



Classroom Planning

Class: Fifth and Sixth 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 the content objectives and highlight key words/messages*

Changes, child to adult, patterns of development and growth, physical, social, emotional, intellectual and spiritual, individual space, privacy, sexual intercourse, conception and birth, committed, loving relationship, responsibilities, maturity, feelings, express ... in appropriate manner, understanding, differentiate ... needs and wants, love, positive ...

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

SPHE Primary School Curriculum p 57 & 58

As I grow I change

1. Identify and discuss the changes that are experienced in growing from child to adult
2. Explore patterns of development and growth, comparing present development with that at earlier stages: physical, social, emotional, intellectual and spiritual
3. Appreciate the need for individual space and privacy as he/she is growing and developing

Birth and new life

4. Understand sexual intercourse, conception and birth within the context of a committed, loving relationship
5. Discuss and explore the responsibilities involved in being a parent and the emotional and physical maturity required to be a parent

Feelings and emotions

6. Acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express
7. Discuss and practise how to express and cope with various feelings in an appropriate manner
8. Understand how feelings help in understanding himself/herself
9. Differentiate between needs and wants and recognise and explore the concept of delayed gratification
10. Discuss the different types of love that exist and explore how love is portrayed and defined in music, films, books, magazines and other media
11. Identify and learn about healthy ways to help him/her feel positive about himself/herself

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"> • respect for different aspects 		<u>Integration with other subject</u>



<p>of growth and development</p> <ul style="list-style-type: none"> • appreciation of need for individual space and privacy • appreciation of responsibilities of parenthood • acquisition of ability and confidence to explore feelings • acknowledgement of emotional development • exploration of appropriate manner for expressing feelings • differentiation between needs and wants • feeling positive about himself/herself 	<p><i>As I grow I change</i> C.Obj. 1, 2, 3</p> <p><i>Birth and new life</i> C.Obj. 1, 2</p> <p><i>Feelings and emotions</i> C.Obj. 1 - 6</p>	<p><u>areas</u> <i>As I grow I change</i> P.E. Strand: Dance; Strand unit: Exploration, creation and performance of dance, p. 52 C.Obj. 2, communication ... of moods or feelings p. 53, C.Obj. 3, interpret a mood or emotion ... Maths: Strand: Measures; Strand unit: Length, pp. 102, 103, C. Obj. 2 ... estimate and measure ... how far can you ... throw ... jump ... run?</p> <p><i>Birth and new life</i> Science: Strand: Living things; Strand unit: Human life, p. 83, C.Obj. 1 ... understanding ... body's ... major organs p. 83, C.Obj. 3 ... understanding ... reproductive systems ... and physical changes ... during growth</p> <p><i>Feelings and emotions</i> Visual Arts: Strand: Paint & colour; Strand unit: Painting, p. 68, C.Obj. 2 ... painting ... recalled feelings and experiences, p. 68, C.Obj. 3 ... express and interpret ... imaginative life ... and themes English: Strand: receptiveness to language; Strand unit: Oral language: developing receptiveness to oral language p. 48, C. Obj. 2, listen to expressions ... , C. Obj. 8, interpret mood, attitude, emotion and atmosphere ... Strand unit: Writing, p. 57, C. Obj. 2, 6, 7, 11, ...express in writing ... <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 materials 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	Drama Activities	SPHE Teacher Guidelines, pp. 58 – 64 Drama TG pp 97, 98 ... also quiet time
Collaborative/Cooperative Learning	Co-operative games	SPHE Teacher Guidelines, pp. 65 - 67
Active Learning	Pictures, Photographs and Visual Images	SPHE Teacher Guidelines, pp. 68 -78
Use of the Environment	Discussion	SPHE Teacher Guidelines, pp. 79 - 85
Skills through content	Written Activities	SPHE Teacher Guidelines, pp. 86 - 95
Problem-solving	Media and ICT	Questionnaires, SPHE Teacher Guidelines, pp. 89, 90 & 96
	Looking at children's work	SPHE Teacher Guidelines, pp. 97 - 99

RESOURCES: *People/Materials/Community*

Human Resources: Visiting Speaker - *refer to relevant policy*

As I grow I change

R.S.E. Resource Materials: 5th Class: Theme 6: My Body Grows and Changes: pp. 81- 92

6th Class: Theme 6: Growing and Changing: pp. 183- 197

Birth and new life

R.S.E. Resource Materials: 5th Class: Theme 7: The Wonder of New Life: pp. 93- 101

5th Class: Theme 8: Caring for New Life: pp. 103-112

5th Class: Theme 7: Relationships and New Life: pp. 199- 208

6th Class: Theme 8: A baby is a Miracle: pp. 209- 219

Feelings and emotions

Walk Tall 5: Unit 2: Feelings: p 53- 66

Walk Tall 6: Unit 2: Feelings: p 53- 70

R.S.E. Resource Materials: 5th Class: Theme 5: Feelings and Emotions: pp. 69- 79



6th Class: Theme 2: Different Kinds of Love: pp. 141- 149

6th Class: Theme 5: Feelings and Emotions: pp. 175 - 182

SPHE Resource list, PCSP website www.pcsp.ie

ASSESSMENT: See SPHE Curriculum pp. 70 -77

Knowledge gained?

Skills practised?

Attitudes and Values experienced?

Teacher Observation pp. 72 – 74	Were the resources used suited to the children? Is respectful language used by the children? Are they comfortable with some/all aspects of growth and development? Are the children able to express themselves using appropriate language for feelings and emotions? Have children developed the ability to ask questions using appropriate language/terminology?
Teacher designed tasks and tests pp. 74, 75	Were groups well structured so that every child could engage in the activities? Were the worksheets used suited to the developmental stage of the children? Were children able to work co-operatively together <ul style="list-style-type: none">○ in groups○ in pairs○ as individuals?
Portfolios and projects pp. 75, 76	Art activities – expressing feelings, emotions and responses. Projects – individual, small group, large group and whole class