



**Classroom Planning**

**Class: Junior and Senior Infants**

**Strand: Myself**

**Strand Unit: Self-Identity**

**KEY WORDS/MESSAGES:** *Read through the content objectives and highlight the 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 16*

**Self-awareness**

1. Discuss and appreciate all the features that make a person special and unique - *name, size, hair colour, sex, fingerprints, birthday*
2. Begin to understand, appreciate and respect personal abilities, skills and talents - *being a friend, being co-operative, playing games*
3. Recognise and record personal preferences - *things I like and things I don't like*
4. Become aware of his/her immediate world through the senses

**Developing self-confidence**

5. Express own views, opinions and preferences
6. Become more self-reliant and independent - *taking responsibility for own personal belongings, asking relevant questions to seek clarification, beginning to reflect on his/her own learning and experiences, accepting that making mistakes and trying again are part of the learning process, attempting new tasks with courage, learning to save money*
7. Begin to learn how to cope with various changes as they occur - *moving to a new class, losing a friend*

**Making decisions**

8. Identify some everyday choices made by himself/herself and those that are made by others
9. Begin to develop some awareness of factors that may influence decisions or choices made

**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>• Children and teachers feel valued and respected when they are listened to and when their individual concerns and opinions count</li> <li>• Providing opportunities for each child to succeed, to develop individual talents and to acquire a realistic picture of his/her own strengths and limitations</li> <li>• Encouraging and affirming each individual</li> <li>• School expectations of children are positive and realistic</li> <li>• Children can express their own view and are encouraged to listen to different points of view</li> </ul>	<p>Elements of all the content objectives above may be taught in discrete SPHE time.</p>	<p>Content objectives 1, 2, 3, 4, 5, 6, 9 above</p>

**TEACHING APPROACHES:**

What approaches and methodologies are most suitable for teaching these content objectives?



**Primary Curriculum Support Programme**  
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Key Methodologies	Active Learning Strategies	Tick and elaborate strategy
Talk and Discussion	Drama Activities	<b>R.S.E:</b> Senior Infants, p 175, C.Obj 5, 6 <b>Walk Tall:</b> Jnr Infs, p 81, C.Obj. 5,6
Collaborative/Cooperative Learning	Co-operative games	<b>Walk Tall:</b> Jnr Infs, p 30, C.Obj. 1 <b>R.S.E:</b> Snr Infs, p 103, C.Obj. 2
<b>Active Learning</b>	Pictures, Photographs and Visual Images	<b>Bí Folláin:</b> Unit 6, p 266, C.Obj 4
Use of the Environment	Discussion	<b>Walk Tall:</b> Jnr Infs, pp 30, 34, 37, C.Obj. 1; Snr Infs, pp 31, 33, 35, 37, C.Obj 1,5; pp 43, 44, 45, 47, C.Obj. 6 <b>R.S.E:</b> Jnr Infs, pp 16, 17, 19, C.Obj. 1- 4; pp 170 – 173, C.Obj. 8, 9 Snr Infs, pp 101, 102, 103, 104, C.Obj.1-3 <b>N.W.H.B:</b> First Steps, Unit 2, pp 112-118 No. 258, C.Obj.1; No. 261, C.Obj. 4; No. 273, C.Obj. 3; No. 271, C.Obj. 3; No. 282, C.Obj. 5, 6 <b>Bí Follain:</b> Unit 6, p 151, C.Obj. 1
Skills through content	Written Activities	<b>Walk Tall:</b> Jnr Infs, p 37, C.Obj. 1; Snr Infs, p 47, C.Obj. 6
Problem-solving	Media and ICT	
	Looking at children's work	<b>Walk Tall:</b> Jnr Infs, p 34, C.Obj.1

**RESOURCES:**

*People/ Materials/Community*

**Walk Tall: Junior Infants** -Unit 1, *Me and Others*; Unit 3, *Belonging and Co-operating*; **Senior Infants**-Unit 1, *Identity and Self Esteem*.  
**R.S.E: Junior Infants** -Theme 1:*This is Me*; **Senior Infants** - Theme 1: *Look what I can do*; Theme 9: *Making Decisions*.



**Bí Folláin 1:** *Unit 4, Theme A - All About Me*  
**N.W.H.B:** *First Steps, Unit 2, Theme 2.1-Self Awareness*  
**Action for Life:** *Lesson 6: Playground.*

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

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

<b>Teacher Observation</b> pp 72 – 74	Teacher observation might focus on <ul style="list-style-type: none"><li>• ability of the child to co-operate and work in groups or to work independently</li><li>• informal interactions between the child and adults and between the child and other children</li><li>• quality of presentation of work</li><li>• particular interests or aptitudes displayed by the child</li><li>• the participation and interest of the child in a variety of activities</li><li>• level of personal or social responsibility exhibited by the child</li><li>• reliability of the child in carrying out established routines</li><li>• perseverance of the child in carrying out a task</li><li>• child's awareness of the difficulties of others and his/her willingness to help</li><li>• questions the child asks and the responses the child makes to questions and suggestions made by the teacher</li><li>• various behaviours, e.g. shyness, leadership ability, level of self-confidence, tendency to be anxious, sense of fair play, assertiveness, aggression, readiness to take risks and meet challenges</li><li>• physical and emotional maturity</li><li>• ability of the child to engage in assessing his/her progress and reflecting on his/her learning.</li></ul>
<b>Teacher designed tasks and tests</b> pp 74, 75	The use of tasks is to be recommended in SPHE, because they 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 for the teacher to ascertain the knowledge that has been acquired.
<b>Portfolios and projects</b> pp 75, 76	A portfolio is a personal folder kept by each child that contains a wide variety of evidence of achievement and is appropriate for 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.