment to myself

A compliment from my family

A compliment from my family
CORE CONCEPT
Children play a central role in promoting inclusion in the classroom. Involving them in generating inclusive strategies affirms their role in this regard.

SPHE CURRICULUM:

<table>
<thead>
<tr>
<th>Strand</th>
<th>Strand Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myself and others</td>
<td>Relating to others</td>
</tr>
<tr>
<td></td>
<td>Communicating</td>
</tr>
</tbody>
</table>

Content Objectives
Give and receive compliments and constructive criticism in different situations.
Recognise and explore how language can be used to foster inclusiveness.

<table>
<thead>
<tr>
<th>Strand Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myself and my family</td>
</tr>
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</table>

Content Objective
Understand that families often undergo planned or unplanned changes that may be pleasant or difficult.

<table>
<thead>
<tr>
<th>Strand Unit</th>
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<tbody>
<tr>
<td>My friends and other people</td>
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Content Objective
Appreciate the need for and the importance of friendship and interacting with others.

INTEGRATION

SESE - Geography

<table>
<thead>
<tr>
<th>Strand</th>
<th>Strand Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human environments</td>
<td>People and other lands</td>
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</tbody>
</table>

ARTS EDUCATION - VISUAL ARTS

<table>
<thead>
<tr>
<th>Strand</th>
<th>Strand Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing</td>
<td>Making drawings</td>
</tr>
</tbody>
</table>

TEACHER’S NOTE
If there are students from Zimbabwe (or another appropriate country of origin in the class), it might be possible to talk to their parents beforehand and show the lesson. Parents might want to suggest some changes to the story. They might also like to visit the class to talk about life in Zimbabwe, teach a little of their language or share some food. Questions about the political situation might arise. It would be helpful for the parents and teacher to discuss this in advance and decide on what information is age appropriate. Children in Third Class need to understand that some immigrants to Ireland come for safety reasons, but they should not be frightened by knowing the full extent of political violence, repression or economic poverty in Zimbabwe (or whatever country is chosen).

In an all-boys school, the genders in the story can be reversed so that it is a boy whom the children have to think about welcoming to their class.

RESOURCES
- A Globe or World Map
- Soft Ball
LESSON 2
OUR ACTIONS AFFECT THE FEELING OF OTHERS

PROCEDURE AT A GLANCE

• Compliment Circle Game
• Story
• Group Work
• Circle Work
• Drawing
• Compliments Activity
Compliment Game

In the last lesson we explored what a compliment is. Remind the children of what was said about compliments. In this game children stand in a circle and one has a ball. Saying a child’s name, they throw it to another child while giving them a compliment. Children are asked to include everyone as quickly as possible. It is not wrong if someone gets more than one, but no child should be excluded from receiving a compliment. When everyone has had a compliment the game can end.

You can ask:

- How do we feel when we receive a compliment?
- What if someone criticises us – how do we feel then?

You can suggest: in this class we are trying to be positive and complimentary as this helps everyone to feel part of the group. We can try and be aware of what we say to others so that they feel included in our classroom.

Story

Read Tawanda’s or another appropriate story to the children:

Tawanda was ten and he lived with his Mum and Dad and sister Nomzamo in Zimbabwe. Their Dad was a teacher and Tawanda loved the days when he cycled to school with his Dad. On rainy days they took the car. It was fun having your Dad teach you. You never got to skip homework though!

Sometimes Tawanda heard his Mum and Dad talking at night. He knew they were worried about something because they sounded very serious. When he asked them, they told him that they did not like some of the things that were happening in the country and they did not agree with some decisions the government had made.

One day Tawanda’s Dad was very upset. A teacher in another town had been shot. He was a friend of Tawanda’s Dad and they had often gone to meetings together. After this he noticed Mum and Dad having serious talks more often.

One day at school the children were all playing outside a break time. Some soldiers came and asked Tawanda’s Dad a lot of questions. Then they drove off. On the way home Tawanda asked his Dad what it was about. ‘They wanted to know about the meetings at the school and who comes to them’, he said.

Not long after that Mum and Dad sat down with Tawanda and Nomzamo and told them they had made a big decision. ‘We are going to leave Zimbabwe’, they said. ‘We will go to Europe and start a new life as it is not always safe here now.’

The children were shocked. They could not believe they would leave their home. But they knew Mum and Dad had good reasons. It was sad saying goodbye to the friends and cousins but they were also very excited about going to a new place.

Tawanda lives in Balbriggan now. It was hard making friends in the beginning, as he looked different to other children in terms of his age, skin and hair, and his accent seemed very strange to others. Everything was new and it was very, very cold in Ireland.

Things started to get better when he joined a football club and he got lots of compliments on his football skills.
Tawanda has lots of friends now. He likes being near the sea and loves to swim in the summer time.

**Group Work**

In groups of four, discuss the following questions, with one child reporting back.

- What was important (stood out) for each of the four of us as we listened?
- What have we learned about Tawanda’s family?
- Can we name three things that are very important to this family?
- What do we think was the hardest thing Tawanda had to do?
- What compliment would we pay him and his sister?

**Circle Work**

Pose the following question in the circle: *imagine Nomzamo was joining our class next week. What could we do to make sure she feels welcome in our class?*  
Children could finish the sentence: *to make sure Nomzamo feels welcome in our class we could…*  
Children are then asked to imagine how they might feel if they had to go to school in another country and complete the following sentence in a round: *if I went to a new school, the children in my new class could make me feel welcome by …*

**Drawing**

Following the sharing, each child is invited to draw the action they would take to make Nomzamo welcome and draw an action they would like other children to do if they joined a new class.

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**Compliments Activity**

Another name is drawn from the hat (as happened in the last lesson) and a child receives compliments from the class.

**Extension**

You can link this lesson to SESE Geography and explore aspects such as climate, location, physical features, or journey routes to Ireland from the country chosen.
LESSON 3
FEELING LEFT OUT

CORE CONCEPT
Racism can take many forms in Ireland. Children need to be aware of the effects of discrimination on the individuals or groups who are the targets of such behaviour.

SPHE CURRICULUM:

- **Strand:** Myself
  - **Strand Unit:** Growing and changing
  - **Content Objective:** Talk about and reflect on a variety of feelings and emotions and the various situations where these may be experienced and how they may be expressed.

- **Strand:** Myself and the wider world
  - **Strand Unit:** Developing citizenship
  - **Content Objective:** Explore the various ways in which the school promotes a sense of belonging.

Local and wider communities

- **Content Objectives:** Appreciate the diversity of people or groups within communities and the importance of mutual respect, empathy and understanding for living together in peace and harmony.
  
  Examine how justice, fairness and equality may or may not be exemplified in a community.

INTEGRATION

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

TEACHER’S NOTE
There are approximately 36,000 Travellers in the Republic of Ireland and 4,000 in Northern Ireland. Travellers continue to experience discrimination in spite of legislation. At the time of writing this programme, Travellers are seeking to be recognised as an ethnic group.

You need to be aware of and sensitive to any current local or community issues relating to the Travelling community and the settled community. It is also important to be sensitive to Traveller children in the class, and any issues that may have arisen.

Travellers may see their integration into Irish communities as being on a continuum, rather than being fully integrated or totally separate. The content of the lesson needs to be sensitive to the situation(s) and feeling(s) of Travellers in the class and their families, and you may therefore need to adapt it as appropriate. Other marginal groups, such as children from other countries, Romany gypsies, children of drug users may also experience marginalisation, exclusion and inequality. You may adapt this lesson to suit other marginalised situations as appropriate.
LESSON 3
FEELING LEFT OUT

RESOURCES
A hat with each child’s name in it (as for previous lessons)

PROCEDURE AT A GLANCE
• Introductory Game
• Story
• Discussion
• Group Work
• Compliments Activity
Introductory Game: Numbers

Children are asked to walk around within the circle, changing direction frequently but avoiding contact with each other. You then call a number between one and eight and children have to form groups of that number. Some children will be left out of groups at times. You then call Move! and the children commence walking around again. The experience of being sometimes left out may be useful later, but needs no comment at this point.

Brigid’s Story

The children listen to Brigid’s story. You or a child could read it.

Brigid arrived in school early on Monday. Her Dad was going on a long journey that day and dropped her off at the school. Her teacher was delighted and asked if she would help her prepare the paint for an art class later in the day. Brigid was happy helping her teacher and she looked forward to painting later that day.

Emma was the next to arrive. She opened her bag and took out brightly coloured envelopes. She walked around the class placing them on various desks. Brigid knew immediately what was happening. She counted the envelopes.

‘Nine, and Emma makes ten, and there are thirteen girls in my class’, thought Brigid. She continued mixing the paint and pretended not to notice as one by one the girls came in and opened the envelopes. Some were hugging Emma. Some were planning clothes and presents. The boys took no notice.

When Brigid was finished, she chatted to Seán and Karl about a programme they had all seen on TV. She did not want people to know what she was thinking. She saw Sarah and Kate making a face at Emma behind her back. She said nothing. They were not invited either. But they did everything together. At least they had each other. When it came to painting time, the teacher let Brigid, Sarah and Kate go first. They were chatting. ‘Don’t mind Brigid’, said Kate, ‘We were not asked either. It will probably be a stupid party anyway.’ Brigid knew it would not be stupid. She knew all the fuss there would be all week. But it was nice of Kate to say it anyway.

On the way home Brigid was feeling cranky. The road seemed longer than usual. When she reached the trailer her Mam could read her face. ‘What happened?’ she asked. Brigid started to sob. ‘What is wrong with me?’ she asked. ‘Why am I never invited to parties? It’s not fair.’

Discussion

You can put the following questions to the whole class. You should remain neutral, accept several answers to each question and briefly record the answers of the class on the flipchart, blackboard or IWB.

- Name all the feelings Brigid might have felt that day?
- Why did her feelings change so much?
- Did any other children understand her feelings?
- Why do you think this?
- How did Brigid cope with all her feelings?
- How do you feel she handled them?
What do we mean when we say her Mam could ‘read her face’?

What kind of person can read faces?

How do you imagine her Mam answered her question?

How would you answer it?

What did Brigid mean by: ‘It’s not fair’.

Is there unfairness in the story?

If yes, what did you hear that was unfair?

You can then give some contextual information about Travellers to the children at this point. If there are Traveller children in the class they may want to confirm, elaborate on or add to the information being outlined by you about Travellers.

For the Travelling Community, family life is very important and family bonds are strong.

In the past all Travellers had a nomadic life. This means that they travelled from place to place. Some Travellers still choose to travel and some have settled in houses.

No matter which choice they make they still have their own way of life, stories, songs and language and are still Travellers. Settled people often think that Travellers should change and be like settled people. This is because they do not understand that Travellers love their own way of life. Settled ways are different.

Travellers are often barred from shops, restaurants and pubs just because they are Travellers. This is against the law, but it still happens. Travellers find it very hard to get jobs, but generally they want to work like most people.

Travellers want to get a good education but they sometimes find staying in school hard, especially if their way of life is not understood, or they feel they don’t fit in.

Group Work

Divide the children into groups. Pose the following questions for the groups:

Was the school fair for Brigid?

If yes, who was fair to Brigid?

If no, who was unfair to Brigid?

How could school feel fairer for Brigid and who could help create or be responsible for creating fairness?

Is there anything we learned from talking about Nomzamo (in the previous lesson) that would be helpful here?

Compliments Activity

Another name is drawn from the hat (see Lesson 1 in this unit) and a child receives compliments from the class.

Extension

You could use this lesson as a springboard for further exploration of the Traveller population in Ireland. This could involve a history of Travellers and their traditional occupations. It could also involve a Traveller coming in to talk about their customs. Teachers who have worked directly with Travellers could also be a useful resource.

Other resources for exploring the travelling way of life through their songs and music are available from Pavee Point (see www.paveepoint.ie/document-category/culture/).
CORE CONCEPT
Providing an opportunity to talk about death helps children to realise that it is an inevitable part of life and that we can help one another to cope.

SPHE CURRICULUM:

Strand: Myself
Strand Unit: As I grow I change
Content Objectives
Explore how feelings can influence one’s life.
Identify strong feelings and learn how to express and cope with these feelings in a socially acceptable manner.

Strand: Myself and others
Strand Unit: Myself and my family
Content Objectives
Explore and discuss different kinds of families, recognising that families vary in structure, in the way that they communicate and in the way family members spend their time.
Explore how belonging to a family means that family members love, protect, provide and care for each other.

INTEGRATION

English
Strand: Emotional development through language
Strand Unit: Oral

TEACHER’S NOTE
This lesson is designed to create an opportunity to talk about death and how classmates can respond to a friend who is bereaved. The topic is explored through a fictional story so that no child’s experience is highlighted and no child is put under pressure. If the story provided is too close to the actual experience of someone in the class you can adapt the story or use one from the list below.

The issue of cancer also comes up in the story. You need to be sensitive to children and their family or relatives who have or have had cancer. You need to give a balanced view and state that sometimes people may die from cancer, but that lots and lots of people, including children, recover from cancer and live healthy lives.

For this reason there is no group work involved, so that you can be aware of everything that is said. To allow some space for these feelings the circle work with stones is included.

RESOURCES
- A hat with each child’s name in it (as for previous lessons)
- A collection of small stones, both rough and smooth, and/or coloured glass beads
- The illustration of Ar Scáth a Chéile
LESSON 4
WHEN SOMEONE SPECIAL DIES

PROCEDURE AT A GLANCE

• Thoughtshower or Revision of Feelings
• Story
• Discussion
• Option 1: Circle Work
• Option 2: Drawing
• Game
• Compliments Activity
Thoughtshower or Revision of Feelings

Refer to the stories of Tawanda and Brigid or other stories you have used that are based on experiencing difficult feelings. Ask the children to name some of the uncomfortable feelings that can be part of life for children both in and out of school. Some of these can be listed on the blackboard or IWB and ways of coping recalled and noted. You can also ask the children to recall how the classmates of Tawanda, Nomzamo and Brigid played a part in helping them deal with their feelings.

Story

Read Fiachra’s story to the class:

‘Your Dad is the best coach’ said Josh to Fiachra one day and Fiachra smiled. His Dad coached the under 9s hurling team and Josh and a few others from the team were in his class. Fiachra played hurling too, but was not on the A team.

Fiachra’s Mam helped out a lot with the team, especially washing the jerseys, and Fiachra sometimes helped with that. His little sister, Caoimhe, was only three but she already wanted to play camogie.

‘We missed your Dad on Saturday’ said Ben a few weeks later. ‘I hope he will be there this week’ ‘I’m sure he will’ said Fiachra. It was a lie, to be honest, but Fiachra did not know what to say about his Dad being in hospital for tests. He did not want people asking him questions when he did not understand what was happening himself.

Mam sat down with Fiachra that evening and explained what was happening. His Dad had cancer and would have to have a lot of treatment for six months. The treatment was called chemotherapy. He would be in and out of hospital several times and he would not be able to work or coach the team. But he would be able to go to matches as he would not always be sick. They both cried a lot, but it helped to know the truth.

The next day Fiachra had a tummy ache and would not go to school. As the day went on, his Mam realised that it was a worry pain. They went to the hospital and had a great chat with Dad and Fiachra cheered up.

‘What will I say to Josh and Ben?’ asked Fiachra. Mam realised that going to school was going to be very hard for Fiachra and decided to ring Miss Walshe and explain. Miss Walshe explained to the class that Fiachra’s Dad was sick and was getting treatment for about six months. She explained that Fiachra did not want to be answering questions about it. He just wanted school to be as normal as possible.

On the following Monday Fiachra went back to school and it helped that everyone knew and he did not have to explain. Josh gave him a lovely get-well card signed by the hurling team for his Dad. Jenny brought him chocolate to cheer him up even though it is not allowed in school. Miss Walshe saw it and pretended she did not see.

At assembly the children said a prayer for his Dad. The rest of the day was just like any other day and Fiachra was glad to be back.

For the next few months Fiachra had a great time, with Dad at home most of
the time. He only had to go to hospital for three days every three weeks. They watched lots of films together and Dad gave him great help with homework.

Because Dad could not teach him hurling, he taught him chess. After a month, Fiachra could sometimes beat his Dad. Caoimhe wanted to play too and it was funny watching her moving the pieces around. Dad would pretend to really play with her and after a while she would get tired and say ‘Checkmate’ and everyone would laugh.

Sometimes Fiachra and Dad went to the matches to cheer the team. Everyone was delighted to see him. Ben’s Mam took over washing the jerseys, as Mam had enough to do with the trips to the hospital.

Then, one day Dad did not come home after the three days. Mam was crying again. Aunt Marie came to stay for a few days. Fiachra knew something was wrong and started to get tummy aches again. Marie looked after him while Mam spent a lot of time at the hospital. Mam then explained to him that the cancer had spread and Dad could not come home for a while. Fiachra went to visit him every second day.

Sadly Fiachra’s Dad died and when this happened, it was the worst day of his life. He could not really believe it, but it was true. Everyone was upset, but everyone was very kind. Neighbours brought food. All of Mam’s friends came to see her. Everyone told lovely stories about Dad. Caoimhe went to stay with Uncle Frank for two days to play with her cousin Aoife, who was the same age. She did not really understand yet.

Fiachra wondered if his friends knew. He was nervous going to the funeral. He did not know what to expect, even though Auntie Marie had explained things. Then he saw the hurling team all lined up outside the church in their jerseys. Others from the class were in the church too with their Mams or Dads and the teacher and they came up to shake his hand. Fiachra went back to school a week later and it was OK. Everyone knew and there were no tough questions and everyone was very kind.

Fiachra had many sad days after that. Sometimes he got cross and had fights with his friends. They knew he did not mean it and the fights blew over. He had some great days in school too when everything felt normal. When Miss Ryan started a chess club, he joined it and he was soon on the school team. Every time he played he knew his Dad was somehow helping him.

Discussion
You can lead a discussion with the following questions as a guide. You should not feel the need to stick rigidly to these questions but respond to where the children take the discussion in a sensitive way.

- How do we feel when we listen to Fiachra’s story? (Look for several responses.)
- How is it that a story brings so many strong feelings?
- What were the most difficult times for Fiachra?
- Who helped at those difficult times?
- How did his classmates help? (Look for several responses.)
- Fiachra’s Mam knew that sometimes his pains were worry pains. Do you think we feel our feelings in our body sometimes? Always? Have you other examples of this?

- What do you think Fiachra’s best memories of his Dad will be?

- What things did he learn from his Dad?

- How do you think Fiachra helped his Dad in the last six months of his life?

- What do you think it meant to his Dad that Fiachra was willing to learn chess and watch movies and ask for help with homework?

- What photos do you think Fiachra will put on his wall?

- How do you think Fiachra, Caoimhe and Mam will get on in the future?

- What changes do you think they will have to make?

- Who do you think will help them out if they have a bad day?

- What have Fiachra’s classmates learned about how to be a good friend when someone special dies?

**Option 1: Circle Work**

In the circle, the children have a chance to remember someone belonging to them who has died. For some children it will be a grandparent. For many children the loss of a pet is the first loss and pets should be included in this session too. For others it could be someone they never met but admired, like a famous person who died.

Children are invited to choose a stone or coloured bead for the person or the pet who is no longer with us: **Tell us one good memory or one thing you learned from the person/pet if you wish.** Children could respond by saying: **One good memory I have about ....is or something I learned from them is...**

Afterwards the children keep the stones or beads.

**Option 2: Drawing an Irish proverb**

**Explain:** In Irish we have a proverb or seanfhocal which is ‘Ar scáth a chéile a mhaireann na ndaoine’. It means that people live in the shelter of each other, and that nobody is alone, we are all connected and we can all look after each other.

Invite the children to write the words and then they can chose to draw all the people in the story who looked after Fiachra, or all the people in their own life who look after them.

**Game**

Children finish by playing the game ZEST to bring some lightness and laughter back into the class after this lesson. Children stand in a circle. They crouch down with both hands on the floor. You or a nominated child says the word ZEST very slowly while gradually standing up. The children must also say the word ZEST very slowly and move at the same pace as you or the nominated child. You or the child draw out the Zzzz sound as you slowly stand up keeping your hands level in front of you. As your hands move up to eye level, you suddenly throw them up and shout ZEST. The element of surprise brings fun. The children can do this together two or three more times, with different children taking the lead. Alternatively, the children’s’ favourite cooperative game could played.
**Compliments Activity**

Another name is drawn (see Lesson 1 in this unit) and a child receives compliments from the other children.

**Extension**

Further resources for talking with children about bereavement are listed here:


*My Grandmother is always with me* by Lorraine Hdtke and Addison Davidove (2013) Hedtke and Davidove. 2nd Edition


An excellent resource for teachers is *Someone to Talk to* by Pat Donnelly, Barnardos, Dublin. Barnardos also have some very good online resources for teachers at [http://www.barnardos.ie/what-we-do/our-services/specialist-services/bereavement-counselling.html](http://www.barnardos.ie/what-we-do/our-services/specialist-services/bereavement-counselling.html)
Ar scáth a chéile a mhaireann na ndaoine
CORE CONCEPT
Jealousy is a common human response to the success of others – we need to learn how to cope with it in an appropriate way.

SPHE CURRICULUM:

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

Content Objective
Talk about and reflect on a variety of feelings and emotions and the various situations where these may be experienced and how they may be expressed.

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

Content Objective
Identify the people who constitute the school community and the role of individuals in contributing to the life of the school.

Explore the various ways in which the school promotes a sense of belonging.

INTEGRATION

English
Strand: Emotional development through language
Strand Unit: Oral

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

RESOURCES
A hat with each child’s name in it (as for previous lessons)

PROCEDURE AT A GLANCE
• Game
• Story and Discussion
• Reflection
• Conclusion and Drawing
• Compliments Activity
**Game: Win Some, Lose Some (Stone, Paper, Scissors)**

In this game, children learn how to represent paper by a flat palm, a stone by a fist and a scissors by separating the first and second finger. The way to score is as follows:

- paper beats stone by wrapping it up
- the scissors beats paper by cutting it
- the stone beats the scissors by crushing it.

The children face each other in pairs. Each child puts their right hand behind their back and represents either a stone, scissors or paper with their hand. The pair count down 3, 2, 1, and on 1, draw their right hands out. Sometimes they win and sometimes they lose. If it is a tie, they try again. After each game they move and find a new partner.

**Story and Discussion**

Ask the children:
- How many pupils are in our school?
- Do you know how many staff are here?
- Which staff can you name?
- What about outside the school – are there people who help the school to run smoothly?

You can explain that many people make up the school community and that if everyone makes a contribution it all adds up to make the school a pleasant and inviting place to be. Tell the children that they are going to read a story about a time when people’s feelings got in the way of making school a pleasant and inviting place to be.

The children listen to Gemma’s story: *It is my second year in Ms. Clarke’s class now. Ms. Clarke is a real artist and she once brought photos of her art exhibition to teach us more about tone and colour. She decided to be a teacher because she wanted to teach children a lot of things, but especially art. We do a lot of art in school. Other teachers often come in to see our work and to ask Ms. Clarke for advice.*

We were excited when Ms. Clarke decided that everyone would enter the Community Art competition. Nobody expected to win, but it was good to work hard and really do your best work. I decided to paint a picture of my dog and I used lots of different tones of brown on her coat. I used lots of brush strokes to show how hairy she is and Ms. Clarke thought it was very good. ‘You have a real talent’, she said.

On the day that the entries were sent off there was a lot of care taken to make sure they were all packed carefully and labelled properly with our names, ages, class, school and the title of our work. I called mine ‘My Best Friend’. Ms. Clarke told us she was very proud of us. ‘Don’t be disappointed if we win nothing’ she said. ‘There are thousands of entries. In my mind you are all winners.’

Over the holidays I forgot all about school and art and Ms. Clarke. I was too busy out playing with my friends. Then I got the phone call. I had won the top prize in my age group. I was in shock. I could not believe it. I had to go to the town hall with my parents and Ms. Clarke and there was a big reception. The President shook my hand and gave me my prize. I still could not really believe it.
On the way home Ms. Clarke said we would have another prize giving at assembly in school. ‘You can tell everyone in the school about your painting and the ideas behind it.’ I was not sure about that. I was afraid that some of the girls would be jealous and mean to me. I know two girls in my class who really think they are the best at art and they would not be pleased. ‘What’s wrong?’ said Ms. Clarke. ‘Why are you going quiet on me?’ I did not want to say anything but Mam knew what was on my mind. ‘She is afraid others will be jealous’ said Mam.

Ms. Clarke listened. At first she did not believe me and she was a bit disappointed. When she thought about it, she knew I was telling the truth. ‘Sometimes you can have a hard time when you do well in my school.’ I said. ‘Let’s think about this’, she said.

Stop the story at this point. Divide the children into groups, and give each group one of the following questions to think about and report back on.

Questions:
- Is a success like this important for a school?
- How should it be acknowledged and celebrated?
- Should the jealousy of two other girls stop Gemma from having a chance to talk to the whole school about her painting?
- Why do the two girls behave like this?
- What do the two girls need to learn?
- What does Gemma need to learn?
- How do you think the story should end?

After all the reports, the end of the story can be read.

The following Monday Ms. Clarke and the principal had a chat with me. They decided to have an art exhibition in the school. Everyone in my class would exhibit something and I could exhibit my prizewinning picture. All the parents could come and I could talk about the picture.

I learned that it was important for the school to celebrate because all the teachers were delighted. Most of my class were thrilled and clapped when they heard the news. The two girls said nothing. Maybe they were very disappointed that they were not as good as me at art. But one of them is excellent at Maths and the other is very good at music and dancing and they have won lots of things over the years. I learned that you cannot be afraid of other people’s jealousy or let other people’s jealousy spoil your happiness. When I got a chance to speak about my picture I felt very proud. I ended up thanking Ms. Clarke and said it was all thanks to her good teaching and also my talent which I am very grateful for. There are some things that I am not good at, like singing and sports, but I am good at art.

Reflection
You can explain that when we have a strong feeling like jealousy we always have choices about what to do. We can act in an unfair, hurtful, mean way towards our friends or family or we can just be honest with ourselves about our feelings, but decide not to act out on those jealous feelings by being mean or unfair to others.
Conclusion and Drawing
Invite the children to tell about a time when they felt jealous but they handled it well and did not spoil the happiness of the other person. They may also reflect on a time they handled jealously badly and acted on it and tried to spoil the happiness of another. They can then indicate how they might handle jealous feelings in a fair way in the future. Children can draw a picture of what they might do in this instance, perhaps incorporating speech bubbles to illustrate what they might say.

Compliments Activity
Another name is drawn from the hat (see Lesson 1 in this unit) and a child receives compliments from other children.
CORE CONCEPT
Children need to learn that feelings come and go but how we act on them is very important.

SPHE CURRICULUM

<table>
<thead>
<tr>
<th>Strand:</th>
<th>Myself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand Unit:</td>
<td>Growing and changing</td>
</tr>
<tr>
<td></td>
<td>Feelings and emotions</td>
</tr>
</tbody>
</table>

**Content Objective**
Talk about and reflect on a wide variety of feelings and emotions and the various situations where these may be experienced and how they may be expressed.

<table>
<thead>
<tr>
<th>Strand:</th>
<th>Myself and the wider world</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand Unit:</td>
<td>Developing citizenship</td>
</tr>
<tr>
<td></td>
<td>My school community</td>
</tr>
</tbody>
</table>

**Content Objectives**
Explore the various ways in which the school promotes a sense of belonging.

Develop and practise leadership roles and learn to work together in different group situations.

Discuss and explore the concepts of sharing and co-operating and the ways they can be put into practice in an effective manner.

Examine the traditional roles that may be assigned to boys and girls in school because of their sex and become aware of ways of counteracting this stereotyping.

INTEGRATION

**Arts Education - Visual Arts**
- **Strand:** Construction
- **Strand Units:** Making constructions, Looking and responding

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

TEACHER’S NOTE
This lesson involves an exercise in cooperation. It is very important not to introduce any element of competition between the groups by giving marks for the towers or by making comparative remarks. If children themselves begin to introduce a competitive element you could notice it out loud and wonder why this is happening and if this is helpful in any way. You can ask if it will be helpful to make this a competition. You will learn a lot from the answers.

In single sex schools, the issue of sexual stereotyping could be explored by asking children about outside school experiences instead of the in-class focus in this lesson.
RESOURCES
For each group:
• A Large Roll of Sellotape
• 20 Rubber Bands
• Crayons and a Large Marker
• Three Sheets of Coloured Paper (different colours)
• A Pile of Recycled Paper (old newspapers or photocopying paper, cut offs of art paper or whatever is available)
• A Pack of Playing Cards (for dividing children into groups)
• Unit Assessment Sheet: I Have Opinions (one per child)

PROCEDURE AT A GLANCE
• Game
• Construction Activity
• Recording: Feelings
• Compliments Activity (Team)
• Recording: Skills
• Conclusion
• Compliments Activity (Individual)
• Unit Assessment
**Game**

Explain that the class will work in groups that are different to the normal seating groups. To find your group you must pick up a playing card from the centre of the room where they are all upside down, and find others who have the same suit. Coloured cards form a group of their own which will make 5 groups in total. You will need to remove cards from the pack in advance to ensure that you end up with 6/7 in each group. When the groups are formed, ask the children to gather into circles to receive their task.

**Construction Activity**

Give the children in each group the materials for building. The task in each group is to build a tower that can stand strong, reach tall, look beautiful and have a theme.

Give the children 10 minutes or less to discuss how they will build the tower, during which time they may not touch the materials. They may however take one page to sketch ideas. It is very important that 10 minutes is allowed for planning and that any team ready to build sooner have to wait.

The teams are then given 20 minutes to build the tower. You may extend this slightly in the interests of success. Time will be called when there are 10, 5, 2 and 1 minutes to go.

At the end, groups visit each other and admire each other’s work. Each one will be asked if they managed to produce height, stability, beauty and a theme. You must be careful not to introduce any competitive language.

**Recording: Feelings**

Ask the children to work in their groups for 5 minutes to name all the feelings that everyone in the team experienced along the way. One person agrees to record all the feelings experienced and whether they were comfortable or uncomfortable feelings. A short feedback session will give an overview of the variety of feelings, and whether or not the 5 teams experienced the same variety of feelings. If children have been working in mixed gender groups, an exploration of whether boys or girls experienced the same or different feelings could be undertaken, and children could speculate about any differences noted.

You can ask the groups to report on the process of working together to complete the decisions and the tasks, and then help the children to reflect on what promotes effective cooperation.

Ask:
- Did anyone take on a leadership role in the group?
- What did that feel like?
- What did you do as a leader?
- What might happen if no one took on leadership in groups?
- What might happen if more than one person wanted to be a leader?
- Did anyone not get involved in the group?
- What would happen if most group members did not get involved?
- Were boys and girls different in any roles taken on in the groups (if in mixed gender groups). Did anyone challenge this if it occurred?
- Is it helpful to make assumptions about people and what they can or should do based on their gender?
If not already mentioned, you can suggest that cooperation is not about always feeling good, but about working well and effectively with others to cope with all the successes and the setbacks along the way in any task or project. It is important not to make assumptions about people on the basis of gender – it could limit people’s ability to work effectively in any group or other context.

**Compliments Activity (Team)**

Finally, each team gets a chance to give compliments. One child in each team is chosen to be in the hot seat first. Each child in turn sits in the hot seat and listens while the team members compliment them on a particular positive contribution they made to the task. This will be different for everyone, and could include skills like leadership, encouragement, problem solving, generating ideas, including others, working hard, watching the time, correcting mistakes, or staying focused. This activity can continue as long as children volunteer to go into the hot seat – some children may not wish to take part and that should be respected.

**Recording: Skills**

You may then ask the children to name the skills they noticed in their teams without naming names. These skills can be recorded and displayed.

Ask the children:

- *Do you think the skills listed relate more to boys or girls?*
- *Why? Why not?*

If there are differing views in the class encourage the children to challenge one another’s views respectfully.

The class can then decide as a group what they will do with the towers, where they should be displayed and who should see them. The lists of skills and feelings can be displayed alongside them. The children should decide on a title for the display.

**Conclusion**

The children can adapt the words of the song *Congratulations*, substituting cooperation for congratulations, and sing it together to celebrate their cooperative achievements.

**Compliments Activity**

Another name is drawn from the hat (see Lesson 1 in this unit) and a child receives compliments from some of the other children.

**Extension**

Children could be asked to think about and share examples about when the skills they identified for cooperating were shown in the past (e.g. how the pyramids were constructed), or in more current news (e.g. how rescue attempts are coordinated during disasters). This will extend their learning from the personal into the general. The skills listed by the groups and the skills used in history and in current events can be displayed alongside the tasks involved, including their own tower construction.
Unit Assessment

The content of the Worksheet: I Have Opinions could be completed by children individually. You can then ask the questions on the worksheet using the walking debate methodology where the children stand at either ‘Agree’ or ‘Disagree’ for each statement, or at a neutral ‘Don’t Know’ point.

When children have chosen their position, children in any group can say why they chose to stand where they are standing. Having heard from a few children with differing opinions, the children can be given an opportunity to decide if they want to remain where they are or move to another group. If they chose to move they can be asked to say what caused them to make the decision to move.

On hearing or reading the responses of the children, you can decide if further work is needed in any area.
I Have Opinions

Read each sentence. Circle whether you agree or disagree. Explain why you agree or disagree. There are no right or wrong answers.

1. Everyone feels anger, jealousy, happiness, sadness and love in their life.
   AGREE    DISAGREE
   because__________________________________________

2. The really fair and good children are always the most popular.
   AGREE    DISAGREE
   because__________________________________________

3. It helps to talk and cry with someone you trust if you are sad.
   AGREE    DISAGREE
   because__________________________________________

4. I would prefer to make friends with someone born in Ireland than someone born in another country.
   AGREE    DISAGREE
   because__________________________________________

5. Being a boy or a girl shouldn’t mean you can’t or shouldn’t do certain things.
   AGREE    DISAGREE
   because__________________________________________
INTRODUCTION TO THIS UNIT

Sadly, bullying is a common behaviour in our society. It exists in the workplace, in communities, sometimes in families. It is naïve to believe that there is any school where no bullying exists. What is more realistic is to assume that bullying may exist and take a vigilant and proactive stand against it.

A whole school approach is vital in the effort to combat bullying and promote a ‘Telling School’. Key elements in the whole school approach involve:

- Strong involvement and leadership from the principal
- Full staff agreement to implement an Anti-bullying Code/Policy
- Clear understanding of the nature of bullying, involving staff training if necessary
- An Anti-bullying Code/Policy which specifically mentions racism and homophobia as unacceptable
- Regular anti-bullying lessons in all classes.
- High levels of supervision during informal times such as yard time
- Information sessions for parents
- Posters and art work in prominent places as reminders to children that bullying is not acceptable and that this is a ‘Telling School’
- Adoption of an Acceptable Use Policy (AUP) for Internet use
- Teachers who are familiar with the social network sites that children use
- Clear procedures for dealing with disclosures for all categories of staff
- Support structures for students involved in bullying behaviour and for those who have been bullied
- Follow up conversations with all children who have experienced bullying
- Annual surveys of children
- Access to and referral procedures to outside agencies for a child who exhibits bullying behaviour as part of a bigger problem.
These lessons are designed to take place within the overall framework of a whole school policy. Research suggests that bullying is at its most prevalent in Third Class (HBSC, 2010), hence their inclusion here. While they are written for Third Class, they may be also be used and adapted for older classes.

SURVEY

In order to increase the disclosure level and to promote the ‘Telling School’, an annual bullying survey is recommended. To facilitate children who struggle with literacy, it is helpful if teachers read the questions aloud as children complete the questionnaire. A sample questionnaire is included here, which may be useful for the first year of the survey. As a result of the findings, teachers can alter the questions in subsequent years to suit the changing world and their local context.

SAMPLE BULLYING SURVEY

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you been hit, pushed or kicked this term?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have others said nasty things to you this term?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you been left out of games when you wanted to play?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have your things been taken or broken this term?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you had nasty text messages this term?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you had nasty messages on Facebook or other internet sites?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you been threatened this term?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If any of these things have happened, have you told a grown up?       | YES | NO |
Have you seen other children being bullied in school this term?       | YES | NO |
Have you reported this to a teacher?                                   | YES | NO |
Where does most bullying take place?                                   |     |    |
Have you hit, pushed or kicked others this term?                       | YES | NO |
Have you teased others or said hurtful things this term?               | YES | NO |
Have you sent nasty texts or computer messages?                        | YES | NO |
Have you deliberately left people out of games?                        | YES | NO |
Have you taken or broken something belonging to another person?        | YES | NO |
Are you happy with the way you have been with other children this term? | YES | NO |

Thank you for answering these questions. It will help us create a safer school

The survey should be anonymous. Children are asked not to sign it. Children can be told that if they would like to tell you anything about bullying that has happened, they can tell you quietly at any time or use a TELLING CARD (see Lesson 1 in this unit).

This anonymous survey provides important feedback to the teachers about the extent of bullying in the school as a whole.
RESOURCES FOR TEACHERS


Books on the theme of bullying which may be read to children:
- *A Wibble called Bipley (and a few Honks): a story for children who have hardened their hearts or become bullies* by Margot Sunderland and Nicky Hancock (2001) Speechmark Publishing Ltd.

ASSESSMENT

As a form of assessment for these lessons, four cards are made available for children - telling, thinking, action and question cards (see these at the end of Lesson 1 in this unit). At the end of each lesson, children choose one of the cards. They are invited to report bullying, ask a question about bullying, share a new thought they are having or make an action plan. Each child should choose which card they want to complete after each lesson. If a child chooses the same card each time that is OK. This alone gives you a lot of information. It is possible that a child who cannot make a disclosure in person will write it down.

Some of the questions which arise can be used in Circle Work or addressed directly by you in the next lesson. You can also compile a document to feed back to the class at any stage, including some of the thoughts, questions and actions. The exact words of the children can be used, but no names included. Children are affirmed by hearing their words come back to them and learn a great deal from the reflections of others.

Where a disclosure comes through, you need to talk to the child in private and then follow the school Anti-bullying Code/Policy.

Sometimes children will tend to report every small insensitive incident, which, though unacceptable, is not part of bullying. This is inevitable and you need to bear with this in the initial stages of creating a ‘Telling School’. With enhanced information about and exploration of bullying behaviours, children will learn to distinguish bullying behaviours from inappropriate, rude, inconsiderate or insensitive behaviours. Offering four sets of cards is also an effort to minimise this.
UNIT FOUR
RELATING TO OTHERS

LESSONS IN THIS UNIT

Lesson 1
What is Bullying?

Lesson 2
The Effects of Bullying

Lesson 3
What we Think About Bullying

Lesson 4
Witnessing Bullying

Lesson 5
A Bully-free Zone

Lesson 6
Standing Up to Bullying and Other Things
LESSON 1
WHAT IS BULLYING?

CORE CONCEPT
In this lesson we explore children’s understanding and clarify for them what bullying means.

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

Content Objective
Identify people, places and situations that threaten personal safety.

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

Content Objectives
- Acknowledge that friends often circulate in groups which can be healthy or unhealthy.
- Recognise, discuss and understand bullying.

INTEGRATION

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

TEACHER’S NOTE
If the principal of the school is free and willing to participate in some aspect of this lesson, it will give the students a clear message that this is a significant concern and that it is a whole school approach.

From the outset of this work, we need to talk about bullying as action which anyone might engage in, rather than talking about the bullies in a way that fixes a negative identity on some children.

This lesson needs to have a very clear No Names contract, so that children can talk about actions not people.

RESOURCES
- A Soft Ball
- An Anti-bullying Box (for the cards to be dropped into).
- Photos depicting various types of bullying – physical, verbal, cyber, gestures, extortion and exclusion (examples provided)
- Four Sets of Cards (see templates provided at the end of this lesson)
- Copies of Worksheet: A, B, C, D, E of Bullying (one per child)

PROCEDURE AT A GLANCE
- Introductory Game
- Thoughtshower
- Cooperative Learning Exercise
- Circle Work
- Visit from Principal
- Conclusion
**Introductory Game**

The purpose of this game is to set a positive tone to affirm the class before entering into challenging territory in conversation. Children stand in a circle. One has a ball. They say: *One thing I like about being in this class is...* and then throw it to another child. When all have had a chance they can sit down.

**Thought shower**

Write the word BULLYING on the blackboard. Ask the children to share what that word means. Encourage concrete examples (e.g. when someone steals your lunch every day) but refrain from being drawn into details of stories. Prompt the children, if necessary, to include all the forms of bullying (physical, verbal, gesture, exclusion, extortion, cyber) by asking questions such as:

- *Is there a bullying with words?*
- *Is there a kind of bullying without words?*
- *Can a person be bullied on the computer?*

Then introduce the photos and ask if there are different kinds of bullying. The photos should depict physical, verbal, cyber (one phone picture, one computer picture, gesture, extortion and exclusion. Let the children put their own names on these types of bullying. They can then ask: *Where does bullying occur?* It is important for the children to list all the sites of bullying so it does not come across as if this is a problem which belongs only to the school. Prompt questions, if necessary, could be:

- *Does bullying ever happen at the shops?*
- *Does it ever happen on the way to matches or at a practice?*
- *Does it ever happen on the road where you live?*
- *Do grown-ups ever bully?*

**Cooperative Learning: A Jigsaw Approach**

To help children understand more about bullying ask them to form groups of five. Each group of five is to decide who will be A, B, C, D and E in their group. Give each group the Worksheet: A, B, C, D, E of Bullying. Ask them to read it together, each child reading their own sentence. Then all the A’s sit together, all the B’s etc. Ask them to read their line together and talk for a few minutes about what that means. They can think of a metaphor or an example to explain it. Finally the original groups reassemble as A, B, C, D, E and each child explains their sentence to the others, drawing on the previous conversation. In this way, they cooperate in their learning about bullying.

**Circle Work**

In circle work, give each child a chance to answer the question: *Why do you think people bully?*

As they talk, actively listen to understanding how children make sense of bullying. You should be alert to the possibility that children understand it as a characteristic of some people and not of others, as we need to challenge this notion that only certain people bully. You can also be alert to the insights the children bring to the question, as you can return to these ideas in later lessons.
**Conclusion**

Explain that you have four types of cards which you will ask the children to complete at the end of each lesson. Explain the differences between the cards. Ask each child to take one card of their choice, complete it and put it in the **Anti-bullying Box**. Reading these cards will give you further insight into the children’s ideas and experiences.
A
An accident might hurt but it is not bullying. Bullying is meant to hurt.

B
Something that happens once, might be wrong but it is generally not bullying. Bullying usually happens again and again.

C
Bullying often happens at times and places when it is not seen.

D
It is hard to stop bullying when it happens and it can be hard to tell about it too.

E
When people are bullying they act ‘BIG’ and try to make other people feel ‘small’.
**Telling Card**
Use this card if you think you are being bullied or treated badly or if you have seen someone in the class being bullied or treated badly!
Write down what you want teacher to know!

Write your name: _______________________________

**Thinking Card**
Use this card if you are thinking something new about how children should treat each other.
Write down your new thought!

Write your name: _______________________________

**Action Card**
Use this card if you can think of something small you could do and will do to help make the class a bully free zone!
Write it down and start today!

Write your name: _______________________________

**Question Card**
Use this card if you are puzzled about bullying or if there is something more you want to understand!

Write your question here!

Write your name here: _______________________________
CORE CONCEPT
It is important that children understand the effects of bullying. It can lead to isolation and negative identity conclusions. It can destroy concentration and curiosity. It can lead to school refusal, depression and suicide.

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

Content Objective
Explore the factors that influence their self-image.

Strand Unit: Feelings and emotions

Content Objectives
Identify strong feelings and learn to express and cope with these feelings in a socially appropriate manner.

Explore how feelings can influence one’s life.

Strand Unit: Making decisions

Content Objective
Recognise how the views, opinions, expectations and responses of others can influence personal decisions or actions.

INTEGRATION
English
Strand: Emotional and imaginative development through language
Strand Units: Oral
Writing

ARTS EDUCATION - VISUAL ARTS
Strand: Drawing
Strand Unit: Making drawings

TEACHER’S NOTE
Children do not have to share their own experiences in this lesson.

You can choose the most suitable stories. What is essential is that the children are very active in thinking through the effects of bullying in some detail. This exploration creates the foundation for taking a stand against bullying in the next lesson.

RESOURCES
• Report Sheets for each group – choose which version or use both.
• Worksheet: What Makes it Hard to Tell about Bullying? (a copy for each child)
• A copy of the story chosen for each group
• Copies of the Four Cards (see Lesson 1)
• Playing Cards (for making random groups)

PROCEDURE AT A GLANCE
• Game
• Revision of Learning and/or Feedback from Cards
• Group Work
• Worksheet
• Writing Letters or Drawing Pictures
• Display
• Conclusion
**Game**

In this game, children walk around the room to music or the sound of a drum. When the music stops, each child finds a partner. In pairs, they ask each other a question (which you have selected from the examples below). When the music starts again, they walk on and think about what the other person has said.

When the music stops they meet another partner. You can decide to keep the same question or change the question.

Questions:
- **How does a very hot sunny day affect you?**
- **How do three or four fizzy drinks affect you?**
- **How do scary movies affect you?**
- **How does watching your favourite TV show affect you?**

**Revision of Learning and/or Feedback from Cards**

You can ask children to recall what we learned the last day about bullying. You can, if it seems appropriate, report back on what you learned through reading the cards (without identifying anyone). You can allow a little time for clarifying questions.

**Group Work**

Explain that today's task is to think very hard about the effects of bullying.

Divide the children into groups of four and give each group one story and a [Report Sheet](#) to complete. Random groups can be created by having children choose cards from a regular playing cards pack. All the aces form a group, all the 2’s form a group etc. (The number of cards needs to be set to fit the number in the class.)

One person in the group is appointed to chair and another to write the ideas of the group on the sheet. The group has ten minutes to read and talk about the story, and to complete the answers. During this time you can circulate and challenge and encourage the groups to find several answers to the questions.

**Andrew’s Story**

Andrew is 10 and lives in Dublin. He has three older sisters and an older brother. He is very good at chess and he loves playing the violin. He gets good grades in school. The other boys in his class are all in a football club. Andrew plays football in school but he does not like it that much, so he does not want to join the club. He is busy at weekends anyway with the junior orchestra in his music school.

He finds he is never invited to parties at school and sometimes he is sad about that. The girls are nicer to him but they don’t invite boys to their parties.

Recently he has been getting text messages after school saying: your bag is so gay; chess is so gay; or: your violin is so gay. In school he has noticed some of the boys giggling when he walks past. Once, he was teased because he did not support a football team. Now he pretends to support Liverpool. He has stopped putting up his hand in school and asking good questions. He is hoping the principal will not ask him to play the violin this year at the carol service. If he does Andrew will pretend to be sick on the day.

He wonders why they are giggling. Do they think he is gay? And what is wrong with being gay anyway?
Katelin’s Story
Katelin is nine and she lives in County Galway. Her Dad was made redundant recently and her Mam has been sick a lot. She knows there is not a lot of money at home. For Christmas, Katelin’s Mam bought her a dress she really likes. Katelin wore the dress to three parties since Christmas. After the last party, Jenny posted her party pictures on Facebook. Tina posted a picture of her party with a question: ‘Guess who has only one dress?’ Katelin knew they were laughing at her. Last week Ciara had a party and Katelin was not invited.

Tuesday used to be Katelin’s favourite day at school because it was PE day. Now she hates Tuesday because everyone stares at her old runners and laughs. She cannot ask her Mam for the latest ones as she knows Mam cannot afford them.

Ifi’s Story
Ifi is eight and she moved to Cork from Nigeria last year with her Mam and her sister. Her Dad has been here for three years and he has a job at the university. Some of the children have been really nice to her. Some of them stare at her and say: you talk funny. Ifi cannot understand this as the teachers say her English is excellent. It is just her accent that is different.

Ifi is good at athletics and won three medals on sports day. Megan came second in each. Since then Megan and her friends won’t speak to her. One day Niamh said: ‘Go back to your own country!’ Another day she said: ‘You are all scroungers’.

Ifi is wondering if it would be better if she gave up athletics.

Piotr’s Story
Piotr is nine and his family came to Ireland four years ago. They are now Irish citizens and the family is very proud of this. Piotr’s Dad works very hard and has explained to Piotr that a good education is very important. He helps Piotr with his homework, especially the maths. Piotr is doing very well in school. Some of the boys call him ‘nerd’ and ‘brainbox’. He wishes they would just call him Piotr.

Last week the Irish soccer team was playing an important match and the teacher let the class watch as a reward for working really hard on a project. Everyone was cheering. Piotr was cheering too. Some boys started to look at him and make faces. One of them said: ‘What are you cheering for? You are not Irish. You are Polish’. Another one said: ‘Brainbox thinks he knows about football’. Piotr was confused. He likes football and he is an Irish citizen. How come nobody understands that?

Worksheet
Explain that none of the children in these stories have told anyone about the bullying. Explain that there are many reasons why children do not tell, in spite of the fact that grown-ups do want to know about bullying so they can stop it. Give each child the Worksheet: What Makes it Hard to Tell about Bullying? Children may complete it silently. If there are a number of children with reading difficulties, you can also read the thoughts aloud and ask children to complete the sheet as they read and listen.
complete the sheet by writing **YES, NO** or **NOT SURE** to each thought.

**Writing letters or drawing a picture**

The children re-form the groups of four and write a letter from the child in their story to a grown-up they trust telling about the bullying. As an alternative, they could draw a picture of the bullying to be left on the table of a grown-up who will see it and ask about it. They must decide as a group who the child is writing to. One person may write on behalf of the group.

**Display letters and pictures**

The letters and pictures can be displayed.

**Conclusion**

Finally the children choose a Telling Card, a Thinking Card, a Question Card or an Action Card and complete it as a response to the lesson.
Report Sheet: The Effects of Bullying (Female)

In your group, read the story. Then work together to find answers to the questions. Have at least two answers (maybe more) to each question.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write down all the feelings she might have as a result of the bullying.</td>
<td></td>
</tr>
<tr>
<td>Where in her body do you think she is feeling some of these feelings?</td>
<td></td>
</tr>
<tr>
<td>Write down some of the thoughts she might be having about herself.</td>
<td></td>
</tr>
<tr>
<td>Write down the ways in which the bullying might affect her schoolwork and homework?</td>
<td></td>
</tr>
<tr>
<td>How do you think the bullying will affect her joining in games, clubs and parties?</td>
<td></td>
</tr>
<tr>
<td>How do you think the bullying will affect her thoughts about her future?</td>
<td></td>
</tr>
<tr>
<td>Can you think of other effects?</td>
<td></td>
</tr>
</tbody>
</table>

Our Names
____________________________________________________
________________________________________________________________________
Report Sheet: The Effects of Bullying  (Male)

In your group read the story. Then work together to find answers to the questions. Have at least two answers (maybe more) to each question.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write down all the feelings he might have as a result of the bullying.</td>
<td></td>
</tr>
<tr>
<td>Where in his body do you think he is feeling some of these feelings?</td>
<td></td>
</tr>
<tr>
<td>Write down some of the thoughts he might be having about himself.</td>
<td></td>
</tr>
<tr>
<td>Write down the ways in which the bullying might affect his schoolwork and homework?</td>
<td></td>
</tr>
<tr>
<td>How do you think the bullying will affect his joining in games, clubs and parties?</td>
<td></td>
</tr>
<tr>
<td>How do you think the bullying will affect his thoughts about his future?</td>
<td></td>
</tr>
<tr>
<td>Can you think of other effects?</td>
<td></td>
</tr>
</tbody>
</table>

Our Names ________________________________________________________________
______________________________________________________________________
What Makes it Hard to Tell about Bullying?

Here are some of the thoughts that keep children silent about bullying.

Which ones keep children silent in your school/area?
Which ones would keep you silent?

<table>
<thead>
<tr>
<th>What makes it hard to tell?</th>
<th>Do I think this keeps some children silent?</th>
<th>Would this keep me silent?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think nobody will believe me.</td>
<td></td>
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<tr>
<td>I think I deserve it.</td>
<td></td>
<td></td>
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<tr>
<td>I have nobody I can tell.</td>
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<td></td>
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<tr>
<td>I don’t want to be called a rat.</td>
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<tr>
<td>If I tell, the bullying will get worse.</td>
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<td></td>
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<tr>
<td>I’m all mixed up.</td>
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<td></td>
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<tr>
<td>I don’t like getting anyone into trouble.</td>
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<td></td>
</tr>
<tr>
<td>I don’t want people to think I am soft.</td>
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<td></td>
</tr>
<tr>
<td>I was warned not to tell.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m ashamed of what is happening.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I cannot prove it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m not a popular kid and never will be.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t want my parents to be brought up to the school.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My name is ___________________________________________________________
LESSON 3
WHAT WE THINK ABOUT BULLYING

CORE CONCEPT
If children are to develop commitment and skills to resist bullying, they themselves must examine their values and take a stand against it.

SPHE CURRICULUM:

Strand: Myself
Strand Unit: Taking care of my body
Health and well-being

Content Objectives
Begin to develop strategies to cope with various worries or difficulties that he or she may encounter.

Recognise and discuss some people who are concerned with health and welfare.

Strand Unit: Making decisions

Content Objective
Discuss why adults make decisions and set boundaries for young people.

Strand: Myself and others
Strand Unit: Relating to others
Communicating

Content Objectives
Listen reflectively to others.

Examine the power of persuasion in relating to others and identify times when it can be used positively and negatively.

INTEGRATION

English
Strand: Developing cognitive abilities through language
Strand Units: Oral, Writing

Physical Education
Strand: Games
Strand Unit: Creating and playing games

TEACHER’S NOTE
Disagreement is to be expected in this lesson and as long as engagement with the questions is respectful you should not seek consensus, but let the various perspectives live alongside each other, and refrain from persuasion. However, you need to be clear that the staff are committed to safety and present that as a chosen commitment.

RESOURCES
• Photos and/or Stories from previous lessons
• Large Sheet of Paper and markers (or IWB)
• Statements in large print for the Agree/Disagree exercise – each statement needs to be on a separate card
• Four Sets of Cards (as for last lesson)
LESSON 3
WHAT WE THINK ABOUT BULLYING

PROCEDURE AT A GLANCE

• Game
• Walking Debate
• Discussion
• Option A: Answer Letters!
• Option B: Send a Text Message!
• Mirror Game
• Conclusion
Game: Master and Slave

Children are ideally seated in a circle. Children pair up. One is the Master and the other is the Slave. The Master asks the Slave to do lots of silly things (but nothing against school rules or anything that will hurt). The Slave has to do them. When the Slave gets fed up, they say Stop it! and then they become the Master.

Following this game you can ask children for three reasons they were uncomfortable when they were a slave and three reasons they were uncomfortable when they were a master.

Walking Debate

In this activity the words Agree and Disagree are put on opposite sides of the circle.

Divide the children into groups of three or four and give each group a statement. The group must decide where on the line to place the statement between the point of agreement or disagreement. If they cannot decide, they will put it in the middle.

Call out the statements in turn, starting with number one. Ask one person from the group to place the statement on the line and explain why the group think it should be in that position. If a child from another group thinks it should be in a different place on the line, they can move it, but only if they are willing to explain why they disagree. The rule is that you can only move a statement if you speak, and you can only speak if you move it.

After a few moves, continue with the next statement. You should not give your own opinion unless you are concerned that bullying or coercion is actually occurring in the room. In general, the children with the more critical and ethical thinking tend to find the strongest voice in this activity and can influence their peers in a positive way.

Statements:
1. Teasing people is no harm. It is only a bit of fun.
2. If you want to be popular, you have to wear the latest clothes.
3. Popular people can sometimes be mean.
4. Bullying goes on and on when it is kept a secret.
5. If you have been bullying someone, it is hard to stop doing it.
6. Even if I don’t really like someone, I can still treat them with respect.
7. If you are bullied, it is your own fault.
8. If my friend was bullying someone I would stay silent about it.
9. Bullying is sometimes OK.
10. I would know where to go for help if I was being bullied or saw someone else being bullied.

Discussion: A Bully-free Zone

Explain that the staff of this school are committed to creating a safe place for all to learn. They would like the school to become a bully-free zone. However the staff cannot do this without the ideas and the support of the children. Ask the children: Who on the staff do you know that you could go to for help if you had a problem? (The children’s attention could be directed towards their class teacher, the principal and other members of staff.) Emphasise to the children that even staff they don’t know are concerned about their health and welfare and would help if needed.

Draw a large circle on the blackboard or on a large sheet of paper. Ask the children to imagine that inside this circle...
is a bully-free zone. Children inside the zone always feel included and respected by others. In their groups, they are to think about all the good things that get spoiled by bullying or the good things that go missing when bullying happens. Each group is to think of three good things that can happen in the bully-free zone. Values like fairness, fun, cooperation will emerge alongside action words like calling people names they like or letting everyone play. You should accept concrete and abstract words and record these on the sheet.

**Option A or B**

Two activities are offered here. You can choose which suits best or offer both exercises on different days.

**Option A: Answer a Letter**

Return to the letters written during the last lesson. Give one letter to each group. Say: Imagine you find the letter. Write a letter or email to the child. Include in your letter:

- what you think of the bullying
- why you think this is not OK
- who you think is to blame
- what you want to see happening in the child’s life instead
- one piece of advice about who they could talk to or contact about what’s happening.

**Option B: Write a Text**

Return to the photos used in Lesson One. Give one photo to each group. Ask each group to imagine that they are a witness to this bullying from a safe distance, across the road, a window above etc. They can see the way this child is suffering. The child has a phone. Imagining they know the phone number of the child, they are to compose a text message of support or advice. Display the letters, emails or the text messages alongside the photos.

**Mirror Game**

Children return to the pairs they were in for Master/Slave. They stand opposite each other as if one was a mirror image of the other. They have to mirror each other’s movements. Either one can initiate a movement, so they must work at leading and following simultaneously.

**Conclusion**

Children chose one of the four cards (as in the previous lesson), complete it and put it in the box.
Core Concept
Creating a school culture where bullying is not tolerated involves vigilance on everyone’s part. Bullying needs to be reported.

SPHE CURRICULUM:
- **Strand:** Myself
  - **Strand Unit:** Making decisions
- **Content Objective**
  Make individual and group decisions.

- **Strand:** Myself and the wider world
  - **Strand Unit:** Developing citizenship
    - Local and wider communities
- **Content Objective**
  Recognise how each person has an individual and communal responsibility to the community.

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

TEACHER’S NOTE
A brief visit from the principal at the end of this lesson will contribute to the idea of the Telling School and the whole school commitment to this work.

RESOURCES
- Photograph or picture of witnesses to aggression
- Worksheets for each group
- Four Cards (as for previous lesson)

PROCEDURE AT A GLANCE
- Decisions Game
- Word Definition
- Thought shower
- Worksheets
- Invitation to the Telling School
- Choose a Card
Decisions Game

Ask the children to line up one behind the other, facing you. Call out scenarios with two alternative options. As you name the options, indicate one to the right and one to the left. The children move to the right or left to express which decision they would make.

A child who cannot decide remains in the middle. One child from each side can be invited to speak about their decision (optional).

Scenarios

Your uncle says he will bring you to a football match or the cinema. Which would you prefer?

The weather is going to change suddenly. Would you like thick snow for making a snowman or warm sun for the beach?

Your friend is doing maths homework at your house. They are going about all the maths in the wrong way. Would you explain the mistake or wait and let teacher do it?

Some children are knocking on doors and hiding when the door is opened. They ask you to join in. Do you say ‘yes’ or ‘no’?

Children can also imagine and contribute some scenarios.

Word Definition: Witness

Ask if anyone knows the meaning of the word **witness**, and allow the children to share their understanding. You can clarify this understanding by asking a few children to share a time when they witnessed something unusual, something funny, something amazing, something dangerous.

Thoughtshower

Show the photograph or picture and ask the children to share their ideas about what is happening. Ask them to imagine that each of the five witnesses is thinking something different and may take a different action. No two will make the same choice. Children are to think creatively about the possible choices they may make. These ideas can be recorded on the blackboard or IWB.

Worksheets

Then allocate each group one of these choices (listed on the blackboard or IWB) and ask them to think through the consequences of this choice using the **Worksheet: Making a Choice**. One child from each group is to record the answers and report back to the large group. You can then ask the children to reflect on what they agreed with and admired about the choices of another group.
Invitation to the Telling School

You can then remind the children that the staff will commit to listening to reports of bullying and that this is a ‘Telling School’. You can outline the times, places and ways of telling and emphasise that any adult in the school can be told.

Choosing a Card

Finally the children choose a card (as for previous lesson), complete it and place it in the box.

Extension

Children can look for examples in literature, films and history when someone spoke up and told about any action that was causing hurt to another.

Making a Choice

Make up a name for the child who sees what is happening ____________________

What does this child decide to do?
_____________________________________________________________________

Imagine how this choice will affect the child who is being hurt
_____________________________________________________________________

Imagine how this choice will affect the one who is doing the hurting?
_____________________________________________________________________

Imagine how this child will feel when they make the choice
_____________________________________________________________________

Imagine how this choice will affect the job of the teachers in keeping school safe for everyone
_____________________________________________________________________

Circle the words that your group believes describe the choice

A brave choice  A lazy choice  A wise choice  A foolish choice  A thoughtful choice  A cowardly choice

Have you other words to describe this choice? _______________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Give a reason for your answer
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

LESSON 5
A BULLY-FREE ZONE

CORE CONCEPT
Children are made aware of the role they can play in contributing to a Bully-free Zone.

SPHE CURRICULUM

- **Strand:** Myself
  - **Strand Unit:** Self-identity
    - Self-awareness
  - **Content Objective:** Identify realistic personal goals and targets and how these can be achieved in the short or long term.

- **Strand Unit:** Developing self-confidence
  - **Content Objective:** Become increasingly responsible and autonomous.

- **Strand Unit:** Making decisions
  - **Content Objective:** Become aware of and think about the choices they make every day.

- **Strand:** Myself and the wider world
  - **Strand Unit:** Developing citizenship
    - My school community
  - **Content Objective:** Explore and recognise the rights and responsibilities of both adults and children in the school community.

INTEGRATION

- **English**
  - **Strand:** Developing cognitive abilities through language
  - **Strand Unit:** Oral
  - **Strand:** Emotional and imaginative development through language
  - **Strand Units:** Oral, Writing

TEACHER’S NOTE
The structured interview is introduced. This is intended to scaffold children’s skills of attending, listening, note taking and questioning. It also helps them gather information and present it in a meaningful way.

RESOURCES
- Witch’s Hat
- Worksheet: Making a Promise, Keeping a Promise
- Worksheet: Interview A
- Worksheet: Interview B
- Four Cards (see previous lessons)
- Procedure a Glance:
  - Game
  - Circle Work
  - Discussion
  - Making a Promise
  - Structured Interview
  - Choose a Card
  - Monitoring My Promise
Game

Invite the class to stand in a circle. Ask them to hold hands. Put on a witch’s hat or some other prop and tells the children that you want to get inside the circle to cause trouble. They are to keep you out. Children have to close in and stay vigilant to succeed in the game.

Circle Work

Briefly summarise the learning from previous lessons in response to the stories and photographs. You can use some of the exact words that came from the cards in preparing this summary. Explain that the teachers have a responsibility for creating a safe school for everyone and ask how many children would be willing to contribute to this.

Acknowledge that there may be bullying in the school and pose a question for circle work:
Is there anything we have learned from the stories and photos that could be useful in creating a bully-free zone in our school?

A speaking object could be passed around, or children could indicate their wish to contribute by putting up their hand. As is normal practice, children have the right to opt out. You can remind all the children that they can always speak to you by themselves, or place a note in the suggestion box if they wish.

Discussion

Return to the Bully-free Zone circle created in Lesson 3: What We Think about Bullying. Ask the children to examine it and suggest actions, words or values that could be added to the Bully-free Zone or the space outside. Where the words already present are abstract, they should look for values. Understanding the connection between action and values is important for children in order to fully grasp the commitment to appropriate behaviour that is being sought. Then ask if this Bully-free Zone circle makes clear the actions, words and values we want in this class, and if the actions, words and values we do not want are also clear.

Making a Promise

Then invite each child to make a promise to the class about some small initiative they would be willing to take to help the class to create a Bully-free Zone. It is important that these promises are specific, small and realistic and that grand gestures doomed to failure are avoided. If children make huge promises, you can ask: What would be the first step? and ask them to concentrate on the first step for now.

Structured Interviews

Explain to the class that they are going to work with someone in the class they do not know very well, or they do not usually speak to, play with or see after school. The children look for such a partner, and you may help this process. Each child writes down their own promise on the sheet initially. The children then interview each other about the promises they have made. As A interviews B, they take B’s sheet and record key words from B’s answers. At the end of the interview, they return the page to B. Then they switch roles. You can call the time to switch over. Under no circumstances are the children to try to do both interviews simultaneously.

Finally you can ask the children if they see any connection between the making of promises and the witch game.
Choose a Card

Children choose one of the four cards (see previous lessons), complete it and place it in the box.

Extension

Monitoring my Promise

Once a week over the next few weeks you should allow a few minutes per day for children to complete the Worksheet: Making a Promise, Keeping a Promise. This could happen directly after breaktime or as they are packing up to go home. This sheet remains the property of the child and is not part of assessment.

Visual Arts

The Bully-free Zone work recorded inside and outside the large circle could be represented during a visual arts session, using colour, texture, mixed media etc. Clay models could also be created to show the actions that belong inside and outside the circle.

SESE

As a homework exercise children could be asked to find an older person in their family who at some time made a similar type of promise and interview them about the story behind that promise (Interview B). If this proves difficult, then, as an alternative, students could think of a character in history or a character in a book or film who made a similar promise and imagine what they would say if the interview questions were asked of them. If this extension exercise is undertaken, children can have an opportunity to share the stories they uncovered in groups or in circle work. Making the links between their small initiatives now and the initiative of older family members or characters in history really empowers children and strengthens the connection between actions and values.
Making a Promise, Keeping a Promise

Here is the promise I made:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Every day you stick to your promise you can colour the box in a different colour or write a word to remind yourself of your actions.

What did you notice as you worked on keeping your promise?
Interview Sheet A

Interviewing a classmate about a promise

Name of promise maker: ____________________________
Name of Interviewer: ____________________________

Can you tell me about the promise you have chosen
___________________________________________________________
___________________________________________________________

How will you put your promise into action? When? Where? How?
___________________________________________________________
___________________________________________________________

What do you hope will happen by your working on this promise?
___________________________________________________________
___________________________________________________________

Why is this important to you?
___________________________________________________________
___________________________________________________________

Can you name some people in the class who might like the promise you are making?
___________________________________________________________

Why would they like it?
___________________________________________________________
___________________________________________________________

What sort of person makes and keeps a promise like this?
___________________________________________________________

Who in your family would be proud of this promise you are making? Why?
___________________________________________________________
___________________________________________________________
Interview Sheet B: Researching the History of your Promise

In the box write your promise and your reason for choosing it

Now find an older person who once took a step like yours, at any time in any place (the older the person the better!) and explain the promise you have made. If you cannot find an older person, you can find someone in history, in a book or in a film who made a promise like yours and imagine their answers!

**Interview questions**

What was happening at the time when you made this decision or promise?

________________________________________________________________

What did you hope for?

________________________________________________________________

Who supported you or helped you?

________________________________________________________________

Were there any people who did not like what you were doing?
How did you cope with that?

________________________________________________________________

What was the most important thing you learned?

________________________________________________________________

What else would you like to tell me about it?

________________________________________________________________
CORE CONCEPT
Central to the maintenance of an anti-bullying ethos in the school is the articulation of a group identity where values of respect, fairness and safety are central.

SPHE Curriculum

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

**Content Objective**  
Recognise, discuss and understand bullying.  
Explore and examine ways of dealing with bullying.

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

**Content Objective**  
Explore and recognize the rights and responsibilities of both adults and children in the school community.

TEACHER'S NOTE
This lesson will ideally take place two weeks after the pupils begin to monitor their promises. Some will have been serious about this and others may not. The job of the teacher is not to coerce, but rather to allow reflection, and support and encourage any progress. Following this lesson, the monitoring continues for a further two weeks.

RESOURCES

- Paper and Pencils for Writing Haikus and Stories  
- Soft Ball  
- Speaking Object (if using)  
- Values Cards (on sheet provided) – these need to be displayed on the IWB or written onto large cards  
- Four Cards (as for previous lessons)

PROCEDURE AT A GLANCE

- Game  
- Circle Work  
- Making Choices Activity  
- Writing Haikus  
- Circle Work  
- Creative Writing  
- Choose a Card
**Game**

Children stand in a circle with a soft ball. The child with the ball recalls something helpful another child has done at any time and throws the ball: *Ola, it was helpful when you shared your crayons with me last week.* Ola throws the ball to someone who has been helpful: *Conor, it was helpful yesterday when you asked the teacher to explain the maths again.*

Ensure that all children are included, and acknowledge children who throw the ball to those outside their friendship groups.

**Circle Work**

Ask the children to answer the questions in turn, keeping a no names rule:

*What did you notice about your thoughts or feelings when you kept your promise?*

A follow up question could be:

*Tell about a time when you witnessed a child being hurt and you made a good decision (no names).*

Using a speaking object, children could then be asked to offer reflections on what these stories say about the kind of class we want to be.

**Making Choices Activity: Values**

Display the values cards either on the IWB or on large cards so that they are easily read. Working in small groups, ask the children where they are to identify the three most important values we need to practice if we are to maintain a Bully-free Zone. If they find it hard to limit themselves to three, it will only help the discussion. Through feedback and discussion, see if a consensus can be reached on the most important values. These can form the basis of the next activity.

**Writing a Haiku**

In groups the children choose one of the values and try to explain it by writing a Haiku. The Haiku must explain the value in two words, three words and four words without using the word itself. Here is an example:

*Patience*

(The value is stated in line one)

*Slow down!*

(Value described in two words)

*Wait your turn!*

(Value described in three words)

*Important not to rush*

(Value described in four words)

*Patience*

(The value is stated in line five)

**Circle Work**

Children could be asked to imagine what life would be like if they practised these values for three years – when they will be in 6th Class. They are invited to imagine other problems besides bullying which confront children. The question could be:

*What other problems besides bullying could shrink if we practised these values over three years?*

The speaking object could be passed to those who indicate they want to speak by an agreed gesture.
**Creative writing**

Imagine you have been teleported in a time travel machine five years into the future. You see how you have been practising important values for five years. One day you are a witness to someone who is being hurt by another. You remember your values and take a decision. Write the story.

**Choose a Card**

Children are invited to choose a card (as they have done previously) to reflect on the lesson.

**Extension**

**Final ceremony of acknowledgement of learning**

At the conclusion of these lessons, an invitation could be extended to parents to come for a visit. The focus of the visit could be outlined in the invitation. The children could prepare a presentation for the parents about key messages from the lessons. A number of the photos used in the programme could be presented by a child with a summary of what the class learned from discussing the photo. The haikus and a few of the stories could be read. Art work could be on display. One or two parents could be asked to reflect on the presentation – ideally this should be flagged in advance and parents need to be aware that the focus is on the children’s learning in this important area. The presence of the principal at this event will also reinforce the importance the school attaches to an anti-bullying ethos.
<table>
<thead>
<tr>
<th>Cooperation</th>
<th>Fairness</th>
<th>Courage</th>
<th>Appreciation</th>
<th>Forgiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendliness</td>
<td>Equality</td>
<td>Confidence</td>
<td>Willingness</td>
<td>Respect</td>
</tr>
<tr>
<td>Happiness</td>
<td>Inclusion</td>
<td>Energy</td>
<td>Good Humour</td>
<td>Honesty</td>
</tr>
<tr>
<td>Fun</td>
<td>Welcome</td>
<td>Patience</td>
<td>Bravery</td>
<td>Safety</td>
</tr>
</tbody>
</table>
UNIT 5
SAFETY AND PROTECTION
INTRODUCTION TO THIS UNIT

Underpinning these lessons is the idea that risk assessment is the task of parents but that as the child gets older, the responsibility for risk assessment is gradually handed from parent to child according to the level of responsibility the child is able to handle (see also Unit One: Lesson 2 on this theme). In practice, this means that adults make rules to ensure children are safe, until the children are old enough to manage that risk themselves.

The idea of drink driving laws as ‘rules for adults’ is a development of this continuum. A model for decision-making is developed in relation to alcohol and cigarettes.

An assessment questionnaire is included at the end of the lessons. This may be given individually or to small groups. If a teacher wishes to assess prior knowledge they can also give this at the beginning and compare the results at the end to assess how the material has been assimilated.

These lessons may touch on sensitive issues for children and families. This is especially the case if a child has been bereaved as a result of an alcohol or other drug-related death, or a traffic accident. Where a teacher has a dilemma around an area of sensitivity, they can discuss it with the SPHE coordinator or other colleagues, including the principal, and perhaps also have a word with the parent of the child, explaining the work they will be doing and hearing their perspective. We cannot avoid responsibility for talking about risks, decisions and drugs with our class, as children need a language to articulate their experiences and concerns. They also need clear direction from responsible adults. The school has a responsibility arising from the Education Act 1998 to deliver appropriate health education to pupils in consultation with their parents.

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

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

THE LESSONS IN THIS UNIT

Lesson 1
Who Made the Mistake?

Lesson 2
Safety Audit for the Toddler

Lesson 3
Growing in Responsibility

Lesson 4
The Risks of Smoking Cigarettes

Lesson 5
The Risks of Drinking Alcohol

Lesson 6
Sometimes Adults Need Rules
LESSON 1
WHO MADE THE MISTAKE?

CORE CONCEPT
Adults are expected to take responsibility for a safe environment for children. As children grow older they begin to take some of this responsibility themselves.

SPHE CURRICULUM:
- **Strand:** Myself
- **Strand Unit:** Safety and protection
- **Content Objectives:**
  - Explore and examine how accidents are caused, identify ways they can be prevented and the appropriate action to be taken if an accident or emergency occurs.
  - Identify items or substances in the home or school that may be dangerous if not used properly and devise a safety strategy for dealing with them.

- **Strand Unit:** Making decisions
- **Content Objective:** Discuss why and how adults can make decisions and set boundaries for young people.

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

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

TEACHER’S NOTE
This lesson is quite long and may be divided into two sessions.

RESOURCES
- Picture of a Bottle of White Spirits or Empty bottle of White Spirits
- Bottle of Seven Up
- Empty Containers or Photographs with poison symbols on them (these could be accessed on the Internet)

PROCEDURE AT A GLANCE
- Story
- Group Work
- Teacher in Role
- Identifying Symbols for Poison
- Letter Writing
- Homework
The teacher reads the story.

Ravi and Maria moved into their apartment last week. They were very excited about having a place of their own, especially as their baby would be born next year. On the first Saturday, they got up early, went to the hardware store and bought paint. They wanted to start decorating straight away so the apartment would be all ready before the baby came.

Both got into old clothes and stared work with paint and brushes and rags to clean up spills. Maria put some of the white spirits in an old Seven Up bottle and kept it beside her in case any drops of paint fell on the floor. They worked for hours and did not notice the time going by.

When the phone rang it was Rita, Maria’s older sister.

‘I am not far away and I would love to see your place’ she said. ‘Well, we are in the middle of painting’ said Maria. ‘So if you don’t mind the smell you can come, but I have no lunch made or anything.’ ‘Never mind that’, said Rita, ‘I have some of your favourite cheese and some nice crackers and I will bring some fruit. You probably need a break. You always work too hard.’

Fifteen minutes later the kettle was boiled and Rita was at the door with Sylvia and Michael. Maria made tea. They sat in the kitchen and ate the cheese and crackers. Maria admired the kitchen and the view from the window.

‘Can I see where you are painting?’ asked Sylvia, who was eight.

‘Yes, go on down, second door on the right, and tell me if you like the colour’, said Maria, ‘but Michael stays here. I would not trust him in a room with a paintbrush’. Michael was only three.

A few minutes later they heard Ravi shouting. Something was wrong. Maria ran to the room. Sylvia was crying and spitting and Ravi was running for water. Sylvia had picked up the Seven Up bottle to drink it. ‘It’s not Seven Up. It is white spirits’, said Maria. ‘How did you let her drink it?’ ‘I did not see her. We were talking, but I was painting the ceiling.’

When Rita realised what had happened, she put Sylvia straight in the car and headed for the hospital. Maria kept Michael and looked after him. Sylvia had to spend a night in hospital and felt very sick but next day she was OK. ‘She was very lucky it was such a small amount she swallowed’, said the doctor. ‘She could have had serious damage to her lungs.’

Group Work

Tell the children that you will take the role of Rita and that they will have an opportunity to interview Rita about the incident. Divide the children into groups of 4-6. Ask the children, in groups, to (a) decide how this accident occurred and (b) what questions they have about the situation. They should come up with four good questions and appoint one of the team to ask them. Appoint a question-master who will decide in which order the groups can ask their questions – this will allow you to stay in role.
**Teacher in Role**

The groups can take turns asking the questions they have discussed – the question-master ensures that each group gets a chance to ask at least one question. In role as Rita, you try to get the following across when answering the questions:

- How very worried you were as you know white spirits are extremely poisonous
- How you were cross at first with everyone, with Sylvia for drinking it, with Maria for leaving it there and with Ravi for not noticing it
- Now however you are thinking that Ravi and Maria do not have children yet so they do not have to have a child-proof environment like you do
- You are wondering if you were wrong to trust Sylvia to go to the room. She is such a sensible girl, so you had no worries.
- She should not have taken the drink but, if it had really been Seven Up, Maria would not have minded at all
- You are grateful for how they took care of Michael
- You are thinking how you must teach your children more about liquids and their dangers.
- You are thinking that Maria and Ravi might as well make their apartment child-proof from the start.

The children then return to their groups and answer the following questions:

- Why do parents allow children of different ages to do different things?
- If you could make a rule for grown-ups so this sort of accident would not happen again, what would the rule be?
- If you could make a rule for Sylvia so she never has an accident like this again, what would that rule be?

**Symbols for Poison**

Common symbols for poison are shown to children and their meaning explained.

**Conclusion**

Write a letter to Maria and Ravi suggesting some ideas for making their apartment safe for the baby.

**Homework**

Ask the children to tell the story of Sylvia at home and ask the adults in the family to identify three other poisonous liquids that they have to keep out of reach of children. See how many items the class can list as a whole.
LESSON 2
SAFETY AUDIT FOR THE TODDLER

CORE CONCEPT
Parental limit setting is a necessary part of growing up and is a sign of love and protection. These limits change over time as parents give children more responsibility for decisions.

SPHE CURRICULUM:
Strand: Myself
Strand Unit: Making decisions

Content Objectives
Discuss why and how adults can make decisions and set boundaries for young people.

Recognise that opportunities to exercise choice can increase as responsibility is accepted and the trust of others is earned.

Strand Unit: Safety and protection
Safety Issues

Content Objective
Adapt responsible behaviour at play and know the appropriate safety measures to take when playing in water, at home, while travelling.

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

Strand Units: Exploring and making drama
Reflecting on drama
Co-operating and communicating in making drama

Arts Education - Visual Arts
Strand: Drawing

Strand Unit: Making drawings

English
Strand: Developing cognitive abilities through language

Strand Unit: Oral

TEACHER’S NOTE
The structured interview is introduced. This is intended to scaffold children’s skills of attending, listening, note taking and questioning. It also helps them gather information and present it in meaningful way.

RESOURCES
• Paper and Art Materials for Posters
• There are many extensive programmes on safety available. Be Safe (available from RSA.ie) is a very useful resource in this area.

PROCEDURE AT A GLANCE
• Discussion
• Role Play
• Making a Poster
Discussion
Ask the children: *Would this classroom be suitable for three years olds?*
As a class, the children quickly identify the risks to a three year old who might enter the classroom at lunch break on his own. This could be extended by walking around the school building and grounds and identifying further risks.

Role Play
Ask the children to recall the story they heard the last day. They are to imagine that Maria’s baby is now three and Sylvia (who is now 11) has come over to help Maria mind him for the weekend, as Ravi has gone home to take care of his mother who is sick. Sylvia is hoping she can bring baby James to the swimming pool and the playground and the shops.

Divide the class into groups. Each group is to take one of the following areas:

- Bringing James to the shop
- Taking James swimming
- Crossing two main roads on the way to the pool and the shops
- Minding James in the apartment (on the second floor)
- Minding James while cooking the dinner.

In each group Sylvia wants to take care of James on her own. The group must list all the risks, decide what Maria will agree to and choose or invite two of the groups to role-play Maria and Sylvia having the conversation. In each case Sylvia will ask and perhaps beg to take James off on her own. In each case the groups are to decide whether Maria will say:

*Yes…. but be careful of …*
*No, because …*
*Only if …*

The children are given three minutes to decide what Maria will say and another three minutes to practise the role play under the direction of the rest of the group. Finally, each group perform the role play for the class. After each role play, children could respond with further suggestions or interpretations. You can challenge the decisions if you believe the children are unaware of risks.

Conclusion
Each group makes a safety poster to remind everyone of how to protect toddlers. Each group can decide where the poster should be displayed, at a playground, in the swimming pool, in a crèche, in a shopping centre, on a road sign, etc. The posters can be displayed in the classroom.
CORE CONCEPT

Responsibility develops when clear rules are given and followed and when the rules change to adapt to age, maturity and increasing ability to make good decisions.

SPHE CURRICULUM

Strand: Myself
Strand Unit: Making decisions

Content Objectives
Discuss why and how adults can make decisions and set boundaries for young people.

Recognise that opportunities to exercise choice can increase as responsibility is accepted and the trust of others is earned.

Strand Unit: Safety and protection

Safety issues

Content Objectives
Adopt responsible behaviour at play and know the appropriate safety measures to take while playing.

Identify some potential risks to health and safety in the environment.

INTEGRATION

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

TEACHER’S NOTE

This lesson needs to be split into two days’ work as it involves a homework interview assignment. Children should be encouraged to ask a parent other than their own if possible (perhaps a relative), but if this is not practical, their own parent may be interviewed. The sample parent letter in the General Introduction to the Class Manual needs to be adapted for this purpose and sent home with the Interview Assignment Sheet.

If you feel that one or two children will have difficulty finding interviewees for the assignment, you might recruit a few colleagues to step in and support these children to complete the task.

RESOURCES

- Interview Assignment Sheets for each child, along with adapted Letter to Parents (see Teacher’s Note above)
- Rules cut out to give to groups from Handout: Rules for Children
- Blue Tack or similar to post the rules on a timeline (board or noticeboard)

PROCEDURE AT A GLANCE

- Circle Work
- Homework Assignment
- Group Discussions
- Time Line Exercise
- Reflection
Circle Work
Sitting in a circle the children are invited to discuss the following questions:
- Is there something I am allowed to do that my brother or sister is not because she is younger?
Or:
- Is there something an older brother or sister is allowed to do that I am not?
- Why do parents make different rules for children of different ages?

Homework Assignment
Introduce the Interview Assignment Sheet. Encourage the children to interview someone who has a few children. It could be a neighbour, another teacher, a relative. It may also be their own parent if there are logistical problems in finding someone else. One or two children might role play approaching an adult to ask their help so that the children can see good modelling of this. The filling in of the answers should also be modelled – responses could be in list form to cut down on writing, especially for children who have poor writing skills. For example, in question 4 children might write:
1. The bathroom – bath, hot taps, medicine cabinet, cleaning liquids
2. The kitchen – cooker, kettle, knives, cleaning liquids

Children are also given the Parent Letter which explains the purpose of the activity to the adult taking part.

Group Discussions:
After the interviews are completed, the children in groups share their finding and gather information on:
- The kind of rules parents make
- The reason behind rules
- How rules change as children grow older.

Each group can record the list of rules they have discovered and feed back to the class.

Time Line Exercise
Give each group two rules from the Handout: Rules for Children – What Age Group do they Suit? They are to put the rules on a timeline saying what age they think this rule would suit. They must justify their decision. They can be very specific and say: We think this is suitable for a three year old. They could also say: This rule would suit anyone between six and ten. Teachers need to be aware that one has to be 17 to get a driving license (See www.rsa.ie).

Reflection
Children can share in a whole class context or in a written reflection about what they have learned about rules, risks and ages of children.
<table>
<thead>
<tr>
<th>Rules for Children</th>
<th>What age group do they suit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>You cannot play in the sitting room on your own when the fire is lit. You must come into the kitchen.</td>
<td>You cannot travel in my car unless you are wearing a seat belt.</td>
</tr>
<tr>
<td>You can play out as long as you stay on the road where I can see you.</td>
<td>You can go swimming in the sea with your friends, as long as the lifeguard is on duty.</td>
</tr>
<tr>
<td>You can cycle over to your cousin (who lives three Kms away) if you wear your helmet and come back before dark.</td>
<td>You can go to the sleepover only if I talk to your friend’s Mam on the phone first and check it is OK with her.</td>
</tr>
<tr>
<td>You are not allowed upstairs when I am busy in the kitchen. That is why the gate is on the stairs.</td>
<td>You can walk to school on your own when the lollipop lady is on duty.</td>
</tr>
<tr>
<td>You are not allowed in the garden shed. If you want me to take out the games, just ask me nicely!</td>
<td>You can bring the baby for a walk in the buggy as long as you do not cross the main road.</td>
</tr>
</tbody>
</table>
What name would you like to make up for yourself?  
(This is so no one will know who has answered these questions)

_________________________________________________________

Can you tell me how many children you have and their ages?

Number__________________

Ages_____________________

What do you think are the greatest dangers to children within their own homes?

____________________________________________________________________

How do you try to protect the children from these dangers?

____________________________________________________________________

What do you think are the greatest dangers to children in the area outside your home (in the local environment)?

____________________________________________________________________

How do you protect children from these dangers?

____________________________________________________________________

Are there rules you make for your children that help keep them safe?

What are these rules?

____________________________________________________________________

____________________________________________________________________

How do these rules change as children get older?

____________________________________________________________________

Can you explain why they change?

____________________________________________________________________

____________________________________________________________________
LESSON 4
THE RISKS OF SMOKING CIGARETTES

CORE CONCEPT
Children will be invited to smoke many times before they reach adulthood. These invitations demand an instant response. Children need opportunities to think through this decision in some depth in advance of having to make such a decision on the spot.

SPHE CURRICULUM:

<table>
<thead>
<tr>
<th>Strand</th>
<th>Myself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand Unit</td>
<td>Making decisions</td>
</tr>
</tbody>
</table>

Content Objectives
Learn and begin to devise a simple decision making strategy.

Recognise and explore how the views, opinions, expectations and responses of others can influence personal decisions or actions.

<table>
<thead>
<tr>
<th>Strand Unit</th>
<th>Taking care of my body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and well-being</td>
<td></td>
</tr>
</tbody>
</table>

Content Objective
Be aware of the dangers in using tobacco and explore why people choose to smoke or drink.

TEACHER’S NOTE
By sending the fact sheet home, an opportunity is created for parents to discuss the risk of smoking with their children.

These lessons may touch on sensitive issues for children and families (see unit introduction). This has to be balanced with the responsibility of the school arising from the Education Act 1998 to deliver Health Education to pupils in consultation with their parents.

RESOURCES
- Red orange and green circles (with the questions)
- Picture of Keith
- Fact Sheet: Some Effects of Cigarettes on the Body
- Parent Letter- one per child

PROCEDURE AT A GLANCE
- Reading a Picture
- Decision-making
- Group Work
- Sending a Message

INTEGRATION

<table>
<thead>
<tr>
<th>English</th>
<th>Developing cognitive abilities through language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand</td>
<td>Oral</td>
</tr>
<tr>
<td>Strand Units:</td>
<td>Writing</td>
</tr>
</tbody>
</table>
**Reading the Picture**

Children are shown the Picture: Keith and are told that this is what Darren can see when he looks out his window. They are asked to describe what they see (fact) and what they think is happening (interpretation). If there are different ideas they should all be accepted.

You can explain that Darren’s interpretation is that the boys are asking Keith to smoke and teasing him because he has not decided to do so. Darren is Keith’s friend and he decides that the best thing to do is to send Keith a text message of advice. Our job as a class is to think about what he should write in the text message, but first we must learn about decision-making.

**Decision-making**

Using the traffic lights poster, explain that there are three parts to a decision: can you think what they might be? *We need to stop, think and then decide.*

You can ask why the thinking (orange part) is larger than the others? You can explain that there are 6 ways to think about a decision and a good decision will include using all six ways. Ask the children if they can suggest ways of making decisions and record these on the blackboard or IWB.

**Group Work**

Then divide the class into six groups. Explain as follows what each group task is:

**Group One**

This group is to think of all the reasons Keith might be influenced to say Yes and smoke the cigarette. The group members are also to think of people who would want Keith to make this decision.

**Group Two**

This group is to think of all the reasons why Keith might be influenced to say No. They should think of all the people who would want Keith to make this choice.

**Group Three**

This group is to list all the feelings Keith might be experiencing and to decide if these feelings are comfortable or uncomfortable. They are to remember what they know about being in an uncomfortable position.

**Group Four**

This group is to think of everything they know about cigarettes and how cigarettes affect the body in the short and long term. *The Fact Sheet: Some Effects of Cigarettes on the Body* should be made available to them.

**Group Five**

This group is to come up with some interesting or unusual things that Keith could say instead of saying Yes or No.

**Group Six**

This group is told what the other five groups are working on. They are to decide in which order to hear from the groups and when they hear from all of them to decide what is most important.

When each group has had time to discuss the issues, feedback is taken in the order decided by Group Six. Group Six then have a conversation about what they think is most important for Keith to know. The other groups listen in on this conversation – the classroom layout needs to facilitate this listening, perhaps by asking Group Six to come to a central part of the room.
Sending a Message

Finally each group decides on the content of the text message they would send Keith. The text messages can be displayed around the Picture: Keith. If there are children in the class who are not yet fluent in English, the text messages can be translated into a language they understand.

Homework Assignment

Children are asked to bring home the Fact Sheet: Some Effects of Cigarettes on the Body to show to their parents, as well as the Parent Letter. As a homework task, they are asked to work with parent(s) or guardian(s) to rank the dangers of smoking from 1-10, with one being the least risky and 10 the most risky.

Extension

Children can be given an opportunity in groups to compare the results of the ranking activity survey.

Each group or the whole class could develop a chart (pie or bar) on what they found were the most risky or least risky factors associated with smoking.

You could also organise a visit to the class by a local Health Promotion/Education Officer from the HSE to follow up on and reinforce information about smoking.
STOP

TAKE A DEEP BREATH

THINK 6 TIMES

What might happen if I say “YES”

How I am feeling right now?

What information would help me decide?

What could I do?

What’s most important here?

GO

MAKE MY CHOICES

What might happen if I say “NO”

What am I feeling right now?

What information would help me decide?

What could I do?

What’s most important here?
## Fact Sheet: Some Effects of Cigarettes on the Body

### Knowing the Risks

<table>
<thead>
<tr>
<th>If you smoke right now</th>
<th>If you smoke over a long time</th>
</tr>
</thead>
<tbody>
<tr>
<td>You might not like the taste.</td>
<td>The smoke gathers in your lungs and your breathing is poor.</td>
</tr>
<tr>
<td>It might make you cough at first.</td>
<td>Your body might get used to cigarettes and then you feel you need them every day. This is called addiction. When this happens, it is hard to stop even when you want to.</td>
</tr>
<tr>
<td>You might have bad breath.</td>
<td>Cigarettes are expensive. There are a lot of other things you will not be able to buy if you spend your money on cigarettes.</td>
</tr>
<tr>
<td>Smoking can leave a bad smell on clothes.</td>
<td>Smoking can lead to heart disease or cancer.</td>
</tr>
<tr>
<td>Smoking can get you in trouble with your parents.</td>
<td>Smoking can damage the organs of children who are still growing or a baby in the womb.</td>
</tr>
</tbody>
</table>
Dear Parent or Guardian,

In SPHE class today we were talking about smoking. It is very likely your child may be offered cigarettes or encouraged to smoke over the next 10 years. Neither you nor I will be with them when they have to make these decisions. This is an opportunity for you to open up a discussion with your child and influence them to make a healthy choice in relation to smoking.

In my work with the children I am teaching them about good decision-making and preparing them in advance for the decisions they will have to make in the years to come.

As a homework task, your child has a list of some of the risks of smoking. You are invited to sit down with your child and discuss the risks. You are invited to mark them from 1-10, with 1 being the least risk and 10 being the greatest risk.

There are no right or wrong answers to this exercise. My hope is just to open up a chance for you to have an important conversation with your child and support them in making healthy choices.

Many thanks for your cooperation.

__________________________

Class Teacher
LESSON 5
THE RISKS OF DRINKING ALCOHOL

CORE CONCEPT
Ireland has high levels of alcohol addiction. Children need to know about the dangers of alcohol, and to adopt a critical stance in relation to alcohol consumption.

SPHE CURRICULUM:

<table>
<thead>
<tr>
<th>Strand</th>
<th>Content Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myself</td>
<td>Explore and discuss the factors that influence personal decisions and choices and the different levels of thought in making a decision.</td>
</tr>
<tr>
<td>Safety and protection</td>
<td>Begin to assess the consequences of risky behaviour.</td>
</tr>
<tr>
<td>Taking care of my body</td>
<td>Be aware of the dangers in using tobacco or alcohol and explore the reasons why people may choose to smoke or drink.</td>
</tr>
</tbody>
</table>

TEACHER’S NOTE
We need to alert children to the underlying assumptions attached to drinking and the dangers of alcohol, while at the same time staying sensitive to the very real possibilities that some children in the class may already be suffering the effects of problematic adult drinking.

Personal questions should not be allowed.

RESOURCES
- Prepared Flipchart Sheets (see Group Work), Markers
- Story –Earth Report (provided)
- Fact Sheet: Some Effects of Alcohol
- Parent Letter – one per child

PROCEDURE AT A GLANCE
- Group Work
- Story
- Discussion
- Homework Assignment

INTEGRATION

<table>
<thead>
<tr>
<th>Strand</th>
<th>Content Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral</td>
<td>Developing cognitive abilities through language</td>
</tr>
</tbody>
</table>
Detailed Procedure

Group Work
Divide children into groups of 5-6. Give each group a flip chart sheet with a number of letters of the alphabet on it (8-10 letters), and some markers. Each group has to put the name of a drink opposite each letter on their page. When all groups are finished, one member can read out all the names on their sheet. Pages can be displayed on the walls. Children are asked to compare the 3 lists for similarity and difference. You should note whether the drinks listed are alcoholic or non-alcoholic but do not say anything about this.

Story
Read the Story: Earth Report and discuss the effects of drinking too much alcohol – this can be done in groups or as a whole class discussion.

Snklrkl here, reporting on my fact-finding mission to the third planet from the star SOL in the Milky Way galaxy. The people of this planet call it Earth. They themselves are called humans. Humans are divided into three groups called children, women and men.

As you recall, we decided to investigate this planet because, like ours, it is made up of huge amounts of liquid, and, like us, these humans are mostly liquid. After that, they are completely unlike us. While we live in liquid, they live in a gas called air and they usually travel on land. They do, however, consume vast amounts of liquid. It goes in through one hole at the top of their bodies and comes out through another lower one, seems very wasteful to me!

Some of these liquids seem to be very good for them, like the white one they pump out of strange, four-legged creatures. Other liquids are not so good. There is one kind of dark liquid which is pumped full of air and made very sweet. This liquid is consumed mostly by children and it rots little white hard things in the hole at the top of their bodies.

But there is an even more unusual liquid which makes adults do strange and dangerous things. It is not given to children because their bodies are even less able than adults to deal with it. When humans consume this liquid, it makes them smile a lot and talk loudly. As they consume more, they talk even louder. This is because they are beginning to lose control of their bodies. They also lose control of the way they move. Many fall over. There are even some who attempt to move machines called cars after taking this drink. No other human likes these, because they crash into things and other humans, sometimes terminating them. If humans consume this drink over a long period of time, it hurts parts of their bodies on the inside, including the part that controls them and makes them intelligent. The amazing thing is that humans hand over many of the tokens they earn so that they can do these things to themselves.

This concludes this part of my report. I urge the elders not to produce this liquid on our planet in case the habits of some members of this primitive species are taken up by our people. But maybe we should think of taking some four-legged creatures back to our planet so we can pump the good white liquid out of them!
Discussion

The following questions can be used to lead a general discussion:

- What did Snrkdrlk learn about planet Earth?
- What do you think is the liquid he saw many children drinking that rots their teeth?
- What do you think is the liquid he saw the adults drink?
- What do you notice about his observation skills?
- Why do you think he does not want these liquids made on his planet?
- Snrkdrlk came in 2005. If he came now would he see changes in the way these two liquids are used by humans? Explain your answer!

Focus on Coke

- What are the risks of drinking Coke?
- Who would want you to drink Coke?
- Why would they want to influence you?
- Who would advise you not to drink Coke?
- Why would they want to influence you?
- Why is Coke not allowed in school?
- Is it a need or a want?
- How many people here drink Coke? Do not drink Coke?
- Can you explain your decision?
- How many people need adults rules about Coke to help them make a good decision?
- How many people here believe they make good decisions about Coke without the help of adults? Explain your answer!

Focus on Alcohol

Begin by asking the children to identify the drinks on their list which contain alcohol. They may want to add more to the list. (The answers to this question will help you assess children’s prior knowledge.)

Recalling the Earth Report story ask children to think about the effects of alcohol:

- Snrkdrlk noticed some effects of alcohol. Can you remember what he noticed?
- Do you know of any other effects?
- Let’s look at the fact sheet together and see how many of these Snrkdrlk has noticed and how many he has not yet seen.
- How many of the effects of alcohol are good?
- How many of the effects are dangerous?
- What do you think the elders on Snrkdrlk’s planet should decide?
- Why?

Homework Assignment

Explain to children that you would like them to show their parents what we have been learning. Ask them to bring home the Fact Sheet and the Parent Letter and talk to their parents and fill in the two blanks at home.
### Fact Sheet: Some Effects of Alcohol
#### Knowing the Risks

<table>
<thead>
<tr>
<th>If a person has one or two drinks</th>
<th>If someone gets drunk.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The person will begin to feel more relaxed.</td>
<td>The person may say all sorts of things they should not say.</td>
</tr>
<tr>
<td>The person might get more chatty.</td>
<td>The person may start fighting and get hurt or hurt others.</td>
</tr>
<tr>
<td>If the person is young or not used to drinking they may get drunk even with one or two drinks.</td>
<td>The person may forget what they know about risks and do very dangerous things, putting themselves or others in danger.</td>
</tr>
<tr>
<td>Two drinks will slow down the brain enough to make it against the law to drive.</td>
<td>The person may lose friends if friends are embarrassed, disappointed or angry.</td>
</tr>
<tr>
<td>Family members may be very upset.</td>
<td></td>
</tr>
<tr>
<td>If the person is young they may copy others, do dangerous things and regret it afterwards.</td>
<td>The person may be too sick to work or study the next day.</td>
</tr>
</tbody>
</table>
Dear Parents and Guardians,

In our SPHE class today we were talking about alcohol and its effects. We feel it is very important that children are informed about alcohol, as the age of children beginning to drink has dropped in Ireland recently and is a great cause of concern.

The school recognises that the greatest influence on children’s attitudes to drink will be your own, but we want to work in partnership with you by allowing children to hear accurate information in school and discuss their ideas with others of their age. We are doing this as part of a programme where they learn to make decisions. Schools have a responsibility to deliver health education to children in consultation with their parents. It is in this context that we are focusing on alcohol and inviting you to be involved in this process.

As many people in Ireland use alcohol in moderation for social reasons, we do not want to suggest to children that alcohol is bad in itself. What we want to suggest is that going beyond moderation creates serious risks. Next week we will be examining the laws in Ireland about alcohol and driving.

I would be grateful if you would read the fact sheet with your child and add one or two ideas about the effects of alcohol of your own. My hope is that this will give you an opportunity to talk to your child and give them advice in your own words.

Many thanks

_____________________
Class Teacher
CORE CONCEPT
Some adults and young people do not make responsible decisions about alcohol.

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

**Content Objective**
Be aware of potential hazards and the need for responsible behaviour when travelling.

- **Strand Unit:** Making decisions

**Content Objective**
Recognise and explore the risks and consequences of making a particular decision.

- **Strand:** Myself and the wider world
- **Strand Unit:** Developing citizenship
  - Local and wider communities

**Content Objective**
Realise what it means to belong to a group.

INTEGRATION

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

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

TEACHER’S NOTE
There may be current debate on this topic at national or regional level which would enrich this lesson.

RESOURCES
Worksheet: How Much Do You Know About Risks? (one copy per child for unit assessment)

PROCEDURE AT A GLANCE
- Introduction
- Thoughtshower
- Discussion
- Group Work
- Assessment
Introduction
Begin the lesson by asking children to recall all the risks we have learned about drinking alcohol. They may have some new ones from the homework discussions. Ask them to give opinions on the biggest risk.

Thought shower
Looking at the Law
Explain as follows:
One of the effects of alcohol is that it makes people relax and become chatty. Then later, as more drinks are taken, a person becomes much less alert. The brain slows down and people become less able to think carefully.

Let’s look at the decision making strategy here. Look how much thinking is involved in the orange circle (see Lesson 4 in this unit). When a person has alcohol taken, they are less able to do this thinking so they are less able to make good decisions.

Ask the children to suggest decisions that should not be made when adults have consumed alcohol. Note these decisions on the blackboard or IWB. The children will most likely suggest driving as one of the many decisions not to be made.

You can continue and ask children why it is not a good idea to make a decision to drive with alcohol in your system? Again note the reasons suggested and continue:

One of the times a person has to be very alert is when they are driving. You have to watch ahead and behind, watch corners and lights and pedestrians and other drivers. For this reason we have strict laws in Ireland about drinking and driving. Alcohol goes into the blood stream and, if there is too much, that person could be fined or sent to prison, and they will certainly be banned from driving for a number of years. One drink will put some people over the limit and two drinks will put others over the limit. It depends on weight. Many people in Ireland think it would be best to have a rule that says anybody who drives should not drink at all. The rules have changed in Ireland. They are much stricter now. Since they have changed, there are less people being killed on the roads.

Even grown-ups need rules, as some grown-ups can be silly and can take too many risks. The laws of the country help grown-ups to make good decisions, in the same way as the rules parents make help children make good decisions.

Discussion
The following questions could be used to generate discussion:
- Do you think drink driving laws are a good idea?
- What sort of government makes the drink driving laws stricter?
- What does it say about what they think is important?
- Would you agree with a ban on all drinking and driving?
- Why? Why not?
- Why do you think people are not allowed get a license until they are 17?
- What have you learned in today’s lesson?
**Group Work**

Children work in groups to write a poem or make a poster advising people on the dangers of drink-driving, directed either at the driver, other road users or non-road users, or families. This could be coordinated with any road safety initiatives taking place locally or nationally. Children decide where these should be displayed. Local libraries may be open to displaying this work.

**Extension**

A visit by a local Garda (community guard) could be organised to build on and support the impact of this lesson.

**Assessment of Lessons**

*The Worksheet: How Much Do You Know About Risks?* may be given to children individually to assess their learning from the lessons. Alternatively, they may be given to small groups to answer together, with one child acting as scribe. You should be transparent about this being an assessment and ask the children to really show how much they know.
How much do you know about Risks?

What does the word ‘risk’ mean?

How many liquids can you name that pose a risk to children.

Can you draw one of the symbols for poison in this box?

Name three risks to someone who smokes every day for many years?

Name three risks someone takes when they get drunk?

What does Irish law say about drinking and driving?
How much do you know about Risks?

If you had to make a difficult decision can you name 6 ways to think about it before you decide?

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________

Did you ever say ‘NO’ to someone who asked you to do something because it was too risky? Draw the picture!
INTRODUCTION TO THIS UNIT

It is very common to hear adults complaining about the amount of time children spend watching television or playing computer games. Sometimes adults feel quite helpless in their efforts to change these patterns. TV viewing and computer games can become a compulsion in children’s lives, giving them an opportunity to begin to evade responsibility for thinking, collaborating and contributing to home and community life.

In these lessons, children are invited to practise critical thinking skills in assessing media sources. They will distinguish between educational and recreational, factual and fictional programmes, and identify the educational content of programmes. They will explore why they are drawn to certain programmes by describing the world depicted in these programmes and the appeal of these worlds.

The intentions behind advertising will be explored, and the ban on cigarette advertising debated. Finally, children will be invited to make an ad for something they value.

As an assessment tool, children will be asked to write down one new thought they have after each lesson. In this way they are invited to reflect on their learning. By reading these thoughts after each lesson, you can assess if critical thinking skills are emerging and, if necessary, can offer more information or generate more questioning to scaffold the children’s learning.

You need to record various clips from TV programmes – the particular clips required are listed under resources in the lesson plans. These can be accessed using the playback facility on many TV stations, or downloaded from YouTube. You need to ensure that the clips used are age-appropriate.

LESSONS IN THIS UNIT

Lesson 1
My Favourite TV Programme

Lesson 2
Documentary

Lesson 3
Advertising

Lesson 4
Producing our own TV Programme
CORE CONCEPT

Children begin to explore media and, in particular, television, with a view to making them more discerning and critical in their viewing habits.

SPHE CURRICULUM:

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

**Content Objectives**
Discuss and explore television, radio, video, computer games, the internet (worldwide web and e-mail) and other media.

Explore and examine some issues that are frequently raised in the media, the way they are portrayed, and the accuracy of these presentations.

INTEGRATION

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

- **Mathematics**
  - **Strand:** Data
  - **Strand Unit:** Representing and interpreting data

TEACHER’S NOTE

When choosing programme clips to use for the lessons, it is important that they are pitched at an age-appropriate level. Popular programmes that the children are familiar with should be chosen as they will be in a better position to critique these. Five minute clips are suggested.

RESOURCES

- Two Clips of Children’s Entertainment Programmes (on DVD or uploaded from the Internet)
- Post-its
- Worksheet: Whose World is This?
- Worksheet: Thinking New Thoughts

PROCEDURE AT A GLANCE

- Survey
- Programme Clips/Group Work
- Discussion
- Reflection
Survey
Give each child three yellow Post-its and ask them to write their three favourite programmes on them. The Post-its can be posted on a display so that it is very clear which programmes are popular. The children could count the Post-its to work out which is the most popular programme. The choices could also be displayed in bar chart form.

Ask the students to imagine they are at home flicking from one station to another to see what programmes are on. You can introduce the phrase: *flicking into many different worlds*, as it is possible to flick from news to sport to cookery to nature to soaps. Each TV programme opens up a new world and people flick and then choose the world they want to spend more time in. Children will be familiar with flicking and how different family members might choose different worlds to stay in. A brief conversation to ground this idea can emerge, using some of the following questions:

- What worlds are most/least popular with this class, based on our survey?
- If we had asked the children in Infants or 6th class, how would their answers differ?
- What worlds do your siblings like to view?

Programme Clips/Group Work
Show the two clips which are children’s entertainment programmes. Ask the children to work in pairs or small groups to answer the questions on the Worksheet: *Whose World Is This?* As these are the first TV programmes being examined, you may prefer to answer these questions as a whole class exercise to ensure children know what the task is. If group work is used, the groups can report back on: *One thing that was interesting in our conversation*…

Discussion
Ask the children why they think TV producers choose to make programmes for children. If the children do not come up with the following in their responses, you can add:

*If lots of children watch the programme, it will be a success and the producers will make a lot of money and advertisers who sell things for children will be happy to buy advertising space before, during and after popular children’s programmes.*

You can then ask if there are differences in the preferences of boys and girls in the class in relation to children’s programmes:
- How can we explain these preferences?
- Do TV producers try to invite boys and girls into different worlds or the same worlds?
- Is this a good thing or a bad thing? Why?
- Would you like to be left out of some TV worlds because you are a boy or a girl?

You must be careful to challenge stereotypes.

Children are asked to name some of the programmes grown-ups watch for entertainment.

Reflection
Children complete the first part of the Worksheet: *Thinking New Thoughts.*
Asking questions about TV Programmes

How would you describe the main characters in this programme?

What are they doing most of the time?

Why are they doing it?

Is this a real or an imaginary world?

Put your initials on the line to show how much you would like to live in this world.

Different people in your group will put their initials in different places. Explain your reasons to one another.

I would love to live in this world

I would hate to live in this world

What do we learn from watching this programme?
After each lesson write down something new you are thinking!

<table>
<thead>
<tr>
<th>Lesson</th>
<th>My Thoughts</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is my favourite TV programme? (Lesson 1)</td>
<td></td>
</tr>
<tr>
<td>TV Documentaries</td>
<td>(Lesson 2)</td>
</tr>
<tr>
<td>TV Advertisements (ads)</td>
<td>(Lesson 3)</td>
</tr>
<tr>
<td>If I were a TV Director</td>
<td>(Lesson 4)</td>
</tr>
</tbody>
</table>
CORE CONCEPT
Children need to distinguish between fact and fiction. This helps them to become more discerning viewers of media.

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

**Content Objectives**
Discuss and explore television, radio, video, computer games, the internet (worldwide web and e-mail) and other media.

Explore and examine some issues that are frequently raised in the media, the way they are portrayed and the accuracy of these presentations.

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

TEACHER’S NOTE
If time is short, one programme clip can be shown.

RESOURCES
- Documentary Clip— if possible a nature clip or a documentary about children in a developing country, or both
- Worksheet: Thinking New Thoughts (from previous lesson)

PROCEDURE AT A GLANCE
- Programme Clip(s)
- Group Work
- Discussion
- Reflection
**Programme Clips**

Explain that we are going to look at another programme clip, but that this time the TV producer’s first priority was not about creating entertainment. Children are to watch and decide why they think the programme was made. The programme clip is shown (initially the nature clip, and if time permits, the second clip) and suggestions from the children are taken as to the intention of the producer.

**Group Work**

Children form groups and discuss the programme in the light of the same questions in the last lesson. They report back about their conversation. If the pupils do not do so, you should draw out the distinction between fact and fiction and the learning potential in documentaries.

**Discussion**

You could explore the intention of the producer by asking questions such as:

- **What would a TV producer have to do to make this programme?**
- **Would it be harder or easier to make than an entertainment programme?**
- **Why would a producer want to invite us into this world?**
- **What do you think they might hope for in making this programme?**
- **If you could be a documentary producer what worlds would you try to capture on your film? Why?**

Children are invited to answer the question: *Having seen this documentary, are you going away with a new learning or a strong feeling or a wish generated by the documentary?*

**Reflection**

Children complete the second part of the Worksheet: Thinking New Thoughts.
CORE CONCEPT
In order to become discerning consumers, children need to be made aware of and explore the purpose of advertising.

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

Content Objectives
Become aware of advertising and its purpose and nature.

INTEGRATION
English
Strand: Developing cognitive abilities through language
Strands: Oral Writing

TEACHER’S NOTE
If this lesson could be taught in late autumn when pressure for Christmas starts to build, it might have most impact.

RESOURCES
- Clips of Advertisements for Children's Toys
- Worksheet: Whose World is This? (from Lesson 1)
- Worksheet: Needs or Wants?
- Worksheet: Thinking New Thoughts (from previous lessons)
- Parent Letter

PROCEDURE AT A GLANCE
- Advertisement Clips/Discussion
- Group Work
- Discussion
- Homework Assignment
- Reflection
Advertisement Clips/Discussion

Children watch the clips of two ads with the prompt question: *Are these clips entertainment, documentaries or something else?*

After the viewing, you can ask: *Why did the TV producer make these?*

Some of the children will be able to talk about the purposes of advertising.

Group Work

Children use the same Worksheet: *Whose World is This?* (Lesson 1 in this unit) to talk about the ads, and they report back on their conversations.

Discussion

You can highlight the level of children’s awareness of some of the tactics of advertising by asking the following questions:

- When are these ads shown?
- What do children think when they see these ads?
- What do children say when they see these ads?

You can explain the idea of advertising targets here before asking the following questions:

- Are the advertised toys things that children need or things children want?
- Do those who make ads try to sell different things to boys and girls? Why?
- Do they have ideas about boys and girls?
- What ideas?
- Do you agree?
- Why are these ads not shown on TV at ten o’clock at night?
- What would grown-ups say if all the children were in bed and these ads came on?
- In what other places apart from TV do we see ads?

You can then explain that in the 20th century there was great deal of advertising of cigarettes, but now cigarette advertising is banned. The children can discuss why they think this change has been made. You can explain that in some countries all advertising aimed at children is banned. *What difference would it make if ads targeted at children were banned in Ireland?*

Homework Assignment

Children are given the Worksheet: *Needs or Wants* to complete with a parent at home. The Parent Letter provided should also be given to each child.

Reflection

Children have an opportunity to write their thoughts on the third section of the Worksheet: *Thinking New Thoughts.* You can read these sheets and this may assist in assigning groups for the next lesson.

Extension

If possible, show the children an ad in a language different to their own. Ask the children what the ad is about. Ask them how they can understand this without the language. *What does this tell us about the way ads work?*
Dear Parents and Guardians

In our SPHE class today we were talking about the influence of advertising. We discussed how children are often the targets of ads and we imagined what life would be like if there were no ads targeting children.

I would like to invite you to complete this homework task with your child. I hope this will give you a chance to share your own ideas about advertising with your child.

You and your child will need to find 5 or 6 products that are being advertised, on TV, through the door, on posters, in magazines etc. and list them on the worksheet, answering the questions about each item.

Many thanks

________________________
Class teacher
# Needs or Wants?

The power of advertising (to be filled in with parent)

<table>
<thead>
<tr>
<th>What is being advertised?</th>
<th>Where is the ad?</th>
<th>Is this something we need or something we might want?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
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<td>3</td>
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<td>4</td>
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<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What have you noticed?
LESSON 4
PRODUCING OUR OWN TV PROGRAMME

CORE CONCEPT
Producing their own TV programme allows children to use the insights and understandings they have learned previously.

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

Content Objective
Explore the different ways information can be transmitted and learn to be discerning and selective about this information, with particular regard to language, behaviour, authenticity and attitudes.

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

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

RESOURCES
- Some props would be helpful for creating the one minute programmes
- Worksheet: Thinking New Thoughts (from previous lessons)
- Digital recorder if recording the children’s programmes

PROCEDURE AT A GLANCE
- Revision
- Group Work
- Creating a TV Programme
- Reflection
**Revision**

Ask the children to recall all they have learned about television, entertainment, documentaries, and advertising. You can invite them to share what they learned from the homework assignment.

**Group Work**

Divide the class into groups and set each group a different task (see below). The children will have 5 minutes to decide what should be in the programme and then five minutes to rehearse it. Then they will perform it for the class.

Possible tasks:

- Create a one minute entertaining piece that Junior or Senior Infant children will enjoy
- Create an ad for a children’s book. (Choose one from the library)
- Create an ad which will influence parents to teach their children to swim
- Create a one minute documentary to be shown to Japanese children about life in an Irish school
- Create a one minute documentary about the variety of hairstyles worn by children in Ireland.

**Creating a TV Programme**

Children discuss how they are going to represent their task in the one minute timeframe. They should be encouraged to think of a key message they want to convey, how to get attention, and what they want people to remember about their programme. They may also improvise with props available in the classroom. They rehearse and time their programme – this is very important in the real world of advertising, where each second counts in terms of price. Groups are brought up one at a time to perform their TV programme. The audience is asked to guess what the brief was and to say what the groups did well. They could be asked for one or two suggestions about how the programme could be more effective. The TV programmes could be recorded and replayed.

**Reflection**

Children complete the Worksheet: Thinking New Thoughts

**Extension**

Through Drama this lesson can be greatly extended and developed. For example, children could role play other advertising scenarios (different to the brief they worked on in this lesson).

In Visual Arts, children could create suitable props and sets for their ad.
UNIT 7
LOOKING BACK,
LOOKING FORWARD
UNIT SEVEN
LOOKING BACK, LOOKING FORWARD

STRAND            MYSELF
Strand Units      Self-Identity
                    Developing self-confidence
Growing and Changing
                    As I grow I change

INTRODUCTION TO THIS UNIT

This unit is structured to allow for a review and celebration of all the topics and activities that the children have covered in the previous six units in the Walk Tall Programme. It also includes a lesson (Lesson 1) which allows children to explore the physical, emotional and cognitive developments that they have experienced over a number of years. Importantly, this lesson paves the way for exploration of the changes that will occur during puberty for all children which is dealt with more comprehensively in the Fourth Class Walk Tall materials.

Lesson 2 could form part of a wider celebration of learning for the children in the class. Samples of children’s work in other areas could be displayed, and parents or other classes could be invited to view these. In the rush of classroom life, it is often easier to dwell on what has not been done than what has been achieved. This lesson focuses on building confidence in the children by recognizing that they are learning all the time, and that they are effective learners. It can also be affirming for teachers to get feedback from children on what they have enjoyed and gained from material covered.
LESSON 1
AS I GROW I CHANGE

CORE CONCEPT
Children develop at their own individual pace and may need reassurance about the changes they are experiencing in their bodies.

SPHE CURRICULUM:

- **Strand**: Myself
- **Strand Unit**: Knowing about my body

**Content Objective**
Understand the physical changes taking place in both the male and female body.

Realise that these changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal.

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

**Content Objectives**
Realise that growing and changing are continuous throughout life.

Identify the skills and abilities acquired and the interests and pursuits taken up in recent years.

INTEGRATION

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

SESE - Science
- **Strand**: Living things
- **Strand Unit**: Human life

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

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

RESOURCES
- Worksheet: I Change as I Grow for each child

PROCEDURE AT A GLANCE
- Introduction
- Worksheet
- Group Work
- Discussion
**Introduction**

Explain to the children that today we are going to be talking about the changes that they have experienced over the last few years. Ask:

- What are you good at now that you weren’t so good at last year (e.g. skills such as football, running)?
- Are there things you are able to do this year in school that you weren’t able to do last year (e.g. Maths problems, writing exercises)?
- Can anyone remember how they showed their feelings when they were a baby?
- Has that changed over the years? How?
- What do you know more about this year than last year (e.g. history, the environment)?
- Do you think you get on better with people (adults or children) now than you did a few years ago?
- Why/why not?
- What does all this tell us about ourselves as we grow older?

**Worksheet**

Give the children a copy of the Worksheet: I Change as I Grow and ask them to fill it out individually first.

**Group Work**

In pairs or groups of three, encourage the children to compare and contrast their responses to the worksheet. Ask:

- Do you notice anything about what other people have written on their worksheet?
- Is it the same as what you wrote?
- Why/why not?

**Discussion**

Ask the children:

- What can we say about how we grow and change as we get older?
- Is it the same for everyone?
- When do you think we grow fastest?
- What about as we get older – do we grow as fast?
- What can we do to help us grow?

Explain:

Have you ever noticed that even though a group of children like yourselves may be the same age, their bodies may be growing at a different rate? We all grow differently. Growth depends mostly on chemicals, called hormones, that help all the cells in our bodies to grow. These hormones begin to develop more in our bodies as we move to becoming teenagers.

Ask: Does anyone know the name that we call this stage of growth and development for boys and girls? It is called puberty. When we are in Fourth Class and later classes, we will be learning more about this.

**Conclusion**

Revise what has been covered in this lesson, and emphasise the fact that growth and change are normal for everyone, but that the rates of change will vary from individual to individual and that this is normal as well.

Children can be encouraged to talk to their parents or guardians about what has been discussed in the lesson. This can be facilitated by allowing the children to bring home their completed worksheet to discuss.
Name: ______________________________________

Write down some of the changes that have taken place since you were born – they can be big or small changes!

<table>
<thead>
<tr>
<th>How I have changed</th>
<th>As a baby</th>
<th>When I started school</th>
<th>When I started 3rd Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>My body</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech and language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to look after myself</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping at home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My feelings or emotions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My interests and hobbies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My friendships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My skills</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LESSON 2
CELEBRATION OF LEARNING

CORE CONCEPT
Celebrating children’s learning is an affirmation of their ability to learn which may build confidence for future learning.

SPHE CURRICULUM:

<table>
<thead>
<tr>
<th>Strand</th>
<th>Unit: Self-identity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myself</td>
<td>Developing self-confidence</td>
</tr>
</tbody>
</table>

Content Objective
Enhance their own learning.

<table>
<thead>
<tr>
<th>Strand Unit:</th>
<th>Growing and changing</th>
</tr>
</thead>
<tbody>
<tr>
<td>As I grow I change</td>
<td></td>
</tr>
</tbody>
</table>

Content Objective
Identify the skills and abilities acquired and the interests and pursuits taken up in recent years.

INTEGRATION

<table>
<thead>
<tr>
<th>English Strand</th>
<th>Developing cognitive abilities through language</th>
</tr>
</thead>
</table>

| Strand Units: | Oral Writing |

TEACHER’S NOTE
This lesson is designed for an end of year celebration of learning in relation to the Walk Tall units that have been covered. It could be extended to cover other subjects.

The certificate needs to be completed in advance by the teacher.

RESOURCES
- Worksheet: I Enjoyed
- Certificates with children’s names on them

PROCEDURE AT A GLANCE
- Review and Discussion
- Group Work
- Game: optional
- Worksheet
- Certificate Ceremony
Review and Discussion
Tell the children that they are going to look back at what they have done during the year in the Walk Tall Programme and talk about what they have learned. If they have been keeping a folder, copybook or portfolio with completed work, they should take a few minutes to look through this. Then ask the children to help draw up a list of topics or activities which are recorded on the flipchart, board or IWB. An example is shown here:

<table>
<thead>
<tr>
<th>Names</th>
<th>Bullying</th>
<th>Friends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media</td>
<td>Feelings</td>
<td>Risks</td>
</tr>
</tbody>
</table>

Group Work
Ask each child to individually identify what they think they have learned from the topics and activities discussed, and what they enjoyed most. They note this briefly in their SPHE copy, a notebook or on a page. They form groups of 3 or 4 and share their thoughts with each other. Each group can agree some feedback for the rest of the class. It may be useful for the children to agree and appoint a reporter for each group in advance.

Game (optional)
If there is a particular game or activity that the children enjoyed this could be repeated now – for example, a name game, compliments game, non-competitive Simon Says.

Worksheet
The children complete the Worksheet: I Enjoyed.

Certificate Ceremony
You can award the certificates to the children, or, if possible, ask the principal or other regular ‘important’ visitor to the class to do this. This could also be linked to an end of year celebration of learning where parents or other classes might be invited in to view the children's work over a range of subjects.
What I Enjoyed in the Walk Tall Programme

Think about and complete the following sentences:

Three things I enjoyed...

________________________________________________________________
________________________________________________________________
________________________________________________________________

Three things I learned...

________________________________________________________________
________________________________________________________________
________________________________________________________________

Three ways I have changed in the last year...

________________________________________________________________
________________________________________________________________
________________________________________________________________

One way I would like to change next year...

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
This Certificate is awarded to

________________________________________

For completion of the Third Class Year

Signed: __________________________________

Date: ______________________
<table>
<thead>
<tr>
<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>
</tr>
<tr>
<td>Recognise, describe and discuss individual personality traits, qualities, strengths, limitations, interests and abilities</td>
<td>✓</td>
<td>3rd</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 2 Lesson 2</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4th</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 1 Lessons 1, 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 8 Lesson 2</td>
</tr>
<tr>
<td>Explore the factors that influence their self-image</td>
<td>✓</td>
<td>3rd</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 2 Lesson 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 4 Lesson 2</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4th</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 1 Lesson 4</td>
</tr>
<tr>
<td>Identify realistic personal goals and targets and how these can be achieved in the short or long term</td>
<td>✓</td>
<td>3rd</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 4 Lesson 5</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4th</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 1 Lesson 2</td>
</tr>
<tr>
<td>Realise that each person has a unique contribution to make to various groups, situations and friendships</td>
<td>✓</td>
<td>3rd</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 2 Lesson 3</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4th</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 1 Lessons 1, 2</td>
</tr>
<tr>
<td>Identify personal preferences, dreams for the future, and hopes</td>
<td>✓</td>
<td>3rd</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 2, Lesson 2</td>
</tr>
</tbody>
</table>
### Self-identity (Developing self-confidence)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance their own learning</td>
<td>3rd</td>
</tr>
<tr>
<td></td>
<td>4th</td>
</tr>
<tr>
<td></td>
<td>Unit 7</td>
</tr>
<tr>
<td></td>
<td>Lesson 1</td>
</tr>
<tr>
<td>Express personal opinions, feelings, thoughts and ideas with growing confidence</td>
<td>4th</td>
</tr>
<tr>
<td></td>
<td>Unit 1</td>
</tr>
<tr>
<td></td>
<td>Lesson 1</td>
</tr>
<tr>
<td></td>
<td>Unit 8</td>
</tr>
<tr>
<td></td>
<td>Lessons 3, 4</td>
</tr>
<tr>
<td>Become more confident in coping with change and with situations that are unfamiliar</td>
<td>4th</td>
</tr>
<tr>
<td></td>
<td>Unit 8</td>
</tr>
<tr>
<td></td>
<td>Lesson 1</td>
</tr>
<tr>
<td>Become increasingly responsible and autonomous</td>
<td>3rd</td>
</tr>
<tr>
<td></td>
<td>Unit 4</td>
</tr>
<tr>
<td></td>
<td>Lesson 5</td>
</tr>
</tbody>
</table>

### Taking care of my body (Health and well-being)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and appreciate what it means to be healthy and to have a balanced life-style</td>
<td>4th</td>
</tr>
<tr>
<td></td>
<td>Unit 6</td>
</tr>
<tr>
<td></td>
<td>Lesson 1</td>
</tr>
<tr>
<td>Realise that each individual has some responsibility for their health and that this responsibility increases as he/she gets older</td>
<td>4th</td>
</tr>
<tr>
<td></td>
<td>Unit 6</td>
</tr>
<tr>
<td></td>
<td>Lessons 1, 4, 7</td>
</tr>
<tr>
<td>Begin to develop strategies to cope with various worries or difficulties that he or she may encounter</td>
<td>3rd</td>
</tr>
<tr>
<td></td>
<td>Unit 4</td>
</tr>
<tr>
<td></td>
<td>Lesson 3</td>
</tr>
<tr>
<td></td>
<td>4th</td>
</tr>
<tr>
<td></td>
<td>Unit 6</td>
</tr>
<tr>
<td></td>
<td>Lesson 4</td>
</tr>
<tr>
<td>Be aware of the dangers in using tobacco or alcohol and explore the reasons why people may choose to smoke or drink</td>
<td>3rd</td>
</tr>
<tr>
<td></td>
<td>Unit 5</td>
</tr>
<tr>
<td></td>
<td>Lessons 4, 5</td>
</tr>
<tr>
<td></td>
<td>4th</td>
</tr>
<tr>
<td></td>
<td>Unit 6</td>
</tr>
<tr>
<td></td>
<td>Lesson 6</td>
</tr>
<tr>
<td>Know and understand the meaning of the word ‘drug’ and when it is appropriate or inappropriate to take drugs</td>
<td>4th</td>
</tr>
<tr>
<td></td>
<td>Unit 6</td>
</tr>
<tr>
<td></td>
<td>Lessons 3, 6, 7</td>
</tr>
</tbody>
</table>

### Taking care of my body (Health and well-being)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and categorise a variety of substances that are taken into or onto the body into those that are helpful or harmful, legal or illegal</td>
<td>4th</td>
</tr>
<tr>
<td></td>
<td>Unit 6</td>
</tr>
<tr>
<td></td>
<td>Lessons 5, 7</td>
</tr>
<tr>
<td>Recognise and discuss some people who are concerned with health and welfare</td>
<td>3rd</td>
</tr>
<tr>
<td></td>
<td>Unit 4</td>
</tr>
<tr>
<td></td>
<td>Lesson 3</td>
</tr>
<tr>
<td><strong>Strand: Myself</strong></td>
<td><strong>Covered</strong></td>
</tr>
<tr>
<td>-------------------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>Knowing about my body</strong></td>
<td></td>
</tr>
<tr>
<td>Realise the importance of caring for and treating their own body, and that of others, with dignity and respect</td>
<td>✓</td>
</tr>
<tr>
<td>Understand the physical changes taking place in both the male and female body</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Realise that these changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal</td>
<td>✓</td>
</tr>
<tr>
<td>Recognise and practise good personal hygiene, know how it is maintained and understand its importance in social interaction</td>
<td>✓</td>
</tr>
<tr>
<td>Understand and explore the relationship between health and hygiene</td>
<td>✓</td>
</tr>
<tr>
<td>Recognise the adverse effects of sexual stereotyping and realise that these effects can become more exaggerated as the physical differences between males and females are more apparent</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Food and nutrition</strong></td>
<td></td>
</tr>
<tr>
<td>Differentiate between a healthy and an unhealthy diet and appreciate the role of balance and moderation</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Recognise the wide choice of food available and categorise food into the four main food groups and their place on the food pyramid</td>
<td>✓</td>
</tr>
<tr>
<td>Examine the dietary needs of their own age group and other groups in society</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Food and nutrition</strong></td>
<td></td>
</tr>
<tr>
<td>Explore some factors that influence the consumption of different food products</td>
<td>✓</td>
</tr>
<tr>
<td>Discuss and examine the importance of proper food hygiene</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Growing and changing As I grow I change</strong></td>
<td></td>
</tr>
<tr>
<td>Realise that growing and changing are continuous throughout life</td>
<td>✓</td>
</tr>
<tr>
<td>Identify the skills and abilities acquired and the interests and pursuits taken up in recent years</td>
<td>✓</td>
</tr>
<tr>
<td>Recognise the emotional changes that have taken place since infancy</td>
<td>✓</td>
</tr>
<tr>
<td>Recognise and discuss how feelings and emotions are affected by the physical changes that take place at puberty</td>
<td>✓</td>
</tr>
<tr>
<td>Topic</td>
<td>Covered</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Recognise how spiritual development has taken place in recent years</td>
<td>✓</td>
</tr>
<tr>
<td>Begin to appreciate the need for space and privacy in life</td>
<td>✓</td>
</tr>
<tr>
<td>Recognise how independence and responsibilities are continually increasing</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Birth and new life</strong></td>
<td></td>
</tr>
<tr>
<td>Discuss the stages and sequence of development of the human baby, from conception to birth</td>
<td>✓</td>
</tr>
<tr>
<td>Identify the care that needs to be taken while waiting for a baby to be born</td>
<td>✓</td>
</tr>
<tr>
<td>Develop an appreciation of the wonder of a new-born baby</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Feelings and emotions</strong></td>
<td></td>
</tr>
<tr>
<td>Talk about and reflect on a wide variety of feelings and emotions and the various situations where these may be experienced and how they may be expressed</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify strong feelings and learn how to express and cope with these feelings in a socially appropriate manner</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Identify and recognise the difference between needs and wants and come to realise that some rewards or experiences may be or should be postponed until later</td>
<td>✓</td>
</tr>
<tr>
<td>Explore how feelings can influence one’s life</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Safety and protection Personal safety</td>
<td>Covered</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Explore the rules and regulations that exist in school, at home and in society and the importance of adhering to these rules for keeping themselves and others safe</td>
<td>✓</td>
</tr>
<tr>
<td>Identify people, places and situations that may threaten personal safety</td>
<td>✓</td>
</tr>
<tr>
<td>Begin to assess the consequences of risky behaviour</td>
<td>✓</td>
</tr>
<tr>
<td>Begin to realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe with people has to be developed and adhered to by each individual</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safety issues</th>
<th>Covered</th>
<th>Class Level</th>
<th>Unit/Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be aware of potential hazards and the need for responsible behaviour when travelling</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 5 Lesson 6</td>
</tr>
<tr>
<td>Adopt responsible behaviour at play and know the appropriate safety measures to take while playing</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 5 Lessons 2, 3</td>
</tr>
<tr>
<td>Explore and examine how accidents are caused, identifying ways in which some of these can be prevented and the appropriate action to be taken if an accident or emergency occurs</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 5 Lesson 1</td>
</tr>
<tr>
<td>Identify items or substances in the home or school that may be dangerous if not used properly and devise a safety strategy for dealing with them</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 5 Lesson 1</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 6 Lesson 3</td>
</tr>
<tr>
<td>Explore and examine the use of medicines</td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 6 Lesson 5</td>
</tr>
<tr>
<td>Identify some potential risks to health and safety in the environment</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 5, Lesson 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Making decisions</th>
<th>Covered</th>
<th>Class Level</th>
<th>Unit/Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Become aware of and think about choices and decisions that he/she makes every day</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 4 Lesson 5</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 4 Lesson 1</td>
</tr>
<tr>
<td>Explore and discuss the factors that influence personal decisions and choices and the different levels of thought involved in making a decision</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 5/Lesson 5</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 4 Lesson 1</td>
</tr>
<tr>
<td>Making decisions</td>
<td>Covered</td>
<td>Class Level</td>
<td>Unit/Lesson</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>---------</td>
<td>-------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Discuss why and how adults can make decisions and set boundaries for young people</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 1 Lesson 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit 4 Lesson 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit 5 Lessons 1,2,3</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 4 Lesson 2</td>
</tr>
<tr>
<td>Recognise that opportunities to exercise choice can increase as responsibilities are accepted and as the trust of others is earned</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 5 Lesson 2, 3</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 4 Lesson 2</td>
</tr>
<tr>
<td>Recognise and explore the risks and the consequences of making a particular decision</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 5 Lesson 6</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 4 Lesson 3</td>
</tr>
<tr>
<td>Learn and begin to devise a simple decision-making strategy</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 5 Lesson 3</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 4 Lesson 3</td>
</tr>
<tr>
<td>Recognise and explore how the views, opinions, expectations and responses of others can influence personal decisions or actions</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 4 Lesson 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit 5 Lesson 4</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 4 Lesson 4</td>
</tr>
<tr>
<td>Make individual and group decisions</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 4 Lesson 4</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 4 Lesson 4</td>
</tr>
</tbody>
</table>
## Myself and my family

<table>
<thead>
<tr>
<th>Activity</th>
<th>Covered</th>
<th>Class Level</th>
<th>Unit/Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore and discuss different kinds of families, recognising that families vary in structure, in the way they communicate and in the way family members spend their time</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 3 Lesson 4</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2 Lesson 1</td>
</tr>
<tr>
<td>Recognise that each member has a place and role in the family and contributes to the effective functioning of the family unit</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 2 Lesson 1</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2 Lesson 1</td>
</tr>
<tr>
<td>Explore how belonging to a family means that family members love, protect, provide and care for each other</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 3 Lesson 4</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2 Lesson 1</td>
</tr>
<tr>
<td>Understand that families often undergo planned or unplanned changes that may be pleasant or difficult</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 3 Lesson 2</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2 Lesson 2</td>
</tr>
<tr>
<td>Identify the behaviour that is important for harmony in families</td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2 Lesson 2</td>
</tr>
<tr>
<td>Compare and contrast life-styles of families in urban and rural areas, in different countries, and in different cultures within and outside Ireland</td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2 Lesson 2</td>
</tr>
</tbody>
</table>

## My friends and other people

<table>
<thead>
<tr>
<th>Activity</th>
<th>Covered</th>
<th>Class Level</th>
<th>Unit/Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appreciate the need for and the importance of friendship and interacting with others</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 3 Lesson 2</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 5 Lesson 1</td>
</tr>
<tr>
<td>Explore the different aspects of friendship</td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 5 Lesson 1</td>
</tr>
<tr>
<td>Examine different types of friendship</td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 5 Lesson 1</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>Begin to cope with disharmony in, or loss of, friendships</td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

### My friends and other people

<table>
<thead>
<tr>
<th>Covered</th>
<th>Class Level</th>
<th>Unit/Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledge that friends often circulate in groups, which can be healthy or unhealthy</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

| Practise and recognise the importance of care and consideration, courtesy and good manners when interacting with others | ✓ | 3<sup>rd</sup> | Unit 1 Lesson 1 |
| | ✓ | 4<sup>th</sup> | Unit 1 Lesson 3 |
| | | Unit 5 Lesson 2 |

| Respect and show consideration for the views, beliefs and values of others | ✓ | 3<sup>rd</sup> | Unit 2 Lesson 3 |
| | ✓ | 4<sup>th</sup> | Unit 1 Lesson 3 |
| | | Unit 5 Lesson 2 |
| | | Unit 8 Lesson 2 |

| Recognise, discuss and understand bullying | ✓ | 3<sup>rd</sup> | Unit 4 Lesson 1, 6 |
| | ✓ | 4<sup>th</sup> | Unit 5 Lesson 3 |

| Explore and examine ways of dealing with bullying | ✓ | 3<sup>rd</sup> | Unit 4, Lesson 6 |
| | ✓ | 4<sup>th</sup> | Unit 5 Lesson 3 |

| Recognise and explore various verbal and non-verbal means of communicating | ✓ | 4<sup>th</sup> | Unit 8 Lesson 3, 4 |

| Listen carefully and reflectively to others | ✓ | 3<sup>rd</sup> | Unit 1 Lesson 1 |
| | | Unit 2 Lesson 2 |
| | | Unit 4 Lesson 3 |
### Strand: Relating to others

<table>
<thead>
<tr>
<th>Use language, gestures and other appropriate behaviour to perform social functions</th>
<th>✔️</th>
<th>4&lt;sup&gt;th&lt;/sup&gt;</th>
<th>Unit 8, Lesson 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communicating</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examine the power of persuasion in relating to others and identify times when it can be used positively and negatively</td>
<td>✔️</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 4, Lesson 3</td>
</tr>
<tr>
<td>Give and receive compliments and constructive criticism in different situations</td>
<td>✔️</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 3, Lesson 2</td>
</tr>
<tr>
<td>Recognise and explore how language can be used to foster inclusiveness</td>
<td>✔️</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 3, Lesson 2</td>
</tr>
<tr>
<td><strong>Resolving conflict</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify reasons for conflict in different situations</td>
<td>✔️</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 8, Lesson 3</td>
</tr>
<tr>
<td>Strand: Myself and the wider world</td>
<td>Covered</td>
<td>Class Level</td>
<td>Unit/Lesson</td>
</tr>
<tr>
<td>-----------------------------------</td>
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</tr>
<tr>
<td>Identify and discuss various responses to conflict situations and decide on and practise those that are the most appropriate or acceptable</td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 8 Lesson 3, 4</td>
</tr>
<tr>
<td>Developing citizenship: My school community</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 3 Lesson 5</td>
</tr>
<tr>
<td>Identify the people who constitute the school community and the role of individuals in contributing to the life of the school</td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 8 Lesson 2</td>
</tr>
<tr>
<td>Be aware of the importance of mutual respect and sensitivity to the different values and attitudes held by others</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 1 Lesson 1</td>
</tr>
<tr>
<td>Play a role in deciding on classroom rules and discuss and examine the importance of adhering to the school code of behaviour and discipline</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 3 Lesson 6</td>
</tr>
<tr>
<td>Develop and practise leadership roles and learn to work together in different group situations</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 3 Lesson 6</td>
</tr>
<tr>
<td>Discuss and explore the concepts of sharing and co-operating and the ways in which they can be put into practice in an effective manner</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 3 Lesson 6</td>
</tr>
<tr>
<td>Explore the various ways in which the school promotes a sense of belonging</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 3 Lessons 3,5,6</td>
</tr>
<tr>
<td>Examine the traditional roles that may be assigned to boys and girls in school because of their sex and become aware of ways of counteracting this stereotyping</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 3 Lesson 6</td>
</tr>
<tr>
<td>Explore and recognise the rights and responsibilities of both adults and children in the school community</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 4 Lesson 5</td>
</tr>
<tr>
<td>Local and wider communities</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 5 Lesson 6*</td>
</tr>
<tr>
<td>Realise what it means to belong to a group</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 4 Lesson 4</td>
</tr>
<tr>
<td>Appreciate the diversity of people or groups with communities and the importance of mutual respect, empathy and understanding for living together in peace and harmony</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 3 Lesson 3</td>
</tr>
<tr>
<td>Examine how justice, fairness and equality may or may not be exemplified in a community</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 3 Lesson 3</td>
</tr>
<tr>
<td>Explore some of the issues and concerns in the local or national community</td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 8 Lesson 5</td>
</tr>
<tr>
<td>Discuss the role of leaders and organisations that serve the community at different levels and the influence that they have</td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 8 Lesson 5</td>
</tr>
<tr>
<td>Become aware of their own culture and recognise traditions, festivals and celebrations that are unique to the locality, region or country</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 2 Lesson 4</td>
</tr>
<tr>
<td>Strand: Myself and the wider world</td>
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</tr>
<tr>
<td><strong>Covered</strong></td>
<td><strong>Class Level</strong></td>
<td><strong>Unit/Lesson</strong></td>
<td></td>
</tr>
<tr>
<td>Begin to develop an awareness of the lives and culture of some people in the European Union</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 2, Lesson 4</td>
</tr>
<tr>
<td><strong>Environmental care</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Appreciate and respect the environment and learn that there is an individual and community responsibility in caring for the environment and protecting it for future generations</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 2 Lessons 6, 7</td>
</tr>
<tr>
<td><strong>Media education</strong></td>
<td></td>
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</tr>
<tr>
<td>Explore the different ways in which information can be transmitted and learn to be discerning and selective about this information, with particular regard to language, behaviour, authenticity and attitudes</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 6 Lesson 4</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1 Lesson 4</td>
</tr>
<tr>
<td>Discuss and explore television, radio, videos, computer games, the internet (worldwide web and e-mail) and other media</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 6 Lessons 1, 2</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1 Lesson 4</td>
</tr>
<tr>
<td>Become aware of advertising and its purpose and nature</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 6 Lesson 3</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1 Lesson 5</td>
</tr>
<tr>
<td>Begin to explore some of the techniques that are used in marketing and advertising</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 6/Lesson 3</td>
</tr>
<tr>
<td>Explore and examine some issues that are frequently raised in the media, the way they are portrayed and the accuracy of these presentations</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 6/Lessons 1, 2</td>
</tr>
</tbody>
</table>