



### Classroom Planning

Class: Fifth and Sixth Class

Strand: Myself and Others \_\_\_\_\_

Strand Unit: My friends and other people \_\_\_\_\_

**KEY WORDS/MESSAGES:** *Read through content objectives and highlight key words/messages*

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

*SPHE Curriculum Statement, p 62*

1. Explore the importance of friendship and interacting with others and realise that making and changing friends is part of the natural process of growing
2. Discuss and appreciate the different aspects of friendship and the difference between close friends and acquaintances, e.g. *mutual respect, trust, loyalty, listening, spending time, genuine communication, laughter, honesty, resolution of conflicts, forgiveness, being just and fair*
3. Explore the differences between boy and girl friendships and same sex friendships, e.g. *talking about different things, having different expectations of each other, wishing to impress his/her own sex and opposite sex*
4. Consider problems that can arise in friendships and other relationships and how these could be handled, e.g. *jealousy, uncertainty, feeling left out, pressure to belong and conform*
5. Identify the different groups to which friends can belong and recognise what constitutes a healthy group, e.g. *A healthy group is inclusive, friendly, supportive, respectful of the rights and views of others*
6. Explore how the opinions, views or expectations of others can influence how people relate to each other, either positively or negatively, e.g. *inclusiveness, respect, sharing as opposed to truancy, shoplifting, smoking, making assumptions, stress*
7. Practise and recognise the importance of care and consideration, courtesy and good manners towards others
8. Recognise, discuss and understand bullying and its effects, e.g. *what behaviour constitutes bullying, how and why bullying happens, how it feels to be intimidated and to intimidate others, the effect of bullying on self and others, knowing that bullying is always wrong*
9. Explore and discuss how individuals can deal with being bullied, knowing that others are being bullied and being a bully, e.g. *who to confide in, when to tell, how to be assertive*

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

Classroom climate and atmosphere	Learning through discrete SPHE	Learning through integration with
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Primary Curriculum Support Programme  
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that supports this unit is one that promotes:	time:	other subject areas:
<ul style="list-style-type: none"><li>• Opportunities for children to be listened to and to talk and listen to others</li><li>• Positive communication between the children and each other and between the children and the teacher</li><li>• Opportunities for children to voice their opinions, concerns and beliefs in an open, secure atmosphere where each individual is valued</li><li>• Spirit of co-operation by allowing the children opportunities to work together in pairs and in groups to achieve common goals</li><li>• Sense of solidarity as a class by working together as a team</li><li>• Understanding the need for rules and the participation of children in drawing up some of those rules in order to promote ownership</li><li>• Personal and group responsibility for the classroom itself and for the property of individuals</li><li>• Inclusion of all class members in activities</li><li>• Exploration of relevant issues as they arise such as bullying and conflict situations</li><li>• Acceptance and celebration of the diverse range of abilities, backgrounds and opinions within the classroom</li><li>• Praise and positive affirmation for all effort</li><li>• Group involvement in decision making</li><li>• Appreciation of the right to privacy of each individual</li><li>• Use of care, courtesy and good manners in all dealings with others</li></ul>	C. Obj. nos: 2, 3, 5, 6, 8 & 9	<p>Drama</p> <ul style="list-style-type: none"><li>• Role play of conflict situations within friendships</li><li>• Role play of situations where a particular influence is being exerted over a person by a friend</li><li>• Drama activities to foster empathy with the feelings of others</li></ul> <p>Visual Arts</p> <ul style="list-style-type: none"><li>• Looking and responding to his/her work and the work of others</li><li>• Using the strands of Visual Arts as media through which to express aspects of friendship</li></ul> <p>English</p> <ul style="list-style-type: none"><li>• Use of language to discuss the need for friends</li><li>• Use of language to discuss the different aspects of friendship</li><li>• Writing of invitations, birthday cards and letters to friends</li><li>• Reading and listening to story, poetry and rhyme on the theme of friendship</li><li>• Reading, listening to and responding to stories dealing with conflict in friendship</li><li>• Giving and taking turns in speaking</li><li>• Initiating conversations with other children and responding to the initiatives of others in talking about experiences and activities</li><li>• Create a class newsletter describing the activities undertaken by the class</li></ul>



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<ul style="list-style-type: none"><li>• Warm welcome for visitors to the classroom</li><li>• Sense of the importance and responsibility of being the senior classes in the school</li></ul>		<ul style="list-style-type: none"><li>• Discussing common goals/ concerns held by the class</li><li>• Discussing different solutions to problems</li><li>• Justifying personal likes and dislikes and listening to and accepting those of others</li><li>• Engaging in letter writing campaigns/debates/surveys about topics on relevant issues</li></ul> <p>Physical Education</p> <ul style="list-style-type: none"><li>• Engaging in pair/team games</li><li>• Respecting the rules of the game and the captain's leadership</li><li>• Rotating captaincy</li><li>• Choosing teams in a fair manner</li><li>• Respecting the personal space of others</li><li>• Respecting varying abilities</li></ul>
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**INDIVIDUAL NEEDS:** *Backgrounds, abilities, physical challenges, behaviours etc.*

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**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	<u>See Curr. St. p 62 for all C. Obj. below:</u> N.W.H.B: p 172; C.Obj.4 Bí Folláin: p 145; C.Obj.8
Collaborative/Cooperative Learning	Co-operative games	SPHE Teacher Guidelines: p 67, C.Obj.7, Walk Tall 5: p 70
<b>Active Learning</b>	Pictures, Photographs and Visual Images	SPHE Teacher Guidelines: p 70 N.W.H.B: p 176; C.Obj. 2
Use of the Environment	Discussion	R.S.E: pp 39-45; C.Obj. 1, 2, 7 Stay Safe: pp 9-14; C.Obj. 8, 9 Walk Tall 5: p 44; C.Obj. 6 Walk Tall 5: pp 45-50; C.Obj. 5 Walk Tall 5: pp 70-79; C.Obj.5 SPHE Teacher Guidelines: p 85 Bí Folláin: pp 146-148; C.Obj. 5, 6
Skills through content	Written Activities	Walk Tall 5: p 44, C.Obj. 6, pp70-79, C. Obj. 5 N.W.H.B: pp 167-169; C.Obj. 1, 2 N.W.H.B: p 172; C.Obj.4 RSE: p 33; C.Obj. 4 RSE: p 135; C.Obj. 8, 9 Bí Folláin: pp 152, 155, 156
Problem-solving	Media and ICT	
	Looking at children's work	

**RESOURCES:**

*People/Materials/Community*

Walk Tall 5: Unit 1, Unit 3.  
N.W.H.B: Look After Yourself: Getting on with Others  
R.S.E.: Theme 2 - Different Kinds of Friends  
Action For Life: Ribbons, Hoops and Ropes; Bat Ball; Mega Games.  
SPHE Teacher Guidelines: Exemplars  
Bí Folláin: Unit 4, Theme A,D - Personal and Social Development



**ASSESSMENT:** See SPHE Curriculum pp 70 -77

**Suggested focus:** *Knowledge gained?*      *Skills practised?*      *Attitudes and Values experienced?*

<b>Teacher Observation</b> pp 72 – 74	
<b>Teacher designed tasks and tests</b> pp 74, 75	
<b>Portfolios and projects</b> pp 75, 76	