FOURTH CLASS
Classroom materials to support social, personal and health education (SPHE) curriculum
# TABLE OF CONTENTS

**Introduction to the Walk Tall Programme**  page 4

References  page 14

Sample Parent Letter 1  page 17

**UNIT ONE: Self- Identity**  page 19

01 Who Am I?  page 20
02 Self-portrait  page 24
03 I Know I Think  page 27
04 Digital Self-portrait  page 30
05 What Influences Me?  page 32

**UNIT TWO: Myself and My Family**  page 37

01 My Family  page 38
02 Changes in the Family  page 40

**UNIT THREE: Feelings**  page 46

01 How Do You Feel?  page 47
02 Expressing Feelings  page 51
03 What I Need and What I Want  page 56

**UNIT FOUR: Making Decisions**  page 61

01 How We Make Decisions  page 62
02 Boundaries  page 65
03 What Happens Next?  page 69
04 What Influences Us?  page 75

**UNIT FIVE: My Friends and Other People**  page 81

01 Having Friends  page 82
02 When Friendships Go Wrong  page 86
03 Dealing With Bullying  page 93

**UNIT SIX: Taking Care Of My Body**  page 99

01 As I Grow Older I Can Learn to Look After Myself  page 101
02 Clean and Healthy  page 107
03 Food Choices  page 110
04 Keeping My Thinking Healthy  page 114
05 What is a Drug?  page 125
06 The Dangers of Alcohol  page 131
07 The Dangers of Solvents  page 136
# TABLE OF CONTENTS

## UNIT SEVEN: Changing and Growing

| 01 | We Are Unique | page 142 |
| 02 | Changing Bodies | page 146 |
| 03 | The Wonder of Life | page 150 |

## UNIT EIGHT: Communication

| 01 | Easy Talking ... Difficult Talking | page 161 |
| 02 | Holding onto my Values | page 170 |
| 03 | The Journey of Anger | page 174 |
| 04 | Speaking with I-Statements | page 180 |
| 05 | Speaking up in a Democracy | page 183 |

## UNIT NINE: Looking Back Looking Forward

| 01 | I’m Celebrating All I’ve Learned | page 189 |

## Appendix

Overview of Content Objectives for 3rd and 4th Class | page 194
INTRODUCTION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Role of the Teacher in SPHE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Drama - Teacher in Role**

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

**Drama**

**Conscience Alley or Thought Tunnel**

This is a useful technique where a moral dilemma arises, or where there are conflicting views on what a particular character or child should do in a drama or real-life situation. Two lines of children are formed which take opposing views of a particular dilemma or choice to be made. One child volunteers to be the character in the dilemma and walks down the tunnel made by the two lines, with children in both lines trying to influence the character’s decision by giving reasons why they should choose a particular option. The character may then decide on a particular option based on what they have heard in the tunnel. An example of this technique is found in the Walk Tall materials in 6th Class (Unit 9 Lesson 4), which teachers might like to read if they wish to use the technique in other lessons.
Visualisations
Visualisations have been likened to 'journeys of the imagination' where past, future or imaginary events can be recalled or created. In the Walk Tall Materials there are some guided visualisations where the teacher invites the children on an imaginary journey using a prepared script (see, for example, 4th Class, Unit 7 Lesson 3).

Visualisation is a teaching strategy that can be used to:

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

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

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

Group work can be used for:

- creative sharing and generation of ideas
- promoting particular skills such as cooperation, collaboration or communication skills
- particular activities which lend themselves to group work.

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

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

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

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

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

- Teacher observation
- Teacher-designed tasks and tests
- Projects and folders
- Feedback from parents.

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

- Engagement with other children
- Engagement with the task
- Ability to keep a focus.

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

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

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

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

**Approaches to Substance Misuse Prevention**

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

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

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

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

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

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

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

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

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

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

**Conclusion**

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

Best Practice Guidelines in Substance Misuse Prevention


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


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

Dear Parent 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 the confidence, skills and knowledge to make healthy choices. The emphasis is on helping children to develop life skills that will serve them well over time.

- The themes covered at this level are:

  - *Self-identity*
  - *Myself and My Family*
  - *Feelings*
  - *Making Decisions*
  - *My Friends and Other People*
  - *Taking Care of My Body*
  - *Changing and Growing*
  - *Communication*
  - *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.

The programme begins by building children’s self-esteem. 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
SELF-IDENTITY

INTRODUCTION TO THIS UNIT
The main themes in this unit are self-awareness and awareness of others. Acceptance of self is important for maintaining good self-esteem. Celebrating what makes us special helps build positive self-esteem. Being aware of and accepting differences in people reinforces our own uniqueness, develops tolerance, appreciation and understanding of others. The lessons in this unit focus on helping children to develop an acceptance of themselves and an understanding of difference. Similarities and differences between individuals are discussed in Lesson 1 in order to highlight uniqueness, diversity and equality. The children’s perceptions of who they are and who they want to become are explored through self-portraits in Lesson 2. Distinguishing between fact and fiction and holding an opinion are explored in Lesson 3. In Lesson 4, the children use software to create a virtual portrait of themselves and compare this to reality. Lesson 5 extends this idea and asks what or who influences my self-identity.

LESSONS IN THIS UNIT

| Lesson 1 | Who Am I? |
| Lesson 2 | Self-portrait |
| Lesson 3 | I Know I Think |
| Lesson 4 | Digital Self-portrait |
| Lesson 5 | What Influences Me? |
CORE CONCEPT
We are unique. There are no two people exactly alike. It is important to understand ourselves, appreciate the uniqueness of ourselves and others, and to celebrate our achievements.

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.

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

Developing self-confidence

Content Objectives
Enhance their own learning.
Express personal opinions, feelings, thoughts and ideas with growing confidence.

Knowing about my body

Content Objective
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.

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

TEACHER’S NOTE
The teacher’s role in this lesson is to encourage children to be positive about their strengths and realistic about weaknesses – all of these are what make us unique. Being able to identify strengths and weaknesses and accept both helps children to have an accurate understanding of who they are.

Children should also be encouraged to challenge sexual stereotyping if it occurs. Our own and other’s perceptions of strengths and weaknesses should not be gender-based.

This lesson may be done over two sessions.

RESOURCES
• Magazines for cutting out pictures or drawing materials
• Worksheet: Treasure Chest

PROCEDURE AT A GLANCE
• Circle Work
• Discussion
• Activity
• Conclusion
Circle Work

With the children sitting in a circle, you or a pupil should choose a sentence starter from the examples listed below. The speaking object is passed around the circle and as each child receives the speaking object they are invited to complete the statement chosen, but are also free to pass. You can come back to those who have passed at the end of each round to see if they now wish to contribute. Take a few minutes to discuss the similarities and differences in the responses, but emphasise that all are of equal value. In a large class, one round may be sufficient, while, with a small class, you might do two.

Sentence Starters:

One thing I really like doing…
One thing I don’t like doing is…
One thing I’m really good at is …
One thing I’d like to be really good at is …
Boys are …
Girls are …
If I could be from another country I’d be from….
The place I’d most like to visit in the world is…
One thing I’d like to change about myself is….
One thing I’d like to change about my school is…
One thing I’d like to change about the world is…

Discussion

To demonstrate the limitations of comparing, have the children compare each of the following by telling how they are the same and how they are different:

Two countries, two hobbies, two TV programmes, two pieces of fruit, two games or toys, boys and girls.

Help the children recognise that each has a different appeal or strength and that each is unique. Children can vote for their favourite in some of these categories.
Activity

Gender can be explored to help children to recognise that each gender is unique and of value, and that neither gender is better than the other. Divide the children into groups of five or six. Ask them to choose (from magazines) or draw pictures of men or women, boys or girls doing things such as working, playing, sports, at home, in public life, the entertainment world etc. Encourage the children to identify if there is evidence of gender stereotyping in any of the pictures chosen or drawn. Ask the children:

- *Do you think that being a boy (or a girl) means that you can or can’t do certain things?*
- *Is that right?*
- *Can you think of anyone (male/ female) who doesn’t let their gender stop them doing what they want to do* (for example, female boxers, male ballet dancers)?

With the children, explore the idea that comparing ourselves with others is fine when we understand our own uniqueness. Comparing ourselves to others where we do so in order to emphasise our strengths or our weaknesses can be unhelpful for both parties. We each have strengths and weaknesses (regardless of gender, race, age etc.) which make us no better or worse than anyone else.

Conclusion

The children can complete the *Worksheet: Treasure Chest* included in the lesson. Alternatively, ask the children to think of one thing they have learned about themselves during the lesson, and one way they have changed how they see things. This could be done in pairs in the circle, or children could be invited to say something to the whole class.
I can...
LESSON 2
SELF- PORTRAIT

CORE CONCEPT
We benefit from having an understanding and acceptance of ourselves and having realistic targets for our future.

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.
Realise that each person has a unique contribution to make to various groups, situations and friendships.
Identify realistic personal goals and targets and how these can be achieved in the short or long term.

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

RESOURCES
- Art Materials for drawing or collage, paper, crayons, pencils, scissors and glue
- Mirrors for self-portrait (one between two if using)

PROCEDURE AT A GLANCE
Session 1
- Game
- Art Work
- Discussion

Session 2
- Art Work
- Discussion

It may be useful to check with the previous year's teacher in relation to relationship sensitivities, particularly if this lesson is done early in the school year.

TEACHER’S NOTE
This lesson can be done over two or three sessions, as outlined.

It can sometimes be difficult for children to be positive about themselves or others. Care should be taken to ensure that positive words are used for the self-portraits, and that any suggestions by classmates are worded in a positive way.
Session 1

Game: Matching Activity

Children stand opposite one another in pairs. They take turns to strike a pose which their partner tries to replicate or mirror. Allow each child a few turns at this game before moving on.

Art Work

In pairs, each child in turn holds up a mirror for one another (if using). Each child describes what they see to the other, including eye colour, shape of face, hair style etc. Alternatively, children may help one another to describe these same features. At this stage they are just noting physical characteristics. Explain to the children that they are going to draw a self-portrait, using the materials provided. It will be a head portrait. Having finished their portrait, ask the children to think of some positive attributes, talents or characteristics they have – between 3 and 5. If a child cannot come up with positive things, you could encourage the child to pick one person in the class who could note a positive attribute. These are written around the portrait.

Discussion

As the children are completing their self-portrait, you can circulate and encourage the children to be positive. Children can be invited to show their portrait and positive words written underneath to the whole class. Alternatively, this could be done in pairs. Ask the children to focus on the variety in the portraits and words – this is because we are all unique even though we share a lot in common.

Conclusion

Invite the children to pick one of the words on their self-portrait and to create a gesture or symbol that exemplifies it – for example, ‘friendly’ might be a wave of the hand or a smile, ‘helpful’ might be shown as open hands. Children could volunteer to do their gesture, and the other children could say the child’s name and do the gesture in unison. Alternatively, children could draw their symbol and show it to the other children.
Session Two

Art Work

Remind the children of the self-portraits that were done in the previous session. They represent what the children look like and their positive attributes at this point in time. Ask them to imagine they had a special mirror that could show them what they will look like and be like in ten years’ time. Each child tries to create an image in their head that portrays their future selves. Distribute magazines, paper, scissors, paint or glue. Ask the children to make a collage using the pictures from the magazines. The collages should reflect how the children want to look and be, when they grow up, in ten years’ time. The collages should encourage the children to look at many aspects of their future lives, including home, work, hobbies and other people.

Discussion

Ask the children to talk about their collages in small groups. They could discuss the following:

- Are there any things the same as in the present self-portrait?
- Are there many changes or differences?
- How might these changes come about?
- Do we all seem to want to be the same or different in the future?

Conclusion

The children could record in their SPHE copies one thing they like about their present self-portrait and one important thing they hope for from their future self-portrait.

Extension

Discuss with the children what decisions or actions they would need to make to get from the present to their imagined futures:

- What short-term decisions do you think are important?
- What long-term habits will help you realise your hopes?

Display the two portraits of present and future for any child who would like their work displayed – this could be done for a day for each child who wishes over the next month.

Alternatively, the self-portraits or future portraits could be photographed and displayed on the IWB as a slide show.
CORE CONCEPT

Sometimes we can be convinced (or try to convince others) by strongly held opinions which may or may not be true. Distinguishing between fact and opinion helps develop critical thinking skills.

SPHE CURRICULUM

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

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

Practise and recognise the importance of care and consideration, courtesy and good manners when interacting with others.

INTEGRATION:

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

Strand: Developing cognitive abilities through language
Strand Unit: Oral

TEACHER’S NOTE

Children (and adults) can sometimes present opinion as fact. Children need to learn how to respect opinions while stating their own beliefs in a respectful manner. It could also happen in this lesson that children might repeat a parent’s opinion as fact – this could be challenged by asking the child Are you sure this is fact? and encouraging them to check again with their parent.

RESOURCES

• Activity One Statements cut into individual strips – a set for each group
• Worksheet Statements presented on the IWB.

PROCEDURE AT A GLANCE

• Discussion
• Group Work
Discussion
The sentence starters ‘I know........’ and ‘I think...........’ are displayed on the IWB. The children are asked to record individually (in their SPHE copies or on a page) one sentence which begins with each sentence starter. The children are invited to read their sentences aloud. Some of these sentences may need to be challenged. This could be done by asking:
- Are you sure this is fact/opinion?
- How do you know?
- Does anyone agree/disagree?

Ask the children, in pairs or small groups, to explain or define the difference between fact and opinion. The difference may need to be explained to children. A fact is something that is said to be true because it has been tested or tried and can be seen or experienced to be true i.e. boiling water causes skin to burn. An opinion is a thought from one or more people’s point of view, which cannot be proven – it may be true or false (or true or false for some people), for example, Xxxx is the best TV programme.

Group Work
Activity One
Divide the children into groups of four or five. Display the statements on the IWB and give them to the children as individual statements which have been cut from the activity sheet provided. Ask the children to divide these into three groups: Fact, Opinion and Don’t Know. When they are finished, ask the children in each group how they arrived at their decisions. Explore if there was agreement in their group. Ask them how sure are they that they’ve got it right. How might they find out?

Activity Two
Ask the children to look at the statements of opinion in the list. Explain that when people express these opinions, sometimes they may do so as in such a way that they appear to be fact.
- How do you think someone could persuade you that their opinion was fact?
- What might they say?
- Not say?

Sometimes they may use emotion to make them appear as fact although they are not. Some people may believe the opposite, which they may also express as fact. Examine statements which are sometimes stated in your class, such as I’m no good at.... or They’re always being mean.... to help children evaluate whether they are fact or opinion.

Conclusion
The children form pairs. Ask them to each think of a statement that they are going to present to their partner as fact, even if they don’t believe it. They take turns to present the statement to each other. Their partner decides if they really believe this or are just acting. Ask the children to identify times they have expressed opinions as statements of fact. Ask them if they were persuaded that opinion was fact, and if so, how they think this happened. Discuss what difficulties can arise as a result of opinions being presented as fact.
<table>
<thead>
<tr>
<th>Activity Sheet Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following statements need to be printed off and a full set given to each group for this activity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dublin is the capital of Ireland.</th>
<th>School is boring.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manchester United is the best soccer team.</td>
<td>The Earth is round.</td>
</tr>
<tr>
<td>Smoking is bad for you.</td>
<td>Everyone needs money to be happy.</td>
</tr>
<tr>
<td>People who find school difficult are not clever.</td>
<td>Drinking alcohol makes you sick.</td>
</tr>
<tr>
<td>Having a PlayStation helps you have fun.</td>
<td>Having a mobile phone helps you have friends.</td>
</tr>
<tr>
<td>A girl in my class is mean.</td>
<td>A boy in my class is mean.</td>
</tr>
<tr>
<td>Everyone needs to exercise.</td>
<td>Homework is the most important thing about school.</td>
</tr>
<tr>
<td>Eating sweets rots your teeth.</td>
<td>Boys like to play football.</td>
</tr>
<tr>
<td>Girls don’t like to play football.</td>
<td></td>
</tr>
</tbody>
</table>
LESSON 4
DIGITAL SELF-PORTRAIT

CORE CONCEPT
Children can create imaginary selves easily in digital form. They need to be aware of the difference between fictional images of themselves and reality.

SPHE CURRICULUM

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

Content Objectives
Explore the factors that influence their self-image.
Enhance their own learning.

Developing self-confidence

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

Content Objectives
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.

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

TEACHER’S NOTE
The word ‘Avatar’ comes from the Hindu concept of the descent of a deity from Heaven to Earth. It is generally translated as appearance or manifestation. Avatars are used in many gaming consoles and internet-based games. Children create a digital image of themselves or choose a digital image and use the controls to control this image as part of the game. Virtual world or online identities such as avatars are a significant element of children’s games and this lesson seeks to explore some of the differences and similarities between gaming identities and one's own identity.

If you are using the website listed below, you will need to become familiar with its features so that you can create a character on the IWB with the children.

RESOURCES
The websites http://www.toondoo.com/ and http://www.voki.com/ allows children to create their own character

PROCEDURE AT A GLANCE
• Discussion
• Create an Avatar

INTEGRATION

English

Strand: Developing cognitive abilities through language
Strand Unit: Oral
Discussion
Ask the children how many of them play games with gaming consoles such as PlayStation, Nintendo, Wii? Ask the children to discuss their favourite games, when they like to play, with whom etc.
Discuss the creation of game characters.
- What sort of characters do we create in our games?
- Are they the same as ourselves or are they different?
- Do we try to create an avatar different to ourselves or one that is like ourselves?

Create an Avatar
Create an avatar online using online software such as http://www.toondoo.com and http://www.voki.com/
This can be done by each child or as a demonstration on the IWB. Ask the children to examine the difference between a game character and ourselves.
- In what ways can a game character be similar or different to ourselves?
- Are there things about ourselves which a game character can or cannot show or demonstrate (feelings, family, location, history)?

Conclusion
Ask the children to discuss the difficulties of being engaged with a game when they are playing it and then coming back to reality.
- Does this create difficulty or conflict?
- Why?
Ask the children to identify two good things or two difficult things about coming back to the ‘real world’ and write them in their SPHE copy or share them orally.

DETAIL PRECEDURE ONE:4
CORE CONCEPT
Our avatars are fictional images of ourselves which we create. These images are influenced by messages we receive in the media.

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

Content Objective
Become aware of advertising and its purpose and nature.

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

TEACHER’S NOTE
This lesson should be done in conjunction with the previous lesson on avatars, though it is best understood as a Media Education lesson. Following on from the previous lesson, the children are asked to examine ways in which we are influenced by media in creating an image of ourselves.

RESOURCES
- Children’s toy catalogues
- Role Play Cards (provided)– one per group of 3/4 children

PROCEDURE AT A GLANCE
- Discussion
- Role Play
- Discussion
Discussion
Remind the children that in the last lesson (Digital Self-portrait) they created an image of themselves in a game (or it was demonstrated how to do this if you did it on the IWB).

Explore with the children when we might change the way we look or act for different occasions. Include big occasions like family celebrations or national events, playing football or any type of sport, going to school, just dressing up for fun, talking on the phone or to another class in the school etc.
- Who can remember dressing up when they were younger?
- Do adults dress up for different things?
- Can you think of adults who dress a particular way for work (Garda, doctor, nurse, judge, firefighter)?
- When we dress up, how do we decide what to wear?
- In real life we often create different images of ourselves through how we speak, how we behave and through what we wear, especially when we find ourselves in new situations. What influences our decisions or our thoughts in these situations?

Role Play
As well as having different images of ourselves we can sometimes actually act differently in different situations. In different situations we can change our voices and use different gestures to portray ourselves in certain ways, or to pretend we are someone else.

As a warm up to the role play, children could, in pairs, mime different animals and see if their partner can identify what animal they are. They could decide if the animal is angry, calm, or threatened, for example, and change their movements accordingly.

Use the role play cards to give the children opportunities of playing different people.
Divide the children into groups of 3 or 4. Give each group a card. One person in the group is the role player. The other children must suggest things the role player might say to show who he is, or choose to be additional characters in the role play. Ask the other groups to try to identify who the character is and what has happened to them.

Discussion
Explain to the children that they are going to look at some images of children in the news and media. You could use any children’s advertising magazines (such as a toy catalogue) or, if possible, display an advertisement from television on the IWB. Ask the children to examine the images of children in the toy catalogue or advertisement. Discuss the following:
- What is the image telling you about the child? (The child is happy, enjoying their game, having fun, playing with friends.)
- Why do you think this image is used? (The purpose of the toy catalogue or advertisement is to sell, so the images show children happy with their toys or product.)
- In what way is the real world different from the way toys and children are portrayed in the catalogue?
- If children were shown as life is, what would the toy catalogue or advertisement portray? (For example, sometimes children can hurt themselves playing, or have no one to play with, or a toy can break.)
Conclusion

Explain to the children that they have looked at how we create images of ourselves for others and how other people create images of children for us. Ask the children if they have ever been influenced by advertisements to purchase something and been disappointed by the result. Ask them for some examples. *What can we learn from these experiences?*

Extension

The job of advertising is to make us want to buy things that we don't necessarily need. You could extend the set of lessons by exploring how children might become discerning consumers when making decisions about what to buy. Advertisements could be analysed to see what messages are being pushed, and how we react to these messages, which are often quite subtle. Ask children to bring in a variety of ads (from magazines or newspapers) to show how we are being influenced and given subliminal messages by the advertisers.

Children could make an advertisement themselves about something of their choosing, and make a sales pitch to others in the class. Or they could do an ‘alternative advertisement’ for some well-known product (toy or other consumable) which shows a more realistic or less romantic view of the product and the user. These are called subvertisements.
<table>
<thead>
<tr>
<th>Role Play Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>You are a Garda who has come on the scene of an accident. You must show that you are in charge of this situation using your body and your voice.</strong></td>
</tr>
<tr>
<td><strong>You have seen something really nice in a toy shop in town. When you are at home you want to approach your Mum or Dad to ask if you can get it. Use your voice and body to ask them in a way that might get you what you want.</strong></td>
</tr>
<tr>
<td><strong>You are a teacher. You see a child doing something that might cause him to be in danger. Use your body and voice to help the child stop doing what they are doing</strong></td>
</tr>
<tr>
<td><strong>You are a nurse who has just met a child in the hospital. The child is hurt and crying. Use your voice and your body to show the child that they are safe and that you care about them.</strong></td>
</tr>
<tr>
<td><strong>You are a shopkeeper. You see a customer who looks a little confused. Use your voice and your body to show the customer that you might be able to help.</strong></td>
</tr>
<tr>
<td><strong>You have been called names by a classmate and you are angry with them for this. Use your voice and your body to show that you are angry with them.</strong></td>
</tr>
<tr>
<td><strong>You are a famous singer. You want to show your fans that you think they are really important and that you care for all of them. Use your voice and your body to show this.</strong></td>
</tr>
<tr>
<td><strong>You have been upset over something that a classmate said to you in school. You want to tell your mother at home. Use your voice and body to tell her that you are upset.</strong></td>
</tr>
<tr>
<td><strong>You are a swimming instructor. You have already told a group of children to stop dive-bombing into the pool. You see one of them do it again. Use your body and voice to convey to the group that they will be removed from the pool if they don’t behave.</strong></td>
</tr>
<tr>
<td><strong>You are begging on the street. You haven’t eaten for a day and you really need to get some food or money for food in the next few minutes. You see some people approaching. Use your voice and body to persuade them how desperate your situation is.</strong></td>
</tr>
</tbody>
</table>
UNIT TWO
MYSELF AND MY FAMILY

INTRODUCTION TO THIS UNIT

The family unit is recognised the world over as an important and necessary support for the individual. Acknowledging and celebrating the positive aspects of family life allows children to appreciate their families and family traditions. This is not to suggest that family structure is uniform – there are many types of family unit in modern society, all of which potentially offer a secure and enriching environment in which children can thrive. In the increasingly diverse society which Ireland has become, there are a variety of families, customs and cultures to explore and understand. It is important that children recognise the value of this diversity and how it contributes to variety and richness in local communities. In the first lesson, children explore their own families and reflect on the positive aspects of family life. The second lesson explores changes that are inevitable in the life of the family, and how a child can cope with and help out in these situations. The potential for further study of families across different cultures and countries is also highlighted.

LESSONS IN THIS UNIT

Lesson 1
My Family

Lesson 2
Changes in the Family
CORE CONCEPT
Family structures vary. Understanding differences between families and how they operate helps us be more accepting of each other.

SPHE CURRICULUM
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 they communicate and in the way family members spend their time.

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

Explore how belonging to a family means that family members love, protect, provide and care for each other.

TEACHER’S NOTE
This lesson needs to be approached with both knowledge and sensitivity. It is important to understand the variety of family structures within a class and to be aware of particular sensitivities that may be current for the class members.

RESOURCES
• Family Photograph – one per child
• A4 Coloured Paper (multiple colours)
• Blu-Tack

PROCEDURE AT A GLANCE
• Introduction
• Photo Display Activity
• Discussion

INTEGRATION
English
Strand: Competence and confidence in using language

Arts Education - Visual Arts
Strand: Print
Strand Unit: Looking and responding
Introduction
Ask the children in the week before the lesson if it would be possible for them to bring in a family photograph for some work on families next week. Ideally, ask them to bring a photograph that has lots of their family members and that was taken at a time when there was a celebration. Children can ask their family members to choose a photograph that they are happy to be used in the classroom. Keep these photographs until the lesson.

Photo Display Activity
Return the photographs of family to the children. Explain to them that they are going to make a display of their families using the A4 paper. They are asked to place the photograph on this A4 paper using Blu-Tack. They are then asked to write a heading and a series of statements about their family. Children can make suggestions about what they would like to write about their families. These might include:

- In our family we like to …
- The funniest person in our family is …
- The person with the most unusual hobby in our family is …
- The person who is closest in age to me in our family is …
- In this photograph we are …
- What I like most about my family is…
- The best times in my family are when …

After the children have completed their work, display these family portraits. The children can have a look at the A4 pages when displayed. If they wish, each child can say one thing about their family from the A4 sheets.

Discussion
Ask the children what similarities are there between these photographs, for example:
- They all have people in them
- They all are together doing things
- They are trying to help each other
- They are all having fun.
- They enjoy being together.

Ask the children what differences there are between families.
- Some families have many people and some just a few.
- Some families celebrate at home, some celebrate outside the home.
- Some families have a large set of relations, such as cousins, some have just a few.

Ask the children to discuss in pairs the things that are most enjoyable about having a family.

Conclusion
You could finish the lesson by asking the children to reflect on what they really like about their own family. They could compose a sentence or two in their heads and imagine themselves saying these to their family. They could also write the sentence under their picture and bring it home. If they wish, a few children could share these sentences with the class. They could also be asked what they found most interesting about other families.
LESSON 2
CHANGES IN THE FAMILY

CORE CONCEPT
Each individual within the family has a role to play in its maintenance and cohesion. Children can and do play important roles in helping the family unit in times of change.

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

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

Identify the behaviour that is important for harmony in families.

Compare and contrast life-styles of families in urban and rural areas, in different countries, and in different cultures within and outside Ireland.

TEACHER’S NOTE
As in the previous lesson, sensitivity to the nature of family structure is required.

RESOURCES
- Handout: Changes in Family (on a single handout, or cut into individual strips if working in groups)
- A4 coloured sheets

PROCEDURE AT A GLANCE
- Game
- Handout and Discussion
- Activity

INTEGRATION
English
Strand: Competence and confidence in using language
Strand Unit: Oral
**Game: Spot the Change**

The children are in pairs and stand facing each other. One person (A) strikes a pose which the other (B) studies carefully. B then turns away while A changes the pose subtly – this could be turning a foot in or out, bending a knee slightly, curling a finger etc. B faces A again and tries to spot what change A has made to the original pose, and is allowed three guesses (if necessary). B then takes a turn doing the same activity.

**Handout and Discussion**

Explain to the children that today they will be talking about changes that happen to families and how these can be different for different families. We will be introducing different children who have had changes in their families and who might need help or support in order to manage the new situation. Ask the children to think of ways of helping the child in the situation and also ways they can help their family.

Read aloud the **Handout: Changes in Family**, and assign one situation to each group in the class. Alternatively, distribute the handout and then work through these scenarios one at a time. Ask the children to come up with suggestions for how the child might be feeling, or for helping the child who is experiencing the change. They should also consider ways that the child can help their family in these situations.

Record these ways of helping on the blackboard or IWB. Explore the common helping strategies or qualities in all the scenarios presented. These include forgiveness, understanding, love, empathy, listening, respect, sharing, trust, spending time, adhering to family rules, honesty, taking responsibility, helping one another. Discuss with the children how these qualities, behaviours and values affect the children in their own families.

- *How do we bring these things to our families?*
- *What happens when we or others in our families don’t do these things?*

Explore with the children the differences in the families described. For example, in a rural situation, children might have responsibility for a variety of chores that a child in the city might not. Outside Ireland, in some countries children are sent to work at a young age to help support the family – ask them if they know anything about children’s lives in other countries, e.g. food, work, lifestyle. Even within Ireland, families differ in their lifestyles depending on their culture – for example some families follow GAA activities avidly, while others choose to follow rugby or soccer because that this the tradition in their family. Families can have different customs for celebrations (e.g. Christmas), or can differ in relation to leisure activities or food habits. The children may live in a multicultural setting where different family customs and norms can be observed.
Activity

Remind the children about the Family Photo Displays that were completed in the previous lesson. Use another A4 sheet to record ways in which we can help our families, based on the previous discussion. Remind them that just as each family in the scenarios is different, so too is each individual’s contribution to the family. What matters is that each person cares enough about the family to want to help it.

Display these A4 sheets in the classroom. The children could spend some time in the following days reading what other children have written. They could also be given an opportunity to talk to one another about their sheets. Children could bring home the A4 sheet outlining ways they can help in their families and ask parents or guardians to sign it and discuss it with them.

Extension

This lesson could be extended to explore families around the world, or within Ireland. In many schools now, there are families from a wide range of countries. The children could identify which countries the children come from, and research what it is like to live in that country. It might be possible for the children to interview some of their schoolmates from different countries to ask them about the differences in their life in Ireland and their country of origin. Or a group of children from another country could visit the class and the children could prepare some questions they would like to ask them. It may also be possible to explore different lifestyles within the Irish context if there are children who have moved from the country to the city or vice versa, or if there are children from the Travelling Community in the school.
Changes in the Family

These changes might benefit from either voice recordings from a child or from photographs to accompany the statements.

Sinéad’s family
Sinéad is the only child in her family. Her mother is pregnant and the new baby is to arrive in the next few weeks. Sinéad is excited about this and she has been helping her mother to pick out some things for the new baby.

How could you help Sinéad? How can she help her family here?

Marek’s family
Marek has a brother and a sister. His mother and father were born in Poland and Marek has been over to see his grandparents in Poland. His grandfather and grandmother are coming over for Christmas. They are going to stay for three months. Marek is very excited about this and is looking forward to it.

How could you help Marek? How can Marek help his family here?

Jonathan’s Family
Jonathan and his two sisters and Mum and Dad live in an estate. Jonathan’s Dad has been out of work for almost a year. In the last few weeks his Mum and Dad have been talking about moving to Australia. His Dad has found a job there and his Mum and Dad have talked to him about moving. Jonathan is excited about this adventure.

How could you help Jonathan? How can Jonathan help his family here?
Sigita’s Family
Sigita’s family have been living in Ireland for six years. Last year her father died in a car accident. Since then she feels her family has changed. Her mother is worried and sometimes cries. Sigita misses her father and wonders will things ever be good like they used to be. **Can you help Sigita try to understand some of the changes that are taking place in her family? How can she help her family here?**

Joseph’s Family
Joseph is ten and his mother and father are separated. He lives with his mother and he still sees his father most weekends. Before they split up Joseph could not imagine what it would have been like. But now that they are split up it seems OK. There are times when he wishes that it was different, but he still loves both of them and they still love him. **How could you help Joseph? How can he help his family here?**

Michelle’s Family
Michelle lives in the countryside and her family has a farm. There are times when that is great and she really likes when the baby lambs are born in the Spring. This Summer they had planned to go to London as a family. But the weather was always changing and they kept waiting for good weather to bring in the hay and the turf. In the end they couldn’t go to London. Michelle was really disappointed. **How could you help Michelle? How can Michelle help her family here?**

Hannah’s Family
Hannah’s Dad has been ill for quite a while. He has to stay in bed when he is at home. Sometimes he has to go to the hospital for a few days. Hannah remembers how they used to have great fun playing together in the garden. Hannah feels upset when she thinks of her father’s illness. **How can Hannah manage these difficulties? Could you help? How can she help her family here?**
UNIT 3
FEELINGS
STRAND    MYSELF
Strand Unit    Growing and changing
             Feelings and emotions

INTRODUCTION TO THIS UNIT
This unit aims to raise children’s awareness of their own and others’ feelings, and to develop strategies for dealing with feelings. The ability to identify and express feelings appropriately is important for a sense of well-being, and helps to build emotional literacy and better relationships. The development of strategies for dealing with difficult situations helps to build confidence.

The lessons in this unit focus on recognising and expressing feelings, and dealing with setbacks. In Lesson 1, children identify the feelings of characters in a story. The appropriate expression of feelings is explored in Lesson 2 through mime and a worksheet. Lesson 3 focuses on the difference between needs and wants. It is important for children to learn that we cannot get everything we want in life – if we try, it can lead to frustration and unhappiness.

While it is not the aim of the exercises to elicit expressions of deep feelings, it is possible that a topic may touch a child in such a way that they may talk about some painful experience or cry. When dealing with such an experience or event, accept how the child feels and give reassurance if the child is crying – for example, indicate that it is a natural thing to cry when we feel sad. Give time for others to express support for them. Making eye contact with two or three others in the group before the focus is moved helps the child to feel okay about being seen to be sad or hurt and will make it easier for them to link with friends afterwards. Sometimes a child needs further support through one-to-one listening, support from home, or referral to a health or voluntary agency service (with parental permission).

LESSONS IN THIS UNIT
Lesson 1
How Do They Feel?
Lesson 2
Expressing Feelings
Lesson 3
What I Need and What I Want
CORE CONCEPT
Recognising, managing and discussing feelings allows for the development of good communication skills and empathy with others.

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

Content Objectives
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.

Explore how feelings can influence one’s life.

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

TEACHER’S NOTE
You can select the most appropriate story for the children, or decide to read both.

RESOURCES
- Story 1: The Birthday Present  
- Story 2: The Accident.

PROCEDURE AT A GLANCE
- Story  
- Discussion
Story

Read one or both stories to the children.

Story 1: The Birthday Present

Niamh’s birthday was coming up. She was looking forward to this. Even though she had parties when she was younger, this year was going to be different. Her parents explained to her that it was going to be difficult to have a party this year as it was too expensive. Niamh’s Dad had lost his job and there wasn’t as much money for things as before.

But Niamh was still looking forward to her birthday. She had asked her mother if she could get a mobile phone for her birthday. Her Mum wasn’t sure: ‘I’m not sure that you need it Niamh, though I know that you want it’, she had said. But Niamh knew that lots of other people in her class had phones. Two of her friends, Adamma and Mary, had phones. She knew that sometimes they talked to each other outside school. One day, when she went over to Mary’s house to play, Mary had spent much of the time texting on her phone. Niamh wished she had a phone and then she could swap numbers with her friends. Niamh had asked her Dad about getting a phone. He didn’t think it was such a bad idea. ‘We’ll see’, he said.

On the day before the birthday Adamma asked Niamh if she was giving out invitations for her birthday. Niamh explained that she wasn’t having a party, but that she thought she might be getting a phone. ‘That’s great’, said Adamma. ‘You’ll be able to text me and call me tomorrow. Here’s my number’. Adamma wrote her number on the back of Niamh’s homework journal. ‘Don’t forget to ring me’, she said.

The following day was Niamh’s birthday. Her Mam and Dad came into the room and sang happy birthday to her. ‘There is a present on the kitchen table’, said her Mam. Niamh raced to the kitchen where there was a package with her name on it. She opened it up. There was a nice pair of shoes and a cool top. Niamh searched again to see if the phone was there, but it was nowhere to be found. When her Mam and Dad got to the kitchen, Niamh looked upset as she sat beside her new presents.

Characters: Niamh, Mum, Dad, Adamma

Story 2: The Accident

Marek liked going to school, mostly because he liked meeting his friends. When he went home, he did his homework and stayed with his mother and baby sister for the evening. But Marek really wanted to have a chance to go to visit his friends after school. He often asked his mother could he go to play with his friends, but she didn’t really know many of the other families.

One day during break time at school, Oisín asked Marek would he come over to play after school on Friday, Marek said he would have to ask his mother. He told Oisín that he would get his mother’s phone number and maybe Oisín’s Mum could ring Marek’s Mum. By Friday it was all arranged. Marek was going home with Oisín after school and Marek’s Mum was going to collect him later that evening.

Marek was looking forward to his trip to Oisín’s house. Oisín said that if the weather was good that they could play football on the road. On Friday, Marek brought his football gear with him in a bag so he could change into it after school. After school, Oisín’s Mum collected them both and they went to Oisín’s house. Oisín’s Mum had made a dinner for them after school. After dinner, Oisín said:

ASK THE CHILDREN SOME GENERAL QUESTIONS ABOUT THE STORY(IES):

- WHAT DID YOU LIKE ABOUT THE STORY?
- COULD WHAT HAPPENED IN THE STORY HAPPEN TO SOMEONE OF YOUR AGE?
- HAVE YOU EVER READ OR SEEN ON TV ANYTHING SIMILAR TO THE STORY?

Allowing discussion about similar events that children have encountered helps them to appreciate the stories at a deeper level.

DISCUSSION
TELL THE CHILDREN YOU ARE GOING RE-READ THE STORIES. THIS TIME YOU WANT THEM TO NOTICE THE FEELINGS IN THE STORIES. EXPLAIN THAT YOU WANT THEM TO THINK ABOUT EACH PERSON IN THE STORIES AND TO TRY TO GUESS HOW THEY ARE FEELING. ONE OPTION HERE IS TO MAKE A LIST OF THE CHARACTERS ON THE BLACKBOARD OR IWB, OR SHOW PICTURES OF THE CHARACTERS, AND LIST THE FEELINGS THE CHILDREN IDENTIFY BesIDE THE NAMES. ASK THEM TO NOTICE PARTICULARLY ANY EVIDENCE FROM THE STORIES THAT MIGHT MAKE THEM THINK THAT THEIR GUESS WAS CORRECT.

CONCLUSION
A LIST OF THE FEELING WORDS IDENTIFIED COULD BE WRITTEN UP AS THE START OF A FEELINGS WORD BANK. CHILDREN COULD BE ASKED TO IDENTIFY FEELING WORDS THAT BELONG TO THE SAME FAMILY OF FEELINGS, BUT THAT ARE DIFFERENT IN INTENSITY (FOR EXAMPLE, IRRITATED AND FURIOUS BELONG TO THE ANGRY FAMILY OF FEELING WORDS). THIS HELPS TO RAISE CHILDREN’S AWARENESS ABOUT DIFFERING LEVELS OF FEELINGS AND HOW TO COPE WITH THEM.

EXTENSION
THE CHILDREN COULD WRITE OR TELL A SUITABLE ENDING TO ONE OF THE STORIES. SOME CHILDREN MAY WISH TO READ AND SHARE THEIR ENDINGS WITH THE OTHER CHILDREN. THESE COULD BE DISCUSSED, AND THE DIFFERENT REACTIONS TO THE ENDINGS COULD BE EXPLORED TO SHOW CHILDREN THAT THERE ARE CHOICES TO BE MADE IN DEALING WITH FEELINGS.

THE CHILDREN CAN DRAMATISE THESE OR OTHER STORIES USED IN THE CLASS AND IN THIS WAY EXPLORE FEELINGS OF DIFFERENT CHARACTERS. THE CHILDREN COULD ROLE PLAY PARTICULAR SCENES FROM THE STORIES IN THIS LESSON (OR OTHER STORIES) TO ALLOW FOR FURTHER EXPLORATION OF FEELINGS. THERE ARE GUIDELINES FOR DRAMA ACTIVITIES IN THE GENERAL INTRODUCTION TO THIS MANUAL.
LESSON 2
EXPRESSING FEELINGS

CORE CONCEPT

Expressing feelings appropriately is important for self-management, good communication and a sense of well-being.

SPHE CURRICULUM

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

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

INTEGRATION

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

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

TEACHER’S NOTE

Allowing children to express feelings in mime using their whole body will demonstrate to them that we hold feelings in our body. Awareness of this can help them to identify feelings and develop coping mechanisms for dealing with feelings.

RESOURCES

• 10 mime cards – cut to allow for one per group
• Worksheet: Expressing Feelings

PROCEDURE AT A GLANCE

• Mime
• Discussion
• Worksheet/Quiz
Mime

Explain to the children that they are going to be doing some mimes and that you will be asking for volunteers. As a warm up, put the children into pairs. Each person in the pair picks a feeling word from the list prepared in the previous lesson (Lesson 1). They take turns miming this for the partner, starting with facial expression to show their word, then using their body while standing on the spot, and finishing with a bodily movement that involves them moving from the spot. If their partner guesses the word before they have finished the three mimes, they can pick another feelings word.

Divide the children into teams (3-4 children). Explain that you are going to give a volunteer a situation to mime. Ask for a volunteer from each team to do the mime. The volunteer from the first team is given one of the mime cards and asked to mime the feeling or situation on the card. The child may want to invite others in the group to participate. The children in the volunteer’s group get the first chance to guess what feelings or situations are being mimed. The other groups may have a guess if no one has already guessed the feelings or situation correctly. Note the feelings on the board as they are identified. Continue until all the volunteers have completed their task.

Discussion

When the mimes are completed and the feelings named, talk about the situations and the feelings on the cards. Ask the children to identify how people might act as a result of experiencing those feelings. Ask them which of the actions are appropriate - explain that in some situations it might be appropriate to act one way, but that in other situations it would not. Knowing how to act in a given situation is part of growing up. Very young children can act out a feeling in a different way to an older child. Ask them if they have ever witnessed this (in a supermarket, for example, when a small child throws a tantrum). They shouldn’t mention any names, just the incident. Invite comments about the timing of expressing feelings. For example, when you are hurt in a crowd you might feel like crying right there and then, but you might try not to cry, particularly if you don’t know anybody. Explain other ways you could express hurt, such as telling your friends or your parents. Ask the children for examples of ways that might not be acceptable or helpful to express how they are feeling (e.g. hitting, sulking, or silence) and discuss when, how and where they would express those feelings.
Worksheet or Quiz

This part of the lesson can be presented on an IWB as a quiz or may be done as a worksheet. Note that a variety of different answers are acceptable and appropriate.

Explain to the children that it is important to express feelings appropriately - in the right way, at the right time and with the right people. However, some feelings may need to be expressed immediately. Feelings can be expressed in a variety of ways:

- By talking
- Through body language
- Through touch
- By doing something unrelated to the source of the feeling – going for a walk when you are angry.

Ask the children to first complete the worksheet individually and then in pairs to compare their answers and discuss any differences. Go through the worksheet or quiz with the children and highlight expressions of feelings that are helpful or unhelpful as you go through each item.

Conclusion

Using helpful suggestions from the previous exercise, the children could design posters entitled **Expressing Feelings**. These could be displayed in the classroom and further additions could be made as and when appropriate. Alternatively, the children could write their preferred ways of dealing with one or two feelings in their SPHE copy, with the emphasis on appropriate expression of feelings.
<table>
<thead>
<tr>
<th>FEELINGS MIME CARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>You get a letter in the post. You aren’t expecting a letter, but when you see your name on the envelope you want to open it.</td>
</tr>
<tr>
<td>Your friend in school says that her Mum is going to organise an evening where she can go over to your house. She says her Mum will ring your house tonight. You go home and tell your Mum. By bedtime there is no phone call.</td>
</tr>
<tr>
<td>It’s your birthday – you can’t wait to open your presents. You’re so excited, you can’t stay still.</td>
</tr>
<tr>
<td>You arrive home after school and find the door is locked. You ring the doorbell of your house, but there is no reply. You begin to get worried in case something is wrong.</td>
</tr>
<tr>
<td>You work really hard in school. You often get your work correct, but the teacher seems to praise a boy sitting at your table all the time. You never really get praise which disappoints you. You are really jealous of your classmate.</td>
</tr>
</tbody>
</table>
Expressing Feelings

Think of three different ways of expressing the feelings listed below. Remember part of growing up is being able to find ways of expressing feelings in a healthy and acceptable way.

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Ways of Expressing Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happiness</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>Anger</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>Jealousy</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>Love</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>Sadness</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>Fear</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>Pity</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
</tbody>
</table>

There are lots of ways of expressing feelings that are helpful and healthy – you can be a good feelings scout with a bit of practice!
CORE CONCEPT
Identifying differences between needs and wants can help us have more realistic expectations about how our needs could be fulfilled.

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

**Content Objectives**
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.

Explore how feelings can influence one's life.

TEACHER’S NOTE
While needs and wants are dealt with in a fictional way in this lesson, it may also be possible in the final discussion for children to look at some of their own needs and wants.

RESOURCES
- Story: Cinderella’s Cousin

PROCEDURE AT A GLANCE
- Circle Work
- Discussion
- Story/Activity
- Worksheet

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

The children sit in a circle. A short warm up game could be played. If you or the children have a favourite game this could be used. Alternatively, ask the children to change places in the circle in response to the following statements:

- Change places if your favourite dinner is chicken
- Change places if you are wearing runners
- Change places if you support Manchester United
- Change places if you have blue eyes

The children could suggest some other statements that they think will get people moving.

Ask the children to complete the sentence: One thing I need is..... as a round using a speaking object. Then ask the children to complete the sentence: One thing I want is....

Discussion

Ask the children to discuss the differences between needs and wants, and to try and define both. Ask them to describe some of their own needs and wants. Try to guide the discussion towards finding an overall statement or definition of what a need is and what a want is. A good working definition might be: A need is something you must have, and a want is something you would like to have. Food is a need, but ice cream is a want.

Story/Activity

Read the following story for the children. At the end of the story, initiate a discussion on Panderella’s needs and her wants.

Story: Cinderella’s Cousin

Now everyone has heard the story of Cinderella and how her life was changed by a Fairy Godmother. However, you may not have heard of her cousin, Panderella. Panderella was quite different from Cinderella. She did not sleep by the fire and did not have ugly sisters and did not have a wicked stepmother. In fact, Panderella lived in nice comfortable home with a nice comfy bed, a lovely older sister and her parents who were happy to help her. She went to a nice school and had lots of friends.

However, she did have some difficulties. Panderella wanted many things. For her tenth birthday Panderella wanted a new bike, a lovely dress she had seen in a window in town, a new electronic game console like her friends had, a pair of shoes with heels like her big sister, and a whole list of smaller things. Her Mum and Dad had always given Panderella everything she wanted. She already had a whole room full of toys and games. But this time, Panderella wasn’t so sure. Her parents hadn’t yet arrived home with lots of things and Panderella was beginning to get a little worried.

The night before her birthday, Panderella was lying awake in her bed thinking about the things that she might get, when she dreamed that a kindly old lady came into her room.

In the dream, Panderella asked: ‘Who are you?’ ‘I’m your Fairy Godmother’, announced the kindly old lady. ‘Oh, that’s wonderful’, cried Panderella. ‘Now I’m going to get everything I wanted for my birthday’. ‘Not so fast, young lady’, said the Fairy Godmother. ‘I am going to bring to you only what you need and not just what you want’. ‘But I need all of it’,
pleaded Panderella. 'I don't think so', said the Fairy Godmother. 'Remember a need is something you have to have and a want is something you would like to have'. ‘But I have to have a bike and the dress and the game station and the heels and all the other stuff too, or else I’m going to be really upset’, said Panderella. ‘Well, if you choose to be upset, then that is a decision you will have to live with. However I know some people who can help you sort this problem out. There are some children in fourth class in _____________ who know a lot about what we need and what we want. They will help you sort out some of these things’, said Fairy Godmother.

At this point, the children in pairs or small groups examine the list of things that Panderella wants for her birthday and help her distinguish between needs and wants.

- Is there anything on Panderella’s list that is a need?
- What would a list of Panderella’s needs include?
- What should her Fairy Godmother bring to her? Why?
- What should Fairy Godmother not bring to her? Why not?

**Conclusion**

The children complete the **Worksheet: Needs and Wants.** This could be placed in the children’s SPHE copy or folder. Alternatively, it could be completed as homework, with children encouraged to ask their parents to help them to complete it.

**Extension**

The children could write the definition of needs and wants or make a small poster with the definition of needs and wants on it. Some of the posters or definitions could be displayed on the wall to help children to keep the difference between needs and wants visible for reference.
Using the headings listed below, see if you can identify your needs and wants.

<table>
<thead>
<tr>
<th>Headings</th>
<th>What I Need</th>
<th>What I Want</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleep/rest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weather</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Money</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holidays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobile phone</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INTRODUCTION TO THIS UNIT

This unit deals with strategies for making decisions, discerning influences and gaining practice in making choices. It teaches an approach to decision-making and provides practice in communication skills. It gives children an opportunity to consider how groups to which they belong can influence them either positively or negatively. Lesson 1 explores the different ways we make decisions. The children identify different types of decisions in Lesson 2 and how their ability to make decisions will expand as they grow and mature. In Lesson 3 they practise a particular decision-making strategy using different scenarios. Lesson 4 alerts them to the possible influences on their decisions and choices as they grow older, and helps them to become more discerning of these influences.
CORE CONCEPT

Decision-making is influenced by a wide range of factors. Increasing our awareness of these factors helps us to make informed decisions.

SPHE CURRICULUM

- **Strand:** Myself
- **Strand Unit:** Making decisions

Content Objectives

Become aware of and think about choices and decisions that they make every day.

Explore and discuss the factors that influence personal decisions and choices and the different levels of thought involved in making a decision.

INTEGRATION

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

TEACHER’S NOTE

This lesson should focus on the immediacy of decision-making within the classroom and work outwards to understanding decision-making outside the classroom.

RESOURCES

- Worksheet: It’s Why I Did It
- Children’s Names (in a box)

PROCEDURE AT A GLANCE

- Discussion
- Worksheet
Discussion
Ask the children what decisions have they made since they came to school today. These might include:
- Who to talk to and play with at break time?
- Which pencil to use from my pencil case?
- Which book from the library to read?
- What to work at?

Record these briefly on the blackboard or IWB. Then ask the children to give lists of reasons why we make certain decisions. These might include:

- I just felt like it
- My teacher told me to
- My mother told me to
- I really like...

Try to organise these reasons into similar categories – personal choice or taste, other people’s influence, media influence etc.

Ask the children to discuss the reasons why they have made the decisions that they have today which are already recorded on the blackboard or IWB. Do you notice anything about whom or what influences your choices or decisions?

Worksheet
Explain to the children that they are going to try to remember the reasons they made the decisions they did. Distribute the Worksheet: It’s Why I Did It to the children and discuss the categories in which decision-making reasons can fall. Ask the children to try and remember any decisions they made and their reasons. Write or draw about it under the appropriate category on the worksheet. When the children have completed most of the boxes, ask them to discuss their worksheet in pairs.

Note: Not every child will fill every category.

Ask the children to discuss these reasons for making the decisions, using the following questions:
- Which ones are the most satisfying?
- Which ones could end up being a poor decisions? Why?
- What’s the best reason for making a decision? The worst?
- How might you make good decisions?
- Are there ever rows or difficulties about decisions?
- Why do you think that is?

Conclusion
The children could identify a decision that they will make shortly, either one that their parents might help with, or one that they can make on their own. They share this in pairs and try to choose a good way to make the decision so that they will be happy with the outcome.
<table>
<thead>
<tr>
<th>Reason</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because I just felt like it</td>
<td>Because everyone was doing it</td>
</tr>
<tr>
<td>Because I saw it on tv</td>
<td>Because it’s my favourite</td>
</tr>
<tr>
<td>Because my teacher told me to</td>
<td>Because I’d be in trouble if I didn’t</td>
</tr>
<tr>
<td>Because my mum told me to</td>
<td>Because I think it is wonderful</td>
</tr>
<tr>
<td>Because I think it’s really important</td>
<td>Because all my friends like it</td>
</tr>
<tr>
<td>Because everyone has to</td>
<td>Because there was nothing else</td>
</tr>
<tr>
<td>Because....</td>
<td>Because...</td>
</tr>
</tbody>
</table>
CORE CONCEPT
As we grow older our decision-making capacity increases. We need to understand areas in which we can make decisions by ourselves and areas where we need support from others in making 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 responsibilities are accepted and as the trust of others is earned.

INTEGRATION
English
■ Strand: Developing cognitive ability through language
■ Strand Unit: Oral

TEACHER’S NOTE
This lesson explores decision-making boundaries for the children. This will vary for children in the class depending on age and circumstances, and this difference should be acknowledged as the lesson proceeds.

RESOURCES
Worksheet: Who Makes the Decisions?

PROCEDURE AT A GLANCE
- Thoughtshower
- Categorisation Exercise
- Discussion
- Conclusion
Thoughtshower
Start with a thoughtshower of decisions that have been made recently by the class members. Discuss decisions that take place within school, for example:

- What I bring for my lunch
- Whom I talk to at school
- What I play at break time
- Where I sit in the class
- Who my friends are
- How well I listen and work in school
- What clothes I wear at school
- What after-school activities I get involved in.

Record all the children’s responses on the blackboard or IWB. Ask the children to look at which decisions they make themselves, which decisions are made with others, and which decisions are made by others. Sort the list using these three categories, while recognising that some of these decisions can fall into a number of categories, depending on the person. The following table is an example:

<table>
<thead>
<tr>
<th>Decisions Made by Myself</th>
<th>Decisions Made by Others</th>
<th>Decisions Made with Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I wear on Saturday</td>
<td>When I go to bed</td>
<td>What I eat for lunch</td>
</tr>
</tbody>
</table>

Categorisation Exercise
Using the Worksheet: Who Makes the Decisions?, ask the children to work individually to identify which category these decisions fall into (using the categories from the previous exercise). The purpose here is to focus on the fact that in families, decisions can be made in different ways, so children should be encouraged to recognise differences. (They just need to write the number of a decision in the relevant circles.)

When the exercise is completed ask the children to check with one other person at their table to see if their decision-making is different from the other children. Ask for feedback from the group.

Ask the children to look at any decisions on this sheet that would have changed since they started school. Which ones? Why?

Work to establish with the children that, as we get older, we get to make more decisions because we are more grown up (and hopefully more responsible).

Discussion
Ask the children to think of decisions which they might make in the future that are not yet a decision for them. These might include:

- What secondary school I will go to
- What subjects I will study
- Where I will live
- What I will work at
- Who I will marry
- Whether I will smoke or drink.

Ask the children if some of those decisions seem difficult now.

- Why? Why not?
- Will they seem difficult in the future?
Conclusion
Ask the children to ask their parents about making decisions:

- Did you ever have difficult decisions to make?
- What decisions are difficult to make?
- Fun to make?

Extension
The children could draw an imaginary timeline in their SPHE copies of what decisions and choices they might make in the future, noting what age they might be when they make decisions about where they live, whether they will smoke or drink etc. Alternatively, you could use a focused visualisation to bring them on an imaginary journey into the future. This might start as follows:

Sitting comfortably on your chair, or on the floor, close your eyes or pick a spot on the floor to help you to concentrate…now concentrate on your breathing, become aware of your breath coming in and leaving your lungs. Breathe at your own pace…think about the age you are now and the decisions you can make for yourself…what decisions do you enjoy making now? Picture yourself making a decision you’re comfortable with…it might be about what to wear at the weekend…what PlayStation games you’re going to try to master in your leisure time…whom you might want to spend some time with (friends…family)…

Now think about a time in the future…you are entering your first year in second-level school…think of a decision you might have to make…it could be about how to get to your new school…whom you are going to make friends with…what subjects you are going to choose…which

of these could you decide on your own? Which would it be helpful to ask someone else about? Picture the person you might ask for help…imagine the questions you could ask them…when you might ask their opinion…where will you be when you talk to them? Imagine what it will be like to get some good advice that will help you to make good decisions for you…people will be happy to help you on your way…now think of whom you might help at this time…maybe a friend who is a bit shyer than you…or a younger brother or sister who wants to know all about your new school…imagine what it would be like to help someone as you would like to be helped…

Now think of when you might leave school…what decisions do you think you will be making then? Think of a decision you are looking forward to making at that time…you will be getting good at making decisions by then as you will have had lots of practice…imagine making a good decision about what to do after you leave school…what will that feel like? Think of a colour that will show that happy feeling of making a good choice or decision…imagine yourself surrounded in a bubble of that colour…you will be happy making choices and decisions for yourself as you get older…but you can still look for help anytime you’re not sure of what to do…imagine who could help you with decisions in the future…

Now concentrate on that happy colour for a moment…whenever you have a decision to make try to imagine what choice will help to bring that colour to mind…once again focus on your breath in and out of your lungs, breathing at your own pace…and when I count back from 5 you can open your eyes…5…4…3…2…1.
# Who Makes the Decisions?

<table>
<thead>
<tr>
<th>DECISIONS I MAKE</th>
<th>DECISIONS WE MAKE TOGETHER</th>
<th>DECISIONS PEOPLE MAKE FOR ME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What clothes I am going to wear</td>
<td>9. What books I read</td>
<td></td>
</tr>
<tr>
<td>2. What time I am going to bed</td>
<td>10. Whom I talk to at school</td>
<td></td>
</tr>
<tr>
<td>3. Who my friends are</td>
<td>11. What I watch on TV</td>
<td></td>
</tr>
<tr>
<td>5. When I go to school</td>
<td>13. What my hobbies are</td>
<td></td>
</tr>
<tr>
<td>6. How I spend my money</td>
<td>14. What I do at the weekend</td>
<td></td>
</tr>
<tr>
<td>7. Whose house I go and visit</td>
<td>15. What movies I go to</td>
<td></td>
</tr>
<tr>
<td>8. Where I go on holidays</td>
<td>16. Where I play</td>
<td></td>
</tr>
</tbody>
</table>
CORE CONCEPT
Making healthy choices is central to substance misuse prevention. Giving children strategies for making healthy choices will help them to be more in control of decisions taken.

SPHE CURRICULUM
Strand: Myself
Strand Unit: Making decisions

Content Objectives
Recognise and explore the risks and the consequences of making a particular decision.
Learn and begin to devise a simple decision-making strategy.

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

RESOURCES
- Sample Situations
- Handout: Traffic Lights
- Worksheet: Which Path?

PROCEDURE AT A GLANCE
- Activity
- Discussion
- Handout
- Worksheet
Activity: Making Choices

Ask the children to stand in the middle of the room. Tell them that you are going to ask them a series of questions and they have to decide which of two options to choose. Explain that you will point in one direction for one answer and another direction for the other. They should move to the spot which best matches their answer. Those who are unsure should stay where they are. Emphasise that there are neither right nor wrong answers, only choices. Ask the children questions such as the following:

- Which do you prefer - the mountains or the sea?
- Which do you prefer - a banana or a carrot?
- Do you prefer to shout or whisper?
- Do you prefer to travel by car or bus?
- Do you prefer a hamburger or cheese?

After each choice, ask them why they chose what they did. Then ask them to return to the middle of the room.

Discussion: Making Decisions

Inform the children that everybody makes decisions every day. Remind the children of the categories we used for decisions in the last lesson. Ask them what decisions they have made since they got up that morning and what decisions they will have to make before they go to sleep that evening. Many of those decisions will require little thought – these are things we do almost automatically. Ask for examples.

Some decisions will be made for them by people like parents or teachers, for example, whether to come to school or not, whether to sit or stand in class. Ask for examples. Sometimes they may choose between two or more alternatives and consider the consequences for example, whether to cross with the lollipop lady or man, or at the pedestrian lights, or further up the road. Ask for examples of these types of decisions.

Explain to the children that there are a lot of things which help us to make decisions, such as past experiences (good and bad), what we like, imagining what will happen (consequences), or our beliefs and influences i.e. the ability or power of others to sway, persuade or force us to choose one thing over another.

There are also different ways of making decisions, for example:

- I always do it that way (habit)
- They’re doing it, so will I (influence)
- My parents told me to do it (direction)
- If I did it, I know it would be bad for me (consequences)
- We all talked about what would be best and agreed to do it that way (consensus).

Ask the children which way they think is the best to make decisions.

- Does it depend on the decision?
- What would help you make a decision about what to eat?
- What to look at on TV?
- Whether to smoke or not?

Identify which ways of making decisions would be good in these examples.
Handout: Traffic Lights

Distribute the Handout: Traffic Lights and explain that it gives a strategy for making a decision. Go through the steps outlined on the sheet. Explain to them that you want them to use the traffic lights to help them make decisions. Encourage them to use this when they are making decisions. Choose a situation from the Sample Situations Sheet provided or present a more relevant one. Using the traffic lights strategy to guide them, ask the children to tell you all the different things that could be done (the options or the alternatives for themselves) if they found themselves in this situation. Then discuss the consequences of each alternative. Decide which would be most appropriate.

Worksheet: Which Path?

Choose a situation which requires a decision. Demonstrate making a decision with the children using the Worksheet: Which Path?

Divide the children into small groups. Give each group a situation which requires a decision to be made. Use ones from the Sample Situation Sheet or ones relevant to the children’s lives. Distribute the worksheet, one to each group. Ask the groups to think of the different options or choices and write these on the paths. They are to write or draw the consequences of the different options. Discuss each situation with the children. Look at the different options chosen and the consequences of each.

Extension

Ask the children to give some examples of risky situations that children their own age might sometimes experience. Encourage them to look at the options and consequences. Discuss the options with the children.

- Who might help?
- What could you do?

Discuss the variety (if any) of preferred options and choices in the group or class. The children could choose a situation and draw its solution in picture or cartoon form.
What would you do if:

…the lollipop lady /man was not at the busy crossing when you arrived on your way to school?

…you found a wallet with €30 on the street and the owner’s name and telephone number was written inside.

…you forgot your lunch.

…you have a bad headache. You know that the tablets your mother takes when she has a headache are in the cupboard.

…you are sleeping over at your friend’s house as their parents are having a party and they said that you could come to keep your friend company. While you are having supper, you both see some drinks in a glass. You don’t know what they are, but your friend suggests that you both drink some.

…some older boys and girls whom you know are smoking in the park. When you stop to talk with them they offer you and your friend a smoke.

…you lose a library book.

…your best friend moves away to live in a different county.

…an older child keeps bothering you in the yard.
STOP
Take time to think
Decide what to do
Which Path?

Situation
LESSON 4
WHAT INFLUENCES US?

CORE CONCEPT
Children spend an increasing amount of time in the company of diverse groups as they get older. Their growing freedom brings with it more responsibility and the skill to withstand negative pressure or influence.

SPHE CURRICULUM

Strand: Myself
Strand Unit: Making decisions

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

Make individual and group decisions.

INTEGRATION

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

TEACHER’S NOTE
Two stories are provided – pick the most appropriate story for the children. You may wish to do this lesson over two sessions.

RESOURCES

- Stories: Danielle’s Story or Rory’s Team
- Worksheet: Groups I Belong To – one per child

PROCEDURE AT A GLANCE

- Thoughtshower
- Story
- Thoughtshower
- Writing
- Discussion
Thoughtshower
Ask the children to imagine a boy and girl called Rory and Danielle who are in Fourth Class. Draw stick figures of them on the blackboard, or find a visual that will help to bring them alive for children. Encourage the children to identify the different groups to which the children could belong. List the groups named by children around the stick figures on the blackboard.

Clarify with the children what we mean by a group i.e. people who have a common purpose. The children could check the dictionary definitions. Encourage the children to extend the original list and classify these under various headings such as sports groups (football team, swimming club), other leisure groups (scouts, computer club) etc.

The children complete the Worksheet: Groups I Belong To. Discuss the groups chosen by the children and some of the reasons given for belonging to them. Their responses may include fun, security, love, safety, interest, achievement, togetherness, habit. Highlight the fact that we don’t always choose to belong to a group, for example, we are born into a particular family, and we are placed in a particular class group in school. Which groups did you choose to belong to? Ask the children to identify one good thing about belonging to each of the groups on their list.

Explain to the children that the more important a group is to us, the more we want to belong to that group. And of course the more important the group is to us, the more influence it has on us. Check that the children understand what is meant by influence. Ask them to think of times when they were influenced by a group, and how they were influenced. They could share this in pairs and decide if it was a positive or negative influence.

Story
Tell the children that they are going to hear a story about the influence a group of friends had on a young person. Read one of the stories – Danielle’s Story or Rory’s Team.

Danielle’s Story
Danielle had just had yet another row with her mother about the state of her room – she couldn’t find any of the shirts her Mammy had ironed for her over the weekend. Just then the doorbell rang – it was her friends Ciara and Alina. Was she glad to see them! She got her coat and bag and ran out of the house. She heard her Mammy saying, ‘Bye,’ as she slammed the door.

She quickly forgot about the row when the three of them started talking about the previous evening’s TV programmes. In the line, on the yard, they met up with their other friend Zoe. They had formed their friendship at the beginning of third class and were unlike any other group in the class. Each of them liked the same film star, the same football team, and the same pop group. They all had different coloured hair, but they liked the same kind of clothes, and they each described themselves as ‘mad’. There were other similarities too, none of them was all that well off and each of them had difficulties of one kind or another at home.

Recently, life had been very exciting; Alina had ‘borrowed’ a pack of her Dad’s cigarettes and after school they had gone
Danielle was always getting on to her Mammy about smoking because she hated the smell of her clothes afterwards, but she wasn't going to tell her friends that — what would they think? She didn’t enjoy smoking at all, but she pretended she did. The others seemed to enjoy it and thought it looked cool. When she got home, she spent twenty minutes brushing her teeth to get the taste out of her mouth.

This day, Zoe said that she had thought of something really exciting that they could do. After school, they sat in the park and Zoe told her friends about her plan. She wanted to take magazines from the local shop and she needed the help of the others to do it. Alina and Ciara were to distract the shopkeeper. Danielle would keep watch while Zoe stuffed the magazines into her bag.

Danielle felt sick. She must have looked it too because Zoe asked her what was the matter …

Questions for discussion:
- What was the cause of the row between Danielle and her mother?
- Name some of the feelings experienced by Danielle throughout the story.
- What might have happened if she had refused the cigarette? Why?
- What do you think was going through Danielle’s mind as Zoe told her plans to the friends?
- What were the risks in the plan?
- What rewards might there be?
- Would they be worth it?

Story: Rory’s Teams

Rory supported Bolton Wanderers. He had done so since he was five years old. His Dad came from Bolton and his grandmother still lived there. He’d never been to see his team playing and he rarely saw them on television. That was the problem. They weren’t a very successful team and they weren’t very popular either. In fact, apart from his Dad and himself, Rory didn’t know anyone else who supported Bolton! But every Saturday evening Rory sat with his Dad and listened to the football results. Sometimes if Bolton were playing one of the bigger teams he would see highlights from the game — usually United or City putting five goals past the Bolton keeper! But once in the first round of the cup Bolton had beaten Liverpool 3-0. Rory and Dad had cheered and cheered when they heard the result. Then they got beaten in the next round. Rory and Dad kept a scrapbook every season. They cut out articles from soccer magazines and match reports from the paper. Rory’s Uncle Simon, who was a Bolton fan too, sent him programmes from matches that he had attended.

At school Rory’s classmates supported Manchester United, Liverpool and Arsenal. They were the most popular teams. Two of the girls supported Chelsea and the twins, Martin and Liam, supported Newcastle. When Rory was in third class he wore his navy and white scarf to school. The other children asked him whose colours they were. They all laughed when Rory said he supported Bolton Wanderers. After that Rory rarely joined in when they talked about football.
In sixth class Rory wished he supported a better team. He really liked Liverpool. Two of the Irish international team played for them. Eoin and Conor, his best friends, supported them. Rory wondered what Dad would say if he told him that he didn’t want to be a Bolton Wanderers fan anymore. He thought about asking his parents to buy him the Liverpool strip for his birthday.

Just before his twelfth birthday, Uncle Simon wrote to say he had tickets for a match in two weeks’ time. He sent the plane tickets for Dad and Rory too. Dad was really excited.

Questions for discussion:
- Name some of the feelings experienced by Rory in the story.
- What do you think was going through Rory’s mind when the older children laughed?
- Why did Rory wish that he supported a better team?
- How did he feel when the tickets arrived?
- What could he do?

Discussion
Ask the children to imagine how they might feel if they were asked to leave their group of friends. Ask each child to write their feelings on a piece of paper. Collect these and record their responses in a Circle of Feelings on the blackboard or flipchart. Discuss the range of feelings that are evident, and the common feelings that emerge.

In pairs, the children discuss the importance of friendship and what they gain from being in friendship groups. The children discuss what they would lose if they could no longer belong in a friendship group.

Writing
The children then write an ending to the story in their copies. Allow time for them to present and discuss their endings in pairs.
Write down the groups you belong to, starting with your favourite. Also fill in your reasons for being in these groups – a list of reasons is provided to help you, or you can choose your own.

<table>
<thead>
<tr>
<th>Groups I Belong To (favourite first)</th>
<th>Reasons for being in this group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>fun</th>
<th>interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>happiness</td>
<td>habit</td>
</tr>
<tr>
<td>love</td>
<td>friendship</td>
</tr>
<tr>
<td>security</td>
<td>to learn something new</td>
</tr>
<tr>
<td>because I have to</td>
<td>to make new friends</td>
</tr>
</tbody>
</table>

Are there groups you would like to belong to but don’t yet? Write these down here!

1.

2.

3.
UNIT 5
MY FRIENDS AND OTHER PEOPLE
UNIT FIVE
MY FRIENDS AND OTHER PEOPLE

INTRODUCTION TO THIS UNIT
Developing and maintaining friendships is a key life skill, one that can bring much enjoyment and happiness into our lives. In this unit we celebrate the positive aspects of friendships (such as fun, loyalty, care), while acknowledging there are times when there is conflict in friendship and potential for dominance and bullying in any relationship. We need to be able to enjoy the good times with our friends, while developing skills to manage the times when friendships become problematic. The need to achieve a fair solution is strongly felt by children when situations of conflict occur. This can be difficult to achieve. Very often, conflict is destructive and threatening, leading to distrust and misperception. However, with careful management conflict situations can be handled creatively leading to growth and new beginnings.

In Lesson 1, children celebrate friendship by focussing on positive qualities that they and their friends display in friendships. Lesson 2 explores conflict resolution in friendships and, using a fictional lens, children discuss coping strategies. In Lesson 3, children revise the work that was done in Third Class Walk Tall on bullying, and identify when incidents could be categorised as bullying or not. The Anti-bullying policy in school is discussed, so that children become familiar with the supports and strategies that have been adopted.
LESSON 1
HAVING FRIENDS

CORE CONCEPT
There are different types of friendships. To be healthy and sustainable, friendships need to have certain key characteristics and elements.

SPHE CURRICULUM
Strand: Myself and other people
Strand Unit: My friends and other people

Content Objectives
Appreciate the need for and the importance of friendship and interacting with others.
Explore the different aspects of friendship.
Examine different types of friendship.

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

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

RESOURCES
Activity Sheet: My Friends

PROCEDURE AT A GLANCE
• Activity
• Discussion
• Thoughtshower
• Paired Activity/Activity Sheet
• Circle Work
• Discussion
Activity
Make a friendship web within the room. One person is given a ball of wool and holds the end thread. They then throw the ball to someone who has the same first letter in their name, while holding the end, creating a line of thread between them. The second person holds the thread and throws the ball to someone who has the same hair colour as them, or goes to the same club as them, or has the same number in their family as the other child. This shows the interconnectedness and commonalities in the classroom. After you have given some examples, the children can suggest some categories.

Discussion
Initiate a discussion with the children about friendship by asking them how many of them have friends in school.
- Who likes to have just one friend?
- Who likes to have a group of friends?
- What are the benefits of having a single good friend? Are there any difficulties or downsides to it?
- What are the benefits of having a large group of friends? Are there any difficulties or downsides to it?

Thoughtshower
With the children, generate a list of qualities or actions that are important in making friendships work, such as trust, fun, forgiveness, solving rows quickly, talking, laughing, sharing, listening, having things in common etc.

Paired Activity/Activity Sheet
Ask the children to pair up with one person in the classroom whom they know, but don’t see outside school that much. Distribute the Activity Sheet: My Friends. In this exercise the children have to tell their partner about their friendship groups and the partner has to fill in the information on the sheet. One space is not filled in and the child must add one other element about their friendships in here. The children do this and then swap roles.

Circle Work
Ask the children to sit in a circle with their partner. Each child takes their partner’s sheet (that they have filled in). The child who has filled in the sheet introduces the other child by saying: This is... and her friends trust her when... Each child completes the same sentence using one aspect of friendship from those recorded on the sheet.

Discussion
Then ask them to widen their discussion on friendship by feeding back the blank elements that they filled in. Ask them the following questions, adding in any others you feel are appropriate:
- What do you think is the most important element of friendship? Why?
- When can friendships become difficult? Why?
- What could you do when friendships become difficult?
- Can you identify different ways of making friendships? (e.g. meeting someone while on holidays, friends of friends, ‘best friends’, groups of friends.)
Conclusion
Display the work done by the children on the sheets.

Extension
Secret Friend Activity
Put the children’s names in a box. Have each child pick out a name. This will be their secret friend for the week. They must not tell anybody the identity of their secret friend. During the week they are to perform some kind actions for this secret friend without telling them. At the end of the week discuss with the children their experience of this activity. The following questions could be used:
- Did you enjoy it?
- Did you remember to do the kind things?
- Did you notice any one being kind to you or other children?
- Did you guess who your secret friend was?
- Were there any difficulties in being a secret friend?
My Friends

NAME: ________________________
FILLED IN BY: ____________________

MY FRIENDS

... are loyal to me when

... trust me when

... are honest with me when

... enjoy my company when

... forgive me when

... trust me because
LESSON 2
WHEN FRIENDSHIPS GO WRONG

CORE CONCEPT
Children often find themselves in situations of conflict within friendships. This lesson reflects on situations of conflict between friends and considers ways in which such conflicts can be managed.

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

Content Objectives
Begin to cope with disharmony in, or loss of, friendships.

Acknowledge that friends often circulate in groups, which can be healthy or unhealthy.

Practise and recognise the importance of care and consideration, courtesy and good manners when interacting with others.

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

TEACHER'S NOTE
Pointers for initiating role plays are contained in the General Introduction to the Walk Tall materials. These should be read before proceeding with the role play in this lesson. Using fictional scenarios in examining conflict is particularly useful where there may be real, on-going conflict that you are aware of in families, friendships or communities. It is possible that you may not be aware of some conflict affecting children in the class – this should be borne in mind as well.

RESOURCES
• Conflict cartoons (one between every two children)
• Sheet: Role Play Situations
• Teacher Material: Conflict Resolution
• Children’s Material: My List of Rules for Dealing with Conflict

PROCEDURE AT A GLANCE
• Discussion
• Role Play
• Reflection

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

English
Strand: Competence and confidence in using language

Strand Unit: Oral
Discussion

Hand out copies of the Conflict Cartoons (one between two). Ask the children to describe what is happening. Ask them if these are typical situations or if they can describe other typical situations from their own experience.

Ask the children to identify situations where conflicts occur, for example, family, friends, class, yard, street, neighbourhood, religious or political groups, countries. Use the following questions as a guide for discussion on conflicts:
- How do conflicts start?
- What happens?
- How do conflicts usually end? Why?
- Are there always winners and losers?
- When might everyone be a loser in a conflict situation?
- When might everyone be a winner?
- What can we learn from this?

Role Play

Select the Conflict Cartoons you feel are most suitable from the Sheet: Role Play Situations, or devise alternative ones. Ask for volunteers to act out some or all of the scenarios with guidance from you, or divide children into groups and give each one a scenario. A short warm up would be helpful here. Children could engage in mime or a mirror exercise with a partner to help them get into role play mode.

After each role play has been performed, use the following as a basis for reflection and discussion:
- What happened?
- How did the people in the role play feel?
- How did the rest of you feel?
- How did the conflict end?
- Is this how conflicts like this usually end?
- How might things have been different?

The groups who did the role plays could be invited to try out some of the children’s suggestions. When the role play is complete, give time for the children to de-role. This could be done by each child striking a pose and saying their name a few times, or moving around the room and introducing themselves to each person they meet.

Reflection

Ask the children to say what they have learned from their work in this lesson. Remind them to consider their choices the next time they find themselves in a situation of conflict. Encourage them to use the strategy learned in the Making Decisions Unit (Lesson 2) for making decisions. This will help them to decide what to do in situations of conflict.

Extension

When situations of conflict occur in the schoolyard, it may be useful to reflect on these as they happen with the children, and remind them of the alternatives they have learned for handling them. In the Teacher Material: Conflict Resolution, an option for handling difficult situations which may occur in the schoolyard is outlined. If appropriate, it may be done as part of circle work. It is not advised to use this approach with a group of children who have not previously participated.
in this or similar programmes. If groups of children are involved in conflict, a representative of each group is chosen as spokesperson. Strict ground rules must be adhered to if this type of conflict management takes place in a circle formation – listening to one another, not naming names in a negative way, respect for diverse opinions etc.

Children Resolving Conflict

Involving children in taking on the role of resolving conflict can be a very useful learning experience. The child chosen must be trusted by the other children, preferably elected by them. It is an honour to be chosen. The child needs to be well prepared. This may be done through practising in role play situations using the Children’s Material: My List of Rules for Dealing with Conflict. Careful monitoring will be necessary when children are engaged in a real situation of resolving conflict.
Conflict Cartoons
Role play situations

**Situation One**
Sinead and her friends Lynn, Ciara, Helen and Mary were skipping in Mary’s garden. Sinead and Mary were swinging the rope. Suddenly, Ciara rounded on Sinead, ‘You’re not holding the rope right!’

**Situation Two**
Chris and Pat share a bedroom. Chris, who is ten, is neat and tidy. Pat, who is eight, is sloopy and untidy. Every so often their parents come in and give out to both of them about the state of their bedroom. Chris thinks this is unfair, but always helps to tidy up Pat’s things. Chris has decided that enough is enough. Their bedroom looks like a bomb hit it, and their parents have just walked in.

**Situation Three**
The teacher left the room for a few minutes, having given work to the children to do. James broke up his rubber and started flicking the pieces at Mark, a boy whom everybody seems to pick on. The teacher came back in and found the pieces of rubber on the floor. She asked who was responsible. No one owned up. She asked again. This time, Mark stood up and said, ‘James did it.’ James looked mad and later in the line he said, ‘I’m going to get you, you rat!’ Next day Mark and James met in the yard ...
Teacher Material

Conflict resolution

The role of a teacher in resolving conflict requires:
complete impartiality
listening to the stories of the children
not making judgements or decisions
working with the children for a fair and workable resolution.

Before beginning a contract is agreed. The children agree ground rules to follow
during the process (i.e. listening, respect for the other child).
All agree to abide by the outcome.

The stages of conflict resolution involve:

Opening: Participants sit in a comfortable place with the teacher.

Story telling: Each participant tells their story without interruption.

Clarifying: The teacher repeats the stories as they are told. The issues causing the
conflict are outlined with everyone’s agreement.

Problem solving: Define the problem in terms of the interests of the children.
Identify different solutions and explore these.
Evaluate solutions Are they good for both?
Find areas of agreement (this may take more than one session).
Do not rush into reaching agreement (do not push or impose).
Develop an implementation plan (who does what ?when? where?).

Agreeing: Children agree to the solution found.
My list of rules for dealing with conflict

Agree ground rules

Listen to each child’s story

Tell the story back to both children

Brainstorm solutions

Examine each solution – are they good for both?

Chose a solution

What will each child do to make the solution work?

Agree a solution

Meet again to see if the solution is working for both
CORE CONCEPT
Bullying is a term often used by children and adults. It is very important that children understand what is and is not bullying behaviour, and to have coping strategies to deal with bullying.

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

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

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

TEACHER’S NOTE
There is extensive coverage of the topic of bullying in the Third Class Walk Tall Programme. This lesson serves to revise and recall strategies that can be used in bullying situations. It places emphasis on the necessity to examine everyone’s role in a bullying situation. If the lessons in Third Class have not been completed by the children, it would be helpful to do so now.

RESOURCES
- Anti-bullying Policy in the school
- The A, B, C, D, E of Bullying (also in the Third Class Walk Tall Programme)
- Worksheet: Bullying – Is It or Isn’t It?

PROCEDURE AT A GLANCE
- Definition Exercise
- Worksheet
- Discussion
Definition Exercise

Remind the children that they did a lot of work on bullying in Third Class and that this lesson will help them to remember some of the work done at that stage. Firstly the children will try to compose a definition of bullying. To do this, ask the children what they understand bullying to be – encourage them to be as specific as possible. Ask children to identify some nuisance and disrespectful behaviours and ask them to reflect on whether or not they amount to bullying: someone is being mean to me, someone calls me a name, when you have a row with someone etc.

Help the children to categorise some of the different thoughts or ideas on bullying that come from the class. When this is done use the IWB to present the ABCDE of Bullying from the Third Class programme. Ask the children to examine each of these elements and review the children’s discussion on bullying.

Worksheet

Distribute the Worksheet: Bullying – Is It or Isn’t It? to groups of four in the class. Each group has to decide whether the scenarios presented are bullying situations or not. In some of these scenarios the group might decide that they are not sure whether or not it represents a bullying situation. Ask the group to record why or why not. When the groups are finished, ask them to look at each scenario and report to the class what they have decided in relation to the situation. Any differences in conclusions could be discussed. This discussion could be done by way of a walking debate – the scenarios could be put on the IWB one at a time, and pupils requested to stand in a designated YES and NO area in the class – those who are not sure can stand at a mid-point between the two positions. Children in the different positions could be invited to share their reasoning. Having listened to some of these, children could be asked if they wish to move group and to explain why before they do so.

Discussion

Examine the situations that the children have identified as clearly involving bullying behaviour. Ask the children to look at things that the target of bullying can do to help themselves. Discuss the following strategies and tease out what they might mean and sound like (words or phrases) or look like (actions):

- Assertiveness
- Looking for support
- Ignoring

Develop and agree a set of rules with the children on bullying and agree strategies to practise in the school in relation to bullying. With the children, examine the school’s Anti-bullying Policy to see what strategies the school has for dealing with reported bullying situations. The children could also discuss the role of onlookers when bullying occurs, and safe ways for them to intervene in the situation. These strategies could be included in the set of rules.

Finally, the children could be asked to think about ways of minimising occasions when bullying could take place, or make it less likely. These could be noted and implemented in the classroom context. They could also be brought to the attention of management in the school if that was helpful.
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.

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'.
Sarah is being mean to me. She said that I wasn’t allowed join in her game.

Jonathan called me a name when I asked him for the loan of a pencil. I don’t like that name.

When I come into school, a girl in my class makes a noise and her friends start to giggle. They have been doing this since the start of the school year. They know it upsets me.

I had a row with Nikita last week. She said she wasn’t going to invite me to her birthday. When she gave out the invitations today, she didn’t give me one. I feel left out and I feel cross.
<table>
<thead>
<tr>
<th>Bullying – Is It or Isn’t It?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sian and her friends have never allowed me to sit at their table in school. I get on well with some of Sian’s friends when she is not around. But when she is there she never lets me take part in their games or sit with them.</td>
</tr>
<tr>
<td>A boy in David’s school always makes a point of bumping into him. He is older and in a different class. His group of friends walk past him and this boy bumps into David and says ‘Watch where you’re going?’ Then he and his friends start laughing. David feels bad about this but doesn’t know how to stop it.</td>
</tr>
<tr>
<td>In the playground I had a row with Dmitri over a football game. I went and told the teacher. The teacher helped us sort it out. Dmitri said ‘Why did you have to tell the teacher?’ He is cross with me now.</td>
</tr>
<tr>
<td>I don’t really get on with Sita. We have had fallings out all the way up the school. At my last birthday party she was playing with some things in my room and broke them. She said that if I told my parents she would never speak to me again.</td>
</tr>
</tbody>
</table>
UNIT 6
TAKING CARE OF MY BODY
UNIT SIX
TAKING CARE OF MY BODY

INTRODUCTION TO THIS UNIT
The children need to be aware of the effects of particular substances on their bodies, as well as how particular people influence them to take drugs. Knowing the effects and the influences puts them in a stronger position – they have more information and can make better choices. This unit aims to help children learn how to keep safe in a variety of situations and alert them to where they can go for help.

In Lesson 1, children recognise that as they grow older they can assume increasing responsibility for their own physical and mental well-being. Lesson 2 encourages children to take responsibility for body hygiene. Lesson 3 emphasises the importance of healthy food choices. Lesson 4 explores the idea of mental health and how to keep our thinking healthy. Lesson 5 explores what a drug is, and allows children to identify harmful and beneficial effects of drugs. In lessons 6 and 7, specific drugs are targeted in terms of their effects on the body.

In some communities, drug taking will be visible and common, while in other communities it may be less apparent or less prevalent. You will be guided by the school’s Substance Use Policy in relation to the choice of material to be covered from this unit. You may also be aware of individual sensitivities in their class in relation to substance use – this may also affect what materials are used with the children.

You should try not to overreact if a child or children appear knowledgeable about drugs – there are many sources of information for children in relation to drugs and their uses. If you are concerned about a particular child’s knowledge, this could be discussed with the designated liaison person in the school. It should also be acknowledged that while some children may have age-inappropriate language when talking about drugs this does not necessarily mean they know more about the reality of drugs than their peers.

The Walk Tall publication *Understanding Substances and Substance Use - A handbook for teachers (2005)* is a very comprehensive and useful resource for teachers to research information on medicines and drugs. The Walk Tall DVD and booklet *What is a Drug?* is also useful for teachers to view to see how a teacher facilitates a lesson on drugs with a class. (These are both available from the PDST.)

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

The Stay Safe programme is a personal safety skills programme designed for use with primary school children from Junior Infants through to 6th class. For more information visit [http://www.staysafe.ie](http://www.staysafe.ie)
UNIT SIX
TAKING CARE OF MY BODY

LESSONS IN THIS UNIT

Lesson 1
As I Grow Older I Can Learn to Look After Myself

Lesson 2
Clean and Healthy

Lesson 3
Food Choices

Lesson 4
Keeping My Thinking Healthy

Lesson 5
What is a Drug?

Lesson 6
The Dangers of Alcohol

Lesson 7
The Dangers of Solvents
CORE CONCEPT

As children grow older they can assume increasing responsibility for their own well-being and care.

SPHE CURRICULUM

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

Content Objectives
Understand and appreciate what it means to be healthy and to have a balanced lifestyle.

Realise that each individual has some responsibility for their health and that this responsibility increases as they get older.

Food and nutrition

Content Objective
Differentiate between a healthy and an 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 Unit: Oral

TEACHER’S NOTE

It is likely that children in the class will have been given different levels of responsibility in their own homes – this is usually a choice parents make in the best interests of their child and needs to be respected. However, there may, on occasions, be situations where children have been given inappropriate responsibilities due to family circumstances. Such situations need to be dealt with sensitively and in the context of the school’s Child Protection Policy.

RESOURCES

• Body picture of infant, four year old and ten year old to be displayed on the IWB.
• Outline drawing of body on sheet – see example
• Drawing or photograph of each child (optional)

PROCEDURE AT A GLANCE

• Labelling Pictures
• Discussion/Group Work
Labelling Pictures

Using the whiteboard pictures, the children can label areas of the body where people need help when they are infants. This might include feeding, toileting, learning language, walking, listening etc. Do the same exercise for the four year old and the ten year old. Ask the children the following questions:

- Do you need more or less help now than when you were younger?
- Do you know what the word responsibility means?
- What does this mean in terms of getting less help as you get older?
- What other things can you do now that you couldn’t do when you were younger?
- What things would you like to do but are not yet able or are not allowed to do yet?

Discussion

In randomly-assigned groups, ask the children to discuss how they might look after their own body in the best possible way. They may use the outline of the body on the sheet to record their ideas or it may be done by using a picture of an adult (e.g. from a magazine) and discussing the ways they can stay healthy. Ask the children to suggest headings, which might include: diet, exercise, hygiene, healthy relationships, family, friendships etc.

Ask each group for feedback. Discuss which are the most important health-promoting strategies. It may be necessary to add to the list if children have left out important strategies. Emphasise the point that healthy adults are generally those who choose to take responsibility for their own health (assuming they have no underlying medical conditions). Ask children:

- What have we control over in terms of our health?
- What might we not have control over?
- What have we learned today about taking responsibility for our own health?

Conclusion

The children could draw a picture of themselves and how they would like to be in five years’ time in terms of their health status (for example, they might like to be fit, strong). They could identify particular strategies that would be helpful for them to achieve their goals and write these strategies under their picture.

Extension

The above exercise can be extended or replaced by the following one.

The children can create a picture of themselves in the centre of a page (a drawing or a photograph can be used if available). Children then cut up an A4 sheet into 6-8 boxes in which they write all the healthy things that they would like to do in order to have a healthy body. Some paired discussion in advance of writing might help them to generate ideas. Encourage children to include all the categories above, such as exercise, diet, hygiene, thinking, friends, and family. Position these healthy statements around the drawing or photograph of themselves. Children could bring their picture home to discuss with their parent or guardian who could sign it. They could then be put into an SPHE folder or copy, or alternatively, if children choose, they could be displayed in the classroom in a designated SPHE/Health Corner.
CORE CONCEPT
Good personal hygiene is important not only for physical health but also because of its potential impact on children’s social interactions.

SPHE CURRICULUM
- **Strand:** Myself
- **Strand Units:** Taking care of my body, Knowing about my body

Content Objectives
Recognise and practice good personal hygiene, know how it is maintained and understand its importance in social interaction.
Understand and explore the relationship between health and hygiene.

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

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

TEACHER’S NOTE
Body odour can be a sensitive issue for children and adults, so particular care is needed in this lesson to avoid children naming anyone in a negative way in this regard.

RESOURCES
- A3 size sheets for group work (4-6 sheets)
- Large flipchart page or card with blank body outline drawn
- Markers, pencils etc.
- Story: Tanya’s Story

PROCEDURE AT A GLANCE
- Introduction
- Discussion
- Group Work
- Reporting Back
- Conclusion
Introduction
You can remind the children of some of the discussion about taking care of their bodies in the previous lesson. Explain that today’s lesson is about an aspect of health that children are capable of looking after themselves – their personal hygiene.

Discussion
Ask the children:
- Have you ever cut or grazed yourself?
- How did it happen?
- Were you playing at the time?
- Was there any dirt in the cut or graze?
- What did you do?
- What is important to do in those circumstances? (The cut or graze must be cleaned properly to avoid infection.)

Explain to the children that our bodies can pick up dirt or germs on a daily basis as we work, play and exercise. Ask the children:
- What happens sometimes when we are playing on a hot day? (Our bodies sweat.)
- What if we are playing a sport like football or basketball – could we pick up germs or dirt there?
- Are there germs or dirt we can pick up from the air?
- What parts of our body might these air-borne germs or dirt affect most? (e.g. exposed skin, hair, body openings such as nostrils and mouth).
- What might happen if we pick up germs from the air?
- What illnesses are air-borne? (e.g. colds and flu)
- What might happen if we didn’t our hands after going to the toilet or doing dirty work?
- And if we ate with unclean hands?

Group Work
Remind the children of the body outlines that were drawn for the last lesson. Explain that these are now going to be used to look at hygiene in particular. Divide the children into groups of 4-6. If not already done, the children draw a blank body outline on a page with all the features that need regular cleaning (e.g. hair, teeth, hands and nails). Ask each group to think about the body in relation to hygiene and to focus on hair, teeth, skin, and hands and nails. They are to decide what would help to make their body clean and healthy on a daily basis. They can discuss and note their ideas on their page beside the particular body part. You can prepare a large blank copy of the body outline on a flipchart page or similar-sized card. This will be used in the next activity.

Reporting Back
Each group in turn can be asked for one idea at a time on one aspect of their hygiene routine (to avoid replication). Other groups can add in or query any ideas or strategies. You can emphasise the importance of these hygiene strategies in the daily routine of the children. As the groups report back and agree good ideas in relation to the various body parts, one or two children (or you) can write these on the large body outline in an appropriate space (e.g. tips on keeping hair clean can be put beside the head). This can then be displayed in the classroom as a reminder of good hygiene practice.
Story

You can read the following story which underlines the social aspect of hygiene:

Tanya’s Story

Tanya had been doing Irish dancing since she was four years old. She loved the music, the costumes and the opportunities to travel to different places to compete. She usually met the same people at these competitions, and she had got to know a few of the girls in particular because they were in the same competition. At intervals or between competitions, they would get together to talk about how they were getting on, which competition they were going to next, and any new accessories they had bought for their dancing.

One Saturday at a dancing competition, Tanya met Grace and Ciara as she walked into the hall. They were happy to see one another and decided to sit together so they could catch up on any news. As they looked for seats, Tanya spotted another girl whom they knew. She moved towards the vacant seats beside her, but Grace pulled her back and whispered ‘We’ll sit somewhere else’. Later, Grace and Ciara explained that they had noticed an unpleasant smell around that girl and they weren’t keen to sit too close. Tanya hadn’t noticed anything, but she knew that as she got older she was perspiring more when she danced. Maybe that was the problem? She didn’t know what to do, and felt sorry for the girl. Tanya was afraid she might think that she was stuck up. She made a point of stopping to say hello when she saw her in the corridor later. But she realised that the Ciara and Grace were right—there was a body odour smell around her. Tanya moved on after a few moments. On the way home in the car, she talked to her Mum about what happened. Her Mum said that it was natural to sweat more as you got older, and that it was important to make sure that you showered after exercise and kept your clothes clean. Tanya didn’t want anyone talking about her ever so she made a promise to herself to keep clean and to change her underwear every day as her Mum suggested. She knew that looking after yourself is part of growing up and that she could take care of these things herself—with a little help from Mum and the washing machine!

After reading the story, ask the children for their reaction:
- How do you think Tanya felt when she didn’t sit with the girl?
- How do you think the girl felt?
- Do you think it’s fair when that happens?
- Would you have done anything differently?
- Do people tell other people if they smell? Why not?
- What could happen as a result of not knowing?
- What’s the best way of avoiding body odour?

Conclusion

The children could complete the following sentence in their SPHE copies:

Body hygiene is important because…
CORE CONCEPT
Raising children’s awareness about food choices and food hygiene helps to promote healthy attitudes to food.

RESOURCES
• Some examples of different types of packaging on similar foods
• Worksheet: Food Choices (one per group)
• Jingle from a well-known children’s food advertisement

PROCEDURE AT A GLANCE
• Introduction
• Group Work
• Thoughtshower
• Discussion
• Conclusion

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

Content Objectives
Explore some factors that influence the consumption of different food products.
Discuss and examine the importance of proper food hygiene.

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

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

You could refer to previous lessons on food and nutrition they had done in Third Class.

You could also read out some familiar foodstuffs and ask children if they know any brand names for them – for example, milk (Avonmore), cereal (Rice Krispies), cheese (CheeseStrings), yogurt (Petit Filou) etc.

Ask the children:
- Do you know any advertising jingles for food products?
- Can you say or sing them?

You could play a well-known jingle at this stage.

- Why do you think you know these jingles so well?
- Does this influence you or your parents when shopping for food?
- Why? Why not?

Group Work

Divide the children into groups and distribute the Worksheet: Food Choices (one per group). Each group has to write down three or more food choices under each meal, and in the adjacent box, write why they chose that particular product. Encourage them to be as honest as possible about this.

Thoughtshower

Explain to the children that they are going to help construct a diagram of the main reasons for food choices in the class. In the middle of the board, write FOOD CHOICES and then invite each group to contribute one reason they listed for any food choice on the worksheet. These are written around the central words. If not mentioned, you can suggest some of the following: presentation and packaging, advertising, local or imported produce, price, taste, availability, suitability for all the family, healthy, fresh or in date etc.

When all have been listed, ask the children individually to pick the top three reasons why they choose foods generally. Ask:

- Have you learned anything about how you make food choices?
- Do you think the reasons you choose food are a good way to choose?
- Does this help you to make healthy choices?
- Why? Why not?
- What could you change about your food choices to make them healthier?
Discussion

You can explain the following:

- Sometimes we make good food choices, but we don’t handle the food properly and that makes it less healthy.

- Can you think of times when we handle food properly which could make it less healthy to eat?

- What about the expiry date on foods?

- What about our hands? Our kitchen-implements?

- Leaving food that should be stored in a fridge on the counter top?

- Not cooking food properly?

You can underline the fact that food hygiene is as important as making healthy food choices, and that if we take care of both of these aspects of food we have a good chance of staying healthy.

Conclusion

Children can be invited to write a few sentences in their SPHE copy about making good food choices and/or good food hygiene. They should be encouraged to share and discuss their learning with parents or guardians.
Write the most popular food choices in the boxes on the left, and the reasons for choosing them in the boxes on the right. Each person in the group should be included.

<table>
<thead>
<tr>
<th>Food Choices</th>
<th>Reasons for Choosing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakfast</strong></td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td><strong>Dinner</strong></td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td><strong>Snacks</strong></td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>
CORE CONCEPT
Having strategies for coping with anxiety helps improve our decision-making.

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

**Content Objectives**
Realise that each individual has some responsibility for their health and that this responsibility increases as they get older.

Begin to develop strategies to cope with various worries or difficulties that they may encounter.

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

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

TEACHER’S NOTE
This lesson is about dealing with anxiety and worry, particularly in the context of peer pressure and smoking, but also in the context of illness. Two stories are provided – you can decide which one is most appropriate for your class, or use an alternative story. It is important that children are not pressured to disclose personal or family worries in this lesson. (And some children get worried when they can’t think of a worry to talk about!) Children can speak in general terms about worries children their own age may have. Again, remind the children that they can speak to their parents or guardians or a trusted adult about any worries they have, but if they feel they need to speak to you one to one, they can let you know.

RESOURCES
- Story Script (included in lesson)
- Handouts: Worry Busters

PROCEDURE AT A GLANCE
- Introduction
- Story
- Discussion
- Information Sheet
Introduction

Ask the children to close their eyes and imagine the following scenarios:
You are about to start a new drama class after school...
You are in the airport waiting to board your very first plane to go on holidays...
Your friend wants you to climb over the rocks at the end of the beach which are quite high...

In each case, ask the children if they can find a word that might describe how they (or somebody else) might feel in that position? Where might they feel the feeling in their body? You can explain that sometimes we have mixed emotions about particular scenarios – for example, you might be looking forward to going on holidays with your family, but are nervous about flying or getting sick in the car. Ask the children for other examples of when a child might feel mixed emotions.

Explain to the children that today we are going to look at worries and ways of dealing with worrying. Ask the children do they think children of their age have worries:
- Are all of these worries the same size?
- Can a worry be big or small?
- Give an example of a small worry?
- A big worry?
- Are there places or times in the day that make the worry bigger or smaller? (for example, at night, in a new place)

Story

Explain to the children that they are going to hear a story about a child who has some worries and we are going to try to help the child at the end of the story. Read the story of choice to the children and ask the children to come up with some suggestions or possible solutions to help the children deal with their worries. This can be done in pairs, small groups or whole class discussion.

Story A: Nikki’s Story

Nikki was ten and she lived with her family in an estate. She liked her friends, but with some of them she felt a bit uncertain and uneasy. Some evenings after school she used to meet with some of her friends in a park near her house. Mostly it was good fun. Sometimes the girls played with a football or a skipping rope and sometimes they would practise dances. One of the girls, Michelle, was a bit mad. She used to do crazy dances and funny songs and Nikki liked her a lot. Nikki was glad that Michelle was her friend, though she sometimes felt like she couldn’t come up with good ideas like Michelle came up with. It didn’t seem to matter though.

One of the girls was called Margaret, but they all called her Mags. She had lots of older sisters. One evening Mags said she had something for everyone in her pocket. Nobody knew what it was. Then she took it out. She had a packet of cigarettes. She said her big sister had given them to her, but Nikki knew that she had taken them. Mags said she was going to smoke a cigarette just like her sisters and her mother. She said there was one for everybody. Some of the girls said that they weren’t going to smoke. Nikki wasn’t sure what she should do. Her friend Michelle said she would try it, but that she wasn’t going smoking a full one in case it made her sick. Nikki still didn’t know what to say and Mags said to go on and have a try. Mags lit the cigarette and had a puff of it and gave it to Michelle. Michelle had a
puff too and gave it to Nikki. Nikki said she didn’t want it but she might try another day.

‘You’re just a chicken’, jeered Mags. ‘It’s not going to kill you. It’s just a bit of fun’. ‘Leave her alone’, said Michelle. ‘She said she’d try it the next day.’

The girls dumped the cigarette when they saw someone coming. Michelle said it tasted disgusting but Mags said she was going to bring more the next day. She counted the five girls that were there and said she could get five for tomorrow. ‘Then everyone can have a go. Right, Nikki?’ And she pointed at Nikki.

That evening when Nikki went home she felt worried and didn’t know what to do. She thought maybe she should tell her Mam, but she wasn’t sure. She thought about calling Michelle, but she wasn’t sure either.

- Can you help her?
- What do you think she should do?
- Who might give her some good advice?
- Who might give her bad advice?
- How will she know what is good advice or bad advice?

Story B: Jamie’s Story

Jamie was ten years old and lived with his Mum, Dad and little brother Shane, who was six. Jamie liked playing with Shane, though he could be a little annoying. Sometimes when Jamie had friends over to play, Shane would keep looking to join in their games and this could really make Jamie angry. Usually though, they got on well and Shane loved when Jamie played football with him. There was a park near their house where they could play and sometimes their Mam let them go over to the goals at the park to have a few shots.

During the winter Shane got sick. At first it didn’t seem like much. He was tired and a bit grumpy and Jamie had some rows with him. Jamie’s Mam brought Shane to the doctor and Shane had to go to the hospital. The doctor said that they had found a disease in Shane’s blood and Shane had to go to hospital a lot. Jamie’s mother spent a lot of time in the hospital with Shane and sometimes Jamie went there too. Jamie worried about Shane. He didn’t know exactly what was wrong with him and his Mam and Dad sometimes talked about Shane’s illness in quiet whispers, which made Jamie think that something bad was going to happen.

Jamie felt bad about the times that he had been mean to Shane. He wished that Shane could be around to play football with him, but Shane was not allowed out of the hospital. He had to have some treatment which made him really ill. When Jamie went to visit the hospital, Shane was often sleeping a lot and too tired even to talk. Jamie’s mother sometimes got upset and once Jamie heard her talking to Jamie’s Auntie on the phone saying that she didn’t know how she could cope with everything.

A lot of the time Jamie worries about Shane. He also worries about his Mam. He finds it hard to sleep in the room when his brother isn’t there. He gets angry easily and has had some rows with his friends at school. He doesn’t know if his teacher knows about Shane. Other things are becoming problems. He sometimes doesn’t get his homework done and one day the teacher was cross with him.

- Can you help him?
- What do you think Jamie could do to help himself?
- Who else might help him?
- What would be a good thing to do?
- What would not be a good thing to do?
- How will he know what is a good thing to do and what is a bad thing to do?

Discussion
After the children have discussed the story and questions, some good suggestions can be agreed and recorded on the blackboard or IWB. You can reassure the children by pointing out that they need not take responsibility for finding solutions themselves all the time:

Remember dealing with worries is different from solving the problems causing the worries. Some problems cannot be easily solved, and sometimes children cannot solve problems without adult help. Sometimes you cannot change the situation, but you can change how you think about it.

Ask the children if they can think of an example of this – a time when they began to think differently about something and the worry got smaller or went away altogether. Some children worry about global issues like hunger or war or climate change – as children, they will not be able to solve the problem but they could decide to take one small step in their own home or community to make a contribution to peace or the environment or poverty.

Distribute the Information Sheet: Worry Busters or display it on the IWB. Read through these with the children and ask: Can you see anything here that might help Nikki/Jamie deal with their worry?

Conclusion
Recap with the children what they have learned about worries and how to deal with them. In their SPHE copies or folders, children could record their preferred way of dealing with worries. The following sentence stems could be written on the blackboard or IWB:

When I’m worried usually ....
Maybe when I’m worried I could try ...

Alternatively, they could write a short note or letter to the child in the story with some good advice about how to cope with their worry. Children could read these out to one another in pairs or groups. They could also bring home their SPHE copies to discuss their learning with their parents or guardians.
Sometimes it is good to say exactly what it is you are worried about. This helps a person to see their worry better so that they can work out with another person if it is a big worry or a small worry, a good worry or a bad worry. Find someone you trust, ask if you can talk to them for a while and explain your worry to them.
Remember, sometimes it is OK to feel uncertain or worried. Many actors and actresses have nerves before going on stage. Athletes and other sports performers often have butterflies in their tummies before a big race or competition. This can help them to perform better, because it releases adrenalin into their bodies.
If you spend too much time worrying and thinking about something too much, it may not be helpful. Do something to give yourself a break from worrying. This might be playing a game, getting some exercise, going somewhere different, or planning a little treat for yourself.
Worry Buster

Use your imagination to remember a time or a place when there was no worry, or when something went really well for you. Go there in your mind. Try and remember how you felt in that place and at that time. Try to remember that feeling when you are uncertain or worried.
Worry Buster

Remember, not everyone will like you all the time. Each of us is a unique individual and it’s not realistic to expect we will get on with everybody and everybody will get on with us. Try to find people you are comfortable with and whose company you enjoy – these will probably be good friends or friends in the making!
Ask for advice from someone you trust. With them, make a plan to solve the worry and stick to the plan. Sometimes it helps to write down what you are going to do – this can help to fix it in your mind. You could even stick it on a wall or somewhere visible to you, so that you will remember what you have decided to do.
Remember – it’s natural to have worries from time to time but hanging on to them for too long is not a good idea. Give worry the boot whenever you can!
LESSON 5
WHAT IS A DRUG?

CORE CONCEPT
All medicines are drugs, but not all drugs are medicines.

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

Content Objectives
Know and understand the meaning of the word ‘drug’ and when it is appropriate or inappropriate to take drugs.
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.

Strand Unit: Safety and protection
Safety issues

Content Objectives
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.
Explore and examine the use of medicines.

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

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

TEACHER’S NOTE
This lesson can easily be adapted to the environment in which the children are living. The examining of drugs (medicinal drugs in this lesson) and the appropriateness of looking at certain substances will depend on both the knowledge and experience of the children and your knowledge and experience. Common childhood illnesses and common medicines given to children could be researched in preparation for delivery of this lesson.

Although this lesson sits well within the ‘Taking Care of my Body’ Strand Unit it may well be considered in the ‘Safety and Protection’ Strand Unit of the ‘Myself’ strand in SPHE.

RESOURCES
• Over the counter medication containers, such as cough medicine or pain relief medicine
• Medicine containers from prescription medications
• Sample prescription (included in lesson plan)
• Worksheet: Categorising Drugs
• Assessment Sheet (if using)

PROCEDURE AT A GLANCE
• Discussion
• Definition of a Drug
• Categorisation Exercise
• Group Work
Discussion

Ask the children to recall any medicines that they have taken over the past year because they were injured or sick, or any medicines that they are aware children might take. List these on the blackboard or IWB. You can add in some common childhood medicines as well, if not already mentioned. Ask the children if they know where medicines can be bought. Explain to the children that some medicines can be bought over the counter at a chemist and some can only be got with a prescription from a doctor or from a hospital.

- Does anyone know why this is so and why certain people are allowed to handle these drugs?
- Do you have any idea which medicines from the list need a prescription and which don’t?

Definition of a Drug

Explain to the children that all medicines are drugs. All drugs have an effect on the body, and change the way the body works or feels – that is why they are prescribed or taken. There are rules about using these drugs. You could use the sample prescription provided and show that prescriptions are written for a specific person and illness, for a particular dosage and a specific length of time. Write on the board:

All medicines are drugs, but not all drugs are medicines

Ask the children to discuss what this means. Explain that a drug is any natural or synthetic substance which changes how a person’s body works and/or how a person acts, feels or thinks.

Ask the children to name any drugs they think people might use which are not medicines – list these on the blackboard or IWB. Encourage the children to focus on ordinary items such as tea and coffee (which contain caffeine), cigarettes, alcohol and solvents, as well as other illegal substances. Use the following questions for discussion:

- How do these substances affect people?
- Who uses these substances?
- Why?
- What are the rules about using them?
- Who makes these rules and why?

Categorisation Exercise: Substances

Using the two lists which have been generated (medical and non-medical drugs), ask the children to work in small groups to categorise these items on the Worksheet: Categorisation Exercise provided and place them as legal, illegal, helpful, or harmful. When the children have done this work, they could discuss their categorisations with other groups and see where there was agreement or disagreement between or within groups. A master categorisation list could be displayed on the IWB, using feedback from the children and the same grid.

Discuss the fact that some drugs can fall into two categories. For example, nicotine and alcohol are illegal for people under 18 years of age, but are legal for those over 18. Other drugs are illegal if used without a prescription. Discuss the fact that some drugs can be both helpful and harmful – this has to do with side effects, the dosage taken, and whether the drug is appropriate for the symptoms displayed. The doctor has to make a decision as to whether the benefits outweigh the harm.
Conclusion

Divide the children into groups to compile a list of rules for dealing with substances that may be dangerous. Depending on their environment (urban or rural, school or home), these may include items such as medicines, cleansing agents, solvents, cigarettes, alcohol, drugs and treatments for animals. Different groups could work on different categories of drugs. Having created a list of rules for dealing with these substances, discuss these with the class, supporting and developing their work. This may be used as a basis for a follow on lesson in the Safety and Protection Strand Unit for Fourth Class.

Assessment

The Assessment Sheet provided may be used as an alternative conclusion to this lesson.

Extension

A visit to the class by a pharmacist would be beneficial in the context of this lesson. You might be able to organise it and make the pharmacist aware of the content of the lesson prior to the visit. The pharmacist would be able to answer questions arising from children on medicines and drugs.
Date: 16th March 2012
Name: Jamie Mitchell
Address: 24, Wellside Drive
South Park
Dublin 6

Triclax 50mg 14 tabs  one per day

Signature of prescribing doctor:

Name of prescribing doctor: Dr. E. Smyth
<table>
<thead>
<tr>
<th>LEGAL</th>
<th>ILLEGAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>HELPFUL</td>
<td>HARMFUL</td>
</tr>
<tr>
<td>Q1</td>
<td>Are all medicines drugs? Why?</td>
</tr>
<tr>
<td>----</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Q2</td>
<td>Are all drugs medicines? Why?</td>
</tr>
<tr>
<td>Q3</td>
<td>What is a drug?</td>
</tr>
<tr>
<td>Q4</td>
<td>What information does a prescription contain?</td>
</tr>
<tr>
<td>Q5</td>
<td>Name two helpful drugs?</td>
</tr>
<tr>
<td>Q6</td>
<td>Name two harmful drugs?</td>
</tr>
<tr>
<td>Q7</td>
<td>Name two legal drugs?</td>
</tr>
<tr>
<td>Q8</td>
<td>Name two illegal drugs?</td>
</tr>
</tbody>
</table>
LESSON 6
THE DANGERS OF ALCOHOL

CORE CONCEPT
Alcohol is a drug which can impact negatively on my body.

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

Content Objectives
Be aware of the dangers in using tobacco or alcohol and explore the reasons why people may choose to smoke or drink.

Know and understand the meaning of the word ‘drug’ and when it is appropriate or inappropriate to take drugs.

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

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

TEACHER’S NOTE
Sensitivity is required around this topic, as there may be children who are suffering the effects of a parent or guardian or other family member’s use of alcohol. Even in such situations, schools and teachers need to give children accurate and credible information about the effects of alcohol. The Walk Tall publication Best Practice in the Delivery of Substance Use Education in Primary School (2010) is an informative and helpful guide for primary school teachers teaching substance use education in the context of the SPHE Curriculum. While it is unlikely that the children themselves would be using alcohol at this level, it should be borne in mind that some experimentation may have already begun.

You can choose from two options here, depending on whether you want to use the IWB with the whole class, or use group work.

RESOURCES
- Worksheet: What Would You Choose?
- Handout: Outline Drawing of the Body (one per group if not using IWB)
- Fact Sheet: Effects of Alcohol on the Body (one per group)

PROCEDURE AT A GLANCE
- Classification Exercise
- Group Work
- Discussion
Classification Exercise

Display the Worksheet: What Would You Choose? to the class on the IWB (or distribute to individuals or pairs). Working together and discussing reasons why, place each item in the appropriate set. Reasons why may include: It tastes horrible, I don’t like it, I would prefer something else.

Recall the previous lesson: What is a drug? Ask the children if they can remember the definition that was used: A drug is any substance, natural or synthetic, which changes how a person’s body works and/or how a person acts, feels or thinks.

Ask the children to discuss which of the items on the worksheet are drugs. Explore how alcohol is a drug by discussing this definition. How does alcohol affect how a person acts, feels or thinks?

Group Work

If the IWB is being used, then this work may be done with the whole class using the resources first, followed by group work with the same resources. Alternatively, you could divide the children into random groups of four or five, depending on class size/organisation.

Give each group two sheets – Worksheet: Effects of Alcohol on the Body and the Fact Sheet: How Alcohol Affects the Body.

The children need to label where and how the body is affected by alcohol, using the information given on the Fact Sheet. If the IWB has been used, then this information will already be familiar to the children. Ask the children to identify which part of the body is affected by alcohol, either on the IWB or in their groups with the Worksheet. Focus on each body part in the following sequence: brain, mouth, liver, heart, stomach, oesophagus, blood vessels and skin.

Discussion

Discuss with the children why some people drink alcohol in spite of the fact that it affects the body so much. Discuss how some of the effects are long term and some are short term. Using the Fact Sheet, try to categorise what effects are long term and short term. Ask the children to explore reasons why people drink alcohol and to suggest which reasons might be considered positive by some people and which might be considered negative.

Conclusion

The children could reflect on what they have learned about alcohol and write three things that would stop them from using alcohol (a) until they are 18 years of age and (b) in a way that would be harmful to them. Children could bring home this sheet and show it to and discuss it with parents or guardians (who could sign that they have read it). It can then be put in their SPHE folder or copy.
What Would You Choose?

Sinéad and Sita are in Sinéad’s house playing computer games. Sinéad’s Mum says she needs to pop out to do some shopping. Sinéad tells Sita that there’s an open bottle of wine in the fridge. She wants Sita to try it to see what it’s like...

What would you do in this instance?

Why?

What would you say?
The Effects of Alcohol on the Body

Name:____________________________________

Alcohol and our bodies

Cut out the organs and stick them in the correct place on the body. Write the effects of alcohol beside them.

Brain                                                                 Mouth                  Liver
Heart                         Stomach                Intestine                      Kidneys
Effects of Alcohol on the Body

The Brain
Drinking alcohol stops your brain working properly. It makes it more difficult to co-ordinate your arms and legs. The brain also shrinks in size and you cannot concentrate.

Mouth and Oesophagus
Drinking alcohol can cause bleeding of the oesophagus (food pipe). It reduces your desire to eat and dulls your taste.

The Liver
Drinking alcohol over a long time stops the liver working properly. This disease is called cirrhosis.

The Stomach
Drinking alcohol can cause irritation of stomach lining, inflammation, bleeding and cancer. Drinking alcohol makes you put on weight. It will also make you sick, if you drink too much.

Intestine
Drinking alcohol can cause diarrhoea, vomiting, sweating and loss of appetite, as well as cancer.

The Heart and Blood
Drinking alcohol weakens the heart’s ability to pump, increasing the risk of a heart attack.
LESSON 7
THE DANGERS OF SOLVENTS

CORE CONCEPT
Solvents are drugs which can impact negatively on my body.

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

Content Objectives
Know and understand the meaning of the word ‘drug’ and when it is appropriate or inappropriate to take drugs.

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.

Realise that each individual has some responsibility for their health and that this responsibility increases as they get older.

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

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

TEACHER’S NOTE
This lesson specifically examines the issue of solvents and their abuse. It may not be appropriate for all fourth classes, but professional discretion and the school's Substance Misuse Policy should guide decisions on whether this lesson is used with a particular class. If in doubt, you should consult with the School Principal.

It might be useful to check in with the local HSE Health Promotion/Education Officer and the local Community Garda to discuss this issue in terms of the particular environment the children are living in. Please note the article on this at http://www.drugsandalcohol.ie/13067/1/Factsheet5Solvents_A4.pdf

RESOURCES
• IWB/Information sheet: How Fumes Affect the Body
• Blank Poster Paper

PROCEDURE AT A GLANCE
• Discussion
• Chart/Handout
• Poster
Discussion

Using the discussion from Lesson 3 in this unit: **What is a Drug?** as a reference point, remind the children of the types of drugs which were discussed during the last lesson. Inform the children that during this lesson we are going to look at one of the drugs which was discussed – solvents.

Ask the children if they know the main elements that humans need to stay alive. One of these elements is air. Discuss where air comes from and when it is important for us to get some fresh air.

Ask the children what would happen if you used the wrong fuel in a car i.e. pouring water into the petrol tank of a car, putting diesel into a petrol car or vice versa. Explain that if we breathe in certain fumes it is like putting the wrong fuel in our bodies – for example, if we inhale smoke or gas, they can make us very ill.

Ask the children how air gets into the body. Discuss the word ‘inhale’ and the breathing mechanism for inhaling in the body. Explain how sometimes other substances can be inhaled which can be dangerous for the body. Ask the children if they have ever been in a room where substances such as nail polish, paint, hairspray, petrol or other strong-smelling fumes are used.

- **Where did this happen?**
- **How did you feel?**
- **What effects did it have on you?**
- **What did you do to stop the symptoms?**

Explain that these effects are like warning signs that the wrong fuel is going into your body. These effects can be very dangerous.

Chart and Handout

Show the children the IWB chart on how fumes can affect the body. Give children the Information sheet on how fumes affect the body. Explain how the brain, heart and other organs can be affected by toxic chemicals, which should never be touched, smelled or used by children.

Ask the children to give ways of avoiding such effects. These might include:

1. Read and follow directions on product labels
2. Buy non-toxic products, when possible, if buying glue or markers for example
3. If dangerous chemicals are being used, use these outside, if possible
4. Do not put your face too close to these chemicals
5. Open windows, turn on a fan
6. Take fresh air breaks
7. Wear a safety mask

Explain that fumes from toxic substances can cause immediate death. Many children do not know this. Explain that the fumes give the body such a shock that they can cause the heart to stop beating. They can also cause such confusion in a person's thinking and co-ordination that they can lead to serious, even fatal accidents. Sometimes they can do so much damage to the brain, that a person becomes paralysed.

Poster

Ask the children to create a poster entitled: **Reasons Not to Inhale Toxic Fumes**, or a poster giving children advice on **How to Avoid the Dangers of Toxic Fumes**. Children in groups could decide which poster they would like to create, or come up with an alternative poster heading. These can be displayed as appropriate.
Alternatively, schools may have devised a letter themselves that is part of the RSE School Policy. This partnership between school and home is particularly helpful in dealing with the sensitive areas of the SPHE Curriculum, and many parents or guardians will welcome the opportunity to talk to their children about these issues.

For Fourth Class, the following terms and subject matter in relation to this aspect of the curriculum are contained in the 4th Class RSE materials.

**GROWING AND CHANGING**

- Physical changes for Boys and Girls
- Puberty
- Hormones
- Mood changes
- Changes in shape – hips broaden for girls/voice changes for boys
- Increases in body hair/pubic hair/underarm
- Skin changes/hygiene practices/skin becomes more oily/spots may develop/perspiration
- Menstruation – a girl getting her periods/lining formed every month dissolves when there is not a baby, mixes with a little blood and leaves the body through the vagina.

Ref:  p. 199 RSE Fourth Class materials at [http://www.pdst.ie/node/811](http://www.pdst.ie/node/811)
BIRTH AND NEW LIFE

- Stages of growth of a baby from conception to birth. Identify objects which coincide with size of Foetus at different stages

- Care while waiting for a baby

- After nine months the baby is ready to be born

- Develop an appreciation of the wonder of the birth of a new baby.

Ref: p.170-181 RSE Fourth Class materials at http://www.pdst.ie/node/811

LESSONS IN THIS UNIT

Lesson 1
We are Unique

Lesson 2
Changing Bodies

Lesson 3
The Wonder of Life
CORE CONCEPT

Through exploring particular aspects of their bodies, children come to realise their own uniqueness, which helps their understanding of difference.

SPHE CURRICULUM

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

Content Objectives

- Realise the importance of caring for and treating their own body, and that of others, with dignity and respect.
- 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.

INTEGRATION:

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

Strand Units: Oral
Writing

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

TEACHER’S NOTE

You should consult the school RSE policy to ensure that the lessons in this unit fall within the guidelines outlined therein, and that the resources listed are in keeping with the school policy. There may be different practices in schools, depending on whether it is a same sex or mixed class.

It is important that you emphasise the uniqueness of each individual and promote respect and understanding, particularly when teaching the sensitive issues in SPHE.

You can find additional materials in the RSE programme available at http://www.pdst.ie/node/811

RESOURCES

- SPHE copies or blank pages
- Magnifying glasses, print pads (one between two children) http://www.youtube.com/watch?v=qX6hFXHDmk4 (if using)
- Worksheet: Before, Now and Later
- Busy Bodies DVD (available to order from healthpromotion.ie). The following link gives an outline of what is in the DVD: https://www.healthpromotion.ie/hp-files/docs/HPM00479.pdf

PROCEDURE AT A GLANCE

- Activity
- Worksheet
- Discussion/DVD
- Conclusion
Activity

Arrange the children in pairs for this exercise. Using magnifying glasses (one between two), ask the children to examine their fingerprints. If possible, have some inkpads available so that they can make a print of their fingerprints in their SPHE copies (or on a page). Ask them if they can spot differences in their fingerprints from their partner’s. Explain:

Everyone’s fingerprint is unique.
- Does anyone know why we need fingerprints? (to grip objects)
- What use do the police make of the fact that all fingerprints are unique?
- Do you know of any technology that uses fingerprints? (Some new mobile phones use touch ID finger identity sensors)
- Have you ever seen fingerprints used in science fiction films? (to open doors etc.) That’s because our fingerprints are unique to us!
- Do you know when your fingerprints develop? (in the womb)

Show the YouTube clip (if using) at this stage and discuss.

- Does anyone know another part of the body that technology is exploring as a means of identity? (eyes - irises)
- Why is that?

Just as our fingerprints are unique, so too are our irises, and technology may begin (or has already begun) to use that information in the next few years.

Discussion/DVD

Explain that our bodies are always changing, and that when we are young they can change more quickly than when we are adults – but even then people are changing gradually. Ask:

Does anyone know what changes might happen to your body in the next few years?

You can elicit some of these changes, and record on the board, starting with height, weight, strength, skin, body hair, breasts for girls etc. This general discussion could be followed by the use of the DVD Busy Bodies (Section 1 is a general introduction, while Sections 2 and 3 outline changes for boys and girls). You can decide how much to show in this lesson, or subsequent lessons (see Teacher’s Note for this lesson).

Worksheet

Tell the children that they are going to explore individually how their bodies have developed since they were born. Using the Worksheet: Before, Now and Later, children document as much as they can about particular milestones – birth, crawling, first teeth, walking, going to school, getting their new front teeth etc. There is space on the worksheet for future developments, so explain to the children that they will be filling that in later at home, and that they can check previous milestones with parents or guardians then as well. Ask them if they want to share any of the information they have filled in with the class, or in partners or small groups. Emphasise that everyone has developed over the years since birth, but that this has happened at different stages or times for individuals – this underlines the unique nature of our bodies.
Conclusion

The children may have questions they wish to ask after the DVD. They can be encouraged to write these down and either bring them home to ask parents or guardians, or deposit them in a designated box or space in the classroom. You can reassure children that all of the changes they experience are natural and normal, whenever they occur, and that it is a good idea to ask a trusted adult if they have any questions from time to time. Encourage children to bring home the worksheet used earlier in the lesson, and to discuss and complete this with their parents or guardians.
Before, Now and Later

Born: ____________________
Weight: ____________________

1-3 Years Old

4-5 Years Old

6-8 Years Old

8-10 Years Old

Later

Later
CORE CONCEPT
If children are aware that change is natural and normal, it may help them to cope with the physical changes that are inevitable as they move towards adolescence.

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

Content Objectives
Recognise the emotional changes that have taken place since infancy.

Recognise and discuss how feelings and emotions are affected by the physical changes that take place at puberty.

Recognise how spiritual development has taken place in recent years.

Begin to appreciate the need for space and privacy in life.

INTEGRATION:

English
Strand: Receptiveness to language
Competence and confidence in using language
Developing cognitive abilities through language

Strand Units: Oral
Writing

TEACHER’S NOTE
The scenarios provided in this lesson are for guidance only – teachers should choose those that are most appropriate for their own classroom or devise some themselves.

As in previous the previous lesson, the RSE School Policy will dictate timing and focus of lessons in this area.

Teachers can find additional materials in the RSE programme available at http://www.pdst.ie/node/811

RESOURCES
• Worksheet (from previous lesson)
• Scenarios – one per group
• SPHE copy or a page

PROCEDURE AT A GLANCE
• Discussion
• Scenarios
• Conclusion
Discussion
Remind the children of the work they did in the previous lesson on physical changes in the body. If time permits (and you deem it appropriate), you can address some of the questions that the children have posted in the previous lesson. Alternatively, the children could share some of the ideas they have written down on their Worksheet: Before, Then and Later which they have completed with their parents or guardians, if they are happy to do so.

Explain: as well as developing physically, our feelings and ways of thinking about the world are changing as we grow towards adulthood.

- Think about babies and toddlers – what emotions or feelings do you think they feel? (These could be written on the board.)
- How do they show their emotions?
- What about children in 3rd/4th Class – do they feel the same emotions? (Put a tick beside the emotions that have been listed.)
- Are there other emotions an older child might feel? (Add any new emotions identified to the list already drawn up.)
- Why do you think that is?
- Remember what it said in the DVD? (previous lesson) As our bodies change physically, so too do our feelings or emotions – this is all part of growing into an adult.

Scenarios
The scenarios are discussed by the children in groups of 3-4 children. (Teachers can choose which ones are most appropriate for their own class and make multiple copies.)

Take some feedback from the groups, and highlight any suggestions that are common to the groups, and that are helpful in the situation. Discuss any suggestions that might not be helpful, and try to move the children to more helpful suggestions.

Ask:
- Is it always a good idea to tell your friends how you are feeling?
- Why? Why not?
- Who else could you tell?
- Who might you talk to if you were worried or upset about something?

Emphasise to the children that the physical and emotional changes they will experience are natural and normal, and that they should talk to a trusted adult about them if they are worried about anything. They might also have a trusted friend they can talk to as well!

Conclusion
Using the Worksheet: Before, Now and Later (completed in or after the last lesson), ask the children to think of one physical change they identified that will happen in the future. Ask them to complete the following sentences in their SPHE copy:

In the next year or two, my body will ....  
I think I will feel ....  
I think I might want to ....  
I would like my friends to ....

You can tell the children that they may keep their writing private if they wish, or that they can share and talk about it in the next lesson.
1. Marika’s class is going to the swimming pool for their PE this term. Marika is wondering if she could pretend to be sick as she really doesn’t want to be undressing in the changing room with the other girls. She knows her body is changing and she is feeling self-conscious.

Questions: What do you think Marika could do? Is there anything anyone else could do?

2. Jack has been getting a few spots on his face recently. His Mum has advised him to drink lots of water and cut down on greasy and sweet foods, which Jack is trying to do. Some of his mates slag him from time to time, which really annoys him. He know that it will happen to them eventually, but right now he feels self-conscious and sometimes doesn’t want to meet up with them.

Questions: What do you think Jack could do? What could anyone else do? Is there anything anyone else could do?

3. Kim trains in Gaelic at the weekend with her club. She really enjoys the training, and loves when they play matches with other clubs, even when they don’t win. There are some boys in the club who tease Kim and her friends when they’re walking home from training. Kim feels embarrassed and shy when they shout at her, but her friends just laugh and shout something funny back.

Questions: What do you think Kim could do? Is there anything anyone else could do?

4. Jamil is taller than the boys in his class and he worries that he’s going to keep growing. Some of the lads call him ‘beanpole’ which he doesn’t mind too much. Lately he’s noticed that there is some hair beginning to grow over his upper lip. He’s afraid they will slag him even more when they notice this. Questions: what do you think Jamil could do? Is there anything anyone else could do?

Questions: What do you think Jamil could do? Is there anything anyone else could do?
5. Elena has just started having her periods. Luckily, her Mum had explained all about them before they arrived, so she knew what to expect. Mum asked would it be OK to tell her teacher and Elena said ‘Yes’, so she knows her teacher will understand if she feels a bit tired. Most of Elena’s friends haven’t got their periods yet, and sometimes when she feels a bit tired or weepy she doesn’t want to hang out with them. One friend says she’s getting stuck up.

Questions: What do you think Elena could do? Is there anything anyone else could do?

6. Balazs has been playing soccer now for about 3 years. He gets on well with most of the other lads, but last week when he walked into the dressing room after training, one of them shouted: ‘Here comes smelly socks!’ Balazs has noticed that he is sweating more recently, and can sometimes get a smell himself from his clothes when he’s undressing at night. He feels embarrassed when he gets slagged and teased like this and doesn’t know what to say.

Questions: What do you think Balazs could do? Is there anything anyone else could do?

7. Karina loves being outdoors and is quite happy to spend time in the garden or out in the fields looking at nature and flowers. She thinks she would like to be an artist when she grows older and specialise in drawing pictures of nature. Her friends slag her sometimes about this and tell her she’s a dreamer.

Questions: What do you think Karina could do? Is there anything anyone else could do?
LESSON 3
THE WONDER OF LIFE

CORE CONCEPT
The creation of life is a wonderful process that can be explored and appreciated by children from an early age.

SPHE CURRICULUM
Strand: Myself
Strand Unit: Growing and changing
New life

Content Objectives
Discuss the stages and sequence of development of the human baby, from conception to birth.
Identify the care that needs to be taken while waiting for a baby to be born.
Develop an appreciation of the wonder of a new-born baby.

INTEGRATION:

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

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

TEACHER’S NOTE
The gestation matching exercise outlined here is adapted from the RSE materials for Third and Fourth Class.

You can find additional materials in the RSE programme available at http://www.pdst.ie/node/811

You should be prepared for questions in relation to how babies are conceived and how they are born. While it is acceptable to refer children to their parents in these matters, it may be helpful if you have a ready-made answer which is age-appropriate and in line with school policy. For example, you might say: ‘Just like when we grow plants, each of us started off as a very tiny seed in our Mum’s wombs. We’ll be learning more about how this happens in Fifth and Sixth Class.’ Or: ‘When we were born, we made our way out of our Mum’s womb with her help and the help of doctors and nurses’.

RESOURCES
Gestation matching cards (photocopied and cut up for each group, or large copies for whole class activity.) These cards are reproduced from the 4th Class RSE materials.

PROCEDURE AT A GLANCE
• Introduction
• Discussion
• Activity
• Discussion
• Visualisation
Introduction
You can introduce this lesson by discussing some more of the queries children have raised in Lesson 1 (in this unit). Alternatively, you can focus on the writing children did in the previous lesson (Lesson 2) and invite one or two children to read their pieces – or these could be discussed in pairs.

Discussion
Explain to the children that they have been hearing about growing and changing over the last few lessons in relation to their own bodies, but that now they are going to learn about babies and how they develop even before they are born.

Explain:
At certain times in our lives physical changes happen very quickly, and at other times quite slowly. For a baby, the changes happen quite quickly, particularly before they are born.

− Has anyone got a baby brother or sister at home?
− Have you noticed anything about how they are growing and changing?
− Do you remember when they were born?
− What happened?
− How did you feel about it then?
− And now?

Activity
Introduce the children to the Gestation Cards packs – ideally this matching work could be done in small groups of 3-4. Alternatively, you can run off larger prints of the materials and the children can do this as a class exercise using the board. Either way, children should be able to see the developments of the baby in the womb from conception to birth. Ask:
− What’s the most interesting thing you have learned about how babies grow in the womb?
− Did anything surprise you?

Discussion
Explore with the children the care that is needed for babies before they are born and afterwards. Ask:
Because a baby is developing quite quickly in the womb, they need special care and attention. If the Mum looks after herself during pregnancy then this will help the baby to grow.

− Can you think of things that expectant Mums could do to look after their babies before they are born? (eating healthily, exercising, getting plenty of rest etc.).
− And what about after they are born – who can help the baby to develop and grow then?
− What will the baby need to grow healthy and strong? (nutrition, sleep, stimulation, warmth, love etc.)
− What could their older brothers and sisters do to help?

Visualisation
The following visualisation can be used to reinforce some of the learning in this and previous lessons, and also to underline the wonder of new life. Ask the children to sit comfortably, to close their eyes and to imagine they are just beginning life in the womb (pause as appropriate when reading):

I want you to imagine yourself as a tiny little seed that is beginning to grow… as you develop, your arms and legs begin to stretch out … just like a tadpole begins to turn into a frog… You stretch your legs and arms so that they can grow stronger… Sometimes you are very quiet when your Mum is resting, but when she
is walking and exercising you stretch your legs as well and kick them…. As you get bigger you can hear a sound that is steady and regular… this is your Mum’s heartbeat … it’s the first sound that you hear …. After a while you begin to hear other sounds …. Music …. People’s voices …. You feel comfortable in your safe space and know that you are being looked after …. As you grow bigger and stronger you can feel your fingers and thumbs – some babies even begin to suck their thumbs before they are born… You keep growing and growing until the day comes when you are ready to leave your safe space and enter the world… Imagine what it would be like to open your eyes on a brand new world… Who do you think you would see first? …. And next? … You are a very special baby and you will get lots of love and care that will help you to grow strong and healthy….  

Now I want you to come back to the present and be aware of your own body… Think how it has grown since you were a baby… You feel strong and healthy… You know that your body will continue to grow and change in different ways just like when you were a tiny baby about to be born… This is the natural way of things … You feel ready for these changes and know that they are normal and part of growing up…. and that they happen to everyone eventually… Think about your body and how you can look after it to keep it healthy and strong… what you can eat and drink… the exercise you take … the rest you give your body during sleep…. All these things will help you to grow and change …. You are happy to be growing and changing…

Now become aware of the sounds in the room … and when you are ready, count back from five to one and open your eyes on your present world …

Invite children to make any comments about how they are feeling after the visualisation.

**Conclusion**

Encourage the children to talk to their parents or guardians about any questions they have about growing and changing. An information page for parents can be found in the Fourth Class RSE materials (p. 181).
DAY ONE

ONE MONTH

TWO MONTHS

THREE MONTHS

FOUR MONTHS
To start with, the baby is a tiny, round fertilised egg, the size of a full stop on a page. These cells multiply and the egg grows and changes. Usually a baby spends nine months in his/her mother’s womb before s/he is born. Nine months is the time the baby needs to grow completely and to be strong enough to live outside the womb. The womb is a safe and comfortable place for a baby.

There have been great changes in the baby. During the last month the baby has settled in the womb. The womb has prepared a soft and thick lining to keep the baby safe and comfortable. Though still very tiny, just 2mm, the baby is no longer round like an egg. Instead s/he looks like a little sea horse. The baby’s heart starts to beat around the twenty fourth or twenty fifth day.

The baby is now the size of a €2 coin and is growing fast. The baby’s arms and legs have started to grow and the baby begins to move about. The baby’s mother cannot feel these movements because the baby is so tiny. Now the baby is beginning to look abit more like a baby.

Even though the baby is only 8cm long, it is now possible to tell whether the baby is a boy or a girl. The baby’s eyes are closed. The baby moves both arms and legs, stretching and kicking. By exercising like this, the muscles in the baby’s body are helped to grow strong.

The baby is 16cm long and would be small enough to fit into a teacup. Though the baby is still very small, all the important parts have grown. Babies of this age even have fingerprints. All they have to do now is to grow big and strong enough to live outside the womb.
At five months, the baby is 25cm long and could fit into the palm of a grown-up’s hand. The baby’s mother can feel the baby moving by now. Some mothers say it feels like a fish zigzagging inside.

By six months the baby can hear. The noises the baby hears include the sound of his/her mother’s heart beating, voices and music. The baby spends some of the time awake and the rest of it asleep. As well as kicking, the baby is grasping with fingers and toes. The baby also practises sucking. Some babies find their thumbs and like to suck them even before they are born.

Every day the baby grows a little more complete. If the baby was born at this stage s/he would need special care. His/her lungs, heart and stomach need to develop more.

The baby has less room to move around. S/he spends some of the time awake and the rest of it asleep. The baby practises breathing. The baby’s heart and lungs and stomach develop until they are perfectly formed and ready for use in the world outside the womb.

After nine months the baby is ready to be born. S/he is now strong enough to leave the safety of the womb. S/he will need the love and care of his/her mother and the other members of the family.
UNIT 8

COMMUNICATION
UNIT EIGHT
COMMUNICATION

STRAND        MYSELF
Strand Unit     Self-identity
    Self-awareness
    Developing self-confidence

STRAND        MYSELF AND OTHERS
Strand Units    My friends and other people
    Relating to others
    Communicating
    Resolving conflict

STRAND        MYSELF AND THE WIDER WORLD
Strand Unit     Developing citizenship
    My school community
    Local and wider communities

INTRODUCTION TO THIS UNIT
In Ireland, there can at times be a culture of blaming (sometimes justifiably). Many citizens are very engaged with local and national issues, but not all are. In this unit, we support the idea that we can all be engaged in critical thinking about current concerns.

Lessons 1-4 ask children to distinguish between conversations which are valuable, and conversations which are easy. They invite the children to identify triggers for anger in their own lives and support them in conveying anger respectfully. Lesson 5 introduces the role of the public representative in hearing the competing views, concerns and anger of communities. It is possible that a public representative would respond to the concerns identified by the children and might even meet with them—this would be very useful. You would need to manage the interaction so that the focus is on education for democracy, and to ensure the competing ideas and values are honoured.

An evaluation sheet is provided at the end of Lesson One. This allows the children and you to keep a record of what they have learned in the lessons. It may also be used by you to plan additional work or adjust the lessons as they are being taught.

LESSONS IN THIS UNIT

Lesson 1
Easy Talking … Difficult Talking

Lesson 2
Holding onto Values

Lesson 3
The Journey of Anger

Lesson 4
Speaking with I-Statements

Lesson 5
Speaking up in a Democracy
CORE CONCEPT

Good communication skills involve knowing what is appropriate in different situations – this can build our confidence in communicating with others.

SPHE CURRICULUM

**Strand:** Myself

**Strand Unit:** Self-identity

*Developing self-confidence*

**Content Objective**

Become more confident in coping with change and with situations that are unfamiliar.

**Strand:** Myself and others

**Strand Unit:** Relating to others

*Communicating*

**Content Objective**

Use language, gestures and other appropriate behaviour to perform social functions.

INTEGRATION

**English**

**Strand:** Developing cognitive abilities through language

**Strand Unit:** Oral

**Strand:** Emotional and imaginative development through language

**Strand Units:** Oral, Reading

TEACHER’S NOTE

There may be current situations in the school that call for sensitive, assertive or challenging communication. These current situations could become the focus of the lesson instead of the ones given, if you are comfortable with that.

Ten scenarios are presented in the lesson. You may omit the one of least relevance to the particular class and offer nine to fit the diamond. You may also substitute situations that you believe are more relevant.

RESOURCES

- Cards prepared in advance
- Worksheet: Communication Skills

PROCEDURE AT A GLANCE

- Circle Work: Introductory Game
- Thoughtshower
- Diamond Nine Exercise
- Reporting Back
- Articulating Attitudes and Values
**Circle Work**

**Introductory game**
The children are seated in a circle. Call out a number of the statements below and ask the children to whom they apply to change places. This is designed to mix children randomly in the circle and facilitates communication with a variety of peers.

*Anyone who spoke on a phone yesterday change places!*
*Anyone who ever spoke to a guard change places!*
*Anyone who speaks Irish outside of school change places!*
*Anyone who spoke to a grandparent yesterday change places!*
*Anyone who could speak another language before English change places!*
*Anyone who spoke to a pet this morning change places!*

**Thoughtshower**

Explain that today we are going to talk about conversations: conversations that are important to have and easy and conversations that are important to have and difficult. *We will try to answer the question: What makes a conversation difficult? To get us started I’d like to hear some examples of conversations you have had that were good but difficult.*

Take a few examples from the children and briefly record them on the blackboard or IWB. Ask what made it difficult, but do not go into it in detail. If the contributions are very rich you may not need to proceed with the Diamond Nine exercise at all.

**Diamond Nine Exercise**

Divide the children into random groups of four and give out the nine cards with the scenarios on them. Each group is to rank the scenarios in order of difficulty, using the diamond nine format. On top is the most difficult, then the two next difficult, the three next difficult, two less difficult and the least difficult on the last line (See SPHE Teacher Guidelines, 1999: Exemplar 9, p. 72).

Having ranked them, ask the children to consider the following questions (it would be helpful to have these on the IWB):

- Is there any conversation here that should not take place at all?
- Can a conversation be good but difficult? Can you think of an example?
- Can a conversation be difficult and bad? Can you think of an example?
- What makes a good conversation difficult? Explain.
Reporting Back

Each group is asked to report back by explaining which scenario they placed as most difficult and why, and then on how they answered the four questions. It is important to challenge the children to articulate the nature of the difficulty in a general way alongside the anecdotal way as this can lead to more principled action in the future. For example: the family pet dying is the difficulty, the general nature of this is death or loss.

Articulating Attitudes and Values

Ask the children the following questions:
- What does it take to own up?
- To make a friend?
- To tell about difficult homework?
- To tell your friends that you think they have started a fight?
- What does it take for us to have an important but difficult conversation?
- What sorts of things are important to the people who have these conversations?

In the same groups, children look through the nine scenarios and identify the values, qualities or attitudes needed to deal with these conversations. You are helping and guiding the children to look for words like bravery, honesty, confidence, fairness, care, or other qualities, attitudes or values. You will need to capture and record the qualities and values that are helpful that come out of these conversations and keep these words visible in the classroom on the board, flipchart or IWB.

Conclusion

Give the children a minute to close their eyes and think about one important thing they learned. They then have one minute to write that down on the Worksheet: Communication Skills. These are collected and read as part of ongoing evaluation. They need to be retained for the duration of these lessons.

Extension

You could ask the children to watch out on television (perhaps with their parents or guardians) for a conversation that is important but difficult, and to try to identify the qualities that the person brings to that conversation.

Children could take one of the values or attitudes identified in the lesson, paint the word and decorate it with a view to keeping these words visible. Alternatively the children could design a poster in groups, or as a whole class, with the qualities or values on it, with an appropriate heading e.g. Qualities or Values We Need for Difficult Conversations. These could be decorated.

This lesson could be extended into literature, media studies or history by recalling important but difficult conversations which occurred in history, novels, plays or films.
You are telling a younger brother or sister in the family that the family pet has died.

You are telling a very good friend that you cannot come to their birthday party because you have a hospital check-up the same day, which cannot be changed.
You are speaking to the manager of a shop about a game he sold you, which was broken when you opened it, and you are asking for a replacement.

You are beginning to make friends with a new child in your class, who is very nice, but you do not speak the same language.
You are owning up to the Principal that you were the one who broke the window and explaining how it happened.

You are explaining to one of your parents that the baby sitter is really very cranky once your parent leaves.
You are explaining to a very good friend that they are really the one in the wrong and the one who started that fight in the yard.

You are making a list with your brothers or sisters to try to decide on a present you will buy together for one of your parents for Christmas.
You are reporting to the coach of a sports team that you feel that one of the players is being bullied by others.

You are coming in early to talk to your teacher to explain that you are really stuck with part of your homework.
My name is ________________________

On this page I will keep track of the important things I learned in our lessons on communication.

<table>
<thead>
<tr>
<th>Name of lesson</th>
<th>What I learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy Talking... Difficult Talking</td>
<td></td>
</tr>
<tr>
<td>Holding on to my Values</td>
<td></td>
</tr>
<tr>
<td>The Journey of Anger</td>
<td></td>
</tr>
<tr>
<td>Practising I-Statements</td>
<td></td>
</tr>
<tr>
<td>Speaking up in a democracy</td>
<td></td>
</tr>
</tbody>
</table>
LESSON 2
HOLDING ONTO MY VALUES

CORE CONCEPT
Children develop skills by practising them. They learn values by living them.

SPHE CURRICULUM

Strand: Myself
Strand Unit: Self-identity
Content Objective
Recognise, describe and discuss individual personality traits, qualities, strengths, limitations, interests and abilities.

Strand: Myself and others
Strand Unit: My friends and other people
Content Objective
Respect, and show consideration for the views, beliefs and values of others.

Strand: Myself and the wider world
Strand Unit: Developing citizenship
Content Objective
Be aware of the importance of mutual respect and sensitivity to the different values and attitudes held by others.

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

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

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

TEACHER’S NOTE
From listening to children during the last lesson, your observations of how they worked together, and your evaluation of how they expressed ‘what I learned’, choose two or three scenarios to role play. These may be from the Diamond Nine exercise, from examples of difficult conversations offered by the children themselves, or from situations arising in your current context. Choose scenarios where children’s communication skills need development.
LESSON 2
HOLDING ONTO MY VALUES

RESOURCES
- Display of the attitudes, values and qualities arrived at in the last lesson.
- Worksheet: Communication Skills
- Writing Materials for Haikus

PROCEDURE AT A GLANCE
- Game
- Writing Haikus
- Role Play
- Evaluation
**Game: Bonjour!**

The children are seated in a circle to begin. They walk around and shake someone’s hand saying *Hello* in any language they know. They must continue to hold hands with this person until they shake hands with another child with their other hand. Then they can let go of the first hand. They continue, reaching as many different people as they can as the game continues.

**Writing Haikus**

Ask the children to recall the values, attitudes or qualities identified in the previous lesson as the building blocks of good communication. If there is a long list, select four to concentrate on today. Then ask what each value or attitude means.

– *What does care really mean?*

– *What does confidence really mean?*

After a brief discussion, ask the children, in random groups of four, to write a Haiku to describe one of the words. Assign a word to each group. In some cases, two groups may work on the same word.

A Haiku is a poem of six lines with the following format:

One word (the title)  
Two words (to explain the one word)  
Three words (to explain the one word)  
Four words (to explain the one word)  
One word (return to title)

The word itself cannot be used to explain itself.

**Example:**

*Honesty*

*Speak up!*

*Tell the truth*

*Just say what happened!*

*Honesty*

These poems can be posted for all to see. They could also be shared with parents or guardians.

**Role Play**

Staying in the same groups, ask the children to devise a role play, drawing on one of the scenarios you have selected. The children should discuss initially what values are important in each conversation. In the role play, the one taking on the difficult conversation must hold on to these values at all times. The group are to work together on how they will do this, as they may not all be involved in the role play. Those not involved in the performance can support the performers in holding on to the values.

You can choose which scenario you want the groups to work on. An alternative is to work in pairs so that everyone is involved in performing.

Finally the groups perform for each other. The audience is to answer the following questions:

– *What did you see X doing or saying that shows us he was holding on to honesty?*

– *Courage? Care?*

– *Confidence? Respect?*

You can encourage the children to look back at the poems written earlier as they answer this question. Some may need to perform their role play a second time so they can more fully include one of the values.

**Conclusion**

Each child closes their eyes for a minute to think about what they have learned. They record this learning on the
Worksheet: Communication Skills (see previous lesson). Read these as part of ongoing assessment of these lessons.

Extension

Round
In circle work, each child chooses one of the values and recalls a time when they practised it:
I practised honesty when I...
I practised respect when I...

In the Manner of...
Call out a number of actions which children mime in the manner of:
Ride a bicycle in the manner of courage
Sweep up leaves in the manner of care
Sing in the manner of confidence
Build a sandcastle in the manner of respect...

As a creative writing exercise, children can write a story entitled: Courage, Respect, Care, Honesty, Inclusion....

This lesson can be linked to Religion, English or History by identifying characters in other stories who practised honesty, care, confidence etc.
CORE CONCEPT
Children learn to distinguish between the experience of anger and its expression and discern the possible outcomes of different forms of expression.

SPHE CURRICULUM

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

Content Objective
Express personal opinions, feelings, thoughts and ideas with growing confidence.

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

Content Objective
Recognise and explore various verbal and non-verbal means of communicating.

Resolving conflict

Content Objective
Identify reasons for conflict in different situations.
Identify and discuss various responses to conflict situations and decide on and practice those that are the most appropriate or acceptable.

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
Depending on the size of the class this could be quite a long lesson. It is important that the exploration of triggers, body, symbol and direction of anger is continuous. The identification of ‘what I learned’ is important to complete on the day, for the students’ reflection and for your observation and evaluation.

The completion of the worksheets could be done at another time as a recall of the lesson. Children will need a good deal of practice at statements before they become skilled.

Small-scale conflicts arise in schools all the time and can be incidental opportunities for each child involved to make an I-Statement.

Teachers can also model I-Statements to the class on an ongoing basis and draw attention to this chosen way of communicating.

Children should be reminded not to mention any names in the discussion on anger.
LESSON 3
THE JOURNEY OF ANGER

RESOURCES

- Large sheet of paper or plain paper tablecloth with a signpost sketched on it
- Printouts of Questions (for discussion)
- Post-its (as large as possible)
- Pencils
- Worksheet: Communication Skills
- Worksheet: Learning to Make I-Statements (Extension)

PROCEDURE AT A GLANCE

- Introduction
- Exploring Anger (four questions)
- Writing I-Statements
- What Have I Learned?
**Introduction**

Start with the following: *In the last lesson we explored conversations that are important but sometimes difficult. We got a chance in role play to practise these conversations and stay respectful. Today we are going to talk about anger. It can sometimes be difficult to tell about being angry and still stay respectful. This is what we will learn about today.*

Firstly, each child is to think of a sentence about anger that they really believe to be true. (You can decide if it would be helpful to have each child write a sentence or not, or to work in pairs.) When each child is satisfied they have a sentence about anger that they believe to be true, they find one other person (or another pair), share their ideas and see if they can now make a sentence about anger which they all believe to be true. When each group are agreed, they find another group and see if they can all find a statement about anger which they all agree with.

Each group shares their sentence with the class and others have a chance to agree or disagree. Differing opinions are welcomed and allowed to co-exist for now.

Finally, explain that this lesson is based on 4 ideas about anger:

- Everybody knows what it means to feel anger.
- Anger sometimes helps to change things.
- The way anger comes out can sometimes cause people to feel unsafe or upset.
- Many people (even some grown-ups) need to learn how to tell the truth about their anger, but stay respectful.

These statements could be displayed on the flipchart/blackboard or IWB. Children can be allowed a minute or two to respond to these statements if they wish.

**Exploring Anger (four questions)**

Lay out the paper on the floor. Explain that we are going to explore anger by giving many different answers to some questions. We are not however going to use names or mention specific people. We will talk instead about situations and actions in general. Show the children the following question:

**Question one:** What triggers anger in your life?

Each child is to write or draw on a post-it a situation or an action that has triggered anger more than once. The person involved is not to be mentioned; rather children are to focus on the action or situation. Examples might be: lies, not having the ability to do something, not being allowed to do something, not being able to get something you want, being blamed in the wrong, cruelty to animals etc.

One by one each child calls out the trigger and then places the post-it underneath the question. Then show the next question:

**Question two:** When anger comes, where do you feel it in your body?

Each child draws a gingerbread man shape on a post-it and then locates the place where they feel anger (or you could have previously drawn and photocopied these and they could be cut out by the children). It might be in limbs, heart, head, stomach, chest etc. It will be different for different children. In asking this question you are alerting children to the physical
sign of angers, which for some of them will be an important part of awareness. Allow time for reflection for children as they may find it difficult to locate the part of their body that registers anger.

Children can place their Post-its down quickly and you can comment on the different places where anger can be felt. Then move on to the next question.

**Question three:** Can you draw a symbol for anger? What picture comes to mind when you think of anger? Is there an object or colour that comes to mind?

Each child draws a symbol on the post-it and places it under the question. You can comment on the variety of symbols. (Children often draw volcanoes, bombs, boiling kettles, lightning, black clouds, tears, fists or scribbles.) In drawing a symbol, a child can be helped to understand that anger comes and goes and is not a part of themselves. This is especially valuable for children who are often described as ‘angry’, as it opens space for them to view anger as a visitor, not as their ‘nature’. When the trigger happens, we feel the anger. We feel it in our bodies. It feels like a volcano, or a dark cloud, or another of these symbols. Continue with the final question:

**Question four:** Which direction will it take?

The following options can be outlined now:

*It might take the road of Tempers. What would I see happening when anger takes the road of Tempers?*

Children are encouraged to think of all the actions that occur during Tempers: shouting, fighting, cursing, hitting, banging doors etc. *When are Tempers the best road for anger to take?* (It will be important to allow the children express how Tempers are almost never or rarely the best choice and often create a feeling of threat for everyone involved.)

*It might take the road of Silence. What would I see happening when anger takes the road of Silence?*

Children are encouraged to think of all the actions that occur during silent responses to anger: sulking, not speaking, taking time out to think, bottling it up and saying nothing. *When is Silence the best road for anger to take?* It will be important to allow a discussion about the value of silence in buying time, avoiding tempers, or words said in haste. It will also be important to acknowledge that something that causes anger for a long time and is never spoken about can make us ill and can be harmful to our relationships.

*It might take the road of I-Statements. In an I-Statement, I say how I am feeling in a certain situation and I make a simple request.*

Give the children some examples: *I feel angry when all the dishes are left in the sink and I would like everyone in the family to wash their own dishes when they have a snack.*

Tell the children the following: *An I-Statement is about me, not anyone else.*

*An I-Statement is respectful.*

*An I-Statement does not include blame.*

*An I-Statement does not include judgment.*
When might I-Statements be the best road for anger to take?
(It will be important to acknowledge that I-Statements are the most honest and respectful way to communicate. They rarely damage relationships. It is also difficult to express anger directly and respectfully – you could remind them of the conversations in Lesson One here.)

Writing I-Statements

Each child could write one I-Statement on a Post-it in relation to the trigger they identified and place it in the middle of the sheet. On reading these you will be able to assess how much the children have grasped about the nature of an I-Statement.

What Have I Learned?

Children close their eyes for one minute and think about what they have learned. They then take a minute to write what they have learned on the Worksheet: Communication Skills (Lesson One). Gather these up to read as part of ongoing observation and evaluation. The worksheet could be sent home and discussed with parents or guardians, who might sign it.

Extension

Further practice can take place by completing the Worksheet: Learning to Make I-Statements. These can also be used in situations of incidental conflict in the classroom where both parties are invited to complete them.

This lesson offers many possibilities for integration with SESE. Children can research the stories of Ghandi, Martin Luther King, Rosa Parks, Aung San Suu Kyi. They can explore what these people were angry about and whether they choose violence, silence or speaking out with respect. The connections between these global stories and the small everyday classroom stories are important is supporting children to develop agency (independent ability) and to understand values.
Learning to make I-Statements

Draw a picture here of something that happens often and which triggers anger for you!

Who needs to understand that this is triggering anger?

Can you write an I-Statement to say to that person?

I feel angry when

and I would like if
CORE CONCEPT

An I-Statement can be a powerful way of asserting ourselves while maintaining respect for others. Practice is needed for these to become part of our toolbox for communication.

SPHE CURRICULUM

This lesson is a continuation of the last and builds on most of the same objectives.

- **Strand:** Myself
  **Strand Unit:** Self-identity
  **Content Objective:** Express personal opinions, feelings, thoughts and ideas with growing confidence.

- **Strand:** Myself and others
  **Strand Unit:** Relating to others
  **Content Objective:** Recognise and explore various verbal and non-verbal means of communicating.

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

Lots of practice is needed to become good at I-Statements. One of the most helpful things a teacher can do is to use them herself and draw attention to what she is doing. Teachers sometimes regret critical remarks they make under pressure. You can be a good role model if you acknowledge this and then tell the children that you will rephrase what has been said using an I-Statement.

RESOURCES

- **Worksheet:** Practising I-Statements

PROCEDURE AT A GLANCE

- Game
- Worksheet
- Checklist: Is This Really an I-Statement?
- Review
Game: Include all!

The children stand in a circle. One child calls a child’s name and throws a ball to them. This child then calls another child’s name and throws it to them. Children must include everyone and, when this happens, all the children sit down. It is helpful if children fold their arms after getting the ball, so everyone knows who has had a go.

Invite the children to recall the three directions anger can take: temper, silence and I-Statements. The children may also suggest other directions. Ask the children to recall what was helpful about I-Statements and how much they can recall about what is involved in an I-Statement. Some important points to cover are:

In an I-Statement I speak about feelings honestly.
I do not blame.
I do not make judgments.
I do make a clear request.
I stay respectful.

The person I speak to may respond with respect or not. They may agree to my request or not. That is their decision. My decision is to make my feelings clear.

Practising Writing I–Statements

In pairs or small randomly-assigned groups children write I-Statement opposite the problems on the Worksheet: Practising I-Statements.

Checklist: Is This Really an I-Statement?

The children in each group pass their work to the next group. Using the following criteria, each group is to check the I-Statement of the group who wrote them. The criteria can be put up on the IWB:

- Has the person explained their feelings honestly?
- Have they made a clear statement and request?
- Have they avoided saying nasty things to hurt the person?

Each group can then give each I-Statement 3 ticks if they have succeeded on all three counts. If they did not award all the ticks for any I-Statement, they should give some feedback on why not.

Go through a few examples to clarify any confusion.

Then invite each child to think of a situation in their own life where they regularly feel anger and to complete the Worksheet: Learning to Make I-Statements [see previous lesson]. Circulate and talk with children about these and, if necessary, support them in making the statement. Remind the children that they can always talk to you on their own at any stage if they would like to.

Review

Children complete the Worksheet: Communication Skills.
## Practising I-Statements

<table>
<thead>
<tr>
<th>Here is a problem that is triggering anger.</th>
<th>Who will you speak to?</th>
<th>What will you say?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tanya has come into your room three times now and taken a T-shirt of yours and worn it without asking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brian sends you texts very late at night. You wake up and cannot go back to sleep.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your Dad collects you from football at four. He is almost an hour late and this has often happened.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your friend Alan teases younger children and they are afraid of him.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your Mam looks over your shoulder when you do your homework and sees all your mistakes before you do.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CORE CONCEPT
In this lesson the children are invited to identify issues that may be causing anger or concern in the local community and convey these concerns in a respectful way to public representatives.

TEACHER’S NOTE
You will be aware that some of the issues in newspapers may not be appropriate for children to write to public representatives about. The children will need to be guided by you on their choice of issue.

You may decide to teach this over two lessons to allow for some research on the issue at home, and for parents to be fully aware of the process. A letter to parents is included. You may decide to concentrate on one issue or allow different groups to focus on different issues.

RESOURCES
Local and national newspapers need to be gathered for two or more weeks prior to the lesson.

PROCEDURE AT A GLANCE
• Circle Work
• Newspaper search
• Identifying competing ideas
• Internet search
• Writing letters
• Evaluation

SPHE CURRICULUM
Strand: Myself and the wider world
Strand Unit: Developing citizenship
Local and wider communities

Content Objectives
Explore some of the issues and concerns in the local or national community.

Discuss the role of leaders and organisations that serve the community at different levels and the influence that they have.

INTEGRATION:
SESE - Geography
Strand: Human Environments
Strand Unit: People living and working in the local area

Strand: Environmental awareness and care
Strand Units: Environmental awareness
Caring for the environment
Circle Work
Remind the children how we have been working for a few lessons now on things that we feel angry about and how to communicate that respectfully. Explain that we are now going to think about our community. Pose the question: What do the people of ___________ (local area) feel angry or concerned about? In a round, children are invited to answer the question if and as they choose.

Newspaper Search
Children work in groups to look through newspapers to find articles and pictures related to the issues they have identified. They may find other issues they were not aware of. Each group could report back what they find. A collage of headlines could be made.

Identifying Competing Ideas
Explain that when an issue arises in a community, there are usually a few different positions on the issue. There is often opposition to proposals for change from different perspectives. One issue could be taken and the views of opposing groups identified. Children could tease out what is most important to each of the competing groups.

Internet Search
Children can be asked to search the internet for further information on this issue or on similar stories in other communities. Children could also be set a homework assignment of interviewing two adults about their views on the issue. They can explain what the project is about (if the interviewees are not their parents or guardians, they should also do the same with them).

Circle Work
When all these sources have been tapped, explain that each child now has sufficient information to form a view of their own. In a circle, children can contribute on the following question if they choose: What is my view on this and what do I hope for my community in the future?

Writing Letters
Help the children to identify whether their views are best addressed to local or national public representatives. Explain that public representatives have a responsibility to listen to their constituents and hear their views. Citizens also have a responsibility to convey their views to those who make decisions.

Children then write to all the representatives, expressing their views on the issue and explaining their hopes for the future. All that has been learned about I-Statements should guide the letters. They should express anger or concern clearly, avoid blaming, stay respectful and make a clear request.

In consultation with the children, decide if these letters should be written individually or in groups. The letters may express opposing views and this reflects the dynamics of most communities. If this is the case you can also pose the question of what life might be like for public representatives.

The children can then post their letters.
Conclusion

Children complete the Worksheet: Communication Skills (see Lesson One).

Extension

Amnesty International has a programme where school children can be invited to learn about human rights violations and can write letters of protest and solidarity. Primary schools are now being involved on this work. Amnesty can be contacted at www.amnesty.ie

Many of the issues, which emerge from the newspapers, may be developed further in SESE. The letter writing provides an opportunity for children to learn the protocols for formal letter writing. Some of the issues could also be debated in the classroom. This lesson also offers an entry into teaching about the structure of the Dáil, Seanad and County Councils.

The local issue identified in the lesson could be dramatised, with different groups of children taking the part of the various groups with an interest in the issue. This might take the form of a public meeting, with you in the role of chair.

Another activity could involve the children drawing pictures of the issue and how it might look in the future – this would be particularly useful if there is a physical dimension to the issue (for example, a local park, or a new piece of sculpture).
Dear Parents and Guardians,

Over the last few weeks we have been working in our SPHE lesson on communication skills, especially in relation to anger.

We are now talking about communities and the things that whole communities can be angry about. The children have identified

______________________________

as significant issues for this community.

It is also important for the children to understand the role of public representatives in a democracy and they will be writing a letter to all of our public representatives on one of these issues.

I invite you to talk to your child about these issues and share some of your thoughts and life experiences which are relevant. This will be helpful in informing your child and supporting them in forming their own views.

Many thanks

Class Teacher
UNIT 9
LOOKING BACK, LOOKING FORWARD
This lesson, appropriate for the end of the school year, develops children’s confidence by encouraging them to reflect on and evaluate their learning during the course of the Walk Tall Programme.

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

CORE CONCEPT
Reflecting on and evaluating our learning is an essential part of the learning process. The presence of parents adds importance to the celebration of learning and provides a significant home/school link.

SPHE CURRICULUM
Strand: Myself
Strand Unit: Self-identity
Developing self-confidence

Content Objective
Enhance their own learning.

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

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

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

RESOURCES
• Speaking Object
• Pencils
• Letter to Parents
• Evaluation Sheet (completed in advance of lesson)
• Refreshments if possible
• Certificates

PROCEDURE AT A GLANCE
• Demonstration
• Circle Work
• Presentation
Demonstration

Parents are invited to sit in a circle behind the children. The children have their SPHE folders or copies (if used) with the evaluation sheet on top. Samples of the children’s work could also be displayed on the walls in the room.

Introduce the session. (Use your own style, but a sample introduction is given here.)

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

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

Now the children will say what the most important things they learned from the programme were, or what they enjoyed most about the programme. You will see us using a speaking object and there are rules about using this speaking object. The person who has the speaking object has the power to speak and everyone else has the power to listen. I would ask you the parents to keep this rule. Please keep silent while the children are talking. We will give any parent who wishes to take the speaking object a chance at the end.

Circle Work

Each child takes the speaking object in turn and answers the question: What was the most important thing you learned from this programme? Alternatively, the children could talk about things they enjoyed doing in the programme. If, at the end of the round, some children want to say more, the speaking object can be passed to them individually. At the end, the speaking object is passed around the parents’ circle and anyone who wishes to make a comment may do so. Parents are told that it is OK to pass if they do not want to say anything. If there is little take up from parents, you could suggest that they turn to the person beside them and talk about what they have heard. Finally, you could say what you have learned from the programme and finish by presenting the certificates to the children.

Presentation of Work

The children are given some time to sit with their parents and show them the certificate and the work in their folders, or the displayed work if available. If tea is available, this could follow. The children bring their folders home that day.
What I Enjoyed in the Walk Tall Programme

Think about and complete the following sentences:

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...
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
Congratulations!

This Certificate is awarded to ________________________________

For completion of the
Fourth Class Year

Signed:__________________________________________

Date:________________________
## APPENDIX
### SPHE CONTENT OBJECTIVES 3RD AND 4TH

**Strand: Myself**

<table>
<thead>
<tr>
<th><strong>Self-identity (Self-awareness)</strong></th>
<th>Covered</th>
<th>Class Level</th>
<th>Unit/Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise, describe and discuss individual personality traits, qualities, strengths, limitations, interests and abilities</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 2 Lesson 2</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1 Lessons 1, 2 Unit 8 Lesson 2</td>
</tr>
<tr>
<td>Explore the factors that influence their self-image</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 2 Lesson 1 Unit 4 Lesson 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>Identify realistic personal goals and targets and how these can be achieved in the short or long term</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 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>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 2 Lesson 3</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1 Lessons 1, 2</td>
</tr>
<tr>
<td>Identify personal preferences, dreams for the future, and hopes</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 2, Lesson 2</td>
</tr>
<tr>
<td>Strand: Myself</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><strong>Self-identity (Developing self-confidence)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhance their own learning</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 7 Lesson 1</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1 Lessons 1, 4 Unit 9 Lesson 1</td>
</tr>
<tr>
<td>Express personal opinions, feelings, thoughts and ideas with growing confidence</td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1 Lesson 1 Unit 8 Lessons 3, 4</td>
</tr>
<tr>
<td>Become more confident in coping with change and with situations that are unfamiliar</td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 8 Lesson 1</td>
</tr>
<tr>
<td>Become increasingly responsible and autonomous</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 4 Lesson 5</td>
</tr>
<tr>
<td><strong>Taking care of my body (Health and well-being)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understand and appreciate what it means to be healthy and to have a balanced life-style</td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 6 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>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 6 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>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 4 Lesson 3 Unit 6 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>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 5 Lessons 4, 5</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>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 6 Lessons 3,6,7</td>
</tr>
<tr>
<td><strong>Taking care of my body (Health and well-being)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 6 Lessons 5, 7</td>
</tr>
<tr>
<td>Recognise and discuss some people who are concerned with health and welfare</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 4, Lesson 3</td>
</tr>
<tr>
<td>Strand: Myself</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><strong>Knowing about my body</strong></td>
<td></td>
<td></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>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 7, Lesson 1</td>
</tr>
<tr>
<td>Understand the physical changes taking place in both the male and female body</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 7, Lesson 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 7, Lesson 1</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>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 7, Lesson 1</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>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 6, Lesson 2</td>
</tr>
<tr>
<td>Understand and explore the relationship between health and hygiene</td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 6, Lesson 2</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>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1, Lesson 1</td>
</tr>
<tr>
<td><strong>Food and nutrition</strong></td>
<td></td>
<td></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>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 2, Lesson 5</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 6, Lesson 1</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>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 2, Lesson 5</td>
</tr>
<tr>
<td>Examine the dietary needs of their own age group and other groups in society</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 2, Lesson 5</td>
</tr>
<tr>
<td><strong>Food and nutrition</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explore some factors that influence the consumption of different food products</td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 6, Lesson 3</td>
</tr>
<tr>
<td>Discuss and examine the importance of proper food hygiene</td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 6, Lesson 3</td>
</tr>
<tr>
<td><strong>Growing and changing As I grow I change</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Realise that growing and changing are continuous throughout life</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 3, Lesson 1</td>
</tr>
<tr>
<td>Identify the skills and abilities acquired and the interests and pursuits taken up in recent years</td>
<td>✓</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 7, Lesson 1</td>
</tr>
<tr>
<td>Recognise the emotional changes that have taken place since infancy</td>
<td>✓</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 7, Lesson 2</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>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 7, Lesson 2</td>
</tr>
<tr>
<td><strong>Strand:</strong> Myself</td>
<td><strong>Covered</strong></td>
<td><strong>Class Level</strong></td>
<td><strong>Unit/Lesson</strong></td>
</tr>
<tr>
<td>-------------------</td>
<td>------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Knowing about my body</strong></td>
<td></td>
<td></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>
<td>4th</td>
<td>Unit 7 Lesson 1</td>
</tr>
<tr>
<td>Understand the physical changes taking place in both the male and female body</td>
<td>✓</td>
<td>3rd</td>
<td>Unit 7 Lesson 1</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4th</td>
<td>Unit 7 Lesson 1</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>
<td>4th</td>
<td>Unit 7 Lesson 1</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>
<td>4th</td>
<td>Unit 6 Lesson 2</td>
</tr>
<tr>
<td>Understand and explore the relationship between health and hygiene</td>
<td>✓</td>
<td>4th</td>
<td>Unit 6 Lesson 2</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>
<td>4th</td>
<td>Unit 1, Lesson 1</td>
</tr>
<tr>
<td><strong>Food and nutrition</strong></td>
<td></td>
<td></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>
<td>3rd</td>
<td>Unit 2 Lesson 5</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4th</td>
<td>Unit 6 Lesson 1</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>
<td>3rd</td>
<td>Unit 2 Lesson 5</td>
</tr>
<tr>
<td>Examine the dietary needs of their own age group and other groups in society</td>
<td>✓</td>
<td>3rd</td>
<td>Unit 2 Lesson 5</td>
</tr>
<tr>
<td><strong>Food and nutrition</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explore some factors that influence the consumption of different food products</td>
<td>✓</td>
<td>4th</td>
<td>Unit 6 Lesson 3</td>
</tr>
<tr>
<td>Discuss and examine the importance of proper food hygiene</td>
<td>✓</td>
<td>4th</td>
<td>Unit 6 Lesson 3</td>
</tr>
<tr>
<td><strong>Growing and changing As I grow I change</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Realise that growing and changing are continuous throughout life</td>
<td>✓</td>
<td>3rd</td>
<td>Unit 3 Lesson 1</td>
</tr>
<tr>
<td>Identify the skills and abilities acquired and the interests and pursuits taken up in recent years</td>
<td>✓</td>
<td>3rd</td>
<td>Unit 7 Lesson 1</td>
</tr>
<tr>
<td>Recognise the emotional changes that have taken place since infancy</td>
<td>✓</td>
<td>4th</td>
<td>Unit 7 Lesson 2</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>
<td>4th</td>
<td>Unit 7 Lesson 2</td>
</tr>
<tr>
<td>Safety and protection Personal safety</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>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>
<td>3rd</td>
<td>Unit 1, Lesson 2</td>
</tr>
<tr>
<td>Identify people, places and situations that may threaten personal safety</td>
<td>✓</td>
<td>3rd</td>
<td>Unit 4 Lesson 1</td>
</tr>
<tr>
<td>Begin to assess the consequences of risky behaviour</td>
<td>✓</td>
<td>3rd</td>
<td>Unit 5 Lesson 5</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>
<td>3rd</td>
<td>Unit 1, Lesson 2</td>
</tr>
<tr>
<td>Safety issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be aware of potential hazards and the need for responsible behaviour when travelling</td>
<td>✓</td>
<td>3rd</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>3rd</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>3rd</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>3rd</td>
<td>Unit 5 Lesson 1</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4th</td>
<td>Unit 6 Lesson 3</td>
</tr>
<tr>
<td>Explore and examine the use of medicines</td>
<td>✓</td>
<td>4th</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>3rd</td>
<td>Unit 5, Lesson 3</td>
</tr>
<tr>
<td>Making decisions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Become aware of and think about choices and decisions that he/she makes every day</td>
<td>✓</td>
<td>3rd</td>
<td>Unit 4 Lesson 5</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4th</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>3rd</td>
<td>Unit 5/Lesson 5</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4th</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>3rd</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>4th</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>3rd</td>
<td>Unit 5 Lesson 2, 3</td>
</tr>
<tr>
<td></td>
<td>✔️</td>
<td>4th</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>3rd</td>
<td>Unit 5 Lesson 6</td>
</tr>
<tr>
<td></td>
<td>✔️</td>
<td>4th</td>
<td>Unit 4 Lesson 3</td>
</tr>
<tr>
<td>Learn and begin to devise a simple decision-making strategy</td>
<td>✔️</td>
<td>3rd</td>
<td>Unit 5 Lesson 4</td>
</tr>
<tr>
<td></td>
<td>✔️</td>
<td>4th</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>3rd</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>4th</td>
<td>Unit 4 Lesson 4</td>
</tr>
<tr>
<td>Make individual and group decisions</td>
<td>✔️</td>
<td>3rd</td>
<td>Unit 4 Lesson 4</td>
</tr>
<tr>
<td></td>
<td>✔️</td>
<td>4th</td>
<td>Unit 4 Lesson 4</td>
</tr>
<tr>
<td>Strand: Myself and others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Myself and my family</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>3rd</td>
<td>Unit 3 Lesson 4</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4th</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>3rd</td>
<td>Unit 2 Lesson 1</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4th</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>3rd</td>
<td>Unit 3 Lesson 4</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4th</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>3rd</td>
<td>Unit 3 Lesson 2</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4th</td>
<td>Unit 2 Lesson 2</td>
</tr>
<tr>
<td>Identify the behaviour that is important for harmony in families</td>
<td>✓</td>
<td>4th</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>4th</td>
<td>Unit 2 Lesson 2</td>
</tr>
<tr>
<td><strong>My friends and other people</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appreciate the need for and the importance of friendship and interacting with others</td>
<td>✓</td>
<td>3rd</td>
<td>Unit 3 Lesson 2</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4th</td>
<td>Unit 5 Lesson 1</td>
</tr>
<tr>
<td>Explore the different aspects of friendship</td>
<td>✓</td>
<td>4th</td>
<td>Unit 5 Lesson 1</td>
</tr>
<tr>
<td>Examine different types of friendship</td>
<td>✓</td>
<td>4th</td>
<td>Unit 5 Lesson 1</td>
</tr>
<tr>
<td>Begin to cope with disharmony in, or loss of, friendships</td>
<td>✓</td>
<td>4th</td>
<td>Unit 5 Lesson 2</td>
</tr>
<tr>
<td>My friends and other people</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>Acknowledge that friends often circulate in groups, which can be healthy or unhealthy</td>
<td>✓</td>
<td>3rd</td>
<td>Unit 4 Lesson 1</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4th</td>
<td>Unit 5 Lesson 2</td>
</tr>
<tr>
<td>Practise and recognise the importance of care and consideration, courtesy and good manners when interacting with others</td>
<td>✓</td>
<td>3rd</td>
<td>Unit 1 Lesson 1</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4th</td>
<td>Unit 1 Lesson 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit 5 Lesson 2</td>
</tr>
<tr>
<td>Respect and show consideration for the views, beliefs and values of others</td>
<td>✓</td>
<td>3rd</td>
<td>Unit 2 Lesson 3</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4th</td>
<td>Unit 1 Lesson 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit 5 Lesson 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit 8 Lesson 2</td>
</tr>
<tr>
<td>Recognise, discuss and understand bullying</td>
<td>✓</td>
<td>3rd</td>
<td>Unit 4 Lesson 1, 6</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4th</td>
<td>Unit 5 Lesson 3</td>
</tr>
<tr>
<td>Explore and examine ways of dealing with bullying</td>
<td>✓</td>
<td>3rd</td>
<td>Unit 4, Lesson 6</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>4th</td>
<td>Unit 5 Lesson 3</td>
</tr>
<tr>
<td>Recognise and explore various verbal and non-verbal means of communicating</td>
<td>✓</td>
<td>4th</td>
<td>Unit 8 Lesson 3, 4</td>
</tr>
<tr>
<td>Listen carefully and reflectively to others</td>
<td>✓</td>
<td>3rd</td>
<td>Unit 1 Lesson 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit 2 Lesson 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit 4 Lesson 3</td>
</tr>
<tr>
<td>Use language, gestures and other appropriate behaviour to perform social functions</td>
<td>✓</td>
<td>4th</td>
<td>Unit 8 Lesson 1</td>
</tr>
</tbody>
</table>
## Strand: Relating to others

<table>
<thead>
<tr>
<th>Covered</th>
<th>Class Level</th>
<th>Unit/Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communicating</strong></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>
</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>
</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>
</tr>
<tr>
<td><strong>Resolving conflict</strong></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>
</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>
</tr>
</tbody>
</table>
This book can be downloaded as a pdf and printed as required for non-commercial purposes from pdst.ie/walktall

Print copies are available at cost price plus P&P from laoisedcentre.ie/pdtpublications/