

FIRST AND SECOND CLASSES

Resource Materials for

Relationships & Sexuality

E d u c a t i o n



Social, Personal and Health Education

Resource Materials for Relationships and Sexuality Education

First and Second Class

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Illustrations by Mary Hall
Designed by Brian Kelly Design
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Resource Materials for Relationships and Sexuality Education

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Foreword

The resource materials presented here are based on the Interim Curriculum and Guidelines for Relationships and Sexuality Education prepared by the National Council for Curriculum and Assessment and approved by the Department of Education and Science. They are not prescriptive, rather they provide a menu of options for classroom lessons from which teachers can choose in accordance with their school RSE Policy.

The materials have been prepared by experienced teachers under the guidance of the RSE Training Support Service for Schools. They have been evaluated by personnel from the Department of Education and Science, the RSE Training Support Service for Schools and classroom teachers in the Pre-Test Schools. The NCCA has been consulted in the development of these materials and has deemed them to be compatible with the Interim Curriculum and Guidelines.

It is the responsibility of those who are drawing on these resources to satisfy themselves that the content of materials which they use is appropriate to the needs of students and in line with their school RSE Policy and Programme.

A sincere word of gratitude is due to all who contributed to the development and compilation of these resource materials. Undoubtedly they will be of immense help to all who are involved in the social, personal and health education of young people.

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Acknowledgements

The development of these materials has been co-ordinated by the RSE Training Support Service for Schools. This service, with the responsibility for supporting the implementation of RSE in primary and post-primary schools nationally, was set up at Drumcondra Education Centre in October 1995. The RSE Training Support Service for Schools is funded by the In-Career Development Unit, Department of Education and Science and the European Social Fund.

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The RSE Training Support Service for Schools

Nora Brennan, Training Co-ordinator
Áine Lawlor, Assistant Co-ordinator
Jocelyn Kelly, Secretary

The Authors

Mary Beausang
Clare Maloney, co-writer of Junior Infant Themes 1-8

The RSE Implementation Group

Chair: Emer Egan, Senior Inspector, In-Career Development Unit

The RSE Project Management Group

Chair: Paul Doyle, Principal Officer, In-Career Development Unit

Pre-Test Schools

The Pre-Test Primary Schools, co-ordinated by Siobhán Cluskey

RSE Trainers

The National Team

Inspectors at the Department of Education and Science

Bernadette Nì Áingléis
Proinsias Ó Dúghaill
Pádraig Ó Donnabháin

The NCCA Primary Working Group

Noreen Kavanagh, NCCA Education Officer
Fionnuala Kilfeather, National Co-ordinator NPC-Primary.
Colm Ó Ceallacháin, Cigire Scoileanna
Sally Shiels, I.N.T.O.

The Council Members of the NCCA

The Drumcondra Education Centre

Patrick B. Diggins, Director, and Staff

Education Centre Network

Typist

Bridie Hunter

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Resource Materials for Relationships and Sexuality Education

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Introduction

These resource materials have been developed to facilitate the teaching of Relationships and Sexuality Education (RSE) in accordance with the Curriculum and Guidelines for Relationships and Sexuality Education proposed by the National Council for Curriculum and Assessment (NCCA).

The materials are arranged sequentially and are age appropriate. However, they are not prescriptive, rather they provide a menu of options for classroom lessons from which teachers can choose in accordance with their school policy on RSE. Schools may wish to choose RSE materials from other sources, as an alternative, or to supplement and complement these materials.

It would not be possible to cover all the materials but options are offered for each RSE theme, each option having adequate material for a lesson. It may prove practicable to integrate some of the options with other subject areas. A choice of activities for inclusion in the lesson is also given. Participants in the programme should feel free to choose activities which best suit their own school situation.

It is envisaged that the School RSE Policy will have been developed in each individual school in partnership with the parents/guardians, the principal, the teaching staff, the Board of Management and, where appropriate, the pupils. School policy will reflect the core values and ethos of the school.

What is RSE?

RSE is part of Social, Personal and Health Education (SPHE). RSE provides children with structured opportunities to develop the knowledge, attitudes, values, beliefs and practical skills necessary to establish and sustain healthy personal relationships as children and, subsequently, as adults.

Why teach RSE in school?

The general aim of education is to contribute towards the development of all aspects of the individual, including the aesthetic, creative, critical, cultural, emotional, intellectual, moral, physical, political, social and spiritual development for personal and family life, for working life, for living in the community and for leisure. Relationships and Sexuality Education is clearly a part of this general aim.

How can RSE be included in the school curriculum?

RSE can be facilitated in three ways within the school:

- ▲ in the context of a positive school climate and atmosphere;
- ▲ as part of the timetabled SPHE;
- ▲ on an integrated, cross-curricular basis.

The School RSE Policy will indicate the extent to which the RSE Programme will be delivered as stand alone lessons only or by way of a dual approach i.e. through stand alone lessons and cross curricular links. The timetabled provision for RSE may accommodate the more sensitive areas of the programme and those aspects which require a more formal approach, where adequate time can be given to children to acquire knowledge, ask questions, clarify information and develop skills.

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What are we going to teach?

RSE will involve the teaching of content and skills through processes which will enable children to form values and beliefs and establish behaviours, within the moral, spiritual and social framework agreed upon by the partnership of parents/guardians, teachers and Boards of Management during the formulation of an RSE policy in each school. To this end, these materials are intended as a support for schools in drawing up their RSE Programme which will be delivered in accordance with the RSE policy of the school.

How are we going to teach it?

The RSE Curriculum and Guidelines recommend a spiral curriculum. This involves revisiting key topics in a developmental manner at regular intervals. In support of this approach, these materials reflect the developmental needs of children.

Schools are advised that programmes will be less than whole if any part of the RSE Curriculum and Guidelines is omitted. It is intended that every theme will be revisited each year. It will be a matter for the individual school and teachers to decide on the specific content of each lesson. The school policy statement and the ages and stages of development of the pupils will be the primary influences on this work.

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.

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Parent/Guardian involvement

These resource materials acknowledge parents/guardians as the primary educators of their children and provide assistance to teachers in their complementary and supportive role. Parents/guardians will have access to classroom materials. Opportunities will be afforded parents to engage with their children on the content at various stages throughout the programme. Each set of activities within the materials invites the participation of parents/guardians. School policy will include provision for the rights of those who wish to withdraw their children from RSE.

At the end of each set of activities there are suggestions as to how parents/guardians may be involved in a practical way. There is also a Home-School Links page for each theme. As opportunities arise, the following suggestions may be made to parents/guardians to further enhance their relationship with their children.

Listening to children and hearing about what is going on in their lives is rewarding for both parents and children. Bedtime, for example, is often a time when both parent/guardian and child are relaxed. Time spent travelling or working together around the home also provides an opportunity for the parent/guardian and child to enjoy each other's company.

From an early age, and all through childhood, the parents (whether natural, adoptive or foster parent) can use those special times to tell their child a true story and one the child will thoroughly enjoy. This is the story of that child's own life. All children have their own special and unique story, whether they live in a conventional family group, with their single parent or with their grandparents in an extended family.

The photograph album may be a useful starting point. Young children love to hear stories again and again. Stories in which children have the starring role have a particular fascination for them.

For some children, their life story will begin with the story of how their parents/guardians met and grew to love each other. It will continue with hearing about the joy their mother felt when she heard the news that she was pregnant or the love she felt when she experienced the baby moving in the womb for the first time.

Children will hear about the way various family members and friends cared for mother and child during pregnancy. They may hear how happy their father was when he heard he was going to be a father and how he cared for both mother and child during the pregnancy. Teachers will be sensitive to the various family situations of children in the class.

Foster and adoptive parents/guardians might tell how they felt when they heard they were going to have a new baby (or a new son or daughter), and about the first time they saw their baby and held him/her for the first time, what they thought and how they felt. Each story will be special because each story will be different and the children can be encouraged to appreciate these differences.

Children who hear their parent/guardian talk of the love they have had for them at the various stages in their lives will grow to recognise that they were loved and thus feel content and secure.

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Suggested teaching approaches

The approaches suggested for First and Second class include:

1. Stories and Poems
2. Classroom Discussion
3. Group Work
4. Games
5. Art Activities
6. Quiet Time
7. A Visitor to the Classroom
8. A Video
9. Educational Drama

1. Stories and Poems

In these materials, a story or poem is sometimes suggested as an introductory activity. Stories and poems provide vocabulary and aid language development. Children identify with characters in a story or poem. The realisation that 'that happened to me too' can be self-affirming. It can be useful for the child to consider alternative solutions, to explain the consequences of an action at second hand.

Children can learn about relationships in a vicarious way through reading or listening to stories and poetry: they can experience the good times and the not-so-good times in a friendship at a comfortable distance.

The teacher, particularly in junior classes, should feel free to adapt the stories given, to the language and experience of the children. The words 'Mammy'/'Daddy', "Mum"/"Dad", "Mam"/"Dad" should be used interchangeably throughout RSE Lessons.

2. Classroom Discussion

This is the key aspect of the methodology in these materials. As such, it will be of most value if the teacher prepares for the discussion in advance, keeping the aim of the lesson in mind. To enable the teacher to do this, a comprehensive list of questions for classroom discussion is often included. Utilising this list, the teacher can choose those questions he or she finds most appropriate.

Support from, and clarification by the teacher will be necessary, particularly in junior classes where children can not articulate their point adequately. Where language skills are limited, the teacher can provide the children with a 'sentence stem' based on the questions provided which the children take turns to complete. For example 'I am a good friend when I ...'

On occasions, where practicable, the children might sit in a circle during these discussions. Sitting in a circle is informal. The children can see each other. They are more relaxed and some may find it easier to make contributions in this way. The teacher will need to ensure that one or two children do not dominate the discussion. At the same time, a child's right to remain silent must be respected.

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3. Group-Work

Group-work provides an opportunity for the teacher to group children and to provide them with appropriate tasks. It affords the teacher an opportunity to engage with the children in these groups on a more personal and individual basis than would be possible in the whole-class situation.

4. Games

Games are enjoyable, interactive exercises with a purpose. They can be used to introduce a topic, to reflect on a new learning experience or to practise a specific skill, e.g., listening. The recreation of experience through play, mediated by a parent, guardian, minder or teacher, forms the basis for natural learning.

Play involves learning about one's self and often includes involvement with others. Play allows children to explore questions such as 'What can I do?' 'What am I good at?' 'What do I enjoy?' 'What can I be?' without having to make conclusive decisions.

5. Art Activities

Art activities are an essential means of expression and contribute to the full and harmonious development of the child. The art activities suggested in these support materials are designed to allow each child the opportunity to symbolise experience and to reflect on, and respond to, the learning that has gone before.

Working as individuals allows for personal reflection, while working in groups fosters the development of communication and collaborative skills.

6. Quiet Time

This simple activity involves the children calling to mind past experiences or imagining situations they expect to encounter in the future. For example, children could recall the first time they met a friend or imagine shopping for new clothes for a special occasion.

'Quiet Time' can be a soothing and calming learning experience and is an ideal way to 'wind down' after an activity.

7. A Visitor to the Classroom

The process of preparing for a visitor is a significant one. Preparation ensures that the learning from the visit is appropriate to the children's developmental level and the RSE policy of the school. Questions may be prepared in advance and the visitor may be briefed beforehand on these questions. It is essential that a visitor is aware of, and familiar with, the RSE policy of the school.

An approach that may be taken in preparing for a visitor:

- a. The teacher considers the aim of the visit. Bearing this in mind he/she elicits questions from the class. Some of the questions in the 'Let's Talk' section of the lesson may also be relevant.

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- b. These questions are noted by the teacher. To ensure fair participation by the children, the teacher may allocate a question to each child, noting each child's name beside a question. During the visit the teacher may prompt the child if necessary. The teacher may also take note of the answers for use in a follow-up discussion.
- c. The teacher invites the guest, giving him/her an indication of the aim of this visit and the questions the children want to ask. The visitor should also be made aware of any aspects of the school's RSE policy relevant to the visit.

For the benefit of pupil learning:

- d. Upon arrival, teacher and pupils welcome the visitor and afterwards he/she is thanked. Refreshments may be appropriate.
- e. Afterwards the visitor may be sent Thank You cards made by the class. These cards can serve as a reminder to the children about what they have learned.

8. A Video

In these notes, mention is made of the possibilities for using appropriate video material. These videos are intended to deal with new life in the animal world e.g. Animal Babies. Among the advantages in using a video is that it is a visual medium. This makes things clearer for the children. A video can provide teachers with guidance for future lessons.

Videos have been listed in the "Resource Catalogue for the teaching of RSE in Primary Schools". It is the responsibility of those using the Resource List e.g. members of the school community, to satisfy themselves that the content of videos which they propose to use with students, is appropriate to their needs, in line with school policy, and suitable for school programmes as outlined by the National Council for Curriculum and Assessment.

The following quote from the Report of the Expert Advisory Group on RSE may be helpful when previewing videos and reviewing other resources:

"When evaluating resource material, the following questions should be asked:

- (i) Is it appropriate to the age and stage of development of the target group, in terms of language and concepts?
- (ii) Does it contain information that is accurate?
- (iii) Is it relevant and related to the programme?
- (iv) Is it consistent with the core values and school ethos?
- (v) Is it sensitive to the child's family and cultural background?
- (vi) Is it free of sexual stereotyping and gender bias? "

(4.6 Organisation of Teaching Resources - pg. 15)

Step-by-Step Guide to using a Video in the Classroom

1. Prior to showing the video, tell the pupils:
 - (a) the title of the video;
 - (b) the general contents of the video they are about to see.

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2. Explain that you will show the video (or part of it, depending on pupils' age and stage of development) in stages, stopping every so often to allow discussion, questions, explanations, etc.
3. Ask the pupils not to ask questions while the video is playing. They will have an opportunity to do so during discussion time at various points.
4. Emphasise to pupils the importance of looking and listening very carefully while the video is playing.
5. At appropriate points, stop the video to allow pupils to comment on what they have seen/heard in the video, to ask questions, offer answers/explanations, etc.
6. At the end of viewing time, encourage general discussion on the contents of the video with pupils summarising their new learnings and offering their overall views and evaluation of the video.

Videos have limited value if they are not followed up by opportunities for the children to talk about what they have seen. This feedback from children will also provide the teacher with a practical evaluation of the video.

Teachers will know which parts the children responded to best, what facts and language were easily understood by them and what was not understood or misinterpreted by them. In this way teachers will be better equipped and more confident to teach this topic on another occasion.

9. Educational Drama

Drama is characterised by certain features that give it its unique power as a form of expression. These may be called the elements of drama. They are belief, character, action, place, time, tension, significance (plot and theme) and genre. Drama has a particular contribution to make towards a child's development and as such is an ideal medium for the development of aspects of an RSE programme.

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Adaptation and Organisation of RSE Materials

The arrangement of these RSE Classroom Materials is for presentation purposes only and is not intended to pre-determine the sequence of delivery of an RSE Programme in the school.

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It would not be possible to cover all the materials but options are offered for each RSE theme, each option having adequate material for a lesson. It may prove practicable to integrate some of the options with other subject areas. A choice of activities for inclusion in the lesson is also given. Participants in the programme should feel free to choose activities which best suit their own school situation.

1 Things I Like To Do





Theme 1

Things I Like To Do

Aim: To provide children with opportunities to express personal preferences with confidence.

Theme Menu

Option 1

Language Development:	Things I Do! Things I Enjoy!
Let's Talk:	About Things We Like

Option 2

Play Time:	Which do You Prefer?
Story Suggestions:	Preferences
Centre of Interest:	Treasures

Follow-up Activities

Let's Write:	Completing Sentences - My Perfect Day
Quiet Time:	Things I Like To Do

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 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.

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First Class

Theme 1

Things I Like To Do

Option 1

Language Development: Things I Do! Things I Enjoy!

Let's Talk: About Things We Like

Language Development: Things I do! Things I enjoy!

During a structured language lesson ask the children about the things they do during the course of each week at school (e.g., listening to a story, playing in the yard, eating lunch) and at home (e.g., getting up in the morning, going shopping, watching television).

Ask the children to draw these activities and to put a ring in red crayon around the activities they most enjoy and a black ring around the things they don't enjoy doing.

Using the questions in the Let's Talk section of this lesson, discuss the pictures with the children and the reasons behind their likes and dislikes.

Let's Talk: About Things We Like

You might begin this exercise by asking the children to talk about the pictures they drew showing the things they like doing and the things they don't like to do.

Choose a selection of the following questions;

- ▲ Tell me about your activities. What do you like to do? Why?
- ▲ What do you not like doing? Why?
- ▲ What are the things that you don't mind doing but are not very fond of either?
- ▲ Is there anything you really enjoy doing that you haven't put down in your picture?
- ▲ Is there anything you have never done but would really like to do? Why would you like to do this?
- ▲ What do you most like to do after school? Why?
- ▲ What do you least like to do after school? Why?
- ▲ What is your favourite time of year? Why?
- ▲ Is there a time of year you are not particularly fond of? Why?
- ▲ What do you most like to watch on T.V.? What do you not like watching?
- ▲ What is your favourite football team?
- ▲ What is your favourite colour?
- ▲ What is your favourite thing to eat/drink?
- ▲ Who is your favourite singer/popstar ?

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First Class Theme 1 Things I Like To Do

Option 2

Play Time:	Which do You Prefer?
Story Suggestions:	Preferences
Centre of Interest:	Treasures

Play Time: Which Do You Prefer?

This demonstration of children's preferences can be played as a class game with all children participating simultaneously:

1. Children stay in their own places in the classroom. Children are encouraged to listen carefully to the teacher and to respond by standing up quietly or remaining seated.
2. The teacher calls out a choice e.g.,

Homework or washing-up?
Children who prefer homework please stand up.
Children who prefer washing-up please remain seated.

3. The teacher may ask some child to talk about his/her preference.
4. As an extension to this exercise the teacher may count and record the children's choices e.g., on a bar-chart.

Using the same format the children are asked to indicate their preferences in the following choices:

- ▲ Sums or reading?
- ▲ Playing with cars or playing with dolls?
- ▲ A fizzy drink or milk?
- ▲ Manchester United or Liverpool?
- ▲ An apple or crisps?
- ▲ Sunny days or snowy ones?
- ▲ Blue or green?
- ▲ Cats or dogs?
- ▲ The city or the country?
- ▲ Mondays or Fridays?
- ▲ Night-time or day-time?
- ▲ Bedtime or getting-up time?
- ▲ Hometown or holiday time?

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First Class Theme 1 Things I Like To Do

The children should be offered contrasting options in a light-hearted manner. Options that may place children in a dilemma should not be included. Some of these options provide opportunities to discuss subjects such as gender stereotyping or healthy choices.

Story Suggestions: Preferences

The following stories are about preferences.

Swim Sam Swim by Leon Rosselson published by Puffin.

A young frog prefers playing to swimming!

Dumpling by Dick King Smith published by Puffin

Dumpling is a short and plump Daschound who would prefer to be long and sausage-shaped.

The teacher may know of other stories that would be appropriate.

Centre of Interest: Treasures

Ask the children to bring in a favourite thing, where practicable. It might be a book or a toy, a special blanket or a treasure. Ask each child why this object is special to him/her. This would be a good starting point for discussion.

These treasures can be displayed if the children are prepared to part with them.

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First Class Theme 1 Things I Like To Do

Follow-up Activities

Let's Write:	Completing Sentences - My Perfect Day
Quiet Time:	Things I Like To Do

Let's Write: **Completing Sentences - My Perfect Day**

Prepare this work with the children orally first. Write some unfinished sentences, the bones of the story, on the board. Ask the children what words they would use to finish the sentences.

Write down a selection of the most popular words in brackets after the sentence. You might write the words the children are to choose from in a different colour or format. If they are unfamiliar to the children use picture clues. For example:

My Perfect Day

On my perfect day the weather would be*(sunny, snowy, wet)*
I would go to ... *(school, my room, the zoo, the farm)*
I would be with my ... *(friend, brother, sister, Mammy, Daddy)*
I would be ... *(drawing, reading, playing, looking around)*
I would see ... *(my teacher, my friends, my family, the animals)*
I would hear ... *(my teacher, my friends, my family, the animals)*
We would have ... *(ice cream, pizza, chips)*
At the end of the day I would feel ... *(happy, sad, glad, cheerful, tired)*

The children write out the story choosing words between the brackets, to complete the sentences.

Alternatively, the children could present their work as a cartoon strip, drawing a picture for each sentence.

Quiet Time: **Things I Like To Do**

Encourage the children to tidy their tables, putting away pencils, books, 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 ...**

Today you are going to think about something you like to do ... something you enjoy doing.

It might be something you do at home ... It might be something you do at school ... It might be something you do inside ... It might be something you do outside ... It might be something you like to do on your own ... It might be something you like to do with friends ...

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First Class Theme 1 Things I Like To Do

Take a little time to think about this thing you enjoy doing ... Think about when you first learned to do it ... You might have taught yourself to do it ... Somebody else may have taught you ... It might be something you do that makes other people happy ...

Think about what they say to you ... I'm sure it makes you happy ... Think about the happy feeling it gives you ... *(Pause)*

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

Parent/Guardian Involvement

Parents/guardians visiting the classroom can be shown the art work and written work.

Children can teach their parents/guardians the preference game and play it with family at home.



Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to talk about things they like to do. This gives children an awareness of themselves and helps to build their self-esteem. Children's self-esteem is built up by the positive messages they receive about themselves from adults who are important to them. Children's self-esteem is damaged by negative messages. When we ask children what they like to do we are giving them a message that we value their thoughts, feelings and actions. We show we care by listening to them, giving them our time and attention, and acknowledging that they are special.

The following are suggested **Home Activities** for **parents/guardians** to undertake with their **children** on the theme **Things I Like To Do**:

The following questions may help to begin a discussion:

What do you like to do on Saturdays? Why?

Is there anything you have never done but would really like to do?

Why would you like to do this?

Or

Finish these sentences:

On my perfect day the weather would be ... (*sunny, snowy, wet, ...*)

I would go to ... (*school, my room, the zoo, the farm, ...*)

I would be with my ... (*friend, brother, sister, Mammy, Daddy, ...*)

I would be ... (*drawing, reading, playing, looking around, ...*)

I would see ... (*my teacher, my friends, my family, the animals, ...*)

I would hear ... (*my teacher, my friends, my family, the animals, ...*)

We would have ... (*ice cream, pizza, chips, sandwiches, ...*)

At the end of the day I would feel ... (*happy, sad, glad, cheerful, tired, ...*)

Or

Draw a picture, on the back of this page, under the heading:

Things I like to do:

Or

Ask your child to mark and talk about his/her preferences here:



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2 My Friends





My Friends

Aim: To provide children with further opportunities to explore what being friends and returning friendship can mean.

Theme Menu

Option 1

Play Time:	Guess Who?
Let's Talk:	About Our Friends

Option 2

Art Activity:	What Makes a Good Friend?
Story Suggestions:	Friends

Follow-up Activities

Let's Write (1):	Our Friends
Let's Write (2):	A Letter to a Friend

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.

Option 1

Play time: Guess who?

Let's Talk: About our Friends

Play Time: Guess Who?

The teacher asks a volunteer to think of a friend of his/hers in the class and say;

'I'm thinking of a friend of mine in this class and I want you to guess who it is.'

The teacher tries to determine who this child is by asking questions like:

- ▲ **What does your friend like to do?**
- ▲ **What is your friend good at?**
- ▲ **Why is this friend a good friend?**
- ▲ **Why do the other children in the class like this friend?**

When the teacher thinks s/he knows who the friend is s/he says

'I think that I have found your friend' and points to the child.

If the teacher is wrong the class can assist in finding the friend.

As the children grow familiar with the game, the teacher can choose a friend and the children can ask the questions. These questions are not about physical appearance but preferences, abilities and qualities the friend has.

Let's Talk: About our Friends

You might begin this exercise by talking about what the children learned about their friends:

- ▲ **What makes a good friend?**
- ▲ **What kind of things does a good friend do?**
- ▲ **What kind of things do good friends say?**
- ▲ **Have you a good friend?**
- ▲ **How does your friend show his/her friendship?**
- ▲ **Are you a good friend?**
- ▲ **How do you show that you are a good friend?**

Resource Materials for Relationships and Sexuality Education

First Class Theme 2 My Friends

Option 2

Art Activity: What Makes a Good Friend?

Story Suggestions: Friends

Art Activity: What Makes a Good Friend?

This is a group activity during which the children make a composite picture of what it takes to make a good friend.

In pairs the children talk about 'What Makes a Good Friend?' Ask each pair what they decided and put the answers on the board. Give each pair an attribute (e.g., being kind, sharing, being funny). Talk about ways friends show they are kind or humorous etc. Ask them to make pictures based on them.

Paste the pictures onto a composite picture. On or around the picture print the characteristics of a good friend. Adult help would be useful. Display it under the title; 'A Good Friend is ...'

Story Suggestions: Friends

The following stories have friendship as a theme. The teacher will know of others that are suitable.

Friends Next Door by Susan Hill published by Walker

Jane, who has just moved in, makes friends with her next door neighbour Lucy.

Wilfred Gordon McDonald Partridge by Mem Fox and Julie Vivas published by Puffin.

The story of a friendship between a little boy and his elderly neighbour.

Follow-up Activities

Let's Write (1):

Our Friends

Let's Write (2):

A Letter to a Friend

Let's Write (1): Our Friends

The earlier part of this lesson will prepare the children for this activity. Write some unfinished sentences based on the Let's Talk section of this lesson on the black board. Ask the children what words they would use to finish the sentences.

Write down a selection of the most popular words in brackets after each sentence. You might write the words the children are to choose from in a different colour or format. If the words are unfamiliar to the children use picture clues.

All About Good Friends

Good friends are ... (*fun to play with, good to talk to, kind*)

My good friends are ...

The things I like to do with my friends are to ... (*play football, go bowling, play skipping*)

I can be a good friend too, by ... (*sharing, helping, listening*)

I am lucky to have good friends!

Let's Write (2): A Letter to a Friend

It is an enriching experience for a child to receive a letter with his or her own name on the envelope. Why not get the class to write letters to each other?

Each child writes his/her name on a piece of paper. These papers are put in a hat and each child chooses a classmate to write to. Ask the children to keep the names they draw a secret.

Provide the children with some guidance when they are writing their letters as in the writing activity in the last lesson. For example:

To my dear friend ...

I like being your friend. I like you because you are ... (*kind, generous, funny*).

You are a good friend because you ... (*share, make jokes, help me*).

I like the way that you ... (*draw, sing, laugh*).

I think you are good at ... (*reading, sums, football*).

Do you remember the time ... (*you came to my house, I went to your party*)?

Resource Materials for Relationships and Sexuality Education

First Class Theme 2 My Friends

You make me smile when ... *(you tell funny stories, you are kind).*

Thank you for being my friend.

.....*(Sender writes his/her name here)*

You will be catering for a variety of abilities in your class. Individual letters will vary depending on whether the child is a confident writer or not. Adult assistance would be valuable.

The teacher sets up a Post Box somewhere in the school e.g., at the entrance; near the office; at the classroom door.

When all the letters are written and ready to post, walk with the children to the Post Box so that they can post the letters personally.

Arrange that someone will collect these letters and visit the class to deliver them. Each child should enjoy receiving a personally addressed envelope.

Parent/Guardian Involvement

The children can teach their parents/guardians the Guess Who game and they could play it at home with toys or family members.

The children can tell their parents/guardians about the story they heard.

Parents/guardians could assist in the art activity, sentence completion or letter writing.

Parents/guardians visiting the classroom could be shown the art work.



Dear Parents/Guardians,

The aim of this lesson is to provide children with further opportunities to explore what being friends can mean. Friends are important in the lives of children. As they play and share together their understanding of the world expands beyond that based on their own experiences. As adults, we can encourage children's friendships and use suitable occasions and opportunities to help them appreciate the value of friendship.

The following are suggested **Home Activities** for **parents/guardians** to undertake at home with their **children** on the theme **My Friends**:

Talk about friendship using opening questions such as the following:

What makes a good friend?

What kind of things does a good friend do?

What kind of things do good friends say?

Or

Invite discussion on your child's close friends:

Have you a close friend?

How does your friend show his/her friendship?

Are you a good friend?

How do you show that you are a good friend?

Or

Completing the following sentences together:

Good friends are ... (*fun to play with, good to talk to, kind*)

My good friends are ...

The things I like to do with my friends are to ...

(*play football, go bowling, play skipping*)

I can be a good friend too, by ... (*sharing, helping, listening*)

Or

Draw a picture, on the back of this page, under the heading My friends



3 My Family





My Family

Aim: To provide the children with opportunities to identify ways in which family members can help one another and to understand that all families are not the same.

Theme menu

Option 1

Mime Time:	Something I Like to do with My Family
Let's Talk:	About My family

Option 2

Art Activity:	A Drawing or Map of My Family
Story Suggestions:	About Families

Follow-up Activities

Let's Write:	A Thank You Letter
Art Activity:	Making a Thank You Card

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. Through the feedback they receive from others, children learn to see themselves as others do. Providing children with activities designed to make them think about their relationships with others helps them to understand themselves and the social context 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 be necessary.

Option 1

Mime Time: Something I Like to do with My Family

Let's Talk: About My Family

Mime Time: Something I Like to do with My Family

Discuss with the children the things they like to do together as a family. This could be a daily activity like eating together, a regular occurrence like going to the park or an occasion or celebration of a religious festival, a birthday or holiday.

As this may be the third and final lesson in the first term, preparation for Christmas may be appropriate.

In pairs or larger groups the children mime these activities and the others try to guess what they are doing. Discuss the mimes with the children.

Let's Talk: About My Family

You might begin by talking about the miming activity:

Name something you like doing with your family? Tell us about it! Why do you like doing this? What is your favourite part? Who helps to get things ready? How do they help? What sort of things need to be done? How do you help? Now that you are a bit older how could you help more?

Who else lives in your home? Who is the oldest? Who is the youngest? How many people live in your home? Who has Granny/Grandad living with them? What is nice about having Granny/Grandad live with you? What kind of things does Granny/Grandad do around the home?

Who has a baby in their home? What is it like having a baby in the home? What kinds of things do babies do around the place?

You might continue this process of discussion and include a selection of the following: big brothers, little brothers, big sisters, little sisters, Mammies, Daddies, aunts, uncles, cousins.

The children will relish telling you about the shortcomings of some family members, particularly about siblings, and this may need to be curtailed/discouraged.

Move on then to talking about a selection of other people who live at home with the children: Other family friends, au pairs, foreign students and guests etc.

Resource Materials for Relationships and Sexuality Education

First Class Theme 3 My Family

Option 2

Art Activity: A Drawing or Map of My Family

Story Suggestions: About Families

Art Activity: A Drawing or Map of My Family

Children coming from different home backgrounds will have a different experience of family life. Because they are egocentric at this age they will assume that everybody comes from a family similar to their own.

The extended family - grandparents, aunts and uncles or separated parents - are family even though they do not live in the family home. Family friends, lodgers, au pairs, foreign students and guests may live in the same house as the child and enjoy a close and affectionate relationship with them.

The following exercise may help the children to come to a better understanding of relationships. They will also learn about differing family patterns.

Ask the children to draw their home and draw the people who live there. Discuss with the children their relationship to these people.

For example:

My Granny: I am her grand-daughter. She tells me all about long ago when she was my age.

My Mammy: I am her daughter. She reads me bedtime stories.

My Daddy: I am his daughter. He brings me swimming early on Saturday morning. I am his friend. He helps me with my homework.

My sister Sonya: I am her sister. She plays with me in the yard.

My Aunt Susan: I am her niece/nephew. She says I can be her bridesmaid/pageboy.

Ask the children about relations they have who do not live at home with them. Then draw these in their own homes, in the family groups in which they live. Once again, discuss with the children their relationship with the people mentioned.

The more confident writers should be able to copy down or write words like Granny, Aunt, Uncle and Cousin from the blackboard, a chart or flashcards.

Adult help in school might be appropriate or the children could bring these pictures home to discuss them and label them in more detail. Naming the people in each child's life and writing about their relationships with them may take some time.

Story Suggestions: About Families

The following stories are about families. The teacher may know of other stories that are appropriate to the objective of this lesson.

Going West by *Martin Waddell, published by Puffin*

The adventures of a pioneering family on a difficult journey to find a new home, in picture book form!

The Twig Thing by *Jan Mark, published by Puffin*

Two sisters and their Dad move into a new home. This is a story about adjusting to new surroundings.

Annie and the Moon by *Miriam Smith published by Puffin*

A girl and her mother find a new home.

Follow-up Activities

Let's Write: A Thank You Letter

Art Activity: Making a Thank You Card

Let's Write: A Thank You Letter

Discuss with the children the importance of saying 'thank you.' Discuss with them the good times they may have mimed earlier and the people who play a role in making these family occasions so enjoyable.

Alternatively, ask them to think of the people they talked about earlier and how they have been good to them. Ask them to choose a person to write to, to thank.

Give the children some guidance about the format of the letter in the form of sentences to be completed, like those below.

Ask the children to give suggestions as to what they want to say. Put a selection of the most popular in brackets after each sentence. They could be written in a different colour. Illustrate these with simple picture clues if necessary. The children can choose from these.

Children whose idea was not a 'popular' one and not written on the blackboard might attempt to write it or draw it and explain it later to the recipient. Because a majority of the class are catered for through the blackboard suggestions the teacher will have more time to help these children write down their ideas.

To My Dear... (*Granny, Grandad, Mammy, Daddy,*)

Thank you for being so good to me.

Thank you for the times you... (*fed me, brought me shopping, cheered me up when I was sad*).

I love you because you... (*are kind to me, bring me to football matches*).

I like the way you... (*mind me, make my favourite dinners*).

Do you remember the time you... (*played chasing with me, made a hedgehog cake*)?

You make me happy when you... (*hug me, tuck me in at night, let me help you*).

Thank you for everything you do.

Lots of love,

.....
(*Child's name*)

Art Activity: Making a Thank You Card

Ask the children to choose a person to send a Thank You card to, in response to receiving a present, attending a party, etc.

Alternatively, perhaps they would send a card to someone whom they haven't been getting on with recently.

Parent/Guardian Involvement

Ask the children to ask their parents/guardians about **their** families.

Who else lived with them at home when they were growing up?

What did they enjoy doing together?

The children could play the mime game at home with family members.

Parents/guardians could assist at school or at home with the map or drawing of the family.

The children can tell their parents/guardians about the storybook families that they heard about.

Parents/guardians might also help in the writing of the Thank You letter or in the making of the Thank You card and no doubt many will be the happy recipients of these!



Dear Parents/Guardians,

The aim of this lesson is to provide the children with opportunities to identify ways in which family members can help one another and to understand that all families are not the same. Children coming from different home backgrounds will have a different experience of family life. Because they are egocentric at this age they will assume that everybody comes from a family similar to their own.

The extended family - grandparents, aunts and uncles or separated parents - are family even though they do not live in the family home. Family friends, lodgers, au pairs, foreign students and guests may live in the same house as the child and enjoy a close relationship with them.

The following are suggested **Home Activities** for **parents/guardians** to undertake with their **children** on the theme **My family**:

Draw a picture, on the back of this page, showing the people who live at home, under the heading My family.

Or

Talk about family life, using questions such as the following, to open the discussion:

What do you like us to do together as a family?

Why do you like doing this?

How do you help?

Or

Talk about the extended family - grandparents/aunts/uncles/cousins:

Which of your relations do you like to visit? Why?

Can you name all the people in that family?

Who is the oldest? Who is the youngest?

What is the same/different about our family and their family?

Or

Look at family photos and talk about the occasions when they were taken.



4 Keeping Safe





Keeping Safe

Aim: To provide the children with opportunities to identify people, places and things which threaten personal safety and to develop strategies for keeping safe.

Theme Menu

Option 1

Let's Talk: About Keeping Ourselves Safe

Art Activity (1): Making a Book or Display

Option 2

Let's Pretend: What would I do?

Let's Talk: About Keeping Ourselves Safe

Follow-up Activities

Art Activity (2): Keeping Safe

Story Suggestion: About Strangers

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 people, places and things. It is important that children do not get conflicting messages, between home and school or between programmes in school.

Option 1

Let's Talk: About Keeping Ourselves Safe

Art Activity (1): Making a Book or Display

Let's Talk: About Keeping Ourselves Safe

Through discussion with the children help them to identify people, places and things which may be a source of potential danger to their personal safety. The following statements and questions are designed to elicit this information:

How would you describe:

- ▲ someone who pushes or kicks you every day in the playground?
- ▲ someone who asks you to climb through a wire fence, onto a building site, where there is a clear notice stating 'DANGER - KEEP OUT' ?
- ▲ someone who dares you to skate-board across the road as a car approaches?
- ▲ someone who asks you to go somewhere that your parents/guardians say you should never go?
- ▲ someone who lets children do jobs which should be done by adults e.g., mowing the lawn/lighting fires, etc.
- ▲ someone who drives a car at 60 m.p.h. in a 30 m.p.h. zone?

How is your personal safety endangered by:

- ▲ A bully/A risk-taker/ A 'dare-devil'/a careless person/a dangerous driver?

Advise the children that there are some **places** where their personal safety may be at risk. These could be inside and outside the home. Ask the children:

What threats to a child's personal safety exist in the following places:

- ▲ An unattended kitchen where dinner is being prepared?
- ▲ An unattended bath filled with very hot water?
- ▲ A busy road? A building site? A flat roof?

Many everyday items used by adults may be a source of danger to children. A list of these things may be compiled by brainstorming with the class:

- ▲ Electrical gadgets - carving knife; blender/liquidiser/mixer; plugs/sockets; iron.
- ▲ Liquids - boiling water; medicines; shampoos/detergents; household cleaning agents.
- ▲ Tools/implements - saw; scissors; screw-driver; lawn-mower; strimmer; secateurs.

Resource Materials for Relationships and Sexuality Education

First Class Theme 4 Keeping Safe

- ▲ **Items needing attention - broken glass; water on the floor; untied shoe laces; unguarded fires.**
- ▲ **In the garden - strange dogs; wasps; some plants and berries; unattended ladders.**

Ask the children to suggest how a child might respond to the risk of danger presented by a person, by a place or by a thing from the lists which were compiled:

What would you do and who could help you to find a solution:

- ▲ **if someone bullied you?**
- ▲ **if someone encouraged you to take a risk?**
- ▲ **if someone dared you to do something dangerous?**
- ▲ **if someone asked you to do a job usually done by adults?**
- ▲ **if you were being driven by someone who exceeded the speed limit?**
- ▲ **if you wanted to cross a busy road?**
- ▲ **if you were alone in the kitchen and a pot was 'boiling over'?**
- ▲ **if there were road-works on your way to school and you had to walk a different route?**
- ▲ **If there was broken glass outside your back door?**
- ▲ **If the lawn-mower was taken out and left ready to cut the grass but the person using it was called to the phone?**
- ▲ **If you spilled your lunch drink on the floor in school?**

Art Activity (1): Making a Book or Display

Ask the children to illustrate a variety of the potentially dangerous situations outlined above. They could draw pictures or cut them from newspapers or magazines and assemble them to depict dangerous situations, their consequences and possible solutions. The pictures could be labelled with appropriate words e.g.

Car Crash

speed limit sign/crash scene/ambulance/garda/rules of the road book/seat belts

Each collection/page of pictures could be assembled in book form or used singly to mount a wall display of potential dangers, how to avoid them and people who could help.

Option 2

Let's Pretend: What would I do?

Let's Talk: About Keeping Ourselves Safe

Let's Pretend: What would I do?

This role-play exercise helps children to practise and develop skills and strategies which they might use in potentially dangerous situations. It helps the children to recognise the people they can approach if they have a problem.

The following scenarios are read out by the teacher and the children are asked to think about each one, answering the following questions silently in their minds:

Has this ever happened to me?

How would I feel in this situation?

What would I do?

What might happen next if I did that?

What other ways are there to solve this problem?

- ▲ You're in the shopping centre with your Mammy/Daddy and your big brother/sister. You stop to tie your shoelaces. When you look up your Mammy/Daddy is out of sight. You're lost. What are you going to do?
- ▲ You are in the cinema/at a football match/at the fairground and you get lost in the crowd. What are you going to do?
- ▲ You are playing outside your house and a person you don't know drives up in a car and asks you for directions to another road. What do you do?
- ▲ You are in the park with friends and a grown-up asks you to leave the group and help him/her find a lost dog. What do you do?
- ▲ You are walking home from school with your friends. One of you suggests you take a shortcut through a laneway. Your Mammy/Daddy has told you not to go that way. You don't want to disobey but you don't want to walk home on your own either. What do you do?

Resource Materials for Relationships and Sexuality Education

First Class Theme 4 Keeping Safe

Give the children enough time to think of possible solutions before asking for volunteers to act out a solution. The scenarios may be written on slips of paper and put in a box from which each volunteer picks one and acts out the solution. Encourage audience participation by labelling children in the class as people who can help and placing them in different areas of the room. By 'dressing-up' or wearing name badges these people will be identifiable -

the person 'in charge'/the manager

a security person in uniform

a person with children

the receptionist

the person at the Information Desk

Teach children that if they get lost or have a problem in a public place they should look for these people and ask them to help. Be reassuring. Teach them to be confident and assertive and not to be afraid to 'make a fuss!' Print safety strategies, agreed with the children, on a chart and revise them regularly e.g.

Getting Lost - Being Found Rules

Keep calling loudly "Help, I'm lost. Where's my Mammy/Daddy?"

Look for someone who can help - person in uniform.

Go to the Information/Reception desk.

Tell your name and ask the person in charge to make an announcement on the public address system.

Let's Talk: About Keeping Ourselves Safe

- ▲ **If you were out shopping with your Mammy/Daddy and got lost what should you do? What has Mammy/Daddy told you to do if that ever happens? S/he might tell you to wait where you are and s/he will come and find you or there might be some other place s/he tells you to wait.**

Let's talk about what else you could do.

- ▲ **From where you are standing have a quick look round to see if you can see Mammy/Daddy. While you are doing this you will see people you could tell. Don't panic. Tell these people you are lost.**
- ▲ **What people should you tell?**
You could tell the person 'in charge'/the manager/people in uniform/families/people with children.
- ▲ **What will you say to people you ask for help?**
'I'm lost. Help me find my Mammy/Daddy'
- ▲ **How will you tell them?**
Call out in a loud voice, over and over again. Don't be afraid to make a fuss. Don't forget also to answer questions that will help people find your Mammy/Daddy quickly.

Resource Materials for Relationships and Sexuality Education

First Class Theme 4 Keeping Safe

- ▲ **What questions might people ask you?**
Your name, age, address and telephone number.
Mammy's/Daddy's name, where s/he was seen last.
- ▲ **Do you know the answers to the questions they might ask you?**
Do you know your address and telephone number?
- ▲ **Where might the people who are helping you find Mammy/Daddy take you?**
They might take you to the Information Desk where they could announce that you are lost over the public address system.
- ▲ **Don't go anywhere you don't want to go. Stay where there are people around you. Your Mammy/Daddy may have told you to wait in a certain place if you got lost so tell this to the people who are taking care of you.**
- ▲ **When Mammy/Daddy comes back don't forget to say 'thank you' to the people who helped you.**
- ▲ **How could you avoid getting lost again?**

Ask the children questions similar to the above about other scenarios - the cinema, the park, a football match, a fair ground, a car park with its added danger of traffic.

Resource Materials for Relationships and Sexuality Education

First Class

Theme 4

Keeping Safe

Follow-up Activities

Art Activity (2):	Keeping Safe
Story Suggestion:	About Strangers

Art Activity (2): Keeping Safe

Collect pictures of individuals, groups or crowd scenes from magazines or newspapers. Ask the children who would they approach if they were lost in any one of the pictorial situations. The names of these people - **person 'in charge', the manager, people in uniform, families, women with children** - could be super-imposed on the picture by cutting and pasting printed letters from the magazines or newspapers. Discuss with the children the reasons for their choices.

Story Suggestion: About Strangers

The following story is appropriate to the objective of this lesson. The teacher may know of others.

Stranger Danger by Anne Fine published by Puffin

Joe gets confused about what a 'stranger' is and wonders how he can still be polite if he's not allowed talk to them. He learns that a little common sense comes in handy.

Parent/Guardian Involvement

Parent/guardian assistance in the art and writing activities would be useful.

Magazine pictures for the montage could be collected at home.

Parents/guardians visiting the classroom can be shown the artwork and written work, and the other RSE work on display to date.



Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to identify people, places and things which threaten personal safety, and to develop strategies for keeping safe. It is important that children get the same messages at home and in school about keeping safe so that they are sure how to react, who to talk to and what to do if they ever find themselves in an unsafe or dangerous situation. It is not intended to frighten children but to give them skills which will help to protect them if necessary.

The following are suggested **Home Activities** for **parents/guardians** to undertake with their **children** on the theme **Keeping Safe**:

Talk about everyday situations which children experience, using questions such as:

Did any of your friends in school ever suggest that you might take a risk or “do a dare”? If “yes” would you like to tell me about it?

(If “no” maybe you could talk about someone else who was “dared”)

What did you think about, what thought(s) came into your head?

What did you do? What happened after that? How did you feel then?

If you were asked to do the same thing tomorrow what would you do?

Or

Discuss how some children are bullied and what it feels like:

Have you ever seen/heard something unkind being done/said to another child? Would you like to tell me about it?

Did anything like that ever happen to you?

How did you feel? What did you do? Who did you tell?

What would you do if it happened again?

Or

Together, act out situations, asking your child what s/he would do if:

You’re coming home from school on your own, a car pulls up beside you and the driver asks for directions to.....Road;

You’re at the shops and someone offers you a lift home?

Someone tells you that I have asked them to collect you from school?

Someone asks you to do something and keep it a secret?



5 Showing Our Feelings



Theme 5

Showing Our Feelings

Aim: To provide children with opportunities to develop some awareness of meaning and emotion conveyed through facial expression, gesture, movement and tone of voice.

Theme Menu

Option 1

Story Time: The Princess Who Never Smiled

Let's Talk: About Showing Feelings

Option 2

Mime Time: Miming Feelings

Let's Write: When People Feel...They Look Like This!

Follow-up Activities

Story Suggestions: About Feelings and Emotions

Let's Listen: Music with Feeling

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, identifying, acknowledging, 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.

Option 1

Story Time: The Princess Who Never Smiled

Let's Talk: About Showing Feelings

Story Time: The Princess Who Never Smiled

Once upon a time, in a faraway land, there lived a princess and her name was Prudence. Her Mummy and Daddy, the king and queen, loved her very much and were very proud of her. She was a sensible girl, who was always neat and tidy, who always remembered to brush her teeth and always went to bed when she was told.

One thing about Prudence worried her parents very much. She never, ever, ever smiled or laughed. I'm sure you can think of lots of things that make you laugh or smile. None of these made Prudence smile. She was a very serious girl and always wore a serious face. Now this was very strange because the king and queen were very jolly, always smiling and laughing and happy. It was even stranger because this little girl had everything you could wish for.

The King and Queen called for their little girl's fairy godmother. Her fairy godmother was cross. She had just sat down to watch her favourite T.V. programme. 'This child is lonely!' said her fairy godmother impatiently, anxious to get back to her T.V. programme. 'She needs to play with children her own age!' And she waved her magic wand and lots of smiling, friendly children appeared. The fairy godmother didn't wait around to see what happened next. She was impatient to get back to her T.V. programme.

The king and queen clapped their hands and looked very pleased to see the children. But the princess didn't smile. She welcomed the children very seriously and then got down to the very serious business of finding out all their names. The king and queen looked a little less happy when they saw that the sight of these happy, friendly children didn't make their daughter smile.

The king and queen called again for their little girl's fairy godmother. Her fairy godmother was even grumpier this time. She had just sat down to eat her dinner. 'This child is hungry!' said her fairy godmother crossly as her own tummy rumbled. 'She needs to eat some food!' And she waved her magic wand and an ice-cream van appeared. Her fairy godmother didn't wait around to see what happened next. She was impatient to get back to her dinner.

The king and queen and all the children clapped their hands and cheered and looked very pleased to see the ice cream-van. But the princess didn't smile. She welcomed the lady who drove the van very seriously and then got down to the very serious business of finding out what kind of ice-cream everybody wanted. The king and queen stopped laughing and smiling when they saw that these happy, friendly children, all this ice-cream and the jolly ice-cream lady didn't make their daughter smile.

So guess who the king and queen called for? Yes! That's right! They called for their little girl's fairy godmother. This time the fairy godmother was VERY GRUMPY INDEED. She had JUST gone for her afternoon nap. 'This child is bored!' said her fairy godmother. 'She needs ... to be ... entertained,' she said sleepily as she thought of her cosy, warm bed. She waved her magic wand and a funny man appeared. Her fairy godmother didn't wait around to see what happened next. She was impatient to get back to her cosy warm bed.

The king and queen and all the children and the ice-cream lady clapped their hands and cheered and looked very pleased to see him. But the princess didn't smile. She welcomed the funny man very seriously and then got down to the very serious business of listening to what he had to say.

Resource Materials for Relationships and Sexuality Education

First Class Theme 5 Showing Our Feelings

The king and queen found it hard even to smile when they saw that the happy, friendly children and all that ice-cream and the jolly ice-cream lady and this funny man didn't make their daughter smile.

'Oh dear!' said the king and queen. 'This is hopeless!' sighed the queen. 'Hopeless!' sobbed the king. 'What **are** we going to do? Our little girl is so serious and she never, ever smiles.

Princess Prudence looked over at her parents. She loved them very much. They had always been so good to her. They had tried so hard. She didn't like to see them so sad and unhappy. What could she do?

What would you have done? Yes! ... That's right! She took a deep breath and concentrated with all her might and bit by bit one side of her mouth curled up. Then bit by bit the other side of her mouth curled up. The king and queen were amazed. 'Look at Princess Prudence!' they gasped. 'She's actually smiling!' The king and queen and all the children, the ice-cream lady and the funny man clapped their hands and cheered and shouted 'Hip hip hooray!'

And the little princess ... Well she just smiled back!

Let's Talk: About Showing Feelings

If you have chosen to read the story about The Princess Who Never Smiled, you might begin this exercise by talking about the story using the questions you think are most helpful:

- ▲ **Can you remember why the king and queen were proud of the princess? What worried them about her? Why was it strange that the princess never smiled?**
- ▲ **The princess could have anything she wished for. If you could have anything you wished, what would you wish for?**
- ▲ **The fairy godmother was watching T.V. the first time she was called. Why was she cross?**
- ▲ **Did the happy, friendly children make the princess smile? Did the princess play with the children? What did she do instead?**
- ▲ **The fairy godmother was in a hurry to get back to watching her favourite T.V. programme. She was impatient. Are you ever in a hurry to do something? What makes you impatient?**
- ▲ **The king and queen were disappointed that the children didn't make the princess smile. Were you ever disappointed?**
- ▲ **The second time the fairy godmother was called, she was hungry. Why? She decided the princess must be hungry too. What did she get for the princess to eat? Is ice-cream good to eat when you are hungry? Did the ice-cream van make the princess smile?**
- ▲ **The third time the king and queen called for the fairy godmother she was sleepy. Why? Did the funny man make the princess smile?**
- ▲ **The king and queen were very sad that nothing would make the princess smile. What makes you sad? How would you have made the princess smile? Why did the princess smile at the end of the story?**
- ▲ **The princess loved the king and queen. Who do you love? What can you do to make the people you love happy? This story has a happy ending. How did this story make you feel? Show me!**

Resource Materials for Relationships and Sexuality Education

First Class Theme 5 Showing Our Feelings

The teacher is advised to make a selection of the following more general questions:

- ▲ **How do people look when they are angry? How do they behave? What makes people angry? Are there things we do that make people angry? When someone is angry what is the best thing to do to make them feel better?**

- ▲ **How do people look when they are happy? How do they behave? What makes people happy? What makes teacher happy? What makes people at home happy? Are there things we do that make people happy?**

- ▲ **How do people look when they are sad/tired/unwell/better/lonely/frightened/surprised/etc?**

Option 2

Mime Time: Miming Feelings

Let's Write: When People Feel...They Look Like This!

Mime Time: Miming Feelings

Ask the children to choose a feeling e.g., anger, happiness, sadness, tiredness, being afraid. Give them tasks to mime while expressing these feelings e.g., get ready for school this way, eat your breakfast this way, walk to school this way, take out your books this way, eat your lunch in this way.

Prepare the children by discussing the ways feelings are expressed:

What happens your face, your mouth, your eyes, your eyebrows, your forehead?

Does your face change colour? If so what colour does it change to?

Does anything happen to your head, your shoulders, your arms, your feet?

How do you move, quickly, strongly, slowly?

Are you noisy or quiet when you move?

Let's Write: When People Feel ... They Look Like This!

Ask the children to respond to a selection of these prompts with a picture:

- ▲ When people feel happy they look like this ...
- ▲ When people feel sad they look like this ...
- ▲ When people feel tired they look like this ...
- ▲ When people feel unwell they look like this ...
- ▲ When people feel better they look like this ...
- ▲ When people feel lonely they look like this ...
- ▲ When people feel hungry they look like this ...
- ▲ When people feel thirsty they look like this ...
- ▲ When people feel frightened they look like this ...
- ▲ When people feel impatient they look like this ...
- ▲ When people feel surprised they look like this ...

As in the previous activity prepare the children by discussing the ways feelings are expressed.

Picture clues may be included for less confident readers.

Resource Materials for Relationships and Sexuality Education

First Class

Theme 5

Showing Our Feelings

Follow-up Activities

Story Suggestions: About Feelings and Emotions

Let's Listen: Music with Feeling

Story Suggestions: About Feelings and Emotions

The following stories are in keeping with the objective of this lesson. The teacher may know of others.

Rosa's Singing Grandfather by Leon Rosselson published by Puffin

Rosa's Grandfather has a song for every occasion, even one to help his granddaughter overcome her fear of the dark.

Moving by Michael Rosen, published by Puffin

A story about moving, from the point of view of the family cat.

Come Back Grandma by Sue Limb published by Red Fox

This is a story about a little girl coming to terms with the death of her Grandma. The teacher will need to judge its appropriateness.

Let's Listen: Music with Feeling

Play a piece of music that conveys a specific mood or a variety of feelings. You could choose a classical piece or other compilations on tape provide great variety. Even very young children are capable of responding to short pieces of music. The following classics might be useful:

Pensive music that conveys a melancholy mood includes:

'Opavane' Andante (2nd Movement) Gabriel Faure

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 Dvorak.

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

Meditation; Thais, Jules Massenet.

Intermezzo, Cavalleria Rusticana, Pietro Mascagni.

Music that is more upbeat and animated includes:

The Hallelujah Chorus, George Frederick 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.

Prelude, Carmen, Georges Bizet.

Chorus of the Hebrew Slaves, Nabucco, Giuseppe Verdi.

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

Resource Materials for Relationships and Sexuality Education

First Class Theme 5 Showing Our Feelings

Encourage the children to tidy their tables, putting away pencils, books, 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 ...**

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

(Play the piece of music)

**Listen to the music ... look into your imagination ... see what the music reminds you of ...
What feelings are in the music? How does the music make you feel?**

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

Afterwards the children can tell you how they felt and draw the pictures that came into their mind.

There are no right or wrong answers!

Parent/Guardian Involvement

The children can play the miming game with their parents/guardians.

Parents/guardians visiting the class can be shown the children's written work



Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to develop some awareness of meaning and emotion conveyed through facial expression, gesture, movement and tone of voice. Emotional awareness involves recognising one's own feelings as well as the feelings of others. Learning about emotions and feelings is beneficial to the healthy development of the child.

The following are suggested **Home Activities** for **parents/guardians** to undertake at home with their **children** on the theme **Showing our Feelings**:

Mime and Guess Game:

In pairs, taking turns, one person mimes a facial expression and the other guesses which emotion is being shown:

When I look like this I am ...(happy, sad, lonely, frightened, excited, patient, puzzled, etc)

Or

Talk about what happens when we are experiencing various emotions:

When you are angry (happy, sad, lonely, excited, etc.) what happens your face, your mouth, your eyes, your eyebrows, your forehead?

Does your face change colour? If so what colour does it change to?

Does anything happen to your head, your shoulders, your arms, your feet?

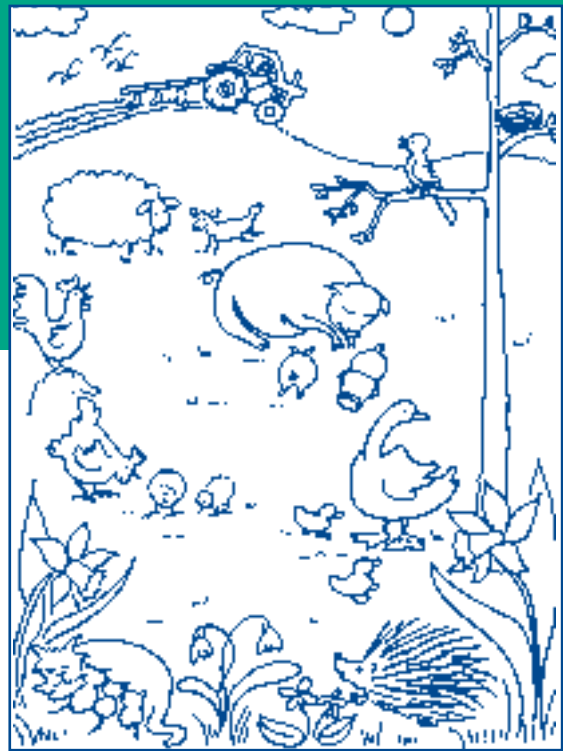
How do you move - quickly, strongly, slowly? Are you noisy or quiet when you move?

Or

Think of a time when you were happy (sad, angry, lonely, etc.) and draw a picture, on the back of this page to show what happened, under the heading Showing our Feelings.



6 The Wonder of New Life





The Wonder of New Life

Aim: To provide children with opportunities to appreciate and celebrate the wonder of new life in the world of nature.

Theme Menu

Option 1

A Visitor or a Visit: New Life in Spring

Let's Talk: About New Life

Option 2

Video Suggestion: Animal Babies

Follow-up Activities

Art Activity: A Spring Frieze

Quiet Time: New Life

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.

Resource Materials for Relationships and Sexuality Education

First Class

Theme 6

The Wonder of New Life

Option 1

A Visitor or a Visit: New Life in Spring

Let's Talk: About New Life

A Visitor or a Visit: New Life in Spring

The teacher can arrange for a visit from a puppy, kitten or lamb and its owner. Advise the children in advance about behaviour which might frighten or hurt the animal. It might be practical to time the visit for the period before lunch-time or home-time.

Alternatively, school tours to open farms are popular with this age group. A visit to an open farm would be ideal, as the children would see a variety of young animals, with their families, in the farm yard environment and their questions could be answered by the farmer or farm guide.

Visitors and visits, can provide the children with the opportunity to appreciate and celebrate the wonder of new life through meeting and learning about some new-born members of the animal world.

The process of preparing for a visitor or a visit is a significant one. Careful preparation ensures that the learning from the visit is appropriate to the children's developmental level. Questions can be prepared by the pupils and teacher. The more the children participate the more enthusiastic they are likely to be about learning. As they prepare for a visitor the class members become more responsible for their own learning.

Some points for preparing for a visitor or visit are to be found on page 11.

Let's Talk: About New Life

In the case of a visitor to the classroom or a visit to a farm, you might use a selection of the following questions.

These questions are suggestions only. The agreed policy in the school, based on the school ethos will give an indication of what questions are appropriate.

- ▲ **What baby animal(s) did we meet? Did it have a name? How big was it? What age was it? What size/weight was it when it was born? How big will it be when it is grown up?**
- ▲ **What did it look like? What did it look like at birth? What will it look like when it is fully grown?**
- ▲ **Who was its Mammy and Daddy? (Establish the correct language; e.g. Daddy is a ram. Mammy is a ewe. The baby is known as a lamb.)**
- ▲ **Where was the baby before it was born? (Inside its Mammy, in its Mammy's womb). How long was it inside its Mammy? What happened when it was born?**
- ▲ **How do its Mammy and Daddy care for it? How does it's owner care for it? Where does it sleep? Does it sleep much? Will it sleep as much when it is older?**

Resource Materials for Relationships and Sexuality Education

First Class Theme 6 The Wonder of New Life

- ▲ Has it any twin brothers or sisters? Has it any other brothers and sisters? Is it a boy or a girl? How do you know?
- ▲ What does it eat now? What food did it like when it was new-born? What food will it eat when it is older?
- ▲ What does it like to do? What does it do if it's happy? What makes it happy? What makes it sad, afraid, hungry etc.? How does it show it's sad, afraid, hungry etc.?
- ▲ How is it like a human baby? How is it different?

Resource Materials for Relationships and Sexuality Education

First Class

Theme 6

The Wonder of New Life

Option 2

Video Suggestion:

Animal Babies

Video Suggestion: **Animal Babies**

There are many nature videos that show the development of baby animals. Guidelines on the use of videos are included in Suggested Teaching Approaches on page 12.

Follow-up Activities

Art Activity:

A Spring Frieze

Quiet Time:

New Life

Art Activity: **A Spring Frieze**

Making a spring frieze is an annual event in many classrooms. Using a variety of materials (egg boxes, cotton wool, tissue paper, yarn, feathers), various techniques (sponge painting, printing, montage and collage) and media (paint for larger areas, crayon for detail) the children create a spring picture. Blue skies, some clouds, sunshine, fresh green fields, the farmer at work, ploughing and planting, lambs, chicks and other baby animals and birds, various animals coming out of hibernation, snails and worms, bats, hedgehogs, the frog and its life cycle, flowers, new growth on the tree, birds nest building, etc. may be included.

Quiet time: **New Life**

This walk 'in the imagination' is not limited by weather conditions or other practicalities. Background music may be appropriate. e.g., 'Morning' by Grieg

Encourage the children to tidy their tables, putting away pencils, books, 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 ...**

We are going to pretend we are going on a walk ... Shh ... quietly ... No need to move your feet ... Just pretend ... It's a bright and sunny spring day just right for going on a walk ...

All around you, you can see signs of new life in Spring ... Look around you and see ... Listen, what can you hear?... You feel a warm breeze on your face ... We've been walking a long time ... You must be tired ...

Resource Materials for Relationships and Sexuality Education

First Class Theme 6 The Wonder of New Life

In your imagination sit down and rest ... In a moment I want you to look around carefully and find me a sign of new life in Spring ... See if you can find something unusual, something no one else will find ... Pretend to stand up now and look for this something special ... It can be quite big or very tiny ... It might be a plant or animal ... Look up to the sky and down on the grass ... Look up in the trees and behind the bushes ...

When you have found something don't tell anybody what it is ... Wait until afterwards and we can all draw what we found and tell other people about it then ... When you've found what you're looking for open your eyes and stretch! Quietly now while we wait for the others to come back!

Parent/Guardian Involvement

Parent/guardian assistance on the nature walk and/or trip to the farm would be invaluable.

Parent/guardian assistance with the spring frieze would also be useful, whether providing the oddments for its creation or assisting in the artwork.

Parents/guardians visiting the classroom can be shown the frieze and other displays of RSE work to date.



Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to appreciate and celebrate the wonder of new life in the world of nature. 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, parents and teachers are encouraging them not to take these daily miracles for granted and to respect, value and cherish new life.

The following are suggested **Home Activities** for **parents/guardians** to undertake at home with their **children** on the theme **The Wonder of New Life**:

If an opportunity arises to look at a baby animal (kitten, pup, baby rabbit, pet mouse), the occasion can be used to talk about new life, using questions such as:

What baby animal did we see? How big was it?

Where was the baby animal before it was born? (Inside its Mammy, in its Mammy's womb).

How does it's owner care for it? What food does it eat?

How is it like a human baby? How is it different?

Or

Together, make a collage of baby animals, by cutting pictures from magazines and pasting them onto a page, under the heading New Life.

Or

Look at, and talk about, children's books on Baby Animals, from the home or school library.



7 How My Body Works





How My Body Works

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

Theme Menu

Option 1

Let's Investigate:	Our Senses
Let's Talk:	About What Happens the Food We Eat

Option 2

A Walk:	A Listening Walk
Let's Talk:	About Our Senses

Follow-up activities

Let's Write:	A Poem about Our Senses
Quiet Time:	In My Imagination ...

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. The following materials are designed to give teachers a variety of opportunities to introduce terminology for body parts in the context of hygiene practice, illness, injury, swimming, etc. The words to be used are not included in the suggested text or questions. This will be at the discretion of the teacher, in accordance with the school's RSE Policy.

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 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.

Resource Materials for Relationships and Sexuality Education

First Class Theme 7 How My Body Works

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". The teacher can take that opportunity to explain that the special place in a woman's body where a baby spends the nine months before it is born is called the womb.

In the following materials it is suggested that there will be a number of pictorial clues that will suggest which is the boy and which is the girl. That a boy has a penis and a girl hasn't may be one way the children suggest that they can tell which is which. The children will probably use colloquial terms to describe the penis and it is possible that they won't have a specific name for the external female genitalia. (The **vulva** is external and is the correct name for the opening of the **vagina** which is internal. The **urethra** is the duct through which urine is passed.) The RSE Policy of the school will indicate the biological terms for the body to be used and the ages at which they will be introduced.

Option 1

Let's Investigate:	Our Senses
Let's Talk:	About What Happens the Food We Eat

Let's Investigate: Our Senses

Ask the children how they learn about the world around them. Establish with them that they have five senses; sight, hearing, smell, taste and touch. Link these to their sense organs: e.g., I see with my eyes. A game of I Spy will demonstrate their sense of sight. The following activities will demonstrate the other senses.

Sense of Smell

Identifying Smells: Children are blindfolded and asked to identify distinctive smells e.g., mints, coffee, orange peel, onion etc.

Sense of Taste

Identifying Tastes: Children are blindfolded and asked to identify foods using their sense of taste e.g., salt, sugar, honey, banana. Ask the children to hold their noses and try to identify apple, cucumber or celery. 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.

Sense of Touch

Identifying Objects: Children are blindfolded and asked to identify a variety of objects e.g., an eraser, a paper, a tennis ball, a golf ball.

The teacher can consolidate the children's understanding of their senses by asking questions such as the following:

- ▲ **What are your senses? How many do you have?**
- ▲ **What can you do with your sense of sight? What do you see with? What is your favourite thing to see? What is your least favourite? If you can't see very well you might wear glasses. Some people cannot see. What can they use to help them? (white stick or guide dog to get around, Braille to read).**
- ▲ **What is your favourite sound? What do you not like to hear? What do you hear with? Some people cannot hear. What can they use to help them know what people are saying to them? (hearing aid, sign language)**
- ▲ **What is your favourite smell? What is your least favourite smell? What do you smell with?**
- ▲ **What do you like to taste? What do you not like the taste of? What do you taste with?**
- ▲ **What is nice to touch? What hurts to touch? What do you touch with?**

Let's Talk: About What Happens the Food We Eat

The teacher talks to the children about the role of food in their lives:

- ▲ **What do you do before you come to school every morning?**
- ▲ **What do you like to eat for breakfast?**

Resource Materials for Relationships and Sexuality Education

First Class Theme 7 How My Body Works

- ▲ **What do you eat at lunch-time here in school?**
- ▲ **How do you know if dinner is cooking when you go in home after school?**
- ▲ **What do you like about food?**
- ▲ **What does food do for your body?**
- ▲ **What happens when you smell the dinner cooking?** *(Maybe your mouth begins to water; you feel hungry; you ask what's cooking; you get impatient for the dinner to be ready; you set the table)*
- ▲ **When you look at your plate what happens?** *(Maybe you like the way the food is set out; you look at the food you like best; you wish you didn't have to eat the food you like least)*
- ▲ **When you pick up your knife and fork what do you do?** *(Maybe you re-arrange the food on your plate; you start with your favourite food; you cut the meat/fish; you push away something you don't really like)*
- ▲ **What should you remember when you're eating?** *(Eat slowly to give your body time to work; put down your knife and fork between bites; don't put too much food into your mouth at one time; don't speak with food in your mouth)*
- ▲ **What happens the food in your mouth?** *(Children may understand about saliva in the context of the mouth 'watering'; food is chewed; food is broken into small pieces)*
- ▲ **Where does food go to when it leaves your mouth?** *(Most children will answer 'tummy' and it can be explained that there is a tube at the back of the mouth, connecting it to the stomach)*
- ▲ **What happens to the food in your stomach?** *(A simple explanation will suffice - the food mixes with juices which separate the good parts that the body needs and the waste parts that it wants to get rid of)*
- ▲ **What happens the part of the food that is good for the body?** *(It is changed by the juices in the stomach and goes into your blood. The blood carries it all around the body to do its work)*
- ▲ **What kind of work does it do?** *(It keeps our body strong and healthy and protects us from getting sick. Our teeth, bones, skin, blood, heart, lungs, stomach, and all parts of our body benefit from the food we eat)*
- ▲ **What happens the part of the food that the body doesn't need or want?** *(The waste part of our food is divided into liquid and solid waste after it leaves the stomach. The body gets rid of this waste when we go to the toilet. The liquid waste is called urine and it passes through the penis in boys and the urethra in girls)*

This part of the lesson could be concluded with a comment on the wonder of the body, like a mini-factory with its machinery working to keep us strong and healthy.

Option 2

A Walk: A Listening Walk

Let's Talk: About Our Senses

A Walk: A Listening Walk

Children are taken on a 'Listening Walk'. They are encouraged to walk in silence. They can record what they hear pictorially when they return to the classroom. The teacher could check over the route beforehand to identify what sounds the children's attention may be directed to.

Let's Talk: About Our Senses

- ▲ What are your senses? How many do we have?
- ▲ What can you do with your sense of sight? What do you see with? What is your favourite thing to see? What is your least favourite? If you can't see very well you might wear glasses. Some people cannot see. What can they use to help them? (white stick or guide dog to get around, Braille to read).
- ▲ What is your favourite sound? What do you not like to hear? What do you hear with? Some people cannot hear. What can they use to help them know what people are saying to them? (hearing aid, sign language).
- ▲ What is your favourite smell? What is your least favourite smell? What do you smell with?
- ▲ What do you like to taste? What do you not like the taste of? What do you taste with?
- ▲ What is nice to touch? What hurts to touch? What do you touch with?

Follow-up Activities

Let's Write: A Poem about Our Senses

Quiet Time: In My Imagination ...

Let's Write: A Poem about 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 sea side, rainy days, snow, holidays, new babies, a season. 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, hear and touch or feel in each case.

Provide the children with unfinished sentences as below. In brackets write down the most popular of the children's ideas. Write them in a different colour, with simple picture clues 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 rings*)

I smell ... (*Fish and chips, breakfast ready*)

I taste ... (*Salt and vinegar, butter on toast*)

I feel ... (*The warm chips, warm inside*)

From this process the following sort of poems 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 warm chips between my fingers**

Or the first two words **I see ...etc.** may be omitted.

My sleepy brother yawning
the alarm clock rings
breakfast ready
butter on toast

Resource Materials for Relationships and Sexuality Education

First Class Theme 7 How My Body Works

Quiet Time: In My Imagination ...

Encourage the children to tidy their tables, putting away pencils, books, 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 ...**

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 faraway?

Are there special smells? Seaweed? 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 open your eyes and s-t-r-e-t-c-h!

Parent/Guardian Involvement

Parents/guardians could assist with the experiments in the classroom. These experiments could also be repeated at home with family members.

Parents/guardians helping the teacher with supervision on the 'Listening Walk' would be useful. Parents/guardians might assist with the writing activity.

Parents/guardians visiting the classroom can be shown the poems on display and other RSE work on display to date.



Dear Parents/Guardians;

The aim of this lesson is to provide children with opportunities to learn about the senses and their functions. This is part of developing children’s awareness of how their bodies work. In this context they may be introduced to terminology for all parts of the body, in accordance with the School RSE Policy. 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.

The following are suggested **Home Activities** for **parents/guardians** to undertake with their **children** on the theme **How my body works**:

Together, make up a poem on the five senses - Sight, Hearing, Smell, Taste, Touch:

I like to see

I like to hear

I like to smell

I like to taste

I like to touch

Or

Talk about some of the body’s organs and their functions:

The lungs to breathe;

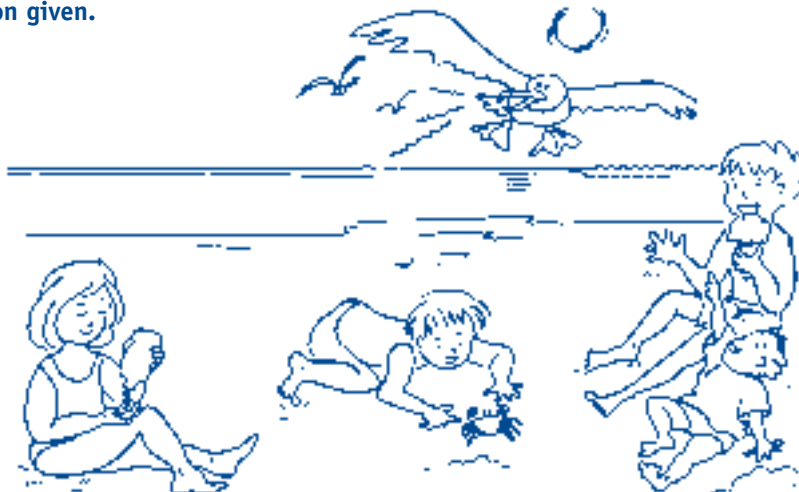
The heart to pump blood;

The stomach to digest food.

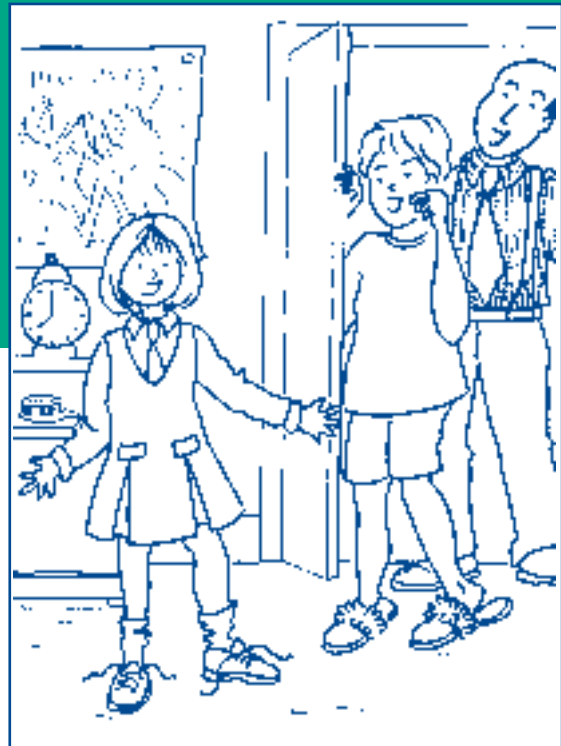
You may wish to talk about how the waste food and liquid leave the body, using the opportunity to give names for the private parts.

Or

Together, look at a child’s book on how the body works, talk about the pictures and read the information given.



8 Growing Means Changing





Growing Means Changing

Aim: To provide children with opportunities to recognise that growing up brings increased and changing responsibilities for oneself and others.

Theme Menu

Option 1

Story Time:	Maeve Does Some Growing Up
Let's Talk:	About How We Have Grown and Changed

Option 2

Story Suggestions:	About Growing
Activity:	Looking at Photographs

Follow-up Activities

Let's Write:	Sentences to Complete
Let's Pretend:	Changing and Growing

A Note on Growing

Children experience a range of life changes as they grow. As changes occur physically, socially and cognitively, 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.

Option 1

Story Time: Maeve Does Some Growing Up

Let's Talk: About How We Have Grown and Changed

Story Time: Maeve Does Some Growing Up

Maeve is a sensible and grown-up girl **now**. But things used to be **very different**. For six years she was an only child. She had **no** brothers and **no** sisters. Then the twins Deirdre and Daniel were born. By that time Maeve was in First Class, just like you are now.

Her Mammy had explained to her that she was going to be a 'Big Sister' now and would have to be a 'Big Help!' But Maeve wasn't used to having a younger sister and brother to look after. In fact Maeve wasn't even very good at looking after herself.

When her Daddy called her first thing in the morning to get ready for school, Maeve just rolled over in the bed and hid under her Disneyland duvet to play a game she used to play before the Twins were born. This game was called 'I want to go back to sleep!' Maeve liked to pretend she was never going to get out of bed. Her Mammy and Daddy had to work very hard to persuade her to get up so as to have her ready in time for school.

Do you ever play this game? Funny enough Maeve **never** played it at weekends. On Saturday and Sunday mornings Maeve liked to get up really early. She liked to jump on top of Mammy and Daddy's bed. Then it was **their** turn to play 'I want to go back to sleep!' Does this happen where you live too?

When Daddy came back ten minutes later Maeve was still under the covers. 'Oh Maeve, your Mammy and I have enough to do getting two babies fed and changed and dressed! Try and be a bit more helpful!' he said.

Slowly ... very slowly Maeve got out of bed and slowly ... very slowly she got dressed. Then she went to see what was for breakfast. 'Before you have your breakfast find your shoes and socks,' said Daddy.

Maeve couldn't remember where her shoes and socks were. Slowly ... very slowly she went to look. 'Maeve,' called her Mammy. 'It's time to go! Have you washed your teeth and combed your hair?'

Slowly ... very slowly Maeve came back. By the time Maeve had found her shoes and socks and washed her teeth and combed her hair they were all late. Nobody was very happy with Maeve. Even the twins were grumpy. Maeve wasn't very happy either. She missed meeting her friends in the yard before school started.

That's the way it went all week. Daddy had a word with Maeve. 'Really Maeve you're a 'Big Girl' now and you'll have to be a bit more helpful around the place. You're not the baby any more.' 'But, I liked being the baby!' thought Maeve.

Things didn't get any better. Mammy spoke to Maeve; 'Maeve you are six now. You should be well able to get out of the bed when you're called and get ready for school in the morning.'

Then one evening Granny rang. 'How would you like to come to stay with me for a little holiday and have a rest from all these babies?' asked Gran. 'I'd love that,' said Maeve.

Resource Materials for Relationships and Sexuality Education

First Class Theme 8 Growing Means Changing

Granny lived quite near by but this was the very first time that Maeve would be visiting on her own and staying overnight. Mammy helped Maeve pack. She took her Snow White pyjamas and her Donald Duck toothbrush, some toothpaste, a face cloth and a Little Mermaid towel. She wore jeans and a jumper and brought a tracksuit as a change of clothes. She also packed a change of underwear and some socks. Then her Mammy gave her a little purse with some money inside.

Maeve felt very grown up when she got to Granny's. She stood there with her little suitcase in her hand. Her Daddy had brought her there, but she was glad when he didn't stay long so that she could get on with being a real grown-up visitor. When Daddy had gone Granny said, 'I'll show you where you will be sleeping. It was where your mother used sleep when she lived here.'

It was lovely. There was a pale green grown-up bed spread and grown-up pillow on the grown-up bed. There were grown-up pictures on the striped green and pink grown-up wallpaper. Beside the bed was a grown-up bedside table and on top of that there was an old fashioned alarm clock. 'I love it!' said Maeve.

Granny helped Maeve unpack. They had a grown-up tea and watched television. They looked at photographs and Granny told Maeve funny stories about when Maeve's Mammy had been a little girl. After all the excitement Maeve began to feel sleepy. 'I think I'd like to go to bed now,' said Maeve.

Granny showed Maeve how to set the clock and next morning bright and early Maeve woke up to its cheerful bell. 'That's the secret!' said Granny, 'Give yourself plenty of time.' Maeve got ready herself though Granny helped her with her shoe laces. 'It just takes practice,' said Gran. They had a great day! Maeve helped Granny around the house, they went shopping and they baked some bread and scones.

That evening they brought the scones over to Maeve's house and had them with jam for tea. 'These are lovely,' said Daddy. 'I helped make them', said Maeve proudly. 'Clever girl!' replied Daddy.

That night she was back in her own bed. But her Granny had given her the alarm clock from her house. Daddy set the alarm. The next morning Mammy and Daddy got a pleasant surprise. When Daddy went in to call Maeve, she was up and dressed. All she needed was help with her shoe laces.

'I am so pleased!' said Mammy. 'How come you are ready on time?' she asked. Maeve showed Mammy the alarm clock that Granny had given her. Mammy laughed and laughed. 'Your Granny bought that for me when I was a little girl and I couldn't get ready in time for school! Imagine she kept it all this time and now it's come in useful again.'

Let's Talk: About How We Have Grown and Changed

When you have read the story to the children the following questions may be useful:

- ▲ How did Maeve grow and change in the story?
- ▲ When you were a new baby, what could you do for yourself? Was there anything you could do for other people? What did others do for you? Who were the people who helped you?
- ▲ By the time you were a toddler, what could you do for yourself? What were the things you could do for other people? What could others do for you? Who are the people who helped you?
- ▲ Next year what will you be able to do that you can't do now at home/at school? What would you like to learn how to do?

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First Class Theme 8 Growing Means Changing

Questions about growing responsibilities follow:

- ▲ **Now you are in first class there are some ways you can help yourself and others. These are called your responsibilities. For example you are old enough to dress yourself in the morning. Nobody would have expected you to be able to do this when you were new-born or a toddler. What other responsibilities do you have now?**

- ▲ **You have responsibilities for younger people too. You can help them to play safely. What other responsibilities do you have? What did others do for you when you were younger? Who were the people who helped you? What were their responsibilities?**

Resource Materials for Relationships and Sexuality Education

First Class

Theme 8

Growing Means Changing

Option 2

Story Suggestions:

About Growing

Activity:

Looking at Photographs

Story Suggestions: About Growing

The Year I Was Born In compiled by Sally Taghorn published by Puffin

The Shrinking Of Treehorn by Florence Parry Heide published by Puffin

Children of Treehorn's age are growing up. Treehorn on the other hand is shrinking - and no one will believe him!

Activity: Looking at Photographs

Ask the children to bring in photographs of themselves when they were new-born babies, toddlers and also a recent photograph. It doesn't matter if each child hasn't one of each. Arrange a display of the photographs into three groups: New-born; Toddler; First Class.

Talk to the children about the photographs. What is happening in the photographs?

What age were you then? Who else is in the photographs? What age is the child? What is the child wearing? What other things are in the photograph? What is happening in the photograph?

Is someone minding the child or is the child minding younger children? In the photographs featuring the older children, are they doing things they couldn't have done when younger?

How have the children changed since their new-born photo? Do they look different? Can they do more things? What are they?

Alternatively, ask the children to draw pictures of themselves or to collect pictures from magazines of new born babies, toddlers and children their own age. Display these according to age group and discuss them as above.

Follow-up Activities

Let's Write: Sentences to Complete

Let's Pretend: Changing and Growing

Let's Write: Sentences to Complete

When I was ... I could ...
I needed help to ...
The people who helped me were ...

When I was a toddler I could ...
I needed help to ...
The people who helped me were ...

Now I am older I can ...
I need help to ...
The people who help me are ...

As in earlier lessons in the First Class Materials prepare the work with the children orally. Ask the children how they would finish the sentences. Write down a selection of the most popular words in brackets after the sentence. You might write down the words the children are to choose from in a different colour or format. If the words are unfamiliar to the children use picture clues. Parents/guardians in the classroom could help less confident writers.

A poem could be written on this theme also.

Let's Pretend: Changing and Growing

Pretend Time can require the children to think of and act out solutions to problems and to evaluate the solutions. The subject should be simple and relevant to the children's own lives and developmental level. Avoid situations that might invade a child's privacy.

As in all these teaching approaches, it is important that the teacher has clear and well-defined objectives. Preparation is important. Wait until the children know you and one another before introducing Pretend Time. Define the task clearly and give the children a problem to solve or a decision to make. On this occasion ask them to work in twos. One person can be the child with a problem to solve and the other can be the helper, who may or may not be needed. Then decide on a solution to one of the following problems, first in the case of a new-born baby, then a toddler, then a child of five or six:

- ▲ You are hungry or thirsty...
- ▲ You have been caught in a shower of rain and you are wet...
- ▲ The weather has changed and you are cold...
- ▲ The sun is in your eyes...
- ▲ You have a pain in your tummy...
- ▲ Your hands are dirty...

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First Class Theme 8 Growing Means Changing

- ▲ You need a bath...
- ▲ You have nothing to do...

To prepare the children, read the problem aloud. Ask them:

- ▲ Has this ever happened to you?
- ▲ How would you feel in this situation if you were a baby/a toddler/the age you are now?
- ▲ What would you do if you were a baby/a toddler/the age you are now?
- ▲ What might happen next if you did this?
- ▲ What other ways are there to solve this problem?

Give the children enough time to think of possible solutions before asking for volunteers to act out the solution. Monitor the activity carefully. The children must not change the task given to them. Children can volunteer to participate but a child may also opt to 'pass' and not take an active part. These children can observe instead. Tell them to listen carefully and ask themselves:

- ▲ Could this really happen?
- ▲ What would I do in this situation? What would happen then?
- ▲ What other ways are there to solve this problem? What would the consequences of these be?

Activities can be done in pairs, in groups or as a class.

When the children have completed the task, evaluate their solution. Ask them:

- ▲ What is the best way to solve this problem? Why?
- ▲ What would be the worst? Why?

Parent/Guardian Involvement

Ask the children to tell their parents/guardians about Maeve. They can ask their parents/guardians how **they** have grown and changed since they were their age.

Parents/guardians will assist children selecting the photographs to bring to school and can talk to them about how they have grown and changed since they were born.

Parents/guardians could help with the writing activity in the classroom.

Parents/guardians visiting the classroom could be shown the display of photographs, the written work and any other display of RSE work completed to date.



Home-School Links First Class 8 Growing Means Changing

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to recognise that growing up brings increased and changing responsibilities for oneself and others. Parents/guardians and teachers find opportunities in many everyday situations to help children recognise this growth in their personal maturity.

The following are suggested **Home Activities** for **parents/guardians** to undertake with their **children** on the theme **Growing Means Changing**:

Talk about your child being in First Class:

Now you are in First Class there are many ways you can help to look after yourself. These are called your responsibilities. For example you are old enough to dress yourself in the morning. Nobody would have expected you to be able to do this when you were a new-born baby or a toddler. What other responsibilities do you have now?

Or

Talk about your child helping other children:

Now you are in First Class there are many ways you can help to look after younger children. This is called being responsible. Tell me about all the ways you help (name younger brothers/sisters/cousins/neighbours).

Or

Talk about other people's responsibilities towards your child:

Who were the people who helped you when you were younger? What did they do for you? What were their responsibilities?

Who are the people who help you now? What do they do for you? What do they do with you? What are their responsibilities?

Or

Taking turns, complete sentences such as the following

When I was ... I could ...
I needed help to ...
The people who helped me were ...

Now I am older I can ...
I need help to ...
The people who help me are ...



9 Decisions and their Consequences





Decisions and their Consequences

Aim: To provide children with opportunities to see that decisions have consequences in terms of their effect on themselves and other people.

Theme Menu

Option 1

Pretend Time:	Decisions and Consequences
Let's Talk:	About Decisions and their Consequences

Option 2

Art Creativity:	What Will I Do? What Might Happen?
Let's Talk:	About Decisions and their Consequences

Follow-up Activities

Let's Write:	Decisions and their Consequences
Let's Write:	A Promise

A Note on Making Choices

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.

Resource Materials for Relationships and Sexuality Education

First Class Theme 9 Decisions and their Consequences

Option 1

Pretend Time: Decisions and Consequences

Let's talk: About Decisions and their Consequences

Pretend Time: Decisions and Consequences

Ask the children to act out a number of the following and the decision they would make. They could do this in groups of two. What would they do? On the basis of what they would do could they guess what might happen next and what the consequences might be? Some questions which may be useful for this activity are in the Let's Talk section of this lesson.

1. You are watching your favourite T.V. programme. Your Mammy/Daddy wants you to do a message.
2. Mammy/Daddy is on the phone. The baby starts to cry.
3. You are going out to play. Your little brother wants to come too.
4. You are watching your favourite T.V. programme. Your friend calls. Your friend wants to play football but you'd prefer to stay indoors.
5. Your friend has come over to play. There is one bicycle. He gets bored watching you cycling up and down.
6. It's past your bedtime. Your Mammy/Daddy looks tired. You want to stay up later.
7. You are in a hurry. You don't bother to brush your teeth.
8. You have nothing to do. You decide to paint a picture. Things get a little messy and you haven't put any newspaper down.
9. You want to cut out some pictures. You know your Mammy/Daddy has said you are too young to use the kitchen scissors.
10. You are busy drawing a picture. Your Granny has lost her glasses.
11. You are hungry. You'd like something to eat.
12. Your favourite toy is far out of reach on the top of a press and you want to play with it.
13. You kick your ball out on the road. There is a lot of traffic on the road.
14. You've homework to do. Your Mammy/Daddy is doing the washing up.
15. The school bus is just pulling out as you reach the bus stop.
16. You are playing with your friends. A new child in the school looks lonely and left out.
17. You are at a party. There is one more rice crispie cake left on the plate. You reach out for it at the same time as your friend.

Resource Materials for Relationships and Sexuality Education

First Class Theme 9 Decisions and their Consequences

18. You buy a chocolate bar. What do you do with the paper?
19. You have to cross the road. The pedestrian crossing is way up the road. You are in a hurry.

Let's Talk: About Decisions and their Consequences

1. You are watching your favourite T.V. programme. Mammy/Daddy wants you to do a message.

What is your favourite T.V. programme? Did this ever happen to you? What did you do? What happened next? What do you think would happen if you kept watching T.V. and didn't help your Mammy/Daddy? How would Mammy/Daddy feel? What would happen if you did the message for Mammy/Daddy?
2. Mammy/Daddy is called to the phone. The baby starts to cry.

Did this ever happen to you? What did you do? What happened next? Why might the baby be crying? What could you do to help? What might Mammy/Daddy say if you cheer the baby up?
3. You are going out to play. Your little brother/sister wants to come too. Did this ever happen to you? What did you do? What did your friends say? What happened next?
4. You are watching your favourite T.V. programme. Your friend calls. Your friend wants to play football but you'd prefer to stay indoors.

Did this ever happen to you? What did you do? If you were to be a good friend what would you do? What else could you do? What would happen next? How would your friend feel?
5. Your friend has come over to play. There is one bicycle. He gets bored watching you cycling up and down.

Did this ever happen to you? What did you do? If you were to be a good friend what would you do? What else could you do? What would happen next? How would your friend feel? How would you feel if this happened to you?
6. It's past your bedtime. Your Mammy/Daddy looks tired. You want to stay up later.

Did this ever happen to you? What did you do? How did you think your Mammy/Daddy felt then? What else could you do? What would happen next? How would your Mammy/Daddy feel?
7. You are in a hurry. You don't bother to brush your teeth.

Did this ever happen to you? What did you do? What happened when you did this? What else could you decide to do? What would happen next? What would be the healthiest thing to do?
8. You have nothing to do. You decide to paint a picture. Things get a little messy and you haven't put any newspaper down.

Resource Materials for Relationships and Sexuality Education

First Class Theme 9 Decisions and their Consequences

Did this ever happen to you? What did you do? What happened then?
What else could you have decided to do? What would happen next?

9. You want to cut out some pictures. You know your Mammy/Daddy has said you are too young to use the kitchen scissors.

Did this ever happen to you? What did you do? What happened? What else could you have decided to do? What would happen next? What would be the safest thing to do? Why?

10. You are busy drawing a picture. Your Granny has lost her glasses.

Did anything like this ever happen to you? What did you do? What happened then? How did the other person feel? What would be the kindest thing to do? What would happen next? How would your Gran feel?

11. You are hungry. You'd like something to eat.

Did this ever happen to you? What did you do? What happened? What else could you have decided to do? What would happen next? What would be the best thing to do? Why? What would be a dangerous thing to do? Why?

12. Your favourite toy is far out of reach on the top of a press and you want to play with it.

Did this ever happen to you? What did you do? What happened? What else could you have decided to do? What would happen next? What would be the safe thing to do?

13. You kick your ball out on the road. There is a lot of traffic on the road.

Did this ever happen to you? What did you do? What happened? What else could you have decided to do? What would happen next? What would be the best thing to do? Why? What would be a dangerous thing to do? Why?

14. You've homework to do. Your Mammy/Daddy is doing the washing up.

Did this ever happen to you? What did you do? What happened? How did your Mammy/Daddy feel? What else could you have decided to do? What would happen next? How would Mammy/Daddy feel? What would be the best thing to do? How would Mammy/Daddy feel then?

15. The school bus is just pulling out as you reach the bus stop.

Did this ever happen to you? What did you do? What happened? What else could you have decided to do? What would happen next? What would be a dangerous thing to do? Why? What would be the best thing to do?

16. You are playing with your friends. A new child in the school looks lonely and left out.

Did this ever happen to you? What did you do? What happened? What did your friends say? What else could you have decided to do? What would happen next? What would be the kindest thing to do? How would the new child feel then?

17. You are at a party. There is one more rice crispie cake left on the plate. You reach out for it at the same time as your friend.

Resource Materials for Relationships and Sexuality Education

First Class Theme 9 Decisions and their Consequences

Did this ever happen to you? What did you do? What happened? What did your friend say? What else could you have decided to do? What would happen next? What would be the kindest thing to do? How would your friend feel then?

18. You buy a chocolate bar. What do you do with the paper?

Did this ever happen to you? What did you do? What happened? What else could you have decided to do? What would happen next? What would happen if every one dropped their litter? What would be the best thing to do? Why?

19. You have to cross the road. The pedestrian crossing is way up the road. You are in a hurry.

Did this ever happen to you? What did you do? What happened? What else could you have decided to do? What would happen next? What would be a dangerous thing to do? Why? What would be the best thing to do? Why?

Resource Materials for Relationships and Sexuality Education

First Class Theme 9 Decisions and their Consequences

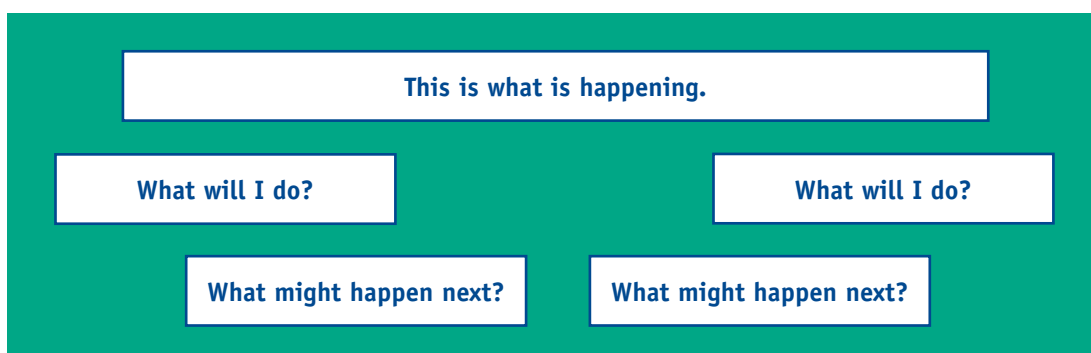
Option 2

Art Creativity:	What Will I Do? What Might Happen?
Let's Talk:	About Decisions and their Consequences

Art Creativity: What Will I Do? What Might Happen?

Using any number of the scenarios in Option 1 ask the children to draw the situation in the centre of a large page. The situation and the decisions that might be taken would need to be discussed thoroughly with the class first. Some questions which may be helpful are to be found in Let's Talk, Option 1.

Then the children can draw two alternative decisions they could make based on the situation and beyond that the consequences each decision might have. One of the decisions should be the one the child thinks is best. The page might be prepared and labelled as follows;



The children could colour in the path they would choose. Or mark their choices with a red tick and the decisions they wouldn't take with an X. The more confident writer could write a simple sentence saying what their decision would be at the bottom of the page. Adult help would be useful.

Let's talk: About Decisions and their Consequences

- 1. You are watching your favourite T.V. programme. Mammy/Daddy wants you to do a message.**

What is your favourite T.V. programme? Did this ever happen to you? What did you do? What happened next? What do you think would happen if you kept watching T.V. and didn't help your Mammy/Daddy? How would Mammy/Daddy feel? What would happen if you did the message for Mammy/Daddy?
- 2. Mammy/Daddy is called to the phone. The baby starts to cry.**

Did this ever happen to you? What did you do? What happened next? Why might the baby be crying? What could you do to help? What might Mammy/Daddy say if you cheer the baby up?
- 3. You are going out to play. Your little brother/sister wants to come too. Did this ever happen to you? What did you do? What did your friends say? What happened next?**
- 4. You are watching your favourite T.V. programme. Your friend calls. Your friend wants to play football but you'd prefer to stay indoors.**

Resource Materials for Relationships and Sexuality Education

First Class Theme 9 Decisions and their Consequences

Did this ever happen to you? What did you do? If you were to be a good friend what would you do? What else could you do? What would happen next? How would your friend feel?

5. Your friend has come over to play. There is one bicycle. He gets bored watching you cycling up and down.

Did this ever happen to you? What did you do? If you were to be a good friend what would you do? What else could you do? What would happen next? How would your friend feel? How would you feel if this happened to you?

6. It's past your bedtime. Your Mammy/Daddy looks tired. You want to stay up later.

Did this ever happen to you? What did you do? How did you think your Mammy/Daddy felt then? What else could you do? What would happen next? How would your Mammy/Daddy feel?

7. You are in a hurry. You don't bother to brush your teeth.

Did this ever happen to you? What did you do? What would happen if you did this? What else could you decide to do? What would happen next? What would be the healthiest thing to do?

8. You have nothing to do. You decide to paint a picture. Things get a little messy and you haven't put any newspaper down.

Did this ever happen to you? What did you do? What would happen if you did this? What else could you have decided to do? What would happen next?

9. You want to cut out some pictures. You know your Mammy/Daddy has said you are too young to use the kitchen scissors.

Did this ever happen to you? What did you do? What happened? What else could you have decided to do? What would happen next? What would be the safest thing to do? Why?

10. You are busy drawing a picture. Your Granny has lost her glasses.

Did anything like this ever happen to you? What did you do? What happened then? How did the other person feel? What would be the kindest thing to do? What would happen next? How would your Gran feel?

11. You are hungry. You'd like something to eat.

Did this ever happen to you? What did you do? What happened? What else could you have decided to do? What would happen next? What would be the best thing to do? Why? What would be a dangerous thing to do? Why?

12. Your favourite toy is far out of reach on the top of a press and you want to play with it.

Did this ever happen to you? What did you do? What happened? What else could you have decided to do? What would happen next? What would be the safe thing to do?

Resource Materials for Relationships and Sexuality Education

First Class Theme 9 Decisions and their Consequences

13. You kick your ball out on the road. There is a lot of traffic on the road.

Did this ever happen to you? What did you do? What happened? What else could you have decided to do? What would happen next? What would be the best thing to do? Why? What would be a dangerous thing to do? Why?

14. You've homework to do. Your Mammy/Daddy is doing the washing up.

Did this ever happen to you? What did you do? What happened? How did your Mammy/Daddy feel? What else could you have decided to do? What would happen next? How would Mammy/Daddy feel? What would be the best thing to do? How would Mammy/Daddy feel then?

15. The school bus is just pulling out as you reach the bus stop.

Did this ever happen to you? What did you do? What happened? What else could you have decided to do? What would happen next? What would be a dangerous thing to do? Why? What would be the best thing to do?

16. You are playing with your friends. A new child in the school looks lonely and left out.

Did this ever happen to you? What did you do? What happened? What did your friends say? What else could you have decided to do? What would happen next? What would be the kindest thing to do? How would the new child feel then?

17. You are at a party. There is one more rice crispie cake left on the plate. You reach out for it at the same time as your friend.

Did this ever happen to you? What did you do? What happened? What did your friend say? What else could you have decided to do? What would happen next? What would be the kindest thing to do? How would your friend feel then?

18. You buy a chocolate bar. What do you do with the paper?

Did this ever happen to you? What did you do? What happened? What else could you have decided to do? What would happen next? What would happen if every one dropped their litter? What would be the best thing to do? Why?

19. You have to cross the road. The pedestrian crossing is way up the road. You are in a hurry.

Did this ever happen to you? What did you do? What happened? What else could you have decided to do? What would happen next? What would be a dangerous thing to do? Why? What would be the best thing to do? Why?

Follow-up Activities

Let's Write: Decisions and their Consequences

Let's Write: A Promise

Let's Write: Decisions and their Consequences

The object of this exercise is to make the subject of decisions and their consequences more personal to the children. Each set of sentences to be completed consists of a decision to be taken, the decision the child chooses and the consequence of this decision. You could use any of the situations mentioned earlier in the lesson or the teacher may be aware of a particularly relevant home or school-based scenario that might be appropriate.

Prepare this work with the children orally first. For example you could ask the children:

- ▲ **What is your favourite T.V. programme?**
- ▲ **What kind of help might Mammy/Daddy ask for while you are watching this?**
- ▲ **What would you say?**
- ▲ **How would this make Mammy/Daddy feel?**
- ▲ **How would it make you feel?**

On the basis of their answers the children can complete the following sentences from the blackboard. Write down a selection of the more popular words in brackets after the sentence. You might write the words the children are to choose from in a different colour or format. If these words are beyond the children's sight vocabulary, picture clues might be useful. Less able writers might choose to complete the sentences pictorially. Adult assistance in the classroom would be useful.

- ▲ Example 1:

If I am watching ... (*favourite T.V. programme*)

and Mammy/Daddy asks me to ...

I will ...

Then s/he will feel ...

I will feel ...

- ▲ Example 2:

Do you have a baby brother or sister at home? What is the baby's name? What makes babies cry? What does Mammy/Daddy do? How can you help? Are there times Mammy/Daddy might need your help to make baby happy?

If Mammy/Daddy is ...

and (*baby's name*) starts to cry.

I will ...

Resource Materials for Relationships and Sexuality Education

First Class Theme 9 Decisions and their Consequences

Then Mammy/Daddy will feel ...

The baby will be ...

I will be ...

Let's Write: A Promise

The object of this exercise is to take the subject of decisions and their consequences a step further. This time the children are encouraged to make a promise and follow it through. The commitment should ideally be based on simple home or school-based situations, that have relevance to the children.

The previous activities, reinforced by the conversation in the Let's Talk sections, will have helped the children to appreciate that decisions they make have consequences in terms of the effect they have on themselves and other people.

Prepare this work with the children orally first. The teacher may know of a situation that is relevant to all class members. With adult assistance, in the classroom or at home, it may be possible and preferable for each child to decide on the promise that is most relevant to them.

The promise may take the form of a simple letter to the person whom this decision most affects. Less able writers might choose to complete the letter pictorially.

A Promise to ...

Dear ...

Do you remember the time when I ...

This made you feel...

From now on I promise to ...

I will feel ... too!

Love ...

Ask that the children deliver their letters personally to clarify or explain its contents if necessary. Follow up soon afterwards to remind the children of their promises. Do this periodically. Commend those that are keeping their promises and encourage the rest.

Parent/Guardian Involvement

Parent/guardian assistance in the art and writing activities would be useful.

Parents/guardians will be among the recipients of the letter of promise.

Parents/guardians visiting the classroom can be shown the artwork and the other RSE work on display to date.



Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to realise that decisions have consequences in terms of their effect on themselves and other people. 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 **Home Activities** for **parents/guardians** to undertake with their **children** on the theme **Decisions and their Consequences**:

The following are familiar situations in many homes. Talk about what happens if/when any of the following situations arise with your child:

- ▲ It's past bedtime. You want to stay up later. What happens?
- ▲ You are in a hurry. You don't bother to brush your teeth.
- ▲ You have nothing to do. You decide to paint a picture. Things get a little messy and you haven't put any newspaper down.
- ▲ You are hungry. You'd like something to eat.
- ▲ Your favourite toy is far out of reach on the top of a press and you want to play with it.
- ▲ You kick your ball out on the road. There is a lot of traffic on the road.
- ▲ You've homework to do. Your friend calls and asks you to play.
- ▲ You buy a chocolate bar. What do you do with the paper?
- ▲ You have to cross the road. The pedestrian crossing is way up the road. You are in a hurry.
- ▲ You are watching your favourite T.V. programme. Mammy/Daddy wants you to do a message.
- ▲ Mammy/Daddy is called to the phone. The baby starts to cry.





First Class: Curriculum Integration

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Second Class

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Adaption and Organisation of RSE Materials

The arrangement of these RSE Classroom Materials is for presentation purposes only and is not intended to pre-determine the sequence of delivery of an RSE Programme in the school.

The materials are arranged sequentially and are age appropriate. However, they are not prescriptive, rather they provide a menu of options for classroom lessons from which teachers can choose in accordance with their school policy on RSE. Schools may wish to choose RSE materials from other sources, as an alternative, or to supplement and complement these materials.

It would not be possible to cover all the materials but options are offered for each RSE theme, each option having adequate material for a lesson. It may prove practicable to integrate some of the options with other subject areas. A choice of activities for inclusion in the lesson is also given. Participants in the programme should feel free to choose activities which best suit their own school situation.

1 Other People are Special



Theme 1

Other People are Special

Aim: To provide children with opportunities to become more aware of other people and to appreciate that other people are special too. Identifying similarities and differences will be part of this process.

Theme Menu

Option 1

Art Activity (1):	Self-Portrait
Let's Talk:	About How We Are the Same and How We Are Different

Option 2

Art Activity (2):	Collage - How We Are Different
Let's Talk:	About How We Are the Same and How We Are Different

Follow-up Activities

Let's Write (1):	A Poem - How Other People See Me
Let's Write (2):	An Acrostic Poem - My Name
Centre of Interest:	About How We Are the Same and How We Are Different

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 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.

Option 1

Art Activity (1):

Self-Portrait

Let's Talk:

About How We Are the Same and how We Are Different

Art Activity: Self-Portrait

Teacher provides identical human figure shapes cut from card. The children personalise these by adding details such as hair, eyes and the school uniform or 'uniform' of X-Works jeans and sweatshirt. These can be displayed in the classroom.

Displaying the variety of self-portraits together will illustrate the concepts of similarity and difference. They may include children from a variety of social or cultural backgrounds or children with a physical disability, depending on the composition of the class.

A follow-up discussion would reinforce this learning. Questions which may be appropriate are contained in the Let's Talk section of this lesson.

Let's Talk: About How We Are the Same and How We Are Different

Whether you have chosen to make self-portraits or collage with the class you might like to start a discussion using a selection of the following questions. First ask the children to get into groups of two. Remind them to be kind when saying things about other people.

- ▲ **How are you the same as your partner? How are you different? In what way do you look alike? (Hair colour? eye colour? height etc.) In what way do you look different?**

Give each child approximately sixty seconds to find out what is his/her partner's favourite food and what s/he likes to drink.

- ▲ **What does your partner like to eat and drink? What do you like? Is this the same or different?**

Give the children a short time to find out their partner's favourite T.V. programme and whether they agree or disagree on this?

You could ask each person to find out about a number of his/her partner's other preferences and see if they are the same or different to his/hers e.g., favourite way to spend a wet Saturday, favourite school subject, book, football team, film, pop group, weather, animal, season, time of the day or place.

Follow up by asking each child to find out how his/her abilities and achievements compare with his/her partner's.

- ▲ **Can your partner cycle a bicycle? Can s/he swim? Find out other things your partner can do? What can you do? Are the things you can do the same, nearly the same or very different to your partner?**
- ▲ **Find out something your partner has done that s/he is very proud of. For example, have they won prizes for swimming, running, singing or dancing? Is there anything you are very proud of? Is this the same or different to your partner?**

Resource Materials for Relationships and Sexuality Education

Second Class Theme 1 Other People are Special

Finally, as 'personality difference' is the most difficult of these concepts, ask the children;

- ▲ **How would you describe yourself?**
Chatty? noisy? quiet? helpful? peaceful? shy? honest? neat? untidy? clever?
- ▲ **Tell your partner the words you think best describe you. Can you think of any other words? Find out what words your partner thinks best describe him or her. Can s/he think of any other words? Are you like this or are you different?**
- ▲ **How are you special? How is your partner special?**

Resource Materials for Relationships and Sexuality Education

Second Class Theme 1 Other People are Special

Option 2

Art Activity (2):

Collage - How We Are Different

Let's Talk:

About How We Are the Same and How We Are Different

Art Activity: Collage - How We Are Different

The teacher and class discuss ways in which we are similar and different. We are physically different but we also can differ culturally, in personality, likes and dislikes, opinions and beliefs, strengths and weaknesses, abilities and achievements. Questions which may be useful for this discussion are to be found in the Let's Talk section of this lesson.

Based on this discussion the children make collages using pictures from magazines. They can select pictures that illustrate their cultural background, personality, their likes and dislikes, their opinions and beliefs, what they are good at, abilities and achievements.

Each collage is meant to represent its artist so when all the art work is displayed together the concept of difference will be illustrated. Similarities will also be apparent.

This theme of similarity and differences between the children in terms of physical appearance and preferences can be integrated with work in Mathematics, e.g., devising bar-charts.

After tidying up the children reassemble to talk about what they've learnt about themselves and others.

Ask the children:

- ▲ **Did you learn anything new about yourself?**
- ▲ **Did you learn anything new about other people in the class?**

Let's talk: About How We Are The Same and How We Are Different

Whether you have chosen to make self-portraits or collage with the class you might like to start a discussion using a selection of the following questions. First ask the children to get into groups of two. Remind them be kind when saying things about other people!

How are you the same as your partner? How are you different? In what way do you look alike? (*Hair colour? eye colour? height etc.*) In what way do you look different?

Give each child approximately sixty seconds to find out what is his/her partner's favourite food and what s/he likes to drink.

What does your partner like to eat and drink? What do you like? Is this the same or different?

Give the children a short time to find out their partner's favourite T.V. programme and whether they agree or disagree on this?

You could ask the children to find out about a number of their partners' other preferences and see if they are the same or different to their own e.g., favourite way to spend a wet Saturday, favourite

Resource Materials for Relationships and Sexuality Education

Second Class Theme 1 Other People are Special

school subject, book, football team, film, pop group, weather, animal, season, time of the day or place.

Follow up by asking the children to find out how their abilities and achievements compared with their partners.

- ▲ **Can your partner cycle a bicycle? Can s/he swim? Find out other things your partner can do. What can you do? Are the things you can do the same, nearly the same or very different to your partner?**
- ▲ **Find out something your partner has done that s/he is very proud of? For example, has s/he won prizes for swimming, running, singing or dancing? Is there anything you are very proud of? Is this the same or different to your partner?**

Finally, as 'personality difference' is the most difficult of these concepts, ask the children:

- ▲ **How would you describe yourself?
Chatty? noisy? quiet? helpful? peaceful? shy? honest? neat? untidy? clever?**
- ▲ **Tell your partner the words you think best describe you. Can you think of any other words? Find out what words your partner thinks best describe him or her. Can s/he think of any other words? Are you like this or are you different?**
- ▲ **How are you special? How is your partner special?**

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Second Class Theme 1 Other People are Special

Follow-up Activities

Let's Write (1):	A Poem - How Other People See Me
Let's Write (2):	An Acrostic Poem - My Name
Centre of Interest:	About How We Are the Same and How We Are Different

Let's Write (1): A Poem - How Other People See Me

The following activity would also help children be more aware of others. Ask the child to nominate four friends or family members who are important to them. These might include a family pet!

To start, the child is asked to draw a picture of him/herself in the centre of a page. After a class discussion on how each child might be perceived, for example, by his/her little brother, Mammy/Daddy, friend or dog, the children are asked to draw in each of the four corners of their page, how they think these four see the artist.

Then provide the children with a word or a simple unfinished sentence as a guide. In brackets write down some of the children's ideas.

How Others See Me!

Mammy thinks I'm (*chatty, helpful, untidy, a scatterbrain*)

Granny thinks I'm (*like her when she was my age, a good singer, noisy sometimes*)

Baby thinks I'm (*bigger, bossy, brave, funny,*)

The dog thinks I'm (*much bigger, fun to play with, kind with scraps of food*)

The children write their own poems choosing from the blackboard the words they need to complete their poem. An easier option might be to write this poem as a class poem. There is no need for these poems to rhyme. The effort to find a rhyme may limit the child's expression. From these beginnings the following sort of poem might emerge;

How Others See Me!

Mammy/Daddy says I'm chatty and helpful, even if I am a scatterbrain sometimes.

Granny says I'm noisy sometimes but she likes when I sing.

Baby Cormac thinks I'm bossy and funny and brave.

Rex thinks I'm wonderful all the time and I think so too!

Resource Materials for Relationships and Sexuality Education

Second Class Theme 1 Other People are Special

Let's Write (2): An Acrostic Poem - My Name

Poems can also be written using the children's names as a guide and the discussion in the Let's Talk section of this lesson as subject material.

Show the children how to write an acrostic using the letters of their names by doing a couple of examples on the blackboard first. Each letter of the child's name is used to begin a word, phrase or sentence that describes the child's appearance, personality, talents etc. For these examples choose the names of children who may be in need of affirmation as this can be a self-enhancing experience.

These poems, when displayed together, will also illustrate the diversity of personality types, interests, abilities and achievements among the children in the class.

Aisling	Padraig
<i>Always cheerful</i>	<i>Padraig is</i>
<i>Interesting to talk to</i>	<i>Always good-humoured</i>
<i>Smiles a lot</i>	<i>Dark haired and dark eyes</i>
<i>Laughs a lot too</i>	<i>Really funny</i>
<i>I like joking</i>	<i>A good friend</i>
<i>Never grumpy</i>	<i>Incredible footballer</i>
<i>Girl in a million</i>	<i>Great goalscorer</i>

Centre of Interest: About How We Are the Same and How We Are Different

With the assistance of the children, make a collection of pictures, photographs and other items that are relevant to the objective of the lesson. These might include the artwork generated by the activities in this lesson and books on the subject. Children from minority cultures would have a valuable contribution to make.

Parent/Guardian Involvement

Parent/guardian assistance in the classroom would be useful when making the self-portraits or collage. Parents/guardians might help the children collect materials which could be used in these activities.

Parents/guardians visiting the classroom could be shown the artwork and written work produced during this lesson, and other displays of RSE work to date.

Children could discuss their written work with their parents/guardians in advance. They could find out from their parents/guardians how they see them. Acrostic poems could be written at home using the names of various family members.



Home-School Links Second Class 1 Other People are Special

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to become more aware of other people and to appreciate that other people are special too. Identifying similarities and differences will be part of this process. This helps children to build respect for themselves and others which is fundamental to the development of self-esteem. Appreciating difference also develops tolerance which promotes harmony in society.

The following are suggested **Home Activities** for **parents/guardians** to undertake with their **children** on the theme **Other People Are Special**:

Ask your child to think about another child in the family/class and discuss how they are similar/different, using questions such as:

In what way are you alike?
In what way are you different?

What is his/her favourite hobby/drink/T.V. programme/song?
What is yours?

How would you describe?
How would you describe yourself?

Or

Together, write an Acrostic Poem about someone special in your lives, such as “Granny”:

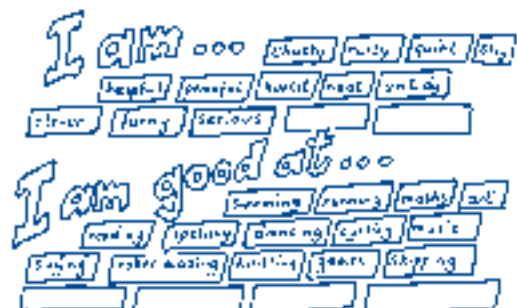
Great to visit,
Really kind,
Always cheerful,
Never minds
Noisy children,
Young at heart.

Or

Make a collage of pictures showing something special about people -

Cut out pictures of men, women, boys, girls, babies from newspapers or magazines. Stick them onto a page and write a few words beside each person, such as:

“lovely smile”, “helps people”, “great footballer”, etc.



2 Being Friends





Being Friends

Aim: To provide children with opportunities to explore the theme of friendship as it relates to children's own experience.

Theme Menu

Option 1

An Interview:	With Friends
Let's Talk:	About What Being a Friend Means

Option 2

Pretend Time:	What Would a Friend Do?
Story Suggestions:	About Friends

Follow-up Activities

Let's Write:	Riddles about Friends
Art Activity:	Story - A Friendship in Cartoon Form

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 is broadened. 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 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

Second Class

Theme 2

Being Friends

Option 1

An Interview: With Friends

Let's Talk: About What Being a Friend Means

The focus of this lesson is on what makes a good friend rather than who are these friends. The social dynamic within a class results in some children being more 'popular' than others. An emphasis on choosing and naming friends may be hurtful and counter-productive for those whose designated friend does not choose them in return. The vulnerability of some pupils regarding friendships will need to be taken into account during lessons on friendship.

An Interview: With Friends

The process of preparing for this activity is a useful one. The more the children participate in this process, the more they will benefit from it. By taking part in this process the children become more responsible for their own learning. The friends to be interviewed might be volunteers from the class. This interview might be contrasted with one with volunteers from a senior class. Interviewees from a senior class might be provided with the questions in advance in order to be prepared and to save time.

Interviewing a group of three or more friends would be a useful exercise. Among girls at this age, pairing off into exclusive best friendships can be a source of disharmony within the class. In such cases more mature children who can maintain several friendships provide models from which the others can learn.

The class decide on questions for the interviewees with guidance from the teacher. The questions should be based on the theme of the lesson i.e., being friends and returning friendship. For example:

- ▲ **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? Why? Do you have any other friends? Can you share friends? Do you feel unhappy or jealous when your friend plays with some one else?**
- ▲ **What is your favourite thing to do together? What was the kindest thing your friend ever did?**
- ▲ **Do you ever fight? What happens then? How do you make friends again?**
- ▲ **What makes a good friend? How is your friend a good friend? How are you a good friend in return?**

You might also use a selection of the situations from the next section, Pretend Time: What Would A Friend Do? and ask the interviewees what they would do.

To ensure even participation a question is allocated to each child in the class. The teacher may take note of the answers for use in a follow-up discussion. The friends to be interviewed sit up at the top of the class.

Resource Materials for Relationships and Sexuality Education

Second Class Theme 2 Being Friends

It may be possible to interview more than one group of friends from the class. However, the art activity at the end of the lesson will also give the children an opportunity to talk about their relationships with their friends.

The teacher chairs the interview. Afterwards the teacher thanks the participants. If the interviewees are from another class they may be sent cards, made by class members, to thank them. In these cards they might mention something the interviewee said that they enjoyed hearing or found interesting. In this way Thank You cards would reinforce the learning.

Let's Talk: About What Being a Friend Means

In terms of this activity ask the children:

- ▲ **What makes a good friend?**
- ▲ **How are your friends good ones?**
- ▲ **How are you a good friend in return?**
- ▲ **How could you be an even better friend?**
- ▲ **Do good friends ever have fights?**
- ▲ **What can cause these disagreements?**
- ▲ **How do good friends make up?**

Option 2

Pretend Time: What Would a Friend Do?

Story Suggestions: About Friends

Pretend Time: What Would a Friend Do?

Wait until the children know you and one another before introducing this activity. Define the task clearly and give the children a problem to solve or a decision to make.

For example: **What would a friend do?**

1. You are walking home from school with your friends. One of your friends suggests you take a shortcut through a laneway. Your Mammy/Daddy has told you not to go that way. You don't want to disobey, but you don't want to walk home on your own either.
2. Your friend is playing a game with another group of children. You ask can you play too. One of the other children says "no".
3. Your friend is showing you something s/he has just made in art. You accidentally drop it and it breaks.
4. You didn't finish your homework. You ask your friend to let you copy his/hers.
5. You forgot your lunch and are feeling hungry at lunchtime.
6. Your friend is playing with someone else. You feel left out.
7. Somebody deliberately pushes you in the line. You fall and hurt your knee.
8. Your friend is talking and making noise during a lesson. The teacher thinks it is you and asks you to stop.

The teacher may also know of some examples that are topical and specific to the class. To prepare the children read the problem aloud. Get them thinking in advance of the activity. Ask them:

- ▲ **Has this ever happened to you? What did you do? Why? What would a good friend do? Why? Would it be easy or hard for your friend to do this? Why? What might happen next if your friend does this? (In other words; What might the consequences be?) What would you do then?**
- ▲ **What should your friend not do? Why? Why might your friend behave this way? Is there anything else your friend might do - any other way to solve this problem?**

Give the children enough time to think of possible solutions before asking for volunteers to act out a solution. Monitor the activity carefully. The children must not change the task given to them. Stop the activity if misunderstandings arise and if feelings are hurt be responsive. Children can volunteer for roles but a child may also opt to 'pass' and not be involved. These children can observe instead. Tell them to listen carefully and ask themselves:

- ▲ **Could this really happen? Why? What would a good friend do in the situation? What would happen next if a friend did that? What other ways are there to solve this problem? What would the consequences of these solutions be? (In other words; What might happen next?)**

Resource Materials for Relationships and Sexuality Education

Second Class Theme 2 Being Friends

Activities can be done in pairs, in groups or as a class.

When the children have completed the task, stop the activity. Evaluate the solution with the children afterwards. Ask them:

- ▲ **What is the best way for a good friend to solve this problem? Why? If your friend did this how would you feel? What would you say or do?**
- ▲ **Which is the worst? Why? If your friend behaved like this how would you feel? What would you say or do? Is there a way to prevent the problem from happening again? How?**

Story Suggestions: About Friends

Through reading books or listening to stories children experience life vicariously. These books are on the subject of friendship. The teacher will know of suitable alternatives.

Liza's Lamb by *Margrit Cruickshank* published by *Poolbeg Press*
Shane and Liza become good friends during an extended hospital stay.

Best Friends Forever by *Kathryn Cave*, published by *Puffin*
Sam and Alex's friendship is tested when they both want to look after the new girl in school.

Willa and Old Miss Annie by *Berlie Doherty* published by *Walker*
Willa has moved and misses her friend. She wonders if she will ever make new friends?

Flow by *Pippa Goodhart* published by *Mammoth*
Oliver has a reading problem. His dog Flow is blind in one eye and deaf in one ear. Together these friends face disappointment and ultimately triumph!

Please Mrs. Butler by *Allan Ahlberg* published by *Puffin*
A selection of poems about school, many funny and realistic observations on the nature of relationships in school.

Follow-up Activities

Let's Write: Riddles about Friends

Art Activity: Story - A Friendship in Cartoon Form

Let's Write: Riddles about Friends

Children should be told that only complimentary clues will be acceptable.

The teacher gives a few blackboard examples to start, selecting children s/he thinks need to be affirmed. Encourage the children not to make their clues too easy, not to concentrate on physical appearance and to include a practical example of how this person is a good friend. For example:

Who Am I?

I am eight. I am good at football and tennis. I have two brothers. I wear ear rings. I am a good friend because I am good at listening and sharing. Last year I had a broken leg and I had to come to school on crutches.

This work can be displayed under the title: Guess Who These Good Friends Are?

Art Activity: Story - A Friendship in Cartoon Form

The children are asked to form 'friendship' groups of two or three. If the teacher thinks some children might be left out s/he may group the children according to a different criterion. Alternatively, pairs may be grouped as follows: each child writes his/her name on a slip of paper. These are collected and drawn in pairs. Each child now has the name of a partner. There is a possibility that the children might not know their opposite number very well. This exercise may develop the friendship between them.

To start, the teacher guides the discussion, asking each pair to discuss the following questions and giving them a number of minutes to do so. Remind the children to resist saying anything negative about their partner.

- ▲ **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?**
- ▲ **Find out what kinds of things your partner likes to do? What kinds of things would you enjoy doing together? Why? Do you have many other friends? Can you share your friends? Would you feel unhappy or jealous if your friend played with someone else?**
- ▲ **What is your favourite thing to do together? What was the kindest thing your friend ever did? Did you ever fight? What happened then? How did you make friends again? What makes a good friend? How is this friend a good friend? How are you a good friend in return?**

They may also be asked to discuss what they would do if they found themselves in the situations mentioned in the Pretend Time Activities in Option 2.

Co-operatively then the children are asked to produce a short and simple story in strip cartoon form that tells about their relationship. The work should make mention of how the pair first met, an incident that brought them closer together, an adventure they enjoyed together and how they see themselves in the future. For example:

Resource Materials for Relationships and Sexuality Education

Second Class Theme 2 Being Friends

The Story of Our Friendship by Diarmuid and Shane

How We Met On Our First Day At School

An Incident That Brought Us Closer Together - Chased By A Mad Dog

An Adventure We Enjoyed - Last Year's School Tour

How We Will Be In The Future

Parent/Guardian Involvement

Parent/guardian assistance with the artwork and writing activities would be useful.

The children can talk at home about the story they heard or read.

The children can ask parents/guardians about the good friends they had when they were at school.

Parents/guardians visiting the classroom can be shown the written activities and other RSE work on display to date.

Parent/guardian could be asked about a special friend s/he had at the same age.

Interview

▲ What was your friend's name?

▲ How did you meet?

▲ What were the good things about your friend?

▲ What kinds of things did you enjoy doing together?

▲ Did you ever have fights? Why? What were they about?

▲ How used you make friends again?

▲ What was the nicest thing your friend ever did?



Home-School Links

Second Class 2

Being Friends

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to explore the theme of friendship as it relates to children's own experience. As children interact with friends and share their experiences, their understanding of the world is broadened. Through the feedback they receive from others, children learn to see themselves as others do.

The following are suggested **Home Activities** for **parents/guardians** to undertake with their **children** on the theme **Being Friends**:

Have a discussion with your child on friendship based on his/her own experiences, using questions such as:

How did you make friends?

What kind of things do you like doing together?

Do other children play with both of you?

Do you ever fight or 'fall out'?

Or

Together, write down all the things that make up friendship and make a Friendship Chart out of it:

Friends help each other

Friends play together

Friends share with others etc.

Or

Play a Pretend Game about friends - What would you do if

Someone wanted to play with you and your friend?

Your friend forgot to bring a lunch to school?

Your friend wanted to copy your homework?

Your friend accidentally broke your pencil?



3 My Family





My Family

Aim: To provide the children with opportunities to examine their own role and place within the family and to identify their own individual responses towards other family members, being sensitive to the differing family patterns experienced by the children.

Theme Menu

Option 1

Art Activity (1):	A Map of Responsibilities
Let's Talk:	About Ways We Can Help at Home

Option 2

Art Activity (2):	Ordering Responsibilities
Let's Talk:	About Ways We Can Help At Home

Follow-up Activities

Art Activity (3):	Cartoon Strip - My Family
Art Activity (4):	A Special Present

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. Through the feedback they receive from others children learn to see themselves as others do. Providing children with activities designed to help them to think about their relationships with others allows them to develop a better 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 be necessary.

Option 1

Art Activity (1):

A Map of Responsibilities

Let's Talk:

About Ways We Can Help at Home

Art Activity (1): A Map of Responsibilities

One of the activities in the materials for first class required the children to draw a map of their family relationships. This year the focus is on their own role and place within the family unit, and their responsibilities towards other family members.

Ask the children to draw their family. Discuss with the children their relationship to these people, their role in relation to each person and the responsibilities one has for another. They include these sentences as part of their picture.

For example:

My Grandfather: I am his grandson. I help him by doing messages for him in the shop. He helps me with my homework.

My Dad: I am his son. He organises me in the morning so I am in time for school. He gets money to buy the things we need. I help him by helping him wash the dog.

My Mammy: I am her son. She cooks for me. She gets money to buy food and clothes. I help her by making my bed and doing the washing up.

My Baby Sister: I am her Big Brother. I help her walk. I am teaching her to say words. She helps me by making me laugh.

Parent/guardian help in school might be appropriate or the children could bring these pictures home to discuss them and label them in more detail with adult help. Naming the people in each child's life and writing about their responsibilities to each other may take some time.

Let's Talk: About Ways We Can Help At Home

- ▲ How are you getting ready for Christmas (or another celebration) at home?
- ▲ What are some of the things you like doing with your family at times like this? Tell us about it. Why do you like doing this?
- ▲ What is your favourite part of these celebrations? Who helps to get things ready? How do they help?
- ▲ What sort of things need to be done? How do you help?
- ▲ You are a bit older this year than last year, so how could you help more?

Option 2

Art Activity (2): Ordering Responsibilities

Let's Talk: About Ways We Can Help At Home

Art Activity (2): Ordering Responsibilities

The children are asked to think of all the things people do during a day and then place them in chronological order: switch off the alarm clock, get out of bed, wash, get dressed, lay the table, make breakfast, travel alone by bus to school, go to the shops, cross the road, pour a glass of milk, make a cup of tea, drive a car, iron a shirt, wash up, make a bed, tidy up after themselves, take a bath etc. Each of these activities is allotted to a child or a group of children to draw.

The children are then asked to decide how many of these activities a new-born baby would be capable of and what would a child their age be able to do. Then they have to decide at what age should a person be responsible for doing each of these activities. The approximate age is printed on the appropriate picture. Then the artwork is arranged in chronological order around the classroom wall.

Highlight the activities that are thought appropriate to this age group. Ask the children do they think they are doing enough to help around the house. Is there another job they think they could do or that they think their parents/guardians might like them to help with.

Let's talk: About Ways We Can Help At Home

- ▲ How are you getting ready for Christmas (or another celebration) at home?
- ▲ What are some of the things you like doing with your family at times like this? Tell us about it. Why do you like doing this?
- ▲ What is your favourite part of these celebrations? Who helps to get things ready? How do they help?
- ▲ What sort of things need to be done? How do you help?
- ▲ You are a bit older this year than last year, so how could you help more?

Follow-up Activities

Art Activity (3): Cartoon Strip - My Family

Art Activity (4): A Special Present

Art Activity (3): Cartoon Strip - My Family

Co-operatively the children are asked to draw a short and simple story in strip cartoon form that tells about their family. The work should show when the child first arrived in the family, an incident from when s/he was a toddler, a more recent adventure and how s/he sees himself/herself and the family some time in the future.

These cartoons created by the children have a high entertainment value.

If appropriate the cartoon could be given a Christmas theme. This work could take the form of a Christmas card with a greeting inside like Christmas Time is Family Time.

Art Activity (4): A Special Present

Begin by asking the children about how they help at home. Do they have a job that is their special responsibility? What is their favourite job? Why? What is their least favourite? Why? Ask them what jobs the other people in the house do. Are there any other jobs around the house they could help with? Do they know what work around the house their parents/guardians enjoy doing? Do they know what jobs they don't like? Why don't they like doing these jobs? If they aren't sure of the answers to these questions they could ask at home.

Then ask the children to think about how they could help Mammy and Daddy at home with a job they don't like doing. Is it the kind of job a seven or eight year old could do safely? Alternatively, is there something they could do differently that would mean this job wouldn't need doing in the first place? Once again the children could make enquiries about this at home. This time they would need to be slightly more circumspect so as not to spoil the surprise in store for Mammy and Daddy.

On the basis of this research the children make up a certificate for each deserving party, whether Mammy, Daddy or Granny. They can present this in scroll form tied with ribbon. The children might illustrate or decorate these in keeping with the Christmas theme. Explain to the children that the very best presents needn't cost money and that if they were to remember to help their parents/guardians in this way it would make their parents/guardians very happy.

A Special Promise

As a special present this Christmas I promise
to help my at home by
all year round.
Signed

The children will need to be reminded of this undertaking. Resolutions at New Year will provide a good opportunity to reinforce their commitment. Praise those who remember and encourage the rest.

Parent/Guardian Involvement

Parent/guardian assistance with some of the art activities would be useful.

Many parents/guardians will be the deserving recipients of the present and will have been consulted for their views beforehand.

Parents/guardians visiting the classroom can be shown the written work and other RSE work on display.



Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to examine their own role and place within the family and to identify their own individual responses towards other family members, being sensitive to the differing family patterns experienced by children.

The following are suggested **Home Activities** for **parents/guardians** to undertake with their **children** on the theme **My Family**:

Discuss your child's relationship with members of the family, using questions such as:

Who helps you with your homework? What do you like about this?

Who helps you tidy your clothes/toys/etc? When do you do this?

Who plays with you? Where do you play together?

Who brings you to the shops? Which shops do you like best?

Or

Talk about family time together:

**What is your favourite time of day/week at home?
Tell me about it.**

Or

Make a list of work that is done at home and discuss how the family members share house-work and thus help "run the house":

cleaning, cooking, washing, ironing, tidying, gardening, etc.

Or

Discuss family occasions/celebrations, why they are special, who helps organise them and how your child is involved:

birthdays, anniversaries, weddings, christenings, etc.



4 Keeping Safe



Theme 4

Keeping Safe

Aim: To provide the children with opportunities to identify people, places and things which threaten personal safety and to develop strategies for keeping safe.

Theme Menu

Option 1

Let's Talk: About Keeping Ourselves Safe

Art Activity (1): Safety Montage

Option 2

Role Play: Getting Lost

Writing Activity: Safety Strategies

Follow-up Activities

Art Activity (2): Keeping Safe

Question Time: Safety Quiz

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 people, places and things. It is important that children do not get conflicting messages, between home and school or between programmes in school.

Option 1

Let's Talk: About Keeping Ourselves Safe

Art Activity (1): Safety Montage

Let's Talk: About Keeping Ourselves Safe

Through discussion with the children help them to identify **people, places and things** which may be a source of potential danger to their personal safety. The following statements and questions are designed to elicit this information.

How would you describe:

- ▲ someone who pulls your hair every day in the playground?
- ▲ someone who asks you to go onto a flat roof to play there?
- ▲ someone who dares you to climb an electric pylon where there is a clear warning sign which states 'DANGER - KEEP AWAY'
- ▲ someone who asks you to go somewhere that your parents/guardians say you should never go?
- ▲ someone who lets a child do a job which should be done by an adult e.g., climbing a ladder to rescue a cat in a tree/using an electric carving knife to cut meat.
- ▲ someone who drives a car at 60 m.p.h. in a 30 m.p.h. zone?

How is your personal safety endangered by:

- ▲ A bully/A risk-taker/A 'dare-devil'/a careless person/a dangerous driver?

Advise the children that there are some **places** where their personal safety may be at risk. These could be inside and outside the home. Ask the children:

What are the potential dangers to a child's personal safety:

- ▲ If s/he is playing in a room with an open fire which has no fireguard in place?
- ▲ If s/he is running around a kitchen where the flex from a kettle of boiling water is hanging over the worktop?
- ▲ If s/he is skating on an icy roadway?
- ▲ If s/he goes on a lake/river/sea trip in a small boat without wearing a life-jacket?
- ▲ If s/he tries to cross a canal lock by walking on the narrow boards?

Resource Materials for Relationships and Sexuality Education

Second Class Theme 4 Keeping Safe

Many everyday items used by adults may be a source of danger to children. A list of these **things** may be compiled by brainstorming with the class:

Name some items of potential danger to a child:

In the kitchen:	electrical equipment; spillages; trailing flexes; scissors.
In the bathroom:	hot water; unattended hot bath; toiletries; shavers/razors.
In the garden:	ponds/water fountains; some plants/berries; faulty play equipment.
In the garage/shed:	tools; insecticides; weed-killers; fertilisers; ladders.

Ask the children to suggest how a child might respond to the risk of danger presented by a person, by a place or by a thing from the lists which were compiled:

What would you do and who could help you to find a solution:

- ▲ if someone bullied you?
- ▲ if someone encouraged you to take a risk?
- ▲ if someone dared you to do something dangerous?
- ▲ if someone asked you to do a job usually done by adults?
- ▲ if you were being driven by someone who exceeded the speed limit?
- ▲ if you were asked to go on an outing in a small boat but a life jacket was not available?
- ▲ if you wanted to cross a busy road?
- ▲ if you were alone in the kitchen and a pot was 'boiling over'?
- ▲ if there were road-works on your way to school and you had to walk a different route?
- ▲ If there was broken glass outside your back door?
- ▲ If the lawn-mower was taken out and left ready to cut the grass but the person using it was called to the phone?
- ▲ If you spilled your lunch drink on the floor in school?

Resource Materials for Relationships and Sexuality Education

Second Class Theme 4 Keeping Safe

Art Activity (1): Safety Montage

Divide the class into small groups. Assign an area inside the house or outside to each group. Ask the children to think about the potentially dangerous situations in the Let's Talk section which were relevant to their group's designated area. Ask each group to consider safety strategies for these situations. They can cut out suitable pictures from newspapers and magazines and assemble them into a picture/poster to give a clear message on safety - water safety/road safety/safety in the garden/safety at home - depicting safety strategies for the given situation e.g.,

Kitchen Safety

Pots on cooker with handles turned inwards; safety rail around top of cooker/hob; kettle flex out of child's reach; fireguard in front of fire; fire blanket and hand extinguisher available; child-proof covers on electrical sockets; First Aid box obvious.

When each group has completed this task their pictures/posters can be arranged as a complete display under the theme heading Keeping Safe.

Option 2

Role Play: Getting Lost

Writing Activity: Safety Strategies

Role Play: Getting Lost

This role-play exercise helps children to practise and develop skills and strategies which they might use in potentially dangerous situations. It helps the children to recognise the people they can approach if they have a problem.

The following scenarios are read out by the teacher and the children are asked to think about each one, answering the following questions silently in their minds:

Has this ever happened to me? How would I feel in this situation?

What would I do? What might happen next if I did that?

What other ways are there to solve this problem?

- ▲ You're in the shopping centre with your big brother/sister. You stop to look at books on a bookstand outside a shop. When you stop browsing and look around your brother/sister is out of sight. You're lost. What are you going to do?
- ▲ You are on a school outing to ... with your teacher and class. It's a very interesting place and there are many other school tours there that day. You are fascinated by the ... and you could look at it/them all day long. Suddenly you stop day-dreaming and look around for your group. There are children and adults everywhere. You know nobody. Your teacher and class have vanished. What do you do?
- ▲ You are on a day-trip to the seaside with your family and you are taken to the fun-fair as a special treat. There aren't many people there when you arrive so Mammy/Daddy says you and your brother/sister can go around together. You are told to be at the entrance in a half an hour. You check your watches and off you go. You stay together for the Bumpers, the Chair-o-Planes and other items but you go on the Big Dipper alone because your brother/sister is afraid of it. You like it so much you stay on for a second turn. When you get off you look at your watch. It is nearly forty minutes since you came in. The crowd is much bigger now. You cannot see your brother/sister. You go to the entrance as arranged. Neither s/he nor Mammy/Daddy is there. What are you going to do?

Give the children enough time to think of possible solutions before asking for volunteers to act out a solution. The scenarios may be written on slips of paper and put in a box from which each volunteer picks one and acts out the solution. Encourage audience participation by labelling children in the class as people who can help and placing them in different areas of the room. By 'dressing-up' or wearing name badges these people will be identifiable:

the person 'in charge'/the manager

a garda

a security person in uniform

a person with children

the receptionist

the person at the Information Desk

Resource Materials for Relationships and Sexuality Education

Second Class Theme 4 Keeping Safe

Teach children that if they get lost or have a problem in a public place they should look for these people and ask them to help. Be reassuring. Teach them to be confident and assertive and not to be afraid to make a fuss. Print safety strategies, agreed with the children, on a chart and revise them regularly e.g.,

Getting Lost - Being Found Rules

Keep calling loudly "Help, I'm lost. Where's my Mammy/Daddy?"

Look for someone who can help - person in uniform.

Go to the Information/Reception desk.

Tell your name and ask the person in charge to

make an announcement on the public address system.

Writing Activity: Safety Strategies

The children compile Safety Strategies outlining strategies for action if lost in a public/crowded place. This activity will consolidate their learning and serve as a reminder for future reference. Encourage the children to contribute ideas, write them, review and revise them. The finalised Safety Strategies might be written on the blackboard, leaving space for the children to add to the sentences:

Getting Lost - Safety Strategies

1. If you are lost in a public place do not panic. Do not be afraid to ...
2. Call out loudly the name of the person you were with.
3. Look round to see if you can see this person.
4. Call out 'Help. I'm lost'. Other people will ...
5. Look for someone who could help -
 - the person 'in charge'
 - someone in uniform
 - someone at the Information Desk or at the Reception Desk
 - families or people with children
6. Say to someone who could help 'I'm lost'. 'Please help me find ...'
7. Give your name and the name of the person you were with.
8. Your name could be called out over the public address system.
9. Do not go anywhere you don't want to go. Stay ...
10. To avoid getting lost again always arrange a meeting place with the other person (people) and agree to return there if lost.

Follow-up Activities

Art Activity (2): Keeping Safe

Question Time: Safety Quiz

Art Activity (2): Keeping Safe

Collect pictures of groups or crowd scenes from magazines or newspapers. Ask the children who would they approach if they were lost in any one of the pictorial situations. The names of these people - **person 'in charge', the manager, people in uniform, families, people with children** - could be super-imposed on the picture by cutting and pasting printed letters from the magazines or newspapers. Discuss with the children the reasons for their choices.

Question Time: Safety Quiz

This exercise consolidates the children's learning about potential dangers to their personal safety. The class may be divided into teams with an equal number of questions allocated to each team. The following are sample questions. The teacher (or children) may wish to make up others.

1. What do you call someone who pulls your hair every day in the playground?
2. Doing something even though you know it is dangerous is called taking a ...?
3. Doing something because someone bets that you cannot is called 'doing a ...'?
4. What should always be put in front of an open fire?
5. Where should the flex of the kettle be put?
6. What should always be worn when travelling in a rowing boat?
7. What safety equipment should be worn when travelling in a car?
8. Name a sharp object used to cut paper.
9. What should you always do if someone bullies you?
10. What should you always do if someone dares you to do something dangerous?
11. What is a pedestrian crossing?
12. What colour traffic lights mean 'stop'?

Parent/Guardian Involvement

Parent/guardian assistance in the art and writing activities would be useful.

Magazine pictures for the montage could be collected at home.

Parents/guardians visiting the classroom can be shown the artwork and written work, and the other RSE work on display to date.



Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to identify people, places and things which threaten personal safety and to develop strategies for keeping safe. It is important that children get the same messages at home and in school so that they know what to do if they ever find themselves in a dangerous situation. It is not intended to frighten children but to give them skills which help to protect them if necessary.

The following are suggested **Home-School Activities** for **parents/guardians** to undertake with their **children** on the theme **Keeping Safe**:

Discuss potentially dangerous situations with your child, posing questions such as:

What would you do? Where would you go? Who would you tell?

If you were lost at the seaside?

If someone came to the door while I was busy and not available to answer it?

If your friends asked you to go into a derelict house to play?

If you found something such as a can, a needle, a bottle, etc?

Or

With the rest of the family, you and your child could discuss and plan family safety codes on:

Fire Safety: Fire Extinguisher/blanket; Fires; Cooking; Electrical Equipment; Doors;

Fire Drill: What would we do if a fire broke out?
Could we practise, write and display this?

Gas safety: Boiler; Cooker; Fire; Smell; Matches.

Electrical Equipment: Kitchen; Bathroom; Flexes; Wires; Plugs; Sockets.

Water: Washing; Cooking; Swimming; Fishing; Boating.

Or

Encourage your child to collect and read literature/brochures on safety and to share these with the rest of the family.



5 Coping With Our Feelings





Theme 5

Coping With Our Feelings

Aim: To provide children with opportunities to identify feelings and ways of coping with their feelings.

Theme Menu

Option 1

Let's Write:	An Acrostic Poem
Let's Talk:	About Ways We Sometimes Feel

Option 2

Pretend Time:	A Puppet Show
Let's Talk:	About Ways We Sometimes Feel

Follow-up Activities

Art Activity:	Painting a Feeling
Let's Listen:	How Does This Music Make You Feel?

A Note on Feelings and Emotions

Feelings and emotions are a very important part of children's experiences. The emotions that accompany their enjoyment of life, the changes in their lives and the stressful times and relaxing times, are complex. The ability to express feelings in appropriate ways involves being aware of, identifying, acknowledging, 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

Second Class

Theme 5

Coping With Our Feelings

Option 1

Let's Write: An Acrostic Poem

Let's Talk: About Ways We Sometimes Feel

Let's Write: An Acrostic Poem

Begin by asking the children about different ways they can feel. Write these words up on the board e.g., happy, sad, lonely, surprised, silly, angry, frightened. With the children choose one or two of these words and compose a class acrostic on the blackboard.

The theme of the poem is the occasion when the children felt this way. See the examples below. This blackboard practice will remind the children of the process involved in writing an acrostic.

Happy	Lonely
Holidays from school	Last in the line
All last summer, the weather was fine	Only child without a partner
Party for my seventh birthday	No one to talk to
Plenty of fun	Everyone else laughing and smiling
Yippee! I like feeling this way	Lucky for them
	Yes! This is a lonely feeling

These poems can be illustrated and displayed. Then the class could discuss the variety of feelings and the reasons people feel this way. With guidance from the teacher they will see the variety of feelings and experiences they have in common with others.

Let's Talk: About Ways We Sometimes Feel

Ask the children about different ways they can feel:

- ▲ Can you remember a time you were really happy? What happened that day? What made it so special? What was the happiest part of that day?
- ▲ What was the happiest part of today? Why? Does this happen every day? What are you looking forward to later in the day? Will that make you happy? What do you look like when you're happy? Show me!
- ▲ Is there something nice going to happen tomorrow, over the weekend or in the near future that you are looking forward to? Will that make you happy? When we think about it, lots of things make us happy. It's not just the big occasions, little things can make us happy too.
- ▲ Our family can make us happy. What do you enjoy doing with your family that makes you happy? How can we make the people in our family happy? How do you know when someone is happy? Friends can make us happy too. Tell us about a time you had a happy time with your friends.
- ▲ Sometimes we can be sad. When we have a fight with a friend at home or at school we feel sad. What's the best way to sort out a row with a friend?

Resource Materials for Relationships and Sexuality Education

Second Class

Theme 5

Coping With Our Feelings

- ▲ What else makes you sad? How do you feel when you're sad? How do you look when you're sad?
- ▲ What can you do to cheer yourself up? How can other people help? When was the last time you felt sad? What made you feel better?
- ▲ How do you know if someone else feels sad? What kinds of things might be making them sad? What can you do to help?

Resource Materials for Relationships and Sexuality Education

Second Class

Theme 5

Coping With Our Feelings

Option 2

Pretend Time: A Puppet Show

Let's Talk: About Ways We Sometimes Feel

Pretend time: A Puppet Show

Make a simple puppet using a human figure shape cut from card. One of these was also used in the Self-Portrait in Theme 1 of the Second Class programme, Other People Are Special Too, on page 105. This puppet has two sides, a happy side and a sad side.

The children decorate each side, dressing their puppet. This can be done simply, using marker or crayon. Alternatively, and if practicable, paint and/or fabric may be used. Paste a lollipop stick on the back of the puppet.

When the puppet is made, ask the children to place it flat on the table so only the sad face is visible. Ask them to make up a story about their sad puppet.

What is your puppet's name? Where does this puppet live? Why is it sad? Is it lonely, worried or disappointed? What do they think might make it happy again?

Teacher might start the children off by giving them an example.

Teacher:	I'd like to introduce you to my good friend Bob. Say hello to Bob everybody!
Children:	Hello Bob!
Puppet:	Hello children! (sadly)
Teacher:	As you can see he needs some cheering up. Tell us what the matter is Bob!
Bob:	I'm new in school and I left all my friends behind me in my old school.
Teacher:	Oh dear. Can anyone tell Bob what he should do?

The children can give their advice and Bob will cheer up immeasurably!

Give the children a little time to make up the story about their own puppet. Then ask them to pick up their puppet and introduce it to a partner. They can tell their partner the puppet's name and why the puppet is feeling sad. They are to ask their partner what they think might make their puppet happy. When they have come up with a solution they can flip their puppet over to the happy side.

In pairs the children can introduce their sad puppets to the class. They explain why they are feeling sad and the solutions they have come up with. The class are asked if they have any other solutions to each problem.

Resource Materials for Relationships and Sexuality Education

Second Class

Theme 5

Coping With Our Feelings

As a follow up activity, the children could write a story about their puppet. The following unfinished sentences might provide assistance for the children.

My puppet's name is ...

He was sad because ...

I said that he should ...

He was happy when ...

This written activity would reinforce the learning.

Let's Talk: About Ways We Sometimes Feel

Ask the children about different ways they can feel:

- ▲ **Can you remember a time you were really happy? What happened that day? What made it so special? What was the happiest part of that day?**
- ▲ **What was the happiest part of today? Why? Does this happen every day? What are you looking forward to later in the day? Will that make you happy? What do you look like when you're happy? Show me!**
- ▲ **Is there something nice going to happen tomorrow, over the weekend or in the near future that you are looking forward to? Will that make you happy? When we think about it, lots of things make us happy. It's not just the big occasions, little things can make us happy too.**
- ▲ **Our family can make us happy. What do you enjoy doing with your family that makes you happy? How can we make the people in our family happy? How do you know when someone is happy? Friends can make us happy too. Tell us about a time you had a happy time with your friends.**
- ▲ **Sometimes we can be sad. When we have a fight with a friend at home or at school we feel sad. What's the best way to sort out a row with a friend?**
- ▲ **What else makes you sad? How do you feel when you're sad? How do you look when you're sad?**
- ▲ **What can you do to cheer yourself up? How can other people help? When was the last time you felt sad? What made you feel better?**
- ▲ **How do you know if someone else feels sad? What kinds of things might be making them sad? What can you do to help?**

Resource Materials for Relationships and Sexuality Education

Second Class

Theme 5

Coping With Our Feelings

Follow-up Activities

Art Activity: Painting a Feeling

Let's Listen: How Does This Music Make You Feel?

Art Activity: Painting a Feeling

Though this activity is called Painting a Feeling, other media, such as crayons, may be used. Provide a variety of colour. Equip the children with a large sheet of paper. Explain to the children that you want them to listen to a piece of music, see how it makes them feel and draw a picture to show this feeling. Their response may be abstract. They also may draw a time they felt this way or a self-portrait of how they look when they experience this emotion.

Choose a piece of music that evokes a certain mood or a variety of feelings. See the next closing activity for some suggestions. The children should be given an opportunity to draw both positive and negative feelings.

Let's Listen: How Does This Music Make You Feel?

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.

Those that are pensive and convey 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; Thaïs, Jules Massenet.
Intermezzo, Cavalleria Rusticana, Pietro Mascagni.

Then there are those that are more upbeat and animated:

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.

Encourage the children to tidy their tables, putting away pencils, books, 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

Second Class

Theme 5

Coping With Our Feelings

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 ... Listen ...** (*Play the piece of music*)

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 does the music make you feel?

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

Afterwards the children can tell you how they felt and draw the pictures that came into their mind.

Parent/Guardian Involvement

Parent/guardian assistance in the writing activities would be useful.

The children could discuss feelings with their parents/guardians and ask them what they would suggest they do when they feel lonely, cross or sad.

The children can introduce their puppet to their family at home.

Parents/guardians visiting the classroom can be shown the written work and the other RSE work on display to date.

The following worksheet could be brought home for parent/guardian and child to work on together.



Home-School Links Second Class 5 Coping With Our Feelings

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to identify feelings and ways of coping with their 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.

The following are suggested **Home Activities** which **parents/guardians** may wish to undertake with their **children** on the theme **Coping with our Feelings**:

Together, choose a feeling and make up an Acrostic Poem about it:

“Joy”

Join in and play

Our games are fun

You’re welcome too

Or

Talk to your child about a time s/he was:

sad/happy/angry/lonely etc.

Why were you? What did you do about it?

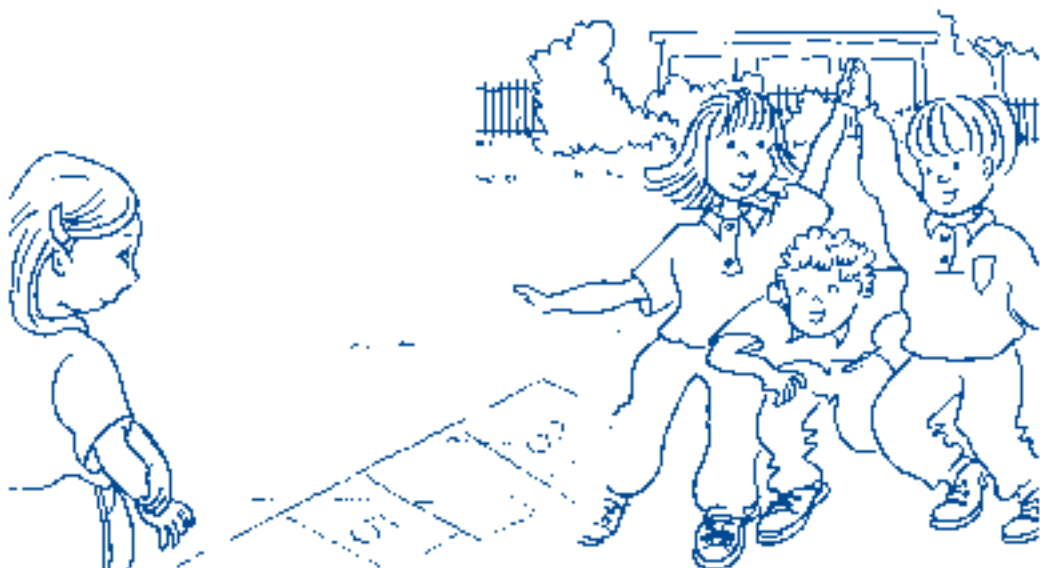
Did you tell anyone how you felt ?

Or

Together, plan how to cope with various feelings:

When I am happy I can

When I am sad I can



6 The Wonder of New Life





The Wonder of New Life

Aim: To provide children with opportunities to appreciate and celebrate the wonder of new babies.

Theme Menu

Option 1

A Visit: From Parent(s) and Baby

Let's Talk: About Minding Babies

Option 2

Let's Investigate: When I Was a Baby

Let's Talk: About Babies

Follow-up Activities

Let's Write: About Our Visitors

Baby Album: Myself As a 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.

Option 1

A Visit: From Parent(s) and Baby

Let's Talk: About Minding Babies

A Visit: From Parent(s) and Baby

Arrange for a visit from parent(s) and a baby to the class. Prepare a list of questions with the children in advance.

Such visits, properly prepared, provide the children with the opportunity to appreciate and celebrate the wonder of new life. They can learn about what is necessary in order to provide and care for new-born babies in the human world, in a very natural way. The various roles parents/guardians and other family members have in providing for new-born babies will also be apparent.

The **process** of preparing for a visitor is a significant one. It is important to choose carefully and prepare thoroughly. Careful preparation ensures that the learning from the visit is appropriate to the children's developmental level. Questions are prepared in advance and the visitor is advised beforehand of these questions and the information that would be appropriate to the children's developmental level.

The steps for preparing for a visitor to Second Class are to be found on page 11.

Let's Talk: About Minding Babies

These questions are suggestions only. The RSE policy of the school, based on the school ethos will give an indication of what questions are appropriate. If you have chosen to invite parent(s) 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 he or she was born?**
(Please note: Standard metric measure will have little meaning for the children. Weight could be explained in terms of bags of sugar or tubs of butter. Length could be indicated by distance from the tips of the fingers to the elbow.)
- ▲ **What size and weight is baby now? Has baby changed much since s/he was born?**
- ▲ **What kind of food do you give a new baby? If Mammy is breastfeeding she might like to explain why breast milk is especially good for baby.**
- ▲ **How do you know if a baby is hungry? What will the baby eat when s/he is bigger?**
- ▲ **Does the baby have any teeth yet?**
- ▲ **How could the other members of the family help?**
- ▲ **Why do babies need 'winding'? How do you know if a baby has a pain in his/her tummy?**
- ▲ **When do babies need their nappies changed? How do you know if a baby needs his/her nappy changed?**
- ▲ **What equipment do you need to change a baby's nappy? What happens if a baby is left in a dirty nappy for too long or too often?**

Resource Materials for Relationships and Sexuality Education

Second Class Theme 6 The Wonder of New Life

What do you need to keep a baby clean? How could you help? What do you need to keep a baby comfortable?

Where was the baby before it was born? (*Inside Mammy, in Mammy's womb*). How long was it inside Mammy?

What happened when baby was born? How did baby get out?
(*Through the vagina, the opening where a baby leaves its Mammy's womb.*)

What was the first thing Mammy said when she saw her new baby? What did baby do?

How does a baby spend its day? How long does baby sleep? Can baby smile? What does baby like to do best?

Option 2

Let's Investigate: When I Was a Baby

Let's Talk: About Babies

Let's Investigate: When I Was a Baby

The children are invited to talk about themselves as babies, in response to questions posed by the teacher. The children will have some of the answers from personal knowledge and/or family lore. They can be encouraged to investigate further by putting the questions to their parents/guardians at home. The teacher will be sensitive to the children's varying situations and will generalise where personal attention might cause distress.

- ▲ **What day of the week were you born? Do you know what date it was?**
What do you call that date now when it comes around once a year - a very special day for you every year?
- ▲ **Do you know you were weighed when you were born? Could you find out your birth weight? Who could you ask?**
- ▲ **What do you think the doctor/nurse said to Mammy when you were born?**
How did s/he know you were a boy/girl?
- ▲ **Do you know where you were born? Was it in hospital or at home?**
Who was there? How did they feel when they saw you being born?
Did anybody talk to you or give you a hug?
- ▲ **How do you think Mammy felt when she held you for the first time?**
What do you think she said to you? If you could have talked what might you have said to Mammy?
- ▲ **Have any of you seen the cards that were sent to your Mammy and Daddy to congratulate them when you were born? Some parents keep these and maybe you could ask at home about them.**
- ▲ **Do you know when you said your first word? What word was it?**
What age were you when you took your first steps on your own? Where were you when it happened? Were you wearing shoes? Have any of you still got your first pair of shoes? What are they like?
- ▲ **Do you remember anything about being a baby - being in the pram/buggy/playpen?**
Did you like people looking at you, admiring you, saying who you looked like? Do you think babies hear and understand these things?
- ▲ **What did you eat and drink when you were a baby? What was your favourite food then?**
What is your favourite food now? Did you develop a "sweet tooth"? Do you know what that means?
- ▲ **What was your favourite toy? Have you still got any/some of your baby toys?**
Where are they? What could you do with toys when you get too old for playing with them?
- ▲ **Would you like to be a baby forever? Why?/Why not?**
What's good about growing up?

Let's Talk: About Babies

In the context of The Wonder of New Life the discussion on babies might focus on:

The Cycle of Life

Every man, woman, boy and girl in the world started life as a new-born baby. When we look at big brothers and sisters, mothers and fathers, aunts and uncles, grandfathers and grandmothers, etc. we know that once, some time ago, each was a small, new-born baby. This is often a source of surprise to young children.

To encourage children to talk about older people as babies the following questions/ideas might be useful to generate class discussion:

- ▲ Can you imagine your Mammy or Daddy when they were born?
- ▲ Do you know who they lived with?
- ▲ Can you ask the people they lived with about your Mammy or Daddy when they were little?
- ▲ Did they cry much?
- ▲ Did they have a favourite food...toy...drink?
- ▲ Did they need lots of attention when they were little?
- ▲ Can Granny or Grandad, remember any stories about them when they were small? They may remember the day they climbed out of their cot for the first time or the day they took their first steps.
- ▲ Ask your Mammy or Daddy about their brothers and/or sisters, your aunts and uncles. Do they remember them as babies?
- ▲ If your Mammy or Daddy is the youngest in the family have your aunts or uncles any memories of them as babies?
- ▲ Can you imagine what your Mammy and Daddy's parents, (your Granny and Grandad) were like as babies? Can they tell you about when they (Granny and Grandad) were growing up ?
- ▲ Did they have brothers and/or sisters?
- ▲ What was their favourite thing to do?
- ▲ Did they have a television/a bedroom to themselves/a computer?

The Care of New-Born Babies

Babies need love, regular feeding, suitable clothing, a comfortable bed (basket, pram, cot), nappy changing, careful bathing, constant minding, safety precautions to be taken, medical check-ups, etc.

To encourage children to talk about the care of new-born babies you might like to put some of the topics below on the the blackboard to generate discussion about the care of new-born babies.

Resource Materials for Relationships and Sexuality Education

Second Class

Theme 6

The Wonder of New Life

- ▲ What do babies eat? Can they eat from a plate like you?
- ▲ How many times would a baby take a bottle/breast feed each day?
- ▲ Are there special ways for cleaning baby's bottles?
- ▲ Do babies have teeth?
- ▲ Where do babies sleep (basket/cot/pram)? Do they sleep for long?
- ▲ Do they have a regular bedtime like you?
- ▲ What do babies wear? What about nappies?
- ▲ Do they change their clothes when they are going to bed?
- ▲ Do babies use a big bath like you?
- ▲ Do they use shampoo?
- ▲ What other ways might a Mammy/Daddy wash a baby without using a bath-(Top and Tail)?
- ▲ Can you think of anything that needs to be done to make sure that babies are kept safe? (not left alone, lying on a table or sofa/locks on cupboard doors especially ones that contain medicine or cleaning solutions/gates on the stairs).

Attention for Baby

Babies need people to love them by talking to them, playing with them, taking them for walks, holding, hugging and cuddling them.

To encourage children to talk about giving attention to new-born babies the following questions/ideas might be useful to generate class discussion:

- ▲ Can you suggest a game that a baby might like to play-(Peep, Stacking Game, Sorting Game, Shaking a Rattler):
- ▲ Would they like to play with toys like yours?
- ▲ Would it be a good idea to give a baby toys like yours to see if they liked them? Why not?
- ▲ Where might you take a baby for a walk? Could they walk themselves or would they need to travel by pram or car? Who would take them? Would you think that they might like to look at the colours of the trees as they lose their leaves in autumn?
- ▲ How else might you pay attention to a baby? Would a baby like hugs, kisses, cuddling or holding? Do babies like this? When might they not? (When they need to be fed/changed).

Resource Materials for Relationships and Sexuality Education

Second Class

Theme 6

The Wonder of New Life

Babies we know

Children might talk about babies in their own families, baby cousins, neighbours' and friends' babies. They can tell about occasions they play with them, how they look after them, what the babies like to do, etc.

To encourage children to talk about babies they know, the following questions might be useful to generate discussion:

- ▲ **Do you know any babies?**
- ▲ **Have you every played with a baby? What type of games would you play? How old was the baby?**
- ▲ **Do you think they might like to play different games as they grow older?**
- ▲ **Did you have to look after this baby? How did you do this? Did the baby stay in your house? Where did it sleep?**
- ▲ **What did the baby like to do? How did the baby let you know when it wasn't happy?**

Resource Materials for Relationships and Sexuality Education

Second Class

Theme 6

The Wonder of New Life

Follow-up Activities

Let's Write: About Our Visitors

Baby Album: Myself As a Baby

Let's Write: About Our Visitors

Capitalising on the children's enthusiasm for their visitors you might ask the children to write about the visit without too much direction from the teacher.

Alternatively, you might like to give them guidelines. Some of the following unfinished sentences written on the blackboard might be of help.

A Special Visitor To The Classroom

Today Baby and visited our classroom. Baby is weeks old. S/he weighs and is long. When s/he was born s/he was Before s/he was born s/he was S/he spent nine months there Then it was time to Mammy was very happy then She said S/he likes to eat This is good for him/her because His/her Mammy knows s/he is hungry because When s/he has finished his/her bottle his/her Mammy has to Minding baby is a lot of hard work for Mammy/Daddy/Minder. Other people can help at home by

Baby Album: Myself As a Baby

Children are encouraged to build up a collection of articles associated with themselves as babies e.g., cards, photographs, items of clothing/footwear, anecdotes, stories. Some parents/guardians may already have stored some treasured items from the first days and early months in the child's life. They may wish to share/show these memorabilia while others may appreciate an opportunity to help the child compile a Baby Album including in it their stories, anecdotes and memories.

Parent/Guardian Involvement

Parent/guardian assistance in the writing activities would be useful.

Parents/guardians visiting the classroom can be shown the written work and the other RSE work on display to date.



Home-School Links

Second Class 6 The Wonder of New Life

Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to appreciate and celebrate the wonder of new babies. By teaching children to understand new life and how it comes about, parents/guardians and teachers encourage them not to take these daily miracles for granted and to respect, cherish and value new life.

The following are suggested **Home Activities** which **parents/guardians** may wish to undertake with their **children** on the theme **The Wonder of New Life**:

Talk to your child about a new baby brother/sister/cousin/neighbour/friend:

What is the baby's name? Why was s/he called this name?

What food/drink does s/he like?

What special care is given to the baby? etc.

Or

Discuss with your child his/her own early days as a baby, encouraging him/her to ask questions about:

Birth - place, date, time, weight, length, doctor, nurse, etc.

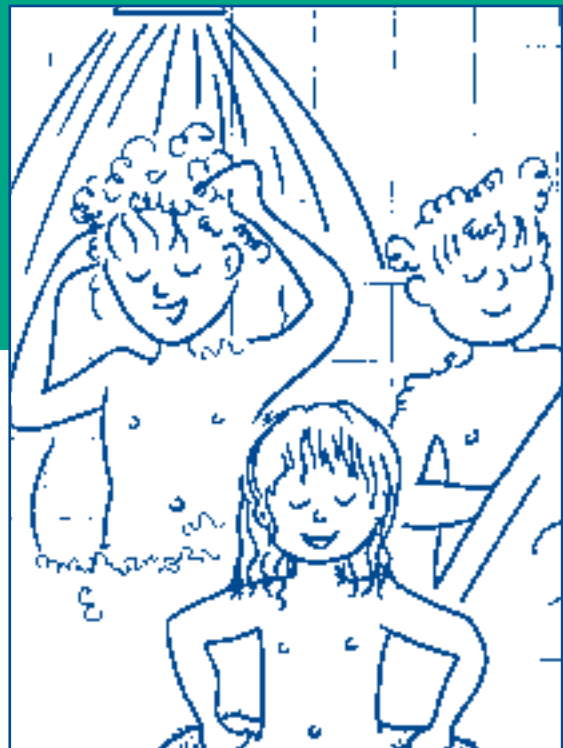
Growth - food, drink, sleep, exercise, crawling, walking, talking, etc.

Or

Together, look at the photo album and look at the development of family members from the early years through childhood, etc.



7 When My Body Needs Special Care



Theme 7

When My Body Needs Special Care

Aim: To give children an opportunity to revise the names of the external parts of the male and female body and some associated functions in the context of the body's occasional need for special care.

Theme Menu

Option 1

Story:	A Visit to the Doctor
Let's Talk:	About the Visit to the Doctor

Option 2

Let's Investigate:	How Our Bodies Work
Let's Talk:	About Things We Say and the Way We Say Them

Follow-up Activities

Let's Write:	About the Things People Say and the Way That They Say Them.
Art Activity:	More Things People Say/A Montage of Idioms

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. The following materials are designed to give teachers a variety of opportunities to introduce terminology for body parts in the context of hygiene practice, illness, injury, swimming, etc. The words to be used are not included in the suggested text or questions. This will be at the discretion of the teacher, in accordance with the school's RSE Policy.

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 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.

Resource Materials for Relationships and Sexuality Education

Second Class Theme 7 When My Body Needs Special Care

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". The teacher can take that opportunity to explain that the special place in a woman's body where a baby spends the nine months before it is born is called the womb.

In the following materials it is suggested that there will be a number of pictorial clues that will suggest which is the boy and which is the girl. That a boy has a penis and a girl hasn't may be one way the children suggest that they can tell which is which. The children will probably use colloquial terms to describe the penis and it is possible that they won't have a specific name for the external female genitalia. (The **vulva** is external and is the correct name for the opening of the **vagina** which is internal. The **urethra** is the duct through which urine is passed.) The RSE Policy of the school will indicate the biological terms for the body to be used and the ages at which they will be introduced.

Resource Materials for Relationships and Sexuality Education

Second Class

Theme 7

When My Body Needs Special Care

Option 1

Story: A Visit to the Doctor

Let's Talk: About the Visit to the Doctor

Story: A Visit to the Doctor

Kate is seven years of age. She is in Second Class and she loves going to school. Every morning she leaves home, carrying her schoolbag on her back. In it she has her books, her pencils, her lunch and a very special and important item, her Inhaler. Kate needs this because she has Asthma. She has had it since she was two years of age.

Asthma is a condition that affects Kate's breathing. Breathing is something we all do, all the time. It is the body's way of taking air into the lungs and letting it out again. The air travels in and out through tubes in the chest. These tubes get blocked when Kate's Asthma is bothering her. Her breathing sounds wheezy because the air hasn't enough room to travel in and out as easily as it should. Kate uses her Inhaler to unblock these tubes and let her breathe more easily.

Sometimes Kate's Asthma gets worse and she has to visit the doctor or go to the hospital. The doctor might prescribe special tablets which Kate's Mammy/Daddy buy at the Chemist's shop. Sometimes, in the hospital, a nebuliser is used to help unblock Kate's air tubes. A nebuliser is a face mask which is attached to an oxygen tank. Kate breathes through this mask and the oxygen goes into her lungs in a mist or vapour. Kate's Daddy wears a mask when he is welding cars in the garage where he works. When Kate is using the nebuliser she pretends that she is at work with her Daddy.

Kate goes to the hospital twice a year for a check-up. Her Mammy/Daddy goes with her. The nurse gets Kate's file and she weighs her and measures her height. She records these on a chart (like we have been doing this year). Usually Kate has to take off some of her clothes to let the doctor examine her. He uses a stethoscope on her chest and back, to listen to her heart-beat and to hear her breathing in and out through her lungs. The doctor asks Kate and her parent(s)/guardian(s) some questions and they talk about her Asthma and how she is getting on. He writes notes about the visit in Kate's file and says when he would like to see her again. The nurse arranges this and gives Kate's parents/guardians an appointment card.

When the visit to the doctor is over, Kate loves going back to school to play with her friends and to do her work in class.

Let's Talk: About the Visit to the Doctor

Many children suffer from Asthma and it is likely that children in the class will be familiar with the condition. Care should be taken, in discussing Kate's visit to the doctor, not to frighten or distress children but to appreciate how parents/guardians, doctors and nurses help children to look after themselves. Answers to some of the following questions may elicit terminology for parts of the body which will be facilitated at the teacher's discretion, in line with the school's RSE Policy.

- ▲ What condition has Kate?
- ▲ Do you know anybody who has Asthma?
- ▲ What part of the body does Asthma affect?
- ▲ When Kate has Asthma what does she use to help her breathe?

Resource Materials for Relationships and Sexuality Education

Second Class Theme 7 When My Body Needs Special Care

- ▲ Would you ever use someone else's Inhaler or tablets? Why not?
- ▲ Why does Kate sometimes go to the doctor/hospital?
- ▲ Were you ever in hospital?
- ▲ What did the doctor do?
- ▲ Would you like taking off your clothes to be examined? Why/why not?
- ▲ What parts of the body do we cover in public?
- ▲ Would you like missing school for a hospital appointment? Why/why not?
- ▲ Would anyone here like to be a doctor? Why/why not?
- ▲ Would anyone her like to be a nurse? Why/why not?

Resource Materials for Relationships and Sexuality Education

Second Class

Theme 7

When My Body Needs Special Care

Option 2

Let's Investigate: How Our Bodies Work

Let's Talk: About Things We Say and the Way We Say Them

Let's Investigate: How Our Bodies Work

The purpose of this option is to give children an opportunity to learn/revise names for organs of the body and their associated functions. The teacher could introduce the topic by leading the children through a series of questions and answers on:

The Heart

- ▲ Can you show me where your heart is?
- ▲ How do you know it is there?
- ▲ How quick is your heartbeat?
- ▲ Where else can you feel your heartbeat?
- ▲ What work is your heart doing in your body?
- ▲ What can you do to keep your heart healthy and strong?

The Lungs

- ▲ How many lungs have you?
- ▲ Where are they?
- ▲ What work do they do for you?
- ▲ Can you show me how you fill your lungs with air?
- ▲ Can you name anything that damages the lungs?
- ▲ What can you do to keep your lungs healthy?

The Stomach

- ▲ Where is your stomach?
- ▲ What other word do you have for it?
- ▲ What goes into your stomach?
- ▲ Does your food stay there?
- ▲ Where does it go?
- ▲ What happens to the waste part of the food?

Let's Talk: About things We Say and the Way We Say Them

To start, talk to the children about the way we talk to babies. If a well-meaning adult uses this way of talking to them, how do they feel?

What about the word 'kid'? Do the children have any objection to being called a 'kid'? Why?

If a respected Newsreader spoke as if s/he were talking to a small child or baby, what would the effect be?

When we visit the doctor it is better to use the medical words to tell him what the matter is.

What do you say when:

- ▲ You need to go to the toilet?
- ▲ You've eaten something that has upset your tummy and you feel you are going to be sick?
- ▲ You want to tell teacher that someone in class has called you names?
- ▲ You are feeling hot and bothered?
- ▲ You are fed up and you would like to be left alone?
- ▲ You want to tell the doctor that you have a pain in your bellybutton?

What is the proper name for:

- ▲ The part of a boy that passes urine?
- ▲ The part of a girl that passes urine?
- ▲ The opening where a baby leaves its mother's womb?
- ▲ The part of the body where a baby was joined to its mother before being born?
- ▲ The parts of a mother's body that feed the baby after it is born?

Resource Materials for Relationships and Sexuality Education

Second Class

Theme 7

When My Body Needs Special Care

Follow-up Activities

Let's Write: About the Things People Say and the Way That They Say Them.

Art Activity: More Things People Say/A Montage of Idioms

Let's Write: About the Things People Say and the Way That They Say Them.

Ask the children to write about a time someone talked to them as if they were younger than they were. How did they feel?

or

Ask them to write about a time somebody asked them to do something that was too difficult for them.

or

Ask the children for their reaction to being called a 'kid'? Were they ever called kids? Did they mind? Why? What is a kid?

Art Activity: More Things People Say/A Montage of Idioms

Talk to the children about the meaning of familiar idioms and the humorous pictures they create in the mind. A montage, for example of somebody being 'all ears' would be simple to achieve. Other suggestions include;

To let the cat out of the bag.
To be in the soup ... in a stew ... in hot water ... in a jam.
To give someone the cold shoulder.
To be raining cats and dogs.
To be the apple of someone's eye.
To have one's knees turn to jelly.
To have a bee in one's bonnet, or ants in your pants.
To have one's heart in one's mouth ... or one's boots.
To have a hair raising experience.

Parent/Guardian Involvement

Parent/Guardian assistance in the artwork and written activities would be useful.

The visitor may be a parent/guardian of a child in the class.

Parents/guardians visiting the classroom can be shown the artwork, the written work and the other RSE work on display to date.



Home-School Links

Second Class 7

When My Body Needs Special Care

Dear Parents/Guardians,

The aim of this lesson is to provide children with an opportunity to revise the names of the external parts of the male and female body, and some associated functions, in the context of the body's occasional need for special care.

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 the vocabulary, it is recommended that the teacher uses everyday situations to include words for the body, and bodily functions, naturally and without undue emphasis. This will be at the discretion of the teacher, in accordance with the school's RSE Policy.

The following are suggested **Home Activities** which **parents/guardians** may wish to undertake with their **children** on the theme **When My Body Needs Special Care**:

Discuss with your child an occasion when s/he had to visit the doctor:

Do you remember when you had to go to Dr. ...?

What did the Dr. do?

Did you mind being examined? Why/why not? etc.

Or

Talk about the wonderful work of the body:

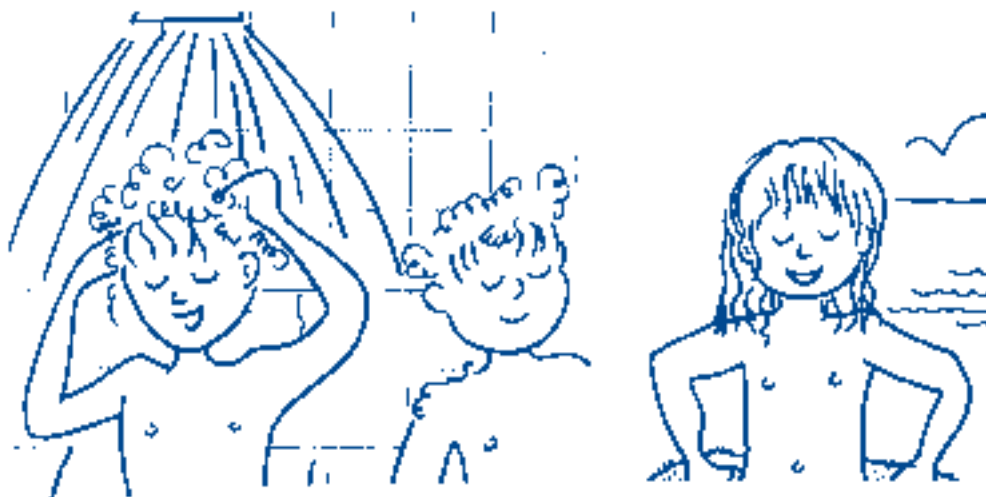
Heart - pumps blood

Lungs - take in and let out air

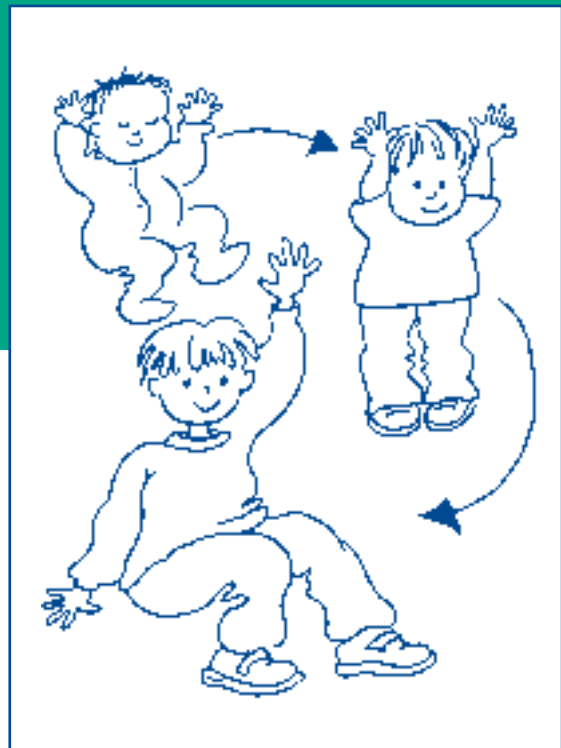
Stomach - digests food and separates good from waste, etc.

Or

Use everyday situations to give correct names for all parts of the body.



8 Growing and Changing





Growing and Changing

Aim: To provide children with opportunities to realise that as they grow and change their relationships with family and friends change.

Theme Menu

Option 1

Interview:	What I Was Like When I Was Little
Let's talk:	About Changes in My Life as I Grow

Option 2

Let's Write (1):	The Story of My Life
Let's Talk:	About Changes in My Life as I Grow

Follow-up Activities

Let's Write (2):	A Poem about Someone I Love
Let's Write (3):	A Poem of Ages

A Note on Growing

Children experience a range of life changes during the process of development. As changes occur physically, socially and cognitively children learn to adapt to societal and cultural changes around them. A focus on these changes advances the development of self-knowledge and self-esteem in children.

Option 1

Interview: What I Was Like when I Was Little

Let's talk: About Changes in My Life as I Grow

Interview: What I Was Like when I Was Little

Ask the children to interview their parents/guardians at home. They could ask the following questions with regard to the time that they were

**new born
toddlers
and starting school.**

- ▲ **What was I like?**
- ▲ **Who minded me?**
- ▲ **How did they mind me?**
- ▲ **What used I do?**
- ▲ **How could I help?**
- ▲ **How did they know when I needed minding?**
- ▲ **Who were my friends?**

They could do this over three evenings taking a stage at a time.

Follow-up discussion in school should focus on the changes in relationships and responsibilities between each stage and now. The following questions in Let's Talk About Changes in My Life as I Grow may be useful. The changes could be illustrated in cartoon strip format.

Let's Talk: About Changes in My life as I Grow

These questions could be discussed in class. The children may also find out from their parents/guardians at home what they think:

- ▲ **How have you changed since the beginning of second class?
How have you changed since you started school/since you were a toddler/since you were new-born?**
- ▲ **How did you come to school on the first day? How do you come now?
How did you travel as a toddler/when new-born?**
- ▲ **Who brought you to the classroom the first day?**
- ▲ **What sort of games did you play with your friends when you were younger? What do you play now?**
- ▲ **What used you and your friends talk about when you were younger?
What do you talk about now?**

Resource Materials for Relationships and Sexuality Education

Second Class Theme 8 Growing and Changing

- ▲ **How do you help around the classroom/your house now? How used you help when you started school? How used you help at home as a toddler?**
- ▲ **Next year how do you think you will have changed? How will you be different in sixth class?**

Option 2

Let's Write (1): The Story of My Life

Let's Talk: About Changes in My Life as I Grow

Let's Write (1): The Story of My Life

Some sensitivity may be needed here, depending on the backgrounds of the children. Ask the children to ask their parents/guardians questions about the time when they were younger. For example:

- ▲ When was I born- Time? Day of the week? Date?
- ▲ Where was I born?
- ▲ Who chose my name? Why was that name chosen?
- ▲ What did I look like- When I was born/was a toddler/started school?
- ▲ Who minded me?
- ▲ What kind of minding did I need?
- ▲ How could I help?
- ▲ How would you know when I needed minding?
- ▲ How would you know I was happy and content?
- ▲ Who were my friends?

Let's Talk: About Changes in My Life as I Grow

These questions could be discussed in class. The children may also find out from their parents/guardians at home what they think:

- ▲ How have you changed since the beginning of second class?
How have you changed since you started school/were a toddler/were new-born?
- ▲ How did you come to school on the first day? How do you come now?
How did you travel as a toddler/when new-born?
- ▲ Who brought you to the classroom the first day?
- ▲ What sort of games did you play with your friends when you were younger? What do you play now?
- ▲ What used you and your friends talk about when you were younger?
- ▲ What do you talk about now?

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Second Class Theme 8 Growing and Changing

- ▲ How do you help around the classroom/your house now? How used you help when you started school? How used you help at home as a toddler?

- ▲ Next year how do you think you will have changed? How will you be different in sixth class?

Follow-up Activities

Let's Write (2): A Poem about Someone I Love

Let's Write (3): A Poem of Ages

Let's Write (2): A Poem about Someone I Love

Ask the children to think of a friend or family member who has known them all their lives. After discussion, in one corner of a page the child draws a picture showing their relationship when the child was new-born. In another corner the child draws a picture of this relationship when the child was a toddler. In the next corner the picture will be of the relationship when s/he started school and finally the child draws the relationship in the present.

Then provide the children with a word or a simple unfinished sentence as a guide. In brackets write down some of the children's ideas.

When I was born ...

When I was a toddler ...

When I started school ...

Nowadays ...

The children write their own poems choosing, from the blackboard, the words they need to complete their poem. Alternatively, this poem may be written as a collective or class poem. There is no need for these poems to rhyme.

Let's Write (3): A Poem of Ages

Write three numbers on the board to include the age of the eldest child in the class. Explain to the seven year olds that they will have to write a seven line poem and to the eight and nine year olds that their poems will have to be eight and nine lines respectively.

Each line of the poem is to tell about a memory of that time. Beginning with this present age, ask the children what has been memorable about it and then they work backwards to the age of one. The children could ask for ideas at home. Option 2 would be good preparation for this exercise. The finished product will be something like this:

One:	Crawling backwards. Then learning to walk, the right way round.
Two:	Learning to talk. My favourite word is 'No!'
Three:	Went to play school. Met my friend Chris.
Four:	Started big school. Chris there too.
Five:	In hospital getting my tonsils out. Lots of jelly and ice-cream!
Six:	New baby brother arrives. I don't get much sleep!
Seven:	Granny dying when I was seven
Eight:	School Tour! Chris and I got lost!
Nine:	Moved to a new house. Said goodbye to my friends.

These poems can be illustrated and displayed.

Resource Materials for Relationships and Sexuality Education

Second Class

Theme 8

Growing and Changing

Parent/Guardian Involvement

Parents/guardians will be interviewed at home about what the children were like when they were younger.

Parents/guardians will be asked for ideas for the life story and the poem of ages.

Parent/guardian assistance in the writing activities would be useful.

Parents/guardians visiting the classroom can be shown the written work and the other RSE work on display to date.



Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to realise that as they grow and change their relationships with family and friends grow and change. Children experience a range of life changes during the process of development. A focus on these changes advances the development of self-knowledge and self-esteem in children.

The following are suggested **Home Activities** which **parents/guardians** may wish to undertake with their **children** on the theme **Growing and Changing**:

Your child could “interview” you about his/her growth and development, asking questions such as:

What was I like when I was born/a toddler/4 years old?

Who minded me/played with me/took me for walks?

At what age did I crawl/walk/talk/run?

Or

Together, make an album using cards, photographs or by drawing pictures, showing the developmental stages in the child’s life:

newborn baby - walking - going to school - at the seaside, etc.

Or

“Interview” your child about the growth and change s/he is aware of happening during the past year(s):

Tell me anything you can do now in Second Class that you were not able to do in First Class?

How do you help at home now in comparison to what you did when you were four years old?

What games do you play with your friends now in comparison to what you played when you were six years old?



9 Personal Decisions





Personal Decisions

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

Theme Menu

Option 1

Pretend Time (1): How Do I Decide What to Do?

Let's Talk: About the Reasons I Do Things

Option 2

Let's Write (1): About Other Points of View

Let's Talk: About Decisions we Make

Follow-up Activities

Let's Write (2): Reasons for Doing Things

Pretend Time (2): Other Points of View

A Note on Making Choices and 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.

Option 1

Pretend Time (1): How Do I Decide What to Do?

Let's Talk: About the Reasons I Do Things

Pretend Time (1): How Do I Decide What to Do?

Ask the children to act out a selection of the following situations. The teacher may also know of some other examples that are appropriate, topical and specific to the class.

Define the situation clearly. Read the problem aloud. Get the children thinking in advance about what they would do. They could do this in small groups. Ask them:

- ▲ **Did this ever happen to you? What did you do?**
- ▲ **What did you think about before making your decision?**
- ▲ **Did you think about what the other people in the situation might feel or do or say?**

Some other questions which may be useful for this activity are in the Let's Talk section of this option.

1. **Your friends call for you. Your little brother or sister wants to come too. What do you do?**
2. **You have got all the sums you got for homework wrong. Your teacher asks you how many you had right. What do you say?**
3. **You have got most of your spellings wrong in a test.
What would you do if your friend asked how you did?
What would you do if your Mammy/Daddy asked how you did?
What would you do if your teacher asked you how you did?**
4. **You are playing with a friend who lives near you. A friend from school has come over to play. Your two friends do not like each other! They each want to play with you alone. What do you do?**
5. **You are playing with some new friends. They dare you to go into a building site. Your Mammy/Daddy has told you this is dangerous. The children you are playing with call you names and say that you are scared. What do you do?**
6. **The children you are playing with start making fun of another child. What do you do?**
7. **A friend of your Mammy's/Daddy's comes to visit. S/he treats you like a small child. What do you do or say?**

Let's Talk: About the Reasons I Do Things

Your friends call for you. Your little brother or sister wants to come too. Would you:

- A. Bring him/her because s/he's your little brother/sister and you love him/her?
- B. Bring him/her because you remember what it feels like to be little and left out of things?
- C. Leave him/her at home because s/he'd slow you down?

What else could you say about this situation?

You have got all the sums you got for homework wrong. Your teacher asks you how you did. Would you:

- A. Say you did all right because you'd be afraid the other children would hear?
- B. Say you did all right because you'd be afraid of what the teacher would think?
- C. Tell him/her because you'd be afraid s/he'd find out anyway?

What else could you say about this situation?

You have got most of your spellings wrong in a test. Your friend asks how you did. Would you:

- A. Tell him/her you did all right because you'd be afraid what s/he'd think?
- B. Tell him/her the truth because s/he's your friend?

Your Mammy/Daddy asks how you did. Would you:

- A. Tell him/her you did all right because you'd be afraid that s/he'd make you spend a lot of your free time learning them?
- B. Tell him/her the truth because s/he's your Mammy/Daddy and s/he'd help you to do better next time?

What else could you say about this situation?

You are playing with a friend who lives near you. A friend from school has come over to play. Your two friends do not like each other! They each want to play with you alone. Would you:

- A. Go off with your school friend because s/he doesn't visit often and you see your other friend nearly every day?
- B. Play with your friend from home because you play with him/her all the time and s/he's a really good friend?
- C. Go off on your own because you are fed up with them both?
- D. Try to help them be friends with each other, then you could all have fun and nobody would be hurt or disappointed?

What else could you say about this situation?

Resource Materials for Relationships and Sexuality Education

Second Class Theme 9 Personal Decisions

You are playing with some new friends. They dare you to go into a building site. Your Mammy/Daddy has told you this is dangerous. The children you are playing with call you names and say that you are scared. Would you:

- A. Remember what Mammy/Daddy said and stay out of trouble?
- B. Go into the site because you'd be afraid what your friends would think?
- C. Stay out because you'd be afraid your Mammy/Daddy would 'ground' you if s/he found out that you went in?

What else could you say about this situation?

The children you are playing with are making fun of another child. Would you:

- A. Join in because you're one of the gang?
- B. Join in because you'd be afraid the children would gang up on you too?
- C. Tell them to stop because they were being mean?
- D. Tell them to stop because you know what being made fun of feels like?

What else could you say about this situation?

A friend of your Mammy's/Daddy comes to visit. S/he treats you like a small child and squeezes you too tight. Would you:

- A. Put up with it to be polite?
- B. Avoid him/her by hiding?
- C. Ask him/her to stop and explain that you are in Second Class now?
- D. Put up with it just in case Mammy/Daddy would mind?

What else could you say about this situation?

A grown-up touches you in a way that makes you feel uncomfortable. This person asks you not to tell. Would you:

- A. Be afraid to tell because grown-ups are in charge?
- B. Be afraid to tell in case you might get into trouble?
- C. Tell somebody because nobody has the right to make you feel uncomfortable?

What else could you say about this situation?

Option 2

Let's Write (1): About Other Points of View

Let's Talk: About Decisions We Make

Let's Write (1): About Other Points of View

In the case of a number of the scenarios mentioned in this lesson, or with reference to a relevant/appropriate home-based or school-based situation, talk to the children about what the other people involved might feel.

Ask the children to write the story from the point of view of one of the other participants. For example:

- ▲ **Your friends call for you. Your little brother or sister wants to come too.**
- ▲ **What would your friends think? If you were one of the friends would you mind? Why?**
- ▲ **What will your little brother or sister feel if s/he is left behind?**
- ▲ **How would you feel if you were left behind? Did this ever happen to you?**
- ▲ **Write this story pretending you are one of the friends.**

A framework in the form of unfinished sentences on the blackboard might be useful. For example:

Hello, my name is

I called for my friend the other day.

We were going to

His/her little brother wanted to come too.

My friend said to his/her little brother.

I was glad because

Let's Talk: About Decisions We Make

Situations that might be discussed:

1. You have got all the sums you got for homework wrong.
Your teacher asks you how you did.
What do you think the teacher might think?
What about the other children?
What do you think when you hear of somebody else finding their work hard?
Write this story pretending to be another child in the class.
2. You are playing with some new friends.
They dare you to go into a building site.
Your Mammy/Daddy has told you this is dangerous.
The children you are playing with call you names and say that you are scared.
Are all the other children daring you to go into the building site?
Do any of them feel it's not a good idea?
Write the story from this child's point of view.
3. The children you are playing with start making fun of another child.
Are all the children involved?
Do any of them think it is not a nice thing to do?
How would you feel if you were the child being made fun of?
Did this ever happen to you?
How did it make you feel?
Write this story from the point of view of one of the other children.
4. A friend of your Mammy/Daddy comes to visit.
S/he treats you like a small child and squeezes you too tight.
Maybe the visitor means well and doesn't know much about children.
The visitor and your Mammy/Daddy may not realise you have a problem with this unless you tell them.
Write the story from the visitor's point of view.

Resource Materials for Relationships and Sexuality Education

Second Class

Theme 9

Personal Decisions

Follow-up Activities

Let's Write (2): Reasons for Doing Things

Pretend Time (2): Other Points of View

Let's Write (2): Reasons for Doing Things

The object of this exercise is to make the subject of what influences our decisions more personal to the children. Each set of sentences to be completed consists of a decision to be taken, the decision the child chooses and what motivates this decision. You could use a situation mentioned earlier in the lesson or you may be aware of a particularly relevant home or school-based scenario that might be appropriate.

The children make suggestions to complete the sentences from the blackboard. Write down a selection of the more popular words in brackets after the sentence. You might write the list of words from which the children are to choose in a different colour or format. If these words are beyond the children's sight vocabulary, picture clues might be useful. Adult help in the classroom would be useful.

Example 1

**My friends call for me and my little brother (name) wants to come too.
I would ... because ...**

Pretend Time (2): Other Points of View

In the case of a number of the scenarios mentioned in this lesson, or with reference to a relevant/appropriate home-based or school-based situation, talk to the children about what the other people involved might feel.

Ask the children to act out the story from the point of view of one of the other participants. For example:

You have got all the sums you got for homework wrong. Your teacher asks you how you did. What do you think the teacher might think? Decide what the teacher might say and act this out.

You are playing with some new friends. They dare you to go into a building site. Your Mummy/Daddy has told you this is dangerous. The children you are playing with call you names and say that you are scared. Are all the other children daring you to go into the building site? Do any of them feel it's not a good idea? Pretend you are this child and tell the others what you think.

The children you are playing with are making fun of another child. Are all the children involved? Do any of them think it is not a nice thing to do? How would you feel if you were the child being made fun of? Did this ever happen to you? How did it make you feel? Pretend you are this child and tell us what you think.

Parent/Guardian Involvement

Parent/guardian assistance in the writing activities would be useful.

Parents/guardians visiting the classroom can be shown the written work and the other RSE work on display to date.



Dear Parents/Guardians,

The aim of this lesson is to provide children with opportunities to discuss the factors which may influence personal decisions and choices. 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 **Home Activities** which **parents/guardians** may wish to undertake with their **children** on the theme **Personal Decisions**:

Discuss, or act out, with you child how s/he would respond in the following situations:

Your friends call for you. Your little brother/sister, ..., wants to come too. What do you do? What happens then?

The children you are playing with make fun of another child. What do you do? What happens then?

You are playing with some new friends. They dare you to go into a building site/derelict house. I have told you that this is dangerous. The children call you names/say you're scared. What do you do? What happens then?

I send you to the shop for milk, bread and bananas. I'm not sure how much these will cost so you have change left over. You'd love to buy sweets with some of this money. What do you do? What happens then?

You didn't know what sums to do for homework because you were talking in class, instead of listening to the teacher. I know that you get sums every night. What do you do? What happens then?

A friend of mine visits and treats you like a baby. What do you do? What happens then?





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