

JUNIOR AND SENIOR INFANT CLASSES

Resource Materials for

Relationships & Sexuality

E d u c a t i o n



Social, Personal and Health Education



AN ROINN OIDEACHAIS AGUS EOLAÍOCHTA | DEPARTMENT OF EDUCATION AND SCIENCE

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AND SCIENCE**

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Junior and Senior Infant Classes

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Resource Materials for Relationships and Sexuality Education

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Foreword

The resource materials presented here are based on the Interim Curriculum and Guidelines for Relationships and Sexuality Education prepared by the National Council for Curriculum and Assessment and approved by the Department of Education and Science. They are not prescriptive, rather they provide a menu of options for classroom lessons from which teachers can choose in accordance with their school RSE Policy.

The materials have been prepared by experienced teachers under the guidance of the RSE Training Support Service for Schools. They have been evaluated by personnel from the Department of Education and Science, the RSE Training Support Service for Schools and classroom teachers in the Pre-Test Schools. The NCCA has been consulted in the development of these materials and has deemed them to be compatible with the Interim Curriculum and Guidelines.

It is the responsibility of those who are drawing on these resources to satisfy themselves that the content of materials which they use is appropriate to the needs of students and in line with their school RSE Policy and Programme.

A sincere word of gratitude is due to all who contributed to the development and compilation of these resource materials. Undoubtedly they will be of immense help to all who are involved in the social, personal and health education of young people.

Acknowledgements

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The publishers have made every effort to contact Paul Rogers, author of the poem "Baby". If copyright has inadvertently been infringed, the owner is asked to contact the publishers.

Poems and stories by Clare Maloney are accredited in the text.

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Resource Materials for Relationships and Sexuality Education

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Introduction

These resource materials have been developed to facilitate the teaching of Relationships and Sexuality Education (RSE) in accordance with the Curriculum and Guidelines for Relationships and Sexuality Education prepared by the National Council for Curriculum and Assessment (NCCA).

The materials are arranged sequentially and are age appropriate. However, they are not prescriptive, rather they provide a menu of options for classroom lessons from which teachers can choose in accordance with their school policy on RSE. Schools may wish to choose RSE materials from other sources, as an alternative, or to supplement and complement these materials.

It would not be possible to cover all the materials but options are offered for each RSE theme, each option having adequate material for a lesson. It may prove practicable to integrate some of the options with other subject areas. A choice of activities for inclusion in the lesson is also given. Participants in the programme should feel free to choose activities which best suit their own school situation.

It is envisaged that the School RSE Policy will have been developed in each individual school in partnership with the parents/guardians, the principal, the teaching staff, the Board of Management and, where appropriate, the pupils. School policy will reflect the core values and ethos of the school.

What is RSE?

RSE is part of Social, Personal and Health Education (SPHE). RSE provides children with structured opportunities to develop the knowledge, attitudes, values, beliefs and practical skills necessary to establish and sustain healthy personal relationships as children and, subsequently, as adults.

Why teach RSE in school?

The general aim of education is to contribute towards the development of all aspects of the individual, including the aesthetic, creative, critical, cultural, emotional, intellectual, moral, physical, political, social and spiritual development for personal and family life, for working life, for living in the community and for leisure. Relationships and Sexuality Education is clearly a part of this general aim.

How can RSE be included in the school curriculum?

RSE can be facilitated in three ways within the school:

- ▲ in the context of a positive school climate and atmosphere;
- ▲ as part of timetabled SPHE;
- ▲ on an integrated, cross-curricular basis.

The School RSE Policy will indicate the extent to which the RSE Programme will be delivered as stand alone lessons only or by way of a dual approach i.e. through stand alone lessons and cross curricular links. The timetabled provision for RSE may accommodate the more sensitive areas of the programme and those aspects which require a more formal approach, where adequate time can be given to children to acquire knowledge, ask questions, clarify information and develop skills.

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What are we going to teach?

RSE will involve the teaching of content and skills through processes which will enable children to form values and beliefs and establish behaviours, within the moral, spiritual and social framework agreed upon by the partnership of parents/guardians, teachers and Boards of Management during the formulation of an RSE policy in each school. To this end, these materials are intended as a support for schools in drawing up their RSE programme which will be delivered in accordance with the RSE policy of the school.

How are we going to teach it?

The RSE Curriculum and Guidelines recommend a spiral curriculum. This involves revisiting key topics in a developmental manner at regular intervals. In support of this approach, these materials reflect the developmental needs of children.

Schools are advised that programmes will be less than whole if any part of the RSE Curriculum and Guidelines is omitted. It is intended that every theme will be revisited each year. It will be a matter for the individual school and teachers to decide on the specific content of each lesson. The school policy statement and the ages and stages of development of the pupils will be the primary influences on this work.

RSE will be an integral part of Social, Personal and Health Education (SPHE), as will education in child abuse prevention, substance use/misuse, nutrition, hygiene, etc. Materials are available to schools in many of these areas and can be used to complement the work in SPHE and RSE.

Parent/Guardian involvement

These resource materials acknowledge parents/guardians as the primary educators of their children and provide assistance to teachers in their complementary and supportive role. Parents/guardians will have access to classroom materials. Opportunities will be afforded parents/guardians to engage with their children on the content at various stages throughout the programme. Each set of activities within the materials invites the participation of parents/guardians. School policy will include provision for the rights of those who wish to withdraw their children from RSE.

At the end of each set of activities there are suggestions as to how parents/guardians may be involved in a practical way. There is also a Home-School Links page for each theme. As opportunities arise, the following suggestions may be made to parents/guardians to further enhance their relationship with their children.

Listening to children and hearing about what is going on in their lives is rewarding for both parents and children. Bedtime, for example, is often a time when both parent and child are relaxed. Time spent travelling or working together around the home also provides an opportunity for the parent/guardian and child to enjoy each other's company.

From an early age, and all through childhood, the parents (whether natural, adoptive or foster parent) can use those special times to tell their child a true story and one the child will thoroughly enjoy. This is the story of that child's own life. All children have their own special and unique story, whether they live in a conventional family group, with their single parent or with their grandparents in an extended family.

The photograph album may be a useful starting point. Young children love to hear stories again and again. Stories in which children have the starring role have a particular fascination for them.

For some children, their life story will begin with the story of how their parents/guardians met and grew to love each other. It will continue with hearing about the joy their mother felt when she heard the news that she was pregnant or the love she felt when she experienced the baby moving in the womb for the first time.

Children will hear about the way various family members and friends cared for mother and child during pregnancy. They may hear how happy their father was when he heard he was going to be a father and how he cared for both mother and child during the pregnancy. Teachers will be sensitive to the various family situations of children in the class.

Foster and adoptive parents/guardians might tell how they felt when they heard they were going to have a new baby (or a new son or daughter), and about the first time they saw their baby and held him/her for the first time, what they thought and how they felt. Each story will be special because each story will be different and the children can be encouraged to appreciate these differences.

Children who hear their parent/guardian talk of the love they have had for them at the various stages in their lives will grow to recognise that they were loved and thus feel content and secure.

Suggested teaching approaches

The approaches suggested for Junior and Senior Infants include:

1. Stories and Poems
2. Classroom Discussion
3. Group Work
4. Games
5. Art Activities
6. Quiet Time
7. A Visitor to the Classroom
8. A Video
9. Educational Drama

1. Stories and Poems

In these materials, a story or poem is sometimes suggested as an introductory activity. Stories and poems provide vocabulary and aid language development. Children identify with characters in a story or poem. The realisation that 'that happened to me too' can be self-affirming. It can be useful for the child to consider alternative solutions, to explain the consequences of an action at second hand.

Children can learn about relationships in a vicarious way through reading or listening to stories and poetry: they can experience the good times and the not-so-good times in a friendship at a comfortable distance.

The teacher, particularly in junior classes, should feel free to adapt the stories given, to the language and experience of the children. The words 'Mammy'/'Daddy', "Mum"/"Dad", "Mam"/"Dad" should be used interchangeably throughout RSE Lessons.

2. Classroom Discussion

This is the key aspect of the methodology in these materials. As such, it will be of most value if the teacher prepares for the discussion in advance, keeping the aim of the lesson in mind. To enable the teacher to do this, a comprehensive list of questions for classroom discussion is often included. Utilising this list, the teacher can choose those questions he or she finds most appropriate.

Support from, and clarification by the teacher will be necessary, particularly in junior classes where children can not articulate their point adequately. Where language skills are limited, the teacher can provide the children with a 'sentence stem' based on the questions provided which the children take turns to complete. For example 'I am a good friend when I ...'

On occasions, where practicable, the children might sit in a circle during these discussions. Sitting in a circle is informal. The children can see each other. They are more relaxed and some may find it easier to make contributions in this way. The teacher will need to ensure that one or two children do not dominate the discussion. At the same time, a child's right to remain silent must be respected.

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3. Group-Work

Group-work provides an opportunity for the teacher to group children and to provide them with appropriate tasks. It affords the teacher an opportunity to engage with the children in these groups on a more personal and individual basis than would be possible in the whole-class situation.

4. Games

Games are enjoyable, interactive exercises with a purpose. They can be used to introduce a topic, to reflect on a new learning experience or to practise a specific skill, i.e. listening. The recreation of experience through play, mediated by a parent, guardian, minder or teacher, forms the basis for natural learning.

Play involves learning about one's self and often includes involvement with others. Play allows children to explore questions such as 'What can I do?' 'What am I good at?' 'What do I enjoy?' 'What can I be?' without having to make conclusive decisions.

5. Art Activities

Art activities are an essential means of expression and contribute to the full and harmonious development of the child. The art activities suggested in these resource materials are designed to allow each child the opportunity to symbolise experience and to reflect on, and respond to, the learning that has gone before.

Working as individuals allows for personal reflection, while working in groups fosters the development of communication and collaborative skills.

6. Quiet Time

This simple activity involves the children calling to mind past experiences or imagining situations they expect to encounter in the future. For example, children could recall the first time they met a friend or imagine shopping for new clothes for a special occasion.

'Quiet Time' can be a soothing and calming learning experience and is an ideal way to 'wind down' after an activity.

7. A Visitor to the Classroom

The process of preparing for a visitor is a significant one. Preparation ensures that the learning from the visit is appropriate to the children's developmental level and the RSE policy of the school. Questions may be prepared in advance and the visitor may be briefed beforehand on these questions. It is essential that a visitor is aware of, and familiar with, the RSE policy of the school.

An approach that may be taken in preparing for a visitor:

- a. The teacher considers the aim of the visit. Bearing this in mind s/he elicits questions from the class. Some of the questions in the 'Let's Talk' section of the lesson may also be relevant.

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- b. These questions are noted by the teacher. To ensure fair participation by the children, the teacher may allocate a question to each child, noting each child's name beside a question. During the visit the teacher may prompt the child if necessary. The teacher may also take note of the answers for use in a follow-up discussion.
- c. The teacher invites the guest, giving him/her an indication of the aim of this visit and the questions the children want to ask. The visitor should also be made aware of any aspects of the school's RSE policy relevant to the visit.

For the benefit of pupil learning:

- d. Upon arrival, teacher and pupils welcome the visitor and afterwards s/he is thanked. Refreshments may be appropriate.
- e. Afterwards the visitor may be sent Thank You cards made by the class. These cards can serve as a reminder to the children about what they have learned.

8. A Video

In these notes, mention is made of the possibilities for using appropriate video material. These videos are intended to deal with new life in the animal world e.g. Animal Babies. Among the advantages in using a video is that it is a visual medium. This makes things clearer for the children. A video can provide teachers with guidance for future lessons.

Videos have been listed in the "Resource Catalogue for the teaching of RSE in Primary Schools". It is the responsibility of those using the Resource List e.g. members of the school community, to satisfy themselves that the content of videos which they propose to use with students, is appropriate to their needs, in line with school policy, and suitable for school programmes as outlined by the National Council for Curriculum and Assessment.

The following quote from the Report of the Expert Advisory Group on RSE may be helpful when previewing videos and reviewing other resources:

"When evaluating resource material, the following questions should be asked:

- (i) Is it appropriate to the age and stage of development of the target group, in terms of language and concepts?
- (ii) Does it contain information that is accurate?
- (iii) Is it relevant and related to the programme?
- (iv) Is it consistent with the core values and school ethos?
- (v) Is it sensitive to the child's family and cultural background?
- (vi) Is it free of sexual stereotyping and gender bias?"

(4.6 Organisation of Teaching Resources - pg.15)

Step-by-Step Guide to using a Video in the Classroom

1. Prior to showing the video, tell the pupils:
 - (a) the title of the video
 - (b) the general contents of the video they are about to see.
2. Explain that you will show the video (or part of it, depending on pupils' age and stage of development) in stages, stopping every so often to allow discussion, questions, explanations, etc.

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3. Ask the pupils not to ask questions while the video is playing. They will have an opportunity to do so during discussion time at various points.
4. Emphasise to pupils the importance of looking and listening very carefully while the video is playing.
5. At appropriate points, stop the video to allow pupils to comment on what they have seen/heard in the video, to ask questions, offer answers/explanations, etc.
6. At the end of viewing time, encourage general discussion on the contents of the video with pupils summarising their new learnings and offering their overall views and evaluation of the video.

Videos have limited value if they are not followed up by opportunities for the children to talk about what they have seen. This feedback from children will also provide the teacher with a practical evaluation of the video.

Teachers will know which parts the children responded to best, what facts and language were easily understood by them and what was not understood or was misinterpreted by them. In this way teachers will be better equipped and more confident to teach this topic on another occasion.

9. Educational Drama

Drama is characterised by certain features that give it its unique power as a form of expression. These may be called the elements of drama. They are belief, character, action, place, time, tension, significance (plot and theme) and genre. Drama has a particular contribution to make towards a child's development and as such is an ideal medium for the development of aspects of an RSE Programme.

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Adaptation and Organisation of RSE Materials

The arrangement of these RSE Classroom Materials is for presentation purposes only and is not intended to pre-determine the sequence of delivery of an RSE Programme in the school.

The materials are arranged sequentially and are age appropriate. However, they are not prescriptive, rather they provide a menu of options for classroom lessons from which teachers can choose in accordance with their school policy on RSE. Schools may wish to choose RSE materials from other sources, as an alternative, or to supplement and complement these materials.

It would not be possible to cover all the materials but options are offered for each RSE theme, each option having adequate material for a lesson. It may prove practicable to integrate some of the options with other subject areas. A choice of activities for inclusion in the lesson is also given. Participants in the programme should feel free to choose activities which best suit their own school situation.

1 This is Me





Theme 1

This is Me

Aim: To help children appreciate that they are special and unique and enable them develop a positive sense of self-awareness.

Theme Menu

Option 1

Story Time:	Conor at School Other Story Suggestions
Let's Talk:	About The Story

Option 2

Rhyme Time:	Me! Me! Me! <i>by Clare Maloney</i> I Know Who You Are <i>by Clare Maloney</i>
Let's Talk	About Me

Follow-up Activities

Centre of Interest:	This is Me! I Am Special
Art Activity:	Face Masks or Face Painting
Quiet Time:	I Like Me

A Note on Self-Esteem

Self-esteem is the value one places on one's self. Children with high self-esteem are more likely to develop caring relationships and are less likely to be vulnerable to exploitation by others. A programme designed to develop the self-esteem of pupils will be most effectively implemented in the context of a whole-school approach. A positive classroom environment can foster the growth of high self-esteem.

Children with low self-esteem make unrealistically high demands of themselves and may be unable to evaluate themselves accurately. Both of these characteristics increase the risk of failure. The sense of worthlessness that accompanies failure reinforces children's poor opinion of themselves. Setting aside a little time at the beginning of a week, a day or a lesson, to tell children what is expected of them, is very beneficial and repays the time invested. Well-defined goals eliminate uncertainty. This security reassures the pupil. A regular, short review develops in children an ability to evaluate progress realistically. As such strategies are repeated, they become a natural part of the school day. Parents/guardians can be encouraged to provide support for, and reinforcement of, the self-enhancing activities in the classroom.

Option 1

Story Time:	Conor at School Other Story Suggestions
Let's Talk:	About The Story

Story Time: **Conor at School**

There was once a boy called Conor. He was four. He started to go to school, just like you do. Conor loved school. He loved meeting the other children in his class and he was very fond of his teacher. He liked playing with the sand and being in the Home Corner. He liked making jigsaws and drawing pictures. He especially loved lunch time. His Mammy always packed him an apple and a yoghurt AND a sandwich. He had a carton of fruit juice to drink.

Conor loved to listen to teacher when she read a story to all the boys and girls. But guess what Conor liked best of all about school? Well listen now and I'll tell you. The thing about school that Conor liked best was ... **HOME TIME!** I wonder why that was! When the bell rang Conor put on his warm coat and buttoned up his buttons and zipped up his zips, like his Mammy had taught him to. Then Conor lined up with the other children. When the bell rang he hurried out the door to where his Mammy and all the other Mammies and Daddies and big sisters and brothers and minders were waiting to take the children home. Everyday his Mammy would wave and call 'CONOR! CONOR! I'm over here!' Conor would hurry over to her. He'd give her a BIG hug and they would walk home. On the way home Conor used to tell his Mammy all about his day. As they reached home Conor would always say, 'What's for lunch? I'm SO hungry.' His Mammy would always reply, 'Something REALLY nice! Just wait and see!'

One day at home time Conor got to the school door and ... he couldn't see his Mammy. He looked to where she usually stood and she wasn't there. He looked out towards the gate and she wasn't there either. Teacher took him by the hand and said, 'Wait here with me Conor! Your Mammy will be along in a minute!' Conor held Teacher's hand tightly. There were lots of Mammies and Daddies and big brothers and sisters and minders there, but he couldn't see his Mammy. Conor heard a voice calling 'Patrick!' Another called 'Sinéad!' Suddenly Conor heard a voice calling HIS name, 'CONOR! CONOR! It's all right. I'm over here!' It was Mammy. She was just coming in the gate. Conor called back to her, 'MAMMY! MAMMY!' He ran over to his Mammy and gave her a big hug. Mammy explained that she was late because she met Mrs. O'Brien on her way to the school and she stopped and talked to her for longer than she realised. They set off for home and he told her all about his day. As they reached home he said, 'What's for lunch? I'm so hungry!' And Mammy said, 'Something REALLY nice! Just wait and see!'

Other Story Suggestions

A Difficult Day by Eugenie Fernandes, published by Viking

Melinda's difficulties are resolved by the love between Melinda and her mother.

The Alfie Treasury by Shirley Hughes, published by Bodley Head Press

Alfie is a small boy whose simple day-to-day experiences will be familiar to the children in the class. A good starting point for talking to the children about themselves.

Let's Talk: **About the Story - Conor at School**

Having read the story about Conor, you may find a selection of the following questions useful in order to provide the children with opportunities to discuss why they are special too.

- ▲ **What was the boy in the story called? What age was he?**
- ▲ **Conor loved going to school. What do you love to do? What do you like to do in school?**
- ▲ **The thing about school that Conor liked best was home time! What do you like best about school?**
- ▲ **On the way home Conor used to tell his Mammy all about his day. What do you talk about?**
- ▲ **One day at home time, Conor couldn't see his Mammy. Did this ever happen to you?**
- ▲ **Conor's teacher minded him until his Mammy came. Who minded you?**
- ▲ **Conor couldn't see his Mammy at first. Who did he see instead?**
- ▲ **At first Conor couldn't hear his Mammy calling his name. What could he hear instead?**
- ▲ **What did Conor do when he heard his Mammy calling HIS name?**
- ▲ **Conor and his Mammy set off for home and he told her all about his day. What do you think he said to her?**
- ▲ **Who collects you? What kinds of things do you talk about on the way home?**
- ▲ **Conor's Mammy loves him. How does she show that she loves him in this story?**
(She makes him a nice lunch. It is also healthy. She makes sure he has a nice warm coat. She has taught him to button up his buttons and zip up his zips. She collects him from school. She listens to all his news on the way home. She has his lunch ready for him.)
- ▲ **Conor loves his Mammy. How does he show this in this story?**
(He looks forward to seeing her at home time. He gives her a hug when he sees her. He tells her all his news.)
- ▲ **Who loves you? How do they show you they love you? How do you show that you love them?**

Option 2

Rhyme Time:

Me! Me! Me! *by Clare Maloney*
I Know Who You Are *by Clare Maloney*

Let's Talk:

About Me

Rhyme Time: Me! Me! Me! *by Clare Maloney*

Give me an 'M'
Give me an 'E'
Put them together
That makes 'ME'

I'm glad there's an 'M'
I'm glad there's an 'E'
Without these two letters
There wouldn't be 'ME'

I Know Who You Are *by Clare Maloney*

I know who Humpty Dumpty is
I know who eats curds and whey
I know who has three bags full
I know who comes out to play
I know who ran up the clock
I know who had a little sheep -

Do they know who I am?

Let's Talk: About Me

▲ **What do you like best about yourself?**

Each child might call out his/her name and one special thing about himself/herself i.e.

'My name is ... I am special because ...

Tell the person beside you one special thing you really like about them.

(The teacher might help this exercise along a little by giving a few examples e.g., 'I like Sean's friendly smile!')

Follow-up Activities

Centre of Interest:	This is Me! I Am Special
Art Activity:	Face Masks or Face Painting
Quiet Time:	I Like Me

Centre of Interest: **This is Me! I am Special!**

Make a collection with the children of pictures and photographs and objects that illustrate their uniqueness. The children's names could be displayed. They could draw pictures of themselves. These pictures could illustrate reasons they are special, things they like to do or are good at. A display of objects that the children made or things that are special to them could also be arranged.

Art Activity: **Masks**

Give each child a page or card. Ask them to draw, and cut out, a picture of their own face and hair. As they are working, write each child's name on the back of the mask.

When everyone is finished collect the masks. One at a time, hold each drawing up for the class to see and guess whose face it is. That all these '*portraits*' will be recognised, is more than a little optimistic, so draw attention to the similarities.

For example, **'This seems to be a girl with short brown hair and a big smile!'**

Invite each child to take his/her mask home to see what the rest of the family think!

Face Painting

This particular activity might be done with the permission of parents/guardians and as close to 'home-time' as possible. Parents/guardians could be involved.

Divide the class into groups of five or six. Assign an adult to each group. The adults decorate the children's faces using face-painting crayons or home-made face-paint. The latter may be made in advance by mixing together, in the sections of an empty plastic egg carton,

Two teaspoons of corn starch
One teaspoon of inexpensive cold cream or moisturiser
One teaspoon of water and
A couple of teaspoons of food colouring.

At home-time the children can see if the person who collects them recognises them and when they do, the child can ask them 'How do you know this is me?' The adult might say; 'Your face looks different but, I know this is you because of the colour of your hair and your special smile.' Hints and prompts on this discussion might be included in the note to parents/ guardians seeking permission for the face-painting exercise.

Quiet Time: I Like Me

The following text may need adaptation where there is a child, or children, with a disability in the class.

Encourage the children to tidy their tables, putting away pencils or anything else which may distract them. It is best not to begin 'Quiet Time' until everyone is settled and focused. Speaking in a calm voice the teacher guides the children:

Relax (*pause*)

Sit comfortably (*pause*)

Put your feet flat on the floor (*pause*)

Rest your hands on your lap (*pause*)

Quietly, gently, close your eyes (*pause*)

(Almost in a whisper) **Listen ... listen ...**

Think about the home where you live ... see it in your mind ... see your family ... see yourself at home with them ... look for yourself ... see yourself ... see your legs and your feet ...

See how you can run fast and jump high and dance and walk with your feet and legs ... see your arms ... think about all the things you can do with your two arms

See your face ... it is your own face ... no one has a face exactly like yours ... see yourself smile ... hear yourself laughing and calling and singing ... see your eyes ... see them now closed, like when you are asleep ... see how happy you are with yourself...

In a quiet voice, say to yourself;

'It is very good to be me. I like me.'

Now slowly open your eyes and s-t-r-e-t-c-h!

Parent/Guardian Involvement

Ask the children to tell their parents/guardians about the story or the poems they have heard.

The face masks can be taken home.

Parents/guardians might assist with the manufacture of the face paint and the face painting. They can be invited to see if they can recognise their child in this 'disguise'!



Dear Parents/Guardians,

The aim of this lesson is to help children appreciate that they are special and unique and to enable them develop a positive sense of self-awareness. This is the foundation of building children's self esteem.

Children develop high self-esteem when they receive positive messages about themselves from the important adults in their lives. It happens naturally, at home and in school, when we talk to children about themselves, and help them to know themselves, in discussions about their names, colour of eyes/hair, facial expressions, favourite person/place/food, etc.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **children** on the theme **This is Me-**

Talk to the child about himself/herself and ask him/her to draw a picture, on the other side of this page, under the heading This is Me

Or

Look at photographs of the child and talk about the occasions on which they were taken, the child's age at the time, what was happening, how s/he felt, what clothes were worn, who else was there, etc.

Or

Make a collection with the child of his/her favourite objects and talk about why they are special

Or

Read a poem, such as the following-

Me! Me! Me! *by Clare Maloney*

Give me an 'M'
Give me an 'E'
Put them together
That makes 'ME'

I'm glad there's an 'M'
I'm glad there's an 'E'
Without these two letters
There wouldn't be "ME"



2 Who are You?





Who are You?

Aim: To help children appreciate that all people are special.

Theme Menu

Option 1

Story Time:	Conor's New Friend Other Story Suggestions
Let's Talk:	About the Story

Option 2

Play Time:	Who's Who?
Let's Talk:	About Your Friends

Follow-up Activities

Centre of Interest:	Your Friends Are Special Too
Art Activity:	You and Me, Me and You
Quiet Time:	The Magic Mirror

A Note on Friendship

Friends play a significant role in the lives of children. As children interact with friends and share experiences, their understanding of the world expands beyond that based on their own experiences. Through the feedback they receive from others, children learn to see themselves as others do and learn to appreciate the uniqueness of each individual. Providing children with opportunities to help them understand the nature of friendship will help them to relate better to others.

Option 1

Story Time:

Conor's New Friend
Other Story Suggestions

Let's Talk:

About the Story

Story Time

The teacher may choose to adapt this story to reflect the differences the children may encounter. Conor's new friend may come from a different culture, for example, from the Chinese, Vietnamese or Travelling Community. S/he may be of a different religion and practise it in a way that is unfamiliar to Conor. S/he may have a disability. This new friend may come from a different family background or be disadvantaged. This new friend is valued by Conor and his Mammy. In the following example, Conor's friend is from the travelling community. Unfamiliar words may need to be explained.

Story Time: **Conor's New Friend**

Do you remember the story about a little boy called Conor? Do you remember he started going to school? He loved playing in the Home Corner and drawing pictures and listening to teacher when reading stories. He loved lunch-time too. But his favourite time in school was ... Do you remember? Yes that's right! His favourite time in school was 'Home Time'. Usually his Mammy collected him and on the way home ... Do you remember? Conor used tell Mammy all about his day.

Well one day, very soon after he started school, Conor said to his Mammy, 'Mammy I've a new friend. He is great fun to play with and he has four big brothers!' Conor had no brothers and sisters. 'What's your new friend's name?' asked his Mammy. 'I don't know,' said Conor.

The next day on the way home Conor told his Mammy, 'My new friend sleeps in a bunk bed. He sleeps on the bottom bunk and one of his brothers sleeps in the bed above him. He lives in a caravan.' Conor sleeps in an ordinary bed and he lives in a house. 'Did you find out his name?' asked Mammy. 'I forgot to ask,' laughed Conor.

The next day Conor had more news for Mammy. 'Look! Mammy,' he said. 'I hurt my knee, I fell in the yard. My new friend helped me up and brought me over to the teacher.' 'Poor you!' said Mammy. 'Have you found out your new friend's name yet?' asked Mammy. 'Yes! It's Patrick. I asked him today,' replied Conor. 'Patrick sounds like a good friend,' said Mammy. 'I'll ask his Mammy can he come over to play some day next week.' 'Thanks Mammy! I'd REALLY like that!' said Conor.

Other Story Suggestions

Little Star by Marita Conlon McKenna, published by O'Brien Press

A star falls out of the sky and finds a friend.

Three friends by Robert Kraus, published by Viking

Friends can be different. This is a story of a friendship between a tiger, a panda and an octopus. The teacher may know other stories with a similar theme.

Let's Talk: **About the Story - Conor's New Friend**

Having read the story you may find the following questions useful:

- ▲ **Who are the friends in this story?**
- ▲ **How did the friends first meet?**
- ▲ **How are they the same?**
- ▲ **How are they different?**
- ▲ **How do you know they are friends?**

Option 2

Play Time: Who's Who?

Let's Talk: About Your Friends

In the following rhyme, children can be encouraged to point to themselves each time they say 'me' and to another person each time they say 'you'. The rhyme can be sung to the tune of 'This Old Man.' The game works best if the class is divided into groups of six approximately.

Who's Who? *by Clare Maloney*

Child One

I am me, Who are you?

Child Two

I'm me too - but I'm not you.

Child One

If I'm not you and you're not me

Child Two

I wonder then, who you can be?

Child Three

I am me, Who are you?

Child One and Child Two

I'm me too - but I'm not you.

Child Three

If I'm not you and you're not me

Child One and Child Two

I wonder then, who you can be?

Child Four

I am me, Who are you?

Child One, Child Two and Child Three

I'm me too - but I'm not you etc.

Altogether (when all the group have been included)

I'll be me and you be you

Then we'll surely know who's who!

(Shaking hands with each other)

Hello to you! How do you do?

I'm very pleased to meet with you.

Let's Talk: About Your Friends

- ▲ What would happen if all the children in this classroom were exactly the same?
- ▲ What if they all looked the same and sounded the same?
- ▲ How would teacher know who was who?
- ▲ Supposing they were all like you! What would teacher say?
- ▲ What would happen at home-time?

Resource Materials for Relationships and Sexuality Education

Junior Infants Theme 2 Who are You?

- ▲ **Look at your friend beside you. How is your friend the same as you?**
- ▲ **How is your friend different from you?**
- ▲ **What do you think would be good about being the same as your friend?**

Encourage the children to point out one good thing about the other child. For example;

- ▲ **'I think it would be good to be ... because he is always smiling'.**
- ▲ **'I think it would be good to be ... because she is a fast runner'.**

Comments about what their friends have can be played down, the focus being on the kind of children their friends are, or the friendly things they do.

Follow-up Activities

Centre of Interest:	Your Friends Are Special Too
Art Activity:	You And Me, Me And You
Quiet Time:	The Magic Mirror

Centre of Interest: **Your Friends Are Special Too**

Display a collection of pictures, photographs and objects that are relevant to the theme of friends and other people who are special. This could include storybooks on the theme of friendship and pictures drawn in the art activity.

Art Activity: **You and Me, Me and You**

Give each child a piece of paper. Ask them to fold the paper in half and draw a line down the middle. Ask the children to draw 'me' on one side and 'you' (*perhaps the person they sit beside*), on the other. To further aid the distinction between 'me' and 'you' the children might be encouraged to use just two colours - one colour for 'me' and a different colour for 'you'.

While they are drawing the teacher could write the words 'ME' and 'YOU' on their page. This is labour-intensive so perhaps a parent, guardian or minder could help.

Quiet Time: **The Magic Mirror**

Encourage the children to tidy their tables, putting away pencils or anything else which may distract them. It is best not to begin 'Quiet Time' until everyone is settled and focused. Speaking in a calm voice the teacher guides the children:

Relax (*pause*)

Sit comfortably (*pause*)

Put your feet flat on the floor (*pause*)

Rest your hands on your lap (*pause*)

Quietly, gently, close your eyes (*pause*)

(Almost in a whisper) **Listen ... listen ...**

Still keeping your eyes closed, you see a box ... you open the box ... inside the box there is a mirror ... you put your hand in and take out the mirror ... in it you see someone else ...

Look at the person you see in the magic mirror ... you can talk to the person in the mirror ... talk in a whisper that no-one else can hear ...

What would you like to say to that person ... you can say whatever you want ... you can have a little chat ... you can find out all about them ... (pause)

Now, slowly, open your eyes and s-t-r-e-t-c-h.

Some children may like to share with the others, who they saw in the magic mirror and what they talked about. Others may not.

Parent/Guardian Involvement

Ask the children to tell their parents/guardians all about Conor's New Friend

Parents/guardians could help labelling the 'me' and 'you' pictures. The children could draw some 'me' and 'you' pictures of family members at home.



Dear Parents/Guardians,

The aim of this lesson is to help children appreciate that all people are special. This theme is developed in the context of children's friendships with each other. It is the foundation of relationships education.

Friends are special people in children's lives. Through playing, talking, listening, caring and sharing in their friendships, children learn about themselves and the uniqueness of each individual person. This helps them to understand and relate better to each other.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **children** on the theme **Who Are You?**

Ask your child to name special friends in school and to describe them - their likes/dislikes, what they are good at, games they play, etc.

Or

Play a guessing game, where your child describes a friend you know and you have to guess who it is.

Or

Encourage your child to draw a picture under the heading My Friends.

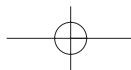
Or

Help your child to appreciate friends' talents by completing sentences -

"I'd like to be good at like my friend"

(smiling/running/writing)

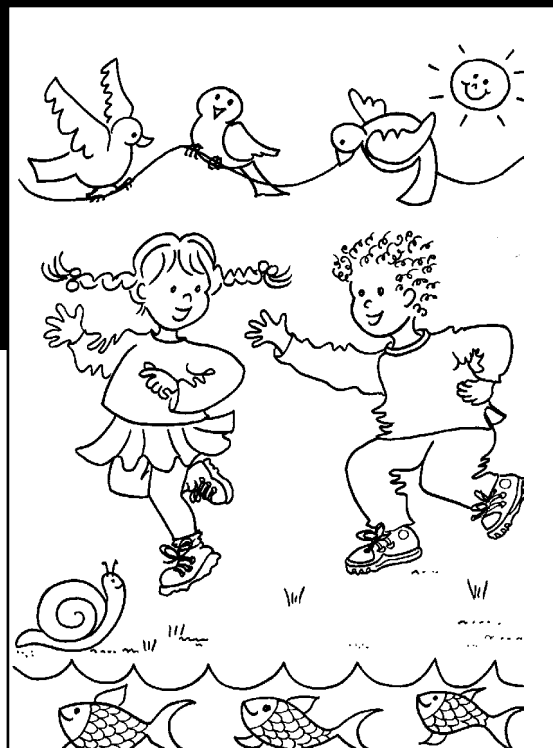


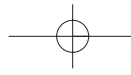


Resource Materials for Relationships and Sexuality Education

Junior Infants Theme 3 We are Friends

3 We are Friends





Resource Materials for Relationships and Sexuality Education

Junior Infants

Theme 3

We are Friends



We are Friends

Aim: To help children appreciate friends with a focus on peer friendship.

Theme Menu

Option 1

Story Time:	Jimmy and Jenny Another Story Suggestion
Let's Talk:	About the Story

Option 2

Rhyme Time:	Liking Each Other <i>by Clare Maloney</i> I Care <i>by Clare Maloney</i>
Let's Talk:	About Friends

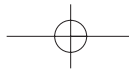
Follow-up Activities

Play Time:	Find a Friend
Art Activity:	The Hand of Friendship
Quiet Time:	Friends are Special

A Note on Friendship

Friends play a significant role in the lives of children. As children interact with friends and share experiences, their understanding of the world expands beyond that of their own experiences alone. Through the feedback they receive from others, children learn to see themselves as others do. Providing children with opportunities to help them understand the nature of friendship in their lives helps them to relate better to each other and lays the foundation for understanding the nature of the peer group as they grow older.





Resource Materials for Relationships and Sexuality Education

Junior Infants

Theme 3

We are Friends

Option 1

Story Time:	Jimmy and Jenny Another Story Suggestion
Let's Talk:	About the Story

Story Time: **Jimmy and Jenny** by Clare Maloney

This story explores the friendship/play relationship. Play is one of the most important features of the young child's daily life. A child lives and feels and often relates through play. The need for friendship and the need for play overlap in the life of a young child. For a child a friend, especially a peer friend, is 'someone who plays with me.'

Jimmy and Jenny by Clare Maloney

Jimmy and Jenny were sad. They had no one to play with. They needed a friend. 'We will go out and make friends', they said to each other and off they went. They had not gone far when they came to a high hill. 'We will climb this hill and then we can talk to the birds in the sky', said Jenny. 'Perhaps the birds will be our friends'.

So, Jenny and Jimmy climbed the hill. When they reached the top, Jenny called out to the birds who were flying by, 'Hello birds, will you be our friends?' 'We want someone to play with', called Jimmy. 'We would love to be your friends and play with you,' the birds sang out. 'Spread out your wings. Join in and fly. Flying is such good fun!' The birds swooped and soared and flew around and around. They were having such a wonderful time.

Jenny looked at Jimmy and Jimmy looked at Jenny. 'Have you got any wings?' Jenny asked. 'No I have not,' replied Jimmy, 'have you?' Jenny had no wings either. 'Then I'm afraid you cannot play with us,' the birds called. 'You will have to find some other friends.'

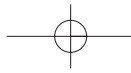
Jenny and Jimmy went back down the hill. They walked and walked until they came to the sea. 'There are lots of fish in the sea.' said Jenny, 'perhaps some of them will be our friends.' Jenny and Jimmy walked to the water's edge. 'Hello fishes,' shouted Jimmy, 'Will you play with us and be our friends?' The fishes popped their heads out of the water and gurgled. 'We would love to be your friends. Come in the water and play with us. Join in and wiggle your tail!' The fish swam and dived and jumped over the waves. They were having wonderful fun.

Jenny and Jimmy looked at each other. 'Do you have a tail?' Jenny asked. 'No,' Jimmy replied, 'do you?' Jenny had no tail either. 'Then you cannot play with us,' gurgled the fish, 'you will have to find some other friends to play with.'

Jenny and Jimmy walked on and on. Soon they came to a park. 'There are lots of creatures in the park' they said. 'Perhaps some of them will be our friends'. They walked in through the park gates. They had not gone far when they met some fine snails, slithering slowly along. 'Hello snails, will you play with us?' asked Jenny. 'And be our friends,' said Jimmy. 'We would love to be your friends,' answered the snails. 'Just put your house on your back and come along with us. We are all going for a slither down the slippery slope. It is wonderful fun'. The snails slid and slithered and slipped down the muddy hill.

'Can you carry a house on your back?' Jenny asked. 'No,' replied Jimmy, 'can you?' Jenny couldn't either. 'Then you cannot play with us,' the snail said. 'You will have to find some other friends.'





Resource Materials for Relationships and Sexuality Education

Junior Infants Theme 3 We are Friends

There was nothing for Jimmy and Jenny to do but go back home. They walked and walked. Then Jenny suddenly shouted to Jimmy, 'I will race you to the gate. Ready, steady, GO!' Laughing loudly, Jenny dashed off. Jimmy began to laugh too. He ran after Jenny. They ran and ran. They both reached the gate at exactly the same time. They laughed and laughed. 'That was fun,' said Jimmy. 'Yes,' said Jenny.

'I have an idea,' said Jimmy, 'why don't you be **my** friend and I will be **your** friend?' 'That is a very good idea Jimmy,' said Jenny. 'Then we will have each other to play with.' Now Jenny and Jimmy are not sad. They are very happy. They made friends with each other and they play together every day.

Another Story Suggestion

My Naughty Little Sister and Bad Harry by Dorothy Edwards published by Methuen

A number of simply told and endearing stories about the adventures of two friends.

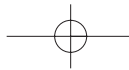
The teacher may know of stories with a similar theme.

Let's Talk: About the Story - Jimmy and Jenny

Having read the story of Jimmy and Jenny, you might begin this exercise by talking about the story. Select the questions you find most useful and in keeping with developing peer friendships.

- ▲ Can you remember why Jimmy and Jenny were sad? Have you ever felt sad like they did, because you had no-one to play with? Tell us about that.
- ▲ Do you think the birds were friends with each other? Why? If you could be a bird, with wings and feathers, what would you like to play with the other birds?
- ▲ Have you ever asked someone if you could play with them? What did they say? Tell us about that? Can you remember why Jimmy and Jenny could not play with the fish?
- ▲ Have you ever played in the water - at the beach or at the pool? Tell us about that. Did you have friends to play with in the pool? Did you have friends to play with in the water?
- ▲ If you were a fish you could swim beneath the water with your fish friends. What kinds of games do you think fish friends play with each other?
- ▲ Do you like snails? Why? There are lots of people who do not like snails. What do you think it would be like to be a snail and hardly no-one likes you? Do snails like other snails? Aren't you glad that snails have other snails to like them and be friends with them!





Resource Materials for Relationships and Sexuality Education

Junior Infants

Theme 3

We are Friends

Option 2

Rhyme Time:

Liking Each Other *by Clare Maloney*
I Care *by Clare Maloney*

Let's Talk:

About Friends

Rhyme Time: **Liking Each Other** *by Clare Maloney*

Like yoo and hoo
and peek-a-boo
Like finger and thumb
and ho and hum.
Like girl and boy
and play and toy
Like see-and-saw
and Margery Daw.

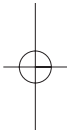
Like day and night
and quarrel and fight.
Like say and sorry
and not to worry.
Like to and 'gether
and birds of a feather.
Like one and two
and I like you.

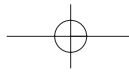
And you like me
We're friends - agree?

I Care *by Clare Maloney*

I can give her a smile,
When hers are all gone.
I can lend him a hand,
To get his work done.
I can kiss your sore finger,
When others won't,
I can say a 'That's lovely!'
When other don't.
I can give her a hanky,
When she needs to blow.

That's if I've got one,
That isn't - well you know ...
I can give you a wink,
That no one else sees
A little secret blink.
(Between just you and me).
With smiles and claps and kisses,
Hugs and pats to share.
There are hundreds of ways,
To show how much I care.





Resource Materials for Relationships and Sexuality Education

Junior Infants

Theme 3

We are Friends

Let's Talk : **About Friends**

Select the questions you find most useful, in keeping with the aim of the lesson:

- ▲ **Do you have a friend? Tell us about your friend. What kinds of things do you and your friend do?**
- ▲ **What games do you play with your friend? What toys do you play with? Do you ever visit your friend at home?**
- ▲ **Do you have more than one friend? Do you help your friends? How?**
- ▲ **Can you remember when you first made friends? Tell us about it! What do you think is a good way to make friends?**

Emphasise the value of a friendly smile, saying 'Hello!', saying your name, asking the other person's name, talking and listening, taking turns and sharing.

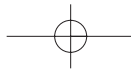
Talk to the children about familiar situations where they make friends e.g. in the supermarket creche, school or playground.

Ask them: **Where is a good place to make friends?**

The teacher may mime the overtures that are made to potential peer friends with a volunteer from the class.

- ▲ **Sometimes friends have a quarrel. Have you ever quarrelled with your friend? Would you like to tell us about it? How do you make friends again after you've had a row? Is it easy to make friends again? Why?**
- ▲ **What do you think it would feel like to have no friends? Did you ever feel like you had no friends? Would you like to tell us about it?**
- ▲ **Do you think you could make friends with someone who had no friends? How? Do you think everyone needs friends? Why?**





Resource Materials for Relationships and Sexuality Education

Junior Infants

Theme 3

We are Friends

Follow-up Activities

Play Time:	Find a Friend
Art Activity:	The Hand of Friendship
Quiet Time:	Friends are Special

Play Time: Find a Friend

Children stand in one large circle. The teacher calls out the instructions. (As the children become familiar with the game, one of them could call out the instructions). The children repeat the line and do the appropriate actions. They can smile/nod/etc. to the child on either side or, alternatively, to a friend anywhere in the circle.

Teacher:

Give me a smile ...

Give me a nod ...

Give me a wink ...

Give me a wave ...

Give me a hand ...

Give me another hand and ...

At this point all the children in the circle may take hands or alternatively, children may take their friends' hands and dance around singing to the tune of 'Here We Go Round the Mulberry Bush'.

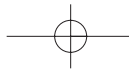
**'Sing a song of friends at play,
Friends at play,
Friends at play,
Sing a song of friends at play,
Play and play all day.'**

The game may be repeated and the children encouraged to 'make a different friend' this time.

Art Activity: The Hand of Friendship

1. Using different paint colours, each child makes a hand print of his/her hands on a piece of paper. The prints are left to dry.
2. The children are encouraged to draw, using a marker, their own and a friend's face on each paper hand.
3. The children are helped to cut around the hands - adult assistance would be invaluable.





Resource Materials for Relationships and Sexuality Education

Junior Infants Theme 3 We are Friends

4. A string of hands, with each hand slightly overlapping the next to suggest that the hands are 'taking-hands', is hung, like bunting, across the room. Alternatively, the hands could be displayed on a notice-board or large sheet of paper under the caption: **Junior Infant Helping Hands** or **Junior Infants Holding Hands.**

Quiet Time: Friends are Special

Encourage the children to tidy their tables, putting away pencils or anything else which may distract them. It is best not to begin 'Quiet Time' until everyone is settled and focused. Speaking in a calm voice the teacher guides the children:

Relax (*pause*)

Sit comfortably (*pause*)

Put your feet flat on the floor (*pause*)

Rest your hands on your lap (*pause*)

Quietly, gently, close your eyes (*pause*)

Almost in a whisper **Listen ... Listen ...**

Still with your eyes closed...see the school ... see our classroom ... our tables ... our toys ... all our books ...

See the faces of all the children ... they are your friends ... look around and see your friends

Is there one special friend ... whisper that friend's name to yourself ... imagine taking your friend's hand ... it feels warm ... it feels good to take hands ...

Imagine your friend is smiling at you ... you smile too ... you are happy ... very happy with your friend ... it feels good to have a friend ... (*Pause*)

Now, slowly, open your eyes and s-t-r-e-t-c-h!

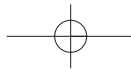
Parent/Guardian Involvement

Ash the children to tell their parents/guardians the story of Jimmy and Jenny or about the poems they heard.

The children could teach the people at home how to play 'Find a Friend!'

The 'Hands of Friendship' could be made at home.





Resource Materials for Relationships and Sexuality Education

Junior Infants

Theme 3

We are Friends



Home-School Links

Junior Infants 3

We are Friends

Dear Parents/Guardians,

The aim of this lesson is to help children appreciate friends with a focus on peer friendship. Children are given opportunities to help them understand the nature of friendship in their lives. This helps them to relate better to each other and lays the foundation for understanding the nature of the peer group as they grow older.

Play is one of the most important features of young children's lives. They live and feel and often relate through play. The need for friendship and the need for play overlap in their lives. Friends, especially peer friends, are "people who play with me".

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **children** on the theme **We Are Friends**:

Talk about friends - The following questions may be helpful -

Who are your special friends?

What games do you play together?

How do you help each other?

Or

Your child could draw A Circle of Friendship on the back of this page. This shows his/her friends' hands, joined in a circle. You might help to write the friends' names on the hands.

Or

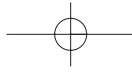
Read the Poem:

I Care *by Clare Maloney*

I can give her a smile
When hers are all gone.
I can lend him a hand
To get his work done.
I can kiss your sore finger,
When others won't,
I can say a "that's lovely!"
When others don't.
I can give her a hanky,
When she needs to blow.

That's if I've got one,
That isn't - well you know...
I can give you a wink,
That no one else sees
A little secret blink.
(*Between just you and me*).
With smiles and claps and kisses,
Hugs and pats to share.
There are hundreds of ways,
To show how much I care.





4 This is My Family





Theme 4

This is My Family

Aim: To help children identify the people who constitute their family, to explore things that families do together and to recognise the roles played by family members.

Theme Menu

Option 1

Art Activity 1:	Picture Making - Celebration at Home
Let's Talk:	About Your Picture

Option 2

Mime Time:	What Am I Doing?
Let's Talk:	About Your Family

Follow-up Activities

Centre of Interest:	Families Celebrate
Art Activity 2:	Thank You Cards
Art Activity 3:	Calendar - A Thank You Present

A Note on Families

Relationships play a significant role in the lives of children. They help children to develop a greater understanding of their world. Through the feedback they receive from others, children learn to develop a realistic estimation of their own capabilities and limitations. Providing children with activities designed to help them think about their relationships with others allows them to develop their understanding of themselves and the social world in which they live.

Differing family patterns should be taken into account in the preparation of a lesson on the family. The class teacher will have to display sensitivity to the children's particular home situations, including those of children who are adopted or fostered. Consultation with parents, in relation to cultural norms and religious beliefs, may be necessary.

Option 1

Art Activity 1:

Picture Making -
Celebration at Home

Let's Talk:

About Your Picture

Art Activity 1: Picture Making - A Celebration at Home

This is a very simple activity that could capitalise on the children's post-Christmas excitement. Alternatively, other celebrations at home could be the focus.

Give the children a large piece of paper, and paints or crayons, and ask them to draw a picture with Christmas or another celebration at home as the theme.

Let's Talk: About Your Picture

Display the pictures and ask the children about what they have drawn. Reference to 'material gain' should be played down.

- ▲ Tell us about your picture.
- ▲ What part of Christmas (*or birthday or other celebration*) is it?
- ▲ What is happening?
- ▲ Who else is in the picture?
- ▲ What was your favourite part?
- ▲ Who made it so good?
- ▲ What did they do?
- ▲ How did you help?

Option 2

Mime Time: What Am I Doing?

Let's Talk: About Your Family

Mime Time: What Am I Doing?

Talk to the children about the preparations that were necessary for Christmas or other celebration and the jobs the various members of their family had. Mime a number of these with the class as a group. Ask for volunteers to do individual mimes. The rest of the class try to guess what activity is being mimed.

A child from a minority group, miming an activity from a celebration the others are unfamiliar with, will be informative for the others.

Remind the children to try and help those mentioned in the New Year or aftermath of the celebration and talk to them about what practical form this help might take.

Let's Talk: About Your Family

A selection of the questions below may be useful. Specific questions about celebration at home are followed by general questions about the children's responsibilities at home:

- ▲ Were you busy beforehand? What did you have to do? Were you tired afterwards?
- ▲ Who else was busy? What jobs did they have to do?
- ▲ What happened the day before? What happened on that morning? What happened then?
- ▲ Who was busiest? How did you help?
- ▲ How can you help at home?
- ▲ Are you good at getting up when you are called?
- ▲ Can you dress yourself in the morning?
- ▲ Can you tie your buttons and your laces?
- ▲ Do you remember to brush your teeth?
- ▲ Do you eat your breakfast without a fuss?
- ▲ How can you help around the house?
- ▲ Can you help in the kitchen? How?
- ▲ Can you make your own bed?
- ▲ Do you tidy up your toys after you play?
- ▲ Do you hang up your coat and put away your bag when you come in from school?

Resource Materials for Relationships and Sexuality Education

Junior Infants

Theme 4

This is My Family

- ▲ **Can you help in the garden? How?**
- ▲ **Do you have younger brothers and sisters at home?**
- ▲ **Can you help with them? How?**

Suggest to the children that they ask at home for one job to do that would help.

Follow-up Activities

Centre of Interest:	Families Celebrate
Art Activity 2:	Thank You Cards
Art Activity 3:	Calendar - A Thank You Present

Centre of Interest: **Families Celebrate**

Make a collection, with the assistance of the children, of pictures, photographs and objects that are relevant to the theme of family celebration. Photographs of family celebrations could be displayed, as could items that are associated with the preparations and celebration. Contributions from a child from a minority group could prove informative for the others and self-enhancing for the contributor. Books may also be appropriate.

Art Activity 2: **Thank You Cards**

Remind the children that it is important to say 'thank you'.

Talk to them about the Christmas or other celebration they have enjoyed. Remind them of the people who have played a role in making the occasion enjoyable.

Ask the children to choose a person or persons at home to whom they could send a Thank You card. This card should show something the family member **did** in preparation for or during the celebration, for which the child wants to say 'thanks'. Ask them to deliver the cards with a hug and a 'thank you!'

Art Activity 3: **Calendar - A Thank You Present**

This activity involves using old greeting cards to make a calendar as a Thank You present to parents.

1. Ask the child to select a card from home that they like. Remind them to ask permission to take it. They can tell their parents it is for 'a surprise.' For those who 'forget', have a classroom supply. Adult help would be useful.
2. Print the words 'Thank You For Loving Me All Year Round' at the top of an A4 size brightly coloured card. With adult help it might be possible for the child to compose a more personal greeting.
3. The cards are simply cut down the middle to separate the picture from the greeting inside.
4. Small twelve month calendars can be ordered from any good schools' suppliers. Alternatively some companies produce small calendar cards as a form of advertising and these could be used. These might also come from home.
5. The children can paste the picture and calendar onto the A4 card. Once again, these can be delivered with a hug and a 'Thank You'.

Parent/Guardian Involvement

The children could play at miming household chores with their parents/guardians.

On a more practical level, in the spirit of a New Year's Resolution, they could ask for one simple household task at home that would be their responsibility during the coming year!

The parents/guardians will also be in receipt of thanks in the form of words, hugs, cards or presents!

Parents/guardians could help with the calendar making.

Parents/guardians visiting the classroom can see the pictures the children have made.



Dear Parents/Guardians,

The aim of this lesson is to help children identify the people who constitute their family, to explore things that families do together and to recognise the roles played by family members.

Helping children to appreciate their own role in the family situation, as brother/sister, son/daughter, gives them a sense of belonging which nurtures their confidence. Children's first experience of relationships is that which they observe, and are part of, in the family situation. This has a strong influence on their relationships with others as they go through life.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **children** on the theme **This Is My Family**:

Discussion on the family could be initiated with questions such as:

How many people in this family?

What do we do together every day?

Is there anything special we do together every week?

What do you do to help in the house?

What jobs do other people do in the house?

What would you like us to do together more often?

What's the funniest thing that ever happened our family?

Or

Draw a picture, on the back of this page, under the heading This Is My Family.

Or

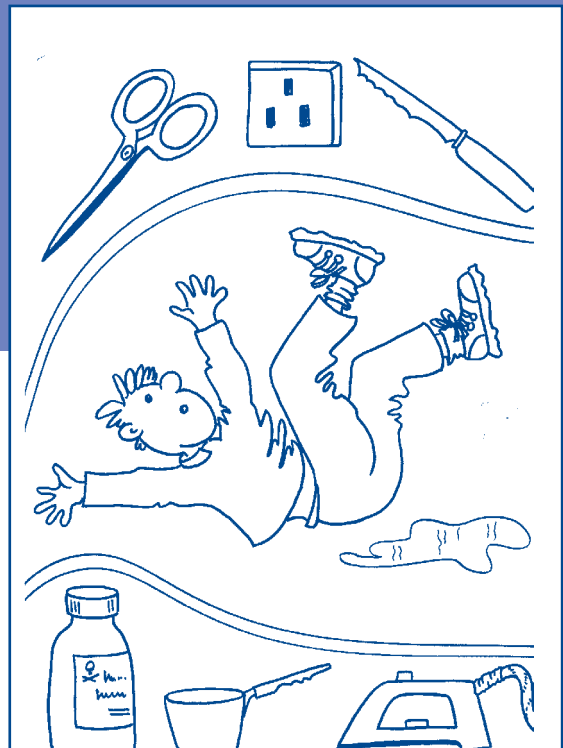
Talk to your child about your own family life as a child and encourage him/her to ask you questions about this.

Or

Together, look at family photographs and discuss the occasions on which they were taken.



5 People Who Teach Us About Keeping Safe





Theme 5

People Who Teach Us About Keeping Safe

Aim: To help children identify the people in their family, school and community who teach them about keeping safe.

Theme Menu

Option 1

Classroom Visitor:	Someone Who Teaches Us About Keeping Safe
Let's Talk:	About the Visitor

Option 2

Play Time:	Guess Who?
Let's Talk:	About People Who Teach Us About Keeping Safe

Follow-up Activities

Pretend Time:	Who Can Help?
Art Activity:	A Helpers' Chain

A Note on Personal Safety

RSE will be an integral part of Social, Personal and Health Education (SPHE), as will education in child abuse prevention, substance use/misuse, nutrition, hygiene, etc. Materials are available to schools in many of these areas and can be used to complement the work in SPHE and RSE.

Personal safety for children is emphasised regularly at home and in school in the context of dangers connected with traffic, water, fire, electricity, etc. It is important that children do not get conflicting messages, between home and school or between programmes in school.

Option 1

Classroom Visitor: Someone Who Teaches Us About Keeping Safe

Let's Talk: About the Visitor

Classroom Visitor: Someone Who Teaches Us About Keeping Safe

The teacher invites a person involved in teaching children about keeping safe, i.e., the school principal, the school warden, the garda, into the classroom.

Such visits provide the children with the opportunity to learn about safety in a reassuring and non-threatening way. The steps involved in organising such a visit are to be found on page 11.

Let's Talk: About the Visitor

- ▲ **Who did we meet today? Can you remember what advice s/he had for us about ways of being safe.**
- ▲ **Had you heard any of this advice before? Which part? What was new for you? What piece of advice will you try to follow after today?**

Option 2

Play Time:

Guess Who?

Let's Talk:

About People Who Teach Us About Keeping Safe

Play Time:

Guess Who?

Begin by talking to the children about people in their homes and neighbourhood that teach them about keeping safe e.g. parents, grandparents, older brothers and sisters, aunts and uncles, other members of the extended family and family friends.

Focus on the positive role of various people who give the advice that helps keep children and adults safe.

The teacher, school principal and classroom assistants have many jobs. They also help us keep the school rules. These rules keep us safe.

The school warden helps us cross the road.

The school caretaker takes care of places and things in the school building that might otherwise cause an accident.

The gardaí can tell us a lot about keeping safe, about what to do if we get lost, crossing the road or travelling safely on buses, on bicycles or in the car.

Firemen tell us about how to stop a fire starting and what to do if one starts.

Doctors and nurses at the Health Centre tell us about how to be healthy.

Explain how rules are there for a reason.

First the teacher and class act out or mime ways to teach children about keeping safe. As the children gain in confidence, individual volunteers from the class can act or mime and the teacher and the rest of the class have to guess what the child is pretending to do.

Then the children can be asked for some advice that this person might have for children that would teach them about keeping safe.

Let's Talk: About People Who Teach Us About Keeping Safe

A selection of the following questions may be useful:

- ▲ **Who are the people who teach us about keeping safe?** (*Mammy, Daddy, big brothers and sisters, grandparents, aunts, uncles, the class teacher and other teachers, the school principal, classroom assistants, older children, school caretaker, school warden, gardaí, firemen, doctors and nurses*)
- ▲ **What do our parents teach us about keeping safe?**
- ▲ **What about older brothers and sisters? What do they teach us about keeping safe?**
- ▲ **What does teacher teach us about keeping safe?**
- ▲ **What advice does the school principal give us?**
- ▲ **Who are the other people at school who teach us about keeping safe? How do they do this? What kinds of things do they say?**
- ▲ **What advice do the Gardai (Firemen/Doctors/Nurses) have for children?**
- ▲ **Can you keep yourself safe? How?**

Follow-up Activities

Pretend Time: Who Can Help?

Art Activity: A Helpers' Chain

Pretend Time: Who Can Help?

Ask the children to act out a response to the following. The teacher takes the lead as the child with the problem and the children can provide the solution or the roles can be reversed.

- ▲ **My favourite toy is high up in the press. I can't reach it. What would be a silly thing to do? Who can help?**
- ▲ **I kick my football onto the road. What would be a dangerous thing to do? Who can help?**
- ▲ **Somebody keeps pushing me in the yard. Who can help?**
- ▲ **I spill some milk on the floor of the classroom. Why is this dangerous? Who can help? Could I help too? What could I do?**
- ▲ **Who will help me cross the road outside the school?**

Alternatively, the children could draw their response.

Art Activity: A Helpers' Chain

Using accordion pleating fold a strip of paper length-ways so that the page is divided into four or five sections. On the top section draw the outline of a human shape. Cut this out so that the human shapes are joined at hand and foot. Each child will need these four or five human outlines. Adult help would be useful.

Ask each child to colour in each shape, making each into a person who teaches him/her about keeping safe e.g. family member, friend, school personnel etc. These are then hung like bunting around the four walls of the classroom forming a Safety Chain. The display can be labelled **These People Teach Us About Keeping Safe!** The names of the people may also be printed on each shape.

Parent/Guardian Involvement

The visit might be from a parent/guardian in their role as parent/guardian. A parent/guardian who is also a caretaker, school warden, Garda etc. could also visit.

The Art Activity is relatively labour intensive and would benefit from adult assistance.

Parents/guardians visiting the classroom can be shown the art work.



Home-school links

Junior Infants 5 People Who Teach Us About Keeping Safe

Dear Parents/Guardians,

The aim of this lesson is to help children identify the people in their family, school and community who teach them how to keep themselves safe. This is not a substitute for The Child Abuse Prevention Programme, "Stay Safe", which is also part of Social, Personal and Health Education and has a particular role in the prevention of child abuse - physical, emotional and sexual.

In this lesson discussion takes place with the children about people who teach them safety strategies. The emphasis is on what the children learn about keeping themselves safe.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **child** on the theme **People Who Teach Us About Keeping Safe**:

Talk about safety at home, what children learn and who teaches them about:

electricity; gas; fire; stairs; windows; scissors, etc.

Or

Talk about the School Warden and what children learn about Road Safety:

What does the School Warden do?

How does this help children?

What do children learn from the School Warden?

Or

Talk about the school rules, and who teaches them, which keep children safe:

Classroom/corridor/playground behaviour;

Runners for P.E.;

Water spillage; glass bottles; rulers; sharp toys, etc.

Or

Draw a picture, on the back of this page, showing something learned about safety, under the heading Keeping Myself and Others Safe.



6 We Have Feelings





We Have Feelings

Aim: To help children name emotions they experience, to identify situations in which these emotions are experienced and to explore how they are expressed.

Theme Menu

Option 1

Story Suggestions: About Feelings

Let's Talk: About The Story

Option 2

Listening to Music: How Music Makes Me Feel

Let's Talk: About How You Feel

Follow-up Activities

Play Time: Show Us How You Feel

Art Activity: Colourful Feelings

Quiet Time: At The Heart Of It All

A Note on Feelings and Emotions

Feelings and emotions are a very important part of children's experiences. The emotions that accompany their enjoyment of life, the changes in their lives and the stressful and relaxing times, are complex. The ability to express feelings in appropriate ways involves being aware of, identifying, acknowledging, accepting and managing them.

Emotional awareness involves recognising one's own feelings as well as the feelings of others. Acceptance of emotions involves understanding the normality of human feelings. Managing emotions means the ability to control and cope with personal feelings and being able to express them in socially acceptable and appropriate ways. Learning about emotions and feelings is beneficial to the healthy development of the child.

Option 1

Story Suggestions: About Feelings

Let's Talk: About The Story

One way to provide children with opportunities to learn about emotions is through listening to a story or poem about feelings.

The following stories tell about emotions experienced.

Owen by Kevin Henkes published by Julia MacRae

Owen has a blanket to which he has been attached since he was a baby. But Owen is going to school soon and his parents think the time has come for Owen to be less attached!

Sheila Rae, the Brave by Kevin Henkes published by Puffin

Sheila isn't frightened of big dogs or thunderstorms. Then she gets lost ...

The Mister Men and Little Miss Books by Roger Hargreaves

The teacher may know of, or will have in the classroom or school library, books with a similar theme.

Let's Talk: **About the Story**

If you have read the children a story, the following questions may be useful:

- ▲ **Who was this story about?**
- ▲ **What happened to this person?**
- ▲ **How did this make them feel?**
- ▲ **How did they show they felt this way?**
- ▲ **How would you feel if this happened to you?**

Option 2

Listening to Music:	How Music Makes Me Feel
Let's Talk:	About How You Feel

Listening to Music: **How Music Makes Me feel**

Play a piece of music that conveys a specific mood or a variety of feelings. You could choose a classical piece. Compilations of classics on tape provide great variety. Even very young children are capable of responding to short pieces of classical music.

Those that are pensive and convey melancholy mood include:

'Pavane' Andante (2nd Movement) **Gabriel Faure**

Piano Concerto No. 21 'Elvira Madigan' **Mozart**

Second Movement; Adagio, Concierto De Aranjuez **Joaquin Rodrigo**

Adagio in G Minor **Tomaso Albinoni**

Second Movement; Largo, Symphony No. 9 in E Minor 'From The New World' **Antonin Dvorak**

First Movement; Adagio-moderato, Cello Concerto, **Edward Elgar**

Meditation; Thais, **Jules Massenet**

Intermezzo, Cavalleria Rusticana, **Pietro Mascagni**

Then there are those that are more upbeat and animated:

The Hallelujah Chorus, **George Frederick Handel**

Jupiter 'The Bringer of Jollity' **Gustav Holst**

'The Emperor Waltz' **Johann Strauss II**

'Ode to Joy' from Fourth Movement Symphony No. 9 in D Minor, **Ludwig von Beethoven**

'O Fortuna', Carmina Burana, **Carl Orff**

'Ride of the Valkyries', **Richard Wagner**

Prelude, Carmen, **Georges Bizet**

Chorus of the Hebrew Slaves, Nabucco, **Giuseppe Verdi**

Waltz of The Flowers, The Nutcracker Suite, **Peter Ilyich Tchaikovsky**

Ask the children to listen to the music. Afterwards the children can tell you how the music made them feel and draw the pictures that came into their mind.

Let's Talk: About How You Feel

Questions would provide children with opportunities to talk about feelings:

- ▲ Why do people cry (*laugh, hug each other, shout or frown*)?
- ▲ Can you remember one time when you laughed (*cried, got angry or were afraid*)? What made you act this way?
- ▲ Do you think all people have feelings? Why do you think so?
- ▲ Do you think animals have feelings?
- ▲ Do you think your pet has feelings - how do you know?
- ▲ Are there any things which don't have feelings?
- ▲ Does a stone have feelings?
- ▲ Does a table have feelings?
- ▲ Does a book have feelings?
- ▲ How do people show their feelings?
- ▲ What do you do to show you are angry (*lonely/happy/annoyed*)?
- ▲ Think about all the feelings you know - feeling happy, excited, afraid or angry. Which feeling do you like best? Why?
- ▲ Which feeling do you like least? Why?
- ▲ Sometimes people do not feel the same way at the same time - you might be feeling happy, but your friend might be feeling sad. What can you do then?
- ▲ How can you tell how other people are feeling?
- ▲ If your mother or father was feeling sad, how would you know? What could you do to make them feel better?
- ▲ Let's imagine that colours can tell us about feelings. There are bright happy colours and there are dark and sad or angry colours. Tell me what you think a happy colour is? What colours are sad or angry?

Follow-up Activities

Play Time:	Show Us How You Feel
Art Activity:	Colourful Feelings
Quiet Time:	At The Heart Of It All

Play Time: **Show Us How You Feel**

The children form a circle, with one child in the centre. Those in the circle hold hands and walk around chanting the following rhyme;

- ▲ **Do you feel a little bit happy?**
- ▲ **Do you feel a little bit sad?**
- ▲ **Do you feel a little bit excited?**
- ▲ **Do you feel a little bit mad?**
- ▲ **Do you feel a little bit lonely?**
- ▲ **Do you feel like having a pout?**
- ▲ **Tell us how you feel today**
- ▲ **And we will help you out.**

The child in the centre responds by saying how s/he feels and expressing it in action e.g. the child in the centre says 'I feel sad' and pretends to cry. The others imitate him/her.

If the child in the centre says "I feel angry!" and stamps his/her feet on the floor, the others do the same.

If the child in the centre says 'I feel excited' and jumps up and down the others copy this.

The child in the centre then nominates another child to be in the centre and the game starts over again.

Art Activity: **Colourful Feelings**

1. Divide the class into groups. Give each group three dark colours and three bright colours. Spend a few moments talking about which ones the children perceive to be happy and which are sad, lonely or angry.
2. Invite the children to pick a happy colour and draw a happy 'me' with that colour; pick a sad colour and draw a sad 'me'; pick an angry colour and draw an angry 'me'; pick a lonely colour and draw a lonely 'me' etc.

Display the children's artwork under a title like: 'Colourful Feelings'

Quiet Time: **At The Heart Of It All**

Encourage the children to tidy their tables, putting away pencils and anything else which may distract them. It is best not to begin 'Quiet Time' until everyone is settled and focused. Speaking in a calm voice the teacher guides the children:

Relax (*pause*)

Sit comfortably (*pause*)

Put your feet flat on the floor (*pause*)

Rest your hands on your lap (*pause*)

Quietly, gently, close your eyes ...

(Almost in a whisper) **Listen ... listen ...**

Listen to the sound of your heart beat ... all day every day your heart beats inside you ... steadily, steadily it beats ...

It beats when you are asleep, when you are awake ... no matter what you are feeling, your heart beats steadily ...

When you feel sad your heart keeps beating away ...

When you feel happy, it beats ...

When you feel angry and cross and annoyed, your heart beats on and on ...

When you feel excited and giggly and proud, your heart beats steadily on ...

Listen ... listen to the sound of your heart ...

Now, slowly, open your eyes and s-t-r-e-t-c-h!

Parent/Guardian Involvement

Ask the children to talk to their parents/guardians about feelings. They could begin by asking their parents/guardians the very next time they see them (maybe home-time) how they are feeling and why they are feeling this way. These conversations could be rehearsed in the classroom.

The children could retell to their parents/guardians the story about feelings.



Dear Parents/Guardians,

The aim of this lesson is to help children name emotions they experience, to identify situations in which these emotions are experienced and to explore how they are expressed.

Learning about emotions and feelings is beneficial to the healthy development of the child. It is important to give children opportunities to recognise emotions being felt by themselves or others - joy, sadness, anger, hurt. They need the language to name their emotions - "I am happy", "I am sad", etc. The skill of expressing emotions appropriately (saying how they feel rather than showing it physically) also needs to be developed.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **children** on the theme **We Have Feelings**:-

Talk about the following -

Why do people laugh/cry/shout/cheer/frown, etc?

Or

Talk about what makes your child -

Happy/sad/angry/frightened/excited/lonely, etc.

Or

Discuss how your child would feel and what s/he would do if -

S/he woke up, in the middle of the night, after a bad dream;

Someone took his/her pencil without permission;

S/he were given a surprise present of a new bicycle;

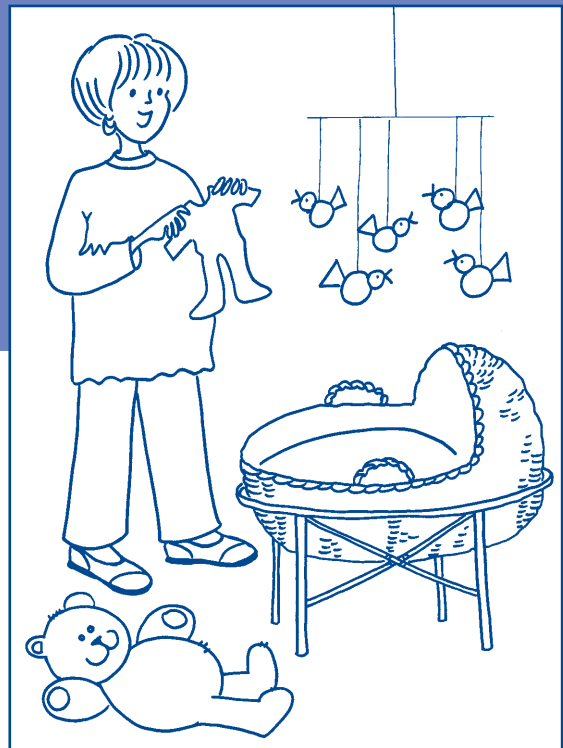
S/he didn't know how to do his/her homework.

Or

Ask your child to draw a picture, on the other side of this page, showing an occasion when s/he was happy/sad/lonely/angry/frightened under the heading When I Was ...



7 New Life





New Life

Aim: To help children to become aware of new life in the world.

Theme Menu

Option 1

A Nature Walk:	Signs of New Life in Spring
Story Suggestions:	About New Life
Let's Talk:	About the Nature Walk

Option 2

Rhyme Time:	<i>Baby by Paul Rogers</i>
Let's Talk:	About New Babies

Follow-up Activities

Mime Time:	New Life in Spring
Quiet Time:	The Wonder of New Life

A Note on New Life

Children have many experiences of new life - springtime; new growth in the garden; new pets at home or new animals on the farm; the arrival of a new baby brother or sister, cousin or neighbour. Their sense of awe and wonder at the simplest experience of new life is refreshing and may awaken in the adults around them an appreciation of even a green shoot in Spring.

By teaching children to understand new life and how it comes about, the teacher is encouraging them not to take these daily miracles for granted and to respect, value and cherish new life.

Option 1

A Nature Walk:	Signs of New Life in Spring
Story Suggestions:	About New Life
Let's Talk:	About the Nature Walk

Nature Walk: Signs of New Life in Spring

Prior to the walk it is advisable to:

- a) Check the route and identify signs of new life in Spring;
- b) Prepare the children by explaining the purpose of the walk and encouraging them to look out for the signs of new life which you have seen. Remind the children not to pick the flowers;
- c) In the interests of road safety ask parents/guardians to accompany you and teach/revise the Safe Cross Code in class. There should be an adult at the beginning and the end of the class line;
- d) The teacher might also bring a whistle, having explained the 'whistle code' in advance e.g., one long whistle for "stop" and two short whistles for "go".

Alternatively

The teacher might arrange for a visit from a new puppy, kitten or lamb and their owner. Advise the children in advance about behaviour which might frighten or hurt the animal.

School trips to open farms are also popular with this age group.

Story Suggestions

The Very Hungry Caterpillar by Eric Carle published by Picture Puffin

The classic story of a caterpillar's transformation into a beautiful butterfly.

When I Grow Up by Steve Weatherill published by Frances Lincoln Paperbacks

A young gosling learns about the growing up in store for a tadpole, a caterpillar, a ladybird larva, a flower seed and an acorn.

Our Baby by Tony Bradman published by Collins

The story of a boy and his baby sister. His growing independence is contrasted with the baby's dependence.

Billy and The Baby by Tony Bradman published by Picture Lions

Mum and Dad are preparing for the new baby. Billy is encouraged to help. But Billy is also making his own arrangements!

Ellen And Penguin And The New Baby by Clara Vuillamy published by Walker

A new baby brings changes for Ellen and Penguin. Sibling rivalry is one theme covered.

Let's Talk: **About the Nature Walk**

Teachers may find a selection of the questions that follow useful:

- ▲ **What did you see?**
- ▲ **What flowers did you see?**
- ▲ **What colours were they?**
- ▲ **Did you see any birds?**
- ▲ **What were they doing?**
- ▲ **Did you see any animals?**
- ▲ **What kinds of animals were they?**
- ▲ **What sounds could you hear?**
- ▲ **What was your favourite?**

Option 2

Rhyme Time: *Baby by Paul Rogers*

Let's Talk: About New Babies

Rhyme Time: **Baby** *by Paul Rogers*

Somebody's coming - but we don't know who
We know it's someone special. We know it's someone new.
We have to wait, although it's here already in a way -
Like something wrapped up underneath the tree on Christmas Day.

We've touched it, felt it move, been close as anybody's been.
We've even heard its heartbeat on a hospital machine
And we don't know anything except it's very, very small
That's why we call it 'It' although it's not an 'It' at all!

Granny's hoping for a girl, but we don't really mind.
As long as it behaves itself, we'll play with every kind.
We'll teach it how to clap its hands, and help it hold its cup
We'll show it where tadpoles live. We'll watch it growing up ...

Somebody's coming - but we don't know when.
Mummy has a feeling in her tummy now and then.
Everything is ready; its room, its clothes, its bed,
The pretty mobile that we made to hang above its head.

Mummy's tired of waiting now. She rests each afternoon.
We know it hasn't far to come; it's bound to be here soon.
One day when we're out to play, we'll sense that something new.
And we'll be so excited that we won't know what to do!
Then Dad will call and say, 'Come and meet'...Who?

Let's Talk: **About New Babies**

- ▲ Ask the children what various baby farm animals are called. For example: cat, dog, sheep, horse, cow, goat, pig.
- ▲ Do you like baby animals? Which is your favourite? Why?
- ▲ Have you got a pet at home? Did your pet ever have babies?
- ▲ Do you have a baby in your house? Tell us about your baby.
- ▲ Do you know anyone who is having a new baby? Tell us about it. Where is the baby now, before it's born?
- ▲ Do you remember when your Mammy was expecting your little baby brother/sister? Tell us all about it.
- ▲ Did Mammy let you feel the baby moving inside her? What was that like? Do you think the baby likes being with its Mammy all the time before it is born? Why?

Resource Materials for Relationships and Sexuality Education

Junior Infants

Theme 7

New Life

- ▲ **What do people say when they see a new baby? What do you think people said about you when you were a baby? Why not ask at home what people used say?**
- ▲ **Do you have a photograph of yourself when you were a new baby? Do you like to look at that picture? Tell us about it.**
- ▲ **When you were a new baby, someone had to look after you. Let's talk about all the things we can do for the new baby ...**
- ▲ **We need to be very careful of new babies. Why do you think that is?**

Follow-up Activities

Mime Time: New Life in Spring

Quiet Time: The Wonder of New Life

Mime Time: **New Life in Spring**

The children can pretend to be a seed growing into a flower. Talk them through it. For example;

I want you to curl up as small as you can and pretend that you are a tiny seed under the ground. It is Winter. You are sleeping. The earth is like a warm blanket above you. Above ground it is cold. But you are snug and warm underground.

Time passes. Winter is over and Spring is here. The sun shines. It gets warmer. Slowly, slowly you wake up and very slowly, you begin to uncurl. Your roots grow down into the soil underneath you.

Sometimes it rains. Your first green shoots slowly stretch and grow up out of the warm earth and your stem grows up, up, up towards the bright sun in the sky. In your very centre is a bud. It grows too.

Slowly it begins to open to show inside a beautiful flower. You are surrounded by other flowers and are swaying in the breeze ...

Afterwards ask the children what kind of flower have they become? What colour are they?

They could also pretend to be baby lambs or chicks, tadpoles becoming frogs, caterpillars becoming butterflies, birds building nests or fledglings hatching from an egg.

Background music would enhance this activity. Many pieces would be suitable. If available 'Spring' from 'The Four Seasons' by Vivaldi and 'Morning' by Grieg would be appropriate.

Quiet Time: **The Wonder of New Life**

Encourage the children to tidy their tables, putting away pencils or anything else which may distract them. It is best not to begin 'Quiet Time' until everyone is settled and focused. Speaking in a calm voice the teacher guides the children:

Relax *(pause)*

Sit comfortably *(pause)*

Put your feet on the floor *(pause)*

Rest your hands on your lap *(pause)*

Quietly, gently, close your eyes *(pause)*

(Almost in a whisper) **Listen ... listen ...**

Once upon a time you were very tiny. You started off inside your Mammy's womb. There you grew and grew until it was time for you to be born. Let's imagine what it was like ...

Listen to all the sounds around you ... Imagine you are curling yourself up into a little ball ... you are safe and snug and warm ...

Listen ... listen ... your heart is beating ... everything is quiet and peaceful ... you are happy ... imagine this is what it was like when you were a tiny little baby inside your Mammy ... imagine ... just you and Mammy ... together ... *(pause)*

Now, slowly, open your eyes and s-t-r-e-t-c-h!

Parent/Guardian Involvement

Ask the children to tell their parents/guardians about the story or poem they heard today.

Ask the children to talk to their parents/guardians about when they were babies.



Dear Parents/Guardians,

The aim of this lesson is to help children become aware of new life in the world. Children have many experiences of new life - springtime; new growth in the garden; new pets at home or new animals on the farm; the arrival of a new baby brother or sister, cousin or neighbour.

Children's sense of awe and wonder at the simplest experience of new life is refreshing and may awaken in the adults around them an appreciation of even a green shoot in Spring. By teaching children to understand new life and how it comes about, parents and teachers are encouraging them not to take these daily miracles for granted and to respect, value and cherish new life.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake their **children** on the theme **New Life** -

Together, investigate signs of new life in the garden; in the neighbourhood (plants, trees, hedgerows); on a walk in the countryside or on a visit to a farm.

Or

Together, look at books about new life (growth) in nature and the animal world.

Or

Talk about the arrival of a new baby in the immediate or extended family, asking questions such as -

Do you know that ... is going to have a baby?

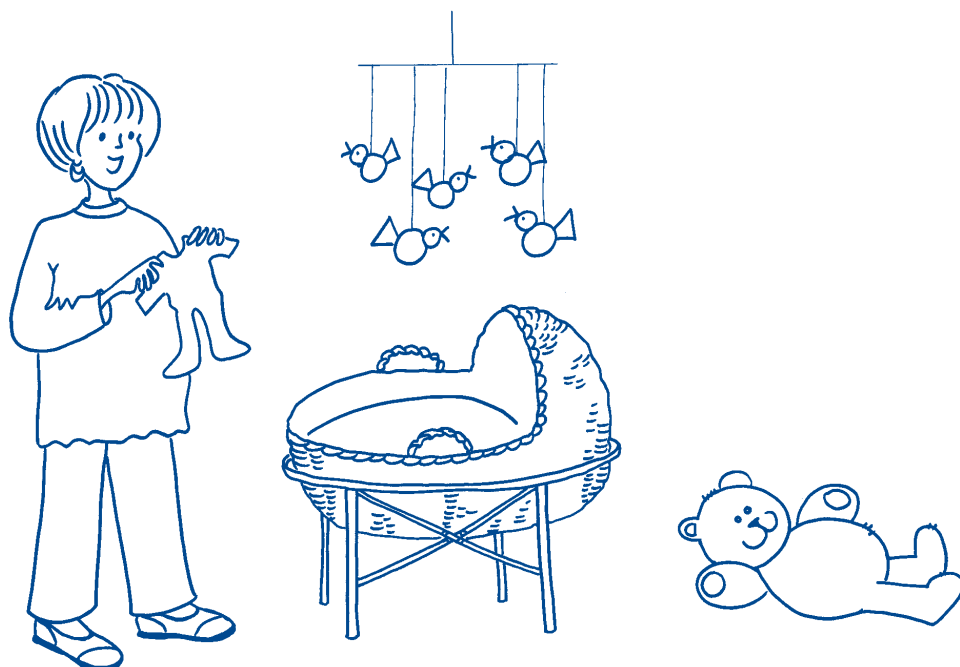
Do you know where the baby is now, before it's born?

We need to be very careful of new babies. Why do you think that is?

Would you like to hear about yourself when you were a baby?

Or

You might like to read the poem on the other side of this page.



Baby *by Paul Rogers*

Somebody's coming - but we don't know who
We know it's someone special. We know it's someone new.
We have to wait, although it's here already in a way -
Like something wrapped up underneath the tree on Christmas Day.

We've touched it, felt it move, been close as anybody's been.
We've even heard its heartbeat on a hospital machine
And we don't know anything except it's very, very small
That's why we call it 'It' although it's not an 'It' at all!

Granny's hoping for a girl, but we don't really mind.
As long as it behaves itself, we'll play with every kind.
We'll teach it how to clap its hands, and help it hold its cup
We'll show it where tadpoles live. We'll watch it growing up ...

Somebody's coming - but we don't know when.
Mummy has a feeling in her tummy now and then.
Everything is ready; its room, its clothes, its bed,
The pretty mobile that we made to hang above its head.

Mummy's tired of waiting now. She rests each afternoon.
We know it hasn't far to come; it's bound to be here soon.
One day when we're out to play, we'll sense that something new.
And we'll be so excited that we won't know what to do!
Then Dad will call and say, 'Come and meet'...Who?

8 I Grow





I Grow

Aim: To help children become aware of physical growth.

Theme Menu

Option 1

Story Suggestions:	About Growing
Let's Talk:	About the Story

Option 2

Play Time:	Growing Things
Centre of Interest:	Growing
Let's Talk:	About How You Grow

Follow-up Activities:

Art Activity:	Watch It Grow
Quiet Time:	Inner Growth

A Note on Growing

Children experience a range of life changes during the process of development. As changes occur physically, socially and cognitively children learn to adapt to societal and cultural changes around them. A focus on these changes advances the development of self-knowledge and self-esteem in children.

Option 1

Story Suggestions: About Growing

Let's Talk: About the Story

Story Suggestions: **About Growing**

The following stories have growth as a theme. The teacher may know of, or will have in the classroom or school library, books with a similar theme.

You'll Soon Grow Into Them Titch, by Pat Hutchins published by Red Fox.

Titch is the youngest in the family. He has grown out of his clothes. His brother and sister offer him the clothes they have grown out of, but they are too big. Dad comes to the rescue.

There are visual subplots in the latter. As the seasons change, a bird builds a nest and raises a family and Mammy's pregnancy progresses so that Titch is not the youngest anymore!

Fly By Night by Stephen Lambert published by Walker

A young owl learns to fly.

I Can by Susan Winter published by Dorling Kindersley

A young boy's abilities are contrasted with his baby sister's.

Let's Talk: **About the Story**

- ▲ **Who was this story about?**
- ▲ **Who was growing?**
- ▲ **What kind of growth happened?**

Option 2

Play Time:	Growing Things
Centre of Interest:	Growing
Let's Talk:	About How You Grow

Play Time: **Growing Things**

The following activity is based on the general understanding that the young child's play 'rehearses' life. In this activity, building bricks or other materials into taller or larger and more complex constructions rehearses, in a symbolic manner, the process of growth - both physical, emotional and psychological.

Divide the class into groups, allocating each a construction material such as Lego, building bricks, construction straws or sand.

Working individually or together, encourage the children to build as tall, fat, thin, strange or wonderful a construction as they can.

Encourage them to talk among themselves about what they are doing.

Centre of Interest: **Growing**

Make a collection, with the assistance of the children, of pictures, photographs and objects that are relevant to physical growth from birth.

Photographs of the children in the class at various stages could be displayed, as might a set of baby clothes, a set of clothes that would fit a toddler and clothes that would fit an average child of this age.

Comparison of shoes worn by children at different ages could be contrasted with shoes for an adult.

The centre of interest would provide a good starting point for discussion.

Let's Talk: **About How You Grow**

A selection of the following questions may be useful:

- ▲ **Who is the tallest in your home?**
- ▲ **Who is next tallest?**
- ▲ **Who is the shortest?**
- ▲ **Who is the oldest?**
- ▲ **Who is the youngest?**
- ▲ **Have you ever seen a picture of yourself when you were a tiny baby?**
- ▲ **Show me what size you were then?**
- ▲ **Did you sleep in a bed like the one you sleep in now, when you were a baby? Why not?**
- ▲ **Did you eat with a knife and fork when you were a baby? Why not?**
- ▲ **Did you take a bath or a shower like you do now? Why not?**
- ▲ **You are much bigger now than when you were a little baby. You are growing. Your body is growing.**
- ▲ **Can you curl yourself up small as a baby?**
- ▲ **Can you uncurl and grow and stretch to the big boy or girl you are now?**

Follow-up Activities

Art Activity: Watch It Grow

Quiet Time: Inner Growth

Art Activity: Watch It Grow

Divide the children into groups. Give each group one very large piece of paper. One child with one particular colour of crayon or marker draws a small dot in the middle of the page. The next child, using a different colour, draws a slightly bigger dot on top of the first one. This activity is repeated until each child in the group has enlarged the 'seed'. Now, some children extend roots down the page from the seed in different directions. Others extend shoots up the page adding leaves and flowers.

When the children have finished, encourage them to show other groups how big their seed has grown.

Quiet Time: Inner Growth

This activity may not always be appropriate or may need adaptation given different family circumstances.

Encourage the children to tidy their tables, putting away pencils or anything else which may distract them. It is best not to begin 'Quiet Time' until everyone is settled and focused. Speaking in a calm voice the teacher guides the children:

Relax *(pause)*

Sit comfortably *(pause)*

Put your feet flat on the floor *(pause)*

Rest your hands on your lap *(pause)*

Quietly, gently, close your eyes *(pause)*

(Almost in a whisper) **Listen ... listen ...**

It is cosy like the soil where a little seed could grow ... you began as a little seed in a cosy place like this inside your Mammy's womb...

Look ... and you will see yourself as a little seed curled up safe and warm and happy ... look ... look you are growing in there ... you are getting bigger and bigger ...

That little seed is growing ... growing ... growing hands and fingers and head and stomach and bottom and ... is this little seed going to be a little girl or a little boy ...

The little seed has grown so big now, it is going to be born ... see yourself stretching and reaching out ...

Now you are born ... you are a beautiful little baby ... are you a little boy or a little girl?

Now you are growing bigger and older ... you are beginning to walk ... you wobble a bit at first ... see yourself growing more and more steady ...

Resource Materials for Relationships and Sexuality Education

Junior Infants

Theme 8

I Grow

Now you can run around ... you are beginning to talk ... and you are still growing ...

You can feed yourself ... see that, little you, eating with a spoon ...

Now you are almost able to put on your clothes by yourself ... and you are still growing ... see how big you are ...

Now it is time for you to go to school and play with your friends ...

Now, slowly, open your eyes and s-t-r-e-t-c-h!

Parent/Guardian Involvement

Ask the children to tell their parents/guardians the stories about growing.

The children build 'growing' things at home.

The children draw a seed growing, helped by their parents/guardians.

The children and parents/guardians grow a plant from seed at home e.g. peas, mustard, cress.



Home-School Links

Junior Infants 8

I Grow

Dear Parents/Guardians,

The aim of this lesson is to help children become aware of physical growth. As they grow, children change. A focus on these changes develops children's self-knowledge and self-esteem.

Children take their growth for granted and parents/guardians and teachers have occasion to discuss it informally when shopping for new clothes; passing down older brothers'/sisters' coats; buying new shoes; marking the height chart in Maths, drawing around their hands/feet in Art Class, etc. It is important that children understand that the rate of growth is individual for each child and it can be upsetting for some children if adults measure and make comparisons between friends or cousins of the same age.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **children** on the theme **I Grow** -

Together play with Lego, or other building blocks, to develop the idea of building and growing.

Or

Talk about the difference between the clothes being worn now by your child and those worn as a baby - you may have kept some of the baby clothes and these could be taken out and talked about.

Or

Other aspects of growth could be discussed, i.e. being more independent, being responsible for tidying toys, helping around the house, etc.

Or

Together, draw pictures to show what the child could do by

- First Birthday - (Crawl/Walk/Climb)?
- Second Birthday - (Hold mug/Eat with spoon)?
- Third Birthday - (Play Ball/Ride Tricycle)?
- Fourth Birthday - (Put on coat/close buttons)?



9 Making Choices





Making Choices

Aim: To help children become aware that they make choices in their everyday lives.

Theme Menu

Option 1

Story Time:	Little Red Riding Hood and the Three Bears Other Story Suggestions
Let's Talk:	About the Story

Option 2

Mime Time:	Lots of Choices
Let's Talk:	About Choices You Make

Follow-up Activities

Play Time:	Game - Choices To Make
Art Activity:	Chances to Choose

A Note on Making Choices

Living life to the full involves solving problems and making decisions and choices. Such processes may be encountered as an individual or as a group. Trying to solve children's problems or to resolve their difficulties for them instils in them the attitude that someone else can always "fix it" and that they themselves are not capable of solving even simple problems without adult help.

The decision-making process in these materials can be taught to a class or individual who will, with practice, be better able to make rational, age-appropriate decisions autonomously with an appreciation of the consequences.

Option 1

Story Time:	Little Red Riding Hood and the Three Bears Other Story Suggestions
Let's Talk:	About the Story

Story Time: Little Red Riding Hood and the Three Bears

Children would need to be very familiar with these stories, as separate tales, before hearing the following version which combines both as an intertwined whole. The method of comparing and contrasting the decisions taken by the characters may be confusing for some children. If this is so, it is recommended that the stories be told separately, in the traditional format.

Story Time: Little Red Riding Hood and the Three Bears

In this story Little Red Riding Hood makes a number of decisions and these are compared with decisions that Goldilocks made. The consequences of these decisions are also contrasted.

Today I'm going to tell you a story about Little Red Riding Hood. Now you have probably heard about Little Red Riding Hood and The Big Bad Wolf before. This story is a different one! The story is about Little Red Riding Hood and ... The Three Bears!

As you know, Little Red Riding Hood lived beside a forest, and at the other side of that forest lived her Granny. One sunny morning Little Red Riding Hood woke up early and it was such a lovely day she decided she'd go and visit her grandmother. Her mother fixed a basket of good things to eat for Little Red Riding Hood to bring over to her Granny's.

She reminded her little girl to stay on the footpath and not to go wandering off into the wood. Little Red Riding Hood promised. She remembered her meeting with the Big, Bad Wolf last time she strayed off the path. Off she went and I'm not sure how it happened but Little Red Riding Hood got lost! This time she remembered what her mother had said and stayed on the path. After a little while she came to a small cottage in the middle of the forest.

'I wonder who lives here?' said Little Red Riding Hood. 'I don't remember ever being in this part of the forest before.' She decided she would stop at the cottage and ask the people who lived there where she was, and how she would get to her Granny's house. She opened the garden gate and walked up the path to the door. Then she knocked on the door.

'Rat-a-tat-tat' There was no answer! So she knocked again
'Rat-a-tat-tat' Nobody answered! So she tried once more.
'Rat-a-tat-tat' And then guess what she did? Well, in fact she decided to walk back down the garden.

'The last little girl that visited this house just opened the door and walked right in!' said a squeaky voice. Little Red Riding Hood looked around and saw a baby bear coming round the corner. 'That wouldn't be very polite!' said Little Red Riding Hood. 'What's your name?' he said in a friendly voice. 'Are you lost?' 'My name is Little Red Riding Hood,' she said, 'and I seem to be!'

Little Red Riding Hood explained how she'd been on her way to her Granny's house and had lost her way. 'You must be hungry,' said the little bear. 'You're just in time for breakfast. My Mum and Dad are just coming back from a walk. Come and meet them! They know this forest very well. I'm sure THEY'LL be able to help you.'

Just then Mammy Bear and Daddy Bear came round the corner. WHO'S BEEN WALKING IN OUR GARDEN?' growled Daddy Bear in a big deep voice. 'Who's been knocking on our front door?' said Mammy Bear in a medium sized voice. 'This is Little Red Riding Hood. She was on her way to her Granny's house and she got lost, ' said Baby Bear in a baby-sized voice. 'We'll show you the way, my dear' said Mammy Bear, kindly, 'but come and have some breakfast first.'

They went inside. On the table were three bowls of porridge - a big bowl, a medium-sized bowl and a little baby-sized bowl. Mammy Bear took another bowl from the cupboard. 'Do have some porridge! she said. 'I don't really like porridge,' said Little Red Riding Hood politely. The Bear Family looked very surprised. 'I thought all little girls liked porridge,' said Mammy Bear.

'The LAST little girl that visited this house ate up all Baby Bear's porridge', grumbled Daddy Bear. 'And she broke Baby Bear's chair,' said Mammy Bear crossly. 'And then she fell asleep in my bed,' squeaked Baby Bear, 'When she woke up and saw us she screamed and ran away,' he added sadly. 'She doesn't sound very nice,' said Little Red Riding Hood.

And she told them the story of somebody she'd met once who wasn't very nice either. Can you guess who that was? Yes! That's right! It was the BIG BAD Wolf!

While they talked, the bears ate their porridge and Little Red Riding Hood had some tasty, brown bread and honey. Then the Bear Family showed her the way through the forest to her Granny's house on the other side. She thanked the bears and promised Baby Bear that she'd come back to play with him another day. 'And you can meet my friends The Three Little Pigs,' he said. 'They had some trouble with The Big Bad Wolf as well.' Little Red Riding Hood said she'd like that and she waved good bye to her new friends as they disappeared back into the forest. She turned around and started to walk towards her Granny's house. Coming towards her was a little girl about her own age. This little girl had long golden curls.

'I wouldn't go into that forest if I were you,' the little girl said cheekily. 'There's a family of Big, Bad Bears in there.' From what Baby Bear had said, Little Red Riding Hood knew who this little girl was. Do you know who this little girl was? Yes! That's right, it was Goldilocks! Little Red Riding Hood just smiled and said, 'They are only BIG and BAD to little girls who go into their house without being asked, eat their porridge and break their furniture.' Goldilocks had no answer for that because she knew THAT was the truth.

Anyway Little Red Riding Hood didn't wait. Instead she hurried off to her Granny's to tell her all about her latest adventure and the new friends she had made.

Let's Talk: About the Story

- ▲ Can you remember what today's story was about? Had you heard a story about Little Red Riding Hood before? What happened to her?
- ▲ Had you heard a story about The Three Bears before? Who was the cheeky girl with curly, blonde hair, who visited them before?
- ▲ Goldilocks had knocked three times and when there was no answer, she decided to walk right into the house! When Little Red Riding Hood got no answer at the door what did she do? That's right, she decided it would be better to walk back down the garden.
- ▲ Little Red Riding Hood met the Bear Family! Were they kind to her? What did they do? They told her about Goldilocks. What had Goldilocks done?
- ▲ Was Little Red Riding Hood bad-mannered like Goldilocks? Did the bears like Goldilocks? Why? Did they like Little Red Riding Hood? Why? Who did she meet after she said good-bye to the bears?

- ▲ Why did Goldilocks say a family of Big, Bad Bears lived in the forest?
- ▲ Why did Goldilocks think the Bear Family were big and bad?
- ▲ Did Little Red Riding Hood think the bears were big and bad?
- ▲ The Bear Family were kind to her! Why?
- ▲ Why were they not as kind to Goldilocks?
- ▲ What might have happened if Red Riding Hood was as bad-mannered as Goldilocks?

Other Story Suggestions

Traditional Stories:

Goldilocks and the Three Bears

The Three Little Pigs

The Little Red Hen

In each case, choices made by the characters have consequences that influence the outcome of the story. In the case of The Three Little Pigs, it is their choice of building materials.

A reworking of an old favourite; **The Three Little Wolves And The Big Bad Pig by Eugene Trivizas and published by Mammoth** may also give some food for thought!

Option 2

Mime Time:	Lots of Choices
Let's Talk:	About Choices You Make

Mime Time: Lots of Choices

The children will enjoy this activity on any day but especially when it is raining and they cannot use up energy outdoors. The teacher suggests the mime:

Today I am going to tell you a story. You are going to do the actions. Usually the words will tell you what to do. Sometimes I will ask you a question and you will have to decide what to do yourself.

Let's pretend that your Auntie has just had a baby. How does that make you feel? Show me! So, you have a lovely new baby cousin and you want to buy this baby something really nice. Soon we will pretend to be going on a walk to the shopping centre. You've asked your Mammy/Daddy and s/he says that you can because you have a grown-up with you.

I want you to choose in your mind what kind of weather it is going to be. Is it raining or sunny? Maybe it's snowing! How does the weather make you feel? Show me! When you have decided what kind of weather is outside, you will have to decide how you are going to dress. If it's raining outside, decide what you will wear. If it's snowing you will have to dress up warmly. Will you need an umbrella or sunglasses? Get ready now and show me!

But what about the money you will need? Your money box is high up on top of the kitchen presses. Are you going to climb up and get it or are you going to do something much more sensible? That's right. Ask a grown-up to help you! Are you ready then?

Off we go. Are you going to walk quickly or slowly? Are you going to skip along? Show me how you are going to move. We have to cross the road. Show me the right way to cross the road. That's right. Look right and left and right again and make sure nothing is coming. Walk quickly across now looking and listening all the time.

We've been walking for a long time. At last we've reached the shopping centre. You must be tired. Find somewhere to sit down and have a rest. Listen, this is just the place to get a very nice present for your new baby cousin. I want each one of you to look for something special for this baby. What did you decide to buy? Tell me. *(Each child takes a turn to tell about what they have got - the teacher's responses of interest, pleasure, amazement or surprise, will add to the children's enjoyment.)*

This HAS been fun, but it's getting late so we'd better hurry back. I'm sure your new baby cousin is going to love that present. Talk to the children also about presents that money cannot buy!

Let's Talk: **About Choices You Make**

- ▲ Think about the things you have decided to do since you got up this morning.
- ▲ What was the first decision you made this morning?
- ▲ Did you have to decide what to wear or did Mammy/Daddy do that?
- ▲ Do you have a school uniform that you have to wear?
- ▲ What did you decide to eat for breakfast?
- ▲ Could you choose how you travel to school?
- ▲ What did you decide to do when you got to school?
- ▲ What did you decide to play in the yard?
- ▲ Who did you decide to play with?
- ▲ Think about other choices you may have to make today.
- ▲ What will you do after school?
- ▲ What will you choose to watch on T.V.?
- ▲ If you had some money what would you buy in the shop?

Follow-up Activities

Play Time: Game - Choices To Make

Art Activity: Chances to Choose

Play Time: Choices to Make

There is no competitive element in this game. The children enjoy the movement involved and expressing their choices. In the interests of safety and good order e.g., a number of children standing up and spinning round with their eyes shut, only one activity is done at a time. Start by giving the children a choice of two activities and then three.

- ▲ Stay sitting down or stand up.
- ▲ Spin around or stay still.
- ▲ Keep your eyes open or close them.
- ▲ Dance around or jump around.
- ▲ Whistle or clap.
- ▲ Play football or swim.
- ▲ Brush your teeth or brush your hair.
- ▲ Smile or frown.
- ▲ Blow a bubble or blow a kiss.
- ▲ Play the drum or the piano.
- ▲ Fly like a bird or swim like a fish.
- ▲ Be a frog or a kangaroo.
- ▲ Be a caterpillar or a butterfly.
- ▲ Wriggle like a snake or waddle like a duck.
- ▲ Be Red Riding Hood or Goldilocks.
- ▲ Be Big, Bad Wolf or Baby Bear.
- ▲ Grow up tall like a tree or curl up small like a seed.
- ▲ Be happy, silly or cross.
- ▲ Be a Garda, a Fireman or a School Warden.
- ▲ Brush your teeth, wash your face or brush your hair.
- ▲ Be Daddy Bear, Mammy Bear or Baby Bear.
- ▲ Nod your head, wave your hand or wink your eye!
- ▲ Drive a car, ride a bicycle or fly an aeroplane.

Art Activity: Chances to Choose

Ask the children to draw a picture of themselves wearing their favourite clothes, with their favourite people doing what they most like to do! They can include anything else they really like in the picture also: favourite food, T.V. programme, animal, sport, football team, kind of weather. This could be given as homework.

As an alternative, the children could choose these 'favourite things' out of magazines. Or the picture could be a mix of original artwork and montage. Give the children the opportunity to talk about the choices they made. The finished product could be displayed on the wall or in book form.

Parent/Guardian Involvement

The children can tell their parents/guardians about Red Riding Hood and The Three Bears.

They can tell them about the 'shopping trip'.

The children can teach their parents/guardians the 'choices' game and play it at home.

Parents/guardians visiting the classroom can be shown the display or book of favourite things.

The children could take home the following Home-School Links Page.



Dear Parents/Guardians,

The aim of this lesson is to help children become aware that they make choices in their everyday lives. Sometimes adults try to solve children's problems for them without including the children in the process. This gives children the idea that someone can always "fix it" for them and that they themselves do not have to take responsibility for solving problems. In this lesson children are given opportunities to consider situations and make choices based on the available information. Some involve children making individual decisions and others are based on group decisions.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **children** on **Making Choices** -

Pretend it's Decision-Time -

**Your friend wants you to play with Lego. You want to play football.
What do you decide to do?**

It's bed-time. You want to watch T.V. What do you do?

You have sweets. It's dinner-time. What do you do?

Or

Which do you prefer -

Watching T.V. or playing with your friend? Why?

Visiting your cousins or going to the shops? Why?

Eating sweets or eating your dinner? Why?

Or

Ask your child to draw a picture, on the back of this page, showing a collection of toys/food, putting a ring around his/her favourites, under the heading

Toys I would choose to play with

Or

Food I would choose to eat





Junior Infants: Curriculum Integration

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Junior Infants

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Adaptation and Organisation of RSE Materials

The arrangement of these RSE Classroom Materials is for presentation purposes only and is not intended to pre-determine the sequence of delivery of an RSE Programme in the school.

The materials are arranged sequentially and are age appropriate. However, they are not prescriptive, rather they provide a menu of options for classroom lessons from which teachers can choose in accordance with their school policy on RSE. Schools may wish to choose RSE materials from other sources, as an alternative, or to supplement and complement these materials.

It would not be possible to cover all the materials but options are offered for each RSE theme, each option having adequate material for a lesson. It may prove practicable to integrate some of the options with other subject areas. A choice of activities for inclusion in the lesson is also given. Participants in the programme should feel free to choose activities which best suit their own school situation.

Look What I Can Do





Look What I Can Do

Aim: To help children to discover their personal strengths so as to be affirmed in them.

Theme Menu

Option 1

Story Time:	What Sinéad can do Other Story Suggestions
Let's Talk:	About the Story

Option 2

Play Time:	A Challenge - Can You Play "Simon Says"?
Let's Talk:	About What You Can Do

Follow-up Activities:

Singing Time:	Another Challenge - Can You Do This?
Art Activity:	A Picture Book of Things I Can Do

A Note on Self-Esteem

Self-esteem is the value one places on one's self. Children with high self-esteem are more likely to develop caring relationships and are less likely to be vulnerable to exploitation by others. A programme designed to develop the self-esteem of pupils will be most effectively implemented in the context of a whole-school approach. A positive classroom environment can foster the growth of high self-esteem.

Children with low self-esteem make unrealistically high demands of themselves and may be unable to evaluate themselves accurately. Both of these characteristics increase the risk of failure. The sense of worthlessness that accompanies failure reinforces children's poor opinion of themselves. Setting aside a little time at the beginning of a week, a day or a lesson, to tell children what is expected of them, is very beneficial and repays the time invested. Well-defined goals eliminate uncertainty. This security reassures the pupil. A regular, short review develops in children an ability to evaluate progress realistically. As such strategies are repeated, they become a natural part of the school day. Parents can be encouraged to provide support for, and reinforcement of, the self-enhancing activities in the classroom.

Option 1

Story Time:	What Sinéad can do Other Story Suggestions
Let's Talk:	About the Story

Story Time: What Sinéad Can Do!

Sinéad was having a BAD day! She had nothing to do and no one to play with. Daddy was in the kitchen doing the ironing. 'Can I help with the ironing?' asked Sinéad. Daddy laughed. 'Not yet!' he said. 'You will have to wait until you are taller and stronger. The iron is hot and heavy and you might drop it or burn yourself. You'll just have to wait until you're older. Then you can do all the ironing you like! I could do with some help.'

Sinéad's big sister Carol was holding a club meeting outside with her friends. Her club was called 'The Terrific Three'. 'Can I be in your club too?' asked Sinéad. 'No' said Carol, 'we like being The Terrific Three. If you were in our gang we'd have to be 'The Fantastic Four' and that would be no fun.' 'Please,' said Sinéad. "Oh go on, give her a chance," said one of the others. 'Well' said Carol, 'let me think. You can be in our gang if you can ... whistle. Can you whistle?' 'Not yet,' said Sinéad sadly. 'That settles it!' said Carol. 'Now go away and let us get on with our meeting.'

Sinéad's big brother Tom was playing football with his friends. 'Can I play too?' asked Sinéad. 'Sure you can!' said Tom. Tom passed the ball to Sinéad. Sinéad kicked it towards the goal and ran after it. She got there before the others and kicked again. 'Good shot!' said Tom. Sinéad ran even harder. She got to the ball again and tripped and fell and bumped her head. 'Hard luck!' said Tom.

Daddy came out when he heard Sinéad crying. 'Cheer up!' he said and gave her a big hug. 'Why don't you call for Conor? I'm sure there would be something you could do with him.' Conor WAS glad to see her. 'I'm making a den under the table,' he said but the walls keep falling down. 'Do you think you can fix it?' 'I think I can,' said Sinéad. Conor had made a cosy den under the kitchen table. There was a big sheet over the table and sure enough it kept on slipping off. Sinéad showed Conor how to put cushions on top of the sheet so it didn't fall off.

'Great', said Conor, 'What will we do now?' 'We can have a club meeting like the big children do. We can be called the 'Terrific Two!'' said Sinéad. 'That's a great idea!' said Conor.

Other Story Suggestions

Edward's First Day at School

Edward's First Swimming Party

Edward's First Night Away

All "Edward" stories by Rosemary Wells and published by Children's Poolbeg

Each of these stories explain how not everyone is ready for the same things at the same time and are reassuring for young children. The teacher may know of, or have in the classroom or school library, books with a similar theme.

Let's Talk: **About the Story**

Having read the story of Conor and Sinéad, you might begin this exercise by talking about the story using a selection of the questions that follow:

- ▲ **Can you remember why Sinéad was having a bad day?**
- ▲ **Who did she talk to first? What was Daddy doing? Why couldn't she help Daddy? When will she be able to do the ironing? Was Daddy kind to her?**
- ▲ **Could Sinéad join Carol's gang? Why? Was this the real reason? When will Sinéad be able to whistle? Was Carol kind to her?**
- ▲ **Did you ever ask someone could you play with them? Did anyone ever say 'no'? How did this make you feel? Do other children ask you can they play with you? What do you say? Do you ever say 'no'? Why? Is this kind?**
- ▲ **Was Tom, her brother who was playing football, kind to Sinéad? Was Sinéad good at football? Why did she stop playing football?**
- ▲ **Who did she go to see then? What was he doing? Did you ever make a den under a table or any where else? What did Conor need help with? Was Sinéad able to help? How did she help? What did they do in the end?**

Option 2

Play Time: A Challenge - Can You Play 'Simon Says'?

Let's Talk: About What You Can Do

Play Time: A Challenge: Can You Play 'Simon Says'?

This challenge involves listening, following instructions and concentrating.

To start with, the teacher can be 'Simon.' The teacher calls out the instructions to the class as follows; 'Simon says ride a bike!' 'Simon says paint a picture!' 'Simon says catch a ball!'

As long as the instructions are preceded by the words 'Simon says,' the children follow the instructions. But if the teacher gives instructions e.g., 'Kick a football' or 'Bake a cake' without mentioning 'Simon' the children do not follow them. Any child who does so is out of the game.

As the children become more familiar with the game, they take turns at being Simon or they could use their own name. This would enhance the self-esteem of the children whose names are used and would involve a slightly higher level of concentration from the participants.

Let's Talk: About What You Can Do

Please select from the following questions:

Think about yourself. What are you good at?

The teacher may find that levels of self-esteem vary between children. Some children may need help from the teacher to say what they are good at. Where language skills are limited, give the children a sentence to complete, working in a round.

I am a good friend when I ...

I help at home by ...

At home I do ... well

- ▲ **What makes you feel special? What are the things you do well at school? What things do you like doing? What sports are you good at?**
- ▲ **Are there some things you can't do now that you would like to learn how to do? What are they? How will you learn how to do these things? Who can help you?**
- ▲ **What do you think other people like about you?**
- ▲ **What do you like about yourself? What are some of the things that make you proud of yourself?**

Follow-up Activities

Singing Time:	Another Challenge - Can You Do This?
Art Activity:	A Picture Book of Things I Can Do

Singing Game: **Another Challenge: Can You Do This?**

This challenge involves listening, following instructions and concentrating.

Take a song the children know well e.g., Head and Shoulders, Knees and Toes. First sing it through with the actions-

Head and shoulders, knees and toes, knees and toes,
Head and shoulders, knees and toes, knees and toes,
And eyes and ears and mouth and nose
Head and shoulders, knees and toes
Knees and toes.

Then the children leave out the word 'head'. They just hum the note and point to their heads instead.

Mmm (*Point to head*) ... **shoulders knees and toes ... etc.**

The next time the song is sung the words 'head' and 'shoulders' are left out, instead the children just hum and do the action.

In subsequent verses, one by one the other body parts are not sung.

Eventually the children hum the whole song (*except for the word 'and'*) and point to the various parts of the body as they are sung.

Art Activity: **A Picture Book of Things I Can Do!**

Picture books about what the children can do, made by the class on an individual or class basis, will strengthen the children's sense of achievement and self-esteem.

In the case of a "Class Book" give a page to each child. The child's name is at the top of the page and the words 'I can ...' Ask them to draw things they can do on the page. Assemble these pages between two covers. Print the words; 'Look what we can do!' on the cover and display the book in the classroom or in the class library.

Parent/Guardian Involvement

If the children have made individual books about what they can do, they should be encouraged to bring them home to show to their parents/guardians.

If a Class Book was planned, the children could bring home their pages before it was assembled and return them. Parents/guardians could be invited in to help with this activity. In advance of making the book the children might ask at home what their parents/guardians think they are good at.

Ask the children to challenge their parents/guardians to play 'Simon Says!' or to sing 'Head and Shoulders'

September

Preparation for Lesson Eight: I Grow and Change

Maths time: Measuring Growth

This lesson is the first in a three-part exercise. (*See also pages 121 and 162*)

Each child's **height**, **hand span** and **foot size** are measured

- a) at the beginning of the school year
- b) at the beginning of January and
- c) at the end of the summer term.

Children may help to measure each other, under the guidance of the teacher. The sensitivity of the teacher will ensure that extreme rates of growth among the children do not receive undue focus

Height can be measured using a wall chart and marked in colour with the child's name written beside the mark. A different colour can be used for each measurement.

The **hand span** and **foot length** may be recorded, each child having his/her own page, by drawing around the child's hands and feet, using a different colour each time.

These pages could be stored in book form. Towards the end of the year the final reckoning could be cut out and displayed. The children will see how they have grown and will see how rates of growth vary. Parent/guardian assistance would be helpful in this activity.



Dear Parents/Guardians,

The aim of this lesson is to help children discover their personal strengths so as to be affirmed in them. This is part of building children's self-esteem.

Children are helped to recognise their knowledge, skills and talents in their work and in their play, at home and in school. Praise and encouragement from parents/guardians and teachers gives them a positive self-image and builds their confidence in themselves. This inner confidence contributes to children's feeling of well-being and helps them to form healthy relationships in their lives.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **children** on the theme **Look What I Can Do** -

Let's talk about:

What makes you feel special?

What are the things you do well at school/at home?

What things do you like doing?

Or

Let's build a picture, under the heading Look What I Can Do:

Cut out pictures from newspapers and magazines, of people doing things you can do and stick them on a page

Or

Draw a picture, on the back of this page, of yourself doing something you like doing, under the heading Look What I Can Do.





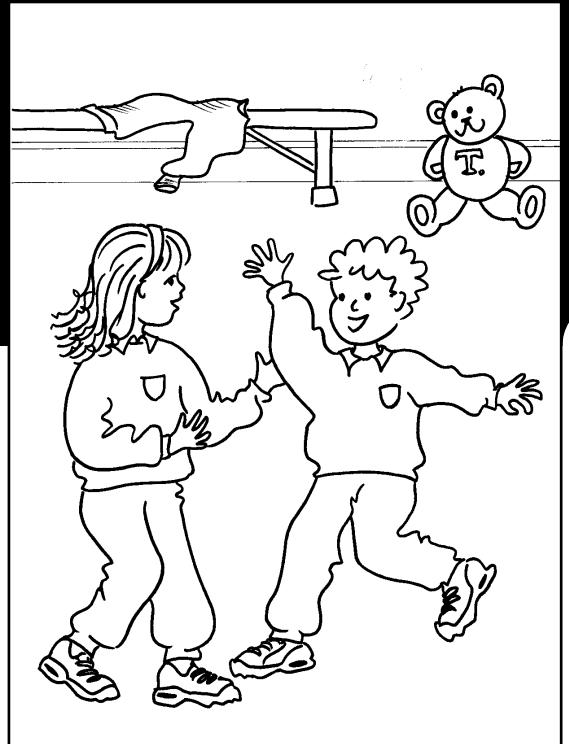
Resource Materials for Relationships and Sexuality Education

Senior Infants

Theme 2

These are My Friends

2 These are My Friends





Resource Materials for Relationships and Sexuality Education

Senior Infants

Theme 2

These are My Friends



These are My Friends

Aim: To help children develop an appreciation of the value of friendship in their lives.

Theme Menu

Option 1

Story Time:	A Friend For Conor Another Story Suggestion
Let's Talk:	About the Story

Option 2

Activity Time:	What is a Friend?
Let's Talk:	About Friends

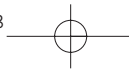
Follow-up Activities

Art Activity:	Appreciating Friends
Quiet Time:	Showing Friendship

A Note on Friendship

Friends play a significant role in the lives of children. As children interact with friends and share their experiences, their understanding of the world expands beyond that based on their own experiences. Through the feedback they receive from others, children learn to see themselves as others do. Providing children with opportunities to help them understand the nature of friendship helps them to relate better to others and lays the foundation for understanding the nature of the peer group as they grow older.





Resource Materials for Relationships and Sexuality Education

Senior Infants

Theme 2

These are My Friends

Option 1

Story Time:

A Friend For Conor
Another Story Suggestion

Let's Talk:

About the Story

The concept of imaginary friends is a useful one. The social dynamics within a class will result in some children being more 'popular' than others. Choosing friends from the class may be hurtful and counter productive for those whose designated friend does not choose them in return or for those who are not chosen at all. Of course imaginary friends have their limitations too and this is talked about in the lesson.

Story Time: A Friend for Conor

Do you remember the story I told you about Conor and Sinéad? They are very good friends. But there was a time before they were friends, a time they didn't know each other. Today I'm going to tell you how they met and how they became friends.

Before Conor went to school and before he met Sinéad he had just one friend. This friend was called Edward. They were friends since Conor was a baby. Conor and Edward used to go everywhere together. Conor used play with Edward all the time. In ways Edward was a good friend. He always seemed to have time when Conor wanted to play. He never argued with him. Conor used to choose the games he wanted to play and Edward never disagreed.

You'd think that Conor's Mammy and Daddy would have been pleased that Conor had such a good friend. But in fact they were a bit worried. To start with Conor wasn't very kind to his friend. If Conor did something troublesome like leaving his toys in a mess or forgetting to wipe his feet and leaving muddy footprints on the floor, Conor would blame Edward. And if Mammy or Daddy gave Conor an apple or a biscuit or an ice-cream, Conor would always insist that Edward was given an apple or a biscuit or an ice-cream too. That might seem kind-hearted of Conor but, in fact, he always ate the treats meant for Edward. He had plenty of good excuses for this. Listen carefully now, and you will learn a lot more about Conor's friend, Edward.

'Edward,' Conor used say, 'didn't want that apple because he hasn't any teeth!' or he might say; 'Edward said I could have his biscuit because he didn't want to get crumbs on his fur,' or 'Edward didn't want ice-cream because he was afraid his paws would get sticky.'

So now you know Edward wasn't a boy at all. What do you think he was ...? Yes that's right, he was a teddy bear; Conor's teddy bear; Edward T. Bear. He had brown fur and shiny black button eyes. Because he was a teddy bear he couldn't talk to Conor or be a real friend to him. This was the main reason why Conor's Mammy and Daddy were worried. Even so, Conor thought he was a great friend. Conor could blame Edward for things he hadn't done and even use him to get extra treats sometimes. And he never argued or answered back.

So when the time came for Conor to go to school he brought Edward with him. And he insisted that Edward had a school bag and a lunch box with a lunch in it too. Teacher showed Conor where to sit. There was a little girl sitting beside him. 'Hello, my name is Sinéad. What's yours?' she said, and gave him a friendly smile, but Conor just hugged Edward tightly and said nothing.

There were lots of things to do that morning in school. The other children had lots of fun taking turns, playing with plasticine and blocks and jigsaws. But Conor didn't find any of this very easy because he was keeping a tight hold of Edward. When Conor's turn came to play with the sand, he





Resource Materials for Relationships and Sexuality Education

Senior Infants Theme 2 These are My Friends

'What happened here?' asked the teacher. 'Edward did it!' said Conor. 'Edward?' said the teacher. 'There's no Edward in this class.' 'This is Edward!' said Conor, showing her his teddy bear. The other children laughed and laughed. 'Help Edward to brush it up then!' said teacher.

At lunch time the other children saw the enormous lunch Conor had brought. 'Will you eat all that?' asked Sinéad. 'Some of it's Edward's,' said Conor. The other children heard this and laughed again.

After lunch they went to the hall to play games. 'Find a partner and hold their hand,' said teacher. Conor stayed where he was and held on to Edward. The other children found partners and began their game. Conor went to sit down. He saw the other children running around having great fun. Sinéad didn't have a partner yet. So Conor propped Edward up beside the wall and walked over to her. 'Hi!' said Sinéad, and she held out her hand and smiled.

So now you know how Sinéad and Conor first met and how they became friends.

Another Story Suggestion

Jessica by Kevin Henkes, published by Puffin.

The story of Ruthie and how her dream of a real friend called Jessica came true.

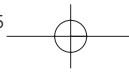
The teacher may know of other suitable stories.

Let's Talk: About the Story

A selection of the following questions may be useful to start a discussion:

- ▲ This story is about a boy called Conor who had a pretend or make believe friend. What was the friend's name?
- ▲ Was Edward a good friend? Why? Was Conor a good friend in return? Why do you say that?
- ▲ Do you remember you heard about Sinéad before, when she helped Conor build a den under a table? Do you think Sinéad is a good friend? Why?
- ▲ Sometimes children pretend to have a make-believe friend. Did you ever pretend to have a make-believe friend?
- ▲ Do you know of anyone else who had a make-believe friend? What was your make-believe friend's name? When did you play with your friend? What kind of games did you play?
- ▲ Tell me the good things about this friend? Is there anything about a make-believe friend that is not so good? Which would you prefer, a pretend friend or a real friend? Why?





Resource Materials for Relationships and Sexuality Education

Senior Infants

Theme 2

These are My Friends

Option 2

Activity Time:

What is a Friend?

Let's Talk:

About Friends

Activity Time: What is a Friend?

This exercise may take up several days of 'news' times so that each child gets a chance to talk about what it takes to be a good friend and to be affirmed as someone who is a good friend.

Talk to the children about the qualities that make a good friend. These traits could include being fun to play with, kind, good at taking turns and sharing, funny, a good listener, good to talk to or forgiving. On the basis of each of these qualities, ask the children to talk about friends they have who behave this way.

Ask them to give examples of how their friends are kind, generous, forgiving and so forth. If a child in the class is getting no 'mentions' from the class, start the ball rolling by making a positive statement about them e.g.,

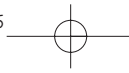
Let's talk about being kind. A good friend needs to be kind-hearted. Do you remember the time Susan fell in the yard and David was kind to her? He helped her over to the teacher on the yard and kept her company while the others were playing.

The teacher may write down the qualities of a good friend. The children may illustrate them. This work could be displayed on the classroom wall or in book form under the heading "A Good Friend is ..."

Let's Talk: About Friends

- ▲ Friends are people who care about you. Tell me about some of your friends? How do you know they are your friends? What kinds of things do they do to show they are your friends?
- ▲ What kinds of things can you do to show that you are their friend? You can talk to your friends and have fun with them. What kinds of things do you talk about? What kinds of games do you play? What other fun do you have?
- ▲ Friends can be different. They can be your age or they can be older or younger. You can have friends who are boys and friends who are girls. What kind of friends have you?
- ▲ Some friends are great to play with and some are great to talk to. What kind of friends are great to talk to? Why?
- ▲ You can make friends in your own family. Who are your friends at home?
- ▲ Even a pet can be a friend. When some children feel lonely they enjoy talking to, cuddling or playing with a pet. Do you have a pet that can be a friend to you?
- ▲ Some people are happy with one or two friends. Others like to have lots. Which do you prefer?





Resource Materials for Relationships and Sexuality Education

Senior Infants

Theme 2

These are My Friends

Follow-up Activities

Art Activity: Appreciating Friends

Quiet Time: Showing Friendship

Art Activity: Appreciating Friends

Encourage the children to reflect on their appreciation of friends through art. Group work would be appropriate to this theme. You could ask the children to collect pictures from magazines of the things friends do together and they could assemble them as a group montage. The child or class could produce a book about friends or friendship using these montages or original pictures.

Groups of children could create a story in pictures, each group providing a picture to illustrate each sentence or part of the story. For example: There is a new boy in school today. He has said goodbye to his old friends. He is lonely. The other children are kind. They make friends with him. They say 'Hello!' They all play games. He is happy now.

or

Sinéad has forgotten her lunch today. She left it on the kitchen table. She is hungry. She is sad. Conor has a big lunch. He gives Sinéad an apple and a biscuit. Sinéad is happy now. She says 'thank you' to Conor.

Quiet Time: Showing Friendship

Encourage the children to tidy their tables, putting away pencils, or anything else which may distract them. It is best not to begin 'Quiet Time' until everyone is settled and focused. Speaking in a calm voice the teacher guides the children:

Relax (*pause*)

Sit comfortably (*pause*)

Put your feet flat on the floor (*pause*)

Rest your hands on your lap (*pause*)

Quietly, gently, close your eyes (*pause*)

(*Almost in a whisper*) **Listen ... Listen ..**

Shh ... Still with your eyes closed ... Today we are going to think about friends ...

Think of a good friend of yours ... Think about the first time you met that friend ... Think about where you first met ... Maybe it was at playschool ... or at school ... or at home ...

Can you remember what your friend was doing when you first met? ... Think about saying hello to your friend and how you made friends ...

Think about how that person is a good friend to you ... and the things s/he does that show s/he is your friend ... and the things you do that show you are his/her friend ...





Resource Materials for Relationships and Sexuality Education

Senior Infants

Theme 2

These are My Friends

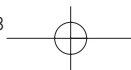
Parent/Guardian Involvement

The children can tell their parents/guardians about Conor's friend. The children might ask their parents/guardians did they have a teddy bear or a favourite toy when they were young. Had they special friends, real or imaginary? Why were these friends special?

The children could collect the magazine pictures for the montage of things friends do together at home.

Parents/guardians visiting the classroom can be shown the art work.





Resource Materials for Relationships and Sexuality Education

Senior Infants

Theme 2

These are My Friends



Home-School Links

Senior Infants 2

These are My Friends

Dear Parents/Guardians,

The aim of this lesson is to help children develop an appreciation of the value of friendship in their lives. As children interact with friends, and share their experiences, they learn more about the world around them. They also come to know themselves better as they begin to see themselves as others see them.

Children learn about the nature of friendship by discussing it at home and in school and also from the examples of friendships in their immediate world. They observe friends talking, sharing, caring, listening, having fun, forgiving, etc.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **children** on the theme **These Are My Friends**.

Let's talk about our friends:

Who is your close friend? What makes him/her your close friend?

Do you know who my close friend is? Why do you think that?

Or

Let's think about being friends:

What are the good things friends do for each other?

What happens if good friends have a row/argument/'falling out'?

Or

What would you do if:

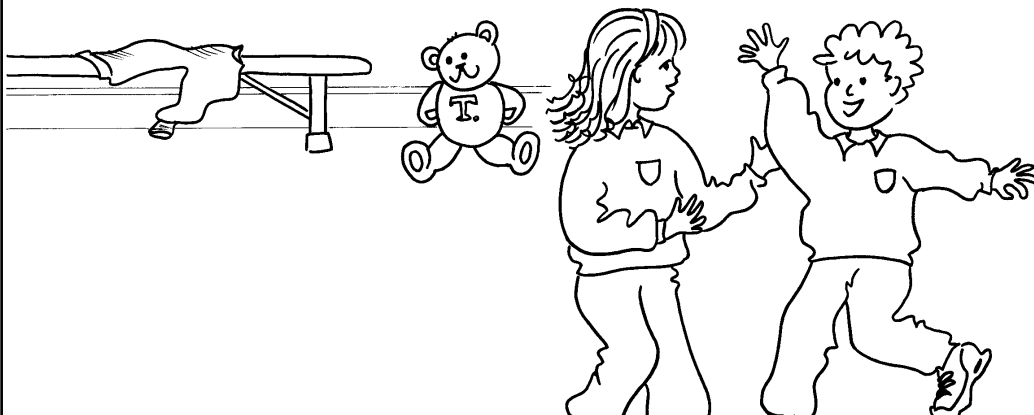
Someone wanted to join in your game with your friend?

Someone was unkind to your friend in the school playground?

Your friend didn't want to play with you some day?

Or

Draw a picture, on the back of this page, of yourself and your friends under the heading **These Are My Friends.**



3 This is My Family





This is My Family

Aim: To help children learn about the roles of different members of families and to understand how these roles may vary.

Theme Menu

Option 1

Story Time:	A Surprise for Conor Another Story Suggestion
Let's Talk:	About The Story

Option 2

Language Development:	Looking at Photographs
Let's Talk:	About Families

Follow-up Activities

Art Activity:	Making A Jigsaw
Play Time:	Happy Families

A Note on Families

Relationships play a significant role in the lives of children. They help children to develop a greater understanding of their world. Through the feedback they receive from others, children learn to develop a realistic estimation of their own capabilities and limitations. Providing children with activities designed to help them to think about their relationships with others allows them to develop an understanding of themselves and the social world in which they live.

Differing family patterns should be taken into account in the preparation of a lesson on the family. The class teacher will have to display sensitivity to the children's particular home situations, including those of children who are adopted or fostered. Consultation with parents, in relation to cultural norms and religious beliefs, may be necessary.

Option 1

Story Time:	A Surprise for Conor Another Story Suggestion
Let's Talk:	About the Story

Story Time: A Surprise for Conor

One day Conor arrived home from school to find his Daddy in the kitchen getting his lunch ready. Mammy's coat was hanging up on the back of the door and her handbag was on the table. He took off his coat and dropped his bag and gave his Daddy a big hug.

'Is Mammy not gone to work today?' asked Conor. 'She's upstairs having a little rest. Hang up your coat and put away your bag and go on up and tell her you're home. I know she'll be glad to see you'. Conor started to climb the stairs. 'Conor!' called his Mammy. 'Is that you? Come up here and tell me all your news.'

Conor told his Mammy about the dog that followed him to school and the bird's nest that Sinéad had brought to school and then he said, 'Why are you in bed? It's not night time yet!' 'Well!' said Mammy, 'I have news for you! You are going to be a big brother. I am going to have a baby in the new year and I need to rest more now.'

Conor thought this was great news. He really liked the idea of being a big brother. He already knew what it was like to be a little brother. Conor had a big brother, Kevin. Sometimes Kevin was very kind to him and sometimes he was not. 'I am going to be a kind big brother to this new baby all the time,' decided Conor. 'I will teach this baby lots of things and we can have a lot of fun playing football.'

There were a lot of changes in Conor's house over the next while. Daddy was very busy doing a lot of the jobs Mammy used to do. Kevin did the hoovering. Conor decided to practise being a big brother so he helped with the hoovering too. Kevin didn't seem to mind. Conor learned to make his bed. He got a lot better at tidying up things. One evening, Conor helped Mammy pack her suitcase for the hospital.

Then, a couple of days later, Conor arrived home from school to find his Granny in the kitchen getting his lunch ready. Mammy's coat and handbag were gone. He took off his coat, hung it carefully on the back of the door and put his school-bag away. He gave his Granny a big hug. 'Where are Mammy and Daddy?' asked Conor. 'Mammy is ready to have her baby now,' said Granny. 'Mammy and Daddy have gone into the hospital. You are going to be a big brother really soon'.

Another Story Suggestion

A Family Tree by Mary Beckett, published by Poolbeg Press
A family adjusts to the arrival of twins.

Let's Talk: **About the Story**

Having chosen to read the story of Conor and Sinéad, you might begin this exercise by talking about the story using a selection of the questions that follow.

- ▲ **In the beginning of the story, who was making Conor's lunch? Did Conor hang up his coat? Did he put away his school-bag?**
- ▲ **How did Conor know his Mammy had not gone to work? Where was Mammy? What news did Conor have for his Mammy? What news had his Mammy for Conor? Did Mammy's news make Conor happy?**
- ▲ **What was Conor going to do for the new baby? Why was Mammy in bed in the middle of the day?**
- ▲ **What changes happened in Conor's house? How did Kevin help? How did Conor help?**
- ▲ **Who minded Conor when Mammy and Daddy went to the hospital? What did Conor do with his coat this time? What did he do with his school-bag?**
- ▲ **Why had Mammy and Daddy gone to the hospital?**
- ▲ **Conor was looking forward to being a big brother. Do you think Conor wanted a baby brother or a baby sister? Why do you think this?**

Option 2

Language Development: Looking at Photographs

Let's Talk: About Families

Language Development: Looking at Photographs

Ask the children to bring in a photograph of a special family day. Find out from them what the occasion was and who else was there. Discuss with them the preparation that was needed to make the day a success. Ask them who did what and how they helped. If children don't have a photograph ask them to remember such an occasion and draw a picture instead to talk about.

Make a collection with the children of pictures and photographs of their families, including pets. Books could also be displayed. These would be a good starting point for a discussion about families.

Let's Talk: About Families

- ▲ **Who makes your lunch when you come in from school? Who hangs up your coat? Who puts away your school bag?**
- ▲ **Who else lives in your house? What do they do while you are at school? Who do you tell all your school news to?**
- ▲ **Is there a baby in your house? Are you the eldest child at home? Is this a good thing to be? Why? What are the jobs the eldest usually does at home?**
- ▲ **Do you come in the middle of the family? Do you like being in the middle? Why? Do you have big brothers or sisters? little brother or sisters?**
- ▲ **Is it nice to be an only child? Why?**
- ▲ **How do you help at home? Can you think of other ways you could help at home?**
- ▲ **Do other people at home have jobs to do around the house? What are they? Who does these jobs if they are sick or away somewhere?**
- ▲ **When Mammy and Daddy went to the hospital Granny minded Conor. Who else minds you? Do you like that? Why?**

Follow-up Activities

Art Activity: Making A Jigsaw

Play Time: Happy Families

Art Activity: Making a Jigsaw

Following a language lesson on the names for various family members in the animal kingdom (e.g. *Billy goat, she-goat, kid*), the children could be given sheets of light card divided into three. They are then asked to draw the family, one in each section. These sheets could be cut into three, jigsaw fashion. These can be reassembled and displayed or used in the next activity.

Play Time: Happy Families

Game 1

The teacher prepares pictures and word flashcards of various family members.

(A) A full set of these cards is given to each child who then matches them. The cards could depict animal 'families' or human 'families'

or

(B) Each child is given one card and asked to find the rest of the 'family' and assemble the 'family' group.

Game 2

The teacher whispers to each child which animal family s/he belongs to and which member s/he represents. Each child is given an appropriate sound to make and at a given signal is sent to find his/her 'family' by making this sound. No other speech is allowed. This alternative involves less preparation but has the potential to be noisy.

Explain to the children that if they run off to find their 'families' making their noise continuously and loudly, the noise level will be such that they won't be able to hear the sound they are looking for. This is a useful lesson in communication.

Parent/Guardian Involvement

The children can tell their parents/guardians about Conor's surprise.

They can talk to them about the photographs they bring in or their pictures.

Parents/guardians might help make the jigsaws.

January

Preparation for Lesson Eight: I Grow and Change

Maths time: Measuring Growth.

This lesson is the second in a three-part exercise. *(See also pages 105 and 162)*

Each child's **height**, **hand span** and **foot size** are measured

- a) at the beginning of the school year
- b) at the beginning of January and
- c) at the end of the summer term.

Children may help to measure each other, under the guidance of the teacher. The sensitivity of the teacher will ensure that extreme rates of growth among the children do not receive undue focus.

Height can be measured using a wall chart and marked in colour with the child's name written beside the mark. A different colour can be used for each measurement.

The **hand span** and **foot length** may be recorded, each child having his/her own page, by drawing around the child's hands and feet, using a different colour each time.

These could be stored in book form. Towards the end of the year the final reckoning could be cut out and displayed. The children will see how they have grown and will see how rates of growth vary. Parent/guardian assistance would be helpful with this activity.



Dear Parents/Guardians,

The aim of this lesson is to help children learn about the roles of different members of families and to understand how these roles may vary. The family is the first provider of relationships education in the life of the child. Helping children to appreciate their own role in the everyday life of the family, and developing their understanding of other family members' roles, gives them a sense of belonging and a sense of caring and sharing together.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **children** on the theme **This is My Family** -

Let's talk about our family -

What do you think is special about our family?

What do you like us to do together as a family?

Would you like to ask me questions about my family life when I was young?

Or

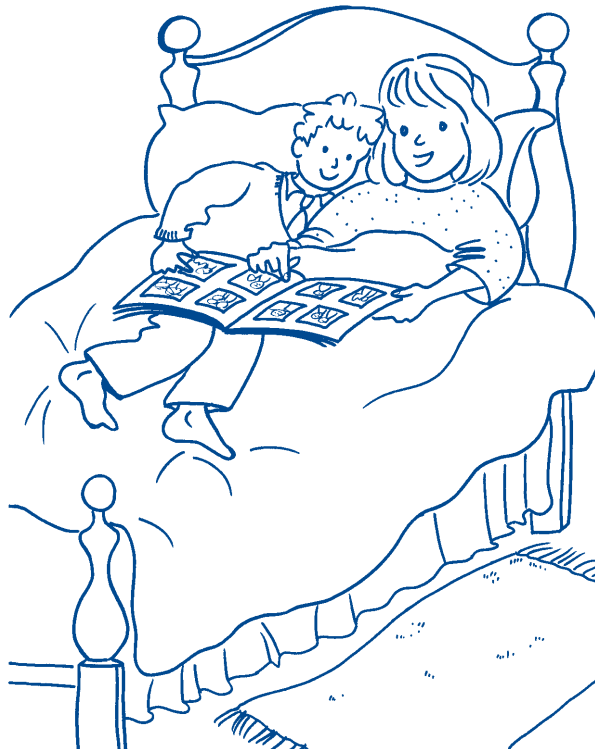
Let's look at the family photos -

Discuss memories of special family occasions in the photographs;

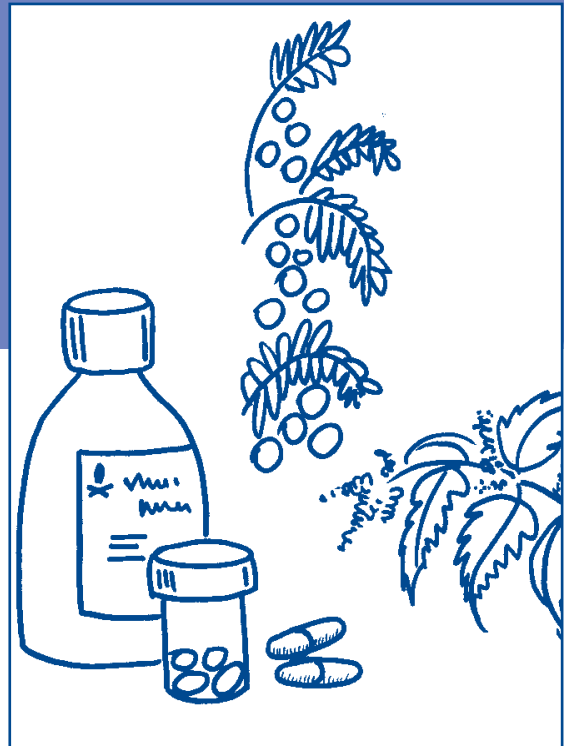
Draw attention to the extended family - relations' names, etc.

Or

Draw a picture, on the back of this page, of everyone in our family under the heading This Is My Family. (Some family members may be willing to "pose" while portrait is being drawn).



4 I Can Be Safe





Theme 4

I Can Be Safe

Aim: To help children to learn how to keep safe in a variety of familiar situations and to recognise people who teach them safety strategies.

Theme Menu

Option 1

Classroom Visitor:	Someone Who Teaches Us About Road Safety - School Warden
Let's Talk:	About the Visitor

Option 2

A Walk:	A Safety Walk
Let's Talk:	About Road Safety

Follow-up Activities

Review Time:	Going Home from School
Art Activity:	A Picture Book About Road Safety

A Note on Personal Safety

RSE will be an integral part of Social, Personal and Health Education (SPHE), as will education in child abuse prevention, substance use/misuse, nutrition, hygiene, etc. Materials are available to schools in many of these areas and can be used to complement the work in SPHE and RSE.

Personal safety for children is emphasised regularly at home and in school in the context of dangers connected with traffic, water, fire, electricity, etc. It is important that children do not get conflicting messages, between home and school or between programmes in school.

Option 1

Classroom Visitor:	Someone Who Teaches Us About Road Safety - School Warden
Let's Talk:	About the Visitor

Classroom Visitor: Someone Who Teaches us About Road Safety

Someone involved in keeping children safe on the roads is invited to visit the children in their classroom. This could be a Garda, a School Warden, a Parent/Guardian.

Such visits, with proper preparation, would provide the children with an opportunity to learn about safety in an interesting way. The process of preparing for a visitor is a significant one. Careful preparation ensures a good learning experience. Questions are prepared in advance and the visitor is briefed beforehand on the interests and concerns of the children.

The more the children participate the more they will learn. As they prepare for a visitor, children become more responsible for their own learning. The steps for preparing for a visitor in Infant Classes are to be found on page 11.

Let's Talk: About the Visitor

This discussion will depend on who your visitor was and what questions they were asked. Questions might include:

- ▲ **What job did our visitor do?**
- ▲ **Can you remember what our visitor told us about road safety?**
- ▲ **What did you know about road safety already?**
- ▲ **What had you not known about before?**
- ▲ **What was the best advice you heard?**
- ▲ **How does our visitor teach us about keeping safe?**

Option 2

A Walk:	A Safety Walk
Let's Talk:	About Road Safety

A Walk: A Safety Walk

Safety walks should focus initially on the classroom and then move to the school environment before venturing outside the school. The following is a very useful preliminary exercise to subsequent nature walks outside the school. To get maximum benefit from this exercise prepare the children in advance. Here are some suggestions:

In the classroom appoint the children as 'Safety Officers' and tell them that they are going to practise safety skills which will help them later when on the road. Start with an inspection of the classroom. Look for things that can be the cause of accidents in the classroom. Discuss how safety in the classroom is a shared responsibility and how every child contributes to this. Help children to assess their management of themselves and their belongings towards promoting safety in the classroom. Talk about the danger of bags strewn in passageways between desks, coats on the floor, spillages, upturned chairs, etc.

Prepare the children for a walk in the school grounds. Check personal preparation - are all shoe laces tied; are coats put on properly (*arms through sleeves/buttoned/zipped*); if something is being carried is it manageable? Organise the class line, sometimes called a 'crocodile', having 'leaders' and 'rearguards'. If a whistle is to be used by the teacher, to keep contact with both ends of the crocodile, explain the 'whistle code' to the children (*for example; one long whistle for 'stop' and two short whistles for 'go'*).

Proceed to the school playground, walking the pathways, using the Safe Cross Code if the playground has to be crossed, etc. Practise stopping and starting, encouraging children to be always on the alert and responsive.

After the 'walk', talk to the children about real road situations and what they have learned from the practice in the playground

Let's Talk: About Road Safety

- ▲ What games do you like to play? Where do you like to play? Why?
- ▲ Do you ever play on the road? Is this a good idea? Why?/Why not?
- ▲ Are there dangerous places to play in the house? Where are they? Why are these places dangerous?
- ▲ Is there anything at home that would be dangerous to play with? (*e.g. matches, lighters, knives, medicines, electrical equipment*) Why are these things dangerous?
- ▲ Is it safe to play in the garden? Do you ever play in the park? What are the good things about playing in the park?
- ▲ Is there any place you like to play that you are not allowed to play? Why?
- ▲ Are there any rules about playing in the school yard? What are these rules? Why are these rules there?

Follow-up Activities

Review Time:

Going Home from School

Art Activity:

A Picture Book About Road Safety

Review Time: Going Home from School

Talk to the children about safety on their journey home from school, whether walking, cycling or travelling by bus or car.

Art Activity: A Picture Book About Road Safety

Children draw or paint pictures to illustrate road safety. These are assembled into books and the finished articles can be displayed or placed in the class library.

Parent/Guardian Involvement

Parents/guardians can be invited to come to the presentation by the Visitor or to help with the Safety Walk.

Parents/guardians visiting the classroom can be shown the Picture Book of Road Safety.



Home-School Links

Senior Infants 4

I Can Be Safe

Dear Parents/Guardians,

The aim of this lesson is to help children to develop a sense of road safety and to recognise people who help them to be safe on the road. The safety skills which children develop at home and in school, in connection with traffic, water, fire, electricity, etc., are a vital protection for them in everyday situations.

Personal safety skills for children, to protect them against sexual, emotional and physical abuse, are dealt with in the Child Abuse Prevention Programme (CAPP) called 'Stay Safe' which is also part of Social, Personal and Health Education.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **children** on the theme **I Can Be Safe** -

Talk about safety in general on the road:

Walking/Cycling/Travelling by bus or car

Looking/Listening/Waiting/Obeying

Or

Discuss playtime:

The games your child likes to play and where s/he plays them.

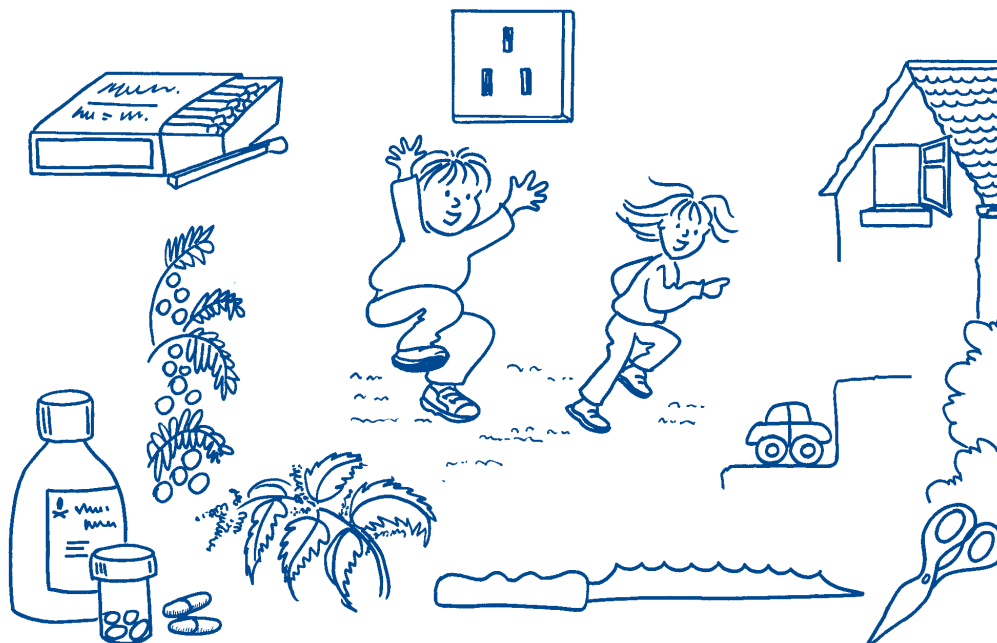
Do you ever play on the road? Is this a good idea? Why?/Why not?

Are there dangerous places to play here in the house? Where are they? (*stairs, roof*). Why are these places dangerous?

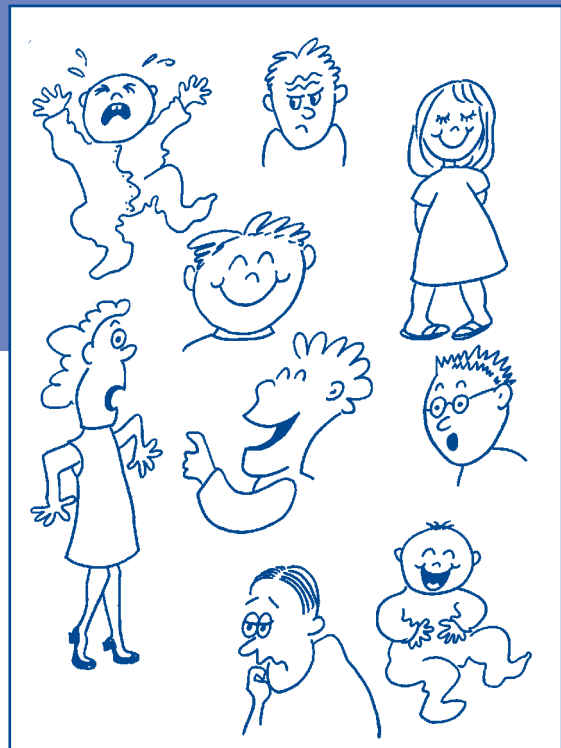
Is there anything here at home that would be dangerous to play with? (*e.g. matches, lighters, knives, medicines, electrical equipment*). Why?

Or

Draw a picture, on the back of this page, under the heading Road Safety.



5 Other People Have Feelings Too





Theme 5

Other People Have Feelings Too

Aim: To help children identify and name feelings which can be experienced and to understand that other people have feelings too.

Theme Menu

Option 1

Story Suggestion: About Feelings

Let's Talk: About The Story

Option 2

Art Activity: A Pictorial Response

Let's Talk: About Feelings

Follow-up Activities

Art Activity: A Picture Book of Feelings

Quiet Time: Listening to Music

A Note on Feelings and Emotions

Feelings and emotions are a very important part of children's experiences. The emotions that accompany their enjoyment of life, changes in their lives, the stressful times and relaxing times, are complex. The ability to express feelings in appropriate ways involves learning to become aware of and identify feelings and to acknowledge and accept them so as to be able to express and manage them.

Emotional awareness involves recognising one's own feelings as well as the feelings of others. Acceptance of emotions involves understanding the normality of human feelings. Managing emotions means the ability to control and cope with personal feelings and being able to express them in socially acceptable and appropriate ways. Learning about emotions and feelings is beneficial to the healthy development of the child.

Option 1

Story Suggestion: About Feelings

Let's Talk: About the Story

Story Suggestions: About Feelings

One way to provide children with opportunities to learn about feelings is through listening to an appropriate story.

Story Suggestions

The Huge Bag Of Worries by Virginia Ironside published by MacDonald Young Books

Jenny's worries are in a big, blue bag that she just can't get rid of, until she gets some practical advice.

The Mr. Men and Little Miss Series of books written by Roger Hargreaves.

A series of books about characters with names that reflect their personalities. For example; Little Miss Shy, Mr. Grumpy, Mr. Happy.

Let's Talk: About the story

Having read a story, the teacher asks relevant questions to help the children to identify the feelings expressed in the story.

Children are asked questions which help them to empathise with the characters in the story and thereby identify their own feelings and emotions.

Option 2

Art Activity: A Pictorial Response

Let's Talk: About Feelings

Art Activity: A Pictorial Response

Ask the children to draw pictures in response to the following:

These are the things that make me angry ...

These are the things that make other people angry ...

When I am angry I look like this ...

When people are angry they look like this ...

You could ask them to draw their response to a selection of the following:

What makes you happy (*sad, tired, lonely, hungry, thirsty, frightened, surprised, sick or better*)?

What makes other people feel this way?

How do you look then?

How do other people look when they are feeling this way?

Let's Talk: **About Feelings**

A selection of the following questions may be useful;

- ▲ **What makes you smile?**
- ▲ **What makes you laugh?**
- ▲ **What do you look like when you are happy? Show me.**
- ▲ **Can you make other people laugh and smile?**
- ▲ **What makes you cross? What do you look like when you are cross? Show me.**
- ▲ **What can you do to make yourself feel better? How do you know if some one else is cross?**
- ▲ **Did you ever feel lonely? What can you do when you feel lonely?**
- ▲ **Were you ever disappointed? How did you cheer yourself up?**
- ▲ **Who else can help to make you feel better?**
- ▲ **When you are hungry or thirsty, what can you do about it?**
- ▲ **How do you feel when you are asleep and someone wakes you up? What do you do? What do you say?**
- ▲ **What makes you sad? What do you look like when you are sad? Show me.**
- ▲ **What can you do to make yourself feel better?**
- ▲ **Who else can help when you are feeling sad?**
- ▲ **How do you know if someone else is sad?**
- ▲ **If someone you know is sad, how can you make them feel better?**

Follow-up Activities

Art Activity: A Picture Book of Feelings

Quiet Time: Listening to Music

Art Activity: **A Picture Book of Feelings**

1. Ask the children to collect magazine pictures that show people looking happy, sad, afraid, lonely, surprised, etc. This could be done at home.
2. Pin eight to twelve sheets of drawing paper on the display board. Each of these sheets should have a simple face on top of it, each showing and naming a particular emotion.
3. The children can paste up the pictures that represent the appropriate emotion on the correct page.
4. Where there is a dearth of magazine pictures or where the pasting area gets too crowded, the children can draw pictures illustrating the emotions.
5. Assemble the pages between outside covers. Print a title on it e.g. 'Our Picture Book of Feelings.' Alternatively, the pages could be left on display. Some of the more confident writers in the class might make up sentences about the different emotions.

Quiet Time: **Listening to Music**

Play a piece of music that conveys a definite mood or a variety of emotions e.g., an excerpt from 'Peter and the Wolf' (*Prokofiev*).

Encourage the children to tidy their tables, putting away pencils or anything else which may distract them. It is best not to begin 'Quiet Time' until everyone is settled and focused. Speaking in a calm voice the teacher guides the children:

Relax (*pause*)

Sit comfortably (*pause*)

Put your feet flat on the floor (*pause*)

Rest your hands on your lap (*pause*)

Quietly, gently, close your eyes (*pause*)

(*Almost in a whisper*) **Listen ... Listen ...**

Listen to a piece of music called 'Peter and the Wolf.' (*Play the piece of music*)

Still with your eyes closed, listen to the music ... see what the music reminds you of ...

What feelings are in the music? ... how does the music make you feel?

Now, slowly, open your eyes and s-t-r-e-t-c-h!

Afterwards the children can tell you how they felt and draw the pictures that came into their mind.

Parent/Guardian Involvement

The children can tell their parents/guardians about the stories they heard.

The children can show their parents/guardians their artwork. They could bring it home or it could be put on display.

The children could collect the pictures for the picture book of feelings at home.

Parents/guardians visiting the classroom can be shown this class book.



Home-School Links Senior Infants 5 Other People Have Feelings Too

Dear Parents,

The aim of this lesson is to help children identify and name feelings which can be experienced and to understand that other people have feelings too. Learning about emotions and feelings is beneficial to the healthy development of the child.

The children are given opportunities to recognise emotions when they listen to stories and talk about the response of characters in various situations. They can name the emotion which is evident in a person's facial expression or body language. Coping skills have to be developed and practised with young children to help them express their emotions in an acceptable manner.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **children** on the theme **Other People Have Feelings Too**:

Talk about:

What makes people feel happy/sad/excited/frightened, etc?

What makes you feel happy/sad/excited/frightened, etc?

What makes me feel happy/sad/excited/frightened, etc?

Or

Read a story that illustrates the characters' emotions and discuss it with your child, asking questions such as -

How do you think ... was feeling? Why do you say that?

How would you have felt if you were there? What would you have done?

Did you ever feel like that? What did you do?

Or

What would you say or do if someone was

Happy because s/he had a new bicycle?

Sad because the family's pet dog had died?

Excited because it was his/her birthday?

Angry because someone had broken his/her favourite toy?

Or

Draw a picture, on the back of this page, under the heading

Other People Have Feelings Too



6 Caring for New Life





Caring for New Life

Aim: To help children become aware of human life, in relation to the care of a new-born baby.

Theme Menu

Option 1

Story Time:	Conor's New Baby Sister
Let's Talk:	About the Story

Option 2

Classroom Visitor:	A Visit From Parent(s) and Baby
Centre of Interest:	Babies
Let's Talk:	About New Babies

Follow-up Activities

Nature Walk:	New Life in Spring
Let's Investigate:	Growing Plants from Seed
Art Activity:	Picture of New Life/Crayon Overlay

A Note on New Life

Children have many experiences of new life - springtime; new growth in the garden; new pets at home or new animals on the farm; the arrival of a new baby brother or sister, cousin or neighbour. Their sense of awe and wonder at the simplest experience of new life is refreshing and may awaken in the adults around them an appreciation of new life and the world of nature.

By teaching children to understand new life and how it comes about, the teacher is encouraging them not to take these daily miracles for granted and to respect, value and cherish new life.

Option 1

Story Time: Conor's New Baby Sister

Let's Talk: About the Story

Story Time: **Conor's New Baby Sister**

Do you remember something nice was going to happen in Conor's house? What was it? Yes! That's right! Conor's Mammy was going to have a baby, so Conor was going to be a Big Brother. Well Conor's Mammy did have a new baby, a little girl! They called her Aoife. What do you think Conor thought of that?

Do you remember who was minding Conor while his Mammy was in hospital? Yes! That's right! Mostly Daddy, but also Granny took very good care of Conor while his Mammy was away.

Conor missed his Mammy when she was in hospital. He went to visit her but there were so many other people there, he didn't get the chance to tell her all his news. He wanted to tell her how J.J. had pushed him in the yard and how he had painted a picture of a purple dinosaur in school.

Conor thought that when his Mammy came home from hospital everything would be the way it had been before. But the new baby took a lot of minding. She was a very hungry baby. She needed to be fed every four hours. She even needed to be fed in the middle of the night, when everyone else was asleep.

Feeding baby Aoife took ages because every now and then Mammy had to stop feeding her and rub her back and wait until she gave a little burp. 'That's wind' explained Mammy, 'I need to 'wind' Aoife or she will get a pain in her tummy'. Aoife's nappy needed to be changed every time she was fed and at other times too.

Conor hadn't realised how tiny the baby would be or that she wouldn't be able to do very much. All the plans Conor had made would have to wait. 'You were once like this!' said Daddy, 'and look at what a big boy you are now!' 'Yes, Aoife will grow,' thought Conor to himself, 'but she'll always be a girl'. He had been hoping for a baby brother. He wondered how interested Aoife would be in playing football when she would be older.

One afternoon, when Conor came in from school he found his Mammy had gone to bed. She wasn't getting much sleep at night because of the new baby. She was very tired.

Baby Aoife had just been fed and changed, but she just wouldn't stop crying. Granny tried to soothe her. 'Shhh! you'll wake your Mammy!' she whispered as she rocked her gently. Aoife kept crying.

Daddy carried Aoife down the garden, showing her the trees and the sky and the birds. But she just kept on crying. He came back into the house. 'That didn't work!' he said. 'Let me try!' said Conor. So Conor sat down in an armchair and very gently Daddy put Baby Aoife in Conor's arms. Daddy showed Conor the proper way to hold her. And very, very carefully Conor held Aoife, supporting the back of her head, like his Daddy had shown him.

Then, very very softly he told her all about his day at school, how teacher had said he was very good at his sums and how he played football at lunchtime. Baby Aoife stopped crying and seemed to listen. 'Well done!' said Daddy. As Conor held this soft, warm, bundle on his lap, he thought to himself; 'I think I'm going to like having a little sister after all.'

Let's Talk: **About the Story**

Having read the story of Conor's new baby sister, you might begin this exercise by talking about the story using a selection of the questions that follow:

- ▲ **Can you remember what Conor's new baby sister was called?**
- ▲ **When did Aoife need to be fed? Why did feeding Aoife take a long time? What would happen if her Mammy didn't 'wind' her? When did Aoife need her nappy changed? What surprised Conor about Aoife?**
- ▲ **Why did Mum go for a sleep in the middle of the day? Who was minding Baby Aoife when Conor came home from school?**
- ▲ **Baby Aoife was crying. How did Granny try to stop her crying? What did Daddy do? What did Conor want to try?**
- ▲ **What did Daddy show Conor how to do? How did Conor hold the baby? What did Conor tell Baby Aoife? What did Baby Aoife do?**

Option 2

Classroom Visitor:	A Visit From Parent(s) and Baby
Centre of Interest:	Babies
Let's Talk:	About New Babies

Classroom Visitor: A Visit from Parent(s) and Baby

Arrange for a visit from parent(s) and a baby brother or sister to the class. Prepare a list of questions with the children in advance. Such visits, with proper preparation, will provide the children with an opportunity to appreciate and celebrate the wonder of new life. They can learn about what is necessary in order to provide and care for new-born babies in the human world, in a very natural way. The various roles parents and other family members have in providing for new-born babies would also be apparent.

The process of preparing for a visitor is a significant one. It is important to choose carefully and prepare thoroughly. Careful preparation ensures that the learning from the visit is appropriate to the children's developmental level. Questions are prepared in advance and the visitor is advised beforehand on these questions and the information that would be appropriate to the children's developmental level and in accordance with the school's RSE Policy.

Steps for preparing for a visitor are to be found on page 11.

Centre of Interest: Babies

The teacher and children could make a collection of baby clothes, baby photographs, toiletries needed for the care of babies (*empty containers*), feeding bottles, books about babies and so forth. This display would be a good starting point for a discussion about babies.

Let's Talk: **About New Babies**

- ▲ How often do new babies need to be fed?
- ▲ What kind of food do you give a new baby?
- ▲ Where does the milk come from? (breast-feeding/bottle-feeding)
- ▲ How do you know if a baby is hungry?
- ▲ How could you help?
- ▲ Why do babies need 'winding'?
- ▲ How do you know if a baby has a pain in its tummy?
- ▲ When do babies need their nappies changed?
- ▲ How do you know if a baby needs its nappy changed?
- ▲ What things do you need to change a baby's nappy?
- ▲ What happens if a baby is left in a dirty nappy for too long or too often?
- ▲ What do you need to do to keep a baby clean?
- ▲ How could you help?
- ▲ What do you need to do to keep a baby comfortable?
- ▲ What can babies do for themselves?
- ▲ What makes babies cry? How can you stop a baby crying?
- ▲ What is the proper way to hold a baby? Show me.
- ▲ What changes at home when a new baby arrives?

Follow-up Activities

Nature Walk:	New Life in Spring
Let's Investigate:	Growing Plants from Seed
Art Activity:	Picture of New Life/Crayon Overlay

Nature Walk: New Life in Spring

Prior to the walk it is advisable to:

- a) Check the route and identify signs of new life in Spring.
- b) Prepare the children by explaining the purpose of the walk and encouraging them to look out for the signs of new life which you have seen. The teacher could suggest to the children that they are detectives and they have to look out for the clues that tell us Spring is here; snowdrops, crocuses, the buds on trees, birds singing and maybe Easter Eggs in the shop window. These could be drawn on the blackboard. The children could copy down these 'clues' of what they are looking for. The more confident writer may copy down words as well. They could bring this with them as a reminder.

Remind the children not to pick the flowers.

- c) In the interests of road safety, ask parents/guardians to accompany you and teach/revise the Safe Cross Code in class. There should be an adult at the beginning and the end of the class line.
- d) The teacher might also bring a whistle, having explained the 'whistle code' in advance e.g., one long whistle for "stop" and two short whistles for "go".

Let's Investigate: Growing Plants from Seeds

Why not grow plants from seed in the classroom or school garden? Mustard and cress are old favourites. Sunflower seeds can be planted outdoors. Follow the instructions on the packet. Explain to the children the seed's requirements for optimum growth. If you wish you can label six pots and treat them as follows;

- | | | |
|----|------------------|---|
| 1. | No Water | Do not water this one. |
| 2. | No Soil | Explain to the children that they get fed with minerals from the soil. |
| 3. | No Air | Place this one in an airtight see-through plastic bag. |
| 4. | No Light | Keep this one in a dark cupboard. |
| 5. | No Heat | Assign a child to take this one home and put it in the fridge. |
| 6. | Cared-For | Make sure this one has soil, is watered and placed in a bright, warm, well-ventilated spot. |

In the weeks that follow the children will have an opportunity for themselves to see what a plant needs to grow well.

Draw a chart on which progress can be recorded each week.

Art Activity: **Picture of New Life/Crayon Overlay**

Let the children respond to what they have learned about new life through art. They could draw the baby that came to visit them in their class.

The picture could include the things babies need to grow and stay healthy; parents/guardians, other relatives, food, clothes, washing and nappy changing equipment.

They could draw the 'Signs of New Life' they saw on the nature walk suggested in the previous activity.

The medium of itself is of secondary importance. Why not try 'Crayon Overlay'? The children paint a picture. Limit the availability of colour and keep the colours fairly dark, but not black! For the first assignment they could draw an empty room to start.

In the case of the second assignment they could draw a wintry outdoor scene. Let this dry. Then provide plenty of brightly coloured crayons. With these they can give the picture detail and colour. At this age they will not need much encouragement to super-impose crayon detail on the painted areas.

They can draw:

1. The baby and the people who care for him or her and the equipment that is required for caring for baby:
or
2. The signs of new life in Spring that they noticed on their Nature Walk. They could draw a seed growing into a flower and include the things that the plant needs to grow - sunlight and rain.

Parent/Guardian Involvement

The children can tell their parents/guardians about Conor's new baby sister or discuss the questions they can ask the visitor about taking care of babies. Ideally, the visitor ought to be a parent/guardian of a class member.

Parents/guardians can be invited to help with the gardening and to come on the Nature Walk.

Parents/guardians visiting the classroom can be shown the pictures of new life. Some children may try the magic of 'crayon overlay' at home.



Dear Parents/Guardians,

The aim of this lesson is to help children become aware of human life, in relation to the care of a new-born baby. Their sense of awe and wonder at the simplest experience of new life is refreshing and may awaken in the adults around them an appreciation of new life and the world of nature.

Children have many experiences of new life - springtime; new growth in the garden; new pets at home or new animals on the farm; the arrival of a new baby brother or sister, cousin or neighbour. Opportunities are provided in school for children to appreciate the care and attention which is needed so that the healthy growth of new life may be nurtured.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **children** on the theme **Caring for New Life**:

Talk about a new baby:

How often do new babies need to be fed?

What kind of food do you give a new baby?

Where does the milk come from?

Why do babies need 'winding?'

Or

Let's look at new life in the world of nature:

Are there any signs of new life in the garden - what are they?

What are the baby animals you might see on a farm?

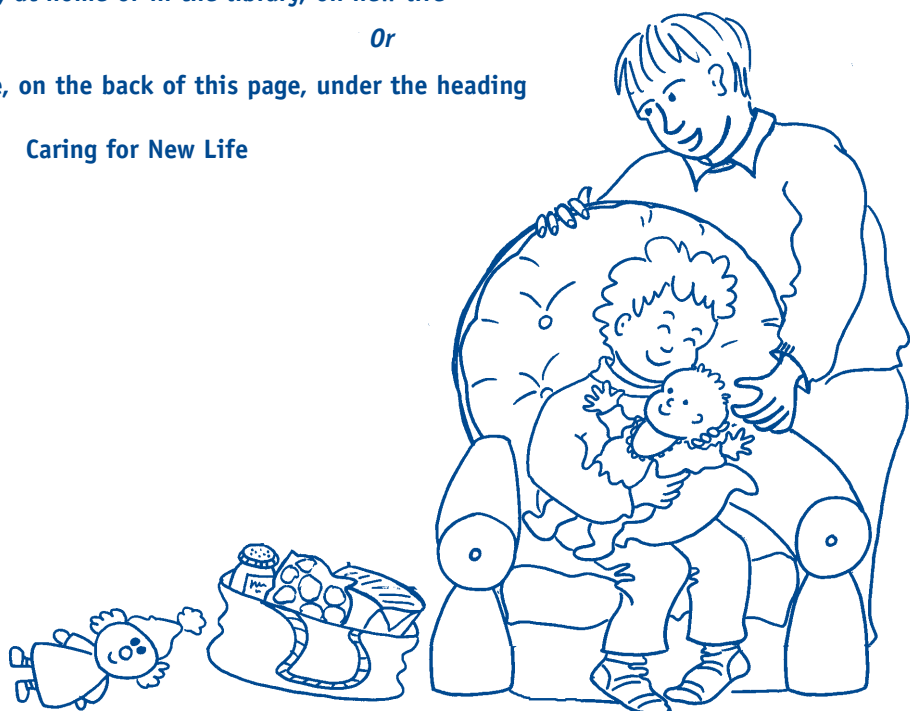
Or

Look at books, at home or in the library, on new life

Or

Draw a picture, on the back of this page, under the heading

Caring for New Life



7 My Body





My Body

Aim: To help children learn about their bodies and in this context to learn correct names for body parts.

Theme Menu

Option 1

Pretend Time:	Giving A Doll A Bath Another Story Suggestion
Let's Talk:	About Bath-time

Option 2

Centre of Interest:	Keeping Clean
Let's Talk:	About: <ol style="list-style-type: none">1. Caring for our bodies2. Getting up in the morning3. Getting ready for bed4. At the beach/swimming pool5. A visit to the doctor6. Caring for baby7. A storybook

Follow-up Activities

Art Activity 1:	Paint on Crayon Overlay
Art Activity 2:	Montage

A Note on Language for the Body

There is a great deal of power in language and not being familiar with the biological terms for the body can put children at a disadvantage. To give children this vocabulary, it is recommended that the teacher uses everyday situations to include words for the body, and bodily functions, naturally and without undue emphasis. The following materials are designed to give teachers a variety of opportunities to introduce terminology for body parts in the context of hygiene practice, illness, injury, swimming, etc. The words to be used are not included in the suggested text or questions. This will be at the discretion of the teacher, in accordance with the School's RSE Policy.

In the RSE Booklet for Parents, "Going Forward Together", the following rationale is given for the use of correct terminology for body parts:

Resource Materials for Relationships and Sexuality Education

Senior Infants

Theme 7

My Body

It is important that children learn the appropriate vocabulary for discussing aspects of life related to sexuality, growing up and their bodies physical changes so that they can communicate confidently about themselves.

When children begin school, it is not unusual, indeed it is quite normal, for them to have other names for their genitals. However, the use of proper terms for parts of the body and bodily functions should be encouraged from the earliest age, so that these terms are given a status and an acceptability.

As children get older and become comfortable with these words, they can discuss aspects of their growth and development with greater ease. They are also less likely to resort to inappropriate or vulgar language when referring to the body or bodily functions. (P. 17-18)

The school's RSE Policy should make clear the teacher's role when opportunities arise informally in class to clarify language. A simple example of this might be where a child whose mother is expecting a baby says "My Mammy has a baby in her tummy". The policy should indicate whether the teacher can take that opportunity to explain that the special place in a woman's body where a baby spends the nine months before it is born is called the womb.

In the following materials it is suggested that there will be a number of pictorial clues that will suggest which is the boy and which is the girl. That a boy has a penis and a girl hasn't, may be one way the children suggest that they can tell which is which. The children will probably use colloquial terms to describe the penis and it is possible that they won't have a specific name for the external female genitalia. (*The **vulva** is external and is the correct term for the opening of the **vagina** which is internal. The **urethra** is the duct through which urine is passed.*) The RSE policy of the school will indicate the biological terms for the body which are to be used and the ages at which they will be introduced

Option 1

Pretend Time:	Giving A Doll A Bath Another Story Suggestion
Let's Talk:	About Bath-time

Pretend Time: **Giving A Doll A Bath**

Refer back to what was learned about the care of a baby from the story of Conor's new baby sister Aoife or from the visit of the Mammy/Daddy with the new baby. To revise this, ask one of the children to bring in a doll or one from the 'Home Corner' could be used.

Explain that today this 'baby' is going to have a bath and that it would have been too cold and uncomfortable for the real baby to have had a bath in the classroom. All the necessary bath things wouldn't have been available either.

The teacher can demonstrate how a baby is bathed. Some 'make- believe' may be necessary for logistical reasons. But it would be important that the teacher has a basin with some water in it, and the necessary equipment; soap, towel, shampoo etc. Empty bottles will do.

Show the children how to hold the 'baby' correctly and explain the importance of doing so. Ask the children how to test the temperature of the water. Some of them will have seen their Mammies/ Daddies testing the water with their elbows.

Proceed to bath the 'baby', being careful about keeping soap/shampoo out of 'baby's' eyes, washing the creases, washing between the fingers and toes, etc.

Ask the children whether this 'baby' is a boy or a girl? What would be the difference between a real baby boy and a real baby girl?

Talk about the fun element of bath-time for a baby and his/her Mammy/Daddy. The baby can stretch, kick and splash while being held securely by his/her Mammy/Daddy. Mammy/Daddy talks to the baby and baby makes sounds in response.

Explain to the children that they can help Mammy/Daddy to bath the baby but that a child should never bath a baby because of the dangers of water e.g. scalding, drowning.

Another Story Suggestion

Andrew's Bath by David McPhail published by Puffin Playtime Books
Andrew hated baths! This book tells how he grew to love them!

Let's Talk: **About Bath Time**

The teacher generates a discussion with the class about bath-time:

- ▲ **Where do you have a bath? Is there a bathroom in school? Why not?**
- ▲ **How is the water heated for the bath? How hot do you like it? How would you test the temperature of the water before getting into the bath? How can it be made hotter/cooler?**
- ▲ **Who helps you when you are having a bath? What things do you need when you are having a bath? Do you bring toys into the bath with you?**
- ▲ **Young children in a family sometimes have a bath together. Do any of you do that? What do you like about it?**
- ▲ **As children get older they like to have a bath alone. Are you like that yet? What do you like about having a bath on your own?**
- ▲ **About how long do you spend in the bath? How do you dry yourself?**
- ▲ **What happens when you have finished taking your bath? Where does the waste water go to? Who cleans up the bathroom?**

Option 2

Centre of Interest: Keeping Clean

Let's Talk:

About:

1. Caring for our bodies
2. Getting up in the morning
3. Getting ready for bed
4. At the beach/swimming pool
5. A visit to the doctor
6. Caring for baby
7. A storybook

Centre of Interest: **Keeping Clean**

Show the children a number of items that are required to keep clean e.g. shampoo, toothpaste, toothbrush, dental floss, sponge, face cloth, nail brush, soap, bubble bath, nail scissors, shampoo, towel etc. Label them and discuss the purpose of each item. These items can be kept on display in the classroom for a time.

Let's Talk: **1. Caring for our bodies**

Tell the children that today you are going to talk about the care they should take to keep themselves clean. At this stage, they will be capable of doing this to some extent, though they will need some help. Using a picture of children in a bathroom, questions could be developed on various aspects of personal hygiene:

Washing Body/Hair/Teeth/Nails and Toilet Hygiene

- ▲ **How often should we wash ourselves?**
- ▲ **What is your favourite way of washing yourself - bath/shower/wash-basin?**
- ▲ **What do you use when washing yourself?**
- ▲ **Why is it important to dry yourself properly?**
- ▲ **Can you wash your hair yourself?**
- ▲ **What do you use?**
- ▲ **Tell me how you do it.**
- ▲ **Does anyone help you?**
- ▲ **How often should you wash your teeth?**
- ▲ **What do you use to brush your teeth?**
- ▲ **How much toothpaste do you need to use?**
- ▲ **Show me how you brush your teeth?** (*You could tell the children that their toothbrush is like a train or bus that has to travel round their mouth and stop at every tooth (station or bus stop) for a while to clean them.*)
- ▲ **Where are all the nails you have to care for?**
- ▲ **What do you do to care for your toenails?**

- ▲ How do you look after your fingernails?
- ▲ Who helps you?
- ▲ What does s/he do?
- ▲ How do fingernails get dirty?
- ▲ Why is it important to keep your nails short and clean?
- ▲ What do you use to clean yourself when you use the toilet? *(opportunities may arise to introduce body terminology in the context of toilet hygiene)*
- ▲ What should you always do with your hands after using the toilet?
- ▲ Why is it important to wash your hands after going to the toilet?

2. Getting up in the morning/ 3. Getting ready for bed

Use a picture of a brother and sister at bedtime or first thing in the morning. Ask the children questions about the picture.

- ▲ What do you think is happening in this picture?
- ▲ What is the girl doing?
- ▲ What is her brother doing?

In keeping with the aim of this lesson ask the children about their own routine and hygiene practices at night or in the morning.

4. At the beach or swimming pool

The picture could feature children at the seaside or swimming pool, wearing their swim suits. Ask the children:

- ▲ What do you think is happening in the picture?
- ▲ Do you like going to the beach or swimming pool?
- ▲ What kind of weather is it?
- ▲ How do you think the children are feeling?
- ▲ Why do you say this?
- ▲ Do you think they are having fun?
- ▲ Why do you think this?
- ▲ What equipment have they brought with them?
- ▲ What can you do with these?
- ▲ What are the children wearing?
- ▲ What parts of their bodies can you see?
- ▲ What parts can you not see?

The parts the children cannot see will include tummy, blood, bones, heart and so forth, as well as the external parts of the male and female body. If the children use colloquial terms, give them the biological names as outlined in the School RSE Policy.

5. A visit to the doctor

Discussion of a visit to the doctor or hospital might include similar vocabulary.

6. Caring for baby

Using an appropriate picture, talk to the children about keeping baby clean. The questions on page 142 of the previous theme Caring For New Life would be useful. Ask the children whether the baby in the picture is a boy or a girl and how they know this. This presents the opportunity to tell the children the biological names for the external parts of the male and female body.

7. A storybook

There are many books published which deal with familiar subjects like bathtime, bedtime, going to the swimming pool or beach.

Others are written to reassure children about less familiar experiences, like a new baby in the family or a visit to a doctor or hospital.

Choose one in a picture-book format, tell the children the story, either as a class or in a small group, and in the follow-up discussion, talk to the children about how they can tell whether a character in the book is a boy or a girl. This presents another way for the children to learn the biological names for the external part of the male and female body.

In the case of keeping clean or a visit to the doctor or hospital, it may be particularly appropriate to talk about parts of the body.

Follow-up Activities:

Art Activity 1: Paint on Crayon Overlay

Art Activity 2: Montage

Art Activity 1: **Paint on Crayon Overlay**

Ask the children to draw the items that they use to keep themselves clean. The technique of 'paint on crayon overlay' involves drawing a picture in crayon and adding details using paint.

So that the paint will adhere to the crayon drawing, you need to add a little washing up liquid to the paint. You could ask the children to draw a bathroom using crayon and add details using paint.

Art Activity 2: **Montage**

Ask the children to find heads, eyes, noses, mouths, ears, necks, bodies, legs and feet in magazines. The children 'mix and match' them and paste them down to make people. The children then collect pictures of items needed for keeping clean and place these in their pictures also.

Parent/Guardian Involvement

Ask the children to tell their parents/guardians how teacher gave 'baby' a bath.

The children can collect pictures for the montage from magazines at home.

Parents/guardians visiting the classroom can be shown the art work.

(Parents/guardians, from their involvement in policy formation and subsequent receipt of School RSE Policy Statement, will be aware of the importance of including the correct terminology for body parts in RSE.)



Dear Parents/Guardians,

The aim of this lesson is to help children learn about their bodies and in this context to learn correct names for all parts of the body. Children are usually given “baby” words for their private parts, or they may have learned “slang” terms, but it is recommended that they are given the correct names, as naturally as possible and without undue emphasis or fuss.

Opportunities arise, at home and in school, for parents/guardians and teachers to introduce names for body parts, in the context of hygiene practice, injury, swimming, etc. Teachers are guided in this by the School RSE Policy, drawn up in consultation with parents, teachers and management.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **children** on the theme **My Body** -

Talk about Bath-Time -

What is fun about having a bath?

What do you like least about having a bath? Why?

What parts of your body do you wash while you're having a bath?

What do you do when you get out of the bath?

Or

Talk about Swimming -

What do you like best about going swimming?

What do you like least about going swimming? Why?

Where do you change for swimming?

How would you know the difference between a boy and a girl?

Or

Look at books on Bed-time/Bath-time/the Seaside and talk about the pictures, using opportunities that may arise to introduce names for parts of the body, if appropriate.

Or

Talk about A Visit to the Doctor -

How does the doctor find out what is wrong when you are sick?

Would you like to be a doctor? Why/why not?

Would you mind if the doctor examined your ...? Why/why not?



8 I Grow and Change





I Grow and Change

Aim: To help children become aware that growth involves change and that rates of growth are unique for each individual.

Theme Menu

Option 1

Story Time:	Two Clever Babies Other Story Suggestions
Let's Talk:	About the Story

Option 2

Maths Time:	Measuring Growth
Centre of Interest:	Growing and Changing
Let's Talk:	About Growing

Follow-up Activities

Mime Time:	Growing and Changing - The Caterpillar
Art Activity:	Construction - Egg Box Caterpillars Painting Fold-Over Butterflies

A Note on Growing

Children experience a range of life changes during the process of development. As changes occur physically, socially and cognitively children learn to adapt to societal and cultural changes around them. A focus on these changes advances the development of self-knowledge and self-esteem in children.

Option 1

Story Time:	Two Clever Babies Other Story Suggestions
Let's Talk:	About the Story

Story Time: Two Clever Babies

Do you remember Baby Aoife and her big brother Conor? Well a lot has been happening in Aoife's life since I told you about her last time. She isn't a new baby anymore. She doesn't just drink milk now. She likes other things too. First she liked things like stewed apple and mashed banana and baby rice. Then she began to grow teeth and now she can eat lots of different things.

Do you know what kinds of food babies like Aoife, like to eat ...e.g. mashed carrot, chopped chicken...? Yes that's right! She ate all those things and more. She had a big appetite and she had lots of energy. Very soon, she was rolling around on the floor getting in everybody's way.

Sometimes Mammy/Daddy would put Aoife in her pram, propped up with some pillows and she would sit and watch the world go by. They always made sure that Aoife was shaded from the sun. At other times, Conor's Mammy/Daddy would take Aoife outside and put her on a rug on the grass, while s/he and Conor would sit and watch her as she stretched and kicked. As she got older, they had to watch her very carefully, as she learned to roll and move off the rug. 'You are a clever girl!' laughed Conor, the first time he saw her doing this.

That was how Conor met Brian and HIS baby sister Orla. On sunny days, Brian used wheel Orla up and down the road, past Conor's house. One day Conor and Aoife, his baby sister were in the garden. Aoife was lying on her back kicking her legs in the air. She was going very fast. She looked like she was riding a bicycle. 'You are a clever girl!' smiled Conor.

Brian looked over the wall. 'Hello!' he said. 'What's your name and what's your baby called?' 'I'm Conor and this is Aoife,' said Conor proudly. 'She is six months old.' 'What's your baby called?' 'Orla ... Orla CIARA O'Connell,' said Brian, 'and she's six months ... and ONE DAY!' he added. 'Orla can roll over already!' 'Aoife has been doing that FOR AGES ... and she can sit up too' added Conor. 'Oh ...!' said Brian, 'Orla can't do that yet!'

And that's the way it started. Anything Conor said Baby Aoife could do, Brian wanted to say that his sister Orla could do it better. And anything Conor heard that Baby Orla could do he wanted Aoife to be able to do better.

The next fine day as Brian wheeled Orla past Conor's house, Brian called out, 'Orla can say "goo-goo" now. What can Aoife say?' 'Nothing' said Conor. 'She just gurgles and coos.' 'Hmmm ...!' said Brian.

Some time later Conor had exciting news for Brian about Baby Aoife. She had learnt how to crawl. This surprised Brian. 'I didn't think babies could crawl so soon!' said Brian.

But Brian was not to be outdone. He had some news for Conor too. 'Orla can say "Da-da" AND "Ba-ba" now!' Conor said nothing. Baby Aoife could say 'goo-goo' and 'gurgle' and 'coo', but that was all.

Conor told his Mammy about Brian and his talkative little sister. 'Why can Orla say things that Aoife can't?' 'Don't worry,' said Mammy, 'all babies learn to do things in their own time. Your big brother Kevin was very quick to learn to talk. You didn't start until you were quite a bit older. But once you started there was no stopping you!'

Time passed and Orla learned to crawl. But by that time Baby Aoife had learned to stand up. She was a little wobbly at first. Then, using furniture or people's knees, Aoife used to try and walk around the room until little by little she could walk without any help. 'You are a clever girl!' said Conor.

Meanwhile, Orla had a lot to say for herself. She could say 'Hiya!' and 'Ta-ta!' and 'Na-na!' and 'Brian' and lots of other words. Baby Aoife could say 'Da-da' and 'Ma-ma' and 'goo-goo' and 'gurgle' and 'coo!' But that was all.

I'm glad to be able to tell you that Conor and Brian were good friends by now. After all, they were the same age, and went to the same school, and lived near one another AND each had a little baby to mind.

One fine afternoon they were all sitting in front of Conor's house. Baby Orla was sitting on the rug and Baby Aoife was running around. Suddenly Baby Orla STOOD UP and WALKED towards Aoife waving her arms and calling out 'Hiya! Hiya! Hiya!' Brian was amazed.

And then it was Conor's turn to be surprised. Baby Aoife turned around and walked towards Orla and seemed to say, 'clever girl!' It was just as Mammy had said, though the two babies were the same age they had learned how to do things at different times. Aoife had learned to talk and Orla had learned to walk in their own good time.

Other Story Suggestions

Titch by Pat Hutchins published by Puffin

Titch is the smallest member of the family. Everything his brother and sister have seems bigger and better until the day Titch does some gardening.

Once There Were Giants by Martin Waddell and Penny Dale published by Walker Books

Let's Talk: **About the Story**

Having read the story of Baby Aoife and Baby Orla, you might begin this exercise by talking about the story:

- ▲ **Can you remember Baby Aoife when she was a new baby?**
- ▲ **What did she drink?**
- ▲ **Where did she get her milk?**
- ▲ **Can you remember how Baby Aoife has changed since she was a new baby?**
- ▲ **Who is Brian? What is his baby sister called?**
- ▲ **First Aoife could roll over. What did she learn to do next? What was Aoife good at learning how to do?**
- ▲ **What did she learn to do before Orla? What was Orla better at doing? What words could Orla say?**
- ▲ **Why did Mammy say "not to worry"?**
- ▲ **Baby Orla never crawled at all. When did she learn to walk? How had Aoife learned to walk?**
- ▲ **Before Aoife learned to talk, what noises used she make? What did Aoife say when she finally learned to talk? How had she learned to talk?**

Option 2

Maths Time:	Measuring Growth
Centre of Interest:	Growing and Changing
Let's Talk:	About Growing

Math Time: **Measuring Growth**

This lesson is the third in a three-part exercise.

Each child's **height**, **hand span** and **foot size** are measured

- at the beginning of the school year
- at the beginning of January and
- at the end of the summer term.

Children may help to measure each other, under the guidance of the teacher. The sensitivity of the teacher will ensure that extreme rates of growth among the children do not receive undue focus.

Height can be measured using a wall chart and marked in colour with the child's name written beside the mark. A different colour may be used for each measurement.

The **hand span** and **foot length may be recorded**, each child having his/her own page, by drawing around the child's hands and feet, using a different colour each time.

These pages could be stored in book form. Now, at the end of the year the final reckoning could be cut out and displayed. The children will see how they have grown and will see how rates of growth vary. Parent/guardian assistance would be helpful in this activity.

Centre of Interest: **Growing and Changing**

Make a collection with the children of items that illustrate that growing involves changing. The collection might include books and posters that illustrate the changes caterpillars and tadpoles go through.

The egg box caterpillars and fold over butterflies from the art activity in this lesson might also be displayed. Photographs of the children as babies and now would also be appropriate.

Alternatively, items suggested by the content of the **Let's Talk About Growing Activity** that follows might be displayed. The different food types could be represented by empty milk cartons, yoghurt containers, egg boxes; pictures of these or play food.

Let's Talk: About Growing

The teacher can make a selection from the following questions.

This can be a sensitive topic for those who are shorter or taller than average. Questions which follow try to avoid drawing attention to the extremes. The following discussion does not ask who is the shortest or tallest in the class.

- ▲ How do you know you are growing? (*new shoes? clothes getting too small? the height chart? being able to reach things that you couldn't before? e.g. the light switch*)
- ▲ Have you grown much since the beginning of the year?
- ▲ What helps you grow healthy and strong?

Food

- ▲ Food that helps you grow (*i.e. proteins*) are milk, yoghurt, cheese, eggs, fish, meat. Do you like these kinds of food?
- ▲ Foods that give you energy (*i.e. carbohydrates*) are bread, cereals, potatoes, rice, pasta. Energy allows you to do lots of things without getting too tired. Do you eat the kinds of food that gives you energy?
- ▲ Foods that help you grow strong and healthy (*i.e. vitamins and minerals*) are fruit and vegetables. Do you eat these kinds of foods?
- ▲ What do you eat for breakfast? (*cereal? an egg?*)
- ▲ Do you eat a healthy breakfast? (*Sensitivity to home situations will be required.*)
- ▲ What do you have for lunch?
- ▲ Do you eat fruit for lunch?
- ▲ What food should you eat less of?
- ▲ Why should you avoid these foods?

Sleep

- ▲ Do you get enough sleep? Your body needs sleep to grow! What time do you go to bed? What time do you wake up?

Exercise

Your body needs exercise.

- ▲ What do you do after school?
- ▲ Do you stay in and watch T.V.?
- ▲ Do you go out to play?
- ▲ Do you play football?
- ▲ Do you ride a bike?
- ▲ Do you swim?
- ▲ How many children were six at Christmas?
- ▲ Who will be six in June etc.?
- ▲ Do any two children share the same birthday?
- ▲ What size shoe do you take?
- ▲ Show me how tall you are.
- ▲ You are the same ages but some of you have different shoe sizes.
- ▲ You are all different heights.

Follow-up Activities

Mime Time:	Growing and Changing - The Caterpillar
Art Activity:	Construction - Egg Box Caterpillars Painting Fold-Over Butterflies

Mime Time: Growing and Changing - The Caterpillar

You will need space for this activity. A tape recorder and background music is optional.

Encourage the children to tidy their tables, putting away pencils or anything else which may distract them. It is best not to begin until **everyone is sitting on the floor** and focused. Speaking in a calm voice the teacher guides the children:

Relax (*pause*)

Sit comfortably (*pause*)

(*Almost in a whisper*) **Listen ... Listen ...**

Butterflies lay their eggs on leaves. Larvae hatch out from these eggs. These become caterpillars. Caterpillars turn into pupae. They change and grow and become butterflies.

Pretend you are a tiny yellow egg stuck to the side of a cabbage leaf ... You can't move but if you look around you will see that there are hundreds of other tiny yellow eggs around you ... Your little egg hatches and you have become a tiny larva - a tiny grey worm.

Slowly you become a small green caterpillar munching the cabbage leaf ... Yes, that's what you like to eat and that's what you spend your whole day doing! ... You can move slowly now. You crawl to another spot on the cabbage leaf to find a fresh piece of juicy cabbage leaf. Munch! Munch! Munch! ... My! You are getting big ...

Now you are feeling very full and very sleepy ... But you have a job to do before you can go to sleep ... If you nodded off here a hungry bird might have you for his tea ... Crawl to a safe place and make yourself a little tent to sleep safely in ... Now you are snug and warm and safe ...

You go to sleep ... Shh! You stay asleep for a long time ... You are not a caterpillar anymore ... You have changed. You are called a pupa ... you curled up and wrapped up snug and warm.

And then one fine day you wake up and come out of your tent ... You are not a pupa anymore either ... You have changed into a beautiful butterfly ... You have wings ... You can fly ... Off you go ... Why not visit the cabbages again?

At this point you could play some music the children could dance to e.g.

The Waltz Of The Flowers by *Tchaikovsky*

Art Activity: Construction - Egg Box Caterpillars Painting

Cut out the little cups in papier mache egg boxes. Paint them green. Make a little hole in the bottom of each of them and string them together to make a caterpillar.

Fold-over Butterflies

Show the children how to paint half a butterfly shape on a page and fold the page over so that the whole butterfly appears with identical wings. Display both of these as mobiles or on the wall with the caption; 'We Have Grown And Changed'

Parent/Guardian Involvement

Ask the children to tell their parents/guardians about Baby Aoife and Baby Orla or how the caterpillar grows and changes.

Parents/guardians could be invited in to help with measuring the children or to help with the art activities. The finished products can be shown to parents/guardians visiting the classroom.



Dear Parents/Guardians,

The aim of this lesson is to help children become aware that growth involves change and that rates of growth are unique for each individual.

Opportunities present themselves, in school and at home, for parents/guardians and teachers to help children become aware of their physical growth and to appreciate that as they grow in size they also grow in many other ways - becoming more independent, looking after their toys, helping in the house, understanding that they cannot have everything they want when they want it, etc.

The following are suggested **Home Activities** for **Parent/Guardians** to undertake with their **children** on the theme **I Grow and Change** -

Discuss with your child what helps him/her to grow strong and healthy and how you can help in relation to

Food/Exercise/Sleep etc.

Or

Ask you child to talk about things s/he can do this year that s/he couldn't do last year -

Button coat/zip jacket/tie shoelaces/butter bread/tidy toys etc.

Or

Together, make a collage of things your child can do, by cutting relevant pictures from newspapers and magazines and pasting them onto a page to make an interesting, attractive picture -

Cycling/walking/washing-up/singing/shaking hands, etc.

Or

Together, make up a short poem or rhyme about your child growing up.



9 Making Decisions





Making Decisions

Aim: To help children become aware of factors which influence choices.

Theme Menu

Option 1

Story Time:	Sinéad Makes A Choice Another Story Suggestion
Let's Talk:	About the Story

Option 2

Class Discussion:	Make A Choice
Let's Talk:	About Making Decisions

Follow-up Activities

Pretend Time:	Making Decisions
Art Activity:	Finding a Solution

A Note on Making Choices and Decisions

Living life to the full involves solving problems and making decisions and choices. Such processes may be encountered as an individual or as a group. Trying to solve children's problems, or to resolve their difficulties for them, instils in them the attitude that someone else can always "fix it" and that they themselves are not capable of solving even simple problems without adult help.

The decision-making process in these materials can be taught to a class or individual who will, with practice, be better able to make rational, age-appropriate decisions autonomously with an appreciation of the consequences.

Option 1

Story Time:	Sinéad Makes A Choice Another Story Suggestion
Let's Talk:	About the Story

Story Time: Sinéad Makes A Choice

Do you remember a little girl called Sinéad and her friend Conor? We know a lot about Sinéad already. Do you remember she has a big sister Carol and a big brother Tom? Sinéad is too young to do the ironing and she can't whistle yet but she is good at football and making dens under the kitchen table. She is a good friend to Conor. But there is something you don't know about Sinéad. She is a bit untidy. She doesn't always remember to wash her teeth or brush her hair. Her bedroom is always in a mess.

If you remember, and I'm sure you do, Conor minds Baby Aoife and Brian has Baby Orla to mind. Sometimes Sinéad helps Conor to mind Baby Aoife but she would really like something to love and care for. Some of the other children in school were always telling her teacher about their little brothers and sisters.

She thought about this and asked her sister Carol's advice. 'I'd like something to mind and care for,' she said. 'Why not ask Daddy for a goldfish?' said Carol. 'I couldn't hug a goldfish,' thought Sinéad. 'How about a big, brown bear then?' laughed Carol. Sinéad knew that Carol was only joking so she went and asked her brother Tom. 'What would you like yourself?' he asked. Sinéad wasn't sure.

Sinead went to her Daddy. 'Daddy,' she said 'it's my birthday soon. I was thinking I would like a pet to mind and care for but I'm not sure what kind yet!' 'I don't know,' said Daddy 'you're hardly able to mind yourself. Your hair never looks tidy. You leave your toys on the stairs and your bedroom is a terrible mess. Pets take a lot of looking after. I don't think you'd be able to manage. It would only mean more work for me.'

Sinéad was disappointed but she knew her Daddy was right. Maybe if she showed her Daddy how good she could be he'd change his mind. She decided to try to be tidier. While she was brushing her hair she thought about the kind of pet she'd like. She decided she would like to have a puppy. As she went downstairs she picked up her toys that were on the stairs. 'Daddy,' she said, 'I've brushed my hair and picked up my toys. I've decided I would like a puppy!' 'I'm sorry,' said Daddy 'but puppies take a huge amount of minding. They need to be fed and exercised and groomed and trained. It would only make more work for me!'

Sinéad didn't give up. She went upstairs and tidied her room. She told her sister Carol what Daddy had said. 'I wouldn't mind helping you to exercise and teach it to be obedient'. Tom said he would help give it baths and groom it.

Back went Sinéad to her Daddy. She explained how Carol and Tom said that they would help her look after the puppy. 'I'm sorry,' said Daddy 'but my answer is still no. I'd end up mopping up after it. It would only make more work for me and I've enough to do already'.

Sinéad's birthday came and went and she had a lovely day and got lots of nice presents but there was no puppy. She knew Daddy had a lot of work to do and she got better at minding herself and keeping her room tidy.

Then something sad happened. Conor's Granddad died. Conor was very upset because he loved his Granddad very much. Conor's Granddad had a lovely collie dog called Queenie. She was about five years old. Conor's Granddad had taken great care of her. Conor's family couldn't take it because they had a small baby to mind. It seemed that Queenie would have to go to the Dog's Home.

Sinéad had one last try. She told her Daddy about Queenie and reminded him how the others said they would help. Daddy felt sorry for Queenie. He didn't want her to go to the Dog's Home. He had noticed that Sinéad was taking much better care of herself lately and was keeping her room tidy. A dog Queenie's age wouldn't need much minding as a puppy. And Conor's Granddad had trained her well. He had given her a lot of love so she was a very friendly dog.

'All right so', said Daddy. Sinéad couldn't wait to tell Conor the good news!

Another Story Suggestion

A Pet For Mrs. Arbuckle by Gwenda Smythe published by Puffin Picture Book
Mrs. Arbuckle chooses a pet.

The teacher may know of other stories which explore the theme of choice.

Let's Talk: About the Story

Having read the story of Sinéad Makes a Choice, you might begin this exercise by talking about the story.

- ▲ Can you remember what Sinéad decided she wanted? Why did she want something to mind and care for?
- ▲ Who suggested she get a goldfish? Why do you think Carol suggested a goldfish? Why did Sinéad not want a goldfish?
- ▲ Why did Daddy think Sinéad wouldn't be able to mind a pet? What did Sinéad decide to do so that her Daddy would know she was able to look after a pet?
- ▲ What kind of pet did Sinéad decide she wanted? Why did Daddy think that a puppy was not a good idea?
- ▲ How did her sister say she would help? How did her brother say he would help? Why did Daddy still think a puppy wasn't a good idea?
- ▲ What was the collie dog's name? Why did it need a home? Why did Daddy decide to let Sinéad keep Queenie?

Option 2

Class Discussion: Make a Choice

Let's Talk: About Making Decisions

Class Discussion: **Make a Choice**

The teacher presents a number of situations which require decisions and invites the children to discuss the options and their consequences. The teacher might use this as an opportunity to revise topics that have been covered earlier in the year e.g.,

Situation

You are playing with your friends. Someone else asks to play.

Decision

Will you tell him/her to go away or say it's all right to join in?

Consequences

If you tell him/her to go away how will s/he feel?

How will you feel?

How will your friends feel?

Do you think that person would ask to join in again?

Did anyone ever stop you from joining in a game?

How would you feel if you asked and were not allowed join in?

What reason had you for telling him/her to go away?

What would your Mammy/Daddy/Teacher say about that?

If you tell him/her it's all right to join in how will s/he feel?

How will you feel?

How will your friends feel?

Why should we be friendly towards each other?

What do Mammy/Daddy/Teacher say about being friends?

Similar type questioning could generate discussion on the following:

- ▲ There is a new child in the class. Will you leave him/her alone to make his/her own friends or make friends and offer to show him/her around?
- ▲ You are feeling upset because your friend is playing with someone else. Will you go over and ask can you play too or go and find a different friend to play with?
- ▲ Your friend is playing with someone else. Will you go over and ask can you play too or go over and have a row with your friend?
- ▲ You are feeling lonely. Will you go into a corner and cry or find other friends to play with?
- ▲ Your Mammy has been working hard all day. Will you ask her what's for dinner or give her a hug and ask her how you can help out?
- ▲ You are watching T.V. Your Mammy asks you to do something. Will you pretend you can't hear her or do what Mammy wants?

- ▲ **You have to choose what you will have for your school lunch. Will you have crisps and a fizzy drink or a sandwich and some orange?**

Discuss the decisions the children make and the reasons why. The options presented to the children should be relatively light-hearted. Problems that would place children in a dilemma should not be included.

Let's Talk: About Making Decisions

- ▲ **You woke up this morning and what was the first decision you had to make? What other decisions have you made since this morning?**
- ▲ **Was there anything you wanted to do that you weren't let do? Why? Is there anything you wanted to do that you couldn't do? Why?**
- ▲ **Some choices are easy. Can you think of any?**
- ▲ **Some choices are more difficult. Can you think of any?**
- ▲ **Did you ever have to make an important decision? Tell us about it? What decision did you make? Why? If you have to make an important decision and want advice who could you ask?**

Follow-up Activities

Pretend Time: Making Decisions

Art Activity: Finding a Solution

Pretend Time: Making Decisions

Wait until the children know you and one another before introducing this activity. Define the task clearly and give the children a problem to solve or a decision to make. You could choose the most relevant situation from the list below or come up with your own scenario;

Pretend you are with two friends in the yard. They start fighting with each other.

You can't find the new pencil you brought into school. Your friend has one just like it.

You are playing with your friends. Someone new asks to play.

You are feeling upset because your friend is playing with someone else. You are feeling lonely. It feels like there is no one to play with in the yard.

You are very hungry and looking forward to your dinner. Your Mammy looks tired. She has been working hard all day and there is no dinner ready yet.

You are watching your favourite television programme. Your Mammy asks you to do something.

To prepare the children read the problem aloud. Get them thinking in advance of what the solution might be. Ask them;

- ▲ **Has this ever happened to you?**
- ▲ **How would you feel in this situation?**
- ▲ **What would you do?**
- ▲ **What might happen next if you did that?**
- ▲ **Are there other ways to solve this problem?**

Give the children enough time to think of possible solutions before asking for volunteers to act out a solution. Monitor this carefully. The children must not change the task given to them. Stop the activity if misunderstandings arise and if feelings are hurt.

Children can volunteer for roles but a child may also opt to 'pass' and not take part. These children can observe instead. Tell them to listen carefully and ask themselves;

- ▲ **Could this really happen?**
- ▲ **What would I do in the situation?**
- ▲ **What would happen if you did that?**
- ▲ **Are there other ways to solve this problem?**
- ▲ **What would happen then?**

When the children have completed the task, stop and evaluate the solution with them. Ask them;

- ▲ **What is the best way to solve this problem?**
- ▲ **Why?**

Art Activity: **Finding a Solution**

The children get a large sheet of paper divided in two. They draw a picture of a situation where a decision will need to be made. It can be:

1. **A simple choice they made that day:**
Breakfast - cereal or toast?
Getting dressed - tracksuit or jeans and a jumper?
Travelling to school - walk, bus or car?
Playing - football or chasing?
2. **A choice with more than two or three options:**
Visiting the sweet shop or toy shop.
3. **A decision based on the game or role play earlier in this lesson:**
Your friends start fighting with each other.
You are watching your favourite television programme and your Mammy asks you to do something.

After they have finished the picture they explain the problem to their partner. They swap their pictures and make a decision based on their partner's picture and draw a picture. They then can discuss their solution with their partner.

Parent/Guardian Involvement

Ask the children to tell their parents/guardians about Sinéad and her new pet.

Parents/guardians visiting the classroom can be shown the art work.



Dear Parents/Guardians,

The aim of this lesson is to help children become aware of factors which influence choices. Living life to the full involves solving problems and making decisions and choices. Trying to solve children's problems, or to resolve their difficulties for them, instils in them the attitude that someone else can always "fix it" and that they themselves are not capable of solving even simple problems without adult help.

The following are suggested **Home Activities** for **Parents/Guardians** to undertake with their **children** on the theme **Making Decisions** -

Let's pretend that:

You are playing with your friends. Someone else asks to play.

Will you tell him/her to go away or say it's all right to join in?

If you tell him/her to go away how will s/he feel? How will you feel?

Did anyone ever stop you from joining in a game?

Why should we be friendly towards each other?

Or

Let's talk about what happened today:

**What was the first decision you made when you got up this morning?
Tell me about it.**

**Was there anything you wanted to do today but you decided not to do it?
Tell me about it.**

Or

What would you do if:

You were with two friends in the yard and they started fighting?

You couldn't find the new pencil you brought into school and your friend had one just like it.

You were very hungry after school but the dinner wasn't ready?

You were watching your favourite television programme and you were asked to start your homework?





Senior Infants: Curriculum Integration

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Senior Infants

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