



Classroom planning

Class: Infants- Jnr & Snr

Strand: Myself and the wider world

Strand Unit: Developing citizenship

KEY WORDS/MESSAGES:

My school community

1. Names of school / people in school community
2. Unique and valuable contribution of all in school
3. Co-operation and fairness;
4. Adhering to rules;
5. Respect for diversity;

Living in the local community

6. People /groups in the local community;
7. Importance of group/community rules;
8. Ways of helping others
9. Unique and valuable contribution of all in the community;
10. Local identity

Environmental care

11. Responsibility for respecting the environment

CONTENT OBJECTIVES: *Knowledge/ skills/ attitudes and values*

SPHE Curriculum Statement P.22

Knowledge acquisition: content objectives 1,4,6,7,8

Skills development: content objective 3

Attitude and values awareness: content objectives 2,4,5,6,8,9,11

CONTEXTS: *In what contexts can I teach these content objectives?*

Classroom climate and atmosphere that supports this unit is one that promotes:	Learning through discrete SPHE time	Learning through integration with other subject areas
<ul style="list-style-type: none"> • The democratic process in both the school and c.room • Children and adults being addressed by their names • The inclusion and valuing of all pupils and an openness to diversity eg. pupils with learning disabilities and difficulties, pupils from ethnic minorities • Fair play for all • Welcoming of parents other adults in the community when opportune • Opportunities for co-operation among pupils and the modelling of co-operative work by staff in school • Development of responsibility eg. jobs <p>(Content objectives 2,3,4, 5,9,11)</p>	<p>(Content objectives 1, 4,5, 6, 7, 8, 9)</p> <ul style="list-style-type: none"> • Identifying the different people in the school community • Exploring some of the similarities and differences between children in the class and school • Examining the contributions of local clubs and organisations to the life of the community • Identifying people who help in the local community and their roles • Exploring how children can help at home, in school and in the local community 	<p>Content objectives: 1, 2,3,5, 4,8,...Language 2 (Gaeilge)</p> <p>2, 3, 4,5.....Visual Arts</p> <p>2,3,4,5Drama</p> <p>1-11.....Language 1 (English)</p> <p>11.....Science</p> <p>1,6,Maths.</p> <p>10.....History</p> <p>5, 6,7,9,10,11.....Geography</p> <p>3,4,5.....P.E.</p> <p>1-11.....Music</p>



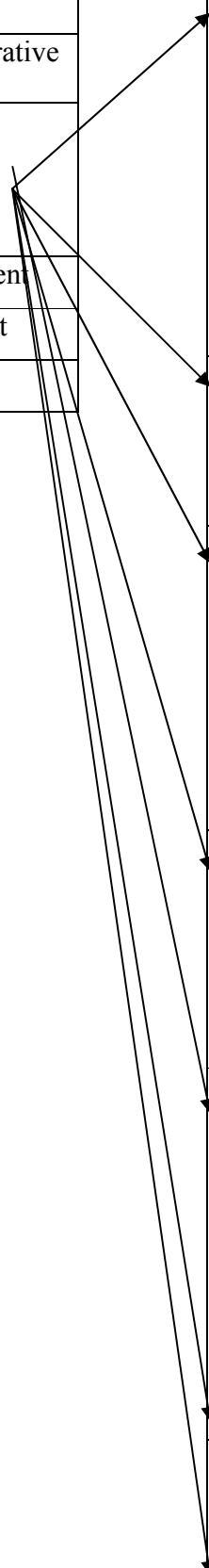
Primary Curriculum Support Programme
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Teaching methodology
Key Methodologies

Talk and Discussion
Collaborative/Cooperative Learning
Active Learning
Use of the Environment
Skills through content
Problem-solving

Teaching approaches to support Active Learning
Active Learning Strategies **Tick and elaborate strategy**

Drama Activities	Exemplar 1 <u>TG 60</u> based on stories/poems /situations such as “The crowd scene” <u>Poems about ME</u> “Our Family comes from around the world” “Disobedience” by AA Milne in <u>When We Were Very Young</u> Identity Auction p182- Role Play pp197-203 Simulations pp. 204-221 <u>Global Teacher</u> <u>Global Learner</u>
Co-operative games	<u>Let’s Co-operate</u> pp. 11, 34, 41, 42, 44, 50, 53, Co-operative Faces 166-171 <u>Global Teacher</u> <u>Global Learner</u>
Pictures, Photographs and Visual Images	<i>Exemplar 11</i> “Pictures as a starting point”p.74 (<i>issues such as prejudice, my local community, the older generation</i>) <i>Exemplar 13</i> Speech/thought bubbles <i>Exemplar 14</i> Classifying and setting pictures/photos 1 “Who is co-operating?” 2. Is it fair?
Discussion	<i>Exemplar 20</i> “Creating a collage”... of people in our class/ school /community <i>Exemplar 18</i> “Agree or disagree” Statements suitable to their understanding
Written Activities	Survey Pupils select a school rule and ask other pupils Does it get broken: Very often <input type="checkbox"/> Quite often <input type="checkbox"/> Very rarely <input type="checkbox"/> Why? (This could be taped) _____ Contrast with <i>Exemplar 26</i> “ <i>Do’s and don’ts worksheet</i> ”
Media and ICT	“Young and Old” pp. 24-25 CD ROM RAFIKI CD Rom
Looking at children’s work	





RESOURCES: *Human /Materials*

<p>Human Resources People from local community such as parents, garda, lollipop person, other teachers, caretaker, secretary, SNA.</p> <p>Material Resources</p> <ul style="list-style-type: none"> • <u>Walk Tall</u> (Senior Infs) Chapter 1 • <u>Let's Co-operate</u>, Peace Pledge Union (Trócaire) • <u>Winners All</u>, Pax Christi (Trócaire) • <u>Homes Pack</u>, Blackrock Education Centre (Trócaire) • <u>Young and Old</u>, CD-ROM • <u>Changing Places</u>, A Guide to Multicultural Books for Children (ABBY,) • <u>Watoto</u>, Trócaire (Book and Tape) • <u>Team Planet</u>
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ASSESSMENT:

Knowledg gained? Skills practised? Attitudes& values experienced?

Teacher Observation	<ul style="list-style-type: none"> • Outcomes of conversations between children and between children and teacher • Observing group interaction and the abilities displayed by children in working together • Child's awareness of the difficulties of others and his/her willingness to help • Observing the child's sense of fair play , • Child's ability to work with other pupils
Teacher designed tasks and tests	<ul style="list-style-type: none"> • Child's ability to deliver a message to another member of staff • Child's ability to give out equipment, organise materials, work collaboratively on a project etc. • Worksheets
Portfolios and projects	<ul style="list-style-type: none"> • Samples of pupils' work • List of classroom rules • Drawings by pupil • Written activities • Photographic display of our locality

Individual differences in my class (<i>backgrounds, abilities, physical challenges, behaviours etc.</i>)	Issues arising from this
<i>eg</i> This year there are two pupils who were born outside of Ireland and whose mother tongues are Urdu and German One pupil finds it difficult to stay on task	<i>eg</i> Pupils will not understand teacher's oral instructions. Pupil needs short tasks and incentives to stay on task.