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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Visualisation is a teaching strategy that can be used to:

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

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

Group Work

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

Group work can be used for:

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

Group work can be structured or unstructured. Groups can be formed randomly, be self-selected or teacher-selected. For development of social skills (and variety), it is recommended that group membership be changed from time to time. It is often useful to start work in pairs, then have pairs join together to form fours, and so on. Ground rules may need to be worked out in advance. Tasks should be clear, well-defined, and timed where appropriate. It may help to have specific roles in the group task, for example, reporter. Sometimes it is useful to record the outcome of the discussions.

Cross-curricular Links

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

Assessment

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

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

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

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

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

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

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

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

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

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

**Approaches to Substance Misuse Prevention**

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

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

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

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

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

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

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

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

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

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

**Conclusion**

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

Best Practice Guidelines in Substance Misuse Prevention


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


What is a Drug? (DVD). Walk Tall Support Service (now within PDST).
Dear Parent/Guardian,

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

The themes covered at this level are:

- **Self-identity**
- **Taking Care of My Body**
- **Growing and Changing**
- **Feelings and Emotions**
- **Safety and Protection**
- **Making Decisions**
- **Myself and Others**
- **My Friends and Other People**
- **Relating to Others**
- **Developing Citizenship**
- **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)
GROUP-BUILDING
(Classroom Contract)

CORE CONCEPT
Involving children in the drawing up of a classroom contract teaches them valuable lessons about democracy and commitment.

SPHE CURRICULUM

Strand: Myself
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 Unit: Relating to others
Communicating

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

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

TEACHER’S NOTE
The classroom contract or agreement should reflect the school’s Code of Behaviour/Discipline while incorporating the particular needs of the class.
GROUP-BUILDING
(Classroom Contract)

RESOURCES


- Copy of school’s School Code of Behaviour/Code of Conduct

- A scissors per group for cutting strips of flipchart paper

- Stickers, if using dotmocracy method of selecting rules

PROCEDURE AT A GLANCE

- Introduction (Options 1 and 2)
- Circle Work
- Snowballing
- Discussion
- Display
- Conclusion
Introduction

Option 1 (if the children are familiar with drawing up classroom contracts or agreements)
If the class completed the Group Building (Classroom Contract) lesson in 5th Class Walk Tall, ask what they remember about how they drew up those classroom rules, or refer to any other agreement drawn up by children previously. The children could discuss the previous agreement in relation to its effectiveness and shortcomings, with a view to making an even better one this year:
- Did last year’s rules work?
- If yes, how? If not, why not?
- Can we think of any changes that might make the rules work better?
- What rules were particularly important/useful/effective?
- Do we need to include any other rules of special relevance to sixth class?
- Are there rules we could/should take out?
- Do we need to reword some rules?

Introduction

Option 2 (if class is relatively unfamiliar with writing own classroom contracts or agreement)
Explain to the children that the work they are going to do involves the creation of a class contract or agreement. Explain that, just like in successful teams, classes work best together when there is agreement about basic rules. Ask the children to suggest some possible benefits of having a classroom contract, encouraging them to think about some of the elements needed for football or dance teams to work well together. The following can be referred to if not mentioned by children:
- a good captain or leader
- a good working relationship
- a commitment to practise or work together.

Remind children that some groups split up when some members speak negatively or criticise the other members or don’t listen to each other’s problems or concerns (for example, pop groups), and that everyone needs to feel safe to express opinions and thoughts knowing that they will be listened to.

Show the UNCRC poster (child version) to the class and, if the children are not familiar with it, explain how it came about. Ask them to read it carefully and invite children to ask questions about it.

Circle Work

Ideally, the children should be seated in a circle for this work. Discuss what the children have read in the UNCRC (child version) and their reactions to it:
- Is there anything you want to ask about?
- What do you like in the UNCRC?
- Is there anything that surprises you in it?
- What do you think is the most important thing in it?
- Would that be the same for children in other countries, do you think?
- How might this help us to draw up our own classroom agreement or code?

Snowballing

In pairs, ask the children to think of five suggestions for the classroom contract and to write an agreed copy of these in their SPHE copy or on a page. Each pair then joins with another pair and discusses their writing. The group appoints a
recorder and reporter and writes down five suggestions that are agreed in the group. Each suggestion should be recorded on a single A4 page and written so that they can be read by a large group (and from the board). Their suggestions should be simple and clear, and should help everyone to feel good about expressing their own opinions and about listening carefully to those of others.

When each group has written their five suggestions or ideas, ask them to join with an adjacent group to share their suggestions.

The groups should sort their pages into similar or related ideas, and provide any explanations asked for by group members. They then need to negotiate their top five suggestions – this may require them to debate and argue the merits of particular suggestions.

After 10-15 minutes, ask the reporter of each group to read out the group’s agreed five rules and stick these on the board. Invite other groups to ask questions of other groups if they wish. As a whole class, agree which final five suggestions should be included in the class contract. This could be done by secret ballot, with each child identifying their top five on a page. A small group of children could then collate and give the result of the ballot. Alternatively, children could indicate their choices by placing a tick beside each rule they think is important. The children then tot up the number of ticks and those rules with the most ticks form the class contract.

You should emphasise that the children have chosen the rules and that it is important for everyone to commit to them.

**Discussion**

You can initiate a discussion on how infringements might be dealt with:

- 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?

Sanctions may be dealt with in a school policy (Code of Behaviour/Discipline) and the children should be made aware of what is in the school policy.

Working within the context of the school’s Code of Behaviour/Discipline, the children might now negotiate suitable consequences for any infringement of what has been agreed and these consequences should be displayed with the rules in the contract or agreement. A copy of the contract could be signed by the class members and teacher.

**Display**

The complete contract (agreements and sanctions) might be displayed in an area where parents and carers can read and support it. It should also be displayed in a prominent place in the classroom and referred to from time to time, or as necessary.
Conclusion
With the children, evaluate how the contract is working on a regular basis, perhaps once a month. This is especially important in the early months of the contract, or when a new person joins the class. All the class should be encouraged to monitor and evaluate the values or statements or agreements regularly to check they are working for everyone. If necessary, have a class discussion for suggestions to improve the situation.

Extension
The collaborative approach to drawing up the contract helps to build commitment and is a democratic procedure for decision-making. The process could be used in other contexts, for example in class decision-making about school tours, fundraising or negotiations around one-off outings or activities.

Rights and Responsibilities
You could spend some time in circle work discussing responsibilities. Ask the children to consider their responsibilities at home, at school and in their community. Emphasise the essential connection between rights and responsibilities – each classroom rule in the contract might be rephrased in terms of responsibilities. For example, Everyone has the right to feel safe in this room might now be written as: Everyone has the responsibility not to hurt anyone’s feelings or to insult anyone in this room.

The children could complete the sentence stem: I think a responsible person is one who... Record and save their comments on the IWB/flipchart paper to create a Responsibility Ideas Bank which can be referred to in subsequent lessons. They could also complete the following statement: I think I am being responsible when I...
INTRODUCTION TO THE UNIT

The lessons in this unit aim to help children to:

- 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 and manage themselves on all levels, physically, intellectually, emotionally
- be open to and accepting of difference
- increase in confidence and be able to express their opinions
- be tolerant of, and open to, different opinions and values.

You should be aware of and sensitive to the fact that children may have different levels of self-esteem. Some children may have low self-esteem. Children 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 all their similarities and differences.

Some of the issues arising in the lessons may be sensitive for children, for example, issues such as their family structure, what they appreciate about themselves, their limitations, and their body image. As their class teacher, who knows the class well, you 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. Different 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 throughout the work in this unit. Reminders of the class contract or agreement may be helpful in this regard.

LESSONS IN THIS UNIT

Lesson 1
Aiming High

Lesson 2
We are all Unique

Lesson 3
Reflecting on my Experiences

Lesson 4
Celebrating Achievements

Lesson 5
Class or Group Debates

Lesson 6
The Ever-changing Ideals of Beauty

Lesson 7
Being an Effective Learner
LESSON1
AIMING HIGH

CORE CONCEPT
Allowing children to reflect on their future learning and achievements will help them to develop realistic expectations and coping strategies.

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 Objectives
Enhance skills to improve learning

Take increasing personal responsibility for themselves

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

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
- Emotional and imaginative development through language

Strand Units:
- Oral
  - Reading
  - Writing

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

TEACHER’S NOTE
This lesson could be started in September, possibly in the first week, as identifying their personal goals and targets for the year ahead will focus their minds on what they must do to achieve their goals.

RESOURCES
- A3/A4 sheet of paper per child, pencils/paints and brushes
- Shoe box or similar per child, with which to start individual Memory Boxes
- Worksheet: Reflection on Lessons
PROCEDURE AT A GLANCE

- Introduction
- Goal Setting
- Activity
Introduction

Left and Right
Give every child a sheet of paper, and ask them to take the pencil or brush and to paint or draw a line down the middle of the paper. Ask them to draw or paint a large cartoon or storybook character on the left-hand side of the sheet, giving them five minutes to fill in details and background. Then ask them to draw or paint the same thing on the right-hand side of the sheet, using their other hand i.e. their non-dominant hand. For children who are not ambidextrous, this is really difficult to do, and some children may experience frustration and disappointment while trying to make both paintings or drawings look the same. When everyone is finished, discuss how they felt during this activity:

- What feelings did you experience doing the whole activity?
- How do you feel about your finished drawing or painting?
- Look at the work you did with your stronger or writing hand – how do you feel when you do something well?
- How do you feel about the drawing or painting with your non-dominant hand?
- Does everything have to turn out well all the time? Is it OK for things not to turn out well at times?
- How can you manage when things do not turn out the way you would like them to?

Encourage the children to realise and understand that sometimes we feel disappointed with the results of our efforts or feel we’ve let ourselves down. We may simply need to consider if the goals we have set ourselves are obtainable, or, if they are unrealistic goals, decide whether we need to re-assess our goals in the light of the results.

Goal Setting

Explain to the children that they are going to think about the year that lies ahead and to identify things they would like to learn and achieve by the end of the school year. They can identify or write down all the subjects and extracurricular activities they will have in 6th Class.

Ask them to take a few minutes to think about what are their learning goals for 6th Class.

To help them focus on goals, some open-ended statements might be written on board or flipchart:

- Three things I really want to learn this year are …
- Three things I will need to try my best to do this year are …
- Some things I will need help to achieve in 6th Class are …
- A concern/some concerns I have this year is/are …

When the children have completed the open-ended statements, they can pair up and share their goals and concerns. Children do not need to share concerns if they are not comfortable to do so.

The children can now consider the strategies they need to actualise their goals. They can now rephrase their statements and write them in their SPHE copies or folders. Underneath the original
statements they can write the following:

- How I will learn the three things I really want to learn this year...
- How I will do my best at my chosen three things this year...
- The things I will need to help me achieve what I want to achieve in 6th Class are...
- How I will deal with the concerns I have about this year...

Activity

Memory Box
Discuss with the children the idea of each of them having a Memory Box for 6th Class.

- *Would it be a good idea for them to have a Memory Box for 6th Class? Why?*
- *What do you think you would put in it?*
- *What is the purpose of a Memory Box?*
- *What is the value of a Memory Box?*
- *How would we use it?*
- *Where would we keep it?*

Ask the children to source a Memory Box for their use in 6th Class. This box should be of a reasonable size to hold photos and certificates, or other items. It can be kept at home, but it will be brought into school from time to time to acknowledge the children’ shared and individual experiences and achievements and to share with peers. It could form part of a graduation ceremony when moving on from 6th Class. It will include mementoes of their final year in school, e.g. bus tickets for trips, photos, any certificates awarded.

The children can complete the appropriate section of the *Worksheet: Reflection on Lessons* which is retained for use in future lessons in this unit.
Reflection on Lessons

My name is ____________________________

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

<table>
<thead>
<tr>
<th>Name of lesson</th>
<th>What I learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aiming high</td>
<td></td>
</tr>
<tr>
<td>We are all unique</td>
<td></td>
</tr>
<tr>
<td>Reflecting on my experience</td>
<td></td>
</tr>
<tr>
<td>Celebrating achievements</td>
<td></td>
</tr>
<tr>
<td>Class or group debates</td>
<td></td>
</tr>
<tr>
<td>The ever-changing ideals of beauty</td>
<td></td>
</tr>
<tr>
<td>Being an effective learner</td>
<td></td>
</tr>
</tbody>
</table>
LESSON 2
WE ARE ALL UNIQUE

CORE CONCEPT
Acceptance of similarities and differences is important for building self-awareness, self-esteem and relationships.

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

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

Strand Unit: Growing and changing
As I grow I change

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

Feelings and emotions

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

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 Units: Making drawings
Looking and responding

SESE - History
Strand: Life, society, work and culture in the past
Strand Unit: Life in medieval towns and countryside in Ireland and Europe
TEACHER’S NOTE

The Guess Who activity needs to be done over two sessions to allow the grid to be filled in before the second session.

For the introductory activity use any of the following or other suitable items: pencils, pencil cases, rulers, shoes.

RESOURCES

• People Bingo Sheet for each child plus clipboards if available
• Guess Who? grid per child (also one enlarged for display)
• Folded sheets of paper with a child’s name on each sheet and a container
• Examples of crests or heraldic shields, in colour, and/or internet access
• Art materials for designing heraldic shields
• A search engine will lead to many sites supporting the software for creating shields or crests online e.g. www.yourchildlearns.com/heraldry.htm, while others offer blank outlines of shields for free download.
• Worksheet: Reflection on Lessons (from Lesson 1)

PROCEDURE AT A GLANCE

• Introductory Activity
• Activity 1 and/or Activity 2
• Design
• Conclusion
Introductory Activity

Explain to the class that they are going to be discussing similarities and differences and that they will be using their pencils/pencil cases/shoes/rulers (teacher chooses). Ask a few children to collect the object chosen and place these in one pile. Explain to the children that they are going to retrieve their own object. Then ask the children, a few at a time, to retrieve their object from the pile. Ask for a show of hands on how many found their object without much difficulty and initiate a discussion on how easy or difficult it was, and what special features marked their object and made it different from everyone else’s. Try to establish that, while the objects may be different from one another, they could hardly be said to be unique in that there is a very strong possibility that there are several others exactly like it in the class or in other classes or other schools.

Activity 1: People Bingo

Give each child a copy of the People Bingo Sheet and, if available, a clipboard, and explain that they must each try to find someone to fit the description in each square and then ask that person to write their name in the square. Children should then try to fill their squares as quietly as possible, remembering to find a different person to sign each square.

When several children have completed the activity, ask everyone to sit down and discuss their findings in pairs, small groups, using prompt questions:
- How many people have ten squares filled?
- Fifteen? All squares?
- Did you enjoy asking another person about themselves?
- Can you give a few reasons for this?
- What did it feel like to be asked about yourself?
- Were you happy to share information, or were you a bit reluctant to answer some questions? Can you say more about that?
- Was there anything you learned about a classmate that you didn’t know before?
- Could you say what you learned?

Activity 2: Guess Who?

You could remind the children about the classroom contract at this stage. Make it clear to the children that in this activity the focus is on positive aspects of people only. Remind them to focus on the positive things they know and have observed about their peers: talents, hobbies, interests, strengths, personality, and good qualities.

Have each child’s name already written on a separate piece of folded-up paper and put the pieces into a container. Pass this around and ask each child to pick out a name which must be kept secret. They should then write four positive things on that page about the child named on their sheet, using what they already know and have observed of this classmate. This can also include what they might have discovered in the People Bingo activity. When everyone is finished, collect all pieces of paper in the container.

Each child should now be given a blank piece of paper and they should write four positive things about themselves. They keep this safely until the next activity.

If you have an IWB, type each child’s four descriptors into a square on a 6 x 6 numbered grid (to accommodate up to 36 people so that all of the lists can be displayed). If not, give each child a
**Guess Who? Grid** which is numbered from 1 to 36 with one copy enlarged for display on the flipchart or board. Read aloud the descriptors of the children one at a time. Allow the class to discuss who they think the four points in each box best describes. When they have made their decision, they should write that person’s name in the corresponding square on their blank grid. The teacher identifies the child. This continues until every child has been identified by the class.

Each child now takes out their own descriptors written earlier. In pairs, the children discuss what they like about the descriptors written by someone else, and how it compares to what they wrote themselves. This could be followed by a general class discussion where children could be asked if they would like to comment on the activity and anything that surprised them about the descriptors written about them by others.

**Designing a Shield**

If the children have previously learned about medieval life in History, they may know that knights used coats of arms to identify themselves as their faces were often hidden by iron and steel helmets. If they know little about knights, explain briefly that heraldry is the practice of designing, displaying, describing, and recording coats of arms and badges and has been described as ‘the shorthand of history’. Having looked at a sample of crests and shields, the children might design their own shield-shapes.

Ask the children, in groups or individually, to think of some achievements or strengths or things they might include as identifiers (instead of names) on a shield. While they are thinking, you might write a few suggestions on the board:

- something I learned last year
- something I can do well
- how I’d like to be remembered in school
- my greatest achievement so far
- my greatest contribution in school, in my family, in my community, to the environment
- my best qualities
- my greatest strength
- my talents.

When they have had a few minutes to think, ask for suggestions and add these to the list, trying to ensure that the children can see a wide variety of options, although they should feel free to include anything at all that they consider to be a strength or achievement to date.

Provide the children with access to a range of art materials and to some examples of heraldic shields. Designing and completing the individual identity shields could be undertaken over a week or fortnight, or when finished other work, or first thing in the morning before formal instruction begins.

**Conclusion**

Give children time to reflect on their strengths and achievements as displayed on their shields and to note in their SPHE copy or folder what additional strengths and achievements they would like to develop or work on over the next 12 months. They can record these plans. The Worksheet: Reflection on Lessons can be used to record children’s learning in this lesson. This is retained for use in future lessons in this unit.
**Extension**

The shields can be displayed in the classroom, or on class display boards in the school. The children could also bring their shields and future plans home and show them to their parents or guardians and wider family.
People Bingo!

Find someone to write their name in each square. Remember, no one may write their name more than once on your sheet!

**Find someone who:**

| Cooks something really well... | Is a very good listener... |
| Can sing... | Is very good at entertaining their family... |
| Is very patient... | Can tip the top of their nose with their tongue... |
| Can run quite fast... | Is good at getting to know new people... |
| Plays a musical instrument... | Is good at telling jokes... |
| Can do sums in their head... | Knows how to make someone smile... |
| Is a good friend... | Is a whizz on the computer... |
| Has played a team sport... | Has a very good sense of direction... |
Guess Who?

The teacher will read out a description of someone in your class. Fill in the name you are guessing in the numbered squares – put your guess about person 1 in the square marked 1, and continue until teacher stops the game.

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LESSON 3
REFLECTING ON MY EXPERIENCES

CORE CONCEPT
Thinking about experiences, and sharing some of their thoughts with others, fosters reflection in children.

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

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

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 Units: Oral
Reading
Writing

RESOURCES
- Soft music to aid reflection and meditation (optional)
- Worksheet: Reflecting on my Experiences
- Worksheet: Reflection on Lessons (from Lesson 1)

PROCEDURE AT A GLANCE
- Individual Reflection
- Pair Work
- Worksheet
Individual Reflection

Explain to the children that they are to think about a course of action they took in the recent past (in the previous week or month). Tell them that this course of action need not necessarily be an unusual one – it could be something like joining a club, taking up a sport, studying for an exam, taking lessons, making a new friend, ending a friendship, going somewhere with friends, confiding in someone, or seeking help. Ideally the course of action might be the first thing that pops in to their heads. Explain that they will have a few minutes to think in silence (or with soft and relaxing music playing in the background) about their chosen experience, and that you would like them to consider their experience with a view to answering some questions.

Check that every child has decided on a course of action they took and then allow a few minutes of silent reflection time during which they might, if they choose, write a few short sentences or phrases about their immediate thoughts - these are the child's personal reflections, and are not be for sharing.

The children themselves could suggest some possible questions, examples of which will be written on the board or flipchart:
- What course of action did you take?
- Why did you decide to do it?
- Had you done it before?
- Was there anybody else involved?
- Where did you go?
- What happened while you were there?
- What did you do?
- What did you see? Hear? Notice about yourself or others?
- What did you think?
- Did you like/dislike what you were doing?
- Was it beneficial for you or not?
- What were you feeling?
- Would you take this course of action again? Why?
- What did you learn from your action?

Pair Work

Children work in pairs and share the experience they have just considered by telling the story of that experience. When the first child has told the story, the listener can ask questions to show that they have been listening attentively, then the process will be repeated so that each child tells their experience and is listened to attentively.

Ask the children:
- Does answering questions about our experience change the way we feel about it?
- How? Why?

If it doesn’t arise, point out to children that having answered questions from others we may sometimes see experiences in a different light. For instance, we may feel we ‘had’ to do something, but following reflection and discussion we may realise that we didn’t ‘have’ to and we had a choice all along.

Worksheet

The children complete the Worksheet: Reflecting on My Experiences individually. You can ask for feedback when children are finished, and initiate a discussion using the following questions:
- Is there anything you noticed about your feelings as you reflected on your experiences?
- Was this an interesting activity to do?
- Why? Why not?
- What, if anything, have you learned from your reflection?
- Does it help to look back? How?
- Have you learned anything from listening to the experiences and reflections of other children in the class?

The children could be encouraged to write what they have learned in this lesson in the appropriate space on the Worksheet: Reflection on Lessons. This is retained for use in future lessons in this unit.
Reflecting on My Experiences

Think of some actions you have taken in the last year and fill in the boxes below using the prompts and questions provided:

<table>
<thead>
<tr>
<th>Actions I’ve taken in the last year</th>
<th>How I feel about them now</th>
<th>What I have learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>These can be any actions – big or small – it could be something you did alone, with others, that you chose or someone else chose for you…</td>
<td>What feeling words describe how you feel now? Are they comfortable feelings? Will the feelings change in the future?</td>
<td>Can you identify anything you’ve learned about yourself? About others? About how the world works?</td>
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LESSON 4
CELEBRATING ACHIEVEMENTS

CORE CONCEPT:
If children are realistic when planning for goals and achievements, their pursuit can contribute to confidence and well-being.

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

Content Objective
Explore patterns of development and growth, comparing present development 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

TEACHER’S NOTE
Children should be encouraged to see a broad range of achievements as important, and not just academic ones. You may need to be ready to prompt particular children in relation to their achievements.

RESOURCES

- Activity Sheet: I Can, I Will (one per child)
- Worksheet: Reflection on Lessons (from Lesson 1)
- Procedure at a Glance
- Circle Work/Rounds
- Discussion 1
- Discussion 2
- Conclusion
**Circle Work/Rounds**

The children are seated in a circle. Ask the children to think quietly of some of the things that they are now allowed to or able to do that they would not have been allowed to or able to do when they were younger. Explain that they are now going to think about and discuss achievements - both academic and non-academic - from this year or from previous years, or achievements they hope for in the future.

One or two of the following or similar sentence stems might be used as they pass the speaking object around the circle:

*Something I can do now that I couldn’t do two/three years ago is…*

*One thing I’ve learned in the past year is …*

*One achievable thing I’d like to learn in the next year is …*

*A way I have achieved something is by …*

*When I don’t succeed straight away, I ….. to make sure that I try to achieve my goal*

*One thing I need to work hard at is …*

At the end of the rounds, each child could turn to the classmate on either side in turn and ask them what achievement they are most proud of to date and why, and then congratulate them on it.

**Discussion 1**

Having reflected on some successes achieved, the children should now be asked to think about the kind of people they would like to become. Ask the children to write five or more sentences outlining the type of person they would like to become.

Organise the children into groups of 4-6. Appoint a facilitator to ensure each child gets a chance to share, and a reporter who will take notes and will feedback from the group as a whole.

Children share their sentences in turn and the reporter makes notes. Each group notes the similarities and differences in the contributions. Take feedback from each group, asking each reporter some of the types of people their group wants to become.

When you have heard from each group, facilitate a discussion on the general class feedback.

The following questions might be useful to prompt discussion:

- *Will it be easy or hard to become the type of people our class want to become? Why?*

- *Does the achievement of the people our class want to become depend on hard work, achievement, luck, money, talent or something else?*

- *What types of values do you think underpin the types of people our class want to become (materialism, power, altruism, self-fulfilment, friendship, environmental concerns)?*

- *Are some values more ‘worthy’ than others? Why?*

If the children don’t suggest the following you could mention them:

- Possessions, wealth, success or status can all contribute to happiness, but in life our identity or happiness isn’t determined solely by what we have or by work

- Much of our sense of identity and satisfaction in life comes from the kind of people we are

- Being a person with good reliable friends could be more important than anything else and being a good friend
is a great achievement

- Having a good balance in our lives can help us to achieve happiness.

Add the children’s suggestions and ideas to those already written on the board, flipchart or IWB.

**Discussion 2**

Remind the children that we are all different and that we all have strengths as well as limitations: there are some things we can do well, and there are some things we don’t do as well. You might give examples from your own life to prompt discussion.

Be sure the children understand that there are also some things that they may never be really good at, because everyone is unique and has his or her own special talents and also their limitations. You could give some examples here of things they can do well, things they need to practise to get better at, and things that they will never really be very good at. Emphasise that they do not have to be very good at an activity in order to enjoy it. Ask them to think about:

- one or two things they do well
- one or two things they need to practise to do better
- one thing they don’t do very well but enjoy.

Ask the children to share this in pairs.

**Conclusion**

Give the children a copy each of the Activity Sheet: I Can, I Will. Explain that because there are lots and lots of things that we can do, one side of the scales is heavier and will keep getting heavier as we learn new things. Ask each child to record on the left hand side of the scales those things that they feel are their limitations at the moment. When they have finished this side, ask them to write their strengths on the right hand side of the scales. Alternatively, when they have completed the limitations side of their scales, tell them that they will have a few moments to move quietly and safely around the class and to write strengths on the right hand side of their classmates’ scales. When they return to their own place, allow them some time to read the strengths that they themselves or others have written about them and to reflect on this positive experience.

The Worksheet: Reflection on Lessons can be used to identify their learning in this lesson. This is retained for use in future lessons in this unit.

**Extension**

The children could collect pictures and information about famous people they admire who have become well-known for their achievements. Encourage children to focus on a broad range of achievements, artistic, political, literary, scientific, musical, sports, humanitarian, business. They can reflect on and write about how each of the famous people they have chosen achieved their goals – was it a particular talent they had, was it perseverance, commitment, dedication, hard work? They can also think about and write down what they have learned for their own goals from these famous people.

You might read Christy’s Dream by Caroline Binch (Frances Lincoln Children’s Books; New Ed edition. 2006), an illustrated book about a Dublin boy living in the flats, who is passionately determined to fulfil his dream and who, through determination and perseverance working at a job, saves up enough money to buy the horse of his dreams.
I Will, I Can Scales
LESSON 5
CLASS OR GROUP DEBATES

CORE CONCEPT
Debating can develop children’s vocabulary, thinking skills, level of understanding and raise awareness of moral and social values.

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

Become more independent and autonomous

TEACHER’S NOTE
It is anticipated that the debates will take place over a number of sessions

INTEGRATION
English

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

Strand Units:
- Oral
- Reading
- Writing

RESOURCES
Clippings of topical news stories/features to prompt and inform debate and to facilitate children’s research
- Worksheet: Reflection on Lessons (from Lesson 1)

PROCEDURE AT A GLANCE
- Introduction
- Thoughtshower
- Debate Preparation
- Debate
Introduction
Organise the children in groups of six. Write the word debate on the board and ask each group to give a brief definition of what a debate is. You can add the following if required:

A debate is where opposing views, agreeing and disagreeing, on a given statement usually called the motion are given by individuals or teams. It is an organised event. A motion is agreed, speakers are chosen or volunteer. Time is given for preparation. A set time which must be adhered to is given for each speaker or team. When the debate has concluded, a panel of judges or the audience can judge which side of the argument was the most convincing, persuasive or impressive and wins the debate.

Tell the children that they are going to have debates in class and ask them what guidelines they feel should be agreed to ensure the debate runs smoothly. Ask children to name all the roles that will need to be assigned for the debate. You could prompt them to include time-keeping, organising, judging and hosting roles.

Thoughtshower
From studying newspaper articles or watching news bulletins, children might suggest topics they wish to debate. Some of these might involve topical issues of the day, but encourage them to think of matters of importance to themselves, to the community, to the environment, to their society, to their country, to the world, as this gives them an opportunity to research, understand and think about significant issues.

Ask each group to devise and agree three topics they feel it is important to debate. Take feedback from each group and record all the suggested topics, amalgamating topics where appropriate. All topics can be recorded on a flipchart page or poster.

Some suggestions for motions
- Animals should not be used in the testing of medicines
- Education benefits not just the individual but the community
- Boxing should be banned
- Everyone should recycle to help the environment
- Only rich people should pay taxes
- The school day and year should be longer in primary schools
- Men are better drivers than women
- School uniforms should be abolished
- Health care and hospital care should be free to everyone
- War is always wrong
- War is sometimes necessary
- There is no need to have politicians
- Reality television shows should be banned
- People should be allowed to vote at sixteen
- Women are better able to care for children than men

Debate Preparation
Each group chooses or is assigned a motion to debate. Within the group, half will speak for the motion and half will be against. Ask the children how they feel they will prepare for a debate they are going to speak in. Suggestions might include finding relevant information on the topic in newspapers, magazines, books,
or internet, or by asking people for their opinions and knowledge about the topic.

You might also ask the children to suggest and then list on a flipchart page some frequently used phrases that can be used while debating:

- **So in my opinion it is …**
- **From the evidence in this article I think it is obvious that …**
- **Having read a lot of information on the subject, I am now convinced that …**

These phrases can be added to as the children discover and use other phrases. Emphasise that a debate is a group effort and that each sub-group (one for and against) will help their speakers (three) to research the topic, prepare their points and then divide up the points they intend to make to avoid repetition.

**Debate**

Ask a group to volunteer to participate in the first debate, reminding them to research the topic, keep their points brief and to use examples from their research to support their arguments. Suggest that each sub-group appoint a speaker to start and another to develop the argument and a third to close or sum up the debate. Remind them that there is a very specific time-limit, 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 group has presented their arguments and summed up, ask the listeners to vote for the sub-group they believe put forward the strongest and most convincing arguments. Make it very clear that children must vote for the arguments as presented, and not for the sub-group they might prefer to win, or for the case they themselves support.

**Conclusion**

The sub-groups could be asked to evaluate what they have learned from both preparing and speaking in the debate. All the children could be invited to say what they have learned about the power of persuasion, and the role of factual information, personality and presentation in influencing opinions. This can be recorded on the **Worksheet: Reflection on Lessons** which is retained for use in future lessons in this unit.
CORE CONCEPT
Children need to be aware that the ‘Ideal Body’ is very much culturally determined, and that no one is perfect.

SPHE CURRICULUM

Strand: Myself
Strand Units: Self-identity
Self-awareness

Content Objective
Accept their own body image and explore some of the factors that affect their self-image and beliefs about themselves

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

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

Strand Unit: Relating to others
Communicating

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

Strand: Myself and the wider world
Strand Unit: Developing citizenship
National, European and wider communities

Content Objective
Become aware of elements of their own cultural heritage and traditions

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: Looking and responding

TEACHER’S NOTE

This lesson could be done over two sessions.

Some children, especially those entering puberty, may find it very difficult to write positive comments about their own physical features or appearance, or about those of other children. Encourage them to think in an objective way about their appearance and the appearance of their classmates e.g. fitness, healthy skin, clear eyes, strong/white teeth, strong/shiny hair etc. and be on hand to counter any negative or flippant remarks with positive suggestions.
Possible portraits/ paintings are suggested under Resources. However, teachers might wish to select different portraits/ paintings.

**RESOURCES**

- Teacher Information Sheet
- Images (portraits and/ or paintings) from Renaissance and other artists, e.g. da Vinci, Botticelli or Lucian Freud portraits - online or photocopied in full-colour on A3 paper before lesson
- A4 or A5 sheets of paper (two per child), pencils, paints, brushes or other drawing materials
- Worksheet: Reflection on Lessons (from Lesson 1)

**PROCEDURE AT A GLANCE**

- Introductory Activity
- Discussion
- Looking and Responding
- Conclusion
Introductory Activity: Things I Notice About Me

Give each child a sheet of paper and ask children to draw outlines of both their hands on the sheet. Ask them to label the right hand: Things I Notice about Me and then to list inside the outline all those physical features they like best, such as shiny, clean hair; strong hands or legs; broad shoulders; brown, blue or hazel eyes. Then ask them to label their other hand outline: Things I Notice about You and ask them to move around the class (or to a given number of desks) as quietly as possible, and to write positive comments about other children in their left hand outlines.

Discussion

Give the children a few minutes to move about the room, and then initiate a discussion on how they felt about the exercise, trying to raise an understanding of the sensitivities and worries many people feel when discussing body image. Discussion could include:

- What was it like to write positive comments about your physical appearance?
- Did you like it when someone wrote something about your physical features?
- Can you say how it made you feel?
- How did you feel when you wrote something positive about someone else?
- Did you find it more or less difficult to write positive comments about yourself or about others when you could only write about physical appearance?
- How did you feel about this?
- Why might it be easier to write positive things about our personalities than about our appearance?
- What do you notice happens when people talk about their bodies?
- Do you think anyone is completely satisfied with their own body?
- Why? Why not?

Looking and Responding

Using the IWB or data projector, or previously downloaded and printed A3 colour images, display three or four paintings featuring the human form, and explains that many artists have tried to paint people as perfectly as they could, but that the ideal of perfection varied from artist to artist, and also depended on the time and country of the artist. Ask the following questions:

- What do you notice about the people in these paintings?
- When do you think they were painted?
- What image had the artist of the perfect human form?
- Is it the same today, in your opinion?
- Why? Why not?
- What does this tell you about the idea of beauty?

You can relay as much information as is deemed appropriate or useful from the Teacher Information Sheet. With the images of selected portraits or paintings visible on a screen or IWB, preferably in slideshow format, so that children can repeatedly view several paintings during the lesson, prompt discussion about the possible effects these and other paintings can have on people’s (children and adult) feelings towards their own bodies and towards the bodies of others.
Ask the children to think about each of the portraits or paintings, to choose their favourite and then spend a few moments thinking about it. Ask each child to jot down the reasons they chose that particular painting and to consider their feelings about the shape and size of the body in the portrait or painting, and to share their thoughts with the class if they are willing to do so.

**Conclusion**

**Into the future**
Distribute a second sheet of paper to each child. Ask them to draw a picture of how the human body might be represented by artists in the year 2050. This could be done as a group or individual exercise. Encourage the children to be as creative and imaginative as possible. To conclude, the children could record their learning in this lesson on the Worksheet: Reflection on Lessons. This is retained for use in future lessons in this unit.

**Extension**

**Activity: Clay Human Body Form and Shape**
The children might examine some images of field installations by Antony Gormley, leading on to a discussion around the human body with respect to variety. Gormley’s field installations are composed of thousands of characters made from clay and which, following initial inspection, are unique in terms of shape and form, each having a unique body shape despite their primitive and simplified construction. Almost all of his work takes the human body as its subject and many of his works are based on moulds taken from his own body. Working in groups of 4-5, the children might share one large lump of clay per group to produce their own ‘field installation’ portraying some aspect of the human form, which might later be displayed in an assembly area. Sheets of paper and pencils might be provided for comments from children and visitors and the children might talk about their investigations into the human form at a senior assembly.
Looking and Responding Activity
Rubens, Ingres, Botticelli and Raphael and many other famous artists sought perfection in their depiction of women. More recently some wonderful artists deliberately distorted body shape for beauty’s sake e.g. Modigliani and Picasso. There are many images available online where children can study the elongated necks, exaggeratedly large eyes etc. but be aware that many of these images, available online, are of nude female forms. Copies of work from an artist like Duane Hanson might be useful in terms of the process of real-life, ‘ordinary’ people casting to create photo-real sculptures.

Many of the representations of female beauty in Renaissance art would be considered ‘overweight’ and probably also rather ‘short’ or lacking in height by the standards of the twenty-first century, as would the world’s most famous model, the Mona Lisa. During certain periods of history, being thin was a sign or indication of poverty: if a person were thin, it showed that they didn’t have enough food or money to feed themselves and their family properly, whereas curvy and well-fed bodies showed a comfortable lifestyle.

Sandro Botticelli
Sandro Botticelli was born in Florence, then (as now) the centre of Italian art and culture, and he chose to spend his whole life in that beautiful city. The Primavera and The Birth of Venus, both of which hang in the Uffizi Gallery in Florence, are probably his best-known works of art. Pope Sixtus IV commissioned Botticelli and two other famous painters to paint frescoes for the Sistine Chapel. He was also noted for his beautiful and delicate depictions of the Virgin Mary, especially in the Magnificat and Madonna of the Pomegranate.

He became famous after he began to paint for the notorious Medici family and, when he painted a banner for one of the Medicis to carry, he became very impressed with the beauty of Simonetta Vespucci whom he featured on the banner. It is said that he fell in love with Simonetta, though she was already married to Marco Vespucci, and he used her as the model for the goddess of love and beauty in his wonderful The Birth of Venus, as well as in many other paintings. His ideal woman, exemplified by Simonetta, had an ethereal look, and was curvy with long blonde hair and blue eyes. He never did marry, but asked to be buried at la Bella Simonetta’s feet, thirty-four years after her death.

In contrast to Booticelli, La Grande Odalisque painted in 1814 by Jean Auguste Dominique Ingres shows a very unrealistic and quite modern interpretation of feminine beauty. The painting, depicting a discreetly-posed nude odalisque (concubine), is now in the Louvre, Paris and is still famous for the elongated proportions and lack of anatomical realism of the woman’s body.

Extension Activity
Antony Gormley
Asian Field, a vast sculptural installation comprising some 190,000 hand-sized clay figures, was made under the guidance artist Antony Gormley by 350 people of all ages from Xiangshan village, north-east of the city of Guangzhou in south China. Using local clay from Guangdong Province, famous throughout China for its rich red colouring, the making took place over a five-day period in January 2003. The figures were then fired in the kilns of a local brick-making factory.
LESSON 7
BEING AN EFFECTIVE LEARNER

CORE CONCEPT
If children know how to take control of their learning, they will feel empowered to try to learn new things.

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
If the children did not complete the Lesson: Being an Effective Learner from 5th Class (Unit One) this could be done in advance of this lesson.

RESOURCES
• Fact Sheet (photocopy per group, cut into sections)
• Quiz Sheet (for teacher use)
• Cooperative Games Sheet (copy of one game per group) – some games also require props (e.g. beanbags, prepared cards) that would need to be organised in advance of the activity
• Worksheet: Reflection on Lessons
• Worksheet: What I Learned About Myself

PROCEDURE AT A GLANCE
• Introduction
• Pair Work
• Reflection
• Display
Introduction

Explain that the children are going to focus on their own learning and learning with others during this lesson. Remind them that as 6th Class children, they will be transferring to second-level schools where they will be expected to take greater responsibility for their own learning. Ask the children individually to think of a time when they learned something really well – this can be in or out of school.

Pair Work

The children work in pairs and take turns to discuss the time when they learned really well. Ask the children to identify with their partner what elements or features of the learning made it effective, and to see if they have anything in common with their partner in this regard.

You can take general feedback from the pairs, and draw up a list of features that contribute to effective learning. Ask the children:

- Are there things on this list that we have control over?
- Are there things that we don’t have any control over?
- How could we make each learning opportunity better for ourselves?

The children could write in their SPHE copy or notebook the top three features of effective learning for themselves – these will differ from child to child but there will be similarities. Each child could write one sentence about something they can to do to help themselves learn better in various situations.

Cooperative Learning

Each pair now links up with one other pair to make groups of four. Choose one or more of the following cooperative learning activities for the children to complete.

Jigsaw Learning

Each group is given a fact sheet about something you think they would be interested in. This could be taken from a school textbook and be on a topic that the children will be studying soon (in History or Science, for example). The Fact Sheet provided could be used if preferred.

Each child in the group gets one section of the information and has to teach this information to the other members of the group. They first must learn it themselves and not just read it from the page. Each group member takes turns in doing this. A short quiz can be used to test the learning in the groups (see Quiz Sheet as an example).

Cooperative Teaching

A list of cooperative games is provided for use in the groups (Cooperative Games Sheet). Each group can be assigned a different cooperative game to teach to the other groups. The group need to work together to rehearse the instructions so that there is no confusion. Some of the games require props that will have to be organised in advance. This activity could be done during a PE lesson, or completed in stages during SPHE lessons. Alternatively, you could choose cooperative games from your own resources if preferred.
Reflection

Ask the children to evaluate together what they have learned from the cooperative teaching and learning processes in which they have been involved. Consider the following or similar questions to help prompt discussion:
- What was it like to teach and learn in groups?
- How does it compare to learning on your own?
- Are there some things that are better learned in groups?
- Or individually?
- If you had a choice, which would you prefer – group or individual learning?
- Does this change what you wrote earlier about helping yourself to learn?
- How?

Invite the children to add to what they’ve written already in their SPHE copy or notebook by completing the sentence stems:
I think I learn best when I’m …..
In future I can make my learning more effective by ….

Conclusion

Using the Worksheet: Reflection on Lessons (which can be completed now), you can remind the children of all the lessons completed in this unit, after which the children complete the end of unit Worksheet: What I Learned About Myself.
How to Grow Tomatoes

Stage 1: Sowing Tomatoes

Home-grown tomatoes are a sweet treat, tasting totally different to the ones you buy in a supermarket. We can sow tomato seeds anytime between February and April. Follow the simple steps below to grow delicious juicy tomatoes.

Get your pot ready and your hands dirty. Crumble some compost between your hands until all the lumps are gone. Fill a small seed pot with compost to within 2 centimetres of the top of the pot. Bang it on the table a few times to help the compost settle down. Place 3 -5 seeds from a packet on top of the compost. Cover these with a thin layer of compost. Water the soil and leave it on a sunny windowsill indoors. Check every day to see if the soil is moist – if not, water it again.

Growing Tomatoes: Stage Two

The little seedlings will germinate (appear) in about two weeks. Check your seedlings every day to see if they need water. About two weeks after they germinate, we need to ‘thin out’ the seedlings – this means we remove all but two or three of them. If we leave all the seedlings in the cup there will not be enough space for them to turn in to big plants. So pick the smaller seedlings to remove, leaving the biggest ones behind to grow.

Tomato plants are very hungry and after about five weeks they will have used up all the nutrients that are in the soil. At that stage we have to move the seedlings to bigger pots and give them fresh soil– this is called ‘transplanting’. You will need three 12cm pots or alternatively you could cut 2 litre plastic milk bottles in half and use the bottom half as a pot (make sure to poke some drainage holes in the bottom). Put a 5cm layer of multi-purpose compost into the bottom of the new pot. Then carefully lift a seedling and soil out of their old pot (watering them about an hour before hand will help to keep all the compost together). Sit each plant in to the new pot and fill in around it with more multi-purpose compost, firming in gently, and then water.
Growing Tomatoes: Stage Three

In June, tomatoes are ready to go into a tomato grow bag which can be bought in garden centres. They will do best if kept somewhere warm like a conservatory or green house. Puncture some drainage holes in the base of the grow bag and cut out the pre-marked planting squares. Scoop out some compost to make a hole for the plants to be planted in. Take the tomato plants out of their pots and put them in the holes, then firm in well and water. Insert a bamboo cane next to each plant and as the plant grows, tie the tomato to the cane every 10 centimetres. As the plant grows, pinch out the side shoots which regularly appear in the angle between the main stem and leaf stems. Keep an eye on the number of fruit trusses (branches with fruit on them) that are forming on the plant - when the plant has formed four trusses, pinch off the growing tip (top of the main stem). Water evenly and regularly. Once flowers appear, feed with a liquid organic tomato feed every week. To harvest tomatoes, wait until the fruit is ripe. It's best to eat them when it is still warm outside.

A Recipe Using Tomatoes

Home-grown tomatoes are so delicious they may not even make it into the kitchen before being eaten! Here’s a nice salad you can make with them in case they get that far. Slice about eight large tomatoes carefully into similar sized slices. Starting at the middle of a large plate, place the slices in rings on the plate, overlapping them as you go. You can scatter some goat’s cheese or mozzarella on top. This is even better if you drizzle some olive oil over the tomatoes, and sprinkle a few shredded basil leaves on top. Delicious!

(Based on information provided at http://www.giyinternational.org/)
A selection from the following questions can be called out by the teacher, with children numbering and writing their answers (true/false) in their SPHE copy/notebook:

1. Tomato seeds should be sown in June.
2. It’s best to sow more than one seed in the pot.
3. In Ireland, tomatoes are best sown outdoors.
4. Tomato plants need a lot of moisture to grow well.
5. Side shoots are the stems that grow between the main stem and the leaf stem.
6. When transplanting tomato plants, you need 20 cm pots.
7. Trusses are the name for the branches with fruit on them.
8. Tomatoes are not a vegetable.
9. Some children and adults like to eat tomatoes straight off the plant.
10. Mint is a good herb to use with tomatoes.
11. Tomato plant pots should have drainage holes in them.
12. If everyone sowed a few tomato seeds, we would not have to import any tomatoes into Ireland.
**Cooperative Games Sheet**

**Simon Says**
This is played like the usual Simon Says but instead of having to sit down if they get caught out, children join another Simon Says game that is going on at the same time.

Instructions: Divide the class into two equal groups. Appoint a leader in each group who will give the instructions. Explain to the whole class that if they are ‘out’ in one group, they can join the other group and continue the game. In this way, no one loses – and no one wins. The game can end after a set time (say five minutes).

**Hot Potato**
You will need an object to pass around the group, who are sitting or standing in a circle – a real potato could be used, or any other object that is safe and easy to handle (e.g. a small ball, soft toy). Appoint a leader who will start the game off. The object is passed around the circle in turn until the leader shouts ‘Hot potato!’ Whoever has the object at this stage stands outside the circle and becomes the leader. This person thinks of a number between 1-10 and counts up silently to that number before shouting ‘Hot potato!’ Whoever has the object now joins the leader and, between them, they decide on a number between 1-10, count silently to that number and both shout out ‘Hot potato!’ The game can continue until almost all have transferred to the outside group, or for about five minutes.

**Freeze!**
For this game you will need a beanbag or similar object for each person. These are placed on their heads, and the children move around the room to music. If the beanbag falls off their head, they must ‘freeze’ where they are. They cannot move until someone with a beanbag on their head picks up the fallen beanbag and places it back on their head. This game can continue for about five minutes.
**Birthday Line**
This game does not need any props, but requires everyone to cooperate to make a birthday line in silence. Tell the children that one end of the classroom is January, and the opposite end is December. They are to line up in order of their birth month. If there are a number of children born in the one month, they have to line up in order within that month – for example someone born on the 5th March should be before someone born on the 10th or 20th March in the line. The game is complete when everyone has slotted into a place in the line silently. The leader can then ask each person, starting at the beginning of the line (January) to state their birthday to see if they have got it right!

**Rhymes and Poems**
For this game, you will need to write lines from short poems or rhymes on a card – one line per card. There should be enough lines so that everyone gets one line of the poem or rhyme. For example, if there are 28 children in your class, you will need 28 lines which means you need about seven nursery rhymes or four 7 line poems (or a mixture of both). Only use each rhyme or poem once in this game. Each person gets a line of the rhyme/poem and has to find the other people who have the remainder of the rhyme or poem. At the end of the game, any group who wants to recite their rhyme or poem could be invited to do so.

**Who Am I?**
For this game, you will need a sticky label for each participant. Each label will have a well-known person’s name on it – they could be sportspeople, politicians, writers, actors, pop stars or other celebrities. These should be people that the children will be able to guess after some clues, otherwise the game will drag on. These labels are put on the backs of each child – they cannot see the label, but others can. Children can ask each person in the class one question, the answer to which is yes or no – no other answer is allowed. Typical questions might be: Am I male or female? Am I Irish? Do I play a sport? Children can guess their ‘identity’ as soon and as often as they like until they get it right. At this point, they remove the label from their back and stick it on their front. The game continues until everyone has guessed their ‘identity’.
Worksheet: What I Learned About Myself

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 ...

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
UNIT TWO  
TAKING CARE OF MY BODY

STRAND               MYSELF

Section A
Strand Unit Taking care of my body
Health and well-being

Section B
Strand Unit Taking care of my body
Food and nutrition
Knowing about my body

INTRODUCTION TO THE UNIT

As children become more independent, they are exposed to situations where choices have to be made that can affect their health and well-being. Giving them age-appropriate guidance and support can help them through these situations, and raise their awareness about their own power to keep themselves healthy and well. In the lessons in Section A, children discuss the effects of drugs on the body, and the reasons that someone might experiment or become addicted to drugs. Ways of handling worry and stress are explored as a means of providing coping strategies that can be used by children. Through story, children hear about children who have found themselves in difficult situations, and identify ways and means of countering pressures to experiment with drugs. Drug-taking affects not only the individual taking the drugs, but can have an impact on their families and friends. Taking positive action to combat drugs at community level can give children a sense of empowerment and contribute to their development as active citizens.

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.
UNIT TWO
TAKING CARE OF MY BODY

LESSONS IN THIS UNIT

Section A: Health and well-being
Lesson 1
Healthy and Unhealthy Behaviour

Lesson 2
Learning to Deal with Worry

Lesson 3
Reasons for Drug-taking

Lesson 4
Risky Places – Risky Choices

Lesson 5
Dependency and Addiction

Lesson 6
Help and the Community

Section B: Food and nutrition and Knowing about my body
Lesson 1
Food Choices

Lesson 2
Care with Food

Lesson 3
A Problem with Food?

Lesson 4
Body Care

Lesson 5
Differing Abilities

Lesson 6
Infections and Body Protection
UNIT 2:
Section A: HEALTH AND WELL-BEING
CORE CONCEPT
Raising children’s awareness in relation to a range of drugs may help them to make 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
- 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
Sensitivity will be required if there are children in the class who have health problems and/or who know people with drug-related health problems.

This lesson is divided into two sessions.

Useful information about drugs is contained in Understanding Substances and Substance Use: A Handbook for Teachers.

RESOURCES
- Poster: Healthy Choices?
- Large sheets of paper
- Drug Cards
- Effects of Drugs on the Body Cards
- Worksheet: Taking Care of My Body - Health and Well-being

PROCEDURE AT A GLANCE
- Introduction
- Thought shower and Discussion
- Group Work and Discussion 1
- Group Work and Discussion 2
- Group Work and Discussion 3
- Conclusion
Introduction

Display the Poster: Healthy Choices?
Ask how these items might be grouped, and why. Discuss:
- What have these items in common?
- What items are essential or important for health?
- Are there things that are harmful to health?
- What are some things people do that are harmful to health?

Explain to the children that they are going to learn about how drugs can affect people.

Thoughtshower and Discussion

Ask the children to name as many drugs as they can. List these on the board or IWB. Note whether they include legal drugs like medicines, tobacco, or alcohol and, if not, add them to the list.

Give a piece of paper to each child and on one side ask them to write and complete the sentence: One thing I know about drugs … and on the other side write and complete the sentence: One thing I am uncertain about in relation to drugs is … Get feedback and collate their responses by identifying common ideas and noting these on the board or IWB.

Discuss what a drug is – arrive at a definition that includes the idea that drugs affect how the body works and can affect how we feel, how we act and how we think. Explain the use of drugs as medicines which applies to their use to treat or prevent illness.

Group Work and Discussion 1

Ask the children to think of all the rooms in a typical house. Divide the children into groups. Using a large sheet, ask each group to list all the drugs that might be found in the different rooms. Take feedback and, on the board or IWB, write the children’s responses. Discuss the drugs identified. Some of the following questions could be used for discussion:
- Could you find drugs in every room in a house?
- Why might there be tablets in a bedroom?
- Are medicines ever used in the wrong way? (e.g. incorrect use, overdose, giving tablets to another person, mixing with alcohol).
- Is it a good idea to smoke in a house? In a room where food is being prepared?
- Are there dangers in solvents like adhesive being stored in a kitchen press?
- Why might people keep alcohol in the house?
- Is it OK to have alcohol in a house?
- Are there any dangers attached to having drugs in a house?
- Can you think of other drugs that might be present in a house?
- Is it OK to use drugs in a house?
- Is every drug that is in a house legal?

With the children, make a list of ‘Dos’ and ‘Don’ts’ in relation to the drugs identified. For instance, prescription drugs should only be taken by the named person and should under no circumstances be shared.
**Group Work and Discussion 2**

Distribute sets of *Drug Cards* to each group. Ask them to sort the cards into bundles using the following headings: legal and illegal. When completed, ask if it was easy or difficult to agree on which bundle they belonged to. Encourage the children to explain their reactions. Note where they included cigarettes and alcohol and highlight the legal issues about buying cigarettes or alcohol. Then ask each group to organise the cards on a continuum from least risky to greatest risk.

*Was it easy or difficult to agree on an order?* Explain. Discuss the risks in using illegal substances or cigarettes or alcohol and of misusing medicines. Point out to the children that there are risks involved in taking any drug (legal or illegal), and that nobody should be complacent about their use. (*Understanding Substances and Substance Use – A Teachers’ Handbook* can be used to clarify information.)

**Group Work and Discussion 3**

Divide the class into groups. Give each group a large sheet of paper and ask them to draw the outline of a body shape. Ask them to draw in the main organs of the body on the outline (brain, heart, lungs, stomach and liver and others as needed). Assign each group a *Drug Card* and an *Effects of Drugs on the Body Card*. Ask them to write on the outline body the effects of the drug. Ask each group to talk about the effects of the drug that they studied. (Ensure that children realise that prescribed medicines, when taken properly, generally benefit the person.) When all the groups have reported back, use the following questions to prompt discussion:

- *Did you notice anything in common between the reports?*
- *Did anything surprise you? What?*
- *Can drugs have effects other than effects on the body?*

**Conclusion**

Ask the children what they have learned about legal and illegal substances from the lesson. They can record their learning on the *Worksheet: Taking Care of My Body (Health and well-being)* in the section for this lesson. These are collected and read as part of the on-going evaluation and are retained for use in the remaining lessons in this unit.

**Extension**

Ask the children to find out about the effects of other drugs that have been identified as relevant to this age group. In groups, they should prepare answers to the following questions:

- What happens if you use …?
- What are the risks in using …?
- What is the legal situation …?

This could take the form of a project, with different groups presenting what they have learned to other children.
Healthy Choices?
Drugs Cards

Nicotine
(in cigarettes)

Caffeine
(in tea, coffee, Red Bull, Cola drinks)

Codeine
(in tablets and liquids for coughs and relieving pain)

Anti depressants

Heroin

Alcohol
Cannabis

Aspirin

Cocaine

Steroids

Ecstasy

Solvents/Inhalants
(in glue, petrol, cleaning fluids, some markers etc.)

Paracetamol
(in tablets and capsules for relieving pain)

Antibiotics
Effects of Drugs on the Body

**Cigarettes**
- Stain and damage the skin
- Decrease sense of taste and smell
- Can cause heart disease and strokes
- Can cause bronchitis and breathing difficulties
- Can damage baby in womb
- Can cause lung, throat and stomach cancer
- High risk of dependency

**Solvents/inhalants**
- Can freeze the breathing system
- Can cause sudden death
- Slows down mental processes and may lead to unconsciousness
- Can cause choking
- Slows down heart beat
- Can cause heart failure
- Can cause lungs to collapse
- Can cause depression
- Risk of dependency

**Alcohol**
- Slows down mental processes
- Can affect mental health
- Slows down heartbeat
- Can cause heart problems
- Can cause brain, stomach and liver damage
- Can damage baby in womb
- Risk of dependency

**Cocaine**
- Can cause damage to the lining of the nose
- Can cause mental health problems, e.g. paranoia
- Can cause sleeplessness and anxiety and depression
- Speeds up heart - can cause heart failure.
- Can damage the lungs
- Can cause liver damage.
- Risk of dependency

**Cannabis**
- Slows down mental processes
- Can affect memory
- Can lead to mental health problems like depression, paranoia and schizophrenia.
- Can damage the lungs
- Can cause bronchitis and asthma
- Risk of dependency

**Heroin**
- Slows down mental processes
- Can cause vomiting
- Can lead to a coma
- Can cause collapsed blood veins
- Can lead to infection and diseases of liver if needles are shared
- High risk of overdose and possible death
- High risk of dependency

**Prescribed Medicines (if abused)**
- Can cause bronchitis and breathing difficulties
- Can cause brain damage
- Can cause heart failure
- Can cause nausea and vomiting
- Risk of dependency

**Ecstasy**
- Increases heart rate
- Speeds up nervous system
- Can cause heart failure
- Can cause severe chest pains
- Can cause memory loss and hallucinations
- Risk of dependency
- Can cause sudden death
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>Learning to deal with worry</td>
<td></td>
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<tr>
<td>Reasons for drug-taking</td>
<td></td>
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<tr>
<td>Risky places – risky choices</td>
<td></td>
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<tr>
<td>Dependency and addiction</td>
<td></td>
</tr>
<tr>
<td>Help and the community</td>
<td></td>
</tr>
</tbody>
</table>
CORE CONCEPT
Talking about worries and exploring different ways to deal with them helps 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
  Emotional development through language
- Strand Unit: Oral

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

TEACHER’S NOTE
The visualisation may need to be shortened for some class groups. This lesson links to Unit 6: Myself and Others.

RESOURCES
- Visualisation Script
- Drawing Materials
- Paper Bag
- Worksheet: Taking Care of My Body (Health and Well-being) from Lesson 1

PROCEDURE AT A GLANCE
- Thoughtshower
- Discussion
- Pair Work
- Visualisation
- Conclusion
Thoughtshowers

Explain to the children that they will be discussing a particular feeling today: worry. Ask the children what are some things that children their age might worry about. Remind them that they don’t need to talk about themselves or anyone they know. Encourage the children to think of as many situations as possible. List these on the board or IWB.

Discussion

Discuss what it is about these events in general that causes children worry and stress. Ask the children to imagine someone worrying about one or more of the situations listed:

- What might the person be saying to themselves?
- How might their body feel?
- What might the person do to ease the worry?

Elicit responses to each of the questions in turn.

Pair Work

Divide the children into pairs. Ask each pair to sort the list of worries into the following categories that you have displayed on the board or IWB:

- worries about things that might actually happen that we can do something about
- worries about things that are not at all likely to happen
- worries about things that we can’t do anything about.

Ask each pair to discuss their choices under each category with another pair and to come up with ideas to tackle the worries that they can do something about. Invite the children to explain some of the ideas they came up and discuss these with the whole class.

Tell the children that sometimes it can help to imagine placing a worry in a bag or bin. Demonstrate by writing a worry on a piece of paper and placing it in a paper bag. Close the bag. The following or similar could be used as an explanation: When it is in there we don’t have to think about it. We can take it out if we want to talk to someone about it or we can put it in the bin as we don’t need to have it with us anymore.

- Would this help?
- How might this help?

Visualisation

Before beginning the visualisation, ask the children to imagine where they might feel the following feelings inside their bodies: fear; sadness; happiness; anger; worry. Explain to them that they will be asked to notice what feelings they have in their bodies in this activity because this will help them to deal more easily with their feelings, especially a feeling like worry. Invite the children to get comfortable in their seats with their backs straight and their feet on the floor. Read the script for the visualisation slowly and with pauses where indicated.

Script for Visualisation

In a moment I am going to ask you to close your eyes and I will take you on an imaginary trip. When we are finished you can draw something of what you saw and some of how you felt ...

Now, I’d like you to get as comfortable as you can and close your eyes ... With your eyes closed, you get a sense the space...
around you—where your body is and the air that's around you. It's a nice place to be, because it's your place, it's your space ...

Notice what's going on in your body ... Notice if you feel tension anywhere ... Don't try to relax the places where you might feel tense ... Just notice them ...

How are you breathing? Are you taking deep breaths or are you breathing with small, quick breaths? I'd like you to take a couple of deep breaths ... Let the air out with some sound ...

Now imagine that your breathing is like gentle waves on the shore and that as the wave comes in it brings energy and that it washes tension out of your body as it goes out ..... Feel the energy come in ... Feel the tensions wash out ... Continue this for a few moments breathing in and out ...

Now we are going on an imaginary journey. See if you can follow along ... Try to imagine what I tell you and see how you feel as you're doing it ...

I want you to imagine that you are walking in a garden ... Look around the garden, notice the flowers .... the shrubs .... the fruit trees ... You stand for a moment and notice the colours .... the smell of the flowers ...

You look towards the corner of the garden and you see a small building covered with ivy, honeysuckle and other flowers ... You walk to the building and you notice a door ... You open it and go inside and find a wonderful room with beautiful treasure chests, each with a name written on it ... You come to a chest with your name on it ... You stand looking at it ... You know that it is your chest ... You open it and see that it is full of precious things ... As you explore these you realise that they represent your talents and abilities .... Think of all your talents and abilities ...

Explore these talents and abilities ... How does it feel as you become aware of your talents and abilities ...? Think of these talents and abilities and of how these can help you when you are worried ... or how you can help others if they're worried (using your talents or abilities ...) Think of all the people who could help you when you're worried ...

When you are ready you will open your eyes and find yourself back in this room ... When you open your eyes, I would like you to get some paper and crayons and draw pictures, symbols, words to represent your talents and abilities ... just draw what comes in to your head ... Whenever you feel ready you can begin.

You can ask children if they would like to say how they feel after the visualisation. Distribute the art materials and allow children five or ten minutes to explore on paper their talents, abilities and feelings.

Conclusion

Ask the children what they have learned about worrying and strategies to deal with it from the activities. Then ask them to write this down on the Worksheet: Taking Care of My Body (Health and well-being) in the section for this lesson. These are collected and read as part of on-going evaluation and are retained for use in subsequent lessons in this unit.
CORE CONCEPT
It is important to examine reasons for drug-taking to help children make informed decisions.

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

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

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

TEACHER’S NOTE
Understanding Substances and Substance Use – A Teachers’ Handbook would be a good source of relevant information.

RESOURCES
• Cards: Why do People Take Drugs? (one set per group)
• Worksheet: Taking Care of My Body (Health and Well-being) from Lesson 1
• Story

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

Explain that the focus of the lesson is about drugs. Remind the children of the work they have done previously on drugs and ask them to say what a drug is. Identify what they can remember about the negative effects of drugs. Ask the children:

Given that using and abusing drugs is harmful to health and has negative effects on a lot of people, why might people begin to take drugs that have no medical use?

List their responses.

Group Work

Divide the class into groups of 4-5. Give each group a set of Cards: Why do People take Drugs? (You could add in some of the children’s earlier responses on cards). Ask them to rank the cards according to which would be the most likely to the least likely reason to take drugs. This could be done in a line or diamond formation (if there are a number of reasons of equal importance).

Discussion

When they have finished ask each group to report back their rankings. Then ask them the following:

- Was it easy or difficult to rank the reasons?
- Which of the reasons caused the most discussion?
- Is there anything you would now change as a result of hearing the other groups?

Story

Tell the children that they are going to hear a story about a child their own age who gets involved in smoking/taking drugs/drinking/using solvents/inhalants (select as appropriate). Ask the children to listen carefully to the story and try to find out why the child took the drug and what effect it had.

Choose from the stories below.

John’s Story (relating to cannabis)

John’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, sometimes on the street. He liked to practise his skills, keeping the ball off the ground with his feet and with his head. He started playing 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 John lived. These teenagers used to mess about, smoking and sometimes drinking. Some of these lads lived on John’s road and he often played football on the street with them. One day, one of the lads asked John would he like a smoke. John had tried to smoke before, but it had just made him feel sick. He said that he didn’t really want to. The older lad said that it wasn’t a cigarette. It was something different. It would make him feel good. John said that he would have a try. They walked away from the street and climbed behind a wall. John smoked with the older boy. He inhaled the smoke and he coughed a bit. It was a bit sickening, but it made him feel light-headed. He started laughing.
Everything seemed to be spinning around. He felt a bit dizzy but it was OK. Both he and the older boy went playing football afterwards. He felt a bit ill that evening, but it was OK.

After that John used to spend a lot of time hanging around with the older boys on his road. It made him feel important, but sometimes when he was with them he was unsure of himself. He did things that he wouldn’t have done with friends of his own age. He learned that the cigarette that he had smoked with the older boy was cannabis. He often smoked it with his new companions. He smoked more and more to feel light-headed. He still went to football training, but not as often. He wasn’t quite as good as he used to be. Sometimes after smoking, he couldn’t control the ball as well. He seemed to be losing his skills. Still, John thought it was good to have new and exciting friends. He was using up his pocket money to pay for the drug. 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 trying it he felt very bad. He felt sick and unhappy with himself. He stopped playing football and most of the other children didn’t have much time for him. He got into trouble a few times for taking money from other children at school. His Mother gave out to him a lot. His friends from football training didn’t call around to his house so much. Sometimes, though, they asked him would he come back playing football. John thought that maybe he should. Things hadn’t been good for him for a long time.

Discuss the story with the children. The following questions may be used for John’s story:

- Why did John begin to smoke cannabis? (peer pressure, curiosity).
- What has John lost in using cannabis? (self-esteem, respect from his Mother, friends, money, his skill in sport).
- What has John gained? (a buzz from the drug, friendship from older children).
- What choices face John now?
- What possible endings might there be to this story?

Peter’s Story (relating to smoking)
Peter was the youngest in his family, all of whom played sports. Peter’s favourite game was rugby. His older brother was on the school team and Peter wanted to be as good as him some day. He sometimes played with his brother and his friends after school on the playing pitch and they had good fun. They usually walked home together and often stopped at the chipper for takeaway if they were hungry.

Some of the boys were smokers and would have a cigarette outside the chipper while the others were eating their chips. Peter was curious about smoking and one day, when his brother wasn’t around, he asked one of the lads if he could try one. Jake laughed and told him he was too young, but Peter kept asking until he gave in. At first, Peter nearly choked when inhaling, but after a while he got the hang of it. He enjoyed feeling part of the gang. After a while, Jake told him he wasn’t giving him any more cigarettes, so Peter started to buy them for himself. He only smoked with the older boys as he didn’t want his Mother to find out about him smoking. Peter’s brother was furious when he found out that Jake had given Peter cigarettes, and gave out to Peter as well. But Peter didn’t care as he wanted to be friendly with the other lads more than his brother.
After a while, Peter noticed that he was getting breathless when he was training with the school team, and also that he was having more colds and coughs. Some days he didn’t feel like playing sport at all – he just wanted to hang out. One day he was smoking outside the chipper with the lads after training when his next door neighbour walked by. She definitely spotted him as she made a point of saying ‘Hello’. Now Peter is worried that she is going to tell his Mam or Dad and then he will really be in trouble. He’s not really sure what to do at this stage.

Discuss the story with the children. The following questions can be used for Peter’s story:

- Why did Peter start smoking cigarettes?
- What pressures did he feel to start smoking?
- Why did he continue to smoke even though he didn’t like them?
- What is Peter beginning to find out?
- Does anyone know what ‘addiction’ is?
- What choices does Peter have now?

Ava’s Story (relating to alcohol)
Ava and her friends were good pals since Junior Infants. Even though Kate and Ella lived in a different estate to Ava, the three of them hung around together a lot and had a laugh slagging each other and talking about different things such as clothes, their favourite pop group and the boys they thought were cute. They liked to go to the shopping centre at the weekends and hang out at the fountain – there was always a gang there. They were also beginning to be allowed to stay out a bit later on the weekend nights, but if Ava came back later than she was allowed, she got into trouble and was grounded for a week. Kate and Ella would also get into trouble if they were late, so all three girls reminded each other about time when they were out.

One Saturday evening the three girls were at the shopping centre when a group of teenagers came along. Ava knew a few of them from her estate, and they started messing and laughing. One of the lads asked the girls if they wanted to come to the park with them after the shops closed in the shopping centre. Ava did not want to go by herself, so she persuaded Kate and Ella to come with her, even though they weren’t that keen. When they got to the park, one of the lads had hidden some cans in the bushes earlier and these were passed around. Ava decided to try a taste even though Kate and Ella refused and said they weren’t interested. She nearly spat it out, but managed to swallow it just in time. After a while she got used to the taste and kept sipping the cans that were passed around. Ava got giddy and started to laugh and giggle at the silly jokes the lads were making. Kate and Ella mostly just looked and said very little. After a while, Kate and Ella said they were going home as they didn’t want to get into trouble with their parents. They wanted Ava to come with them, but had to persuade her before she made up her mind to go with them. When she got up to leave Ava, found she was staggering a bit and was unsteady on her feet. Then her head began to spin and she felt sick. Before she knew it, she actually got sick right there. Kate and Ella were worried about her, but the older teenagers just laughed and said not to worry and that she’d get used to it the next time.

Ava walked home with the girls, but didn’t feel at all well. She was worried that when she got to her house, her Mother or Father would notice something was wrong with
her. She didn’t want them to know that she had been drinking in the park, as she knew they would be horrified. She was also really embarrassed about getting sick in front of the older teenagers because she would meet them again in the estate and they would slag her. She also knew that Kate and Ella were not impressed with her and that they were worried about her as well.

Discuss the story with the children. The following questions can be used:

- Why did Ava begin to drink?
- What has Ava gained from her decision to drink?
- What has Ava lost from her decision to drink?
- If Ava continues to drink, what do you think will happen at home?
- What might happen to the friendship group?
- What could Ava do now?
- How could this story end or continue?

Lisa’s Story (relating to solvents)
Lisa was having a few problems at school. Since she had moved from Dublin down the country because of her Dad’s job, she had found it difficult to settle in. The other kids weren’t particularly welcoming, and she found herself alone at times on the yard and walking home from school. The teacher tried her best to encourage the other children to include Lisa in their activities, but when the teacher wasn’t around, the children either forgot or didn’t make an effort and Lisa didn’t want to push it.

One weekend, her cousin Jack came to visit because his Mam and Dad were going away for the weekend. Lisa was excited about this as she knew she’d have someone to hang out with at the weekend at least, and she intended to bring him to the community centre for swimming, as she knew some of her class hung out there. Maybe if they saw her with a new person, they might take some notice of her.

On the way to the community centre on Saturday, Jake and Lisa talked about school and agreed that it was a bit of a pain at times, but that the teachers were OK. They both had a good time in the pool and Lisa did see a few of her classmates there and said hello to them and had a bit of a laugh. She said she’d see them on Monday morning and felt a bit better about going to school.

On the way back to the house, Jake took out his deodorant from his swimming bag and started spraying it at Lisa for a laugh. She dodged out of the way. Then Jake stopped and said: ‘Someone told me you can get a buzz out of spraying this into your mouth – want to try?’ Lisa didn’t really know what to do. Just then Jake sprayed the can into his own mouth. He handed the can to Lisa and said: ‘It won’t kill you – go on, try it’. Lisa didn’t really know what to do. Just then Jake sprayed the can into his own mouth. He handed the can to Lisa and said: ‘It won’t kill you – go on, try it’. Lisa took the can and sprayed a little bit into her mouth. It tasted like perfume. Jake took another spray of it and handed it back to Lisa again. She took another spray of it and began to feel a bit dizzy. She sat down quickly and took a few deep breaths. Jake was spraying into his own mouth again and handed it back to Lisa. This time she didn’t take any as she was afraid of the effect it would have on her. Jake took some more and began to goof off a bit, cracking jokes and laughing a lot. Lisa just watched and said very little. She noticed that Jake’s eyes were wild-looking and she was a bit scared. She was glad that she hadn’t taken any more than she did.
After a while, Jake calmed down and Lisa said, ‘We should go home, my Mum and Dad will be wondering where we are’. They both walked home and when they got there, Lisa went straight to her room to think, leaving Jake in the kitchen with her Mum who was preparing dinner. Later that evening, Mum asked Lisa if everything was OK, and that Jake had been a bit weird when they came back from swimming. Lisa said nothing.

Discuss the story with the children. The following questions can be used:

- Why do you think Lisa used the spray?
- Do you think this is helpful?
- Do you think it could be harmful?
- What stopped her from taking more of the spray?
- If Lisa decided to try again, what do you think could happen?
- What about Jake – do you think she should have told her Mother about him?
- How could this story end or continue?

**Conclusion**

Ask the children what they have learned about the reasons people take up drugs and the effects of drugs from the lesson. Then ask them to write this down on the **Worksheet: Taking Care of My Body (Health and Well-being)** in the section for this lesson. These are collected and read as part of on-going evaluation and are retained for use after the lessons in this unit.
Why do People Take Drugs?

Cut out these cards and distribute them to the groups. One is blank for some other reason(s) that you or the children identify.

They were asked or persuaded by friends.

They saw actors taking drugs in movies and on television and it looked cool.

They thought it would help them forget their problems.

They didn’t want to be left out of the group and be thought of badly.

They thought that since ‘everybody’ else was doing it why shouldn’t they.

They were curious about the effects it would have.

They thought: ‘There’s no harm in trying it’.

They were bored and wanted to do something risky for the ‘buzz’.

They just wanted to be part of the group.
CORE CONCEPT
The decisions children make in facing challenges can be informed by and strengthened with knowledge of basic strategies.

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

Content Objectives
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
Emotional 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
This lesson links with lessons in Unit Five: Making Decisions.

RESOURCES
• Jonathan’s Story
• Collection of 4-6 clean, unlabelled containers with small amounts of drinkable coloured liquids in them (orange juice, lime juice, red lemonade, coke) and one empty glass
• Information Sheet: Ways of Saying ‘No’
• Worksheet: Taking Care of My Body (Health and Well-being) from Lesson 1.

PROCEDURE AT A GLANCE
• Introduction
• Story and Discussion
• Role Play
• Discussion
• Conclusion
Introduction
Line up the containers on your desk but do not tell the children what is in the containers. Pour and mix some of the liquids into the empty glass. Stir contents of this glass. Ask the children: Who would like to drink this? If the children refuse to drink it ask: Why not?

If they accept the invitation, challenge them on their understanding of what is in the glass, what its effects might be, and where the liquids came from. Ask them:

- If you were out with a group of friends and one of them suddenly produced a bottle of liquid or a bag of pills or what looked like sweets but not ones you’d ever seen before, what would you do?
- Why?

Story and Discussion
Read Jonathan’s Story to the class or ask some of the children to read it.

Jonathan’s Story
Jonathan is one of those boys you meet now and again. He’s big for his age, loud, physical and has an opinion on everything - even if it doesn’t always make sense. He’s constantly in trouble with the teachers, in class and on the yard, often for hurting another child. Sometimes it’s for not shutting up or for giving back-cheek to the teachers – he’s brave like that. He’s the same at home – always in trouble with his Mam or Dad or both at the same time. He doesn’t really have friends, just a group of boys from the class hanging around him. They laugh with him and usually do what he suggests, but they don’t really like him – they’re a little afraid of him.

Jonathan used to hang around with a big group of rough lads, most of whom were older than him. You’d often see them around the derelict house down the road, or in the park after it had been closed for the day. There were lads from all over the world in the group – you couldn’t accuse them of being exclusive or racist. They’d usually be shouting, smoking and horsing around. Jonathan was as good (or as bad) as any of them.

Sometimes someone would bring a six-pack with him and they’d pass the cans around. Jonathan wasn’t much into that after he’d seen the way it affected his Dad, but he’d take the odd slug. One of them, a guy called Tommy, sometimes brought a plastic bag full of pills and stuff. Tommy was only fifteen, but he looked about twenty. He’d pass around the bag and everyone would pick something out. Everyone who took some of the stuff chipped in a few quid to pay for them.

Now this is where Jonathan drew the line. He wasn’t going to go messing about with pills, so he always passed when the bag came his way. Jonathan knew that Tommy used to go into that new shop and buy this stuff. Some of it he used to sell to other, younger kids. Who knew where that stuff was made and what it did to you?

One time Tommy noticed that Jonathan wasn’t having any. He said to him, ‘What’s the matter? Don’t you like the stuff?’ Jonathan tried to laugh it off and make excuses. ‘No, I’m not feeling well.’ When it happened again Tommy was more aggressive with Jonathan: ‘Are you going to take this stuff or not?’ Jonathan looked up at Tommy, thought to himself, ‘This is it’, and said, ‘No, I’ve no intention of even smelling this stuff – look what it did to Selwyn. He went nuts on those pills and he’s not right yet’. Everyone was silent and moved away from the two boys.
Tommy looked around the group and then looked hard at Jonathan. ‘Here’s the way it is – you either take what’s given or get out. What’s it going to be?’ Jonathan looked around the group, saw the frightened faces of his friends, then looked back at Tommy. ‘I’m out of here’ he said in a strong clear voice. As he slowly sauntered away he heard shouts of ‘chicken’ from behind him, but it was only Tommy’s voice.

That night, as he sat on a bench having a smoke, Jonathan thought about missing his friends, but discovered he really felt OK in himself. He hadn’t told Tommy or any of the others about the thing that his teacher had done in class a few weeks ago. His teacher had offered the class a drink that she had made up herself. He thought it was a bit stupid at the time but it had made him think – especially when he’d seen what happened to Selwyn. He had spent more time with Selwyn than with anyone else until his Father had taken him back to his own country. Yes, he was ‘chicken’, he thought to himself, but not stupid, he was a live, safe chicken! He made cluck, cluck noises at a couple of people passing by. Then he began to think about what he’d do in school for a bit of fun.

The following questions could be used to prompt discussion:

- What kind of boy was Jonathan? Describe him.
- What do you think about him?
- How do you feel about him?
- What actually happened in the story?
- What do you think was in the plastic bags?
- Did anyone know?
- What do you think of what Jonathan did?
- Did Jonathan gain or lose anything?
- What are your thoughts and feelings about Tommy?
- Can you imagine yourself taking a similar stance to Jonathan if you were put under pressure to take something you didn’t want to?
- What would stop you from doing that?
- What would help?

Role Play

Divide the class into groups of 4-5. Ask each group to create a drama or role play around the story. Ask them to ensure to include how Jonathan refused to take part. Explain to them that they will have to make up their own words and possibly change the story around a bit. A number of groups could volunteer to perform their plays in front of the class.

Discussion

Use the following questions to prompt discussion:

- What differences did you notice in the way the story was told by each group?
- What was it like acting out these parts?
- How did you feel in your role?
- What have you learned from your experience?

Review with the children the ways that Jonathan refused. List these on the board or IWB. Are there other things he could do? Get suggestions from the children and discuss. Use the Information Sheet: Ways of Saying No to add to the suggestions from the children.
Conclusion

Ask the children what they have learned about risky places and choices from the lesson. Then ask them to write this down on the **Worksheet: Taking Care of My Body – Health and Well-being** in the section for this lesson. These are collected and read as part of on-going evaluation and are retained for use after the lessons in this unit.

Extension

Divide the class into groups of 3-4. Ask the children to think of situations where they are put in a position of being pressurised to take substances of one kind or another. Invite them to devise role plays based on the situations they have come up with. Ask them to use the list of ways of saying ‘No’ in their role plays.
Ways of Saying ‘No’

1. **Say no firmly. Repeat if necessary.** ‘No thanks. I’m not interested in those pills, cans etc.’

2. **Make an excuse.** ‘Sorry! No, I’ve got to go...’

3. **Give a good reason.** ‘No. I don’t have any money!’

4. **Suggest an alternative activity.** ‘No, I don’t think so – what about going bowling, watching a DVD, going online etc.?’

5. **Change the subject.** ‘Did you see the ad for that last night – it was so funny?’

6. **Blame an adult.** ‘No way! My parents would kill me!’

7. **Reverse the pressure.** ‘Why do you care so much about what I do?’

8. **Get support from a like-minded friend.** ‘I don’t really want to do that – do you? Me neither.’

9. **Use humour.** ‘I thought you were offering me sweets!’

10. **Walk away.** ‘I’m out of here. Goodbye.’
CORE CONCEPT
Children need to know that drugs have long-term effects on the person taking them and can also affect their family.

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.

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

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

TEACHER’S NOTE
Particular sensitivity is required, as some children may be living in situations where there is a dependency on some substance or behaviour.

It is important to have relevant information which can be obtained in Understanding Substances and Substance Use – a Teachers’ Handbook.

RESOURCES
- Use either (or both) Patricia’s Story or Maria’s Diary.
- Worksheet: Taking Care of My Body (Health and Well-being) from Lesson 1

PROCEDURE AT A GLANCE
- Discussion and Drawing
- Story
- Discussion
- Conclusion
Discussion and Drawing

Ask the children: What behaviours (habits) or activities would you or some children find hard to stop doing? The responses could be written up as a list on the board or IWB.

Ask the children to talk about the positive and negative aspects of some of these habits or activities:

- Why do we do these things?
- What do we gain from them?
- Are there downsides to these habits or activities?
- What are they?

Explain to the children that when a person does something that they find pleasurable or relaxing, there is a chance that they will do it again and again... and so it may become a habit. Some habits are good, while others are not so good.

- Which habits do you think are good? Why?
- Which habits are neither good nor problematic?
- Some habits can become a problem – can you think of any?

Sometimes when habits become a problem it is because the person cannot stop doing them - we say that people have become 'hooked' or addicted.

Explore what being hooked or addicted means by asking the children to draw a picture of a person who is hooked on something. Let the children pick one of the following people to draw:

- Piotr, who eats too many sweets
- Sally, who is always on PlayStation
- Kristof, who plays football all the time
- Daniela, who uses her mobile phone all the time
- Pamela, who reads a lot
- Carmel, who is constantly looking at television

Ask the children to try to show in their drawings how the person looks, feels, acts, and the consequences of being addicted. They can use words and phrases in their picture. When they have finished, encourage the children to talk about what being hooked means. Ask them how the people they drew would feel, if they were deprived of whatever they’re hooked on.

Explain that some things that people can become hooked or dependent on are cigarettes, alcohol, prescription medicines, cannabis, and other illegal drugs, and also behaviours like gambling, or the internet.

When it reaches the stage where the person becomes dependent on the substance or behaviour we call that an addiction. They feel that they cannot manage without it. People who are addicted to alcohol or drugs drink or use other drugs, even when it causes problems to their health, family, friends or work.

Point out that most people who develop a dependency or become addicted are just ordinary people, who need help to stop.
**Story and Discussion**

Use either Patricia’s Story or Maria’s Diary.

**Patricia’s Story**

Read aloud the episodes from Patricia’s life or ask the children to read them.

**Patricia’s Story**

Patricia is 19 years now. This is part of her story.

**Age 12-13.**

Patricia goes to school every day. She would prefer to be doing just about anything else, but she does her work all the same. She is popular with the others in class and has a good laugh with them. She enjoys playing practical jokes and is generally a kind, helpful girl. She started drinking during the year. She happened to be in a house with some friends who were drinking. They encouraged her by telling her, that it would be good for her to ‘let her hair down’ and not be such a ‘goody goody’. Against her better judgement she gave in to their nagging.

**Age 15-16**

Patricia has been to many free houses, fields and parties over the few years. There was always cider or vodka, and often pills of some kind. Sometimes there was cannabis, but she never really went for smoking. Outside of the group with whom she drinks, she doesn’t have any other friends. She has been detained and suspended in school so often that she has lost track. What little time she spends at home, she spends it fighting with her parents and brothers.

**Age 19**

Patricia is injecting heroin and using other drugs if she can’t get heroin. She was arrested for shoplifting and they found heroin on her. She was also charged with having heroin and the case is coming up in the courts in a fortnight. All her life is taken up with getting or using drugs. She feels scared and hopeless. Her family says that she has to leave the house if she doesn’t stop using drugs. In the jail cell she has time to think a bit. When she started drinking, she never thought she was going to have problems with drugs. She thought that this would never happen to her. She didn’t mean for her life to end up like this.

The following questions can be used to discuss the story:

- What is your reaction to the story?
- What is Patricia’s life like now?
- How did she change from when she was twelve years old?
- How do you think things began to go wrong?
- How could things have been different?
- How would being addicted to drugs affect a young person’s life?

**Maria’s Diary**

Introduce Maria as being a story from a place a long way from where the children live. Read aloud the diary entries or ask the children to read them.

**Maria’s Diary**

**Monday**

It’s late and Dad still isn’t in. He’s hardly been in at all for the past few days. I suppose he’s been drinking again. Mammy is wrecked. This evening I heard her crying while she was making dinner. She fell asleep on the sofa while I was doing my homework. We had a lot of homework today.
Tuesday
There was a row at home today. Daddy came home and he was drunk. Mammy got really mad with him and he told her to shut up. We were told to go upstairs. We all went into our bedrooms. Gillian started to cry. I told her not to worry, that it would be alright, but I really didn’t believe that. We didn’t get any homework done and we went to bed early. Mammy came up to me in my room and I told her that I needed to do my homework. She said she would give me a note in the morning.

Wednesday
I got into trouble at school today. I had no homework done because of last night. I went into Mammy to get a note from her this morning. She said not to worry, that she would go down to the school later on. I told my teacher that I had no homework done. He gave out to me and told me to go to the principal. The principal wrote a note home to Mammy. When I got home Mammy was in bed because she wasn’t feeling well. I made the dinner for Sarah and Gillian. Mammy read the note from school, but she didn’t say anything about it. Everything seems to be going wrong. I was upset after school today, but I didn’t want anyone to hear, so I pulled the bedclothes over my head.

Thursday
I was supposed to have money for swimming today, but I forgot it. The teacher said I could go but that I would have to bring it next week. I’m able to swim because when we were small, Daddy used to bring us swimming. That was before he started to drink. Things were good then. Mammy says he is an alcoholic. She says it’s like a disease. It doesn’t look like one because he seems OK a lot of the time. Whatever it is, I hope there is a cure for it.

Friday
In school today we were doing a project on homeless people. Someone wrote that only alcoholics were homeless. I didn’t say anything but I know that’s not true. Mammy had a nice dinner for us today when we came home. She said she was sorry about the past few days, but that she was exhausted after the row with Daddy. Daddy came home early today and seemed to be in good form. He brought us shopping. I’m cross with him and I didn’t want to talk with him. He called ME moody. Grrrr!

Ask the children the following questions:
- What sort of a dependency has Maria’s father?
- What effect has his addiction on Maria’s family?
- What is Maria’s life like?
- What are some of Maria’s feelings?
- What are some of her Mother’s feelings?
- What could Maria do if she finds things too difficult?
- What fears might she have about talking to someone outside the family?

You can mention that Al-A-Teen helps children of alcoholics and that doctors can let people know where else they can go for help.

Conclusion
Ask the children what they have learned about addiction and its effects from the lesson. Then ask them to write this down on the Worksheet: Taking Care of My Body (Health and Well-being) in the section for this lesson. These are collected and read as part of on-going evaluation and are retained for use after the lessons in this unit.
CORE CONCEPT
Being aware of the impact of drug use on communities and on individuals can lead to positive action.

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
Newspapers, magazines with reports on drug-related incidents need to be collected. These should not be from the local area.

The Action Project could be completed over a number of weeks.

RESOURCES
- Newspapers/magazines
- Leaflets and brochures from the local library or health centre
- Scissors, large sheets of paper, glue
- Worksheet: Taking Care of My Body (Health and Well-being) from Lesson 1

PROCEDURE AT A GLANCE
- Group Work
- Discussion
- Group Work
- Discussion
- Action Project
- Conclusion
**Group Work**

Divide the children into groups of four or five. Distribute the different newspapers, magazines, leaflets etc. among the groups. Ask the children to cut out any stories, reports or articles that relate to the use of drugs. Ask them to classify the reports and articles where they best fit under some or all of the following headlines which should be written up on the board or IWB: crime, safety, young people, harm or dangers, drug seizures, health, prevention.

**Discussion**

Bring the groups together and talk about what they found using the following questions:

- *What happened in the stories, reports or articles?*
- *Who was involved?*
- *What were the main issues raised in the stories, reports or articles?*
- *What picture do you get of drug use and drug users?*
- *What issues were not written about in those media?*

**Group Work**

Ask the children to return to the small groups and to select a number of the issues identified in their discussion about drugs. Ask them to write a headline for each of these issues. These will be set in the front page of a newspaper. Take feedback and ask:

- *What are the headlines saying?*
- *How is the use of drugs affecting the community?*
- *How important is this issue?*

With the whole class, design the layout for the front page. The most important issue will go in the biggest space. This needs to be negotiated and debated among the children:

- *What should be the lead issue on our front page?*
- *And the next most important?*

Continue until about four or five issues have been negotiated. These headlines are then assigned to the groups – one per group – and the group writes an article to go with the headlines now or at a later stage.

**Action Project**

Continuing in their groups, ask the children to discuss and choose one drug that they would like to prevent young people using. Ask them to think about how they would go about preventing its use and whom they would need to influence to deal with it. Encourage them to identify what information they would need to collect. With the children, plan an approach to collecting and presenting the information. Decide on the target audience – who will the information be presented to?

A number of the following elements could be included in the project:

- Material to show the effects of the drug use on the person, family and community
- Interviews with people such as Gardai, Barristers, Doctors or Nurses, Care Workers, etc. to discuss the work they do to prevent drug use.
- Invite a Guard in to speak about drug prevention or a nurse to speak about the care of substance abusers and addicts
• Discuss actions you can take in your family
• Talk to community leaders about how the local community responds to drug use
• Collect information about prevention. Find out what is happening nationally or internationally and see how this affects the local community.
• Compile a list of actions that your community could take to prevent drug use.

When the information is put together, the children discuss how it will be presented and to whom they want to present it, and when.

**Conclusion**

Ask the children to identify orally what they have learned from this lesson. Then ask them to write this down on the Worksheet: Taking Care of My Body (*Health and Well-being*) in the section for this lesson. With the children review the work done in Section A of this Unit. The worksheet will help the children recall what was done and what they learned.
UNIT 2: Section B
Food and Nutrition and Knowing about My Body
CORE CONCEPT

Knowledge of the Food Pyramid, awareness of advertising, and their own developing responsibility can support children in making healthy 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

Prior to the lesson (a week or so in advance) ask the children to look out for and collect small pictures of various foods from magazines etc. You will need approximately 75 small pictures of a variety of common foods.

Teachers need to be conscious of children’s economic circumstances when developing lunch menus.

RESOURCES

- 5x A3 outlines of Food Pyramid with food group sections marked in
- Worksheet: Taking Care of My Body (Food and Nutrition and Knowing about my Body)

PROCEDURE AT A GLANCE

- Discussion
- Quiz
- Sorting Activity
- Food Survey
- Group Work
Discussion

Pose the following questions:

- What are the benefits of healthy food choices for children in 6th class? Record their responses.
- Are the benefits of healthy food strong influencers/motivators for you to choose and eat healthy foods?
- Are there other motivators that influence you more in your food choices and food intake?
- What are they?
- Do the strongest influences/motivators help you to eat a healthy and balanced diet?
- What could help and encourage you to choose and eat healthy food? Record their responses.

Quiz

Divide the children into groups of five or six. Based on their previous knowledge of the food pyramid (which may need to be revised) ask each group the following questions:

1. The food pyramid suggests that we eat a varied diet. Which type of food should you eat most of each day?
2. How many servings of breads, rice, pasta, and other starchy foods should you eat each day?
3. How many serving of snacks, food and drink high in fat and/or sugar should you eat each day?
4. How many servings of vegetables should you eat each day?
5. How many servings of fruit should you eat each day?
6. How many servings of milk, cheese, and yogurt should you eat each day?
7. How many servings of meat, fish, beans, and nuts should you eat each day?
8. What food groups do raisins, biscuits, eggs, chips, chocolate fit into in the food pyramid?
9. Name two foods that belong to the vegetable group.
10. Which foods are the least nutritious and should be the smallest part of your diet?

Go through the answers and see how each group got on. Answer any questions arising.

Sorting Activity

Divide children into groups of 5-6, or they can stay in the same groups as previously. Ask each group to agree a reporter who will report back to the whole class on how their group managed the activity, what was easy or difficult.

Give each group a large A3 page with an outline of the food pyramid with the various sections marked in.

Distribute the photos or images of common foods from magazines, and give each group about 15 pictures. Ask each group to collaboratively decide in which section of the food pyramid the various foods go or if some pictures could go in more than one section.

Each group displays their completed work. The reporter from each group can give an account of which foods it was easy or difficult to place on the pyramid and why.

Food Survey

This activity can be given as homework. Ask the children to note (using a small pocket notebook) over a period of a day the advertisements they see for food on the way to school, while they are in the
car, on the bus, in the shopping centre, on the television, internet, fliers that are distributed to homes, newspapers, or magazines. They can then look over their notes and consider the foods in terms of the food pyramid. The following questions could be used to prompt discussion:

- Are the foods advertised healthy ones?
- Where would they fit on the food pyramid?
- Should you eat many portions of them a day or few portions?
- If you were to eat all the foods advertised would they contribute to you being healthy or unhealthy?
- How can you manage to make healthy food choices for yourself?
- What would help you most?

Encourage children to bring in their findings to share with the class and also to share them with their parents.

A class chart could also be developed showing the various modes of food advertising (e.g. posters, magazines, television, flyers) and the foods advertised. This chart could generate awareness of and discussion on the role of advertising and food choices.

**Group Work**

**Menu Planning**

Given their knowledge of the food pyramid and their awareness of their own developing role in choosing healthy food for themselves, children can be invited to draw up a healthy lunch box/lunchtime menu for the coming week.

Divide the class into groups of 5-6. Ask each group to discuss a varied, healthy, economical and practical menu for the week ahead for lunch for a 6th class child. Remind them to be guided by their knowledge of the food pyramid and the recommendations it gives.

<table>
<thead>
<tr>
<th>Day</th>
<th>Drink</th>
<th>Carbohydrate</th>
<th>Dairy</th>
<th>Fruit/Veg</th>
<th>Protein</th>
<th>Fat</th>
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</table>

Invite each group to display and talk about their lunch menus and compare and contrast group plans. You can also encourage children to talk to their parents at home about possible lunch menus, stressing the economical and practical focus along with the health focus.

**Conclusion**

You could print off copies of the school healthy eating policy for children to read and discuss in groups in the context of their knowledge and learning about healthy food.

If they have further health promoting suggestions that could be included in the policy, they can document them and give them to the principal to be considered when the healthy eating policy is being reviewed.

Ask children to share in pairs their learning about healthy food and if and how it will influence their food choices. They can record their learning on the **Worksheet: Taking Care of My Body (Food and Nutrition and Knowing about my Body)** in the section for this lesson. These are collected and read as part of the on-going evaluation and are retained for use in the remaining lessons in this unit.
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>
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<td>Food choices</td>
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<td>Care with food</td>
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<tr>
<td>A problem with food?</td>
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<td>Body care</td>
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<td>Differing abilities</td>
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<td>Infections and body protection</td>
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</tbody>
</table>
CORE CONCEPT
Knowledge of good practices in the preparation and storage of food can help children to take more responsibility for care and hygiene with regard to food.

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
You need to be sensitive to children’s family situations. Children may have family members who have long and/or short-term health conditions or illnesses.

Useful information on care and good practice with food can be found on a number of reputable websites, such as the Food Safety Authority and SafeFood websites.

RESOURCES
• Guidelines for good care and hygiene around food (see Teacher’s Note)
• Worksheet: Taking Care of My Body (Food and Nutrition and Knowing about my Body) from Lesson 1.

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

Ask the children to recall advertisements on the television or internet for good food care and hygiene. Invite some children to mime particular advertisements and have the class guess what they are.

Then ask the children to think of all the places food is served or eaten:
- **Who are the people who are responsible for food care and hygiene?**
- **Why do we need people in charge of food care and hygiene?**

Encourage them to consider a variety of situations and contexts. Record their suggestions. Ensure the following contexts are mentioned if they are not suggested by children: homes, supermarkets, restaurants, takeaways, hotels, hospitals, mobile food outlets, ice cream vans etc.

**Group Work**

Divide the children into eight groups (or more or less groups depending on the contexts being considered). Assign each group one of the contexts mentioned above. Ask each group to discuss and outline:
- The person who has the most responsibility in each situation
- The things they must do to ensure good food care and hygiene
- Other people in those situations who have responsibilities and what those responsibilities are
- The possible consequences if they do not ensure good food care and hygiene and on whom it could impact.

Take feedback from each group and discuss their findings.

Discussion

Ask the children to recall the guidelines for good food care and hygiene that they discussed and developed in 5th Class. Alternatively, you can display a list of guidelines for food care and hygiene from the Food Safety Authority or other reputable organisations and discuss it with the class.

**Thoughtshower/Discussion**

Ask:
- **Are some people more at risk of negative effects if food care and hygiene breaks down?**
- **Who might these be?**

Explain to the children that some groups are more vulnerable than others in this context. Ask the children what they think ‘vulnerable’ means? Explain as necessary. Ask them what groups might be vulnerable in terms of food care and hygiene, and why this is so. List their suggestions and reasons and discuss.

If any of the following are not suggested by the children you can suggest them: babies, older people, those in hospitals, convalescent or nursing homes, people with long-term health conditions, pregnant mothers, people with serious illnesses.
Conclusion

Ask each child to think about the ways they can contribute to good food care and practice in the home and in school and how they can contribute in general to their own health in terms of how they take care and are hygienic around food preparation and eating. Having reflected, they can discuss this with a partner and identify ‘Ways I can contribute to my own good health in terms of food care and hygiene’. Then ask them to record what they learned on the Worksheet: Taking Care of My Body (Food and Nutrition and Knowing about my Body).

These are collected and read as part of on-going evaluation and are retained for use after the lessons in this unit.

Encourage children to share the discussion they had in the lesson with their parents.

Extension

Preparing a Class Lunch

You can discuss with the children the possibility of the class making themselves a nice lunch that they can enjoy together. The possibilities will vary according to the facilities available in the school. The organisation and preparation for this event will give the class scope to consider many aspects of hygiene and care with regard to food preparation and consumption: hand washing prior to preparing and serving food, eating food before the Best Before dates, temperatures for storage of various foods, handling cooked and raw foods, heating foods, storing foods etc.
CORE CONCEPT
It is important for children to understand anorexia and the effects of anorexia on the individual and on the family.

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
Emotional and imaginative development through language

Strand Units: Oral
Reading
Writing

SESE - Science
Strand: Living things
Strand Unit: Myself

TEACHER’S NOTE
This lesson focuses on anorexia, so it is particularly important that children do not name anyone they know who may suffer from anorexia.

RESOURCES
- Pictures of people used in advertisements
- Anne’s Story
- Worksheet: Taking Care of My Body (Food and Nutrition and Knowing about my Body) from Lesson 1.

PROCEDURE AT A GLANCE
- Introduction
- Story and Discussion
- Think-Pair-Share
- Personal Reflection and Homework
Introduction

Display pictures of people used in advertisements. Ask the children to look at these pictures and to notice their age, their height, their weight and any other features that strike them. Discuss these aspects and ask what image is presented about how we should look.

- Does this influence us? How?
- How might we feel if we compare ourselves to these people?
- Do you think these pictures accurately show what most people look like?
- Does being a certain shape make someone attractive?

Point out that in different cultures different body shapes are seen as attractive.

Ask the children if they have ever heard of anorexia and what it means. Discuss what the children say and clarify as appropriate. (Anorexia is a serious eating disorder where the person has an abnormal fear of gaining weight and this leads to dangerous eating habits and extreme weight loss. It mainly affects young women in their teens and 20s, but men and older women can also be affected.)

Story and Discussion

Read Anne’s story or have the children read it.

Anne’s Story

Anne is now 18 years old. She is the youngest of four children, two boys and two girls. As she was growing up, people regularly commented on how beautiful she was – they commented on her smiling face and shiny long dark hair. Anne loved to hear these comments. At the end of primary school, her Granny died. Anne was very upset by this, as she spent a lot of time with her Granny during summer holidays. Shortly after she started secondary school, her Dad lost his job. After three months he got another job, but this job was in England and he was only home at weekends. She really missed him, but she did not want her parents to know that she was so upset. She had also begun to put on some weight and she thought that if she lost this weight and became fitter that she would feel better. She decided to cut out meat, bread and all sweet foods. Her Mum did not like what she was doing and told her that she needed these foods for her growth and for energy. She then decided not to let her Mum know that she was not going to eat these, as she knew that her Mum would worry about her. She would often take her dinner to the sitting room and say that she wanted to watch a particular programme or she would take it to her room and say that she wanted to finish some school work. She would put the food that she did not want to eat in a plastic bag and put it in the bin later when no one was looking.

Over the next six months Anne lost weight and she felt good that she was achieving this, but she still thought that she had too much weight, even though she was thin. Gradually her Mum became very worried about her as Anne was very tired and irritable. She did not meet her friends as much. Her Mum worried about her eating habits and began to try to monitor what she was eating. She also brought her to the doctor, who gave her a food plan to follow. All Anne thought about was losing weight and when she looked in the mirror, she kept thinking that she needed to lose more weight. Her Mum tried to get her to follow the food plan, but Anne found ways of avoiding this. She ate nothing while she was at school and she would slip food from her plate into her pocket or hold food in her mouth until she knew no one was looking. Over the next year she
continued to lose weight, had rows with her mum who was trying to get her to eat. By the time she was 15 years, she was extremely thin, she was dizzy at times and her skin looked pale and her bones ached. She was far from the beautiful young child that people admired, but she still was obsessed with weight and calories. She collapsed at home one evening and was brought to hospital. This began the first step in her recovery. She was in hospital for a month. She found it very hard to eat and at first she did not want to eat. Gradually she began to realise that she had a problem and, with counselling, she started to deal with it. She also attended a support group for people with eating disorders. It was good to meet and talk with others who had problems like her. Her body gradually got used to eating properly again and she ate a balanced diet, even when she did not feel like doing so. Over the next year her weight increased to a safe level. She did find life difficult at first and at times found herself wanting to avoid food, but she knew that was not a safe option for her.

Now at 18, Anne has started College. She is happy and is enjoying the new challenge.

The following questions could be used to discuss the story:
- What brought changes in Anne’s life?
- How did she feel when her Dad went to work in England?
- What could she have done then that might have helped her?
- How do you think she was feeling when she was obsessed about losing weight?
- How did she see things?
- What parts of her life were affected by the eating disorder?

Think-Pair-Share

Ask the children to think of what people can do when they are unhappy or stressed or to feel good about themselves. (Anne began to develop problems with eating when she was unhappy – her Granny died, her Dad went to work in England, and she had put on weight.) Allow them a moment to think of this and perhaps jot down one or two ideas. Then ask them to join with a partner and discuss their ideas and list three or four suggestions of things that help people feel better about themselves and deal with stress. Take feedback and list these on the board.

Personal Reflection and Homework

Ask the children to decide on one thing they will do this week that helps them feel good about themselves. Then ask them to record what they learned on the Worksheet: Taking Care of My Body (Food and Nutrition and Knowing about my Body) in the section for this lesson. These are collected and read as part of on-going evaluation and are retained for use after the lessons in this unit.
CORE CONCEPT

Children need to be aware of 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 activity can require increased attention to body care

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

SESE - Science
Strand: Living things
Strand Unit: Myself

TEACHER’S NOTE

You will 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. No child should experience any disrespectful behaviour due to their family circumstances. 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.

RESOURCES

• Scenarios Sheet
• Clips of various sports persons
• Worksheet: Taking Care of My Body (Food and Nutrition and Knowing about my Body) from Lesson 1.

PROCEDURE AT A GLANCE

• Introduction
• Group Work
• Conclusion
Introduction
Ask the children to visualise themselves playing their favourite sport. Allow a minute or two for this. Then ask:
- What are you doing with your body, what movements or actions?
- What are the effects on your body?
- Your breathing?
- Heart rate?
- Perspiration?
- Odour?
- What about your clothes?
You could then show a selection of clips of various sports persons in action and ask the children to note the actions and also the effects on their body.

Alternatively you could ask the children to visualise their favourite sports person:
- What movements or actions will they be doing?
- What will be happening with their body, breathing, pulse, heart rate?

The children could visualise a boxer, a jockey, a runner, a footballer and the same questions could be asked.

Group Work
Divide the children into groups of 5-6. Each group agrees a facilitator, a recorder and a reporter. Ask each group to read the Scenarios Sheet. They then discuss each scenario and, as a group, come to a consensus as to what is the best way to manage the situation for the child involved. Take feedback from each group and compare the advice decided on by the children.

Conclusion
Discuss with the children their learning about the physiological effects of physical activity on their bodies. Children can share this learning in pairs. Ask the children to record their new learning on the Worksheet: Taking Care of My Body (Food and Nutrition and Knowing about my Body) in the section for this lesson. These are collected and read as part of on-going evaluation and are retained for use after the lessons in this unit.
Paul loves playing football. He looks forward to the days when GAA/Soccer skills are done in school. One day he hopes to be a great player. His Mam is a bit forgetful and sometimes his football gear is still in his gear bag in the car from the last time. He just grabs it and heads off to school. He has begun to notice his gear is a little bit smelly when he opens his bag but he wears it anyway. He wonders if anyone else notices. He doesn't notice other children having smelly football gear. He is not sure what he should do. But one thing is sure he will not give up his football.

Have you any advice for Paul?

Emer has an older sister Tara who goes to secondary school. Tara takes ages to get ready in the mornings. She is in the bathroom for ages, washes her hair a few times during the week, and uses deodorant. Emer likes school and she doesn't bother waiting until Tara is finished in the bathroom, she just gets dressed and heads off to school. PE is usually on two days a week in school. Emer has begun to notice that some of the girls in her class are not as keen to play with her or talk to her in the yard on the days after PE class. She wonders if they are beginning not to like her. But on most days they are great fun and she feels they like her and enjoy her company. Have you any advice for Emer?

Casey is great friends with Lana Jo. They have been friends since they were in playschool and they live near enough to each other. They spend time together in school and outside of school. They are both beginning to grow taller and their bodies are developing. Casey has begun to notice that sometimes especially after athletics Lana Jo seems to smell a little. Casey’s Mammy has bought a roll on deodorant for Casey to use after athletics in school and always insists she has a shower on the night after athletics in school. Casey has noticed a few other girls looking at Lana Jo and whispering about her after athletics and also on the day after athletics. What should Casey do?

Pieter lives with his grandparents. His Dad is dead and his Mother is sick. Granny and Grandad are very kind and love Pieter very much. They are very old. Their house is old fashioned. They have a bath, not a shower. The bathroom is quite cold as they don't have central heating, just a fire in the sitting room and some heaters in other ones when it is cold. Granny only uses the washing machine once a week. It is very cold having a bath in the bathroom in the mornings and evenings when it is cold. The bath is horrible, very big and there are some stains on it. Pieter likes boxing, and he goes to the local boxing club which is a bit run down. There is no facility for him to have a shower after boxing. He cools down on the way home, has his supper and goes to bed. Next morning he gets up and quickly dresses due to the cold, has his breakfast and heads off to school. Do you have any advice for Pieter?
CORE CONCEPT
Children need to be aware of and understand that those with a disability can also have a range of abilities.

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

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
Physical disability can be a sensitive and emotive issue. Teachers should aim to develop a balance of understanding, acceptance and support with respect and belief in children for the potential and abilities of those with physical disabilities.

RESOURCES
- Scenarios, stories or articles about children and people who manage their physical disabilities would add greatly to this lesson. Try to include a wide range of disabilities: blindness, deafness, spina bifida, cerebral palsy, polio, amputees, thalidomide, muteness, paralysis, wheelchair user, muscular dystrophy.
- Scenarios Sheet (cut up for each group)
- Worksheet: Taking Care of My Body (Food and Nutrition and Knowing about my Body) from Lesson 1.

PROCEDURE AT A GLANCE
- Thoughtshower
- Discussion
- Visualisation
- Group Work and Hot Seating
- Conclusion
Thoughtshower
Ask the class to give you the names of people they admire and for what reason. Record these on the flipchart or board. Notice whether any of those suggested have a physical disability. If not, have a number of examples of people (children, adults) who have become well-known for a range of achievements overcoming their disability, e.g. Christy Brown, Daranie Mulvihill, Stevie Wonder, Stephen Hawkins, Beethoven, Christopher Nolan, famous Paralympians, both Irish and international.

Discussion
The following questions could be used to initiate discussion:
- Why do you think people with disabilities were or were not included in your list of people you admire?
- What does that say about how we view people with disabilities in this class?
- What do you think it might be like for those with a disability to be a member of a family, a class, a workplace, a community?

Visualisation
Ask the children to imagine what it might be like to have differing abilities than they have now. Call out each of the following scenarios and ask children to visualise them for a minute or two. Help the children to focus on both what they may not and what they may be able to do:

- What might it be like to have a hearing impairment, to be deaf?
- What it might be like to be a wheelchair user?
- What it might be like to have poor sight,
- to be blind?
- What it might be like to have cerebral palsy?

Group Work and Hot Seating
Divide the children into groups of 5-6 and give each group a scenario from the Scenario Sheet. Ask for a volunteer in each group to be the child with the disability in the scenario. The other children in each group think of two questions each that they would like to ask the child with the disability. If time allows, another child in the group can have an opportunity to be hot seated also. This will give the group members an opportunity to ask their questions again and perhaps get different answers. They may also have additional questions which may arise from the first set of questions and answers.

Take feedback from each group, the child or children who were hot seated, and those who asked the questions.

Conclusion
Discuss with the children their learning about physical disability from the scenarios in this lesson. Ask the children to reflect on what they learned when they were visualising, when they were hot seated or were asking questions. Ask the children to record their new learning on the Worksheet: Taking Care of My Body (Food and Nutrition and Knowing about my Body) in the section for this lesson. These are collected and read as part of on-going evaluation and are retained for use after the lessons in this unit.
Alex became deaf as a result of an illness he had when he was three. When he started school he had a hearing aid in each ear. His teacher has to wear a box to project her voice so Alex can hear it. He likes school and has made friends. He is invited to his friends’ birthday parties. He has to take care of his hearing aids as they are expensive to replace. There are some things he cannot do, but lots of things he can. There are some children who make faces at him and call him names. He never tells on them, he just ignores them. How do you think he feels and what do you think he should do?

Jessie loved horse riding. She was horse riding since she was three. Dad was very good at horse riding and won several prizes when he was Jessie’s age. About six years ago Jessie had a very bad fall from her horse. She was in hospital for four months. Her spine was damaged. She now uses a wheelchair. The doctor says she may improve and be able to walk with crutches in the future. Jessie is back at school for the last month. She is very quiet. She can manage her wheelchair herself and the school have put in ramps for her to use. She has a special needs assistant to help her with toileting. She does not want any help from anyone. She does not mix as well as she used to with her friends. She seems very cranky at times and withdrawn at other times. How do you think Jessie feels? What should she do? How do you think her friends feel? What should they do?

Maria is in 6th Class. She has two sisters and two brothers. They all wear glasses with thick lenses. Their Mam is blind. Mam has always been blind. She has a guide dog to guide her when she goes out. Mam can manage well at home, as the house has been adapted for her. Sometimes when Maria’s Mam has to come to the school, Maria is embarrassed about her as all the other children look at her. Maria wonders what they think about Mam and hope they are not thinking horrible things about her. What do you think Maria should do about her worries and embarrassment?

Amed has cerebral palsy. This condition makes his movements very awkward-looking. He is able to walk and keep up with his sister and his friends, but he is not able to run and his teacher says he cannot take part in any school sports. Amed finds his teacher and his school friends very helpful, too helpful. They are always offering to do things for him, to carry things for him, to help him along. It can be the same at home with his family, doing everything for him. He would like things to be different. How do you think Amed feels? What do you think he should do?
CORE CONCEPT
It is important for children to understand that bacteria and viruses affect health and that risks can decrease when basic routines are followed.

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
Writing

SESE - Science
Strand: Living things
Strand Unit: Myself

RESOURCES
• Information Sheet: Bacteria and Viruses for jigsaw activity.
• Worksheet: Taking Care of My Body (Food and Nutrition and Health and Well-being) from Lesson 1.
• Worksheet: Reflections on Unit 2 (B): Taking Care of my Body

PROCEDURE AT A GLANCE
• Jigsaw Activity
• Discussion
• Conclusion
Jigsaw Activity

Organise the class into groups around tables. Distribute copies of one section of information to each group (i.e. Group 1: Bacteria; Group 2: Viruses; Group 3: Vaccinations; Group 4: What does the body do? and Group 5: What can we do?) as well as large sheets of paper and markers. Ask them to read through the information and to ask each other questions to make sure that they all have understood the material.

Explain to them that they are going to have to teach others what they have learned. They are to think about and plan how to do this e.g. prepare mind maps, charts with illustrations, or other teaching methods. Allow time for them to do this and to rehearse teaching it to each other. When they are happy that their plan is suitable, they need to make copies of any teaching aids that they will be using, so that each child has the material to use.

Reorganise the groups so that within each new group there is someone from each of the original groups i.e one person to teach the others each of the five pieces of information. Allow time for individuals to take turns to teach the others the five pieces of information.

Discussion

When the children have completed the jigsaw activity ask the class what they learned about bacteria and viruses. Discuss ways that we can help protect our health.

Conclusion

With the class, discuss and clarify any questions that the children have. Ask them to individually record three ways that we can help protect our bodies from bacteria and viruses. Ask the children to identify orally what they have learned from this lesson. Then ask them to write this down on the Worksheet: Taking Care of My Body (Food and Nutrition and Health and Well-being) in the section for this lesson. With the children review the work done in Section B of this unit using the worksheet.

The Worksheet: Reflections on the Unit may be used to get the children’s views on the unit as a whole. This will be made easier by referring to the two worksheets that children have filled in on each lesson in Section A and Section B of this unit.
Group 1: Bacteria
Bacteria are in the air, the soil, in water and can only be seen through a microscope. Bacteria live in our stomach, nose, mouth, skin and hair. Bacteria that live in our mouths can cause teeth to become rotten and gums to be sore. Bacteria can cause a tummy bug. Sometimes bacteria can cause diseases and infections such as pneumonia, sore throats, boils and pimples. Some bacteria are useful. Some are used in making cheese and yoghurt, as well as in powerful medicine called penicillin.

Group 2: Viruses
Viruses are even smaller than bacteria. Viruses are spread in many ways. They can be spread through the air. A sneeze can send millions of tiny microbes travelling through the air. Viruses can be spread by body contact. For example, verrucae are passed from person to person. Viruses can be spread by food. It is important that food is well cooked. Animals and insects carry viruses. Food should be covered so that flies do not land on it. Viruses can be spread through water. This is more a problem in developing countries where many people have to use water straight from a well, river or swamp. This water, unlike ours isn’t filtered. Diseases caused by viruses include the common cold, flu, mumps, chicken pox and measles.

Group 3: Vaccinations
A vaccination is a special kind of injection. When you have a vaccination, a tiny amount of the virus that causes the disease is injected into your body. Your body then makes the antibodies to fight the diseases. Many people get vaccinations when they are young, so that they don’t get infectious diseases such as measles, mumps or whooping cough. If you are vaccinated against measles and then ‘catch’ the virus, your body makes the antibodies for that virus so quickly that they destroy the virus without you even knowing about it. When vaccinated against a disease, you are more likely to be immune to that disease.

Group 4: What does the body do?
The body fights viruses and bacteria to protect you from the diseases they carry. White blood cells come upon invading germs and attack them and often destroy them. Antibodies are another kind of cell, which kills germs, by surrounding them and eating them up. When an antibody comes in contact with a germ, it sticks to it and swallows it up. Antibodies and white blood cells travel around the body in the blood stream.

Group 5: What can we do?
Hygiene; wash your hands with soap and water after going to the toilet, playing with pets, emptying litter trays, working in the garden, and always wash your hands before eating. Keeps cuts and scratches covered. Germs can enter the body through them. Coughs and sneezes spread diseases. Cover your mouth when you cough and use a handkerchief when you sneeze. Keep pets’ food and drinks bowls separate from household ware. Do not let pets lick your face. Cook food thoroughly. Keep food covered from flies. Wash fruit and vegetables before eating.
Reflections on Unit 2: Taking Care of 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 ...

On a scale of 1 to 10, where 1 is not so good and 10 is great, how able do you feel to keep yourself healthy? ________

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 enable children to be aware of and successfully manage the transition into puberty. The body is a wonderful creation, and respect for its capacities and evolution should inform our journey through life. A key message is that each of us is unique and therefore will evolve at different rates and stages – respect for our own and others’ journey is an underpinning principle in these lessons.

If you are introducing the concept of puberty and growing and changing, you may like to begin this unit with Lesson 1, Unit 11 in the 5th Class materials, which highlights key aspects of the changes that everyone goes through on the road to puberty.

Lesson 1 in this unit takes a look at creation myths and legends to inspire children’s sense of wonder and awe in nature, and then moves to introduce the human reproduction system. Lesson 2 introduces the act of sexual intercourse in the context of assuming adult roles and responsibilities, and encourages children to see that as we move towards adulthood, we are granted rights and privileges that require us to take responsibility for our actions.

As well as other activities and resources, the lessons relies on the DVD Busybodies, which is an Irish resource specifically designed to impart factual information in a clear and child-friendly format. The decision on timing, activities and resourcing of these lessons will be informed by the school’s RSE Policy, which should be consulted in advance of these lessons. In addition, you may need to make decisions about whether the content is delivered to the whole class, and whether the content is differentiated in any way for boys and girls. Ideally, these decisions will have been discussed and finalised in the school’s RSE Policy. School culture and ethos will also inform both the atmosphere and content of these lessons, and thought should be given in advance about how particular issues which may emerge (for example, same sex relationships and the context for sexual intercourse) are to be dealt with.

It is suggested that the children should be given their own copies of the DVD (available free from healthpromotion.ie). This is to encourage them to reflect on and digest the information provided therein, preferably in the company of parents or guardians. Giving the latter ample notice of the topics being covered will allow parents and guardians to support their child through what can be a bewildering and worrying phase of change around puberty.

Language/Literacy Development (Sensitive Language)

Guidance on the language and terminology to use in relation to Puberty is contained in the RSE materials for 5th Class pp. 82-84 and include those given below.
PHYSICAL DEVELOPMENT: Puberty

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)
CORE CONCEPT:
The ability to create new life is an awesome and inspiring human function.

SPHE CURRICULUM
Strand: Myself
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
Understand the reproductive system of both male and female adults

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

Strand Unit: Oral

SESE - Science
Strand: Living things

Strand Unit: Human life

Arts Education: Music
Strand: Listening and responding

Strand Unit: Listening and responding to music

TEACHER’S NOTE
Additional materials are available in the RSE programme at http://www.pdst.ie/node/811, including diagrams of male and female reproductive organs.

As with other lessons in this series, teachers should consult the RSE Policy in their schools and follow any recommendations therein in relation to timing and content of sexuality education.

While a number of suggested resources (books and websites) are listed here for possible inclusion in the lesson, you should review these in advance to check their suitability for the school culture and ethos.

RESOURCES
- *Busybodies* DVD and children’s booklets (these should be stored in class or given to parents for use at home)
- Creation Myths/Legends – some resources are provided in the lesson but you may have access to other resources in the classroom/school.
- Music clips – some examples are listed in the lesson but you may also have access to other suitable clips in the classroom or school.

PROCEDURE AT A GLANCE
- Introduction
- Story
- DVD
- Music
Introduction
If you have used Lesson 1 Unit 11 in 5th Class to introduce this unit (as suggested in the Unit Introduction), the children can be reminded of what was done in the previous lesson about showing respect for their bodies. Alternatively, the children can be asked to identify the physical changes that happen to boys and girls as they get older. These can be listed on the blackboard. Introduce the word puberty if not already done:

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!

Explain: Today we are going to explore the creation of the world and the creation of humans, something which storytellers have written about and artists have depicted in paintings and music. We’ll start with how the world was created – or at least some stories about this. You may have heard theories about this, but today we’re exploring fictional accounts of how the world was formed.

Story(ies)
You should choose a creation story that is appropriate for school ethos and policy – some examples are given here and you can decide to use one or two of these or substitute your own. The extracts are taken from How the World Began: Creation in Myths and Legends by Gilly Cameron (Anness Publishing Ltd., 2003, 2006)

Dreaming
The Dreamtime of the Australian Aborigines is the source of all life. There are different versions of the tale, but all share the belief that ancestral spirits shaped the world at the beginning of time. The adventures of the Ancestors are relived today in ceremonies, dance, songs, and paintings. The continent is an intricate web of sacred trails.

The 12 year old boy watched and learned from his father as they followed the trail. The tiniest snapped twig, displaced fragment of rock, or faint trace of a food track, which would be invisible to anyone else but a member of the same tribe, marked their way. Father and son were following in the steps of the ancestral spirits, and generations of their tribe before them. From time to time on their journey they saw kangaroos, emus, and possums. The flat, sandy plains were pockmarked with stunted salt bushes and trees. Otherwise, to the untrained eye at least, the sunburned landscape stretched to far-off horizons. After three days and nights crossing the sand dunes and the dry, sparse tropical woodland, they came to the billabong, the still water of the creek ringed by rustling tamarisk trees. In the shade, beneath an overhand, they found figures painted on the rock face in tan, black, and white.

The beginning of all things
‘This, my son,’ explained the older man, ‘is a sacred place, made by the Ancestors, who made us and all things. They are sleeping here, now, in these trees, in the rock and the water. ‘The time when the Ancestors made the world was the Dreamtime. The Dreamtime still is. It is now forever, and has always been. It is life itself, and the source of all life.’ The man and the boy squatted by the water hole. They picked the thorns from their bare feet, and sated their thirst from
the still waters. They looked out over the vastness of plain and twiggy salt bushes simmering still beneath the setting sun. The reds and golds of the plain deepened, the shadows cast by the rocks and trees lengthened. The darkness fell, suddenly, as if a blanket had been dropped over the land.

‘Before the Dreamtime,’ continued the older man, ‘there was a flat, barren plain and it was always dark. There were no trees, or water holes, kangaroos, or snakes. There was no life at all, and no death, either.’

The first stars pierced the velvet blackness of the night sky. ‘Before the beginning,’ the father explained, ‘the stars, the moon, and the sun were sleeping beneath the plain. There was no light at all. Many Ancestors slept beneath the plain. The time came, though, when they all woke up and thrust through the Earth’s crust. Some of them looked a bit like us, others were giant kangaroos or snakes, and some were mixtures of animals and plants all in the one body.’

The journey of the Ancestors
‘Djanggawul and his two sisters were the ancestral spirits of our people,’ the father continued. ‘They looked a bit like you and me. They began their journey in the Island of the Dead, over the seas far to the northeast. They set off in a bark canoe and paddled west over the turquoise tropical seas, guided by the sun as it travelled through the sky. Finally, they reached the dunes and mangrove swamps of our land.’

The older man looked at his digging stick. ‘It’s thanks to them that we can drink,’ he said. ‘They had digging sticks, too. Only theirs were special and sacred. As they strode over the burning, stinging sand, they’d stop sometimes, and plunge their sticks in to the Earth. Fresh water sprang from the holes and made many water holes like this one. Sometimes, when they dug their sticks into the ground, living trees grew.

The father told how, as they journeyed through the land, Djanggawul and his sisters gave names to places and plants, animals and fish; to bandicoots, possums, and goannas, black cockatoos and geese, and flying foxes. Sometimes they met other ancestral beings on walkabout, and exchanged gifts with them. From time to time they stopped to rest and place dreams, which they called Dreamings, and make their sacred places.

‘The Djanggewul ancestors peopled the land with their children, who were the first of our tribe,’ the father explained. ‘Before they moved on, they made sure the people knew how to survive, where to dig for witchetty bugs, and how to find food. That’s what I am teaching you, and that’s how I learned from my father how to hold our culture and our land sacred forever.’

‘Never forget what I have told you,’ he said. ‘The time will come when you will have children, and then you will pass the knowledge down to them.’

Dreaming inside and outside
The Ancestors had created the world and people. So they went back to sleep, some back beneath the Earth, others became rocks and trees. Their Dreamings are all around us and inside us, too. They were a long time ago, they are also now and forever.
Birth From Water

Ancient Egypt was a country of rival city-states. Every city-state had its own god and its own myths, recounting how their particular world and gods came to be. This story comes from the town of Heliopolis (whose name means ‘city of the sun’), in a place that is now a suburb of the modern city of Cairo.

Nun was an infinite ocean. It was there instead of the Earth, the sky, and the stars. The waters were dark, empty, and motionless, until, in a surge of parting waves, a mound of solid land – something like the islands you can see in the River Nile today – arose from the waters. Next, a giant lotus flower pushed its way through the soil. And, as its crown of waxy petals opened, the creator god Atum emerged from its centre.

The breath of life

Atum needed help. It was a big responsibility, being the first, the absolute beginning of everything. He needed to make more gods who could help him start piecing together the world. So he summoned his strength, and breathed out in a steamy whoosh. It was like a puff of breath on a frosty morning – only on a universal scale! In the billowing cloud of breath, two ghostly forms emerged. The air became Shu, god of air. Myriad droplets of moisture joined and formed into Tefnut, goddess of rain.

There wasn’t a lot of universe-building that Tefnut and Shu could do on their own, without essential ingredients such as the sun, plants, and animals. So they spent their time exploring the protective waters of the ocean, Nun. But Nun was vast and dark – and the young gods were soon completely lost in her fathomless depths.

Atum was frantic. His eyes were like rolling fiery disks, as they penetrated every corner of the primeval seas.

Eventually, Shu and Tefnut were found in a distant, gloomy abyss. Atum wept with relief to see his children again. As his divine tears slowly fell through the void, each one miraculously turned into a human being.

The parting of Earth and sky

The beginnings of Earth existed, but were yet to be fully formed. It was time for Shu and Tefnut to have children who could add something more to creation. They had twins – the Earth god, Geb, and the sky goddess, Nut. The two were inseparable. Nut arched over her beloved Earth, with her feet on one horizon and her hands on the other. Shu was jealous of the twins’ love for each other, and became so irritated that he tore them apart.

‘You live separately from now on,’ he ordered. ‘You can get together once a day, and no more.’

From that time onward, every night, the sky goddess Nut gently falls to Earth and enfolds her twin in an embrace. That is when darkness comes. Sometimes, Nut is so desperate to be with her twin, that she goes to him in daytime. When this happens, storm clouds gather and the sky darkens as night casts a shadow over the sunlight.

Rivals for power

Atum, the creator god, continued making things, such as plants and insects, reptiles and other creatures that live on the ground, but his power was declining as younger gods took control of the Universe. The sun god Ra was at his peak strength in those early days of the world. Some say that he was born from Atum himself, others say that he rose from the gods Nut and Geb, Earth and sky.

Ra rose every morning, from a beautiful,
blue-petalled lotus bud that pierced the surface of the ocean Nun. He was joined by Shu, god of air, and the pair of them travelled through the land of Egypt, bringing light and life to each of the provinces in turn. Their journey took 12 hours – the 12 hours of daylight. Then Ra returned to the lotus flower and was enclosed within its petals as they, and night, folded.

In his turn, Ra, too, became old and retired to the Heavens when he was replaced by younger, stronger gods. He still makes his daily journey through, rising above the eastern horizon, and sailing across the ocean of the skies in his boat, the Barque of a Million years. At sunset, he sails over the western horizon into the Underneath Sky.

The Giant Who Made The World
Ancient Chinese myths dealt mostly with everyday life, rather than the mysteries of creation. The story of Pan Gu came later, around the fourth century AD, to explain the life forces of yin and yang that were core to most Taoist beliefs.

Pan Gu lay inside the egg in a deep slumber for 18,000 years. As he slept, he grew until he was of the most gigantic proportions. When he awoke, he was cramped inside the cosmic egg, enclosed by impenetrable darkness that was without shape of form. Yin and Yang were there all around him, but they were joined, still and motionless. Their power was trapped.

Pan Gu drew himself up to his full height. He summoned all his energy, drew one mighty arm back and smashed it against the world that enclosed him. The shell of the egg cracked open. There was an explosion of energy like a bolt of electricity as Yin and Yang separated, the positive force of one striking against the negative energy of the other. Yang rose to be light and sky, while Yin consolidated into heavy earth and moisture. The Universe of Ten Thousand Things burst into being.

Gargantuan effort
Pan Gu needed to make more space between the Heavens and the Earth, between Yin and Yang. He planted his feet firmly astride on the ground and braced his shoulders. Each day, he pushed to ease the gap a fraction wider. Each day, the sky rose by 10 feet.

The giant had to grow at the same rate to keep in touch. At the same time, he had to carve the foundations of the world with his giant hammer and chisel, drawing on equal proportions of Yin and Yang in everything that he made.

It took another 18,000 years to reach the right distance between Heaven and Earth, and for Earth to be formed. At the end, Pan Gu was 28,000 miles tall and propped up the Heavens like an immense pillar. He had perspired heavily as he worked, and sometimes wept with the effort. His sweat and tears fell as rain upon the Earth.
Sometimes, he was happy – and then the weather was gentle and calm. Sometimes, though, he felt tired and lonely, depressed at the enormity of his task, Then, he grew angry. Storm clouds gathered, and bad weather raged through the Earth and skies.

The death of a weary giant
By the time his work was finished, Pan Gu was exhausted. Besides, he felt that the sky could support itself by now. He was so weakened by his great age and his labours, that his body sank to Earth in a crumpled heap. The giant was dying. But as his body began to disintegrate, marvellous changes took place. The wind and clouds of the future floated from Pan Gu’s dying breath, his last words of agony became thunder, and the sun and moon came from his eyes. The limbs of the huge, broken body formed the edges of the world – north, south, east, and west, and his blood flowed and gathered as lakes, seas, and rivers. From Pan Gu’s flesh became soil in which plants could grow, while bones and teeth became solid rock and the veins of metals that run through them. Bone marrow turned into priceless gems.

Trees, grass, and flowering plants sprang from the hair on Pan Gu’s head, while his fine body hair rose into the skies to form stars. Bugs overran the giant’s decomposing body – and these turned into people.

It was very clear that humans were rather insignificant in the order of things, at least against the magnificence of the newly created world!

Alternative to the Stories
Alternatively, ask the children:
- Does anyone know how the world was created?
- What stories have you heard?

DVD
Explain:
Now that we have explored the beginning of life on earth in myth and legend, we’re going to take a look at how we as humans create life – and this is real! Some of you may have heard stories about this already, which may be accurate or not. We’re going to take a look at a DVD which explains in detail how this amazing process happens. As we go through it, think of any questions you might have which you can jot down later. And remember, you can always ask your parents or guardians as well.

Show the Busybodies DVD to the children (Section Four). Encourage the children to think about what they have seen and invite them to write down any questions that they have in relation to this. These can be posted in a designated box or space now or at a later stage. In addition, invite the children to share with a partner one thing they have learned from the DVD; one thing that surprised them; one thing...
they would like to learn more about. You may ask for feedback from the children on any of these questions and comment as appropriate. Remind the children that they can refer to the Busybodies booklet and DVD if they want to check or review the information they have received – they should be encouraged to do this at home with their parents, as well as in class. Tell them that you will answer any questions that have been posted in the next lesson or session and remind them again that they can also talk to parents and guardians.

**Music**

Explain:
*Many artists have created artwork to illustrate various creation stories. Composers have also created music to capture this incredible phenomenon. We’re going to listen to some now to conclude. See what you think of this composer’s interpretation of the creation story.*

The following examples are from YouTube, where you can find many examples of creation music: [http://www.youtube.com/watch?v=yAl0aYnuSm8](http://www.youtube.com/watch?v=yAl0aYnuSm8) [http://www.youtube.com/watch?v=LwGvfdtI2c0](http://www.youtube.com/watch?v=LwGvfdtI2c0)

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**Extension Work**

The children could be encouraged to do some research on creation stories from around the world and discuss them in future lessons.
LESSON 2
PRIVILEGES AND RESPONSIBILITIES

CORE CONCEPT
Growing older is a time of increased responsibility for self and others which can be both energising and daunting.

SPHE CURRICULUM
Strand: Myself
Strand Unit: Growing and changing Birth and new life

Content Objectives
Understand sexual intercourse, conception and birth within the context of a committed, loving relationship

Discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent

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

Strand Units: Oral
Writing

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

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

While children in the class may come from different family structures and make up, it is important to emphasise that all types of families can (and do) raise children effectively. Children are loved in the family in which they belong.

RESOURCES
• Worksheet: What Age Must I Be To? (copy per pair or group)
• Worksheet: Growing Older (one per child)
• Teacher’s Information Sheet: What Age Must I Be To? (quiz solutions)
• Busybodies children's booklet and DVD (as for previous lesson)

PROCEDURE AT A GLANCE
• Introduction
• Quiz
• Discussion
• DVD (if using)
• Reflection
**Introduction**

Remind the children of what they learned in the last lesson about reproduction and creation. If appropriate, choose some of the questions that the children have posted in the designated box or space and answer these orally or by referencing the children’s Busybodies booklet.

Alternatively, the children could discuss the following in pairs or small groups:

- What did I learn from the last lesson?
- What surprised me?
- What would I like to learn more about?

You can monitor these discussions and invite children to discuss their responses in the class group if they are comfortable doing so.

**Quiz**

Explain:

As we get older, as well as experiencing changes in our bodies and feelings, we are also given more responsibilities in our homes and in society in general. Ask: What are you allowed to do now that you weren’t allowed to do in 4th or 5th class? Get responses from the children and highlight those that demonstrate an increase in responsibility for self and others. Ask:

- Do you enjoy getting more responsibility?
- Why? Why not?
- What are you looking forward to in the future in terms of new responsibilities?
- Why?

Introduce the following exercise, which is adapted from the RSE Materials (5th and 6th Class: p. 187). Arrange the children in pairs or small groups and give out the Worksheet: What Age Must I Be To?

Get some feedback on their answers, and provide the correct answers where necessary. Ask:

- What did you find interesting about this exercise?
- Did anything surprise you?
- Is there any age limit you would like to change?
- What would you like to stay the same?

Tell them that they are going to fill in the final box in a few moments.

**Discussion**

Remind the children about what they learned in the last lesson about the creation of life. Ask: What age do you think people might be able to look after a newborn baby? Discuss this with your partner/group and write this down on your worksheet in the space provided and leave to one side for the moment. We’re now going to look at what is involved in looking after a new baby.

With the children, create a list of requirements that a baby needs to survive and thrive. The following might be included:

**What a baby needs**

- Food
- Changing nappies
- Bathing/cleaning
- Clothing
- Keeping warm
- Sleep/quiet space
- Balanced nutrition
- Keeping safe
- Play
- Protection from illness/infection
- Stimulation to develop
- Love and affection

With the children, categorise the list generated into physical (bodily) needs, social (connection) needs, and emotional (love and affection) needs. Ask:

- Why are the physical needs important?
- And the social needs – what benefits do they give the baby?
- What about the emotional needs (e.g. love and affection) – what might happen if the baby’s emotional needs were not met?

Now ask the children to think about the baby as it grows older – say about two years old. Ask:
- What needs would the baby have at that stage?
- Would they be the same or different? Why?
- Would that make the job of parents or guardians easier or more difficult? Why?
- What do you think the parents or guardians would need to make good parents or guardians at that stage?
- Is that different to looking after a newborn baby?

Encourage the children to see that while other people (including siblings or wider family) may provide some of the needs of a baby, the parents or guardians are the primary caregivers and the responsibility for the baby rests with them, even if others mind the baby from time to time. Ask the children to look again at the age they wrote on their worksheet in relation to looking after a newborn baby. Ask:
- Do you think the age you put down a while ago is the right age now?
- Why? Why not?

- If you wanted to change the age you wrote down what would you change it to? Why?
- What age do you think you would like to become a parent for the first time? Why?
- Do you think you might change your mind later?

It is important to emphasise to the children that while families differ in terms of make-up, this does not stop them from being very good at looking after the needs of babies and children.

**DVD**

If not already done, you could show the final section (Section 5) of the *Busybodies* DVD which promotes health and wellbeing in terms of children looking after themselves as they grow older. This could be discussed at the end of the showing and children could be encouraged to identify where their responsibilities lie in relation to the issues raised, and where they might need additional resources or help.

**Reflection**

The children can be encouraged to complete the *Worksheet: Growing Older* which allows them to reflect on what they have learned in this and the previous lessons in this unit.

Alternatively, you could invite the children to draw a picture of themselves in the future which illustrates how they want to be when they are an adult.

Or the children could pick a word to sum up how they feel about becoming an adult (e.g. excited, afraid, happy, or worried). With their chosen word in mind, they could strike a pose which illustrates the word they have chosen. If they are happy to do so, individual children could be asked what their chosen word was. If they have chosen a not-so-positive word, they could be encouraged to think of a way of creating a positive attitude to growing up.
Record your answer (in years) for each of the following statements. If you’re not sure, have a guess!

• Vote

• Get a part time job

• Drive a car

• Fly an aeroplane

• Go to adult prison

• Drink in the pub

• Give blood

• Donate organs for transplant

• Sit on a jury

• Stand for local elections

• Stand for the Dáil

• Stand for the Presidency

• Leave school

• Get married

• Join the army

• Buy alcohol from an off-licence

• Buy cigarettes

• Buy a lottery ticket

• Babysit

• Drive a motorbike

• Obtain my own passport

Your teacher will ask you one more question at a later stage in the lesson, and you should put your answer here!
• Vote (18)
• Get a part time job (14)
• Drive a car (17)
• Fly an aeroplane (17)
• Go to adult prison (18)
• Drink in the pub (18)
• Give blood (18-65)
• Donate organs for transplant (18-74)
• Sit on a jury (18)
• Stand for local elections (18)
• Stand for the Dáil (21)
• Stand for the Presidency (35)
• Leave school (16 or when three years of post-primary education has been completed, whichever is the later)
• Get married (18)
• Join the army (18)
• Buy alcohol from an off-licence (18)
• Buy cigarettes (18)
• Buy a lottery ticket (18)
• Babysit (There is no legal minimum age for babysitting)
• Drive a motorbike (16 for mopeds and motorbikes under 125cc, 18 for a motorbike)
• Obtain own passport (Birth with the consent of parents; 18 to apply without consent)

Data can be checked for updates at Citizens Information website http://www.citizensinformation.ie/en/reference/checklists/checklist_at_what_age_can_i.html
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 ...

On a scale of 1 to 10, where 1 is not at all good and 10 is great, how would you rate your knowledge of the physical and emotional changes that will happen as you grow older?_____

Something I’m still wondering about or a question I still have is ...
UNIT 4
FEELINGS AND EMOTIONS

WALK TALL PROGRAMME
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.

The teacher should be aware that children may have different levels of comfort and confidence in discussing feelings. It would be helpful to revise the class contract or 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.

For children of other cultures, sensitivity may be required around the discussion of feelings, as in their culture there may be a different approach to the expression and management of feelings.

It is important that parents or guardians or carers are informed when this unit is being done with children so that they can support the work.

LESSONS IN THIS UNIT

Lesson 1
Identifying and Exploring Feelings

Lesson 2
Managing Feelings 1

Lesson 3
Managing Feelings 2

Lesson 4
Envy and Jealousy

Lesson 5
Loss and Grief

Lesson 6
What Happens when I Feel?

Lesson 7
Needs and Wants

Lesson 8
Affirming and Accepting Myself

Children on the Autistic Spectrum of Disorders or with other special educational needs may find it more difficult to recognise and interpret feelings.
LESSON 1
IDENTIFYING AND EXPLORING FEELINGS

CORE CONCEPT
Identifying the thoughts that lead us to respond to events helps us to understand and express ourselves better and enables us have more choices about how we behave.

SPHE CURRICULUM
Strand: Myself
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

TEACHER’S NOTE
See Introduction to this unit.

The concepts in this lesson are derived from the field of Cognitive Behavioural Therapy (CBT). CBT posits the idea that how we feel and what we do are due to the way we think. Because we can change the way we think, we can learn to manage feelings. This concept may help children to understand something of the relationship between events, feelings, beliefs and behaviours.

RESOURCES
• Any plain closed box (shoe or cereal box) with a secret item in it (e.g. small toy, ornament ).
• Worksheet: Thinking and Doing
• Worksheet: Reflection on Lessons

PROCEDURE AT A GLANCE
• Opening Activity/Circle Work
• Discussion
• Worksheet
• Sharing
• Conclusion
Opening Activity/Circle Work

With the children in a circle, place the box in the middle. As a round, ask the children what they think might be in the box. Accept all suggestions. When suggestions have been exhausted, use the following questions to prompt a brief discussion on the activity:

- What do you notice about those suggestions?
- Why are there such differences between them? (Everyone is different. We each bring different experiences, expectations and desires to the task.)

Be prepared to show children some small item in the box as their curiosity will have been aroused! This may prompt further discussion about variations in responses as some children will be happy or disappointed with the item.

Explain to the children that it can be the same with feelings: What brings an angry or anxious or happy response from one person may bring a completely different or even the opposite response from another person. Every situation can be seen in different ways. How we respond to the situation depends on our experiences, expectations, desires and understanding. It depends how we see it, or what we tell ourselves about what is happening. These will also determine what we do about it.

Ask the children for examples of how two or more people can experience the same event, yet have different reactions. Explain to the children that it is not the event that causes the feelings, but the way that people view it. Some of the following examples could also be explored:

- Hiral and Séamus both got a ‘C’ in their Junior Cert French. Séamus is delighted with himself. Hiral is very disappointed - she wanted an ‘A’.
- The teacher has announced that there will be debating teams over the next month. Andrea is excited because she loves arguing. Robin doesn’t like this because she is anxious about talking in front of people.
- It’s 5 o’clock Saturday morning. Dad is getting ready for a fishing trip with his friends. He makes a huge racket getting his things out of the press. Everybody in the house is awake. Sophie groans, gets angry with Dad and now can’t go back asleep. Jonathan gets up, smiling. Now he has more time to play his new computer game.
- It has started to rain. Sally is annoyed because she wanted to play tennis. Harry is glad because now he won’t have to water the plants like his Mam asked him to.

Worksheet

Hand out the Worksheet: Thinking and Doing to the children and go through it with them using the completed sample below as an exemplar. This could be displayed on the IWB or done orally with the children.
Completed sample of the Worksheet: Thinking and Doing

<table>
<thead>
<tr>
<th>What happened or what is happening?</th>
<th>What does he believe or think about what happened?</th>
<th>What are the consequences of his thoughts?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diran dreads yard time. He doesn’t play with the other children.</td>
<td>Diran thinks: They don’t like me. They don’t want me. They are idiots. I’m no good. I’m not popular.</td>
<td>He becomes lonely. His thinking becomes more negative. He becomes angry and aggressive. Or he becomes silent and withdrawn.</td>
</tr>
</tbody>
</table>

Display the following questions on the board or IWB:
- How can Diran change this situation?
- What could he do differently?
- What different thoughts could he have?
- What difference would this make?

Fill in the children’s responses as they are presented.

Ask the children to think of a particular action (or event) that they feel anxious or negative about, and would like to think some more about. They then complete the worksheet individually.

You can decide if the children are comfortable enough to talk to each other in pairs about their worksheet. Alternatively, you could ask for some general feedback from the whole class about the exercise using some of the following questions:

- Was there any part of the worksheet you found easy or difficult?
- Has it helped you in any way? How?
- Why is it important to change how we think sometimes?

Conclusion

As the children what they have learned from the lesson. The Worksheet: Reflection on Lessons can be introduced and children can keep track of their learning in each lesson in this unit using the worksheet. This will need to be retained in an accessible place for future use.

Extension

Children could do a thoughtshower on handling strong feelings, identifying lots of ways that children (or adults) could manage feelings. The list generated could be used as a basis for discussion with the children about helpful or unhelpful ways of managing feelings, and/or they could choose their preferred ways of handling these feelings and write them in their SPHE copy.
Thinking and Doing

<table>
<thead>
<tr>
<th>What happened?</th>
<th>What did you believe or think about what happened?</th>
<th>What did you do and what were the consequences?</th>
</tr>
</thead>
</table>

Let's look again at what happened!

*What different thoughts could you have?*

*What could you do differently?*

*What difference would this make?*
Reflections on Lessons
Feelings and Emotions

My name is ___________________________________________________________

On this page I will keep track of the important things I learned in the lessons on feelings and emotions.

<table>
<thead>
<tr>
<th>Name of lesson</th>
<th>What I learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying and exploring feelings</td>
<td></td>
</tr>
<tr>
<td>Managing feelings 1</td>
<td></td>
</tr>
<tr>
<td>Managing feelings 2</td>
<td></td>
</tr>
<tr>
<td>Loss and grief</td>
<td></td>
</tr>
<tr>
<td>Envy and jealousy</td>
<td></td>
</tr>
<tr>
<td>What happens when I feel?</td>
<td></td>
</tr>
<tr>
<td>Needs and wants</td>
<td></td>
</tr>
<tr>
<td>Affirming and accepting myself</td>
<td></td>
</tr>
</tbody>
</table>
CORE CONCEPT
It is important to be aware that there are healthy and unhealthy ways to deal with feelings. Knowing the options gives a child more choice.

SPHE CURRICULUM
Strand: Myself
Strand Unit: Growing and changing
Feelings and emotions
Content Objective
Discuss and practise how to express and cope with various feelings in an appropriate manner

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

TEACHER’S NOTES:
The children will complete the Worksheet: I Think I Feel I Do - this will be needed again in the next lesson so encourage the children to store it somewhere safe.

RESOURCES
- Worksheet: I Think, I Feel, I Do (one for each pair)
- Worksheet: Reflection on Lessons (from Lesson 1)

PROCEDURE AT A GLANCE
- Pair Work/Discussion
- Pair Work/Worksheet
- Discussion
- Conclusion
Pair Work/Discussion

Ask the children to form pairs. Invite them to recall what they were like when they were six, what they enjoyed then, and to share their memories with their partner. Ask the children to think about and then discuss the ways in which they have changed their behaviour since they were six. They could use the following sentence stem to help them focus on the ways they’ve changed: Now I don’t ...

When they have finished this first part of the activity, ask them to share their memories with another pair. Ask the group of four to report back the main ways their behaviour has changed since they were six.

Next, explain that as we get older, we learn to deal with our feelings in different ways.

Sometimes we learn unhealthy ways:

- Sometimes people try to block their feelings—by not thinking about them, by eating, working too hard etc.

- Sometimes when people feel hurt they may get angry to hide their hurt for instance when they are called names.

- Others express their feelings in a way that hurts others, for example, hitting out when they are angry.

Other people learn to express them in a healthy way:

- Some people talk to the person with whom they have a problem and try to find an agreed way of moving forward.

- Some people talk to another person when they are worried or upset or confused.

Pair Work/Worksheet

Again divide the class into pairs (these could be the same ones as previously) and hand out the Worksheets: I Think I Feel I Do to each pair. As a class, read the first three situations and discuss the choices facing the child in each situation.

Ask the children to fill in the rest of the worksheets in their pairs. Ask them, in particular, to focus on the feelings of the child throughout. If time is an issue, the children could complete some of the rows in the next lesson.
Discussion
Discuss the most appropriate ways of dealing with the feelings. Which choice seems the best response to each situation? Encourage them to discuss the advantages and disadvantages of each choice that the situations present and then to conclude whether their selection was a good or a bad choice. The important aspect here is thinking through each from feelings to consequences, not whether they made a good choice or not.

Stress the following points to the children:

- The way we act has consequences
- When we feel strongly about something, we may wish to express this feeling in a certain way. These actions also have consequences
- Denying that we feel a certain way about something causes frustration. Ignoring a feeling or pushing it away is not helpful
- Our strong feelings about certain situations will want to be expressed even if we try to hide them and we may end up hurting ourselves more or making a situation worse
- We can learn healthy ways of expressing our feelings – it’s good to talk, but there are also lots of other healthy ways to deal with feelings.

Note Ask the children to hold on to the worksheets because they will need them for the next lesson.

Conclusion
Ask the children what they have learned from the lesson. This can be recorded on the Worksheet: Reflection on Lessons which is retained for use in later lessons.
# I Think, I Feel, I Do

With your partner, talk about each situation below and together complete the sheet. The first few situations have been completed for you as a guide.

<table>
<thead>
<tr>
<th>Situation</th>
<th>What would I think?</th>
<th>How would I feel?</th>
<th>What might I do?</th>
<th>How might my actions affect me?</th>
<th>How might my actions affect others?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your friends ignore you.</td>
<td>They are trying to upset me.</td>
<td>Hurt</td>
<td>Shout at my friends and start a fight.</td>
<td>I get into trouble for starting a fight. My friends still won’t speak to me.</td>
<td>My friends are angry.</td>
</tr>
<tr>
<td>You see your mother crying.</td>
<td>Something or somebody has hurt her or upset her</td>
<td>Worried</td>
<td>Give her a hug and ask ‘What’s wrong?’</td>
<td>I feel better because I listened or helped her.</td>
<td>I make my mother feel better.</td>
</tr>
<tr>
<td>Your teacher tells you that you are excellent.</td>
<td>I am brilliant!</td>
<td>Thrilled</td>
<td>Smile. Tell my friends and family. Try to do well again in school to get more praise.</td>
<td>I get good scores/grades in school.</td>
<td>My teacher is pleased with me.</td>
</tr>
<tr>
<td>Your friend tells someone a secret that you told them.</td>
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<tr>
<td>Your mother/father says ‘I love you’.</td>
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<tr>
<td>Your mother gives you a kiss in front of your friends.</td>
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</tr>
<tr>
<td>You are grounded for a week.</td>
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</tr>
<tr>
<td>Your friend is given out to by one of their parents while you are with them.</td>
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</tr>
<tr>
<td>Your teacher asks to see your parents.</td>
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<td></td>
</tr>
<tr>
<td>A friend gives you a cigarette.</td>
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<td></td>
</tr>
</tbody>
</table>
CORE CONCEPT

It is important to be aware that there are healthy and unhealthy ways to deal with feelings. Knowing they have options gives a child more choice.

SPHE CURRICULUM

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

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

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

- Copies of Danielle’s story (one per child)
- Completed or partly completed Worksheet: I Think I Feel I Do from previous lesson
- Worksheet: Reflection on Lessons (from Lesson 1)

PROCEDURE AT A GLANCE

- Story
- Discussion
- Group Work
- Role Play
- Conclusion
Story
Hand out copies of Danielle’s story. Ask the children to read it to themselves first. Then ask a few children to read it aloud.

Discussion
Use the following questions to stimulate discussion:
- What happened in the story?
- What feelings did Danielle have?
- What thoughts did Danielle have?
- What do you think led to Danielle’s outburst?
- At what point would it have been good for Danielle to deal with her feelings?
- How might she have done that?

Use the following questions to generalise from the discussion above to their own lives:
- Have you ever woken up in a bad mood?
- Does waking up in a bad mood affect the rest of your day?
- How do you know that you are in a bad mood?
- Is it possible to be in a bad mood on the inside but not show it on the outside?
- Can other people tell you are in a bad mood? How?
- What is a mood?
- What can we do so that our moods do not affect our work or other people?

Group Work
Ask the children to retrieve the Worksheet: I Think, I Feel, I Do from the previous lesson and to pair up as they did before. Ask them to join with another pair. Assign each group of four a situation from the worksheet. Ask them to prepare a role play based on the situation.

Role Play
When each group have practised their role play, invite them to perform it for the class (it is not necessary for everyone to perform). After each role play, encourage the observers to ask questions, and encourage the actors to respond in role, and to de-role afterwards by saying their own (real) name to the children in their group. You could use the following questions to help prompt discussion:
- How did the situation end?
- How did each character feel?
- Did any member of the group feel happy/hurt/angry etc.?
- How did each character deal with their feelings?
- Were their feelings covered up or expressed?
- Which actions and reactions did you think were appropriate? Why?
- Which did you think were inappropriate? Why?
- What other possible actions could have been taken?
- How could we use what we have seen and discussed today?

After discussion and hearing their classmates’ observations, some groups may wish to re-run their role play differently. Allow time for this.
Conclusion

Ask the children what they have learned from the lesson. This can be recorded on the Worksheet: Reflection on Lessons which is retained for use in later lessons.
Danielle’s Story

Danielle is twelve. She lives with her Mam and her three younger brothers in a three-bedroom terraced house. Besides taking care of the children and their home, her Mam works part-time in two jobs outside of their home. Danielle helps out a lot with the childminding and the house work. However, the two of them seem to be constantly arguing and fighting.

The night before, it being the weekend, Danielle’s Dad had come to visit. Danielle took the boys up to their bedroom to read them stories and give the adults a chance to talk. Danielle was looking for a book to read when she overheard her Mam crying. She stopped to listen. She heard her say to her Dad: ‘She’s getting into trouble in school all the time and I can’t deal with her anymore. I don’t know how much more of her demands and her moods I can take. You have to take her from here …’ Her Mam cried for a while after that. Then her brothers were calling her. Danielle wanted to continue listening, but she knew they would kick up a fuss and her parents would then know she was probably listening. She read to her brothers but her heart wasn’t in it – she was thinking about what she had overheard. That night she slept badly and woke up before the alarm was due to go off.

Danielle set off to catch the bus for school. She hadn’t said anything to her Mam earlier and her Mam acted as if she’d said nothing the night before. She didn’t know whether to be glad or angry. When she got to school, she joined her friends to chat about what they had all got up to over the weekend. Danielle envied her friends their free time and the amount of pocket money they had. Then it was time for lessons.

It was Maths first thing. Danielle hated that subject because she thought she was so bad at it. She took out her book and her copy, and then she began to go over again in her mind all that she’d heard the night before. She was thinking up what she would have said if she had been there. Then she wondered why her Mam talked about her like that. She should have said something to her – it wasn’t fair. Her Mam treated her like a grown up when it suited her … It took a while for her to realise that the teacher was talking to her. She might even have been talking to her for a while. Danielle hadn’t heard – she’d been in another world. The teacher was walking towards her table, talking angrily and wagging her finger at her, just like her Mam did.

Before she’d even thought about it, she sprang up facing the teacher. There wasn’t a sound. Everyone was looking at her. She was shouting at the teacher, ‘Just shut up and leave me alone’. She knocked the copies and pencils off the desk as she stormed out of the room…
CORE CONCEPT
It is important to be aware that there are healthy and unhealthy ways to deal with feelings. Knowing they have options gives a child more choice.

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

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

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
• Role Play scenarios (cut up – one per group)
• Worksheet: Reflection on Lessons (from Lesson 1)

PROCEDURE AT A GLANCE
• Story/Discussion
• Role Play
• Discussion
• Conclusion
Story/Discussion

Read the following story to the children:

Mateus’ Story
Mateus is four. His younger brother, Filip, is 18 months old. Mateus has just come back from shopping with his Dad. When he comes in, he sees his Mam on the couch playing a game of ‘Eensy, Weensy Spider’ with Filip. They both look very happy. His Mam is so engrossed in their game she doesn’t even say ‘Hello’ to Mateus. Mateus rushes over to the couch and gets between her and Filip. She says ‘Hello’ to Mateus and gives him a hug. She then moves Mateus to one side and continues to play with Filip. Mateus pushes himself between his Mam and Filip. His Mam gently lifts Mateus and puts him standing on the floor. She asks him to go and help his Dad unpack the shopping bags. Mateus pouts and leans in heavily against his Mam. She gently pushes him away. Mateus goes red in the face and grits his teeth …

Use the following questions to stimulate discussion:
- What is happening in this story?
- What’s going on with Mateus?
- What’s going on for his Mam?
- What thoughts might Mateus be having?
- What feelings does Mateus have? (If it isn’t mentioned, introduce the word jealousy here)
- What is jealousy?
- What does it feel like?
- Is this something that happens in other families?
- Where else does jealousy happen?
- What do people usually do when they feel jealous?
- What could they do? (Notice and name the feeling, acknowledge it and talk about it to someone.)

Role Play

Divide the class into six groups. Give each group one of the role play scenarios and ask them to work on performing it. Encourage all the children to be involved in the discussion, but remind them that not everyone in the group has to be involved in the role play and/or presentation. The groups can be invited to present their role play to the whole class.

Discussion

Use the following questions to prompt discussion:
- What feelings did you experience in your role?
- What’s it like to feel jealous or envious?
- What’s it like when someone is jealous or envious of you?
- What other feelings did you experience in the role play?
- Have you learned anything from your own or other groups’ role play?

Conclusion

Ask the children what they have learned from the lesson. This can be recorded on the Worksheet: Reflection on Lessons which is retained for use in later lessons.
Nikolai and Andre are good friends. They have both made their Confirmation in the church on Saturday. It is now Monday morning. All the children are talking about what they did after the ceremony and comparing how much money they ‘made’. Andre got a lot more than Nikolai...

Emer’s and Tanya’s families go on camping holidays together almost every year. They usually get on well and there are not too many arguments. This year Emer has made friends with a girl from France. She goes playing with each other all the time. Tanya has no one else to play with. She doesn’t like the French girl...

Isobel and Mirari are best friends. They like most of the same clothes and music. They do everything together. They are both very clever and also very athletic. Races between them often end in a dead heat. On the day that the teams were picked for Santry, Mirari was sick. Isobel was picked to go. Mirari has to stay in school that day. They are walking, on their way to school...

Fabien and Yusuf are in the same class. Fabien is always getting into trouble with the teacher. Yusuf is a clever student who does what is asked of him. One day the teacher notices that Fabien is working hard and is paying attention to what she says. The teacher, immediately, singles out Fabien for special praise in front of the class. Yusuf has never had the teacher say anything like that to him...

Norma and Adanna hang around with the same friends in school. At the moment neither of Norma’s parents are earning much money, but she hasn’t told anyone. She pretends that they have as much as most other people. Back at school after the Christmas holidays, each person in the group is saying what they got for Christmas. Adanna has told everyone about all the wonderful things she got. Norma is next...

Aziz and Colm have been friends since they started school. They play football a lot with their neighbourhood team. The coach always tells them that they are very good players. The football team to represent the school is being picked. Aziz is picked, Colm is not, not even as a sub...
**CORE CONCEPT**

It is important for the children to develop strategies which they can use to cope with strong feelings and to learn ways of helping others who are dealing with strong feelings.

**SPHE CURRICULUM**

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

**Content Objective**

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

**INTEGRATION**

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

**TEACHER’S NOTE**

Some children may have experienced a recent bereavement, so you will need to be sensitive to their situation. You may want to consider adapting the lesson to suit the needs of your class. A child’s family and friends may be able to help with this. Don’t avoid the topic, but being sensitive to those who have experienced these feelings will give them the opportunity to talk if they wish. Point out to the children they are under no pressure or obligation to talk about themselves.

When dealing with experiences of loss and separation, be aware of:

- children with a friend or family member who has died
- children who have gone through or are going through a family break-up
- children with friends or family members who are very ill or in hospital
- children with life-limiting medical conditions
- children in your class in foster or residential care who may no longer see parents or other family members
- children with family members who are working or living in other countries or who are in the armed forces
- children with family members in prison.

Even if none of the children have experienced recent loss, it may still be useful to consult with parents and the school principal before beginning this activity. Your own experience of bereavement should also be considered in the planning of the lesson.

Rainbows is a peer-supported bereavement programme aimed at children, young adults and adults – see Rainbowsireland.com for more information.

**RESOURCES**

- Patrick’s Story
- Worksheet: Reflection on Lessons (from Lesson 1)
LESSON 5
LOSS AND BEREAVEMENT

PROCEDURE AT A GLANCE

• Introduction/Discussion
• Story
• Group Work
• Talk
• Conclusion
Introduction/Discussion

Explain to the children that today you are going to be talking about loss and bereavement and about some of the feelings people may have when someone close to them dies. Gather the class in a circle and remind them of the ground rules for circle work. The following questions can be used to prompt discussion. At this early stage, it is best to let them talk briefly and avoid detailed discussion of these questions:

- Has anyone experienced the death of a pet?
- Has anyone experienced the death of a person close to him or her?
- Who has been to a funeral?
- How do we remember people or pets that have died?
- How important is it to remember them?
- Why do you think that?

You could also use silent statements. For example ask children to change places if:

• You have experienced the loss of something important to you
• You have experienced the loss or death of a pet
• You have experienced the death of person close to you.

Story

Read Patrick’s Story to the class.

Patrick’s Story

Patrick is twelve. When he was ten, his Dad died in a car crash. Patrick was at home with his Mam when they got the news. His Mam was shattered. He really couldn’t believe what he was told. He just wanted to see his Dad. He thought it couldn’t be true. He felt numb.

He hardly remembers the funeral. Some people said to him that he would have to mind his Mam, from now on, which made him feel anxious on top of all the other feelings. Patrick was very sad, uncomfortable and confused that day and all he wanted to do was hide in his room, but he didn’t want to leave his Mam. She was so upset and Patrick wanted to be with her. He thought that his being upset would not help her so he put on a brave face.

Some of Patrick’s friends were too nervous to talk to him about his Dad at that time and even afterwards. Besides, Patrick didn’t want to talk about Dad all the time. That’s all his Mam did. He felt angry and confused and guilty too. At first he was just glad to play – anything to take his mind off what happened. Then he wanted to be alone a lot of the time. For a long time, at home, things weren’t the same as they used to be. He spent a lot of time just staring at the TV. He didn’t take as much care with his schoolwork as he used to. He didn’t spend as much time with his friends either. For a while he was very nervous getting into cars or buses as well.

Now it all seems like a dream to him. He wants to talk about his Dad. He looks at photo albums and the videos they have of Dad. No one seems interested in what he has to say.

Sometimes he feels really sad and lonely. The feelings come upon him suddenly when he sees other children having a laugh with their Dads. It seems to be worse at Christmas and at Dad’s birthday. They are especially sad times and he cries when he is in his room.
**Group Work**
Divide the class into groups of four or five, and ask them to write down the feelings that Patrick felt. Ask each group to nominate a reporter to share feedback with the rest of the class. Following this, ask the groups to discuss (and write down) their responses to the following questions (these could be displayed on the board or IWB):
- **What might have helped Patrick at this time?**
- **What could his friends have done?**
- **What might his family have done?**
- **What or who might help him?**
The following explanation could be used by the teacher:

*Bereavement is the word used to describe the loss that people feel when someone close to them dies. It can affect different people in different ways, causing many different emotions such as sadness, anger, fear and guilt, and sometimes relief that someone who has been very ill no longer has any pain. Often it is a mixture of emotions that are felt. All these feelings are natural and while they may be difficult to cope with, in time people generally come to terms with loss and bereavement.*

**Talk**
Ask the children if they can suggest ways to show care for people who are bereaved. The following points may be useful if not already suggested:
- **Do not avoid the person.** Try to see them as soon as possible and say *I’m sorry that* ...
- **Understand that people feel sad after bereavement.** Allow them the opportunity to feel sad. Discuss what feeling sad means
- **Understand that everyone experiences loss differently and that all sorts of feelings such as denial, anger and guilt are a normal reaction to loss**
- **Allow the person the chance to talk and feel upset**
- **Never tell someone how they should feel or listen to people trying to tell you how to feel**
- **Give them the opportunity to do ordinary things like playing, but don’t be offended if they don’t feel like it. Keep inviting them to be part of things**
- **It can take a long time to come to terms with the death of someone close.**

**Conclusion**
Ask the children what they have learned from the lesson. This can be recorded on the *Worksheet: Reflection on Lessons* and retained for use in later lessons.

**Extension**

**Memory Book**
In our lives, we all experience sadness and loss. This might be because someone dies or moves away, or perhaps because parents split up. It is often hard to deal with all the emotions we feel in these situations, and sometimes we need things to help us to make sense of feelings which are totally natural. Invite the children to discuss, in small groups or in pairs, a personal experience of loss and sadness (for example, if their best friend moved away or a pet died).

Let them know that they do not have to talk if they do not want to or if it is too difficult. After they have spoken in the group, they can create a memory book.
to record their memories of that person (or animal/thing). Explain that the book is private and no one else will look at it unless they choose to show it someone. Also remind them all to respect other children’s privacy as they develop their books, especially as they will be working in close proximity to each other at their desks and tables.

As the book is for their eyes only, explain that they may include whatever they wish. The following are some suggestions:

- They could write to the person and update them on what they are doing and the ways in which their lives have changed.
- They could also tell them some of the things they meant to say but never got around to.
- It could also include things like a photograph or picture; something they always used to say; and/or something the person or animal did that would do that made the child laugh or smile.

**Write a Haiku**

A haiku is a type of poem that originated in Japan. It consists of three lines and in its traditional form generally 17 syllables (beats in a word) in total. The pattern of syllables is five, seven, five. This type of poem can be used to express a deeply felt moment or emotion in a very simple way. Ask your children to write a haiku about their own experiences of loss or grief. For example, this haiku is about the death of a pet:

Soft white fur, bright eyes
My heart hurts when I think of
How you died too soon
LESSON 6
WHAT HAPPENS WHEN I FEEL...?

CORE CONCEPT
Being more aware of what goes on in the body and giving it attention helps us understand and manage our feelings.

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
Writing

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

TEACHER'S NOTE
Some children may find it difficult to close their eyes or to keep them closed during the meditation and that's OK – ask them to concentrate on a point on the floor or on the wall within two metres in front of them.

Where there are directions in brackets in the meditation script these can be used when the children are not used to doing this kind of activity – they can be omitted when they become more accustomed to it.

It will not always be necessary to follow up the meditative part of this activity with an expressive/art activity. Sometimes it will be enough for them to just say a word or sometimes nothing at all.

RESOURCES
• Paper, crayons, coloured pencils, marla, paints etc. (anything with which the children can depict anything about their feelings etc.)
• Worksheet: Reflection on Lessons (from Lesson 1)

PROCEDURE AT A GLANCE
• Introduction
• Sensory Memory Activity
• Discussion
• Guided Meditation
• Art Work
• Sharing/Conclusion
Introduction

Encourage the children to remember all the discussion about feelings and dealing with feelings in the previous lessons. Remind the children that feelings are felt in the body:
- *Do you know where you might feel a feeling in your body?*
- *How would you know you were feeling happy?*
- *Excited?*
- *Sad?*
- *What would you feel in your body?*

Use the following explanation: *Most people do not pay attention to what goes on inside their bodies so they may not always know how they are feeling. Also many people say 'I feel that …' This usually means that they are thinking rather than feeling. Feelings are pieces of information for us. They help us to understand ourselves and help us make decisions. So the more we know them, the better we understand ourselves and the more informed our choices are. The best way to get to know our feelings is by listening to our bodies.*

Sensory Memory Activity

Ask the children to put their chairs under the desk or out of the way and ask them to stand for this activity. Explain to them that this activity will mostly be done in silence. They will have a chance to talk about it afterwards. You can use some or all of these descriptions or make up their own, or ask the children for their suggestions for listening to what is going on inside their bodies.

Ask the children to recall what it is like to bite into a lemon or taste lemon juice. Ask them to describe, for themselves, the sensation they felt in their body when they did that.

Ask them to recall what it was like to eat something really cold like a piece of ice or an ice cream. Ask them to describe for themselves the sensation they felt in their body when they did that.

Ask them to listen to a piece of music they like in their heads. Ask them to notice what they feel in their bodies when they do that.

Ask them to close their eyes and to recall the smell of baking … flowers … manure … petrol … etc. Ask them to notice what they feel in their bodies when they do that.

Ask them to run on the spot for 30 seconds and then stand still and put their hands on their chests to feel their breathing/heartbeat.

Ask them to keep their eyes closed and to remember a time when they were really angry (allow about 30 seconds) … … a time when they were really happy … … a time when they were really calm and relaxed … … Ask them to notice what they feel in their bodies when they recall these memories.

Discussion

The children sit back in their seats and the following questions may prompt a brief discussion:
- *What was it like to get in touch with these sensations?*
- *Which ones were easy/hard to get in touch with?*
- *Why do you think that was?*

Explain to the children that the best way to get to know our feelings is by listening to and being aware of our bodies.
**Guided Meditation**

Arrange the art materials beforehand. Ask the children to sit comfortably in their chairs (i.e. sit up straight, feet on the floor, hands on their laps or on the table – no pencils or anything else within hand’s reach). Read the following slowly, pausing where indicated:

**Script**

Take a moment to get comfortable on your chair … and you may find it helpful to close your eyes during this exercise or fix them on a spot on the wall …

And sitting very still, just begin to notice your body … first the outside … beginning with your feet (you might like to wriggle your toes a little) … and notice the feel of the ground beneath your feet (you might like to press your feet a bit into the ground) … now notice your legs and what they are in contact with… (if you find that hard to do, move your legs slowly and very slightly and notice the difference) … then bring your attention to your arms (and again you might like to move them very slightly, very gently) … notice your hands … again noticing what they are in touch with… (and if you’d like to move them just a little, maybe move your fingers, first one hand then the other) … and now just notice the contact of your body with what you are sitting on… (and maybe you’d like to shift just a little, slightly, gently and notice the difference) … notice how the chair supports you as you sit there and just allow yourself to rest into that support …

And now without trying to change it or do anything different with it, just notice your breathing … notice how your chest rises and falls with every in-breath and out-breath… (and you might like to place your hand on your chest to notice that more fully) and, gently, on your next in-breath, follow your breath down into that whole inner area of your body, your throat … chest … stomach … and belly … and take a little time to just notice the sensation …

And in that whole middle part of your body, just notice how you are right now, like you’re asking yourself in there, ‘How am I?’ … and just wait for your body to respond … That might be with a colour, or a feeling or body sensation… (like tingly, fluttety, heavy, warm, etc.) It might be a memory … If nothing comes just relax and notice how you feel in your body … and when something does come, welcome and be friendly towards whatever it is, without criticising or judging or trying to change it - maybe just say to it, ‘Hello’ or ‘Yes, I know you’re there’ …

In a short while we will finish this part of the activity (and you will have a chance to express something of what happened inside … just notice what you’d like to express from this time of being with yourself in this special way) … so begin to notice any sounds in the room … the sounds outside of the room and the building … and when you’re ready, let your eyes open (and silently, keeping that sense of peace, go to the art materials and take whatever seems right to express yourself …)

**Art Work**

At the end of the meditation, ask them to take whatever materials they would like to represent their feelings during the meditation.

**Sharing/Conclusion**

Invite those who wish to share about their art work/process. Ask the children what they have learned from the lesson, and record this on the Worksheet: Reflection on Lessons which is retained for use in later lessons.
LESSON 7
NEEDS AND WANTS

CORE CONCEPT
Sometimes we need to take a more long-term view of needs and wants in order to achieve what we wish.

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

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

Strand Units: Oral
Reading

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

TEACHER’S NOTE
Definitions: The children could be asked to look up these words themselves in the dictionary or on the internet. 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
• Sheet: Needs and Wants (photocopied five or six times and cut up in advance)
• Worksheet: Reflection on Lessons (from Lesson 1)

PROCEDURE AT A GLANCE
• Discussion
• Group Work/Ranking Activity
• Discussion
• Survey
• Debate
• Discussion
Discussing

Ask the children what they recall from the work they have done on needs and wants in previous years:
- Does anyone know what the difference between a need and a want is?
- Can you give an example of a need?
- A want?
- How do we know the difference?

Group Work/Ranking Activity

Divide the class into groups of five or six. Give each group a set of need and wants (from Sheet: Needs and Wants, cut up). Each group has to decide first which of the items are needs and which are wants. Then they decide which needs are the most important. When the groups have completed their ranking, you can facilitate a ranking activity by identifying which are the highest ranking needs in the groups and agreeing a whole class list.

Discussion

Use the following questions as a prompt for discussion:
- Was this an easy or difficult task for the group to do? Why?
- What was it like working in the group?
- How did you feel?
- Did anyone argue strongly for one ‘need’ to be the most important?
- Was there agreement?
- Why/why not?

Survey

The following questions could be asked orally of the children to introduce the concept of delayed gratification:

What would you prefer?

- Dessert first or last?
- Homework before TV or after TV?
- One sweet now or two sweets later?
- Buy now or save for later?
- Keep your promise or do something more interesting with friends?
- Study now, have fun later or have fun now, study later? (in an evening?)

(You could add one or two more choices that are particularly appropriate for the class group.)

Use the following questions to prompt discussion:
- Are these easy or hard these choices? Why?
- What are the consequences of the choices?
- What is the best thing to do? Why?
- What have all of these got in common? (This would be a good time to explain ‘delayed gratification’)
- What are other examples of this in a person’s life? (For example, saving up for a new computer game, giving up smoking to improve health, cutting out eating fatty foods to lose weight.)

Debate

Ask the children to debate the following topic: It is better to work a shorter week and earn less money and have more time than work longer and harder but have more money to buy things. Remind them of the discussion that has already taken place in this lesson to support their arguments for and against the motion.
Discussion
After the debate use the following questions to prompt discussion:
- What happened in the debate?
- Was it easy or difficult for you to argue your point of view? Why?
- Did you change your mind during the debate? Why?
- Have you learned anything more about needs and wants?

Conclusion
Ask the children what they have learned from the lesson. This can be recorded on the Worksheet: Reflection on Lessons which is retained for use in later lessons.

Extension
This lesson provides a basis looking at the needs, wants and lifestyles of children in different countries. Through this they could begin to see some universal needs and also 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.
<table>
<thead>
<tr>
<th>Needs</th>
<th>Wants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bed</td>
<td>Acceptance</td>
</tr>
<tr>
<td>Friends</td>
<td>Meat</td>
</tr>
<tr>
<td>Sun glasses</td>
<td>Vote</td>
</tr>
<tr>
<td>Pet</td>
<td>Computer games</td>
</tr>
<tr>
<td>Computer/laptop</td>
<td>Clothes</td>
</tr>
<tr>
<td>Heat</td>
<td>Toys</td>
</tr>
<tr>
<td>Food</td>
<td>I-pod</td>
</tr>
<tr>
<td>Home</td>
<td>Mobile phone</td>
</tr>
<tr>
<td>Bicycle</td>
<td>Worship/prayer</td>
</tr>
<tr>
<td>Water</td>
<td>To play</td>
</tr>
<tr>
<td>Car</td>
<td>Own room</td>
</tr>
<tr>
<td>Trainers</td>
<td>Pocket money</td>
</tr>
<tr>
<td>Toilet</td>
<td>Birthday party</td>
</tr>
<tr>
<td>Family</td>
<td>New clothes</td>
</tr>
<tr>
<td>Hot water</td>
<td>Holidays</td>
</tr>
<tr>
<td>Fridge</td>
<td>Education</td>
</tr>
<tr>
<td>Vegetables</td>
<td>Toothpaste</td>
</tr>
<tr>
<td>To be listened to</td>
<td>Safety</td>
</tr>
</tbody>
</table>
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.

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

RESOURCES
• Handout: Affirming Yourself
• Blank Page (for each child)
• Art materials (crayons, markers, colouring pencils, paint etc.)
• Magazines (for images)
• Worksheet: Reflection on Lessons
• Worksheet: What I Learned About Feelings

PROCEDURE AT A GLANCE
• Discussion
• Visualisation
• Writing
• Art Work
**Discussion**

If the children have done the equivalent lesson in 5th Class (Unit 3: Lesson 7 Being Positive about Myself), ask them what they remember about saying positive things to themselves. (This lesson could be completed now if not done already). When they notice negative thoughts they should say *Stop!* and replace them with a positive thought. They always have a choice in any situation.

Explain to them that this time they are going to write their own positive statements for themselves. *Think of as many positive things about yourself as you can. Write down some of these in your SPHE copy.*

**Visualisation**

You can read out the following in an even voice, pausing where there are three full stops (…)

*Take a moment to get comfortable on your chair … and you may find it helpful to close your eyes during this exercise …*

*Notice any sounds you hear in the distance … notice any sounds you hear just outside the room … inside the room … bring your attention to your body, noticing your feet on the floor … your back against the chair … and just be aware of what your hands are in contact with … and bring your attention to your breathing – just notice it …*

*Now bring to mind the positive things you identified about yourself … pick one of these to say to yourself in your head … say this to yourself a few times…. Allow yourself to really believe this – allow yourself to experience it fully… See what you see … hear the sounds … really feel what you feel … notice how good it is feeling that way … this is the real you … and you are happy with yourself … take another few moments to really get a sense of all that …*

*Now begin to notice your breathing again … notice where your hands are … notice the sounds around you, in the room, coming from outside … and slowly begin to open your eyes and come back to the room …*

Invite anyone who wants to say something about the exercise to share it with the class.

**Writing**

Hand out the blank pages and ask the children to write their chosen positive message to themselves on it. A visual written reminder helps to remember and reinforce the affirmation.

**Art Work**

Ask them to decorate their affirmation using the art materials. They can take them home and put it somewhere they can see it regularly. Or, if the children agree, they could be collected and made into a collage and put in a prominent position in the classroom.

**Conclusion**

Ask the children what they have learned from the lesson, which can be recorded on the Worksheet: Reflection on Lessons. The children can review what they have written on this worksheet previously and use that to fill in the Worksheet: What I Learned about Feelings.
Extension

Planning for Achievement
The affirmation exercise could be extended by getting the children to focus on a goal or goals. These could be achievements that the children have decided themselves are important to them. The teacher should encourage them to be realistic about these goals. The following steps could be used as a guide for this work with the children:

Decide on how you want to see yourself: I want to have friends; I want to do better in tests; I want to feel good about myself; I want to be calm, relaxed etc.

State that desire positively (not negatively). Instead of saying: I’m not popular, say: I can be a good friend. Make your statement concentrating on what you can do or intend to do, not what you can’t.

State them in the present, as if they are already true. Instead of saying: I will be … say: I am …

State them in a short simple way. This makes them easier to remember.

Visualise the achievement. Imagine a situation in which the affirmation is not needed, in which you already are or have succeeded in what you want to be. Allow yourself to really believe you have done it! See what you would see, hear the sounds you would hear, feel what you would feel.
What I Learned About Feelings

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 ...

On a scale of 1 to 10, where 1 is not so good and 10 is great, how would you rate your ability to manage your feelings?

Name: ________________________
UNIT 5

SAFETY AND PROTECTION
## INTRODUCTION TO THE UNIT

Supporting children to keep safe is a joint concern of teachers, parents and guardians. Teachers have an important role in facilitating the development of health-promoting information and skills in school with their children. 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. There will also be a focus on the need to adhere to guidelines and safe practices around medicines. Children learn that medicines are drugs and can have both positive and negative effects, depending on their use. 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](http://www.staysafe.ie)

## LESSONS IN THIS UNIT

| Lesson 1  | Medicines |
| Lesson 2  | Taking Risks? |
| Lesson 3  | Keeping Safe |
| Lesson 4  | Accident/Incident Prevention |
| Lesson 5  | Care with Substances |
CORE CONCEPT
It is important for children to have guidelines for using medicines appropriately and to be aware of the risks that may be involved in relation to their use.

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

SESE - Science
Strand: Materials
Strand Unit: Properties and characteristics of materials

TEACHER’S NOTE
Collect a wide range of empty over the counter medicine containers for both children and adults, (at least 24 samples). You can collect the empty containers themselves or ask the children to bring them in.

RESOURCES
• Over the counter medicines samples
• Worksheet: Finding out about Medicines
• Worksheet: Safety and Protection (if using)

PROCEDURE AT A GLANCE
• Discussion 1
• Group Work
• Discussion 2
• Discussion 3
• Conclusion
Discussion 1
Divide the children into 5-6 groups and asks them to make a list of the 10 most common over the counter medicines that they know of, what they are used for, and how they are taken. Take feedback from each group and compare their findings.

Group Work
Display the containers of common over the counter medicines. Each group chooses four medicines and is given the Worksheet: Finding out about Medicines to complete. Following completion of the worksheet each group reports their findings to the class.

Discussion 2
The following questions can prompt discussion:
- What was your greatest learning about medicines from doing this activity?
- Apart from over the counter medicines are there any other types of medicine?
- Why do you think a prescription is needed for some medicines and not for others?
- Why do we need different medicines for different illnesses and conditions?
- Why do information leaflets, directions and warnings accompany medicines?
- What might happen if someone didn’t follow the directions for use or dosage?
- What might happen if someone didn’t read or heed the information leaflet or warnings on it?
- What might happen if someone gave their over the counter medicine to someone else?
- What might happen if someone gave their prescription medicine to someone else?
- If you follow the directions, are there any risks associated with taking medicine?
- What is the significance of the expiry date printed on medicines?
- Do you know anything about the substances contained in the medicines you had?
- Who ensures medicines are safe for us to take?

Discussion 3
Rules about Medicines
You can remind the children about the rules they have already learned or are aware of in relation to medicines. Children call out the rules they remember and you can record them on board or IWB or flipchart. Children are then asked to think about any additional rules that might be needed around the safe use of medicines. When all the rules already learned and any new rules suggested are written up, they can be compared to the suggested good practice guidelines below:

- Always read the label
- Only take the amount recommended or prescribed
- 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 about the right medicine and dosage for you
• Check the expiry date and don’t use medicine after the expiry date.

These guidelines can be displayed in the class during the delivery of this unit.

**Conclusion**

Ask the children to fill in their learning in the relevant space on *Worksheet: Safety and Protection* or write in their SPHE copies what they have learned about medicines and any further questions they would like answered. The worksheet can be retained for use in other lessons in this unit.

**Extension**

A visit from a local pharmacist can be arranged to follow up on any questions arising from children’s investigation of medicines and their uses. There may also be questions on various conditions that arose out of the focus on medicines. The visit can be recorded or can be written about for the class or school newsletter.
## Finding out about Medicines

<table>
<thead>
<tr>
<th>Questions</th>
<th>Medicine 1</th>
<th>Medicine 2</th>
<th>Medicine 3</th>
<th>Medicine 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the name of the medicine?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>What condition/s is it for?</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it suitable for adults or children/infants?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the instructions for its use?</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>What substances are contained in this medicine?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there any warnings about the use of this medicine?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the expiry date?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anything else important to note about this medicine?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions about this medicine</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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>Medicines</td>
<td></td>
</tr>
<tr>
<td>Taking risks?</td>
<td></td>
</tr>
<tr>
<td>Keeping safe</td>
<td></td>
</tr>
<tr>
<td>Accident/Incident prevention</td>
<td></td>
</tr>
<tr>
<td>Care with substances</td>
<td></td>
</tr>
</tbody>
</table>
LESSON 2
TAKING RISKS?

CORE CONCEPT
Thinking about and discussing how to handle risky situations will help the children be more prepared to deal effectively with these situations, should they arise.

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 behaviours and assess and evaluate how these risks may be avoided or minimised and the implications of taking risks
- 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
While a range of situations are provided in this lesson, it may be helpful to present the children with situations that are more relevant and appropriate to the lives of the children in the school.

RESOURCES
- Situation Cards
- Flipchart pages and markers for each group
- Worksheet: Safety and Protection (from previous lesson)

PROCEDURE AT A GLANCE
- Discussion
- Group Work
- Carousel Activity
- Discussion
- Conclusion
Discussion

Explain to the children that they are going to discuss what to do in a risky situation. Select a situation from the sample situations, or other situation as appropriate. Present it to the children and ask them to discuss it and respond to the questions below:

- What are the dangers involved? (Include dangers to child, others and to relationships where relevant.)
- What would be the best thing/s to do?
- Why?
- What could make it difficult for a young person to be able to do the best thing/s?
- What will help a young person to do the best things?

Record the class responses to the five questions above on a flip chart page with the situation on it and display on the wall.

Group Work

Divide the children into groups of 4-5. Each group agrees a facilitator, a recorder and a reporter. Select situations from the sample situations given or choose more appropriate ones. Give each group a situation to discuss. Ask them to discuss the situation and then discuss and answer the five questions listed above. Give each group a large sheet of flip chart paper and ask them to stick their situation card on it and record their responses.

Carousel Activity

Explain to the children that once they have teased out, discussed, agreed on and recorded their responses to the situation they are going to stick their large sheet up on the wall. Each group may then move freely around the room and read the scenario and responses on other groups’ sheets. One member of the original group will remain with the sheet so they can explain their responses to children from the other groups.

The original groups then reconvene, having visited all the other sheets, and review their own responses. If there is agreement in the group, they can make changes to their own sheet.

Discussion

Take each situation and sheet in turn and discusses the risks or dangers in that situation and the responses recorded. Ask the groups if they agree or disagree with other groups’ responses, or if they learned anything from these.

Conclusion

The children can record what they have learned about safe behaviour in their SPHE copies. Alternatively, they can complete the next section of the Worksheet: Safety and Protection (from previous lesson).
<table>
<thead>
<tr>
<th>You are in the yard. You see a group of children from your class teasing and taunting a new girl/boy who has only joined the class in the last two weeks. The girl/boy looks frightened and is about to cry.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most days on your way home from school, an adult from your estate stops his car when you are on your own and asks you if you would like a lift home. You feel uncomfortable about this.</td>
</tr>
<tr>
<td>It is a lovely day and you are in your friend’s house. Their Mam is going to the hairdressers and then shopping. Your friend suggests lighting the barbecue and barbecuing some burgers for lunch.</td>
</tr>
<tr>
<td>You go to the swimming pool with your friend every Saturday. You can swim and can go into the deep end. One day you see a five year old with arm bands in the deep end. You can’t see any Mam or Dad with them.</td>
</tr>
<tr>
<td>You are at home on your own. An adult rings the door bell and when you open it tells you they are here to read the gas or electricity meter and needs to come into the house to do so.</td>
</tr>
<tr>
<td>You are in the car with your uncle/aunt and you notice they are going faster than all the speed limit signs you pass. They also have a mobile phone in their hand and are reading and sending texts now and then.</td>
</tr>
<tr>
<td>You notice a younger child in your school outside the school wall each morning. Most mornings a boy/girl in your class seems to be talking seriously to them. You also notice that the younger child seems to be giving something to the boy/girl. The younger child never looks happy.</td>
</tr>
<tr>
<td>You find out that your older brother/sister who is 14 is smoking/drinking when they go out with their friends. They know that you know and have told you never to tell your parents and that you have to keep their secret.</td>
</tr>
<tr>
<td>An adult whom your parents know well always greets and says goodbye to you with a very tight hug and often kisses you as well. You absolutely hate this.</td>
</tr>
<tr>
<td>You and your friend are watching DVDs in their house. While you are searching for another DVD, you come across a very adult DVD. Your friend wants to watch it.</td>
</tr>
</tbody>
</table>
CORE CONCEPT
It is important for children to be aware of the effects of their behaviour, and their ability to control it.

SPHE CURRICULUM

Strand: Myself
Strand Unit: Safety and protection
Personal safety

Content Objectives
Discuss a variety of risky situations and behaviours and assess and evaluate how these risks may be avoided or minimised and the implications of taking risks

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

INTEGRATION

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

Strand Units: Oral
Reading

RESOURCES

• Poem: I Was Only Messing (cut into individual verses if being read aloud by children)
• Worksheet: Safety and Protection (from Lesson 1)

PROCEDURE AT A GLANCE

• Poem
• Discussion
• Conclusion
Discussion
Ask a number of children to read verses/sections of the Poem: *I Was Only Messing* to the class aloud.

Use the following questions to generate discussion:
- What were the risky or dangerous situations in the poem?
- What does ‘messing’ mean?
- Was the narrator really just ‘messing’?
- Why do you think that?
- What do you think this person is like?
- Who is responsible for the accidents/near accidents/injuries in the poem?
- Does the narrator in the poem take responsibility for their actions?
- Why do you think that?
- Do you agree with them? Why?
- Has anything like the events in the poem ever happened to you or to someone you know?
- Have you ever been ‘only messing’ yourself?
- Has anybody here ever said, ‘I was only messing’ to you before?
- What are your thoughts on ‘only messing’ now?

Conclusion
Ask the children to summarise what they have learned about responsibility and safe behaviour from the lesson using the Worksheet: Safety and Protection (from Lesson 1).

Extension
The children could discuss instances where they have been the victim of messing, without naming any names. In groups, each group writes a verse of a poem from the perspective of the victim of messing, incorporating the feelings of the person who was the victim.
When Wu had to go to the dentist for emergency treatment on account of him whacking his mouth off his ruler. I only gave a small tip to his head.  
*What are you looking at me for? I was only messing!*

When old Mrs. Daly had a heart attack on account of getting a shock from someone (me) putting the bag of dog poo in her letter box.  
*What are you looking at me for? I was only messing!*

When Mrs. O’Reilly’s kid hit his head after his buggy toppled over onto the corner of the footpath on account of me and my mates bumping into her when we were pretend-fighting.  
*What are you looking at me for? I was only messing!*

When Joe ‘what’s-his-face’ had to go to hospital to have an operation on his eye on account of getting hit by one of those snowballs I put stones into during the freeze last winter.  
*What are you looking at me for? I was only messing!*

When Lucy nearly drowned in the river because there was no life buoy to throw at her on account of me taking it away to make my go-kart more comfortable.  
*What are you looking at me for? I was only messing!*

When Lee had to be taken to hospital from the yard on account of him slamming his knee and shoulder off the ground, trying to get away during ‘bulldog’ and me trying to catch him and putting my foot out so he’d stop.  
*What are you looking at me for? I was only messing!*

When that rocket firework went off in Sheila’s hand on account of me giving her one of these fireworks my Dad got in Newry. Like, how was I supposed to know she didn’t know how to use it?  
*What are you looking at me for? I was only messing!*

When Sophie fell off her skateboard and wrecked her elbow and shoulder on account of me throwing a stick under the wheels to see what would happen.  
*What are you looking at me for? I was only messing!*

When the ambulance took too long coming out to the accident on account of all the times I rang them telling them there was an accident when there wasn’t.  
*What are you looking at me for? I was only messing!*

When Jamie had a seizure and nearly died on account of me giving him some of those pills when he had a headache – the ones I found in a bag on the road. I was just wondering what they would do.  
*What are you looking at me for? I was only messing!*

When my mates pushed me down that hill in that shopping trolley and I got upended and hit my head on the ground and was badly injured.  
*What was I looking at them for? They were only messing!*

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CORE CONCEPT
The more aware children are of how accidents are caused the better the choice they have about what to do to prevent them or what to do in the event of an incident.

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

Content Objectives
- Know how to keep safe when travelling and to understand how individuals can keep others safe
- 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

TEACHER’S NOTE
While a range of situations are provided in this lesson, it may be helpful to present the children with situations that are more relevant and appropriate to the lives of the children in the school.

RESOURCES
- Situations Cards (set for each group)
- Worksheet: Safety and Protection (from Lesson 1)

PROCEDURE AT A GLANCE
- Discussion
- Group Work
- Walking Debate
- Conclusion
Discussion

You can read (or show on the board or IWB) the following quotations:

Accidents don’t happen – they are caused

Prevention is better than cure

Ask the children:
- Have you ever heard these quotations before?
- What do you think these quotations might mean?
- What have they got to do with accidents?
- Do you agree with the quotations?
- Why? Why not?

Group Work

Divide the class into groups of four or five. Give each group a number of situation cards. Some groups could have the same situations. Display the following questions on the board or IWB and ask the children to discuss them in relation to each situation:
- What happened?
- What was the cause of the accident/incident?
- Who was responsible?
- What should have been done/not done to prevent the incident/accident?
- What should have been done when this accident happened?

Ask the groups to report their responses in relation to one situation discussed. Compare and discuss responses from different groups:
- What are common causes of accidents?
- Did you identify any good ways to prevent accidents happening?
- What are helpful strategies when an accident has happened?

Walking Debate

Put cards with the following positions: Strongly Agree; Strongly Disagree; Probably; Don’t Know written on them in large print on the wall or floor in the class where children can see them easily. Space each of the four positions well apart so there will be sufficient space for a group of children to stand beside each card.

Explain that you are going to read out a statement and that children should stand beside the card that reflects their view of the statement. Read out the following statement: You are the person most responsible for your own safety.

When the children have positioned themselves beside their view, ask a number of representatives from each group why they took the position they did. Having listened to differing views, ask the children if anyone wants to change position as a result of what they have heard. Discuss the majority and minority views on the statement and tease out the rationale behind them. If appropriate, you can challenge some of the views, or invite one or two children to debate opposing views.

Conclusion

Ask the children what their learning about the prevention of incidents or accidents has been. They can record this learning in their SPHE copy, or on the Worksheet: Safety and Protection (from Lesson 1).
Extension

Invite a Community Garda, Traffic Corps Garda, representative from the Ambulance/Fire Service, National Roads Authority, Hospital Accident/Emergency Service to come to the class to talk about best practice in the event of an accident and also on how to prevent accidents.
A woman coming home very late from visiting relatives begins to nod off at the wheel. She veers to the wrong side of the road and crashes into another car.

A girl tries to do a new stunt on her skateboard, falls off and injures herself. She wasn't wearing any protective gear.

A family are out at a fast food restaurant. The youngest leaves the table and runs across the floor, banging into a woman carrying a tray. The tray falls on the child splashing her with scalding hot tea.

A twelve year old boy jumps into the cab of the tractor his dad is driving. The boy distracts the father who veers into a ditch. The tractor topples over trapping the boy underneath.

A group of children find a hole in a fence surrounding a building site. One of them stands on a plank of wood and a nail sticks out from it. The child picks up a lighter and starts a fire. The child quickly puts the lighted butt under the mattress thinking the weight will extinguish it. Now there's smoke everywhere.

A group of boys climb over a wall to get at the apples in the orchard. One of them falls badly when jumping down and injures his leg.

Two girls wander off down the beach and past the warning flags. They go swimming, not realising there is a ledge a short distance out in the sea. They aren't wearing any swimming gear. They pitch and pass the edge of the beach and past the fence. A man comes in front of them stands on a plank of wood and a nail sticks out from it. The child picks up a lighter and starts a fire. The child quickly puts the lighted butt under the床垫 thinking the weight will extinguish it. Now there's smoke everywhere.

A group of children find a hole in a fence surrounding a building site. One of them stands on a plank of wood and a nail sticks out from it. The child picks up a lighter and starts a fire. The child quickly puts the lighted butt under the mattress thinking the weight will extinguish it. Now there's smoke everywhere.

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A group of boys climb over a wall to get at the apples in the orchard. One of them falls badly when jumping down and injures his leg.

Two girls wander off down the beach and past the warning flags. They go swimming, not realising there is a ledge a short distance into the sea. One of them gets into trouble and the other can't help.

It's pouring rain as the girl comes out of school. She has some distance to walk to get home. This man whom she has seen before outside the school, asks her if she wants a lift. She gets in.
A girl has been helping the teachers count the money that came in for the silver trail. She gets out her lunch and eats it. Later she complains having a very sick stomach and gets sick in class.

On holidays, two boys played every day in the sun. Sometimes they used sunscreen, sometimes not. One of them has just gotten back the results of tests on a growth he has. He now has to have treatment.

Two girls run down to the back of an almost empty bus. Later, a group of four teenagers get on and go down the back too. One of them pulls a knife, warns them to keep quiet and demands their money.

A boy runs out. They must walk home. A boy agrees to meet his friend next week. The girl is late coming home from his friend’s. It is also getting dark. His mother will be cross. He doesn’t usually do this, at least not on his own, but he decides to go down an isolated lane. He is stopped by a gang who demand his new mobile and his money. They beat him up and push him off the road. An oncoming car hits him. A girl is cycling along a cycle path. Her phone rings. She reaches into her pocket to get it. She loses control of the bike, and the bike and she go down the road. They get off, and their money on food and their phone. She stands by the edge of food business beside the place where children does business.

A boy takes a dog for a walk in the park. The dog goes on a social networking website. She has made lots of friends. One boy, her own age, wants to meet her. She agrees to meet him. A boy is late coming home from his friend’s. It is also getting dark. His mother will be cross. He doesn’t usually do this, at least not on his own, but he decides to go down an isolated lane. He is stopped by a gang and told to give them his money. They beat him up and demand his new mobile. He is stopped by a gang who demand his new mobile and his money. They beat him up and push him off the road. An oncoming car hits him. A girl is cycling along a cycle path. Her phone rings. She reaches into her pocket to get it. She loses control of the bike, and the bike and she go down the road. They get off, and their money on food and their phone. She stands by the edge of food business beside the place where children does business.

A girl has been helping the teachers count the money that came in for the silver trail. She gets out her lunch and eats it. Later she complains having a very sick stomach and gets sick in class. On holidays, the two boys played every day in the sun. Sometimes they used sunscreen, sometimes not. One of them has just gotten back the results of tests on a growth he has. He now has to have treatment. Two girls run down to the back of an almost empty bus. Later, a group of four teenagers get on and go down the back too. One of them pulls a knife, warns them to keep quiet and demands their money.
LESSON 5
CARE WITH SUBSTANCES

CORE CONCEPT
Awareness of the potential for harm of common products and substances can help children to learn about safety strategies to deal with them.

SPHE CURRICULUM

Strand: Myself
Strand Unit: Safety and protection

Content Objectives
Develop an awareness of health and safety in school, home and work-place

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

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

RESOURCES

• Worksheet: Reflections on Unit (Safety and Protection)

PROCEDURE AT A GLANCE

• Discussion
• Thoughtshower
• Group Work 1
• Group Work 2
• Conclusion

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
**Introduction**

To introduce this topic, ask children where they think they would find the following in their homes:

- **Sodium hydroxide** (in a bottle of bleach)
- **Permethrin** (in fly killer)
- **Chlorine** (sink unblocker)
- **Phosphonate** (washing powder)
- **Hexyl cinnamal** (floor cleaner).

Explain that there are lots of chemicals in our homes and we need to be very careful when using them.

**Thought shower**

Ask the children to think of the words that might be written on products to tell us that they could be harmful for us. Record the words suggested. If children do not suggest any of the following they could be added to the list:

- **Toxic**
- **Corrosive**
- **Harmful**
- **Poisonous**
- **Dangerous**
- **Irritant**
- **Beware**
- **Caution**
- **Flammable**
- **Explosive**
- **Combustible**
- **Danger**
- **Poison**
- **Warning**
- **Reactive**
- **Hazardous**
- **Caustic**
- **Fatal**

The children could be given an opportunity to look up some the warning words in their dictionaries.

**Discussion**

Facilitate a discussion with the children using the following questions:

- **What kinds of products have the potential to harm us?**
- **How do you know that a product can be harmful for you?**
- **Do all harmful products have warnings written on them?**
- **Where are you most likely to find products or substances that could cause us harm - at home, at school, on a farm, elsewhere?**

**Group Work 1**

Divide the children into six groups. Allocate two groups one of the following places: home; school; farm. Ask each group to discuss and record what they think are the potentially harmful products or substances likely to be in the place allocated to them. Take feedback from each group, and compare the lists drawn up by the groups that discussed the same places. Discuss:

- **What place do you think might have the most dangerous products?**
- **Why do you think this is so?**
- **Are there any places that are free of harmful products?**
- **What can we learn from this?**
**Group Work 2**

**Safety Strategies**
Remind the children of the warning words at the beginning of the lesson. Ask the children if they know of any instructions on dangerous substances which would help if someone had an accident with the substance. You can give one or two examples, e.g. rinse eyes with cold water, consult your doctor immediately. Divide the children into groups. Ask each group to devise five general safety strategies for dealing with dangerous substances. Take feedback from each group and record suggested strategies on the flipchart or board or IWB. The following safety strategies can be added if not already listed.

**Safety guidelines for Hazardous Substances/Products**

- Keep products out of reach of children and animals. Store all hazardous products on high shelves or in locked cabinets, away from food items.
- Make sure the lids and caps are tightly sealed and child-proof.
- Store corrosive, flammable, and poisonous products on separate shelves. Be sure the containers are kept dry to prevent corrosion. Store these products where they are not likely to freeze.
- Keep products in their original containers, with the information on the labels clearly legible. Never put a household hazardous product in a food or beverage container.
- Keep products away from heat, sparks, flames, or sources of ignition. This is especially important with flammable products and aerosol cans.

**Conclusion**
You can ask the children about their learning in this lesson, using the following questions:
- *What is the most important thing you learned in the lesson?*
- *What is the most helpful thing you learned?*
- *What is the most interesting thing you learned?*
- *What is the most unusual thing you learned?*
- *Will what you learned in this lesson have any impact on your future behaviour?*

The children can record their learning in this unit of lessons on the Worksheet: Reflections on Unit (Safety and Protection). You can identify through their answers if any further work is required.

**Extension**
Children could record the safety guidelines for hazardous substances in their SPHE copy and discuss them with their parents or guardians at home.
Reflections on Unit (Safety and Protection)

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 ...

On a scale of 1 to 10, where 1 is not so good and 10 is great, how confident do you feel with regard to protecting yourself from possible accidents and about what to do when accidents happen ___________?

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

Name: ________________________________
UNIT 6
MAKING DECISIONS
UNIT SIX
MAKING DECISIONS

INTRODUCTION TO THE UNIT

The decisions we make are influenced by the value systems we hold. Exploring values is the starting point in this unit. The consequences of decisions, both long and short-term, are also examined, in addition to risk assessment as a key part of making responsible decisions. A simple decision-making model is outlined and applied to scenarios relevant to the children's experiences. Children will need help from family and other significant people in their lives from time to time to help them to make decisions, and develop their skills in this regard. Children are encouraged to identify people who can guide them in their decision-making. Finally, the children explore situations from a variety of perspectives in order to promote understanding and citizenship skills.

LESSONS IN THIS UNIT

Lesson 1
Making Informed Decisions

Lesson 2
Decisions Have Consequences

Lesson 3
Who Can Help with Decisions?

Lesson 4
A Way of Deciding

Lesson 5
Different Views
LESSON 1
MAKING INFORMED DECISIONS

CORE CONCEPT
Our value system influences our decisions.

SPHE CURRICULUM
Strand: Myself
Strand Unit: Making decisions

Content Objectives
Acquire a growing sense of the importance of making informed decisions at many levels and identify some of the decisions they have to make.

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

Strand Units: Oral
Reading
Writing

Arts Education - Visual Arts

Strand: Drawing
Strand Unit: Making drawings

TEACHER’S NOTE
This lesson links with the first lesson in these materials (Group-building/Classroom Contract).

RESOURCES
• Worksheet: What is Important to Me?
• Large Blank Sheets of Paper
• Art Materials, e.g. Crayons, Markers etc.
• Worksheet: Reflection on Lessons (if using)

PROCEDURE AT A GLANCE
• Introduction
• Worksheet
• Discussion
• Poster
**Introduction**

Explain that in today’s lesson the children will be talking about values and what they think is important, or what matters to them. Ask them to think about the possessions they really treasure. Invite them to discuss why these things are important to them. Ask them to imagine that their family has to move house and they are only allowed to take one of their valued possessions with them. **What would you choose to take?** Ask the children to share what one possession they would take with them. Draw attention to the fact that everyone has different things that they consider important.

**Worksheet**

Introduce the **Worksheet: What is Important to Me?** Emphasise that there are no right or wrong answers. Distribute the worksheet. Briefly discuss each statement with the children and clarify any points about which they are unsure. Explain to the children that they are now to give each statement a ranking from one to fourteen. One is the score for the value which is most important to them, and fourteen the score for the value which they consider least important - it does not mean that it is not important, it is just less important than what they gave a higher ranking to. Again, emphasise that there are no right or wrong answers. When they have completed this, ask them to use their worksheet to talk with a partner about what's important to them.

**Discussion**

Discuss the exercise with the children using the following questions:

- **Was it easy or difficult?**
- **When you talked to your partner, did you find similarities and or differences?**
- **Did the discussion help you to clarify what was important for you?**

Talk with the children about how values influence decision-making. Use the following example as an illustration: **Marie believes it is important to obey her parents, but she also wants to be popular with her friends. If her friends smoke, but her parents disapprove of smoking, she will have to decide which value is more important to her.**

Invite the children to provide examples of decisions they have made because of what was important to them.

**Poster**

Refer to the lesson on Group-building/Classroom Contract (Lesson 1 in 6th Class materials) or to any document with the classroom rules. Review the rules with the children. Ask:

- **What do the rules tell us about the values we are trying to uphold in this class?**
- **What values do you think are important to us in this class?**

List the children's responses. Get examples of how these values translate into practice in the classroom on a day to day basis. Ask the children to form groups and to create posters of the class values, with each group taking a value and illustrating it with words, pictures or slogans.

**Conclusion**

Each group presents its poster. The relevant section of the **Worksheet:**

**Reflection on Lessons** may be completed by the children. This worksheet is retained for use in subsequent lessons in this unit.
What is Important to Me?

Please describe what is important to you by placing No. 1 beside the statement that shows what is most important to you. Place No. 2 beside the next most important one, and so on.

It is important to me to …

A. Be good at school
B. Be popular with my classmates
C. Be my own person (independent)
D. Be honest
E. Be good to my parents/family
F. Be famous/ well known
G. Have a few close friends
H. Be responsible/dependable
J. Help and care for others
K. Be healthy
L. Have an exciting, adventurous time
Reflection on Lessons

My name is _________________________________________

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

<table>
<thead>
<tr>
<th>Name of lesson</th>
<th>What I learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making informed decisions</td>
<td></td>
</tr>
<tr>
<td>Decisions have consequences</td>
<td></td>
</tr>
<tr>
<td>Who can help with decisions?</td>
<td></td>
</tr>
<tr>
<td>A way of deciding</td>
<td></td>
</tr>
<tr>
<td>Different views</td>
<td></td>
</tr>
</tbody>
</table>
LESSON 2
DECISIONS HAVE CONSEQUENCES

CORE CONCEPT
Considering the consequences of our decisions helps us to 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
Strand Unit: Safety and protection
Content Objective
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.

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

TEACHER’S NOTE
It is important that children do not feel that they have to disclose personal risky situations – the lesson provides an opportunity to discuss typical situations.

It may be necessary to shorten the visualisation exercise for groups that have not undertaken visualisation exercises before. This could be done by deleting the 3rd pathway in the visualisation.

RESOURCES
• Sheet: Risky Situations (1) - copied twice and cut up
• Sheet: Risky Situations (2) - photocopied or displayed on IWB
• Visualisation Script (included in lesson)
• Worksheet: Reflection on Lessons (if using)

PROCEDURE AT A GLANCE
• Introduction
• Group Work
• Discussion
• Visualisation
• Discussion
• Conclusion
Introduction
Explain that everyone finds themselves in risky situations at some stage. Some risks are small, others are bigger. Ask the children to describe some risky situations in which children of their age might find themselves. Ask:
- How do we feel in risky situations?
- If something is dangerous how do we decide whether or not to do it?

Group Work
Divide the children into groups of three or four and select a number of the situations from Sheet: Risky Situations (1). Distribute these to the groups and ask them to discuss the situations using the questions on Sheet: Risky Situations (2). (These questions could be displayed on the IWB or distributed to the children as a handout.)

Discussion
Using the work that the children have done, discuss each of the situations described. Devise a simple strategy with the children for assessing risks e.g. What are the dangers to me? What are the dangers to others? What are the advantages or disadvantages of the situation?

Visualisation
Explain to the children that they are going to do a quiet activity in which they will get an opportunity to think about what might happen when they make a decision. Ask the children to think about a decision they want to make, something that they are trying to make up their minds about – it does not have to be a big decision. Check that they all have thought of a decision that they want to make. Ask for a few examples.

Then slowly read the visualisation.

Script
Read the following slowly, pausing where there are …
Take a few moments to get comfortable in your seat, with your back straight and your feet flat on the floor … Rest your hands lightly on your lap or on your table …
And, if it feels OK, close your eyes or rest your eyes on a spot on the floor in front of you … As you sit in that way, just begin to notice any sounds coming from outside the room … any sounds in this room … and as you sit there, become aware of the contact between your body and the chair … and notice how the chair supports you … now, take a few moment to notice your breathing, don’t try to change it, just notice the rise and fall of your chest as you breathe in … and out … … Now imagine you are out walking in your favourite place in nature, it is a completely safe place … you are walking along a path … as you walk along the path notice the sights around you … be aware of the sounds … become conscious of the smells … feel the air around you … and the ground beneath your feet …

As you walk along, bring to mind the decision you want to make … think about two options you have … … then ahead of you, you notice that the path divides in two, one path going to the right and the other going to the left … begin to walk along one of the paths - this represents your first option … as you go down that path, imagine that you have already chosen this option … notice what it’s like to have done that … notice what you are thinking … really experience the decision you’ve made…. notice how you feel
inside...

Walk back to the fork in the path and try the other pathway that represents your second option... as you go down that path, imagine that you have already chosen this option ... notice what it's like to have done that ... really experience the decision you've made, notice what you are thinking, notice how you feel inside ... really experience the decision you have made.

Walk back again to the fork in the path, you now see that there is a third path that you hadn't noticed before, take this path and just notice if there is a third option that you hadn't thought of before ... if there is, just step into it ... imagine that you have already chosen this option ... notice what it's like to have done that ... really experience the decision you've made, notice what you are thinking, notice how you feel inside ... really experience the decision you have made.

Continue, now, along the path and after a short while you see that the three paths join up again ... as you walk along you notice that you are much more clear about your decision ...

Now as we come towards the end of this activity just 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. And just keep that quiet space until everyone has opened their eyes.

After the visualisation the children could be asked to draw the pathways they visualised and include their thoughts and feelings beside each pathway.

Discussion

Following the visualisation use the following questions to prompt discussion:

- What were your thoughts and feelings during the activity?
- How well did you imagine the consequences of the different options?
- Did anything surprise you?
- How clear are you now about your decision?
- If you haven't made up your mind about what to do what do you need to do to make the decision?
- Do you need to talk to someone about it?

Conclusion

With the children, review the strategy used for assessing risks when discussing the risky situations.

The space for reflection on this lesson in the Worksheet: Reflection on Lessons may be completed by the children. This worksheet is retained for use in subsequent lessons.
1  You are at home on your own. The doorbell rings. You are not expecting anyone and you have been asked to stay in.

2  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.

3  Some friends are making plans to mitch from school. You know what they are doing and that they will expect you to join them.

4  Your friends are playing in an old building. They play dares using an old staircase, to see who can climb the highest. The staircase looks unsafe.

5  You need money for spending on a school tour. You cannot get it from your parents. You see some money on the kitchen table in a friend’s house.

6  Your older brother or sister offers you a cigarette. When you say No, they tease you about being a baby and being afraid to try smoking.

7  A friend says that if you sniff glue it makes you feel great. They say they are going to try it at the weekend. You are invited to come and join them.

8  A group of your friends decide to go swimming in a nearby river. You know this river is not safe, but everyone is looking forward to going.
What are the risks involved in this situation?
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

What could the person do to make the risk less?
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Give three possible decisions that the person could make in this situation.
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

What would you do?
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
LESSON 3
WHO CAN HELP WITH DECISIONS?

CORE CONCEPT
Children’s ability to make decisions for themselves develops as they grow. Along the way children are likely to require some help with the decisions they make.

SPHE CURRICULUM

Strand: Myself
Strand Unit: Making decisions

Content Objectives
Recognise the important and legitimate role that adults have to play in making decisions and setting boundaries for young people

Identify sources of help in solving problems

INTEGRATION

English
Strands: Competence and confidence in using language

Developing cognitive abilities through language

Strand Units: Oral
Reading
Writing

TEACHER’S NOTE
An activity to discuss with parents is included in this lesson.

RESOURCES

• Signs (self, parents or guardians, friend(s), teacher, Garda, health professional, helpline, other) placed around the room in advance

• Scenarios

• Worksheet: Who Would You Talk To?

• Worksheet: Reflection on Lessons (if using)

PROCEDURE AT A GLANCE

• Walking Choices

• Discussion

• Group Work/Writing

• Discussion

• Conclusion
Walking Choices

The signs should be placed around the room in advance. Draw the children’s attention to the people signs and gather the children in the middle of the room. Read out each (or some) of the scenarios below and ask the children to decide the person they would most likely go to for information or help in order to make a decision about that situation and then to stand beside that sign. When they are at the sign, ask them to notice where most of the class have walked to. Ask them to briefly talk about why they chose that person.

Alternative: Use the Worksheet: Who Would You Talk To…? where the children can draw a line from the scenario to the person.

Discussion

After the scenarios have been finished, ask the children what they noticed about the activity, for instance, which people were chosen most often.
- Why do you think this was?
- What kind of things do you need to take into consideration when seeking out someone to ask for information or help? (e.g. care, experience, expertise).

Encourage the children to take home the Worksheet: Who Would You Talk To…? and discuss it with their parent(s)/guardian(s).

Group Work/Writing

Select one or a number of scenarios from the Scenarios and discuss them with the children.

Afterwards, explain to the children that they are going to rewrite these stories from another person’s point of view. This person knows about the situation and writes their thoughts and feelings about the situation. In groups of four, ask each group to rewrite the story from one of the following points of view:
- the mother/father/guardian of the child
- the child’s best friend
- the child’s older sister or brother
- the child’s teacher
- one of the group that the child is with
- a member of the local community
- another point of view.

Discussion

Invite volunteers to read their stories to the class. Using these rewritten stories, ask how these people might be able to help the child in the story:
- Would the adults be able to help? How?
- Would the children be able to help? How?
- How would the child feel if somebody tried to change what they does?

Conclusion

Ask the children to reflect on who helps them with difficult decisions and to note in their SPHE notebook how this person or these people help.

The relevant section of the Worksheet: Reflections on Lesson could be completed by the children. This worksheet is retained for use in subsequent lessons in this unit.
### Worksheet: Who Would You Talk To?

<table>
<thead>
<tr>
<th>Situation/Decision</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>What to do for your birthday</td>
<td>Self</td>
</tr>
<tr>
<td>Wondering about smoking because your best friend is smoking</td>
<td>Parents or Guardians</td>
</tr>
<tr>
<td>What to take for a sore throat</td>
<td>Friend(s)</td>
</tr>
<tr>
<td>Keeping your body healthy</td>
<td>Teacher</td>
</tr>
<tr>
<td>How much sleep to get as you play a lot of sport</td>
<td>Health professional</td>
</tr>
<tr>
<td>Getting exercise</td>
<td>Garda</td>
</tr>
<tr>
<td>Pains in your body</td>
<td>Telephone helpline</td>
</tr>
<tr>
<td>Brother taking marijuana</td>
<td>Other</td>
</tr>
<tr>
<td>Eating well</td>
<td>No one</td>
</tr>
<tr>
<td>What to do about a friend being bullied</td>
<td></td>
</tr>
<tr>
<td>Being safe on the road</td>
<td></td>
</tr>
<tr>
<td>Being out in the sun</td>
<td></td>
</tr>
<tr>
<td>Where to go on your own</td>
<td></td>
</tr>
<tr>
<td>Where to go with friends</td>
<td></td>
</tr>
<tr>
<td>Drinking alcohol</td>
<td></td>
</tr>
<tr>
<td>Keeping your teeth healthy</td>
<td></td>
</tr>
<tr>
<td>Health matters</td>
<td></td>
</tr>
<tr>
<td>Times to stay out until</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
Scenarios

Emma has started to smoke with some of her friends. She thinks it’s okay to smoke because, when she does, it makes her feel part of the group. She’s heard about the dangers of cigarette smoking, but she doesn’t think it matters. Lots of people smoke and they are OK, she says. Anyway, Emma likes sneaking out with her friends for a smoke. It seems a bit dangerous and risky. Sometimes Emma smokes because there is nothing to do, she says.

Jack is chatting to his friend Mark online when a message pops up on screen. It appears to be from another friend, Paul, whom they both know. The message is making abusive remarks about Jack. Jack is embarrassed and annoyed, but doesn’t say anything to his parents or to Mark. The next day, Jack goes to see Paul, who denies sending the message.

Matthew talks about children in his class and school who come from a different cultural background than him. He tries to make a joke about the way they talk, their appearance or the food they eat. Sometimes what he says seems funny and others laugh at what he says. This makes him feel popular among them.

Sometimes those he is talking about hear him and a sad look comes across their faces. Even though some of them cannot understand all that he is saying, they know he is making fun of them and that the rest of the group seem to be joining in the ‘fun’.

Grace started drinking with friends down in the park. Some of the girls down there were older and it was good to be there with them. It felt exciting. When one of them offered Grace a drink, she was delighted because it made her feel part of the group. One night she drank a couple of cans and she got sick. All the girls laughed. Some of them came up to see her the following day and asked her if she was okay.

Grace was delighted to have new friends. Her Mam doesn’t know she drinks, and Grace knows she would be in trouble if she found out.

Sophie receives a photo on her mobile phone of Lucy, another girl in her class. It shows someone trying to pull Lucy’s skirt up on her walk home from school. Sophie laughs when she sees the photograph and is about to pass it on to another friend in her group, but then she begins to feel guilty when she thinks of how Lucy might feel.

Thomas sniffs glue. He saw some of his friends doing it and he thinks there is a great buzz from it. It makes him feel as if he is floating away. He has sores on his lips and nose. Sometimes he gets teased in school about them. Thomas knows that they might be coming from glue sniffing, but he still does it. One day he got very dizzy while sniffing, and he was quite worried.
LESSON 4
A WAY OF DECIDING

CORE CONCEPT
Developing children’s sense of power and pride in making even small decisions and encouraging them to take responsibility are essential life-skills.

SPHE CURRICULUM
Strand: Myself
Strand Unit: Making decisions
Content Objective
Discuss and practise a simple decision-making strategy

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

TEACHER’S NOTE
This lesson can be divided into two sessions. The section on solvent abuse could be addressed in the second session.

RESOURCES
• Information Sheet: How to Make a Decision
• Gregor's Story
• Information Sheet: Solvents
• Worksheet: Reflection on Lessons (if using)

PROCEDURE AT A GLANCE
• Introduction
• Thoughtshower
• Story
• Information Sheet: Solvents
• Discussion
Introduction

Review with the children the people they might talk to before making some decisions and get feedback on the conversations they had about this with their parents or guardians (Lesson 3). Suggest to the children that in making decisions we can sometimes be confused and be unsure of what to do. Has anyone ever felt like that? If appropriate, you could share a simple example of your own and invite the children to contribute their own stories. Explore possible reasons for confusion, such as uncertainty about what the decision is, not knowing all the possible consequences, or fear that people won’t understand or like your decision.

Thoughtshower

Invite the children to think of all the decisions people make every day. Discuss how these decisions could be major or minor. Explain that it is the consequences of a decision that determine whether it is major or minor: a major decision, such as moving house, will have long-term effects and can mean big changes in your life. Also mention that even apparently minor decisions, like buying sweets or fizzy drinks, could have major consequences (tooth decay or bad health), if eating sweets or drinking fizzy drinks is a regular thing. Categorise the everyday decisions suggested by the children into major and minor groups. Discuss the potential consequences of these decisions.

Divide the children into groups of four and distribute the Sheet: How to Make a Decision. Words such as options, alternatives and consequences should be introduced and explained. Read through the steps with the children, using the example below to illustrate what might happen in each step.

Example

Use the example of buying a pair of runners to illustrate each step.

1. Gathering information
How much have you to spend? Where can you buy the shoes?

2. Identifying alternatives
Look at all the styles, colours, brands and prices.

3. Understanding possible consequences.
What happens if you choose a black pair rather than a white pair? High tops instead of low cuts? A particular brand? Dear ones or cheaper ones?

4. Decide
Decide clearly what you want to do.

5. Outcome
See what happens when you have made your decision. You may think differently, depending on how things turn out. What if you choose a particular brand and style, but discover that everyone else is wearing a different brand?

If time permits, ask each group to discuss and write up their own example of a minor decision and a major decision.

Gregor’s Story

Read Gregor’s story

Gregor’s best friend is Mick. They went to school together on the very first day and have always sat together in class. Gregor was always quieter than Mick. He did not risk things like Mick did. When they were young, Mick broke his leg when he fell from a tree. Gregor was there and he had shouted at Mick to be careful. But Mick did not listen.

Last week, Mick told Gregor that he had found out that you could inhale solvents...
and that it gave you a buzz. Mick said he was going to try it on Saturday and that he wanted Gregor to give it a go as well. Gregor 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 solvents was very dangerous. He did not want to look like a wimp though. He was afraid Mick would tease him. He did not want to tell his mother or father because they would just get very angry. Gregor was very worried and did not know what to do.

Divide the children into groups of four. Ask them to apply the decision-making strategy to Gregor’s situation. (The children may approach you if they need information about solvent abuse. Any group that does so should be given the information sheet.)

Ask each group to report back on the decision they think Gregor made. Examine each decision and see if all the stages were used in reaching the decision. Discuss what might be the outcomes of the decisions offered by the groups.

Information Sheet: Solvents

If the groups did not request information during the decision-making process distribute the Information Sheet: Solvents now. Read through the information and clarify any points the children raise. Discuss whether this information would influence the decision their group made for Gregor.

Conclusion

Ask the children what they have learned from the lesson or ask the children to fill in the Worksheet: Reflection on Lessons.

Extension

The children could explore a variety of outcomes to this story from the different characters’ perspectives, by writing different endings to the story.
How to Make a Decision

Decision-making can be difficult. Here is a way of doing it:

1. **Gather Information.**
   
   *Find out all you can about the decision. Ask questions if possible.*

2. **Identify alternatives.**
   
   *Look at the possible choices you have.*

3. **Consequences.**
   
   *Look at the consequences of each choice you might make.*

4. **Decide.**
   
   *Decide clearly what you want to do.*

5. **Outcome.**
   
   *See what happens when you make your decision. You may think differently depending on how things turn out.*
Solvents

To abuse solvents means that you deliberately inhale gas, fumes or vapours in order to get a buzz or a high.

The effects of solvents being inhaled are:

- Your vision can become impaired.
- Your judgement can be impaired, so you could make bad decisions.
- You can have hallucinations. A hallucination is where you believe something is happening that actually is not. These hallucinations can be very frightening.
- You can behave violently and aggressively.
- You can have a hangover after using solvents. A hangover is a headache and a sick feeling.

Even first time users of solvents could die.

Death can occur through:

- Choking by inhaling vomit when unconscious or from a freezing effect on the throat.
- Accidents such as falls, drowning, etc.
- Suffocation, when abusers place a bag over their heads and are too intoxicated to remove it.
- Heart failure.
LESSON 5
DIFFERENT VIEWS

CORE CONCEPT
Developing decision-making skills can promote citizenship and agency on personal, local and global levels.

SPHE CURRICULUM
- **Strand:** Myself
  - **Strand Unit:** Making decisions
  - **Content Objective:** Distinguish between assumption, inference, fact, rumour and opinion in making a decision

- **Strand:** Myself and the wider world
  - **Strand Unit:** Developing Citizenship
  - **Content Objectives:** Recognise and understand the role of the individual and various groups in the community
  - Identify some local issues of concern and explore possible action that could be taken to address these issues

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
This lesson uses ‘Teacher in role’ as a method, so you direct the lesson through being in role, first as a journalist and then as the town mayor.

RESOURCES
- Role Cards (provided)
- Clipboard, notepad and pen, jacket.
- Worksheet: Reflection on Lessons (if using)

PROCEDURE AT A GLANCE
- Introduction
- Pre-drama Activity
- Drama
- Writing
- Conclusion
Introduction

Ask the children to recall the steps in making a decision (talked about in the last lesson). Highlight the first step: gather information. *Do you think this step is important? Why?* Explain that in this lesson they will be looking at the opinions of different groups of people about a situation.

Pre-drama Activity

Explain to the children that they are going to hear about a situation in the community. Ask them to imagine that there has been a rumour that the park (name as appropriate to the area) is going to be closed permanently as some people have complained to the guards that young people have been drinking there. The mayor has decided to call a meeting and has invited different groups to attend this meeting. A journalist will be coming to get the opinions of the different groups. Divide the class into 5 groups and give role cards to the different groups. Explain to them that when you take up the clipboard, notebook and pen that you are the journalist and that when you wear the formal jacket that you are the mayor. Encourage all the children to adopt the role of the person or group on their card. They should imagine themselves as the people described on their role cards and try to talk as if they are those people.

Drama

Ask the children, in role in their groups, to discuss the situation; to talk about what they think of the park being closed and what other solutions they would have. The Journalist (teacher in role) moves around and interviews each group. The Journalist asks them what they think about the park being closed and if they have any other solutions to the situation. The Journalist completes the interviews.

The Mayor (teacher in role) arrives and explains that the parents of young children complained because of the noise and said that they feel anxious when they go to the park. The Mayor wants to find a solution that everyone can support. They ask the different groups what they think should be done and records these on flipchart or board. Having heard the different views, they facilitate a discussion in an effort to come to a decision.

At the end of the meeting, de-role by getting each child to say their real name in their group. Explain that the class is now going to discuss what influenced their decisions while they were in the drama. The following questions may be used:

- What effect did the rumour that the park was going to be closed have on people’s feelings?
- Was it easy or difficult to come to a decision in your groups? Why?
- What were your thoughts when you heard the opinions of the other groups?
- Did anyone change their opinion of what would be the best solution when they heard the other suggested solutions?
**Writing: Newspaper Article**

Ask the children to pretend that they are the journalist who visited and spoke with the groups, and to write a newspaper article on the decision made. This should be no longer than ten lines, and they could write a title for the article which would make people in the local community want to read it. Have a number of children read their article and display the work.

**Conclusion**

The children can complete the **Worksheet: Reflection on Lessons**. With the children, review the work done in this unit, using the completed worksheet. The **Worksheet: What I Learned about Making Decisions** could be used for the review, or it could be done orally.
Role Cards

Parents. You are parents of young children. You want to be able to use the park as it is one of the few green spaces in the area, but you are worried about meeting young people drinking.

You are to talk about what you think and feel about the park being closed and come up with solutions that would help you.

Neighbours. You live close to the park. You have always liked having the park close to you and being able to walk there, but now that young people are drinking there it is no longer attractive to you.

You are to talk about what you think and feel about the park being closed and come up with solutions that would help you.

Councillors. You have been elected to the local council and you want to try to please everyone in the community.

You are to talk about what you think and feel about the park being closed and come up with solutions that you think would be best for everyone who lives in the area.

Ten and eleven year old children. You are children who live in the area close to the park. You sometimes go to the park after school and at weekends.

You are to talk about what you think and feel about the park being closed and come up with solutions that would help you.

Gardaí. You are local Gardaí and people have complained to you about young people drinking in the park. You have seen groups of young people there but you have not caught them drinking. You have seen bottles and cans lying around. You have not been able to go there often as you have many other things to do, but you plan to keep a very close watch on the park from now on.

You are to talk about what you think about the park being closed and come up with solutions that you think would be best for everyone who lives in the area.
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 ...

On a scale of 1 to 10, where 1 is not so good and 10 is great, how did you rate your ability to make good decisions _____

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

Name: _____________________________
UNIT 7
MYSELF AND OTHERS

WALK TALL
PROGRAMME
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 roles and responsibilities of family members. 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. Media portrayals of families are discussed and critically evaluated to attune children to the influence of media on their views and values.
LESSON 1
FAMILIES ARE UNIQUE

CORE CONCEPT
Knowing that families can have different structures and experiences helps children to accept and appreciate their own family situation.

SPHE CURRICULUM
- **Strand:** Myself and others
- **Strand:** Myself and my family

Content Objectives
- Explore and discuss families and homes and how they can vary in many ways
- Examine some factors that can affect family life

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

Strand Units: Oral
- Reading
- Writing

RESOURCES
- Small blank pieces of card
- A4 sheets
- Worksheet: Reflection on Lessons

PROCEDURE AT A GLANCE
- Thoughtshower
- Group Work
- Word List
- Conclusion
**Thoughtshower**

Ask the children to suggest events that could happen in family life - exciting events and difficult events. Record these on the board or IWB, taking care to include only those events that can be discussed in the next part of the lesson.

**Group Work**

Give each child a small piece of card and asks them to write an event of their choice (from the previous list) on the card. Collect all the cards.

Organise the children into groups of 5-6. Explain that they need to agree a facilitator, a time keeper and a reporter. Ensure they are clear about these roles which should be rotated regularly in group activities. Give each group a bundle of five or six cards. Explain to the children that each child in turn will take a card and read the event on it. Then each group will discuss what that event would be like for the family: difficult, exciting, enjoyable or sad. They will then discuss what the event might be like for the parents and for the children, and how family members might feel and behave as a result of this event.

Give the children about 30 minutes to complete this activity. Remind them that each scenario needs to be read out and discussed for about five minutes before moving on to the next one.

Take feedback from the groups in turn. Ask them what events they discussed, and highlight the common experiences that arose in the groups. Then compare groups’ feedback on similar events:

- Were there different behaviours suggested for the same event in your group?
- What does this tell us about people and families?

Highlight with children that even though similar things can happen, families often deal with them in very different ways.

**Word List**

Put the words: foster, step, single, adoptive, birth, house on the board or IWB and ask the children what these words have in common - they are all different types of parent. Ask each group to explain what all these types of parent are. Take feedback from groups and clarify any confusion or misunderstandings that may be evident. Invite questions from the children about any aspect of the discussion.

**Conclusion**

**Who's in My Family?**

Give each child an A4 sheet of paper or use their SPHE copies and ask the children to draw and name all the members of their family who live in their house presently. When they have completed their drawings and named them, they can share with a partner.

You can facilitate a general discussion and ask how many children have large families, small families, whose family members have changed as they were growing up. The **Worksheet: Reflection on Lessons** can be used to record children's learning. This is retained for use in later lessons.

**Extension**

Children can design a family tree of the members of their families, going back as
far as grandparents. The design could be very simple using boxes for individuals with dates of birth in the boxes and agreed symbols for deaths, marriages, divorces etc. Some templates for simple family trees can be found on many family tree and heritage websites.
Reflection on Lessons
Myself and Others

My name is ____________________

On this page I will keep track of the important things I learned in the lessons on myself and others.

<table>
<thead>
<tr>
<th>Name of lesson</th>
<th>What I learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families are unique</td>
<td></td>
</tr>
<tr>
<td>Rights and responsibilities in families</td>
<td></td>
</tr>
<tr>
<td>A kaleidoscope of families</td>
<td></td>
</tr>
</tbody>
</table>
CORE CONCEPT
Awareness of their rights and responsibilities in families will help children to contribute to their family’s well-being.

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

Content Objectives
Explore what belonging to a family means
Discuss possible changes in family relationships and expectations as he/she grows and matures and how he/she can cope with them

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

Content Objectives
Identify and discuss the changes that are experienced in growing from child to adult
Explore patterns of development and growth, comparing present development with that at earlier stages: physical, social, emotional, intellectual and spiritual
Appreciate the need for individual space and privacy as they are growing and developing

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

TEACHER’S NOTE
Family situations or circumstances and relationships can be very sensitive, so children need to be respectful of one another. Also remind children to share only what they are comfortable sharing.

RESOURCES
• Large sheets of heavy paper/card for posters
• Markers, crayons, pencils
• Handout: Keeping Family Relationships Strong
• Worksheet: Reflection on Lessons (from Lesson 1)

PROCEDURE AT A GLANCE
• Introduction
• Thoughtshower
• Posters
• Group Work 1 or 2
• Conclusion
Introduction
Write the words *Rights* and *Responsibilities* on the board and ask children what they understand by them and to give you some examples.

Thoughtshow
Explain to the children they are going to focus on the rights and responsibilities of children in families. Ask the children to suggest all the rights children have in families and record them on the board or flipchart under *Rights*, for example:

- to be cherished
- to be cared for
- to be listened to
- to be educated
- to be treated respectfully
- to be treated equally to siblings
- to be fed
- to receive appropriate medical treatment
- to be sheltered
- to be included
- to be considered
- to have some privacy
- to be informed as appropriate.

Ask them to suggest what responsibilities children have in families and record them on the board or flipchart under *Responsibilities*, for example:

- to help
- to support
- to respect members of their family
- to be honest
- to do their best
- to behave appropriately towards other family members
- to share family resources
- to learn according to their ability.

Ask the class if was easy or difficult to think of rights/responsibilities children have in families and why. *Which were easier to think about – rights or responsibilities? Why?*

Posters
Explain that the children are going to work in groups, and that each group is going to make a poster entitled *Children's Rights and Responsibilities in Families*. Give each group a large sheet of card/heavy paper with the title printed on it with a column for rights and a column for responsibilities. Children discuss in their groups what rights and responsibilities they are in agreement should be written on the poster. They can use the rights and responsibilities recorded previously to prompt their discussion, but they can also include rights and responsibilities not recorded.

When the posters have been completed, they can be compared and the children can discuss the similarities and differences. Posters can be displayed in the classroom. They could also be displayed on the class notice board in the school.
Group Work 1

Keeping Family Relationships Strong
Ask the children if they feel their relationships with family members have changed in the last two years from when they were younger and how. Explain to the children that they are going to discuss difficulties in relationships with family members and how they could be improved.

Draw six large squares on the board or flipchart. Ask for some general examples of difficulties in relationships. Write one scenario in each square and number the squares. Ensure the scenarios are written up in general terms with no names or identities.

When you have six scenarios written up, ask each group to choose a facilitator to ensure all members get a chance to contribute and a reporter to make notes and give feedback from the group (these should be different to the facilitator and recorder for previous group work). Give each group a number 1-6 and ask them to discuss the scenario with their number and to discuss and note how an 11/12 year old could help to improve those relationships and keep their family relationships strong.

Group Work 2 (alternative)

Keeping Family Relationships Strong
Give children the Handout: Keeping Family Relationships Strong and ask each group to discuss each scenario and agree and write advice for the young person in the scenario on how to improve relationships with family members. Using the scenarios as a guide, ‘hot seat’ the child and adult character/s in each scenario and ask them how they feel about the situation. The group offers advice to them for keeping their relationships strong.

Conclusion
Take feedback from all groups and give the class an opportunity to discuss the advice given in all scenarios and to give any additional advice they feel might be useful. The Worksheet: Reflection on Lessons can be used to record children’s learning in this lesson. This is used in subsequent lessons in this unit.
## Keeping Family Relationships Strong

<table>
<thead>
<tr>
<th>Challenging Situations</th>
<th>How to improve the relationship and keep it strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul would like to have more pocket money. Most of his friends have more pocket money than him. He gets very angry with his parents and tells them they are very mean, and are causing him embarrassment in front of his friends, even though he knows his Dad is now earning less money than he was. He knows his Mam worries about money also. He is really frustrated with his parents and just wants to be like his friends.</td>
<td></td>
</tr>
<tr>
<td>Emma hates having to share a room with her younger sister, who is always asking Emma questions. Emma would rather be in touch with her friends on her phone or internet than be bothered with her sister. She often shouts at her sister in her room and causes her to cry. She often asks her Mother about moving to a bigger house even though she knows they could not afford one.</td>
<td></td>
</tr>
<tr>
<td>Diran’s Dad has to go to Poland every month for a few days for family/business reasons. His Mother asks Diran to do a lot of things for her when his Dad is away. He is the oldest in the family. He shouts at his Mother and calls her names at times when she reminds him of the things she wants done. She reminds him very often as he forgets a lot.</td>
<td></td>
</tr>
<tr>
<td>Anya’s Granny lives with Anya’s family. Granny likes to look at lots of television programmes that Anya hates. Sometimes Anya comes in to the room and changes the channel while Granny is watching a programme. Granny does not say anything. Anya often asks her Mam why Granny has to live with them and why she can’t live somewhere else or stay in her room more. Mam gets upset and angry when this happens. Anya doesn’t care whether Granny hears her or not.</td>
<td></td>
</tr>
<tr>
<td>Two of Conor’s friends are allowed to stay out later than he is. They are also allowed go to discos and the pictures more often than him. He keeps asking his parents can he go with his friends and they keep saying he is too young to be staying out so late or going out so often. Sometimes he feels he hates his parents, as they just seem to want to spoil his fun. He wonders if they were ever young.</td>
<td></td>
</tr>
</tbody>
</table>
LESSON 3
A KALEIDOSCOPE OF FAMILIES

CORE CONCEPT
The ability to be able to discern messages about families in the media will develop children’s ability to be critical viewers of media.

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

Content Objectives
Critically examine the media portrayals of families and family life
Compare and contrast the life-styles of families in different cultures, both in Ireland and abroad

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
Sub-unit: People and other lands

TEACHER’S NOTE
The children will need to be asked to gather pictures of well-known families in the media in the week prior to this lesson. The work outlined may be completed over one or more sessions.

RESOURCES
• Small cards with the names of family members from well-known families (real or fictional), e.g. television (Simpsons), families from books (Potters), real-life families (the Royal Family)
• Pictures of well-known families from magazines (gathered by children in advance of lesson)
• A3 paper/light card for posters, markers, pencils, Blu-Tac
• Pictures of families from different cultures and different countries (approximately 12 pictures in all) at least 10x8 in size. These can be drawn from the following categories: different countries, ethnicities, different lifestyles (e.g. nomadic), religions (e.g. Muslim).
• Worksheet: Reflection on Lessons (from Lesson 1)
• Worksheet: What I Learned About Families

PROCEDURE AT A GLANCE
• Game
• Discussion
• Group Work 1
• Group Work 2
Game: Well-known Families
Have a number of cards with the names of famous family members real or fictional written on them. Ask a number of children to pick a card and give clues as to who they are. The children then guess the famous family.

Discussion
Ask the children:
- How would you describe these families?
- How do they get on together?
- What is important to them, do you think?
- What kind of lifestyle do they lead?
- Are they like ‘ordinary’ families in any way?
- Are they different from ‘ordinary’ families? How?
- What messages do we get about these families?
- What do we learn about family life from these families?
- Is what we learn realistic?
- Would you like your family to be like any of these families?
- Why? Why not?

Group Work 1
Families in the Media
The children will have gathered pictures of well-known families in the media from magazines and newspapers. Divide the children into groups according to the number of pictures available. Give each group a sheet of A3 paper/light card and ask them to stick pictures of the family on it. When they have completed this, each group will discuss and agree the following:

- What is important to this family?
- How do family members get on together?
- What messages do we get about this family from television or magazines?

When each group has completed their page a member of the group can display it and read out the answers to the discussion questions which they have noted on their sheets. These sheets could be assembled as a class scrapbook of Well-known Families and displayed it in the classroom.

Group Work 2
Families and Culture
You will have gathered pictures of families from different countries, cultures, lifestyles, religions. These could be displayed under the title: A Kaleidoscope of Families.

Give the children time to look at all the pictures carefully and then organise the children into six groups. Each group will have a facilitator and a reporter. Emphasise that children should take turns at carrying out these roles so everyone gets a chance.

Give each group two pictures and display the following questions on the board or IWB. Remind the reporters to take notes for a report on their discussion:

- What is their favourite food or television programme?
- Where do they live?
- What do the parents or guardians do during the day?
- What language do they speak?
- What do you think is important to each family?
• Are the two families the same or different in any ways? How?
• Are these families like our families in any ways? How?
• Are they different from our families in any ways? How?
• What messages do we get about these families from the media?
• Are these messages always accurate?

Take feedback from the groups. Ask the children what they have learned about different families. Ask them:

*Do you think that there are more similarities than differences between families from different cultures and countries?*

The children can record their learning in this lesson on **Worksheet: Reflection on Lessons**, while the learning overall in the unit can be recorded on the **Worksheet: What I Learned about Families**.

**Extension**

Children might be encouraged to do some research on the different families focused on in Family and Culture activity and report back to the class. Each group could put together a booklet on the families they discussed and include further information from their research. These booklets could be displayed in the class or they could be lent to other classes interested in knowing about families from different countries and cultures.
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 ...

On a scale of 1 to 10, where 1 is not at all good and 10 is great, how would you rate your respect for different types of families? __________

Something I’m still wondering about or a question I still have is ...
UNIT 8
MY FRIENDS AND OTHER PEOPLE
**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. Making new friends can be exciting, while losing friends is inevitable from time to time, and children should be aware of this. 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.
CORE CONCEPT
Friendships are important. Exploring elements of friendships can help children build positive relationships.

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

**Content Objectives**
Discuss and appreciate the different aspects of friendship and the differences between close friends and acquaintances.

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

RESOURCES
- Cards: What is a Friend?
- SPHE notebook or pages and pencils
- Worksheet: Reflection on Lessons

PROCEDURE AT A GLANCE
- Circle Work
- Group Activity (Diamond Nine) and Discussion
- Class Discussion
- Conclusion
Circle Work
Organise the children in a circle and explain that in these next lessons they are going to discuss friendships and relationships with peers.

Ask the children to stand up and change places if …

You get on well with your friends
Your parents like all your friends
You are a good friend to some people
Your friends sometimes get you into trouble
You sometimes get your friends into trouble
Your friends encourage you to do things you don’t want to do
Other people copy what you do.

The children are invited to discuss the following questions:
- What are the advantages of having close friends? Record the responses.
- Are there disadvantages? What?
- Do you think that a friend should agree with everything you say? Why?
- Do you think that a friend should do what you want to do? Why?
- Would friends ever get each other into trouble? How?
- Why would friends copy each other?
- Why would they not copy each other?

Group Activity (Diamond Nine) and Discussion
Put the children in groups of 4-5. Distribute the Cards: What is a Friend? Ask the children to read and discuss what each card says. They then must try to agree on the most important one and then agree on the next two most important ones etc. Explain that putting one at the bottom does not mean that it is not important, it is just that they think it is less important than the others. They are then to arrange them like a diamond with the one that the group thinks is most important at the top, followed by the next two most important ones etc. Draw a diamond shape showing nine cards to illustrate:

Remind them of listening to each other and taking account of each other’s views.

Class Discussion
Ask the groups to share their top three cards and to explain why they put them in that order. Discuss similarities and differences between the groups. Then ask:
- What aspects did you think were less important? Why?
- Was it easy or difficult to decide in the group where to place the cards?
- What cards caused most discussion?
- Is there something that you consider important that was not included?
Conclusion

Ask the children to silently reflect on themselves as a friend. 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. Use the sentence starter: My best qualities as a friend are ….. Alternatively or as well, the children can record their learning in this lesson in the appropriate space on the Worksheet: Reflection on Lessons. This worksheet is retained for use in subsequent lessons in this unit.
<table>
<thead>
<tr>
<th>What is a Friend?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A friend is someone who is fun to be with</td>
</tr>
<tr>
<td>A friend is someone who listens to you and you can tell important things to</td>
</tr>
<tr>
<td>A friend is someone who lives close to you</td>
</tr>
<tr>
<td>A friend is someone who has the same interests as you</td>
</tr>
<tr>
<td>A friend is someone you can rely on</td>
</tr>
<tr>
<td>A friend is someone who always agrees with you</td>
</tr>
<tr>
<td>A friend is someone who doesn’t try to make you change your mind</td>
</tr>
<tr>
<td>A friend is someone who stands up for you</td>
</tr>
<tr>
<td>A friend is someone who does what you want them to do</td>
</tr>
</tbody>
</table>
Reflection on Lessons  
My Friends and Other People

My name is ________________________________

On this page I will keep track of the important things I learned in the lessons on my friends and other people.

<table>
<thead>
<tr>
<th>Name of lesson</th>
<th>What I learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends</td>
<td></td>
</tr>
<tr>
<td>New friends</td>
<td></td>
</tr>
<tr>
<td>Groups and me</td>
<td></td>
</tr>
<tr>
<td>Bullying</td>
<td></td>
</tr>
</tbody>
</table>
LESSON 2
NEW FRIENDS

CORE CONCEPT:
Changing friends is a natural process. Understanding this and developing skills to deal with this is important.

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.
Consider problems that can arise in friendships and other relationships and how these could be handled.

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 Units: Making drawings
Looking and responding

RESOURCES
- Scenarios Sheet (photocopied and cut into single scenarios)
- Art Materials for poster (e.g. markers)
- Worksheet: Reflection on Lessons (from Lesson 1)

PROCEDURE AT A GLANCE
- Introduction
- Group Activity and Discussion
- Class Discussion
- Group Poster
- Conclusion
Introduction

Ask the children to recall the qualities of a friend identified in the last lesson.

Ask the children to think about and to jot down who their friends were when they were in Infants, in 2nd Class, in 4th Class and who are their friends now.

- Are some of the same people friends in each class?
- Are there different people at different stages?
- Why has there been a change? (e.g. people’s interests change, meet new people, people move to different areas.)
- Why do you think that, for some of you, there are some of the same people there all the time?
- How might moving on to a new school affect friendships? (In the new school there will be many new people, who will be acquaintances at first. Some of them will stay as acquaintances. You will become friends with others and some may become close friends.)

Group Activity and Discussion

Ask the children to form groups of 4-5 and give a scenario to each group. Ask them to discuss the scenario.

- How would you feel in that situation?
- What could you do to make things better?

Class Discussion

Ask the groups to share their discussion and decisions about what they could do. Get the views of the other groups:

- What do you think about this situation?
- Do you think what is being suggested would help?
- Would it help in all situations like that?

- What would be important things to think about in making new friends in a new school?
- How would you decide who you wanted as a friend?

Record the responses to the last question on the board or IWB.

Group Poster

Ask the children to return to their groups and to design a poster that would help 12/13 year olds make good choices of friends in a new school. Before they begin, have a short discussion about what will be on the poster:

- Will it be a list?
- Will it have examples of what happens when you make a good choice in friendships?

Encourage them to include the qualities and values that are important to them as well as messages to the 12/13 year olds. Remind them of listening to each other and giving each person a chance to participate.

Conclusion

Display the posters in a way that all can see them and provide an opportunity for the children to study them. Ask the children what are the main messages in the posters. The learning in this lesson for children can be recorded on the Worksheet: Reflection on Lessons. This is retained for use in subsequent lessons in this unit.
You are at a new school and you don’t know anyone in your year group. The others from your primary school went to different schools. Your parents chose this school for you and you were happy to go there because you are very good at music and this school has a very good choir and music teacher. You are finding it very hard to make friends and are lonely. You have no one to talk to at breaks. What could you do?

By mid-term, you and a friend from primary school have got friendly with a group who were in a different primary school. You link up at breaks and walk around together. In the last weeks, the others have been jeering a boy who finds school work very difficult. You are uncomfortable, but you say nothing. What could you do?

A boy that you had been friendly with since Junior Infants went to the same second level school. In the first term you met at every break and still met at weekends. Gradually he did not want to meet you to play football at the weekends. When you rang, he said things like he was meeting his cousin or his family were going to his Granny. This never happened when you were in primary school. You still met sometimes at school, but he often went off with other boys. You don’t understand what is happening as you had been best friends all through primary school. What could you do?

Your friend from primary now spends most of break time with one of the boys from her class. They seem to like each other and get on well. You would still like to hang out with her, but she says that he is her boy-friend and that you would be interfering. She still meets you outside of school. What could you do?

The three of you have been very good friends since 5th Class and often went to each other’s houses or out together on Saturdays. Now, in the new school, your friends asked others to join you, so there are often five or six of you together. Your two old friends seem to like this, but you preferred it as it was. You like being in smaller groups where you can talk more. Your two friends ask the others to join you on Saturday to go to the shopping centre. You’re afraid that you will feel left out as the others talk more. What could you do?
CORE CONCEPT
Being part of a group has advantages and disadvantages. Exploring this can help us to make informed decisions about group membership.

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

Content Objectives
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

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

TEACHER’S NOTE
In advance of the lesson, ask the children to think of all the groups that children and young people in their area belong to and to think of a group that they belong to and a group that they would like or not like to belong to.

RESOURCES
• Worksheet: Reflection on Lessons (from Lesson 1)

PROCEDURE AT A GLANCE
• Circle Work
• Individual Reflection and Class Discussion
• Group Activity
• Reflection and Review
• Conclusion

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

Strand Units: Oral
Reading
Writing
Circle Work

Arrange the children in a circle. Ask the children to think of all the groups that people in their area belong to. Use the following sentence starters:

A group I’m glad I belong to is …. because …. 
A group I’m glad I don’t belong to is …. because …. 

This will highlight similarities and differences between people and the positives and negatives of groups.

- What types of groups do you like to be in?
- How do you like members of groups to behave?
- Does anything surprise you about what people said? (Highlight how people are different and may like different experiences.)
- What types of groups do you not like to be in? Why?

Individual Reflection and Class Discussion

Ask the children to think of three groups that they belong to and to think about what is expected of them in these groups. You could give an example from your own life such as:

Family group: take time to listen to and play with my children, let people know what I’m doing and check what others are doing.

Work group: have all my work prepared, teach all day, be well dressed, polite and courteous.

Allow the children time to record their three groups. Then they share what they have recorded with a partner.

The following questions could be used to prompt discussion in the whole class:

- Do you do the same or different things with different groups?
- Do you behave in the same way in the different groups?
- Do people in different groups expect you to behave in a certain way?
- Are there habits in certain groups that you are expected to follow?
- Do you feel you should do what people expect of you?
- What would happen if you did not?

Group Activity

Divide the class into groups of five. They are to imagine that they are members of a local children’s drama group who have won an All-Ireland Competition. The leader has told them to plan an evening to celebrate. They have to decide where they will go and what they will do on a limited budget (say €10 per child). They have to negotiate as a group and reach a decision. Allow approximately 7 minutes.

Observe the groups working during the activity:
- Do some children take leadership roles?
- Do the children listen to each other?
- Do some children appear to be unwilling to participate in the decision-making?
- Do some children dominate and expect others to agree with them?

Reflection and Review

Ask the groups for feedback on their decisions. Initiate a whole-class discussion on the learning that has taken place:

- Did you enjoy the activity?
- Why? Why not?
- 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?
- Were you involved in the decision-making?
- In what way were you involved in the decision-making?
- Would you tell us more about this?
- How did your group come to agreements?
- Were your decisions as individuals influenced by the group, and if so, in what way(s)?
- Is this the sort of thing that happens in groups?
- Can you think of any advantages or disadvantages to being part of a group?
- Can we list some of these on the board?

**Conclusion**

Discuss with the children what they have learned from this activity. Ask them to reflect on what they learned about how they behave in groups and to record this in the **Worksheet: Reflection on Lessons**. This is retained for use in subsequent lessons in this unit.

**Extension**

Ask the children to list eight things under both of these headings:
- What people my age think is important
- What people my age like to do

Then ask them to circle the items that apply to themselves. Ask them to consider the other items. **How might someone try to persuade you to go along with any of these?**

Divide the class into pairs. Have each child identify an item from their list of **What people my age like to do** that does not apply to them. Their partner tries to persuade them to do this. Ask the pairs: **What strategies were used to try to persuade?**

After discussing the strategies, ask the children if they would have resisted the influence of their friend or would they have gone along with what their friend wanted. Discuss how this would affect them and their relationship. Conclude by discussing ways of effectively handling peer group influence.
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 Unit: 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
This lesson links with Unit Eight: Relating to Others (Lesson 5 Name-calling).

It would be useful to review the lessons on bullying from 3rd Class, as materials from these lessons can be adapted for use with senior classes if required.

RESOURCES
• Statement Sheet (photocopied and cut into individual statements)
• Worksheet: Reflection on Lessons (from Lesson 1)
• Worksheet: What I Learned about Friendship and Getting on with People

PROCEDURE AT A GLANCE
• Introduction
• Walking Debate
• Group and Class Discussion
• Personal Reflection
• Conclusion
Introduction

The children could be seated in a circle. Explain that in this lesson they are going to discuss bullying. Ask them to recall what they learned about bullying.

- What is bullying?
- What is not bullying?
- Are there different types of bullying?
- What effects does bullying have on people?
- How would people feel if they are being bullied?
- How might it affect their schoolwork?
- How might it affect them joining in games and activities?

Walking Debate

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

The children are divided into groups of three or four and each group is given a Statement. The group must decide where on the line to place the statement between the point of agreement or disagreement. If they cannot decide they will put it in the middle. Allow time for the groups to decide where they would put the statement.

In turn call out the statements. One person from the group places the statement on the line and explains the position. A child from another group can move it only if they are willing to explain why they disagree. After children from the other groups have had a chance to move it and explain their position, continue with the next statement.

Group and Class Discussion

A Bully-free School

Ask the children:
- Do we have a right to feel safe?
- Would bullying affect our feelings of safety?
- What messages would you like to give to victims of bullying?

Explain that the staff of the school is committed to creating a safe place for all to learn. They would like the school to become a bully-free zone. However the staff cannot do this without the ideas and the support of the children.

Divide the class into groups of five and ask them to imagine a bully-free school.

- What would it feel like?
- How would people talk to each other?
- How would people treat each other?

Display the following questions on the board or IWB for each group to discuss:

- What feelings do we want people in this class to experience? Decide on the three most important
- What can we do to create feelings of safety and belonging in the classroom and school? Decide on at least three actions.

Each group reports on the feelings they would wish for in the class and the actions suggested. Note similarities and differences and discuss. (If telling/reporting bullying is not included, draw attention to this.)

- Can all of these actions be undertaken?
- What ones would be likely to be most effective?
- What actions could be taken immediately?
- What would take longer to plan?
With the class devise a plan and discuss how you would know if it was successful.

**Personal Reflection**
Ask the children to think about all that has been talked about in the class and to identify some things that they can do to help keep the class and school a bully-free place. Ask them to record these in their SPHE notebooks, beginning with: I will....

**Conclusion**
The Worksheet: Reflection on Lessons could be completed for this lesson and then used to review with the children what has been discussed in this unit. Ask them to record what they learned on the Worksheet: What I Learned about Friendship and Getting on with People. You could collect and review these as part on the ongoing evaluation and they may indicate an area needing further work.
Teasing people is no harm. It is only a bit of fun.

If you want to be popular, you have to wear the latest clothes.

Popular people can sometimes be mean.

When it is kept a secret, bullying goes on and on.

If you have been bullying someone, it is hard to stop it.

Even if I don’t really like someone, I can still treat them with respect.

If you are bullied, it is your own fault.

If my friend was bullying someone, I would stay silent about it.

Bullying is sometimes OK.
What I Learned about Friendship and Getting on with People

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 ...

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 NINE
RELATING TO OTHERS

STRAND MYSELF AND OTHERS
Strand Unit Relating to others

INTRODUCTION TO THE UNIT
This unit builds on the 5th Class Walk Tall Programme and allows the children to learn particular skills in communicating with others. The children explore ways of interacting, including behaviour types such as passive, aggressive and assertive. The importance of listening in relationship-building is identified. Communication that causes difficulties (such as name-calling) is dealt with, and the associated feelings explored through drama. Knowing who or what is influencing them can help children to resist persuasive communication and be assertive in their opinions.

Conflict is an inevitable part of life, and through these lessons, 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 the teacher. Children will need practice to fully develop the key skills explored here. You will facilitate this by identifying opportunities in the class and school context where children can be encouraged to practise these skills.

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 Listening
Lesson 3 Assertive Communication
Lesson 4 Influence and Persuasion
Lesson 5 Name-calling
Lesson 6 Conflict
Lesson 7 Responses to Conflict
LESSON 1
COMMUNICATION

CORE CONCEPT
Developing an awareness of verbal and non-verbal communication skills helps us to communicate better.

SPHE CURRICULUM
Strand: Myself and others
Strand Unit: Relating to others
Communication

Content Objective
Explore and practise the many verbal and non-verbal ways in which people communicate with each other

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

Content Objective
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
Writing

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

TEACHER’S NOTE
This lesson can be divided into two sessions.

The room should be organised so that the children can sit in a circle and are able to move into groups.

RESOURCES
• Large quantity of Lego/blocks or crayons and paper
• Page/Copy and Pencil
• Worksheet: Communication Skills (used in each lesson in this unit)

PROCEDURE AT A GLANCE
• Introduction
• Non-verbal Communication Activities
• Verbal Communication Activity
• Discussion
• Conclusion
Introduction

Ask the children to name all the ways we communicate with other people (e.g. talking, signals and symbols, sounds, gestures, facial expressions and other non-verbal communication, written communication). List these. Explain that they are going to do some non-verbal communication activities to start.
- Does anyone know what non-verbal means?
- How do we communicate non-verbally - can you give some examples?

Non-verbal Communication Activities

Leader of the Orchestra

Explain to the children that you need one of them to volunteer to go to another room (or outside the door) for a few minutes. While they are out of the class, a ‘leader of the orchestra’ will be chosen. They will then mime an instrument being played. The other children will immediately copy what the leader does. They can practise changing from one instrument to another while the volunteer is out. The object of the activity is for the leader not to be spotted by the volunteer so it is important that the children don’t stare at the leader, but take their cues from other members of the class. When the volunteer returns to the room, they will have to figure out who the leader is – they have three guesses. If it is proving difficult to find the leader, you can decide to tell the volunteer if they’re ‘hot’ or ‘cold’. Discuss the experience:
- How did the leader communicate?
- What can we learn from this activity about non-verbal communication?
- How easy or difficult is it to communicate non-verbally?
- How important is body language in communicating?

Construction or Drawing Activity

Divide the class into groups of 5-6 and distribute Lego/blocks for construction, or paper, pencils and crayons for drawing to each group. Explain to them that they are going to build or draw a youth club. They will have 7 minutes to do this. Outline the rules:

You are not allowed to speak during the activity – you have to communicate non-verbally.
You each have a responsibility to ensure that everyone is involved.

Allow seven minutes for the activity, and then signal for the groups to stop. Discuss the experience:
- What did you think and feel when asked to do the activity without talking?
- What was it like to work as a group and not talk?
- Did you find it easy or difficult? Why?
- How did you communicate?
- Were there any times when there were misunderstandings?
- How did these misunderstandings happen?
- How did you resolve these misunderstandings?

Verbal Communication Activity

Drawing

Divide children into pairs. Ask each child to create a drawing using only lines and geometric shapes – encourage them not to make it too complicated. Ask them not to let their partner see their drawing. They each take a turn to instruct the other on how to draw their drawing. The first person who instructs does this without answering questions or giving any clarifications.
When the second person is instructing their partner, questions and clarifications are allowed, so this becomes full two way communication. Discuss the experience:
- Was it easy or difficult to make a drawing like your partner’s drawing when you were not allowed to ask questions? Why?
- Were there any misunderstandings?
- What caused them?
- Was it easier when questions and clarifications were allowed? Why?
- What have you learned about communication from this activity?
- What might cause misunderstandings in communication between people (what the person said not being clear, not hearing it accurately, tone etc.)?

Discussion
Tell the children that in a few minutes they are going to talk in groups about a time they were misunderstood. To prepare for this, ask the children to think of a time when they were misunderstood or they misunderstood someone, and to recall how they felt at that time. (Example: you went to the shopping centre to meet your friend but they didn’t show. They thought it was the next day you were to meet.) Allow time for the children to think about this.

Ask them to talk in groups (these could be the same or different groups as before) about the time they were misunderstood or misunderstood someone. Begin by asking them to talk about:
- how they felt when they were misunderstood - allow a few minutes in the group and then take feedback.
- whether the misunderstanding could have been avoided. How? Allow five minutes for group discussion and then take feedback.

- what you have learned about good/effective communication from the activities?

Remind the children of the phrase from Walk Tall 5th Class (Unit 8, Lesson 1):

**WHEN IN DOUBT CHECK IT OUT**
(an important rule of thumb in all communication). Discuss how they might ‘check it out’ if they were not sure what someone meant. Give some examples and explore what most children feel would be the best or easiest ways to ‘check it out’.

Conclusion
Ask the children to identify one important verbal and one important non-verbal communication skill and to record them in the Worksheet: Communication Skills. This should be retained as part of on-going evaluation and will be used in subsequent lessons.
Extension

English as an Additional Language (EAL)
If there are children in the class who have been learning English as an additional language, ask them to tell the other children what verbal and non-verbal communication skills they found the most useful in helping them to communicate with their peers.

Communication Activities

Jigsaw
Divide the children into three groups. Explain to the children that pieces of a jigsaw will be distributed to each group and that the task is for the class to complete the jigsaw puzzle. However, each group speaks its own language which is different from the other groups. Each group’s language consists of only one word. Assign each group a nonsense word e.g. swalaber, grunff and snurkel.

Divide the pieces of a jigsaw puzzle among the three groups (it’s best if the jigsaw is about 100 pieces). Tell groups they have two minutes to plan how they want to communicate with the other groups to put together the puzzle. During this planning phase, group members may communicate freely with one another. When the groups join together to build the puzzle, the only words that may be spoken are the nonsense words assigned to each group.

Explain to the children that they must rely on gestures, eye movements as well as varying the tone, variety, rate, and volume of their vocal communication in order to accomplish their goal.

When the groups join together allow five minutes to try to put the puzzle together.

Remind them to only use their assigned word and to try to communicate by varying their facial expressions, gestures and vocal characteristics.

After 5 minutes invite the children to share their thoughts and feelings on what happened during the activity. The following prompts may be used to encourage reflection and discussion on the activity:
- How well did you communicate with each other?
- In pairs, identify how each one of you contributed to helping communication (ask children to give some examples)
- What have you learned from this activity?

Noise
Ask for three or four pairs of volunteers. Place them opposite one another at some distance e.g. opposite sides of the room. Give one of each pair a sentence to communicate to the other. Ask the rest of the class to stand between the pairs and make noise.

Use the following questions for reflection and discussion after the activity(ies):
- What can we learn from this activity (these activities) about communication (verbal/non-verbal)?
- How easy or difficult is it to communicate non-verbally?
- Where do we get our cues to understand the non-verbal communication of another person?
- How important is body language in communicating?
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>
</tr>
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<tbody>
<tr>
<td>Communication</td>
<td></td>
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<tr>
<td>Listening</td>
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<td>Assertive communication</td>
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<td>Influence and persuasion</td>
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<td>Name-calling</td>
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<tr>
<td>Conflict</td>
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<tr>
<td>Responses to conflict</td>
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</table>
LESSON 2
LISTENING

CORE CONCEPT:
Talking and listening plays an important role in children’s social, emotional and cognitive development.

SPHE CURRICULUM
Strand: Myself and others
Strand Unit: Relating to others
Communication

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

TEACHER’S NOTE
This lesson should take place over a number of days if there is an interview with a selected person (optional).
Selecting an appropriate, available person for the children to interview will need advance planning.

RESOURCES
• Sheet: Question Box and a dice per group
• Worksheet: Communication Skills (used in each lesson)

PROCEDURE AT A GLANCE
• Question Box Activity
• Interview 1
• Interview 2 (Optional)
• Conclusion
Question Box Activity

Explain to the children that they will be doing an activity in groups and while doing it they are also to practise their listening skills. How did you show that you were listening in the non-verbal and verbal communication activities in the last lesson? Ask them to recall what we do when we are listening well. List the children's responses on flipchart or board or IWB.

Divide the class into groups of 5-6. Give each group a copy of Sheet: Question Box and a dice. Explain to them that each child in the group, in turn, is to roll the dice twice, the first time to determine the box (one to six) and the second time to determine the question they will answer. After they have answered the question, the dice is passed on to the next child. Encourage the children to give more than one-word answers, e.g. saying why they like that thing. If someone does give a one-word answer, encourage the other children to ask questions like: Who? Why? Where? When and How? Remind them that only the child who got the question answers the question.

After the activity, use the following questions to prompt discussion:
- How did people show they were listening?
- What was it like to listen attentively?
- What it was like speaking while being listened to in that way?

Interview 1

Explain to them that they are going to practise interviewing among themselves and use all the listening skills they have learned so far in the Walk Tall Programme. After interviewing one other person in the class, they will introduce the person they interviewed to another pair using the information from the interview.

First, ask them to think for a few moments about what they would like to know about their classmates and also what they would like their classmates to know about them. With the class, devise and agree questions to be used in interviewing each other. These can be displayed on the board or IWB.

Note It would be ideal if you first modelled a short interview with a volunteer in front of the class to show them how it might be done, before asking the children to engage in one.

Pair the children and have them interview each other for about five minutes each. Remind them to really listen to each other. Also, remind the interviewer to encourage the interviewee. When one child has finished their interview, they offer a short summary of what they have heard to the other to show that they have heard what was said and to ensure that they have recalled it accurately.

Invite the children to introduce each other to another pair. This could be done where they are sitting, or in a circle. Each child in the pair introduces their partner and summarises what they've learned about them. This continues until each child has had their turn.

Use the following questions to prompt reflection/discussion on the activity:
- How did you find that experience of interviewing?
- How useful were the questions?
- What was it like being interviewed?
- How did it feel to be introduced?
- (Optional question: Who in this community/town/area would you like to interview and why?)

Help the class to agree someone that they as a class would interview. It would be necessary to select someone who is likely to be available.

Interview 2 (Optional)

The following would take place at a later date when a visitor has agreed to come to the class.

Prepare for the visitor

Divide the class into groups of five and ask them to imagine that they will be interviewing this person.
- What would you like to find out from this person?
- What would you want to talk about?
- What questions do you think they will be good at answering (what is their area of knowledge/expertise)?

Ask them to discuss this and write down the questions they would like to ask. Take feedback from the groups and, with the class, finalise the interview questions.

Discuss, agree, and allocate roles for the visit

Decide with the class:
- who will ask the questions (Role 1) (it can be more than one child)
- who will keep a record of the answers (Role 2)
- who will write a piece for the school magazine or the local paper (Role 3)
- who will take pictures (Role 4)
- who will meet and greet the person (Role 5)
- who will thank the person before they leave (Role 6)
- who will write a letter of thanks (Role 7).

Emphasise the importance of listening as this shows interest and conveys respect. Run a role play of meeting the visitor, interviewing them and thanking them, with you or a child taking the role of the visitor. Ask the children for feedback on how the process could be reviewed and adapt as necessary.

Review the Interview

Following the interview with the visitor, discuss the experience:
- What do you think you learned about the visitor?
- About the topic?
- How did it feel to be in the roles assigned?
- How do you think the visitor felt?
- How would the visitor have known that you were interested to hear what they was saying?

Discuss the drafting of the ‘Thank You’ letter and ask the assigned child to prepare this letter.

Conclusion

Ask the children what they learned about listening and communication from this lesson and to record it on the Worksheet: Communication Skills as part of ongoing evaluation.
Extension

Alternative focus of attention in the interviews
As a creative alternative to interviewing a partner, the children could pretend they are someone or something else. They could pretend they are well-known or they could pretend they are an animal, bird, car, rock etc. In this case, the preparation of the questions will need to be more appropriate to the person, thing or animal and children will have to improvise relevant and appropriate questions in pairs. Encourage the children to really get into their ‘character’.
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<thead>
<tr>
<th><strong>Box 1</strong></th>
<th><strong>Box 2</strong></th>
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<tbody>
<tr>
<td>1. What do you most like to do after school? Why?</td>
<td>1. How do you help around the house? Do you like doing it?</td>
</tr>
<tr>
<td>2. Who is your favourite footballer? Why?</td>
<td>2. What do you do when you are bored?</td>
</tr>
<tr>
<td>3. What would you like to find out more about?</td>
<td>3. What do you do when you are feeling energetic?</td>
</tr>
<tr>
<td>5. Which are your favourite clothes?</td>
<td>5. Where would you like to live? Why?</td>
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<tr>
<th><strong>Box 3</strong></th>
<th><strong>Box 4</strong></th>
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<tbody>
<tr>
<td>1. Tell us about your favourite cartoon character.</td>
<td>1. What games do you like to play?</td>
</tr>
<tr>
<td>2. Tell us about your favourite toy or gadget?</td>
<td>2. Which colour do you like best?</td>
</tr>
<tr>
<td>3. If you were an animal what would you be?</td>
<td>3. How do you get to school?</td>
</tr>
<tr>
<td>4. What is your favourite music?</td>
<td>4. Which ways have you travelled - walking, bike, car, train, boat or plane? Which is your favourite? Why?</td>
</tr>
<tr>
<td>5. Who in the world would you most like to meet? Why?</td>
<td>5. What do you like to do on a sunny day?</td>
</tr>
<tr>
<td>6. What is your pet hate, something that you can’t stand? Why?</td>
<td>6. Tell us about one thing you do well?</td>
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<tr>
<th><strong>Box 5</strong></th>
<th><strong>Box 6</strong></th>
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</thead>
<tbody>
<tr>
<td>1. What do you like to do when it is very cold?</td>
<td>Which country would you like to visit?</td>
</tr>
<tr>
<td>2. What sounds do you hear first thing in the morning?</td>
<td>2. How do you feel when you are with younger children?</td>
</tr>
<tr>
<td>3. Which is your favourite season or month? Why?</td>
<td>3. What do you not like to eat or drink?</td>
</tr>
<tr>
<td>5. Where is your favourite place to play or be?</td>
<td>5. What do you do when you get home from school?</td>
</tr>
<tr>
<td>6. What do you see when you look out your window?</td>
<td>6. What is your favourite book, movie or story?</td>
</tr>
</tbody>
</table>
CORE CONCEPT
It is important to teach children the skills needed to deal with conflict in an assertive, respectful way.

SPHE CURRICULUM
- **Strand:** Myself and others
- **Strand Unit:** Relating to others
  - **Content Objective:**
    - Begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others
    - **Resolving conflict**
      - Explore and practise how to handle conflict without being aggressive

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 can find some clips showing different types of behaviour for use in this lesson. One way of doing this would be to identify some characters from television programmes watched by young people that show the behaviour types.

**RESOURCES**
- Pictures and DVD clips (if available) of people being passive, aggressive and assertive
- Worksheet: Behaviour Scale
- Teacher’s Notes: Passive, Aggressive and Assertive Behaviours
- Worksheet: Direct Communication
- Worksheet: Communication Skills (used in each lesson)

**PROCEDURE AT A GLANCE**
- Discussion
- Mime
- Role Play
- Conclusion
**Discussion**

Ask the children to recall what they have learned about verbal and non-verbal communication. Explain that sometimes the way we communicate is clear and is respectful of ourselves and of the other person. Sometimes that is not the situation. **We are going to look at different ways of communicating.**

**Passive**

Show DVD clip or the picture of a person being passive. Ask:
- _What does someone who is being passive sound like and look like?_
- _What would a person being passive do and say?_

You may wish to add to the children’s responses, using the Teacher’s Notes.

Ask the children to think about some characters on television programmes who behave passively. Ask the children if they can think of examples of when they were passive. Discuss times when that is the most appropriate way to behave.

**Aggressive**

Show DVD clip or the picture of a person being aggressive. Ask:
- _What does someone who is being aggressive sound like and look like?_
- _What would a person being aggressive do and say?_

You may wish to add to the children’s responses, using the Teacher’s Notes.

Ask the children to think about some characters on television programmes who behave assertively. Ask the children if they can think of examples of when they were assertive. Was this effective?

**Mime**

Ask the children to stand. Explain to them that they are going to mime the different approaches and experience the difference between them.

**Passive**

Ask the children to remember the description of someone who was passive and to imagine what it would be like not to say what you want to say and agree even though you have a totally different idea. Ask them to take a moment to imagine that and to feel it in their bodies. Then ask them to adopt the physical posture of someone who would do that.

**Aggressive**

Ask the children to remember the description of someone who was aggressive and to imagine what it would be like to always get their way no matter what they had to do to get it or no matter what that did to anybody else. Ask them to take a moment to imagine that and to feel it in their bodies. Then ask them to adopt the physical posture of someone who would do that.

**Assertive**

Ask the children to remember the description of someone who was assertive and to imagine what it would
be like to really respect themselves and others and to want the best for themselves. Ask them to take a moment to imagine that and to feel it in their bodies. Then ask them to adopt the physical posture of someone who would do that.

Finally, ask them what differences they noticed in their bodies and in their thoughts when miming the three different postures.

**Assertive Body Language**

Explain to the children that they are going to spend a little more time on the last of them – the assertive response. Invite the children to recall assertive body language. Ask them to stand again and imagine that they are facing someone. Ask them to:
- Look the person in the eye
- Hold your body upright (feet shoulder-width apart, and imagine being suspended by a string from above so that shoulders are back and straight, tummy is in without tension)
- Consciously relax your shoulders (breathe deep – as you exhale let the shoulders drop – do this three times)
- Try to breathe in through your nose and out through your mouth. Remember not to hold your breath
- Keep your face relaxed.

Ask the children what it felt like when they adopted an assertive stance:
- How did you feel?
- What were you thinking?

**Role Play**

Distribute the **Worksheet: Direct Communication**. Go through the examples of changing aggressive statements to more assertive ones. Then, in groups of threes or fours, ask the children to work on sections two and three. Take feedback from the small groups. Recall elements of assertive behaviour discussed previously. Then ask them, in their groups, to pick one of the situations from the worksheet and develop a short role play where the person is assertive. Ask for some volunteers to do their role plays in front of the class.

Following the role play, ask the person who was assertive in the role play what it felt like to be assertive. Ask the others in the role play what it was like to experience assertive communication. Ask the class:
- What assertive behaviour did you see?
- Did it work well?
- Was there anything else the person could have done or said to be more assertive?

**Conclusion**

Invite the children to identify what they have learned about behaviours that will help them at school, at home, in their local community. This could be written on the **Worksheet: Communication Skills** as part of on-going evaluation.
**Teacher's Notes: Passive, Aggressive and Assertive Behaviours**

**Passive:** When a person responds passively, they don’t stand up for what they believe, don’t speak up when they would like to say something and may say, ‘Yes’, when they don’t really want to. They may think that they have no rights. The passive person may do this in order to be liked or not hurt the other person’s feelings, or just to avoid hassle or conflicts.

**Aggressive:** This person has a bossy approach and insists on getting their own way, sometimes using threatening language or forceful behaviour. They behave in a way that puts the other person down or violates his or her rights.

**Assertive:** An assertive person respects themselves as well as the person to whom they are speaking. They ask clearly and directly for what they need or want. They respond with a confident ‘No’ to things they don’t want. Assertive behaviour is based on the premise that a person’s needs and wants are important, but not more so than the needs and wants of other people. They are likely to seek ways to get the needs of themselves and of the other person met. It is quite different to aggressive behaviour, which comes from the assumption, that a person’s needs and wants can be met at the expense of others, and to submissive behaviour, which develops from the belief that a person’s needs and wants are not as important as those of other people.

To be assertive you need to:

- be clear about what you want
- be open and respectful
- ask for what you want clearly (using an ‘I’ statement)
- listen to the other person’s request
- be (or act) calm
- receive praise and criticism in a balanced way.
Worksheet: Direct Communication

1. Explore these examples of aggressive communication changed to a more assertive form of communication.

- ‘You always say nasty things to me. Shut up!’
- When you speak like that I’m hurt and annoyed. I’d like you to stop it now.
- ‘You always blame me when your pens go missing. You must be blind!’
- ‘I’m hurt when you say things about me that aren’t true. I didn’t touch your pens.
- ‘You’re mean. You always push me when we line up.’
- When you push me I’m angry because it’s not fair that I’m the one who gets into trouble. I want you to leave me alone in future.

2. Make up an assertive response for these situations (try some ‘I’ statements):

- You arranged to meet your friend. You waited for 30 minutes. They didn’t show up...
- A classmate said something nasty about you in front of other children...
- Your brother or sister or friend borrowed your jacket without asking and ripped the pocket...
- A classmate wants to copy your homework...
- You and your friends have left the kitchen in a mess. Your mother will be back in soon...
- Someone pushed in front of you in the queue or line...

3. Think of three different examples that might typically happen to children your age and come up with assertive responses to each of them.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
LESSON 4
INFLUENCE AND PERSUASION

CORE CONCEPT
It is important to be aware of whom and what influences us to enable to be discerning about choices and decisions.

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.

INTEGRATION

**English**
- **Strands:** Competence and confidence in using language
  - Developing cognitive abilities through language
- **Strand Units:** 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
Children need opportunities to practise resistance skills in order for them to be confident enough to use them. There are a number of activities in this lesson that provide these opportunities. It may be practical to do these over two sessions.

RESOURCES
- Scenarios
- Information Sheet: Resisting Peer Pressure
- Worksheet: Communication Skills (used in each lesson)

PROCEDURE AT A GLANCE
- Opening Activity
- Discussion 1
- Thought Tunnel/Conscience Alley
- Discussion 2
- Role Play
- Conclusion
Opening Activity
Start by reviewing with the children what they have learned so far about communication. This is followed by a mime activity.

Mirroring
Divide the class into pairs and ask them to stand facing each other. One is the leader and the other the mirror. The leader begins to make smooth, simple movements, but they do not move their feet or legs. Their partner copies the movement - like a mirror. The leader is not to try to trick their partner – they are to make movements that their partner is likely to be able to copy. Allow each person to be leader and mirror for about a minute or two each. Afterwards discuss the experience:

- What was it like to be leader or follower?
- Was it easy or difficult to follow your partner? Why?
- What helped?
- Why did the mirrors follow the leaders? (This is a rule of the activity).
- We are going to discuss situations where people try to persuade us to do things that we may not want to do.

Discussion 1
Ask the children to identify situations where they or people their age might be encouraged, persuaded, cajoled, or told by their friends or peers to do things. Discuss these situations briefly.

Thought Tunnel/ Conscience Alley
Divide the class in two groups and ask them to position themselves at either side of the room. Assign each group one of the scenarios below or another one more appropriate to the class.

Scenarios
You find a €50 note on the footpath in front of a shop. What do you do?

The teacher has prepared the Christmas tests. At lunch time, you and a friend go back into the classroom to get your friend’s coat. While you are waiting for your friend to put on her coat, you see the Maths test on the teacher’s desk. What do you do?

Ask each group to discuss the possible options that the person has. Having done that, they are to select two options that the person could choose. Divide each group into 2 Teams (A and B). Within each group, each team will take one option. (For example, in Group 1, Team A will say that the child should keep the money, Team B will say that they should hand it in). Ask the teams to discuss the option they are taking, making up as many reasons and arguments for their position as they can. Each child in the team will need to have a different reason for the position, to try to persuade a person from the opposing team of the rightness of their point of view. The children may like to write down the argument(s) they intend to use.

They then form a Thought Tunnel. Each group forms two lines with Team A and Team B facing each other. The first two children in the lines walk down the tunnel, on the opposite side to the stance they have taken e.g. child for Team A walks in front of the children from Team B, while child from Team B walks in front of the children from Team A. As the child walks, they listen to the opposing point of view to theirs, as each child in that line gives reason for their view. When those two children reach the end of the lines, the next two walk down the lines and so on until all have had a turn.
Discussion 2
Use the following questions to prompt discussion:
- What happened?
- How did you feel during the activity?
- What was it like to hear different points of view?
- Did hearing them persuade you to change your mind?
- Why? Why not?
- Did anyone have to adopt a stance that they did not agree with?
- What was that like?

Role Play
Recall the situations identified earlier in the lesson (under Discussion 1). Select one of these situations for the children to practise assertively resisting the persuasion. Before starting the role play, get suggestions from the class about what they could say or how they could move away from the situation. (If they have not been raised by the children, introduce the ideas from the Information Sheet: Resisting Peer Pressure.) Ask for volunteers to role play the situation. The child resisting is to look the other child(ren) in the role play straight in the eye and speak firmly. Practise the scene a number of times with different children. After each role play, the others in the class can comment on what the person resisting did well.

If time allows, divide the class into fours. Ask them to develop a role play around another of the situations identified earlier and practise the skills of resisting. Ask them to report back on what happened and how the issue was dealt with.

Conclusion
Ask the children to identify one way of resisting negative pressure and to illustrate this on a poster. Display the posters. Children record their learning in the Worksheet: Communication Skills as part of on-going evaluation.
Information Sheet: Resisting Peer Pressure

- Stand upright

- Look directly at the person

- Say what you think or want to do in a clear, strong voice

- Suggest a better idea

- Be clear and confident about your opinion no matter what others think

- Give a reason why not to participate in something that is wrong

- Avoid situations that might present difficulties

- Walk away from situations that are difficult

- If a situation seems dangerous, don’t hesitate to get an adult’s help

- Find something else to do with other friends

- Stand up for others e.g. younger children who are experiencing name-calling or bullying
LESSON 5
NAME-CALLING

CORE CONCEPT
Greater awareness of the effects of name-calling can help develop empathy which should lead to less name-calling between children.

SPHE CURRICULUM
Strand: Myself and others
Strand Unit: Relating to others
Communication

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
Recognise and understand bullying and its effects

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 Units: Making drawings
Looking and responding

TEACHER’S NOTE
This lesson will require more than one session.
This lesson links with Unit 7: Lesson 4 (Bullying).

RESOURCES
• Poem: I Am the One (additional anti-bullying poems can be found at http://www.glsen.org/nonamecallingweek)
• Art Materials
• Blank piece of paper
• Worksheet: Communication Skills (used in each lesson)

PROCEDURE AT A GLANCE
• Discussion
• Freeze Frame
• Visualisation/Discussion
• Poem and Art Work
• Conclusion
Discussion

Ask the children to raise their hands (or stand) if they have never been called a name or been talked to in a mean or disrespectful way. Most likely there will be very few or no students with a raised hand.

Ask them to take one minute to think of all the putdowns they hear used regularly. They should not say them aloud, just list or count them in their minds or write them down on a blank page (that will be torn up at the end of the lesson). After a minute of silent reflection, ask them how many they came up with: Ten? Twenty? More? Point out that this tells us that putting others down is an all too common part of our lives.

Freeze Frame

Ask the children how a person might feel if they were called names. List the feelings identified and discuss what these feelings have in common. Divide the class into groups of five. Tell them that in a few minutes they will have to produce an imaginary picture, as if someone took a photo of the scene: Imagine you see a child, your age, being called names by another child. There are 3 other children in the group who are silent.

Invite the groups to show this scene through mime. They have to use body language, facial expressions to show the different children in that situation. Tell them that they will have a few moments to prepare, after which you will count from 10 to 1 and then say: Hold it and freeze. They are then to hold the picture they made until you say: Relax. Have the children prepare and run the freeze frame.

Visualisation/Discussion

You can explain to the children one way of dealing with putdowns: Visualise an umbrella in your hand...open it and hold it over you... when someone puts you down you could imagine what was said sliding off the umbrella and the comments not getting to you... Would that help? Take a moment and imagine one of the put downs you recalled earlier sliding off the umbrella like rain... how did you feel as you imagined this?
Poem and Art Work

Distribute copies of the Poem: I Am the One or put it on the board or IWB. Read the poem aloud.

Check that the children understand the words or combinations of words. Ask for volunteers to read the poem, maybe a sentence per child. The impact of the poem is greater when it is heard in different voices. Then ask the children to read it silently to themselves. Use the following questions to prompt reflection and discussion on the poem:
- What did you think of as you listened to/read the poem?
- How did you feel as you listened to/read the poem?
- Do you think many others feel like the person in the poem?

Divide the class into random groups. Distribute paper and art materials. Ask each group to illustrate a section of the poem (of their choice) and write the relevant line or lines underneath. Display and discuss.

Then ask the children as a class what helpful strategies the child in the poem could use to cope and deal with their experiences.
- What strategies could the children who notice what is happening use? List the children’s responses on the board or IWB.
- How would these be helpful?
- Are there strategies that would not be helpful and should be avoided? Why?

Ask the children to return to their groups. Explain that they are now going to think about how people can support and affirm each other and how people can stand up for each other (unlike in the poem). They are then to write a poem about this. The title of the new poem will be: We Are the Ones. When each group has completed their poem, ask a volunteer from each group to read their poem. Discuss the messages contained in the poems.

Conclusion

Ask the children to share about: a time I stood up for someone ...

Remind the children that they wrote putdowns at the beginning of the lesson: What have you learned that would help you deal with a situation like this in the future? We can now tear up the put downs to remind ourselves that we don’t have to take them on in the future.

The children can tear up their sheet of putdowns now. Their learning can be recorded on the Worksheet: Communication Skills as part of ongoing evaluation.
I Am the One

I am the one
I am the one who is subject to whispers
I am the one who is always being told not to be different.
I am the one who has to pretend, the one who can’t tell my family, the one who walks alone in the hallway.
The one who isn’t sure anymore.
I am the one who is afraid I will be the victim of a hate crime.
I am the one you are afraid to be seen with.
I am the one who is quick to point fingers and laugh, whose friends are on both sides of the line, who conjures assumptions and spreads rumours.
I am the one who is surrounded by people who are all the same. Who wants to stick up for people but doesn’t know how, who wants to say something back.
I am the one who just wants to be accepted.
I am the one who feels powerless.
I am the one who wants to be set free.
I am the one who wants my parents to love me for me Who cares inside but is afraid to speak up. Who always wanted to have the perfect life, but doesn’t know what that means anymore.
I am the one who is threatened by difference.
I am the one who disagrees with my parents.
I am the one who is never safe, who doesn’t know who I can talk to, Who avoids the ones that call me names.
I am the one who is outraged at the harassment I see in my school.
I am the one.
LESSON 6
CONFLICT

CORE CONCEPT
Awareness of our attitudes and reactions to conflict can help us learn to manage conflict more effectively.

SPHE CURRICULUM
Strand: Myself and others
Strand Unit: Relating to others
Resolving conflict

Content Objectives
Discuss how conflict can arise with different people and in different situations
Identify and discuss various responses to conflict situations

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 Units: Making drawings
Looking and responding

TEACHER’S NOTE
Consider conflicts that have arisen in the class and decide whether to refer to these during the lesson. You may need to refer to Teacher’s Notes: Passive, Aggressive and Assertive Behaviours (Lesson 3 in this unit) as this lesson draws on this material.

RESOURCES
• Five large sheets of paper (flipchart) with headings prepared in advance as indicated under Small Group Work heading in procedure
• Markers and Art Materials
• Picture of donkeys
• Worksheet: Conflicts
• Worksheet: Communication Skills (used in each lesson)

PROCEDURE AT A GLANCE
• Picture Analysis
• Group Work
• Discussion
• Worksheet
• Conclusion
Picture Analysis

Show the children the picture of the donkeys and ask them to talk about what they see in the picture:
- What is happening?
- Was there conflict?
- How was it resolved?


You can refer to conflicts that happened in the class that everyone knew about, or ask the children:
- Did any conflicts happen recently in our class that we all know about?
- How did we resolve or manage them?
- Could we have managed them differently/more effectively?

Group Work

The five large sheets of paper should have one of the following headings on each sheet:
What are other words for ‘conflict’?
What are the causes of conflicts?
What feelings do people have when there is a conflict?
What do people do when they are in conflicts?
What are some effects of conflicts?

Spread out the five prepared sheets of paper, each with a marker, in different parts of the room. Divide the class into five groups. Ask each group to choose (or assign) one person to ensure that everyone who wants to say something gets a chance and is listened to. Ask one group of children to stand beside each sheet of paper. Invite them to respond to the question at the top of each page with words or phrases, which they write on the sheet. Explain that they should do it from their own or a child’s perspective. After a few minutes, ask them to move on to the next page and so on until every group has had a chance to add to every page (this is best done in clockwise order so that pages are not missed by groups).

Discussion

Display the sheets of paper on the walls. Discuss the responses to each heading:
- There are many words that we use for conflict – what’s different about them?
- How many feelings are mentioned?
- Are they the kinds of feelings we like to experience?

In their responses to the ‘effects of conflicts’, note the children’s perceptions of conflict as either positive or negative or both. Point this out to them and ask them about it:
- Are the effects mainly positive or negative?
- Is there any time when conflict could be a positive thing?
- Can you give me some examples?
- What does this tell us about conflict?

Draw the children’s attention to what they said about what people do in a conflict situation:
- What are the different ways listed?
- Are these effective or not?
- Can we add any more ways that are effective?

Use what they say or wrote as a way of revising passive, aggressive and assertive behaviour.
Worksheet
Divide the class into pairs and distribute the Worksheet: Conflicts to each pair. Ask the children to read the situations and then to decide if the person has been passive, aggressive or assertive.

Take feedback from the children. Discuss the situations and tease out appropriate ways to handle them.

Conclusion
Ask the children to draw or write how they generally handle conflict situations and to indicate if they are happy with this and why.

This could be recorded on the Worksheet: Communication Skills. You can review this and, if appropriate, plan further work on areas that the children have identified.
## Conflicts

Indicate if the person was passive, aggressive or assertive

<table>
<thead>
<tr>
<th>Situation</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Yuri is watching television. His brother comes in and says he wants to watch a different programme. Yuri says: <em>No!</em> His brother snatches the remote and changes the programme. Yuri leaves the room.</td>
<td></td>
</tr>
<tr>
<td>2 Folami and Aoife meet to go to the cinema. Aoife wants to go to a horror film. Folami definitely does not, but she says: <em>Ok.</em></td>
<td></td>
</tr>
<tr>
<td>3 Daniel and Youseff go into a shop to buy sweets. They have enough for one bag between them. Each wants a different bag that the other doesn’t like. They go for one that both of them don’t mind.</td>
<td></td>
</tr>
<tr>
<td>4 Laura has left her room in a mess again. Her Mam has given out to her before about it. Now her Mam say she wants to sit down with Laura and talk about the problem with the room.</td>
<td></td>
</tr>
<tr>
<td>5 Anna and Julia are neighbours and friends. They used to go home the most direct way, but a few other children from their class waited for them on the way and called them names. So now they go home a longer way.</td>
<td></td>
</tr>
<tr>
<td>6 Every time Ramiro passes Daniel’s desk he knocks something off it. Daniel stops him and says: <em>I don’t like it when you knock stuff off my desk and I’d like you to stop.</em></td>
<td></td>
</tr>
<tr>
<td>7 A group of friends meet to go to the cinema. Some want to see an action movie, others want to see a comedy. They agree to go to the action movie this week and the comedy next week.</td>
<td></td>
</tr>
<tr>
<td>8 Mikel hangs around with a group at a corner every afternoon after school. The children often call other children names, particularly two children in another school. Mikel doesn’t like doing this, but he joins in anyway.</td>
<td></td>
</tr>
<tr>
<td>9 Maja gave Ava an invitation to her party. Encouraged by her friends Ava tears up the invitation in front of Maja. Maja pushes Ava to the ground and tells her what she thinks of her.</td>
<td></td>
</tr>
<tr>
<td>10 Akanni had given Conor a loan of a book. When Conor gave it back to him, it looked like it had been in a washing machine. Akanni takes the book and says nothing to Conor about it.</td>
<td></td>
</tr>
</tbody>
</table>
LESSON 7
RESPONSES TO CONFLICT

CORE CONCEPT
Recognising that there are different ways that people deal with conflict will give children more choices when managing it.

SPHE CURRICULUM
Strand: Myself and others
Strand Unit: Relating to others
Resolving conflict
Content Objective
Identify and discuss various responses to conflict situations

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
• 10 - 20 beanbags (or small hoops or cones)
• Worksheet: Communication Skills (used in each lesson)
• Worksheet: What I Learned About Communication

PROCEDURE AT A GLANCE
• Opening Activity
• Discussion
• Discussion and Role Play/Drama
• Writing
• Conclusion
Opening Activity: Don’t Say a Word

Divide the class into four groups. Outline the rules of the activity for them (below). Place 10-20 beanbags in the middle of the room. Give each group their instructions as outlined in the boxes. These instructions are not to be known to the other groups.

<table>
<thead>
<tr>
<th>Group One</th>
<th>Group Two</th>
<th>Group Three</th>
<th>Group Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place the beanbags in a straight line, end to end</td>
<td>Place the beanbags in a circle, end to end</td>
<td>Place all the beanbags in a corner of the room</td>
<td>Place the beanbags on the windowsill/shelf</td>
</tr>
</tbody>
</table>

Rules of the activity:

1. The object of the activity is for each group to carry out their instructions.
2. Whispering is okay – anything above a whisper will incur a time-out of two minutes.
3. No physical contact is allowed - any physical contact will incur a time-out of two minutes.
4. You have five minutes to carry out your tasks.

Observe what happens. If, after three minutes, the groups are still in conflict, point out that it is not a competition. This may or may not change what is happening in the activity. Allow the activity to run for another two minutes and then stop.

Discussion

Use the following questions to prompt reflection and discussion on the activity:
- What happened?
- How did you feel during the activity?
- Was it easy to carry out your group task?
- Why? Why not?
- Was the task completed?
- If not, why not?
- What did different people do? (Look for evidence of the different behaviour types among their responses.)
- Why do you think they did that?
- Did the instruction after three minutes (if used) make a difference?
- If so, what difference? (Point out that no one said that these instructions all had to be carried out at the same time!)
- How could the tasks have been completed by all groups?
- What does this remind you of in the real world?
- What can you learn from this activity?

Discussion and Role Play/Drama

Divide the class into groups of 4-5 (these could be the same groups as in the previous activity) and ask them to talk about and list typical conflict situations that arise in everyday life for children of their age. Take feedback and select one of these situations to dramatise.

Ask for volunteers to role play the situation showing the conflict (this could be done by individuals or a group). Allow a few minutes for the role play. Ask for suggestions as to what can be done to resolve the conflict. Record the different solutions suggested and discuss possible outcomes to the solutions suggested and together identify a few possible positive solutions.

Invite each group to select one of the solutions to role play, or assign one of the solutions to each group. Allow them time to prepare the role play. Each group then
performs their role play, while the others observe. Observers are asked to listen and look carefully to give feedback on what was good about this solution and any changes they would make. Invite the children to comment on the suitability of the solutions and say which is their preferred one in the situation.

Writing
Ask the children to write about a conflict they did not handle well and how, given all they have learned, they might handle this and other situations more effectively in the future. When they have done this, briefly discuss and list ways of handling conflict situations. These strategies could be displayed as a poster in the classroom and referred to from time to time as issues arise.

Conclusion
With the children, review the work done in this Strand Unit. This can be done by looking at what they have already completed on the Worksheet: Communication Skills. The Worksheet: What I Learned about Communication could also be used as a self-evaluation exercise by the children and reviewed by the teacher.
What I Learned about Communication

Topic: Communication

Name: ____________________________________________

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

In this unit:

I learned ...

I felt ...

I realised ...

I liked ...

I didn’t like ...

On a scale of 1 to 10, where 1 is not so good and 10 is great, how would you rate your ability:

To be clear in your communication? ______

Use ‘I’ statements? _________

Handle conflict situations? _____

Something I’m still wondering about or a question I still have is ...
UNIT 10
DEVELOPING CITIZENSHIP
UNIT 10
DEVELOPING CITIZENSHIP

STRAND MYSELF AND THE WIDER WORLD
Strand Unit Developing citizenship

INTRODUCTION TO THE UNIT
As children grow older, they have the potential to develop awareness of the world around them, both locally and globally. These lessons encourage children to see themselves as citizens in their communities, and on a global level. Through looking at the Charter of Children’s Rights, children learn about their rights and responsibilities. They look at the world through the eyes of individuals and families in other countries and cultures. They are encouraged to develop a sense of responsibility for their local and wider environment through the examination of the concept of carbon footprints, and to take responsibility for their own behaviour in taking care of the wonderful world we live in.

LESSONS IN THIS UNIT
Lesson 1
We Live in our Community

Lesson 2
Between the Cultures? Bridging the Gap

Lesson 3
Paper Bag Game

Lesson 4
Our Rights, Our Responsibilities

Lesson 5
My World, Our World
LESSON 1
WE LIVE IN OUR COMMUNITY

CORE CONCEPT:
Working together for the good of the community and those who live in it helps children to be aware of and support others.

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 community
Identify some local issues of concern and explore possible action that could be taken to address these

National, European and wider communities

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

Arts Education - Visual Arts
- Strand: Drawing

Strand Unit: Making drawings

Maths
- Strand: Data

Strand Unit: Representing and interpreting data
TEACHER’S NOTE
This lesson is an integrated project, which may take a term to complete, depending on the action selected. Two project options are written up as examples in this lesson. The proposed project may have to be discussed with, and have the approval of the BOM and parent groups in the school, depending on project chosen.

RESOURCES
- Pieces of paper, pencil for each group
- IWB/ data-projector and laptops/ computers, printer
- Materials for environmental project chosen (Option 1)
- Materials for story sacks (Option 2)
- Worksheet: Reflection on Lessons

PROCEDURE AT A GLANCE
- Introduction
- Group Work
- Planning
- Group Work
- Reflection
Introduction

Explain to the children that they are going to think about and begin work on a project to benefit themselves and the community in which they live and that they will plan this project together, and, later, possibly with other members of the school and wider community. Initiate a discussion on their prior learning and achievements and how they might previously have improved the physical environment of the school (any small or large undertaking). Explain that they will now have an opportunity to expand on any work already done to benefit their immediate environment by trying to identify an area close to the school that would benefit from their hard work and creativity.

Group Work

Divide the children into small groups. Each group is given a piece of paper and pencil and invited to pick a reporter and someone to record ideas and suggestions. You could also draw on Sheet: Project Suggestions. Ask them to think of what they might wish to do to benefit the environment outside the school, whether there are any groups of individuals they would like to work with. Remind them that, as they are to consider a project to be undertaken outside the school grounds, school management and parents will have to be consulted, as well as neighbourhood and community groups, and that they must bear this in mind during their discussions.

Planning

Record (or ask a child to record) suggestions and ideas from each group on a board or flipchart or IWB and discuss. Explain that sometimes suggestions cannot be implemented for practical or other reasons (such as health and safety or financial reasons) so that less feasible suggestions are eliminated by group consent and agreement. Check that everyone is in agreement with the final project ideas or suggestions by asking questions such as:
- Does anyone have other ideas?
- Does everyone think these are the best ideas?

When the class has decided on a few safe and practical plans/projects, ask them in groups to think about the practicalities involved:
- who needs to be consulted (e.g. Gardaí/local authorities/residents’ committees)
- how this consultation might take place
- how to let people know what you’ve decided.

Group Work

Option 1
Painting a mural/environmental and conservation work

Children could be asked to think about incorporating their own local traditions and folklore into any mural they might be considering. They might consider incorporating the themes or characters from local legends or stories into one section of such a mural, or they might write their school motto or a phrase with special significance to the school in all the languages of the school.

If materials are needed for the project e.g. paints and brushes for a mural, trowels and bulbs for planting, local shops and businesses could be asked for sponsorship and promised an invitation to a launch of the finished project. Letters could be written in English class. The school website might also be updated at
regular intervals, or a newsletter sent out or prominently displayed in the entrance hall, to keep the school community involved and up-to-date with progress. Children might keep personal and/or group diaries with short pieces of report writing and photographs to record the work undertaken and any progress made.

Option 2

Making Story Sacks

Working in groups, the children might make story sacks and present the finished products to some local children’s hospital or group working with toddlers and small children. Explain that a story sack is made from a large piece of cloth or material (an old pillow-case could also be used) and filled with an age-appropriate book and some soft toys and/or puppets to represent the characters in the book, a recording of the story, preferably with music or sound effects, and possibly a game that would enhance or add to the narrative. The sack is usually decorated with motifs from the story and the children could use fabric paints or embroidery threads or make a collage with old pieces of fabric.

Divide the children into small groups and ask them to think of a suitable community project that would benefit from a story sack. When they have selected five or six potential recipients, they might place the names of each in a container and randomly select the ‘home’ to which their story sack will be given.

As with Option 1, the children could write letters asking for material, unwanted DVDs of the stories, new or nearly-new puppets or soft toys. They could appeal for local storytellers and/or for people from other ethnic backgrounds to come in to the class and narrate local legends which could then form the basis of one story sack. Parents and others might be asked for help with designing and decorating the sacks, and families with links to other countries might be asked to incorporate art and design from different cultural or ethnic perspectives.

When the story sacks have been finished, the children could ‘test’ them by bringing them to the children in Junior and Senior Infants, and watch as the children use the story sacks. The senior children could learn by watching and playing with the Junior and Senior Infants as they first explore the story sacks and could make any necessary modifications before presenting them to the chosen hospital or childcare group.

Again, the school and local community could be kept abreast of progress through the children’s regular reports on the school website, blog or newsletter.
Reflection

When the project is finished, and the story sacks delivered to their final destinations, or when trees or bulbs have been planted, or a mural painted, or a patch of ground weeded and tidied, or a care-home visited, the children could invite everyone involved to a ceremony to mark the end of the work and to formally thank those who contributed in any way. Snacks and refreshments might be prepared by the children, possibly with the help of parents and carers, and served to visitors. The diaries, blogs and photographs of work in progress could be prominently displayed and the children (and visitors) might reflect on the positive contribution the project has made to their own learning and personal development.

The children could record their learning from the project on the Worksheet: Reflection on Lessons. This is retained for use in subsequent lessons in this unit.
**Project Suggestions**

*Painting a mural on the outside wall of the school or community hall or making a temporary collage or ‘mural’ on sheets or builders’ hoardings (available from Builders’ Suppliers).*

*Visiting and singing songs/telling stories/listening to stories in an Elderly Day-Care Centre or Nursing Home.*

*Planting bulbs or perennials near pavements in a housing estate, possibly where small trees are growing.*

*Organising a Clean-Up Day for parents and carers and children in a small area; contacting the local Tidy Towns group, as this organisation does a lot to make the environment more attractive.*

*Sowing seeds for native Irish trees in class and then planting them in or near the grounds of the local community centre or parish hall.*

*Organising a fund-raising venture (e.g. a reading or spelling marathon, a cake sale or sponsored walk) to raise funds for a local project where more direct involvement of children is not possible.*
# Reflection on Lessons
## Developing Citizenship

My name is __________________________________________________________________________

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

<table>
<thead>
<tr>
<th>Name of lesson</th>
<th>What I learned</th>
</tr>
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<tbody>
<tr>
<td>We live in our community</td>
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<tr>
<td>Between the cultures?</td>
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<tr>
<td>Bridging the gap</td>
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<td>Paper bag game</td>
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<td>Our rights,</td>
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<td>Our responsibilities</td>
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<tr>
<td>My world, our world</td>
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CORE CONCEPT
Exploring different cultures can help children to appreciate variety and diversity.

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.

Become aware of some of the cultures, life styles and languages of some countries in the European Union and the wider world.

- **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.

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 Unit:** Exploring and making drama

**SESE - Geography**
- **Strand Unit:** Human environment
  - People and other lands

**TEACHER’S NOTE**
As this lesson involves a visit to the class by an adult(s) who was born in another country, it will be necessary to meet those involved and plan the lesson with them.

This lesson links with Unit Eight: Relating to others (Lesson 2 Listening).

You will need to inform the principal of the visit and comply with the school’s child protection policy.

**RESOURCES**
- SPHE Copies, pencils
- Small dots for dotmocracy (if using)
- Worksheet: Reflection on Lessons (from Lesson 1)

**PROCEDURE AT A GLANCE**
- Introduction
- Group Work
- Role Play
- Reflection
**Introduction**

Remind the children that we all come from different backgrounds and have different personalities, that we are all unique, while also having a lot in common. Explain that the children are going to meet and talk about their childhood and culture with a person or people who grew up in another country.

**Group Work**

*Preparation for Interview*

Explain to the children that they first need to think about questions that they feel would make the person or people feel comfortable and that would result in interesting answers.

Suggest that they should avoid closed questions that can be answered with just a ‘Yes’ or a ‘No’ – remind them that they will need to draw out as much interesting material as possible. Give them five to ten minutes to think about some questions they might like to ask, and to create a list which they can write in their SPHE copy.

While the children are thinking of possible questions to ask during the interview, you might list some suggestions which would help the children and then draw their attention to these for consideration:

- Where did you live when you were young? Can you tell us about this place?
- Can you tell us about your school when you were our age? Did you enjoy it?
- Was school life different for you, if so, how?
- What was your favourite and least favourite subject, and why? What language did you speak?
- What music did you like? Was the music like the music you hear in Ireland?
- What was it like for you to come to Ireland? Will you tell us something about that?
- In what ways is Ireland the same as your home country? How is it different?

Give the children another few minutes to consider all these questions and allow them to amend their list if they choose, before asking them to call out some of their suggested headings and questions.

Invite the class to decide on ten or twelve headings and questions that will be used – this could be done by voting or using dotmocracy, where each child is given six dots, and allocates three dots for their top choice, two dots for their next choice, and one for their third choice. The dots are then added up to find out what the top choices are.

Make sure that everyone knows that no one has to ask or answer anything or discuss anything with which they feel uncomfortable.
Role Play

Discuss, agree, and allocate roles for the visit

Decide with the class:

- who will ask the questions (Role 1)
- who will keep a record of the answers (Role 2)
- who will write a piece for the school magazine or the local paper (Role 3)
- who will take pictures (Role 4)
- who will meet and greet the person (Role 5)
- who will thank the person before they leave (Role 6)
- who will write a letter of thanks (Role 7).

(These roles can be undertaken by more than one child.)

Emphasise the importance of listening as this shows interest and conveys respect. Invite the children to use role play to practise questioning – you could first model this using some of the questions on the agreed list. This is an opportunity to show development in the questioning technique and you could add a few more leading questions. Two children could then role play interviewer and interviewee to ask and answer questions.

Reflection

Following the visit, discuss the experience:

- What did you learn about growing up in (name the country)?
- About the experiences of those who visited?
- How is it like or different to your experiences?
- Did anything surprise you? What?

- What did you enjoy most about the visit? Why?
- How do you think the visitor(s) felt?

Discuss the drafting of the ‘Thank You’ letter and ask the assigned child to prepare this letter.

The children can record their learning in the appropriate section of the Worksheet: Reflection on Lessons which is retained for use in subsequent lessons.

Extension

The children could undertake further research on the culture of the country(ies) from which the visitor(s) came.
CORE CONCEPT
Raising children’s awareness of inequalities can encourage actions to reduce it.

SPHE CURRICULUM
Strand: Myself and the wider world
Strand unit: Developing Citizenship
National, European and wider communities

Content Objectives
Realise and begin to understand the unequal distribution of the world’s wealth

Living in the local community
Explore how inequality can 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
People and other lands
Trade and development issues

TEACHER’S NOTE
While the activity in this lesson is set in India, it is important that children realise that this is only one aspect of India. Focussing exclusively on one aspect of a country, can lead to distorted perceptions of the country.

RESOURCES
• A very large supply of old newspapers, paste, sample paper bag, how to make a paper bag, shopping list, large number of counters, chance cards.
• Chart: Distribution of the World’s Population
• Chart: Distribution of the World’s Wealth
• Worksheet: Reflection on Lessons
• A copy of the instructions for making a paper bag found at http://learn.christianaid.org.uk/Images/paper_bag_game_how_to_make_the_bag_tcm16-28873.pdf

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

Ask the class if they think the wealth of the world is divided evenly. Highlight the Charts: Distribution of the World's Population and Wealth. Point out that within the different regions wealth is also not divided evenly. Ask for suggestions as to why this is the case. Explain that they are going to do an activity to highlight what life is like for some people.

Group Work

Divide the class into groups of five to represent a family group. Distribute old newspapers, paste and a pair of scissors to each group. Tell them that in this activity they represent a family living in a village in India. You will represent a shopkeeper there. Give the following context: One of the few ways this family can make money to buy essentials is by making paper bags and selling them to shopkeepers. Each person needs about 26 rupees a day for essentials just to survive.

Show the children the instructions for how to make a paper bag, found at http://learn.christianaid.org.uk/Images/paper_bag_game_how_to_make_the_bag_tcm16-28873.pdf on the IWB. Tell them that they are going to have 20 minutes to make as many bags as they can. They have to work as quickly as they can, but they also have to ensure that the bags are properly made. When a group has 10 bags made, one member of the group brings them to the shopkeeper (teacher). The shopkeeper will pay them one rupee for the 10, unless there is a change in the market. They will also inspect the bags to see if they are made properly. If there is a change in the market, the shopkeeper will give them a card with details of the change.

At intervals, remind them how much time they have left. Give them one or more chance card during the 20 minutes. At the end of 20 minutes, have them calculate how much money they earned, how much they would earn in an hour, and how many hours they would need to work each day to earn 26 rupees for each person.

Discussion

The activity can be followed by a class discussion using some of the following questions:

- Would you have earned enough money to survive?
- How did you organise yourselves in the group?
- Would you have produced more if you had worked in a different way?
- What do you think life is like for families in this situation?
- How would it affect children now?
- And later in their lives?
- How are the shopkeepers so powerful?
- What is the equivalent of shopkeepers in a world market? (multinational companies)
- How do they have power?
- What are your thoughts about inequalities that exist in the world?
- Are there groups and individuals who are treated unequally in Ireland?
Conclusion

Ask the children to return to their groups and to think of one or two ways that they as a class can highlight inequalities. Take feedback and with the class select and plan some actions. Review the progress on these at a later date.

The children can record their learning on the Worksheet: Reflection on Lessons. This is retained for use in subsequent lessons.

Extension

The children could undertake research on child labour dealing with it from an historical perspective and addressing the current situation including possible causes.

This lesson has been adapted from materials developed by Christian Aid. See http://learn.christianaid.org.uk/TeachersResources/primary/pbag.aspx
Chance Cards

The shopkeeper has too many bags and is reducing the price – 12 bags will now be required for one rupee.

There is a shortage of bags, so the price will increase – one rupee will be paid for 8 bags.

Bags are needed for different items, so they will have to be taller and narrower - they will be paid at the same price.
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

- Europe 33%
- Asia 25%
- North America 27.4%
- Africa 3.5%
- Central and South America and the Caribbean 5.7%
- Oceania 2.4%
LESSON 4
OUR RIGHTS, OUR RESPONSIBILITIES

CORE CONCEPT
Raising children’s awareness about universal rights and inequalities can help develop empathy and may lead to change.

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
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 wealth

Living in the local community
Recognise and explore the positive contributions made to the local community by various organisations, ethnic, social or community groups and individuals

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 other lands

TEACHER’S NOTE
Sensitivity is required as there may be children in the class whose rights have been violated.

RESOURCE
• Flipchart pages
• Poster: Summary of Charter of Children’s Rights
• Stories: Children from around the World
• Snakes and Ladders board, dice and counters
• Worksheet: Reflection on Lessons (from Lesson 1)

PROCEDURE AT A GLANCE
• Round and Discussion
• Discussion
• Story and Discussion
• Game
• Conclusion
Round and Discussion
Organise the children into a circle and using a speaking object, asks them to complete the sentence: *Everyone has a right to ...* Encourage them to think of universal rights, not just their own rights. List the rights identified on a flipchart page and check if they wish to add anything to the list. Ask:
- *Do these rights apply to everyone in Ireland?*
- *Does everyone have these rights met?*
- *Do these rights apply to people all over the world?*

Display the *Summary of the Charter of Children's Rights*. Compare the rights listed with the rights contained in the summary.

Discussion
Highlight the rights identified below one by one:
- Children have the right to life
- Children have the right to free and suitable education
- Children have the right to play
- Children have the right to an adequate standard of living
- Children have the right to their own language, culture and religion.

The following questions can be used for discussion of each right:
- *How is this right met in your lives?*
- *Who are the people who help you achieve this right?*
- *Are there ways in which you help others achieve this right?*
- *Are you aware of incidents in Ireland or in other countries where this right is not met?*

Story and Discussion
Divide the children into groups and distribute a story from *Children around the World* to each group. Ask them to highlight where they see needs being met or needs being denied. When the groups have completed this, ask for feedback. The following questions may be used to stimulate discussion:
- *What similarities and differences with your life did you notice?*
- *Are there needs that x... (name child from story) has that are not being met?*
- *Are you aware of incidents in Ireland or in other countries where this need is not met?*
- *What enables or helps people to exercise their rights, while others cannot?* (introduce concepts of justice, democracy).
- *Are there people living in Ireland whose rights are denied?*

Game
Distribute Snakes and Ladders boards, dice and counters to each group. The game is complete when everyone reaches the final box.
Conclusion

Ask the children to reflect on what they have learned in the lesson. This could be recorded on the Worksheet: Reflection on Lessons. Alternatively, they could use the following sentence starters and record their thoughts in their SPHE copy:

Something new I have learned …
Something I have learned from people who live in other places …
Something I can take responsibility for encouraging others to think about is …. Something I will talk to my family members about is …

Extension

The children could design a passport using a notebook. They then select five rights they would like to focus on and record how these rights are met in their lives, or when they will have these rights met (e.g. vote).
Summary of the Charter of Children’s Rights
(adapted from Amnesty’s Lift Off Programme)

Every child has the right to life

Every child has the right to a name and nationality

Children have a right to be with their family or those who will care for them best

Children have the right to enough food and clean water

Children have the right to an adequate standard of living

Children have a right to health care

Children with a disability have the right to special care and training

Children have the right to play

Children have the right to free and suitable education

Children have the right to be kept safe and not to be hurt or neglected

Children must not be used as cheap workers or as soldiers

Children must be allowed to speak their own language and practise their own religion and culture

Children have the right to say what they think and to meet together to express their views
Children from around the World

Florinda
Florinda, 14, comes from Angola in southern Africa. When war reached her hometown, her family fled to Zambia. Tragically, her father was shot dead while they were trying to escape. The rest of the family ended up living in tents in a refugee camp in Zambia for two years. When the war was over, they wanted to return to Angola. ‘The journey was terrible, because we had to wake up early in the morning and walk until midday. When the sun became too strong, we had to stop under the shadow of a tree’, explained Florinda. ‘Around 2pm we would continue walking until night. The hardest thing was we often had no food, so we had to keep walking without eating anything’. Two months later they still hadn’t reached home. So they have settled in a village with lots of families who couldn’t get home either.

When the family arrived at the village, they had nothing. An international charity has given the family a home starter kit – bucket, seeds, blankets and knives. They are now putting the final touches to their new house. ‘We need to put some mud in the walls’, Florinda’s Mum says. At the moment Florinda and her brother are not able to go to school because their Mum can’t afford to buy any school material.

Abebe
Abebe is 10-years-old. He lives on the streets of Addis Ababa, the capital of Ethiopia, in east Africa. Every morning he gets up at 5am and goes in search of things that other people have thrown out but that he might be able to sell at the local marketplace. He has his one meal of the day in the afternoon. In the evening, he looks for somewhere safe to sleep. Abebe would love the chance to go to school so that he could study to become a doctor. However, he would have to pay to go to school, and he doesn’t have enough money or any family to help him. So it is unlikely he will be able to achieve his ambition.

Mariam
Eleven year old Mariam lives in Pakistan in a camp for people who were forced to leave their homes in Afghanistan. Her house is a single-roomed hut, which she lives in with her mother and her younger brother and sister. Every day she gets up at 6am, rolls up the bedding and sweeps the floor. Some days she takes her turn to go to the communal taps to queue for water. Mariam goes to a school for girls that was set up by the international aid agency that runs the camp; otherwise she might not be able to go at all, as her mother could not afford to send her. She has her one meal of the day when she comes home from school and then does her homework before the light fades, as they have no lamp in their home. Once it is dark, she helps her mother finish the chores and then goes to bed.
Children from around the World

Gilbert
Gilbert is 10-years-old. He lives in a village in northern Haiti. He walks to school and is glad to be able to go; some of his friends can’t go because their families can’t afford it. Every year he has to pass an exam to get into the next year of school. When he comes home from school, he helps his father weave tablemats for selling at the marketplace. After this, he plays with his friends. They don’t have many toys, but they make their own kites from paper, sticks and strings, and see who can fly their kite the highest. For dinner he has rice and plantain. The village has electricity, but the electricity supply is weak and it is only on for a few hours. It is also not always on every day, so some evenings they finish the chores and homework by lamplight.

Sangeev
Sangeev is 11-years-old. He lives in India. He leaves the house early in the morning to walk to school with his friends. They go barefoot because it is hot and dusty where he lives. When he comes home, he helps his parents with different jobs. His main job is looking after the family’s goats by feeding and milking them. When he has time, he likes to play football with his brother and their friends. For dinner, he usually has lentil stew with rice and chappatis (flat bread). At night he sleeps on a mat on the floor with his brother.

Angela
Angela lives in Kenya in east Africa. She lives with her grandmother, her two brothers and her baby sister. She gets up just as the sun is rising to collect water for the whole family, as there is no running water in their house. She has to walk to the water pipe that is shared by everyone in the area. It takes her about an hour to walk there and she often has to queue for her turn. Carrying the water up the hill to her house is hard work in the hot sun. In a village like Angela’s, getting the water is a girl’s job, but she doesn’t mind because she knows that it is important and that her family needs the water. When she gets home, she boils the water to make sure it is safe for all of them to drink. Angela’s brothers go to school, but her grandmother needs her to stay at home to help look after her baby sister, to help with the cooking and to do other jobs. Angela hopes that she will be able to go to school again sometime, as she would love to be a water engineer when she grows up and knows she needs to study a lot for that.

More stories about children’s lives around the world can be found at:
www.globalgang.org
http://www.oxfam.org.uk/education/resources
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<thead>
<tr>
<th>1</th>
<th>Start</th>
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<tbody>
<tr>
<td>2</td>
<td>You can practise your religion</td>
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<td>3</td>
<td>You can visit relatives abroad</td>
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<td>4</td>
<td>There is no discrimination</td>
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<td>5</td>
<td>You have a fair trial</td>
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<td>6</td>
<td>You are treated fairly</td>
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<td>7</td>
<td>You are not allowed to meet as a group</td>
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<td>8</td>
<td>You may not use your own language</td>
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<td>9</td>
<td>You are forbidden to marry</td>
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<td>10</td>
<td>You are denied access to legal aid</td>
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<td>11</td>
<td>You are homeless</td>
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<td>12</td>
<td>You help choose the leader for your country by vote.</td>
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<td>13</td>
<td>You can go to school</td>
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<td>You are attacked by soldiers</td>
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CORE CONCEPT

It is important for children to be aware of the impact of their lifestyle on the environment.

SPHE CURRICULUM

Strand: Myself and the wider world

Strand Unit: Developing citizenship

Environmental care

Content Objectives

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

Living in the local community

Recognise and understand the role of the individual and the various groups in the community

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

TEACHER'S NOTE

There may be particular issues in some areas that are causing difficulty or controversy which you should be aware of – for example, pollution of a local river by a factory in the area, or other environmental issues.

RESOURCES

- Art Materials to make posters
- Worksheet: Reflection on Lessons
- Worksheet: Reflection on Developing Citizenship

PROCEDURE AT A GLANCE

- Introduction
- Pair Work
- Discussion
- Poster
- Conclusion
Introduction
Ask the children if they have ever heard of the term: Carbon footprint? What does it mean? Get ideas from the children. Explain that our carbon footprint is how much of the Earth’s natural resources we use.

When the Earth’s natural fuels are used, carbon dioxide is emitted into the atmosphere. Every time we buy something, use something, or drive, we use some of the Earth’s natural resources either directly or indirectly.

Pair Work
Divide the class into pairs. Assign each pair one of the following five areas:
- Transport to school or work
- Eating out
- Doing laundry
- Use of electronics like computers in the home
- Electricity use.

Ask them to discuss and list the ways that carbon dioxide is emitted, either directly or indirectly through this behaviour. Each pair can then link up with another pair who have discussed the same area and agree three or four points to share with the rest of the class. You can point out that in Ireland we use a lot of fossil fuels, we buy lots of food that has been transported long distances, we have only begun to recycle, and we still throw out a lot of things.

- Can you think of ways we in Ireland can reduce our carbon footprints? List these and discuss.
- How might you use less electricity?

Use the sentence starter: One way I will reduce my carbon footprint is …to allow each child consider what they can do.

Discussion
Ask to children to identify things that could be done in the area/community to reduce the carbon footprint of their area. These ideas are recorded on the board or IWB. Discuss these and encourage children to identify the ones that they consider most important. Ask them: Who or what groups in the community would be interested or could help with this?

Suggest that, either as a class or through a group such as a Green School Action Group, they write a letter to their local representatives or a local community group and/or the local newspaper detailing their concerns and suggestions.

Poster
Ask each child to make a poster showing what they will do to reduce their carbon footprint. They can bring this home and discuss it with their family, and how, as a family, they might reduce their carbon footprints.

Conclusion
The children can record their learning from this lesson on the Worksheet: Reflection on Lessons. This worksheet will assist children in evaluating their learning over the whole unit which can be recorded on the Worksheet: Reflections on Developing Citizenship. You may wish to review children’s answers and identify any issues that could be the subject of further work in this area.
Reflection on Developing Citizenship

Unit: ______________  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 ...

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: __________________________________________
INTRODUCTION TO THE UNIT

Media has always been a very significant and influential aspect of people's life, including the lives of primary school children. 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.

These lessons build on the work done previously in 5th Class Walk Tall and extend it to include work on newspapers, and the role played by media in our perceptions of minority groups. Portrayal of emotions in media, particularly in the advertising media as a way of influencing spending, is a new feature in this unit.
LESSON 1
ALL YOU NEED IS LOVE?

CORE CONCEPT
Raising children’s awareness about how emotions are depicted and used in the media to influence our spending is a key aspect of media education.

SPHE CURRICULUM
Strand: Myself
Strand Unit: Feelings and emotions

Content Objective
Discuss the different types of love that exist and explore how love is portrayed and defined in music, films, books, magazines and other media

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

TEACHER’S NOTE
As this lesson focuses on different types of love, children may wish to discuss a variety of relationships (e.g. heterosexual, homosexual) which should be done in the context of the school ethos.

Teachers should be sensitive during this lesson to children who may feel a lack of love in their lives.

RESOURCES
• Worksheet: Favourites
• Worksheet: Love! Love! Love!
• Worksheet: Reflection on Lessons (one per child in each case)

PROCEDURE AT A GLANCE
• Worksheet
• Pair Work
• Discussion
• Homework
• Conclusion
Worksheet
Give out the Worksheet: Favourites and ask children to fill it in individually at first, and then share what they have written in pairs or small groups. Invite the children to share some examples of favourite books, films, advertisements, TV programmes, songs, magazines, and to talk about why they chose their particular favourites. Ask:
- Why is that your favourite (book/film/advertisement/song/magazine etc)?
- What does it tell about (theme)?
- Do you think it is like real life or fantasy?
- Is that good or bad?

Paired Work
Arrange children in pairs (if not already done), and explain that today we are going to be talking about an emotion that is all around us, that people sing about, make films about, write about and create pictures and art about – ask them to guess what emotion that might be. Write LOVE on the board, and in their pairs, ask children to think about all the phrases that they have heard about love, either in song, writing of any description, on television etc. (It will help if you have some current examples to hand). If any pair has identified songs, they might be willing to sing a line or two – as long as they are age-appropriate this can be encouraged! Alternatively, you could ask the children to identify if any of their favourites are about love - and if so, what messages do they give about love. These could be noted on the board for later.

Discussion
Still in their pairs, ask children to think about all the different types of love that are portrayed in the media and that occur in real life (while there may be saturation of portrayals of romantic love in the media, this does not reflect all the kinds of love that people experience in their lives). Ask: Since you were born, what kind of love have you experienced? Write down the children’s answers on the board, adding in any notable omissions. The list could include the following:

- Parents and children
- Between siblings
- Grandparents and grandchildren
- Wider relations – aunts/uncles/cousins
- Between friends
- Community/neighbourhood

Now ask: What kind of love do you think you might experience in the future? Write down any answers in addition to those already mentioned – and mention that many of the former types of love continue into adulthood. Ask: Why do you think love is written about/sung about/portrayed so much in books/films/advertisements?

Homework
Tell the children that you want them to identify where they see love portrayed in advertisements over the next few days. Ask: Where might you see advertisements? (on billboards, in magazines and newspapers, on television, on posters etc.). Remind them of the different types of love that they have identified and ask them to pick one or two that they are going to get examples of. These can be noted on the Worksheet: Love, Love, Love!
Conclusion

After a few days or a week, discuss with the children their findings in relation to advertisements that portray love. Ask:
- Did anything surprise you?
- Why do you think advertisers would use love in their advertisements?
- Is it a realistic portrayal of love or idealistic?
- Why do you think that is?
- What kind of products do you think would be suitable for a love theme if you were an advertiser? (e.g. greeting cards, baby products, romantic holidays/meals out etc.)
- What would not be good to advertise using a love theme? (e.g. household products – although sometimes even they use the love theme if a partner is cleaning to impress!)

Ask:
- Do you think that using a love theme would influence you to buy something? What?
- Would you buy a magazine if there was something about teenage love on the cover?
- What about going to a film?
- Buying or reading a book?
- What does that tell us about ourselves?

Encourage the children to discuss what they have learned about how love sells and write up one or two statements on the board to summarise. Explain that over the next few lessons, they will be looking at different types of media which will include lots of emotions and themes – but to keep in mind what they have learned about love in this lesson!

The children can record their learning in this lesson in the appropriate space on the Worksheet: Reflection on Lessons. This is used in all lessons in this unit, so should be kept in a safe place.

Extension Work

Children could explore other emotions used in the media (e.g. newspapers, advertisements) to promote sales or a particular product – for example fear/jealousy/hatred/sadness. These could be highlighted throughout the lessons in the Media Education unit.
Favourites

This worksheet is all about your favourite things in life – see how many you can write about in the time given and be prepared to share with a partner!

Food:

Animal:

Colour:

TV programme:

Film:

Advertisement:

Painting/picture/photograph:

Magazine:

Person:

Flower:

Computer game:

Book:

Band/singer:

Song:

Actor/actress:

Animal:

Comedian:

TV Soap:
Love! Love! Love!

Use this worksheet to note any times or places you see love used to sell a product or service over the next week. Remember – the word love might not be used, but it might be hinted at!

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<thead>
<tr>
<th>Time/place</th>
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Reflection on Lessons: Media

My name is ____________________________________________

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

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<tr>
<th>Name of lesson</th>
<th>What I learned</th>
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<td>All you need is love?</td>
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<td>Advertising</td>
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<td>Mass media and minorities</td>
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CORE CONCEPT
Our ability to be discerning media users grows as we understand how information is conveyed and some of the techniques used in the media.

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
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

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

TEACHER’S NOTE
This lesson may be completed over a number of sessions.

RESOURCES
• Art Paper, markers, crayons, paint
• Voice Recorders; Cameras; Camcorders; Computer (if available, children could access these to develop their message)
• Worksheet: Reflection on Lessons (from previous lesson)

PROCEDURE AT A GLANCE
• Introductory Activity
• Group Work/Discussion
• Creating a Message
• Conclusion
**Introductory Activity**

Remind the children of the work done in the previous lesson and encourage them to think of the messages that they identified around the portrayal of love. Explain:

*Most of the time there is a message being conveyed in an advertisement, newspaper article, or poster. Today we’re going to explore ways of conveying messages.*

Invite the children to stand. Explain that they are going to move around the room at a given signal (e.g. a handclap). They stop when they hear the signal and stand opposite the person who is closest to them. Give them a category (e.g. health).

They must decide on a message they want to give the person about health and take turns doing so. Clap to signal them to move around again.

This can be repeated three-four times, using the following categories of messages: health, safety, environment, school, friends (or other categories you decide on).

**Creating a Message**

In the previous activity, the children have given messages to each other. Now in groups they’re going to create a message for a wider audience. Divide the children into five or six groups. Give each group one of the previous categories and tell them they have to negotiate within their group what message they want to convey. They are going to plan to create a message. The groups are going to decide the following:

- What message they want to get across
- To what audience

- How they are going to develop the message
- What kind of medium/media they are going to use to create the message
- Who will do what, when, how.

Give them time to plan the work that needs to be done and to get your agreement to it. A class can be subsequently given over to the development of the message by the groups.

**Presentation**

When all messages have been developed and produced, a class can be given over to listening to or viewing the messages. Each group presents their message and can be questioned by other groups. Questions such as the following could be asked (these could be put on board or IWB and groups could choose one question they want to ask):

- Why did you choose that particular message?
- Why did you choose that medium?
- Were there any particular challenges in developing/producing the message?
- How did you manage challenges that arose?
- What audience were you targeting your message at?
- How do you feel about the finished product?
- What have you learned from your experience?
- What might you do differently if you were to do it again?
Conclusion
In their groups the children could discuss what they liked about the messages from other groups and how they might change their own message if they were doing this again. They could fill in the appropriate section in the *Worksheet: Reflection on Lessons*.

Extension
Class Vote
Children could vote for the message they felt was the best under a number of categories:

- Most important message for adults/children
- Most believable message
- Most influential message
- Best message in terms of medium used
- Most likely to be remembered message
LESSON 3
PRINT MEDIA: NEWSPAPERS

CORE CONCEPT

Analysis of different newspapers will allow children to become informed and discerning about their content, role and influence.

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
- Identify the audiences at which different aspects of the media are aimed
- Recognise unequal treatment of sexual roles and other issues in literature, advertising, drama, magazines and other media

INTEGRATION

English

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

TEACHER’S NOTE

This lesson is best done in two parts and on consecutive days, the first part being the general analysis of a newspaper and the second part the specific analysis of one article, an exercise and the discussion.

It is better if you buy the newspapers as there may not be as broad a range from the children’s own situations. (A local newsagent might be willing to provide the school with the previous day’s papers.)

RESOURCES

- Different newspapers from the same day (at least seven of the following: Irish Times, Irish Independent, Irish Examiner, Daily Mail, Mirror, Star, Sun; a local paper)
- Markers, highlighters, rulers
- A Basic Guide for Work on Newspapers (one copy per group)
- Worksheet: Reflection on Lessons (from Lesson 1)

PROCEDURE AT A GLANCE

- Group Work 1 and 2
- Discussion
- Group Work 3
- Conclusion
Group Work Part 1
Divide the class into seven (or more) groups. Assign each group a newspaper. Distribute markers or highlighters. Display the following questions on board or IWB for the groups to work through and record on a page or their SPHE copy:
- How much does your newspaper cost?
- How is your newspaper organised?
- Size, sections, supplements?
- Who might read your newspaper? Why?
- Is your newspaper easy or difficult to read?
- What makes it easy or difficult?
- What kind of visual images/photographs are included in your newspaper?
- Does this tell you anything about your newspaper?
- What is the ratio of print to visual images in your newspaper?
- What is the most important/least important part of the newspaper? Why?
- Does anything surprise you about your newspaper?
- What did you learn from your examination of your newspaper?
- In what way are different groups: women, men, children presented in the newspaper you have been studying? Give examples.
- In what way are minority groups in the country presented? Give some examples from your newspaper.

Group Work Part 2
Use A Basic Guide for Work on Newspapers for analysing newspapers with the groups. You should identify one item of news that most or all of the newspapers have covered. Ask the children to focus their attention on this item. In this way they will be able to compare how different (or not) the papers are. Section A is completed first, followed by discussion.

Discussion
Ask each group to talk about their examination of the article or report on the chosen news item. Compare the information reported and the approach taken between newspapers using the following questions:
- What did you find out about the newspaper’s approach in the article?
- What does this comparison of approaches tell you about the newspapers?
- What kind of influence do newspapers have on our views/opinions?
- What kind of influence do the media in general have?
- Generally do newspapers report facts or give opinions?
- In the article you focused on was there more fact or more opinion?
- How important is it to be aware of the difference between fact and opinion in newspapers and in the media?

The groups now focus on Section B of the Basic Guide for Work on Newspapers. On completion of this work, the following questions can be used to generate discussion:
- Of the six events that could be reported on, which one did your newspaper choose to cover?
- What does this tell us about the newspaper?
- To which event did you send the photographer? Why?
What does this tell us about the newspaper?
Where would you place the report in the newspaper?
What does this tell us about the newspaper?

Conclusion
Ask the children what they have learned about, newspapers from the activities they have experienced or ask the children to fill in the relevant section of the Worksheet: Reflection on Lessons.

Extension
Write a newspaper article on one agreed event or issue based on the style of the newspaper you studied.

Conduct a ‘Scavenger Hunt Quiz’ on a number of the newspapers. Each group prepares ten questions on their newspaper, then hands the newspaper and questions over to another group.

Compare how an event is reported in the newspaper and on the internet or television. Are they the same or different? How? Why?

Create your own newspaper. Children could design their own template for this (or you could source one online). This could be posted on to the school website.
A Basic Guide for Work on Newspapers

Section A

As a group answer and discuss the following questions about your article:

Headline (How big is it? What kind of language is used?)

Look for an author of the piece. Is there a name or a news agency?

Generally, newspaper reports should answer the following questions: who, what, where, when, how, and why. Does this piece answer them?

Can you tell from the language of the item whether it is fact or opinion or a combination of both?

What difference does that make?

Is there more than one point of view reported?

What difference would that make?

Does the author have a particular opinion?

Would this article influence what a person thinks? How so?

Section B

Imagine you are the editorial group for your newspaper. A number of reports have just come in. There are six possible stories. There is only one journalist available and one photographer. Which story would you cover? Where do you, as a group, send them? When you get the story where in the paper would you be most likely to put it (Front page, inner pages, near top or bottom of page etc.)? The stories are:

The Taoiseach is about to make an important announcement on the state of the economy

A celebrity is going to open a shop

The body of a young man has been found. He has been shot.

The trial of the celebrity who punched an intrusive photographer is going to start

A group of residents are going to stop traffic near their homes to highlight how dangerous it is for children on the roads

The Gardaí are about to hold a press conference about a man who has been swindling elderly people out of their money
LESSON 4
ADVERTISING

CORE CONCEPT
Awareness of different forms of advertising will help children to become more discerning and critical in relation to advertising and the techniques used to promote lifestyles, products and ideas.

SPHE CURRICULUM
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
Strand: Competence and confidence in using language
Developing cognitive abilities through language

Strand Units: Oral
Reading
Writing

TEACHER’S NOTE
It is preferable to allow groups of children to work on a computer to see the images or photographs in ads you have chosen. If this is not possible, then show the whole class all the images, but assign only one image or ad to each group.

As children may be accessing images from the internet or YouTube, it is important to be aware of and comply with the school policy on acceptable internet use.

If it is not possible to work with computers, then use a print medium (magazines).

RESOURCES
• A collection of images from advertisements for a variety of commodities (runners, chocolate, toys, cereals, etc.) taken from websites on the internet e.g. YouTube and put on individual discs, or a wide variety of a lot of magazines
• Worksheet: A Guide to Reading Advertisements
• Worksheet: Reflection on Lesson (from Lesson 1)

PROCEDURE AT A GLANCE
• Image Analysis
• Group Work
• Discussion
• Conclusion
Image Analysis

Show the children the images/advertisements collected. Ask the children: *What images are used in advertisements and where do they come from?* With regard to creating images, ask the children: *What techniques are used when making images?* It would be very useful if the techniques identified by the children could be shown on the computer:

- Background, foreground
- Vantage point – photo taken from above, below or straight on
- Contrast – light, dark, shade
- Colour - photographers can use filters to enhance or change colours
- Framing and cropping – show a full picture, then what is left out
- Close up and far away
- Airbrushing

Discuss the effects of the different photographic techniques. Ask the children:
- *Why are these techniques used?*
- *What effects do these techniques have on the image and on the person viewing them?*
- *What do you think you are seeing when you look at an image that has been created using any of these techniques (e.g. airbrushing)?*
- *Is it real? Fake?*
- *How would you know the difference?*

You can explain that they are seeing the world through the photographer’s or camera person’s eyes. They select, delete and generally shape the image to their way of understanding. That means that you are seeing what they wants you to see. Photographers may not always be aware of this, but advertisers certainly are. *We do the same when we take photos of ourselves or our family – but we usually don’t airbrush them!*

Ask the children what the differences are between still images and films or DVDs. Explain to them that while moving and still images are very different, the approaches and techniques in both are quite similar. Explain to them that they are now going to look at advertisements and the images and words used in them in detail.

Group Work

Divide the class into groups of three or four. Distribute the Worksheet: A Guide to Reading Advertisements. Go through the worksheet with them. Assign each group an advertisement or image on disc and a computer.

Alternative Group Work

Divide the class into groups of three or four. Ensure each group has a bundle of different magazines (they can be mixed) and that every child has a magazine. Distribute the Worksheet: A Guide to Reading Advertisements. Go through the worksheet with them.

Discussion

Use the questions on the worksheet and the children’s responses as the basis for a discussion. Invite them to give feedback on their findings:
- *Was there anything that surprised you?*
- *Why? Why not?*
- *Will this change how you will view ads in the future?*
Conclusion
Ask the children what they have learned from the activities they have experienced about advertising in particular and the mass media in general, or ask the children to fill in the Worksheet: Reflections on Lessons.

Extension
Subvertising
Subvertising is a composition of the words ‘subvert’ and ‘advertising’. The main aim of subvertising is to make fun of advertisements in order to make a statement about or to subvert their intended message. This can take the form of a completely new image being super-imposed on the original or changing the existing words and images. Many examples can be found by putting the word, ‘Subvertising’ into any search engine – it should give you an ‘images’ option or go to http://www.flickr.com/groups/subvertising/pool/.

Given that advertisers use a variety of tricks, including subliminal techniques, to gain our attention and to influence us, providing the children with opportunities to create subvertisements will give them insights into the workings of advertisements and also give them some element of power over the message.

Ask the children, in their groups, to pick some advertisement(s) from the magazines. The simpler the advertisement, the easier it will be to ‘subvert’. Ask them to find the messages in the advertisements and also the messages that are not there e.g. in advertisements for alcohol there are serious problems attached to consuming alcohol that are not included in alcohol advertising. Invite them to change the advertisements they picked in such a way that the ‘message’ of the advertisement is changed. The following are three ways in which advertisements can be changed:

1. Change the text of the ad, but keep the same image.
   For example, an advertisement for ‘Cool Beer’ could be made to say ‘Fool Beer’.

2. Keep the slogan but put a spin on it by changing the image.
   For example, beer bellies could be added to some of the young drinkers in an alcohol advertisement.

3. Change both the text and the image.
   In this case, the children will need to stick closely to the font, colours and format of the original advertisement in order to make the subvertising work. (These three ideas are from the Adbusters website http://www.adbusters.org/)

Display their results on the noticeboard or around the school.
A Guide to Reading or Looking at Advertisements

Who created this advertisement or image?

What message is it trying to convey?

How do you know?

Would other people get a different message?

What creative techniques are used to attract attention?

Does the advertisement show the purpose of the product? Does it try to sell the product by linking it with desirable qualities?

What values, lifestyles and points of view are represented in this advertisement?

What values, lifestyles and points of view are omitted from and could or should have been included in this message?

What is the purpose of this advertisement?

Who benefits from this image or ad?
CORE CONCEPT
Awareness of how minorities are presented in the media encourages children to look more deeply at the role of the media in influencing and shaping their images of and attitudes towards minorities.

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

Content Objective
Recognise unequal treatment of sexual roles and other issues in literature, advertising, drama, magazines and other media

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

TEACHER’S NOTE
The issue of minorities is one which is very relevant yet it can be a sensitive area to discuss in class. Before starting this lesson, remind the children about the importance of respecting one another, being fair to one another, valuing our uniqueness, our similarities and our differences – this may be covered in the class contract.

Minority groups might include ethnic groups, in terms of their language, nationality, religion or culture; people with disabilities; people who are poor or unemployed; people who are younger or older than 18 to 60 years, and people of a minority sexual orientation.

RESOURCES
• Newspapers and magazines from previous lessons
• Worksheet: Reflection on Lesson (from Lesson 1)

PROCEDURE AT A GLANCE
• Thoughtshower
• Group Work
• Survey
• Discussion
• Conclusion
Thoughtshower
Ask the children:
- What does the word minority mean?
- Where does it come from?
- Who are the minority groups in Ireland at the moment? List these on the board or IWB.
- What minority groups were in Ireland in the past?

Group Work
Divide the class into groups of four or five. Ask some of the groups to go through the books in the class (or school) library and take note of books that are about or include people from minorities in Ireland. Ask the other groups to check the website catalogues of Irish publishers of children’s books (list available at http://www.publishingireland.com) where they can read book summaries and decide if the book is about a minority in Ireland or not.

Each group can be invited to report on their findings, and other groups are encouraged to ask them questions on their findings. Ask them:
- Are minorities well represented or under-represented in books in this country?
- Why do you think that is so?

Survey
In their groups, distribute the newspapers and magazines that they have used in previous lessons. Ask the children to conduct a survey of newspapers and magazines for images, stories and advertising involving minorities in Ireland. In stories involving minorities ask the children to note how the people were represented, bearing in mind the following questions:
- Are they the principal subject of the article (advertisement), or are they in the background?
- Is the article based mostly on fact or mostly on opinion?
- Does it show the people in a positive or a negative light?
- How do you think the article wants you to feel about them?
- What adjectives would you use to describe the people in the article?
- Are these mostly positive, negative or neutral?

Discussion
Invite the children to report their findings. Encourage them to ask questions of each other about the findings.

Conclusion
Ask the children what they have learned about minorities and the representation of minorities in the mass media from the activities they have experienced or ask the children to fill in the Worksheet: Reflection on Lessons.

Extension
Encourage the children to note, while watching television at home, coverage of minorities in programmes, news items, etc. They could write a short report on the depiction of the people from a minority group in any medium, stating the light in which they were represented. The short reports can be read out in class. The report writer can be questioned on their opinion.
While children are encouraged to become discerning media users, they should know about and engage in recreation alternatives to screen media.

**SPHE CURRICULUM**

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

**Content Objectives**

Explore various recreation and leisure activities as an alternative to watching television

**TEACHER’S NOTE**

The instruction part of this lesson is in the preparation for, and organisation of a specific event, **Screen-free Day**, and the reflection on it afterwards. The activity part of the lesson will take place outside of school.

A letter could be sent home to explain the event (see sample letter) and its purpose, as well as inviting support and encouragement to participate with their children.

This event is organised for particular times during the year and is organised worldwide. In consultation with the principal and the staff, it could be a whole school event.

**RESOURCES**

- Sample letter to parents and guardians
- Worksheet: Reflection on Lessons (from Lesson 1)
- Worksheet: What I Learned About Media

**PROCEDURE AT A GLANCE**

- Poem
- Discussion
- Thought shower
- Homework
- Discussion
- Conclusion
Poem

Read or show the poem from *Charlie and the Chocolate Factory* (Chapter 27), sung by the Oompa-Loompas, upon the terrible fate that befalls Mike Teavee:

**Poem: Mike Teavee...**

The most important thing we’ve learned,
So far as children are concerned,
Is never, NEVER, NEVER let
Them near your television set—
Or better still, just don’t install
The idiotic thing at all.
In almost every house we’ve been,
We’ve watched them gaping at the screen.
They loll and slop and lounge about,
And stare until their eyes pop out.
(Last week in someone’s place we saw
A dozen eyeballs on the floor.)
They sit and stare and stare and sit
Until they’re hypnotised by it,
Until they’re absolutely drunk
With all the shocking ghastly junk.
Oh yes, we know it keeps them still,
They don’t climb out the window sill,
They never fight or kick or punch,
They leave you free to cook the lunch
And wash the dishes in the sink—
But did you ever stop to think,
To wonder just exactly what
This does to your beloved tot?
IT ROTS THE SENSES IN THE HEAD!
IT KILLS IMAGINATION DEAD!
IT CLOGS AND CLUTTERS UP THE MIND!
IT MAKES A CHILD SO DULL AND BLIND
HE CAN NO LONGER UNDERSTAND
A FANTASY, A FAIRYLAND!
HIS BRAIN BECOMES AS SOFT AS CHEESE!
HIS POWERS OF THINKING RUST AND FREEZE!

HE CANNOT THINK—HE ONLY SEES!
‘All right!’ you’ll cry. ‘All right!’ you’ll say,
‘But if we take the set away,
What shall we do to entertain
Our darling children? Please explain!’
We’ll answer this by asking you,
‘What used the darling ones to do?
‘How used they keep themselves contented
Before this monster was invented?’
Have you forgotten? Don’t you know?
We’ll say it very loud and slow:
THEY...USED...TO...READ! They’d READ
AND READ and READ, and then proceed
To READ some more. Great Scott!
Gadzooks!
One half their lives was reading books!
The nursery shelves held books galore!
Books cluttered up the nursery floor!
And in the bed, by the bed,
More books were waiting to be read!
Such wondrous, fine, fantastic takes
Of dragons, gypsies, queens, and whales
And treasure isles, and distant shores
Where smugglers rowed with muffled oars,
And pirates wearing purple pants,
And sailing ships and elephants,
And cannibals crouching ‘round the pot,
Stirring away at something hot.
(It smells so good, what can it be?
Good gracious, it’s Penelope.)
The younger ones had Beatrix Potter
With Mr. Tod, the dirty rotter,
And Squirrel Nutkin, Pigling Bland,
And Mrs. Tiggy-Winkle and—
Just How The Camel Got His Hump,
And How The Monkey Lost His Rump,
And Mr. Toad, and bless my soul,
There’s Mr. Rat and Mr. Mole—
Oh, books, what books they used to know,
Those children living long ago!
So please, oh *please*, we beg, we pray,
Go throw your TV set away,
And in its place you can install...
A lovely bookshelf on the wall.
Then fill the shelves with lots of books,
Ignoring all the dirty looks,
The screams and yells, the bites and kicks,
And children hitting you with sticks—
Fear not, because we promise you
That, in about a week or two
Of having nothing else to do,
They’ll now begin to feel the need
Of having something good to read.
And once they start—oh boy, oh boy!
You watch the slowly growing joy
That fills their hears. They’ll grow so keen
They’ll wonder what they’d ever seen
In that ridiculous machine,
That nauseating, foul, unclean,
Repulsive television screen!
And later, each and every kid
Will love you more for what you did.
P.S. Regarding Mike Teavee,
We very much regret that we
Shall simply have to wait and see
If we can get him back his height.
But if we can’t—it serves him right.

Ask the children if they agree or disagree
with the sentiments expressed in the
poem. Explain to them that Roald Dahl
wrote that poem in the early sixties when
there wasn’t that much television or many
television sets. Ask them to imagine what
kind of poem he would write now:

- Would he feel the same or worse?
- What else might he include?

Discussion

Ask the children if they have ever been on
holidays or had a power cut and had no
(or fewer) electronic screens to view. Ask
them what that was like. If they have done
the work from 5th Class on alternative
recreation activities, ask them what they
remember from that.

Explain to them that they will have the
opportunity to take part in an interesting
experiment. Invite them to take part in a
‘screen-free day’ (24 hours only). Explain
that this will involve:
• getting permission or/and support
from their parents or guardians
• deciding which are the most
interesting or exciting things they will
do with the time they have freed up -
on their own, with friends or with their
families
• keeping a record of what they actually
did do, how they felt about it and the
reactions of others
• sharing their experiences afterwards.

Thoughtshower

Invite the children to think of as
many things as they can that would
be alternatives to viewing electronic
screens. List these on the board or IWB.
Encourage them to really look at the list
and decide which they could actually
do and which they would be interested
in doing. They should consider who
they would need to talk to and what
would need to happen in order for them
to be able to do their chosen activity.
Designate a specific 24 hour period for
this experiment and remind the children of
their commitment before and during the
time.

Discussion

After the 24 hours use the following
suggestions and questions to prompt
sharing and discussion:
- What was that experience like?
- What was good or bad about it?
- What alternative activities did you do?
- What did you not miss?
- Would you do this again?
- Why? Why not?
- What alternative activity would you like to continue?

**Conclusion**

Ask the children what they have learned about alternatives to electronic screen activities from the activities they have experienced, or ask the children to fill in the *Worksheet: Reflection on Lessons*. Learning over the unit could be recorded on the *Worksheet: What I Learned about Media* if preferred.

**Extension**

If Screen-Free Day is successful, consider organising a Screen-Free Week. It might be possible to get more people involved - other staff, parents and guardians, grandparents, other people in the community etc.

**Media Journal**

Ask the children to estimate how much time they spend using various media during a day, from early morning to late night, and to write down their answer. Then ask them if this is a typical day, or would they spend more time at the weekend, for example. Get them to calculate their total figure for the week. Ask them if they think the figure they have now is a reasonable estimate of the amount of time they spend engaged in using media over the week. Ask them which medium they would use most, with whom would they use it, and why would they use it. Ask them to record these responses in their copies.

Distribute the *Media Journal* pages to the children. Explain to them that for one week they are to record the amount and kind of media they use. Show them how they might do this. Tell them that you will discuss their findings with them the following week. Ask the children to use their figures to calculate the average time they spend on electronic media per day and to calculate the average time that a child in 6th Class in this school spends. Afterwards children could use their findings to explore percentages and graphs or pie charts etc.

**Discussion**

Use the following questions for reflection and discussion:
- What was it like to record your media use over the seven days?
- What struck you or surprised you?
- Compare the journal you have completed with your responses to the same questions last week. Were your first estimates accurate?
- What patterns of media use did you notice?
- Are your media social (in other word are you with people or communicating with others)? Explain.
- What might happen if you didn’t have some or all of those media?
- What do the media do for you?
- How do they impact on your life?
- What difference do they make?
- What have you noticed or learned about your media use?
Keep a record of all the electronic media you use during the time periods below. Electronic media include: watching television or DVDs, using the Internet, listening to the radio or CDs, accessing content on a mobile phone, playing games on a console or television, a combination of some of the above. Note where you were and whether you were doing this on your own or with others. Note also why you were using that media: e.g. homework, information, or entertainment.

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<th>Between ...</th>
<th>What Medium?</th>
<th>Content/why you were using</th>
<th>With whom, where</th>
<th>Start &amp; Finish Times</th>
<th>Time Spent</th>
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<td>6.00 AM and 9.00 AM</td>
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Total time spent: _________________________

Average time spent per day: ________________
Dear Parents/Guardians,

We are coming towards the end of our programme in media education, which is part of the Social, Personal and Health Education Programme. We have been looking at the amount of time children spend in front of electronic screens (television, computers, game consoles, mobile phones etc.) As part of our programme we wanted to try an experiment - to see what it would be like for children to do something different from viewing an electronic screen for one day. There is a lot of evidence to suggest that cutting down on screen time is good for children’s education and health.

We are looking for your support and encouragement for your child to take part in this experiment. Perhaps you would even consider joining with your child in this experiment!

In class, we will be looking at alternative activities to screen time and the children will record what they do and how they feel during their time without their electronic screens. If you have any ideas about what they could do we’d love to hear them.

Yours sincerely,

Class Teacher
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: ____________________________________
Introduction to the unit

This unit looks at the changes and developments that have occurred since the children entered school. Through the use of an achievement shield, children are invited to celebrate skills, talents and qualities they are proud of and to realise that these will help in managing change in the future.

Change is inevitable and necessary for growth and development. However, change can be stressful. The transition from primary to second level school comes at a time when many children are approaching puberty. The anxiety engendered by the move is acknowledged and explored in order to help them cope with this milestone in their lives.

LESSONS IN THIS UNIT

Lesson 1
Looking to the Future

Lesson 2
Celebration Shields, Worry Stars
LESSON 1
LOOKING TO THE FUTURE

CORE CONCEPT
Helping children accept and build on their strengths prepares them for change

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

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

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
When talking about change, teachers need to be sensitive to children who may have difficult personal histories.

RESOURCES
• Worksheet: Looking Back, Looking Forward
• Strips of paper and a small box for collecting the children’s worries.

PROCEDURE AT A GLANCE
• Introduction
• Discussion
• Worksheet
• Discussion
• Conclusion
Introduction
Talk to the children about how they have grown and changed from when they first entered Junior Infants until now. Identify physical changes in: height, weight, appearance etc. What skills and abilities have you developed as you have grown up?

Explore intellectual, emotional and social changes, for example the ever widening circle of people who are important in their lives, the ability to name and express feelings appropriately, making choices and increased responsibility. What major change will be happening in a few months/weeks’ time? (They will be leaving primary school.)

Discussion
Draw a stick person on the board and give the person a name e.g. Ethan (not a name of any of the children in the class). Explain to the children that Ethan is in 6th Class and will be in second level school in a few months. Ask the children to identify all the feelings that Ethan may be feeling about the move e.g. excited, happy, sad, worried, anxious …

Explore these feelings with the children:
- What might be exciting for Ethan about the move?
- What could be the cause of him feeling sad?
- What might be worrying him about the move?

In discussing Ethan’s feelings, draw attention to the fact that everyone experiences a whole mix of emotions at times of change. Explain that when we are about to do something new or different, we often feel worried, concerned, anxious, as well as excited.

Give each child a slip of paper. Ask them not to write their names on the slips of paper. Ask them to take a few minutes to think about their move to second level school and to concentrate on anything that is worrying them or making them anxious about it. If possible, give them some examples from your own life. The children then write their worries on the slip of paper: I am worried that …. Collect the slips in the box.

Before the next lesson, open the worry box and sort the slips, identifying common worries.

Worksheet
Distribute the Worksheet: Looking Back, Looking Forward and ask the children to complete it on their own. Support children who may be struggling and talk them through the section they are working on.

When the children have completed the worksheet individually, ask them to form pairs or small groups and to share aspects of their worksheet that they are happy to talk about.

Discussion
In the follow-up discussion with the children explore how they felt while doing the exercise. Discuss their feelings about change: Is change something that excites or worries them? In exploring the future section of the worksheet, discuss what they can do to achieve their goals.

Conclusion
Ask the children to join with their partner again and name the two things that they have achieved during this past year that they feel particularly good about and proud of.
Looking back, Looking forward

Past
How my appearance has changed
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A skill I have learned and developed
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Two important events in my life
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Future
How I would like to look six years from now
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A skill I would like to develop
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What I would like to do when I leave school
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# Looking back, Looking forward

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<th>Two important events in my life</th>
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## Future

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<table>
<thead>
<tr>
<th>A skill I would like to develop</th>
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<table>
<thead>
<tr>
<th>What I would like to do when I leave school</th>
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LESSON 2
CELEBRATING SHIELDS, WORRY STARS

CORE CONCEPT
Awareness and acceptance of our own and others’ feelings promotes well-being.

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
Emotional and imaginative development through language

Strand Units: Oral
  Reading
  Writing

TEACHER’S NOTE
The worries written by the children during the last session need to be sorted. Many children will have similar worries. Write an example of each worry identified in the centre of a star on the Worksheet: Star, and ensure that all the worries identified by the children are included.

RESOURCES
- Worksheets: Star (one per group) and My Achievements Shield (one per child)
- Certificates

PROCEDURE AT A GLANCE
- Group Work
- Display and Discussion
- Individual Sharing
- Presentation of Certificates
Group Work

Divide the children into small groups to correspond with the number of main worries. Give a star to each group. Their task is to discuss the worry and to decide on the best way of dealing with the worry. This is written on point one of the star. The groups then exchange stars. Each group reads the new worry and the suggested strategy for dealing with it.

Their task is to provide an alternative way of dealing with the worry and to write their option on point two of the star. The groups continue exchanging stars until four points of the star have been completed.

Display and Discussion

Display the stars. Discuss the worries and the suggested strategies. An alternative strategy for dealing with each worry may arise from the discussion and this can be added in point five. Asking for help or talking to someone who could help should be highlighted as a way to allay a fear or to get important information. Ask the children to think about the strategies during the next week. If someone thinks of another strategy for dealing with any of the worries it can be discussed and added into the blank space.

Worksheet

Distribute the Worksheet: My Achievements Shield. Explain to the children that each one of them deserves a special award from their achievements while they were in primary school. Remind them that small successes are as important as big ones. We are all different and what one person finds easy may be difficult for another person. Mazen may be very athletic and

win prizes for running and medals in football, while Frank trains very hard and has kept improving at football and enjoys being on the team. Serena is very good at maths, but finds drawing difficult. She is proud of how her writing has improved in the last year.

Explain to the children that they are to write in the small sections on the shield – naming two achievements they are proud of, a skill, a talent and a quality that they have. They can talk to and help each other out during the exercise. The square can be used for a drawing or photograph of themselves. They write their own personal motto on the banner below the shield. It may be necessary to give them examples of mottoes.

Display the children’s shields. In talking about their talents, qualities and skills emphasise how these can be used to help us deal with new and difficult situations.

Individual Sharing

If the children have kept a Memory Box for 6th Class (from Unit 1: Lesson 1), ask each child to identify and to share one item from it which shows something that they had learned during 6th Class.

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. Invite them to discuss their work with their parents/guardians.
The Star

1.

2.

3.

4.

5.

6.
Congratulations!

This Certificate is awarded to

________________________________________________________

For completion of the **Sixth Class Year**

Signed: ____________________________________________

Date: ____________________________________________
# APPENDIX

**SPHE CONTENT OBJECTIVES LEVELS: 5TH AND 6TH**

## Strand: Myself

<table>
<thead>
<tr>
<th><strong>Self-identity Self-awareness</strong></th>
<th>Covered</th>
<th>Class Level</th>
<th>Unit/Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways</td>
<td>✓</td>
<td>5th</td>
<td>Unit 1 Lesson 1, 2</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 1 Lesson 2</td>
</tr>
<tr>
<td>Reflect on their experiences and the reasons for taking different courses of action</td>
<td>✓</td>
<td>5th</td>
<td>Unit 3/L6 Unit 7/L3</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 1 Lesson 3</td>
</tr>
<tr>
<td>Identify realistic personal goals and targets and the strategies required to reach these</td>
<td>✓</td>
<td>5th</td>
<td>Unit 1 Lesson 3</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 1 Lesson 1, 4</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>5th</td>
<td>Unit 1 Lesson 4</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 1/L6</td>
</tr>
</tbody>
</table>

## Developing self-confidence

<table>
<thead>
<tr>
<th><strong>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</strong></th>
<th>Covered</th>
<th>Class Level</th>
<th>Unit/Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓</td>
<td>5th</td>
<td>Group Building/ Class Contract lesson Unit 1 Lesson5 Unit 7 Lesson 3</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 1 Lesson 4, 5</td>
</tr>
<tr>
<td><strong>Enhance skills to improve learning</strong></td>
<td>✓</td>
<td>5th</td>
<td>Unit 1 Lesson 3, 5, 6</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 1 Lesson 1, 7</td>
</tr>
<tr>
<td><strong>Take increasing personal responsibility for himself/herself</strong></td>
<td>✓</td>
<td>5th</td>
<td>Unit 1 Lesson 6</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 1 Lesson 1, 7</td>
</tr>
<tr>
<td>Strand: Myself</td>
<td></td>
<td></td>
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<tr>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Developing self-confidence</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Become more independent and autonomous</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| ✔️ 5<sup>th</sup>  Unit 1
Unit 11
Lesson 1                                                                                                                  |                                                                                   |
| ✔️ 6<sup>th</sup>  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>  Unit 2(A)
Lesson 1                                                                                                                  |                                                                                   |
| ✔️ 6<sup>th</sup>  Unit 2(A)
Lesson 1                                                                                                                  |                                                                                   |
| Recognise causes of personal worry and identify appropriate coping strategies                                                                                                                                             | ✔️ 5<sup>th</sup>  Unit 2(A)
Lesson 2                                                                                                                  |                                                                                   |
| ✔️ 6<sup>th</sup>  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>  Unit 2(A)
Lesson 3, 5                                                                                                                  |                                                                                   |
| ✔️ 6<sup>th</sup>  Unit 2(A)
Lesson 1                                                                                                                  |                                                                                   |
| 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>  Unit 2(A)
Lesson 4, 6                                                                                                                  |                                                                                   |
| ✔️ 6<sup>th</sup>  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>  Unit 2(A)
Lesson 4, 7                                                                                                                  |                                                                                   |
| ✔️ 6<sup>th</sup>  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>  Unit 2(A)
Lesson 4, 6                                                                                                                  |                                                                                   |
| ✔️ 6<sup>th</sup>  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>  Unit 2(A)
Lesson 1, 8                                                                                                                  |                                                                                   |
| ✔️ 6<sup>th</sup>  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>  Unit 2(A)
Lesson 8                                                                                                                  |                                                                                   |
| ✔️ 6<sup>th</sup>  Unit 2(A)
Lesson 6                                                                                                                  |                                                                                   |
**Strand: Myself**

<table>
<thead>
<tr>
<th><strong>Knowing about my body</strong></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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<thead>
<tr>
<th><strong>Taking care of my body (Food and nutrition)</strong></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>
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<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 2(B) Lesson 1</td>
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<td>Strand: Myself</td>
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<tr>
<td><strong>Taking care of my body (Food and nutrition)</strong></td>
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<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>
<tr>
<td><strong>Growing and changing (As I grow I change)</strong></td>
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<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>
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<td>Unit 7 Lesson 2</td>
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<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>
<tr>
<td><strong>Birth and new life</strong></td>
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</tr>
<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>
<tr>
<td><strong>Feelings and emotions</strong></td>
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</tr>
<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 Unit 3 Lesson 1 Unit 7 Lesson 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6th</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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<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Discuss and practise how to express and cope with various feelings in an appropriate manner</td>
<td>✔️</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 3, Lesson 2, 3, 4</td>
</tr>
<tr>
<td></td>
<td>✔️</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1, Lesson 1, Unit 2, 3, 4, 5, Unit 7, Lesson 3</td>
</tr>
<tr>
<td>Understand how feelings help in understanding himself/herself</td>
<td>✔️</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 3, Lesson 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td></td>
<td>✔️</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1, Lesson 1, Unit 4, Lesson 6, Unit 12, Lesson 2</td>
</tr>
<tr>
<td>Differentiate between needs and wants and recognise and explore the concept of delayed gratification</td>
<td>✔️</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 3, Lesson 6</td>
</tr>
<tr>
<td></td>
<td>✔️</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 4, 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>✔️</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 11, Lesson 1</td>
</tr>
<tr>
<td>Identify and learn about healthy ways to help him/her feel positive about himself/herself</td>
<td>✔️</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1, Lesson 4, Unit 3, Lesson 7</td>
</tr>
<tr>
<td></td>
<td>✔️</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 1, Lesson 2, Unit 4, Lesson 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safety and protection (Personal safety)</th>
<th>Covered</th>
<th>Class Level</th>
<th>Unit/Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore rules and regulations at home, in school and in society and the importance of adhering to them</td>
<td>✔️</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Group Building/Class Contract lesson</td>
</tr>
<tr>
<td></td>
<td>✔️</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Group Building/Class Contract lesson</td>
</tr>
<tr>
<td>Safety and protection <em>(Personal safety)</em></td>
<td>Covered</td>
<td>Class Level</td>
<td>Unit/Lesson</td>
</tr>
<tr>
<td>------------------------------------------</td>
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</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>
</tr>
<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>
</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 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>
<td>Unit 4 Lesson 4</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 5 Lesson 3</td>
</tr>
<tr>
<td>Safety issues</td>
<td></td>
<td></td>
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</tr>
<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>
<td>Unit 4 Lesson 4</td>
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<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 5 Lesson 3</td>
</tr>
<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>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 5 Lesson 4</td>
</tr>
<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>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 5 Lesson 5</td>
</tr>
<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>
<td>Unit 4 Lesson 5</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 5 Lesson 4</td>
</tr>
<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>
<td>Unit 4 Lesson 3</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 5 Lesson 5</td>
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<tr>
<td>Sail: Myself</td>
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<td><strong>Class</strong></td>
<td><strong>Unit/Lesson</strong></td>
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<tr>
<td><strong>Safety issues</strong></td>
<td></td>
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<tr>
<td>Explore and examine the use of medicines</td>
<td>√</td>
<td>5th</td>
<td>Unit 4 Lesson 1</td>
</tr>
<tr>
<td></td>
<td>√</td>
<td>6th</td>
<td>Unit 5 Lesson 1</td>
</tr>
<tr>
<td>Identify and explore some potential risks to health and safety in the environment</td>
<td>√</td>
<td>5th</td>
<td>Unit 4 Lesson 2</td>
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<tr>
<td></td>
<td>√</td>
<td>6th</td>
<td>Unit 5 Lesson 5</td>
</tr>
<tr>
<td><strong>Making decisions</strong></td>
<td></td>
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</tr>
<tr>
<td>Acquire a growing sense of the importance of making informed decisions at many levels and identify some of the decisions he/she has to make</td>
<td>√</td>
<td>5th</td>
<td>Unit 5 Lesson 1</td>
</tr>
<tr>
<td></td>
<td>√</td>
<td>6th</td>
<td>Unit 6 Lesson 1</td>
</tr>
<tr>
<td>Explore and learn to examine critically the factors and levels of thought that influence decisions and choices</td>
<td>√</td>
<td>5th</td>
<td>Unit 3 Lesson 7</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Unit 5 Lesson 5</td>
</tr>
<tr>
<td></td>
<td>√</td>
<td>6th</td>
<td>Unit 6 Lesson 1</td>
</tr>
<tr>
<td>Recognise that decisions have consequences and that not all people will make the same decisions all the time</td>
<td>√</td>
<td>5th</td>
<td>Unit 5 Lesson 2</td>
</tr>
<tr>
<td></td>
<td>√</td>
<td>6th</td>
<td>Unit 6 Lesson 2</td>
</tr>
<tr>
<td>Recognise the important and legitimate role that adults have to play in making decisions and setting boundaries for young people</td>
<td>√</td>
<td>5th</td>
<td>Unit 5 Lesson 3</td>
</tr>
<tr>
<td></td>
<td>√</td>
<td>6th</td>
<td>Unit 6 Lesson 3</td>
</tr>
<tr>
<td>Recognise that opportunities to exercise choice can increase as responsibilities are accepted and as the trust of others is earned</td>
<td>√</td>
<td>5th</td>
<td>Unit 5 Lesson 4</td>
</tr>
<tr>
<td>Discuss and practise a simple decision-making strategy</td>
<td>√</td>
<td>5th</td>
<td>Unit 5 Lesson 6</td>
</tr>
<tr>
<td></td>
<td>√</td>
<td>6th</td>
<td>Unit 6 Lesson 4</td>
</tr>
<tr>
<td>Distinguish between assumptions, inference, fact, rumour and opinion in making a decision</td>
<td>√</td>
<td>5th</td>
<td>Unit 5 Lesson 7</td>
</tr>
<tr>
<td></td>
<td>√</td>
<td>6th</td>
<td>Unit 6 Lesson 5</td>
</tr>
<tr>
<td>Identify sources of help in solving problems</td>
<td>√</td>
<td>5th</td>
<td>Unit 5 Lesson 6</td>
</tr>
<tr>
<td></td>
<td>√</td>
<td>6th</td>
<td>Unit 6 Lesson 3</td>
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</table>
### Myself and Others

<table>
<thead>
<tr>
<th>Myself and my family</th>
<th>Covered</th>
<th>Class Level</th>
<th>Unit/Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore and discuss families and homes and how they can vary in many ways</td>
<td>✓</td>
<td>5th</td>
<td>Unit 6 Lesson 2, 3</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 7 Lesson 1</td>
</tr>
<tr>
<td>Explore what belonging to a family means</td>
<td>✓</td>
<td>5th</td>
<td>Unit 6/ Lesson 1</td>
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<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 7 Lesson 2</td>
</tr>
<tr>
<td>Discuss possible changes in family relationships and expectations as he/she grows and matures and how he/she can cope with them</td>
<td>✓</td>
<td>5th</td>
<td>Unit 6/ Lesson 2</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 7 Lesson 2</td>
</tr>
<tr>
<td>Discuss and identify behaviour that is important for harmony in family life</td>
<td>✓</td>
<td>5th</td>
<td>Unit 6 Lesson 1</td>
</tr>
<tr>
<td>Critically examine the media portrayals of families and family life</td>
<td>✓</td>
<td>5th</td>
<td>Unit 6 Lesson 3</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 7 Lesson 3</td>
</tr>
<tr>
<td>Examine some factors that can affect family life</td>
<td>✓</td>
<td>5th</td>
<td>Unit 1 Lesson 1, 2 Unit 6 Lesson 2</td>
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<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 7 Lesson 1</td>
</tr>
<tr>
<td>Compare and contrast the life-styles of families in different cultures, both in Ireland and abroad</td>
<td>✓</td>
<td>5th</td>
<td>Unit 6 Lesson 3</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 7 Lesson 3</td>
</tr>
<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>
<td>✓</td>
<td>5th</td>
<td>Unit 7 Lesson 1, 3</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 8 Lesson 1</td>
</tr>
<tr>
<td>Discuss and appreciate the different aspects of friendship and the differences between close friends and acquaintances</td>
<td>✓</td>
<td>5th</td>
<td>Unit 7 Lesson 2</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 8 Lesson 1</td>
</tr>
<tr>
<td>Explore the differences between boy-and-girl friendships and same-sex friendships</td>
<td>✓</td>
<td>5th</td>
<td>Unit 7 Lesson 2</td>
</tr>
<tr>
<td>Consider problems that can arise in friendships and other relationships and how these could be handled</td>
<td>✓</td>
<td>5th</td>
<td>Unit 7 Lesson 2</td>
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<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 8 Lesson 2</td>
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<tr>
<td>My friends and other people</td>
<td>Covered</td>
<td>Class Level</td>
<td>Unit/Lesson</td>
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<tr>
<td>-------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Identify the different groups to which friends can belong and recognise what constitutes a healthy group</td>
<td>✓</td>
<td>5th</td>
<td>Unit 7 Lesson 1</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 8 Lesson 3</td>
</tr>
<tr>
<td>Explore how the opinions, views or expectations of others can influence how people relate to each other, either positively or negatively</td>
<td>✓</td>
<td>5th</td>
<td>Unit 1 Lesson 4</td>
</tr>
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<td></td>
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<td>Unit 7 Lesson 1</td>
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<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 1 Lesson 6</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Unit 8 Lesson 3</td>
</tr>
<tr>
<td>Practise and recognise the importance of care and consideration, courtesy and good manners with others</td>
<td>✓</td>
<td>5th</td>
<td>Group Building/Classroom Contract lesson Unit 7 Lesson 2</td>
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<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Group Building/Classroom Contract lesson Unit 8 Lesson 1, 3 Unit 10 Lesson 2</td>
</tr>
<tr>
<td>Recognise, discuss and understand bullying and its effects</td>
<td>✓</td>
<td>5th</td>
<td>Unit 7 Lesson 4</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 8 Lesson 4</td>
</tr>
<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>
<td>5th</td>
<td>Unit 7 Lesson 4</td>
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<tr>
<td></td>
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<td>Unit 8 Lesson 4</td>
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<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 8 Lesson 4</td>
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### Strand: Relating to Others

<table>
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<tr>
<th>Communicating</th>
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<th>Unit/Lesson</th>
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</thead>
<tbody>
<tr>
<td>Explore and practise the many verbal and non-verbal ways in which people communicate with each other</td>
<td>✓</td>
<td>5th</td>
<td>Unit 8 Lesson 1, 2</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 9 Lesson 1</td>
</tr>
<tr>
<td>Listen actively to others and respect what each person has to say</td>
<td>✓</td>
<td>5th</td>
<td>Group Building/Classroom Contract lesson Unit 1 Lesson 2</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Unit 8 Lesson 3</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Group Building/Classroom Contract lesson Unit 1 Lesson 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Unit 9 Lesson 3</td>
</tr>
<tr>
<td>Examine the various ways in which language can be used to isolate and discriminate against people</td>
<td>✓</td>
<td>5th</td>
<td>Unit 8 Lesson 4</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 9 Lesson 5</td>
</tr>
<tr>
<td>Begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others</td>
<td>✓</td>
<td>5th</td>
<td>Unit 5 Lesson 2</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Unit 8 Lesson 5, 9</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 9 Lesson 3</td>
</tr>
<tr>
<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>
<td>✓</td>
<td>5th</td>
<td>Unit 8 Lesson 6</td>
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<td></td>
<td>✓</td>
<td>6th</td>
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<tr>
<td>Resolving conflict</td>
<td>Covered</td>
<td>Class Level</td>
<td>Unit/Lesson</td>
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</tr>
<tr>
<td>Discuss how conflict can arise with different people and in different situations</td>
<td>✓</td>
<td>5th</td>
<td>Unit 8 Lesson 7</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 9 Lesson 6</td>
</tr>
<tr>
<td>Identify and discuss various responses to conflict situations</td>
<td>✓</td>
<td>5th</td>
<td>Unit 8 Lesson 8</td>
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<tr>
<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 9 Lesson 6, 7</td>
</tr>
<tr>
<td>Explore and practise how to handle conflict without being aggressive</td>
<td>✓</td>
<td>5th</td>
<td>Unit 8 Lesson 8, 9</td>
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<td></td>
<td>✓</td>
<td>6th</td>
<td>Unit 9 Lesson 3</td>
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<td>Class Level</td>
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<td>5th</td>
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<td>✓</td>
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</table>

**Living in the local community**

Explore the concept of the class or school as a community

<table>
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<tr>
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<th>Unit/Lesson</th>
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<tbody>
<tr>
<td>✓</td>
<td>5th</td>
<td>Group Building/Class Contract lesson Unit 7 Lesson 1 Unit 9 Lesson 1</td>
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<tr>
<td>✓</td>
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Practise ways of working together and of developing a sense of belonging

<table>
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<tr>
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<th>Class Level</th>
<th>Unit/Lesson</th>
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<td>5th</td>
<td>Group Building/Class Contract lesson Unit 7 Lesson 1 Unit 9 Lesson 1</td>
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<tr>
<td>✓</td>
<td>6th</td>
<td>Group Building/Class Contract lesson Unit 9 Lesson 1 Unit 10 Lesson 1</td>
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</table>

Explore local traditions and folklore and develop a sense of pride in his/her local community

<table>
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<tr>
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<th>Class Level</th>
<th>Unit/Lesson</th>
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<tbody>
<tr>
<td>✓</td>
<td>5th</td>
<td>Unit 9 Lesson 1, 2</td>
</tr>
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<td>✓</td>
<td>6th</td>
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### Stranded: Myself and the wider world
**Developing citizenship**

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<th>Unit/Lesson</th>
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<tr>
<td></td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 6 Lesson 5</td>
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<tr>
<td></td>
<td></td>
<td>Unit 10 Lesson 5</td>
</tr>
<tr>
<td><strong>Living in the local community</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognise and understand the role of the individual and various groups in the community</td>
<td>✓</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<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>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<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>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<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>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Begin to explore the concept of democracy</td>
<td></td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</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>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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### National, European and wider communities

<table>
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<tr>
<th>Activity</th>
<th>Covered</th>
<th>Class Level</th>
<th>Unit/Lesson</th>
</tr>
</thead>
<tbody>
<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>5th</td>
<td>Unit 9, Lesson 6</td>
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<td></td>
<td>✔</td>
<td>6th</td>
<td>Unit 10, Lesson 1, 2</td>
</tr>
<tr>
<td>Explore how justice and peace can be promoted between people and groups, both nationally and internationally</td>
<td>✔</td>
<td>5th</td>
<td>Unit 9, Lesson 5, 6</td>
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<tr>
<td></td>
<td>✔</td>
<td>6th</td>
<td>Unit 10, Lesson 4</td>
</tr>
<tr>
<td>Realise and begin to understand the unequal distribution of the world’s resources</td>
<td>✔</td>
<td>5th</td>
<td>Unit 9, Lesson 5</td>
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<tr>
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<td>✔</td>
<td>6th</td>
<td>Unit 10, Lesson 3, 4</td>
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### Environmental care

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<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>
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<td>Media education</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>
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<td>Explore various recreation and leisure activities as an alternative to watching television</td>
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<td>Explore and use some simple broadcasting, production and communication techniques</td>
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