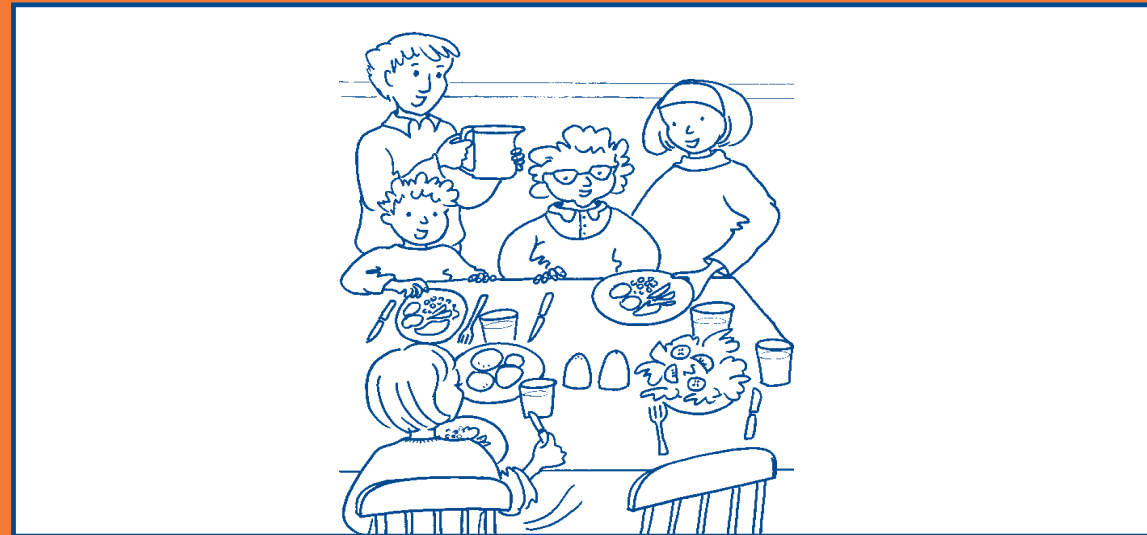


THIRD AND FOURTH CLASS

Resource Materials for

Relationships & Sexuality

E d u c a t i o n



Social, Personal and Health Education



AN ROINN OIDEACHAIS
AGUS EOLAÍOCHTA | DEPARTMENT OF
EDUCATION AND SCIENCE

1 Special Gifts

I am ... chatty noisy quiet
 helpful peaceful honest neat untidy shy
 clever funny serious

I am good at ... swimming running maths art
 reading spelling dancing cycling music
 singing roller-blading knitting games skipping

I like ... apples bananas pears
 oranges chocolate sweets cake
 ice-cream burger fizzy drinks milk snow
 sunshine trees thunder lightning windy days
 school holidays cats dogs horses goldfish
 budgies pizza stew cabbage salad flowers
 sleeping tv. cinema circus jeans seaside
 sweatshirts parties Halloween
 Christmas birthdays city
 country park town toys



Resource Materials for Relationships and Sexuality Education

Third Class

Theme One

Special Gifts

Theme 1

Special Gifts

Aim: To provide the children with opportunities to value their individual characteristics, abilities and achievements and those of others.

Option 1

Theme Menu

Story: John's Spelling Test

Let's Talk: About Ourselves And Others

Option 2

Guessing Game: Who Am I?

Writing Activity: Flowers And Fruits

Option 3

Game: Pass The Compliment

Art Activity: Focus On Achievements

Follow-up Activities

Mix 'em Up Game: Getting To Know Me

Art Activity: My Gifts

Writing Activity: What I Discovered

A Note on Self-Esteem

Self-esteem is the value one places on one's self. Children with high self-esteem are more likely to develop caring relationships and are less likely to be vulnerable to exploitation by others. A programme designed to develop the self-esteem of pupils will be more effectively implemented in the context of a whole school approach. A positive classroom environment can foster the growth of high self-esteem.

Children with low self-esteem may make unrealistically high demands of themselves and may be unable to evaluate themselves accurately. Both of these characteristics increase the risk of failure. The sense of worthlessness that accompanies failure reinforces children's poor opinion of themselves. Setting aside a little time at the beginning of a week, a day or a lesson, to tell children what is expected of them, is very beneficial and repays the time invested. Well-defined goals eliminate uncertainty. This security reassures the pupil.

A regular short review develops in children an ability to evaluate progress realistically. As such strategies are repeated they become a natural part of the school day. Parents/guardians can be encouraged to provide support for, and reinforcement of the self-enhancing activities in the classroom.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 1 Special Gifts

Option 1

Story: John's Spelling Test

Let's Talk: About Ourselves And Others

Story: John's Spelling Test

John woke up feeling very cross. He hadn't slept well and even when he managed to get to sleep he had unpleasant dreams. He remembered that today was spelling test day and he was afraid that he wasn't going to do very well. 'I'm not very good at spelling tests' he thought. When he came downstairs, his Mummy gave him a big hug and said 'John, you look very neat and tidy in your uniform. It's easy to see that you fold your clothes carefully every evening'. Later, at breakfast, Daddy remarked on the great job John had done tidying up the living room the previous night. John began to feel a little better. As he walked out his gate, he was pleased to see his friend, Barry, waiting for him. Barry waved and smiled and John felt good and knew they'd have fun on the way to school. In the playground they played racing and some children from another class remarked on how good John was at running. Soon the bell rang and everyone lined up. As usual, Mrs. Kavanagh corrected the homework first. 'Your writing is much improved John', she said. 'Well done'. John felt very pleased with himself. Then it was time for the spelling test. As he wrote down the first spelling, John thought to himself, 'I'm really not so bad at spelling tests. I think I'll do quite well in this one'.

The teacher discusses John's story with the class, asking questions such as:

- ▲ When John first woke what were his thoughts about himself?
- ▲ By the end of the story what was he thinking?
- ▲ What helped him to change his mind?
- ▲ Can you name some of the compliments John received?

Let's Talk: About Ourselves And Others

The teacher expands on the theme of the lesson asking:

What makes us feel special?

How can other people make us feel special -

People at home?
People at school?
People in our neighbourhood?

How can we make other people feel special in return -

People at home?
People at school?
People in our neighbourhood?

Can you think of anything you could do today to make someone else feel special?

Resource Materials for Relationships and Sexuality Education

Third Class Theme 1 Special Gifts

Option 2

Guessing Game:	Who Am I?
Writing Activity:	Flowers And Fruits

It is recommended that the teacher and class discuss how they will work together and that they set out the Rules for Group-work as suggested on page 11.

Guessing Game: Who Am I?

Start by telling the class that you are thinking of someone special from the class. Describe the child in terms of his/her physical characteristics, personality traits, abilities and achievements. You might give examples of what personality traits or achievements might be. The class has to guess who the special person is. The child who guesses correctly then has a turn to choose someone. This activity works best if the children's clues are carefully structured to include more information than just that of physical appearance. As a guide you might write on the black-board:

Who Am I? Say one thing about -

- ▲ The way I look...
- ▲ What I am like...
- ▲ What I can do...
- ▲ What I achieved...

If the person is not guessed correctly, the child whose turn it is tries again with new clues. It is very important that all remarks made about others are positive ones.

Alternatively, the teacher gives out blank index cards on which the children can write descriptions of themselves, detailing their physical characteristics, personality traits, abilities and achievements. The teacher collects these cards and reads them out and the other children have to guess who the author is.

Writing Activity: Flowers And Fruits

In pairs, A and B have two minutes to discuss and write down three positive things about themselves. The talking object is passed around as outlined in Class Round, page 12. Each child reads out what s/he is good at. No other child may disagree or make a negative comment. In the same pairs, children tell each other one thing they would like to improve on.

The teacher distributes cardboard flowers on which each child writes his/her name and one thing s/he'd like to work on for the next week. The flowers are stuck on a 'tree'. The children close their eyes and think silently about their improvement resolution.

After a week, children are given the opportunity to say if they managed to improve in the particular area they worked on. If they have, they write their name, and the area they improved on, on a cardboard fruit which then replaces their flower on the 'tree'. A similar exercise could be done focusing on children's achievements in school.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 1 Special Gifts

Option 3

Game: Pass The Compliment

Art Activity: Focus On Achievements

Game: Pass The Compliment

The teacher explains that how we feel, and our feelings about ourselves, can be affected by the people around us. One way we feel good about ourselves is when other people say something nice to us or compliment us. The class are invited to practise this in the following game, Pass The Compliment.

Children stand in a circle. One child picks someone to compliment, e.g.,

- ▲ **Mary, I like the way you wear your hair**
- or
- ▲ **Mary, you're good fun.**

Mary says,

- ▲ **Thank you Peter.**

Mary then compliments another child and sits down.

No child is allowed to disagree with the compliment or pass a negative comment. Refer to the 'no put-downs' rule, outlined in Group-work Rules, page 11, if necessary. When a child has received and given a compliment s/he sits down. Each child receives only one compliment.

When the round is finished, the teacher asks

- ▲ **What did it feel like to give a compliment?**
- ▲ **What did it feel like to receive a compliment?**

The teacher might remark that s/he noticed that many children complimented people on things they had done, i.e., their achievements. The children are asked if anyone has done anything about which s/he is particularly proud? Their responses are given as a Class Round where each child says

I'm proud because I ...

As each child names his/her achievement, other children put up their hands to ask questions about it, three questions being the maximum allowed, e.g.,

- ▲ **How long did it take you?**
- ▲ **Who helped you?**
- ▲ **Did you feel like giving up at any time?**

Art Activity: Focus On Achievements

The teacher gives out certificates with an achievement filled in for each child. The children colour and decorate these certificates.

Congratulations

(child's name)

You have succeeded in

(achievement)

Well Done!

Resource Materials for Relationships and Sexuality Education

Third Class Theme 1 Special Gifts

Follow-up Activities

Mix 'em Up Game:	Getting To Know Me
Art Activity:	My Gifts
Writing Activity:	What I Discovered

Mix 'em Up Game: Getting To Know Me

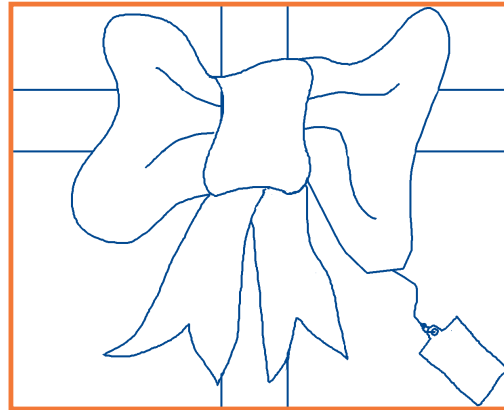
The children sit in a circle and the teacher says:

Stand up and swop places if -

- you're good at keeping your bedroom tidy;
- you're good at looking after your pet;
- you're good at making friends;
- you're good at telling jokes.

Art Activity: My Gifts

Draw this simple graphic on the board.



Say to the children:

Here is a present. On the lid of the box write what you are best at.

On the left side of this box write down some of your other talents.

On the right, write some nice things that happen when you use these gifts.

On the ribbon, write how other people can help you.

On the gift tag, write something you decide to do today to help someone else, using one of your gifts.

If you like, you can colour in the box.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 1 Special Gifts

Writing Activity:

What I Discovered

- ▲ What did you discover about yourself during this activity?
- ▲ Did you discover anything about another person that you didn't know before?
- ▲ Did anything you learned surprise you?
- ▲ Will anything you learned about yourself cause you to be different in any way? Tell us about it?
- ▲ Will anything you learned about another person cause you to act differently? Tell us about that.



Resource Materials for Relationships and Sexuality Education

Third Class Theme 1 Special Gifts



Home-School Links

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to value their individual characteristics, abilities and achievements and those of others. This is part of building the child's self-esteem. Self-esteem is the value one places on one's self. Children with high self-esteem are more likely to develop caring relationships and are less likely to be vulnerable to exploitation by others.

Children with low self-esteem may make unrealistically high demands of themselves and may be unable to evaluate themselves accurately. Both of these characteristics increase the risk of failure. The sense of worthlessness that accompanies failure reinforces children's poor opinion of themselves.

The following are suggested activities which you might like to undertake at home with your child.

- ▲ **Ask your child to say one positive thing about:**
 - The way s/he looks ...
 - What s/he is like as a person ...
 - What s/he can do ...
 - What s/he has achieved ...

- ▲ **Discuss with your child how we are made feel special and how we in turn can make other people feel special:**
 - People at home ...
 - People at school ...
 - People in the neighbourhood ...

- ▲ **Plan something you could do together to make someone feel special.**

- ▲ **Make a collection of pictures from newspapers and magazines which portray people's special talents.**

- ▲ **Display a collection of family photographs which show your family's special gifts/ talents.**

2 Sometimes Friends Fight





Theme 2

Sometimes Friends Fight

Aim: To provide the children with opportunities to explore what happens when friends fall out.

Theme Menu

Option 1

Art Activity:	A Friendship Time-Line
Story Time:	When Friends Fall Out

Option 2

Drama:	How To Make Friends Again
Let's Talk:	About Making Friends Again

Option 3

Game:	Friendship Link
Let's Write:	About Friends And Falling Out

Follow-up Activities

Art Activity:	Making Friends Again
Writing Poetry:	Arguments and Making-Up

A Note on Friendship

Friends play a significant role in the lives of children. As children interact with friends and share their experiences, their understanding of the world expands beyond that based on their own experiences. Through the feedback they receive from others children learn to see themselves as others do.

Providing children with opportunities to help them understand the nature of friendship in their lives helps them to relate better to each other and lays the foundation for understanding the nature of the peer group as they grow older. In this context, it is important that children understand that 'falling out' can be a normal part of friendship.

Socialisation, learning about relationships and making friends occurs naturally in the school environment. The children learn from the teacher's example. The kindness, patience and understanding the teacher shows in interactions with the children in his or her class influences, in turn, the children's behaviour towards one another.

Resource Materials for Relationships and Sexuality Education

Third Class

Theme 2

Sometimes Friends Fight

Option 1

Art Activity: A Friendship Time-Line

Story Time: When Friends Fall Out

Art Activity: A Friendship Time-Line

Show the children how to draw a time-line. Draw a long line on the blackboard. Write the year(s) that they were born at one end, the present year in the middle and five years in the future at the other end. Mark off the years in between.

Ask the children to think about a good friend or friends.

- ▲ **When did you first meet? What do you remember about the first time you met each other?**
- ▲ **How did you make friends? Who said hello first? What did you talk about? What did you do?**
- ▲ **What did you like about your friend the first time you met? Why do you think you became friends?**
- ▲ **Ask the children to draw on the time-line a picture of what they were doing when they first met.**
- ▲ **What kinds of things do you like doing together?**
- ▲ **Can you remember the funniest (kindest, most surprising) thing your friend ever did?**
- ▲ **Did you ever have any adventures together?**
- ▲ **Ask the children to draw small pictures of some of these occasions at the relevant points on the time-line.**
- ▲ **Did you ever have a fight? How did you make friends again?**
- ▲ **Draw some pictures on the time-line to show what happened.**
- ▲ **Do you think you'll always be friends?**
- ▲ **What will your relationship be like in five years time? You will be in post-primary school then. Will you still be friends?**
- ▲ **What kind of things do you think you will be doing?**
- ▲ **Draw a picture of how you think you and your friend will relate then.**

Children place their memories at the relevant points on the time-line and these pictures may be given a simple title explaining what is happening in them, e.g., 'We met when we started school.' The time-line can be displayed and discussed.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 2 Sometimes Friends Fight

Story Time: When Friends Fall Out

Through reading or listening to stories and poems, children learn about life vicariously.

Please Mrs. Butler by Allan Ahlberg published by Puffin (1986)

A selection of humorous poems about school. Two relevant ones are -

Small Quarrel

This poem chronicles an argument from its small beginnings, through an escalation of hostilities, to a happy ending.

It's a Puzzle

A party to an argument, who feels half-hearted about it, wonders how the other party feels.

You may find the following questions useful:

1. **What happened in this story or poem?**
2. **Who were the main characters?**
3. **How did the argument start?**
4. **Did a similar incident ever happen to you?**
5. **Tell us what happened.**
6. **How did it end?**



Resource Materials for Relationships and Sexuality Education

Third Class Theme 2 Sometimes Friends Fight

Option 2

Drama: How To Make Friends Again

Let's Talk: About Making Friends Again

Drama: How To Make Friends Again

The children are asked to consider an imaginary problem and to act out a solution. In this case, the problem is how to make up with a friend after a falling out. For example:

When Darren kicked Mark's new football over the high wall at the back of the school, Mark was furious. The high wall surrounded Mr. Manning's prize flowers. Mr. Manning never returned a ball even when the boys asked. He gave out to the children who dared to ask.

Mark said to Darren, 'You are so stupid and you can't play football for peanuts.' 'You're not so great yourself' replied Darren. 'I was only helping you improve your game. That's the last time I'll ever play football with you!'

Mark went home after school thinking 'Darren is no friend of mine if he thinks I'm a useless footballer.' Darren went home thinking Mark would never play with him again. That night they both remembered all the good times they had together. They were both worried that they might have lost a good friend.

They both came to school the next day still a bit hurt about what the other had said but hoping they could make friends again. Both of them were afraid to make the first move because of all the things that had been said the previous day.

The teacher picks children to play the parts of Mark, Darren and Mr. Manning. The rest of the class are the audience. If drama is an unfamiliar medium for the children, they will need to discuss the story in depth. If they are experienced in dramatic activities they will be able to improvise. The scene is enacted once without interruption. Then it is done a second time.

During the second acting-out of the scene the teacher freezes the action at key points, e.g.,

The boys ask

'Can we have our ball back please?'

Mr. Manning replies

'No you can't.'

The teacher says 'freeze' and asks

Why does Mr. Manning say that? What is he thinking/feeling?

Mark says

'You're so stupid you can't play football for peanuts'

The teacher says 'freeze' and asks

Why does he say that? What is he thinking/feeling?

Likewise, when Mark and Darren are walking home alone from school, the teacher asks

What will happen next? How can Mark and Darren make friends again?

What might stop them making friends/ What could help them to make friends?

Resource Materials for Relationships and Sexuality Education

Third Class Theme 2 Sometimes Friends Fight

Let's Talk: About Making Friends Again

The teacher initiates a class discussion on making friends again after a 'falling out'.
Leading questions might be:

1. How do arguments usually start?
2. What is the best way of sorting them out?
3. How do you feel when you are arguing?
4. What kinds of things do your friends say?
5. Do you think they mean them?
6. How do you feel when you are friends again?
7. How do you think your friend feels?
8. Are arguments a good or bad thing? Why?
9. Could some arguments be avoided? How?
10. What does 'to forgive' someone mean?
11. Is it easy to forgive someone?

The teacher leads the children in private reflection on a personal 'falling out', asking them to think privately and silently:

- ▲ Am I having an argument with someone today or have I had one recently?
- ▲ Can I think of a way we could be friends again?
- ▲ What would stop us from making friends?
- ▲ Why don't I decide to make friends again very soon? What will I do?

Resource Materials for Relationships and Sexuality Education

Third Class Theme 2 Sometimes Friends Fight

Option 3

Game: Friendship Link

Let's Write: About Friends And Falling Out

Game: **Friendship Link**

The teacher revises the rules of group-work, especially the rule about 'no put-downs'. Everyone must be included and if someone is left out that is a put-down.

The children sit in a circle. One person is chosen as 'it'. S/he winks at someone else who is a friend and they swop places. The second child winks at someone else who is a friend and they swop places and so the game continues. The teacher may take a turn and wink at a child whom no-one has picked. No child may be winked at more than once.

The talking object is passed around and each child speaks in turn, giving his/her friend's name and saying one thing about the friendship, e.g.,

My friend's name is ...

We are friends because ...

Let's Write: **About Friends And Falling Out**

The teacher asks the children to write about a time they had a 'falling out' with a friend. The children may not wish to read or show their piece of writing to anyone and this should be respected. To facilitate this, single pages could be distributed. The following questions could be written on the blackboard to guide the children:

- ▲ **How did the argument start?**
- ▲ **What did you say? What did you do?**
- ▲ **What did the other person say and do?**
- ▲ **What happened in the end?**
- ▲ **How was the argument sorted out?**
- ▲ **How did you feel when you were arguing?**
- ▲ **How did you feel when you were friends again?**

Resource Materials for Relationships and Sexuality Education

Third Class

Theme 2

Sometimes Friends Fight

Follow-up Activities

Art Activity: Making Friends Again

Writing Poetry: Arguments And Making-Up

Art Activity: Making Friends Again

Provide each child with a human figure shape cut from card. Ask the pupils to think of a time they had a fight with a friend and made friends again. How did the fight make them feel? Were they angry or sad? Did they cry? Ask them to colour in the figure showing how they felt at that time.

On the other side of the figure ask them to draw how they felt when they made friends again. Ask the children to show each other their work. Pupils also have the option not to. If they wish they can tell each other about the fight, how it made them feel, how they made friends again and how that made them feel. Paste the figures, sunny side up onto a display board or around the classroom wall in the form of a chain, so that it looks as if the figures are holding hands. Give the display a title such as 'The Best of Friends'

Writing Poetry: Arguments And Making-Up

Ask the children to write a poem about having an argument and/or making friends again. The following format could be used:

A Fight

First line	-	One word	-	Fighting
Second line	-	Two words	-	Shouting, crying
Third line	-	Three words	-	In the yard
Fourth line	-	Four words	-	No-one to play with
Fifth line	-	One word	-	Lonely

Making Up

First line	-	One word	-	Quietly
Second line	-	Two words	-	'I'm sorry!'
Third line	-	Three words	-	'Let's be friends!'
Fourth line	-	Four words	-	'I didn't mean it!'
Fifth line	-	One word	-	'Right'

Alternatively, show the children how to write an acrostic using the letters of a word such as **ARGUMENT** or **MAKING-UP** by doing some examples on the blackboard first. Each letter of the chosen word is used to begin a word, phrase or sentence that tells the reader more about the subject. For example;

ARGUMENT

'Alright **THAT** does it'
'Right then'
'Go on ... I dare you'
'You're horrible'
'No I'm not'
'Everyone agrees with me'
'No-one cares what you think'
The friends parted ...



Home-School Links

Dear Parents/Guardians,

The aim of this lesson is to provide the children with opportunities to explore what happens when friends fall out. Friends play a significant role in the lives of children. As children interact with friends and share their experiences, their understanding of the world expands beyond that based on their own experiences. Through the feedback they receive from others children learn to see themselves as others do. Providing children with opportunities to help them understand the nature of friendship in their lives helps them to relate better to each other and lays the foundation for understanding the nature of the peer group as they grow older.

The following are suggested activities which you might like to undertake at home with your child.

▲ **Ask your child to think about a good friend or friends:**

When did you first meet? What do you remember about the first time you met each other?

How did you make friends? Who said hello first? What did you talk about? What did you do?

What did you like about your friend that first time? Why do you think you became friends?

What kinds of things do you like doing together?

Can you remember the funniest/the kindest/the most surprising thing your friend ever did?

Did you ever have any adventures together?

▲ **Your child may be willing to talk about an argument s/he had, or is having, with his/her friend:**

Are you having an argument with someone today or have you had one recently?

How did the argument start?

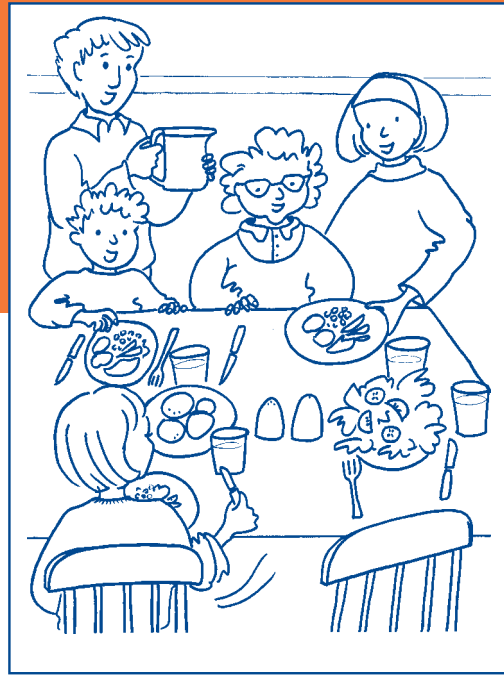
How did you feel when you were arguing?

How do you think your friend is feeling?

Can you think of a way you could be friends again? What would stop you from making friends?

Why not decide to make friends again very soon? What will you do?

3 My Family



Resource Materials for Relationships and Sexuality Education

Third Class Theme 3 My Family



My Family

Aim: To provide the children with opportunities to appreciate how family members are related and relate to one another.

Theme Menu

Option 1

Art Activity:	A Star Family
Group Discussion:	Families Together

Option 2

A Visit:	From A Family Member
Art Activity:	A Family Time-Line

Option 3

Let's Talk:	About Families
Writing Activity:	Recipe For A Family

Follow-up Activities

Writing Poetry:	Acrostic About Family Members
Preparation:	As I Grow I Change

A Note on Families

Relationships play a significant role in the lives of children. They help children to develop a greater understanding of their world. The child's first and most important experience of relationships will usually be in the family situation. Through the feedback they receive from family members, children learn to develop a realistic estimation of their own capabilities and limitations. Providing children with activities designed to help them think about their relationships with others allows them to develop their understanding of themselves and the social world in which they live.

Differing family patterns should be taken into account in the preparation of a lesson on the family. The class teacher will have to display sensitivity to the children's particular home situations, including those of children who are adopted or fostered. Consultation with parents/guardians in relation to cultural norms and religious beliefs may also be necessary.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 3 My Family

Option 1

Art Activity:	A Star Family
Group Discussion:	Families Together

Art Activity: A Star Family

Homework Preparation

The children are asked to do some homework in preparation for this Art Activity. They write a list of their family members' first names, starting with mother, father, brothers and sisters. Then they write their grandparents' names. Next on the list are their mother's and father's brothers and sisters. Children may need help at home with this.

Art Activity

Every child will need a template of a star which is big enough for two words. These templates may be supplied by the teacher and returned when used. Each child traces and cuts out a star on yellow construction paper, having one for every member of the family including himself/herself. Each child writes his/her name on a star, decorates it with glitter and sticks it in the centre of a blue page.

Every member of the immediate family is assigned a star with his/her name on it, and also the relationship word mother, father, brother or sister. These are stuck around the child's star and connected to it with straight lines (using ruler). Grandparents, aunts and uncles are similarly named, stuck on the page around the mother and father and connected to them with ruler-drawn lines.

In pairs, the children can look at their pages, talk about their family members and discuss how they are related to them. The pages can be taken home for further discussion and to be displayed.

Group Discussion Families Together

Following the Art Activity and paired discussion about it, the teacher organises the class into groups of 4 - 6 children. The guidelines for group-work on Page 11 are followed. The teacher nominates a secretary and reporter for each group and assigns them a topic for discussion, with each child in the group being encouraged to make a contribution:

- Group 1 How families have fun together
- Group 2 Family adventures
- Group 3 Family celebrations
- Group 4 How to look for help at home if you have a problem
- Group 5 How families co-operate about housework.

The teacher walks around, listens to the discussions, joins in with a comment if appropriate, reminds the secretaries to take notes and the reporters to be ready to give feedback, keeps track of the time and says when the discussion must end. The class re-assembles into a circle and each reporter is asked to give the two most important points made in his/her group. When each reporter has contributed, there may be time to hear another point from each. The session ends with each child taking the talking object in turn and saying 'one thing I like about my family is ...'

Resource Materials for Relationships and Sexuality Education

Third Class Theme 3 My Family

Option 2

A Visit: From A Family Member

Art Activity: A Family Time-Line

A Visit: From A Family Member

The teacher explains that a visitor will be coming to the classroom to talk to the children about how family members show each other, in words and in other ways, how they care for each other. This guest might be an adult member of a family: parent, grandparent, aunt or uncle or a brother or sister from a senior class. The steps for inviting a visitor to the classroom are to be found on page 12.

Art Activity: A Family Time-Line

Show the children how to draw a time-line. Draw a long line on the blackboard. Write the year(s) that they were born at the end, the present year in the middle and five years in the future at the other end. Mark off the years in between.

Ask the children to think about their family. Remember that some children may be fostered or adopted. A selection of the following questions may be useful:

You won't remember the day you joined your family but ask those who were at home at the time:

How did the others in your family hear about your arrival?

What was your family told about you?

How did they feel? What did they say? What did they do?

How did they celebrate the happy news?

▲ Mark this wonderful day on your family time-line by drawing a picture at the right point.

There is great excitement in a family when a new baby arrives.

Do you remember a time this happened in your family?

How did you hear the good news? Who told you? What did they say?

How did you feel? What did you do? Did you tell anyone else?

What did you say to them? What did they do? How did you celebrate?

Do you remember the first time you saw the new baby?

▲ Mark the arrival of the new baby on your family time-line

Resource Materials for Relationships and Sexuality Education

Third Class Theme 3 My Family

How do people talk to babies? What do they say to them?

Do people at home talk to you like that? Why not?

What do they say to you instead? Which would you prefer? Why?

Who else lived in your house when you were a toddler?

What kinds of things do people say to toddlers?

How is this different to the way people talk to you?

Do you remember starting school? Who brought you the first day?

How did you feel? What did you say/do? What did people say to you?

▲ **Mark your first day in school on the family time-line.**

What kinds of things do you like doing with your family?

Can you remember the funniest thing that ever happened at home?

What happened? How did the people at home feel?

What did they do and say? Did everyone think it was funny?

What about you? How did you feel? What did you say and do?

▲ **Mark the funny incident on your family time-line.**

What was the saddest thing that ever happened at home?

How did you feel? What did the others at home say/do?

▲ **Would you like to mark this sad time on your family time-line?**

Did you ever have an adventure with your family? What happened?

What did the people in your family say and do?

Are there any other special times that could go on your family time-line?

What happened? How did people feel? What did they say and do?

What will you be like in five years time? What will your family be like?

Remember everyone will be five years older, so any babies at home now

will be in primary school then and you will be in post-primary school.

▲ **Show on your family time-line when you will be starting post-primary school.**

Resource Materials for Relationships and Sexuality Education

Third Class Theme 3 My Family

How do you think you will feel starting post-primary school?

Compared to primary school, how will it be the same/different?

How would you like people to treat you when you are a teenager?

What will have changed?

Will you prefer this? Why?/Why not?

Draw a picture of what you think you and your family will be like then.

Children can place their memories at the relevant points on the time-line and these pictures can be given a simple title explaining what is happening in them. The time-line can be displayed and discussed.



Resource Materials for Relationships and Sexuality Education

Third Class Theme 3 My Family

Option 3

Let's Talk: About Families

Writing Activity: Recipe For A Family

Let's Talk: About Families

This topic may be introduced using a picture of a baby in a family situation. A selection of the following questions may be useful:

Is there a baby in your house?

Does the baby understand what you are saying? Babies might not understand the words you use but they understand the way you say things.

How do you know if a baby is happy/sad? What does a baby say/do?

How do you look if you are happy/sad? What do you say/do?

How do people in your family look if they are happy/sad? What do they say/do?

When you are feeling cross at home do you speak loudly/quietly?

Can you show someone at home that you are cross without speaking?

If you are angry with someone, what do you do?

What kinds of things do you do that annoy your brothers and sisters?

How do you know that you have made them cross? What do they say?

How can you tell if your parents are cross with you?

What might you have done?

What could you do to make things better?

When Mammy or Daddy is busy doing housework, is that a good time to ask for help with your homework? When would be a good time?

When would be a good time to ask about a problem that is bothering you: Bedtime? While working together? At mealtimes? While watching T.V. or on a walk? Why?

Sometimes people do not say how they are feeling but there are other ways of knowing how they feel. Sometimes people give messages to others without using words.

What messages can you give to someone at home using the look on your face, your eyes, your hands, the position of your body, e.g., turning your back on someone.

Resource Materials for Relationships and Sexuality Education

Third Class Theme3 My Family

Writing Activity:

Recipe For A Family

Discuss with the children recipe terms such as ingredients, teaspoon, tablespoon, dash, blend, mix, stir, whisk, heat, melt, simmer and sprinkle. Ask them to write recipes for their family members. Encourage them to focus on the positive, particularly in the case of brothers and sisters. Children tend sometimes to draw attention to shortcomings in siblings. Start by writing a class poem on the blackboard. The following examples provide a format and will show the children what is required:

A Recipe For Mammy

Ingredients:

200g patience
100g care
seasoning
A tablespoon of hugs

Method

Whisk the patience and care together.
Knead into a soft dough.
Add the seasoning and the hugs.
Bake well in the centre of the family.

A Recipe For Granny

Ingredients:

200g love
100g time
Seasoning
A teaspoon of smiles

Method

Soak the love in time.
Season with stories from the good old days.
Add a teaspoon of smiles.
Bake with care at the heart of the family.

A Recipe for Daddy

Ingredients:

200g love
100g helpfulness
a dash of humour
seasoning

Method

Stir the good humour and the helpfulness briskly.
Add a dash of love and season with good times.
Top with a sprinkling of laughter.
Bake well in the centre of the family.

Ask the children to write a number of recipes for family members. These can be shared in class, illustrated and compiled in book form.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 3 My Family

Follow-up Activities

Writing Poetry: Acrostic About Family Members

Preparation: As I Grow I Change

Writing Poetry: Acrostic About Family Members

Ask the children to write an acrostic using the names of their family members. Acrostic have featured already in these materials. They are poems in which the initial or final letters of each line spell a word or phrase. This activity introduces a format and also a limitation. The children are required to think carefully about the words they will use. This often results in more interesting thoughts and words.

Revise the acrostic format by composing a poem with the class on the blackboard. The following examples may also illustrate what is required of the children:

MY MAMMY

My Mammy has lots to do
Yet always has time for me.
Minds me well
Answers my questions
Makes my bed, sometimes
Makes me laugh
Young at heart

MY DADDY

My Daddy is up first every morning
Yet he's cheerful all of the time.
Doesn't mind helping with homework.
Always remembers my birthday.
Does a lot of housework
Drives me to school
Yes, I love him

The acrostic can be illustrated and put on display or compiled in book form.

Preparation: As I Grow I Change - Personal Measurements

The following worksheet is completed by the children in three stages throughout the year. It may be undertaken as a Maths Activity in class with children working in pairs to help each other take accurate measurements and record their findings. These measurements will be the subject of Lesson Eight, As I Grow I Change.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 3 My Family

Preparation for Lesson 8

**As I Grow I Change -
Personal Measurements**

Name			
	End of 1st Term	End of 2nd Term	End of 3rd Term
Height			
Waist			
Chest			
Leg length			
Arm Length			
Arm Span			
Hand Span			
Foot Size			



Home-School Links

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to appreciate how family members relate to each other. Family relationships play a significant role in the lives of children. Family life helps children to develop a greater understanding of their own world and prepares them for relating to people in the wider world outside the home. Parents and teachers can provide children with activities designed to help them think about their relationships with others, at home and outside.

The following are suggested activities which you might like to undertake at home with your child.

- ▲ **Talk about the people in your house and how you relate as a family. Could you name one thing each person in this house does**
 - a) to help us be a happy family?
 - b) to provide/prepare food for the family?
 - c) to look after clothes for the family?
 - d) to share the housework?
 - e) to organise celebrations/make birthdays special?
 - f) to help us to solve problems?

- ▲ **As a follow-on to the above, perhaps you could organise a family meeting to talk about family life, listen to everyone's ideas and opinions and make plans for more caring, sharing, fun and communication.**

- ▲ **At the family meeting, or with individual family members, your child in Third Class, who is doing this Home-School Links page with you, could record what is said and use the information to design a Family Charter.**

- ▲ **A Family Charter could be an outline of family policy on aspects of your family life:**
 - In our home we show respect for each other ...**

 - We care for each other by ...**

 - We listen to each other when ...**

 - We talk to each other ...**

 - We help each other by ...**

 - We have fun together when we**

 - We share the housework according to the rota for shopping, cooking, dusting, vacuuming, laundry, etc.**

- ▲ **A Family Housework Roster to be tried and reviewed after a limited period could be organised and agreed on by the family members.**

4 Keeping Safe



Resource Materials for Relationships and Sexuality Education

Third Class Theme 4 Keeping Safe

Theme 4

Keeping Safe

Aim: To provide the children with opportunities to identify the people whose job includes child safety.

Theme Menu

Option 1

A Visit: Someone Whose Job Includes Child Safety

Language Development: About People Who Help Others

Option 2

Help Plan: Who, What, When, Why?

Decision-Making: People Who Can Help Us

Follow-up Activities

Art Activity: People Who Help Us

Language Development: Alphabetical People

A Walk: Being Helped By Another

A Note on Personal Safety

RSE will be an integral part of Social, Personal and Health Education (SPHE), as will education in child abuse prevention, substance use/misuse, nutrition, hygiene, etc. Materials are available to schools in many of these areas and can be used to complement the work in SPHE and RSE.

Personal safety for children is emphasised regularly at home and in school in the context of dangers connected with traffic, water, fire, electricity, etc. It is important that children do not get conflicting messages between home and school or between programmes in school.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 4 Keeping Safe

Option 1

A Visit: Someone Whose Job Includes Child Safety

Language Development: About People Who Help Others

A Visit: Someone Whose Job Includes Child Safety

A visit can be organised from a person whose job includes responsibility for children's safety, e.g., Garda, Community Liaison Officer, School Warden, Lifeguard. Such visits provide the children with the opportunity to identify people who should help to keep them safe because this is part of their job.

The steps for preparing for a visitor are to be found on page 12.

Language Development: About People Who Help Others

Elicit from the children the names of some characters from a favourite book, television programme or film. Ask the children, in groups of four or five, to identify the characteristics of some of these individuals and to identify those who help others. When the list is completed the children report on their findings and the teacher leads the class in a discussion on people who help others.

Let's talk about the people who help us.

Who are they?

What do they do?

What words could we use to describe them?

The book '*The Sheep Pig*' by *Dick King-Smith* or the film made of it (*Babe*) would be appropriate reading.

The film of '*Charlotte's Web*' / based on the book by E.B. White, also features a variety of characters and relationships.

Stories by *Roald Dahl*, for example '*The Magic Finger*', '*Fantastic Mr. Fox*' or '*James and the Giant Peach*' would also be appropriate.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 4 Keeping Safe

Option 2

Help Plan: Who, What, When, Why?

Decision-Making: People Who Can Help Us

Help Plan: Who, What, When, Why?

This is a private, personal exercise. Each child is given a sheet of paper. Children write Home on one side and School on the other. The teacher asks the class for examples of everyday problems that children might have in school. The teacher then asks the children to choose one of the problems and to think silently about it, e.g.,

losing a lunch box;

being bullied in the yard or on the school bus;

not having homework done;

forgetting P.E. runners.

The teacher encourages the children to ask themselves the following questions and write the answers on the School side of the page:

If I had this problem

Who in school could I tell about it?

When would I talk to this person about my problem?

What would I say?

Why did I pick that person?

Why would I expect that person to help me?

A similar exercise is undertaken to elicit how children might get help at home to solve a problem, using the **Who, When, What, Why Plan**.

Decision-Making: People Who Can Help Us

The teacher brainstorms with the children the people they would look to for help if they had a problem. The leading questions could be:

Who could help you if

A fire started in your house?

You were in difficulties in the swimming pool?

You broke your leg?

You got lost in a shopping centre?

Resource Materials for Relationships and Sexuality Education

Third Class Theme 4 Keeping Safe

Having written on the blackboard a list of names of people who help us, the teacher divides the class into small groups, appointing a secretary and reporter to give feedback. Each group is given one name from the list and asked to give specific instructions on how to contact this person in time of need. They are also asked what they could do so that this person's job could be made easier:

Group 1 **The Doctor:**

If you broke your arm what would you do?

Name one thing you could do to prevent an accident.

Group 2 **The Fireman:**

If you discovered a fire in your kitchen what would you do?

Name one thing you could do to prevent a fire.

Group 3 **The Lifeguard:**

If you got a cramp in the pool what would you do?

Name one thing you could do to ensure safety while swimming.

Group 4 **The Security Person:**

If you got lost in a shopping centre what would you do?

Name one thing you could do which would assist a security person.

After ten minutes group discussion, the reporters give feedback to the whole class.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 4 Keeping Safe

Follow-up Activities

Art Activity:	People Who Help Us
Language Development:	Alphabetical People
A Walk:	Being Helped By Another

Art Activity: People Who Help Us

Options 1 and 2 have initiated a discussion on people the children might expect to help them because this is part of their job. Ask the children to make a list of all these people. These can be illustrated and compiled in book form.

Language Development: Alphabetical People

The children are asked for words that describe people in a positive way. They could place them in alphabetical order, e.g.,

big-hearted,
clever, calm, considerate, comforting,
dependable,
even-tempered,
friendly, funny,
generous, gentle, good-natured,
honest, helpful,
kind-hearted,
loving,
peace-loving, practical,
reliable, responsible,
soothing, soft-hearted, sympathetic, sensible,
tender-hearted, thoughtful, trustworthy,
understanding, unselfish,
warm, welcoming.

Having identified their own class list of positive qualities, the children could:

Rank them from the most important to the least important;

Choose the five qualities that they would find in someone whose job it is to help keep them safe;

Put these qualities in sentences;

Illustrate these and present them in book form.

A Walk: Being Helped By Another

Children are in pairs. One is A. The other is B. A closes his/her eyes while B leads him/her around the room. A should not open his/her eyes or talk. Gently, B squeezes A's arm once as the signal to stop if something is in the way. Being squeezed twice means the way is clear. After a short time they change roles.

To conclude, the children sit in a circle and the teacher asks each child in turn to say how it felt to be helped by someone.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 4 Keeping Safe



Home School Links

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to identify people whose job includes child safety. Personal safety for children is emphasised regularly at home and in school in the context of dangers connected with traffic, water, fire, electricity, etc.

The following are suggested activities which you might like to undertake at home with your child.

- ▲ Talk about the people who help your child.

Who are they? Why does s/he expect them to help?

What are the words s/he would use to describe them?

- ▲ Who could your child go to in the following situations? Who would s/he ask for help? What would s/he say to them?

If s/he got lost in the shopping centre?

If s/he were at the cinema, a football match or fairground and got lost in the crowds?

If s/he were outside playing and a grown-up s/he didn't know drove up in a car and asked directions to somewhere?

If your child were in the park and a grown-up s/he didn't know asked him/her to help find a lost dog?

If your child got a pain when going to the toilet?

If your child took a short cut home from school even though you said it was dangerous. Friends persuaded your child to go this way. Now they say they will tell you (parent/guardian) unless your child goes home that way every day.

- ▲ Practise with your child, by acting out some of the above situations, exactly how s/he would react, where s/he could go and what s/he would say and do.
- ▲ Perhaps you could arrange that you and your child would talk to the people s/he would expect to help and discuss how s/he might contact them in your absence. Record addresses/telephone numbers, etc. as appropriate.

5 Expressing Feelings



Theme 5

Expressing Feelings

Aim: To provide the children with opportunities to identify feelings and emotions and to learn how they may be expressed in an appropriate manner.

Theme Menu

Option 1

Class Round:	How Are You Feeling?
Action Plan:	Name, Show, Tell

Option 2

Language Development:	Alphabetical Feelings
Writing Poetry:	What is ...?

Option 3

Active Problem-Solving:	Ways We Show How We Feel
Writing Activity:	Feelings

Follow-up Activities:

Listening to Music:	Music With Feeling
Art Activity:	Happy Days

A Note on Feelings and Emotions

Feelings and emotions are a very important and complex part of who we are. For many people, the emotions that accompany their enjoyment of life, the changes in their lives, and the stressful and relaxing times, are complex. Emotional awareness involves recognising one's own feelings as well as the feelings of others. Acceptance of emotions involves understanding the normality of human feelings. Managing emotions means the ability to control and cope with personal feelings and being able to express them in acceptable and appropriate ways. Learning about emotions and feelings is beneficial to the healthy development of the child.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 5 Expressing Feelings

Option 1

Class Round: How Are You Feeling?

Action Plan: Name, Show, Tell

Class Round: How Are You Feeling?

The children sit in a circle. The teacher explains that for this class round activity the children are going to rate their feelings, on a scale of 1 to 10 according to their level of happiness.

Feelings Number Code

A child who is extremely happy rates his/her feelings as 10.

A child who is feeling unhappy gives a low rating, the lowest being 1.

Feelings in-between may be rated accordingly on the number scale.

The teacher asks each child in turn:

'How are you feeling?'

Each child answers according to the code, e.g.,

'I'm a seven'

When each child has had a turn the teacher refers to some of the responses and invites children to decode their numbers:

'Julie, you say you're a nine. How are you feeling?'

'John, you say you're a five. How are you feeling?'

'James, you say you're an eight. How are you feeling?'

Action Plan: Name, Show, Tell

The teacher explains to the children that together they are going to work out an Action Plan for coping with their feelings. This will be in three parts:

- 1. Name**
- 2. Show**
- 3. Tell.**

1. Name the Feeling

The teacher invites the children to brainstorm all the feelings they can name. These are recorded on the blackboard, in some eye-catching format, e.g., arrows coming out of a cloud with a feeling named at the tip of each.

The teacher then reads the following stories and ends each one by asking the children to name the feeling being experienced:

Ann's Story

My sister went to hospital last week. When Mammy went in to see her she brought her a huge box of chocolates and a magnificent new doll. Daddy stayed off work and sat by her bedside all day, reading stories to her. **I felt ...**

The teacher asks the class to fill in the missing word and supplies **'jealous'** if it is not given. Other feelings may also be appropriate. The children are asked to give this feeling a number from the code used in the introduction. They are asked to find the word on the blackboard.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 5 Expressing Feelings

John's Story

John is in Third Class. He loves football though he is not very good at it. A team is picked for his age-group but he is not on it. He says nothing at the time but is very nasty to his young brother at home. **He feels ...**

The teacher asks the class to fill in the missing word and supplies '**disappointed**' if it is not given. The children are asked to give this feeling a number according to the code used in the introduction. They are asked to find the word on the blackboard.

Mary's Story

Mary comes home after being out to play. Her big brother is in the sitting-room with his friends. Mary's schoolbag is in there and she needs it to do her homework. She hates going in there because she knows they will tease her and make fun of her. **She feels ...**

The teacher asks the class to fill in the missing word and supplies '**shy**' if it is not given. The children are asked to give this feeling a number from the code used in the introduction. They are asked to find the word on the blackboard.

This completes the first part of the Action Plan.

2. Show the Feeling

The teacher elicits from the children the different ways that people show how they feel by asking:

How would someone know you were feeling ...(sad, happy, angry, etc.)?

The teacher and children discuss and mime how feelings are expressed:

Face - smiling, laughing, crying, eyeing, pouting, sulking, blushing;

Body - tall, straight, slouched, hunched, relaxed, stiff, cowering, confident;

Actions - movement of hands, arms, feet, legs, shoulders, head, upper body may be calm, agitated, relaxed, threatening, joyful, depressed, excited, sad, etc.

The teacher may refer to the stories and ask individual children to mime:

Ann showing that she felt jealous;

John showing that he felt disappointed;

Mary showing that she felt shy.

Statues Game

The whole class is invited to play a game of Statues. The teacher calls out the name of a feeling. Children are encouraged to use their faces, bodies and actions to show that feeling. After a few seconds the teacher gives the signal to 'freeze'. Children remain as still as possible showing the feeling through facial and body expression.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 5 Expressing Feelings

Discussion on Showing Feelings

The children finish the Statues Game and sit in a circle. The teacher asks them

Is it always good to show how we are feeling?

The children are prompted with examples such as:

If you saw your friend in the church would you wave? Why?/Why not?

If you were jealous of the baby would you pinch him/her? Why?/Why not?

If you were at a party and all the crisps were taken before you got some would you sulk? Why?/Why not?

The teacher explains that showing our feelings with facial or body expression is not always appropriate. This leads into the third part of the Action Plan which is to tell, not show, how we are feeling.

3. Tell the Feeling

The teacher explains to the children that it is not always possible to know how a person is feeling simply by looking at him/her. Referring to the stories the teacher asks

Who could Ann (John, Mary) have told about feeling ...?

Referring to themselves, the teacher asks the children

Who could you tell if you had a problem and you were feeling ...?

A poster of People Who Help Us may have been compiled and displayed in the classroom for the previous theme. The children could be referred to this. This could lead into the following game.

Telling Feelings Game

The teacher puts pieces of paper with a feeling word on each into a box. The children in turn pick a paper, look at the feeling word and use it saying

If I felt ... I'd tell ...

When each child has contributed the teacher recaps on the action plan:

1. **Name the feeling**
2. **Express the feeling if appropriate**
3. **Talk about the feeling to someone you trust**

Closure

The teacher asks the children individually how they are feeling. If they are feeling better than at the beginning they raise their hands. If they are feeling worse, they put their hands by their sides. If they are the same they put their hands on their knees.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 5 Expressing Feelings

Option 2

Language Development: Alphabetical Feelings

Writing Poetry: What Is ...?

Language Development: **Alphabetical Feelings**

The children are asked for words that describe ways of feeling. They can place them in alphabetical order e.g,

afraid, alarmed, angry, anxious, apprehensive,
cool, calm, content, cheerful,
delighted, down, downcast, downhearted,
embarrassed, excited,
forlorn, frightened, frustrated, furious,
glad, gloomy,
happy, heavy-hearted,
impatient,
jealous,
light-hearted, lonely, low,
melancholy, merry, mournful,
pleased, patient, purposeful,
sad, satisfied, serene, sorrowful, sunny, surprised
tranquil, thrilled,
unhappy,
wistful, worried.

Having identified a class list of feelings, the children could list them according to whether they are more comfortable about some feelings than others; write how they express a number of feelings in appropriate and inappropriate ways; illustrate a variety of feelings and present them in book form; put selected feelings in sentences, e.g.,

I feel impatient when ... (I'm waiting for my turn).

You can tell I'm feeling impatient because ... (I tap my foot and sigh).

I don't like feeling this way.

I can feel better by ... (watching the person whose go it is take their turn).

I can enjoy the fun they are having and ... (look forward to my turn).

Writing Poetry: **What Is ...**

Ask the children about different ways of feeling. Ask them to choose a way of feeling and write down words and phrases that come into their mind. By selecting some of these, the children can compose 'word poems'. For example:

Happiness is ...
fine weather,
blue skies,
holidays,
good times with friends,
a welcome home and a hug.

Sadness is ...
a fight with someone I love,
having no one to play with in the yard,
a disappointment,
a lost dog,
a broken promise.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 5 Expressing Feelings

Alternatively, the children could write recipes for ways of feeling. If the children have written recipes before, they will be familiar with terms such as ingredients, teaspoon, tablespoon, dash, pinch, blend, mix, stir, whisk, heat, melt, simmer, etc. Start the Feelings Recipes by composing a class recipe, as an example, on the blackboard. The following examples provide a format that will show the children what is required:

A Recipe For Sadness

Ingredients:

100g grey clouds
100g black thoughts
100g salty tears
A teaspoon of sighs.

Method:

Blend the clouds and thoughts together.
Add the salty tears.
Add the teaspoon of sighs.
Bake in an empty room.

A Recipe For Impatience

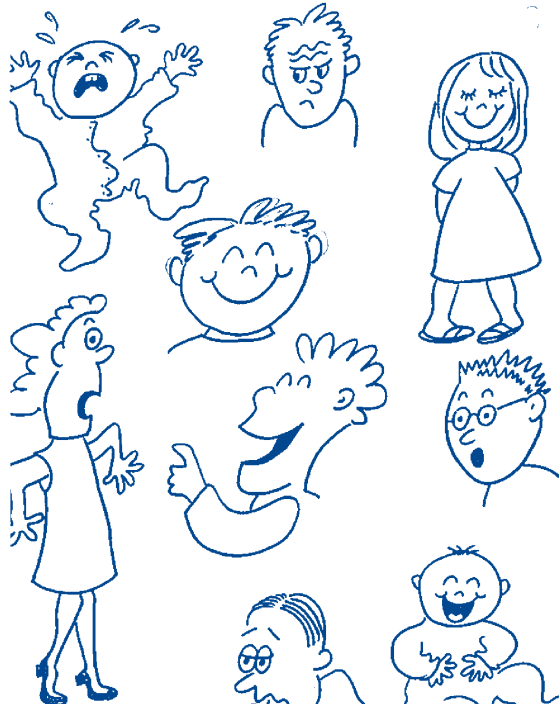
Ingredients:

100g waiting for home time
100g waiting for my birthday
100g waiting for Christmas
A dash of restlessness

Method:

Stir all the waiting together.
Add the dash of restlessness.
Cook quickly.

The teacher may decide, or the children may be allowed to choose, whether the Feelings Recipes are to be written by the children individually or in groups. They can be illustrated and compiled in book form. Children could also write acrostics about feelings.



Resource Materials for Relationships and Sexuality Education

Third Class Theme 5 Expressing Feelings

Option 3

Active Problem-Solving: Ways We Show How We Feel

Writing Activity: Feelings

Active Problem-Solving: **Ways We Show How We Feel**

The children could be asked to consider any of the following situations and to act-out a solution. The following suggestions relate to the objective and some may be acted out.

In the following situations

How would you feel if ... ?

What would you do if ... ?

Would it make the situation better or worse if ... ?

- ▲ **some other child keeps pushing you in the yard?**
- ▲ **the child sitting beside you in class keeps on talking and the teacher thinks it's you?**
- ▲ **the child sitting beside you keeps copying your work, the teacher says the other child's work is good and tells you to be tidier?**
- ▲ **it's your brother's birthday and everyone seems to have forgotten about you?**
- ▲ **you are shopping with your Daddy and suddenly you need to go to the toilet?**
- ▲ **you are on a walk and you get an uncomfortable feeling that someone is following you?**
- ▲ **you are out with your friends, you meet your Mammy's friend, she treats you like someone much younger than you are and hugs you too hard?**
- ▲ **you arrive home and are told the sad news that your Grandad has died?**

Writing Activity: **Feelings**

Ask the children to write about times they were unhappy, frustrated, jealous, embarrassed, angry, lonely or sad:

Why did you feel this way?

How did you act?

What did you say or do?

Did anything make you feel better?

Resource Materials for Relationships and Sexuality Education

Third Class Theme 5 Expressing Feelings

Examples:

Feeling Embarrassed

Making mistakes in school, in front of the others in my class, makes me feel embarrassed. When I feel embarrassed my face turns red. I can't think of what to say and then I feel even more embarrassed. Talking this over with my friends made me feel better. They all feel the same way. They don't think any less of me for making mistakes at school. I still feel embarrassed, but not as badly as before.

Feeling Jealous

When my sister went to hospital, I felt jealous because she got lots of attention. I shouted a lot and slammed doors. Talking about it to my Mammy made me feel better. She explained that she loved us both the same. She asked me to think about how my sister must feel. I knew that my sister was not feeling well and realised that she must get a bit lonely in hospital. Next time I visited her I gave her a loan of my (favourite cuddly toy, walkman) so that she wouldn't feel as lonely.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 5 Expressing Feelings

Follow-up Activities

Listening to Music:	Music With Feeling
Art Activity:	Happy Days

Listening to Music: Music With Feeling

Play a piece of music that conveys a specific mood or a variety of feelings. You could choose a classical piece. Compilations of classics on tape provide great variety. Alternatively, the children could bring in some of their favourite music cassettes or disks from which the teacher could choose what to play.

Classical pieces that are pensive and convey a melancholy mood include:

'Pavane' Andante (2nd Movement) Gabriel Fauré

Piano Concerto No. 21 'Elvira Madigan' Mozart

Second Movement; Adagio, Concierto De Aranjuez Joaquin Rodrigo

Adagio in G Minor Tomaso Albinoni.

Second Movement; Largo, Symphony No. 9 in E Minor 'From The New World' Antonin Dvorák.

First Movement; Adagio-moderato, Cello Concerto, Edward Elgar.

Meditation; Thais, Jules Massenet.

Intermezzo, Cavalleria Rusticana, Pietro Mascagni.

Classical pieces that are more upbeat and animated include:

The Hallelujah Chorus, George Frideric Handel

Jupiter 'The Bringer of Jollity' Gustav Holst

'The Emperor Waltz' Johann Strauss II

Ode to Joy' from Fourth Movement Symphony No. 9 in D Minor, Ludwig von Beethoven

'O Fortuna', Carmina Burana, Carl Orff.

'Ride of the Valkyries', Richard Wagner.

Prélude, Carmen, Georges Bizet.

Chorus of the Hebrew Slaves, Nabucco, Giuseppe Verdi.

Waltz of The Flowers, The Nutcracker Suite, Peter Ilyich Tchaikovsky.

Encourage the children to tidy their tables, putting away pencils or anything else which may distract them. It is best not to begin 'Quiet time' until everyone is settled and focused. Speaking in a calm voice the teacher guides the children:

Resource Materials for Relationships and Sexuality Education

Third Class Theme 5 Expressing Feelings

Today we are going to listen to a piece of music called

by

Relax (pause)

Sit comfortably (pause)

Put your feet flat on the floor (pause)

Rest your hands on your lap (pause)

Quietly, gently, close your eyes (pause)

(Almost in a whisper) **Listen ... Listen ...** (Play the piece of music)

Still with your eyes closed, listen to the music ... look into your imagination ... see what the music reminds you of ... (pause)

How do you feel?

How do you think the composer felt when he wrote this?

What is it about the music that makes you say this?

... Now slowly open your eyes and s-t-r-e-t-c-h.

Afterwards the children can tell you how they felt and how they think the composer felt. They can draw the pictures that came into their mind. There are no right or wrong answers.

Art Activity: Happy Days

Ask children to draw a picture, or a sequence of pictures, depicting an occasion when they were happy with their friends or family. Emphasis could be placed on strong, bright colours to express feelings. Speech bubbles could be drawn into which children write what people are saying.

These Happy Feelings pictures could be discussed and displayed in the classroom.



Home -School Links

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to identify feelings and emotions and to learn how they may be expressed in an acceptable manner. Feelings and emotions are a very important and complex part of children's experiences. The ability to express feelings in appropriate ways involves being aware of, identifying, acknowledging, accepting and managing them.

The following are suggested activities, some of which you might like to undertake at home with your child. Please be assured that what you discuss with your child at home is private to your child's life and your family situation and your child will not be asked to talk about it in school.

- ▲ **Ask your child what s/he learned in school about this theme, Feelings. You may hear that words for feelings were arranged alphabetically in school -**

**Afraid Brave Cross Delighted Embarrassed Frustrated Glad Happy
Impatient Jealous Kind Lonely Merry Nervous Overcome Pleased Quiet
Restless Surprised Thrilled Unhappy Valued Worried.**

Talk to your child about his/her feelings, e.g.,

Which feeling do you have almost every day?

Why do you feel like this?

How do you express this feeling?

- ▲ **This may lead to a discussion on how feelings are expressed in your family - love, happiness, sadness, anger, etc. You and your child might share your feelings on situations you have both experienced, e.g.,**

When ... died I felt ...

When it was my birthday I felt ...

- ▲ **Poems and recipes about feelings may have been written in class and you and your child might like to make up others such as:**

**Happiness is ...
fine weather,
blue skies,
holiday time,
good times with friends,
a welcome home and a hug.**

**Sadness is ...
a fight with someone I love,
having no one to play with,
a disappointment,
a lost dog,
a broken promise.**

A Recipe For Sadness

**Ingredients
100g grey clouds
100g black thoughts
100g salty tears
A teaspoon of sighs.**

**Method
Blend the dark clouds and
black thoughts together.
Add the salty tears.
Add the teaspoon of sighs.
Bake in an empty room.**

6 Preparing For New Life



Resource Materials for Relationships and Sexuality Education

Third Class Theme 6 Preparing For New Life

Theme 6

Preparing For New Life

Aim: To provide the children with the opportunity to learn about the care that needs to be taken by a mother who is waiting for her baby to be born.

Theme Menu

Option 1

A Visit: From Parent(s) And Baby

Let's Talk: About Preparing For New Life

Option 2

Information Lesson: Caring For Baby

Story Time: 'It's Me!' by Clare Maloney

Follow-up Activities

Writing Activity (1): A Thank You Letter

Writing Activity (2): About The Visitor/Lesson

A Note on New Life

Children have many experiences of new life - springtime; new growth in the garden; new pets at home or new animals on the farm; the arrival of a new baby brother or sister, cousin or neighbour. Their sense of awe and wonder at the simplest experience of new life is refreshing and may reawaken in the adults around them an appreciation of even a green shoot in Spring. By teaching children to understand new life and how it comes about, the teacher is encouraging them not to take these daily miracles for granted and to respect, value and cherish new life.

The approaches that follow are suggestions only. Teachers may feel more comfortable about teaching these materials and be more confident about answering the questions the children may ask if they do some background reading first. The school policy may include strategies for dealing with children's questions.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 6 Preparing For New Life

Option 1

A Visit: From Parent(s) And Baby

Let's Talk: About Preparing For New Life

A Visit: From Parent(s) And Baby

Arrange for a visit from parent(s)/guardian(s) and baby. The focus of this lesson is the care that needs to be taken by a mother before the birth of her baby. The role of other family members is also considered. Such a visit, properly prepared, provides the children with the opportunity to appreciate and celebrate the wonder of new life.

The steps for preparing for a visitor to the class are to be found on page 12.

Let's Talk: About Preparing For New Life

If you have chosen to invite a parent/guardian and baby to visit, a selection of the following questions may be useful:

What is the baby's name? Why was the baby given this name?

What age is the baby?

What size and weight was the baby when s/he was born?

What size and weight is s/he now?

Has the baby changed much since s/he was born?

The following questions may be asked of the visitor or as a follow-up to the Information Lesson in Option 2. The answers given are suggestions for the teacher.

Where was the baby before s/he was born?

Inside his/her mother, in her womb.

How long was s/he inside his/her mother?

Nine months, approximately.

What kind of food do you give a new baby?

If the mother is breast-feeding she might like to explain why breast milk is especially good for the baby.

What did the baby eat before it was born?

Food and oxygen were carried through the umbilical cord, or feeding tube, from the mother to the baby's body. The food travelled round the baby's body and then back to the mother's body. On the way back it carried waste from the baby's body back to the mother's body.

When the baby was born, it didn't need this umbilical cord or feeding tube any more so what happened to it?

The nurse tied it up and cut it off in the hospital. What the baby was left with is called a navel. You might know it better as the 'belly button'.

What special care did the mother need to take before the baby was born? How did she

Resource Materials for Relationships and Sexuality Education

Third Class Theme 6 Preparing For New Life

take care of herself?

She avoided lifting heavy weights or standing for long periods of time.

What special care did she take about what she ate?

She ate fresh food, for example vegetables and fruit. She avoided food such as chocolate and biscuits.

What other care did she take?

She may have avoided taking medicine or alcohol because some of the drug might travel through the umbilical cord or feeding tube and affect her baby.

If she smoked, she may have stopped and she may have tried to keep out of smoky rooms. She might have asked other family members not to smoke when she was around.

What did she do about exercising and resting?

How did the father help? How did other people in the family help?

After nine months in the womb, how did the baby get out?

Through the vagina, the opening where a baby leaves its mother's womb.

The visitor may be asked:

What was the first thing the mother said when she saw her new baby?

What did the father say or do? What did other people do or say?

What did the baby do?

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Third Class Theme 6 Preparing For New Life

Option 2

Information Lesson: Caring For Baby

Story Time: 'It's Me!' by Clare Maloney

Information Lesson: **Caring For Baby**

The information given in this lesson should be simple. The headings are intended as a guide for the teacher.

Nutrition in the womb and the function of the umbilical cord.

Before a baby is born it spends about nine months in his/her mother's womb. The baby gets food from his/her mother through a tube called the umbilical cord. Blood, travelling through the cord, carries tiny amounts of digested food and oxygen to the baby's body. The blood travels round the baby's body and then back to the mother. On the way back it carries waste from the baby's body back to his/her mother's body. When the baby is born it doesn't need the umbilical cord any more so the nurse ties it up and cuts it off in the hospital. This doesn't hurt the baby. The scar the baby is left with heals quickly. It is called the navel. It is also known as the 'belly button'.

Good Nutrition

A mother who is expecting a baby will want to look after it well. When she is feeding herself, she is also feeding her baby. A mother who is expecting a baby can help her baby to grow strong and healthy by eating healthy food. This means eating a lot of different kinds of fresh food such as meat, dairy produce, fruit and vegetables.

Taking care with medicines, alcohol and smoky environments

A mother who is expecting a baby usually avoids taking medicine or alcohol. This is because some of the medicine or alcohol could travel through the umbilical cord to the baby and this isn't very good for her baby. Many pregnant mothers decide not to smoke and avoid being in smoky rooms. They might ask other family members who smoke not to do so when they are around.

Some ways other family members can help

A mother who is expecting a baby will need to get enough rest and take more breaks when working around the house. Other people in the family can help out by carrying heavy weights, like shopping bags, which might cause back ache. Making beds and vacuuming can also cause back ache. Standing for a long time is more tiring than usual. The expectant mother will need to share with other family members housework like making beds and vacuuming, doing the ironing and the washing up.

Travel/Work

Often people on over-crowded buses and trains will let a pregnant mother have their seat because they know she needs to rest while she does this special job of carrying the baby before s/he is ready to be born. A mother who is expecting a baby is carrying extra weight so her balance isn't as good as usual. You won't usually find a pregnant mother climbing ladders or riding a bicycle.

Exercise

Exercise is important. Walking and swimming are particularly good.

Medical check ups

A mother who is expecting a baby visits the doctor regularly. At each visit the nurse weighs her. This way the mother knows that the baby inside her is growing steadily. There will be other ways the mother will know about her baby. After about five months in the womb, the

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Third Class Theme 6 Preparing For New life

baby will have grown big enough, so that when s/he moves the mother can feel it. A mother might say that this feels like a butterfly fluttering or a little fish zigzagging inside her. As the baby gets bigger and stronger, the mother feels that she is getting a little dig in the ribs when the baby moves. The first time this happens is a very exciting time for the mother. Each time it happens the mother is reminded of the miracle of new life as her beautiful baby grows inside her.

The baby is learning about his/her mother too. From about six months, the baby can hear his/her mother's heart beating, her tummy rumbling and the music she enjoys and is listening to. The baby also learns to recognise his/her mother's voice and s/he finds this familiar voice very soothing after birth. After nine months the baby is born.

Story Time: 'It's Me!' by Clare Maloney

The following story invites the children to make an imaginary visit to the 'Inside World' of the womb. Literary devices such as the absence of capital letters, except on the word 'I' reflect the fluidity of the womb and the process of formation happening there. Little snatches of verse lend extra structure and form to the developing body of the baby. The story uses the notion of a 'den' which is common to many children from their play, as a secure, safe place. The story should be told in a hushed voice, at a slow pace, mirroring the peace and quiet of the womb.

'It's Me!' by Clare Maloney

Once upon a tummy-time, far away from the 'big outside world,' there was a
'little inside world;' this
'little inside world' was
soft as a whisper
cosy as a snuggle
peaceful as a sleeping dream
loving as a huggle
warm as a mammy's bed
happy as a giggle
floaty as a bubbly-bath
hidden as a sniggle ...

Then
'den! I'm in, I'm in, I'm in
I'm all ready to begin!
laughs a delighted little mite and there
as if out of nowhere it
touches den in the 'little inside world'
it settles delicately as a baby's tired eyelids and drops off to -
sssh - sleep

after some tummy-time, a little shudder, a little shiver and a
tiny, tiny quiver and
ho ho; hee hee
I'm beginning to be
my body's beginning
my head is beginning
I've begun to be mee!

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Third Class Theme 6 Preparing For New Life

and during the long tummy-time,
it grows that little head and that
little body with all its little might until
after some more tummy-time a tickly dream trickles into its sleep
and it smiles at a face that it sees
my head's got a face
ear; ear - eye; eye
cheeks; nose; mouth; tongue
and my very own smile

ho ho; hee hee
I'm getting more like mee
and during the long tummy-time my body grows
with all its little might until suddenly ... it startles;
it jumps-in-its-sleep and discovers ...
ho ho; hee hee
I'm getting more and more like mee

and during the long tummy-time my head and body and
arms and legs grow until ...
there's not much room left for growing in the den, in the
'little inside world' ... and the little mite is curled up as tight as a nut
in a shell and, well, still growing and growing until
it wants to stre---tch out its legs and arms and fingers and toes;

it wants out to see; it wants out to play; it wants out ...
and so the long tummy-time is over; pushing with all its tiny might ...
ho ho; hee hee
I'm out; I'm free
come and see
I'm your new baby

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Third Class Theme 6 Preparing For New Life

Follow-up Activities

Writing Activity (1): A Thank You Letter

Writing Activity (2): About The Visitor/Lesson

Writing Activity (1): **A Thank You Letter**

Ask the children to write a thank you letter to the visitor. The children might make mention in this letter of something the visitor told them which they had not known before or which they thought was interesting. As such, the letter might serve as a reinforcement of the learning.

Writing Activity (2): **About The Visitor/Lesson**

As a follow-up to the Visit or the Information Lesson you might ask the children to write about what they learned. The teacher could give guidelines in the form of questions (as in the 'Let's Talk' section of this lesson), or unfinished sentences written on the blackboard, e.g.,

A Special Visitor To The Classroom.

Today Baby and visited our classroom. Baby is weeks old.

Before a baby is born it spends about ... months in his/her mother's

The baby gets ... through a tube called the umbilical cord.

When the baby is born, it doesn't need the umbilical cord any more so

The scar the baby is left with heals quickly.

It is called the

You might know it better as the

The mother will want to do the best for the baby.

Because she is feeding herself and her baby, a mother who is expecting a baby will try to eat

She might ask other people in the family

She will try to get enough rest and to do less work around the house.

Other members of the family can help out by

Exercise is important, especially

A mother who is expecting a baby visits the doctor regularly. At each visit the doctor or nurse her.

This way the mother knows

After nine months the baby will be born.

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Third Class Theme 6 Preparing For New Life



Home-School Links

Dear Parents/Guardians,

The aim of this lesson is to provide the children with the opportunity to learn about the care that needs to be taken by a mother while waiting for her baby to be born. Children have many experiences of new life - springtime; new growth in the garden; new pets at home or new animals on the farm; the arrival of a new baby brother or sister, cousin or neighbour.

The following are suggested activities which you might like to undertake at home with your child.

▲ **Discuss with your child the arrival of a new baby in the family circle:**

Where was ... (baby's name) before s/he was born?

Do you know how long ... was inside ... (mother's name), in her womb?

What kind of food is ... given?

What did ... eat before s/he was born? (Food/nourishment from the mother was carried to the baby through a feeding tube called the umbilical cord)

What happens to the umbilical cord when the baby is born? (The nurses tie it up and cut it off in the hospital. What is left is the navel which some people call the 'belly button').

▲ **Perhaps you and your child could visit and 'interview' someone who is expecting a baby or has recently given birth:**

What special care does a Mammy need to take before a baby is born?

What special care does she take about what she eats/drinks?

What does she do about exercising and resting?

How can other people in the family help?

▲ **A question most children will ask is 'How did the baby get out of the Mammy?' The simple answer is, 'Through an opening in the Mammy's body called the vagina'. Detailed descriptions of labour and birth are not necessary. The accompanying poem, 'It's Me!' by Clare Maloney, may/may not have been read in class and it may be appropriate to read it at home with your child.**

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Third Class Theme 6 Preparing For New Life

Story Time: **It's Me!** by Clare Maloney

The following story invites the children to make an imaginary visit to the 'Inside World' of the womb. Literary devices such as the absence of capital letters, except on the word 'I' reflect the fluidity of the womb and the process of formation happening there. Little snatches of verse lend extra structure and form to the developing body of the baby. The story uses the notion of a 'den' which is common to many children from their play, as a secure, safe place. The story should be told in a hushed voice, at a slow pace, mirroring the peace and quiet of the womb.

'It's Me!' by Clare Maloney

Once upon a tummy-time, far away from the 'big outside world,' there was a 'little inside world,'
this

'little inside world' was
soft as a whisper
cosy as a snuggle
peaceful as a sleeping dream
loving as a huggle
warm as a mammy's bed
happy as a giggle
floaty as a bubbly-bath
hidden as a sniggle ...

Then

'den! I'm in, I'm in, I'm in
I'm all ready to begin!
laughs a delighted little mite and there
as if out of nowhere it
touches den in the 'little inside world'
it settles delicately as a baby's tired eyelids and drops off to -
sssh - sleep

after some tummy-time, a little shudder, a little shiver and a
tiny, tiny quiver and
ho ho; hee hee
I'm beginning to be
my body's beginning
my head is beginning
I've begun to be mee!

and during the long tummy-time,
it grows that little head and that
little body with all its little might until
after some more tummy-time a tickly dream trickles into its sleep
and it smiles at a face that it sees
my head's got a face
ear; ear - eye; eye
cheeks; nose; mouth; tongue
and my very own smile

ho ho; hee hee
I'm getting more like mee
and during the long tummy-time my body grows
with all its little might until suddenly ... it startles;

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it jumps-in-its-sleep and discovers ...
ho ho; hee hee
I'm getting more and more like mee

and during the long tummy-time my head and body and
arms and legs grow until ...
there's not much room left for growing in the den, in the
'little inside world' ... and the little mite is curled up as tight as a nut
in a shell and, well, still growing and growing until
it wants to stre---tch out its legs and arms and fingers and toes;

it wants out to see; it wants out to play; it wants out ...
and so the long tummy-time is over; pushing with all its tiny might ...
ho ho; hee hee
I'm out; I'm free
come and see
I'm your new baby

7 Our Senses



Resource Materials for Relationships and Sexuality Education

Third Class Theme 7 Our Senses

Theme 7

Our Senses

Aim: To provide the children with opportunities to learn about their sensory organs and their functions.

Where children have a specific disability relating to one of their sensory organs some of these activities may not be suitable. Sensitivity on the part of the teacher will be required at all times. The senses, as a topic, were also included in the resource materials for First Class. A number of concepts and vocabulary are introduced which will be developed further in subsequent classes. These include cells and cell growth, and the importance of the brain as director of the body and its functions. The senses, as a topic, is an interesting way for children to begin to learn about the human body. It is also very relevant to their experiences.

Theme Menu

Option 1

Information Lesson:	Our Senses
Let's See:	What We have Learned

Option 2

Let's Investigate:	Using Our Senses
Let's Talk:	About What We Did

Follow-up Activities

Writing Poetry:	Our Senses
Quiet Time:	Using Our Senses

A Note on Language for the Body

There is a great deal of power in language and not being familiar with the biological terms for the body can put children at a disadvantage. To give children this vocabulary, it is recommended that the teacher uses everyday situations to include words for the body, and bodily functions, naturally and without undue emphasis.

In the RSE Booklet for Parents, "Going Forward Together", the following rationale is given for the correct use of terminology for body parts:

It is important that children learn the appropriate vocabulary for discussing aspects of life related to sexuality, growing up and their bodies' physical changes so that they can communicate confidently about themselves.

When children begin school, it is not unusual, indeed it is quite normal, for them to have other

Resource Materials for Relationships and Sexuality Education

Third Class Theme 7 Our Senses

names for their genitals. However, the use of proper terms for parts of the body and bodily functions should be encouraged from the earliest age, so that these terms are given a status and acceptability.

As children get older and become comfortable with these words, they can discuss aspects of their growth and development with greater ease. They are also less likely to resort to inappropriate or vulgar language when referring to the body or bodily functions. (p. 17-18)

The school's RSE Policy should make clear the teacher's role when opportunities arise informally in class to clarify language. A simple example of this might be where a child whose mother is expecting a baby says "My Mammy has a baby in her tummy". It may be appropriate to say that the special place in a woman's body where a baby spends the nine months before being born, is called the womb.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 7 Our Senses

Option 1

Information Lesson: Our Senses

Let's See: What We Have Learned

Information Lesson: Our Senses

Background information for the teacher:

Cells are what all living things are made up of;

Tissue is made up of a group of similar cells with a special function;

An organ is a group of tissues working together to perform a special function.

This lesson is in the form of a brainstorming session. Some children might find this format more interesting than a straightforward 'Information Lesson'. In this way also the teacher can elicit the information the children already have and s/he can clear up any misunderstandings. The following are suggested questions.

Can you give me an example of any organ in the body?

(Heart, lungs, kidneys, liver, etc.)

Teacher explains that the organs of the body are made up of different types of cells:

The nerve cells are the messengers;

The blood cells are the fighters that protect the body from disease;

The muscle cells are good at getting big and small/expanding and contracting.

Guess how many cells are in your body?

There are millions of cells in your body. When these cells wear out and die new ones take their place.

Do you know what your five sense organs are?

They are your eyes, ears, nose, tongue and skin. You see with your eyes, hear with your ears, smell with your nose, taste with your tongue and feel through your skin. But in fact these sense organs can only work with the help of the brain. The brain contains millions of cells and nerves. The sense organs send messages along pathways, which we call nerves, to the brain. When the brain receives these messages it tells the body how to react. It also records the information and stores it in a memory bank.

What are nerves?

Nerves are the body's messengers. Messages about what the eyes see or what the ears hear travel along nerve pathways to the brain.

How do your eyes work?

Light passes into your eye, through your pupil, and along the (optic) nerve to the brain. Then

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Third Class Theme 7 Our Senses

your brain tells you what you are seeing.

How do your ears work?

Noises cause vibrations or sound waves. They cause the eardrum inside the ear to vibrate. These vibrations pass along the nerves to the brain. The brain tells you what you are hearing.

How do you smell?

Air is drawn up into your nose when you breathe. The air comes in contact with the (olfactory) nerves. The nerves bring the message to the brain. The brain tells you what you are smelling.

How do you taste?

On your tongue there are tiny bumps called taste buds. The taste buds send messages to the brain. The brain tells you what you are tasting. Different parts of the tongue send messages about different tastes. Taste Experiment Two in the next section shows this. Taste Experiment One shows how your sense of smell helps you to taste.

How do you feel?

Nerves under your skin send messages to the brain. Different nerves have different jobs and take different messages. For example, you have nerves that tell you if the skin is hot or cold or in pain.

What is skin made of?

Your skin is a sense organ made up of many layers of cells. The outer layers are dead cells. These wear off when you wash or rub your skin. New cells are growing underneath to replace them.

Let's See: What We Have Learned

The teacher divides the class into three groups: A = Muscles, B = Nerves, C = Brain.

A are the muscle tissue. They are nimble and flexible, capable of getting bigger and smaller (expanding and contracting) very quickly. They represent the eye and the children form a small tight circle to portray this.

B are the nerve cells and they are the messengers. They stand in a row ready to relay signals (deliver messages) and they connect the eye and the brain.

C represents the mass of tissue which is the brain. These children stand in a loosely formed mass, apart from the eye.

The teacher holds a picture of an ice-cream in front of the "eye". The "eye" sees something interesting, the muscles expand and the circle (pupil) gets bigger. The nearest "muscle" in the "eye" whispers the message 'we see something interesting' to the first "nerve", who passes it on to the second "nerve", who passes it to the third "nerve" and so on down the line, Chinese Whispers style. The last "nerve" tells the "brain" and the "brain" whispers back 'you see a great big ice-cream'. This message is relayed back along the line, from "nerve" to "nerve", until it reaches the "eye". The "eye" then knows (interprets) what it sees.

All of this happens much faster in reality that will be portrayed by the children but the exercise gives children an insight into the workings of the eye. A similar exercise could illustrate the working of the ear with three groups as above.

To close, each child in a Class Round says, 'One thing I learned ...'

Resource Materials for Relationships and Sexuality Education

Third Class Theme 7 Our Senses

Option 2

Let's Investigate: Using Our Senses

Let's Talk: About What We Did

Let's Investigate: Using Our Senses

Through brainstorming with the children the teacher elicits and supplements their information on the senses:

We have five sense organs which are:

Sight:	How do you see?	I see with my ...
Hearing:	How do you hear?	I hear with my ...
Smell:	How do you smell?	I smell with my ...
Taste:	How do you taste?	I taste with my ...
Touch:	How do you touch?	I touch with my ...

The teacher may say the following sentences, inviting the children to call out the word for the blank space:

My ... (sense) organs tell me about the world around me.

The sense organs send messages along pathways, which we call ... (nerves) to the brain.

I see when light passes into my eye, through a little opening called the ... (pupil), and along the nerve to the brain.

I hear when noises cause the eardrum inside my ... (ear) to vibrate. These vibrations pass along the nerves to the ... (brain).

I smell when the scent I breathe comes in contact with the nerves in my ... (nose). They bring the ... (message) to my brain.

I taste when the tastebuds on my ... (tongue) send messages to my brain.

I feel when the nerves under my ... (skin) send messages to my brain.

The experiments that follow allow the children to take an active part while learning about their sense organs. They may be conducted by the teacher with the whole class or by small groups of children working together. For group work, the class is divided into groups of 4 - 6 children, each group having a secretary and reporter who may be appointed by the teacher or chosen by the group members. Each group is assigned one of the following experiments and given a set of written instructions on how to conduct it. The secretary takes note of the findings and the reporter takes account of what needs to be told at feedback time. The experiments may be supplemented with information from the previous section.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 7 Our Senses

Investigate Skin - A Touch Experiment

This experiment illustrates how some areas of skin have fewer nerve endings than others. The children work in pairs. Ask one partner to press the point of a pencil gently on the upturned palm of the other's hand. Then ask them to repeat this, using the point of **two** pencils about two centimetres apart. It is important that the two pencils come into contact with the skin at the same time. This is repeated, ten times in all, sometimes using one pencil and sometimes two. Each time, the other partner tries to guess how many pencils are being used. The pair count the number of times the guess is correct. They will find they are usually right.

If this experiment is repeated using the skin of the back of the hand they will find it much harder to make a correct guess as to whether one or two pencil points are being used. Why does this happen? It is because some areas of skin have fewer nerve endings than others. When two points close together on the palm are pressed, two nerve endings get the message because the nerve endings are close together and so two points are felt. When two points close together on the back of your hand are pressed, because there aren't as many nerve endings, the two points may send a message to the same nerve ending and the brain thinks there is only one point being pressed.

Investigate Eyes - A Sight Experiment

Examine your partner's eyes or use a mirror to examine the shape and colour of your own eyes. What colour are your eyes? The coloured part of your eye is called the iris. The dark, middle part of your eye is called the pupil. The dark, middle part of your eyes is actually a tiny opening that lets in light. The size of the opening or pupil changes. The next experiment shows this.

Look into your friend's eyes in a well-lit room. Notice the size of the pupils in your friend's eyes. Now ask your friend to close his/her eyes and cover them with a hand for ninety seconds. When the eyes are opened again, what difference do you notice in the pupils? Why do you think this is?

Investigate Hearing - Hearing Experiment One

Listen to the sounds you can hear from where you are sitting or go on a 'listening walk'. This walk can be taken within the school building, within the school grounds or beyond. The teacher should check over the route beforehand to identify what sounds may be expected to be heard. The children walk in silence and write down what they have heard when they return to the classroom.

Investigate Hearing - Hearing Experiment Two

A volunteer is blindfolded and asked to sit on a chair in the middle of a room. Position several other children around the room. They take it in turns to clap their hands once. The volunteer is asked to point to where s/he thinks the noise is coming from. A record is kept of the number of times the volunteer is correct. Then ask the volunteer to block one ear with a hand. Now repeat the experiment. Repeat a third time covering the other ear. If the volunteer's sense of hearing is normal you will find that when s/he listened with two ears s/he was better able to tell where a noise was coming from.

Teachers will be aware that children with a hearing impairment may find this activity difficult.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 7 Our Senses

Investigate A Sense of Smell - An Experiment on the Sense of Smell

This experiment shows that the sense of smell tires easily. Put a few drops of perfume on some cotton wool. Take a deep sniff. Go on smelling for a few minutes. What happens to the smell? Why is this?

Investigate Taste - Taste Experiment One

Ask the children to hold their noses while tasting and try to identify apple, cucumber, celery or other peeled fruits of similar texture. Explain to the children that a lot of what we think we taste we are really smelling. That is why food tastes so different when we have a cold.

Investigate Taste - Taste Experiment Two

Different parts of your tongue send messages to the brain about different tastes. You can prove this by putting sugar on different parts of your tongue. Test where you get the strongest taste of sugar. Is it on the tip, side or back of your tongue. Do the same with salt for bitterness and lemon for sourness. Make a map of the tongue, marking in the areas where you get the strongest taste of each particular flavour. You should find the tip is best for sweetness; the side for sourness; the back of the tongue for bitterness and the sides of the tip for saltiness.

Investigate Touch - Feeling Experiment One

The class is divided into groups, each having a leader. The teacher gives one mystery bag to each group leader. The leader invites each child in the group, in turn, to put on a blindfold, dip his/her hand into the bag, take out an object and identify it by feeling it. The objects can be fruit, vegetables, materials (fabric), empty containers/boxes, toys.

Investigate Touch - Feeling Experiment Two

The object of this exercise is that blindfolded children identify other children by face-touching. The rules are that there must be complete silence during the experiment and all children understand that only the face and head are to be touched.

Five or six children are asked to volunteer to identify their fellow pupils. They each wear a blindfold, standing apart from each other. The remaining children in the class are divided into even groups. Each group is assigned to stand in a row in front of one of the blindfolded children. The blindfolded child touches each child's face and head and calls out who s/he thinks it is. No-one speaks but the teacher makes note of the correct findings.

Let's Talk: About What We Did

Where children have worked in groups the group reporters are asked to give feedback using a format similar to the following:

We did an experiment on our sense of ... (name sense)

We did this by ... (describe and explain experiment)

We found that ... (tell what the experiment proved/what was discovered)

The teacher could recap on the experiments in general, asking:

What do you think was the most interesting experiment? Why?

Resource Materials for Relationships and Sexuality Education

Third Class Theme 7 Our Senses

Follow-up Activities

Writing Poetry: Our Senses

Quiet Time: Using Our Senses

Writing Poetry: Our Senses

The theme of this poem can be a time or a place, person(s) or animals that can be interpreted in a variety of ways through the senses, e.g.,

Home
Hospital
A Football Match
Breakfast
The Seaside
Rainy Days
Snow
Holidays
New Babies
Season of the Year

Take the topics the children respond to or let them choose their own. In the case of a few of these ask them to brainstorm the things they would see, hear, taste, smell and touch in each case.

Provide the children with unfinished sentences as below. In brackets write down the most popular of the children's ideas, if necessary.

The children choose the words they need to complete their poem. An easier option would be to write this poem as a collective or class poem.

Home: **I see ... (Dad in his tracksuit/my sleepy brother yawning)**

I hear ... (pots and pans/the alarm clock ringing)

I smell ... (fish and chips/breakfast cooking)

I taste ... (salt and vinegar/butter on toast)

I feel ... (the hot chips/warm inside)

From this the following sort of poem might emerge:

Home

I see Dad in his tracksuit
I hear pots and pans
I smell fish and chips
I taste salt and vinegar
I feel the hot chips

My sleepy brother yawning
The alarm clock rings
Breakfast ready
Butter on toast
Warm inside

Resource Materials for Relationships and Sexuality Education

Third Class Theme 7 Our Senses

Quiet Time: Using Our Senses

Encourage the children to tidy their tables, putting away pencils or anything else which may distract them. It is best not to begin 'Quiet Time' until everyone is settled and focused. Speaking in a calm voice the teacher guides the children:

Relax (pause)

Sit comfortably (pause)

Put your feet flat on the floor (pause)

Rest your hands on your lap (pause)

Quietly, gently, close your eyes (pause)

(Almost in a whisper) **Listen ... Listen ...**

Still with your eyes closed, look into your imagination ...

Today we are going to pretend to go to the seaside in our imagination ... It's a busy day at the seaside ...

Look around you ... and see what you can see ... What can you see? ... the beach ... lots of people ... anything else?

What colours can you see? ... the blue sea ... the white waves ...

Listen ... What sounds can you hear? ... loud sounds ... sea gulls ... the waves crashing on the shore ... soft sounds ... people in the distance ... laughing ... shouting ... enjoying themselves ...

What sounds are close? ... What sounds are far away? ...

Are there special smells ... seaweed ... fishy smells ... sun tan lotion?

If you are at the seaside you will be able to smell the sea and taste the salt on your lips ...

You can feel the heat of the sun and sometimes you will feel a cool sea breeze against your skin and in your hair ...

Why not go for a little paddle ... take off your shoes and socks ... feel the sand between your toes ... Ooh! ...that water is lovely.

When you are finished your paddle, dry your feet, put your shoes back on and get ready to come back to the classroom (Pause)

Now slowly open your eyes and s-t-r-e-t-c-h!

Resource Materials for Relationships and Sexuality Education

Third Class Theme 7 Our Senses



Home-School Links

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to learn about their sensory organs and their functions. This links with the theme of My Body where young people are given information and language related to how the body works. It is important that children learn the appropriate vocabulary for discussing aspects of life related to sexuality, growing up and their bodies' physical changes so that they can communicate confidently about themselves.

The following are suggested activities which you might like to undertake at home with your child. As situations occur naturally in the home, you may be able to conduct some of the experiments related to the senses, e.g., Sense of Taste Experiments at mealtimes.

- ▲ **Ask your child to tell you what s/he learned in school about the five senses. Collect pictures from newspapers and magazines showing people using their senses, e.g.,**

Sight/Eyes:	reading a book or looking at a scenic view;
Hearing/Ears:	listening to someone or wearing headphones;
Smell/Nose:	smelling flowers, perfume or food;
Taste/Tongue:	licking an ice-cream or eating an apple;
Touch/Skin:	shaking hands, embracing, or holding an orange.

- ▲ **Together, you might try some of the following experiments:**

Investigate Ears - A Hearing Experiment

Sitting together in the house listen to the sounds you can hear. Name these sounds and identify those which are inside and those which are coming from outside. If you sit outside distinguish between sounds that are near and those far away. Further differentiation could be between sounds that are soft/harsh; loud/quiet; gentle/grating; musical/raucous; pleasant/awful; animal/human; natural (bird-song)/mechanical (traffic).

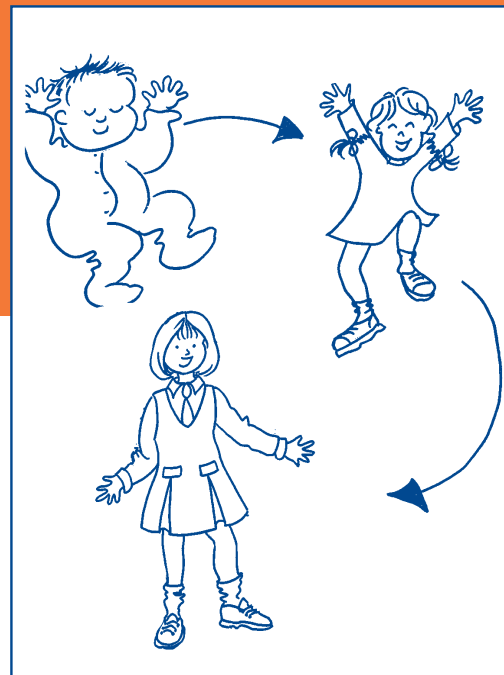
Investigate the Tongue - A Taste Experiment

Different parts of your tongue send messages to the brain about different tastes. You can prove this by putting sugar, salt, tea (this is a test for bitterness) and lemon (to test for sourness) on different parts of your tongue. Test where you get the strongest taste of sugar. Is it on the tip, side or back of your tongue? Do the same with salt, tea and lemon. Make a map of the tongue, marking in the areas where you get the strongest taste of a particular food. You should find the tip is best for sweetness; the side for sourness; the back of the tongue for bitterness and the sides of the tip for saltiness.

Investigate Eyes - A Sight Experiment

Sitting together in a well-lit room, ask your child to look into your eyes. What colour are they? (The coloured part of your eye is called the iris. The dark middle part of your eye is the pupil. The pupil is actually a tiny opening that lets in light. Its size changes, opening wider in the dark to let in more light.) Ask your child to notice the size of your pupils. Close your eyes and cover them with your hands for ninety seconds. Open them and ask your child to look into your eyes again. What difference does s/he notice in the pupils? Why are the pupils much bigger now?

8 As I Grow I Change





As I Grow I Change

Aim: To provide the children with the opportunities to understand the physical, psychological and social changes they experience throughout childhood.

Theme Menu

Option 1

Worksheet 1:	As I Grow I Change
Worksheet 2:	The Growing And Changing I Have Done

Option 2

Information Lesson:	Growing Up
Art Activity:	A Montage Of Ages

Follow-up Activities

Class Round:	Stages Of Ages
Writing Poetry:	When I Am Grown Up

A Note on Growing

Children experience a range of life changes as they grow. As changes occur physically, socially and psychologically, they learn to adapt to societal and cultural changes around them. A focus on some of these changes advances the development of self-knowledge and self-esteem in children. It is important that the children realise that differences in growth patterns are normal.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 8 As I Grow I Change

Option 1

Worksheet 1: As I Grow I Change

Worksheet 2: The Growing And Changing I Have Done

Worksheet 1 **As I Grow I Change** **My Personal Measurements**

The children will have filled in the worksheet on page 46 on two occasions during the year. When the third and final section of the worksheet is completed the children can look at the three columns for the year. They will see how they have grown and can analyse their rate of growth over the year, e.g., “from the end of the first term to the end of the second term, I grew 1 cm but since then I have grown 2 cms. more.”

Children compare their growth charts in pairs. It is important for the teacher to emphasise that everybody grows at different rates and that this is normal. Some children may not have grown at all. Other children experience a sudden spurt of growth. Both are normal and equally special and unique to the individual children.

Worksheet 2: **The Growing And Changing I** **Have Done**

With the whole class, the teacher discusses growth in other areas which children have experienced and which has not been as obvious as physical growth. In each of the following growth areas the teacher can brainstorm and record the children’s contributions. The worksheet is completed following the discussion:

Skills Development:

What are you good at now that you weren’t so good at last year?

(soccer, basketball, swimming, running)

Mental Development:

What are you able to do in school now that you found difficult before?

(Maths problems, English comprehension)

Emotional Changes:

How do you show your feelings differently now from your baby years?

(talking instead of crying, asking instead of screaming)

Cognitive development:

What do you know more about this year?

(history, geography, the environment)

Relationships:

How do you get on with people now?

(thoughtful, helpful, responsible, caring, sharing)

In pairs, the children compare and contrast their Growing And Changing worksheet. Children are asked to tell each other which worksheet they found it easiest to complete. They should give reasons for their answers.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 8 As I Grow I Change

Worksheet 2 The Growing And Changing I Have Done

My Name

How I have grown and changed	When I was a baby	When I was starting school	When I was starting 3rd class
My body			
What I could do			
Things I understood			
How I expressed my feelings			
How I told people I did not agree with them			
The people I cared for			
How I helped at home			

Resource Materials for Relationships and Sexuality Education

Third Class Theme 8 As I Grow I Change

Option 2

Information Lesson: Growing Up

Art Activity: A Montage Of Ages

Information Lesson: Growing Up

Introduction

The teacher could ask children to bring in photographs of themselves as babies and some clothes and shoes from their early years, if they are available. Each child's photographs could be arranged and displayed in chronological order. The clothes could be held up and the children asked "Why don't these fit ... now?"

Children might also look at a series of pictures showing boys and girls at various ages: a baby, a four year-old, an eight year-old, a twelve year-old and a sixteen year-old. The children could compare their size, height and the shape of the head, neck and tummy.

This leads into a discussion on the different aspects of change and growth whereby the teacher can elicit the information which the children already have and supplement it where necessary.

Movement

Have you ever seen a very young animal? What kind of an animal was it? How old was it? What was it doing? How did it move? How did it eat? Have you ever seen a very young baby? How old was it? What was it doing? How did it move? How did it eat?

Compared to the animal world, we grow very slowly. Most other mammals can stand and run within minutes of being born. It took you about a year to be able to stand and take a few steps. Can you guess the reason for this? Most animals are born in the wild. This can be a dangerous place. On the other hand the place where you were born was a safe place. Because of this you had time to learn and develop safely and healthily. Do you know at what age you learned to walk? When did you learn to feed yourself?

Growth and Shape

From photos, you can see how you have grown since you were born. This didn't happen overnight and we didn't see it happen. We notice it in other ways. What are they?

Clothes and shoes don't fit. You can reach things you couldn't reach before. But it isn't just that you grow bigger. Your shape changes too. If it didn't, you'd grow bigger but keep your baby shape. Can you image that would look like then?

A baby's head for example is a larger part of his/her body than your head is of your body. A baby's head is about a third of his/her whole body size. What is the proportion of your head to your body?

Babies become less round. They grow longer. Can you think of other ways they change?

Resource Materials for Relationships and Sexuality Education

Third Class Theme 8 As I Grow I Change

Rates of Growth

We grow fastest as a baby. In the first year a baby triples in size. If this were to happen every year, by the time baby was three s/he would weigh the same as a fully grown man/woman. Just as well then that we never grow quite as fast again. Children grow steadily especially during the years between seven and nine and faster again as they begin the teen years.

Some children start getting taller when they are younger. They may have been the tallest in the class when they first started school. Others may have caught up with them a number of years later and may in fact be taller than them now. Others may still have to do their stretching.

Height

Have you noticed that even though a group of children may be the same age they are different heights. We all grow differently. At ten years of age many girls will be taller than boys. Then, as teenagers, many boys grow faster, catch up and overtake the girls in height. How tall you grow depends mostly on chemicals which move around your body. These are called hormones. The growth hormone reach every cell in your body. This is what makes cells grow, so that your body can grow.

If you have tall parents it is likely that you will be tall too. You grow in other ways too. You will grow up to be a grown-up man or woman. Then between the years eighteen and twenty five people stop growing up, but their cells keep growing. Old cells are replaced by new ones. Hair grows and so do finger nails and toes. You can grow heavier if you eat more food than your body needs. Training and exercise can develop your muscles. You will need the right food, exercise and sleep to grow properly.

Food and Exercise

What is the 'right' food? What kind of exercise do you get? How much sleep do you need?

Art Activity: A Montage Of Ages

Ask the children to bring in pictures of people of different ages from magazines and newspapers. Divide the class into groups of five or six. Ask each group to make a montage illustrating a different age group Babies, Children, Teenagers, Adults, Senior Citizens. The way the various age groups are depicted in the media, and in the activities they are seen to be pursuing, may provide some topics for discussion. Assemble a composite montage in chronological order and put this on display with appropriate headings, e.g.,

Babies Children Teenagers Adults Senior Citizens

Resource Materials for Relationships and Sexuality Education

Third Class Theme 8 As I Grow I Change

Follow-up activities

Class Round: Stages Of Ages

Writing Poetry: When I Am Grown Up

Class Round: Stages Of Ages

Children are organised according to the Class Round guidelines on page 12. The teacher gives each child one of the following age profiles, in rotation:

1. Baby
2. 3rd Class Child
3. Adult

The teacher asks a question and each child responds individually, giving his/her age profile and answering the question appropriately.

Teacher: How do you spend your time?

1st Baby: I'm a baby. I like to sleep a lot.

1st Child: I'm a 3rd Class Child. I go to school every day.

1st Adult: I'm an adult. I talk to other adults.

Teacher: If I gave you a present what would you do?

2nd Baby: I'm a baby. I'd tear the wrapping paper and put it in my mouth.

2nd Child: I'm a 3rd Class child. I'd bring it to school to show it to my friends.

2nd Adult: I'm an adult. I'd thank you and ask could I open it there and then?

The teacher continues around the circle asking questions such as:

How do you show if you are happy?

How do you show if you are sad?

What do you like to eat?

What do you like to drink?

What would you do if someone smiled at you?

What do you like about being the age you are now?

What makes you laugh loudest?

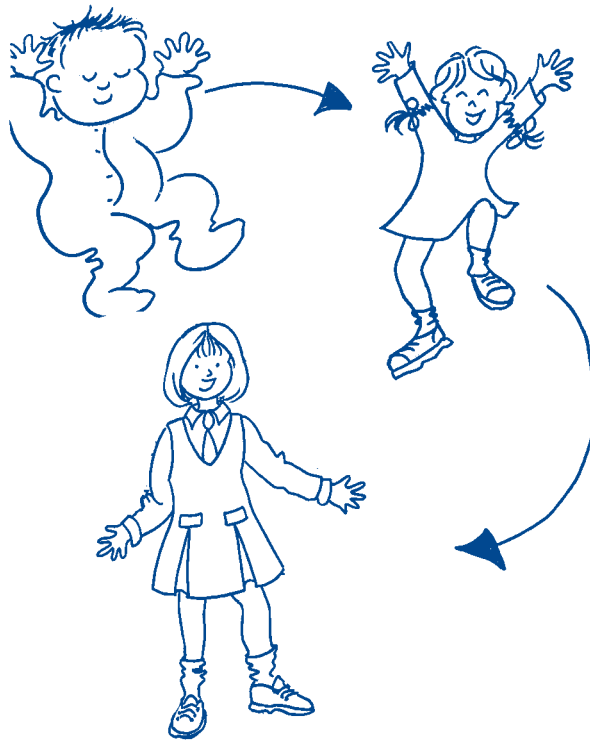
Resource Materials for Relationships and Sexuality Education

Third Class Theme 8 As I Grow I Change

Writing Poetry: When I Am Grown-Up

Ask the children to write a poem about being grown-up. Good preparation for this exercise will be essential. These poems can be illustrated and displayed.

When I am grown-up I would like to ...



9 Making Decisions





Theme 9

Making Decisions

Aim: To provide children with the opportunities to make decisions and to discuss the factors which influence personal decisions and choices.

Theme Menu

Option 1	Personal Decisions: Healthy Choices And Decisions
	Group Decisions: Decisions, Reasons, Results
Option 2	Group Decision-Making: Shared Ideas
	Let's Talk: About How We Decided
Option 3	Group Decision-Making: Going Shopping
	Let's Talk: About Shopping Decisions And Their Consequences
Follow-up Activities	Decision Dilemma: What Will I Do?
	Art Activity: Designing A Poster

A Note on Making Decisions

Living life to the full involves solving problems and making decisions and choices. Such processes may be encountered as an individual or as a group. Trying to solve children's problems or to resolve their difficulties for them instils in them the attitude that someone else can always "fix it" and that they themselves are not capable of solving even simple problems without adult help.

The decision-making process in these materials can be taught to a class or individual who will, with practice, be better able to make rational, age-appropriate decisions autonomously with an appreciation of the consequences. These include personal wishes and desires, moral values, what one knows is right, social constraints, peer and media influence.

The RSE Curriculum and Guidelines for Third and Fourth Classes identify the following 'simple decision-making strategy':

- pause and think
- identify the important facts and moral questions about the problem
- consider the possible solutions and consequences
- weigh up the advantages and disadvantages
- implement the decision
- reflect on choice or decision

(p.33)

Resource Materials for Relationships and Sexuality Education

Third Class

Theme 9

Making Decisions

Option 1

Personal Decisions: Healthy Choices And Decisions

Group Decisions: Decisions, Reasons, Results

Personal Decisions: Healthy Choices And Decisions

A.

The accompanying worksheet, Personal Decisions on Healthy Choices, is given to each child. The teacher reads it aloud and explains to the class what has to be done. Children first put a tick in the first or second column to indicate the choices they would make and then rate the five most important decisions from 1 to 5 in the third column.

Children compare their answers in pairs and talk about why they agree or disagree with the statements. Then the teacher invites the whole class to contribute their opinions on the statements, giving reasons for their answers. The class response could be recorded on a bar chart or on a computer database.

B.

The teacher calls out some personal dilemmas for the children to think about, privately.

What would you do if:

you found £2 in the yard?

you won a competition but you were older than the entry age?

the teacher was out of the class?

The children make individual decision about these dilemmas and then discuss them in groups of three. When they have finished discussing them the teacher invites the class to offer suggestions on each dilemma, posing the following questions:

What could you do?

What would be the right thing to do?

Why might it be difficult to do the right thing?

What would be the wrong thing to do?

Why might it be difficult to do the wrong thing?

Which might be easier, the right or the wrong thing? Why?

What could happen because of a decision to do the right thing?

What could happen because of a decision to do the wrong thing?

Resource Materials for Relationships and Sexuality Education

Third Class Theme 9 Making Decisions

Personal Decisions on Healthy Choices

Statement	What I Think		How I rate the choices I agree with in order of importance
	I agree	I disagree	
It is advisable that you...			
Clean your teeth			
Smoke cigarettes			
Do not drink water			
Do not smoke			
Don't take others' medicines			
Miss meals			
Get a good sleep every night			
Take no exercise			
Eat fatty foods			
Run onto the road without looking			
Cover your skin in the sun			
Cover your mouth when you cough			
Exercise often			
Eat fresh food			

Resource Materials for Relationships and Sexuality Education

Third Class Theme 9 Making Decisions

Group Decisions : Decisions, Reasons, Results

This part of the lesson emphasises group decision-making. At this age the children enjoy working in groups. Through group-work the children learn to relate with others. They learn to co-operate, to listen and respond. Initially, tasks are carefully structured so that only a few simple decisions have to be made. The steps for group decision-making are to be found on page 11.

The class is divided into groups of 4 or 6. Each group is assigned a task. Individual decisions are made first, then shared and agreed in pairs and finally shared and agreed in groups of 4 or 6. In all tasks, reasons for decisions must be outlined and possible consequences foreseen. The guiding questions could be:

What would you do if ...? (a new child came to the class?)

Why would you do this?

What would happen then?

Reasons and Results

The process of group decision-making is a significant one. It is important that the class discuss the results and the process of arriving at them. Children are asked to look at their page and consider their original ideas, the ideas from working in pairs and then the group ideas. The teacher asks children to silently think about working on their own, with a partner and in groups:

What did you decide on your own?

What were the reasons why you made these decisions?

What did you think the consequences would be?

Did these decisions change when you worked with your partner?

Why did you change your mind?

In what way would this change the consequences?

You joined two other pairs. Had you any ideas in common?

Did you make further changes to your decisions? Why?/Why not?

Would the consequences be the same as or different from previous decisions made alone or in pairs?

Resource Materials for Relationships and Sexuality Education

Third Class Theme 9 Making Decisions

Option 2

Group Decision-Making: Shared Ideas

Let's Talk: About How We Decided

Group Decision-Making: Shared Ideas

The teacher discusses with the children the decisions they make every day from the time they wake up until they go to bed. Some decisions are based on:

Personal decisions - which breakfast cereal to eat, friend to invite home;

Others' decisions - parents decide bedtime, teacher decides homework;

Group decisions - team game to play, how to celebrate family occasions, etc.

The teacher explains that today the class will practise making decisions in groups. One of the following set of tasks is assigned to each group. The Rules for Group Discussion on page 11 are revised. Each group has to give three ideas for each of the following:

- | | |
|----------------|---|
| Group 1 | A gift for a new baby
Ways to be a good friend
Ways to solve an argument |
| Group 2 | Things that are worth arguing about
Things that are not worth arguing about
Gifts that money cannot buy |
| Group 3 | Gifts for a family
Family rules
Qualities of people we can trust |
| Group 4 | Favourite sights
Favourite sounds
Favourite holidays |
| Group 5 | What every family needs
Things that make up happy
Things that make us sad |
| Group 6 | Ways of caring for a mother who is expecting a baby
Ways of caring for a baby before the baby is born
Ways of caring for a baby after s/he is born |

When the task is completed, feedback on the decisions arrived at is given by each group reporter. If the children are to value this activity, it is important that the children see the results of their labours, so display the decisions reached. The art activity at the end of this lesson provides this opportunity.

Resource Materials for Relationships and Sexuality Education

Third Class Theme 9 Making Decisions

Let's Talk: About How We Decided

Personal Reflection

The teacher asks the children to think privately and silently answer the following questions for themselves:

Did I enjoy working in the group?

What idea(s) did I contribute?

Did people listen to me?

Did I think my ideas were well received?

Did I feel that someone thought my ideas were not so good?

Did I listen to everyone?

What was easiest about making decisions on our ideas?

What was most difficult about making decisions on our ideas?

Was I happy with the final decisions?

Group Reflection

The teacher invites the children, in their groups, to discuss the decision making process as it happened in their groups:

Did everyone speak once?

Who had most to say?

Did someone emerge as a leader?

Were your ideas very different or mostly the same?

What did you agree about initially?

What did you disagree about?

Was it easy or difficult to resolve your differences?

Did the secretary find it difficult/easy to record the ideas?

Did the reporter find it easy/difficult to give the feedback?

Resource Materials for Relationships and Sexuality Education

Third Class Theme 9 Making Decisions

Option 3

Group Decision-Making: Going Shopping

Let's Talk: About Shopping Decisions And Their Consequences

Group Decision-Making: Going Shopping

The teacher divides the class into groups of 5/6. If each group got £10 to spend on food for a party what would they buy? The same Price List of items to buy is presented to each group. More than one of any item may be purchased. The Price List could include fruit, chocolate, soft drinks, crisps, biscuits, popcorn, etc.

The rules for Group Decision-Making may be revised before each group decides how to spend the £10 allocated. The final decisions from each group are written on charts and displayed.

The teacher invites the class to look at the lists of purchases and to comment:

Which items were bought by each group?

Was any item not bought by any group?

Did two or more groups buy exactly the same things in the same quantities?

Let's Talk: About Shopping Decisions And Their Consequences

The teacher invites the children to think individually about their own group's decisions:

What did we choose? Why did we choose these items?

Did everyone have a say? Were my views included?

Did I hear others' views?

Were our choices the same/different as other groups?

Considering the consequences of their decisions, the children are asked:

Would your Mammy/Daddy be happy with your decision?

What are the advantages of buying ...?

Are there any disadvantages? If so, what are they?

Resource Materials for Relationships and Sexuality Education

Third Class Theme 9 Making Decisions

Follow-up Activities

Decision Dilemma: What Will I Do?

Art Activity: Designing A Poster

Decision Dilemma:

What Will I Do?

The teacher poses a problem for the class, to be solved individually by each child:

You are at the shops (shopping centre) and you meet friends from school. These are people you look up to and you'd love to get to know them better. You're having a great time when you see that it is 8.45 p.m. You are supposed to be home at 9 o'clock.

The teacher now invites the children to discuss as a class:

What could you do? Answers: I could... or I could ...

What is the right thing to do? What is the wrong thing to do?

What would be the advantages of staying with your friends?

What would be the disadvantages of staying with your friends?

The teacher now asks each child to make a private decision saying to himself/herself

I have decided to ...

and to consider the consequences saying

If I decide to ..., the consequences will be ...

Art Activity:

Designing A Poster

If Option 1, Personal Decisions was done, ask the children to design a poster showing the five items they selected as the most important Healthy Choices and Decisions. They can work individually or in pairs.

My Five Most Important Healthy Choices and Decisions

1. Eat fresh food
2. Clean my teeth
3. Get a good night's sleep
4. Cover my skin in the sun
5. Exercise often

Resource Materials for Relationships and Sexuality Education

Third Class Theme 9 Making Decisions



Home-School Links

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to make decisions and to discuss the factors which influence personal decisions and choices. These include personal wishes and desires, moral values, what one knows is right, social constraints, peer and media influence. Living life to the full involves solving problems and making decisions and choices. Such processes may be encountered as an individual or as a group. Trying to solve children's problems or to resolve their difficulties for them instils in them the attitude that someone else can always "fix it" and that they themselves are not capable of solving even simple problems without adult help.

The following are suggested activities which you might like to undertake at home with your child.

- ▲ **Look at decisions that affect you, your child and your family. Design a poster to be hung in the kitchen which will be a reminder of good practice. The following are examples only:**

Five Ways to Solve Arguments

Listen to each other

Speak calmly

Use respectful language

Look at the argument from the other person's point of view

Share points of view about which you agree

Five Ways to Develop Relationships in the Family

Share fun and laughs

Share the housework

Share your problems

Share your good news

Share your love for each other

- ▲ **Talk to your child about the consequences of decisions, what would happen if:**

You shouted at ... because s/he changed the television channel?

You decided not to wear your uniform to school as required?

You went to ...'s house after school without telling me?

You got up early and surprised me by preparing the breakfast?

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Fourth Class

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Fourth Class

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1 Myself And Others





Theme 1

Myself And Others

Aim: To provide the children with the opportunities to develop skills and to appreciate the importance of interacting with others.

Theme Menu

Option 1

Co-operation Exercise: Two To A Crayon

Co-operation Experience: Working Alone And Working Together

Option 2

Drama: Team Work

Co-operative Activity: Group Knot

Option 3

Group Dress Designing: Paper Ballgown

Group Decision-Making: A Desert Island

Follow-up Activities

A Story: About Working Together

P.E Activity: Push And Pull

Game: Going Dotty

A Note on Self-Esteem

Self-esteem is the value one places on one's self. Children with high self-esteem are more likely to develop caring relationships and are less likely to be vulnerable to exploitation by others. A programme designed to develop the self-esteem of pupils will be more effectively implemented in the context of a whole-school approach. A positive classroom environment can foster the growth of high self-esteem.

Children with low self-esteem may make unrealistically high demands of themselves and may be unable to evaluate themselves accurately. Both of these characteristics increase the risk of failure. The sense of worthlessness that accompanies failure reinforces children's poor opinion of themselves. Setting aside a little time at the beginning of a week, a day or a lesson, to tell children what is expected of them, is very beneficial and repays the time invested. Well-defined goals eliminate uncertainty. This security reassures the pupil.

A regular short review develops in children an ability to evaluate progress realistically. As such strategies are repeated they become a natural part of the school day. Parents/guardians can be encouraged to provide support for and reinforcement of the self-enhancing activities in the classroom.

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 1 Myself And Others

Option 1

Co-operation Exercise: Two To A Crayon

Co-operative Experience: Working Alone And Working Together

Co-operation Exercise: Two To A Crayon

For this exercise, children are arranged in pairs, each pair having one crayon and one sheet of paper. The teacher asks the children to hold the crayon together and draw something, without speaking. They must follow each other's thoughts through non-verbal communication. When the task is completed the teacher asks them to discuss together:

Was it difficult not to talk? Did you share the crayon and paper equally?

Who was the leader? Do you both agree about this?

How did each feel while drawing? (tense/relaxed)

Was there resistance or force? (did the paper tear or the crayon break?)

Did you know what you were drawing? If so, how?

Did you start with one idea and then change your minds? If so, why?

What have you learned from the exercise about working together?

Co-operative Experience: Working Alone And Working Together

Task 1. Assign each child a task, as suggested at A, B or C below, to be completed alone in a given time. Alternatively, the task may relate to something that is being taught in class in another subject area.

A. Ask each child to write a poem about herself/himself using the following format: **All about Me!**

First line	-	One word	-	Me
Second line	-	Two words	-	Wonderful me!
Third line	-	Three words	-	Enough about me!
Fourth line	-	Two words	-	Don't you
Fifth line	-	One word	-	Agree?

Other topics could include family, family members, feelings, friends and growing up.

or

B. Ask each child to write an Acrostic on one of these themes, e.g.,

My Mum

My Mum has lots to do
Yet always has time for me
Minds me well
Usually good humoured
Mum in a Million!

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Fourth Class Theme 1 Myself And Others

or

C. Ask each child to write five suggestions for one of the following:

**A Happy Home
A Happy Classroom
A Happy School
A Good Friendship
Being Healthy**

Task 2. Each child finds a partner and each pair completes a task, similar to Task 1, in the same given time.

Ask the children how working on their own compared to working with a friend. A selection of the following questions may be useful:

How did you find working on your own?

How did you find working with someone else?

How was it different?

Did it make the job harder or easier? Why?

You had (specify length of time) to do the first job.

How long do you think you were given to do the second job? It may be that the children find that time goes quicker when they are working with a friend.

Which did you prefer? Why? (Children are helped to appreciate that either preference is acceptable. While it is important to be able to work as a member of a group/team, there are times when it may be necessary/preferable to work alone.)

The practice of group co-operation could be further developed at P.E. class through experience of individual activities, leading to working in pairs and culminating in group work.

A simple activity to illustrate this might be:

- (i) Each child has a ball which s/he bounces on the floor for one minute;
- (ii) In pairs, children throw the ball to each other;
- (iii) Three pairs form a group and throw the ball at random to each other.

Children might discuss which they enjoy best and what spoils group-work.

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Fourth Class Theme 1 Myself And Others

Option 2

Drama:	Team Work
Co-operative Activity:	Group Knot

Drama: Team Work

This task would be difficult for children who didn't have the necessary information in advance of the task. Preparatory work might be undertaken through a cross-curricular approach.

The class is divided into groups of five children. Each group is given a task to complete. Each member of the group is asked to participate. The tasks are practised for five minutes and then presented to the class, in the correct sequence, each worker stating his/her role and miming the action that goes with it. The following are suggested tasks and actions:

Group 1	Furniture Factory	Make a bed
Group 2	Building Site	Build a house
Group 3	Kitchen	Make an apple tart
Group 4	Garden	Sow flowers
Group 5	Garage	Clean and wash a car

Group 1 might introduce themselves in chorus and then proceed individually:

All: We work in a Furniture Factory and we are making a bed.

1. I'm making the frame and this is how I cut the wood to do it.
2. I'm making the base and this is how I nail the lengths of wood to the frame.
3. I'm measuring the foam to cut out the mattress.
4. I'm cutting the material to cover the mattress.
5. I'm sewing the material to make the mattress cover.

In the same way the children in each group identify their workplace and each child says what s/he is doing as the actions are mimed. When all the groups have done their drama the children sit in a circle. The teacher initiates discussion on what they have just done:

Was it easy to make up the drama about the workplace? Why/Why not?

Between you, in the group, did you have all the necessary information?

What happened if you didn't know what to do?

How did you feel in the group?

What happened in groups where there was a lot of arguing?

What happened in groups where people talked and helped each other?

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 1 Myself And Others

What does a group need to do if it is going to work successfully?

What have you learned about co-operation from this exercise?

Co-operative Activity: Group Knot

To finish this exercise the teacher divides the class into three even groups, each group forming a circle with the children facing inwards. Children link hands with each other across the circle but not with the people on either side of them. At the teacher's signal all grips are changed without letting both hands go at the same time, and still avoiding the children on either side. The knot may then have some children facing inwards and others facing outwards. The objective of this exercise is that the children will realise that co-operation is the key to success.



Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 1 Myself And Others

Option 3

Group Dress Designing: Paper Ballgown

Group Decision-Making: A Desert Island

Group Dress Designing: **Paper Ballgown**

The teacher divides the class into groups of 5/6 children. S/he tells a sad tale for which each group must find a solution - **Prunella wants to go to the ball. She has no dress and no fairy godmother appears to provide one.**

Newspapers and masking tape have been left in front of each group. They are given fifteen minutes to make a ballgown for Prunella. When the time is up the teacher asks:

Did everyone in your group participate equally?

Was it possible/impossible to finish the task? Why?

What was the biggest problem you encountered?

What would you do differently next time?

What have you learned from this exercise?

Group Decision-Making: **A Desert Island**

Set the scene by asking the children to imagine that they each are living on a desert island where there are no other people. Say to them:

'Today I would like you to decide on three things you would like and three things you would not like about living on your own on a desert island.'

Follow the steps for Group Decision-Making on Page 11, working from the individual viewpoint, to sharing in pairs and then pooling ideas in small groups.

Make sure the children understand that it is not the advantages and disadvantages of living on a desert island that are required but the pros and cons of living on one's own.

If the activity proceeds successfully the teacher might like to ask the groups to explain if the advantages of being alone outweigh the disadvantages and vice versa.

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 1 Myself And Others

Follow-up Activities

A Story:	About Working Together
P.E. Activity:	Push And Pull
Game:	Going Dotty

A Story: About Working Together

Through listening to, or reading, a story children experience life vicariously.

Charlotte's Web by *E.B. White* and **The Sheep Pig** by *Dick King Smith* are both published by *Puffin*.

These stories relate the happy results of co-operation between friends.

A selection of the following questions may be useful:

What was this story about?

Who were the main characters?

What was the problem that needed to be solved?

How did the characters work together to sort out the problem?

What would have happened if the characters hadn't worked together?

Did you ever have problems that your family or friends helped you to solve?

Would you like to tell us what happened?

P.E. Activity: Push And Pull

The teacher divides the class into pairs. Facing each other, each pair holds each other's right hand (as in handshake). The task is for each person to try and get the held hands to touch his/her own left hip. The teacher calls 'time up' after one minute and asks the children to stand and answer silently:

How many times did you touch your own hip? How did you achieve this?

If you got a high score how do you feel? If you got a low score how do you feel?

Could you have worked differently?

The children are given another minute to repeat the exercise co-operatively and asked:

Was your score higher or lower this time? How did you achieve this?

Game: Going Dotty

The teacher has five or six sets of coloured dots, e.g., blue, red, yellow, green, white, orange. S/he sticks a dot on each child's back without the child knowing the colour. In silence, the class has to form into groups of children, all having the same colour. Children may give each other non-verbal signals, e.g., pointing, nodding, etc. When the groups have formed the children are asked how it felt to get help from others.

Resource Materials for Relationships and Sexuality Education

Fourth Class

Theme 1

Myself And Others



Home -School Links

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to appreciate the importance of interacting with others. Friendly interaction with others is influenced by a child's level of self-esteem. Self-esteem is the value one places on one's self. Children with high self-esteem are more likely to interact well with others and are less likely to be vulnerable to exploitation.

The following are suggested activities which you might like to undertake at home with your child. Some of these may have been covered in school but they will have a more personal focus and may be more relevant to your child when you work together at home.

You and your child might like to compose an Acrostic about your child's friend, indicating how they relate to each other. An Acrostic is a poem which uses the letters of a word to begin each line:

Marian

Marvellous friend
Always helpful
Really kind
Invites me to her house
Asks me to play
Never nasty

James

Just a great friend
Anytime we play
Makes it such fun
Even on wet days
Smiles and is happy

Together with your child cut out words (or letters to make up words) in large print from newspapers and stick them on a large sheet of paper to make a poster on Relating to People:

Tolerant Respectful Happy Kind Generous
Honest Chatty Friendly Thoughtful

Talk to your child about the communication skills which are necessary for personal interaction in various everyday situations. Practise together, by acting out, what your child might say and do in the following scenarios.

Answering the telephone at home

Depositing money in a Post Office Account

Collecting pre-booked tickets at the Cinema

Buying a CD or cassette with a Gift Voucher

Returning books to the Library after the due date

Returning Yoghurt to the Supermarket because it was past its 'Sell-by' date when bought.

2 Bullying Behaviour





Theme 2

Bullying Behaviour

Aim: To provide the children with opportunities to learn about bullying, why it occurs and ways of dealing with it.

Theme Menu

Option 1

Case Studies: Bullying Behaviour

Active Problem-Solving: What Is The Solution?

Option 2

A Story: About Bullying

Discussion: What Is Bullying?

Option 3

Case Studies: Understanding Bullying

Problem-Solving Both Perspectives

Follow-up Activities

Private Reflection: Bullying Experience

Group Decision-Making: The Solution

A Note on Friendship

Friends play a significant role in the lives of children. As children interact with friends and share their experiences, their understanding of the world expands beyond that based on their own experiences. Through the feedback they receive from others children learn to see themselves as others do. Providing children with opportunities to help them understand the nature of friendship in their lives helps them to relate better to each other and lays the foundation for understanding the nature of the peer group as they grow older.

Resource Materials for Relationships and Sexuality Education

Fourth Class

Theme 2

Bullying Behaviour

Option 1

Case Studies: Bullying Behaviour

Active Problem Solving: What Is The Solution?

Case Studies: Bullying Behaviour

Bullying is repeated aggression, verbal, psychological or physical, conducted by an individual or group against others. Isolated incidents of aggressive behaviour, which should not be condoned, can scarcely be described as bullying. However, when the behaviour is systematic and ongoing it is bullying. In this lesson a definition of 'bullying' and the nature of a person who behaves in this way will be discussed.

Recognising bullying

Teacher reads out a selection of the following cases and asks the children to identify the bullying incidents:

1. Everyday this week Shane has taken Ben's bus money and Ben has had to walk home. Ben gives him the money because Shane says if he doesn't he will send his gang after him in the yard. **Is this bullying? Why?/Why not?**
2. Yesterday Jason's bus money fell out of his pocket and onto the floor. Simon didn't know who owned it but took it anyway and spent it on sweets. **Is this bullying? Why?/Why not?**
3. Ever since they were in Junior Infants Noreen has called Lynn names. Noreen knows this upsets Lynn. She knows it makes her cry. **Is this bullying? Why?/Why not?**
4. Chris got new runners. Sam said they hadn't the right label. **Is this bullying? Why?/Why not?**
5. Rita is always saying that Joan's clothes aren't in fashion. **Is this bullying? Why?/Why not?**
6. Paul and Chris are good friends. They were playing in the yard. Paul accidentally tripped Chris and Chris cut his knee badly. **Is this bullying? Why?/Why not?**
7. Good friends, Peter and Robert, were playing in the yard. They were pretending they were on their favourite T.V. programme. Peter grabbed Stephen and threw him to the ground. Stephen hurt his shoulder. When the teacher spoke to Peter about it he said, 'We were only playing'. **Is this bullying? Why?/Why Not?**
8. Sarah and June used to be best friends but Sarah didn't invite June to her party. When it was close to June's birthday she went around the class delivering invitations. When she got to Sarah she said, 'You're not invited'. **Is this bullying? Why?/Why not?**
9. Sharon is very good at most things in class. She is particularly good at Maths. Every morning Claire asked Sharon for her Maths copy and she copied her homework. Sharon didn't think this was right so she stopped letting Claire have her copy. Because of this, Claire twisted Sharon's arm up her back. However, Sharon wouldn't give in. Now Claire has told the rest of the class not to talk to Sharon. She has also told lies about Sharon. She waits with her friends at the school gate to make sure no one walks home with her. **Is this bullying? Why?/Why not?**

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 2 Bullying Behaviour

Active Problem-Solving: What Is The Solution?

The teacher may find it helpful to consider the following characteristics in bullying behaviour, taken from the Guidelines on Countering Bullying Behaviour in Primary and Post-Primary Schools.

“It is generally accepted that bullying is a learned behaviour. Pupils who bully tend to display aggressive attitudes combined with a low level of self-discipline. They can lack any sense of remorse: often they convince themselves that the victim deserves the treatment meted out. Pupils who bully can also be attention seeking; often they set out to impress bystanders and enjoy the reaction their behaviour provokes. They tend to lack the ability to empathise. They are unaware or indifferent to the victim’s feelings. Others seem to enjoy inflicting pain. It is of note that many bullies suffer from a lack of confidence and have low self-esteem. It is not uncommon to find that pupils who engage in bullying behaviour are also bullied. They tend to be easily provoked and frequently provoke others.” (Department of Education and Science 1993 p.6)

The teacher divides the class into small groups and assigns one of the case studies to each group to consider a solution. Two questions may guide their thinking:

Why do you think ... (bully) behaves this way?

How could s/he be helped/guided/brought to an understanding of the implications of this behaviour?

What should ... (victim) do?

How could s/he be helped to do this?

The following problem-solving process may be used:

- (i) Think privately and decide on a solution.
- (ii) In pairs, discuss your solutions and decide on a jointly agreed solution.
- (iii) Two or three pairs together share solutions and discuss the issues raised.

The teacher refers to the group-work just completed and invites feedback on the solutions for each story.

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 2 Bullying Behaviour

Option 2

A Story: About Bullying

Discussion: What Is Bullying?

A Story: **About Bullying**

One way to provide children with opportunities to discuss bullying is through reading a story or poem about it. The children can read the story themselves or the teacher could read it to them in class. Through reading such a story the child can view bullying at a safe distance. Children identify with the characters in a book or poem. Feeling 'that happened to me too' can be self-affirming. It is valuable for children to picture the alternative solutions to problems and the consequences of an action at second hand.

Story Suggestions

The following books, all published by Puffin, deal with bullying. Alternatively, the teacher may know of other suitable stories or children may be able to suggest books which they have read about the subject. If possible, borrow them for the class library. Encourage the children to discuss what they have read.

Lady Daisy by *Dick King-Smith*

A witty and humorous book about a boy and his doll.

The Eighteenth Emergency by *Betsy Byars*

'Mouse' confronts the school bully and triumphs.

The Bully by *Jan Needle*

Anna is popular. Simon is not. Anna says Simon is a bully. But who, in fact, is bullying whom?

A selection of the following questions may be useful:

Who was the bully in this story?

Who was s/he bullying?

What kind of things did the bully do?

Why is this bullying? (Did it go on for a long time? Did it hurt the victim's feelings? Did it hurt his/her body? Were other people involved?)

In your opinion, what was the worst thing the bully did?

What did the victim do to start with?

What did the victim do in the end?

What would you have done?

Why do you think the bully acted as s/he did?

What kind of person was the bully?

What happened at the end of the story?

A more general discussion of bullying may follow.

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 2 Bullying Behaviour

Discussion: What Is Bullying?

Bullying is repeated aggression, verbal, psychological or physical, conducted by an individual or group against others. Ask the children how often they would be called names before they'd call it bullying. How often would they be hurt physically before they'd call it bullying? Would they put up with name calling longer than they'd put up with physical hurt?

What kind of person is a bully?

Why does s/he behave this way?

Were you ever bullied? What happened?

The children are given an opportunity to reflect on a time when they may have bullied someone. The teacher asks questions, such as the following, and the children think and answer silently for themselves:

Now that you know what bullying is, you might ask yourself did you ever bully other people?

Think about what happened. Tell yourself why you think you behaved this way.

How might you deal with a similar situation in the future?



Resource Materials for Relationships and Sexuality Education

Fourth Class

Theme 2

Bullying Behaviour

Option 3

Case Studies: Understanding Bullying

Problem-Solving: Both Perspectives

Case Studies: Understanding Bullying

The teacher divides the class into groups of three and gives each a bullying scenario to consider. Each group gets three folded cards one of which is selected by each child for the purpose of identifying roles in the group. Based on the cards selected, one child will read the scenario and the other two will speak for the bully and the victim respectively, explaining why s/he acts this way and how s/he feels.

- 1 A** Everyday this week Shane has taken Ben's bus money and Ben has had to walk home. Ben gives him the money because Shane says if he doesn't he will send his gang after him in the yard.
- 1 B** I think Shane takes Ben's money because ... He feels ...
- 1 C** I think Ben gives Shane his money because ... He feels ...
- 2 A** Ever since they were in Junior Infants Noreen has called Lynn names. Noreen knows this upsets Lynn. She knows it makes her cry.
- 2 B** I think Noreen calls Lynn names because ... She feels ...
- 2 C** I think Lynn cries because ... She feels ...
- 3 A** Rita is always saying that Joan's clothes aren't in fashion. Recently she said that her new runners had no 'label'. When Rita mocks, Joan hangs her head and walks away.
- 3 B** I think Rita mocks Joan because.. She feels ...
- 3 C** I think Joan gets upset because ... She feels ...
- 4 A** Claire used ask Sharon could she see her homework every morning and then she would copy it. Sharon didn't think this was fair so she stopped letting Claire have her copy. First Claire twisted Sharon's arm up her back but Sharon would not give in. Now Claire has told the rest of the class not to talk to Sharon and has spread lies about her. She waits at the school gates with her friends to make sure no-one goes home with her.
- 4 B** I think Claire bullies Sharon because ... She feels ...
- 4 C** I think Sharon is upset because ... She feels ...

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 2 Bullying Behaviour

Problem-Solving: Both Perspectives

Having listened to both perspectives, each group discusses the problem in their scenario and tries to find a solution. The following questions may guide them, **first from the victim's point of view and then from the bully's**. The teacher may choose to demonstrate the procedure with one group, e.g.,

Everyday this week Shane has taken Ben's bus money and Ben has had to walk home. Ben gives him the money because Shane says if he doesn't he will send his gang after him in the yard.

From Shane's point of view:

What is the problem?	(maybe he never gets pocket money)
How does he feel about it?	(angry and resentful)
What can he do?	(talk to his parents about it)
Why might it be difficult to do that?	(he asked once and they refused)
Who or what can help him?	(older brother or sister)
What would be the best thing to do?	(stop bullying and ask at home)

From Ben's point of view:

What is the problem?	(Shane takes his bus money)
How does he feel about it?	(afraid of Shane and worried about walking home)
What can he do?	(tell his parents)
Why might it be difficult to do that?	(he was told never to walk home)
Who or what can help him?	(a teacher or friend)
What would be the best thing to do?	(tell his parents even though he broke a family rule)

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 2 Bullying Behaviour

Follow-up Activities

Private Reflection:	Bullying Experience
Group Decision-Making:	The Solution

Private Reflection: Bullying Experience

Ask the children to think about a bullying incident in which they were involved. They may have been the victim, the bully or an onlooker. Their story should answer the following questions:

How did the bullying start? What happened?

How did the person telling the story feel?

How did s/he think the others felt?

What happened in the end?

What do you think would have been the best way to deal with the situation?

Group Decision-Making: The Solution

Ask **each child** to write down two rules s/he thinks might reduce bullying in the class or school.

In **pairs** the children compare lists and agree upon the three most useful rules.

In **groups of four** then, the children agree on the five most useful rules.

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 2 Bullying Behaviour



Home-School Links

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to learn about bullying, why it occurs and ways of dealing with it. Bullying is repeated aggression, verbal, psychological or physical, conducted by an individual or group against others. To know the reasons why some children bully others can help the victims to see the bully in his/her proper perspective. A child who has been bullying may see that such behaviour is not the solution to his/her problem. Parents and teachers working together can give support and guidance to children about reporting bullying. Serious incidents of persistent bullying can sometimes be underestimated because children can use the word 'bullying' to mean so many things.

The following are suggested activities which you might like to undertake at home with your child.

In the case of each of the situations outlined below, ask your child:

Is this bullying? Why do you say that?

If it is bullying what needs to be done about it? How can that happen?

If it is not bullying what is it? Is this all right/acceptable?

1. **Chris got new runners. Sam said they hadn't the right label.**
2. **Sarah was once June's best friend. When it was close to June's birthday, she went round the class delivering party invitations. When she got to Sarah she said, 'You're not invited'.**
3. **Good friends, Peter and Robert were playing in the yard. They were pretending they were on their favourite T.V. programme. Peter grabbed Stephen and threw him to the ground. Stephen hurt his shoulder. When the teacher spoke to Peter about it he said, 'We were only playing'.**

Talk to your child about bullying using questions such as the following:

What kind of person is a bully?

Why does s/he behave this way?

Were you ever bullied? What happened?

Now that you know what bullying is, do you think you ever bullied other people?

What happened? Why do you think you behaved this way?

Your child might think about bullying from the victim's and the bully's side:

What do you think it feels like to be bullied?

How might bullying in school affect a child's feelings about school?

What do you think it feels like to be a bully?

What might a bully think and feel about school?

3 My Family





Theme 3

My Family

Aim: To provide the children with opportunities to value family difference.

Theme Menu

Option 1

Game:	Happy Families
Group Discussion:	How Families Are The Same And How Families Are Different

Option 2

History and Geography:	The Origin Of Family Names Where Your Family Lives
Art Activity:	A Family Shield/Crest

Option 3

Maths Activity:	Block Graphs
Centre of Interest:	Families

Follow-up Activities

Art Activity:	Picture Making
Quiet Time:	Families Are Special

A Note on Families

Relationships play a significant role in the lives of children. They help children to develop a greater understanding of their world. The child's first and most important experience of relationships will usually be in the family situation. Through the feedback they receive from family members, children learn to develop a realistic estimation of their own capabilities and limitations. Providing children with activities designed to help them think about their relationships with others allows them to develop their understanding of themselves and the social world in which they live.

Differing family patterns should be taken into account in the preparation of a lesson on the family. The class teacher will have to display sensitivity to the children's particular home situations, including those of children who are adopted or fostered. Consultation with parents in relation to cultural norms and religious beliefs may also be necessary.

Resource Materials for Relationships and Sexuality Education

Fourth Class

Theme 3

My Family

Option 1

Game: Happy Families

Group Discussion: How Families Are The Same And How Families Are Different

Game: Happy Families

The children sit in a circle and respond to the teacher's directions by swapping places. Some children will have to move a lot and others may not have to make many changes. The teacher explains the game and begins:

Swop places:

All children who have a sister

All children who have a brother

All children who have no brother

All children who have no sister

All children who have a grandparent living with them

All children who have more than three children in their family

All children who have a pet at home

All children who have lived in more than one place

The teacher may omit or add to these directions as wished.

Group Discussion: How Families Are The Same And How Families Are Different

The teacher divides the class into groups of 5/6 children. Reference is made to the information about family similarities and differences which was clearly demonstrated when playing the game.

The group secretary records the children's findings on the following tasks which have to be discovered through group discussion on the children's families:

One thing that is unique to each family in the group, e.g.,

Only one has Granny living with them
Only one has a pet
Only one lives in a bungalow
Only one lives in a neighbouring parish
Only one has a baby

Four things that are the same about each family, e.g.,

All have a television
All buy a daily newspaper
All have three children
All children go to the same school

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 3 My Family

Four things that are not the same about each family, e.g.,

Only some have all sisters
Only some have a video
Only some go to the seaside on holidays
Only some of the families play cards
Only some of the families like curry

The reporters from each group give feedback to the whole class on one item from each category initially and further information if time permits.

The lesson finishes with a round where each child completes the sentence:

'One thing I like about my family is ... '



Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 3 My Family

Option 2

History and Geography: The Origin Of Family Names
Where Your Family Lives

Art Activity: A Family Shield/Crest

History: **The Origin Of Family Names**

The teacher explains to the children what is meant by their 'first name'. S/he then explains to them that their other name is their surname or family name. The children are asked to find out about their surnames.

Where does the name come from?

What is its meaning?

What does it tell them about who their ancestors were or what they did for a living?

The children can research their family name using a suitable reference book or by asking at home. Then the children can write up their research and illustrate it for display in the classroom.

Geography: **Where Your Family Lives**

Some families live in the same town or city as their parents and grandparents. Using a blank map of Ireland, children mark the place where their family lives. They could mark the area with a small X and write down the name of this place. If they have relations living around Ireland they colour the area and write the name on the map of Ireland.

If children in the class have relations living around the world they might find out about them at home and tell the class about them. Using a map of the world they could colour the area they live in and write in the name of the country. These maps can be displayed on the classroom wall.

Note to Teacher:

If there are children in the class who have travelled around a lot (for example a member of the Travelling Community) they could be asked about the various places they have lived. Other children may have moved also and this could be discussed. This will illustrate to the children how families differ.

Art Activity: **A Family Shield/Crest**

1.

The teacher asks each child to complete the worksheet, My Family, as preparation for designing the Family Shield. The worksheet may be undertaken as homework. Only four answers will be required from the information gathered, so children will have a choice when they are selecting for the artwork on the shield.

2.

Each child draws a blank outline of a Family Shield, demonstrated on blackboard. This is divided into four sections. Children draw or write in each section using data from the following worksheet. A family motto may be composed and written across the top of the shield.

Children take these home and display them. Children might research their family crest and copy all or part of it if one exists.

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 3 My Family

Worksheet: My Family

Number in family

Family hobbies

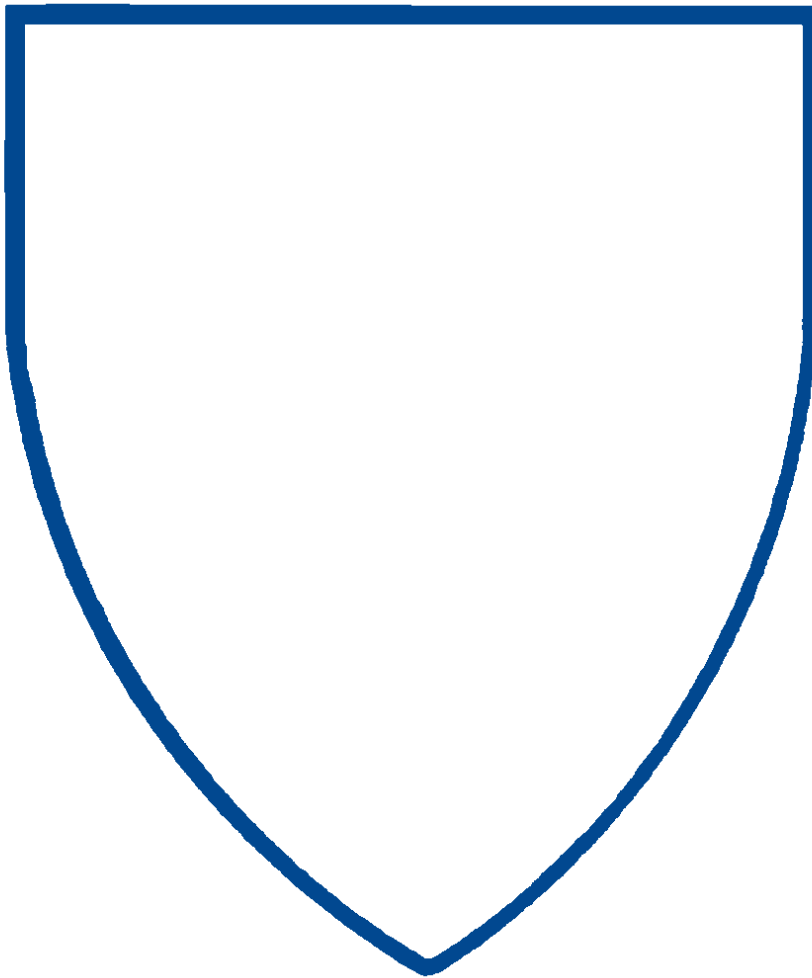
Parents'/guardians' jobs

Family holidays/outings

Family pet

County/country from which name comes

Outline of Shield



Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 3 My Family

Option 3

Maths Activity: Block Graphs

Centre of Interest: Families

Maths Activity: **Block Graphs**

Collect data about the families in the class for recording in the form of block graphs. The data you collect may include:

Number in family.

The county/country the family name comes from.

Places the family has lived.

Child's position in family.

Does a grandparent live with the family?

Do any other relatives live in the family home?

Is there a baby under the age of two?

Who has older sisters?

Who has younger brothers?

Are there pets at home? What kind of pets are at home?

What time does the family get up in the morning?

Children will also give their own suggestions. Avoid collecting data on subjects that might make a child feel at a disadvantage, e.g. type of car/car ownership.

After the Maths Activity, the topic can be explored in classroom conversation. The following questions relate to the objective and may be useful as aids to discussion.

What is a family?

How are families the same? How are families different?

Why are families important? What is the best thing about families?

Centre of Interest: **Families**

The activities undertaken will have provided some materials for display. These can be supplemented with books (fiction and non fiction) about families that differ whether in composition or culture. Photographs, family crests and pictures can also be included.

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 3 My Family

Follow-up Activities

Art Activity:	Picture Making
Quiet Time:	Families Are Special

Art Activity: Picture Making

Ask each child to think about the qualities that makes his/her family special. Alternatively, children might think about a time they felt cared for and special at home. Each child is asked to illustrate his/her thoughts in a picture and to write a short explanation of what the picture is about. These pictures are displayed together to highlight the variety of family patterns and experiences.

Quiet Time: Families Are Special

Encourage the children to tidy their tables, putting away pencils or anything else which may distract them. It is best not to begin 'Quiet Time' until everyone is settled and focused. Speaking in a calm voice, the teacher guides the children:

Relax (pause)

Sit comfortably (pause)

Put your feet flat on the floor (pause)

Rest your hands on your lap (pause)

Quietly, gently, close your eyes (pause)

(Almost in a whisper) **Listen ... Listen ... Still with your eyes closed, look into your imagination ... Today we are going to think about our families ... Think about each member of your family ... Think about a time they were good to you ... Families can make you feel special and cared for ... Think about a time you felt special and cared for at home ... Imagine that time in your mind ... How did it make you feel ...?**

How could you make someone in your family feel special ...? Decide on something you could do ... Plan to do it really soon ... today if possible, when you get home from school ... Have you got a plan? (pause) Good.

Now open your eyes and s-t-r-e-t-c-h!



Home-School Links

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to recognise that families vary in many ways and to value these differences. Family relationships play a significant role in the lives of children. They help children to develop a greater understanding of their world. Through the feedback they receive from family members, children learn to develop a realistic estimation of their own capabilities and limitations. Providing children with activities designed to help them think about their relationships within their families allows them to develop their understanding of themselves and the social world in which they live.

The following are suggested activities which you might like to undertake at home with your child.

You and your child might conduct some research together on your family name:

Where does our surname come from? What is its meaning?

Does it tell us anything about who our ancestors were or what they did for a living?

What country does our family name come from?

Is it a common name in Ireland, in our county or in our parish?

Are there any people with the same name as us who are well known?

Looking at your own family, you and your child could have a discussion on family roles:

In this house who does the shopping, the cooking, the laundry, the vacuuming, the gardening and the decorating?

Who washes the kitchen floor, the car, the bath and the windows?

Who tidies the hot press, the toys, the wardrobes and the garden shed?

Is the work shared by all the family members?

Is the most of the work done by one or two people? If so:

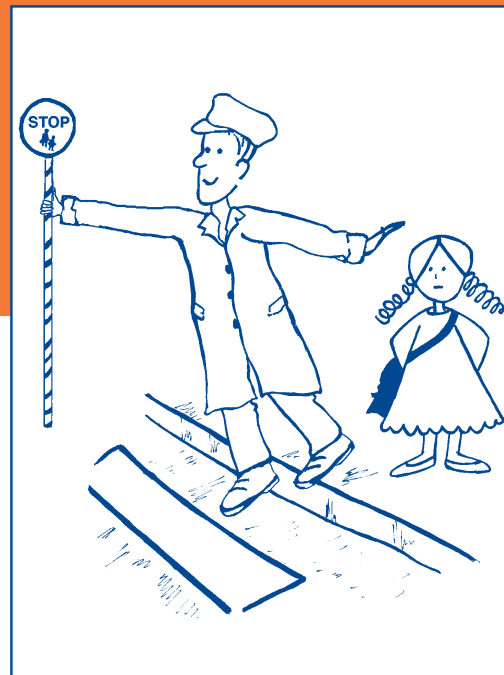
Who are they? Is this fair? What can be done about it?

Are there certain jobs in this house which are always done by either the men, the women or the children? If so:

Who does which jobs? Is this acceptable? If not, what can we do about it?

Your child may be designing a Family Crest in school and you may wish to help with this.

4 Reasons For Rules





Theme 4

Reasons For Rules

Aim: To provide the children with opportunities to recognise that rules exist for a reason, and to understand the consequences of breaking them.

Theme Menu

Option 1

Class Discussion: Rights, Responsibilities And Rules

Group Decision-Making: Making Rules And The Consequences Of Breaking Rules

Option 2

Interview: When You Were My Age

Let's Talk: About The Reasons For Rules

Follow-up Activities

Art Activity: Making A Poster

Debate: Making Points

Class Round Game: Wink Blinder

A Note on Personal Safety

RSE will be an integral part of Social, Personal and Health Education (SPHE), as will education in child abuse prevention, substance use/misuse, nutrition, hygiene, etc. Materials are available to schools in many of these areas and can be used to complement the work in SPHE and RSE.

Personal safety for children is emphasised regularly at home and in school in the context of dangers connected with traffic, water, fire, electricity, etc. It is important that children do not get conflicting messages between home and school or between programmes in school.

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 4 Reasons For Rules

Option 1

Class Discussion:	Rights, Responsibilities And Rules
Group-Decision Making:	Making Rules And The Consequences Of Breaking Them

Class Discussion: Rights, Responsibilities and Rules

The teacher draws a line down the centre of the blackboard and puts the headings **Rights** on one side and **Responsibilities** on the other. S/he asks the children:

What rights do you have in class?

The children's responses are recorded under **Rights** on the blackboard: (to learn, to have fun, to do school work, to eat lunch, etc.)

What prevents (stops) you achieving your rights in class?

(not paying attention, not doing homework, not asking for help, children 'messing')

Every right has a corresponding responsibility.

What responsibilities do you have towards achieving your rights in class?

The children's responses are recorded under **Responsibilities** on the blackboard: (to listen, speak, read, write, share, tell, ask)

A similar line of questioning could elicit rights in other areas of the children's lives, e.g.,

What rights do you have at lunch-time? (to eat lunch)

What prevents you achieving your rights to eat lunch? (others asking you to give them some)

What responsibilities do you have in this area? (if others ask for your lunch because they have forgotten their own it is good to share yours with them and usually the teacher organises this. If they are asking because they like what you have, you do not have to give it. You have a responsibility to tell the teacher about this.)

What rights do you have in the yard? (to play)

What prevents you achieving your rights to play? (others being rough and spoiling the game)

What responsibilities do you have in this area? (If others are spoiling your game in the yard you have a responsibility to remind them of the yard rules about playing fair. If this does not work you should tell the person who is supervising you in the yard)

What rights do you have at home-time? (to get home safely)

What prevents you achieving your rights? (if others are chasing you)

What responsibilities do you have in this area? (if others are chasing you on the way home you have a responsibility to tell your parents about it)

The teacher explains that **Rules** make it easier for us to remember our **Rights** and **Responsibilities**.

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 4 Reasons For Rules

Group Decision-Making: Making Rules And The Consequences Of Breaking Rules

The class is divided into groups and each group is assigned an area of the school, or school life, for which the children must agree a set of three rules, e.g.,

Group 1	Classroom Rules
Group 2	Playground Rules
Group 3	Lunchtime Rules
Group 4	Homework Rules
Group 5	Uniform Rules
Group 6	School Tour Rules

The steps for group decision-making are to be found on Page 11. When the allotted time is up and the group decision-making process has been observed, the teacher invites the group reporters to give feedback to the class. Children from other groups may ask a question for information or clarification. The teacher may prompt by asking 'What if ...?' S/he may also ask children to be more specific if the rule is too vague.

Consequences of Breaking Rules

The teacher recaps on the importance of rules towards protecting our rights and reminding us of our responsibilities.

If there is already a Rules Chart in the classroom the teacher might refer to this and ask the children to pick one rule and say what the consequences of not observing it might be, e.g.,

If we did not respect each other what might happen?
(children might laugh at mistakes and others would be hurt by this)

The teacher and children might look at the School Code of Behaviour and find the rights and responsibilities which are underpinned by each rule, e.g.,

Rule	Walk quietly on the corridors
Rights	Children's safety Good classroom environment
Responsibilities	To be careful and courteous when walking on the corridors, mindful of children working in classrooms alongside.

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 4 Reasons For Rules

Option 2

Interview: When You Were My Age

Let's Talk: About The Reasons For Rules

Interview: **When You Were My Age**

The interviewee could be a parent, grandparent or teacher. Talk to the visitor about the objectives of the lesson.

The main objective of this activity is that the children learn how children were expected to behave in the past and they compare this with behaviour today. The steps for preparing for a visitor are to be found on Page 12.

A selection of the following questions may be useful:

Where did you live when you were our age?

Had you any brothers and sisters? Where did you come in the family?

How was life different then?

What was your home like? How was it different from homes today?

How was housework different?

What kind of clothes did you wear?

What did you do in your free time?

What were the rules at home?

What were the reasons for these rules?

What happened if you broke the rules?

What was school like?

How was it different to today?

What kind of things did you learn in school?

Did you have a uniform?

What were the rules then? What happened if you broke the rules?

What was the reason for these rules?

Was it a better world? Why? Why not?

Let's Talk: **About the Reasons for Rules**

Obtain a copy of the school's Code of Behaviour or elicit from the children the rules that exist in the school under various headings. Ask them what they think is the reason for each rule. Alternatively, discuss with the children the rules they would make if they were principal, the reasoning behind these rules and the positive or negative consequences of following through with these rules.

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 4 Reasons For Rules

Follow-up Activities

Art Activity: Making A Poster

Debate: Making Points

Class Round Game: Wink Blinder

Art Activity: Making A Poster

Ask the children to design a poster which lists five rules for home, the classroom or the school that help people to live and work together. Display these in the classroom and school as appropriate.

Debate: Making Points

As this is the first time a debate is suggested in these materials the format is kept simple:

1. Decide on a motion. The point to be debated may be that rules in general, or particular rules in the school, are not needed. The teacher may choose to focus on a rule that is often disregarded in the class.
2. Divide the class into two groups. One group has to find arguments that support the motion and the other group has to disagree. Explain to the children that they may actually find themselves supporting an argument they don't agree with, but that that is one of the real skills of debating.
3. Draw a line down the middle of the blackboard. Write a simple statement on each side of the line to keep the children's minds clear about what they are debating, e.g.,

For

Against

**I agree with the motion.
I think rules are a good idea.**

**I disagree with the motion.
I think there is no need for rules.**

4. The class as a whole spend a short time calling out their points. The teacher writes these on the blackboard. All ideas are written down under the relevant statement.
5. The children are given three or four minutes to write down the three points they think are most convincing for their side of the argument.
6. The children are asked to form groups of four. They pool their points.
7. Explain to the children that each group makes two or three clear points and tries not to repeat what has been said before. The first speaker also has to introduce the other team members and the subject for debate. The last speaker has to sum up what has been said. Assist the class with preparing this.
8. Approximately eight or nine groups will now be prepared. As this is an early introduction to debating, the most enthusiastic volunteers might be asked to speak.

At this early stage, teams may be praised simply for the points they make and their delivery of them.

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 4 Reasons For Rules

Class Round Game: **Wink Blinder**

In a fun way, this game reinforces the need for rules and the consequences of breaking them. It also emphasises the need for trust, that we obey rules at all times, not just when we're being watched and we know we might be caught breaking them.

The children stand in a circle with their eyes closed, facing inwards with their hands behind their backs. The teacher taps one person on the hand. This person is the Blinder and no-one else knows who it is. The children then open their eyes and the teacher tells them the rules:

- 1. All walk around silently (including the Blinder who is not known to the class), not avoiding eye contact.**
- 2. If the Blinder winks at you, you silently count to ten and then fall down blind. Others will see this and think they know who 'blinded' you.**
- 3. If any of you think you have guessed the Blinder, raise your hand and say 'I think it's ...'**
- 4. If you guess correctly, that round of the game is over and it can be repeated. If you guess incorrectly you are out of the game.**

When playing this game, some children do not obey the rules. They pretend to be the Blinder and wink at others. This makes the game less successful and provides an opportunity for the teacher to reinforce the rules and discuss the consequences of breaking them.



Home-School Links

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to see that rules exist for a reason and to understand the consequences of breaking them. Many rules are made at home and in school in the interests of the children's safety. It is important that these rules are explained to children and they have an opportunity to ask questions about them. Children are more likely to obey rules which have meaning and relevance for them. Involving children in discussion about rules, and in the drawing-up of rules and codes of behaviour at home and in school, is a powerful way of maximising their observance.

The following are suggested activities which you might like to undertake at home with your child.

Talk to your child about the rules in your house:

What are the most important rules in our house?

Who made these rules and what are the reasons for them?

Is there any rule you would like to change? Why?

Is there any new rule you would like to make? What is it?

Ask your child to interview you about the rules you had to obey when you were growing up. Together you might decide on areas to be discussed:

Home rules - housework, bedtime, playtime, visitors;

School rules - punctuality, uniform, homework, playtime;

State rules - road safety, care of people, care of property.

Draw comparisons between school rules and home rules. Why must you:

Wear your uniform to school/change your clothes after school?

Be on time for school/come home at an arranged time?

Keep your classroom tidy/keep your bedroom tidy?

Do your school work/do certain jobs at home?

Not eat chewing gum at school/not wear muddy shoes indoors at home?

Treat others with respect/treat your family with respect?

Talk to your child about his/her favourite sport:

What are the main rules of

What is the reason for each of those rules?

5 Feelings And Emotions





Theme 5

Feelings And Emotions

Aim: To provide the children with opportunities to understand and learn how to cope with feelings particularly those which they find difficult to manage.

Theme Menu

Option 1

A Story: Peter's Story And Jean's Story

Language Development: Antonyms And Synonyms

Option 2

Introduction: Feelings

Story Time: Patricia's Problem

Option 3

Group Decision-Making: Ways Of Feeling Better

Responding to Music: Music In Words

Follow-up Activities

Story Suggestions: About Feelings

Role-Play: Helping Patricia

Role-Play: Everyday Feelings

A Note on Feelings and Emotions

Feelings and emotions are a very important and complex part of children's experiences. The emotions that accompany their enjoyment of life, the changes in their lives, and the stressful and relaxing times, are complex. The ability to express feelings in appropriate ways involves being aware of, accepting and managing them.

Emotional awareness involves recognising one's own feelings as well as the feelings of others. Acceptance of emotions involves understanding the normality of human feelings. Managing emotions means the ability to control and cope with personal feelings and being able to express them in socially acceptable and appropriate ways. Learning about emotions and feelings is beneficial to the healthy development of the child.

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 5 Feelings And Emotions

Option 1

A Story: Peter's Story And Jean's Story

Language Development: Antonyms And Synonyms

A Story: **Peter's Story And Jean's Story**

The teacher tells the children the following stories.

Peter's Story

When we lost the football match I was very angry. I stormed off in a rage. Some of the others laughed at me and my Daddy said it wasn't one of his proudest moments. When I cooled down I felt very ashamed. Next time I'll try to remember what my Daddy said, 'It's only a game!'

Jean's Story

I felt very sad when my Granny died. I cried every time I thought of her. That was a year ago. I talked to my Mammy about her. I was given Granny's favourite brooch. I remember she wore it on special occasions. She wore it at my aunt's wedding. I was bridesmaid that day. Granny helped to fix my hair. We had a great day that day. Now when I think of her I remember the happy times and I don't feel as sad. Remembering all the good times helps.

The teacher explains that feelings do not happen, they are a natural response to situations. There is always a reason for the way we are feeling even though at times we may not know what it is. Feelings are not wrong and neither is there a right or wrong way to respond to them. We all experience feelings that we do not like from time to time. We can choose how we respond to these feelings. We must always remember that others are affected by our feelings and how we react to them. Keeping this in mind, if we respond in an appropriate manner the consequences may be that we will begin to feel happier in ourselves. If we respond in an inappropriate manner the consequences may be that we will feel even more unhappy than before.

Peter's story above is an example of this.

Why was Peter angry? Was this wrong?

How did he choose to respond?

Did he respond appropriately?

What were the consequences/results of this?

If he had responded differently what might he have done/said?

Then, what would the consequences have been?

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 5 Emotions And Feelings

Language Development:

Antonyms And Synonyms

The teacher has a number of cards with one word for a feeling on each. These are distributed to the children, in pairs, and they have to find the opposite feelings, for example,

confident	alarmed, apprehensive
calm	nervous, anxious
courageous, brave	frightened
afraid	unafraid
calm, placid, serene, tranquil peaceful	angry, furious, violent
satisfied, contented, pleased	dissatisfied, discontented, displeased
cheerful, light-hearted, glad	sad, gloomy, downcast, heavy-hearted
merry, happy	melancholic, mournful, sorrowful, woebegone, forlorn, lonely
interested, curious, excited	bored, disinterested, unexcited
unembarrassed	embarrassed
patient	impatient, frustrated
selfish	big-hearted, generous
jealous	magnanimous

The teacher takes feedback from some of the children. The cards are gathered and redistributed. Having identified a class list of feelings, the teacher may also find a selection of the following questions useful:

What makes you nervous? What calms you down?

What frightens you? What helps you to be brave again?

What make you angry? What calms you down again?

Are you ever disappointed? What cheers you up?

Are you ever down-hearted? What raises your spirits?

When you are lonely, what helps you feel better?

Has anything embarrassing ever happened to you? What helped you feel less embarrassed?

Did you ever feel jealous? What helped you feel better again?

When you are sad, what helps you feel happier?

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 5 Feelings And Emotions

Option 2

Introduction: Feelings

Story Time: Patricia's Problem

Introduction: **Feelings**

The teacher talks to the children about experiencing feelings which they do not like:

How would you feel if:

someone bullied you?

you woke in the dark?

you got into difficulties in the swimming pool?

you heard that someone you loved had an accident?

other children in the class wouldn't let you join in their game?

The teacher might refer to the Class Rules and how breaking them can affect others.

This leads the teacher into telling a story about a child who is isolated:

Story Time: **Patricia's Problem**

Patricia is in Fourth Class. She has a habit of making strange faces when she is sitting, reading in class. People make jokes about her behind her back and imitate her screwed-up face. Some draw pictures of her and pass them around the class when the teacher is busy with other children. Nobody plays with her and the children don't like when the teacher asks them to work with her. Nobody knows that Patricia is trying to focus on her book. She has thick glasses which she should wear every day but she leaves them in her bag. In her last school she was called 'specky four eyes' and she doesn't want that to happen in this school.

The teacher asks the children:

How do you feel on hearing the story?

How do you think Patricia feels?

Do you think Patricia knows what the others say about her? Why?

How would you know if people were talking behind your back?

Why did the class laugh at Patricia? Why did they leave her out?

What would you do if you noticed someone who is left out?

What could Patricia do to help herself?

What could her classmates do?

What kinds of people are 'picked on'?

(different, with disability, poor, travellers, newcomer, small, tall, thin)

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 5 Feelings And Emotions

Pick a category to which Patricia might belong.

What could you do to help Patricia? (play with her?)

Why might that be difficult? (might be isolated yourself)

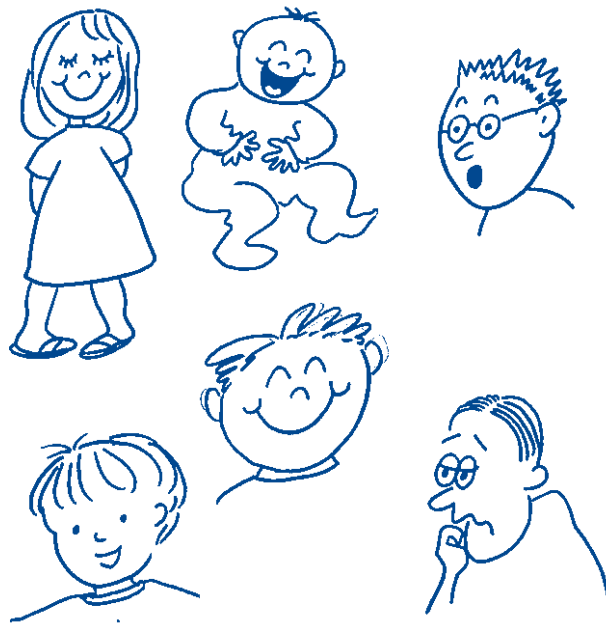
Could you think of something easier? (smile, say 'hello', ask did she see ...
on TV or ask how she got on in her
spelling test?)

What else could you do? (if others make a joke or draw a picture, don't laugh or
if others are giving out, say nothing)

Have any of you ever felt isolated?

The teacher emphasises that most people feel isolated from time to time and s/he might start the round by giving an example from experience

'I felt left out when ...'



Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 5 Feelings And Emotions

Option 3

Group Decision-Making: Ways Of Feeling Better

Responding To Music: Music In Words

Group Decision-Making: Ways Of Feeling Better

1. As a class, the children choose one feeling from the following list.
nervous
angry
disappointed
sad
lonely
embarrassed
jealous
2. Each child is asked to write a sentence stating two things/situations where s/he experiences this feeling, e.g.,
The sound of thunder and going to a house with cross dogs make me feel nervous.
3. The class selects another feeling from the list and each child writes down two things/situations where s/he experiences this feeling. This continues until the list is exhausted.
4. The children form pairs and compare their lists. They agree upon the three most usual situations in which they would experience each feeling.
5. In groups of four then, the children agree on the five most usual situations for each feeling.
6. Each child is asked to write down two things they could do that would make them feel better in each situation.
7. In pairs they compare lists and agree upon the three most practical ideas.
8. In groups of four, the children agree on the five best ways of feeling better.
9. Each group of four is assigned one feeling from the list. Based on the results of the foregoing process, the group designs a poster to illustrate the source of the feeling and a strategy/solution for dealing with it, e.g.,

Being Nervous

If you feel nervous of cross dogs, ask the owner to call them in.

If you feel nervous of spiders, think what harmless creatures they are.

If you feel nervous of the dark when you go to bed, ask that a light be left on.

If you feel nervous about getting homework wrong, ask someone to check it.

If you feel nervous of being bullied tell someone you trust, someone who can help.

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 5 Feelings And Emotions

Responding To Music:

Music In Words

Play a piece of music that conveys a specific mood or a variety of feelings. You could choose a classical piece. Compilations of classics on tape provide great variety. Alternatively, the children could bring in some of their favourite music cassettes or disks from which the teacher could choose what to play.

Classical pieces that are pensive and convey a melancholy mood include:

'Pavane' Andante (2nd Movement) *Gabriel Fauré*

Piano Concerto No. 21 'Elvira Madigan' *Mozart*

Second Movement; Adagio, Concierto De Aranjuez *Joaquin Rodrigo*

Adagio in G Minor *Tomaso Albinoni.*

Second Movement; Largo, Symphony No. 9 in E Minor 'From The New World'
Antonin Dvorák.

First Movement; Adagio-moderato, Cello Concerto, *Edward Elgar.*

Meditation; Thais, *Jules Massenet.*

Intermezzo, Cavalleria Rusticana, *Pietro Mascagni.*

Classical pieces that are more upbeat and animated include:

The Hallelujah Chorus, *George Frideric Handel*

Jupiter 'The Bringer of Jollity' *Gustav Holst*

'The Emperor Waltz' *Johann Strauss II*

'Ode to Joy' from Fourth Movement Symphony No. 9 in D Minor, *Ludwig van Beethoven*

'O Fortuna', Carmina Burana, *Carl Orff.*

'Ride of the Valkyries', *Richard Wagner.*

Prélude, Carmen, *Georges Bizet.*

Chorus of the Hebrew Slaves, Nabucco, *Giuseppe Verdi.*

Waltz of The Flowers, The Nutcracker Suite, *Peter Ilyich Tchaikovsky.*

Play contrasting pieces of music for the children.

Encourage the children to tidy their tables, putting away pencils or anything else which may distract them. It is best not to begin 'Quiet Time' until everyone is settled and focused. Speaking in a calm voice the teacher guides the children:

Today we are going to listen to a piece of music called by the composer

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 5 Feelings And Emotions

Relax (pause)

Sit comfortably (pause)

Put your feet flat on the floor (pause)

Rest your hands on your lap (pause)

Quietly, gently, close your eyes (pause)

(Almost in a whisper) **Listen... Listen...**

Still with your eyes closed, listen to the music ... look into your imagination ... see what the music reminds you of ... what feelings are in the music? How are you feeling?

Play the piece of music

Now open your eyes and s-t-r-e-t-c-h!

The children can tell you how they felt as they listened to the music and draw the pictures that came into their imagination. There are no right or wrong answers.

Discuss with the children afterwards how they felt listening to the different pieces of music and ask them to write about their pictures.

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 5 Feelings And Emotions

Follow-up Activities

Story Suggestions	About Feelings
Role-Play:	Helping Patricia
Role-Play:	Everyday Feelings

Story Suggestions: **About Feelings**

Relevant stories and poems provide children with opportunities to learn how to cope with feelings, some of which they may not like. Children may read a story themselves or the teacher may read it to the class. By reading a suitable story, the child may experience feelings vicariously. 'Children need literature to try life on for size' (Jacobs, 1968).

Children identify with the various characters in a book or poem. Realising that other people have felt this way too can be self-affirming. It is valuable for children to picture the alternative solutions to problems, and the consequences of their actions.

The following books deal with feelings and emotions. Alternatively, the teacher may know of suitable books on the topic, or the children may be able to suggest books which they have read. Ask them to bring them in for the class library. Encourage the children to discuss what they have read.

Charlotte's Web by E.B. White published by Puffin

An appealing story of how a clever spider saves a young pig's bacon. This story also provides a gentle introduction to the subject of loss.

Leila by Sue Alexandra, a picture book published by Hamish Hamilton

When Leila's brother dies, her father, in his grief, forbids mention of his son's name. But Leila needs to talk about her brother and remember him. Finally, her father sees she is right.

Different Dragons by Jean Little published by Puffin

While on a weekend visit to his Aunt Rose, Ben comes to terms with some of his fears.

The teacher may find a selection of the following questions useful:

Who is this story about/what happens in the story?

How did this make the main characters feel? How did you feel after reading the story?

Has anything like this ever happened to you? How did you feel?

What helped you to feel better?

Role-Play: **Helping Patricia**

The teacher may have chosen Option 2, in which case the children will be familiar with Patricia's problem:

Patricia is in Fourth Class. She has a habit of making strange faces when she is sitting, reading in class. People make jokes about her behind her back and imitate her screwed-up face. Some draw pictures of her and pass them around the class when teacher is busy

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 5 Feelings And Emotions

with other children. Nobody plays with her and the children don't like when teacher asks them to work with her. Nobody knows that Patricia is trying to focus on her book. She has thick glasses which she should wear every day but she leaves them in her bag. In her last school she was called 'specky four eyes' and she doesn't want that to happen in this school.

The Role-Play involves children attempting to befriend Patricia with varying responses. The teacher invites a number of volunteers to select the Scenario Cards and act out in pairs what they read. The teacher may freeze the action at various points to question why something is happening. This is a learning experience for the children.

Scenario 1: A child asks Patricia to play and she agrees. They go off happily together.

Scenario 2: A child asks Patricia how many Easter Eggs she received to which she replies 'mind your own business'

Why did she say that? (suspicious, afraid she'll be laughed at, no-one talked to her like this before)

Scenario 3: A child asks Patricia 'Did you see ... on T.V. last night?' to which she replies 'yea'. The child says 'it was great, wasn't it' and again the reply is 'yea'. That is the end of the conversation.

How does the first child feel? (angry, put down)

Is there any other way she might feel? (brave, generous, proud of self)

How is Patricia feeling? (puzzled, afraid to trust, may be better able to respond if someone else tries again)

Game: To lighten the class atmosphere the children may play 'Cat and Mouse'

The teacher divides the class into two halves, the Cats and the Mice, with one child left over. The Mice sit back fully on their chairs, in a circle, facing inwards. The Cats stand behind them with their hands behind their backs. The Cat may only touch the Mouse in front of it by tipping it on the shoulder if it is trying to escape. The child left out is a Cat with no Mouse - there is an empty chair in front of it. This Cat winks at a Mouse to win it over to its chair. This Mouse tries to escape over to the empty chair but may be tipped and caught by the Cat behind it. When a Mouse succeeds in escaping its Cat is left to wink at another Mouse.

Role-Play: Everyday Feelings

The class is divided into six groups and each is given a scenario to act out. The following are suggestions only:

1. **Mary is ten today. Everyone has forgotten her birthday.**
2. **Ann and Jane were great friends but lately Jane has stopped calling and is friendly with Bernie.**
3. **£5 tour money is missing from the teacher's drawer and someone says you took it.**

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 5 Feelings And Emotions

4. **Jack is in Fourth Class. The boy beside him is always talking but the teacher blames Jack.**
5. **Edward's friend told lies to the class about him.**
6. **Barbara took her little sister, Sonya, to town with her but now she is missing on a busy street.**

The children get ten minutes to prepare the drama or write the story. They must show:

How the main character is feeling;

What caused this feeling;

How s/he responds;

The consequences of the response;

Who is affected by the situation.



Home-School Links

Dear Parents/Guardians,

The aim of this lesson is to provide the children with opportunities to learn how to respond appropriately to their feelings. Feelings and emotions are a very important and complex part of children's experiences. Emotional awareness involves recognising one's own feelings as well as the feelings of others. Managing emotions means the ability to control and cope with personal feelings and being able to express them in socially acceptable and appropriate ways. Learning about emotions and feelings is beneficial to the healthy development of the child.

The following are suggested activities which you might like to undertake at home with your child:

Ask your child to think about a variety of possible situations and to anticipate how s/he might feel. The leading question might be 'how would you feel and what would you do if...'

you got an unexpected present of a new bicycle?

your friends didn't call for you when they were going out to play?

Granny/Grandad died?

your pet dog was knocked down by a car?

the teacher said that your homework was excellent?

we were going away on a family holiday?

you lost your temper and shouted at?

you thought your new runners weren't 'cool'?

the lights went out during a thunder storm?

you forgot to do your homework and the teacher asked for it?

You could ask your child:

What makes you nervous? What calms you down?

What frightens you? What helps you to be brave again?

What make you angry? What calms you down again?

Are you ever disappointed? What cheers you up?

Are you ever down-hearted? What raises your spirits?

When you are lonely, what helps you feel better?

Did you ever feel jealous? What helped you feel better again?

When you are sad, what helps you feel happier?

6 The Wonder Of New Life





Theme 6

The Wonder Of New Life

Aim: To provide the children with opportunities to recognise and learn to sequence the stages of development of the human baby from conception to birth.

Option 1

Theme Menu

Information Lesson: Someone Special

Sequencing Activity: A New Life Time-Line

Option 2

Visit: From Parent(s) And Baby

Writing Activity 1: About The Lesson/The Visitor

Follow-up Activities

Writing Activity 2: Diary Of A New Baby

A Note on New Life

Children have many experiences of new life - springtime; new growth in the garden; new pets at home or new animals on the farm; the arrival of a new baby brother or sister, cousin or neighbour. Their sense of awe and wonder at the simplest experience of new life is refreshing and may awaken in the adults around them an appreciation of even a green shoot in Spring. By teaching children to understand new life and how it comes about, the teacher is encouraging them not to take these daily miracles for granted and to respect, value and cherish new life.

The approaches that follow are suggestions only. Teachers may feel more comfortable about teaching these materials, and more confident about answering the questions the children may ask, if they do some background reading first. Strategies for dealing with inappropriate questions may be decided by the school.

Resource Materials for Relationships and Sexuality Education

Fourth Class

Theme 6

The Wonder Of New Life

Option 1

Information Lesson: Someone Special

Sequencing Activity: A New Life Time-Line

Information Lesson: Someone Special

The information given here should be simple and the following text may be useful:

Have you ever seen a bird's nest up close? What is it made of? (Grasses/twigs/etc.) How does the mother bird make it comfortable for her little ones when they hatch? (She lines it with grass, leaves and moss).

Before you were born you spent about nine months cradled in your mother's womb. The womb prepared a soft lining to keep you comfortable. It did this by becoming softer and thicker. This lining kept you safe and snug. You needed nine months to grow completely and to be strong enough to live outside the womb. Nine months is the usual length of time a baby spends in the womb.

To start with you were a round fertilised egg, very, very small, the size of a full stop on a page in fact. It took just four weeks for you to change greatly, no longer round like an egg, but instead like a little sea horse. Your heart had started to beat. You were still very tiny - just 2mm long. Can you show how small this is on your ruler?

During that time the womb was your home. Everything you needed for life and comfort was provided for you there. You were joined to your mother by a tube called the umbilical cord. You may have learnt about the umbilical cord last year. Through the cord you got the food you needed to grow. The food you didn't need returned to your mother.

So, to start with you had a quiet and peaceful life floating in a sac filled with liquid. This watery liquid was always at the same temperature so you were always warm enough and protected from any sudden bumps. Snug and safe you got on with the very important business of growing up. At six weeks you were the size of a baked bean. You would have fitted neatly on a 1p piece.

At eight weeks you were the size of a grown up's thumb nail, the size of a 20p piece. Your hands and feet had already started to grow and you began to move about. You kicked gently. But because you were so small your mother didn't feel you moving around. Now you were beginning to look like a baby.

When you were three months old, using special equipment a doctor or nurse could tell if you were a boy or a girl. Though your eyes were closed, you moved your arms and legs around, stretching and kicking, curling your toes, making fists, frowning and making faces. You were doing your exercises and this helped your muscles to grow strong.

At four months you were 16cm long and would have fitted into a teacup. Can you find 16cm on your ruler? Though you were so small you were completely formed. All the important parts of your body had grown. You even had fingerprints. All you had to do now was grow bigger and stronger.

At five months you could fit into the palm of a grown up's hand. You were about 25cm long. Now your mother could feel you moving and she might tell you this felt like little fish zigzagging inside her.

When you were six months you could hear your mother's heartbeat, voices, music and

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 6 The Wonder Of New Life

other sounds. How did you spend your day? Well, you spent some of the time awake and the rest of it asleep. You were busy testing out your reflexes. As well as kicking, you were grasping with your fingers and toes. You also practised sucking. Some babies find their thumbs and like to suck them even before they are born.

By now your mother knew all about the moving and stretching you were doing. With all the kicking you were doing, sometimes she felt you must be doing football practice!

As the day of your birth drew near, you had grown so much you had less room to move around. Now you practised breathing. There was no air in the womb, only liquid. Sometimes you swallowed the liquid and this gave you hiccups. Mother may have felt you burping and wondered what was going on. Every day you grew a little more complete - your heart and lungs and stomach developed until they were perfect.

After nine months you were ready to be born. As you were welcomed into the world you were ready to begin another wonderful adventure.

Sequencing Activity: A New Life Time-Line

This material can be used in a number of ways. There are ten pictures, ten time cards and ten corresponding information cards.

1. The teacher could go through the pictures in sequence with the children, matching the appropriate picture card, time card and information card and telling the children about each picture.
2. The teacher could ask the children what they think the correct sequence of pictures is. When this has been established she could ask them to guess the time-scale using the time cards. Finally, the teacher reads out each information card in sequence telling the children about each stage of development.
3. The teacher could ask the children what they think the correct sequence of pictures is. When that has been established she could ask them to guess the time-scale using the time cards. Finally, the teacher reads out each information card and the children could decide which card is appropriate to each stage of development.
4. Using photocopies of this material, groups of children could sequence the pictures and match them with the time and information cards.

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 6 The Wonder Of New Life

Day One

One Month

Two Months

**Three
Months**

**Four
Months**

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Fourth Class Theme 6 The Wonder Of New Life

**Five
Months**

Six Months

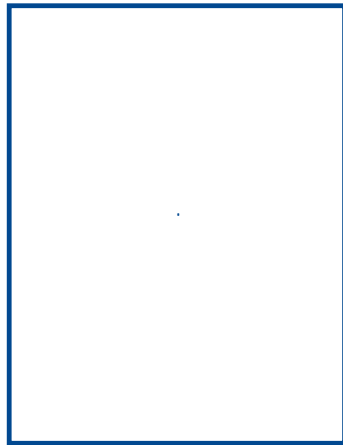
**Seven
Months**

**Eight
Months**

**Nine
Months**

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 6 The Wonder Of New Life



Day One



First Month



Second Month



Third Month



Fourth Month

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 6 The Wonder Of New Life



Fifth Month



Sixth Month



Seventh Month



Eighth Month



Ninth Month

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 2 The Wonder Of New Life

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

Day One

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

One Month

The baby is now the size of a 20p piece and is growing fast. The baby's arms and legs have started to grow and the baby begins to move about. The baby's mother cannot feel these movements because the baby is so tiny. Now the baby is beginning to look a bit more like a baby.

Two Months

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

Three Months

The baby is 16cm long and would be small enough to fit into a teacup. Though the baby is still very small, all the important parts have grown. Babies of this age even have fingerprints. All they have to do now is to grow big and strong enough to live outside the womb.

Four Months

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 6 The Wonder Of New Life

At five months, the baby is 25cm long and could fit into the palm of a grown-up's hand. The baby's mother can feel the baby moving by now. Some mothers say it feels like a fish zigzagging inside.

Five Months

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

Six Months

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

Seven Months

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

Eight Months

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

Nine Months

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 6 The Wonder Of New Life

Option 2

Visit: From Parent(s) And Baby

Writing Activity 1: About The Lesson/The Visitor

Visit: From Parent(s) And Baby

The focus of this lesson is the development of the human baby from conception to birth. Arrange for a visit from parent(s) and baby. Brief the parent(s) thoroughly as regards the objective of the lesson. It is important that the visitor be comfortable with the subject matter.

The steps for preparing for a visitor are on Page 12.

Writing Activity (1): About the Lesson/The Visitor

As a follow-up to the visit or the information lesson you might ask the children to write what they learned about each stage of the baby's development, month by month, under headings such as size, appearance and ability. This work might be illustrated. The teacher could give guide-lines in the form of questions, or unfinished sentences written on the blackboard, e.g.,

A Special Visitor To The Classroom.

Today Baby and visited our classroom. Baby is weeks old.

Before a baby is born it spends about months in its mother's

The baby gets through a tube called the umbilical cord.

To start with the baby looks like

The baby is the size of

After a month the baby looks like

At two months the baby is the size of

The baby looks like

Now the baby can

When the baby is three months old, s/he is able to

At four months the baby is

At five months the baby can

When the baby is six months in the womb, s/he can

As the baby's birth day comes near, the baby

After nine months the baby is ready to be born.

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 6 The Wonder Of New Life

Follow-up Activities

Writing Activity (2): Diary Of A New Baby

Writing Activity (2): **Diary Of A New Baby**

Ask the children to write the diary of a baby waiting to be born. This work might be illustrated. The information cards and illustrations used earlier in this lesson would be helpful. Each entry in the diary might answer one or two of the following questions:

What does the baby look like? What size is the baby? What can the baby do?

Day One I look like ... I am the size of ... I can ...

After a month

Two months

Four months

Five months

Six months

Seven months

Eight months

Nine months Hurrah it's my birth day today!

Resource Materials for Relationships and Sexuality Education

Fourth Class

Theme 6

The Wonder OF New Life



Home-School Links

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to recognise and learn to sequence the stages of development of the human baby from conception to birth. By teaching children to understand how new life develops, parents and teachers are encouraging them not to take the miracle of life for granted and to respect, value and cherish new life.

This home-school links page suggests that children are told the story of the growth of the baby in the womb before being born. You may wish to personalise it, telling your child the story of his/her own development, whether you are Daddy, Mammy or Guardian. It is advisable to read it for yourself first and to present it in your own words, as naturally as possible. Your child will probably have many questions to ask you about himself/herself after hearing this story.

Have you ever seen a bird's nest up close? What is it made of? (Grasses, twigs etc.) **How does the mother bird make it comfortable for her little ones when they hatch?** (She lines it with grass, leaves and moss).

Before you were born you spent about nine months cradled in your mother's (my) womb. The womb prepared a soft lining to keep you comfortable. It did this by becoming softer and thicker. This lining kept you safe and snug.

You needed nine months to grow completely and to be strong enough to live outside the womb. Nine months is the usual length of time a baby spends in the womb.

During that time the womb was your home. Everything you needed for life and comfort was provided in the womb. You were joined to your mother by a tube called the umbilical cord. Through the cord you got the food you needed to grow. What you didn't need returned to your mother (me).

At eight weeks you were the size of a grown up's thumb nail, the size of a 20p piece. Your hands and feet had already started to grow and you began to move about. You kicked gently. But because you were so small your mother (I) didn't feel you moving around. Now you were beginning to look like a baby. Though your eyes were closed, you moved your arms and legs around, stretching and kicking, curling your toes, making fists, frowning and making faces. You were doing your exercises and this helped your muscles to grow strong.

As the day of your birth drew near you had grown so much you had less room to move around. Now you practised breathing. There was no air in the womb, only liquid. Sometimes you swallowed the liquid and this gave you hiccups. Mammy may have felt you burping and wondered what was going on!

After nine months you were ready to be born. As you were welcomed into the world you were ready to begin another wonderful adventure.

8 Growing And Changing





Growing And Changing

Aim: To provide the children with opportunities to understand the changes that take place in both males and females during growth to adulthood.

Option 1	Theme Menu
	Information Lesson: Growing Up
	Worksheet (1) : Growing And Changing
Option 2	
	Opening Game: As if ...
	Media Studies: Growing And Changing
Follow-up Activities	
	Art Activity: A Growing Up Story
	Worksheet (2) : A List of Changes
	Television Drama: The Early Early Show

A Note on Growing

Children experience a range of life changes as they grow. As changes occur physically, socially and psychologically, they learn to adapt to societal and cultural changes around them. A focus on some of these changes advances the development of self-knowledge and self-esteem in children.

A note to the teacher on an approach to teaching children in fourth class about menstruation.

In the materials that follow there is a very simple explanation of menstruation.

Before this is taught, the children need to recognise and understand that just as the womb prepares to receive a fertilised egg, there are other kinds of readiness required for pregnancy such as emotional and psychological maturity.

These materials provide opportunities to learn about the care that needs to be taken of an expectant mother and her baby, the preparations an expectant mother and her family make, the responsibilities of parents and the extended family and of an individual as s/he grows.

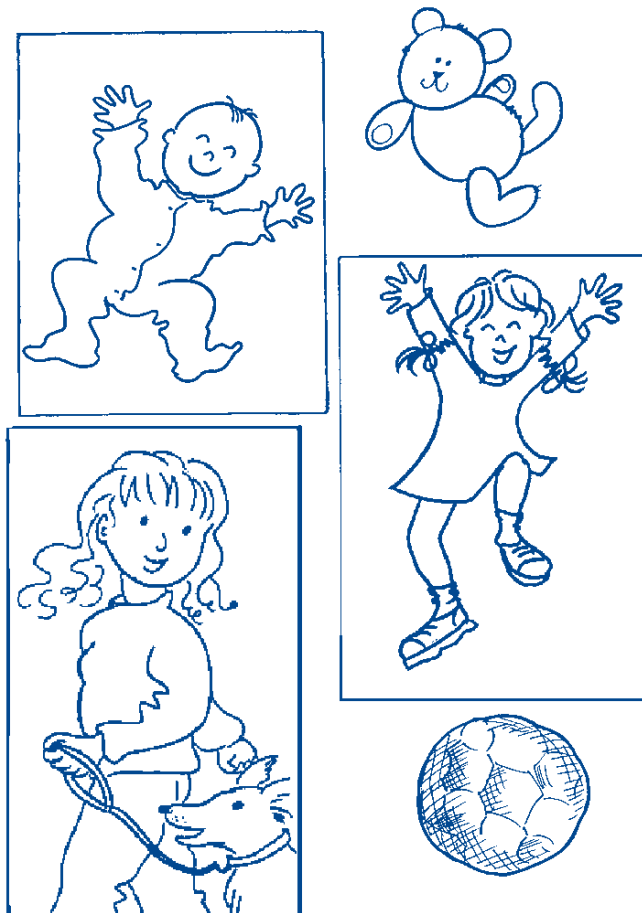
The subject of menstruation ideally should be presented when children have been given the opportunity to learn about the wonder of how the human body operates. The teacher could begin by setting aside a little time each week to talk about the human body. Ideally this information should be activity-based and there should be plenty of visual materials. The Usborne series of books may be useful.

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 8 Growing And Changing

The teacher might begin with a series of experiments on the five senses as in the materials for third class on page 86. The children could, for example, examine the eye's response to changes in lighting and identify foods by taste alone.

Other topics might include the skeleton, the nervous system and the digestive system. The latter, tracing the passage of food through the body, is an ideal preliminary to other lessons as, with the right approach, the embarrassment factor can be dispensed with. By the time the topic of menstruation is introduced, the children are comfortable with talking about the human body.



Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 8 Growing And Changing

Option 1

Information Lesson: Growing Up

Worksheet(1): Changing And Growing

Information Lesson: Growing Up

The information given in this lesson should be simple and appropriate to the children's developmental level. The following may give the teacher some direction. The headings are for teacher guidance also rather than for use with the class.

The lesson itself may be taught over a number of sessions. Some of the information is revision of third class materials and it will be repeated in more detail in the senior classes.

Introduction

You are part of the world of nature. You have seen how things grow and change in the natural world. You have seen how a seed goes through many changes to become a flower. Do you remember the changes that butterfly eggs go through as they grow into butterflies? Do you remember the changes that happen in the nine months it takes a fertilised egg to grow into a baby that is ready to be born?

Once born, compared to most of the world of nature, we grow very slowly. Most other mammals can stand and run within minutes of being born. It took you at least a year. Because of this, you had time to learn and develop safely and healthily. From photos, you can see how you grew since you were born. This didn't happen over night and we didn't see it happen.

We grow fastest as a baby. In the first year a baby triples in size. If this were to happen every year, by the time baby was three s/he would weigh the same as a fully grown adult.

How tall you grow depends mostly on chemicals which move around your body. These are called hormones. Hormones are like messages from the brain. The growth hormone reaches every cell in your body. This is what makes cells grow, so that your body can grow.

Growing from boy to man and growing from girl to woman

Young people grow in other ways too. They grow up to be men and women. Hormones cause these changes in the body too. At a certain age a special hormone travels around the body. This special hormone starts the changes that turn boys into men and turn girls into women.

Girls usually start to change at an earlier age than boys. Most of the important changes take place in girls between the ages of nine and eighteen, and in boys between the age of eleven and eighteen. Boys usually experience a growth spurt from the age of twelve and by the time they are fourteen they may be taller and weigh more than girls. Have you noticed this? A group of boys and girls may be the same age but they are different heights. We all grow differently. At ten many girls will be taller than boys of the same age. But the boys grow faster as teenagers and many catch up and overtake the girls in height.

Changes in Shape

As well as growing taller, other changes happen too. The body's shape changes for instance. If it didn't it would grow bigger but keep the baby shape it started with. Can you imagine what that would look like?

A girl's hips get wider. Can you guess why this might be? A girl's hips get wider because she may be a mother when she is grown up and nature is preparing her for this. The hips have to be wider to hold the womb and carry the growing baby inside the woman. A girl's breasts develop. Once again nature is preparing for motherhood. A mother can feed her baby with milk from the breasts.

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Fourth Class Theme 8 Growing And Changing

A boy changes shape. His body becomes more muscular and stronger. His shoulders broaden. A boy's penis grows too. He is changing into a man.

Menstruation

A girl begins to menstruate and this is called 'getting her periods'. This is another way nature prepares for a baby. Every month an egg travels down a tube into the womb. Do you remember we heard about the way the womb prepares a special lining, in case there is a baby? The womb does this every month. When there is no baby, the lining dissolves, mixes with a little blood and leaves the body through the vagina. A period lasts for about three to five days and a girl will need to wear special towels (pads) to protect her clothing while she has her period. Menstruation can begin at any time from 9-18 years. It is normal for a girl's periods to be irregular during the first years.

Voice Changes

A girl's voice begins to sound more like a woman's. A boy's voice becomes lower. He begins to sound more like a man.

Changes in Friendship Patterns

Boys become interested in girls and girls get interested in boys. They begin to share more of the same interests. Establish with the children the 'gender composition' of their friendships group. A pattern is likely to emerge where the majority of friends that children of this age have are 'same sex' friends. Ask the children why they think this is. Why do they think this might change?

Mood Changes

As boys and girls grow and change they may find that their moods change quickly. One moment they may feel very happy and the next they may feel lonely and sad. The special hormone that is travelling around the body is part of the reason this happens. Feelings and emotions may change too. This is because young people are growing up. It wouldn't do for the body to grow up and the mind and feelings to stay the same as a child's. These changes are exciting but sometimes they can leave people feeling confused.

Increases in Body Hair

Boys of course start to get hair on their face. Eventually they will need to shave unless they want to grow a beard. Boys also grow hair on their chests and legs. In both boys and girls hair grows underarm. Hair also grows around a boy's penis and a girl's vagina. These areas are called the pubic areas and the hair is known as pubic hair.

Skin Changes

In boys and girls, skin becomes more oily. They also perspire more. Because the skin will be more oily and the body will perspire more, it is also a time to remember to wash well all over daily. (The teacher may wish to talk about personal hygiene during puberty in more detail. This topic is dealt with more fully in fifth class.) During this important time you will need the right food, exercise and sleep to grow properly. These are some of the changes that happen when you are growing up. They are all part of nature's wonderful plan to turn you into a man or woman.

Worksheet(1): Growing And Changing

The following worksheet deals with a variety of the changes that occur as we grow and change. The teacher could discuss it with the children and ask them as individuals or in groups to fill it in.

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Fourth Class Theme 8 Growing And Changing

Name: **Growing And Changing**

When I was a baby

Now I am In Fourth Class

When I was hungry

When I am hungry I

.....

.....

When I was happy I

When I am happy I

.....

.....

When I was lonely I

When I am lonely I

.....

.....

When I wanted to play I

When I want to play I

.....

.....

When I wanted sweets I

When I want sweets I

.....

.....

When I was sick I

When I am sick I

.....

.....

I looked like

I look like

.....

.....

Ask the children when will be they be teenagers?

Are they looking forward to being teenagers? Why?/Why not?

When do they think they will be a grown up?

Are they looking forward to being a grown-up? Why?

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Fourth Class Theme 8 Growing And Changing

Option 2

Opening Game: As If ...

Media Studies: Growing And Changing

Opening Game: As If ...

The teacher calls out an age-group category and asks the children to respond as if they are that age, changing categories and actions at a given signal, e.g.,

Move (Stand, Eat, Smile, Drink, Wave, Cry) as if you are ...

(a baby, a child, a teenager, an adult or a senior citizen)

At certain points the teacher may say 'freeze the action' and ask a relevant question, e.g.,

To baby:	Why are you crying?	I want my bottle
To child:	Where are you going?	I'm going to school
To teenager:	What are you listening to?	I'm listening to pop music
To adult:	What are you doing?	I'm cooking a meal
To senior citizen:	Why are you standing there?	I'm taking a rest

The children sit in a circle and the teacher leads a discussion on attitudes and perceptions in relation to different age-groups. Children are labelled as one category and asked for a comment on another category, e.g.,

John, you are a senior citizen. What do you think of young people? Why do you say that?

Mary, you are an adult. What do you think of babies? Why do you say that?

Thomas, you are a baby. What do you think of adults? Why do you say that?

Mark, you are a child. What do you think of teenagers? Why do you say that?

Children are asked to judge from the answers whether or not one age-group has fixed ideas about the other.

The next exercise will address the issue of how age-groups are portrayed by the media and perceived by the viewers.

Media Studies: Growing And Changing

Teacher and children brainstorm on well-known television programmes which have characters from a variety of age-groups. A list is compiled from which two or three appropriate programmes are chosen as the subjects of discussion. The teacher puts age-group headings on the blackboard and the television characters are named and categorised accordingly:

Babies Children Teenagers Adults Senior Citizens

The characters in each category are discussed individually and then compared with each other:

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Fourth Class Theme 8 Growing And Changing

What kind of a person is ...?

Does s/he help other people?

Where does s/he live?

Who lives with him/her?

What is their house like?

What kind of clothes does s/he wear?

What kind of hairstyle has s/he?

What does s/he do every day?

What are his/her friends like?

Where does s/he eat?

What does s/he usually eat?

How is s/he the same as/different to the other ... (babies/children, etc.) on the list?

Having discussed each category separately, they can be compared and contrasted to real life figures:

Do babies usually ... (select aspects of babies life)

Do children (teenagers, adults or senior citizens) usually ... (select aspects of TV portrayal)

In reality what is the biggest change

- a) **from being a baby to being a child?**
- b) **from being a child to being a teenager?**
- c) **from being a teenager to being an adult?**
- d) **from being an adult to being a senior citizen?**

The teacher offers comment on the beauty of all ages and age-groups and helps children to appreciate the cycle of life.

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Fourth Class Theme 8 Growing And Changing

Follow-up Activities

Art Activity: A Growing Up Story

Worksheet (2): A List Of Changes

Television Drama: The Early Early Show

Art Activity: **A Growing Up Story**

Using a storyboard format, ask the children to draw a cartoon showing a person, maybe themselves, growing up. A selection of the following questions may be useful as a starting point:

What were you like as a baby, as a toddler and starting school?

What are you like now?

What do you think you will be like as a teenager, as an adult and as an older person?

How do you think you will have changed as you mature?

Worksheet (2): **A List Of Changes**

Growing Up

Our bodies change as we grow. Some of the changes we can see. Some changes happen inside the body and some occur on the outside. Make a list of these changes.

Changes that happen inside the body...

Changes that happen outside the body...

Changes that happen in the mind...

Television Drama: **The Early Early Show**

There is a panel of people on the Early Early Show, one person representing each age-group. Children are selected/nominated by the teacher and/or class to be the panel people. This is an interactive, participative show so the audience (class) are part of the action. One child is the main interviewer/host. Each panel member is asked why s/he is in the news and s/he explains, e.g.,

I'm a senior citizen and I'm celebrating my 100th birthday

I'm a baby and I've just taken my first steps

I'm an adult and I am getting married next month

I'm a teenager and I'm starting post-primary school

I'm a child and I'm learning how to play the piano

The interviewer and the audience ask many questions and the answers, appropriate to the age-group, should illustrate the growth and development that take place during our lifetime.

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Fourth Class Theme 8 Growing And Changing



Home-School Links

It is recommended that this Home-School Links page be sent home in advance of doing the lesson in class

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to understand the changes that take place in both males and females during growth to adulthood. Children experience a range of life changes as they grow. As changes occur physically, socially and psychologically, they learn to adapt to societal and cultural changes around them. A focus on some of these changes advances the development of self-knowledge and self-esteem in children. The following information is given here so that you will be familiar with the content of the class lesson and you may wish to prepare or revise information with your child.

In the materials that follow there is a very simple explanation of menstruation. Before this is taught, the children need to recognise and understand that just as the womb prepares to receive a fertilised egg, there are other kinds of readiness required for pregnancy such as emotional and psychological maturity.

The subject of menstruation ideally should be presented when children have been given the opportunity to learn about the wonder of how the human body operates. You might begin with a series of experiments on the five senses. Your child could, for example, examine the eye's response to changes in lighting and identify foods by taste alone. Other topics might include the skeleton, the nervous system and the digestive system. The latter, tracing the passage of food through the body, is an ideal preliminary to other lessons as, with the right approach, the embarrassment factor can be dispensed with. So by the time the topic of menstruation is introduced the children are comfortable with talking about the human body.

Introduction

You are part of the world of nature. You have seen how things grow and change in the natural world. You have seen how a seed goes through many changes to become a flower. Do you remember the changes that butterfly eggs go through as they grow into butterflies? Do you remember the changes that happen in the nine months it takes a fertilised egg to grow into a baby that is ready to be born.

Once born, compared to most of the world of nature, we grow very slowly. Most other mammals can stand and run within minutes of being born. It took you at least a year. Because of this, you had time to learn and develop safely and healthily. From photos you can see how you have grown since you were born. This didn't happen overnight and we didn't see it happen. We grow fastest as a baby. In the first year a baby triples in size. If this were to happen every year, by the time baby was three s/he would weigh the same as a fully grown adult.

How tall you grow depends mostly on chemicals which move around your body. These are called hormones. Hormones are like messages from the brain. The growth hormone reaches every cell in your body. This is what makes cells grow, so that your body can grow. You grow in other ways too. You will grow up to be a man or woman. Hormones cause these changes in your body too. When you reach a certain age a special hormone travels around your body. This special hormone starts the changes that turn boys into men and turn girls into women.

Girls usually start to change at an earlier age than boys. Most of the important changes take place in girls between the ages of nine and eighteen. Most of the important changes in boys start when they are eleven and by the time they are fourteen boys start to be taller and to weigh more than girls. Have you noticed this? A group of boys and girls may be the same age

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Fourth Class

Theme 8

Growing And Changing

but they are different heights. We all grow differently. At ten many girls will be taller than boys of the same age. But the boys grow faster as teenagers. They often catch up and then overtake the girls in height.

Changes in Shape

As well as growing taller other changes happen too. The body's shape changes for instance. If it didn't it would grow bigger but keep its baby shape. Can you imagine what that would look like? A girl's hips get wider. Can you guess why this might be? A girl's hips get wider because she may be a mother when she is grown up and nature is preparing her for this. The hips have to be wider to hold the womb and carry the growing baby inside the woman. A girl's breasts develop. Once again nature is preparing for motherhood. A mother can feed her baby with milk from the breasts. A boy changes shape. His body becomes more muscular and stronger. His shoulders broaden. A boy's penis grows too. He is changing into a man.

Menstruation

A girl menstruates or 'gets periods'. This is another way nature prepares for a baby. Every month an egg travels down a tube into the womb. Do you remember we heard about the way the womb prepares a special lining, in case there is a baby? The womb does this every month. When there is no baby, the lining dissolves and leaves the body through the vagina. The lining is mixed with a little blood and the egg.

Voice Changes

A girl's voice begins to sound more like a woman's. A boy's voice becomes lower. He begins to sound more like a man.

Changes in friendship patterns

Boys become interested in girls and girls get interested in boys. They begin to share more of the same interests.

Mood Changes

As boys and girls grow and change they may find that their moods change quickly. One moment they may feel very happy and the next they may feel lonely and sad. The special hormone that is travelling around the body is part of the reason this happens. Your feelings and emotions may change too. This is because you are growing up. It wouldn't do for your body to grow up and your mind and feelings to stay the same as a child's. These changes are exciting but sometimes they can leave you feeling confused.

Body Hair

Boys of course start to get hair on their face. Eventually they will need to shave unless they want to grow a beard. Boys also grow hair on their chests and legs. In both boys and girls hair grows under the arms. Hair also grows around a boy's penis and a girl's vagina. This is called pubic hair.

Skin Changes

In boys and girls, skin becomes more oily. They also perspire more. Because your skin will be more oily and you will perspire more, it is also a time to remember to wash well all over daily.

9 Problem-Solving



Theme 9

Problem-Solving

Aim: To provide the children with opportunities to discuss how problems can be solved.

Option 1

Board Game:	Solve The Problem
Let's Talk:	About Ways Of Solving Problems

Option 2

Group Problem-Solving:	Solving Scenarios
Group Reflection:	Process And Product

Option 3

Case Study:	Cathy's Problem
Action Plan:	What We Have Learned

Follow-up Activities

Forward Planning:	For Future Reference
Game:	Missing Pieces

Note on Problem-Solving

Living life to the full involves solving problems and making decisions and choices. Such processes may be encountered as an individual or as a group. Trying to solve children's problems or to resolve their difficulties for them instils in them the attitude that someone else can always "fix it" and that they themselves are not capable of solving even simple problems without adult help. The decision-making process in these materials can be taught to a class or individual who will, with practice, be better able to make responsible, age-appropriate decisions autonomously with an appreciation of the consequences.

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Fourth Class Theme 9 Problem-Solving

Option 1

Board Game: Solve The Problem

Let's Talk: About Ways Of Solving Problems

Board Game: Solve The Problem

For this Board Game the teacher needs the Problem Path (accompanying sheet may be photocopied), the Problem Cards (accompanying problems to be photocopied and cut up) and a dice. There are four players and one referee to every game.

The children throw the dice and proceed as in Snakes and Ladders. If they land on a Problem they must pick a card, listen to the Problem being read by the Referee and choose the A, B or C Solution. They score and move accordingly. The child who reaches **Home** first is the winner. Alternatively, there is a time limit and the child who is farthest ahead at the 'time up' signal is the winner.

1. The Problem

June and Jade are both in Fourth Class. Everywhere June goes Jade follows. June did not mind in the past when they were the best of friends. Now they are always arguing. Jade copies June. She even copies the way June wears her hair. Everything June says, Jade agrees with it. June is getting tired of this. Recently June got a new green top. The very next day Jade had the exact same one. Jade gets jealous if June talks to anyone else.

What do you believe is the right thing to do?

- | | | |
|----|---|-----------|
| A. | June could talk to Jade about how she feels | Score + 2 |
| B. | She could ignore Jade | Score -1 |
| C. | She could get a gang after Jade | Score - 3 |

2. The Problem

There is a new boy in the class. His name is Joe. He seems shy and is very quiet. The teacher has asked Cathal to show Joe around, to show him where everything is, to help him make new friends and to settle in. Cathal finds this hard. Joe has little to say for himself. The other boys have noticed too. One gang in particular is picking on him and calling him names. Cathal knows the teacher has asked him to look after Joe but he is afraid of this gang.

What do you believe is the right thing to do?

- | | | |
|----|------------------------------|-----------|
| A. | Cathal could organise a gang | Score - 3 |
| B. | He could tell the teacher | Score +2 |
| C. | He could drop Joe | Score - 1 |

3. The Problem

Laura's big sister is called Louise. Laura loves her very much. They used be good friends and play a lot together. But Louise is in post-primary school now. She has homework and choir practice and new friends and Laura hardly ever sees her. Laura started to read Louise's diary to find out what she is doing. Laura knows that the diary is Louise's private property but doesn't know how else to find out what Louise is thinking and doing.

What do you believe is the right thing to do?

- | | | |
|----|---------------------------------------|----------|
| A. | Laura could talk to her mother/father | Score +2 |
| B. | She could talk to Louise | Score +2 |
| C. | She could keep reading the diary | Score -2 |

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Fourth Class Theme 9 Problem-Solving

4. The Problem

Claire has invited Sharon to her birthday party. Sharon is surprised. Claire often picked on her and called her names. Claire has told Sharon that it is a fancy dress party. It isn't - Claire is just trying to make a fool of Sharon. Imagine how Sharon would feel arriving at the party in fancy dress to find the other girls in their party clothes. The other girls know about the trick. Some of them want to warn Sharon but they are scared of Claire.

What do you believe is the right thing to do?

- | | | |
|----|---------------------------------------|-----------------|
| A. | The girls could talk to Claire | Score +1 |
| B. | They could ignore the problem | Score -2 |
| C. | They could talk to Sharon | Score +2 |

5. The Problem

John's Granny lives with him. She is very kind and gentle but she is very old and forgets things. Sometimes she thinks she is a child again herself and that John's mother is her mother too. John is afraid to invite boys from his class to visit, in case they make fun of his Granny. The other boys wonder why John never invites them to visit. They think he isn't being very friendly.

What do you believe is the right thing to do?

- | | | |
|----|---|-----------------|
| A. | John could tell the boys to get lost | Score -1 |
| B. | He could tell and invite a few close friends | Score +2 |
| C. | He could tell his mother or father | Score +3 |

6. The Problem

Simon is the eldest at home. He has lots of brothers and sisters. Home can be a noisy place. His best friend at school is an only child. His name is Mark. Home is a quiet place for Mark. Both boys are afraid to invite the other to visit because of what they might think of each other's home. Each boy wonders why the other hasn't invited him to visit.

What do you believe is the right thing to do?

- | | | |
|----|---|-----------------|
| A. | Simon could give out to his young brothers/sisters | Score -3 |
| B. | He could talk to his mother/father | Score +3 |
| C. | He could invite Mark and explain the situation | Score +2 |

7. The Problem

Gemma and Kelly are good friends. Kelly appears to be very upset about something. Gemma doesn't know what the matter is.

What do you believe is the right thing to do?

- | | | |
|----|---|-----------------|
| A. | Gemma and Kelly could spend more time together | Score +1 |
| B. | Gemma could talk to Kelly | Score +2 |
| C. | Gemma could ignore Kelly being upset | Score -2 |

8. The Problem

Kevin has found out that Larry has been telling untrue stories about him to their friends at school.

What do you believe is the right thing to do?

- | | | |
|----|--|-----------------|
| A. | Kevin could tell the teacher | Score +2 |
| B. | He could ignore Larry and his stories | Score -2 |
| C. | He could talk to Larry | Score +2 |

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Fourth Class Theme 9 Problem-Solving

9. The Problem

Frank is standing in a queue in a shop waiting to be served. An adult pushes past and the shop assistant starts serving the adult first.

What do you believe is the right thing to do?

- | | | |
|----|---|-----------|
| A. | Frank could say 'excuse me, I was here first' | Score + 3 |
| B. | He could make a face at the adult | Score - 3 |
| C. | He could ignore what is happening | Score 0 |

10. The Problem

Louise is annoyed to find her younger sister Laura has been borrowing her clothes. She borrowed her jacket and it was torn when Louise got it back.

What do you believe is the right thing to do?

- | | | |
|----|---|-----------|
| A. | Louise could talk to Laura | Score + 3 |
| B. | She could take something that belonged to Laura | Score - 3 |
| C. | Louise could get a lock for her press | Score + 1 |

11. The Problem

Megan goes shopping with her mother to buy some clothes for herself, but it seems to Megan that her mother wants to make all the decisions about what to buy.

What do you believe is the right thing to do?

- | | | |
|----|--|-----------|
| A. | Megan could agree with her mother's decision | Score 0 |
| B. | She could sulk and refuse to talk | Score - 2 |
| C. | She could look for a compromise | Score + 3 |

Let's Talk: About Ways Of Solving Problems

When the Board Game is finished, the children sit in a circle and talk about the problems they encountered and the solutions that were chosen. Varying answers can be analysed. The teacher points out that most people encounter problems occasionally. The response to a problem, in the effort to solve it, influences the outcome for better or worse. The teacher asks the children, in turn, to say what they learned from the game about ways to solve problems. Some solutions may be listed and put on a chart, e.g.,

To Solve A Problem ...

Talk to the person involved

Listen to the other person

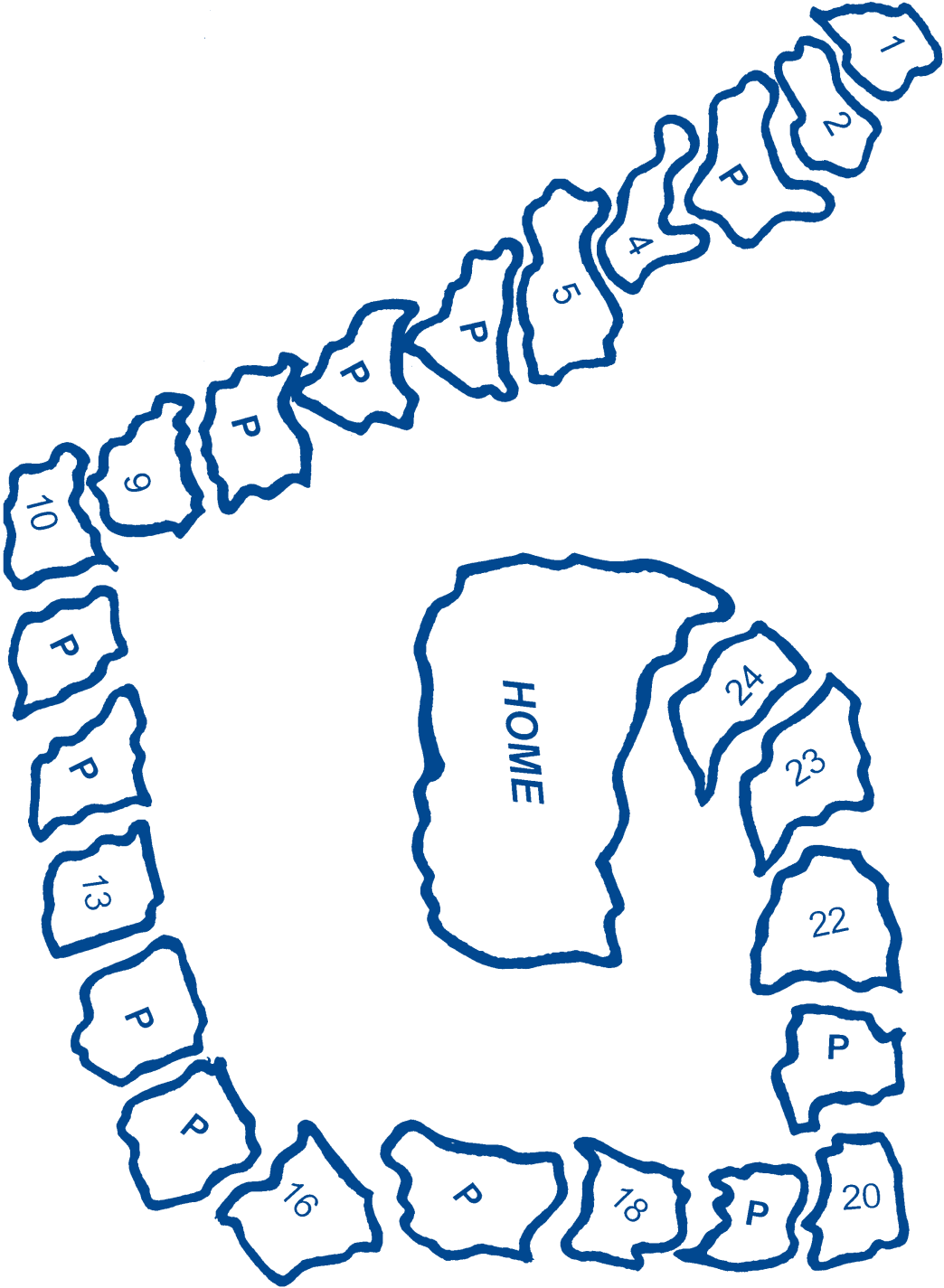
Ask questions for more information

Explain your point of view

Tell someone you trust

Ask someone you trust for help

Solve the problem game



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Fourth Class Theme 9 Problem-Solving

Option 2

Group Problem-Solving: Solving Scenarios

Group Reflection: Process and Product

Group Problem-Solving: Solving Scenarios

The following are suggested problem scenarios. The teacher may wish to devise others, based on relevant home-based or school-based situations. A different scenario is assigned to each group of six children. The children are asked to find a solution to the problem, to consider the possible consequences of this solution and to think about what they might do themselves in similar circumstances. Leading questions might be:

What is the problem here? What do you think about it?

Who is causing the problem? Who is being hurt? Who is losing out?

How do you think this problem could be solved?

Would this be the right thing to do? Why?

What might happen then? Would that be the end of the problem?

Would everyone be happy? Would the problem be solved?

Did anything like this ever happen to you? What did you do?

If this happened to you, what would you do?

A process of group decision-making is outlined in the Suggested Teaching Approaches, Page 11 and it may be used here. In each group, children work alone at first, deciding how they would deal with the situation. Then three pairs are formed in the group and the two children in each pair compare and contrast their decisions. When this is done, the three pairs combine and work as a group of six people, sharing their ideas towards finding the best possible solution.

The Scenarios for the Decision-Making Groups

1.
June and Jade are both in Fourth Class. Everywhere June goes Jade follows. June did not mind before. They were once the best of friends. Now they are always arguing. Jade copies June. She even copies the way June wears her hair. Everything June says, Jade agrees with it. June is getting tired of this. Recently June got a new green top. The very next day Jade had the exact same one. Jade gets jealous if June talks to anyone else.

2.
There is a new boy in the class. His name is Joe. He seems shy and is very quiet. The teacher has asked Cathal to show Joe around, to show him where everything is, to help him make new friends and to settle in. Cathal finds this hard. Joe has so little to say for himself. The other boys have noticed too. One gang in particular are picking on him and calling him names. Cathal knows teacher has asked him to look after Joe but he is afraid of this gang.

3.
Laura's big sister is called Louise. Laura loves her very much. They used to be good friends and play a lot together. But Louise is in post-primary school now. She has homework and choir practice and new friends and Laura hardly ever sees her. Laura started to read Louise's diary to

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Fourth Class Theme 9 Problem-Solving

find out what she is doing. Laura knows that the diary is Louise's private property but she doesn't know how else to find out what Louise is thinking and doing.

4.

Claire has invited Sharon to her birthday party. Sharon is surprised. Claire often picked on her and called her names. Claire has told Sharon that it is a fancy dress party. It isn't - Claire is just trying to make a fool of Sharon. Imagine how Sharon would feel arriving at the party in fancy dress to find the other girls in their party clothes. The other girls know about the trick. Some of them want to warn Sharon but they are scared of Claire.

5.

John's Granny lives with him. She is very kind and gentle. But she is very old and forgets things. Sometimes she thinks she is a child again herself and that John's mother is her mother too. John is afraid to invite boys from his class to visit, in case they make fun of his Granny. The other boys wonder why John never invites them to visit. They think he isn't being very friendly.

6.

Simon is the eldest at home. He has lots of brothers and sisters. Home can be a noisy place. His best friend, at school, is an only child. His name is Mark. Home is a quiet place for Mark. Both boys are afraid to invite the other to visit, because of what they might think of each other's home. Each boy wonders why the other hasn't invited him to visit.

7.

Gemma and Kelly are good friends. Kelly appears to be very upset about something. Gemma doesn't know what the matter is.

8.

Kevin has found out that Larry has been telling untrue stories about him to their friends at school.

9.

Frank is standing in a queue in a shop waiting to be served. An adult pushes past and the shop assistant starts serving the adult first.

10.

Louise is annoyed to find her younger sister Laura has been borrowing her clothes. She borrowed her jacket and it was torn when Louise got it back.

11.

Megan goes shopping with her mother to buy some clothes for herself, but it seems to Megan that her mother wants to make all the decisions about what to buy.

Group Reflection:

Process And Product

With reference to the work which they have undertaken, the children reflect on the process of deciding how to deal with the various scenarios. The **process** of group decision-making, **how** decisions are arrived at, is a significant one. It is important that the class discuss the solutions and the **process** of arriving at them. The **Who? What? Why? How?** questions facilitate this reflection.

The **product** of group decision-making, what the group decides, should represent consensus among the members of the group. Group problem-solving is analysed in the context of:

- (i) the responsibility to make right choices;
- (ii) the needs of the people involved;
- (iii) the possible consequences or outcomes of the proposed solutions.

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Fourth Class Theme 9 Problem-Solving

Option 3

Case Study:	Cathy's Problem
Action Plan:	What We Have Learned

Case Study: Cathy's Problem

The teacher guides the class through a process of problem-solving using a particular case study. The following is dramatised with three children acting as Cathy, Mammy and the baby.

**Cathy is trying to tell her mother something important.
Cathy's Mammy is tired and distracted by Cathy's younger brother.
She doesn't seem to be listening.**

The teacher gives general introductory questions to set the children thinking:

- How do you think Cathy feels now?
- How might she have behaved differently?
- What would you have done?
- What can Cathy do now?
- What might she say to her Mammy when she talks to her?
- What might happen then? Would this solve the problem?

The teacher and children might suggest that

Cathy should stop, calm down and think before before doing anything.

What might be a good way of calming down?

Count to ten, take time out, try to see things from her Mammy's point of view etc.

What might Cathy do then?

She might describe the problem to herself and see how she feels about it, for example:

Cathy thinks

- I am trying to tell my Mammy something I think is important.
- She isn't listening because my little brother needs attention.
- I feel disappointed, worried and anxious.

Cathy should decide who the problem belongs to:

- It's my problem because if I don't tell Mammy this ...
- It could be Mammy's problem because if she doesn't get to hear this ...
- It isn't my little brother's problem. He is too young to understand.

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 9 Problem-Solving

Cathy should identify the real reason for the problem, stating the problem:

I have important news for my Mammy.

This might not be the right time to talk to her about it.

She is tired and my little brother needs minding.

Cathy should think about the problem and examine all sides of the question, in the light of the relevant facts. It may be necessary to establish these. She might ask herself:

Is this really important news?

What would happen if I didn't tell Mammy now?

Might there be a better time to tell her?

What might happen if I didn't tell her at all?

Cathy should think of lots of solutions:

I could stop trying to tell her and forget about it.

I could stop trying to tell her but feel upset.

Maybe I could get Mammy's attention by sulking, crying or shouting.

I could talk to a school friend about it instead.

I could wait for a better time to talk to her because I understand the reason why she didn't listen before.

Cathy should think ahead to the consequences and implications of each alternative:

If I stopped trying to tell Mammy and forgot about it, she wouldn't hear my news and she wouldn't be able to advise me, help me etc.

If I stopped trying to tell her but felt upset, Mammy wouldn't get to hear my news and I would feel upset.

If I could get Mammy's attention by sulking, crying or shouting I mightn't be able to get my message across. I'd upset Mammy, myself and my little brother. I would be showing my little brother bad example.

If I talked to a school friend about it instead, I might get different advice from that I would get from a grown up.

If I waited for a better time to talk to her because I understood the reason why she didn't listen before, Mammy would get to hear my news and have time to give me proper advice. But the same problem might happen again.

If I could find a better time to talk to Mammy and also tell her how I felt when she didn't listen before, I would be able to tell her my news and she would understand me better. We might be able to decide on a good time everyday to catch up on each other's news. Then maybe the problem wouldn't happen again!

Cathy should make a decision on the basis of all she has thought about.

Cathy can then go ahead and try the best plan.

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 9 Problem-Solving

Action Plan: **What We Have Learned**

On the basis of the Case Study on Cathy's Problem, elicit from the children the possible steps to be taken when solving problems, e.g.,

1. **Stop, calm down and think before you act.**
2. **State the problem and how you feel about it.**
3. **Decide who the problem belongs to.**
4. **Identify the real reason for the problem.**
5. **Think about the problem. Examine all sides of the question in the light of the relevant facts. It may be necessary to establish these.**
6. **Think of lots of solutions.**
7. **Think ahead to the consequences and implications of each alternative.**
8. **Make a decision on the basis of what you have thought about.**
9. **Go ahead and try the best plan.**

Encourage the children to use their own language when formulating these guidelines for problem solving. Display these steps on a chart or poster.

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 9 Problem-Solving

Follow-Up Activities

Forward Planning: For Future Reference

Game: Missing Pieces

Forward Planning: For Future Reference

The teacher assigns each child a partner at random or according to friendships.

In each pair, the first child poses a problem asking the second 'what would you do if ...'.

The second child responds, giving problem-solving strategies outlined in previous lessons.

The roles are reversed and this time the second child poses the problem and the first child responds.

The class reassembles and children, in turn, are invited to say

From this exercise I learned ...

Game: Missing Pieces

The accompanying diagrams of circles may be photocopied onto card, cut up, mixed up and put in five envelopes, as many times as is necessary to make up a set of envelopes for each group of five children in the class.

The class is divided into groups of 5 children. Each child gets an envelope with pieces of circles. Each child is asked to make a complete circle. The pieces in the envelope do not fit together as a complete circle. Within each group the children have all the pieces necessary to make up five complete circles.

Children work silently. To solve their problem and make up complete circles, children will have to be willing to give up the pieces they don't need and put them in the centre of the table for others to take and use. Children take pieces from those in the centre and if they don't suit they return them. The task is completed when each child in the group has completed a circle.

The children are given a limited time to complete the task. They then sit in a circle and talk about the experience, being prompted by questions from the teacher, e.g.,

What did you do when you opened the envelope?

How did you feel when you found that the pieces didn't make a circle?

How did the children in the group help each other?

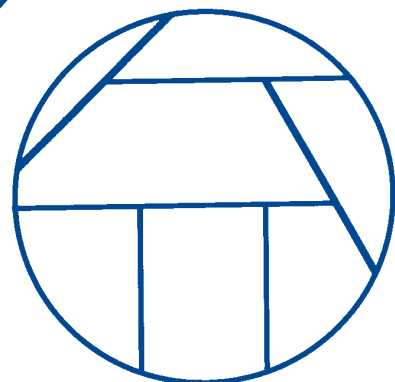
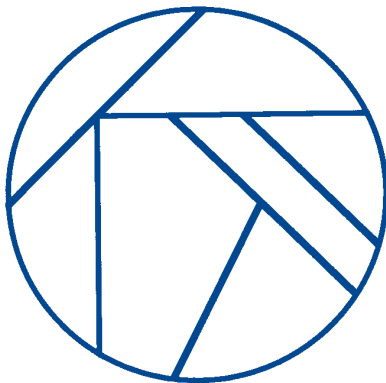
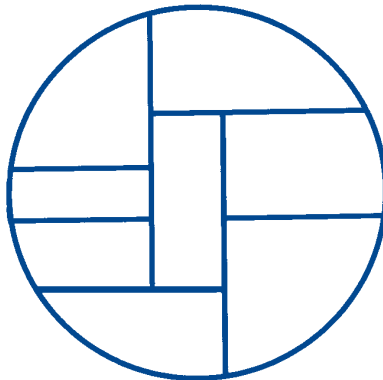
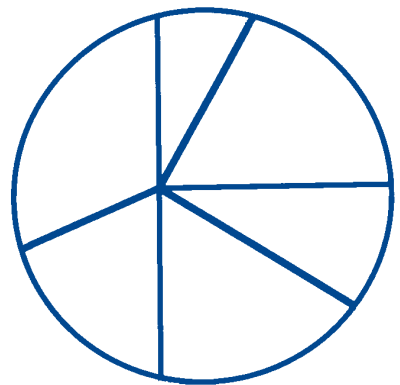
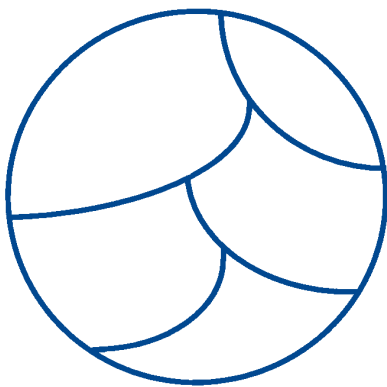
What did you learn from the exercise?

Resource Materials for Relationships and Sexuality Education

Fourth Class Theme 9 Problem-Solving

Game: Missing Pieces

These diagrams of circles may be photocopied onto card, cut up, mixed up and put in five envelopes, as many times as is necessary to make up a set of envelopes for each group of five children in the class. This sheet may be photocopied as a self-correcting sheet for the pupils to check their results after the task has been completed.





Home-School Links

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to discuss how problems can be solved. Living life to the full involves solving problems and making decisions and choices. Such processes may be encountered as an individual or as a group. Trying to solve children's problems or to resolve their difficulties for them instills in them the attitude that someone else can always "fix it" and that they themselves are not capable of solving even simple problems without adult help.

The following are suggested activities which you might like to undertake at home with your child.

In the case of each of the following pretend situations, discuss with your child possible ways of finding a solution:

His/her only friend has a cousin coming to stay and says s/he won't be available to play for a couple of weeks;

Homework is not done because it wasn't written down;

S/he kicked a school football into a building site next to the school yard;

S/he is sometimes late for school because s/he stays watching television;

S/he is asked for his/her lunch every day by a child in school?

In the case of each you could ask:

What is the problem here? What do you think about it?

Who is causing the problem? Who is being hurt? Who is losing out?

How do you think this problem could be solved?

Would this be the right thing to do? Why?

What might happen then? Would that be the end of the problem?

Would everyone be happy? Would the problem be solved?

Some strategies for solving problems could be worked out:

Think about the problem;

Think of lots of solutions;

Think what would be the right thing to do;

Think ahead to the consequences and implications of each alternative;

Make a decision on the basis of what you have thought about;

Go ahead and try the best plan.

Resource Materials for Relationships and Sexuality Education

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