



Classroom Planning

Class: Third and fourth classes

Strand: Myself

Strand Unit: Growing and changing

A positive school climate and atmosphere further supports this Strand Unit, as does the Content Objective:

Engage in group activities in the class and learn how to share, co-operate, listen to, work and play together from the Strand: Myself and the wider world, Strand Unit: Developing citizenship

KEY WORDS/MESSAGES: *Read through content objectives. Highlight key words/messages .*

Growing and changing are continuous, emotional changes, feelings and emotions affected, spiritual development, space and privacy, independence, responsibilities, human baby, wonder ...

CONTENT OBJECTIVES: *What do I want the children to learn in terms of gaining more knowledge, developing skills, and experiencing attitudes and values?*

S.P.H.E. Primary School Curriculum pp. 41, 42

As I grow I change

1. Realise that growing and changing are continuous throughout life
2. Identify the skills and abilities acquired and the interests and pursuits taken up in recent years
3. Recognise the emotional changes that have taken place since infancy
4. Recognise and discuss how feelings and emotions are affected by the physical changes that take place at puberty*
5. Recognise how spiritual development has taken place in recent years
6. Begin to appreciate the need for space and privacy in life
7. Recognise how independence and responsibilities are continually increasing

Birth and new life

8. Discuss the stages and sequence of development of the human baby, from conception to birth*
9. Identify the care that needs to be taken while waiting for a baby to be born
10. Develop an appreciation of the wonder of a new born baby

Feelings and emotions

11. Talk about and reflect on a wide variety of feelings and emotions and the various situations where these may be experienced and how they might be expressed
12. Identify strong feelings and learn to express and cope with these feelings in a socially appropriate manner
13. Identify and recognise the difference between needs and wants and come to realise that some rewards or experiences may be or should be postponed until later
14. Explore how feelings can influence one's life

**Developed and implemented in the context of the school ethos and school plan*

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"> • understanding and acceptance of change • respect for people's need for space, both physical and emotional 	As I grow I change C.Objjs. 1, 2, 3, 4	<u>Integration between subjects</u> As I grow I change Maths: Strand: Measures, Strand units:



<ul style="list-style-type: none">• encouragement of age appropriate responsibility• sensitivity to emotional and spiritual development as well as intellectual• opportunity to learn about appropriate expression of feelings• recognition of difference between needs and wants	<p><i>Birth and new life</i> Content Objs. 1, 2, 3</p> <p><i>Feelings and emotions</i> C.Objs. 1, 2, 3, 4</p>	<p>Length p. 52 Weight p. 54</p> <p><i>Birth and new life</i> Science: Strand: Living things, Strand unit: Human life, p. 61</p> <p><i>Feelings and emotions</i> P.E: Strand: Dance Strand units: Exploration, creation and performance of dance, p. 40, C. Objs. 4 & 6 Understanding and appreciation of dance, p. 41C. Obj. 3</p> <p>Music: Strand: Listening and responding, Strand unit: Listening and responding to music, C. Objs. 2 & 3</p> <p>English: Strand: Emotional and imaginative development through language Strand units: Oral language: developing emotional and imaginative life through oral language, p. 44 Writing: developing emotional and imaginative life through writing, p. 45</p> <p>V.A: p. 50, Strand: Drawing, Strand unit: Making drawings, p. 48, C. Objs. 2 & 3 Strand: Paint and colour, Strand unit: Painting, p. 50, C. Objs. 2 & 3 Strand: Clay, Strand unit: Developing form in clay, p. 54, C. Objs. 1, 3, 4 & 6 Strand: Construction, Strand unit: Making constructions, p. 56, C. Obj. 3 Strand: Fabric and fibre, Strand unit: Creating in fabric and fibre, p. 58, C. Objs. 1 & 2 Strand unit: Looking and responding ... to all VA Strands</p>
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Primary Curriculum Support Programme
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		<p>Drama: Strand: Drama to explore feelings, knowledge and ideas, leading to understanding, Strand unit: Exploring and making drama, pp. 26 & 27, C. Objs. 1, 2, 3, 4</p> <p><u>Integration through thematic approach</u> e.g. new life in spring</p>
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INDIVIDUAL NEEDS: *Backgrounds, abilities, physical challenges, behaviours etc.*

Suitable material and resources for children of differing abilities, backgrounds and family structures. Classroom organisation should take available resources, materials, layout of classroom and such like, into consideration.



TEACHING APPROACHES:

What approaches and methodologies are most suitable for teaching these content objectives?

Key Methodologies

Active Learning Strategies

Tick and elaborate strategy

Talk and Discussion	Active Learning	Drama Activities	SPHE Teacher Guidelines, pp. 58 – 64 Walk Tall, 5 th Class, Unit 2, Feelings, Lesson 1: How are you feeling? Mime activity, p. 57 NWHB, Looking after myself, Unit 1.4, Growth and development, p. 108
Collaborative/Cooperative Learning		Co-operative games	SPHE Teacher Guidelines, pp. 65 - 67
Use of the Environment		Pictures, Photographs and Visual Images	SPHE Teacher Guidelines, pp. 68 - 78 NWHB, See above, Then and now, p. 105
Skills through content		Discussion	SPHE Teacher Guidelines, pp. 79 - 85 Walk Tall, 6 th Class, Unit 2, Feelings. Lesson 1: What do I do when I feel? Discussion, pp. 56 & 57
Problem-solving		Written Activities	SPHE Teacher Guidelines, pp. 86 - 95 NWHB, Looking after myself, Unit 1.4, Growth and development, 7 Days of me, p. 109 RSE Resource Materials, 6 th Class, Theme 6, Growing and Changing. History project: Childhood to Adulthood through the Ages, p. 188
		Media and ICT	SPHE Teacher Guidelines, p.96 Questionnaires, pp. 89 & 90
		Looking at children's work	SPHE Teacher Guidelines, pp. 97 - 99 RSE Resource Materials, 6 th Class, Theme 6, Growing and Changing, Let's Evaluate: Our Own Work, p. 189



RESOURCES: *People/Materials/Community/Other*

Human:		
Visiting speaker – <i>see relevant policy</i>		
Visit from parent/grandparent/guardian. Changes with arrival of new baby Changes in locality (linked with history)		
RSE Resource Materials:	p. 93 – 102 p. 69 – 80 p. 57 – 68	pp. 195 – 206 As I grow I change pp. 169 – 181 New Life pp. 155 – 168 Feelings
Walk Tall 3	p. 67 - 88	Feelings
Walk Tall 4	p. 67 - 84	Feelings
SPHE Resource List, PCSP website www.pcsp.ie		

ASSESSMENT: See SPHE Curriculum pp. 70 -77

Knowledge gained? Skills practised? Attitudes and Values experienced?

<p>Teacher Observation pp. 72 – 74</p>	<p>Through this technique, the teacher can assess the attitudes and skills developed by the children, their ability to self-assess and their ability to set their own goals and targets. The teacher can take note of how children can work with others, types of questions asked, level of interest and self-confidence, ability to ask for help, coping with difficulties and change and their understanding of the work in hand.</p> <p>Some questions for teacher’s reflection:</p> <ul style="list-style-type: none"> • Are children using language to express feelings? • Are they using socially appropriate behaviours? • Is there a comfort level with all/some aspects of growth? • Is language being used which is respectful to growth, birth and new life? • Is language being used which is respectful of difference?
<p>Teacher designed tasks and tests pp. 74, 75</p>	<p>Through tasks and tests, the child is given the opportunity to engage in his/her own learning. These activities will promote dialogue, questioning, reflection and action. A variety of tasks will reflect the variety of intelligences in the class. These activities will include drama, oral presentations, written activities, open-ended statements to be completed, pictorial options from which to choose, role play, surveys and interviews, drama, role play, group work, co-operative games, talk and discussion, small projects, art work, questionnaires etc.</p> <p>e.g. Self assessment questionnaire for children in relation to guest speaker</p> <ul style="list-style-type: none"> ○ What did I learn? ○ What might have helped to make the visit more valuable? ○ Name a positive behaviour used in the classroom that day?



<p>Portfolios and projects pp. 75, 76</p>	<p>A portfolio will contain examples of the work carried out by the children. These examples will indicate the child's progress in and experience of the strands of the curriculum. They will be dated and a record of help given will be attached. The following should be noted from projects: information gathered, methods of research used, the way children worked together, styles of presentation and how children answered questions related to their project.</p> <p>Children's folders will include a selection of the following:</p> <ul style="list-style-type: none">● Photographic and artistic representations of growth● Art activities – expressing feelings, emotions and responses● Written work – prose, poetry, letters, stories, project notes, research● Projects – individual, small group, large group and whole class● Representation of new life in nature - linked to Science strand: Living things.g. Art activities● Time line showing:<ul style="list-style-type: none">○ personal changes○ changes as outlined by guest speaker
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