



Classroom Planning

Class: Third and Fourth Classes

Strand: Myself and Others _____

Strand Unit: My friends and other people _____

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

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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 47

1. Appreciate the need for, and the importance of, friendship and interaction with others
2. Explore the different aspects of friendship, e.g. *loyalty, respect, genuine communication, trust, keeping promises, forgiveness, resolving conflict, honesty, what he/she values in each other, why he/she enjoys each other's company*
3. Examine different types of friendship, e.g. *same-sex friendships - 'best friend', boy-girl friendships, groups of friends, befriending someone for a short time in a difficult situation*
4. Begin to cope with disharmony in, or loss of, friendships
5. Acknowledge that friends often circulate in groups, which can be healthy or unhealthy, e.g. *inclusive, friendly, supportive, teasing, taunting, being pressured*
6. Practise and recognise the importance of care and consideration, courtesy and good manners when interacting with others
7. Respect and show consideration for the views, beliefs and values of others, e.g. *being just and fair when dealing with others, exploring the role of assumption, rumour, fact and opinion when deciding about other people*
8. Recognise, discuss and understand bullying, e.g. *why people bully, the behaviour that constitutes bullying, the consequences of different types of bullying, learning that bullying is always wrong, looking at the role of the onlooker in a bullying situation, being threatened or bribed by a bully*
9. Explore and examine ways of dealing with bullying

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"> • Opportunities for children to be listened to and to talk and listen to others. • Positive communication between the children and each other and between the children and the teacher • Opportunities for children to voice their opinions, concerns and beliefs in an open, secure 	Content Objectives Nos. 3,4,5,7,8,9	History <ul style="list-style-type: none"> • Explore the childhood of an older person - the school day, the subjects studied, the games that were played, the pastimes people enjoyed, what friends did together, aspects of friendship, C.Obj.1,2



<p>atmosphere where each individual is valued.</p> <ul style="list-style-type: none">• -a spirit of co-operation by allowing the children opportunities to work together in pairs and in groups to achieve common goals.• -a sense of solidarity as a class grouping by working together as a team• -an understanding of the need for rules, and the participation of the children in drawing up some of those rules to promote ownership.• -personal and group responsibility for the classroom itself, and for the property of individuals.• -the inclusion of all.• -the exploration of relevant issues as they arise- such as bullying, conflict situations.• -an acceptance and celebration of the diverse range of abilities, backgrounds and opinions within the classroom.• -praise and positive affirmation for all effort.• -group involvement in decision making.		<p>Language</p> <ul style="list-style-type: none">• Language to discuss the need for friends• Language to discuss the different aspects of friendship• Writing invitations for friends, writing letters to friends, birthday cards etc.• Reading and listening to story, poetry and rhyme on the theme of friendship• Reading, listening to and responding to story dealing with conflict in friendship• Giving and taking turns in speaking.• Initiate conversations with other children and respond to the initiatives of others in talking about experiences and activities.• Create a class newsletter describing the activities undertaken by the class.• Discuss common goals/ concerns held by the class.• Discuss different/possible solutions to problems• Justify personal likes and dislikes and listen to and accept those of others, C.Obj.1-7 <p>Physical Education</p> <ul style="list-style-type: none">• Engage in pair/team games• Respect the rules of the game and the captain's leadership• Rotate captaincy• Choose teams in a fair manner• Respect the personal space of others• Respect varying abilities
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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?

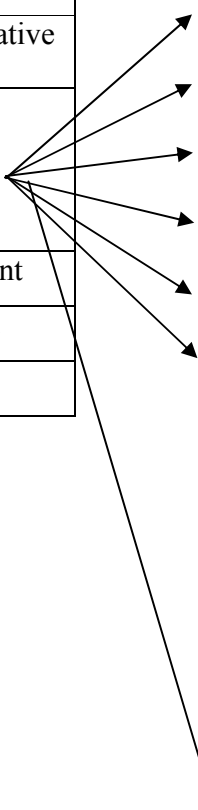
Key Methodologies

Active Learning Strategies

Tick and elaborate strategy

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

Drama Activities	<u>See Curr. St. p 47 for all C. Obj. below:</u> R.S.E: p 31, C.Obj. 4, p 133, C.Obj. 8, 9 Stay Safe: p15; C.Obj. 8, 9 SPHE Teacher Guidelines: p 62
Co-operative games	N.W.H.B: p167, no.287, C.Obj. 5
Pictures, Photographs and Visual Images	R.S.E: p 29, C.Obj.1, 2
Discussion	R.S.E: pp 30, 32, C.Obj. 4, p 33, C.Obj.1, 2, pp 129 -131, C. Obj. 8, 9 N.W.H.B: p 167 no: 289, C.Obj.1, p 167, no. 290, C.Obj. 2, p 167, no. 291, C.Obj. 2, 4, 5, p 168, no. 292, C.Obj. 2, 6, p 167, no.293, C.Obj.2, p 169, nos. 294, 295, C.Obj.1,2, p171 no.301, C.Obj.1, 4 Stay Safe: pp 12-14, C.Obj.8, 9
Written Activities	R.S.E: p 33, C.Obj. 4, p 135, C.Obj. 8, 9 N.W.H.B: p167 no. 288, C.Obj. 5, p 167, no. 290, C.Obj.1, 2, p 168 no.292, 293, C.Obj. 4, p171 nos. 298, 299, 300, C.Obj.1, 2, p 171 no.301, C.Obj. 4
Media and ICT	
Looking at children's work	





RESOURCES: *People/Materials/ Community*

N.W.H.B: Out and About - Theme 2: Myself and Others (Unit 2.2.2)
R.S.E: Themes: Sometimes Friends Fight; Bullying Behaviour.
Action forLife: Lesson 10 - Captain Rounders
Bí Folláin: Unit 4, Theme D : Personal and Social Development
Walk Tall 4
SPHE Teacher Guidelines: Exemplars

ASSESSMENT: See SPHE Curriculum, pp 70 -77

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

Teacher Observation pp 72 – 74	
Teacher designed tasks and tests pp 74, 75	
Portfolios and projects pp 75, 76	