



### Classroom Planning

**Class: Fifth and Sixth Class**

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

**Strand Unit: Relating to others** \_\_\_\_\_

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

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

*Curriculum Statement, p 63*

#### Communicating

1. Explore and practise the many verbal and non-verbal ways in which people communicate with each other - *introducing an individual in different situations, expressing gentleness, concern, tenderness, love, resisting the opinions or requests of friends, peers*
2. Listen actively to others and respect what each person has to say - *listening carefully to the experiences and views of others, reflecting and repeating what has been said, giving and receiving compliments and affirmations and giving and receiving constructive criticism*
3. Examine the various ways in which language can be used to isolate and discriminate against people
4. Begin to appreciate the importance of maintaining a personal stance while also respecting the beliefs, values and opinions of others - *finding positive ways of expressing views that differ from others*
5. Examine the power of persuasion, how it can be used both positively and negatively, and suggest practical ways and develop practical suggestions for dealing with pressures and influences - *pressure to conform or to belong to a group*

#### Resolving conflict

6. Discuss how conflict can arise with different people and in different situations
7. Identify and discuss various responses to conflict situations - *submission, negotiation, aggression, telling the truth, avoidance, walking away*
8. Explore and practise how to handle conflict without being aggressive.

**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"> <li>• turn- taking</li> <li>• active listening</li> <li>• exploration of topical news items</li> <li>• exploration of ways for children to report and handle yard time experiences</li> <li>• positive and constructive criticism</li> <li>• availability of suitable reading material in class library</li> <li>• rotation of group work</li> </ul>	Content Objectives 5, 6, 7, 8	Content Objectives 1-5 <u>English:</u> Oral Language/Writing/ Reading <u>Gaeilge:</u> Sa Bhaile / Sa Scoil <u>Visual Arts:</u> Looking and responding in relation to each other's work <u>History:</u> Listening to and retelling stories and events <u>Music:</u> Listening to and responding to compositions <u>P.E.:</u> Fair play, team effort



**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	<b>N.W.H.B.: 5<sup>th</sup>: Theme 2. Unit 2.2</b> - p 157 – no. 210, p 159 – no. 214 <b>Stay Safe:</b> p 12
Collaborative/Cooperative Learning	Co-operative games	<b>Action for Life: Lesson 8:</b> Musical Mats all in Number Rumble
<b>Active Learning</b>	Pictures, Photographs and Visual Images	
Use of the Environment	Discussion	<b>Walk Tall 5:</b> pp 77, 82 <b>N.W.H.B.: 5<sup>th</sup>: Theme 2. Unit 2.2-</b> p 172 - no. 227 <b>N.W.H.B.: 6<sup>th</sup>: Theme 2. Unit 2.2-</b> p 161- no. 215, p 162 - no. 217, p 174 - no. 229, p 175 - no. 232 <b>Bí Folláin: Unit 4: Theme C</b> - pp 150, 153 <b>Bí Folláin: Unit 4: Theme G</b> - p 194 <b>Stay Safe:</b> p 10, 11
Skills through content	Written Activities	<b>Walk Tall 5:</b> pp 77, 81 <b>N.W.H.B.: 6<sup>th</sup>: Theme 2. Unit 2.2-</b> p 180 – no.232 <b>Bí Folláin: Unit 4: Theme C-</b> p 150 <b>Bí Folláin: Unit 4: Theme G-</b> p 191
Problem-solving	Media and ICT	
	Looking at children's work	

**RESOURCES:** *People/Materials/Community*

<b>Walk Tall 5:</b>	<b>Unit 3- - p 67</b>
<b>N.W.H.B.:</b>	<b>5<sup>th</sup>: Theme 2. Unit 2.2</b> <b>6<sup>th</sup>: Theme 2. Unit 2.2</b>
<b>Bí Folláin:</b>	<b>Unit 4 - Theme C/ Theme G</b>
<b>Action for Life:</b>	<b>Lesson 8 - Mega Games</b>
<b>Stay Safe:</b>	<b>Topic 2</b>



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

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

<b>Teacher Observation</b> pp 72 – 74	Have the children acquired the skill of assertiveness and are they able to use this skill effectively? Can they resist the power of persuasion? Have the children’s listening skills improved? How are they using language? Do they recognise the power of language? How are they handling conflicts in the classroom and in the playground?
<b>Teacher designed tasks and tests</b> pp 74, 75	Role-play: Give the children a scenario and ask them to role-play their response to the situation, e.g., sympathising with a friend whose pet has died, supporting someone who is being bullied or standing up to a bully. Written Activity: Assign a task, e.g., carry out a survey
<b>Portfolios and projects</b> pp 75, 76	Samples of children’s work on display  Projects on Bullying