



## Classroom Planning

**Strand: Myself**

**Strand Unit: Taking Care of my body**

**Class: Junior & Senior Infants**

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

<b>Knowledge</b>	<b>Skills</b>	<b>Values &amp; Attitudes</b>
Names of body parts Functions of body parts Maintenance of health & well-being Qualities & categories of food Preferences/balanced diet	Basic hygiene skills Participation Personal & social skills	Sense of responsibility for care of self Respect for own body and that of others

**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. 17*

### Knowing about my body

1. Appreciate the need, and understand how to care for his/her body in order to keep it healthy and well
2. Respect his/her own body and that of others
3. Name parts of the male and female body, using appropriate anatomical terms
4. Explore and discuss the different things the body can do
5. Recognise and practise basic hygiene skills
6. Realise that each individual has some responsibility for taking care of himself/herself

### Food and nutrition

7. Become aware of the importance of food for growth and development
8. Explore food preferences and their role in a balanced diet
9. Discuss and explore some qualities and categories of food
10. Realise the importance of good hygiene when preparing food to eat

### 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>• code of hygiene</li> <li>• healthy lunch policy</li> <li>• environment-friendly litter management</li> <li>• exercise/relaxation/quiet time built into school day (Some good ideas in <i>Action for Life</i>)</li> </ul>	<p><b>Knowing about my body</b>, Content Objectives 1 – 6</p> <p><b>Food and nutrition</b>, Content Objectives 7 - 10</p>	<p><b>Visual Arts</b> – body prints, drawing, photo montage of hands, faces etc. Also, 3 D - Construction and Clay.</p> <p><b>Science</b> – Strand: Living Things, Strand Unit: Myself, C. Objs. 3 &amp; 4, p 24; Also, Science Teacher Guidelines, Exemplar 37, p 118, Human life processes</p>



		<p><b>History</b> – Strand: Myself and my family, Strand unit: My family or the family of a person known to me, C.Obj. 4. Also, History Teacher Guidelines, Exemplar 10, p 78, Interviewing an older person</p> <p><b>Gaeilge</b> – Mé Féin agus Sa Bhaile</p> <p><b>English</b> – Strand unit: Oral Language. Themes of health, nutrition, hygiene, role of dentist, doctor, nurse</p> <p><b>PE</b> – PE Teacher Guidelines, p 45, especially SPHE section.</p>
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**INDIVIDUAL NEEDS** *Backgrounds, abilities, physical challenges, behaviours etc.*

Suitable material and resources should be available for children of differing abilities, backgrounds and family structures.

Classroom organisation should take available resources, materials, layout of classroom and such like, into consideration.

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

<b>Talk and Discussion</b>	<b>Drama Activities:</b> Dramatising a story, making the dinner, going to the Shops etc. Teacher Guidelines, Drama activities, pp.58- 64.
<b>Collaborative/Cooperative Learning</b>	<b>Co-operative games:</b> Clapping game, sunshine & rain etc., Teacher Guidelines, Co-operative games, pp.65 – 67.
<i>Active Learning</i>	<b>Pictures, Photographs &amp; Visual Images:</b> Using photographs to teach body parts Using photographs of different food types to classify/identify personal preferences/healthy foods, Teacher Guidelines, Pictures, Photographs and Visual Images, pp 68 – 78.
<b>Use of the Environment</b>	<b>Discussion:</b> Circle work, discussing a story, Teacher Guidelines, Discussion, pp 79 – 85.
<b>Skills through content</b>	<b>Written Activities:</b> Draw and caption a variety of foods, Draw and caption body parts, Teacher Guidelines, Written activities, Teacher Guidelines, pp 86 – 95.
<b>Problem-solving</b>	<b>The Media and Information and Communication Technologies:</b> Teacher Guidelines, Media and ICT, p 96. Also, Teacher Guidelines, Exemplar 15, p 78, Exploring a television advertisement. Exemplar 23, p 89, Questionnaires.
	<b>Looking at children’s work:</b> Teacher Guidelines, pp 97 – 99.



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

**Human resources:**

**Visitors to school**

- Parent - identify who may be willing to visit school and talk to children about a relevant area, e.g. care of new baby
- Grandparent
- Doctor's/nurse's/dentist's/optician's visit to school
- HSE: Check with local Health Promotion Officer which programmes/initiatives/personnel are available to schools in the area

**Material resources:**

**SPHE Teacher Guidelines:**

Exemplar 1, Food and Nutrition, pp 42 & 43

**RSE:**

Junior & Senior Infants, pp 147 – 156

**NWHB Primary School Health Education Programme:**

First Steps, Jnr and Snr Infants, Unit 1, Taking Care of Myself,

Theme 1.1, Taking Care of My Body, pp 3 – 36

Theme 1.2, Food for My Body, pp 37 – 64

Themes 1.3, Medicines and Getting Better, pp 65 - 76

**Walk Tall:**

Junior Infants, Unit 4, Taking Care of My Body, pp 91 – 106

Senior Infants, Unit 4, Taking Care of My Body, pp 87 - 98

**Bí Folláin:** Level 1

Unit 1, Nutrition, Themes A, B, C & D, pp 3 – 57

Unit 2, Hygiene, Themes A, B, C & D, pp 49 – 107

**Action for Life:** Junior and Senior Infants

**ASSESSMENT** See SPHE Curriculum pp. 70 – 77

*Knowledge gained?*

*Skills practised?*

*Attitudes and values experienced?*

	What did children do?	What did children learn?	What did I, as teacher, do?	What do I, as teacher, need to change?
<b>Teacher Observation</b>  pp. 72 - 74	<p>Teacher observation is a particularly suitable and effective technique for assessing this area of the curriculum. It takes place while children are engaged in various activities and/or during the everyday interactions in the class or school. Teachers have always been observing children in school as part of their daily work and in recording some of the observations. Focusing on specific aspects of SPHE can enhance their usefulness in the learning and teaching cycle in the class.</p> <p>Recording the relevant observations or those that the teacher considers the most significant can contribute to the overall picture of the child's development and can be used as a reference for the teacher planning for SPHE and in communicating about the child.</p>			



	<p>Assessment provides valuable information in relation to 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.</p>
<p><b>Teacher designed tasks and tests</b> pp. 74, 75</p>	<p>Through tasks and tests the teacher can assess the processes in which the children are involved and gauge the extent to which they understand what is being taught and are able to transfer and use what they have learned to a variety of situations.</p> <p>A task can be designed that will enable the teacher to assess how the children particular aspects of the children's learning and also allows the children an opportunity for the children to reflect on their own role.</p> <p>Simple tests designed by the teacher will allow him/her to ascertain the knowledge that has been acquired.</p>
<p><b>Portfolios and projects</b> pp. 75,76</p>	<p>A portfolio may be a folder, a scrapbook or simply a copy book, but whatever is used should contain and display the child's SPHE record of work in an attractive way and as such, be a record of achievement for the child. These portfolios should be a source of pride, enhancing self-esteem and giving a sense of ownership to the child. They are also a means of self-assessment, providing an opportunity for the child to assess and reflect on his/her own work.</p> <p>Projects allow children to focus on particular aspects of curriculum. They can illustrate how much a child has learned and help in assessing the ability of the individual, or group, to gather information, collate data, display effective presentation skills and demonstrate group co-operation.</p> <p>Displays and presentations of work allow children to summarise and collate information in order to present it. They also allow assessment of what children have learned and facilitate their presentation of it to a particular audience.</p>



## Classroom Planning

Class: 1<sup>st</sup> & 2<sup>nd</sup> Classes

Strand: **Myself**

Strand Unit: **Taking Care of my body**

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

<b>Knowledge</b>	<b>Skills</b>	<b>Values &amp; Attitudes</b>
Names of body parts and their functions	Basic hygiene skills	Sense of responsibility for care of one's own body
What is needed to maintain health, including a balanced diet	Group Work Conversation Respect	Respect for own body and that of others
The purpose and effect of substances we take into our body		
How infection spreads		

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

### *SPHE Curriculum Statement p27*

#### **Knowing about my body**

1. Appreciate the need and understand how to care for the body in order to keep it strong and healthy
2. Recognise the importance of treating the body with respect and dignity
3. Explore the various things the body can do
4. Name parts of the male and female body using appropriate anatomical terms and identify some of their functions
5. Develop and practise basic hygiene skills
6. Realise that each individual must take some responsibility for taking self-care
7. Become aware of how infection spreads easily and the importance of adhering to a code of hygiene
8. Recognise and examine some of the substances that are taken into the body and the purpose and function of each one

#### **Food and Nutrition**

9. Explore the importance of food for promoting growth keeping healthy and providing energy
10. Appreciate that balance, regularity and moderation are necessary in the diet
11. Identify some of the foods that are derived from plant and animal sources
12. Recognise and practise good hygiene when dealing with food



**CONTEXTS** *In what contexts can I teach this 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
<p>Code of hygiene</p> <p>Healthy lunch policy</p> <p>Opportunities to drink water</p> <p>Environment-friendly litter management</p> <p>Exercise/relaxation/quiet time built into school day (Some good ideas in <i>Action for Life</i>)</p>	<p><b>Knowing about my body</b>, Content Objectives 1 – 8</p> <p><b>Food and nutrition</b>, Content Objectives 9 - 12</p>	<p><b>Science</b> Strand: Living Things, Strand Unit: Myself, C. Objs. 1, 2, 3, 4, 5 &amp; 6, p 41 Also, Science Teacher Guidelines, Exemplar 36, p 119, The body's internal organs</p> <p><b>Gaeilge &amp; English:</b> Oral Language development on the themes of health, nutrition, hygiene, role of dentist, doctor, nurse and such like.</p> <p><b>Maths:</b> Strand: Data p.58</p> <p><b>P.E.:</b> All Strands especially understanding and appreciation of each strand. Also p.45, PE Teacher Guidelines, SPHE section.</p> <p><b>Visual Arts:</b> Making drawings, Painting, Making (body) prints, Developing form in clay, Making constructions, Creating in fabric and fibre.</p>

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

Suitable material and resources for children of differing abilities, backgrounds and family structures. Classroom organisation should take available resources, materials, layout of classroom and such like, into consideration



**TEACHING APPROACHES:** *What approaches and methodologies are most suitable for teaching content objectives?*

<b>Talk and Discussion</b>	<b>Drama Activities:</b> Action for Life, Lesson 1, Spring Garden, pp 11 – 13, Walk Tall, 2 <sup>nd</sup> Class, pp 60 - 63
<b>Collaborative/Cooperative Learning</b>	<b>Co-operative games:</b> Any game from <i>Games, Games, Games</i> or <i>Winners All</i> , available from Trócaire. See also Exemplar 5, p 66, SPHE Teacher Guidelines
<i>Active Learning</i> →	<b>Pictures, Photographs and Visual Images:</b> Use photograph as stimulus for discussion. Also see Exemplar 9, SPHE Teacher Guidelines, p 72, Ranking Pictures
<b>Use of the Environment</b>	<b>Discussion:</b> Walk Tall, Unit 2, Lesson 3, There are Rules About Medicines, p 60 NWHB, Up and Away, Unit 1, Topic 1, Healthy Me, p 5, What if...
<b>Skills through content</b>	<b>Written Activities:</b> Walk Tall, 2 <sup>nd</sup> Class, Unit 2, Lesson 3, My Body Needs Food, Lesson 4, Too Much of a Good Thing, pp 66 - 76
<b>Problem-solving</b>	<b>Media and ICT:</b> Strand Unit: Media Education Deconstructing/discussing food advertisements on television Use of health promoting videos/CDs/DVDs
	<b>Looking at children's work:</b> NWHB, Up and Away, Unit 1, p 3, Topic 1, Healthy Me - Activity "Let's think, Let's draw, Let's write".

**RESOURCES** *People/Materials/Community/Other*

<p><b>Human resources:</b> <b>Visitors to school</b></p> <ul style="list-style-type: none"> <li>• Parent - identify who may be willing to visit school and talk to children about a relevant area, e.g. care of new baby</li> <li>• Grandparent</li> <li>• Doctor's/nurse's/dentist's/optician's visit to school</li> <li>• HSE: Check with local Health Promotion Officer which programmes/initiatives/personnel are available to schools in the area</li> </ul> <p><b>Material resources:</b> <b>SPHE Teacher Guidelines:</b> Exemplar 9, Ranking pictures, p 72 <b>RSE Resource Materials:</b> 1<sup>st</sup> Class, Theme 7, How My Body Works, pp 67 – 75 2<sup>nd</sup> Class, Theme 7, When My Body Needs Special Care, pp 161 - 169 <b>NWHB Primary School Health Education Programme:</b> 1<sup>st</sup> and 2<sup>nd</sup> Classes, Up and Away Unit 1, Theme 1.1, Taking Care of My Body, pp 1 – 52 Theme 1.2, Food for My Body, pp 53 – 106 Theme 1.3, Medicines and Getting Better, pp 109 - 126 <b>Bí Folláin:</b> Unit 1, Nutrition, Themes A, B, C &amp; D, pp 4 – 57; Unit 2, Hygiene, Themes A, B, C &amp; D, pp 60 - 107 <b>Walk Tall:</b> 2<sup>nd</sup> Class, Unit 2, My Body, pp 55 – 92 <b>Action for Life:</b> 1<sup>st</sup> &amp; 2<sup>nd</sup> Classes</p>
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**ASSESSMENT: See SPHE Curriculum pp 70 – 77**

*Knowledge gained?*

*Skills practised?*

*Attitudes and Values experienced?*

	What did children do?	What did children learn?	What did I, as teacher, do?	What do I, as teacher, need to change?
<p><b>Teacher Observation</b> pp 72 - 74</p>	<p>Teacher observation is a particularly suitable and effective technique for assessing this area of the curriculum. It takes place while children are engaged in various activities and/or during the everyday interactions in the class or school. Teachers have always been observing children in school as part of their daily work and in recording some of the observations. Focusing on specific aspects of SPHE can enhance their usefulness in the learning and teaching cycle in the class.</p> <p>Recording the relevant observations or those that the teacher considers the most significant can contribute to the overall picture of the child's development and can be used as a reference for the teacher planning for SPHE and in communicating about the child.</p> <p>Assessment provides valuable information in relation to 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.</p>			
<p><b>Teacher designed tasks and tests</b> pp 74, 75</p>	<p>Through tasks and tests the teacher can assess the processes in which the children are involved and gauge the extent to which they understand what is being taught and are able to transfer and use what they have learned to a variety of situations.</p> <p>A task can be designed that will enable the teacher to assess how the children particular aspects of the children's learning and also allows the children an opportunity for the children to reflect on their own role.</p> <p>Simple tests designed by the teacher will allow him/her to ascertain the knowledge that has been acquired.</p>			
<p><b>Portfolios and projects</b> pp 75, 76</p>	<p>A portfolio may be a folder, a scrapbook or simply a copy book, but whatever is used should contain and display the child's SPHE record of work in an attractive way and as such, be a record of achievement for the child. These portfolios should be a source of pride, enhancing self-esteem and giving a sense of ownership to the child. They are also a means of self-assessment, providing an opportunity for the child to assess and reflect on his/her own work.</p> <p>Projects allow children to focus on particular aspects of curriculum. They can illustrate how much a child has learned and help in assessing the ability of the individual, or group, to gather information, collate data, display effective presentation skills and demonstrate group co-operation.</p>			



	<p>Displays and presentations of work allow children to summarise and collate information in order to present it. They also allow assessment of what children have learned and facilitate their presentation of it to a particular audience.</p>
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## Classroom Planning

Class: 3<sup>rd</sup> and 4th Classes

Strand: **Myself**

Strand Unit: **Taking Care of my body**

**KEY MESSAGES:** (*Reading through these objectives, what is the key message? Highlight key words for your class.*)

<b>Knowledge</b>	<b>Skills</b>	<b>Values &amp; Attitudes</b>
Coping strategies	Personal hygiene skills	Sense of responsibility for care of one's own body
What is needed to maintain health, including a balanced diet	Group Work Conversation	Respect for own body and that of others
What are drugs? What are their effects? Legal/illegal drugs	Personal & Social Behaviour	Individuality
Physical changes in male/female		
How infection spreads		

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

*SPHE Curriculum Statement p 39-40*

### **Health and well-being**

1. Understand and appreciate what it means to be healthy and have a balanced life-style
2. Realise that each individual has some responsibility for his/her health and that this responsibility increases as he/she gets older
3. Begin to develop strategies to cope with various worries or difficulties that he or she may encounter
4. Be aware of the dangers in using tobacco or alcohol and explore the reasons why people may choose to smoke or drink
5. Know and understand the meaning of the word 'drug' and when it is appropriate or inappropriate to take drugs
6. Identify and categorise a variety of substances that are taken into or onto the body, into those that are helpful or harmful, legal or illegal
7. Recognise and discuss some people who are concerned with health and welfare

### **Knowing about my body**

8. Realise the importance of caring for and treating his/her own body and that of others with dignity and respect
9. Understand the physical changes taking place in both the male and female body
10. Realise that these changes do not occur at the same time but nonetheless are predictable and natural and that being different is normal
11. Recognise and practise good personal hygiene, know how it is maintained and understand its importance in social interaction



12. Understand and explore the relationship between health and hygiene
13. Recognise the adverse affects of sexual stereotyping and realise that these effects can become more exaggerated as the physical differences between males and females are more apparent

**Food and Nutrition**

14. Differentiate between a healthy and an unhealthy diet and appreciate the role of balance and moderation
15. Recognise the wide choice of food available and categorise food into the four main food groups and their place on the food pyramid
16. Examine the dietary needs of his/her own age group and other groups in society
17. Explore some factors that influence the consumption of different food products
18. Discuss and examine the importance of proper food hygiene

**CONTEXTS** *In what context can I teach this content objective?*

Classroom climate and atmosphere that supports this unit is one that promotes	Learning through discrete SPHE time	Learning through integration with other subject areas
Self- esteem of all class members promoted  Positive communications throughout whole class/school community  Health promoting environment  Opportunities to be listened to  Periods of exercise/quiet time built into school day	<b>Health and well-being</b> , Content Objectives 1 – 7  <b>Knowing about my body</b> , Content Objectives 8 – 13  <b>Food and nutrition</b> , Content Objectives 14 - 18	<b>Science</b> – Strand: Living Things, Strand Unit: Human Life - Human Life Processes; Also, Science Teacher Guidelines, Exemplar 38, Human Life Processes, p122  <b>Gaeilge and English</b> – Oral Language  <b>Drama</b> – Strand: Drama to explore feelings, knowledge and ideas, leading to understanding  <b>P.E.</b> - All Strands. Strand Unit: Understanding and appreciating of each strand

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

Suitable material and resources needed for children of differing abilities, backgrounds and family structures. Classroom organisation should take available resources, materials, layout of classroom and such like, into consideration



**TEACHING APPROACHES:** *What approaches and methodologies are most suitable for teaching content objectives?*

<b>Talk and Discussion</b>	→	<b>Drama Activities:</b> Walk Tall 3, Unit name, My body in and out of balance, Lesson 4, Smoking – Role Play p.105 (also Walk Tall 4)
<b>Collaborative/Co-operative Learning</b>		<b>Co-operative games:</b> <i>Games, Games, Games</i> , Woodcraft Folk 1989 - or <i>Winners All</i> , available from Trócaire. See also Exemplar 6, p 67, SPHE Teacher Guidelines
<i>Active Learning</i>		<b>Pictures, Photographs and Visual Images:</b> Walk Tall 4, Unit name: Substances, Lesson name: Alcohol – Collage of pictures and words associated with alcohol, p.102
<b>Use of the Environment</b>		<b>Discussion:</b> Walk Tall 3, Unit name: My body in and out of balance, Lesson 5, Drinking – Earth Report, p 116
<b>Skills through Content</b>		<b>Written Activities:</b> Walk Tall 4, Unit 5, Standing up for myself, Lesson 1, Groups I belong to – Finish Danielle’s and Rory’s stories, pp112 - 116
<b>Problem Solving</b>		<b>Media and ICT:</b> SPHE Teacher Guidelines, Exemplar 15, p 78, Exploring a television advertisement NWHB: Out and About, Unit 2, Food and Nutrition, p 46, Advertising; Deconstructing/discussing food advertisements on television Use of health promoting videos/CDs/DVDs
		<b>Looking at children’s work:</b> NWHB, Unit 1.2, Food and nutrition – Healthy eating, p.45- Why we eat, What we eat.

**RESOURCES** *People/Materials/Community/Other*

<p><b>Human resources:</b> <b>Visitors to school</b></p> <ul style="list-style-type: none"> <li>• Parent - identify who may be willing to visit school and talk to children about a relevant area, e.g. care of new baby, filling a healthy lunchbox</li> <li>• Grandparent – changes he/she has seen in diets/foodstuffs and/or lifestyles – improvements and disimprovements</li> <li>• Doctor’s/nurse’s/dentist’s/optician’s visit to school</li> <li>• HSE: Check with local Health Promotion Officer which programmes/initiatives/personnel are available to schools in the area</li> </ul> <p><b>Material resources:</b> <b>SPHE Teacher Guidelines:</b> Exemplars 14 and 15, pp 77 &amp; 78 <b>RSE Resource Materials:</b> 3<sup>rd</sup> class: Theme 7, Our senses, pp 81 – 91; Theme 8, As I grow I change, pp 93 - 101 4<sup>th</sup> class: Theme 7, Being clean – Keeping healthy, pp 183 – 193 <b>Walk Tall</b> – Unit name: I have feelings, Lesson 3, Not so good feelings, pp.76-78; Unit name: My body in and out of balance, Lesson 4, Smoking, pp 104 – 112; Lesson 5, Drinking, pp113 – 117</p>
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**NWHB Primary School Health Education Programme:** 3<sup>rd</sup> and 4<sup>th</sup> Classes, Out and About, Theme 1, Taking care of myself  
 Unit 1.1, Care of my body, 3<sup>rd</sup> Class, How My Body Works, pp 6 – 12; 4<sup>th</sup> Class, The Body System, pp 13 – 19. Also, 3<sup>rd</sup> Class, Personal Hygiene, pp 21 – 29; 4<sup>th</sup> Class, Personal Hygiene, pp 30 - 38  
 Unit 1.2, Food and Nutrition, 3<sup>rd</sup> Class, Healthy Eating, 3<sup>rd</sup> Class, Why Do We Eat? pp 42 – 44; 4<sup>th</sup> Class, Why We Eat, What We Eat, pp 45 – 48; 3<sup>rd</sup> Class, Fat, Salt, Fibre, Vitamins, pp 50 – 56; 4<sup>th</sup> Class, The Four Main Food Groups, pp 57 - 60;  
 Unit 1.3, Feeling Ill ... Feeling Better, 3<sup>rd</sup> Class, Feeling Ill, pp 64 – 66; 4<sup>th</sup> Class, What Makes Me Ill? pp 67 – 72; Also, 3<sup>rd</sup> Class, Pills and Potions, pp 73 – 76; 4<sup>th</sup> Class, The Body's Defence System, pp 77 – 83; 3<sup>rd</sup> Class, Cancer, pp 81 – 83; 4<sup>th</sup> Class, Smoking, pp 84 - 86  
**Bí Folláin** – Unit 1, Nutrition, Themes A, B, C, D & E, pp 4 – 62; Unit 2, Hygiene, Themes A, B, C, D & E, pp 65 – 114  
**Action for Life:** 3<sup>rd</sup> and 4<sup>th</sup> Classes

ASSESSMENT	<i>Knowledge gained?</i>	<i>Skills practised?</i>	<i>Attitudes and Values experienced?</i>	
	What did children do?	What did children learn?	What did I do?	What do I need to change?
<b>Teacher Observation</b> pp 72 -74	<p>Teacher observation is a particularly suitable and effective technique for assessing this area of the curriculum. It takes place while children are engaged in various activities and/or during the everyday interactions in the class or school. Teachers have always been observing children in school as part of their daily work and in recording some of the observations. Focusing on specific aspects of SPHE can enhance their usefulness in the learning and teaching cycle in the class.</p> <p>Recording the relevant observations or those that the teacher considers the most significant can contribute to the overall picture of the child's development and can be used as a reference for the teacher planning for SPHE and in communicating about the child.</p> <p>Assessment provides valuable information in relation to 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.</p>			
<b>Teacher designed tasks and tests</b> pp 74,75	<p>Through tasks and tests the teacher can assess the processes in which the children are involved and gauge the extent to which they understand what is being taught and are able to transfer and use what they have learned to a variety of situations.</p> <p>A task can be designed that will enable the teacher to assess how the children particular aspects of the children's learning and also allows the children an opportunity for the children to reflect on their own role.</p> <p>Simple tests designed by the teacher will allow him/her to ascertain the knowledge that has been acquired. Tasks can be useful in ascertaining a child's ability to apply skills across differing situations. Group work will enable a teacher to assess how children work together, their level of co-operation and interdependence, ability in reaching consensus, and respect for the views of others.</p>			



	<p>Through tasks and tests the teacher can assess the processes in which the children are involved and gauge the extent to which they understand what is being taught and are able to transfer and use what they have learned to a variety of situations.</p>
<p><b>Portfolios and projects</b> pp 75,76</p>	<p>A portfolio may be a folder, a scrapbook or simply a copy book, but whatever is used should contain and display the child's SPHE record of work in an attractive way and as such, be a record of achievement for the child. These portfolios should be a source of pride, enhancing self-esteem and giving a sense of ownership to the child. They are also a means of self-assessment, providing an opportunity for the child to assess and reflect on his/her own work.</p> <p>Projects allow children to focus on particular aspects of curriculum. They can illustrate how much a child has learned and help in assessing the ability of the individual, or group, to gather information, collate data, display effective presentation skills and demonstrate group co-operation.</p> <p>Displays and presentations of work allow children to summarise and collate information in order to present it. They also allow assessment of what children have learned and facilitate their presentation of it to a particular audience.</p>



## Classroom Planning

Class: 5th & 6<sup>th</sup> Classes

Strand: **Myself**

Strand Unit: **Taking Care of my body**

**KEY MESSAGES:** *Read through content objectives. Highlight key words/messages for your class.*

<b>Knowledge</b>	<b>Skills</b>	<b>Values &amp; Attitudes</b>
Coping strategies		Sense of responsibility for care of ones own body
Recognise healthy/unhealthy behaviour including a balanced diet	Group Work Conversation	
What drugs are/their effects Legal/illegal drugs Reasons why people take drugs	Personal & Social Behaviour	Respect for own body and that of others
Physical changes in male/female Puberty	Hygiene skills	Individuality
Reproductive system		
How infection spreads		

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

*SPE Curriculum Statement pp 55-57*

### **Health and well-being**

1. Recognise and examine behaviour that is conducive to health and that which is harmful to health
2. Recognise causes of personal worry and identify appropriate coping strategies
3. Distinguish between legal and illegal substances, identifying those that are most commonly used, and examine and understand the effects they can have
4. Explore some of the reasons why people smoke, drink alcohol misuse any kind of substances or take drugs that have no medical use
5. Explore the role of personal choice, risk factors and the influence of others when choosing to use non-prescribed substances
6. Explore and examine attitudes towards the misuse of substances and toward those who misuse substances of any kind
7. Identify and discuss the roles of various people who are concerned with the health of others
8. Realise that there is a personal and communal responsibility for the health and well-being of himself/herself and others

### **Knowing about my body**

9. Recognise the importance of treating his/her own body, and that of others with dignity and respect
10. Identify and discuss the physical and other changes that occur in boys and girls with the onset of



- puberty and understand that these take place at different rates for everyone
11. Understand the physical reproductive system of both male and female adults
  12. Realise how increased activity or involvement in physical activities can require increased attention to body care
  13. Recognise some physical disabilities and how they can affect people's lives
  14. Become aware of some communicable diseases and explore how diseases and infections are spread
  15. Identify and be aware of the different ways in which the body may be protected against disease and infection

**Food and nutrition**

16. Appreciate the importance of good nutrition for growing and developing and staying healthy
17. Realise and accept some personal responsibility for making wise food choices and adopting a healthy balanced diet
18. Recognise some of the important nutrients that are necessary in a balanced diet and the food products in which they are found
19. Explore the factors that influence food choices
20. Explore and examine some of the illness particularly associated with food intake or special health conditions
21. Become aware of the importance of hygiene and care in the preparation and use of food.

**CONTEXTS** *In what contexts can I teach this content objective?*

Classroom climate and atmosphere that supports this unit is one that promotes:	Learning through discrete SPHE time	Learning through integration with other subject areas
Development of self esteem  Opportunities to practise decision making skills  Positive communication throughout the whole school community	<b>Health and well-being</b> , Content Objectives 1 – 8  <b>Knowing about my body</b> , Content Objectives 9 – 15  <b>Food and nutrition</b> , Content Objectives 16 - 21	<b>Science</b> – Strand: Living Things, p 83, Strand Unit: Human Life - Human life processes; Also, Science Teacher Guidelines, Exemplar 38, p 122, Human life processes  <b>Gaeilge &amp; English</b> – Oral language  <b>Drama</b> - Strand: Drama to explore feelings, knowledge and ideas, leading to understanding. <b>PE</b> – Strand: All strands, Strand unit: understanding and appreciation (of athletics, dance, gymnastics, games, outdoor and adventure activities, aquatics)



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

Suitable material and resources for children of differing abilities, backgrounds and family structures.

Classroom organisation should take available resources, materials, layout of classroom and such like, into consideration

**Teaching approaches**

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

<b>Talk and Discussion</b>	<b>Drama Activities</b> Walk Tall 6, Unit 4: Smoking, Role play situations, p.106
<b>Collaborative/Cooperative Learning</b>	<b>Co-operative games</b> See Games, Games, Games and Winners All
<i>Active Learning</i> →	<b>Pictures, Photographs &amp; Visual Images</b> Make a collection of baby photographs and/or baby items – use as stimulus for discussion
<b>Use of the Environment</b>	<b>Discussion</b> RSE, 5 <sup>th</sup> & 6 <sup>th</sup> Classes, Theme 6, My body grows and changes – Class Round, p 91- The thing which <i>interested/helped/surprised</i> me most was ... Walk Tall 6, Unit 5: Drugs, Lesson 4, What can they do now? Story/Discussion/ Do's and don'ts for healthy living, pp 124 - 129
<b>Skills through content</b>	<b>Written Activities</b> RSE, 5 <sup>th</sup> Class, Theme 6, My body grows and changes, Writing activity, p 90 - What We have Learned Walk Tall 6, Unit 5: Drugs, Lesson 2, What is a drug? pp118 & 119, Types of drugs you may find in a house and Safety with drugs.
<b>Problem-solving</b>	<b>Media and ICT</b> RSE, 5 <sup>th</sup> Class, Theme 5, Feelings and emotions - Media studies pp 75 and 76; Theme 6, My Body Grows and Changes – Video, pp 90 and 91.
	<b>Looking at children's work</b> RSE, 6 <sup>th</sup> Class, Theme 6, Growing and changing, Research Project: Post-Primary School, pp 192 - 195

**RESOURCES** *Knowledge gained? Skills practised? Attitudes and Values experienced?*

**Human resources:**

**Visitors to school**

- Parent - identify who may be willing to visit school and talk to children about a relevant area, e.g. care of new baby, filling a healthy lunchbox
- Grandparent – changes he/she has seen in diets/foodstuffs and/or lifestyles – improvements and disimprovements
- Doctor's/nurse's/dentist's/optician's visit to school
- HSE: Check with local Health Promotion Officer which programmes/initiatives/personnel are available to schools in the area
- Community Garda

**Material resources:**

**RSE:** 5<sup>th</sup> class: My Body Grows and Changes, pp 81 – 91 and Making Healthy Decisions, pp113 -125



**Busy Bodies:** Adolescent Development Video

**Walk Tall:**

5<sup>th</sup> Class, Unit 5, Alcohol, pp109 – 125

6<sup>th</sup> Class, Unit 5, Drugs, pp 109 - 140

**Bí Folláin:** Unit 1, Nutrition, Themes A, B, C, D and E, pp 2 – 47 also Unit 2, Hygiene, Themes A, B, C, D and E, pp 48 – 87

**NWHB Primary School Health Education Programme:** 5<sup>th</sup> and 6<sup>th</sup> Classes, Look After Yourself, Theme 1: Looking after myself

Unit 1.1, Body Care, 5<sup>th</sup> Class, pp 3 - 24, 6<sup>th</sup> Class, pp 25 – 36

Unit 1.2, Nutrition, 5<sup>th</sup> Class, pp 39 – 43, 6<sup>th</sup> Class, pp 44 - 62

Unit 1.3, About Drugs, 5<sup>th</sup> Class, pp 65 – 78, 6<sup>th</sup> Class, pp 79 – 88

**Action for Life:** 5<sup>th</sup> and 6<sup>th</sup> Classes

**ASSESSMENT**    *Knowledge gained?*                      *Skills practised?*                      *Attitudes and Values experienced?*

	What did children do?	What did children learn?	What did I do?	What do I need to change?
<b>Teacher Observation</b> pp 72 - 74	<p>Teacher observation is a particularly suitable and effective technique for assessing this area of the curriculum. It takes place while children are engaged in various activities and/or during the everyday interactions in the class or school. Teachers have always been observing children in school as part of their daily work and in recording some of the observations. Focusing on specific aspects of SPHE can enhance their usefulness in the learning and teaching cycle in the class.</p> <p>Recording the relevant observations or those that the teacher considers the most significant can contribute to the overall picture of the child's development and can be used as a reference for the teacher planning for SPHE and in communicating about the child.</p> <p>Assessment provides valuable information in relation to 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.</p>			
<b>Teacher designed tasks and tests</b> pp 74,75	<p>Through tasks and tests the teacher can assess the processes in which the children are involved and gauge the extent to which they understand what is being taught and are able to transfer and use what they have learned to a variety of situations.</p> <p>A task can be designed that will enable the teacher to assess how the children particular aspects of the children's learning and also allows the children an opportunity for the children to reflect on their own role.</p> <p>Simple tests designed by the teacher will allow him/her to ascertain the knowledge that has been acquired. Tasks can be useful in ascertaining a child's ability to apply skills across differing situations. Group work will enable a teacher to assess how children work together, their level of co-operation and interdependence, ability in reaching consensus, and respect for the views of others.</p>			



<p><b>Portfolios and projects</b> pp 75,76</p>	<p>A portfolio may be a folder, a scrapbook or simply a copy book, but whatever is used should contain and display the child's SPHE record of work in an attractive way and as such, be a record of achievement for the child. These portfolios should be a source of pride, enhancing self-esteem and giving a sense of ownership to the child. They are also a means of self-assessment, providing an opportunity for the child to assess and reflect on his/her own work.</p> <p>Projects allow children to focus on particular aspects of curriculum. They can illustrate how much a child has learned and help in assessing the ability of the individual, or group, to gather information, collate data, display effective presentation skills and demonstrate group co-operation.</p> <p>Displays and presentations of work allow children to summarise and collate information in order to present it. They also allow assessment of what children have learned and facilitate their presentation of it to a particular audience.</p>
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