



Classroom Planning

Class: Fifth and Sixth Class

Strand: **Myself** _____

Strand Unit: **Self-Identity** _____

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

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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 54

Self-awareness

1. Recognise and appreciate that each person is a unique individual and that this individuality is expressed in many different ways - *through the clothes we wear, interests and activities pursued, life-style, beliefs, personal attitudes and principles held*
2. Reflect on his/her experiences and the reasons for taking different courses of action
3. Identify realistic personal goals and targets and the strategies required to reach these
4. Accept his/her own body image and explore some of the factors that affect his/her self-image and beliefs about himself/herself - *peer pressure, advertising, idols and heroes*

Developing self-confidence

5. Develop further the ability to express personal opinions, thoughts and ideas and listen to, respect, think about and comment critically and constructively on the views of others
6. Enhance skills to improve learning - *recognising where he/she is successful, realising that making and acknowledging mistakes can provide opportunities for learning - taking initiative, organising, planning, displaying or executing a project independently or as part of a group, reflecting on ways to improve learning in relation to own achievements*
7. Take increasing personal responsibility for himself/herself - *being part of a savings scheme, caring for own belongings, taking responsibility for his/her homework*
8. Become more independent and autonomous - *making complaints and seeking redress, developing his/her interests and trusting his/her judgements, knowing and asserting his/her rights*

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"> • Children and teachers feeling valued and respected when they are listened to and when their individual concerns and opinions count • Provision of opportunities for each child to succeed, to develop individual talents and to acquire a realistic picture of his/her own strengths and limitations • Encouragement and affirmation of each individual. • Positive and realistic expectations of children in school • Children's expression of own views and listening to different points of view 	<p>Elements of all the content objectives above may be taught in discrete SPHE time</p>	<p>Content objectives 3, 4, 5, 6, 7, 8 above</p>



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	N.W.H.B.: Pg. 157- nos. 210,211
Collaborative/Cooperative Learning	Co-operative games	
Active Learning	Pictures, Photographs and Visual Images	
Use of the Environment	Discussion	Walk Tall 5: Unit 1 - pp 42, 45, 49 Walk Tall 6: Unit 1 - pp 39, 40, 42, 44 & 45, 47-50 R.S.E.: 6th: pp 133, 134 & 135 N.W.H.B.: 5th: pp 149 - no.197, p 151 - no. 199, p 152 - no. 200, p 159 - no. 214 N.W.H.B.: 6th: p 153-no. 204, p 154 - no. 206, p 154 - no. 207, p 155 - no. 208, p 162 - no. 216, p 163 - no. 218 Bí Folláin: <u>Level 4: Unit 4: Theme A</u> pp 134 & 135 Bí Folláin: <u>Level 4: Unit 4: Theme B</u> (p 142- Discussion) Bí Folláin: <u>Level 4: Unit 4: Theme C</u> (p 148 & p 151- Discussion)
Skills through content	Written Activities	Walk Tall 5: Unit 1- pp 37, 38, 40 Walk Tall 6: Unit 1- pp 39, 40, 44 & 45 R.S.E.: 5th: pp 28, 29, 32 & 34 R.S.E.: 6th: pp 137 & 138 N.W.H.B.: 5th: pp 149 - no.197, p151 - no. 199 N.W.H.B.: 6th: p 153 - no.204, p154 - no. 206, p 154 - no. 207, p 155 - no. 208, p 162 - no. 216, p 163 - no. 218 Bí Folláin: <u>Level 4: Unit 4: Theme A</u> pp 132, 134 & 135
Problem-solving	Media and ICT	
	Looking at children's work	N.W.H.B.: 5 th : p 152 – no. 203



RESOURCES: *People/Materials/Community*

Walk Tall 5:	Unit 1
Walk Tall 6:	Unit 1
R.S.E.:	5th: Theme 1 6th: Theme 1
N.W.H.B.:	5th: Theme 2: Unit 2.1 6th: Theme 2: Unit 2.1
Bí Folláin:	<u>Level 4: Unit 4: Theme A</u>
Bí Folláin:	<u>Level 4: Unit 4: Theme B</u>
Bí Folláin:	<u>Level 4: Unit 4: Theme C</u>
Action For Life:	Lesson 9- Big Ball Rounders

ASSESSMENT: See SPHE Curriculum, pp 70 -77

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

Teacher Observation pp 72 – 74	Teacher observation might focus on <ul style="list-style-type: none">• ability of the child to co-operate and work in groups or to work independently• informal interactions between the child and adults and between the child and other children• quality of presentation of work• particular interests or aptitudes displayed by the child• participation and interest of the child in a variety of activities• level of personal or social responsibility exhibited by the child• reliability of the child in carrying out established routines• perseverance of the child in carrying out a task• child's awareness of the difficulties of others and his/her willingness to help• questions the child asks and the responses the child makes to questions and suggestions made by the teacher• various behaviours, e.g. shyness, leadership ability, level of self-confidence, the tendency to be anxious, sense of fair play, assertiveness, aggression, readiness to take risks and meet challenges• physical and emotional maturity• ability of the child to engage in assessing his/her progress and reflecting on his/her learning.
Teacher designed tasks and tests pp 74, 75	The use of tasks is to be recommended in SPHE, because tasks can mirror the type of activities required by the objectives of the curriculum and so create a link between objectives, methodologies and assessment. SPHE includes areas of knowledge and understanding that will need to be assessed at regular intervals. Simple tests designed by the teacher will allow the teacher to ascertain the knowledge that has been acquired.



Primary Curriculum Support Programme
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<p>Portfolios and projects pp 75, 76</p>	<p>A portfolio is a personal folder kept by each child that contains a wide variety of evidence of achievement and is appropriate to all age groups in the school. It is a useful way of collecting work that is completed as well as being used as a means of assessing progress.</p>
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