



Classroom Planning

Class: First and Second Class

Strand: Myself _____

Strand Unit: Self-Identity _____

KEY WORDS/MESSAGES: *Read 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 26

Self-awareness

1. Develop an appreciation of, and talk about, personal strengths, abilities and characteristics
2. Recognise and appreciate the similarities and differences between people
3. Identify and talk about personal preferences, dreams for the future and hopes
4. Become aware of his/her immediate world through the senses

Developing self-confidence

5. Become more independent and self-reliant - *taking responsibility for personal belongings, asking for help when needed, reflecting on his/her learning and experiences, assessing his/her progress, appreciating that making mistakes is part of the learning process, saving money, looking after school clothes*
6. Explore different ways of coping with change - *seeking clarification, taking time to adjust*
7. Express personal opinions and preferences and acknowledge those of others and comment on them

Making decisions

8. Recognise and reflect on choices that are made every day
9. Discuss the factors that may influence personal decisions or choices
10. Realise that being involved in decision making demands more personal responsibility - *beginning to realise that more opportunities to make choices will be given as the trust of others is earned and maintained*

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 • Expression of children's own views and their 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 1, 2, 3, 4, 5, 7, 9 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: p 164, No. 377, C.Obj. 2, p.168, No. 382, C.Obj.6, p 170, No.385, C.Obj. 8, 9
Collaborative/Cooperative Learning	Co-operative games	
Active Learning	Pictures, Photographs and Visual Images	Bí Folláin 2: Unit 4, Theme D, p 170, C.Obj. 1, 2
Use of the Environment	Discussion	R.S.E: p 15-20, C.Obj.3, p 87, C.Obj. 8, 9, 10, p 104, C.Obj. 2, 7 Walk Tall 1: Unit 1, pp 30 – 50, C. Obj. 2, 7 Bí Folláin: p 171, C.Obj. 3, p 173, C.Obj. 5
Skills through content	Written Activities	Bí Folláin: pp 169, 170, 173, C.Obj. 1, 2, p 174, C.Obj. 3, 5 R.S.E: pp 15 – 18, C.Obj. 3
Problem-solving	Media and ICT	
	Looking at children's work	



RESOURCES: *People/Materials/Community*

Walk Tall: Unit 1, pp 30-50

R.S.E.: Things I like to do, Decisions and their consequences

N.W.H.B.: Up and Away: Unit 2, Theme 2.1 - Self Awareness

Action For Life: Lesson 3

Bí Folláin: Unit 4, Theme A

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, 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, as 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
Portfolios and projects 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 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