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

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

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

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

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

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

Relevance of the Walk Tall Materials
One might ask whether the need for an SPHE programme that incorporates substance misuse prevention is still as pressing as it was perceived to be in the mid-1990s. While research indicates that there has been some success in relation to drug use among young people (ESPAD 2012; HBSC Survey, 2010), this should not lead to complacency. Every
Aims
The original aims of the Walk Tall Programme still hold true. These were to give children the confidence, skills, attitudes and knowledge to make healthy choices in their lives. This has been broadened to include aspects of children’s lives, not only around substance misuse prevention but also around, for example, personal safety and development towards puberty. The Walk Tall Programme is designed for use with all children in a class, and will also complement any additional interventions with a social/emotional skills focus which are targeted at individual children.

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

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

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

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

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

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

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

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

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

Role of the Teacher in SPHE

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

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

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

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

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

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

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

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

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

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

Cooperative Games

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

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

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

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

Drama - Role Play

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

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

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

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

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

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

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

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

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

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

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

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

**Drama - Teacher in Role**

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

**Drama**

**Conscience Alley or Thought Tunnel**

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

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

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

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

Group work can be used for:
• creative sharing and generation of ideas

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

• particular activities which lend themselves to group work.

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

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

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

Recent reviews of the implementation of the SPHE Curriculum by both the NCCA (2008) and the Inspectorate (2009) point to reluctance on the part of teachers to assess in this area because of the sensitive nature of the some of the content and a perception that a longer-term view needs to be taken of its benefits. The Inspectorate Report (2009: 65) identified teacher questioning and observation as the main assessment strategies, and they recommend that teachers record their findings systematically and focus on the 'aspects of the SPHE programme that can be realistically assessed during the pupil's time in school'. With this in mind, the Walk Tall Programme recommends that teachers focus on the skills, attitudes and knowledge that are contained in the materials at each class level. A number of assessment approaches can be used, including the following:

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

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

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

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

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

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

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

**Approaches to Substance Misuse Prevention**

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

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

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

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

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

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

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

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

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

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

**Conclusion**

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


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


REFERENCES


*What is a Drug?* (DVD). Walk Tall Support Service (now within PDST).
Dear Parent or guardian,

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

The themes covered at this level are:

- Self-identity
- Taking Care of My Body
- Growing and Changing
- Myself and My Family
- Developing Citizenship
- Safety and Protection
- Making Decisions
- Myself and Others
- Relating to Others
- Media

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

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

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

Thank you for your cooperation.

_________________________________
Class Teacher
GROUP-BUILDING
(Classroom Contract)

CORE CONCEPT
Each new school year, establishing a classroom contract for working and interacting together can create a classroom environment that is safe and promotes self-esteem and cooperation.

SPHE CURRICULUM
Strand: Myself
Strand Unit: Developing self-confidence

Content Objective
Develop further the ability to express personal opinions, thoughts and ideas and listen to, respect, think about and comment constructively on the views of others.

Strand Unit: Safety and protection
Personal safety

Content Objective
Explore rules and regulations at home, in school and in society and the importance of adhering to them.

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

Content Objective
Practise and recognise the importance of care and consideration, courtesy and good manners with others.

Strand Units: Relating to others
Communicating

Content Objective
Listen actively to others and respect what each person has to say.

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

Strand Units: Oral
Reading
Writing

TEACHERS’ NOTE
If the children agreed a list of rules in the previous year, these might be displayed and evaluated as preparation for this lesson.

RESOURCES
• Copy of the school’s Code of Behaviour/Code of Conduct
• Stickers, if using dotmocracy method of selecting rules
PROCEDURE AT A GLANCE

- Introduction
- Discussion
- Group Work
- Discussion
- Display
- Conclusion
Introduction

Explain to the children that they are going to work on a class contract for learning and working together this year. Ask the children to think about rules or code of conduct that they follow at home:

- Are there specific rules that your parents have about homework?
- Watching television?
- Making a snack?

Then ask them to think about rules in any of the teams or clubs that they attend outside school:

- Does your team or club have any specific rules about safety?
- Or turning up for training?

Lastly, ask them to think about rules for the wider society that everyone is bound to keep:

- Can anyone think of rules that everyone has to follow – on the road?
- In public places (e.g. the smoking ban)?
- In the GAA/IRFU/FAI?

Ask some children to call out some rules that they abide by/follow on a regular basis and list these. Are some or all of the rules listed necessary for living in harmony with others, or for safety or organization of learning? (The consequences for breaking these rules might be discussed now or at a later date.)

Now ask the children to think of rules and regulations followed in school and list these in a separate column on IWB, flipchart or board.

Discussion

Discuss the advantages and disadvantages of having rules for a school:

- What might happen if there were no rules in the school?
- Or if only some people followed them?
- What about in our classroom?
- Can you think of what might happen if there were no rules?
- Or if only some people followed them in the classroom?

Write up some common names for the kind of agreement envisaged at class level: contract, code, agreement. Ask the children if they can think of any more terms used. Ask: What will our class call it?

Group Work

Divide the children into groups and ask them to appoint a reporter and recorder. Each group will devise five rules that they think are really important. Before they start, you can explain that some rules are necessary for safety reasons, while others are important to create a positive learning environment. Encourage them to have at least two rules about safety.

Take feedback from the reporters in each group, and record the rules generated under headings such as: Safety and Positive Learning Environment. Note any overlaps, and negotiate with the reporters to combine or omit rules as necessary. When all the groups have reported back, invite the children to look carefully at the rules generated and to discuss in their groups the top three safety rules and the top three positive learning environment rules from the lists. They should discuss why they think the particular rules they have chosen are important, and be ready to explain their choices to the rest of the class.

When they have made their choices,
ask each group to present their set of suggestions to the other children and to explain why they were chosen. Encourage them to use facts or evidence to support their choice without naming anyone or referring to specific incidents. Use the phrases: sometimes … happens or some people… 

The children could then vote in secret ballot, writing down their top five in order of preference on a piece of paper which is collected and counted by a small group of children assigned to the task. The dotmocracy method of making choices could be used as an alternative to the voting method. Each child could place small stickers beside their three preferred suggestions: three stickers for their favourite suggestion, two for next choice and one for the next favourite. Or all suggestions could be written on the IWB or flipchart and children could place ticks to denote their choice, thus avoiding the necessity for stickers.

**Discussion**

You can remind the children that rules only work if everyone agrees to follow or abide by them. You can explain that there is a school Code of Behaviour/Discipline that outlines the school rules, as well as sanctions if they are broken. These could be outlined here so that children are aware of the school policy. Discuss how infringements might be dealt with at class level:

- Are sanctions to be imposed for a breach of the classroom code and if so, by whom?
- Can we agree a list of sanctions now that are fair and reasonable?
- How could/should the teacher give notice to someone that they will be sanctioned if they continue their behaviour?

- Should all rules have the same sanctions, or are some more important (e.g. around safety) that should have different sanctions?
- What happens if someone continually breaks the rules?

You will need to explain that it is their responsibility to ensure that everyone is safe in the class and that children’s right to learn is upheld. You can remind the children that they can always come and discuss breaches of rules with you. Once the list of sanctions has been agreed by the class these can be collated with the rules into an agreed contract or code.

**Display**

When a contract is agreed, ask one or two children to type it up and print it out clearly. All the children could sign it around the edges or under the rules. Each child could be given a small copy of the agreement to keep in a folder or somewhere they can access it from time to time. Teachers and regular classroom workers should also sign. You can suggest a trial period (perhaps a month), following which everyone can evaluate and amend the rules if necessary.

Display the agreement in a prominent place and give the children an opportunity to show the agreed selection to their parents or carers and to discuss with them the agreed consequences for infringement. This way, others who work with the children will know how your class works together and can refer any infringements to you.
Conclusion

The agreement might be reviewed from time to time, or as issues arise, and amended as necessary. Circle Work might also be used as a forum for evaluating the class agreement and reinforcing its positive effects on safety and learning.

Extension

Place the children into groups, and ask each group to design a class motto and to present their choice to the rest of the class. Ask each person, including adults, to vote on one for the classroom. Together, decide how voting should take place. The chosen group could prepare their motto by incorporating it into a design for display alongside the class agreement and the design itself could also be chosen by vote or dotmocracy.

If children are not familiar with the United Nations Convention on the Rights of the Child (UNCRC), this could be explored with them as part of the work on classroom rules. Amnesty (Ireland) provides excellent resources for teachers who wish to undertake this work in schools. These can be accessed at www.amnesty.ie
UNIT 1
SELF-IDENTITY
UNIT 1
SELF-IDENTITY

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

INTRODUCTION TO THE UNIT
The lessons in this unit aim to help children:

• get to know and accept themselves as unique individuals with potential and a sense of purpose
• develop awareness of their own strengths and limitations
• know how to build on their strengths
• accept themselves on all levels - physically, intellectually, emotionally
• be open to and accepting of difference
• to increase in confidence and to be able to express their opinions
• to be tolerant of, and open to, different opinions.

You should be sensitive to the fact that pupils may have different levels of self-esteem. Some pupils may have low self-esteem. Pupils who present as being very confident may also have underlying self-esteem issues. The lessons in this unit aim to help children appreciate themselves and their classmates in their similarities and differences.

The issues arising in the lessons may be sensitive areas for children, such as their family structure, what they appreciate about themselves, their limitations, their body image, etc. The class teacher who knows the class well will be best able to judge when and how to facilitate the lessons in this unit for the benefit of all the children in the class. Children’s self-identity and self-esteem may be connected to very different sets of values, therefore it will be important to encourage tolerance and acceptance of difference.

Revision of the class agreement prior to the start of these lessons will help to ensure that children are respected throughout the lessons.

LESSONS IN THIS UNIT

Lesson 1
This is My Life

Lesson 2
We are all Individuals

Lesson 3
Realistic Goals and Targets

Lesson 4
I Like Me Just the Way I Am

Lesson 5
Expressing Personal Opinions

Lesson 6
Being an Effective Learner
LESSON 1
THIS MY LIFE

CORE CONCEPT
A strong sense of personal identity is important for one’s confidence and social interaction.

SPHE CURRICULUM

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

Content Objective
Recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways.

<table>
<thead>
<tr>
<th>Strand Unit:</th>
<th>Growing and changing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As I grow I change</td>
</tr>
</tbody>
</table>

Content Objective
Identify and discuss the changes that are experienced in growing from child to adult.

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

Content Objective
Examine some factors that can affect family life.

INTEGRATION

<table>
<thead>
<tr>
<th>English</th>
<th>Competence and confidence in using language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Developing cognitive abilities through language</td>
</tr>
<tr>
<td></td>
<td>Emotional and imaginative development through language</td>
</tr>
</tbody>
</table>

Strand Units: Oral
Writing

Arts Education - Visual Arts
Strand: Drawing
Strand Units: Making drawings
Looking and responding

TEACHER’S NOTE
This lesson may be introduced and completed over one or more sessions.

Some children might prefer not to divulge personal or family information on a timeline and could be offered the choice of researching and drawing up the timeline of a character or famous person of their choice.

RESOURCES
- Sample Timeline for display
- Digital or disposable camera
- Art Materials including markers, magazines, glue, scissors, Flipchart/A3 paper

PROCEDURE AT A GLANCE
- Introduction/Discussion
- Personal Timeline
- Reflection and Discussion
- Circle Work
- Display
Introduction/Discussion

On the board or flipchart, write a list of all the years in which the pupils have been alive, but don’t comment on the significance of the years at this stage.

Divide the pupils into small groups and ask them:
- *Has anyone any idea why these years are important?*
- *Do you notice anything significant about them?*

When they realise that these are the years that they have all been alive, ask them to individually think about the significant events that have occurred during their lifetime. Encourage them to think of a mix of personal and family events, school and local events, and some events in the wider world:
- *Does anyone remember when they first walked/lost their first tooth/got a new baby brother?*
- *Do you remember your first day at school?*
- *What about major national or international events?*

Allow them to share with their group, if they are comfortable to do so, the feelings associated with one of the events.

Personal Timeline

Explain to the children that they are each going to create their own, personal timeline of significant events in their lives. The children can work independently to create their individual timeline (possibly on a sheet of flipchart/A3 paper). It can be as creative as they can make it, for example in the shape or form of a ski slope, a mountain, a river or a race track. Alternatively, the Sample Timeline can be shown to pupils to use, or you could share part of your own timeline with the children if you felt comfortable doing so. Ask them to include in their timeline some of the special times, memories and important people in the form of drawings, short stories or photographs. Photographs could be old family or school photographs of an event, or a photograph taken by the pupil (using the digital camera) to illustrate an event that has passed. You might take some photographs of a child if they don’t or can’t bring any to class.

Reflection and Discussion

As each session of work on the timelines finishes, give the children a few minutes to reflect on what they have been doing and to discuss their work with a partner. Encourage each child to think of those significant events that made them happy or of a day or time that they enjoyed, and to share these if they choose. You could prompt a more in-depth discussion by inviting the children to share their thoughts on why they found some events easier or more difficult to think about.

Circle Work

With the class sitting in a circle, invite each pupil to share one of the significant events or happenings in their lives. You can write the common events and their dates on pieces of paper and place them on a large sheet of paper on the floor to make a shared class timeline. The children could discuss the following:
- *What are the events that most of us have in common?*
- *What kinds of events or occasions are unique to some individuals in this class?*

Conclude by saying that all these life events are what make us what we are and help to prepare us for what is yet to come in our lives.
Display

Invite the children to display their finished timelines. Children might also like to take their timelines home and discuss them with their parents or guardians.

Extension

Children with a particular interest in writing could be encouraged to write their own stories to accompany their timeline, or to write short pieces on a computer which could be printed and glued on as appropriate. Children with an interest in visual arts could be encouraged to paint or even to represent some of their significant events in clay.

Some children will be interested in gathering data to do a timeline on a famous person. This could be an author, actor, musician, artist, or a historical or political person. In Maths, the children could find out about a famous mathematician, while, in Science, a well-known scientist could be researched. There are many opportunities to integrate this type of activity into all areas of the curriculum.
My Timeline

I was Born

Got a new Puppy

Went to Disneyland

Our family moved to our new home

I started School

I learned to swim really well.

Got a new Brother

Grew up

Went to Disneyworld

I learned to swim really well.

Our family moved to our new home

I started School

Got a new Brother

Grew up

Went to Disneyworld

I learned to swim really well.

Our family moved to our new home

I started School

Got a new Brother

Grew up
LESSON 2
WE ARE ALL INDIVIDUALS

**CORE CONCEPT**
Sharing, being listened to and accepted helps to foster self-awareness, identity and self-esteem.

**SPHE CURRICULUM**
- **Strand:** Myself
  - **Strand Unit:** Self-identity
  - **Content Objective:** Recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways.

- **Strand:** Myself and others
  - **Strand Unit:** Relating to others
  - **Content Objective:** Listen actively to others and respect what each person has to say.

**TEACHER’S NOTE**
In the weeks before beginning a lesson using collage, you might build up a bank of magazine or newspaper images that positively reflect the ethnic identities, countries of origin, abilities and disabilities of the pupils and which are age-appropriate.

Children with language difficulties – those for whom English is an additional language and those with special educational needs – may find the Memory Game difficult. These and other children may need support, and might be positioned so that they can state their names and favourite things at the beginning of the lesson when there are fewer statements to recall.

This lesson links with Unit Eight: Relating to Others, Lesson 1.

**RESOURCES**
Old or toy microphones (if available)

**PROCEDURE AT A GLANCE**
- Game
- Discussion
- Group Work
- Interview
- Reflection and Discussion
Memory Game

With pupils sitting in a circle, tell them that they are going to find out a little bit more about each other. Have a brief discussion or vote on something that they would like to learn about each other, for example, their favourite food, pastime, film, ambitions. One pupil begins and names their favourite . . . . The next pupil says: Sarah likes ... and I like . . . . adding their favourite. The third pupil says: Sarah likes . . . ., Faraz likes . . . . and I like . . . . and so on. This continues until all have said their name and favourite . . . . Discuss the difficulties they may have had trying to concentrate or remember all of the information. You may adapt this activity, for example, remember the favourite . . . . of two/three pupils to the right of the speaker, or divide the class into smaller circles, if you think remembering everyone's favourite would be too difficult for pupils.

Discussion

Have a class discussion about other, possibly better, ways they could find out appropriate detailed information about each other:

- Are there quicker ways that we could use to find out about people’s favourites?
- Have you ever seen this done on television or heard something on radio? If not already mentioned, introduce the idea of interviews.
- Have you ever seen or heard anyone famous (or not) being interviewed on television or radio?
- Did you enjoy watching or listening to them?
- Which interviews were the best? Why?
- Which interviews were not so good? Why was that, in your opinion?

Ask them to suggest a list of topics or things that they might talk about if they wanted to find out more about each other, and record these on the board, flipchart or IWB. These might include:

- likes and dislikes
- hobbies and interests
- important people in their lives
- the type of person they are
- their hopes for the future
- people they admire
- favourite hobbies or pastimes.

A short discussion could follow where children might talk about the advantages and disadvantages of some of the topics listed. Ask the children to vote on their favourite topics by a show of hands (e.g. What’s your favourite topic? Your second favourite?) or by putting one tally-mark or sticker beside a topic as each child votes. The top three or five topics could be chosen for the next activity.

Group Work

Divide the children into pairs or groups of three. Ask the children, in their groups, to suggest five questions that they think would elicit information on the topics chosen. Remind them that questions that only require a yes/no or one word answer are not always the most interesting in an interview. Accept all suggestions from the groups, write them on the board, flipchart or IWB, and together agree a question bank of fifteen to twenty questions which can be on display during this lesson, and also kept, added to and used again at other times when children are questioning one another.
You might model ways of getting information by using open questions (such as those listed) and interviewing one or two pupils. For example:

*I’ve heard you are very good at singing and that you would like to be a pop star. How interesting! Could you tell me more about that?*

*Now, I’d love to hear about your hopes for the future? Have you thought about this yet, or are there lots of things you’d like to do?*

**Interview**

Once a bank of sample questions have been agreed, ask the pupils to assign themselves the roles of interviewer and interviewee. If there are groups of three, one person could take on the role of observer. Make sure that everyone understands the importance of listening carefully and respectfully, and of trying to remember what is being said.

Each pupil will have a turn at playing each role. Time will have to be set aside so that all pupils will have an opportunity to interview and be interviewed over the next few days or week. After all the pupils have been interviewed, some groups could be asked to volunteer to re-run their interview for the rest of the class. Alternatively, the questions in the next section can follow this activity.

**Reflection and Discussion**

Provide some time for the children to think about what they have learned. Questions to prompt and encourage discussion might include:

– Did you enjoy listening and talking?
– Which did you prefer?
– How did you show you were listening?
– Was there a feeling of trust between you and your partners?
– Why? Why not?
– What things have you learned about each other that you didn’t already know?
– Can you now suggest similarities you have with each other and things that are unique to some?
– What, if anything, does the exercise teach us?
– What, if anything, have you learned about yourself and others?
– Which role did you prefer – interviewer, interviewee or observer?
– Did you notice anything in the observer role that you hadn’t seen in the other roles?
Extension

Collage
Having thought about interests, likes and dislikes for the interview, children might now make an individual collage of themselves by selecting appropriate images from a selection of magazines and newspapers. Ask them to look for images that reflect various aspects of their appearance, personalities and interests, and remind them that they can use words (written or cut from the magazines or newspapers) to complete and enhance the collage. Suggest that each child thinks of a title for their collage, and remind them of the importance of design, layout, font, big clear lettering when writing titles etc. (Access to a computer makes design and layout much easier.)

Each child, if permitted, might write a positive sentence about what they learned about one other child from their group on their collage.

Poster
Children might design a WANTED poster by drawing or painting a portrait of themselves and underneath listing a number of physical and social qualities about themselves, e.g. height, special skills and talents, likes and dislikes. This exercise would provide a further opportunity for enhancement of the children’s awareness of their identity, allowing them to focus again on interests and special skills.
LESSON 3
REALISTIC GOALS AND TARGETS

CORE CONCEPT
Encouraging children to recognise their strengths and limitations can help them to identify priorities and give them a greater sense of purpose.

SPHE CURRICULUM

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

Content Objective
Identify realistic personal goals and targets and the strategies required to reach these.

Developing self-confidence

Content Objective
Enhance skills to improve learning.

Strand Unit: Growing and changing
- Feelings and emotions

Content Objective
Acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express.

INTEGRATION

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

Strand Units: Oral
- Reading
- Writing

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

RESOURCES
Story (select most appropriate for the class, one copy per child if distributing)

PROCEDURE AT A GLANCE
- Introduction
- Story
- Group Work
- Drama/Role Play
- Conclusion
Introduction

Explain to the children that this learning activity is about something people often don’t want to talk about - the disappointment and other feelings we experience when we aren’t successful at something or we don’t do as well as we’d like to do at some task or goal. As a class, discuss why being good at something is important to us and record a list of responses.

Use the following questions, or similar, to prompt discussion:

- Why might being good at something be important to us?
- What does being good at something say about us?
- What do you think or feel about others you see or know who are good at something?
- How does their being good at something make us feel about ourselves?

Record the children’s ideas and answers on the board, flipchart or IWB and then, in pairs or small groups, ask them to discuss how they feel at times when they are not successful or when they don’t do as well as they think they might have done.

Story

Either read Bisola’s Story or Conor’s Story aloud, or display the selected story on IWB, or distribute a hard copy to each child.

Bisola’s Story

Bisola wanted to be on the school sports team. When she was smaller she had seen the older children practising and training to go to the Community Games. Each year the school ran trials to see who would be the fastest and only the first two in each race were allowed to go. She thought it would be wonderful to be on the team and run for the school. She remembered when her neighbour, Orla, had won a medal at the Community Games. Everybody in the school cheered her when she had come home from the sports. The people on the road had put out a sign saying Well Done Orla! Bisola remembered how her own Mother had been talking to Orla’s Mother who said, ‘Isn’t she a great girl! She really worked hard’. Bisola longed to have her Mother say that about her. She remembered seeing Orla’s picture in the newspaper that week. So Bisola decided she had to train hard. Whenever she was asked to go to the shop or whenever she was going down to a friend’s house, she ran as fast as she could. She really loved running. One Monday morning the teacher told the children that at the end of the week there would be trials for the Community Games. The first two from each race would go to the Community Games. Bisola was excited. She had been thinking about the trials and hoping she’d be picked. Now, she felt nervous. After school, she told her Mother that the trials were on Friday. ‘Well, just try your best and see how you get on,’ said her Mother.

On Friday, Bisola brought her runners and shorts to school. That afternoon, the children went out to the trials. The first race was the eighty metres race. Bisola lined up in her heat. When the teacher blew the whistle, Bisola ran as fast as she could. But even as she tried hard, she could see three other girls running faster than her. She reached the finishing line in fourth place. She looked at the two girls who came first and second and saw how happy they were to be going to the Community Games.

Conor’s Story

Conor loved to paint. Ever since he was small, he always had paint brushes and
paper and he used to paint at home and in school. He watched programmes on television and learned different ways of painting. His Mother liked to see him enjoying his painting. She often hung his pictures around the house and she was very proud of Conor’s work. One day at school the teacher put up a poster to say that there was an art competition for their area and each child could enter a painting for this competition. After school, Conor asked his teacher if he could do a painting for this competition at home, as he had his own paints. The teacher said that would be fine.

That evening after school, Conor stayed in his room for ages. His Mother came up to check to see if he was okay. Conor said that he was fine and that he was doing a special painting. Conor’s painting was of the beach where he had gone one day during the summer. He worked slowly and carefully on it. The following day he brought it into school and asked the teacher if he could enter it in the competition. The teacher said that it was a nice painting and that she would send it off to the competition.

The closing date for the competition wasn’t for a few weeks and eventually the teacher sent away a bundle of paintings, including Conor’s. After that, Conor often asked the teacher if the results of the competition had arrived. The teacher told Conor that they hadn’t and that he shouldn’t be too concerned about them. After all, the teacher said, there would be hundreds of children entering the competition.

Still, Conor was hopeful. One day, the teacher called him aside. A letter had arrived that day announcing the winners of the art competition. The teacher showed the letter to Conor. He looked at the names of the children and their schools. His name was not on the list. For the rest of the day, Conor was angry and disappointed.

When the children have read and discussed the story, allow some time for them to reflect on it and consider and discuss Conor’s or Bisola’s feelings and reactions.

- Why did Bisola want to be on the school team?/Why was Conor interested in entering the competition?
- Did they feel some pressure to succeed?
- If so, where do you think this pressure came from?
- What might Conor’s or Bisola’s reaction to their disappointment be?
- Can you tell us more about that?
- Who could help them cope with their disappointment?

Group Work

Divide the children into groups. Ask each group to suggest ways for the story to end, to discuss and list possible reactions and write these on the board or flipchart.

Reactions that Bisola could have had to losing the race might include:

- getting angry with her teacher or Mother
- feeling jealous of and/or angry with the girls who won in the trials
- deciding that she would never run in a race again
- feeling embarrassed that she’d hoped so much to win
Reactions that Conor might have had to not winning the art competition might include:

- getting angry with his teacher or Mother
- getting angry with himself for having spent so much time on the painting or for having entered the competition in the first place
- feeling foolish or ashamed for having asked the teacher so often about the results
- deciding to stop ‘wasting his time’ on painting and not to enter any more art competitions
- thinking about what happened and realising that some judges will like some types of art more than others, and that maybe in another competition he might do better.

Drama/Role Play

Divide the class into small groups of four or five. Ask each group to think of an ending to the story, possibly including some of the reactions discussed earlier. When each group has had a few minutes to work out their preferred ending to the story, ask them to perform their drama for the rest of the class. At the end of each performance or drama, the ‘audience’ might offer suggestions for improvements, but these must be very carefully phrased to encourage the performers and enhance the performance (You might need to remind children about the power of positive comment and praise before asking for comments on group performances).

Conclusion

To conclude this activity, discuss which of Bisola’s or Conor’s reactions were unhelpful and what strategies they could have tried in order to remain positive and realistic. Relate the discussion to situations that the pupils have been in themselves, where they faced disappointment and feelings of embarrassment or anger. Ask them to think about how they reacted and how they could have tried to cope with their feelings. Children could record their learning in their SPHE copy or notebook.

Extension

Poem

Pair the pupils and ask them to think about things other people expect them to be able to do, either at school or at home. Give them time to talk together about any experience they have had of this. Read the following poem:

The Real Me

My mother wishes that I could be more organised and less messy - without so much ‘dustable’ clutter in my life - so that she would be thought to be a good housekeeper and our house an ‘ideal home’.

My father wishes that I would get good marks at school, so that he could talk about me to his friends at work, and be thought a successful father.

My grandparents wish that I was younger so that I could be babied, or older, with more achievements, so that they could be proud grandparents.
My teacher wishes that I would be quiet and not ask awkward questions, so that she could be a good teacher without too much effort.

My coach wishes that I would be a good player so that his would be the winning team.

I wish that they would encourage me to do well at what I can do. I wish that they would stop blaming me for failing to do what I have no ability to do, and allow me to branch out, experiment and explore.

I wish that they could be there when I need them, and yet set me free to discover for myself who I am, why I am here and where I am going.

I wish that I was sure that they loved me, the real me, just as I am, here and now.

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Ask the children:
- Can you relate to some of the expectations placed on the speaker of the poem?
- If so, how do you feel when people expect you to do things that you can’t do or which you find difficult?

With children working in groups or as a whole class, ask them to share some of these examples if they are willing to do so. Then together, they should recreate the poem by using some of their personal experiences of trying to live up to others’ expectations or unrealistic targets.

**Circle Work**

You may wish to do some circle work to further discuss sensitive feelings surrounding this issue.

**Role Play/Drama**

The pupils might also write and/or dramatise new stories with new characters facing different disappointments. Give each group five or ten minutes to work out how best to dramatise their story, and to add on endings expressing the character’s reaction to their disappointment. These could then be performed for the class.
CORE CONCEPT:
It is most important that children accept themselves and their own body shape, and not worry unduly about the perceptions of others.

SPHE CURRICULUM

<table>
<thead>
<tr>
<th>Strand:</th>
<th>Myself</th>
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</thead>
<tbody>
<tr>
<td><strong>Strand Unit:</strong></td>
<td>Self-identity</td>
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<tr>
<td></td>
<td>Self-awareness</td>
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**Content Objective**
Accept their own body image and explore some of the factors that affect their self-image and beliefs about themselves.

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<tr>
<th><strong>Strand Unit:</strong></th>
<th>Growing and changing</th>
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<td>Feelings and emotions</td>
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**Content Objectives**
Acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express.

Identify and learn about healthy ways to help them feel positive about themselves.

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

**Content Objective**
Explore how the opinions, views or expectations of others can influence how people relate to each other, either positively or negatively.

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

**Content Objectives**
Become aware of the different forms of advertising, its purpose and the messages it promotes.

Become increasingly critical and discerning in their own attitude to advertising and the techniques used to promote products, life-styles and ideas.

**INTEGRATION**

**English**

<table>
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<tr>
<th>Strands:</th>
<th>Competence and confidence in using language</th>
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<td>Developing cognitive abilities through language</td>
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</table>

**Strand Units:** Oral
- Reading
- Writing

**Arts Education - Drama**

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<th>Strand:</th>
<th>Drama to explore feelings, knowledge and ideas, leading to understanding</th>
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**Strand Units:** Exploring and making drama
- Reflecting on drama
- Co-operating and communicating in making drama
LESSON 4
I LIKE ME JUST THE WAY I AM

TEACHER’S NOTE
This is intended as a unit of work that might be taught over a period of time, possibly over three or four lessons.

RESOURCES
- ‘Before’ and ‘After’ photographs or cuttings from magazines or newspapers, selected by you
- Carefully chosen advertisements for clothes, footwear or sports gear or sports equipment and beauty products
- Sheet of paper and pencil per child
- Activity Sheet: Real Life or Screen Life (one per child)
- Shariqa’s Story (story could be re-written using a boy’s name if more appropriate to class)
- Small hand mirrors and/or some large wall mirrors

PROCEDURE AT A GLANCE
- Introduction
- Discussion
- Activity
- Discussion
- Activity: I Like Me
- Story
- Role Play
- Conclusion
Introduction

Explain to the children that over the next few lessons they are going to consider something people are often reluctant to discuss openly – body image – and ask for suggestions on what this might be, and why people might be reluctant to discuss it. As a class, discuss if how we see ourselves is important to us – perhaps the phrase You can’t judge a book by its cover could be written on the board as a prompt for initial discussion. If it is true that you shouldn’t judge a book by its cover, is it also true that you shouldn’t judge a person by appearance?

Discussion

Explain that there are many factors which affect our feelings about how we look, and that these factors can contribute to a negative or unhealthy body image.

Use the following, or similar, questions to prompt discussion:
- Do you think that people are often judged by appearance first?
- Why do you say this?
- What do people sometimes feel if others comment on their appearance?
- Do you always feel happy when this happens?
- Can you suggest things that might affect how we think about ourselves?

Encourage children to think of images they see in advertisements for clothes or sports equipment and beauty products; carefully chosen examples of these might be displayed or shown to children on IWB or board.

- Why might people sometimes try to look the same as everyone else in the group or like people we see in magazines or on television?

- Can you tell us more about this?

Children will no doubt be able to suggest many examples of television and magazine advertisements that promote and encourage a desire in people to be ‘cool’ or fit or thin etc. Suggest that the children think for a few moments about brands of clothes, perfumes, watches or hair gels that are promoted and/or designed by celebrities, and ask if they would share with the class their feelings about such advertising:
- Do you like the idea of wearing the same type of runner as some famous footballer?
- Do you want to be seen to have the same design of bag as some famous film or pop star?
- Do the items associated with these famous people promote any particular type of lifestyle? Are the brands glossy, sleek or expensive?
- Are these brands or ranges of products more attractive or more popular than other similar brands that look or smell almost identical?
- Is it worth paying the extra cost for a product associated with a model or footballer or golfer?
- Why? Why not?
Discussion

Ask them to name some popular soaps, comedies, programmes or advertisements and to jot down on a page (or in their SPHE copy) the words they would use to describe some of the actors, male and female. Ask the children to call out these words, and write these on the board, flipchart or IWB. Initiate a discussion on what messages the images we see on screen give us:

- Do the people you know in real life look like the actors on television?
- Do the actors look like most people you know?
- What makes them different?
- Do the actors in the programmes named have healthy bodies?
- What makes a body healthy (healthy diet, exercise, sleep, fresh air)?
- Do you have to look a certain way to be healthy?
- Why? Why not?

Activity

Distribute the Activity Sheet: Real Life or Screen Life and ask the children to fill in the two columns, working alone, or with the person beside them.

Example

<table>
<thead>
<tr>
<th>Descriptions of Real Life People</th>
<th>Descriptions of Screen Stars</th>
</tr>
</thead>
<tbody>
<tr>
<td>normal</td>
<td>exotic</td>
</tr>
<tr>
<td>pale complexion</td>
<td>lightly tanned</td>
</tr>
<tr>
<td>round or large face</td>
<td>small pointed face</td>
</tr>
</tbody>
</table>

Discussion

Explain that while we celebrate diversity and celebrate uniqueness in most areas of our lives, many people (even models and film or pop stars) are unhappy with one or more of their physical features and aspire to a certain uniform ‘look’ or ideal. Mention some of the popular television ‘makeover’ programmes where people are given new clothes, a new hairstyle (a new and exotic ‘look’) and ask the children to think of examples of singers and film stars who are known to have dramatically changed their appearance either by dieting or surgery or by excessive and obsessive exercise. Some ‘Before’ and ‘After’ photographs or cuttings from magazines might be shown in order to prompt an understanding that some people are unhappy with their physical appearance. Ask the children to examine the photographs or images carefully and see if they can notice elongated necks, shapely eyebrows, very long limbs, full lips etc.

- Do you think that any possible ‘blemishes’ such as moles were erased or airbrushed?
- Do we sometimes look at photographs of ourselves and wish we looked thinner, more tanned or more fashionable?
- If we take a photograph at home, how can we alter it for the better (by using the ‘red eye’ correction facility or by cropping details that detract from the photo)?

Explain that technology increasingly allows us to alter images of ourselves and that professional photographic studios have access to very sophisticated programmes that can digitally enhance, alter or retouch images.

Activity: I Like Me

Give each child a small mirror, a sheet of paper and a soft pencil, and ask them to draw a picture of exactly what they see as they look in the mirror. Remind them be
kind to themselves, and not over-critical.
Ask them to draw in everything they see -
hair-clips, freckles, hair-partings, clothes.
Give them some time to do this and then
ask them to write a few lines describing
themselves in words.

Ask the children if they would be willing
to show their finished page to the person
sitting beside them, but make sure
everyone knows that no one should show
their page unless completely comfortable
to do so.

Then ask the children what is their
favourite physical feature about
themselves and share that with a partner
or class if they choose. Acknowledge that
everyone has body parts that they might
not be positive about – no one is perfect
- and we should try not to focus unduly on
these.

**Story**

**Shariqa's (or Jason's) Story**
Read the story aloud, display it on IWB
or data projector, or distribute a copy per
child.

**Shariqa's Story**

One day the principal announced that
Fifth and Sixth classes were going to
start swimming lessons the following
month. She explained that swimming is an
important part of the PE curriculum and
that the teachers and parents or carers
were delighted that everyone would have
ten lessons, one every Friday until the
end of term. As they filed out of the hall,
everyone in Shariqa’s class seemed to
be talking at once and fizzing about with
excitement. ‘Fantastic – that’ll be two
hours out of school every Friday!’ ‘I’m
going to sit in the front seat, behind the
driver.’ ‘I’ve already learned to swim, bet
I’ll be allowed up the deep end.’ Shariqa
said nothing. No one noticed.

The night before the first swimming
lesson, Shariqa’s Mum checked her
homework as usual and saw the note in
the homework journal, reminding everyone
to bring a bag with towels, swim-gear
and flip-flops. ‘Oh Shariqa, you never
reminded me about swimming! What a
good thing I saw the note. Now where
is your swimsuit? Did you put it with the
other swimsuits?’ Shariqa said nothing –
her eyes filled with tears, but her Mother
didn’t notice, she was too busy rushing
about trying to find the bag with the
family’s swim-gear.

What was she going to do? She couldn’t
go swimming, she just couldn’t! Last term
some of the girls had called her hurtful
names when she took off her jumper
and joined in the basketball game. They
hadn’t said the words loud enough for the
teacher to hear, but Shariqa had heard
them, just as she’d heard the whispered
sneers one time she’d opened her lunch
box. Typical, they had to do it on the day
Hannah had been out getting her braces
fitted. If only she’d been there! Hannah
would have made little of it and made her
laugh, Hannah always made her laugh.
Hannah wouldn’t have listened to them
– she’d have said they weren’t worth
listening to. That day she hadn’t eaten her
lunch, she couldn’t bear to. That had only
made matters worse – one of the girls had
asked if she was going on a diet. Others
had nodded as if they agreed and no one
stood up for her.

What would they say if they saw her in a
swimming costume? They’d call her all
sorts of names, say all sorts of unkind and
upsetting things, she just knew it. How
could she face swimming?

Hannah on the other hand was really
looking forward to it, she said she was going to wear her SpongeBob bikini – Shariqa didn’t see how she’d have the nerve, but Hannah always said she didn’t care what others said– ‘Nice people don’t make nasty comments’ was what Hannah believed.

Hannah would’ve told the teacher, she might even have told Shariqa’s Mum. But Hannah wasn’t here now, and anyway it was too late to tell her Mum. Could she say she was sick? Would her Mother believe her? Shariqa looked at herself in the mirror – she did see that she was big, but did she look overweight? Was she seeing only the wobbly bits, as her Mother often said she did? ‘Be kind to yourself, Shariqa. Look at your lovely hair. Why don’t you see your lovely eyes? You’re fit and healthy, what have you to worry about?’

But what if her Mother was wrong and those girls were right - she was bigger than they were, but then her Mother and Father were both big, both tall, both athletic. And wasn’t her teacher always saying how her height and build helped her to be so good at basketball? Her younger sister was also good at sports, and taller than most of her classmates. Was big the same as overweight? Was there anything wrong with being big? Her Mother had always said that so long as she was fit and healthy and active, she’d be fine. But she wasn’t fine. How could she be with those girls jeering her! Shariqa made up her mind. She went upstairs, where her Mother was taking a towel out of the airing cupboard…

When the children have read and discussed the story, allow some time for them to reflect on it and consider and discuss her feelings and reactions:
– Why didn’t she want to go swimming?
– Why hadn’t she told her teacher or a friend when the girls called her names and made her feel bad?
– Did she feel some pressure to look like the other girls and how did she react to the pressure?
– Do you think Shariqa would have felt so bad and so worried if her friend Hannah had been in school on the day the girls teased her?

Then, ask groups or individuals to suggest ways for the story to end by asking the class to discuss and list possible reactions and write these on the board or flipchart.

Reactions Shariqa might have had that evening might have included:

- being angry with her mother, e.g. I wish you wouldn’t give me so much lunch, the other girls have much smaller lunches than I have
- being angry with herself for eating her lunch and not throwing it away
- being so embarrassed at the thought of going swimming, she’d have to pretend to the teacher she’d been sick in the toilet that morning
- feeling silly for having let those girls upset her like that – Hannah was absolutely right, she’d go to the teacher at first break and tell her.

Role Play

When the children have fully discussed the story and various courses of action Shariqa might have taken, divide the children into groups of five or six, and ask each group to re-write or amend the narrative so that it ends to their satisfaction.

When everyone has had enough time to prepare, the groups could perform their
role play, with the other children listening to and commenting constructively on all the different endings.

**Conclusion**

The children could be asked to write their own ending to the story for homework, which might facilitate parental involvement with the lesson.

**Extension**

**Visualisation: The Best Version of Myself**

Before you begin reading the script make sure the children are sitting comfortably in chairs. If they are familiar with doing relaxations or visualisations they might do this seated on the floor. If the children are seated on the floor you would need to adapt the script accordingly.

Read the relaxation or visualisation script in a soft voice and at a slow and steady pace.

**Make sure you are sitting comfortably on your chair and that your two feet are on the ground...**

**You can rest your hands on the table or on your lap...**

**Gently roll back your shoulders and notice the feel of the back of the chair on your back...**

**Take a deep breath in, filling your lungs with air, and slowly release the air through your nose...**

**Close your eyes...**

**Notice how the parts of your body act when in contact with the floor; feel your feet in contact with the floor...**

**Notice the parts of your body that are in contact with the chair; feel your legs and your back in contact with the chair....**

**Take a deep breath in through your nose and, as you release the air back out through your nose, notice that your shoulder and back muscles are relaxing even more, melting all the way down your back....**

As your breathe in through your nose, imagine you are breathing in a soft white light... as you breathe out, imagine you are softening and relaxing every muscle in your body...

As you are breathing in through your nose, and out through your nose, notice any sounds you can hear in the distance... sounds like traffic or children playing. Notice all those sounds you can hear now that you are so relaxed and listening, while your breath is coming in and going out...

Notice any sounds you can hear in the building: sounds from next door, in the corridor, loud sounds and soft sounds, sounds you can notice now that you are focussing all of your attention on them...

Notice any sounds you can hear in the classroom... the sound of my voice, maybe a projector or CD player humming, maybe you can hear water dripping somewhere...? Finally, notice the sound of your own breath, coming in and going out...

(Pause for a moment or two)

**Imagine you are in your favourite place... it can be anywhere, inside or outside, somewhere where you feel very peaceful and happy....**

**You love to come to this place and you are happy to be here again, in your imagination...**

**Imagine you can see a mirror, it can be any type of mirror, it can be modern or old-fashioned, it can be big, or small, it could be full-length or hand-sized...**

**Look into the mirror and in the mirror you see an image of yourself... This is the best version of yourself that you can be at this moment... Look at this best version of yourself... What do you see?**

(Pause)
What does this person look like…? Are you happy with yourself…? What might the best version of yourself say to you now…? What advice might this best version of yourself give to you now, to help you or to guide you to become the person that you want to be…?
(Allow a few moments of quiet time for the children to reflect on what they have heard)

It’s time now to leave your favourite place in your imagination… know that you can go there any time you wish and that it is your unique place… Just for you….

(Pause)

Now notice the sounds in your own body again, the sound of your breath, coming and going out… Notice how relaxed and calm you are feeling in yourself… Notice any sounds you can hear in the room, sounds that you can hear more clearly the more you focus your attention on them… Maybe you’d like to gently move your arms or legs, shrug your shoulders… Take another breath in through your nose and release the air out through your nose again… And when you are ready, you can open your eyes…
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<th>Descriptions of people in real life</th>
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CORE CONCEPT
Expressing personal opinions allows children to develop their ability to think critically, develop a moral stance and respond appropriately to the views of others.

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

Content Objectives
Develop further the ability to express personal opinions, thoughts and ideas and listen to, respect, think about and comment critically and constructively on the views of others.

Enhance skills to improve learning.

Become more independent and autonomous.

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

TEACHER’S NOTE
In preparation for this lesson ask children to watch news bulletins and current affairs programmes and to find interesting, controversial and topical articles in newspapers and magazines for one week prior to this lesson. Ask them to keep a note of them or bring in a piece from a newspaper or magazine on the topic that interests them.

RESOURCES

• Newspapers, magazines
• Small stickers (in three different colours) for dotmocracy game

PROCEDURE AT A GLANCE

• Group Work 1
• Discussion
• Group Work 2
• Group Work 3
Group Work 1

Remind the children to take out the note or magazine or newspaper cutting about the topic they have chosen in preparation for this lesson. Organise the children into five or six groups. Each group will have a facilitator and a reporter. Encourage children who have not done these roles to date to take them on.

Each child names the topic of interest to them and says why they chose it. Take feedback from all groups. Topics can be recorded on the board or flipchart and similar topics grouped together.

Discussion

Put the following phrases on the flip chart or board and ask the children to explain what they mean: Speakers’ Corner, Soap Box. If the children are not sure what they mean, the following descriptions can be provided:

A Speakers’ Corner is an area where open-air public speaking, debate and discussion are allowed. The original and most noted is in the north-east corner of Hyde Park in London, United Kingdom. Speakers there may speak on any subject, as long as the police consider their speeches lawful. There are Speakers’ Corners in other cities in the UK also in other cities worldwide.

A Soap Box is a raised platform on which one stands to make an impromptu speech, often about a political subject. The term originates from the days when speakers would elevate themselves by standing on a wooden crate originally used for shipment of soap or other dry goods from a manufacturer to a retail store. The term is also sometimes used to describe a person engaging in often flamboyant impromptu or unofficial public speaking, as in the phrases ‘He’s on his soap box’, or ‘Get off your soap box,’ Hyde Park, London is known for its Sunday soap box orators, who have assembled at Speakers’ Corner since 1872 to discuss religion, politics and other topics. A modern form of the soap box is a blog: a website on which a user publishes their thoughts to whoever wants to read them.

Ask the children:
- Why do you think Speakers’ Corner and Soap Box were created?
- Why have they lasted so long?
- Are there benefits to using them?
- Are there benefits for the listeners? What are they?
- Are there any disadvantages to using them or listening to the speakers? What are they?
- If you were to use either a Soap Box or a Speakers’ Corner what might you speak about and why?

Group Work 2

Dotmocracy

Write out the topics suggested in Group Work 1 on a flipchart page – these need to be well-spaced to allow children to put their dots beside their choices. Explain to the children that they are going to discover which topics children in the class are most interested in. Each child receives three stickers, one red, one green and one blue (for example). Explain the colour code: red=1st choice, green=2nd choice and blue=3rd choice. Give children a few minutes to read through all the topics listed and ask them to decide which three they are most interested in and pick their 1st, 2nd and 3rd choices.

Children go up to the chart/s in groups and stick on their three stickers. At the
end of the activity, the children will be able to see which topics the children in their class are most interested in. Ask the children to comment on the results: Are you surprised or not by the results?

You or the pupils can write up the list of topics in order of preference and it can be kept to inform future debating activities.

**Group Work 3**

Each group is given one of the six most popular topics from the chart(s) and asked to agree among themselves which member of the group will speak for two minutes on the topic. When the speaker has been agreed, the group discusses five points that the speaker will make about the topic. Children can refer to their own or other children’s notes on topics or to articles from newspapers or magazines.

**Conclusion**

You and the children choose a Speakers’ Corner or Soap Box area in the class. A sign can be made and decorated to mark the area. The speaker from each group stands in the appointed area and talks about the five points or opinions agreed in their group.

Conclude this activity by asking the speakers:
- What did it feel like to speak on behalf of your group?
- Did you feel strongly about the topic?

Then ask the class:
- When and why would a person go to a Speakers’ Corner to speak about an issue?
- Do you think you would ever do so?
- Why? Why not?
- What should happen at a Speakers’ Corner—should the audience be able to ask questions or make comments during the speaking or should they have to wait until the speaking is finished?
- Why? Why Not?

You can now place a box in Speakers’ Corner. Children can be invited to put in topics (with their name) that they would like to say a few words about. You can afford children opportunities to speak in Speakers’ Corner from time to time.

**Extension**

Children could be asked to research the history of Speakers’ Corner or Soap Box and bring in any interesting facts they come across.

Children could be asked to explore what blogs are with their parents or older siblings at home and, as appropriate, read or contribute to them.
LESSON 6
BEING AN EFFECTIVE LEARNER

CORE CONCEPT
Children become successful learners by recognising how they learn and the strategies they can use to become an effective learner.

SPHE CURRICULUM

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

Content Objectives
Enhance skills to improve learning.
Take increasing personal responsibility for themselves
Become more independent and autonomous.

INTEGRATION

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

Strand Units: Oral
Reading
Writing

TEACHER’S NOTE
You may need two sessions or days to complete these activities as there is quite a lot of organisation involved in the initial setting up of the Teaching Sessions.

Be aware of food and other allergies in case someone suggests teaching a skill that involves peanuts, eggs etc.

RESOURCES

• Worksheet: Planning
• Pupils may need to bring something in from home to complete the Teaching and Learning a New Skill activity, for example, combs to plait hair, a tin-whistle for music lesson, pens to teach calligraphy, ingredients or special containers.

PROCEDURE AT A GLANCE

• Introduction
• Thought shower or Pair Work
• Reflection
• Display
Introduction

Explain that the class is going to have some time to consider and decide on the most important skills involved in learning, for example:

- realising that making and acknowledging mistakes can provide opportunities for learning
- taking responsibility for homework
- careful listening
- taking the initiative organising and planning
- practising.

There are no ‘right’ answers, only what you and the pupils think contributes to good or effective learning. A display of these agreed ‘Learning-to-learn’ skills and additional suggestions on how anyone can develop and improve on them might be created for future reference.

Thoughtshower/Pair Work

Explain that the children are going to have an opportunity to teach one of their skills to someone else in the class who either finds that skill difficult or who does not yet have that skill. The skill needs to be something that can be done in school time, using resources from school or things that can be easily brought in from the pupil’s home. Examples might include: plaiting hair, doing a magic trick, juggling, playing a musical instrument, ball skills, saying something in a different language, solving a Sudoku, making an origami bird, making spicy curd cheese or fruit salad, saying a tongue-twister, doing a simple science experiment, explaining some technique in art, designing and decorating a card.

When they have had some thinking time and selected the skill they’d like to teach, each pupil’s name and their skill could be written on the board or flipchart. Each child should then write their name next to a skill they would like to learn. Only one person should be assigned to each skill. Emphasise that they should choose partners based on the new skill they could learn, not based on friendship groups. Organise the list into Teaching Session 1 and Teaching Session 2, ensuring that nobody scheduled to teach in a particular session is also scheduled to learn in that same session. In some instances, the classmate a pupil is teaching a skill to and learning a skill from might be the same person.

Sitting with their partner, they should discuss with each other the ways in which they learn best, because each pupil will need to plan their teaching based on the other person’s preferred way of learning. They might discuss:

- if they like to talk about how to carry out the skill
- if they would like to have it explained first and then try it
- If they would they like to watch the skill first and then try
- If would they just like to try it straight away and have it explained as they go along.

When they have discussed preferred ways of learning with their partner, provide them with a copy of Worksheet: Planning to plan their teaching. They might need some help filling in this sheet, though you should emphasise that this sheet is to help them to plan, it is not for display or for others to look at.

When the planning sheets have been filled in, ask the pupils to teach their skill to their partner and vice versa in the session to which they have been assigned. Those learning the skill will need enough time to try doing the skill, e.g. learning a piece of music on piano or tin-whistle might take a few sessions, making cheese takes a
few days to become solid, so the learning might be spread across a few days.

**Reflection**

Ask the class to evaluate together what they have learned from the teaching and learning process they have just been involved in. Consider the following or similar questions to help prompt discussion:

- Did you enjoy the teaching and learning experience?
- Did you all succeed in learning/teaching the new skill?
- What might be the reasons for this?
- What helped?
- Did you find breaking the task into small steps helpful?
- Did you follow your plan or did you have to adapt as you went along?
- How did most people in the class learn the skill?
- Is it ever alright to say ‘I can’t do it’?
- Should we ever give up?
- Was everyone as good at learning as they were at teaching or vice versa?

**Display**

Ask those children who are willing to do so to perform the new skills they have learned, either in class or at an assembly, to which parents or carers and junior children could be invited. Praise both those who taught the new skills and those who learned.
Planning

My name: _________________________________________
Name of my pupil: ___________________________________
Skill being taught: __________________________________
My pupil’s preferred way of learning: _____________________

What I need to do, step by step, to ensure my pupil learns using their preferred way of learning:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Evaluation of the lessons
What went well: ____________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Changes I had to make: ______________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

My learning about teaching a skill to someone is: ______________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
What I Learned about Myself
(Unit 1 Walk Tall)

Name ______________________________     Date __________________

Complete at least three of the following sentences using words, phrases, sentences, images or drawings.

I learned _________________________________________________________________
_________________________________________________________________________
I felt _______________________________________________
_________________________________________________________________________
I realised _________________________________________________________________
_________________________________________________________________________
I liked __________________________________________________________________
_________________________________________________________________________
I didn’t like ________________________________________________________________
_________________________________________________________________________
I took part ________________________________________________________________
_________________________________________________________________________

On a scale of 1 to 10, where 1 is not at all good and 10 is great, how would you rate your acceptance of yourself and others?

Something I’m still wondering about or a question I still have is

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
UNIT 2:
TAKING CARE OF MY BODY
INTRODUCTION TO THE UNIT

In this series of lessons, children explore what factors help to maintain health, and those that contribute to ill-health. The children are encouraged to identify and practise strategies for coping with worry and stress, which are an inevitable part of life.

A key focus of Section A in this unit is on drugs and drug-taking. Children discuss different types of drugs and their effects on the body. Providing age-appropriate knowledge about drugs and their effects may help children to cope with the pressures they will face in relation to drug-taking. The use of a fictional lens (story and role play) allows children to explore issues around drugs without fear of exposure. Children also explore the roles of workers who provide assistance and support following accidents or health-related issues.

A key influence for children is the peer group to which they belong. Peer pressure is often cited as the reason why many children start smoking. Raising awareness about peer pressure can help children to understand and cope with the dynamics of groups.

While much of this unit it taken up with the harmful effects of particular drugs (such as alcohol and nicotine) it should be borne in mind that drugs can also have life-enhancing effects. The children or members of their family may have illnesses that require them to take medicinal drugs. It may also be the case that children in the class are affected by non-medicinal drug-taking by a family member and sensitivity to the possibility of such situations should inform the conduct of these lessons.

In Section B of this unit, the focus is on healthy eating and looking after our bodies through food, nutrition and exercise. Children learn about the importance of food hygiene, and the reasons why some people follow a restricted diet. Physical exercise for health is explored, and good hygiene habits after exercise are taught. Differing physical abilities are discussed in Lesson 5. Finally, infections and how they spread are the subject of Lesson 6.

An underlying principle throughout both sections in this unit is respect for self and others.

LESSONS IN THIS UNIT

SECTION A: Health and Well-being

Lesson 1
Healthy and Unhealthy Behaviour

Lesson 2
Dealing with Worry and Tension: Relaxation

Lesson 3
What is a Drug?

Lesson 4
Influences and Choices

Lesson 5
Smoking and its Effects
UNIT TWO
TAKING CARE OF MY BODY

Lesson 6
Alcohol and its Effects

Lesson 7
Risky Substances

Lesson 8
Help and the Community

SECTION B: Food and Nutrition and Knowing about my body

Lesson 1
Wise Food Choices

Lesson 2
Care with Food

Lesson 3
Different Food for Different People

Lesson 4
Body Care and Physical Activity

Lesson 5
Physical Disabilities

Lesson 6
Protecting our Bodies
UNIT 2:
Section A: HEALTH AND WELL-BEING
CORE CONCEPT

Helping children become more aware of healthy and unhealthy behaviour helps them to make informed decisions about their own behaviour and health.

SPHE CURRICULUM

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

**Content Objectives**

- Recognise and examine behaviour that is conducive to health and that which is harmful to health.
- Identify and discuss the roles of various people who are concerned with the health of others.

TEACHER’S NOTE

Sensitivity will be required as there may be children in the class who have health problems, or children may be concerned about the health of close family members.

RESOURCES

Worksheet A: Taking Care of My Body

PROCEDURE AT A GLANCE

- Introduction
- Group Work/Interview
- Discussion
- Conclusion

INTEGRATION

**English**

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

- **Strand Units:** Oral
  - Reading
  - Writing
Introduction

Ask the children to picture someone really healthy – it can be an imaginary or a real person. Think of what that person looks like. What do they do to help stay healthy?

Take brief feedback on this imaginary or real person without mentioning any names.

Group Work/Interview

Divide the class into five groups. The groups are given the following instructions:

Group 1: Imagine you are really healthy 11 year olds - what do you do or not do to stay healthy?

Group 2: Imagine you are really healthy 16 year olds - what do you do or not do to stay healthy?

Group 3: Imagine you are really healthy 20 year olds - what do you do or not do to stay healthy?

Group 4: Imagine you are really healthy 40 year olds – what do you do or not do to stay healthy?

Group 5: Imagine you are a group of interviewers who will interview one person from each of the other groups. You have to prepare interview questions to find out what each person does or does not do to stay healthy: exercise, diet, sleep, leisure and social activities, thinking patterns?

When each group have completed their tasks, an interviewer is assigned to each of the other groups to conduct a brief interview. The interviews are done simultaneously.

Discussion

The interviewers in turn summarise what was said about healthy or unhealthy behaviours. With the children, draw up a list of behaviours that are good for health and behaviours that can be harmful to health (ensure that both mental and physical health is included). It is important to mention that there are aspects of health that we do not have control over, but that what we do can make these things better or worse.

Ask the children:
- Who would you talk to if you did not feel well or were concerned about health?
- Who are the people whose jobs involve caring for the people’s health?

List these and discuss the roles of the various people.

Conclusion

Ask the children what they have learned about behaviour that is healthy and that which is harmful. Then ask them to write this down on the Worksheet A: Taking Care of My Body. These are collected and read as part of the ongoing evaluation and are retained for use after the lessons in this unit.

Extension

Invite a nurse, doctor, dietician, or fitness instructor in to talk to the children about healthy and harmful behaviour.

Make posters encouraging healthy habits and discouraging unhealthy habits.
My name is__________________________

On this page I will keep track of the important things I learned in the lessons on taking care of my body.

<table>
<thead>
<tr>
<th>Name of lesson</th>
<th>What I learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy and unhealthy behaviour</td>
<td></td>
</tr>
<tr>
<td>Dealing with worry and tension: relaxation</td>
<td></td>
</tr>
<tr>
<td>What is a drug?</td>
<td></td>
</tr>
<tr>
<td>Influences and choices</td>
<td></td>
</tr>
<tr>
<td>Smoking and its effects</td>
<td></td>
</tr>
<tr>
<td>Alcohol and its effects</td>
<td></td>
</tr>
<tr>
<td>Risky substances</td>
<td></td>
</tr>
<tr>
<td>Help in the community</td>
<td></td>
</tr>
</tbody>
</table>
CORE CONCEPT
Talking about worries and exploring different ways to deal with them help to ease tension and stress.

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

Content Objective
Recognise causes of personal worry and identify appropriate coping strategies.

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

TEACHER’S NOTE
See also lessons on feelings in the Unit: Growing and Changing.

RESOURCES
• Visualisation and relaxation scripts
• Poem: Whatif
• Worksheet A: Taking Care of My Body (from Lesson 1)

PROCEDURE AT A GLANCE
• Introduction
• Poem
• Discussion
• Visualisation or Relaxation
• Conclusion
Introduction
You can refer to anything that was discussed relating to mental health in the last lesson.

Ask the children to imagine how someone who is really worried would look (allow a few moments), how that person might stand (allow a few moments), and how that person might walk, or how they might behave. Ask the children to look really worried; to stand in a way that would show they are worried.

- Is there anything you noticed while you were appearing worried?
- How did your body feel?
- Was there tension anywhere?

Before sitting down, encourage the children to stretch to remove any tension from their bodies.

Poem
Read the Poem: Whatif or ask some children to read it aloud.

Whatif
Last night, while I lay thinking here, some Whatifs crawled inside my ear and pranced and partied all night long and sang their same old Whatif song:
Whatif I’m dumb in school?
Whatif they’ve closed the swimming pool?
Whatif I get beat up?
Whatif there’s poison in my cup?
Whatif I start to cry?
Whatif I get sick and die?
Whatif I flunk that test?
Whatif green hair grows on my chest?
Whatif nobody likes me?
Whatif a bolt of lightning strikes me?
Whatif I don’t grow taller?
Whatif my head starts getting smaller?
Whatif the fish won’t bite?
Whatif the wind tears up my kite?
Whatif they start a war?
Whatif my parents get divorced?
Whatif the bus is late?
Whatif my teeth don’t grow in straight?
Whatif I tear my pants?
Whatif I never learn to dance?
Everything seems well, and then the nighttime Whatifs strike again!

by Shel Silverstein
(This poem is taken from A Light in the Attic by Shel Silverstein. Published by Harper and Row, 1981. An animated video version of it performed by Myke Mansberger is available at https://www.youtube.com/watch?v=plxOibb0L0s)

Use the following questions to encourage reflection and discussion on the poem:
- Do the worries in the poem seem real?
- Why? Why not?
- What does the poem tell us about being worried?
- What would it be like to have all those worries running through your head?
- Do you think people worry more in the daytime or at night time?
- Why do you think this is?
- How would anyone know that a person was worrying?
- How would you know you were worried?

Discussion
Ask the children to imagine that the person in the poem was in the class:
- What might we say to them to help them?
- Do eleven or twelve year olds share any of the worries that are in the poem?
- Are there other worries this age group experience that are not mentioned in the poem? What can we do when we are worried?

You could write a list of strategies that the children suggest, and invite the children to decide if they are helpful or unhelpful. If the idea of relaxation does not come up, you can add this to the list.

**Visualisation**

Encourage the children to get comfortable in their seats, with their backs straight and their feet on the floor. Explain that our imagination is a great tool for dealing with worries and tension. Invite them to come on an imaginary journey for a few moments. Read the script for the journey visualisation slowly, and with pauses where indicated.

**Script**

I’m going to take you on an imaginary journey. Sit quietly, feet on the floor … if you like you can close your eyes … notice how the chair supports your body … begin to notice your breathing … feel the air coming into your body … through your nose … down into your lungs … notice how both your chest and your tummy slowly rise and fall with each breath …

Now imagine that you are out in the countryside … it’s a warm day, you can feel the heat on your skin … in the distance you can hear the birds singing in the trees and you hear the bees and flies buzzing among the flowers and grasses … and imagine that you are carrying a heavy load along a path … you have been carrying this load all day and you are tired … you are walking towards the river that you can hear in the distance … the thought makes you feel better and you will be glad when you get there … You arrive at the river and leave the load on its bank … notice what it’s like to let down that load … you feel tired after carrying the heavy weight and sit down … listen to the sound of the river for a moment … watch the water slowly flowing past … you notice the river carry some twigs slowly downstream … it’s so relaxing to just watch them float along with the slow, gentle current …

The day is still bright and warm and you feel relaxed and at ease … you feel the heat of the sun … you enjoy the sound of the water flowing gently by … take a few moments to really enjoy this feeling of ease and relaxation …

And as we come towards the end of this journey, begin to notice your breathing again … notice the sounds around you in the room and outside the room … and when you’re ready, open your eyes …

Afterwards give the children a few moments to become aware of their surroundings. Then, discuss their imaginative journey with them:

- How did you feel at the beginning of the exercise?
- How did you feel during it?
- What was the place that you imagined like?
- How did you feel at the end of this exercise?
- Can you think of a time when it might be helpful to be able to take an imaginary journey in your head?

You could give some examples of people who, in very difficult circumstances, have managed to cope by using their imaginations in this way (e.g. prisoners in
hostage situations).

**Alternative Exercise: Relaxation**

Explain to the children that they are going to learn an exercise (called progressive muscle relaxation) that they can practise at home or anywhere at any time to help them relax when they are experiencing tension. Ask them to get comfortable in their seats and read the script for the relaxation exercise slowly and with pauses where indicated.

**Script**

Sitting quietly, feet on the floor … see if it’s okay to close your eyes … and begin to bring your attention to your body … notice how the chair supports your body … begin to notice your breathing … feel the air coming into your body … through your nose … down into your lungs … notice how both your chest and your tummy slowly rise and fall with each breath …

Now bring your attention to your left hand, wriggle your fingers … make a fist and tighten it, hold it like that for a count of three, I, 2, 3 and then let go … Now tighten your left arm, hold it … and release … Move your attention to your right hand … wriggle your fingers … make a fist … tighten it, hold it like that for a count of three, I, 2, 3 and then let go … your right arm … tighten, hold, and release … your left foot … wriggle your toes … tighten your foot, hold it … and release … your left leg … tighten, hold … and release … Now your right foot … tighten it, hold … release … Now your right leg … tighten it, hold … release …

Now move your attention to your shoulders … tighten them, hold … notice how much energy it takes to do that, and relax … Bring your attention to your face, especially your forehead and your jaw … tighten up your face, clench your jaw, hold it like that for 1, 2, 3, … and relax … Now the last one, starting with the top of your head, notice your whole body … Tighten your whole body … not too hard, hold it like that, 1, 2, 3, … and relax …

Bring your attention to your breathing again … just notice it … your chest rising and falling … breathing in … breathing out … and as you breathe out let any tensions that might be left in your body go out with your breath … breathe out your tensions … as you breathe in imagine your body being filled with warmth and relaxation … breathe in relaxation … continue with that for a short while … (allow about 30 seconds or so).

Now notice your breathing again … the rise and fall of your chest … and begin to notice any sounds coming into the room … and in your own time, when you’re ready, open your eyes. Please keep that atmosphere of calm quiet until everyone has opened their eyes.

Afterwards give the children a few moments to become aware of their surroundings. Then, discuss their experience of the relaxation exercise with them:

- How did you feel at the beginning of the exercise?
- How did you feel during it?
- How did you feel at the end of this exercise?
- Can you think of a time when it might be helpful to use this relaxation exercise?
Conclusion
Ask the children what they have learned about worrying and strategies to deal with it. Then ask them to write this down on the Worksheet A: Taking Care of My Body.

Extension
Short relaxation exercises could be used during the day with the class.

The children could do some research on well-known people who have been caught up in extreme situations and how they coped. For example, the writer Brian Keenan was held in Beirut for four and a half years as a hostage and has written about his experiences. The following article describes how he used his mind to cope: www.independent.ie/national-news/how-brian-keenan-found-love-and-learned-to-live-again-400576.html
LESSON 3: Section A
WHAT IS A DRUG?

CORE CONCEPT
Having accurate information about drugs helps children make better decisions about their use.

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

Content Objective
Distinguish between legal and illegal substances, identifying those that are most commonly used, and examine and understand the effects they can have.

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

RESOURCES
• Statement Cards
• Worksheet A: Taking Care of My Body (from Lesson 1)

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

Read the following scenario to the class:

One day as Maria and Kelim were walking on their way home from school they noticed a bag in the shrubs by the side of the road. They wondered if someone had lost it and they thought they would check what was in it and maybe they would see something that would tell them who owned it. Maria lifted it up. 'I wonder what is in it as it is heavier than I thought it would be’ she said. She looked inside it. 'It’s full of drugs!' she said.

Ask the children to draw a bag in their SPHE copy and to draw and name the drugs that they think are in the bag. When they have completed this, ask them what drugs they listed and record these on the board.

Discussion

Ask the children to notice what types of drugs are listed. (Note if medicines, alcohol, cigarettes are included.) Use the following questions to prompt discussion:

- Are some drugs legal and others not? Why?
- Can you name some legal drugs?
- Are legal drugs ever misused?
- Can you name some illegal drugs?
- Do you think the children in the story were in any danger? What dangers?
- Why might the bag be in the shrubs?
- Can a drug be bad for you? How?
- Can a drug be good for you? How?
- When is a drug a medicine? (A drug is a medicine when used to prevent and/or treat disease or illness.)

Divide the children into groups of four-five and ask them: What is a drug? Ask them to talk about this and try to come up with a definition by finishing the sentence: A drug is … . Give them a few minutes to try to agree a definition. Then ask the groups to share their definitions with the class. Discuss overlaps and omissions in their definitions. Collate elements of their responses to devise a definition of a drug. A final definition such as A drug is a substance which changes the way the body works and which may change the way a person feels, thinks and behaves, could be agreed.

Review the drugs listed. Does the definition describe them? Are there drugs that you would now add to the list (e.g. medicines, alcohol, tobacco)?

Group Work

Divide the class into groups of 4/5. Give each group a set of Statement Cards, face down. One person in the group turns over a statement card and finishes the sentence. The group then discuss the statement and suggests different endings. The next person turns over the next card and they continue the procedure until they have discussed all the statements.

Discussion

Take feedback from the groups and discusses the statements.

- What statements did you agree on?
- What statements did you disagree most about?
- What statements did you find easiest to complete? Why?
- What statements did you find most difficult to complete? Why?

Review the responses to the statements.
Conclusion

Ask the children what they have learned about drugs. Then ask them to write this down on the \textit{Worksheet A: Taking Care of My Body}. 
<table>
<thead>
<tr>
<th>People who take cannabis are</th>
<th>The most commonly used drugs are</th>
<th>Taking medicine that was prescribed for someone else</th>
<th>Being in a room where someone smokes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buying drugs from a dealer</td>
<td>Alcohol can</td>
<td>If smoking was illegal</td>
<td></td>
</tr>
<tr>
<td>I’d hate my sister to use heroin because</td>
<td>The tablets you buy in a supermarket are</td>
<td>Cannabis can</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
CORE CONCEPT
Understanding the way peer groups work helps children to make better decisions within these groups.

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

Content Objectives
Explore some of the reasons why people smoke, drink alcohol, misuse any kind of substances or take drugs that have no medical use.

Explore the role of personal choice, risk factors and the influence of others when choosing to use non-prescribed substances.

Explore and examine attitudes towards the misuse of substances and towards those who misuse substances of any kind.

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

Strand Units: Oral
Reading
Writing

Arts Education - Drama
<table>
<thead>
<tr>
<th>Strand:</th>
<th>Drama to explore feelings, knowledge and ideas, leading to understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand Units:</td>
<td>Exploring and making drama</td>
</tr>
<tr>
<td></td>
<td>Reflecting on drama</td>
</tr>
<tr>
<td></td>
<td>Co-operating and communicating in making drama</td>
</tr>
</tbody>
</table>

TEACHER’S NOTE
Reasons why young people use cigarettes, a non-prescribed substance, are addressed in this lesson. Another non-prescribed substance could be substituted for cigarettes (e.g. alcohol, pain killers).

See also the lessons on influence in the units on Decision-making and Relating to Others.

RESOURCES
- Picture: What People Think About Smoking
- Sheet: Role Play Situations
- Worksheet A: Taking Care of My Body (from Lesson 1)

PROCEDURE AT A GLANCE
- Introduction
- Role Play
- Discussion
- Group Work
Introduction
Display the Picture: What People Think About Smoking and invite the children to contribute words to describe people’s attitudes to cigarettes and smoking. If the children tend to focus on negative aspects, challenge them by asking why people smoke. If the children focus on aspects of smoking which emphasise independence and coolness, challenge them by pointing out that every packet of cigarettes carries a Government Health Warning. Ask them why they think this is so.

Role Play
Divide the children into groups. Distribute the Role Play Situations. Give the children time to discuss the situation and consider how they would deal with it. Then ask them, in their groups, to role play how they would deal with it. Ask for volunteers to role play situations for the other groups in the class.

Discussion
Following the role plays, use the following questions for discussion:
- What can the person, who is being put under pressure, do to deal with it?
- Do our friends influence our actions?
- Why do people want to influence the actions of others?

Group Work
Ask the children, in the same groups, to discuss and record helpful ways of dealing with peer pressure. Each group then joins up with another group and discusses their responses. They then agree a joint list and give feedback to the whole class in relation to this. You can record the responses on the board or IWB. If the following aren’t included, these could be added:

- Give your opinion and stick to it
- Join with someone who has a similar view to you
- Try to persuade others of your point of view
- Don’t give in just because you are different. Be proud of what you think
- Don’t hang around with that group of people. After all, if they don’t respect your opinion they may not be the best of friends for you.

Select a group of children to repeat one of the role plays, using some of the strategies identified as helpful.

Conclusion
Ask the children what they have learned about choices about smoking from the lesson. Then ask them to record that on the Worksheet A: Taking Care of My Body.
<table>
<thead>
<tr>
<th>Role Play Situations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Seán’s older brother smokes.</strong> He sometimes smokes in the garden, when their parents are away. Seán thinks it would be a good idea if his two friends, Brian and Mark, and himself smoked with his brother the next time his parents are away.</td>
</tr>
<tr>
<td><strong>Thérèse doesn't smoke.</strong> She hates the smell of cigarettes and she thinks that they would make her feel sick. Her older friends, Mary and Elaine, smoke and they want her to smoke too. Thérèse is afraid that the two girls will not be friends with her, if she doesn't smoke with them.</td>
</tr>
<tr>
<td><strong>Niall is curious about smoking.</strong> He has seen some of the lads in secondary school smoking and they all look so cool doing it. Niall is afraid, because he doesn't want to try it on his own. He wants to get his friend, Anthony, to have a smoke with him.</td>
</tr>
<tr>
<td><strong>Séamus and Peter are good friends.</strong> They don't like smoking. They hang around with other people too. Two of their other friends, Fergus and Joe, often smoke. They want Séamus and Peter to smoke too.</td>
</tr>
<tr>
<td><strong>Karen and Linda smoke sometimes when their parents are out.</strong> Their friend Mary was with them one evening at Karen's house when Karen's parents were at a film. Karen and Linda try to get Mary to smoke too. Mary doesn't want to smoke, but she wants to stay friends with the girls.</td>
</tr>
<tr>
<td><strong>Aisling doesn't smoke, but her older cousin Ruth does.</strong> Ruth smells bad from cigarettes. Aisling would like to tell her, that her clothes smell like she has BO and that she has stinky breath as well, but she thinks she would feel embarrassed.</td>
</tr>
<tr>
<td><strong>Paula's two friends left the area and now go to another school.</strong> She misses them very much and feels lonely. She would like to make new best friends. It is hard as all the girls in her class have already made friends. There is a group of girls who smoke after school outside the chipper. She is wondering if she starts to smoke would she be able to join this group and make friends.</td>
</tr>
<tr>
<td><strong>Johnny's Granddad died a few years ago of lung cancer.</strong> He smoked all his life as he didn't realise it could harm your health. Johnny definitely does not want to smoke and get into bad health like his Granddad Joe. His neighbour, who is two years older than him, smokes and wants Johnny to smoke too. Johnny likes him and does not want to lose the friendship. Maybe he should smoke one or two?</td>
</tr>
<tr>
<td><strong>Shauna is tall and well built, like her Mam and her sisters.</strong> She is a very good footballer and basketball player. Some of her friends are really into clothes and she would like to be a little slimmer to wear the same sort of clothes. One of the girls said that smoking can cause you to eat less and therefore lose weight. She is wondering if she should smoke. What harm could it do?</td>
</tr>
<tr>
<td><strong>Eoin is very tall and looks much older than he is.</strong> He is taller than some of the lads in 1st year. A few of his friends in 1st year want him to go to the shop and buy cigarettes for them. They say he won't be asked his age like they might be. He doesn't want to do it, but is under pressure from his friends.</td>
</tr>
</tbody>
</table>
CORE CONCEPT
Having accurate information about the effects of smoking cigarettes helps children make better decisions about their use.

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

Content Objective
Distinguish between legal and illegal substances, identifying those that are most commonly used, and examine and understand the effects they can have.

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

SESE - Science
Strand: Living Things
Strand Unit: Human Life

TEACHER’S NOTE
It is important to know the current cost of a packet of cigarettes.

The lesson can be divided into two sessions.

Information about smoking and its effects can be found in Understanding Substances and Substance Use: A Handbook for Teacher.

RESOURCES
• Two Post-its per child
• Large page with two headings: Things we Know about Cigarettes, and Questions we Have about Cigarettes
• Sheets of paper
• Worksheet: What Do You Know?
• Information Sheet: Smoking
• Worksheet: Paying the Price
• Worksheet A: Taking Care of My Body (from Lesson 1)

PROCEDURE AT A GLANCE
• Introduction
• Information
• Group Work and Discussion
• Art Work
• Worksheet
Introduction

Write the word cigarettes on the board. Give each child two post-its. On one they complete the sentence: Something I know about cigarettes is ...; on the other they complete the sentence: A question I have about cigarettes is ...

Attach these to a chart under the headings: Things we Know about Cigarettes, and Questions we Have about Cigarettes. Go through the post-its, clarifying any inaccurate information and noting any information that needs to be researched further.

Information

Ask the children what parts of the body might be affected by cigarette smoke (lungs, heart, stomach, blood vessels, kidneys, nerve endings). Distribute copies of the Diagram: Lungs to the children (or show on IWB) and point out to them the delicate nature of the lungs. Ask them to imagine what might happen to the delicate nerve endings of the lungs (called cilia), when cigarette smoke is inhaled. Over time these become damaged and the chemicals in cigarettes coat them. The longer a person smokes, the more damage is done. Remind them that our lungs are where the air goes when we breathe in – even if we only smoke for a short while it can reduce the effectiveness of the lungs and we can feel breathless and tired more quickly than non-smokers.

Ask:
- Who is your favourite sportsperson?
- Do you think people who are serious about their sport would smoke?

Group Work and Discussion

Divide the children into small groups of four or five. Distribute the Worksheet: What Do You Know? to each child. In their groups, ask them to talk about the questions and to fill in the blank spaces with their knowledge of the effects of smoking.

Using the work done in the groups, discuss the effects of smoking with all the children. The Teachers' Information Sheet can be used to clarify and expand the answers given by the children. Record the effects identified by the groups on the board or IWB.

With the children, create a list of reasons why people smoke and discuss these. Mention the fact that many smokers would like to give them up, but find it extremely difficult to do so. Addiction to nicotine is a reason why people continue to smoke.
Art Work
Discuss how young people could be encouraged not to start smoking. Invite the children to create posters, using some of the information that they have learned already about smoking. Encourage the children to think of eye-catching headings which would appeal to their target audience. Ask them to focus on the aspect of smoking that would most inhibit them from smoking. Display the posters. Ask:

- *Do you think that written or visual warnings would stop people smoking.*

- *Why? Why not?*

You can explain to the children that tobacco companies are not allowed to advertise their products on television, but they can in magazines, on billboards etc. *Why do you think this is?*

Worksheet
Ask the children to complete the *Worksheet: Paying the Price* and discuss their reactions.

Conclusion
Review the questions that the children wrote at the beginning of the lesson and check that these have been answered. Ask the children what they have learned about smoking in this lesson. Then ask them to record this on the *Worksheet A: Taking Care of My Body.*

Extension
**Design a Pack**
Divide the children into small groups of three to four pupils. Ask them to design a box for cigarettes that would make them seem unattractive to smoke. The brand of the cigarettes, a slogan, and a motif can all be used to demonstrate the harmful effects of the cigarette. The children could display these brands to the other children in a brief advertisement slot.
The Lungs
Smoking – What do you Know?

**Smoking and your body:**
How does smoking affect various parts of a smoker’s body?

**Smoking and your appearance:**
Describe how smoking might affect the smoker’s appearance.

**Smoking and your pocket:**
How much does a packet of cigarettes cost?
What else could a smoker do with the money?

**Being with smokers:**
Do you like people around you smoking? Why? Why not?
What effects do smokers have on those around them?

**Smoking and the law:**
What does the law say about smoking, about the age people can buy cigarettes, about those who will sell cigarettes to young people, about where a person is allowed to smoke? What do you think about these laws?
Teachers’ Information Sheet: Smoking

Smoking
Tobacco smoke contains many types of chemicals, the most poisonous of which is nicotine. Nicotine gives a feeling of relaxation, although for first time smokers it may cause sickness or vomiting. To get this feeling of relaxation a smoker will need to gradually increase the number of cigarettes they smoke. Tobacco is responsible for many deaths each year in Ireland. It causes three major diseases - lung cancer, heart disease and bronchitis. Smokers also have more coughs, chest infections, shortness of breath, and stomach ulcers. Smokers cost the government and the taxpayers a lot of money for their care when they become sick as a result of their habit.

Smoking and your appearance
- Smoking causes your hair and clothes to smell.
- Smoking causes your teeth, nails and fingers to lose their natural brightness and go yellow.
- Smoking stops taste buds from working properly, so the normal tastes that we like can seem strange if we smoke. It also affects how we smell.
- Cigarette ash is dirty and can ruin clothes.
- Cigarettes that are carelessly used can cause burns and fires.

Smoking and your pocket
Cigarettes are expensive and this means that money spent on cigarettes cannot be spent on other things that we might like.

Being with smokers
- People who are in the company of smokers, but who don’t smoke themselves, are called passive smokers. They also suffer ill effects from cigarettes.
- People who have breathing difficulties, such as asthma, find it very difficult to be in a smoky atmosphere.

Smoking and the law (subject to change)
- Tobacco is a legal drug, but tobacco products cannot be sold to children under 18.
- Tobacco products can only be advertised in certain ways. They cannot be advertised on television.
- Laws have been passed to stop people smoking in buildings and on public transport.
Paying the Price

The cost of cigarettes | If I do not smoke cigarettes I can buy:

| One pack of 20 cigarettes costs | ________ |
| One pack of 20 cigarettes a day for a week costs | ________ |
| One pack of 20 cigarettes a day for a month costs | ________ |
| One pack of 20 cigarettes a day for a year costs | ________ |
CORE CONCEPT
Knowing the effects of alcohol may help children to make responsible decisions about its use.

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

Content Objectives
Explore some of the reasons why people smoke, drink alcohol, misuse any kind of substances or take drugs that have no medical use.

Explore and examine attitudes towards the misuse of substances and towards those who misuse substances of any kind.

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

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

TEACHER’S NOTE
It is essential that this subject is dealt with sensitively, as there may be children in the class who are affected by the misuse of alcohol by a family member or someone close to them.

RESOURCES
• Alcohol Statements
• Labels: True, False and Don't Know
• Two copies of the Alcohol Stories or Situations, cut up
• Worksheet: What I Think about Alcohol
• Worksheet A: Taking Care of My Body (from Lesson 1)

PROCEDURE AT A GLANCE
• Group Work
• Discussion
• Walking Discussion
• Group Work/Discussion
• Worksheet
• Conclusion
Group Work
Divide the children into groups of four or five. Give each group a large sheet of paper. Ask them to write ALCOHOL in the centre. Ask the groups to write on the left hand side all that they know about alcohol. On the right hand side of the page, ask them to list any issues that they would like to know more about or things that they feel they need clarified. Each group in turn presents their lists and, from these, you can create one list of issues around alcohol that they would like to know more about. These issues could be written on a large piece of paper or IWB and referred to during the lesson.

Discussion
Write the following words on the board or IWB: Who? What? When? Where? Why? How?

Use this format to discuss the following questions with the children:
- Who uses alcohol?
- What effects does alcohol have on the drinker?
- When do people drink alcohol?
- Where do people drink?
- Why do people drink?
- How might alcohol affect those around them?

These two exercises will provide you with insight into children’s level of understanding and their attitudes to alcohol and its uses.

Walking Discussion
At opposite ends of the room, place two large labels with the word True on one and the word False on the other. Place a label with the words Don’t Know in the middle of the room. Next, read out the Alcohol Statements one by one and ask the children to go to the label that they think is correct. If they are uncertain, tell them that they can move to the Don’t Know section. When the children have positioned themselves in response to a statement, discuss differences of opinion and clarify information as necessary.

Group Work/Discussion
Divide the class into groups. Assign each group one of the Alcohol Stories/Situations (use all or a number of the stories) and ask them to consider the issues the stories raise by answering the questions that follow them. Ask each group to present the main points of their discussion to the rest of the class. Issues such as peer pressure, self-image and acceptance may come up in the discussions that follow and could serve as a useful basis for discussing attitudes to alcohol.

Worksheet
Distribute copies of the Worksheet: What I Think about Alcohol and ask the children to record their opinions about alcohol and what they think about the effects of alcohol. Use this as a basis for discussing attitudes to alcohol amongst the children in the class.

Conclusion
Review any issues raised at the beginning of the lesson that have not already been covered. Ask the children what they have learned about alcohol in the lesson. Then ask the children to record this on the Worksheet A: Taking Care of My Body.
Extension

The responses to the *Worksheet: What I Think about Alcohol* could be compiled to create a booklet with the title: *The Thoughts of Our Class about Alcohol*. Before compiling, decide together whether the responses that appear in the booklet should be anonymous or not.
<table>
<thead>
<tr>
<th>Statement</th>
<th>True or False</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person can only legally buy alcohol if they are 18 years of age or older.</td>
<td>True</td>
<td>A person under 18 who is convicted of buying alcohol may be fined.</td>
</tr>
<tr>
<td>A person under 18 may drink or have alcohol in a public place.</td>
<td>False</td>
<td>It is against the law.</td>
</tr>
<tr>
<td>Alcohol affects the brain.</td>
<td>True</td>
<td>The brain is the organ most sensitive to alcohol.</td>
</tr>
<tr>
<td>Alcohol makes you more alert and exciting.</td>
<td>False</td>
<td>Alcohol impairs judgement and self-control.</td>
</tr>
<tr>
<td>Alcohol makes you more talkative.</td>
<td>True</td>
<td>With moderate amounts of alcohol, some people tend to talk more.</td>
</tr>
<tr>
<td>People are always able to stop drinking when they choose.</td>
<td>False</td>
<td>Many people find it difficult to stop drinking. Many alcoholics never stop drinking. Some, however, do after much support.</td>
</tr>
<tr>
<td>If a woman is pregnant, drinking alcohol can affect her baby.</td>
<td>True</td>
<td>Alcohol in the mother’s bloodstream reaches the baby’s circulation and can cause reduced growth and development.</td>
</tr>
<tr>
<td>Alcohol is a cause of road accidents.</td>
<td>True</td>
<td>Even small amounts of alcohol impair driving, so you simply cannot drink and drive.</td>
</tr>
<tr>
<td>Alcoholics are usually homeless and on the streets.</td>
<td>False</td>
<td>Alcoholics are just ordinary people who suffer from an illness. Many live at home with families or on their own. A minority end up homeless.</td>
</tr>
<tr>
<td>An alcoholic can easily decide to stop drinking.</td>
<td>False</td>
<td>It is very difficult. An alcoholic is dependent on alcohol.</td>
</tr>
<tr>
<td>A young person cannot have problems with alcohol.</td>
<td>False</td>
<td>The number of young people being treated for problems relating to alcohol is increasing.</td>
</tr>
</tbody>
</table>
Story 1

Katie was invited to her cousin’s wedding. There was great excitement and preparation for the wedding. In the church, Katie saw her cousin dressed in white. At the reception there was a big meal. People could choose to drink wine with the meal. Later on, there was live music. The band was playing and everyone danced. There was a bar at the wedding and people were buying drinks. Many were buying alcohol and some were buying soft drinks. Everybody seemed to be in great form. People were dancing, laughing, singing and talking. It was great fun. Katie and her parents stayed in the hotel that night as her parents had decided it was not safe to drive after drinking.

Talk about it:

Why were people drinking at the wedding?

Did this drinking cause any difficulties?

Did Katie enjoy the day? Why?

Are there other celebrations where people drink alcohol?

Story 2

Tom lives with his brother, sister, Mother and Father. Tom goes to school and enjoys playing with his friends. His Father drinks a lot. Sometimes Tom doesn’t see him in the evenings because he comes home late when Tom is in bed. Tom’s Mother worries a lot about her husband. Sometimes Tom sees his Mother looking at the clock and getting upset in the evenings. He worries about her. Once, when his Dad came home, he heard his parents shouting in the kitchen. Tom felt very upset and alone.

Talk about it:

What effects has alcohol had in this story?

What people were hurt by its use?

Was Tom’s Dad hurt by his use of it?

How might Tom feel about the situation?
### Story 3

Aidan has an older brother called John. John is 18 and he recently got his driver’s licence. Sometimes John borrows their Dad’s car to go out. One evening he borrowed the car to go to a party. Before he went, Aidan heard his Dad telling John to be careful and not to do anything foolish.

Later that night there was a phone call to the house from the police. Aidan heard his Father answer the phone and become very upset. He told Aidan and his Mother what had happened. John had been drinking at the party and was driving people home. On his way home, he crashed into another car. John and some of his friends were in the hospital. The driver of the other car was also injured.

**Talk about it:**

- What effects has alcohol had in this story?
- Which people were hurt by John’s drinking?
- Why did John drive the car?
- How will his parents react to John’s behaviour?
- How will John feel about what has happened?

### Story 4

Maria went to a house party on the road where she lives. At the party, there were bottles and cans of beer lying around. Some of the older people at the party were drinking beer. Maria decided to have a go at drinking too. She didn’t really like the taste, but she liked knowing that she was drinking beer. When she had finished the first can, Maria felt very lightheaded.

She danced and talked to people, and she drank more. After a while, she felt quite sick. She wished she hadn’t had so much. She tried to get to the bathroom, but there was someone there. She got sick in the hallway. Her neighbours, who owned the house, had to clean up after her. Maria felt really embarrassed.

**Talk about it:**

- Why did Maria have a drink?
- Why did she continue to drink even though she didn’t like the taste?
- How do you think she will feel next time she meets her neighbours?
What I Think about Alcohol

Write down your thoughts and feelings about alcohol. Put one thought into each speech bubble.
LESSON 7: Section A
RISKY SUBSTANCES

CORE CONCEPT
Using some substances may result in negative consequences for health.

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

Content Objective
Explore the role of personal choice, risk factors and the influence of others when choosing to use non-prescribed substances.

Strand Unit: Safety and protection
Personal safety

Content Objective
Realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe has to be developed and adhered to by each individual.

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

Strand Units: Oral
Reading
Writing

TEACHER’S NOTE
This lesson can be used for discussing either smoking, drinking, or using other substances such as cannabis, or solvents. Adapt the stories as necessary to make them more relevant or appropriate to the pupils and their experiences.

Relevant information on substances may be found in: Understanding Substances and Substance Use - A Handbook for Teachers.

RESOURCES
• Stories (for reading aloud or as handouts to the children).
  o John’s story about cannabis
  o Petar’s story about cigarettes
  o Elena’s story about alcohol
  o Gary’s story about solvents
• Questions on each of the stories
• Worksheet: Safety Dos and Don’ts
• Worksheet A: Taking Care of My Body (from Lesson 1)

PROCEDURE AT A GLANCE
• Introduction
• Group Work
• Discussion
• Worksheet
• Conclusion
Introduction
Ask the children to think of a time when they were not as quick or as alert as they usually are. Why was this? (e.g. illness, physical exertion, tiredness). Explain to the children that they are going to read stories which involve a child their own age who gets involved in using substances, smoking/taking drugs/drinking (select as appropriate).

Group Work
Divide the children into groups and distribute the same or different stories to each group. Each group agrees a reader, a facilitator, a questioner, and a recorder. The questioner reads the questions one by one, the facilitator ensures all group members are involved in the discussion, and the recorder notes the group’s answers. Ask the children to listen carefully to the story and try to tease out the reasons why the child used the substance and what the consequences were.

Each group reads their story and is then given the questions appropriate for their story.

Discussion
When each group has finished the task, ask the reporters to give their responses to the questions and discuss these. Using the response to the last question on keeping safe in each story, ask each group to agree a strategy or strategies for keeping safe in the situations in the stories. Then ask each group to write out their strategy or strategies. Display the groups’ suggestions for all pupils to read. Ask: are the strategies similar or different?

Worksheet
From the suggested strategies displayed, invite the pupils to complete the Worksheet: Safety Dos and Don'ts. Completed worksheets can be kept in the children’s SPHE folders.

Conclusion
Ask the children what they have learned about from the lesson. Then ask the children to record this on the Worksheet A: Taking Care of My Body.

Extension
The children could design posters based on the Worksheet: Safety Dos and Don'ts that would appeal to young people. These could be displayed in the classroom, or a designated area in the school.
John’s Story

John loved music, all kinds of music. He loved listening to it and he spent a lot of his pocket money on downloads for his iPod or phone. He loved playing his guitar and clarinet. He also played in the local marching band and went to practise in the hall. He had a dream of being a rock star, playing to huge crowds of adoring fans, selling tons of albums and making loads of money.

John noticed that some of the older lads in the band went around the back of the hall after practice. He wondered what they were up to. He decided to find out. He followed them one evening. He didn’t expect to find them smoking and seeming to have great fun. The odd thing was there were three of them and only one cigarette and it looked as if it was homemade. At first they started to hide it. When they saw who it was they greeted him and offered him the cigarette. John had tried smoking before, but it had just made him cough and feel sick. He said that he didn’t really want to. The others said that it wasn’t just a cigarette. It was something different. It would make him feel good. After a lot of banter, not all of it nice, John decided to have a pull. He inhaled the smoke and coughed a bit. After a few rounds he began to feel light-headed and dizzy and started giggling.

After that, John always joined the lads around the back of the hall after band practice. Mostly he felt confident and even important. Sometimes he felt unsure of himself, when he was with them. He learned that the cigarette that he had smoked with the lads was cannabis, though the lads called it ‘weed’, and that he was going to have to pay for it from then on. He often smoked it with his new companions. He smoked more and more to get that light-headed feeling. He went to band practice alright, but it wasn’t so much for the music now - it was for what happened after. He didn’t practise the guitar and clarinet so much at home either. He became lazy.

Rather than just buying and sharing the stuff John started to buy it for himself. He started buying hash to mix in his cigarettes because it was supposed to be stronger. He began to spend all his pocket money to pay for the drug and then he had to use up his savings. Sometimes he took money out of his Mother’s purse when she wasn’t looking. After a while he didn’t enjoy smoking as much. A few times after he smoked he felt very bad. He felt sick and unhappy in himself. He became more anxious about things. He became bad-tempered, irritable and aggressive. He began to get forgetful. His friends from the band didn’t call around to his house so much. He eventually stopped playing the clarinet and dropped out of the band altogether. By that time most of the other children didn’t have much time for him anyway. He got into trouble for taking money from other children at school. His Mother gave out a lot to him and grounded him.

Sometimes, though, they asked him would he come back to the band. John thought that maybe he should. Things hadn’t been good for him for a long time.
Petar’s Story

Petar’s favourite sport was football. He liked everything about it. He watched it on television and always followed his favourite team. He played football too. He was always messing around with a ball, sometimes at the back of his house and sometimes on the street. He loved to practise his skills, keeping the ball off the ground with his feet and with his head. He started to play with the under 12 team and usually played up front. He scored lots of goals and the lads at training thought he was brilliant.

Some older children hung around the end of the street where Petar lived. These teenagers used to mess about, smoking and drinking. They always seemed to be laughing and having fun. Some of them lived on Petar’s street and he often played football on the street with them. One day one of these lads asked Petar if he’d like a smoke. Petar was afraid to say that he wouldn’t, in case the others thought he was scared. He said he would smoke. All the older boys gathered around, while the cigarette was lit. Petar took a pull. The older boys told him to breathe it in, to inhale. Petar tried. He began to cough and his eyes began to water. The older boys laughed, but said ‘well done,’ to him for taking his first smoke. After that Petar tried to smoke whenever he could. After a few weeks he didn’t feel so sick anymore. He was delighted to be part of this new group.

After a few months Petar found that he wasn’t able to run as well at training. Sometimes his chest began to hurt him and he would cough. Some of the lads who hadn’t been as good at running as him were now able to keep running when he wasn’t. He stopped playing football. His Mother was beginning to suspect something. She said that his clothes were stinking of cigarette smoke, but Petar said it wasn’t him, it was his friends.

The lads that Petar smoked with said that they wouldn’t give him cigarettes anymore. He was going to have to buy his own. First of all, he used his own pocket money but one day he took some money from a boy sitting next to him at school. The boy was very upset, but Petar just kept quiet. One day Petar was buying cigarettes in the shop when the shopkeeper refused to sell him cigarettes, saying that he was too young. Petar said that he was buying them for his Father. He told Petar to leave the shop. Petar was angry and embarrassed. Things hadn’t been going well for him for a while.
Elena’s Story

Elena and Susie have been friends since Junior Infants. Along with Natalia and Aisling they have always hung around together. They’ve had lots of rows down the years. Sometimes they weren’t even friends, but they always made up. In sixth class, they were still great friends and had lots of laughs together. At weekends they often got into trouble for staying out late and sometimes their parents grounded them. But they didn’t mind too much – it was only ever for a night and they could text or chat online to each other. They knew there would be other chances to stay out late.

Elena had seen her older sister have her friends around when their parents were out. She was supposed to be minding Elena, but all she did was mess with her friends and drink. They seemed to have a great time though – always giggling or laughing hysterically. Sometimes Elena wished she could join in, but her sister just told her to get lost.

Elena told her friends about her sister and the nights in their house. Elena said that she would love to drink with them and see what it was like. Aisling thought they were a bit stupid and said that drinking like that was only for losers. Natalia said, ‘But what if they were caught? What they’re doing sounds a bit risky’. Susie said she agreed but she would drink if the other girls would. Aisling accused Elena of pretending she was like her big sister. She said she wouldn’t drink even if someone put it straight into her hand. Elena was a bit miffed and said, ‘I will if I want to’. Elena knew that Aisling was right, but she did want to be like her older sister. She didn’t like that Aisling said it out loud.

For the next while, Elena sneaked a few cans from the press underneath the television at home. She hoped the others were doing that too. Then she got the text she’d been waiting for. It was from Susie to say her Mam and Dad weren’t going to be home that night. ‘Great, free gaff’, she thought to herself. She even met Susie’s parents as they were going out and she wished them a great evening. She showed the others what she’d brought when she got inside. Natalia and Aisling were a bit shocked. Aisling said she was being stupid, but Susie was obviously delighted because she had managed to steal one can.

Soon after, Elena opened a can and started to drink the cider/beer. Natalie also had a taste. It tasted horrible but she pretended to like it. Susie opened her can and offered a drink to Aisling, but Aisling said she wouldn’t touch the stuff. The girls started to jeer her and Aisling went home, crying. The girls continued to drink the cans - they shared the one that was meant for Aisling. They did giggle and laugh and have some fun, but after a while they all began to feel light-headed and sick. They decided to go home. Elena sneaked in so her Mam wouldn’t see her or notice the smell on her breath.

These days Elena spends more time with Susie and Natalia in each other’s places. They usually have a can or two. Sometimes she has a few cans with other young people in the park. She says she likes it and that it makes her feel grown up. She isn’t friends with Aisling anymore. She says Aisling’s just chicken. She has good fun with the others, but sometimes she feels a bit scared. Some of the people in the park do stupid things. She sometimes wishes it was just like before with her three friends.

Her Mam finally found out that she was drinking and she got really upset. She was grounded without a phone or the internet for a month. There were loads of rows at home. Her Mam says that she is very disappointed in Elena and that she will have to pay back the money for all the cans she took.
Gary’s Story

Gary’s best friend is Mick. They went to school together on the very first day in Junior Infants and have always sat together in class. Gary was always quieter than Mick. He didn’t risk things like Mick did. When they were younger, Mick was always trying out new things and getting into scrapes. Once, Mick broke his leg when he fell from a tree. Gary was there and he had shouted at Mick to be careful. But Mick didn’t listen.

Last week, Mick told Gary that he had found out that you could inhale petrol fumes and that it gave you a buzz. Mick said he was going to try it on Saturday and that he wanted Gary to give it a go as well. Gary was very confused and hardly slept a wink that night. He was worried that Mick would do something silly and hurt himself. He was also afraid for himself, as he had heard that inhaling petrol was very dangerous. He didn’t want to look like a sissy though. He was afraid Mick would tease him. He did not want to tell his Mother or Father because they would just get very cross. Gary was very unsure of himself.

On Saturday morning, Gary went to training as usual in the GAA club. On the way home, he bumped into Mick on the green across from the school. There was a bag in his hand, and he pulled out a small container full of petrol that he had got from the shed at home. Mick said he was going to try sniffing it to see what happened. Gary didn’t like the smell of it even from a distance. He told Mick it was dangerous to sniff stuff like that. Mick ignored him and began to inhale the fumes. After a while he started to laugh and giggle. The pupils in his eyes got larger and he began to stumble around the green. Gary was afraid and told him not to sniff any more. Later, Mick sat down and said he felt tired, but that he had got a buzz. He was still a bit dizzy so Gary said he’d walk back to his house with him.

On the way, Gary tried to persuade Mick that it wasn’t a good idea to sniff petrol, but Mick said he was going to try it again next week.
Questions for the Stories

John’s story (relating to cannabis):
- Why did John begin to smoke cannabis?
- How did John change?
- Did John gain anything? What?
- Did John lose anything by using cannabis? What?
- What choices does John have now?
- How might his story continue?
- What could John have done to keep himself safe?

Petar’s story (cigarettes):
- Why did Petar start smoking cigarettes?
- What pressures did he feel to start smoking?
- Why did he continue to smoke even though he didn’t like them?
- How did Petar change?
- What is Petar beginning to find out?
- What choices does Petar have now?
- How might his story continue?
- How could Petar have kept himself safe?

Elena’s story (alcohol):
- Why did Elena begin to drink?
- How did Elena change?
- Did Elena gain anything from her decision to drink? What?
- Did Elena lose anything by her decision to drink? What?
- Was it easy or difficult for Aisling to make her decision? Why?
- Discuss the friendship group and what happened to it.
- What could Elena do now?
- How might her story continue?
- How could Elena have kept herself safe?

Gary’s story (solvents):
- Why did Mick want to sniff petrol?
- How did this affect Gary?
- Do you think it had any effects on Mick? What?
- What do you think might happen to Mick if he continued to sniff petrol?
- What do you think might happen to his friendship with Gary?
- What do you think Gary should do?
- How could Mick keep himself safe?
- How could Gary keep himself safe?
**Safety Dos and Don’ts**

Based on the discussion in your group and in the class, write or draw some strategies for staying safe and healthy.

<table>
<thead>
<tr>
<th>Do...</th>
<th>Don’t...</th>
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CORE CONCEPT

Learning about the work of different people gives children an appreciation of the role of the community in taking care of people.

SPHE CURRICULUM

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

Content Objectives
Identify and discuss the roles of various people who are concerned with the health of others.

Realise that there is a personal and communal responsibility for the health and well-being of themselves and others.

INTEGRATION

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

Strand Units: Oral
Reading
Writing

TEACHER'S NOTE

Sensitivity will be required if there are children in the class who have themselves been involved in an accident or if they have someone close to them who has been involved.

RESOURCES

- Worksheet: Who Is Involved?
- Worksheet A: Taking Care of My Body (from Lesson 1)
- Worksheet: Reflections on Unit 2A

PROCEDURE AT A GLANCE

- Introduction
- Group Work
- Discussion
- Conclusion
Introduction
Ask the children about accidents or health issues they have heard about recently in the news or on television. Tell the children that they are going to hear a short report on a car accident. Use the following or a newspaper report of a recent accident:

Six young people were in a car when it left the road and ended up hitting a tree. The car was smashed. Bottles and cans of alcohol were found in the car, as well as pills and homemade cigarettes. Two were found dead at the scene. The others were removed by ambulance and are now in critical condition in hospital. The driver was seventeen, the others were under seventeen.

Ask the children for their comments and questions. Ask them who is affected by the accident and discuss how these people would feel.

Then ask: Who are the people who help those who are affected when accidents or health issues occur? (family, extended family, friends, neighbours, work or/and school acquaintances, cleric, GP doctor, counsellor). Ask the children to name the workers who will be or who might be involved at the time of an accident or health issue and in the months after. List them on the board or IWB (ambulance workers, guards, judges, nurses, doctors, hospital attendants, counsellors).

Group Work/Worksheet
Divide the class into groups of three or four. Hand each group the Worksheet: Who is Involved? Assign each group a role: ambulance driver, paramedic, guard, fireman, hospital doctor, counsellor or others. They write the assigned role on the worksheet and complete the questions asked.

Discussion
Invite the groups to report on their discussions. Ask one group to talk about one worker and then ask other groups to add something if they wish. Encourage the children to ask questions of each other. Use the following questions to continue the discussion:

- Do you think anyone could do the type of work these workers do?
- Why? Why not?
- How many people might be involved in taking care of people after an accident?
- Would it be the same if someone got sick?

Conclusion
You can ask the children what they have learned about roles and responsibilities in relation to health and well-being from this lesson. Then ask them to record this on the Worksheet A: Taking Care of My Body.

With the children, review the work done in Section A of the unit. They can refer back to the Worksheet A: Taking Care of My Body which they have filled in after each lesson. The Worksheet: Reflections on Unit 2A may be used to get the children’s views on the unit as a whole.

Extension
Invite a nurse, doctor, dietician or any other person discussed in the lesson in to the classroom to talk to the children about the work they do.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Who is Involved?</td>
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<tr>
<td>Worker</td>
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<tr>
<td>Write the worker assigned here:</td>
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<tr>
<td>What kind of work does this person do?</td>
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<tr>
<td>Why might they have chosen this kind of work?</td>
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<tr>
<td>What might they like about their work?</td>
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<tr>
<td>What might they not like about their work?</td>
<td></td>
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<tr>
<td>How might they feel about the people they usually help/attend to?</td>
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<tr>
<td>Would you like to do this kind of work? Why? Why not?</td>
<td></td>
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<tr>
<td>A question you would like to ask this worker</td>
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</tbody>
</table>
Reflections on Health and Well-being

Unit: 2A                                                        Date: ______________________

Complete at least three of the following sentences using words, phrases, sentences, images or drawings.

I learned ______________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

I felt __________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

I realised ______________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

I liked __________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

I didn’t like _____________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

I took part ______________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

On a scale of 1 to 10, where 1 is not so good and 10 is great, how capable and knowledgeable do you feel about taking care of your body? ___________

Something I’m still wondering about or a question I still have is....

Name: ________________________________
UNIT 2: Section B
Food and Nutrition and Knowing about My Body
UNIT TWO: Section B
Food and Nutrition and Knowing about My Body

Lesson 1
Wise Food Choices

Lesson 2
Care with Food

Lesson 3
Different Food for Different People

Lesson 4
Body Care and Physical Activity

Lesson 5
Physical Disabilities

Lesson 6
Protecting our Bodies
CORE CONCEPT
Knowledge of nutrition can support children in making wise food choices.

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

Content Objectives
Appreciate the importance of good nutrition for growing and developing and staying healthy.
Realise and accept some personal responsibility for making wise food choices and adopting a healthy, balanced diet.
Recognise some of the important nutrients that are necessary in a balanced diet and the food products in which they are found.
Explore the factors that influence food choices.

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

SESE - Science
Strand: Living things
Strand Unit: Myself

Maths
Strand: Data
Strand Unit: Recognising and interpreting data

TEACHER’S NOTE
Teachers need to be sensitive to children’s body size. Some children will be slimmer and others heavier. No child should experience any disrespectful behaviour due to their body shape or size in the course of this lesson or at any time in school.

Teachers also need to be conscious that some children’s family circumstances may not lend themselves to prioritising healthy eating patterns and that children do not have control over family shopping and meal plans.

RESOURCES
• A3 paper/light card
• Worksheet: Blank Food Pyramid
• Worksheet B: Taking Care of My Body
• Food Diary Sheet

PROCEDURE AT A GLANCE
• Activity 1
• Thoughtshower
• Activity 2
• Group Work/Discussion
Activity 1
Write the five food group types on the board or flipchart:
- **FAT**
- **CARBOHYDRATE**
- **PROTEIN**
- **FRUIT & VEG**
- **DAIRY**

Divide the children into five groups. Assign each group one of the food group types and ask them to come up with as many examples of foods in each group as they can and to note the advantages or disadvantages for the body of their food group. Take feedback from the groups and invite other groups to comment. Clarify any inaccuracies and answer any questions arising.

Thoughtshower
Ask the children to identify wise food choices. Record their responses on the flipchart or board. Now ask them to open their lunch boxes and discuss with a partner or small group the foods in their lunch box, note what food group they belong to and say why they are healthy or not. Take feedback from the class and answer any questions arising.

Activity 2
Divide the children into groups of five or six. Ask each group to agree a reporter. Give out *Worksheet: Blank Food Pyramid* to each group and ask the children to write or draw the types of food that are in the various sections and what amounts of each type they think children should eat each day. Ask each group to display their Food Pyramid. Clarify any inaccuracies arising and answer any questions the children have. Display a standard Food Pyramid and discuss any differences between those drawn by the children and the standard Food Pyramid.

Activity 2
**Option 1**
This activity can be done as homework. Ask the children to keep a food diary for a day, using the *Food Diary Sheet* to record foods they eat at meals and between meals. Having documented this, they can then consult the Food Pyramid including the recommended amounts for the various sections. They can then write under the following heading: *Healthy changes I could make in my food intake.* Encourage children to share this with their parents and discuss how these changes might be facilitated at home.

**Option 2**
Alternatively, as homework, children could do an inventory of the food in the food presses, fridge and freezer at home and categorise these under the different food types.

Following this, they could consult the standard Food Pyramid and identify where changes might be made in the family shopping.

They could write under the following heading: *Healthy changes my family can make in their food shopping.* Encourage children to share this with their parents and to accompany the food shopper in their house to the supermarket following this activity.
**Group Work/Discussion**

Divide the children into groups of five or six. Ask each group to agree a facilitator, recorder and reporter. Ask each group to identify what influences the foods we eat and to record as many influencing factors as possible. Take feedback from each group, record their findings and compare and contrast.

From each group’s findings a chart could be developed of the various influences on children’s food choices. When the chart is completed and displayed the following questions could be asked:

- **What influences children’s food choice most in this class?**
- **Are you surprised at any of the influences that arose? Why?**
- **What do you think should be the main factors influencing our food choices?**
- **Do we need to make any changes in terms of what influences the food we eat?**
- **How could we make and sustain those changes?**

**Conclusion**

Ask the children to share with a partner:

- What I have learned about healthy food
- What I have learned about what influences the food I eat
- What I have learned about the role I can have in the food I eat.

Then ask them to write this down on the **Worksheet B: Taking Care of My Body**. These are collected and read as part of the on-going evaluation and are retained for use after the other lessons in this unit.
Nutrition Diary

Date: ________________________

Use this Diary to record the portions of food types that you consume from each shelf of the food pyramid in one day.

Small Amounts

<table>
<thead>
<tr>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
<th>Snacks</th>
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PROTEIN - Meat, Fish & Eggs

DAIRY - Milk, Cheese & Yougart

FRUIT & VEGETABLES

CAHOHYDRATES RE: Bread, Cereals, Potatoes etc.
Taking Care of My Body

My name is _____________________________________________________

On this page I will keep track of the important things I learned in the lessons on taking care of my body in Unit 2B

<table>
<thead>
<tr>
<th>Name of lesson</th>
<th>What I learned</th>
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<tbody>
<tr>
<td>Wise Food Choices</td>
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<tr>
<td>Food Hygiene</td>
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<tr>
<td>Different Food for Different People</td>
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<tr>
<td>Physical Disabilities</td>
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<tr>
<td>Body Care and Physical Activity</td>
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<tr>
<td>Protecting our Bodies</td>
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</table>
CORE CONCEPT
Awareness of the importance of hygiene in the preparation and storage of food is a significant factor in children taking care of their body.

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

Content Objective
Become aware of the importance of hygiene and care in the preparation and use of food.

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

SESE - Science
Strand: Living things
Strand Unit: Myself

TEACHER’S NOTE
Teachers may need to be sensitive to differing practices around food storage and preparation in children’s homes.

RESOURCES
• Flipchart pages (5)
• Blutak
• Handout: Scenarios (cut up into individual scenarios)
• Worksheet B: Taking Care of My Body (from previous lesson)

PROCEDURE AT A GLANCE
• Group Work
• Activity
• Dotmocracy
• Conclusion
**Group Work**

Divide the children into groups of five or six. Ask each group to agree a facilitator, a recorder and a reporter. Emphasise the need for these roles to be rotated in groups. Give each group a page of flipchart paper.

Write *Food Hygiene* on the board or flipchart: and ask the children to discuss their understanding of the phrase and then to agree five sentences starting with *Food Hygiene involves*...

Invite each group to display their page and ask the reporter in each group to outline which sentences were easy or not to agree on and why.

You can point out any similarities and contrasts in the responses recorded and answer any questions arising. The most helpful responses in terms of hygiene can be collated and written on a large sheet for display now or later.

**Activity**

In the same groups or new ones, give each group a number of scenarios from *Handout: Scenarios* to discuss and evaluate the food hygiene. Ensure that each group has the same scenarios to discuss so that their responses can be compared and contrasted.

Invite one child from each group to read a scenario and to summarise their groups’ view on the food hygiene aspect of it, and to note what they would do in that situation. This can be done for all the groups, ensuring that each scenario is covered. Tease out any differences in opinions arising and provide clarification if needed.

When all scenarios have been discussed, ask the class as a whole to suggest the important guidelines for good food hygiene. Record the children’s suggestions on the flipchart or board, eliminating overlap as necessary. When all guidelines have been noted, explain to the children that they are going to choose the five most important guidelines.

**Dotmocracy**

Distribute six sticky dots to each child (or to each group). Explain that they are to give three dots to the most important guideline, two to the next most important and one to the next most important guideline. Invite children individually (or a representative from each table) to stick their dots beside the guidelines they consider to be most important from 1-3.

Discuss the results by identifying which guidelines have scored the highest from 1-5. Record the five most important guidelines as decided by the children and display them in the classroom.

**Conclusion**

Ask children to share in pairs their learning about hygiene from today’s lesson: *Three things I learned about food hygiene... One way I can help at home with food hygiene...*  

Then ask them to write this down on the *Worksheet B: Taking Care of My Body*. These are collected and read as part of the on-going evaluation and are retained for use after the lessons in this unit.
Paul and Ken went home to Ken’s house after school. They were starving. Ken’s Mam had to go to see his Granny who was unwell, and had left a note for them to say they could help themselves to food. They had a quick look in the food presses and fridge and decided they would have sausages, beans and waffles. Paul put the sausages in the pan and was frying away. They smelled lovely and were nearly done. As Ken was tidying away the containers and packets he noticed the date on the sausages was two days out of date. He told Paul who said ‘They look fine, they smell fine, they are just ready. I’m going to eat them anyway’. Ken is wondering what to do.

Discuss

Oonagh had asked her Mam if it was OK to have a few friends from school around for something to eat. Mam was fine about it and helped her to get some extra food in. Oonagh was going to cook spaghetti bolognaise for her friends, her favourite meal and something she cooked really well. Her brothers loved it when she made it for them. She bought the minced beef and spaghetti and the other ingredients. On the morning Oonagh woke up with a pain in her stomach and felt really queasy. Her friends were coming for two o clock. She dragged herself up from the couch and started to get the lunch ready. Mam offered to do it for her, but Oonagh refused as she had promised her friends she would cook them her favourite meal.

Discuss

Gran was having Alex and his family over for tea on Sunday evening. Gran was old, so she was going to have a salad which was easy to make. She had a lovely little dog Buster who followed her around the house. When she was putting the cold meats out on the salad plates she dropped the packet of ham on the floor and Buster managed to grab a bit or two of the ham slices. Gran was annoyed with him she shouted at him to stop. She then cut a bit off each ham slice where he had bitten into them and put them on the plates for the family.

Discuss

Zelda loved going shopping with her Dad. When they came home, she always helped him to put away the shopping and after that she read her comic, he read his paper and they both ate their treats. They had bought a lot of shopping this week as Uncle Jim, Aunt Sarah and their cousins were coming on Sunday for lunch. The fridge was getting quite full and it was hard to fit everything in. There wasn’t much space left on any shelf. Zelda put the plates of cooked cold meat, ham chicken and turkey on the middle shelf where there was most room. There was a plate of chicken breasts also that Mam was going to make curry with tomorrow. Zelda put them on the top shelf in the fridge on a small plate. They were nearly falling off, but she managed to just about squeeze the plate onto the top shelf.

Discuss
Ramon has three younger brothers and a younger sister. He is very good at helping his Mam and Dad tidy up when they need him to help. They also have a little dog called Toby, who is a pup and has a lot to learn yet. Dad and Mam are rushing around in the kitchen and Ramon decides to pitch in and give a hand. He rubs down the kitchen table, chairs and worktops with a wet cloth. Just as he is finishing he notices Toby has weeded a little on the floor. Good job he saw it, he thinks, or the little ones might have slipped or worse out their hands into it. He mops up with the cloth. He then rinses out the cloth in hot water and replaces it near the sink and heads in to look at the television.

Discuss

Dad is always trying to get everyone in the family to eat vegetables. He has even taken to growing some vegetables in the garden, lettuce, carrots and potatoes. He loves it when his vegetables are used in meals. He brought in a pile of carrots to Mam to use when she was making a stew. He left them in a large basin for her. Mam was busy making dinner but she was glad to use the carrots she peeled off the skin with a knife and then chopped them up in smaller pieces and threw them in the pot. She asked the children if they would like a piece of fruit and peeled the skin off a few apples from the fruit bowl and cut them in sections for the smaller children to chew on while they were waiting for dinner.

Discuss
CORE CONCEPT
Helping children to become aware of some health conditions will make them more sensitive to the needs of others.

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

Content Objective
Explore and examine some of the illnesses particularly associated with food intake or special health conditions.

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

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

TEACHER’S NOTE
As this lesson deals with diabetes, it is important to deal with the issue sensitively and to be aware of medical conditions of any of the children.

RESOURCES
- Information for the Jigsaw activity
- Philip’s Story (photocopied for each child)
- Worksheet B: Taking Care of My Body (from previous lessons)

PROCEDURE AT A GLANCE
- Think- Pair- Share
- Thoughtshower
- Jigsaw Activity and Discussion
- Story and Discussion
- Conclusion
Introduction: Think- Pair –Share

Ask the children to think of a one year old child –
How would the little child’s diet differ from your diet? Write down some things that you would eat that the little child would not eat. Share this with a partner and discuss how your diet differs from the little child’s diet.

With the whole class, discuss the differences in diets of a one year old and a 10/11 year old and why this would be so.

Thought shower

Ask:
Are there children your age who have to avoid certain food? Why?
Get the children’s ideas and record them (weight problems and conditions/illnesses such as diabetes, coeliac may be suggested). If diabetes is not mentioned add it to the list.

Ask the children what they know about diabetes and record on board. Explain:

Diabetes is a lifelong disease. It is a disease in which your body does not use or else does not produce insulin properly. Insulin is produced by your pancreas and is necessary so that your body can absorb glucose (sugar), which is needed for energy. Without the proper amounts of insulin, a high level of glucose (sugar) will circulate in your blood. There are 2 types of diabetes, one which cannot be prevented and one where we can do much to prevent it.

Jigsaw Activity and Discussion

Divide the class into groups of 3. Each child in the group gets information on one aspect of diabetes - Type 1 Diabetes/Type 2 Diabetes/Managing Diabetes.

Allow time for each child to read the information. Then ask each child to pair with a child from another group who has the same information and discuss the information on the sheet. They are to think of how they will teach this to the others in their group. Allow them time to discuss how they will do this and to rehearse it with each other. They then return to their group and teach the other group members the information.

When they have completed this, ask the children what they learned about diabetes.
- What are the differences in the two types of diabetes?
- What can people do to reduce the risk of developing Type 2 diabetes?
- If someone has diabetes, what are the things that help them to maintain their blood glucose at the right levels? (Always follow advice from the doctor, medicine (for some), healthy eating, and exercise.)

Story and Discussion

Ask the children to read Philip’s story. Then discuss how diabetes is affecting Philip:
- How does he feel?
- Is the diabetes affecting his life? How?
- What can Philip do about the party in Conor’s house?
- What would you do in his situation?
- If the other children in his class knew about his diabetes, how could they help him?
- If Conor knew about Philip’s diabetes, what could he do to make things easier for Philip?
Conclusion

Ask the children to form pairs and to decide on one thing they would do if a classmate had diabetes. These ideas can be shared with the class.

Then ask them to write this down on the Worksheet B: Taking Care of My Body. These are collected and read as part of the on-going evaluation and are retained for use after the lessons in this unit.
Type 1 diabetes
Type 1 diabetes is the most serious. In this type, no insulin is produced as the cells are destroyed. It usually starts when people are young. It cannot be prevented. People with Type 1 diabetes need to get insulin every day by injections.

Type 2 diabetes
Type 2 diabetes is much more common than Type 1. The body does not make enough insulin or the insulin that the body makes does not work well. It can be caused by obesity or being inactive. Members of some families can be more likely to have Type 2 diabetes. It usually happens in adults over 45 years, but as obesity is increasing among children and young people, Type 2 diabetes among young people is increasing. Some people need medicine for it, but everyone needs to follow a healthy diet and exercise, as advised by their doctor.

Managing diabetes
Diabetes is a lifelong condition. Once you have it, you will always have it. People with Type 1 diabetes will need daily injections of insulin. Some people with Type 2 will need medicines, others can manage it by eating healthily and exercising. Healthy eating is essential for anyone with diabetes. This means avoiding foods where sugar is added and eating a balanced diet. People with diabetes are advised to eat several small meals and to eat at the same times each day. Exercise is important as muscles use glucose (sugar) when you are exercising. It is important to drink water when exercising, as dehydration can affect blood glucose (sugar) levels.
Philip’s Story

Philip is in 5th class. He loves to play football and is a talented player. When he was in 3rd class he became seriously ill with a severe viral infection that damaged his pancreas. He developed diabetes. He needs injections twice a day and he also has to be very careful with what he eats. When playing football matches, he has to be sure not to get dehydrated. His coach knows about his diabetes and is prepared in case his blood sugar goes too high or too low. There have never been any difficulties at football, probably because his mother is particularly careful about what he eats and makes sure he has his injections at the right time every day.

No one else in his school has diabetes and he hates being different. His mother checks his blood sugar levels every morning and evening and when he comes home from school to make sure he is OK. She always warns him not to eat chocolate bars, biscuits, ice-cream or other sugary food when he is going to other houses. Sometimes he is embarrassed, as he is afraid that others will hear her telling him this. He wishes she would say nothing, but he really wishes that he didn’t have diabetes. He finds it difficult when he visits other people’s houses or when he is at birthday parties. Birthday parties always have lots of sweets, bars and cake. He wishes he could eat like the other boys. Most of the boys in his class don’t know that he has diabetes and they don’t know why he doesn’t eat sweet things. At this stage they just accept that he does not eat them. Two boys in his class have invited him for sleep-overs, but he has refused their invitations, saying that he had something to do with his family those times. He would love to go, but would not want them to see that he has to have an injection at night. He would have to put the medicine for his injection in the fridge.

Yesterday, Conor invited him to a sleep-over next weekend. He would love to go, as he likes Conor and the boys going are good fun. Conor has a new computer game that is very good. Philip’s mother said that she would talk with Conor’s Mum and explain the situation to her, but Philip does not really want her to do that. He wonders what to do.
CORE CONCEPT
Children need to be aware of the benefits of physical activity and also the need for care and cleanliness to manage the effects of physical activity on their bodies and clothes.

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

Knowing about my body

Content Objective
Realise how increased activity or involvement in physical activities can require increased attention to body care.

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

Strand Units: Oral
Reading
Writing

SESE - Science
Strand: Living things
Strand Unit: Myself

TEACHER’S NOTE
Teachers need to be sensitive to children’s home circumstances. Some children will have more access to showers, daily change of clothes, and personal hygiene products than others. If there are any issues around hygiene for any child in the class, you could have a word with parents or guardians to address this situation for the benefit of the child. Clips of the effects of physical activity could be used and shown to the class - heartbeat, energy, perspiring, effects on clothes etc.

RESOURCES
• Flip chart paper, Paper for graphs, pencils, markers, coloured paper
• Worksheet B: Taking Care of My Body (from previous lessons)

PROCEDURE AT A GLANCE
• Thoughtshower
• Group Work 1
• Discussion
• Group Work 2
**Thoughtshower**

Ask the class to identify the physical activities that they engage in during the school day and the physical activities they engage in outside of the school. Record these on the flipchart or board. Make a graph showing the preferred activities of the whole class.

**Group Work 1**

In groups of five or six, ask the children to talk to about their four favourite physical activities and why. Ask each group to report back to the class on the four favourite physical activities of their group.

**Discussion**

A whole class discussion could follow and the following questions could be used:

- *What is the most popular physical activity in our class?*
- *Why do you think this is the case?*
- *What is the least favourite physical activity in our class?*
- *Why might this be so?*
- *Do you think other Fifth class children have the same favourite physical activities?*
- *What about children living in the city, the country, a warm country, a cold country, a wealthy country, a developing country?*
- *If not, what type of physical activity do you think they might enjoy?*
- *Are there benefits to physical activity?*
- *What are they?*

If the children do not suggest all of the following you can suggest them:

- strength
- co-ordination
- enjoyment
- participation
- cooperation
- cognitive benefits
- self-management/discipline
- achievement
- physiological effects.

Physical inactivity is now identified by the World Health Organisation (WHO) as the fourth leading risk factor for mortality.

**Group Work 2**

Ask the children to stand up from their chairs and move away from their desk or table. In small groups ask them to run on the spot for one minute, jump on the spot for one minute, skip on the spot for one minute, tip their toes as many times as possible in one minute, clap their hands above their head as many times as they can in one minute. Ask the children what effect these physical activities had on their bodies.

If the children do not suggest the following, you can suggest them:

- increased heart rate/breathing
- sweating
- perspiration
- odour
- damp clothes/footwear.

Ask children what is the best way to manage such effects, and what might be the outcome for a child who did not manage these effects.
Ask the children to suggest guidelines for what they need to bear in mind when they are engaged in physical activity. Record these on the flipchart or board.

If the children don't mention the following, draw their attention to them:
- showering or bathing as often as possible
- using a deodorant (be aware of school policy on the use of deodorants)
- changing clothes and footwear regularly
- having specific clothes and footwear for specific physical activities such as football, running
- regularly washing or cleaning these clothes and footwear (if appropriate), especially after activities.

**Conclusion**

Discuss with the children their learning about physical activity in this lesson. Ask them if there are any questions arising for them. Ask children what they have learned about physical activity and to suggest guidelines for personal hygiene and physical activity.

Then ask them to write this down on the **Worksheet B: Taking Care of My Body.** These are collected and read as part of the on-going evaluation and are retained for use after the lessons in this unit.
CORE CONCEPT
Children need to be aware of physical disability in other children and in adults in order to enable understanding and acceptance of difference.

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

Content Objective
Recognise some physical disabilities and how they can affect people's lives.

TEACHER'S NOTE
Teachers need to be sensitive to the fact that physical disability can be a sensitive and emotive issue. You should aim to develop understanding and acceptance of, and support for those with physical disabilities, along with respect for and belief in their potential and abilities.

RESOURCES
- Stories/Articles about children and people who manage their disability
- Worksheet B: Taking Care of My Body (from previous lessons)

PROCEDURE AT A GLANCE
- Thoughtshower
- Group Work 1
- Group Work 2
- Individual Work/Pairs
- Conclusion
Thoughtshowr
Ask the class to what the word ‘ability’ means. Then ask what does the word ‘disability’ mean? Give them an opportunity to look up its meaning in their dictionaries. Ask children to give examples of all the disabilities they are aware of. Record these on the flipchart or board.

Draw attention to the range of more common or minor disabilities e.g. sports injury, rheumatism, sight, or hearing.

Group Work 1
Children will have identified a number of disabilities in the thoughtshowr. In groups of five or six give each group 4-5 of the disabilities identified and ask each group to describe how that disability impacts in practical ways on those with it.

A discussion could follow the small group work and the following questions could be used:
- Have any of you had an injury that affected your ability to walk?
- How did you feel?
- How did people behave towards you?
- What types of disability did you notice the participants in the Paralympics had?
- What did you think about their performance in the Paralympics?
- How do you think you might feel if you had a disability?
- How would you like people to behave towards you?
- How should we behave towards those with a disability?
- Do children and adults always behave appropriately towards those with disability?

- Do you know any people in your family or area or any celebrities who have disabilities?

Group Work 2
In groups of five or six ask the children to focus on one or two of the disabilities they discussed in their previous group work and ask them to think about individuals with that disability who are managing their lives and are involved in society. They could give examples of people they know or of well-known or famous people. They can also discuss how they think those individuals managed to achieve what they did.

Take feedback from each group.

Individual Work/Pairs
Ask the children to research the life story of a famous or well-known person, child, adolescent, young person, or older person with a disability who has achieved success in any field of life. Children who live near one another could do this work in pairs. Parents can be involved in helping their child to research this piece of work. Children can bring in their research and share it in pairs or groups. Life stories can be displayed in the classroom and rotated over time.

Conclusion
Discuss with the children their learning about physical ability/disability in this lesson. Ask them if there are any questions arising for them. Then ask them to write their learning on the Worksheet B: Taking Care of My Body. These are collected and read as part of the on-going evaluation and are retained for use after the lessons in this unit.
CORE CONCEPT
It is important to make children aware of some ways that people can help protect their bodies from infections.

SPHE CURRICULUM
Strand: Myself
Strand Unit: Taking care of my body
Knowing about my body
Content Objectives
Become aware of some communicable diseases and explore how diseases and infections are spread.
Identify and be aware of the different ways in which the body may be protected against disease and infection.

INTEGRATION
English
Strands: Competence and confidence in using language
Developing cognitive abilities through language
Strand Units: Oral
Reading
SESE - Science
Strand: Living things
Strand Unit: Myself

TEACHER’S NOTE
This lesson requires space for movement and could be undertaken over two class periods.

RESOURCES
• Coloured dot stickers
• Worksheet B: Taking Care of My Body (from previous lessons)

PROCEDURE AT A GLANCE
• Introduction
• Game
• Discussion
• Thoughtshower
• Drama
• Group Work and Discussion
Introduction:
Ask the children if they have ever noticed that when someone in the class gets a cold that others in the class get a cold as well? Why do you think that happens? If virus does not get mentioned, ask them if they have ever heard of the word **virus**?
- What is a virus?
- How are they spread?
Record their responses and clarify as necessary.

Viruses are tiny, tiny organisms that cause many common infections, such as a cold, flu, chicken pox, measles, as well as rare and serious infections. Viruses are spread in many different ways – in the air when we sneeze or cough, in food that is not properly cooked, in water that is not filtered, from person to person (e.g. verrucae).

Discussion
Ask if they have ever heard of the word **bacteria**.
- What are bacteria?
- How are they spread?
Record their responses and clarify and discuss as necessary.

Bacteria are tiny organisms, but are probably about 10 times bigger than viruses. They can only be seen through a microscope. Bacteria live in the air, in soil, in water, on our skin, in our nose, mouth, stomach. Some bacteria can cause illnesses such as a tummy bug, sore throat, pneumonia, conjunctivitis. Bacteria can also help us – they can help our digestion, they are used in making yoghurt and cheese and penicillin.

This information could be shown on an IWB.

Thoughtshower
Ask the children: How can we help protect ourselves from illnesses caused by viruses or bacteria? Record the children’s responses and clarify and add to them as appropriate:

(a) hygiene practices – washing hands, cleaning rooms, covering our mouth when coughing, using a handkerchief, keeping food covered, cooking food properly

b) vaccinations for viruses such as measles, mumps, whooping cough – a tiny amount of the virus is injected into your body and your body then makes antibodies to fight the disease

c) eating healthily so that our bodies are better able to fight viruses and bacteria.

(These points could be shown on the IWB).
Drama
Ask the children to form groups of six. Ask them to imagine a village where children have not been vaccinated against measles and the measles virus is spreading. Each group represents a family. In their group they have to decide who the members of their family are, if the children have measles and how the people in the family are feeling. They have to create a still image of a moment in this family. They need to show without speaking what is happening at that moment and how the family members are feeling. Allow the groups time to prepare their still images. Ask each group to show their still images. After each group has shown their still image, discuss what was being depicted and the thoughts and feelings in the families.

Group Work and Discussion
Divide the class into groups of three. Ask half of the groups to imagine that they are health inspectors coming to the school to check if everyone is following good hygiene rules. They are to make a list of what they are going to check.

The other groups do the same activity, but focus on homes rather than schools.

Take feedback from the groups focusing on the school and with the class produce a checklist of good hygiene rules for the school.

Take feedback from the groups focusing on home and with the class produce a checklist of good hygiene rules for a home. Ask the children to discuss these with their family.

Conclusion
With the class, discuss how everyone can be encouraged to follow the good hygiene rules in school.

Then ask them to write this down on the Worksheet B: Taking Care of My Body. With the children review the work done in Section B of this unit. They can refer back to the Worksheet B: Taking Care of My Body which they have filled in after each lesson. The Worksheet: Reflections on the Unit may be used to get the children’s views on Section B as a whole.
Reflections on Food and Nutrition/Knowing about my Body

Complete at least three of the following sentences using words, phrases, sentences, images or drawings.

I learned ________________________________________________________
_________________________________________________________________
_________________________________________________________________

I felt _____________________________________________________________
_________________________________________________________________
_________________________________________________________________

I realised _________________________________________________________
_________________________________________________________________
_________________________________________________________________

I liked ____________________________________________________________
_________________________________________________________________
_________________________________________________________________

I didn’t like _______________________________________________________
_________________________________________________________________
_________________________________________________________________

I took part _________________________________________________________
_________________________________________________________________
_________________________________________________________________

On a scale of 1 to 10, where 1 is not so good and 10 is great, how capable and knowledgeable do you feel about taking care of your body? __________

Something I’m still wondering about or a question I still have is
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Name: _________________________________________
UNIT 3

FEELINGS AND EMOTIONS
INTRODUCTION TO THE UNIT

The lessons in this unit aim to:

• help children name a wide variety of feelings experienced by them
• develop awareness of the levels of intensity of feelings
• make clear to children that whatever feelings they experience are normal and that they can, sometimes with support, work through and manage them
• make children aware that the behaviours they decide on and engage in arising from feelings need to be respectful and appropriate for themselves and others
• help children differentiate between needs and wants in order to delay gratification
• help children to be positive about themselves.

You should be aware that pupils may have different levels of comfort and confidence when discussing feelings. It would be helpful to revise the class agreement, as it is of the utmost importance that children feel safe in talking (or not) about feelings. The option to ‘pass’ or ‘opt out’ must always be available.

Children on the Autistic Spectrum of Disorders or with other special educational needs may find it more difficult to recognise and interpret feelings.

For children from minority ethnic backgrounds, sensitivity may be required around the discussion of feelings, as they may have a different approach in their culture to the expression and management of feelings.

It is important that parents, guardians or carers are aware of when this unit is being done with pupils so that they can support the work.

LESSONS IN THIS UNIT

Lesson 1
Talking About Feelings

Lesson 2
Managing Feelings

Lesson 3
Handling Criticism

Lesson 4
Coping with Disappointment

Lesson 5
What Happens when I Feel …?

Lesson 6
Needs and Wants

Lesson 7
Being Positive About Myself
CORE CONCEPT
The ability to identify discuss and explore the feelings we experience can help us to understand and manage ourselves.

SPHE CURRICULUM

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

Content Objectives
Acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express.

Understand how feelings help in understanding themselves.

INTEGRATION

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

  - **Strand Units:** Oral
  - Reading

TEACHER’S NOTE
You should encourage the pupils to listen attentively to each other and to keep an open mind. Remind children they can talk to you if they feel they need to.

RESOURCES

- Sheets of Paper (flipchart size)
- Markers
- Worksheet: Level of Feelings

PROCEDURE AT A GLANCE

- Introduction
- Group Work 1: Talking about Feelings
- Group Work 2: Grading Feelings
- Conclusion
**Introduction**

Explain that today’s lesson is going to focus on feelings and, in order to do this, everyone needs to feel that their feelings will be respected. Ask the children to recall the class agreement and ask if any further guidelines need to be agreed in terms of safety and respect for discussing feelings. Ensure any additions to the class agreement that are suggested are as specific as possible. This introduction can be done as a whole class discussion.

**Group Work 1: Talking about Feelings**

Ask the children to suggest all the phrases they have heard in conversations, songs, stories that describe how a person might feel e.g. over the moon, down in the dumps, walking on air, happy as Larry, proud as punch, cock of the walk, up to ninety, walking on eggshells, on cloud nine. Discuss the meaning of each phrase.

Ask the children to suggest all the feelings they think children of their age might experience in the course of their school life, home life, with friends, or on their own. Record these on the board or IWB.

Divide the class into six groups with a recorder and a reporter. Give each group a sheet of paper and a number (say 3) of the suggested feelings. Ask each group to discuss the following questions which could be displayed on the IWB:

1. Are these feelings difficult or easy? Why?
2. Which ones are the hardest? Why?
3. What helps us to talk about difficult feelings?
4. How would you know what feelings your friends or family might be experiencing? What might you notice?

Take feedback from each of the groups and identify the common ideas.

**Group Work 2: Grading Feelings**

Explain to children that feelings are very important as they tell us what is happening to us. They are like a measure of how we are inside. Instead of measuring feelings with a ruler or a thermometer, we measure them using the words we know. Explain that using the most accurate words we can to explain or illustrate our feelings helps us and others to know how we are feeling. Hand out copies of the Worksheet: Level of Feelings to the children. Ask them for their reactions to the words used to describe the levels of intensity of anger.

- Are there other words that could equally describe the different levels of intensity of anger?
- What are they?

Explain to children that they are going to complete the worksheet in groups. They may use their dictionaries to help them if needed.

Allow about 15-20 minutes for groups to complete their worksheet. When completed, the worksheets can be compared using the following questions:

- Does everyone understand the words used?
- Does everyone agree with the words used?
- Are there any suggestions for changes? Why?

Agree the words in each section for each feeling, then display this bank of feeling words in the classroom and refer to it regularly to enhance the children’s ability to express how they and others are feeling with increasing levels of accuracy.
**Conclusion**
Ask the children what has been their learning about feelings from the lesson.

**Extension**

**Feelings Wheel**
To increase children’s’ sensitivity to their own feelings, they could make a Feelings Wheel. This is made from a cardboard circle and divided into eight sections. The children draw or write a common, generic feeling in each section. Pierce the middle and insert a dial using an appropriate pin. They can then keep this and identify their shifting emotions as they notice them, by moving the dial.

**Feelings Diary**
Children can keep a feelings diary or log and fill it in regularly to help them monitor and be aware of the range of feelings they experience over a period of time. Diaries and logs can contain words and pictures.

**Spot the Feelings!**
Ask pupils to observe and make a note, when viewing their favourite TV programme, the feelings their favourite or least favourite character experiences in a particular episode. They can share this observation with classmates. They might also draw a comic type strip illustrating the range of feelings that their character experienced.

**Listening to Music**
Encourage pupils to listen to pieces of music at home and note the feelings it evokes in them. This could also be done in class during a music lesson.

**Reading Images**
Children can cut out pictures from magazines, newspapers, or download pictures and write underneath the feelings that these pictures depict.
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CORE CONCEPT:
It is important to evaluate practical strategies for managing feelings.

SPHE CURRICULUM

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

Content Objectives
Discuss and practise how to express and cope with various feelings in an appropriate manner.
Understand how feelings help in understanding themselves.

INTEGRATION

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

Strand Units: Oral
Reading

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

RESOURCES

- Twelve Sheets of Paper (flipchart pages)
- Markers
- This activity could also be done with the whole class, using their copies.
- Worksheet: Helpful or Unhelpful? (one per group)

PROCEDURE AT A GLANCE

- Mime
- Discussion
- Group Work
- Presentation
- Discussion
- Drama
- Conclusion
Mime

Divide the children into pairs. One child in each pair is the mover, the other child is the mirror. When the mover performs an action, the mirror has to copy the movement. Tell children that this activity is to be done in silence. Ask the movers to mime a feeling with their whole body, not just their face. The mirrors copy these.

Encourage the movers to really feel what they are miming. Encourage the mirrors to really notice how they feel in their bodies as they do this. Allow them about half a minute to mime. Then ask them to swap roles. The mirrors are now the movers and they mime a new feeling. They then swap back with the movers miming a new feeling. Allow two or three more rounds. Allow them a few minutes to check with each other what feelings they were miming.

Discussion

The following questions may prompt a brief discussion:
- What was that like?
- Was it easier to move or to mirror? Why?
- When mirroring, did you know what the feeling was?
- What helped to find out?
- What differences did you notice between the feelings mimed and mirrored?

Group Work

In pairs, ask children to think about and share what they did when they were six and they couldn’t get what they wanted, felt angry, felt alone, or felt embarrassed.

Each pair then joins another pair and in fours they share their memories and also the ways they have changed their behaviours since they were six.

Explain to the children that as we get older we learn to deal with our feelings in different ways. We can learn ways that are healthy (for ourselves and others) to deal with how we feel. Ask children to suggest healthy and unhealthy ways of managing feelings from their own experience or knowledge.

Divide the children into six groups and assign each group one of the following feelings: sad, angry, afraid, embarrassed, jealous and disappointed.

Hand each group the Worksheet: Helpful or Unhelpful? and ask the children for an example of one way that people deal with each of the feelings. Then ask them to list five different behaviours that they or others might engage in when they feel that feeling.

Having recorded five different behaviours for the feeling, ask them to discuss and then evaluate each behaviour in terms of being helpful or unhelpful and to identify consequences of the behaviour. Ask them to give reasons for their answers.

Presentation

Each group can present their findings to the whole class. Use the following questions to prompt discussion:
- How are the strategies listed helpful or unhelpful?
- Which ones worked best for you or others?
- What happened when you or others used the unhelpful strategies?
- Have you learned any new strategy you might like to try when you find yourself
experiencing some of these feelings?
- What are the differences between helpful and unhelpful strategies?

If the following points are not mentioned in the previous discussion, you can introduce them:
- Strong feelings may motivate us to act without thinking clearly
- Denying how we actually feel will frustrate us and, over time, contribute to resentment and unhappiness
- The way we act has consequences for us and others which can be positive or negative
- We can learn healthy ways of expressing all kinds of feelings in ways that are healthy for us and for others.

**Drama**

Refer back to the feeling assigned for the worksheet activity. Ask each group to think about a situation where someone might feel this feeling. From this, ask the groups to create a scenario with two possible endings: one which shows an unhelpful way of dealing with the feeling and the other which shows a helpful way of dealing with the feeling.

Invite groups to perform their scenarios in front of the class. After each role play, encourage the audience to ask questions of the group and the players in the group to respond in role, for example:
- Why did you do/ say …?
- How did you feel when you were doing/saying…?
- Were you fair in what you said/how you acted?
- How did you feel when you heard …?

**Conclusion**

The following questions may help children to identify their learning in this lesson:
- Which actions or behaviours were the most appropriate/least appropriate in the situations presented?
- Were there other actions or behaviours that were possible?
- How could you use what you have seen today?
- What will you use?
Helpful or Unhelpful?

Feeling: ____________________________

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<tr>
<th>Behaviours</th>
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<th>Unhelpful?</th>
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CORE CONCEPT
Children who feel valued and are confident in themselves find it easier to accept and handle criticism.

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

Content Objectives
Discuss and practise how to express and cope with various feelings in an appropriate manner.
Understand how feelings help in understanding themselves.

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

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
For further information on teaching communication skills, see the Introduction to Unit Eight: Relating to Others (5th Class).

RESOURCES
Statements Sheet

PROCEDURE AT A GLANCE
• Introductory Activity
• Discussion
• Strategies
• Stories/Mini-dramas
• Discussion
• Conclusion
Introductory Activity

Divide the class into groups of five and give each child in each group two statements from the Statements Sheet. Ask each child to read out their statements to their group. Then ask each group to discuss how any 10-11 year old would feel if those statements were made to them.

Take oral feedback from each group and note similarities and differences between the groups. Ask each group if they could find a word, phrase or sentence that would describe or define all the statements their group had.

Discussion

On the board or IWB write the word Criticism and ask the children what they understand by it. Note their responses on the board or IWB (judgement, giving out, etc.). Then ask:
- Is all criticism bad?
- Can you think of a time when criticism would be a good thing? Why?
- When would it not be a good thing? Why?

Explain to the children that judging and being judged is part of the way we do things in our country (and probably most other countries too). We make judgements about others, and others make judgements about us. Mostly we keep our thoughts to ourselves, though we may act on them at times.

Ask the children if they have any examples of this, maybe from the sporting or political world. How do you think the person being criticised might feel? Explain to them that criticism is one particular form of judgement we all experience at one time or another. Not all criticism is fair, but not all criticism is unfair. Most people do not like it but it can be useful.

Ask the children what feelings arise for people when they are criticised fairly, and unfairly. Explain to them that they going to examine what makes for fair and unfair criticism and look at a way of handling both.

Strategies

Encourage the children to give their own examples of fair and unfair criticism using phrases such as: If someone said ... rather than naming specific individuals. These could be examples of when they’ve given criticism to someone and when they have received criticism. Ask them to explain how they felt and what the result was. Children may also have examples from TV ads or programmes of times when criticism is fair or unfair, and these could be discussed if time permits.

Use the following suggestions to guide children on some useful strategies for dealing with criticism:

- When you hear criticism you must decide whether it is fair or unfair
- You must think about it and try to see it from the other person’s point of view as well as your own. If it is fair, you could consider doing something about it like making a change in your behaviour
- If it is unfair, you can tell the person who said it that you think it is unfair and that you disagree with it. Remember to use ‘I’ statements (I think that’s unfair: I didn’t do it) in a calm voice and to keep your body language free from aggression
- It can be more difficult to explain to an adult why it is unfair, but you are entitled to do so if you think it is unfair. Always do so in a mannerly way.
**Stories/Mini-dramas**

Give out one of the following scenarios to each group and ask them to create a mini-drama using the information. Some groups might like to present their mini-drama to the rest of the class (optional). Ask each group to decide whether the criticism is fair or unfair.

**Scenarios**

a) Paul is eleven. He has a younger brother named David who is four. They often disagree and sometimes fight. One day, Paul came home from school to find David playing with the Nintendo DS that he got as a Christmas present. Paul got really mad.

He shouted at David: ‘You wreck everything’. Then he hit David and then grabbed the game from him. David immediately started crying and ran to Mammy. She gave out to Paul and called him a bully. Then she told him to apologise to David.

b) Shayma has a friend called Chloe. They often play together. One day, Chloe came over to Shayma’s house. Chloe wanted them to go for a ride on their bicycles. Shayma said that she didn’t want to go as she was too tired. Chloe turned around and went home. At school the next day, Chloe came up to Shayma and said that she was stuck up and snobby. She also said she was really mean.

**Discussion**

Encourage discussion by asking some of the following questions:

(a)  
- What are your thoughts about this situation?
- Do you think his Mam’s treatment of Paul was fair? Why/why not?
- How do you think David felt?
- How do you think Paul felt?
- What do you think was his reaction when his Mam told him to apologise?
- Who do you think should apologise? Why?
- What should they say?
- Is it good enough to say: ‘Sorry’? Why/why not?
- What could Paul have done differently in this situation?
- Does how you feel about criticism depend on how friendly/not friendly you are with the person normally?
- Why? Why not?
- If so, in what way?

(b)  
- What are your thoughts about this situation?
- Do you think Chloe’s criticism of Shayma was fair?
- How do you think Shayma felt?
- How do you think Chloe felt?
- Why do you think she said what she did?
- Who do you think should apologise? Why?
- What should they say?
- What should a person receiving the apology say?
- Is it good enough to say: ‘sorry’? Why/why not?
- What could Chloe have done differently in this situation?

**Conclusion**

Ask the children what they feel is the most important lesson they have learned about criticism from this lesson and write it into their SPHE copy.

**Extension**

Following the lesson, break the class into groups and ask each group to produce a poster or leaflet entitled: **Dealing with Criticism**. When finished, ask each group to display their work. Discuss how the group worked together to produce it (for example, did they have any problems and, if so, how did they overcome them). Invite questions and constructive comments from the other groups, and display the completed posters and leaflets, after allowing amendments (if necessary) to reflect suggestions from other groups.
<table>
<thead>
<tr>
<th>Statements Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>You’re doing it all wrong.</strong></td>
</tr>
<tr>
<td><strong>I knew you’d make a mess of it.</strong></td>
</tr>
<tr>
<td><strong>I might as well be talking to the wall as talking to you.</strong></td>
</tr>
<tr>
<td><strong>Don’t be such a wimp.</strong></td>
</tr>
<tr>
<td><strong>You’re a loser.</strong></td>
</tr>
</tbody>
</table>

**Teacher’s Note**
There may be other statements that you have heard used by or about the children that could be appropriate to include here. Avoid specific personal statements (remarks about weight, height, skin colour, clothes, personal hygiene, clothes, food etc.) at this point.
(A) Paul is eleven. He has a younger brother named David who is four. They often disagree and sometimes fight. One day, Paul came home from school to find David playing with the Nintendo DS that he got as a Christmas present. Paul got really mad.

He shouted at David: ‘You wreck everything’. Then he hit David and then grabbed the game from him. David immediately started crying and ran to Mammy. She gave out to Paul and called him a bully. Then she told him to apologise to David.

(B) Shayma has a friend called Chloe. They often play together. One day, Chloe came over to Shayma’s house. Chloe wanted them to go for a ride on their bicycles. Shayma said that she didn’t want to go as she was too tired. Chloe turned around and went home. At school the next day, Chloe came up to Shayma and said that she was stuck up and snobby. She also said she was really mean.
LESSON 4
COPING WITH DISAPPOINTMENT

CORE CONCEPT
It is important to learn how to cope appropriately with disappointment.

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

Content Objectives
Discuss and practise how to express and cope with various feelings in an appropriate manner.

Understand how feelings help in understanding themselves.

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

Strand Units: Oral
Reading
Writing

RESOURCES
Copies of Gary’s and/or Anna’s Story

PROCEDURE AT A GLANCE
• Introduction/Thoughtshower
• Story and Discussion
• Writing
• Sharing
• Conclusion
Introduction/Thoughtshower

Explain to the children that today’s lesson is about something we often don’t talk about - disappointment. Ask the children to suggest other words for disappointment (thoughtshower) and record them on the board or IWB. Ask children to discuss in pairs or small groups the kind of things 10-11 year olds might be disappointed about, and what they might do when they are disappointed. Then take some feedback from the class.

Story and Discussion

Use one (or both) of the stories provided. Distribute copies of the story/stories and read aloud. Discuss the story/stories, using the questions to prompt discussion.

Writing

Using the ideas coming from the discussion, the children can write possible endings for the story. This can be done individually or in groups.

(It might be useful to ask the children to write more than one ending, showing different reactions to this event.) Have them present these to the other children and discuss them.

Sharing

Invite the children to share examples from stories, TV, films, life in general, of how people (including children) have coped with disappointments.

Conclusion

Ask the children what is the most important thing they have learned about coping with disappointment from the lesson.

Extension

Individual Writing

Ask children to write about a time they were disappointed and how they coped at the time. Now that they have done this lesson, ask them to review their behaviour at that time and assess if it was a good way to cope with disappointment or not, and why. If it was not a good way, they can write about what might have been a better way of coping.
Anna wanted to be a pop star. This was her dream since she was four when she sang a song at her preschool concert for parents. The audience had clapped and cheered when she finished. She loved the feeling it gave her. After that, her parents had enrolled her in drama and singing classes. When she was in second class, the teacher did a musical with them based on a Roald Dahl version of Snow White and the Seven Dwarves. She had been chosen to be Snow White. At the time she had been a bit surprised, but she had been delighted.

Over the last few days there had been auditions for the various parts in the musical the school was going to put on to raise money for new equipment. Children were going to be selected from Fifth and Sixth classes for parts in it. Anna knew there was great competition for the main parts in the musical.

She was hoping to be picked as the lead. She had practised a lot and had improved a lot too - her singing teacher told her and so had her Mam and Dad. Anna knew she had a better voice than most of the other children. Ms. King had told her she was improving too, but asked her not to comment on the other children’s talents.

Ms. King came into the class to announce the selections. Anna couldn’t believe it. She had been selected for a minor part – a minor part! She wasn’t even going to be singing a full solo. She could sense herself going red. Then she was aware of the tears gathering at her eyes. She ran into the toilet and slammed the door. She’d be given out to for that, but it couldn’t be helped …

Anna’s Story – questions for discussion:
- What happened in the story?
- Why would Anna have liked to be selected for the main part?
- How did Anna view the selection of parts?
- What was Anna’s reaction to the announcement of the teams?
- What feelings did Anna have?
- What could Anna do to cope with her disappointment?
Everybody on Gary’s road knew James Keane. He was a few years older than Gary, but Gary knew him in school. James Keane was really good at football. Some people from a soccer club had even been to see James play. People on the road reckoned that someday he would play for a famous soccer club. Gary’s Dad also said that James would be famous some day and that people would pay money to watch him play. Gary often heard his Dad talk to other Dads on the road about James and how good he was.

Gary would have loved to have heard his Dad say that about him. He would have loved to hear people on the road talk about him. Gary reckoned that he could play football too. He played a bit on the road and he was alright. He decided to practise a lot more. Every evening he would practise keeping the ball off the ground. He tried to use his left foot, which was his weak foot, to shoot and pass the ball. He watched soccer on television and looked at what the players were doing. He tried to copy their skills.

One evening Gary was on the road. There was a game on and he got picked to play. James Keane was on the other team. Gary tried his best to tackle him and to score against his team, but James was too good. Every time Gary had the ball, James just took it off him. Gary eventually stopped trying. James’ team won the game easily. Gary felt very disappointed. He knew that he could never be as good as James Keane. At the end of the match, when the referee blew the whistle, Gary had the ball. He kicked it as hard as he could. He didn’t even look where he was kicking it …

Gary’s Story – questions for discussion:
- What happened in the story?
- Why would Gary like to have been as good as James Keane?
- What feelings did Gary have in the story?
- Where did Gary’s pressure to succeed come from?
- Was all of his extra training worth it?
- Why/why not?
- What could Gary do to cope with his disappointment?
LESSON 5
WHAT HAPPENS WHEN I FEEL ...?

CORE CONCEPT
Feelings give us information about ourselves. When we listen to them we have more information on which to base a choice.

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

Content Objective
Understand how feelings help in understanding themselves.

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

Strand Units: Oral
- Reading

RESOURCES
Worksheet: Exploring Choices (optional)

PROCEDURE AT A GLANCE
- Opening Activity
- Story/Worksheet
- Discussion
- Conclusion
Opening Activity: ‘Snap’ Decisions

The following activity involves choosing quickly between two competing ‘attractive’ alternatives that the majority of the children would have experienced or be familiar with.

Ask the children to stand in the middle of the room. Explain to them that you are going to call out two choices and they are to go to the side of the room you indicate for each of their preferences. Add choices that are relevant to the children in your class or ask the children for ideas. Explain that the important thing is to not think about the choice – just go!

Call out chocolate cake or fruit cake, pointing to one side of the room for chocolate cake and to the other side for fruit cake. Do the same for the following pairs:

- Pasta or pizza
- Pink or blue
- Green or red
- Mountain or valley
- Lake or river
- Read a book or listen to music
- Watch television or go for a walk
- Watch movie or play video game

Ask the children the following questions:
- Was making the choice easy or hard?
- What made it so?

Explain to the children: Most choices we make are unconscious, i.e. we do things without thinking about them. Otherwise, we would spend a considerable amount of our day thinking about what we would do. This is also true in our reactions to situations. Most people tend to react automatically. If someone says something about us, we feel good or bad, and we become happy, calm, hurt, disappointed, upset, angry etc. However, we can choose how we feel. There is a very short amount of time between hearing or seeing something and choosing how we react, inside and outside.

Story/Worksheet

The Worksheet: Exploring Choices could be given to the children or you could read the scenario on it and the list of what ifs … that follow, asking what Zoltan’s reply or action might have been.

Discussion

Use some of the following questions to lead a discussion:
- What replies might he have given to his Mother’s request?
- What might he have done?
- Are his responses appropriate or inappropriate? How come?
- What might Zoltan have been thinking in each of these possibilities?
- What might he have been feeling?
- Did his responses depend on his thoughts and feelings?
- What makes you say that?
- Was it alright for his mother to ask him to go to the shops? Why/why not?
- Who is responsible for Zoltan’s responses? Why/why not?
- What could Zoltan have done to respond appropriately in each case?
- What things did Zoltan need to take into consideration before responding to his mother?

Explain to the children that, usually, Zoltan’s response or reaction would depend on how he was, how he was feeling, what had happened beforehand and how he has or has not dealt with it, etc. Explain further that we (parents,
teachers, other adults and children) often make snap decisions or reactions based on how we are feeling at the time or the mood we are in at the time. These feelings or moods may be influenced by events or things that happen outside of us. Ask the children if they know of anything that might affect how people react in a situation. These could be written on the board or IWB. The following suggestions could be added to the children’s if they haven’t already been mentioned:

• how we are physically and mentally
• how we see the situation
• what time of the day it is
• the weather (too hot, too cold, too wet etc.)
• the feelings we already have from some previous situation etc.

We can react in different ways at different times to different things — and we can also react to the same things differently! The important thing is to be aware of what is happening inside, to listen to our feelings as ‘information’. Note in particular the accumulation of things that sometimes occurs during a day or a week and seems to lead to a ‘spill over’ or ‘tipping point’. Ask them what they think they could do to make sure that these things didn’t influence the way we respond to situations (e.g. taking deep breaths to relax, talking to someone else, distracting themselves by doing something enjoyable such as playing a game, smiling etc.). Explain to them that the more they tune in to what is going on inside them, the better they will be able to manage their feelings and moods, and also that they always have choices in the moment to:

• pause
• listen to and recognise their feelings
• acknowledge their feelings
• notice what they are thinking
• take responsibility for their thoughts and feelings
• make a decision about how to reply or react in the situation in which they find themselves.

Conclusion

Ask the children what they have learned from the lesson.

Extension

Ask the children to write their own poems about feelings. The following is an example:

Emotions

I am a volcano, ready to erupt,
I am a three year old child at a Shakespeare play,
I am a caged bird, kept away from the world,
I am a squirrel in a field of nuts,
I am a child, at his first day at school,
I am a dog, trying to learn algebra,
I am all these emotions bundled in one,
but most importantly
I am a person trying to finish this poem
Before the teacher kills me.

Rory Gleeson
From ‘Voices and Poetry of Ireland’ published by HarperCollins, November 2003 in aid of Focus Ireland
Read the following situation.

After each ‘What if…’ write how you think Zoltan might have replied or what you think he might have done.

Zoltan is eleven. He attends a primary school in the town. He lives in a house on an estate on the outskirts of the town with his mam and dad and his two younger sisters. He gets along alright with his sisters – they don’t bother him, he doesn’t bother them.

When he is not at school, or at home watching television or playing on his gaming console, he is most likely to be found out on the green playing football with his friends, whatever the weather.

One day he arrives home from school. His mother asks him to go to the shops for a carton of milk...

What reply might Zoltan have given to his mother or what might he have done, if supposing that day ...

- The teacher gave out to him for handing in very badly done homework and he has to re-do it that night
- It was raining and he has gotten soaked on his way home
- He has a discipline note from the teacher about him for his parents
- He got into a fight on the way home
- He was playing a match and his team won (or lost)
- He has been feeling particularly sad these days since his Granny died
- The teacher told him he was great in class today
- Other children jeered him on yard
- He was supposed to meet his friends after he left his school bag off
- A girl in his class that he likes invited him to her birthday party
LESSON 6
NEEDS AND WANTS

CORE CONCEPT
The ability to differentiate between needs and wants is necessary in order to be able to delay gratification.

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

Content Objective
Differentiate between needs and wants and recognise and explore the concept of delayed gratification.

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

Content Objective
Reflect on their experiences and the reasons for taking different courses of action.

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

TEACHER’S NOTE
Definitions: The children could be asked to look up these words in the dictionary or the internet themselves.

A need is something that a person has to have to live. It is something that is necessary for survival and for health (physical and mental); something one can’t do without, e.g. food, air, shelter, exercise, love, self-esteem.

A want is something a person would like to have. It is not absolutely necessary, but it would or might be a good thing to have, e.g. sweets, electronic goods, art, music.

Delayed gratification is the ability to let go of an immediate pleasure or reward in order to obtain a more substantial one later. It is the passing up of short-term gains for long-term rewards. With this skill one waits now, in order to get something that one wants later.

RESOURCES
- Copies/ Pencils
- Worksheet: Needs and Wants

PROCEDURE AT A GLANCE
- Sentence Completion
- Discussion
- Worksheet
- Discussion
- Conclusion
Sentence Completion

Ask the children to write down the words I need … in their copies and to write (up to) five things to complete that sentence. Then ask them to write down the words I want … and to write (up to) five things to finish that sentence.

Discussion

Use some of the following questions to stimulate discussion about needs and wants:
- Are your two lists the same or different? How?
- What is the difference between a need and a want?
- When we need something – what do we do about it?
- What would happen if we didn’t have this?
- When we want something what do we do?
- Do we have choices?
- Now that we have talked about the meaning of the two words, would you change the items on either or both of your lists?
- What have you learned from this?

Write up the list of needs and wants on a large sheet of paper for future reference.

Worksheet

Distribute the Worksheet: Needs and Wants. Explain to the children how to complete it by asking them for their opinion on the first item: Is it a need or a want? Then allow the children to finish the worksheet themselves.

Discussion

Use some of the following questions to stimulate discussion:
- Which do you think are wants? Needs?
- What makes you say that?
- Are these needs or wants? What makes you say that?
- Looking at the wants in particular, supposing you couldn’t satisfy them for a year (month/week), how would you feel?
- How long would you be willing to put off satisfying these wants?
- Is it okay for parents, teachers, and others to decide whether or when a child’s want is satisfied?
- Why/why not?
- If that is adult control, what is self-control?

Ask children for examples of activities that require patience and self-control in school. The following examples could be provided if needed:
- Planting bulbs
- Save money for school tour
- Making papièr machè or art work with a number of steps
- Baking
- Class reading a book.

Ask children for examples of activities that require patience and self-control at home. The following examples could be provided if needed:
- Finishing homework without taking a break
- Being completely quiet while Mum or Dad are on the phone
• Brushing teeth before going to bed
• Clearing dinner dishes before playing on the computer or watching TV
• Finishing dinner before eating dessert
• Eating breakfast before you head out to school
• Not buying runners until they are on sale or you really need a new pair

Ask the children:
- *What are the benefits of self-control at home?*
- *In school?*

**Conclusion**

Ask the children what they have learned from the lesson.

**Extension**

This lesson provides a basis for looking at the needs, wants and lifestyles of children in different countries. Through this they could begin to see some universal needs and see how some wants are influenced by our culture (e.g., TV and films, advertising, peers).

Organisations like Amnesty, Trócaire and Concern have materials specifically designed for primary schools for this purpose.
Needs and Wants

All of these sentences begin with ‘I need …’ however some of them are really ‘I want …’ sentences. Put a ‘N’ for need and a ‘W’ for want after each sentence.

1. This bag’s got a hole in it, I need a new one. [N]
2. I need to eat something, I’m hungry. [N]
3. I have nothing to read, I need a book. [N]
4. I’m really sad – I need a hug. [N]
5. I’m bursting, I need to go to the toilet. [N]
6. After all that hard work I need a rest. [N]
7. I’m sick, I need medicine. [N]
8. I need a new pair of runners – I got these last year. [N]
9. I’m lonely, I need someone to talk to. [N]
10. I need to watch the last programme in the series on TV tonight. [N]
11. I’m bored, I need something to do. [N]
12. I’m angry, I need you to listen to me. [N]
13. I need a phone, I can’t play games on this one. [N]
14. I need to bring in the money for the school tour. [N]
15. I need to study for my exams. [N]
16. I’m upset, I need to be on my own. [N]

Now make up sentences of your own starting with ‘I need …’ Write about something you really need.

‘I need ________________________________
because ________________________________’
LESSON 7
BEING POSITIVE ABOUT MYSELF

CORE CONCEPT
Replacing negative thoughts about oneself with positive thoughts is one useful way of feeling more positive.

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

Content Objective
Identify and learn about healthy ways to help them feel positive about themselves.

- Strand: Myself
- Strand Unit: Making decisions

Content Objective
Explore and learn to examine critically the factors and levels of thought that influence decisions and choices.

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

RESOURCES
Worksheet: What I Learned about Feelings

PROCEDURE AT A GLANCE
- Introductory Activity
- Discussion
- Conclusion/Review

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

Ask children to suggest a list of positive statements or compliments that 10-11 year old girls and boys might like to hear about themselves. Make a list on the board or IWB. Ask the children to write down the list in their copies and identify two or three compliments they could give to a friend(s) and two or three they would like to receive themselves.

**Discussion**

Ask the children to reflect on what happens to them, inside, when something stressful or difficult has to be done, or something does not go the way they wanted it to go. Ask what happens in their thoughts in particular, sometimes before they do anything at all. Explain to them that in most people there is a part of themselves that finds fault with how they are or the way they have done something. This part usually takes the form of a critical ‘voice’. Ask the children if they have ever heard this critical voice.

- **When might you hear it?**
- **How does it make you feel?**
- **What might it stop you doing?**
  (Example: not speaking or performing in front of the class.)

Go through the list of compliments compiled earlier, checking any of them that they are not clear about. Ask the children to pick the one that appeals to them most (or they could use one they think of themselves). Explain to them that the next time they feel bad after doing something, or before they do something, they can bring this sentence or phrase to mind, and repeat it often. It is like replacing something they do not want to listen to with something they do. Have them share their choice with another child. Ideally, they should write this down somewhere (like their SPHE copy) to reinforce the use of the sentence or phrase.

**Conclusion/Review**

Ask the children what they have learned from the lesson. Their learning from the unit can be recorded using Worksheet: What I Learned about Feelings. This may give pointers to further work on this topic.

**Extension**

**Collage**

Decorate the list of compliments compiled. Put them in a prominent position in the classroom.

**Promote the Positive**

Keep a class scrapbook to list the things the class has done together and how they have worked to build positive relationships within the school community. As well as pages for individual, group and whole class achievements and successes, include ways that individuals have excelled in all areas and have helped other individuals and groups in school.
What I Learned about Feelings

Topic: ______________________    Date: ___________________

Complete at least three of the following sentences.

I learned …

I felt …

I realised …

I liked …

I didn’t like …

I took part …

On a scale of 1 to 10, where 1 is not so good and 10 is great, how would you rate your ability to recognise and manage your feelings: ________

Something I’m still wondering about or a question I still have is …

Name:  ________________________________
UNIT 4
SAFETY AND PROTECTION
UNIT FOUR
SAFETY AND PROTECTION

STRAND MYSELF
Strand Unit Safety and Protection
Personal safety
Safety issues

INTRODUCTION TO THE UNIT
Supporting children to keep safe is a joint concern of teachers and parents or guardians. Teachers have an important role in facilitating the development of health-promoting information and skills in school with their pupils. It is important to focus children’s attention on the need to keep themselves safe.

The lessons in this unit aim to help children become more aware of their own safety. The need for rules in many contexts and their role in safety will be explored. The importance of medicines in sustaining good health will be highlighted, as well as the need to adhere to guidelines and safe practices around medicines. Children learn that medicines are drugs that can have both positive and negative effects, depending on how they are used. In a number of lessons, children will get opportunities to discuss situations that present possible personal safety concerns and following discussion devise ways of assessing and safely managing such situations. In other lessons, children will look at strategies for keeping safe in public places, on the roads, with water, electricity and dangerous or poisonous substances.

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

LESSONS IN THIS UNIT
Lesson 1
Medicines

Lesson 2
Managing Risky Situations

Lesson 3
Safety with Substances

Lesson 4
Keeping Safe

Lesson 5
Preventing Accidents
CORE CONCEPT
It is important that children have an understanding of both the benefits and risks of medicines.

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

Content Objective
Explore and examine the use of medicines.

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

Arts Education - Visual Arts
- Strand: Drawing
- Strand Unit: Making drawings
  Looking and responding

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

TEACHER’S NOTE
Prior to this lesson ask pupils to gather pictures of medicines and bring them into class. You could also gather pictures of medicines.

If possible, arrange a visit from a local pharmacist around the time of this lesson, to answer any questions and give age appropriate information and advice to pupils about the appropriate use of medicines.

RESOURCES
- Pictures of medicines
- Flipchart pages, Blutak, A4 sheets, A3 sheets, glue
- Pupil Information Sheet
- Worksheet: Reflections on Lessons

PROCEDURE AT A GLANCE
- Cooperative Game
- Group Work 1
- Group Work 2
- Optional Interview
- Conclusion
Cooperative Game

Prepare four/five flip chart pages that have all the letters of the alphabet (or a number of them) on each page. Divide the pupils into four groups. Each group has to complete the exercise by putting the name of a medicine (P could be paracetamol) or medicine-related item (C could be chemist) or medicine-related phrase (S could be spoonful of sugar helps the medicine go down) beside each letter. The word or phrase must begin with the same letter it is written beside. Each word or phrase can only be used once. Give out pages and markers and allow groups to complete the work.

Display each group’s completed page around the classroom where they can be seen by all. Ask a volunteer from each group to read out their group’s words or phrases.

Then invite pupils to point out similarities and differences in each groups’ completed page. Discuss the similarities and differences:
- Is there a medicine, item or phrase you hadn’t heard before?
- Which of these are prescribed or over the counter?
- Did anything surprise you?
- Have you thought of any more since?
- Are there any questions you would to ask?

Ask each group how they found the activity and if there were any questions and or disagreements that arose in the course of the activity. If appropriate, you could provide age-appropriate information for some of the medicines or items.

Group Work 1

Invite the pupils to put all the pictures of medicine they have gathered in a designated spot on the floor and give the children an opportunity to walk around and view them. Ask them if they have any questions or wish to make any comments about the pictures of medicines.

Divide the children into groups and ask them to discuss the following questions which could be displayed on the board or IWB:
- Who uses medicines?
- Why do we use medicines?
- What effects do medicines have?
- Where do we get medicines?
- Where do medicines come from?
- Can you name different types of medicines?
- What are the most common medicines used?
- Does everyone use medicines?
- Where are medicines kept?
- Are all medicines good?
- Can medicines cause harm?
- How can we ensure we use medicines for our benefit?

Invite each group to report their discussion to the class. Compare any contrasting information. Invite pupils to ask any questions they may have about what was discussed.
Ask them: *What do you think would be good guidelines for the safe use of medicine?* Record their answers and supplement as needed with the following medicine guidelines which could be written on the board or IWB and discussed:

- Always read the label carefully
- Only take the amount recommended or prescribed (too little will not help, too much may harm)
- Do not share your prescribed medicine
- Do not take someone else’s prescribed medicine
- Only use the medicine for the purpose for which it was intended
- Do not take any medicines or substances that look like medicines when you do not know what they are for or where they came from
- If in doubt, ask a pharmacist or doctor what is the right medicine for you.

**Group Work 2**

**Designing a Poster: Safe Use of Medicines**

Invite each group to design a poster to highlight how to use medicines safely. They are to choose the five guidelines they feel are the most important. Each group gets an A3 sheet of paper or light card and writes their five guidelines on the poster. They then select images from the computer or agree images they wish to draw which would be helpful to illustrate the guidelines chosen. The posters made in class can be further refined in Art class or can be redesigned on the computer. They can then be displayed in the class, or in communal display areas of the school.

Pupils could also design A4 posters for their own homes using the same guidelines, and discuss them with their parents or guardians as a homework activity. Copies of the A4 posters could be kept in pupils’ SPHE folders or copies.

**Optional Interview**

In advance of the visit of the local pharmacist, questions that they would like to ask the pharmacist could be suggested by children. Questions can then be agreed and written up.

Children could volunteer to ask the questions and a number of children might ask one or two questions each. The interview could be recorded and it could also feature in a class or school newsletter.

The pharmacist could answer the children’s questions and also give any further information they feel is appropriate for 5th Class. The pharmacist could also look at the posters the children have designed, commend the appropriate guidelines and, if needed, suggest further guidelines.

**Conclusion**

Ask the children what they have learned from the lesson about medicines, their use and proper use, the risks involved, and safety guidelines. Pupils could write up their learning in their SPHE copy. Alternatively pupils could complete the relevant section of *Worksheet: Reflections on Lessons* and keep it in their SPHE folder or copy for use in later lessons.
Reflections on Lessons on Safety and Protection

My name is ________________________________

On this page I will keep track of the important things I learned in the lessons on safety and protection.

<table>
<thead>
<tr>
<th>Name of lesson</th>
<th>What I learned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong> Medicines</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 2</strong> Managing Risky Situations</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 3</strong> Safety with Substances</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 4</strong> Keeping Safe</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 5</strong> Preventing Accidents</td>
<td></td>
</tr>
</tbody>
</table>
CORE CONCEPT
Children need to develop skills to evaluate risky situations and devise a variety of strategies to cope in those circumstances.

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

Content Objectives
Identify situations and places that may threaten personal safety.

Discuss a variety of risky situations and behaviour and assess and evaluate how these risks may be avoided or minimised and the implications of taking risks.

Safety issues
Develop an awareness of health and safety in the school, home and workplace.

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

INTEGRATION

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

Strand Units: Oral
Reading
Writing

RESOURCES
• Worksheet: Risky Situations
• Worksheet: Reflections on Lessons (from Lesson 1)

PROCEDURE AT A GLANCE
• Thoughtshower
• Group Work 1 and Discussion
• Group Work 2
• Conclusion
Thoughtshower

Write the word Risk on the board. Invite the children to think of words that are associated with the word risk. If the words are all negative, ask:

- Is there a positive aspect to risk?
- When might it be good to risk?
- When might it not be good to take a risk?

Explain that today the discussion is about situations where risk could be harmful or dangerous.

Group Work 1 and Discussion

Divide the children into groups. Give them the following questions (on board or IWB) to prompt a discussion on risky behaviour and situations:

- Describe risky situations that young people of your age could be faced with/get involved in. How might young people think and feel in risky situations?
- If something is risky or dangerous how might a young person decide whether or not to do it?

Ask each group to agree a facilitator, recorder and a reporter. Allow time for them to discuss the questions. Take feedback from each group, noting similarities and differences in group reports. If children do not use the term risk assessment you can introduce it. Explain:

It means we assess the amount of risk involved in a behaviour or situation by thinking about the possible consequences of engaging in that behaviour or situation in terms of potential harm to ourselves or others.

Tell the children that ‘risk assessments’ are carried out in many workplaces to keep people safe.

- Can you think of any workplaces where this might be important?
- What about a school?
- What about the playground?
- Youth /Community Centre?

Explain that one way of doing a risk assessment is to give the potential outcomes a number on a scale of one to ten, where one is a very low risk of anything harmful happening and ten is very high or an almost certain risk of something harmful happening.

Group Work 2

Assign each group a number of the situations from the Risky Situations? The group must assess the risk in the situations in terms of the potential consequences for the young person involved. They must agree the best decision for the young person in each situation and the strategies needed to do the best thing.

Take feedback from the groups, noting the similarities and differences between groups.
Conclusion
Ask the children to write down the five most important things they have learned about risky situations in this lesson. They could then write up their learning in their SPHE copy. They can share their learning with a partner. Alternatively ask the children to fill in the Worksheet: Reflections on Lessons.

Extension
Comic Strip
The groups could be asked to make up a comic strip about one or a number of the risky situations they discussed. Ask them to draw a sequence of pictures in boxes, depicting the situation, the possible actions, and the action taken in the end. They number the first box only with a 1 to indicate the start of the comic strip. The pictures are cut into their separate boxes. The groups then take turns to put each other’s pictures into a sequence.
You are at home on your own and you have been asked to stay in. The doorbell rings. You are not expecting anyone.

You are walking home alone one evening. You are tired. A car stops and the driver asks for directions. They invite you to travel in the car as far as your home.

Some friends are making plans to stay away from school without permission. You know what they are doing and that they will expect you to join them.

Your friends are playing in an old building. They are playing ‘dares’ using an old staircase, to see who can climb the highest. The staircase is very rickety and parts of it are broken.

You are playing in fields at the back of your house/housing estate with friends. There is lots of space and it is great fun running, hiding and chasing from field to field. You notice electricity pylons and overhead wires in one particular field.

Your older brother or sister and their friends offer you a cigarette. They tease you about being a baby and being afraid to smoke.

Friends are playing near a railway line/crossing. Someone suggests a game where you see how long it takes to cross and get back while there is no train coming.

A group of your friends decide to go swimming in a nearby river. You know this river is deep and the currents are very strong. Everyone else is looking forward to going.

An older neighbour who lives alone asks you to do messages for him and when you bring them, he insists you stay and sit beside him looking at television. You are not comfortable with this situation. Your parents say you should always help older people.

You are visiting a farm and there is a tractor which is unattended. You would like to see what it is like just to sit in a tractor as you never had the chance before. The keys are in it.
CORE CONCEPT

Children need to identify and have safety strategies for dealing with dangerous and unknown substances.

SPHE CURRICULUM

Strand: Myself
Strand Unit: Safety and protection

Content Objective

Identify the substances in the home and school or on the farm that may be dangerous if not used properly and ensure that they have learned a safety strategy for dealing with unknown and dangerous substances.

INTEGRATION

English

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

Strand Units: Oral
Reading
Writing

SESE - Science

Strand: Materials

Strand Unit: Properties and characteristics of materials

TEACHER’S NOTE

Some of the words used in this lesson may be unfamiliar to the children and may need to be explained (e.g. irritant, corrosive, toxic).

You can collect and bring in pictures or empty containers of the following substances with warning signs on them: glue, paint, bleach, corrector fluid, nail polish, petrol, and an aerosol. See also https://www.osha.gov/Publications/HazComm_QuickCard_Pictogram.html for international symbols for warning signs.

A useful contact for information, leaflets and posters is the National Poisons Information Centre: http://www.poisons.ie

RESOURCES

• Sheets: Substances and Safety First Scenarios, cut up – enough for up to eight groups
• Access to internet
• Large pieces of paper
• Magazines
• Pictures or empty containers of dangerous substances with warning signs
• Worksheet: Reflections on Lessons (from Lesson 1)

PROCEDURE AT A GLANCE

• Discussion
• Group Work 1
• Group Work 2
• Group Work 3
• Conclusion
**Group Work 1**

Divide the children into groups. Distribute the **Sheet: Substances** to each group. Ask them to cut and then group the cards using two criteria: substances that are harmful, and substances that are safe. Ask children to discuss reasons for their choices. Take feedback from the groups and compare their results.

Next, ask the groups to name other products they know of that they consider to be dangerous. Take feedback from groups.

Ask the children what the words hazardous or poisonous mean. Ask them to check the definitions in their dictionaries. Display the collection of products or pictures of products containing warning symbols. Point out the warning symbols on the products. Introduce the official hazard symbols for substances and explain them.

**Group Work 2**

Divide the children into eight groups. Distribute one of the **Cards: Safety First** to each group. Ask each group to read their card carefully and to complete the task described. Ask them to:

- Read and discuss a short scenario
- Write the possible dangers relating to the scenario
- List ways to prevent harm.

Give the children sufficient time to complete the work and then ask the groups with the same scenario to sit together and discuss what they decided about the possible dangers and ways to prevent harm. Take feedback on each scenario, comparing the responses from the two groups with the same scenario.

**Group Work 3**

Divide the children into five groups for this activity. Distribute a large piece of paper to each group Assign a room in a house to each group e.g. kitchen, bedroom, bathroom, utility room and garage. Ask each group to draw pictures of products found in that part of the home and to name them.

Next, ask them to decide the category each product might fit into:
- not harmful
- might be harmful
- harmful
- don't know.

(These categories could be written on the board or IWB). Invite the groups to report their findings back to the whole class.

Give any clarification needed and answer any questions arising.

**Conclusion**

Ask the children what they have learned about keeping safe around substances from the activities they have experienced or ask the children to fill in relevant section of the **Worksheet: Reflections on Lessons**.

**Extension**

Children can complete the **Investigation Sheet** at home with the help of parents or guardians and bring their findings into class, where they can be shared and displayed.
<table>
<thead>
<tr>
<th>Coffee</th>
<th>Corrector Fluid</th>
<th>Washing Powder/Liquid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nail Polish /Remover</td>
<td>Chocolate</td>
<td>Cough Mixture</td>
</tr>
<tr>
<td>Orange Juice</td>
<td>Paint</td>
<td>Matches/Lighters</td>
</tr>
<tr>
<td>Bleach</td>
<td>Glue</td>
<td>Water</td>
</tr>
<tr>
<td>Oven Cleaner</td>
<td>Tea</td>
<td>Markers</td>
</tr>
<tr>
<td>Petrol</td>
<td>Wine</td>
<td>Milk</td>
</tr>
<tr>
<td>Coffee</td>
<td>Gas</td>
<td>Air Freshener</td>
</tr>
<tr>
<td>Floor Polish</td>
<td>Anti-Freeze</td>
<td>Drain Cleaner</td>
</tr>
<tr>
<td>Scenario 1</td>
<td>Scenario 2</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Discuss:</strong></td>
<td><strong>Discuss:</strong></td>
<td></td>
</tr>
<tr>
<td>Kyra is making a pencil holder.</td>
<td>Martin is spray painting a</td>
<td></td>
</tr>
<tr>
<td>She uses instant-stick, strong</td>
<td>model car. It is a hot day. He</td>
<td></td>
</tr>
<tr>
<td>glue. She asks her little</td>
<td>is in the garage.</td>
<td></td>
</tr>
<tr>
<td>brother to help her.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What are the possible dangers?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>List the ways to prevent harm.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scenario 3</th>
<th>Scenario 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discuss:</strong></td>
<td><strong>Discuss:</strong></td>
</tr>
<tr>
<td>Mam/Dad is cleaning the oven</td>
<td>Helen is in the garage and</td>
</tr>
<tr>
<td>with spray oven cleaner. They</td>
<td>she sees a container with</td>
</tr>
<tr>
<td>are in a rush and are not</td>
<td>petrol in it near the central</td>
</tr>
<tr>
<td>wearing rubber gloves. It is</td>
<td>heating burner which is on.</td>
</tr>
<tr>
<td>a cold day and all the windows</td>
<td>What are the possible dangers?</td>
</tr>
<tr>
<td>and doors are closed.</td>
<td>List the ways to prevent harm.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What are the possible dangers?  List the ways to prevent harm.
Investigation Sheet

Select three or four from the following and do some research with a parent or guardian....

**Nail Polish**
Research the possible harmful effects of using nail polish.
List ways to prevent possible harm.
Are there nail polishes that have no possible harmful effects?

**Corrector Fluids**
Research the possible harmful effects of using corrector fluids/sticks.
List ways to prevent possible harm.
Are there corrector fluids/sticks that have no possible harmful effects?

**Aerosols**
Research the possible harmful effects of using aerosols.
List ways to prevent harm.
Are there aerosols that have no possible harmful effects?

**Glue**
Research any possible dangers associated with the use of glue.
List ways to prevent harm.
Find out if there are any glues without potentially harmful effects.

**Paint**
Research any possible dangers associated with the use of paint.
List ways to prevent harm.
Are there paints without possible harmful effects?

**Oven cleaner**
Research any potential harmful effects associated with the use of oven cleaner.
List ways to prevent harm.
Are there oven cleaners that have no possible harmful effects.

**Petrol**
Research the possible harmful effects of using petrol.
List ways to prevent harm.
Is there a type of petrol that has no possible harmful effects ?

**Detergents**
Research the possible harmful effects of using detergents
List ways to prevent harm.
Are there detergents that have no possible harmful effects ?

**Lighters/Lighters Fuels**
Research the possible harmful effects of using lighters/lighter fuels
List ways to prevent harm.
Are there lighters/lighter fuels that have no possible harmful effects?
Investigation Sheet

Research results:

Substance: __________________________________________

(\text{Glue, Paint, Petrol etc.})

____________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________________________________

Substance: __________________________

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Substance: __________________________

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Substance: __________________________

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____________________________________________________________________________________________________________________________________________

Substance: __________________________
LESSON 4
KEEPING SAFE

CORE CONCEPT
Developing children’s awareness of safety in a variety of situations helps them to be proactive about their own safety.

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

Content Objectives
Realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe has to be developed and adhered to by each individual.

Discuss and appreciate the role each individual has in keeping others safe and identify occasions when their actions can threaten the safety of others.

Safety issues
Recognise places where it is safer to play and how to behave in a responsible manner when playing.

Know how to keep safe when travelling and to understand how individuals can keep others safe.

INTEGRATION

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

TEACHER’S NOTE
Sample statements may need to be changed to accommodate the particular experiences or situations of children in the class.

RESOURCES
• Statements
• Signs (Safe, Unsure, Risky, and Dangerous)
• Scenarios
• Worksheet: Reflections on Lessons (from Lesson 1)

PROCEDURE AT A GLANCE
• Walking Debate and Discussion
• Group Work
• Conclusion
Walking Debate and Discussion

Ask the children if they have heard of or taken part in Walking Debates previously. If they have, they can explain how they work – if not you can explain the process involved. Mark out a line across the classroom. Place the signs: **Safe, Unsure, Risky, Dangerous** along the line to form a continuum. Explain to the children that you are going to call out a number of statements and they are to walk to a spot along the line according to their judgement of the behaviour described in the statement. Encourage them to make their own minds up about the behaviour rather than going along with how the majority seem to see it.

Select from the following statements or substitute other apt ones:

- Pretend-fight with friends while going along a narrow footpath
- Walk or skate on an iced over pond/canal/river
- Walk around a building site after the workers have left
- Walk around a building site while work is going on
- Use sun screen on a warm but dull day in the summer
- Climb a tree while on your own.
- Jump off a wall
- Always use the pedestrian crossing
- Go out on your bike without wearing a safety helmet
- Go to a playground after the park has been closed
- Refuse lifts from people you don’t know
- Use fireworks
- Go skateboarding or roller-skating with protective gear
- Take a pill from a friend for a bad headache
- Stay out in a thunderstorm
- Drink alcohol before you’re eighteen
- Cross a busy road near the pedestrian crossing
- Go off on your own for a little while without telling anyone
- Have candles burning in your house
- Swim in the local swimming pool
- Cycle around your estate/apartment block/local area
- Give your email address to someone.

After the children have chosen a place to stand, ask them: *Why did you pick that place to stand?* Encourage those from a variety of positions to explain their choice. Ask if any child would like to try to persuade others to move to their place. If anyone moves, ask them what was it that caused them to change their viewpoint. Ask children about being influenced by others:

- *Is it easy to be influenced, or to stay with your own decision?*

- *What about if your friend was about to do something you considered dangerous – would you try to stop them?*

- *How might you do that?*
Group Work

Divide the class into groups of six. Each group is to choose a facilitator and a recorder. Give each group one particular situation from the following:

- Travelling by bus or train
- Being in a playground
- Being in town
- Beside a lake, river or the sea
- At the scene of a road accident.

Ask each group to discuss the possible dangers in each situation, and their responsibility towards themselves and others in the situation. Then ask them to discuss and write four or more safety strategies for keeping safe in their particular situation. Ask each group to present the situation, the possible dangers, their responsibilities and the safety strategies to the whole class. Encourage the rest of the class to add further dangers, responsibilities and strategies if appropriate.

Conclusion

Ask the children to discuss:

- What they have learned about keeping safe from the lesson
- How easy or difficult it is to decide whether a situation is safe or not
- The influence of friends in decisions about safe and unsafe situations
- The strategies they have found helpful in the past and any new strategies they would like to try.

Following discussion, the children can write three or four sentences in their SPHE copy about what they have learned about safety issues in this lesson. Alternatively, ask the children to fill in the relevant section of the Worksheet: Reflections on Lessons.

Extension

In groups, the children can make a poster using visuals to depict some of the situations discussed in the lesson and write their safety strategies on the poster. Place the posters around the class or the school to support and encourage discussion about safety issues.
LESSON 5
PREVENTING ACCIDENTS

CORE CONCEPT
Discussing accidents and how they are caused raises children’s awareness about what to do to prevent accidents and what to do in the event of one.

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

Content Objectives
Realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe has to be developed and adhered to by each individual.

Safety issues
Develop responsible attitudes towards the prevention of accidents and know what to do in the event of an accident.

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

Strand Units: Oral
Reading
Writing

RESOURCES
• Sheet: Accidents/Incidents Situations
• Worksheet: Reflections on Lessons (from Lesson 1)
• Worksheet: Reflections on Safety and Protection

PROCEDURE AT A GLANCE
• Discussion
• Group Work
• Discussion
• Conclusion
Discussion
Ask: What did we learn about safe strategies around risks in the last lesson? Continue with the following questions:
- Where do accidents happen?
- When do accidents happen?
- How do accidents happen?
- Who causes accidents?
- Can accidents be prevented?
- Who can prevent accidents? How?
- Can children help to prevent accidents? How?
- Who is responsible for your safety?

Group Work
Divide the children into groups and assigns each group two or three situations from the Sheet: Accidents/Incidents Situations or from the situations discussed previously. Ask them to discuss, agree and write up three strategies for prevention of accidents, and three things to do if an accident or incident did happen in relation to the situation.

Ask each group to share their strategies and what to do in case of an accident. Encourage them to ask questions of each other for clarification and to make suggestions about any improvements about the prevention strategies. Discuss safety rules.

Conclusion
Ask the children what they have learned about the prevention of accidents from the lesson. This can be recorded on the Worksheet: Reflections on Lessons. To review the learning in the unit, the children can fill in the Worksheet: Reflections on Safety and Protection, using the previous worksheet as a reference.

Extension
Arrangements could be made to invite visitors with a safety or prevention role in the community to come to the class and review the children’s rules and actions in case of accidents (e.g. Garda, fireman, swimming instructor, or health and safety officer). The visitor can commend or further advise the children about best practice in the event of an accident and also on how to prevent accidents. The visitors could be interviewed by the children about their role in safety and protection. Interview questions could be developed in advance of the visit. Interviews could be filmed. Reports of the interview could be included in a class or school newsletter.
Sheet: Accidents/Incident Situations

Cut up the following cards and give each group 3 situations. They are to:
Write three strategies for preventing accidents in the situations
Write three things to do if an accident or incident happens in relation to the situation

AROUND STRANGERS  
FIREWORKS
FIRE CYCLING
IN THE SUN FIGHTING
Date: ______________________________

Complete at least three of the following sentences using words, phrases, sentences, images or drawings.

I learned ...

I felt ...

I realised ...

I liked ...

I didn’t like ...

I took part ...

On a scale of 1 to 10, where 1 is not so good and 10 is great, how would you rate your ability to stay safe?

Something I’m still wondering about or a question I still have is....

Name: ______________________________
INTRODUCTION TO THE UNIT

We make decisions every day of our lives. Some are made with little thought because they don’t have significant short or long-term consequences, or we are not aware of the consequences. Becoming a good decision-maker in relation to significant decisions requires particular skills which are explored in these lessons. A key skill is identifying the short and long-term outcomes of our decisions. Discerning influences, and the weight we attribute to different influences, also affects our ability to make good decisions. As children grow in responsibility, they will be making decisions and choices that may affect not only themselves but others. They need to develop skills of discernment in relation to facts and opinions, and to learn effective strategies for making decisions that can be used in a variety of situations. While it is acknowledged that 5th Class children will operate at different levels of responsibility, they will all be moving towards a more autonomous and responsible position in the home, school and community within which they operate. These lessons raise their awareness about their roles and responsibilities as they move forward in their development.
LESSON 1
MAKING DECISIONS

CORE CONCEPT
Identifying influences on behaviour helps children to understand their actions and make better decisions.

SPHE CURRICULUM
- Strand: Myself
- Strand Unit: Making decisions

Content Objective
Acquire a growing sense of the importance of making informed decisions at many levels and identify some of the decisions they have to make.

INTEGRATION
- English
  - Strands: Competence and confidence in using language
  - Developing cognitive abilities through language
  - Emotional and imaginative development through language
- Strand Unit: Oral

RESOURCES
- Worksheet: Decisions (cut up)
- Soft Ball

PROCEDURE AT A GLANCE
- Game
- Discussion
- Worksheet/Group Work
- Discussion
- Conclusion
**Ball Game**

This requires a soft ball and the children need to be sitting or standing in a circle. Give the ball to one child and ask them to tell of a decision they made very recently. This child then throws the ball to someone else who tells of their decision. Continue until everyone has been included.

Ask the children what decisions they made today. They may need some prompting to help them think of day to day decisions, e.g. getting up when called, eating breakfast, working in school, listening in class. List these on the board or IWB. Point out that decisions have effects both now and in the future, and that our decisions can affect other people as well as ourselves.

**Discussion**

Ask the children to suggest some decisions relevant to 10/11 year olds. List these and explore their short and long-term effects, for example: *What if we did not do homework?* List the immediate (short-term) effects and the effects in the future of such a decision.

Continue with the other decisions listed. Ask the questions:

- *Would anyone else be affected by this decision?*
- *Who?*
- *How might they be affected?*

**Group Work**

Divide the children into groups of three. Give each group two or three situations from the *Worksheet: Decisions*. (Include more appropriate or relevant situations in the blank box if necessary.) Ask the children to discuss:

- the possible effects of the decision, on themselves and on other people
- if the decisions, once made, would be easy or difficult to change.

**Discussion**

Ask the children to report back on their discussion to the class. Use the following questions as a basis for a whole class discussion:

- *Which of the decisions were easy or difficult?*
- *What made them easy or difficult?*
- *What might the effects of these decisions be on themselves?*
- *On others?*
- *Why would someone make the choices they make?*
- *Who or what might influence these decisions?* (e.g. friends, parents, a television ad, the weather, rules, experiences, feelings, needs, values. Choices can be easier or more difficult to make when other people or things influence them.)
- *How do we know that we have made good/bad decisions?*

Remind the children that it’s almost always good to pause, in order to think, before making a decision.

**Conclusion**

Ask the children what is the most important thing they learned about making decisions. Ask the children to draw or write on a card: *A good decision I made was .... because...*

These can be stored in the children’s SPHE folders/copies.
## Decisions

What would happen in the short/long-term if you decide to:

| Make friends with someone who gets into a lot of trouble in school | Pretend to someone at home that you have no homework to do |
| Change your hairstyle, so that your hair is really short | Support a different football team to your best friend |
| Do some physical activity every day | Take money from your parent’s purse |
| Watch TV instead of doing homework | Leave your room in a mess |
| Hand up the €20 note found on the footpath outside a shop | Look for help when worried |
| Save up money each week for a bike | Join in name calling of a child, who is new to the school |
| Eat a bar of chocolate every day | Turn up for training sessions for a team |
| Pretend to be sick and not go to school for a week | Pause to think before reacting angrily when someone called you a name |
| Buy new clothes | |
LESSON 2
DECISIONS HAVE CONSEQUENCES

CORE CONCEPT
Understanding the consequences of decisions helps children make informed and responsible choices.

SPHE CURRICULUM
Strand: Myself
Strand Unit: Making decisions

Content Objective
Recognise that decisions have consequences and that not all people will make the same decisions all the time.

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

Content Objective
Begin to appreciate the importance of maintaining a personal stance, while also respecting the beliefs, values and opinions of others.

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

Strand Unit: Oral

TEACHER’S NOTE
This lesson needs to be introduced in the morning, but most of this lesson needs to take place towards the end of the day, as the children will have been given a sweet in the morning and told that they will get another two later in the day, if they do not eat the one given in the morning.

Ensure that no children are allergic to sweets.

RESOURCES
• Story: Not Our Problem
• Worksheet: My Decisions

PROCEDURE AT A GLANCE
• Introduction
• Discussion
• Worksheet
• Discussion
• Conclusion
Introduction: Sweet Temptation, Sweet Reward

Tell the children that, as a special treat, you are going to give each of them a sweet. They are free to eat it whenever they like. However, if they do not eat the sweet during the day, you will give them another two before they go home. Later in the day, go around and give out the extra sweets to those children who haven’t eaten theirs.

At the last class of the day, discuss the sweet experience, using the following questions to prompt conversation:
- What choice did you make about your sweet?
- How did you feel during the day?
- How difficult was this decision?
- What was the consequence of your choice?
- How did you feel when you got or did not get the extra sweets?
- Did anyone try to persuade you to eat your sweet?
- What happened?
- What do you think helped you to keep it?
- Can you think of other situations where children or adults are faced with such choices?
- What might influence their decision?
- What did you learn from this?

Discussion

Remind the children of the work they did in the previous lesson on decisions and their effects. Explore this further by asking them about the short and long-term effects of some decisions that were not addressed the last day, for example:
- What if we decided to start smoking?
- What if we decided to join a sports team?

Conduct a thoughtshower on the immediate effects and the effects in the future of these decisions. Discuss the effect such a decision has on oneself and on others, for example the effect it would have on family and friends now and in the future.

Worksheet: My Decisions

Ask the children to think about four decisions they have made:
- a decision they made today
- a decision they made last week
- a decision they made this year
- one of the most important decisions they have made so far.

Distribute the Worksheet: My Decisions and ask them to record their decisions, the immediate effect of their decisions and a possible long-term effect for each. Remind them that our decisions can affect us and other people and we need to think of this in order to make good decisions. Allow time for the pupils to complete the worksheet, and then have them discuss their decisions in pairs.

Discussion

As a class, discuss some of the effects of their decisions on themselves and on others.

Conclusion

The children can be invited to write one or two things they have learned in the lesson in their SPHE copy.
# My Decisions

A decision I made today:_______________________________

<table>
<thead>
<tr>
<th>Effects now</th>
<th>Effects when I’m 15 years old</th>
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<tbody>
<tr>
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<td></td>
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</table>

A decision I made last week:

<table>
<thead>
<tr>
<th>Effects now</th>
<th>Effects when I’m 15 years old</th>
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<td></td>
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</table>

A decision I made this year________________________________________

<table>
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<tr>
<th>Effects now</th>
<th>Effects when I’m 15 years old</th>
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One of my most important decisions yet:__________________________

<table>
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<th>Effects now</th>
<th>Effects when I’m 15 years old</th>
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</table>
CORE CONCEPT
Children's ability to make decisions for themselves develops as they grow. Along the way children are likely to require help with some of the decisions they have to make.

SPHE CURRICULUM
Strand: Myself
Strand Unit: Making decisions
Content Objective
Recognise the important and legitimate role that adults have to play in making decisions and setting boundaries for young people.

INTEGRATION
English
Strands: Competence and confidence in using language
Developing cognitive ability through language
Emotional and imaginative development through language
Strand Unit: Oral

TEACHER'S NOTE
This lesson consists of three related exercises. Each of these could be done as a short lesson on its own. The three sections support and complement one another.

Awareness of and sensitivity to the differing levels of autonomy that children have is required.

RESOURCES
- Large Sheets of Paper and Markers
- Worksheet: Decisions About Me

PROCEDURE AT A GLANCE
- Introduction
- Group Work
- Discussion
- Conclusion
Introduction

Ask the children to think of people who have decisions made for them by others: Can *they* think of some examples and say why someone would make a decision for someone else?

Focus on babies and young children. Ask the children:
- What are some decisions that are made for babies and young children? (choice of name, choice of food, choice of bedtime, choice of friends, choice of clothes)
- Who makes these decisions? Why?
- What decisions might a young child be allowed to make for themselves as they begin to walk? (e.g. what toy to play with).

Write each of the following headings on the board or IWB:
- a baby, one year old
- a child, five years old
- a child, eleven years old
- a teenager
- an adult.

Identify and discuss some decisions each one would make.

Group Work

Divide the children into five groups. Distribute one large sheet of paper and some markers to each group. Ask them to draw a picture of an 11 year old child in the centre of the page and draw pictures or symbols of two big (major) decisions and two small (minor) decisions that are made for this 11 year old and two decisions that this child might make for themselves. When completed, each group presents their ideas to the other children.

Compare the ideas. Discuss the types of decisions 11 year olds are allowed to make and decisions that might be made for them and why this is so. The following points should be highlighted if not raised by children:

Adults, often parents, make some major decisions for children, because children and young people haven’t got the life experience and cannot fully understand the consequences of their decisions and so could place themselves at a disadvantage or even put themselves in danger.

As children grow and become more responsible, adults trust them to make more and more of their own choices.
Worksheet/Discussion

Distribute and explain the Worksheet: Decisions About Me. Ask the children to complete it individually. They are asked to think about and describe:

- activities or situations where they are allowed to decide
- activities or situations where they are not yet allowed to decide
- activities or situations where they would like to be able to make the decision for themselves.

Discuss the activity using the following questions:

- Why are you allowed to make some decisions about what you do? (trust from parents and teachers, responsibility, growing up)

- Why are you not allowed to make some decisions? (not knowing consequences, fear of making poor decisions).

- Where the children identify activities and situations about which they would like to make the decision for themselves (e.g. schoolwork, bedtime), discuss fully the implications of being able to make these decisions and their consequences.

Conclusion

Ask the children to reflect on decisions they can make now that they were not allowed to make two years ago. Ask them to record one of these decisions in their SPHE notebook or copy.
Decisions About Me

What I can decide ...

What I may not or cannot decide ...

What I would like to decide ...
CORE CONCEPT

Children who show that they can carry out actions and behave in a dependable and reliable way will be trusted with more responsibilities and thus have more choices in their lives.

SPHE CURRICULUM

Strand: Myself
Strand Unit: Making decisions

Content Objective
Recognise that opportunities to exercise choice can increase as responsibilities are accepted and as the trust of others is earned.

INTEGRATION

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

Strand Units: Oral
Writing

TEACHER’S NOTE

The posters need to be displayed in areas around the room to allow space for groups of children to view them.

RESOURCES

- Worksheet: Find Someone Who ...
- Large sheets of papers and markers (for making poster)

PROCEDURE AT A GLANCE

- Introductory Activity
- Discussion
- Group Work
- Conclusion
**Introductory Activity**

Distribute copies of the Worksheet: Find Someone Who... to the children. Ask them to go around the room and find children who do the actions on the page and write their names down in the appropriate spaces. No child should write their name more than once on anybody’s page.

**Discussion**

Ask the children if there were some items that they found it easy to get names for, and other actions that they found it harder to find someone who did it. *Was there anything that no one in the class did?*

Explore with the children the meaning of responsible/responsibility.

- What does the word mean?
- Can you give examples of situations where someone behaved responsibly?

Ask the children if they take responsibility for doing some of the things on the worksheet or if they have to be asked or persuaded.

Do a thoughtshower on all the areas of responsibility in the classroom, in the school, at home, and in organisations that the children are involved in.

- What are all the things that someone has to take responsibility for in the classroom, at home, at football, at scouts etc?

Group the responses under headings such as resources, safety, energy-saving, hygiene, tidiness, meals.

- What happens if no one takes responsibility for these areas?
- Are some of these areas that you could take responsibility for?
- What are they?
- Are there some areas that adults should be totally responsible for?
- What? Why?
- Are there some areas that adults and children together should be responsible for?
- What are they? (e.g. keeping the room tidy)
- Will this change as you get older?
- In what way?

Discuss with the children what happens if they show that they are responsible and what happens if they show that they are not responsible.

**Group Work**

Divide the children into groups of four or five. Ask them to think and talk about some of the things that children who are responsible would do. They then record their thinking under two headings: *Children who are responsible would... Children who are not responsible would.....*

and put them on a poster. Display in the classroom.

**Conclusion**

Ask the children to view the posters that have been displayed and note similarities and differences. When the children have viewed the posters, ask them to identify two important points that show what someone who is responsible would do.
**Find Someone Who ...**

Directions: Walk quickly around the room and find the person who fits the description in the box. Have this person write their name in the box.

<table>
<thead>
<tr>
<th>Washes &amp; dries dishes or who fills &amp; empties dishwasher</th>
<th>Takes care of their pet</th>
<th>Does messages at the shop</th>
<th>Keeps their bedroom tidy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepares a meal</td>
<td>Always turns off lights, electrical equipment when finished</td>
<td>Minds their younger brother or sister</td>
<td>Brings dirty clothes to laundry basket/area</td>
</tr>
<tr>
<td>Keeps their bicycle clean, oiled etc.</td>
<td>Washes the car</td>
<td>Weeds &amp; tidies the garden</td>
<td>Does homework that they weren’t given</td>
</tr>
<tr>
<td>Almost always turns up for sports/drama/dance practice</td>
<td>Returns their library books, DVDs/games etc.</td>
<td>Practises their musical instrument regularly</td>
<td>Helps parents or guardians with shopping</td>
</tr>
<tr>
<td>Accepts responsibility for their mistakes (&amp; doesn’t lie or blame others)</td>
<td>Hands up any money that they find</td>
<td>Makes way for other people on the footpath when in a group</td>
<td></td>
</tr>
</tbody>
</table>


LESSON 5
I CAN CHOOSE

CORE CONCEPT
People have choices and can generally decide what is best for them.

SPHE CURRICULUM

Strand: Myself
Strand Unit: Making decisions

Content Objective
Explore and learn to examine critically the factors and levels of thought that influence decisions and choices.

INTEGRATION

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

Strand Units:
- Oral
- Writing

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

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

PROCEDURE AT A GLANCE

- Introduction
- Role Play and Discussion
- Conclusion and Homework
Introduction

Ask the children to think of situations where they are told to do different things by different people, for example:

- Doing homework immediately after school: what parents say, what friends say, what my teacher says
- Smoking: what parents say, what friends say, what I’ve read
- Football match: what the coach says, what team mate says, what supporters on the side-line say.

List these situations. Choose one situation and illustrate the messages on the board as follows:

Talk about what it is like when they are told to do different things by different people:

- How does it feel?
- How hard is it to make a decision then?
- How do you decide whose view is most important?

Ask the children to choose a situation and to draw a diagram with the different messages that they might receive. When they have completed this, ask them to join with a partner and talk about the different messages.

Role Play and Discussion

Select one situation worked on by the children. Ask the children what thoughts the person who is making the decision might have about the situation, when they have been getting different messages from different people. Sometimes these thoughts are pulling us in different directions. Have a group of children role play the conflict going on inside the person as they are trying to make up their minds, with one child in the role of having to choose, while the other role players give different messages. Ask:

- What did it feel like to be trying to choose in that situation?
- What did it feel like to hear other messages being given that were different or in conflict with the message you were given?
- What would help someone to make up their mind in that situation?

Talk about situations where children felt pressurised – list these on the board or IWB. Discuss ways of dealing with them and list these as well. Ask the children to rank the ways of dealing with differing messages and to suggest which would be appropriate in the various pressure situations listed on the board or IWB.

Conclusion and Homework

The children could write what they have learned about influences and making choices in their SPHE copy or notebook. Encourage the children to show their writing to their parent(s) or guardian(s) and to explore if they were ever in a similar position. The children could ask how they felt, and how they made their choices.

Parent(s) and guardian(s) could be invited by the children to write some advice in the child’s SPHE copy.
What my friends say

What my Mum/Dad say

What my teachers say

What my brother/sister say

What my best friend says
CORE CONCEPT
Using a simple decision-making model can help children to make difficult decisions.

SPHE CURRICULUM
Strand: Myself
Strand Unit: Making decisions

Content Objectives
Discuss and practise a simple decision-making strategy.
Identify sources of help in solving problems.

INTEGRATION
English
Strands: Competence and confidence in using language
Developing cognitive abilities through language
Emotional and imaginative

Strand Units: Oral
Writing

RESOURCES
• Information Sheet: Ways People Decide
• A4 size page for each way of deciding

PROCEDURE AT A GLANCE
• Introduction/Discussion
• Information Sheet
• Group Work
• Discussion
• Conclusion
Introduction/Discussion
Ask the children to imagine how they would feel and what they would do if they had won the Lottery:
- What decisions would you make?
- What would you do first?
- How would you decide?

From this it will emerge that different people will have different ways of making such decisions. (Some people will talk it through with friends or family, some will want to do whatever they feel like doing, some will think and plan before deciding, while others will be unsure what to do.) Briefly discuss the advantages and disadvantages of the ways that they mention. Also point out that often how we make a decision is based on how important the decision is. We may talk to someone before we make a particular decision, yet for another decision we may do what we feel like doing.

Remind the children that it's almost always good to pause, in order to think, before making a decision.

Information Sheet: Ways of Deciding
Distribute the Information Sheet: Ways of Deciding or show it on the IWB. Ask the children to read the statements.

Discuss the different ways of making decisions and ask for examples of decisions made using each particular way. Link the discussion to earlier lessons on decision-making.

Group Work
Display the different ways of deciding at different places in the room. Divide the children into groups of four. Ask them to talk about a decision they made in the last week and to say how they made it.

When each one has participated in the group, ask the children to stand beside the way (style) that they used in making the decision.

Discussion
The following questions could be used to generate discussion:
- Are some styles more common than others?
- Why might this be so?
- Are some ways more suited to some decisions?

Do a thoughtshower with the children on decisions people make every day.
- Are any of these major decisions?
- What is a major decision?

Try to elicit the following from the children: A major decision will have long-term effects and can mean big changes in your life (for example, changing school). Also mention that even apparently minor decisions (such as buying a chocolate bar) can sometimes have major consequences (for example, tooth decay, and obesity if eating chocolate is a regular thing).

The following situations could be presented to the children, or the children could write or tell about their own situations:

- A friend asks you to go to their house. You agree. Later the same day another friend rings you and asks you to come over to go rollerblading.
- Your friends are going to the cinema/a match/a party. You would like to go, but you are looking after your young brother/sister.
- Your best friend offers you a cigarette/cannabis/beer.
The children are asked to talk in their groups about the different ways of handling each of these situations and then to decide which way they think would be best. Ask the groups to report on their discussion.

**Conclusion**

Ask the children what they learned about ways of deciding and discuss with them how they might be helpful to them.

**Extension**

**Comic Strip**

The children form groups of four. They make up a story about a decision-making situation. They then draw a sequence of pictures in boxes, showing this story. They number the first and last box only. The pictures are cut into their separate boxes and muddled up. The groups then take turns to put each other’s pictures into the correct sequence and tell the stories.
Ways of Deciding

1. I just felt like it. (impulse)

2. I thought about all the possibilities before I decided.

3. Everyone else was doing it so I did it too.

4. I didn’t want to make a decision, so I let whatever was going to happen, happen.

5. It felt like the right thing to do.

6. I talked to someone that I trusted
   Are there any other ways you know of or use to make a decision?
CORE CONCEPT
It is important to be able to distinguish between facts, opinions, inferences, and assumptions.

SPHE CURRICULUM
Strand: Myself
Strand Unit: Making decisions

Content Objective
Distinguish between facts, assumptions, inferences, rumour and opinion in making a decision.

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

Strand Units: Oral
Writing

TEACHER’S NOTE
The board game can be played with two or three players if that is more convenient for the class structure.

RESOURCES
- Fact and Opinion Statements
- Copy of a recent newspaper article, which includes facts and opinions
- Board Game, dice, counters
- Fact and Opinion Cards (pair per child)
- Worksheet: What I Learned about Making Decisions

PROCEDURE AT A GLANCE
- Card Game (Alternative 1) or Board Game (Alternative 2)
- Pairs and Discussion
- Case Study
- Conclusion
You can choose one of the following options:

**Alternative 1: Card Game**

This activity could be done in groups or as a whole class. It is written as a class activity. Give each child 2 cards, one saying FACT and the other saying OPINION. Read out each statement and ask them to answer by holding up a card. Discuss statements that children did not answer correctly. Ask: *What is the difference between a fact and an opinion?* The children can give their own examples in each category.

**Alternative 2: Board Game**

This can be used as an alternative way of discussing the fact and opinion statements.

Divide the class into groups of four. Give each group a board, dice, bundle of fact and opinion statement cards and counters. Explain the rules. The player tosses the dice and moves on the number of spaces showing on the dice.

If the player lands on a ? symbol, another player picks a card and asks the question of the player who has landed on the ? symbol. If the player answers correctly, they move on one space. If they answer it incorrectly, they go back two spaces. When they have finished the game, ask them if there were questions that they answered incorrectly. Discuss these questions.

**Pairs and Discussion**

Ask the children to work in pairs. Distribute copies of a recent newspaper article and coloured pencils. Ask the children to read the article and mark facts in blue, opinions in green, and rumour (if present) in red. Discuss the findings. Ask the children how much fact, opinion and rumour were there in the article.

- *Were the opinions based on facts that were in the article?*
- *Do you agree with the opinions? Why? Why not?*
- *Would the opinions influence others to think that way?*
- *What effect would those opinions have on people?*
- *Would these opinions affect decisions that people would make?*
- *How would they affect people’s decisions?* (Refer back to Lesson 4 I Can Choose)

**Case Study**

Read or have the children read Kathy’s story. Discuss the things that influenced Kathy.

**Kathy’s Story**

*Kathy is 13 years and is just finishing 1st Year in secondary school. She feels unsure of herself, but hasn’t told anyone that. She thinks others are brighter and more attractive than her.*

*She did not feel like this when she was younger. It all seemed simpler then. In the last years in primary school, her friends all wore the latest fashion in clothes. Her parents did not have much money, so she usually had clothes that were handed down from her sister. The others sometimes talked about how their clothes were the only style to wear. They seemed so confident. She had begun to feel that she wasn’t as good as them.*

*The group of girls moved to the same secondary school. They still met regularly on Saturday at the local shopping centre.*
They walked around the shops, looked at clothes and listened to music. The others sometimes talked about two girls who were in their class. They thought they were ‘not cool’. Kathy wondered if they ever talked about her in that way, but wanted to be with them and to feel part of the group. She wondered if others thought that she was not cool. She felt that she needed to get new clothes and to listen to the music that the others listened to, so that she would feel as good as them. She kept thinking of this and of how she could get the money for the clothes.

Possible questions:
- What are your feelings about Kathy’s situation?
- How did her friends’ opinions influence her?
- What decisions would you have made in that situation?

Conclusion
Review with the children what has been discussed in this strand unit (Making Decisions) and ask them to record what they learned in their SPHE notebook or copy. The Worksheet: What I Learned about Making Decisions may also be used to record their learning. You should collect and review these as part on the ongoing evaluation and for indications of an area needing further work.
<table>
<thead>
<tr>
<th>Fact and Opinion Statements - Sheet 1</th>
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<tbody>
<tr>
<td><strong>Fact</strong></td>
</tr>
<tr>
<td>You should not take medicines that are out of date</td>
</tr>
<tr>
<td>Rules are stupid</td>
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<tr>
<td>Children under 4 years should not be allowed to watch TV</td>
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<tr>
<td>Medicines should be kept out of the reach of small children</td>
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<tr>
<td>Fact and Opinion Statements -Sheet 2</td>
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<tr>
<td><strong>Liverpool is the best football team (Opinion)</strong></td>
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<tr>
<td><strong>Cigarette smoking is a cause of cancer (Fact)</strong></td>
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<tr>
<td><strong>People who drink too much are stupid (Opinion)</strong></td>
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<tr>
<td><strong>It is fun to take risks (Opinion)</strong></td>
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<tr>
<td>Fact and Opinion Statements - Sheet 3</td>
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<td>---------------------------------------</td>
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<tr>
<td><strong>Fact</strong></td>
</tr>
<tr>
<td>Young drivers have a higher percentage of accidents than older drivers. (Fact)</td>
</tr>
<tr>
<td>In Ireland, the age at which you can vote is eighteen (Fact)</td>
</tr>
<tr>
<td>Burning fossil fuels affects the environment (Fact)</td>
</tr>
<tr>
<td>We shouldn’t buy goods that involve child labour (Opinion)</td>
</tr>
</tbody>
</table>
Facts and Opinions Board Game

No. of players: 4-5
Rules: Each player in turn tosses the dice and moves on the number of spaces showing on the dice. If a player lands on a ? symbol, another player picks the top card from the bundle and asks a question of the player who landed on the ? symbol. If they answer correctly they move on 1 space. If they answer it incorrectly, they move back 2 spaces.

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</table>
UNIT 5: What I Learned about Making Decisions

Complete at least three of the following sentences using words, phrases, sentences, images or drawings.

I learned ...

I felt ...

I realised ...

I liked ...

I didn’t like ...

I took part ...

On a scale of 1 to 10, where 1 is not at all good and 10 is great,
how would you rate your ability to make good decisions: □

Something I’m still wondering about or a question I still have is ...
STRAND  | MYSELF AND OTHERS
---|---
Strand unit  | Myself and My Family

**INTRODUCTION TO THE UNIT**

The family is the first and most important group in a child’s life. It is where they are cared for, protected and nurtured. It is where their self-esteem and sense of themselves and their potential begins to develop. Children’s experiences in their family sets the tone for their life experience. This unit aims to develop children’s awareness and understanding of their family situation, including their and others’ roles and responsibilities. Children learn to appreciate their family and also learn how they can play a positive role in their family. The unit also aims to give children a broad view of the different types of family structures that exist today both in Ireland and internationally, the changes that can occur over time and how these impact on families. Media portrayals of families are discussed and critically evaluated to attune children to the influence of media on their views and values.

**LESSONS IN THIS UNIT**

**Lesson 1**
My Family

**Lesson 2**
Changing Families

**Lesson 3**
Different Kinds of Families
CORE CONCEPT
Focussing on the ways families can help each other helps to raise awareness of the roles and responsibilities of all family members.

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

Content Objectives
Explore what belonging to a family means.
Discuss and identify behaviour that is important for harmony in family life.

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

Strand Units: Oral
Reading
Writing

TEACHER’S NOTE
As children will be discussing family situations, remind children that they need only talk about what they are comfortable for others to know. Tell them that you are always available to talk to them on an individual basis if they wish, and remind them that they can also talk to their families about the issues discussed in this lesson.

RESOURCES
• Flipchart, markers, A4 pages, crayons, pencils, markers
• Blank sticky labels

PROCEDURE AT A GLANCE
• Thoughtshower
• Circle Work
• Discussion and Listing
• Conclusion
Thoughtshow
Ask the children to name all the famous families that come to mind. This can include real and fictional families. Record them on the board or flipchart.

Optional Activity
Prepare groups of stickers with the names of the members of famous families (five or six, actual and fictional) to stick on children's backs and tell them they must get into their proper family group silently. Explain they will get clues from the names on other children's backs and that children can help each other silently.

You could prepare families like the Royal Family (Queen, Prince Philip, Kate, William, Harry), the Osborne Family (Ozzie, Sharon, Jack, Kelly), the Simpsons (Homer, Bart, Lisa, Marge, Maggie).

After the activity ask the children:
- Which of the families mentioned do you think it would be good to be a member of?
- Why? Which families might it be difficult to be a member of? Why?

Circle Work
Organise the children into a circle. Ask the children to cross the circle (move to another seat) if they agree with the following statements:

- Families take care of one another
- Families can have fun together
- Sometimes sad things happen in families
- Sometimes people in families fight with one another
- Families love one another
- Sometimes people in families can be angry with one another
- Families can change
- Sometimes it is difficult living in a family.

The children can also suggest other appropriate sentences for moving seats/crossing the circle. Ask the children to complete one or two of the following sentence stems:

- What I like most about my family is ...
- What I find most difficult about my family is...
- A wish I have for my family is...

When the rounds are completed, you can invite the children to take part in a discussion in the circle where children can choose, by using an agreed gesture, to contribute their opinions on what belonging to a family means. You can ensure that all children who wish to contribute get a chance to do so. After the children have shared and discussed what belonging to a family means, you can summarise the discussion and if the following have not arisen can mention them to the children:

- Being cared about
- Having a sense of belonging
- A place where I can be myself
- Healthy interdependence
- Having particular roles and responsibilities
- Being sensitive to the needs of others in the family
- Having rules and boundaries
- Caring for and supporting each other
• Being accountable
• Adhering to family rules
• Resolving conflict
• Forgiving
• Laughter
• Love
• Empathy
• Trust
• Listening
• Honesty
• Accountability
• Respecting each other.

Discussion and Listing
Ask children to think about all the ways they help in their family now. Encourage them to think about how they help on both a practical and an emotional/psychological level.

What other ways could you help in your family?

Give the children an A4 sheet of paper. Ask them to write a heading: Ways to help in my family and make a list of five ways they help in their family currently.

Then ask them to think about additional ways that they feel they could help in their families, but have not yet done so. Ask them to list these five additional ways.

When they have completed their list of ten ways to help, they can share them with a partner and discuss similarities and differences.

They can then put a title on the reverse of the page: Ways my family help me and they can make a list of ten ways. Remind the children they can refer to individual family members when completing their list, for example:
• My parents look after me
• My brother helps me to practise scoring goals
• My granddad makes me laugh
• My auntie brings me places
• I can talk to my sister about things that worry me.

Children can share some of the ways that they help or are helped if they choose.

Conclusion
Ask for volunteers to share any ways they could help in their families in the future and how members of their family could help them in the future. Facilitate a discussion on the variety of ways to help.

Extension
Children can decorate their list, put in a border or decorative motifs or colours. They can bring the list home and show it to parents or guardians.
LESSON 2
CHANGING FAMILIES

CORE CONCEPT
Awareness of the changes that can happen in families will help children's understanding of these events and help them to cope.

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

Content Objectives
Explore and discuss families and homes and how they can vary in many ways.

Discuss possible changes in family relationships and expectations as they grow and mature and how they can cope with them.

Examine some factors that can affect family life.

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

Content Objective
Explore patterns of development and growth, comparing present with that at earlier stages; physical, social, emotional, intellectual, and spiritual.

INTEGRATION
English

Strands:
- Competence and confidence in using language
- Developing cognitive abilities through language
- Emotional and imaginative development through language

Strand Units:
- Oral
  - Reading
  - Writing

Arts Education - Visual Arts
Strand: Drawing
Strand Unit: Making drawings
Looking and responding

TEACHERS NOTE:
The issue of families can be very sensitive and all children and their circumstances need to be accepted and respected.

RESOURCES
- A4 paper, pencils
- Family Events Grid

PROCEDURE AT A GLANCE
- Introduction
- Pair Work
- Listing and Rating
- Discussion
- Drawing
**Introduction**

Explain to children that they are going to do an activity about what they needed from their families when they were five years old and what they need from their families now. Ask the children for suggestions of what they needed at five and what they need now.

Give each child an A4 page and ask them to divide it in half or use their SPHE copy (double page spread). On each side they are to draw a simple outline of a person. Above the left outline they write What I needed from my family at five, and above the right outline they write What I need from my family now. Tell children to fill in each outline with their needs at each stage.

**Pair Work**

When they have filled in the outlines they can share what they wrote with a partner. Ask children to share one need from each side of their page if they are comfortable to do so. If children are using pages, ensure they keep them safely in their SPHE folders.

Discuss with the class the similarities and differences in children’s needs and reinforce the idea that, while we have a lot in common, there are also many differences in individuals and in families and that this is perfectly OK.

**Listing and Rating**

Tell the children they are going, as a class, to consider a list of happy and difficult events that can happen in families and rate how difficult or happy an experience these events may be. Ask children about happy and difficult events involving families which they see in soaps. Record all appropriate suggestions on the board.

If none of the following are mentioned you can suggest them:
- The birth of a baby
- Addiction
- Material prosperity
- Poverty
- Illness
- Bereavement
- Violence
- A change in life-style
- Sexual stereotyping.

Give each child a copy of the Worksheet: Family Events and talk the children through how it is going to be used. Children are going to tick either difficult or happy for each event. (They might tick both for certain events.) There are a number of blank spaces where they can write in additional events that they think are appropriate. Each event is then given a number from 1-10 to give a sense of how difficult or happy each child feels that particular event was or would be, where 1 is not difficult and 10 is very difficult, and likewise for happy.

Give each child time to complete their worksheet privately. When children have completed their worksheet, each child can share one happy and one difficult event with a partner. Remind children to choose ones they are comfortable with sharing.
Discussion
Facilitate a discussion with the class by using the following questions:
- What is it like when happy things happen in families?
- What do families do?
- How do children feel?
- What is it like when difficult things happen in families?
- What do families do?
- How do children feel?
- Can some events be both happy and difficult at the same time? Which ones?
- What might help children when difficult things happen in their families?
- Do different members in families experience the same event in different ways?
- Can you think of some examples?

Drawing: My Family Then and Now
Give the children an A4 page and ask them to divide it in two, or use the children’s SPHE copies (double page spread). On one side they are going to draw and name the members of their family when they were born: My Family When I was Born and on the other side they are going to draw and name the members of their family now: My Family Now.

When they have completed their drawings they share and discuss with a partner.

Alternative Activity
Family Photographs
Children can bring in a number of photographs showing My Family When I was Born and My Family Now they can stick the photos into their SPHE copy or if they stick them on a page they could be displayed in the classroom.

The following questions may be useful to prompt a discussion after either activity:
- Is your family the same as it was when you were born?
- Have many families changed?
- What changes happened?
- Are all families the same?
- How are families different?
- What is it like for children when families change?
- What might help children when families change?
- What have we learned about families in this lesson?
# Worksheet: Family Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Happy</th>
<th>1-10</th>
<th>Difficult</th>
<th>1-10</th>
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</thead>
<tbody>
<tr>
<td>New baby</td>
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<tr>
<td>Lotto win</td>
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<td>Death of pet</td>
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<tr>
<td>Celebrations: christenings, birthdays, anniversaries</td>
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<tr>
<td>Someone is very sick</td>
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<tr>
<td>House move</td>
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<tr>
<td>Someone leaves home / emigrates</td>
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<tr>
<td>Someone loses their job</td>
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<tr>
<td>Money is scarce</td>
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<tr>
<td>Someone drinks too much</td>
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<tr>
<td>Boys and girls are treated differently</td>
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<tr>
<td>Parents arguing</td>
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<tr>
<td>Parent has a new partner</td>
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<tr>
<td>Holidays</td>
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LESSON 3
DIFFERENT KINDS OF FAMILIES

CORE CONCEPT
Awareness of different types of families promotes acceptance of the diversity of children’s circumstances.

SPHE CURRICULUM

<table>
<thead>
<tr>
<th>Strand:</th>
<th>Myself and others</th>
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</thead>
<tbody>
<tr>
<td><strong>Strand Unit:</strong></td>
<td><strong>Myself and my family</strong></td>
</tr>
<tr>
<td><strong>Content Objectives</strong></td>
<td>Explore and discuss families and homes and how they can vary in many ways.</td>
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<td></td>
<td>Compare and contrast the life-styles of families in different cultures, both in Ireland and abroad.</td>
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<td>Critically examine the media portrayals of families and family life.</td>
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<table>
<thead>
<tr>
<th>Strand:</th>
<th>Myself and the wider world</th>
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<tbody>
<tr>
<td><strong>Strand Unit:</strong></td>
<td><strong>Developing citizenship</strong></td>
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<td></td>
<td><strong>National, European and wider communities</strong></td>
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<tr>
<td><strong>Content Objective</strong></td>
<td>Recognise and acknowledge the various cultural, religious, ethnic or other groups that exist in a community or society and explore ways in which these differences can be respected.</td>
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<tr>
<th>Strand:</th>
<th>Media Education</th>
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<tbody>
<tr>
<td><strong>Content Objective</strong></td>
<td>Become increasingly critical and discerning in their own attitudes to advertising and the techniques used to promote products, life styles and ideas.</td>
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</table>

INTRODUCTION

<table>
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<tr>
<th>English</th>
<th>Competence and confidence in using language</th>
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<td><strong>Strands:</strong></td>
<td>Developing cognitive abilities through language</td>
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<tr>
<td></td>
<td>Emotional and imaginative development through language</td>
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**Strand Units:** Oral, Reading, Writing

TEACHER’S NOTE
Teachers should be mindful of children who may not have access to their birth parents for a variety of reasons.

Before delivering this lesson ask children to collect photographs of families from different cultures and from different parts of the world and also a selection of photos of families from popular magazines.

RESOURCES
- Magazines (with pictures of families from different cultures/nationalities)
- Worksheet: What I Learned About Families

PROCEDURE AT A GLANCE
- Introduction
- Discussion
- Word List
- Acrostic Poem
Introduction

Families across the World
Organise the pictures of families from different cultures/parts of the world. Divide the children into groups of 5-6 and give each group one picture. Ensure there are a variety of families from varying cultures or nationalities in the picture selection. Ask them to discuss what they see in the picture, what culture or country the family is from, and to discuss the lifestyle this family might have and the similarities and differences to their own family life. Give each group five-ten minutes to complete their discussion.

Take feedback from each group and discuss the range of family situations. Ask children if they would like to live in other family situations (cultures/countries):
- Why? Why not?
- If you had been born into a different culture, country do you feel you would have been happy?

Discussion

Families on Television and in Films
Ask the children to name all the well-known families they know from television programmes and from films. Record the family names. Ask the children:
- What do we learn about families from television and films?
- What positive things do we learn about these families? What negative things do we learn about these families?
- Do you think there are families like these families outside of television and films?
- Why? Why not?
- Are the families we see on television/in films like our own families? In what ways?
- Do television and films give a real picture of the lives of families?
Ask each child select a family from television or films. If possible, source a small picture to add to their written work. In their SPHE copy or on an A4 page they are going to write about this family by completing the following sentences which can be displayed on the board or IWB:

1. I chose this family because …
2. What I like about this family is …
3. What I don’t like about this family is …
4. The positive things this family do are...
5. The negative things that this family do are ...
6. This family is like my family because …
7. This family is not like my family because …
8. I think this family is like a real family because …
9. I don’t think this family is like a real family because …
10. Television and films sometimes portray families …

When the children have completed this activity they can share one or two sentences with a partner.
Word List
Organise the children in groups of 5-6. Tell each group that you want them to come up with as many words as possible with the word parent in it, e.g. grandparent, great-grandparent. When children have completed their lists, take feedback from all groups and record all the words suggested by the class.

If any of the following are not mentioned they can be added to the list: single parent, two-parent, step-parents, adoptive parents, foster-parents, house parents, same-sex parents.

Ask each group to explain one type of parent and their role. Clarify any explanations as required. Explain to the children that there is a diversity of parent types and children can live in different circumstances and that every child's family circumstances needs to be respected.

Acrostic Poem
Ask the children if they have ever heard of an acrostic poem. Explain that they are going to make a bookmark (or other appropriate item) with the letters of the word parent at the start of each line – this is how an acrostic poem is written. Explain that the poem can refer to any type of parent that a child has had a positive experience of.

Ask the children to suggest positive words for each of the letters in the word parent.

P Protects and pampers me
A Answers my questions, available when I need them
R Remembers things that are important to me, really loves me
E Enjoys my company, endures my bad times
N Never forgets my birthday, my Christmas list, to collect me
T Treats me with care and respect, takes care of me

Record the suggested words. Tell the children they can use any positive words they wish to write beside each letter. Explain that when completed and decorated this could be a gift for a special 'parent’ in their lives, a Mam, a Dad, a Mam and Dad, a step-parent, a grandparent, a foster parent, an adoptive parent. If a parent has died, they can keep it as a memory of their relationship with them.
What I Learned About Families

Name ______________________ Date __________

Complete at least three of the following sentences using words, phrases, sentences, images or drawings.

I learned ...

I felt ...

I realised ...

I liked ...

I didn’t like ...

I took part ...

On a scale of 1 to 10, where 1 is not at all good and 10 is great, _______

how would you rate your ability to play a positive role in your family?

Something I’m still wondering about or a question I still have is ...
UNIT 7
MY FRIENDS AND OTHER PEOPLE
## UNIT SEVEN
**MY FRIENDS AND OTHER PEOPLE**

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<thead>
<tr>
<th>STRAND</th>
<th>MYSELF AND OTHERS</th>
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<tbody>
<tr>
<td>Strand Unit</td>
<td>My Friends and Other People</td>
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</table>

### INTRODUCTION TO THE UNIT

The enjoyment and support derived from friendships are some of life’s greatest pleasures. Forming and maintaining friendships are key life skills which children should be facilitated in developing. In these lessons, children are encouraged to identify the advantages and disadvantages of groups (whether friendship or otherwise), and to practise some friendship skills. The qualities that are valued in friendships are noted, and children discuss different types of friendships. From time to time children may encounter bullying behaviour and it is important that they know that bullying is wrong, and that they can have a role in its prevention. The school policy on bullying will inform the work in this unit, and children should be made aware of where they can get support if confronted with bullying activity.

### LESSONS IN THIS UNIT

- **Lesson 1**
  Part of the Group
- **Lesson 2**
  Friendships
- **Lesson 3**
  Reflecting on Experiences
- **Lesson 4**
  Bullying
CORE CONCEPT:
Being part of a group has advantages and disadvantages. Exploring this can help us to make informed decisions/choice about group membership both now and in the future.

SPHE CURRICULUM

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

**Content Objectives**
Explore the importance of friendship and interacting with others and realise that making and changing friends is part of the natural process of growing.

Identify the different groups to which friends can belong and recognise what constitutes a healthy group.

Explore how the opinions, views or expectations of others can influence how people relate to each other, either positively or negatively.

- **Strand:** Myself and the wider world
- **Strand Unit:** Developing Citizenship
  - **Subunit:** Living in the local community

**Content Objectives**
Explore the concept of the class or school as a community.

Practise ways of working together and of developing a sense of belonging.

INTEGRATION

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

- **Strand Units:**
  - Oral
  - Reading
  - Writing

**Arts Education - Visual Arts**
- **Strand:** Paint and colour
  - **Strand Units:**
    - Painting
    - Looking and responding

TEACHER’S NOTE

As this lesson requires children to move around and form groups, and to work together in large and small groups, a large space would be helpful.

The introductory grouping activity may cause feelings of insecurity and/or uncertainty in children who end up in a group of two. It is recommended that children with Special Educational Needs and/or children belonging to any minority group do not receive the number two.

This lesson will work best when it is timetabled with Visual Arts so that both lessons run consecutively.
LESSON 1
PART OF THE GROUP

RESOURCES

• Numbers Sheet (photocopied and cut up)
• Worksheet: Groups I Belong To
• Painting materials, large sheets of paper or small pieces of fabric, glue, backing paper or clay and boards on which to work with clay, water

PROCEDURE AT A GLANCE

• Introduction: Group Activity
• Art Work
• Reflection and Review
• Worksheet
• Conclusion
Introduction: Group Activity

Tell the children that they will each receive a piece of paper with a number on it, but that they shouldn’t look at it until everyone has a number. Make sure the numbers are distributed face-down. Approximately half of the class will get the same number (number five). One group will have only two children in it (those who received the number two), while numbers one, three and four will create groups of four (depending on class size).

When all the children have a piece of paper, ask them to look at their number. Ask them to walk slowly and carefully around the room or hall, to find those children who have the same number, and to form a group with them.

Observe the behaviours during this process. Some children may try to swap numbers in order to become part of a group with special friends. Some may be delighted that they are part of the biggest/smallest group. Some children may be uneasy and reluctant to join a small/large group.

When the groups have been formed, ask the children some questions:
- How do you feel about being in your group?
- Can you tell us about this?
- Would you have been happier in a different group?
- Can you say why?

Art Work

Each of the five groups is given a large sheet of paper, some paints and paint brushes (this would work equally well using other art materials such as clay or fabric and fibre). Ask each group to represent, in their chosen art materials, the most beautiful flower or flower garden they can imagine, or the most impressive building, skyscraper or old tree. (Asking the children to represent a single image may make it easier for the children to work together.)

Observe how the groups work during the art activity. Does each member work individually to complete a section of the image, or does the group decide on another approach? In the large group, do some children take leadership roles, and do others appear to be unwilling to participate in the decision-making? Do you think that some children may appear disappointed with the group’s work?

Reflection and Review

Display the five pieces of art side-by-side on the board or on the floor. The children might be encouraged to discuss their finished work. Initiate a whole-class discussion on the learning that has taken place:
- Did you enjoy the activity? Why/why not?
- Do you think you might have enjoyed it more in the larger/smaller group(s)?
- Do you think that your piece of art might have worked better if there had been more/fewer in your group? Why do you say this?
- Did someone/more than one person take charge in your group?
- Did this happen from the beginning?
- Can you remember how it happened that this person/these people took charge?
- Can you tell us about it?
- How did your group come to agreements?
- Were your decisions as individuals
influenced by the group, and if so, in what way(s)?
- What decisions needed to be made during the activity?
- Were you involved in the decision-making? In what way?
- Would you tell us more about this?
- Do you think that all the groups worked the same way?
- Did you notice differences between the way the largest group and the smallest group worked?
- Can you suggest reasons why this might be the case?
- Do you prefer to work in groups or individually?
- Can you think of any advantages or disadvantages to being part of a group?
- Can we list some of these on the board? (Take this opportunity to point out that people have different working and learning styles and that some people prefer to work independently rather than in a group, and that these styles are equally valid.)

The five pieces of art might later be displayed in a prominent part of the school for others to enjoy.

**Worksheet: Groups I Belong To**

Ask the children to think about all the groups they belong to, for example, family, extended family, friendship groups, class groups, school, sports groups and community groups. Ask them to think about how they benefit from being in a particular group, what they learn from these groups, how groups help and support those belonging to them, and how much people enjoy being part of groups.

Then, ask them to think about times when they don’t feel very comfortable with certain groups. *Does any group ever cause you to question what is right or wrong?* Discuss how we can all feel uncomfortable in a group sometimes, but if this happens a lot of the time, then we need to think about the time we spend with that group.

Finally, distribute the **Worksheet: Groups I Belong To** and ask the children to complete it, recording what they consider to be the advantages and disadvantages of being involved in friendship groups, extended family groups etc.

**Conclusion**

Discuss with the children what they have learned from this activity. Invite them to share their thoughts on what they wrote in the Advantages and Disadvantages sections on their sheet. With their permission, record the disadvantages and advantages suggested on the IWB or flipchart.

Or

Ask them to share only what they wrote in the last two boxes (*Groups I want to join this coming year and Groups I want to keep this coming year*) and then each child might be asked to complete the sentence stem: *Being part of a group could be better if …*

**Extension**

**Collaborative Learning**

At the end of this lesson, the children could be asked to work in groups on some problem that will require them to understand that success is most often achieved through cooperation, hard work, learning from and listening to others.

Ask the children to create a structure that is **tall, wide, strong** and **attractive** using only paper, art straws and sticky tape. At the end of the task, their structure must
be able to hold something light such as a paperback novel. Give them a specific time limit for creating their structure. Instruct them to work together to design and create their structure.

This or a similar task could be adapted to better suit children who might find it particularly difficult and, therefore, might not have a fair chance of achieving success. Once you feel that the children have all worked hard, and have overcome the challenges together as a group, they might celebrate.
Numbers Sheet
Photocopy once and cut into individual pieces with one number on each.
Groups I Belong To

Think about all the groups you belong to, what you learn from them, how they help and support you. Then think about times when you don’t feel comfortable with these groups.

<table>
<thead>
<tr>
<th>Family Group</th>
<th>Extended Family Groups</th>
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<tbody>
<tr>
<td><strong>Advantages:</strong></td>
<td><strong>Advantages:</strong></td>
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<tr>
<td><strong>Disadvantages:</strong></td>
<td><strong>Disadvantages:</strong></td>
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<table>
<thead>
<tr>
<th>Friendship Groups</th>
<th>Class Group</th>
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<tr>
<td><strong>Advantages:</strong></td>
<td><strong>Advantages:</strong></td>
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<tr>
<td><strong>Disadvantages:</strong></td>
<td><strong>Disadvantages:</strong></td>
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<tr>
<th>School Groups</th>
<th>Community and Sports Groups</th>
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<tr>
<td><strong>Advantages:</strong></td>
<td><strong>Advantages:</strong></td>
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<tr>
<td><strong>Disadvantages:</strong></td>
<td><strong>Disadvantages:</strong></td>
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<table>
<thead>
<tr>
<th>Groups I want to keep next year</th>
<th>Groups I would like to join next year.</th>
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CORE CONCEPT:
Friendships are important. Exploring the advantages and disadvantages of friendships can help us to be more in control of our behaviour.

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

**Content Objectives**
Discuss and appreciate the different aspects of friendship and the differences between close friends and acquaintances.

Consider problems that can arise in friendships and other relationships and how these could be handled.

Explore the differences between boy–girl friendships and same-sex friendships.

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

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

TEACHER’S NOTE
Be aware of children who find friendship-making difficult. They may feel anxious during this lesson.

RESOURCES
- Name of each child written on a separate piece of paper, folded and put in a bag or box
- SPHE notebook, or pages and pencils

PROCEDURE AT A GLANCE
- Circle Work
- Pair Work and Discussion
- Class Discussion
- Assignment
- Conclusion
Circle Work
Organise the children in a circle and review what they recall about the advantages and disadvantages of being part of groups discussed in the previous lesson. Explain that in this lesson they are going to discuss friendships.

Ask the children to stand up and change places if:

- You know someone who is really friendly
- You know someone who is very shy
- You know that some people like having lots of people with them often
- You know that some people like to be in small groups
- You know that people are lonely sometimes
- You think that friends have to agree with each other
- You think it is good to wear the same type of clothes as your friends.

Invite the children to discuss the following questions:
- *Do you think that a friend should agree with everything you say? Why?*
- *Would a friend always do what you want to do?*
- *Would friends copy each other?*
- *Why? Why not?*

Pair Work and Discussion
Ask the children to discuss the following in pairs. Present one question at a time, and allow time for the pairs to discuss that question. Then take feedback and discuss before moving on to the next question.
- *What are some reasons to have friends?* Take feedback and discuss.
- *What are some things that people can do to help stay friends?* Take feedback and discuss.
- *What are some things that might harm a friendship?* Take feedback and discuss.
- *Do people have to stay friends for ever?* Take feedback and discuss.
- *Are there differences between boy-girl friendships and same-sex friendships?* Take feedback and discuss.

Ask the class to think of what they have talked about and about what they value most in a friend. Write *The Qualities of a Good Friend* as a heading on the board or IWB and invite children to create a list of qualities which are recorded (thoughtshower).
Class Discussion

Draw the following shape and write **good/close friends** in the centre and **acquaintances** in the outer circle.

Discuss the differences between friends and acquaintances.

**Assignment: Secret Friend**

Explain to the children that you have all their names in a bag or box, that each one is to take out a name, and that for the next week they have to be a secret friend to the person whose name they got. They are to be helpful and positive towards that person without letting them know they are their secret friend. The children can be alert to kindnesses from others to see if they can spot their own secret friend.

**Conclusion**

Ask the children to silently reflect on themselves as a friend. *How are you a good friend to someone?* Distribute SPHE notebooks or pages and pencils to the group and ask them to record one or two of the qualities they have that make them a good friend.
LESSON 3
REFLECTING ON EXPERIENCES

CORE CONCEPT
Stories are a safe way for children to explore feelings, experiences, emotions, behaviour and choices.

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

Content Objective
Explore the importance of friendship and interacting with others and realise that making and changing friends is part of the natural process of growing.

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

Content Objective
Reflect on their experiences and the reasons for taking different courses of action.

Developing self-confidence

Content Objective
Develop further the ability to express personal opinions, thoughts and ideas and listen to, respect, think about and comment critically and constructively on the views of others.

Strand Unit: Growing and changing
Feelings and emotions

Content Objectives
Acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express.

Understand how feelings help in understanding themselves.

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

Strand Units: Oral
Reading
Writing

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
You might remind them that contributions can always be phrased in the third person, e.g. ‘children/people say’ and ‘children/people do’ in order to avoid revealing personal sensitive information.
RESOURCES
Copy per child of story extract, or text from extract displayed on IWB or data projector (or any short extract from a novel)

PROCEDURE AT A GLANCE
• Assignment Review
• Reflective Reading/Listening
• Discussion
• Role Play
• Reflection
Assignment Review

Remind the children of the assignment from the previous lesson. Ask:

- How did you feel as a secret friend?
- What things did you do as a friend?
- Did you guess who your secret friend was?
- What kind of things did they do for you?
- How did it feel having someone do these things for you?
- Does having someone do these things make a difference? How?

Reflective Reading/Listening

Explain that today’s lesson is about fictional friends and the dilemmas friendships can pose from time to time. Hand each child a copy of the extract below or project the text so that it is clearly visible to the children, or ask them to listen very carefully to the extract as it is read out. Explain that there will be questions and discussion on the text in a few minutes. Before the background to the story is given and once the extract has been read or heard, you might choose to let the children make their own suggestions as to what they think had happened in the chapters before the extract they’ve read.

Extract

Alice and Megan have been best friends for years, and Megan can’t wait to go away to Summer Camp with Alice. It will be fantastic – no organic porridge, no school, nothing but fun! But when Alice makes friends with Hazel, and ignores Megan, Megan begins to feel left out. Alice is enthralled by Hazel who is pretty, sophisticated and popular and she seems to stand back and say nothing, even when she sees that Hazel is being horrible to Megan. Megan wishes Alice would stand up for her, but maybe she should stand up for herself, be more assertive? As the days pass, Alice seems to be changing and is spending more and more time with Hazel, while Megan is left to join in with other groups.

One night, Megan has decided to have an early night and goes up to the bedroom she shares with Alice and Hazel. She finds the two of them, huddled together on Alice’s bed, laughing and whispering. When Megan walks in, Hazel looks startled, and guilty, but Alice just laughs and tells her that Megan can be trusted. Megan is pleased that Alice wants to include her, but worried - what could it be that she needs to be trusted with?

We’re sneaking out of camp!

(The following is from Megan’s perspective):

My mouth fell open. I knew I probably looked really stupid, but I couldn’t help it. ‘Sneaking out’? My voice was all squeaky and scared. Even thinking about sneaking out made me afraid. Would I ever be brave enough to actually do it? Hazel gave another mean laugh. ‘Yeah, sneaking out. See Alice? I knew you shouldn’t tell little scaredy-cat Megan’.

Alice stood up. ‘That’s not fair, Hazel. Don’t say that. We can trust Megan, can’t we, Meg’? I nodded weakly. I took a deep breath, and put on my bravest voice. ‘Tell me everything. I want to know every single detail’.

Some of the following questions can be used to prompt discussion:

- What can we tell about each of the three girls from the passage? Suggest at least two adjectives to describe each.

- Which of the girls is leading or controlling the situation above?

- Why do you say this?

- What feelings are evoked when Hazel calls Megan names?

- Have you ever experienced similar feelings?

- Or do you know of someone else who has done?

- Can you tell us a bit about this?

- What does it indicate about their friendship that Alice stands up for Megan?

- When Megan’s voice goes squeaky and scared, does it indicate how afraid she is, and might she have been wise to pay attention to what her voice might have been telling her?

- Do you think that some of the situations and feelings experienced by Megan (being made fun of, being left on her own, feeling isolated, doubting herself etc.) might be equally relevant to both boys and girls?

- Could you elaborate on this?

- Have you been in a situation where someone is being unkind or ignoring you for no real reason?

- Tell us about this – what did you do or what might you do in Megan’s situation?

- Do you think that this is a book that would appeal equally to girls and to boys?

When the children have fully discussed the extract (or an extract from any story), divide the children into groups of five or six, and ask each group to alter, re-write or amend the narrative so that it ends in a different way, with one or more of the characters taking a different course of action to that written in the extract. Explain that you would like the children to role play the three or more characters – if the class is large, the children may have to invent additional characters, or work in smaller groups. Tell them their scenario should make clear what might have been different if one single circumstance had changed e.g. if Megan hadn’t overheard the girls plotting to sneak out, if she had then decided not to listen to any plans that involved Hazel and walked off etc.

Give the children adequate time to prepare, maybe five or ten minutes. Remind them to respect that all groups are preparing and rehearsing at the same time.

When everyone has had enough time to prepare, the groups could perform, with the other children listening to and commenting constructively on all the different endings. Evaluate the exercise with the groups, exploring what they learned from putting themselves in the position of others.

Having fully explored the reasons why some fictional characters took certain courses of action, give an opportunity for the children to think about and explore their own experiences. Are your experiences similar to those discussed in the extract?

Invite them to share some of their own experiences with the class if they would
like, or if preferred, to write, anonymously or otherwise, about some of the times they chose to take a certain course of action. These stories (oral or written) could be discussed and different courses of action explored.

**Extension**

In the book *Alice in the Middle*, from which the extract above is taken, there is a lot of scope for empathy work and looking at the reasons for taking different courses of actions, but you could pick an extract from any appropriate novel and ask questions to elicit reflections on why the characters acted in the way they did and what might have happened if one single thing had been different e.g. What if a teacher or supervisor had been standing outside the bedroom and had overheard Alice and Hazel whispering? What if Alice hadn’t said what she did about trusting Megan?

Using novels or extracts from novels enables the children to see clearly how an action can change the thrust of the plot and this allows them to reflect in a non-threatening way on reasons for taking certain courses of action in their own lives, and to identify skills needed in a given situation. For example, on pp.73 –75 Hazel is horrible to Megan and makes her doubt that Alice still likes her by twisting facts – the children might consider here if Megan should speak up for herself and be more assertive about her own beliefs and ideas. What might Megan say? If you were her life-coach what would you tell her to do? Or when Megan is feeling isolated because the other two girls are texting one another pp137 – 139 ask the children to suggest two top tips for dealing with isolation, and/or if they would suggest that Megan should show the others that the behaviour isn’t annoying or upsetting.

Familiar fairy tales are also great for narrating, pantomiming, performing with dialogue, reading, illustrating, writing, and re-writing with a twist, e.g. what might have happened if the Ugly Duckling had been more assertive and/or had had someone to stand up for him? What if Snow White had been more cautious about accepting gifts from strange women? What if the three little pigs had decided to pool their talents and build a brick house from the very start?
CORE CONCEPT:
Bullying can have devastating effects on children. It is important that children understand the effects and develop skills to deal with it.

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

Content Objectives
Recognise, discuss and understand bullying and its effects.
Explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully.

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

TEACHER’S NOTE
Detailed lessons on bullying are included in 3rd Class Walk Tall. Materials from these lessons can be adapted for use with senior classes if they have not already been covered. This lesson also links with 5th Class, Unit Eight: Relating to Others, Lesson 4 Name-calling.

RESOURCES
- Piece of paper for each child
- SPHE notebook or pages and pencils
- Scenarios (provided)
- Worksheet: What I Learned About Friendship and Getting on with People

PROCEDURE AT A GLANCE
- Class Discussion
- Group Discussion
- Role Play
- Conclusion/Worksheet
Class Discussion

Write the word Bullying on the board. Ask the children to explain what bullying is and note their responses. Then read the following scenarios one by one. After each ask if this is bullying and encourage the children to give reasons for their answers.

Scenarios

Peter got braces on his teeth a month ago. Some boys in his class make fun of him and call him names. He does not want to wear the braces anymore and hides them in his school bag.

Marcus got his older brother to set him up on Facebook and he is friends on Facebook with many of his brother’s friends. On Facebook, he found out that some of the boys were planning to go to a club, but they were pretending they were going to someone’s home. Marcus told his mother what he read. Since then one of these boys sends him messages calling him names like ‘stupid’, ‘a wimp’, and told him he’d get him for telling his mother what some of the older boys had planned.

Denise and Carol have been friends since Junior Infants. A new girl, Patricia, has joined the class. Now Carol has become friends with Patricia and does not want to meet Denise after school. Denise is upset.

Philip came to the school three months ago. Others in the class don’t let him join their games. They ignore him if he tries to join in. One boy calls him stuck up and gay. Others laugh. He feels miserable.

A group of children get the school bus to and from school every day. One of the girls has a speech difficulty and sometimes stammers. A boy and a girl mock her and say awful things to her. The others on the bus stay quiet when this is happening.

Ask the children:
- What makes somebody’s actions bullying?
- How do people bully?
- What are they trying to do? (Bullying is repeated behaviour that is intended to hurt.)

Ask the children to name different types of bullying: physical, verbal, cyber, psychological.
- Can you give some examples of the different types of bullying?
- What type of bullying was described in the scenarios?
- How do you think (child’s name) might feel?
- What are the effects of bullying?

Give each child a page and ask them to crumple it up tightly without ripping it. Then ask them to unfold it and try to smooth it out. Is it smooth like it was earlier? Explain: we can’t get the page back to how it was before we crumpled it. It’s the same with bullying – it is remembered and it leaves people feeling hurt. If necessary, the difference between bullying and bad behaviour could be discussed here, using the definition of bullying given earlier.

Group Discussion

Divide the class into groups of 4-5. Give one of the scenarios read earlier to each group. They can all work on the same scenario or they can be given different ones, but ensure that at least one group has a situation with bystanders. Ask them to decide:
- how a situation like this could be prevented and
- what could be done to protect the person and stop the bullying.
When they have completed this, ask for their responses and discuss.

**Role Play**

Select one of scenarios with bystanders and read it for the children. Ask the children, in their groups, to prepare a role play showing the situation and how bystanders could intervene to support the person being bullied. When they have done this, ask one or two groups to role play this for the class. After each role play ask those role playing how they felt when the bullying was happening and how they felt afterwards.

**Conclusion/Worksheet**

Ask the children to identify one thing they can do to help prevent bullying in the school and to ensure the class is a safe place to be. They can record this in their SPHE notebook and share it with the class.

Review with the children what has been discussed in this unit (My Friends and Other People).

Ask them to record what they learned on the **Worksheet: What I Learned about Friendship and Getting on with People**. You should collect and review these as part of ongoing evaluation and they may indicate an area needing further work.
What I Learned about Friendship and Getting on with People

Complete at least three of the following sentences using words, phrases, sentences, images or drawings.

I learned ...

I felt ...

I realised ...

I liked ...

I didn’t like ...

I took part ...

On a scale of 1 to 10, where 1 is not at all good and 10 is great, how would you rate yourself as a friend? _________

Something I’m still wondering about or a question I still have is ...
UNIT 8
RELATING TO OTHERS
UNIT EIGHT
RELATING TO OTHERS

STRAND | MYSELF AND OTHERS
Strand Units | My Friends and Other People
 | Relating to Others
 | Communicating
 | Resolving conflict

INTRODUCTION TO THE UNIT
This unit allows the children to learn particular skills in dealing with others. Emphasis is placed on exploring the way we communicate as humans (both verbally and non-verbally) and the importance of listening in relationship-building. Through these lessons, children grow in awareness of the power of communication to enhance relationships with others, and the need for respect of our right to have and voice opinions.

Conflict is an inevitable part of life, and in this work, children develop and practise the skills of assertive communication. A key assessment tool in the unit is the identification by children of their own learning which is recorded and monitored by you.

Be aware that some children on the Autistic Spectrum of Disorders or with other special educational needs may find it more difficult to listen and communicate. They may find it particularly difficult to engage in activities which involve such elements of communication as eye-contact. For children of other cultures, sensitivity will be required if they feel uncomfortable about doing some of the suggested activities.

LESSONS IN THIS UNIT
Lesson 1
Communication

Lesson 2
Non-verbal Communication

Lesson 3
Listening

Lesson 4
Name-calling

Lesson 5
Personal Opinions

Lesson 6
Influence and Persuasion

Lesson 7
Sources and Styles of Conflict

Lesson 8
Managing Conflict

Lesson 9
Assertive Communication
LESSON 1
COMMUNICATION

CORE CONCEPT
Basic communication skills are important in developing self-confidence.

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

Content Objective
Explore and practise the many verbal and non-verbal ways in which people communicate with each other.

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

RESOURCES
Worksheet: Communication Skills (used in each lesson in the unit)

PROCEDURE AT A GLANCE
- Introductory Activities/Circle Work
- Information and Discussion
- Round
- Drama/Role Play
- Conclusion
Introductory Activities/Circle Work

Chinese Whispers
Sit the children in a circle, where they can whisper to their immediate neighbour, but not hear anyone else. Explain the rules of Chinese Whispers. The first person thinks of a phrase or sentence and whispers it quietly to the person beside him. They say the phrase or sentence once only. This person passes the message to the next person to the best of their ability and it continues to the final person who says the message out loud. Identify who is to be the first child and with that child decide on a phrase or sentence and begin the activity. Discuss what happened during that activity.

- What means of communication was used?
- Is it a useful means of communication? Why?
- When might you use it?

Human Chalkboards
The children stand in a circle, right shoulder towards the middle of the circle. The teacher or a child passes around a symbol (or simple image) by drawing it with their finger on the back of the person in front of them - this passes around the circle. After each person has received and passed on the symbol check what the symbol was.

Discuss what happened during this activity.

- What means of communication did you use?
- Is it a useful means of communication? Why?
- When might you use it?

Ask the children if they were communicating well during these two exercises and to give reasons for their answers.

Information and Discussion

Explain to the children that communication involves both sending and receiving a message.

Sender \hspace{1cm} Receiver

This usually takes the form of speaking and listening but it can take other forms.

Ask the children for examples of other ways of communicating (signals and symbols, sounds, gestures and other non-verbal communication, written messages). List these on the board or IWB. Ask them how a message can be communicated (speech, letter, phone, computer, television, radio signals, signing etc).

Sometimes we say something and the other person thinks we meant something different to what we intended. If appropriate, share an example of your own. Has this ever happened to any of you? Ask the children why there are misunderstandings sometimes. Why do people sometimes misunderstand what another person means? List the reasons.

Round
Pass the speaking object around and ask the children to talk about: A time when I was misunderstood was.... Encourage them to talk about the experience, how they felt, and the reasons why they were misunderstood.
### Drama/Role Play

Divide the class into groups of 4-5. Ask the groups to devise a brief role play showing a situation where two people misunderstood each other. They are to be clear about what the first person wanted to say to the other person, but show how the communication failed. They decide on two people to role play it. Allow five minutes for them to prepare the role play and then ask each group (or a number of the groups) to role play the situation. Invite each group to share with the class what caused the misunderstandings in their role play.

When the groups have completed their role play discuss what caused the misunderstandings in the role plays observed.

- *Could they have been avoided? How?*

An important rule of thumb in all communication is:

**When in doubt, check it out**

Ask the children (groups or class) to discuss what causes misunderstandings between children, between adults or between children and adults.

Then choose one of the situations role played and with the class plan a role play showing communication between the two people, where there is no misunderstanding. Have the two children demonstrate this.

### Conclusion

Ask the children to think about one important thing they learned in this lesson. Then ask them to write that down on the **Worksheet: Communication Skills**. These are collected and read as part of the on-going evaluation and are retained for use after the lessons in this unit.
Communication Skills

My name is ____________

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

<table>
<thead>
<tr>
<th>Name of lesson</th>
<th>What I learned</th>
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<tbody>
<tr>
<td>Communication</td>
<td></td>
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<tr>
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LESSON 2
NON-VERBAL COMMUNICATION

CORE CONCEPT
The more we are aware of our own non-verbal communication and that of others the better able we will be to interact positively with others.

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

Content Objective
Explore and practise the main verbal and non-verbal ways in which people communicate with each other.

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

TEACHER’S NOTE
A selection of photos or pictures of people is needed for this lesson. The photos or pictures can be of people by themselves and people who appear to be talking to others. These can be collected from magazines, newspapers or the internet. Photos from a commercial pack might be available in the school.

RESOURCES
• Selection of photographs or pictures of people
• Mime Cards
• Worksheet: Communication Skills (used in each lesson)

PROCEDURE AT A GLANCE
• Game 1 and 2
• Information and Discussion
• Photos/Pictures
• Conclusion
Detailed Procedure

Game 1: The Birthday Line
Give the following instructions to the children:
We’re going to play a game called the birthday line. In this game we line up in order of our birthdays. For example, those whose birthdays are in January or February will be at the beginning of the line, while those who have a birthday in December will be at the end. Within each month, you have to line up in order as well – those whose birthdays are on the 7th or 21st of the month will be before those who are on the 25th or 28th of the month. And to make it even more exciting, you cannot talk! You can only communicate non-verbally!

Explore with the children what this means, and what is allowable – no mobile phones or pens/markers allowed! The rule is: within a certain time, they are allowed to use any form of non-verbal communication – as long as there is no language involved. The children can use movement, gestures, eye movements, as well as varying the tone, quality, rate, and volume of their vocal sounds in order to communicate. Children do not use words during the task. Indicate where January and December will be in the space for the game – the beginning and end of the line.

Game 2: Look, No Words!
Divide the class into two groups A and B. Give each group a bag or box of mime cards. Divide each group into two teams, 1 and 2. A child from Team 1 will take a random card and try to communicate it to their own team without using words (give them a set time limit e.g. no more than two minutes). When time is up that team guesses what was being mimed. If they get it correct, they get 1 point. If they (Team 1) haven’t figured it out, then the other team (Team 2) can guess to try and get the point. Then Team 2 takes their turn, and so on. Ensure that everyone on each team gets a chance to communicate what is on a card.

Information and Discussion
Use the following questions for reflection and discussion after each activity:
- What happened in the activity? How did you communicate?
- Was it easy or difficult to convey the phrase without words?
- How did you feel?
- Are some non-verbal behaviours more effective than others? Why?
- What can we learn from this about communication?
- What are all the ways we communicate with each other without using words? List these.

Research shows that most of our communication is non-verbal. Researchers differ on the actual figure but it is somewhere between 70 and 90% of our total communication.

An important message is:

*It’s not just what we say but how we say it that matters*

Photos/Pictures

(While pairs are suggested for this activity, it could also be done as class activity, with the photos displayed on an IWB.)

Divide the children into pairs. Display the photos and pictures on the floor. Ask each pair to select a photo. Ask the pairs to talk about and write down their impressions and thoughts about the
person or people in the photo or picture.
- What does the photo tell us about the person or people?
- How do you think the person or people are feeling?
- If there is more than one person what might they be saying to each other?
- Have pairs swap photos and repeat. Both groups share their impressions of the photos.
- Are they the same or different?
- What was the difference, if any?

As a group of 4 and then as a whole class, discuss what they learned about non-verbal communication.

Non-verbal communication can be interpreted in different ways in different cultures, or even in the same culture, so it is important to use the following rule of thumb in communication:

**When in doubt, check it out**

**Conclusion**

Ask the children to close their eyes for one minute and to think about what they learned and to record it on the Worksheet: Communication Skills (see previous lesson). Collect the worksheets and review the responses as part of the on-going evaluation.

**Extension**

Select a non-verbal communication activity from the following:

**Wink Murder**

Ask for a volunteer to be a detective for the game. They need to step outside for a moment. Explain that there is a murderer in the class! The murderer ‘kills’ people by making eye contact and winking at a person. When winked at, the victim must count to ten then sit down on their chair (they may do this dramatically but safely if they wish). You can choose a murderer by walking behind them and tapping them on the shoulder, or by giving out playing cards (including one joker) to each child – the child with the joker is the murderer. The detective is then invited in to try to solve the murders. They may have three guesses. It is important for the children to continually look around the circle and not to stare at the person they think might be the murderer.

**Mirrors**

Divide the children into pairs facing each other. They decide who will go first. One child moves their body – the other child ‘mirrors’ the movement. Allow a minute or two. Switch roles.

**Note:** Some children may perform complicated moves, possibly to try and make it difficult for the other child to follow them. The instructions could indicate that the movements should be easy to follow.
<table>
<thead>
<tr>
<th>Mime Cards: Look, No Words!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hurry up</strong></td>
</tr>
<tr>
<td><strong>A bit louder please</strong></td>
</tr>
<tr>
<td><strong>Give me that</strong></td>
</tr>
<tr>
<td><strong>Yes, you’re right</strong></td>
</tr>
<tr>
<td><strong>Go that way</strong></td>
</tr>
<tr>
<td><strong>That’s OK</strong></td>
</tr>
<tr>
<td>Could I have some more, please?</td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Give me a hug</td>
</tr>
<tr>
<td>Wait</td>
</tr>
<tr>
<td>It’s a butterfly</td>
</tr>
<tr>
<td>That was delicious</td>
</tr>
<tr>
<td>Put one on top of the other</td>
</tr>
<tr>
<td>I’m off to bed</td>
</tr>
<tr>
<td>Pick me</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>I give up</td>
</tr>
<tr>
<td>I can’t hear you</td>
</tr>
<tr>
<td>It’s over there</td>
</tr>
<tr>
<td>Sit down</td>
</tr>
</tbody>
</table>
LESSON 3
LISTENING

CORE CONCEPT
Listening skills can be developed by increasing awareness and providing opportunities to practise.

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

Content Objective
Listen actively to others and respect what each person has to say.

INTEGRATION
- English
  - Strands: Competence and confidence in using language
  - Developing cognitive abilities through language
  - Emotional and imaginative development through language
  - Strand Unit: Oral

TEACHER’S NOTE
This lesson could be done over two classes or over a few shorter sessions. The skills of this lesson will need to be practised at different times.

RESOURCES
Worksheet: Communication Skills (from Lesson 1)

PROCEDURE AT A GLANCE
- Listening Activity and Discussion
- Pair Listening Exercises
- Round
- Conclusion
Listening Activity and Discussion
Organise the children in a circle and ask a child to finish the sentence: I went to the shop and I bought .... The next child repeats what the first child said and adds an item. When a number of children (five or six) have added to this sentence begin a new sentence, e.g.: I walked down the street and I saw... . This will help to ensure that all the children can succeed in this activity. When all the children have had an opportunity to participate, talk with the children about how they listened during that activity.
- Did you find it easy or difficult?
- What helped you?
- What did anyone notice about what people were doing when the person was saying the sentence?

Ask them to picture two people listening and talking to each other:
- What are all the things that they are doing to show that they are listening? List these.

Pair Listening Exercises
Explain to the children that they are going to explore and practise the skills that make up active listening. There will be three rounds of listening in pairs. This can be organised in either of two ways:
1. Ask the children to pair off. They will pair off with a different child for each round. Ask them to decide who will be A and who will be B
   Or
2. Arrange chairs in two circles, an inner circle and an outer circle. The inner circle will be As and the outer circle Bs. After each round the children in the outer circle move two spaces to the left.

Pair Work 1 Attending and Following:
Explain and demonstrate the first skill. A talks and B listens in silence. B will show A that they are interested in what A has to say by nodding, making eye contact and by facial expressions. A talks about what they like to do at weekends. After one minute ask them to switch roles: B talks and A listens. When that is done, briefly, ask them what they thought and how they felt during the activity. Ask the children if they felt that they were listened to, how the person listening showed that they were listening, and what that felt like.

Pair Work 2 Saying back what is heard:
Tell them that in this second round of listening they are to continue as they did in the first round, listening to and following the child who is talking. Now they will add saying back what they have heard. Demonstrate and explain that this involves saying back to the speaker what the listener has heard.
Divide the class into pairs as indicated above and use one of the following topics or one which suits this group of children:
- A holiday I enjoyed
- A class tour that was fun
- A visit to or from relatives
- An adventure I had

When each child had a turn in both roles, ask them what they thought and how they felt during the activity and what showed them that they were listened to.

Pair Work 3 Asking questions:
(clarifying: When in doubt, check it out)
Tell them that in this round of listening they are to continue using the skills they have learned so far: non-verbal listening
and saying back what was heard. This time they may ask questions also. Demonstrate and explain the difference between closed questions (questions that get Yes or No responses only) and open-ended questions (questions that prompt the other person to say more) and encourage them to ask the open-ended kind. Assign a topic or give them a choice. Use one of the following topics or one which suits this group of children:

- A time when you were not listened to
- Your favourite television programme
- Something that you feel strongly about
- Training for a sport
- A favourite pastime
- A game I played

Allow three minutes and then ask them to switch roles. When they have done that, ask for examples of the things that showed they were listening.

**Round**

Organise the children in a circle. Invite the children to complete one of the following sentences: *When I’m listened to I feel ... or I know I’m being listened to when ...*

**Conclusion**

Ask the children:

- *What are all the things that people can do to show that they are listening?* Refer back to the previous list that was drawn up and add or amend as necessary.

- *What are things that show you that people are not listening?* List these.

- *Do some people and some children find it harder to listen than others? Why?*

Ask the children to close their eyes for a minute and to think about what they have learned about listening. Ask them to record this on the Worksheet: **Communication Skills**. Collect these and review the responses as part of on-going evaluation.

**Extension**

Give the children the quotes below. Ask them to create posters of them and place them around the room or the school.

**Quotes**

*A wise, old owl sat on an oak
The more he saw, the less he spoke.
The less he spoke, the more he heard.*

*Why can’t we all be like that wise old bird?*

*We have two ears and one mouth, so that we can listen twice as much as we speak.*

*Epictetus, Greek philosopher, 55-135 CE*

*In other words; One mouth, two ears, talk less; listen more!*

*Be a good listener. Your ears will never get you in trouble.*

*Frank Tyger, 1929-2011*

*Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen.*

*Winston Churchill, 1874 – 1965*
LESSON 4
NAME-CALLING

CORE CONCEPT
Name-calling is hurtful and can have very serious effects.

SPHE CURRICULUM

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

Content Objective
Examine the various ways in which language can be used to isolate and discriminate against people.

Strand Unit: My friends and other people

Content Objective
Explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully.

INTEGRATION

English
Strands: Competence and confidence in using language
Developing cognitive abilities through language
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
Bullying is dealt with extensively in the 3rd Class programme and 4th Class materials include revision of strategies taught in 3rd class. If additional work on this topic is needed, the ideas in the 3rd class programme could be adapted.

This lesson also links with Unit Seven: Lesson 4, Bullying.

In advance of this work, check school policy/ethos and procedures for dealing with bullying.

This lesson could be done over more than one session.

RESOURCES

• Jack’s Story or Alison’s Story (to read to the class or to have for children to read)
• Problem Page, cut up
• Worksheet: Communication Skills (from Lesson 1)

PROCEDURE AT A GLANCE

• Story/ies
• Group Work
• Role Play
• Conclusion
Story: Alternative 1

Read Jack's story to the class (or give copies to the children). Use the following questions to prompt discussion:
- What happened in the story?
- What was it like for Jack to hear comments from his classmates?
- What were his feelings during the story?
- How do you think his friends felt?
- What could others in the class do?
- What do you think Jack did next?
- What options did he have?
- Which one do you think would be good for him to choose?

Read Alison's story to the class (or give copies to the children). Use the following questions to prompt discussion:
- What happened in the story?
- What was it like for Alison to hear the comment about her?
- What were her feelings during the story?
- What do you think Alison did next?
- What options did she have?
- Which one do you think would be good for her to choose?

The following questions can be used after discussing one or both stories. If both stories were used, ask:
- Are they the kind of things that might have happened to children you know or have heard of?
- What can we learn from these stories - about the main character; about the other children in the class?

Story Alternative 2

Divide the class into small groups. Hand each group copies of one of the stories (so that a number of groups will work on the same story). Ask them to read the stories quietly to themselves. Ask one person in each group to read their story aloud to the group. Ask them to choose a reporter and to discuss the stories in their groups, using the questions above as prompts. Ask the reporters to note the main points of the groups' discussion and to bring any questions the group has to the main group. Ask the groups to report. Discuss and compare their answers.

Group Work

Divide the class into groups of three or four. Give each group a scenario from the Problem Page. Give each group a few minutes to talk about how the child involved would feel and to come up with as many ideas as possible for how the children directly involved and other children in the class might address the problem.

Bring all the groups together and invite them to share their ideas with the class. At this point they are just putting forward what they came up with and everyone is listening to them. Discuss some of the common ideas and suggestions and highlight the important part that other children in the class can play in addressing the problem.
Role Play

Invite the groups to create a role play around how the issue or problem could be dealt with using the ideas and suggestions from the children. After they have played out their scenarios, ask the role players first, then the rest of the group, how effective their suggestion was and if necessary how it could be improved. Note any suggestions that involve the use of aggression and evaluate its effectiveness and appropriateness with the class.

Conclusion

Ask the children, in their groups, to devise one or more classroom rules that would help to make sure that people in the school are not hurt by name-calling. Have the groups share the rule(s) and discuss similarities and differences between the rules: Can they be integrated? Review the current classroom rules and adapt as necessary.

Children complete another section of the Worksheet: Communication Skills.
Jack’s Story

Jack came into the classroom. He nodded a ‘Hi’ to a group of his classmates as he passed them and said a ‘Hello’ to his teacher at her desk. His knee was still sore from the kick he got the day before during football practice. His Mam had said to him that if it didn’t get better she would bring him to the hospital for an x-ray. He walked slowly across to where the chairs were stacked so that he could pick up his chair and bring it over to his table. As he did so another boy suddenly turned around with a chair in his hands. The chair whacked off Jack’s knee in the exact same spot where he was kicked. Jack let out a yell and fell to the floor clutching his knee. He could feel the tears welling up in his eyes from the pain. He blinked them back even as he felt his face go red. Quickly, he began to get back up. That brought another sharp jab of pain in his knee.

His friends, Pavel and Raymond, came over and offered to help him up. Jack didn’t want it to appear that he couldn’t do it on his own, but he realised that this time he would need help. He put out his arms so that they could lift him up. When he was upright, he found he couldn’t put his weight on the sore leg. He put his arms around the shoulders of his friends so that they could get him to a chair.

Just then he heard the sound of laughing coming from the group he had passed a few minutes earlier. Billy was pointing to the three of them and saying ‘Look at the gays, look at the gays’. Jack could feel the blood rush to his head. He shrugged off his two friends and turned to face Billy and the others ...
Alison was talking to her friend, Katie, about the movie they went to over the weekend. She noticed Katie’s eyes following something behind her. She looked in the direction that Katie had been looking. She saw Emma, another one of her friends, handing Sophie an envelope. Sophie opened the envelope and did a little dance. Alison heard Sophie say that she’d be there. ‘Be where’, Alison wondered. She turned back to Katie. She tried to continue their conversation, but Katie seem distracted and wouldn’t meet her eyes. Alison began to feel uncomfortable but she couldn’t quite put her finger on why that was so.

At break time Alison was talking with Mariam and Anoushka when Amy ran over and asked them if they were going. ‘Going where?’ the three girls shouted, almost together. ‘To Emma’s party on Saturday’, Amy replied. Alison felt her tummy flip, but she asked Amy who else was going. Amy told her that ‘everybody’ was going.

During the rest of the day in school Alison could think of nothing else. Her teacher even asked her if something was wrong because she wasn’t paying much attention.

She kept saying to herself that Emma was her friend; that everything would be alright; that she would get an invitation, maybe on her way home or probably first thing the following morning.

By break time the following day Alison was feeling sick with tension and hurt. There was no invitation and to make things worse, Emma and even Katie seemed to be avoiding her. In her head the questions, ‘What’s the matter with me?’ and ‘What did I do on her?’ kept going around and around like angry wasps. She could provide no answers other than others must think that there was something wrong with her. She felt miserable. She decided she would have to talk to Katie – she was, after all, supposed to be her best friend. She cornered her on the way in from yard and asked her what was going on. Finally, Katie told her that Emma had said she wouldn’t invite her to her party because she thought that Alison was ‘stuck-up’. Alison was devastated. She wasn’t even sure what it meant, but she knew it was awful. She felt weak and ran into the toilet. There she cried and cried. When she came out, she told the teacher she had a pain in her tummy.

Everyone at home, even her dog, tried to cheer her up and when that didn’t work they tried to comfort her. She hadn’t even told them why she was the way she was ...
One boy hits another boy badly enough that he bleeds. Another boy tells the teacher what happened and who was involved. Other boys call him a ‘rat.’

When this girl speaks she has a strong city/country accent. Other children often copy her and say she is ‘common’.

A group of boys is playing basketball. A girl asks to play. They tell her, ‘No! Girls can’t throw properly!’

Two girls who are close friends spend a lot of time together on the yard. Some other girls say to them, ‘You’re lesbians.’

A boy likes to read during lunch break. Some of the other children jeer him and say, ‘You’re a geek!’

A boy plays and hangs around a lot more with the girls in his class than the boys. Some of the boys call him ‘gay’.

A girl, who has come from another country, brings lunch from home that is different from everyone else’s lunch. Some other children say to her, ‘Yuck! That’s disgusting!’ and regularly make comments about her lunch.

A boy’s parents bring him to school in a new four-wheel drive. Some children say to him, ‘You’re stuck-up’.

A boy wears his hair is long. Other children say to him, ‘You look like a woman.’

A small boy refuses to fight with other boys. Other children call him a wimp.

Teacher’s Note
The language that children use varies from place to place. This is particularly true of terms of abuse. The language in some of these scenarios may not be the language that children from your locality use. Adapt the scenarios to suit the situation your pupils live in.
LESSON 5
PERSONAL OPINIONS

CORE CONCEPT
It is important for children to be aware of and appreciate their own values and opinions and to understand and respect that people have different opinions and beliefs.

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

Content Objective
Begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others.

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

RESOURCES
- Masking tape for creating a continuum of opinion across the floor from ‘Strongly agree’ to ‘Strongly disagree’, with at least three points marked in between (agree, unsure and disagree)
- Worksheet: Communication Skills (from Lesson 1)

PROCEDURE AT A GLANCE
- Opening Activity
- Walking Debate
- Discussion
- Conclusion
Opening Activity
Children are seated in a circle. Pass around the speaking object, and first ask the children what their least favourite food is and why. Then ask them for their opinion on eating snails, giraffe, crocodile etc. (or choose another subject on which children are likely to have strong opinions or reactions).

Walking Debate
Explain to the children that they are going to do an exercise where they have to give their opinions on a number of topics. Tell them that you will call out a statement and they are to think about whether they agree or disagree with the statement and decide if they have a strong opinion about it. They show their opinion by standing somewhere along the line marked out on the floor with masking tape – strongly agree at one end and strongly disagree at the other end.

Read out some (or all) of the following statements or make up statements which are more relevant and/or suitable for this particular group of children:

- Homework is necessary so that children will get on well at school.
- Children should be allowed to stay up late if they want.
- Children should eat whatever they want.
- Ireland is the best country in the world.
- Children should be able to use mobile phones in school.
- It is correct that children under 18 are not allowed to vote in elections.

Having lots of friends is better than just having one or two close friends.

Children should be able to decide how to spend their leisure time.

Parents always know best.

Teachers always know best.

Sometimes it’s better to tell a lie than the truth.

Children should decide how much pocket money they get.

After each statement, when children have chosen their positions, ask a number of children to explain why they choose their position. Ask other children if they agree or disagree with what was said and explain why. Explore the differing views and before moving on to the next statement, ask if anyone wants to move from where they are. If someone moves, they could be invited to explain why they changed their mind.

Discussion
After the activity ask the children:
- How did you feel during the activity, when you were in a similar position to most others, or when you were with a small number or by yourself?
- How easy or difficult was it to ‘take a stand’?
- Were you anxious about how others would view your stance?
- Did anyone try to persuade you to change your position?
- What happened?
- Were you easily or not easily persuaded?
- Were there some issues that you had fixed views on?
- What were they?
- Were there some issues where you were negotiable on – where you could easily move to another position?
- What were they?
- Do you think that some children might take a position they don’t agree with at times?
- Why might that be?

Conclusion

Ask the children to close their eyes for a minute and to think about what they have learned about their opinions. Ask them to record this on the Worksheet: Communication Skills. Collect these and review the responses as part of on-going evaluation.
It is important for children to be aware of whom and what influences them.

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

**Content Objective**
Examine the power of persuasion, how it can be used both positively and negatively, and suggest practical ways and develop practical suggestions for dealing with pressures and influences.

**TEACHER’S NOTE**
Some children may be unwilling to admit that they are influenced by any outside forces. The idea of complete independence from all outside forces should be challenged with specific examples.

This lesson may need two sessions.

**RESOURCES**
- Worksheet: Who Influences Me?
- Information Sheet: Peer Pressure Tricks
- Peer Pressure Situations (for teacher)
- Worksheet: Communication (from Lesson 1)

**PROCEDURE AT A GLANCE**
- Opening Activity
- Worksheet/Ranking Exercise
- Discussion
- Drama
- Discussion and Role Play
- Round

**INTEGRATION**

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

Play the Game: Simon Says (or any similar game that involves the giving of commands). Allow the game to continue for a short time, then stop and ask:
- Why did you act in a certain way? (Because that's the game ...)
- Who decided what you did? (The person who is Simon ...)
- Why didn’t you make up your own mind? (Because that's the way the game is played ...)

Suggest to the children that we are involved in many situations where, as in the game, other people or circumstances influence or direct us. Tell them that they are going to look at who or what influences some of the things that they do.

Discussion

Use the following questions to generate discussion on influence and persuasion:
- What does the word ‘influence’ mean?
- Why would you want to influence someone?
- Have you ever tried to influence someone? (e.g. trying to get your parents or guardians to buy or give you something)
- How?
- What happened?
- What are some areas of our lives where people try to influence and persuade us? List these on the board.
- Why do people try to influence or persuade us?
- What effects do these influences have on us?
- Are they usually good or bad?
- When do we do or not do what is suggested by others?
- How have influences on you changed since you were seven years old?

Worksheet/Ranking Exercise

Hand out a copy of the Worksheet: Who Influences Me? to each child and explain.

Ask them to complete it individually and then to discuss their answers with a partner.

Use the following questions to prompt class discussion:
- Which influencers are the strongest?
- Is that okay?
- Why? Why not?
- Did the influences differ depending on the situation?
- When does influence become 'pressure?' (include peer pressure)

Ask the children how peer pressure can be negative. Ask them how peer pressure can be positive.
- What could you do to resist unwanted influences? List their suggestions on the board or IWB.
Drama

**Activity 1: Yes/No**

Divide the children into pairs. Ask them to decide who will be A and who will be B. Explain to them that when you give them the signal they are to face each other and A is to say Yes and B is to say No at the same time. After a minute or so, switch words.

Use the following questions to prompt discussion on the activity:
- *What was it like saying yes or no at the same time?*
- *What were you thinking as you said yes or no?*
- *What did you feel as you said yes or no?*
- *How strong was your yes or no?*
- *Did the other person’s yes or no influence your yes or no?*
- *Which felt stronger, yes or no?*
- *Why do you think that is?*

**Discussion and Role Play**

Ask the children what are some ways that children and young people influence or pressurise others to do things that they really don’t want to do. Record these. Compare with the Handout: Peer Pressure Tricks. Ask the children if they have seen things like this happen. (Remind them to talk generally and not to use people’s names.)

Select a situation from the Peer Pressure Situations or devise a more appropriate situation. Have groups of 4-5 prepare the role play showing how the people attempted to pressurise the person to do what they did not want to do and how the person tried to resist the pressure.

Following the role plays, ask the children to identify the different forms of pressure used in the role plays.
- *What strategies were used to pressurise?*

Then discuss ways that people dealt with the pressure in the role plays.
- *Were these ways or strategies effective or ineffective? How?*

Identify other effective ways of coping with pressure.

**Round**

Pass around the speaking object and invite the children to share a time when they choose to do something different to most of their peers. Discuss what was important for them at that time, how they managed to be different, other children’s reactions, and how they felt about the whole experience.

Ask the children to close their eyes for a minute and to think about what they have learned about dealing with pressure. Ask them to record this on the Worksheet: Communication Skills. Collect these and review the responses as part of the on-going evaluation.
Who Influences Me?

Which of the following influences you most about these three aspects of life? Put a ‘1’ in the box beside the strongest influence, a ‘2’ in the box beside the second strongest influence and so on. You don’t have to put numbers in all the boxes.

<table>
<thead>
<tr>
<th></th>
<th>The clothes I wear</th>
<th>My hobbies or leisure activities</th>
<th>Whether I engage in risky behaviour or not</th>
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</thead>
<tbody>
<tr>
<td>Parents or guardians</td>
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<td></td>
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<tr>
<td>Friends, other young people</td>
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<td>Older brothers and sisters</td>
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<td>Movies or/and television</td>
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<td>Magazines or/and the internet</td>
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<td>Religion or faith</td>
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<td>Pop or sports stars</td>
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<td>Teachers</td>
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<td>Politicians, the government</td>
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<tr>
<td>My own experience</td>
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<tr>
<td>Other</td>
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Peer Pressure ‘Tricks’

Spoken Pressure:
Also called direct pressure. It’s when a person says things to you to try to push you toward a certain choice.

Rejection:
They might threaten to end a friendship or a relationship. This pressure can be hard to resist because nobody wants to lose friends. Who needs you as a friend anyway? Why don’t you leave if you don’t want to drink/smoke with us?

Put Downs:
They might insult you or call you names to make you feel bad. You’re never any fun. You’re such a baby/wimp/ …

Reasoning:
They might try to persuade you by giving you reasons why you should try something or why it would be OK if you did. It won’t hurt you. Your parents will never find out. You’ll have more fun.

Unspoken Pressure:
This is something you feel without anyone saying anything to you. Some unspoken pressure tricks are:

The Huddle:
A group of children standing together in which everyone is talking and maybe laughing and joking.

The Look:
Children who think they’re cool give you a certain look that means We’re cool and you’re not.

The Example:
A group of the more popular children decide to get the same phone, backpack, or trainers and you want one too.
Peer Pressure Situations

Buying sports magazine
Two friends, David and Mark, are in a shop. David wants to get the latest Football magazine, but he doesn’t have enough money. He suggests to Mark that they buy it between them and share it. Mark does not want to spend his money on the magazine. David tries to get him to change his mind by telling him that another boy in the class would do that and that others would be envious of them having it.

Mitching school
Three friends are walking home from school. One of them explains that she and the other girl have planned to meet with other friends from a different school in the morning and to go off together for the day instead of going to school. The two girls try to pressurise the third girl to mitch school also and go with them for the day. They tell her that they will have lots of fun and that they will not be found out.

Smoking
A group of four friends meet most evenings in the park in the Summer. They play football, chat and listen to music on their IPods. Two of the group smoke sometimes. One evening when they were smoking, they suggested that the other two smoke also. They offered them a smoke of their cigarette. One of the boys decided to try it and the other boy refused. All three boys then tried to persuade him to try.
CORE CONCEPT
Awareness of how conflict arises and learning and practicing how to manage it makes it easier for children to deal more effectively with it.

SPHE CURRICULUM
- **Strand:** My self and others
- **Strand Unit:** Relating to others
  - Resolving conflict

Content Objective
Discuss how conflict can arise with different people and in different situations.

INTEGRATION

**English**
- **Strands:** Competence and confidence in using language
  - Developing cognitive abilities through language
  - Emotional and imaginative development through language
- **Strand Unit:** Oral

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

TEACHER’S NOTE
Before and during the lesson remind children not to use people’s names in a negative way.

This lesson will need to be spread over two days to allow time for you to collate the information from the survey.

RESOURCES
- Worksheet: Conflict Survey
- Worksheet: Communication Skills (from Lesson 1)

PROCEDURE AT A GLANCE
- Thoughtshower and Discussion
- Survey
- Discussion
- Conclusion
Thoughtshower and Discussion

Write the word ‘conflict’ on the board or a flipchart page. Ask the children to give you all the words that they associate with conflict. They can call them out for you to record or they can write them on post-its and stick them on a flipchart page. Clarify and discuss these words and what they say about how we view conflict.

Explain to them that they are going to discuss conflicts that they meet and how to manage them. They will not be dealing with global conflicts.

Use the following questions to generate some shared information about the conflicts that the children experience in general and list the general categories on the board or flipchart.

- When do conflicts tend to occur? (Between adults and children and between children)
- What are they usually about?
- How are they generally managed?
- How do they generally end?

Survey

Distribute the Worksheet: Conflict Survey to the children and ask them to complete it. Ask the children to use mostly anonymous pronouns to describe the people in the conflict e.g. s/he, they, somebody, someone etc. Assure the children of confidentiality. Ask them all to use a pencil to complete them. Collect the completed surveys.

Collate the surveys. Before you make the children aware of the results, ask them to predict what they think the results would be. Present the results to the children. They may draw up bar charts or similar graphs to display the findings. Discuss the findings.

Take note, in particular, of the ‘flashpoints’ for most children. Ask them what it is about these situations that makes them ‘flashpoints’ and what could be done about it and by whom.

Select one of the situations discussed. Divide the class into small groups and ask them to discuss the situation and to suggest some solutions. Invite the groups to report back to the class and discuss the solutions suggested.

Conclusion

Ask the children to close their eyes for a minute and to think about what they have learned about conflict situations. Ask them to record this on the Worksheet: Communication Skills. Collect these and review the responses as part of the ongoing evaluation.

Extension

The children could present the results of the class survey to other classes or to teaching staff describing the process that took place, the results, and the learning involved.
Conflict Survey

Answer the following questions.
Do not identify anyone by name: use he, she, they, someone, somebody, etc.
In the last month ...

1. Did you have any kind of conflict?  Yes ☐  No ☐

2. How many conflicts?
   One ☐  Two ☐  Three ☐  Four ☐  Five ☐
   More (how many?) ______

3. Where did it (they) take place?
   Within yourself ☐  On the way to school ☐  In class ☐  On the yard ☐
   On the way home from school ☐  On your street ☐  At home ☐
   Other place: ___________________________

4. If yes, who was involved in the conflict?
   Self ☐  Other child ☐  Other children ☐  Parent or guardian ☐
   Brother/sister ☐  Teacher ☐
   Other person: ___________________________

5. What was the conflict about?
   Work ☐  Behaviour ☐  Opinions ☐
   Other: _________________________________

6. How was it resolved? What happened?

7. How satisfied are you with the outcome?
   Very satisfied ☐  Sort of satisfied ☐  Not really satisfied ☐  Dissatisfied ☐
LESSON 8
MANAGING CONFLICT

CORE CONCEPT
Children need to be aware that conflict can be managed constructively.

SPHE CURRICULUM
Strand: Myself and others
Strand Unit: Relating to others
Resolving conflict

Content Objectives
Identify and discuss various responses to conflict situations.
Explore and practise how to handle conflict without being aggressive.

INTEGRATION
English
Strands: Competence and confidence in using language
Developing cognitive abilities through language
Emotional and imaginative development through language
Strand Unit: Oral
Writing

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

RESOURCES
- Worksheet: A Conflict I Have Had
- Poster: Dealing with Conflict
- Worksheet: Communication Skills (from Lesson 1)

PROCEDURE AT A GLANCE
- Art Work/Writing
- Role Play and Discussion
- Worksheet
- Conclusion
Art Work/Writing

Remind the children of the results of the survey and the conflict situations discussed in the last lesson. Divide the class into pairs. Ask each pair to talk about typical conflict situations in the lives of 10/11 years olds and then to select one. Ask them to draw or write about the situation. Ask each pair to present their situation to the rest of the class.

Role Play and Discussion

From the conflict situations presented, select one for role play. Present and discuss the steps in the Poster: Dealing with Conflict and show these steps in practice by having children undertake a role play demonstrating these steps.

Invite the relevant number of volunteers for the situation selected (for example, two children who are in conflict over television) and ask the children to get in role and to role play the conflict. After a few moments ask the children to stop and ask them if they will agree to listen to each other without interrupting. When this is agreed, ask each one to say how they feel and say what they want, using I statements. For example, I feel hurt and angry as I haven’t seen my favourite programme for 4 days. I want you to stop shouting at me when I come in to watch it and I want to be able to watch xx on television.

Have the other child say what they heard. The same procedure is followed for the other child. Then ask them to come up with all the options they can think of to solve the situation. Other children in the class can contribute ideas to this. Ask the 2 children who are role playing to try and find a solution that both are happy with. When they have done this, ask them to agree to when this will begin and when they will review if it is working.

After the role play, use the following questions as prompts for discussion:
- What happened? Ask the people who role played:
  - How did you feel?
  - Were you able to express your views without blaming?
  - How did you feel when listening to the other person/people?

Ask the class if there were things that they would have done differently.

Select another of the children’s conflict situations and discuss it briefly. Divide the class into groups. Ask them to discuss the situation, decide who is role playing the different people involved and agree to listen to each other. When this is done revise steps 2, 3 and 4 of the Poster: Dealing with Conflict and ask them to practise this in the role play to help them try to resolve the situation. When the children have role played the situation, discuss the role plays using the questions above.

Worksheet

Ask the children to work individually (or in groups) to complete the Worksheet: A Conflict I Have Had. The following questions could be used to generate discussion about this work:
- Was it easy to identify a conflict?
- Why? Why not?
- What have you learned about handling conflict that would help in the future?
- What might help you to remember this learning?

The children could also have this discussion in pairs.
Conclusion

Invite the children to close their eyes for a minute and to think about what they have learned about managing conflict. Ask them to record this on the Worksheet: Communication Skills. Collect these and review the responses as part of the ongoing evaluation.
Dealing with Conflict

Stop. Agree to listen to each other without interrupting.

Each person takes a turn, using ‘I’ statements, to tell their side of the story and what they want. After each turn, the other person checks that they have understood.

Together, come up with all the options that you can think of to solve the situation.

Then pick one that is acceptable to both and agree how and when to put it into action.

Put the plan into action and evaluate it at a later stage.
A Conflict I Have Had

Select a conflict situation that happened recently with someone you know.

Write the information about the situation in the form of newspaper headlines, which will make the problem and your solution clear to the reader:

1. The situation or problem

2. My view at the time

3. The other’s view as I understood it

4. Some possible solutions

5. What I actually did

6. What I think/how I feel now, looking back

7. What I’ve learned
LESSON 9
ASSERTIVE COMMUNICATION

CORE CONCEPT
Children need to be aware of and able to use assertive communication strategies that are respectful of oneself and others.

SPHE CURRICULUM
Strand: Myself and others
Strand Unit: Relating to others
Communication

Content Objective
Begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others.

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

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

RESOURCES
• Selection of magazines and newspapers
• Role Play Scenarios
• Worksheet: Communication Skills (from Lesson 1)
• Worksheet: Reflection on Relating to Others (if using)

PROCEDURE AT A GLANCE
• Collage
• Discussion
• Role Play
• Conclusion
Collage

Explain to the children that today we are going to continue our work on communication, and remind them of what we have already learned about dealing with conflict.

Divide the class into groups. Give each group a selection of magazines and newspapers. Ask them to find pictures that show people communicating with each other. Ask them to divide them into friendly (positive) and unfriendly (negative) communication pictures. Ask them to make two collages: friendly (positive) pictures and unfriendly (negative) pictures. Ask them to add speech bubbles to their pictures.

Discussion

Invite the children to display and talk about their collages. Discuss why they categorised some pictures as friendly communication and some as unfriendly communication, noting the facial expressions and postures of people in the two different collages. (Link this to work done on body language in Lesson 2.)

Ask the children to think of and name all the words that they can that would describe friendly communication (list these), and words that would describe unfriendly communication (list these). If they don’t mention how friendly or unfriendly communication affects others, explore this aspect of communication.

Role Play

Explain to the children that they are going to talk about and practise ways of saying what they think or feel without interfering with the rights of other people (this is called being assertive).

State what you want (or your opinion) in a clear, firm but friendly way
Look at the person, but do not stare
Stand in a confident way
Be aware that you have the right to your opinion, to say what you feel or want
Also be aware that others have the same rights

Invite children to demonstrate these skills, e.g. stating their wants clearly (No thanks, I don’t like cigarettes; actually, I want to go home now; I have a right to express my opinion…)

Divide the class into groups of three or four and have them select any situation where they feel they need to be assertive and prepare a role play demonstrating this. Alternatively, you can distribute the Role Play Scenarios provided. Allow a short time in the small groups for the children to assign roles and to practise the role play briefly. They then take turns to present their role plays to the class. The rest of the class observe the role plays and note assertive verbal and non-verbal behaviours. Record these on board or flipchart.
Conclusion

Revise the elements of assertive behaviour. Emphasise that everyone is respected when we are assertive. Ask the children to close their eyes for a minute and to think about what they have learned about assertive behaviour? Ask them to record this on the Worksheet: Communication Skills.

With the children, review the work done in this unit. The Worksheet: Communication Skills will help the children recall what was done and what they learned. When this is done, ask them to record in their SPHE notebook what they have learned about communicating with others. Alternatively, the Worksheet: Reflection on Relating to Others can be completed and this may indicate further work that could be done with the children in this area.
Role Play Scenarios

Three friends, Daniel, Dylan and Kevin often meet on Saturdays. Kevin usually decides where they will go. When the others suggest something he says something like: ‘No, I don’t think that would be good,’ so they have stopped making suggestions. They always have fun together anyhow. On Friday, Kevin suggested that they meet and go to the shopping centre on Saturday. Daniel has already been asked by another friend to go to a new film that he wants to see. What should he do or say?

A friend who is with you in your home asks if he could borrow your old iPod for the weekend. He says that he’ll bring it back to you in school on Monday. You don’t want to lend it as you still use it sometimes. What should you say?

A friend wants to copy your homework as she forgot to do it and knows she will get into trouble in school. What should you say?

You didn’t get your homework done yesterday as your Mum had to bring your Granny to the hospital and you had to mind your little sister. Your Mum said she’d write a note to explain to the teacher, but she forgot to do it before she went to work very early. The teacher is asking you where your homework is. What do you say?
Reflection on Relating to Others

Topic: ____________    Date: ______

Complete the following sentences using words, phrases, sentences, images or drawings.

I learned ...

I felt ...

I realised ...

I liked ...

I didn’t like ...

I took part ...

On a scale of 1 to 10, where 1 is not so good and 10 is great rate yourself on how capable you feel about communicating and relating to others   ______________

Something I’m still wondering about or a question I still have is ...

Name: __________________________________________________________________
UNIT 9
DEVELOPING CITIZENSHIP
INTRODUCTION TO THE UNIT

The SPHE Curriculum (1999) encourages children to look beyond their own individual worlds to the communities in which they live. In these lessons, the children start by looking at the school and community environment to identify aspects that they are proud of, and areas that could be improved. Taking responsibility for a small area of improvement at either school or community level encourages children to become active citizens, and to develop a sense of responsibility towards their environment. Making links with individuals and groups in their community may also help to foster a sense of belonging, and develop children’s sense of social responsibility. These links can be enriching for both the children and the individuals or groups involved.

Children are often very aware of global issues, and their curiosity and enthusiasm for these issues can be harnessed to develop global citizenship skills. In these lessons, children are helped to understand inequities that exist in our world, and to develop values around equality and discrimination that will guide their actions both now and in the future.

LESSONS IN THIS UNIT

Lesson 1
We Live in our Community

Lesson 2
Working Together to Learn about our Community

Lesson 3
Save our Surroundings

Lesson 4
Are All People Equal?

Lesson 5
Enough for Everyone?

Lesson 6
Our Community: Our World
CORE CONCEPT

Working together for the good of the community and those who live in it helps children to build a community identity.

SPHE CURRICULUM

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

**Content Objectives**

- Explore the concept of the class or school as a community
- Practise ways of working together and of developing a sense of belonging.
- Explore local traditions and folklore and develop a sense of pride in their local community.
- Identify some issues of local concern and explore possible action that could be taken to address these issues.

**Environmental care**

- Appreciate the environment and develop a sense of individual and community responsibility for caring for the environment and being custodians of the Earth for future generations.

INTEGRATION

**English**

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

- **Strand Units:**
  - Oral
  - Reading
  - Writing

**SESE - Geography**

- **Strand:** Environmental awareness and care

- **Strand Units:**
  - Environmental awareness
  - Caring for the environment

TEACHERS' NOTE

Children will be working on the project in this lesson over a number of weeks. Option 1 focuses on the school environment. Option 2 focuses on the local environment. Inviting a local historian to talk to the children will greatly enhance their knowledge and thinking.

It may be necessary to impress upon the children that it is not always possible to implement all the suggestions made by them, as some decisions and changes must be made by others.
LESSON 1
WE LIVE IN OUR COMMUNITY

RESOURCES

- Paper, pencil for each group
- Laptops, computers, printer
- Option 2: local historian, books/pamphlets/leaflets about locality

PROCEDURE AT A GLANCE

- Introduction

- Option 1:
  - Group Discussion
  - Feedback and Discussion

- Option 2:
  - Visit by librarian/historian
  - Group Discussion
  - Feedback and Discussion

- Planning for Change

- Review
Introduction
Divide the children into groups, and distribute pencils and paper to each group. Explain that they will be thinking for a few minutes about the locality in which they live, and about the locality of the school. Explain that they may need to make notes and suggest that they appoint a recorder and a reporter.

Option 1
Group Discussion
Review of the School Environment
Ask the groups to imagine that there is a group of visitors coming to the school:

- What areas of the school are you proud of?
- Where would you bring them first?
- And then?
- Why these areas?
- What makes them special?

Ask them to discuss the strengths they can identify and to list these.

Areas for Improvement
Having identified the school’s strengths and listed those areas of which they are most proud or best pleased with, ask them to make another list of the possible or areas which could be improved:

- What areas of the school do you think might need improvement?
- Is the school entrance welcoming to visitors?
- Why? Why not?
- Can everyone have access to the school?
- Why? Why not?
- What would the visitors find out about the pupils in this school when they walk in the entrance?
- Is this what we would like them to know?
- Why? Why not?

Ask the children to discuss the opportunities for improvement and to list these.

Feedback and Discussion
When each group has discussed and listed all their ideas, ask the reporters in turn to name the aspects with which their groups are most pleased and the aspects they consider merit further work. These are listed in two columns on the board or IWB, possibly in a table similar to that below:

<table>
<thead>
<tr>
<th>Strength</th>
<th>Areas to improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>School building</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>School grounds</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

While emphasising the positive aspects of the school, you can ask for thoughts on how the children could improve some of the areas they identified for improvement (e.g. could families going abroad on holidays be asked to bring back a book in the language of that country; would it be possible to put a few toys/books in or near the waiting area/school; entrance; could some plants be grown in the school grounds?)
Planning for Change

You can ask the children to choose one or two areas for improvement to work on. This could be done by voting or using dotmocracy, where children are given six coloured dots and indicate their top preference by allocating three dots to it, two dots to their next choice and so on. Indicate any factors that need to be considered in making decisions and that may need to be considered in their planning:

- Do we need permission to proceed, and if so from whom?
- Who needs to be informed about the proposed changes e.g. other pupils, parents, staff, management or others?
- How and when will we inform them?
- Can we think of people or groups from the community who might be willing to help us implement our proposals and how might we approach these?
- How best might we present plans?
- How much would it cost and how might we raise funds?
- How long will it take us to implement the changes we have agreed?

A plan of action will need to be drawn up based on consideration of the issues identified in the discussion and outlining specific actions, timeframes, resources required and responsibilities. Once the proposals have been agreed, the children can identify ways of making sure that the whole school body knows about and appreciates the children’s efforts to improve their school environment for the benefit of all. The local newspaper might be informed, as improvements to the school environment, no matter how small, will benefit the local community. As and when changes are implemented, the children could write updates on the school website, blog or newsletter in order to keep the school and local community informed of progress.

Option 2

Group Discussion

Review of the Local Environment

You could identify and invite in a local historian to talk to the children about historical places, stories, traditions and folklore of the area.

Following this, the same or similar procedure as outlined for Option 1 could be used, this time asking the children to imagine that they have to show and tell a visitor about their area. They have to list buildings, local beauty spots, places of worship, interesting natural features, and local traditions which might interest a person who has never been to their locality. The children work in groups to plan a schedule for the visitor, one that would introduce the visitor to the five ‘most interesting aspects or places’ of their locality. They might use ICT to research, design and present a flyer showing what the visitor could see and hear about or do and give short pieces of accurate information about each.

Areas for Improvement

In groups, ask to children to identify the three things they would most like to change about their area, for example, more playing areas, more public parks, better lighting, less litter.
Feedback and Discussion

When each group has discussed and listed all their ideas, ask the reporters in turn to name the five ‘must see, must hear about aspects or places’ and the three things they would most like to change. List all the suggestions in two columns on the board, using a table such as the one below:

<table>
<thead>
<tr>
<th>Most interesting aspects or places</th>
<th>Areas to improve or change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local area</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
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<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Discuss the similarities and differences of the group lists and ask the children to identify the ones that they consider most important – this could be done by voting or dotmocracy (described in Class Contract Lesson). Encourage the children to identify ways of making progress in relation to the improvements chosen – these could include forming a Green School Action Group, writing a letter to their local representatives and/or the local newspaper detailing their concerns and suggestions for improvements, or enlisting the help of others in the local community. If and when they make progress or get responses, the school website, blog or newsletter could be used to update the school community on this and other developments.

Review

It is important that any initiative or work being undertaken by the children is reviewed regularly. The children could discuss progress and identify any concerns or issues. This discussion could provide an opportunity to celebrate what is being achieved and to consider other sources of support.
LESSON 2
WORKING TOGETHER TO LEARN ABOUT OUR COMMUNITY

CORE CONCEPT
Working together with the wider community improves cohesion and develops children’s understanding of community.

SPHE CURRICULUM
Strand: Myself and the wider world
Strand Unit: Developing citizenship
National, European and wider communities

Content Objectives
Become aware of elements of their own cultural heritage and traditions.
Recognise and acknowledge the various cultural, religious, ethnic or other groups that exist in a community or society and explore ways in which these differences can be respected.

Living in the local community
Explore local traditions and folklore and develop a sense of pride in their local community.

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

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

Depending on the options chosen, this lesson could also link to Arts Education (Visual, Drama, Music)

TEACHERS’ NOTE
The project proposed in this lesson develops from Lesson 1 in this unit. As option 1 involves having older people, such as an Active Retirement Group, visit and work with the children, it would be essential to inform the principal, comply with school child protection policy and meet those involved to plan the session.

It is also important to inform parents of the project.

The children will be working on this project over a number of weeks.

RESOURCES
Art Materials
Computers (depending on options selected)

PROCEDURE AT A GLANCE
• Introduction
• Option 1: Involves visit by members of group such as Active Retirement where the children would have a chance to talk and work with them
• Option 2: Involves interviewing parents, neighbours or elderly relatives
• Conclusion
Introduction

Explain to the children that they will be talking with adults who live in the area and sharing stories and experiences. Ask:

- Which adults do you know locally already?
- Are there groups of adults you don’t know at all?

Option 1

Preparation for the Visiting Group

Divide the children into groups. Explain that members of the local Active Retirement Group (or similar) will be visiting the class and that they will be talking and working with them.

Assign a topic to each group from the following areas or select more appropriate ones for the class: art/craft, IT, music/dancing, story, sport, drama. Each group is to prepare a brief presentation that will show the visitors some of their skills and interests. Allow the children time to prepare their presentations. These can be worked on and reviewed during the week.

In their groups, ask the children to think about and discuss how they would make the visitors feel welcome and the questions they could ask that would give the visitors an opportunity to talk about their interests, work they did, adventures, growing up in the area, music they like, people who lived in the area. Each group records the questions. Take feedback from the groups and, with the class, finalise and agree the welcome and the questions.

Roles for the Visit

Decide with the class who will ask the questions (interviewer/interviewers), who will keep a record of the answers (recorder), who will write a piece for the school magazine or the local paper (reporter), who will take pictures (photographer), who will meet and greet the people (host/ess), who will thank the people before they leave (host/ess) and who will write a letter of thanks (letter writer). Emphasise the importance of listening as this shows interest and conveys respect. Run a role play of meeting the visitors, interviewing them and thanking them.

Meeting with the Visiting Group

Following the discussion between the visitors and the children and the presentations by the children, divide the children into groups with adult(s) in each group. (This activity could happen in a subsequent session or over a number of sessions.) Each group can create poetry/song/story/pictures (select as appropriate) together about where they live. Each group shares what they did.

Review the Visit

Following the visit, discuss the experience:

- What did you learn about growing up in this area?
- About the experiences of those who visited?
- How is it similar or different to your experiences?
- Did anything surprise you? What?
- What did you enjoy most about the visit? Why?
- What was it like to work with the visitors?
- How do you think the visitors felt?

Discuss the drafting of the ‘Thank You’ letter and ask the assigned child to prepare this letter.
Option 2

Interview Preparation
Divide the children into groups. Explain that they are to interview parent(s), neighbours or elderly relatives about life in the area when they were 10/11 years old. Invite the children to suggest aspects of life they could ask them about (e.g. schools, entertainment, skills, people from different countries, stories) and then ask the groups to list further areas. Take feedback from the groups and together decide on the areas and also decide on questions. Explain that they will need to record what the person says so that they can report on this the following week. Allow a week for them to do this.

Feedback and Discussion
Divide the children into groups and ask them to report to each other on what they heard in the interviews. Ask them to use the interview questions to structure their discussion. The following questions could be used to discuss their findings with the class:
- What did you learn about growing up in this area?
- About the experiences of those you interviewed?
- How is it similar or different to your experiences?
- Did anything surprise you? What?

Conclusion
Review with the children what they learned from the project.
LESSON 3
SAVE OUR SURROUNDINGS

CORE CONCEPT:
Working together for the good of the community and those who live in it helps children to focus their thoughts on others.

SPHE CURRICULUM

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

Content Objectives
Recognise and understand the role of the individual and various groups in the community.

Recognise and explore the positive contributions made to the local community by various organisations, ethnic, social or community groups and individuals.

Identify some local issues of concern and explore possible action that could be taken to address these issues.

Environmental care

- Appreciate the environment and develop a sense of individual and community responsibility for caring for the environment and being custodians of the Earth for future generations.

INTEGRATION

**English**

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

- **Strand Units:**
  - Oral
    - Reading
    - Writing

**SESE - Geography**

- **Strand:**
  - Environmental awareness and care

- **Strand Unit:**
  - Environmental awareness
    - Caring for the environment

**Arts Education - Visual Arts**

- **Strand:**
  - Drawing

- **Strand Unit:**
  - Making drawings

**Arts Education - Drama**

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

- **Strand Unit:**
  - Exploring and making drama

TEACHERS’ NOTE

The material in this lesson may be worked on over two or three SPHE, English and SESE periods, and might best be used when some local environmental issue is topical or current.
LESSON 3
SAVE OUR SURROUNDINGS

RESOURCES

- Copy of extract from *The Lost Orchard* (p 74-76) for each child or display on IWB
- Background notes on *The Lost Orchard* - more teacher information about the novel is to be found on [https://www.obrien.ie/assets/3112/native/RBFSOrchard.pdf](https://www.obrien.ie/assets/3112/native/RBFSOrchard.pdf)
- Paper and pencils
- Large sheets of paper, paints, brushes

PROCEDURE AT A GLANCE

- Introduction
- Discussion
- Drama
- Art Work
- Debate
- Conclusion
Introduction
You can give some background information on the Novel: The Lost Orchard. Give a copy of the extract to each child or display on an IWB. The extract is then read aloud.

The extract (pp74 – 76) is reproduced with permission from The O’Brien Press, and may be photocopied for use with this lesson, and/or displayed on IWB or data projector.

Discussion
Ask the children questions to help them make predictions about what might have happened in the novel to this point, and what might happen next, and to help them to think about the characters:
- Can you picture Magpie? Close your eyes for a moment and then describe him.
- What sort of man is Magpie, and why do you think so?
- Why are the people ‘all giving out’ about what Magpie said on television?
- Why do you think he says that Paul will think him foolish?
- When Magpie says he ‘has to stir up the locals’, what does this tell us about him?
- What else do you know about him from the extract?
- Do you think that the opinions of others affect how we feel about ourselves?
- Do our opinions of ourselves affect what others think of us?
- Can you think for a few moments about a novel you have read recently that tells us less/more about the environment?
- Can you tell us more about this?
- Does the author make us care about Magpie’s campaign, and if so, how?
- Would you like to find out if the poster campaign is successful or not?

Drama
Ask the children to think about what information Paul might want or need to know about Magpie. What questions could he ask? Record these. You may wish to draw the children’s attention to open and closed questions, if appropriate.

Ask the children to think about what information Magpie might want or need to know about Paul. What questions could he ask? Record these.

With the children working in pairs, ask them to take the place of either Magpie or Paul in a role play and ask each other these or other questions.

Alternatively, the children might compile questions that the mine owner, the teacher, a Garda, or local unemployed young man might ask of Magpie and then use these questions in pairs and compare answers to see if there are commonalities and differences.

Art Work
Designing and Creating Posters
Identify current topical issues that affect the local or global community, positively or negatively (e.g. positive: opening of a local play area, an international agreement on CO2 emissions, or negative: building of a motorway through an area of scientific or historical interest).

Remind the children that Paul and Magpie want to save their area from the dangers of open-cast mining, and Magpie’s posters attempt to show his neighbours that wildlife will be lost forever if the mine...
goes ahead. Using their choice of the classroom art materials, ask the children to paint/draw/design and produce a poster to show the effects on their local or global community of some current topical issue. The finished posters might be displayed in the assembly or entrance area.

**Debate**

Ask the children to think of some people in their community who work hard spending time in their own gardens or in public areas improving the attractiveness of their surroundings. Ask the children to consider how the work of such people, and the improvements they make, affect the mood of the people in the community and of those who pass through the area.

Having discussed the local dimension to enhancing the environment, remind children about the global dimension to topical issues that affect them e.g. global warming, migration, trade, and the prices of goods in the shops.

Then select or ask for volunteers for two teams (three or four per team) for a class debate around the theme of global citizenship, perhaps using the quotation: *If we don’t look after our own patch of earth, there’s no point in talking about saving the great rainforests and such* (The Lost Orchard, pp 87–88) as a motion, and give the children a few days to prepare their thoughts and arguments before having the debate. Remind them to find out as much as they can about the motion, to keep their points brief and to use examples from their research to support their arguments. Suggest that each team appoint a speaker to start and another to develop the argument and another to close or sum up the debate.

Remind them that there is a very specific time-limit and that each participant must adhere strictly to the allotted time, and that no one may interrupt a speaker while they are presenting their initial arguments. When each team has presented their arguments and summed up, ask the listeners to vote for the team they believe put forward the strongest and most convincing arguments.

**Conclusion**

Ask the children to reflect on their learning by completing one or more of the sentence starters:
- *Something new I have learned about protecting the environment is…*
- *Something I will do to help protect the environment is…*
- *Something I can talk to my family about doing is…*

**Extension**

Paul’s Father ‘took to writing letters against open-cast mining’ and sent these to local and national newspapers. Ask the children to write a joint or individual letter(s) of protest about some issue of concern to the school or local community. Remind them to state their points clearly, and to bear in mind the intended readership. Choose a suitable magazine or newspaper and send for possible publication.

If there is a Tidy Towns Committee in the area, a representative could be invited to talk to the children about the work that they do, and the projects they are carrying out in the area.
The Lost Orchard by Patrick Deeley (teacher, author and poet) is a sensitive and thought-provoking novel, which deals with the hopes and fears of a small rural community in mid-1960s Ireland, and with the self-belief and courage required by those who make a stand and dare to be different. Paul Duggan lives with his parents in a village on the edge of the beautiful and mysterious fastness known as the Callows. Life is calm and tranquil, although Paul is worried about fellow sixth-class pupil and local bully Raymie.

However, he soon has more important concerns and, as planes begin to fly over the village, the rumours of an open-cast mine become a reality which gradually divides the community. Darkfield is rich in deposits of lead, zinc and silver. Locals and politicians are interviewed and speak of increased prosperity and jobs for the young. Only local eccentric Magpie warns of the dangers of open-cast mining.

Paul's growing friendship with Magpie, an outsider like himself, has a profound effect. And as metallic dust begins to fall on hay meadows, bogs and marshes, Magpie, with Paul's help, begins a campaign to alert their neighbours to the possible destruction of the Callows. Paul is forced to make choices that affect home and school life and both Paul and Magpie confront their enemies and alter the perceptions of their community forever.
Extract from The Lost Orchard
‘I’m decided on making a stand,’ he said, looking flushed. ‘You’ll think me foolish, no doubt.’
‘A stand?’ I said.
‘I’m opposin’ them mining people. I can’t just let that monster roll over us. I have to stir up the locals.’
‘You’ll have a job,’ I told him. ‘They’re all giving out about what you said on TV.’
‘Even if I change a few around to my way of thinking,’ he replied, ‘that would be a start. I must make up some slogans now, against the mine.’
‘At least it’s not a goldmine,’ I told him ‘Mr McGrane says a goldmine’s the worst.’
‘No mine’s a good mine,’ Magpie said solemnly. ‘Least of all an open-cast mine. You might as well peel the flesh off your own face and expect people to recognise you afterward. That’s what open cast does to the earth, Paul, it peels off the face.’

I had barely recovered from the shock of these words when I got a different kind of shock.
‘Signs,’ Magpie said, handing me one of his paper rectangles. ‘Signs of life.’
I turned it over and was amazed to see a large picture of a wading bird, lovingly sketched. I recognised it by its extraordinarily long bill.
‘A curlew,’ I said.
‘The same,’ he replied.
‘You did this? It looks real as anything,’ I told him.
‘A poor imitation of what lives in them Callows,’ he shrugged. ‘Here’s some more signs.’
He passed the stack of papers over to me. ‘They’re posters,’ I said, thinking of the giant colour-sheet of Captain Valour which adorned my bedroom wall.
‘Posters?’ he queried. ‘Is that what they’re called now?’

I studied each in turn. A wild goose, a corncrake, a frog leaping into Keaveney’s Quag, a rare Callows flower called ‘Summer Snowflake’, an orchard – which I recognised as Magpie’s own – a snipe, a red shank, and more besides. All magically drawn by Magpie’s hand.
‘From my observations,’ he said. ‘And I’ve left a gap above and below each, do you notice?’
‘I do,’ I told him.
‘To allow for the slogans,’ he informed me. ‘To talk the mine down.’
‘Can I help you with the slogans?’ I asked.
‘Sure you can! Are you a good printer of block letters? We want people to be
able to see these from twenty paces.’
‘I’m a reasonable printer,’ I said, feeling nervous at the prospect of ruining his wonderful art work.
Reasonable was good enough for him. He found two black marking pens and we set to scribing, one at either end of the table.

TADPOLE POND OR TAILINGS POND?
This slogan went with the frog sketch. Magpie explained that the mine would wash its own poison in what was known as a tailings pond.

SAVE OUR LANDS; SAVE OUR LIVES.
We put this under a general sketch of the Callows.

PURE FRUIT? OR POISONED?
This suited the apple orchard drawing.

The wildflower sketch made us think up:
DON’T TRADE FRESH AIR FOR LEAD DUST!
We worked on into the evening. Our heads ached from thinking.
When we had finished with the slogans, Magpie said it would be necessary to preserve the posters from the rain and such. He found some transparent plastic sheeting, and we used that as a kind of envelope. It was all very crude, apart from the lovely drawings, but it was a start.
‘I’ll have to travel now,’ Magpie said, ‘to deliver these aroun’ the locality.’
‘To people, do you mean?’
‘No; to places where people gather. I’ll go on my bike now.’
‘I’ll go instead,’ I told him. ‘I’d be quicker. Tell me where to put these.’

He was delighted. He gave me a list of suitable places. Then he gave me twine to tie the posters around tree-trunks and pillars.
‘If I had the money, wouldn’t I produce these professionally in town,’ he declared. ‘They’ll have to do, homespun as they are. But first and foremost, be sure to tell your parents what you’re at.’
Then he got an old satchel to carry the posters in, and strapped it onto my back, and sent me on my way with sincere thanks.

*The Lost Orchard* by Patrick Deeley.
LESSON 4
ARE ALL PEOPLE EQUAL?

CORE CONCEPT
It is important for children to become aware of inequality in society for their social and moral development.

SPHE CURRICULUM
Strand: Myself and the wider world
Strand Unit: Developing citizenship
National, European and wider communities

Content Objectives
Recognise and acknowledge the various cultural, religious, ethnic or other groups that exist in a community or society and explore ways in which these differences can be respected.

Living in the local community
Explore how inequality might exist in the local community and suggest ways in which this might be addressed.

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

Strand Units:
Oral
Reading
Writing

SESE - Geography
Strand: Human environments
Strand Unit: People living and working in the local area
People and communities

TEACHERS’ NOTE
A large supply of colour magazines with pictures of people of different ages, ethnicity, gender, people with disabilities need to be sourced in advance.

Teachers may need to be alert to discriminatory remarks or gestures by children which are sometimes repeated without any great understanding of the issues. These should be challenged in a respectful way.

RESOURCES
• Colour magazines with pictures of a range of people
• Scissors, large sheets of paper, glue; markers/crayons

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

Write the word equal on the board and ask the children if they know what that means. Ask them: If we treat people in an unequal way, do we have a word for that? If the children don’t suggest it, you can give them the word discrimination. This can be written on the board and the children can be asked to think of endings to complete the sentence: Discrimination is …. Discuss and clarify as appropriate to arrive at an understanding of what discrimination is.

Group Work

Organise the children into groups of four-five and distribute six or seven magazines, scissors, large sheet of paper and glue to each group. Ask each child to cut out a few pictures of different people from the magazines. From this ask the group to select four pictures that represent a mix of people and to stick one in each quarter of the page. Ask the children to discuss and record what discrimination each of these people might experience.

Discussion

Take feedback from each group and discuss. The following questions could be used in the discussion:
- How does discrimination affect the people that you chose?
- How might they feel?
- What could the people we discussed do?
- What can others do to try to stop discrimination?
- Have you or people you know ever been discriminated against?
- Are there groups in our community or in our country that are discriminated against?
- Or that do not have equal opportunities?
- How do you think it affects them?
- Is it fair?
- Do you think there is a group that is less likely to be discriminated against? Why?

Group Work

Ask the children to return to their groups and prepare an agreed statement to show their beliefs about equality. Distribute markers or crayons for the children to present their statement as a banner that can be displayed. They begin their statement with: We believe that equality … Have the groups share their statements and display the banners in the classroom or in a central area.

Conclusion

The children can be invited to identify what they have learned about discrimination in this lesson and one practical step that they themselves could take to counter discrimination in their school or community.

Extension

Children could be asked to keep their eyes and ears open for discrimination in print or visual media, and to bring any examples they find into the classroom for discussion.
CORE CONCEPT
Raising awareness of inequalities with children can facilitate actions to reduce it.

SPHE CURRICULUM
- **Strand:** Myself and the wider world
- **Strand Unit:** Developing citizenship
  - National, European and wider communities

Content Objectives
Explore how justice and peace can be promoted between people and groups, both nationally and internationally.
Realise and begin to understand the unequal distribution of the world’s resources.

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

**SESE - Geography**
- **Strand:** Human environments
  - People and communities
  - People and other lands
  - Trade and development issues

TEACHERS’ NOTE
A large open space, such as the hall, is needed for this lesson

RESOURCES
- PE Mats
- Large space for movement
- Labels of different regions of the world – Africa, Asia, Europe, Central and South America and the Caribbean, North America, Oceania
- Charts: Distribution of Population; Distribution of Wealth
- 100 sweets, preferably wrapped individually in wrappers for hygiene

PROCEDURE AT A GLANCE
- Introductory Activity
- Discussion
- Activity
- Discussion
Introductory Activity: Musical Mats

Spread out the mats around the room. Explain to the children that they are to walk around the room and when the music stops they are to stand or sit on a mat.

Each time the music stops a mat is taken away until there is only one mat left. Explain that running or pushing is not allowed, but they are to make an effort to stand or sit on a mat.

Discussion

The following questions can be asked to discuss what happened in the activity:
- Were you trying to help each other or compete with each other?
- How did you help each other?
- How did it feel to have enough mats and then slowly have them taken away so that there wasn’t enough for everyone?
- What would it be like if this was about the amount of food available instead of the number of mats to sit or stand on?
- How would it affect your life?
- Are there things we can do to ensure that people are not hungry in Ireland?
- In other parts of the world?

Activity

Explain to the class that they are going to do an activity to look at the distribution of wealth in the world. Display the names of regions of the world on the walls in various places of the room. Tell the children that in this activity, they represent the population of the world. Ask them to divide up under these regions in proportion to how they think the world’s population is distributed i.e. which areas have the most or least people living in them. When they have done this, display the Chart: Distribution of the World’s Population. Ask the children: Are you surprised at where most people live or were you accurate about where most of the world’s population live? Work out how many children should be at each region based on the distribution of the world’s population, and have children move positions as necessary.

Explain that you have 100 sweets which represent the wealth of the world. Then ask the groups to take the number of sweets they think their group should have.

Display the Chart: Distribution of the World’s Wealth. With the children compare what they thought against facts according to the chart. Re-distribute the sweets according to the chart.

Discussion

Ask the following questions:
- What are your thoughts about the distribution of wealth?
- Is it fair or just?
- What effects might it have on people in the different regions? (Mention that there are also differences between people’s wealth within regions.)
- What do you think has caused the inequality of wealth in the world?

Conclusion

Ask the children to write a short piece entitled: Are We All Equal? This is based on the learning from the lesson. They could share this with the class and their parents or guardians.
**Extension**

You could introduce the children to websites such as Amnesty (www.amnesty.ie) or Trócaire (www.trocaire.ie), as these highlight issues that are topical at any given time. Children could then choose to find out about one of more of these issues and report back to the class.
Distribution of the World’s Population

- Asia: 60.1%
- Africa: 15.7%
- Europe: 10.2%
- Central and South America and the Caribbean: 8.5%
- North America: 5%
- Oceania: 0.5%

Distribution of The World’s Wealth

Based on statistics from the International Monetary Fund 2013

Africa 3.5%

Central and South America and the Caribbean 5.7%

Europe 33%

Asia 25%

North America 27.4%

Oceania 2.4%
LESSON 6
OUR COMMUNITY: OUR WORLD

CORE CONCEPT
Awareness of the interconnectedness between people could help develop empathy.

SPHE CURRICULUM
Strand: Myself and the wider world
Strand Unit: Developing citizenship
National, European and wider communities

Content Objectives
Begin to explore the concept of democracy.

Become aware of some of the cultures, life-styles and languages of some countries in the European Union and the wider world.

Explore how justice and peace can be promoted between people and groups, both nationally and internationally.

INTEGRATION

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

Strand Units: Oral
Reading
Writing

SESE - Geography
Strand: Human environments

Sub-units: People and communities;
People and other lands;
Trade and development issues

RESOURCES
• Worksheet: Think of a…
• Worksheet: Reflections on Developing Citizenship

PROCEDURE AT A GLANCE
• Worksheet
• Group Work
• Discussion
• Conclusion
Worksheet

Distribute the Worksheet: Think of a ... to the children and ask them to complete it individually. When they have done this ask them to form pairs and share and discuss their answers. Then have the children share their answers with the class. Select some of the questions to discuss. Challenge stereotypes if necessary, for example, where rice is eaten, and languages spoken in a country.

Group Work

Divide the children into groups of four. Ask them to close their eyes for a few moments and to imagine a perfect community:
- What would it be like to live there?
- How would people get on? How would people be treated?

Ask each child to finish three sentences beginning: In this community .... Then ask them to share these and to agree three that they consider most important – they may need to rewrite endings to incorporate two or more ideas.

Discussion

Ask the groups what they considered most important and record these. With the children, tease out and identify the values that these statements represent. List these. Discuss: If these were the values that each one of us and everyone in the world lived by, what difference would it make?

Conclusion

Ask each child to record one thing they will do in the next week to help their community.

The children can complete the Worksheet: Reflections on Developing Citizenship as a review of this unit of work.

Extension

Children could be divided into groups to research detailed material on some of the questions from the Worksheet: Think of a... The groups could present their learning to the class over a few weeks.
Think of a …

Fruit that is grown in Ireland ……..
A fruit you ate recently that was not grown in Ireland …
Something you are wearing that was not made in Ireland ….
A language spoken in Poland …..
A famous person from a country in Africa…..
A country where there has been an uprising during the last year …
A country where rice is eaten …
A country where the Government is elected by the people ….
Something that comes from rainforests in Brazil ….
Something you know about a country in Asia ….
A country where bananas are grown …..
A language spoken in Ireland ….
A country that you have read a lot about ….
A country where women can’t vote …
A country where English is not spoken …
A country that is rich …
A country where children have to work …
A country where children can join the army ….
People or organisations that try to bring about peace between communities or countries …
Complete at least three of the following sentences using words, phrases, sentences, images or drawings.

I learned ...

I felt ...

I realised ...

I liked ...

I didn’t like ...

I took part ...

On a scale of 1 to 10, where 1 is not so good and 10 is great, how would you rate your awareness of local and global issues ______________

Something I’m still wondering about or a question I still have is....

Name:  _____________________________________________________
UNIT 10

MEDIA EDUCATION
INTRODUCTION TO THE UNIT

Media has always been a very significant and influential aspect of people's life, including the lives of primary school pupils. As children grow older, they are increasingly exposed to all kinds of marketing strategies and are targeted by advertisers as valuable consumers of a range of commercial services and products. It is crucial that children develop an awareness of the presence and impact of media on their lives so that they can learn to be aware of their potential influence and become discerning about the choices they make in relation to the products and services they consume. Media literacy is particularly relevant in relation to education for substance misuse prevention.

LESSONS IN THIS UNIT

Lesson 1
Mass Media

Lesson 2
Print Media: Magazines

Lesson 3
Advertising

Lesson 4
Advertising and Alcohol

Lesson 5
Recreation
CORE CONCEPT
Exposure to a range of media and their uses will increase children’s awareness and help them to become discerning media consumers.

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

Content Objectives
Explore and understand how information is conveyed and practise relaying messages using a variety of methods.

Identify the audiences at which different aspects of the media are aimed.

Explore and use some simple broadcasting, production and communication techniques.

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

Strand Units: Oral
Reading
Writing

TEACHER’S NOTE
As the children will be doing project work, this lesson will take place over a period of time rather than in one sitting. After the introductory activity, the remainder of the lesson will be largely about organisation and preparation for the project work. Following completion of their work, the children will need time to present and discuss their projects.

RESOURCES
• Project Guidelines Information Sheet
• Access to sources of information: internet, library, encyclopaedia etc.
• Recording of song: Message in a Bottle (by The Police)
• Worksheet: Reflections on Lessons

PROCEDURE AT A GLANCE
• Introductory Activity
• Thoughtshower
• Group Work/Project
• Discussion
• Conclusion
**Introductory Activity**

Tell the children you are going to play a song and they are to listen carefully to the words. Play the Song: *Message in Bottle*. Following this, ask the children what they think of the idea of sending a message in a bottle:
- *Is it a good way to send a message?*
- *Why? Why not?*
- *Who might send a message this way?*
- *Have you ever heard any interesting stories about messages in bottles?*
- *If you were to send a message in a bottle, what message would you send and who would you hope might read it?*

**Thoughtshower**

Explore with the children current ways of conveying messages to large groups (mass audiences). Explain to the children that you want them to suggest ways that messages are given to lots of people at one time. Create a list of their suggestions on the board or IWB. The following could be added if not already mentioned:

- television
- radio
- movies
- newspapers
- magazines
- adverts
- internet
- DVD games
- mobile phones
- music.

**Group Work**

Explain to the children that they are going to find out more about all the different ways messages can be given to lots of people at the same time. Divide the class into groups (depending on the number of media you are going to explore). Randomly assign each group a mass medium to explore. Read through the *Project Guidelines Information Sheet* with the children. Include any other practical considerations. Allow one to two weeks for the completion of the project.

Children can research their medium at home and they should be given time in school to discuss and record their findings and present their project.

**Discussion**

Ask the groups to present their projects (possibly one or two each day, over a number of days). Encourage the rest of the groups to ask questions. After their presentations ask each group:
- *What do you know now about your medium that you didn’t know before?*
- *Name something interesting you found out.*
- *What was it like doing the research, and making the presentation?*
- *Are there any questions you still have?*
- *Do you think some media are more powerful than others?*
- *Are some more popular with certain age groups, genders?*
Conclusion

Ask the children what they have learned about mass media from the project work and presentations, and ask the children to fill in the first part of the Worksheet: Reflections on Lessons. This can be retained for use in subsequent lessons in this unit.

Extension

The children could present their projects to other classes in the school. They could put their projects on display outside the classroom or in communal display areas in the school.
Project Guidelines
Information Sheet

The Project
Each group will present their work under the following headings:

Content of your project:
1. Title
2. List of project contents
3. Introduction
4. A short/brief historical background on the medium
5. What is the purpose of the medium? What is it for?
6. Who is it mainly aimed at (target audience)?
7. What were the most interesting things you learned?
8. Anything else you found out that you’d like us to know?
9. Conclusion or summary
10. A list of sources for your project – this could include, books, articles or other documents, people and/or organisations you contacted, other ways you collected information.

Preparation of the project:
- There are many sources of information e.g. encyclopaedia, library, internet, interviews with people who work in the area of your project, media organisations.
- Decide on what needs to be done; when and by whom and in what order. Work out a schedule of work. Plan together and check-in with each other. Have meetings to discuss the work that needs to be done and what each member of the group is doing.
- Time will be assigned to the project in the classroom. You will need to also spend time outside of school. Be clear about the finishing date for the project. If you’re working at the project at home be sure to bring what you need home – don’t forget to bring it back to school! Divide the work up equally.

Information: getting the information is only one part of the project. Other important work is to order the information and write up your project. When you get information put it in your own words. Don’t spend all the time collecting information – leave yourself enough time to write it up. If you do not understand some of the words find out what they mean. It is okay to use video or sound recordings, quotes or images/photos.
If you need help, ask for it. However it is your own work, so do not ask someone else to do the work for you.
If you do visit, phone or write to someone for information/help remember to thank them.

How to present the project
Decide how you are going to present your work, e.g. handwritten, on computer (PowerPoint or website), printed out, in a book, or as a mobile, CD or audio clip, posters/charts, folder/scrapbook/booklet, drama/sketch etc. Be creative!
My name is ____________________________________________

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

<table>
<thead>
<tr>
<th>Name of lesson</th>
<th>What I learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mass Media</td>
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<tr>
<td>Print Media: Magazines</td>
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<td>Advertising</td>
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<td>Advertising and Alcohol</td>
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<td>Recreation</td>
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</tbody>
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LESSON 2
PRINT MEDIA: MAGAZINES

CORE CONCEPT
Raising children’s awareness about the influence of the print media helps them to become discerning consumers of this media, and may help to counter the negative influences of some of these types of media.

SPHE CURRICULUM
Strand: Myself and the wider world
Strand Unit: Media education
Content Objectives
Explore the role of newspapers and other forms of print media in transmitting messages, the techniques used and the types of information included.

Recognise unequal treatment of sexual roles and other issues in literature, advertising, drama, magazines and other media.

Identify the audiences at which different aspects of the media are aimed.

Become increasingly critical and discerning in their own attitude to advertising and the techniques used to promote products, lifestyles and ideas.

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

Strand Units: Oral
Reading
Writing

TEACHER’S NOTE
Well in advance of this lesson, begin to collect a variety of magazines (This could be done through the children and their parents or/and the staff). You will need three - five of the same magazines from some of the following categories: Children, Teenagers, News/Current Affairs, Music, Television, Sport, Cookery, Business, Religious, Travel, Literary, Fashion, Celebrity, History or Geography or Science, Home, Hobbies, etc.

Particular care should be taken to ensure that the magazine content is age/stage appropriate, and complies with school ethos and policies.

RESOURCES
• A variety of magazines (see Teacher’s Note above) – which can also be used for the next lesson in this unit
• Worksheet: Exploring Magazines
• Worksheet: Reflections on Lessons (from Lesson 1)

PROCEDURE AT A GLANCE
• Discussion
• Group Work
• Presentations
• Conclusion
Discussion

Ask the children which, if any, magazines they read or look at. Ask them where they would see these. Note their age appropriateness and only refer back to those that you feel are age appropriate. Ask them if they feel the magazines influence them in any way, such as in the clothes they wear; what they eat; how they spend their leisure time/ pocket money; the way they think about themselves, others and the world; how they feel about themselves, others and the world.

Group Work

Divide the children into groups of three-five. Give each group a bundle of the same magazines so that every child has a magazine. Distribute the Worksheet: Exploring Magazines. Go through it with the children to ensure they are clear about all the questions.

Presentation

When the children have finished ask each group to present their findings on a particular section/s of the worksheet. Encourage groups to ask questions of each other.

Conclusion

Ask the children what they have learned about magazines from the activities they have experienced. The children can also fill in the appropriate section of the Worksheet: Reflections on Lessons.

Extension

The children could be encouraged to examine their favourite magazines on an individual basis, using their choice of questions from the worksheet.

They could also carry out a survey of magazines read by their parents, their teachers, different classes in the school.

They could also plan a class magazine, and discuss what it would include, who they think might read or buy it, and what sections would be of interest to their target audience.
Read the questions in each section and look through your magazine for answers.
Discuss your findings and record your agreed group answer to the questions on a page or in your SPHE copy.

1. The magazine:
Title:
Cost:
Do you like/dislike the name of the magazine?
Who do you think would like this magazine?
Why? (the content and advertisements will give you clues)

2. The cover of the magazine:
What’s on the cover?
Who do you think this cover would attract?

3. Content of the newspaper/magazine:
What is in the magazine? (Make a list. Items could include: articles, stories, photographs, advertising, interviews, reviews, information, listings etc.)
What topics are covered?

4. Advertising in the magazine:
What products are advertised?
Why do you think these products are advertised in this magazine?
Roughly, what fraction/percentage of the newspaper or magazine is advertising?

5. People in the magazine:
How are men, women and children represented in the magazine? (Look at both the pictures and the print.)
Are people from minority groups represented? ('Minority Group' here includes ethnic groups, in terms of their language, nationality, religion or culture; people with disabilities)
How are they represented?
Are there stars/celebrities/famous people in the magazine? If so, what types?
Why do you think they are there?

6. Overall:
Would you recommend this magazine? If so, to whom? If yes, why? If not, why not?
CORE CONCEPT
Children need to be alert to the influence of advertising in their lives.

SPHE CURRICULUM
Strand: Myself and others
Strand Unit: Media education

Content Objectives
Become aware of the different forms of advertising, its purpose and the messages it promotes.
Become increasingly critical and discerning in their own attitude to advertising and the techniques used to promote products, lifestyles and ideas.

INTEGRATION
English
Strands: Competence and confidence in using language
Developing cognitive abilities through language
Emotional and imaginative development through language
Strand Unit: Oral
Reading
Writing

Arts Education - Visual Arts
Strand: Drawing
Strand Units: Making drawings;
Looking and responding

TEACHER’S NOTE
This lesson is best done over three sessions. The first is a short session during which their assignment is given, and the second, the main body of the lesson, is completed the following day. The third is a fact-finding session outside school.

RESOURCES
- Magazines from previous lesson
- Information Sheet 1: How to Advertise
- Information Sheet 2: Advertising – How Much it Costs
- Worksheet: Reflections on Lessons (from Lesson 1)

PROCEDURE AT A GLANCE
- Introductory Activity
- Discussion
- Group Work
- Conclusion
Introductory Activity: Guess my Advertisement

Ask the children to think about their favourite ad. Invite some children to come out and mime their favourite ad (this can be done by an individual or a group). See if the class can guess what it is.

Ask the children where they might find advertisements. List their responses on the board, flipchart or IWB and categorise them: television, radio, internet pages, newspapers, magazines, logos on clothes and brand names on sportswear, posters and billboards, product placement (e.g. a branded products in a movie) etc.

As homework, ask the children to make a note in their copies of the advertisements they notice on their way from classroom to home. They are to make a note of where the ad was and what it was for. They can stop when they reach their home. Ask children where they might look; walls, bags, billboards, buses and taxis, bus shelters, shop windows, cars and other vehicles, listen to the radio in the car or bus, look at people’s clothes etc. Ask them to bring their findings in the following day.

Discussion

This will take place the day after the homework assignment. Ask the children what they discovered:
- How many types of advertising did you find?
- Which type was the most common?
- What does that tell you?

Ask children what they think the purpose of advertising is. If the following points do not arise in the children’s responses you may draw their attention to them:

- An advertisement is a message or communication in which the consumer receives information about a product or service. By giving information about the product, the advertiser is hoping the consumer will buy it. (You may need to explain a little the meaning of consumer and advertiser)
- Advertisers spend a lot of money to make expensive advertisements because it sells the product
- Producers of radio, T.V. newspapers, magazines etc. encourage advertising in their media to help pay for their production costs
- In advertising, product makers try to target their audiences. For example, toy advertisements are shown during daytime television when the maximum number of children will be watching.

Remind the children of the work they did previously on advertisements in magazines and target audiences.

Distribute Information Sheet 1: How to Advertise (or display on IWB). Talk through each example. Ask the children to name specific advertisements that fit each method. Ask them:
- Which method do you think is the most effective? Why?
- Does this change depending on the target audience?
Group Work

1. Classification of Advertisements
In groups, using the bundle of magazines from the previous lesson, ask the children to pick three or four advertisements from the magazines. Ask the children to classify the advertisements into the various methods outlined in **Information Sheet 1: How to Advertise**. Some advertisements may include more than 1 method. Then discuss the following:

- **Which one is the most persuasive? Why?**
- **Who would be most persuaded, in your opinion?**
- **What promises does it make?**
- **Do you think it can or will deliver on its promises?**

2. Create an Advertisement
Divide the children into groups of four. Tell them they have to advertise a product or service - it must be something they think will sell. The following headings will focus their work:
- Discuss, agree and draw the product or service chosen (this could be done electronically)
- Discuss and agree the audience they are targeting. (This will influence their choice of advertising method, outlined in Information Sheet 1)
- Discuss and agree their advertising method.

Each group presents their advertisement to the other children, and discusses the decisions they had to make (method). Ask the children:
- **Did you find the advertisements persuasive?**
- **Why? Why not?**
- **Which ad would most /least encourage you to buy?**
- **Why? Why not?**

3. Cost an Advertisement
Read through **Information Sheet 2: Advertising – How Much It Costs** with the children. Ask them to try to research the cost of the various ways of advertising outlined. When they have brought in their findings they can then go back into their groups and discuss what medium they would use to advertise their product or service and why.

- **What way is the best from a money point of view?**

Then ask:
- **Who actually pays for all this advertising?** (The consumer)
- **What are the advantages and disadvantages of advertising?**
- **For the consumer?**
- **For the manufacturer?**
- **For the advertiser?**

**Conclusion**
Ask the children what they have learned about the mass media from the activities in the last three lessons, and/or ask the children to fill in the appropriate section of the **Worksheet: Reflections on Lessons**. This is retained for use in subsequent lessons.
Information Sheet 1: How to Advertise

How to Advertise

**Appeal to the senses**
Pictures and/or sounds are used to appeal to the senses. Because of the advertisement, a person can almost ‘taste’ or ‘smell’ or ‘feel’ the product and therefore buys it.

**Common usage**
The advertisement suggests that everybody else is using this product. The buyer doesn’t want to feel left out.

**Exaggeration**
The advertisement uses words like ‘the best’, ‘the greatest’. The buyer gets a positive image of the product, which may or may not be true.

**The average buyer**
A person representing the average buyer is used to give advice.

**Expert opinion**
Experts, such as scientists, are used, to show the importance of a product.

**Model**
A cool, beautiful/handsome person uses the product, or sometimes a sportsperson or famous person endorses the product. The buyer thinks that they will become like that person by using the product.

**Fantasy and romance**
The product is shown being used in fantastic and unreal situations, or fantastic and unreal powers are given to the person with the product. The buyer connects these powers with the product.

**Positive side only**
Advertisements show only the positive aspects of the product.

**Value for money**
The advertisement suggests that the product is very good value, cheaper than its rivals, is available at an introductory price, the buyer can pay in instalments, pay later, two for 1 etc.
Information Sheet 2: Advertising – how much it costs

The teacher and/or children can find out the approximate cost of the various types of advertising listed below and discuss value for money.

- 5 minutes during a popular television programme (reality television show, talent show, soap opera or the news).
- 5 minutes during children’s afternoon television
- 5 minute spot on independent local radio
- 5 minutes during a top television chat show
- 5 minutes during a top radio chat show
- One week’s advertising in a local cinema
- One week’s advertising in one major cinema
- Half-page in colour in a television guide
- Full page in colour in a top magazine
- Three columns of 28cms in a national newspaper
- Three columns of 28cms in a local newspaper
- Eight weeks on a large outdoor billboard/poster site.
CORE CONCEPT

Children need to develop critical thinking skills in order to be discerning about the influence of and the strategies employed in advertising alcohol.

SPHE CURRICULUM

Strand: Myself and others
Strand Unit: Media education

Content Objective

Become increasingly critical and discerning in their own attitude to advertising and the techniques used to promote products, life-styles and ideas.

INTEGRATION

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

Strand Units: Oral
Reading
Writing

TEACHER’S NOTE

It would be useful to make parents or guardians aware that the children are going to focus on alcohol advertising in this lesson. It could be an opportune time to have a talk for parents on the substance misuse content of the SPHE Curriculum for 5th class if this has not already taken place. The work in this unit links with Unit Two: Taking Care of My Body.

Remind the children that in the course of discussing alcohol they must not name names in a negative way in this lesson – use ‘someone’ or ‘somebody’. This is to ensure that children do not disclose information about users of alcohol that they might know. Remind the children that they can always talk to you privately if they wish to do so.

RESOURCES

- A selection of alcohol advertisements– these are obtainable at www.youtube.com – search for a number of alcohol advertisements by brands to find specific ads. These can be shown to the class on IWB, or the children could work in small groups at a computer.
- As an alternative ask the children to cut out alcohol advertisements from magazines, taking note of the name of the magazine and who it is aimed at.
- Worksheet: Reflections on Lessons (from Lesson 1)

PROCEDURE AT A GLANCE

- Thoughtshower
- Discussion
- Group Work
- Discussion
- Conclusion
Thought Shower
Write the word alcohol on the board, flipchart or IWB and ask the children to call out the words that come into their head when they hear the word alcohol.

Discussion
Facilitate a discussion on alcohol and advertising:
- How many different types of alcohol can you name (e.g. whiskey, wine)?
- What brands names of alcoholic drinks do you know?
- How do you know about these?
- What does this tell us about alcohol advertising?
- Are there other ways we find out about alcohol?
- Where do we get information, views, and attitudes about alcohol from?

Group Work
Examining Alcohol Advertisements
Divide the children into groups and assign them a CD a number of alcohol advertisements on it and a computer. Ask the children to view the ads and to note answers to the following questions on a blank page or in their SPHE copy (these questions could be displayed on the IWB):

- What product is the ad selling?
- In what setting is it being advertised? (e.g. party, indoors/outdoors)
- What methods are used in the ad to sell alcohol? (see Information sheet 1 from previous lesson)
- Who is the ad targeting?
- What messages about alcohol are portrayed in the ad? (e.g. fun, humour, socialising, forgetting about worries, etc.)
- What facts or realities about alcohol are not in the ad? (e.g. risks, dangers, problems etc.)

Alternatively, the children could do a similar exercise with alcohol ads from magazines.

Discussion
Ask the children to report on their findings. Encourage them to ask questions of each other about their findings, and to note similarities and differences in the reports.

Remind the children of the previous discussion around messages in ads. Show the children the following ‘hidden’ positive messages that have been identified in alcohol advertisements and ask them if they think they are true or false (these could be displayed on the board or IWB):

- Drinking is a risk-free activity
- You can’t survive without drinking
- Everybody drinks
- Drinking makes you attractive
- Drinking helps you to have fun
- Drinking a lot/too much is normal
- Alcohol is a magic potion that can transform you
- Sports and alcohol go together
- Alcoholic beverage companies promote moderation in drinking.
Ask the children:

- Do you think that alcohol companies should be required to include information in their ads about the potential dangers associated with drinking (like the health warnings on cigarette packs)?

- How can people get the whole picture, (the truth) about alcohol, if the producers and advertisers only tell one side of the story?

- Who do you think should tell us the truth?

- Where would you go to find out the facts about alcohol?

**Conclusion**

Ask the children what they have learned about advertisements for alcohol from the activities in this and other lessons, or ask the children to fill in the appropriate section of the **Worksheet: Reflections on Lessons**.

**Extension**

This lesson lends itself to collaborating with parents. The children could discuss the nine ‘hidden messages’ statements with their parents or guardians and tell them what has been discussed about alcohol in class.
CORE CONCEPT
Raising children’s awareness about leisure and recreation choices can help to promote balance in their lives.

SPHE CURRICULUM
Strand: Myself and others
Strand Unit: Media education

Content Objective
Explore various recreation and leisure activities as an alternative to watching television.

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

Strand Units:
- Oral
- Reading
- Writing

Maths
Strand: Data

Strand Unit: Representing and interpreting data

TEACHER’S NOTE
It would be helpful to remind the children about not naming names in a negative way in this lesson – use ‘someone’ or ‘somebody’.

RESOURCES
- Worksheet: Leisure Activities
- Worksheet: Reflections on Lessons (from Lesson 1)
- Worksheet: What I Learned About Media

PROCEDURE AT A GLANCE
- Discussion
- Thoughtshower
- Group Work
- Discussion
- Conclusion
Discussion
Recite the following saying to the children: *All work and no play makes Jack a dull boy.* Ask them what they think this means. Introduce the concept of balance if the children do not raise it. Ask them to find the meanings of the words *recreation* and *leisure* in their dictionaries. Ask them to discuss why leisure and recreation are important.

Thoughtshower
Invite the children to help make a list of activities they or other children do in their spare time – leisure or recreational activities. Record their suggestions on the flipchart, board or IWB.

Group Work
Divide the class into four or five groups. Ask the children to pick three-four leisure/recreational activities that they do on a weekly basis and to estimate how much time they spend at each over a period of a week. They do this individually at first, and then each child in the group can compare their findings with one other. Each group can then put together a graph of the types of activities they do and the time spent on these, and compare with other groups. A class graph could also be drawn up which will give a picture of the class overall.

The following questions can then be considered:
- *What is the most popular leisure time activity in our class? Why?*
- *Which activities are healthy for us? Why?*
- *Are any of the activities bad for us? Why?*
- *What is the most popular leisure activity for girls/boys in our class?*
- *Do the children in our class have a variety of leisure activities?*
- *Should in our class try to broaden their range of leisure activities? Why?*

Conclusion
A short recap on the lessons completed in this unit could take place using the *Worksheet: Reflections on Lessons*, after which they could complete the *Worksheet: What I Learned about Media*.

Extension
Each child could fill in the *Worksheet: My Leisure Activities* as a reflective exercise. This could be assigned for homework, where the children could be encouraged to talk to their parents or guardians about what is on their sheet.

The children could make lists of healthy leisure activities, draw them up in poster form and display around the school.

The children could do a survey of leisure activities among other classes or staff members to show the variety of leisure and recreation pursuits in the school.
My Leisure Activities

My favourite activity is___________________________________________________
I like to do this activity because____________________________________________
The benefits of this activity for me are________________________________________
____________________________________________________________________
The risks of this activity could be__________________________________________
_____________________________________________________________________
The amount of time per week I spend at this activity is_____________________
My 2nd favourite activity is___________________________________________________
I like to do this activity because____________________________________________
The benefits of this activity for me are______________________________________
____________________________________________________________________
The risks of this activity could be__________________________________________
_____________________________________________________________________
The amount of time I spend per week at this activity is_____________________
Do I have a good balance between work (chores/homework) and leisure/recreation?_____  
Do I need to change the amount of time I spend at my activities, why?
___________________________________________________________________________
Do I have a range of leisure/recreational activities ___________________________
If no, what could I do?__________________________________________________
____________________________________________________________________________
Name: _____________________________________________ Date:_________________

Discuss your completed worksheet with the person who sits beside you.
What I Learned About Media

Topic: __________  Date: __________

Complete at least three of the following sentences using words, phrases, sentences, images or drawings.

I learned ...

I felt ...

I realised ...

I liked ...

I didn’t like ...

Something I’m still wondering about or a question I still have is ...

On a scale of 1 to 10, where 1 is not so good and 10 is great, rate yourself on how you use the media _________

Name: ____________________
UNIT 11
LOOKING BACK LOOKING FORWARD
INTRODUCTION TO THE UNIT

This unit explores ideas of change, growth and learning and is best taught at the end of the school year when children have built up a good relationship with the class teacher and each other.

Lesson 1 explores how children have already changed physically, emotionally and socially on their journey to Fifth Class, and how this development will continue into the future. Puberty is discussed in order to prepare them for the changes that are coming (or that have already occurred). The emphasis is on the normality of these changes, and the importance of looking after our bodies with dignity and respect. These concepts are revisited in Sixth Class.

In Lesson 2, children review the work they have done through the Walk Tall Programme and celebrate what they have learned. Reflecting on past successes and learning can help children to see the progress they are making and will continue to make in the future.

PHYSICAL CHANGES FOR BOYS

- Growth spurt, testicles, scrotum, penis enlarged
- Pubic, facial and other body hair
- Voice deepens
- Nocturnal emissions – ‘wet dreams’ occur
- Perspiration, oily skin, pimples.

PHYSICAL CHANGES FOR GIRLS

- Breasts develop
- Menstruation/periods begin
- Growth spurt
- Underarm and pubic hair
- Hips broaden
- Perspiration, oily skin, pimples.

Male Reproductive Organs: penis, scrotum, bladder, testicles.
Female Reproductive Organs: vagina, cervix, uterus, lining, fallopian tube, ovary/ovaries, ovum/ova.
Other Terms: Ovulation/menstruation; psychological, emotional and social changes.

(Ref. 5th and 6th Class RSE resource materials http://www.pdst.ie/node/811)

LESSONS IN THIS UNIT

Lesson 1
My Amazing Body

Lesson 2
I’m Celebrating All I’ve Learned
LESSON 1
MY AMAZING BODY

CORE CONCEPT:
The key to promoting dignity and respect with regard to our bodies lies in celebrating their power and uniqueness.

SPHE CURRICULUM

<table>
<thead>
<tr>
<th>Strand:</th>
<th>Myself</th>
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</thead>
</table>
| Strand Unit:  | Taking care of my body
    Knowing about my body                                               |

Content Objectives
Recognise the importance of treating their body and that of others with dignity and respect.

Identify and discuss the physical and other changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone.

INTEGRATION

English

<table>
<thead>
<tr>
<th>Strands:</th>
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<tbody>
<tr>
<td></td>
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<td>Developing cognitive abilities through language</td>
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| Strand Unit: | Oral |

SESE - Science

<table>
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<tr>
<td>Strand Unit:</td>
<td>Human life</td>
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TEACHER’S NOTE

Teachers can find additional materials in the RSE programme available at http://www.pdst.ie/node/811 in 5th Class Materials pp-81-92

This lesson links with Unit Seven in 4th Class. If the children have not already seen the DVD Busybodies, this may be shown in this lesson, or it could be used as a revision exercise.

This lesson also links with units in 6th Class (Unit Two: Taking Care of My Body), and would benefit from a timeslot late in the school year when pupils and teachers have established a good relationship.

Teachers should consult the school RSE Policy to ensure that this lesson falls 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.

Teachers 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 thought about and prepared answers which are age-appropriate and in line with school policy. For example, a teacher 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 during these lessons,’ 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’.
There may be children in the class who are fostered or adopted, and who may not know their birth parents. This should be borne in mind throughout this lesson, and be dealt with sensitively.

RESOURCES

• Worksheet: Now and Later
• DVD: Busybodies (free from healthpromotion.ie)
• Pupil Busybodies Booklets and DVD (one per pupil free from healthpromotion.ie)
• Poem (if using – see Conclusion)

PROCEDURE AT A GLANCE

• Discussion/Pair Work
• Discussion
• Thoughtshower
• Worksheet
• DVD
• Conclusion
**Discussion/Pair Work**

Explain to the children that today we are going to be talking about our bodies and how they develop over time. Ask: *Do you know any sayings about our bodies?* (e.g. My body is a temple... Sound body, sound mind... Your health is your wealth...). Show the children the following quotations on the board (or you may choose your own):

To keep the body in good health is a duty... otherwise we shall not be able to keep our mind strong and clear. 

*Buddha*

Take care of your body. It’s the only place you have to live. 

*Jim Rohn*

A feeble body weakens the mind. 

*Jean-Jacques Rousseau*

Everything you’ll ever need to know is within you; the secrets of the universe are imprinted on the cells of your body. 

*Dan Millman*

(These and similar quotes can be accessed online – see [http://www.brainyquote.com/quotes/keywords/body_13.html](http://www.brainyquote.com/quotes/keywords/body_13.html))

Ask the children to discuss in pairs what each quote might mean, and to choose their favourite quotation.

- What do these quotes tell us about our bodies?
- Do you agree with what they say?
- Why? Why not?
- What message do you get from the quotation(s)?
- Why is this important?

**Explain:** Our bodies are constantly changing as we develop into adulthood and as we grow older. It’s a good idea to be aware of these changes, and to take care of our bodies as we progress through life. While we may have many possessions that we discard over our lives, we will only ever have one body, so it is important to learn about it and treat it with dignity and respect.

**Discussion**

Write the word PUBERTY on the board and ask: *Does anyone know what this means?* Take any suggestions and write them around the word. Using the children’s words where possible, clarify any ideas if necessary and explain as follows:

Puberty is a special time in our lives when we are moving from being a child towards young adulthood. Becoming an adult takes a long time, and we may be in our twenties before we actually go through all the physical and emotional changes that are part of becoming an adult. Puberty is when these changes begin to happen, and it starts at different times for different people, but it will happen to everyone eventually! It’s helpful if we know the kinds of changes that are going to happen to us, so that when they do, we know we are on the way to becoming an adult.
Thoughtshower

Explain to the children that we are going to identify the changes that have already taken place in their bodies since they were born, and changes that might occur in the future. With the children, draw up a list of ways that our bodies have already changed, emphasizing that everyone’s body changes at their own rate and in their own time. While children will have changed in lots of ways since they were born, this exercise is about identifying body changes in particular. The list might look like this:

- height
- weight
- ability/skills (these could be listed)
- body hair
- hips broadening
- skin changes
- growth spurts
- perspiration.

Worksheet

Distribute the Worksheet: Now and Later to the children and ask them to fill it in individually at first. Take some feedback on both aspects of the worksheet, and in particular on those changes identified by children that will occur in the future (or that have already begun to occur for some children). Explain to the children that in 6th Class and in post-primary school they will be learning more about the changes that occur in their bodies that tell them that they are moving towards puberty and young adulthood.

The following could be used to introduce the DVD in the next section:

While boys and girls will experience changes that are the same, some of the changes will be different as you might expect – look at the adults around you and you can see this!

- Which of the changes on our list do you think everyone will experience? (e.g. height, weight, body hair, skin changes, mood changes).
- What about boys – what changes for them? (e.g. voice, facial hair).
- What about girls? (breasts develop).

Explain: Some of the changes that take place for boys and girls are not visible, but they do affect how we grow and develop at puberty. Special chemicals called hormones are released in our bodies which trigger these changes. The hormones are different for boys and girls, because they are changing in different ways. All of these changes are natural and normal, and mean that you are growing towards adulthood. We’re now going to look at a DVD which explains in detail the changes that occur for boys and girls. Some of the information you might know already, but some will be new. If you have any questions about what you are hearing, you can ask me or write the questions down on a piece of paper and put them in (designated box/area).

DVD

Introduce the DVD Busybodies sections 1, 2 and 3 as appropriate (in line with the School RSE Policy). The first section is general, while section two deals with what happens to girls during puberty and section two deals with what happens to boys.
Conclusion

Encourage children to write down any questions they have and to post them in the designated box/space over the next few days. Tell them that you will answer as many as you can over the coming weeks, and encourage them to discuss what they have heard with their parents or guardians. They could also bring home their worksheet for discussion. A short closing activity may be appropriate at this stage. You could read a poem – for example *Welcome Me, Adulthood* by Christina Cooper.

Alternatively, children could be invited to stand and move around the room. When you clap their hands, they talk to the person nearest them about one thing they learned in the lesson; move again and talk about one thing that surprised them; move again and talk about one thing they are looking forward to as an adult.

You can alert the children to the content of the next lesson, which identifies new learning and celebrates what the children have already learned in 5th Class.
Now and Later

Identify as many changes as you can in your body since you were born and write them here:

Now see if you can identify changes that are happening now or will happen in the future (your parents or guardians may be able to help you with this!):
LESSON 2
I’M CELEBRATING ALL I’VE LEARNED

CORE CONCEPT
We are continually learning and changing and this should be celebrated from time to time.

SPHE CURRICULUM

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

**Content Objective**
Identify realistic personal goals and targets and the strategies required to reach these.

*Developing self-confidence*

**Content Objective**
Become more independent and autonomous.

INTEGRATION

**English**

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

- **Strand Units:** Oral
  - Reading
  - Writing

TEACHER’S NOTE
The children will need their folders/copies to review their work.

RESOURCES

- Children’s Folders
- Worksheet: I’m Growing and Changing
- Certificates

PROCEDURE AT A GLANCE

- Introduction and Review
- Worksheet
- Discussion
- Presentation of Certificates
Introduction and Review

Remind the children that in the previous lesson they reflected on bodily changes that have occurred since they were born. Explain to the children that in this lesson they are going to look back at what they have done in the SPHE programme during the year, they will think and talk about how they have changed and what they have learned and about their hopes.

Give the children time to look through the work in their folders or SPHE copy. Review the work by asking the children to name the different things that they did in the class. They may include topics (about me, feelings, staying safe) or types of activities (role play, talked in groups). Record their answers on the board.

Add items covered in the class that the children did not include. Ask them what they enjoyed best, what they learned, what they would change. Encourage them to express their thoughts and feelings about the work.

Worksheet

Ask the children to think about when they came into 5th Class and to think of what they learned and how they have changed during the year. Distribute the Worksheet: I’m Growing and Changing and ask them to complete it. When they have completed the worksheet ask them to form pairs or small groups and to talk about what they have written. When this has been done, ask the children to share one thing they learned with or in the class. They can use the sentence starter: One thing I learned in the past year …….

Discussion

Ask the children to think about one achievable thing they would like to do in the near future for example, read a particular book, join a particular club, learn to play the recorder, weed a flowerbed at home, visit grandparent. Ask the children for examples. Have each child decide on one achievable thing. Ask them to illustrate or to write a paragraph about this. Ask them to form pairs or small groups to talk about what they would like to do and how they could achieve this. Ask for feedback from the groups and discuss.

Presentation of Certificates

Organise a ceremony to present the certificates, inviting parents or guardians if possible. The children can display their folders and art work for parents or guardians, and be encouraged to discuss their work with them.
I’m **Growing and Changing**

Draw or write about one way that you have changed during the past year.

Draw or write about one thing you learned in the Programme.

Draw or write about one thing you did that you really enjoyed in the Programme.
Congratulations!

This Certificate is awarded to

________________________________________________________

For completion of the

Fifth Class Year

Signed:__________________________________________________

Date:__________________________________________
## Strain: Myself

<table>
<thead>
<tr>
<th><strong>Self-identity</strong></th>
<th><strong>Self-awareness</strong></th>
<th><strong>Covered</strong></th>
<th><strong>Class Level</strong></th>
<th><strong>Unit/Lesson</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways</td>
<td>✓</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1 Lesson 1, 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1 Lesson 2</td>
<td></td>
</tr>
<tr>
<td>Reflect on their experiences and the reasons for taking different courses of action</td>
<td>✓</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 3/L6 Unit 7/L3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1 Lesson 3</td>
<td></td>
</tr>
<tr>
<td>Identify realistic personal goals and targets and the strategies required to reach these</td>
<td>✓</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1 Lesson 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1 Lesson 1, 4</td>
<td></td>
</tr>
<tr>
<td>Accept his/her own body image and explore some of the factors that affect his/her self-image and beliefs about himself/herself</td>
<td>✓</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1 Lesson 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1/L6</td>
<td></td>
</tr>
</tbody>
</table>

### Developing self-confidence

<table>
<thead>
<tr>
<th></th>
<th><strong>Covered</strong></th>
<th><strong>Class Level</strong></th>
<th><strong>Unit/Lesson</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop further the ability to express personal opinions, thoughts and ideas and listen to, respect, think about and comment critically and constructively on the views of others</td>
<td>✓</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Group Building/Class Contract lesson Unit 1 Lesson 5 Unit 7 Lesson 3</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1 Lesson 4, 5</td>
</tr>
<tr>
<td>Enhance skills to improve learning</td>
<td>✓</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1 Lesson 3, 5, 6</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1 Lesson 1, 7</td>
</tr>
<tr>
<td>Take increasing personal responsibility for himself/herself</td>
<td>✓</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1 Lesson 6</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1 Lesson 1, 7</td>
</tr>
</tbody>
</table>
### Developing self-confidence

- **Become more independent and autonomous**
  - ✓ 5<sup>th</sup> Level  Unit 1 Lesson 5
  - 6<sup>th</sup> Level  Unit 1 Lesson 5, 7

### Taking care of my body *(Health and well-being)*

- **Recognise and examine behaviour that is conducive to health and that which is harmful to health**
  - ✓ 5<sup>th</sup> Level  Unit 2(A) Lesson 1
  - 6<sup>th</sup> Level  Unit 2(A) Lesson 1

- **Recognise causes of personal worry and identify appropriate coping strategies**
  - ✓ 5<sup>th</sup> Level  Unit 2(A) Lesson 2
  - 6<sup>th</sup> Level  Unit 2(A) Lesson 2

- **Distinguish between legal and illegal substances, identifying those that are most commonly used, and examine and understand the effects they can have**
  - ✓ 5<sup>th</sup> Level  Unit 2(A) Lesson 3, 5
  - 6<sup>th</sup> Level  Unit 2(A) Lesson 5

- **Explore some of the reasons why people smoke, drink alcohol, misuse any kind of substances or take drugs that have no medical use**
  - ✓ 5<sup>th</sup> Level  Unit 2(A) Lesson 4, 6
  - 6<sup>th</sup> Level  Unit 2(A) Lesson 3

- **Explore the role of personal choice, risk factors and the influence of others when choosing to use non-prescribed substances**
  - ✓ 5<sup>th</sup> Level  Unit 2(A) Lesson 4, 7
  - 6<sup>th</sup> Level  Unit 2(A) Lesson 4, 5

- **Explore and examine attitudes towards the misuse of substances and towards those who misuse substances of any kind**
  - ✓ 5<sup>th</sup> Level  Unit 2(A) Lesson 4, 6
  - 6<sup>th</sup> Level  Unit 2(A) Lesson 4

- **Identify and discuss the roles of various people who are concerned with the health of others**
  - ✓ 5<sup>th</sup> Level  Unit 2(A) Lesson 1, 8
  - 6<sup>th</sup> Level  Unit 2(A) Lesson 6

- **Realise that there is a personal and communal responsibility for the health and well-being of himself/herself and others**
  - ✓ 5<sup>th</sup> Level  Unit 2(A) Lesson 8
  - 6<sup>th</sup> Level  Unit 2(A) Lesson 6
### Strand: Myself

<table>
<thead>
<tr>
<th>Knowing about my body</th>
<th>Covered</th>
<th>Class Level</th>
<th>Unit/Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise the importance of treating his/her body and that of others with dignity and respect</td>
<td>✔</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 11 Lesson 1</td>
</tr>
<tr>
<td></td>
<td>✔</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 3 Lesson 1, 2</td>
</tr>
<tr>
<td>Identify and discuss the physical and other changes that occur in boys and girls with the onset of puberty and understand that these take place at different rates for everyone</td>
<td>✔</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 11 Lesson 1</td>
</tr>
<tr>
<td>Understand the reproductive system of both male and female adults</td>
<td>✔</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 3 Lesson 1</td>
</tr>
<tr>
<td>Realise how increased activity or involvement in physical activities can require increased attention to body care</td>
<td>✔</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2(B) Lesson 4</td>
</tr>
<tr>
<td></td>
<td>✔</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2(B) Lesson 4</td>
</tr>
<tr>
<td>Recognise some physical disabilities and how they can affect people’s lives</td>
<td>✔</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2(B) Lesson 5</td>
</tr>
<tr>
<td></td>
<td>✔</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2(B) Lesson 5</td>
</tr>
<tr>
<td>Become aware of some communicable diseases and explore how diseases and infections are spread</td>
<td>✔</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2(B) Lesson 6</td>
</tr>
<tr>
<td></td>
<td>✔</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2(B) Lesson 6</td>
</tr>
<tr>
<td>Identify and be aware of the different ways in which the body may be protected against disease and infection</td>
<td>✔</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2(B) Lesson 6</td>
</tr>
<tr>
<td></td>
<td>✔</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2(B) Lesson 6</td>
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</table>

<table>
<thead>
<tr>
<th>Taking care of my body (Food and nutrition)</th>
<th>Covered</th>
<th>Class Level</th>
<th>Unit/Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appreciate the importance of good nutrition for growing and developing and staying healthy</td>
<td>✔</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2(B) Lesson 1</td>
</tr>
<tr>
<td></td>
<td>✔</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2(B) Lesson 1</td>
</tr>
<tr>
<td>Realise and accept some personal responsibility for making wise food choices and adopting a healthy, balanced diet</td>
<td>✔</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2(B) Lesson 1</td>
</tr>
<tr>
<td></td>
<td>✔</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2(B) Lesson 1</td>
</tr>
<tr>
<td>Recognise some of the important nutrients that are necessary in a balanced diet and the food products in which they are found</td>
<td>✔</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2(B) Lesson 1</td>
</tr>
<tr>
<td></td>
<td>✔</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2(B) Lesson 1</td>
</tr>
<tr>
<td>Explore the factors that influence food choices</td>
<td>✔</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2(B) Lesson 1</td>
</tr>
<tr>
<td></td>
<td>✔</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2(B) Lesson 1</td>
</tr>
</tbody>
</table>
### Strand: Myself

<table>
<thead>
<tr>
<th>Covered</th>
<th>Class Level</th>
<th>Unit/Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5th</td>
<td>Unit 2(B) Lesson 3</td>
</tr>
<tr>
<td></td>
<td>6th</td>
<td>Unit 2(B) Lesson 3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Taking care of my body <em>(Food and nutrition)</em></th>
<th>Covered</th>
<th>Class Level</th>
<th>Unit/Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore and examine some of the illnesses particularly associated with food intake or special health conditions</td>
<td>✓</td>
<td>5th</td>
<td>Unit 2(B) Lesson 3</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 2(B) Lesson 3</td>
</tr>
<tr>
<td>Become aware of the importance of hygiene and care in the preparation and use of food</td>
<td>✓</td>
<td>5th</td>
<td>Unit 2(B) Lesson 2</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 2(B) Lesson 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Growing and changing <em>(As I grow I change)</em></th>
<th>Covered</th>
<th>Class Level</th>
<th>Unit/Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and discuss the changes that are experienced in growing from child to adult</td>
<td>✓</td>
<td>5th</td>
<td>Unit 1 Lesson 1</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 2 Lesson 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit 7 Lesson 2</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Unit 12 Lesson 1</td>
</tr>
<tr>
<td>Explore patterns of development and growth, comparing present development with that at earlier stages: physical, social, emotional, intellectual and spiritual</td>
<td>✓</td>
<td>5th</td>
<td>Unit 6 Lesson 2</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 1 Lesson 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit 7 Lesson 2</td>
</tr>
<tr>
<td>Appreciate the need for individual space and privacy as he/she is growing and developing</td>
<td>✓</td>
<td>6th</td>
<td>Unit 7 Lesson 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Birth and new life</th>
<th>Covered</th>
<th>Class Level</th>
<th>Unit/Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand sexual intercourse, conception and birth with the context of a committed, loving relationship</td>
<td>✓</td>
<td>6th</td>
<td>Unit 3 Lesson 2</td>
</tr>
<tr>
<td>Discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent</td>
<td>✓</td>
<td>6th</td>
<td>Unit 3 Lesson 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feelings and emotions</th>
<th>Covered</th>
<th>Class Level</th>
<th>Unit/Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express</td>
<td>✓</td>
<td>5th</td>
<td>Unit 1 Lesson 3, 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit 3 Lesson 1</td>
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<tr>
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<td>Unit 7 Lesson 3</td>
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<td></td>
<td>6th</td>
<td>Unit 1 Lesson 1</td>
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<tr>
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<td>Unit 4 Lesson 1</td>
</tr>
<tr>
<td>Feelings and emotions</td>
<td>Covered</td>
<td>Class Level</td>
<td>Unit/Lesson</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Discuss and practise how to express and cope with various feelings in an appropriate manner</td>
<td>✓ 5th</td>
<td>Unit 3</td>
<td>Unit 2, 3, 4</td>
</tr>
<tr>
<td></td>
<td>✓ 6th</td>
<td>Unit 1</td>
<td>Lesson 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit</td>
<td>Lesson 2, 3, 4, 5</td>
</tr>
<tr>
<td>Understand how feelings help in understanding himself/herself</td>
<td>✓ 5th</td>
<td>Unit 3</td>
<td>Lesson 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 7</td>
<td>Lesson 3</td>
</tr>
<tr>
<td></td>
<td>✓ 6th</td>
<td>Unit 1</td>
<td>Lesson 1</td>
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<tr>
<td></td>
<td></td>
<td>Unit 4</td>
<td>Lesson 6</td>
</tr>
<tr>
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<td></td>
<td>Unit 12</td>
<td>Lesson 2</td>
</tr>
<tr>
<td>Differentiate between needs and wants and recognise and explore the concept of delayed gratification</td>
<td>✓ 5th</td>
<td>Unit 3</td>
<td>Lesson 6</td>
</tr>
<tr>
<td></td>
<td>✓ 6th</td>
<td>Unit 4</td>
<td>Lesson 7</td>
</tr>
<tr>
<td>Discuss the different types of love that exist and explore how love is portrayed and defined in music, films, books, magazines and other media</td>
<td>✓ 6th</td>
<td>Unit 11</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>Identify and learn about healthy ways to help him/her feel positive about himself/herself</td>
<td>✓ 5th</td>
<td>Unit 1</td>
<td>Lesson 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 3</td>
<td>Lesson 7</td>
</tr>
<tr>
<td></td>
<td>✓ 6th</td>
<td>Unit 1</td>
<td>Lesson 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 4</td>
<td>Lesson 8</td>
</tr>
<tr>
<td>Safety and protection (Personal safety)</td>
<td></td>
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</tr>
<tr>
<td>Explore rules and regulations at home, in school and in society and the importance of adhering to them</td>
<td>✓ 5th</td>
<td>Group</td>
<td>Building/Class Contract lesson</td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td></td>
<td>✓ 6th</td>
<td>Group</td>
<td>Building/Class Contract lesson</td>
</tr>
<tr>
<td>Safety and protection (<em>Personal safety</em>)</td>
<td>Covered</td>
<td>Level</td>
<td>Unit/Lesson</td>
</tr>
<tr>
<td>------------------------------------------</td>
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<td>-------------</td>
</tr>
<tr>
<td>Identify situations and places that may threaten personal safety</td>
<td>✔️</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 4 Lesson 2</td>
</tr>
<tr>
<td></td>
<td>✔️</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 5 Lesson 2</td>
</tr>
<tr>
<td>Discuss a variety of risky situations and behaviour and assess and evaluate how these risks may be avoided or minimised and the implications of taking risks</td>
<td>✔️</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 4 Lesson 2</td>
</tr>
<tr>
<td></td>
<td>✔️</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 5 Lesson 2, 3 Unit 6 Lesson 2</td>
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<tr>
<td>Realise that as independence increases, responsibility for personal safety increases, and that a strategy for keeping safe has to be developed and adhered to by each individual</td>
<td>✔️</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2(A) Lesson 7 Unit 4 Lesson 4, 5</td>
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<td>✔️</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Discuss and appreciate the role each individual has in keeping others safe and identify occasions when his/her actions can threaten the safety of others</td>
<td>✔️</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Safety issues</td>
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<tr>
<td>Recognise places where it is safer to play and how to behave in a responsible manner when playing</td>
<td>✔️</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>✔️</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 5 Lesson 3</td>
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<tr>
<td>Know how to keep safe when travelling and to understand how individuals can keep others safe</td>
<td>✔️</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 4 Lesson 4</td>
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<td>✔️</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 5 Lesson 4</td>
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<tr>
<td>Develop an awareness of health and safety in the school, home and work-place</td>
<td>✔️</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 4 Lesson 2</td>
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<td>✔️</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Develop responsible attitudes towards the prevention of accidents and know what to do in the event of an accident</td>
<td>✔️</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>✔️</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Identify the substances in the home and school or on the farm that may be dangerous if not used properly and ensure that he/she has learned a safety strategy for dealing with unknown and dangerous substances</td>
<td>✔️</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Explore and examine the use of medicines</td>
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<td>✔️</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Identify and explore some potential risks to health and safety in the</td>
<td>✔️</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>environment</td>
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<table>
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<th>Making decisions</th>
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<tr>
<td>Acquire a growing sense of the importance of making informed decisions at</td>
<td>✔️</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>many levels and identify some of the decisions he/she has to make</td>
<td>✔️</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>✔️</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 6 Lesson 5</td>
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<tr>
<td>Explore and learn to examine critically the factors and levels of thought</td>
<td>✔️</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 3 Lesson 7</td>
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<td>that influence decisions and choices</td>
<td>✔️</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>✔️</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Recognise that decisions have consequences and that not all people will</td>
<td>✔️</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>make the same decisions all the time</td>
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<tr>
<td>Recognise the important and legitimate role that adults have to play in</td>
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<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>making decisions and setting boundaries for young people</td>
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<td>Recognise that opportunities to exercise choice can increase as</td>
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<td>responsibilities are accepted and as the trust of others is earned</td>
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<td>Discuss and practise a simple decision-making strategy</td>
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<td>Distinguish between assumptions, inference, fact, rumour and opinion in</td>
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<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Identify sources of help in solving problems</td>
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## Strand: Myself and Others

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<tr>
<td>Myself and my family</td>
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<tr>
<td>Explore and discuss families and homes and how they can vary in many ways</td>
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<td>Explore what belonging to a family means</td>
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<td>Discuss possible changes in family relationships and expectations as he/she grows and matures and how he/she can cope with them</td>
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<td>Discuss and identify behaviour that is important for harmony in family life</td>
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<td>Critically examine the media portrayals of families and family life</td>
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<td>Examine some factors that can affect family life</td>
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<td>Compare and contrast the life-styles of families in different cultures, both in Ireland and abroad</td>
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<tr>
<td>My friends and other people</td>
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<tr>
<td>Explore the importance of friendship and interacting with others and realise that making and changing friends is part of the natural process of growing</td>
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<tr>
<td>Discuss and appreciate the different aspects of friendship and the differences between close friends and acquaintances</td>
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<tr>
<td>Explore the differences between boy-and-girl friendships and same-sex friendships</td>
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<td>Consider problems that can arise in friendships and other relationships and how these could be handled</td>
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<td>Identify the different groups to which friends can belong and recognise what constitutes a healthy group</td>
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<td>✔️</td>
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<tr>
<td>Explore how the opinions, views or expectations of others can influence how people relate to each other, either positively or negatively</td>
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<td>✔️</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Practise and recognise the importance of care and consideration, courtesy and good manners with others</td>
<td>✔️</td>
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<td>✔️</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Recognise, discuss and understand bullying and its effects</td>
<td>✔️</td>
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<td>✔️</td>
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<tr>
<td>Explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully</td>
<td>✔️</td>
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<td>✔️</td>
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<td>Communicating</td>
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<tr>
<td>Explore and practise the many verbal and non-verbal ways in which people communicate with each other</td>
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<tr>
<td>Listen actively to others and respect what each person has to say</td>
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<tr>
<td>Examine the various ways in which language can be used to isolate and discriminate against people</td>
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<td>6th</td>
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<tr>
<td>Begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others</td>
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<td>Examine the power of persuasion, how it can be used both positively and negatively, and suggest practical ways and develop practical suggestions for dealing with pressures and influences</td>
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<td>Resolving conflict</td>
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<td>Discuss how conflict can arise with different people and in different situations</td>
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<td>Identify and discuss various responses to conflict situations</td>
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<td>Explore and practise how to handle conflict without being aggressive</td>
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<td>Strand: Myself and the wider world</td>
<td>Developing citizenship</td>
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<td><strong>Living in the local community</strong></td>
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<tr>
<td>Explore the concept of the class or school as a community</td>
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<tr>
<td>Practise ways of working together and of developing a sense of belonging</td>
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<tr>
<td>Explore local traditions and folklore and develop a sense of pride in his/her local community</td>
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<tr>
<td><strong>Living in the local community</strong></td>
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<tr>
<td>Recognise and understand the role of the individual and various groups in the community</td>
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<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Recognise and explore the positive contributions made to the local community by various organisations, ethnic, social or community groups and individuals</td>
<td>✓</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Explore how inequality might exist in the local community and suggest ways in which this might be addressed</td>
<td>✓</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Identify some local issues of concern and explore possible action that could be taken to address these issues</td>
<td>✓</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<td></td>
<td>✓</td>
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<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>National, European and wider communities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Become aware of elements of his/her own cultural heritage and traditions</td>
<td>✓</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Begin to explore the concept of democracy</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 9 Lesson 6</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Recognise and acknowledge the various cultural, religious, ethnic or other groups that exist in a community or society and explore ways in which these differences can be respected</td>
<td>✓</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td><strong>Strand:</strong> Myself and the wider world</td>
<td>Developing citizenship</td>
<td></td>
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<tr>
<td><strong>National, European and wider communities</strong></td>
<td></td>
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<tr>
<td>Become aware of some of the cultures, life-styles and languages of some countries in the European Union and the wider world</td>
<td>✓</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Explore how justice and peace can be promoted between people and groups, both nationally and internationally</td>
<td>✓</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Realise and begin to understand the unequal distribution of the world's resources</td>
<td>✓</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td><strong>Environmental care</strong></td>
<td></td>
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<tr>
<td>Appreciate the environment and develop a sense of individual and community responsibility for caring for the environment and being custodians of the Earth for future generations</td>
<td>✓</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td><strong>Media education</strong></td>
<td></td>
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<tr>
<td>Explore and understand how information is conveyed and practise relaying messages using a variety of methods</td>
<td>✓</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Explore the role of newspapers and other forms of print media in transmitting messages, the techniques used and the types of information included</td>
<td>✓</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Recognise unequal treatment of sexual roles and other issues in literature, advertising, drama, magazines and other media</td>
<td>✓</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Identify the audiences at which different aspects of the media area aimed</td>
<td>✓</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Become aware of the different forms of advertising, its purpose and the messages it promotes</td>
<td>✓</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Media education</td>
<td>Covered</td>
<td>Class</td>
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<td>--------------------------------------------------------------------------------</td>
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<tr>
<td>Become increasingly critical and discerning in his/her own attitude to advertising and the techniques used to promote products, life-styles and ideas</td>
<td>✔</td>
<td>5th</td>
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<td>✔</td>
<td>6th</td>
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<tr>
<td>Explore various recreation and leisure activities as an alternative to watching television</td>
<td>✔</td>
<td>5th</td>
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<td>✔</td>
<td>6th</td>
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<tr>
<td>Explore and use some simple broadcasting, production and communication techniques</td>
<td>✔</td>
<td>5th</td>
</tr>
<tr>
<td></td>
<td>✔</td>
<td>6th</td>
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