



**Classroom Planning**

**Class: Junior and Senior Infants**

**Strand: Myself** \_\_\_\_\_

**Strand Unit: Safety and Protection** \_\_\_\_\_

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

explore...identify...safe...unsafe...risk... accidents...substances... medicines... pills ... appropriate strategies...situations and places...personal safety...people in community...rules are necessary

**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 19*

**Personal safety**

1. Explore appropriate safety strategies - *knowing how and when to seek help, knowing who to ask, people child can trust and tell, not wandering off on his/her own, knowing when to say 'yes' and 'no' to friends or adults in different situations, e.g. taking lifts, knowing own name, address and telephone number, identifying local landmarks*
2. Identify situations and places that are safe and those where personal safety might be at risk - *being in a supervised playground, going on an outing with family going into unfamiliar places, feeling unsafe with people, being asked to keep a difficult secret (one that causes worry or makes him/her feel uncomfortable)*
3. Realise how other people can persuade him/her to engage in unsafe behaviour

**Safety issues**

4. Identify people who are responsible for safety in the community and learn and practise safety strategies for crossing the road, using the bus or being a pedestrian - *crossing the road with an adult*
5. Realise and understand that rules are necessary in order to protect people and keep them safe - *tidying away own school bag, lining up without running, following school code of hygiene*
6. Explore how accidents might be prevented at home, in school, on the farm, or in the water - *items in the home or school environment that are unsafe to play with*
7. Realise that many substances used at home or in school are dangerous and that permission should be sought before exploring the contents - *never touch, taste or smell unknown substances*
8. Identify some of the substances or things that are put onto the body and their associated functions - *plasters, ointment, cream or lotions*
9. Explore occasions when medicines, injections or pills are needed and the safety rules that apply when taking medicine.

**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>• effective communication within the school</li> <li>• development of democratic processes</li> <li>• self-esteem</li> <li>• appropriate communication between home and school</li> </ul> <p>(p 22, Teacher Guidelines)</p>	<p><u>Personal Safety</u> Content Objectives 1, 2, 3</p>	<p><u>Safety Issues</u> Content Objectives 4, 5, 6, 7, 8, 9</p>



**Primary Curriculum Support Programme**  
*foghlaim agus forbairt*

**INDIVIDUAL NEEDS:** *Backgrounds, abilities, physical challenges, behaviours etc.*

Suitable material for children of low, middle and high abilities.

Classroom organisation taking space, furniture, equipment, etc. 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		<b>Drama Activities</b> <b>Teacher Guidelines</b> Exemplar 1, p 60, <b>Stay Safe</b> , Senior Infants, pp 10, 13, 14, 17,20,22 <b>N.W.H.B.</b> First Steps. Cross-curricular index, pp161-167	
Collaborative/Cooperative Learning			
<b>Active Learning</b>			<b>Co-operative games</b> <b>Stay Safe</b> , Senior Infants, pp 12, 16, 17 <b>N.W.H.B.</b> First Steps, Cross-curricular index, pp 161-167
Use of the Environment			<b>Pictures, Photographs and Visual Images</b> <b>Teacher Guidelines</b> Exemplar 8, p 71, <b>Teacher Guidelines</b> Exemplar 11, p 74, <b>Stay Safe</b> , Senior Infants, pp 10, 14, 17,20, 22 <b>Walk Tall</b> , Junior Infants, pp 42, 82, 93 <b>Walk Tall</b> , Senior Infants, pp 67, 77, 79, 83, 95 <b>N.W.H.B.</b> First Steps, Cross-curricular index, pp 161-167 I
Skills through content			<b>Discussion</b> <b>R. S. E.</b> Infants, pp 18, 19 <b>Stay Safe</b> , Infants, pp 8, 9, 10, 13 <b>Walk Tall</b> , Junior Infants pp 42, 82, 93, 97, 123 <b>Walk Tall</b> , Senior Infants, pp 67 <b>N.W. H. B.</b> First Steps, Cross-curricular index, pp 161-167
Problem-solving			<b>Written Activities</b> <b>Stay Safe</b> , Senior Infants, pp 14, 22 <b>Looking at children's work</b> <b>Stay Safe</b> , Senior Infants, pp 14, 17, 20, 22

**RESOURCES:** *People/Materials/Community/Publications/Financial*

**People:** Children, teacher, parents, other staff members, bus driver, garda, lollipop person

**Materials:** CDs with songs, art materials, pictures, writing materials, magazines, clothes for dressing up, hula hoop, bean bags, small sponge balls

**Community:** Shopkeepers, householders near to the school or bus stop

**Publications:** Publications referred to above.

Additional publications:

**R.S.E.** resources

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**Financial:** B. O. M. funding for materials/publications



**Assessment:** See SPHE Curriculum Statement pp 70 – 77

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

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